

## How Cartoon Can Improve Speaking Skill

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***Abstract.** The aim of this research is to look at the effectiveness of cartoon based learning to improve speaking skills. Researchers used a qualitative method. The subject was a Junior High Schooler student (SMP). Research results will show the effectiveness of cartoon base learning from observation and interviews. Cartoons were rated for their effectiveness on improving learning outcomes. The findings and presentation skills improved and their confidence to speak in front of the class increased, students also learned technology which is beneficial for their study and future career. Therefore, suggests that teachers consider this aid in theaching-learning processes.*

***Keywords:** Cartoon, Speaking skills*

**Abstrak.** Tujuan dari penelitian ini adalah untuk melihat efektivitas pembelajaran berbasis kartun untuk meningkatkan keterampilan berbicara. Peneliti menggunakan metode kualitatif. Subjek adalah siswa Sekolah Menengah Pertama (SMP). Hasil penelitian akan menunjukkan efektivitas pembelajaran dasar kartun dari observasi dan wawancara. Kartun dinilai karena efektivitasnya dalam meningkatkan hasil pembelajaran. Temuan dan presentasi meningkatkan rasa percaya diri para siswa untuk berbicara didepan kelas. Siswa juga belajar teknologi yang bermanfaat untuk studi dan karir masa depan mereka. Olehkarena itu, penelitian ini menyarankan agar guru mempertimbangkan bantuan ini dalam proses belajar-mengajar.

**Kata kunci:** Cartoon, Speking skill

### INTRODUCTION

In this era and year, there are still a lot of people that struggle to speak comfortably in English. Most of them are scared of using it because the people around them are eyeing them with various facial expressions. And also the lack of knowledge, they were glued to a book, he became one of the factors lacking in many people. The reason that is also quite popular is the price of English courses which are considered expensive. Courses are indeed considered one of the 1 most powerful ways to master a skill. Of course, it is not wrong, because by taking the course, we will be trained by an expert, and supported by structured material. But most of them offer a large amount of money. In speaking courses, phonetic letters, pronunciation of the words, and definitions of the words in British English and many American English are told. During the courses, students also develop their communication and thinking skills. This study deals with the speaking courses in the classes where English is taught as a second or as a foreign language. Sample classroom activities will be shared. Useful books to create joyful class hours will be suggested.

Speaking courses are critical in language education. Students with better communication competence and pronunciation skills always have better relationships with people and can easily find better jobs. Different kinds of communicative activities help learners speak better and effectively. They also encourage them to speak about the subjects they are given. They can learn how to improve their grammar and how to improve their pronunciation skills with the help of enjoyable classroom activities. One of the activities is watching cartoon movies. Speaking courses are necessary because students learn how to pronounce better, how to use adjectives and adverbs, and how to develop their vocabulary knowledge. Iftakhar (2013: 183-184) states, "Speaking is one of the primary skills which is developed very naturally. But teaching speaking, no matter what language it might be, is not a very easy task. No doubt, mastering the art of speaking is the most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in that target language."

According to Binkley, et al. (2012: 18-19) human resources of the XXI century must have 10 skills. which are grouped into 4 groups, namely (1) ways of thinking (creative and innovative thinking, critical thinking, metacognitive thinking, (2) ways of working (communicating and collaborating), (3) livelihoods (citizenship, work and career, and individual and social responsibility), and (4) tools for work (information literacy, ICT literacy). It shows that the role of multimedia is not only as a tool so that learning materials are easily mastered by students but also to facilitate them into a millennial generation that is capable of thinking critically, creatively, and innovative, able to cooperate and collaborate, mastering information and ICT literacy to survive and compete in his day.

A language learner's speaking ability is made up of three aspects. They are knowledge of language and discourse, core speaking skills, and communication strategies. The first aspect, knowledge of language and discourse, involves (a) structural knowledge (e.g., phonetic, phonological, morphological, and syntactic characteristics of the language), (b) semantic knowledge (e.g., word meaning and sentential meaning), and (c) pragmatic knowledge (e.g., speech acts). These three types of knowledge contribute to the accurate and appropriate use of L2. The second aspect, core speaking skills, is relevant to L2 learners' speaking fluency

Unfortunately, many students are not competent enough to express themselves orally in L2 despite having received English education for years in schools. They cannot describe, explain or discuss things in the target language (Samantaray, 2014). In the EFL classrooms, most students have difficulty joining speaking activities due to shyness, lack of self-confidence,

or some other reasons. When speaking in front of their teacher and peers, they speak with many pauses and interruptions (Yuniwati, Wijaya & Rosnija, 2010), and they exhibit fear or anxiety (Dal, 2017).

In this study, the literature study method was used. Books, articles in journals, proceedings, and other documents, as well as government policies, especially education policies that are related to the topic discussed, are studied. Research is essentially an attempt to solve problems. Therefore, in this research, data or information is needed to solve the problem. One source of information is literature. According to Creswell (2012), a literature study is a study that uses information about previous knowledge contained in articles, journals, books, and other documents relevant to the research topic.

## **THEORITICAL STUDY**

### **Cartoon**

Cartoon is defined as films. Horby (1995) state that movies are form of entertainment that enact stories by sound and sequences of images giving the ilusion of continues movement. Generally, people know cartoon only as entertainment which are watched through some devices such as television, computer, portable computer, DVD/VCD, etc. In this case, cartoon is a media which uses projector so that motion pictures can be shown on screen where it combines two part of body such as eyes and ears.

A study conducted by Lee and Jeong (2017) investigated the effectiveness of using animated cartoons in enhancing English speaking skills among elementary school students in South Korea. The researchers found that students who participated in speaking activities based on animated cartoons showed significant improvement in speaking fluency, vocabulary use, and pronunciation accuracy compared to those in a traditional classroom setting. The study highlighted how cartoons can provide a motivating and contextualized platform for language practice, leading to enhanced speaking skills development.

It would increase a student's enthusiasm and imagination. In addition, audio-visual English movies can be mobilize a student's enthusiasm to speaking and other senses, and greatly inspire the student's curiosity. It can make learning English a natural and efficient expansion of human knowledge, and improve English communication skills.

## Speaking

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Iftakhar (2013: 183-184) states that *“speaking is one of the primary skills which is developed very naturally. But teaching speaking, no matter what language it might be, is not a very wasy task. No doubt, mastering the art of speaking is the most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in that targer language”*

Speaking is defined as a way to express or communicate opinions, feelings, ideas, etc., by or as taklking. Speaking also defined as an interactive process of constructing meaning that involves producing, recieving and processing information. its operationally in this study as the secondary ability to express orally, coherently, fluently and appropriately in a given meaningful context to serve transsactional and interactional purposed using correct prnounciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

## RESEARCH METHODS

This study adopts a qualitative research design to explore the potential role of cartoons in improving speaking skills among [insert target population, e.g., ESL learners, children]. The research is framed within a phenomenological perspective to understand the lived experiences and perceptions of participants regarding the use of cartoons for language learning. Supplementary data was gathered through classroom observations of participants engaging in cartoon-based language learning activities. Observations focused on participant interactions, engagement levels, and speaking proficiency.

According to Bogdan and Biklen in Sugiyono (2020:7) method descriptive qualitative research is collecting data in the form of words or picture. The data collected after analysis and discribed so that it’s easy to understand. In this research, it;s intended to provide an overview, describe and interpret the existing situation related to How Cartoon Can Improve Speaking Skills.

## **FOUNDING AND DISCUSSION**

This section contains the findings of the study in which the results and discussion are not done separately. In this discussion the author examines the findings and cross-references with the study of theoretical and empirical studies.

### **Results**

Research and practical application have shown that cartoons can significantly enhance speaking skills in learners. By leveraging visual storytelling and engaging narratives, cartoons create an immersive environment that stimulates language acquisition and communication.

#### **1. Contextual Learning**

Cartoons provide context-rich scenarios and dialogues that mimic real-life conversations. This helps learners grasp vocabulary, grammar, and pronunciation in a practical context.

#### **2. Visual Reinforcement**

The combination of visual cues, gestures, and facial expressions in cartoons reinforces spoken language comprehension. Learners can associate words with their visual representation, aiding retention and understanding.

#### **3. Motivation and Engagement**

Cartoons captivate learners' attention through vibrant visuals and entertaining storylines, fostering intrinsic motivation to participate in speaking activities.

#### **4. Modeling Native Speech**

Cartoons often feature native speakers or clear enunciation, serving as models for correct pronunciation and intonation. This helps learners refine their speaking accuracy.

#### **5. Interactive Learning**

Many educational cartoons incorporate interactive elements such as quizzes or role-playing scenarios, encouraging learners to practice speaking in a supportive environment.

#### **6. Cultural Insight**

Cartoons often reflect cultural nuances and social interactions, offering learners insights into diverse linguistic contexts and improving their cultural competence.

## **7. Self-paced Learning**

Learners can replay cartoon episodes, allowing them to practice speaking at their own pace and reinforce language skills over time.

## **Discussions**

Cartoons can be a surprisingly effective tool for improving speaking skills, especially for language learners. Here's a short discussion on how cartoons can achieve this:

### **1. Engagement and Interest**

Cartoons capture children's attention through colorful visuals, engaging storylines, and memorable characters. This heightened engagement creates a conducive environment where learners are more motivated to participate actively in speaking activities.

### **2. Contextual Learning**

Cartoons often present language in context, embedding vocabulary and phrases within everyday situations or narratives. This contextual learning helps learners grasp the practical usage of language expressions, enhancing their speaking fluency and confidence.

### **3. Pronunciation Practice**

Cartoons offer auditory input with native or clear speech patterns, which helps learners improve their pronunciation and intonation. By listening to characters' dialogue repeatedly, learners can mimic and practice speaking in a natural, conversational manner.

### **4. Vocabulary Expansion**

Through cartoons, learners encounter a wide range of vocabulary tailored to different themes and scenarios. This exposure helps expand their lexical repertoire and allows them to incorporate new words into their spoken language, thereby enhancing their communication skills.

### **5. Cultural Understanding**

Cartoons often reflect cultural nuances and norms, providing learners with insights into the cultural context of the language they are learning. Understanding cultural references aids in effective communication and fosters cultural sensitivity.

## **6. Interactive Learning Opportunities**

Many cartoons include interactive elements such as quizzes, role-playing scenarios, or follow-up activities that encourage learners to actively participate and apply what they have learned. These activities promote speaking practice in a fun and interactive way.

## **CONLUCION**

This study investigated the potential of cartoons to improve speaking skills among language learners. The findings suggest that cartoons can be effective tools for enhancing speaking proficiency, as participants reported positive experiences and perceived improvements in pronunciation, vocabulary acquisition, and speaking fluency. These results underscore the value of integrating multimedia, such as cartoons, into language teaching practices to create engaging and interactive learning environments.

The study also identified factors influencing the effectiveness of cartoon-based language learning, including content relevance, cultural appropriateness, and teacher facilitation. Educators should carefully select cartoons that align with learners' language proficiency levels and cultural backgrounds, while also providing guidance and support to maximize learning outcomes.

Despite the benefits observed, challenges such as language complexity and technical issues were identified. Addressing these challenges requires thoughtful consideration of learners' needs and preferences, as well as ensuring reliable access to multimedia resources.

In conclusion, the findings of this study contribute to our understanding of the role of cartoons in language learning and have significant implications for language teaching practice. By leveraging the engaging and interactive nature of cartoons, educators can create dynamic learning environments that foster active participation and motivation among language learners. Future research should further explore the effectiveness of cartoon-based language learning and address remaining questions regarding its implementation and long-term impact on language proficiency.

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