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Can Young Learners Utilize Cartoon Picture and Song To Learn?: A Teaching Model

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Abstract—This paper aims to deploy model of teaching English for kindergarten teachers and students using cartoon picture and song. The rationale is that they are handy, more lively and authentic in the classroom. In addition, they also promote sentence repetition which can facilitate lexical, grammatical and cultural knowledge building to children with rich input of authentic material with the real voice of native speakers and real usage of English. Six teachers including 5 females and 1 male with different academic background participate in the experiment. Also, thirty one students with 8 female and 23 male students get involve in the study. This study uses quantitative research design and therefore test and questionnaire are utilized to answer the research questions from the study. The result shows that there was significant difference improvement between pre-test and post-test from both teachers and students. It specified teachers and students to their pronunciation, vocabulary, and phrases development. The questionnaire result divided into three levels: high, mid, and low showed that the interest and motivation of learners to learn by doing were included the high percentage. In summary, kindergarten teachers require more time span not only to practice their own English skills but to teach them in front of the students as well.

Keywords—Kindergarten Teachers; Cartoon picture; Song; and Model of Teaching English

I. INTRODUCTION

Young learner (YLs) education is affirmed to facilitate children to grow and develop properly; while they still have their right to play accordingly. Muñoz [1] puts forward that globally, foreign language (FL) learning is inevitably integrated component in children essential-education in primary school. Outstanding nature to learn of YLs aged between 7 to 12 is claimed by Sariçoban and Kuç [2] that they mimic sounds faultlessly and have natural occurring in terms of consciousness, which learners at older ages are lacking of therefore less successful in full pronunciation mastery. This outstanding characteristic of YLs in such mastery is verified [3-5].

This benefit of Early Childhood Education (ECE) to learn FL is also pointed out by Sun, et al. [6] who state that for the case of Chinese students, before ECE starts from the aged of seven or eight, now it shifts to three or four of age. According to them, the trigger comes from national inducement, better

living milieu as well as parents' belief of taking full advantage of the golden age in learning FL. Related to golden age, is further elucidated by [7] saying that it relates to YLs' optimistic mind-set towards FL classroom teaching and learning.

Teachers can take advantage of this excellent quality of young learners even maximize the learning achievement, by making selection of methods and materials that are able to make students motivated, and developed in terms of target language (TL) articulation mastery. This is also supported by Prosic-Santovac [8] who claims that more successful immersion will take place naturally, during YLs' endeavor in making use of TL in its full function upon attention-grabbing material content. The rationale is that such content is able to maintain learning intrinsic-motivation. Furthermore, teachers should be able to condition students to take more involvement by following the lesson attentively. So, language is made to be useful, more lively and realistic in the classroom [9].

A teaching model is formulated, to facilitate young learners to maximize their special 'gift' i.e. becoming talented to absorb total mastery of TL. This model tries to trigger all advantaging stimulus, like the choice of appropriate teaching methods and materials that will boost students' enthusiasm, push students to absorb TL pronunciation further with the appropriate usage context and function. Cartoon picture and song are engaged with the rationale that both can draw YLs to be total in dynamic participation, as such mimicking in producing English sounds with native-like intonation, stress and tone; condition happy learning atmosphere following their natural occurring of learning by playing; and be the correct model to be followed as once the young learners have learnt, it is believed that it will be taken up as they grow up.

Most research findings, so far, concentrated on the experiment on the students as learners to be the subject of the study but the present study concentrates not only on students as YLs of English but on teachers as learners as well. The necessity to enrich studies on teacher is acknowledged by Loder Buechel [10] who believes that such study can bring positive impact to the teaching and learning condition,

particularly in relation to teacher standard of competence, teaching styles and teachers attributes.

II. LITERATURE REVIEW

A. Teachers' Role in the Teaching of Young Learners

In the teaching of YLs, Sevik [11] postulates that teachers necessitate to build sturdy emotional affection to YLs, the validation is related to the nature of YLs in that they have restricted concentration duration, feel inhibited and participate just with teacher driven rather than own willingness. He adds that this will be of great benefit with the establishment by teachers of a safe and sound also welcoming atmosphere for YLs to try out the language by playing and learning interactively both alone and with friends. This is in line with Joyce [12] who claims that this know-how loaded can endow YLs to apply their language knowledge, intermingle around, express opinion also act out to make the message across. Moreover, Copland and Yonetsugi [3] add that YLs are lacking competence to consult the dictionary, have limited range of glossary for meaning explication, undeveloped gestures capacity, and heavy reliance on their mother tongue in talking with their teacher.

Sevik [11] states that this will be of great benefit with the establishment by teachers of a safe and sound also welcoming atmosphere for YLs to try out the language by playing and learning interactively both alone and with friends. This is in line with Joyce [12] who claims that this know-how loaded can endow YLs to apply their language knowledge, intermingle around, express opinion also act out to make the message across. Sevik [11] states that language education especially of YLs, is best facilitated when the process is in synergy bodily, psychologically, and academically. Joyce [12] names this as 'natural collaboration' which has great impact in having contact with others. Moreover, she adds that YLs play to understand and link the world with their sense. YLs do so by having private talk in doing problem-solving, make plan and also judgment in accordance with their belief.

B. The Power of Using Cartoon Picture

Approaching YLs is more efficient by making use of picture, the rationale is clearly stated by Joyce [12] with the basis of her YLs teaching experience that picture books are able to make YLs get bliss from the narratives and participate well. The picture will even be more appealing if it is cartoon picture, to fit YLs mind of color rich world and imagination. Moreover, she adds the benefits of picture illustrations in explicating alien expressions meaning of oral information establishment, which therefore facilitate comprehension course of action.

Sevik [11] believes that pictures can be used to highlight essential expression included in the teaching topic, and also as follow up activity and consolidation as such gap filling activities, matching, and the like. In addition to be used in teaching, Coyle and Gómez Gracia [13] reveal those vivid cartoon pictures are feasible to be occupied as glossary assessment.

C. Elaborated and Consolidated Acquisition Facilitated by Song

Considering the challenge and outclass of preschool (YLs) English education, Coyle and Gómez Gracia [13] have verified that songs can be of great value to boost its success. YLs become stimulated and get their concentration total on main lexical items functioning as 'building blocks' vital in the success of having contact.

The advantage of engaging songs is also supported by [12] who claims that YLs education gets grand aid with music as learning media since YLs get facilitated in picking up novel glossary and in the term of Coyle and Gómez Gracia [13] as 'fast mapping' that children are gifted to satisfactorily store new lexical item 'receptively' by having audio stimulus merely one time.

Related to the magnitude of using which song effectual in YLs articulation training, Sariçoban and Kuç [2] recommend somewhat simple songs that are at ease to YLs and glimpsed memory span in storing the memory. Beside simple, they add that 'action songs' are helpful in inviting YLs to dance along, therefore TL can be acquired naturally, stress and worry free, full of joy, self-assured and enthusiasm.

D. Media as Aids to Facilitate Teaching English Using Cartoon Picture and Song

The plausible contribution of making use of audio by means of utilising mobile technology, is clearly depicted by Shrestha [14] who found that in Bangladesh FL education audio recording plays grand function in promoting its growth, compared to when there is no such treatment.

Integration of songs with pictures is deemed by Joyce [12] to be worthwhile in promoting attainment of lexical items as the ground of success in having contact. Failing to comprehend their meaning, will make YLs face hurdle in communication and following the lessons. Whilst, success in glossaries enrichment supports comprehension of all forms of input (visual and audio-lingual).

Sevik [11] believes that pictures are able to amplify YLs enthusiasm to get involved more in the songs' topic. In addition, they facilitate songs' topic elicitation and understanding. Even unfamiliar lexicon can be made clear by these pictures; moreover, he advocates the benefit of using multicolored pictures already available in YLs learning material to focus concentration and save teacher's preparation time.

The advantage of music in YLs learning is advocated by Sariçoban and Kuç [2] that it builds fun atmosphere also optimistic stance in YLs foreign language learning. Considering this plus point of music, very modest study have appraised its contribution in YLs instruction though Coyle and Gómez Gracia [13].

According to Joyce [12], songs and music can develop robust societal attachment. Trying out grammatical convention are open to be started as early as YLs in communicating in public, even concepts is recognized in accordance with the context.

E. The Essence of Teaching English at Kindergarten level by Using Cartoon Picture and Song

According to Joyce [12], YLs training needs to be initiated with presentation and glossaries explication, later on followed by repeated and rigorous application of those lexis in most of class sessions. Then generate expressions of YLs' idea to suit the context, she acknowledges the power of monitoring the way YLs perceive sound, understand and apply the ones already learnt in making appropriate communication.

The benefit of songs to go together with additional treatment is affirmed by Sariçoban and Kuç [2], that songs will give better impact when complemented with mechanical practice. Moreover, Coyle and Gómez Gracia [13] put forward the advantage of vocabulary mastery by YLs both receptively and productively, once harmonized with context rich input also exercises with songs. Shrestha [14] is in favour of them, that audio recording (in the form of songs) is very useful in educating YLs in that it brings immense language progress. However, the plausible benefit of songs are less affirmed by Albaladejo Albaladejo, et al. [15] who found in their study that stories promote incidental lexical items training, which gives better impact than songs.

Research Questions

1. Can Cartoon Picture and Song as Model of Teaching English be applied for young learners of English?

2. What are teachers' perception about Cartoon Picture and Song as Model of Teaching English?

Hypothesis

1. Cartoon Picture and Song as Model of Teaching English can be applied for young learners of English.

2. Teachers see Cartoon Picture and Song as effective and fun Model of Teaching English.

III. METHOD

The method used in this study is quantitative research design and this study is conducted based on the experiment of using cartoon picture and song addressed to kindergarten students and teachers of young learners of English in one of Kindergarten schools in Malang, Indonesia. The purpose of this study is (1) to investigate the effectiveness of using cartoon picture and song as model of teaching English for young learners, and (2) to find out information on teachers' perception about using cartoon picture and song as model of teaching English.

A. Participants

Participants of this study included 31 students and 6 teachers. Six participants including five of them are kindergarten teachers, 5 female teachers aged from twenty-one years old to twenty-three years old and 1 male teacher of eighteen years of age. Thirty-one students including 8 female students and 23 male aged from six to seven years old. Both teachers and students were getting involved in the experiment of using English for young learners at one of Kindergarten schools in Malang, Indonesia. The teachers as participants were drilled before they had to teach them to their students.

B. Instruments

Two important research instruments used in the present study were tests and questionnaire. Pre-test was accomplished by both students and teachers before treatment was presented. After treatment, the participants did Post-test which was aimed at measuring their success in the use of cartoon picture and song during teaching and learning process. The test contained pronunciation, vocabulary, and phrases mostly used by learners for daily conversation.

The other instrument, questionnaire, was used to inquire teachers' perception about using cartoon picture and song as model of teaching English. This instrument contained twenty (20) close-ended items elaborating some condition experienced by the teachers after joining the English training. The close-ended items questionnaire was utilized in order to ease respondents to fill it. The questionnaire was written in *Bahasa Indonesia* in order to avoid misunderstanding of the participants since their English are not sufficient to get the point of what they read. Yet, it is translated into English for the sake of international publication.

C. Materials, and Treatment Condition

The teaching materials are worthwhile for the present research activity since they are utilized in order to achieve the research objective. The researcher picked up some topics from New Chatterbox: Pupil's Book 1 written by Strange [16] Retrieved from https://www.amazon.com/New-Chatterbox-Level-Pupils-Book/dp/0194728005. It is a complete beginner which is appropriate to young learners. It includes such topics as (1) English Alphabet, (2) Classroom English Command, (3) Greetings, (4) Glossary Enrichment, (5) Family Members, Adjectives, And Spelling, (6) Numbers, Numbers, and the like. These materials are supplemented by English native speakers' audio recordings which are useful to brush young learners' English pronunciation up. Also, vocabulary and phrases are drilled by means of listen and repeat, listen and sing, listen, repeat and point.

Learners including kindergarten teachers and students got treatment based on the materials we chose from the new chatterbox book which is colorful and interesting to learn for young learners. The treatment condition elaborated in the steps to conduct the experiment as the research activities were conducted as seen on Table 1.

Table 1. Steps to Conduct the Treatment

Meetings	Activities	Researcher	Learners
1	Administering pre-test	Creating the test for teachers and children	Doing the test
2-4	Giving treatment of learning	Demonstrating and giving examples of how to learn the language from the book by using *listen and repeat*	Following the researchers' instruction and drilling sounds in English
5-7	Giving	Demonstrating and giving	Following the

	treatment of learning	examples of how to learn the language from the book by using *listen and sing*	researchers' instruction and drilling English vocabularies
8-11	Giving treatment of learning	Demonstrating and giving examples of how to learn the language from the book by using *listen, repeat, and point*	Following the researchers' instruction and drilling English phrases related to simple conversation
12	Administer-ing post-test	Creating the test of English for young learners	Doing the test

D. Data Collection and Analysis

Two important data were collected from teachers and students' test and from teachers' questionnaire. Pre-test and post-test were administered so as to make sure their development in learning English for young learners. The test of *pronunciation* contained 15 items and it was instructed using *point and say* direction, the test of *vocabulary* contained 15 items and it was instructed using *tick the correct word* direction, and the test of *phrases* contained 10 items and it was instructed using *matching* direction. All items were scored and the scores were converted into 0 to 100 band scores. The data from pre-test and post-test scores were then stored in SPSS and analyzed using pair sample t-test since it compared one group performance twice or within-group comparison.

The second data collected from questionnaire were the data containing twenty (20) close-ended items elaborating some condition experienced by the teachers. The questionnaire used a Likert Scale consisting of Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). It was distributed and filled by teachers who had joined the training for the experiment. This data were analyzed using percentage so as to make researcher able to get conclusion of what teachers think of using cartoon picture and song benefiting to teaching and learning process for young learners.

IV. RESULTS AND DISCUSSION

The results of the present study were elucidated as follows. Table 2 showed descriptive and paired samples t-test results of the participants' mean scores on pre-test and post-test. The results showed that there was a significant difference between pre-test and post-test on English students development because probability due to chance was less than 5% ($.016 < .05$) and therefore the null hypothesis was rejected. On average, participants experienced significantly better improvement using cartoon picture and song (M = 65.16, SD = 6.49) than before using cartoon picture and song (M = 62.74, SD = 4.76), $t(30) = -2.54$, $p < .05$.

There was significant difference between pre-test and post-test of the teacher's English development because probability due to sampling error was lower than the significance level ($.000 < .05$) and therefore the null hypothesis was rejected and the use of cartoon picture and song can improve teachers' English development. On average, participants underwent significantly better improvement using cartoon picture and song (M = 76.00, SD = 7.85) than before using cartoon picture and song (M = 66.83, SD = 8.01), $t(5) = -15.25$, $p < .05$.

Table 2. The Summary of Descriptive and Paired Samples t-test of Students and Teachers English Development

№	Participants	Variable	Mean	N	Std. Devia-tion	t	Sig.*
1.	Students	Pre-Test	62.74	31	4.76	-2.54	.016
		Post-Test	65.16		6.49		
2.	Teachers	Pre-Test	66.83	6	8.01	-15.25	.000
		Post-Test	76.00		7.85		

The English learning of both students and teachers using cartoon picture and song improve significantly better after the treatment. Yet, it can be concluded that the improvement of teachers was higher than the improvement of the students and this can be seen from Fig. 1 and Fig. 2.
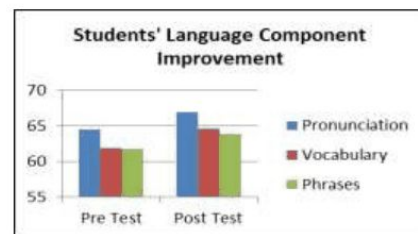

Fig. 1. Students' Language Component Improvement

Fig. 1 and Fig. 2 indicate that songs successfully give model to YLs, so their pronunciation can be more intelligible and not too far deviated from standard native speaker's norms which is in line with Coyle and Gómez Gracia [13] stating that YLs are a gift with 'fast mapping' ability to star newly taught material only by hearing once. For the case of ELs English education in Indonesia, in reality, the quality of the teachers need also to be concerned in addition to focusing only to the students. To date many studies focus mostly on receptive vocabulary teaching [17] yet, in the present study we try to enrich the study of measuring the impact of English songs by approaching from productive side, especially the utilization of action song.

The development of learners' pronunciation showed that they were higher than the other two such linguistic features as vocabulary and phrases or short expression mostly used in daily English conversation. It indicates that the use of cartoon picture and songs simultaneously make them easy to produce sounds in English. It is in line with Joyce [12] stating that picture books are able to make YLs get bliss from the narratives and participate well and it was combined with Coyle and Gómez Gracia [13] that YLs become stimulated and get their concentration total on main lexical items functioning as 'building blocks' vital in the success of having contact.
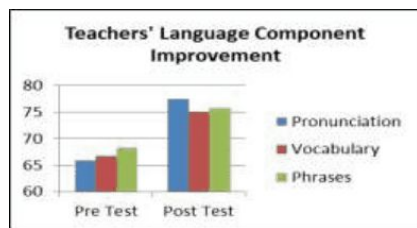
Fig. 2. Teachers' Language Component Improvement

To gain insight into teachers' perceptions of the training, data collected from their responses to the questionnaire addressed to them were studied on three levels: high, mid, and low. Firstly, The-high level was indicated by 80% up to 100% responding. The mid-level was indicated by 60% and the low level was indicated by 0% to 40%. Data from questionnaire statement categorized as high responses are of *Kindergarten Students have interest and ability to communicate in English* (100% Agree) and *Cartoon picture and songs can motivate students to learn by doing* (100% Strongly Agree). It is because kindergarten education can facilitate children to grow and develop properly, while at the same time they can still have their right to play during which children knowledge learning can be enhanced. It means that Students' interest and learning by doing place at the top of teachers' choice as their teaching experience. Below that which still considered high (80% Strongly Agree) are of Cartoon picture and songs *make students learn by doing, Cartoon picture and songs facilitate students to learn by doing,* and *I have gained teaching knowledge and skill upon applying this teaching model*. It indicated that teachers mostly agree to facilitate and learn English by doing since children still like playing at school. Similarly (80% Agree) are of *English lesson is neither totally new nor scary to students, I feel comfortable and skillful using this new teaching media in the classroom, I once felt the usefulness of this kind of training beforehand, Cartoon picture and songs can improve students' enthusiasm in learning English, I am helped by this method to create interesting English learning, In my future teaching, I am willing to include cartoon picture and songs as my teaching media especially dealing with native speakers' English voice.*

Secondly, the mid position of respondents who state Strongly Agree (60%) are of *Teaching at Kindergarten level is challenging and totally-demanded, The challenge of teaching at Kindergarten level is interesting and keep the students interested in it, I am open minded and enthusiastic to join this training, and Cartoon picture and songs help me to keep students interested*. It indicated that teaching English to young learners using cartoon picture and song are interesting and challenging are on average. This truly similar to Ali and Hasanah [9] stating that language is made to be useful, more lively and realistic in the classroom. The other respondents who belong to mid position and state Agree (60%) are of According to me, cartoon picture and songs media can be applied fluently without difficulty, Cartoon picture and songs can boost native like spelling and pronunciation, and This training and private tutorial are needed to ensure future

continuation. Even though teachers on average still get some difficulties to apply cartoon picture and song particularly on spelling and grammar, they need to continue having the same training for the sake of better experience.

Finally, the low position of respondents who state Strongly Disagree (40%) are of Teaching at Kindergarten level is challenging and totally-demanded, The challenge of teaching at Kindergarten level is interesting and keep the students interested in it (20%). It can be claimed that teaching at Kindergarten level is challenging and interesting because only a few of teachers strongly disagree about this matter. The other respondents who belong to low position and state Disagree (40%) are of I have used picture and native speakers' recording to contextualize, and Disagree (20%) are of I have used this teaching media to teach my students, Cartoon picture and songs can boost native like spelling and pronunciation, and This training and private tutorial are needed to ensure future continuation.

V. CONCLUSION

With the presence of these teaching aids, teachers need less effort to attract students' attention even they are willingly to be active in participating (doing repetition and mimicking), take risk in trying out newly taught lesson in real use of the targeted language, have better imagination of outer world condition and atmosphere being brought to the class by the teaching aids. All this condition really supports the success of language acquisition, not only in glossary and structure mastery but also in pronunciation, intonation, manner/attitude even etiquette (culture bound). In larger scope, the application of this teaching model can support the policy of education authorities that in the case of young learners, playing around can facilitate learning process as well that during learning learners can still do the playing.

Unconsciously, learners are brought into the learning process that they can absorb the lesson much better and thoroughly, even touching the area of native-like mastery (in terms of accent and language mastery). Considering that in-class time allocation for studying is less than out-of-class time, this teaching model can motivate learners to do independent learning because they have already felt the joy and need of keep improving their English proficiency.

As this teaching model requires high-tech equipment, prior training to English teachers needs to be allocated and properly conducted. Such training covers how to operate and do troubleshooting upon utilizing the high-tech equipment, file compatibility and conversion, teaching procedures and steps as well as the need of additional own-made flashcards as follow-up activities upon applying this teaching model. Not to forget that the condition in Indonesia, some learners have limited access to this high-tech approach, therefore a kind of bridging preparation is needed to make all students possess equal ability in comprehending the lesson.

This model of teaching and learning process using cartoon picture and song can make the challenge of teaching young learners be overcome, not only can add the variety of teaching method at hand but also can make teacher's job become easier and facilitate better success to achieve learning goal. The later

can be true since the acquisition of language is naturally encouraged dealing with the nature of how young learners do their learning, even the 'magic' of how young learners succeed in their learning which can even exceed the one done by older learners; in terms of native-like pronunciation and accent.

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