



Prosiding IS2LE 1

(International Seminar on Language and Literature Education 1)

*Bahasa, Sastra
dan Pengajarannya dalam
Pembentukan Karakter*

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Penerbit:

FKIP Universitas Bengkulu

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Jln. W.R. Supratman Kandang Limun Bengkulu

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ANIMATED CARTOONS: AUDIOVISUAL MEDIA FOR TEACHING ENGLISH VOCABULARY

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Abstract

Media as teaching aids is needed to help the students' understanding and to increase the effectiveness in the communication between teacher and students in the teaching and lesson. Applying animated cartoon can be solution as it has some advantages for improving students' vocabulary mastery. By using animated cartoon, students do not only feel attracted in it, hear the unfamiliar words and sound carefully but also can add new instruction but some are not. It is expected that every teacher can employ audiovisual media in teaching vocabulary and imagine their students' response actively engaged in for them. This paper discusses animated cartoons as helpful way to improve students' vocabulary mastery in the classroom to demonstrate that they can have outstanding performance in studying English.

Key words: *Animated Cartoons, Audiovisual Media, Vocabulary Mastery*

1. Introduction

Learning vocabulary is very essential in studying English at every level from beginner up to advanced. This is due to the importance of vocabulary which as the knowledge of words and word meaning in both oral and print usage (Jeon: 2008). This is also the knowledge of words that is used in productive and receptive forms that are naturally learned indirectly or taught directly. However, learning and mastering vocabulary, in some cases, remain constraints for some English learners. The mastery of vocabulary can not sometimes be attained optimally because this is occasionally only reached through each language skill, in fact, it leads us into barriers while studying those skills. In reading, for instance, students will get difficulties in comprehending the text if they do not know the words in the text properly. Similarly in speaking, several students got tongue-tied when they had been asked to express their ideas. Thus, it can be said that they have lack of vocabulary, in fact, vocabulary is also important for us to know information and to do communication. Furthermore, the lack of students' vocabulary itself can be caused by the less techniques they have in order to express or to improve the limited vocabulary they have already mastered, and only some students practice their English outside of class activity. Therefore, if they want to be more successful in acquiring many vocabularies, it is important for them to be more active in applying English skills through sources like interacting with native speakers and also through media such as English news, magazines, newspaper, or talk shows on TV or radio, English songs, or cartoon films.

Learning English through several sources and or media above can be solution as they have some advantages for improving students' vocabulary mastery. Those can not only make them become attracted in it, but they can learn and hear the unfamiliar words and sound carefully that is needed to add new vocabularies (Wuryaningrum: 2008). One of media that is considerably effective for teaching vocabulary is animated cartoon. It is one of genres of movies or films which represent attracting media contain dialogs that can lead students to learn daily vocabularies in people's daily conversation. This paper explains about the use of animated cartoon as an audiovisual media to teach vocabulary to students.

2. Audiovisual Media

The use of media in teaching has been increasingly become necessity for everyone from beginner up to advanced. Media, the plural of medium, are means of communication. The term is derived from the Latin medium known as "between" (Smaldino et Al: 2008). Its purpose is to facilitate communication and learning so it can be useful to explain some

instructions where any other ways can not do. By using media, the process of teaching English may become interesting, easy and productive (Yasin: 2009). Thus, it is also important for every English teacher to find the best or the effective media to teach English vocabulary. Media as teaching aids are needed to help the student's understanding and to increase the effectiveness in the communication between teacher and students in the teaching and learning process. It is also used to stimulate the students' motivation and student's interest to the lesson. There are six basic categories of media such as text, audio, visuals, manipulative (objects), and people. *Text* is alphanumeric characters that may be displayed in any format-book, chalkboard, computer screen, and so on. *Audio* is anything we can hear- a person's voice, music, sounds, noise, and so on. *Visuals* are regularly used to promote learning including posters, drawings on the whiteboard, photographs, cartoons, and so on. These are media that show motion, including DVDs, computer animation, etc. *Manipulative or Objects* are three dimensional and can be touched and handled by students. The last is *people*; these may be students, teachers, or subject-matter experts. Whereas audiovisual media means anything that we can see and hear that can promote learning properly where we can gain experiences through such real situations.

Basically, the success of teaching depends on the interest and the desire of students to the subject to learn it. Furthermore, Yasin (2009) explained that the high motivation to study English is observed by using multimedia since the use of media can contribute a variety of forms of teaching from listening to audio records and watching video, up to works with computer programs and dialogue in a chat. As it can not be denied, all these kinds of activity are sources of entertainments of students during leisure time. Thus, as its aim that is to be able to entertain people, it is expected that through using audiovisual media the vocabulary teaching and learning become much easier and productive.

3. Vocabulary Mastery

As it is known, learning vocabulary is very essential in studying English at every level from beginner up to advanced. It must not only be taught but also learnt and known naturally by every language learner since it is useful for conveying information. It is also fundamentally used as a minimal means to deliver message in oral or written language. Laufer (in Akbari, 2003: 2) states that "vocabulary is at the heart of language learning and language use. In fact, it is what makes the essence of a language". Thus, without vocabulary, speakers cannot convey meaning and communication with each other in a particular language. Besides, the learner can also hardly express ideas and understands some English written materials. Having inadequate vocabulary can direct to learner difficulties in language reception and production so it can be the main problem in studying English properly. The main problem with vocabulary teaching and learning is that only a few words and a small part of what is required to know a word can be dealt with at any one time (Nation, 2005: 1). The more complex the information is, the more likely the learners are to misinterpret it. Most students sometimes have been panic if they misinterpret the complex words and if they must deal with some idiomatic expressions of words.

In addition, there are several things that every English students need to consider about mastering vocabulary in order to avoid some misinterpretations of words (Frost, 2008: 2). They are: (1) *What it means*, it is vital to get across the meaning of the item clearly and to ensure that the students have understood correctly and it can be searched from context. Honeyfield (in Long and Richards, 1987: 319) states that: The solution is inferring unknown meaning from context. The other methods, such as memorizing lists of definitions, will be too time-consuming to provide students with the vocabulary resources they need, (2) *The form*, students need to know if it is a verb/a noun/an adjective etc in order to be able to use it effectively, (3) *How it is pronounced*, this can be particularly problematic for learners of English because there is often no clear relation between how a word is written and how it is pronounced, (4) *How it is spelt*, this is always difficult in showing the written form, (5) *If it follows any unpredictable grammatical patterns*, for example, man-men / weather (uncountable) and if the word is followed by a particular

preposition (e.g. look at), (6) *The connotations that the item may have*, bachelor is a neutral positive word whereas spinster conjures a more negative image, (7) *How the word is related to others*, for example, synonyms, antonyms, lexical sets, etc. Those things are essential information for every student in mastering vocabulary since the knowledge of vocabulary enables language use, language use enables the increase of vocabulary knowledge, and knowledge of the world enables the increase of vocabulary knowledge and language use and so on (Nation, 1993: 1). Weak vocabularies may cause students' comprehension to suffer, and difficulties in comprehension can cause their vocabularies to remain weak.

In general, the comprehension of vocabulary can be gained through managing time which, at least, should be spent on high frequency words or words that fill a language need that the learners have. When deciding how to spend time on a word, it is also very useful to consider the learning burden of the word. Nation (2005: 2-3) divided the learning burden into: 1) *Word Meaning*; its form and meaning, its concept and referents, its associations, 2) *Word Form*; its spoken and written form, and the word parts, 3) *Word Use*; the grammatical functions, its collocation, and the constraints on use. In short, the way to work out the learning burden systematically is to consider each aspect of what is involved in knowing a word and to be familiar with a word.

Essentially, the most useful vocabulary depends on the goals of the learners. If the learners want to do academic study in senior high school or university, then the *Academic Word List* is the most useful vocabulary to learn (Coxhead in Nunan, 2003: 136). This is a list of 570 word families that exist frequently in a wide range of academic texts. In addition, Nation (2003: 137) states that:

It is estimated that the average native speaker with a university education knows at least 20,000 word families. To cope well in English, a learner would need around 5,000 words and preferably 10,000 words. It is the most efficient to learn these words from the most useful to the least useful.

Thus, it is clearly appropriate for students to spend considerable time learning how to use a relatively small number of words correctly. Indeed, the best way to encounter this is to set the teaching and the learning situations in a set of guiding principles that can be implemented in many ways. Nation (in Nunan, 2003) suggests that the principles are: 1) *Focus on the most useful vocabulary first*, some words can be used in a wide variety of circumstances. Others have much more limited use. The most useful vocabulary that every English language learner needs whether they use the language for all four skills or whether they use the language in formal and informal situations is the most frequent 1000 word families. 2) *Focus on the vocabulary in the most appropriate way*, this principle deals at how they should be taught and learned, we will look at the most important vocabulary learning strategies of using word parts, guessing from context, using from word cards, and using dictionaries. 3) *Give attention to the high frequency words across the four strands of a course*, high frequency vocabulary should get deliberate attention through teaching and study and should be met and used in communicating messages in English skills. 4) *Encourage learners to reflect on and take responsibility for learning*, it is related to choosing what vocabulary to teach and the conditions needed for learning it. Vocabulary learning cannot be left to itself. It needs to be strengthened by careful planning and well-directed teaching.

In brief, vocabulary as a major component of language learning has been the object of numerous studies each of which has its own contribution to the field. There are various media and techniques for improving vocabulary. Weatherford (in Akbari, 2003) proposes that:

The techniques include rote rehearsal; the use of audiovisual aids; rote-playing; vocabulary learning through art activities; the root-word approach; mnemonic techniques; ...

Applying media can be solution as it has some advantages to improve students' vocabulary since the students feel attracted to get involved in the situation which brought media in teaching and learning process in the classroom. Students can learn new vocabulary easier by using attracted audio visual. It is related to the study that has ever done successfully by using 3D films for the toddlers done by Wuryaningrum (2008). She expresses that:

There are many things that we can do to make the teaching-learning process more memorable for our students. Such as using pictures, stories, or films that can help students to memorize and give the children the opportunity to practice the new vocabulary in personalized and meaningful task are also the essential tools.

Thus, one of the media that is going to be recommended in this paper is animated cartoon. It is one of genres of movies or films which represent as interesting media contain dialogs that can lead students to learn daily vocabularies in people's daily conversation. In addition, animated cartoon can be employed to students to improve their vocabulary mastery since cartoons also perform clearly-pronounced vocabularies.

4. Animated Cartoon

Animated Cartoon is a short, hand-drawn (or made with computers to look similar to something hand-drawn) moving picture for the cinema, television, or computer screen featuring some kind of story / plot (even if it is a very short one) (Kubric: 2007). In this paper, the writer proposes three animated cartoons, such as Finding Nemo, Cars, and Shrek The Third since these films include as the most popular cartoon films ever (Keith: 2007). Based on Webster's New World College Dictionary (2009), the term "*popular*", actually, means accepted by among people in general; common; prevalent or liked by very many or most people. While in Roget's College Thesaurus in Dictionary Form (1958), it means chosen, desirable, famous, and acceptable. The writer regards that these films also provide simple vocabularies within the dialogs between the characters. These dialogs can lead students to learn daily vocabularies in people's daily conversation. Animated cartoons can be employed due to its appearance as an audiovisual media that is close enough to human's life; it can additionally represent ideas, life lessons, or life messages. Cartoon came to refer to animation because of the stylistic similarities between comic strips and early animated movies, and this is the sense in which cartoon is most commonly used today. These are usually shown on television or in cinemas and are created by showing illustrated images in rapid succession to give the impression of movement. Nowadays, cartoon seems to be daily menu for people in every country entire world because of its entertainment and amusement. As time goes by, cartoon is getting better in its appearance and performance.

Because of the appearance, most teachers use cartoon to supplement their classroom instruction, the use of cartoons for teaching and learning English and its composition can be explored more thoroughly. The students watch a cartoon, and then discuss the plot, the cartoon characters, and the setting. They then write the story of the cartoon (Hobson: 2005). In addition, Bledsoe (2006) explained that watching cartoons can even help to build vocabulary, and then there is an effective way to utilize cartoons and other children's programming on TV in the classroom to demonstrate teaching material to them. The other reason to demonstrate cartoon to teach English vocabulary to students is that it is fulfilled by cheerful colors like from crayon drawings that are drawn by skilled artists that can create movements and expressions that every cartoon must have. Therefore, it also presents life-like expressions so students can learn kinds of words through gestures and expressions from some characters in the film, animated cartoon can be enjoyable and effective media to teach vocabulary to students; it is due to many lessons we can gain from it such as various characters, life lessons, and life messages. Beside that, we can imitate native voice as a source material for learning pronunciation correctly. So, there are lots of things that we can deal with in mastering vocabulary by using animated cartoon. There are three steps that can be done in teaching and learning vocabulary by the teacher and the students in the classroom, such as:

a. Pre-Viewing

In this step, teacher has to explain about the animated cartoon that is going to be viewed by the students. The explanation must be briefly. It includes the plot, the characters, and perhaps the general vocabularies that might be used by the characters. The teacher also provides a vocabulary worksheet and then clarifies its function to the students. The worksheet actually can contain synonyms or antonyms, word form, word meaning, and word use.

b. During-Viewing

When viewing the animated cartoon, students are free to write down all vocabularies they got in the provided worksheet. They are not allowed to ask some questions while watching the cartoon because it can break his or her friends' concentration. They may do that in post-viewing session.

c. Post-Viewing

In this step, the students may ask some questions to the teacher if they got confused. They may reflect the cartoon they have already watched by using their own words. Furthermore, they may create as many as possible answers or add some vocabularies to support their answers in the provided worksheet and they still have some time to complete the answer. They are not allowed to look up any dictionary.

Cartoons are particularly effective for this kind of discussion, as they are the representations of characters, and therefore the students can be encouraged to think in more abstract terms and in more detail vocabularies about some behavior in the cartoons.

5. Research Methodology

The type of this study was Classroom Action Research (CAR). It focused on taking action and doing such processes in studying real students in a real school or classroom situation to test and to improve some instructions which focused on a particular problem. Classroom Action Research (CAR) was usually called as action or classroom research. Stringer (2007: 19) highlighted that:

"Action research is also necessarily based on localized studies that focus on the need to understand how things are happening, rather than merely on what is happening and to understand the ways that stakeholders- the different people concerned with the issue – perceive, interpret, and respond to events related to the issue investigated".

Investigations are needed as well to reveal the way participants describe their actual experience of the issue. This is in line with the means for teachers or stakeholders to enhance their teaching and to improve their students' learning.

The researcher as the lecturer also focused on investigating the problem appeared in her classroom and then tried to solve it. The problem was the students' lack of vocabulary mastery. Dealing with the problem, the researcher took some actions in teaching and giving techniques to the students in order to get improvement on the students' vocabulary mastery. The techniques given to the students were done using English popular animated cartoon movies. Through viewing the movies, the researcher taught the students the techniques to improve their vocabulary mastery with the help of vocabulary worksheet. The worksheet as one of instrumentations was employed to measure students' improvement on vocabulary mastery. Therefore, it was expected that the instrumentations could give deep description about the improvement got by the students especially on their vocabulary mastery so that the researcher as the teacher can seriously maintain the improvement and the quality of the teaching and learning particularly in the classroom and generally in the school. While Hopkins (2008 p.6) stated that CAR as a kind of classroom research that can make teachers look critically at their own classrooms and use research primarily for the purpose of improving their teaching and the quality of education in their schools.

In other words, classroom action research is a research method that is conducted by a teacher in her classroom in order to figure out solutions of problems appeared whilst teaching and learning process. It is expected that the improvements on students' vocabulary

mastery can be reached so that the quality of teaching and learning can be better improved as well.

6. Discussion

It could be discussed that the use of animated cartoon movies could better improve the students' vocabulary mastery. The findings also support the statement from Bledsoe (2006) who stated that using cartoon movies is effective in learning vocabulary and watching cartoon movies can even help the viewers build up their vocabulary. Beside that, learning vocabulary may be the easiest and practical skill in English that can be gained from the cartoon movies since watching movies can strengthen learners' understanding on vocabulary (Wuryaningrum 2008). As one of authentic video materials, it is in fact very functional to use movies in the foreign language class, since students can profit more efficiently from this type of input, given its presentation of real (not manipulated) and complete communicative situations, that is what learners really need in real life (Stempleski: 1990). Moreover, cartoon movies as authentic video materials provide superior sound and picture quality compared to standard videocassettes or any other audiovisual media (Smaldino, Lowther, and Russel: 2008). Thus, learning can be very interactive so this can also promote students' enthusiasm.

In the meantime, animated cartoons are better used because they have brighter colors, livelier, life-like expressions, and more attractive with the actual people voices filled by actors and actresses. On the other hand, classic cartoon movies such as Mickey Mouse, Tom and Jerry or maybe Cinderella have less bright colors, less attractive and expose more on movement or motion instead of the conversations or dialogue between the characters in the films whereas clear conversations must be needed in learning vocabulary.

Next, the use of worksheet was obviously helpful for improving students' vocabulary mastery. The students can learn developing the form of words they got from the movie like the word spelling and its symbol, and then the students can define the meaning of the word, and they can finally use the words in making sentence and collocation. Nation (2005) explained that word form, word meaning, and word use are effective parts of vocabulary learning burden that could be worked out in knowing and becoming familiar with a word. The vocabulary learning burden differs from word to word according to the ways in which the word relates to first language knowledge and already existing knowledge of the second language and or other known languages.

Besides employing the worksheet, the researcher also found that the atmosphere of the classroom was orderly and cooperative. The students could orderly follow the rules that were given by the researcher. As stated by Hopkins (2008), although learning requires more than a well-managed and well-prepared class, orderly and quite atmospheres are actually needed in the classroom so that the situation of learning can take place. Moreover, the location of the classroom was quite far from the crowd so that the students can learn and watch the movies attentively and seriously. Such atmospheres can support students' enthusiasm and desire to study actively. Thus, the teaching and learning process could be effectively conducted. Finally, the improvement on students' vocabulary mastery could be gained successfully.

7. Conclusion

The use of audiovisual media in teaching and learning vocabulary is nowadays becoming the necessity. The media that is considerably effective to be used is animated cartoons since it is one of genres of movies or films which represent attracting media contain dialogs that can lead students to learn daily vocabularies in people's daily conversation. Beside that, it also presents life-like expressions so students can learn kinds of words through gestures and expressions from some characters in the film, animated cartoon can be enjoyable and effective media to teach vocabulary to students; it is due to many lessons we can gain from it such as various characters, life lessons, and life messages. Moreover, we can imitate native voice as a source material for learning pronunciation correctly. Due to the benefits of using animated cartoons above, there are three steps that can be conducted in teaching and learning vocabulary by using them such as Pre-Viewing, During-Viewing, and Post-Viewing. It is expected that every teacher can employ audiovisual media in teaching vocabulary and imagine their students' response actively engaged in meaningful movie/episode/cartoon, and it can

become an unforgettable learning especially for them. It is expected that there is an effective way by using animated cartoons to improve students' vocabulary mastery in the classroom to demonstrate that they can have outstanding performance in studying English.

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