



USING FLASHCARD OF CARTOON CHARACTERS TO TEACH VOCABULARY TO ELEMENTARY SCHOOL STUDENTS

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Abstract

Teaching English for young learners is one of the difficult things, if we remember. There is more than a hundred thousand word of it. Moreover, something that should be remember is there might be many ways which is given by the teacher to teach vocabulary to Elementary school students in order to make them understand and comprehend each of the vocabulary given. Because of that, to encourage them to be more attractive in studying vocabulary, so that the teachers have to prepare one of an interesting, innovative and and creative. This paper will presents about one media which can get students' attention in comprehending for those vocabularies., it is *Flashcard of Cartoon Characters*. *Flashcard of Cartoon Characters* is one of card media English learning which can help teacher to teach vocabulary for students based on the Cartoon characters in every their favorite movies.

Key words: Vocabulary, Elementary School Students, Flashcard of Cartoon Characters

A. INTRODUCTION

Vocabulary is one of English language components that is very important for the learners in school, especially young learners. By mastering vocabulary, students will be able make the sentences easily. For Elementary school students, learning English is not easy, because they need to know new vocabulary in English. Additionally, English is a foreign language for them.

However, there are some problems that make it difficult for students to master vocabulary. The first problem is students have difficulty in understanding the meaning of some words because English is a foreign language which means they never heard it before. The second problem is lack of motivation. Some students are very diligent in certain subjects but they are lazy with English subject and feel bored. It is because English is not their mother tongue and they may think that learning English is seemed difficult. Therefore, the teacher should be creative to use some strategies that can make the students to be motivated to learn vocabulary.

To overcome the problems mentioned above, the writer wants to discuss the use of media arranged named Flashcard of Cartoon Characters. The writer

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chooses this media because it acquires the students to enjoy in learning the vocabulary, it will help students to remember the vocabulary easier. Moreover, this media is also believed to be able to develop speaking and writing skills. The purpose of this paper is to explain how to use Flashcard of Cartoon Characters as an effective media for the teachers in teaching vocabulary to Elementary School students

According to Ur (1996:60), there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words that the students understand, and they can pronounce correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or writing.

Vocabulary has been taught in every level study from elementary school to advanced level students. For Elementary School, teaching vocabulary is intended to make the students master the vocabularies given which are based on the curriculum. As a foreign language, English sometimes make them get upset because of their limited vocabularies. Therefore, teaching vocabulary for Elementary students is a must in order to give them a basic knowledge of English.

In general, teachers of Elementary School do simple the way in teaching vocabulary, giving the meaning of new words immediately to be memorized usually they use a textbook with some new vocabularies and automatically translate them for students. Even, they only provide students some words in a piece of paper and ask them to memorize. In fact, this is not appropriate way to teach vocabulary. Students will be passive and actually it is hard for them to memorize words without any context.

The purpose of teaching vocabulary is to help students bring meaning and take the meaning from word signs, signals and symbols. To reach this goal, the students must be taught in many things about word and their ways as well as the words themselves.

According to Cross (1991: 11-13) the procedure of teaching vocabulary can be divided into three stages, they are namely: a) Presentation. In this stage, the teachers can use various techniques which are recommended in the previous discussion. However, the teachers have to be careful in selecting the techniques that they used in teaching activity because teaching vocabulary to elementary school students is not easy. b) Practice. In the second stage, the teacher gives exercises to the students in order to practice the subject items being learnt, making completion, matching, word classification, and so on. Those are several types of exercise that can be used by the teacher in this stage; c) Production. At this stage the students are expected to apply the newly learnt vocabulary through the speaking activities or writing activities.

The teachers have to find a way to make the students feel comfortable and enjoy the lesson in the classroom. Many activities can be used by teachers to make the students learning about vocabulary. Interesting media can be used by the teachers to apply in teaching vocabulary. That media is *Flashcard*.

Flashcard is a card on which words or pictures are printed or drawn. The flash card is a piece of paper that is usable or as a learning aid. The purpose of using flashcard is memorizing words. The flash card is widely used as learning drill to aid memorizing by way of speech repetitions (Wikipedia the free encyclopedia, 2012)

Cross (1991:120) there are some advantages of using Flashcard in language teaching. They are namely:

- a. Flashcard can be used for consolidating vocabulary
- b. Flashcard is motivating and eye-catching
- c. Flashcard is effective that can be used for any level students
- d. Flashcard can be taken almost everywhere and studied when free moments are available.
- e. Flashcard can be arranged to create logical grouping of the target words
- f. Flashcard also can be used for practicing structure and word order for a variety of games

Based on the explanations above, it can be concluded that flashcards have many advantages when it used in teaching learning process. Flashcard is a great power in motivating and stimulating the students. Meanwhile, flashcards are easy media to help students and teacher in the learning process, especially to teach the students of elementary school. The teacher can use it any time and in any situation when they want to teach.

B. The Procedure of *Flashcard of Cartoon Characters* in Teaching Vocabulary

1. Presentation

Before starting the lesson, the teacher should prepare some *Flashcard of Cartoon Characters*. The teacher has to facilitate this organization by asking some question first before starting the main lesson. Then the teacher has to manage the classroom well. After that, the teacher asks about what their favorite cartoon character movie by asking a question “*Do you like the Spongebob movie?* Besides asking some questions, the teacher also shows one example of flashcards for them. The teacher divides students into two members in one group. So, the media can be used for both in learning vocabulary process. After that, the teacher is going to present the card to all of the students.

The teacher presents a vocabulary lesson by showing several of cards. Such kind of action verbs will be taught by teachers which can be seen on the table below. Therefore, the teacher has to make a limitation of how many action verbs which can be learned by the students later.

Action Verbs	Flash cards of “Cartoon Characters”
Spongebob is <i>jumping</i>	 <i>Jumping</i>
Winnie the Pooh is <i>laughing</i>	 <i>Laughing</i>
Donald Duck is <i>swimming</i> in the pool	 <i>Swimming</i>
Dora is <i>sleeping</i>	 <i>Sleeping</i>
Doraemon is <i>eating</i> Dorayaki	 <i>Eating</i>

On this stage, the teacher will say “*Jumping*” as the examples of action verb. By showing the flashcard, *Spongebob*, *Minnie Mouse*, *Doraemon*, *Dora* and so on do the action as the examples, the students will differentiate the action verb based on the activity. So, they can compare how the characters doing with the card. The teacher will say “*Jumping*” and students will repeat it together.

- Teacher : Ok students, I have some pictures today! Who they are?
(Showing one of the picture cards)
- Students : (Students pay attention to the teacher)
- Teacher : Do you know?
- Some students: Mention the name and raise their hands together.
- Teacher : One by one, please? Ok, Vika
- Students : Dora
- Teacher : Good, Vika.
- Teacher : Ok, now listen to me. Dora is *Jumping*.
Some students: *Jumping*...(repeat what the teacher says).
- Teacher : Excellent.(then, the teacher shows another card).

2. Practice

After teacher shows various flashcards, the teacher will teach them by pronouncing the vocabulary. The students will repeat after their teachers do and after that the teacher will also ask one of the students to speak up. In this stage, the teacher asks the students to speak up, practice more and remember the vocabulary meaning. The teacher may sit in the middle of the students and engage them to this activity by activating them with various questions. *For example*: teacher shows *Micky Mouse* pictures and teacher says *Micky Mouse* is singing, and then that activity is shown based on the picture.

Next step is the teachers will encourage more about student's memorization. The information they have gathered more about the cartoon characters should be enough, then the students will be sitting in a circle and follow the teachers' instruction. This stage is continuing of action verb as a topic of the lesson. For example;

- Teacher : Ok students, now it is time for you to speak up. (Teacher shows Dora flashcard, and repeat it twice)
Dora is *Jumping*.....*Jumping*...
- Students will follow the teacher's instruction.
- Some students : (Say together) *Jumping*.....*Jumping*.
- Teacher : Very good. Next (Showing Donald duck card)
Donald duck is *Eating*.....*Eating*.
- Students : *Eating*..... *Eating*
- Teacher : Spongebob is *swimming in the pool*..... "swimming" ...
- Students : *Spongebob is swimming in the pool*... "swimming" ...

3. Production

In this last stage, the students are expected to apply the new learnt vocabulary through the speaking activities or writing activities. The teacher will provide a blank piece of card which has been printed before. There are 2 different cards in the same picture, but one card is enough. So, the teacher asks students to pay attention to her instruction. The teacher will show the full of cards. For example: "*Now listen to me students, you write the answer*". Then, the teacher gives full written one and the blank one card into each of the students.

Teacher : Ok students. (*Showing one Dora cards*) It is time to practice (*Share the blank cards with all of the students*) Let's write it down together.

The teacher will give five minutes, and asks the students to mention the action verb cards

Students : (write down the action verbs, vocabulary into the blank Space)

The teacher also helps the students by answering the questions together.

Teacher : *Winnie the Pooh is laughing....*

Students : (write down the blank space by memorizing the words)

The illustration or concept of production Flashcard of "Tokoh Kartun" as follows.



4. Review of the Lesson

At the end of the lesson, the teacher reviews the students' understanding and comprehension about the lesson by asking and answering questions in that stage. The teacher can give some awards for the student to strengthen the students' behavior toward the lesson and make the students feel motivated to learn and master vocabulary through Flashcard of Cartoon Characters as the media center.

to Chaney (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The ability to use the language reflects one's successfulness in speaking class. This success appears when the students can use the English language appropriately to tell their own ideas, feeling, thought and intention in a form of monologue or dialogue, so that they will be able to express their own purposes and make a conversation with others.

Recount text is one of the text studied by senior high school students. According to Derewanca cited by Josh (2006:5) she says that the social function

of Recount text is to retell past event or something which happened in the past. The purpose of this text can be only to inform or even just to entertain. Derewianka (1990:14) also defines recount as the unfolding of a sequence of events over time and the purpose is to tell what happened. It sets the scene of the orientation, events, and reorientation as chronological order.

According to El- Shamy(2006:16), game is a competitive activity played according to rules within a given context, where players meet a challenge in their attempt to accomplish a goal and win. So that, as a technique of speaking, game is one of the appropriate instruments that can be used to improve students speaking ability since it can stimulate their thinking in a process of learning. Moreover, one of the games that can be used in teaching oralrecount text is the Alibi Game.

According to Wheatley (1953),

“alibi game is highly detective game in which a murder has taken place and one of six infamous criminals must be to blame. The players are detectives and move around a map of Britain and in various towns get to look at one of the cards which may help provide an alibi for one of the suspects, advanced the investigation further or merely cause a delay. When enough information has been gathered a player can race back to the town the murderer is in and arrest him to win.”

(<https://boardgamegeek.com/boardgame/97838/alibi>)

In this game, some students become police and some others become suspects. Bromley and Musser (1993 : 3) state that alibi game is a game that shares some similarities with clues, but adds some other questions to the mix, like what time of day did it happen, and what was the killer’s motive. In addition, according to Anglo Centres (2010:2), alibi game has become a classic role-play for practicing Past Simple and Past Continuous form. Antoni et al (2013 :2) state that Alibi game is a game which is appropriate to solve problems in teaching recount text since recount and alibi game have some similarities. “Alibi Game” is not a new game and usually played by the teenagers of Western people at the end of dinner party activity. Besides, in the classroom situation, this game can be an alternative game to be applied when the teacher wanted to teach recount to the students.

The implementation of this game as a technique of teaching speaking will be discussed as follows :

a. Preparation

Before starting to teach, the teacher should do some preparation, so that teaching and learning process will run well. The teacher needs to prepare the lesson plan about recount based on the syllabus. Lesson plan will help the teacher to know what steps or procedures that they will take in the classroom and achieve the aim of teaching and learning process. The teacher also has to prepare the material that is going to be taught because material is a fundamental component in teaching. The material should be appropriate with the students’ level, knowledge and situation and it should motivate the students and suitable with curriculum. In implementing Alibi Game in the

classroom, the teacher has to prepare the material about recount text in teaching learning process. At the beginning of the lesson, the teachers might present the recount text by using Power Point Application. The pieces of card are also needed in this game. In the cards, there will be a background information of the crime.

b. Procedure

Before playing the game, the teachers need to explain about recount text in general, its generic structures, and language features of the text. The students might ask questions to the teacher related to the material that they do not understand enough. After that explanation, There will be four steps that the students have to go through this phase:

1. The teacher explains to the class that they are going to play an alibi game. The teacher divide a class into four groups and each group consists of 5 until 7 students. Everyone will get their own rule in the game, where two students in each group will become the suspects while others become the police. The teacher will give them the background information of the crime through the cards. Two cards in one group, one for the police while the other for the suspects in each group.
2. In this step, the teacher have to tell the students about the role of the suspects and the polices. Each group will point out two students to be the 'suspects'. Choose the most confident students who do not mind being suspected of a crime. Actually they have to think of one story and construct an alibi showing that they were together at another place at that time. The stories must be identical. If the stories are not the same, they are guilty. The suspects must leave the room or stand on the corner of the class and carefully prepare their alibi (what they were doing during the time the crime was committed). Meanwhile, the rest of the class acts as the police, and what they are going to do is to interrogate the suspects.
3. This is the interrogation part, where the teacher explain to the class that they need to collect information from the suspects about what were they doing when the crime happened and tried to find any relevant information. This stage is a mingling activity with students who takes a role as a police asking questions and collecting information from the suspects. The teacher needs to monitor the language used at this point and correct where necessary. The suspects answers the questions asked by the police. The way they do this is by interviewing each of the suspects separately and then comparing the stories to see if they match. To start this off, in their groups they need to write down a series of questions they're going to ask the suspects. Before going through this phase, the teacher should provide an overview about the possible questions, answers, and conversation that might occur between the suspects and the police.

Example questions:

Questions asked by the police	The possible answered by the suspects
Where did you meet?	We met at the (restaurant/ hotel/ bank)
What did you do after the restaurant?	We went to the(movie/market) We played a game
What was the movie?	It's the action movie (Three days to kill) It's a romance movie (Twilight/ The fault in our stars)
What was Clara wearing?	She was wearing a purple dress She was wearing the black pants
What were you doing at that time?	I was eating lunch I was playing in my friend's house
What did you talk about?	We talked about about (school, work, family).
Who else did you see?	I saw my friend's father I saw the man in black with mustache I saw my brother there
How long did you stay ?	I stayed about hours I stayed there along the day I stayed a night
How did you get there?	I got there by bus I got there by my own motorcycle I got there by foot
What does she looks like?	She is tall, with red hair

The example of background information on the card:

Yesterday, between 3 until 5 p.m, someone stole the secret files from the bank office. The polices suspects James Bond and Mr Bean. The police is interviewing James Bond. When the police interviews Mr Bean, will their stories be the same? Can he catch them out?

The possible conversation between the police and the suspect

- The police : What were you doing yesterday?
 James Bond : I spent the whole day with my friend Mr Bean.
 The police : I see What were you doing at 12 o'clock?
 James Bond : I was having lunch.
 The police : Where did you have lunch?
 James Bond : I had lunch at a Chinese restaurant.
 The police : What did you eat?
 James Bond : I ate chicken.

The police : I see ... what did you drink?
James Bond : I had an orange juice.
The police : Who paid?
James Bond : I did.
The police : What were you doing at 2 o'clock?
James Bond : I was playing football.
The police : Where were you playing football?
James Bond : In the park.
The police : What were you doing at 3 o'clock?
James Bond : At 3 o'clock I was watching a film at the cinema.
The police : What did you see?
James Bond : I saw "Cinderella".
The police : What were you doing after going to the cinema?
James Bond : I went home at 5
The police : What were you doing at 8 o'clock?
James Bond : I was having dinner.
The police : Where did you eat?
James Bond : In an Italian restaurant.
The police : I see.... Thank you, you can go. Send in Mr Bean.

They should use past tense for them to tell their activity in the past. Once the groups are thoroughly prepared, after ten until fifteen minutes, call one of the students back into the classroom for 'interrogation', leaving the other suspect outside and take notes. After about five minutes of 'interrogation', the second student is called in and asked the same questions. The police must try to find holes in their alibi.

4. This is the conclusion part, where the suspects have been interrogated by the police, the students will use the information they have collected, the students who acts as police try to work out whether the two suspects found guilty or not. If the two stories of the suspect correlate, the suspects are innocent. At the end of the game, the students have to write up a report of what happened. They can also decide on an appropriate punishment for the suspects. The student from each group whom act as the police will stand in the front of the class or in groups as the representative of each group to announce their finding. The finding shows the chronological events to state whether the suspects involved or not in the crime. The re-orientation as the general structure of recount text will improve in this conclusion part which showed the result of the game. The police can tell the event chronologically as well as recount.

For example :

Yesterday, between 3 until 5 p.m, the secret files has been stolen from the bank office by someone. The suspects of this crime

are James Bond and Mr Bean. So that, we have interviewed them both separately. Both of the suspects have the same stories and alibi which show us that they were together when the time the crime happened. The conclusion of the interview is :

“Yesterday, James Bond spent his whole day with his friend Mr Bean. They were having lunch at 12 o'clock at a Chinese restaurant near to the bank. They ate chicken and had an orange juice . James Bond paid the lunch. After that, they were playing football at o'clock. Then, at 3 o'clock they were watching a film at the cinema. In the cinema, they saw “Cinderella”. After going to the cinema, they went home at 5. After that, they were having dinner in an Italian restaurant at 8 o'clock. Finally after the dinner , they went home all together”.

Alibi game can solve the students' problem in grammar. Here, the teacher can stimulate the students by providing them with some clues of past tense. The clues can be about the adverbs of time that commonly used in past tense. Then, the teacher made the clues in the board. The adverbs of time that often used in past tense are: *yesterday, the day before, ago, last week, last month, last year, the other day, in 1978, the day before yesterday* etc. The teacher also remains them to use past tense in order to retell the story, events and personal experiences that happen in the past. The teacher might also provided the students with the example of sentences in past tense. Then, the teachers have to ask the students about their past experiences to stimulate their thinking by using past tense completed with the adverb of time of past tense. For example: the teacher ask them “ What **did** you do **yesterday**?” the students can realise that they have to use past tense to answer that questions and they can answer the question directly. The students might answer “ I **went** to the cinema **yesterday**”.

Some words from alibi game will enrich the students' vocabulary. During the learning process, the might not know about the meaning of certain word. Then, the teacher would break down the word by defining the word, finding the synonym/antonym of the word if possible, and finally have the students make a sentence of the word.

Alibi game can help the students problem in pronunciation. The teacher can use the direct correction during the learning process. If the students pronounce English words with the wrong pronunciation, the teachers can show them the correct one. Since the writer focus on the speaking ability, the aspects of speaking can not be eliminated. The important part of recount is the chronological event. Students must be able to tell the event or experience chronologically with the fluency and accuracy based on related event or story. Alibi game helped students to solve students' problem in retelling the event or experience chronologically. Alibi game will be the great technique to be implemented

in the classroom in order to reach the goal of learning oral recount text itself. Alibi game will guide the students to produce and tell the recount and the past experiences orally and fluently.

C. CONCLUSION AND SUGGESTIONS

1. Conclusion

Teaching vocabulary is a very important skill in teaching foreign language learning. However, vocabulary learning is not easy for students to understand even though it has been taught from the lower level, there are still many students do not understand well and how to be a master in vocabulary. It is the cause of the students feel that they will make some mistakes or do not know the difficult word. Therefore, the teachers have to be able to create a good atmosphere and encourage student's motivation to learn about new vocabulary. The fun media is *Flashcard of Cartoon Characters*. This media is used to teach vocabulary learning based on the daily activity on the television, so that the students can learn vocabulary and memorize them easily.

2. Suggestions

It is suggested to the teacher to use *Flashcard of Cartoon Characters* as teaching media to teach vocabulary to Elementary school students. It will be appropriate to give a chance for students to memorize the vocabulary concept. It is one of an interesting media for students. It only needs some pieces of cards. The teacher should know anticipate of the weaknesses of using this media.

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