EFFECTIVENESS OF USING CARTOON PICTURES FOR ENHANCING VOCABULARY IN ENGLISH OF PRIMARY SCHOOL STUDENTS

Abstract

Nowadays, the world of educational technology has been rapidly improving with the development of audiovisual tools which awards educators with many possibilities to construct activities and utilize techniques around the use of authentic materials in language classroom. Cartoon Pictures are one of the authentic material with which a teacher can provide joyful environment in English language classrooms for teaching vocabulary. By watching Cartoon pictures, the students pay more attention to the words and their meaning. The present study was aimed at evaluating the Effectiveness of Using Cartoon Pictures for Enhancing Vocabulary in English of Primary School Students. The study was experimental in nature and the design used was Pre-test Post-test Parallel Group Design. The sample included seventy two students from fourth standard comprising of thirty six students each in Experimental and Control group. Facilitative and evaluative tools were used in this study. The investigator designed vocabularies and their meaning using Cartoon Pictures and constructed a Vocabulary test in English were the tools used in this study. Data was analyzed and interpreted by using Descriptive statistics includes mean and standard deviation and inferential statistics namely 't' test. The study revealed that using Cartoon Pictures in the Language classroom is significantly effective compared to Traditional Method in improving the vocabulary in English of Primary School Students.

Keywords: Effectiveness, Cartoon Pictures, Enhancing Vocabulary

Author

Gracelin. K. Joseph
Assistant Professor
Mother Teresa College of Teacher Education
Kozhikode, Kerala, India
kjgracelin@gmail.com

I. INTRODUCTION

Innovative approaches to the process of learning and instruction are required by the current educational system. Due to the media's success in attracting them with a range of programs, children today want a fun environment in the classrooms in order to learn with interest and focus. Therefore, instruction should not simply be the transmission of information from a textbook to students, but rather should foster critical and creative thinking in them by constantly involving them in hands-on activities or involving them as active learners. In order to entice pupils toward experiential learning, some teachers incorporate artistic materials in their lessons. Teaching is a creative art where various techniques and resources are used to enhance student learning.

Young learners will benefit from using cartoons as instructional and educational resources since they will develop a better knowledge of the subject matter as well as become more aware of the teachers' supporting concepts. Cartoons can be a very effective teaching tool for a particular subject, keeping children entertained while they learn in a way they aren't even aware of. Their ability to engage their imagination is enhanced by the visual components that accompany textual material, particularly when amusing animations, vibrant characters, and appropriate sound effects are included. The potential to give life to boring and badly conceived lesson plans, boost student engagement, enhance learning, expand attention spans, and enhance students' communication and linguistic skills are just a few advantages of using cartoon imagery in the classroom. Cartoons as authentic language input would help students develop their language skills in the classroom.

II. NEED AND SIGNIFICANCE

The new generation is inevitably exposed to the digital world with technological explosions. Education systems also need to move with times. In order to make learning enjoyable for students today, the chalk and talk approach must be replaced by a variety of technologies and strategies. Cartoon Pictures are considered as a good media for classroom teaching to develop 21st century learners. The study undertaken by Abdel.N.A.M, Farrah.H & Zalloum.S (2016) recommended the application of constructivist approach on cartoons and comic strips as a learning material in language classroom. Cartoon Pictures will help the children to enhance Language Competencies by developing their Vocabulary and Grammar in English and arouse interests in language learning classrooms. In this study the investigator is making an effort to use Cartoon Pictures for the development of Vocabulary in English of Primary School Students.

III. OBJECTIVE OF THE STUDY

To study the effectiveness of using Cartoon Pictures for enhancing Vocabulary in English of Primary School Students.

IV. HYPOTHESIS OF THE STUDY

There is no significant difference in enhancing Vocabulary in English of Primary School Students through Cartoon Pictures.

V. METHODOLOGY OF THE STUDY

The present study was experimental in nature and the design used was Pre-test Post-test Parallel Group Design. The investigator used this design to find out the effect of Cartoon Pictures for enhancing Vocabulary in English of Primary School Students. The sample included seventy two students from fourth standard comprising of thirty six students each in Experimental and Control group.

VI. TOOLS AND TECHNIQUES

The tools were used in this study:

1. The investigator designed Vocabularies and their meaning in English using Cartoon Pictures in digital mode and displayed using MS Power Point 2010.
2. Vocabulary test in English constructed by the investigator.

VII. ANALYSIS AND FINDINGS

Data was analyzed and interpreted by using Descriptive statistics includes mean and standard deviation and inferential statistics namely 't' test.

Table 1: 't' Test Details of the gain scores in English Vocabulary of Experimental and Control group

Group	N	Mean	SD	df	't' value	Remark
Experimental	36	15.69	5.23	70	6.75	Significant at 0.05 Level
Control	36	7.94	4.48			

From the table it was observed that the values of the Mean of the Experimental and Control Group are 15.69 and 7.94 respectively. The Standard Deviation of the gain scores are 5.23 and 4.48 respectively. Further the obtained 't' value of 6.75 was greater than the theoretical value of 2 at 0.05 level. Hence it was concluded that there exists a significant difference in the mean gain scores of Control group and Experimental Group on the effectiveness of using Cartoon Pictures for enhancing Vocabulary in English of Primary School Students.

VIII. CONCLUSION

The present study shows that the experimental group who received treatment through Cartoon Pictures has significantly improved the Vocabulary in English compared to that of Control group. Therefore, it can be concluded that, using Cartoon Pictures is significantly effective compared to Traditional Method in enhancing Vocabulary in English of Primary School Students. Teacher training institutes should train the pre-service teachers to design the instructional material using Cartoon Pictures to develop interest in learning English among Primary school students. Workshops and seminars for the English teachers could include

practical experience to design instructional material using Cartoon Pictures so that they can undertake innovative practices in the language classroom.

REFERENCES

[1] N.A.M Abdel, H Farrah and S Zalloum, "Using Cartoon in Language Classroom from a Constructivist Point of View," Arab World English Journal (AWEJ) Special Issue on Call No.3, pp.229-245, 2016.

[2] Abdulmajeed, R Kamal, Hameed and S Khalil, "Using a Linguistic Theory of Humour in Teaching English Grammar. English Language Teaching," vol.10, no.2, pp.40-47, 2017.

[3] R Afrilyasanti and Y Basthomi, "Adapting Comics and Cartoons to Develop 21st Century Learners. Language In India - Strength for Today and Bright Hope for Tomorrow," vol.11, 2011.

[4] T Bahrani and R Soltani, "The pedagogical Values of Cartoons. Research on Humanities and Social Sciences," vol.1, no.4, 2011