

**TEACHING VOCABULARY TO THE FIFTH YEAR STUDENTS OF SDN 92
KARETAN THROUGH DORA THE EXPLORER MOVIE
(A Classroom Action Research)**



A THESIS

**Submitted to the English Studies of S1 Tarbiyah Departement of State College
for Islamic Studies of Palopo in Partial Fulfillment of Requirement for the
Degree of S.Pd. in English Teaching**

IAIN PALOPO

By,

**NIRLINDA
Reg. Num. 08.16.3.0031**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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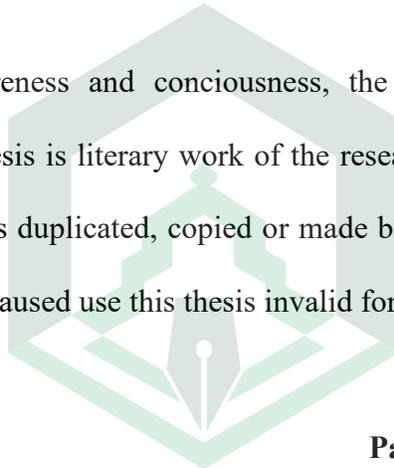
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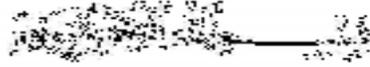


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Finally the researcher dedicated this thesis may Allah SWT, Bless them. Amin

Palopo, 15th March 2013

The Researcher



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ABSTRACT

Nirlinda, 2013 “ **Teaching Vocabulary to The Fifth Year Students of SDN 92 Karetan Through Dora The Explorer Movie**”. Thesis , English Study Program of Tarbiyah Department The State Collage For Islamic Studies (STAIN) Palopo. Under the supervision of (1). Dr. Dahlan., M. Hum (II) Madehang. S.Ag., M. Pd.

Key Word: Teaching Vocabulary, Dora the Explorer Movie.

This thesis is about Teaching Vocabulary to The Fifth Year Students of SDN 92 Karetan through Dora the Explorer Movie. The problem statement of the research was “what is the appropriate way in teaching vocabulary by using dora the explorer movie to the fifth year students of SDN 92 Karetan?” The objective of this researcher was to find out the appropriate way in teaching vocabulary by using dora the explorer movie to the fifth year students of SDN 92 Karetan.

This researcher applied Classroom Action Researcher (CAR) method. The researcher did her research in SDN 92 Karetan, The subject in this study was class 5.A in 2012 consisted of 22 students. The instruments of collecting data, namely: test sheet, observation list, interview list, and camera to teach vocabulary to the fifth year students of SDN 92 Karetan through dora the explorer movie. Then the research analyzed their score by using percentage technique, and then explained the data qualitatively.

The result of analysis showed that the using dora the explorer movie toward learning vocabulary at the fifth years of SDN 92 Karetan is good. In this thesis the researcher applied movie to teach vocabulary, and by this technique the students could get more nouns, adjectives and verbs in English. The result of score test students in cycle 2 was 74,68 higher than cycle 1 was 52,45. It indicated that the student’s vocabulary was improved. The researcher concluded the best ways in teaching vocabulary by using Dora the Explorer Movie were: (1) Rearranged the students’ position into previous position. The students did not work in group, but individually, the students sat in some rows and one seat for two students. in order they felt flexible and they could focus on movie. (2) Reviewed or rehearsed the vocabulary that had been taught in previous meeting. It was applied to reminded them about the previous lesson, whether the students had memorized and understand the vocabulary or not. (3) Gave more intensive guidance and motivation to the students to be more active in learning process and assisted them who got difficulties, like how to pronounce the vocabularies etc.

CHAPTER I

INTRODUCTION

A. Background

Language is needed in our life, it can be used to communicate and interact with other people. Language can make people understand and know one another. In the world, English is an international language used by most people from different country. English language is used for business, science, and technology.

Learning a language begin at understanding process before getting the essence to learn it. There are many people can understand language although the skill can express yet that language. But if they hear routinely and attention to the communicate one person and others convey meaning communication. Therefore, language as a tool of communication is always needed by any way to convey.

In learning any languages, it needs to learn vocabulary first because vocabulary as an aspect of language component plays a control role as tool of communication. Vocabulary is a fundamental need. We cannot make any communication to other without having enough vocabulary, because as we know that sentences that we produce are built by vocabulary. Through vocabulary we can express ideas, emotion, and desire. In this case to increase students' vocabulary the teachers have to look for a way that is more creative such as using media.

According to Roestiyah, the teacher has to choose an appropriate media that can assist them explain the material that will be given to students.¹ One of media is movie, and the researcher use movie as media in teaching vocabulary, because this movie fit with the students' level of class especially in elementary school that facing problem of vocabulary in English.

By watching movie, it can make teaching English interesting and motivate students to learn, because we know that many students of many level of elementary school feel afraid to communicate with other because they do not have enough vocabulary in their mind and they are haunted by the affraid of making mistake whether or not the vocabulary, they use is correct. They consider English language as foreign language which difficult to be studied, because English language that is not used every day in their area.

Therefore to decrease their understanding, the students of SDN 92 Karetan need to learn vocabulary through situation and interesting way and one of them is through Dora the Explorer movie because they are children who certainly like to watch a movie. That is why the researcher tries to solve this problem by giving students of SDN 92 Karetan especially in fifth year a method which is expected can improve their vocabulary by watching Dora the Explorer movie. Because before doing the research, the researcher did observation and from the observation, the researcher got data that the student's ability in vocabulary is still low. It is proven that most of them didn't know vocabulary which teacher has given.

¹ Roestiyah, *Masalah pengajaran*, (3rd Print ; Jakarta : Rineka Cipta, 1994), p. 46.

Related to the statement above, children's favorite movie like Dora the Explorer movie hopefully could make them easier to catch what they hear and see by stimulating their knowledge to improve their vocabulary. So, by watching movie students could express the vocabulary in spoken and written forms.

Based on the background above, the researcher was interested in conducting a research under the topic "Teaching Vocabulary to the fifth Year Students of SDN 92 Karetan through Dora the Explorer Movie".

B. Problem Statement

Based on the explanation above, the researcher formulates the following research question as follows "What is the appropriate way in teaching vocabulary by using dora the explorer movie to the fifth year students of SDN 92 Karetan?".

C. Objective of the research

The Objective of the research is to find out the appropriate way in teaching vocabulary by using dora the explorer movie to the fifth year students of SDN 92 Karetan.

D. Significance of the research

The result of the research is expected to be meaning contribution for:

1. Stimulate other researchers who want to conduct the further research on related issue.
2. The researcher hopes that the result of this research useful information for the

English teachers who are facing difficulty in improving their students' vocabulary, to be more creative in teaching and learning process especially in teaching vocabulary.

3. This research is also useful to the students and all the readers who want to use Dora the Explorer Movie as strategy in convey their aims, especially in enriching vocabulary in English.

E. Scope of the research

This research only limits on the discussion about teaching vocabulary to the fifth year students of SDN 92 Karetan through Dora the Explorer Movie. Teaching vocabulary such as adjective, noun, and verb.

F. Operasional Definition

1. Vocabulary: Vocabulary is a list or collection of words arranged in a alphabetical or explained; a dictionary or lexicon, either in a whole single work author, a branch of science.

2. Movie: Movie is cinema film, watching movie is activity that students do to practice their audio and also it can encrease students' vocabulary and speaking.

G. Sequence of the Research

The researcher organizes this research paper in order to make the readers understand easily. The following shows the content covered in this research.

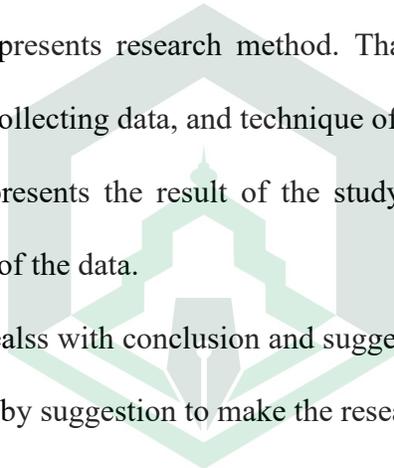
Chapter one is introduction. This chapter explain the background, problem statement, objective, significance, scope of the research, operational definition and sequence of the research.

Chapter two presents underlyine theory. It covers review of related literature, that describes previous of related research that findings. Concept of vocabulary, general concept of media, general concept of watching movie and general classroom action research..

Chapter three presents research method. That describe the method of the research, procedure of collecting data, and technique of data analysis.

Chapter four presents the result of the study. This chapter deals with the discussion and analysis of the data.

Chapter five dealss with conclusion and suggestions. This chapter consists of research and completed by suggestion to make the research better.



IAIN PALOPO

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There some previous researches that relevant to vocabulary and movie as follows:

1. Haerum in learning foreign language, the teacher should try to find out appropriate method to upgrade the students' vocabulary because there is no word of target language can be produced without vocabulary.¹
2. Darmawati concluded that, there was significant difference between technique teach through watching movie and without watching movie.²
3. Abd. Sitoni in his research suggest that we may use English song and movie as media in improving listening skill, English song and movie have not too significant differences in improving students' listening skill.³

B. Vocabulary

1. The Concept of Vocabulary

Vocabulary has been recognized as one of the most important matters in learning language. The mastery of a language appears impossible without the

¹ Haerum. "The interest of Students in Learning Vocabulary through Open Area at SDN 364 Labokke Puty ' academic year 2009", p. 53.

² Darmawati "Improving Listening Ability through Watching Movie at Tenth Year Students' of SMK N 1 Palopo' academic year 2008", p.61

³ Abd. Sitoni "The Comparison of Song and Movie Dealing with the Effectiveness in Improving Listening Skill at the Second Year of English Program STAIN Palopo' academic year 2010", p. 73.

vocabulary reinforcement. Here with the discussions related to vocabulary covering the definition of vocabulary, types of vocabulary, the importance of vocabulary and how to learn vocabulary.

2. Definition of Vocabulary

There are some definitions which endeavor to describe the meaning vocabulary. Some experts try to define vocabulary in the followings are their definition:

According to Kasihani, vocabulary is a pile of word owned by a language and gives meaning if we use the language.⁴

Vocabulary is all the words that a person knows or uses, all the words in a language, list of words with their meanings, especially in a book for learning a foreign language.⁵

In Dictionary of Education definition of Vocabulary is one of the components of language and that no language exist without words. Words are signs or symbols for ideas. There are means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.⁶

⁴ Kasihani, *English For Young Learners*(1st Print ; Jakarta : Bumi aksara, 2007),p. 43.

⁵ Oxford University Press. *Oxford Learner's pocket Dictionary*. Third Edition. 2004. P.482

⁶ Pieter A. Napa, *Vocabulary Development Skill*, (cet;Yogyakarta:kanisius,1991),p.6.

Vocabulary is a list or collection of words arranged in alphabetical order and explained; a dictionary or lexicon, either of a whole language, a single work or author, a branch of science, or the like; a word-book.⁷

3. Types of Vocabulary

There are four types of vocabulary, those are:

- a. Active speaking Vocabulary is words that the speakers are able to use in speaking.
- b. Passive listening vocabulary, words that the listener recognize but cannot necessary produce when speaking.
- c. Passive reading vocabulary refers to words that a reader recognizes but would not necessarily be able to produce.
- d. Active writing vocabulary, words that a writer is able to use in writing.⁸

Harmer also divides vocabulary into two types, those are:

- 1) Passive vocabulary refers to words, which the student will recognize when they meet them but they will probably not be able to produce.
- 2) Active vocabulary refers to words that students have learned. They are expected to be able use by the students.⁹

⁷Brainy Quote, *Definition of Vocabulary*, On line <http://www.brainyquote.com/words/vo/vocabulary237882.html> Vocabulary. Accessed on January 10th, 2012

⁸Kenji Kitao and S. Kathlen Kitao, *Testing vocabulary*. Online: <http://www.mifi.gof/parnershipforreading/publishings/readingfirstvocab.html>.2000. Accessed on September 10th 2012.

⁹ Jeremy harmer, *The practice of English Language Teaching a New Edition*, (New York: Longman Publishing, 1992), p.159.

Collier writes that there are two words lists, one of function words and contain words that containing a basic 2000 word English vocabulary.¹⁰

a. Function words

By 'Function words' we mean a word that does not belong to one of the four major part of speech in English (noun, verb, adjective, and adverb). Their purpose is not only to express meaning but to relate other words to each other. These are the words you must know in order to speak or understand English with any fluency at all. Not only are they among the most frequent in the language, but they are also indispensable in forming sentences.

Among the function words are articles, auxiliary verbs, conjunctions, preposition, pronoun, noun-determines, substitute nouns, intensifiers, and other specialized expressions. They also include numerals, day of the week, and month of the year. Many of the words can be used in more than one way.

Function words are those that often have little meaning in the dictionary sense but which serve important functions in relating other words in the language to each other. Examples are: is, at, to, which, for, by, he etc. since these are the words that occur most frequently the language, they are sure to be mastered in any good elementary language course.

¹⁰ Collier. *The Key To English Vocabulary*, London. Macmillan, 1961, p.6

b. Contain Words

We might call the rest of the words in English “content words”. These words name and describe the infinitive number of things, persons, events, and processes that speakers of English want to talk about some of them (water, man, eat, drink, house).

Content words can be divided into three general classes:

1. Word naming things, idea, entities
2. Word naming actions
3. Word use to describe the qualities of those things or actions.

According to Rudy Hariyono that in English Grammar there are eight types of word as element of sentence, namely: noun, adjective, verb, pronoun, adverb, preposition conjunction, and interjection.¹¹ In this case, the researcher only discusses about noun, verb, and adjective, based on the scope of the problem before.

a. Noun

According to Marcella Frank in his book, the noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or “head” word in many structures of modification.¹² Rudy Hariyono states that noun is word that used to show the name of people, place, animal, or the name of the

¹¹ Rudy Hariyono, *Complete English Grammar*, (Cet.1; Surabaya: Gitamedia Press,2002), p. 11.

¹² Marcella Frank, *Modern English A Practical Reference Guide* (Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1972), p. 6

the things .¹³ While Fuad Mas'ud states that noun is word that show people, thing, place, plan, animal, idea etcetera.¹⁴

There are five kinds of noun, they are:

1. Abstract and concrete nouns

a) Abstract noun is noun that cannot be groped with the five senses.

Examples:

- Honesty
- Health
- Freedom
- Happiness
- Wisdom, etc.

b) Concrete nouns is name of people, place, or things etcetera that can be caught with the five sense.

Examples:

- Chair
- Car
- Bread
- Perfume
- People, etc.

¹³ Rudy Hariyono, *Complete English Grammar*, 2002. p. 11

¹⁴ Fuad Mas'ud, *Essentials Of English Grammar*, (3rd Ed,:Yogyakarta:BPFE, 2005), P. 44

2. Common noun is noun that show type, class from things, place etcetera:

Examples:

- Book
- Tool
- Invention
- Bread
- City, etc.

3. Proper noun is the name of people, place etcetera special for just it. Proper nouns always use capital letter.

Examples:

- Amir
- Yogyakarta
- Indonesia
- Australia, etc.



4. Collective noun is name of group or corps that assumed as one unit or gathering a number of its member.

Examples:

- A team
- A convoy
- A committee
- A troop, etc

5. Material noun is name that show noun where it happened namely it does not make from people.

Examples:

- Gold
- Water
- Fish
- Blood, etc¹⁵

b. Adjective

Adjective is the word that used to give characteristic of a thing.¹⁶ It is put before noun. There are eight kinds of adjective, they are:

1) Descriptive Adjective

Descriptive adjective is adjectives that explain noun condition or someone's characteristic, animals, etc

Examples:

- Big
- Small
- Tall
- Wet, etc

¹⁵ Fuad Mas'ud, *Essentials Of English Grammar*, (3rd Ed,:Yogyakarta:BPFE, 2005), p. 44-

¹⁶ Rudy Hariyono, *Complete English Grammar*, 2002. p. 40

2) Numeral adjective

Numeral adjective is adjective that indicate or show the quantity of something, it is divided into three types, they are cardinal number, ordinal number, and fraction.

3) Quantitative adjective

Quantitative adjective is adjective which indicate the number of something, or adjective which indicate how much/ many things that we mean, they are many, much, a lot, lots of, a great many, a great deal of, few, little, a little, etcetera.

4) Demonstrative adjective

Demonstrative adjective is adjective used to show something animals or people that we mean. There are two kinds of demonstrative adjective, they are definite demonstrative adjective and indefinite demonstrative adjective.

5) Proper adjective

Proper adjective is adjective which is used to indicate proper noun. Generally, it is begun by capital letter, for example the name of country.

6) Interrogative adjective

Interrogative adjective is adjective which is used as question. It used to ask noun.

Examples:

What good is this?

Which book do you mean?

Whose car is that?

7) Possessive adjective

Possessive adjective is adjective used indicate possession to something for examples: my, our, your, their, his, etc

8) Distribute adjective

Distribute adjective is an adjective which shows that the noun which we means is many kinds, example: each, every, either, neither.

c. Verb

The verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences-statements, questions, commands, exclamations.¹⁷ Verb is word that show a job, act, behavior, or activity. In English grammar, verb can be grouped to become some classes, they are:¹⁸

1. Infinitive verb

Infinitive verb divided into two kinds, they are:

a) Infinitives with to.

Examples:

- To buy
- To cry
- To make
- To go, etc.

¹⁷ Marcella Frank, *Modern English A Practical Reference Guide*, 1972. p. 47

¹⁸ Rudy Hariyono, *Complete English Grammar*, 2002. p. 72

b) Infinitives without to

Examples:

- Drive
- Sleep
- Kill
- Speak
- Learn, etc.

2. Regular and irregular verb

Regular verb is the change of verb that follows the normal form, by adding "d" or "ed" to be past tense and past participle.

Examples:

Infinitive	Past Tense	Past Participle
Help	Helped	Helped
Want	Wanted	Wanted
Answer	Answered	Answered
Call	Called	Called

Irregular verb is change of verb that does not follow rule, therefore it must be memorized well.

Examples:

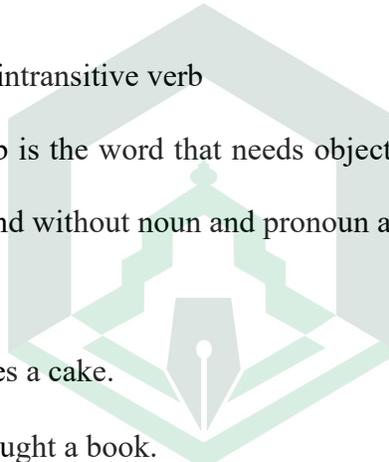
Infinitive	Past Tense	Past Participle
Arise	Arose	Arisen
Awake	Awoke	Awoken
Beat	Beat	Beaten
Buy	Bought	Bought

3. Transitive and intransitive verb

Transitive verb is the word that needs object to complete the meaning. The other word it cannot stand without noun and pronoun as object.

Examples:

- She makes a cake.
- I have bought a book.



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Intransitive verb is the verb that does not need an object because it has complete meaning and its verb always active verb.

Examples:

- Go
- Sit
- Fall
- Cry, etc.

4. Full verb, Auxiliary verb and linking verb

a) Full Verb is verb that used to state an activity or action. It can stand by itself and has complete meaning without *to*.

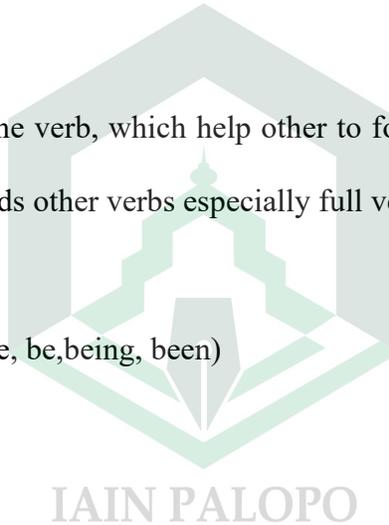
Examples:

- Say
- See
- Sing
- Watch, etc.

b) Auxiliary Verb is the verb, which help other to for complete structure. It cannot stand by itself but it needs other verbs especially full verb.

Examples:

- To be (am, is, are, be, being, been)
- Do, does, did
- Have, has, had.



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Modal auxiliary (may, might, must, have to, had to, need to, would, shall, should, ought to, dare).

c) Linking verb is verb that functions to connect between subjects with pronoun or adjective that explains the subject.

Examples:

- Appear
- Become

- Feel
- Get, etc.

4. The importance of vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

Vocabulary is critical to reading success for three reasons:

- Comprehension improves when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot overestimate the importance of vocabulary development.
- Words are the currency of communication. A robust vocabulary improves all areas of communication- listening, speaking, reading and writing.
- How many times have you asked your students or your own children to “use your words”? when children and adolescents improve their vocabulary, their academic and social confidence and competence improve, too.

5. How to Learn Vocabulary

Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You can't possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Here are some suggestions:

- a. learn the words that are important to the subjects you are studying
- b. learn the words that you read or hear again and again
- c. learn the words that you know you will often want to use yourself
- d. Do not learn words that are rare or not useful (your teacher can help you with this) .

Once you have chosen which words to learn, you next have to decide how you are going to learn them. Here are a few ideas:

- 1) write the words in a notebook (with their translations or definitions)
- 2) write the words and definitions on small cards
- 3) Say the words many times (if you have an electronic dictionary you can hear how the word is pronounced).
- 4) Put the words into different groups (you could use a graphic organizer).
- 5) Write them in a file for use with a computer program.
- 6) Make associations (in pictures or with other words).
- 7) Ask someone to test you.
- 8) Use the words in your own speaking or writing.

Some students put a tick or cross in their dictionary next to every word they look up. The next time they turn to a page with a marked word, they quickly check to see if they remember the meaning of that word. In all of the above ways, you are doing something with the words. It's usually not enough to just read through a list of words with their definitions or translations and try to remember them. Most students find that they memories words better if they do something with them. Even better is

to try and learn the word in a typical combination with other words. Learning that to apologize means *to say sorry* is a good start, but it's much better to learn a whole expression containing the word, e.g. He apologized for being late. Not only is this often easier to remember, but you are also learning some very important information on how the word is used. Usually the first things you learn about a new English word are what it means and its translation in your own language. But there are other things you need to find out before you can say that you know a word like a native speaker does. For example, you have to learn:

- a. How it is spelled.
- b. How it is pronounced
- c. How it is inflected (i.e. how it changes if it is a verb, noun or adjective).
- d. Other grammar information about it
- e. How it collocates (i.e. what other words are often used with it)
- f. If it has a particular style or register.

Native speakers learn these things about words by hearing them and reading them again and again. This is the best way for you to learn them, too.

C. Media

1. Definition of media

NEA (National Education Association) stated that media is the matter of manipulated which seen, heard, read, or discussed, with instrument that used for the

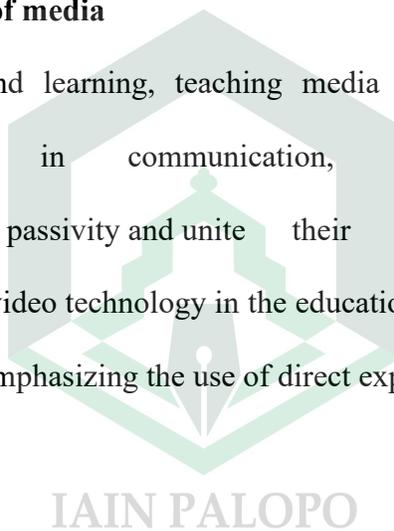
activity.¹⁹ Media is the all something which of the sense the function as medium or instrument of communication process or English teaching process.²⁰

While Gagne in Azhar Arsyad's book puts media as source. Definition of media as the component of learning source that can stimulate student in learning.²¹

Media is a set of helping tool or object which can be used by the teacher or education to communicate with the students.²²

2. The function of media

In teaching and learning, teaching media in general have a utility to overcome barriers in communication, physical limitations in the classroom, students' passivity and unite their observations. Then with the influence of audio and video technology in the education system, born of audio visual equipment, especially emphasizing the use of direct experience to a void verbalism.²³



¹⁹ Rohani . Ahmad, *Media Instruksional Educatif*, (1st Print ; Jakarta : Rineka Cipta, 1997), p. 2

²⁰ *Ibid* p. 3.

²¹ Azhar Arsyad, *Media Pembelajaran*, (Jakarta : RajaGrafindo, 2007), p. 4-5

²² Danim Sudarwan, *Media Komunikasi Pendidikan*, (1st Print ; Jakarta : Bumi Aksara, 1995), p. 7.

²³ H. Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, (1st Print: Jakarta: Ciputat Pers, 2002), p. 24

Media education is helpful in achieving the success of the process of education and teaching in schools. Therefore, teachers must have the skills in selecting and using educational media and teaching.²⁴

At this time the learning has the functions, those are:

- a. Help facilitates learning for students and help make it easier for teacher to teach.
- b. Give more real experience (which abstract can be concrete).
- c. Attract greater attention to students (the course of the lessons are not boring.
- d. All the sense can in turn disciple. The weakness of the sense can be balanced by the strength of the other sense.
- e. Attract more attention and interest students in learning.
- f. Can evoke the world of theory with real.²⁵

3. The Property of Instructional Media

Gerlac and Ely in Azhar Arsyad's book state that three characteristics of media are clues why media is used and anything that can be done by media that may the teacher can do it.²⁶

- a. Fixative property

This property describes the ability of media to record, save, conserve as well as construct an event or object. The event or object can be reorganized and rearranged with media such as photograph, video, tape, computer, floppy disc, and film.

²⁴ H. Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, 2002. P. 19

²⁵ *Ibid*, p. 24-25

²⁶ Azhar Arsyad. *Media Pembelajaran*, 2007. p. 3

b. Manipulative property

Transformation an event or object is possible because media has manipulative property. The event that takes a long time can be presented to the students in two or three minutes by time – lapse recording. The ability of media from the manipulative property needs serious attention because if there is a mistake in rearranging the event organizing or editing the wrong parts so it will also happen wrong interpretation that absolutely will be confusing and even misleading so that it can change their behaviour to wrong direction.

c. Distributive Property

Distributive property of media is possible an object or event transported through space and presented event at the same time to the students by experience stimulation which is same relatively about the event.

4. Kinds of media

In generally media can be classified into three types, namely:

- a. Visual Media is the media can be viewed or seen and be felt by students, for example: images, photos, and real objects.
- b. Audio media, is media that can be heard only, such as: radio and cassette.
- c. Audio visual the media as well as can be seen and can also be listened, for example: TV, movies, and VCR.²⁷

In this research, the researcher use audio visual media namely movie. By using movie can attract the students attention to be focused in the learning objective

²⁷ Kasihani, *English For Young Learners*, Jakarta. Bumi Aksara, 2007. p. 39.

then the students imitating the gesture in the video.

Seals and Glasgow in Arsyad divided media into two categories, namely: traditional media and modern media as follows:

a. Traditional media

1) Silent visual which is projected

- a) Opaque projection
- b) Over head projection
- c) Slider
- d) Filmstrips

2) Visual not projected

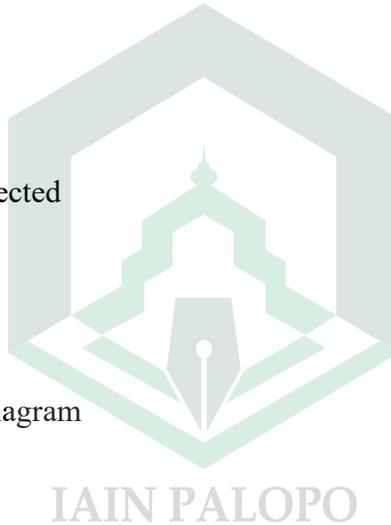
- a) Picture, poster
- b) Picture
- c) Charts, graphic, diagram
- d) Show

3) Audio

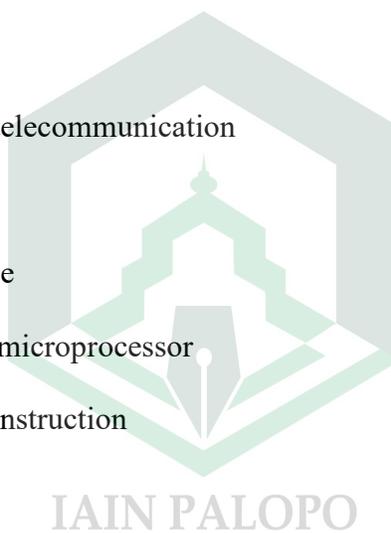
- a) Recorder
- b) Cassette, reel, cartridge

4) Multimedia Show

- a) Slide + voice (tape recorder)
- b) Multi image



- 5) Dynamic visual which is projected
 - a) Films
 - b) TV
- 6) Printed
 - a) Text book
 - b) Module program
 - c) Hand out, etc.
- b. Modern media
 - 1) Media based of telecommunication
 - a) Teleconference
 - b) Study of for distance
 - 2) Media based on microprocessor
 - a) Computer assisted instruction
 - b) Computer player
 - c) Intelligent tutor system
 - d) Interactive
 - e) Hyper media
 - f) Compact (video) disc.²⁸



At the first media only as a tool to help the teacher in teaching learning process. It means that only as a tool who can give a visual experience to the students and giving the students motivation make clear and make easier the complex concept

²⁸ Ashar Arsyad, *Media Pembelajaran*, 2007. p. 33-35.

and abstract to be simple concrete and easier to understand So, the function of media is to higher comprehension and retention of the students in learning material.

D. The Concept of Watching Movie

1. Defenition of film

Using suitable short film (less than minutes in length) one a week in class is one way in learning listening comprehension. Films are always interesting, and the provided a natural context in which to learn to listen efficiency. Again, the students are given question to answer while watch ing the films they can see it twice.

Jan Demming Montasir in Abd Sitoni thesis states, we have to be careful to choose films without subtitle so that we must pay attention carefully to try to comprehension everything in learning in English. We and our teacher hope that this practice encourages us try to catch everything from the soundtrack and not to rely on subtitle when they see American and British films at the local theater.²⁹

The television has been placed in virtual instantaneous contract with the entire world. Today, through these means of communication, numerous opportunities for entertainment culture and information are available to you. But because of the great variation in quality, you should choose your programs wisely to get full enjoyment.³⁰

²⁹ Abd Sitoni, *The Comparison of Song and Movie Dealing With The Effectiveness In Improving Listening skill At The Second Year Of English Program Stain Palopo, aca demic year 2010*. P. 31

³⁰ Jhon Brewton, *Using Good English, A Division of Doubleday and Company, USA : Inc. Printed, 1962*), p. 12.

Cristhoper R. Candim in Abd Sitoni thesis states, the text will be presented as they actually occur, in the particular medium which is appropriate to their message. Television text (for example, news broadcasts, magazine, and chat-shows report) should appear on the television screen. Using classroom video: a radio magazine program from in the students on audiotape, news of English teaching is to enable the language learner to understanding communication in all its modes as a way of his own utterance, it is no longer sufficient only to produce written texts in a course book.³¹

Films presents the dynamics of communication between people using language which can be seen and heard it make a link to the learners visual and auditory experience and conveys stories, social events, facts and opinions with the aid of pictures. Language is portrayed in this social context and situation learner can see who the speaker are, what their particular moods suggest, and especially how their behavior and gestures support, what they are saying through this teaching media, become directly aware of the time and space of communicating in a context. The film does not replace the teacher but it offers the opportunity of authentic language in context within the classroom.³²

³¹ Abd Sitoni, *The Comparison of Song and Movie Dealing With The Effectiveness In Improving Listening skill At The Second Year Of English Program Stain Palopo, aca demic year 2010.* P. 31

³² Ibid

2. Watching to video

Jeremy Harmer stated that the principle for using video are much the same as those for using listening, and there is an especial need for teacher to see motivating and challenging task. This partly due to the very nature of video material which is, after all, so like television. Student like all of us, watching television as a from relaxation, yet teacher are trying to use it as positive learning aid. The problem is not insurmountable and television has a long and respectable history in the first language.³³

E. Classroom Action Research

1. Definition of Classroom Action Research

Classroom action research is related to the ideas of “reflective practice” and the teacher as researcher. Action research involves taking a self-reflective, critical, and systematic approach to exploring teacher own teaching contexts. Action research a teacher becomes an investigator or explorer of his or her personal teaching contexts, while at the same time being one of the participants in it. So, one of the main aims of action research is to identify a problematic situation issue that the participants- who may include teachers, students, headmaster, administrators, or even parents- consider worth looking into more deeply and systematically. Again, the term problematic does not mean that the teacher is an incompetent teacher. The point is that, as teachers, we

³³ Jeremy Harmer, *The Practice of English Language Teaching a New Edition*. New York Longman Publishing. 1992. P.214

often see gaps between what is actually happening in our teaching situation and what we would ideally like to see happening.

Now days Classroom Action Research is growing with the rapid in developed countries such as Britain, America, Australia, and Canada. Education research experts recently put considerable attention to the CAR. According to McNiff in Suharsimi arikunto's book looks that Classroom Action Research as form of reflective research that done by educator to curriculum, developing school, increases achievement of learning, developing of teaching skill, etcetera.³⁴

Classroom Action Research is action research done with a purpose to improve quality of practice of learning in the class. Classroom Action Research focus on class or teaching learning process that happened in class, not on class input (syllabus, material, etc) and or output (result of learning).³⁵

2. The Characteristics of Classroom Action Research

- a. The problem in Classroom Action Research caused of the teachers awareness that the practice which they did in the class so far have problem that have not be solved.
- b. Self-reflective inquiry is one of the essential Classroom Action Research's characteristic. This characteristic requires the teacher to collect data of their own practice trough self-reflective.

³⁴ Suharsimi Arikunto, at. al., *Penelitian Tindakan Kelas*, (Cet.IV: Jakarta: Bumi Aksara, 2008), p. 102

³⁵ *Ibid*, p. 96

- c. Classroom Action Research is done in the class so the focus of this research is learning activities of teacher and students activities in doing interaction.
- d. Classroom Action Research aims to repair the learning. Repairing is done step by step and consistence as long as the learning process is still running.³⁶

3. The Roles of Teacher in Classroom Action Research

Teacher is expected as right person to do classroom action research because;

- a. Teachers has their own autonomy to evaluate their working
- b. Traditional research discovery is often difficult to repair the learning
- c. Students and teachers interaction are unique
- d. Teacher's involve in every development innovative activities require the teachers to do research in their class.



³⁶ Igak Wardhani, Kuswaya Wihardit, *Penelitian Tindakan Kelas*. (Jakarta: 2007) Penerbit Universitas Terbuka.p. 1.5-1.7

CHAPTER III

METHOD OF RESEARCH

A. Research type

This research would follow the principal working of classroom action research (CAR) that contains of four stages, they were: Planning, Implementation of Action, Observation and Reflection.¹ This research would be held around two cycles. They were first and second cycle, where the realization of the second cycle was continued and repaired from the first cycle.

A. Setting of The Research

This research was conducted at the fifth year students of SDN 92 Karetan, in academic year 2012/2013. The total number of students was 22 students. This research has done in two cycles, in order to find out the appropriate way in teaching vocabulary by using dora the explorer movie to students.

B. Design of The Research

This research had done in two cycles, in order to find out the appropriate way in teaching vocabulary by using dora the explorer movie to students. The researcher would like to present a model of action research, stated by John Elliot that there were four stages in the procedure namely, planing, action, observation, and

¹Suharsini Arikunto, at.al., *Penelitian Tindak Kelas*,(Jakarta: 2008), p. 104

reflecting. The basic competence which had been focused in this classroom action research, namely competence in mastering noun, adjective and verb in dora the explorer movie. The preparation for the action were prepared the audio visual dora the explorer movie, test worksheet, and observation list.

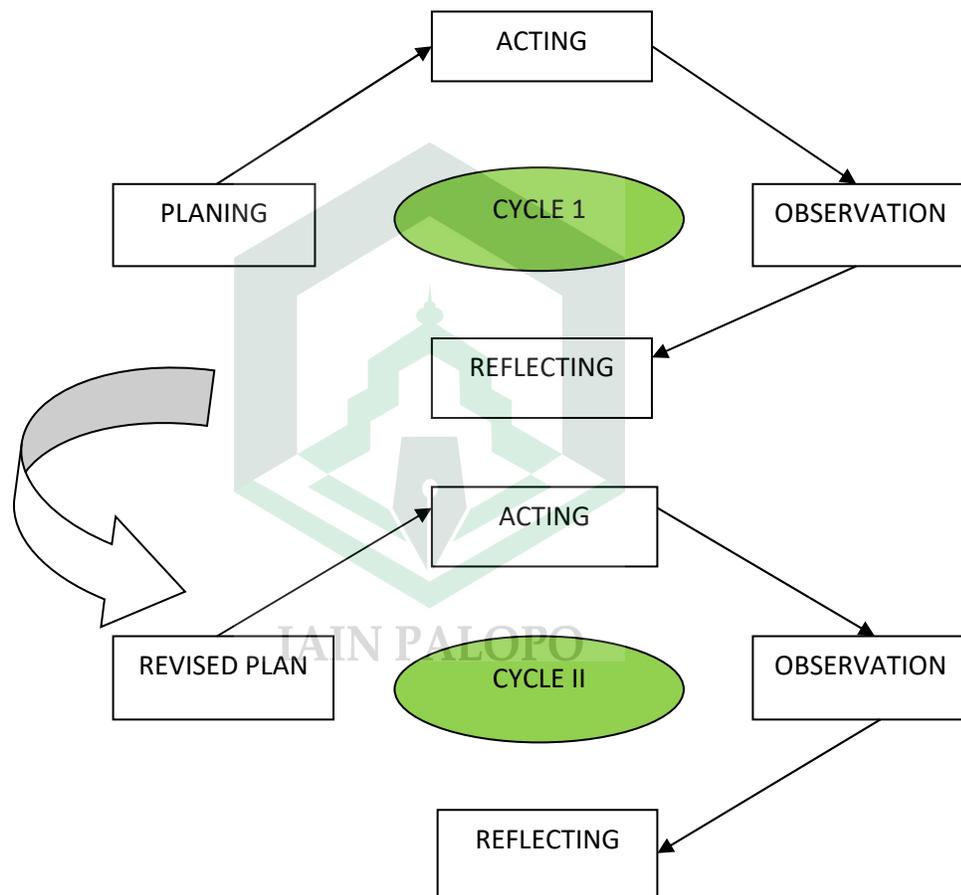


Figure 1. Action Research Design by John Elliot.²

² Akhmad Sudrajat, *Penelitian Tindakan kelas (part II)*, 21 Maret 2008. Online <http://akhmadsudrajat.wordpress.com/2008/03/21/penelitian-tindakan-kelas-part-ii/>.. accessed On September 19th, 2012

C. Research participant

The participants of research were:

1. English teacher

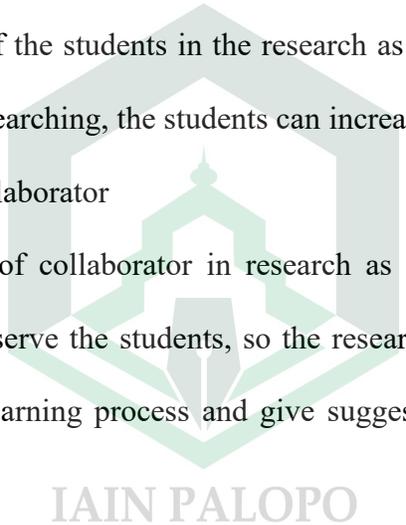
English teacher collaborates with the researcher in the research, where the English teacher did observation when the researcher teaches in class and as a evaluator.

2. Students

The position of the students in the research as object of research, where the research hopes after researching, the students can increase their vocabulary.

3. Partner and Collaborator

The positions of collaborator in research as an observer, the collaborator help the research to observe the students, so the researcher can be able to know the students condition in learning process and give suggestion for the problem in each cycle.



D. Technique and Research Instruments of Collecting Data

1. Techniques

The collecting data techniques in this classroom action research were:

a. Observation

In this research, the researcher did participant observation. It means that the researcher observed the students' participate in their activities. In getting more detail data, the researcher collaborator with English teacher and researcher' friend. The

researcher gave observation sheet to the observer. Aspect observes namely students' behavior during teaching and learning process. Observation sheet would be useful to observe the students' participation during the use of Dora the Explorer Movie in learning vocabulary. Also, as the basic instrument in discussion part among the teacher and the collaborators as way to make reflection in each cycle.

b. Interview

It was used to know the successful in using dora the explorer movie as one of media in leaning process.

2. instruments

The instruments used in collecting data in this classroom action research were:

a. Test

In collecting data of students' achievement on learning vocabulary was taken by using test. It was used to measure students' improvement in every cycle namely asked the students to find some of nouns, adjectives, and verbs, that mention in the movie. The result of the test of the first cycle and the second cycle were compared whether there was improvement or not. The researcher could finding the all data about students. It is very significant.

b. Recording

In capturing all the activities during the learning process the researcher used camera to take picture activities of students, and take video in learning process and also used to do interview.

E. Data Analysis

The data which collected in every observation in each cycle was analyzed descriptively through percentage technique.

1. Vocabulary test result : Students' score of vocabulary test was counted by using the formula, as follow.³

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} \times 100$$

2. Activities of students during the learning process: this was analyzed by considering the students' participation and classified into passive and active classification

3. Implementation of learning by using dora the explorer movie in teaching vocabulary by analyzing the successful level of implementation, then it categorized into success, less succes and not success.

F. Procedure of The Research

This research was conducted with using classroom action research method (CAR). In a cycle consists of planning, acting, observation and reflecting. They were:

1. Planing

Planing was the first step of the research procedure. This activity covered the problem identification. This was the most important step in conducting action research as by knowing the problems, the researcher and collaborator could find a

³ Fitri Zulyani. "Teaching Vocabulary Through English Song to the Fifth Grade Students At SDN 234 Temmalebba 'academic year 2011", p. 41

good solution to solve the problem arose.

2. Acting

After recognizing the possible cause of problems faced by the students at the fifth year students of SDN 92 Karetan, the students had difficulties in learning English because they have low vocabulary, the action was decided in advance. The action was aimed to solve the problem.

3. Observing

Observing was the activity of collecting data to supervise to what extent the result of “acting” reach the objective. The data being taken were qualitative and quantitative data. The quantitative data covered the students’ progress (the students’ score) while the qualitative data comprised students’ interest, class management.

In short, in this phase, the researcher or collaborator elaborated kinds of data, the procedure of collecting data and instruments (observation, interview, and so forth).

4. Reflecting

Reflecting was the activity of evaluating critically about the progress or change of the students, class, and also the teacher. In this step, the researcher and collaborator could observe whether the “acting” activity had resulted any progress, what progress happened, also about the positives and negatives , and so on.

In the planning , the researcher wanted to the students enjoyed with the

lesson and improved their vocabulary. She would use dora the explorer movie for improving the students' achievement in memorized vocabulary easily.

a. The First Cycle

1. Planning

- a) Prepared material, making lesson plan about the use of dora the explorer movie in teaching vocabulary particularly nouns, adjectives, and verbs.
- b) Classroom management numbers of students were 22, make the classroom was comfortable.
- c) Prepared test and dora the explorer movie
- d) Made the instrument which used in cycle of the classroom action research

2. Acting

a. The 1st meeting

There were some activities done in this phase namely:

- 1) Researcher introduced herself to students
- 2) The researcher introduced of materials of the lesson included nouns, adjectives, and verbs.
- 3) The researcher distributed the list of vocabulary, and asked students to translate words of english into indonesia, the list of vocabulary consists of noun, adjective and verb and then asked the students to memorize and understanding them.
- 4) After that, students asked what they don't understand, and the researcher made it clear.

5) The researcher helped the students to answer the list of vocabulary together, then explained how to pronounce correctly the vocabularies.

6) Researcher and students concluded the materials .

7) Closed the class.

b. The 2nd meeting

There were some activities done in this phase namely:

1) The researcher grouped the students in to five groups, each group consist of four or five students.

2) After that, the researcher asked the students to listen dora the explorer movie then asked the students to follow the vocabularies that mentioned in the movie.

3) The researcher asked the students to write vocabulary that mentioned in the movie, classify the class of words and meaning of words.

4) The researcher gave the students evaluation sheets that must be done by them as a researcher reference to the next steps. Evaluation sheet consist of the vocabularies that mentioned in the movie and then the researcher played dora the explorer movie through laptop and focus in lcd.

5) Researcher and Students concluded the materials

6) Closed the class.

b. The Second Cycle

After doing the first cycle, there were still weakness then based on the

reflection part, the researcher did the second cycle (see the finding in chapter IV).

3. Observing

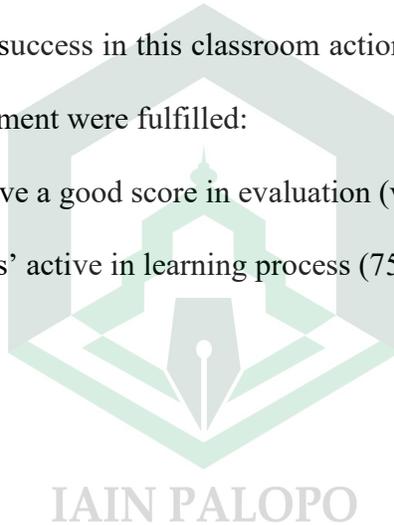
In this step, the researcher observed what happened in the classroom, there were some important things that observed, those were:

- a. Vocabulary test.
- b. Students' participation during the learning process.

4. Reflecting

The criteria of success in this classroom action research was success if some of the following requirement were fulfilled:

- a. Most of students have a good score in evaluation (vocabulary test) (70).
- b. Most of the students' active in learning process (75%).



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestions based on the data analysis and the findings in the previous chapter.

A. Conclusion

After finishing the research, the researcher concluded the advantages of using dora the explorer movie to teach vocabulary to the fifth year students of SDN 92 Karetan. The advantages could be describe as follows:

Using dora the explorer movie is one of the good ways in improving students' vocabulary. It is supported by the achieving of the ideal score in the second cycle (1st & 2nd) namely in participation 86,36% and mean score in vocabulary evaluation 74,68. The scores of students increased in every cycle. Furthermore, arranging using dora the explorer movie makes classroom situation interesting and the students enjoy the teaching and learning process during the acting.

The best ways in teaching vocabulary by using dora the explorer movie are: (a) Rearranged the students' position into previous position. The students did not work in group, but individually, the students sat in some rows and one seat for two students. in order they felt flexible and they could focus on movie. (b) Reviewed or rehearsed the vocabulary that had been taught in previous meeting. It was applied to reminded them about the previous lesson, whether the students had memorized and

understand the vocabulary or not. (c) Gave more intensive guidance and motivation to the students to be more active in learning process and assisted them who got difficulties, like how to pronounce the vocabularies etc.

B. Suggestions

Based on the conclusion above, the researcher would like to put forward some suggestion as follows:

1. It is suggested that the teacher use movie in teaching vocabulary as one alternative teaching media among some other teaching media to stimulate the students' interest and to improve the students' vocabulary

2. It is suggested that English teachers of SDN 92 Karetan, to be more creative in presenting material when teaching vocabulary, so that the students will be more interested and enjoyable in memorizing vocabulary.

3. The English teacher could the apply teaching vocabulary through movie as one of the best way in teaching English.

4. The teacher should use some different media and methods to attract the students' attention in learning.

5. The researcher suggests to further researcher to focus their research on the other kind of media on learning.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. The first condition of class

In doing this thesis, the researcher did pre-observation to know the class condition. Based on the pre-observation the researcher obtained some data about the students' problem. From interview, the researcher got information from the students that difficulties which involves four skills in English due to lack of vocabulary. The teacher often gave them vocabulary but they could not memorize it. That was caused the teacher just taught them without using interesting media. Therefore to overcome their problems, the researcher would teach vocabulary by using movie where that media can assist them in memorizing the vocabulary.



Figure 2. The first condition of the class

2. The first cycle

The first cycle of this classroom based research consists of planning, acting, observation, and reflecting.

a. Planning.

To carry out the action research class required different tools that had been created and developed previously, namely: learning implementation plan (RPP), the supported instrument: observation sheets, camera and tests. In this section, the researcher prepared what had to do in the action step and paper work students

b. Acting

Acting consisted of two meetings. In the first meeting, the researcher explained about the materials in the learning of vocabulary, and then the researcher explained the other way in learning vocabulary. One of ways in learning vocabulary was use movie. In the second meeting, the researcher applied the using of Dora the Eplorer Movie in learning process and then gave them evaluation test.

1) The 1st meeting

Based on schedule that has been agreed among the researcher, and teacher at SDN 92 Karetan, researcher conducted this meeting on Tuesday, 13th November 2012, for the first meeting in the cycle 1. Action learning of this meeting was done for 2 x 35 (70 minutes), the teacher started the class by greeting to the students, then introduced herself and the materials included nouns, adjectives, verbs and gave some examples of vocabulary for 20 minutes to the students. After that the researcher distributed the list of vocabulary, and asked the students to translate words of English

into Indonesia, the list of vocabulary consists of noun, adjective, verb and then asked them to memorize and understand them for 30 minutes, then 15 minutes asked what the students do not understand, and the researcher explained it clearly. And then the researcher assisted them by answering the list of vocabulary together, then explained how to pronounce correctly the vocabularies. After that the researcher asked the students to memorize and understand the list of vocabulary at home, before closing the class the researcher explained one of ways in learning vocabulary was use movie and the next meeting we would use movie in teaching process, then closed the class for 5 minutes.

2) The 2nd meeting

Based on schedule that has been agreed among the researcher and teacher at SDN 92 Karetan, the 2nd meeting continued on Wednesday, 14th November 2012, for the first cycle. In this step the researcher observed students' vocabulary and students' participation. The researcher started by greeting to the students and grouped the students into five groups, each group consisted of four or five students for 10 minutes. And then introduced dora the explorer movie as one of media that used in teaching vocabulary for 10 minutes to the students. After that 10 minutes explained to the students the way to write the vocabulary that mentioned in the movie, classified the class of words and meaning of words on student's testsheet. After explaining the rules of answering the test, the researcher gave the students evaluation sheets that must be done by them as a researcher reference to the next steps. Evaluation sheet consisted of the vocabularies that mentioned in the movie and then she played Dora

the Explorer Movie. After 30 minutes answering the test, the researcher collected the testsheet and closed the class for 5 minutes.

c. Observing

1) Evaluation on students' vocabulary showed that the students mastery on vocabulary were mostly in low scores. The mean score was only 52,45. (See table I).

Table 1
The Result of Test In Cycle I

No.	Respondents	Score
1.	001	57
2.	002	57
3.	003	53
4.	004	42
5.	005	61
6.	006	61
7.	007	46
8.	008	57
9.	009	53
10.	010	46
11.	011	61
12.	012	42
13.	013	42

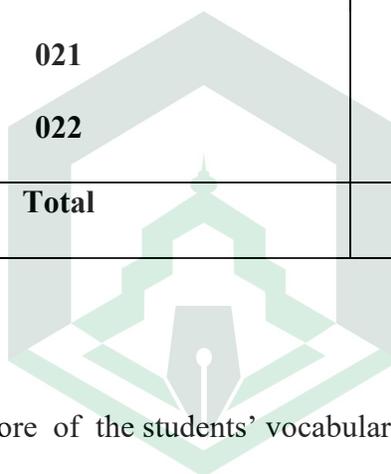
14.	014	46
15.	015	53
16.	016	57
17.	017	61
18.	018	42
19.	019	46
20.	020	53
21.	021	57
22.	022	61
	Total	1154

$$\sum x = 1154$$

Calculating the mean score of the students' vocabulary test of cycle 1

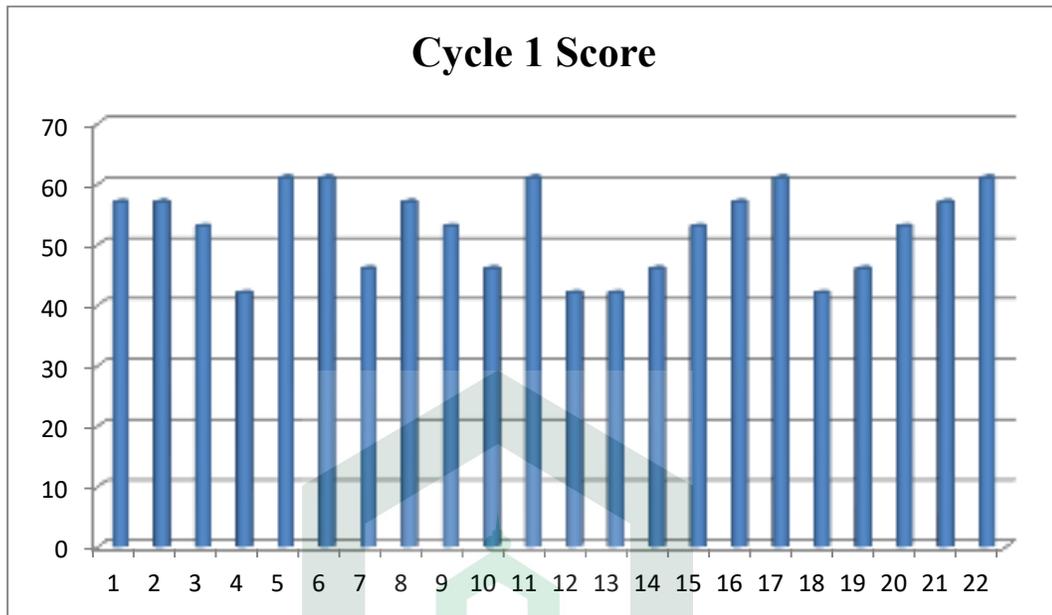
$$X = \frac{\sum x}{N}$$

$$= \frac{1154}{22} = 52,45$$



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Table 2
Diagram Result of The Test in Cycle I



The table above explains that the highest score was 61 and the lowest score was 42. Five students who got score of 61, five students who got score of 57, four students who got score of 53, four students who got score of 46, four students who got score of 42.

Table 3

The classification of the successful level of implementation in cycle 1

classification	score	frequence	percentage
Very success	85-100	-	0%
Success	65-84	-	0%
Less success	45-64	18	81,81%
Not success	0-44	4	18,18%
Total		22	100%

Based on research data in the first cycle which was shown by the table 3. There were not students who were very success and success in teaching process by using Dora the Eexplorer Movie as media, and the less success students were 18, and percentage reached 81,81%. And there were 4 students who were not success and the percentage reached 18,18% in teaching process.

2) The result of the observation on students' activities during the teaching and learning process. In the first cycle, the researcher and observer to observed the learning activity about the class condition and students' activity in learning vocabulary through Dora the Explorer Movie. Observation the students' activities in the first cycle was learning the students still lack enthusiasm to understand the concept of the learning, the students seemed not be discipline. Learning situation become not interested because some students seemed confuse with their new lesson.

This was caused by the habitual with teachers who teach in their class and teacher attention that trend had not equitable.

Based on observation the condition of class was noisy, when the researcher explained the materials and divided them into some groups, Some of students were less active, when they did the test, it was caused because some of them just hoped their friends to complete the test. Most of them did not memorize and understand the vocabulary that had been taught yet, Most of them could not catch the vocabulary easily, this was caused by their position, they sat in group so they did not felt flexible and could not focus on movie. We could see in the picture below:

Picture 1 in cycle 1

Most of students did not feel flexible



picture 2 in cycle 1

Any students were not active they just hoped their friends



Figure 3. The condition of the class in cycle 1.

a) The First Meeting

Table 4
The Observation of Students' Activity in Cycle I (1st meeting)

NO.	RESPONDENTS	STUDENTS PARTICIPATION			
		Very Active	Active	Less Active	Not Active
1.	001		✓		
2.	002		✓		
3.	003			✓	
4.	004				✓
5.	005	✓			
6.	006	✓			
7.	007			✓	
8.	008		✓		
9.	009		✓		
10.	010			✓	
11.	011		✓		
12.	012			✓	
13.	013			✓	
14.	014				✓
15.	015			✓	
16.	016				✓
17.	017		✓		
18.	018			✓	
19.	019			✓	
20.	020			✓	
21.	021		✓		
22.	022		✓		
	Jumlah	2	8	9	3

Explanation of observing the students' activity were :

1) Very Active : The students' was responsive and participle fully in all activities in teaching process.

2) Active : The students' responds the materials by using dora the Explorer movie and interact with the teacher and the other in teaching process.

3) Less Active : The students' pay attention and give respons once in a while in teaching process.

4) Not Active : The student does not give respons to the materials, they looks confused, bored and sometimes leaves the class in teaching process.

Table 5

The percentage of students's active participation in cycle 1

Clasification	Frequence	percentage
Very Active	2	9,09%
Active	8	36,36%
Less Active	9	40,90%
Not Active	3	13,63%

Based on research data in the first cycle which was shown by table 4, there were 2 students were very active in the class by using dora the explorer movie as media, and the percentage reached 9,09%. The active students were 8, and the percentage reached 36,36%. the less active students were 9, and the percentage reached 40,90%. And there were students 3 students who were not active and the percentage 13,63%.

b) The Second Meeting

Table 6
The Observation of Students' Activity in Cycle I (2nd meeting)

NO.	RESPONDENTS	STUDENTS PARTICIPATION			
		Very Active	Active	Less Active	Not Active
1.	001		✓		
2.	002		✓		
3.	003		✓		
4.	004			✓	
5.	005	✓			
6.	006	✓			
7.	007			✓	
8.	008		✓		
9.	009		✓		
10.	010			✓	
11.	011	✓			
12.	012				✓
13.	013				✓
14.	014			✓	
15.	015		✓		
16.	016		✓		
17.	017		✓		
18.	018				✓
19.	019			✓	
20.	020			✓	
21.	021		✓		
22.	022		✓		
	Jumlah	3	10	6	3

Table 7**The percentage of students's active participation in cycle 1**

Clasification	Frequence	percentage
Very Active	3	13,63%
Active	10	45,45%
Less Active	6	27,27%
Not Active	3	13,63%

Based on research data in the first cycle which was shown by the table 6. There were 3 students were very active in the class by using dora the explorer movie as media, and the percentage reached 13,63%. The active students were 10, and the percentage reached 45,45%. the less active students were 6, and the percentage reached 27,27%. And there were students 3 students who were not active and the percentage 13,63%. The percentage of very active and active, it reached 59,08%.

d. Reflecting

Based on table score of vocabulary test and table observation above there were still weakness in cycle I, and this reflection was done by the researcher and collaborators. The weakness in implementing or using Dora the Explorer Movie as one of media in teaching vocabulary was needed to be repaired. There were still found significant weaknesses in the first cycle: (1) The condition of class was noisy when the researcher explained the materials and devided students into some groups,

and (2) most of them did not memorize and understand the vocabulary that had been taught yet, (3) most of them did not have the courage during teaching activities only 13,63% students were very active and 45,45% students were active in the class for the second meeting. (see table 6). And (4) the evaluation means score was 52,45. (see table 1).

The problem above caused the students never had been taught by using the media so still unfamiliar. Nevertheless, the researcher believed that by using Dora the Explorer Movie, it be able to attract students' ability and motivation. This movie could make students improve their skill in learning vocabulary.

The students' achievement in the cycle I, the vocabulary skill was unsatisfactory. The mean score in learning vocabulary was 52.45, It means that students' score in learning vocabulary was still low and so far from the minimum mastery criterion, where the minimum mastery criterion in learning English was 65. The students' scores of vocabulary test in cycle I, the researcher found that were some students got low score; however there were 18 students got "less success", the score 61, 57, and 53. And there were 4 students got "not success", the score 42

Based on data observation got by observer in the second meeting of teaching process, the students participation was only 3 students (13,63%) were very active, 10 students (45,45%) were active, 6 students (27,27%) were less active and there were 3 students (13,63%) not active. So that, the researcher concluded the application of learning vocabulary through Dora the Explorer Movie shown still not effective, however some students still not active in giving responds. In order to improve the

weaknesses and to keep the successful in the first cycle, then the second cycle was planned as follows:

3. The second cycle

a. Planning

In this section, the cycle II relating to the first cycle of learning that has been revised. The researcher hoped in the cycle 2 the students would be more active in the class than before. The plan in the cycle 2 had different from the second cycle1 such as: (a) In the second cycle the researcher and observer would observe the students more intense. (b) the researcher gave motivation to students in the beginning of learning activities (c) the position of the students were rearranged into previous position, the students sat in some rows and one seat for two students. (d) the researcher reviewed or rehearsed the vocabulary that had been taught in previous meeting. (e) the researcher gave more intensive guidance and motivation to be more active in learning process and assisted them who got difficulties. In finally activities in the second cycle, the students gave evaluation sheet to measure the students mastery in vocabulary.

b. Acting

1) The first meeting

Based on scedule that has been agreed among the researcher and teacher at SDN 92 Karetan. The 1st meeting in this cycle continued on Monday, 19th November 2012. Like at the first cycle, study started by recognition repeat about the lesson , the researcher reviewed or rehearsed the vocabulary that had been taught in previous

meeting by playing movie, this activity was done during more less 30 minutes. After that the researcher asked the students to listen dora the explorer movie then asked them to follow the vocabularies that mentioned in the movie, and then the research cut every vocabulary that mentioned in movie and asked the students to write the vocabularies and how to pronounce them. Meanwhile, the movie was played the researcher and partner observed the students' active participation and once in a while the researcher corrected the students' mistakes in pronouncing. And after that the research asked the students to memorize and understand it again, then researcher asked them what they do not understand, and the researcher made it clear. Before closing the class the researcher asked the students to prepare themselves in the next meeting.

2) The second meeting

All action in this cycle according based on the revised plan. Based on scedule that has been agreed among the researcher and teacher at SDN 92 Karetan, the 2nd cycle continued on Tuesday, 20th November 2012. In the beginning of learning activities the researcher opened class by greeting to the students then gave motivational words, in order to be active in teaching vocabulary in learning process by telling them how important vocabulary skill was. When the students were ready to study, the researcher asked the students to sit separately not in a group like in the previous meeting in the cycle 1. The students sat in some rows and one seat for two students. In order to get the students felt flexible and caught the vocabulary easily. And then the students given testsheet to measure students' mastering of the

vocabulary on movie. Before that, researcher reviewed or rehearsed little about the vocabulary that had been taught in previous meeting, it was applied to reminded them about the lesson. After 30 minutes answering the test, the researcher collected the testsheet and the last, the teacher closed the class by reciting prayer together.

c. Observing

1) Evaluation on students' vocabulary showed that the students mastery in vocabulary were increase. The mean score was 74,68 (see table 7)

Table 8

The result of test in cycle 2

No.	Respondents	Score
1.	001	96
2.	002	84
3.	003	69
4.	004	80
5.	005	96
6.	006	84
7.	007	76
8.	008	69
9.	009	73
10.	010	73
11.	011	96

12.	012	69
13.	013	73
14.	014	73
15.	015	73
16.	016	73
17.	017	73
18.	018	57
19.	019	57
20.	020	61
21.	021	73
22.	022	65
	Total	1643

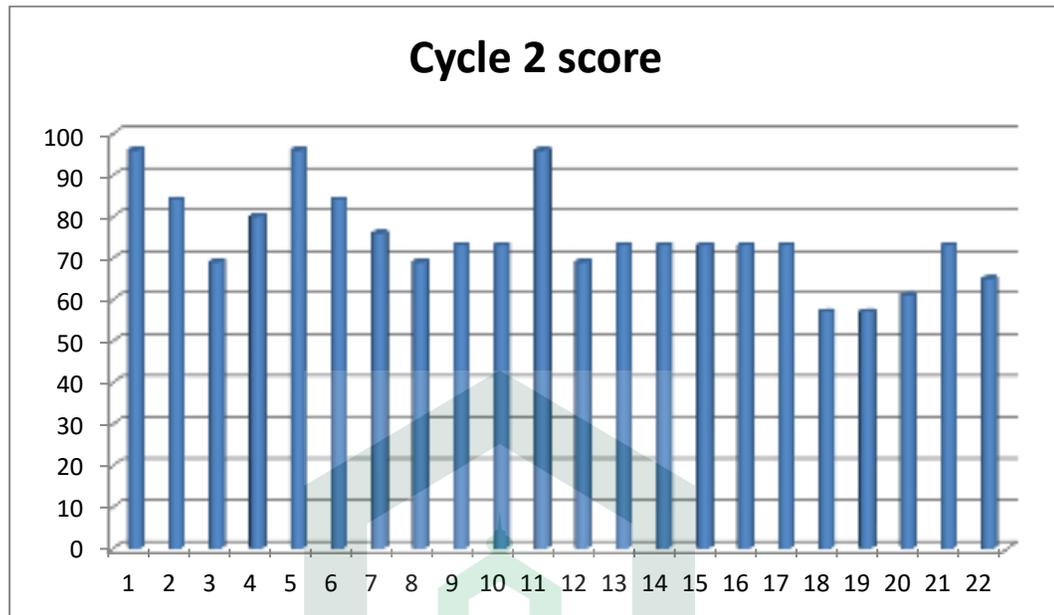
$$\sum x = 1643$$

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Calculating the mean score of the students' vocabulary test of cycle 2

$$\begin{aligned}
 X &= \frac{\sum x}{N} \\
 &= \frac{1643}{22} = 74,68
 \end{aligned}$$

Table 9
Diagram Result of The Test in Cycle II



The table above explains that the highest score was 96 and the lowest score was 57. Three students who got score of 96, two students who got score of 84, one student who got score of 80, one student who got score of 76, eight students who got score of 73, three students who got score of 69, one student who got score of 65, one student who got score of 61, two students who got score of 57.

Table 10

The classification of successful level of implementation in cycle II

classification	score	frequence	percentage
Very success	85-100	3	13,63%
Success	65-84	16	72,72%
Less success	45-64	3	13,63%
Not success	0-44	-	0%
Total		22	100%

Based on research data in the first cycle which was shown by the table 9. There were 3 students were very success in the class by using Dora the Explorer Movie as media, and the percentage reached 13,63%. The success students were 16, and the percentage reached 72,72%. There were 3 students were less active, and the percentage reached 13,63%. And there were not students who were not success in teaching process.

2) The result of observation on students' activities during the teaching and learning process that made by researcher and collaborators. Learned vocabulary by movie got very positive respond, even students which at the first cycle seen to were not active in learning also very enthusiasm did the test. All students were very active to do the test, students' responds the materials by using Dora the Explorer Movie and most of them were easier in grasping the vocabularies. That was caused in this cycle

the students sat in previous position, they did not work in group, but individually, they sat in some rows and seat for two students in order they felt flexibel and focus on movie so they could catch the vocabulary easily.

Pictute 3 in cycle 2

Most of students were active

picture 4 in cycle 2

All students felt flexible



Figure 4. The condition of class in cycle II.

a) The first meeting

Table 11

The observation of students activity in cycle 2 (1st meeting)

No	Respondents	Students' Participation			
		Very Active	Active	Less Active	Not Active
1	001	✓			
2	002	✓			
3	003		✓		
4	004		✓		
5	005	✓			
6	006		✓		
7	007		✓		
8	008			✓	
9	009		✓		
10	010		✓		
11	011	✓			

12	012			✓	
13	013		✓		
14	014		✓		
15	015		✓		
16	016			✓	
17	017		✓		
18	018			✓	
19	019			✓	
20	020			✓	
21	021		✓		
22	022		✓		
	Jumlah	4	12	6	-

Table 12

The percentage of students' active participation in cycle 2

Classification	Frequency	Percentage
Very active	4	18,18%
Active	12	54,54%
Less active	6	27,27%
Not active	-	-

Based on research data in the second cycle which was shown by the description above that included 22 respondents, there were 4 students were very active in the class by using dora the explorer movie as media, and the percentage reached 18,18%. The active students were 12, and the percentage reached 54,54%. The less active students were 6, and the percentage reached 27,27%. And there were not students who were not active in the teaching process.

b) The second meeting

Table 13
The observation of students activity in cycle 2 (2nd meeting)

No	Respondents	Students' Participation			
		Very Active	Active	Less Active	Not Active
1	001	✓			
2	002	✓			
3	003		✓		
4	004	✓			
5	005	✓			
6	006	✓			
7	007		✓		
8	008		✓		
9	009		✓		
10	010		✓		
11	011	✓			
12	012		✓		
13	013		✓		
14	014		✓		
15	015		✓		
16	016		✓		
17	017		✓		
18	018			✓	
19	019			✓	
20	020			✓	
21	021		✓		
22	022		✓		
	Jumlah	6	13	3	-

Table 14**The percentage of students' active participation in cycle 2**

Clasification	Frequency	Percentage
Very active	6	27,27%
Active	13	59,09%
Less active	3	13,63%
Not active	-	-

Based on research data in the second cycle which was shown by the description above that included 22 respondents, there were 6 students were very active in the class by using dora the explorer movie as media, and the percentage reached 27,27%. The active students were 13, and the percentage reached 59,09%. The less active students were 3, and the percentage reached 13,63%. And there were not students who were not active in the teaching process . To reach the requirement criteria of success which was determined 75%.

Based on the result of data analysis above, the researcher found that in the cycle 2 the students' active participation was better than the result in the cycle 1. Because in the cycle 2, the students did not work in group, but individually, they were rearranged into previous position, they sat in some rows and seat for two students in order they felt flexible and they could focus in movie and also the criteria of success

in the cycle 2 had been achieved as the accumulation from the percentage of *very active* and *active*. It reached 86,36%.

d. Reflecting

Based on table data of students' score above; the researcher was satisfied because the mean score of the test in the cycle II was got the minimum mastery criterion. The mean score was 74,68. It means the students in cycle II had successful.

Some successful points in the second cycle:

- 1) Most of the students were easier in grasping the vocabularies.
- 2) The students more active during the action. Their participation reached the ideal percentage namely 86,36% (see table 12)
- 3) The ideal mean score have achieved, in the first cycle was 52,45 then in the second cycle was 74,68.

Based on the result of the observation in the cycle 2 the students' got mean score 74,68 in cycle II. It means fulfilling pas standard, the students' score of test in second cycle was increasing and based on result their observation made by observer to activities researcher excecuting teaching vocabulary by using dora the explorer movie was good. In this cycle II had success and the researcher found that the application of movie showed good, especially the students' ability in mastery vocabulary. The researcher found that were some students got high score; however there were 3 students got "very success", the score 96. There were 16 students got "success", the score 84, 80, 76, 73, 69 and 65. There 3 students got score 61. And there was not student got not success

The participation of students during learning process there were 6 students (27,27%) very active, 13 students (59,09%) were active, 3 students (13,63%) were less active, and not student (0%) was not active for the second meeting in the second cycle. The data shown that the students understood about the vocabulary by using Dora the Explorer Movie, and the media could develop students' ability in learning process.

The researcher concluded the best ways in teaching vocabulary by using movie were:

- a. Rearranged the students' position into previous position. The students did not work in group, but individually, the students sat in some rows and one seat for two students. in order they felt flexible and they could focus on movie.
- b. Reviewed or rehearsed the vocabulary that had been taught in previous meeting. It was applied to reminded them about the previous lesson, whether the students had memorized and understand the vocabulary or not.
- c. Gave more intensive guidance and motivation to the students to be more active in learning process and assisted them who got difficulties, like how to pronounce the vocabularies etc.

B. Discussion

Looking were the finding, the researcher presented the discussion of data some of students. The section presents the result of data analysis. It aims describing the students' improvement in teaching vocabulary through dora the explorer movie.

Based on the result that had describe above, the mean score in two cycles, some successful points in the second cycle. the ideal mean score have achieved, in the first cycle was 52.45 then in the second cycle was 74.68, while the minimum mastery criterion (KKM/Kriteria Ketuntasan Minimum) was 65. It means students' vocabulary in the second cycle improved than cycle I. The students were more active during the action. Their participation reached the ideal percentage namely 75%. It means that, above on the minimum mastery criterion had success. It can be proved that the students improve learning vocabulary through dora the explorer movie at the fifth year students of SDN 92 Karetan. Teaching vocabulary through movie was good and an interesting way that can be applied in any classroom. Movie not only fun but make the students enthusiasm for learning. Furthermore, the findings proves the previous study by Haerum, in learning foreign language, the teacher should try to find out appropriate method to upgrade the students' vocabulary because there was no word of target language can be produced without vocabulary.¹ The other statement by Darmawati concluded that, there was significant difference between technique teach through watching movie and without watching movie.² It was also explained by Abd Sitoni that we use English song and movie as media in improving listening skill.

¹ Haerum."The interest of Students in Learning Vocabulary through Open Area at SDN 364 Labokke Puty ' academic year 2009 / 2010", p. 53.

² Darmawati "Improving Listening Ability through Watching Movie at Tenth Year Students' of SMK N 1 Palopo ' academic year 2008 / 2009", p.61

English song and movie have not too significant differences in improving students' listening skill.³

1. The first cycle

Based on the analysis from the students' test in cycle 1 that executed on Tuesday, 13th November in 2012, for the first meeting and, the 2nd meeting continued on Wednesday, 14th November in 2012, for cycle 1, the mean score in the first cycle was 52,45 which was shown by the description above that included 22 respondents. There were not students who were very success and success in teaching process by using Dora the Eexplorer Movie as media, and the less success students were 18, and percentage reached 81,81%. And there were 4 students who were not success and the percentage reached 18,18% in teaching process. From the first meeting there were 2 students were very active in the class by using dora the explorer movie as media, and the percentage reached 9,09%. The active students were 8, and the percentage reached 36,36%. the less active students were 9, and the percentage reached 40,90%. there were students 3 students who were not active and the percentage 13,63%. And for the second meeting, there were 3 students were very active in the class by using dora the explorer movie as media, and the percentage reached 13,63%. The active students were 10, and the percentage reached 45,45%. The less active students were 6, and the percentage reached 27,27%. And there were 3 students who were not active and the percentage 13,63%.

³ Abd. Sitoni "The Comparison of Song and Movie Dealing with the Effectiveness in Improving Listening Skill at the Second Year of English Program STAIN Palopo' academic year 2010",p. 73.

In this cycle , based on observation activities made by researcher and observer in the first cycle was found some weakness in the teaching. They were (a) The condition of class was noisy when the researcher gave explanation the materials and divided them into some groups (b) Most of students did not memorize and understanding the vocabulary that had been taught yet (c) Most of students did not have the courage to be active in learning process (d) Most of students still got low scores in vocabulary test. So to solve that probleme the researher and collaborators made different planing.

2. The second cycle

The 2nd cycle continued on Monday, 19th November in 2012 for first meeting and the second meeting continued on Tuesday, 20th Novenber in 2012. Based on research data the students got scores in cycle 1 did not reach the criteria of success in working indicator, so the researcher and the collaborators made different plan. In the second cycle the researcher gave motivation to students in the beginning of learning activities, and also the position of the students were arranged into previous position. The students sat in some rows and one seat for two students. In order to get the students caught the vocabulary easily and felt flexsible and could focus on movie. Then the researcher reviewed or rehearsed the vocabulary that had been taught in previous meeting. It was applied to reminded them about the lesson, whether the students had memorized and understand the vocabulary or not. And also gave more intensive guidance and motivation to the students to be more active in learning process and assisted them who got difficulties.

Based on the analysis from the students' test in cycle 2, the mean score of the students was 74,68. It means that by using dora the explorer movie in vocabulary class, it could make students felt enthusiastic in learning English which was shown by the description above that included 22 respondents. There were 3 students were very success in the class by using Dora the Explorer Movie as media, and the percentage reached 13,63%. The success students were 16, and the percentage reached 72,72%. There were 3 students were less active, and the percentage reached 13,63%. And there were not students who were not success in teaching process. From the second meeting, there were 6 students were very active in the class by using dora the explorer movie as media, and the percentage reached 27,27%. The active students were 13, and the percentage reached 59,09%. The less active students were 3, and the percentage reached 13,63%. And there were not students who were not active in the teaching process . Based on the result of data analysis above, the researcher found that in the cycle 2 the students' active participation was better than the result in the cycle 1. The criteria of success in the cycle 2 had been achieved as the accumulation from the percentage of very active and active. It reached 86,36%.

In this cycle, the result of the observation of students' activities showed that the students' enthusiasm in the learning was increase because this technique that used by the researcher is interesting and different with the other technique. The students had better achievement and the researcher has know in the aplication of appropriate way teaching vocabulary by using movie was focused in learning and the students were fun and enjoyable to memorized the vocabulary.

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Lampiran 1.1. Rencana pelaksanaan Pembelajaran

LESSON PLAN

CYCLE 1

NAMA SEKOLAH : SDN 92 KARETAN

MATA PELAJARAN : BAHASA INGGRIS

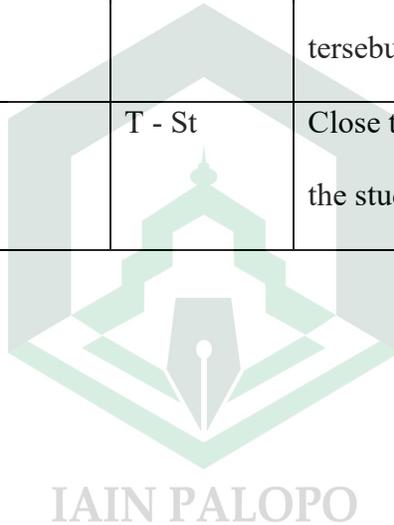
KELAS/ SEMESTER : V a

MEETING : 1 (satu)

WAKTU : 2 X 35

No	Materi /Subject	Interaction	Procedure	Time
1.	Preparation	-	Prepare the instrument that used in teaching proses such as LCD, laptop, and speaker.	5 min
2.	Opening	T	Membuka pertemuan dengan mengucapkan salam serta menanyakan kondisi siswa.	5 min
3.	Introduction	T - St	Well students, my name's Nirlinda, I'm student of STAIN Palopo.	5 min

4.	Noun, adjective, verb	T – St	Give explain about noun, adjective, and verb.	20 min
5.	Teach vocabulary	T – St	Mengajarkan kosakata yang termasuk noun, adjective, and verb, and how to pronounce them, serta meminta siswa untuk memahami dan melafalkan kata tersebut.	30 min
6.	Closing	T - St	Close the meeting and prepare the students to the next meeting.	5 min



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Lampiran 1.2. Rencana pelaksanaan Pembelajaran

LESSON PLAN

CYCLE 1

NAMA SEKOLAH : SDN 92 KARETAN

MATA PELAJARAN : BAHASA INGGRIS

KELAS/ SEMESTER : V a

MEETIG : 2 (dua)

WAKTU : 2 X 35

No	Materi /Subject	Interaction	Procedure	Time
1.	Preparation	-	Prepare the instrument that used in teaching proses such as LCD, laptop, and speaker.	10 min
2.	Opening	T	Membuka pertemuan dengan mengucapkan salam serta menanyakan kondisi siswa.	15 min
4.	Give the test and play the movie	T - St	Memberikan test cycle 1 kepada siswa yang berhubungan dengan materi yang diajarkan and then	35 min

			play dora the explorer movie and ask the students to listen careful	
5.	Closing	T - St	Close the meeting and prepare the students to the next meeting.	10 min



Lampiran 1.3. Rencana pelaksanaan Pembelajaran

LESSON PLAN

CYCLE II

NAMA SEKOLAH : SDN 92 KARETAN

MATA PELAJARAN : BAHASA INGGRIS

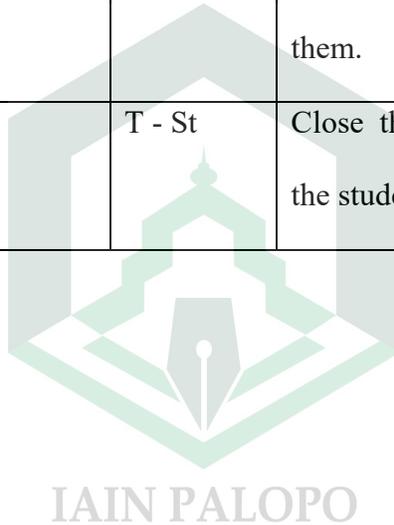
KELAS/ SEMESTER : V a

MEETING : 1 (satu)

WAKTU : 2 X 35

No	Materi /Subject	Interaction	Procedure	Time
1.	preparation	-	Prepare the instrument that used in teaching proses such as LCD, laptop, and speaker.	5min
2.	opening	T	Membuka pertemuan dengan mengucapkan salam serta menanyakan kondisi siswa., dan memberikan motivasi.	5min
3.	Review the material	T – St	Meriview kembali materi yang telah diajarkan dalam pertemuan	20min

			sebelumnya to know how far the students understand the materials which had been given.	
4.	Teach the material with play the movie	T – St	Memberikan materi dengan mengajak siswa mendengarkan vocabularies that mentioned in the movie and how to pronounce them.	45min
5.	Closing	T - St	Close the meeting and prepare the students to the next meeting	5 min



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Lampiran 1.4. Rencana pelaksanaan Pembelajaran

LESSON PLAN

CYCLE II

NAMA SEKOLAH : SDN 92 KARETAN

MATA PELAJARAN : BAHASA INGGRIS

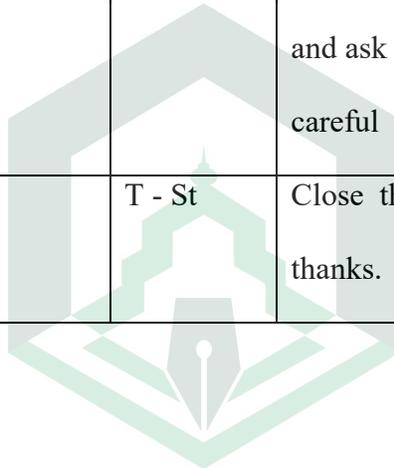
KELAS/ SEMESTER : V a

MEETING : 2 (dua)

WAKTU : 2 X 35

No	Materi /Subject	Interaction	Procedure	Time
1.	preparation	-	Prepare the instrument that used in teaching proses such as LCD, laptop, and speaker.	5 min
2.	opening	T	Membuka pertemuan dengan mengucapkan salam serta menanyakan kondisi siswa., dan memberikan motivasi.	5 min
3.	Review the material	T – St	Meriview kembali materi yang telah diajarkan dalam pertemuan	20min

			sebelumnya to know how far the students understanding the materials which had been given.	
4.	Give the test and play the movie	T – St	Memberikan test cycle 2 kepada siswa yang berhubungan dengan materi yang telah diajarkan and then play dora the explorer movie and ask the students to listen careful	35min
5.	Closing	T - St	Close the meeting and say thanks.	5 min



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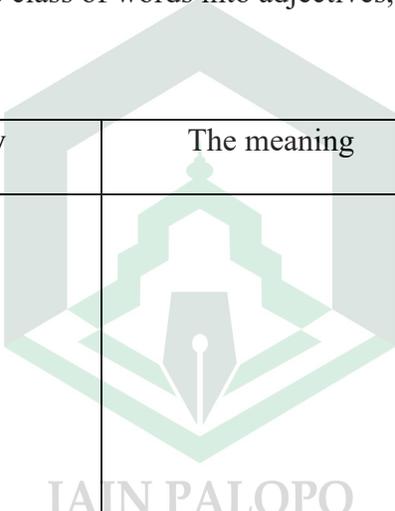
Lampiran 2.1. Vocabulary Test 1

TEST CYCLE 1

Name :

Class :

Write vocabulary you know through dora the explorer movie and mention the meaning and classify the class of words into adjectives, nouns, and verbs.



No.	Vocabulary	The meaning	Words clas
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			



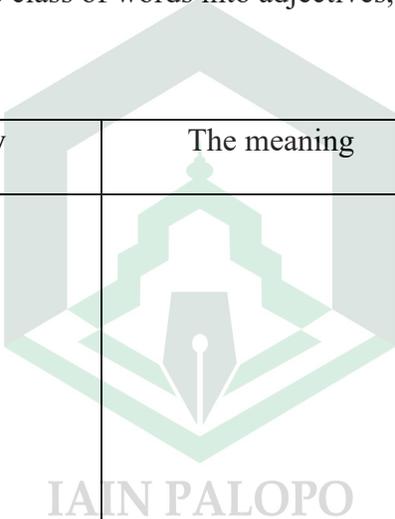
Lampiran 2.2. Vocabulary Test 2

TEST CYCLE II

Name :

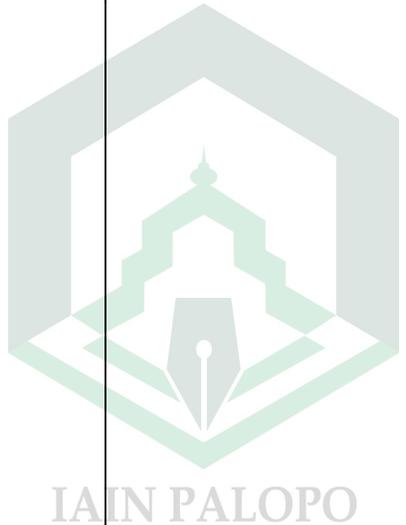
Class :

Write vocabulary you know through dora the explorer movie and mention the meaning and classify the class of words into adjectives, nouns, and verbs.



No.	Vocabulary	The meaning	Words clas
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			



Lampiran 3.1. KEY TEST

TEST CYCLE I

Name :

Class :

Write vocabulary you know through dora the explorer movie and mention the meaning and classify the class of words into adjectives, nouns, and verbs.

No.	Vocabulary	The meaning	Words class
1.	Nine	Sembilan	Adjective
2.	The map	Peta	Noun
3.	Pumpkin	Labu	Noun
4.	Witch	Penyihir	Noun
5.	Monster's house	Rumah monster	Noun
6.	Cookie	Biskuit	Noun
7.	Bee	Lebah	Noun
8.	Bear	Beruang	Noun
9.	Ten	Sepuluh	Adjective
10.	One	Satu	Adjective
11.	Two	Dua	Adjective
12.	Three	Tiga	Adjective
13.	Bat	Kelelawar	Noun

14.	Pig	Babi	Noun
15.	Grandma	Nenek	Noun
16.	Candy	Permen	Noun
17.	Caramel	Karamel (gula bakar)	Noun
18.	Buble gum	Permen karet	Noun
19.	Chocolate	Coklat	Noun
20.	Look	Lihat	Verb
21.	Open	Membuka	Verb
22.	Close	Menutup	Verb
23.	Eleven	Sebelas	Adjective
24.	Twelve	Dua belas	Adjective
25.	The moon	Bulan	Noun
26.	Star	Bintang	Noun



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Lampiran 3.2. KEY TEST

TEST CYCLE II

Name :

Class :

Write vocabulary you know through dora the explorer movie and mention the meaning and classify the class of words into adjectives, nouns, and verbs.

No.	Vocabulary	The meaning	Words class
1.	Nine	Sembilan	Adjective
2.	The map	Peta	Noun
3.	Pumpkin	Labu	Noun
4.	Witch	Penyihir	Noun
5.	Monster's house	Rumah monster	Noun
6.	Cookie	Biskuit	Noun
7.	Bee	Lebah	Noun
8.	Bear	Beruang	Noun
9.	Ten	Sepuluh	Adjective
10.	One	Satu	Adjective
11.	Two	Dua	Adjective
12.	Three	Tiga	Adjective
13.	Bat	Kelelawar	Noun

14.	Pig	Babi	Noun
15.	Grandma	Nenek	Noun
16.	Candy	Permen	Noun
17.	Caramel	Karamel (gula bakar)	Noun
18.	Buble gum	Permen karet	Noun
19.	Chocolate	Coklat	Noun
20.	Look	Lihat	Verb
21.	Open	Membuka	Verb
22.	Close	Menutup	Verb
23.	Eleven	Sebelas	Adjective
24.	Twelve	Dua belas	Adjective
25.	The moon	Bulan	Noun
26.	Star	Bintang	Noun



Lampiran 4.1. Pedoman wawancara peneliti dengan guru siklus 1

Hari/tgl :

Nama guru :

Hasil wawancara peneliti (p) dan guru (G):

P : Apakah bapak melihat ada peningkatan keaktifan dan semangat siswa dalam proses belajar tadi?

G :

P : Apakah bapak melihat ada peluang pada pembelajaran vocabulary dengan menggunakan dora the explorer movie ini dalam menumbuhkan keaktifan belajar siswa? Mengapa?

G :

P : Bagaimana pendapat bapak terhadap pelaksanaan pembelajaran dengan menggunakan dora the explorer movie yang dilaksanakan tadi?

G :

P : Bagaimana respon siswa terhadap metode pembelajaran yang diterapkan?

G :

P : Metode apa yang sering diterapkan dalam proses pembelajaran sebelum?

G :

Lampiran 4.2. Hasil wawancara peneliti dengan guru siklus 1

Hari/tgl : Rabu, 14 November 2012

Nama guru : Ramlan S.Pd

Hasil wawancara peneliti (p) dan guru (G):

P : Apakah bapak melihat ada peningkatan keaktifan dan semangat siswa dalam proses belajar tadi?

G : iya, karena siswa sudah mulai aktif untuk menemukan sendiri apa yang mereka pelajari

P : Apakah bapak melihat ada peluang pada pembelajaran vocabulary dengan menggunakan dora the explorer movie ini dalam menumbuhkan keaktifan belajar siswa? Mengapa?

G : iya, karena selain dengan teori yang diajarkan kepada siswa, mereka juga diajak secara langsung untuk melihat secara langsung dari teori yang telah diajarkan.

P : Bagaimana pendapat bapak terhadap pelaksanaan pembelajaran dengan menggunakan dora the explorer movie yang dilaksanakan tadi?

G :sangat baik, karena dengan menggunakan dora the movie ini sangat membantu dalam mengaktifkan siswa dalam pembelajaran, khususnya pada pengembangan kosakata siswa.

P : Bagaimana respon siswa terhadap metode pembelajaran yang diterapkan?

G :siswa sangat aktif dalam pembelajaran.

P : Metode apa yang sering diterapkan dalam proses pembelajaran sebelum?

G : ceramah, tanya jawab.

Lampiran 4.3. Pedoman wawancara peneliti dengan guru siklus II

Hari/tgl :

Nama guru :

Hasil wawancara peneliti (p) dan guru (G):

P : Apakah bapak melihat adanya peningkatan kosakata siswa dalam pembelajaran yang berlangsung tadi daripada pembelajaran sebelumnya?

G :

P : Bagaimana pendapat bapak tentang film dora sebagai media pembelajaran.

G :

P : Apakah strategi pembelajaran vocabulary dengan menggunakan dora the explorer movie ini cocok untuk diterapkan pada siswa kelas 5 SD dalam upaya meningkatkan kosakata.

G :

P : Berdasarkan pengamatan bapak sendiri, apa kelebihan dari metode yang telah diterapkan pada pembelajaran disiklus ke II ini?

G :

P : Menurut bapak apa yang menarik dari penggunaan dora the explorer movie ini?

G :

Lampiran 4.4. Hasil wawancara peneliti dengan guru siklus II

Hari/tgl : Selasa, 20 November 2012

Nama guru : Ramlan S.Pd

Hasil wawancara peneliti (p) dan guru (G):

P : Apakah bapak melihat adanya peningkatan kosakata siswa dalam pembelajaran yang berlangsung tadi daripada pembelajaran sebelumnya?

G : iya ada.

P : Bagaimana pendapat bapak tentang film dora sebagai media pembelajaran.

G : sangat baik karena media ini dapat mengaktifkan siswa dalam proses belajar

P : Apakah strategi pembelajaran vocabulary dengan menggunakan dora the explorer movie ini cocok untuk diterapkan pada siswa kelas 5 SD dalam upaya meningkatkan kosakata.

G : sangat cocok, karena siswa diajak secara langsung untuk mengenal dari materi apa yang telah diajarkan

P : Berdasarkan pengamatan bapak sendiri, apa kelebihan dari metode yang telah diterapkan pada pembelajaran disiklus ke II ini?

G : kelebihannya sangat menarik dapat membantu agar siswa aktif dalam pembelajaran, khususnya pembelajaran kosakata.

P : Menurut bapak apa yang menarik dari penggunaan dora the explorer movie ini?

G : siswa dapat mendengar dan melihat secara langsung kosakata yang diajarkan melalui movie ini dan dapat pula mempraktekannya

Lampiran 5.1. The Students' Activities In Classroom In Cycle 1





Lampiran 5.2 The Students' Activities In Classroom In Cycle 2





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