

Encouraging Students' Vocabulary Mastery Using English Cartoon Films as Media at SMP Negeri 6 Satap Kawangkoan

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Abstract : This study explores the potential of English cartoon films as an educational tool to enhance vocabulary mastery among seventh-grade students at SMP Negeri 6 Satap Kawangkoan. The research addresses common issues in language learning, such as difficulty in understanding reading texts, limited vocabulary, and lack of student engagement in learning English. Employing a quantitative research design with a pre-test and post-test structure, the study measures the impact of English cartoon films, particularly *We Bare Bears: Burrito*, on students' vocabulary mastery. The results indicate that cartoon films are an effective medium for teaching English vocabulary, as evidenced by a significant increase in student scores between the pre-test (70.71) and post-test (91.71). Observations further demonstrate that the use of cartoons makes learning more enjoyable, interactive, and engaging for students, fostering greater enthusiasm and active participation in the classroom. These findings suggest that integrating cartoons as media can be a valuable strategy for improving English vocabulary skills among young learners.

Keywords: *Vocabulary Mastery, English Cartoon Films, Learning Media, Students, Quantitative Methods*

INTRODUCTION

English, being a global language, plays a critical role in communication, knowledge dissemination, and technological advancement (Liando, et al. 2023). In Indonesia, English is a compulsory subject in schools, but many students encounter challenges, particularly in vocabulary acquisition, which affects their overall

proficiency in the language. Vocabulary is the foundation for understanding and using any language, and without a strong vocabulary base, students struggle with reading comprehension, speaking, and writing in English.

Pelenkahu (2017) English is a living language that should be actively used in spoken communication, not just in written exchanges (Pelenkahu, 2017)

Maru (2018) Highlight that language is a fundamental tool for communication and social interaction. They emphasize the role of vocabulary as the building block of language that enables learners to convey thoughts, ideas, and emotions. Enhancing vocabulary through meaningful and interactive methods, such as films, aligns with the communicative function of language. (Sudarsono et al., 2018)

Rorimpandey, (2020) The ability to speak English is essential for every citizen, whether for educational purposes, working abroad, or assisting foreign tourists visiting Indonesia (Wakary et al., 2023)

Mastery is described as having whole control and understanding of information (Oxford Advanced Dictionary), which aligns with Hornby (2000), Mastery is defined as comprehensive knowledge, which shows a deep and thorough understanding of a subject. Basically, mastery means the ability to apply one's knowledge effectively in a variety of contexts and situations. (Hornby, 2000)

In particular, seventh-grade students at SMP Negeri 6 Satap Kawangkoan face difficulties in mastering English vocabulary. Observations revealed that many students struggle with understanding new words and often lack the motivation to study English (Liando, et al. 2022). This issue stems from the traditional methods of instruction, which are not engaging enough to sustain student interest (Liando, N. V, 2010). In response to this, the research focuses on exploring the effectiveness of English cartoon films as an alternative medium for vocabulary learning (Kumayas, et al. 2023). Research has shown that using audiovisual materials like films can significantly enhance language acquisition by providing contextualized and dynamic learning experiences. (Sakkir & Usman, 2018)

Literature Review

Vocabulary Mastery

Vocabulary mastery is the ability to comprehend and use words effectively in various contexts (Liando, et al. 2021). vocabulary knowledge is linked to academic success, as students with a larger vocabulary tend to perform better in standardized tests and other assessments. (August et al., 2005)

Liando (2021) Vocabulary plays a crucial role in the process of learning a language, being a key component in mastering both written and spoken English. It is defined as a collection of words in a language or a set of terms commonly used by speakers of that language. (Liando et al., 2021)

For language learners, vocabulary is divided into two categories: receptive and productive. Receptive vocabulary refers to words that students can understand when heard or read, while productive vocabulary includes words that students can use actively in speaking and writing. Mastering both types is essential for developing fluency in a second language.

The Role of Media in Vocabulary Learning

Media, especially films, play a crucial role in language learning by providing rich visual and contextual cues that help learners associate new words with real-world scenarios. According to Winarto et al. (2020), media enhances student engagement and makes learning more interactive. The use of films in the classroom can stimulate students' interest and support the retention of new vocabulary. Animated films, in particular, offer a dynamic and entertaining way to learn, making it easier for students to understand and remember vocabulary (Sakkir & M, 2018).

Cartoons, as a form of animated films, offer even more benefits. They are designed to be entertaining, engaging, and easily relatable for young learners. Cartoon characters often speak in simple, clear language, making it easier for students to grasp new vocabulary in context. Moreover, cartoons usually include

subtitles, which further help students in linking spoken and written language (Kusumawati, 2019)

English Cartoon Films in Language Teaching

English cartoon films, such as *We Bare Bears: Burrito*, are particularly effective for young learners because they are designed with humor, simplicity, and visual appeal. Research by Munir (2016) demonstrates that cartoon films can enhance vocabulary mastery by exposing students to various linguistic forms in an enjoyable and memorable way. The use of subtitles adds another layer of learning by helping students associate written words with their spoken counterparts. This multimodal approach has been shown to improve students' ability to recall and use vocabulary both receptively and productively. (Munir, 2016)

Liando and Maru (2018) also assert that multimedia, including cartoon films, can serve as powerful tools in classroom instruction by offering realistic contexts and helping students to be more actively engaged in learning vocabulary. (Liando & Maru, 2018)

Research Design

This study adopts a true-experimental research design, employing a pre-test and post-test approach to measure the effectiveness of using cartoon films in vocabulary learning. The design allows for the comparison of students' vocabulary mastery before and after the intervention (use of the cartoon film). A sample of 7 seventh-grade students from SMP Negeri 6 Satap Kawangkoan was selected using purposive sampling, as they were identified as struggling with vocabulary mastery.

Data Collection Instruments

The data collection involved administering a vocabulary test to the students before and after the treatment. The test consisted of 15 multiple-choice questions that assessed students' knowledge of nouns and verbs, two key areas of focus in the study. The pre-test was given to establish baseline vocabulary knowledge, while

the post-test was used to assess any improvement after the students were exposed to the cartoon film *We Bare Bears: Burrito*.

Data Analysis

The data were analyzed using descriptive statistics and paired t-tests. Descriptive statistics provided an overview of the students' scores, while the paired t-test was used to determine whether the difference between the pre-test and post-test scores was statistically significant. The hypothesis was tested at the 0.05 significance level, and normality tests were conducted to ensure that the data met the assumptions for parametric testing.

RESEARCH METHOD

This study uses a pre-experimental design method, namely using one pretest-posttest group to compare the final acquisition scores after being given treatment.

The research data are the results of observations made during the learning process. Previously, a pretest was given in the form of direct interaction with students, then after the scores were obtained, cartoon film media was given as one method to encourage students' vocabulary mastery in English.

The results of the trial before using cartoon film media, especially the film *We Bare Bears*.

Table 4.1.1 Pre-test score of students

NO	NAME	SCORE
1	STUDENT 1	70.00
2	STUDENT 2	60.00
3	STUDENT 3	70.00
4	STUDENT 4	75.00

5	STUDENT 5	70.00
6	STUDENT 6	75.00
7	STUDENT 7	75.00

The number of questions given was 15 multiple choice questions for 7 students. The initial test was conducted before the treatment process (teaching vocabulary using audio-visual media of cartoon films). This test was given to determine the basic competencies of all students and to determine their initial knowledge before they received treatment.

The results of the trial after using cartoon film media, especially the We Bare Bears film.

Table 4.1.2 Post-test score of students

NO	NAME	SCORE
1	STUDENT 1	95.00
2	STUDENT 2	85.00
3	STUDENT 3	97.00
4	STUDENT 4	90.00
5	STUDENT 5	95.00
6	STUDENT 6	90.00
7	STUDENT 7	90.00

SPSS OUTPUT INTERPRETATION

First output

This output shows the results of a descriptive statistical summary.

Paired Samples Statistics

Table 4.1.3 Paired Sample Statistics

		Std.	Std. Error
Mean	N	Deviation	Mean

Pair	BEFORE	70.71	7	5.34522	2.02031
1	TREATMENT	43			
	AFTER	91.71	7	4.15188	1.56926
	TREATMENT	43			

Second output

The second part of the output is the correlation or relationship between the two variables, pretest and posttest. This second output explains whether there is a relationship between the pretest and posttest through the percent moment correlation test of the product. It is known that the significant value is 0.497, meaning that the value is greater than 0.05 as the basis for decision-making in the correlation test.

Paired Samples Correlations

Table 4.1.3 Paired Sample Correlations

		N	Correlation	Sig.
Pair 1	BEFORE TREATMENT & AFTER TREATMENT	7	.311	.497

- Third output

Significance value (2-tailed) <0.05 indicates a significant difference between the initial variable and the final variable. This indicates that there is a significant influence on the difference in treatment given to each variable.

Significance value (2-tailed) >0.05 indicates that there is no significant difference between the initial variable and the final variable. This indicates that there is no significant influence on the difference in treatment given to each variable

Significance value (2-tailed) 0.000 0.05 indicates a significant difference between the initial variable and the final variable. This indicates that there is a significant influence on the difference in treatment given to each variable.

Table 4.1.5 Paired Sample Test

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	BEFORE TREATMENT - AFTER TREATMENT	-21.00000	5.65685	2.13809	-26.23172	-15.76828	-9.822	6	.000

FINDINGS AND DISCUSSION

Research Results

The pre-test scores showed that students had limited vocabulary knowledge, with an average score of 70.71 (standard deviation = 5.34). After the intervention, the post-test scores increased significantly, with an average score of 91.71 (standard deviation = 4.15). The paired t-test revealed a significance value of 0.000 (2-tailed), which is less than 0.05, indicating that the difference in scores was statistically significant. This suggests that the use of cartoon films had a positive impact on students' vocabulary mastery.

Discussion

The findings of this study are in line with previous studies that have shown the effectiveness of films in language learning (Sakkir 2018). This study was conducted using cartoon films as a benchmark for observation during learning to encourage students' vocabulary mastery skills in English. (Sakkir & M, 2018)

The researcher collected data by giving a vocabulary test of 15 multiple-choice questions, and there were observation results that students' vocabulary was still lacking. Then after getting the pretest results, the researcher provided treatment in class using cartoon film media.

The significant increase in students' vocabulary mastery can be attributed to the interesting nature of cartoon films and their ability to provide contextual learning

experiences. The visual and auditory elements in the film help students better understand the meaning of new words and reinforce their learning through repetition and context.

The average pretest score was 70.71, the standard deviation was 5.34, the minimum score was 60 and the maximum score was 75. For the posttest, an experimental method was used using cartoon film media so that an increase in the average score was obtained by 91.71 with a standard deviation of 4.71.

The results of the prerequisite study show that the pretest and posttest data of class VII seen from the output above have a significance value greater than 0.05 so that it can be concluded that the variables are normally distributed.

Hypothesis testing or (t-test) tests the difference in means at a significance level of 0.05. If the sig value (2-tailed) < 0.05 then there is a significant difference between the learning outcomes of the pretest and posttest scores. If the sig value (2-tailed) > 0.05 then there is no significant difference between the learning outcomes of the pretest and posttest data. Based on the significance value (2-tailed) of 0.000 < 0.05 , it can be concluded that there is a significant difference between the pretest and posttest results related to basic techniques and motifs. This finding also shows that the inquiry-based learning model has a positive impact on improving student learning outcomes in basic automotive techniques, as shown by the significant differences revealed through the results of the paired t-test.

In addition, the use of subtitles in cartoon films allows students to connect spoken and written language, which further improves their understanding and memory of vocabulary. The increasing enthusiasm and active participation of students during the lesson also shows that cartoon films function as a motivational tool, making the learning process more enjoyable and less scary.

In general, it can be said that the results of the experimental research method of using cartoon film media in class VII of SMP Negeri 6 Satap Kawangkoan can encourage students' vocabulary mastery in learning English.

Conclusion and Suggestions

Conclusion

In conclusion, the use of English cartoon films, such as *We Bare Bears: Burrito*, is an effective method for enhancing vocabulary mastery among junior high school students. The positive results from the pre-test and post-test, along with the increased student engagement, demonstrate the value of integrating multimedia tools into the language learning process. Cartoon films provide an entertaining and effective way to expose students to new vocabulary in a context-rich environment.

Suggestions

Based on the findings, it is recommended that English teachers incorporate multimedia tools, particularly cartoon films, into their lesson plans. These tools not only help students master vocabulary but also foster greater motivation and interest in learning English. Additionally, the use of subtitles should be encouraged to improve both listening and reading skills. Teachers should also explore other types of animated films to further diversify the learning experience.

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