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Benefits and Challenges in Mastering Speaking Skills through Animated Movies: Students' Perspective

Dimas Wijayanto¹, *Dodi Mulyadi², and Testiana Deni Wijayatinningsih³

^{1,2,3}Universitas Muhammadiyah Semarang, Semarang, Indonesia

¹dimaswijayanto565@gmail.com

²dodi@unimus.ac.id

³testiana@unimus.ac.id

(*Corresponding author)

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Abstract. This research investigates the perspectives of eighth-grade students at SMPN 2 Semarang on the benefits and challenges of mastering English-speaking skills through animated movies. A mixed-method approach was employed in this study, integrating both qualitative and quantitative techniques. Data were collected through closed- and open-ended questionnaires and semi-structured interviews. The questionnaire was distributed to 108 eighth-grade students, while nine students were selected for in-depth interviews. The quantitative data from the questionnaires were analyzed using SPSS to identify statistical trends. At the same time, the qualitative responses from interviews were examined using NVivo software to code and categorize students' perspectives. This combination provided comprehensive insights into the benefits and challenges of using animated movies in mastering English-speaking skills. The findings revealed that animated movies provided substantial benefits, particularly in enhancing vocabulary acquisition, increasing motivation, improving pronunciation, and boosting students' self-confidence. Most students expressed that the visual and auditory nature of animated movies made it easier for them to understand and remember new vocabulary, learn correct pronunciation, and practice speaking more enjoyably. Nevertheless, some challenges remained, particularly in mastering grammar and overcoming anxiety when speaking in front of others. Despite these challenges, the study concludes that animated movies are effective and engaging tools for developing speaking skills and recommends their use in the English language learning process. The study's results provide insights for teachers, learners, and educational institutions in selecting appropriate media to support English instruction.

Keywords: animation movie; benefits; challenges; speaking skill; students' perspective

Abstrak. Penelitian ini menyelidiki pandangan siswa kelas VIII di SMPN 2 Semarang mengenai manfaat dan tantangan dalam menguasai keterampilan berbicara bahasa Inggris melalui film animasi. Pendekatan metode campuran digunakan dalam penelitian ini dengan menggabungkan teknik kualitatif dan kuantitatif. Data dikumpulkan melalui kuesioner tertutup dan terbuka serta wawancara. Kuesioner tertutup berisi 20 pernyataan skala Likert yang disebarluaskan melalui Google Form kepada 108 siswa, sedangkan kuesioner terbuka dan wawancara melibatkan 9 peserta yang dipilih secara acak untuk memperoleh wawasan yang lebih mendalam. Data kuantitatif dianalisis menggunakan aplikasi SPSS untuk mengidentifikasi pola dan kecenderungan jawaban siswa, sementara data kualitatif dari kuesioner terbuka dan wawancara dianalisis menggunakan perangkat lunak NVivo untuk mengategorikan dan menafsirkan tema-tema yang muncul terkait manfaat dan tantangan penggunaan film animasi dalam penguasaan keterampilan berbicara. Hasil penelitian menunjukkan bahwa film animasi memberikan manfaat yang signifikan, terutama dalam meningkatkan perolehan kosakata, menambah motivasi, memperbaiki pelafalan, dan meningkatkan kepercayaan diri siswa. Sebagian besar siswa menyatakan bahwa aspek visual dan audio dari film animasi memudahkan mereka dalam memahami dan mengingat kosakata baru, mempelajari pelafalan yang benar, serta berlatih berbicara.

dengan cara yang lebih menyenangkan. Namun demikian, masih terdapat beberapa tantangan, khususnya dalam menguasai tata bahasa dan mengatasi rasa cemas saat berbicara di depan orang lain. Meskipun ada tantangan tersebut, penelitian ini menyimpulkan bahwa film animasi merupakan alat yang efektif dan menarik untuk mengembangkan keterampilan berbicara, dan merekomendasikan penggunaannya dalam proses pembelajaran bahasa Inggris. Hasil studi ini bermanfaat untuk memberikan wawasan bagi guru, siswa, dan institusi pendidikan dalam memilih media yang tepat untuk mendukung pengajaran bahasa Inggris.

Kata kunci: film animasi, manfaat, tantangan, keterampilan berbicara, perspektif siswa

INTRODUCTION

This study differs and updates from the research conducted by Polanda (2015) in several key aspects. The research only focused on the challenges or difficulties faced by students in learning to speak English, particularly among senior high school students. She highlighted how the type of media used in learning significantly affects students' interest in learning English, especially speaking. The limited focus on challenges and the specific subject group of senior high school students indicates a narrower scope in exploring the issues of speaking learning.

In contrast, the present study adopts a broader scope by examining not only the challenges but also the benefits of using animated films in speaking learning. Moreover, this study involves a different subject group, junior high school students, offering new perspectives on the effectiveness of animation media in supporting speaking skill acquisition. By addressing both aspects, this research provides a more comprehensive picture of students' experiences in learning to speak through animated films, from the obstacles they encounter to the advantages they perceive.

Previous research Rahmawati et al. (2023) focused solely on one linguistic aspect, namely the influence of using animation media on students' vocabulary improvement, and was limited to its application in Islamic Religious Education (PAI) subjects. This narrow focus provided a limited view of the effectiveness of animation media, as it did not take into account other important aspects of language acquisition. As a result, the findings did not fully reflect the overall impact of animation media on students' language skills.

In contrast, the current research examines the influence of animation media more comprehensively, covering various aspects of English-speaking skills, such as vocabulary, grammar, and pronunciation, as well as psychological factors like student anxiety and environmental factors such as a lack of support and practice opportunities. This approach aligns with Rahmawati et al. (2023) findings, which confirmed that the perception of animated film media and learning motivation simultaneously have a positive influence on student learning outcomes. In other words, this study aims to capture a broader and more realistic picture of how animation media contribute to students' speaking abilities in a more complex context.

The study conducted by Irma et al. (2020) focused solely on the benefits of using animated videos in English language learning, particularly in enhancing students' vocabulary. Using a Classroom Action Research (CAR) approach, Takemura emphasized students' perceptions of animated films. The results showed that all three aspects of perception—cognitive, affective, and conative—indicated

positive responses from students. They felt happier and more motivated in learning English, especially in listening, writing, and reading skills.

In contrast, the current researcher not only highlights the benefits of using animated videos but also explores the challenges students face in animation-based learning. Moreover, the approach used is not Classroom Action Research but rather a descriptive qualitative study with different instruments. The current researcher employs questionnaires, interviews, and limited observation to collect data, thus providing a broader and deeper understanding of how students perceive both the advantages and

Students' perspectives are influenced by a range of internal and external factors, such as sensory processing, cognitive functions, and emotional states. These perspectives guide how students interpret and respond to classroom experiences. According to Desmita et al. (2023) Social learning during childhood plays a crucial role in developing individual perspectives, as children tend to imitate significant figures around them. This imitation influences how they perceive and respond to educational environments.

This study investigates the use of animated movies in teaching speaking, especially considering their potential to overcome common student challenges in pronunciation, vocabulary development, and confidence-building. Many Indonesian students still struggle to master English-speaking skills due to the inadequacies of traditional teaching methods, which often fail to engage students meaningfully. This highlights the need to explore animated movies as a tool to create more interactive and enjoyable learning environments. As outlined in the *Standar Kompetensi (SK)* and *Kurikulum Merdeka*, eighth-grade junior high school students are expected to effectively communicate their thoughts, feelings, and ideas through speaking. This includes using appropriate media, digital, audiovisual, or visual to ensure clarity and audience understanding.

This study aims to describe students' perspectives on the benefits and challenges of using animated films while developing English-speaking skills. The scope of this research is limited to eighth-grade students of SMPN 2 Semarang as the subject, since students at this level are in a transitional stage of developing their English communicative competence. They have already acquired basic vocabulary and grammar from previous grades, yet still need engaging and visual learning media such as animated movies to enhance their speaking fluency and confidence. Therefore, this group is considered appropriate for examining how animation-based learning can support the improvement of speaking skills. The object is their perspectives on the use of animated movies in speaking instruction. The theoretical significance of this study lies in its contribution to English language learning theory, particularly in enhancing speaking skills through animated media. The study offers theoretical insights into students' perceptions of both benefits, such as increased motivation, improved pronunciation, and vocabulary development and challenges, including difficulties in understanding accents and fast-paced dialogues. These insights highlight how animated movies function not only as linguistic input but also as affective and cognitive stimuli that foster students' engagement, reduce speaking anxiety, and encourage autonomous learning. Furthermore, the findings contribute to the theoretical understanding of multimedia-assisted language learning by showing that visual and auditory elements can enhance both comprehension and oral production in EFL contexts. These findings support a contextual and engaging approach to English education.

METHOD

Research Design and Instrument

This study employs a survey research design, which aims to collect data from a large group of participants to describe and interpret their perceptions and experiences systematically. A mixed-method approach is used, combining both quantitative and qualitative techniques to obtain a comprehensive understanding of the phenomenon. The quantitative data gathered from questionnaires provide measurable patterns of students' perceptions, while the qualitative data from interviews and open-ended questions offer deeper insights into their individual experiences and contextual factors influencing their responses. This combination allows for a richer and more valid interpretation of findings, as suggested by Creswell and Plano Clark (2018), who emphasize that mixed-methods research integrates numerical trends and detailed narratives to strengthen the overall validity and depth of educational research.

This study focuses on analyzing the benefits and challenges of mastering English-speaking skills through the use of an animated film titled *The Dove and The Ant*, which has a duration of four minutes. The research involved 108 eighth-grade students from SMPN 2 Semarang as respondents. The data was obtained in January 2025. This study used 2 instruments, namely questionnaires and interviews. The questionnaire contains a set of questions adapted from (Khairunisa & Ismahani, 2024). The questionnaire was distributed via Google Form and consisted of 20 items using a Likert scale with five response options: strongly agree, agree, neutral, disagree, and strongly disagree. The analysis was taken from graphs, charts, spreadsheets, and then analyzed using SPSS and nVIVO. The results of the questionnaire were then analyzed from the results of data processing using SPSS and nVIVO. Questionnaire items are provided with Indonesian translations to make it easier for respondents to fill out the questionnaire. The questionnaire is to find out the students' perspectives on the benefits and challenges in mastering speaking skills using animated movies. Additional data were also collected by interviewing 9 participants/students of grade 8 as samples using random thematic analysis. Since this stage is still in the trial phase, which has proven to be quite successful, I urge future researchers conducting similar studies to increase the number of respondents. The questions centered on students' perspectives regarding the benefits and challenges of mastering English-speaking skills through the use of animated films.

Table 1 Data Collection

Aspect	Description
Population	108 eighth-grade students at SMPN 2 Semarang
Sample	Selected using purposive sampling, assisted by the teacher
Number of Classes	4 classes from the eighth grade
Instrument Language	Indonesian (to avoid confusion among respondents)
Types of Instruments	Closed-ended questionnaire (20 items, Likert scale)
	Open-ended questionnaire (10 essay questions)
	Interview (6 questions)
Interview Criteria	Students with the highest and lowest questionnaire scores
Survey Topic	Students' perspectives on using animated movies in speaking skill learning
Survey Indicators	Linguistic problems (vocabulary, grammar, pronunciation)
	Psychological problems (fear, anxiety, confidence)
	Environmental problems (lack of practice, support, or English usage)

RESULTS AND DISCUSSION

Animated movies have been shown to positively influence the development of elementary students' English-speaking skills, particularly in vocabulary acquisition and pronunciation. They make the learning process more engaging, interactive, and context-rich, allowing students to imitate authentic expressions and intonation patterns. This aligns with the findings of Nuansari and Sriyanto (2021), who demonstrated that animated movies significantly improved students' speaking performance and engagement in classroom interaction. Similarly, Febriyanita and Isna (2022) found that the use of animated videos enhanced students' vocabulary mastery and pronunciation accuracy, which consequently strengthened their speaking fluency and confidence. Despite these benefits, challenges such as limited vocabulary, pronunciation difficulties, and low self-confidence persist, emphasizing the need for strategic pedagogical approaches. Therefore, the success of using animated videos relies on aligning video content with learning objectives and supporting them through structured speaking practices, collaborative discussions, and continuous teacher training.

When effectively implemented, animated movies can substantially enhance students' overall English proficiency. Based on the analysis of questionnaire and interview data, students' perspectives on the use of animated videos in learning speaking skills generally revealed a positive tendency, although several challenges were also identified. A total of 108 students participated in this study, using 20 closed-ended questions, 10 open-ended questions, and 6 interview items to obtain both quantitative and qualitative insights. Most students acknowledged that animated videos significantly enhanced their understanding of pronunciation, intonation, and natural English expressions. For instance, they mentioned being able to imitate the tone and rhythm of native speakers after repeatedly watching characters' dialogues. This finding aligns with Putri and Kurniawan (2021), who found that animated movies improve pronunciation accuracy and students' confidence in oral performance.

Moreover, the engaging visuals and contextualized situations in the videos stimulated students' interest and motivation to speak. Students reported that learning through animation was more interactive and enjoyable, helping to alleviate their anxiety about speaking. This is consistent with Rahmah et al. (2022), who reported that animation-based media fostered a supportive learning atmosphere that encouraged learners to speak more fluently and confidently. The overall impact on students was an increase in speaking fluency, better pronunciation awareness, and greater willingness to participate in oral activities.

However, some challenges remained. Several students reported limited vocabulary and difficulty understanding native accents or rapid speech in the videos. Others indicated that without direct teacher feedback, they were uncertain about their speaking mistakes. These challenges highlight that while animated videos are effective in enhancing speaking skills, their success depends on pedagogical support, particularly in scaffolding vocabulary and providing corrective feedback to sustain students' improvement and confidence. Students' perceptions of the benefits of animated film (based on a closed-ended questionnaire) are presented in Figure 1.

Figure 1 illustrates that animated movies have a significant impact on various aspects of students' English learning. The most prominent effect is vocabulary enrichment, reported by 85.53% of students, followed by improved pronunciation comprehension (82.89%). In addition, 77.63% of students stated that animated movies helped them become more confident in expressing opinions, while 68.42% found them useful for having peers to practice with. Similarly, 67.11% experienced reduced nervousness when speaking, and 64.47% acknowledged improvements in speaking confidence and environmental support. Although fewer students indicated benefits in grammar

understanding (53.95%) and practicing outside of class hours (53.95%), these figures still show that animated movies contribute positively to both linguistic and psychological aspects of language learning. Overall, the data demonstrate that animated movies serve as an engaging medium that fosters vocabulary growth, pronunciation skills, and learners' communicative confidence.

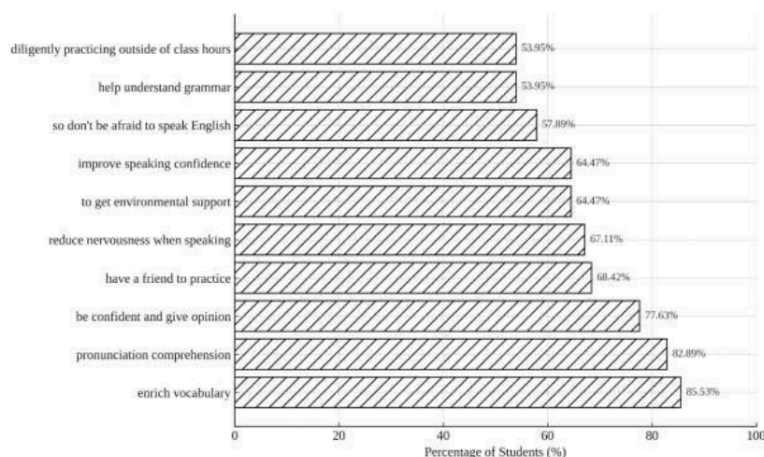


Figure 1 Results: Students' Perception of the Benefits of Learning through Animated Movies based on a Closed-Ended Questionnaire

This is consistent with the finding that animated movies positively impact English learning by enhancing vocabulary, pronunciation, and speaking confidence. Students also reported feeling more comfortable, supported, and motivated to practice outside class (Mulyadi et al., 2021). While grammar improvement was less commonly noted, overall, the use of animation provided varied and meaningful benefits.

Each type reflects different contexts and purposes in speaking learning, from imitating pronunciation to long speeches. One of the supporters of the use of animation media in speaking learning is (Ula & Nugraha, 2020), who stated that animated films provide a concrete visual context that helps students understand meaning and intonation, and increases their confidence in speaking.

The responses from the closed-ended questionnaire indicated a positive tendency toward the effectiveness of animated movies, leading to the use of an open-ended questionnaire to obtain more detailed explanations and concrete examples of the benefits perceived by students. Students' perceived benefits of animated films in learning, based on open-ended questionnaire responses, are presented in Figure 2.

Figure 2 illustrates that animated movies have contributed positively to students' English learning in several specific aspects. The most notable effect is vocabulary enrichment, with 55% of students reporting that learning through animated movies is fun and 34% stating that it helps them learn

everyday words. In terms of pronunciation, 44% mentioned that the movies provided clear sound models, while 38% found that their pronunciation had improved. Regarding support and motivation, 54% of students highlighted the importance of having friends to practice with, and 34% enjoyed learning through fun video activities. Meanwhile, 24% of students admitted they still felt anxious when speaking, and 16% were not familiar with the topics used. Although 47% indicated that grammar remains difficult, only a small number (5%) believed that animated movies were not helpful for pronunciation or that playing games was more engaging. Overall, these findings demonstrate that animated movies play a substantial role in enhancing vocabulary, pronunciation, and social support, while challenges such as grammar understanding and anxiety remain areas for improvement. The majority of students perceive positive benefits from using animation in learning English. The most commonly mentioned advantages are that it makes vocabulary memorization more enjoyable and increases their confidence in speaking English. Support from friends also plays a significant role in speaking practice. However, despite the helpfulness of animation, some students still find grammar difficult to understand. In addition, there are students who continue to feel anxious or are not used to speaking in front of others. Overall, animation is seen as beneficial, especially in vocabulary, pronunciation, and reducing anxiety, although its effectiveness in grammar and support through games remains limited (Wijayanto et al., 2019).

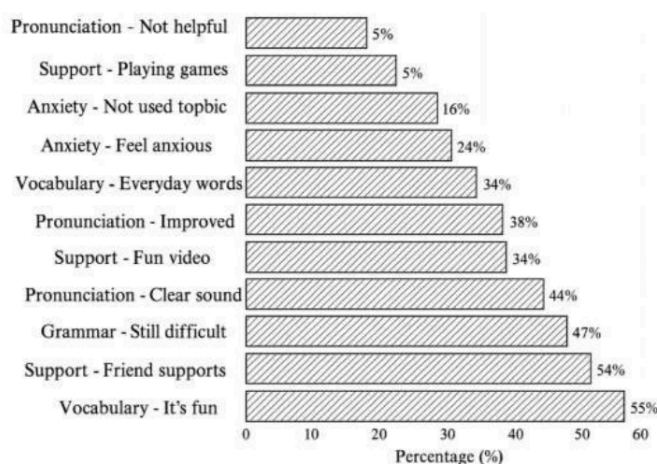


Figure 2 Results: Students' Perception of the Benefits of Learning through Animated Movies based on Open-Ended Questionnaire Responses

This is consistent with the finding that most students find animation helpful for learning English, especially in memorizing vocabulary, improving pronunciation, and boosting confidence. However, grammar remains challenging, and some still feel anxious speaking in public (Younas & Dong, 2024).

The questionnaire results, which indicated a positive trend toward the use of animated movies as a learning medium, were further supported by interviews aimed at gaining a detailed understanding of students' perspectives and the factors influencing the effectiveness of this medium.

The benefits of movie animation in the eyes of students (based on the interview) are as follows:

Respondent 1:

"Memorizing new English vocabulary is not a difficult thing to learn because if you have the intention and try to practice, be able to memorize new English vocabulary."

This shows that students find learning vocabulary easier because animated movies make the process more engaging and encourage consistent practice.

Respondent 4:

"Animated movies make it easier for me to speak English because it is interesting and fun to learn using videos."

This reflects that animated movies provide an enjoyable and interactive learning experience that helps students speak more confidently.

Respondent 6:

"When I learned to use animated movies, it made me more active in practicing speaking outside the classroom."

This indicates that animated movies motivate students to practice English actively even beyond classroom activities.

Respondent 3:

"From my family and friends environment, they really support me to dare to speak up."

This suggests that animated movies, along with support from family and friends, encourage students to become more confident in speaking English.

Respondent 2:

"I am not confident to speak in front of others for fear of making mistakes in saying."

Even though the respondent lacks confidence, animated movies can still serve as a supportive medium that helps reduce speaking anxiety through repeated exposure.

Respondent 5:

"I am less able to say the tone of English because I still lack knowledge in vocabulary and still confused."

Although this shows a challenge, animated movies help such students get more exposure to natural pronunciation, making gradual improvement possible.

Learning English through animated movies positively impacts students by making the process more engaging and motivating them to practice both inside and outside the classroom. While some students still struggle with confidence, vocabulary, and pronunciation, animated movies provide natural language exposure and help reduce speaking anxiety, making gradual improvement possible.

Learning using animated videos is considered interesting and interactive, making students feel more confident and easier to speak English (Roslim et al., 2021). Animated media helps them be more active in practicing speaking, even outside the classroom.

Student Perception on Challenges of Animated Movie Learning

Challenges of animation movie in the eyes of students (based on closed-ended questionnaire) are presented in Figure 3.

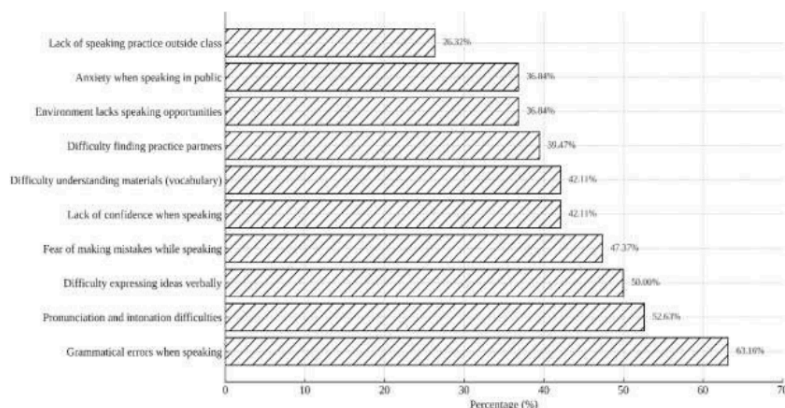


Figure 3 Results Students' Perception of the Challenges Learning through Animated Movies based on Close Ended Questionnaire Responses

Based on Figure 3, the survey data shown in the image, the main factors affecting English-speaking difficulties include grammatical errors when speaking, followed by pronunciation and intonation difficulties, as well as challenges in expressing ideas verbally. Other significant factors are the fear of making mistakes while speaking, difficulty in understanding materials or vocabulary, and a lack of self-confidence when speaking. In addition, some respondents reported difficulty finding practice partners, anxiety when speaking in public, and an environment that lacks opportunities for speaking practice. The least frequent but still relevant factor is the lack of speaking practice outside the classroom. These findings suggest that speaking difficulties in English are largely caused by linguistic and psychological.

Most students find animation helpful in learning English, especially for memorizing vocabulary, improving pronunciation, and boosting confidence. However, challenges remain, such as grammar difficulties, anxiety when speaking, and limited practice opportunities. Overall, animation helps

reduce anxiety and strengthens vocabulary, though it is less effective for grammar mastery (Rodríguez-Robayo et al., 2020).

Similarly, Puspita Sari et al. (2023) identified challenges in speaking skills that include linguistic barriers such as limited vocabulary, grammatical weaknesses, poor pronunciation, and difficulty constructing coherent sentences. Non-linguistic barriers include low self-confidence, anxiety, lack of practice opportunities, low motivation, and cultural differences—all of which can hinder students' speaking fluency.

After the closed-ended questionnaire results revealed the main challenges faced by students in learning through animated movies, further analysis was conducted using open-ended questionnaires to explore the underlying reasons behind these findings. Challenges of animated movies in the eyes of students (based on open open-ended questionnaire) are as follows.

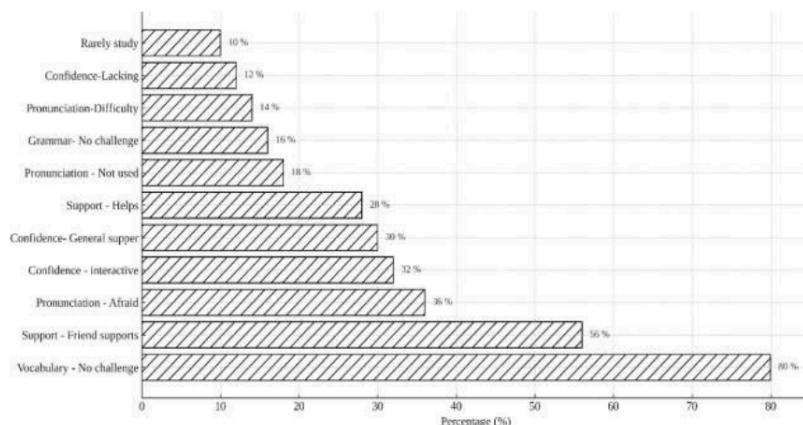


Figure 4 Results of Students' Perception of the Challenges Learning through Animated Movies based on Open-Ended Questionnaire Responses

Figure 4 shows that the greatest challenge faced by students in learning English is grammar, which many find difficult. On the other hand, some students do not experience challenges with vocabulary because they study regularly. Support from friends also plays an important role in boosting students' confidence, especially in speaking. Fear of making pronunciation mistakes remains a barrier, although some students feel helped by interactive media and a supportive learning environment. This reflects that challenges in learning English vary greatly depending on each student's personal experience, and that social support and engaging learning media can help reduce these obstacles.

This is consistent with the finding that students face different challenges in learning English, with grammar being the most common difficulty (Dayansyah & Kurniasari, 2024). While some struggle with pronunciation, others feel more confident thanks to regular study, peer support, interactive

media, and a positive learning environment. These factors show that learning obstacles vary and can be eased with the right support and methods (Nurul Fadilah, 2024).

Based on the results of the closed-ended and open-ended questionnaires, several key challenges in learning through animated movies were identified, which were then further explored through interviews to gain a deeper understanding of their causes and impacts.

The challenges of movie animation from students' perspectives (based on the interview) are:

Respondent 5:

"I am less able to say the tone of English because I still lack knowledge in vocabulary and still confused."

It shows that even with animated movies, vocabulary gaps can hinder pronunciation and comprehension.

Respondent 2:

"I am not confident to speak in front of others for fear of making mistakes in saying."

This indicates that animated movies alone cannot eliminate students' fear of making mistakes in public speaking. Most students find English pronunciation tones difficult due to a lack of vocabulary knowledge. This highlights that the challenge stems from limited vocabulary mastery, which affects overall speaking skills.

Respondent 1:

"Memorizing new English vocabulary is not a difficult thing to learn because if you have the intention and try to practice, be able to memorize new English vocabulary."

Although positive, this suggests that success still relies on personal effort and practice, which can be a challenge for less motivated students.

Respondent 4:

"Animated movies make it easier for me to speak English because it is interesting and fun to learn using videos."

While engaging, some students may become too reliant on videos and not develop independent learning strategies.

Respondent 6:

"When I learned to use animated movies, it made me more active in practicing speaking outside the classroom."

Although helpful, the effectiveness depends on students' willingness to practice outside the structured classroom environment, which can be a challenge for some.

Respondent 3:

"Some students still feel overwhelmed by the fast speech and accents in animated movies, making it difficult for them to fully understand the content."

This highlights that language speed and accent differences in animated movies can become a barrier, especially for beginners.

Based on the respondents' feedback, animated movies make English learning more engaging and encourage students to practice outside the classroom. However, challenges remain, such as a limited vocabulary that affects pronunciation and comprehension, difficulties with fast speech and accents, and a lack of confidence in public speaking. The effectiveness of this method depends largely on students' motivation, language foundation, and willingness to practice independently.

However, most students still have difficulty in pronouncing English tones due to limited vocabulary and lack of understanding, although there is one student who feels quite capable because he already knows the right time and way to pronounce it. Lack of confidence when speaking in public is also still a major obstacle, especially because of the fear of making mistakes when speaking (Afrilia et al., 2024). On the other hand, the family and friends environment provides positive support, which makes students feel braver to speak English.

Discussion

After researching the benefits and challenges in mastering speaking skills using animated movie, this finally came to the discussion section.

1. Perspective of Students on the Benefits of Mastering Speaking Skills through Animated Videos

Recent research consistently highlights the effectiveness of animated videos in enhancing English language learning, particularly in improving students' speaking skills. Findings from this study revealed that animated videos significantly helped elementary school students expand their vocabulary, improve pronunciation, increase confidence, and encourage active participation both inside and outside the classroom. These results are in line with Rahman and Setiawan (2020), who found that animated media increased young learners' motivation and vocabulary acquisition through visual and auditory reinforcement. Similarly, Kaur and Singh (2021) demonstrated that animated storytelling improved pronunciation accuracy and oral fluency among primary school students by providing authentic language input and contextual learning.

Furthermore, Sari et al. (2021) reported that animated media made English learning more enjoyable and less anxiety-inducing, which aligns with the finding of increased student confidence in this study. Nguyen (2022) also confirmed that interactive animation fosters student engagement and helps overcome psychological barriers in speaking practice. The present study supports Arif and Wulandari (2022), who revealed that the combination of animation and teacher guidance creates an optimal environment for developing communicative competence. Likewise, Chen (2023) found that animated videos significantly enhance pronunciation comprehension and retention due to repetitive exposure to modeled speech. Additionally, Putri and Hasanah (2024) emphasized that animation helps students internalize vocabulary and sentence structure more naturally compared to static learning media.

In contrast to Yolanda's (2015) earlier research, which focused primarily on the challenges faced by senior high school students and highlighted that the type of media influences students' interest in learning English, the present study broadens the perspective by exploring how animation can serve as a pedagogical solution to those challenges. Unlike Yolanda's work, which stopped at identifying difficulties, this study demonstrates practical outcomes, showing that animated videos not only engage learners but also enhance linguistic and psychological aspects of speaking development. Taken together, these findings corroborate a growing body of evidence that animated videos are not merely supplementary materials but can serve as a strategic and effective medium for fostering speaking skills at the elementary level.

2. Perspective of Students on Challenges of Mastering Speaking Skills through Animated Videos

Based on the results of both closed and open questionnaires as well as interviews, various challenges were identified in students' efforts to master English-speaking skills, even though animated video media had been implemented. The main challenge lies in limited vocabulary, which makes it difficult for students to comprehend materials and express their thoughts verbally. This is followed by difficulties in pronunciation and grammar. In addition to linguistic factors, psychological aspects such as low self-confidence and anxiety when speaking in public also hinder their progress. Furthermore, environmental constraints—including limited opportunities for authentic speaking practice, an unsupportive learning atmosphere, and difficulties in understanding native speakers' accents and speech rate—further exacerbate the problem.

These findings are consistent with Rahmawati et al. (2023), who emphasized that students' perceptions of animated film media and their learning motivation play a crucial role in influencing learning outcomes. However, the present study extends these insights by providing a more comprehensive analysis of the impact of animation media—not only focusing on linguistic components such as vocabulary, grammar, and pronunciation but also incorporating psychological and environmental factors such as anxiety, self-confidence, support systems, and practice opportunities.

Several previous studies have also confirmed the effectiveness of animated media in enhancing students' English-speaking abilities. For instance, Revia Febriyana and Nuzulul Isna (2023) found that the use of animated videos significantly improved elementary students' vocabulary acquisition and pronunciation. Similarly, Anwar Musadad and Setya Resmini (2022) demonstrated that animated videos effectively enhanced high school students' speaking skills during remote learning settings. Annisa Maratusolekhah and Mauliyat Hikmat (2023) identified both the benefits and challenges teachers and students faced when implementing short animated films in speaking classes, particularly in terms of infrastructure limitations and student engagement. Thivya a/p Anbalahan and Azlina Abdul Aziz (2024) also revealed that animated video media significantly improved young ESL learners' speaking competence and that students showed a strong preference for this learning medium. In addition, Yuli Ernita and Farida Mayar (2021) found that audiovisual media incorporating animated films could improve preschool children's speaking abilities through experimental research.

Taken together, these studies reinforce the conclusion that while animated media holds strong potential to support English-speaking skill development, its effectiveness highly depends on several supporting conditions, including adequate vocabulary and pronunciation exposure, enhanced motivation and self-confidence, and ample opportunities for authentic speaking practice. Therefore, a more communicative and supportive learning approach is required—such as providing a safe space

for oral practice, integrating authentic speaking activities, and implementing additional strategies to help students build fluency and confidence. This study contributes to a more realistic understanding of how animated media supports students' oral proficiency within a complex learning context, while strengthening Rahmawati et al.'s (2023) assertion that animated media, when supported by motivation and a conducive learning environment, can positively enhance students' English-speaking development.

CONCLUSION

Animated videos as a learning medium have been proven to have a positive impact on improving elementary school students' English-speaking skills, especially in vocabulary acquisition. Animated videos present material engagingly and interactively, making it easier for students to understand new vocabulary, practice pronunciation, and build confidence in speaking publicly. This medium also encourages students to practice actively outside the classroom in a fun and supportive learning environment. However, challenges such as limited vocabulary, pronunciation difficulties, and low self-confidence still need to be addressed through strategic teaching approaches, including communicative activities and a supportive classroom atmosphere. To achieve optimal results, the content of animated videos must be relevant to the learning objectives and supported by complementary activities such as group discussions, speaking exercises, and teacher training in media use. With proper implementation, animated videos can serve as an effective tool to enhance students' overall English language proficiency.

This study is limited in scope as it primarily focuses on exploring students' perspectives regarding the benefits and challenges of mastering speaking skills through animated movies, without directly examining the practical implementation or effectiveness of such media in actual classroom settings. As a result, the findings may not fully capture how animated movies influence speaking skill development in real-time learning environments, and further research involving classroom-based observations and practical application is needed to gain a more comprehensive understanding.

Future research is expected to broaden its scope by considering teachers' perspectives, as this study only examines students' views on the benefits and challenges of mastering speaking skills through animated movies. Teachers' perspectives and involvement significantly influence the effectiveness of teaching methods, so it is important to include their views in order to produce more comprehensive and practical findings in real classroom contexts.

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