



EFL College Student's Perception in Using Movie Animations from *Little Fox* Youtube Channel as Autonomous Learning Activities

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Abstract

The aim of this research is to reveal students' perceptions of the use of movie animations from the "Little Fox" YouTube channel as an autonomous learning activity. This research uses descriptive research with a quantitative approach. The population of this study was the Advanced Listening class at Faculty of Language and Arts, Universitas Negeri Padang with a sample of the K5 Advanced Listening class (Prodi K5 English, Language Education Program). This research used a total sampling technique because the class where learning using visual media was implemented was only the K5 Advanced Listening class. The research instruments used to collect the data were a questionnaire with 30 closed statements using 4 Likert scales, and an interview with 5 main questions about students' perception in using movie animations from "Little Fox" YouTube Channel as autonomous learning activities. The results of this research are from a physical aspect and a psychological aspect. Firstly, from the physical aspect the results showed that the majority of students liked and felt involved in watching animated videos from the YouTube channel "Little Fox," with positive perceptions of their impact on comprehension, visual and auditory senses, and enjoyment in learning English. The total average of perception indicators in the physical aspect is 3.03 (Positive). Secondly, from the psychological aspect the results showed that the use of animated videos from the YouTube channel "Little Fox" significantly increased students' interest, self-confidence and engagement in English learning, reflecting the positive psychological impact of the channel's content. The total average of perception indicators in the psychological aspect is 3.05 (Positive). Since the students' perceptions on both physical and psychological aspects are Positive, the other classes are suggested to use the Little Fox YouTube channel in a similar way as an autonomous learning activity.

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INTRODUCTION

English as a Foreign Language (EFL) learning has undergone significant transformations in recent years, driven by advancements in technology and evolving pedagogical approaches. One of the emerging trends in EFL education is the integration of multimedia and online resources to facilitate autonomous learning. In this context, the use of movie animations from the *Little Fox* YouTube Channel has gained attention as an innovative tool for EFL college students. English Department FBS UNP Padang (Faculty of Languages and Arts, Universitas Negeri Padang) recognizes the importance of equipping its EFL college students with effective and engaging resources to enhance their English language proficiency. The proof lies in the fact that there are already two listening classes: Advanced Listening class (K5) and Basic Listening class (NK1) that has that utilized the movie animations from *Little Fox* YouTube channel as media for autonomous English learning. Leong and Abidin (2018) has shown approaches to English language teaching and learning have evolved over time, with the integration of technology believed to bring positive effects such as creating an up-to-date, novel, and innovative learning environment.

There has been research on the perceptions of EFL learners in the classroom. In research conducted by Goksu (2015), the main focus was on secondary school students' perceptions of the learning environment in the context of English as a Foreign Language (EFL). Then in Nugroho and Atmojo's (2020) research, they evaluated EFL students' perceptions and teaching activities regarding learning English outside the classroom using a digital approach. Meanwhile, Riasati (2012) through her research focused more on the qualitative dimension, investigating EFL students' perceptions of the factors that influence their willingness to speak in English classes. Rukmana (2021) researched students' perceptions of the use of Google Classroom as a medium for teaching and learning English for EFL students. This study provides insight into how virtual classroom technology is received by EFL students. Dhamayanti (2021), in her research, explored EFL students' perceptions and motivations towards using Quizizz as an electronic learning medium in English classes.

Research on the perceptions and autonomous learning practices of EFL students has had a significant impact on understanding the learning process in these environments. In research by Abdel Razeq (2014), the focus lies on students' perceptions of their responsibilities and abilities in autonomous learning, describing their views on their role and abilities in managing learning independently. Furthermore, research by Jafari, Ketabi, and Tavakoli (2017) explored the perceptions and autonomous learning practices of EFL students at advanced and intermediate levels, providing a more comprehensive picture of how students at different levels engage in autonomous learning. Saeed (2021) focused his attention on students' views regarding strategies for achieving independence in learning English as a foreign language, providing further understanding of how students view and achieve independence in the EFL classroom. Marsevani (2021) investigated students' perceptions and practices regarding autonomous language learning in EFL settings, providing an in-depth understanding of the extent to which students engage in autonomous language learning. Finally, Melvina, Lengkanawati, and Wirza (2021) explored the perceptions of students at Indonesian universities towards independent learning, highlighting the influence of cultural context on students' perceptions of independence in learning English.

Research on the perceptions and practices of autonomous English language (EFL) learning in Indonesia includes a number of studies that provide in-depth insights. Khulaifiyah, Widiati, Anugerahwati, and Suryanti (2021) explored autonomous learning activities with a focus on the perceptions of English students in Indonesia. Melvina, Lengkanawati, and Wirza (2021) discussed the perceptions of university students in Indonesia towards autonomous learning. Mardjuki (2018) explored gender-based perceptions of learning independence among Indonesian students. Khaidir, Tersta, and Afria

(2020) focused attention on students' perceptions of autonomous learning activities. In addition, Dewi, Artini, and Padmadewi (2021) conducted an analysis of teacher perceptions and learning independence of EFL students at SMA N 1 Blahbatuh during the pandemic.

The variety of research on the use of digital media in English language learning by EFL students reflects the complexity and relevance of this topic. Meidasari (2017) explored the use of digital media to improve English language teaching and learning and its impact on the welfare of Indonesian students. Masykuri and Basuki's (2022) research focuses on students' perceptions of digital media in the context of English language teaching and learning. Nugroho and Atmojo (2020) discussed EFL students' perceptions and teaching activities regarding learning English outside the classroom using a digital approach. Meanwhile, Mandasari and Aminatun's (2022) research explored teachers' beliefs and practices regarding the use of digital media in English language learning during the pandemic. Research by Ware, Liaw, and Warschauer (2012) highlights the use of digital media in teaching English as an international language, providing insight into the principles and practices of teaching English in an international context. This collection of research provides a comprehensive understanding of how the use of digital media has influenced English language teaching and learning, from both student and teacher perspectives, as well as in local and global contexts.

The Little Fox YouTube channel offers a variety of animated stories and educational content designed specifically for young learners, making it a potentially valuable resource for EFL students at FBS UNP Padang. Asnita and Marlina (2022) show that the use of English-language children's literature is effective in increasing students' mastery of English as a Foreign Language (EFL) vocabulary. However, the perception of using animated films from the Little Fox YouTube Channel as an independent learning activity remains relatively unexplored. Understanding how students understand and utilize these resources can provide valuable insights for educators and curriculum developers in optimizing EFL teaching.

Based on researchers' observations on September 20th 2023 in the K5 Advanced Listening class when they did autonomous activities using the Little Fox YouTube channel with the titles "The adventures of Tom Sawyer", "Anne of Green Gables" and "The Wonderful Wizard of Oz", based on the results of the scores They get various kinds, from low scores to high scores. Therefore, researchers want to know their perceptions regarding the use of movie animations from the Little Fox YouTube channel as independent learning activities. Based on the clarification above, that is the reason why the researcher chose the thesis title *"EFL College Student's Perception in Using Movie Animations from Little Fox YouTube Channel as Autonomous Learning Activities"*.

RESEARCH METHOD

The research design is a descriptive quantitative research. Brumfit and Mitchell (1990, p.11) pointed out that descriptive research aims to offer the most precise representation achievable of current practices, how students learn, the strategies used by teachers, and the classroom atmosphere, all within a particular timeframe and location. This research consists of two variables, namely the independent variable and the dependent variable. Basically, descriptive quantitative research utilizes statistical data analysis to scrutinize information, with a focus on gathering numerical data and drawing general conclusions across various demographic categories or explaining particular occurrences. The research took place at the Faculty of Languages and Arts, Universitas Negeri Padang which is located Jl. Prof Dr Hamka, Padang, West Sumatera. The population of this research is English department students at UNP in Advanced Listening class. A questionnaire is a structured research instrument or

survey that consists of a set of questions designed to gather information, opinions, or data from individuals or a group of respondents.

FINDINGS AND DISCUSSION

Research Finding

The student perception questionnaire consists of 30 statements that require student responses in the form of an agreement scale from Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), and Strongly Agree (5).

1. The student's perception particularly on the physical aspect toward the use of the animation movies from the Little Fox YouTube channel as an autonomous learning activity (Item number 1, 2, 3, 4, 5, 6, 7, 9, 10, 11)

| No. | Questionnaire Statements | Scale | Frequency | Percentage | Mean |
|-----|---|-------|-----------|------------|------|
| 1. | Item no. 1 I enjoy watching animated videos on the Little Fox YouTube channel. | 4 | 2 | 6,9% | 3,07 |
| 2. | Item no. 2 I enjoy engaging in autonomous listening activities by watching animated videos on the Little Fox YouTube channel, particularly the videos titled "The Adventures of Tom Sawyer," | 4 | 3 | 10,3% | 3,07 |
| 3. | Item no. 3 Choose the title of the following chapter that you like the most: | 4 | 0 | 0% | 3,00 |
| 4. | Item no. 4 I enjoy engaging in autonomous listening activities by watching animated videos on the Little Fox YouTube channel, particularly the video titled "The Wonderful Wizard of Oz," | 4 | 0 | 0% | 3,00 |

| | | | | | |
|----|---|---|----|-------|------|
| 5. | Item no. 5 | 4 | 0 | 0% | 3,00 |
| | Choose the title from the following chapters of "The Wonderful Wizard of Oz" that you like the most: | | | | |
| 6. | Item no. 6 | 4 | 5 | 17,2% | 3,10 |
| | I enjoy engaging in autonomous listening activities by watching animated videos on the Little Fox YouTube channel, particularly the video titled "Anne of Green Gables," | | | | |
| 7. | Item no. 7 | 4 | 0 | 0% | 3,00 |
| | Choose the title from the following chapters of "The Wonderful Wizard of Oz" that you like the most: | | | | |
| 8. | Item no. 9 | 3 | 29 | 100% | |
| | | 2 | 0 | 0% | |
| | Animated videos from the Little Fox YouTube Channel | 1 | 0 | 0% | |
| | (https://www.youtube.com/@LittleFoxKids) help in enhancing my English learning experience through the use of engaging visuals and audio. | 1 | 0 | 0% | |
| 9. | Item no. 10 | 4 | 1 | 3,4% | 3,00 |
| | | 3 | 27 | 93,1% | |
| | Animated videos from the Little Fox YouTube Channel | 2 | 1 | 3,4% | |
| | https://www.youtube.com/@LittleFoxKids help me stimulate my sense of sight (eyes) in understanding English material. | 1 | 0 | 0% | |

| | | | | | |
|-----|---|---|----|-------|------|
| 10. | Item no. 11 | 4 | 3 | 10,3% | 3,07 |
| | | 3 | 25 | 86,2% | |
| | Animated videos from the | 2 | 1 | 10,3% | |
| | Little Fox YouTube | 1 | 0 | 0% | |
| | Channel | | | | |
| | (https://www.youtube.com/@LittleFoxKids) help me | | | | |
| | stimulate my sense of | | | | |
| | hearing (ears) in | | | | |
| | understanding English | | | | |
| | material. | | | | |
| | Total Mean | | | | 3.03 |

2. The student's perception particularly on psychological aspects toward the use of the animation movies from the Little Fox YouTube channel as an autonomous learning activity (Item number 8, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30)

| No. | Questionnaire Statements | Scale | Frequency | Percentage | Mean |
|-----|---|-------|-----------|------------|------|
| 1. | Item no. 8 | 4 | 5 | 17,2% | 3,17 |
| | | 3 | 24 | 82,8% | |
| | I feel that the use of | 2 | 0 | 0% | |
| | animated videos from the | 1 | 0 | 0% | |
| | Little Fox YouTube | | | | |
| | Channel allows me to | | | | |
| | understand English | | | | |
| | material more easily. | | | | |
| 2. | Item no. 12 | 4 | 3 | 10,3% | 3,07 |
| | | 3 | 25 | 86,2% | |
| | The use of animated videos | 2 | 1 | 3,4% | |
| | from the Little Fox | 1 | 0 | 0% | |
| | YouTube channel | | | | |
| | (https://www.youtube.com/@LittleFoxKids) makes | | | | |
| | me more interested in | | | | |
| | learning English. | | | | |
| 3. | Item no. 13 | 4 | 2 | 6,9% | 3,00 |
| | | 3 | 25 | 86,2% | |
| | | 2 | 2 | 6,9% | |

| | | | | | |
|----|--|---|----|-------|------|
| | I feel more confident in using English after using animated videos from the Little Fox YouTube Channel | 1 | 0 | 0% | |
| 4. | Item no. 14 | 4 | 6 | 20,7% | 3,14 |
| | | 3 | 21 | 72,4% | |
| | I tend to be more focused on English learning materials when watching animated videos from the Little Fox YouTube channel (https://www.youtube.com/@LittleFoxKids) | 2 | 2 | 6,9% | |
| | | 1 | 0 | 0% | |
| 5. | Item no. 15 | 4 | 3 | 10,3% | 3,03 |
| | | 3 | 24 | 82,8% | |
| | The use of animated videos from the Little Fox YouTube channel (https://www.youtube.com/@LittleFoxKids) allows me to connect my English learning experience with my personal interests and motivation. | 2 | 2 | 6,9% | |
| | | 1 | 0 | 0% | |
| 6. | Item no. 16 | 4 | 3 | 10,3% | 3,10 |
| | | 3 | 26 | 89,7% | |
| | Animated videos from Little Fox Youtube Channel (https://www.youtube.com/@LittleFoxKids) enhanced my efforts in learning English. | 2 | 0 | 0% | |
| | | 1 | 0 | 0% | |
| 7. | Item no. 17 | 4 | 2 | 6,9% | 3,03 |
| | | 3 | 26 | 89,7% | |
| | In my opinion, the duration of animated videos from the Little Fox YouTube channel (https://www.youtube.com/@LittleFoxKids) is suitable for autonomous learning. | 2 | 1 | 3,4% | |
| | | 1 | 0 | 0% | |

| | | | | | |
|-----|---|---|----|-------|------|
| 8. | Item no. 18 | 4 | 2 | 6,9% | 2,45 |
| | | 3 | 13 | 44,8% | |
| | Animated videos from the Little Fox YouTube channel (https://www.youtube.com/@LittleFoxKids) are difficult to understand. | 2 | 10 | 34,5% | |
| | | 1 | 4 | 13,8% | |
| 9. | Item no. 19 | 4 | 3 | 10,3% | 3,07 |
| | | 3 | 25 | 86,2% | |
| | The variety of topics covered in animated videos from the Little Fox YouTube channel (https://www.youtube.com/@LittleFoxKids) is engaging and relevant. | 2 | 1 | 3,4% | |
| | | 1 | 0 | 0% | |
| 10. | Item no. 20 | 4 | 4 | 13,8% | 3,10 |
| | | 3 | 24 | 82,8% | |
| | I would recommend the use of animated videos from the Little Fox YouTube channel (https://www.youtube.com/@LittleFoxKids) to other EFL students for self-learning. | 2 | 1 | 3,4% | |
| | | 1 | 0 | 0% | |
| 11. | Item no. 21 | 4 | 1 | 3,4% | 2,97 |
| | | 3 | 26 | 89,7% | |
| | I feel that the content on the Little Fox YouTube channel (https://www.youtube.com/@LittleFoxKids) is suitable for my language proficiency level. | 2 | 2 | 6,9% | |
| | | 1 | 0 | 0% | |
| 12. | Item no. 22 | 4 | 4 | 13,8% | 3,10 |
| | | 3 | 24 | 82,8% | |
| | I agree that using animated videos from the Little Fox YouTube channel (https://www.youtube.com/@LittleFoxKids) makes learning English more enjoyable. | 2 | 1 | 3,4% | |
| | | 1 | | | |

| | | | | | |
|-----|--|---|----|-------|------|
| 13. | Item no. 23 | 4 | 3 | 10,3% | 2,97 |
| | | 3 | 23 | 79,3% | |
| | I disagree that it is difficult to find and access content on the Little Fox YouTube channel for autonomous learning. | 2 | 2 | 6,9% | |
| | | 1 | 1 | 3,4% | |
| 14. | Item no. 24 | 4 | 3 | 10,3% | 3,07 |
| | | 3 | 25 | 86,2% | |
| | I agree that I would recommend the use of animated videos from the Little Fox YouTube channel (https://www.youtube.com/@LittleFoxKids) to other EFL students for autonomous learning. | 2 | 1 | 3,4% | |
| | | 1 | | | |
| 15. | Item no. 25 | 4 | 3 | 10,3% | 2,93 |
| | | 3 | 22 | 75,9% | |
| | I disagree that the use of these animated videos has a negative impact on my regular English language classes. | 2 | 3 | 10,3% | |
| | | 1 | 1 | 3,4% | |
| 16. | Item no. 26 | 4 | 3 | 10,3% | 2,93 |
| | | 3 | 22 | 75,9% | |
| | I disagree that the use of animated videos from the Little Fox YouTube channel (https://www.youtube.com/@LittleFoxKids) does not impact my English writing skills. | 2 | 3 | 10,3% | |
| | | 1 | 1 | 3,4% | |
| 17. | Item no. 27 | 4 | 3 | 10,3% | 3,03 |
| | | 3 | 24 | 82,8% | |
| | I agree that having access to subtitles or transcripts with animated videos would enhance my learning experience.) | 2 | 2 | 6,9% | |
| | | 1 | 0 | 0% | |
| 18. | Item no. 28 | 4 | 0 | 0% | 3,00 |
| | | 3 | 29 | 100% | |
| | | 2 | 0 | 0% | |

| | | | | | |
|-----|--|---|----|-------|------|
| | Which video title is the most interesting and liked? | 1 | 0 | 0% | |
| 19. | Item no. 29 | 4 | 18 | 62,1% | 3,62 |
| | | 3 | 11 | 37,9% | |
| | What are the obstacles and challenges being faced? | 2 | 0 | 0% | |
| | | 1 | 0 | 0% | |
| 20. | Item no. 30 | 4 | 18 | 62,1% | 3,62 |
| | | 3 | 11 | 37,9% | |
| | What are you doing to overcome these issues? | 2 | 0 | 0% | |
| | | 1 | 0 | 0% | |
| | Total Mean: | | | | 3,05 |

Mean Score of each Aspects

| No | Themes | Mean Score | Degree of Perception |
|---------|-------------------------|------------|----------------------|
| 1 | Physical aspect | 3,03 | Positive |
| 2 | Psychichological aspect | 3,05 | Positive |
| Average | | 3,04 | Positive |

The finding concerns students' perceptions of using the Little Fox YouTube Channel for autonomous learning activities. For the research question regarding students' perceptions of the Little Fox YouTube Channel for autonomous learning activities, the answers to the 30 statements present positive responses from students regarding the use of the Little Fox YouTube Channel; the final average score was 3.04. Students responded very positively to most of these statements.

This research aims to explore students' perceptions of the use of animated films from the Little Fox YouTube Channel as independent learning activities. This section will describe the research findings and results collected during the research process. The research results showed that students responded positively to the use of animated films from the Little Fox YouTube Channel as learning media. From the data analysis above, the total mean obtained is 3.04, which means positive. According to Qiong (2017, p.19) there are 2 aspects of perception, namely the physical aspect and the psychological aspect. From the data analysis, from the physical aspect, the mean was 3.03, which was categorized as positive. and from the psychological aspect it got a mean of 3.05 which is also categorized as positive. This means that students' perceptions of using the Little Fox YouTube Channel are positive.

CONCLUSION

In conclusion, EFL college students overwhelmingly enjoy and find value in using animated videos from the Little Fox YouTube Channel for autonomous learning activities. Specifically, 93.1% express enjoyment in autonomous listening activities, emphasizing a positive inclination toward integrating these materials into their language learning routines. Notably, students unanimously favor chapters from "The Adventures of Tom Sawyer" and "The Wonderful Wizard of Oz," highlighting the

content's engaging nature. Survey data indicates that students believe these videos significantly contribute to their language learning experience by making English learning more enjoyable, stimulating both visual and auditory senses, and fostering increased interest and focus in language studies. Despite 62.1% facing difficulties, the majority actively seek solutions. In summary, the study supports the positive impact of Little Fox YouTube Channel's animated videos on EFL college students' language learning experiences. The reported enjoyment, engagement, and perceived benefits underscore the potential of integrating such autonomous learning activities into language education. Future research could explore students' strategies to overcome challenges and enhance material integration into formal language curricula. Based on the research findings, some recommendations can be proposed to enrich the use of visual media in learning to write narrative texts

1. For Lecturers, encourage seamless integration of Little Fox YouTube Channel content into lesson plans for a blended learning approach. Emphasize interactive activities around animated videos, fostering discussions and group projects to reinforce language skills, critical thinking, and collaborative learning. Provide guidance on effective channel use, including video selection and subtitle utilization.
2. For English learners, advise systematic exploration of the Little Fox YouTube Channel, focusing on diverse themes and difficulty levels for a comprehensive language learning experience. Promote active engagement through practices like active listening, phrase repetition, and pronunciation mimicry to accelerate language acquisition and build confidence. Recommend joining online language learning communities for discussion and support.
3. For other researchers, recommend comprehensive content analysis of Little Fox YouTube Channel, exploring pedagogical aspects, cultural relevance, and linguistic intricacies in animated videos. Encourage longitudinal studies to assess sustained impact on language learning progress. Advocate for research on learning strategies employed by English learners using the Little Fox Channel, exploring the effectiveness of subtitles, repetition techniques, and integration into self-study routines.

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