



THE USE OF UPIN IPIN VIDEO IN ENGLISH CLASS

Indah Muzdalifah ¹⁾, Elvira Asril ²

¹Faculty of Computer science Lancang Kuning University Indonesia

²Faculty of Computer science Lancang Kuning University Indonesia

E-mail: indah@unilak.ac.id elvira@unilak.ac.id

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Abstract

Technology has been part of human life. It can connect to English Language Learning. One of them is video animation, such as serial cartoon Upin Ipin English version. However, it only can be found in YouTube This research aims to find out whether Upin Ipin serial cartoon movie can improve students' ability in speaking English. The method of this research was using descriptive qualitative research by collecting the data through *pretest* and *posttest* and described them into detail explanation. Then they were compared between pretest and post-test. The result is the 48,8 in pretest and 57,77 for the post-test. It means there is an improvement.

Keywords: *English, Upin and Ipin.*

INTRODUCTION

Being a teacher and lecturer is not easy, interacting with dozens of different student characters, and from different indigenous tribes, different religions and cultures but united in one place at the same time is unique . The teacher's responsibility does not only convey the materials by pursuing established curriculum targets. However how can the current generation have good values and character in every lesson they give. How after holding a bachelor's degree they can interact in the world of work by giving high dedication wholeheartedly fulfilling the duties and responsibilities carried and how to become an honest scholar who does not take the rights of others. Being the teachers or lecturers must also be able to keep up with the times. It is a hard task for teachers and lecturers to optimize technological sophistication that can use as a learning medium that can facilitate teachers and lecturers in delivering learning material by tucking moral values in each learning



material. Therefore, optimizing the use of technology as a learning medium based on a better moral character is one of the ways that can contribute to education with the aim of building human character.

Current technology can be utilized as a learning medium. One of them is film-based media which is a type of audiovisual media. One of the audiovisual media in the form of films is a cartoon that is familiar to every Indonesian community, namely Upin and Ipin cartoon movie series originating from Malaysia. Upin - ipin cartoon movie is deemed appropriate as a medium in learning, especially for English subjects. This film media can support English teachers and lecturers in English as a foreign language class.

Malaysia and Indonesia are similar countries. There are several similarities between these two countries. English is the second language used in Malaysia. Thus, English is not a foreign language for them. Upin & Ipin is a short series of computer-animated cartoon movies produced by Les' Copaque Production. Upin Ipin is cartoon tells the story of two orphan twin brothers who show life and adventure in fictional Malaysian Kampung. There are two types of Upin Ipin cartoons, it is the Indonesian or Malay cartoons and the English version.

There are several advantages for teachers in using film media in class. The film contains authentic material so that the material discussed in class is the current issue. The material in the film used can adapt to school curricula and study programs. In addition to authentic material, in a film, there is a culture that can be learned both in analogous and imitated. Teaching a foreign language like English by using the media of learning a film contains multi-language and multi-cultural in the classroom where the class is a monolingual and multicultural place. In other words, the teacher who guides students from a class room measuring 5x5 meters, which consists of approximately 40 students can bring students' minds flying through the world just by showing a film as a facility that delivers the intent and message of learning material.



In addition, the film is an interesting medium because it contains pictures, sounds, and animations that can attract the attention of students which is not found in traditional learning or textbooks. (Thurn, 2016)

Several studies have proved that film or video is one of the teaching materials which is rich in real context and vocabulary which is very useful in learning English as Foreign Language. There are various ways in designing a learning media, one of which is the dual coding theory, where if a text or material added to an object or visual illustration in the form of a picture then the meaning conveyed to the material conveyed will be effective and clearer. The messages conveyed through the object and the image will leave behind in the reader's mind. On the other hands that a video that is playing when added subtitles or running text as additional posts spoken by the cast in a video will increase the understanding and interpretation of the viewer of a video. (Shirazi, Hesabi, & Simin, 2015)

There are various ways and choices in the selection of motorcycle taxis as a visual medium of teaching media such as magazines, kora, paintings, flashcards, banners, sketches, film strips. A film is a tool or media that is rich that can motivate students in learning. When someone watches a film, many language components are obtained such as listening, reading (for films that have subtitles), writing, and speaking. In addition, the film is a medium of communication between teachers and students. Through a film, students can participate more actively in the classroom than understanding an existing text in a book. (İşcan, 2017)

Film was first created in 1895 by Edison. At first, the film was used by humans in the fields of medicine, research, science and literature, and teaching. Long before Indonesia looked at the use of audio-visual media as a medium of learning, developed countries had already used learning media that connected audio (sound) with images (visual) in learning language skills. For them, although the introduction of letters and patterns of practice in learning foreign languages is necessary for the



early stages of learning, connecting structured theory with the use of free and creative language is important. Research also proves that the use of film media in media teaching-oriented to audio-visual approaches is interesting and effective in higher education in the UK. (Wang, 2009)

Upin Ipin is an animated cartoon that is a requirement of the meaning of ethnic culture that unites cultural differences - such as Malay, Chinese, Indian, and Malaysian style to create harmony, tolerance, and harmony between nations. In addition. In addition , Upin Ipin contains moral character values that indirectly blend cultures that not only have a place in the hearts of Malaysians themselves but also various countries in Asia such as Indonesia, Brunei, Singapore and the Philippines. Upin Ipin contains visual animation that is thick of Malaysian culture. (Ghani, 2015) (Yuksel, 2009)

METHODS

The aim of this research is to measure the students' ability in speaking skills by using the medium Upin Ipin serial cartoon movie English version. The type of the research is descriptive qualitative research. This research was started by explaining the students' lack ability in speaking English as the background of the problem. The solution of this problem by using the media based on technology it is YouTube channel that provide the video English version Upin and Ipin. This research was taking the instrument by taking the test. The sample of this research is the students of computer science. They are 31 students. Suitable with the purpose of this research to describe the use of Upin Ipin Serial Cartoon Movies through YouTube as a Learning Media for English As Foreign Language can improve English As Foreign Language language skills especially Listening and Speaking comprehension. Therefore, this study uses the test instrument in collecting data. The Listening and speaking test assessment rubrics are as follows:



Table 1. The Listening and Speaking Test Assessment Rubrics

RUBRIC SPEAKING ASSESSMENT		
ASPECT	SCORE	INFORMATION
PRONUNCIATION	5	Easy to understand and have a speaker's accent
	4	Easy to Understand Even With a Certain Accent
	3	There are pronunciation mistakes that make the listener have to be fully concentrated and sometimes there are mistakes
	2	Difficult to understand because there are problems with pronunciation often asked to repeat
	1	Serious pronunciation problems that couldn't be understood
UNDERSTANDING	5	Understand all without difficulty
	4	Understand almost everything even though there are repetitions in certain sections
	3	Understanding most of what is being said when speaking is slowed down a bit despite repetition
	2	It's hard to follow what is said
	1	Cannot understand even a simple conversation
GRAMMAR	5	No or few grammar errors
	4	Sometimes it makes grammatical mistakes but it doesn't affect the meaning
	3	Often makes grammatical mistakes that affect meaning
	2	Many grammar mistakes get in the way of meaning and often rearrange sentences
	1	The grammar mistakes were so severe they were difficult to understand
VOCABULARY	5	Use vocabulary and phrases like native speakers
	4	Sometimes - sometimes using inappropriate vocabulary
	3	Often using inappropriate vocabulary, the conversation becomes stagnant because of the limited vocabulary



	2	Using the wrong vocabulary and limited vocabulary so it is difficult to understand
	1	Vocabulary is so limited that conversation is impossible
FLUENTLY	5	Fluent like a native speaker
	4	Fluency Seems to be slightly troubled by language problems
	3	Fluency is somewhat compromised by language problems
	2	Often hesitated and stopped because of language limitations
	1	Talk was intermittent and stopped so that the conversation could not take place

Hanik (2011)

Table. 2 Speaking Assessment Sheet

Speaking assessment sheet					
Aspek	Skor				
	50	60	70	80	TOTAL
Fluency					
Accuracy					
Pronunciation					
Intonation					

Table 3. Rubric of assessment

Score	1	2	3	4	5
Accent	0	1	2	2	3
Grammar	6	12	18	24	30
Vocabulary	4	12	14	16	18
Fluency	2	4	6	8	10
Comprehension	4	8	12	15	19

Hanik (2011)

FLUENCY

50: if there is hesitation

60: well, but there is still some hesitation

70: smoothly

80: very fluent

ACCURACY

50: all speech cannot be understood



60: a small portion of speech can be understood

70: most of the speech is understandable

80: all speech can be understood

PRONUNCIATION

50: Almost anything

60: partly correct speech

70: mostly correct speech

80: all correct speech

FINDING AND DISCUSSION

To answer the research question, this study used two tests namely pretest and post test. In measuring test results, rubrics are needed so that the results can be more valid. The following are the rubrics used to measure the results of research tests.

Tabel 4. Pre Test

NO	STUDENTS' NAME	COMPONENT PENILAIAN									
		Accent		Grammar		Vocabulary		Fluency		Comprehension	
1	Afriyanti	2	1	2	12	3	14	3	6	3	12
2	Aida Khairuna	2	1	2	12	2	12	2	4	3	12
3	Alfin Aswar	2	1	2	12	3	14	4	8	3	12
4	Alshal Rian	2	1	1	6	2	12	3	6	2	12
5	Anna Rasfira	2	1	1	6	2	12	3	6	3	12
6	Antonius	2	1	3	18	3	14	3	6	3	12
7	Bayu	2	1	3	18	3	14	3	6	3	12
8	Chica	2	1	3	18	3	14	3	6	3	12
9	Fajar Faiz	2	1	2	12	3	14	3	6	3	12
10	Gina Rahmi	3	2	3	18	3	14	4	8	4	15
11	Igres	2	1	3	18	3	14	3	6	3	12
12	Kenedy	2	1	3	18	3	14	3	6	3	12
13	Kristina	2	1	3	18	3	14	3	6	3	12
14	Lusiana	2	1	3	18	3	14	3	6	3	12
15	Maria	2	1	3	18	3	14	3	6	3	12
16	Maya	3	2	3	18	3	14	4	8	4	15
17	Melda	2	1	1	6	2	12	3	6	3	12
18	M. Fajri	2	1	3	18	3	14	3	6	3	12
19	Niken	2	1	3	18	3	14	3	6	3	12
20	Nofa paulina	2	1	3	18	3	14	3	6	3	12



21	Rafael	2	1	3	18	3	14	3	6	3	12
22	Raka	2	1	3	18	3	14	3	6	3	12
23	Saskia	2	1	3	18	3	14	3	6	3	12
24	Sherly	2	1	3	18	3	14	3	6	3	12
25	Sya'banu	2	1	3	18	3	14	3	6	3	12
26	Tisa	2	1	3	18	3	14	3	6	3	12
27	Venta	2	1	3	18	3	14	3	6	3	12
28	Wan Riyanda	2	1	2	12	3	14	3	6	3	12
29	Wisnu	2	1	3	18	3	14	3	6	3	12
30	Yoksan	2	1	3	18	3	14	3	6	3	12
31	Zunita	2	1	3	18	3	14	3	6	3	12

Tabel 5. Post Test

NO	STUDENTS' NAME	COMPONENT PENILAIAN									
		Accent		Grammar		Vocabulary		Fluency		Comprehension	
1	Afriyanti	2	1	2	12	3	12	3	6	3	12
2	Aida Khairuna	2	1	3	18	3	12	3	6	3	12
3	Alfin Aswar	2	1	3	18	3	12	4	8	4	15
4	Alshal Rian	2	1	3	18	3	12	3	6	3	12
5	Anna Rasfira	2	1	3	18	3	12	3	6	3	12
6	Antonius	2	1	3	18	4	16	3	6	3	12
7	Bayu	2	1	3	18	3	12	4	8	4	15
8	Chica	2	1	3	18	4	16	4	8	4	15
9	Fajar Faiz	2	1	3	18	3	12	4	8	4	15
10	Gina Rahmi	3	2	4	24	4	16	4	8	4	15
11	Igres	2	1	3	18	4	16	3	6	4	15
12	Kenedy	3	2	4	24	4	16	4	8	4	15
13	Kristina	3	2	4	24	3	12	4	8	4	15
14	Lusiana	3	2	4	24	4	16	4	8	4	15
15	Maria	2	1	3	18	4	16	4	8	4	15
16	Maya	3	2	4	24	4	16	4	8	4	15
17	Melda	2	1	3	18	2	18	3	6	3	12
18	M. Fajri	2	1	3	18	4	16	4	8	4	15
19	Niken	3	2	4	24	4	16	4	8	4	15
20	Nofa paulina	3	2	4	24	4	16	4	8	4	15
21	Rafael	3	2	4	24	4	16	4	8	4	15
22	Raka	2	1	3	18	3	12	4	8	4	15
23	Saski	3	2	4	24	3	12	4	8	4	15
24	Sherly	2	1	3	18	4	16	3	6	4	15



25	Sya'banu	3	2	4	24	4	16	4	8	4	15
26	Tisa	2	1	3	18	4	16	4	8	4	15
27	Venta	2	1	3	18	4	16	3	6	3	12
28	Wan Riyanda	2	1	3	18	3	12	4	8	4	15
29	Wisnu	3	2	4	24	4	16	4	8	4	15
30	Yoksan	3	2	4	24	4	16	4	8	4	15
31	Zunita	2	1	3	18	3	12	4	8	4	15

Table 6. Pre test Test

NO	STUDENTS' NAME	COMPONENT PENILAIAN					Total
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Afriyanti	1	12	14	6	12	45
2	Aida Khairuna	1	12	12	4	12	41
3	Alfin Aswar	1	12	14	8	12	47
4	Alshal Rian	1	6	12	6	12	37
5	Anna Rasfira	1	6	12	6	12	37
6	Antonius	1	18	14	6	12	51
7	Bayu	1	18	14	6	12	51
8	Chica	1	18	14	6	12	51
9	Fajar Faiz	1	12	14	6	12	45
10	Gina Rahmi	2	18	12	8	15	55
11	Igres	1	18	14	6	12	51
12	Kenedy	1	18	14	6	12	51
13	Kristina	1	18	14	6	12	51
14	Lusiana	1	18	14	6	12	51
15	Maria	1	18	14	6	12	51
16	Maya	2	18	12	8	15	55
17	Melda	1	6	12	6	12	37
18	M. Fajri	1	18	14	6	12	51
19	Niken	1	18	14	6	12	51
20	Nofa paulina	1	18	14	6	12	51
21	Rafael	1	18	14	6	12	51
22	Raka	1	18	14	6	12	51
23	Saskia	1	18	14	6	12	51
24	Sherly	1	18	14	6	12	51
25	Sya'banu	1	18	14	6	12	51
26	Tisa	1	18	14	6	12	51
27	Venta	1	18	14	6	12	51



28	Wan Riyanda	1	12	14	6	12	45
29	Wisnu	1	18	14	6	12	51
30	Yoksan	1	18	14	6	12	51
31	Zunita	1	18	14	6	12	51
	Rata – rata	1,0	15,8	13,6	6,12	12,1	48,8

Table 7. Post test

NO	STUDENTS' NAME	COMPONENT PENILAIAN					Total
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	Afriyanti	1	12	12	6	12	43
2	Aida Khairuna	1	18	12	6	12	49
3	Alfin Aswar	1	18	12	8	15	54
4	Alshal Rian	1	18	12	6	12	49
5	Anna Rasfira	1	18	12	6	12	49
6	Antonius	1	18	16	6	12	53
7	Bayu	1	18	12	8	15	54
8	Chica	1	18	16	8	15	58
9	Fajar Faiz	1	18	12	8	15	54
10	Gina Rahmi	2	24	16	8	15	65
11	Igres	1	18	16	6	15	56
12	Kenedy	2	24	16	8	15	65
13	Kristina	2	24	12	8	15	61
14	Lusiana	2	24	16	8	15	65
15	Maria	1	18	16	8	15	58
16	Maya	2	24	16	8	15	65
17	Melda	1	18	18	6	12	55
18	M. Fajri	1	18	16	8	15	58
19	Niken	2	24	16	8	15	65
20	Nofa paulina	2	24	16	8	15	65
21	Rafael	2	24	16	8	15	65
22	Raka	1	18	12	8	15	54
23	Saskia	2	24	12	8	15	61
24	Sherly	1	18	16	6	15	56
25	Sya'banu	2	24	16	8	15	65
26	Tisa	1	18	16	8	15	58
27	Venta	1	18	16	6	12	53
28	Wan Riyanda	1	18	12	8	15	54
29	Wisnu	2	24	16	8	15	65



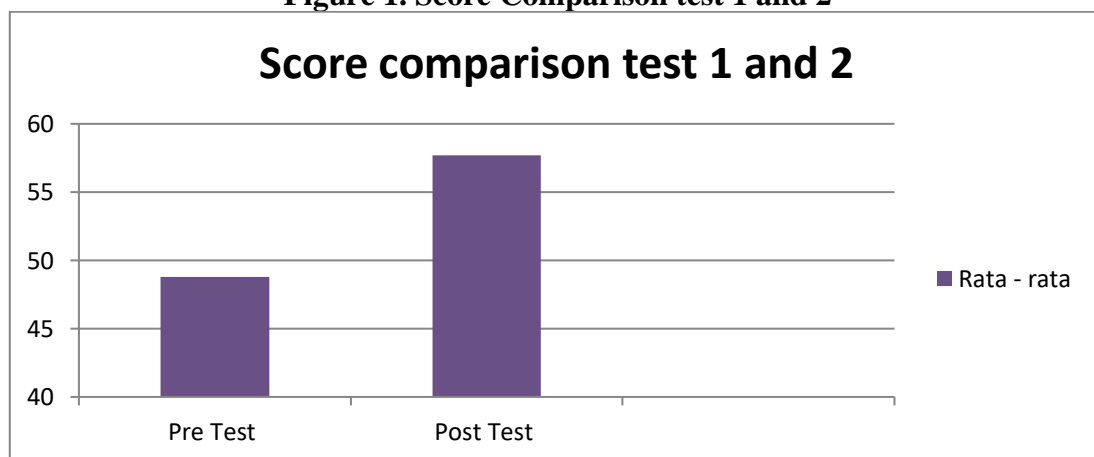
30	Yoksan	2	24	16	8	15	65
31	Zunita	1	18	12	8	15	54
	Rata – rata	1,3	20,1	14,5	7,4	14,3	57,77

Table 8. Score comparison test 1 and 2

	Rata – rata
Pre test	48,8
Post test	57,77

From the above table the data obtained in the first test with an average of 48.8 and in the second post test obtained as much as 57.77. This data can be seen from the graph below:

Figure 1. Score Comparison test 1 and 2



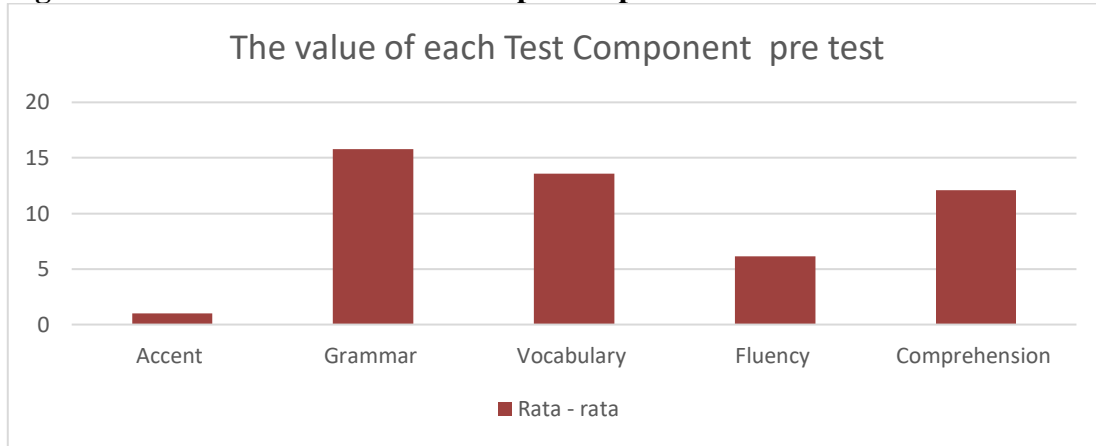
While for each ability in speaking can be described through several components as described in the table below. In the first test, the average accent of students is 1, for grammar is 15.8; for vocabulary skills of 13.6; fluency is obtained 6.12; and comprehension ability as much as 12.1

Table 9. The value of each Test Component 1

Component	Accent	Grammar	Vocabulary	Fluency	Comprehension
Average	1,0	15,8	13,6	6,12	12,1



Figure 2. The value of each Test Component pre test

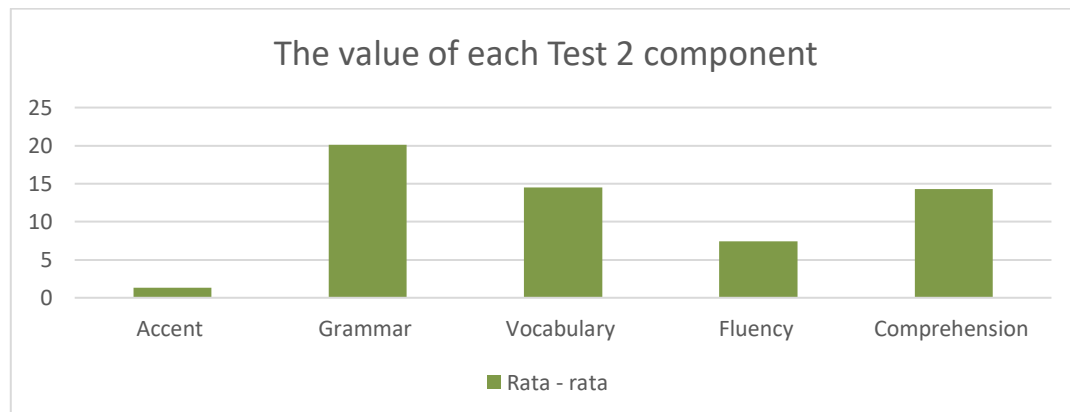


When compared with the first test, there was no significant change in the accent of students, namely 1.3. This means only 0.3 points. In the ability of grammar in the second test there was a change that obtained 20.1. This means an increase of 5.7 points. In vocabulary capabilities 14.5 means there is an increase of 0.9 points. For fluency capability, it obtained 7.4 means that there was a change of 1.8 points. While the last point of comprehension gained 14.3 points, meaning an increase of 2.2 points.

Tabel 10. Nilai masing – masing komponen Test 2

Component	Accent	Grammar	Vocabulary	Fluency	Comprehension
Average	1,3	20,1	14,5	7,4	14,3

Figure3. The value of each Test 2 component





CONCLUSION

The use of Upin Ipin Serial Cartoon Movies through You Tube can improve English as Foreign Language skills, especially in Listening and Speaking skills. There are many applications. The use of mobile technology has a major contribution in educational institutions, including the achievement of distance learning goals (Korucu & Alkan, 2011). Facebook and Instagram (Kumar & Nanda, 2018). Online learning connects students with learning resources (databases, experts / instructors, libraries) that are physically separate or even far apart but can communicate, interact or collaborate (directly / synchronously and indirectly / asynchronously). Social media is online media where users can easily participate, share and create content including blogs, social networks, wikis, forums and cyberspace. Blogs, social networking YouTube, and wikis are probably the most common forms of social media used by people around the world.

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