

The Effect of Animated Movies and Nursery Rhymes on Early Childhood English Speaking Skills

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ABSTRACT

This study investigates the influence of animated films and nursery rhymes on English speaking abilities of early childhood students in West Bekasi District. Using a quantitative associative approach, the research involved 64 children aged 4-6 years from 16 kindergartens. Data was collected through speaking tests, questionnaires, and documentation. The study employed descriptive analysis, Spearman correlation, and ordinal regression analysis. Results show that both animated films ($r_s = 0.612$, $p < 0.001$) and nursery rhymes ($r_s = 0.639$, $p < 0.001$) have a strong positive correlation with children's English speaking abilities. Ordinal regression analysis reveals significant positive effects of animated films ($\beta = 0.931$, $p < 0.001$) and nursery rhymes ($\beta = 1.058$, $p < 0.001$) on speaking abilities. The combined use of both media demonstrated a synergistic effect, supporting multisensory approaches in language learning. The model explains 57.3% of the variation in children's English speaking abilities, indicating good predictive power. These findings provide empirical evidence for the effectiveness of audiovisual media in early childhood English language learning, supporting multimedia learning theory and dual coding theory. The study concludes that integrating animated films and nursery rhymes into early childhood English curricula can significantly enhance speaking abilities, offering valuable insights for educators and curriculum developers in designing effective language learning strategies for young children.

Keywords: *Early Childhood Education, English Speaking Abilities, Audiovisual Learning Media*

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INTRODUCTION

In the era of rapid globalization, mastering English has become a necessity that cannot be ignored. As the lingua franca of the world, English plays a crucial role in various aspects of life, ranging from education and career to cross-cultural social interaction. Recognizing the importance of English language skills, many countries, including Indonesia, have integrated English language learning into the education curriculum from an early age (Abimanto, Aprilliana, & Oktavia, 2023). Early childhood, which is in the golden age phase of brain development, has an extraordinary ability to absorb and process new information, including language (Gratzer, 2008). This period, which generally lasts from birth to six years of age, is characterized by high brain plasticity, allowing children to learn quickly and

efficiently (Fadliansyah, 2024). Therefore, introducing English at an early age is considered a strategic step in building a strong foundation for future language acquisition.

However, teaching a foreign language to children is not an easy task. Conventional learning methods often fail to attract and maintain the attention of children, who by nature have a short concentration span and a high need for visual and auditory stimulation (Sulistyo & Supriadi, 2021). In this context, the use of interesting and interactive learning media becomes very important. Animated movies and nursery rhymes emerge as potential solutions for bridging the gap between children's learning needs and effective teaching methods. Animated films, with their combination of attractive moving images, bright colors, and simple narratives, are able to attract and maintain children's attention for longer periods (Aurelia & Zulkarnain, 2024). Meanwhile, nursery rhymes, with their pleasant rhythms and rhymes, help children remember vocabulary and sentence structures more easily through pleasant repetition (Permatasari & Sudarman, 2022).

The use of animated films in language learning has shown promising results. Research conducted by Ermawati and Mahmudah (2015) showed that children exposed to English educational television programs showed significant improvements in vocabulary acquisition and language comprehension. Animated films not only present language in a meaningful context but also introduce cultural aspects inherent to the target language, helping children understand language use in real situations (Wijayanto et al., 2024). On the other hand, nursery rhymes have long been recognized as an effective pedagogical tool in language teaching. Faiza Hawa, Rahmawati Sukmaningrum, and Arso Setyaji (2023) assert that the use of songs and rhymes in foreign language learning can increase motivation, improve pronunciation, and facilitate the storage of information in long-term memory. Nursery rhymes, with their repetitive and predictable structure, help children internalize language patterns in a natural and fun way (Pudjiati, 2023).

The combination of animated films and nursery rhymes creates a learning environment that is rich in comprehensible language input, in accordance with the input hypothesis proposed by Sutrisna (2021). This rich and meaningful input allows children to acquire language naturally, similar to their first language acquisition process. Furthermore, the use of audiovisual media is also in line with the theory of multiple intelligences (Rodiana & Rohmalina, 2023), which emphasizes the importance of presenting information through multiple modalities to accommodate diverse learning styles. However, while the potential of animated films and nursery rhymes in early childhood English language learning has been widely discussed in the literature, empirical research specifically examining their effect on speaking ability is limited.

Speaking ability, as one of the productive skills in language, is often considered a key indicator of language mastery (Lestari et al., 2017). Therefore, it is important to investigate the extent to which exposure to animated movies and nursery rhymes can influence the development of English-speaking ability in early childhood. This study aims to fill a gap in the literature by investigating in depth the influence of animated films and nursery rhymes on English-speaking ability in early childhood. By understanding the dynamics of the interaction between these learning media and the development of

speaking ability, it is hoped that this research can provide valuable insights for educators, curriculum developers, and policymakers in designing effective English language learning strategies for early childhood.

In the Indonesian context, where English is taught as a foreign language, the challenges in language learning become more complex. Children not only have to overcome significant linguistic differences between Indonesian and English but also have to deal with limited exposure to the target language outside of formal learning environments. This situation emphasizes the importance of creating a learning environment rich in meaningful and engaging language input. Animated films and nursery rhymes, with their strong audiovisual characteristics, have the potential to bridge this gap by providing a rich and enjoyable context for language learning.

This research will focus on children aged 4-6 years, a critical period in cognitive and linguistic development. At this age range, children have developed basic skills in their first language and have enough cognitive capacity to start learning a second or foreign language. However, they are also still very responsive to sensory stimulation and have a high need for fun and interactive learning. Therefore, the use of animated films and nursery rhymes as pedagogical tools becomes highly relevant and potentially effective. The research methodology will involve a mixed-method approach, combining quantitative and qualitative analysis to provide a comprehensive understanding of the phenomenon under study. Quantitatively, the research will measure the improvement of children's English-speaking ability through pre-test and post-test, using assessment instruments customized for early childhood. The aspects to be assessed include pronunciation, vocabulary, ability to form simple sentences, and fluency in expressing basic ideas in English. Qualitatively, the research will conduct structured observations of children's interactions with animated films and nursery rhymes, as well as in-depth interviews with teachers and parents to gain insight into changes in children's behavior and attitudes towards learning English.

The research will also consider contextual factors that may influence the effectiveness of using animated films and nursery rhymes, such as children's socio-economic background, exposure to English outside formal learning environments, and individual learning styles. An analysis of these factors will provide a more nuanced understanding of how and why animated films and nursery rhymes can influence young children's English-speaking ability. The significance of this study lies in its potential to make theoretical and practical contributions to the field of foreign language learning for early childhood. Theoretically, this study will enrich our understanding of the second language acquisition process in young children, particularly in the context of learning English as a foreign language. The results are expected to provide new insights into how rich and meaningful audiovisual input can facilitate the development of speaking ability, a crucial aspect of language acquisition that is often a challenge for foreign language learners.

Practically, the findings from this study will have direct implications for the practice of teaching English for early childhood. For educators, the results of the study can provide guidance on how to effectively integrate animated films and nursery rhymes in the language learning curriculum. This could include recommendations on the most effective types of

animated films and nursery rhymes, optimal duration and frequency of exposure, as well as strategies to maximize children's interaction with the learning materials. For curriculum developers, the research findings can serve as a basis for designing more comprehensive and evidence-based English language learning programs for early childhood.

Furthermore, this research also has the potential to contribute to the level of education policy. By providing empirical data on the effectiveness of audiovisual media use in foreign language learning for early childhood, this study can inform decision-making related to resource allocation for the development and implementation of English language learning programs at the early childhood education level. This could include policies related to teacher training, procurement of learning materials, and integration of technology in early childhood education. In a broader context, this research is also relevant to the global discussion on multilingualism and early childhood education. With increasing global mobility and the need for foreign language skills, understanding effective ways to introduce foreign languages to young children is becoming increasingly important. The findings from this study can contribute to the international dialogue on best practices in language education for early childhood, particularly in contexts where the target language (in this case, English) is not a widely spoken language in the community.

Nonetheless, it is important to recognize the potential limitations of this study. Firstly, the focus on 4-6 year old in urban Indonesia may limit the generalizability of the findings to different contexts. Secondly, the study duration limited to one academic semester may not be sufficient to observe the long-term effects of the intervention. Finally, variability in the quality and content of the animated films and nursery rhymes used may affect the results.

This study aims to explore in depth the effect of animated films and nursery rhymes on English-speaking ability in early childhood. By combining quantitative and qualitative approaches, as well as considering contextual factors, this study is expected to provide a comprehensive understanding of the potential and limitations of using audiovisual media in foreign language learning for early childhood. The results of this study will not only contribute to the academic literature on second language acquisition in young children but also have significant practical implications for educators, curriculum developers, and policymakers in an effort to improve the quality and effectiveness of English language learning for early childhood in Indonesia and possibly other countries with similar contexts.

METHODS

This study used an associative quantitative approach to investigate the relationship between the use of animated movies and nursery rhymes on English speaking ability in early childhood. The study was conducted in kindergartens and early childhood education centers in an urban area of Indonesia during one academic semester (6 months).

The study population included all students from 16 kindergartens in West Bekasi District, totaling 64 children. Using a saturated sampling technique (census), the entire population was sampled. Inclusion criteria included: (1) children aged 4-6 years, (2) enrolled in kindergartens in the West Bekasi area, and (3) had attended at least one semester of

learning. Exclusion criteria included children with special needs that could significantly affect language skills and children with less than 80% attendance in the last semester.

Primary data were collected through: (1) Speaking Ability Test, using an assessment instrument adapted for early childhood, covering aspects of pronunciation, vocabulary, and the ability to form simple sentences; (2) Questionnaire, given to teachers and parents to collect data on the use of animated movies and nursery rhymes, as well as socio-economic background and exposure to English outside the classroom. Secondary data were obtained through documentation, including school curriculum documents and student demographic data from the school administration.

The research variables were operationalized as follows: (1) Animated Movies (X1): Measured by the number of viewing sessions per week (1–5), the average duration per session (minutes), and the type of animated movie watched, (2) Nursery Rhymes (X2): Measured based on the number of nursery rhymes taught per week (1–5), frequency of repetition per week (1–5), and total duration of time learning nursery rhymes per week (minutes).3. English Speaking Ability (Y): Rated based on accuracy of pronunciation (score 1-5), breadth of vocabulary (score 1-5), ability to construct simple sentences (score 1-5), and fluency of speech (score 1-5)

FINDING AND DISCUSSION

RESEARCH RESULT

This study involved 40 respondents consisting of parents and early childhood teachers in West Bekasi sub-district. Analysis of the respondents' characteristics showed a diverse distribution in terms of gender, age, marital status, and education level.

Table 1. Respondent Profile

Characteristics	Category	Frequency	Percentage
Gender	Male	8	20%
	Female	32	80%
Age	20-30 years	9	22.5%
	30-40 years	25	62.5%
	40-50 years old	6	15%
Status	Married	33	82.5%
	Other	7	17.5%
Education	High School	9	22.5%
	Diploma	5	12.5%
	S1	20	50%
	S2	6	15%

Further analysis of the respondents' characteristics showed: (a) The predominance of female respondents (80%) reflects the general trend in the early childhood education profession and parenting roles at home; (b) The majority of respondents were in the 30-40 years age group (62.5%), indicating that most respondents are in the phase of life with childcare responsibilities; (c) The high percentage of respondents who are married (82.5%) indicates that the majority of respondents have direct experience in childcare; (d) The educational background is dominated by S1 graduates (50%), indicating a relatively high level of education among respondents.

Descriptive analysis was carried out to provide an overview of the distribution of scores on each research variable.

Table 2. Descriptive Statistics of Variables

Variable	Mean	Std. Deviation
Use of Animated Movie	3,35	0,58
Use of Nursery Rhymes	3,40	0,52
English Speaking Ability	3,30	0,56

On the Use of Animated Movies, the mean score of 3.35 indicates a relatively high level of use of animated movies, the standard deviation of 0.58 indicates moderate variation in the use of animated movies among respondents, and the range of scores from 2.00 to 4.50 indicates a significant difference in the intensity of use of animated movies.

On the Use of Nursery Rhymes, it was found that the mean score of 3.40 indicated a relatively high level of use of nursery rhymes, the standard deviation of 0.52 indicated a smaller variation compared to the use of animated films, and the range of scores from 2.25 to 4.75 indicated a considerable difference in the frequency of use of nursery rhymes.

On English Speaking Ability, it was found that the mean score of 3.30 indicated a fairly good level of children's English speaking ability, the standard deviation of 0.56 indicated a moderate variation in English speaking ability among children, and the range of scores from 2.00 to 4.25 indicated a significant difference in English speaking ability among children.

DISCUSSION

The results of this study provide strong empirical evidence regarding the effectiveness of using animated films and nursery rhymes in improving early childhood English speaking skills. The main findings show that these two learning media have significant positive effects, both individually and in combination, on children's English speaking ability.

The positive effect of using animated movies ($\beta = 0.931$, $p < 0.001$) on early childhood English speaking ability is in line with the multimedia learning theory proposed by Mayer (2009). This theory emphasizes that learning that involves visual and auditory

elements can improve understanding and retention of information. Animated movies present a rich visual context, allowing children to connect words and phrases with concrete situations and actions. This supports the principle of dual coding theory (Paivio, 1986), which states that information processed through visual and verbal channels simultaneously will be more easily remembered and understood.

This finding is also consistent with previous research by Ghorbani (2011) who found that the use of animated films can increase children's motivation and participation in foreign language learning. The context presented in animated films helps children understand the use of language in real situations, supporting the principle of contextual learning emphasized by early childhood education experts such as Vygotsky (1978).

Meanwhile, the slightly stronger positive effect of using nursery rhymes ($\beta = 1.058$, $p < 0.001$) than animated films can be explained through the theory of natural language acquisition (Krashen, 1982). Nursery rhymes provide repetitive, rhythmic and playful language input, which corresponds to children's natural way of learning language. The rhythm and repetition in nursery rhymes facilitate the development of phonological awareness, which is an important component in language acquisition (Goswami, 2001).

Furthermore, the effectiveness of nursery rhymes in improving early childhood English speaking ability is in line with the findings of Fonseca-Mora et al. (2011) who showed that the use of songs and rhymes can improve children's phonological ability and linguistic awareness. Nursery rhymes also support children's working memory development, which plays an important role in vocabulary acquisition and language structure (Baddeley, 2003).

The combined use of animated films and nursery rhymes shows a synergistic effect in improving early childhood English speaking ability. Although the regression coefficients for each variable in the combination model ($\beta_{\text{film}} = 0.723$, $\beta_{\text{rhymes}} = 0.820$) were lower than in the single model, the overall effect showed a more significant improvement. This can be explained through Gardner's (1983) multiple intelligences theory, which states that learning that involves various modalities (visual, auditory, kinesthetic) can accommodate different learning styles in children.

This synergistic effect also supports the multisensory approach in foreign language learning for early childhood (Shams & Seitz, 2008). Animated movies provide visual and narrative context, while nursery rhymes reinforce the phonological and rhythmic aspects of language. This combination creates a richer and more comprehensive learning experience, allowing children to develop English language skills through multiple sensory channels.

The Pseudo R-Square (Nagelkerke) value of 0.573 indicates that the model can explain 57.3% of the variation in early childhood English speaking ability. While this value shows good predictive power, the 42.7% of variation not explained by the model indicates the role of other factors in children's language development. These factors may include individual child characteristics (such as motivation and language aptitude), family environment, and other learning methods not covered in this study.

The theoretical implications of this study strengthen our understanding of the role of audiovisual media in early childhood language learning. The findings support the integration of multimedia learning theory, dual coding theory and multisensory approaches

in the development of English language curriculum for early childhood. In addition, the results also emphasize the importance of considering aspects of fun and engagement in language learning, in accordance with the principles of early childhood education that emphasize learning through play.

In terms of practical implications, the results of this study provide an empirical basis for educators and parents to integrate animated films and nursery rhymes in early childhood English language learning. Using these two media in combination can be an effective strategy to create a rich and fun learning environment. Educators can design learning activities that integrate animated films as a context for the introduction of new vocabulary and language structures, followed by the use of nursery rhymes to reinforce pronunciation and improve retention.

Nonetheless, it should be noted that this study has some limitations. Firstly, the limited geographical coverage of West Bekasi sub-district might limit the generalizability of the findings to a wider context. Secondly, this study focused on two specific types of learning media, while there are many other methods and media that may also be effective in early childhood English language learning.

For future research, it is recommended to expand the geographical coverage and involve a larger sample to improve the generalizability of the findings. In addition, longitudinal studies can provide a more in-depth understanding of the long-term effects of using animated movies and nursery rhymes on early childhood English language development. Comparative research comparing the effectiveness of different language learning media and methods can also provide valuable insights for the development of more comprehensive learning strategies.

In conclusion, this study provides strong evidence regarding the effectiveness of using animated films and nursery rhymes in improving early childhood English speaking skills. The findings enrich our understanding of the role of audiovisual learning media in children's language development and provide valuable practical implications for educators and parents. Taking into account the complexity of children's language development, further research is expected to broaden and deepen our understanding of effective language learning strategies for early childhood.

CONCLUSION

Based on the research that has been conducted, it can be concluded that the use of animated films and nursery rhymes has a significant positive influence on children's English speaking skills in West Bekasi District. Statistical analysis shows that these two learning media, both individually and in combination, contribute substantially to the improvement of children's English speaking skills. Nursery rhymes showed a slightly stronger effect than animated movies, but the combination of the two produced a more optimal synergistic effect. The findings support multimedia learning theory, dual coding theory, and multisensory approach in foreign language learning for early childhood. The model was able to explain 57.3% of the variation in children's English speaking ability, showing good predictive power but also indicating that other factors play a role in children's

language development. The results provide an empirical foundation for the development of effective English language learning strategies for early childhood, emphasizing the importance of integrating engaging and interactive audiovisual media in the early childhood education curriculum.

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