CHAPTER 4

THE ANALYSIS OF DATA

This chapter deals with the presentation and analysis of data obtained from the students' questionnaire, observations, analysis of students' writing and lecturers' interviews which were carried out earlier and are used to answer the research questions.

4.1   The Analysis of Student Questionnaire

This section deals with the presentation and analysis of the data obtained from the student questionnaire. The questionnaire contains two sections which are Section A and B. Section A covers the background information on the students whereas Section B covers the questions pertaining to the information needed for the study. The information from the questionnaire is tabulated in terms of frequency counts and percentages.

4.1.1 Background Information of the Sample

PART A : BACKGROUND INFORMATION

a)   Distribution of Gender

Table 4.1.1 : Distribution of Gender

Gender	Female	Male
Frequency	23	5
Percentage (%)	82	18

There were 28 students who were involved in this study. Out of the 28 students, there are 23 female students which represent 82% of the sample in this study and there are only 5 male students which take only 18% of the sample as shown in Table 4.1.1. Therefore the majority of the students involved in this study are female students.

b)   Distribution of Age

Table 4.1.2 : Distribution of Age

Range of Age	18 -19	20-21
Frequency	27	1
Percentage (%)	96	4

Referring to the above table, Table 4.1.2, the majority of the students which is 96% or 27 students aged between 18 to 19 years old and only one student aged between 20 to 21 years old.

c)   SPM English Result

Table 4.1.3 : SPM English Result

Gred	Frequency	Percentage (%)
A	0	0
B3	6	22
B4	1	4
C5	4	14
C6	3	10
D7	12	43
E8	2	7

Table 4.1.3 shows the students' SPM result for the English language. As shown in the table, a relatively small number of students possesses a good credit for their SPM English where 6 students (22%) obtained B3 and a mere 1 student obtained B4 (4%). Another 7 students possess a lower credit in their SPM English which are C5 and C6 where 4 students (14%) obtained C5 and another 3 students (10%) obtained C6. A large number of students are very weak in English where this can be seen in the table where 12 students obtained D7 and another two (2) students

obtained E8 for their SPM English. This contributes to 43 and 7 percent respectively to the percentage of the sample under study which added to 50 % or 14 students of the total sample of this study. So, half of the students in this study possess lower grades in their SPM English. Therefore, the students in this study have different level of proficiency in the English language.

d)   English Result (Semester 01 – BEL 100)

Table 4.1.4 : English Result (Semester 01 – BEL 100)

Gred	Frequency	Percentage (%)
A	1	4
B+	1	4
B	6	22
B-	3	10
C+	7	25
C	10	35

Table 4.1.4 reveals the students' first semester English result. As shown in this table, a very small number of students obtained a good result in English. Only 1 student obtained an A and another 1 student obtained a B+ where each grade represents 4% of the overall percentage. About 22% of the students or 6 students passed their first semester English with a B grade, 10% or only three (3) students

obtained a B- and the majority of the students fall under the C+ and C grades which represent 25% and 35% respectively of the overall percentage. There are 7 students who obtained the C+ grade and ten students obtained the C grade. Therefore, based on this data, the students who were involved in this study have different level of proficiency in their English language proficiency.

4.1.2   Information on Cartoons and Language Learning

PART B : CARTOONS AND LANGUAGE LEARNING

Section I : Question 1 to 6

a)   Question 1 : Do you like to read cartoons?

Table 4.1.5 : Preference of Reading Cartoons

Preference of reading cartoons	Yes	No
Frequency	27	1
Percentage (%)	96	4

Table 4.1.5 shows the students' responses towards cartoons. Based on the data given in Table 4.1.5, the majority of the students which is 27 students or about 96% of the student sample like to read cartoons and only one (1) student or 4% does

not like cartoons. Those who like to read cartoons favour them because of the reasons as shown in Table 4.1.6 below.

Table 4.1.6 : Reasons of Reading Cartoons

Reasons	Frequency	Percentage (%)
They are funny and enjoyable	27	96
They are creative works of art	16	57
They use less word	16	57
The message brought up is clear and easy to understand	15	54
They present local conflicts and scenarios which are familiar	3	11
Others (to release tension)	1	4

Table 4.1.6 presents the data collected from the students regarding their reasons of why they like to read cartoons. Referring to this table which has been arranged in the most preferred occurences, the students like to read cartoons mainly because they are funny and make the students feel enjoy when reading them. This is shown by the high percentage of 96% or as many as 27 students preferred cartoons due to this reason. About 16 students or 57% of this student sample like to read cartoons because they are creative works of art and the same number of students like cartoons because cartoons often come in less word but managed to

convey the intended message or meaning. This is agreed by 15 students or 54% of the student sample who prefer cartoons as the message conveyed by cartoons are clear and easy to understand. Only 3 students or 11% of this sample population like to read cartoons because they present local conflicts and scenarios which students are familiar with. A small percentage of only 4 percent which is represented by only one student who like to read cartoons because they are able to help release the tension or stress felt by this student.

Table 4.1.7 : Reasons of Dislike Reading Cartoons

Reasons	Frequency	Percentage (%)
They are not educative enough	1	4
They are not really funny	1	4
They are not good reading materials	1	4
The contexts presented are very foreign and irrelevant	0	0
The language in cartoons is difficult	0	0
Others	0	0

Table 4.1.7 above presents the reasons of why the student does not like to read cartoons. Based on Table 4.1.5, it shows that there is only one student or 4% who does not like to read cartoons. This is based on the reasons being cartoons are not educative enough and also they are not good piece of reading materials perhaps because of the inappropriate use of language in some cartoons. The student also

does not like to read cartoons because he feels that although cartoons are well known for their humour, some cartoons are just not really funny.

b)   Question 2 : From what source do you normally read cartoons?

Table 4.1.8 : Sources of Cartoons

Sources of Cartoons	Frequency	Percentage (%)
Comic books	18	64
Newspapers	15	54
Magazines	10	35
Others	0	0

Referring to Table 4.1.8, the students prefer to read cartoons from the comic books as shown by as many as 18 students or 64% of the students preferred them. Newspapers are also among the highly preferred source of cartoons where 15 students or 54% of them read cartoons from this source. About 35% or 10 students prefer to read cartoons from the magazines. Basically, students like to read cartoons from sources which are easily available and at a relatively low cost.

c)   Question 3 : What do you think of learning English using cartoons? It is ...

Table 4.1.9 : Opinion on Learning English Using Cartoons

Opinion	Frequency	Percentage (%)
Enjoyable and exciting	26	93
Interesting	24	86
Refreshing	16	57
Easy	12	43
Different	9	32
Motivating	7	25
Inappropriate	1	4
Boring	0	0
Impossible	0	0

Table 4.1.9 shows the students' opinion on the use of cartoons in learning the English language. It is evident that the students are in favour of learning English using cartoons. As shown in this table, the majority of the students which is 26 students represented by as high as 93% of the whole student sample population, find learning English using cartoons as an enjoyable and exciting experience. A quite high percentage of 86% or 24 students find that learning English using cartoons is interesting. Meanwhile, 16 students (57%) find it refreshing and 9 students (32%) feel that learning English using cartoons as a different approach

from what they normally experience in the usual language learning process. As many as 7 students or 25% of the student sample population feel motivated to learn English when learning it using cartoons. A mere of only one student or a small percentage of 4% thinks that learning English using cartoons is inappropriate, none of the students feels disinterested when learning English with cartoons and also none of the students feels that it is impossible to learn English using cartoons. Therefore, cartoons can be said as a positive influence in the learning of English.

d)   Question 4 : How do you find learning writing using cartoons?

Table 4.1.10 : Opinion on Learning Writing Using Cartoons

Reasons	Frequency	Percentage (%)
Helpful	18	64
Enjoyable	14	50
Easy	12	43
Confusing	7	25
Difficult	2	7
Impossible	1	4

Table 4.1.10 shows the students' opinion on the use of cartoons in learning the writing skill. It is clearly shown that cartoons have a positive influence in encouraging students to learn the writing skill. As shown in this table, there are 18

students which is 64% of the whole sample, who find cartoons as helpful in learning writing. 50% of the student sample which is equal to 14 students find it enjoyable and 12 or 43% of the students find it easy to learn writing using cartoons. Meanwhile, seven students (25%) find it confusing when using them in learning writing which perhaps is due to their inability to understand the cartoons. Only a couple of students (7%) find it difficult to learn writing using cartoons and one student find it impossible to learn writing using cartoons. In general, the students perceived cartoons as an aid in the learning process of writing skill and also in the writing process itself. This is shown by the data presented in the table where a high percentage of students find learning writing using cartoons as helpful (64%), . enjoyable (50%) and easy (43%).

e)   Question 5 : Do you face any difficulties in interpreting cartoons?

Table 4.1.11 : Interpretation of Cartoons

Difficulties	Yes	No
Frequency	9	19
Percentage (%)	32	68

Table 4.1.11 shows the information regarding the interpretation of cartoons which affects the learning of English using cartoons. Based on the data from this table, 68% of this sample or as many as 19 students said that they do not face any

difficulties in interpreting the cartoons and 9 students which is equivalent to 32% of the student sample population find it difficult to interpret cartoons.

Table 4.1.12 : Reasons Why Cartoons are Difficult to Interpret

Reasons	Frequency	Percentage (%)
The message presented by the cartoons are difficult to understand	6	21
There is no text to help comprehending the cartoons	5	18
The visuals of the cartoons are not clear and difficult to understand	4	15
The themes brought up in the cartoons are very foreign or unfamiliar	4	15

Table 4.1.12 revealed the reasons as to why some students have difficulties in understanding cartoons. Most of the students (6 students or 21% of the sample) who claimed to have difficulties in interpreting cartoons said so mainly because of their difficulties to understand the message conveyed by cartoons. This reason is further enhanced by the following reason where about 5 students or 18% of this sample said that cartoons are difficult to interpret because some cartoons do not have dialogue or text to accompany the visuals which in turn hinder the understanding of the visuals or cartoons. According to 4 students or 15% of the sample, cartoons are difficult to interpret because the visuals of cartoons are not clear enough and difficult to understand. It is important that teachers have clear

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visuals of cartoons to help students better understand the topics or issues discussed in cartoons for effective teaching and learning using cartoons. The same number of students faces difficulties in interpreting cartoons simply because the issues or theme brought up in cartoons are something that students are not familiar with. Having lack of knowledge or unfamiliarity of certain issues could also result in the difficulties.

Table 4.1.13 : Reasons Why Cartoons are Easy to Interpret.

Reasons	Frequency	Percentage (%)
The visuals presented by the cartoons are clear and easy to understand	16	57
The messages presented by the cartoons are easy to understand	15	54
The texts provided in the cartoons help in comprehending the cartoons.	10	35
The themes brought up in the cartoons rendered around local issues which are familiar	7	25

Table 4.1.13 shows the possible reasons as to why students find cartoons as easy to interpret. The majority of the students admit that they do not face any difficulties in interpreting cartoons. As many as 16 students or 57% of them find the visuals of cartoons very clear and easy to understand. 15 students (54%) do not have any difficulties in interpreting cartoons because the visuals of cartoons are able to convey the messages quite clearly thus contribute to the understanding of the

cartoons. Meanwhile, 10 students find cartoons easy to interpret because some cartoons provide short text or dialogue which aid the comprehension of the issues discussed. According to 7 students or 25% of the sample, cartoons often discuss issues which are familiar to the students, which make them easy to interpret.

f)   Question 6 : How do you think cartoons could help you in learning writing?

Table 4.1.14 : Cartoons in the Learning of Writing

Statements	Frequency	Percentage (%)
Cartoons provide the content or ideas for my writing	22	79
Cartoons encourage me to explain more about the topic	16	57
Cartoons guide me to produce my writing	13	46
Cartoons help me to organize my writing	8	29
Others	0	0

Cartoons play a major role in the learning of writing skill. Table 4.1.14 shows that cartoons certainly help students in improving their writing skill. According to the students, in the process of writing, the visuals of cartoons help to provide the content or ideas for the students to write. This is shown by the high percentage of 79% which is 22 students who find cartoons as very helpful in learning writing. 16 students (57%) feel that cartoons encourage them to explain the topic in detail while 13 students (46% of this sample) find cartoons help them in

their writing by providing some guide for them to write their essays. Cartoons help them to focus on the issues brought up in the cartoons and avoid them from writing something out of context. 29% of the student sample population which is 8 students, perceived cartoons as helpful in learning writing because cartoons help them to organize their writing. Since a lot of cartoons often come in the form of frames (single or multi-frames), they help to provide the sequence for the issues discussed, which helps students to organize their ideas better based on the cartoons. Based on the data presented in the table, it can be said that cartoons could help the students in a lot of ways in learning to improve their writing skill.

Section II : Question 7 to 12

g)   Question 7 : Is it easier to write the essay with the help of the cartoons provided? Why?

Table 4.1.15 : Cartoons in Language Learning

Difficulties	Yes	No
Frequency	27	1
Percentage (%)	96	4

This question requires students to write their own answers.

Table 4.1.15 shows the students' opinion on the use of cartoons in writing. According to the data shown in this table, a majority of 96% of the students or 27 students find it easy to write the essay with the help of cartoons whereas only one student (4%) finds the process of writing essay with the help of cartoons difficult.

The following are reasons indicated by the students who feel that with the help of cartoons, the process of writing is much easier. According to these students, cartoons as a form of visuals provide the context needed for their essays. Cartoons help to generate ideas for their essays. The students know what they have to focus on and write based on the issues brought up by the cartoons. Since visuals often welcome possible interpretations, the feeling of freedom in writing encourages the expansion of ideas in essay writing which is why students find it easy to write with the help of cartoons. The students also find the understanding of cartoons is much easier as they are in clear visual form which present real life scenarios which students are familiar with. Besides that, cartoons are normally presented in a humourous way which develops the joyful mood among the students and create enjoyable learning atmosphere for them within which motivation on the learning process would emerge. Feeling motivated, the students feel much easier to produce their essays and coupled with the positive attitude towards learning encourage them to produce a better piece of writing. The students also mentioned that with the help of cartoons, the organisation of ideas in writing their essays becomes simple because cartoons are able to guide students to organise their essay. Furthermore, according to the students, cartoons encourage them to imagine the situations presented in

cartoons. They could visualize the situations in their mind which then create a vivid mental image which in turn guide them to write their essays easily.

The student who feels that writing essays using cartoons is difficult said so because cartoons normally come in the form of mainly visuals or accompanied by minimal words or very short sentences or phrases. It can be said that this student has difficulty in interpreting or understanding cartoons which hinders him from producing his writing. The lack of proficiency in the language could also contribute to this problem. Since the student does not have the language, the problem of producing the writing piece would definitely occur. So, in that case, writing even with the presence of visual as a guide could also be difficult.

h)   Question 8 : Statement
      "The cartoons help me to write about the topic in detail".

Table 4.1.16 : Cartoons in Writing

Scale	Frequency	Percentage (%)
Strongly Agree	2	7
Agree	15	54
Uncertain	10	35
Disagree	1	4
Strongly Disagree	0	0

Table 4.1.16 shows the students' responses towards the given statement. Two (2) students or 7% strongly agree that cartoons are very helpful in the process of writing and the majority of the students which is fifteen (15) students or 54% of the sample agree that cartoons help them to write about the topic in detail. This shows that the visuals of cartoons encourage students to write more about the given topic. Meanwhile, ten students or 35% of the sample are uncertain as to whether cartoons do help them in writing about the topic in detail whereas only one student disagrees with the statement. None of the students feels strongly disagree with the statement.

The visuals of cartoons provide pictures or images that represent the topic. These visuals of cartoons often appear in real life situation which provide details regarding the topic. This feature encourages the expansion of ideas and further explanation of the topic which in turn help students to provide a detailed writing of the topic.

i)   Question 10 : Statement

"Learning English using cartoon strips have motivated me to learn English
further".

Table 4.1.17 : Cartoons and Motivation

Scale	Frequency	Percentage (%)
Strongly Agree	2	7
Agree	20	71
Uncertain	6	21
Disagree	0	0
Strongly Disagree	0	0

Table 4.1.17 shows the students' responses towards the role of cartoons as a
source of motivation. Two students or 7% strongly agree that cartoons motivate
them to learn English further. A very high percentage of 71% or as many as 20
students agree that cartoons motivate them to further improve the English
language. However, 6 students or about 21% of the sample are uncertain about
cartoons being able to motivate them to learn English further. None of the students
disagrees or strongly disagrees with the statement. Therefore, based on the data
presented in the table it can be concluded that cartoons could be a source of
motivation to the students in the learning of English. The increase in motivation
among the students escalates their interest in the lesson. This helps them to be more
attentive during lessons which in turn increases the understanding of the topic,
hence, contributes to effective learning.

j)   **Question 11 : Do you think with the help of the cartoons your English language proficiency can be improved?**

      Question 11a : If 'Yes', in what way do you think cartoons could help you in improving your English?

      Question 11b : If 'No', why do you think cartoons will not help you in improving your English?

Table 4.1.18 : Cartoons and English Language Proficiency

Difficulties	Yes	No
Frequency	27	1
Percentage (%)	96	4

Table 4.1.18 shows the students' responses towards the relationship of cartoons and the English language proficiency. The majority of the students admit that cartoons help them in improving their proficiency in English. This can be seen from the data presented in Table 4.1.18 where 27 students or as high as 96% of the sample population said that learning English using cartoons could help them in some way to improve their proficiency in this language. A mere one student or only 4% of the sample does not see the use of cartoons in the learning of English as a way of improving the proficiency in this language.

Those students who believed that cartoons could help them improve their English said so because they find cartoons as creative works of art which are visually interesting. Cartoons often come in colours or simply black and white with different and unique characters which could arouse the students' interest and attract their attention into the learning process. Furthermore, cartoons contain jokes and humour which help to develop the students' interest towards the lessons and motivate them to learn further about the language to improve their proficiency. Therefore, with all these characters, cartoons make the learning process enjoyable and interesting and not stressful or boring as normally perceived by students. The change in perception towards English could help to change the students' attitude towards the learning of it. Students would show a more positive attitude during learning which makes them stay focus on the lesson taught, make the effort to learn and eventually improve their proficiency.

According to the students, cartoons are often presented based on real life situations and appeared in different contexts which are familiar to the students. The themes brought forward in cartoons are often those which reflect the real life situations where the students could relate their own experiences and knowledge of the issues. Furthermore, learning based on real life issues is more meaningful as it develops better understanding of the visuals in cartoons and the lessons. This therefore, contributes to effective learning and helps to improve the students' level of proficiency in English.

Students find the language used in cartoons as simple and easy to understand. Based on the cartoons, students could learn the correct use of language in context and apply this knowledge in their everyday conversation. They could also learn a lot of new words, their meanings and correct usage and make use of these newly learned words in their daily conversations or writing. These help to increase the students' vocabulary and improve their language proficiency through constant practice and use of the English language.

The student who feels that cartoons does not really help in improving the English language proficiency based his response on the fact that cartoons could inject humour to a mundane classroom environment. The student believes that this could result in a lot of laughter and fear that students would get carried away with the jokes in cartoons. So, this student finds cartoons as detrimental to the process of absorbing information on the lesson taught as well as to the improvement of language proficiency. Furthermore, according to this student, cartoons often portray the use of inappropriate language which does not encourage the development of vocabularies or even improve his proficiency in the language. In this case, teachers should play an important role to select appropriate cartoons which are suitable for the purpose of teaching to ensure their effective use in helping to improve the students' proficiency in the language.

4.1.3 Discussion of Findings

The data gathered from the questionnaire revealed that students are in favour of learning English using cartoons due to the various characteristics of cartoons. So, the discussion of findings derived from the questionnaire will be presented based on the characteristics of cartoons.

4.1.3.1 Characteristics of Cartoons

a) Unique

Based on the findings, the students in this study favour cartoons because they are creative works of art which are very appealing as they are full of illustrations and unique characters that are uniquely presented. This is not surprising because the students who are involved in this study are those from the Faculty of Art and Design in UiTM. They deal with a lot of creative works in their studies. This is true according to Canning (2001), who said that the visuals which are most preferred by learners are those which are colourful, something that they could relate to their experiences and also those that could be associated with places, objects, persons and events familiar to the students.

b)   Inexpensive and Accessibility

The findings show that the students prefer to read cartoons mostly from the comic books, the local newspapers and magazines which are easily accessible in daily newspapers and bookstands as advocated by Davis (1998) and also because they are inexpensive and affordable. Hill (1990) and Wright (1976, 1989) theorized on the selection of sources of cartoons which agrees with this finding where they advocate visuals as inexpensive and they are easily available in large numbers and at little or no cost.

c)   Enjoyable

The students enjoy the joke and humour in cartoons when reading them. They find cartoons fun and enjoyable. Swabey (1970) had certainly made a point when she said cartoons as a work of art provoke merriment or laughter. Based on the findings, the use of cartoons in the learning of the English language is enjoyable, exciting and interesting as claimed by Melor (1999), Ting (2003), Chiasson (2002), Lester (2000), Davis (1997), Ashkenas (1995) and Handono (1996). Cartoons are able to transform the classroom atmosphere from a mundane learning environment to a much more enjoyable and lively classroom environment making it conducive for learning. Classrooms are seen as a pleasant place where students could find joy and at the same time experience meaningful learning.

Therefore, in such a positive environment, students will be more interested to explore the English language to enhance their knowledge in it. This is supported by Chiasson (2000), as humorous situation in classroom allows students to express themselves freely without the element of fear of criticism or being ridiculed by their peers. Therefore, the level of anxiety and stress can be reduced and students feel more comfortable and motivated to learn as well as taking risk to learn using their second language.

d)   Refreshing

Since cartoons could provoke laughter in classroom as advocated by Swabey (1970), the students find them a refreshing teaching medium. Joy and laughter are very much needed in a classroom so that learning English would be interesting and not the norms of mere teaching and doing exercises. This is in agreement with Dickinson's theory as quoted by Chiasson (2002) which says that, classroom which contains laughter helps bring learning to life. The findings proved that cartoons and their humour create laughter in classrooms which makes students feel alert and ready to focus on the lesson. This is in line with what Wittich and Schuller (1962) advocated, where cartoons readily attract attentions and arouse interests among the students. It is also supported by Ting (2003), as cartoons are useful tools in the effort of gaining and maintaining the students' attention and interest in classroom. Therefore, students will be more attentive towards the lesson, understand more of

the language, be more motivated to learn and eventually improve their ability in the language.

e)   Challenging

The use of cartoons in learning is found to be different in approach compared to the boring text form of teaching materials as perceived by the students in this study. Based on the findings, the use of cartoons encourages students to learn on their own as they construct their own piece of writing or arrange their ideas for speaking activities.   Students learn how to organize their ideas, expand and elaborate them using their store of the English language. This could be a valuable learning process as students learn from their own mistakes, put a lot of effort to improve on their work and to produce a good piece of work.   Satisfaction on learning is very high as they learn from their own mistakes and discover their areas of strengths and weaknesses in the process of language learning which definitely makes learning very meaningful to them.

In producing their piece of work, be it writing or speaking, students depend largely on their language ability to convey their ideas. So, the challenges emerge as students have to construct their own sentences, choose appropriate words which best explain the characters, situations or events presented by the cartoons. They might also be challenged to elaborate the messages or issues discussed in the cartoons and perhaps to elaborate and expand their ideas based on the cartoons.

They are even naturally forced to venture into critical thinking and learn to be more analytical in interpreting and examining the cartoons as they are looking for details to complete their assignments. This could make students to be more motivated and be responsible to learn as they are actively involved in their own learning process.

f)   Genuine

As what was explained by Lester (2000), cartoons which are well chosen and properly planned could yield a remarkable learning experience to the learners. The outcome of these learning processes is definitely original and authentic products as students make use of their own knowledge, real life experiences and even imagination on the issues discussed to come up with their piece of work. The students' works reflect the true ability of their language proficiency and the level of knowledge. This information benefits the teachers of the English language as they are able to discover the students' areas of strengths and weaknesses, which helps improve their teaching by focusing more on the aspects of the language and language skills which students are weak at. Therefore, the use of cartoons in the teaching and learning of English could motivate both the teachers and learners to improve.

Cartoons are also preferred by the students as they are presented in a simple manner with clear, attractive and interesting visuals, which appear in different and familiar contexts in reality. Since they are familiar to the students, visual

perception and recognition could be enhanced and therefore, enable comprehension and interpretation towards them. This is because students are able to relate them with their knowledge, personal real life past experiences as well as their own cultural and social background on the issues. This finding is supported by Wittich and Schuller (1962) who posit that interpretation of pictures are influenced by the viewers' past experience and his own cultural and social backgrounds. In the process of writing, students could easily produce their writing as they possess the knowledge regarding the issues. The process of writing here is a matter of sharing their own knowledge which will be more relieving on the part of the students.

g)   Useful and Helpful

Visual illustrations of cartoons play an integral part in helping the students to produce their writing. Based on the findings, the students find cartoons as very helpful in producing their essay. This is because the visual of cartoons provide the context or ideas for their writing. However, it is important to note that visuals of cartoons need to be clear in order for visual perception to be effective. This is evident to what Wright (1976) claimed regarding the visual perception. According to Wright, the visuals of cartoons must possess clarity, recognition and expression qualities. This is because, cartoons which are clearly seen, enable the students to pay attention to the features, characters and further details of the cartoon. Cartoons that are clear enable recognition of content, within which information from the cartoons could be extracted, hence, encourage the expansion of ideas. Therefore,

students are able to further interpret the cartoons and furnish their writing with more details.

The students agreed that cartoons help them to write their essays in detail. The cartoons encourage the students to be more imaginative and creative in their thinking as well as be creative in the use of language to convey all their ideas in their writing. Students also develop analytical thinking while analysing the visuals of cartoons to get more details on the characters of the cartoons as for example their shapes, sizes, colours, facial expressions, environment and actions.

The students find writing essay through the use of cartoons as very easy and helpful due to the dialogue provided in cartoons. The linguistic elements in cartoons function as a tool to convey the intended meanings in order to further enhance the understanding of cartoons. This is in agreement with the theory postulated by Paivio (1978) and Wittich and Schuller (1962). They help in the comprehension of messages or the issues discussed in cartoons. Therefore, through comprehension, students are able to interpret the visuals of cartoons effectively and this motivates a better production of writing from students. Apart from that, linguistic elements in cartoons act as a buffer for students to focus on the topics discussed in cartoons. They confine the students' focus of writing and guide them to keep their writing in line with the issues brought up by the cartoons and in the process of writing, these elements further support the students' interpretations of the cartoons.

Based on the findings, students perceived cartoons as a useful guide for them to write their essays. Cartoons act as interesting stimulus agent to elicit responses from the students. They guide students to communicate their interpretation, ideas or opinions on the cartoons using their language ability as advocated by Wright (1976). In addition, cartoons also help students to organise their writing as cartoons often appear in sequence of events in the form of multiframes concept which represent a series of events in conveying the message. So, this is very useful as students could easily separate these events in different paragraphs and at the same time organize their ideas in their writing. Cartoons also provide the focus topic for the students' writing so that they keep their writing in line with the topics or issues discussed in the cartoons given to them.

h)   Timeless and Motivated

Learning English using cartoons could also motivate the students in their learning. According to Ting (2003), cartoons which are appropriately used in teaching and learning are able to motivate any learners regardless of their age. This is because cartoons make learning English seems simple and easy and not difficult or complicated as commonly perceived by the students. Therefore, this helps the students to develop a great feeling of interest in the learning of the English language. Learning becomes enjoyable, fun, interesting and meaningful. Moreover, students would pay full attention towards their learning, enhanced their understanding of the lesson and are also encouraged to actively use the English language. This in

turn improves their proficiency and eventually become good speakers of this language.

i)   Language

Cartoons are authentic teaching materials. Other than their appealing illustrations, cartoons also contain simple use of language which reflects the daily real life language of people from different level and society which appeared in its actual context as advocated by Davis (1998). So, students are able to relate the language functions and their contexts which reflect the correct use of the language function. Students could learn new words and their meanings, the correct usage of the words which help to increase their vocabularies in the language. All these knowledge could then be applied in their life where they could use them for everyday conversation. Constant practise or use of the English language helps to improve the students' proficiency and fluency in the English language. Furthermore, this could also build the students' confidence into using the language.

4.1.3.2 The downside of cartoons

a)   Process

Learning English using cartoons requires students' cognitive ability to perceive cartoons and process the visual information coupled with the language

abilities to produce the information in the form of verbal or written communication. Therefore, breakdown in the systems could hinder the learning of English using cartoons among the students. So, it is not surprising if there are students who find learning writing using cartoons as difficult. Difficulties here could be the result of inability to express ideas using the English language which is due to lack of knowledge and proficiency in the language.

The inability in visual perception could also be explained based on Handono's (1996) theory. According to Handono, there are a few audiences who are 'visually illiterate', who are not able to interpret visuals using pictorial conventions. There are also possibilities that the visuals are difficult or simply cannot be visualized which result in failure of the learning process. As presented in the findings, in line with Handono's (1996) theory, the students perceived that cartoons could also be confusing. There are many possibilities that could lead to this. Among them is the physical appearance of the cartoons which is unclear in print and colour and perhaps the visuals or pictures of cartoons could not be recognized or difficult to understand by students. The messages brought up by cartoons may be something the students are not familiar with or beyond their knowledge and understanding. This could be due to the absence of visual knowledge and visual experience regarding the topic presented by the cartoons in their memory, which in turn hinder the process of understanding.

Another possibility is that the instructions given to the students are not clear as to what to be done with the cartoons which in turn leaving them in uncertainties. Enveloped with uncertainties, students will feel intimidated to explore the visuals and are also afraid of making mistakes or writing out of the given topic, hence, result in distortion in the process of writing and its product. It is important that clear instructions are given to the students as they provide clues for students to set their focus on the topic and encourage the expansion of ideas in their writing.

b)   Educational Values

There is also a student who does not like to read cartoons because they are seen as educationally unsound and perceived as not a very good piece of reading materials with inappropriate use of language. This is also mentioned by Davis (1998) about the common belief of cartoons, where they are perceived to be so educationally unsound that they could lead to mental stagnation. Lester (2000) also uncovered from history that cartoons are considered as unworthy of serious attention and perceived as junk to children. However, today, the perceptions on cartoons have changed. Many scholars advocate that cartoons could be made worthy if they are carefully and wisely chosen and used appropriately in the teaching and learning of English.

4.2   The Analysis of Students' Writing

This section deals with the analysis of the students' writings which are based on the three different cartoons given to them. The qualitative data derived from these writings will be gathered, summarised and presented in this section. It is hoped that the findings obtained here could supplement the findings yielded from other methods earlier. The examples given to support the findings are taken directly from the students' writing without any editing work done on them.

4.2.1   Length of the Writing

The length of the students' writing ranged from about 200 to 680 words for those who write based on the visuals given whereas students who write based on the linear form of instructions managed to write about 180 to 420 words. Generally, it is apparent that students who are given the visuals of cartoons managed to write their compositions much longer than the students who are given the linear form of instruction.

4.2.2   Organisation of Ideas

a)   Linear vs Non-linear

The majority of essays written by students who were given the linear form of instruction are organised only in three basic paragraphs which are the introduction, content and the conclusive paragraph.   It is also evident that some students managed to produce writings which are divided into separate paragraphs for different events involved in their essays based on the knowledge of the process of writing. But, majority of the students failed to successfully separate their ideas and organise them effectively in separate paragraphs which results in disorganization of ideas. However, this is different from the students who are provided with the visuals of cartoons.   These students managed to produce writing which are organised in terms of the organisation of ideas. This is because cartoons which appear in multi-frames helped students to develop ideas for each paragraph based on the events in the respective frames. So, the cartoons actually guide them to also organize their ideas in the process.   Students who write based on the linear instruction however, solely depend on their own judgement, opinion and creativity to organise their ideas which, if not based on knowledge could result in disorganisation of ideas.

b)   Linear Instruction

i)   Imagination

Students, who write based on linear instruction, depend highly on their imagination to produce their writing. They would normally have to set up the visual image in their mind based on the issues presented by the cartoons. Sometimes, the eagerness to include all the possible ideas may affect in their writing being dumped with lots of disorganised and unrelated ideas.   One of the examples of the introduction in this student's writing can be seen as shown below :

"During the holiday in May last year, I and a few of my friends had a very interesting experience to share. How about lost in the jungle alone? May be you will felt scared";

However the next paragraph of this student's essay goes like this :

"I and a few of my friend planned to catch bird while playing in the woods nearby my village. We went early in the morning. One of my friends said it was a great time to catch birds while they go to searching for food. We get really exited to catch bird and almost forgot to bring some food or drinks with us".

The rest of the essay was about bird catching activity in the jungle and the issue on being lost in the jungle was never mentioned even until the end of the composition. This is proven by the last part of the composition which says :

> *"In a few minute, my friends came and laugh at me. I was traped and we shouldn't have to catch any more because we've got the big one".*

Another example which contributes to this issue is this student's paragraph of content which says :

> *"In the tomorrow evening, we arrived to grandmother's house, I've got fresh air in my village. Many bird was fly by and relax on the three. Tomorrow morning, I saw my friends Zul and Ali. We have planned to catch bird while playing in the woods nearby my village. Than we set up a bird-trap by using the tree branches, some strings and some grains as bait".*

So, it can be said that without the presence of the visuals of cartoons, students do find some difficulties in organising, developing and making sure of the continuation or flow of their ideas or story line in their essay.

4.2.3 Content

The use of cartoons in writing, as far as this study is concerned, has managed to elicit responses and stimulate ideas from the students to develop and complete their writing. The visuals of cartoons themselves are in fact the content of writing

which is in the form of visuals and students make use of the English language to transform them into readable substance.

a)   Writing Strategies

The students adopt many writing strategies in their effort to produce the essays with the help of the cartoons. The students managed to produce better ideas for their writing. They make use of the cartoons to expand ideas of the characters, environment, actions, emotions and other features of the cartoons. Cartoons inspire the students to write further details about them. As for example, despite being given cartoons which appear in a mere black and white colour with such a simple drawing of a bird, a student have managed to produce this :

"The bird is small and very beautiful. It have very long feathers with a line stripe of blue and red colours".

In another piece of writing, in describing a snake as visualized by another student, this has been produced :-

"The snake are very big it has a black spot on it skin, it long may be one feet".

Other students in explaining about the snake which are shown in the cartoons have managed to come up with this :

"...we saw the snake about 2 metres long, it's was green in coloured and have many spots that red and brown in coloured".

b)   Creativity

Although the cartoons appeared in a visual form in which the absence of
audible dialogue is obvious, two students creatively produced these information :

i)   *"The sounds of the bird cipping are very nice and make I and my friends fall in
      love with the sounds";* and

ii)   *"The sound of the snake also scared us. The sound of the grass also scared
      us".*

There is also description of the environment or the surroundings of the
cartoons which was written by one of the students, which goes as :

i)   *"There was so many mosquito in the bushes ..."*

which is obviously cannot be seen from the visuals of the cartoons. This shows that
cartoons inspire and encourage students to be creative in their thinking and writing.
These students make use of their knowledge of the nature of the characters in
reality. They have the ability to think beyond the given visuals and retrieve the
knowledge from their memory of the nature of birds and snakes, how they look like
in the real world and therefore have managed to describe the characters better.
They are able to describe more than one feature of the characters in cartoons.

Other examples of the description of the surroundings are :

i)   *"...there was so many people at the infront of the circus maingate. There were also many cars at the carpark"*

ii) *"The place was so noisy and crowd with the people"*, and

iii) *"When we arrived at the circus, we look many people in there. The sound at there so noisy because the people had speak loudly, laugh and the sound music loudly"*.

In describing the actions shown by the characters in the cartoons, the students are trying their very best to describe the actions in order to convey the message brought forward by the cartoons. However, due to lack of proficiency, vocabularies and also knowledge of the language the process is hindered but still does not lack of creativity. This can be seen in these extract of the students' writings which are as below :

i)   *"I look the motorcycle follow the circus action. They was 'up' the motorcycle and ride like a snake"*

ii) *"Three man have clone an action of an acrobatics motorcycle"*, and

iii) *"One of the most spectacular performance was when they driving around this globe-shaped cage. That was amazing. The crowd cheered loudly for their amazing performance"*.

The students show a strong sense of creativity in writing with the help of the cartoons even though they do not possess the fluency in the language.

c)   **Characters and Adjectives**

This section will try to answer one of the research questions set forth earlier to find out whether the use of cartoons helps to promote language learning in relation to the use of adjectives in writing.

In describing the characters in the task given to them, the students who were given the linear form of instruction have only mentioned them as *'my friend','* *my friends', 'a few of my friends'* or by mentioning the names such as *'Abu', 'Ali'* and *'Amir'.* On the other hand, those students who were given the cartoons have described the characters more than merely the names. Some of the examples are :

i)   *"My friend whose I called 'Hitam', that have dark skin... 'Botak' and 'Panjang', I called them by that name because 'Botak' is small, short and chubby and also bold and 'Panjang' is very thin and tall among us..."*; and

ii)   *"Latip, or the teeth protruding boy, was our leader. He knows everything and he teach us how to make a trap. We make the trap together".*

So, it is clearly seen that cartoons provide ideas for the students to describe the characters in the cartoons. Cartoons give clearer picture of what the characters are like and their spatial relationship. Students make use of their creativity and imagination to further expand and give clearer description of the characters

involved in the situation in the effort to make their writings understandable and interesting.

Students are able to use suitable adjectives to describe the characters in the cartoons. In fact, they are able to describe the characters in detail and with creativity using more than one adjective for the characters. As compared to the essays produced by students who were given the linear instruction, the characters were not described further but were mentioned only in general in the essays.

In choosing the names of the characters, students reflect on their knowledge of the culture where people are named after their characters or obvious physical attributes. Students make use of the adjectives to describe the characters which perfectly match their given names. There is also the possibility that students also do reflect on their visual experience within which they gather information of the same scenario portrayed by the cartoons from what they see in television, books or movies. This is because students who come from urban areas might not be familiar with the scenario such as playing in the jungle and learning how to trap birds as compared to those students of rural areas who grow up in that kind of environment. Therefore, students also rely on their imagination and creativity in their effort to relate all the information obtained from the cartoons to come up with their writing. So, the visuals of cartoons have the ability to encourage students to reflect on various kinds of knowledge in their effort to expand the ideas for their writing.

d)   **Linguistic Elements**

The linguistic elements in cartoons such as the dialogue accompanying the cartoons are very helpful in helping the students to complete their story line. They are able to provide ideas and stimulate interest towards the cartoons and enhance the understanding of the topics and issues brought forward by the cartoons. The students, who are provided with cartoons which are equipped with dialogue or linguistic elements, are able to comprehend the messages and are also able to use them correctly in their writing. One of the examples can be seen here :

i)   *"...make a plan to catch a bird named 'ruak-ruak'. The bird is a common padiland bird which is quiet hard to catch it".*

Instead of copying the whole dialogue or information from the cartoons, the students managed to manipulate the facts and use their own creativity and knowledge of the language to convey the same message brought up by the dialogue in cartoons. It is also evident that students use their creativity to add some details to the dialogue or captions of the cartoons to make the story line more interesting and give better picture of the visuals and their messages. This in turn helps to enhance understanding of the story line and the characters involved in cartoons.

e)   Linear vs Non-linear

i)   Instruction

It is apparent that students who are provided with linear instructions are prone to copying the instructions given. They depend highly on the instruction given for the content of their writing. The instruction is able to elicit minimal responses from the students which are proven by the simple explanation of the events in the writing. It is also apparent that there is not much elaboration on the characters involved in the events. The essay or the content of the writing highly depended on the instruction of the task due to lack of proficiency and low ability of the language. Students are more concern of the accuracy of their language and are afraid of making mistakes. So, students feel safe by copying the information from the instruction. Therefore, the plot of the writing produced by the students is very simple, brief and the length of their essay is rather short as compared to the writing produced by students who are given the visuals of cartoons. The majority of the students write merely based on the instructions, so, there is lack of creativity in writing and expansion of ideas. Students have merely picked the sentences from the instructions and simply put the story line together.

The act of copying blindly from the instruction could also result in incorrect sentence structures and grammatical errors. Some of the examples from the students' writings are :

i)   *"Unfortunately, in the chaos, you accidently got myself trapped by my own bird   trap".*

ii)   *"In the chaos, I was accident myself trapped by our bird trap. During the incident, I even though that I was trapped myself by our trap".*

iii)   *"In the chaos, I accidentally in ourself trapped"*

ii)   **Real Life Experiences**

In the process to produce the content of their essays, the students of the two groups adopt several strategies such as making use of their past real life experiences and also visual experience, knowledge of the issues brought forward by the cartoons or task instructions together with logical reasons to support the ideas. They also make use of their imagination, feelings, emotions and creativity as well as their opinions to come up with the content of the writing and to complete their essays as interesting as possible. All these elements are apparent in the students' writing and all that is different is the extent of which the use of these strategies influences the students' writing.

Based on linear instruction, a student is able to use his imagination to come up with such an interesting description of a snake which is found during the activity in the jungle although the information regarding the snake mentioned in the instruction is very brief. The student came up with this :

i)   *"The huge snake was very biggest and it's colour like tree branches".*

Students make use of logical reasoning in explaining the scenarios or events which are presented by the visuals. The examples can be seen in the extract from the students' writing such as :

i)   *"The flood coming because drain were stuck a lot of garbage, beside that at the next villages, under progress because the government need to change a new perspektif to become a new town".*

This phenomena is quite common in this country which students are familiar with, where, as a development occurs without proper planning which results in a flash flood. So, students also make use of their knowledge of the current issues in completing their writing. Since the issues brought forward by the cartoons are familiar to the students, they are able to retrieve this knowledge from the memory and use them in their writing. Another example of using the logical reasoning and knowledge of the current issues is apparent in this extract from one of the students' writing who has been given the visual of cartoons :

i) *"In December month, the rain start to pour heavily. Everyday, the heavily rain to pour not stopped. It was happened on Kampung Bukit Sawa in Terengganu. Kampung Bukit Sawa located beside the river. When rain pour heavily start everyday, the river overflood. It was cause flood".*

In the case of students who have been given the linear form of instruction, they are able to relate their knowledge of current issues and other related events pertaining to the issues discussed in their essays to complete their writing. As seen in this extract of a student's writing :

i) *"Last December, I remembered when everybody busy make some preparation for Hari Raya. It was a rainy season during the fasting month. The heavy rain, the storm makes the rubber tapper, farmer can't go out to do their job. In that month, their commission are not enough to buy a new cloth for Hari Raya. Unfortunately, after about a week of heavy rain, our village had been hit by flood".*

One of the strengths of cartoons is their ability to communicate meaning, emotions and feelings of the characters, environment and even the climates which are involved in them through the illustrations presented. The illustrations of cartoons are also able to convey the morale of the issues discussed. All these

information have been retrieved from the cartoons and students transform this information to the content of their writing.

iii)   Emotions

The emotions in cartoons also affect the use of language by the students. The illustrations of cartoons enable students to choose the suitable words to describe the events effectively through facial expressions, actions, reactions of the characters in cartoons so as to convey the message presented by the cartoons. Students are able to interpret the cartoons and imagine the possibilities of the scenarios which are very helpful in writing their essays. Some of the examples of the students' writing which explain the emotions involved in the cartoons given to them :

i)   *"They also felt worry and disappointed for the tragedy that had been damaged and destroyed their things and furnitures. They look up through the window with pale faces and sadness".*

In another example, a student writes about the shocking experience he and his friends encountered during the bird trapping activity in the jungle which are illustrated by the illustrations of the cartoons as below :

ii)   *"We felt shocked and also the bird".*

iii)   *"Suddenly, the insane boy, Abu Yazid was jumped out from the bush and shout "snake...snake...". We are always shock after he shout that. The bird was shock like we are. And the bird run away from the trap".*

iv)   *"Suddenly, Jamil the half- insane boy jumped out from our hiding place and scream 'ular...'. We felt shocked and also the bird. We looked back and saw the huge phyton. We hurry came out from the bushes and climb the tree. The situation was rushed".*

Therefore, it can be said that the visuals of cartoons are able to communicate the intended meaning to convey the messages to the readers. So, clear visuals of cartoons enhance the understanding of the issues brought forward by the cartoons and are able to elicit responses from the students and also they are able to stimulate ideas for the students to write their essay using the English language. The more the students understand the cartoons, the more ideas are obtained and therefore the students can write more about the topics. In a lot of cases, lack of proficiency in the language as well as low language ability hindered these students' ability to convey all their ideas effectively.

4.2.4 Discussion of Findings

a) Context of Writing

Based on the findings, cartoons as a form of visuals certainly help audiences in the learning process as postulated by Handono (1996). In the process of learning writing, cartoons help to provide the context or ideas for students to write. This is in line with what Wright (1989) advocates on cartoons which could provide the context for the teaching of writing and speaking skills. As pictures are worth a thousand words, therefore, cartoons can be described, interpreted or responded to by the students in many ways, whether subjectively or objectively as advocated by Wright (1989). This encourages students to develop their writing.

b) Expansion of ideas

The information obtained from the findings revealed that cartoons are able to encourage students to write more on the topics or issues discussed. In developing their writing, cartoons are able to elicit responses and stimulate ideas through the illustrations. These encourage students to explore the cartoons in order to expand their ideas through elaboration of the events, characters, emotions, feelings, facial expressions, actions and other features shown by the cartoons. Students could always fall back on the cartoons for more information and ideas to complete their

writing. The cartoons allow students to grasp spatial relationships and actions in them better as postulated by Shneiderman as quoted by Hilligoss (1999).

In the process of expanding the ideas, students adopt creativity in thinking and writing. They think creatively when they are sourcing for suitable ideas and information to support their point of views. This is true as what was mentioned by Cropley (2001) where as students are actively thinking and sourcing for ideas and information, they are actually being creative in the process of learning writing as well as learning the language. They are motivated to come up with more ideas for their writing as they discover that cartoons could generate a lot of ideas as they explore the cartoons further. Ideas could be gained from various sources and students are involved in deep thinking process to gather information and ideas regarding the issues presented by the cartoons and other related issues. They also make use of the current issues which deem fit the topic in their effort to complete the essays.

c)   Visual Knowledge and Visual Experience

It is also apparent from the students' writing that students reflect on their visual knowledge, which is their long term memory information concerning the appearance and function of things which include the shapes, sizes, colours, etcetera, as explained by Paivio (1978). Students also reflect on their visual experiences pertaining to the issues presented by the cartoons in the attempt to provide more

ideas and details to their essay. They make use of a lot of their imagination in the process of selecting, gathering and putting all the ideas into place to ensure that they convey all the messages presented by the cartoons. In interpreting the cartoons and supporting their ideas, students also base their point of views from logical reasoning of the situations. They also reflect on their social and cultural backgrounds as well as real life experience as agreed by Wittich and Schuller (1962).

d)   Writing based on Linear Instruction

The students who were provided with linear instruction somehow experience the same process in writing where they develop their writing very much through visual imagination on the issues discussed in their mind. They also make use of their real life experience, knowledge of the issues, logical reasoning and opinion in producing their writing. However, although present, the expressions of the ideas sometimes lack of details and elaboration and therefore are not effectively expressed when compared with the writing produced by students who were given the cartoons. On the other hand, the students who write based on the cartoons given are able to express their ideas with clear explanation and elaboration. They are also able to furnish their writings with details of the cartoons. However, all that are holding them back is their inability or low proficiency in the language.

e)   **Visual Perception**

Based on the findings, it can be concluded that all of the processes involved in developing ideas from the visual of cartoons as mentioned earlier are mainly the process occurred in the human mind. As Hilligoss (1999) postulated, the act of visual perception based on the cartoons is obviously seen as an active thinking process and is also the active concern of the human mind. These processes certainly prove that visual perception is a creative and active activity of the human mind as advocated by Arnheim (1974) as quoted by Sigel (1978) because the students are actively and creatively producing ideas from the knowledge retrieved from their memory.

f)   **Cartoons and Language Learning**

The findings from the data gathered suggest what Doring (2002) theorized on the use of cartoons in language learning in which during the interaction with the cartoons stimuli, students are actually refining on their own learning. This is because the use of cartoons as stimuli in the process of writing has encouraged students to reflect on their own learning and language ability. Since, cartoons are in the form of visuals, they drive students to use their store of the English language and do not depend on or copying the task instruction in order to produce their writing. The language use in the students' writing is authentic which reflect their own ability in the language and would come in handy for the teachers to find focus

in their teaching. The writing exercises and processes are not merely classroom exercises but also act as a platform for students to improve their proficiency and fluency in the language. The use of cartoons can also increase the students' vocabularies through the dialogue and captions in the cartoons. Students are also taking effort to improve their proficiency further as they are actively selecting and looking for suitable words to be used in describing or interpreting the cartoons.

g)   Linguistic Elements in Cartoons

The captions or dialogues in cartoons help students to learn the correct use of language, sentence structures and grammatical items while writing. They also learn from the mistakes made in the writing when pointed out by the teachers. The linguistic elements in cartoons such as the captions or dialogues also enhance the understanding of the cartoons as postulated by Paivio (1978). This can be seen from the students' writing when they managed to use the information from the captions of the cartoons correctly in their writing. They are also able to add further details and elaborate the information from the cartoons in their effort to expand ideas of their essays.

h)   Cartoons and Organisation of Ideas

Cartoons especially those appear in the form of multi-frames are able to guide students to organise their ideas effectively in their writing. This is because, cartoons with multi-frames are arranged in the form of sequence of events and therefore are able to lead students in separating their ideas into paragraph based on the occurrence of events. It is evident that those students who produce their writing based on the linear instructions face some difficulties in organising their ideas, keeping the flow of their story line and often slip from the topic or issues discussed. The visuals of cartoons put students at an advantage as they provide guidance in developing their ideas in line with the issues discussed.

i)   Clarity of Visuals and Task Instructions

In using visuals in the learning and teaching, it is important to make sure that there is clarity of the task and the visuals given to the students. This is important because clear instructions of the task would enable students to produce the expected quality of writing. Clear visuals of cartoons enable students to understand them therefore they could interpret the cartoons better as agreed by Wittich and Schuller (1962), where, the cartoons which could be understood by the students are able to facilitate learning. Therefore, it is important for visuals to possess clarity, recognition and expressions qualities as these could positively influence the students in their writing and helps to enhance learning. Clear visuals

also contribute in conveying the intended messages, communicate meanings, feelings and emotions of the characters, environment and even the climate of the scenarios presented in the cartoons effectively to the readers. This is proven in the students' writings where they could sense the emotions in the cartoons and explain them in their writing. This shows that students are able to extract the meaning from the cartoon which is derived from their understanding of the cartoons.

j)   Peer Learning

During the writing process, students were engaged in informal discussions among themselves regarding the issues brought up by the cartoons given to them. The learning process became very enjoyable as students put the effort to use dictionary to look for suitable words to be used in their writing and to ensure their correct usage as well as their meanings. Sometimes the students enquire from their friends and lecturer whenever there is any uncertainties occurred. Thus, the barrier of learning can be minimized and students will be more motivated to learn. The learning process becomes a conscious process where students play an active role and be responsible of their own learning.

k)   Attitude Change

Cartoons help to develop a more positive attitude on the part of the students towards the learning of English. Students become more interested in their learning

and make the effort to learn. As learning progresses, students certainly build up their self enthusiasm and endeavour to reach beyond their limitations in improving their English. The use of cartoons helps the students to change the way they see themselves and their ability which greatly influences the learning process.

I)   Visual Learners

Based on the findings, it can be concluded that the students in this study are visual type of learners because the presence of the cartoons are able to elicit their responses better rather than without the visuals and they portray the ability to develop ideas well with the presence of the cartoons despite the low ability in the language. Students' creativity in their effort to produce their writing shows that cartoons are certainly able to develop their interest in the learning process. This is agreed by Davis (1998) who said that comics provide a variety of visuals and linguistic elements and codes that are appealing to students with different learning styles. Therefore, cartoons could be an alternative material for teachers of the English language to develop the students' interest towards the language.

4.3   The Analysis of Teacher Interview Data

The presentation, analysis and interpretation of data derived from the interview carried out upon four (4) lecturers will be dealt with in this section. The

lecturers were required to answer eleven (11) questions which were put forward for the purpose of gaining information on the use of cartoons in language learning.

a)   Questions 1-4 : <u>Sample Background Information on Age, Gender, Qualifications and Teaching Experience</u>

i)   Table 4.3.1 : <u>Distribution of Gender</u>

Gender	Female	Male
Frequency	3	1
Percentage (%)	75	25

ii)   Table 4.3.2 : <u>Distribution of Age</u>

Range of Age	32 – 36	37 – 41	42 - 46	47 - 51
Frequency	3	0	0	1
Percentage (%)	75	0	0	25

The lecturers of English who were involved in this study are three female lecturers and one male lecturer as shown in Table 4.3.1. The female lecturers represent the majority (75%) of the sample lecturer for this study whereas the male lecturer formed the minority (25%) of this sample. These lecturers are between

thirty-two (32) to forty-seven (47) years of age as shown in Table 4.3.2 where three
(3) of the lecturers aged between 32-37 years old and one (1) lecturer aged between
47-51 years old. Hence, most of the lecturers, 75% of them, who took part in this
study, are relatively young lecturers.

iii)   Table 4.3.3 : <u>Distribution of Teaching Experience</u>

Years of Teaching Experience	8 – 12	13 -17	18 - 22
Frequency	3	0	1
Percentage (%)	75	0	25

All of these lecturers are qualified lecturers who posses a Master's degree in
English or Teaching of English as a Second Language (TESL) with vast experience
in their field. One of the lecturers is an Associate Professor who has written books
on the English language proficiency and also report writing. All of these lecturers
have between eight (8) to twenty-two (22) years of experience in teaching English
where 75% or three (3) of the lecturers posses between eight (8) to twelve (12) years
experience in the field of teaching English and one (1) or 25% of this sample
lecturer possesses between eighteen (18) to twenty-two (22) years of experience as
illustrated in Table 4.3.3.

iv)   Table 4.3.4 : <u>Distribution of Experience in Teaching Art and Design</u>

        <u>Students</u>

Years of Teaching Experience	3 – 7	8 -12	13 - 17	18 - 22
Frequency	2	1	0	1
Percentage (%)	50	25	0	25

In teaching Art and Design students, these lecturers' teaching experience ranged from three (3) to twenty (20) years. As exhibited in Table 4.3.4, two of the lecturers or 50% of these sample lecturers have three (3) to seven (7) years experience in teaching English to Art and Design students, 25% or one (1) of the lecturers have eight (8) to twelve (12) years of experience and another lecturer or 25% of these sample lecturer have eighteen (18) to twenty-two (22) years of experience in teaching English to students of Art and Design.

b)   Question 5 - <u>How often do you use visual aids in your teaching?</u>

In seeking information on the use of visual aids, two of the lecturers interviewed seldom use visual aids in their teaching. One of them frequently makes use of visual aids. Meanwhile, another lecturer uses visual aids occasionally when teaching students of Diploma courses and visual aids are used most of the time when teaching students of higher level such as first degree and postgraduate students.

c)   Question 6 - <u>What are the visual aids that you normally use in your</u>
     <u>teaching?</u>

The choices of visuals aids vary among lecturers depending on the students they are teaching mainly based on the students' level of language proficiency, their programme (Diploma, Degree or Postgraduate) and courses (as for example proficiency) and also the language skills that are being focused on. Among the visual aids used by these lecturers are newspapers, brochures, pictures, paintings, diagrams and posters. In the era of information technology, the use of power point software and sources from internet are also among common visual aids used by a lecturer in this study.

d)   Question 7 - <u>Do you use cartoons in your teaching? Why?</u>

All the lecturers interviewed do use cartoons in their teaching. The reasons given vary from one lecturer to another, but all positively support the use of cartoons in classroom instructions. Two lecturers use cartoons to enlighten the classroom atmosphere making learning fun and enjoyable. Another lecturer chooses cartoons as they are generally visually captivating besides having the quality of highly availability as they can be easily obtained from the newspapers. The other lecturer views cartoons as interesting and captivating which make them a good choice of teaching aids. According to her, cartoons contain subtle inferences which enable students to initiate communication, actively involved in it and stay intact in

the discussion. The cartoons enable students to relate to the joke, moral or point of the story presented in the cartoons. This helps students to be more involved in the learning process hence making learning more meaningful on the part of the students.

e)   Question 8 - <u>Do you think cartoons are useful tools in teaching? Why?</u>

All the lecturers involved in this study unanimously agreed that cartoons indeed are useful tools in teaching. According to two lecturers, visually, cartoons are interesting; the characters are creatively created and they usually appear in various shapes and colours. They brought up issues which are familiar to the students and other interesting features which are very attractive to the learners. This helps to attract students' initial attention prior to the teaching process and continue to keep their focus on the lessons.

Cartoons and jokes are inseparable. Two lecturers agree with the point that cartoons are useful in teaching as they create a lively classroom atmosphere with their jokes resulting in fun and enjoyable learning process experienced by the students. Thus, the use of cartoons as perceived by another lecturer in this study is a refreshing approach. These lecturers admit that cartoons and their jokes are the best remedy to keep students awake during lessons at unfavourable hour, especially during the afternoon sessions. They help to encourage students' participation in the learning process to make learning more meaningful.

Cartoons are useful in teaching as perceived by one of the lecturers in this study, due to the element of jokes in cartoons which are useful to break the textual boredom. According to him, instead of reading a text, students are required to read cartoons and interpret them using their own words. Although texts present visual form of alphabets, they offer a common feature of presentation to students. Students are required to read from line to line to understand the whole topic discussed in the text which could be discouraging and boring especially to students with low proficiency. Therefore, this lecturer feels that the use of cartoons offers a different approach where students would depend on their visual perception to understand the issues discussed in the cartoons. The cartoons could guide the students in generating ideas on the issues presented. He thinks that this task could be challenging and at the same time motivating as students depend solely on themselves to understand the visuals of the cartoons and make use of their language ability to express their ideas. Since the discussion would be open, he strongly believes that students will not be intimidated to present their point of views. The difference in opinion could certainly encourage students' participation in classroom. This lecturer added that the use of cartoons which are familiar to the students could help to provide some clues to the issues dealt with in the cartoons, which makes learning understandable and more meaningful.

One of the lecturers added that cartoons are also useful in teaching because cartoons as a form of visuals or pictures are worth a thousand words. This significant feature encourages students to communicate their opinion and

perception of the visuals and encourage them to use more of the English language when expressing their views. Therefore, she believes that students will find cartoons as an interesting way of learning English and motivate them to improve their English language proficiency.

f)   Question 9 - In your opinion , do you think that the use of cartoons in teaching English could enhance the learning of this language? Why?

All the four lecturers involved in this study believed that the use of cartoons could enhance the learning of the English language. One of the lecturers believed that cartoons could aid as an enhancement tool to the concept of expanding ideas and creativity to imagine among the students. According to her, students are actually putting a lot of effort to improve their level of proficiency when using English to present their point of views based on the cartoons. Students would come up with authentic ideas and elaborate them using the language. Here, students would relate their experience and knowledge and also to base on logical reasons in explaining the situations, characters, expressions and other aspects in the cartoons. Students would venture into critical thinking while trying to write an interesting piece of writing and creatively use the language to convey the intended meaning. In actual fact, the students are actually motivated to learn as they take effort to look up for suitable words and their meaning from the dictionary to ensure the correct usage of the words. Therefore, the lecturer believes that learning using cartoons is

even enjoyable, interesting and meaningful as students are actively involved and be responsible of their own learning.

Another lecturer's point of view stated that cartoons especially with bubbles could help to reinforce the learners' understanding of the language function. According to him, cartoons are usually presented in real context and real life situations. Therefore, the use of language in cartoons represents the language use in its actual context. So, students could refer to the cartoons and easily relate them to the teaching points. Since the visuals of cartoons are present, they could help to enhance the understanding of the language function among the students. This view is also shared by another lecturer who looks at cartoons as assistance in highlighting simple grammatical structures.

One of the lecturers voiced out her opinion on cartoons as being useful in discussing a lot of issues as cartoons present real life situations and conflicts. She is confident that learning will be even interesting and meaningful because students could relate their own experiences and knowledge in voicing out their opinion based on the issues brought forward by cartoons. During the process, students could also update their knowledge of current issues and actively practice using the English language and be familiar with it. So, in a lot of activities done in classroom she believes that the use of cartoons could encourage the use of the target language. Therefore, in the context of using cartoons in learning English she believes that cartoons could enhance the learning of this language.

g)	Question 10 - From your point of view, do you think cartoons are effective teaching aids in teaching language?

All the lecturers in this study view cartoons as useful and effective teaching aids. It is also agreeable that there is no doubt cartoons inject hilarious approach which adds humour to an otherwise mundane classroom and provide a different perspective to learning. Cartoons are refreshing and are able to create an interesting and lively classroom atmosphere. However, it is important to note that lecturers need to carefully select the cartoons and ensure their suitability and appropriateness before they are used in teaching for them to be effective teaching aids. In fact, as reminded by one of the lecturers in this study, cartoons could be effective teaching aids if they are used sparingly. Too much of cartoons could result in 'only laughing and no learning' situation where students enjoy the humour and jokes during lessons but learn nothing at the end of the session. Lecturers need to be wise in controlling the classroom and the amount of humour needed in each lesson so that teaching and learning would be more meaningful and effective.

h)   Question 11 - In your opinion, do you think cartoons are suitable to be used
      in teaching the four language skills?

      i)   Listening Skill

In teaching the listening skill, it is only rational for all the lecturers to say
that cartoons in print are not suitable to be used as there is nothing to listen to.
Since listening requires audible dialogue, animated cartoons could help in this
situation.   Even that so, lecturers could be creative in creating activities using
cartoons in print to teach listening skill.   As suggested by one of the lecturers,
students could create their own dialogue based on the cartoons and act them out.
The rest of the students would listen to the dialogue and lecturers could monitor
their language and correct their pronunciation or other language aspects such as
grammar while the rest of the students listen attentively and together learn from the
activity.

      ii)   Speaking Skill

The majority of the lecturers admit that cartoons in visual form are very
useful in teaching the speaking skill.   According to them, the visuals of cartoons
could generate a lot of speaking activities.   As pictures or visuals are worth a
thousand words, visual of cartoons offer opportunities for the students to use the
English language.   Students would use the English language when presenting their

point of views in discussing the issues brought up by cartoons. By doing this the lecturers believe the students will improve their proficiency, increase their vocabulary, overcome their fear of public speaking and be more confident of themselves when using the language. So, students could perfect themselves through practice. Students will be intrigued by the cartoons and motivated to learn the English language.

On the other hand, as pointed out by one of the lecturers, cartoons in print have no audible dialogue which will unable to portray the phonetics and suprasegmental features such as the intonation, rhythm and stress of the English Language. Hence, during the learning process lecturers must play an active role to highlight the important features and errors occurred during the learning process to overcome these problems.

One of the lecturers points out that the visuals of cartoons provide ideas and information for students to present their point of views. Therefore, based on the cartoons given, students could agree with each other's point of view or disagree with each other regarding their perception and opinion on the issues brought up by the cartoons. The students could also complement each other's point of views, gain knowledge from them and enhance the learning and using of the English language. So, cartoons could encourage the active use of language in classroom interaction and also encourage creative and critical thinking which in turn enhance the learning of the language.

iii) Reading Skill

The reading skill could also be taught using cartoons as perceived by the lecturers in this study. Most lecturers in this study believed that cartoons are suitable to be used for pre and post reading activities in order to enhance understanding of the text given. One of the lecturers suggests that the visual of cartoons regarding the same issue with the text material be given first prior to the reading text. This helps students get the idea of the issues discussed and also to make them better understand the topics.

iv)   Writing Skill

All of the lecturers perceive the use of cartoons as suitable in teaching the writing skill. One of the lecturers feels that cartoons are suitable to be used for teaching the low proficiency students. This is due to the feature of cartoons which are able to guide students in developing the content of their writing through their visuals. Multi-frame cartoons provide a series of events which are very useful in helping the students to organize their writing. They also ensure that the ideas are connected and flow well which help to guide the students to write according to the topic.

Two of the lecturers admit that cartoons are suitable for writing activities as they could arouse interest among the students as well as to help generate a lot of

ideas for students to write their piece of writing. Since cartoons often reflect real life situations and conflicts which are familiar to the students, students could relate these situations easily in their writing. These lecturers believe that this factor helps to encourage students to write and improve their writing skill.

One lecturer believes that cartoons are very useful in teaching writing. She said cartoons in print could encourage the expansion of ideas in essay writing among the students. This is because they encourage students to be more creative and critical in their thinking during the writing process.

4.3.1 Discussion of the Findings

4.3.1.1 Visuals and Language Learning

Based on the findings from the interviews, all lecturers involved in this study exploit visual aids in their teaching to enhance the teaching and learning of English. The choices of visual aids among the lecturers in this study largely depend on the students' level of proficiency, the requirements of syllabuses, students' age and the language skills that are being focused on. These criteria are seen as a guide and the key to an effective and successful learning and teaching. This is in line with what Wright (1976) advocates on visuals and language learning where the effectiveness of visuals in achieving their purpose is the priority in selecting visuals for the purpose

of teaching and learning. Furthermore, visuals which are well chosen are able to initiate immediate responses from the students as supported by Hill (1990).

4.3.1.2 Cartoons and Language Learning

The findings based on the interviews carried out on the lecturers, revealed that the use of cartoons are suitable in classroom teaching based on some factors. The factors are:-

a)   Enjoyable

The role of cartoons in making learning more fun and enjoyable is beyond dispute. The lecturers in this study choose cartoons mainly because of its capability of creating a lively classroom environment through their jokes and humour, making learning fun and enjoyable to the students as advocated by Melor (1999), Ting (2003), Chiasson (2002), Lester (2000), Davis (1997) and Ashkenas (1995).

The students' unfailing joyous attitude and cheerful disposition drawn from reading cartoons did much to ease the tension during learning. By using cartoons, students feel at ease and relax. They do not feel intimidated by the difficulty of the lessons or their inability to perform well in the language. So, cartoons help to reduce the anxiety and stress in classroom which makes learning a pleasant process. These could enable learning to take place easily and smoothly as the students are in

a relaxed state and in a proper frame of mind to absorb the information conveyed during lessons. Therefore, teaching and learning will be more effective and meaningful.

b)   Inexpensive and Accessibility

Cartoons are favoured as they are easily available and inexpensive as claimed by Hill (1990), Wright (1976, 1989) and Wittich and Schuller (1962) which is agreed by the lecturers in this study. Cartoons can be found in large quantities and in most situations, which can be taken from the local newspapers and magazines. The theory proposed by Wright (1976) advocates that pictures can be used by teachers and students regardless of the emphasis of the syllabus they are following. This is agreed by Hill (1990) who said that visuals such as cartoons are flexible and therefore can be used for almost every aspect of language teaching. So, a chosen cartoon could be used to generate various learning activities, which come in handy during the lesson preparation by the teachers. Therefore, cartoons are not only inexpensive but they are also cost effective.

c)   Captivating

Cartoons are also preferred because they are obviously visually captivating which makes them effective visual aids to be used in classroom. This is supported by Paivio (1978), Handono (1996) and Hilligoss (1999) who postulated that visuals

have great impact in learning as they are creative works of art which are very unique in every way. Thus, making them easier to learn and remember than just words. Visuals that are able to make a point in teaching, create image memory which enable production of information as per required.

At the initial stage of the lesson, cartoons help to bring the students' attention to the topic or lesson of the day. Cartoons are able to make the students stay focus, keep their attention and interest towards the lesson and actively involved in their own learning which makes learning interesting, enjoyable and meaningful as claimed by Ting (2003). This is also in agreement with Lester (2000) who postulated that powerful pictures could make the students remember the content.

d)   Interactive

The lecturers agreed that cartoons as a form of visuals provide varieties of context for learning and teaching items and they have the potential of making the material more interactive as postulated by Handono (1996), Wright (1976) and Moore, Koller and Arago (1994). Cartoons are worth a thousand words in which they encourage different possible interpretations on the issues discussed. The perception of cartoons as well as the perception of other visuals encourages critical and analytical thinking. This is because the brain is actively processing the sensory data to produce possible interpretations as we perceived. Therefore, perception is truly a cognitive activity and an active concern of the mind as claimed by Hilligoss

(1999) who also quoted Rudolf Arnheim (1974). This is significant in the process of language learning as our interpretations on the cartoons provided reflect our knowledge and ability in the language.

Cartoons could encourage more interaction in classroom as they possess the ability of eliciting responses from the students and encourage students to actively use the target language in learning. As advocated by Wright (1976), cartoons actually provide an interesting stimulus for students to communicate their ideas using their store of language ability. The students make use of their knowledge and real life experience presented by the cartoons to present their point of views hence producing personal and authentic reactions of their responses which Hill (1990) believed as vital in making language learning meaningful.

In line with what Wittich and Schuller (1962) and Wright (1989) advocated, the lecturers in this study also believed that students are also encouraged to venture into creative and imaginative thinking to expand their ideas beyond the visuals of cartoons. The illustrations of cartoons obviously provide information regarding the issues discussed. As visual have the ability to generate ideas, students could always refer to the cartoons for more details and explanation regarding the actions, events, relationships and characters of the cartoons in order to help them in presenting their views either in writing or verbal presentations.

e)   Informative

Cartoons are not confined to only language learning as the contexts in cartoons are widespread. They cover the social aspects of human such as culture and tradition as well as the psychological aspects of human when they require critical and analytical thinking on the issues presented by cartoons. Therefore, learning English using cartoons could be very informative as a lot of knowledge is gathered during the process of learning.

f)   Linguistic Elements in Cartoons

Cartoons could help in highlighting the language functions as perceived by lecturers in this study. This is supported by Davis (1998), who looked at cartoons as authentic medium with authentic language. Davis said that language in cartoons is a depiction of real life language of people of different level in society which is suitable for teaching the grammatical items. They present the use of language in actual contexts of real life situations in a simple manner which can be clearly understood by the students. So, with the presence of cartoons students could relate them to the teaching points being made. This will definitely contribute to the understanding of the lesson taught.

4.3.1.3 Cartoons and Language Skills

a)   Listening Skill

Hill (1990) postulated that visuals are very flexible and therefore can be used for almost every aspect of language teaching. Based on the data gathered, not all lecturers agreed that cartoons in print are suitable to be used in teaching all the four language skills namely the listening, speaking, reading and writing. They do not see cartoons in print could help in the teaching of listening skill as cartoons lack audible dialogue resulting in absence of information to be listened to. Even that so, a little creativity in using cartoons for language learning and teaching could make cartoons in print suitable in teaching the listening skill.

b)   Reading Skill

The use of cartoons in teaching the reading skills according to the information gained from the interviews is strictly restricted to the pre and post reading activities. The role of cartoons in this case is to assist in understanding the reading text given to the students. This is undoubtedly true as visuals and linguistics elements complement each other to enhance the understanding of the issues or topics discussed as agreed by Hilligoss (1999) and Wittich and Schuller (1962).

c)   Writing and Speaking Skills

Cartoons play a major role in teaching the writing and speaking skills. The two skills are considered as productive skills where speaking is an active productive skill as it involves active production of audible language. On the other hand, writing is a passive productive skill because there is no audible production of language but the ideas are produced in the form of writing. In these two language skills, cartoons undoubtedly provide the context, elicit responses from the students, encourage interaction using the target language and help to provide information and ideas to the students in helping them to voice out their opinion and perception of the issues presented by the cartoons. They are able to arouse the students' interest to the learning session and make them stay focus in the learning process.

In speaking, one of the lecturers proves the theory postulated by Wright (1989). Wright advocates that visuals or pictures are important in the concept of 'gap' where the differences in opinion and perception encourage the use of language in verbal communication. Cartoons as seen by many scholars cited in this study provide context, ideas, information and content for students to present their point of views. In short, cartoons provide opportunities for open discussions on the messages or issues presented by cartoons. In presenting their point of views based on their perception of the visuals, there are bound to be differences in the way the students interpret the visuals that they see. Students communicate their ideas and listen to the views presented by others. They complement each other's opinion as

well criticize and argue on the disagreement of the issues. Students also correct each other's mistake and refine on their point of views. Students definitely use the English language actively during these processes.

Their learning processes of the speaking skill become very enjoyable, lively, interesting and no doubt meaningful as they are actively involved in the process by participating and contributing ideas which contribute to their own learning. Cartoons help to enhance the students' speaking ability. They build confidence in the students to use the English language with no fear of being ridicule and criticism. Cartoons also encourage students to overcome the fear of presenting their views and cultivate the spirit to contribute ideas during the learning process. Active involvement in the learning process could lead to meaningful and effective learning as students are responsible of their own learning and also take risks to learn.

In writing, the lecturers agreed that cartoons encourage expansion of ideas and creativity in using the language to express their point of views. Cartoons also promote critical and analytical thinking among the students as they examine the visuals of cartoons to write the content of their essay which is in agreement with the theory by Doring (2002). Doring advocated that students interact with the stimuli and refine their own learning and understanding. In the process, the students also develop a critical higher order of learning.

4.3.1.4 Cartoons and Motivation

Cartoons motivate both the students and lecturers with their humour. The humour and jokes in cartoons could be a remedy to the depression and frustration felt by language teachers. Often students are not willing to participate in the language activities in classroom which could be quite frustrating in teaching. With the use of cartoons, the classroom atmosphere could be made much more fun, enjoyable and pleasant. Students will feel at ease and the bond between teachers and their students could be enhanced so as to encourage and enhanced the learning of language. The gap between them could be made closer and therefore encourage a lot more interaction during learning. This is supported by Wieggers, Gooters and Tormo (1996) who said that cartoons help to establish a much more relaxed relationship between students and their teachers which also provide valuable motivational technique in learning. Teachers have to be empathic to be able to understand the students' strength and weaknesses which could influence the reception of knowledge and information among the students in the learning process.

4.3.1.5 Cartoons and Creativity

The decision in choosing the right cartoons in language learning could be a challenging task to language teachers as they are well known for ludicrous and lack of educational values. Teachers have to be creative in manipulating the cartoons so that they are suitable to be used in classroom and make learning English using

cartoons more interesting and meaningful. This reflects the strength and capability of the teachers as well as their commitment in the profession. The teachers' creativity and determination in taking the effort to make learning interesting to the students would certainly be noticed by the students and this could motivate them to also be determined to learn. The teachers' creativity in using cartoons motivates them to make learning more interesting and effective. Cropley (2001) has made an interesting point about creativity in teaching not only facilitates teaching by making it more interesting but also encourages and motivates teachers to teach effectively as well as motivates their students to learn.

4.3.1.6 The Roles of Cartoons

The use of cartoons in language learning is fun and enjoyable as we could laugh at the jokes and humour they present. But, the key of success in the concept of learning English using cartoons is careful selection in order to ensure their effectiveness as well as their efficiency in achieving the purpose of learning the English language. As perceived by the lecturers in this study, in line with the guidelines of using cartoons proposed by Wittich and Schuller (1962), cartoons must be understood by learners, could be seen clearly and presented in clear and simple form so as to ensure easy understanding of the visuals. Another important factor to consider is cartoons have to be appropriate to the students' level of proficiency and understanding in order to facilitate learning. Cartoons may have different interpretations and meanings depending on one's level of knowledge and exposure

to visuals as postulated by Handono (1996). Therefore, it is important that the appropriate cartoons are chosen to meet the students' linguistic ability and understanding of the situations in order for cartoons to be effective in language learning. The situations represented in cartoons should be something that the students are familiar with. The familiarity of cartoons could enhance the understanding of the messages presented by cartoons and therefore enhance learning.

Cartoons are meaningless if they are over-used according to Doring (2002) which is agreed by one of the lecturers in this study. It is definitely fun to have jokes and humour in classroom where serious attention is the priority. But, too much laughter could result in a little or no learning at all as most of the time is spent on them. There is a need for a reminder that the ultimate purpose of learning is to gain knowledge, to make yourself known of something you do not know, to ensure things that you always have doubt in and to be more knowledgeable in the areas affecting your life. So, it is clearly shown here that the humour in cartoons is not the ultimate aim of learning. Doring (2002) is right about cartoons which are merely the means or resources to reach the ultimate purpose in the learning of the English language. So, the resources which are the cartoons as far as this study is concerned need to be balanced and wisely utilised to ensure their effectiveness in teaching and success in the learning of the English language.