

USING CURIOUS GEORGE CARTOON MOVIE SERIES TO FACILITATE THE MASTERY OF SELECTED CHILDREN'S VOCABULARY AT KALIWIRU VILLAGE

MENGGUNAKAN FILM KARTUN SERIES CURIOUS GEORGE UNTUK MEMFASILITASI PENGUASAAN PILIHAN KOSAKATA ANAK DI DESA KALIWIRU

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Abstract

This study aims to find out how the Curious George cartoon is used and describe what vocabulary Curious George cartoon can give to help improve English vocabulary for children aged 4-6 years at PAUD Mulia, Kaliwiru Village, Candisari District, Semarang City. The research method used is descriptive qualitative research, with 16 students. This research was conducted in 3 meetings, data collection in the form of field observations, interviews and tests. The test is divided into two, namely pre-test before watching cartoons and post-test after watching cartoons. Data processing is done by data reduction and coding assessment using a predetermined rubric, display data and finally conclusion Drawing/Verification. The conclusion of the research shows that 1) The results of the pre-test and post-test using Flashcard media obtained the average score of students in the pre-test is 7 points and the post-test is 20 points. 2) Curious George cartoon is proven to be able to improve vocabulary mastery in children, especially color vocabulary, animal vocabulary, and other noun vocabulary, 3) Learning English vocabulary through cartoons can increase students' interest in learning English and also increase concentration during learning. The suggestion in this study is that parents should support and introduce children to basic English learning as a provision for children to go to higher school. And Use effective and fun learning media such as using cartoon film media.

Keywords: *Curious George, animated cartoon media, children's vocabulary development*

INTRODUCTION

One of the important elements in learning English is vocabulary. It's hard to master the four language skills without mastering or understanding a number of vocabulary because it's fundamental in language learning. Thus, teaching vocabulary earlier is better than teaching it later. Richard and Renandya (2002) state that vocabulary is a core component of speaking, listening, reading, vocabulary impairs personal ability in using language. Thus, it shows how important vocabulary is (Pitriana & Syahrudin, 2013)

Learning a language cannot be separated from learning vocabulary, because vocabulary is so important in determining communication fluency. Communicating can be done in a variety

of languages, including English. One of the prerequisites for mastering English is the presence of vocabulary in English (Eliana, 2020)

Children have some general characteristics. There are (a) they respond to meaning even if they do not understand the words, (b) they often learn indirectly rather than directly, (c) their understanding comes not only from the explanation, but also from what they see hear and, crucially, have a chance to touch and interact with, (d) they generally demonstrate an enthusiasm for learning and curiosity about the world around them, (e) They have limited attention span, unless activities are extremely engaging can make them easily getting bored, losing interaction after 10 minutes or so (Manan, 2017)

Vocabulary is a critical component of learning English. Children can benefit from reading a book to learn English, which can be a rewarding and life-changing experience. This is not the same as going to the movies. While watching is a fun and exciting activity, it can make a child feel as if he or she is not learning. Movies have the potential to motivate children to learn more effectively, in addition to being entertaining.

According to Titi (2007), a cartoon movie is a moving diagram or cartoon that consists of a series of images displayed one after the other. She goes on to say that a cartoon movie is the illusion of motion created by the consecutive display of images of static elements. Technology is being used to help them develop their imaginative abilities. As a result of people's evolution, it's fascinating. (Deva Mega, 2021)

Cartoon movies are one type of media that can pique the interest of children. Cartoons are excellent learning tools because they provide visual and auditory cues that keep young students engaged. Another advantage of using cartoons, according to Lonergan (1985), is that visual images directly stimulate students' perceptions, whereas written words can only indirectly. Aside from verbal language, cartoons provide a more sensory experience than reading because they include colors, motion, and sounds Princess (2014) as quoted (Rasyid, 2016)

Researchers use English-language cartoons as a medium of learning, which is expected to help children develop their English vocabulary optimally. It's hoped that by using the animated film Curious George, students will pay attention to the continuity of the learning process and gain new experiences that will help them speak English better.

The video cartoon used in this study is an episode of Curious George Cartoon movie titled Chasing Rainbow. Curious George story appears simple, funny, and appealing to children, so the writer chose this film. Curious George, an animated series, influences children's concentration and memory by providing instructions that engage children in the activities performed by the main character. Children are taught to be able to recognize new English vocabulary in this cartoon episode. Among them are Colors vocabulary, Animal, and Others noun vocabulary.

Meanwhile, the following are the research objectives.

1. To Find Out How Curious George Cartoon Be Used to Help Kaliwiru Children to Improve Their Vocabulary.
2. To Elaborate What Vocabularies Curious Geroge Cartoon Can Effectively Provide to Kaliwiru Children.

METHODOLOGY

This research uses the descriptive qualitative method to portray how Curious George Cartoon Movie Series is used to facilitate selected children's vocabulary mastery at Kaliwiru village. To determine the validity of the data, the author collects data directly from the field. The author observes PAUD MULIA KALIWIRU VILLAGE SEMARANG CITY students to determine how the level of English learning at school is like. PAUD MULIA has 16 students, 8 boys and 8 girls. The author conducted the research from June 7 to 14, 2022.

In this study, researchers will collect data through observation, Interview, test, and documentation. The authors collected data through two tests: a pre-test and a test. The test is carried out by asking students questions using a flashcard tool so that it attracts attention and is easy to remember. The author will provide a descriptive explanation of the test results.

The data analysis method is the method used to analyze the data obtained for research purposes. The following steps were taken to analyze this data: pre-field analysis and field research analysis. According to Miles and Huberman, activities in qualitative data analysis were carried out interactively and continuously until they were finished, causing the data to become saturated. The following are the data analysis activities: data reduction, data display, and conclusion drawing/verification.(Suardi et al., 2019)

FINDINGS AND DISCUSSION

Findings

According to the findings of this study, children are more interested in learning new skills and having fun while doing so. English cartoons are extremely effective in helping children learn English vocabulary. One aspect of English cartoons that aids language

acquisition is the repetition of words. Students relaxed while watching the Curious George cartoon movie. This is evidenced by the students' efforts to focus on each instruction in the Curious George cartoon series. Researchers used flashcards to help children remember English vocabulary during pre-test and post-test data collection.

Tabel 1. Pre-test Data Mastery of Selected Vocabulary

No	Name	Pre-test Activity			Total Score /Vocabulary
		Colors	Animal	Other Noun	
1	Faisal	2	1	0	3
2	Keisya	1	0	0	1
3	Nagisa	2	0	0	2
4	Rasya	1	0	0	1
5	Affan	4	1	1	6
6	Argi	4	2	1	7
7	Arkan	4	2	1	7
8	Chery	3	1	0	4
9	Dinda	2	1	0	3
10	Gibran	4	2	1	7
11	Hanan	4	2	1	7

12	Naya	2	2	1	5
13	Raynan	4	2	1	7
14	Satria	3	1	0	4

Based on the results of the pre-test conducted on June 8, 2022, obtained from observations of the implementation of the process of mastering the vocabulary of PAUD MULIA students in Kaliwiru Village, Candisari District, Semarang City, especially observations of Color Vocabulary, Animal Vocabulary, and Noun Vocabulary others who would later appear in the film Curious George. The table above shows that the vocabulary mastery of PAUD Mulia students is still low.

There are 2 students who get the lowest point, namely 1 point, which means they can only answer 1 of the 15 questions given by the researcher. And there are 6 students who get the highest points, namely 7 points, which means they are able to answer 7 of the 15 questions given by the researcher.

It's known that on average students can mention 4 basic color vocabularies, but students can only mention 2 animal vocabularies and 1 other noun vocabulary. So it can be concluded that the vocabulary mastery of PAUD Mulia students Before carrying out this research there is potential for mastery of vocabulary but is limited in number.

Tabel 1. Post-test Data Mastery of Selected Vocabulary

No	Name	Post-test Activity			Total Score /Vocabulary
		Colors	Animal	Other Noun	
1	Faisal	4	4	4	12
2	Keisya	4	4	2	10
3	Nagisa	4	4	2	10
4	Rasya	3	4	3	10
5	Affan	6	7	5	18
6	Argi	8	7	5	20
7	Arkan	8	7	5	20
8	Chery	6	7	5	18
9	Dinda	6	7	5	18
10	Gibran	8	7	5	20
11	Hanan	8	7	5	20
12	Naya	8	7	5	20
13	Raynan	8	7	5	20
14	Satria	8	7	5	20
15	Sekar	8	7	5	20
16	Vania	8	7	5	20

Based on the results of the post-test conducted on 13 June 2022, obtained from implementation observations The process of mastering the vocabulary of PAUD MULIA students in Kaliwiru Village, Candisari District, Semarang City, and assisted by the Post-test assessment table above, shows that the vocabulary skills of PAUD Mulia students increase and increase after watching the Curious George cartoon film, especially Color Vocabulary, Animal Vocabulary, and Vocabulary other things. This can be proven by the increase experienced by the two students who initially got the lowest point in the pre-test, namely 1 point, increasing to 10 points in the post-test.

There are 3 students who get the lowest point, namely 10 points, which means they can answer 10 of the 20 questions given by the researcher. And there were 9 students who got the highest points, namely 20 points, which means they were able to answer 20 of the 20 questions given by the researcher.

CONCLUSION

According to the findings of the observation, learning English vocabulary through Curious George cartoon movies can relax students and allow them to fully concentrate on learning. Not only that, but students became more confident and active in responding to the researcher's flashcard questions. The results of pre-test and post-test data analysis show that PAUD MULIA KALIWIRU VILLAGE students have facilitated their vocabulary mastery, particularly Colors vocabulary, Animal vocabulary, and other noun vocabulary. Kindergarten schools must hold simple English lessons, such as basic English vocabulary learning, to provide added value to students in the future.

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