

Improving Students' English Speaking Skill by Using Spongebob Squarepants Cartoon

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Abstract

According to the Indonesian curriculum, which requires students to speak, speaking is now one of the essential abilities in learning English. The four English skills that students acquire in class include speaking. Additionally, a number of problems come up throughout the teaching and learning process. Speaking difficulties frequently include anxiety while speaking in front of a group of people, a limited vocabulary and a worry about making errors. This study aims to determine whether viewing SpongeBob SquarePants with English subtitles can improve students' speaking ability. The participants of the study consisted of 9 students from junior high school number 4 Bengkulu, enrolled in the 9th grade for the academic year 2022/2023. Purposive sampling was used to choose them for a variety of reasons. This study employed a pre-experimental methodology to investigate the impact of using the SpongeBob SquarePants cartoon on enhancing English-speaking ability. Pre-test and post-test measures are used to analyze data in this design, which does not call for a control group (Creswell & Creswell, 2018). As a consequence, employing a cartoon had a significant impact on the students' speaking ability. It may be inferred that the research topic has been addressed and that it has been demonstrated that the application has been successful in enhancing the speaking skills of ninth-grade students. It was also found that cartoon usage application can be a center for language teacher techniques in learning English because of intense and meaningful language practice. In this study, students also do a lot of unconscious speaking skills in class because they think they are watching cartoon in a class. It shows that the students are easy to actively participate in learning that had made them used language and therefore learn it.

Keywords: *Speaking skill, watching, cartoon, SpongeBob Squarepants, learning.*

Introduction

When learning English, speaking is an essential ability to develop. This is due to the fact that language's main purpose, both when used verbally and in writing, is to transmit ideas or information. The ability to communicate verbally is the most crucial active skill when learning a foreign language. (Rao, 2019; Zarifa, 2020). The primary function of language is the transmission of messages via the use of words. In daily life, oral communication between people makes up the majority of linguistic activity.

Students' speaking abilities, which have an impact on how they interact with others, are intimately tied to their ability to master language. It is possible to infer that a student's proficiency with the language may be gauged by how well they are able to converse in it. Speaking is defined as the conveyance of intents, thoughts, feelings, contents, and purpose by the New Webster Dictionary (1994: 932). It may also be described as a person communicating with others using spoken language so that the intended audience can understand. Speaking, specifically between speakers and listeners, can be seen as oral communication in two separate circumstances.

The Indonesian curriculum requires students to speak in order to acquire English, making it one of the essential abilities. It is necessary to take into account speaking factors in order to speak English fluently. Students must take accuracy—the proper use of language in terms of grammar, vocabulary, and pronunciation—into consideration. According to Gower, Phillips, and Walter (1995), correctness necessitates using appropriate language, grammar, and pronunciation. Although speaking is a lesser part of the course than reading comprehension, Students may expect to explore a variety of topics in speaking sessions.

Additionally, several problems come up with teaching and learning. A lack of vocabulary, a fear of making mistakes, and anxiety while speaking in front of a group of people are common speaking obstacles. These problems lie under the categories of psychological and linguistic problems. According to Wulandari, Amalia, and Ramdhani (2022), ineffective medium level communication among students may be at least partially the result of their subpar vocabulary, grammar, and pronunciation skills. Further details A student's ability to pronounce words correctly and speak fluently and effortlessly like a native speaker is one of their speaking weaknesses (DeLozier & Rhodes, 2017). This is due to the fact that mastering these two skills means they can speak fully in the same way as

a native speaker or pronounce words in a similar way. When feasible, students should be allowed to express themselves vocally by using their language in conversational settings (Amalia & Apriani, 2016). In order to increase students' motivation to learn and engage in speaking activities, it is essential to involve them in the learning process. Students may get distracted and bored in class due to a variety of issues, inefficient teaching strategies, and uninteresting classroom conditions. Students struggle to hone their speaking skills while employing the technique since there is no fresh context. Islam and Stapa (2021) observed that the lack of opportunities to utilize the language and develop the skills required for effective communication causes the learners' competence to deteriorate.

The failure of learners to speak naturally is largely a result of people's traditional interest in learning speaking skills, particularly public speaking, which frequently misses relating them to daily life and experiences and instead concentrates primarily on the "big" or seemingly remarkable moments of human contact (Duck & McMahan, 2018). Experts have provided this argument as to why using genuine materials should be considered while instructing students in public speaking methods (Artha et al., 2020; Bordonaro, 2018; Mohammed & Ibrahim, 2019). In other words, research into teaching strategies for public speaking classes is necessary.

These days, learning resources are not just confined to books and whiteboards since technology is advancing so quickly and making things simpler and more exciting. According to the learning medium, it relies on how innovative the instructor is in exploiting these chances. According to Falahudin (2014), a teacher's responsibilities include supplying, demonstrating, guiding, and inspiring students so they may engage with a variety of available learning tools. Other learning resources are equally important, in addition to human resources. Both readily available learning tools as well as those that are specifically created with teaching in mind. All available learning resources should be located, selected, and utilised by the students.

There are several social media sites where learning resources may be obtained, including Facebook, Wikis, YouTube, blogs, and forums (Li, 2017). The current trend in employing technology for process learning, on the other hand, concentrates on web 2.0-related applications, according to Batos and Ramos (2009), and can motivate students to participate socially as well as create and share information. He continues by saying

that sharing cartoons from developed videos is made easier by the use of a video application in the form of channels. Cartoons may be seen as social media, which presents a possibility for use as a learning tool as they help students and enhance their capacity for learning, particularly when it comes to language acquisition.

The SpongeBob Squarepants cartoon may be used as a medium to teach speaking. Since most teens like watching cartoons, SpongeBob SquarePants cartoons with subtitles are the kind of material that will grab students' attention. Learners can learn about the many contexts in which foreigners use English for everyday situations by viewing cartoons. On the assumption that they provide actual language input, movies can be employed as a pedagogical tool to enhance language acquisition (Smaldino, Lowther, & Russell, 2012). The use of language by native speakers may be studied by language learners. Cartoons enable kids to develop their ability to understand spoken language, which is one of its main advantages. According to Blasco, Moreto, Blasco, Levites, and Janaudis (2015), movies may be useful in teaching the aspect of humanity, which is essential for young learners' growth as individuals and identity builders. The soothing, evocative,

and non-threatening qualities of movies. Additionally, they have a visual and emotional foundation.

Research have found several studies that are relevant to this research including, the first research from Yuli N. S., & Margana (2019). "Using YouTube as a Learning Tool to Develop Students' 21ST Century Speaking Skills". Speaking ability is one of the productive talents that involves a lot of practice instead of just comprehending the theory, therefore enhancing abilities among learners is seen to be essential to draw in more interest. Being able to speak fluently is viewed as requiring the ability to not only comprehend what others are saying but also to reply and interact with people in an effective manner. Additionally, in this day and age, students are expected to be more than just verbal; they must also be creative, possess strong critical thinking skills, and be able to work well with others. Making the most of instructional media, especially YouTube, is therefore seen to be crucial in helping pupils enhance their speaking skills, a crucial skill for the twenty-first

century. The main aims of this study are to describe YouTube's most useful applications and the benefits of using it as a learning tool.

Another related study is from Utami M., Siti H., & John P., (2019). "Attractive Learning Media to Cope with Students' Speaking Skills in the Industry 4.0 Using Sparkol Videoscribe". To ascertain how Sparkol Videoscribe influenced students' speaking ability was the aim of this study. An experimental design and a quantitative approach were used as the research technique. This investigation was done during the 2Nd semester of the the period from 2018 to 2019 at SMPIT Putri Al Hanif Cilegon. The experimental class and the control class were both eighth grade classes that participated in this study. 67 students make up the sample. An oral speaking test including a pre-test and post-test was the tool that was employed. In order to evaluate the inter-rater reliability, the researcher also employed both the content and validity of constructs as well as Cohen's Kappa value. The information was gathered, and the researcher used SPSS's t-test to analyze it. According to the research, the SIG.2-tailed value was 0.001. It was 0.05 or less (P-value=0.001 or less). As a result, the alternative hypothesis was accepted and the null hypothesis was refuted. In addition, the trial group that received Sparkol Videoscribe treatment has benefited. Additionally, Cohen's d was calculated to determine how much Sparkol Videoscribe had an impact on students' speaking abilities. The outcome indicated that the effect size was 0.8, indicating a significant impact. According to the research's findings, Sparkol Videoscribe helped pupils communicate more clearly.

This present research, there are similarities and differences between previous research studies. The similarities are that they have the same topic, that is about speaking skill. In light of the aforementioned problems, this study aims to look at the degree of speaking skill experienced by junior high school students who attend many schools. This study's goal is to determine whether speaking skills among students are affected when watching SpongeBob Squarepants using English subtitles.

Research Method

This study looked at how watching the SpongeBob SquarePants cartoon improved English-speaking skills using a pre-experimental methodology. In this design, pre- and post-test measurements are employed to examine the data, which does not call for a control

group (Creswell & Creswell, 2018). 8 students from Junior High School 4 Bengkulu participated in the study, enrolled in the 9th grade for the academic year 2022/2023. Purposive sampling was used to choose them for a variety of reasons. First, SpongeBob Squarepants was assigned to be watched regularly by the students in order to enhance their speaking skills. The students also have access to other programs for watching cartoons and YouTube. Second, the participants were excited to learn utilizing innovative technologies. These students engaged by watch spongeBob Squarepants for a minimum of 1 episode every day, specifically on weekdays, for a duration of twelve days as an extensive learning activity conducted at home.

To evaluate how effectively the students speaking ability, the researchers employed pre- and post-tests. On May 25, 2023, the pre-test was conducted. The students were given the task of communicating the cartoons they had viewed. They had two minutes to make their case. They were allowed to bring any supporting materials for their cartoon analyses. Content and fluency are among the grading criteria. To evaluate their speaking abilities, they took a post-test. The pre-test speech delivery time and instruction were identical. After that, the researcher acquired the complete outcomes of the pre- and post-tests administered to the students.

The tool utilized to assess the students' speaking abilities was an oral speaking exam including a pre-test and post-test. Before the students began watching the SpongeBob Squarepants animation, a pre-test was given. The pre-test, which was used to determine the students' level of comprehension before to the intervention, consisted of a speaking exam with only one question. To assess the students' speaking skills after viewing the SpongeBob Squarepants animation, a post-test was given following the thirteen-day treatment period. There was only one question on the post-test as well. The effects of the SpongeBob Squarepants cartoon on students speaking abilities were evaluated using the combined data from the pre- and post-tests. This gave the researchers the chance to investigate how viewing SpongeBob Squarepants had an impact on their capacity to speak.

Result and Discussion

1. Research Findings

The purpose of this research was to ascertain how to improve students' performance, particularly in speaking ability. As a result, pre- and post-test was

done by the researcher. The testing process findings are also processed and evaluated. Due to the limited time available for data collection, researchers only evaluated speaking fluency and content during pre- and post-test data collection. Pre-test results of a number of grade 9 participants are shown below.

Table 1. Pre-test Score

No.	Students	Content (50p)	Fluency (50p)	Total
1.	ARF	30	30	60
2.	RN	30	20	50
3.	AA	30	20	50
4.	AS	30	20	50
5.	GR	10	10	20
6.	DM	20	10	30
7.	EA	30	20	50
8.	AK	30	20	50

The researcher only asked for students to list the cartoons they had watched and to do so in English while gathering pre-test data, hence the pre-test findings are as follows. The highest score on the pre-test taken by the students was 60, while the lowest was 20. Their total score was 360, with a mean of 45.

Table 2. Post-test Score

No.	Students	Content (50p)	Fluency (50p)	Total (100p)
1.	ARF	30	40	70
2.	RN	30	40	70
3.	AA	40	40	80
4.	AS	30	40	70
5.	GR	20	10	30
6.	DM	30	20	50
7.	EA	40	30	70
8.	AK	40	40	80
TOTAL Score				540

The students were asked to watch an episode of SpongeBob Squarepants in English with subtitles after thirteen days. The researcher then met with the class again and administered the same pre-test questions, with the exception that the post-test questions this time were only relevant to SpongeBob cartoons, of which they had watched an episode per day. The results of the students' post-test served as the research's data. The highest post-test score received by the pupils was 80, while the lowest was 50. Their total score was 540, with a mean of 67.5. The conclusion drawn from the two pre-test and post-test tables above can be seen in the chart below:

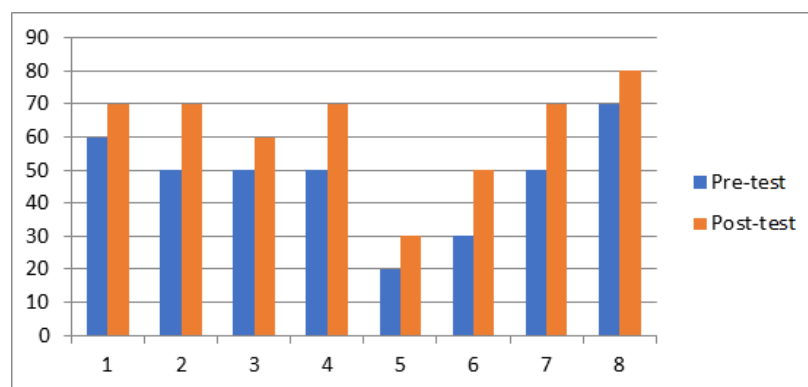


Figure 1. Pre-test and post-test chart result

The highest reported Pre-Test score was 80, and the lowest score was 20, according to the presented chart. Only a few pupils received the required grade. However, the post-test results revealed that all students had significantly improved. A score was generated to determine the average score for the Pre-Test, which came out to be 30, in order to learn the outcomes. This demonstrates that the majority of student results are still rather poor. The highest Post Test score recorded was 80, while the lowest score was 30, according to the table. Only one student received an 80. The Post-Test has a 70 average score.

2. Discussion

When comparing against their pre-test results, almost all of students' results after the test showed significant improvements, the study's findings show. The average score after the exam (67.5) was greater than the average before the test (45), which was clearly evident in the post-test score data. After lengthy exposure

to the SpongeBob Squarepants animation, students' speaking abilities significantly improved, as seen by the large rise in score (22.5).

The outcome showed that after utilizing cartoons to teach, the students' English-speaking abilities had improved. SpongeBob SquarePants use as educational media plays a significant part in attaining the learning purpose. The availability of learning resources can encourage students to engage in the learning process, that in turn motivates them more. This concurs with the findings that Masruddin (2018) discovered in his research, which demonstrated the effectiveness in utilizing cartoons to teach speaking. The interest of students for studying foreign languages has also been demonstrated to rise when cartoons are used (Madiyoh et al., 2018). In addition, according to Hameed (2016), Despite having a small sample size of only 8 students, the study demonstrates that employing cartoons in the training of the English language has a considerable influence on the students' learning results.

According to Irmanda et al. (2021), the audio-visual components of the English animation piqued students' interest. Most of them claimed that they had been able to get over their nervousness and also awkwardness while speaking English.

Additionally, seeing English-language cartoons might inspire students to engage fully and enthusiastically in the process of education and learning. According to Hassan, Murshidi, and Al Murshidi (2020), seeing English-language movies helps students become better speakers and listeners of the language. This beneficial relationship is furthered by the students' increased motivation to study.

However, some students choose to watch TikTok instead of Spongebob, thus they don't see an episode every day. Additionally, if instructed to watch the Spongebob show at home, students often forget. However, a good number of people also watched one episode of Spongebob. Some of them were quite enthusiastic while watching it, and even though the subtitles that were given were in English, they still watched it because they enjoyed Spongebob.

Conclusion

Based on the findings and analysis from this study, the researcher came to the conclusion that viewing cartoon movies helped pupils improve their speaking abilities. This research provides empirical proof of SpongeBob Squarepants' value as a teaching tool for English-speaking students. The study placed a strong emphasis on using cartoons to enhance students' speaking abilities. This study adds to the increasing amount of evidence showing how viewing cartoons can improve one's verbal abilities. The study's first finding was that encouraging students to engage in a relaxing activity, such as watching a cartoon, made it much simpler to encourage them to get engaged in what was being taught. Others who had previously been hesitant to talk may now do so without reservation. Students' overall fluency increases when they hear a native English speaker with a genuine accent because it motivates them to learn more with word pronunciation and vocabulary, both of which aid in pronunciation improvement.

Additionally, It was discovered that watching cartoons significantly improved the students' speaking skills. It may be inferred that the research topic has been addressed and that it has been demonstrated that the application has been successful in enhancing the speaking skills of ninth-grade students. Due to the extensive and purposeful language practice, it was also discovered that the cartoon usage application might be a focal point for language teaching strategies in English learning. In this study, students also engage in a significant amount of unintentional speech in the classroom because they believe they are watching a cartoon. It demonstrates how simple it is for students to actively participate in instruction that forces them to utilize the language they are learning.

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