

**THE EFFECT OF “DORA THE EXPLORER” VIDEO SERIES
ON VOCABULARY ACHIEVEMENT OF
THE ELEMENTARY SCHOOL STUDENTS WITH
THE DIFFERENT LEARNING STYLES**

A THESIS

As a Partial Fulfillment of the Requirements
for the *Sarjana Pendidikan* Degree
in English Language Teaching



By:

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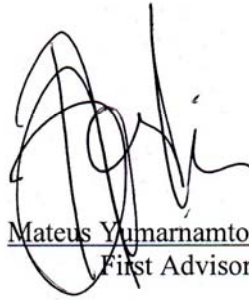
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ABSTRACT

Kusumawati, Rossy. 2009. *The Effect of "Dora the Explorer" Video Series on Vocabulary Achievement of the Elementary School Students with the Different Learning Styles*. English Department. Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya.

Key words: Dora the Explorer, Video, Teaching English, Teaching Vocabulary, Vocabulary Achievement, Elementary School Students, Learning Styles.

Teaching English earlier to young children, especially on its vocabulary, is very important. It will allow them to develop their ability in the language skills. It is important to pay attention to the children's learning styles when teaching—whether they are visual, auditory, or kinesthetic learners. Unfortunately, nowadays, teacher often overgeneralize their way of teaching. When teaching vocabulary, they tend to use pictures which seem to be beneficial only to visual learners.

However, there are actually other ways to make the learning process more enjoyable, fun, and at once involve the concern to the children's learning styles. One of them is through video. "Dora the Explorer" is one of the most popular video series for children. The activity presented in "Dora the Explorer" video series involve the visual, hearing, and body movement. Therefore, in this study the writer wants to know whether "Dora the Explorer" can help improving the vocabulary achievement of the elementary school students with the different learning style.

The subject was the first grade students of SD Kristen Gloria I. In conducting this research, the writer classified the students based on their learning styles. To recognize the students' learning styles, the writer used questionnaire. The writer took one class of the first grade students of SD Kristen Gloria III as a pilot group. The pilot group was used to try out the questionnaire and to measure the reliability and the validity of the instrument. The questionnaire was also used to classify the students in experimental and control group. To detect the effect of teaching vocabulary by using "Dora the Explorer" video series, the writer used pre-test and post-test. The pre-test was intended to measure the students' vocabulary mastery before the treatments. The treatments were given three times. The experimental group was taught vocabulary by using "Dora the Explorer" video series while the control group was taught vocabulary by using pictures. To observe the students' vocabulary after the treatments, the writer used post-test. She used the students' gain score to find out their improvement. To analyze the result, the writer used t-test to test the hypothesis of this study.

The result of the statistical calculation indicated that there was a significant difference between the visual learners who are taught vocabulary by using "Dora the Explorer" video series and those who are taught by using pictures. It is also found that there is a significant difference between the visual learners who are taught vocabulary by using "Dora the Explorer" video series and those who are taught by using pictures. Yet it is indicated that "Dora the Explorer" video series did not yield a significant effect in vocabulary teaching to the kinesthetic learners. But in general, it is found that "Dora the Explorer" video series gave a significant effect in the vocabulary teaching for the students.