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Improving Students' Vocabulary Mastery Through Cartoon Movie Clips At Eight Grade Students of SMPN 1 Bulango Utara

(Meningkatkan Penguasaan Kosakata Siswa Melalui Klip Film Kartun Pada Siswa Kelas Delapan SMPN 1 Bulango Utara)

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Abstract

The goal of this research is to find out whether cartoon movie clips can improve students' vocabulary mastery through cartoon movie clips at eight grade students of SMPN 1 Bulango Utara, or not. The sample in this study, were students of class VIII 1 with a total of 31 students at SMP Negeri 1 Bulango Utara in the 2024/2025 academic year. In this study, the method used is a quantitative method in which data is presented in the form of numbers and tested using statistical formulas with the aim of testing the hypothesis that has been previously set. This research design is a pre-experimental design using a one-group pre-test and post-test design in a certain sense this research only uses one group of initial tests and final tests to see changes before and after treatment in one group. Research data were obtained using multiple choice tests as research instruments, then giving pre-test, treatment, and post-test as data collection techniques. Furthermore, the data were analyzed using t-test. The result of this study shows that there is an increase in students' vocabulary after being given treatment using cartoon movie clips. This is shown from the results of the average value of students before being given treatment or pre-test of 32.93, while the average value after being given treatment or post-test of 65.5. It can be concluded that cartoon movie clips can improve students' English vocabulary and the hypothesis of this study is accepted.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah klip film kartun dapat meningkatkan penguasaan kosakata siswa di kelas VIII 1 SMPN 1 Bulango Utara atau tidak. Sampel dalam penelitian ini adalah siswa kelas VIII 1 dengan jumlah 31 siswa di SMP Negeri 1 Bulango Utara pada tahun ajaran 2024/2025. Dalam penelitian ini, metode yang digunakan adalah metode kuantitatif dimana data yang disajikan dalam bentuk angka-angka dan diuji dengan menggunakan rumus statistik dengan tujuan untuk menguji hipotesis yang telah ditetapkan sebelumnya. Desain penelitian ini adalah pre-experimental design dengan menggunakan one-group pre-test and post-test design, dalam artian tertentu penelitian ini hanya menggunakan satu kelompok tes awal dan tes akhir untuk melihat perubahan sebelum dan sesudah diberikan perlakuan pada satu kelompok. Data penelitian diperoleh dengan menggunakan tes pilihan ganda sebagai instrumen penelitian, kemudian pemberian pre-test, treatment, dan post-test sebagai teknik pengumpulan data. Selanjutnya, data dianalisis dengan menggunakan uji-t. Hasil dari penelitian ini menunjukkan bahwa terdapat peningkatan kosakata siswa setelah diberikan perlakuan dengan menggunakan klip film kartun. Hal ini ditunjukkan dari hasil nilai rata-rata siswa sebelum diberikan

perlakuan atau pre-test sebesar 32,93, sedangkan nilai rata-rata setelah diberikan perlakuan atau post-test sebesar 65,5. Dapat disimpulkan bahwa klip film kartun dapat meningkatkan kosakata bahasa Inggris siswa dan hipotesis penelitian ini diterima.

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1. INTRODUCTION

Language plays a vital role in communication, and among the many languages spoken worldwide, English stands out as a global language (McKay, 2018). It is used by millions of people, either as a first or second language. As stated by Crystal (2003), English has attained a genuinely global status, marked by its recognized special role in nearly every country. In light of its global importance, Indonesia has established English as a compulsory subject in formal education. According to the 2013 Curriculum Content Standards issued by the Ministry of Education and Culture (Kemendikbud), the primary goal of teaching foreign languages—specifically English—is to enhance students' communication skills within the global community. Consequently, English is recognized as the first foreign language taught formally in Indonesia, from elementary to senior high school levels.

In learning English, vocabulary is one of the essential components that students must master. Richards and Renandya (2002) emphasize that vocabulary is a core component of language proficiency and serves as the foundation for learners' abilities in speaking, listening, reading, and writing. Supporting this view, Wilkins (1972), as cited in Thornbury (2002), stated, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." He further highlighted that while learners may communicate with minimal grammar, they need an extensive vocabulary to express a wide range of meanings. Therefore, mastering vocabulary is crucial for students to effectively use the four language skills. Students with a strong vocabulary foundation are more likely to construct sentences accurately, whereas those with limited vocabulary often struggle to form meaningful sentences and comprehend language materials.

However, in practice, many students exhibit low motivation and often seem disengaged when tasked with learning and memorizing English vocabulary (Terry-Torres, 2018; Teemueangsai et al., 2025). This lack of interest often leads to difficulties in understanding English texts and responding to teacher instructions due to their limited vocabulary. For example, when asked to construct sentences using nouns, many students struggle because they do not know the meanings of basic words. Moreover, the traditional approach of memorizing vocabulary lists is perceived as tedious and challenging, making it difficult for students to retain and recall new vocabulary (Alisoy & Sadigzade, 2025). These challenges highlight the need for teachers to adopt creative teaching methods and utilize effective media to enhance students' vocabulary acquisition. The success of vocabulary learning is largely influenced by the teaching strategies and media employed.

Teaching English vocabulary presents particular challenges, especially because English is a foreign language in Indonesia and not the students' mother tongue. Therefore, teachers are expected to carefully select appropriate teaching media to make vocabulary learning more effective and engaging. In today's digital era, various media—such as music, videos, and movies—can be utilized to support vocabulary development. Recent studies have explored the use of multimedia tools to make vocabulary learning both meaningful and enjoyable (Wang et al., 2021). One such tool is cartoon movie clips, which offer contextual learning experiences that are entertaining yet educational. With their vibrant visuals, engaging narratives, and relatable characters, cartoons provide an immersive learning environment where students can acquire vocabulary in meaningful contexts.

Farhan (2024) describes cartoons as a form of media that employs animation to depict simplified characters while maintaining recognizable features. Similarly, Abuzahra et al. (2015) argue that cartoon videos can be an effective medium for teaching vocabulary to young learners, provided that certain criteria are considered in their selection and integration into the curriculum. They also note that since many young learners are naturally attracted to cartoons, incorporating them into lessons can increase student engagement and enjoyment. Hence, cartoon movies present a promising medium for enhancing vocabulary mastery, as

they allow students to learn language styles, pronunciation, and authentic expressions in an entertaining context.

The choice of media plays a crucial role in vocabulary development. However, many students—particularly those in rural or under-resourced schools—still face challenges in mastering sufficient vocabulary, which impacts their language competence and overall academic performance. At SMP Negeri 1 Bulango Utara, the researcher observed that vocabulary instruction predominantly relied on rote memorization of word lists, definitions, and grammar rules. Such approaches are often monotonous, demotivating, and ineffective for long-term retention. Furthermore, teaching vocabulary in isolation—without context or real-life examples—hampers students' ability to fully comprehend the meaning and usage of new words. Contextual learning is essential for students to understand how words function within sentences and conversations.

Based on these observations, the researcher is motivated to conduct a study on the use of cartoon movie clips as a medium for vocabulary instruction. The study is titled "Improving Students' Vocabulary Mastery through Cartoon Movie Clips at the Eighth Grade of SMP Negeri 1 Bulango Utara in the Academic Year 2024/2025." Through this research, the researcher hopes that the use of cartoon movie clips will help students better understand and master English vocabulary in a more engaging and enjoyable manner.

2. METHOD OF RESEARCH

This research applied quantitative methods. According to Sugiyono (2016) quantitative research methods are research methods based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, quantitative or statistical data analysis with the aim of testing predetermined hypotheses. This method purpose to know that cartoon movie clips effective to improve the vocabulary of students in eighth grade junior high school or not

2.1 Research Design

This study, the researcher employed a Pre-Experiment design. According to Sugiyono (2014) "Pre-experimental design is the design that includes only one group or class that given pre-test and post-test." In a sense, the researchers only use one group of pre-tests and post-tests to see changes before and after treatment in one group. This study utilized an experimental research design with a One-Group Pre-Test Post-Test Design. The research process included a pre-test, a treatment phase, and a post-test. Initially, students took a pre-test without the use of cartoon movie clips. Following this, vocabulary instruction was conducted using animated movies as a teaching medium. After completing the treatment sessions, a post-test was administered to assess students' vocabulary improvement.

This research is included in a pre-experimental design because the researchers do not use a control group as a comparison group and do not randomly select subjects. The design in this study can be described as in the table.

Table 1. Pre-Experimental Research Design

Pre-Test	Treatment	Post-Test
O_1	X	O_2

Description:

- O_1: Pre test (test before treatment using cartoon movie clips)
- X: Treatment (treatment of applying cartoon movie clips)
- O_2: Post test (test after treatment using cartoon movie clips)

1. Pre-Test.

In this step the researcher gave pre-test to the students. The researcher used 30 items related to nouns, adjectives, and verbs as an instrument with multiple choice terms. The purpose of this test was to find out the students' mastery of vocabulary before they got the treatment.

2. Treatment

In this treatment step is the next step after the pre-test. Researchers provide material based on lesson plans combined with cartoon movie clips as teaching media. the following is a description of the treatment for six meetings.

3. Post Test

In this section, the researcher gave a test to the students as a post-test which was the same as the test in the pre-test. The purpose of the post-test is to determine the students' ability and mastery in learning vocabulary after the researcher provides treatment using cartoon film clips.

2.2 Research Variable

According to Arikunto (2010) variable is all things about the object of research. The research is an experimental study, which aims to find and influence of the treatment. The variable of this research is X variable and Y variable. In Sugiyono (2010) there are two variables in this research, namely:

1. The X variable is independent variable or the casual variable. In this case, X variable of this research is the application cartoon movie clip.
2. The Y variable is dependent variable or the result variable. Y variable of this research is Students' vocabulary mastery

2.3 Population and Sample

According to Sugiyono (2011) stated that population is generalization of one area that consist of object or subject that have quality and characteristics which involved by the researcher to be learned and then willbe taken the conclusion. The population of this research is students of SMPN 1 Bulango Utara. There are two classes of eighth grade in SMPN 1 Bulango Utara. They are VIII.A and VIII.2 . The total of population are students' 50 students. This school is located at Boidu village, Bone Bolango regency, Gorontalo Province.

According to Sugiyono (2011), sample is part of population. The researcher will uses purposive sampling in this research. Arikunto (2010) stated that, purposive sampling is the sampling technique that is used to take sampling from the population is tended to one object depending on considerations. Thus, the sample of this study was students of class VIIIA of SMPN 1 Bulango Utara. Class VIIIA at SMPN 1 Bulango Utara has 31 students. Some of the considerations for the researcher to choose class VIIIA as the research sample were based on the researcher's observation when the students' vocabulary mastery in this class was still low compared to other classes. In addition, the interest in learning English lessons in this class is still lacking.

2.4 Technique of Collecting the Data

To analyze the validity and reliability of the test instrument, a structured process of data collection was carried out involving 30 participants. The instrument was a multiple-choice test consisting of **95 items**, categorized into three linguistic aspects: Nouns (35 items), Verbs (30 items), and Adjectives (30 items). Each item had four options with only one correct answer. The responses were scored dichotomously, where 1 indicates a correct answer and 0 indicates an incorrect one, as recommended by classical test theory (CTT).

According to Arikunto (2010), testing is one of the most effective techniques for collecting data on learners' cognitive performance, especially in educational settings. This technique allows researchers to measure observable outcomes in the form of scores, which can be statistically analyzed.

2.5 Technique of Analyzing Data

After the data was collected, the data were processed by using t-statistical analysis. The steps of statistical analysis are: a. Normality Test Normality test is done to see that the data obtained is the distribution normally or not. To test the data normality used Chi-Square (χ 2).

2.6 Inferential Quantitative Analysis

After the pre-test result and post-test result of the students are known to be normal distribution, then the next step is to test the hypothesis. The formulation of the null hypothesis (H0) and the alternative hypothesis (H1) are as follows:

*H0 : $\mu 2 \neq \mu 1$*There are no any improvements in terms of students' mastery between before and after treatment

*H0 : $\mu 2 > \mu 1$*There are any improvements in terms of students' mastery between before and after treatment

The test used is right-side test that is $\alpha = 0.05$ with dk = (n-1)

Then, the setting criteria of examining hypothesis are (Sudijono, 2006):

H_0accepted, H_1 rejected if $-t_{value} > -t_{table}$ or $t_{value} < t_{table}$

H_0rejected, H_1 accepted if $-t_{value} < -t_{table}$ or $t_{value} > t_{table}$

So, it obtained the value of raw score formula as follows:

$$r_{xy} = \frac{n \sum xy - \sum x \sum y}{\sqrt{(n \sum x2 - (\sum x)^2 (n \sum y^2 - (\sum y)^2)}}$$

Then, determine the value of tscore by using t-test formula that is:

$$t = \frac{\overline{x1} - \overline{x2}}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Explanation: $\overline{x1}$ = average of pre-test value

$\overline{x2}$ = average of post-test value

n_1 = lots of sample data

s = standard deviation

3. RESULT AND DISCUSSION

In this research finding, the researcher took the result of research through the classification of pre-test and post-test. As being explained in the Chapter III, this study focused on pre-experimental design which is addressed to Sugiyono's (2014) theory. The pre-test was conducted before treatment by using cartoon movie clips in the classroom, especially improving students' competence in mastering English vocabularies. Post-test result of this study was then acquired from the test as well as already given in pre-test. All of the tests were given to the 8th students of Class A, SMP Negeri 1 Bulango Utara.

To collect the data, the researcher prepared the test of blank paper which was filled the table of noun, verb and adjective. Then the researcher gave pre-test to them. Pre-test was given before the researcher gave treatment to the students. In the last meeting, the researcher gave post-test. It was given to find out the students' achievement after being taught vocabulary by using cartoon movie clips.

3.1 Pre-Test Result

In this section, the researcher would like to visualize the result of pre-test as well as all the questions in the test covered three classes namely: noun, verb, and adjectives. The score of pre-test was clearly described in the following figure.

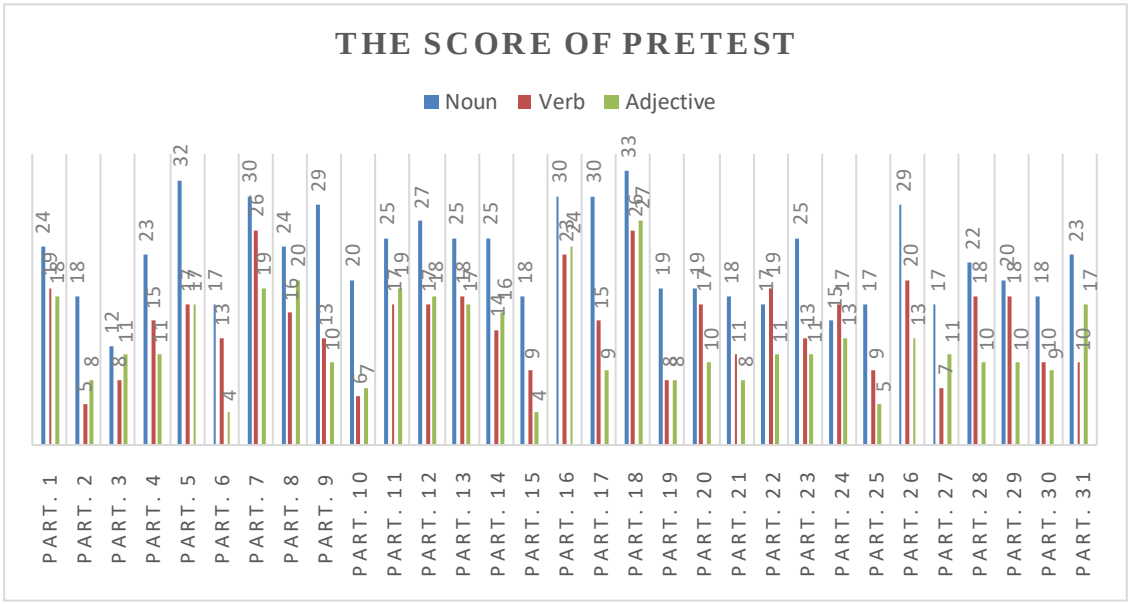

Figure 1. The Score of Pre-Test

Based on Figure 1, it showed that the highest score of pre-test has been dominated by Part. 18 by getting score 57 (N 33, V 26, and Adj 27) and the lowest score has shown in four participants namely: Part. 2, 3, 15, and 25 by getting score 20. Meanwhile, for each word class, the highest score was obtained in the noun category with 33 points, in the verb category with 26 points, and in the adjective category with 27 points. However, the lowest score in the noun category was 12 points, in the verb category 5 points, and in the adjective category 4 points. Thus, there is no score exceeding ≥ 50 at all, or all students still obtained scores below 50 in vocabulary scores for nouns, verbs, and adjectives.

3.2 The Distribution Frequency of Pre-Test

To analyze the data finding above, the researcher then tabulated the data of pre-test into distribution frequency by calculating the value of average score / mean ( ), varians (s2) and standard deviation (s)

The calculation of range score for the pre-test of the class

Range (R) = the higher score – the lowest score

R = 57 – 20

R = 37

So, the range score for the pre-test of the class is 37 The calculation of the interval class score for the pre-test of the class

Interval class (k) = 1 + 3,3 log n

k = 1 + 3, 3 log 31

k = 1 + 3,3 (1,49)

k = 1 + 4,92

k = 5, 92

So, the interval class score for the pre-test of the class is rounded to be 6 The calculation of the length of class score for the pre-test of the class used the formula as given by sudjana (1989):

Length of Class (P) = $\frac{Range\ (R)}{Interval\ Class\ (k)}$

P = $\frac{37}{6}$ → 6.17

Thus, the length of class for the pre-test of the class is rounded to be 7.

Table 2. Frequency Distribution of Pre-Test Scores

Value	*fi*	*xi*	*xi²*	*Fixi*	*fixi²*
20-26	10	23	529	230	5290
27-33	8	30	900	240	7200
34-40	7	37	1369	259	9583
41-47	3	4	1936	132	5808
48-54	2	51	2601	102	5202
55-61	1	58	3364	58	3364
∑	**31**			**1021**	**36447**

Description:

- fi = Frequency
- xi = Class midpoint
- xi² = Square of midpoint
- fi·xi = Frequency × midpoint
- fi·xi² = Frequency × square of midpoint

Calculation of Mean ($\bar{x}$), Variance (s^2), and Standard Deviation (s):

$\bar{x} = \frac{\sum fixi}{\sum fi} = \frac{1021}{31} = 32.93$

3.3 Treatment Result

3.3.1 First Meeting (18th January 2025)

In the first meeting, the researcher entered the class with English teacher. Then, the researcher checked the students' attendant list by calling their name one by one to know them closely and doing self introduction. After some minutes, the researcher explained about the material and media that the students would be going to learn and use during teaching learning process. Next, in order to know the students' ability in vocabulary, the researcher gave the pre-test. In the pre-test, the students should write the vocabulary based on the three types of vocabulary they are noun, verb, and adjective, the researcher gave a blank paper which students had filled the table. The pre-test took about 20 minutes to do it.

3.3.2 Sixth meeting/Last meeting (15th February 2025)

For the last meeting, the researcher gave the post-test to the students to figure out their ability in learning vocabulary after treatment. As the pre-test, the researcher ask the students to write types of vocabulary in Noun, Verb and adjective that they known in 20 minutes. The target of post-test was 150 vocabularies for each type of vocabulary 50 for noun, 50 for verb and 50 foradjective. In the remain of the time after post-test, the researcher gave the questionnaire for the students about their responses about using animation movie to improve vocabulary in the classroom.

3.3.3 The Students' Vocabulary Mastery After Implementing Cartoon Movie Clips

This section presents the results of the post-test conducted on 31 eighth-grade students from Class A at SMP Negeri 1 Bulango Utara. After implementing the treatment using cartoon movie clips, the researcher observed an improvement in students' understanding of vocabulary.

3.4 Post-Test Result

In this section, the researcher presented the result of data finding in post-test as well as given to the students after implementing cartoon movie clips at class. The data finding of post-test result could be shown in the following diagram

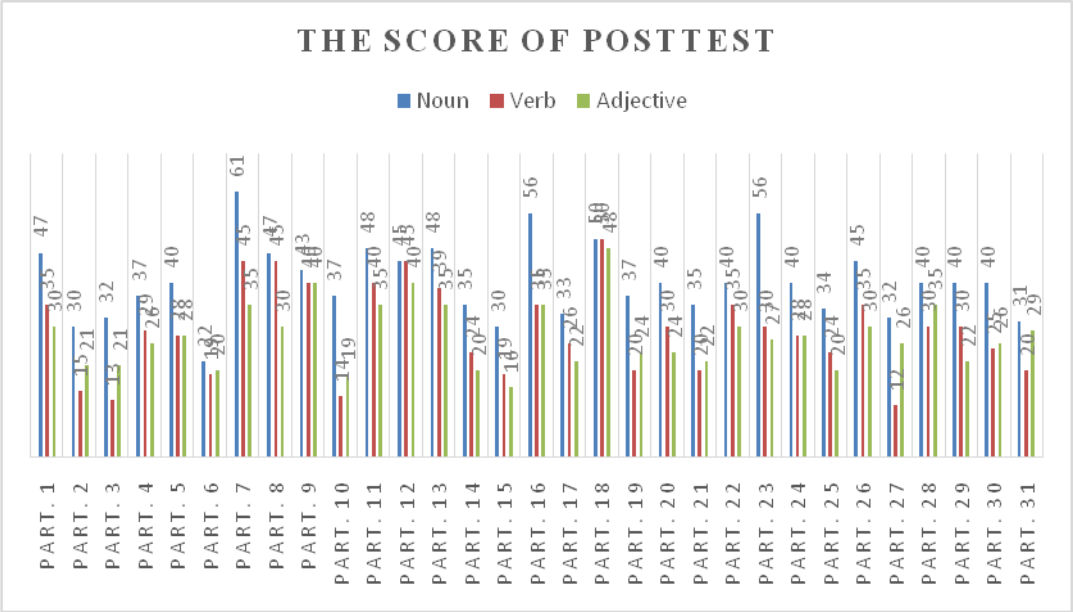

Figure 2. The Score of Post-Test

By observing Diagram 2 above, the highest score was achieved by Participant 18 with a final score of 99 (N 50, V 50, and Adj 48), while the lowest score was obtained by Participant 4 with a total score of 41 (N 22, V 19, Adj 20). Meanwhile, in terms of word classes, the highest score recorded was 56 in the Noun category, 50 in the Verb category, and 48 in the Adjective category. Overall, the Noun category was the most mastered by students compared to other word classes. Based on the final student scores, 4 students scored ≥50 in the Noun category, and 1 student scored ≥ 50 in the Verb category

3.4.1 The Distribution Frequency of Post-Test

To analyze the data finding above, the researcher then tabulated the data of post-test into distribution frequency by calculating the value of average score / mean ( ), varians (s2) and standard deviation (s).

The calculation of range score for the post-test of the class

Range (R) = the higher score – the lowest score

R = 99 – 41

R = 58

So, the range score for the post-test of the class is 58

The calculation of the interval class score for the post-test of the class.

Interval class (k) = 1 + 3,3 log n

k = 1 + 3, 3 log 31

k = 1 + 3,3 (1,49)

k = 1 + 4,92

k = 5, 92

So, the interval class score for the post-test of the class is rounded to be 6

The calculation of the length of class score for the post-test of the class used the formula as given by sudjana (1989):

$$\text{Length of Class (P)} = \frac{Range\ (R)}{Interval\ Class\ (k)}$$

$$P = \frac{58}{6} \rightarrow 9.67$$

So, the length of class for the pre-test of the class is rounded to be 10.

Table 3. Frequency Distribution of Post-Test Scores

Value	*Fi*	*Xi*	xi^2	*Fixi*	$fixi^2$
41-50	7	45.5	2070.25	318.5	14491.75
51-60	7	55.5	3080.25	388.5	21561.75
61-70	6	65.5	4290.25	393	25741.5
71-80	3	75.5	5700.25	226.5	17100.75
81-90	6	85.5	7310.25	513	43861.5
91-100	2	95.5	9120.25	191	18240.5
∑	**31**			**2030.5**	**140997.75**

From Table 3, the mean ($\bar{x}$), variance (s^2), and standard deviation (s) can be seen in the following calculation. The mean score of the class for the pre-test is calculated as follows:

The calculation of the mean score for the pre-test of the class

$$\bar{x} = \frac{\sum fixi}{\sum fi} = \frac{2030.5}{31} = 65.5$$

3.5 Hypothesis Test

The formulation of the hypothesis to be tested using the t-test formula is as follows

$H_0 : \mu_2 \neq \mu_1$There are no any improvements in terms of students' mastery between before and after treatment
$H_0 : \mu_2 > \mu_1$There are any improvements in terms of students' mastery between before and after treatment

The test used is right-side test that is α = 0.05 with dk = (n-1)

Then, the setting criteria of examining hypothesis are (Sudijono, 2006):

H_0accepted, H_1 rejected if $-t_{value} > -t_{table}$ or $t_{value} < t_{table}$
H_0rejected, H_1accepted if $-t_{value} < -t_{table}$ or $t_{value} > t_{table}$

Based on the results of previous calculations obtained:

$\bar{x}_1 = 32.93$ $s_1^2 = 93.99$ n = 31

$\bar{x}_2 = 65.5$ $s_2^2 = 266.67$

So, it obtained the value of raw score formula as follows:

$$r_{xy} = \frac{n\sum xy - \sum x \sum y}{\sqrt{(n\sum x2 - (\sum x)^2(n\sum y^2 - (\sum y)^2)}}$$

$$r_{xy} = \frac{(31)(69616) - (1019)(1990)}{\sqrt{((31)(36425) - (1019)^2)(31)(135700) - (1990)^2}}$$

$$r_{xy} = \frac{2158096 - 2027810}{\sqrt{(1129175 - 1038361)(4206700 - 3960100)}}$$

$$r_{xy} = \frac{130286}{\sqrt{(90814)(246600)}}$$

$$r_{xy} = \frac{130286}{\sqrt{22394732400}}$$

$$r_{xy} = \frac{130286}{149648,6966}$$

$r_{xy} = 0.870612327$ ➔ 0.87

Then, determine the value of tscore by using t-test formula that is:

$$t = \frac{\overline{x1} - \overline{x2}}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

$$t = \frac{32.93 - 65.5}{\sqrt{\frac{98.99}{31} + \frac{266.67}{31} - 2(0.87)\left(\frac{9.6}{\sqrt{31}}\right)\left(\frac{16.33}{\sqrt{31}}\right)}}$$

$$t = \frac{-32.57}{\sqrt{3.03 - 1.74\,(1.73)(2.94)}}$$

$$t = \frac{-32.57}{10.34 - 1.74(5.09)}$$

$$t = \frac{-32.57}{\sqrt{10.34 - 8.85}}$$

$$t = \frac{-32.57}{\sqrt{1.49}}$$

$$t = \frac{-32.57}{1.22}$$

t = -26.7

After t_{score} was calculated, then determined the value of t_{table}. To find the value of t_{table} then first need to look for degrees of freedom (dk) as follows:

dk = $n_1 - 1$

= 31 – 1

dk = 30

The value of ttable with significant level α = 0.05 and degrees of freedom (dk) = 30, and regarding to the list G for the distribution t obtained ttable of -1.70.

Based on the test criteria and the result of calculation above, the formula referred to H_0rejected, H_1 accepted if $-t_{value} < -t_{table}$ or $t_{value} > t_{table}$. Therefore, the form of $-t_{value} < -t_{table}$ was -26.7 < -1.70, and it can be concluded that the ability of vocabulary students in learning with cartoon movie clips is better than before in learning with media cartoon movie clips

In this study, the teaching and learning process took place over six sessions. The first session was dedicated to administering a pre-test, while the second to the fifth sessions focused on teaching students using animated movies. Finally, in the last session, the researcher conducted a post-test.

Referring to the Diagram 4.1. above about the score of pre-test, the chart indicated students' pre-test score. From the chart we can see that no one of students who got 100 points. However, the score of post-test in Diagram 4.2 showed that 4 students scored ≥50 in the Noun category, and 1 student scored ≥ 50 in the Verb category. Therefore, using cartoon movie clips as a learning tool can significantly enhance students' vocabulary competence. It provides a visual and auditory experience, which helps students remember words more effectively than traditional memorization methods. Seeing words in context strengthens their understanding and recall.

This finding was relevant with the research that had been conducted by Chelea Liu & Philip (2019) about the survey results provide an overview of the usefulness of the animated videos to students' learning. Their result of research pointed out that in response to Question 11 ('overall, I find the animated (cartoon) videos helpful to my learning'), 83% of the survey participants either strongly agreed or agreed with this statement. In addition, their research explained the Likert-scale questions (Q1–Q10) are designed to provide further insights into the specific avenues through which the animations enhance students' learning experience, including (1) increasing interest, enjoy ability and engagement; (2) improving understanding of the technical content; (3) providing flexibility and self-directed learning; and (4) constituting a refreshing change from conventional teaching materials.

All the findings above illustrated that the cartoon movie clips gave advantages significantly toward students' competence, especially understanding the concept of vocabularies. Integrating cartoon movie clips into vocabulary instruction makes learning more engaging, effective, and memorable. By providing visual context, improving listening skills, and increasing motivation, cartoons help students build a stronger vocabulary foundation in an enjoyable way. From the data analysis, the objective of this study was to know if there was an improvement of using cartoon movie clips as media in teaching vocabulary, to the vocabulary mastery achieved by the EFL students the first year at SMP Negeri 1 Bulango Utara. In the pre-test, the average score 1021 ($\bar{x}_1$ = 32.93) while in the post-test the average score was 2030,5 ($\bar{x}_2$ = 65.5). Although it shows difference between the two means, the result shows that the post-test was better than the pre-test. According to the convention of level of achievement, the result of teaching vocabulary by using animation movie was enough and the average score was 2030,5 ($\bar{x}_2$ = 65.5).

During the treatment sessions, the implementation of cartoon movie clips was not conducted continuously in every meeting. Instead, the researcher made an effort to combine games and role-playing as part of the teaching strategy to create an engaging atmosphere and prevent boredom in the learning process. As in the fourth meeting, the researcher taught students using cartoon movie clips combined with a word-guessing game. This approach aimed to motivate students in understanding the vocabulary concepts that had been introduced. The researcher played cartoon movie clips and then asked students to guess the English words for the objects shown in the clips, with students competing to answer. This learning method ultimately made students more enthusiastic about learning English.

In this condition, the researcher did preparation stage within selecting an appropriate cartoon movie clip that contains relevant vocabulary (e.g., everyday objects, actions, or descriptive words). Then, regarding the implementation, the researcher played the cartoon clip for students, ensuring they watched and listened carefully. The researcher also encouraged them to pay attention to the words used in the dialogues or the objects appearing in the clips. After watching the clip, the teacher paused at certain moments showing specific objects, actions, or scenes. Students took turns guessing the English word for the item shown. The student who answered correctly earned points.

In conducting the research, the researcher realized that several weaknesses were encountered in the field when implementing cartoon movie clips in the classroom. These weaknesses include: 1) Potential Distraction: While cartoons and games are engaging, they might become too entertaining, leading students to focus more on the animation rather than the vocabulary learning objectives. 2) Limited Generaliz ability: The study was conducted in a specific classroom setting with a small number of students. The results may not be fully applicable to different age groups, proficiency levels, or diverse educational backgrounds. It was suitable for those who are in basic level in order to understand the vocabulary in English

4. CONCLUSION AND SUGGESTIONS/RECOMMENDATIONS

4.1 Conclusion

The application of cartoon movie clips can improve students' vocabulary skills in SMP Negeri 1 Bulango Utara. This is showed from the results of vocabulary ability test before and after the implementation of animated movie. The average value of vocabulary ability of students before applied animation movie obtained the score 32,93, while after applied animation movie the average of student ability obtained score 65,5. It was supported by the finding referred to H_0rejected, H_1 accepted if $-t_{value} < -t_{table}$ or $t_{value} > t_{table}$. Therefore, the form of $-t_{value} < -t_{table}$ was $-26.7 < -1.70$, and it can be concluded that the cartoon movie clips could be significantly improved by students in mastering English vocabularies.

All the research findings illustrated that the cartoon movie clips gave advantages significantly toward students' competence, especially understanding the concept of vocabularies. Integrating cartoon movie clips into vocabulary instruction makes learning more engaging, effective, and memorable. By providing visual context, improving listening skills, and increasing motivation, cartoons help students build a stronger vocabulary foundation in an enjoyable way. During the treatment sessions, the implementation of cartoon movie clips was not conducted continuously in every meeting. Instead, the researcher made an effort to combine games and role-playing as part of the teaching strategy to create an engaging atmosphere and prevent boredom in the learning process.

4.2 Suggestions/Recommendations

The researcher would like to offer several suggestions related to this study, especially for English teachers, students, and fellow researchers, with the hope that these recommendations may serve as a valuable contribution. For English teachers, it is suggested to enhance the learning process by incorporating various media or strategies that actively engage students and capture their interest. One effective medium for teaching vocabulary is the use of animated movies or cartoon movie clips. For students, since vocabulary is a crucial component of language learning—and many still face challenges in oral production—it is important for them to focus and actively participate during the learning process. They are encouraged to practice regularly, particularly in memorizing vocabulary, both in class and at home, to improve their language skills. Lastly, for other researchers, considering that this study focused on vocabulary acquisition, it is recommended that future research explore the use of animated movies in English instruction further, particularly in efforts to improve teaching methods in high schools across Gorontalo.

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