

CHAPTER 1

INTRODUCTION

This chapter discusses: background of the study, problem of the study, objective of the study, hypothesis of the study, variable of study, the limitation of the study, and operational definition of key term.

A. Background of the Study

In the context of English language learning, Indonesian students are engaged to master four main skills, such as listening, speaking, reading, and writing. Listening and reading are receptive skills that rely on understanding input, while speaking and writing are productive skills that require active language production. Speaking is one of the essential productive skills in English language learning because it serves as a primary means of communication in daily interactions. According to Brown (2015), speaking is the process of constructing and sharing meaning through verbal and non-verbal symbols in various contexts.

Speaking is often considered the most challenging aspect of language learning because students must produce language spontaneously and directly in front of others. This skill is fundamentally different from other language skills such as listening or reading, as it involves real-time comprehension, production, and interaction. Many students experience anxiety when asked to speak in public due to limited vocabulary, grammatical accuracy, and pronunciation. Informal interviews with students show that their poor English speaking performance is usually caused by these obstacles. However, in English as a Foreign Language (EFL) contexts such as Indonesia, speaking remains the most challenging skill for learners to acquire (Latif & Ardiansyah, 2022). Students often find it difficult to communicate fluently and accurately due to limited vocabulary, inappropriate pronunciation, and low self-confidence (Arifin, 2019). Therefore, it is important to develop methods that can improve students' speaking skills through interesting and contextual media, such as cartoons.

Despite various developments in English teaching methods, there is still a significant gap between students' passive linguistic knowledge and their ability to speak actively. Although learners understand grammar rules and vocabulary, they often have difficulty applying them in everyday conversation (Wahyuni, 2020). This is also evident from the results of the English Proficiency Index (EPI), which consistently shows that Indonesia ranks as “low proficiency” in speaking (EF EPI, 2023). The teaching and learning process often lacks exposure to authentic and contextually appropriate English

input. Students rarely interact with English in real-life situations, and classroom activities do not always reflect actual communication (Nugroho & Rahmawati, 2021). Therefore, learning media that can enrich authentic linguistic input in an interesting and easy-to-understand manner is needed to bridge this gap.

Learning is a two-way process that involves simultaneous teaching and learning activities. The essence of this interaction is how teachers and students build reciprocal communication to achieve learning objectives. First, teaching focuses on the transfer of knowledge from teachers to students, while learning emphasizes the active participation of students in processing that knowledge. Second, this interaction requires the use of appropriate media to facilitate understanding. Empirical research in Indonesia shows that audiovisual media, especially cartoons, can serve as an effective tool for improving students' speaking skills. Mafthukhah (2022) reports that junior high school students in Indonesia who learn using English-language cartoons such as *Dora the Explorer* experience significant improvements in pronunciation, vocabulary mastery, and fluency compared to students taught using traditional methods. The combination of visual and audio elements in cartoons provides a multimodal learning experience that supports understanding and strengthens memory (Gilakjani, 2020). In theory, this approach is in line with Krashen's Input Hypothesis (1982, in Richards, 2017), which states that language learners will acquire skills effectively when they receive input that is slightly higher than their current proficiency level.

A positive and engaging learning environment plays a significant role in students' cognitive and emotional development. First, a pleasant classroom atmosphere can increase curiosity and motivation, thereby encouraging more active participation. Second, learning in a comfortable and supportive environment allows students to absorb and use language more effectively. Research shows that when classes feel stressful or boring, students tend to experience boredom and difficulty concentrating, which negatively impacts learning outcomes. Conversely, an environment that fosters enthusiasm and a sense of security will stimulate creativity and critical thinking skills. Parupalli (2019) adds that English language learners often have difficulty constructing grammatically correct sentences due to limited vocabulary and lack of confidence. Therefore, a classroom environment that prioritizes comfort, engagement, and interactive activities is vital to support the improvement of students' speaking skills.

Initial observations at MTsN 3 Nganjuk revealed that seventh-grade students demonstrated low speaking skills and a lack of participation in class discussions.

Teachers reported that many students felt bored during lessons because teaching was dominated by explanations without activities that involved interaction. Many Indonesian students have difficulty achieving the English speaking standards set out in the curriculum. Therefore, this learning gap highlights the effect of the cartoon Peppa Pig on the speaking skills of junior high school students..

The use of audiovisual media, especially cartoons, offers an effective solution to overcome difficulties in speaking. Cartoons provide visual and auditory stimuli that make input more meaningful and easier to understand. In addition, the combination of sound, movement, and dialogue helps students associate vocabulary with real situations. According to Yousef, et al. (2020), the use of animated and video learning materials can significantly increase student motivation and engagement by combining auditory and visual channels, thereby helping students associate language forms with meaning in real contexts. In line with this, Putri et, al. (2019) emphasize that films are an effective alternative medium for teaching speaking skills because they provide authentic audiovisual models that support vocabulary development and contextual understanding. Furthermore, Rahmi et, al. (2021) reveal that visual media can increase student active participation and understanding through multimodal learning inputs that integrate images, sounds, and native languages. Thus, animated films become a rich pedagogical resource, capable of transforming abstract linguistic input into contextual and memorable learning experiences, making them highly suitable for improving students' speaking skills in English as a foreign language (EFL) learning.

Among various animated films, Peppa and Pig stand out as effective English learning materials due to their simplicity, clarity, and cultural appropriateness. These cartoons use simple dialogue, slow pronunciation, and ideal native pronunciation for beginners. In addition, the easy-to-understand characters and storylines create emotional engagement that helps strengthen memory. Sari, (2017) found that students exposed to visual and auditory input acquired better pronunciation, a wider vocabulary, and spoke more fluently. In this study, Peppa and Pig will choose as learning media because they present natural dialogue, expressive intonation, and clear pronunciation, thereby motivating students to imitate and actively practice English. Therefore, these films not only support language mastery but also increase students' confidence and positive attitudes toward their speaking abilities.

Although previous studies have shown that audiovisual media can improve students' speaking skills, few have specifically compared the use of Peppa and Pig in

the context of junior high schools in Indonesia. One reason for this gap is that previous studies have generally focused on animation in general without evaluating specific linguistic features or cultural contexts. In addition, few studies have used a quantitative approach to measure the difference in effect between the two cartoon series. Previous studies (e.g., Sari, 2017; and Maftukhah, 2022) support the positive influence of cartoons, but lack depth in terms of comparison and local data. Furthermore, empirical results from MTsN 3 Nganjuk show that students' speaking skills still do not meet curriculum standards even though they are exposed to basic English media. Therefore, this study is unique in that it conducts a quantitative analysis of the comparative effects of Peppa Pig and Peanuts on students' speaking skills, contributing to the development of an innovative and relevant media-based English teaching model for Indonesian learners.

Finally, effective English language learning requires active interaction between teachers and students, an engaging classroom environment, and the use of innovative learning media. Speaking skills remain a major challenge and an important aspect for learners in Indonesia, so an approach that can improve fluency, confidence, and comprehension is needed. Animated films, particularly Peppa and Pig, provide authentic, contextually relevant, and engaging language input that can improve students' speaking skills. By addressing the lack of empirical research comparing these two films, this study contributes to the development of pedagogical innovation and the improvement of English language education quality in junior high schools in Indonesia.

B. Problem of the Study

Is there any significant effect of English cartoon movie toward students speaking scores at the seventh grades of MTsN 3 Nganjuk?

C. Objective of the Study

To measure the effect of English cartoon movie toward students' speaking scores at the seventh graders of MTsN 3 Nganjuk

D. Significance of the Study

The result of this study is expected to contribute to supporting theories about using cartoon movies in teaching English speaking. Practically, the study is significant for students, teachers, and future researchers. For students, learning to speak English through cartoons like Peppa Pig and Peanuts provides a fun experience, allowing them

to hear distinctive British accents and simple vocabulary while absorbing natural conversations that are easy to model. These cartoons present light-hearted dialogues that encourage students to express opinions, share stories, and even argue spontaneously. For teachers, cartoons serve as a dynamic "mini-laboratory" where students not only mimic voices but also learn to assume social roles, understand cultural contexts, and build empathy through relatable characters. Teachers can observe significant changes in students as they become more active, asking questions, making comments, and daring to improvise. For future researchers, the use of Peppa Pig and Peanuts in teaching speaking opens new opportunities connecting linguistics, learning psychology, and multimedia pedagogy to improve language learning effectiveness in the digital age. Further research can explore optimal ways to integrate these media into curricula and innovative, inclusive teaching methods.

E. Hypothesis of the Study

The hypothesis of this study is divided into two categories. They are Alternative hypothesis and Null hypothesis.

1. Alternative Hypothesis (H_a)

There is significant effect of English cartoon movie toward student's speaking scores at the seventh graders of MTsN 3 Nganjuk.

2. Null Hypothesis (H_o)

There is no significant effect of English cartoon movie toward student's speaking scores at the seventh grades of MTsN 3 Nganjuk.

F. Variables of the Study

The variables of the study are:

1. Independent variable: Peppa Pig (English cartoon) (x).
2. Dependent variable: Students' speaking score (y).

So, the research had two variables that independent variable (X) and dependent variable (Y). Independent variable is using cartoon movie peppa pig and peanuts (X). Dependent variable is students' vocabulary score (Y).

G. Scope and Limitation of the Study

This study is focused on the research on seventh grade students of MTsN 3 Nganjuk as the research subject. The research subjects were the seventh grade students of MTsN 3 Nganjuk. The object of the research is limited to the use of English cartoon movie media "Peppa and Pig" in teaching speaking. The genre used in the students' speaking activities in this study was narrative text with a focus on expressing opinions

and sharing stories, so that students could practice their ability to recount experiences or stories orally, coherently, and communicatively.

H. The Definition of Key Term

To avoid misinterpretation and misunderstanding, the following terms are provided:

1. Cartoon movie is a type of media that feature characters using simpler forms of animation, but it is still easily recognizable.
2. Speaking is a means of communicating and interacting with others, with the aim of conveying opinions, ideas, suggestions, and intentions.
3. Authentic material refers to various types of language material that come directly from everyday situations, rather than being created specifically for language learning. Examples include newspaper articles, videos, advertisements, songs, or news programs.
4. Peppa and Pig is a British animated series aimed at children that depicts everyday life.
5. Flashcard is a small card designed to help learners memorize information efficiently.