



IMPLEMENTING LITTLE FOX CHINESE VIDEO-TAILORED INSTRUCTION IN A MANDARIN LISTENING CLASS

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Abstract

Language speakers are heterogeneous and have different social backgrounds and habits, that makes the language diverse. Four skills that must be mastered by a person when learning a language are listening skills, speaking skills, reading skills and writing skills. Listening skills are the first skills that must be mastered by learners before moving on to speaking, reading and writing skills. In the conditions of the Covid-19 pandemic, teaching and learning activities are carried out online, therefore educators must have more effective learning strategies such as the use of learning media. This study discusses the application of video listening to *Little Fox Chinese* in Mandarin. This research is a qualitative descriptive research type because this study aims to describe the application of the *Little Fox Chinese* video in Listening 1 subject in the Mandarin Education Study Program, Universitas Negeri Malang. The application of the *Little Fox Chinese* video was carried out in three stages, namely the initial, main, and final learning activities. Based on the results of observations, it can be concluded that the teaching and learning activities of listening 1 subjects with the application of the *Little Fox Chinese* video go smoothly and conducive. Based on the results of the interview, students revealed that the *Little Fox Chinese* video media was very interesting.

Keywords: *Chinese, listening, Little Fox, media, video*

Sari

Penutur bahasa yang heterogen dan memiliki latar belakang sosial dan kebiasaan berbeda membuat Bahasa menjadi beragam. Empat keterampilan yang harus dikuasai pembelajar saat belajar bahasa adalah keterampilan menyimak, keterampilan berbicara, keterampilan membaca, dan keterampilan menulis. Menyimak adalah keterampilan pertama yang harus dikuasai oleh peserta didik sebelum beralih ke keterampilan berbicara, membaca, dan menulis. Dalam kondisi pandemi Covid-19, kegiatan belajar mengajar dilakukan secara *online*, oleh karena itu pendidik harus mempunyai strategi pembelajaran yang lebih efektif seperti penggunaan media pembelajaran. Penelitian ini membahas tentang penerapan video *Little Fox Chinese* dalam bahasa Mandarin.



Penelitian ini merupakan jenis penelitian deskriptif kualitatif karena penelitian ini bertujuan untuk mendeskripsikan penerapan video *Little Fox Chinese* pada mata kuliah menyimak 1 di Program Studi Pendidikan Bahasa Mandarin, Universitas Negeri Malang. Penerapan video *Little Fox Chinese* dilakukan dalam tiga tahap yaitu kegiatan pembelajaran awal, inti, dan akhir. Berdasarkan hasil observasi dapat disimpulkan bahwa kegiatan belajar mengajar mata kuliah menyimak 1 dengan menerapkan video *Little Fox Chinese* berjalan dengan lancar dan kondusif. Berdasarkan hasil wawancara, siswa mengungkapkan bahwa media video *Little Fox Chinese* sangat menarik.

kata kunci: *Chinese, Little Fox, listening, media, video*

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Introduction

Language speakers are heterogeneous and have different social backgrounds and habits, that makes the language diverse. In line with this opinion, Sakti (2016) explains that a language has the same rules, but because language users are heterogeneous speakers, the language becomes diverse. In learning foreign languages, of course, learners will encounter difficulties and make mistakes. Sakti, et al (2020) explained that language errors are caused by negative transfers of the mother tongue. To avoid these language errors, learners must be mastered in language skills. Four skills that must be mastered by a person when learning a language are listening skills, speaking skills, reading skills and writing skills. In line with this opinion, Susanto (2015) explains that oral language skills include listening and speaking, and written language skills include reading and writing. Likewise in Chinese learning which also includes these four skills. In practice these skills can be divided into several subjects. One of them is like the one in the Mandarin Language Education study program, Universitas Negeri Malang, which divides these skills into subject programs such as 听力 [tīnglì], 口语 [kǒuyǔ], 阅读 [yuèdú], and 写作 [xiězuò] subjects.

Listening skills are the first skills that must be mastered by learners before moving on to speaking, reading and writing skills. Saddhono and Slamet (2014, p.47) explain that listening is not just a listening activity but requires an understanding of the content of the conversation being delivered. In the course 听力 [tīnglì] ‘listening’, students

practice listening to news, songs or recordings in Chinese, and watching films in Chinese. This activity aims to increase the students' mastery of Mandarin vocabulary.

In the current state of the Covid-19 pandemic, it requires learning activities to be carried out online, that is, all lecture activities are carried out from homes using technology and the internet. In online learning, educators can use learning strategies that are more effective than in offline classes, such as the use of learning media. Learning media is divided into two types, namely conventional (print) and modern (electronic) learning methods. Modern learning media or media that use technology and the internet are more appropriate for use during a pandemic in teaching and learning activities.

Video is one of the modern learning media that can be used in online learning. Instructional videos (audio-visual media) are a more attractive and highly accessible medium. At present there are many Chinese learning videos on websites both domestic and overseas. We can also find these videos in the form of Chinese talk shows, films, dramas and news delivered in Mandarin, one of which is a video on the YouTube channel *Little Fox Chinese*.

Listening activities tend to be boring because it requires students to listen and not be active, so that listening class requires a variety of media use then the learning process feels fun and not boring. This research is about the application of the *Little Fox Chinese* instructional video in the Mandarin listening 1 course. *Little Fox Chinese* is a YouTube channel that contains various cartoon videos in Chinese, with various themes. The themes raised in the videos are from Chinese folk tales to fairy tales, fables, and others. *Little Fox Chinese* videos can be easily accessed online via YouTube. Research on the application of video in Mandarin learning has been carried out previously by Li (2019) who applied video media in teaching Mandarin as a foreign language to Middle School students in Thailand. In addition, Alam (2019) applies simsen video media to improve the ability to write simple sentences in Mandarin for class X students of state high school in Mojokerto. The similarity of this study with research by Li (2019) and Alam (2019) is that both apply video media in learning Mandarin. The difference between this research and the research of Li (2019) and Alam (2019) is that it lies in the type of video that is applied, Li (2019) uses several learning videos that are adapted to the learning

material (what type of video is not specified), and Alam (2019) uses the media *simpen* video, whereas in this study, researchers used video media *Little Fox Chinese*. In addition, the difference lies in the study sample. Li's research sample (2019) is high school students in Thailand, and Alam's research sample (2019) is class X student of high school students in Mojokerto, while the sample in this study is students of the Mandarin Education Study Program, Universitas Negeri Malang.

Methods

This research is a type of qualitative descriptive research because this research aims to describe the application of *Little Fox Chinese* video media in the listening 1 course at the Mandarin Education Study Program. Moleong (2014, p. 06) explains that qualitative research is research that aims to describe a phenomenon or research subject in the form of words and language. The design of research is classroom action research to change teacher teaching behavior, student behavior, improve listening practices, or change the classroom learning framework. Sources of data in this study were students of the 2018 A class of Mandarin Education Study Program, totaling 22 students. The data from this study are the results of observations from observers related to student activities during the learning process by applying *Little Fox Chinese* video media and the results of interviews with students related to the response to the application of *Little Fox Chinese* video media. The instruments used in this study were observation form and interview guides.

The steps used by researchers in the data analysis activities of this research are as follows: (1) Collecting data from observations and interviews, (2) Checking the completeness of the number of observation and interview form, (3) Re-checking the data obtained, (4) Transcribing the data, (5) analyzing the results of the observation and interview data, (6) presenting the results of the observation and interview data in a descriptive way, and (7) drawing conclusions from the analyzed data.

Results and Discussion

The video media of *Little Fox Chinese* is applied in the subject of listening 1 to student of the 2018 A Mandarin Education Study Program, with a total of 22 students using zoom media. The application of *Little Fox Chinese* video media is carried out in three stages, namely the initial, core, and final activities of learning. At the beginning of the activity, students answered greetings from the lecturer using Chinese, then the students and the lecturers made their perceptions about the previous material. At the core activity, students listened to the explanation about the *Little Fox Chinese* video media delivered by the lecturer. Next, students watched the *Little Fox Chinese* video which contained the story 杰克和豆茎 [Jiékè hé dòu jīng] Jack and the Beanstalk 'which is a folk tale visualized with animated cartoons and using Mandarin. During the *Little Fox Chinese* video, students noted some terms or vocabulary that they did not understand, then students asked the lecturer about the vocabulary and terms. Next, the lecturer explained about the vocabulary that the student considered difficult. After that, the lecturer asked several questions about the *Little Fox Chinese* video and the students answered both orally and in writing. In addition, the teaching and learning activity of listening 1 subject using the *Little Fox Chinese* video media made students actively ask questions. According to Daryanto (2013) learning through the senses of sight and hearing can improve students' memory. In the final activity, all students together with the lecturer actively concluded the *Little Fox Chinese* video material containing the story 杰克和豆茎 [Jiékè hé dòu jīng] 'Jack and the Beanstalk'.

The teaching and learning activities of the listening subject at the time of the application of the *Little Fox Chinese* video media ran smoothly with an orderly and conducive classroom situation. In addition, the students were enthusiastic about the Chinese learning process. This is proven by students being able to follow the learning steps that have been described by the lecturer. Students easily understand the material, this is proven by students being able to pronounce vocabulary according to proper pronunciation and understand the contents of the *Little Fox Chinese* video which contains the story 杰克和豆茎 [Jiékè hé dòu jīng] 'Jack and the Beanstalk'. In addition, students actively wrote down the vocabulary they didn't understand while listening to the video *Little Fox Chinese* 杰克和豆茎 [Jiékè hé dòu jīng] 'Jack and the Beanstalk' and asked the lecturer, including the words 颗 [kē], 魔力 [mó lì], 挨饿 [āi è], 斧头

[fǔtóu], 佣人 [yōng rén], 吩咐 [fēnfù], and 竖琴 [shùqín]. Furthermore, students also actively answered questions about the material in the *Little Fox Chinese* video which contained the story 杰克和豆茎 [Jiékè hé dòu jīng] 'Jack and the Beanstalk' and learning using the *Little Fox Chinese* video media was able to run smoothly and accordingly with a plan. This is in line with the statement of Kustiawan (2016: 6) which explains that a media when associated with learning is a tool used to convey teaching material that can make students more attractive and enthusiastic about participating in teaching and learning activities.

Based on the results of interviews with students of class 2018 A, it can be seen that Student responses to the *Little Fox Chinese* video media in the listening 1 subject are very exciting and interesting. This can be proven by the students being very enthusiastic about listening and actively write down vocabulary or terms that are not understood then asked to the lecturer. Furthermore, the students revealed that the *Little Fox Chinese* video media had interesting material and could be heard clearly. In addition, students are interested in participating in lessons using the *Little Fox Chinese* video media because this media is different from other media, interesting, and fun. This is in line with the opinion of Dananjaya (2011) which explains that learning media is a tool needed by students to create a fun and challenging learning atmosphere.

In addition, the result revealed that the students felt more motivated and fun in listening activities. Thus, they tend to be more enthusiastic. The students also felt getting more attentive to the materials and topics discussed as video-driven listening activities provide interesting contents and narration. As the reason, they became active and curious to discuss the terms and vocabularies in the story 杰克和豆茎 [Jiékè hé dòu jīng] 'Jack and the Beanstalk'.

Conclusion & recommendation

The application of *Little Fox Chinese* video media is carried out in three stages, namely the initial, core, and final activities of learning. Based on the results of the observations, it can be concluded that the teaching and learning activities of the listening subject by applying the *Little Fox Chinese* video media run smoothly with an orderly and

conducive classroom situation. Based on the results of the interviews, students revealed that the *Little Fox Chinese* video media was very fun and interesting. Based on the results of this study, hoped that Chinese language teachers can apply *Little Fox Chinese* video media in the Chinese learning process, especially in the listening subject. For future researchers, it is hoped that *Little Fox Chinese* video media research can be applied to other skill subjects, such as reading, writing and speaking.

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Conflict of Interest

No conflict of interest was reported.

Author Biography

Karina Fefi Laksana Sakti, was born in Lamongan 10 February 1994. She works at Universitas Negeri Malang as a Chinese teacher. She earned his magister in Tianjin Foreign Studies University, China.

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