

THE EFFECT OF USING MEDIA VIDEO DORA THE EXPLORER
TO STUDENTS' VOCABULARY MASTERY
AT SD NEGERI 200201/4 PADANGSIDIMPUAN.

By

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ABSTRACT

Permasalahan pada penelitian ini berawal dari Siswa SD Negeri 200201/4 Padangsidempuan tidak mampu menguasai bahasa Inggris khususnya kosa kata. Penelitian ini dilakukan melalui pendekatan eksperimen, yakni Sample pada penelitian ini berjumlah 60 (enam puluh) siswa, dan data didapat melalui pre-test dan post-test. Hasil yang didapat dari penelitian adalah ditemukannya hasil uji nilai t (t-test) lebih besar dari pada t-table, artinya terdapat pengaruh yang cukup bagus terhadap penggunaan video Dora the Explorer dalam pembelajaran vocabulary siswa SD. Sehingga dapat dikatakan bahwa hipotesis yang diajukan di awal penelitian dinyatakan diterima dan terbukti. Akhirnya, dapat disimpulkan bahwa Video Dora the Explorer dapat membantu pembelajarn kosa kata siswa SD Negeri 200201/4 Padangsidempuan.

INTRODUCTION

Language is a social phenomenon. It means language is a set of convention of communicative signal used by human for communication in a community. Language in this sense is possession of a social group, comprising an indispensable set of rules, which permits its member to relate to each other. One of the languages that have a significant influence in international interaction is English language. English is used in many aspects of international relationship; people use English for business, technology, even in educational interaction.

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Educational field has rapidly grown up. English becomes a tool of communication around the world include educational aspect. Government realizes that English language should be learned since the beginning of educational process to get the best result for the next Indonesian generation. As a forward orientation, Indonesian government had published Indonesian rules (UUD) No. 2 year in 1989 about national educational system to develop human resource in educational world.⁴

In 1993, Indonesian government decided to involve English language started since in elementary school students. The recruitment of Indonesian educational ministry number 060/U/1993 date 25 February 1993 about the possibility of English language as one of a subject in elementary school. The curriculum started in fourth class of Elementary school.⁵

Vocabulary as a major part in English language has to be taught effectively, because students should feel glad and interesting in learning vocabulary. If the process of learning is going on without giving and holding the interesting condition of learning, students will easy to be bored, and finally they cannot master and memorize vocabulary well. If this case actually happened, process of learning English is not running well, because students cannot understand vocabulary as the root of English, so how come they will have ability for all aspect in English without mastering vocabulary. So also it was happened at SD Negeri 200201/4 Padangsidempuan, as English teacher told to the researcher before that the students felt boring in time studying English vocabulary by using conventional teaching (without media) was given by their English teacher. Finally, the students could not master and memorize vocabulary well. In essentially, researcher could conclude that vocabulary have to be taught with an interesting media.

English teachers have to think, the media that they use in teaching vocabulary is a kind of media being loved by their students such as using a song by a cassette or watching a film on Television. Dora the explorer is a television animation series for

⁴Kasihani K.E. Suyanto, *English for Young Learners* (Jakarta: Bima Aksara, 2008) p. 1.

⁵*Ibid.*, p. 2.

children in united state of America. But now on, it's has been known by all people especially for children almost around the world. That why the researcher interest to research whether this video can affect the students' ability in mastering vocabulary.

RESEARCH METHODOLOGY

This research is conducted quantitative method by using experimental design; pre-test, treatment, and post-test were used in research in experimental class, while in control class used pre-test and post-test. All population of fifth grade students of SDNegeri 2002001/4 Padangsidimpuan is 46 students. Data of this research are collected by using an instrument. The instrument of collecting data in this research was test. The test applied to the experimental class and to the control class and then the result of the test was used as the data of this research. The data analyzed by t-test.

THEORETICAL DESCRIPTION

Teaching Media

Media is a tool; here in this case media means a tool of transferring learning materials from the teachers to the students that can make them easier and more interest inthe process of teaching and learning. These are several experts' terms about definition of media, such as: firstly, Association for Education and Communication Technology (AETC) said that media is all things that used as a medium of information. Secondly, National Educational Association (NEA) interprets media as printed and audiovisual forms of communication and their accompanying technology.⁶ Then, Gagne and Briggs said that media is an aids which are used physically to convey the content of material that includes a books, tape recorder, cassette, video recorder, film, photo, picture, graph, television and computer.⁷

⁶Basyiruddin Usman, *Media Pembelajaran*(Jakarta: Ciputat Pers, 2002)p. 11.

⁷ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2004)p. 3.

From those definitions above, researcher concluded that media is the medium of transferring message from the source to the receiver of message. Media is used as supporting aids to improve students' interesting and motivation in the process of teaching and learning.

Teaching media is the part of teaching resources to transfer the information of material.⁸ By using media in the process of teaching and learning, teacher expected to find the better way and the suitable method to deliver learning material. So, teachers have to use media in all process of teaching and learning to reach the goal of education.

There are many functions of teaching media in the process of teaching in learning. Azhar Arsyad said that media is used for instructional objective in where information should involve students' participation both in mind and other mental aspect and in real activities form, so that the learning process can be carried.⁹

Teaching media has increased and developed, the media that researcher used for teaching should be able to explain what researcher wanted to deliver to students precisely and effectively,¹⁰ if the media was not suited with the process of teaching, learning, and material, researcher needed to find another media to repaired and replaced an old media that could not be appropriated to the goal of learning any more. Students were easy become boring in receiving learning material if they go uninteresting media, so researcher needed the changing to strange the process of learning.

Media is a medium of for improving learning activities. Remembering about the kinds of media, teachers have to choose the correct media that can be used in the process of teaching and learning. There are some points that teachers should

⁸Drs. Sudirman N, et.al,*Ilmu Pendidikan* (Bandung: Remaja Rosdakarya, 1992)p. 205.

⁹Azhar Arsyad, *Op.Cit.*,p. 21.

¹⁰Basyiruddin Usman, M.Pd. *Op.Cit.*, p. 16.

comprehend in choosing media. They are; aim, correct using, standard of students' ability, cost, availability and technical quality.¹¹

There are many kinds of media that can be used in as a teaching instructional in the teaching and learning process, they are: media visual-silent, media visual-moving, media audio, printed media, media audio-semi moving, media audio-visual silent, media audio-visual moving.

Kinds of Media

Media is very important to use in learning process, teachers can use many kinds of media. Depend on Sudjarwo that many kinds of media, there are:¹²

1. Media Visual-Silent

Media visual silent is media can be showed quietly in visual form. Such as; video archives, printed page, picture series.

2. Media Visual-Moving

Media visual moving is media can be showed in motion, in visual form. Such as; mute film.

3. Media Audio

Media audio relates with hearing sense, such as; radio, magnetic tape recording,

4. Printed Media, such as; perforated tape.

5. Media Audio-Semi Moving

Media audio-semi moving relates with distant lettering, such as; power point.

6. Media Audio-Visual Silent

Media audio-visual silent is the media that present sound and silent picture. Concluding from the completeness of media, Media audio-visual silent is the second grade after audio-visual moving. The

¹¹Daryanto, *Media Visual Untuk Pengajaran Teknik*(Bandung: Tarsito, 1993)p. 3.

¹²Sudjarwo, *Beberapa Aspek Pengembangan Sumber Belajar* (Jakarta: Mediatayama Sarana Perkasa, 1989)p. 175.

different function between both of those media is just in about the moving picture. Sample of silent audio-visual are sound filmstrip and sound slide.

7. Media Audio-Visual Moving

This media is the most complete media, because it's presenting unsure of sound along with moving picture in the same time. Kinds of media which are included into audio visual-moving are sound film, television and video cassette.¹³

Media Video

Ronald Anderson said that video is a series of electronic picture along with the sound. Those series then will be revved with the tools namely video cassette recorder or video player.¹⁴ Video is the media that used to deliver learning messages. There are two elements that is combined in this media include audio and visual. The existence of audio enables students accept the messages of learning through listening, while the existence of visual element enable students to create the understanding circle for the learning messages in visualization forms. It can be concluded that video is 1) technology of electronically capturing, recording, processing, storing, transmitting and reconstructing a sequence of pictures and representing scenes in motion and 2) recording of both the visual and audible components.

Advantages and disadvantages of video

There are some advantages and disadvantages of using media video in the process of teaching and learning. RonaldAnderson said that the advantages of using video are:

- 1) Can be used for classical of individual person.
- 2) Can be used directly (when we need it).

¹³*Ibid.*

¹⁴AndersonRonald. H,*Pemilihan dan Pengembangan Media Video Pembelajaran* (Jakarta: Grafindo Pers, 1994) p. 99.

- 3) Can be used many times over.
- 4) Can deliver a dangerous object which cannot be presented directly in the class.
- 5) Can deliver an object in sufficient detail.
- 6) Can be slow up and speed up.
- 7) Present the picture along with the sound.

The disadvantages of using media video based on Ronald Anderson are:

- 1) Difficult to revise it.
- 2) Relative expensive
- 3) Need a special ability to operate it.¹⁵

Actually, every film or video cannot impact the positive effect to the process of teaching and learning, especially to elementary students, but not a few of them which can influence the students' interesting in learning, such as: UpinIpin and The Adventure of Mouse Dear as foreign film, and SiUnyil and LaskarPelangi as Indonesian film. One of the famous children film in the world is Dora the Explorer. This film was famous in Indonesia around along times ago, it was used by researcher in learning vocabulary.

Dora the Explorer

Dora the Explorer is a serial television animation for children from UnitedState of America owned by television network Nickelodeon. This serial is made by ChrisGifford, ValerieWalsh, dan EricWeiner.¹⁶ Their first idea about production this serial because they wanted to create a show about teaching the children to problem solving skills. Trying episode of the serial began in 1999 and starting the regular episode on 14 August 2000.

Dora the Explorer is one of the famous children animations in the world even in Indonesia and this serial has some meterials like material of education; counting,

¹⁵*Ibid.*, p. 103-105.

¹⁶ Chris Gifford et.al, *Dora The Explorer*. Retrieved on 15th November 2011from <http://www.Wikipedia.org/Dora the explorer>, p.12.

singing, founding the meaning of vocabulary, and material of life; love each other, helping each other, honour each other, about friendship. This serial has produce \$1 Billion for selling only in 2004. As with many animated series made in the United State of America., Dora the Explorer has been dubbed into 25 languages all over the world. The simplicity and repetitious nature of the episodes make this series especially well-suited for learning important phrases in a foreign language. These are the adaption of Dora the Explorer all around the world:

- 1) Arabic. In the Arabic language version broadcast on the "Nickelodeon on MBC3" block of MBC3, the bilingualism is Arabic-English
- 2) Chinese. In the Chinese language's version, *Dora* the characters speak mainly Mandarin with limited English. It is broadcast on Yo-yo TV in Taiwan (Channel 25).
- 3) Danish. In the Danish language version Dora is similarly to Swedish listed by Nickolodeon as *Dora- utforskaren* although this title is actually incorrect use of Danish.
- 4) Dutch. In the Dutch language version, broadcast on Nickelodeon and Nick .Jr, the bilingualism is Dutch-English. Starring Voice Actors: Lottie Hellingman as Dora and Dieter Jansen as Boots.
- 5) French. In the French language version, *Doral'exploratrice*, broadcast on TF1 in France and Télé-Québec in Canada, the bilingualism is French-English, with Dora and Boots (called Babouche) speaking French and other protagonists speaking and answering in English.
- 6) Filipino. In the Filipino language version broadcast on ABS-CBN entitled as its English title "Dora, the Explorer". The characters speak Filipino and some English, Dora teaches English in this version.
- 7) German. In the German language version, broadcast on the recently restarted German branch of Nickelodeon, the bilingualism is German-English.
- 8) Greek. In the Greek version called "*Ντόρα η μικρή εξερευνητριά*" (or *Dora the Little Explorer*), broadcast on Nickelodeon and Star Channel, the bilingualism is Greek-English. Dora and Boots (called *Botas*) speak Greek and other protagonists speak and answer in English.
- 9) Hebrew. In the Hebrew version, broadcast on HOP channel, the bilingualism is Hebrew-English. The series is called מגלים עם דורה (or *MegalimImDora*--English: *Discovering with Dora*).

- 10) Hindi. In the Hindi language version, Dora and the other characters speak Hindi. It is broadcast on Nickelodeon.
- 11) Indonesian. The Indonesian language version, formerly broadcast on TV One is now broadcast on Global TV. The bilingualism is Indonesian-English.
- 12) Irish. In the Irish language version, broadcast on the Irish station TG4, the bilingualism is Irish-Spanish, with Dora and Boots speaking in Irish and some other characters speaking Spanish as in the original.
- 13) Italian. In the Italian language version, broadcast on Italia 1 and on Nickelodeon in the subscription of Sky, the bilingualism is Italian-English. The series is called *Dora l'esploratrice* ("Dora the Explorer"). Most characters speak Italian, but some characters and especially Dora's parents and backpack speak English together with Italian.¹⁷
- 14) Japanese. In the Japanese language version, broadcast on Nick Japan, the bilingualism is Anglo-Japanese, with Dora and Boots speaking Japanese and other protagonists speaking and answering in English. The version is called *ドーラといっしょに大冒険 (Dōra to issho ni dai bōken/Adventures with Dora)*.
- 15) Korean. The Korean language version is broadcast on Nick Jr in Korea. The title is different it is called "Hi Dora" and is introduced by a real person whose name is Dami - she introduces key English vocabulary for each episode. The episode is primarily in Korean with some English.
- 16) Malay. The Malay language version is broadcast on TV9. The bilingualism is Malay-English. Dora speaks primarily in Malay instead of English, and the secondary language is English instead of Spanish. The original English-Spanish version, however, is also available on Nickelodeon South East Asia via the Nick Jr. programming slot to subscribers of the ASTRO satellite TV service.
- 17) Norwegian. In the Norwegian language version, the bilingualism is Norwegian-English.
- 18) Polish. In the Polish language version, broadcast on Nickelodeon in Poland, the bilingualism is Polish-English. The series is called *Dora poznaje świat* ("Dora explores the world").
- 19) Portuguese. In the Portuguese language versions, *Dora a Exploradora*, broadcast on RTP2 and Nickelodeon Portugal.
- 20) Russian. In the Russian language version, broadcast on TNT and Nickelodeon, the bilingualism is Russian-English. The series is called *Dasha-sledopyt* ("Dasha the Pathfinder"). Dasha is the children's name of Daria (Darya).

¹⁷*Ibid.*

- 21) Serbian. In the Serbian language version, broadcast on B92, the bilingualism is Serbian-Spanish. The series is called *Dora istražuje* (Dora is exploring).
- 22) Spanish. There are different Spanish language versions for Latin America and Spain. In *Dora la Exploradora*, broadcast on Nickelodeon in Latin America (and until September 2006 on Telemundo in the USA; since April 2008 on Univisión), Dora and Boots (called *Botas*) speak Spanish and the other protagonists speak and answer in English.
- 23) Swedish. In the Swedish language's version *Dora- utforskaren* the characters speak mainly Swedish but will have commands and expressions in English. It is broadcast on Nickelodeon and TV4.
- 24) Tamil. In the Tamil language's version *Dora the Explorer*, the characters all speak Tamil, with some English interspersed. It is broadcast on a local kids programming channel Chutti TV, a channel run by the Sun Network.
- 25) Turkish. In the Turkish language's version *Dora* the characters speak mainly Turkish, Spanish and English but will have commands and expressions in Turkish. It is broadcast on Nickelodeon and CNBC-e.¹⁸

There are some characters that can be found in serial Dora the Explorer, they are:

- 1) DoraMarquez
- 2) Boots the Monkey
- 3) Swiper the Fox
- 4) Fiesta Trio include three small animals; a grasshopper, a snail, and a frog
- 5) Backpack
- 6) Map
- 7) Isa the Iguana.¹⁹

Dora, the main character, is an 8 Year old girl who embarks on a trip in every episode in order to find something or help somebody. She asks the viewers at home to help her find new ways to reach places with the help of Map. She also teaches viewers Spanish, introducing them to short words and phrases.

Dora has a positive view of the characters she meets, failing even to hold a grudge against the mischievous fox, Swiper, who continually attempts to steal items

¹⁸*Ibid.*

¹⁹*Ibid.*

from her party. She acts against villains only when it seems that compromise is impossible, and even in these cases, fails to display actual anger. She gives others a chance to try their hands at tasks even when she herself might have an easier time with them.

Dora values her family, whom she loves openly, though she spends little time indoors at home with them. She tries to introduce her traditions and customs, subtly and without compulsion, to those who are not familiar with them. Dora is fond of Boots, who became her best friend when she saved his beloved red boots from being swiped by Swiper.

Serial of Dora the Explorer also involves educational parts include teaching vocabulary. Along the journey, Dora with Boots will find something with their map. When they find the missing object, they will ask the viewer to tell the object in English language. This is one of the educations partial that can we find in Dora the Explorer.

Here are some vocabularies that can be found in serial Dora the Explorer based on six episodes, they are:

Table I

Vocabularies in some serials Dora the Explorer based on four episodes.

No.	Episode	Vocabulary			Meaning
		Adjective	Noun	Verb	
1	Backpack		Backpack Map Bridge Rock Library		Tas ransel Peta Jembatan Batu besar Perpustakaan
2	River		Waterfall Boot	Open	Air terjun Sepatu bot Buka
3	Pirates		Seas Treasure island	Dance Sing	Lautan Pulau harta karun Menari Menyanyi

4	Fairy land	Cold	Dragon's cave Giant rock Sunshine	Dingin Gua naga Batu raksasa Sinar matahari
5	Halloween		Pumpkin Witch Monster House Bee Pig	Labu Penyihir Rumah Monster Lebah Babi
6	Balloon		Balloon River CrocodileLake	Balon Sungai DanauBuaya

The Nature of Vocabulary Mastery

Vocabulary is one aspect should be owned by every student to make them understand and master English language. Considering that English language consists of skills that have a mutual affect to the achievementof vocabulary. HowardJackson said "Vocabulary is a representative collection of the words that exist in English language".²⁰ It means that vocabulary is a collection of English words or it can be another language has a part and to make that collection be easier to find out. Penny Ur also defines vocabulary as the words we teach in foreign language".²¹ It means vocabulary is the list of words that work in language and it is taught by the teacher based on the student's level. However, new items of vocabulary many be more than a single word, for example: post office and mother in law, which made up of two or three words but express a single idea.

Other definitions said that vocabulary discusses words meaning, how words extend their use, how words combine and the grammar of words".²² It means that vocabulary may discuss about the extent of words, how combine words based on grammar to get the right meaning in a text. There are some aspects that have to be

²⁰HowardJackson, *Words, Meaning and Vocabulary* (London: Casell, 2000)p. 118.

²¹PennyUr, *A Course in Language Teaching*(United Kingdom: University Press, 2000)p. 60.

²²JeremyHarmer, *The Practice of English Language Teaching*(New York: Longman, 2000), p.

understood in understanding vocabulary. They are: meaning, synonym, antonym, pronunciation and spelling. So that, to learn vocabulary in English, firstly, we must understand them that; meaning, synonym, antonym, pronunciation, and spelling.

According to Thornbury, there are two kinds of vocabulary, as follows: Receptive vocabulary or Passive vocabulary and Productive vocabulary or Active vocabulary; receptive vocabulary can be understood only through listening and reading while productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.²³ So, vocabulary can be divided in to two kinds.

Teaching Vocabulary

Vocabulary teaching and learning must fit into the boarder framework of languagecourse. One way to make sure that there is balanced range of learning opportunities is to see alanguage course as consisting of four strands.They are as follow: learning from meaning-focused input, learning from meaning-focused output deliberate learning or language study and fluency development.²⁴ Adrian Doff stated that teacher have to evaluate technique and methodology of teachp;ing from the learners' point of view to make the learning more effectively.²⁵ Especially for elementary students, teachers need to find out the suitable method that can encourage students to master vocabulary fluently. However, teaching method that probably can be applied to adult students cannot be applied to young learner. The young learner especially for elementary students has a special characteristic which cannot be treated the same as adult students, they need to be explore and they must be taught attractively by using interesting media and method.

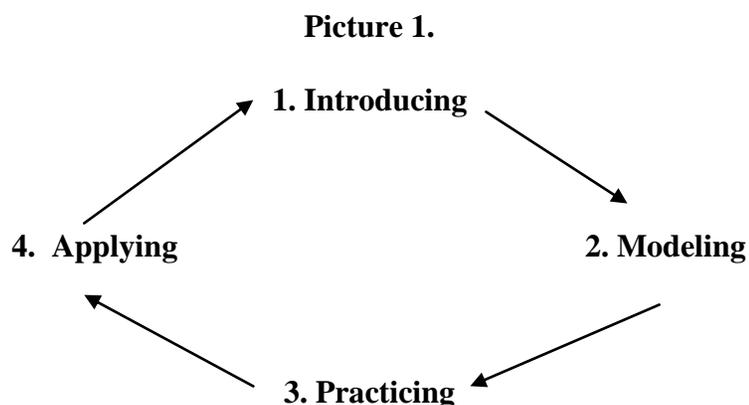
²³ *Ibid.*

²⁴David Nunan, *Op.Cit.*, p. 133-134.

²⁵ Adrian Doff, *Teach English, a Training Course of Teachers* (New York: Cambridge University Press, 1990)p. 9.

Media plays the big role in the process of teaching vocabulary at elementary school students. Kasihani K.E. Suyanto stated that the process of teaching and learning vocabulary will be easier if teachers use an appropriate media, because children like the visual things include picture, puppets, or miniature which can make them fun and interested.²⁶ One of the media that can be used in teaching vocabulary is audio-visual media. Researcher will discuss the implementation of using media in teaching vocabulary next explanation.

Process of teaching vocabulary for children can be divided into four steps, such as:²⁷



The steps of teaching vocabulary above can help teachers to teach vocabulary effectively. All steps are directly connected each other. Finally, the result of learning vocabulary will be more effective.

Based on the explanations above, the teachers need to use media to solve all barriers in the class. There are many kinds of media that teachers can use in teaching vocabulary, such as: Film, video, OHP and others. Audio-visual media will become an interesting media in teaching and learning vocabulary especially for elementary students. For this research, researcher will present audio-visual media VCD (Video Compact Disc) in teaching vocabulary mastery.

²⁶Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: Bima Aksara, 2008)p. 22.

²⁷*Ibid.*

There are some reasons why researcher used audio-visual media in teaching vocabulary, they are:

- a. The using of audio-visual media can decrease distortion, because this media easy in using, present both of audio and visual in a same time, and others specialty.
- b. Audio-visual media can take students' attention and encourage them to study English especially in learning vocabulary

RESULT

Result of Pre-test

To evaluate the effect of using media video Dora the Explorer to students' vocabulary mastery, researcher has calculated the data by pre-test and post-test. Based on research was done, researcher got the result of data pre-test of students' score in experimental class and control class. The result studying vocabulary before treatment (pre-test) in the experimental class with the sample = 23 was got by total of score $\sum_{x_1} = 1360$ with mean $(\bar{x}_1) = 59.13$, standard of deviation $(SD_t) = 13.52$, median (Me) = 55.78, modus (Mo) = 66.5. For the data of the result studying vocabulary before treatment (pre-test) in the control class with the sample = 23 was got by total of score $\sum_{x_2} = 1380$ with mean $(\bar{x}_2) = 60$, standard of deviation $(SD_t) = 13.92$, median (Me) = 54.9, modus (Mo) = 66.26 (see appendix 10 and 11).

In the control class, researcher got 45-52 as the score that often appear. It was proven that students' average mastery in the interval of score. Based on result of the test studying vocabulary, mean of score was got by the students in the experimental class is 59.13. Highest score in the experimental class is 85 and smallest score is 45. While, mean of score was got by the students in the control class is 60. Highest score in the control class is 85 and smallest score is 45.

Result of Data Post-Test

The result studying vocabulary by using media video Dora the Explorer (post-test) in the experimental class with the sample = 23 was got by total of score $\sum_{x_1} = 2145$ with mean $(\bar{x}_1) = 93.26$, standard of deviation $(SD_t) = 9.6$, median (Me) = 100.22, modus (Mo) = 94.58. For the data of the result studying vocabulary without media (post-test) in the control class with the sample = 23 was got by total of score $\sum_{x_2} = 1910$ with mean $(\bar{x}_2) = 83.04$, standard of deviation $(SD_t) = 14.96$, median (Me) = 77.18, modus (Mo) = 79.5 (see appendix 12 and 13). Based on previous table was explained that in the control class, researcher got 68-75 as the score that often appear. It was proven that students' average mastery in the interval of score. Based on result of the test studying vocabulary, mean of score was got by the students in the experimental class is 93.26. Highest score in the experimental class is 100 and smallest score is 70. While, mean of score was got by the students in the control class is 83.04. Highest score in the control class is 100 and smallest score is 60.

Testing Hypothesis

The formula was used to the test of hypothesis was $F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$ was got $F_{\text{count}} = 2.46$ with significant level $\alpha = 5\%$ with $dk = 23$ from the distributing list F was got $F_{\text{table}} = 3.42$, cause $F_{\text{count}} < F_{\text{table}} (2.46 < 3.42)$. So, no difference the variant between the both of classes or it is named homogeneous.

Based on calculation result of the difference test of the both averages was got $t_{\text{count}} = 12.77$ with $s = 11.49$. While, from the distributing list t was got $t_{\text{table}} = 1.68$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = (n_1 + n_2 - 2) = (23 + 23 - 2) = 44$, cause $t_{\text{count}} > t_{\text{table}} (12.77 > 1.68)$. So, Hypothesis is accepted, it means averages of the test score of the result studying vocabulary by using media video Dora the Explorer is higher than averages of the test score of the result studying vocabulary without using media.

Discussion

In this research, researcher found that the students' vocabulary mastery is low. They can't express their idea exactly because lack of vocabulary. It is known when researcher asked them to translate vocabulary directly, most of students can not answered it.

After doing the observation, researcher found the problem. It is because strategy that used in teaching vocabulary is boring so that students' motivation in learning English especially in vocabulary is low. From the problem, researcher tried to give the treatment by using media video Dora the Explorer. Dora the Explorer is a serial television animation for children from UnitedState of America owned by television network Nickelodeon. This serial is made by ChrisGifford, ValerieWalsh, dan EricWeiner. The videos on Dora the Explorer among others the episodes of backpack, river, pirates, fairy land, and halloween. The videos are watchedto the students. The purpose of this strategy is to improve students' vocabulary mastery.

The result of the treatment is students' vocabulary mastery increase. It means media video Dora the Explorer is suitable to improve students' vocabulary mastery, especially for fifth grade students who beginners level in English subject.

From the explanation above can be concluded that studying vocabulary by using media video Dora the Explorer is better than studying vocabulary without using media.

According to the other researchers which were told in reviewed related findings, Muhammad Yusuf and Fatimah Imas stated that pthe using of media and various methods can increase students' vocabulary mastery.

CONCLUSION

The first formulation of the problem is "How was the ability of students in mastering vocabulary before using media video Dora the Explorer at fifth grade of SD Negeri 200201/4 Padangsidimpuan?" Students' mastery before giving the treatment was low. It can be seen from the students' score of experimental and

control class in pre-test. Total score of experimental class in pre-test (before treatment) was 1360 with total of correct answer was 273, it is lower than total score of experimental in post-test (after treatment), it was 2145 with total of correct answer was 429.

Besides, total score of control class in pre-test (before treatment) was 1380 with total of correct answer was 278. It is also lower than total score of control class in post-test (after treatment), it was 1910 with correct answer was 382. It means students' mastery before taught before treatment is low.

The second formulation of the problem is "How was the ability of students in mastering vocabulary after using media video Dora the Explorer at fifth grade of SD Negeri 200201/4 Padangsidimpuan?" The result is students who were taught by using media video Dora the Explorer had achieved better vocabulary mastery than those who were not taught by using media video Dora the Explorer. It can be seen from the students' scores of experimental and control class on the post-test. Total score in experimental class was 2145 and total score in control class was 1910.

The last formulation of problem is "Was there a significant effect of using media video Dora the Explorer to students' vocabulary mastery at fifth grade of SD Negeri 200201/4 Padangsidimpuan?" Based on the conclusion, that studying vocabulary by using media video Dora the Explorer at SD negeri 200201/4 Padangsidimpuan has a significant. It is proven based on calculation result was gotten from post-test calculation, that mean of experimental class is better than mean of control class, that 93.26 is better than 83.04. While, result of t-test was gotten $t_{count} = 12.77$ and $t_{table} = 1.68$, cause $t_{count} > t_{table}$ ($12.77 > 1.68$) with each the sample are 23 and $dk = (n_1 + n_2 - 2) = 44$ with significant level $\alpha = 5\%$. So, it means the alternative hypothesis (H_a) is accepted. In other words, there is a significant effect of using media video Dora the Explorer to increase vocabulary mastery of students at fifth grade of SD Negeri 200201/4 Padangsidimpuan.

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