Improving Students' Vocabulary Mastery by Using Upin and Ipin Cartoon Movie at Seventh Grade Students of SMP Angkasa Mandai

Muhammad Iqbal Maliang[1]

[1]Hasnuddin University, Indonesia
*Correspondence: muhammadiqbalmaliang@gmail.com

ABSTRACT

Cartoon movie are designed not only to entertain children, but cartoons can be also used to teach and educate the children. The objectives of the study that are to find out whether "Upin and Ipin" cartoon movie can improve the students' vocabulary and to know whether there is an increase between pre test and post test about the types of vocabulary of "Upin and Ipin" cartoon movie. The method of the research used pre-experimental method with one group pre-test and post-test design. The pre-test administered in order to know students' vocabulary achievement after. Conducted treatment by using upin and ipin cartoon movie episode 16 Spiritual Night. The subject of the study was seventh grade students of SMP Angkasa Mandai. There were 30 students. Based on finding and discussion, it can be seen that this research shows us that the using Upin and Ipin cartoon movie episode 16 Spritual Night can help students to improve understanding on vocabulary mastery about kinds of vocabulary. After two test was done, there is significant improvement of vocabulary by using Upin and Ipin cartoon movie episode 16 Spritual Night. Pre test mean score (49.67 %) and the post test mean score (88%). The role of media is very important to increasing achievement vocabulary mastery. Therefore, to help the students to remember vocabulary and practice in learning language. It is one of solution to be used as appropriate method in teaching learning process

1. Introduction

Communication is a social event that can occur anywhere without knowing the place and time (Darwanto, 2007, p. 1). Language as the tool of communication has an important role to reveal an intention of someone else. People will be able to express their thought and feeling through communication (Setyaningsih, 2015, p. 1; Andini et al., 2022) . English is foreign language as a communications, office works, businesses, companies, health services, work programs, technology, and educations (Sukristiningsih & Sahid, 2022, p. 364; Rahman & Weda, 2019). Many people have used English for international communication and it is used as a key of knowledge, science, and technology. So, English is very important to conduct communication everywhere, every time, and everything English language (Munir, 2016, p. 14; Sukmawaty et al., 2022).

Based on the curriculum teaching English consists of four language skills, namely: listening, speaking, reading, and writing. The four language skills are supported by language aspects such as structure, pronunciation, grammar, spelling, structure, and vocabulary (Hartati et al., 2021, p. 322)

Vocabulary is critical tools of language aspects for foreign language learners make it barrier in communication (Adam & Magfirah, 2022, p. 563; Sahib & Sahraeny, (2022). People use vocabulary to express their opinions, ideas, and feelings. When someone has much vocabulary, he or she could express their opinions, ideas, and feelings effectively. In context of learning foreign language, vocabulary means a basic knowledge and useful material in the form of word which are always used by learners in learning a certain language (Prihandoko et al., 2022). Vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language. It means that, vocabulary is the central and very important component in learning a foreign language. With a limited vocabulary one has a limited understanding in terms of listening, reading, speaking, and writing. Therefore, vocabulary mastery must be the first priority in English learning and teaching (Amalia, et al., 2016, p. 2).

In teaching a language, English particularly is very complicated. In the classroom, the teacher will face dozens of technique applied to the students under the expectation that they are able to or easy to understand the lesson. As a teacher, it is necessary to find new teaching media to overcome the problems and not to forget to motivate the students. Some teachers have used games, pictures, songs, real object, cartoon and movie as their teaching media to grow the student creativity in learning process (Setyaningsih, 2015, p. 3; Prihandoko et al., 2022).

Media is medium tools to send message materials from speaker to receiver. It means that the media can be used to achieve of educational goals. The examples of media are radio, television, newspaper, magazines, and so on (Pammu, 2022, p. 740). There are many media can be used to improve students vocabulary like audio aid, audio-visual aid and etc. Example for audio aid is radio, music, and so on while example of audio-visual aid is video, film/movie, and television. In this study, movie is chosen as a media for teaching vocabulary. Movie is one of the audio-visual aid. Film, also called a movie, is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. The process of film making has developed into an art form and industry (Mukti, 2012, p. 3).

Cartoon is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize (Mukti, 2012, p. 3; Amir P et al., 2023). Cartoon movie more interested because the students study without feel bored. Cartoon movie makes be the students interested in study English it will be a good experience, and a good experience can be unforgettable experience. In this moment students can be a good human in remembering vocabulary (Handayani et al., 2015, p. 1). By using cartoon film the students seem easier to understand the vocabulary because they like the cartoon especially Upin and Ipin cartoon. So,the students feel easy to follow the story and understand word by word in Upin and Ipin film. Children like cartoon, so that they will enjoy teaching and learning in the classroom if a teacher uses cartoon. For the children, cartoon is fun. cartoon film offers a fun and meaningful teaching and learning experience (Munir, 2016, p. 15).

That is why the author would like to apply a new teaching methodology to teach English in this school by using a cartoon movie entitled Improving Students' Vocabulary Mastery by Using Upin and Ipin Cartoon Movie at the seventh grade students of SMP Angkasa Mandai.

a. Definition of Mastery

Mastery is a complete control or the state of having control over something superiority in competition, victory eminent skill, or through knowledge (Widyawati, 2010, p. 6).

b. Definition of Vocabulary

According to Darmawan et al., (2020, p. 616) vocabulary is the total of individual words and usage of teaching and learning habitual. Richards, (2001, p. 4) stated that vocabulary is one of the components of language and one of the first things applied linguists turned their attention to. Meanwhile, Mukoroli, (2011, p. 6) defined vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

c. Methods in Teaching Vocabulary

A method is theoretically related to an approach, organized by the design, and practically realized in procedure. Method is procedural of the plan of language teaching which is consistent with the theories. In other words. The examples of methods in teaching vocabulary such as presentation, demonstration, discussion, drill and practice, tutorial, cooperative learning, gaming, stimulation, discovery, and problem solving (Munir, 2016, p. 20).

d. Cartoon Movie as Media in Teaching and Learning Process

At school, a teacher whose role as a teacher and educator has the role and function strategies in instilling knowledge and morals / manners for students. In many ways, methods and strategies implemented to educate students to be a noble human being. But if students are just merely lectured every day would be bored, and possibly immune. So, from the case above cartoons movie is suitable media in teaching vocabulary for young learner. By using media cartoon movie is expected to be PAKEM learning process, more challenging and more meaningful (Munir, 2016, p. 24).

e. Upin and Ipin Cartoon Movie

Upin and ipin is a cartoon movie made by Malaysian television series of animated shorts produced by Les' Copaque Production. The author is interested in this movie and choose it as the media to teach vocabulary for junior high school students because this cartoon movie provides many words or vocabulary suitable with the curriculum of

junior high school 2004. Beside, there are many repetitions of the words which can help the students to memorize and understand the meaning of the word since they can see the picture of the object in it.

2. Methodology

The researcher used pre-experimental method with one group pre-test and post-test design. The pre-test administered in order to know students' vocabulary achievement after. Conducted treatment by using upin and ipin cartoon movie episode 16 Spiritual Night (Arikunto, 2002, p. 3). The research subject of this study was seventh grade students of SMP Angkasa Mandai. There were four classes at seventh grade students of SMP Angkasa Mandai. The researcher took one class, the total number of one class were 30 people.The instrument in this research gave vocabulary test in the form multiple choices, matching words, and translate to English to know vocabulary ability of students and the test consisted of 10 items of multiple choices, 5 items of matching words, and 5 items of translate to English in the form of noun, adjective, verb, adverb, pronoun, preposition, conjunction. The test gave to the students in pre-test and post-test segment. The researcher collected and analyzed the data form test by using the following procedures:

a. Calculating the mean at the result of pre test by using formula:

$$\overline{X} = \frac{\Sigma x}{N}$$

Where: $\overline{X}$ = Mean score

Σx = The raw of all score

N   = The number of subjects

b. The percentage of minimal mastery level criterion (KKM) considering English subject gains scores 70   by using formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P   = The class percentage

F = Total percentage score

N = Number of students

c. The percentage of students' improvement score from pretest to post-test used the following formula:

$$P = \frac{X2 - x1}{x1} \times 100$$

Where: P = Percentage

X2 = Average score of Post-test

X1 = Average score of Pre-test

d. After collecting the data of the students, the author classified the score of the students into the following criteria:

Score	Classification
96 - 100	Excellent
86 - 95	Very Good
76 - 85	Good
56 - 75	Fairly Good
36 - 55	Poor
0 - 35	Very poor

3. Result and Discussion

The researcher did action by teaching seventh grade students of SMP Angkasa Mandai using Upin and Ipin cartoon movie episode 16 spiritual night to improve vocabulary mastery on March 21th 2022 until April 19th 2022. Before doing the investigation, the author discussed it firstly with the principal of the school in other to get permission. Secondly, the principal gave his permission to conduct the investigation. In this matter, the author conducted the teaching-learning process, the purpose was to improve the students' score on English.

a. Pre test

In this pre test, the author explain about the technique will be used in this research on Monday March 21th 2022. After that, the author gave pre test about noun, adjective, verb, adverb, pronoun, preposition, conjunction by using Upin and Ipin cartoon movie Episode 16 Spiritual Night.

b. Treatment

First treatment

The first treatment, the author gave treatment about watched Upin and Ipin cartoon movie Episode 16 Spiritual Night on March 29th 2022. After the students finished watching Upin and Ipin cartoon movie Episode 16 Spiritual Night, the author teach kinds of vocabulary such as verb, noun, and adverb. After that the author asked the students such as the meaning of need, take, help, play, try, give, as a verb, the meaning of sparklers, mat, fasting as a noun, the meaning of carefully, wonderful, angry as a adverb.

Second treatment

The second treatment, the author took 10 minutes to review the previous vocabularies given in order to refresh their mind on Friday April 8th 2022. The meeting in this treatment was nearly the same as the first treatment. The topic was about conjunction, preposition, adjective, pronoun The author asked the students such as the meaning of so, and, but as a conjunction, the meaning of on as a preposition, the meaning of patient, naughty as a adjective, the meaning of you, we as a pronoun.

Post test

The result of the test in pre test was not satisfied yet. The author gave a post test on April 19th 2022, but before gave a post test the author gave treatment about watched Upin and Ipin cartoon movie Episode 16 Spiritual Night until 2 times after that the author teach about kinds of vocabulary such as noun, adjective, verb, adverb, pronoun, preposition, conjunction by using Upin and Ipin cartoon movie episode 16 spiritual night, after that the author gave a post test.

Pre test

This pre test was conducted on Monday March 21th 2022. Before the teaching and learning activities were undertaken. The author performed a pre test. It was followed by 30 students. The author gave 10 items of multiple choices, 5 items of matching word, and 5 items of translate to English about noun, adjective, verb, adverb, pronoun, preposition, conjunction. The author provided 20 minutes for the students to do this pre test but they consumed more time than she had expected. Most of students took about 30 minutes to finish this pre test. This case accured, probably because they felt that the items were to difficult for them.

Table 1. The result of the Pre test

No	Students' name	Scores	Category
1	ARF	60	Fairly Good
2	AAIA	40	Poor
3	ASW	40	Poor
4	AAP	45	Poor
5	AAR	65	Fairly Good
6	DM	25	Very poor
7	DS	60	Fairly Good

8	DA	55	Poor
9	FR	45	Poor
10	FT	30	Very poor
11	FQTBP	45	Poor
12	FTI	50	Poor
13	H	45	Poor
14	JSDB	65	Fairly Good
15	MPL	70	Fairly Good
16	MA	20	Very poor
17	MAF	50	Poor
18	MRA	15	Very poor
19	NRN	65	Fairly Good
20	PP	60	Fairly Good
21	RF	65	Fairly Good
22	RN	70	Fairly Good
23	RD	45	Poor
24	RAZ	75	Fairly Good
25	STC	50	Poor
26	SAK	35	Very poor
27	SHA	75	Fairly Good
28	SY	30	Very poor
29	SH	55	Poor
30	ZST	40	Poor
Sum		1490	

To get the result of pre test, firstly, the author calculated the mean score :

$$\overline{X} = \frac{\Sigma x}{N}$$

$$\overline{X} = \frac{1490}{30}$$

$$\overline{X} = 49{,}67\%$$

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4}{30} \times 100\%$$

$P \overset{=}{} 8{,}16\%$

According to the criterion provided by Depdikbud (1994, p. 34), learning process can be said to be successful if students' achievement is 70% and above. Based on the result of the pre test, the data showed that the mean score of pre test is 49,67%. There were only four students or 8.16% of the students who got the score above the Minimum Mastery Criterion (KKM) meanwhile the other 26 students were below that criterion. the author concluded that the students did not master the material well.

Treatment

First treatment

The first treatment was conducted on March 29th 2022. It was followed by 30 students. Before the treatment was started. The author took several minutes to govern the students to sit on the chairs that had been rearranged before.

After everything was controlled, then I checked their ready to start the lesson by asking them, for example: stand up, touch your head, touch your hair. When the students were really ready, the class began.

At the first the author gave treatment about watched Upin and Ipin cartoon movie Episode 16 Spiritual Night. After the students finished watching Upin and Ipin cartoon movie Episode 16 Spiritual Night, the author teach kinds of vocabulary such as verb, noun, and adverb. After that the author asked the students such as:

What is the meaning of need, take, help, play, try, give, as a verb?

What is the meaning of sparklers, mat, fasting as a noun?

What is the meaning of carefully, wonderful, angry as a adverb?

All students were very enthusiastically raising their hands when he asked them the question above. Some of students answered the author's question correctly.

Most of them were very enthusiastic in this session. From this view, the author thought that most of the vocabularies are new for them, and they were so curious to know the meanings of the words.

The author pronounced the words correctly and wrote it on the blackboard. After that, the author asked the students to repeat up him many times, and then asked them to write the words in their books.

Second treatment

The second treatment was conducted on Friday April 8th 2022. It was followed by 30 students. Beginning the activity, the author took 10 minutes to review the previous vocabularies given in order to refresh their mind. The meeting in this treatment was nearly the same as the first treatment. But the topic was about conjunction, preposition, adjective, pronoun. Before starting this activity, I checked their ready to start the lesson by asking them, for example: stand up, touch your head, touch your hair. When the students were really ready, the class began. The author asked the students such as:

What is the meaning of so, and, but as a conjunction?

What is the meaning of on as a preposition?

What is the meaning of patient, naughty as a adjective?

What is the meaning of you, we as a pronoun?

All students were very enthusiastically raising their hands when he asked them the question above. Some of students answered the author's question correctly. To create a conducive situation, he gave a song to the students so that they come memorize the words. In this session the students were very enthusiastic and for them this song seemed more interesting than the other activities. The class became alive.

To prevent the students doing the individually, the author then asked the students to work in group. In this session, the author asked the students to mention the road signs that they saw in their town. In the second treatment, the author saw analyzed that most of the students had some difficulties in memorizing the words

The author drilled the words repeatedly. To know whether the students had memorize the words given or not, the author asked each students to pronounce the words in front of class/

Post test

Finally, the last activities were post test. It was conducted on April 19th 2022. Before giving a post test, the author gave treatment about watched Upin and Ipin cartoon movie Episode 16 Spiritual Night until 2 times after, after that the author teach about kinds of vocabulary such as noun, adjective, verb, adverb, pronoun, preposition, conjunction by using Upin and Ipin cartoon movie episode 16 spiritual night. These words needed more time to be memorized. It took 15 minutes to repeat. Then, the author gave a post test. He provided 20 minutes for the students to do this post test, but again they consumed more time than the author had expected. The test items were similar to the test items in the pre test

Table 2. The result of the Post test

No	Students' name	Scores	Category
1	ARF	95	Very Good
2	AAIA	90	Very Good
3	ASW	70	Fairly Good
4	AAP	80	Good
5	AAR	95	Very Good
6	DM	100	Excellent
7	DS	90	Very Good
8	DA	70	Fairly Good
9	FR	85	Good
10	FT	100	Excellent
11	FQTBP	75	Fairly Good
12	FTI	100	Excellent
13	H	75	Fairly Good
14	JSDB	95	Very Good
15	MPL	80	Good
16	MA	95	Very Good
17	MAF	80	Good
18	MRA	95	Very Good
19	NRN	90	Very Good
20	PP	85	Good
21	RF	80	Good
22	RN	100	Excellent
23	RD	90	Very Good
24	RAZ	95	Very Good
25	STC	100	Excellent
26	SAK	85	Very Good

27	SHA	100	Excellent
28	SY	90	Very Good
29	SH	70	Fairly Good
30	ZST	85	Very Good
Sum		2640	

To get the result of post test, firstly, the author calculated the mean score :

$$\overline{X} = \frac{\Sigma x}{N}$$

$$\overline{X} = \frac{2640}{30}$$

$$\overline{X} = 88\%$$

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{30}{30} \times 100\%$$

$$P = 100\%$$

According to the criterion provided by Depdikbud (1994, p. 34), learning process can be said to be successful if students' achievement is 70% and above. Based on the result of the post test, the data showed that the mean score of post test is 88%. There were thirty students or 100% of the students who got the score above the Minimum Mastery Criterion (KKM). The author concluded that the all of students' achievement is improved.

The mean score of the previous score was 49.67% and the mean score of the students' vocabulary post test was 88%. The next step is the author tried to get the percentage of students' improvement score from pre test to post test. The author calculates by using formula as follows:

$$P = \frac{X2 - x1}{x1} \times 100$$

$$P = \frac{88 - 49,67}{49,67} \times 100$$

$$P = 77,16\%$$

According to the calculation above, the percentage of the student improvement score from pre test to post test is 77.16 %. It shows that the score in post test has improved 77.16 % from the pretest score.

Table 3. The comparison of result test from pre test-post test

No	Students' name	Total Score Pre Test	Total Score Post Test
1	ARF	60	95
2	AAIA	40	90
3	ASW	40	70
4	AAP	45	80

5	AAR	65	95
6	DM	25	100
7	DS	60	90
8	DA	55	70
9	FR	45	85
10	FT	30	100
11	FQTBP	45	75
12	FTI	50	100
13	H	45	75
14	JSDB	65	95
15	MPL	70	80
16	MA	20	95
17	MAF	50	80
18	MRA	15	95
19	NRN	65	90
20	PP	60	85
21	RF	65	80
22	RN	70	100
23	RD	45	90
24	RAZ	75	95
25	STC	50	100
26	SAK	35	85
27	SHA	75	100
28	SY	30	90
29	SH	55	70
30	ZST	40	85
Sum		1490	2640
Mean/Average		49,67%	88%
Low Score		15	70
High Score		75	100

From table above, the using of Upin and Ipin cartoon movie episode 16 spiritual night in teaching vocabulary mastery about kinds of vocabulary could help to understand the material and make easier. So, media could help students interested to the material and motivated the students in language learning. This research at fifth grade students of SMP Angkasa Mandai is success. It can be seen from the result of test in very test.

The improvement of students achievement in vocabulary mastery about kinds of vocabulary can be taught the diagram as follows:
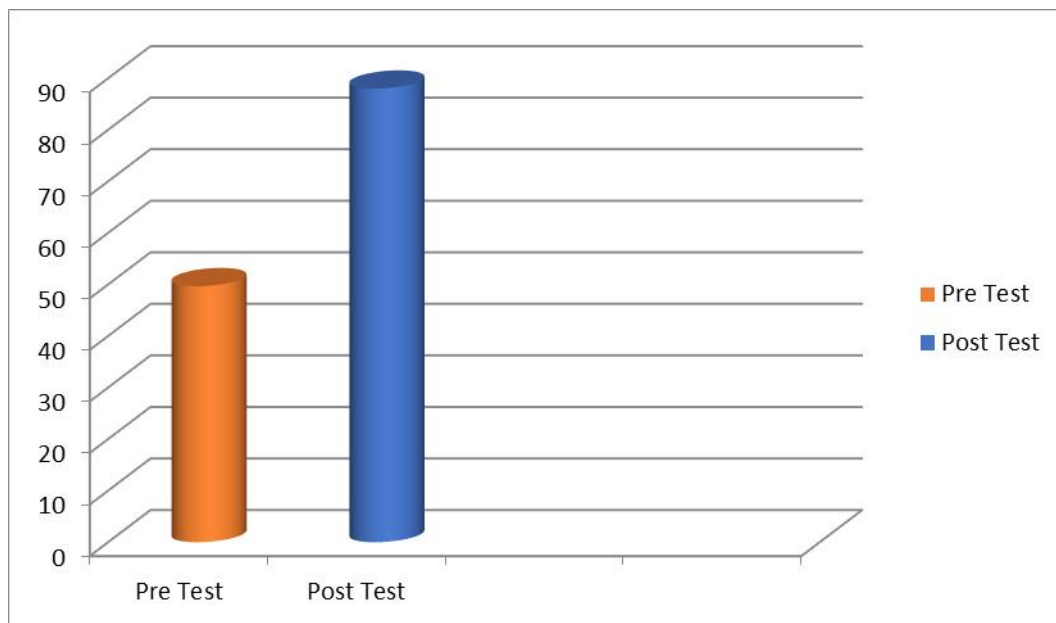
Diagram 1. Significant Improvement

The diagram above shows significant improvement, it can be seen the result test is increasing.

4. Conclusion

Based on findings and discussion that proposed in previous other chapters, the author conclude that this research shows us that the using Upin and Ipin cartoon movie episode 16 Spritual Night can help students to improve understanding on vocabulary mastery about kinds of vocabulary. The test result indicates that the students varied in their understanding on vocabulary mastery at fifth grade students of SMP Angkasa Mandai. After two test was done, there is significant improvement of vocabulary improvement by using Upin and Ipin cartoon movie episode 16 Spritual Night. This was proved in previous chapter, that showed the different of pre test mean score (49.67%) and the post test mean score (88%). Percentage of students who passed the KKM score in pre test is there were only four students or 8.16% of the students who got the score above the Minimum Mastery Criterion (KKM) meanwhile the other 26 students were below that criterion and Percentage of students who passed the KKM score in post test is There were thirty students or (100%) of the students who got the score above the Minimum Mastery Criterion (KKM). Percentage of students' improvement score from pre test to post test is 77.16%. It shows that the score in post test has improved 77.16% from the pretest score.

References

Adam, S., & Magfirah, S (2022). Vocabulary Strategies for English Learners. *ELS Journal on Interdisciplinary Studies in Humanities, 5*(3), 563-572.

Amalia, L., Suparman, U., & Mahpul (2016). *Teaching Vocabulary Through Movies to Improve Students' Vocabulary Mastery*. Lampung: Lampung University.

Amir P. M., Sukmawati, Rahman, F.F., & Andini, C. (2023). Symbolic Violence and Woman's Resistance Reflected in "Legally Blonde" Novel by Amanda Brown. *Journal of Positive Psychology & Wellbeing, 7*(2), 556–564

Andini, C., Sosrohadi, S., Fairuz, F., Dalyan, M., Rahman, F. F., & Hasnia, H. (2022). The Study of Japanese Women in the Facial Treatment Advertisement: A Semiotics Perspective of Pierce's Theory. *ELS Journal on Interdisciplinary Studies in Humanities, 5*(2), 337-347.

Arikunto, S (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.

Darmawan., Gili, Y.S.S.L., & Siano, F. (2020). EFL Learners of Pre-Service Teacher Programs' Knowledge of Collocation and Their Perceptions on Collocation. *ELS Journal on Interdisciplinary Studies in Humanities, 3*(4), 615-628.

Darwanto (2007). *Televisi Sebagai Media Pendidikan*. Yogyakarta: Pustaka Pelajar

Handayani, D. A., Rasyidah, U., & Kasyulita, E. (2015). Improving Students' VocabularyMasteryThrough Cartoon Movie at the Grade Fifth Students of SDN 016 Rambah Samo. *Jurnal Ilmiah Mahasiswa FKIP Prodi Bahasa Inggris, 1*(1), 1-10.

Hartati., Susanti M.S., Henny, Kurniati., A., & Marwah. (2021). The Essential Aspect of Teaching Childreen to Read in English. *ELS Journal on Interdisciplinary Studies in Humanities, 4*(3), 322-325

Mukoroli, J (2011). *Effective Vocabulary Teaching Strategies for the English Academic Purposes ESL Classroom. Brattleboro*, Vermont: SIT Graduate Institute

Mukti, A.P (2012). *Improving Students' Vocabulary Mastery Using Cartoon Films (a Classroom Action Research Conducted at the Seventh Grade in SMP Negeri 1 Grogol Sukoharjo in the Academic Year 2010/2011*. Surakarta: Sebelas Maret University

Munir, F. (2016). The effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students. *Journal of English Language Teaching and Linguistics, 1*(1), 13-37.

Pammu, A (2022). Utilizing Online Dictionary Game to Empower Students' Vocabulary Acquisition at Junior Secondary School: A Case Study at SMP Negeri 12 Tamalanrea Makassar. *ELS Journal on Interdisciplinary Studies in Humanities, 5*(4), 739-749.

Prihandoko, L. A., Al Ahmad, A. S. M., & Rahman, F. (2022). Revitalizing Hospitality, Managerial, and English for Tourism Purposes Skills: Community Partnership Program for Hotel Employees in Merauke Regency. ABDIMAS: *Jurnal Pengabdian Masyarakat, 5*(2), 2524-2531.

Prihandoko, L. A., Al Ahmad, A. S. M., Fredy, F., & Rahman, F. (2022). Multi-Regression Analysis of Factors Influencing Perceived Academic Writing Competence (PAWC) of Vocational School Students. *OKARA: Jurnal Bahasa dan Sastra, 16*(2), 329-348.

Rahman, F., & Weda, S. (2019). Linguistic deviation and the rhetoric figures in Shakespeare's selected plays. *XLinguage" European Scientific Language Journal", 12*(1), 37-52.

Richards, C.J (2001). *Curriculum Development in Language Teaching*. New York: Cambridge University.

Sahib, H., & Sahraeny, S. (2022). Denotational and Interactional Power of Speech in the Implementation of Customary Firmness. *In 9th Asbam International Conference (Archeology, History, & Culture In The Nature of Malay)(ASBAM 2021) (pp. 458-464).* Atlantis Press.

Sukmawaty, Rahman, F. F., & Andini, C. (2022). Covid-19 Pandemic and Axiology of Communication: A Study of Linguistic Phenomena. *IJISRT, 7*(4), 1079-1087.

Sukristiningsih & Sahid, S (2022). EFL Teaching Material Development for Junior High Schools in Arfak Mountains Regency West Papua. *ELS Journal on Interdisciplinary Studies in Humanities, 5*(2), 364-373

Setyaningsih, F. E. (2015). *The Use of Word Clap Game to Improve Students' Vocabulary Mastery (A Classroom Action Research at the Eighth Grade Students of SMP N 3 Ungaran in the Academic year of 2014/2015)* (Doctoral dissertation, Doctoral dissertation).

Widyawati, Y (2010). *The Use of Dora the Explorer Cartoon Movie to Improve Vocabulary Mastery (a Classroom Action Research on the Fourth Year Students of SDN Selodoko I Kec. Ampel, Kab. Boyolali in Academic Year 2009/2010*. Salatiga: State Islamic Institute of Salatiga