

## Students' Perceptions of Interactive Multimedia in Learning Vocabulary

Darmiati

Madrasah Ibtidaiyah Negeri 2 Enrekang, Indonesia

Correspondence Email: [emhiealfi01@gmail.com](mailto:emhiealfi01@gmail.com)

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### ABSTRACT

Interactive multimedia is a learning delivery system that uses recorded sights, audio, and video information that is delivered under computer control for a review that not only sees and hears pictures and sounds, but also responds to them. This research is focused to find out what students' perceptions on the use of interactive multimedia in learning vocabulary at Madrasah Ibtidaiyah Negeri 2 Enrekang. This research employed descriptive method using qualitative approach. The population were the fifth class in Madrasah Ibtidaiyah Negeri 2 Enrekang in 2020/2021 academic years. Total sampling was used in this research with total 29 students. The instrument used in this research were questionnaire. The Result of this research showed that students had a positive perception in learning vocabulary using interactive multimedia. This is evidenced by the frequency of students' answer is laid in 64,51% (19 of 29 students) for positive category.

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### Introduction

In this era of globalization, humans are required to be good at communicating, both mother tongue and international languages. Being proficient in using their mother tongue is already good, but if they are fluent in using international languages, that is a plus point for them. If they only know their mother tongue, it will be difficult for them to compete abroad. This is a

challenge for teachers to produce generations who can master not only one language.

English which has become an international language has been studied by students even from elementary school. In this day we cannot deny that students are more proficient than before. This is of course due to the rapid development of science and technology so that English can be found everywhere.

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There are four aspects in learning English, they are speaking, writing, listening, and reading. But the most important role in progressing the students' knowledge in English is vocabulary Decarrico (2001, p. 285) argues that "Learning vocabulary is essential for language acquisition, whether it is a first, second, or third language."

For most students who learn a second language especially English the most difficult thing in study English and it the common problem is remembering the words or the vocabulary. Mostly students' do not remember the word and it became the serious problem in learning English language. According to Rivers (1983) in Nunan (2000, p. 117) Students will not be able to employ the structure and function they have acquired for complete communication if they do not have enough vocabulary. It means that vocabulary is the basic competence of the students that thing to support the four aspects in English learning.

In solving the common problem in learning English, the teacher has to use interesting method which can make the students active and motivated the students in study English especially vocabulary. One of the interesting methods in teaching English is using multimedia. Nusir et.al (2012, p. 18) stated that "Multimedia has the potential to create a high-quality learning environment by using a variety of media to create a more realistic learning setting" The teachers must try the effective way to teaching vocabulary which is relevant and motivate the students. The use of multimedia can make the students to be creative and also the students can analyze and evaluated about the new technology.

According to Jamaluddin. M. (2015,

p. 40) said that "the students were interested and motivated to the lesson when teacher used multimedia, majority of the can understand teacher instruction and explanation well". In other hand Mishra and Sharma (2005, p. 147) stated that "learning using interactive multimedia might have a positive impact on cognitive load". It means that the multimedia is the effective way in teaching vocabulary it is because multimedia is the combination of picture, video, text, and audio.

Based on the writer observation in Madrasah Ibtidaiyah Negeri 2 Enrekang, the students were enthusiastic in learning English using interactive multimedia compared to methods that only involved students in binding vocabulary. Most of them showed an active attitude during the learning process. This certainly had a positive impact on students and teachers themselves.

Student perceptions are very important in creating a good and easy to understand learning process. Therefore, we can find out what their own perception. Based on the previous, the researcher conducted a research entitle "Students' Perceptions on the use of Interactive Multimedia in Learning Vocabulary at Madrasah Ibtidaiyah Negeri 2 Enrekang"

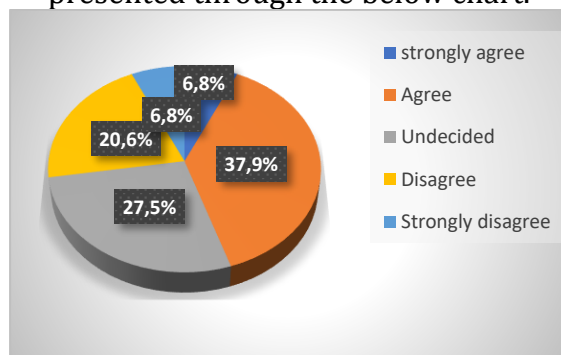
## **Methodology**

The method of this research is descriptive method, using qualitative approach. According to (Sugiyono, 2016) descriptive research is research that describe a phenomenon, events either using quantitative and qualitative data. It aimed to give the description about students' perceptions about using multimedia interactive in teaching vocabulary at Madrasah Ibtidaiyah

Negeri 2 Enrekang. The population of this research were the fifth class of Madrasah Ibtidaiyah 2 Enrekang which is consisted 29 students. Total sampling is used in this research. The instrument used in this research was Questioner. The instruments were adapted from Nazara, P. (2019) Students' Perception on Learning Vocabulary using media at Global Sevilla Pulo Mas Campur.

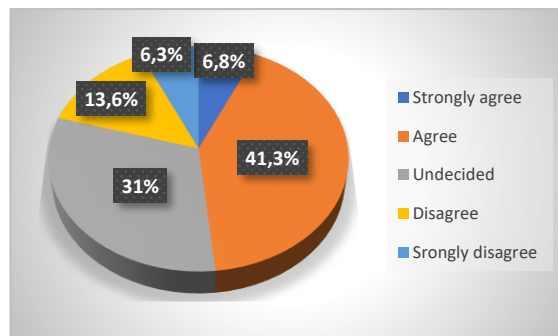
### Result and Discussion

The results of the questionnaire are presented through the below chart.



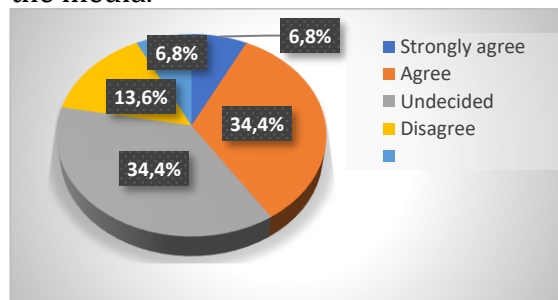
**Chart 1** the result of 1<sup>st</sup> question perceived "They like study English"

Based upon the chart 1, it seemed that most of students in MIN 2 Enrekang that had been taught by using multimedia interactive in their learning vocabulary to improve the students' vocabulary mastery. The result of the question indicated that 6,8% participants strongly disagree and 20,6% disagree if using multimedia interactive in their learning time. Some of them (27,5 %) are undecided (neutral), while 37,9 % agree that they like multimedia in classroom, then 6,8% or 2 students strongly agree or most likely the media.



**Chart 2** The result of 2<sup>nd</sup> question perceived "they motivated in learning English"

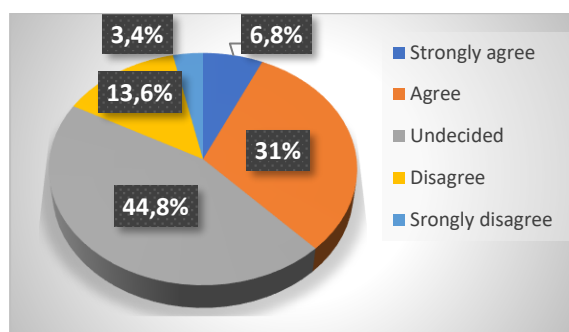
Based upon chart 2, it seemed that most of students in MIN 2 Enrekang that had been taught by using multimedia interactive in their learning vocabulary to improve the students' vocabulary mastery were motivated. It is Proved that 6,8% participants strongly agree and 41,3% agree if using multimedia interactive in their learning vocabulary time. Some of them (31 %) are undecided (neutral), while 13,6% disagree that they motivated using multimedia in classroom, then 6,8% or 2 students strongly disagree or most likely the media.



**Chart 3** The result of 3<sup>rd</sup> question perceived "They been struggle in learning"

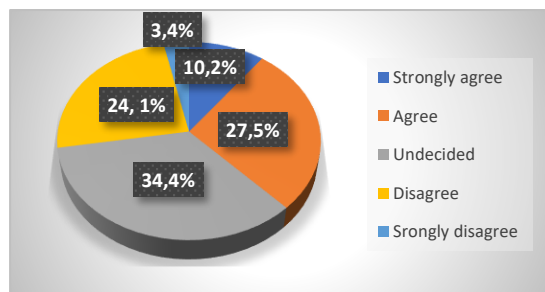
Based upon chart 3, it indicated that most of students in MIN 2 Enrekang that had been taught by using multimedia interactive were struggle in learning. Proved 6,8% participants strongly agree and 31% agree if using

multimedia interactive in their learning vocabulary time. Some of them (34,4%) are undecided (neutral) or stay in between, while 13,6% disagree that they were struggle by the use of multimedia in classroom, then 6,8% or 2 students strongly disagree.



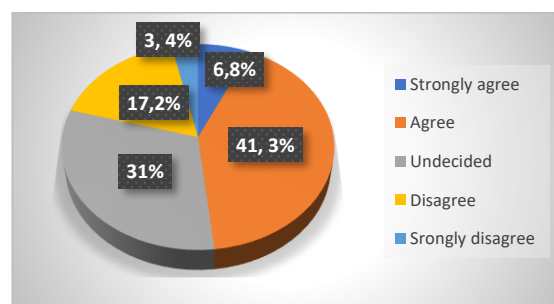
**Chart 4** The result of 4<sup>th</sup> question perceived "They understood the vocabularies"

Based upon chart 4, it indicated that most of students in MIN 2 Enrekang that had been taught by using multimedia interactive in their learning vocabulary were easily understood the material. It is Proved that 6,8% participants strongly agree and 31% agree if using multimedia interactive in their learning vocabulary time. Some of them (44,8%) are undecided (neutral) or stay in between, while 13,6% disagree that they understood the vocabulary, furthermore 3,4% or 1 student strongly disagree.



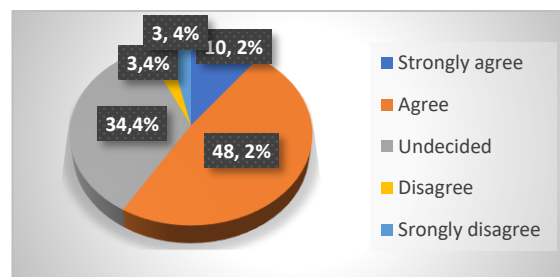
**Chart 5** The result of 5<sup>th</sup> question perceived "They did the vocabulary task"

The result of the Chart 5, showed that most of students in MIN 2 Enrekang that had been taught by using multimedia interactive in their learning vocabulary were said that they did the task. Proved 10,2% participants strongly agree and 27,5% agree if using multimedia interactive in their learning vocabulary time. Some of them (34,4%) are undecided (neutral) or stay in between, while 24,1% disagree that they did the task, meanwhile, 3,4% or 1 student strongly disagree.



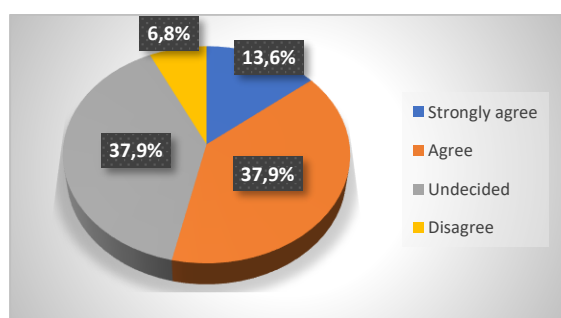
**Chart 6** The result of 6<sup>th</sup> question perceived "They like the way of their English teacher teaching vocabulary"

Chart 6, indicated that the students in MIN 2 Enrekang that had been taught by using multimedia interactive, they like the way of their English teacher teaching vocabulary. It proved 6,8% participants strongly agree and 41,3% agree. Some of them (31%) are undecided (neutral) or stay in between, while 17,2% disagree that they did the task, meanwhile 3,4% or 1 student strongly disagree.



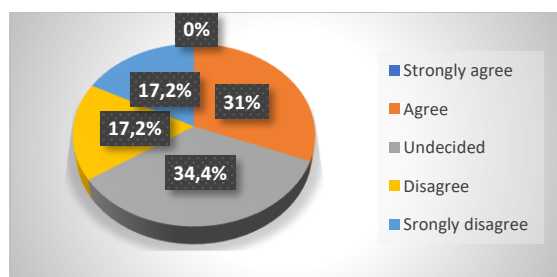
**Chart 7** The result of 7<sup>th</sup> question perceived "They like the way in teaching vocabulary by watching video"

Chart 7, illustrated that most of students in MIN 2 Enrekang that had been taught by using multimedia interactive felt they like the way in teaching vocabulary by wathcing video. Proved 10,2% participants strongly agree and 48,2% agree if using video in their learning vocabulary. Some of them (34,4%) are undecided (neutral) or stay in between, while 3,4% disagree and 3,4% or 1 student strongly disagree or most unlikely the media.



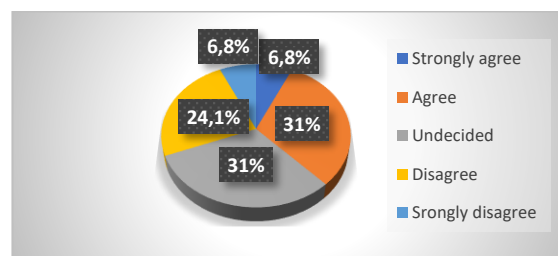
**Chart 8** The result of 8<sup>th</sup> question perceived “They understood fastly by watching video in teaching vocabulary”

Based upon chart 8, it seemed that most of students in MIN 2 Enrekang perceived that they understood fastly by watching video in teaching vocabulary. Proved 13,6% participants strongly agree and 37,9% agree if they understood the vocabulary. Some of them (37,9%) are undecided (neutral) or stay in between, while 6,8% disagree, however only 3,4% or 1 student strongly disagree or being confused.



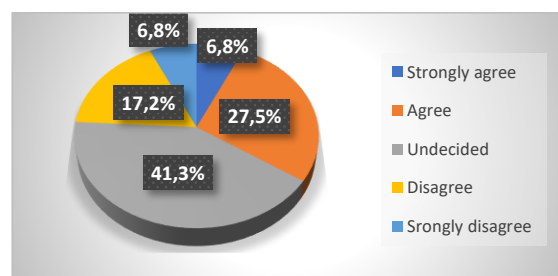
**Chart 9** The result of 9<sup>th</sup> question perceived “They like to do the vocabulary task given by their teacher”

Chart 9, reported that students in MIN 2 Enrekang that had been taught by using multimedia interactive perceived that they like to do the vocabulary task given by their teacher. Proved 31% participants agree. Some of them (34,4%) are undecided (neutral) or stay in between, while 17,2% disagree that they like the task given in classroom, then 17,2% or 5 students strongly disagree to be given a task.



**Chart 4.10** The result of 10<sup>th</sup> question perceived “They remember fastly after watching vocabulary video”

Chart 4.10, presented that most of students in MIN 2 Enrekang perceived that they remember fastly after watching vocabulary video. Proved 6,8% participants strongly agree and 31% agree if using multimedia interactive in their learning vocabulary time made them remebering fastly toward the vocabularies. Some of them (31%) are undecided (neutral) or stay in between, while 24,1% disagree that they still felt the difficulties in remembering the vocabulary, 6,8% or 2 students strongly disagree or most likely unremebered the vocabulary.

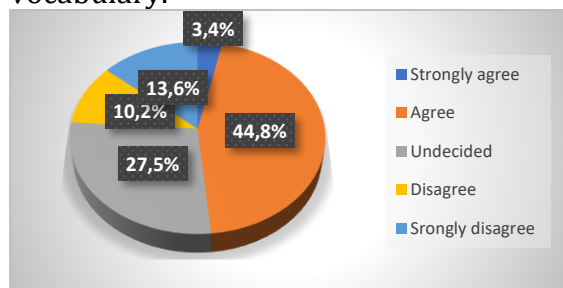


**Chart 11** The result of 11<sup>th</sup> question perceived “They like to write and prpronounce vocabularies that has been



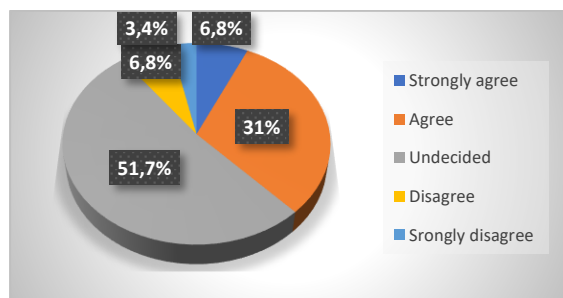
given”

As shown in Chart 11, it seemed that most of students in MIN 2 Enrekang perceived that they like to write and repronounce vocabularies that has been given. Proved 6,8% participants strongly agree and 27,5% agree if using multimedia interactive in their learning vocabulary time made them easy to write and pronounce the vocabularies. Some of them (41,3 %) are undecided (neutral) or stay in between, while 17,2% disagree and 6,8% or 2 students strongly disagree or most unlikely to write and pronounce vocabulary.



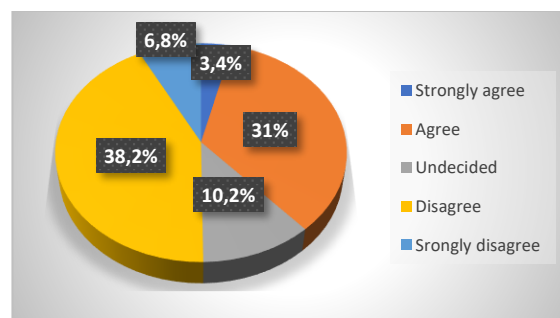
**Chart 12** The result of 12<sup>th</sup> question perceived “I like the way of English teacher teaching me”

Chart 12, provided that most of students in MIN 2 Enrekang perceived that they like the way of English teacher teaching me. Proved 3,4% participants strongly agree and 44,8% agree if the way of their teacher was interesting. Some of them (27,5%) are undecided (neutral) or stay in between, while 10,2% disagree and 13,6% or 4 students strongly disagree or most unlikely their teacher’s way in teaching vocabulary.



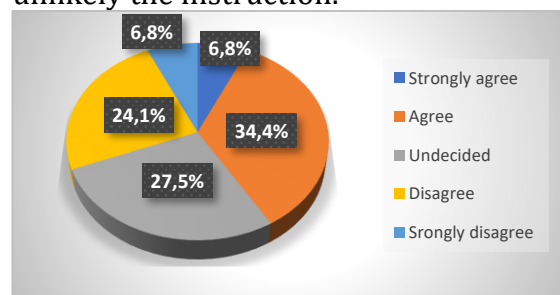
**Chart 13** The result of 13<sup>th</sup> question perceived “I often spoke English”

Chart 13 provides that students in MIN 2 Enrekang perceived that they often spoke English. Proved 6,8% participants strongly agree and 31% agree if using multimedia interactive made them can speak english oftenly. Most of them (51,7 %) are undecided (neutral) or stay in between, while 6,8% disagree that they seldom in speaking english, then 3,4% or 1 students strongly disagree or most likely unspoken english.



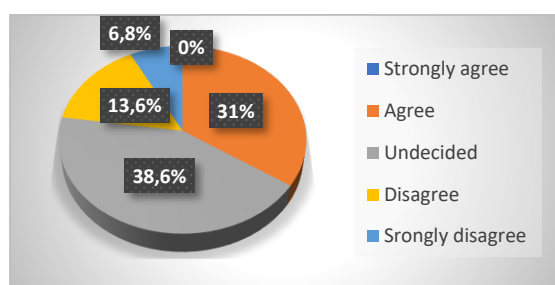
**Chart 14** The result of 14<sup>th</sup> question perceived “The teacher gave clear instruction”

The next section of the survey was concerned with the teacher gave clear instruction. Chart 14 showed that 3,4% participants strongly agree and 31% agree if the instruction from their teacher was clear. Some of them (10,2%) are undecided (neutral) or stay in between, while 38,2% disagree that they thought that the instruction from their teacher was unclear, then 6,8% or 2 students strongly disagree or most unlikely the instruction.



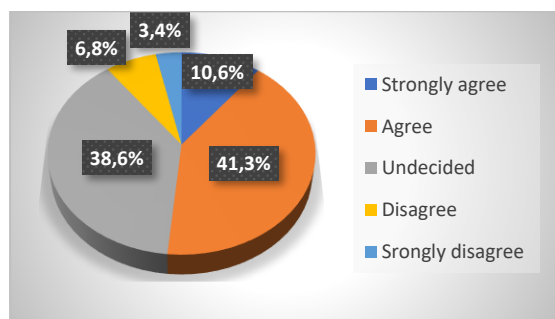
**Chart 15** The result of 15<sup>th</sup> question perceived “I knew many vocabularies after watching the video”

Chart 15 it seemed that most of students in MIN 2 Enrekang perceived that they knew many vocabularies after watching the video. Proved 6,8% participants strongly agree and 34,4% agree if using multimedia interactive in their learning vocabulary time was useful to know more vocabularies. Some of them (27,5%) are undecided (neutral) or stay in between, while 24,1% disagree and 6,8% or 2 students strongly disagree.



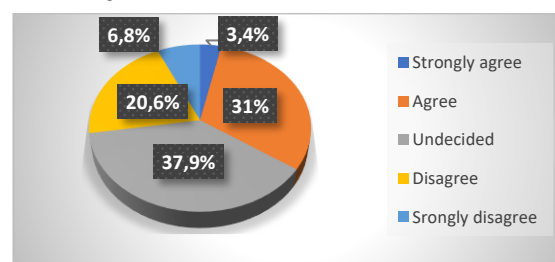
**Chart 16** The result of 16<sup>th</sup> question perceived "I did the vocabulary task directly"

The result of the chart 16, illustrated that most of students in MIN 2 Enrekang perceived that they did the vocabulary task directly. Proved by 31% participants agree. Some of them (38,6 %) are undecided (neutral) or stay in between, while 13,6% disagree that they didn't do the task directly and also 6,8% or 2 students strongly disagree toward that statement.



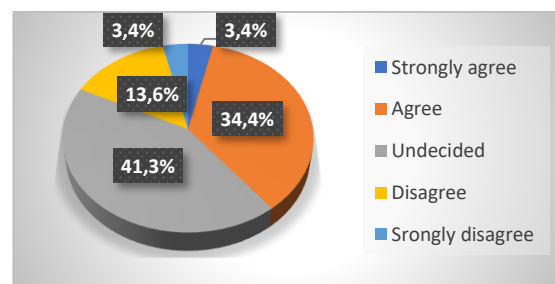
**Chart 17** The result of 17<sup>th</sup> question perceived "I always work on assignments with my friends"

Chart 17 showed that most of students in MIN 2 Enrekang that had been taught by using multimedia interactive perceived that they always work on assignments with their friends. Proved by 10,6% participants strongly agree and 41,3% agree if using multimedia interactive made them caring to the task. Some of them (38,6%) are undecided (neutral) or stay in between, while 6,8% disagree and 3,4% or 1 student strongly disagree or most unlikely didn't care toward the task.



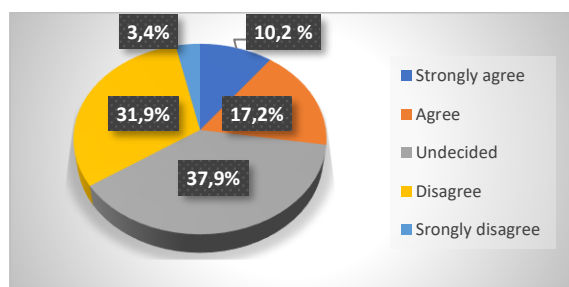
**Chart 18** The result of 18<sup>th</sup> question perceived "I felt interesting to the vocabulary caused of the video that had been given"

The result obtained from the chart 18 indicateds that most of students in MIN 2 Enrekang perceived that they felt interesting to the vocabulary caused of the video that had been given. Proved 3,4% participants strongly agree and 31% agree if using multimedia interactive made tem interesting in their learning vocabulary time. Some of them (37,9 %) are undecided (neutral) or stay in between, while 20,6% disagree and 6,8% or 2 students strongly disagree toward the statement.



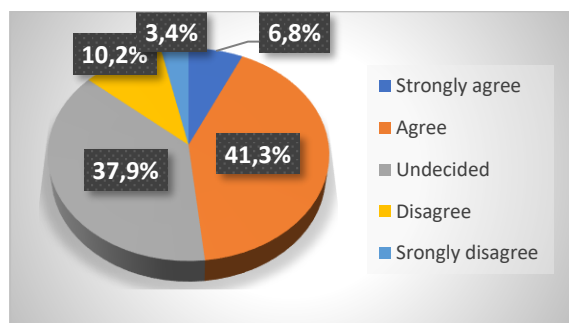
**Chart 19** The result of 19<sup>th</sup> question perceived "The video motivated me"

Chart 19 showed that few of students in MIN 2 Enrekang that had been taught by using multimedia interactive perceived the video motivated them in learning vocabulary. Proved 3,4% participants strongly agree and 34,4% agree if using multimedia interactive motivated them in learning. Some of them (41,3%) are undecided (neutral) or stay in between, while 13,6% disagree and 3,4% or 1 student strongly disagree or most unlikely the media.



**Chart 20** The result of 20<sup>th</sup> question perceived "I knew how to pronounce the vocabularies"

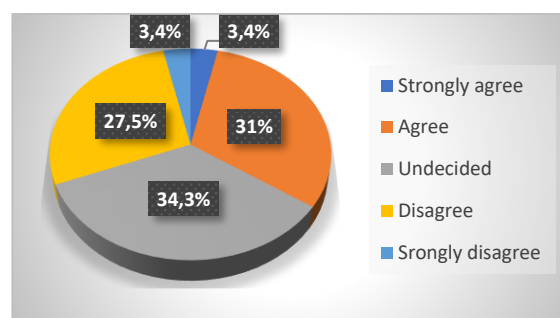
Chart 20 reported that the students in MIN 2 Enrekang perceived that they knew how to pronounce the vocabularies. Proved by 10,2% participants strongly agree and 17,2% agree if by the use of multimedia they knew how to pronounce the vocabularies. Some of them (37,9%) are undecided (neutral) or stay in between, while 31% disagree and 3,4% or 1 student strongly disagree toward the statement.



**Chart 21** The result of 21<sup>st</sup> question perceived "The video helped them learning English"

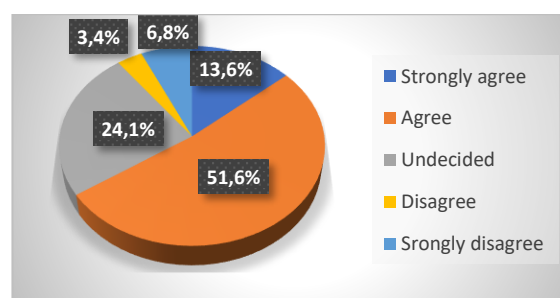
learning English"

The data in the Chart 21 showed that most of students in MIN 2 Enrekang perceived that the video helped them learning English. Proved by 6,8% participants chose strongly agree and 41,3% agree toward the statement. Some of them (37,9%) are undecided (neutral) or stay in between, while 10,2% disagree and 3,4% or 1 student strongly disagree.



**Chart 22** The result of 22<sup>nd</sup> question perceived "I am very interested in learning vocabulary because it uses picture videos"

As shown in the chart 22, it seemed that students perceived that they were very interesting to learn vocabulary by used picture videos. It is proved by 3,4% participants strongly agree and 31% chose agree, then some of them (34,3%) are undecided or stay in between, while 27,5% disagree and 3,4% strongly disagree.

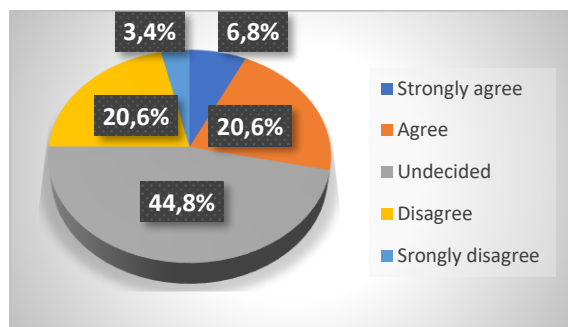


**Chart 23** The result of 23<sup>rd</sup> question "I prefer to learn by using videos"

As can be seen in chart 23, the data showed that the students preferred to learn by using videos. It is proved by

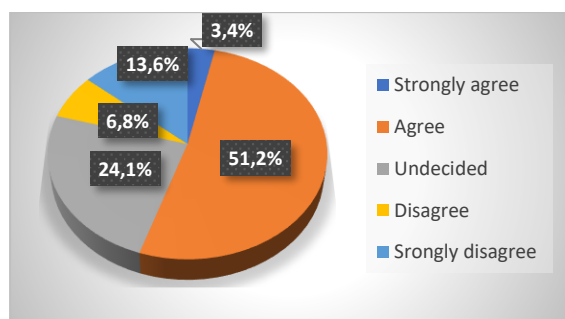


13,6% participants chose strongly agree and 51,6% agree if they like playing than doing the task. Some of them (24,1%) are undecided (neutral) or stay in between, while 3,4% disagree and 6,8% or 2 students strongly disagree toward the statement.



**Chart 24** The result of 24<sup>th</sup> question perceived “vocabulary videos make me excited about learning English vocabulary”

Chart 24 showed that most of students in MIN 2 Enrekang perceived that the vocabulary videos make them excited about learning English vocabulary. Proved 6,8% participants strongly agree and 20,6% chose agree that they were sleepy when their teacher using multimedia interactive in their learning vocabulary time. Some of them (44,8%) are undecided (neutral) or stay in between, while 20,6% disagree and 3,4% or 1 student strongly disagree toward the statement.



**Chart 25** The result of 25<sup>th</sup> question perceived “I really understand the video”

The final part of the survey of the

students in MIN 2 Enrekang really understand the video that had been taught in their learning vocabulary. It is proved that only 3,4% participants strongly agree and 51,2% chose agree. Then 24,1% are undecided (neutral) or stay in between, while 6,8% disagree and 13,6% or 4 students strongly disagree or they still understood the vocabulary.

Finally, Based on data per items and the frequency data of students' answer in questionnaire showed that most of the students positively to learn by multimedia interactive in teaching vocabulary which is could improve their vocabulary mastery.

### Discussions

Interactive media is a learning delivery system that uses recorded sights, audio, and video information that is delivered under computer control for a review that not only sees and hears pictures and sounds, but also responds to them. Interactive media, including text, music, graphics, still photos, and even motion pictures, may be merged in one simple system. Multimedia has the potential to create a high-quality learning environment by using a variety of media to create a more realistic learning system.

The writer presented the total account of the calculation, namely the calculation of students' perceptions dealing with the use of multimedia interactive in teaching vocabulary.

**Table 4.1** The Frequency of Students' answer

No.	Score	Frequency		Category
		F	%	
1	76 - 125	19	65,51%	Positive
2	51 - 75	9	31%	Midle
3	< 50	1	3,4%	Negative
Total		29	100%	

Based on the table 4.1, the frequency of students' answer is laid in 64,51% (19 students) for positive category, 31% (9 students) for middle category, and 3,4% (1 student) for negative category. It proved that most of the students positively sure to learn by interactive multimedia in learning vocabulary

The students' perception toward the use of multimedia has positive response showed that majority of the participants provided positive responses which suggested that they had a high level of belief that using multimedia for vocabulary learning was easy and did not require too much effort. It shows in a good percentage which reached (65,51% agree) in total. Further analysis showed that the indicator was "they motivated in learning English" and They like the way in teaching vocabulary by watching video was fairly high. This provides evidence that interactive multimedia can provide a very positive response in terms of motivation and preferences in learning English using interactive multimedia.

Furthermore, based on the results, majority of the participants were interested to use multimedia to learn vocabulary. Whatever, it is necessary to consider the importance of interested to learn and apply new words as recommended by Hany Gaid (2018, p. 3) said that it is a must for effective learning that learners must be motivated to engage and enroll in the learning process.

Moreover, Cook in Shannon (2019, p. 61) stated that a key concept of best learning to be achieved when students have interest, enthusiasm, and motivation. In addition, High motivation is one factor that causes successful learning. The overall data showed that the participants had freedom in choosing

and controlling their vocabulary learning and they like the way of their teacher in teaching them (chart 4.12). High score of English teachers that being loved in using of multimedia (reached 44,8% agree and 3,4% strongly agree) strongly suggested that they were very motivated in the way of teaching vocabulary. This showed that there were struggle was enhanced through the teacher.

At least, students' perception dealing with the use of multimedia interactive has positive responses based on the tables above. Perception relates to the judge or evaluates something. Perception can be the process of interpreting the information about other people. It depends on some background information. It may be energized by both the present and past experience. As it is interpreted by Quappe and Cantatore in Nilza Costa (2018) that people interpret and evaluate things in different ways in accordance with their cultural background. Understanding arise when they are aware the impact of their own culturally related assumptions another person's reality.

The research findings showed that students had a positive perception in learning vocabulary using interactive multimedia. This research was in line with Sari, S. N., & Aminatun, D. (2021) who stated that students had a positive perception about using movies in class (interactive multimedia) to boost their vocabulary mastery. The other theory supported this research. According to Jaelani, A., & Sutari, D. R. (2021) most students choose to learn English vocabulary using the interactive media for learning English vocabulary.

## Conclusion

The result of this investigation showed that students had a positive perception in learning vocabulary using

interactive multimedia. This is evidenced by the frequency of students' answer is laid in 64,51% (19 of 29 students) for positive category. It meant the data revealed that students believed interactive multimedia could improve their vocabulary. In another, it made easier for them to learn English especially vocabulary.

It is recommended that teachers to add variety to the multimedia interactive and to attract the learners' attention. Furthermore, the use of multimedia interactive may also inspire and engage the learners to learn English language independently outside the classroom. Multimedia interactive provides embed the materials, YouTube videos, web pages and other web object can be embedded easily by clicking online. Future studies could employ qualitative method to find out the solution for making the students care about the task. Furthermore, it is also suggested that further studies investigate how the students use multimedia interactive in English language learning. It is also strongly recommended that further studies look at other variables in carrying out the research, for instance: the correlation.

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