

# USING PEPPA PIG VIDEO AS MEDIUM IN TEACHING ENGLISH NARRATIVE TEXT AT JUNIOR HIGH SCHOOL

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## Abstrak

Jenis teks seperti naratif cukup dikenal oleh siswa dan merupakan salah satu genre yang harus diajarkan kepada siswa sejak Sekolah Menengah Pertama (SMP) khususnya dalam pembelajaran bahasa Inggris. Peppa pig video merupakan solusi media yang telah dirancang khusus yang bisa digunakan guru sebagai media pembelajaran text naratif secara lisan. Penggunaan Peppa pig video ini didalam kelas bertujuan agar siswa mampu menceritakan kembali isi cerita dari text naratif tersebut secara lancar, tepat dan benar.

Keywords: Speaking, Peppa Pig Video, Narrative text, Junior High School

## A. Introduction

English has been introduced as a foreign language for years to junior high school students and it has become a very important language to be mastered nowadays. It can be seen in *Kurikulum Tingkat Satuan Pendidikan* (KTSP). In that curriculum, it was stated that one of the goals of the English subject at junior high school is to develop the ability to communicate in English, either in written or oral form which covers four skills that are listening, speaking, reading and writing and also to improve competitiveness in global society in the future.

In order to make teaching English narrative text easier and interesting, teacher has to find the appropriate technique and media. Brown (1969) stated that media is tool or the physical thing used by a teachers to facilitate the instruction, because, media has many advantages in language learning. One of the appropriate media to be used in teaching English narrative text for junior high school is video.

Nowadays, there is a good video named Peppa pig video as medium in Teaching English especially for teaching English narrative text to junior high school students. This video can be used to teach all skills for junior high school, because it can be integrate the teaching English narrative text starting from listening to writing. For listening, the story can be used as listening

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material, then for speaking the video can be developed by the teachers to be a material re-told that will be performed as storytelling by the students. So that, the students will be easier to create their story based on the video they watched. For reading, the teacher can use the print out of the story that can fulfill the curriculum standard competence as narrative text. While, in writing the teacher can use the story as the model for writing a simple narrative text.

Narrative text is a text consists of stories which aim to entertain people in some situations or inform people by telling them a story. It supported by Taufik (2010) who stated that narrative text is a text which contains a story (it can be folktale, able, or legend) which include it with a conflict and then come to resolution. Mahendra (2010) stated that a narrative is a text which focuses on specific participants. Narrative text is organized focusing at character oriented. It is using descriptive familiar language and dialogue. It is social function to tell stories or past events and entertain the readers.

Criteria for selecting these videos can be seen from the statement by Arcario (1992), Johnston (1999), and Stempleski (1992) in Eric Digest (1999) stated that “teachers should selected the video with some point that followed by questions that are tailored to students' ability. The points are:

1. Inspiration/Motivation/Interest: Will the video appeal to my students? Will it make them want to learn?
2. Content: Does the content match my instructional goals?
3. Clarity of message: Is the instructional message clear to my students?
4. Pacing: Is the rate of the language or instruction too fast for my students?
5. Graphics: What graphics are used to explain a concept? Do they clarify it? Do they appear on screen long enough to be understood by the learner?
6. Length of sequence: Is the sequence to be shown short enough?
7. Independence of sequence: Can this segment be understood without lengthy explanations of the plot, setting, and character motivation preceding and following it?
8. Availability and quality of related materials: What print materials accompany the video?
9. Use of videos: How will I use the video?

From this statement, it means teachers should pay attention to select important criteria of the video for junior high school students carefully. Some of the criteria mentioned above must be integrated with the curriculum that we teach so that the material being taught not to deviate from the curriculum.

The teacher tells the students or leads them to discover for themselves why they are viewing the video. Next, teacher ask the student to view the video and should remain in the classroom with the learners to observe their reactions and see what they do not understand, The teacher can press the pause, rewind, and play buttons as needed if the students do not understand. After the viewing, the teacher should review and clarify complex points, encourage discussion, and explain and assign follow-up activities whether

they are included in the student texts and materials that accompany the instructional videos or they are developed for authentic videos.

There are many advantages of using video in teaching English. The important advantage is make students enjoy, fun with the video and it is highly motivating, entertaining for students because the video are based on story. Johnston (1999) defines many videos are based on stories, which are enjoyed by almost everyone and particularly favored in some cultures. Videos that use the conventions of entertainment television (plot, character, development, and resolution) may catch the attention of learners who do not yet read.

Another advantage, when students are watch the video, they can get new vocabulary to develop their language. They can imitate clearly pronunciations to develop their English skill. It claim by Harmer (2002) stated that “one of the main advantages of video is that learners do not just hear the language, they also see it too.

Peppa pig video is very successful in the UK. It can see in declaration by Prime Minister Gordon Brown in Giles Willits stated that “Peppa, who also has her own theme park, is so successful in the UK and expects to sales of Peppa toys to grow steadily.” on the other hand, Peppa pig have favorite games to children. The games including happy Mrs. chicken, chicken coop, seed and maze, muddy puzzles and jigsaw puzzles. According by Jeremy Dikson (2013) stated that, “ Peppa pig games developed by interactive game publisher P2 Games, Peppa Pig Happy Mrs. Chicken is available for iOS, Nokia and Android devices and features six interactive activities based on some of Peppa Pig’s favorite games which helps kids ages two to six learn counting, creative thinking and hand-eye coordination. .”

The video can be applied in English language classroom activities at junior high school students. Using Peppa pig video in teaching English is given in three steps every meeting based on the preparation of lesson plan. The steps are: pre-teaching activities, whilst-teaching activities and post-teaching activities. Each part of this implementation is different or varieties to make the students learn the content of the material taught. Before the teachers give the video for junior high school students, teachers make a preparation to get a perfect result from teaching English for junior high school students. In this video, the students are encouraged to be active in finding words based on a certain clue. This video is interesting enough and can change untrue judgment that learning English is so complicated and boring.

## **B. Discussion**

### **a. Using Peppa Pig Video as a Medium in Teaching Narrative Text at Speaking Class of Junior High School**

Teachers should have a good preparation in using Peppa pig video as a medium in teaching English narrative text at speaking class in junior high school. Teachers divide this preparation into three parts that is making lesson plan, selecting material, and media before the teachers enter the classroom. By having a good lesson plan, material, and media preparation, the teacher will get success in teaching and learning process.

Lesson plans are the important thing by the teachers to plan the steps in teaching learning process. The steps will make the teachers easier in doing teaching learning process because lesson plan have been made systematically before. So that, the result will be reached maximally.

Materials are the others important thing in preparations. Teachers must select the good and interesting material that is given to junior high school students. So, junior high school students are not bored and feel in learning the material. To do this job teachers need to select the series of Peppa pig video that is interesting to junior high school students. The materials should be chosen in relation to English curriculum for junior high school. In this case, Peppa pig video provide many series that should chosen by the teachers. It has four series with one hundred and ninety-six episodes, while the topic in the curriculum, are descriptive, narrative recount, procedure, and report. It implies that, teachers should carefully select the appropriate video for teaching that kind of text. Actually, the Peppa pig video is more appropriate to teach narrative text and recount text.

Then, media is another important preparation in teaching learning process. Media can help the teacher in teaching narrative text. To help teachers in applying Peppa pig video as medium of teaching, teachers must provide laptop, computer or television, VCD of Peppa pig, conversations script and some pictures that correlates with the video.

#### **b. The Procedures of Using Peppa Pig Video in Teaching Speaking for Narrative Text at Junior High School**

The procedures of using Peppa pig video in teaching narrative text at speaking class of junior high school is having similarities with teaching other language skills. Generally, the activities in teaching and learning process are divided into four stages. They are: building knowledge of the field (BKOF), Modeling of the text (MOT), Join construction of the text (JCOT), and Independent construction of the text (ICOT).

##### **1. Building Knowledge of the Field (BKOF)**

In building knowledge of the field (BKOF) in teaching narrative text, Teachers show the part of video or movie maker created based on the video and tell the title of the video to the students. Students watch the video after that teachers tell the story briefly and give some question related the video to know the understanding of the students about the story such as who is the character of the story, where the stories take place, when the story is happen and then students answered the teacher's question, if students do not understand, teachers can replay video one more.

##### **2. Modeling of the text (MOT)**

Modeling of the text is an activity in giving a model of narrative text to students. First, teachers show the whole video to the students. After that, the teachers explain or retell the story as a

narrative text based on video. Teachers can lead a discussion with the students about the opening or orientation part of the story where the character of the story are introduced (it can provide about place, time, and the character of the story or who, what, when, and where the story happened). Teachers can show the part of the opening from the video once again and ask some questions about it. Students answer the question. After that teacher tells the event of the story one by one where the problem arises in the story developed based on the video and ask students understanding. Students answered the teacher's questions. Teachers show the complication of the story to the students through the video once more. Teachers and students discuss the resolution or the end of story and ask students understanding. Students answered the teacher's questions. After discuss the story, teachers give some questions to sharpen their understanding of the discussion before. Then, teachers ask the students to make a note about the story. The note is making easy when the students practice the story in their group

### **3. Join construction of the text (JCOT)**

Join construction of the text is an activity in constructing a narrative text together between teachers and students. It supported by Burn (2001:202) who stated that, the students working in the group in join construction. The activity in this stage is dominated by students in groups. Teachers ask the students to sit in the group and ask them to discuss the story based on the video. The task in the groups is to report their understanding about the story they have watched. They try to gather information by sharing idea from the story based on the discussion before. Students discuss it. If students get some mistake, they can ask the teachers to get help. After that, teachers ask the students to practice the story in front of the class in their group one by one based on the generic structure. Students can help each other in groups in order to make the story perfect. All the activity is done orally. Students practice in front of the class. Then, teachers give feedback to the students about their performing.

### **4. Independent construction of the text (ICOT).**

This stage is intended to work individually. Each student must do his/her own project; it means students must create his/her own story of narrative text and ask them to change some part of the story by changing some part of story; it can be orientation, complication, or resolution. During these activities, teachers help the students to create their own text or story. When the students have finished the project, teachers ask them to tell the story like a story teller in the next meeting. It means, this activity is the homework for the students.

### C. Conclusion

Based on the discussion above, it can be summarized that Peppa pig video is a kind of medium in teaching English narrative text at speaking class of junior high school. This medium is very good to be used in teaching speaking narrative text at junior high school because the video has designed to teaching learning process. It can be seen in the material of teaching learning appropriate with the series of episode peppa pig video and appropriate with *Kurrikulum Tingkat Satuan Pendidikan* (KTSP).

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