

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the author aims to provide a summary and recommendations regarding the findings of this study. The conclusions drawn from this study summarize the content of Chapters 1 through 3, while the recommendations offered are intended to serve as input for improvement and as encouragement for students, teachers, and researchers regarding vocabulary teaching methods using animation.

A. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the use of the English cartoon movie "Peppa Pig" gave a positive effect on students' speaking skills at the seventh grade of MTsN 3 Nganjuk. The implementation of cartoon movies as learning media helped students improve several aspects of speaking, including pronunciation, vocabulary mastery, fluency, comprehension, and grammatical accuracy. Through attractive audiovisual content, students became more interested and motivated to participate actively in speaking activities during the learning process.

In addition, the use of "Peppa Pig" provided authentic language input that enabled students to hear natural pronunciation, simple expressions, and contextual conversations. This condition supported students in expressing their ideas more confidently and reduced their anxiety when speaking English in front of the class. The students also showed better participation and interaction compared to conventional learning activities that relied only on teacher explanation.

Furthermore, the statistical analysis indicated that there was a significant difference between the students' speaking achievement before and after receiving the treatment. The post-test scores of the experimental group were higher than the pre-test scores, which means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Therefore, it can be stated that English cartoon movies, especially "Peppa Pig", are effective media for improving students' speaking skills in English learning.

Although highly beneficial, the use of the Peppa Pig cartoon series as an educational tool also has certain limitations. Since the series is designed specifically for young children, some middle school students may find certain episodes, themes, or phrases less challenging and less appropriate for their age and interests. Furthermore, without proper guidance from teachers, students may be more interested in the entertainment value of the cartoon than in the language learning objectives. Therefore, teachers need to select episodes carefully and design interactive learning activities to keep students engaged in the language learning process and achieve the desired outcomes (Harmer, 2017).

B. Suggestions

Based on the conclusion above, the researcher would like to provide several suggestions for teachers, students, and future researchers.

1. For Teachers

English teachers are suggested to use interesting and interactive media, such as cartoon movies, in teaching speaking skills. The use of audiovisual media can create a more enjoyable classroom atmosphere and encourage students to participate actively in communication activities. Teachers are also expected to select cartoon movies that are suitable for students' language level and learning objectives.

2. For Students

Students are encouraged to practice speaking English more frequently by watching English cartoon movies or other authentic audiovisual materials. By listening to native speakers and imitating their pronunciation and expressions, students can improve their fluency, vocabulary, and self-confidence in speaking English.

3. For Future Researchers

Future researchers are recommended to conduct further studies related to the use of cartoon movies or other audiovisual media in improving English skills. They may explore different research designs, educational levels, or language skills such

as listening, writing, or pronunciation to enrich the findings in English language teaching and learning.