

Indonesian YouTube Video Clip for Teaching Character Values in English Classes in High Schools

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Abstract: In Indonesia, where English still has the status of a foreign language, many students see English as just one more subject to pass in order for them to proceed to the next level of education. In the current curriculum, the 2013 Curriculum, English, as are the other subjects, is given the “burden” of building the character values as mentioned in the 2nd Core Competence (*KI 2*). Some of the values are confidence, honesty, discipline, and responsibility. As is delineated in the Curriculum, the characters should be built through “indirect teaching”; based on that guidelines, the researcher then suggests the use of YouTube video clips about Indonesia, which has a two-fold function: to attract students’ interest, and to inculcate noble characters in the students. Videos on “Wonderful Indonesia” and historical events can be very beneficial to teach English to secondary school students. This paper explores the practical ways to use YouTube clips in teaching several text types to secondary school students.

Keywords: character values, indirect teaching, YouTube video clips

In Indonesia, as in many other countries where English is a foreign language, I believe that most students feel that English is just another subject in their school curriculum which they have to pass in order to continue their studies to a higher level. English, therefore, is often seen as a difficult, uninteresting, subject. Teachers have tried various teaching techniques and strategies, often to no avail; students are still not engaged, and their grades are still below the passing grade. Those are two of the challenges faced by teachers of English, especially in Indonesia.

In the 2013 curriculum, teachers, besides planning and delivering the lessons and assessing students’ achievements, are also required to build students’ character or noble attitude. The character values which should be inculcated in the students are, among others, honesty, respect, politeness, caring, and citizenship (love of nation). Those values are abstract issues for students, especially in Junior High schools; hence it would be difficult for teachers to plant and maintain those characters in the students without clear explanations and examples. Furthermore, as is stated in the Decree of the Ministry of Education and Culture number 022 year 2016 on the standards of process of the 2013 Curriculum, those values should be inculcated in the students through indirect teaching. This makes it even harder for teachers, as indirect teaching means they should integrate the values in their lessons as well as show them to the students through concrete examples (the teacher should be an example for the students regarding the internalization and implementation of religious practices, as well as the practices of politeness, discipline, honesty, etc)

In the case of English lesson in Junior High Schools, character building should be integrated with all the text types that are taught, that is the transactional/interpersonal, specific functional, and functional texts. The transactional/interpersonal texts, are, among others, apologizing, complimenting, showing sympathy, etc. Specific functional texts, which used to be called short functional texts, cover materials such as announcements, advertisements, short

message, and brochures. The functional texts in Junior high school are Descriptive, Narrative, Recount, Report, and Procedure.

It is true that good character values exist in all text types of English; politeness, for instance, is apparent in the transactional text of asking for information (“**Excuse me, could you tell me where I can buy some fresh fruit here?**”). The bold-typed expressions are the ones showing politeness in English. However, showing good characters from lesson materials only, would, like any other materials, be boring for the students. It would be like learning *about* politeness (and any other character), and not actually internalizing the values to ultimately implement them, as is stated in the ministerial decree.

This paper addresses the issue by proposing some ways to inculcate good character values in the students through the media of YouTube videos. Many articles have been written on the use of YouTube video clips, but very few, if any, have discussed how the videos can assist teachers in building students’ character. In this paper I will propose ways Indonesian videos can be used to build good characters in students, in English subject. Some examples of videos are described, and steps of using them in the classroom are proposed.

YOUTUBE VIDEOS

When we talk about authentic media for learning, youtube videos can be categorized as one. They are not developed for instructional purposes, nor are they graded according to some levels of students. Sherman (2003) states that using authentic videos can be motivating in their authenticity itself. Being able to understand and enjoy the real thing has its own “special thrill”.

YouTube videos are mainly created for entertainment and news; however, as teachers we can adapt them to our lessons and add some exercises and comprehension questions, for instance. Sherman (2003) lists several uses of authentic videos for language teaching, as follows: a) for its own sake, where people can actually enjoy real products using real language, the same as reading English newspaper or magazines; b) for exercises in comprehending spoken language; c) as a model for language use; d) for learning about the culture of the people; e) as a stimulus or input, for writing or other projects or assignments; f) as a “moving picture book”, a source of pictures or stories about places, people, and things.

A number of studies have been done concerning the use of YouTube videos for language learning (Watkins and Wilkins, 2011; Alimemaj, 2010, to name but a few). However, I have yet to find a study which deals with the use of YouTube videos in the teaching of more than language skills and components. In this paper, therefore, I am proposing the use of YouTube videos for character education in schools.

In line with the 2013 Curriculum currently implemented in Indonesian schools, character education and character building are now very important aspects in the education of Indonesian students. So much so that character education is allocated two core competences in the Curriculum: Spiritual competence (Core competence 1) and Social competence (Core competence 2). That fact led me to the topic of this paper, that is using YouTube video clips to teach character values in high schools.

In the case of Indonesian Curriculum, i.e the 2013 curriculum, there are 8 character values which should be instilled in the students. Those character values should be inculcated through indirect teaching by teachers of all subjects except Civics and Religion. In that case, teachers of English should also inculcate the character values through indirect teaching, which means 1) they should integrate the values within the topics they are teaching, and 2) they should build students’ character through examples of good conduct by the teachers themselves.

YouTube videos or video clips are actually the perfect media for building good characters through indirect teaching. Through the videos students can learn about the values of respect,

honesty, confidence, love of nation, responsibility, etc. without the teacher preaching them. This paper, therefore, proposes some ways that teachers of English can use the YouTube videos or video clips to teach both the language and the character values.

CHARACTER EDUCATION

What is character education? Bialik et al.(2015) explain the aims of character education, which are, among others, to develop virtue “as the foundation of a purposeful, productive, and fulfilling life”, and “to develop personal values and virtues for sustainable participation in a globalized world”.

In Indonesian context, character education goes with the day-to-day lessons of every subject in the school, and becomes the responsibility of all teachers. For Civics and Religion lessons, the character education should be taught in a direct way, whereas for the other subjects, it should be given through indirect instruction. Some proposed ways of how the character values can be instilled in the students are elaborated below.

USING INDONESIAN YOUTUBE VIDEO CLIPS

Indonesian electronic media nowadays are very rich in resources in the form of authentic videos, in all kinds of types, such as advertorial, videos about real lives, videos for tourism, etc. Many of the videos are presented/narrated in both Indonesian and English; and that makes it easier for teachers of English to select the ones which are appropriate for their students. I will present several examples of Indonesian YouTube videos that can be used both for teaching English and building students' character.

1. Wonderful Indonesia

This series of videos present prominent tourism places in Indonesia, such as Yogyakarta, Bali, Malang, Toba Lake, and others. The most obvious use for this series of videos is to teach Descriptive texts; describing the beautiful places, their locations, their natural beauty, etc. Students can talk or write about the places using the text structure, social function, and language features of the descriptive text.

Apart from the obvious uses, though, the English teacher can also use the Wonderful Indonesia videos to instill the character of respect, optimism, and love of nation. Here are the steps that can be taken:

- a. Ask students whether they like to travel to famous places in Indonesia; if so, where they like to go, and if not, why not.
- b. Ask them to mention what they can do when they visit those places, and how they feel when visiting them.
- c. Then ask them to work in groups; let them discuss these points: 1) what they think about Indonesia which has so many tourism places in every province, 2) what they can do as citizen to maintain the good condition of the tourism places, 3) what they think about the native people of those places, and their efforts to take care of them.
- d. Still in their groups, students should choose one tourism place and make a brochure about it; the teacher should help them in deciding what to include in the brochure, and the language they should use (the idioms, adjectives, style, etc.)
- e. Then they should present their brochure to the class and mount it on the classroom walls.
- f. Afterwards, individually they should write a paragraph, or an essay if they can do it, about the tourism place, and how they would keep the beauty of the place.

2. Famous people

The teacher can select some videos about Indonesian heroes or famous people, and prepare the activities that can make the students learn the English language as well as some good characters, while learning the Recount (and descriptive) text. Here are the steps:

- a. Brainstorm the students about Indonesian heroes or famous people that they know; who they are and what they do/did.
 - b. Distribute a set of questions for the students, as a guide in watching the video. Let the students watch the video two or three times, while trying to answer all the questions
 - c. After the students have comprehended the contents of the video and answered the questions, ask them to discuss in groups the following things: 1) what they think of the person's act that made him/her famous, 2) what they think about the person, 3) if they were a friend of the person, what would they do to maintain the good name of their friend.
 - d. The students should then prepare a short speech about the hero/famous person. They should also show confidence in their presentation
3. Juvenile delinquents

This kind of video shows violence among youngsters, impolite behaviours towards older people, and gang fights. Unlike the previous kinds of videos, this type shows negative behaviours. While teaching the hortatory exposition (especially for Senior high School), report, or even recount texts, the teacher can:

- a. ask the students about the various news of gang fights and student fights that are often on the news, as well as some violence which happens at sports events, at schools, and in many other places.
- b. play the videos which show the negative acts and ask the students about their opinions. They should try to use English as much as they can, for examples "I think they are bad students", or "I don't agree with their actions"
- c. after many opinions have been put forward, the teachers can then ask the students to work in pairs or small groups, and discuss some solutions to overcome the phenomenon of violence among the young generation.

CONCLUSION

Unlike the findings and recommendations of many studies which focus on the use of YouTube videos to teach language skills and components, this study proposes some ways in which YouTube videos can be used to teach not only language, but also to instill good characters in the students, as is recommended by the 2013 Curriculum in its Core competences 1 and 2. Teachers of English can put some varieties into their lessons, to teach English while at the same time build students' characters through indirect instruction.

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