

Improving Vocabulary Mastery of the Seventh Grade Students of Smp Negeri 1 Sindue Tobata Through Cartoon Movie

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ABSTRACT

This study aims to improving vocabulary mastery of the seventh grade students through cartoon movie at SMP Negeri 1 Sindue Tobata. This research used a quasi-experimental research design. The population of this study consisted of 67 students from class VII A, VII B, and VII C at SMP Negeri 1 sindue tobata. The sample was class VII C, as the experimental group, and class VII B, as the control group. This study used simple purposive sampling. The researcher administered pretests and posttests during data collection. The results showed that the mean score of the experimental group on the post-test (75) was higher than that of the control group (50). This was confirmed by calculations using the SPSS 26 version, where The significance value (Asymp. 2-tailed) is 0.000, which is smaller than the significance of 0.05; this indicates that the alternative hypothesis (Ha) is accepted. These findings suggest that through cartoon movies are an effective medium for improving students' vocabulary mastery in English language teaching.

Keywords: *Improving, Vocabulary Mastery, Cartoon Movies, Quasi-Experimental Study*

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INTRODUCTION

Vocabulary is essential in learning English because by having many vocabularies some can find it easier to learn English. It is different when someone has a limited number of vocabulary, they cannot understand English better. For example, if they have the vocabulary they will find it easier to look for information from English magazines or English newspapers and vice versa. According to (Nussy, 2024), Vocabulary is one of the most important components in learning English, where there are several skills and language components that students must master in the learning process. These skills consist of listening, speaking, reading, and writing. The components consist of grammar, vocabulary, and pronunciation.

Vocabulary is one of the language aspects that should be mastered by learners. It is a basic component that helps learners to master English skills. Vocabulary is one of the important aspects of learning English, without vocabulary, nothing can be conveyed. Only with sufficient vocabulary the students can express their ideas effectively, can understand the language task and foreign language conversation. The students lack vocabulary; they have difficulty learning and understanding the foreign language. When the students do not know the ways to increase their vocabulary, they lose their interest in learning a foreign language, because they cannot understand the foreign language words. (Hasanah Srn, 2016).

Based on the preliminary observation that had been done at SMP Negeri 1 Sindue Tobata, the researcher found that the grade VII students had difficulties in vocabulary mastery. They find it difficult to understand the meaning of new words, spell the words, and also do not know how to use the words in the sentences. In the classroom, the situation made them feel bored and uninterested in the teaching-learning process.

Cartoon movies can serve as an effective learning media particularly for children. Teacher can incorporate cartoon movies into their lessons as they capture children's attention

thought using colorful audiovisuals, and funny characters, and even though the storyline is short, it still gives a positive message to the children who watch it. Cartoon movies can increase students' interest in learning, especially children because they present two audio and visual learning styles. This media can help students interpret the message spoken by seeing the speaker's visual appearance and listening to the speaker's voice. (Hasan, 2023).

Therefore, this research is going to use cartoon movie as a media of teaching vocabulary. The research will find out whether or not, cartoon movie is effective increasing students vocabulary mastery.

This research will focus on nouns and adjectives, including the spelling of the words and the use of words in the sentence by SMP Negeri 1 Sindue Tobata students using cartoon movie.

Literature Review

The Definition of Vocabulary

Vocabulary is a set of words that are owned by a person or other entity or are part of a particular language. There are several definitions of vocabulary according to experts. Vocabulary is a term or a group of words commonly used to express opinions, feelings, and criticism with others. Many experts have views about the vocabulary. Vocabulary is defined as the words and their meanings that are taught and known by an individual. Vocabulary is not only a series of letters that make up a word. (Nussy, 2024). Vocabulary is an essential part of language and always be first thing to learn a language. It considered basic, either written or spoken. In schools, the students are introduced and taught English like other important subject as one of compulsory subjects. Vocabulary skill is one of linguistic features, which influences the communicative competence.

However, English is still regarded as a difficult subject and a difficult language to be mastered by the students. (Syarifudin et al., 2014). Vocabulary is considered important because it is a tool to convey ideas or thoughts. Meanwhile, vocabulary is also referred to as a collection of letters that are combined to give rise to meaning. Vocabulary is one view point that should be learned and dominated by students because vocabulary is related to the skills contained in English. Vocabulary is characterized as an assortment of words from a language used in various aspects of skills such as reading, speaking, writing, and listening. (Rahmah et al., 2023).

The Importance of Vocabulary

Vocabulary is one of the most important components in learning English, where there are several skills and language components that students must master in the learning process. (Rahmah et al., 2023) Vocabulary mastery is one of the components that must be mastered in English as a foreign language at the elementary, middle, and advanced levels. Vocabulary mastery is defined as the knowledge or skills a person has in understanding and mastering words. Mastery of vocabulary is important for learning English because the potential for wider knowledge can be known by mastering vocabulary.

Part of Speech

The parts of speech explain the ways words can be used in various contexts. Every word in the English language functions as at least one part of speech; many words can serve, at different times, as two or more parts of speech, depending on the context. (Ummah, 2019).

Noun

This is one of the most important parts of speech. This is where verbs help form important sentence cores for each complete sentence because nouns have an important role where nouns are used to name all objects and concepts in this world. It could be a person's name, a place, a thing, or an idea. An Example: This is a book. Word is one part of a sentence. According to experts, words are divided into several kinds: proper nouns, common nouns, concrete nouns, abstract nouns, countable and uncountable nouns, collective nouns, and compound nouns. (Nussy, 2024).

Verb

A verb is a word that describes an action or activity. Verb is also the most important part of the sentence. Verb asserts the most important part of the sentence and expresses

actions, events, or states of being. Verbs describe actions, events, and states and place them in a time frame. (Caron & Markusen, 2016).

Adjective

Adjective is a word that describes or clarifies a noun. Adjectives describe nouns by giving some information about an object's size, shape, age, color, origin or material. (Kusumarajni, 2019).

Adverb

Adverb is a word that modifies or qualifies a verb, an adjective, or another adverb. (Muchtar, 2017) states, Many adverbs end in -ly. Adverbs answer any of these four questions: Where? When? How? To what extent? Adverbs make writing more specific and more exact.

Conjunction

Conjunction connects words or group of word. Coordinating conjunction is a single connecting word. These seven words consists of for, and, nor, but, or, yet, and so (Muchtar, 2017).

Preposition

A preposition is a word that explains the relationship between a noun, pronoun, or another word in a sentence. Herring, (2009) states, prepositions are used to express the relationship of a noun or pronoun to the rest of the sentence. Preposition can indicate location, direction, or time. There are some common prepositions, namely on, in, for, to, of, about, with, and many others.

Pronoun

Pronouns are words that represent nouns (people, places, or things). Grammatically, pronouns are used in the same ways as nouns; they can function as subjects or objects. Common pronouns include I, you, she, him, it, everyone, and somebody. (Herring, 2009).

Article

Articles help determine whether a word refers to something of a specific type (with definite articles) or something of a general type (with indefinite articles). There are only three kinds of articles (the, an, or a) in the English language, so it is very easy to find in a sentence. Sentences are incomplete without articles. The words a, an, and referred to as articles or noun markers, it is basic and simple. A is use before words that start with a consonant sound (a joking man or a lucky lottery player) and an before words that start with a vowel sound (an hour's wait or an interesting story) (Muchtar, 2017).

The Definition of Cartoon Movie

Cartoon movies are one of the media that can be used for learning. Teachers can use cartoon movies as learning materials because cartoon movies attract children's attention by using colorful audiovisuals, and funny characters, and even though the storyline is short, it still gives a positive message to the children who watch it. (Hasan, 2023). A cartoon movie is a film using animation techniques to photograph a sequence of drawings rather than real people or objects. The characters and images in cartoon movies are drawn by the producer. (Grade & Tembilahan, 2018). Movie or film is one of the most popular media in our lives. This is a series of images projected onto the screen to create the illusion of motion. Movies can also be applied as an interesting teaching medium. (Purnama, 2018). The cartoon is always associated with kids. Cartoon is entertainment for kids, but nowadays adults are familiar with this term since some cartoon movies are made for adults. There are many opinions about the cartoon. Poulson says that a cartoon film is a form of media where using animation, characteristics are shown with simplified features, but still maintaining an ability to recognize. ³⁸ Cartoon film is the same as the animation film. (Pratiwi., 2022). Based on the statements above, it can be concluded that cartoon films have many important functions to the student, in this case building their motivation and interest in learning English vocabulary mastery.

METHOD

The design of this research will be a quasi-experimental research design. It will involve two classes, namely an experimental class and a control class. Both classes will be given a pretest and posttest. However, only the experimental class will receive the treatment, while

the control class will not. After the different treatments, both classes will be given a posttest. (Grade & Tembilahan, 2018).

Table 1. The Experimental Design

Groups	Pretest	Independent Variable	Posttest
Experimental Group	O ₁	X	O ₂
Control Group	O ₃		O ₄

Respondents

The population of this research is the grade VII students at SMPN 1 Sindue Tobata, which consists of three parallel classes; VII A, VII B, and VII C. Each class consist of 22 up to 23 students. The total number of students is 67. The class distribution can be seen in the following table.

Table 2. The Distribution of the Students

No	Class	Number
1	VII A	23
2	VII B	22
3	VII C	22
	Total	67

The sample of this research will be taken through purposive sampling technique. Purposive sampling is a sampling technique which is used when the researcher chooses a specific group within the population for the research project. The researcher will apply this sampling technique because it is suitable for the research design. Putri, (2013). In this case, the experimental group will be VII C, while the control group will be VII B. Both groups will be given pre-tests and post-tests, but the treatment will only be given to VII C.

Instruments

The research instrument refers to the tools used by the researcher in gathering data from a sample of research. The research instrument that will be used in this research is a test, consisting of a pre-test and a post-test. It will be used to measure the competence of the students's vocabulary mastery. The test will be given to both experimental and control groups twice, before the treatment (pre-test) and after the treatment (post-test). A pre-test will be used to measure students' achievement before the treatment, while the post-test will be used to find out whether watching cartoon movies is effective in incresing students' vocabulary mastery or not.

Table 3. Scoring Rubric

No	Aspect of Vocabulary	Kinds of Vocabulary	Number of Item	Score of Each Item	Total Score
1	Spelling	Arranging the words	9	1	9
2	Meaning	Matching the Picture	9	1	9
3	Using	Making a simple sentence	6	2	12
	Total		24		30

Adapted From Enjel (2022)

Table 4. Clasification Score

81 – 100	Excellent
61 – 80	Good
41 – 60	Average
21 – 40	Fair
0 - 20	Poor

Adapted from Muljani & Suwartono,(2020)

Procedures

The treatment is conducted on the experimental group after giving a pre-test to the students. The contents of the treatment are appropriate with the syllabus and books that are used at the school. In this case, the researcher used cartoon movies in teaching vocabulary.

The meetings will be conducted for six meetings as scheduled and each meeting took 2x40 minutes. Below, the researcher presents the teaching outline of the treatment.

Table 5. Teaching Outline

Meeting	Topic	Activities	
		Teacher	Students
1 st	Pretest	Administering the pretest	Doing the pretest
2 nd – 5 th	Talking about your home, Birthday party, Fruit Day, Gardening.	1. Preparing the cartoon movie to the material and explaining the material (Talking about your home)	1. Listening to the teachers explanations.
		2. Giving some word as an clues about cartoon movie.	2. Listening to the teacher carefully.
		3. Guiding the students to watch the cartoon movie.	3. Watching the cartoon movie carefully.
		4. Asking the students to mention the words that they got in cartoon movie.	4. Mentioning the words that the students got in the movie.
		5. Asking the students to do the task.	5. Doing the task given by teacher
6 th	Posttest	Administering the posttest	Doing the posttest

Data analysis

In experimental research, the data analysis is experimental class and control class that used pre-test and post-test design. It means that there are two variables in vestigated in this research, the experiment class uses English cartoon movies as media, and the control class uses whiteboard as media. This investigation shows the significant effect before and after teaching by using English cartoon movies as media. The data is input into the Statistical Package for the Social Sciences (SPSS). Grade, (2018).

FINDINGS AND DISCUSSION

Data collection was conducted from 14 July to 31 July 2025. The researcher provided treatment to the experimental group on 14 January. Meetings were scheduled twice a week, and each meeting lasted 80 minutes. At the final meeting, the researcher administered a post-test to the experimental and control classes to prove whether through cartoon movies can improve students' vocabulary mastery.

Result of Pre-test and Post-test of Experimental Group

In the first meeting on 14 July 2025, the researcher administered a pre-test in the experimental and control groups to assess the students' vocabulary mastery. After providing the treatment, the researcher administered a final test to determine the students' vocabulary mastery after receiving the treatment. The results of the pretest and post-test are presented in Tables 6 and 7.

Table 6. Students' Scores on the Pretest of Experimental Group

No	Initials	Score			Obtained Score	Max. Score	Standard Score
		Jumble word	Matching Picture	Making a simple Sentence			
1	IT	7	7	2	16	30	53
2	I	3	8	4	15	30	50
3	AM	2	7	8	17	30	57
4	TR	4	6	2	12	30	40
5	AF	8	7	2	17	30	57
6	AA	4	6	2	12	30	40
7	A	4	7	4	15	30	50

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8	E	4	8	6	18	30	60
9	RU	6	6	2	14	30	47
10	RA	7	7	2	16	30	53
11	M	4	7	2	13	30	43
12	L	4	7	2	13	30	43
13	R	4	7	2	13	30	43
14	FM	4	7	2	13	30	43
15	S	3	7	2	12	30	40
16	AT	7	7	2	16	30	53
17	F	7	7	2	16	30	53
18	ZNZ	7	7	2	16	30	53
19	R	3	8	4	15	30	50
20	EA	7	7	2	16	30	53
21	T	3	8	4	15	30	50
22	P	9	8	2	19	30	63
TOTAL					329		1097
MEAN					14,95455		50

Table 7. Students' Scores on the Post-Test of Experimental Group

No	Initials	Score			Obtained Score	Max. Score	Standard Score
		Jumble word	Matching Picture	Making a simple Sentence			
1	IT	6	9	6	21	30	70
2	I	9	9	8	26	30	87
3	AM	8	8	10	26	30	87
4	TR	9	9	4	22	30	73
5	AF	8	9	6	23	30	77
6	AA	9	9	2	20	30	67
7	A	9	9	8	26	30	87
8	E	8	9	6	23	30	77
9	RU	8	6	6	20	30	67
10	RA	9	9	6	24	30	80
11	M	6	6	6	18	30	60
12	L	7	9	4	20	30	67
13	R	8	9	6	23	30	77
14	FM	9	9	6	24	30	80
15	S	8	9	8	25	30	83
16	AT	6	9	8	23	30	77
17	F	5	9	6	20	30	67
18	ZNZ	6	9	6	23	30	77
19	R	6	9	8	23	30	77
20	EA	8	9	10	27	30	90
21	T	8	9	8	25	30	83
22	P	4	9	2	15	30	50
TOTAL					497		1657
MEAN					22,59		75

In Tables 6 and 7, the experimental group's pre-test and post-test assessments are based on three aspects, namely Jumbled word, Matching Picture, and Making a Simple Present Tense. Each element is assessed based on its vocabulary results and refers to the scoring rubric, then the scores from the three aspects are summed up to get the score obtained for each student. The maximum score that can be achieved is 30 based on the scoring rubric. To calculate the standard score, the formula used is:

$$\text{Standard Score} = \frac{\text{Obtained Score}}{\text{Maximal Score}} \times 100$$

Once all students' Standard Scores were obtained, the total pre-test score was 1097. The experimental group's mean pre-test score was then calculated by dividing the total score by the number of students, which was 22, resulting in a mean score of 50. Likewise, the total post-test score was 1657, with a mean score of 75.

From the result above, it can be concluded that the students' vocabulary mastery in the experimental group improved significantly after the implementation of the treatment, as indicated by the relatively high mean score achieved in the post-test.

Result of Pre-test and Post-test of Control Group

Pre-test and post-test were also given to the control group in class VII B. In this group, the researcher did not provide any treatment to the students. The researcher only taught them using conventional methods. The results are presented in the following Table:

Table 8. Students' Scores on the Pretest of Control Group

No	Initials	Score			Obtained Score	Max. Score	Standard Score
		Jumble word	Matching Picture	Making a simple Sentence			
1	SB	6	6	6	18	30	60
2	R	5	5	2	12	30	40
3	AP	6	7	2	15	30	50
4	ZU	5	7	6	18	30	60
5	AZ	6	6	6	18	30	60
6	R	4	6	2	12	30	40
7	F	5	5	2	12	30	40
8	AS	7	6	2	15	30	50
9	H	6	7	4	17	30	57
10	MI	8	5	2	15	30	50
11	R	5	7	2	14	30	47
12	F	5	7	4	16	30	53
13	AF	6	7	2	15	30	50
14	AT	7	6	2	15	30	50
15	I	6	7	2	15	30	50
16	JD	5	7	2	14	30	47
17	A	7	7	2	16	30	53
18	W	7	7	2	16	30	53
19	PA	7	7	2	16	30	53
20	ATZ	6	8	2	16	30	53
21	TA	6	6	2	14	30	47
22	HB	6	6	2	14	30	47
TOTAL					333		1110
MEAN					15,14		50

Table 9. Students' Scores on the Posttest of Control Group

No	Initials	Score			Obtained Score	Max. Score	Standard Score
		Jumble word	Matching Picture	Making a simple Sentence			
1	SB	6	8	6	20	30	67
2	R	4	8	4	16	30	53
3	AP	6	6	6	18	30	60
4	ZU	7	7	6	20	30	67
5	AZ	7	7	6	20	30	67
6	R	6	6	2	14	30	47
7	F	5	6	2	13	30	43
8	AS	6	7	2	15	30	50
9	H	7	8	4	19	30	63
10	MI	8	6	2	16	30	53
11	R	5	7	4	16	30	53
12	F	6	7	4	17	30	57
13	AF	6	7	4	17	30	57
14	AT	7	5	4	16	30	53
15	I	8	8	4	20	30	67
16	JD	6	7	4	17	30	57
17	A	7	7	4	18	30	60
18	W	8	8	4	20	30	67
19	PA	8	8	4	20	30	67
20	ATZ	7	9	4	20	30	67

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21	TA	6	9	2	17	30	57
22	HB	7	7	2	16	30	53
TOTAL					385		1283
MEAN					17,50		58

In Table 8, the pretest scores of the control group students are presented and evaluated based on Jumbled word, Matching Picture, and Making a Simple Present Tense. Each student received a score in each element, which was then summed to obtain the total score (Obtained Score). The maximum score that can be achieved is 30. To calculate the standard score (Standard Score), the formula used is:

$$\text{Standard Score} = \frac{\text{Obtained Score}}{\text{Maximal Score}} \times 100$$

After all the standard scores were calculated, the total score obtained was 1110. The mean pre-test score of the control group was then calculated by dividing the total score by the number of students, which is 30, resulting in a mean score of 50.

Next, Table 9 shows the post-test scores of the control group students with the same assessment aspects, namely Jumbled word, Matching Picture, and Making a Simple Present Tense. The scores obtained by each student were calculated and compared with the maximum score, then converted into standard scores using the same formula as in the pretest.

After all the scores were calculated, the standard score obtained was 1283. By dividing this total score by the number of students, the mean post-test score for the control group is 58.

The results above show that the students' vocabulary scores in the control group improved slightly from the pre-test to the post-test. However, the increase was not as significant as in the experimental group.

Descriptive Analysis

Descriptive analysis is the first step in analyzing data using SPSS. It provides an overview of the data distribution, including minimum, maximum, and mean. This initial analysis helps the researcher understand the overall variability in students' writing performance. Table 10 presents the descriptive statistics of the experimental group's pretest and posttest scores, and Table 11 presents the pre-test and post-test of the control group.

Table 10. Pre-test Results of Experimental and Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental	22	40	63	49.73	6.635
Pre-test Control	22	40	60	50.45	5.878
Valid N (listwise)	22				

The descriptive statistics table presents the pre-test scores for both the experimental and control groups. The experimental group, consisting of 22 students, had scores ranging from 40 to 63, with a mean of 49.73 and a standard deviation of 6.635. In comparison, the control group comprised 22 students, with scores ranging from 40 to 60. This group recorded a slightly lower mean of 50.45 and a standard deviation 5.878.

These results show that both groups had similar performance levels in the pre-test. The difference in mean scores between the experimental and control groups was 0,72 points, indicating no significant gap before the treatment was applied. Additionally, the standard deviations are close in value, suggesting that the spread or variability of scores within both groups was also comparable.

In conclusion, the pre-test data suggest that the experimental and control groups were relatively balanced and equivalent in their initial reading comprehension ability. This balance supports the validity of the study, as any significant differences observed in the post-test can be more confidently attributed to the audiobook's intervention rather than initial group differences.

Table 11. Post-test Results of Experimental and Control Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Experimental	22	50	90	75.14	9.795

Post-test Control	22	43	67	58.41	7.353
Valid N (listwise)	22				

Based on the table above, the post-test results show the performance of the experimental and control class after the treatment. The experimental class consisted of 22 students, with scores ranging from 50 to 90 and a mean score of 75.14. Meanwhile, the control group consisted of 22 students, with scores ranging from 43 to 67 and a lower mean score of 58.41.

These results indicate that the experimental class, which was taught using cartoon movies, showed better performance in vocabulary mastery compared to the control group, which was taught using Conventional method. The difference in mean scores (75.14 vs. 58.41) suggests that the treatment had a positive effect on the experimental group's vocabulary acquisition.

In terms of score consistency, the standard deviation of the experimental group was 9.795, while the control group had a lower standard deviation of 7.353. This means that although the control group scores were slightly more consistent, the experimental group still showed higher average performance.

In conclusion, the post-test results suggest that the use of cartoon movies helped improve students' vocabulary mastery effectively than the conventional method used in the control group.

Table 12. Normality Test Results
Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary Mastery	Pre-test Experimental (Cartoon Movie)	.163	22	.133	.935	22	.154
	Post-test Experimental (Cartoon Movie)	.166	22	.116	.947	22	.281
	Pre-test Control (Conventional method)	.151	22	.200*	.920	22	.074
	Post-test Control (Conventional method)	.197	22	.026	.899	22	.028

Based on the table above, the results of the normality test using Kolmogorov-Smirnov and Shapiro Wilk showed that the data distribution in this study varied between the pre-test and post-test class in the experimental and control class.

For the experimental class pre-test, the significance value of the Kolmogorov-Smirnov test was 0.133, and the Shapiro-Wilk test was 0.154. Since both values are greater than 0.05, it can be concluded that the pre-test data in the experimental class are normally distributed. In the experimental class post-test, the significance value on Kolmogorov-Smirnov was 0.116, and on Shapiro-Wilk was 0.281. These values are also greater than 0.05, indicating that the post-test data in the experimental class are also normally distributed.

For the control class pre-test, the significance value was 0.200 in the Kolmogorov-Smirnov test and 0.074 in the Shapiro-Wilk test. As both values are above 0.05, the data are considered normally distributed. However, in the control class post-test, the significance value of the Kolmogorov-Smirnov test was 0.026, and the Shapiro-Wilk test was 0.028. Since both values are below 0.05, the post-test data in the control class are not normally distributed.

This result indicates that although most of the data sets met the assumption of normality, the post-test in the control class did not. Therefore, for this data set, the researcher may apply a non-parametric test, such as the Mann-Whitney U Test, to compare the post-test results between the class

Table 13. Homogeneity Test Results
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Vocabulary Mastery	Based on Mean	1.156	1	42	.288
	Based on Median	.683	1	42	.413
	Based on Median and with adjusted df	.683	1	36.106	.414
	Based on trimmed mean	.941	1	42	.337

Based on the results of the homogeneity of variances test using Levene's Test at a 0.05 significance level, the significance values obtained were 0.288 for Based on Mean, 0.413 for Based on Median, 0.414 for Based on Median and with adjusted df, and 0.337 for Based on Trimmed Mean. All of these values are greater than 0.05, indicating that the data have homogeneous variances. However, the normality test results presented in the previous section showed that the data were not normally distributed; therefore, the subsequent analysis was conducted using non-parametric statistical tests.

Table 14. Mann-Whitney U Test
Test Statistics^a

	Vocabulary Mastery
Mann-Whitney U	42.500
Wilcoxon W	295.500
Z	-4.730
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class

Based on the analysis the table presents the results of the Mann-Whitney U test, which was used to determine whether there is a significant difference in vocabulary mastery between the experimental class and the control class. The Mann-Whitney U test was chosen because the data were not normally distributed, making a non-parametric test more appropriate. Based on the results shown in the table, the Mann-Whitney U value is 42.500, and the Z value is -4.730, indicating a notable difference between the two groups. Most importantly, the significance value (Asymp. Sig. 2-tailed) is 0.000, which is lower than the standard significance level of 0.05. This indicates that there is a statistically significant difference in vocabulary mastery between the experimental and control classes. Therefore, it can be concluded that the use of cartoon movies as a learning medium in the experimental class had a significant impact on improving students' vocabulary mastery compared to the control class, which did not use this media.

CONCLUSIONS

The researcher concluded Improving vocabulary mastery of the seventh grade students of smp negeri 1 sindue tobata through cartoon movie. there is a significant difference in vocabulary mastery between the experimental class and the control class. The average post-test score in the experimental class is 75, and the post test in the control class is 58. This is also supported by the Mann-Whitney U test to test the hypothesis, with a significance value (Asymp. Sig. 2-tailed) is 0.000, which is lower than the standard significance level of 0.05. Therefore, it can be concluded that the use of cartoon movies as a learning medium in the experimental class had a significant impact on improving students' vocabulary mastery compared to the control class, which did not use this media.

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