

# THEMES AND MORAL VALUES OF STORIES FROM THE SUB-CONTINENT PUBLISHED IN YOUTUBE

**Bambang Yudi Cahyono**

State University of Malang, East Java, Indonesia

yudic2000@yahoo.com

## Abstract

*YouTube, a popular video site in the Internet, publishes children stories which can be used for the teaching of English. Many children stories published in YouTube are based on famous fairy tales like "Goldilock and the Tree Bears," "The Three Little Pigs," and "The Frog Prince." Many other children stories, especially those from the Sub-continent, are based on the less famous tales. Examples of these stories include "The Four Friends," "The Wise Son," and "Whispering Palms." Although these children stories are not well-known, with their clear English pronunciation and English subtitles they offer useful resources for the teaching of English. This paper presents the results of content analysis of a sample of 10 children stories from the latter category, that is children stories from the Sub-continent. The analysis was focussed on the themes and moral values. The results of analysis show that the children stories contain everyday life and animal life themes which are close to children life. The children stories also contain moral values which promote the importance of friendship, respect to other people, and love of natural environment. With examples of themes and moral values as such, the children stories from the Sub-continent are relevant with the mission in the development of character. Thus, when used in the English classroom, the video-based children stories from the Sub-continent published in YouTube not only provide useful materials for the teaching of English, but they also contribute to the development of students' good character.*

## Introduction

YouTube, a popular video site in the Internet, publishes stories which can be used for the teaching of English. The official website of YouTube is located at [www.youtube.com](http://www.youtube.com) and it contains various types of videos. As a website for public domain, YouTube provides access for Internet users not only to visit and view the published videos, but also to upload their own video-based materials. Because YouTube can store video-based materials uploaded by its users, the videos in YouTube were produced by multiple users, such as individuals or companies, and they were produced for various reasons, such as personal or commercial. While there are many types of stories in YouTube, the focus of this research study is on animation stories from the Sub-continent published in YouTube.

Animation stories in YouTube can be retrieved simply by typing the title of the story on the horizontal bar of YouTube search engine. Many animation stories published in YouTube are based on famous fairy tales which are popular in English speaking countries such as Australia, United Kingdom, and United States of America. Examples of these stories include "Cinderella," "The Frog Prince," and "Thumbelina," which tell about

the experiences of young ladies in search for happy lives through a series of complicating events. Through their patience and some miracles resulted from their good characters (such as obedience, trustworthiness, and kind-hearted behavior) they finally can pursue their dream and live happily ever after. Other stories tell the adventures of children in exploring life in their environment as a result of their curiosity (e.g., "Goldilock and the Three Bears"), innocence (e.g., "The Little Red Riding Hood"), and imagination (e.g., "Alice in Wonderland"). Apart of their interesting plots, fairy tales such as those aforementioned have moral values which are supportive of the development of good characters. For example, in "Thumbelina," Thumbelina's good character and willingness to help another living creature (i.e., an ill bird) is rewarded by her encounter with a prince of a flower garden. Thus, when these stories are used as instructional media to teach students, they may support the students to learn English as well as encourage them to develop their good character.

Many other animation stories in YouTube are based on other cultures, one of which is those from the Sub-continent (or East Indian cultures). While animation stories based on English native speakers' cultural background are known worldwide, animation

stories from the Sub-continent, are based on less famous tales. Examples of these stories include “The Four Friends,” “The Wise Son,” and “Whispering Palms.” Although these animation stories are not well-known, with their clear English pronunciation and English subtitles they offer useful resources for the teaching of English. In addition, they contain themes relevant to the life of the students and provide examples of how good character can be developed. However, due to the unfamiliarity of the stories from the Sub-continent, the themes and moral values of such stories have not been frequently revealed.

A story, which is also called as “a narrative” or “a narrative text,” has some elements or categories. According to Labov (1972, as cited by Carter, et al., 1997: 255-256), a story has an “evaluation” element which indicates the interesting point of the story as a whole. From this evaluation element, people can judge whether the story is interesting or whether it is worth being told. Thus, if it is said that the 1001-night story “Aladdin and the Magic Lamp” interesting, the evaluation element has been represented in the judgment on why the story is of interest. Furthermore, analytically, as Labov outlined, a story has five categories – abstract, orientation, complicating action, resolution, and coda. The five categories of a story are defined as follows (Carter, et al., 1997: 255-256):

*Abstract:* signals that a story is about to begin, gets the listener’s attention, might ask for permission to tell a story, gives some indication of what the story is about.

*Orientation:* puts the story into a context, gives the time, place, person(s) involved and situation/activity; the ‘when, where, who, and what?’ of the story.

*Complicating action:* the main narrative body providing the ‘what happened’ element of the story.

*Resolution:* the final events, the ‘what finally happened’ element.

*Coda:* signals that the story has finished, can also link back to the beginning or return to the present time frame.

It is important to note that narrative texts have been determined as one of the text types to be taught in secondary schools, both junior and senior high schools. Among secondary

school teachers, the categories or elements of a story defined above are usually called the “generic structures.” However, the “abstract” and “coda” are considered as “optional elements” as they may not appear in a story.

The use of stories have a strong theoretical basis and it has been supported by pedagogical practices. Theoretically, stories have been known as one of the most important materials for the teaching of language because of their interesting or motivating nature. Supports of this claim can be found, for example, in Brown (2001: 135), Macon, Bewell, and Vogt (1991: 2), Richard-Amato (2003: 215), and Wright (1995: 6). Pedagogically, stories have been proved to be effective means for English learning. For instance, Khoiriyah (2011) explores the use of various genres of stories (e.g., legends, fairy tales, fables, and mystery) in the teaching of English, whereas Rachmajanti (2011) explained the teaching of English through multicultural stories presented using puppets. With regard to YouTube in particular, Savitrie (2011) and Agustin (2011) reported successful practices in using animation stories from YouTube for teaching English. While Savitrie reported how a secondary school teacher taught using stories from YouTube, Agustin’s quasi-experimental study showed students’ improvement in writing narrative texts after being taught using a series of stories taken from Bookbox story collection published in YouTube. My earlier work on animation stories from a number of collections published in YouTube (see Cahyono, 2012), shows that various interactive activities in the English classroom can be based on the animation stories downloaded from YouTube.

Based on the theoretical supports and pedagogical advantages in the use of stories, this study aimed to investigate the themes and moral values of animation stories from the Sub-continent published in YouTube. Two research questions are formulated as follows:

- What are the themes of animation stories from the Sub-continent published in YouTube?
- What are the moral values of animation stories from the Sub-continent published in YouTube?

## METHOD

This research aims to describe the

themes and moral values of animation stories from the Sub-continent. As descriptive research, it merely explores the existing phenomena (Seliger & Shohamy, 1989: 118), namely the selected animation stories with Sub-continental context published in YouTube. In addition, the research also investigates the thematic aspects of animation stories. It deals with the "evaluation" aspect of the animation stories (Carter, et al., 1997) to find out whether or not the stories have moral values which are relevant for the development of good character. In order to achieve the aim in revealing the themes and moral values of the animation stories, the "Iterative Qualitative Reserach Process" proposed by Miller and Crabtree (1992: xv) is followed. The process proceeds from the sampling design, data collection, data management, and data analysis.

There are many animation stories from the Sub-continent that have been published in YouTube. Out of the available animation stories in YouTube, 10 animation stories were selected as a sample. For the purpose of data collection, the animation stories that are available online in YouTube were downloaded and saved into the researcher's personal computer in order that the stories can be watched a number of times in the offline mode. The animation stories are completed with the duration of the play time indicated in minutes and seconds. The animation stories, alphabetically ordered, are as follows: "A Lesson for My Teacher" (5:88), "Cheeku and Lizzy Bizzy" (5:25), "Cheeku and Tooi" (5:33), "Honest Soldier" (5:30), "Thanks, Mr Secretary" (4:50), "The Flying Elephant" (6:25), "The Four Friends" (6:25), "The Princess Farmer" (6:32), "The Whispering Palms" (5:27), and "The Wise Son" (5:33).

The stories were played again and again until the overall idea within each of the stories is understood. Then, the theme and moral value of each of the stories were identified. An animation story may contain more than one major theme and some sub-themes. However, for the purpose of describing the general characteristics of animation stories in this research, from a story, only the major theme is identified and one major moral value is stated. The theme of a story is stated in the form of a "noun phrase" such as "The Importance of Friendship", whereas the moral value of a story is stated in the form of a "sentence" such

as "It is important for someone to have friends as they can help him/her in difficult situations." The results of analysis of the themes and moral values of the animation stories are presented in the form of descriptive analysis and then the results are presented a categorical table.

## RESULTS AND DISCUSSION

In this section, the results of analysis are presented to answer the two research questions. The 10 animation stories from the Sub-continent published in YouTube are described in the following on the basis of some aspects: Title of the story (which was originally taken from YouTube), a brief summary of the story (which was made by the researcher), the theme, and moral value (which are both determined by the researcher as the results of analysis). In order to give a clearer description about the stories, each of the animation stories was given a series of pictures prepared by the researcher by the process of retrieving images from the videos and transfered them into picture series. Because the storyline of each of the animation stories is described, no caption is given for the picture series. Thus, the picture series are used to support the descriptions of the animation stories; thus, serving as a complimentary part of the search for the themes and moral values.

*Animation Story 1: "A Lesson for My Teacher."* This animation story tells about Abdul Kalam, a Moslem boy who was studying in the fifth grade of an elementary school in Rameswaram, a city which was famous with its shiva's temple. In the classroom he sat in the front bench beside his best friend, Ramanadha Sastry, the son of a Hindu Priest. One day a new teacher who looked strict taught in Abdul Kalam's classroom. The teacher got angry because he looked at Abdul sitting beside a priest's son. The teacher asked Abdul to go and sit at the last bench. Abdul was very sad. When he went home with Ram, he did not say a word. At home, Abdul told his father about the incident in his classroom and Ram, in fact, did the same thing. Ram told his family about the story. The next day, Ram went to Abdul's house to let him know that his father asked

Abdul to go to Ram's house. Abdul did it. At Ram's house, Abdul was surprised to know that his teacher was there. What made Abdul even more surprised was that Ram's father asked the teacher to ask an apology to him. Ram's father said, "No child is less than another in God's eyes. It is your duty as a

teacher to help students live in harmony in spite of the differences in their background." From that day, Abdul and Ram sat together again on the front bench and they remained the best of friends ever since.



Based on the plot of the story and the involvement of the characters from different religious background, it can be stated that the theme of the story is "Religious Tolerance." The moral value of the story is that "People should live in harmony with other people from different religions."

*Animation Story 2: "Cheeku and Lizzy Bizzy."* This story tells about Cheeku, a small boy of a preschool age, with Baa, his mother. They lived in their big house in which there was an air cooler in the verandah. Cheeku and Baa were amazed to know that two reptiles lived in the air cooler: a lizard and a chamelion. The reptiles liked to stay their as the air was moist and the moist air attracted

The insects became their food. Later, Baa decided to clean the air cooler. When Baa cleaned it, the two reptiles went out of the house and hid amongst Baa's plants in the garden. One day, Baa and Cheeku went to a craft fair and bought two clay horses. The clay horses had O-shaped holes for their mouth. They put the clay horses in the garden. A few days later, Baa watered her plants and she saw the head of a reptile in the mouth of one of the clay horses. She called out Cheeku to have a look at the clay horses. They were surprised that the two reptiles made the clay horses as their new homes. Baa and Cheeku were amazed by the meaning of friendship that the two reptiles showed to them.



The story "Cheeku and Lizzy Bizzy" is based on every day life at home as it involves a mother and her son. Yet the focus of the story is on the two reptiles that could live together and share the same environment. Reflecting on the story line, it can be stated that the theme is "The Importance of Friendship." Meanwhile, the moral value of the story is that "People should live in the spirit of friendship and brotherhood with other people."

*Animation Story 3: "Cheeku and Tooi."*

This story is another story in the series of stories about a boy and his mother, Cheeku and Baa. It tells about one of the things that Cheeku likes, that is watching birds that live around his house. The birds include sparrows, crows, doves, pigeons, mynahs, and parakeets. When Cheeku was watching birds, a parakeet fell down from the sky into the yard of Cheeku's house. The bird was learning to fly. Cheeku and Baa brought it home and let it live freely in the house. The bird's favorite place in the house was the

kitchen. Sometimes, Cheeku gave it Cheepatee, a kind of cake, and the bird liked it very much. At night, Baa put the bird in a cage so that it could sleep safely and comfortable. One day, Cheeku found that Tooi, the name of the bird, was not in the cage and not at the house. He was so sad and then he cried. Baa tried to console Cheeku by telling him that the parakeet was able to fly and it flew outside the house. The next day Cheeku looked at Tooi

coming to his house with other parakeets and Tooi flew to Cheeku and Baa. Cheeku and Baa were happy that Tooi did not forget them. Every morning the bird visited Cheeku and he gave it a piece of Cheepatee. After eating some, the bird flew away. So, Cheeku and Baa were happy because they and Tooi become friends.



It is evident from the story that human beings and birds can be friends. The story could be included in the theme "Friendship between Human Beings and Birds (other Creatures)." The moral value of the story, as stated by Baa in the end of the story, is that, "Human beings and birds can be friends if only they can learn to live together peacefully in the same world."

*Animation Story 4: "Honest Soldier."* The story tells about a slave who had a wicked master. The master often hid the slave with a cane. Because the slave could not stand with what his master did, he ran away and lived in the forest. In the forest, the slave was terrified by the roar of a lion. When he peeped at the lion, he knew that the lion was hurt on the leg. The lion had stepped on a thorn. The beast expected a help from him by sitting calmly.

He then helped the lion by lifting the thorn from the lion's paw. The lion left him quietly and went deep into the forest. One day the slave's master was in the forest to capture various kinds of animals. One of the animals he caught was a lion. His workmen told him that the slave had been living in the forest. So, he asked his workmen to bring the slave to him alive. The wicked master asked his workmen to put the slave into the cage of a lion which had not been given any food for three days. In the cage, the slave waited for his fate to be preyed by the lion. To his surprise, the lion came to him and licked his leg, showing his familiarity to the slave. The slave knew that the lion was the same lion that he helped before. At night, the slave opened the cage and unlocked the cages of other captured animals to set them free.



Briefly stated, the story tells about the helpful act of the slave toward the lion and the lion rewarded his act by not preying him. It is clear then that the theme is "The Importance of Helpful Act" and it can be stated that the moral value is that "A helpful act that someone does will lead to a reward to him/

her."

*Animation Story 5: "Thanks, Mr Secretary."* This story tells about Kiran Bedi, a girl who had a dream to become the champion of an International tennis competition. Kiran was grown up in a family who loved sports, and she was trained to become a professional

tennis player. With support from her family, she finally could reach the top rank in a national tennis competition as she became the champion. Achieving the prestigious level in tennis in her country, she tried to register for an international tennis competition. To do so she had to wait for an interview with the Secretary of the International Tennis Association. The queue took a lot of her time and she was not patient enough to do so considering that she had a lot of things to do such as homework and extra exercises. When she got her turn to talk to the Secretary, she just said that she had learned a good lesson,

that is not to waste other people's time, and she would remember the lesson in her life. The Secretary was furious and that made Kiran leave her dream to become an international champion in tennis. Instead, she tried to learn hard for her school subjects. Because of her hard work, she was successful at school and later in her life she got a job as a police officer. She applied the lesson that she had learned from the Secretary of the International Tennis Association. She appreciated other people's time by doing her best in serving the people who needed her.



In brief, the story tells about Kiran's experience of waiting to be interviewed by Mr Sekretary and that took a long time. Thus, the theme of the story can be stated as "The Importance of Time." The moral value that can be gained from the story is that "It is important not to waste other people's time by serving them in a time-efficient way."

*Animation Story 6: "The Flying Elephant."*

The story tells about a farmer who had a sugar cane plantation. The farmer found that part of his sugar cane plantation was damaged every morning. He was curious to know what happened to the plantation at night. At a particular night, the farmer stayed awake, and he then saw a flying elephant coming down from the sky to eat sugar canes in his plantation. Because of the damage, he grabbed the elephant's tail and followed it through the sky to go to Indra's Paradise. To Indra, the farmer complained about the incident involving Indra's flying elephant. Upon hearing the farmer's story, Indra asked him to

go back home and take anything he liked from the Paradise. The farmer took a two handful of gems and went down to his home. He sold the gems and used to money to build a new house. The villagers who knew that the farmer had built a new house asked his wife how the farmer could become rich. His wife told them the true story. The villages decided to make a sugar cane plantation to attract the flying elephant's attention. At night, they waited and, indeed, the flying elephant came down from the sky and ate some of the sugar canes. Without waiting for a long time, one villager grabbed the elephant's tail. Five other villagers came along and there was a chain of people flying with the elephant. In the sky, the six villagers began to talk about how many gems they would bring back home. Unfortunately, when it was the turn of the first villager, he opened his hands, losing his firm hold on the elephant's tail, and this made all of the villagers fall down to earth. They decided to wait for the flying elephant again



at night. However, Indra knew the villagers' trick and decided to have a sugar cane plantation in Paradise so that the flying elephant would not go down to earth. The villagers could not see the flying elephant anymore although they had been waiting for it so many nights.

To reiterate, the story tells about the farmer who was honest and villagers who were greedy. The honest farmer could live happily, whereas the greedy villagers lived miserably. From the story, it can be said that the theme is "The Importance of Honesty." The moral value of the story is that, "People should be honest because honesty brings happiness."

*Animation Story 7: "The Four Friends."*

The story tells about four animals that lived in a forest. The four animals – the crow, the deer, the mouse, and tortoise were friends and they stayed and played together in the evening. Recently, the deer became frightened because he knew that a hunter had placed traps everywhere in the forest. To console the deer, the crow told her friends a story. As the crow said, she had seen a flock of doves that were trapped in the net set out by a hunter. Then, the doves flew together and brought the net to

their friend, that is the mouse. With its sharp teeth, the mouse gnawed the net to set the doves free. The doves thanked the mouse before going away. The deer felt a little better. After listening to the story, the deer left his friends to get some water. The three friends – the crow, the mouse, and the tortoise chatted together, but the deer did not show up until late at night. The friends felt worried and at dawn the crow tried to look for the deer. The crow noticed that the deer was trapped in a net. The crow picked up the mouse and the mouse tore the trap to release the deer. Just then, the tortoise came to the spot. At the same time, the hunter came and all of the animals ran away. But, the hunter was quick to catch the tortoise and tied him to a stick. Then the deer tried to attract the hunter's attention by going near the pond. The deer stayed still and the crow pecked at the deer. The hunter left the tortoise in order to get the deer. The mouse tried to free the tortoise and then the tortoise slipped into the pond. After that, the deer ran away and the crow flew away. The hunter felt frightened as he looked at the deer coming to life. The hunter ran away for his life to leave the forest. He thought that the forest was haunted.



It appears that the story entitled "Four Friends" supports the theme on "The Importance of Friendship." The moral value of the stories can be stated as "It is important for someone to have friends as they can help him/her in difficult situations."

*Animation Story 8: "The Princess Farmer."*

This story tells about Kansari, the daughter of a powerful king with a big kingdom. Kansari's father wanted her to stay in the Kingdom, but she wanted to be a farmer. Her father was furious and asked Kansari to go away from the Kingdom. Kansari built a hut in a field and she lived with her new friends: a cat, a spider, and a parrot. Kansari started to plant the seeds that she had collected from childhood. People then talked about Kansari successful farming,

Hearing the news, the King was furious and asked for a help to Indra, the god who lives in Paradise. He wanted Indra to destroy Kansari's farm. Then Indra decided to send draught to ruin Kansari's farm. The parrot which heard Indra's plan told Kansari. Kansari then planted the seeds in the river beds so her fields survived. Indra decided to send flood and this news was heard by the parrot. Kansari then planted the seeds at the slopes of a hill. When the flood came, again Kansari's farm survived. Then Indra decided to send rats to eat Kansari's plants. The parrot told the cat about the plan and the cat excitedly invited her friends to have a feast of eating rats in the field. Finally, Indra sent birds to eat the ripe seeds of Kansari plants,

webs. Meanwhile, people in the Kingdom went to the King because of their damaged plantation. The King asked Indra for a help, but Indra said that Kansari had already fed the people with her successful harvest.

The King was embarrassed and asked Kansari to go home. However, Kansari chose to live as a farmer in the field with his friends. That is why, people called her a “Princess Farmer.”



The story emphasizes “The Importance of Hard Work” which is also the theme of the story. The moral value of the story is that “People should work hard in order to avoid problems that they encounter in life.”

*Animation Story 9: “The Whispering Palms.”* The story tells about Mori and her family. Mori was a little girl who lived with her parents near a small lake. Every day she went to the lake with his parents. His father went to the lake to get fish, while her mother washed clothes. Mori always helped his father to bring a big basket to put the fish. They always got a lot of fish. One sunny morning, Mori said to her mother that if they caught so many fish, in the end they would not able to catch any fish. Her mother laughed at her statement. But, when Mori’s mother took a

nap under coconut palm trees, she dreamt as if the palms whisper a voice reminding her not to catch a lot of fish from the lake. The palms also reminded her that the environment had helped her and her family, so in return they had to help maintain the environment. At night, Mori’s mother talked to her husband about her dream. In the next day, Mori’s father asked Mori to bring a small basket to put fish, but this time he would not get a lot of fish. He would get some fish just enough for living. Her father also asked Mori to take only the coconuts falling from the trees, not to take directly from the trees. To earn a living, Mori’s family also made some soaps, brooms and mats from the coconut fibres. The family sold the products and a small number of fish to the market to earn a living.



From the story about Mori and her family, it is clear that the theme of the story is “Love of Environment.” The moral value of the story can be stated as: “Human beings should love their environment as the environment has taken care of them.”

*Animation Story 10: “The Wise Son.”* The story tells about the relationship between a father and his son. In the village of Mohanpur, there lived a farmer who pampered his little son Nandu and never let him do any hard work. However, the farmer’s wife became worried

about her husband's attitude and felt that they were not making their son independent. Days passed by where in the farmer became unwell and his only son Nandu did not take proper care of him. Nandu’s wife asked him to throw his father into the river or to bury him alive in the forest. In the following night Nandu put his father on his bull cart and brought him to the forest. Looking at his grandpa on the cart, Nandu’s son, Krisna, asked his father to allow him to go along with his father. In the forest, Nandu dug a pit and at that time Krisna asked

him what he would do with the pit. Nandu told Krisna that the pit was to put Krisna grandfather so that he could take a rest in peace. Knowing the answer, Krisna asked Nandu to give him the tool to him so that he could dig another pit to put Nandu when he gets sick. As a matter of fact, Nandu realized that what he had done was wrong and he decided to bring back his father and to send him to the hospital for health treatment. From

“The Importance of Giving Respect”. The moral value of the story is that “People should respect their parents, otherwise their children will not respect them.”

All in all, the results of the study have revealed the themes and the moral values of the 10 animation stories from the Sub-continent published in YouTube. The summary of the results of analysis of the ten stories is presented in Table 1.



Table 1. The Themes and Moral Values of the Animation Stories from the Sub-continent Published in YouTube

No	Title of the Animation Stories	Theme	Moral Value
1	A Lesson for My Teacher	“Religious Tolerance”	“People should live in harmony with other people from different religions.”
2	Cheeku and Lizzy Bizzy	“The Importance of Friendship”	“People should live in the spirit of friendship and brotherhood with other people.”
3	Cheeku and Tooi	“Friendship between Human Beings and Birds (other Creatures)”	“Human beings and birds can be friends if only they can learn to live together peacefully in the same world.”
4	The Honest Soldier	“The Importance of Helpful Act”	“A helpful act that someone does will lead to a reward to him/her.”
5	Thank, Mr Secretary	“The Importance of Time”	“It is important not to waste other people’s time by serving them in a time-efficient way.”
6	The Flying Elephant	“The Importance of Honesty”	“People should be honest because honesty brings happiness.”
7	The Four Friends	The Importance of Friendship”	“It is important for someone to have friends as they can help him/her in difficult situations.”
8	The Princess Farmer	“The Importance of Hard Work”	“People should work hard in order to avoid problems that they encounter in life.”
9	The Whispering Palms	“Love of Environment”	“Human beings should love their environment as the environment has taken care of them.”
10	The Wise Son	“The Importance of Giving Respect”	“People should respect their parents, otherwise their children will not respect them.”

Table 1 shows that the themes of the animation stories vary from religious tolerance, friendship, helpful act, honesty, hard work, love of environment, respect, to the importance of time. All of the themes are relevant to the endeavor in the development of learners' good characters. In addition, the themes can be elaborated into the moral values of the animation stories. It is interesting to note that all of the themes and the moral values in the animation stories are not restricted to those from the local context of the Sub-continent. In other words, the themes and the moral values in the animation stories are universal.

Apart from the themes and moral values of the animation stories which are relevant for the development of good characters, the two aspects of the animation stories show their interesting characteristic. Based on the element of "evaluation" as emphasized by Labov (1971, cited in Carter, et al., 1997), all of the 10 animation stories are interesting to watch because of the themes which are close to everyday life experience. In addition, the moral values of the 10 animation stories serve as an interesting part of the stories as they provide viewers with "something to bring with" after watching the animation stories. Viewers will be able to remember the storyline and the value that the story gives to them. It stands to reason then that the use of stories language classroom is recommended in the literature (e.g., Brown, 2001; Richard-Amato, 2003).

## CONCLUSIONS

This paper has reported the results of analysis of the themes and moral values of animation stories from the Sub-continent published in YouTube. In terms of the themes, animation stories from the Sub-continent contains themes which are universal in nature. By universal it means that, regardless of the background of the stories which is based on the local context of the Sub-continent, the themes are understandable by people from different parts of the world. This is because themes such as friendship, the importance of helpful acts, and religious tolerance are alive and well in other cultures beyond the Sub-continent. In terms of moral values, the animation stories from the Sub-continent are

rich with values important for the development of good characters. The good characters revealed from the animation stories can be applied across boundaries of countries, variety of cultures, and differences of religious beliefs. In short, it is evident that the themes and moral values of animation stories from the Sub-continent are relevant with the good characters expected toward all of human beings in this world. Thus, when used in the English classrooms, the video-based animation stories from the Sub-continent published in YouTube not only provide useful materials for the teaching of English, but they also contribute to the development of students' good character. In addition, the themes and moral values make up the interesting element of the animation stories from the Sub-continent published in the popular video-based website, YouTube.

## REFERENCES

- Agustin, K. N. I. 2011. *The Use of Videos to Improve the Ability of the Eleventh Graders of Social Program 4 at SMA Negeri 7 Malang in Writing Narrative Texts*. Unpublished Undergraduate Thesis. Malang: State University of Malang.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). WhitePlains, NY: Pearson Education.
- Cahyono, B. Y. 2012. *Making the Most of Stories from YouTube for Classroom Interaction*. Paper presented in the 4th National English Language Teachers and Lecturers (NELTAL) Conference held at State University of Malang, 31 March 2012.
- Carter, R., Goddard, A., Reah, D., Sanger, K., & Bowring, M. 1997. *Working with Texts: A Core Book for Language Analysis*. London: Routledge.
- Macon, J. M., Bewell, D., & Vogt, MaryEllen. 1991. *Responses to Literature*. Newark, DE: International Reading Association.
- Khoiriyah. 2011. *Teaching Narrative Texts of Various Kinds in English*. In B. Y. Cahyono (Ed.), *Teaching English by Using Various Text Types* (pp. 1-12). Malang: State University of Malang.
- Miller, W. L., & Crabtree, B. F. 1992.

- Introduction. In W. L. Miller & B. F. Crabtree (Eds.), *Doing Qualitative Research* (pp. Xiii-xvi). Newbury Park, CA: Sage Publications.
- Rachmajanti, S. 2011. Shadow Puppets for Multicultural Story Telling. In H. Cahyani & B. Y. Cahyono (Eds.), *Best Practices in the Teaching of English* (pp. 301-314). Malang: State University of Malang Press.
- Richard-Amato, P. A. 2003. *Making it Happen: From Interactive to Participatory Language Teaching* (3rd ed.). White Plains, NY: Pearson Education.
- Savitrie, P. 2011. *The Use of Authentic Videos Taken from YouTube in the Teaching of English to the Ninth Graders of SMP Negeri 12 Jember*. Unpublished Undergraduate Thesis. Malang: State University of Malang.
- Seliger, H. W., & Shohamy, E. 1989. *Second Language Research Methods*. Oxford: Oxford University Press.
- Wright, A. 1995. *Storytelling with Children*. Oxford: Oxford University Press.