

‘CARTOON STORY MAKER’ Linking Technology and ELT for Young Learners Speaking Skill

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Abstract

Teaching English to young learners are claimed to be magical process of learning. In so many conventional ways, they are getting bored easily and difficult to be focus on what is taught. Eventually, they are creating words or even sentences that out of the language rules that they think were true. While, this digital era has been so familiar to the young learners’ daily routine. Almost every child are able to use the computer or phone. Therefore, the purpose of this article is to help the teachers of English especially for young learners link technology and language teaching in their particular schools and classrooms for their specific purposes by using Cartoon Movie Maker. In this case study, the analysis were conducted by observations, online-questionnaire, and pre-post Constructed-Response Assesment. It was found that the study gained enhancement in the motivation as well the speaking skills. Hence, the concluding argument of the article is that the Cartoon Movie Maker provides an interesting case study of the relationship between theory and practice in ELT and points to the way teachers might engage with other kind of interesting softwares in the technology for the young learners.

Keywords: technology, English language teaching, young learners

Introduction

In this urban lifestyle most of Indonesian’s parent find their everyday life involves two or more languages. Tough they were not generally part of an establish bilingual community in this country, it is found that the parents even the whole family especially in big cities communicate using English to each other at most rather than Bahasa Indonesia. Like it or not, this phenomenon raised fascinating issue amongst other adults that the earlier a child tougt English is the more native-like the child will become and that is the better. In respond to this issue the parents are trying many ways to get their children close to English.

Unluckily, teaching English to young learners is not that easy. Even can be stated as ‘magical process of learning’ beacuse of their speech and the respond they will say are somehow unpredictable and out of the language rules. Young learner exhibit a vivacity in communicating and learning. Whatever the stuff of life is, children seem to have an overflow energy supply. But, in so many conventional ways of teaching and

learning, the young learners are getting bored easily and hard to focus on learning the English lesson. The Modul PLPG Pendidikan Anak Usia Dini (2013, p. 8) explicitly stated that children learn through playing. Furthermore, Hopper and Naremore (1978, p. 3) said:

The same boundless energy and creativity children show in playing is unleashed in the more important task-game of learning to communicate. We say task-game because parents and teachers take it more seriously than the children do. Kids are most interested (and probably learn most) while playing.... Chilren play with sounds, with putting words together to create and re-create events of the day. They seem to create because the act of creation is a delightfull experience.

On the other hand, technology usage’ issue in the child tier are not disparate to the one mention above. According to the data of a research conducted by The Ministry of Communication and Informatics of Indonesia (Kominfo) and the UNICEF (2014) there are thirty millions of Indonesian’ children and teenagers who were internet users. Supported by the report

of CNN Indonesia that in Philadelphia children started from age four years already have their own mobile devices and about seventy-two percent (72%) of children under eight years old around the world since 2013 are the active mobile devices user (smartphone, tablet, iPod). Therefore, those all phenomena discussed above arouse the writer to conduct this case study.

Methodology

1. English Young Learner and Technology

There are at least three factors in the history of language teaching according to Stern and Weinrib (1978: 152) that contributed to the development of a foreign-language component in the education of younger children, they are; 1) the demand for a radical improvement in language learning, 2) the wish to exploit the young child's supposedly greater language learning abilities, and 3) the desire to enrich the educational experience of primary-school children. While, Fitrianiingsih (2016) explained that:

"If we are teaching for young or children will be create many advantages for children. The young learners decide to study English because of their own willing and motivation. And then the young learners have better knowledge of using language. This advantage teaching English for young learner: first the children understand their own culture better, second the children learn further language more efficiently, third the children develop cognitive flexibility and the last the children grow sharper memories".

Due to this issue, the writers conducted a four weeks case study with a group consist of six Indonesian 8-9 years old children, one hour per day and twice in a week. The young learners were given a story from *Cartoon Story Maker* in which they saw for example how to introduced self to the new neighbour, or did monolog to the classmates about how many dolls they got from their birthday last year. But, cartoon is not the only character used in the story. On the fourth meeting, the writer used faces of young learners themselves as the character and the response were very good. They be more excited and some of them were volunteer even gave their picture to be used in the character for next meeting. Later, the young learners were worked in pairs and practice the short story. In many cases, they rebuilt the story by writing it in accordance to the context happen to them (for example the boys were using *Play Station' cassetes* instead of doll). In each meeting, the writer always end up with five questions related to the lesson discussed on that day. Here the example taken from post-activity' questions asked to young learners on the fourth meeting.

*How many gift you got from last year birthday?
(singular / plural)

*Then, how would you respond to the people who gave it to you?
(expressing gratitude)

*Who knows, where did Anna get the dolls from?
(CSM)

*What doll is it? What is the colour of the hair?
(Define characteristic of the doll in the CSM)

*What was Anna said to her grannie? (expressing gratitude)



2. The Data

In this study, the first step was the writers did observation. There was ten young learners in one primary class belong to an english course. From the observation, the writer eliminated four students because they were ranging from 10 until 14 years old and only took six students, four females and two males who were 8-9 years old as the experimental group. There was no control group used in this study.

Later, they were given two different written stories and they read it for about twenty minutes. Next, the story were taken away and they did pre-test in form of Constructed-Response which was Performance of problem solving-tasks. This session was filmed and the writer asked set of questions related to the stories read by the young learner related to expression of asking permission and introducing self. They did this pre-test in turn (when one is in, the others wait outside) and the young learner had to answer it while the writer herself scored them based on the speaking rubric.

Then, the treatment using *Cartoon Story Maker* begun for the next eight meetings in which six young learners explored and learned English by technology.

After all the treatment done, again, they were showed two different stories (each had five minutes duration) through CSM and they watch it twice for every story. After that, the story stopped and they did the post-test in form of Constructed-Response and all were the same procedures as in pre-test. Merely one different that in this post-test an online -questionnaire was distribute to the young learners to see their perception toward CSM. They fill this questionnaire at home by using their own or their parents tablet. This questionnaire aimed to see whether or not they feel more engaged through this innovation.

The result of pre-post test films were transcribed so the writer can recheck her scoring in the rubric. Here, the writer focused on the young learners' fluency, vocabulary, content and their comprehensible.

Findings and Discussion

1. Findings

In this case study, it was found that linking technology and english language teaching through CSM to the Speaking skill of the young learner gained a significant improvement. The improvement showed on the table of pre and post test results below:

Table 1. Pre-Post Test Result

No	Indicators of Speaking	The Average of Pre-Test	The Average of Post-Test
1	<i>Content</i>	65.00	86.66
2	<i>Fluency</i>	65.83	88.33
3	<i>Vocabulary</i>	68.33	83.33
4	<i>Comprehensible</i>	67.50	87.50

It can be concluded from the table above that the indicators of speaking such as *content*, *fluency*, and *comprehensible* were gained significant improvement. Though on the *vocabulary* indicator the young learners were gained the least improvement, but almost all the young learners felt that they were way much more confident to do speaking activities (both monolog and role playing) during the 'treatment-weeks' because they got huge chance of repetition along with concrete example from CSM before they really perform it. They also stated that the movie helped them much because they really like to copy the speaker's accent from the movies and frankly speaking it surprised the writer in all sudden, the young learners said it made them feel their speaking be more native like.

Though this was not the first time that the young learners had worked with such topics, but they admit that their English lessons were normally textbook-based with little pair work. CSM' stories were also able to re-watch at home by the young learners and their parents because it was posted on whatsapp group whom their parents because it was posted to whatsapp group whom their parents are the members. Further, the young learners also stated the reason why they think CSM were benefited them (taken from



the online-questionnaire made by the writer):

- a. Being with friends and do the task together.
- b. Fun, interesting and get many new words.
- c. Can spell better and the story is very good

A week after this research done, the writer also did some short chat to the young learners' parent on whatsapp to ask if there was any changing related to their children learning style. The answer was pleasuring because almost all of them stated that their children often still watched the stories given from the CSM class and they also explore the same kinds of CSM story available on the internet though it was not suitable for their level of proficiency.

Table 2. YL' Responses toward CSM

No	Question	Young Learners' response	
		YES	NO
1	Are you happy in learning speaking through CSM?	100%	0%
2	Are you happy to do the task with you friend?	100%	0%
3	Can you spell better now?	100%	0%
4	Do the stories your teacher showed in CSM class are good?	100%	0%

Hence, the writer feel that linking technology and english language teaching for the young learners were undoubtedly brilliant for this tier of learners.

b. Discussion

According to the fact happening to the young learners, it can be concluded that they were excited and motivated to learn through CSM and also their speaking were significantly improved. Though there were still several limitation concern to this study:

- i) The number of the sample was too small. Therefore, the writer suggested to create larger group of young learners if this kind of reasearch were going to re-conducted.
- ii) It only measure the speaking skill. For the further research, the writter suggested to integrate all the four skills (*listening, speaking, reading, writing*).
- iii) The number of boys and girls was not equal. Since in this article there was only two boys and four girls, for the further research the writer suggest the have equals number of boys and girls young learners to see whether or not the gender issue also influence the result.

Conclusion

Linking technology and english language teaching, the writer obtained important data as well as interesting fact both about young learners' speaking skill and teaching learning situation during the study. Instead of improving the speaking skill of young learners, english language teaching through technology also save more time and cost to apply.

Cartoon Movie Maker provides an interesting case study of the relationship between theory and practice in ELT and points to the way teachers might engage with other kind of interesting softwares in the technology for the young learners.

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