

USING AN ANIMATION FILM “ZOOTOPIA” AS AN ALTERNATIVE MEDIA TO TEACH VOCABULARY

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Abstract : The aim of this study is to find out the effectiveness of using animation film “Zootopia” to teach vocabulary to improve students’ achievement in vocabulary mastery. This study is conducted in SD Labschool Universitas Negeri Semarang and the samples are taken from population of the third grade students in the academic year of 2016/2017. This study applied quasi-experimental research design. The population of this study was the third grade students of SD Labschool Universitas Negeri Semarang in the academic year of 2015/2016. Meanwhile, the sample consisted of 34 students from two classes. The study was started by giving pre-test, treatments, and post-test to both groups. The experimental group (3A) was taught by animation film entitled “Zootopia”, while the control group was taught by regular technique. The data were obtained by giving test to both groups. The pre-test result showed the average score from two groups, 71.13 for experimental group and 72.06 for control group. It meant both groups in the same level. After having treatments, the mean of the experimental group was 87.50 and the control group was 80.39. The results showed a lot improvement in group that got treatment using “Zootopia film (experimental group) than the group that got regular treatment. The independent sample result of post-test showed that the significant different level (2-tailed) was 0.03. Since *Sig. (2-tailed)* was lower than $\alpha = 0.05$ ($p_{\text{value}} > 0.05$), it could be concluded that there was significant difference from experimental and control groups. From the result above, it was concluded that the treatment given in the experimental group achieved an enhanced result. There was significant difference of students’ vocabulary mastery scores through Zootopia movie. The different means between pre-test and post-test was statistically significant. Thus, the use of Zootopia film toward the students’ mastery English vocabulary at the third grade students in SD Labschool Universitas Negeri Semarang in academic year 2016/2017 was significantly effective and it would give long-term assistance for the students.

Keywords: *Animation film, Zootopia, Teaching Vocabulary*

INTRODUCTION

Language is an essential part in our daily activity since it is used by people to interact and communicate with each other. Language is considered to be a set of abstract systems whose meanings reside in the forms themselves rather than in the uses to which they are put (Hall, 2002). Hornby (1995, p. 662) defines that language is the system of sounds and words used by human to express their thoughts and feelings. As an international language, English is used by people around the world, including us as foreign language learners. Thus, the children should be taught how to communicate in English so that they are able to compete in this globalization era.

In learning the language, vocabulary plays an important role. It is the first stage that has to be mastered in order to gain as much words as possible. People should know at least 1-2000 words to be able to communicate in English. Lack of vocabulary knowledge will lead students to the failure of understanding the text and instruction (Ilmi & Fitriati, 2020). As stated by Burgmeier (2009), in the beginning stages of language learning, when the learner is making simple connection between familiar oral words and written forms, vocabulary knowledge plays a crucial role. Then, Alqahtani (2015) also states that vocabulary learning is as essential part in foreign language learning as the meanings of new words are very often emphasized. It means that mastering vocabulary will help students become independent word learners.

Meanwhile, the learners should be taught English in young age, especially vocabulary. It is important to teach them. They need to be stimulated by fun activities so that they could enjoy the process of learning English. At this age, young children have time to learn through play-like activities. Language lessons can be informal and children's mind are not yet cluttered with facts to be stored and tested. It means that if the learners could master vocabulary since young age, it will ease them to learn English comprehensively and they will have good opportunities in the future.

Students as young learners, sometimes they forget the vocabulary and the meaning easily. There are many ways to help them mastering vocabulary. One of them is using animation film as the medium. It provides not only audio but also visual (Annisa, 2014). It is easier for the students to understand the content of the video. Thus, the researcher chooses to use animation film entitled "Zootopia" as an alternative medium to teach vocabulary. Zootopia is an animated film from Walt Disney. It is an imaginary city of various animals where they can be anything. They could have a job based on what their hearts' desire. By using the movie as the medium, the researcher hopes they can learn new vocabularies related to occupations. The researcher also wants to encourage them to learn English and make them familiar with what they want to be or what they want to do in the future.

Literature review

The study was by Su and Liang (2014) who examined animation film also used to give motivation and attitudes toward English. The purpose of this study was intended to investigate both students' and teachers' attitudes of using animated cartoons in a cram school. It also explored the attitudes and students' motivation of using animated cartoons in learning English. This study used experimental research design using experiment and control group. The population were 60 students (10-11 years old). The result of this study showed that using the subtitled animation cartoons increased the motivation and achievement of language learning more than text-based material.

Another research of visual vocabulary strategy on vocabulary knowledge was conducted by Phillips (2016). She examined the effects of picture word pairing and semantic mapping strategies on the vocabulary understanding of the second-grade students. Fourteen second grade students were given a teacher created pre-test on vocabulary words found in their story for the week. Then, the teacher enhanced the usual vocabulary instruction with two visual strategies, picture word pairing and semantic mapping strategies. Finally, they were given a post-test to show how much they improved. The results indicated that the intervention improved all participants' scores by 15%. Eight out of fourteen had a score of over 80% on the post-test, suggesting that the visual strategies helped the students to learn vocabulary.

Vocabulary

Language emerges first as words, both historically, in terms of the way each of us learned our first and any subsequent languages (Thornbury, 2013, p. 1). It means vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richard and Renandya, 2010, p. 255). David Wilkins (Thornbury, 2013, p. 13) shows the importance of vocabulary learning by his statement, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word list, dictionary study, and memorization (Richards and Rodgers, 1986, p. 4). Bringing up from Oxford Advanced Learner’s Dictionary by Hornby (1995, p. 1331), vocabulary is defined as all the words known to a person or used in a particular book, subject, etc. In a complex situation, vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learnt from practicing in discourse, and is essential to participating in it (Cameron, 2001, p. 95).

Teaching and Learning Vocabulary

Historically, teaching has been a profession in search of a body of knowledge that could be used to inform classroom practice (Kauchak and Eggen, 1998). Vocabulary is fundamental to the learning and teaching of a second language as it affords learners access to all forms of oral and written communication that contains literature, music, and content knowledge (Moeller, Ketsman, Masmaliyeva, 2009). Students need to see words in context to see how they are used. In teaching a concept, the teacher generally has several choices as to how the examples will be presented to the students (Eggen, Kauchak, and Harder, 1979, p. 153). In the 21st century, English language learners have already changed where the teacher is no longer as the main source of learning, but as a facilitator (Priyatmojo, Purwanto, & Areni, 2018). Accordingly, the best way, perhaps, of introducing new words is for students to read text or listen to audio tracks and see or hear those words in action (Harmer, 2007, p. 229). In the earlier, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been renewed interest in the nature of vocabulary and its role in learning and teaching (Richards and Renandya, 2010, p. 255). For a second language teacher, to make students understand vocabulary is a very basic task in language teaching, but sometimes difficult in practice (Annisa and Rohani, 2015). Vocabulary teaching and learning must fit into the broader framework of a language course (Nunan, 2003, p. 133). The teachers primarily think about whether an activity will lead to student learning and what kind of learning they want to encourage (Evertson, Emmer, Clements, and Worsham, 1997). Therefore, vocabulary development is an important aspect of language development and the research that has been conducted in recent years is very exciting (Linse, 2006).

Film and Animation Film

Films and video tapes exist which are suitable for use in almost every teaching subject in every field and level where instruction takes place. Since the time when motion pictures were also called “films”, new technology has necessitated attention to the several formats by which motion pictures are presented (Brown, Lewis, and Harclerod, 1977). Motion pictures (films) are the most widely applicable, the most powerful among the resources for teaching and learning. They have a unique capacity to communicate, to influence people, and to inform. The examples of motion picture (film) action such as time lapse, animation, photomicrography, slow motion, stop motion, filmographic motion, X-ray photography, telescopic photography, and special effects.

Animation in motion pictures (films) is the technique of creating the illusion of life or movement in inanimate things. (Brown et al., 1977, p. 239) In animations, characters and stories can be serious or funny, real or fanciful, brief or extended. Often, the objects or actions portrayed are imagined. Animation film is distinguished from live action ones by the unusual kinds of work that are done at the production stage (Pinandhita, 2014). Animation film is chosen because it can provide moving picture and sound. It will be more interesting than audio media which provide sound only.

METHODS

In this study, the research design is an experimental design with quantitative research. Experiment refers to the effort to obtain the data from experimental group and control group. Sugiyono (2016, p. 107) states that “experimental research is a research method used to investigate whether there is an

effect on ‘something’ that is treated as the subject of the research in the restrained condition”. According to Creswell (2009, p. 145), the basic intent of an experimental design is to test the impact of a treatment (or an invention) on an outcome, controlling for all other factors that might influence that outcome. The researcher used an experimental study as one form of quantitative research to understand the significance of students’ vocabulary mastery improvement using the animation film “Zootopia”.

The researcher used a quasi-experimental design with Non-equivalent Control Group Design. It had similar design with the pre-test-post-test control design. Quasi-experimental design identifies a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics (White and Sabarwal, 2014, p. 1). The research design was applied by using two groups, an experimental group and control group. The researcher used a quasi-experimental study as one form of quantitative research to understand the difference between students who were taught using the animation film “Zootopia” (experimental group) and those taught using regular technique (control group) in teaching vocabulary. The subjects of the study were students of SD Labschool Universitas Negeri Semarang in the academic year of 2016/2017. In this study, the population is the 3rd grade students in Labschool Universitas Negeri Semarang. There were two classes which contain 16-18 students in each class. The sample are the students in the class 3A and class 3B in SD Labschool Universitas Negeri Semarang. Class 3A is the experimental group and class 3B is the control group.

A dependent variable is a response variable or output. In this study, the students’ mastery vocabulary is the dependent variable. The independent variable is a stimulus variable or input, operates either within a person or within his or her environment to affect behaviour. The researcher chooses “using the animation film ‘Zootopia’” as the independent variable in this study. Since it was experimental research, the researcher needed the data in the form of numbers for gathering quantitative research. The data was obtained from the students’ score on vocabulary test in the pre-test and post-test from the experimental group and the control group.

In this study, the researcher used three kinds of tests as instruments for collecting the data. They are the try out test, the pre-test and the post-test. The data was collected through test and treatment. After the students were done with pre-test, they were given treatment. After conducting the treatment, a post-test was given. This test is conducted to compare the learners’ progress before and after they are treated using the animation film “Zootopia” and the traditional technique. The method of analyzing data used during the experiment is statistical analysis. This includes validity, reliability, item facility, item discrimination, the normality test, homogeneity, and T-test statistical analysis.

FINDINGS AND DISCUSSION

The researcher analyzes the result of the try-out based on item validity, reliability, difficulty level, and discriminating power. Those aspects influenced the number of items that were used in the pre-test and post-test.

Validity

Focusing on validity, Heaton (1975, p. 159) proposes that the validity of a test is the extent to which it measures what it is supposed to measure. A good test has to be valid. Pearson’s correlation product-moment correlation was used in this research to calculate the validity of each item. The formula is as follow:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X^2)\} \{N\Sigma Y^2 - (\Sigma Y^2)\}}}$$

Based on the formula, the instrument was valid if $r_{xy} > r_{table}$; for α (significant level) 5% and $N= 20$, $r_{table} = 0,444$. For the example, the result of number 1 was 0.489. Since the result of the item is higher than r_{table} , $r_{value} > r_{table}$ (0.489 > 0.444), the index validity of item number 1 is considered to be valid. From the computation of all items, 43 items were valid, and 17 were invalid on the try-out test.

The invalid items were the item numbers 8, 10, 12, 14, 15, 20, 22, 26, 30, 37, 42, 44, 47, 48, 51, 53, and 56.

Reliability

The reliability of the test was calculated from the number of items, the means of scores, and the total of variance. To measure the reliability of the test, the researcher used the following Kuder-Richardson formula number 21 (symbolized KR21):

$$r_i = \left(\frac{k}{k-1} \right) \left\{ 1 - \frac{M(k-M)}{k V_t} \right\}$$

The instrument could be reliable if $r_{11} > r_{table}$. From the computation for α (significant level) 5% and the number of students is 20, the r_{table} is 0.444. For example, the result number 1 was 0.913, so $r_{11} > r_{table}$ (0.913 > 0.444). Based on the computation, the result of the test's reliability was $r_{11} = 0,915$ and the test was considered to be reliable.

Difficulty Level

Difficulty level is calculated from the number of students who answered correctly and the total number of the students. Every item of the test has to be equal, meaning that cannot be easy nor too difficult. The formula is as follows:

$$P = \frac{B}{JS}$$

Based on the calculation of the difficulty level, it was found that from overall 60 items, 23 items belonged to be easy (item number 1, 6, 7, 8, 12, 14, 15, 16, 19, 20, 22, 23, 25, 26, 27, 29, 30, 32, 33, 35, 37, 47, and 50), 28 items were considered to be medium (item number 2, 4, 5, 9, 10, 11, 13, 17, 18, 21, 28, 31, 34, 36, 38, 39, 40, 44, 45, 49, 51, 52, 53, 54, 55, 56, 57, and 60), 9 items were considered to be difficult (item number 3, 24, 41, 42, 43, 46, 48, 58, and 59).

Discrimination Power

Discriminating power is used to measure the effectiveness of an item in discriminating between higher and lower scores of the whole test. The discriminating power of each item is essential since it indicates the level of ability between the students. The formula is as follow:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Based on the calculation of discriminating power, it was found that there were 15 items classified to be poor (item number 1, 8, 12, 14, 15, 20, 22, 26, 27, 30, 37, 42, 47, 48, 50, and 51), 31 items classified to be satisfactory (item number 3, 4, 6, 7, 9, 10, 16, 19, 21, 23, 24, 25, 28, 31, 32, 33, 35, 36, 38, 39, 41, 43, 44, 45, 46, 49, 53, 54, 56, 59, and 60), and 13 items classified to be good (item number 2, 5, 11, 13, 17, 18, 29, 34, 40, 52, 55, 57, and 58).

Normality Test of the Pre-test and Post-test Data

Normality test is calculated to find out whether the data of the score shows the normal distribution. Normality test is applied to the pre-test and post-test of both classes. The data is considered normal, if the *Asymp Sig. (2-tailed)* value is higher than 0.05. It will consider to deviate from a normal distribution if the *Asymp Sig. (2-tailed)* value is less than 0.005. The data is calculated using One Sample-Kolmogorov-Smirnov Test in SPSS program.

Normality Test of the Pre-test Data

The following table was the analysis of normality by using One Sample-Kolmogorov-Smirnov Test in SPSS program. The table below showed the normality test of the pre-test data.

One-Sample Kolmogorov-Smirnov Test

		pretest_experim ental	pretest_control
N		16	18
Normal Parameters ^{a,b}	Mean	71,1250	72,0556

	Std. Deviation	11,05064	17,33230
Most Extreme Differences	Absolute	,228	,163
	Positive	,228	,120
	Negative	-,112	-,163
Kolmogorov-Smirnov Z		,912	,692
Asymp. Sig. (2-tailed)		,376	,725

a. Test distribution is Normal.

b. Calculated from data.

Table 1 One Sample-Kolmogorov-Smirnov Test of Pre-test Scores

Based on the table above, the Asymp Sig. (2-tailed) value of experimental group was 0.376 and the Asymp Sig. (2-tailed) value of control group was 0.725. It meant that the Asymp Sig. (2-tailed) value was higher than 0.05. According to the result, the researcher concluded that the pre-test was normally distributed.

Normality Test of the Post-test Data

The following table was the analysis of normality by using One Sample-Kolmogorov-Smirnov Test in IBM SPSS program 21 version. The table below showed the normality test of the post-test data.

One-Sample Kolmogorov-Smirnov Test

		posttest_experimental	posttest_control
	N	16	18
Normal Parameters ^{a,b}	Mean	87,5000	80,3889
	Std. Deviation	8,18942	10,55038
Most Extreme Differences	Absolute	,226	,203
	Positive	,149	,203
	Negative	-,226	-,162
Kolmogorov-Smirnov Z		,903	,860
Asymp. Sig. (2-tailed)		,389	,451

a. Test distribution is Normal.

b. Calculated from data.

Table 2 One Sample-Kolmogorov-Smirnov Test of Post-test Scores

Based on the table above, the *Asymp Sig. (2-tailed)* value of experimental group was 0.389 and the *Asymp Sig. (2-tailed)* value of control group was 0.451. It meant that the *Asymp Sig. (2-tailed)* value was higher than 0.05. According to the result, the researcher concluded that the pre-test was normally distributed.

Homogeneity Test of Pre-test and Post-test Data

The homogeneity test was analyzed following the computation of the normality test. It was used to check the data of each group was homogeneous and whether they had the similar vocabulary improvement.

Table 3 Homogeneity of pre-test

Based on the table above, the Sig. value was 0.123, while the level of significance was 0.05. According to the result, the researcher concluded that the pre-test of experimental group and control group were homogeneous because the Sig. value was higher than the level of significance.

Test of Homogeneity of Variances

posttest_score			
Levene Statistic	df1	df2	Sig.
3,458	1	32	,072

Table 4 Homogeneity of post-test

Based on the table above, the Sig. value was 0.072, while the level of significance was 0.05. According to the result, the researcher concluded that the pre-test of experimental group and control group were homogeneous because the Sig. value was higher than the level of significance.

The Difference Between Two Means of Pre-test and Post-test

The researcher administered the pre-test to all students before the treatment. After the treatment, the researcher gave the post-test. The students' achievement gained from pre-test and post-test that were applied in experimental class and control class. There was two groups' data, the experimental class data and the control class data. The results of calculation is as follows:

Test of Homogeneity of Variances

pretest_score			
Levene Statistic	df1	df2	Sig.
2,508	1	32	,123

Variable	Mean	The Difference
Experimental Group	Pre-test	16.37
	Post-test	
Control Group	Pre-test	8.33
	Post-test	

Table 5 The Difference Between Two Means of Pre-test and Post-test

According to the table above, the mean score of the pre-test in the experimental class was 71.13. Meanwhile, the mean score of the post-test in experimental group was 87.50. The different mean of pre-test and post-test was 16.37. Thus, there was a significant improvement between the pre-test and the post-test scores of the students in the experimental group.

Independent Samples T-test of Pre-test Data

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
pretest_score	Equal variances assumed	2,508	,123	-,184	32	,85	-,93056	5,05949	-11,236	9,37530
	Equal variances not assumed			-,189	29,18	,85	-,93056	4,93170	-11,014	9,15311

Table 6 Independent sample T-test of pre-test data

Based on the independent sample result of pre-test above, it showed that the significant different level (2-tailed) was 0.85 and 0.85. Since *Sig. (2-tailed)* was higher than $\alpha = 0.05$ ($p_{\text{value}} > 0.05$), it could be concluded that there was no significant difference from experimental and control groups. Furthermore, H_0 was accepted and H_a was refused. H_0 means that there is no significant difference between the average scores of experimental and control groups. H_a means that there is no significant difference between the average scores of experimental and control groups. In this case, H_0 was accepted and H_a was refused, it meant that there was no significant difference between the average scores of experimental and control groups.

Independent Samples T-test of Post-test Data

Table 7 Independent sample T-test of post-test data

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
posttest_score	Equal variances assumed	3,458	,072	2,175	32	,03	7,11	3,26993	,45049	13,771
	Equal variances not assumed			2,208	31,47	,03	7,11	3,22111	,54558	13,676

Based on the independent sample result of post-test above, it showed that the significant different level (2-tailed) was 0.03. Since *Sig. (2-tailed)* was lower than $\alpha = 0.05$ ($p_{\text{value}} > 0.05$), it could

be concluded that there was significant difference from experimental and control groups. Furthermore, H_0 was refused and H_a was accepted. H_0 means that there is no significant difference between the average scores of experimental and control groups. H_a means that there is no significant difference between the average scores of experimental and control groups. In this case, H_0 refused and H_a accepted, meant that there was significant difference between the average scores of experimental and control groups.

Paired Sample T-test of Experimental Group

Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest_experimental - posttest_experimental	-16,375	6,70199	1,67550	-19,94624	-12,80376	-9,773	15	,000

Table 8 Paired sample T-test of experimental group

Based on the table above, it showed that the *Sig. (2-tailed)* was 0.000. Since the *Sig. (2-tailed)* was lower than $\alpha = 0.05$ ($p_{\text{value}} < 0.05$) so it could be concluded that there was a significant difference of students' achievement. According to the paired sample t-test result, the *Sig. (2-tailed)* of experimental group was 0.000, so it could be concluded that there was a significant difference of students' achievement of experimental group.

Paired Sample T-test of Control Group

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest_control - posttest_control	8,3333	10,88982	2,56676	-13,74871	-2,91795	-3,247	17	,005

Table 9 Paired sample T-test of control group

Based on the table above, it showed that the *Sig. (2-tailed)* was 0.005. Since the *Sig. (2-tailed)* was lower than $\alpha = 0.05$ ($p_{\text{value}} < 0.05$) it could be concluded there was a significant difference of students' achievement. According to the paired sample t-test result, the *Sig. (2-tailed)* of control group was 0.009, so it could be concluded that there was a significant difference of students' achievement of control group.

Interpretation of Findings

The researcher conducted the study by using quasi-experimental design. The purposes of this study were to find out whether or not the Zootopia film is affective in teaching vocabulary and to find out whether there is any significant difference in students' achievement of vocabulary between both experimental and control group. The researcher conducted the treatment to the experimental group and control group three times. The material for those groups was similar, but the technique was different.

Based on the result, students' scores in pre-test and post-test were significantly different. The mean scores of experimental group increased from 71.13 to 87.50. Therefore, the different score was 16.37. Then, the mean score of control group increased from 72.06 to 80.39. The different score was 8.33. From the result, it meant the experimental group improved more than the control group. The result could be proven by SPSS program 21 version. Before applied the t-test statistical analysis, the researcher has found out that the pre-test and the post-test were normally distributed. Then, the pre-test and post-test were homogeneous.

From the result above, it was concluded that the treatment given in the experimental group achieved a better result. There was significant difference of students' vocabulary mastery scores through Zootopia movie. The different means between pre-test and post-test was statistically significant. So, the use of Zootopia film toward the students' mastery English vocabulary at the third grade students in SD Labschool Universitas Negeri Semarang in academic year 2016/2017 was significantly effective than the regular technique.

CONCLUSION

The conclusion of this study states that the Zootopia film is effective as an alternative medium to teach vocabulary in SD Labschool Universitas Negeri Semarang. Zootopia film stimulates students to remember vocabulary easily. It can be proved by the data that showed the experimental group and control group had equal level score before getting treatment. It can help the students remember vocabulary easier, help the students to pronounce words correctly, and help the students to know the meaning of the words. It also helps the students develop their vocabulary mastery. The students learn more joyfully and enthusiastically because they are more interested and enjoy this teaching technique. The students often remember the information about the words after watching the film.

To answer the objective of the study, the data of this study was proved by the result of the two tests, the pre-test and the post-test where the experimental group got better achievement than the control group. From the statistical analysis of the average of pre-test and post-test scores of both groups, it showed the students' improvement. The experimental group got better achievement, the average score increased 16.37 point (from 71.13 to 87.50), whereas the control group only increased 8.33 point (from 72.06 to 80.39).

The Zootopia film helped them to have better achievement of English vocabulary. In conclusion, there was a significant difference between the experimental group and the control group. Students who were taught using Zootopia film had better achievement in vocabulary mastery than students who were taught using the regular technique.

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