



Using Original Film Series
"DORA THE EXPLORER"

To Increase Vocabulary Mastery



I L H A M

Using Original Film Series
“DORA THE EXPLORER”
To Increase Vocabulary Mastery

I L H A M

**USING ORIGINAL FILM SERIES “DORA THE EXPLORER”
TO INCREASE VOCABULARY MASTERY**

Penulis:
ILHAM

Desain Cover:
Usman Taufik

Tata Letak:
Handarini Rohana

Editor:
Aas Masruroh

ISBN:
978-623-5811-49-9

Cetakan Pertama:
Desember, 2021

Hak Cipta 2021, Pada Penulis

Hak Cipta Dilindungi Oleh Undang-Undang

Copyright © 2021

by Penerbit Widina Bhakti Persada Bandung

All Right Reserved

Dilarang keras menerjemahkan, memfotokopi, atau memperbanyak sebagian atau seluruh isi buku ini tanpa izin tertulis dari Penerbit.

PENERBIT:

WIDINA BHAKTI PERSADA BANDUNG

(Grup CV. Widina Media Utama)

Komplek Puri Melia Asri Blok C3 No. 17 Desa Bojong Emas
Kec. Solokan Jeruk Kabupaten Bandung, Provinsi Jawa Barat

Anggota IKAPI No. 360/JBA/2020

Website: www.penerbitwidina.com

Instagram: [@penerbitwidina](https://www.instagram.com/penerbitwidina)

FOREWORD

Praise and gratitude for the presence of God Almighty, because of His blessings and grace, so that this book can be completed properly. This book reveals the use of the Dora the Explore series film media to improve vocabulary skills. On this occasion the author would like to express his deepest gratitude to all those who have provided assistance in the form of guidance and encouragement. Therefore, the author expresses his deepest gratitude and appreciation to all those who have helped in the completion of the manuscript of this book. Hopefully the good deeds of all parties will get a double reward from God Almighty, and hopefully this book will be useful for anyone who reads it.

Palangka Raya, November 2021

author

TABLE OF CONTENTS

FOREWORD	iii
TABLE OF CONTENTS	iv
CHAPTER 1 INTRODUCTION	1
A. Background of The Study.....	1
B. Problem of The Study	3
C. Objective of The Study	3
D. Delimitation of The Study.....	3
E. Limitation of The Study	3
F. Significance of The Study.....	3
G. Clarification of Key Term	3
CHAPTER 2 REVIEW OF RELATED LITERATURE	5
A. Vocabulary.....	5
B. Noun	5
C. Teaching English for Young Learner	5
D. Teaching Vocabulary	6
E. The Teaching Media	7
F. Visual Media	7
G. Audio Media	7
H. Audio – Visual Media	8
I. Film Series	8
J. Film Series “Dora The Explorer”	8
K. Classroom Action Research	9
CHAPTER 3 METHOD AND PROCEDURE	13
A. Research Method	13
B. Research Procedure	13
C. Setting.....	14
D. Technique of Data Analysis	15
CHAPTER 4 RESEARCH FINDINGS AND DISCUSSION	17
A. Finding of Cycle I.....	17
B. The Result of The Students Test.....	17
C. Finding of Cycle II.....	18
D. The Result of Observation	19
E. Reflection of Cycle I & Cycle II	19
F. The Result of Questionnaires	21
G. Discussion	22

H. Conclusion	22
I. Suggestions	23
REFERENCES	25
AUTHOR BIOGRAPHY	26



INTRODUCTION

A. BACKGROUND OF THE STUDY

English language is important for us, not only for foreign people but also Indonesian people. English is one of the important languages for learning, and becomes an international language that is used for communication all. We can make a good relationship if we master English language and it will always be used for education, business, and social activity. According to McCrum (in Erlina, 2010:1) it is stated that the English language has now entered a new phases not merely as an international tongue, as Spanish or French are, but as a world language. Similarly, Llamzon (in Erlina, 2010:1) states that English is used as means of communication in international, socio-political and scientific contacts and commerce. That is why mastering English is important thing for us.

Studying English as a foreign language is not easy for most Indonesia student because Indonesian and English are totally different in terms of vocabulary, grammar, pronunciation, etc. Many people do not take care for this situation. They always have opinion that English language is foreign language and it is not their native language. Teaching English from elementary school is important to give them the intensive course knowledge about English. While experts said that the acquisition of second or foreign language is effective since the earlier life. Elementary school students are ready to learn other language beside their first language (Scott and Ytrenbeng in Yuliana 2006:1). Based on the statement above, English teaching and learning can be given as the local content at the elementary level starting from grade IV.

In SDN Langkai I, English is taught from grade I to VI. English is only for local content subject (muatan lokal), the effect is also that the young learner will be prepared to learn English at the higher level of education. In English teaching and learning, there are four skills. Those skills are listening, speaking, reading, and writing. There are the important aspects of the skills above. They are structure, vocabulary and pronunciation. Vocabulary is the base in the teaching and learning process of English. It is used to express the four skills and to support students in learning English. Meaning that having many vocabulary is needed because without many vocabulary students cannot speak English well.

Sometimes students feel the atmosphere in the class is too boring. The atmosphere of classroom is an important factor in creating a good situation to make an effective class. One of the easy way to make students do not feel bored is by using media to teaching learning English for young learner. According to Hamalik (in Yuliana 2006:3) "Media is a communication tool to streamline the learning process".

Many children are very happy and quickly to memorize something served through audio visual, such as by more favorite film series. It will be more interesting for students and the teacher to create the situation to be more fun. According to Kasihani (2008:1) Children like to imitate something, like moving, always curious and imaginative and also active. They love learning through games, songs, stories, imitating and with something (Learning by Doing). Several reason why the writer choose original film series "Dora the explorer" to this study. Firstly, because that series so fun and the students is interesting about the material English vocabulary. Secondly, the witer is implementing what they have been learned about CAR theory while studied.

CAR is a way for the teacher to discover what works best in their own classroom situation. Methods of conducting classroom action research projects are diverse, and easily mastered. CAR will help us to discover what works best in our classroom situation. Classroom action research can be started from anywhere of the four phases namely: planning (planning), action (action), observing (observation), and reflecting (reflection) (Wordpress, 2008). According to There are some Characteristics of Classroom Action Research, the writer will collaborative effort between school teachers and teacher educators.

Considering those matter, the writer is interested in carrying out a study to observe the implementation of film series "Dora the Explorer" to increase vocabulary mastery. Therefore this study is entitled: Using Original Film Series "Dora The Explorer" To Increase Vocabulary Mastery For The Fifth Grade Students Of Sdn Langkai 1 Palangka Raya In Academic Year 2010/2011

B. PROBLEM OF THE STUDY

Based on the background of the study above, the writer would like to state the problem as follows:

1. How can original film series “Dora the Explorer” increase vocabulary mastery for the fifth grade students of SDN Langkai 1 Palangka Raya?
2. Is there any increase in score of the fifth grade students of SDN Langkai I Palangka Raya after they are taught by using original film series?

C. OBJECTIVE OF THE STUDY

The objective of the study is to increase vocabulary mastery for the fifth grade students Assumptions

The use of media can increase the vocabulary mastery for the fifth grade students of SDN Langkai I Palangka Raya.

D. DELIMITATION OF THE STUDY

In this study, the writer delimits his study only on the implementation of film series “Dora the Explorer” for the fifth grade students of SDN 1 Langkai Palangka Raya.

E. LIMITATION OF THE STUDY

The result of this study can not be generalized to other teaching learning since this study focuses on the procedures of using film series “Dora the Explorer” for the fifth grade students of SDN 1 Langkai Palangka Raya to increase the students’ vocabulary.

F. SIGNIFICANCE OF THE STUDY

This study is expected to find significance either theoretically and practically. In terms of theory it could be reference of materials for teaching English for the fifth grade elementary school. While practically, for the teacher can use film series to help students increase vocabulary items in English. For the students can make the film series as a source of learning English. For the other researcher, could be a consideration for the use of research using the film series.

G. CLARIFICATION OF KEY TERM

The clarification of key term that the determine. The real concept of the study:

1. Teaching : According to Hornby (2000), teaching is the work of teacher means to give somebody information about particular subject and helping

somebody to learn something. Teaching in this study means the activity of teacher to teach using film series “Dora the Explorer” for the fifth grade students of SDN 1 Langkai Palangka Raya.

2. Vocabulary : Vocabulary is a group of word in a language. Vocabulary consist of all the words that use in communicating and vocabulary is the total number of word in language (Djiwandono, 1996:42). Vocabulary for elementary school is covered four skills, those skills are listening, speaking, reading, and writing. Vocabulary in this study discus about vocabulary masterfy for the fifth grade students using film series consisting of name things and name of animals.
3. Film Series : A film series is a collection of related films in succession. film series could be called together with the short film, because its duration of about 30-45 minutes / episode (filmalternatif, 2010) Film series for children is kind of fun, entertaining and educating. Film series for this study is one of favorites film series for the kids, Dora the Explorer.



REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to discuss the review of related literature which support this study

A. VOCABULARY

Vocabulary means a list of word usually arranged in alphabetical order and defined. Someone's vocabulary is all the words that he or she knows. In the Oxford Learner Pocket Dictionary, vocabulary means a total number of words in language or also list of words and it is meaning. There are four classes of word in vocabulary most commonly that known by the students, they are Noun, verb, adjective, adverb. (oxforddictionaries, 2010). In this study focus on noun.

B. NOUN

A noun is a kind of word that is usually the name of a person, place, thing, quality, or idea.

Examples :

- Dog
- Cat
- Goat

C. TEACHING ENGLISH FOR YOUNG LEARNER

Elementary grade defined as a young learner, it is about 6 – 12 years old. Teaching English to young learners is not the same as teaching English to adults or even teenagers. It needs creativity and hard work to make the class fun and interesting. Children like to play. They want to know something new, teacher cannot force them like we want. Let them express their self but still teacher is

a leader in the class to motivate them. These unique characters have a positive effect of the patterns and the way of English Teaching in elementary school. The pattern and strategy of teaching this group of young learner are different from adult learner. According to Pannen (2001:4) Adult education is different from education for children. children's education will take place in the form of assimilation, identification and imitation. children's education is the foundation of knowledge, the formation of mental and moral attitudes and civic education. whereas adult education to focus more on improving their lives, providing the skills and ability to solve problems they experienced in their lives and in society. That means that lecturing techniques is unsuitable for teaching of English to elementary school students. Teachers are expected to develop ways to teach by himself how or techniques according to needs, circumstances, and conditions at a school.

There are various concepts of teaching English to young Learners offered by experts among other as follows:

1. Acting Out: According to Karani (2005): elementary students are active learners; they like to move and talk. With this view in mind, teaching conversation may be more interesting by role play, singing, chatting, etc, rather than just sitting and memorizing
2. Language games. According to Suyanto (2004): Basically young learner like to play very much. That is why the teaching and learning process will be more meaningful if they are actively involved in the process of learning. The activities may be conducted by playing, such as guessing, puzzle, hide and seek.
3. Simple story: This group of young learner has an imagination. Learning English will be more interesting by story telling.

D. TEACHING VOCABULARY

Teaching vocabulary is very useful for the students to enrich their vocabulary. Vocabulary is basically gained through activities in the class. The teacher must consistently enrich their students' vocabulary, so they can get much vocabulary and know the meaning of the words in sentences correctly.

The teachers also need to think of ways of making the experience of learning vocabulary more memorable of the information that they teach. There are many things the teacher can explore and improve the learning process more memorable for our students. One of the technique to increase vocabulary items is by using original film series "Dora The Explorer" because it is so fun and entertaining for children and that series is one of favorite cartoon series.

In SDN Langkai 1, English is taught from grade I to VI. Basically, vocabulary is taught to introduce the students to the name of a word in English and its meaning. The most important vocabulary needed by the elementary school are noun and verb. Teaching nouns is needed because it tells the name of things. Teaching verbs is needed for beginners because it tells what somebody is doing or what is happening.

E. THE TEACHING MEDIA

There are many things the teacher can do to make the learning process more memorable and interesting. One way the teacher can use media to make it interesting. Brinton in Thao (in Yuliana 2006:13) stated that media serve as an important motivator in the language teaching process because “media can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world”. Media has two types, Visual and Audio.

Table 2.1 two types of media

Based on the type of sensory	Multimedia elements
1. Audio	Sounds
2. Visual	Text Static picture Animation motion picture Video motion picture

F. VISUAL MEDIA

Visual media is inside of media that there is an image, moving image and can be viewed, and provides an information (gudangmateri, 2010), for examples: photographs, books, magazines, newspaper, pictures.

G. AUDIO MEDIA

Audio formats, may refer to analog tape cassettes, digital CD, radio, mp3. Contrast with video media and giving information. (pcmag, 2010). It means that audio media giving us information just give sound without a picture or moving pictures. The Audio files format category includes compressed and uncompressed audio formats, which contain waveform data that can be played with audio playback software. This category also includes midi files, musical scores, and audio project files, which typically do not contain audio data. Common audio file extensions include .wav, .aif, mp3, and .mid (fileinfo, 2010).

H. AUDIO – VISUAL MEDIA

The term audio-visual (AV) may refer to works with both a sound and a visual component, the production or use of such works, or the equipment involved in presenting such works. Films and television programs are examples of audio-visual presentations (Wikipedia, 2010) for examples Movies, film series, drama, theater.

Teaching media means a tool that is used in teaching to increase student learning motivation. It has function of attention, communication and retention (Suyanto, 2000). There are various media for English teaching suitable and interesting for elementary school students, such as circular cards, flash cards, magic box, labels, wall chart, pictures, television, puppet, etc. In this study original film series on television “Dora the Explorer” is used as a media to increase vocabulary item for the fifth grade students of SDN Langkai 1 Palangka Raya because it is one favorite film cartoon series for children with many vocabulary suitable for children.

I. FILM SERIES

A film series is a collection of related films in succession. Film series could be called together with the short film, because its duration of about 30-45 minutes/episode (filmalternatif, 2010) but in most cases the success of the original film inspires further films to be made for examples: Dora the Explorer, Kamen Rider Movie War Taisen, Harry Potter, X-Men, Resident Evil.

J. FILM SERIES “DORA THE EXPLORER”

Dora the Explorer is an American animated television series created by Chris Gifford, Valerie Walsh, and Eric Weiner. A pilot episode for the series was aired in 1999, and Dora the Explorer became a regular series in 2000. The show is carried on the Nickelodeon cable television network, including the associated Nick Jr. channel. It aired on CBS until September 2006. Characters of this film and television series are:

- Dora, the main character, is a young girl who embarks on a trip in every episode in order to find something or help somebody. She asks the viewers at home to help her find new ways to reach places with the help of map .
- Boots the Monkey.
- Swiper is a sneaky fox in a blue mask and gloves, who is the antagonist of the TV series and appears in nearly every episode.
- Dora's purple Backpack, provides whatever Dora needs to complete her quests.

- The Map provides travel guidance and advice.

The episodes of Dora the Explorer almost always follow a regular pattern such as:

- Dora has something she wants to do or somewhere she needs to go.
- Dora will meet one of her friends at each of the locations detailed by the Map.
- Dora asks viewers what their favorite part was. She (and usually Boots) then proceed to tell the viewer which part of the adventure she most enjoyed. Any other major character can also be included in this section (Wikipedia, 2010).

In this study we hope by using one film series “Dora the Explorer” as the media, make children interested in learning English especially to increase vocabulary items and make students easy to remember the name of something.

K. CLASSROOM ACTION RESEARCH

Classroom Action Research is an activity undertaken teachers to improve their performance and teaching skills in the classroom. They do it by evaluating their teaching approaches and then making improvements. By doing this repeatedly, they should improve their performance and skills. (Training in applicative classroom action research).

There are some Characteristics of Classroom Action Research, those are:

1. a collaborative effort between school teachers and teacher educators
2. It is done in cycles – as written in the "planning principle" above. In every new cycle, ideally there will be significant difference with the previous cycle. It means the cycle in the previous research is not effective enough to solve the problem faced by the researcher.
3. Discussing among the researcher, collaborator, participant, and expert should be done during the Classroom Action Research.
4. Its result can be immediately applied and long range.
5. Reflective practice made public.

Classroom Action Research for English learning aims at developing a certain instructional strategy to solve practical instructional problems in English classrooms. Each English learner is basically able to learn English provided that he or she is given the appropriate help as each learner has his or her own style and strategy of learning. Classroom Action Research for English

learning aims at discovering learning-teaching strategies that match learners' style and strategies in learning English. Classroom Action Research is done in several cycles each of which is repeated in the following cycle if the result is not satisfactory yet with the better revised lesson plan. Each cycle begins with lesson planning, implementing the plan (acting), observing the implementation, and reflecting or evaluating the process and the result of the implementation. According to Kemmis and McTaggart (in Koshy, 2007:3) Basically there are four stages that should be taken to do a classroom action research:

1. Planning

Planning is the first step the researcher has to do before doing something. The planning is expected to be futuristic and flexible to face some non-anticipated effects. By the planning, we can prepare to handle the troubles early. By a good planning, a researcher can be easier to face some problems and it will be more effective in doing research.

2. Acting

Acting is an applying of the planning. It can be a teaching method applying that has a purpose to repair or complete a certain model. That action can be applied by the persons who are involved in the applying a teaching method which the result also will be sure for completing in doing assignment.

3. Observing

Observing is used to see and capture some influences caused by a classroom action. This observation's result is a basic of doing reflection so that the research should be able to show the real situation. In the observation, the researcher should take a note of the process of action, the action's effects, environment, and some troubles.

4. Reflecting

Reflecting consists of: analysis, synthesis, interpretation, explanation, and conclusion. The reflection's result is having revision of the planning which has been done, and it can be used for repairing the teacher's performance in the future. Thereby, the action research can't be held in only one meeting because it needs more time to do the reflection's result as a planning for the cycle after.

The stages are shown in the following figure

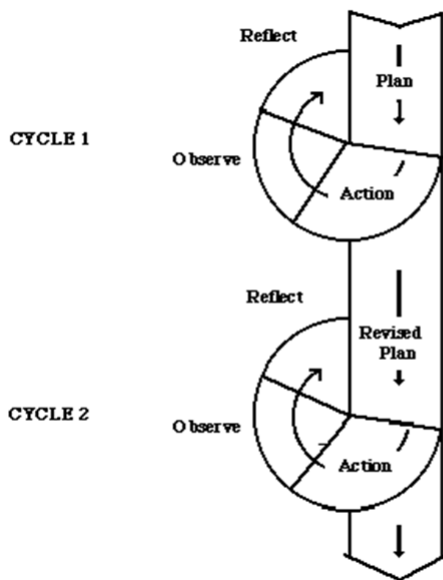
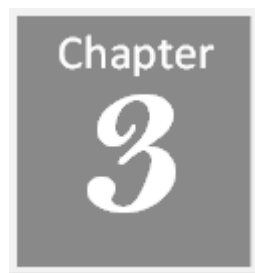


Figure 2.1. Stages of classroom action research according to Kemmis & McTaggart (1991)



METHOD AND PROCEDURE

A. RESEARCH METHOD

Referring to the problem of the study, the data needed in this study is the teacher's activity in implementing teaching vocabulary by using original film series "Dora the Explorer" to increase vocabulary mastery the students of fifth grade SDN Langkai I Palangka Raya. Classroom Action Research for English learning aims at developing a certain instructional strategy to solve practical instructional problems in English classrooms and following four stages, those are : Planning, Acting, Observing and reflecting (Wordpress, 2008)

B. RESEARCH PROCEDURE

The Steps in conducting the classroom action research are as follows:

1. Planning :

- Preparing the lesson plan in form of Rencana Perbaikan Pembelajaran (RPP) based on the topic of discussion for 2 meetings.
- Preparing pre-test, post test, questionnaire for the students, the teacher and observation sheet.

2. Acting :

In this phase, the writer will conduct the cycle with 2 meetings. Each meeting will have duration 2 x 35 minutes. The topics are described as follows.

Cycle	Topic	Duration
1	Surrounding Objects, Noun	2 X 35 Minutes
2	Surrounding Objects, Noun	2 X 35Minutes

In teaching those topics the action is using media of original film Series "Dora the Explorer".

3. Observing:

In this Stage, the observer will observe the teacher's performance during implementing the action established in the classroom. The observer will assess the action that will be applied by the teacher, by using observation sheets as the instruments for collecting the data. During the phase, the writer will use the following instruments.

a. Pre-test

Pre-test is a test that conducted before the researcher gives treatment to the students to know how the students' level of vocabulary mastery.

b. Post test

Post-test is a test that conducted after the researcher gives treatment to the students to know how the improvement level and the influence of media to the students' vocabulary mastery.

c. Questionnaire

Questionnaire is a sheet of question asking about English teaching by using original film series "Dora the Explorer", these questions also asks about their motivation, interest, and the strength and the weakness of

d. Observation Sheet

Observation sheet is an instrument used to know the implementation of teaching and learning activity by using original film series "Dora the Explorer".

4. Reflection

The result of action or implementation of the scenario is will be discussed and determined to decide if the plan is successful or it is failed. If the plan is not success yet, then the observer will re-plan the scenario based on the result of reflection made. It is used in order to improve the re-planning the action for the next cycle .

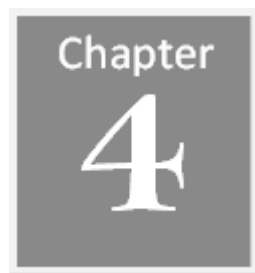
C. SETTING

The Setting of this classroom action research is at SDN Langkai 1, Pahandut Palangka Raya. It is located on central of Palangka Raya, and it consist of first grade up to sixth grade. The subjects of this study the students of grade V of SDN Langkai 1, Pahandut Palangka Raya. The Fifth grade is selected as the object of the study since the students in this class have problems in understanding English, due to the lack of English vocabulary mastery.

D. TECHNIQUE OF DATA ANALYSIS

To find out the students' improvement after using original film series "Dora the Explorer", the researcher use criterion of success. The indicator of uses in this action research is regarded successful if the students' improvement in vocabulary increases at least 75% of the students' score is more than 65.

This mean, to know the students' improvement, the writer will measure students' scores. Score of first test be measur with score of the second test. From this measurement, the writer know the improvement. If the students who got score more than 65 is more than 75%, the using original film series "Dora the Explorer" is regarded successful, if not, then the writer go to the next plan (re-planning) to get good results.



RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer discuss the finding in cycle I, the result of the questionnaire and the discussion of the use of “Dora the Explorer”.

A. FINDING OF CYCLE I

In this section, the writer would like to discuss the findings in cycle I, the result of of students test (pre-test), the result of observation using observation sheet, and the reflection of cycle I.

B. THE RESULT OF THE STUDENTS TEST

The researcher gave pre-test on November 10th 2010 by taking time 70 minutes (07.00-08.10). The number of the fourth grade students was 20 students. The data of pre-test can be seen in the table below:

Table 4.1 the data of pre-test

No	Subjects (in code)	Scores	Category
1.	X1	75	Good
2.	X2	60	Fair
3.	X3	50	Poor
4.	X4	50	Poor
5.	X5	55	Poor
6.	X6	80	Excellent
7.	X7	90	Excellent
8.	X8	75	Good
9.	X9	70	Good
10.	X10	80	Excellent

11.	X11	80	Excellent
12.	X12	90	Excellent
13.	X13	65	Fair
14.	X14	68	Fair
15.	X15	75	Good
16.	X16	70	Good
17.	X17	70	Good
18.	X18	80	Excellent
19.	X19	80	Excellent
20.	X20	60	Fair
	Sum	1423	

$$P = \frac{1423}{20} \times 100$$

P = 71,15 (Good category)

C. FINDING OF CYCLE II

After the implementing of original film series Dora the Explorer, the reseacher conducted the post-test to see students vocabulary improvement. The data of post-test can be seen in the table below:

Table 4.2 the data of post-test

No	Subjects (in code)	Scores	Category
1.	X1	80	Excellent
2.	X2	80	Excellent
3.	X3	80	Excellent
4.	X4	85	Excellent
5.	X5	60	Fair
6.	X6	90	Excellent
7.	X7	80	Excellent
8.	X8	80	Excellent
9.	X9	87	Excellent
10.	X10	100	Excellent
11.	X11	90	Excellent
12.	X12	96	Excellent
13.	X13	90	Excellent

14.	X14	90	Excellent
15.	X15	90	Excellent
16.	X16	80	Excellent
17.	X17	80	Excellent
18.	X18	85	Excellent
19.	X19	78	Good
20.	X20	90	Excellent
	Sum	1691	

$$P = \frac{1691}{20} \times 100$$

P = 84,55 (excellent category)

D. THE RESULT OF OBSERVATION

The first meeting was on November 10th 2010 by taking time 70 minutes (07.00-08.10). The researcher opened the class, gave greeting dan checked the present list. After that, the reseacher explained the teaching material. The materials consisted of surrounding objects and noun. In the first meeting, the reasearcher gave pre-test which related to surrounding objects and noun and then the reasearcher invited the students to watch original film series “Dora the Explorer”, after that the reseacher asked the students the students’ difficulties related to the material.

In the second meeting that was on November 20th 2010 by taking time 70 minutes (07.00-08.10). The researcher came to the class gave greeting, asked the students about their condition and checked the student’s present list. In this time, the reseacher used original film series “Dora the Explorer”, then the reseacher gave post-test.

E. REFLECTION OF CYCLE I & CYCLE II

After the reseacher analyzing the data and evaluating the result of pre-test and post-test score of teaching learning pocess in cycle I, the researcher concluded that from the result of pre-test, there were 14 students who got less than 65. It meant more than 70% students were not successful. It was done based on the result of pre-test. In the pre-test, the students’ average score was 70.65 (good category). This score was satisfactory.

In cycle II, the investigation was conducted in collaboration with an observer and the result of post-test, 19 students got higher than 65. It meant more than 95% students were regarded successful.

Based on the result above, the writer came to the conclusion that by using original film series “Dora the Explorer” in increasing vocabulary mastery, students could increase their vocabulary ability. To prove this statement, the results of the test in this action research were compared in the table below:

Table 4.3 the Comparison of the Test Result

No	Students' Code	Score	
		Pre-test	Post-test
1.	X1	75	80
2.	X2	60	80
3.	X3	50	80
4.	X4	50	85
5.	X5	55	60
6.	X6	80	90
7.	X7	90	80
8.	X8	75	80
9.	X9	70	87
10.	X10	80	100
11.	X11	80	90
12.	X12	90	96
13.	X13	65	90
14.	X14	68	90
15.	X15	75	90
16.	X16	70	80
17.	X17	70	80
18.	X18	80	85
19.	X19	80	78
20.	X20	60	90

F. THE RESULT OF QUESTIONNAIRES

The reseacher distributed questionnaire sheets to the students after doing post-test. He gave 7 items to be answered with 2 possible responses, A or B.

Table 4.4 analysis of questionnaires

Number of Item	Responses			
	A		B	
	Number	%	Number	%
1.	17	85%	3	15%
2.	19	95%	1	5%
3.	20	100%	0	0%
4.	18	90%	2	10%
5.	19	95%	1	5%
6.	5	25%	15	75%
Total of respondents=20				

1. According to the item 1 which is asking students wheter English is favorite subject in the school, there are 17 students who answered A (yes) and 3 students who answered B(no). Because English can make their communicate with English language.
2. According to the item 2 which is asking students about function of English for our life, there are 19 students who answered A(yes) and 1 student who answered B(no). Because English is very useful for our life.
3. According to the item 3 which is asking students if media are suitable for the students, there are 20 students who aswered A(yes) and there was no student who answered B(no). Media is the best way to conducting their skill in English, especially for film series.
4. According to the item 4 which is asking students if film series “Dora the Explorer” is suitable for the students, there were 18 students who aswered A(yes) and 2 students who answered B(no). Dora the Explorer is suitable for children and elemantary school, because that serial is very famous in the world.
5. According to the item 5 which is asking students if film series “Dora the Explorer” is can make the students a esier to memorize something, there were 19 students who aswered A(yes) and 1 student who answered B(no). Dora Explorer is suitable for children or elemantary school, because they like to do something that their watch in the television.

6. According to the item 6 which is asking students about learning media, there were 5 students who answered A and 15 student who answered B(no). They never use original film series before.

G. DISCUSSION

The objective of this study was to observe the implementation of teaching English Vocabulary using original film series “Dora the Explorer” in the level of elementary school at SDN Langkai I Palangka Raya. In this section, the researcher will discuss the strength or shortcomings of this media in the process of teaching-learning English.

Besides, there were two kinds of instrument to collect the data needed in this study. The researcher used Observation and questionnaire. Observation was done to evaluate the teacher and the data got from observation was regarded as primary data. Meanwhile, questionnaire was given to the students to ask them relating with the procedure of teaching English vocabulary using original film series “Dora the Explorer” implemented to them.

Relating with the result of observation and questionnaire in the procedure of teaching English vocabulary by using original film series “Dora the Explorer”, the matter that was very concerned. From the meeting, teacher playing original film series “Dora the Explorer” for the students. The teacher sometimes played the original film series more than once for some scene. It is depend on the students’ needed.

Using original film series “Dora the explorer” was fairly good, because it is fun and did not make bored while teaching learning process and it gave the sample how to pronounce the word correctly. The students were interested learning by using original film series “Dora the explorer”.

H. CONCLUSION

Based on the result of the study shows that the use of original film series “Dora the Explorer” can increase vocabulary mastery for the fifth grade students of SDN Langkai I Palangka Raya in academic year 2010-2011 is many children are very happy and quickly to memorize something served through audio visual, such as by more favorite film series. It would be more interesting for students and the teacher to create the situation to be more fun, because of that the researcher using original film series series “Dora the Explorer” to helped the students of fifth grade students of SDN Langkai I Palangka Raya to increase vocabulary master. The Researcher used that series because “Dora the Explorer” is famous in children, and teaching how to spelt name of things and animals and implementing original film series “Dora the Explorer” in

teaching vocabulary, the students have chance to be active, cooperative in class and they do not feel bored . The students' responses are positive. There are some increasing score made by the students in English vocabulary through original film series "Dora the Explorer" after the researcher analyzing the data and evaluating the result of pre-test and post-test score of teaching learning pocess in cycle I, the researcher concluded that from the result of pre-test, there were 14 students who got less than 65. It meant more than 70% students were not successful. It was done based on the result of pre-test. In the pre-test, the students' average score was 70.65 (good category). This score was satisfactory.

In cycle II, the investigation was conducted in collaboration with an observer and the result of post-test, 19 students got higher than 65. It meant more than 95% students were regarded successful.

I. SUGGESTIONS

The researcher would like to propose some suggestion that hopefully will be useful for the students, and other English teacher or researchers.

1. For students
Being aware, that vocabulary is important thing in English, the base in the learning process of English. Using original film series "Dora the Explorer" in learning English is very entertaining and increase their scores in English.
2. For the teacher
The teacher should learn and be creative to find the way of how to teaching English using Media. Using original film series "Dora the Explorer" is one of best media that used for teaching elementary school.
3. For the other researcher
The result of the study can be used as an additional reference or further research with different discussion and could be a consideration for the use of research using the film series.

REFERENCES

- Ali, M. 1987. *Guru dalam proses belajar mengajar*. Bandung : Sinar Baru Algesindo
- Sukarni, E. 2007. *English Worksheet Elementary School Fifth Grade* : Bandung : Ganeca Exact
- Yuliana .2006. *A Study on Teaching Vocabulary by Using VCD Media at SDN 6 Langkai Palangka Raya*. Thesis. Unpublished. Palangka Raya : FKIP UNPAR
- Frost, Richard. *Presenting Vocabulary. British Council* : < [http: www.teachingenglish.org.uk/think/think/stml](http://www.teachingenglish.org.uk/think/think/stml) >
- Suyanto, Kasihani K. E. 2008. *Teknik Mengajar dan Pengembangan Bahan Ajar Bahasa Inggris untuk TK dan SD* : Program Studi Bahasa Inggris dan Ikatan Guru Taman Kanak – Kanak Kalimantan Tengah : FKIP UNPAR
- Suyanto, Kasihani K. E. 2008. *Pengembangan Bahan Ajar EYL . Program Studi Bahasa Inggris* : FKIP UNPAR
- Suyanto, Kasihani K. E. 2008. *Problem Solving Dalam Pembelajaran Guru Sebagai Peneliti*. Universitas Negeri Malang
- Setiyadi, Bambang Ag.2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta : Graha Ilmu
- Pannen, P. 2005. *Pembelajaran Orang Dewasa*. Jakarta : Universitas Terbuka.
- Zulfikar, A. 2010. *pembelajaran-multimedia* : < Tautan : <http://www.gudangmateri.com/2010/09/pembelajaran-multimedia.html>>
- Karwono. 2008. [PENELITIAN TINDAKAN KELAS \(Classroom Action Research\)](http://karwono.wordpress.com/2008/02/27/artikel-penelitian-tindakan-kelas-classroom-action-research/). <<http://karwono.wordpress.com/2008/02/27/artikel-penelitian-tindakan-kelas-classroom-action-research/>>
- Fileinfo.2010.available at <http://www.fileinfo.com/filetypes/audio>. (Accessed on October 12 2010 at 6 am)
- Wikipedia.2010. Availabe at <http://en.wikipedia.org/wiki/Audio-visual>. (Accessed on October 02 2010 at 9 am)
- http://en.wikipedia.org/wiki/Film_series
- Wikipedia.2010. Availabe at http://en.wikipedia.org/wiki/Dora_the_Explorer. (Accessed on October 01 2010 at 05 pm).
- Wordpress.2010.Available at <http://karwono.wordpress.com/2008/02/27/artikel-penelitian-tindakan->

[kelas-classroom-action-research/](#) (Accessed on October 12 2010 at 7 am).

Filmalternatif.2010.Available at <http://www.filmalternatif.org/?m=article.detail&id=20>. (Accessed on October 11 2010 at 7 am).

Oxforddictionaries. 2010. Available at http://oxforddictionaries.com/view/entry/m_en_gb0932010#m_en_gb0932010/ (accessed on October 12 2010 at 09:24 am).

Fileinfo. 2010. Available at <http://www.fileinfo.com/filetypes/audio>. (Accessed on October 10 at 09.10 am).

Filmalternatif. 2010. Available at <http://www.filmalternatif.org/?m=article.detail&id=20> / (Accessed on October, 12 2010 at 8:31 am).

AUTHOR BIOGRAPHY

1	Nama Lengkap	Ilham	
2	Jenis Kelamin	Laki-Laki	
3	NIK	14.02.02.059	
4	NIDN	1122128801	
5	Pangkat/Gol ruang	III/b	
6	Jabatan Fungsional	Asisten Ahli	
7	ID SINTA	6100292	
8	ORCID ID	https://orcid.org/0000-0001-5338-0578	
9	Scopus ID	57210915993	
9	Tempat dan Tanggal Lahir	Palangka Raya, 22 Desember 1988	
10	Alamat Rumah	Jalan Tantina Komplek Pondok Cahaya Mas No. 39, Bukit Tunggul, Jekan Raya, Palangka Raya 73112	
11	Email	Ilhamroy88@gmail.com / ilham@umpr.ac.id	
12	Nomor Telepon/HP	08115200092	
13	Alamat Kantor	Jl. RTA Milono Km. 1,5 Palangkaraya	
14	Nomor Telepon/Faks	(0536) 3222184	
15	Lulusan yang dihasilkan	S1 = 10 orang, S2 = - org, S3 = - org	
16	Mata Kuliah yang	Bahasa Inggris	

	Diampu	Pendidikan Bahasa Inggris
		Bahasa Inggris Bisnis
		Bahasa Inggris A, B dan C
		Perspektif Global
		Belajar dan Pembelajaran
		Sistem Informasi Manajemen
		Pembel. Bahasa Inggris MI

RIWAYAT PENDIDIKAN

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Palangka Raya	Universitas Palangka Raya	Universitas Sebelas Maret (UNS)
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	Linguistik Penerjemahan
Tahun Masuk-Lulus	2006 - 2010	2012 - 2014	2017 - sekarang

RIWAYAT PEKERJAAN

Tahun	Nama Instansi	Jabatan
2015	Biro Administrasi Kemahasiswaan dan Alumni UM Palangkaraya	Staff

		Kemahasiswaan
2016	Biro Administrasi Kemahasiswaan dan Alumni UM Palangkaraya	Kabag. Kemahasiswaan
2021	Biro Administrasi Kemahasiswaan dan Alumni UM Palangkaraya	Plt.kabag Kemahasiswaan

PENGALAMAN DALAM PENGABDIAN MASYARAKAT

No	Tahun	Judul Pengabdian Pada Masyarakat	Pendanaan	
			Sumber	Jumlah (juta Rp)
1	2015	Penyampaian Materi Tentang " Psikotes dan English Conversation" di LP3i Palangka Raya	Pribadi	-
2	2016	Pelatihan General English "Making a request"	Pribadi	
3	2017	Penyampaian materi tentang "Pola hidup bersih dan sehat" di Panti Asuhan Berkah, Palangka Raya	Universitas	
4	2019	Pelatihan Bahasa Inggris Berequivalent TOEFL Pada Reading Test CBT Terhadap Mahasiswa Semester Akhir Di Universitas Muhammadiyah dan IAIN Palangka Raya	Universitas	

KARYA TULIS ILMIAH DALAM 5 TAHUN TERAKHIR *

A. Buku/Bab Buku/Jurnal/Prosiding

Tahun	Judul	Penerbit/Jurnal/Prosiding
2015	<i>THE EFFECTS OF MOVIE AND MIND MAPPING ON THE STUDENTS' WRITING ABILITY OF NARRATIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH PALANGKA RAYA</i>	FKIP UM Palangkaraya/ PEDAGOGIK JURNAL PENDIDIKAN / 10 (2), 75-86 2015
2015	<i>FILM BERBAHASA INGGRIS UNTUK MENUMBUHKAN MINAT PESERTA DIDIK DALAM BELAJAR BAHASA INGGRIS</i>	PRODI PENDIDIKAN EKONOMI/NERACA / 1 (1), 47-52
2017	<i>CRITICAL DISCOURSE ANALYSIS IN TRANSLATION</i>	Journal of English Teaching as a Foreign Language 3 (1), 33-38
2017	<i>USING ORIGINAL FILM SERIES "DORA THE EXPLORER" TO INCREASE VOCABULARY MASTERY FOR THE FIFTH GRADE STUDENTS OF SDN LANGKAI 1 PALANGKA RAYA</i>	Fakultas Ilmu Administrasi dan Humaniora / Adhum: Jurnal Penelitian dan Pengembangan Ilmu Administrasi dan Humaniora Vol. 7 No. 2
2018	<i>HEDGE EXPRESSION ON THE NOVEL OF ABC MURDER BY AGATHA CHRISTIE IN TWO DECADES VERSIONS</i>	English Department Faculty of Language and Arts, Universitas PGRI Semarang / ETERNAL (English Teaching Journal)

2018	<i>THE EVOLUTION OF BOOSTER ON THE ASSERTIVE SPEECH ACT USED IN TWO DECADES VERSION OF TRANSLATION</i>	ATLANTIS PRESS / Fourth Prasasti International Seminar on Linguistics (Prasasti 2018) (Indexed by Web of Science Previously Known as Thomson Reuters)
2018	<i>BOOSTER EXPRESSION IN IMAGE BUILDING OF GREEN ISLAMIC CAMPUS PROGRAM AT THE PROMOTIONAL BROCHURE OF UNIVERSITAS MUHAMMADIYAH PALANGKARAYA: CAN IT REACH THE MARKET SHARE IN THE ERA OF INDUSTRY 4.0?</i>	BKSPTIS Unisulla 2018 / Proceedings International Conference BKSPTIS 2018
2019	<i>PUKUNG PAHEWAN: THE EFFORT OF NATURAL RESOURCES CONSERVATION IN DAYAK NGAJU COMMUNITY</i>	IOP Conference Series: Earth and Environmental Science vol. 314, 12 August 2019
2019	<i>The Analysis of Booster Expression in Complaining Speech Act</i>	ATLANTIS PRESS / Fifth Prasasti International Seminar on Linguistics (Prasasti 2019) (Indexed by Web of Science Previously Known as Thomson Reuters)
2020	<i>Green Islamic Campus Program: Countering Radicalism and Environmental Degradation</i>	<i>In Proceedings of the Borneo International Conference on Education and Social Sciences - Volume 1:</i>

		<i>BICES</i> , ISBN 978-989-758-470-1, pages 359-362. DOI: 10.5220/0009021003590362
2021	<i>Implementation of Economic Learning Using Google Class Room in Class Xi IPS – 3 Sman 2 Palangka Raya, the Study Year 2020/2021</i>	Quest Journals Journal of Research in Business and Management Volume 9 ~ Issue 10 (2021) pp: 54-58 ISSN(Online):2347-3002
2021	Membangun Pendidikan Berkualitas di Era Pandemi	SATU Press/ ISBN: 978-623-97674-0-2 /Book Chapter
2021	Punahnya Kearifan Lokal Budaya Membawa Sasangan Pada Acara Perkawinan Bagi Masyarakat Anjir Serapat	Anterior Journal Volume 20 issue 3 (2021) Pp. 116-120. https://doi.org/10.33084/anterior.v20i3.2811 , ISSN: 1412-1395

KONFERENSI/SEMINAR/LOKAKARYA/SIMPOSIUM

Tahun	Judul Kegiatan	Penyelenggara	Panitia/ Peserta/ Pemateri/ Pemakalah
2018	The Fourth Prasasti International Seminar On Linguistics	S3 linguistik	Panitia

2018	The Fourth Prasasti International Seminar On Linguistics	S3 linguistik	Pemakalah
2018	<i>Seminar Nasional II Pascasarjana UNS</i>	Pascasarjana UNS	Invited Speaker
2018	<i>Kuliah Pakar Prodi S2 Linguistik Pascasarjana UNS</i>	S2 Linguistik	Panitia
2019	The Fifth Prasasti International Seminar On Linguistics	S3 linguistik	Panitia
2019	The Fifth Prasasti International Seminar On Linguistics	S3 linguistik	Pemakalah
2021	The Urgency of Beginner Traders in Society 5.0 to Understand the Meaning of Educational Contents on the @DaprosClubBasic Telegram Channel during the Pandemic Era	UMM Pasca	Pemakalah

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenar-benarnya.

Palangka Raya, Desember 2021

Tertanda,

Ilham, M.Pd

Using Original Film Series

"DORA THE EXPLORER"

To Increase Vocabulary Mastery

Studying English as a foreign language is not easy for most Indonesia student because Indonesian and English are totally different in terms of vocabulary, grammar, pronunciation, etc. Many people do not take care for this situation. They always have opinion that English language is foreign language and it is not their native language. Teaching English from elementary school is important to give them the intensive course knowledge about English. While experts said that the acquisition of second or foreign language is effective since the earlier life. Elementary school students are ready to learn other language beside their first language. Based on the statement above, English teaching and learning can be given as the local content at the elementary level starting from grade IV.