Bitmoji Application and Young Learners' Creativity in Learning English Vocabulary (The Research conducted to 7th Grade Student of SMP Negeri 1 Kauditan)

Sulfany Tineh[1]

[1]*SMP Negeri 1 Kauditan, Kauditan, Indonesia*

*Corresponding Author
Email: tinehsulfany@gmail.com

Abstract

For teaching and learning process today, especially since the Covid-19, teachers rely more on technology as a medium or learning tool. One of the main problems that arise in learning English as a foreign language or second language for the young learners is vocabulary. Besides, in the area of research, English is taught in not all primary schools. So, it becomes hard for the students to learn English when they come to Junior High School. The lack of vocabulary of the 7th grade student of SMP Negeri 1 Kauditan is the reason for the writer to raise vocabulary as a problem for the young learners that must be found a way out. For this reason, Bitmoji Application are used in this study to be used as interactive and interesting learning media for young learners so it is hoped that it will help them master vocabulary more quickly and easily. In this study, 30 students of 7th grade of SMP Negeri 1 Kauditan were the participants. This is qualitative research and the results of this study are expected to help teachers in the classroom in teaching vocabulary.

Keywords: Bitmoji Application, vocabulary, young learners, qualitative research.

INTRODUCTION

The lack of students' vocabulary always be basic problem in learning English as a second language especially for the 7th grade of SMP Negeri 1 Kauditan. Vocabulary is essential skill for learning to listen, speak, read and write. The students can speak and write well if they have more vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Wilkins: 2004). Ur (1996) stated that vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words. It is impossible to speak and write without using vocabulary. So, it is important for the writer to raising vocabulary as a problem in this research.

The aim of this study is to improve 7th grade students of SMP Negeri 1 Kauditan learning skills in vocabulary by using Bitmoji application. Today, the use of traditional learning like face-to-face learning is not interesting and motivate students in learning today. The use of technology in teaching and learning process

cannot be denied having an important place. Nowadays, many technological products that can increase student interest and learning outcomes in the classroom as well as in learning English, almost all parts of learning English can involve technology in it, from the process of learning preparation and assessment

METHOD

Bitmoji Application

Technology-based learning became the norm for many students (Castelo, 2020). Kent and Giles (2017) stated that successful use of technology in the classroom has the potential to engage students, promote conceptual comprehension, and develop spatial intelligence. Technology makes learning more fun and interesting. The twenty-first century has been touted as the century for learning technology (Gewertz, 2008). Some teachers still exhibit fear and anxiety over using technology (Materechera,2017). So Bitmoji as a media of learning is needed to arouse students' interest and enthusiasm in learning. Bitmoji can make own avatar. We can choose our shape of nose, eyes, the color of hair and eyes, and also, we can choose the outfit for wear. It can challenge us to design a creative and beautiful avatar. Bitmoji is a secondary social media app that people use to create little cartoon versions of themselves, which they then use on their various social media accounts (Lacoma & Beaton, 2020). Sajnani, a professor and researcher in the Drama Therapy at New York University, motivated her students to explore identity by creating Bitmojis (Sajnani, Mayor, & Tillberg-Webb, 2020).Silbert (2019) stated that Bitmoji offers users several versions of their avatar with different captions and emotions. Furthermore Winger (2020) claimed that a Bitmoji allows students to see a more personable and approachable instructor on their computer screen. In Bitmoji Application also we can choose so many interesting sticker.

Young Learners

According to Philip (1993), young learners are children who study from the first year of formal schooling (five or six years old) to eleven or twelve years of age. They have different needs, interest and abilities from adult learners. So, treatment in learning will be different. Brown (2000), stated that children are better language learner than adults. There are some of nature of the young learners:
1)   They are easier to learn.
2)   Better able to distinguish between what is real and what is imaginary.
3)   Ask more questions to find out.
4)   They prefer to talk.
5)   They are able to make decisions about how to learn.

6) They are more open minded.
7) They understand what is good, fair, and what is not.
8) They can cooperate and learn from others.
9) They know the world has rules.
10) They don't know the rules but they can understand things faster.
11) They are very logical.
12) They have very short attention, they are impatient.
13) They have difficulty concentrating.
14) They like to play.
15) They are passionate and enthusiastic about learning. They don't like grammar.
16) Children like repetition.
17) They like to play

Vocabulary

According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. While Hatch and Brown (1995), say that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. Hatch and 71 Brown (1995) also state that vocabulary is the only system involved of alphabetical order. In the line of this definition, Ur (1994) defines vocabulary as the words we teach in the foreign language. In addition, Brown (2001) views vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language. Meanwhile Richard in Schmitt (1997) states that knowing a word meaning knowing how often it occurs, the company it keeps, its appropriatness in different situations, its syntatic behavior, its underlying form and derivations, its word associations, and its semantic features. Hebert and Kamil (2005: 3) define vocabulary is the knowledge of meanings of words. Vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and non-examples of the word and related words, and use the word accurately within the context of the sentence (Snow, Griffin, & Burns, 2005). Besides, Alqahtani (2015) said that "vocabulary knowledge is often viewed as a critical tool for a second language learner because limited vocabulary in a second language learner impedes successful communication". In other opinion, mastering vocabulary becomes a problem in which motivated students will try to find a solution for it while unmotivated students do not even want to learn vocabulary (Grogan et al., 2018). So, teacher has to find the right medium to make the student be more interesting and motivate them to learn vocabulary.

METHOD

This research uses qualitative descriptive. Borg and Taylor (in Moleong, 2010) define qualitative methodology as a research method that produces data in the form of words that can be observed. In this study, descriptive data process is conducted. The researcher collected the data by using questionnaire and interview. Questionnaire data collection techniques and interview were used to collect data from the students' responses to the Bitmoji Application. The subjects of the research were 30 students of 7th grade of SMP Negeri 1 Kauditan. The observational data analyzing in this study are (1) Rereading the observation sheet, (2) Processing the observation data, (3) concluding the result from the data that has been processed descriptively. The result of the research.

RESULTS

Research on the use of Bitmoji application as a learning media was carried out twice, on Oktober 2022 with the purpose of observing learning problems and on November 2022 the implementation of Bitmoji application as a learning media. The research data were observed to find out how the Bitmoji application can improve student creativity and interest in learning vocabulary. The result of the research data collection is as follows:

Table of Questionnaire

Question	Yes		No	No answer
Bitmoji Application is easy to understand.	8	3%	%	%
Bitmoji Application is easy to apply in learning English especially in making conversation.	5	3%	%	0%
Bitmoji Application help the students to increase their language skills.	3	7%	7%	%
Bitmoji application Creating a pleasant atmosphere in the classroom.	8	3%	%	%
Bitmoji Application				

makes me confident.	6	7%	%	%
Bitmoji Application makes me more active in learning.	5	3%	%	%
Bitmoji Application makes me more excited in learning English.	7	0%	%	%
Bitmoji Application helps me to focus in learning English.	7	0%	%	%

From the results of the table above it was found that for the first point 93% or 28 respondents stated that the Bitmoji application was easy to understand while 7% or 2 respondents did not answer. For the second point, 83% or 25 respondents stated that Bitmoji application is easy to apply in Learning English especially in making conversation, 7% or 2 respondents answer No and 10% or 3 respondents have no answer. The third point, 77% or 23 respondents stated that Bitmoji Application help the students to increase their language skills, 17% or 5 respondents answer No, and 7% or 2 respondents have no answer.

Next, the fourth point, 93% or 28 respondents stated that Bitmoji application creating a pleasant atmosphere in the classroom, 3% or 1 respondent answer No, and 3% or 1 respondent have no answer. The fifth point, 87% or 26 respondents stated that Bitmoji application makes them confident, 7% or 2 respondents answer No and 7% or 2 respondents have no answer. The sixth point, 83% or 25 respondents stated that Bitmoji application makes them more active in learning, 1% or 3 respondents answer No and 7% or 2 respondents have no answer. The seventh point, 90% or 27 respondents stated that Bitmoji application makes them more excited in learning English, 3% or 1 respondent answer No and 7% or 2 respondents have no answer. And for the eighth, 90% or 27 respondents stated that Bitmoji application help them to focus in learning English, 3% or 1 respondent answer No and 7% or 2 respondents have no answer.

From the results above, it can be concluded that the Bitmoji application is effectively used in learning English, especially vocabulary. By using Bitmoji application, the students be more creative and interest in learning vocabulary.

DISCUSSION

Since Covid-19, SMP Negeri 1 Kauditan using technology media in teaching and learning activity such as: WhatsApp, Google Classroom, Google Meet, and Zoom. However, the use of learning media such as: Bitmoji and Comica is new for this semester. Clements and Sarama (2003) declare that the use of suitable technological materials can be useful for learners. So, the using of Bitmoji in learning vocabulary to 7th Grade Student of SMP Negeri 1 Kauditan is very needed to apply.

Based on the questionnaire data, the writer found that, Bitmoji is useful and can motivate students in learning vocabulary. But for a few of the students, who answer No and have no answer, the writer conducted unstructured interview with the students concerned. By interview, the writer found another reason or factor that made some students feel unconfident and uninterest in learning vocabulary by using Bitmoji application..

CONCLUSION

Bitmoji application as one of the interactive learning media, is very helpful for the teacher and students in teaching and learning activities. It is easy for the students to apply and it is fun and interesting for the students to use. By using Bitmoji application, the student can learn and explore their imagination and creativity. They can make their own avatar and find out so many vocabularies using the application. Based on the results of the questionnaire data, the writer found that the student gives a good response and the use of Bitmoji application can help the students to improve their knowledge in learning English. So, the Bitmoji application concluded as a good learning media for the teacher to use.

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