

The Utilization of Little Fox Chinese Video in Learning Mandarin Vocabulary for Elementary School Students

Yetty Go^{1*}, Yi Ying¹, Mikha Sunjaya¹, and Jessica Christy Farrelia Saragih¹

¹Chinese Department, Faculty of Humanities, Bina Nusantara University, Jakarta, Indonesia 11480

Abstract. In the present era, teachers must go beyond traditional lecture-based teaching methods to create engaging learning experiences and motivate students to actively participate in the educational process. Through classroom observations, it was identified that third-grade students at SDK Lemuel 1 school often experienced feelings of boredom and lacked enthusiasm during the learning sessions, consequently hindered their progress in mastering vocabulary. This study employed a qualitative descriptive approach to examine the effectiveness of incorporating learning media as a means of support for elementary students, as well as to comprehend the challenges faced by teachers when using video as a learning media in the classroom. The results of this study demonstrate a remarkable improvement in the average scores of students' pre-test and post-test assessments, indicating an approximate increase of 20,63 points. Thus, it can be inferred that integrating the Little Fox Chinese video as a supplementary learning media for third-grade students at SDK Lemuel 1 school not only enhances their enthusiasm and active participation in the learning process, but also leads to improved learning outcomes and enhances their proficiency in mastering Mandarin vocabulary.

1 Introduction

At present, Mandarin is a language that is highly sought after by many people in Indonesia, even becoming a booming language in several Asian, European, and American countries [1]. According to [2] Mandarin language is now included in the education curriculum in various levels of education, starting from elementary schools in Indonesia. [3] states that Mandarin language learning involves several important aspects such as pronunciation, vocabulary, grammar, and Mandarin characters, where improvement in all language skills will be better supported by good vocabulary and grammar mastery. According to [4], vocabulary plays an important role in forming the system of a language, hence vocabulary learning is a crucial element in Mandarin language learning. This is supported by research conducted by several experts stating that the more vocabulary mastered by students, the higher their proficiency in the Mandarin language [5]. In conclusion, the more students master vocabulary, the more skilled they are in speaking, and it makes it easier for them to communicate orally or in writing [6], [7].

In this era of rapidly advancing digital technology, teachers cannot rely solely on lecture-based teaching methods. Instead, they are expected to start learning and utilizing technology as a learning media during online learning sessions to create enjoyable learning experiences and motivate students to participate in the learning process. However, it is important to note that while using learning media can make the teaching process easier for teachers, it is also crucial to consider the use of learning media based on learning objectives, teaching materials, student conditions, and learning conditions [8].

According to [9], the definition of media is a component of learning resources or physical tools that contain instructional material in the student's environment that can stimulate students to learn. Meanwhile, the definition of learning media is a tool for the learning process both inside and outside the classroom and can be used in the context of communication and interaction between teachers and students in the learning process. According to [10], multimedia learning is the utilization of computer technology in the form of integration of sound, image, text, symbols, and various other media combinations, which is a method and way to organize the learning process, convey language knowledge, and conduct language skills training in the form of a dialogue.

According to [11], instructional media is classified into three types, namely:

- (1) Auditory media, which includes media that have sound elements and can only be heard, such as radio, tape recorder, cassette, and sound recording.
- (2) Visual media, which includes media that have visual elements and can only be seen, such as film slides, photos, paintings, and images.
- (3) Video media, which includes media that have sound and visual elements, such as video recordings, films, and sound slides.

According to Sudjana & Rivai (1992) in [9], the benefits of instructional media in the students' learning process are making learning more interesting and capturing students' attention, which can foster learning motivation. Learning materials will be clearer, making them easier for students to understand and master, and enabling them to achieve learning objectives. Teaching methods become more varied, not only relying on lecture methods. Students can engage in more learning activities

*Corresponding author: yetty3317@binus.ac.id

because they are not only listening to the teacher's explanations, but also doing other learning activities such as observing, performing, demonstrating, and role-playing.

Video is an audio-visual media that has been widely circulated in society and is popular among elementary school children, ranging from entertainment videos, educational videos, information, music, and historical stories that can be easily watched [12].

Video is one of the modern learning media that can be utilized in online learning and have become one of the most frequently used media choices in learning activities because they are usually not too long and do not take up too much of the teaching time [13]. Currently, there are many short-duration audio-visual videos with different themes that are easily accessible on platforms like YouTube, which can be used as learning media to support Mandarin language learning [14]. Animation or video is one of the most preferred audio-visual media for children to learn Mandarin. With interactive animations and attractive cartoon characters, combined with Hanyu Pinyin as subtitles and clear conversations, students find it easier to understand and master vocabulary and simple sentences. According to [15], the elements of video are suitable for use as learning media, such as efficient use of class time, active learning opportunities for students, videos can help explain material clearly, everyone has a different learning style, so with videos, all these aspects are fulfilled, and it can reduce the burden on teachers to use lecture models in the teaching and learning process.

From the initial interview results, it was found that the Mandarin language teacher for grade 3 at SDK Lemuel 1 school initially only applied the lecture method in Mandarin language learning. From the observations, it was found that this method was not effective because students easily felt bored and less enthusiastic in the learning process, which hindered the improvement of their vocabulary mastery. Therefore, the teacher began using video media such as short animated films and children's songs as learning aids. The result was that students became more enthusiastic in following the learning process and helped improve their vocabulary mastery. In several previous studies, it was found that the use of video can improve Mandarin vocabulary mastery and make the learning process more interesting, thus increasing students' enthusiasm in learning [16], [17], [18].

According to [19] research, students are enthusiastic about learning with the Little Fox Chinese video because of its non-boring animations and its usefulness in learning Mandarin vocabulary. The video content in this channel consists of educational songs and animated stories that are fun for children in Mandarin. The aim of this channel is to enable learners to quickly improve their Mandarin vocabulary and fluency in a natural and authentic way. Little Fox Chinese video media has interesting and clear materials, and students are very active in learning because Little Fox Chinese videos are different from other media, as well as being engaging and enjoyable [14]. The Little Fox Chinese video used in this study is an audio-visual video from the Little Fox Chinese - Stories & Songs for Learners YouTube channel, which is the official channel

of Little Fox in Mandarin from Korea. Figure 1 shows the front page of the channel.

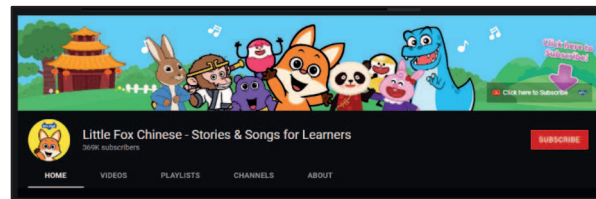


Fig. 1. Little Fox Chinese YouTube page

The titles of the Little Fox Chinese videos used as learning media for Mandarin language class in this study are "Float or Sink" (浮和沉, fú hé chén) and "Dressing Up" (打扮, dǎbàn). These videos were selected as complementary materials to support the Mandarin language learning materials in the classroom. Video-based learning media is very helpful in facilitating the teaching and learning process, making it easier for both students and teachers to deliver learning materials [20].

This research aims to determine the utilization of the Little Fox Chinese video media in increase the enthusiasm and improving Mandarin vocabulary mastery of the 3rd-grade students at SDK Lemuel 1, as well as understanding the obstacles during the implementation of video media in the learning process and its solutions. It is hoped that the Little Fox Chinese video media can help teachers create a more interesting learning process, increase student enthusiasm, and improve vocabulary mastery.

2 Research Method

The research method used by the author is qualitative descriptive. According to [21], qualitative descriptive data collection is in the form of words or images, so it does not use numbers. The data collection technique is a combination of triangulation, and the results of qualitative research focus more on meaning rather than generalization, using participant observation, in-depth interviews, and documentation as sources of data.

The object of the research is the 16 students of third-grade students at SDK Lemuel 1 school. The sampling technique used in this research is purposive sampling. The reason for selecting the third-grade students of SDK Lemuel 1 is based on the recommendation of the mandarin teacher, who suggested that third-grade students are at a stage where they should acquire a significant amount of vocabulary. Choosing students from fourth to sixth grades students was not advised by the teacher because those grades are focused on preparing for school exams and national exams. Another reason is that third-grade students have a limited mastery of Mandarin vocabulary, thus requiring learning media to enhance their vocabulary acquisition.

The instruments used in this study is the Little Fox Chinese video used in this study is an audio-visual video from the Little Fox Chinese - Stories & Songs for Learners YouTube channel, which is the official channel of Little Fox in Mandarin from Korea.



Fig. 2. Float or Sink Video



Fig. 3. Dressing Up Video

The titles of the videos are "浮和沉" (fú hé chén), shown in Figure 2, and "打扮" (dǎbàn), shown in Figure 3. The video "浮和沉" (fú hé chén) covers the topic of objects floating and sinking experiments, while the video "打扮" (dǎbàn) focuses on the topic of dressing up and clothing. The focus vocabulary of the videos "Float or Sink" and "Dressing Up" are nouns and verbs. Students are expected to master approximately 10 to 12 vocabulary words related to these topics. The pre-test and post-test were conducted to determine the impact of using the Little Fox Chinese video on vocabulary mastery [22]. The pre-test and post-test consisted of 20 multiple-choice questions, with the answer options provided in Pinyin. The format of the questions aligned with the test format used by the Mandarin teacher to review previous lessons. In creating the test questions, the author utilized material from the Little Fox Chinese videos with the titles "浮和沉" (fú hé chén) and "打扮" (dǎbàn).

The observation of 4 session of classroom activities is held on March 30, March 6, April 13, and April 20th, 2022. Before implementing video-based learning, the researcher and the Mandarin teacher of SDK Lemuel 1 class 3 planned the learning activities by creating a Lesson Implementation Plan (RPP), which was adjusted based on the class schedule, school syllabus, and the necessary learning material.

The data collection in this study used the following instruments:

- (1) Pre-test and post-test, where the purpose of the pre-test is to determine the initial score before implementing video media learning and the post-test to determine the final score after implementing video media learning. The comparison of these two tests is

used to determine the effect of utilizing video media learning.

- (2) Interviews, with the aim of identifying the obstacles faced by the teacher in the process of teaching with video media, as well as the solutions taken to overcome these obstacles.
- (3) Observation, the author observed the teaching process in the classroom to determine the teaching conditions of the teacher and the learning of students with video media.

The data collection techniques used in this study are as follows:

1. Preparation of research instruments.
2. Before implementing the teaching with the video, the researcher managed a pre-test to assess the Chinese vocabulary proficiency of the third-grade students at SDK Lemuel 1.
3. The implementation of teaching with video media in the Mandarin class was conducted for a total of four sessions. During the teaching implementation with video media in the Mandarin class, video "浮和沉" (fú hé chén) was used for the first and second sessions, while video "打扮" (dǎbàn) was used for the third and fourth sessions.
4. After the completion of the four sessions, the researcher managed a post-test to assess the learning outcomes following the implementation of video teaching in the Mandarin class.
5. The researcher also managed an interview with the Mandarin teacher and several students of the third-grade class to identify the difficulties faced and potential solutions in utilizing videos for teaching and learning purposes.

3 Result And Discussion

3.1 Utilization of Little Fox Chinese videos in enhanced students' Mandarin Vocabulary mastery

The research was conducted at Lemuel 1 Christian School. The respondents in this study were third-grade students. The objective of this research was to determine the use of the Little Fox Chinese video media in improving the vocabulary mastery of third-grade students in Lemuel 1 Elementary School and to identify any difficulties and find solutions while using the Little Fox Chinese video media for Mandarin language learning by third-grade students in Lemuel 1 Elementary School.

Table 1. Result of Students' Pre-test and Post-test Scores

No	Student Code	Pre-test	Post-test	Score Improvement
1	A	60	80	20
2	B	75	90	15
3	C	60	90	30
4	D	50	65	15
5	E	40	80	40
6	F	60	75	15

7	G	55	70	15
8	H	55	75	20
9	I	85	100	15
10	J	65	85	20
11	K	65	95	30
12	L	60	80	20
13	M	60	85	25
14	N	80	90	10
15	O	65	80	15
16	P	60	85	25
	Average Score	62,19	82,81	20,63

Table 1 shows that the average pre-test score was 62.19, and the post-test score was 82.81. This indicates a significant improvement score was 20.63. In the pre-test, respondent I obtained the highest score of 85, while respondent E received the lowest score of 40. In the post-test, respondent I achieved the highest score of 100, while respondent D obtained the lowest score of 65. Among all the respondents, the average score increase is 15. However, it is noteworthy that some respondents experienced a score improvement of only 10, while others had a substantial increase of up to 40.

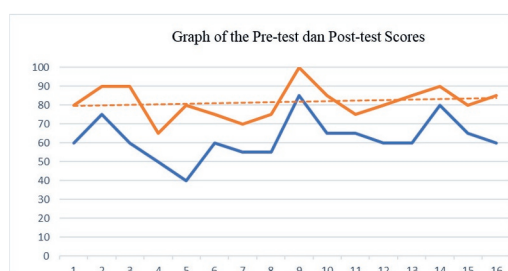


Fig 4. Graph of the Pre-test dan Post-test Scores

Figure 4 shows the comparison of average scores between the pre-test and post-test, indicating a significant score improvement ranging from 10 to 40 points. It can be concluded that learning Mandarin vocabulary using the Little Fox Chinese video media can help in Mandarin vocabulary learning and improve learning outcomes. In the study by [23], it was also found that there was an increase in learning outcomes of students after learning using video media.

3. 2 Obstacles and Solutions in the Implementation of Video Media

Based on the interview results with the Mandarin teacher and students of SDK Lemuel 1 grade 3, the difficulties and solutions that students and teacher faced during using the Little Fox Chinese video in leaning and mastering Chinese vocabulary are:

- (1) Although the Little Fox Chinese video is equipped with Hanyu Pinyin and easily understandable animations, it turns out that some students still faced difficulties in understanding the meanings of vocabulary presented in the video. This is because the video is not provided with translations in Indonesian or English. The role of the teacher in interpreting the vocabulary in the video is still necessary for students

to comprehend the meanings of the vocabulary conveyed in the Little Fox Chinese video.

Furthermore, through observations and interviews, it was noted that during offline learning, students seated at the back of the classroom struggled to read the Hanzi and Pinyin subtitles in the Little Fox Chinese videos due to the small font size. To address this issue, the teacher implemented a solution by providing additional explanations for each vocabulary word in a Power Point presentation (PPT). The teacher reintroduced and clarified the meanings of the vocabulary to ensure effective understanding and mastery among the students.

- (2) Another challenge encountered during online learning is the students' struggle with bad internet connectivity making them hard to focus during online learning, and in the end, it reduces their learning motivation [24]. Based on interviews conducted with third-grade students at Lemuel 1 Elementary School, it was found that several students face challenges related to internet connectivity during online learning sessions. Unstable internet access becomes an obstacle, causing disruptions in video playback and hindering smooth learning experiences. This can result in a decrease in students' enthusiasm and engagement in the learning process. However, this issue does not happen during offline classes. In offline class, teachers can download the videos in advance to play them in the classroom, thus preventing any disruptions caused by a lack of internet connectivity. The use of digital learning media is more beneficial when offline class, where internet connectivity may be limited or unstable. In offline environments, teachers can download and utilize digital learning materials, such as videos or interactive presentations, without relying on internet access. This ensures that learning can proceed smoothly without interruptions caused by internet connectivity issues.
- (3) Another obstacle is that the teacher has difficulty finding Little Fox Chinese videos that match the school's material. This can be overcome by searching for videos with similar topics as a medium to increase student motivation and enthusiasm in learning so that they do not feel bored. The video material does not present the entire material and textbook, but it is used as a supplementary material to introduce new material, clarify understanding of vocabulary and other related material to the chapter [25], so that students not only learn the school material but also can learn other Mandarin vocabulary contained in the video.

4 Conclusion

The study concludes that the utilization of Little Fox Chinese videos as a learning media results in increased student enthusiasm and active participation. This is shown in their responses during class, where they demonstrate initiative in reading and actively answering questions. This learning approach not only accelerates students' mastery of Mandarin vocabulary but is also supported by

the significant improvement of 20.63 points in the average scores between the pre-test and post-test scores.

Based on the research findings, it is showed that audio-visual videos like Little Fox Chinese video can contribute to enhanced some students' vocabulary mastery. However, it is important for teachers to complement the learning process by reinforcing and explaining the meanings of the vocabulary. This additional guidance from the teacher ensures effective comprehension and mastery for all the students.

Addressing the difficulty in finding suitable Little Fox Chinese video themes that align with the school curriculum can be overcome by searching for videos that cover similar topics and cater to the students' proficiency level. This enables students not only to learn the prescribed material but also to explore additional Mandarin vocabulary featured in the videos.

In summary, this research concludes that the use of Little Fox Chinese videos as a learning media not only improves the mastery of Mandarin vocabulary for third-grade students at SDK Lemuel 1 but also introduces them to a broader range of Mandarin vocabulary beyond the confines of textbooks. Moreover, it enhances their enthusiasm and activity in learning Mandarin.

Further research can be conducted to investigate the impact of incorporating Little Fox Chinese videos on enhanced speaking and listening skills in Mandarin language learning. This research can contribute to the improvement of language teaching methodologies and inform the design of effective instructional strategies for developing language skills.

References

- [1] S. A. Setiyo, Anggraeni, R. Supriatnaningsih And R. R. Marsuki, Pengembangan Media Pembelajaran Kuis Interaktif Pilihan Ganda Bahasa Mandarin Sekolah Menengah Pertama (Smp), Journal Of Mandarin Learning And Teaching, **4**, 1, 1-11, (2021)
- [2] B. A. Syam, A. Dalle And A. Junaeny, Kemampuan Menulis 汉字 (Hànzi) Siswa Kelas Xii Sma Insan Cendekia Syech Yusuf Gowa, Phonologie, **1**, 1, 35-41 (2020)
- [3] L. Xun, Introduction To Pedagogy In Teaching Chinese As A Foreign Language, Beijing Language And Culture University Press (2009)
- [4] J. D. Mei, Duiwai Hanyu Cihui Jiao Yu Xue De Yujing Jiangou, Journal Of Dalian University, **39**, 1, 136-139 (2018)
- [5] P. Wattanakamolkul, Discussion On The Situation And Reflection Of Chinese Vocabulary Teaching In Thai Universities, Chinese Journal Of Social Science And Management, **2**, 2, 80-91 (2018)
- [6] S. Nursila And U. Z. Fanani, Keefektifan Media Amplop Bergambar Terhadap Penguasaan Kosakata Bahasa Mandarin Pada Siswa Kelas Xii Man Mojosari Mojokerto Tahun Ajaran 2016/2017, Mandarin Unesa, **2**, 2, 1-6 (2017)
- [7] A. Mawaresna And M. Anwar, Hubungan Antara Penguasaan Kosakata (Wortschatz) Dengan Kemampuan Membaca Memahami (Leseverstehen) Teks Bahasa Jerman Siswa Kelas Xi, Interference, **1**, 2, 153-158 (2020)
- [8] Z. Xiaobing, The Guidance Of Teaching Chinese To Speakers Of Other Language, 2 Ed., Sun Yat-Sen University Press (2009).
- [9] A. Arsyad, Media Pembelajaran, Depok: Rajawali Pers, 2020, P. 4.
- [10] Z. Yanqun, Hanyu Duomeiti Jiaoxue Kejian Sheji, Beijing Language And Culture University Press (2009)
- [11] W. Sanjaya, Media Komunikasi Pembelajaran, Jakarta: Kharisma Putra Utama (2016).
- [12] Busyaeri, Pengaruh Penggunaan Video Pembelajaran Terhadap Peningkatan Hasil Belajar Mapel Ipa Di Min Kroya Cirebon, Al Ibtida, **3**, 1, 117-137 (2016)
- [13] R. T. Oktaviani, Pemanfaatan Video Sebagai Media Pembelajaran Dalam Pendidikan Dan Pelatihan (Diklat), Media Informasi Dan Komunikasi Diklat Kepustakawan, **5**, 1, 91-94 (2019)
- [14] K. F. L. Sakti, Implementing Little Fox Chinese Video-Tailored Instruction In A Mandarin Listening Class, Research And Innovation In Language Learning, **4**, 2, 164-171 (2021)
- [15] H. Wulansari And F. N. Biduri, Metode Pengajaran Audiovisual (视听法) Dalam Pembelajaran Bahasa Mandarin Pada Anak Usia 4-6 Tahun, Bahasa Mandarin Dan Kebudayaan Tiongkok, **3**, 2, 63-82 (2021)
- [16] D. Meilita, Pengaruh Media Film Animasi Terhadap Kemampuan Penguasaan Kosakata Bahasa Mandarin Bagi Siswa Kelas I Sd Godwins Surabaya, Mandarin Unesa, **1**, 3, 1-6 (2018)
- [17] Sutiarti, I. And B. Y. Khiong, Penggunaan Videoscribe Untuk Meningkatkan Kemampuan Penguasaan Kosakata Bahasa Mandarin Sma Adisucipto Kuburaya, Journal Of Equatorial Education And Learning, **8**, 10, 1-9 (2019)
- [18] T. Rindawati, L. Thamrin And Lusi, Penggunaan Media Audio Visual Film Kartun Dalam Pembelajaran Kosakata Bahasa Mandarin Pada Siswa Sd Lkia, Journal Tunas Bangsa, **9**, 1, 1-10 (2022)
- [19] E. C. Fournuna, D. Kurniawan And A. Ventivani, Keefektifan Video Pembelajaran Little Fox Chinese Terhadap Minat Belajar Bahasa Mandarin Siswa Kelas X Lintas Minat Sman 5 Malang, Jolla, **1**, 9, 1280-1290 (2021)

- [20] K. Agustini And N. G. Jero, Pengembangan Video Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa Menggunakan Model R&D, *Jurnal Imiah Pendidikan Dan Pembelajaran*, **4**, 4 (2020).
- [21] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, Alfabeta (2019)
- [22] Riinawati, *Pengantar Evaluasi Pendidikan*, Thema Publishing (2021)
- [23] M. Y. Simanullang And P. R. N. Simanjuntak, The Effect Of The Use Of Video-Based Learning Media Light And Optical Tools On The Improvement Of Students 'Learning Outcomes, *Iser*, **3**, 8-13 (2021)
- [24] I. Yuzulia, The Challenges Of Online Learning During Pandemic: Students's Voice, *Wanastra*, **13**, 1, 8-12 (2021)
- [25] A. Fitria, Penggunaan Media Audio Visual Dalam Pembelajaran Anak Usia Dini, *Cakrawala Dini*, **5**, 2, 57-62 (2014)