USING CARTOON FILM SERIES "SHAWN THE TRAIN" AS MEDIA IN TEACHING VOCABULARY TO YOUNG LEARNERS

Wafiq Aziza[1] and An Fauzia Rozani Syafei[2]
English Department
Faculty of Languages and Arts
State University of Padang
email: Wafiqaziza2207@gmail.com

Abstract

Teaching vocabulary to young learner is different and it has its own difficulty. Teacher needs good teaching skills, creativity, preparation, and patience in order to make young learners understand and comprehend each of the vocabulary given. By implementing media, teacher can create an enjoyable situations and fun activities in the classroom. Media is needed to support their activities to be interesting. Media that can be used in teaching vocabulary to young learners is cartoon film series "Shawn the Train". Shawn the Train is a media English learning which can be implemented by teacher in teaching vocabulary to young learners around age of 5 until 9 years. Students will learn number, colors, shapes, sizes, left and right, seasons and traffic sign. Teacher begins activity by watching the cartoon film series "Shawn the Train" together with students. Then, the teacher will replay and pause the film. The teacher can pause it after Shawn tells about the vocabulary and ask the students to repeat what Shawn says in order to make the students had more practices, so that they could pronounce word correctly and remember easily.

Key words: Shawn the Train, Cartoon Film Series, Teaching Vocabulary, Young Learners

A. INTRODUCTION

Vocabulary is one of the essential language components in studying English. Learning vocabulary is a way to master listening, speaking, reading, and writing skills because without knowing much about vocabulary they will not be able to master the four skills, or we can say they will not be as good as the other who learn vocabulary more.

Learning vocabulary will be related to understand the vocabulary meaning. Wati and Syafei (2013, p.666) stated that vocabulary are substansial part for comprehension, a reader cannot understand the text without knowing what most of the words mean. A person said to "know" a word if they can recognize its meaning when they see it" (Cameron, 2001: 75). It explains that we need to know the meaning of it and also can use it in contexts of all language skills. In speaking,

---

[1] English ELTSP of English Department of FBS Universitas Negeri Padang graduated on March 2018
[2] Lecturer of English Department of FBS Universitas Negeri Padang

learners will not be able to realize what message they have in mind into the language without vocabulary. In Listening, they will also not able to decode what does someone trying to say to them if they do not mastered vocabulary. The problem is also occuring in reading and writing, if one does not know about the vocabulary on the text, they could be difficult to comprehend the message from text that they read. In the case of writing, they will also difficult to write the spelling of word correctly. Vocabulary as the core of learning English needs to be taught since the students are young. Students should acquire a lot of vocabulary or words and know how to use them accurately. In sum, the function of teaching English in young learners is to introduce English as the first foreign language to Elementary School students in order to be able to communicate in simple English, and then to motivate them to be ready and have self confident in learning English at higher level of education. The material should focus on vocabulary that will be integrated into four skills.

Many kinds of problems that make teachers fail in teaching vocabulary for young learners. The first problem is related to the characteristic of young learners which teacher need a high forbearance in teaching. Teachers have to be aware that young learners need different treatment in teaching English. Teachers have to suit their teaching with learners' characteristics. While the teacher is explaining the material, young learners tend to have small attention or focus toward something. young learners are less of attention and less of concentration while following the learning process. They do many things when the teacher explains the lesson such as making joke with their friends, walking around, and disturbing each other

The next problem is the learning processes and strategies used by the teacher are still monotonous and less interesting. In teaching vocabulary, the teacher needs to be able in creating an enjoyable situation to makes students interested in learning. It is better to make them feel they are not studying so they will enjoy everything that is being studied. In order to do that of course it is by doing a fun activity in the classroom. Teacher can create a fun activity in the classroom by implementing media. Media is needed to support their activities to be interesting. Media facilitate the teacher to improve their teaching materia and help teacher to deliver the material.

According to Harmer (2001), elementary school students are easily bored, lose interest after ten minutes or more. Brown (2001) says that when children have a short attention span and a teacher's job is to make children interested, lively and fun with their learning activities. That is why, teacher needs to have the optional way or the alternative way of teaching English as long as it still in the topic, teachers need to choose one of various techniques that are best for students. The effective way to build students' interest of learning English vocabulary is by using media which can increase students' enthusiasm for learning English vocabulary and enrich their vocabulary. The suitable media that can be used is audio visual media because the media contains pictures and voice such as using film.

There are many films that can be used to teach vocabulary to young learners. One of them is Shawn the Train Film series. Based on the explanation above, the writer is interested to "Use Cartoon Film Shawn The Train as Media in

Enriching Vocabulary to Young Learners". It can be the way to minimize the student's boredom in learning vocabulary. There are several benefits such as; students can improve their vocabulary mastery and try to remember the vocabularies as soon as possible by watch this movie. The students also can learn vocabularies enjoy without any boredom. This Cartoon films can be applied not only for formal education but also informal education. Finally, the teacher can apply a creative strategy in teaching and learning process, thus, it will make students more interested in the learning.

B. DISCUSSION

Vocabulary is the collection of words that has meaning. Many linguists offer different definitions of the term of Vocabulary. Each of them shows their own definition of vocabulary in different views. As Febrina and Syafei (2016, P.399) states, vocabulary is all about words and its meanings in a certain language which is used by a person to speak or writing and to listen or reading in order to communicate with other people. In sum, vocabulary contains of recognizing word and its meaning as well as its spelling.

According to Hatch and Brown (1995, p.1) Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. Vocabulary refers to all of words in the whole language or the words or phrases used in particular variety. Vocabulary is also one of the components of language which supports the speaker in communication. In other words, vocabulary plays a very important role in developing the four language skills (listening, speaking, reading, and writing). According to Kamil and Hiebert in Lehr (2005, p.1) say generally vocabulary is knowledge of words and word meaning. It means that we have to know to use those words and also we have to know the meaning of each word. vocabulary is very usefull in conveying meaning.

Vocabulary is set of words that has meaning which can be used as a tool to communicate with people both in spoken and in written. No language exists without vocabularies and words are signs or symbol for idea. Teaching and learning vocabulary related to words and their meanings. The more words learn, the more ideas we should have. It means that without vocabulary we will be unable to use the language communicatively.

According to Redman in Munir (2016, p. 17) stated that there are some topic that can be used in teaching elementary school students. First, the topic is the world around the learners. The topics are the physical world, weather, using the land, animals, and countries, nationalities and language. Second, the topic is about people which including body part, people's appearance, characters, human feelings and actions, family and friends, and age and stages. Third is about daily life, such as daily routines, homes and buildings, around the home, everyday problems, money, health, clothes, shop and shopping, food, cooking and restaurant, town and country, on the road, and transport. The last is about communication and technology, such as newspaper, television, on the phone, and computers. the teacher should choose correctly what is the material that should be thought to young learners, the teacher should teach them about the material that is

related with their daily life and connected with their environment. The teacher also can teach them about part of speech such as noun, verb and adjective that related with their daily life.

According to Syafei (2016), young learners are students who are studying at Elementary or Junior High school aging 7-12 and they are studying English as second language for about one up to four years. It can be at pre-school or kindergarten. According to Scoot and Ytreberg in Wardiah and Syafei (2016, p. 391) states that the ages of young learners from five to eleven years old, but Slattery and Wills in Wardiah (2016, p.391) said that the young learners is from kindergarten before they seven years old. So that young learner is the children that learn by early age, it can be from four until twelve years old, or it can be from six years old until thirteen years old. It can be at pre school or kindergarten.

Scrivener (1994, p. 321) gives the characteristic of Young Learner as follow; Children are keen, children can be chatterbox, children are noisy, children wants to learn new things, children like to experiment, children are curious, children get easily excited, children want to have fun, children have a great sense of humor, children love attention, children can't concentrate very long and children can be hard to calm down. In addition he said that children do not respond very well to explicit input and work on language systems (grammar, vocabulary, and pronounciation). They want to *use* language, not to study it in its own rights. Lastly, Children may not see the point of English. But they do see the point of doing interesting tasks, games, and activities. Young learners are the students from four until twelve years old. It can be at preschool or kindergarten students until junior high school students. Young learners have many kinds of characteristic such as they love to play, they get bored easily, they have less concentration and less focus and they forget quickly and etc. Before the teacher begin teaching process to young learners, the teacher should know well the characteristic of their students.

Mc Carten (2007, p. 21) states that learning vocabulary is largely about remembering, and students generally need to see, say an write newly learned words many times before they can be said to have learned them. Repitition is an important aid to learning that having to actively recall or retrieve a word is a more effective way of learning than simple exposure or just seeing a word over and over (Sokmen, 1997). Mc Carten (2007, p. 22) also states that there are many different ways of practicing newly presented vocabulary in class, from repeating the words, controlled practice, or reacting to the content in some way, to using the vocabulary to say true things about one self. According to Cross in Agus & Syafei (2016, p. 50) the procedures of teaching vocabulary can be divided into three stages, they are namely: presentation, practice, and production. In the presentation, the teacher can use various techniques which are recommended in the previous disscusion. The teacher should select the techniques that can be used in teaching activity because teaching vocabulary to elementary school is not easy. In the practice, the teacher gives exercises to the students in order to practice the subject items being learnt, making completion, matching, word classification, and etc. In the production, the students are expected to apply the newly learnt vocabulary through the speaking activities or writing activities.

Nation (1990, p.51) listed basic techniques by which teachers can explain the meanings of new words, all of which can be used in the young learners classroom are by demonstration or pictures such as using an object, a cut-out figure, gesture, performing an action, photograph, drawing or diagrams on the board, pictures from books, and moving images, from TV, video or computer. and by verbal explanation such as analytical definition and putting the new word in defining context.

According to Lever-Duffy and McDonald (2009, p. 61) media is defined as a technology that is used to facilitate the teacher in providing the material in the classroom. Sudjana and Rifai (2000) state that media is something used to help teacher in teaching learning process. It can concluded that Media is a tool that is used to help teacher in teaching process which has a message and can motivate the student to learning English material.

Pande in Pitriana and Jufri (2013, p. 109) explain that a cartoon movie is an exaggerates amusing illustration caricaturing in moving diagram way of critizing a person or event with some thoughts. Based on Pitriana and Jufri (2013, p.109) a cartoon movie is a special from of art to present amusing apperance with the help of colorful moving diagram exaggerated. cartoon film is a drawing picture that can make a movement and have a sound. Cartoon fillm is moving diagrams or cartoons that are made up of a sequence of images displayed one after the hand. By using cartoon movie people can learn everything like human, social and animal behavior. All of those are packed in a motion pictures and effects. The major use of animation has always for entertainment. However, there is growing use of instructional animation to support explanation and learning.

Shawn the Train is a cartoon Movie which is made and published by Coilbook. Based on the description in youtube with link (http://bit.ly/2ADexcY). Coilbook is a company which show the best educational multimedia that makes learning easy and fun for children for children on Youtube, stunning and colorful 3D animation in beautiful HD. This channel joined in youtube since April 14, 2011. This channel also invite the learners to learn Number, Color, Shapes, Sizes, Left and Right, and Traffic Sign, etc. Shawn The Train is a Cartoon film that it can be an effective way and a powerful tool or aid in teaching young learners around age of 5 until 9 years old. It also interest students motivation, make them easily in produce language and enriching their vocabulary. Many kinds of vocabulary that can be learned by chidren in this film of Shawn the Train. Shawn the Train is a cartoon film series which every series has its own tittle. There are some tittle of Shawn The Train the series such as "*Learn about Shapes with Shawn's Roller Coaster Adventure*", *Learn to Count with Shawn the Train*, *Learn Colors and Decorate the Tree with Shawn the Train,Help Shawn the Train Teach the Car about Traffic Signs*, *Learn Shapes and Carve Pumpkin with Shawn the Train*, *Help Shawn The Train Teach Robot about Colors*, *the Fireworks Adventure with Shawn and Team about The Left and Right*, *Learn Numbers and Carve Pumpkins with Shawn and Team !(Counting 4 Times in 4 different ways!)*, *The Pumpkin Patch Adventure with Shawn the Team!(Pumpkin Chunkin!) Learn 8 Pumkins sizes!*, *The Season Adventure with Shawn and Team(Learn about Four Seasons) and The Number Adventure at the Train Factory with Shawn and Team*.

How to Use Cartoon Film Series "Shawn the Train" in Teaching Vocabulary to Young Learners.

The writer will choose one of the series cartoon film series "Shawn the Train" as example to explain how to use cartoon film series "Shawn the Train" in teaching Vocabulary to young learners. For example; the series of *Help Shawn The Train teach the robot about colors! (Learn Colors!).* Before teaching, the teacher should prepare "Shawn the Train" cartoon films. Teacher can get the film in the youtube. Teacher have to write "Shawn the Train" in search of Youtube or just click this link (http://bit.ly/2hZHkQe). Teacher also needs to prepare several aids that are used to show the film such as Laptop, LCD Projector, Speaker, and so on. There are several steps that can be used by teacher to implement cartoon film series *Shawn the Train* in teaching vocabulary to young learners: The following are three steps that can be used by teacher to implement cartoon film series *Shawn the Train* in teaching vocabulary to young learners:

a. Presentation

In this phase, the teacher begins the activity by watching the cartoon film series Shawn the Train together with learners in order to introduce and present the vocabulary that will be learned to the students in the cartoon film. In addition, the students will know and learn the new words.

This series tells about Shawn the Train and the Robot. The duration of this series is 6 minutes 43 second. This series will teach about many different colors (yellow, orange, red, pink, purple, blue, gereen, brown, black, gray, white, gold and silver) in a fun way (the name of colors are repeated 3 times in a fun in different way). This series begin when Robot can't detect color. So that, Shawn the Train helps the robot to learn about colors. Shawn also shows the robot different fruits and vegetables to associate a color with a fruit. The Robot likes to paint but does not know his favorite colors. After the robot finds its favorite color, it is white, something funny happens when Shawn falls asleep. The Robot painted all of the color to be white. Shawn also help the robot to paint the colors back. Shawn brings different colors that can be used to paint by the robot. The last, The Robot repaint again the fruit that suit with its colors. Shawn also shows the robot different fruits and vegetables to associate a color with a fruit (Helps the learners remember colors faster and easier. For example, yellow lemons, red tomatoes etc.).

b. Practice

After students watch the film, the teacher will teach them by pronouncing the vocabulary. In this phase, the teacher ask the students to speak up, practice more, and remember the vocabulary meaning. In order to make them practice more, the teacher will replay and pause the film. In this activity, the teacher will replay the movie and the teacher will pause it when Shawn mention about the colors in the film. Shawn tells about the colors for three times in three part in different situation. The teacher can pause it and ask the learners in each of the parts.

The teacher pauses it after Shawn introduces colors (a color with a fruit) to the robot. After that, the teacher will replay and pause again in each picture of

the different color. For example in the picture of yellow lemon, orange oranges, and so on.

The learners will see the picture and written symbols of the words and also hear Shawn voice (native speaker) in saying the color of fruits such as *yellow lemon, orange oranges, red tomatoes, pink dragonfruits, purple eggplants, blue blueberry,* ect. Teacher will ask the students to repeat what shawn say.

Then, the teacher replay the film and pause it in the picture of yellow of lemons:
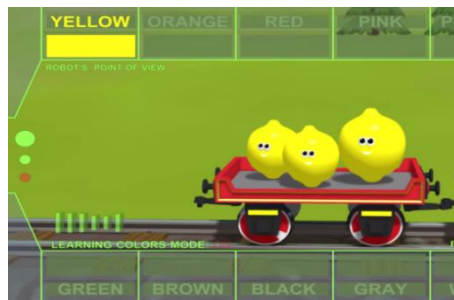
The teacher tells the learners about the color and ask the learner to repeat the pronounciation. For example:
Teacher: L*ook at this one!* (the teacher points the picture*) What is it? "**Yellow Lemons**" Everybody say "**Lemons**"!*
Students*: "**Lemons***!"*
Teacher*: what is the colors of lemons?* "**Yellow**" *everybody say;* "*yellow*"

Students *: Yellow!*
Teacher*: very good...*
Teacher*: so, it is lemon, the color of lemons is yellow, lets we hear again what does shawn says?*(the teacher play again and pause it). S*ay together, please!Yellow Lemons!*
Students*: "Yellow Lemons"*
Teacher*: "thats good!*

The teacher continues the activity to the next color such as Orange Oranges, red tomatoes, pink dragonfruit, purple eggplants, blue blueberries, green apples, brown potatoes, and black blackberries.

c. Production

In the last step, the students are expected to apply the new vocabulary and to understand about the vocabulary given through speaking activities or writing activities and the teacher can evaluate the word that learned before. The teacher will pause the film in the part when Shawn brings 13 different colors. Shawn will say the name of the colors such as *yellow, orange, red, pink, purple, blue, green, brown, black, grey, white, gold, and silver* (look at the pictures below).

Then, ask the students about the color that related to the things around them and their favorite color to help them understand it . For example;
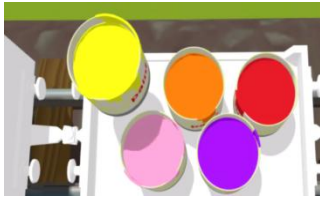
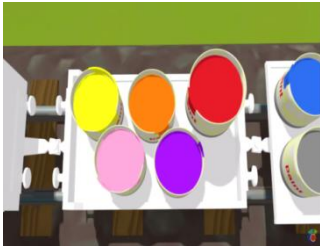The teacher will pause the video in this picture and ask the students!

Teacher: " *what does Shawn say?*

Students' answer: "*Yellow*!"

Teacher : *Who have a yellow bag?*

Angel (Student): *I have a yellow bag, mam!*

The teacher play again and pause for a while.

The teacher will pause the video in this picture and ask the students!

Teacher : "*what does Shawn say*?

Students answer: " *Red*"

Teacher*: who have a red pen?*

Mike (student): *I have a red pen, mam!*

Teacher: *thats good! What about girls?, you wear a red skirt?"*

Students girl*: yes mam!*

The teacher continues with the other colors and so forth.

The teacher will pause the film in the part when the Robot repaint again the fruit that suit with its colors. In this part, the teacher evaluates what kinds of color that learners already know. The teacher will also check the comprehension of the students. For example : The teacher pause the film and ask the learners about the colors.
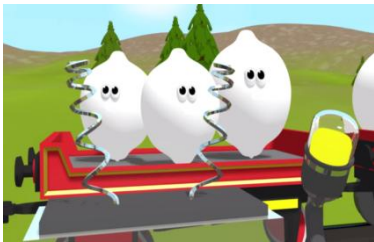
Teacher: *"Students, who can tell me the English word of this picture? Raise your hand*?"(the teacher pause the video before Shawn say the words)

Students: *I know"* (raise his hand) *"it is yellow lemon "*

Teacher *: let we hear what shawn says!* (The teacher plays the film and pause it)

Teacher: *excellent*!" *yellow lemons*!

The teacher replay, pause the film and ask the learners about another the colors.

As the students learn, they involve their sensory like eyes and ears. This can be useful for student to memorize vocabulary. As Brinton (2001, p. 461) states that 'the use of media that involve students' sensory motor can create a contextualized situation within which language items are presented and practiced'. It helps the students to get deep comprehension about the material.

Then, the teacher recalls the color that learners have already known by doing the following activity:

Teacher: *Today, we have learned about 13 different colors. They are ....?* (the teacher points to the learners one by one and ask and ask them to tells about the colors)

There are some advantages of using cartoon film series "Shawn the Train" as media in teaching vocabulary to young learners. By implementing cartoon film Shawn the Train, teachers are expected to create a fun and interesting learning process in the class. Young learners should learn vocabulary in the way that they like most and enjoy the activity. Cartoon film series "Shawn the Train" can be used for elementary school who begin to learning more vocabulary and be able in enriching their vocabulary with fun and understandable activity that avoid boredom in the class. Learning vocabularies by watching film made the students easier in remembering new vocabularies because they saw the things rather than imagination.

Film also guided the learners about how to pronounce the words correctly by imitating the native speaker in pronouncing words on film. The teacher only needed to play the video repeatedly in order to make the students had more practices, so that they could pronounce word correctly. Shawn the Train also has a clear pronounciation that suitable for young learner level. Shawn the Train is a cartoon film that is interesting, funny, thinkable, entertain the learners and motivate the student to learn vocabulary and to make the athmosphere of teaching and learning more interesting. They will feel something new and different from what they usually get in their class. They became more enthusiastic in joining English class and they were active in following the lesson. In conclusion, the use of cartoon film "Shawn the Train" was able to make the students easier in learning of new vocabulary.

C. CONCLUSION AND SUGGESTIONS

Based on the previous discussion, it can be concluded that the effective way to build students' interest in learning English vocabulary is by using media *Shawn the Train Cartoon Film* series, which can increase students' enthusiasm in learning English vocabulary. This media also a creative media for both teacher and students that allows the interaction between them. Teacher begins the activity by watching the cartoon film series "Shawn the Train" together with students. Then, the teacher will replay and pause the film. The teacher can pause it after Shawn tells about the vocabulary, ask the students to repeat what Shawn says, and evaluate what kinds of vocabulary that learners already know in order to make the students had more practices, so that they could pronounce word correctly, know the meaning and it will make students more interested in the learning English.

The writer gives some suggestions that be useful for English teachers. Firstly, the teacher should do a preparation before teaching includes the appropriate media, material and technique that will be used in teaching vocabulary because not all of elementary school provide an internet access, computer, and projector. Secondly, lack of knowledge in technology, not all of the English teachers understand in using media in the classroom. to avoid this problem, the writer suggests that school should provide training about media and technology for teacher and English teacher have to attend the training to make them

understand in using technology and media such as Youtube. The teacher have to learn more about technology in the modern era. The last, the teacher should carefully in selecting the video going to be used. Teacher should select the video which is not only contains entertainment but also education aspect and suitables for their students. In sum, the teachers should encourage themselves to create new and creative ways in techniques of teaching by using various material and media which can cope with the young learners need, a media that can catch their attention and avoid the boredom in the classroom.

Note: This article was written based on Wafiq's paper under the supervision of Dra. An Fauzia Rozani Syafei, M.A.

BIBLIOGRAPHY

Agus, R. R & Syafei, A. F. R. (2016). *Using Flashcards of Cartoon Characters to Teach Vocabulary to Elementary School Students*. JELT Vol. 5 No. 1 Series A. September 2016

Cameron, L. (2001). *Teaching Language to Young Learners*. New York: Cambridge University Press.

Douglass, H Brown .(2001). *Teaching By Principles: An Interactive Approach To Language Pedagogy*. New York: Longman.

Fauziati, Endang. (2005). Teaching of English as a Foreign Language (TEFL). Surakarta. Muhammadiyah University Press.

Febrina, R. & Syafei, A. F. R. (2016). *Creating Interactive Word Walls to Help Elementary School Students' Vocabulary Mastery*. JELT Vol. 5 No. 1 Series F. September 2016

Harmer, J. (2001). *The Practice of English Language Teaching*. London: Longman Group Ltd.

Hatch, Evelyn and Brown, Cheryl. 1995. Vocabulary, Semantic, and Language Education.. Cambridge: Cambridge University Press.

Kamil. Michael L and Hiebert, Elfrieda H. (2002).*Teaching and Learning Vocabulary*. USA: Stanford University.

Lehr, Fran, Osborn, Jean, Hiebert, Elfrieda H.. *A focus on vocabulary.* Retrieved from http://www.prel.org/products/re_/ES0419.htm on Monday November 30, 2017

McCarthy, M., & O'Dell, F. (1999). *English Vocabulary in Use: Upper, Intermediate and Advance*. UK: Cambridge University Press

Mc Carten. 2007. *Teaching Vocabulary*. Cambridge University Press

Munir, Fathul. 2016. The Effectiveness of Teaching Vocabulary by Using Cartoon Film Toward Vocabulary Mastery of EFL Students. IAIN Tulungagung, East Java, Indonesia. Journal of English Language Teaching and Linguistic e-ISSN: 2502-6062, p-ISSN: 2503-1848 2016, Vol. 1 (1)

Nation, ISP. 1990. Teaching and Learning Vocabulary. New York: Newbury House Publishers.

Pitriana. Desi. & Jufri. 2013. The use of Cartoon Movie as A media in Teaching Vocabulary to Young Learners. FBS. Universitas Negeri Padang.

Journal of English Language Teaching, Vol. 1 No. 2, September 2013, Series B.

Scott, Wendy A, and H. Ytreberg, Lisbeth. 1990. Teaching English to Children. New York: Longman

Scrivener, Jim. 1994. *Learning Teaching.* Heinemann

Slaterry and Willis, J. 2003. Teaching for Foreign Language. New York: Oxford University Press.

Syafei, A.F. R. (2016). *Teaching English to Indonesian Young Learners*. Jakarta: Kencana.

Wati, D, M & Syafei, A. F. R. (2013). *Teaching Vocabulary Through Media "Crazy Face" at Elementary School Students.* JELT Vol. 1 No. 2 Series H. Maret 2013

Wardiah, I. & Syafei, A. F.R. (2013). *The Use of Funbrain Game to Improve Young Learners' English Mastery*. JELT Vol. 5 no. 1 Series F. September 2016