

CHAPTER 1

INTRODUCTION

1.1 Background

Teaching English to young learners is very important since the use of English has been spread widely. English is so widely used that it has often been referred to as a world language or global language. (Graddol, 1997:3). The earlier the children are taught English, the better it will be. It is good to start to teach them by vocabulary first since vocabulary is the central of language. It is said by Curtain and Dahlberg (2004:39) that early language learners understand what they hear and read largely in terms of the vocabulary they recognize, and their ability to express meaning is limited by the vocabulary they have internalized. The mastery in vocabulary will help children to develop their ability in the language skills: listening, speaking, reading, and writing. Thus, vocabulary acquisition is an important part of second language learning.

When teaching, however, the teacher needs to be aware that everybody has a preferred learning style. The teacher needs to be familiar with the three main learning styles which are auditory, kinesthetic, and visual (Linse, 2006:25). Teachers are most effective when they know and understand well enough children's individual learning styles. Knowing and understanding their learning style helps the students to learn more effectively.

By identifying the learning style, the students will also be able to recognize on their strengths and improve their self-advocacy skills. Unfortunately,

many students don't realize this because most of them attended schools where teachers delivered instruction in one way and did not encourage students to learn their unique styles. (<http://garnet.acns.fsu.edu>). In practice, nowadays the teacher often only use pictures as a teaching media in vocabulary teaching.

When mismatches exist between learning styles of most students in a class and the teaching style of the teacher, the students may become bored and inattentive in class, do poorly on tests, and get discouraged about the courses.

In order to be successful in vocabulary teaching, teacher should try to create an effective way of teaching in which the students can learn effectively. It implies that it is also essential to be selective in choosing the teaching material for the students.

Video can be a good alternative of vocabulary teaching. Video has been recognized as a valuable resource for interactive language study. It provides more concrete, authentic, and dynamic learning experiences as well as it is visually attractive and highly motivating. Lonergan (1984:1) said that video is one of the most successful ways of bringing the target language into the classroom. Video in the classroom offers exciting possibilities for language teaching and learning. Video offers the advantage of repeatability, an important attribute for teaching children, who, once they like something, are capable of watching it many times without boredom.

According to Stempleski and Arcario (1994:55), the value of using video for teaching children is primarily motivational. Video stimulates children to acquire new words and phrases as well as learn about the target culture, and

provides children with the constantly renewed input in the target language.

By changing the children's perspective and asking them to seek different information from the video each time it is played, the teacher can ensure that the children are never bored. The use of video in teaching children is based on the fact that the worlds of children and adults are quite different.

Piaget, as quoted by Fisher and Terry (1990:24) claims that the teaching of children should be created as concrete as possible since their thinking is grounded in the concrete. Video represents many things in vocabulary teaching. It can make many words clear and can arouse students' motivation.

That is why the writer chooses "Dora the Explorer" video series. It is according to Arcario (1994:48) who points out that materials that work particularly well are carefully designed cartoons, in which the language and the visual input are controlled to make them totally relevant to both the communication of meaning and the maturity level of young learners. In the writer's view, Dora is in line with Arcario's opinion.

In addition, since "Dora the Explorer" provides the learning activity through play, it may enliven vocabulary lessons. Besides, "Dora the Explorer" has been so familiar among the children for years. *Dora the Explorer* has been extremely successful, including \$1 billion in sales in 2004 alone throughout the world. (www.HispanicOnline.com). Dora the Explorer is also successful in attracting the children in Indonesia. Almost all children Indonesia watched Dora the Explorer (Riau Pos, February 6, 2006).

The writer also notices that in "Dora the Explorer" video series, the

activities involve the characteristics of the different learning styles. The visual learners can learn through the animation showed, the auditory learners can learn by listening to the conversations happening in the video, and the kinesthetic learner will learn through body moving as it is instructed in the “Dora the Explorer” video series. From this view, the writer wants to know the effect of “Dora the Explorer” video series on vocabulary achievement of the elementary school students with the different learning styles.

1.2 Statements of the Problem

Based on the background of the study, the problems of the study are as follows:

1. Is there any significant difference between the visual learners who are taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures?
2. Is there any significant difference between the auditory learners who are taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures?
3. Is there any significant difference between the kinesthetic learners who are taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures?
4. Is there any significant difference between the students in general who are taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures?

1.3 Objectives of the Study

Being aware of the important role of selecting the appropriate media in teaching vocabulary, the objectives of the study are to find out whether:

1. 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 vocabulary by using pictures.
2. There is a significant difference between the auditory learners who are taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures.
3. There is a significant difference between the kinesthetic learners who are taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures.
4. There is a significant difference between the students in general who are taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures.

1.4 The Significance of the Study

It is hoped that this study gives some help for a supplementary idea to the teacher to be aware of the roles of “Dora the Explorer” video series in vocabulary teaching.

The result of the study is also expected to give some contribution to the success of teaching vocabulary to the elementary school students with the different learning styles.

1.5 Theoretical Frameworks

There are three major theories that support this study. The first one is the theory of learning styles. The second one is the theory about vocabulary. The last theory is the theory about media.

Learning Style Theory proposes that different people learn in different ways and thus it is good to know what their own preferred learning style is. (www.d.umn.edu). Learning style theory involve educating methods, particular to an individual, that are presumed to allow that individual to learn best. It is commonly believed that most people favor some particular method of interacting with, taking in, and processing stimuli or information.

Vocabulary according to Wendell (www.publishing-central.org/Vocabulary.html) is viewed as “the total number of words at the disposal of a given individual”. He also explains that words are the basis of all spoken and written expression. As information is conveyed chiefly through the spoken and written word, the capacity to acquire knowledge is limited by the size of vocabulary. It shows that the more words which are required by a person, the more ideas will he or she have, and the more accurately will he or she be able to express herself/himself. Therefore, vocabulary is the tools that are used to think and to express oneself.

To make the teaching learning activities interesting for young learners, the use of media is needed. Here, media are intended to aid teachers to improve instruction and stimulate learning activities by increasing the effectiveness of their work. According to Hamalik (1982:23), “Media are aids, methods, and techniques

that are used to make communication and interaction between the students and the teachers in the teaching and learning process". The use of media in teaching vocabulary to young learners is important concerning to the fact that they need something to stimulate their mind in learning vocabulary. This statement is strengthened by Kemp and Dayton (1985:3) who state that using media is beneficial in teaching learning activity. They also add that the use of media in teaching learning activity can give some outcomes toward the role of learner and the instructor. Matthews and Marino (1990:191) point out that the video will help students to understand and remember the information which is being presented by the teacher because the aids involve the students' sense of sight and sound. The visualization of the video helps to provide the situations or contexts which light up the meaning of the utterances used. This statement is strengthened by McKinnon (www.onestopenglish.com) who says, "The setting, action, emotions, gestures, etc that our students can observe in a video provide an important visual stimulus for language production and practice."

In this study, the writer focuses on the use of video as media in vocabulary teaching, and she chooses "Dora the Explorer" video series.

1.6 Hypotheses

To prove that there is a significant effect between the students who are taught vocabulary by using "dora the Explorer" video series and those who are taught by using pictures, the writer use null hypotheses (Ho) and alternative hypotheses (Ha) which state that::

1. Ho: there is no significant difference between the visual learners who are

taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures.

Ha: 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 vocabulary by using pictures.

2. Ho: there is no significant difference between the auditory learners who are taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures.

Ha: there is a significant difference between the auditory learners who are taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures.

3. Ho: there is no significant difference between the kinesthetic learners who are taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures.

Ha: there is a significant difference between the kinesthetic learners who are taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures.

4. Ho: there is no significant difference between the students in general who are taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures.

Ha: there is a significant difference between the students in general who are taught vocabulary by using “Dora the Explorer” video series and those who are taught vocabulary by using pictures.

1.7 Assumptions

This study is based on the following assumptions:

1. The two groups of students are about the same in terms of their age and intelligence.
2. The choice of the edition of “Dora the Explorer” is well selected to suit the competence of the first grade students.
3. “Dora the Explorer” has been familiar among the children for years.
4. The achievement of each group is normal.

1.8 Scope and Limitation of the Study

The study focuses on the study of the effect of using “Dora the Explorer” video series on the students’ vocabulary achievement of the elementary school students with the different learning styles. This study also covers three types of learning style: visual, auditory, and kinesthetic. To recognize the students’ learning style, the writer uses questionnaire given to the students by the teacher’s guidance.

1.9 Definition of Key Terms

In order to avoid misunderstanding, it is important for the writer to define the important key terms found in this study. By defining the terms, the writer hopes that the readers can have a clearer idea of what the study is about.

- Dora The Explorer: American animated television series that is carried on the Nickelodeon cable television network. (www.nickelodeon.com)
- Video: a recording of both the visual and audible components, especially

one containing a recording of a movie or television program. (Manser, 1995).

- Vocabulary: a list or collection words or phrases usually alphabetically arranged and explained or derived. (Manser, 1995)
- Achievement: a performance by a student in a course: quality and quantity of a student's work during a given period. (Manser, 1995)
- Vocabulary teaching: the teaching of word meaning and how they are used together with other words in context. (Ninio, 1980)
- Elementary school students: the students who study in a school, usually the first to the sixth grades. (Manser, 1995)
- Learning style: the preferred ways that learners receive and process information. (Shipley, 1993)
- Visual learners: the learners who learn the material best when they see pictures, diagrams, flow charts, time lines, films, and demonstrations. (Linse, 2006)
- Auditory learners: the learners who learn the material best when it is presented in an auditory format such as listening to someone read a story aloud. (Linse, 2006)
- Kinesthetic learners: the learners who learn the material best when they have physically manipulated or touched the information. (Linse, 2006)

1.10 The Organization of the Thesis

This thesis consists of five chapters. The first chapter is introduction which includes the background, the statement of the problem, the objectives of the study, theoretical framework, hypothesis, assumption, the significance of the study, scope and limitation, definition of key terms, and the organization of the proposal. Chapter two consists of the review of the related literature. Chapter three discusses about the research methodology. Chapter four is about the finding and the discussion. Chapter five concerns the conclusion and suggestion.