

SOME EFFECTS OF ZOOTOPIA MOVIES ON VOCABULARY MASTERY OF THE JUNIOR SECONDARY STUDENTS

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Abstract

The aims of this research were to discover whether some effects of Zootopia movies on vocabulary mastery of the junior secondary students in vocabulary teaching has an effect or not. Pre-experimental design was the method used by the researchers with one class pre-test and post-test. The secondary students were the population of MTsN Kota Parepare in 2021/2022 academic year. The sample was taken with cluster random sampling technique that consisted of 25 students. The instrument of this research was a vocabulary test which administered as a pre-test and post-test. This research found a substantial difference in students' scores before and after treatment. As can be observed from the mean score, students' pre-test mean score was (53,24), which was lower than their post-test means score (85,96). The significant value of this research (0.000) was lower than the significant level (0.05). Therefore, the used Zootopia Movie as a teaching media can increased students' vocabulary mastery of the secondary students of MTsN Kota Parepare. The result of rxy is - 0,461, and after being consulted to the table, rxy (- 0,461) in very weak category. It means that the correlation is negative correlation using Zootopia movie as a teaching media. In this case the researchers conclude that there is negative correlation between vocabulary test and students respond using Zootopia movie as a teaching media at the secondary students of MTsN Kota Parepare.

Keywords— Zootopia Movie, Teaching Media, Vocabulary.

INTRODUCTION

For EFL learners, mastering vocabulary is difficult since pronouncing and understanding words is difficult, and this discourages them from learning vocabulary. Vocabulary is also the important roles in developing language. Students use vocabulary in order to develop ideas, thoughts and feelings if students do not have a lot of vocabulary, they won't be able to understand what people are talking about and cannot write the sentences.

Some problems that often occur when students learn English vocabulary, such as writing and speaking. Therefore, students should practice spelling and pronouncing it. Students only know the vocabulary taught that day and tomorrow will be forgotten because students lack implementation. The factors that make it difficult for students to memorize vocabulary is self-confidence, therefore they cannot develop their ideas and thoughts during class discussions.

There are several ways to teach English vocabulary in particular. One thing that must be considered in choosing a Zootopia movie as a teaching media is to look at the student's characteristics. Students in Junior High School are categorized as young learners. Generally, they tend to be imaginative and active. They always relate what they have learned with their experiences. They like an assignment that related with picture and colour. So, they need media to learn English well.

Media can be used in language schools in a variety of ways, including generating exercises based on radio program, television shows, newspapers, and videos, as we all know. According to Thoman (2003), media literacy plays an important role in educational programs, including second language learning. The use of media to create a relevant environment for teaching English can take many forms, including print, audio, and visual. Cartoon movies, such as Zootopia movie is one of the cartoon movies for gaining vocabulary. According to Harmer (2001) Cartoon movies are made up of a series of images that are projected onto a screen to create the illusion of motion in the form of a cartoon. A cartoon movie is the illusion of motion created by a rapid succession of still images.

According to Margono (2010), movies are a good alternative media for teaching vocabulary, so teachers can use movies as a good alternative media to teach their students, making them more interested in learning vocabulary. Teachers are generally not innovative and only teach vocabulary sourced from textbooks so that students get bored easily as a result of low motivation and response, on the contrary if using Zootopia movie as a teaching media will make students feel enjoy and happy to learn vocabulary because it is in the form of a cartoon movie.

The researchers were conducted interviews with English teachers at MTs Negeri Kota Parepare especially in the second grade, they are still very rarely use media in the form of cartoons to increase student's vocabulary, only relying on textbooks so students are not enthusiastic and not motivated to stay long in learning English. This is one of the reasons the researchers of the research at MTsN Kota Parepare specifically in the second grade.

In this case, there are several studies that examine Zootopia movie and cartoon movie. Firstly, Fhuri (2018) with the title The Effect of English Subtitle In "Zootopia" Movie in Speaking Skill For 9th Grade Students of SMPN 6 Sidoarjo. The research aimed is to examine the effect of using English Subtitle in "Zootopia" For 9th graders at SMPN 6 Sidoarjo, a movie was used as a medium to improve their speaking skills. English subtitles are practice media that students can use to help them understand how to watch a movie. English subtitles can be combined with the movie's sound, picture, and song. This study included 36 students as participants. It is divided into two classes. The experiment class was 9F, and the control class was 9G. The quasi-experimental design was used in this study. The findings of this study indicated that students could improve their speaking skills by using English subtitles. The t-test formula was used to analyze the data obtained from both the pre-test and post-test scores. The calculation revealed that, at a significance level of 5%, the value of the t-test (t_o) is greater than that of the t-table (t_t) ($19.90 > 1.99$). According to the test criteria, the results revealed that there is an effect of the student's speaking skill when using English subtitles. It can be concluded that using English subtitles in the movie "Zootopia" as a medium to improve students' speaking skills in the ninth grade at SMPN 6 Sidoarjo is an effective and applicable approach.

Based on the research above, the researchers can see that all of their research is successful. The result shows that this method using Zootopia movie and cartoon movies as teaching media can increase speaking and vocabulary mastery for students, but the research above does not show the students responses in mastering EFL, especially vocabulary mastery. However, the researchers want to see if the use of Zootopia movies could help the secondary students of MTsN Kota Parepare, whether their vocabulary mastery increase or not, and whether has effects to students or not.

The researchers were using the experimental method to know student's vocabulary mastery with Zootopia movie as a teaching media and administering questioner to students to know their respond whether students are really motivated in increasing vocabulary to use in daily conversation after watching Zootopia movie as a teaching media.

In this case, the researchers pose the research analysis as follows: "Some Effects of Zootopia Movies on Vocabulary Mastery of The Junior Secondary Students". This research was used two research questions, there are: Does Zootopia movie have effects on vocabulary mastery after watching Zootopia movie as a teaching media? and Is there correlation between vocabulary test and students respond after watching Zootopia movie as a teaching media?

LITERATURE REVIEW

The Vocabulary is a language specific feature that plays a significant role in communication. According to Krida, A language's vocabulary is a collection of information regarding the meaning and application of words in the language. It implies that vocabulary is a crucial language skill since the language would be unable to keep track of all information without it. A sound that may express a message and stand alone in a language is referred to as vocabulary. A sound that may express a message and stand alone in a language is referred to as vocabulary. A vocabulary is a collection of words that identify someone or something and are used in a certain language. It is also feasible to argue that vocabulary is employed in social interaction since it is the smallest unit of language that processes meaning in speech. A vocabulary is a collection of terms in one language that are used in the teaching and learning of another language.

Mastery is defined as total command of knowledge (Oxford Advance Dictionary). It is consistent with Hornby's (1995) definition of mastery as complete knowledge. The ability to use one's knowledge is characterized as mastery. According to Mukti (2012), The ability to apply knowledge of words taught while students are learning a foreign language is referred to as vocabulary mastery, and it includes not only understanding the meaning of words but also having no difficulty pronouncing, spelling, and applying them.

A key language skill that is vital to the ordinary language student is vocabulary. Someone can't talk effectively or explain his thoughts in both spoken and writing form if he doesn't have a large vocabulary. Another difficulty to students learning a foreign language is a restricted vocabulary. They often lose interest in learning when they don't know how to expand their vocabulary. It demonstrates the importance of vocabulary for students in studying English.

Types of vocabulary:

1. In term of semantics. Milton (2009) distinguishes between functional and nominal words in his vocabulary. Articles, prepositions, conjunctions, and interjections are examples of functional words. Notional words include nouns, pronouns, adjectives, numerals, verbs, and adverbs.
2. In term of communicative language teaching. Pikulski and Templeton (2004) discuss receptive and expressive vocabulary, as well as vocabulary varieties. The words we use to express ourselves are referred to as expressive vocabulary, whereas the words we use to listen to and read are referred to as receptive vocabulary. There is also oral vocabulary,

which consists of our listening and speaking vocabularies, and literate vocabulary, which consists of our reading and writing vocabularies.

3. In general linguists. Differentiate vocabulary active and passive vocabulary. Active vocabulary, according to Harmer (1991), is the language that students have been taught or mastered and are expected to use. Passive vocabulary, on the other hand, refers to terms that students recognize when they meet but are unlikely to develop on their own.
4. In term of situation. Shoebottom (2017) Below, has proposed the various types of English vocabulary and situations in which they are likely to be found. They are detailed below. Situations in everyday life and situations in school.

As a result, the researchers concludes that vocabulary refers to the words that must be learned in order to effectively communicate with others through appropriate phrases.

Vocabulary is also classified in term of semantics functional there are words and notional words, in term of communicative language teaching there are receptive and expressive vocabulary, vocabulary active and passive in general linguists and the last one in term of situation everyday there are situations and academic situations.

According to Frost, R. (2009) states that there are various techniques that can be used when testing vocabulary, as follows:

1. Multiple choice
2. Arranging
3. Matching
4. Fill in the Blank
5. Writing Sentence
6. Dictation
7. Definitions
8. Synonym and Antonym

According to Munir (2016) conducted a study to investigate the effectiveness of using cartoon movies to teach vocabulary to EFL students toward vocabulary mastery. This is appropriate media teaching to teaching vocabulary so that students can interesting and motivated to improve their new vocabulary. In this case the researchers conclude cartoon movie can affect students' interest in increase their vocabulary mastery and effective things to teach vocabulary to students because the students more enthusiastic about learning English. Especially the researchers using "Zootopia Movie" as media teaching because in Zootopia

movie there are so many dialogues that can be used in daily life so that without them realizing it, students have memorized and improved their vocabulary.

Zootopia movie is a cartoon movie from Disney 2016 and directed by Byron Howard & Rich Moore and co-directed by Jared Bush. which tells story about an animal fairy tale with a plot of adventure, action, and of course comedy. Once upon a time there was a world containing animals that had evolved so that they no longer preyed on each other and behaved like humans. The main character is a rabbit named Juddy Hopps who comes from a small town, since infancy Juddy Hopps has always wanted to be a cop in the metropolis of Zootopia. Despite being underestimated by friends and lacking support from his family, he is still ambitious to achieve his goals after the various challenges he has experienced, Juddy Hopps became the first rabbit to graduate from the police academy, even becoming the best graduate in his class.

Therefore, the researchers apply the Zootopia movie as a teaching media to students. As a result of being educated through the Zootopia movie, the researchers would be able to teach them directly, the students can gain some influence, such as good accomplishment in memorizing language. as a teaching media. The researchers believe that using the movie Zootopia to teach vocabulary mastery to students would be beneficial. The concept is based on the fact that children adore cartoon movies like Zootopia movie.

The researchers were used Zootopia movie as a teaching media and as the treatment in the class. The researchers were explained part of speech in form of noun, adjective and verb, firstly what is noun, adjective and verb, secondly what function of noun, adjective and verb, and the last on is types of noun, adjective and verb.

The main components are briefly described as follows:

1. Pre experiment: To assess students' abilities prior to providing treatment
2. Treatment (Using Zootopia movie as teaching media): The process refers to teaching and learning with using Zootopia movie as teaching media.
3. Post experiment: To find out how to master vocabulary and motivated after being given treatment the form of Zootopia movie as a teaching media.
4. Output: The effects of Zootopia movie on vocabulary mastery after watching Zootopia movie as a teaching media.

Hypothesis is short term solution to a research question. In this research, A hypothesis is a simple prediction about how the investigation will turn out. It's a hint to the treatment to come.

Furthermore, when establishing a hypothesis, the researchers must ensure that the hypothesis is true. There are two kinds of hypothesis:

1. H_0 (Null Hypothesis): Using Zootopia movie is not has effects to improve student's vocabulary mastery.
2. H_a (Alternative Hypothesis): Using Zootopia movie as a teaching media is has effects to increase student's vocabulary mastery.

METHODS

The research design was used experimental method one group pre and posttest with quantitative approach. Data was collected through pre-test, treatment, post-test and questioner. According to Gay (1981), the experimental method is the research method that represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as science. Pre experimental method is used to see vocabulary increase for students after getting treatment. The treatment (X) occurred between pretest (O1) and posttest (O2). In the diagram below, the research design is classified:

Pre-test	Treatment	Post-test
O1	X	O2

This research used quantitative design. According to (Arikunto, 2012). Quantitative research is a study based on numerical computations, which includes data gathering, data interpretation, and data collecting. The researchers used pre-experimental in this research. This design was used by the researchers to determine the changes in learning before and after using the Zootopia film as a teaching media.

Pre experimental apply with pretest, treatment and posttest, the experimental method with the subject in one group, namely class VIII 4. After that, students were given a questioner to answer in order to determine how students responded, which was then analyzed by determining the total average score. so, the researchers can to find out whether students respond are has effects or not to improve vocabulary mastery through Zootopia as a teaching media.

The research was conducted in December 2021 at MTsN Kota Parepare which is located on Jalan Jenderal Ahmad Yani KM.3, Bukit Harapan, Kec. Soreang, Parepare City, South Sulawesi.

The population in this research was secondary students at MTsN Kota Parepare which consisted of 5 classes. This research aims to determine student's English vocabulary mastery by using Zootopia movie as a teaching media.

Therefore, it can be concluded that a sample is a part of the population which have a certain characteristic from the population. The researchers took 1 class randomly from the population as the sample, namely the students of class VIII-4.

The research instrument was a vocabulary test. This study included two tests: a pre-test and a post-test. The pre-test assesses a student's vocabulary mastery prior to treatment, and the post-test assesses a student's vocabulary mastery after treatment.

After pretest, treatment, and posttest performed, the researchers gave several questioners in form of Google form to know if there is an effect to increase student's vocabulary mastery through Zootopia movie as a teaching media.

The test consists of Zootopia movie as teaching media. Pre and posttest consist of 30 items, the types of test are 10 items multiple choices, 10 items choose the meaning, and 10 arranging word into a correct one. In this research Quantitative approaches was implemented. The researchers compare the mean scores of the pretest and posttest in a quantitative approach. The results were analyzed in order to provide more information about strategies to help students enhance their vocabulary mastery. The following is a table of data measurement:

1. Vocabulary Test

Table 1. The Classification of Students' Score

Score Interval	Category
93-100	Very Good
84-92	Good
75-83	Average
<75	Poor

(Kemendikbud, 2017)

The researchers have presented the steps in data analysis in the following lines. The data in this study was analyzed using the SPSS (Statistical Program for Social Sciences) analysis technique:

- a. The vocabulary mastery test scores, the score ranges from 0-100 taking into account the correct answers.

$$S = \frac{R}{N} \times 100$$

Sugiyono (2013)

Which one:

S: Value

R: Correct answer

N: Total questions

- b. Sort the outcomes of the students' pretest and posttest.
- c. Calculate the average, frequency, and percentage of the students' pre- and post-test results using SPSS.
- d. Calculate the standard deviation and t-test of student scores using SPSS.
- e. Using SPSS, compute the t-test value to determine the significance of the difference between the pre-test and post-test mean values.

Therefore, the researchers were evaluated the hypothesis that Contextual Teaching and Learning can help to increase student's vocabulary mastery by assessing observations and test data, as well as questionnaires to determine students respond can has an effect to increase vocabulary after observing and learning certain language.

2. Questionnaire

The researchers are aware of the students' responses, which are assessed using a Likert scale model to calculate the overall average score. in scoring the Likert category scale, Positive questions have a numerical value of 4, 3, 2, 1 and negative questions have a numerical value of 1, 2, 3, 4. Positive research is graded on a scale of four (4) to strongly agree, three (3) to agree, two (2) to disagree, and one (1) to severely disagree. Negative questions are scored as follows: one (1) for highly agree, two (2) for agree, three (3) for disagree, and four (4) for strongly disagree.

The Correlation between Students vocabulary test and Students respond. Using statistical formulas (SPSS) the data was analyzed to see whether there was a correlation students vocabulary test besides on total posttest and their student's response in form of questioners. For variable X, the researchers used the questioner score, and for variable Y, the assessment score

RESULTS AND DISCUSSIONS

1. The Rate Frequency and Percentage of Students Pretest and Posttest Scores

The Rate Frequency and Percentage of Pretest and Posttest based on data analysis, it was featured from Zootopia movie as a teaching media has an effect on increasing student's vocabulary mastery. This is indicated by the results of student's pretest and posttest scores which are category into some criteria. It can be shown in the table below:

Table 2. The Frequency and Percentage of Pre-test and Post-test

No.	Classification	Range	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	93-100	0	0%	1	4%
2	Good	84-92	0	0%	17	68%
3	Average	75-83	0	0%	7	28%
4	Poor	<75	25	100%	0	0%
Total			25	100%	25	100%

Table 2 shows that in the pre-test, 0 (0%) students got "Very Good" scores, 0 (0%) students got "Good" scores, 0 (0%) students got "Average" scores, and as many as 0 (0%) students got "Poor", 25 (100%) scores. But, after the treatment the table shows that there were 1 (4%) student achieved "Very Good", 17 (63%) students achieved "Good", 7 (28%) students achieved "Average", and also 0 (0%) students "Poor" in the post-test. From the description above, it can be concluded that the frequency and the rate percentage was increasing. From 0 students obtained "Very Good", 0 students obtained "Good", 0 students obtained "Average" to 1 student obtained "Very Good", 17 students obtained "Good", and 7 students obtained "Average". While the "Poor" classification was decreased from 25 students to 0 students only.

2. The Mean Score and Standard Deviation of Students Pretest and Posttest

This research was used a pre-experimental method that only required one class as the sample (the same sample), therefore the data calculation used the paired sample test.

Table 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	53,24	25	10,080	2,016
	Posttest	85,96	25	4,363	873

Table 3 from the table above there is an increase of 32 points after doing treatment. pre-test was 53,24 students' and post-test were 85,96 it was found the students' vocabulary mastery after using Zootopia movie as teaching media is increased.

As a result, the first research question in this study, namely: Does Zootopia movie has effects on vocabulary mastery after watching Zootopia movie as a teaching media, because the student's vocabulary mastery after use Zootopia movie as a teaching media is increased or getting better than before using Zootopia movie as a teaching media.

3. The Inferential Analysis between Pre-test and Post-test

Table 4. Paired Samples Test

Paired Differences								Df	Sig.(2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t				
			Lower	Upper					
Pair 1 Pretest posttest	-32,720	7,834	1,567	-35,954	-29,486	-20,882	24	,000	

The data table 4 above is analyzed by using SPSS analysis within Paired Samples Test. If the level of significance ($\alpha = 0.05$) is greater than value (sig. 2-tailed) means there is no significant difference. Whereas, if the level of significance " α " is lower than p value (sig. 2-tailed) means there is significant difference. From the table above, we can see that the p value (sig. 2-tailed) was 0.000. It is lower than the level of significance α (0.05). It means that the used Zootopia movie as a teaching media can increase students' English vocabulary mastery.

4. Hypothesis Testing

The outcome of statistical analysis at the level of significance (α) 0.05 with degree of freedom ($df = 24$) and p value (sig. 2-tailed) of 0.000 suggests that the students' pre-test and post-test results are significantly different. In other words, the students' post-test sig. 2-tailed result does not above the level of significance (0.0000.05).

The following is the result of data analysis:

- a. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected when the significant value is significant level (0.05). It signifies that the pre-test and post-test scores of students differ significantly.

- b. The alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted when the significant value $>$ significant level (0.05). It signifies that the pre-test and post-test scores of students are not significantly different.

Based on the table above, the significant value of this research was 0.000 where significant level used was 0.05. In conclusion, the alternative hypothesis (H_a) is accepted. In this case, using Zootopia movie as teaching media as a media in teaching vocabulary mastery can increase students' vocabulary mastery.

5. The Correlation between Students vocabulary test and Students response.

Table 5. Correlations

		Post Test	Questioner
Post Test	Pearson Correlation	1	-,461*
	Sig. (2-tailed)		,020
	N	25	25
Questioner	Pearson Correlation	-,461*	1
	Sig. (2-tailed)	,020	
	N	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

From the result Table 4.4 above, the correlations index was - 0,461 the level of coefficient significance correlation was 0.000 and $N = 25$. The following table shows a straightforward explanation of the correlation index "r" product-moment (r_{xy}):

Table 6. The Simple Interpretation of r_{xy}

r_{xy}	Interpretation
0.00 – 0.20	Very low
0.021 – 0.40	Weak
0.41 – 0.60	Medium
0.61 – 0.80	High
0.81 – 1.00	Very high

Based on the result Table 6 the simple Interpretation of $r_{xy} = - 0,461$ The lack of a clear link between the students' vocabulary exam and the questioners can be deduced. So, the researchers conclude there is no correlation between student's vocabulary test in a post test scores and students response in a questioner's scores.

The researcher's ability to conduct her research is influenced by the contrasts between offline and online learning. Because students and teachers can meet immediately so that the teacher can see the students' conditions, direct learning can deliver "more authentic" learning. However, the amount of energy used in teaching is considerable, as the teacher is expected to offer engaging and non-boring sessions.

At the last meeting the researchers also taught online via WhatsApp. While conducting research in online learning, researchers faced a number of challenges, including network disruption during the learning process. Due to the pandemic, this research was conducted online. But these obstacles did not deter the researchers from continuing their investigation.

CONCLUSIONS

1. Students' Vocabulary mastery of the secondary students of MTsN Kota Parepare specifically in VIII 4 was mostly in good category. There were 1 student (4%) in very good, 17 students (68%) in good, and 7 students (28%) in average and (0%) in poor. It means that watching Zootopia movie can help students enhance their vocabulary.
2. Based on the result of findings and discussion which had been described in previous chapter, the researchers draw concludes that there is negative correlation between vocabulary test and students respond at the second-grade students of MTsN Kota Parepare. The result of r_{xy} is -0,461, and after being consulted to the table, r_{xy} (- 0,461) in very weak category so it means that the correlation is not strong using Zootopia movie as a teaching media.

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