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**EFFECT OF USING STILL AND ANIMATED CARTOON PICTURES ON  
JUNIOR SECONDARY SCHOOL STUDENTS' ACHIEVEMENT IN ENGLISH  
LANGUAGE VOCABULARY: IMPLICATION FOR SUSTAINABLE  
DEVELOPMENT**

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**Abstract**

The study examined the utilization of still and animated cartoon pictures in the teaching and learning of English Language vocabulary. Two research questions and one hypothesis guided the study. Quasi-experimental research design was used for the study. The population of the study comprised eight hundred and ninety (890) junior secondary school one (JSS1) students made up of 330 male and 560 female students in Nsukka Education Zone. The sample used consisted of one hundred and eighty-five (185) junior secondary school students (88 males and 107 females) in four intact classes from the four secondary schools sampled for the study from the fifty-eight (58) public secondary schools in Nsukka Education Zone of Enugu State. Data were collected with English Language Achievement Test (ELVAT). The instruments were face or content validated by experts in Arts Education and Measurement and Evaluation Departments, University of Nigeria, Nsukka. The research questions were answered using mean and standard deviation, while the null hypothesis was tested using analysis of covariance (ANCOVA) at 0.05 level of significance. Results showed that the students taught English Language vocabulary using still and animated cartoon pictures achieved higher scores in vocabulary. Also, the results showed that both male and female students taught English Language vocabulary using still and animated cartoon pictures performed well. Based on the findings of the study, the researchers recommended the need to expose teachers to the use of still and animated cartoon pictures through workshops and seminars. Curriculum planners need to restructure the school curriculum to reflect the use of cartoons, to enable the teachers use the skill effectively in the classroom and as well help the students to become active and participatory learners as well as motivated to learn English Language vocabulary.

**Keywords:** Still and Animated cartoons, English Language, Vocabulary, Sustainable Development.

**Introduction**

Language has been defined as a body of words and the system of their use common to a people of the same community or nation (Gee, 2015). Language can be seen

as a raw material needed to have fine product of education. Hence, English language has got the significant importance in today's education system. English is widely used as an international language throughout the world. English language, as observed by Foyewa (2014), is the second language spoken across the six geo-political zones in Nigeria. It is also worthy to note that English Language is used in teaching and learning at all levels of education in Nigeria. English language is the official language in Nigeria. It acquired this status as a result of different languages in Nigeria. Danladi (2013) opined that Nigeria is a multilingual country with different ethnic groups, each of these tribal groups speaks a different language making it hard to communicate with fellow countrymen from the different ethnic groups, and it is equally not possible to learn how to speak all the languages. It is important to have a language that will unify the country for the purpose of political, social and academic activities, hence the emergence of English Language. It is, therefore, important for learners to have basic knowledge in English Language because all subjects are taught in English except language subjects (Hausa, Yoruba, and Igbo). In addition to that, it is regarded as the gateway to academic excellence. This is because proficiency in English is a pre-condition for success in all other subjects. It is important to note that development of English language proficiency is not achievable without vocabulary knowledge.

Teaching English Language to learners generally poses many challenges to the teachers, and it seems to be more burdensome with the teaching of English vocabulary. Vocabulary is an important part of language to learners because without it, communication may not occur. Indeed, vocabulary knowledge is a vital instrument for second language learners to achieve communicative competence in any language. (Alqahtani, 2015). In learning the English Language, vocabulary plays an important role. Vocabulary is the total number of words that are needed for effective communication of ideas and expression of meaning. Vocabulary according to Brysbert, Steveeens, Mander & Keuleers (2016) is the entire words known and used by a particular person. Vocabulary is also defined as a set of words within a language that individuals make use of while communicating or learning a language (Hussaini, Foong & Suleiman et al. 2016). Vocabulary is an element that links the four language skills. It is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. A large vocabulary helps in the development of other language skills. When you have a wider vocabulary in your target language it also helps support the four language skills, which are reading, writing, listening and speaking. A second language learner who has enough vocabulary will be more apt and specific when expressing a thought, feeling, or idea. Vocabulary is important because it is the foundation of all languages. It is the raw building blocks that can be used to express thoughts and ideas, share information, understand others and grow personal relationships. Nation (2015) noted that vocabulary is not an end in itself, and that rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform. There will not be an effective communication without a sizable vocabulary. Vocabulary has been found as an indispensable element in a second language learning classroom (Susanto & Fazlinda, 2016). In line with that, Mashhadia and Jamalifar (2015) stated that vocabulary is a major element of language competence as it serves as a solid foundation for how well learners speak, listen, read and write. In teaching and learning of English Language, vocabulary is an indispensable aspect since it serves as its bedrock. As

such, learners basically need to have enough vocabulary, as it enhances the learning of the four language skills namely listening, speaking, reading and writing (Febriyansyah, 2015; Khalidiyah, 2017; Noviyanti, Bahri, & Nasir, 2019). While many researchers accept the importance of vocabulary learning in language proficiency and academic achievement, their ideas about how vocabulary should be learned have varied widely because it is not an easy task to memorize a large amount of vocabulary. It is relatively difficult to learn new words, to keep words in mind and to recall them when needed (Tozcu & Coady, 2004). That is why teachers of English Language should spice up their teachings by taking advantage of numerous options offered by technology. Most learners have been exposed to various visual inputs, which are offshoots of technological advancement. Seghayer (2001) is of the opinion that the fast moving technology has given people in the area of education countless innovative teaching methods that can be used in the teaching and learning of English language. One of such methods is the use of media, which can be used as a model in teaching vocabulary. The media can be seen as a way of creating meaningful context for teaching English Language and all the aspects of English Language, which vocabulary is one of them. These can be delivered through a wide variety of print, audio, and visual formats. Thoman (2003) is of the opinion that media literacy has significant function in educational programmes, including second language learning. Media can be integrated into language lessons in a variety of ways by developing activities based on radio programs, television show, newspapers, and videos. Audio-visual technologies seem to be very effective in the teaching and learning of English Language vocabulary. Teachers employ a variety of tools and techniques to make learners learn better. Cartoon is one of such materials that can be used by the teacher in providing a joyful environment to the learners, as well as making the learners to think differently and be creative.

Cartoon is seen as a visual medium or a combination of audio and visual media with lots of humour which can be either in the form of single picture or series of pictures, captioned or non-captioned. These are seen in magazines, newspapers, books, television, and computers. Otokundes (2018) defines cartoon as images with funny appearances that present an event. The dialogue of cartoons is characterized by sentences that are simple and complete, and repetition is frequently used for emphasis. Children, therefore, learn significant number of words from the context of cartoons that they can use in real life. Moreover, by watching cartoons, students are highly stimulated to speak the target language (Haque, 2015). Cartoons can appear in still form, thereby appearing lifeless as is evident in the cartoons in the print media or in the form of animation, thereby giving life to the still cartoons. Still cartoon pictures can be described as visual representations that do not move. Moreover, still picture cartoons allow the content creator to convey information which the users are free to interpret in their own ways (Estrella, 2011).

On the other hand, animation movie is included in audiovisual media. According to Harmer (2001) animation movies is defined as a series of images that are projected into a screen to create the illusion of motion in form of animation. Animation movie can be described as the creation of the illusion of motion through a rapid sequence of still images. Animated cartoon refers to a cartoon which is created by sequential photographs from drawn patterns and shows continuous movement (Dhangsubhuti, 2006). Furthermore, animated movie can be described as fast moving images and coloured text which are accompanied with sound. Baglama, Yucesoy, and Yikimis (2018) described

animation as a technological development that, in general, produces movement illusion in the observer by arranging the still images that were produced in the analogue or digital environment in order.

It is important to mention that teaching and learning of vocabulary may be done through different skills such as listening, reading, speaking and writing. Kayaoglu, DağAkbaş, and Öztürk (2011) linked teaching vocabulary to the four language skills. On the other hand, Kayaoglu, DağAkbaş, and Öztürk (2011) discovered that acquiring a large amount of vocabulary is not an easy task. As a result of that, teachers should endeavour to adopt innovative methodologies, materials and technologies. Hence, animation may be a useful and interesting tool in learning vocabulary. Peracid (2016) explains that most learners are familiar with watching animated cartoons in movie, even some teenagers and adults are also familiar with watching them, especially those who have been interested in the world of cartoon since childhood. Most of them have high interest in animated cartoon picture movie because they think the animation has an imaginative and heroic story, which can affect the sense of imagination and creativity, and it can also be an alternative means of entertainment that can reduce the stress of everyday activities. Using animated cartoon pictures in teaching English vocabulary will be beneficial to the learners since it is a general assumption that young learners and even some adult learners like animated cartoons. Clydesdale (2014) confirms that cartoons are for all the students of all ages, whether females or males.

Gender according to Adigun, Onihunwa, Irunokhai, Sada and Adesina, (2015) is described as a wide range of biological, behavioural, physical and mental characteristics regarding to and differentiating the female and male population. Some researchers are of the opinion that the use of cartoons has more effect on female students than on the male students, while some others are of the opinion that the effect is more on male students than on female students. Teaching English language vocabulary with still and animated cartoon pictures will enhance the achievement of both genders and will no doubt bring sustainable development in education in our nation.

According to the Brundtland Report in 1987 sustainable development is defined as development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs (United Nations General Assembly, 1987). Education for sustainable development (ESD) is a term used by the United Nations and is defined as education that encourages changes in knowledge, skills, values and attitudes to enable a more sustainable and just society for all (UNESCO, 2018). For UNESCO, education for sustainable development involves integrating key sustainable development issues into teaching and learning. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviours and take action for sustainable development (Marope, P.T.M.; Chakroun, B. & Holmes, K.P., 2015). The teaching methods used in teaching and learning English language vocabulary over the years have lacked the ability to motivate learners as well as making them to be active participants.

The studies carried out by Adeogun (2010) and Makokha and Wanyonyi (2015) discovered that most public schools in Nigeria lack teaching and learning materials, and that teachers most times teach English Language vocabulary to the students by talking to them and writing on the chalkboard. They also discovered that learners do not perform

well in language skills development due to insufficient resources. Another study carried out by Kusuma et al (2017) showed that most teachers have very limited methods to support teaching as they rely heavily on the textbook as the only source of teaching material. As a result of this, the learners are bound to become bored with the passive learning methods. The use of traditional teaching method in the teaching and learning of English language vocabulary might be a major factor in hindering the achievement of learners (Kusuma, Adnyani, & Taharyanti, 2017; Mashhadia & Jamalifar, 2015). The teaching and learning of English vocabulary in most Nigerian secondary schools is done through direct instruction method, which is one of the traditional methods of teaching vocabulary. It involves teaching from word lists and dictionary use. Teachers generally ask the learners to memorize the words with the definitions (Nation, 2001). Words taught in isolation are generally not easy to remember by students (Nation, 2009). The use of traditional method and strategies in teaching and learning English Language vocabulary is concerned with content recitation, without giving the students enough time to reflect on the material presented, link it to previous knowledge or apply it to real life situations (Burrowes, 2003). Oha, L. O. (2023) discovered that there is poor achievement in English language in Enugu State Primary Completion Examination, which might be as a result of continuous use of the traditional methods in teaching English vocabulary and English language in general. And if this problem is not properly addressed, will follow the students to their secondary education. The achievement of senior secondary students in external examination in English language is not encouraging either, the chief external examiner's report in 2019, while suggesting remedies for candidates to improve in the weaknesses pointed out that attributed to their poor achievement stated among other things that candidates should endeavour to improve on their vocabulary and grammar through extensive reading, they should as well converse frequently in simple and correct English expressions. The use of still and animated cartoon pictures in teaching English language vocabulary might be an effective instrument in curbing poor achievement in English language generally.

#### **Statement of problem**

Despite the fact that English Language vocabulary has been taught to junior secondary school students from their primary school days, they still find it difficult to understand and feel enthusiastic about it. There are many reasons for that lack of English Language vocabulary competence. The development of English Language vocabulary skills depends on many factors and among them are teaching methods and the availability and use of appropriate instructional materials. Various factors have been discovered through numerous previous studies done by many researchers as factors that hinder high achievement in English Language vocabulary such as teaching English Language vocabulary using traditional teaching method. As a result of this, the learners are bound to become bored with the passive learning methods. For effective learning to take place, an appropriate teaching method should be employed by the teacher, and this will boost the overall achievement of learners in English language. But innovative teaching methods and resources may help in bridging the gap. This is where it is important to talk about the use of Still and Animated Cartoon Pictures in teaching and learning English language vocabulary.

### Purpose of the study

Specifically, the study was designed to discuss the effect of using still and animated cartoon pictures in the teaching and learning of English language vocabulary. The effect of still and animated cartoon pictures on gender was discussed in the study.

### Research questions

1. What are the mean achievement scores of students taught English Language vocabulary using still and animated cartoon pictures?
2. What are the mean achievement scores of female and male students English Language vocabulary?

### Hypothesis

1. There is no significant difference in the mean achievement scores of female and male students taught English Language Vocabulary taught using still cartoon pictures and those taught using animated cartoon pictures.

### Method

Quasi-experimental research design was used for the study. The population of the study comprised eight hundred and ninety (890) junior secondary school one (JSS1) students made up of 330 male and 560 female students in Nsukka Education Zone. The sample used consisted of one hundred and eighty-five (185) junior secondary school students (88 males and 97 females) in four intact classes from the four secondary schools sampled for the study from the fifty-eight (58) public secondary schools in Nsukka Education Zone of Enugu State. Data were collected with English Language Vocabulary Achievement Test (ELVAT). The instruments were face or content validated by experts in Arts Education and Measurement and Evaluation Departments, University of Nigeria, Nsukka. The instrument was to trial tested with twenty (20) students from Awgu Education Zone. The Kuder-Richardson's formula (K-R 21) was used to determine the consistency of the items within the instrument. The ELVAT instrument yielded a reliability index of 0.82, which is high enough and considered usable. The researchers trained research assistants, who are English Language teachers in the selected schools. They were first of all trained on how to administer the pre-test, after which they received training on how to perform the experiment. They were guided by the lesson plans developed by the researchers that lasted for a period of 4 weeks. The research assistants administered the post-tests after the 4 weeks of teaching with the lesson plans. The research questions were answered using mean and standard deviation, while the null hypothesis was tested using analysis of covariance (ANCOVA) at a 0.05 level of significance.

### Results

Research Question 1: *What are the mean achievement scores of students taught English Language vocabulary using still and animated cartoon pictures?*

**Table 1:** *Mean and Standard Deviation of achievement scores of students taught English Language vocabulary using still and animated cartoon pictures.*

Treatment	N	Pretest		Posttest		GAIN SCORE
		Mean	SD	Mean	SD	
Still	92	10.20	1.692	18.09	1.096	7.89
Animated	93	8.22	1.876	18.16	1.096	9.94
Total	185	9.20	2.040	18.12	1.094	

The result of the study indicates that the mean achievement score of the students taught English language vocabulary using still cartoon pictures is 10.20 with the standard deviation of 1.692, while the achievement scores of the students taught English language vocabulary using animated cartoon pictures is 8.22 with the standard deviation of 2.040. The gain score of the students taught English language vocabulary using still cartoon pictures is 7.89, while that of the female students is 9.94. This shows that the achievement of students taught English language vocabulary using animated cartoon pictures is relatively higher than that of the students taught using still cartoon pictures.

**Research question 2:** *What are the mean achievement scores of female and male students English Language vocabulary?*

**Table 2:** *Mean and Standard Deviation of achievement scores of male and female students taught English Language Vocabulary using still and animated cartoon pictures.*

Treatment	N	Pretest		Posttest		GAIN SCORE
		Mean	SD	Mean	SD	
Male	88	9.52	1.826	18.13	1.102	8.61
Female	97	8.91	2.185	18.12	1.1092	9.21
Total	185	9.20	2.040	18.12	1.094	

The result of the study indicates that the mean achievement score of the male students taught English language vocabulary is 9.52 with the standard deviation of 1.826. While the achievement scores of the female students are 8.91 with the standard deviation of 2.185. The gain score of the male students is 8.61, while that of the female students is 9.21. This shows that the achievement of female students is relatively higher than that of the male students.

**Table 3:** *ANCOVA on the difference in the mean achievement scores of male and female students those taught English Language vocabulary using still cartoon pictures and those taught using animated cartoon pictures.*

Tests of Between-Subjects Effects						
Dependent Variable: posttest						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	.680 <sup>a</sup>	4	.170	.139	.967	.003
Intercept	2059.188	1	2059.188	1688.928	.000	.904
Pretest	.189	1	.189	.155	.694	.001
Treatment	.458	1	.458	.375	.541	.002
Gender	.001	1	.001	.001	.973	.000
animated	.168	1	.168	.138	.711	.001
* gender						

Error	219.461	180	1.219
Total	60991.000	185	
Corrected	220.141	184	
Total			

a. R Squared = .003 (Adjusted R Squared = -.019)

Result in Table 3 shows that the F- value for male and female students taught with cartoons is .001, with p value of .973. Since the p-value of .973 is greater than .05 probability level set for the study, it means that the F-value is not significant at 0.05. Therefore, the null hypothesis which states that there is no significant difference between the mean achievement scores of male and female students taught English language vocabulary using still and animated cartoon pictures is not rejected. In other words, there is no significant difference in the mean achievement scores of male and female students taught English language vocabulary using still and animated cartoon pictures. Therefore, gender has no significant influence on the achievement of students.

#### Discussions of the findings

The findings of the study indicate that the use of both still and animated cartoon pictures are very effective in the teaching and learning of English language vocabulary. Although still and animated cartoon pictures are effective in the teaching and learning of English language vocabulary, the achievement of students taught English language vocabulary using animated cartoon pictures is relatively higher than that of the students taught using still cartoon pictures. The findings might be due to the fact that the use of cartoons makes the students active learners during teaching and learning. The result of this study agrees with the studies carried out by Ahikpa, 2011; Vitasmoro, Jatmiko&Chandra 2018, whose studies agree that the use of cartoons is effective in the teaching and learning of English language vocabulary. The result of this study also shows that Achievement of female students is relatively higher than that of the male students. More so, the study reveals that there is no significant difference in the mean achievement scores of male and female students taught English language vocabulary using still and animated cartoon pictures. Aiyedun, 2016 in his study discovered that male students performed better than their female counterparts when taught using Computer-based animated drawing. In another study carried out by Chikendu, 2018, it was discovered that females better than the males when taught using Instructional Computer Animation. These two students prove the fact that gender is not an issue in using still and animated cartoon pictures, and the students achievement is not dependent on the their gender. Therefore, gender has no significant influence on the achievement of students in the teaching and learning of English language vocabulary using still and animated cartoon pictures.

#### Conclusion

From the findings and discussion of the study, both still and animated cartoon pictures enhance the teaching and learning of English language vocabulary, although those taught using animated cartoon pictures achieved a bit higher than those taught still cartoon pictures. Again, gender should not be an issue in using still and animated cartoon pictures.



**Implication of findings**

The study has provided empirical evidence in respect of the efficacy of still and animated cartoon pictures in facilitating students' achievement in English language vocabulary. This suggests the need for English language teachers to introduce cartoons in vocabulary lessons.

**Recommendations**

- Teachers should incorporate both still and animated cartoon pictures in the teaching and learning of English language vocabulary.
- Educational authorities should organize seminars and workshops for English language teachers on the use of cartoons in the teaching and learning of English language vocabulary.
- Curriculum planners should incorporate the use of cartoons in the teaching and learning of English language vocabulary.

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