USING ORIGINAL FILM SERIES "DORA THE EXPLORER" TO INCREASE VOCABULARY MASTERY FOR THE FIFTH GRADE STUDENTS OF SDN LANGKAI 1 PALANGKA RAYA

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ABSTRACT

This Study is aimed in describing the implementation of using original film series Dora the explorer in Teaching English Vocabulary. It was describing the students' improvement.

The Study was implemented at SDN Langkai I Palangka Raya at the fifth grade students using Classroom Action Research. The writer took 20 students as the subject of the research. The researcher acted as the observer. The study consist of one cycle with two meetings. To find the results, the researcher got the information from the student's answers in the form pre-test and post-test.

The result of this study were, first, teaching English vocabulary by using original film series Dora the Explorer could help the teacher to make the class lively were interesting for the students to study and understand the material. Second, the students' scores higher than 65 at the pre-test. After the implementation of Dora the Exploer film series technique cycle I, there was an increasing of students' score at the post-test. It showed that the using of that technique was effective. Based on the analysis of the questionnaires, most of the students said that they were like this technique. They do not feel bored, but more enthusiastic to follow the teaching-learning process.

I.   INTRODUCTION
1.1. 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 writer 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). There are some Characteristics of Classroom Action Research, the writer will collaborative effort between school teachers and teacher educators**.**

1.2. 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. How does teacher implement the CAR (Classroom Action Research) in teaching-learning activities using original film series "Dora the Explorer" as the media to increase the vocabulary mastery for the fifth grade students of SDN Langkai 1 Palangka Raya?

1.3. Objective of the Study

The objective of the study is to increase vocabulary mastery for the fifth grade students of SDN 1 Langkai after they are taught by using original film series and find out how the teacher implement CAR (Classroom Action Research)) in teaching-learning activities using original film series "Dora the Explorer" as the media to increase the vocabulary mastery for the

fifth grade students of SDN Langkai 1 Palangka Raya.

1.4. Assumptions

The use of media can increase the vocabulary mastery for the fifth grade students of SDN 1 Langkai Palangka Raya.

1.5. 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.

1.6. Limitation of the Study

The result of this study cannot 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.

1.7. 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.

1.8. 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.

I. REVIEW OF RELATED LITERATURE

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

2.1. Vocabulary

Vocabulary means a list of world 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.

2.1.1 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

2.2. 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.

2.3. 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.

2.4. 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.

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

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.

2.4.2 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).

2.4.3 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 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.

2.5   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.

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.

2.6. 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.
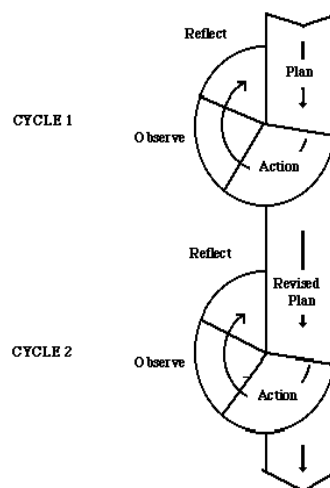

Figure 2.1. Stages of classroom action research according to Kemmis & McTaggart (1991)

II.   METHOD AND PROCEDURE
3.1. 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.

3.2. 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 observes 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 .

3.3. 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.

3.4. 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 measure 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.

III.   RESEARCH FINDINGS AND DISCUSSION

4.1 Finding of Cycle I

In the implemanting phase, the researcher did action by teaching fifth grade students of SDN Langkai I Palangka Raya using original film series Dora the Explorer to increase vocabulary mastery. Study was conducted increase the students' English vocabulary through using original film series. In the implementing phase, the researcher did action by teaching first year students of SDN Langkai I Palangka Raya. The setting for investigation of data needed was conducted by involving observer who made notes on the weaknesses of the investigation. Before doing the investigation, the writer discussed it firstly with the principal of the school in other to get permission. Secondly, the principal gave his permission to conduct the investigation.

In this matter, the writer conducted the teaching-learning process for particular purpose that is to carry out classroom action research (CAR). The purpose was to increase the students' score on English.

The writer provided pre-test and post-test for the subjects. The purpose of conducting the pre-test was to find out their prior average score. Next, it was done to see their performance as a main consideration to carry out the investigation. It was to identify whether or not there were problems of teaching and learning activities.

4.1.1 The Result of the Students Test

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	90	Excellent
	Sum	1453	

$$P = \frac{1453}{20} \times 100$$

P= 72.65 (good category),

The result of pre-test, 17 students got higher than 65. It meant more than 75% students were regarded successful. 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	100	Excellent
	Sum	1601	

$$P = \frac{1601}{20} \times 100$$

P= 80.05 (excellent category),

The result of post-test, 19 students got higher than 65. It meant more than 95% students were regarded successful.

4.1.2   The Result of Observation

Researcher opened the class, gave greeting and checked the present list. Then, the researcher explained the teaching method. After that, the researcher explained the teaching material. The materials consists of surrounding objects and noun. Here the researcher using original film series "Dora the Explorer" to invited the students to watching that episode. Then, researcher gave them 10 minutes to asked some students about how to spelled and said name of things and animals from film series "Dora the Explorer" in that episode. In this activity, the researcher helped students who could not answered it. In the last time of first meeting, the researcher gave pre-test which related to that episode and then asked the students the students' difficulties related to the material.

In the second meeting that was on 17th November 2010 the researcher tried to focus the student's attention on the goal of learning process. The reseacher came to the class gave greeting, asked the students about their condition and checked the student's present list. In this time, the researcher gave post-test. The he gave 15 minutes to the students to memorizing and practiced how to spelled and said name of things and animals from film series "Dora the Explorer" in last meetings and gave the students a piece of paper of question and

the students answered which related to the episode.

Reflection of Cycle I

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 The result of pre-test, 17 students got higher than 65. It meant more than 75% students were regarded successful. Action plan one was done based on the result of pre-test. In the pre-test, the students' average score was 72.65 (good category). This score was satisfactory. In action one 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	90	100

4.2. The Result of Questionnaires

The researcher 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.	20	100%	0	0%
5.	18	90%	2	10%
6.	19	95%	1	5%
7.	5	25%	15	75%
Total of respondents=20				

1. According to the item 1 is asking students about English is favorite subject in the school, there are 17 students who answered A and 3 students who answered B. Because English can make their communicate with English language.
2. According to the item 2 is asking students about function of English for our life, there are 20 students who answered A and 0 student who answered B. Because English is very useful for our life.

3. According to the item 3 is asking students about media which suitable for the students, there are 20 students who answered A and student who answered B. Media is the best way to conducting their skill in English, especially for film series.

4. According to the item 4 is asking students about media which suitable for the students, there are 20 students who answered A and 0 student who answered B. Film series media is a easier tools to improve their skill in English.

5. According to the item 5 is asking students about film series "Dora the Explorer" is suitable for the students, there are 18 students who answered A and 2 students who answered B. Dora Explorer is suitable for children and elementary school, because that serial is very famous in the world.

6. According to the item 6 is asking students about film series "Dora the Explorer" is can make the children very easier for the students to memorizing something, there are 19 students who answered A and 1 student who answered B. Dora Explorer is suitable for children and elementary school, because they like to doing something which their watch in the television.

7. According to the item 6 is asking students about learning media, there are 15 students who answered A and 7 student who answered B. Their never using oiginal film series before.

4.3. 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 following discussion is to review the procedure of teaching implemented by the English teacher in SDN Langkai I Palangka Raya. The subject of this study was the fifth grade students of SDN Langkai I Palangka Raya. There were 20 students in the fifth grade.

Besides, there were two kinds of instrument to collect the data needed in this study. The reseacher 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 their self akknowledgment relating with the procedure of teaching English vocabulary using original film series "Dora the Explorer" implemented to them. There were three stages included in instrument. They were the procedure of teaching English vocabulary by using original film series "Dora the Explorer" namely pre viewing, while viewing and post viewing. So the observation and questionnaire must investigate the three stages above.

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; in pre-viewing, the teacher did all of the activity. Then in while-viewing, the teacher did not implemented all of the activity in second meeting. From the meeting, teacher playing original film series "Dora the Explorer" for the students, sometimes some of students did not take attention with the episode. Because the serial was too fast. They did not have enough time to write or remember name of thing and animals. In while-viewing, the teacher sometimes played the original film series more than once for some scene. It is depend on the students' needed. In post viewing the teacher did not implemented all of activity. The activity that done in classroom was asked the students to do

discussion. It related with what the students had watched.

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".

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	90	100

4.2. The Result of Questionnaires

The researcher 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	Responses	
	A	B

Item	Number	%	Number	%
1.	17	85%	3	15%
2.	19	95%	1	5%
3.	20	100%	0	0%
4.	20	100%	0	0%
5.	18	90%	2	10%
6.	19	95%	1	5%
7.	5	25%	15	75%
Total of respondents=20				

4.3. 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 following discussion is to review the procedure of teaching implemented by the English teacher in SDN Langkai I Palangka Raya. The subject of this study was the fifth grade students of SDN Langkai I Palangka Raya. There were 20 students in the fifth grade.

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 their self acknowledgment relating with the procedure of teaching English vocabulary using original film series "Dora the Explorer" implemented to them. There were three stages included in instrument. They were the procedure of teaching

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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".

IV. CONCLUSION
5.1 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 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 "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 process 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

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