

SUPPORTING HOME-BASED LEARNING: UNDERSTANDING STUDENT ENGLISH LEARNING ON ANIMATED VIDEO FOR JUNIOR HIGH SCHOOL

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Abstract: This study aims to find out how junior high school students who learn using animated videos, as well as the role of parents in helping or facilitating children learn English at home through animated videos. Students who learn using animated videos can use their abilities and confidence to learn English effectively. This study uses an incremental narrative design where they are interviewed in depth about their experiences learning using animated videos. The participants in this study are two grade 2 junior high school students as well as parents at home. The findings of this study reveal that junior high school students who use animated videos to learn independently at home find it more effective and find it easy to understand the language and pronunciation. This finding motivates junior high school students who study at home using facilities provided by their parents and feel interested in learning using animated videos for self-study.

Keywords: Home-Based Learning, Learning English, Junior High School Students, Animated video

INTRODUCTION

Learning English is critical since it is the most widely used international language in business, technology, education, and general global communication. Access to educational resources such as books, journals, and online learning materials are all available in English. In mastering English learning, especially for students, they can access broader knowledge information, especially in studying animated videos that can be easily understood to help in their learning. In mastering English learning, especially for students, they can access broader knowledge information, especially in studying animated videos that can be easily understood to help in their learning. Students gain a positive attitude towards English because English learning is packaged in a very interesting way and supported by interactive media (Kurniasih, Rahmawati, Umamah & Widowati, 2019). Understanding and analysis of a variety of texts, terminology, and grammar is necessary for English language learning. This helps students develop critical thinking skills and the ability to evaluate arguments. Additionally, using video animations to learn English not only helps them communicate better in a second language but also sparks their interest in learning a second language. Apart from that, learn to memorize new words, use rhythm, remember new words, plan to memorize at least five new words per day, listen to CDs and imitate the pronunciation, study language, and learn second language culture (Hidayanti, Suhartoyo & kurniasih, 2020).

Parental involvement is certainly very influential, as is the systematic inclusion of families as developers of well-being and learning (Lehrl, Evangeluo & Sammons, 2020). The role of parents as a facility in their children to study English learning through video animation is to guide and support children to learn. Support students' English learning certainly requires parental involvement. Parents have an important influence on the success of child's success in learning. This research aims to analyze students learning English at home who are facilitated and supported by studying at home independently. When improving students' English skills, parents of course involve their children by providing learning tools or technology that their parents have

provided. Parents at home need to ensure their children's learning is effective and positive. Moreover, when learning using videos, parents can play a role and should also be able to support this learning from home, especially when the use of videos is important in monitoring student learning.

Parents must also set a study timetable. In order not to abuse technology, it will have fatal consequences. Of course, parents do not want their children to fall into negative situations. When it comes to video learning, YouTube can also be used. YouTube plays a big role in helping learners understand their English lessons; it can improve students' performance and raise their English level. In other words, YouTube has a big impact on students' understanding of English. He also said that YouTube can be a good material to include English lessons and can also help in understanding the lessons (Khaliq & Nasution, 2019). To overcome the negative impact of using smartphones, tablets, and television, parents must be able to educate and direct their children through exemplary attitudes. As a result, parents play a critical role in overseeing and managing the use of new technology by their children at home (Ariston & Frahasini, 2018). Family or parental involvement is, of course, very influential, such as systematic family involvement as a developer, child welfare, and learning (Lehrl, Evangelou & Sammons, 2020). In addition, in its implementation, there are also several obstacles, including the lack of understanding of learning materials by parents and children's motivation, which tends to decrease. So that in its implementation, parents try to find several sources that can help increase understanding and provide motivation to children (Anggraeni, Fakhriyah, & Ahsin, 2021).

Therefore, technological advances and their impact on the teaching and learning process are widespread throughout the world. as well as the use of cell phones and technologies that can be used as flexible learning materials. One of the best ways to help children learn English well is to use technology such as cell phones, smart TVs, tablets, Wi-Fi as a connection, or the like to build strategies for collecting, interpreting, and evaluating information, as well as correlations between information and current experience. In addition, technology can be used as a caregiver to improve students' critical thinking skills, academic reading and writing skills, and communication skills (Heriyawati, 2014). There is no doubt that researchers have shown that parental educational support for children's learning promotes cognitive, behavioral, and social effectiveness in children. There is a strong relationship between parental support (a child's personal development, development at school, and assistance for future studies) and student or child involvement in terms of behavioral support involvement, both cognitive and socially effective (Careemdeen & Awang, 2022).

As explained by the previous researcher who made the benchmark of this study, it discusses several reasons for using YouTube in EFL classrooms, with a focus on cognitive and affective reasons. Consideration is also given to the different learning styles of students, so YouTube is not only detrimental to learners in the classroom. It can be a great medium when teaching, such as providing motivation, references to learn something and much more (Nasution, 2019). Animated videos are considered an appropriate teaching medium to facilitate students' vocabulary achievement because they stimulate students' autonomy and proactivity and motivate students' enthusiasm to learn English. In addition, it depicts realistic situations in life and provides students with direct access to learning English culture (Mubarak, sundari, & wahjunisngsih, 2017). Students' success in learning a foreign language, such as English, cannot be separated from the support of the school, the environment, and the community as well. Most students only study at school. Even though they are successful, sometimes they only study at school (Hairiyanto, Fransiska, Sartika, & Aslan, 2024). When a student is highly motivated and has good learning strategies for learning English, they will be more interested and enjoy learning

(Buana, Pertiwi, 2020). Sometimes learning also uses strategies to learn enthusiastically and be able to understand the learning content. Learning strategies are specific actions that make student learning easier, faster, more confident, and more effective in facing new situations. Student learning can also be influenced by support and facilities from parents at home to motivate them. Parents are the main teachers for children, and they have a big responsibility for their physical and psychological development. The role of parents in raising children in the digital era includes: providing limits for children in using digital; encouraging children to do motor activities; providing appropriate media or broadcast choices for children; and providing assistance or supervision of children's activities when accessing social media. Providing a good, kind, and positive role model, as well as being a supporting role model for young children in using social media (Asmawati, 2021).

Parents do play an important role in raising children. Parental education is very important for a child's future because it will determine the child's character and personality in the future. In parental involvement, education is very important. This has been proven with many positive impacts on children. Therefore, education in the family is the main thing for children. Parents have full responsibility for the growth and development of their children. Good or bad parenting patterns provided by parents will influence a child's growth and development (Misbahudholam & Framz, 2020). The family and the role of parents have four functions: sexual, economic, reproductive, and educational. Relating to children's rights to early childhood education (Jatiningsih, Habibah, Wijaya & Sari, 2021). Animated videos also provide a very realistic learning model, allowing students to learn in the real world and avoid abstract learning. The combination of innovations from technology such as animated videos allows parents, teachers and students to quickly capture and implement appropriate learning processes (Yükselir, 2017; Laksmi, Yasa & Mirayani, 2021). This also helps students learn and remember the material over time. Using this animated film can help students enhance their critical and analytical thinking, as well as their English skills. Using animated films can provide an enjoyable and conducive learning atmosphere compared to studying in a rather monotonous environment, especially for youngsters at an early age, whose learning is more interested in using animated videos (Olii & Nurwati, 2022).

Based on research results from (Mubarok et al., 2017) this means that students who are taught using animated videos are better than using lecture or question and answer methods. The learning media in this animated video has several functions, namely affective function, cognitive function, attention function, and competent function. The attention function is used to attract children's attention so they can concentrate on the content of the material related to the meaning of the visuals being displayed in the video. This competansoris function is used to understand the context of the text, because videos in animation can help children who are not yet able to read to help understand the information in the text and can remember what has been shown in the teaching context (Dhida, 2021). Watching animated video programs plays an important role in language development. The effect of this video is that children can subconsciously understand the program characters they see and observe elements of the ongoing conversation elements such as intonation and body language in the animated character (Alghonaim, 2020).

Video is an image and sound storage information system where audiovisual signals are not only recorded on magnetic tape but also on disk (Sadiman, 2005; Satyawan, 2018). The use of video movies can motivate students to learn actively because movies provide interesting images and sounds. It also helps students to remember information faster and introduces new vocabulary, grammar, messages, and entertainment at the same time (Satyawan, 2018). Video-animated learning such as movies, cartoons, videos, YouTube or audio-

visual based can be a very authentic model or real example. To improve students' ability to pronounce words correctly while imitating the way the character pronounces the word (Wahyuni & Pratiwi, 2022).

Educational resources can also be sourced through these technologies, such as children learning English through video animations on their smartphones. Home-based engagement activities such as monitoring and supervision tasks are indicated to help children succeed (Cooper, 1989; Poyraz, 2017). Home-based learning for students allows for greater customization to the individual needs of the child. It also allows for greater parental control and support in the home education process. Therefore, the relationship between parents and children at home becomes more of an issue. In addition, the involvement of stay-at-home parents influences academic success more strongly than other types of involvement (Poyraz, 2017).

This study explains to students who study from home about the role of parents in supporting or developing children's interest in learning English by providing support and information and communication technology facilities that are easy for students to use at home to study. Based on the background of the study, the researcher wrote the following research questions:

1. What is the role of parents in supporting children's English learning at home through video animation and the facilities used?
2. What is the impact on students after using this learning media?

METHOD

Research Design

This research uses a qualitative approach because it focuses more on the understanding of a person or individual when learning English skills independently. This research design uses narrative inquiry research because it can explore and convey a person's life story or experience (Clandinin & Connelly, 2006).

Setting and Participant

The setting of this study is very important in determining the object of research. This setting shows the parents and students being studied and their social conditions. The subject of this research is supporting student learning at home by using learning media through videos based on the facilities provided by parents at home, such as information and communication technology (ICT), that students use when studying at home. The participants studied were grade 2 junior high school students attending SMPN 1 TOMONI, which the researchers targeted in 2 classes to distribute questionnaires, consisting of 27 students per class. The 54 students were used as subjects for this study. However, only 3 people became participants in this study because other students did not choose the questionnaires that had been distributed. Then the students who have filled out the questionnaire are interviewed in depth with their parents, as well as about where students learn using animated videos and facilitated by parents at home. The researcher managed to find three student participants who were ready to be interviewed. The participants were grade 2 junior high school students, where 2 students were in the same class and 1 was in a different class. All female participants were identified as students S, EA, and RA. And the parents of these students are initialed as Mrs. R as the parent of EA and Mrs. I as the parent of RA.

Data Collection

There are two steps to data collection procedure in this research:

In the first phase, the researcher distributed a 15-item questionnaire to grade 2 junior high school students, namely, in 2 different classes, via Google form. The researcher asked permission first and asked for help from the English teacher who taught the class. Then the researcher waited for the participant to fill out the form. The duration of filling out the questionnaire by participants takes 10-15 minutes. Next, the researcher needed several days to wait for the results of the questionnaire.

In the second phase, researchers selected students for in-depth interviews with their parents. The selected participants were contacted to confirm whether they were willing to be interviewed or not. However, of the 1 participant, there were those who were not willing to be interviewed, and only 2 people were willing to be interviewed.

Interviews were conducted virtually using Zoom meetings and WhatsApp as communication tools with participants. Next, the researcher carried out a very interviews from participants whose samples had been taken at an early stage. The aim is to gain an understanding of the experiences described by participants. Then completing the interview transcribe, the data can be grouped into relevant categories within the three-dimensional narrative inquiry space (Clandinin & Connelly, 2006). These categories consist of the main topics or issues that emerged from the participants' experiences.

Data Analysis

In this section, after collecting all the data, the next step is to summarize the questionnaire responses from each participant. The data is only in the form of values 1-4, namely agree, strongly agree, disagree, and strongly disagree. The values taken are 1 and 2, namely agree and strongly agree to find out students who study independently using animated videos at home and facilitated by their parents.

Nama	Menjawab														
EA	1	2	1	1	1	2	1	1	1	1	1	2	1	1	1
RA	2	1	1	2	2	2	2	2	2	2	1	2	2	2	1
S	1	2	2	1	1	2	1	1	2	1	2	1	1	1	2

Table 1. Student responses using animated videos.

The next step after getting the participants was to carry out a very important process in qualitative research, namely transcribing interviews from participants whose samples had been taken at an early stage. The aim is to gain an understanding of the experiences described by participants. These categories consist of the main topics or problems that arise from participants' experiences in supporting or facilitating children at home and the effectiveness of student learning. In this way, qualitative research digs deeper.

Triangulation/Trustworthiness

In collecting data, in-depth interviews were taken about the process of determining how much influence the role of parents has in supervising and supporting children's learning through animated videos at home and how students learn through animated videos. Furthermore, participants were checked during the data

transcription process. Then the author rechecked the results of the interview regarding what had been conveyed repeatedly by the participants to avoid errors. To overcome existing errors, the author conducted in-depth interviews and validated the results of interview transcripts to avoid miscommunication and get input so that they could be corrected.

FINDINGS AND DISCUSSIONS

Findings

In this study, the research explains what was found from the results of interviews with parents as participants, as well as grade 2 junior high school students. Telling about how parents provide children's facilities with animated videos and whether there are changes after using education patterns such as using animated videos. The data obtained was analyzed using thematic analysis from (Clandinin & Connelly, 2006) where thematic analysis is used with the past, present, and future used in this study. Then the researcher divided into two questions, namely seven questions for parents and five questions for students.

Students Learning English Use Animated Video

This chapter contains the results of questionnaires distributed from two different classes that have several students. As well as the findings of two students who answered the questionnaire results Agreeing and Strongly agreeing to use video animation for their learning materials at home.

Name	Answer														
EA	1	2	1	1	1	2	1	1	1	1	1	2	1	1	1
RA	2	1	1	2	2	2	2	2	2	2	1	2	2	2	1

Table 2. Answer the questionner student use animated video

Then these students continue to interviewed in depth with their parents at home. These are the results of the questionnaire and the researcher interviewed the two students according to the results of the answers they agreed to.

Supporting Home-Based Leaning Using Facilities Provided by Parents

This section focuses on analyzing the results of home-based learning where junior high school students learn through animated videos to learn English. This research is designed to find out about students who learn through video animation whether there can changes after learning using the education pattern used, and whether parents facilitate students at home when students at home learn using gadgets and use video animation the students feel comfortable and feel interested when starting to learn. The experiences while learning using animation video of the student as Participant 1 EA and RA as Participant 2 and the parents at home Mrs. R the parent of Participant 1 and Mrs. I the parent of Participant 2 were explored through interviews:

Excerpt 1:

Mrs. R *"Yes, previously I only used books and only studied at school from elementary school, and after the covid, I started supporting children using mobile phone-based learning, and so on for children at home"*.

Mrs. I *"previously it used ... what is it? Before he used video animation, he used character books, so that I made sure the child at home had his own learning environment at home, so that he could read and also understand the vocabulary"*.

Overall, both parents showed their efforts in supporting their children's education at home in different ways, both from the adaptation of learning using technology and how to create a conducive learning atmosphere and learning environment. Mrs. I tries to foster interest in learning as well as good understanding for her children at home. This approach encourages Mrs. I to pay more attention to the quality of learning materials used for her children and try to support them. Meanwhile, Mrs. R herself indicated that she had to adapt to the new situation and find ways to ensure that her child received an adequate education.

Furthermore, the results of students' past statements before using animated video

Excerpt 2:

Student EA *"Yes, that's what my mother said, I usually learn English using books from school, sometimes I also use story books that I borrow from the library, also from my friends usually, otherwise I use a dictionary that looks at the meanings one by one."*

Student RA *"So I learn English by using storybooks, listening to songs like that kak and sometimes well just when studying at school."*

These students showed that they used various methods before such as using books and only learning when at school. EA students rely on textbooks and dictionaries, and utilize the library, while these RA students use storybooks and listen to songs to learn. These two methods reflect different ways of accessing and understanding English respectively.

Understanding of Use Student Learning English Supported by Parents

Students facilitated by parents and supported by parents who learn English at home use video animations as learning materials for junior high school students' understanding in learning English easily.

Excerpt 3:

Mrs. R *"Yes, in my opinion, video animation can really help to learn English at home, so it can be interesting in the learning and learning process at home."*

Mrs. I *"Emm, if I think that e, video animation is very effective in learning at home for my child because the animation not only makes the material interesting, easy to understand, practical but can also help my child in his daily learning, so it can be said that his understanding with vocabulary and writing is also the overall context of English. So you can say that with animation it is what? The effective and efficient part, in my opinion, is like that"*.

The above description shows that there is strong support for using animated videos to study English at home. Mrs. R herself highlights how animation can make learning more interesting, while Mrs. I highlight the effectiveness and efficiency of animation in helping her child's understanding of the learning material. Then both agree that this video animation is a very useful tool in improving the quality of students' English learning at home.

Furthermore, students' statements when using video animation in learning English

Excerpt 4:

Student EA *"Yes, as I said before, after I used it there was a slight change because when I learned using the video, I understood faster when using the video because of its interesting and colorful appearance than in the book which is more monotonous, only the pictures"*.

Student RA *"So I feel more interested and motivated to learn English using video animation where videos sometimes make and help me understand new concepts better"*. *"If you think that studying at school and studying at home is there a difference, maybe more effective?"*. *"Yes, more time studying at home than at school"*.

This learning shows that video animation makes them more interested in learning English and is effective compared to using traditional methods such as books. They also feel that there is a slight increase in understanding and motivation to learn through the use of technology that parents have facilitated at home

Excerpt 5:

Student EA *"Well, what I use is watching cartoon movies that use English, sometimes I also use the ones with subtitles and usually also use the ones on YouTube and basically I watch cartoons that speak English. I think that's more effective"*.

Student RA *"So I use video animations that teach a lot of vocabulary and short stories, for example, Aladin, Disney like that, and I've seen videos on YouTube and also in short videos"*.

Both students revealed that watching cartoons and animated videos, whether on online sites such as YouTube or in other media, was very effective in improving their English comprehension and skills. They also appreciate the visual and narrative approach that can make their learning more interesting and fun.

The Effect of Students' Learning After Using Animated Video as Home Study Material

The influence of students learning English after being facilitated by parents at home and support learning using technology using video animation at home.

Excerpt 6:

Mrs. R *"Yes, I support the use of technology such as video animation at home, so that it can be used to learn English and screen time and also the network"* *"Furthermore, what are the plans for the child's learning in the future?"* *"Are there plans to follow for courses or more to the college level?"* *"For English courses, I think it's better to use modern technology, like from the internet, it's easier"*.

Mrs. I *"I plan to continue to monitor and see the situation and development of ee... children in learning English and also be involved in the process, especially since I also have to find activities that can support learning and for my child's interest in English so that they don't get bored too, so I have to continue to provide positive things". "Are there any plans to follow for courses or more to the college level?" "For that, I have a desire like that, surely all parents also want their children to have a high education and continue to support my child".*

The description above shows that the parents of these two high school students have a positive view of the use of technology in students' English learning at home. They see technology as a tool that facilitates and increases the effectiveness of student learning at home. In addition, their parents also have plans to continue to support their children's future education well, by utilizing modern technology supporting their learning activities and supporting higher education.

Excerpt 7:

Mrs. R *"Because video animation is a very effective tool for learning English at home, children are more interested in clear visuals, and can help them with vocabulary in a fun way too".*

Mrs. I *"I agree and believe that video animation can be an effective tool for learning English for children at home. So, animations are not only for entertainment but can also help children understand the content and can also improve children's understanding, especially vocabulary, grammar and increase creativity in using language like that".*

As parents, they felt that the animated videos were not only entertaining but also educational, helping students to learn vocabulary, and enhancing creativity in the use of English. They also think there is great potential for visual technology to support English learning for their children.

The following are the statements of junior high school students from the interview who felt this influence

Excerpt 8:

Student EA *"Yes, I feel happy, yes that's again because I watch what, that's what I do by watching I can learn it can be like what, it's very fun and feel effective like that".*

Student RA *"Yes, I feel happy because ee what, the animation makes my lesson more interesting and not boring".*

Both students were satisfied with the use of video animation in learning English. They also think that the method is very fun and also increases interest and effectiveness in learning, making it one of the most interesting alternatives compared to learning using books that are monotonous only writing and images that do not move.

Excerpt 9:

Student EA *"Yes, it is very, very effective in my opinion".*

Student RA *"So, I believe that the learning strategy using video animation helps me to understand and remember new grammar faster and also improves my ability to study independently at home, there is an increase after using video animation".*

They considered video animation to be a very effective method for English language learning. Student EA explained its effectiveness in general, while this RA student added that the video animation could not only speed up understanding but also improve the ability to study independently and show the influence it has on the learning process.

Discussion

In this section, the researcher discusses the findings in detail, and this discussion is focused on the data that has been examined or from the previous findings. These findings are discussed here.

The Role of Parents Supporting Students' English Learning at Home Through Animated Video and Providing Facilities Used

Based on the findings from parent and student participants at home, they feel that the facilities provided by parents are very practical and also help student learning at home. These junior high school students feel more interested in learning, and parents at home feel confident that their children learn using technology that has been provided by parents more effectively and efficiently. According to the parents of students, in individual learning, using animated videos is very helpful for their children to be able to recognize concepts in learning; thus, Mrs. R, as the parent of EA students, feels that learning by watching videos is an effective tool to help visuals and vocabulary by listening to videos while watching. Meanwhile, Mrs. I, as the parent of RA, thinks that learning by watching animated videos can also help children better understand the content, can increase understanding when studying alone, and increase student creativity at home. Both of them feel that what they have supported at home in learning makes these students feel more helpful in learning as a practical tool.

The role of parents is also that of teachers at home, who need to be involved in accompanying and guiding children's learning at home. Guidance and support from parents are important so that children achieve their educational goals in a way that is easy to understand. This in itself is a challenge for parents because, currently, parents must also be involved in their children's learning, which requires them to spend more time guiding and facilitating their children in the learning process (Misbahudholam & Framz, 2020).

Based on the results of interviews that have been conducted previously with junior high school students, they feel more motivated and also feel comfortable when learning using learning patterns using animated videos. From the experience of EA students themselves after using animated videos, they feel there is little change, and feel they understand quickly, and they are simple to learn every day. The explanation from RA students is that they feel more interested and motivated to learn English using video animation because RA students feel that they have more time to study at home and are more efficient. Therefore, the use of video movies can motivate students to learn actively because movies provide interesting images and sounds. It also helps students to remember information faster and introduces new vocabulary, grammar, messages, and entertainment at the same time (Satyawan, 2018).

Educational resources can also be sought through these technologies, such as children learning English through animated videos from their smartphones. Home-based engagement activities such as monitoring and supervision tasks are indicated to help children succeed. When it comes to parents, they must remain vigilant. They should monitor and collaborate with schools. They should help build a structure for their children's

language achievement and discover strategies to help them (Cooper, 1989; Poyraz, 2017). Hence, why parents should also participate in children's learning at home, such as HBL home-based learning, after being given access to learning through advanced technology. Society also assumes that teenagers still consider entertainment to be the main function and purpose of high technology and gadgets. This perception creates fear for parents who are afraid of the adverse effects of technology on their children in the future (Supardi & Hasanah, 2020).

The Effect on Junior High School Students After Using Learning Media Through Animated Video at Home

The effect of animated videos on junior high school students who study independently at home can be said to indicate that these students are very interested in movies or other access they use to learn. As explained to this EA student, when she watched according to her experience, she felt very happy and entertained, her understanding was also getting faster to understand what he heard when the animation was playing. Meanwhile, the RA student felt interested and also helped to understand the new concepts she was learning. According to these two students, learning using animated videos at home makes them more free and give them a lot more time than at school, where their learning may only be limited to using books and writing.

Making effective learning tools through animated videos students and parents at home feel very effective because learning can be said to be helped because it only provides facilities at home and parental support. So that when using animated media, it can make it easier for students to capture information, both images and vocabulary presented in the video. Based on the research results from (Mubarak et al., 2017) this means that students who are taught using animated videos are better than those who use lecturing or question-and-answer methods. The effect can attract attention to students, facilitate understanding, inspire creativity, and influence attitudes and behaviors, so the use of this video as a teaching medium is a very good choice for children's education. Nasution (2019) assumes that videos and YouTube are useful in reducing students' cognitive load and attracting various learning styles. As explained by previous researchers, the use of video films can motivate students to learn actively, because movies provide interesting images and sounds. It can also help students quickly and better remember information and introduce new vocabulary, grammar, messages, and entertainment at the same time (Satyaw an, 2018).

The understanding of two junior high school students who learned using video animation felt that if they could understand new concepts more quickly and easily, this strategy was considered effective in improving their English skills, both in terms of understanding vocabulary and grammar. Changes in EA's students: according to her experience, she felt a significant change in learning English that had been facilitated by parents. Interesting and colorful video animations make EA students able to understand the material faster than learning using more monotonous books, she said. Meanwhile, RA students feel more interested in and motivated to learn English. The video she used helped RA students understand new things better and made learning more fun.

In general, they believe that using animated video to complement English language instruction at home benefits pupils in terms of motivation, comprehension, and efficiency of learning at home.

CONCLUSION AND SUGGESTIONS

Conclusion

The results of conducting this research, it was concluded that learning using video animation can be said to be very easy for students and parents who support learning, with this the participants felt very effective when using learning media like this at home. The participants also felt effective when using video animation and felt motivated and very easy to digest the learning they had watched while using video animation.

Parental support is also very influential in facilitating students to learn using technology such as using smart TVs, tablets, smartphones, and network used at home. Learning strategies using video animation can be said to be effective in improving students' independent learning skills at home. Students can also feel faster in understanding and increasing their vocabulary. So that it can help students in utilizing study time at home more efficiently. This method can provide a more enjoyable learning experience and support efficient self-learning. Therefore, video animation is an effective tool in supporting home-based learning for middle school students.

Suggestion

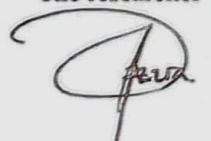
The end of this research aims to motivate readers and further research to take research on animated English learning videos for junior high school students, and teachers and parents in the future. It is recommended that teachers use the junior high school students' learning approach both at home and at school to involve students in learning using video animation actively. This can also include the use of audio-visuals in the playback of video animations to improve their listening and writing skills in English words. In addition, teachers can use technology such as language learning apps and online platforms to create a dynamic and engaging learning environment for students. It is advised that future researchers increase the number of participants. This study only used a few participants, which may not be fully representative of other English language learning experiences. Future researchers may need to understand the home-based learning support and student learning using video animations to examine more deeply the influence of video animations on specific aspects of English such as listening comprehension, and writing skills.

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