

USING DORA THE EXPLORER CARTOON MOVIE SERIES TO FACILITATE THE MASTERY OF SELECTED CHILDREN'S VOCABULARY

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Abstract

Vocabulary is the key for learners to be able to communicate effectively in English. The research using Dora the Explorer cartoon movie to recognize English vocabulary mastery for children. This study is aimed to find out whether the use of Dora the Explorer cartoon movie can be facilitated in the learning of children's selected vocabularies. The participants of this study were 16 students of PAUD MULIA. This research method employs descriptive qualitative data collection via observation, documentation, pre-test, and post-test. The instrument used was an oral test with flashcards. The results show that selected children's vocabulary increased significantly after watching the English cartoon movie. Finally, the use of the Dora the Explorer cartoon movie can help with specific vocabulary mastery. Aside from that, the children appear engaged and enthusiastic while learning.

Keywords: *Facilitated, Vocabulary, Cartoon movie, Dora the Explorer.*

INTRODUCTION

The term vocabulary has long been used to refer to a wordlist and any language in the world, whether verbal or nonverbal, that is related to vocabulary. As a result, vocabulary is an important part of English language learning, and how much vocabulary is required is a hotly debated topic. When learning a foreign language, one's attention is drawn to the target language's wordlist. Despite this, language learners are unable to communicate fluently and accurately without a vocabulary.

It is critical for parents to practice English language with their children. Furthermore, English is spoken in practically every country on the planet. When teaching English to children, parents must create welcoming environments that encourage children to learn. The use of the media is critical in supporting children's English learning. The use of the media is critical in supporting children's English learning. A cartoon film is one of the media that can pique the interest of young learners.

Movie is one of the media that can be used as the teaching tool. A movie is an audio-visual aid that consists of a series of still or moving images. It is made by recording photographic images with a camera or by creating images using animation or visual effects techniques, and the filmmaking process has evolved into an art form. Movies can be an excellent medium to use because many children are interested in them and watch them for entertainment. Children can learn about the language style, culture, and expressions of native speakers, making it easier for them to improve their English vocabulary.

The video cartoon used in this study is an episode of the Dora the Explorer Cartoon movie titled *Baby Winky Come Home*. Dora the Explorer's story appears simple, funny, and appealing to children, so the writer chose this film. Dora the Explorer, an animated series, influences children's concentration and memory by providing instructions that engage children in the activities performed by the main character. Children are taught to be able to recognize new English vocabulary in this cartoon episode. Among them are number vocabulary, colours, and food vocabulary.

Meanwhile, the following are the research objectives.

1. To find out how Dora the Explorer cartoon movie can be facilitated in the learning of children's selected vocabularies.
2. To elaborate their vocabulary competence when they are facilitated with Dora the Explorer cartoon movie series.

METHODOLOGY

This research uses the descriptive qualitative method to portray how Dora the Explorer Cartoon Movie Series is used to facilitate selected children's vocabulary mastery. To determine the validity of the data, the author collects data directly from the field. The author observes PAUD MULIA students to determine how the level of English learning at school is like. PAUD MULIA has 16 students, 8 boys and 8 girls. The author conducted the research from June 7 to 14, 2022.

In this study, researchers will collect data through observation, test, and documentation. The authors collected data through two tests: a pre-test and a test. The test is carried out by asking students questions using a flashcard tool so that it attracts attention and is easy to remember. The author will provide a descriptive explanation of the test results.

The data analysis method is the method used to analyze the data obtained for research purposes. The following steps were taken to analyze this data: pre-field analysis and field research analysis. According to Miles and Huberman, activities in qualitative data analysis were carried out interactively and continuously until they were finished, causing the data to become saturated. The following are the data analysis activities: data reduction, data display, and conclusion drawing/verification.

FINDINGS AND DISCUSSION

Findings

According to the findings of this study, children are more interested in learning new skills and having fun while doing so. English cartoons are extremely effective in helping children learn English vocabulary. One aspect of English cartoons that aids language acquisition is the repetition of words. Students relaxed while watching the Dora the Explorer cartoon movie. This is evidenced by the students' efforts to focus on each instruction in the Dora the Explorer cartoon series. Researchers used flashcards to help children remember English vocabulary during pre-test and post-test data collection.

Tabel 1. Pre-test Data Mastery of Selected Vocabulary

Data of Pre-test mastery Selected Vocabulary				
No	Name	Number	Food Vocabulary	Colours
1	Affan	3	1	4
2	Argi	5	1	4
3	Arkan	5	0	4
4	Chery	3	0	3
5	Dinda	4	1	2
6	Faisal	2	1	2
7	Gibran	3	1	4
8	Hanan	5	1	4
9	Keisya	3	0	1
10	Nagisa	2	1	2
11	Naya	3	0	2
12	Rasya	2	0	1
13	Raynan	3	1	4
14	Satria	3	0	3
15	Sekar	5	1	4
16	Vania	3	1	3
Class Average		3	1	3

According to the table above, PAUD MULIA students' pre-test results for vocabulary mastery are still relatively low. The highest score obtained from the pre-test score for mastering number vocabulary is 5, and the lowest score is 2. Because children can only answer one vocabulary question, the value of mastering food vocabulary is relatively low. The highest score obtained from the pre-test score for mastering the colour vocabulary is 4, and the lowest score is 1.

Tabel 2. Post-test Data Mastery of Selected Vocabulary

Data of Post-test mastery Selected Vocabulary				
No	Name	Number	Food Vocabulary	Colours
1	Affan	8	5	6
2	Argi	10	6	6

3	Arkan	10	3	6
4	Chery	7	4	6
5	Dinda	6	4	6
6	Faisal	5	3	4
7	Gibran	10	5	6
8	Hanan	10	6	6
9	Keisya	4	3	3
10	Nagisa	5	3	4
11	Naya	7	4	6
12	Rasya	3	3	3
13	Raynan	10	6	6
14	Satria	7	4	6
15	Sekar	8	5	6
16	Vania	7	4	6
Class Average		7	4	5

According to the table above, the results of the PAUD MULIA post-test for vocabulary mastery improved significantly. The post-test score of mastery of number vocabulary yielded the highest value of 10 and the lowest value of 3. The post-test score obtained from mastery of food vocabulary increased significantly, with the highest score of 6 and the lowest score of 3. The post-test score: The highest score is 6, and the lowest score is 3.

The post-test results show that children can recall vocabulary numbers 1 through 10, namely: one, two, three, four, five, six, seven, eight, nine, and ten. They can use food vocabulary such as apple, milk, egg, watermelon, corn, and carrot. The last, they were able to name some colour vocabulary, including red, yellow, green, blue, orange, and purple.

Discussion

The goal of this study is to introduce English vocabulary to PAUD MULIA students through cartoon movies, specifically number vocabulary, food vocabulary, and colour vocabulary. The use of Dora the Explorer cartoon movie series was shown in this study to facilitated children's vocabulary mastery. Dora the Explorer cartoon movie series requires children to think and concentrate, but in a fun way. Students can easily follow the vocabulary presented in the video, then try to say and memorize it. They become more enthusiastic about participating in activities when they use the media to watch cartoons. Some of them are even more confident in answering the vocabulary questions presented by flashcards.

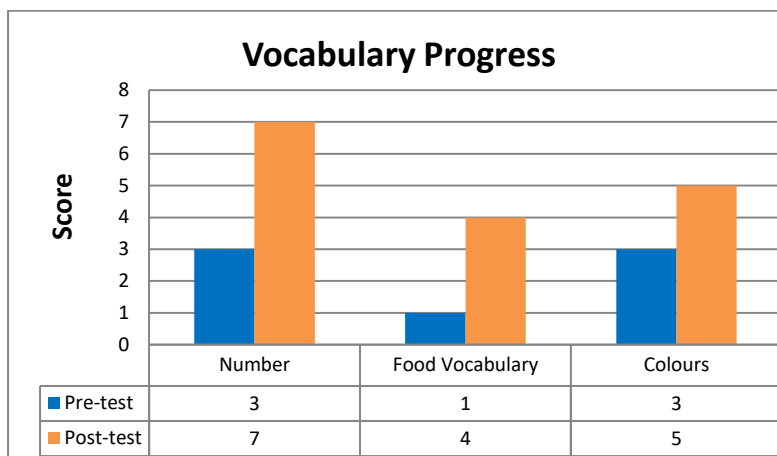


Figure 1. Comparison of pre-test and post-test vocabulary progress

The graph above explains the class average value derived from the pre-test and post-test results. The average number of vocabulary classes is 3, but after watching the cartoon movie, the average number of classes increased significantly to 7. The average value of the class for mastery of food vocabulary was 1 during the pre-test and 4 after the post-test. The last, the class average score for mastery colour vocabulary on the pre-test was 3, but it increased to 5 after the post-test. According to research conducted at MULIA PAUD, watching the Dora the Explorer cartoon movie series can significantly increase English vocabulary, particularly numbers, food vocabulary, and colours.

CONCLUSION

According to the findings of the observation, learning English vocabulary through cartoon movies can relax students and allow them to fully concentrate on learning. Not only that, but students became more confident and active in responding to the researcher's flashcard questions. The results of pre-test and post-test data analysis show that PAUD MULIA students have facilitated their vocabulary mastery, particularly number vocabulary, food vocabulary, and colour vocabulary. Kindergarten schools must hold simple English lessons, such as basic English vocabulary learning, to provide added value to students in the future.

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