

Televised English Cartoons in the Speaking Skills of Seventh-graders

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Abstract

This study aimed at identifying the effect of the televised English cartoons on the speaking skills of seventh-graders. A survey questionnaire was given to the students, gathering information about their chosen televised English cartoon video series before an interview was conducted, measuring their level of speaking skills based on the researcher-made rubrics validated by three experts. The data were analyzed using frequency count, simple percentage, mean, independent t-test, and Pearson r coefficient. The results showed that there is no significant relationship between the speaking skills of the respondents and their choice of televised English cartoon video series and the time frequency of watching these cartoons. The respondents developed their good English-speaking skills in other various ways and factors including their support at home and learning environment. It implied that the students acquired good speaking abilities without the significant influence of televised English cartoons they watched because the cartoons they preferred to watch had less educational value and did not significantly affect their speaking skills. Additionally, the amount of time that students spent in watching cartoons was not enough to fully master speaking skills. It takes about more than 1-2 hours for a skills to be mastered.

Keywords – Speaking Skills, Televised English Cartoons, Fluency, Pronunciation and Accent, Grammar, Vocabulary, Details

Introduction

In the 21st century, the influence of multimedia on students' learning has become exponential. Students acquire teeming information from what they watch on television and internet websites, and they are more engaged in these resources over books and other printed materials. In fact, in the study conducted by Picton & Clark (2015), more children love reading with technology over books. So, this particular study tested the effect of multimedia such as televised cartoons on the communication skills of students, specifically their speaking ability.

Communication using English is one of the most significant skills that people of today across cultures and across countries must adapt in order to play more competitively and more competently in the world market (Rao, 2019). Communication skills do not only bring people closer to one another, but it also provides them more opportunities to seek financial assurance. It is more challenging for people who come from third world countries to compete in the world market together with the rich and ever-growing countries of the western. But the greater chances come to those who can use the English language better than others. This is what the global companies are very keen towards (Nunes, 2010). They need workers that cannot only work, but also communicate well with people around the world. According to Joshi (2020), motivation, support at home, prior linguistic knowledge, learning environment, teaching tactics, intelligible information, student personality, age, and comfort in their place of residency are all elements that influence children's language acquisition.

Apart from the three other abilities of listening, reading, and writing, students should master speaking as one of the most crucial communication skills in language learning. Speaking is unique among other language abilities in that it necessitates the capacity to perform in front of an audience. Fluency, pronunciation, and accent, as well as vocabulary, grammar, and specifics, are all important aspects of effective speaking (El et al., 2006).

According to relevant studies, children are born with the instinct or intrinsic ability to learn languages if they are not physically or mentally handicapped (Al Ghazali, 2017). Learners' capacity to learn English is influenced by their psychological motivation, physical requirements, and personal reasoning. (Al Ghazali, 2017). This means that because the students showed good fluency level, they had good motivation in learning and are physically and mentally capable.

Young children have natural inclination and ability to acquire language faster than older people; they are self-directed and self-willed to learn a language without awareness of learning, unlike teens and adults (Dunn, 2011). They have the ability to mimic how other people enunciate words and establish rules for themselves without knowing what exactly is right or wrong. What they hear or sense is what they believe without asking hesitantly why. For them, learning to talk is never a difficult activity unless the adults tell them so, who themselves probably learned English academically at a later age through grammar-based textbooks. In the 21st century classroom, students learn differently. They are much engaged to using gadgets and using the internet for their studies (Lambert & Cuper, 2008). However, there is one thing that has not changed in them, their love for cartoons. These cartoons can help children learn English and develop good speaking skills.

According to Shah & Khan (2015), the use multimedia is more useful and more interesting in teaching and learning. It has been utilized by teachers, especially those who teach English in the basic education, as teaching materials to teach a language to students. Audio-visual materials can help learners not only improve their pronunciation of words but also learn vocabulary terms which are very helpful in communication on the whole. It also helps them relate the language to objects in order to fully understand it (Fried, et al., 2006). When they understand what they hear, there are better chances for them to use the language in communication with good speaking abilities.

Cartoons, as audio-visual materials, are good materials that can help children learn English. Most cartoons that use English provide exemplary models that show how words are pronounced correctly and how these words are used appropriately in sentences (Eker, & Karadeniz, 2014). These cartoons may be effective as learning materials because they have motivational factors that can enliven the spirits of children. Cartoons use the special qualities of a language to inform, entertain and persuade, and then develop the children in many aspects of life such as communicating with good proficiency skills (Bahrani & Soltani, 2011). This study is useful for the teachers or the parents of the children to keep track of the kinds of the media and cartoons that the children are already watching at an early age.

In various studies, cartoons have effect on students' speaking abilities. According to the study of Duran et al. (2021) that cartoons help in the speaking skills of students like fluency skills. In the study of Alghonaim (2020) it was found that children may learn English pronunciation by watching TV cartoons, allowing them to overcome the pronunciation challenges that many Arab speakers face. Meanwhile, the study of Nasab & Motlagh (2017) which found out that vocabulary is affected watching subtitled cartoons. Additionally, in the study of Arikan & Taraf (2010) it was proven found that cartoons make a positive impact towards students' grammar. In another study, conducted by Siswandi (2021), cartoons have significant effect towards students' speaking ability.

The researchers in this paper looked into the actual effect of these televised cartoons to children. So, the seventh graders were chosen as subjects of the study. The researchers wanted to figure out if cartoons help these seventh graders improve their communication skills in English.

Statement of the Problem

The study aimed at identifying the effect of the televised English cartoons on the speaking skills of seventh-graders. Hence it answered the questions:

1. What is the speaking skill levels of the students?
2. What particular televised English cartoons do students watch?
3. What is the amount of time students spend in watching televised English cartoons?

4. Is there a significant relationship between televised English cartoons and their speaking skills?

Review of Literature

According to Islam and Stapa (2021), the reasons for low development of spoken English among students include the complex nature of speaking, the inappropriate application of instructional methods, teachers' low proficiency in spoken English and controlling behavior, students' psychological factors, sociocultural factors, and students' insufficient linguistic resources. This could be addressed by integrating task-based learning and cooperative learning, teaching-learning, making students aware of noticing, learning speaking through listening, teaching collocations, promoting self-regulated learning, and strengthening teacher education.

They were conscious about the correct pronunciation of the words in their speech and their accent of speaking. Many studies have shown that students' pronunciation improves as they progress through levels of instruction (Tanner, 2012). Students develop good pronunciation and accent with a language because of factors like attitude, motivation and exposure, instruction and exposure to the target language (Gilakjani, 2012).

Plailek & Essien's study (2021) found that students' basic knowledge of English pronunciation is the most significant factor contributing to the difficulty. The frequency of English pronunciation was next, followed by teacher teaching. When possible, English teachers should consider the needs, level, and ability of their students, incorporate pronunciation into their oral skills and other classes, and emphasize both segmental and supra-segmental aspects (Gilakjani et al., 2011).

There are various factors that affect the vocabulary of learners which include learner individual difference factors, social and situational factor, learners' learning outcomes (Boonkongsaen, 2012). This is consistent to the study of Southwood et al. (2021) that sociocultural background is a factor to consider in the vocabulary development of learners.

According to (Schlepppegrell & Colombi, 2005) instruction is one of the factors that influence grammar development in learners. This is similar to the study conducted by Gilakjani (2012) which concluded that instruction and exposure to the target language is important in language acquisition, and the rules behind it, such as grammar rules.

People could express and deliver emotions and opinions directly by speaking. Speaking can increase general learners' motivation and make the English language classroom a fun and dynamic place to be if the right speaking activities are learned in the classroom (Hasman, 2004). Learning to speak a foreign language is frequently regarded as one of the most difficult aspects of language learning. According to Hu and Ericsson (2012), a person requires at least 10,000 hours total, or 1-8 hours per day, to establish a skill. This means that a student's able to talk takes opportunity to develop.

Cartoons can be viewed on television and the internet as a movie or a video. Movies are forms of entertainment in which sound and image combinations are used to perform storylines and create the illusion of continuous movement. In general, people think of cartoon movies as recreation that can be watched on television, computers, portable computers, DVD/VCD players, and other media. In this scenario, a cartoon movie is a form of media that employs a projector to display motion pictures on a display that incorporates two parts of the body, such as the eyes and ears. Furthermore, a cartoon film is an audio-visual medium that integrates sound and vision into a single unit that can be utilized as a teaching aid (Roslim et al., 2021).

Furthermore, a cartoon movie is one of the media that can be used to interpret a learning message that includes two elements: audio and visual. According to Hu (2006), movies provide both audio and visual materials that help students understand the language more easily. When watching a movie, students not only listen to the characters, but also observe their movements. Furthermore, the scenes, props, and other aspects make the

communication so real that students appear to communicate with the actions in the animation movies by viewing the cartoon films. Besides that, in a film class, they usually learn in a conventional manner, so they pick up the language spontaneously. Due to the sheer visual character and spontaneity of the format, cartoons films are considerably more appealing, engaging, and striking to many pupils than typical content printed in books or audible material on tape (Fata et al. 2016). Children that view cartoons demonstrate a high level of language acquisition and intellectual abilities, according to Ghilzai et al (2017).

Many children watch cartoons which are cast on television for various reasons; availability, accessibility, affordability, etc. Filipinos, for example, watch cartoons because television is more affordable and more accessible than internet. About 96% of Filipinos watch television (Philippine Statistics Authority, 2019) and around 57% of Filipino children watch cartoons on television (Kenny, 1998). Most of the choices of cartoons are entertaining cartoons. According to Ghilzai et al (2017) mostly children watch cartoons for fun (41 %), action (23 %) and learning (17 %). The majority of children enjoy watching for three hours per day on average (Jordan et al., 2006). According to Kidenda (2018)'s research, children consume more cartoons on weekends, with an average of 8 to 9 cartoons per day, compared to 2 to 5 cartoons on weekdays. The majority of respondents watch cartoons at home. It could be suggested that children watch a lot of animated cartoon content on t.v during school day and during holidays. They spend a significant amount of time watching animated cartoons on television (Kidenda, 2018).

Since most of cartoon choices belong to the 'fun' category, the respondents watch cartoons because they don't want to be bored. For example, We Bare Bears have characters that are cute, it's a comedy for all ages, it has inclusive entertainment, it's light and quick, it's relatable to a wide range of audiences, it has great life lessons, it has adult life parody, its writing is genius, it's heart-warming, and it emphasizes friendship (Palarama, 2020). Preschool girls, according to Dale et al. (2016), are drawn to figures such as fashion models, dancers, ballerinas, queens, princesses, and good fairies. This does not change as they mature prior to adolescence. Furthermore, according to Wohlwend (2009), girls choose relationship-centered and nurturing themes in entertainment, whereas boys prefer themes and substance in entertainment such as sports, violent fantasy themes, and more risky scenarios including dinosaurs, aliens, and superheroes.

Methodology

Research Design

The design of this study is descriptive-correlational. The activities were carried out in two steps: a) Giving a survey questionnaire that consists of questions that acquire specific information about gender, televised English cartoon video series usually watched and time frequency of watching televised cartoon video series in English medium; and b) Conducting a brief interview using few questions which are enough to identify the speaking skills of the students in terms of fluency, pronunciation and accent, vocabulary, grammar and details. This acquired information about gender, specific televised English cartoon video series and time frequency of respondents' habits on watching televised English cartoon video series. They also had to answer in an actual conversation few relevant questions, through which the researcher identified the speaking skills of the respondents using a set of evaluative rubrics. The interview was based on researcher-made rubrics which validated by three experts. The data taken from the survey were analysed with the information gathered from the interview to provide a good conclusion of the study.

Research Locale

The study was conducted in a private school of Gingoog City, particularly in a seventh-grade class of the Junior High School department of the school.

Research Respondents

There were 41 selected seventh graders as participants of the study. Among the students, there were 18 males and 23 females.

Research Instrument

The instrument that the researchers used had two parts. The first part was the survey questionnaire that asked about gender, the televised English cartoon video series usually watched and how often they watch these cartoons. The second part was composed of short interview. The questionnaire was comprised of two parts as well. The first part identified the top 4 televised English cartoon video series that the respondents usually watch. The second part of the questionnaire gathered information about the gender and time frequency of the respondents in watching their chosen televised English cartoon video series. Meanwhile, the interview tested the students' speaking skills using a set of teacher-made rubrics validated by three (3) experts that measured areas such fluency, pronunciation, vocabulary, grammar and details. The second part of the instrument was administered individually to gather specific data about the students' speaking skills.

The instruments were submitted for validation to the three experts in reading: a master teacher in English from Gingoog City Comprehensive National High School, an English professor and Dean of College of Education of Gingoog City Colleges, and a Senior Education Program Specialist from the DepEd-Gingoog Division. It was to ensure that the passages and questions were fitted to the Grade-6 pupils. For reliability, pilot testing was conducted on another group of Grade-6 pupils with the same characteristics as the respondents. Then, for the reliability evaluation, Cronbach's alpha was used, which revealed a result of 0.70 described as reliable.

Data Gathering Procedure

The researchers used the validated set of rubrics and range of scores that measured the proficiency level of students in speaking. The scoring of speaking skill level was based on a set of criteria. These criteria were fluency, pronunciation and accent, vocabulary, grammar and details. Each criterion is equivalent to 5 points. The score ranged from 1-25. If students would get 1-5 then they would be considered very poor in speaking; if they would get 6-10 then they would be considered just poor in speaking; if they would get 11-15 then they would be considered satisfactory in speaking; if they would get 16-20 then they would be considered good in speaking; and if they would get 21-25, then they would be considered very good in speaking.

Statistical Tool

The data gathered were analysed using SPSS program. For the first, second, third and fourth problems, frequency count, simple percentage, and mean were used. For the fifth problem determining the relationship between the respondents' gender and their speaking skills, independent t-test was used. And for sixth problems determining the relation between the speaking skills of the respondents and the televised English cartoon video series they usually watch, and the speaking skills of the respondents and their time frequency of watching televised English cartoon video series, Pearson r correlation was used.

Findings

Televised English Cartoons Respondents Frequently Watched

Table 1 shows the top 4 televised English cartoon video series that the respondents chose. It also shows the number of respondents in each cartoon category.

Table 1
Distribution of Respondents According to Watched Televised Cartoon Video Series

CARTOON	Males	%	Females	%	Total	%
Adventure Time	4	22%	7	30%	11	27%
Tom and Jerry	0	0%	3	13%	3	7%
We Bare Bears	4	22%	8	35%	12	29%
Teen Titans	7	39%	2	9%	9	22%
Others	3	17%	3	13%	6	15%
TOTAL	18	100%	23	100%	41	100%

About 27% of the total respondents choose Adventure time; 7% of them chose Tom and Jerry; 29% of them chose We Bare Bears; 22 % chose Teen Titans and 15% chose Other cartoons. We Bare Bears took the highest number of respondents at 29% while Tom and Jerry took the least number of votes at 7%. It also shows how choices varied across males and females. Out of total respondents, 22% of males while 30% of females chose Adventure Time which means that there were more female respondents who watched this televised English cartoon video series; 0% of males while 3% of females chose Tom and Jerry implying that more female respondents watched this cartoon series on television; 22% of males while 35% of females chose We Bare Bears showing that more male respondents watched this cartoon; 39% of males while 9% of females chose Teen Titans, meaning more male respondents watched this televised cartoon; and 17 % of males while 13% of females chose other televised English cartoon video series.

Random male respondents were asked in a focus group discussion to know the reason why they frequently watched Teen Titans. They explained that they liked it because it was filled with actions and missions by superheroes that were untied together doing the good for the people. Meanwhile, most female respondents chose We Bare Bears. When asked why, in a focus group discussion, they explained that they liked We Bare Bears because it was about what common things people do every day without thinking differences with bears. "The bears are not feared by the people and they are very cute in this cartoon series", they added. Those who chose Tom and Jerry and Adventure Time were asked as well about why they frequently watched these cartoons. They explained that Tom and Jerry was a fun cartoon because it was about the issue between the rat, Tom and the cat, Jerry. They said that cats and rats could not really be friends and that in the cartoon they made fun and interesting interactions. On the other hand, Adventure time was about the struggle of friends in solving problems everyday across people with differences, some of whom were stupid in their own actions. They said it was fun because there were extraordinary things that character could do in the cartoon and some unexpected solutions to problems.

All of the respondents frequently watched We Bare Bears. Aside from the results that more females watched this cartoon, there were few men who watched this cartoon every day. This could be explained with the study revealing that audiences liked to watch We Bare Bears

because the characters are cute, it was a comedy for all ages, it had inclusive entertainment, it was light and quick, it was relatable to various audiences, it had great life lessons, it had parody of adult life, its writing was genius, it was heart-warming and it had emphasis on friendship (Palarama, 2020). According to Dale et al. (2016) girls such as the ones in preschool generally focus on characters such as fashion models, dancers, ballerinas, queens, princesses and good fairies. And this doesn't change when they grow up before adolescent period. In addition, Wohlwend (2009) states that girls are more interested in relationship-centered and nurturing themes while boys prefer themes and content in entertainment, such as sports, violent fantasy themes, and more dangerous scenarios, involving, for example, dinosaurs, aliens and superheroes.

Most of the choices of cartoons were entertaining cartoons. According to Ghilzai et al (2017) mostly children watch cartoons for fun (41 %), action (23 %) and learning (17 %). Since most of cartoon choices belong to the 'fun' category, the respondents watch cartoons because they don't want to be bored.

Time Spent by the Respondents in Watching Televised English Cartoons

Table 2 shows the hours that the respondents spent to watch the televised English cartoons that they chose.

Table 2
Distribution of Respondents According to the Amount of Time They Spend for The Televised English Cartoon Video Series They Usually Watch

TIME	Males	%	Females	%	Total	%
1 hour or less	2	11%	6	26%	8	20%
1-2 hours	10	55%	11	48%	21	51%
2-3 hours	2	11%	3	13%	5	12%
3-4 hours	2	11%	3	13%	5	12%
4 hours or more	2	11%	0	0%	2	5%
Total	17	100%	23	100%	41	100%

From the total number of respondents, 20% of the respondents watched their chosen televised English cartoon for 1 hour or less; 51% of the respondents watched their chosen cartoon for 1-2 hours; 12% of the respondents watched their chosen cartoon for 2-3 hours; 12% of the respondents watched their chosen cartoon for 3-4 hours; and only 5% of the total respondents watched their chosen televised English cartoon video series for 4 hours or more. Most of the respondents watched their chosen televised English cartoons for 1-2 hours. The table also reveals the amount of time used differently by males and females. It reveals that 11% of males respondents and 26% of females watched their chosen televised English cartoon video series for 1 hour or less which means more women watched cartoon; 55% of males and 58% of females watched their chosen cartoon for 1-2 hours; 11% of males and 13% of females watched their chosen cartoon for 2-4 hours; and 11% of males and 0% of females watched their televised English cartoon video series for 4 hours or more. This means that more females spent less time watching televised English cartoon than males.

Most of the respondents, regardless of gender, spent 1-2 hours in watching their chosen televised English cartoon video series. Most children spend 3 hours average per day in watching television (Jordan et al., 2006). According to Kidenda (2018)'s research, children consume more

cartoons on weekends, with an average of 8 to 9 cartoons per day, compared to 2 to 5 cartoons on weekdays. The majority of participants watch cartoons at home. It can be suggested that children watch a lot of animated cartoon content on television during the school day and during the holidays. They devote a significant amount of time watching animated cartoons on television (Kidenda, 2018).

Fluency

Table 3 shows the English speaking level of the respondents in terms of fluency. There were about 56% of the respondents who were considered good in fluency; 49% are poor, 19.5% were very Good and satisfactory and none of them were very poor.

Table 3
Respondents' Level of Fluency

Level of Fluency	f	%
Very Good	8	19.5%
Good	23	56%
Satisfactory	8	19.5%
Poor	2	49%
Very Poor	0	0%
TOTAL	41	100%

This indicates that many of the respondents at 56% had good fluency level which means they were able to speak smoothly with only few hesitations in the communicative process. They had less difficulty thinking what next to say in a conversation but that doesn't affect their overall performance. According to relevant research, children are born with the instinct or innate ability for language learning if they do not have any physical or mental impairments (Al Ghazali, 2017). The ability of learners to learn English is determined by psychological motivation, physical needs to apply it, and personal reasoning (Al Ghazali, 2017). This means that because the students showed good fluency level, they had good motivation in learning and are physically and mentally capable.

The students were rated as having a poor command of the English language by 49% of them. According to Islam & Stapa (2021), the complex nature of speaking, inappropriate application of instructional methods, teachers' low proficiency in spoken English and controlling behavior, students' psychological factors, sociocultural factors, and students' insufficient linguistic resources are all factors that contribute to low spoken English development among students. Integrating task-based learning and cooperative learning, teaching-learning, making students aware of noticing, learning speaking through listening, teaching collocations, supporting self-regulated learning, and enhancing teacher education are all possible solutions.

Pronunciation and Accent

Table 4 shows the speaking skill level of the respondents in terms of pronunciation and fluency. Most of them with 44% population were good; 34% were satisfactory 17% were very good; 5% were poor and 0% were very poor.

Table 4
Respondents' Pronunciation and Accent

Level of Pronunciation and Accent	f	%
Very Good	7	17%
Good	18	44%
Satisfactory	14	34%
Poor	2	5%
Very Poor	0	0%
TOTAL	41	100%

This implies that many of the respondents with 44% population were good in pronouncing words and they had considerable effort in their accent. They were conscious about the correct pronunciation of the words in their speech and their accent of speaking. Many studies have shown that students' pronunciation improves as they progress through levels of instruction (Tanner, 2012). Students develop good pronunciation and accent with a language because of factors like attitude, motivation and exposure, instruction and exposure to the target language (Gilakjani, 2012).

Approximately 5% of the students were impoverished. According to Plailek and Essien's (2021) research, the students' basic knowledge of English pronunciation was the most significant factor contributing to this problem. Following that were teacher instruction and the frequency of English pronunciation, in that order. Language teachers should focus on the needs, level, and ability of their students, incorporate pronunciation into their oral skills and other classes, and emphasize both segmental and supra-segmental features whenever chance and time allow (Gilakjani et al., 2011).

Vocabulary

Table 5 shows the English speaking skill level of the respondents in terms of vocabulary. Around 44% of them were good; 37% of them were satisfactory; 12% of them were very good; 7% of them were poor and 0% of them were very poor.

Table 5
Respondents' Vocabulary

Level of Vocabulary	f	%
Very Good	5	12%
Good	18	44%
Satisfactory	15	37%
Poor	3	7%
Very Poor	0	0%
TOTAL	41	100%

This suggests that the respondents in general with 44% population had a good language control and a wide range of vocabulary. There was a considerably good number of vocabulary

words that they used in a conversation which made it easier for them to express themselves in the process. There are various factors that affect the vocabulary of learners which include learner individual difference factors, social and situational factor, learners' learning outcomes (Boonkongsaen, 2012). This is consistent to the study of Southwood et al. (2021) that sociocultural background is a factor to consider in the vocabulary development of learners.

Grammar

Table 6 shows the speaking skill level of the respondents in terms of grammar. There were 44% of them who were good; 29% were satisfactory, 20% were very good; 7% were poor; and 0% were very poor.

Table 6
Respondents ' Grammar

Level of Grammar	f	%
Very Good	8	20%
Good	18	44%
Satisfactory	12	29%
Poor	3	7%
Very Poor	0	0%
TOTAL	41	100%

This indicates that the respondents had good accuracy and grammar structures in their speech, with only few errors which possibly caused by attempting to use a variety of grammar structures. According to (Schlepppegrell & Colombi, 2005) instruction is one of the factors that influence grammar development in learners. This is similar to the study conducted by Gilakjani (2012) which concluded that instruction and exposure to the target language is important in language acquisition, and the rules behind it, such as grammar rules.

Details (Level of Description of Questions)

Table 7 shows the English-speaking skill level of the respondents in terms of details. There were about 46.3% of them who were good; 29.3% of the were satisfactory; 22% of them were very good; 2.4% of them were poor ; and 0% of them were very poor.

Table 7
Respondents' Details (Level of Description of Questions)

Level of Details	f	%
Very Good	9	22%
Good	19	46.3%
Satisfactory	12	29.3%
Poor	1	2.4%
Very Poor	0	0%
TOTAL	41	100%

This implies that the respondents overall were able to address questions, give the desired information and provide a good description. They had good ideas and content in their speech which made them impressive in speaking. In the study of Siswandi (2021), cartoons have significant effect towards students' speaking ability which includes the excellent level of description of questions asked during the interview and the additional content given beyond the required.

English Speaking Skills and Televised English Cartoons

Table 8 shows that the correlation between the English speaking skills of the respondents and televised English cartoons (based on the time spent in watching) is 0.90 while the p-value is 0.575. This means that watching televised English cartoon did not necessarily influence the speaking skills of the respondents in English

Table 8
Respondents' English Speaking Skills and Televised English Cartoons

Speaking Skills	Televised English Cartoons	
	Correlation Coefficient	Sig
Fluency	.052	.747
Pronunciation and Accent	.158	.325
Vocabulary	.084	.601
Grammar	.005	.977
Details	.042	.795
General Speaking Skills	.090	.575

The result shows that there was no significant relationship between students' speaking skills and televised English cartoons. This is contrary to the study of Duran et al. (2021) that cartoons help in the speaking skills of students like fluency skills. This also contradicts the findings of Alghonaim's (2020) study, which discovered that children can learn English pronunciation by watching TV cartoons, allowing them to overcome the pronunciation difficulties that many Arab speakers face.

This is also inconsistent to the study of Nasab & Motlagh (2017) which found out that vocabulary is affected watching subtitled cartoons. In the focus group discussion, students were found to have watched cartoons with not subtitle which could have been the reason why there is no significant relationship between the variables. Additionally, this is also contrary to the study of Arkan & Taraf (2010) which found that cartoons make a positive impact towards students' grammar. This is unlikely considering that in the study of Siswandi, F. R (2021), cartoons have significant effect towards students' speaking ability.

The positive correlation means that it is promising that the more students watch cartoons the more they develop good speaking skills. Children that watch cartoons demonstrate a high level of language acquisition and cognitive development, according to Ghilzai et al (2017). On the other hand, the less they watch cartoons the less they develop English speaking skills. However, the correlation is 0.160 which means that the televised English cartoons did not significantly affect the speaking skills of the respondents. According to Hu & Ericsson (2012), for a person to develop a skill, he needs at least 10, 000 hours in all, or 1-8 hours every day. This

means that the amount of time that the students spent was not enough to affect their speaking skills.

In the focus group discussion, the respondents who are the top students in terms of speaking skills also spent inconsiderable time for watching cartoons and the kind of cartoons they watch are mostly not educational. When asked why they are good in speaking even if the cartoons they watch do not affect their speaking skills, they explained that they are given enough support in their studies. They have enough and considerable amount of learning resources at home which are helpful in their academics especially their speaking skills development. They are also consistent honor students from grade 1 to grade 7. According to Joshi (2020), various factors influence children's language learning, including motivation, parental support, prior linguistic knowledge, learning environment, teaching strategies, comprehensible input, student personality, age, and comfort in their country of residence. In the case of the respondents, watching cartoons has no effect on their English speaking abilities.

Conclusion

This study aimed at identifying the effect of the televised English cartoons of the speaking skills of seventh graders. There was no significant relationship between the speaking skills of the respondents and their choice of televised English cartoons based on the time frequency of watching these cartoons. The respondents developed their good English-speaking skills in other various ways and factors including their support at home and learning environment. It implies that the students acquired good speaking abilities without the significant influence of the cartoons on television they watched because the cartoons they preferred to watch had less educational value and did not significantly affect their speaking skills. The televised English cartoons that the students frequently watched were not considered educational cartoons and were not likely to manifest good speaking skills. It implies that models must provide good and comprehensible language inputs before effective language acquisition takes place. Moreover, the time spent by the students in watching cartoons was not enough to fully master speaking skills because it takes more than 1-2 hours for a skill to be learned.

Suggestions and Recommendations

Based on the findings, the researchers suggest doing a relevant experimental study on the effect of televised English cartoons on the speaking skills of learners. This is to further explore the influence of cartoons in speaking.

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