

UTILIZING CARTOONS TO TEACH LEXICON TO EFL LEARNERS

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ABSTRACT

Speaking, listening, reading, writing- are the 4 skills to acquire the language effectively, although these skills cannot be used without required lexica. Learning vocabulary is a key of success in language learning. However learning lexic seems difficult and often tedious for learners. Educating through games, mass media, songs, films are the ways of improving the learning atmosphere. One of the ways to make learning meaningful and interesting is utilizing cartoons, as children love and enjoys watching TV cartoons. This article aims to review relevant studies to provide the information about utilizing cartoons in EFL classrooms, while teaching new words to children.

KEYWORDS: *Lexicon, Teaching Vocabulary, Cartoons.*

1. INTRODUCTION

Expanding one's vocabulary is one of the most important components of learning English. Someone can express themselves with thoughts, emotions, feelings, and to express it they need vocabulary size of minimum 2000 most frequent words in consistency with the scholar in this field. However, memorizing lexic is not an easy way. We are searching most effective ways of teaching vocabulary to young learners. Cartoons also can be one ways to educate young learners, so that in this article we provide with the information about the role of cartoons in the classroom.

Cartoon, according to Wikipedia is a sort of image that is often created in an exaggerated or semi-realistic style, and sometimes animated. The precise meaning has changed throughout time, but nowadays it usually refers to either: an image or series of images designed for satire, caricature, or humor; or a motion picture whose animation is based on a series of illustrations. Similarly, Oxford languages describe cartoon as a simple drawing that exaggerates the traits of its subjects in a comical fashion, typically in a newspaper or magazine. As cartoons are in picture there considered as audiovisual recourse for learning. Audiovisual materials, consequently cartoons help learners to boost second/foreign language learners' listening comprehension skills, facilitate language acquisition by assisting students in visualizing what they hear, and improve language understanding and lead to extra cognitive benefits such as increased depth of processing (Danan, 2004 cited in Karakaş and Sariçoban, 2012).

According to study of ArÖkan and Taraf, (2010) teachers should establish learning environments in which children receive both aural and visual support in meaningful contexts, according to their

result. By offering audio-visual input, realistic animated cartoons provide an excellent technique of contextualizing and presenting authentic language.

2. LITERATURE REVIEW

English has now been designated as an international language. It has become a vital aspect of modern culture, economics, politics, sports, education, art, tourism, and science all over the world, transmitting the ideals and perspectives of its speakers and influencing public opinion the formation of their minds notes down Alghonaim (2019). Indeed, English has crucial place in our life. When we start to learn any language, firstly we start with its lexicon. The more words student knows, the better they can utilize the language.

There are many ways to learn vocabulary at present. TPR, games, flashcards, SMS messages, m-learning, online platforms, and so on. Animated cartoon is one of those ways to teach English words efficiently. Learning new words starting speaking in a new language not always begins with the grammar. For instance, a baby learns to speak in his/her mother tongue by listening the people around, babies begin to imitate the way people speak. Listening and watching called audiovisual skill which is helpful in learning a second or foreign language. Young learners are the children between 7- 12 years old. Their best learning tool is listening and watching, as they are not able to write or read skillfully.

By watching interesting and useful animated cartoons young learners improve both their audiovisual skill and accent learn more vocabulary. The goal of this study is to determine the impact of early cartoon exposure on children's language acquisition and to determine to what extent it is possible to learn a foreign language (in this case, English) using cartoon viewing as a critical educational tool for EFL children by reviewing the researches that are done in this field (Krashen, 2003; Enayati, & Farhad, 2003, Karakas & Sariçoban, 2012; Poštič, 2015; Enayati & Farhad, 2016).

Svetozar Poštič (2015 cited in Alghonaim, 2019), notes that children who have watched cartoons in English, specifically American English, since childhood have excellent pronunciation and communicate much more fluently in English than those who have not been immersed in the language since childhood. No one, on the other hand, compelled youngsters to study a foreign language. They did it on the spur of the moment, entering into the fascinating world of animation, with their favorite characters and intriguing stories. This completely captivated their interest and resulted in a relaxed attitude toward a foreign language. The desire to comprehend what is going on the screen has proven to be the most effective motivator for learning a new language concludes him.

Furthermore, Alghonaim continues that cartoons in a foreign language have a positive impact not just on orthoepy but also on other aspects of language mastery. In particular, the child learns new words (a benefit of cartoons is visualization, which allows the child to simply assume what is on the screen without needing a direct translation), how to construct sentences, ask questions, and apply them in the appropriate context (2019).

According to Arikan and Taraf's study the performances of two groups to see if there was a significant influence of cartoons in grammar and vocabulary education to young learners. The results show that both the experimental and control groups performed poorly in the test at the start of the study, but that the experimental group outperformed the control group by the end. In

light of this discovery, teachers should construct learning environments in which children receive both aural and visual help in contexts that are relevant to them. While doing that, authentic animated cartoons offer an invaluable way of contextualizing and introducing authentic language by providing cartoons (2010).

It can be concluded from Radhiyani's research that the utilization of cartoon cinema as a source of information is beneficial. Teaching is a powerful tool for leading people to students of SLTP Negeri 1 Bulukumpa instructions to expand vocabulary (2022).

The use of Larva Silent Cartoon Movie in teaching and writing has a greater impact on students. Students are more driven to learn writing, like the learning process, and gain confidence as a result. Based on the preceding assertion of Putri, it may be stated that seeing the Larva Silent Cartoon Movie improves pupils' writing skills (2019).

The association between watching subtitled and non-subtitled cartoons and its influence on language development was studied by Karakaş and Sariçoban. Participants' scores improved significantly from pre-test to post-test, regardless of whether they viewed the movies with or without subtitles. The gains of the participants were assumed to be due to the use of cartoons as contextual aids. When accompanied by subtitles, the actions, hand and arm signals, as well as facial expressions, may help with understanding of the target verbs (2012).

However, there are certain limits to consider. The study was conducted with a small group of students and lasted only eight weeks. This made it impossible to assess retention in later phases of the pupils' education.

Students, on the other hand, were able to recall and use the terms they had learned over the course of the eight weeks.

Additional recommendations include conducting the study in a larger group for a longer amount of time and giving students the guiding assignment ahead of time to acquaint themselves with the video's content. After watching the cartoon movie, students should be given ample opportunity to brainstorm answers to the leading questions and be asked to share their thoughts in pairs before engaging in a whole-class discussion (Özkurkud and Bümen, 2020).

3. CONCLUSION

Vocabulary is pertinent in any language acquisition (we looked in context of English as a foreign language). Learning new words by repeating can be tedious for young learners as they have shortage in concentration and in focusing the attention. Cartoons are simply the type of material that inadvertently pushes a child to learn a language by presenting it in a fun and engaging manner. There are many studies that demonstrated the influence of cartoons in language learning.

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