
EFFECT OF CARTOON PROGRAMS ON CHILDREN'S LANGUAGE AND BEHAVIOR AT EARLY CHILDHOOD LEVEL OF EDUCATION

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ABSTRACT

Cartoon television programs refer to animated television programs or series that use different animation styles to develop imaginary worlds with imaginary characters and stories. Animation films have an impact on children's upbringing. Watching cartoons and animated videos is harming a lot of kids. Children pick up new words, dressing sense, communication techniques, attitudes, and behaviors through animated films. Children's language development may gain from viewing cartoon programs, and extended cartoon exposure, young children's language development may be negatively or positively affected. The purpose of the study is 1) to find out the effect of cartoon programs on the language of children at early childhood. The importance of language cannot be disputed because we use it to express our thoughts, feelings, and emotions. This research may be beneficial for people trying to enhance children's language skills through helpful cartoon programs. The nature of this study was quantitative and descriptive. This study's sample included 103 teachers. The selection of teachers and schools was done using a simple random sampling technique. The questionnaire, or checklist, was created as a tool to collect data. Data was collected from pre-primary school teachers. The researcher created a self-structured checklist and questionnaire. This instrument used the Gutman rating scale. Data was collected from pre-primary

school teachers. SPSS was used to analyzed the results was used in this study.

KEYWORDS

Cartoon programs, Language development, Vocabulary acquisition

INTRODUCTION

Cartoon television programs refer to animated television programs or series that use different animation styles to develop imaginary worlds with imaginary characters and stories. These shows can cover a broad range of categories and themes and are made with the purpose of entertaining people. They frequently target particular age groups. A "cartoon" is an animated program created for anyone to watch, including adults, although it is most usually used to describe animated programming for children.

Early 19th-century cartoons revolutionized the world of children's entertainment, and their invention marked the beginning of modern cartoons. It was in France when Emile Cohl created the first animated cartoon. In FANTASY, he created. Throughout the movie, a stick figure that resembled a man was shown traveling around and coming across things that were changing, such as a bottle of wine that changed into a flower. It was succeeded by Gertie the Dinosaur, Little Nemo, How a Mosquito Operates, and other American creations.

Language is a method of communication; we use it to convey our thoughts, feelings, and emotions, therefore its importance in our lives and in society cannot be ignored. In daily life, language is essential. Moreover, language serves a variety of purposes in interactive activities, including acting as a tool for action and reflecting the speakers' styles.

The process through which people learn to see, hear, and utilize words to comprehend and communicate is known as language acquisition. It requires learning a variety of skills, such as phonetics, syntax, and a large vocabulary. All kids, however, can learn their first language without any help from formal education. Even though language development is a complicated and individual human trait, children seem to pick it up extremely quickly, with the majority of them speaking fairly grammatically by the time they are three years old (Crain and Martin, 1999). Rezeki & Sagala's (2019), third study on the linguistic development of children aged three and five was used. They discovered that many factors, including traits like intellect and personality characteristics, social background elements like relationships with family members and peer status, and environmental factors, had an impact on children's language acquisition between the ages of three and five.

Children's language acquisition is impacted by the increase in animated film programs on television, particularly when they are young. Words and symbolic expressions

occur throughout the linguistic period, which is a phase of language development. Six groups can be used to categorize the language period. Initially, the first word appears between the ages of 12 and 19 months. Approximately 14-24 months of age is when the second one-word period starts. Finally, between the ages of 20 and 30 months is when the two-word stage usually starts. Fourth, from about 28 to 42 months of age, the three-word period starts. Finally, the four-word phase starts between the ages of 34 and 48 months. Sixth, from roughly 48 to 60 months of age, the complicated pronunciation phase starts (Rezeki, T. I.,2021).

LITERATURE REVIEW

The Dutch term "Karton" and the Italian word "Cartons" are its sources. This full-size drawing was created on thick paper for use as an illustration or model for artwork, stained glass, or paintings (Pandit & Kulkarni, 2012). Cartoon films started as a funny form of entertainment and education for children, and the first motion picture was produced using animation in the late eighteenth century (Thompson, 2010).

The word "cartoon" originated in visually appealing art. A cartoon was originally a crude drawing produced before the creation of a final painting or work of weaving art. Even so, cartoons have become much more significant, and the term now refers to amusing depictions in animated movies. Since 1928, when Walt Disney first introduced the now-famous Mickey Mouse, animation has advanced significantly. With over a million cartoons currently aired on television, the variety of cartoons has increased significantly over time. Originally meant to amuse kids, these cartoons typically included (Yousaf et al., 2015; Alosamia, 2015).

France, the USA, and Japan are the birthplaces of several cartoons and animated movies. These countries have a different culture and way of life from Pakistan. Animation films have an impact on children's upbringing. Watching cartoons and animated videos is harming a lot of kids. Children pick up new words, dressing sense, communication techniques, attitudes, and behaviors through animated films. Kids raise a perfect personality and style themselves after these heroes. Schools are set up with classrooms, walls, cartoon character portraits, and kid-focused events scheduled on certain days. For children of our century, cartoons are similar and accessible. Cartoons are also more than simply pictures; they contain a multitude of characters that can affect an observer's emotions and behavior just like real objects and real life do (Thompson, 2010).

According to Sagala (2019), on the Linguistic Period's Language Acquisition of Children. The language development stages of two-word speech, word inflection, questioning and denying sentences, and unusual and complicated construction were covered in this study on the language development of three- and five-year-old

children.

Linguists claim that a pupil's personality is impacted by learning a new language, which in turn alters his cultural ideas. The changes in question is mirrored. Cartoons with obviously right heroes is attractive to kids. At that point, they start copying their behavior, dressing sense, and personality. They discuss their adventures, rules, and sense of humor. A child cannot learn anything else until they are in a friendly environment, which is essential for language acquisition (Aboudan, 2013). Study investigation of the effects of cartoon viewing in language instruction. It has been determined that there has been a significant improvement in pupils' capability to learn vocabulary and apply these words or expressions in their everyday lives. The results of the study show how strongly animated cartoons influenced students. They develop more of an ability than the others to copy several words and phrases from cartoons and apply them to their daily interactions. In actual interactions, they frequently change the codes (Sarko, 2008).

Up to three hours after watching something on television, people can recall 85% of it, and up to three days afterward, 94% of the information on television can be understood by anyone who watches it and listens to it. 65%. One of the media that plays a significant role in children's language development is cartoons (Ramirez et al., 2021). Usually, child watches television for over four hours every day. It is still stated that 68% of American youngsters have a television in their bedroom. This translates to parents not knowing when the TV is on or off and not having any control over it. The kids might watch for longer than four hours every day (Zimmerman & Christakis, 2005).

There are many TV stations nowadays that regularly and nonstop air a variety of animated shows for kids. Children were to spend a lot of time outside playing games with their classmates and engaging in other mental and physical activities before this trend started. They now prefer to spend a lot of time in front of televisions at home, where they watch their favorite personalities. Nowadays, many kids use computers, laptops, mobile phones, and different social media devices daily from a very young age. Young children use computers, laptops, and Android mobile devices extensively for watching cartoons or playing video games. Having very little time for the proper development of a kid as it used to be, many modern-day households with two working parents find it simple to get involved and keep their kids occupied with cartoon watching or other similar hobbies (Siddiqui, A. M., & ul Islam, R, 2022). The majority of parents 38 agreed that a child's exposure to television had an impact on its moral development. This is supported by the 3.60 grand means score. The average score for parents' opinions regarding how much time their children spend watching TV was 3.87, indicating that they agreed that youngsters do so. It was strongly agreed upon by

22 parents, or 36.67 percent, that children watch TV for extended periods. Regarding the child's ability to watch any TV station, parents agreed that their children had that freedom, as seen by the mean score of 3.65. Children were allowed to watch, according to 19 parents, or 31.67 percent, who strongly agreed any form of media, affects their pro-social behaviors (Kaburia, M. K., 2016).

RESEARCH OBJECTIVE

1. To find out the effect of cartoon programs on the language of children at early childhood.

RESEARCH QUESTION

1. What is the effect of cartoon programs on the language of children at early childhood?

RESEARCH METHODOLOGY

The nature of this study was descriptive and quantitative. The researcher examined how children's language was affected by cartoon programs using a quantitative research methodology. A quantitative research design is a systematic and structured plan or design that tells the collection and analysis of numerical data for a study. Surveys, observations, experiments, and using of current datasets may all be part of this. Participants in this study were the pre-primary private school teachers of Rawalpindi city. Pre-primary education is provided in sixty-nine schools, with two hundred-seven pre-primary teachers working in those schools. From which 103 were selected. The selection of teachers and schools was done using a simple purposive sampling technique. The questionnaire, or checklist, was created as a tool to collect data. This checklist includes words that measure many aspects of language development, like narrative abilities, vocabulary, and communication. Data was collected from pre-primary school teachers. The researcher created a self-structured checklist and questionnaire. This instrument uses the Gutman rating scale. The options are limited to Yes/No. SPSS was used to analyze the data in this study.

DATA ANALYSIS

A branch of statistics called descriptive analysis applies to describing and analyzing a set of data properties. It makes it easier to interpret the data and find themes or patterns by giving a concise and easily understood overview of the collection and the measurements within the dataset.

Table 1: Language development

Statements	2		1	
	F	%	F	%

Has the child picked up any new words from cartoons?	7	6.9	95	93.1
Can watching cartoons help young kids improve their basic vocabulary concepts (shapes, colors)?	9	8.8	93	91.2
Is the child using the right language he or she has picked up from cartoons?	29	28.4	55	53.9
Is the child applying language words (English, Urdu, Hindi) learned from cartoons to real-world situations?	29	28.4	73	71.6
Do cartoons for kids help with their learning of verbal sounds?	18	17.6	84	82.4

Note: 1 = Yes and 2 =No

Teachers observation during children watching cartoon programs

Teachers observed a significant number of the kids 93.1% had learned new vocabulary through cartoons, as shown by the high percentage of "Yes" responses. The responses given show that just a small percentage 6.9% have not learned new words via cartoons. This suggests that, given the sample size, cartoons could be a useful tool for kids to learn new words. The majority 91.2% of children can benefit from viewing cartoons in terms of developing their basic vocabulary concepts, especially when it comes to seeing colors and forms. 8.8% of viewing cartoons does not assist young children develop their foundational vocabulary, as observed by the teacher. The teachers noted that 53.9% of children are using the right language they learned from cartoons correctly. However, 28.4% of children are not utilizing the language correctly. The kids are using vocabulary they have learned from cartoons in everyday environments 71.6%. On the other hand, 28.4% of kids don't use these words in everyday life. Of children who learned verbal sounds from cartoons 82.4% and 17.6% of kids were not learning verbal sounds.

Table 2: Social Interaction

Statements	2		1	
	F	%	F	%
Does the child discuss it with siblings or friends about their favorite cartoon programs?	17	16.7	85	83.3
Does the child copy their favorite cartoon characters?	14	13.7	88	86.3
Has the child ever shared thoughts or questions about cartoons with friends?	31	30.4	71	69.6

Note: 1 = Yes and 2 =No

Teacher's observation during children watching cartoon programs

83.3% of teachers observed children discuss their favorite cartoons with their friends. On the other hand, 16.7% noted that children do not have these kinds of discussions about their favorite cartoon programs. Kids who do copy their favorite cartoon characters were 86.3%. and 13.7% of kids that don't copy their favorite cartoon characters. 69.6% of children do share thoughts about cartoons with friends. whereas, 30.4% don't share their thoughts about cartoons with friends or peers.

Table 3: Non-verbal communication

Statements	2		1	
	F	%	F	%
Does the child focus too much on cartoon gestures?	30	29.4	72	70.6
When viewing cartoons, does the child usually make facial expressions (sad and happy)?	35	34.3	67	65.7

Note: 1 = Yes and 2 =No

Teacher's observation during children watching cartoon programs

Teachers noted that 70.6% of children focused too much on cartoon gestures. On the other hand, 29.4% of the children were not acting in this way. A maximum number of children 65.7% mostly showed facial expressions of sadness and happiness while watching cartoon programs. 34.3% of kids usually don't show facial expressions sad and happy when they watch cartoons.

Table 4: Narrative skills

Statements	2		1	
	F	%	F	%
Do cartoons help kids learn narrative skills like storytelling?	25	24.5	77	75.5
When retelling cartoon stories, does the child use suitable language?	52	51.0	50	49.5

Note: 1 = Yes and 2 =No

Teacher's observation during children watching cartoon programs

Table 4,5 shows that 75.5% of kids learned narrative skills from cartoons like storytelling, they share stories with their friends. 24.5% of kids did not develop their storytelling abilities from watching cartoon programs. About half of the children 49.5% use language correctly when they retell their favorite cartoon stories, while the

other half, 51.0% did not speak correctly while retelling cartoon stories.

DISCUSSION

This study was conducted to find out the effect of cartoon programs on children's language. Children are often introduced to a broad vocabulary in cartoon shows, including basic as well as advanced words. It can be analyzed that children can pick new words, shapes, colors, and verbal sounds. The learning of language in kids can benefit from such interaction. Young children's syntax and grammar development are enhanced by cartoon programs. cartoon programs affect children's language development. Cartoons can be fun and interactive instruments for increasing vocabulary, improving comprehension, developing storytelling abilities, and enhancing language learning when used properly. It was analyzed that children have learned new words from watching cartoons, which also include numbers, alphabets, and letters. Cartoon programs can be used to increase the language development of kids in a fun and efficient way if parents and teachers choose age-appropriate content, encourage active participation, add creative activities, and provide guidance and help.

Furthermore, it was noted that children who discussed their favorite cartoon characters and programs with their peers were 83.3% and 86.3% of children were mimicking or copying their favorite cartoon like their actions, and speaking style.

Moreover, the analyzed data showed that children focus on cartoon gestures which include clapping and hitting, shake hands and jump etc. On the other hand, 29.4% of the kids were not acting in this way. Additionally, 75.5% of kids learned narrative skills like storytelling, kids shared the story of their favorite character with friends and peers. However, 51.0% did not use correct words when they retell or discuss their favorite cartoon programs.

In research conducted by Sharma and Suri 2020, Approximately 74% of kids feel that cartoons aid in their learning of new concepts such as colors, shapes, numbers, alphabets, poems, and rhymes. When playing with their friends, children mimic the acts and behavior of their favorite characters from cartoons, the study discovered. After watching cartoons, some kids even learned new wording and even languages. Krashen's (2003), According to the data analysis results. One of the benefits of cartoons for kids is that the majority of their parents 90% think that viewing them helps their kids learn the language.

Awinzeligo et al., (2022), the findings of the study showed that 93% of the kids indicated they had learned new words and rhymes from viewing cartoons, along with new numbers, letters, colors, and shapes. However, the study did find that 88% of the kids just watch cartoons for entertainment value or as an enjoyable way to spend their time.

Preschool is often the time when children are most engaged in their overall education and language acquisition. They simply pay attention to what other people are saying and learning new things, maintaining a habit of copying and repeated what they learn. The media has permeated every aspect of our existence in the universe in which we live. The media is mostly involved in the parenting world because moms these days are so busy that they are unable to spend a lot of time with their kids. As a result, kids during the learning phase watch animated movies for the majority of their time. These cartoons have an impact on children's development that is both positive and negative (Rezeki, 2021).

RECOMMENDATIONS

1. Select useful cartoons that help language development by using short sentences and clear words. Discuss with your kid about new characters, and story to encourage engaged watching.
2. Encourage the kids to share the stories in their own words, after watching cartoons. This technique improves storytelling and reading skills as well as the ability to speak.

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