

Cartoon Movie for Improving Students' Vocabulary: A Study on The Use of *Dora the Explorer*

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ABSTRACT

The problem in this study began with students of SDN 1 Tondano who were unable to master English, especially vocabulary. The researcher was conducted using an experimental approach, with a sample of grades six consist of 22 students. And the data was obtained through pre-test and post-test during two meetings. The data were analyzed by using SPSS version 23 with an analysis of Paired Sample T-Test to know the significant effect of using media cartoon movies *Dora the Explorer* in teaching English vocabulary. The result in this study showed that there was significant effect using media cartoon movies in teaching English Vocabulary for two meetings. The significant (2-tailed) score of pre-test and post-test for two meetings was less than 0.05. the researcher concluded that using media cartoon movies in teaching English vocabulary to grades six SDN 1 Tondano was effective.

INTRODUCTION

Language is an essential tool for communication, and vocabulary is an inseparable component of language. Without a solid vocabulary, effective communication is impossible. One language that is widely learned for communication purposes is English, which is also a key subject taught in schools. In many educational systems, English is not only taught as a subject but is also included in graduation requirements. However, a common challenge is that many students lack enthusiasm for learning English, which can hinder their language acquisition. In response to this, teachers often explore various teaching techniques, methods, and media to enhance student engagement and learning.

English, as a language, encompasses four key skills: listening, speaking, reading, and writing. Vocabulary become role in all these skills. Mastery of vocabulary is essential for students to effectively express their ideas and comprehend the language. As noted by David (1991), vocabulary is crucial to support these skills, and without a sufficient vocabulary base, students struggle to engage in meaningful communication. At the elementary level, students typically begin with simple words related to animals, objects, and everyday activities. However, many students struggle with vocabulary acquisition due to a lack of motivation and engagement, often because traditional teaching methods fail to capture their attention. The use of suitable media, such as video clips, can help address this issue by sparking students' interest and encouraging them to engage more deeply with the learning material.

The novelty in this research explores the unique impact of *Dora the Explorer* on vocabulary development, focus on its interactive bilingual format and practice used in real-world classrooms. By filling gaps in current literature and investigating how bilingual, interactive cartoons can increased vocabulary learning to young learners, the study seeks to provide new insight into early childhood education, language acquisition, and the role of media in language teaching.

According to a previously study by Ahmadin et al, it was found that students had low ability skill in vocabulary and struggled to express their ideas. When the researcher asked them to translate directly the vocabulary, almost all of students were unable to provide answer. Upon further observation, the researcher discovered that the teaching strategy being used was unengaging and caused students feel bored, leading to a lack of motivation and low interest in vocabulary. To address this issue, the research

implemented a treatment using *Dora the Explorer* media for the students. The goal of this strategy was increased to students' vocabulary mastery. The conclusion was significant positive effect to using *Dora the Explorer* video media in enhancing the vocabulary mastery of students grades five at SD Negeri 200201/4 Padangsidimpuan.

Cartoon movies are an excellent example of such media. These movies, with their vibrant visuals, entertaining characters, and engaging storylines, can capture children's attention and make learning enjoyable. According to Canning and Wilson (2014), cartoons are an effective tool for stimulating and motivating students' interest. The combination of audio and visual elements in cartoons helps students connect spoken words with images, making it easier for them to understand and remember new vocabulary. The use of animation also provides a visual context that supports language comprehension, which can enhance vocabulary retention. Given these advantages, the researcher is interested in exploring the potential benefits of using cartoon movies as a medium for vocabulary learning. Specifically, the study will focus on students 6th grade at SDN 1 Tondano, to investigate whether this approach can help improve their vocabulary mastery. In summary, this research aims to examine the effectiveness of cartoon movies, such as those used in *Dora the Explorer*, in enhancing vocabulary acquisition in young learners. By incorporating visual and auditory elements, cartoons provide a dynamic and interactive way to teach new words, potentially motivating students and making learning more enjoyable. This study is designed to offer practical insights for educators seeking innovative ways to improve vocabulary mastery in elementary school students.

Several studies have explored the use of videos in teaching vocabulary. The first study, conducted by Amalia (2017), examined the impact of using movies to enhance vocabulary acquisition among seventh-grade students at SMPN 26 Bandar Lampung. Her research showed positive results, in a notable enhancement of students' vocabulary mastery. The mean score of pre-test score was 48.29, then the post-test score enhancement to 69.37, indicated clear progress. Another study according Manurung (2016) investigated to used video in teaching vocabulary to grades two elementary school students. Her findings were also positive, as the research showed that videos were effective in capturing students' attention. Additionally, using videos increased students' enthusiasm for learning vocabulary, making the learning process more engaging. In contrast, Sari (2016) conducted a study on the use of video clips in teaching vocabulary to student grades seventh at SMP PGRI 6 Bandar Lampung. However, Results of her research were not as favorable. The study highlighted that the lack of adequate preparation by the teacher before using the video clips led to low student motivation, which ultimately hindered their vocabulary learning. These studies demonstrate the advantage of using video as a media teaching for vocabulary acquisition, although their effectiveness can vary depending on factors such as teacher preparation and student engagement.

The gaps identified include the limited examination of *Dora the Explorer* itself, mixed findings from existing studies, and a lack of understanding regarding teacher preparation, long-term retention, and the comparative effectiveness of video-based learning versus other teaching methods. This study has the purpose to address these gaps by investigating the specific effectiveness of *Dora the Explorer* on vocabulary mastery in students 6th grade and exploring how this educational media can be optimized for language acquisition in young learners. Because in this era many students do not interest to learning English so that make the vocabulary is low when practice in classroom. During the class English, while interaction each other to ask some vocabulary, their direction said I cannot speak English, it is become the problem for student because they do not know vocabulary.

The current study shares several similarities with the previous research mentioned. First, like the studies above, this research employs a one-group pre-test post-test design. The researcher also utilizes the T-test formula to analyze the results and SPSS version 23 for data analysis. Additionally, the study follows a similar process: administering a pre-test, providing treatments (using video clips for teaching), and then conducting a post-test to evaluate the outcomes. Finally, as in the other studies, the researcher aims to assess the effect of used media cartoon movies in teaching English vocabulary for young learners in elementary school level.

METHOD

In this study the researchers use quantitative methods because the research is more systematic and results can be obtained by accurate analysis under controlled conditions for the factors and subjects studied. This study uses an experimental design which according to Buedo (2018), is research where the subject or group observed after being given treatment will prove whether the treatment has the potential to make significant changes or not. researchers used cluster sampling technique for sample selection. which according to Aniruddha Deshmukh (2013), cluster sampling is a technique for taking

populations and samples that can be divided into existing groupings. Using the cluster sampling technique in schools is more efficient because the population obtained is large and also the time used and required is less and more efficient. existing groupings. Using the cluster sampling technique in schools is more efficient because the population obtained is large and also the time used and required is less and more efficient.

The researcher chose SDN 1 Tondano for doing the research. At SDN 1 Tondano there were six classes of the all grade as the population. A sample refers to the group of individuals selected by the researcher to represent the larger population. In this case the researcher chose the entire group of 6th grade students as the population, and then selected 22 students from that group as the sample. As stated by Ary (2006), the experiment it was scientific study then the researcher used one or more independent variables, and another control can be relevant variables, also examines the impact these change the variables dependent. According to Suryabrata (2010), a common example of this type of between the group pre-test and post-test design.

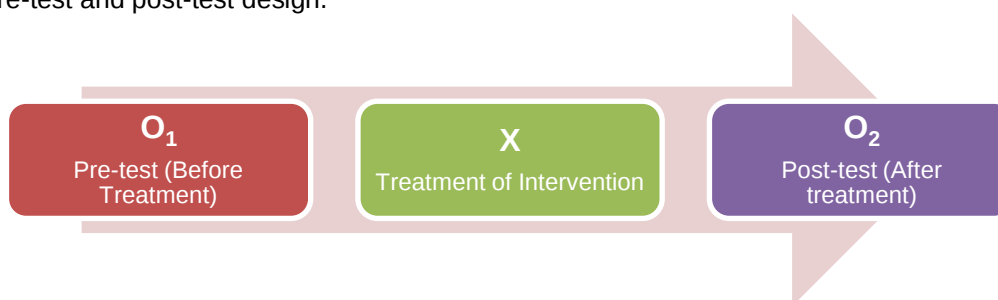


Figure 1. Experimental Design

Researchers used pre-test and post-test one group to analyze the impact of using media cartoon movies in teaching English vocabulary. The researcher used the instrument in the form of the video research *Dora The Explorer* as a media as well as treatment and vocabulary tests in the form of pre-test and post-test to find out whether there was an increased in students' vocabulary mastery.

The number of questions given is 10 multiple choice questions. The 10 questions include pre-test questions and post-test questions. Both the questions in the pre-test and post-test have topics related to the vocabulary in the cartoon *Dora The Explorer*. Students are given 30 minutes to get the opportunity to answer questions on both tests. There were 2 meetings to collect data. At the first meeting, the researcher gave a pre-test in the form of multiple choices with 10 questions. Then the researcher shows a cartoon movie whose vocabulary is related to the topic being studied. After that the researcher gave instructions to students by mentioning what new vocabulary they already knew and learned. Furthermore, the researcher gave a post-test in the form of multiple choice of 10 questions, basically the questions given were similar to the pre-test. For the second meeting, the researcher repeated the same activities as before. Finally, after the research on data collection in schools was completed, the researcher continued the research by calculating data using SPSS version 23 with Paired sample T Test analysis to find out the results of the research that had been done. The test to pre-test the researcher was took from handbook is My Next Words Student's Book for Elementary School 6th grade and the test to the post-test adopted from cartoon movies *Dora the Explorer* based on topic in this researcher used. In this study the the researcher used validity content to assess the instrument to both the test given for the students through the pre-test and post-test. According to Tarigan (2014), the validity of content can be assessed using a rational approach, which involves comparing the questions test to the question grid or the curriculum that has been taught. To determine the content validity of English summative test questions based on two steps was take: 1) aligning the question grid with the curriculum (competency standards and basic competencies), and 2) aligning the test items with the curriculum (competency standards and basic competencies). Anastasi as cited by Weir (2005, cp. 19), provided guidelines for establishing content validity as follows:

1. The behavior domain being tested should be carefully examined to ensure that all the key of aspects was included in the items test and represented in appropriate proportions.
2. The domain should be clearly defined beforehand, rather than determined after the test has been developed.
3. The validity of the content relies on how relevant the individual test responses was be specific field of being studied, rather than on the perceived relevance of the object content.

FINDINGS

Based on the result showed the data has been collected and these findings of the studies explained the data analysis showed the difference average scores among pre-test and post-test with the sig (2-tailed) the score of the two topics from cartoon movies *Dora The Explorer* to know the hypothesis will be accepted or rejected. The 6th grade consist with 22 students and the researcher spent two weeks to collect the data. There were two meeting:

First Meeting

The first meeting on Wednesday, November 13 2024. The topic discussed about “food and drink”, this topic loads the vocabulary of food and drink. The treatment given was the cartoon movie *Dora The Explorer* with the title “Dora’s Yummy Food” related to the topic and question given. The researcher gave a pre-test, treatment and post-test in class of 6th grade which total of 22 students. The researcher collecting data are following the scores from the pre-test and post-test: Total of the item test given were 10 questions. The researcher gave a post-test after treatment used media cartoon movies *Dora the Explorer*. The form of multiple choice was 10 questions, these tests was designed to assess the students’ abilities after they been taught using the cartoon movies *Dora the Explorer* as a teaching medium, in order to gauge their prior knowledge following the treatment. The table below present the mean scores of the pre-test and post-test from the students:

Table 1. Scores pre-test and post-test “Food and Drink”

Students	Pre-test	Post-test
1	55	80
2	75	90
3	50	80
4	20	80
5	35	75
6	35	80
7	69	80
8	70	100
9	30	95
10	29	82
11	29	82
12	45	70
13	20	80
14	70	60
15	60	70
16	70	88
17	50	60
18	30	60
19	60	89
20	65	70
21	55	75
22	70	88

Look at the table 1 explain the result of students before given the treatment was pre-test showed the average score low was 60. This test was administered to assess the basic abilities of the students. After the treatment applied in media cartoon movies *Dora the Explorer*, the average score increases to 80 in the post test, providing insight into the students’ abilities following the treatment.

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	49.64	22	18.277	3.897
	Post-Test	78.82	22	10.826	2.308

Based on the table above, the results of SDN 1 Tondano show a significant increased to vocabulary according to the Paired Samples Statistics. The mean score of the pre-test before applied the treatment was 49.64. After the researcher used the cartoon movies *Dora the Explorer* as a media teaching, the

mean score was 78.82 in the post test. This indicates that the post-test results demonstrate that using the cartoon movies *Dora the Explorer* as a media treatment gave the positive affect the students' vocabulary development.

Table 3. Paired Samples Test
Paired Differences

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-29.182	20.051	4.275	-38.072	-20.292	-6.826	21	.000

Based on the table above showed the data sig. (2-tailed) score for pre-test and post-test were $0.000 < 0.05$. It means the score less than 0.05, the research result show that the hypothesis can be accepted. In another word there was a significant effect of using media cartoon *Dora The Explorer* in teaching English Vocabulary at SDN 1 Tondano especially students 6th grade.

Second Meeting

Total of the item test given were 10 questions. The researcher gave a post-test after the treatment used the media cartoon movies *Dora the Explorer*. The form of multiple choice was 10 questions, these tests gave to know the students' ability after they were taught by used cartoon movies *Dora the Explorer*, and to know their earlier knowledge after they get treatment. The table showed the mean score of pre-test and post-test from students following below:

Table 4. Scores pre-test and post-test "Musical"

Students	Pre-test	Post-test
1	65	85
2	60	100
3	55	85
4	75	90
5	65	85
6	55	90
7	70	80
8	65	100
9	80	85
10	75	80
11	65	85
12	60	83
13	70	85
14	60	95
15	55	90
16	65	90
17	70	75
18	75	80
19	80	100
20	75	90
21	70	85
22	80	90

Look at the table 4 explain the result of students before given the treatment was pre-test showed the average score low was 60. This test is given to know the basic ability. And then after given treatment used the media cartoon movies *Dora the Explorer* the average score changes on 80 for post-test, to know student's ability after gave the treatment.

Table 5. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	67.73	22	8.125	1.732
	Post-Test	87.64	22	6.730	1.435

Based on the table above, the results of SDN 1 Tondano show a significant increased to vocabulary according to the Paired Samples Statistics. The mean score of the pre-test before applied the treatment was 67.73. After the researcher used the cartoon movies *Dora the Explorer* as a media teaching, the mean score was 87.64 in the post test. This indicates that the post-test results demonstrate that used the cartoon movies *Dora the Explorer* as a media treatment gave the positively affect the students' vocabulary development.

Table 6. Paired Samples Test
Paired Differences

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-19.909	11.199	2.388	-24.874	-14.944	-8.338	21	.000

Based on the table above showed the data sig. (2-tailed) score for pre-test and post-test were $0.000 < 0.05$. It means the score less than 0.05, the research result show that the hypothesis can be accepted. In another word there was a significant effect of using media cartoon *Dora The Explorer* in teaching English Vocabulary at SDN 1 Tondano especially students 6th grade.

DISCUSSION

Based on the data analysis, in this discussion the research explains the result of study to know if there was an effect to use the media cartoon movies *Dora The Explorer* as media teaching vocabulary to increased vocabulary mastery of students grade VI at SDN 1 Tondano. In this study the researcher collected the data during two meetings.

In the first meeting the researcher used the theme *Dora's Yummy*, showed the average score to pre-test was 49.64. After the research provided the treatment, the average score increases to 78.82 in the post-test. Based on the result showed the significance (2-tailed) for the value of pre-test and post-test were $0.000 < 0.05$, which was less than 0.05 indicated that hypothesis can be accepted. In the second meeting the researcher used the theme "Dora Musical", showed the average score to pre-test was 67.73. After the research provided the treatment, the average score increases to 87.64 in the post-test. Based on the result showed the significance (2-tailed) for the value of pre-test and post-test were $0.000 < 0.05$, which was less than 0.05 indicated that hypothesis can be accepted.

Based on the two meetings, the results remained consistent. The significance (2-tailed) values for the first and second meetings were all below 0.05, which is the standard threshold for determining whether the hypothesis is accepted. The data revealed that the students' responses to the researchers' intervention were highly positive. They not only learned new vocabulary through the media cartoon movies, but also showed increased attention and engagement during the lessons. The pre-test and post-test results, conducted on various topics, demonstrated significant improvement. This finding was further supported by the data analysis conducted using SPSS version 23, employing a Paired Sample T-Test to assess the difference in performance before and after the treatment, and to verify if the hypothesis was valid. The hypothesis would be considered valid if the significance (2-tailed) score was below 0.05. As the results from the two meetings with different topics, the data have significance score less than 0.05, it can be concluded that the hypothesis was indeed valid. Therefore, used cartoon movies *Dora the Explorer* as media in teaching English vocabulary for young learners was proven to be an effective approach. The result during implementation the treatment showed that students' vocabulary mastery had been increased. This suggests that the media cartoon movies *Dora the Explorer* was effective become the tools to enhancing vocabulary, particularly for students 6th gradeth who was beginner level in English proficiency. Based on the explanation above, it can be concluded that learning vocabulary through media cartoon movies *Dora the Explorer* more effective than learning vocabulary without used any media. In other findings by other researchers according Muhammad Yusuf and Fatimah Imas that the used f various media and methods can be significantly improved students' vocabulary mastery.

The findings of this study indicate an improvement in students' scores following the use of cartoon movies *Dora the Explorer* as a tool for teaching English vocabulary during two meetings. It can be seemed from comparison from the students' pre-test and post-test scores. It is related with the previously studied showed used different media tools such as multimedia, visual, and technology along with teaching method like interactive activities through the cartoon movies *Dora the Explorer* can

significantly to increased students' ability to acquire retain vocabulary. This study has the similar result to help to students are more likely to retain new words, understand the meanings, and use them effectively in both written and spoken form. The approaches used media audio visual like cartoon movies not only make learning more enjoyable but also make students excited and easy to learning new vocabulary.

Barza and Memari (2014) argue that using movies as a learning tool can have a positive impact on students, significantly enhancing their comprehension of various concepts. Video series, in particular, offer a wealth of useful vocabulary that students can learn, retain, and practice on a daily basis. Moreover, these movies often convey moral lessons, which not only make them engaging but also contribute to the development of students' overall understanding, knowledge, and skills in English vocabulary. Similarly, Putranti and Mina (2015) highlight that incorporating cartoon movies into lessons can effectively capture students' attention, keeping them engaged and preventing boredom. This approach also sparks greater enthusiasm for learning vocabulary, as students are more eager to participate and interact with the material.

The findings from their research confirmed this, as students demonstrated heightened interest and enthusiasm for learning English vocabulary through the use of cartoon movies, showing a significant increase in their motivation and involvement. These studies related to supporting the findings on this research, based on the discussion showed the result after gave treatment to students' development after used the media cartoon movies *Dora The Explorer* increased students' vocabulary. This research showed the media cartoon movies can effectiveness students more interest and excited to learning new vocabulary through the media visual cartoon movies.

CONCLUSION

There is significant change to the average score of students before and after being given treatment in the form of cartoon movies. Based on findings and discussion of this research used media cartoon movies *Dora The Explorer* was effective to teach English vocabulary to students' grade six consist of 22 students at SDN 1 Tondano. There used two different topics in two meetings. At the first meeting there was an increased in the average pre-test score from 20 to 100 in the post-test. The research spends two meetings showed the sig. (2-tailed) score less than 0.05. it means the hypothesis was accepted if the sig (2-tailed) score less than 0.05 this statement supported by the result of analysis by using SPSS with the Paired Sample T test and by related of previously studied.

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COMPETING INTERESTS

The authors declare that they have no competing interests.

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