

Improving Student's English Vocabulary Mastery through Animation Cartoon

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Abstract - This study builds on the implementation of cartoon to the students' vocabulary mastery and contributes to TK Kusuma Mulia Wonorejo Ngadiluwih Kediri. The writer describes condition before and after teaching vocabulary using Animation cartoon by using some techniques of teaching vocabulary. The subjects of this research was the B2 class namely 23 students. This methodology has a number of advantages, such as classroom action research which consists of planning, acting, observing and reflecting. The data were gathered by using classroom observation and also test. The data were analyzed by qualitative data and quantitative data. After analyzing the data, the writer concluded that teaching learning process using cartoon has good result. It can be seen by the students' attitude during the teaching learning process. The classroom more active since the students were giving their warm, the students also stop talking something out of topic discussed. The study has showed that teaching using animation cartoon can improve the student's vocabulary mastery.

Keywords- *Animation Cartoon, Classroom Action Research, Vocabulary, Young learner.*

I. INTRODUCTION

Vocabulary is an important component in the process of achieving language because it is used for all language skills namely listening, speaking, reading, and writing [1]. When the students are have many vocabularies, it will help them to develop four language skills easily. But many students consider that learning vocabulary is a tedious job [2]. It meant that the students find many difficulties when they have to learn vocabulary. They feel boring and also discouraged when facing the number of words in English. The students also feel disappointed when their memorization of vocabulary cannot keep still in their mind in longer time.

Teaching vocabulary to the kindergarten students is different from teaching vocabulary to adult [3]. It is caused by different characteristics. Young children have unique characteristics [4]. To give the proper and sufficient, and good quality for children, teacher should comprehend the characteristics of young learners [5] " young children tend to change the mood every minute and they find it extremely difficult to sit still". It means that children like doing physical activity so they are difficult to sit in their chair. Children want to do their certain activity based on their mood, so teacher should have interesting technique to deliver the material. Then, based on [6] the childhood is in technology- based era is highly overwhelmed by the ubiquitous communication devices, one of them is cartoon film. Considering this fact, it can be known that teaching using animation cartoon can help the students to learn vocabulary more pleasant because most children like watching cartoon [6]. It can make them feel happy, relaxed and arouse their spirit in learning since learning with fun can increase students' achievement. It is caused by unintentionally learning. The students will remember the some of vocabulary well. Then, [7] said that using cartoon in teaching social science on attitudes of students against to social science course. [7] said that cartoon film has effect on children's gender development, that is why we make the different one about the effect of cartoon movies for vocabulary mastery, so the writer is interested in discussing " Improving Student's English Vocabulary Mastery through Animation Cartoon"

I. LITERATURE REVIEW

A considerable amount of literature has been published about Improving English Vocabulary mastery such as Ashraf said that online games can be used for it [8]. Then, Fatma said, text message can be improving the vocabulary mastery [9]. Then, Hashemi said, a word attack strategy is used to enriches the vocabulary mastery [5]. And Subadrah

said by using play method [10]. Numerous studies have argued that improving English vocabulary can be done by using many methods, but the author made different method of improving vocabulary by using animation cartoon. A key problem with this argument is whether animation cartoon can improve the students' vocabulary mastery or not. The author offers no explanation about the strength and the weaknesses of using animation cartoon for this study. So, this study have only focused on the improvement of student's vocabulary mastery by using animation cartoon. Previous study have only focused on the specific animation cartoon's media such as Song [11]. He used automatic cartoon mastering in computer. The researcher used animation cartoon Film for the research. On other hand Shiyuan[12], used animation modelling and Liu using point of animated cartoon [13]

II. METHOD

The design of the research was informed by action research which is conducted in TK Kusuma Mulia

Wonorejo, TK Kusuma Mulia Wonnorejo is one of the biggest Kindergartens in Ngadiluwih. It can be seen from the number of students which is around 158 students. The initial sample consisted of pupils whose divided into two groups namely A and B class. A class divided into two classes, A1 and A2. B class divided into two classes, B1 and B2. The students of this class have some problems of mastering vocabulary. The students are low of vocabulary. They are unable to response the teacher's question. The students feel easy to forget new words. And the teacher's boring teaching technique also influences it.

Limitation to the study design include on solving problems about low of vocabulary and it's done by two cycles each stages consist of four steps such as planning, acting, observing, and reflecting. The data were gathered from classroom observation and also test. To increase the reliability of measure, the data were analyzed by qualitative data and quantitative data. In table 2.1 can be seen the first condition before implementing of classroom action research.

Table 2.1 The first condition before implementing of classroom action research.

| Problems | Problem's Indicators |
|--|--|
| The students ability in vocabulary mastery | <ol style="list-style-type: none"> 1. Having low of vocabulary 2. Being unable to translate simple word 3. Having less confident 4. Forgetting new words easily 5. Having bad pronunciation |
| Classroom Condition | <ol style="list-style-type: none"> 1. Teaching vocabulary in monotonous way 2. Not repeating the teacher's vocabulary spoken 3. Talking to the other students 4. Having passive response 5. Looking up the book |

Knowing the condition before being done classroom action research both the student's and classroom condition are not pleasure. Learning vocabulary made the learners feel bored, difficult and tedious job, the students prefer talking with the other friends. Classroom activity is passive

KusumaMuliaWonorejoNgadiluwih is done though two cycles. The first cycle is done by applying animation cartoon to introduce the names of animals. For second cycle, the students are more focused on applying the word in simple sentence by using animation cartoon.

Classroom action research that focuses on solving problems about low of vocabulary at TK
Table 2.2.The Application of Cycle I

The detail of application of cycle I can be seen in Table 2.2

| | | |
|---------|----------|---|
| Cycle I | Planning | <ol style="list-style-type: none"> 1. Preparing the lesson plan 2. Preparing LCD and Animation cartoon 3. Preparing name of animals 4. Preparing the observation sheet and the studentsself-assessment sheet. |
|---------|----------|---|

| | |
|--------------------------------|---|
| Acting 1 st meeting | <ol style="list-style-type: none"> 1. Applying animation cartoon in teaching vocabulary 2. Explaining the topic 3. Giving warming up 4. Turn on LCD and introducing the new words and showing animation cartoon 5. Repeating name kinds of animals 6. Repeating the whole name of animals 7. After watching together some times, teacher showed picture and got the students to answer based on the picture to check their memorization without scoring the students' answer |
| 2 nd meeting | <ol style="list-style-type: none"> 1. Doing as like last meeting 2. Teacher showed them a picture and got the students answer and teacher noted the students answer by giving check list in self-assessment sheet and check lit observation sheet. |
| Observing | <ol style="list-style-type: none"> 1. Enjoying teaching learning process 2. Practicing without being asked by the teacher 3. Memorizing the new word faster |
| Reflecting | <ul style="list-style-type: none"> +Enjoying teaching learning process + memorizing vocabulary more faster + showing a greater participation - Still having bad pronunciation - Having less confidence |

Table above shows that four stages in cycle I, the writer knew strength and weakness after implementation animation cartoon in teaching learning Vocabulary. In this reflecting stage, the students still had uncorrected pronunciation. Some students also seemed to shy and not confident enough to practice and answer teacher' question. So the writer planned to continue it is the next cycle. Cycle II The detail of application of cycle II can be seen in Table 2.3

Table 2.3 the Application of Cycle II

| | | |
|----------|--------------------------------|---|
| Cycle II | Planning | <ol style="list-style-type: none"> 1. Preparing the lesson plan 2. Preparing LCD and Animation cartoon 3. Dividing the students in group. |
| | Acting 1 st meeting | <ol style="list-style-type: none"> 1. Dividing the students in group. 2. Applying animation cartoon in teaching vocabulary 3. Explaining the topic 4. Giving warming up 5. Turn on LCD and showing animation cartoon 6. The writer did not note the score ye, He just allowed the students practice in theirr group |
| | 2 nd meeting | <ol style="list-style-type: none"> 1. Working in their group 2. Doing as like last meeting such as practicing, simple sentence by using Animation cartoon 3. Nothing the student |
| | Observing | <ol style="list-style-type: none"> 1. Enjoying teaching learning process 2. Having good pronunciation 3. Practicing without being asked by the teacher 4. Memorizing the new word faster |
| | Reflecting | <ul style="list-style-type: none"> + The students are more confident to practice name of animals on LCD. + Students pronunciation is also developed - Not all students can practice or mention name of animals |

Table above shows that four stages in cycle II, there was significant improvement in student's confident, the students who were afraid of speak up n front of the class. In their group, they wanted to practiceeven though the voice was still soft but it was good enough seeing the sudents development. Although there was student who could not practice well. But this condition had showed good improvement after applying animation cartoon in teaching learning.

III. RESULT AND DISCUSSION

In accordance with the problems mentioned in the introduction, the discussion are as follow:

A. Animation Cartoon can improve the students vocabulary mastery[7]

By conducting classroom action research, it can be prove that using animation cartoon can improve the students' vocabulary mastery.

B. The process of applying animation cartoon in teaching vocabulary to Kindergarten students

There are several possible explanations for this result, for example, teaching English vocabulary to young learners is different from teaching English vocabulary to adult since both of them have different characteristics. According to[14],[10] stated that one of the bet ways of helping students to reach objectives of the lesson is to introduce the new language well by using Power Point, Presentation, Practice, and Production, and applying animation cartoon including practice. In this stage student need lots of practice with new words in order to remember and to use the new words [15]. Based on the theory, it can be obviously seen that teaching vocabulary to young learners the teacher cannot teach as what she wishes but the teacher has to focus on those principle in order to produce an appropriate teaching.An important issue emerging from these findings is the teacher in TK KusumaMuliaWonorejo teaches the students by using three phase technique, pre teaching, whilst teaching, and post teaching? First, pre teaching greet the students in English and invited students' brainstorming toward the topic that is being discussed. The second is whilst teaching, teacher applied PPP in whilst teaching. In presentation, teacher held up picture then hold the students the name of the pictures holding in English. Teacher got the students repeat it. The teacher repeated this procedure with the other name of animals. The teacher insert animation cartoon about animals. The teacher mention names of animals one by one when the cartoon showed animals. While the students were watching LCD, teacher pointed the name of animals based on the name of animal. For example, "crocodile= buaya" and then The teacher ask students to repeat one by one name of animals

IV. Conclusion

This research has investigated about classroom action research is applying animation cartoon in teaching vocabulary to improve student's vocabulary. The study set out to find whether classroom action research can help the students in solving the problems about teaching English vocabulary. It can help the students in learning English vocabulary easier and enjoyable. This classroom action research is done in two cycles. The study has shown that improvement on the student's vocabulary and the change of the classroom's condition. An implication of these findings is that classroom action research make the students vocabulary mastery increases significantly. The have a lot of vocabulary than before, the students are easier to memorize new words and the students more confident than before. Animation cartoon is a technique used to help the pupils learning vocabulary and could be used to solve the student's problem in learning vocabulary. Animation cartoon do not only help the students in learning English vocabulary but also help teacher creating an interesting technique. So, teaching learningusing animation cartoon recommenders to use animation cartoon as a technique chosen for teaching vocabulary to young learners.

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