THE EFFECTIVENESS OF USING CARTOON FILM IN STUDENTS' ENGLISH VOCABULARY MASTERY ON TENTH GRADE STUDENT AT SMA NEGERI 1 BANGLI

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Abstract

This research investigates the effectiveness of using cartoon films in enhancing tenth-grade students' English vocabulary mastery at SMA Negeri 1 Bangli, addressing the challenge of limited vocabulary engagement in language learning. The research aimed to measure both the improvement in vocabulary skills and student' responses toward cartoon-based learning. A quasi-experimental design was employed, involving 72 tenth-grade students as participants. Data were collected through tests and questionnaires, and the research were analysed using both statistical and inferential methods. The findings showed a significant difference in post-test scores between the experimental group, which received cartoon film instruction, and the control group, which followed regular instruction, with mean score of 76.61 and 61.56 respectively ($p<0.05$). Questionnaire results indicated that students had moderate to positive responses toward the use of cartoons in learning vocabulary, with an average score of 3.33 per item. The research concludes that cartoon films can effectively improve vocabulary mastery and encourage positive attitudes toward learning. These findings indicate that using cartoons in language learning can improve student engagement and learning outcomes, and provide a useful approach for future studies.

Keywords: *Cartoon Film, Quasi-Experimental, Vocabulary Mastery, Senior High School*

INTRODUCTION

English plays a vital role as a global language, and its mastery has become increasingly important for students in non-English-speaking countries. In Indonesia, English is positioned as a foreign language, making it a compulsory subject in schools from elementary to senior high levels (Ratnasari, 2020). However, learning English as a foreign language presents a number of challenges, particularly in vocabulary acquisition. Vocabulary serves as the foundation for developing other language skills, including speaking, reading, writing, and listening (Alsalihi, 2020). Without sufficient vocabulary, students find it difficult to express their ideas clearly and understand both written and spoken texts. Despite its importance, many Indonesian students struggle to master English vocabulary due to limited exposure to the language in their daily environment (Afidah & Machfudi, 2022). Unlike in countries where English is used for daily communication, Indonesian students primarily encounter English only inside the classroom, which hinders their ability to retain and apply new words.

The difficulties faced by EFL students in vocabulary learning are varied. Some students have trouble pronouncing words correctly because of inconsistencies between spelling and pronunciation (Reskiawan et al., 2020). Others find it challenging to choose the

right words that fit a particular context (Rochman, 2021). Many students also struggle with distinguishing between words that have similar structures but carry different meanings (Mahbub, 2023). However, the most common issue reported is the difficulty of memorizing new words, largely due to the overwhelming number of vocabulary items students are expected to master (Kesmez, 2021). These challenges highlight the need for more engaging and effective teaching strategies to support vocabulary learning in the classroom.

Traditional or conventional teaching methods, such as using textbooks, whiteboard explanations, and vocabulary lists, often fail to capture students' attention (Fathul, 2016). These methods do not accommodate different learning styles and may lead to boredom and low participation (Afidah & Machfudi, 2022). In today's digital era, students are accustomed to interactive and visual content, which makes conventional approaches even less appealing. Teachers, therefore, need to adopt innovative teaching media that can make vocabulary learning more enjoyable and meaningful (Rasuan, 2018). One promising alternative is the use of multimedia tools, particularly cartoon films. Cartoon films combine visual and auditory elements, providing students with contextualized language input that is both entertaining and educational (Sari & Aminatun, 2021). When students watch characters using vocabulary in meaningful situations, they are more likely to understand and remember new words (Radhiyani, 2022). Additionally, the repetition of phrases and words in cartoon films reinforces learning naturally, helping students internalize vocabulary without feeling pressured (Furqan & Shabir, 2021).

Several previous studies have investigated the use of cartoon films in vocabulary learning. Ariska & Khalid, (2022), conducted a study on the effect of cartoon films on students' vocabulary mastery and found a significant improvement in the experimental class, where the average post-test score reached 75 compared to 52 in the control class. Similarly, Radhiyani (2022), reported that cartoon films effectively improved students' vocabulary based on a pre-experimental study involving junior high school students. Gulo (2022), also implemented animation cartoons in classroom action research setting and found that students became more engaged and actively participated in vocabulary lessons. These studies indicate that cartoon films have the potential to create a more dynamic and effective learning environment.

However, there are some gaps in the existing research. Most previous studies allowed students to choose their own films, which resulted in inconsistencies in vocabulary levels and themes. This lack of control may have reduced the overall effectiveness of the intervention. Moreover, previous research did not specifically examine students' perceptions toward the use of cartoon films in vocabulary learning, focusing instead only on measurable learning outcomes. In addition, the teaching methods applied in earlier studies were different from the one used in the present research. Previous studies employed approaches such as Project Based Learning and Classroom Action Research, whereas the current study uses the Discovery Learning method. These differences suggest that further investigation is needed to explore the effectiveness of cartoon films using a more controlled and systematic approach.

Based on observations conducted at SMA Negeri 1 Bangli, vocabulary learning is still frequently delivered through conventional media such as textbooks, PowerPoint presentations, and simple picture cards. While these media help deliver the material, they are considered less effective in increasing student engagement and supporting optimal vocabulary retention. Many students still experience difficulties in learning vocabulary when

the media used are not interesting enough. Therefore, there is a need for more interactive and engaging learning media that can motivate students and facilitate better vocabulary acquisition (Tumengkol et al., 2022).

To address these issues, this study aims to investigate the effectiveness of using a cartoon film, specifically Moana, in improving English vocabulary mastery among tenth-grade students at SMA Negeri 1 Bangli. Unlike previous studies, this research uses a researcher-selected film to ensure consistency in vocabulary content and difficulty level. The study also employs a quasi-experimental design with pre-test and post-test measures involving both experimental and control groups. In addition to measuring learning outcomes, this research also examines students' responses toward the use of cartoon films in vocabulary learning. By doing so, the study seeks to provide a more comprehensive understanding of how cartoon films can be effectively utilized as a teaching medium. The findings are expected to offer valuable insights for teachers, students, and future researchers interested in multimedia-based language instruction.

METHOD

Research Design

This study employed a quasi-experimental design with a non-equivalent control group approach to investigate the effectiveness of using cartoon films in enhancing English vocabulary mastery among tenth-grade students at SMA Negeri 1 Bangli. A quasi-experimental design was chosen because random assignment of students to classes was not feasible due to school administration constraints (Aulia et al., 2020). In this design, two intact classes served as the experimental group, which received treatment using cartoon films, and the control group, which was taught using conventional media such as textbooks and PowerPoint presentations. Both groups participated in a pre-test and post-test to measure their vocabulary mastery before and after the intervention.

Research Setting

The study was conducted at SMA Negeri 1 Bangli, located in Bangli Regency, during the even semester of the 2025–2026 academic year, from February to April 2026. This school was selected because vocabulary instruction still predominantly relied on conventional media, and there was limited implementation of innovative teaching approaches. Furthermore, previous studies on cartoon films had mostly focused on younger learners, such as kindergarten, elementary, and junior high school students, leaving a gap for research at the senior high school level. The research consisted of five meetings, including one pre-test session, three treatment sessions, and one post-test session, with all materials aligned to the tenth-grade English syllabus and curriculum.

Population and Sample

The population of this study comprised all tenth-grade students at SMA Negeri 1 Bangli, totaling 324 students distributed across nine classes. Using cluster random sampling, two classes—XH and XD—were selected as the sample through a lottery system. This method was chosen because the population was naturally grouped into existing classes, making it more efficient to select whole groups rather than individual students (Schratz et al., 2021). Each class name was written on a piece of paper, mixed thoroughly, and drawn

randomly to ensure equal opportunity for selection. As a result, a total of 72 students participated in this study, with 36 students in each class.

Variables of the Research

The research involved two variables. The independent variable was the use of cartoon films, operationally defined as the implementation of animated audiovisual media as the primary instructional tool for teaching vocabulary (Purba et al., 2024). The dependent variable was students' English vocabulary mastery, which referred to their ability to understand, memorize, and appropriately use English vocabulary, as measured by test scores (Lestari, 2024). The experimental group received vocabulary instruction through the cartoon film Moana, which was screened in three parts over three separate meetings, while the control group received instruction using conventional media. Both groups followed the Discovery Learning method, which consisted of six stages: stimulation, problem statement, data collection, data processing, verification, and generalization. However, the media used for data collection and processing differed between the two groups. In the experimental group, students identified and discussed vocabulary from the film, while in the control group, vocabulary was presented through PowerPoint slides and images.

Data Collection Techniques

Data were collected using three techniques. First, a pre-test was administered to both groups at the beginning of the study to measure students' initial vocabulary knowledge. Second, a post-test was given after the treatment to assess vocabulary improvement. Both tests consisted of 25 multiple-choice questions each, with different items to avoid familiarity. Third, a questionnaire was distributed to the experimental group to explore students' responses toward the use of cartoon films in vocabulary learning. The questionnaire used a Likert scale with four response options: Strongly Agree, Agree, Disagree, and Strongly Disagree. All instruments were administered online using Google Forms to ensure efficiency, accuracy, and ease of data management.

Research Instruments

The instruments underwent validity and reliability testing before being used in the study. A pilot test was conducted on 50 vocabulary items using Pearson Correlation with a significance level of 0.05. All 50 items were found to be valid, as the significance values were less than 0.05. These valid items were then divided into 25 items for the pre-test and 25 items for the post-test. The reliability test, calculated using Cronbach's Alpha, yielded a coefficient of 0.960, indicating that the instrument was highly reliable. Similarly, the questionnaire items were validated using Pearson Correlation, and all 12 items were found to be valid.

Data Analysis Techniques

Data analysis was carried out in two stages: descriptive and inferential statistics. Descriptive statistics were used to calculate the mean, median, mode, standard deviation, range, and variance of the pre-test and post-test scores. Inferential statistics were applied to test the research hypotheses. Before hypothesis testing, assumption tests were conducted, including the normality test and homogeneity test. The normality test determined whether the data were normally distributed, with a significance value greater than 0.05 indicating

normal distribution. The homogeneity test, calculated using Levene's test, assessed whether the variances between the two groups were equal, with a significance value greater than 0.05 indicating homogeneity. After confirming the assumptions, hypothesis testing was conducted. Since the pre-test data were not normally distributed, the non-parametric Mann-Whitney U test was applied. For the post-test data, an ANCOVA test was conducted to identify significant differences between the two groups while controlling for the pre-test as a covariate. The null hypothesis (H_0) stated that the use of cartoon films would have no significant effect on students' vocabulary mastery, while the alternative hypothesis (Ha) stated that the use of cartoon films would have a significant effect on students' vocabulary mastery.

RESULT AND DISCUSSION

This chapter presents the findings of the study and discusses their implications. The data were obtained from 72 students in tenth-grade at SMA Negeri 1 Bangli, consisting of 36 students in the experimental group (XH) and 36 students in the control group (XD). The findings include the results of the pre-test, post-test, and questionnaire, followed by a discussion that addresses the two research questions. The first research question examined whether there is a significant effect of using cartoon films on students' English vocabulary mastery, while the second research question explored students' responses toward the use of cartoon films in vocabulary learning. All data were analyzed using SPSS version 26, and the results are presented in the following sections.

Results

Before the treatment was administered, a pre-test was conducted to measure students' initial vocabulary mastery in both groups. The pre-test consisted of 25 multiple-choice questions, and both groups took the same test to ensure comparability. The purpose of the pre-test was to establish the baseline condition of students' vocabulary knowledge before any treatment was given.

Table 1. Descriptive Statistical Analysis of Pretest

Pre Test	N	Min	Max	M	SD	V
Experiment	36	20	68	52.56	10.081	101.625
Control	36	16	56	42.11	11.212	125.702

Table 1 shows the descriptive statistics of the pre-test scores for both groups. The experimental group had a minimum score of 20 and a maximum score of 68, with a mean score of 52.56 (SD = 10.081). The control group had a minimum score of 16 and a maximum score of 56, with a mean score of 42.11 (SD = 11.212). These results indicate that the experimental group had slightly higher initial vocabulary knowledge compared to the control group before the treatment began. The variance scores also show that the control group had greater variability in their scores (125.702) compared to the experimental group

(101.625), suggesting that students in the control group had more diverse levels of vocabulary mastery at the beginning of the study.

To determine whether the pre-test data were normally distributed, a Shapiro-Wilk test was conducted. This test was chosen because the sample size in each group was less than 100 participants. The results of the normality test are presented in Table 2.

Table 2. Normality Test of Pre Test

Test Of Normality				
Group		Shapiro-Wilk		
		Statistic	df	Sig.
Result	Pre-Test Experiment	.889	36	.002
	Pre-Test Control	.922	36	.015

Based on Table 2, the Shapiro-Wilk test showed that the significance value for the experimental group was 0.002 and for the control group was 0.015. Since both significance values were lower than 0.05, it can be concluded that the pre-test data in both groups were not normally distributed. This finding indicates that non-parametric statistical tests should be used for further analysis of the pre-test data. After conducting the normality test, a homogeneity test was performed using Levene's test to determine whether the variances between the two groups were equal. The results of the homogeneity test are presented in Table 3.

Table 3. Homogeneity Test of Pre Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1.130	1	70	.291
	Based on Median	.957	1	70	.331
	Based on Median and with adjusted df	.957	1	69.989	.331
	Based on trimmed mean	1.021	1	70	.316

Based on Table 3, the result of the homogeneity test between the pre-test scores of the experimental group and the control group was F (1,70) = 1.130, p = 0.291. Since the significance value was higher than 0.05, it can be concluded that the pre-test data were

homogeneous. This means that although the mean scores differed between the two groups, the variances were not significantly different.

Since the pre-test data were not normally distributed, the Mann-Whitney U test was used to examine whether there was a significant difference between the two groups before the treatment. The Mann-Whitney U test is a non-parametric alternative to the independent sample t-test and is appropriate when the data do not meet the assumption of normality. The results of the Mann-Whitney U test are presented in Tables 4 and 5.

Table 4. Ranks Table of Mann-Whitney U test

Ranks				
	Class	N	Mean Rank	Sum of Ranks
Hasil	Pre Test Experiment	36	46.32	1667.50
	Pre Test Control	36	26.68	960.50
	Total	72		

Table 5. The result of Hypothesis Testing

Test Statistic	
Mann-Whitney U	294.500
Wilcoxon w	960.500
Z	-4.009
Asymp. Sig (2-tailed)	.000

Based on Table 4, the experimental group obtained a higher mean rank of 46.32 compared to the control group's mean rank of 26.68. This indicates that the experimental group had higher pre-test scores than the control group before the treatment was administered. The Mann-Whitney U test result in Table 5 shows a significance value of 0.000, which is lower than 0.05. This means that there was a significant difference in the baseline vocabulary mastery between the experimental and control groups. The experimental group had significantly higher initial vocabulary knowledge compared to the control group. This finding is important because it suggests that the two groups were not equal at the beginning of the study, which justifies the use of ANCOVA in the post-test analysis to control for these initial differences.

After the treatment was completed, a post-test was administered to both groups to measure students' vocabulary mastery after the intervention. The post-test consisted of 25 multiple-choice questions with different items from those in the pre-test to avoid familiarity effects. The purpose of the post-test was to assess the improvement in vocabulary mastery and to evaluate the effectiveness of the teaching strategy used in each group.

Table 6. Descriptive Statistical Analysis of Post Test

Post Test	N	Min	Max	M	SD	V
Experiment	36	52	96	76.61	9.427	88.873
Control	36	44	80	61.56	11.365	129.168

Table 6 shows the descriptive statistics of the post-test scores for both groups. The experimental group had a minimum score of 52, a maximum score of 96, and a mean score of 76.61 (SD = 9.427). The control group had a minimum score of 44, a maximum score of 80, and a mean score of 61.56 (SD = 11.365). These results indicate that the experimental group achieved higher vocabulary scores compared to the control group after the treatment. The mean difference between the two groups was 15.05 points, which is substantial. The variance scores also show that the experimental group had less variability in their scores (88.873) compared to the control group (129.168), suggesting that students in the experimental group had more consistent vocabulary mastery after the treatment. When comparing the pre-test and post-test scores, it can be observed that the experimental group improved from a mean of 52.56 to 76.61, an increase of 24.05 points. The control group improved from a mean of 42.11 to 61.56, an increase of 19.45 points. Although both groups showed improvement, the experimental group demonstrated a greater increase in vocabulary mastery. This suggests that the use of cartoon films was more effective in improving students' vocabulary compared to conventional media.

To determine whether the post-test data were normally distributed, a Shapiro-Wilk test was conducted. The results of the normality test are presented in Table 7.

Table 7. Normality Test of Post Test

Test Of Normality				
	Group	Shapiro-Wilk		
		Statistic	df	Sig.
Result	Post-Test Experiment	.935	36	.035
	Post-Test Control	.916	36	.009

Based on Table 7, the Shapiro-Wilk test showed that the significance value for the experimental group was 0.035 and for the control group was 0.009. Since both significance values were lower than 0.05, it can be concluded that the post-test data in both groups were not normally distributed. This finding is consistent with the pre-test results, where both groups also showed non-normal distributions. After conducting the normality test, a homogeneity test was performed using Levene's test to determine whether the variances between the two groups were equal. The results of the homogeneity test are presented in Table 8.

Table 8. Homogeneity Test of Post Test

Levene's Test of Equality of Error Variances			
F	df1	df2	Sig.

1.677	1	70	0.200

Based on Table 8, the result of the homogeneity test showed a significance value of 0.200, which is higher than 0.05. This indicates that the post-test data were homogeneous. This means that the variances between the experimental and control groups were not significantly different, allowing for the use of parametric statistical tests for further analysis. Since the pre-test data showed a significant difference between the two groups, an ANCOVA (Analysis of Covariance) test was conducted to control for the pre-test scores as a covariate. ANCOVA is a statistical technique that combines ANOVA and regression analysis to control for the effects of confounding variables. In this study, the pre-test scores were used as a covariate to adjust for the initial differences between the experimental and control groups. The results of the ANCOVA test are presented in Table 9.

Table 9. Hypothesis Testing Result from ANCOVA

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Treatment	1891.486	1	1891.486	19.534	.000	0.221

Based on Table 9, the ANCOVA test showed a significance value of 0.000, which is lower than 0.05. This indicates that there was a significant difference in vocabulary mastery between the experimental and control groups after controlling for the pre-test scores as a covariate. The experimental group achieved a mean post-test score of 76.61, while the control group achieved 61.56. The Partial Eta Squared value was 0.222, which, according to Cohen (1988), indicates a large effect size. Cohen (1988) suggests that a Partial Eta Squared value of 0.01 indicates a small effect, 0.06 indicates a moderate effect, and 0.14 or higher indicates a large effect. The large effect size of 0.222 means that the treatment had a strong and significant effect on students' vocabulary outcomes. In other words, approximately 22.2% of the variance in post-test scores can be attributed to the treatment (the use of cartoon films). Based on these findings, the null hypothesis (H_0), which stated that the use of cartoon films would have no effect on students' English vocabulary mastery, was rejected. The alternative hypothesis (Ha), which stated that the use of cartoon films would have a significant effect on students' English vocabulary mastery, was accepted. This confirms that the use of cartoon films is effective in improving students' English vocabulary mastery compared to conventional media.

A questionnaire was administered to the experimental group to explore students' responses toward the use of cartoon films in vocabulary learning. The questionnaire consisted of 12 statements measured using a four-point Likert scale with the following options: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The questionnaire was adapted from Rahmayanti (2025) with slight modifications in terminology to suit the context of this study. The statements covered various aspects of vocabulary learning, including understanding word meanings, remembering vocabulary,

discovering new words, the usefulness of subtitles, and students' overall enjoyment of the learning experience.

Table 10. Descriptive Statistics Analysis of Questionnaire

Descriptive Statistics	N	Mean	Std. Deviation
I knew many word meanings when learning using cartoon film.	36	3.61	.903
I knew more about the conversations in the cartoon film easily.	36	3.83	.737
I thought the use of cartoon film helped me to know the material more easily.	36	2.58	1.131
I thought the use of cartoon film made it easier for me to remember more English vocabulary.	36	3.67	.756
I believed that cartoon film could help me discover new English vocabulary.	36	3.67	.756
Learning English using cartoon film was very time-consuming.	36	2.75	.874
I thought learning using cartoon film made me confused because it was too fast.	36	3.58	.806
I liked using cartoon film in learning English.	36	2.86	1.150
I liked using cartoon to learn new vocabulary.	36	3.72	.849
I preferred cartoon film with subtitles over cartoon film without subtitles.	36	3.78	.797
I liked listening to every word in the cartoon film presented by the teacher.	36	3.81	.710
I was not happy when the teacher used cartoon film as vocabulary learning media because it was too monotonous.	36	2.11	1.008

Table 10 presents the descriptive statistics of the questionnaire results. The total mean score from all statements was 39.97. When divided by 12 items, the average score was 3.33 per item. This score is slightly above the midpoint of the Likert scale (2.5), indicating that students had a moderate to positive response toward the use of cartoon films in vocabulary learning. The first statement, "I knew many word meanings when learning using cartoon film," obtained a mean score of 3.61 (SD = 0.903). This result indicates that several students agreed that cartoon films helped them understand word meanings. The second statement, "I knew more about the conversations in the cartoon film easily," obtained the highest mean score of 3.83 (SD = 0.737). This result shows that students found it easier to understand conversations through cartoon films. The third statement, "I thought the use of cartoon film helped me to know the material more easily," obtained the lowest mean score of 2.58 (SD = 1.131). This result indicates that some students still faced difficulties in connecting the cartoon content with the material being taught. The fourth statement, "I thought the use of cartoon film made it easier for me to remember more English vocabulary,"

obtained a mean score of 3.67 (SD = 0.756). This indicates a positive response, suggesting that many students felt that cartoon films helped them remember vocabulary more easily. The fifth statement, "I believed that cartoon film could help me discover new English vocabulary," also obtained a mean score of 3.67 (SD = 0.756), indicating that cartoon films can help students discover new vocabulary. The sixth statement, "Learning English using cartoon film was very time-consuming," obtained a mean score of 2.75 (SD = 0.874), indicating that most students disagreed with this statement. The seventh statement, "I thought learning using cartoon film made me confused because it was too fast," obtained a mean score of 3.58 (SD = 0.806), indicating that some students experienced confusion due to the speed of the cartoon. The eighth statement, "I liked using cartoon film in learning English," obtained a mean score of 2.86 (SD = 1.150), indicating a relatively low score with considerable variability in responses. The ninth statement, "I liked using cartoon to learn new vocabulary," obtained a mean score of 3.72 (SD = 0.849), showing that most students liked using cartoons to learn new vocabulary. The tenth statement, "I preferred cartoon film with subtitles over cartoon film without subtitles," obtained a mean score of 3.78 (SD = 0.797), indicating a positive response toward subtitles. The eleventh statement, "I liked listening to every word in the cartoon film presented by the teacher," obtained a mean score of 3.81 (SD = 0.710), showing that students generally liked listening to the words in the cartoon film presented by the teacher. The twelfth statement, "I was not happy when the teacher used cartoon film as vocabulary learning media because it was too monotonous," obtained a low mean score of 2.11 (SD = 1.008), indicating that most students disagreed with this negative statement and actually enjoyed the learning experience.

Overall, the questionnaire results indicate that students generally had a moderate to positive response toward the use of cartoon films in vocabulary learning. Most students agreed that cartoon films helped them discover, remember, and understand new vocabulary. Students also showed a strong preference for subtitles, indicating that subtitles play an important role in helping students understand and memorize vocabulary more effectively. However, some students faced difficulties in connecting the cartoon content with the material and in following the speed of the cartoon. Despite these challenges, the overall response remained positive, as indicated by the low scores on negative statements.

Discussion

The first research question asked whether there is a significant effect of using cartoon films on students' English vocabulary mastery at the tenth grade of SMA Negeri 1 Bangli. The findings from the ANCOVA test showed a significance value of 0.000, which is lower than 0.05, indicating that there was a significant difference in vocabulary mastery between the experimental and control groups after controlling for pre-test scores. The experimental group achieved a mean post-test score of 76.61, while the control group achieved 61.56. This finding confirms that the use of cartoon films is significantly more effective in improving students' vocabulary mastery compared to conventional media. The large effect size (Partial Eta Squared = 0.222) indicates that the treatment had a strong effect on students' vocabulary outcomes, meaning that approximately 22.2% of the variance in post-test scores can be attributed to the use of cartoon films.

These findings can be explained through the lens of Constructivism Theory, which states that students learn better when they can build their understanding through experience and interaction (Kong, 2021). In this study, students who watched cartoon films

were able to construct their understanding by connecting the new words they heard with the visual context provided in the film. The combination of visual and auditory input allowed students to create meaningful connections between words and their meanings, which facilitated vocabulary acquisition. The cartoon film Moana provided students with rich, contextualized language input that presented vocabulary in meaningful situations. When students saw characters using words in different contexts, they were better able to grasp the meaning and remember the words more effectively. The findings are also consistent with the Dual Coding Theory, which suggests that information is processed and stored more effectively when it is presented in both verbal and visual forms (Paivio, 1986). In this study, the cartoon films provided both auditory input (dialogue and narration) and visual input (images and actions), which allowed students to encode vocabulary through multiple channels. This dual encoding likely contributed to the improved vocabulary retention observed in the experimental group.

These findings are consistent with previous research. Hasan (2023), conducted a study entitled "The Impact of Using Cartoon Movie to Increase Vocabulary Mastery in Elementary School" and found that the use of cartoon movies significantly improved students' vocabulary mastery. The average pre-test score of 65.50 increased to 82.00 in the post-test. This confirms that the use of cartoon films significantly improved students' vocabulary mastery. Similarly, Rizkiyani (2024), conducted a study entitled "The Impact of WordWorld Cartoon on Vocabulary Learning: A Quasi-Experimental Study." The results showed that the use of WordWorld Cartoon was more effective in improving students' vocabulary compared to the conventional textbook method. The experimental class improved from 43 in the pre-test to 87 in the post-test, while the control class only improved from 45 to 61.5. This result indicates that students who learned through cartoon media achieved better results, showing that cartoon media can provide a significant impact on vocabulary mastery.

Subtiara (2025), conducted a study entitled "The Effect of Cartoon Movies on Students' Vocabulary Mastery" involving seventh-grade students at MTsN 5 Kaur. The study confirmed that both classes showed improvement from the pre-test to the post-test; however, the experimental class showed a significantly greater improvement. The experimental class improved from a mean score of 66.00 in the pre-test to 81.00 in the post-test, while the control class improved from 60.50 to 66.50, with only a 6-point improvement. This shows that the treatment given by the researcher was more effective in improving students' scores. Purba et al. (2024), conducted a study entitled "The Effect of Using Cartoon Movie to Increase Students Vocabulary Ability in Seven Grade of SMPN 1 Pemantangsiantar." The study showed that the control class had a higher pre-test mean score of 54.55 compared to the experimental class's mean of only 47.90. However, the results changed significantly after the treatment was conducted. The experimental class achieved a higher post-test mean score of 76.00, while the control class only reached a mean of 62.84. This indicates that the use of cartoon movies was more effective in improving students' vocabulary ability than the conventional method. The present study found a similar pattern, with the experimental group achieving a higher post-test mean score even though the control group initially had lower pre-test scores.

The findings of the present study also support the use of the Discovery Learning method in vocabulary instruction. Both groups followed the Discovery Learning method, which consists of stimulation, problem statement, data collection, data processing,

verification, and generalization. However, the experimental group used cartoon films for data collection and processing, while the control group used conventional media. The significant difference between the two groups suggests that the combination of Discovery Learning and cartoon films was more effective than Discovery Learning with conventional media. This finding is in line with the research conducted by Gulo (2022), who found that students became more engaged and actively participated in vocabulary lessons when animation cartoons were used. Gulo's (2022) study used Classroom Action Research (CAR) design and involved kindergarten students, but the findings are consistent with the present study in terms of increased student engagement and participation.

The second research question asked about students' responses to the use of cartoon films in English vocabulary learning. The questionnaire results showed that students had a moderate to positive response, with an average score of 3.33 per item. This score is slightly above the midpoint of the Likert scale, indicating that most students agreed that cartoon films helped them learn vocabulary. The positive responses were particularly strong for statements related to understanding conversations (mean = 3.83), enjoying listening to words presented by the teacher (mean = 3.81), preferring subtitles (mean = 3.78), and liking to learn new vocabulary through cartoons (mean = 3.72).

The positive response toward subtitles, with a mean score of 3.78, indicates that subtitles play an important role in helping students understand and memorize vocabulary more effectively. This aligns with Singer (2022), who stated that the combination of visual, auditory, and textual input helps students process information more easily and helps them remember or memorize new information. The subtitles in the cartoon film provided additional textual input that reinforced the spoken words and visual context, allowing students to connect the written form of words with their pronunciation and meaning. The positive response toward discovering new vocabulary (mean = 3.67) and remembering vocabulary (mean = 3.67) is consistent with the findings of Radhiyani (2022), who reported that cartoon films effectively improved students' vocabulary. The visual and auditory input provided by the cartoons likely helped students create meaningful associations between new words and their meanings, facilitating both discovery and retention of vocabulary.

However, some students faced difficulties in connecting the cartoon content with the material being taught (mean = 2.58) and in following the speed of the cartoon (mean = 3.58). These findings suggest that the speed of the conversations in the cartoon film may have been too fast for some students to follow easily. This is consistent with the research conducted by Arif R et al. (2022), who noted that cartoon films can sometimes be challenging for students if the pace is too rapid. The use of subtitles may help mitigate this issue, as subtitles allow students to read along while listening to the dialogue. The high preference for subtitles (mean = 3.78) supports this suggestion, as students likely used subtitles to help them follow the fast-paced conversations.

Despite these challenges, the overall response remained positive, as indicated by the low scores on negative statements. The statement "I was not happy when the teacher used cartoon films as vocabulary learning media because it was too monotonous" obtained a low mean score of 2.11, indicating that most students disagreed with this negative statement. Similarly, the statement "Learning English using cartoon films was very time-consuming" obtained a mean score of 2.75, indicating that most students disagreed. These findings suggest that students enjoyed the learning experience and did not find it boring or time-consuming. This aligns with Melisa (2023), who stated that cartoon films can reduce negative

feelings and boredom in learning activities. This means that interesting and suitable cartoon films can maintain students' positive attitudes in learning.

These findings are consistent with the research conducted by Khairuna (2024), entitled "Students' Perceptions on the Use of Animation Movies in English Language Learning," which showed that most students gave positive responses toward the use of cartoon films in vocabulary learning, with the majority selecting scores of 3.00 and 4.00, indicating a good category. The students' perceptions of using animation movies in learning English were positive, indicating that animation media is effective in increasing students' interest. This research also aligns with the research from Rahmayanti (2025), entitled "Students Perception Towards the Use of Animated Movie in Vocabulary Lesson (A Case Study)," which showed that the use of animation movies significantly improved students' vocabulary mastery and received positive responses. Rahmayanti's (2025) study found that students perceived animation movies as helpful, engaging, and motivating for vocabulary learning. The present study found similar results, with students reporting that cartoon films helped them discover, remember, and understand new vocabulary.

In conclusion, the findings of this study demonstrate that cartoon films are effective in improving students' English vocabulary mastery and that students generally have a moderate to positive response toward their use in vocabulary learning. The significant difference in post-test scores between the experimental and control groups, along with the large effect size, confirms that cartoon films are a powerful teaching medium for vocabulary instruction. The positive questionnaire results indicate that students found cartoon films helpful, engaging, and motivating. Although some students encountered difficulties, particularly in following the speed of the cartoon, the overall results indicate that cartoon films can serve as a valuable and engaging teaching medium for vocabulary instruction. These findings have important implications for teachers, curriculum developers, and future researchers interested in multimedia-based language instruction.

CONCLUSION

This study aimed to investigate the effectiveness of using cartoon films in improving English vocabulary mastery among tenth-grade students at SMA Negeri 1 Bangli and to explore students' responses toward the use of cartoon films in vocabulary learning. Based on the data analysis and findings discussed in the previous chapter, several conclusions can be drawn.

The first research question asked whether there is a significant effect of using cartoon films on students' English vocabulary mastery. The findings showed that the use of cartoon films was effective in improving students' vocabulary mastery. This is evidenced by the post-test results, where the experimental group taught using cartoon films achieved a higher mean score of 76.61 with a standard deviation of 9.427, while the control group taught using conventional media obtained a lower mean score of 61.56 with a standard deviation of 11.365. The ANCOVA test result also showed a significance value of 0.000, which is lower than 0.05, indicating that there was a significant difference between the two groups after controlling for the pre-test scores as a covariate. The Partial Eta Squared value of 0.222 indicated a large effect size, meaning that the treatment had a strong effect on students' vocabulary outcomes. Therefore, it can be concluded that the use of cartoon films is significantly effective in improving students' English vocabulary mastery compared to conventional media. This finding supports the Constructivism Theory, which suggests that

students learn better when they can build their understanding through experience and interaction, as well as the Dual Coding Theory, which emphasizes the importance of combining visual and auditory input for effective learning.

The second research question asked about students' responses toward the use of cartoon films in English vocabulary learning. The questionnaire results showed that students gave a moderate to positive response. This is supported by the total mean score of 39.97, with an average of 3.33 per item, which is above the midpoint of the Likert scale. Most students agreed that cartoon films helped them understand conversations more easily, remember new vocabulary, and discover new words. Students also showed a strong preference for subtitles, indicating that subtitles play an important role in helping students understand and memorize vocabulary more effectively. However, some students faced difficulties in connecting the cartoon content with the material being taught and in following the speed of the cartoon. Despite these challenges, the overall response remained positive, as indicated by the low scores on negative statements. Students generally felt more interested in learning vocabulary using cartoon films and did not find the learning experience boring or time-consuming. This positive response is influenced by the visual and audio elements in cartoon films, as well as the use of subtitles, which help students understand word meanings and word usage more clearly. In conclusion, students had a fairly positive response to the use of cartoon films in learning vocabulary, although not all students strongly agreed.

This study also provides a novelty in its contribution to the field of language teaching. Unlike previous studies that allowed students to choose their own films, this research used a researcher-selected cartoon film, Moana, to ensure consistency in vocabulary content and difficulty level. Furthermore, this study not only examined the effectiveness of cartoon films but also analyzed students' responses toward their use in the learning process, providing a more comprehensive understanding of how cartoon films can be effectively utilized as a teaching medium.

However, this study has several limitations that should be acknowledged. First, this research used only quantitative data without deeper data collection methods such as interviews or observations, so students' learning experiences and challenges were not explored in detail. Second, the use of cartoon films was conducted over a short period of time, so this research could not identify the long-term effects of cartoon films on students' vocabulary mastery. Third, this research used only one cartoon film, Moana, which may limit the variety of vocabulary presented. In addition, some students may have found difficulties in understanding the content because the conversations in the cartoon film were delivered too quickly. Different films may also produce different results for students. Lastly, this research was conducted only with tenth-grade students in one school, so the findings may not represent students from different grade levels or schools.

Suggestion

Based on the findings and limitations of this study, several suggestions are offered for different parties involved in English language teaching and learning.

For students, it is recommended that they pay close attention to the dialogues and subtitles when learning vocabulary through cartoon films, as fast conversations may make it difficult for them to understand the words clearly. Students are also encouraged to rewatch the films to help them better understand the pronunciation, meaning, and use of vocabulary

in context. In addition, students should write down unfamiliar or new words they find while watching the films. They should not only watch the films passively but also actively practice using the new vocabulary in sentences or discussions to improve their vocabulary mastery effectively.

For English teachers, it is suggested to use cartoon films to help students learn vocabulary. Teachers should carefully choose cartoon films that are suitable for the students' needs, material, and language level. It is important to select films with clear pronunciation and slower conversations, such as Finding Nemo, Frozen, or Zootopia, because films with conversations that are too fast may make it difficult for students to understand the vocabulary and material. In addition, teachers should choose films that match students' interests so that the learning activities become more enjoyable and engaging. Teachers also need to check students' progress regularly to ensure that the use of cartoon films helps students improve their vocabulary mastery effectively.

For schools, it is suggested to provide proper facilities to support the use of cartoon films in the teaching and learning process, especially good sound systems and LCD projectors. Clear audio is very important because students may find it difficult to understand the vocabulary if the conversations in the cartoon films are too fast or unclear. Comfortable classrooms and proper learning media can also help students focus better during the lesson. If the facilities are not available or do not function properly, students may have difficulties following the lesson and understanding the vocabulary presented in the films.

For other researchers, future studies are suggested to use longer treatment periods to examine the long-term effects of cartoon films on students' vocabulary mastery. Future studies are also recommended to combine quantitative and qualitative methods, such as interviews and classroom observations, in order to gain a deeper understanding of students' responses, perceptions, and learning experiences while using cartoon films. In addition, future researchers can use different cartoon films, not only Moana, because films with slower and clearer conversations may produce different results for students. Future research is also suggested to involve more participants from different school levels so that the findings can be more generalizable. Furthermore, researchers can explore the use of cartoon films in improving other English skills, such as speaking, listening, reading, and writing.

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