

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Review

2.1.1. Teachers Challenge

a. The challenges of teaching english using cartoon movie.

In general, an english teacher has its own challenges in the process of teaching english. the definition of a challenge is a situation that requires great effort in order to be able to do something or act successfully and seek one's strength, skill or ability to deal with it (Toynbee 1987:125).Regarding the challenges,especially in the teaching process for students, an english teacher needs to know some of the challenges that will be faced. These challenges are caused by internal and external obstacles that prevent a person from achieving goals (Nayazik and Sukestiyarno, 2012).

Using cartoons in teaching english can be a fun way to enhance students' vocabulary mastery. However, there are several challenges that teachers might face in this process:

a. Suitability of Material

Choosing cartoons that match the students' comprehension level and age can be challenging.

Some cartoons might have vocabulary or content that is either too complex or not aligned with the students' understanding.

b. Time Consumption

Teaching with cartoons can be time-consuming as it involves watching, comprehending the story, and then discussing the vocabulary and context.

c. Content Appropriateness

Some cartoons might have accents or language that don't align with what's being taught in class. This could make it difficult for some students to understand the core of the lesson.

d. Assessing Progress

Measuring students' progress after using cartoons as a teaching tool can be challenging.

e. Access Limitations

Not all students may have access to the same cartoons at home. This could be a barrier for students who want to deepen their understanding outside the classroom.

Overall, teachers' challenge encompass a wide range of responsibilities and actions aimed at promoting student learning, growth, and well being.

They play a vital role in shaping the education and future of their students.

b. Theory of Teachers Challenge

The challenges faced by teachers can vary depending on the context and environment in which they teach. Here are some theories that explain the challenges often encountered by teachers

a. Cognitive Load Theory

This theory suggests that teachers deal with the challenge of managing cognitive workload. They need to design learning experiences that optimize how information is presented to avoid overwhelming students' cognitive capacities.

b. Professional Development Theory

Teachers often face the challenge of continuously developing their skills and knowledge. Limited professional training and development opportunities can hinder their ability to teach effectively.

c. Discipline and Classroom Management Theory

Teachers frequently grapple with challenges related to managing behavior and discipline in the classroom. Implementing effective classroom management strategies and

building positive relationships with students can be complex.

d. Multiculturalism and Diversity Theory

In the era of globalization, teachers often face challenges in addressing cultural, linguistic, and background differences among students. Delivering inclusive learning materials and ensuring that all students feel valued is a complex endeavor.

e. Technology in Education Theory

With technological advancements, teachers are challenged to integrate tools and technologies into their teaching. Learning to use technology effectively and leveraging it to enhance student learning is an ongoing process.

f. Learning Assessment and Measurement Theory

Teachers are confronted with challenges in accurately and fairly assessing student understanding. Choosing appropriate assessment methods and interpreting results correctly are crucial.

g. Parental Engagement Theory

Another challenge faced by teachers is building strong partnerships with parents or guardians. Involving parents in the education

process can have a positive impact on students' academic performance

h. Resource Availability Theory

Challenges in obtaining adequate educational resources, such as textbooks, laboratory facilities, and teaching materials, can also affect teachers' ability to deliver quality instruction.

Teachers have a vital role in education, and their efforts in preparing and delivering instructional material, managing the classroom, interacting with students, and motivating them can significantly influence student learning outcomes.

c. Aspect the Teachers Challenge

The various aspects of teacher challenge encompass the responsibilities and actions undertaken by educators.

These aspects include:

a. Student Diversity

In modern classrooms, teachers encounter students with diverse cultural backgrounds, learning abilities, and styles. Managing this diversity can be challenging as

teachers need to adjust their teaching methods to meet the needs of all students.

b. Technology

Technological advancements have changed how students learn and interact. Teachers must adapt to the use of technology in their teaching, such as educational software, online learning platforms, and other digital learning tools.

c. Evolving Curriculum

Education curricula often change to reflect developments in knowledge and industry demands. Teachers need to continually update their knowledge of subject matter and relevant teaching strategies.

d. Student Assessment

Accurately measuring student understanding and progress is a challenge. Teachers need to use various fair and effective assessment methods to gauge student achievements.

e. Parental Involvement

Collaboration with parents or guardians is essential in education. However, challenges can arise when there are differences in

expectations and approaches between teachers and parents.

f. Emotional Well being

Facing pressures from various job aspects, such as teaching responsibilities, lesson preparation, and evaluation, can impact teachers' emotional well-being. Maintaining a work-life balance can be challenging.

g. Resource Shortages

Some schools may face resource limitations, including facilities, equipment, and teaching materials. Teachers need to be creative in overcoming these limitations to ensure students still receive a quality learning experience.

h. Educational Policy Changes

Changing education policies can affect how teachers teach, assess student success, and handle administrative demands. Teachers need to stay informed and flexible in adapting to these changes.

i. Professional Development

The teaching profession requires continuous qualification and skill

improvement. Meeting these demands can be challenging, especially for teachers with limited time and resources

j. Classroom Discipline

Managing classroom discipline, especially in larger student groups, can be a challenge. Teachers must develop effective strategies to maintain an orderly and focused classroom environment.

k. Test Result

Pressure In many education systems, standardized tests have a significant impact on teacher and school performance assessment. Pressure to achieve good results in these exams can add extra stress for teachers.

l. Career Advancement

Teachers who aim to advance their careers often face challenges regarding promotion opportunities, recognition, and professional development, which can affect their motivation.

These aspects of teacher challenge are interconnected and mutually reinforcing in their pursuit of educational goals. It is crucial

for teachers to consistently enhance their challenges in each aspect to provide students with effective and meaningful learning experiences.

2.1.2. Cartoon Movie

a. Definition of Cartoon Movie

Cartoon movie are one of the media that can be used for learning. Teachers can use cartoon movie as learning materials because cartoon movie attract children's attention by using colorful audio visuals, funny characters and even though the storyline is short, it still gives a positive message to the children who watch it. According to Canning and Wilson (2014), cartoons can stimulate and motivate students interest. Cartoon movie can interest students, 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. Therefore, students can adapt their spoken language with animated images. This will make it easier for them to understand and remember spoken language. Considering this statement, the researcher is interested in using cartoon movies as

a learning medium to find out whether there is an increase in students vocabulary mastery.

Cartoon movie are a form of media in which,using animation, characters are portrayed with simplified features, yet still retaining the ability to be recognized (Mukti, 2012, p. 3; Amir P et al., 2023).Cartoon movie are more engaging because they make students learn without feeling bored.Cartoon movie make students interested in learning english, and it will be a good experience, and a good experience can be an unforgettable one. At this point, students can become proficient in remembering vocabulary (Handayani et al., 2015, p. 1).By using cartoons, students seem to find it easier to understand vocabulary because they like cartoons. So, students find it easy to follow the story and understand each word in the cartoon.Children love cartoons, so they will enjoy teaching and learning in class if teachers use cartoons for children, cartoons are enjoyable.Cartoon movie offer a fun and meaningful teaching and learning experience (Munir, 2016, p. 15).

b. Types Cartoon Movie

A typical cartoon movie follows a structured storyline that can be divided into several key components. It begins with an introduction that sets up the story and introduces the main characters. Following the introduction, there is usually a conflict or problem that the characters must face, which can be a physical obstacle, a personal challenge, or a threat from an antagonist.

As the story progresses, the characters work to overcome the conflict, often encountering new challenges along the way. This builds tension and suspense, leading up to the climax, which is the turning point of the story. The climax is where the conflict comes to a head and the outcome is decided.

After the climax, the story begins to wind down as the characters resolve the conflict and deal with the consequences of their actions. This is known as the falling action. Finally, the movie ends with a resolution that ties up loose ends and provides closure for the story.

Through out the movie, there may also be subplots and character arcs that add depth and

complexity to the story. Additionally, most cartoon movies include elements of humor, music, and visual spectacle to engage and entertain the audience.

In this study the cartoon movie the title is using film cartoons upin and ipin cartoon films are designed to attract children's attention with funny stories, interesting characters, and bright visuals. The visual appeal and interesting narrative make children more interested in watching and interacting with the content.

In this cartoon upin dan ipin there is a lot of repetition of words, phrases and sentences that are often used by the characters. Repetition helps remember and reinforce the vocabulary being taught. Cartoons can be an effective tool in improving the vocabulary mastery of young students because they are natural, enjoyable, and can spark their interest teacher chooses upin and ipin cartoon films related to the topics or themes being taught and integrates them into classroom learning.

c. Purpose Cartoon Movie

a) Entertainment

Many cartoon movies are designed to provide amusement to the viewers. They might include captivating scenes, colorful characters, and catchy songs to keep the audience engaged and satisfied.

b) Education

A few cartoon movies might be made to educate the viewers on a particular subject for example, a movie about marine life may aim to teach children about different sea creatures and their habitats.

c) Social commentary

Cartoon movies may be used as a platform to express opinions on social issues such as discrimination, environmental concerns, or political unrest.

d) Advertising

Some cartoon movies could be created as a promotional tool for a specific product or brand. These movies may showcase popular characters promoting a product or service.

e) Cultural preservation

Cartoon movies can also play a role in safeguarding cultural traditions and folklore. For instance, a movie on a specific cultural festival may help to maintain the tradition and introduce it to a wider audience. Overall, the purpose of cartoon movies can be multifaceted and serve different goals.

2.1.3. Young Learners

a. Definition of Young Learners

According to Nunan (2011) young learners are from around three years old of ages to fifteen. In addition, Phillips (2003) states that young learners mean children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. Furthermore, Linse (2006) also states that young learners are children between the ages of 5-12. Moreover, the definition of young learners is mainly based on the years spent in the primary or elementary stages of formal education to the transition to secondary school. This is why the ages of the young learners could be varied from one country to the others. Some psycholinguists say that one

of the factors to be successful in language learning is a young age.

Apart from age, young learners have distinct developmental stages, learning requirements, and cognitive abilities. Therefore, teaching materials and strategies should be tailored to their specific needs, aiming to enhance their curiosity, creativity, and passion for learning. Additionally, young learners benefit from an encouraging and supportive learning atmosphere that nurtures their social, emotional, and cognitive development.

c. Types of Young Learners

When it comes to classifying young learners, there are multiple methods and criteria to consider. Here are some typical categories:

1. Preschoolers

These are typically children aged 3 to 5 who attend preschool or nursery school. At this stage, they focus on developing fundamental social skills, motor skills, and pre-academic concepts.

2. Kindergarteners

Kindergarten students are generally around 5 to 6 years old. They enter formal

schooling for the first time, where they are introduced to foundational skills such as reading, writing, counting, and basic problem-solving.

3. Elementary school students

This group comprises children in grades 1 to 5 (usually ages 6 to 10). They continue to build upon the skills acquired in kindergarten and advance in areas such as reading, writing, mathematics, and science.

4. Middle school students

Commonly known as preteens or tweens, these students typically range from grades 6 to 8 (ages 11 to 14). They undergo significant physical, emotional, and cognitive changes during this phase while delving into more complex subjects across various disciplines.

5. High school students

High schoolers are teenagers in grades 9 to 12 (ages 14 to 18). They concentrate on specialized subjects, prepare for higher education or vocational paths, and often explore personal interests through elective courses.

6. College students

This category encompasses young adults pursuing tertiary education at universities, colleges, or vocational institutions. They generally fall within the late teens to early twenties age range and engage in undergraduate or graduate studies across a range of academic disciplines.

7. Adult learners

Although not strictly categorized as "young learners," this group includes individuals beyond the traditional school age who engage in formal or informal learning experiences. Adult learners seek further education, career advancement, personal growth, or skill development in diverse areas.

It's important to note that these classifications may vary across different educational systems and countries. Nevertheless, they generally represent the progression of students through various stages of formal education

So i use middle school students because commonly known as preteens or tweens, these students typically range from grades 6 to 8

(ages 11 to 14). They undergo significant physical, emotional, and cognitive changes during this phase while delving into more complex subjects across various disciplines.

2.1.4. Vocabulary Mastery

a. Definition of Vocabulary mastery

McWhorter (1989: 311) asserts that vocabulary encompasses the capacity to identify individual words and link meaning to the specific arrangement of letters forming a word. This implies that vocabulary involves recognizing a word, understanding its meaning, and being familiar with its spelling. Additional perspectives are presented by Elliot, Kratochwill, Littlefield, and Travers (1999: 384), who posit that vocabulary pertains to the meaning of a word, emphasizing that it is not solely about pronunciation. Consequently, the term "vocabulary" comprises at least two dimensions: pronunciation and meaning.

Ur (1996: 60) defines vocabulary as the words taught in a foreign language, noting that a new vocabulary item may extend beyond a single word. This aligns with Purwanto's (2002: 1) assertion that vocabulary is a subject taught

during language learning. Meanwhile, Hatch and Brown (1995: 1) describe vocabulary as a list or set of words for a specific language, used by individual speakers of that language. In essence, vocabulary is delineated as the words employed by individuals within a particular language.

Vocabulary stands out as a crucial element in language acquisition for students. To excel in the four language skills reading, listening, speaking, and writing students must possess a solid knowledge of words. Mastery of vocabulary equips students to proficiently navigate the four language skills. Simply put, without mastering vocabulary, students will encounter challenges in achieving proficiency in any language skill.

Mastery defined as the complete control of knowledge (Oxford Advance Dictionary), aligns with Hornby's (1995: 6) characterization of mastery as comprehensive knowledge or skill. This implies that mastery represents the overarching power or capability to direct knowledge. Similarly, Coulson et al. (1987: 1050) define mastery as the skillful use of knowledge, signifying the ability to effectively

apply acquired knowledge. Porter (2001: 953) adds that mastery involves fully comprehending something and facing no difficulties in its application.

Drawing from the definitions of vocabulary and mastery above, the researcher concludes that vocabulary mastery entails the ability to apply the knowledge of words taught during the learning of a foreign language. It extends beyond mere comprehension of word meanings, encompassing the seamless pronunciation, spelling, and utilization of words without difficulty.

c. Purpose of Vocabulary Mastery

The main objective of mastering vocabulary is to develop a deep and comprehensive understanding of words and their meanings. This involves acquiring and retaining a broad range of words, including their definitions, spellings, pronunciations, and how they are used in various contexts. Vocabulary mastery is a crucial aspect of language proficiency and offers several significant advantages:

a) Effective Communication

A rich vocabulary empowers individuals to express themselves accurately and precisely. It allows them to choose the most suitable words to convey their thoughts, ideas, and emotions with clarity. Proficiency in vocabulary contributes to clear and articulate communication in both written and spoken forms.

b) Enhanced Reading Comprehension

Vocabulary mastery greatly improves reading comprehension. When individuals come across unfamiliar words while reading, a strong vocabulary enables them to decipher the meaning based on context and prior knowledge. This leads to a better overall understanding and enjoyment of various written materials.

c) Improved Writing Skills

A wide ranging vocabulary enhances writing skills by providing a diverse selection of words and phrases. It enables individuals to express their ideas with precision, effectively use descriptive language, and create engaging and impactful written content. A varied

vocabulary adds depth and sophistication to one's writing style.

d) Academic Success

Vocabulary mastery plays a pivotal role in academic achievement. It helps students understand and grasp complex concepts more easily, enhances their ability to comprehend textbooks and academic materials, and improves their performance in exams, essays, and assignments across different subjects.

e) Critical Thinking

A strong vocabulary enhances critical thinking skills. It enables individuals to analyze and evaluate information more effectively, make connections between concepts, and express their thoughts and arguments persuasively. A robust vocabulary empowers individuals to engage in meaningful discussions and debates.

f) Professional Growth

In professional settings, a strong vocabulary can have a significant impact on career prospects. It facilitates effective communication with colleagues, clients and stakeholders. Moreover, individuals with an

extensive vocabulary often demonstrate greater confidence, credibility, and persuasive abilities, which can contribute to career advancement opportunities.

In summary, vocabulary mastery is essential for effective communication, academic success, critical thinking, and professional growth. It enables individuals to expand their knowledge, express themselves eloquently and engage with the world more effectively.

d. Problem of Vocabulary Mastery for Young Learners

The problem of young learners' vocabulary mastery can stem from various factors:

a) Limited exposure

Young learners may have a restricted exposure to a wide range of words and concepts. This can be influenced by their immediate surroundings, home background, and socioeconomic factors. If they do not encounter a diverse vocabulary through conversations, reading materials, or

multimedia resources, their ability to acquire new words may be hindered.

b) Insufficient contextual understanding

Understanding the context in which words are used is essential for vocabulary development. Young learners may struggle to comprehend the meaning of words if they are not exposed to diverse contexts or lack the necessary background knowledge. Without proper context, it becomes challenging for them to utilize and apply new words accurately.

c) Inadequate practice and reinforcement

Vocabulary learning requires consistent practice and reinforcement over time. If young learners do not have regular opportunities to use newly learned words in meaningful contexts, their retention and recall of vocabulary may be compromised. Insufficient practice and reinforcement can lead to forgetting or limited application of learned words.

d) Limited strategies for vocabulary acquisition

Young learners may not have developed effective strategies for acquiring and

expanding their vocabulary. They may be unfamiliar with techniques such as using context clues, making word associations, utilizing dictionaries or vocabulary resources, or engaging in active word learning activities. Without these strategies, their vocabulary growth may be slower or less efficient.

e) Lack of motivation and interest

Motivation plays a crucial role in vocabulary acquisition. If young learners are not engaged or motivated to learn new words, they may not invest sufficient effort or attention into expanding their vocabulary. A lack of interest can result in a passive approach to vocabulary learning, leading to limited progress.

f) Difficulty with abstract or complex words

Some words in the English language are abstract or conceptually complex making them challenging for young learners to grasp. These words may require more explicit instruction, repeated exposure, and meaningful examples to facilitate comprehension and retention.

g) Individual differences and learning styles

Each young learner has their own unique learning style and preferences. Some may find visual aids or hands-on activities more helpful, while others may benefit from auditory or kinesthetic approaches. Failure to address individual differences and cater to diverse learning styles can hinder vocabulary mastery.

Addressing these problems requires a comprehensive approach that involves creating a rich language environment, engaging children in meaningful and diverse word experiences promoting active learning strategies, and fostering a positive and motivating atmosphere for vocabulary development.

2.2. Conceptual Framework

Conceptual framework is one of the supports for a research, as it serves as a container where theories related to the studied variables will be explained. Arikunto (2006: 107) states, The theoretical framework is a container that explains the variables or main issues contained in the research. These theories are used as a reference for further discussion. Thus, the theoretical framework is constructed to ensure the

credibility of the research. The conceptual framework of the research is the connection or relationship between one concept and another concept related to the issue under investigation. The conceptual framework is derived from scientific or theoretical concepts used as the foundation for the research (Setiadi 2013).

Mastering English has become indispensable for daily activities, encompassing communication, information exchange, academic pursuits, and a prerequisite for job applications. With English serving as a global communication medium, individuals leverage it to navigate towards their life objectives (Isnaini & Aminatun, 2021). Proficiency in English provides a competitive advantage, propelling individuals ahead of their peers who lack mastery in the language. A holistic approach to English acquisition involves honing the four essential skills: listening, speaking, reading, and writing. A broad vocabulary is pivotal for effective communication in both spoken and written English (Chairiah Hariyono, 2020).

Vocabulary holds a central role in English proficiency and is identified as a cornerstone of language mastery (Fakhrudin, 2013). Language experts including Richards (2001), emphasize the significance of vocabulary as a prominent aspect of language. Establishing robust connections between English teachers and students is crucial

in the vocabulary learning process. A positive teacher-student relationship fosters harmony in foreign language education. The teaching strategy adopted plays a pivotal role in conveying subject matter effectively, with an emphasis on instructing students to memorize foundational vocabulary during the initial stages of English learning. Sari & Aminatun (2021) assert that a deficiency in vocabulary impedes students from expressing comprehension and producing content, underscoring the indispensability of vocabulary in mastering other language skills.

Despite its importance, a significant number of students grapple with vocabulary acquisition, leading to low comprehension and a lack of interest in learning English (Marni, 2020). To address this challenge, teachers must employ effective learning strategies tailored to students' interests, making vocabulary acquisition an enjoyable experience. Teaching strategies encompass a spectrum of techniques, methods, and processes utilized by educators in their lessons. According to Wenden & Rubin (1987), learning strategies encompass the plans and procedures learners employ to efficiently process information, covering acquisition, storage, retrieval, and application stages.

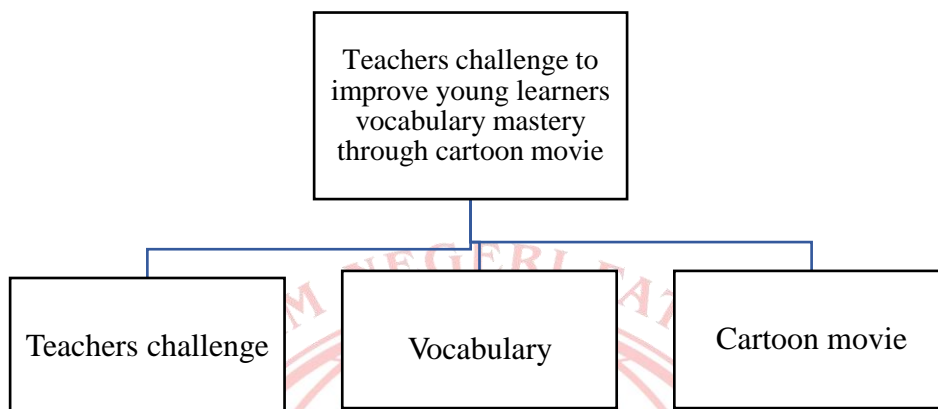
There are several problems that make it difficult for students to communicate in English, one of which is a lack of self-confidence. The way teachers teach speaking skills also

significantly influences students. As an alternative to addressing the issue of students speaking skills in English, researchers attempted to implement watching cartoon movies in the speaking skills learning process. Cartoon movies are films played by animated images. Cartoons are a type of graphic media used in the educational field, serving as a tool to clarify material, create a deeper understanding of the subject matter, function as a critical medium, and so forth (Sulton, 2005). As one form of graphic communication, cartoon movies are interpretative images that use symbols to convey a message quickly and succinctly or express an attitude toward certain individuals, situations, or events. Cartoon movies typically reveal the essence of the message that needs to be conveyed and depict it in simple images without details, using symbols and easily recognizable and quickly understandable characters (Arsyad, 2000).

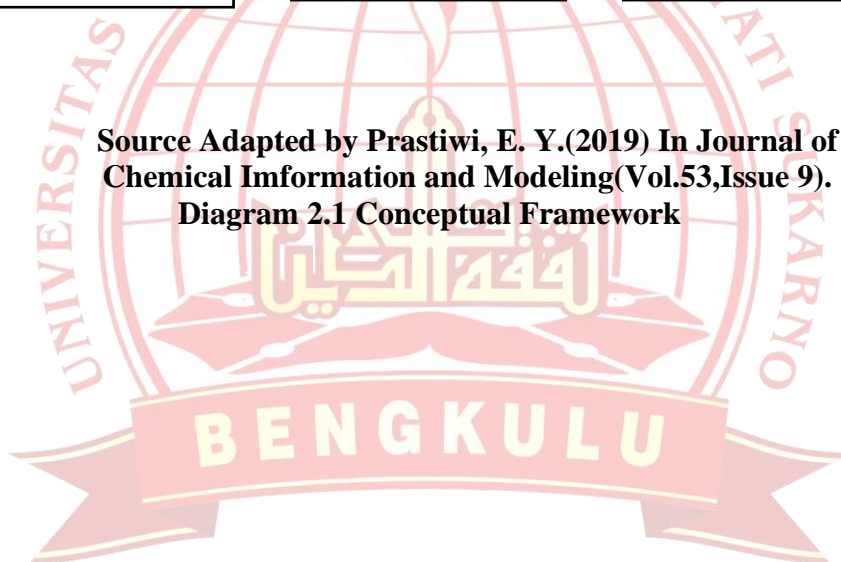
An individual's interest in cartoons compared to other media is also due to specific symbols in cartoons that induce humor. Additionally, cartoon content narrates various phenomena in everyday life (Sadiman et al., 2009). There are numerous benefits derived from watching cartoon movies, such as educating students to have positive characters, enhancing children's creativity in drawing, boosting students' cognitive development, and strengthening imagination. Watching cartoon movies can also enrich students' vocabulary.

and serve as a proper example of English pronunciation. Researchers believe that by incorporating cartoon movies into the teaching and learning process of speaking skills, the classroom experience will become more enjoyable when students are happy, the lessons delivered are more easily embraced.

Furthermore, the issue at Smp It Khairunnas Kota Bengkulu is still evident in the underdeveloped English vocabulary recognition. Students face difficulties expressing their opinions during lessons, struggle to provide answers when the teacher inquires, and even in speaking, they still require motivation with the help of a teacher. In the learning activities, the main goal of this research is to analyze the challenges faced by teachers in enhancing students' vocabulary mastery through the use of cartoons as a learning tool at Smp It Khairunnas Kota Bengkulu. The study will focus on observing teaching strategies employed by teachers, students' responses to the use of cartoons, and the impact of using cartoons on students' vocabulary mastery. This research is expected to provide valuable information about teachers' efforts to improve students' vocabulary mastery through the utilization of cartoons.



**Source Adapted by Prastiwi, E. Y.(2019) In Journal of Chemical Information and Modeling(Vol.53,Issue 9).
Diagram 2.1 Conceptual Framework**



2.3. Previous Studies

The previous studies used by the researcher as guidance to make prediction of the study. For this reason, the researcher attempts to find the previous study that has a close relationship with the study. Those previous studies are :

First, First, the research was conducted by Ariska,S.& Khalid, M. (2022), Entitled The Effect of Using Cartoon Film on Students' English Vocabulary Mastery. The results of this study indicate that there is a significant influence from the use of cartoon film media. That means, the cartoon film media strategy can improve students' understanding of english vocabulary.

Second,the research was conducted by Vitasmoro, P.Jatmiko, & iwan Candra, A. (2019). Entitled Improving Student's English Vocabulary Mastery Through Animation Cartoon.The result analyzing the data researchers concluded that the teaching and learning process uses cartoons have good results. This can be seen from the attitude of students during the teaching and learning process. Classroom more active since students provide warmth,the students also stopped talking something off topic discussed. This study has shown that teaching using Animated cartoons can increase students' vocabulary mastery.

The last research was conducted by Asriani Hasibuan¹,Nina Nurbaidah², Nurhot Jamilah Dongoran³

(2021). Entitled *Improving Students' Vocabulary Mastery Through Cartoon Movie*. The result of the research are: 1) The extent of the students vocabulary mastery score before apply cartoon film is still low and need to improve. 2) The extent of the students' vocabulary mastery score after apply cartoon film is cartoon film can improve students' vocabulary mastery. 3) The extent of the improvement of using cartoon film on the students score of vocabulary mastery is improving. It means that there is improvement of cartoon film on students vocabulary mastery.

The equation of this research title is similar to previous research, as both utilize cartoons as a medium to determine whether there is an improvement in students vocabulary mastery. However, there are differences in the objectives, methods, and findings of this study. These differences demonstrate the diversity of research conducted in the same domain. Each study has its unique contribution to our understanding of teaching methods and vocabulary mastery in children, providing different perspectives in a broader context.

In conclusion, the difference in this research from others is that the researcher conducted the study using cartoon films, where students watched and understood the vocabulary in those cartoons. Students then wrote down what they heard, searching for the meaning of the vocabulary. Through this method, they were able to cultivate motivation in the learning

process and became interested in watching english-language cartoon shows. This method allowed them to learn english in an enjoyable, easy, and fun way. Additionally, students became more confident in speaking english as they used cartoon films as a means to express their emotions.

