

The Effectiveness of Bluey Cartoon Series as And Educational Medium for Developing Communicative Competence at SD IT Imam Syafei'i Pekanbaru

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ABSTRACT

This research investigated the effects of Bluey cartoon integration on primary school students' oral communication and aural comprehension competencies, as well as their perceptions of Bluey cartoon based pedagogical approaches in English language instruction in SD IT Imam Syafei' Pekanbaru. An experimental methodology was adopted for data collection purposes. The participant pool comprised 19 fourth-grade students allocated into control and experimental cohorts. The control cohort received conventional English instruction, whereas the experimental cohort engaged with comparable curricular content supplemented with cartoon-based activities targeting oral and aural skill development over a six-week intervention period. Pre-intervention and post-intervention assessments were administered to both cohorts to evaluate their speaking and listening proficiencies. Furthermore, a questionnaire was distributed to the experimental cohort to ascertain their perceptions regarding the pedagogical utilization of Bluey cartoons. Results indicated that students in the experimental cohort demonstrated statistically significant improvements in English speaking and listening competencies relative to their counterparts in the control cohort. Additionally, experimental cohort participants exhibited favorable attitudes toward cartoon integration in English language instruction. These findings hold pedagogical implications for English language educators in SD IT Imam Syafei' Pekanbaru and comparable contexts where English functions as a foreign language, suggesting the incorporation of visual instructional materials to facilitate young learners' linguistic development.

Keywords: *Bluey Cartoon, English As Language, Communicative Competence*

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INTRODUCTION

Various forms of media have been employed in both pedagogical and real-world contexts to facilitate language acquisition, as they afford learners exposure to authentic linguistic input within meaningful and motivating frameworks. Through task-based methodologies, classroom projects, and creative assignments, media provide students with realistic and practical opportunities for language development (Nunan, 1991). The integration of media serves to stimulate learner engagement and enhance motivation. Furthermore, media facilitate learners' comprehension of cultural and linguistic elements that conventional foreign language instruction frequently neglects to address (Brown, 2001). Animated Bluey cartoons, a widely recognized medium, have been implemented as pedagogical instruments in language education to improve young learners' linguistic competence. The incorporation of animated content within language learning environments has demonstrated favorable outcomes regarding learners' second

language acquisition, particularly in relation to skill development and assessment performance. Cartoons are considered valuable sources of authentic linguistic input for younger populations (Clark, 2000; Doring, 2002).

Within SD IT Imam Syafe'i Pekanbaru context, technological advancements in language pedagogy have enabled the integration of Bluey cartoons into elementary-level English instruction over recent years. The utilization of cartoons for instructional purposes demonstrates greater prevalence in urban settings compared to rural regions, where limited infrastructure and insufficient technological expertise among educators present significant constraints. Nevertheless, empirical investigation into the effectiveness of cartoon-based instruction for English language teaching in SD IT Imam Syafe'i Pekanbaru remains absent from the literature. To address this gap, the present investigation seeks to examine the application of various audiovisual resources, with particular emphasis on cartoons as authentic input for young English language learners. Specifically, this study will furnish empirical evidence regarding the impact of cartoon-based instruction on the English language proficiency of SD IT Imam Syafe'i Pekanbaru.

The primary objective of this investigation is to determine the degree to which cartoon-based instruction in English language classes contributes to the enhancement of speaking and listening competencies among students at a primary educational institution located in a rural district of SD IT Imam Syafe'i Pekanbaru. Additionally, the study examines students' perspectives regarding the implementation of Bluey cartoons as a pedagogical tool for English language acquisition.

This investigation seeks to address the following research inquiries: (1) To what degree does the implementation of Bluey Cartoon -based instruction in English language classes improve the speaking and listening proficiency of students at SD IT Imam Syafe'i Pekanbaru? (2) What attitudes do students hold toward the utilization of Bluey cartoons as an instructional medium in English language classes?

EFL/ESL educators have access to a wide range of authentic instructional resources that can be employed to accommodate diverse learning objectives across various pedagogical environments. Although authentic social interaction as a medium for linguistic input remains largely inaccessible within EFL contexts, alternative sources of authentic language exposure utilizing audiovisual materials such as music, cinema, and animated programs have been extensively adopted for language learning applications. In particular, animated cartoons have been integrated as pedagogical instruments to facilitate the development of linguistic competencies among young learners. Prior research has underscored the instructional efficacy of cartoons as teaching tools for EFL practitioners within language classrooms across multiple educational contexts.

The Oxford Dictionary defines cartoons as cinematic productions that employ sequential animated imagery rather than live actors to convey narratives. Cartoons can be accessed through various technological devices, including televisions, computers, smartphones, and laptops (Hornby, 1995). Animated content is regarded as an efficacious educational instrument for young language learners for multiple reasons. Empirical research indicates that the integration of cartoons in language pedagogy not only enhances students' linguistic competencies but also elevates young learners' motivation toward language acquisition. Exposure to animated content facilitates students' comprehension of subject matter, lexical retention, and grammatical structure acquisition more effectively (Lin, Chen, & Dwyer, 2006; Sarko, 2008). Moreover, cartoons incorporating visual scenes, authentic character dialogue, and contextual props demonstrate greater capacity to engage students compared to text-based materials (Canning-Wilson, 2000; Clark, 2000). Young learners exhibit heightened interest in English language acquisition through animated media relative to conventional print-based resources (Fata & Wahyuni, 2016). The

authentic linguistic input presented in cartoons enables students to establish connections between classroom language and genuine communicative contexts (Nunan, 1999). Additionally, cartoons contribute to the establishment of positive learning environments and promote interaction between educators and students, as well as among peers. The incorporation of cartoons in language instruction can diminish students' stress and anxiety levels (Kirkgoz, 2011). Cartoons provide simultaneous visual and auditory stimuli, thereby facilitating superior content comprehension compared to audio-only materials. Viewing animated content allows students to simultaneously process character dialogue and observe corresponding movements. Furthermore, cartoon narratives frequently reflect aspects of young students' lived experiences. Students can replicate the nonverbal communication and vocal patterns of cartoon characters, modeling them for authentic communicative situations (Rice, 1993). They demonstrate enhanced retention of language produced by animated characters. Consequently, young learners can develop their speaking and listening competencies through cartoon-based instruction (Kirkgoz, 2011).

Multiple investigations have examined the implementation of cartoons in primary-level instruction. Cartoons have been shown to exert favorable influences on students' lexical acquisition (Karakas & Sarıcoban, 2012), with documented evidence of vocabulary expansion through cartoon viewing in English language classes (Kayaoglu, Akbas, & Ozturk, 2011). Beyond vocabulary development, cartoon exposure has been found to enhance students' overall linguistic abilities (Algilasi, 2010), particularly their grammatical and lexical knowledge (Arikan & Taraf, 2010). Cartoons have also been associated with increased student motivation and engagement in language learning (Pranatha, 2005). Research examining cartoons as authentic materials in language pedagogy provides limited empirical evidence. Most previous investigations have focused on the effects of cartoons on vocabulary acquisition and grammatical knowledge among young learners. Minimal evidence exists regarding the impact of cartoons on students' receptive and productive oral skills among primary school populations. Furthermore, prior research has predominantly employed qualitative methodologies to investigate cartoon-based learning effects, including classroom observations and interviews, while quantitative approaches such as experimental designs have been underutilized. To address this methodological and empirical gap, the present investigation employs a mixed-methods approach to examine the extent to which cartoon-based instruction develops young learners' communicative competencies, with particular emphasis on listening and speaking proficiencies.

METHOD

The present investigation utilized an experimental research design to determine whether the integration of Bluey cartoon-based instruction in English language classes would enhance the oral proficiency (speaking and listening) of primary school students. The implementation of a mixed-methods approach, incorporating pre-test and post-test assessments alongside survey questionnaires, enabled the researcher to triangulate findings from multiple data sources in order to address the research questions.

Due to temporal limitations and participant availability, a subset of 19 students from each group was selected to complete the oral assessment. Participants were provided with a series of visual prompts depicting Bluey cartoon imagery and were individually required to construct a narrative based on these cues. Each participant was allocated five minutes for preparation, followed by approximately three minutes for oral narration. To investigate students' perceptions regarding the integration of Bluey cartoon materials in English language instruction, a questionnaire survey was administered to 22 students in the experimental group following the intervention. All pre-tests and post-tests were evaluated by the researcher utilizing a ten-point rubric for listening assessments and a five-point rubric for speaking and listening assessments.

FINDING AND DISCUSSION

The field study was conducted at SD IT Imam Syafe'i Pekanbaru, with the aim of gathering preliminary information about the situation and conditions to serve as a foundation for developing communicative competence in young learners.

"The results of this investigation substantiate the effectiveness of cartoon-based materials as a pedagogical instrument for enhancing students' linguistic competencies. Participants demonstrated improvements in vocabulary acquisition, aural comprehension, and oral production skills. Following exposure to cartoon content, students exhibited enhanced retention of lexical items and grammatical structures encountered in the materials. Furthermore, they demonstrated the capacity to comprehend and reproduce narratives after viewing cartoon sequences. These findings align with prior research that corroborates the pedagogical efficacy of Bluey cartoon integration in facilitating target language proficiency (Nunan, 1999), particularly in the development of oral communication abilities (Fata & Wahyuni, 2016).

Moreover, the incorporation of cartoon materials into English language instruction fostered increased learner motivation and cultivated positive dispositions toward language acquisition. A substantial proportion of participants expressed enthusiasm for Bluey cartoon-based learning activities and demonstrated heightened engagement, enthusiasm, and willingness to participate in classroom tasks. Students reported experiencing reduced anxiety levels and increased confidence when responding to or initiating inquiries during instructional sessions. Additionally, cartoon-based pedagogy stimulated active learner participation in classroom activities, thereby augmenting overall language learning motivation. These observations corroborate findings from earlier investigations (Brown, 2001; Clark, 2000)."

Research Setting

The present investigation was conducted at SD IT Imam Syafe'i Pekanbaru during the 2025-2026 academic year, where the second researcher has served as an English language instructor for over five years. The English language program at this school utilized the *Islamic Religion* textbook series, which incorporates all four language skills within each instructional unit. However, due to the washback effect of English assessment practices at various public schools in SD IT Imam Syafe'i Pekanbaru which predominantly emphasize reading comprehension and grammatical competence English language educators at the research site tended to prioritize the instruction of reading and writing skills, while oral skills received considerably less attention in their pedagogical practice. Consequently, the majority of students demonstrated greater proficiency in reading and writing compared to their listening and speaking abilities. Numerous young learners attending public schools in rural regions exhibit limited familiarity with oral communication in English.

Sample and Sampling Procedures

This investigation selected fourth-grade students as research participants due to their enhanced cognitive and linguistic maturity, which facilitated superior comprehension of animated content compared to lower-grade students. The study comprised 19 fourth-grade participants distributed across two classes, with 19 students assigned to the experimental group and 22 to the control group. Participants demonstrated comparable English language proficiency levels, as class placement was determined by their performance on standardized placement assessments administered at the commencement of the academic year. The selected participants were classified as high-achieving English language learners, having obtained superior scores relative to their fourth-grade peers within the institution at the time of investigation. Both cohorts completed pre-intervention and post-intervention assessments. The control group received instruction using the "Islamic Religion" textbook series designed for fourth-grade learners.

Conversely, the experimental group received instruction utilizing identical textbook materials supplemented with animated film viewing activities integrated into their standard English language curriculum. Throughout the experimental period, participants viewed six animated films: *Bluey Cartoon*. Each animated film lesson was conducted over approximately 25 minutes. Instruction for both groups was delivered by the second researcher, who served as their English language instructor.



Picture 1: Briefing to English Teachers

Students' Speaking and Listening Performance

To examine whether using Bluey cartoons in English classes could improve students' speaking and listening skills, data from the pretest and posttest were used. Students' mean scores in speaking tests from both groups before and after the experiment were compared using paired sample t-tests. To provide answers to the research questions, the data obtained from the pretest and post tests were analyzed. The following table show the results of both groups with regard to students' scores on the pretest and posttest.



Picture 2: Teaching English Learning

Table 1 Results of Students' Speaking and Listening Test Performance

Group	Pretest scores			Posttest scores		<i>t</i>	<i>Df</i>	<i>p</i>
	N	M	S.D	M	S.D			
Experiment group	19	68	7.91	75.7	7.03	3.5	29	0.015*
Control group	19	68.4	7.18	72	4.55			

Speaking and listening test results indicated no statistically significant differential between the experimental group's mean score (M=68) and the control group's mean score (M=68.4) during the pre-test phase. Conversely, post-test results revealed that the experimental group achieved higher mean scores (M=75.7) compared to the control group (M=72). To determine whether this difference in post-test mean scores between groups reached statistical significance, an independent samples t-test was conducted. The analysis revealed a statistically significant difference in speaking performance between the experimental and control groups on the post-test (M (EG) = 75.7, M (CG) p=0.015). These findings suggest that the integration of

animated films into English language instruction effectively enhanced the speaking and listening proficiency of students in the experimental group.



Picture 3. Socialization of English Learning

Questionnaire data collected from experimental group participants were subjected to thematic analysis and presented accordingly. When queried regarding the frequency of Bluey cartoon viewing at home on a weekly basis, student responses varied considerably. Some participants reported viewing Bluey cartoons once per week, whereas others engaged in daily cartoon consumption. Approximately half of the surveyed students indicated that they watched cartoons with a frequency exceedingly twice weekly. Survey results indicated unanimous student approval of Bluey cartoon integration into English language instruction. Participants perceived cartoon viewing as serving dual pedagogical functions: providing entertainment value while simultaneously facilitating speaking skill development. Additionally, students acquired brief idiomatic expressions through observation of cartoon characters' dialogue. Vocabulary and expressions were successfully committed to memory through repetitive practice, as the instructor systematically required students to reproduce target language items during instructional sessions. Certain participants attributed their vocabulary retention to the perceived entertaining quality of the linguistic input. Survey responses indicated unanimous student approval of cartoon integration into English language instruction. Participants perceived cartoon viewing as serving dual pedagogical functions: providing entertainment value while simultaneously facilitating speaking skill development.

The findings demonstrate that the incorporation of animated films into English language instruction resulted in enhanced speaking and listening performance among students. The experimental group exhibited significantly superior scores relative to the control group across both skill domains. Statistical analysis confirmed significant differences in listening and speaking proficiency between students who participated in Bluey cartoon-based instruction and those who received traditional pedagogical approaches. Moreover, English language acquisition through animated film viewing was shown to promote positive learner attitudes toward English language study.

CONCLUSION

The findings of this investigation substantiate the pedagogical efficacy of animated films as authentic linguistic input capable of facilitating young learners' language skill development. Consequently, English language educators should consider several critical factors when incorporating animated materials into instructional practice. First, teachers should utilize Bluey cartoons as effective pedagogical resources to enhance student engagement in English language instruction. However, careful selection of animated content is essential to ensure alignment with learning objectives. Particular attention must be directed toward the quality of animated materials to guarantee seamless integration with existing textbook content or language curricula. Additionally, Bluey cartoon selection should reflect consideration of students' proficiency levels

and motivational interests. Most critically, language educators require both technological and pedagogical training to maximize the potential benefits of authentic linguistic input derived from animated media in language education contexts.

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