

THE EFFECT OF CARTOON FILMS “PEPPA PIG” ON STUDENT’S SPEAKING SKILL

THESIS

Presented to

Syekh Wasil State Islamic University of Kediri

In Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd) in the
Department of English Language Education



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This thesis is to fulfill the requirement for the degree of Sarjana (S1) in English Study Program, Syekh Wasil State Islamic University of Kediri.

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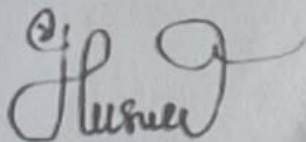
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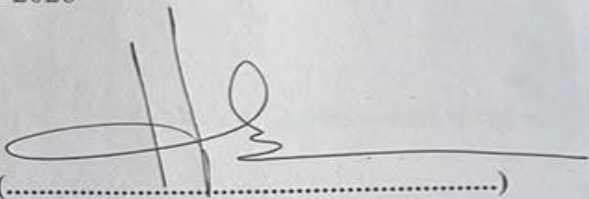
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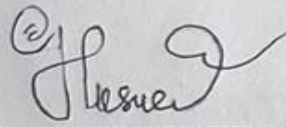
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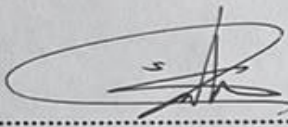
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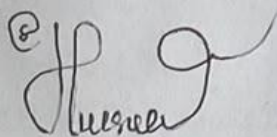
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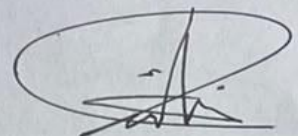
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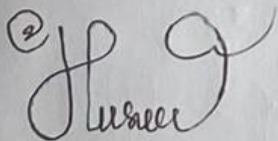
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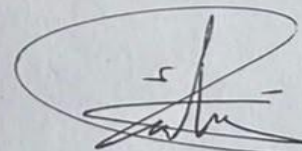
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MOTTO

“ Be the best version of your dream, stay focussed with planning, and the achievements will always be beautiful stages in the process ”

DEDICATION

This thesis is dedicate to

1. Allah SWT for his ridho and Hidayah.
2. My beloved parents. My father ANIS SYAFI'I and my mom KISWARI who always give me prayer, support, motivation, love, and always accompany me to finish my thesis.
3. My sincere advisors, Dr. Dewi Nur Suci, S.S. M. Pd. and Dr. Sri Wahyuni thank for your guidance, time, criticism and suggestion.
4. My lecturer who had taught during the study in the English Department Faculty of Tarbiyah Syekh Wasil State Islamic University of Kediri.
5. All of my friend in boarding house who always support for me.
6. Last but not least, I'd like to thank myself for fighting so hard and hanging in there until now. Thank you for overcoming fatigue at every step of this journey.

The Writer,

Afsya Dianita Nur'aini

ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

First and foremost, Praise to Allah SWT, God the Almighty. I would like to express my greatest gratitude to Allah SWT for His blessing upon me in the form of guidance in completing this final project so that it could be accomplished.

The writer believes that this project won't finish without any help and support from several people that gave the help and support directly and indirectly.

Thus, the writer would like to appreciate and thanks to:

1. Prof. Dr. Wahidul Anam, M.Ag. as the principle of UIN Syekh Wasil Kediri
2. Dr. Dewi Nur Suci, S.S. M. Pd. and Dr. Sri Wahyuni, M.Pd as my advisors who always give me guidance and suggestions in writing my thesis.
3. All of the lectures that taught me in English Department for giving knowledge, study experience and advice.
4. All staffs in Faculty of Tarbiyah who help me finish the process of my thesis.
5. The Headmaster of MTsN 3 Nganjuk who gave me permission to do my research there.
6. All of staff of MTsN 3 Nganjuk who help me in process collecting the data.

The researcher realized that this research was not perfect. There were many mistakes in this research. Thus, the researcher apologized for the mistakes and the researcher hope that this research could give meaningful knowledge for the readers. Several suggestions and criticism are needed to make this research better.

Kediri, Juni 07th 2026

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ABSTRACT

Dianita, Afsya. 2026. *The Effect of Cartoon Films “Peppa Pig” on Student’s Speaking Skill.*

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Keywords: *cartoon, Peppa Pig, speaking skills, audiovisual media, English language learning.*

This study aims to investigate the impact of the English-language animated series Peppa Pig on the speaking skills of seventh-grade students at MTsN 3 Nganjuk. The problem addressed in this study is the students’ low proficiency in spoken English, as evidenced by limited vocabulary, pronunciation issues, lack of fluency, and a lack of confidence when communicating. The research design used was quasi-experimental with two groups: an experimental group that used the Peppa Pig cartoon and a control group that used flashcards. The sample size for this study was 33 students in the experimental group and 30 students in the control group. Data were collected through speaking tests (pre-tests and post-tests) that assessed pronunciation, grammar, vocabulary, fluency, and comprehension. The findings show that the average post-test score for the experimental group was 82.21, while the control group had an average score of 71.27. The results of the analysis of covariance (ANCOVA), using the pre-test as a covariate, showed a significance level of $p < 0.001$, indicating a significant difference between the two groups even after controlling for their initial proficiency levels. Furthermore, the effect size (Partial Eta Squared) of 0.347 indicates a strong impact of using the Peppa Pig cartoon on students’ speaking skills. Thus, it can be concluded that the use of the Peppa Pig cartoon has a significant and effective impact on improving the English speaking skills of seventh-grade students at MTsN 3 Nganjuk.

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