

CHAPTER II

LITERATURE REVIEW

This chapter presents some theories related to the study. They are the definition of speaking, important of speaking, definition of media, and the definition of cartoon movie.

A. Speaking Skills

a. Definition of Speaking Skills

Speaking skills are the ability to communicate verbally by combining verbal expressions with nonverbal and visual elements to convey messages effectively. These skills include the ability to produce speech, give presentations, interact, and communicate interpersonally, enabling learners to convey ideas clearly and accurately (Derakhshan et al., 2022). The Ministry of Education (2018) defines speaking skills as a means of communicating with humans. These skills involve the practice of pronouncing sounds produced from pronunciation tools or known as articulators to produce meaningful language sounds. Body language and voice intonation play a crucial role in speaking ability because both significantly influence how listeners assess, engage emotionally, and understand the message conveyed by the speaker (Derakhshan & Karimian, 2020). In academic and professional settings, speaking skills are essential for academics and researchers as they enable them to effectively communicate research findings, share knowledge, and engage the public in scientific discussions, (Nguyen, 2021).

What the speaker conveys is very important in oral communication. In line with this definition, Derakhshan et al. (2022) state that effective speaking is the ability to produce clear and meaningful speech so that it can be easily understood by listeners in a particular social and linguistic context. In other words, speaking is not just about uttering words, but also about constructing and conveying meaning through language in order to achieve mutual understanding. Furthermore, Bahadorfar and Omidvar (2020) emphasize that speaking is an active process involving the production, reception, and interpretation of information, in which linguistic, cognitive, and social aspects interact to create successful communication. Therefore, speaking skills do not only rely on verbal fluency, but also on the ability to manage meaning and interactions flexibly.

Recent experts emphasize that speaking is a deliberate and purposeful act of communication. Thornbury (2017) explains that speaking is a deliberate activity

in which speakers use language to convey meaning, achieve communication goals, and adapt to the social context. Similarly, Luoma (2019) states that speaking involves not only the utterance of sounds and words, but also the expression of intentions, emotions, and attitudes that support interpersonal and transactional goals. Thus, speaking is a skill that is performed consciously with enthusiasm and motivation to convey ideas, negotiate meaning, solve problems, and maintain social relationships with others.

b. Importance of Speaking Skills

In this increasingly globalized era, communication plays an important role in achieving success in various fields. Language is the primary tool for communication; without language, effective interaction cannot take place (Alonso & Bezanilla, 2022). Through language, individuals can express their thoughts, share ideas, and build relationships that support personal and professional goals. As an international language, English serves as the primary medium for interaction between people from different cultural and linguistic backgrounds (Kiczkowiak & Lowe, 2021). Therefore, English language proficiency, especially in oral communication, is essential for facilitating cross-cultural understanding and global cooperation.

Of the four basic English skills listening, speaking, reading, and writing—speaking is often considered the most difficult by learners. This skill requires not only linguistic mastery, but also the ability to produce spontaneous and meaningful utterances in face-to-face communication situations (Sari & Wahyudi, 2020). Many English as a Foreign Language (EFL) learners experience difficulty speaking fluently because they must simultaneously integrate grammar rules, choose appropriate vocabulary, and control pronunciation accurately (Derakhshan & Shirmohammadli, 2021). Therefore, the development of speaking skills has become a major focus in EFL/ESL teaching methods, because this greatly affects the confidence and communication effectiveness of learners.

Communication skills play an important role in preparing students for the world of work. In today's professional environment, prospective employees' communication skills are often assessed through interviews, group discussions, and presentations (Nguyen & Nguyen, 2021). Employers tend to value individuals who are able to convey ideas clearly, negotiate effectively, and interact confidently

in various situations, both formal and informal (Rahmawati & Susanti, 2019). In addition, professionals are often required to give oral presentations, product launches, or training sessions, where success depends heavily on verbal ability and the skill of capturing the audience's attention (Zare & Othman, 2022). Effective speakers are able to inspire, convince, and maintain the audience's interest throughout the presentation, demonstrating that communication competence influences career advancement and organizational success.

Thus, speaking skills are increasingly recognized as a key competency in education and the workplace. Mastery of English speaking opens up global opportunities, improves skills, and enables participation in multicultural interactions (Fitriani et al., 2019). In teaching English as a foreign language (EFL), speaking learning does not only focus on language structure, but also on providing communication strategies that help learners express their opinions, solve problems, and collaborate effectively. Through regular practice and exposure to interactive learning media such as animated films or visual content, students can improve their pronunciation, fluency, and confidence (Tuan & Mai, 2015). Therefore, the development of speaking skills remains an important goal that connects academic learning with communication in real life.

c. Speaking Skill Components

There are several components of speaking skills that must be fulfilled by students. According to Harris, et al. (2015), there are five aspects of speaking skills, namely comprehension, grammar, vocabulary, pronunciation and fluency.

1. Comprehension

Comprehension means that students are able to process and grasp the meaning of what they say and the meaning of the responses they receive. When students successfully process and grasp the meaning, it means that they have achieved the comprehension component. Such as:

Teacher: "What did you do yesterday?"

Student: "I went to the market."

Teacher: "Oh really? What did you buy?"

Student: "I bought some fruits."

In this conversation, students are able to understand the questions asked by the teacher and demonstrate their understanding of the meaning and context of the communication.

2. Grammar

Grammar is a set of sentence structures that students must master. By using the correct sentence structures, students' speaking skills will develop well and to their full potential. Students who can construct sentences according to these structures demonstrate that they have mastered the grammatical aspects of speaking skills.

For example:

Correct sentence: *I go to school every day*

Incorrect sentence: *I goes to school every day* (That's not correct. You should say *I go*, not *I goes*, because '*I*' uses the base verb).

3. Vocabulary

To speak well, students need to master many words and their meanings. With a good command of vocabulary, students are able to choose the right words when communicating. Without mastering vocabulary, students will have difficulty expressing their ideas clearly. Therefore, it is important for students to master vocabulary so that they can use the right words in communication. Students who are able to choose the right words and have a broad vocabulary demonstrate that they have fulfilled the vocabulary aspect of speaking skills. For example:

Limited vocabulary (difficulty expressing ideas):

Student: Yesterday I go... umm... big place... many food...

(The student wants to say that he went to a restaurant, but does not know the word "restaurant.")

Teacher: "Do you mean a restaurant?"

Student: Yes! I went to a restaurant.

Sufficient vocabulary (can convey ideas clearly):

Student: Yesterday I went to a restaurant with my family. We ate fried rice and ice cream.

Teacher: "Excellent! You used the correct words to tell your story clearly."

4. Pronunciation

Pronunciation is how students produce clearer speech when speaking. When pronouncing words, it is important to say them clearly and correctly so that listeners

can understand their meaning. Students are considered to have mastered pronunciation if they make few mistakes in their pronunciation. For example:

Incorrect pronunciation

Student: I want to eat fish. (pronounced like “fiss” without the /f/ sound)

Teacher: “Be careful! It should be pronounced /fɪʃ/, not /fis/.”

Student: Oh, I want to eat fish /fɪʃ/.

Correct pronunciation

Student: She is reading a book. (pronouncing “reading” clearly /'riː.dɪŋ/)

Teacher: “Good pronunciation! I can understand you clearly.”

5. Fluency

Fluency is the ability to speak smoothly and accurately. Characteristics of fluency include speaking at a fairly fast pace, with short pauses and few hesitations such as “hmm.” The fewer hesitations a student shows, the more fluent their speaking ability is. Thus, fluent speaking skills mean being able to speak without many pauses or hesitations, which is an important part of speaking ability. Students who are skilled at speaking are those who have a good command of comprehension, grammar, vocabulary, pronunciation, and fluency.

d. Problems in Speaking Skill

There are several problems in speaking activities. According to Arya’s Meli explanation (2017). There are four problem in speaking that is lack of vocabulary, lack of confident, fear of making mistake and their pronunciation.

1. Lack of Vocabulary

A limited vocabulary means having a limited number of words to use and understand when communicating. This occurs when a person does not have enough words in their memory to express ideas clearly or understand what others are saying. Contributing factors include a lack of reading habits, limited social interaction, minimal practice using words, and environmental and psychological influences. If someone experiences a limited vocabulary, they will face difficulties in communicating effectively and understanding texts well. To improve vocabulary, consistent effort is required, such as regularly reading various types of books and articles, compiling lists of new words, using tools such as dictionaries or thesauruses, attending seminars or workshops, and applying scheduled

repetition techniques when learning new words. These methods can expand one's vocabulary, thereby improving communication skills and language comprehension. Junior high school students in Indonesia often have difficulty writing English compositions because they do not know the correct vocabulary. For example, when they want to write "I am very tired," they only know the word "sleep," so they write "I sleep now because I am sleep." This shows that limited vocabulary hinders their ability to express ideas correctly.

2. Lack of Confidence

Lack of self-confidence is a feeling of doubt and insecurity about one's abilities and self-worth. This means that a person is not fully confident in their abilities or decisions, which affects their interactions with others and how they deal with problems. The causes can include previous negative experiences, fear of failure, being overly sensitive to criticism, or a negative view of oneself. People who lack confidence tend to avoid new things, seek reassurance from others, and find it difficult to express their thoughts openly. To overcome a lack of confidence, it is important to accept your strengths and weaknesses, stop comparing yourself to others, focus on positive thoughts, surround yourself with supportive friends, do things you enjoy, and appreciate yourself. Gradually, face fears and challenges as a way to build stronger self-confidence. For example a new student at the University of Indonesia avoided speaking during group presentations. He was afraid of saying something wrong and worried that his friends would mock his distinctive regional accent. As a result, he handed over his entire part of the presentation to his friends and did not develop his communication skills. His low self-esteem due to his background and fear of being judged by others caused him to miss a valuable opportunity to hone his public speaking skills.

3. Fear of Making Mistake

Students experience difficulties because they are afraid of making mistakes. Many of them feel anxious when speaking, feel embarrassed and afraid when communicating with friends, and worry that they will be

laughed at if they make a mistake. In addition, some students choose to speak in their native language during presentations to avoid mistakes. This fear is often triggered by factors such as lack of confidence, fear of failure, and lack of practice. The classroom environment, teaching methods, and negative evaluations can also reinforce this fear. This condition makes students hesitate to express themselves and tend to remain silent so as not to make mistakes or be embarrassed. For example At a high school in Bandung, a teacher asked students to have a conversation in English in front of the class. One of the students, named Rina, appeared nervous and only answered briefly, saying “Yes, I like” without continuing her sentence. After the presentation, she confessed to her friend, “I’m afraid of making grammar mistakes, and then everyone will laugh at me.” Fear of ridicule and embarrassment prevented Rina from speaking fluently, even though mistakes are a natural part of the language learning process.

4. Pronunciation

Pronunciation is a major challenge in English speaking skills because it greatly affects the listener's understanding of the speaker. Difficulties arise due to differences in sound between the native language and English, including vowel and consonant sounds that do not exist in the learner's native language. Many words in English are pronounced differently from how they are spelled, making it difficult to guess the correct pronunciation. For example, some letters or sounds at the end of words are often not pronounced or are changed, which can lead to errors in meaning or communication. This discrepancy between spelling and pronunciation can make learners feel less confident and hinder their fluency. Therefore, mastering pronunciation requires regular practice, such as listening to native speakers, imitating them, and paying attention to intonation and word stress to clarify the message you want to convey. For example, a junior high school student in Jakarta pronounces the word “three” as ‘tree’ because it is difficult to distinguish between the sounds /θ/ (as in “think”) and /t/. In Indonesian, the sound /θ/ does not exist, so students replace it with the most similar sound. The listener may misunderstand, for example, “three” (tiga) sounds like “tree” (pohon).

e. Principle of Teaching Speaking

Fachrurrazy (2012) states that speaking is a productive or active skill. The goal of speaking is to express ideas. There are several principles in teaching speaking. Derakhsan, (2022):

1. Adjust the conversation topics to the students' interests and language abilities so that they feel interested and can speak more.
2. Group students based on their ability levels and similar interests to create a fun and effective learning atmosphere.
3. Introduce various English styles and dialects, such as British, American, Australian, and Singaporean, each of which has a different level of formality.
4. Avoid overly criticizing students' language and content, especially for beginners. Focus on getting them to practice speaking as much as possible first, then provide corrections in a thoughtful manner after the activity is complete.
5. Appreciate the progress students have made, as they may not realize that they are expanding their vocabulary, fluency, and knowledge through speaking practice.

f. The Nature of Speaking

Speaking is a productive skill that requires the ability to use language fluently and appropriately in direct communication. Brown (2015) explains that speaking is the process of creating and conveying meaning through verbal and nonverbal symbols in various situations. This skill involves complex cognitive processes, such as choosing appropriate vocabulary, organizing ideas, and producing understandable speech. Unlike reading and writing, which are usually prepared in advance, speaking is spontaneous and requires rapid language processing (Richards, 2017). Therefore, developing speaking proficiency requires continuous exposure to authentic language examples and opportunities for interactive communication.

Experts highlight the importance of speaking in language learning. Nation and Newton (2019) state that speaking is a key indicator of communicative competence because it shows how well learners apply their knowledge of grammar, vocabulary, and pronunciation in real situations. However, many

learners of English as a foreign language (EFL), especially in Indonesia, face challenges in speaking due to limited exposure to natural English input, lack of confidence, and anxiety (Rahmawati & Pratiwi, 2019). Therefore, teachers need to provide meaningful and contextual speaking activities that encourage active participation while reducing the fear of making mistakes. Thus, effective speaking instruction must involve authentic communication in real contexts to help students develop fluency and confidence.

B. Authentic Material

a. Authentic Materials in Language Learning

Authentic materials refer to language input created for real communication purposes, not specifically for teaching. According to Gilmore (2017), authentic materials introduce students to the use of language in everyday situations, including natural vocabulary, pronunciation, and cultural aspects, allowing them to experience the language in its original form. Richards and Schmidt (2017) also emphasize that authentic materials help connect classroom learning with real-world communication by presenting contextualized examples of the language.

In English language teaching, authentic materials are essential because they create meaningful learning experiences. Kusumaningrum and Wijayanto (2021) state that exposure to authentic audiovisual materials encourages students to understand not only language structure, but also pragmatic and sociolinguistic aspects. By interacting with authentic content, students can naturally absorb pronunciation, rhythm, and intonation. Therefore, incorporating authentic materials into speaking activities can increase motivation while improving students' overall communicative skills.

b. Definition of Cartoon Movie

Cartoon movie is the same as animation film. The word animation was derived from Yunani “anima” which the meaning is soul and live. The word animation also has a mean is to give a live for the object by stiring the object in the specific time. From the statements above, it can be concluded that animation refers to a sequence of moving images that create the illusion of motion through the rapid display of still pictures or objects. In this sense, cartoon films are a type of animated visual media that typically utilize two-dimensional (2D) drawings or digital illustrations to convey stories, emotions, and ideas in an entertaining and educational way (Prajapati &

Patel, 2019; Lestari et al., 2021). So the cartoon film is a picture that can move and make a sound. The combination of sound and image stimuli in cartoons helps children learn correct pronunciation. In addition, cartoons are also considered an effective medium for creating a fun and entertaining classroom atmosphere. Ruusunen (2015) states that movies expose the students to authentic target language, speech forms that are not normally encountered in the more restricted classroom environment. It also motivates the students to participate actively in movie-related activities. Harmer (2017) also points out that students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks. Meanwhile, Keogh, et al. (2016) reveals that teachers with a good preparation of using visual aids in teaching is possible to create a good language learning process in which students actively involved in learning as a result, their knowledge and skill can be improved.

Emphasizing real-life examples that demonstrate how films combine audio and visual elements makes them a comprehensive tool for teaching language. Visual support also makes it easier for students by reinforcing verbal messages and helping them stay focused while listening. An animated film is a type of film that uses sound, captures a series of images, or processes animated objects.

c. Authentic Materials from Cartoon Movie

Animated films are a type of authentic material that combines visual and auditory stimuli, providing a lively and realistic learning experience for students. Jalilifar and Ebrahimzadeh (2020) state that authentic video material can increase student motivation and help develop fluency and pronunciation because it reflects natural language use. As a form of authentic input, animated films allow learners to observe how words are expressed through intonation, facial expressions, and body language, which supports comprehension and imitation skills.

Peppa Pig has proven to be very effective as authentic material for beginner EFL learners. Rahmawati and Pratiwi (2019) note that Peppa Pig presents short, simple dialogues and repeated language patterns, making it suitable for students who are building basic communication skills. Clear pronunciation and slow speech speed help students improve their pronunciation and rhythm. In addition, the everyday contexts in Peppa Pig, such as family interactions, school environments, and daily routines provide exposure to functional language that can be directly applied in

everyday conversation. Thus, the use of Peppa Pig as authentic material provides a practical, engaging, and culturally rich way for students to develop their speaking skills.

d. The Role of Authentic Materials in Developing Speaking Skill

Speaking as a productive skill requires exposure to natural communication models. The use of authentic materials in developing speaking skills allows students to observe real conversations, pronunciation patterns, and verbal interactions. Richards and Schmidt (2017) emphasize that such exposure helps students internalize pronunciation and improve their communication skills. Jalilifar and Ebrahimzadeh (2020) also add that authentic video-based learning increases student motivation, which contributes to improved vocabulary mastery and speaking fluency.

Furthermore, authentic materials stimulate emotional engagement, which is important for long-term learning. Kusumaningrum and Wijayanto (2021) found that audiovisual materials create a positive classroom atmosphere and encourage students to actively participate in speaking activities. The combination of visual images and sound allows students to understand meanings that go beyond words, including intonation, body language, and emotional expressions. When applied through cartoons, this authentic material helps students develop pronunciation, rhythm, and spontaneity in speaking. Therefore, the integration of Peppa Pig in teaching English as a foreign language (EFL) speaking is an effective pedagogical strategy to support authentic and enjoyable language learning.

e. Advantages and Disadvantages of Cartoon Movie

Animation movie is one of popular movies that can be accepted for everyone either young or old people; moreover, students will get more interested in watching animation movie because it contains a good visual graphic, so they will like it. Animation can be defined as a series of still images or objects displayed in rapid succession to create the illusion of movement and bring visual stories to life. In the context of media education, animation serves as a dynamic tool that combines motion, sound, and visual effects to engage learners' attention and enhance comprehension. Prajapati, et. al. (2019). Animated films are an engaging learning medium that can entertain students while creating a relaxed and enjoyable learning

atmosphere. This medium is effective in motivating students to stay focused because it provides clear and interesting visualizations. In addition, animated films can boost students' confidence when communicating with others. For teachers, animated films are considered beneficial in supporting the learning process so that students become more successful language learners, especially in speaking skills. Therefore, English teachers should provide a variety of animated films that can capture students' interest and attention.

Films play an important role in motivating students to learn to speak while making the learning process more interesting. Through films, students can learn to express their feelings using various expressions by imitating the scenes shown. They can also form their own visualizations based on the films they watch and learn to play characters according to the film's content. Gradually, animated films help improve students' speaking skills. In short, films are an effective medium for stimulating students' interest and motivation, especially in spoken English learning, because they can naturally imitate the expressions in the films. For example, a study by Kinasih and Olivia (2022) shows that the use of films in online learning can improve the public speaking skills of students in Jakarta and Tangerang, because students can imitate the expressions, intonation, and vocabulary of the characters in the film. Similar findings were also reported by Riswanto, et al. (2022), who proved that the use of short fiction movies significantly improved the speaking skills of high school students in Indonesia. By utilizing films, teachers and students are expected to be able to develop and improve their speaking skills.

On the other hand, The use of cartoons in English language learning for seventh grade junior high school students has several weaknesses that can reduce the effectiveness of the learning process. First, the passive nature of cartoons tends to make students just watch without actively participating, thereby reducing the verbal interaction that is important for developing speaking skills (Rawanita, 2018). This problem is exacerbated by the long duration of the films, which can reduce the focus of young students with limited attention spans. Rawanita's (2018) research on animated movies for listening skills shows that there are long-term negative effects due to the lack of follow-up activities after watching.

Second, the simple and entertaining content of cartoons may be less suitable for the cognitive level of early junior high school students, who need more complex material for in-depth grammar and vocabulary development. According to

Puspitasari (2020), although cartoons can increase motivation, this medium is less effective in addressing students' structural difficulties such as pronunciation and fluency because the dialogue in cartoons is often inauthentic or too fast. In addition, technical aspects such as dependence on projectors and internet connections can lead to unequal access, especially in schools with limited facilities. Asyia, N. (2021).

Third, animated films risk reinforcing mispronunciations if students imitate exaggerated or non-standard accents, which contradicts the goal of authentic EFL teaching. Anasy's (2018) research shows that although cartoons are effective for narrative speaking, this medium is unable to overcome basic obstacles such as limited vocabulary and difficulty in starting to speak for beginner students. Overall, expert such as Rawanita (2018) emphasize the importance of additional support strategies so that the use of cartoons does not become a distraction, but remains an optimal learning medium.

f. Previous Studies

Researcher have found three studies relevant to this research, as follows:

The first study was conducted by Rasyid (2016). The problem statement in this study was "Is there any improving whether the use of English cartoon movie can improve speaking skill". The purpose of this study was to determine whether the use of English cartoon movies can improve students' speaking achievement at IPA 2 second grade of SMU Abulyatama. This study used a quantitative approach with an experimental design utilizing one group pre-test and post-test. The population/sample in this study consisted of 20 students from class 2 IPA 2. The instrument used was an oral test covering speaking aspects of grammar, vocabulary, and pronunciation. The results of this study indicate that students' speaking scores increased significantly across all aspects, with the grammar aspect showing the highest improvement from 25 to 44 or 19 points. It explains that English cartoon movies can serve as effective materials to enhance students' speaking skills, particularly in grammar.

The second study was conducted by Nuryana, (2023). The problem statement in this study was "Can cartoon movie media improve speaking skills among class IX B students at SMPN 51 Surabaya in the 2016/2017 academic year?" The purpose of this study was to identify and reveal improvements in speaking skills through cartoon movie media for class IX B students at SMPN 51 Surabaya in the 2016/2017

academic year. This study used a Classroom Action Research (CAR) method with qualitative and quantitative data collection. The population in this study was class IX B students at SMPN 51 Surabaya. The results of this study indicate that cartoon movie media has a positive effect on improving students' speaking skills, enabling direct understanding and practice of English, which provides motivation and shows significant improvements in cycle 1 and cycle 2 across fluency, pronunciation, grammar, vocabulary, and comprehension aspects.

The third study was conducted by Siswandi, et.al. (2021). This study was conducted in February 2022 at Senior High School 1 Kampar Timur in Academic year 2020/2021. The purpose of this study was to investigate whether cartoon videos as instructional media significantly affect speaking ability compared to textbook methods among tenth grade students at SMA N 1 Kampar Timur. This study used a quasi-experimental design. The participants of this study were 65 tenth grade students divided into two groups: Class X MIPA 5 taught with cartoon videos and Class X MIPA 6 taught with textbook techniques, using pre-test and post-test analyzed via SPSS 25. The results of this study indicate there was a significant difference in speaking ability between the groups, though the hypothesis was rejected due to sig value=0.109>0.05, suggesting no statistically significant superiority of cartoon videos over textbooks.

In Indonesia, Rahmawati et. al. (2019) found that animated films can increase students' confidence and accuracy in speaking because of the visual support that helps contextual understanding of meaning. Sari, et.al. (2020) noted that the use of Peppa Pig videos improved students' fluency and vocabulary memory thanks to the use of simple and repetitive language in the films. Research by Rachmawati and Drajati (2022) shows that animated films significantly improve students' pronunciation and confidence compared to traditional teaching methods. In addition, Alshammari (2022) also confirms that cartoon media is effective in improving EFL students' spontaneous speaking skills and reducing hesitation, thereby positively impacting fluency.