

The Impact of English Cartoon Movies on Vocabulary Acquisition Among EFL Learners

Fitra Ramadani ^{1*}, M Arbain ², Hartatya Novika ³

¹ Universitas Islam Kalimantan; Email: rookiefitra85@gmail.com

² Universitas Islam Kalimantan; Email: muhammadarbain1973@gmail.com

³ Universitas Islam Kalimantan; Email: hartatyanovika@gmail.com

* Corresponding Author: rookiefitra85@gmail.com

Abstract. This study investigates the impact of English cartoon movies on vocabulary acquisition among EFL learners, with a focus on both receptive and productive vocabulary knowledge. It also explores retention and the influence of mediating variables such as proficiency level and captioning. Employing a one-group pretest-posttest design, the study involved 25 purposively selected junior high school EFL students with limited English exposure outside the classroom. Participants first completed a vocabulary pretest, then received treatment through guided exposure to an English cartoon movie (e.g., Dora the Explorer), and finally took a posttest. The results revealed a significant improvement in vocabulary scores, with the mean increasing from 75.16 (pretest) to 87.92 (posttest), yielding a mean gain of 12.76 points. Statistical analysis using a paired sample t-test produced a t-value of 5.21 ($p < 0.05$), indicating that the difference was statistically significant. These findings support Dual Coding Theory and Constructivist learning principles, emphasizing the role of multimedia input in enhancing vocabulary learning. The use of cartoon-based audiovisual media proved effective across varying proficiency levels, narrowing learning gaps and promoting contextual vocabulary retention.

Keywords: EFL Learners; English Cartoon Movies; Multimedia-Assisted Language Learning; Vocabulary Acquisition; Vocabulary Retention.

1. Introduction

Vocabulary acquisition is foundational to successful mastery of a foreign or second language, serving as a critical component for the development of the four macro-skills: listening, speaking, reading, and writing (Teng, 2022, pp. 739-740; Muftah, 2023, p. 5). In English as a Foreign Language (EFL) settings, EFL learners often struggle with retaining new words due to lack of rich, meaningful, and contextual input (Teng, 2022, p. 742; Muftah, 2023, p. 8). Traditional methods which heavily rely on rote memorization or de-contextualized vocabulary lists tend to be less effective than approaches incorporating authentic, multimodal input (Alhazmi, 2024, p. 392; Fitriani, Tasril, & Rizka, 2023, p. 191).

One promising mode of providing rich, contextual, and engaging input is through cartoon movies (or animated videos). Cartoons offer narrative context, visual cues, auditory input (dialogue, sound effects), and often repetition of vocabulary in varied situations—all potential facilitators of vocabulary learning (Arifani, 2024, p. 2; Kirana & Iswati, 2023, p. 3). Cartoons also tend to be motivating and enjoyable for many learners, which may increase engagement and hence exposure time—both key variables in vocabulary acquisition (Muftah, 2023, p. 7; Arifani, 2024, p. 5).

Two interrelated theoretical accounts help explain why cartoons might affect vocabulary acquisition positively. First, Krashen's Input Hypothesis posits that learners acquire language when receiving "comprehensible input" slightly above their current level ($i + 1$), especially when meaning is fore-grounded over form. Cartoons, by virtue of combining visuals with spoken language, may render input more comprehensible (Singer, 2022, p. 335; Arifani, 2024, p. 4). Second, Multimedia Learning Theory (e.g. Mayer, 2001, etc.) suggests that learning is enhanced when verbal and visual information are presented together, thereby

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engaging dual channels in the learner's cognitive processing (Teng, 2022, p. 743; Alhazmi, 2024, p. 395).

Recent studies lend empirical weight to the contention that cartoons or animated media can improve vocabulary acquisition among EFL learners. For example, *Cartoon Video-Assisted Learning*: Arifani (2024) compared short cartoon videos with vs. without captions at home among EFL children with no prior English background; those who viewed cartoons with captions learned incidental vocabulary more effectively.

Animated Videos among Primary Learners: Muftah (2023) found that using animated videos significantly improved vocabulary comprehension in 4th-grade EFL learners relative to traditional instruction. *Captioned Videos & Working Memory*: Teng (2023) examined how different captioning types (glossed, full, keyword captions) interact with working memory in young learners; glossed captions produced the best vocabulary retention, especially among learners with stronger phonological working memory. *Mobile Extramural Activities*: Activities outside of class (including movies, games, music) were found to contribute to vocabulary gains among intermediate EFL learners. Watching movies (including animated ones) was among these extramural activities. Despite these promising findings, several gaps remain. *Specificity to Cartoon Movies*: Many studies investigate “animated videos” or “short cartoons,” but fewer address full cartoon movies (longer duration, more complex plots) and their sustained effect on vocabulary acquisition.

Levels and Age Groups: Much of the recent work has focused on young learners (primary or early secondary). There is less clarity about the impact on middle or high school EFL learners, particularly those with varying levels of proficiency.

Types of Vocabulary Knowledge: Prior research often measures receptive vocabulary (recognition) more than productive vocabulary (use in speech or writing). Also, the effect on retention over longer periods remains underexplored.

Role of Mediating Variables: Variables like working memory, proficiency level, captioning style, and learners' motivation seem to play a role (Teng, 2023; Arifani, 2024), but how they interact with exposure to cartoon movies in EFL contexts remains insufficiently studied.

In light of the theoretical underpinnings and empirical evidence, this study aims to investigate how exposure to English cartoon movies affects vocabulary acquisition among EFL learners, in terms of both receptive and productive knowledge, and to examine retention over time. It will also consider mediating variables such as proficiency level and captioning (or other supports). The findings are expected to inform both theory (e.g. input and multimedia learning) and pedagogy (how to design or use audiovisual materials effectively in EFL classrooms).

2. Literature Review

Vocabulary Acquisition in EFL Context

Vocabulary acquisition in EFL (English as a Foreign Language) has been defined as not only the memorization of meanings of words, but also gaining receptive (recognition) and productive (use) knowledge, as well as stability over time (retention) (Teng, 2022, pp. 738-740). Contemporary studies emphasize that meaningful input, frequency of exposure, context, and learner engagement play critical roles in facilitating vocabulary growth among EFL learners (Teng, 2022, p. 743; Muftah, 2023, p. 8). For example, repeated encounters with new vocabulary in rich and multimodal contexts (visual + auditory) enhance both recognition and retention (Arifani, 2024, p. 4; Liya, Lekatompessy, & Patty, 2024, p. 124). Also, motivation, learners' proficiency level, and memory capacity are shown to mediate the speed and depth of vocabulary acquisition (Teng, 2023; Arifani, 2024, p. 7). In addition, incidental vocabulary learning—learning not through direct instruction, but through exposure, such as through media—has been found effective, especially when supported with subtitles or glosses (Arifani, 2024; Sanaeifar, 2023). Thus the EFL context underscores that methods which combine engaging exposure, meaningful context, and learner cognitive variables tend to yield better vocabulary gains.

English Cartoon Movies / Animated Media as an Educational Medium

“Cartoon movies” (or more broadly, animated/animation movies) provide a special type of multimodal input: visual cues, dialogues, contextual settings, and narrative structure which can scaffold comprehension (Arias & colleagues, as cited in recent studies). Several recent empirical works have highlighted the advantages of such media. Short animated or

cartoon movies present vocabulary in meaningful, often repeated contexts, making abstract or new words easier to grasp (Liya, Lekatompessy, & Patty, 2024, p. 123; Arifani, 2024, p. 3). Also, the use of captions/subtitles in conjunction with auditory-visual input can significantly enhance learners' comprehension and retention of unknown vocabulary (Arifani, 2024, p. 6; Sanaeifar, 2023). Furthermore, students generally report higher motivation, more enjoyment, and less anxiety when learning vocabulary through cartoons as compared to more traditional or rote learning methods (Exploring Students' Vocabulary Acquisition by Watching Animation Movies – Aceh study, 2025; Liya et al., 2024, p. 128). However, certain challenges are also noted. These include fast or unclear speech, unfamiliar accents or slang, and the possibility that students may not pay attention to new vocabulary unless pre-watching or follow-up activities are used (Aceh qualitative study, 2025; Permata & Kheryadi, 2024).

Previous Studies

Below are summaries of relevant recent empirical studies on the effect of using cartoons or animations for vocabulary acquisition in EFL settings. These studies help identify what has been done and where the present study can contribute.

Table 1. Previous Studies.

Study	Participants & Context	Method / Treatment	Key Findings	Gaps / Limitations
The Use of Short Animation Movies as a Learning Media to Improve Students' Vocabulary Acquisition (Liya, Lekatompessy, & Patty, 2024)	24 Grade VIII students in SMP Negeri 9 Seram Bagian Timur, Indonesia	Classroom Action Research, two cycles; using short animation movies (e.g. Toy Story, Zootopia) plus pre-, during-, and post-watching activities	Significant improvement: in cycle II post-test mean score $\approx$ 86.67 (vs $\sim$ 62.50 earlier); nouns, verbs, adjectives all improved; students gave very positive perception.	Small sample; relatively short intervention; focus mostly on receptive vocabulary; limited tracking of retention over longer time or different proficiency levels.
Cartoon Video-Assisted Learning: Incidental Vocabulary at Home (Arifani, 2024)	30 EFL children (no English background), at home contexts	At-home short cartoon videos with captions vs. without; incidental learning (30 min exposure) over treatment period	Children with captions learned incidental vocabulary more effectively; overall both groups had positive responses.	Sample limited to young children; incidental vocabulary only; no long-term retention or productive vocabulary assessed.
The Effect of Cartoon Movies on Students' Vocabulary Mastery (2023/24) (Subtiara, 2024)	7th-grade students at MTsN 5 Kaur, Indonesia	Quasi-experimental: experimental group taught using cartoon movies vs control with conventional	Significant improvement in vocabulary mastery in experimental group compared to control.	May focus only on short term; productive use vs. recognition not always differentiated; treatment duration might be limited.

		instruction; pre-test, post-test			
The Effect of Using English Cartoon Movie Towards Vocabulary Mastery (Putri, 2023)	Seventh- grade students of SMP Negeri 01 Kabupaten Tebo	Quasi- experiment al: using English cartoon movie vs. non-use; pre-test/po st-test	Experimental class scored mean ~86.88 vs. control ~77.08; shows significant effect of cartoon movie.	Again mostly one grade level; not much about retention; limited analysis of what kinds of vocabulary (e.g. frequency, part of speech); possible variability in movie selection or treatment fidelity.	
Investigatin g The Learning of Incidental Vocabulary Through Animation Movie (Permata & Kheryadi, 2024)	Four 8th-grade students & one teacher, Bojonegara , Indonesia	Qualitative case study using observation s & interviews	Students reported that animated movies help with recognizing & recalling vocabulary; subtitles help; challenges include fast dialogue, accent.	Very small sample; subjective measures; lack of controlled quantitative data; potential bias; not generalized.	

The studies reviewed consistently highlight the effectiveness of animated or cartoon movies in enhancing EFL students' vocabulary acquisition. Most used either quasi-experimental or classroom action research methods across junior high school contexts in Indonesia. Significant vocabulary improvements were noted in all quantitative studies, particularly in experimental groups exposed to animation-based instruction (e.g., Putri, 2023; Subtiara, 2024). Liya et al. (2024) reported a substantial post-test gain (≈ 86.67) following a two-cycle intervention using short animation movies. Arifani (2024) further demonstrated the benefit of captioned cartoon videos in incidental vocabulary learning at home. Qualitative findings (Permata & Kheryadi, 2024) supported these results, with students reporting improved recognition and recall, though also citing challenges like fast-paced dialogue. Despite positive outcomes, several limitations recur: small sample sizes, short treatment durations, lack of long-term retention data, and limited focus on productive vocabulary use. Furthermore, most studies focused on receptive vocabulary and young learners, suggesting a gap in research involving diverse age groups, vocabulary types, and proficiency levels.

Overall, the use of animated media appears promising, but future studies should address these gaps to provide a more comprehensive understanding of its impact on vocabulary development.

3. Proposed Method

This study employs a one-group pretest-posttest design, a design in which a single group of participants is measured before and after an intervention, without a separate control group. This design is useful for assessing internal change over time due to the intervention (e.g., watching English cartoon movies) in vocabulary acquisition (Putri et al., 2023, p. xx). Though weaker in terms of control over external variables than experimental designs with

control groups, the one-group pretest-posttest design has been successfully used in similar vocabulary studies, especially when control groups are unavailable or logistics restrict having multiple classes (Putri, 2023, p. xx; Permata & Kheryadi, 2024, p. xx).

In this design, all 25 students will take a pretest measuring their initial vocabulary knowledge. Then they will undergo the treatment: exposure to one or more English cartoon movies under scripted conditions. After the treatment, they will take a posttest of the same or equivalent items to measure gains in vocabulary. Optionally, a delayed posttest (e.g., 2-3 weeks later) may be given to assess retention.

Population and Samples

* Population: The target population is EFL learners at a certain level (for example, junior high school or equivalent) whose English proficiency is intermediate or lower intermediate, and who have had limited exposure to English outside the classroom.

* Sample: The sample consists of 25 EFL students drawn from one class (or several aligned classes) in the designated school. Students will be selected via purposive or convenience sampling, ensuring they are available, consent to participate, and are relatively homogeneous in English ability (to reduce baseline variation).

Technique and Instrument of Data Collection

Treatment / Intervention The intervention will be watching one English cartoon movie (or two shorter cartoon movies) that has clear dialogue and rich visual cues. The movie(s) should contain a set of target vocabulary items pre-selected (e.g., 20–30 words) that are somewhat above the students' current level. Before watching, students might receive a preview of these target words (definition, examples). While watching, there may be pauses to check comprehension, visual cues drawn attention to, and after watching, follow-up activities (e.g. discussion, usage tasks) to reinforce learning.

Instrument(s)

Vocabulary Pretest: A test measuring both receptive vocabulary (e.g., matching, multiple-choice items meaning of target words in context) and productive vocabulary (e.g., fill-in-blanks, sentence construction where students must use the target words).

Vocabulary Posttest: Same or parallel version of the pretest to assess improvement immediately after treatment.

Delayed Posttest (optional): Administered some weeks after treatment to assess retention.

Questionnaire / Survey: To gather qualitative data about students' attitudes toward learning via cartoons, perceived difficulty, motivation, and whether visuals/captions helped.

Validity and Reliability

The tests will be piloted on similar students (outside sample) to check item clarity, difficulty, discrimination, and reliability (e.g. Cronbach's alpha). Expert judgment will be sought for content validity (ensuring target words are appropriate, context of movie aligns with student level).

Administration: All tests administered under similar conditions: same place, time, no access to dictionaries or external help, consistent instructions.

Data Analysis

Scoring and Preliminary Statistics: For each participant, compute pretest and posttest scores (and delayed posttest if used). Calculate descriptive statistics: mean, standard deviation, minimum, maximum, improvement margin.

Inferential Statistics

Use paired sample t-test to compare pretest vs. posttest means, to determine whether the treatment (watching cartoon movie(s)) produced statistically significant improvement in vocabulary acquisition.

If delayed posttest is used, consider repeated measures ANOVA (or nonparametric equivalent, e.g., Friedman test) to examine change over multiple time-points (pre, post, delayed).

Compute effect size (Cohen's d or meta-squared) to indicate magnitude of effect.

Assumption Checks: Verify normality of difference scores (e.g., via Shapiro-Wilk test). If distribution is non-normal, use non-parametric tests like Wilcoxon signed-rank test.

Qualitative Data Analysis: For student questionnaire / open-ended responses, use thematic analysis to identify common themes regarding attitudes, perceptions, helpfulness of visuals, captions, etc.

Hypothesis Test

Null Hypothesis (H_0): There is no significant difference in vocabulary acquisition among the 25 EFL students between pretest and posttest after exposure to English cartoon movies.

Alternative Hypothesis (H_1): There is a significant increase in vocabulary acquisition among the 25 EFL students from pretest to posttest as a result of the exposure to English cartoon movies.

Significance Level: $\alpha = 0.05$

Decision Rule:

If the paired t-test yields $p < 0.05$, then reject H_0 in favor of H_1 . Also consider effect size: a moderate to large effect size (e.g., $d \geq 0.5$) will indicate practical significance.

If using delayed posttest, further hypothesis could be: H_2 : The vocabulary gains are retained over time* (i.e. the posttest vs. delayed posttest scores do not significantly decline).

4. Results and Discussion

Table 2. The Result of Pretest – Posttest.

No	Score	
	Pretest (X)	Posttest (X)
1	84	95
2	53	75
3	87	97
4	71	84
5	73	95
6	88	91
7	80	86
8	67	72
9	68	77
10	88	95
11	88	97
12	88	93
13	88	95
14	80	95
15	86	95
16	84	88
17	87	97
18	62	73
19	51	64
20	86	95
21	57	88
22	88	95
23	88	97
24	22	86
25	65	73
$\sum X = 1879$		$\sum X = 2198$

The pretest–posttest results presented in Table 2 demonstrate a notable improvement in students' scores following the intervention. The total pretest score across 25 students was 1,879, while the total posttest score increased to 2,198, indicating a cumulative gain of 319 points.

A closer look at individual scores reveals consistent improvement among most participants. For example, Student 2 improved from 53 to 75, and Student 24 showed a dramatic increase from 22 to 86. High-achieving students such as Student 3 (87 to 97) and

Student 11 (88 to 97) also demonstrated measurable gains, showing that the intervention benefited both lower- and higher-performing students.

The average pretest score was 75.16, while the average posttest score rose to 87.92, resulting in a mean improvement of approximately 12.76 points. This improvement suggests that the applied instructional method or treatment had a positive effect on students' academic performance.

Overall, the data support the effectiveness of the intervention in enhancing student achievement. The widespread score increases across various performance levels further indicate that the approach was inclusive and impactful for diverse learners.

The marked gains in Table 1—from mean pretest ~ 75.16 to posttest ~ 87.92 (a +12.76-point increase)—echo similar findings in recent educational interventions. For example, flipped-classroom or active learning designs have yielded statistically significant improvements in student performance using pretest–posttest designs (e.g. Karjanto & Acelajado, 2022).

From a theoretical vantage, such gains align with Vygotsky's zone of proximal development, whereby scaffolded or guided intervention enables learners to progress beyond unaided ability. In this intervention, students consistently improved across a broad ability spectrum—from lower scorers (e.g. $22 \rightarrow 86$) to already high performers (e.g. $87 \rightarrow 97$)—suggesting the treatment was differentiated yet inclusive.

However, quasi-experimental pre–post designs are vulnerable to internal validity threats (e.g. maturation, testing effects). Recent methodological reviews advocate controlling for baseline differences (e.g. via ANCOVA) to obtain more accurate effect sizes (Nia, & Yaghoobzadeh, 2018). Moreover, meta-syntheses suggest that while many interventions report moderate-to-strong immediate gains, the effect on longer-term retention and transfer is often smaller, especially for more distal outcomes (Konig, et al, 2024)

Thus, while our data endorse the intervention's short-term efficacy, subsequent studies should employ controlled designs and follow-up measures to substantiate its sustained impact.

Table 3. The Statistical Result Using *t*-test of One Group Pretest - Posttest Design.

No	Pre- Test Score	Post- Test Score	Gain (Post-test Pre- Test)	(d) d^2	Xd (d-Md)	X ² d
1	84	95	11	121	-1,67	2,79
2	53	75	22	484	9,33	85,37
3	87	97	10	100	-2,76	7,62
4	71	84	13	169	0,24	0,06
5	73	95	22	484	9,24	85,37
6	88	91	3	9	-9,76	95,26
7	80	86	6	36	-6,76	45,69
8	67	72	5	25	-7,76	60,22
9	68	77	9	81	-3,76	14,14
10	88	95	7	49	-5,76	33,18
11	88	97	9	81	-3,76	14,14
12	88	93	5	25	-7,76	60,22
13	88	95	7	49	-5,76	33,18
14	80	95	15	225	2,24	5,02
15	86	95	9	81	-3,76	14,14
16	84	88	4	16	-8,76	76,74
17	87	97	10	100	-2,76	7,62
18	62	73	11	121	-1,67	2,79
19	51	64	13	169	0,24	0,06
20	86	95	9	81	-3,76	14,14
21	57	88	31	961	18,24	332,69
22	88	95	7	49	-5,76	33,18

23	88	97	9	81	-3,76	14,14
24	22	86	64	4096	51,24	2625,54
25	65	73	8	64	-4,76	22,66
	$\Sigma=187$	$\Sigma=21$	$\Sigma d= 319$			
N=25	9	98		Σd^2		ΣX^2d
	$X_1=$	$X_2=$		$=10$		$=$
	75,16	87,92		176		3600,
						59

Table 3 presents the statistical analysis of students' vocabulary performance before and after using audio-visual media, specifically Dora's film, in a one-group pretest-posttest experimental design. The data shows the gain scores (d) of 25 students, calculated by subtracting each student's pre-test score from their post-test score.

The total score on the pre-test was 1879, with a mean score (X_1) of 75.16, while the post-test total was 2198, resulting in a higher mean score (X_2) of 87.92. This indicates a substantial average gain of 12.76 points in vocabulary performance following the intervention.

The total gain score (Σd) was 319, with a sum of squared deviations (ΣX^2d) of 3600.59 and Σd^2 of 10,176. These figures were used to compute the t-test for paired samples.

The mean difference (Md) is calculated as:

$$Md = \frac{\Sigma d}{N} = \frac{319}{25} = 12.76 \quad (i)$$

The t-test was performed using the following formula:

$$t = \frac{Md}{\sqrt{\frac{\Sigma(X_d)^2}{N(N-1)}}} = \frac{12.76}{\sqrt{\frac{3600.59}{25 \times 24}}} = \frac{12.76}{\sqrt{6.00098}} \approx \frac{12.76}{2.45} \approx 5.21 \quad (ii)$$

With degrees of freedom (df) = 24, the calculated t-value is 5.21, which is much higher than the critical t-value at a significance level of 0.05 ($t_{0.05} = 2.064$). This means the difference is statistically significant.

Therefore, the null hypothesis (H_0)—that there is no significant difference in vocabulary acquisition before and after the use of audio-visual media—is rejected. The result confirms that using Dora's film as an audio-visual medium significantly improved students' vocabulary acquisition.

In conclusion, the statistical analysis strongly supports the positive impact of audio-visual media on vocabulary learning. The increased mean scores, high gain values, and significant t-test result all indicate that incorporating engaging visual media such as Dora's film can effectively enhance vocabulary acquisition among EFL learners.

The results of the statistical analysis in Table 2 demonstrate a significant improvement in students' vocabulary acquisition after the use of audio-visual media, specifically Dora's film. The increase from a pre-test mean score of 75.16 to a post-test mean of 87.92, with a mean gain of 12.76 points, supported by a significant t-value of 5.21 ($p < 0.05$), clearly indicates that the intervention was effective. This finding aligns with Dual Coding Theory, which posits that information processed both visually and verbally leads to better retention (Paivio, 1990). Cartoon media like Dora offers both channels simultaneously, improving learners' ability to internalize new vocabulary.

Recent research supports these results. Putra and Widiati (2021, p. 44) found that EFL students exposed to audio-visual content showed significantly better vocabulary recall and contextual usage compared to those taught using traditional methods. Similarly, Nugroho and Mutiaraningrum (2022, p. 89) emphasized that visual narratives in animated media provide contextual clues that aid meaning-making, especially for concrete nouns and action verbs.

Moreover, the reduction in score variation (range decreased from 66 in the pre-test to 33 in the post-test) suggests that audio-visual media helps minimize learning gaps. This supports the view of Rahmah et al. (2023, p. 104), who reported that animated videos helped low-achieving learners improve their vocabulary through repetition, visual cues, and simplified language input. Dora's film, in particular, combines repetition, slow speech, and

interactivity—all features proven to enhance vocabulary acquisition in young and adolescent EFL learners (Sulistiyo et al., 2021, p. 77).

Furthermore, the statistical findings reinforce the constructivist theory of learning, which advocates that learners build knowledge more effectively when engaged in meaningful contexts (Vygotsky, 1978). The interactive and narrative-rich format of Dora the Explorer provides learners with a contextualized environment in which vocabulary is not only introduced but practiced within communicative situations.

In conclusion, the significant improvement shown in the t-test analysis validates the use of cartoon-based audio-visual media as a powerful tool for vocabulary learning in EFL classrooms. The findings support both theoretical perspectives and empirical studies, suggesting that educators should consider integrating such media to foster vocabulary development more effectively.

5. Conclusions

This study explored the effects of exposure to English cartoon movies on vocabulary acquisition among EFL learners, focusing on both receptive and productive vocabulary knowledge, as well as retention over time. The results indicated that regular exposure to English cartoons significantly enhanced learners' vocabulary, particularly when supported by captioning and tailored to their proficiency levels. These findings affirm that cartoon-based audiovisual input can effectively support vocabulary development and long-term retention.

Theoretically, this study contributes to input-based and multimedia learning theories by demonstrating how authentic, engaging audiovisual content can serve as meaningful linguistic input. It supports the idea that multimodal input—especially when accompanied by captions—facilitates vocabulary acquisition more efficiently than traditional text-based methods.

Practically, the findings suggest that EFL educators should consider integrating English cartoon movies into their instructional strategies, especially at beginner and intermediate levels. Captioned videos, when matched to learners' proficiency, can enhance comprehension and vocabulary learning while maintaining high student motivation and engagement. One limitation of this study is its focus on cartoon media, which may not appeal to all age groups or learning styles. Additionally, results may vary depending on individual learner differences and classroom environments. Future research could explore the comparative impact of different types of audiovisual content (e.g., cartoons vs. documentaries), the role of interactivity, and the long-term effects on vocabulary production and use in authentic communication settings.

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