# THE EFFECTIVENESS OF ICE AGE 3 CARTOON CLIP IN SPEAKING AT PPLG ELEVENTH GRADE OF SMK N 3 METRO

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## *Abstract*

*Speaking is necessary for students to communicate with others. It is necessary to master the speaking skill by bringing English learning experiences into practice. This research aims to find out whether the ice age 3 cartoons is effective and significantly for PPLG eleventh grade students' speaking skill at SMK N 3 Metro. This research used Quasi-Experimental Design. The sample of this research is class XI PPLG-A as the experimental class and class PPLG-B as the control class using the Random Sampling method. PPLG-A consists of 32 students as an experimental class and PPLG-B consists of 32 students as a control class. The results of the Wilcoxon Matched Pairs test in first hypothesis, the sig value is 0.000 which is less than 0.05 (0.000 <0.05). Ha is accepted. There is an effect of ice age 3 cartoon to support the students of PPLG eleventh grade speaking skill at SMK N 3 Metro. The Mann-Whitney U-Test in second hypothesis test, the sig value is 0.000, which is less than 0.05 (0.00 <0.05). Ha is accepted. There is significance of ice age 3 cartoon to support the students of PPLG eleventh grade speaking ability at SMK N 3 Metro. This research concluded that the Ice Age 3 cartoon clip has been proven to be an effective and significant method to improve speaking skills among eleventh grade PPLG students at SMK N 3 Metro. Future researchers should examine the long-term effects of multimedia devices on language acquisition to better understand their lasting impact on students' speaking skills.*

*Keywords: Partner Reading, Reading Comprehension, Strategy*

## *Abstrak*

*Berbicara diperlukan bagi siswa untuk berkomunikasi dengan orang lain. Penguasaan keterampilan berbicara perlu dilakukan dengan mempraktekkan pengalaman belajar bahasa Inggris. Penelitian ini bertujuan untuk mengetahui apakah kartun ice age 3 efektif dan signifikan terhadap keterampilan berbicara siswa kelas sebelas PPLG di SMK N 3 Metro. Penelitian ini menggunakan desain Quasi Eksperimental. Sampel penelitian ini adalah kelas XI PPLG-A sebagai kelas eksperimen dan kelas PPLG-B sebagai kelas kontrol dengan menggunakan metode Random Sampling. PPLG-A berjumlah 32 siswa sebagai kelas eksperimen dan PPLG-B berjumlah 32 siswa sebagai kelas kontrol. Hasil uji Wilcoxon Matched Pairs pada hipotesis pertama diperoleh nilai sig sebesar 0,000 kurang dari 0,05 (0,000<0,05). Ha diterima. Terdapat pengaruh kartun ice age 3 untuk mendukung keterampilan berbicara siswa kelas sebelas PPLG di SMK N 3 Metro. Mann-Whitney U-Test pada uji hipotesis kedua diperoleh nilai sig sebesar 0,000 kurang dari 0,05 (0,00<0,05). Ha diterima. Terdapat signifikansi kartun ice age 3 untuk mendukung kemampuan berbicara siswa kelas sebelas PPLG di SMK N 3 Metro. Penelitian ini menyimpulkan bahwa klip kartun Ice Age 3 terbukti efektif dan signifikan untuk meningkatkan keterampilan berbicara siswa kelas XI PPLG SMK N 3 Metro. Peneliti selanjutnya harus mengkaji dampak jangka panjang perangkat multimedia terhadap pemerolehan bahasa untuk lebih memahami dampak jangka panjang perangkat tersebut terhadap keterampilan berbicara siswa.*

*Kata kunci: Partner Reading, Pemahaman Membaca, Strategi*

## 1. INTRODUCTION

In Indonesia, English is taught to primary and secondary school pupils as their first foreign language. Speaking is one of the abilities that students of all ages are gaining when they study English, all over the world. In order for kids to interact with others, they must speak. The speaking ability must be mastered by using what you have learned about English in practice. The challenges faced by learners when learning to speak are caused by several factors. Among them is their insecurity about speaking in front of the class. Students may struggle to come up with something to say. In Indonesia, English is taught to primary and secondary school pupils as their first foreign language. Speaking is one of the abilities that students of all ages are gaining when they study English, all over the world. In order for kids to interact with others, they must speak. The speaking ability must be mastered by using what you have learned about English in practice. The challenges faced by learners when learning to speak are caused by several factors. Among them is their insecurity about speaking in front of the class. Students may struggle to come up with something to say. According to (Vebri, 2021), Speaking abilities must be mastered by the students. In order for pupils to communicate with others, speaking abilities are essential. The speaking ability must be mastered by using what you have learned about English in practice. Students may struggle to come up with something to say and lack the will to express themselves in public. When students are retelling a tale in front of the class, using animated animations might help them better grasp and remember it.

Cartoon video defined as a medium that can be used to interpret the learning message, which includes two elements: the visual and the audio. The visual element includes the images, illustrations, or animations used in the video, while the audio element includes the sound, music, or voiceovers used to convey the message. There are several definitions of cartoon video. According to (Ibnu, 2019) that the media animated film is an audio visual media in the form of sequential series of live images on frames that are mechanically projected electronically so that it appears live on the screen. As a result, the pupils can modify their spoken language to the seventeen animation images. They will find it simpler to understand and retain the spoken language as a result. A video is an image that moves and is recorded, reproduced, or broadcast. After the researcher find out some of definition of cartoon, the researcher can conclude that cartoon is a form of visual art that typically features exaggerated or stylized characters and is often accompanied by humorous or satirical content.

After conducting a preliminary study, the researcher found several facts about the problems to students' English pronunciation skills, namely: (1) Only 8 students were at

good level which means that students do not understand in speaking using English. (2) The students feel bored because the media used by the teacher in teaching is not interesting. (3) The others believe that learning English is challenging. In order for students to directly mimic and practice using English in the classroom, teachers must be able to offer a more comprehensive approach to the teaching and learning process. This is especially true when it comes to using the language during teaching and learning activities. Instructors can improve the efficiency of the learning process in the classroom by utilizing games or other media. Additionally, when students like the media, it enhances the caliber of instruction and learning activities in the classroom, as a result the teacher will easily explain the subject matter to students and students will also easily understand it.

The previous research finding showed that there is a significant difference of students' speaking ability between the students who were taught by using cartoon videos and those who were taught by using conventional method (Hayati, 2019). Using short animation subtitle movie as media in teaching and learning of speaking can be an alternative way media to teach English speaking (Vebri, 2021). The teacher should employ new media in order to improve the students' speaking abilities. The researcher proposed that Audio Visual media be used to meet this demand (Cartoon) (Rizaldi et al., 2021). This part of the research will integrates and contributes to the results of previous research. Furthermore, the researcher takes research entitles "The Effectiveness of Ice Age 3 Cartoon Clip in Speaking at PPLG Eleventh Grade of SMK N 3 Metro". The difference from this research is that researchers conducted research on eleventh grade students of SMK N 3 Metro using a quantitative-quasi experimental design. Based on previous research, the researcher will be use the ice age 3 cartoon as a media for teaching students' speaking abilities, while the focus of this research will be students' speaking abilities. The strength of this research is that the focus of this research is Ice Age 3 Cartoon Clip in Speaking at PPLG Eleventh Grade of SMK N 3 Metro. This research aims to find out the effect and significant effect of the the ice age 3 cartoons is effective for PPLG eleventh grade students' speaking skill at SMK N 3 Metro.

## 2. METHODOLOGY

This research used Quasi-Experimental Design. The basic objective of the experimental design will be to test and determine the impact of the results of the treatment carried out on the final results and organize other influencing factors. The population of this research was students of PPLG eleventh grade at SMK Negeri 3 Metro. To choose the experimental class and the control class, the researcher used a random sampling technique, and the classes selected were class XI PPLG-A as the experimental class and class XI

PPLG-B as the control class at SMK N 3 Metro, totaling 64 students. A research instrument is a device that is utilized to collect verifiable data for research. The researcher uses multiple choices when giving the students the test to ascertain the proportion of students' speaking ability. The researcher used face validity as a validity test. "Face validity is the degree to which a measurement appears related to a particular construct" (Taherdoost, 2017). The reliability that used is internal consistency which uses the Alpha Cronbach with SPSS (Nurgiyantoro et al., 2015). Before the researcher gives treatment to the experimental class and the control class, the researcher gave the students a pre-test. In pre test students are asked to make conversation from the video that has been given. In the speaking assessment, students will be given a picture-cued test based from the ice age 3 cartoon video.

## 3. FINDINGS AND DISCUSSIONS

The results of this research show that the students' scores on the post test were greater than the students' scores on the pre test in the experimental group. When compared between the control group and the experimental group, the experimental group had a higher average value than the control group. In table 2 and table 3 show the data descriptive statistics of pre-test and post-test in experimental group and control group.

**Table 2 Descriptive Statistics of Pre-Test**

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| pre test experimental | 32 | 62.50 | 79.50 | 68.5250 | 3.48721 |
| pre test control | 32 | 57.60 | 77.10 | 65.8938 | 4.37360 |
| Valid N (listwise) | 32 | | | | |

The data description for the pre-test outlines the initial speaking proficiency of students in the experimental and control classes. For the experimental class, the pre-test scores ranged from a minimum of 62.50 to a maximum of 79.50, with a mean score of 68.5250 and a standard deviation of 3.48721. Similarly, the control class had pre-test scores ranging from 57.60 to 77.10, with a mean score of 65.8938 and a standard deviation of 4.37360. These statistics provide a comprehensive picture of the baseline speaking proficiency of both groups, allowing for a comparison of their initial performance levels before the treatment was applied.

**Table 3 Descriptive Statistics of Post-Test**

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| post test experimental | 32 | 75.10 | 91.90 | 79.4219 | 3.71585 |

| | | | | | |
|---|---|---|---|---|---|
| post test control | 32 | 60.20 | 80.20 | 68.9125 | 4.61476 |
| Valid N (listwise) | 32 | | | | |

Data description for the post-test examined students' speaking proficiency in the experimental and control classes after the intervention. For the experimental class, the post-test scores ranged from a minimum of 75.10 to a maximum of 91.90, with a mean score of 79.4219 and a standard deviation of 3.71585. In the control class, the post-test scores varied from 60.20 to 80.20, with a mean score of 68.9125 and a standard deviation of 4.61476. These figures indicate the effectiveness by comparing students' speaking ability after the treatment, highlighting any improvements or differences between the two groups. Before conducting the hypothesis test, the researcher first compared the mean scores of the pre-test and post-test in the experimental class to determine the mean difference. This comparison is essential to evaluate the improvement in students' speaking skills after being exposed to the *Ice Age 3* cartoon clip. By analyzing the difference between the pre-test and post-test means, the researcher can identify any significant changes in performance within the experimental group. This initial step helps to provide a clearer understanding of the treatment's impact before proceeding with the formal hypothesis testing to compare the experimental and control groups.

**Table 4 Mean Score of Pre-Test and Post-Test in Experimental Class**

| Group | Mean Pre Test | Mean Post Test | Mean Different |
|---|---|---|---|
| Experimental | 68.53 | 79.42 | 10.90 |

Based on the table above it is known that the mean pre-test score is 68.53 and the mean post-test score is 79.42. The mean score increased by 10.90 which means that there is an effect of using Ice Age 3 cartoon clips as a learning medium on students' speaking skills. It appears that an increase of that size indicates that there is a significant influence. The first hypothesis test in this research was conducted using the nonparametric Wilcoxon Matched Pairs test (Anwar, 2009, p. 183), because the data were not normally distributed based on the results of the normality test. The Wilcoxon test was chosen to analyze the differences between pre-test and post-test scores in the experimental class. This non-parametric approach is appropriate for handling data that does not meet the assumption of normality, providing a reliable way to assess whether the treatment has a statistical effect on students' speaking ability.

**Table 5 Result of Wilcoxon Matched Pairs Test**

| Related-Samples Wilcoxon Signed Rank Test Summary | |
|---|---|
| Total N | 32 |
| Test Statistic | 528.000 |

| | |
|---|---|
| Standard Error | 53.474 |
| Standardized Test Statistic | 4.937 |
| Asymptotic Sig.(2-sided test) | .000 |

Based on the results of the Wilcoxon Matched Pairs test, it is known that the sig value is 0.000 which is less than 0.05 (0.000 <0.05). Therefore, it can be concluded that Ha is accepted. There is an effect of ice age 3 cartoon to support the students of PPLG eleventh grade speaking skill at SMK N 3 Metro. The second hypothesis test in this research was conducted using the nonparametric Mann-Whitney U-Test because the data were neither normally distributed nor homogeneous, as indicated by the pre-analysis test. Initially, the researcher intended to use the Independent Sample T-Test to analyze the data, but due to violations of key assumptions such as normality and homogeneity of variance, the Mann-Whitney U-Test was chosen as an alternative (Anwar, 2009, p. 217). This nonparametric test is appropriate for comparing post-test scores between the experimental and control groups, as it does not require the data to meet the strict assumptions of the parametric test. The Mann-Whitney U-Test was implemented using SPSS to determine whether there was a statistically significant difference in speaking performance between the two groups.

**Table 6 Result of Mann-Whitney U-Test**

| Independent-Samples Mann-Whitney U Test Summary | |
|---|---|
| Total N | 64 |
| Mann-Whitney U | 35.000 |
| Wilcoxon W | 563.000 |
| Test Statistic | 35.000 |
| Standard Error | 74.467 |
| Standardized Test Statistic | -6.405 |
| Asymptotic Sig.(2-sided test) | .000 |

Based on the Mann-Whitney U-Test above, it is known that the sig value is 0.000, which is less than 0.05 (0.00 <0.05). Therefore, it can be concluded that Ha is accepted. There is significance of ice age 3 cartoon to support the students of PPLG eleventh grade speaking ability at SMK N 3 Metro. The results of the research, as shown by the Wilcoxon Matched Pairs test, revealed that the Ice Age 3 cartoon clip had a significant positive effect on students' speaking skills. With a significance value of 0.000, which is below the threshold of 0.05, it is clear that the cartoon clip effectively supported and improved students' speaking skills in the experimental group. This result directly answers the first research question, which confirms that the use of this Ice Age 3 cartoon clip can result in substantial improvements in speaking proficiency. The interesting content of the cartoon clip and its

interactive nature likely contributed to increased student motivation and participation, which are important factors in language learning. Further analysis using the Mann-Whitney U-Test supported the effectiveness of the Ice Age 3 cartoon clip, with a significance value of 0.000. These results indicate a significant difference in speaking ability between the experimental and control groups, with the experimental group showing improved performance. The Mann-Whitney U-test was chosen due to the non-normal distribution of the data and lack of homogeneity, making it a suitable alternative to the non-parametric test. These findings confirm the second research question, which highlights that the Ice Age 3 cartoon clips significantly support and improve the speaking ability of eleventh grade PPLG students at SMK N 3 Metro. The results of this research are consistent with previous studies that support the use of multimedia tools in language education. Hayati (2019) found a significant difference in speaking ability between students taught using cartoon videos and those taught using conventional methods, in line with the findings of the current research. Similarly, Vebri (2021) reported that short animated films effectively improved students' speaking skills, reinforcing the idea that multimedia can be a powerful educational tool. Rizaldi et al. (2021) also highlighted a significant increase in speaking ability when using cartoon videos compared to textbook-based techniques. These studies collectively underline the effectiveness of multimedia resources, such as cartoon clips, in improving language learning outcomes. The theoretical framework supports the effectiveness of Ice Age 3 cartoon clips in language education. Ichsan et al. (2021) emphasized that media can facilitate the delivery of learning materials and improve students' understanding, which was evident in this research. Ibnu (2019) described animated films as dynamic audiovisual tools that engage students and present content interactively, making learning more accessible and enjoyable. In addition, Rizaldi et al. (2021) noted that cartoon videos can increase students' interest in learning English and improve their understanding of interactions. The integration of Ice Age 3 cartoon clips aligns with this theoretical perspective, showing how multimedia devices can effectively support language learning. The positive findings of this research suggest several practical implications for language education. Educators should consider incorporating multimedia resources, such as animated cartoon clips, into their teaching strategies to increase student engagement and improve language skills. The use of engaging and interactive content can motivate students and make learning more enjoyable. Furthermore, this research highlights the importance of choosing the right multimedia devices that align with educational goals and meet students' learning needs. By integrating these resources, teachers can create a more dynamic and effective learning environment. While this research provides valuable insights, further research could explore additional

aspects of multimedia use in language education. Future studies could investigate the long-term effects of multimedia devices on language acquisition, compare different types of animated content, or examine how different student demographics respond to different multimedia resources. Expanding the research to include diverse educational contexts and larger sample sizes could also provide a more comprehensive understanding of the impact of multimedia on language learning.

## 4. CONCLUSIONS

This research shows that the Ice Age 3 cartoon clips are a highly effective tool to improve the speaking skills of eleventh grade PPLG students at SMK N 3 Metro. The analysis revealed a significant improvement in the speaking skills of students who followed the cartoon clips, as evidenced by the results of the Wilcoxon Matched Pairs and Mann-Whitney U-Test. The findings are in line with previous researchers, which underline the efficacy of multimedia resources in language education, confirming that the tools can effectively support and significantly improve students' speaking proficiency. The implications of these findings suggest that educators should consider integrating multimedia tools into their teaching practices to enhance student engagement and learning outcomes. The use of engaging and relevant content, such as animated clips, can make language learning more enjoyable and effective. Furthermore, this research highlights the importance of selecting appropriate multimedia resources that align with educational goals and meet students' learning needs. In summary, the Ice Age 3 cartoon clips have been shown to be a valuable educational resource to improve speaking skills among students. This research adds to the growing body of evidence supporting the integration of multimedia in education and offers practical insights to improve language teaching through engaging and interactive content. Based on the conclusion of this paper, there are suggestions for English Teacher, Students and Future Researchers about the context of teaching reading comprehension by partner reading strategy.

a. For teacher

Integrating multimedia resources such as Ice Age 3 cartoon clips into language instruction can significantly increase student engagement and improve speaking skills. Teachers are encouraged to use such interactive and visually stimulating materials to create a dynamic learning environment that engages students and facilitates better understanding. By incorporating relevant multimedia content, educators can make lessons more engaging and provide students with practical language practice that reflects real-world usage. In addition, teachers should consider assessing the effectiveness of different multimedia tools and adapting their teaching strategies to meet the varying needs of their students.

b. For students

Students are encouraged to actively participate in language learning activities that utilize multimedia resources, such as animated clips. Engaging with these materials can make learning more enjoyable and help improve speaking skills through exposure to a variety of language contexts and pronunciation models. Students should take advantage of the interactive nature of multimedia tools to practice speaking, expand their vocabulary, and improve their comprehension. By being proactive and enthusiastic in using these resources, students can maximize their learning opportunities and develop their language skills more effectively.

c. For future researchers

Future researchers should examine the long-term effects of multimedia devices on language acquisition to better understand their lasting impact on students' speaking skills. Additionally, comparative studies involving different types of multimedia content, such as different animation styles or genres, may provide insight into which resources are most effective for specific learning outcomes. Investigating how different student demographics respond to multimedia resources may also provide valuable information for tailoring educational materials to different needs. Expanding research to include different educational contexts and larger sample sizes would contribute to a more comprehensive understanding of the role of multimedia in language education.

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