

USING CARTOON VIDEO TO ENHANCE YOUNG LEARNERS' VOCABULARIES

Muhammad Rizal Akbar Zamzami, Nur Farah Ukhrowiyah
State University of Malang

Abstract

This article intends to expose how to teach vocabularies for young learners through video. Cartoon video is chosen to teach the 6th grade students in elementary school who are around 10 or 11 years old. The children in this age have concrete operational, have been more open minded and are able to accept various teaching materials in their learning process. They are also able to improve and motivate themselves to solve their learning problems, which is in the case of this article is vocabulary problem. Therefore, vocabulary which becomes a big problem for students in learning English can be solved by playing the cartoon video in classroom to help students to memorize them more easily and enjoy the learning process.

INTRODUCTION

Teaching young learners become one of central issues in current pedagogical context since young learners have much complexity and uniqueness in absorbing materials. Brown (2007) stated that there are three (3) levels of learners in acquiring language materials: young learners, teens and adults. Young learners are around 7-12 years old. Intellectual development, sensory input, attention span, affective factors and authenticity bring into prominent reasons why teaching young learners is crucially challenging to be investigated.

To construct strong foundation in acquiring language, learners must master one of fundamental aspects of language, vocabulary. Vocabulary, as a prominent constructor in uttering language, is essentially needed to be taught to students in very early ages. However, teaching vocabularies for young learners is not simple. In fact, there are some problems faced by teachers in the classroom concerning with enhancing students' vocabularies ability. First, students' assumption that English is a difficult language to study since it has a lot of words having differences between what they are written and what they should be pronounced. Second, uncomfortable situation in teaching and learning process. In this process, the inconvenient atmosphere is often caused by the lack of innovation teachers apply in teaching vocabularies. Most of teachers get some difficulties and confusion how to help their students to memorize vocabularies easily. This situation makes students frustrated and have no interest in learning English.

To overcome the problems above, there is one alternative solution which can help teachers to teach vocabularies, that is by using visual aids. One of approaches to convey English material is by employing visual aids. This strategy, nowadays, becomes popular as an innovation and solution for teachers to attract students' interest and attention. Some types of visual aids are such as using podcast and video. However, it is believed that video can enhance the students' ability in English. Using video to assist students to get integrated

skills in English, for instance: reading, writing, speaking and listening is available in one package. Therefore, using video is a good assistance not only for teachers but also for students.

However, employing video as a medium in teaching learning activity should consider many aspects such as type of program and curriculum, number of hours spent in English class and techniques and activities used. Therefore, in this chapter, the researchers try to expose how to teach vocabularies for young learners through cartoon video. The researchers have determined cartoon video as the kind of video that will be chosen in this study. The video will be chosen based on the appropriate theme, age and vocabularies to enhance young learners' vocabularies.

Cartoon video are considered to be a great medium to get students' attention and interest in learning vocabularies. It is well known that most of young learners love cartoon because it contains colorful and interesting movable scenes. The funny animation in cartoon also becomes another factor why it can hypnotize young learners to keep sitting down on their chairs and watching it for a long time. Cartoon video also provides texts and sounds which can help students to watch the correct spelling of words and also imitate their proper pronunciation. Therefore, cartoon video can be a fabulous innovation that the teachers use to make teaching and learning process becomes more attractive and fun. As Bharvad (2009) said that technology might offer a lot of options which can be used not only to make teaching interesting but also to make teaching more effective and productive in terms of students' improvement. By having enjoyable situation in the classroom, it is hoped that students will be interested more in learning English and finally can memorize vocabularies much easier than before. The following section discusses how to use video as a teaching aid that can enhance students' vocabulary skill.

TEACHING VOCABULARY USING CARTOON VIDEO FOR YOUNG LEARNERS

Teaching language for children has experienced many development in pedagogical context. Some experts claimed that teaching young learners has to consider mainly three (3) aspects: the development of cognitive, physics and psychology as well. It is very important to determine what level and what material that educators want to convey to them. Moreover, teaching them needs special treatment not only to improve their skill in acquiring language but also to link the language with the real world they belong to. Here, the writers propose how to teach vocabulary for young learners especially middle late level by using cartoon video. In this section, the writers will talk about following aspects: dimensions of young learners, teaching vocabulary and using video as medium to enhance their skill in acquiring language.

Young Learners

In last decades, the TEFL context has seen an extraordinary increase in the number of children learning English as a foreign language in both in state systems and in private language schools. As stated by Piaget (1983), he divided four categories of cognitive development's stages in learning. They are sensorimotor (0-2 years), preoperational (2-7 years old), concrete operational (7-11 years old) and formal operational (adolescence-

adulthood). Moreover, In category of young learners, piaget capsulated into three part; infancy, early age childhood and middle-late childhood.

Middle-late childhood stage becomes prominent things to discuss on teaching english as foreign language in last decades. In this stage, children have progressed in their physical, cognitive, and psychosocial skills to the point where most begin formal training in structured school systems. Their minds are open to new and varied ideas. Children at this developmental level are motivated to learn because of their natural curiosity and their desire to understand more about themselves, their bodies, their world, and the influence that different things in the world have on them (Whitener et al., 1998). This stage is a period of great change for them, when attitudes, values, and perceptions of themselves, their society, and the world are shaped and expanded. Visions of their own environment and the cultures of others take on more depth and breadth (Santrock, 2006)

Piaget (1951, 1952, 1976) has labeled the cognitive development in the middle and late childhood as the period of concrete operations. During this time, logical, rational thought processes and the ability to reason inductively and deductively develop. Children in this stage are able to think more objectively, are willing to listen to others, and will selectively use questioning to find answers to the unknown. Children in this developmental phase are capable of engaging in systematic thought through inductive reasoning. They are able to classify objects and systems, express concrete ideas about relationships and people, and carry out mathematical operations. Also, they begin to understand and use sarcasm as well as to employ well-developed language skills for telling jokes, conveying complex stories, and communicating increasingly more sophisticated thoughts (Snowman & Biehler, 2006).

Teaching Vocabulary

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence.

Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. Ur (1996) suggest that teachers should consider aspects of vocabulary knowledge, they are:

1. Form: pronunciation and spelling. The learners have to know what a word sounds like (its pronunciation) and what it looks like (its spelling).
2. Meaning: denotation. The meaning of a word or expression is what it refers to and sometimes a word may have various meaning
3. Grammar. The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules.
4. Collocation. Collocation refers to the way words tend to co-occur with other words or expressions.

On the other hand, teaching vocabulary to young learners is quite difficult to be conducted since their prior knowledge is being constructed. Therefore Chiu (2009) provides several tips to teach young learners, they are:

1. Using visual image for example: realia, pictures, masking, video and etc. Visual image helps young learners to construct and relate new words through their imagination.
2. Using gesture and actions. Middle-late students relatively develop not only their cognitive but also their physical aspect. That's why using this approach assist them to interpret meaning of the word.
3. Using repetition. Since young learners are feasible to memorize, repetition is one of strategy to assist them in memorizing new words.

Using Video In Pedagogical Context

Video is a medium that engages viewers from multiple senses – sight and sound – and can generate excitement about a subject or concept. Students will enjoy the experience and retain more information from the class. Audiovisual material provides a rich medium for teaching and learning. Video can effectively communicate complex information to a student and, if used creatively, can become a powerful expressive tool.

Chiu (2009) suggest that teaching young learners should be creative to link their prior knowledge and their real world. Using video is one of prominent approach to help them getting the meaning and processing it into their mind. Young learners have rich imagination therefore job of teachers is to explore their imagination and link to their prior knowledge. There are 4 reasons why using video is important in teaching learning activity, they are:

1. Facilitating thinking and problem solving. Shepard and Cooper (1982) and Mayer and Gallini (1990) made the connection between visual clues, the memory process, and the recall of new knowledge. Allam (2006) observes that the creative challenge of using moving images and sound to communicate a topic indeed engaging and insightful, but adds that it also enables students to acquire a range of transferable skills in addition to filmmaking itself.
2. Assisting with mastery learning. In some cases, video can be as good as an instructor in communicating facts or demonstrating procedures to assist in mastery learning where a student can view complex clinical or mechanical procedures as many times as they need to.
3. Inspiring and engaging students
More recently, Willmot et al (2012) show that there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centred learning activities through:
 - a. increased student motivation
 - b. enhanced learning experience
 - c. higher marks
 - d. development potential for deeper learning of the subject development potential for deeper learning of the subject development potential for deeper learning of the subject

- e. development of learner autonomy
- f. enhanced team working and communication skills

Cartoon: A selected Video For Young Learners

Cartoon is old-fashioned video in this world which has main purpose to amuse or entertain its audience. However, actually cartoon video has many beneficial effects especially for young learners to construct and link between prior knowledge and real world. In pedagogical context, we as teachers are suggested to use cartoon to examine and explore imagination of our students. Cartoon, at least, has three (3) advantages for young learners, they are:

1. **Appeal to the child in teacher.** For most of us, children and adults alike, cartoons are appealing. We feel we are entering a dream, a fantasy world, and that we are escaping from everyday reality. Cartoons are colorful and amusing. They are pure pleasure. Therefore, if we teachers want to use a cartoon or part of one as a stimulus for some language activity in the classroom, we already have the students' willing attention.
2. **Culture.** Many cartoons are particularly rich in cultural content. For example, we may see children considering whether to do something that their parents or teachers would not approve of; the children already know what is and is not permitted in their culture. Better quality cartoons have a moral or teach a lesson, such as "cheating on a test is wrong" or "if you cheat you will not only be punished, but you will hurt others, too."
3. **Language.** The animation or creature characters talk in a language the children understand. They use contractions, elisions, children's vocabulary. These features, in addition to the strange voices, add to the language learner's burden, but they also provide an excellent opportunity for exposure to children's language.

Choosing a Cartoon to Use in Class

To conduct cartoon video in the class, teachers are expected to consider some criteria for sake the goal of teaching learning activities. It is essentially needed since teaching young learners somehow quiet difficult to link their imagination and real world. There are two (2) criteria that teachers should know, the criteria are:

1. **Theme.** The most obvious reason for using a cartoon in class is our desire to utilize its content to teach about a topic. Good cartoons tell a story and have a moral or lesson to teach.
2. **Language.** Despite silent viewing for prediction or dialogue activities, we usually use a video for its language to provide students with listening input. Some cartoons contain mostly action and have very little dialogue. Others contain too many strange voices combined with sound effects that further obscure clarity.

TEACHING DESIGN

In this study, the 6th grade students of elementary school are chosen since that based on Piaget (1983), students in this level are categorized as middle-late childhood

stage who have possessed the concrete operational system in their cognitive development. The supporting theory by (Whitener et al., 1998) also said that in this stage, students are considered to be able to open their mind, accept any variation in learning process and motivate themselves to learn. Therefore, it will be interesting to select and help them regarding to increasing vocabularies by using video. Here is teaching design which is planned to finish 1 chapter. The chapter can be divided into 2 or 3 meetings depends on the students ability in receiving the materials. This teaching design consists of pre, whilst, and post-watching.

Table I. Teaching Vocabulary Using Video in a Three-Stage Lesson

<p>Major Skill : Vocabulary for Speaking Theme : Narrative</p>
<p>Meeting 1 Title I: Cinderella</p> <div data-bbox="505 722 1154 1089" data-label="Image"> </div> <p>Materials:</p> <ol style="list-style-type: none"> 1. Video 2. Picture 3. Module or handbook <p>Vocabularies Targets:</p> <ol style="list-style-type: none"> 1. Good and bad characteristics 2. The names of places <p>Pre-Watching Activities</p> <ul style="list-style-type: none"> - Show the pictures of Cinderella, Cinderella step sisters and step mother, some friends of Cinderella, and the prince. These pictures are tools or introduction to grab students' attention before the teacher lead them to the main topic. - Ask the students some questions related to the pictures. The question can be about the physical appearances of the characters mentioned above, the place of the event, the prediction of what activities that the characters are doing, and so on. - After giving some questions and lead the discussion, tell the students that they are going to watch a video about Cinderella. <p>Whilst-Watching Activities</p> <ul style="list-style-type: none"> - Ask the students to catch some aspects while they are watching the video. Those aspects are about:

1. The characters
2. The characteristics of those characters
3. The setting of place

Post-Watching Activities

- After the students watched the video about Cinderella, give some questions related to the story. Focus more on the characteristics of each characters in the story, the sequence, the setting, and so on. In this session, the teacher can correlate and help the students to revise their understanding when they were only shown the pictures and after they watched the video.

“In this stage, teacher teaches some new words or common words expressed in the video, like the characteristics, some expressions of anger, worry, afraid, etc. Therefore, the students will learn more and be able to use them in the discussion.”

- After having discussion, let the students to retell Cinderella Story in their own way.

Meeting 2

Title II: Malin Kundang



Materials:

1. Video
2. Picture
3. Module or handbook

Vocabularies Targets:

1. Good and bad characteristics
2. Some expressions and words used in sadness and anger

Pre-Watching Activities

- Start the class by showing two pictures. One picture is a child who kiss his/her mother’s right hand, and the other is the picture of a child who does impolite action to his/her parents.
- Ask students what they think about those different pictures. Help them how to express their opinion.
- After giving some questions and leading the discussion, tell the students that they

are going to watch a video about Malin Kundang, the rebellious son which are cursed by his mother.

Whilst-Watching Activities

- In this session, ask the students to catch some aspects while they are watching the video. Those aspects are about:
 1. The characters
 2. The characteristics of those characters
 3. The setting of place
 4. The reason why Malin Kundang is cursed by his mother to be a statue.

Post-Watching Activities

- After the students watched the video about Malin Kundang, give the students some questions related to the story. The teacher can focus more on the characteristics of each characters in the story, the sequence, the setting, and so on.

“In this stage, teacher teaches some new vocabularies or common words expressed in the video, like the characteristics, some expressions of anger, worry, afraid, etc. Therefore, the students will learn more and be able to use them in the discussion.”
- In the discussion, the teacher helps the students to also take moral values they got from the story.

Meeting 3

In meeting 3, the teacher can review activities and materials in the first and second meeting. However, if there was no enough time to finish all materials in the first or second meeting, the teacher can continue the materials in the third meeting. Please always remember that the teacher always check the students' vocabularies regarding to the topic and vocabulary targets.

CONCLUSION

Teaching English as foreign language for young learners becomes popular issue in pedagogical context. Moreover, teaching young learners are quiet challenging especially in introducing one of language components, vocabulary. Teaching vocabulary for young learners should be conducted in appropriate way since they are still constructing their prior knowledge. Using video is one of innovation in pedagogical context to improve student's skill in language competence. Applying this strategy gives beneficial for both teachers and students. For teachers, it is an innovative learning strategy to improve students' competence via visual aids, video. Meanwhile, for students, at least it has three advantages, they are; it help them to understand the meaning of word with the fun and attractive features in video, second, it can grasp students' attention and the last is to improve students' learning activities.

Teaching vocabulary for young learners by using video is set in three times meeting. First and second meeting topic are using same theme, narrative videos. The topics are chosen to encourage students and introduce new vocabularies as well. The third meeting is designed to review the material which is considered to be improved. Actually the meeting is not quite enough to teach vocabulary since it needs continuous treatment to

enrich students' vocabularies. Therefore, teachers should add the frequency of meeting in order to have best result of teaching vocabularies to young learners.

Finally, it is very important for EYL teachers to consider two main aspects in teaching vocabulary by using videos. First, teacher should choose appropriate theme and its video. Inappropriate theme and videos cause many ambiguities and confusions to students. They will have difficulty in classifying and verifying the meaning of the word. Second, teachers must pay attention to the age of young learners. Since young learners are divided into several stages according to the maturity of cognitive, teachers should be wise to determine which material that appropriate to their cognitive development.

REFERENCES

- Barvard, P. 2009. *Audio-Video Aids in Teaching English*. Retrieved July 8, 2009, from <http://etweekly.com/more/2009/01/18/etweekly-issue6-article-audio-video-aids-in-teaching-english/>
- Brown, H. D. (2007). *Teaching by Principles*. Pearson Education, Inc.
- Cahyono, B. Y. & Mukminatien, N. 2011. *Techniques and Strategies to Enhance English Language Learning*. Malang: State University of Malang Press
- Diamond, L. & Gutlohn, L. (2006). *Vocabulary Handbook. Consortium on Reading Excellence, Inc.* Malang
- Priajana, N. (2011). *Enhancing Student' Speaking Skill Using Video*. Malang: State University of Malang Press.
- Santrock, J. W. (2006). *Life-span development* (10th ed.). Boston: McGraw-Hill.
- Snowman, J., & Biehler, R. (2006). *Psychology applied to teaching*. Boston, MA: Houghton Mifflin Company.
- Ur, P. (1996). *A Course in English Language Teaching*. Cambridge University Press.
- Whitener, L. M., Cox, K. R., & Maglich, S. A. (1998). *Use of theory to guide nurses in the design of health messages for children. Advances in Nursing Science*, 20(3), 21–35.
- Williams, M., & Burden L.R (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge University Press.