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Cartoon Chronicles: Nurturing Oratory Skills in Junior High

Kronik Kartun: Menumbuhkan Keterampilan Berbicara di SMP

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Abstract

This study aimed to assess the impact of utilizing cartoon movies as a learning medium in teaching monologue to enhance speaking abilities among junior high school students. Employing a pretest-treatment-posttest design within a pre-experimental study model, the research focused on a classroom using the cartoon movie "Ponyo" alongside the conventional program-based teaching method. The interactive and culturally rich Japanese cartoon with a theme centered on teen imagination was applied in the treatment, involving 29 students from class B. The results, based on monologue technique assessments, demonstrated favorable opinions from students regarding the cartoon movie medium. However, while the findings indicated an improvement in speaking abilities, the effect was not statistically significant. This study provides insights into the potential of cartoon movies as an engaging educational tool and suggests avenues for further research and instructional refinement.

Highlights :

- The study explores the use of cartoon movies as a dynamic medium for enhancing monologue instruction in junior high school settings.
- While student opinions on the cartoon medium were positive, the research highlights a significant yet non-statistically significant improvement in speaking abilities, suggesting further avenues for exploration and instructional development.
- "Ponyo," a culturally rich Japanese cartoon, is employed to supplement traditional teaching methods, fostering interactive learning experiences.

Keywords: Monologue Instruction, Cartoon Movies, Speaking Ability, junior High School, Educational Impact

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Introduction

A language without practice is pointless, that's why learning to speak is a crucial moment for student's communication skills as well as Drachsler [1] quoted, the boundaries of language represent the boundaries of the world. In order to know the use of language in its context as well as English is widely used with varying purposes: thinking, speaking, writing, and various media Widiyanto [2] in general the active use of language to express meanings for purposes other people can understand them. In speaking which involves knowledge of sounds, structures, and vocabulary and cultural subsystems of language-specific speaking skills, as we know a reality that fits the modern world that has occurred on a worldwide scale [3] Where English rose to become the most widely spoken language on this technological era. Speaking is one of the most wavering to learn for a student will be a key part of the future technology era, as quoted Wright [4] declares that the demand for English speaking proficiency has been rapidly rising recently as a result of English's growing importance as a language for international communication.

Speaking is a skill, that needs much practice verbally, as we know that language is a process, about the way language is produced in order to understand an English language itself as well as Lightbown and Spada point out, the process of humans learning a language involves imitation, practice, success feedback, and habit formation [5]. Speaking in a language requires a lot of practice and exercise. The English language is an important part of communication in our technology era, but not popular among students in junior high school. Many factors impact the learning process especially since not every individual student has the capacity to overcome challenges associated with learning activities due to the numerous components involved in the learning process as mentioned by Widiyanto Mostly students were disappointed that despite spending years studying English, they were still unable to speak it fluently, we can't deny that the English language consists of process and consistently for who want to study it, in other hand the competence of language speaking need to be consider for student is quite straightened.

The similar thing that Hughes elaborated, there are various measures of spoken English competency, including accent, grammar, vocabulary, fluency, and comprehension based on [6] The four skills are complicated for a student especially when they are trying to use it in social life, thinking the grammatical rules for me as a student college still be the hardest one. It supported Scott's [7] is quoted that the knowledge element and the skill component are the two main areas of difficulty that student speakers encounter. The student lack of understanding in the four areas that research elaborated on before which is the crucial point student need in speaking competence. Additionally, the student's lack of confidence in their abilities could prevent fluency. Otherwise, if we look back at the research on student spirit in learning at school in general around the middle area based on Ahmadi [8] every student may be affected by the boredom of learning if they have lost their motivation and equilibrium, as this could prevent them from advancing to the next level of expertise. This English skill will be very slow to be improved where high competence does not meet with adequate solutions. The researcher believes that improving Junior High School students' Englishspeaking skills is a collaborative effort. The teacher's primary responsibility is to help pupils master the grammar, vocabulary, and other components of a language system as well as societal norms and language functions [9]. So students should be given thorough guidance on how to prepare for specific types of educational assignments in order to reduce the issue effectively.

Considering the analysis and observations that have been carried out at the MTs Al-Ihsan on 13th November 2022 by interviewing the English teacher, a few students, and the headmaster of a school, it can be concluded that, teachers are well aware of the need for creativity and inventions to update classroom activities to enhance students' enthusiasm in learning, despite earning less attention to English classes. The process of the teacher's understanding of the essential changes is still continuing and has not been implemented yet, without common limitations and insufficient facilities, teachers at MTs Al Ihsan cannot fulfill English learning well. Based on the reason above, the researcher is interested in conducting research to find the extent of cartoon movies on speaking ability's students MTs Al-Ihsan. Thus, the researcher proposed a journal article with "The use of cartoon movies-Ponyo as learning media on speaking monologue at MTs Al-Ihsan Kalijareng, Jombang?".

Along with various difficulty facing up by the student in form of educational interaction, as well as Hughes [6] declare, spoken language is one of the important topics of class activity, whereas the classroom is a complex environment where they must choose models, strategies, and methods based on the requirements of the students. Additionally, Darmadi asserts that all learning occurs between a pupil and a teacher. A fun and profound learning process will result from meaningful learning [10]. Applying the digital, visually-based learning media that are popular these days probably is the key solution to bringing English language learning in front of students. The initial three ideas are from Kabapinar [11] in other words Cartoons can be used as media learning across all levels of English learning in classroom management. Because cartoon movie is full of animation, graphic models, and caricature, the student tends to be more interested while using this media. This way also supported by Ritkofany A, have been done his research with the title "Penerapan Media Film Dalam Pembelajaran Menulis Bahasa Jerman Siswa Kelas Xii Ibb Sman 2 Sidoarjo", it point out that he conducted research may be withdrawn. The film's media application for writing instruction in German is the ending. Incredibly powerful and capable of creating a fun and laid-back atmosphere in the classroom, act seriously. movie media program can spark pupils' creative imaginations. Draw the students' attention to the content being studied more firmly. This is due to the simplicity of film media in order to grab pupils' attention and lessening of student saturation throughout the procedure teaching is still being

learned.

Considering what was said in the conversation This is may bring us to reach professional educator. A variety of technology tools is impactful in clarifying these linkages, none more than hypertext Trisnayanti [12] they also said that. In details learning activity that involves technology especially kinds of video gains the student to be have meaningful learning, it is because teacher have a relevance and opportunities to build a learning, ice-breaking, and assessment activity in classroom environment that help them construct their knowledge more quickly as Trisnayanti [12] declare that technology is bringing experiential learning to a variety of other disciplines, these simulators allow students to experience real-world activities including trading currencies, city planning, engaging in historical combat, and traveling the Oregon Trail. Thus, movies play a significant part in the educational process. Movies' uniqueness and adaptability can be used to effectively illustrate educational themes. Understanding the potential benefits of movies allows educators to use them as a teaching tool that can help students grasp ideas from their courses.

This study is expected to offer students with information about the movie as a learning media, allowing them to enhance their speaking abilities. In order to accomplish the goals of the English teaching program, particularly the goal of speaking ability, the researcher also hopes that English teachers would use the research's findings as feedback on how to teach speaking. The researcher expects that by doing the study, the pupils' speaking abilities will improve. The researcher also anticipates learning more about the issue.

A. Speaking Monologue

The monologue is one part of the drama but is done individually. Teaching drama can be done in two different ways: either by teaching drama theory, which is the study of the play's text or by teaching drama performance theory based on E. Putra [13]. Through monologue, students are trained to improvise in some of the aspects in harmony and then gain confidence. Monologues had different aspects and also interpreted monologues to become a means of escape from everyday life and a quest for novel experiences [14].

During a monologue, speaking is comprised of a series of speech activities that are distinguished by an autonomous. Interpreting monologues to test students speaking would build their independence. Speech movements in a monologue type of communication are only marginally influenced by those of the partner. They stand for a logically conditioned series of speech activities that are semantically independent and thematically focused. It is emphasized that improving speaking by monologue technic it gains the student's movement and independent mindset by setting up their ability in speaking as well Voskerchyan and L. Lepichova [15] declared.

The ability to perform the actions of several speech activity types, such as informative reading, comprehension, and understanding of consumer-significant information units and their semantic processing; fixing letters and logically structuring the selected information as a program of monologue utterance; and monologue speaking, associated with the generation of an independent statement, is necessary to master monologue speaking as a means of intercultural professional communication.

There are many different types of monologues. Students may speak about numerous issues on their own for a predetermined period of time, present or lecture on various topics, or even perform something. Even those with the lowest levels of proficiency are capable of giving high-caliber speeches if given adequate time and tools for preparation. The utilization of monologues and presentations was brand-new for the students because these activities had never been employed before due to how time-consuming they are. By including them in the curriculum, the researcher hoped to determine how well the students could deliver meaningful, fluid talks and whether the activity could help them overcome any obstacles. English for Specific Purposes classes, which differ from General English courses in terms of terminology and academic style, may address the findings and results of preceding investigations, as revealed by prior research. The presentation of streamlined, application-focused methodological content to pupils is what drives teachers to provide practical learning together with methodological support. The use of monologue-speaking tasks coupled with peer interaction and assessment can improve first-year students' English-speaking abilities, according to earlier study from Karpovich.

B. Cartoon Movie

Cartoon movies are not only created for entertainment reasons but also to provoke, criticize, and now for teaching people. There are various cartoon design ideas used in the educational sector as a resource to complement instruction and learning. The initial three ideas are from Kabapinar in other words Cartoons can be used as media learning across all levels of English learning in classroom management. Because cartoon movie is full of animation, graphic models and caricature, student tend to be more interesting while using this media.

Cartoons are example of how current media development results in digital advancements in the technology era that address the requirement for the student learning process especially speaking ability. As a result, education will always be in flux as the world and times change, which also influences the culture and character of the people living in. Therefore, the elements in it function as learning media always be dynamic too. And cartoons could be one of the way out of student difficulties these days because I believe that inputting the technology component in our global education would gain a lot of positive impacts on the student. Visualization media get more students' focus

quickly rather than others based on Nurnaningsih [16]. The cartoon is a visualization with all settings related to the graphic visual on that movie on purpose to make everyone watch it feel comfortable. Cartoons are acceptable for all ages, because everyone is love to watch any kind of video forms such as movies, short videos, and kind of animation videos in detail the use of video provides teachers with the chance to engage in a particular set of practices. The researcher in this study believes this cartoon movie media would gain the student in MTs Al-Ihsan so their speaking ability could have more improvement. the most recent research by Isfahani [17] The cartoon movie Spongebob's learning media to enhance Senior High School speaking has produced notable improvements in their abilities. Their speaking ability to speak is elevated to some level by using film media. Bill-to-house speaking causes problems on the pronunciation aspect and also confidence becomes more significant.

The cartoons used in the 8b MTs Al-Ihsan class were English cartoons with a Japanese life background focused on a family. Cultural and social elements were also promoted with the development of the times. But what's more interesting the "Ponyo" cartoon is an atmosphere that is built to capture the imagination of the children through adolescence. The film tells how a boy can meet a fish on his trip on holiday with his mother. Intrigue and appeals in the film are told with a light plot and lift with an intriguing theme suitable for children around 10-15 years old. In this case researcher have been watching some movie from America and found this movie as the match one for student in MTs Al-Ihsan.

Method

A. Research Design

The research in this study is experimental research. The research design used was a pre-experiment design with a type one group pre-test and post-test design. In this study are two variables, the cartoon movie as free variables (variable x) and the improving of English learning as variable bound (variable y) to carry out the quantitative study with regard to the student's speaking abilities. Because it adheres to the standards of science, which are empirical, objective, measurement, logical, and systematic, this technique qualifies as scientific as Creswell point [18].

Table 1 shows the symbolic model of research. In this study which examines the effect of teaching by using cartoons on teaching, English language education enriched with cartoons. This comparison has been tried to be provided by looking at whether there is an effect of education with cartoon on student ability to speak English.

Group	Pre test	Treatment	Post test
Experimental	X1	Y1	X2

Table 1. *The Symbolic Model of Research*

B. Research Data and Source Data

This study is conduct at Islamic Junior High School MTs Al-Ihsan located in Kalikejambon, Kalijareng village of the East Jombang Java District. The population of the study are all of the student on 8th grade of MTs Allhsan consist of 25-30 students for each class, so the total are 128 students. And the sample of this research are the 29 students from class 8B.

No.	Class	Frequently	Score Average
1.	8A	30	59.20
2.	8B	29	45.6667
3.	8C	30	54.759
4.	8D	27	52.519

Table 2. *Student Scoring of Final Test at MTs Al-Ihsan*

The eighth grader's final exam score table displays revealed that the lowest average number of students in the eighth grade is 29, which is why the sample for this research was taken in class 8B as well as Creswell [18] point out. Then Purposive sampling is the method of sampling that was employed for this study's sample. Academic achievement materials were given to 8B students at the start and end of the study student are apply a monologue speaking need to practice based on Situmorang [19].

C. Data Collection Technique

In the classroom, cartoons serve as a learning media to help students at MTs Al-Ihsan achieve their educational goals. As Situmorang [19] states that a research instrument is a tool used to collect data. Pre-test, treatment, and posttest tests are the series of stimuli utilized in this study to collect data. A pretest was administered at the first

meeting. The students took a pre-test to determine their speaking proficiency [20]. The students are present in front of the class during the pre-test reading, who took pictures of them and record their voices using the researcher's phone. As their first step, the student read the textbook. Aspects including grammar, pronunciation, vocabulary, and fluency are grade in the first step. Then for the next meeting students watching the cartoon movie as learning media in classroom activity for the treatment test and post-test. After watching the cartoon movie with the teacher classify the asking and giving information with material based on their handbook. The student presents their speaking monologue with the text that give to them based on the dialogue in the cartoon movie. The total score from all criteria was then added up to reach the mean score. The current researcher then used the pre-, treatment-, and post-testing techniques to collect data.

D. Research Analysis

The second semester of the school year 2023-2024 is use to carry out this research. Before beginning the research, the students discussed the cartoons they enjoyed and found entertaining, and their suggestions by looking for the title of the cartoon movie. In this way, the research's usage of cartoon movie, the movie that used is "Ponyo". The Component analysis is carried out using the dialogue in a cartoon movie. The achievement test's item is to analyze the speaking ability of 8B students in Al-Ihsan are increasing with different and uncommon media that apply as well as brown point out. The researcher calculated the data for this study using the following techniques:

1. To categorize the students' scores, there are five categories

No.	Score	Classification
1. 2. 3. 4.	80-100	Very Good
2	66-79	Good
3	56-65	Fair
4	46-55	Poor

Table 3. Classify The Students' Scores (Brown,2004)

Category	Very Good	Good	Fair	Poor
Pronunciation	Communication was improved by using clear pronunciation, intonation, and expression.	Although there were no significant issues, more effective communication may have been achieved with greater pronunciation, inflection, or nonverbal cues.	Uncertain pronunciation and/or expression led to certain communication issues. Perhaps the student was hard to hear.	Communication was muddled by pronunciation, intonation, and/or expression. The student might have been quite hard to understand.
Fluency	Student played an actor, which helped the discourse progress and flow.	Some minor difficulties maintaining the monologue	It took some work to keep the monologue going. Maybe there were a couple long pauses.	It took a lot of work to keep the dialogue going. Perhaps there were numerous extended pauses.
Grammar	Communication was effective because to the application of grammar learned in class.	Lack of use of the inclass grammar led to a few small issues.	Grammatical mistakes caused a variety of issues or a serious communication breakdown.	Communication was hampered by grammatical errors.
Comprehension	Student acknowledged all comments and provided an appropriate response to the inquiry. and included them in the conversation	The majority of questions are answered by the students, and the majority of statements are acknowledged and frequently used in the conversation.	The student either did not correctly respond to several inquiries or did not acknowledge or include some statements in the discussion.	Most queries and remarks were ignored by the student or were not understood. Possible use of notes by the student.

Table 4. Scoring Criteria for Speaking Test (Brown, 2004)

2. Calculating the mean (M) of variables X and Y by using the following formula with the sample of the test 29 students in a 8B class:

$$\bar{x} = \frac{\sum x}{N}$$

Note:

- \bar{x} : Mean experimental group
- $\sum x$: Total score experimental group
- N : Total students experimental group

3. Calculating the deviation score. The most popular indicators of variability are those using standard deviation. Both are founded on deviation scores, which represent the variance between a raw score and the distribution's mean using SPSS application. Standard deviation experimental group formula:

$$s^2 = \frac{\sum x^2 - (\sum x)^2 / N}{N - 1}$$

4. Analyzing the result by using statistic calculation of t-test

$$t = \frac{\bar{x} - M}{\sqrt{\left(\frac{s^2}{N}\right) + \left(\frac{1}{N_1}\right)}}$$

Figure 1.

Note :

T: t-value

s^2 : The standart deviation of experimental group

\bar{x} : Mean experimental group N : Total student experimental group

Result and Discussion

A. Result

The findings are divided into two categories. The first section answers the research question. It confirms that there are statistically significant variations between the monologue speaking of the student on the pretest and posttest. Data from a few participants interviews are presented in the second section.

The pretest and posttest results demonstrate a benchmark for comparing and discussing the results. Test results for the students are dilatable with three meetings comprising two hours of learning, or fixed of 80 minutes each class activity per week. Findings from tests conducted prior to and following the test provide the following benchmark for comparing and discussing.

Graphic

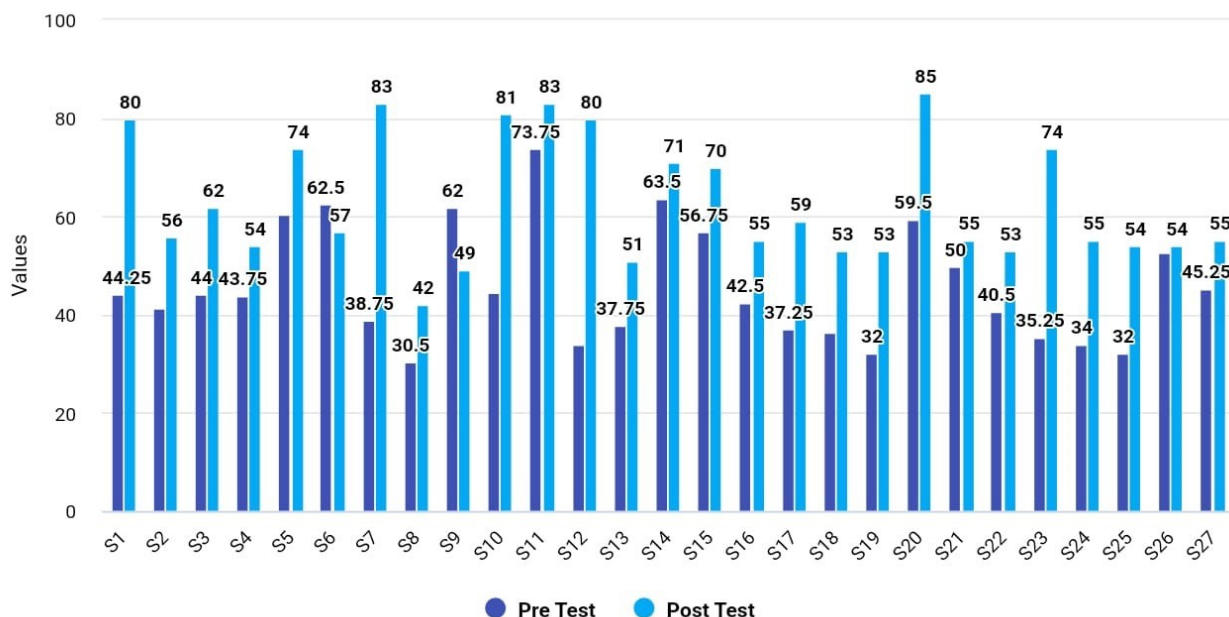


Figure 2. Participants' performance in the pretest and the posttest with range S:Student

After analyzing the data, it can be shown that each student performed have a different result one to another even all the treatment applying similar, however the test better on the posttest than on the pretest for some student, as indicated by the graphic above. There are 10 students have been got the speaking monologue score higher than pretest. And the researcher declared that students have different improvement to another or some of them still got the low score as shown from the graphic.

The related t-Test was used to demonstrate the relationship between two variables in 8th B class of MTs Allhsan in order to determine whether there was a significant difference between the student's speaking skill mean scores on the pre-test and post-test as well as Brown point out [21] after applying a cartoon movie as learning media to develop their ability in the post-test. The analysis of this issue is displayed in Table 6.

No	One Group Test	N	Mean	Std.Dev	t	df	Sig (2 tailed)
1.	Pre-test	29	44.1071	14.061	-6.487	26	.000
2.	Post-test	29	58,45				

Table 5. Paired Sample T-test

The average score from the pre- and post-tests displayed in the above table does not indicate any statistically significant findings or the distinction between using a cartoon movie in a speaking class activity. However, as indicated by (2-tailed sig.000 $p < 005$), which is typical for the students' performance on the posttest, the students' performance on the t-test table and the students' performance on the posttest retained much higher. Also, there was a improvement in speaking monologue class among some student, even though the average class mean is still quite low.

The Criteria	General mean of the student scores on pre test	General mean of the student scores on the post test	Range	Sig (2 tailed)
Mention five Vocabulary from the movie	44.2	53.3	9.1	
Perform the dialogue	41.2	53.3	9.1	
Stating Tenses used in Movie	41.8	52.6	10.8	
Fluency	42.9	52.6	9.7	

Total	170.3	212		.001
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Table 6. Participants' performance on the pretest and posttest with the range across the criteria

Table 3 displays a comparison based on how well the students performed across the criteria on the pretest and posttest. The table of speaking monologue criteria was proven that cartoon movie not significantly impact the student speaking ability in English learning as shown in the table. Two-tailed Sig.001, $p < 0.05$, which is statistically low, showed that the students' performance on the posttest was statistically high rather than pre-test but still lower.

Although the students not significantly impact on speaking monologue students used cartoon movie as learning media. After the last meeting of the course students were asked their perceptions while following the entire of the class activity on several weeks. The responses were centered on student perceptions towards academic of monologue speaking using cartoon movie. From the interview have been done the researcher calculating that student fascinating using cartoon movie as learning media while speaking monologue class around 69 % from the whole class, although not the entire of the class comfortable with the media but the presentation is quite a big number. And as the researcher I can say that cartoon movie is attractive media as well as the excerpt mention before.

Cartoons in the classroom has both positive and negative implications. It was claimed that using cartoons in the classroom would improve the students' capacity for learning and help them deal with the recurring problem of weariness in a school using the same system year after year. The media used is attractively and based on a preferential presentation of a large cartoon film upside down with the current score. However, other impacts seen by other learners differ from other methods of learning that students have gotten used to, and if these are substituted by new media, they result in a confusing learning pattern.

B. Discussion

The results of the data analysis demonstrated how cartoon movie impact the student ability on speaking. Findings of certain studies indicated that the best cartoons for increasing both research and English are cartoon movie as well as Syarifah Aini have been done [23], Fata [24], also applying media for young learner by using cartoon movie more catch up students attention as Pitriana point out [22], then Ulfa also declared how effective cartoon movie towards student vocabulary on speaking skills [25]. From the previous study, all of the result shown that there is a big impact on student ability while using cartoon media as well as their result of t-value. In details 10 % -20 % t-test value increases shown in some previous research, as well as Amalia point out the score from each t-value test should be higher than sig P value 0.05.

There was a difference in speaking achievement between the two sample classes after the treatment was conducted in one of them, as shown by the T-test result, which showed that the experiment class received a higher score (14.38) than the control class (4.55) in the previous study's building in Junior High School in Aceh. To put it another way, it implies that employing cartoons as a medium for speaking teaching has assisted the learner in strengthening their speaking skills as well as Fata [24]. In this research literature declare that children between the ages of 13 and 17, when cartoons start to amuse them, audio-visual aids like cartoon movies that supply the true target language can be an excellent media to improve speaking English skills student in Aceh.

Researchers were conducting studies, and the outcomes that they found were diverse. Cartoons employed as a tool to enhance students English language proficiency did not have a significant impact. Cartoons may bring benefit some other student as seen by the improvements that some of them experiences in class.

Conclusion

Because English is so vital for a student's future, it is important to pay attention to how it is taught in the classroom. The inclusion of cartoons has little to no effect on the lesson's overall value. It is important to compare the learner's environment and health. The eighth graders and students at MTS Al Ihsan are very enthusiastic in class, actively support the educational effort, and have more to give than just speaking skills, according to their grades and interviews. Although it seems that MTS al-Ihsan students and students have a low awareness of and interest in English, it is unclear whether their English IQ is likewise below average. In contrast, past studies that used animated movies. Only about five students were above the average English value at the previous MTS Al-Ihsan student and student average rate. They all shared the same issue with English, which was despised for being difficult to grasp and turned into a disfavored topic. Therefore, it is important to consider the application of media, methodologies, and learning models seriously while teaching English speaking. The use of cartoon media, in particular, does not significantly affect speaking abilities as described, according to researcher have been done. The environment and the condition of the student are important factors that must be taken into the setting of the class activity before applying a new media; this does not imply that the media is bad quality, but rather that it is necessary consider student's condition.

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