



Teaching Vocabulary Through Cartoon Films For Toddlers By Using Mind Mapping Technique

Sara Frimaulia^{1)*}, Irhamni²⁾
^{1,2}STKIP Al Maksum Langkat, Indonesia

*Email : sarafrimaulia@stkipalmaksum.ac.id

Abstract

This paper intends to explore the connection between vocabulary development and cartoon movies, specifically focusing on how cartoon movies can be effectively utilized to teach vocabulary. Vocabulary encompasses a collection of words that convey a wide array of meanings. Cartoons, although primarily designed for children's entertainment, can also serve as valuable educational tools. With the objective of establishing the correlation between cartoons and education, the author has produced a research paper titled "Enhancing English Vocabulary Acquisition for Junior High School Students through the Use of Cartoon Movies." The primary goal of this paper is to contribute to the English learning process of children, specifically targeting those aged seven to fourteen. The paper delves into the utilization of cartoon movies as a means to facilitate the learning of English vocabulary among children. The central focus of this study revolves around investigating the instructional approach of employing audiovisual materials, particularly cartoon movies. The paper adopts a survey methodology to collect data on the effectiveness of employing cartoon movies to enhance the English vocabulary of first-year junior high school students. The findings of this study affirm that cartoon movies, exemplified by works like "Animal Song for Children," can indeed serve as a potent medium to foster the development of English vocabulary among children.

Keywords: Vocabulary, Cartoon Movies, Media Teaching.

I. Introduction

English is a bound subject taught at junior high school. It is needed to develop some aspects of life, especially for science and to make interpretation with other people. In teaching English in junior high school, there are four language skills taught to students: listening, speaking, reading, and writing. The four skills require students to have sufficient mastery of English vocabulary. Vocabulary is basic element in learning English. Many language students cannot communicate well because they have limited vocabulary. The students should have many vocabularies so they can speak English well and they can express what they want. If the students cannot master vocabulary, they cannot express their ideas clearly and the hearer cannot understand what they say. (Hassan, 2020) Current traditional method of teaching is teacher centered learning where the lecturers use visual aids in the form of presentation slides, whiteboard and visualizer. It means that the students have to enrich their vocabulary as much as possible. In other words, without having sufficient preparation of vocabulary students

cannot express their idea briefly and clearly. As non- native speakers of English, Indonesian students have very limited English vocabulary. Therefore, students generally consider English vocabulary as boring and difficult subject. In learning vocabulary, the students are trying to memorize words and to get the meaning of words. There are many words in English language because it is difficult for the students to memorize them. Consequently, the teacher often finds that the students make many mistakes in doing the vocabulary exercises and in using English vocabulary to practice the four language skills.

Based on the fact above, the writer should try to use media, to make the learning process more interesting for students. By using media, teacher can make teaching learning process run well, either can get the goal of teaching also make learning process effective and efficient.

Here, the writer would like to focus on using cartoon movie in English language particular vocabulary because it is one of the alternative ways of several medias used in teaching vocabulary to students. Therefore, the students will not be bored in learning vocabulary. The writer makes this paper to describe about the cartoon movies that can be used in teaching vocabulary. A complete description and discussion of the movie will be given in the next chapter.

II. Literature Review

Concept of Vocabulary

There are some definitions of English vocabulary. According to Finnochiaro (2010) vocabulary is the content and function words of language which are learned so thoroughly that they can be used in the performance of any communication act.

According to Hornby (2005:1707), gives definition that vocabulary is as a collection or list of words with brief explanations of their meanings. Vocabulary is very crucial in language learning and one of the important factors in learning English especially in teaching elementary school students. Therefore, it is important for teacher to study methods and techniques in improving students vocabulary so that they can learn as effectively as possible.

Based on several authors of linguists view mentioned above, a simple conclusion can be drawn about vocabulary. Vocabulary means that, talking a number of words which is used by people in context in language with the meaning.

It can be concluded that vocabulary is a list of words express a wide range of meaning.

The Importance of Learning Vocabulary

In every language, vocabulary is important to convey meaning, to express wane desires and feelings, and to communicate with others. Vocabulary is one at the components which supports the speaker in communication, whenever we want to communicate with other people using a language. We should have mastered a stock of words (vocabulary) related to the topic spoken so vocabulary is very crucial to convey communication.

According to Brett (2012), there are some benefits of building vocabulary:

1. Gives you the ability to say what you mean. This increases your chances of having other people understand what you wish to express.
2. Helps you understand other people. Just as learning a second language can help you understand people from other countries, increasing your working vocabulary allows you to understand those who may share your mother tongue but also have a special “dialect” of their own.
3. Helps you understand what you read. Vocabulary not only aids you in understanding other people, it is also essential in comprehending the books and articles you read.

4. Assists you in becoming a more informed and involved citizen. The better able you become to understand news and current events.
5. Bolsters your ability to grasp ideas and think more logically and incisively. While we often think of our thoughts as shaping our words, it works the other way around as well.
6. Allows you to communicate effectively. A masterful command of words, and the ability to select just the right ones to express a specific idea.
7. Helps you make a good impression on others. How articulate you are constitutes a big part of the impression you make on others.

Based on the theories above, it seems that the study of vocabulary is one of the important things in teaching foreign language. Students often instinctively recognize the importance of vocabulary to their language learning. Teaching vocabulary helps students understand and communicate with others in English. The writer believes that English language students generally would concur, yet learning vocabulary also helps students master English for their purposes.

Kinds of Media of Teaching

Education association defines that media is a thing that can be manipulated, can be seen, can be heard, can be read, and can be talked with an instrument which is used well in the teaching learning process, and can influence the effectiveness of an instructional program.

According to Hamalic, there are four classifications of teaching media:

1. Visual media, such as filmstrip, transparency, micro projection, bulletin board, pictures, illustration, chart, graphic, poster, map, and globe.
2. Audited media, such as phonograph record, electric transcript, radio, recorder of tape recorder.
3. Audio visual media, such as film, TV, and three dimensions things.
4. Dramatization, role play, socio drama, etc.

Those media can be used in teaching according to the materials and students' level and interest. In this study, cartoon film is chosen as a media of teaching English vocabulary.

The Concept of Cartoon Movie

Here are many definitions of cartoon. Some experts give their opinions dealing with cartoon as follows:

1. Cartoon is one of the major forms of graphic communication. They have the power to capture attention and influence attitudes and behaviors.
2. Cartoon is caricature; often representing important events of political or important public figure.
3. Cartoon is an amusing drawing or series of drawings in a newspaper.

III. Research Method

This research method is descriptive qualitative by exploring the movie entitled *Infinity War*. The subjects of this research are 20 participants who join the speaking class. The data is collected by watching the video and focusing on the Slang words used in the students' conversations. It can be meant that the first step for rendering the data is the students watched a movie and were coached to identify, categorize, and analyze the Slang words taken from the movie. The second step is to explore, analyze and understand the Slang words practiced. In which the students attempt to deploy a mind mapping approach and speaking practice was given focusing on the specific Slang word collected in the first meeting. Then, they were given a task to make the mapping pictures and how to use them in a conversation. When practicing the mind-mapping approach, the students were instructed to complete a concept of mapping from Slang word ignitions. Then the practice of mind-mapping strategy in speaking practice used Slang words in a movie with their mate. The last process is making an

observation, the researchers interviewed the students to find out the students' perceptions of learning to speak using Slang words in movie with the Mind- Mapping Strategy.

IV. Discussion

Since there are many obstacles experienced by lecturers, one of which is related to what strategy can be implemented to get active speaking skills. So, to gain this solution of enhancing students' speaking English skills by implementing the strategy of mind-mapping. The lecturer asks students to practice mind-mapping strategy and link the slang words in the Infinity War movie. In the beginning, the formal interaction discusses what has been taught in EFL classes. In this case, the ELLs acquire certain expressions and language uses of slang words when watching a movie. They have found out that many expressions can express messages, and the expression of the g words is different from what they have learned. Here are the lists of slang expressions found by students in the Infinity War movie. In this practice, the students identified, analyzed, and interpreted the slang words as shown in data 1 up to 16 and they put the map of the slang words in the conversation or dialogue.

1st Data

The word 'Toast' is found in the dialogue below:

Tony Stark : "God, we haven't caught up in a spell, have we?" Bruce Banner : "No"
Tony Stark : "Avengers broke up. We're toast." (Time duration 0:16:07)

The statement above shows that the word "We're toast" emphasizes that the Avengers were already dispersed. The word 'Toast' can be interpreted as something broken or finished because of something. The meaning is not sliced bread browned on both sides by exposure to radiant heat.

The 2nd Data

The word 'Gotta' can be found in the dialogue below:

Tony Stark : "Gotta get that stone outta here now."
Dr. Strange : "It stays with me." (Time duration 0:21:40)

These statements say the word 'gotta' in the dialogue to shorten the pronunciation time. The word 'gotta' is an informal abbreviation of 'got to'. It can be interpreted in the actual meaning and found in the dictionary. The word has the meaning of a purpose or will.

The 3rd Data

The word 'Outta' can be found in the dialogue below:

Tony Stark : "Gotta get that stone outta here now."
Dr. Strange : "It stays with me." (Time duration 0:21:40)

Just like the word 'gotta', the word 'outta' shortens the pronunciation of out of. The word outta has the same meaning as the original word. It is used as a function word to indicate the direction of movement, so that word has the meaning of throwing the stone in the sentence.

The 4th Data

The word 'What's up?' can be found in the dialogue below:

Spiderman : "Hey, man. What's up, Mr. Stark?"
Tony Stark : "Kid, where'd you come from?" (Time duration 0:22:3)

The word ‘what’s up’ is interpreted as a friendly greeting and used when talking to a friend or relative close to the dialogue. The word is usually used to associate with the words "hi" or "hello". In this case, the meaning of the sentence is making a greeting.

The 5th Data

The word ‘Gonna’ can be found in the dialogue below:

Tony Stark : "Pete, you gotta let go. I'm gonna catch you."

Spiderman : "But you said to save the wizard!" (Time duration 0:25:2)

The dialogues say the word 'gonna' as a substitute word for the word 'going to'. It is used to shorten the pronunciation. The word is used interjectionally as an exhortation. The written pronunciation of the word going to and gonna are different. So it has a real meaning in the context as well.

The 6th Data

The words ‘Cheddar Cheese’ can be found in the dialogue below:

Rocket : “I get that, but why we are doing it?”

Star-Lord : "Cause we are nice. Maybe whomever it is will give us a little cheddar cheese for our effort". (Time duration 0:28:16)

The dialogues say the word cheddar cheese to replace the use of the word ‘money. So the words 'cheddar cheese' cannot be interpreted as a hard white, yellow, or orange smooth-textured cheese with a flavor that is mild to strong cheese' but is interpreted as money.

The 7th Data

The word ‘Dude’ can be found in the dialogue below:

Star-Lord : “How the hell is this dude still alive?”

Drax : “He is not a dude. You are a dude.” (Time duration 0:29:32)

The dialogues say the word 'dude' refers to 'Thor', his friend. The word ‘dude’ can be interpreted as a fellow guy or a male friend of the same age. Nevertheless, the word 'dude' can be used to call a friend of the opposite sex.

Data in the movie's dialogues can show that many slang words are interpreted to their real meaning, such as the slang expressions of 'gotta, outta, and gonna’. On the other hand, many slang words cannot be translated to their real meaning, such as 'douchebag and cheddar cheese’. Thus, the slang expression has several meanings either according to the dictionary or to the conversation context. To see the whole meaning of the slang expressions, the words in Table 1 are the lists of the slang expressions that can be found in the Infinity War movie based on the Merriam-Webster dictionary:

Table 1. The Slang Expressions in the Infinity War movie

No.	The Slang Expression	The Meaning of slang in Dictionary (Based on Merriam-Webster Dictionary)
1.	Toast	A slice of bread is browned on both sides when it is finished or done.
2.	Gotta	Used for “got to” in informal speech
3.	Outta	They are used in writing to represent the sound of the phrase "out of" when it is spoken quickly. It is categorized as a function word to point to the direction of movement from within.
4.	What’s up	They are used as a friendly greeting, similar to hi or hello.
5.	Gonna	It is used for "going to" in informal speech.

6. Cheddar Cheese A hard white, yellow, or orange smooth-textured cheese with a flavor that ranges from mild to strong as the cheese matures; money.
7. Dude The man who is extremely fastidious in wearing a dress and manner or it is a fellow guy.

It is generally known that slang language in the Infinity War movie is used by teenagers, young adults, and adults in their conversations. The use of slang in several conversations appears between characters in this movie. It helps to turn on the atmosphere of the ongoing scene and prevent the audience from feeling bored rather than listening to the conversations in formal language. As a result, slang had integrated into the language variations because of the need to adapt to society's new and different aspects and social prestige. It has even become popular among young people.

When formal interaction is taught in EFL classes, ELLs acquire certain slang expressions and language to interact with native speakers. It is found that they use many slang expressions to express messages which differ from what they have learned. For instance, it is printed in the textbooks that ELLs acquire new ways of asking about well-being rather than just using the expression "How are you?". In informal English, most people tend to ask questions like "Sup?", "what's up?", "How is it going?" or "how're you doing?". It is also printed in the textbooks that ELLs acquire new ways of defining the vocab of toast. That word can be mapped to many expressions such as to call a famous person, give an honor to someone, describe someone's condition, and others. To better understand and recognize the language of slang words formally, students are not only given a diagram task of mind-mapping, such as shown in Figure 1 and figure 2 but also, they are asked to practice the slang words in the conversation.



Furthermore, the student's claim is backed by Cohen's (2014) opinion. He asserts that understanding the meaning or information of the group words as a whole is advantageous. It eases remembering the learning material. Other responses show the mind-mapping approach attracting the students' attention to use mapping diagrams. One of their comments is, "I like memorizing words by the mapping model because the pictures, form, circles, and lines make me remember many words and their association. If I forget the words I read a few days ago, I can refresh my mind by thinking about one of the words in the picture diagram." The mind-mapping approach puts words into two distinctive shapes; the text of the slang word and the diagram picture. It strengthens the human's memory to identify the vocabulary. It is a better approach than the approach which only presents the words in one form. Further, one of the student's opinions says, "Through the method of map-building, I study the terms several times to think about their associations. Its approach allows me to get acquainted with new English words". Those statements are consistent with Hwang, Kuo, Chen, & Ho (2014) that the

concept of mind-mapping supports the students for having the improvement, and achievement, and stimulates their learning interest.

The findings of this study indicate that the students found themselves more interactive and engaged in the lessons on slang words that exist in the movies rather than in the textbook or other learning materials that the teacher gives in the class. That response is also consistent with the reports of Miller & Maloney, Goctu, and Sandigan that movies are beneficial for enhancing student's interactional skills can learn how native speakers initiate and sustain a conversational exchange, negotiate to mean, and nonverbal communication (Miller & Maloney, 2016); (Goctu, 2017); (Sandigan, 2018). These findings are in accord with Liu (2016), who says that operating the mind-mapping strategy has an immediate influence on learners' English learning capability. It is proven by the fact that the majority of the students (80%) believe that movies are highly effective in developing their vocabulary acquisition. This statement is following Kabooaha (2016). He argues that the integration of movies in the language classroom could significantly enhance and improve the students' vocabulary acquisition, retention, and recognition. Thus, this concept effectively teaches students to see from their technical vocabulary, and the research has shown that mind mapping is more useful when the organizers are constructed by the students rather than by the teacher (Johnson, 2015). Furthermore, the mind mapping model is beneficial to a student's fluency in the communication process because it allows them to improve their analytical skills to become more fluent in practicing the subject (Dwijonagoro et al., 2019). Therefore, those findings in the research show the study's implication as (Wang & Dostál (2018) said that mind maps could be used as a teaching strategy used to present material and courseware for teaching and create an information network that can help increase teaching effectiveness. Thus, mind mapping helps students develop a deeper understanding of learning.

V. Conclusions

This research paper provides a fascinating result. It indicates that mind mapping retains what the student has learned for longer periods. For instance, the analysis and speaking practice 2 show a significant increase compared with the first speaking practice; the slang words in a movie provide authentic language input and a stimulating framework for speaking practice; they also provide a realistic view of the language and culture by providing insights into the reality of the native English speakers' life. Thus, the potential of this research is in the field of English-language classes and the adjustment of the student's ability in speaking English effectively and bravely. When comparing Speaking practice 1 with speaking practice 2, the mind-mapping approach distributes a tool for the students to memorize, develop, and engage their English-speaking skills. Thus, the mind-mapping strategy affects the students to improve their learning achievements and promote their learning interests.

As a replacement for particular learning made by the teachers, some students have a different understanding of collecting the vocabulary and they create the topic of the conversation. Therefore, this study can enhance the value of learning to speak at a flexible and easy level. The study reveals how important it is to map concepts, add up the added materials, and increase speaking skills by using slang words in a movie. This study is important to study to show the advantages of using this technique in particular circumstances, particularly in learning English. The practice of English slang words taken from the movie is designed to inspire students and enhance learning achievement. Finally, further research should be done on the slang terms that students commonly use, the impact of influences, and the explanations for slang to get different analyses.

References

- Aydin, G., Baysan, S., & Aydoğan, S. (2017). Perceptions in the Mind Maps of Turkish Children Living in England at Primary Education Level about their Home Country Turkey and the World. *International Journal of Languages' Education and Teaching*, 5(4), 521–541. <https://doi.org/10.18298/ijlet.2418>
- Bahrani, T., & Sim, T. S. (2012). Audiovisual News, Cartoons, and Films as Sources of Authentic Language Input and Language Proficiency Enhancement. *TOJET: The Turkish Online Journal of Educational Technology*, 11(4), 56–64.
- Boylu, E., & Kardaş, D. (2020). The views of teachers and students on slang in teaching Turkish as a foreign language. *Journal of Language and Linguistic Studies*, 16(1), 73–88. <https://doi.org/10.17263/jlls.712655>
- Cohen, A. D. (2014). *Strategies in learning and using a second language* (2nd edition). Routledge.
- Collins, B., & Nyenhuis, R. (2020). The Effectiveness of Concept Maps for Students' Learning and Retention. <https://doi.org/10.1080/15512169.2020.1775090>, 17(S1), 897–909. <https://doi.org/10.1080/15512169.2020.1775090>
- Dwijonagoro, S., Dwijonagoro, S., & Suparno, S. (2019). Pranatacara Learning: Modeling, mind mapping, E- Learning, or Hybrid Learning? *Jurnal Cakrawala Pendidikan*, 38(1), 156–173. <https://doi.org/10.21831/cp.v38i1.23034>
- Elsherif, E., & Nsir, N. (2015). Introducing Slang to English Language Learners. *Ohio TESOL Journal*, 7(3), 6–9. https://ohiotesol.org/site/wp-content/uploads/2015/12/Ohio_TESOL_Journal_v7_n3.pdf
- Goctu, R. (2017). Using Movies in EFL Classrooms. *European Journal of Language and Literature*, 8(1), 121. <https://doi.org/10.26417/ejls.v8i1.p121-124>
- Guan, N., Song, J., & Li, D. (2018). On the advantages of computer multimedia-aided English teaching. *Procedia Computer Science*, 131, 727–732. <https://doi.org/10.1016/J.PROCS.2018.04.317>
- Hassan, M. (2020). the Influence of Using Mind Mapping Technique on the Students in Writing Recount Text At Smp. 04, 65–70.
- Han, Y. (2019). Exploring multimedia, mobile learning, and place-based learning in linguacultural education. *Language Learning & Technology*, 23(3), 29–38. <https://doi.org/10125/44692>
- Hwang, G. J., Kuo, F. R., Chen, N. S., & Ho, H. J. (2014). Effects of an integrated concept mapping and web- based problem-solving approach on students' learning achievements, perceptions and cognitive loads. *Computers and Education*, 71, 77–86. <https://doi.org/10.1016/j.compedu.2013.09.013>
- Ismail, N. M. (2017). “That’s the biggest impact!” Pedagogical values of movies in ELT

- classrooms. *Studies in English Language and Education*, 4(2), 216. <https://doi.org/10.24815/siele.v4i2.6351>
- Jiang, Y. (2020). Application of the Mind Map in Learning English Vocabulary. *OALib*, 07(06), 1–4. <https://doi.org/10.4236/oalib.1106484>
- Johnson, L. (2015). *ScholarWorks Vocabulary Strategies in an Elementary Classroom in a Third World Country* [Walden University]. <http://scholarworks.waldenu.edu/dissertations>
- Kabooha, R. H. (2016). Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University. *English Language Teaching*, 9(3), 248–257. <https://doi.org/10.5539/elt.v9n3p248>
- Khan, A. (2015). Using Films in the ESL Classroom to Improve Communication Skills of Non-Native Learners. *International Journal for Teachers of English*, 5(4), 46–52. <http://www.eltvoices.in>
- Liu, P.-L. (2016). *Mobile English Vocabulary Learning Based On Concept-Mapping Strategy*. 20, 128–141. <http://ilt.msu.edu/issues/october2016/liu.pdf>
<http://ilt.msu.edu/issues/october2016/liu.pdf>
- Miller, Z. F., & Maloney, J. (2016). *Review of Language Learning with Digital Video* (Vol. 20, Issue 1). <http://ilt.msu.edu/issues/february2016/review3.pdf>
- Moore, D. W., & Readence, J. E. (1984). A Quantitative and Qualitative Review of Graphic Organizer Research. *The Journal of Educational Research*, 78(1), 11–17. <https://doi.org/10.2307/27540086>
- Morfidi, E., Mikropoulos, A., & Rogdaki, A. (2018). Using concept mapping to improve poor readers' understanding of expository text. *Education and Information Technologies*, 23(1), 271–286. <https://doi.org/10.1007/S10639-017-9600-7/METRICS>
- Sako, T. (2022). The Influence of Debates in High School English Education on Students' Critical Thinking. *Studies in Language Teaching*, 45. https://www.jstage.jst.go.jp/article/selt/45/0/45_37/pdf/-char/en
- Sandigan, A. P. D. (2018). Oral Communicative Competence of Filipino College Students: Levels, Correlates, and Characteristics. *International Journal of English Literature and Social Sciences (IJELS)*, 3(5), 791–795. <https://doi.org/10.22161/ijels.3.5.15>
- Wang, L. (2019). Research on the Application of the Mind Map in English Grammar Teaching. *Theory and Practice in Language Studies*, 9(8), 990–995. <https://doi.org/10.17507/tpls.0908.15>
- Wang, X., & Dostál, J. (2018). Using a mind map to learn English vocabulary. *ACM International Conference Proceeding Series*, 150–153. <https://doi.org/10.1145/3291078.3291121>