

**THE EFFECT CARTOON MOVIE (DORA THE EXPLORER) ON STUDENT
VOCABULARY AT BKB PAUD KENANGA 17**

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ABSTRACT

Siti Fadilah 1882150214. The Influence of Animated Films (Dora the Explorer) on the English Vocabulary of Students at BKB PAUD KENANGA 17. Thesis, Bekasi: Pancasakti University Bekasi 2025. This study aims to determine the effect of using the animated film Dora the Explorer on children's English vocabulary mastery at BKB PAUD KENANGA 17. This study uses an experimental design with two groups, namely a control class and an experimental class, each consisting of 30 students. Data were collected through pre-tests and post-tests in the form of multiple-choice tests assessing English vocabulary proficiency. The results showed a significant difference between the control group and the experimental group. The average post-test score for the experimental group increased to 80.33, while the control group scored only 51.67. The t-test statistical analysis showed a significant value < 0.05 , indicating that the use of animated films has a positive effect on children's vocabulary mastery. This finding is supported by Mayer's Multimedia Learning Theory and Paivio's Dual-Coding Theory, which state that the combination of visual and verbal information enhances understanding and memory. Therefore, the results of this study can be concluded that animated films have an effect on the English vocabulary of students at BKB PAUD KENANGA 17.

Keywords: Animated films, English vocabulary, early childhood, multimedia learning

ABSTRAK

Siti Fadilah.1882150214 Pengaruh Film Animasi (Dora the Explorer) Terhadap Kosakata Bahasa Inggris siswa BKB PAUD KENANGA 17.Skripsi , Bekasi : Universitas Pancasakti Bekasi 2025.

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan film animasi Dora the Explorer terhadap penguasaan kosakata bahasa inggris anak di BKB PAUD KENANGA 17. Penelitian ini menggunakan desain eksperimen dengan dua kelompok , yaitu kelas control dan kelas eksperimen, masing –masing berjumlah 30 siswa . Data dikumpulkan melalui pre- test dan pro-test terbentuk tes pilihan ganda yang menilai kemampuan kosakata bahasa inggris . Hasil penelitian menunjukan adanya perbedaan signifikan antara kelas control dan kelas eksperimen. Rata-rata pos-test kelas eksperimen.Rata-rata kelas post-test kelas eksperimen meningkat menjadi 80,33 ,Sedangkan kelas control hanya 51,67. Uji statistic t-test menunjukan nilai signifikan $< 0,05$, yang berarti penggunaan film animasi berpengaruh positif terhadap penguasaan kosakata anak.temuan ini didukung oleh Teori PembelajaranMultimedia Mayer dan Dual-Coding Theory Paivio, yang menyatakan bahwa kombinasi informasi visual dan verbal meningkatkan pemahaman dan daya ingat.Oleh karena itu hasil penelitian ini dapat disimpulkan terdapat pengaruh film animasi terhadap kosakata bahasa inggris siswa BKB PAUD KENANGA 17.

Kata kunci : Film animasi, Kosakata bahasa inggris, anak usisa dini,pembelajaran multimedia.

A. Introduction

In today's global era, English has become one of the most important languages for international communication. As one of the four basic skills in language learning, vocabulary plays a central role because without sufficient vocabulary, learners will find it difficult to develop listening, speaking,

reading, and writing skills. Vocabulary is the foundation of language mastery, and it should be introduced as early as possible to children in order to support their long-term language development.

Early childhood is often referred to as the "golden age" of learning because children at this stage can easily

absorb new information, including languages. According to Santrock (2011), early childhood education should provide experiences that stimulate children's linguistic, cognitive, and social development. Therefore, teachers must use appropriate and engaging learning media to attract children's attention and help them understand new vocabulary more effectively.

In many preschools and early childhood education centers, vocabulary teaching often relies on traditional methods, such as flashcards or picture books. Although these methods can be useful, they are sometimes less effective in maintaining children's interest. Observations at BKB PAUD Kenanga 17 revealed that many students still have limited vocabulary mastery because the teaching methods were monotonous and did not maximize the use of multimedia-based learning.

Animated films, such as Dora the Explorer, can be used as an alternative learning medium because they combine sound, pictures, and interactive dialogue. Children are exposed to authentic language use in

a fun and engaging context. Mayer's Multimedia Learning Theory (2009) emphasizes that learning is more effective when verbal and visual materials are presented together. Similarly, Paivio's Dual Coding Theory (1990) suggests that information is better remembered when processed through both verbal and visual channels.

Based on these considerations, this research was conducted to determine whether animated films, particularly Dora the Explorer, have a significant effect on improving students' English vocabulary mastery at BKB PAUD Kenanga 17.

B. Research Method

This research employed an experimental method with a Nonequivalent Control Group Design. The subjects of the study were 60 students of BKB PAUD Kenanga 17, divided into an experimental class and a control class. The experimental class was taught using the animated film Dora the Explorer, while the control class was taught using picture media. The research instrument was a vocabulary test (pre-test and post-

test). Data were analyzed using a t-test with a significance level of 0.05.

The instruments used in this research included:

1. Observation, to monitor students' learning activities, responses, and participation during the teaching and learning process.
2. Questionnaire, to gather students' opinions, interests, and attitudes toward learning English using animated films.
3. Tests (Pre-test and Post-test), in the form of multiple-choice items, to measure students' vocabulary mastery before and after the treatment.
4. Documentation, to collect supporting data such as lesson plans, students' work, photos, and other relevant records during the research.

The data were analyzed using quantitative descriptive methods. Quantitative analysis was applied to measure improvements in average score.

C. Results and Discussion

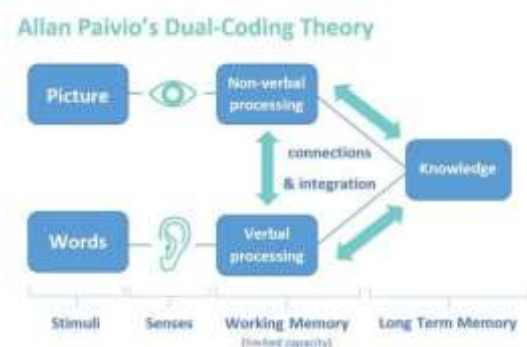
The results of the study showed a significant improvement in the experimental class compared to the control class. The average post-test score of the experimental class was

80.33, while the control class only reached 51.67. The t-test analysis indicated a significance value of < 0.05 , which means that the use of animated films had a positive effect on vocabulary mastery.

Table 1 presents and posttest the average scores of the pre-test and post-test in both groups.

Class	N	Pre-test Mean	Post-Test Mean
Experiment	30	60,33	80,33
Control	30	48,67	51,67

Figure 1



This finding is also consistent with Mayer's multimedia learning theory, which states that information is easier to understand when presented through a combination of words (visuals). Animated films that

combine these two elements have been proven to help children understand and remember new vocabulary better. Additionally, Paivio's dual-coding theory asserts that the human brain processes information through two pathways: verbal and visual. When both are used together, children's memory and understanding become stronger. Therefore, the use of animated films in vocabulary learning aligns well with this theory.

D. Conclusion

The use of animated films, particularly Dora the Explorer, proved to have a positive effect on the English vocabulary mastery of young learners. The findings of this study demonstrate that audiovisual media can effectively capture students' attention, increase their learning motivation, and facilitate better retention of new vocabulary. Teachers are encouraged to adopt animated films as an alternative learning medium in early childhood education

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