

IMPROVING STUDENT'S *VOCABULARY* SKILL BY USING ANIMATION FILM ON ENGLISH LESSON IN CLASS V PRIMARY SCHOOL MEDAN ESTATE

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Abstract: The problem in this study is the low ability of vocabulary students in English subject matter of vocabulary mastery. The purpose of this study is to improve students' vocabulary skills in understanding English vocabulary by using animation film. This research used PTK design. The Subjects in this study students class VA SD Negeri 106162 Medan Estate School Year 2016/2017 about 1 class of 34 students which consists of 17 male students and 17 female students. Implementation of the action is done for 2 cycles, where each cycle is done two meetings. In 2 cycles there are 4 meetings. In each cycle is done 4 stages of Planning, Action, Observation and Reflection. Instruments that is used in this research is the ability of vocabulary test and observation sheets.

Keywords: *media, animation film, english, vocabulary ability*

Abstrak: Masalah pada penelitian ini adalah rendahnya kemampuan *vocabulary* siswa pada mata pelajaran bahasa Inggris materi penguasaan kosakata. Tujuan penelitian ini adalah untuk meningkatkan kemampuan *vocabulary* siswa pada materi memahami kosakata bahasa Inggris dengan menggunakan media film animasi. Penelitian ini menggunakan desain PTK. Subjek dalam penelitian ini siswa kelas VA SD Negeri 106162 Medan Estate Tahun Ajaran 2016/2017 sebanyak 1 kelas yaitu 34 siswa yang terdiri dari 17 siswa laki-laki dan 17 siswa perempuan. Pelaksanaan tindakan dilakukan selama 2 siklus, dimana setiap siklus dilakukan dua kali pertemuan. Dalam 2 siklus ada 4 kali pertemuan. Dalam setiap siklus dilakukan 4 tahap yaitu Perencanaan, Tindakan, Observasi dan Refleksi. Instrumen yang digunakan dalam penelitian ini yaitu tes kemampuan *vocabulary* dan lembar observasi.

Kata Kunci: *media, film animasi, bahasa Inggris, kemampuan vocabulary*

INTRODUCTION

Primary school education is early learning society for children or students to increase their potential. It Starts from elementary school the students get the stimulus to learn which later became their daily habits. So the role of a teacher is very important to teach and apply good habits in learning for their students.

English learning today has become a subject that needs to be learned by people. It has been started from the 60's until now. Because of the importance of English, many parents send their children to take a course in the English learning institution. Students in Indonesia are beginning to learn English at grade 4, but now a lot of

English learning has been implemented on a more basic level (playgroup).

The learning concept now more dominated by students. Students do more learning and learning interactions in the classroom, either by using teaching materials or with their friends. Students search a lot of information about scholarship from various literatures to discuss any problems, to train their language skills and proficiency to operate their knowledge, to do analysis, to synthesis and too make final conclusion.

Active learning is an instructional hope in this period. Where active learning will not work smoothly without enrichment of learning resources, which include messages, people, materials, tools, techniques and environments that

can affect student learning outcomes and outcomes. Thus the expected active learning requires the support of facilities outside the human that can help the process of student learning activities.

The exploration process is a process of exploring students to the information contained in textbooks, as well as materials provided by both print and digital teachers, as well as other materials that can be accessed from class libraries or virtual libraries that are available in cyberspace information. Elaboration is a process of cultivation diligently and carefully, and confirmation is justification, affirmation, and endorsement.

English subject matter material, did not escape from learning vocabulary (word vocab), which is very important taught in school. Whether it is elementary school (SD), Junior High School (SMP), and High School (SMA), and Higher Education (PT). Vocabulary learning has the purpose of educating students to be able to speak English well. Have creativity or skills in using the English language.

Researcher has done observation at SDN 106162 Medan Estate, based on interview result with teacher of class V SDN 106162 Medan Estate, it turns out student that not yet able to master vocabulary as expected in local content curriculum, teacher have applied memorizing method that is every day memorize five new words. But at the time of the hapalan test, many students forget the previous memorization. In addition, the facilities are provided by the school in the process of learning English obviously does not exist. Students look still not serious in learning English or lack of learning motivation in student. Only some students are able and serious in the learning process. There are more female students that appear to be active during the learning process than the male students. Studying characters of the research class students such as, lazy to read, like to be noisy, hyperactive, and like to disturb friends and mock his friends while doing the

task. Students prefer to talk about movies or new information that can be obtained from the internet, television, even cassettes rather than reading and learning English.

Teachers have not been seen carrying learning devices or learning media when teaching and learning becomes passive because teachers use lecture methods. Just focus on textbooks and English dictionaries. Some students also do not carry their dictionaries. Even they just rely on asking his teacher. Less interested to seek or explore their own knowledge of vocabulary.

Based on this background, the researchers feel interested to conduct research with the title "The Use of Animation Film Media to enhance the Vocabulary Ability of Students in English Subjects in Class V SD Negeri 106162 Medan Estate Academic Year 2016/2017."

According to Susanto (2016: 31) "ability is the attitude capable of carrying out the task given". Each given task can be done as expected by the task giver who follows or adheres to the basic values for professional acting and thinking guidelines.

Suyanto and Jihad (2013: 39) state that "competence is essentially a description of what a person can do in a job, and what the is work form that can be visible". Furthermore Sriyanto (2010), "ability is a capability in doing something". The purpose of that understanding is that there is something that produced from its work. It can be information or a product of the work process.

Based on some opinions about the above abilities, the researcher can conclude that the ability is a set of knowledge, skills, attitudes and basic values that reflected in the habit of thinking and acting of a professional who can perform the tasks that given and the results can be seen.

The purpose of this study, which became the the main subject is the ability of students in mastering the expected material. The vocabulary

learning ability get full attention, in the broadest meaning concluding cognitive factors, the personality, and the age of the student.

Vocabulary is an element in every language. Webster in Jana (2015: 35) defines "vocabularies as: a) lists or collections of words usually arranged alphabetically then explained and defined; b) the number of words used either by an individual, a community, an ethnic group or a group of particular professions; c) a collection of non-verbal symbols; d) the feelings expression that used in art, and the set of tools where one can understand an experience by expressing an idea or feeling."

Meanwhile, according to Prabayanthi (2010) "vocabulary is a set of words known by someone or other entity, or is part of a particular language". Vocabulary is a list or sequential record and contains the insight tha used by a person, society, and organization to understand something and express something.

So it can be concluded that the vocabulary is a set of words that are known and used by students, it can be known when listening it again is an element in each language that is usually arranged alphabetically then described and defined, expressions of feelings used in art, and a set of tools where one can understand an experience by expressing an idea or a feeling.

Vocabulary according to Elsjelyn (2009: 31) plays a role as a bearer of meaning and is a tool to express an idea. "Three things to know in learning vocabulary, namely: a) the number of words that need to be learned; b) how to improve vocabulary; c) the benefits of repetition ". Hartono (2012: 15-16) suggests "vocabulary-related mastery can be done by making a list of vocabulary and memorizing it".

Fraser in (Karakas and Saricoban) reported that "some incidental vocabulary learning occurs in the course of reading for the comprehension through the process of inferring word meaning" from the context (p 225).

Vocabulary means that, talking a number of words which is used by people in context in language with the meaning (Kurniaty, Husna and Ernati, 2016). Vocabulary is a list of words with their meanings, especially in a book for learning a foreign language (Richard in Munir, 2016).

The process of improvement can be done if there is an authentic evidence of failure in learning vocabulary such as:

- 1) If 85% of the number of students reaches the optimal level of success or that the maximum (reaching 75% mastery of the material), then the next teaching and learning process can discuss the new subject, so it is not important to organize improvement programs.
- 2) If 75% or more of the number of students attending the teaching and learning process reaches a minimum level of success (below the minimum level), then the the next teaching and learning process should be remedial.

While Daryanto (2016: 175) suggests that "the media is everything that can be used to channel the message from the sender to the recipient so it can stimulate the thoughts, feelings, attention, and interest and attention of students in such a way that the learning process can occurs."

Hamdani (2011: 243) states "media is a component of learning resources or physical vehicles that contain instructional materials in the student environment that can stimulate students to learn". Furthermore Briggs in (Saefuddin and Berdiati, 2014: 63) defines "the media as a means to stimulate positive attitudes of learners in order for learning to take place".

Based on some understanding of the experts above, the researcher can conclude that the media is anything like graphic, photographic, or electronic tools that containing intruactional material in student environment to

capture, to process and to rearrange visual or verbal information as intermediary or messenger from Sender to the recipients to arouse the thoughts, feelings, attention and interest of students in a positive attitude and have the motivation to learn. So that is expected that the process of learning to teach can occur and obtain more learning satisfactory outcomes.

According to Kemp & Dayton in (Saefuddin and Berdiati, 2014: 63) "the benefits of media in learning, such as: (1) the delivery of learning materials can be uniformed, (2) the learning process becomes more clear and interesting, (3) the learning process becomes more interactive, (4) Efficiency in time and energy, (5) improving the quality of learning outcomes of learners, (6) the media allows the learning process can be done anywhere and anytime, (7) media can foster positive attitude of learners to the material and learning process, (8) change the role of teachers in a more positive and productive direction".

The types of media according to Susilana and Riyana (2009: 18-23) "are grouped into seven, such as: (1) graphic media, print materials, and still images; (2) silent projection media (OHP and OHT, Opaque Projector, Slide, and Film strip); (3) audio media (radio and magnetic tape recorder); (4) silent audio visual media; (5) movies; (6) television (outdoor television, limited broadcast television, video cassette recorder, (7) multi media (object and interactive)".

The characteristics of media according to Gerlach and Ely in Rusman (2013: 166) are: (1) the fixative feature, the ability of recording media, storing, preserving, and recommending, reconstructing an event or object; (2) manipulative features, transforming an event or object; (3) distributive features, allowing an object or event to be transported through space and simultaneously presented to a large number of students with relatively similar stimulation and experiences".

So, it can be concluded by the researcher that the meaning of

animation is a technique of displaying images sequentially in such a way that is presented visually that is an attempt to make a static presentation to life so that the audience feel the motion illustration (moving) on the displayed image where not only turn on, animation also gives character to those objects.

"Animation, or more familiarly called the animated film, is a film that is the result of hand-drawn processing into a moving image. Early in the invention of the animated film is made of sheets of drawing paper which are then rotated so that the effect of moving images. With the help of computer and computer graphics, animated film making becomes very easy and fast" (Wikipedia in Paramitha, 2014).

According to Bordwell (Akmala in Rosdalina, Rahayu and Eripuddin), animated or animation movie are distinguished from live-action ones by the unusual of work that are done at production stage.

"Asmawir and Usman in Erichah (2011). According to Darojah in Hasanah and Nulhakim (2015: 92-93) "animated film media is an audio-visual medium in the form of sequential series of live images on frames and projected electronically mechanically to appear on the screen".

The role of English as a major international communication medium has created a conducive climate for many to learn. "English subjects are aimed at: 1) developing communication skills in English both in oral and written form including listening, speaking, reading and writing skills; 2) awareness raising about the nature of language and the importance of English as one of the languages (3) developing an understanding of interconnectedness between languages and cultures and expanding the cultural horizon so that students have cross-cultural insights and can engage in cultural diversity" (MoNE, 2004). The role of English as a major international communication medium has created a conducive climate for many to learn. "English subjects aim

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Structure of the SD / MI (KTSP, 2008) curriculum "English subjects contain four aspects: 1) listening, understanding the instructions, information, and very simple stories delivered orally in the context of the classroom, the school, and the environment; 2) speaking, expressing meaning orally in interpersonal and transactional discourse very simple in instruction and information form, in the context of class, school, and the environment; 3) read, read aloud and understand the meaning in the instruction, information, short functional text, and very simple pictorial descriptive text that presented in writing in the context of class, school, and neighborhood; 4) write, write words, phrases, and very simple short functional text with proper spelling and punctuation".

Based on the description above, it can be concluded that the English language learning is part of the school subjects that have the different curriculum structure from the exact subjects or other social science subjects which is a tool of verbal communication.

Research relevant to this research is research conducted by Dea Hardiannanda in (<http://digilib.uns.ac.id/dokumen/detail/1661/Utilization-audio-visual-film-kartun-as-media-bantu-siswa-in-mastery-vocabulary-languages-mandarin-in-SMA-Negeri-4-Surakarta>). The results showed that the animated film media can improve students' vocabulary mastery. The success of the

research can be proved from the results that obtained in the research like,

When tutor teacher teach mandarin language using lecture method without using media in class X SMA Negeri 4 Surakarta, presentation of the value of the test result that conquering the words, they are : Class X IMERSI C = 40%, Class X-D = 44%, Class X-E = 57%, Class X-H = 55%, X-K = 76%. While the presentation of the researcher that teach mandarin language that use audio visual as media (film, cartoon) they are : Class X IMERSI C = 100%, Class X-D = 76%, Class X-E = 88%, Class X-H = 77%, and Class X-K = 76%.

From the data, it can be concluded that there is difference of student vocabulary result between using lecture method and the use of audio visual media (cartoon film) given by the researcher.

Media is an intermediary tool which links human and information that will be obtained. The information can be images, sounds, writings and even film. By using media, the information that displayed can attract attention and entertain the students in receiving such information. The learning process that using media can be implemented anywhere and anytime.

The research hypothesis is a tentative conclusion that must be proven empirically. Based on the framework thinking above, the research action hypothesis is: "By using Film Animation Media can improve the ability of vocabulary in the material to understand the English language vocabulary of the students of class VA SD 106162 Medan Estate T.A. 2016/2017".

METHOD

This research includes a classroom action research (PTK) which aims to improve the learning process

and to improve students' ability in understanding vocabulary in English subjects by using animated film (cartoon) media on VA 106162 Medan Estate students.

Suyanto (in Dewi, 2015: 10), "says classroom action research is defined as a reflective form of research by taking certain actions to repair and improve classroom teaching practices more professionally."

This research was conducted in VA SD Negeri 106162 Medan Estate T.A 2016/2017. Time of study is planned in the second semester (two) T.A 2016/2017. This study is estimated for 2 months, from the preparation activities to the preparation of the report, which starts from January to March.

The subjects of this class action study were VA SD Negeri 106162 Medan Estate T.A 2016/2017 students, which amounted to 34 students. Consist of 17 female students, and 17 male students. The object of this research is to improve students' vocabulary ability by using animated film media (cartoon).

To prevent different interpretations and to create similar understanding of research variables, the authors need to formulate the operational definition of each variable used in research, such as:

- a. The ability of a vocabulary is the mastery of a person in words that when he hears again he will know the meaning.
- b. Animated film media is an intermediary in the learning process by using electronic or electronically projected tools that can emit live images and sounds in the form of animations (cartoons).

In this classroom action research conducted several sequential action cycles, the information from the preceding cycle is critical to the next cycle process, this step of classroom action research is carried out covering 4 stages: (1) planning, (2) action implementation, (3) observation, (4)

reflection. The implementation of classroom action research in this study, will carry out two cycles based on Kemmis and Mc Taggart design models (in Wiriaatmadja, 2005: 66)

The collection techniques taht used in data collection are Tests and Observations. Kurinasih and Sani (2014: 39) define tests as a way to obtain data in measuring the ability of cognitive research subjects. While the observation is used to collect data relating to the activities of research subjects.

Data collection techniques in this study is to use quantitative data analysis where the researchers focus more on the ability of vocabulary students, the process of learning and the linking between the activities of students' understanding of learning English on vocabulary material by using Animation Film media.

This research will be conducted at SD Negeri 106162 Medan Estate Perci Sei Tuan District, Deli Serdang Regency in semester 2. This research is planned for 2 months and starting from January 2017 until March 2017.

RESULTS AND DISCUSSION

Results

This research was conducted at SD Negeri No. 106162 Medan Estate precisely class VA. Spacious room 8x8m ², ceramic floor, walled and wooden walls, adequate air ventilation, the presence of lights. The learning facilities and learning infrastructure in the classroom consists of 1 bookcase and classroom administration, whiteboard, marker, ruler, eraser, student table and chair, and 1 teacher table and chair.

This class action research report is presented by presenting quantitative data analysis and qualitative analysis. This analysis is used to obtain the results of classroom action research that conducted to improve students' vocabulary skills by using animated film media in English subjects in VA Class SD Negeri 106162 Medan Estate.

The learning process aims to improve students' vocabulary skills. Therefore can be said one of the important factors that determine the success of the learning process is the learning media that used to make student study. That means need to condition the class in such a way so the learning process takes place effectively and efficiently and fun. Beside that, the teacher also must prepare materials, sources, and other supporting tools.

Based on the difficulties that experienced by students at the time of pre test and the process of learning English occurs then the researchers designed alternative solutions by using animated film media on the process of learning English in VA class. There are something that they do, as follows: (1) preparing RPP for each meeting that contains learning scenarios in accordance with the material mastery of English vocabulary using animated film media. (2) preparing the sources, media, LKS and materials that needed for action. (3) create a student observation sheet format that will be used to observe students' vocabulary abilities. (4) make a teacher observation format that will be used to observe the researcher at the time of teaching and become an observer is a colleague. (5) preparing evaluation tools and documentation tools.

Observation or analysing conducted by the researcher and assisted by colleagues in the PGSD study program from the beginning of the implementation of learning action using animated film media in learning English on the material to understand English vocabulary as an effort to improve students' vocabulary skills. This observation is done during the teaching-learning process in order to observe how far the success of teachers and students in learning.

Discussion

Before performing the action, the student first is given a pre test. Based on the mastery learning formula classically

can be known from 34 students there are as many as 18 students 52.94% got a value capable, and as many as 16 students 47.05% got the value has not been able. The low ability of vocabulary is due to: 1) Students have difficulty in understanding long English text. 2) Students do not have good vocabulary skills. 3) Insufficient classroom facilities and facilities for the appearance of animated film media.

Based on these findings, as an effort made by teachers to improve the vocabulary ability of students is doing the learning by using the film Film Animation "Inside Out". After the learning process takes place at the end of the meeting the teacher gives a post test on the first cycle to know the mastery of the subject matter that has been mastered by all students. From the post test of the vocabulary ability, it can be seen from 34 students there are 24 students 70,58% got the value, and as many as 10 students 29,91% got the value yet.

The data collected were obtained from the test result when the tutor teacher taught Chinese using the lecture method without using media in the class X SMA Negeri 4 Surakarta, the percentage of test result that controlled the vocabulary, namely: Class X IMERSI C = 40%, Class X-D = 44 %, Class X-E = 57%, Class X-H = 55%, X-K = 76%. While the percentage of researchers teaching Mandarin by using audio visual media (cartoon film) are: Class X IMERSI C = 100%, Class X-D = 76%, Class X-E = 88%, Class X-H = 77%, and Class X-K = 76%. The result of the percentage of students score in the vocabulary test that can reach the percentage value above 75% so that the research is declared successful.

Further research conducted by Siti Erichah's brother in (<http://library.walisongo.ac.id/digilib/gdl> . Php? Mod = browse & op = read & id = jtpitai-gdl-sitiericha-5203/The Use of Films as Media to Improve Students' Narrative Speaking (A Classroom Action Research at IIB Class of MTs al-

Hidayah NU 03 Kendal in The Academic Year of 2010/2011)) Based on the results of this study it can be seen that the value of pre test shows the acquisition of English test results of students with The average of 49.76% is still low category. In the first cycle the English test results show an average of 61.78% and still need improvement in cycle II because it has not reached the graduation indicator of the study. Furthermore, in cycle II has increased and flat Student achievement of KKM is 68,69% Increase 6,91% from cycle I to cycle II This indicates that animated film media can improve students' English proficiency on narrative text material in English subject Gris.

CONCLUSION

Based on the results of the research, the analysis and reflection of each cycle can be concluded that the use of "Inside Out" Film Animation media can improve students' English Vocabulary skills on English vocabulary comprehension material with basic competence "Understanding words, sentences, written messages and text Descriptive picture is very simple precisely "in class V SDN 106162 Medan Estate TA 2016/2017. The increase of students' vocabulary ability in class can be proven from the average score and the success of student learning based on pre test result, post test of cycle I and post test II.

1. Before the action is given from the pre test results obtained an average initial ability of 58.38. After the first cycle of I post test results obtained students' learning outcomes increased and had an average of 71.91. Furthermore, from the post test result of cycle II, the students' English vocabulary abilities increased to an average of 82.94.
2. Percentage of student success classically before given action (pre test) equal to 52,94%. In

the first cycle, the percentage of student success classically from the results of post test I increased to 70.58%. After improvement in cycle II, from the result of post test II the percentage of students' success in classical has increased to 97,05%.

3. Based on the observations made on the students, in the first cycle of affective and psychomotoric percentage of students in the first cycle meeting 1 is 72.05% and meeting 2 is 72.42%. While on the second cycle of meeting 1 is 76.10% and meeting 2 is 77.79%.
4. Teacher activity during the learning process has been classified as either or the observed aspect based on the format of the observation sheet that has been entirely implemented.
5. Based on the results of the analysis of the research hypothesis that reads "By using Film Animation Media can improve the ability of vocabulary in the material to understand the vocabulary of English students class VA SD 106162 Medan Estate T.A. 2016/2017 "is acceptable to the truth.

Here are suggestions submitted by researchers to improve the quality of student learning as well as student learning interest in English class in VA SD Negeri 106162 Medan Estate is as follows:

1. For Students, that this animated film media makes students interested and interested in learning so that the value of students in learning increases.
2. For teachers, this learning media is a very interesting learning media that can be used as an option by teachers in the application of learning for the implementation of the learning

- process walk meaningful and fun.
3. For schools, especially principals, the results of this study are expected to be input, reference and evaluation to improve the quality and quality of education in schools.
 4. For the next researcher, this research still has shortcomings, if further researcher want to continue this research so this research can be reference.

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