

Improving The Student Vocabulary Achievement By Using The Cartoon Movie Media For Grade VIII At SMP Negeri 1 Siempat Nempu Hulu In The Academic Year Of 2022/2023

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Abstrak

Penelitian ini dirancang sebagai penelitian tindakan kelas. Dalam penelitian ini diuraikan informasi yang meliputi perencanaan tindakan, pelaksanaan tindakan, pengamatan tindakan, refleksi setiap siklus, dan peningkatan pencapaian kosa kata siswa dengan menggunakan media film kartun. Penelitian ini dilakukan di SMP Negeri 1 Siempat Nempu Hulu, pada siswa kelas VIII-B yang terdiri dari 30 siswa, yaitu 14 siswa laki-laki dan 16 siswa perempuan. Penggunaan media film kartun dapat meningkatkan partisipasi aktif siswa VIII-B dalam kelas kosa kata di SMP Negeri 1 Siempat Nempu Hulu, dimana rata-rata pre-test adalah 47,8. Hasil peningkatan penguasaan kosa kata siswa masih rendah. Hal ini berarti mayoritas siswa tidak mencapai nilai ketuntasan minimal 75. 2. Penggunaan media film kartun dapat membantu siswa kelas VIII-B SMP Negeri 1 Siempat Nempu Hulu meningkatkan penguasaan kosa kata. Hasil tes kosakata menunjukkan bahwa persentase siswa yang mendapat nilai minimal 75 meningkat dari 30,0% pada Siklus I menjadi 76,6% pada Siklus II..

Kata Kunci : *Kosakata, Penelitian Tindakan, Media Film Kartun*

Abstract

This study was designed as classroom action research. In this study, information is described which includes action planning, action implementation, action observation, reflection of each cycle, and improving the student vocabulary achievement by using the cartoon movie media. This research was conducted at SMP Negeri 1 Siempat Nempu Hulu, in grade VIII-B students consisting of 30 students, namely 14 male students and 16 female students. The use of cartoon film media can increase VIII-B students' active participation in vocabulary class at SMP Negeri 1 Siempat Nempu Hulu, where the mean of the pre-test is 47,8. The outcome of increasing students' vocabulary mastery remains low. This means that the majority of students did not achieve the minimum passing score of 75. 2. The use of cartoon film media can help VIII-B students at SMP Negeri 1 Siempat Nempu Hulu improve their vocabulary achievement. The vocabulary test results showed that the percentage of students who received a minimum score of 75 increased from 30.0% in Cycle I to 76.6% in Cycle II.

Keywords : *Vocabulary, Action Research, cartoon movie media*

INTRODUCTION

English is one of the international languages spoken by many people in the world and various areas of life in the world. Therefore, speaking English is a reliable method of communicating with people from other countries. In Indonesia, English is known as using (Sakkir & M, 2018). English is taught in schools ranging from elementary to university. It is only taught in schools with time constraints. As an English teacher, he is expected to teach effective techniques, methods, and strategies. In addition, teachers with important goals should teach their students how to be creative in the classroom (Munir, 2016). If the strategy does not fit the classroom situation, the learning process will fail.

In English there are four skills that must be mastered. Harmer (in Rasyid, 2016) describes English as having four basic skills which include reading, listening, writing and speaking. These four skills are indeed separate from each other, but are related, and can even be combined with each other. Brown (in Syarifudin & Muhammad, 2018) says that a course that deals with reading skills, then, will also deal with related listening, speaking and writing or lessons with reading skills are also related to listening, speaking and writing skills. Before learning, students discuss (speaking skills), then listen to the teacher's instructions (listening skills), continue reading (reading skills) and rewrite important information (writing skills).

For this reason, Indonesian students are expected to complete the following tasks: practicing, speaking, reading, and writing. We use it to understand our world by listening and reading, and to communicate our feelings, needs, and desires by speaking and writing. That is, in the English system, vocabulary retains the most important role (Munawir et al., 2022).

Jennifer Padua (in Dzebeq & Gunawan, 2020) states that vocabulary is related to the words used to communicate orally and in writing. Learners must be flexible in using words they recognize and understand to communicate effectively with spoken and written language. Tarigan (in Fatin et al., 2020) further says that the quality of a person's language use is influenced by the quantity and quality of his vocabulary. In other words, students who want to be able to communicate in English well must have a broad vocabulary. Vocabulary is one of the important aspects in learning English, without vocabulary nothing can be conveyed. Only with sufficient vocabulary students can express their ideas effectively, can understand language assignments and foreign language conversations (Rahma & Mubarak, 2021). The students have a lack of vocabulary; they have difficulty in learning and understanding foreign languages. When students do not know how to improve their vocabulary, they lose interest in learning foreign languages, because they cannot understand foreign language words. So, vocabulary is very important in learning a foreign language (Salahuddin et al., 2021).

According to Davies (in Akib & Syatriana, 2019), an English teacher should consider a variety of teaching to improve students' ability to learn the language. To improve students' ability in learning English, English teachers must use various effective teaching techniques (Shafwati et al., 2022). According to the statement above, one of the most effective ways to improve students' ability in learning English is to use appropriate and effective media (Wahyuni & Pratiwi, 2021).

In fact, The researcher assumes that the development of students' learning vocabulary, especially high school students, is somewhat of a concern. After observing during teaching practice (PPL) around October to January 2022, the researchers found that students of class VIII SMP Negeri 1 Siempat Nempu Hulu were still considered to have difficulties in mastering vocabulary. Therefore, the researcher decided to take further action to overcome this problem by conducting more in-depth research on the final project. The researcher saw that there were still many words that students did not know the meaning of. They often ask about the meaning of words during the teaching and learning

process. One of the obstacles is that they have difficulty understanding the instructions they find in textbooks or the assignments they are doing. The verbs used in the instructions were quite foreign to them.

Other problems were also found during the activities in the class. They are not enthusiastic when doing assignments in the teaching and learning process because they have difficulty understanding what they read or hear. They tend to do productive activities by imitating examples because they have limited vocabulary knowledge (Pangestu et al., 2021). Then, most students also misinterpret the meaning of words in sentences. They rarely realize that meaning changes according to the context in which it is surrounded. They also make mistakes about where to put words. Usually, students think that they don't know the meaning of words that they actually know. It is related to their knowledge of vocabulary. They also often misspelled words when writing, and mispronounced when speaking (Maysaroh, 2022).

Another problem is related to teaching methods, teachers usually only use the monotonous traditional method of translating isolated words from English to Indonesian. At the beginning of each meeting, the teacher writes ten words on the blackboard and the students are asked to translate them into Indonesian. Students sometimes find it difficult and they also despair in learning vocabulary (Lestari & Mustadi, 2020). Students are also rarely given the opportunity to practice the words that have been given in other activities. They learn words naturally at different teaching and learning opportunities. Therefore, they only know the meaning of words and forget them easily. The researcher concludes that the students of class VIII SMP Negeri 1 Siempat Nempu Hulu still have problems in various aspects of vocabulary knowledge (Utami, 2021).

Therefore, the researcher pays attention to the use of English cartoon films as an appropriate and effective medium to improve students' vocabulary achievement in this study (Rahmaniar et al., 2019). To use safe and effective techniques in the process of teaching vocabulary, an effective teacher must be able to create new English classes that are more advanced than before. In the teaching and learning process, effective use of teaching techniques will provide optimal success (Sitinjak et al., 2022). A variety of teaching techniques and methods will enable students to master the class (Tahmit & Nastiti, 2019).

Such learning will have an impact on students' vocabulary mastery. Mastery of English vocabulary in class VIII SMP Negeri 1 Siempat Nempu Hulu for the Academic Year 2022/2023 needs to be improved with learning media that attracts students' interest in learning English. Appropriate media is media that is appropriate to the characteristics of students and attracts students to learn English mastery. One of the media that can be used to increase vocabulary is using animated cartoons. So with that, Cartoon Animation is expected to help students in mastering vocabulary and assist teachers in providing English vocabulary material to high school students.

METODE

The researcher Classroom Action Research (CAR) was the research. design is based on the model developed by Kemmis and Mc Taggart (in Jumrah, 2022) who state that action research occurs through a dynamic and complementary process which that 'consists of four fundamental steps in a spiraling process. The researchers in this study will focus on improving students' vocabulary achievement by using cartoon movie media. The researchers will invite the students of VIII SMP Negeri 1 Siempat Nempu Hulu. They will collaborate on planning and action, action implementation, action observation, and action analysis and reflection. In this case, the researcher serves as a teacher, while the true teacher is an observer. The real teacher will monitor all activities performed by the teacher and

students during the implementation of the guessing game in the teaching and learning process.

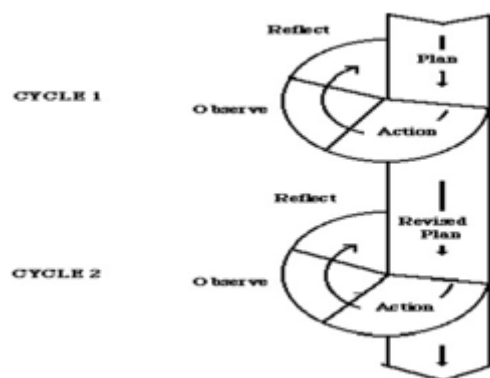


Figure 1. Research Design

The researcher used the organized observation sheet to observe the action. By conducting the research in the form of cycles based on the Kemmis and McTaggart R (1998) model, which consists of four steps. They are planning an action, carrying it out, observing the action, and reflecting on the action. If the first cycle fails, the design will be carried over to the second cycle. If the success criteria are met, the research will be terminated (Marianca et al., 2022).

This research are conducted at SMP Negeri 1 Siempat Nempu Hulu This school is located on Jalan Tigalingga, Bakal Julu, Siempat Nempu Hulu Sub-District, Dairi District, North Sumatra Province. The subjects of this research are students of class VIII, totaling 34 students. The researcher chose this class as the field of study because the researcher had experience teaching this class and found that some students had problems with vocabulary learning. The researcher will take the following steps in conducting this research: preliminary observation, planning, implementing, and observing (Rosa et al., 2022). The researcher will conduct preliminary research to determine the true state of the students' and teachers' problems in the teaching and learning process. In order to determine the true state of the students' vocabulary problems and the strategy used by the teacher in teaching English, particularly vocabulary.

This research uses qualitative data analysis techniques and quantitative. Arikunto (2003: 131) says that there are two types of data namely qualitative data in the form of sentences such as observations, notes, field, questionnaire, and interview results. While quantitative data analyzed descriptively such as the results of student learning scores. Data This quantitative test is obtained from the test scores obtained by students at the time of learning.

RESULT AND DISCUSSION

Data Findings Preliminary Study

During the preliminary study, the researcher administered vocabulary tests, interviews, and observation sheets. The Vocabulary test is a measuring instrument for collecting concept understanding data where in responding to questions in the instrument. Students are asked to put out all the abilities it has in providing test responses questions in the test. The tests are arranged according to the grille.

From the grid, it can be explained that each item has one indicator in understanding the concept. Indicators of concept understanding which include a vocabulary test consisting of Matching, multiple choice questions and Jumbled words. The distribution of items in this study consisted of three items; they identify words that are made up of nouns, verb items, adjectives and adverbs. In terms of

scoring, each correctly matched item gets 2 points, each correct multiple choice item gets 3 points, movie image labels get 6 points, and incorrect items get 0 points. As a result, the total score of the test items is 100 points, and the test time is 90 minutes

The school sets 75 as the minimum passing grade (Minimum Passing Grade) in English classes. The number of students who took the test was 30, the pretest score was 1,436 and the average score was 47.8. This can be seen from the average score of students and the percentage of pretest scores which show 30 students failed or did not score up to 75 by 100%. Based on these findings, the increase in students' vocabulary mastery is still very low. This means that none of the students achieved a minimum completeness score of 75 . Based on the findings of the analysis, it can be concluded that the students' vocabulary mastery is still low. Therefore, the researcher hopes to improve students' vocabulary mastery in the next cycle by using the keyword method

Table 1. The Score of Students Pre-Test

No	The Student	Pre-test
1	Agriva Sembiring	23
2	Ayu Simanullang	30
3	Choky Lumban Gaol	51
4	Cinta Debora Siagian	55
5	Destra Simanjuntak	33
6	Desi Siregar	53
7	Ebenius Siburian	63
8	Geren Simamora	48
9	Gretha Pakpahan	54
10	Hendro Pasaribu	58
11	Holong Situmeang	52
12	Joen Situmorang	36
13	Josua Banjarnahor	39
14	Laura Malau	46
15	Lisna Purba	46
16	Marselina Purba	40
17	Natal Lumban Gaol	61
18	Natasya Simbolon	30
19	Nelta Sembiring	58
20	Nomi Simanullang	38
21	Noramotia Lumban Gaol	51
22	Rachel Pakpahan	61
23	Raymon Lumban Gaol	60
24	Refan Malau	41
25	Reni Sinaga	33
26	Revano Ginting	55
27	Sinarta Pasaribu	52
28	Surya Simbolon	58
29	Tivando Sihombing	46
30	Wina Sihombing	65
	TOTAL	1.436

MEAN	47,8
HIGHEST SCORE	65
LOWEST SCORE	23
NUMBER OF STUDENT COMPLETED	-
NUMBER OF STUDENT WHO HAVE NOT COMPLETED	30

Report of Cycle 1

The researcher went through four stages during this cycle: planning, action, observation, and reflection. There were two meetings held for the students during Cycle I. At the end of the learning process, a test was administered. The steps in this cycle were as follows:

a. Planning

The plan was developed prior to the researcher conducting the research. The researcher planned and prepared for two meetings. The topic at hand was Descriptive Text, with the title "How do birds fly?" (1) Create a teaching planning program (RPP) based on the materials that will be considered. (2) Prepared the materials and media, (3) Prepared a vocabulary test for the students to measure the study's outcome, and (4) Prepared an observation sheet to assess students' participation in learning and attitudes during the learning process.

b. Acting

First Meeting

The first meeting will be held on September 12, 2022, from 9.15 a.m. WIB. The activity begins with the researcher assuming the role of a teacher and entering the classroom to check student attendance. In Improving Vocabulary Achievement Using Cartoon Films, the researcher also informs and introduces students to the techniques and learning process.

The researcher continued the learning by providing examples, then the researcher explained to the students and asked further questions about how to increase vocabulary using cartoons was enjoyable. The researcher then gave the students a pre-test and explained the results. instructions on the pre-test sheet This was done to learn the fundamentals of students who were working on vocabulary mastery. After that, the researcher discussed the keyword method that would be used to learn vocabulary mastery. At the end of the class, the researcher closed the meeting and motivated all students to study hard at home.

Second Meeting

The second meeting is scheduled for September 15, 2022, at 11:05 a.m. WIB. The researcher began the activity by opening the class, then checking student attendance and motivating all students. At this meeting, the researcher concentrated on reinforcing previous knowledge by explaining all of the Pre-test material. Following that, he asked the students some questions about the material and inquired about their difficulties in learning vocabulary.

Researchers provide explanations. Before dismissing the class, the researcher didn't forget to motivate all the students to learn to return what have been given previously.

Observasi

Observations are made in the classroom during the learning process. The purpose of observation is to gather action information, such as student attitudes, situations, and problems or obstacles encountered during the learning process. Observation sheets and diaries were used in this case. Based on the observations, the researcher examined the students' test results to determine their abilities. The researcher discovered some improvements in cycle 1 implementation. The majority of the students were engaged and enthusiastic during the learning

process, and they were interested in the topics and cartoon movies discussed. However, most students still struggle to answer the test because they lack vocabulary.

At this point, there are two types of observations: quantitative observations and qualitative observations. In this first cycle, researchers provide a post-test. Cycle I post-test results revealed that using the group method in the learning process increased student improvement. The learning process has improved based on data observations. The total score of students in the post-test cycle I was 1,909, and the number of students who took the test was 30, so the average student was 63.6. It is clear that the vocabulary value of students is increasing. The percentage of students who passed or scored 75 on the post-test was 30%. On the other hand, 21 students failed or did not score up to 75 which is 70%. As a result, I classified as improved on the post-test Cycle I.

The average student outperforms the pre-test score in the first cycle. The quantitative data presented above is supplemented by qualitative data. Researchers used interview sheets, previously prepared diary notes, and interview results to determine that the majority of the students were active and enthusiastic. Results of interviews with students and teachers. Results interviews with students stated that, "It's good miss because we're not good bored with studying." there is also someone who said "by showing cartoons the learning becomes fun" the student stated that the keyword method can help him in mastering vocabulary. from the data above, it can be concluded that the students' vocabulary mastery slightly improved but was still low. On the other hand, it can be said that post-test cycle I was categorized as unsuccessful So, the researcher did cycle II.

Table 2. The Score of Students Cycle I (Post-Test 1)

No	The Student	Post- test 1
1	Agriva Sembiring	40
2	Ayu Simanullang	50
3	Choky Lumban Gaol	75
4	Cinta Debora Siagian	77
5	Destra Simanjuntak	41
6	Desi Siregar	68
7	Ebenius Siburian	78
8	Geren Simamora	68
9	Gretha Pakpahan	60
10	Hendro Pasaribu	75
11	Holong Situmeang	62
12	Joen Situmorang	54
13	Josua Banjarnahor	53
14	Laura Malau	75
15	Lisna Purba	67
16	Marselina Purba	55
17	Natal Lumban Gaol	60
18	Natasya Simbolon	54
19	Nelta Sembiring	62
20	Nomi Simanullang	54
21	Nora Lumban Gaol	68
22	Rachel Pakpahan	77

23	Raymon Lumban Gaol	75
24	Refan Malau	56
25	Reni Sinaga	51
26	Revano Ginting	76
27	Sinarta Pasaribu	78
28	Surya Simbolon	67
29	Tivando Sihombing	61
30	Wina Sihombing	72
	TOTAL	1.909
	MEAN	63,6
	HIGHEST SCORE	78
	LOWEST SCORE	40
	NUMBER OF STUDENT COMPLETED	9
	NUMBER OF STUDENT WHO HAVE NOT COMPLETED	21
	PERCENTAGE OF COMPLETENESS	30%

Reflection

The observation's outcome was analyzed. The researcher evaluated the teaching process at the end of the first cycle meeting. The researcher inquired about the students' difficulties and difficulties in mastering the vocabulary. The evaluation of two meetings became the researcher's reflection in creating cycle II. The evaluations were based on the results of the students' tests and the researcher's observations of the students' attitudes. The diary notes and the interview were used by the researcher. Based on the assessment, the researcher double-checked the students' test results. Many observations have been made, including the following: (1) Many students continue to struggle with vocabulary, (2) some students do not understand the question, and (3) many students still receive a score of 75 or lower. Based on these findings, the researcher decided to continue the second cycle in order to achieve better results.

Report of Cycle II

Cycle II outperforms cycle I, as evidenced by the results of cycle I. The researcher felt better in this cycle than in the first because the reflection in the first cycle was used as information about students' problems in class. The researcher repeated the steps from the first cycle, namely

a. Planning

The researcher prepares lesson plans and focuses on the process of teaching vocabulary to students in order to help them improve and understand vocabulary. Researchers also employ the group method so that students can collaborate and focus their attention on the material. in addition to showing more interesting cartoon movies

b. Acting

First Meeting

The first meeting in this cycle was held on September 19, 2022 at 09.15 WIB. The teacher started the lesson by greeting the students, checking the students' attendance and then motivating all students. After that, the researcher checked the students' understanding based on the last meeting and gave some questions related to the material and asked the students to guess the topic. after that, the researcher showed a cartoon entitled "How birds fly?" and then instruct students to

do Post-Test I properly and correctly. At the end of the class, the researcher closed the meeting and motivated all students to study hard at home.

Second Meeting

The second meeting is scheduled for September 22, 2022, at 11:05 a.m. WIB. The researcher began the activity by opening the class, then checking student attendance and motivating all students in the class. This is the second cycle's final meeting. As a result, the researcher did not carry out the teaching and learning process as she did in the previous meeting, but instead focused on giving students post-test II and displaying a cartoon titled Lion and Mouse to see how far the use of cartoon movie media can improve students' vocabulary achievement.

The researcher then began to assess the students by distributing vocabulary tests. Walking from one table to another, researchers observe student activity. sometimes the researcher helps the students if they have problems doing the test. Five minutes before the bell rang, he ordered the students to collect their answer sheets and close the meeting.

c. Observasi

All activities during the teaching and learning process were observed in this step. The observation result was collected as data, which is used as a basic reflection. It demonstrated that students' interest in mastering vocabulary had increased, and they also believed that keywords were an effective method for improving their vocabulary mastery.

According to data observations, the teaching process has improved. The use of cartoon movie media increased students' ability to master vocabulary, according to the researchers. According to the results of post-test II cycle II, the total score of students is 2349, and the number of students who take the test is 30. As a result, the average test score for the students is 78.3. It is clear that the students' vocabulary mastery scores have increased. The percentage of students who passed or scored up to 75 on post-test II was 78,3%. 7 students, on the other hand, failed or did not receive a score of up to 75 that is 23,3%. As a result, post-test II cycle II was deemed successful. Based on the data , the results show an increase in student scores from post-test I to post-test II cycle II. In post-test I, students who score 75 or more are 9 out of 30 students (30%). In the post-test II cycle II, students who scored a score of 75 or more is 23 out of 30 students (78.3%). Repair of post-test I to post-test II cycle II is about 48.3%.

Table 3. The Score of Students Cycle II (Post-Test 1)

No	The Student	Post-test II
1	Agriva Sembiring	60
2	Ayu Simanullang	70
3	Choky Lumban Gaol	85
4	Cinta Debora Siagian	75
5	Destra Simanjuntak	54
6	Desi Siregar	89
7	Ebenius Siburian	85
8	Geren Simamora	87
9	Gretha Pakpahan	80
10	Hendro Pasaribu	83
11	Holong Situmeang	80
12	Joen Situmorang	75
13	Josua Banjarnahor	62
14	Laura Malau	83

15	Lisna Purba	83
16	Marselina Purba	70
17	Natal Lumban Gaol	75
18	Natasya Simbolon	72
19	Nelta Sembiring	77
20	Nomi Simanullang	76
21	Noramo Lumban Gaol	81
22	Rachel Pakpahan	78
23	Raymon Lumban Gaol	83
24	Refan Malau	78
25	Reni Sinaga	68
26	Revano Ginting	88
27	Sinarta Pasaribu	89
28	Surya Simbolon	85
29	Tivando Sihombing	80
30	Wina Sihombing	98
	TOTAL	2.349
	MEAN	78,3
	HIGHEST SCORE	98
	LOWEST SCORE	60
	NUMBER OF STUDENT WHO HAVE NOT COMPLETED	23
	NUMBER OF STUDENT WHO HAVE NOT COMPLETED	7
	PERCENTAGE OF COMPLETENESS	76.6%

d. Reflection

Based on the observation and results of the test, the researcher could conclude that having checked the students' vocabulary test, the researcher discovered that the students' score improved. The students' vocabulary mastery was improved by using the keyword method, according to the observation sheet. Based on the results of Cycle II, it was not necessary to conduct the third cycle. Because the vocabulary achievement had improved, the cycle of this research could be terminated.

DISCUSSION

The students' vocabulary achievement test results were not successful in Cycle 1, so it was continued to the second cycle. Some materials had issues in Cycle one, causing students' vocabulary achievement to fall short of the standard score requirement. It means that the majority of the students had difficulty comprehending the materials provided, such as not understanding the essence of the cartoon movie media, which was interrupted by the visualization of the classroom and the language used by the teacher, who used full English in fully explaining the materials.

Based on the vocabulary mastery test In the pre-test, students who got >75 points were zero. in Cycle 1 and Cycle 2, it is known that the students' vocabulary mastery test results increased in Cycle 2. In Cycle 1, there were 30.0% of 30 students or 9 of 30 students who scored > 75 and increased in Cycle II which reached 76,6 % of 30 students or 23 of 30 students scored > 75 in the vocabulary test. It can be concluded that the students' vocabulary achievement increased by about 46.6% in Cycle 2.

According to the statement and the discussion above, it was critical to use any interactive media, such as cartoon movie media, to improve the students' vocabulary achievement and active participation. Method implementation can improve students' vocabulary mastery. The quantitative data showed that the students' scores improved in each test: pre-test, post-test I, and post-test II. Furthermore, qualitative data demonstrated that the researcher was able to control the class and that the students were engaged and felt better and easier about learning vocabulary.

CONCLUSION

Based on the results of vocabulary tests and observations, it can be concluded as follows:

1. The use of cartoon film media can increase VIII-B students' active participation in vocabulary class at SMP Negeri 1 Siempat Nempu Hulu, where the mean of the pre-test is 47,8. The outcome of increasing students' vocabulary mastery remains low. This means that the majority of students did not achieve the minimum passing score of 75.
2. The use of cartoon film media can help VIII-B students at SMP Negeri 1 Siempat Nempu Hulu improve their vocabulary achievement. The vocabulary test results showed that the percentage of students who received a minimum score of 75 increased from 30.0% in Cycle 1 to 76.6% in Cycle 2.

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