

Conference Paper

Enhancing English Vocabulary Skill by Integrating Nursery Rhymes English Learning Videos in YouTube into Flipbook Based on Cisaat Local Culture

Nurrahma Restia Fatkhiyati*, Atikah Ruslianti, Nurina Azyyati, Tesaannisa

English Literature Program, Universitas Negeri Jakarta, Indonesia

*Corresponding author:

E-mail:

nurrahma_fatkhiyati@unj.ac.id

ABSTRACT

Enhancing English vocabulary skills is one of the needs of Cisaat preschool children as Cisaat becomes a prominent tourism and educational destination. This initiative aligns with the increasing necessity to uplift English language skills with a digital-oriented approach for students and teachers as well as one of Cisaat's preschools, Riyadul Jannah. Due to cultivating a more diverse, effective, and an enjoyable learning environment, this community service activity (PKM) aims to impart training in the utilization of YouTube video or audio-visual learning media, seamlessly, integrating a digital teaching materials or digital book (digital flipbook). The method used in this activity is qualitative, by focusing on the students and the teachers as the subject. The data were collected through observation and an interview. The results of the activities indicate that the use of nursery rhymes in YouTube video which integrated with flipbook based on Cisaat local culture, particularly in English vocabulary learning at pre-school, has a positive impact on both teachers and students. For teachers, it raises awareness on the YouTube positive impact and how to apply the flipbook's material to students based on Cisaat local culture. For students, nursery rhymes offer an effective medium to boost vocabulary skills, motivation, and comprehension abilities.

Keywords: Learning media, Nursery Rhymes, Flipbook, Youtube, Videos, Preschool Children, Cisaat

Introduction

Desa Cisaat is one of the villages developed by Jakarta State University which had achieved a national award as one of the best tourism villages in 2020. The concept adopted by Cisaat village is educational tourism which is interesting. This village was able to achieve third place nationally, partly due to the active participation from the community, which has been instrumental in the development of Cisaat as a tourism village. Situated approximately 185 km from Jakarta, this village holds great potential as a tourism village in the future. Consequently, Cisaat village greatly needs guidance and training to enhance its human resources to cultivate the skills of its people and promote the name of Cisaat village as an educational tourism destination on the international stage (Pesona Indonesia, 2023).

In the conducted needs analysis, the primary issue identified in Cisaat village as a tourism destination is the communication capability in promoting Cisaat to attain a stronger position nationally and internationally. Moreover, this issue is closely related to the language proficiency required by the residents of Cisaat village. Language proficiency should ideally be fostered from an early age, for instance, at the preschool level. Thus, this aligns with the necessity to enhance the skill of communication focusing on learning English vocabulary using digital platforms for the teachers and students of Riyadul Janah Preschool, based on the discussions with the Headmaster of Riyadul Janah Preschool, Mr. Asep Kartiwa. By learning English vocabulary and literacy through audio-visual means, teachers can develop the personal character of their students and enhance

How to cite:

Fatkhiyati, N. R., Ruslianti, A., Azyyati, N., & Tesaannisa. (2023). Enhancing English Vocabulary skill by integrating nursery rhymes English learning videos in YouTube into Flipbook based on Cisaat local culture. *International Conference on Culture, Arts, Languages, Literature and Education*. NST Proceedings. pages 71-77. doi: 10.11594/nstp.2023.3710

their understanding of the national character (Suratno, 2015). Additionally, incorporating audio-visual media into the teaching process enables teachers to sustainably motivate students to learn languages, as it is anticipated to be more engaging, effective, and enjoyable (Sukamto, 2018).

Based on the data, the demand for an engaging and effective English language teaching and vocabulary learning approach rooted in the local wisdom at Riyadul Janah Preschool, Cisaat, is significant. The proposed solution involves training teachers and integrating locally themed English instructional videos into digital flipbooks to enhance the learning experience. The focus of this community service is the Riyadul Janah preschool's teachers, crucial in nurturing the village's potential as a tourism destination. The aim is for the upcoming generation to promote Cisaat globally while preserving its local culture. Consequently, a targeted training program for Riyadul Janah Preschool teachers is essential for improving teaching skills and digital literacy. The incorporation of context-specific English instructional videos aims to both enhance teachers' capabilities and instill local values (Maymunah & Watini, 2021).

Material and Methods

The P2M-WBF program, especially this community service activity, focuses on integrating English learning videos with digital materials, emphasizing local vocabulary for Riyadul Jannah Preschool students in Cisaat. Facilitators employ participatory observation and experimental methods, along with Total Physical Response (TPR) and Communicative Language Teaching (CLT) approaches. This integration aims to enhance the English vocabulary comprehension of preschool students effectively and enjoyably. The taught material includes vocabulary of the universe and the animals, aligned with the school syllabus. It integrates Cisaat Preschool's local wisdom through these themes.

The design activities are conducted in response to the identified issues and solutions, as outlined below:

1. The observation and preparation stage: It covers the need analysis, the observation of the environment, and the discussion with the preschool authority.
2. The development stage: After compiling the data on the preschool needs, the team starts to develop the learning video and the flipbook related to vocabulary learning skills based on the local culture of Cisaat.
3. The setup and implementation stage: It includes creating and integrating videos into the flipbook.
4. The evaluation stage: After the activity is completed, a discussion and evaluation will be conducted regarding the difficulties faced during the activity. Subsequently, the facilitator and the target audience will discuss solutions, and the facilitator will provide positive support to enable the target audience to independently apply their knowledge even after the service activity has ended.

Results and Discussion

According to Suryana and Hijriani (2022), a creative and innovative learning video can stimulate children's development. Moreover, the learning video may introduce the local culture in their environment from an early age. It is because the local culture is the nearest part of their environment which can be used to stimulate their development. To fulfill the aim of community service, the results are described below:

Creating an English learning video

Before teaching the content in the digital flipbook, the outreach team conceptualizes, creates, and integrates instructional videos into the digital flipbook. They produce theme-specific videos for early childhood education, with two themes divided into multiple song-based videos. "Universe Explorers" focuses on celestial objects, while "Wonderland Explorers" centers around

animals and their surroundings. Students can enjoy nursery rhymes related to each theme and learn vocabulary displayed at the end of the songs, making English learning enjoyable.



Figure 1. A song recording process



Figure 2. Video recording process



Figure 3. The initial video preview



Figure 4. The final video preview

The integration of YouTube learning videos with digital textbook (Digital Flipbook)

After uploading the English learning videos to YouTube, the next step is to integrate the learning videos with the digital textbook (flipbook). There are two textbooks. The first textbook is entitled "Universe Explorers" and can be viewed at the following link: [https://bit.ly/EnglishforExplorers UNIVERSE](https://bit.ly/EnglishforExplorers%20UNIVERSE) , and the second textbook is entitled "Wonderland Explorers" and can be viewed at the following link: [https://bit.ly/EnglishforExplorers WONDERLAND](https://bit.ly/EnglishforExplorers%20WONDERLAND) . Both digital flipbooks are using Canva.

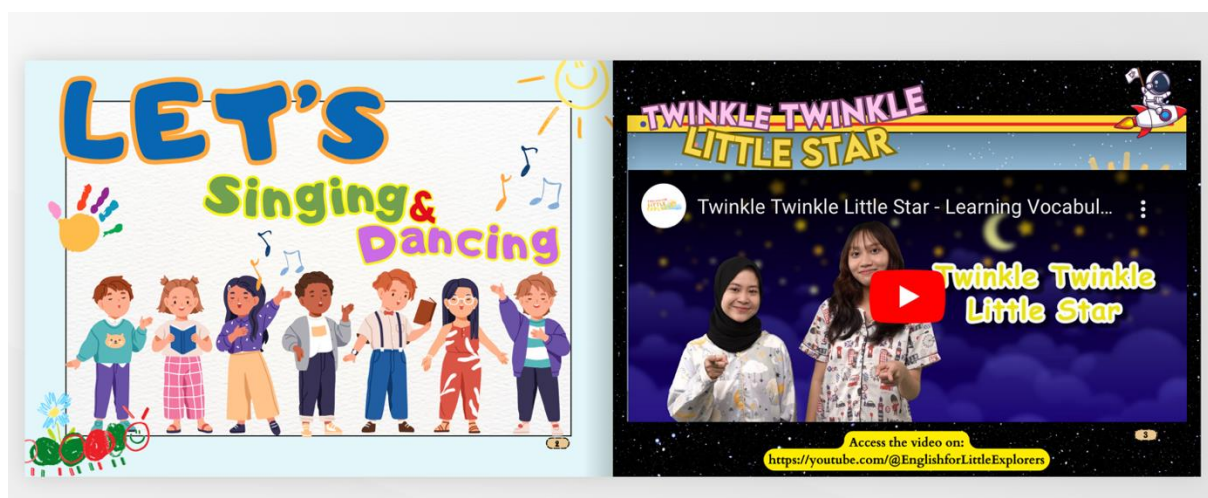


Figure 5. Digital flipbook overview

Learning English Vocabulary using YouTube Learning Videos Integrated with Digital Flipbook

In this session, the learning begins with gathering the participants or students of Riyadul Jannah Preschool, who are seated in a classical arrangement due to limited classroom space. A warm-up session follows to create a relaxed atmosphere. All members of the community engagement team, including the instructional video development team, are then introduced. The activity proceeds with the use of the first instructional video from the "Wonderland Explorers" digital textbook (digital flipbook), focusing on the nursery rhyme "Old McDonald."



Figure 6. Lyrics of "Old McDonald" in Digital Flipbook



Figure 7. The video begins and the students start to sing together

After presenting the nursery rhymes video, the facilitators engage the students with vocabulary-related questions. The students eagerly participate and imitate animal sounds in English, guided by using the facilitators' feedback and using Total Physical Response (TPR) method. Following this, the facilitators inquire about the animals around the students' homes in Cisaat. The children respond in English, taking turns to answer enthusiastically.



Figure 8. Students take turns answering questions enthusiastically

After viewing of the video and collective singing of nursery rhymes, the facilitators replay the song, adding to the fun and excitement by accompanying the students with a guitar.



Figure 9. The team and facilitator add a guitar to sing a song with the students

In addition to the fun activities mentioned earlier, the facilitators also encouraged the students to participate in a delightful challenge. They were asked to trace lines on sheets to learn the English names of the animals depicted in the Figure.



Figure 10. Students work on lines and learn English vocabulary through picture

Coloring activity with the theme "Farm"

As the final activity for this outreach program, students were given the chance to color a farm-themed picture featuring three animals: a cow, a pig, and a sheep. Following this, they enthusiastically took turns sharing their colored works, mentioning the animals in English.



Figure 11. A brave student mentions some vocabulary in English

Conclusion

The learning and training activities proceeded well and effectively met the set targets. All of the materials above are created in the digital flipbook. Despite minor shortcomings, the engagement overall proceeded as planned. Students required more time for vocabulary learning, highlighting the need for future program adjustments and additional training. The integration of nursery rhymes in Youtube learning videos and flipbook to learn English vocabulary which has Cisaat local culture is expected to significantly impact the students and teachers in Riyadul Jannah Preschool. The learning videos and flipbook aim to enhance the vocabulary skills of students in Riyadul Jannah Preschool.

Acknowledgment

This community service were funded by FBS - LPPM UNJ, under the program "PKM Wilayah Binaan Fakultas." We sincerely appreciate their support.

References

- Sukanto, R. N. (2018). Pengaruh video pembelajaran terhadap motivasi belajar Bahasa Inggris di Tk Al-Azhar 21 Pontianak. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 1-11.
- Suratno. (2015). Membangun karakter bangsa melalui kearifan lokal dalam pembelajaran sastra. *Seminar Nasional Sastra, Pendidikan Karakter dan Industri Kreatif* (pp. 259-277). Surakarta: Universitas Muhammadiyah Surakarta.
- Suryana, D., & Hijriani, A. (2022). Pengembangan media video pembelajaran tematik anak usia dini 5-6 tahun berbasis kearifan lokal. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(2), 1077-1094. <https://doi.org/10.31004/obsesi.v6i2.1413>
- Maymunah, S., & Watini, S. (2021). Pemanfaatan media video dalam pembelajaran anak usia dini di masa pandemi covid - 19. *Jurnal Pendidikan Tambusai*, 5(2), 4120-4127.
- Pesona Indonesia. (2023). *Kememparekraf: Desa wisata Cisaat*. Diakses pada 26 Januari 2023, dari https://jadesta.kememparekraf.go.id/desa/edukasi_cisaat