

Improving the Ability to Master Vocabulary through Learning using the Film Dora the Explorer

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Abstract

This study aims to improve the vocabulary skills of PAUD Juara Bekasi students through learning using the film Dora The Explorer. This study is a classroom Action research. The cyclical research procedure is carried out in 2 cycles where each cycle consists of four stages, namely planning, implementation, observation and reflection. The study was conducted in May 2023 with 10 students, while data was collected through interviews and observations. The results showed that there was a significant increase in learning outcomes of vocabulary mastery skills using the film Dora The Explorer in early childhood group Bintang aged 3-4 years. This is evidenced by the average results of each cycle increasing, namely precycle = 5.3 (53%), cycle I = 7.6 (76%), cycle II = 9 (90%) and the results of interviews conducted concluded that the ability to master vocabulary through learning using Dora The Explorer film is surprising for students. This study concluded that learning using the film Dora The Explorer can improve the ability to master early childhood vocabulary.

Keywords: Early childhood education, Learning using movies, Vocabulary mastery ability.

1 INTRODUCTION

Early childhood education is a systematic and programmed series of coaching aimed at children from birth to the age of six. This formation is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter the next level. The purpose of early childhood education is to develop various potentials of children from an early age as preparation for life and being able to adjust to the environment (Suryadi, 2010). Introduction to vocabulary in children is needed to improve their vocabulary mastery skills. With the ability to master good vocabulary, make communication with others run smoothly, enrich thinking ideas and improve the ability to talk to others. Vocabulary is the whole word that a language has (Keraf, 1991).

Learning can be defined as a system or process of learning subjects / learners that are planned or designed, implemented, evaluated systematically so that the subject / learner can achieve learning goals effectively and efficiently (Sari, 2010). Film is images in frames where frame by frame is projected through the projector lens mechanically so that the image is visible on the layer is alive. Live images are neatly arranged accompanied by an interesting storyline so that it becomes a film and can be used in interesting learning (Arsyad, 2006). Early childhood education can be realized through learning activities that can be carried out using learning media. Learning media acts as an intermediary to regulate effective relationships between the two main parties in the child's learning process and the content of the lesson (Arsyad, 2006). By utilizing learning media, learning objectives will be easier to achieve. In this case, the learning media to be discussed is film media. Film media is a media that presents live images whose media uses audio and visual. The use of

film media in learning makes it easier for children to understand the theme and subject of the lesson. In addition, film media also makes it easier for children to understand messages evenly and easily received by children (Indriana, 2011).

One of the film media that can be used in learning is the film media Dora The Explorer. Dora The Explorer is an animated film suitable for children aged two to six years. Dora The Explorer has a unique presentation, which invites the audience (children) to engage and interact directly with Dora characters, by answering puzzles and questions asked by Dora. Word guidance in this film uses a tempo that is not fast so that it makes it easier for children to understand the meaning. This film uses a method based on Howard Gagner's idea of multiple intelligences that make children smarter when learning while playing. Introduction to vocabulary in children is needed to improve their vocabulary mastery skills. With the ability to master good vocabulary, make communication with others run smoothly, enrich thinking ideas and improve the ability to talk to others. Based on the observations of researchers during learning in the Champion Playgroup in 2022, it was found that children's vocabulary mastery abilities have not developed optimally. This is evidenced by the presence of children who still have difficulty in pronouncing words. This can be seen when children want toys they like, children only point using their fingers towards the toy without issuing a word or with a sentence that the teacher understands. In relation to this problem, the author feels that there is a need for efforts to improve children's vocabulary mastery abilities. The author hopes that through actions in the form of using film media it will be a solution to improve children's vocabulary mastery skills. Activities to improve vocabulary mastery skills using Dora The Explorer film media are interesting media for children to see, listen and pay attention to the story. With the Dora the Explorer film media, children are indirectly involved in the film story presented, so that children will be interested in playing an active role in the learning process. Dora The Explorer film can be used as a learning medium to help children improve children's vocabulary skills. That's because the words (vocabulary) spoken in Dora The Explorer are done repeatedly and with pleasant situations so that it can be used as a strategy to increase children's vocabulary.

Based on the theory above, this study will discuss problems that arise in learning including whether learning using the film Dora The Explorer can improve vocabulary mastery skills in PAUD Juara Bekasi. Discussion of this research problem in achieving the goal of improving the vocabulary usage ability of PAUD Juara Bekasi students through learning using Dora the Explorer Film.

2 RESEARCH METHODS

This research was conducted in the Bintang PAUD Juara Bekasi class which is located at Jl. Alia 1 no. 1, North Bekasi, Bekasi City. The sample used in this study was all students in one class. The Bintang class consists of 10 students who are given learning using the film Dora The Explorer.

This research was conducted by classroom action research method. This class action research is an effort to provide action with the aim of improving educational practices, This research begins with an introduction and continues with conducting research actions, namely precycle, cycle I and cycle II. Each cycle consists of 4 stages, namely planning, acting, observing, and reflecting by looking at the advantages and disadvantages during the learning process to continue to the next cycle (Mulyasa, 2009).

Therefore, in conducting this research starts from looking at the existing problem and then planning a treatment to solve the problem, and the whole is done in an appropriate and planned series.

In planning, there is a daily learning implementation plan by determining learning themes and sub-themes, preparing learning media, compiling observation sheets and making assessment rubrics. In the implementation of learning actions, it is carried out in accordance with what has been planned previously using media that has been prepared. Then researchers together with teachers observe the results or impacts of the actions

carried out, this activity is in the form of direct observation of the implementation of the actions carried out. In reflection using collaboration techniques between researchers and teachers to evaluate the learning activities that have been carried out. Reflection activities are carried out by considering the teaching guidelines carried out and seeing the suitability achieved with what is desired in learning which in the end found advantages and disadvantages to be corrected. The results of this reflection are used as the basis for the planning stage of the next cycle.

3 RESULT AND DISCUSSION

The results of observations made by Learning using the film Dora The Explorer use classroom action research. The cyclical research procedure is carried out in 2 cycles, each cycle consists of four stages, namely planning, implementation, observation and reflection. The study was conducted in May 2023 with 10 students, while data was collected through interviews and observations

The results of the instrument validity test through observation using Ms.Excel and manual calculation of indicators of variables (vocabulary mastery ability) on a predetermined score. Processing the number of values based on indicators so that the percentage of vocabulary mastery is produced and categorized into Undeveloped (BB), Starting to Develop (MB), Developing as Expected (BSH), Developing Very Good (BSB)

Pre-action results from the collection of early childhood data are discussed with the class teacher. In pre-action, it is known that children aged 3-4 years in Paud Juara have not developed optimally. Pre-action is carried out by preparing the instrument to be used, namely in the form of observation guidelines. The average score of acquisition in pre-Action was 5.3 with a percentage of vocabulary acquisition of 53%. After pre-action the ability to master vocabulary that "develops according to expectations" as many as 3 children, "begins to develop" as many as 7 children then the success of the completion pad Study 3 children, then the other children are not yet eligible

The implementation of cycle I with learning using the film Dora The Explorer in an effort to improve children's vocabulary mastery skills has basically gone well. The average score in cycle 1 adalah 7.2 with a percentage of vocabulary mastery 72%. There was a significant increase in early childhood results in pre-Action results and Cycle I results increased but with the average still not meeting the target achieved 75% Action success

The implementation of cycle II is still learning using Dora The Explorer but with a different and more interesting theme. Some children who still do not meet the target slowly get used to it and begin to actively participate in teaching. In cycle II the average score increased to 9.0 with a percentage of vocabulary mastery gain of 90%. In the implementation of cycle II there is an increase in vocabulary mastery ability, so cycle II is said to be successful in increasing vocabulary mastery ability by learning using the film Dora The Explorer

Observations were made to see the improvement of vocabulary mastery skills through learning using the film Dora The Explorer in the Bintang Paud Juara class. The result obtained is the sum of the acquisition value of 90 percent 90% mastery. The results of the acquisition in the cycle exceed the specified criteria, namely with 75% learning completeness

An indicator of success in this study is an increase in vocabulary mastery skills. This shows that vocabulary mastery skills can be improved through learning using the film Dora the Explorer. increased vocabulary mastery ability When given Action in the form of learning using the film dora the explorer, in pre-action it got 53%, in cycle I it increased to 76% and in cycle II it increased to 90%.

With the planning of the Dora the Explorer film with different themes, it prevents children from trying to pronounce vocabulary like in the Dora the Explorer film. Learning to use the Dora the Explorer film in Paud Juara is one of the strategic methods. Learning by using the film Dora the Explorer children's activities become meaningful, colorful and fun.

An indicator of success in this study is an increase in vocabulary mastery skills. This shows that vocabulary mastery skills can be improved through learning using the film *Dora the Explorer*. This can be proven in the process of silent action researchers use the film *dora the explorer* in carrying out learning. This can also be seen from the increase in vocabulary mastery ability When given Action in the form of learning using the film *dora the explorer*, in preaction it gets 53%, in cycle I it increases to 72% and in cycle II it increases to 90%.

From the observation of the ability to master vocabulary using the film *dora the explorer*, it appears that the aspects assessed are the ability to understand vocabulary, the ability to correct speech and the ability to pronounce vocabulary. This can be seen from the increasing number of children who received the assessment "developing as expected" which is to achieve the target of 75%. Although there are still some children who do not reach the target because it is suspected that the age factor of children who are still immature and still need further stimulation of film use *Dora the Explorer* as a whole has proven to be very effective at improving vocabulary mastery skills.

Increasing vocabulary mastery skills using the film *Dora the Explorer* in the Bekasi champion preschool star group for more details from pre-action, cycle I to cycle II and the completeness of early childhood learning can be illustrated in Table 1.

Table 1. Increased vocabulary mastery skills

Description	Precycle	Cycle I	Cycle II	Value (%)
Low score	4	5	7	53
High score	7	9	10	90
Mean	5.3	7.2	9.0	100
Range of value	3	4	3	37

4 CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that there is an increase in vocabulary mastery skills after learning using *Dora The Explorer Film*. This can be seen from the results of observing the ability to master vocabulary as a whole in pre-action obtained results of 5.3 or 53%, in cycle I increased to 7.6 or 76% and in cycle II it increases to 9.0 or 90%.

In the pre-action there were 3 children who were categorized as developing as expected, in cycle I there were 6 children and in cycle II there were 9 children. Thus, of course, this is a very significant positive change. This means that the application of learning through the film *Dora The Explorer* is very effective to be able to improve vocabulary mastery skills.

The results of observing the learning process using the film *Dora The Explorer* can be seen an increase in the average value of preaction, cycle I, cycle II. Learning completeness increases from cycle I to cycle II and in cycle II it has met the specified completeness of 75%.

Because the average score and completeness of learning have met the specified standards, the research was not continued in cycle II. Thus, the results of research efforts to improve vocabulary mastery skills through learning using the film *Dora The Explorer* Paud Juara Bekasi increased.

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