

AN ANALYSIS OF THE EFFECT TEACHING STRATEGIES USING FILM OR VIDEO FOR SPEAKING AND LISTENING

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ABSTRACT

This article is aim to analysis some part of theories and previous study about the analysis of the effect teaching strategies using film or video to improve student motivation in studying English in speaking and listening. In the last decade, learning English is important part of for we to communicate and collaborate in many aspect including politic, economic, social, and education with others people around the world. However, Indonesian Student that has young learner they often lack of Interest to learning this language. The main reason to the lack of students motivation are the teaching method that tend to be boring and teachers centered. Therefore, one of the alternative solutions to answer this problem are implementing of watching film or video in classroom. One of the simplest way to using film and videos are watching music and watching music video with groups of students. The teacher will show some films and videos and see how they would enthusiasm using this method. This also will enrich the student speaking and listening along film or videos was played on. Hence, this paper will describe theory of the affect using film or videos, with using quantitative descriptive as a methods for this research and see the advantage of using film or videos and how to imply that film or videos using in English classroom.

Keywords: Teaching strategies, Student motivation, English language learning, Speaking and listening skills, Teaching methods.

I. INTRODUCTION

English has been received by individuals all over the world to communicate between nations. This reflects that English is exceptionally imperative for great understudies in their lives. Since English is so critical nowadays, the setting of educating and learning English is spreading quickly. Various approaches, techniques, strategies, and procedures have been encourage made and actualized to lead understudies able to ace English aptitudes (Gill & Kusum, 2017). Instructors can apply diverse learning

procedures indeed in spite of the fact that they utilize the same techniques and strategies. For illustration, on the off chance that a instructor instructs two classes on the same subject, it may be more successful to apply the introduction strategy in course A utilizing strategy A.

Whereas applying a comparative strategy in lesson B may be more viable on the off chance that the lesson employments strategy B or C. It is conceivable since each understudy and course

tend to be diverse, the methods utilized are too distinctive. Since there are

numerous strategies that can be connected in learning English, Motion picture or Film strategies are portion of instructing methods. In Motion pictures and Film that can be utilized for practicing tuning in and learning unused lexicon in English considering. Understudies can learn so numerous unused of lexicon in each scene in the motion pictures or film. Whereas doing this educating procedure instructor will be giving the understudies motion picture or film that the understudies like to observe or the understudies will select the film that they need to observe and begin to memorize and tuning in whereas they are observing the motion picture, so considering will be more fun and and full of bliss for the understudies.

In the contemporary educational landscape, the integration of multimedia and technology has become increasingly prevalent, revolutionizing traditional teaching methods. One area where this transformation is particularly noticeable is in language instruction. Language educators have begun to harness the power of film and video as powerful tools for enhancing students' speaking and listening skills (Smith, 2019). This analytical study delves into the impact of teaching strategies that employ film or video resources on the development of speaking and listening proficiency among learners.

The importance of effective speaking and listening skills in language acquisition cannot be overstated. These skills are at the

core of communication and are vital for achieving fluency and comprehension in a new language (Johnson, 2020). Film and video, as dynamic and engaging mediums, offer unique opportunities for language learners to immerse themselves in authentic linguistic and cultural contexts (Brown, 2021). By examining the instructional strategies that leverage these visual and auditory resources, we aim to explore how they influence language learners' speaking and listening abilities.

This analysis will investigate various aspects, including the pedagogical methodologies employed, the choice of materials, and the overall impact on students' language acquisition (Jones, 2018). It seeks to uncover the benefits and potential challenges associated with using film and video in language instruction and provide insights into best practices for educators.

The findings from this analysis will not only contribute to the growing body of knowledge in the field of language education but also provide valuable guidance to teachers, curriculum developers, and educational policymakers on how to effectively utilize film and video as tools to enhance speaking and listening skills in the language learning process (Smith, A., 2019). Additionally, it is hoped that the results of this study will inspire continued exploration and innovation in language teaching, ultimately benefiting students as they embark on their journey to becoming proficient speakers and listeners in a new language. Based on explanation we can identity the problem is English has become essential for students globally, and there is a growing

demand for effective methods to teach and learn English. The challenge lies in selecting appropriate strategies, methods, and techniques that can help students master English skills. Although multiple teaching methods are available, there is a growing interest in the use of multimedia tools such as films and videos. However, the effectiveness of using these tools for developing speaking and listening skills in language learning needs further investigation. The problem revolves around understanding how the use of films and videos can influence students' speaking and listening abilities. Educators need insights into how multimedia materials can be integrated effectively into the curriculum to enhance language proficiency. Furthermore there is a need for research on the best practices for incorporating film and video into language instruction. Teachers require guidance on how to select appropriate materials and how these tools can be employed to optimize language acquisition, particularly in speaking and listening skills.

THEORIES

Definition Of Listening

Listening are usually used interchangeably. Listening is a neurocognitive process of auditory stimuli experienced by the auditory system, whereas hearing is an objectively measurable biological activity. Arif Saricoban (1999) claims that hearing entails a number of fundamental processes, some of

which demonstrate language proficiency and knowledge that is not just linguistic. Others are influenced by the psychological factors that influence language. The use of these skills and knowledge in the proper working contexts is influenced by competencies. In contrast, Harmer (2011) discovered that listening is a receptive talent that enables people to produce ideas based on what they hear.

Types And Process Of Listening Skills

1) Active Listening

Active listening is a communication technique in which the listener focuses on fully understanding, interpreting, and responding to the speaker. It involves not only hearing the words spoken but also paying close attention to the speaker's non-verbal cues, such as body language, tone of voice, and facial expressions. The primary goal of active listening is to ensure that the speaker feels heard, acknowledged, and valued. (Wati, & Yeni, 2023).

2) Critical listening

Critical listening is sometimes referred to as evaluative, judgemental, or interpretative listening, according to Culbertson (2015). The fundamental goal of this kind of listening is to evaluate the message rationally while scrutinizing the speaker's various claims. Analysis, judgment, and

critical thinking are required. This is required to evaluate the credibility of the evidence and ascertain the speaker's intentions. But practicing critical listening is not simple. Because we must jointly analyze and document it.

3) Content Listening

N. G. Mathew as cited in Hea-Suk Kim (2017), It's essential to comprehend and retain the information given by the speaker when engaging in this kind of listening. By identifying and summarizing the message's essential contents, you can also look for hints. Understanding the various tones and timbres of speakers is also crucial. Other aspects, such as B. Phonology, Vocabulary, Grammar, General Language, and Information Language, should also be taken into account. To listen to your material effectively, you must first determine the key concept or messaging objective. If the message was not comprehended, the next step is to clarify with questions. You will be able to comprehend the messages delivered more clearly as a result.

1) Pre- Listening

Every student has a unique background in their

listening experience, and teachers need to be aware of this throughout the pre-listening phase. Their understanding of message is influenced by the listeners' attitudes, ideas, and preconceptions. Teachers need to understand not only these elements but also how their own backgrounds impact the information they receive. (Hoops, 2022).

Students require assistance in activating what they already know about the concepts they will be hearing prior to listening. It is not sufficient to just be aware of the subject. Pre-listening exercises are essential to determine what is already known about the subject, to offer appropriate background, and to develop listening objectives. Students need to realize that listening requires thinking as well as hearing, and that both the speaker and the listener need to share a wide range of interests and knowledge. (Wibowo & Khairunas, 2020).

2) During Listening

Students should understand the meaning of fast listening. Nichols (1948) found that people listen and think four times faster than he normally does.

3) After Listening

Students must respond to what they hear to clarify meaning and expand their thinking.

According to Devine (1982), well-planned activities after listening to a lesson are as important as activities before and during the lesson.

The Purpose Of Listening

In everyday situations, there are many reasons to listen. Brown and Yule (1983) grouped objectives into her two main categories: dialogue and transaction. On the other hand, Hedge (2000) states that interaction purposes convey social reasons for communication, such as chatting at a party, while transaction purposes are used to express information exchange, such as following instructions.

Definition Of Film

Cinema, also known as motion picture film, feature film, motion picture film, photography, photoplay, or (slang) film, simulates an experience and uses movement to create ideas, stories, perceptions, emotions, beauty, or atmosphere. I will tell you. It's a visual medium. it's a work of art. photograph. Images are usually accompanied by noise, but less often by other sensory stimuli. The word cinema is short for cinematography and often refers to filmmaking, the film industry and the art forms that emerge from it. When it comes to the difference between movies and movies, movies excel in the wide variety of choices that appeal to their target audience. Movies are more about aesthetics. (Madzlan et al., 2020).

How movement, light and sound engage the audience

emotionally and intellectually. The name comes from the fact that photographic film (also called film stock) has historically been the primary medium for recording and displaying images. There are many other terms that describe a single movie. For example: B. Films, slide shows, photodramas, feature films, and most commonly motion picture films. (Mahmudi & Anugerahwati, 2021).

The audience's emotional and intellectual engagement with movement, light, and music. The term "photographic film" (also known as "film stock") derives from the fact that, historically, it has been the main medium for capturing and presenting pictures. A single movie is referred to by a wide variety of different labels. B. Films, slide presentations, photodramas, feature films, and motion picture films, which are the most prevalent types. (Mufidah & Roifah, 2020).

Films may impact a larger audience, bring about change, and encourage change through engrossing viewers and reflecting society. You have the ability to amuse, educate, and examine significant societal topics. Movies force us to sit up and take notice, teach us about unfamiliar cultures, expose us to various viewpoints, and widen our horizons. We watch movies because they are engaging and challenge our preconceptions. (Yudar et al., 2020). Movies and videos are utilized in education in a variety of settings, including the English classroom, particularly to help pupils expand their vocabulary. Your English language abilities, particularly your vocabulary, can be anticipated to increase by watching and listening to simple movie

There is so many benefits to using movies and films in the language classroom as follows:

- 1) Movies and films can be used to calm students down and create a pleasant classroom atmosphere
- 2) Each movie and film is a morale capsule containing important morale and social information, there is the morale of social and life including
- 3) Movies and films can be used as identification objects also entertaining objects to learn for the student.

Based on the above statement, it shows that movies and films are a social expression and have been used in the classroom in many ways for different reasons, movies create a comfortable learning environment for students to practice. In general, movies and films affect our emotions.

II. METHOD

A quantitative research design was chosen in this study. The analysis of teaching strategies using film or video for speaking and listening in language education reveals a multifaceted landscape that combines pedagogical, technological, and psychological elements. As we delve deeper into the implications and outcomes of these strategies, it is evident that there are both advantages and challenges associated with their implementation. This is an quantitative study that took the research subject from Senior High School student in Grade 10, 11,

and 12. (Dörnyei, Z, 2007). These subject are more suitable stage in learning English that using film or videos and 91 Senior High School students from 3 class. This study conducted in SMA Negeri 1 Padarincang, Kab.Serang, Banten.

The data sources are from 91 Senior High School students in 2 months. It is critical to collect data before and after assessing things like the following, namely: 1) Interviews with English subject teacher and Senior High School students, with the goal of determining how far the development of students' speaking and listening skill 2) The observation of the English learning process through media film or videos intends to study how teachers teach the English subject by using a more exciting teaching strategy, which is visual teaching media like films and videos ; 3) Inclusion of using suitable film and videos, an English teacher would urge students to watch the film and videos together in the class. 4) The technique is intended to produce more accurate study results. If possible, combine the three data collection techniques, namely interviews, observation, and documentation.

The questions are designed to collect information about the frequency with which teachers utilize the movies and videos that comfortable and suitable to watch, students' perceptions and sentiments about the use of films and videos teaching English as a foreign language, and their interest to the movies and videos that the teacher was played. The Questions are graded on a Likert scale, with four or five options from which one must be selected: "always",

"usually", "sometimes", "never", or "strongly agree", "agree", "Neutral", "disagree", "strongly disagree".

The result of this research are to engage the student more interested and happier in during the English session. This study is conducted for 2 month to see growth of the learner sepaeking and listening skills and their motivation during the English class. After the interview to the students and teacher in SMAN 1 Padarincang about teaching and learning English Language. The researcher seen this as an opportunity to conducted mini observation and various teaching method. One of the most successfully draw their intention to study English is using to watch films and videos as a method during the class.

III. FINDINGS AND DISCUSSIONS

The researcher initially shows the trailer and short videos first to take their intensions. Based on observation, majority of the students here are not commonly speaking and listening in English Language and there is just several students that joining some English course outside from the school. Students did not very regularly using English as their usually language that mean with the assistance of the researcher, they progressively began to acquire new introduced methods to learning English to improve their speaking and listening skills, using from the historical, music videos, documenter, underage films and many videos or films that used to be the media that the students watch.

Table 1. Responses of the Question : Do the teachers using films or videos in the classroom?

	Frequency	Percent
Always	2	2.19
Usually	4	4.39
Sometimes	26	28.5
Rarerly	30	32.5
Never	30	32.5
Total	91	100

The table above displays the frequency of using films or videos by teacher during the lesson. The students here a total is n=91. A total 2 students choose "always" options 2 %, and only 4 participants choose "Usually" representing 4.39 %, "Sometimes" got 26 students

respresenting 28.5%, "Rarely" and "Never" Option Both have 30 students choose the options which mean representing 32.5% for them. As shown above that, 60 (65%) students majority of sample choose rarely or never. Which mean that films or videos are rarely or even never used in the classroom.

Table 2. Responses of the Question : Do you enjoy learning using films and videos in English classroom?

	Frequency	Percent
Always	50	55
Usually	34	37,3
Sometimes	5	5.5
Rarerly	2	2.19
Never	0	0
Total	91	100

The table above displays the frequency of using films or videos by teacher during the lesson. The students here a total is n=91. A total 50 students choose “always” options 55 %, and 34 participants choose “Usually” representing 37.3%, “Sometimes” got 5 students representing 5.5%, “Rarely” has 2

students representing 2 %, and “Never” has 0 students choose this option. As the result of data above the majority of student choose between option always and usually 84 student 92,3%. This means that they were happy and highly motivated using films or videos during English Classroom.

Table 3. Responses of the Question : Films and Videos improve my speaking and learning skills ?

	Frequency	Percent
Strongly Agree	15	16.4
Agree	45	49.45
Netral	20	22
Disagree	10	11
Strongly Disagree	1	1.9
Total	91	100

The table above displays the frequency of using films or videos by teacher during the lesson. The students here a total is n=91. A total 15 students choose “Strongly agree” options 16.4 %, and 45 participants choose “Agree” representing 49.45%, “Netral” got 20 students representing 22%, “Disagree” has 10 students

representing 11 %, and “Never” has 1 students choose this option represent 1.9%. As the result of data above the majority of student choose between option always and usually 60 student 56.85%. This means that using films or videos during English Classroom could improve their speaking and learning skills.

The Cognitive Theory of Multimedia Learning by Mayer (2001) provides a framework for understanding how video materials can enhance comprehension and retention. Mayer's theory suggests that presenting information through both auditory and visual channels can improve learning outcomes. Video, as a multimedia tool, offers the advantage of dual-channel processing, where learners simultaneously receive visual and auditory input.

This feature can contribute to better understanding and retention of language content, particularly in speaking and listening exercises. Sociocultural theory (Vygotsky, 1978) highlights the role of social interaction and cultural context in learning. Video materials, when carefully selected to represent diverse cultural contexts, provide learners with opportunities to explore cultural nuances and sociocultural aspects of language use. Exposure to these elements can broaden students' cultural competence and make them more effective and sensitive communicators in real-world settings (Brown, 2021).

One of the paramount advantages of incorporating film and video into language instruction is the creation of authentic language contexts (Smith, 2019). Authenticity is a cornerstone of effective language learning as it exposes students to real-world communication scenarios. This immersion in authentic settings resonates with the principles of Communicative Language Teaching

(CLT), emphasizing the importance of meaningful interactions (Smith, 2005). By exposing learners to video materials, they can observe and listen to native speakers engaged in genuine communicative exchanges, which significantly enhances their speaking and listening skills (Johnson, 2020).

The sociocultural theory (Vygotsky, 1978) emphasizes the role of social interaction and cultural context in learning. Video materials, when carefully selected to represent diverse cultural contexts, provide learners with opportunities to explore cultural nuances and sociocultural aspects of language use. Exposure to these elements can broaden students' cultural competence and make them more effective and sensitive communicators in real-world settings (Brown, 2021). This is essential in a globalized world where cross-cultural communication is increasingly common.

Constructivist learning theories (Piaget, 1952; Bruner, 1978) suggest that learners construct their own understanding through active engagement with materials. The use of video can facilitate scaffolding and constructivist learning in language education. By presenting linguistic input in progressively more complex and engaging formats, educators can guide students from simpler to more advanced language structures and interactions.

Nonetheless, it is essential to acknowledge the potential challenges of using video materials in language instruction. Krashen's Affective Filter Hypothesis (1982) suggests that emotional factors, such as anxiety and motivation, can impact language

acquisition. While video materials can be engaging, they might also induce anxiety in some learners, particularly if the content is too advanced. Therefore, it is crucial for educators to select materials that match the proficiency levels and preferences of their students. This highlights the importance of balancing the complexity of the materials with students' readiness and comfort levels, thus ensuring a productive and enjoyable learning experience.

IV. CONCLUSION

The analysis of teaching strategies using film or video for speaking and listening in language education has revealed a dynamic and multifaceted landscape. In this digital age, the integration of multimedia resources, such as film and video, has revolutionized language instruction, providing both students and educators with valuable tools for enhancing speaking and listening skills.

As our analysis has shown, incorporating film and video into language education aligns with established educational and communication theories. These theories offer theoretical frameworks that can guide the effective use of multimedia resources. Communicative Language Teaching (CLT) emphasizes the importance of authentic communication and interaction, which is facilitated by the use of video materials (Smith, 2005).

The Cognitive Theory of Multimedia Learning by Mayer (2001)

provides insights into how video materials can improve comprehension and retention, emphasizing the importance of dual-channel processing. Sociocultural theory (Vygotsky, 1978) highlights the role of cultural context and social interaction in language learning, making video materials a powerful tool for exposing students to diverse linguistic and cultural environments (Brown, 2021).

Constructivist theories (Piaget, 1952; Bruner, 1978) further underscore the value of video materials as scaffolding tools that guide learners from simpler to more complex language structures and interactions. Krashen's Input Hypothesis (1985) reminds us of the importance of providing learners with comprehensible input, a concept that is well-aligned with video materials offering linguistic input in engaging formats. Additionally, the Affective Filter Hypothesis (Krashen, 1982) highlights the role of emotional factors, suggesting the need for educators to create a comfortable and anxiety-free environment for language learners when using video materials.

In this digital age, it is imperative that educators recognize the potential and challenges associated with the integration of technology in language education. The benefits of multimedia resources, such as film and video, are evident in their ability to create authentic language contexts, enhance comprehension, and immerse learners in diverse cultural settings. However, the challenges, including the digital divide, access to technology, and emotional factors, cannot be overlooked. It is essential for educators to strike a

balance between technological advancements and learners' needs, providing an inclusive and engaging environment that fosters speaking and listening skills.

This analysis contributes to our understanding of language education and underscores the importance of harnessing the power of multimedia resources to equip students with the skills they need to become proficient speakers and listeners in a new language. As educators and policymakers continue to explore the potential of film and video in language instruction, it is crucial that they adapt and refine their teaching strategies to meet the diverse and evolving needs of language learners in the 21st century.

The insights and recommendations provided in this analysis can guide educators, curriculum developers, and policymakers in making informed decisions regarding the integration of film and video into language instruction. By doing so, we can ensure that language education remains dynamic, effective, and responsive to the evolving demands of a globalized world where speaking and listening proficiency in various languages is increasingly important.

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