



**IMPROVING ELEMENTARY STUDENTS' ENGLISH
VOCABULARY MASTERY WITH MEDIA OF ANIMATED
PICTURE**

THESIS

**BY
LODOVIKUS EUSSABEUS VISSER
NPM 22102073025**



**UNIVERSITAS ISLAM MALANG
POSTGRADUATE PROGRAM
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
JULY 2023**

ABSTRACT

Visser, Lodovikus Eussabeus. 2023. *Improving Elementary Students English Vocabulary Mastery with Media of Animated Pictures*. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisors: (I) Sonny Elfiyanto, S.S., S.Pd., M.Pd., Ph.D., (II) Prof. Drs. H. Junaidi Mistar, M.Pd.

Keywords: Animated Picture, Mastery, Vocabulary

Vocabulary is the knowledge of memorizing words that have meanings to complete the skills in reading, writing, speaking, and listening, so vocabulary is very important for people to use language in communication. The skill of vocabulary mastery at Kartika IV-7 elementary school Malang was still low, so the researcher researched the problem. In short, the researcher applied animated picture media to enhance English vocabulary mastery in elementary school grade six.

The question to be answered in this research is can animated pictures improve elementary students' vocabulary mastery? Based on the research's problem, the researcher formulated the object of the research to explain the effectiveness of using the animated picture to improve elementary students' vocabulary mastery. The subject in this research was grade six students of Kartika IV-7 Malang. The population of this research was a total of students in grade six were 28, and the sample was 25.

The method of the research is an experimental design. The research was conducted in six meetings: one for the pre-test, four for treatment, and one for the post-test. To get the score of the pre-test and post-test, the researcher used SPSS 20 and the formula of Kuder-Richardson21 to find out the value reliability. After doing the test, the researcher got the pre-test being 0.71, and the post-test being 0.69 thus the comparison was continued with the paired sample t-test.

The research showed that after doing a t-test the score of paired sample t-test was 8.392 ($P < .000$). It means that the significant value of the post-test score was higher than the pre-test. In other words, the use of animated pictures as a learning media for teaching vocabulary was effective.

Thus, the research suggests that a teacher should use animated pictures to teach vocabulary. The research aims to get the students' responses to show the student's understanding of using and applying vocabulary easily.

ABSTRAK

Visser, Lodovikus Eussabeus. 2023. Meningkatkan Penguasaan Kosakata Bahasa Inggris Siswa SD dengan Media Gambar Animasi. Skripsi, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing: (I) Sonny Elfiyanto, S.S., S.Pd., M.Pd., Ph.D., (II) Prof. Drs. H. Junaidi Mistar, M.Pd.

Kata Kunci: Gambar Animasi, Penguasaan, Kosakata

Kosakata adalah pengetahuan menghafal kata-kata yang memiliki arti untuk melengkapi keterampilan dalam membaca, menulis, berbicara, dan mendengarkan, sehingga kosakata sangat penting bagi orang untuk menggunakan bahasa dalam berkomunikasi. Keterampilan penguasaan kosakata di SD Kartika IV-7 Malang masih rendah, sehingga peneliti meneliti masalah tersebut. Singkatnya, peneliti menerapkan media gambar animasi untuk meningkatkan penguasaan kosakata bahasa Inggris di kelas enam sekolah dasar.

Pertanyaan yang ingin dijawab dalam penelitian ini adalah apakah gambar animasi dapat meningkatkan penguasaan kosakata siswa SD? Berdasarkan masalah penelitian, peneliti merumuskan objek penelitian untuk menjelaskan keefektifan penggunaan gambar animasi untuk meningkatkan penguasaan kosakata siswa SD. Subjek dalam penelitian ini adalah siswa kelas VI Kartika IV-7 Malang. Populasi penelitian ini adalah siswa kelas VI sebanyak 28 siswa, dan sampelnya adalah 25 siswa.

Metode penelitian ini adalah desain eksperimen. Penelitian ini dilakukan dalam enam pertemuan: satu kali untuk pre-test, empat kali untuk treatment, dan satu kali untuk post-test. Untuk mendapatkan skor pre-test dan post-test, peneliti menggunakan SPSS 20 dan rumus Kuder-Richardson²¹ untuk mengetahui reliabilitas nilai. Setelah melakukan tes, peneliti mendapat pre-test 0,71, dan post-test 0,69 sehingga perbandingan dilanjutkan dengan uji t sampel berpasangan.

Hasil penelitian menunjukkan bahwa setelah dilakukan uji-t skor uji-t sampel berpasangan adalah 8,392 ($P < .000$). Artinya nilai signifikansi skor postes lebih tinggi dari pretes. Dengan kata lain, penggunaan gambar animasi sebagai media pembelajaran kosakata efektif.

Dengan demikian, penelitian ini menyarankan agar seorang guru menggunakan gambar animasi untuk mengajar kosakata. Penelitian ini bertujuan untuk mendapatkan tanggapan siswa untuk menunjukkan pemahaman siswa dalam menggunakan dan menerapkan kosakata dengan mudah.

CHAPTER I

INTRODUCTION

1.1. Background of the Study

There have been numerous studies in the realm of education, specifically about teaching methods in the classroom (Heaton, 1990). The learning materials that teachers teach can be simpler for students to understand. Sometimes they still need help with problems when the methods are not optimal, therefore students need to help understand them. The results of previous studies are Lozanski and Beres (2008) also still a lot of temporary. As a result, it must meet the expectations of education in general and the implementation of learning methods in the classroom. This study used experimental research with a descriptive approach to produce results and conclusions consistent with the research. The information gathered from journals is relevant to some articles covering using media to recover English vocabulary mastery using experiments.

Animated picture media remains more exciting to study in this research because animated picture media is particularly effective for boosting students' English proficiency at and outside of school. Thus, the researcher seeks to increase students' mastery in enriching vocabulary using animated picture media for elementary students. The goal of this research is to identify issues regarding the effective application of Information and Communication Technology learning with the method of playful picture media in English vocabulary lessons so that students can absorb or enrich the vocabulary master easily in learning in class. Hopefully,

students will continue to remember using it every day when they are active for a long time.

Teachers often use animated picture media to create fun teaching for students to absorb various subjects in the classroom. The teachers always want to give the best explanation of the material, which is easy to understand, and even easy to remember until wherever the students are or wherever they live so that there are students who give a good impression about the teaching methods provided by the teacher concerned. The author here wants to prove that the methods used by the teachers take a good, optimistic, and beneficial effect on the students. Here, the researcher intends to apply teaching methods using ICT media, specifically animated image media, therefore that students better understand and even master the lessons taught by the teacher. The researcher believed that animated image media could affect attention and interest. The researcher is motivated to learn about the material, especially English vocabulary for young learners (Lelawati, 2018).

Learning vocabulary is difficult for children who need to learn how to speak when they are 0-1 years old, and even more than that is elementary students (Asipi et al 2023; Hardi & Marleni, 2020). Then they are faced with foreign language vocabulary such as English, the foreign language in Indonesia (Mistar, 2014). Several researchers have described various ways to provide knowledge to teachers who apply various methods with the purpose of students understand the subject matter (Krosel et al., 2023; Melvin, 2022; Thabroni, 2021). Learning methods are also developing, requiring teachers to innovate and be creative in line with the development of science in education, especially regarding methods of learning

English vocabulary in the classroom. Some researchers were inspired by previous research on the use of video animation media (Silfia et al., 2018). They said vocabulary lessons are delivered via animated videos to increase student engagement in vocabulary learning. Children love animation, which should come as no surprise. They adore appealing, entertaining, and inventive things.

Wati and Januaryty (2022) showed a significant difference obtained by the pupils during both the pre-test as well as the post-test. The pre-test mean scores are 59.43, and the post-test mean scores are 80.14. According to the information collected in the study, employing word walls as an intermediate can progress students' vocabulary command on SMP Negeri 23 Makassar. Moreover, Oladunjoye (2017), in his title is teaching vocabulary using film and video: the development of senior secondary students' registers. He combined video also cinema to teach vocabulary. He believed that cinema and video enhance Nigerian English for Second Language (ESL) students' vocabulary learning.

Efrizal (2018) with his title enhances second-year students' vocabulary mastery through English Movies. His finding is an improved vocabulary proficiency among kids, and most students gradually improved their results after each cycle. The English topic received a score of 70 on the Minimum Mastery Criteria (MMC). Although many researchers are still finding results about various teaching methods about the ability to understand English Vocabulary more quickly, interestingly, and easily remember it for a long-time during work.

Indeed, many studies examine English vocabulary to measure students' abilities in learning at school, especially in the classroom, with a self-collection strategy (Amalia, 2018). In general, the ability to remember foreign language vocabulary is not easy for us, so many teachers have started to create English vocabulary teaching strategies that are fun and easy to understand (Gultom et al., 2022; Susanto, 2017).

The phenomena of how to teach are teachers who are always required to provide lessons that interest students, especially understanding the lesson. The teachers used some media for the enrichment of the vocabulary, such as flashcards (Fitriana et al., 2021; Nugroho et al., 2012), animation videos (Lina et al., 2018; Satyawan, 2018), games (Bakhsh, 2016; Rahayu & Riska, 2018; Manurung et al., 2022), Stand Up Sequences Game (Nasmawi & Nanning, 2021), Tic Tack Toe game (Hasan, 2018), songs or English songs (Rahayu & Roza, 2014), cartoon film (Munir, 2016), cartoon movie (Astuti & Chalipah, 2016), the pictures of communication (Rakiyah, 2018), quizzizz (Albadri et al., 2022), picture cards (Octaberlina & Anggarini, 2020), picture charts media (Sulastri, 2011), word wall media (Wati & January, 2022; Zakiyah et al., 2022), and youtube videos (Hariyono, 2020; Tamara et al., 2022). All of these methods of enrichment boost academic results. While certain pedagogical tools are now commonly utilized in educational settings, others struggle to adapt to the numerous issues. Teachers have begun to change teaching methods that follow the demands of students. Creating or designing engaging lessons by utilizing ICT in animated images, the researcher believes that animated image media attracts students' attention when learning occurs.

Teaching methods play an essential role in helping students understand the learning materials in the classroom (Krosel et al., 2023).

Teachers often use various tools, including media, to make the lessons more engaging and exciting for students. Media can help students absorb the material quickly, improve their understanding, and make remembering easy. Therefore, media use in teaching has become a trend in education, especially popular training in English words. However, the effectiveness by means of media in schooling still needs to be explored further. The purpose of this research is to explore the usage of animated picture models by way of a tool to expand elementary students' English word genius. The study result needs some techniques to get by analyzing the students' abilities to enhance English vocabulary competence (Hariyanto & Wulandari, 2019).

Animated image media will be an attractive icon for students to understand all English Vocabulary in class and after the lesson. The researcher also wants to address the difficulty of understanding English vocabulary lessons as a foreign language in class (Games & Belen, 2019). It is easy to understand and remember when applying the animated image media method, consequently, the research title is improving elementary students' English vocabulary mastery with media of animated pictures. The results of this study will likely be helpful to readers, particularly to English teachers, in teaching English vocabulary in primary school and even higher levels, such as in middle school and high school.

1.2. Problem Statement

In light of the study's context, the research mentioned in the study problem can animated pictures improve elementary students' vocabulary mastery?

1.3. Objectives of the Study

In light of those sentences before, the researcher provides a satisfying solution by providing a full explanation and clearly stating how his study answered the problem is to explain the effectiveness of using a method of the animated picture to improve students' mastery of English language vocabulary.

1.4. Significance of the Study

According to title of the learning, the researcher chose playful picture media to explain the data more accessible in this study. The researcher convinces that many articles analyze the methods to improve vocabulary mastery and that the only media to apply is the animated picture media trendy in the schoolroom. The researcher expects this study to help improve teaching language, especially for applied playful picture media for others interested in doing similar research. This study has several implications and applies to four categories:

a. Advantages for Educators

The findings of the study can be used by educators to enhance the results from the learners through learning material variety. This study can help them by demonstrating vocabulary using animated visuals, making the procedure for educating and learning English more entertaining. The

instructor can enhance the level of the process of instruction and learning by being more creative in his or her creations.

b. Advantages for Students

This study anticipated modifications in young students' learning vocabulary processes to enhance learning outcomes. They employ animated visuals in the vocabulary acquisition approach to help them ease while studying English. When the teacher employs appropriate instructional strategies, they should be capable of overcoming what is wrong with grasping the significance of the terminology.

c. Advantages for Schools

The results of the investigation are expected to serve as an exceptional addition to the school's efforts to enhance the way students are educated.

d. Advantages for the Researcher

The researchers must be understood the advantages of using animated picture media in enhancing a young student's vocabulary mastery, improving abilities in using learning media, and striving to enhance the researcher's vocabulary concepts.

1.5. Definition of Key Terms

This research is titled improving elementary students' English vocabulary mastery with Media of the animated picture. The researcher clarifies the concepts employed in this research to avoid misinterpretations of the title. The key terms are as follows:

1.5.1. Animated Picture

The animated picture is the picture that was created by using an electronic application to make it moves like a human being in real life.

1.5.2. Mastery

Mastery refers to the skill of someone getting from the process of natural experience in education competence

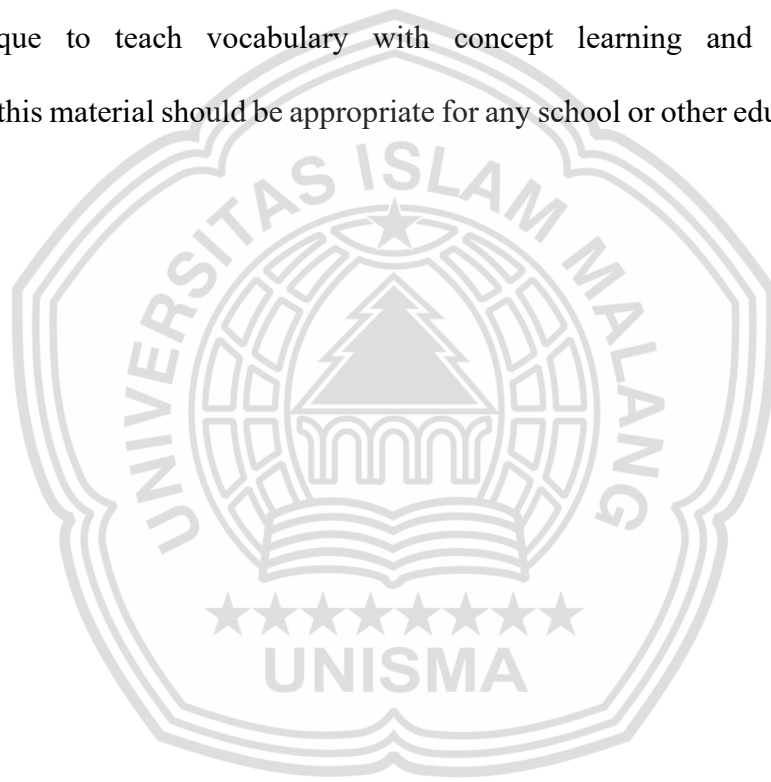
1.5.3. Vocabulary

The vocabulary meaning in this research is the words related to the things around the school, things around the house, public places, and quantifiers.

1.6. Scope and Delimitation of the Research

The goal of this study is to examine the usage of animated image media as a strategy for improving primary students' English vocabulary proficiency. The study's sample size was just one class, and it was in a single school. The research was carried out over five weeks and collected data using observation, interviews, and pre-test and post-test assessments.

As indicated in the research's background, this study focuses on the creation of vocabulary items. This research does not entirely develop all materials in the sixth grade. This study focuses on new terminology related to 'things around us'. By completing the task on students' exercise books, the pupils gain insufficient experience in learning vocabulary. It also bores and disinterests students in the class, therefore perhaps generating vocabulary materials based on animated visuals is a novel technique to teach vocabulary with concept learning and playing. Furthermore, this material should be appropriate for any school or other educational institution.



CHAPTER VI

CONCLUSION AND SUGGESTION

This section is divided into two sections: conclusion and suggestion. The conclusion summarized the research outcomes based on the preceding chapter's data evaluation and discussion. The suggestions, on the other hand, cover what the researcher suggests doing.

6.1. Conclusion

According to the researcher's results and the findings that occurred in the preceding section, as well as the research results, the researcher came to conclude that using animated pictures in sixth-grade students' vocabulary mastery at Kartika IV-7 Malang 2022/2023 elementary school showed that pupils could enhance the vocabulary mastery of the teaching method using animated pictures was very significant.

6.2. Suggestion

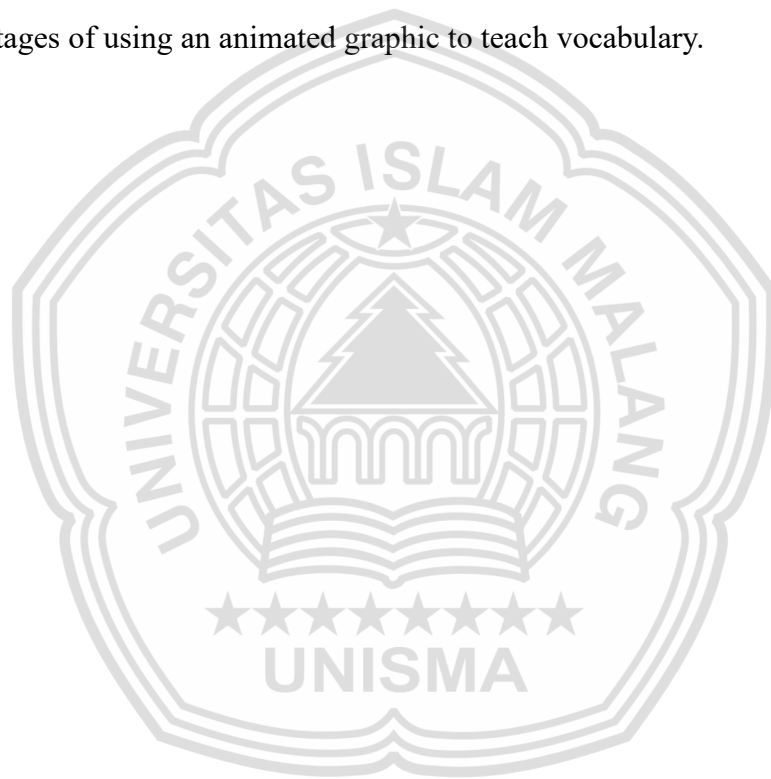
The suggestion for the research is:

1. English Teachers

English teachers should do experiment with the animated picture technique in teaching English, particularly vocabulary as an English component. The teacher can be more creative in applying that method to the students and employing it in the classroom to teach vocabulary to ensure students are engaged, motivated, and not bored with English learning.

2. Future Researchers

Although the study is not complete yet, it is suggested that future researchers conduct additional research in the same line of work, particularly on using animated pictures to teach vocabulary. This study was significant since it provided the researcher with new information. Learn more about the advantages of using an animated graphic to teach vocabulary.



REFERENCES

- Akmal, F., & Harmaini, F. (2014). Teaching vocabulary by using pictures to junior high school students. *Jurnal Fakultas Keguruan dan Ilmu Pendidikan*, 3(5), 1-7. <https://ejournal.bunghatta.ac.id/index.php/JFKIP/article/view/2413>
- Albadri, A. N., Yunus, M., Elfiyanto, S., Mustofa, M., & Putra, S. P. (2022). The students' perception toward the learning platform of Quizizz in learning vocabularies at MAN 1 Malang. (*EDUTECH*) *Journal of Education and Technology*, 6(2), 217-227. <https://doi.org/10.29062/edu.v6i2.427>
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching & Education*, 3(3), 21-34. <https://doi.org/10.20472/TE.2015.3.3.002>.
- Amalia, N. (2018). Meningkatkan penguasaan vocabulary siswa menggunakan vocabulary self-collection strategy pada kelas VII A3 di SMPN 1 Singaraja. *Journal of Education Action Research*, 2(2), 172-179. <https://doi.org/10.23887/jear.v2i2.12326>
- Andrä, C., Mathias, B., Schwager, A. *et al.* (2020). Learning foreign language vocabulary with gestures and pictures enhances vocabulary memory for several months post-learning in eight-year-old school children. *Educ Psychol Rev*, 32, 815-850. <https://doi.org/10.1007/s10648-020-09527-z>
- Arsini, N. N., Santosa, M. H., & Marsakawati, N. P. E. (2022). Hospitality school students' perception of the use of word wall to enrich students' work-ready vocabulary mastery. *Elsy: Journal of English Language Studies*, 4(2), 124-130. <https://doi.org/10.31849/elsya.v4i2.8732>
- Asipi, L. S., Trisanti, O. L., Damayanti, Y. T., & Viviana, V. (2023). Methods of teaching vocabulary in English Young Learners' (EYL) classroom. *Journal on Education*, 5(4), 15078-15088. Retrieved from <https://jonedu.org/index.php/joe/article/view/2598>
- Astuti, S. W., & Chalipah, N. (2016). *The use of cartoon movies to enhance students' vocabulary in primary school. Annual international seminar on English language teaching: New Streams and Challenges in EFL Teaching and Learning*. <http://10.30870/aiselt.v0i0.10905>
- Arnetta, H. (2022). *The use of animation videos to improve the students' vocabulary achievement of the seventh-grade students at SMP Muhammadiyah 1 metro*. [Sarjana' Thesis, Universitas Lampung]. ProQuest Dissertations and Theses Global. <http://digilib.unila.ac.id/66548/3/3.%20SKRIPSI%20TANPA%20BAB%20PEMBAHASAN.pdf>

- Bakhsh, S. A. (2016). Using games as a tool in teaching vocabulary to young learners. Canadian Center of Science and Education: *Eric Journal*, 9 (7), 120-128. [https://doi: 10.5539/elt.v9n7p120](https://doi.org/10.5539/elt.v9n7p120)
- Bernard, S. (1987). *Vocabulary Builder 1*. England: Longman. https://books.google.co.id/books/about/Vocabulary_Builder.html?id=mX6cbwAACAAJ&redir_esc=y
- Bewafa, S. (2015). Developing teaching media of kangaroo smart frieze to enrich elementary school students'™ vocabulary. (*ELT Forum*) *Journal of English Language Teaching*, 4(1), 1-9. <https://doi.org/10.15294/elt.v4i1.7926>
- Brown, H. D. (2007). *Teaching by principles: an interactive approach to language pedagogy* (3rd edition). San Fransisco State University. Pearson Longman. https://books.google.co.id/books/about/Teaching_by_Principles.html?id=ZE4CAgAACAAJ&redir_esc=y
- Brown, H. D. (2007). *Principles of language learning and teaching*. (5th edition). Pearson Longman. 0131991280, 9780131991286
- Chukka, S. (2020). *Benefits of using animation in the education system*. Linked. In. <https://www.linkedin.com/pulse/benefits-using-animation-education-system-sivakishore-chukka>
- Deasy, Punggulina, & Ani. (2013, May 26). *Language Assessment Development: Assessment Development in English Language Teaching*. Wordpress.com. <https://assessmentdevelopment.wordpress.com/category/vocabulary-test/>
- Depdikbud, 1985. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka
- Efrizal, D. (2018). Improving students' vocabulary mastery through English movies for second-year students at Man 01 Kota Bengkulu. *Al-lughah Journal Bahasa*, 7(1), 46-57. <http://dx.doi.org/10.29300/lughah.v7i1.1607>
- Farmer, K. (2021, June 29). *The benefits of using animation for learning and development*. Bold Content: Videos storytellers. <https://boldcontentvideo.com/2021/06/29/the-benefits-of-using-animation-for-learning-and-development/>
- Fitriana, R. O., Hadi, M. S., & Izzah, L. (2021). Improve students' English vocabulary skills with flashcard media. *Jurnal Ilmiah Pendidikan Profesi Guru*, 4(3), 521–530. <https://doi.org/10.23887/jippg.v4i3.39029>
- Fraenkel, J. R. and Norman E. W. (2009). *How to design and evaluate research in education*. New York. McGraw-Hill Companies
- Gámez, G., & Belén, A. (2019). *How to learn vocabulary in a foreign language*. Granada: Universidad de Granada. <http://hdl.handle.net/10481/56575>

- Gay, L.R., & Mills, E.G. (2018). *Educational Research Competencies for Analysis and Application (Twelfth edition)*. Amazon. Ohio: Pearson. <https://www.amazon.com/Educational-Research-Competencies-Analysis-Applications/dp/0134784227>
- Gower, R., Philips, D., & Walters, S. (1995). *Teaching Practice Handbook*. WordPress. Oxford: Heinemann. https://thisisinsane.files.wordpress.com/2017/02/teaching_practice_handbook_by_roger_gower.pdf
- Gultom, R. J., Simarmata, J. N., Purba, O. R., & Sarigih, E. (2022). Teachers' strategies in teaching English vocabulary in junior high school. *JELE: Journal of English Language and Education*, 7(1), 182-676. <https://jele.or.id/index.php/jele/article/view/182/124>
- Grauberg, W. (1997). *The Elements of Foreign Language Teaching (Modern Language in Practice)*. Multilingual Matters, Ltd. <https://www.multilingual-matters.com/page/detail/The-Elements-of-Foreign-Language-Teaching/?k=9781853593864>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *ScienceDirect*. 3. 275-285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Hardi, V. A. & Marleni, L. (2020). Do the children need to learn English at the elementary level? *Journal Basicedu*, 4(3), 551-557. <https://doi.org/10.31004/basicedu.v4i3.399>
- Hariyanto, H., & Wulandari, F. (2019). An analysis of students' English vocabulary mastery and translation ability in senior high school. *Edukasi: Journal Pendidikan*, 17(2), 250-263. <https://doi.org/10.31571/edukasi.v17i2.1239>
- Hariyono, T. C. (2020). Teaching vocabulary to young learner using video on youtube in English courses. *Language research in society (Lars) journal*, 1 (1), 41-46. <http://dx.doi.org/10.33021/lrs.v1i1.1038>
- Harmer, J. (2012). *Essential teacher knowledge: Core concept in English language teaching*. Pearson Education ESL. Longman handbooks for language teaching. https://books.google.co.id/books/about/Essential_Teacher_Knowledge.html?id=heSkMQEACAAJ&redir_esc=y
- Harmer, J. & Rossner, R. (1997). *More than words vocabulary for upper intermediate to advanced students book 1*. Pearson Longman. https://books.google.co.id/books/about/More_Than_Words.html?id=7nQfSwAACAAJ&redir_esc=y

- Harmer, J. (2007). *The Practice of English Language Teaching*. (Fourth Edition). England: Pearson Education Limited. https://coljour.files.wordpress.com/2018/09/jeremy_harmer_the_practice_of_english_language_teaching_4th_edition_longman_handbooks_for_language_teachers.pdf
- Hasan, H. (2018). Improving students' English vocabulary by using the tic tact toe game in the second year of SMP Negeri 7 Satap Maiwa Kabupaten Enrekang. *Edumaspul: Jurnal Pendidikan*, 2(2), 77-86. <https://doi.org/10.33487/edumaspul.v2i2.12>
- Hielbert, E. H., & Kamil, M. L. (2005). *Teaching and Learning Vocabulary: Bringing Research to Practice*. Taylor & Francis Group. New York: Routledge. <https://doi.org/10.4324/9781410612922>
- Heaton, J.B. (1990). *Classroom Teaching*. New York: Longman. https://books.google.co.id/books/about/Classroom_Testing.html?id=Pc54AAAIAAJ&redir_esc=y
- Hendriani, S., & Suzane, N.(2013). *Language Testing*. STAIN Batusangkar Press. <https://ecampus.iainbatusangkar.ac.id/batusangkar/AmbilLampiran?d=GtiiN14zpdKYP19ABuECAosc715LfVJjLR%2BF3LKPel6FtS3nwwwQlsY1HGFmpooPfQPbD3HPpl03Fgx5a8SO4H2CzWbPX9ngHfxysmVS5qNzP9h%2BE35AAAt5R3g72HXzwZ5Ah3Etejan5qmvcLzWyoig36WNPYMfJGQwm02olUc0%3D>
- Husnifa, R. (2017). *The use of animation pictures to improve students' vocabulary in seventh grade at mts tpi sawit Seberang*. [Sarjana thesis, Universitas Islam Negeri Sumatera Utara]. <http://repository.uinsu.ac.id/3185/>
- Imran, M. C. (2023). Babel application to improve students' vocabularies. *Paedagoria: Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*, 14(2), 110-113. DOI: <https://doi.org/10.31764/paedagoria.v14i2.12979>
- Kane, T.S. (2000). *The Oxford: Essential guide to writing*. Berkley Books, New York. <https://www.amazon.com/Oxford-Essential-Writing-Resource-Library/dp/0425176401>
- Kuder, G. F., & Richardson, M. W. (1937). The theory of estimation of test reliability. *Psychmetrika*, 2, 151-160.<http://dx.doi.org/10.1007/BF02288391>
- Kridalaksana, H. (2008). *Kamus Linguistik*. Jakarta: Gramedia Pustaka Utama. <https://elibrary.bsi.ac.id/readbook/208285/kamus-linguistik>
- Law-Insider (n.d.). *Legal definitions dictionary*. In law-insider.com dictionary. Retrieved March 11th, 2023, from <https://www.lawinsider.com/dictionary/vocabulary>

- Lelawati, S., Dhiya, S., & Mailani, N.P. (2018). The teaching of English vocabulary to young learners. (*PROJECT*) *Professional Journal English Education*, 1 (2), 95-100. <http://dx.doi.org/10.22460/project.v1i2.p95-100>
- Lina, S., Rusli, T. I., & Nasrullah, R. (2018). Teaching vocabulary to young learners by using animation videos. (*Meta Communication*) *Journal of Communication Studies*, 3(1), 1-15. <https://etdci.org/journal/ijrer/article/view/44>
- Lowe, R. K. (2003). Animation and learning: Selective processing of information in dynamic graphics. *Learning and Instruction*, 13(2), 157-176. [https://doi.org/10.1016/S0959-4752\(02\)00018-X](https://doi.org/10.1016/S0959-4752(02)00018-X)
- Lozanski, K., & Beres, M. A. (2007). Temporary Transience and Qualitative Research: Methodological Lessons from Fieldwork with Independent Travelers and Seasonal Workers. *International Journal of Qualitative Methods*, 6(2), 106–124. <https://doi.org/10.1177/160940690700600202>
- Madison, N. (2023, June 6). *What is animation?* MusicalExpert.org. <https://www.musicaexpert.org/what-is-animation.htm>.
- Makaruku, H. (2021). Improving students' vocabulary mastery through picture cards. *LingTera*, 8(1), 12-19. <https://doi.org/10.21831/lt.v8i1.15423>
- Manurung, R. S., Samola, N., & Sanger, M. B. (2022). The use of the game to increase students' vocabulary at SMP Kristen Malak Matungkas. (*JoTELL*) *Journal of Teaching English, Linguistics, and Literature*, 1(5), 608-624. <https://doi.org/10.36582/jotell.v1i5.3922>
- Maio, A. (2023, May 7). *What are Animation-definition, history, and type of animation.* StudioBinder. <https://www.studiobinder.com/blog/what-is-animation-definition/>
- Misa, M. (2022). Teaching vocabulary using games: a case study of ELT classroom at 7th-grade students of secondary school. (*BIRCI-Journal*) *Budapest International Research and Critics Institute-Journal*, 5(2), 17748- 17757. DOI:<https://doi.org/10.33258/birci.v5i2.5745>
- Mistar, J. (2014). *Teaching English as a foreign language (TEFL) in Indonesia. In teaching English to the world.* Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781410612861-9/teaching-english-foreign-language-tefl-indonesia-junaidi-mistar>
- Munir, F. (2016). The effectiveness of teaching vocabulary by using cartoon films toward vocabulary mastery of EFL students. (*JELTL*) *Journal of English*

- Language Teaching and Linguistics*, 1(1), 13-37.
<http://jeltl.org/index.php/jeltl/article/view/20>
- Nasmawi, H., & Nanning. (2021). Increasing students' vocabulary mastery by using stand-up sequences game. *Inspiring: English Education Journal*, 4(1), 1-7.
<https://doi.org/10.35905/inspiring.v4i1.1485>
- Nugroho, Y. S., Nurkamto, J., Sulistyowati, H. (2012). Improving students' vocabulary mastery using flashcards. *English Education: Journal Pendidikan Bahasa Inggris Universitas Sebelas Maret*, 1(1), 1-15.
https://jurnal.fkip.uns.ac.id/index.php/bhs_inggris/article/view/1240
- Octoberlina, L. R., & Anggarini, I. F. (2020). Teaching vocabulary through picture cards in Islamic elementary school: a case study in Nida Suksa school, Thailand. *Madrasah Journal Pendidikan dan Pembelajaran Dasar*, 13(1), 26-38. <https://doi.org/10.18860/mad.v13i1.9649>
- Oladunjoye, O. S. (2018). Teaching vocabulary using film and video: the development of senior secondary students' registers. (*EAJ*) *European-American Journals*, 5(2), ...
<https://www.eajournals.org/journals/international-journal-of-english-language-teaching-ijelt/vol-5-issue-2-february-2017/teaching-vocabulary-using-film-and-video-the-development-of-senior-secondary-students-registers/>
- Orraryd, D. (2021). *Making science come alive Student-generated stop-motion animations in science education* (publication number 110) [Doktoral dissertation, Linköping University]. ProQuest Dissertations and Theses Global. <http://www.diva-portal.org/smash/get/diva2:1523160/FULLTEXT01.pdf>
- Rahayu, D. S., & Roza, W. (2014). Teaching vocabulary by using English songs. *Jurnal Fakultas Keguruan dan Ilmu Pendidikan*, 3 (5), 1-12.
<https://ejurnal.bunghatta.ac.id/index.php/JFKIP/article/view/2712>
- Rahayu, W. A., & Riska, S. Y. (2018). Developing English vocabulary learning game. *Cakrawala Pendidikan: Journal Ilmiah Pendidikan*, Th. XXXVII (1), 85-96. <https://doi:10.21831/cp.v37i1.15965>
- Rakiyah, S. (2018). The effectiveness of teaching vocabulary by using pictures of communication at state primary school 023905 Binje Utara. *Komunikologi: Journal Pengembangan Ilmu Komunikasi dan Sosial*, 2(2), 1-10.
<http://dx.doi.org/10.30829/komunikologi.v2i2.2932>
- Ramli, S. (2020). *Improving vocabulary through audiovisual by using youtube videos to SMP students" of SMP Negeri 2 Takalar* (publication number.)

- [Sarjana's thesis, Muhammadiyah University, Makasar]. Thesis is global. https://digilibadmin.unismuh.ac.id/upload/11214-Full_Text.pdf
- Satyawan, V. Y. (2018). The use of animation video to teach English to junior high school students. *(JELLT) Journal of English Language and Language Teaching*, 2(2), 89–96. <https://doi.org/10.36597/jellt.v2i2.3277>
- Silfia, L., Rusli, T.I., & Nasrullah, R. (2018). Teaching vocabulary to young learners by using animation videos. *Meta Communication; Journal of Communication Studies*, 3 (1), 1-15. <http://dx.doi.org/10.20527/mc.v3i1.4783>
- Siregar, A. S. B., Tobing, E. G. L., & Fitri, N. R. (2021). Developing teaching materials: using animation media to learning English vocabulary for early childhood. *(ETDC) Indonesian Journal of Research and Educational Review*, 1(1), 9 - 16. <https://doi.org/10.51574/ijrer.v1i1.44>
- Sofyan, R. R. (2021). Expanding students' vocabulary mastery using pictures at junior high school. *Pinisi Journal of Art, Humanity & Social Studies*, 1 (3), 1-5. <https://ojs.unm.ac.id/PJAHSS/article/view/22815>
- Stahl, S. A. (1999). *Vocabulary Development*. Brookline books. https://books.google.co.id/books/about/Vocabulary_Development.html?id=B6HQgAACAAJ&redir_esc=y
- Sulastri, N. (2011). The effectiveness of picture chart media on students' English vocabulary. *(JEFL) Journal on English as a Foreign Language*, 1(2), 103-110. <https://doi.org/10.23971/jefl.v1i2.195>
- Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal Kata: Penelitian Tentang Ilmu Bahasa dan Sastra*, 1(2), 182-191. <https://garuda.kemdikbud.go.id/documents/detail/854613>
- Syarifudin, A., Marbun, R., & Novita, D. (2014). An analysis of the students' vocabulary mastery in a descriptive study on the MTS. *(JELE) Journal of English Language Teaching*, 3(9), 1-10. <https://dx.doi.org/10.26418/jppk.v3i9.7022>
- Tamara, V., Liando, N. V. F., & Tuerah, I. J. (2022). Improving students' vocabulary through audio-visual by using YouTube videos at SMA Negeri 2 Tondano. *(JoTELL) Journal of Teaching English, Linguistics, and Literature*, 1(10), 1140-1152. <https://doi.org/10.36582/jotell.v1i10.4730>
- Thabrani, G. (2021, Juni 17). *Metode Pembelajaran: Pengertian, Jenis & Macam (Menurut Para Ahli)*. serupa. id. <https://serupa.id/metode-pembelajaran-pengertian-jenis-macam-menurut-para-ahli/>
- Thornbury, S. (2002). *How to teach vocabulary*. Essex: Pearson Education Limited.

- Universitas Islam Malang. (2020). *Pedoman penulisan thesis magister pendidikan Bahasa Inggris program pascasarjana Universitas Islam Malang*. Malang: Universitas Islam Malang.
- Ullah, A., Vivit Rosmayanti, & Muhamad Yahrif. (2023). The use of show and tell method in teaching vocabulary to second-year students of junior high school. *Kumpulan Artikel Pendidikan Anak Bangsa (Kapasa): Jurnal Pendidikan, Sosial Dan Humaniora*, 3(1), 14-21. <https://doi.org/10.37289/kapasa.v3i1.197>
- Wang, F., Zhao, T., Mayer, R.E., & Wang, Y. (2020). *Guiding the learner's cognitive processing of a narrated animation*. *ELSEVIER*, 69. <https://doi.org/10.1016/j.learninstruc.2020.101357>
- Wati, M., & Januarty, R. (2022). Students' vocabulary achievement under Word Wall media at SMP Negeri 23 Makassar. *Teaching English as a Foreign Language Overseas Journal*, 10(1), 10-17. <https://doi.org/10.47178/teflo.v10i1.1617>
- Webster's third new world international dictionary (WNW). (1986). Newhaven: The Merriam Webster. <https://www.worldcat.org/title/13005588>
- Wijayanti, R. (2016). *Media for learning* (1507042042). [Master's thesis, Instructional Technology Ahmad Dahlan University]. ProQuest Dissertations and Theses Global. <http://pascapbi-3a.blogspot.com/2016/11/media-for-learning-ratih-wijayanti.html>
- Zakiyah, W., Mistar, J., Mustofa, M., & Heriyawati, D. F. (2022). The use of Word Wall media in teaching vocabulary to seventh-grade students. *Repository Unisma Malang*, 11 (2), 1-53. <http://repository.unisma.ac.id/handle/123456789/3666>
- Zulkifli. (2019). *The effect of teaching vocabulary using pictures on the second-grade students' vocabulary mastery*. [Master's thesis, Universitas Islam Malang]. ProQuest Dissertations and Theses Global.