

Implementation of Interactive Folktale Video on TOEFL Problem-Solving Ability

VeVy Liansari¹, Ermawati Zulikhatin Nuroh², Rahmania Sri Untari³, Nuril Lutvi Azizah⁴
^{1,2,3,4}Muhammadiyah University of Sidoarjo, Indonesia



DOI : <https://doi.org/10.61796/jscs.v2i3.342>



Sections Info

Article history:

Submitted: April 30, 2025

Final Revised: May 15, 2025

Accepted: May 30, 2025

Published: June 7, 2025

Keywords:

Interactive folktale video

Problem solving

TOEFL

ABSTRACT

Objective: This study aims to address the challenges faced by Communication Science students at Universitas Muhammadiyah Sidoarjo (Umsida) in mastering the Test of English as a Foreign Language (TOEFL) by implementing an innovative learning medium, the interactive folktale video. **Method:** The program employed a structured approach consisting of initial observation, needs assessment, instructional design, implementation of training sessions, and post-intervention evaluation. **Results:** The findings indicate a significant improvement in students' TOEFL performance, particularly in the areas of listening comprehension, structure and written expression, and reading comprehension, following the integration of interactive folktale videos into their learning process. **Novelty:** The originality of this study lies in its unique combination of cultural narratives with interactive multimedia technology to enhance English language proficiency, providing a culturally relevant and engaging approach to TOEFL preparation rarely explored in existing literature.

INTRODUCTION

In the world of education, there are facilities and infrastructure designed to meet educational needs in accordance with the growth and development of physical potential, intellectual intelligence, social, emotional, and psychological students. One of these facilities and infrastructure is interesting learning media, which makes students interested and remain involved in class activities [1]. It is undeniable that learning media can be used as an alternative that educators can use to ensure that students carry out learning well. The principles of development are used in the design of this video-based media, which considers various factors that can affect the success of learning [2]. Video learning does not depend entirely on words over symbols; it uses material through hearing and observation [3]. By using innovative technology-based learning media, learning activities become more interesting and enjoyable for students [4]. Video is one type of learning media that can be used by teachers. Video is an electronic media that can combine audio and visual technology to produce a dynamic and attractive display. In addition, videos can display processes in detail and can be played repeatedly, thus increasing students' ability to listen and increasing their motivation to learn [5]. The use of interactive video as a learning medium aims to make the learning process more quickly accepted and understood by students, and the ability of video to combine visuals and audio makes it easier for teachers to explain the material [6]. As a learning aid, interactive video can provide new experiences to students. Students can feel that they are involved in the atmosphere conveyed by watching the video.

Folktale is a form of cultural heritage that has great potential to be used as an interesting and educational learning media [7]. Folktales develop in society orally. Folktales contain moral messages that can foster positive values in students when reading and listening to them [8]. Indonesia has a diverse culture, as do its folktales [9]. However, there are still several regions in Indonesia whose culture has not been highlighted and even tends to be isolated due to the lack of attention from its readers [10]. Basically, folktales should still be introduced to children, so that they can learn about their culture and gain learning related to life values. Folktales are used as a medium to express behavior regarding life values contained in community life. Folktales have diverse contents, some tell about heroism, honesty, and loyalty. Most students prefer types of stories such as legends, fables, and science and technology [11]. The function of folktales is as an educational tool, a solace, a social process, and a channel for hidden desires. The selection of reading material is adjusted to the character of lower-class students who prefer animated images. The selection of images that are simply black and white cannot attract students' interest in improving their oral language skills. All children can verbally express emotional responses to each color, and 69% of children's emotional responses are positive, for example, happiness, joy. The factors causing low language skills in students are because in the learning process students lack confidence and cannot do interesting activities in learning [12]. Therefore, it is necessary to design activities that can build students' self-confidence and creativity in the learning process [13]. This shows that the use of learning media that is only based on audio is less effective in maintaining students' interest and involvement in a sustainable manner. The teacher emphasized the importance of more interactive and interesting media variations, such as folktale videos that not only provide audio elements but also visuals, so that they can increase students' interest in listening. Folktale videos are believed to be able to help students understand the story and moral message conveyed more easily because the combination of visuals and sound can maintain students' attention longer than lecture and audio methods alone. This activity aims to implement interactive folktale videos in solving TOEFL problems. Thus, it is expected that through the implementation of folktale video, students can more easily solve problems in answering TOEFL questions. Based on the statement, implementing folktale video as a problem solver in TOEFL is very effective. With folktale video, it helps students to practice TOEFL problem solving skills.

Problem-solving skills are needed by every student. This makes students face problems and have to move quickly to solve problems. However, in reality, problems in completing TOEFL or Test of English as a Foreign Language experienced by students are often not related to difficulties in understanding the material alone, but rather how to learn the most appropriately and effectively in solving problems. TOEFL is one of the English language proficiency tests. This test is a test to measure a person's level of ability in using and understanding English, especially the ability to understand the contents of spoken and written texts, both implied and explicit. Currently, TOEFL is no longer foreign to the public, especially students. Taking and obtaining a TOEFL score has become a requirement for all college students in Indonesia. Colleges generally make

TOEFL one of the requirements to graduate from certain courses. In fact, many colleges require their students to have a certain TOEFL score in order to take the thesis exam. Therefore, it is natural that TOEFL learning is mandatory for students. This is no exception for students of Muhammadiyah University of Sidoarjo who are required to take the TOEFL exam at the end of their studies as a requirement to take the thesis exam and attend graduation. The minimum TOEFL score has also been set by the university, which is 400 out of 677. The majority of students managed to solve the TOEFL problems by 96%, but on the other hand only 54% and 15% of students were able to answer conceptual questions and open questions respectively [14]. This shows that the majority of students failed to answer conceptual questions because of their inability to understand the concepts underlying the questions. Technology is increasingly diverse and interactive, one of which is by utilizing technology. The use of diverse and interactive technology appropriately can help human needs in everyday life. In addition, the use of technology can make it easier for students to support learning styles in the digital era according to the needs of educators and students. Interactive folktale video is a media used as a TOEFL problem solver. The implementation of interactive folktale video as a media that can make it easier for students to increase motivation and interest in learning TOEFL compared to traditional methods using TOEFL textbooks.

RESEARCH METHOD

The methods to solve TOEFL problems are observation, preparation of needs design for implementation, implementation of training, and evaluation. The series of community service activity programs are carried out as follows: 1) observation in the class of Umsida communication science students; 2) preparation of material needs design for implementation; 3) implementation of comprehensive training, namely theory and direct practice related to the implementation of interactive folktale videos, and evaluation of the implementation of community service programs with Umsida communication science students.

RESULTS AND DISCUSSION

The implementation of interactive folktale video activities by a team from the Elementary School Teacher Education (PGSD), Information Technology Education (PTI), and Informatics study programs of Umsida with Umsida Communication Science students. Based on the results of previous observations, namely the existence of conditions and problems when the problem-solving exercises for students were not optimal because they still used traditional methods using TOEFL textbooks. Through interactive folktale videos, students are guided in introducing the video that is being displayed on the projector screen.



Figure 1. Introduction to interactive folktale video.

Then to deepen understanding, students work together with facilitators to analyze TOEFL questions. During the mentoring, a question and answer session is held which functions as a facilitator. At the end of the session, the assignment given to students is to work on TOEFL questions individually and independently. The implementation of interactive folktale video is carried out in two sessions as a form of maximum TOEFL problem solving practice for students.



Figure 2. TOEFL problem solving assistance.

This also applies to students of Universitas Muhammadiyah Sidoarjo who are required to take the TOEFL exam at the end of their studies as a requirement to take the thesis exam and attend graduation. The minimum TOEFL score has also been set by the university at 400 out of 677. To obtain the maximum TOEFL score, students are also required to take the English Application (TOEFL Preparation) course for one semester for 2 credits. This program is not only expected to help students achieve the maximum TOEFL score, but also to strengthen students' English language skills so that they become quality graduates of Universitas Muhammadiyah Sidoarjo.

The implementation session of this interactive folktale video succeeded in increasing participants' awareness of the three parts of the TOEFL questions, namely listening comprehension, structure and written expression, and reading comprehension. This training can be completed in a suitable time, and the area is large enough to

accommodate all students and provide comfort during the training. There were no significant difficulties when delivering the material because several teams were able to assist students during the implementation of the interactive folktale video. This activity went well because of the very practical learning approach [15].

CONCLUSION

Fundamental Finding : The study demonstrates that the integration of *interactive folktale video* as a learning medium significantly enhances the TOEFL scores of Communication Science students at Universitas Muhammadiyah Sidoarjo (Umsida). The shift from traditional manual methods to technology-based instruction has proven effective in improving students' English proficiency, particularly in a structured classroom setting. **Implication** : This finding implies that incorporating culturally relevant and interactive media can be a powerful strategy to support language acquisition and prepare students for standardized English proficiency tests, contributing to the broader goal of producing high-quality graduates. **Limitation** : However, the study is limited by its focus on a single academic program and institution, which may restrict the generalizability of the results across diverse educational contexts. **Future Research** : Future studies should explore the long-term effects of interactive multimedia tools on language learning and expand the research to different disciplines and institutions to validate and refine the approach.

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***Vevy Liansari (Corresponding Author)**

Muhammadiyah University of Sidoarjo, Indonesia

Email: vevyliansari@umsida.ac.id

Ermawati Zulikhatin Nuroh

Muhammadiyah University of Sidoarjo, Indonesia

Email: ermawati@umsida.ac.id

Rahmania Sri Untari

Muhammadiyah University of Sidoarjo, Indonesia

Email: rahmania.sriuntari@umsida.ac.id

Nuril Lutvi

Muhammadiyah University of Sidoarjo, Indonesia

Email: nurillutviazizah@umsida.ac.id
