Chapter IV
Finding and Discussion

In the previous chapter, the methodology applied in this study has been presented with descriptions and justification of the selection of subjects, the instruments and the process of data collection as well as data analysis. In this chapter, all collected data will be analyzed and discussed to reveal the answers to research question relatively in the chapter 1.

Research Findings

This chapter is particularly presenting the outcome of this research by observing eleven participants. It provides the data that have been found and analyzed based on the theories. This section is aimed to give an obvious detail about the problem have been studied by answering the research question “how is the application of Dora the Explorer cartoon film on Elementary students’ vocabulary”. Refer to the data finding of observation, interview and documents.

Data Finding of Observation

According to previous observation, it can be analyzed in two sides, from instructor in that course place then also students in the class. For instructor itself, it can be analyzed by seeing several indicators of observation. It can be seen in appendix1-3.

Then, based on observation for students, it can be seen that students study English with getting materials are taught by instructor, beside that students
received materials with such instruments as LCD/Projector, Speakers, laptop, and documents, somehow these things are accordingly to instructor way in teaching.

In relation to it, during conducting the research, researcher continually observes every single thing in each meeting with instructor, students also as participants, includes the developing of students in learning English vocabulary with the media Dora the Explorer cartoon film. The detail is explained in discussions part.

**Data Finding of Interview**

**The attitude of the student’s towards vocabulary.**

In this research, researcher took Elementary students (advance level) at My Liberty private course as the participants of my research, which consist of eleven students who attended the English subject. The data description of the interviewed shows that there are seven students think that learning vocabulary play an important part in learning language and only three students of them find it very important and none of them consider it unimportant at all. To have an insight to this matter, students were interviewed about the reason why they considered vocabulary or learning vocabulary important. Most of them said that the more they know English vocabulary can help them in speaking English. Besides, some students supposed that they can talk when they meet some tourist. For instance, with a good knowledge of vocabulary, they felt more confident to communicate with others as well as they had more choices of words for their ability in speaking. Furthermore, researcher claimed them that it would be impossible to communicate without vocabulary. Those data can be seen in appendix 4 on page 69-101.

**Students’ having difficulties in learning vocabulary**
Data indicates that six students usually have difficulties in learning vocabulary. Besides, about three students of them sometimes have difficulties and only two students are confident to claim that they have no difficulties. When being asked to specify their difficulties, each student felt free to show their idea about this issue. They all had their own ideas, which could be summarized into some main ones. Generally speaking, most of them found that it was so difficult to remember all the words with both pronunciation and spelling or writing. Some students specified that there were so many words learnt, hence, they forgot them easily. Furthermore, minority of them said that it was really difficult for them to learn some words in their unlike fields. Students’ difficulties in learning vocabulary are so various. In brief, a large proportion of the surveyed students have awareness of the importance of vocabulary in learning a foreign language as well as the necessity of learning vocabulary. However, they have to cope with many difficulties to get a good command of vocabulary and their time for learning vocabulary is not much. Those data can be seen in appendix 4 on page 69-101.

In relation to the use of time for learning English vocabulary, by seeing the data collection from the interviewed sheet, the researcher claimed that majority of the students spent 1.30 minutes to learn vocabulary (only in class or course place), two of students spent 2 hours to learn English vocabulary (in class, course place and home). Those data can be seen in appendix 4 on page 69-101.

The researcher found that most of them around four students only used their vocabulary to discuss about some matters in the speaking lesson. Some other students around five students supposed that they were not confident with their knowledge, so they were shy to speak or discuss with others in English. They did
not want their friends know how bad their knowledge was. In brief, only two students that brave and commonly used English vocabulary, somehow they unsatisfied with their own vocabulary, which could prevent them from communicating with others in English. The instructors were aware of this problem and they wanted to enrich their vocabulary especially in speaking skill. The researcher expected the interesting vocabulary lessons would help them.

Data Finding of Documents

Teaching vocabulary by watching Dora the Explorer cartoon film

This research is aimed to investigate the application of Dora the Explorer cartoon film on students’ vocabulary. Based on the research finding, this section is purposed to discuss about the entire application of Dora the Explorer cartoon film. From the finding of the result, the researcher assumes that Dora the Explorer cartoon film is the story in each series always ask the viewer’s help the Map to Dora to go on adventured in an animated world set inside a TV or computer and introducing a new concept in which viewers interest with the show by searching for exploring the stars. Of course, this film uses simple language until the viewers can understand.

The language in this film used one word, some words, or one word sentence or phrase, but is very simple and easy to listen and remember by the viewers. Because the characters always uses the words by repeating and has described pictures what she said for example, she said “please jump up”, she
repeats three times by motion. Besides that, in Dora cartoon film always asks the viewers present and do the interaction, for example she asks to the viewers to count the fruits such as “how many apples in my back pack?”, and she counts and asks to the viewer’s together “one, two, three,....”.

As it is revealed from the informal conversation interviewed, Dora the Explorer cartoon film is remain the most underexploited material in the researcher as instructor’s vocabulary techniques.

In the first meeting the students feel shy to express their ideas. They also feel not confident to retell the story or to respond the researcher’s questions. However, after the first film showing strategy is applied, the students change their attitude.

The researcher finds that the students feel excited to participate in all activities. It can be clearly seen from the students’ enthusiasm when attending the class. In fact, when the researcher comes in to the class, all of the students are there and they are excited to watch the film. Furthermore, when the electricity goes out, the students shout loudly as the expression of their unsatisfactory.

Furthermore, students who have low motivation change their attitudes. They feel anxious about knowing what the story is about, what happened to their favorite characters, etc. Shy students also change their attitudes. When they are asked to retell the story in front of their friends, they feel more confident. They feel eager to participate in every occasion or activity after watching the film. In relation to watch the films, researcher showed two titles of Dora, they are Super Babies’ Dream Adventure and The Big Pony Race to explore more students’
In this new adventure, the super babies’ can’t seem to fall asleep for their naptime. Using their super sight, they discover that all the babies around the world are still awake too. What could have happened to the Dream fairy who delivers sweet dreams to everyone? Dora and the super babies are to the rescue. Then, the big pony race itself told about Pony who winning the race with favors from Dora and friends. For each film, researcher shows them two times for watching it.

Furthermore, a group working is good for the students to share their knowledge or ideas. Group working also grows the students’ motivation and confidence. In the first film showing, the students still lack of vocabularies that make them confused to understand the story. However, after the second film showing, the students begin to understand the appropriate words or sentences that seem to be difficult for the students.

However, the class still has weaknesses. The problem may come from the projector. When the projector had problem, the learning process cannot run well. The researcher then should tell the story orally. This condition makes the students get bored because the students have to listen and imagine the story without seeing any pictures.

And in group discussion, the class becomes noisy. This is because the students want to express their ideas or opinion. Sometimes, they neglect controlling their pitch and sound. This, of course, makes the class uncontrolled.

The Result Finding of Watching Movie Strategy
After watching film strategy is conducted, the researcher finds there is a significant increase on the students’ vocabulary. Furthermore the students’ attendance percentage increases. Before the watching film strategy is applied, many students are absent. However, after the watching film strategy is applied, the students’ attendance percentage is increasing. It can be seen in appendixes of attendance list.

From direct observation about the students understanding of lesson, it is clear that the main techniques their instructor of English use to teach vocabulary are Indonesia translation and English explanation in the simple way with smallest number of students around only three of students. Besides, there are some of students that the researcher admitted of the surveyed instructor revealed that they gave more examples to illustrate the words’ meaning, which are believed to be more easily available, prove to be unfamiliar to the students. When being asked about any other teaching techniques the instructor or teacher used, the instructor assumed that they commonly used some games to introduce the new vocabulary and sometimes the new vocabulary could be presented by being given their word classification.

As mentioned above, the researcher as instructor at My Liberty private course applied different techniques of teaching vocabulary. In order to help students learn effectively, the techniques of teaching should meet their demand. Hence, students’ assessment on these techniques and their preference techniques should be considered. The researcher claimed that the current popular teaching technique-explain in English and translating new words into Indonesia are represented by the nearly smallest number of students. When being asked for the
reason, the researcher saw that this technique made them feel bored and it was so ineffective. Whereas, the largest proportion of the students agreed that using English to define the meaning of the words or explaining new vocabulary in English interest them most. The instructor claimed that using movie, video or storybooks would make their lessons more interesting and motivating; they could learn the words more easily. Besides, there are some other preferable techniques such as using body languages, games or the combination of all the techniques. Those data can be seen in appendix 6 on page 135-137.

In short, all the students want an English learning environment, in which they have chance to perceive and practice English as much as possible instead of only jotting down the words as well as their meanings. Hence, a change in teaching vocabulary technique is highly appreciated to meet students’ demands. Moreover, as can be seen from interviewing that using Dora the Explorer cartoon film to teach vocabulary is also an interesting suggestion for teacher to have a motivating and effective vocabulary lesson. Those data can be seen in appendix 5 on page 105-134.

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The point out that all students preferred watching film Dora the Explorer cartoon film to show was preferred this technique as the main way of teaching vocabulary (used some games to introduce the new vocabulary in Dora the Explorer cartoon film). The researcher claimed that in Dora the Explorer cartoon film, students will find many words or new words means by seeing and hearing what the characters said in the dialogue. Moreover, it supported of the condition or setting or plot of the story which is very interesting and attractive that can stimulate the students. This media makes to the students easy, because directly hearing and seeing the words by the characters said the full expression and mime. So, when the students see and heard many words more than once, it will become a part of their working vocabulary.

All the instructor and students have been awareness of the importance of teaching and learning vocabulary in the process of English learning. However, the teaching techniques were not fully made use of to achieve effective learning
lessons as well as to help students enrich their vocabulary. The technique- using Dora the Explorer cartoon film was an example, which was preferred much by the students but only a few researchers use this technique. What students perceived has not come up to the expectation of both teachers or instructors and students.

**Research Discussion**

In the literature review, it was shown that using cartoon film could draw much benefit in teaching and learning vocabulary. The use of this technique at My Liberty private course on Elementary Students should be had an eye on. It is obvious from questions above that most of the students were in favor of using cartoon film in the teaching vocabulary lessons and agreed that it was necessary to learning vocabulary through Dora the Explorer cartoon film. It is significant to exploit the effect of this technique on their learning as well as their classroom atmosphere.

In terms of the advantages of using this application to their learning, the researcher indicated about the effect of this technique on the classroom atmosphere would be much more interesting and motivating. It was so glad that none of them said it would not have any influence on their learning atmosphere in class. It is obvious from questions above that most of the students were in favor and enthusiastic of using cartoon film in the teaching vocabulary lessons and agreed that it was necessary to learning vocabulary through Dora the Explorer cartoon film. It is significant to exploit the effect of this technique on their learning as well as their classroom atmosphere.
In terms of the advantages of using this application to their learning, the researcher supposed that it can give them much advantage on their learning especially to enrich their vocabulary. It was good news that none of them thought it would give them no benefit on their learning.

Moreover, although not all the students experienced learning vocabulary through cartoon film, researcher believed that using Dora the explorer cartoon film could help them learn vocabulary effectively. Nevertheless another weak side from watching cartoon film, students are stimulated with animation picture and sounds, so that sometimes students ignored the vocabulary. Because of that, when watching, students are directed by the researcher.

Quite a large proportion of the students affirmed that using Cartoon film positively affected their motivation in learning vocabulary. Researcher claimed that all of the students thought that Dora the Explorer cartoon film would help increase their interest in vocabulary learning while there are nine students confirmed they could remember the words more easily and longer because they leave much impression on them. Smaller students about four students showed that Dora cartoon film assisted them to pronounce the new vocabulary more precisely. Moreover, another advantage of Dora cartoon film is that they could aid the long-term memory if their teachers or instructors use cartoon film to teach new words. The students went further to explain in the interview that Dora the Explorer cartoon film normally contain both sound and eye-catching visual aids as well as interesting content, which would help them not only better guess and grasp the meaning of new words but also more precisely pronounce the words. To make it short, although Dora cartoon film have some weak points, their advantages
overweigh their disadvantages. Most students reported positive effects in terms of better memory and greater motivation. Furthermore, movies and videos give students chances to get involved in the lesson and have better pronunciation. It is agreement with Munadi (2008, p.38) media has four functions in teaching and learning, especially media visual (in Asyhar, 2012, p.30), they are: attention function (to interest for the students), affective function (to give the concrete experience, Cognitive function (to be active the all students mine), Compensatory function (to become easy for the learner to learn and the teacher to teach).

Dora the Explorer is an animated television series that is a wonderful show for children. Another one of the best parts of Dora the Explorer show is the bilingual aspect. Characters speak both English and Spanish. Dora's adventures are fun and interesting, with an emphasis on sharing, compromise, and interactivity. Catchy songs are interspersed with recurring themes”. The repetition can be annoying for a parent, but it's just what young minds need to aid in learning. It is agreement with Horn and Low et al. (1980, p.1) said that cartoon has two meanings, first as a noun that has meaning a humorous or satirical drawing published in a newspaper, magazines (sketch), and the second a film mode by photographing series of cartoon drawings to give the illusion of movement when projected in rapid sequence (animated cartoon). Beside that Longman (1999) says that “cartoon is a funny short movie with characters that are drawn and not real” (p.45).

What will Dora the Explorer teach the child? Dora the Explorer teaches children basic Spanish words and phrases along with math and music skills and
physical coordination. Children also learn with Dora how to observe situations and solve problems. In each episode of Dora the Explorer, Dora solves a problem based on specific words and phrases in conversational Spanish, which viewers learn as they solve the problem with her. These words and phrases include a variety of basic nouns, adjectives, and commands. Such as ¡Lo hicimos! is the Spanish phrase meaning we did it!”. Dora the Explorer cartoon film is very suitable as media in education, especially in learning English vocabulary at Elementary levels.

However, in this case there is a relation between Dora the Explorer cartoon film and vocabulary where this film offering vocabularies. Vocabulary is one the language components that the students should master. In relation Longman (2009) “this way of teaching vocabulary serves as the determinant in language activity”. In this case in the process of teaching vocabulary, the students and the teachers or instructors are expected to make cooperation in order to get a good result in learning vocabulary.

One of the importance of instructor’s or teacher’s rule is they should excellent to choose the suitable technique in teaching vocabulary. The technique must appropriate with the students’. There are some techniques to teach vocabulary, one of them is by using the application of Dora the Explorer cartoon film. Because this technique is combined of some number principles of acquisition in child language the physical responds, and the cartoon itself. Therefore, by using this technique, students will be easy to understand and remember the vocabulary, and they can use the vocabulary in any activity of English skills such as writing, speaking, reading and listening. Vocabulary
learning also is very essential since words are the tools. Good mastery of vocabulary requires a great patience and continued efforts. In this case, the teachers’ method or instructor’s way in teaching is essential because it determines the students’ achievement especially in their vocabulary mastering. The change words of root that students own as what they say more effective in their communication and more influent changed words to the people around them. Especially from the children as the students of Elementary school. They like to learn many things around them all. They can see and heard what the people say to them or directly to them. So, this condition makes them to learn the words. It is can give stimulate them to more communicate and understand the words. For example, in the school by using media can be stimulated and gives motivation to the subject, especially in English lesson. It is agreement with Suparman (1997) in Asyhar (2012) states that “media is distributor which delivers information between source and receiver”(p.4).So, a teacher as a mediator has to emphasize at students’ activity in the learning process. Teacher should give students the tools to expand the knowledge of words independently and can stimulate the students with media. The best way from a teacher to make the students more interactive and interesting with this lesson is by using media that full with real condition, such as colors, pictures and can gives stimulate the brain.

The best way can give motivation and it does not come bored, it is by using media which more attractive, for example film. Film has many types, so we choose the film that give motivation to the students in the elementary school. It is cartoon film. By using Dora the Explorer cartoon film, students are able to catch many words in the dialogue from the characters said with mimetic and condition
with full colors. So, this condition can stimulate the students to more active, communicative, and to give responses the lesson, especially English lesson. Because, sometimes when they see and heard these words from the dialogue of characters, it becomes a part of their working vocabulary.

However, it cannot be said that the students’ vocabulary enrichment is totally caused by the used media cartoon film. Even though, the students’ vocabulary mastery after using those ways, besides that there is another thing which learning experience, creativity to design the lesson to more attractive for the students, choosing the suitable material and absolutely their prior knowledge which own by individually.

Moreover, the researcher took one class as the subject of this research to apply the technique. Based on the explanation in the chapter III, researcher used students in My Liberty private course from third and fourth school grades gathered in a class. The placement test gathered them in a class at the English Course.

Last of all, it can be seen that things that have been introduced in literature review particularly the theories are suitable in this data analysis. Those theories are applicable and acceptable in findings and discussion. Such theories as Dora as a media cartoon film, characters in Dora, concept of vocabularies with some kinds of single words(noun, verb, adverb, adjective) and also teaching vocabulary by using media cartoon film are usable in analyzing data in this research. Those are proven by students’ performance in class, students’ writing single on words some papers, and also the increase of students’ vocabulary. These proved that Dora as the media cartoon film can give influence in increasing students’ vocabulary with
the concept of single words. By some means, media cartoon film with animation form directly teaching students vocabularies. Those data can be seen in appendix 7 on page 138-140.

The researcher conclude that the result of analyzing data shows that the application of Dora the Explorer cartoon film as media in teaching English vocabulary for Elementary students get positive response from the students, it is proved by the student’s expression who are enthusiast and active when the instructor apply Dora the Explorer cartoon film as media in teaching vocabulary.

**Delimitation of Research**

The focus of this research is the application of Dora the Explorer cartoon film. The researcher uses qualitative method by assessed students’ vocabulary. This research used descriptive design. The participant of this research actually should to use three types of participants in classical interview they are students, instructor, and parents. All participant play an important role in this research. Firstly, Students and instructor in private course take part in process of teaching and learning which cannot be appared when one of the participants is missing. Secondly, parents as decision maker in which much information can be taken from them. Because limitation of time, the participants of this research is the students that consist of one class namely class Neptunus. In this study researcher only limited in the first, third and fourth school grades students in My Liberty private course. There is one class that consists of 11 students and the placement test gathered them in a class at the English course. Therefore, for the next researcher could be use another design that has three types of participant. This
research examined around vocabulary teaching and the Elementary students in My Liberty private course, further research could expand this scope for other groups of students and even in wider scale throughout the country. This development is likely to help future studies to find out the solutions to take full advantage of using cartoon film.

What is more, since the research mainly focused on the using of cartoon film in vocabulary teaching with both positive and negative effects of it, other researchers may wish to give evidence for the effectiveness of this technique in teaching. This may require studies which give comparisons the effects of this technique with other vocabulary teaching methods.

In addition, for the words of vocabulary, it is only describing which one single word that available in Dora the Explorer cartoon film (i.e. nouns, verbs, adverb, and adjectives). Also about teaching of vocabulary, such as what study use, word formation, word grammar, and meaning. For the next researcher could be use the another word classification and more spesific analysis related with the curriculum in others private course of the Elementary level.

Furthermore, about the process in class such as studying and teaching, there are things or instruments that need to be used to support these processes, such as projector, books, and other media. Somehow, the fact such media as projector and book as references are less. So, sometimes researcher was difficult to handle material that needs a projector while the projector did not work well. Also, sometimes students did not attend fully in class, while the researcher needs to observe all participants in each meeting. So that is why, to solve it researcher often repeated things for students in previous week to the next week.