Research Review
Jurnal Ilmiah Multidisiplin
Vol. 2, No. 1, Juli 2023 ISSN: 2962-2743

The Effectiveness of Utilizing The Film Encanto in Increasing Students' Vocabulary.

Chintia Brevieta Sako[1], Moon Hidayati Otoluwa[2], Magvirah El Walidayni Kau [3]
[1,2,3] English Language Education Study Programe,
Universitas Negeri Gorontalo, Gorontalo, Indonesia
chintiasako6274@gmail.com[1], otoluwamoonhidayati@gmail.com[2], magvirahelwalidaynikau@ung.ac.id[3]

Article Info

Article history:

Received: 11 Maret 2023

Revised: 2 April 2023

Accepted: 26 Juni 2023

Keywords:

Film Encanto
increasing students' vocabulary

Abstract

The purpose of this research is to find out the improvement of students' vocabulary after using film encanto. The population of this research is the students in ten grade of SMAN 4 Gorontalo, and the sampel is 24 students in class X MIPA 4. This research used pre-experimental design with one group pre-test, treatment and post-test. The result of this research shows that the mean score of pre-test is 9,04 and the mean score of post-test is 12. Moreover, the result of hypothesis of this research found that tcount ≥ tlistor 6,040 ≥ 2,074. It means that the hypothesis (H1) of this research is accepted, there is 40,49% score results resceived from the pre-test to the post-test. Therefore, it can be concluded that the utilizing the film Encanto increase Students' Vocabulary.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kosakata siswa memanfaatkan media film Encanto. Populasi penelitian ini adalah siswa kelas X SMAN 4 Gorontalo, dan sampelnya adalah siswa kelas X MIPA 4 sebanyak 24 siswa. Penelitian ini menggunakan desain pre- experimental dengan one group pre-test, treatment, dan post test. Hasil peneitian ini menunjukan bahwa nilai rata-rata post-test adalah 12. Selain itu, hasil hipotesis penelitian ini menetukan bahwa $t_{hitung} \geq t_{daftar}$ *atau 6,040 ≥ 2,074. Artinya hipotesis (H1) penelitian ini diterima, terdapat 40,49% hasil skor yang diperoleh dari pre-test hingga post-test. Dengan demikian, dapat disimpulkan bahwa penggunaan film Encanto dapat meningkatakan kosakatasiswa.*

Corresponding Author:

Chintia Brevieta Sako
Fakultas Sastra dan Budaya
Universitas Negeri Gorontalo
chintiasako6274@gmail.com

1. INTRODUCTION

English is a universal language that people use to communicate in everyday situations. English is typically taught in Indonesian schools from junior high through universities. In addition, there are many elements of the English language, and vocabulary is one of them. One of the elements that every students' must master, is because without vocabulary, we cannot understand or understand many things, nor can we express opinions and feel ideas. Teaching vocabulary is not easy, because the teacher must choose the correct method so that the learning process will become more effective. Make it easy for students to follow the vocabulary learning and find it easier to master. According to Allen (1999), issues that prevent pupils from mastering English vocabulary include a lack of interest, lack of confidence, lack of motivation, the teacher, and the surroundings.

The researcher took this title because it was related to previous research, where previously there were those who examined this research with the same problem and the same goal, namely to increase student vocabulary by using film media but with film media and different locations, namely in the previous study using Frozen film while in this study using Encanto film, as for the previous research, namely by Fathul Munir (2016) his research entitled"The Effectiveness of Teaching Vocabulary By Using Cartoon Film Toward Vocabulary Mastery of EFL Students". And research by Husnul Lail(2018)"The Effectiveness of Using English Movie With English Subtitles in Teaching Vocabulary at The Eight Year Students of SMPN 1 Selong in The Academic Year of 2018/2019".

The researcher conducted preliminary observations in SMAN 4 Gorontalo, Observation at SMAN 4 Gorontalo researchers found three problems: 1) The students could not understand the meaning of the words and had difficulty in writing because the students were lazy and unwilling to remember the meanings of the words, so they only depended on the dictionary, Did not remember the meaning, and did not pay attention to how to write it. 2) Students cannot recite what he said correctly because they only read what they wrote and did not pay attention to the way of chanting. 3) In addition, teachers still use traditional methods ortechniques in teaching, just provide a vocabulary list, and then let students remember it, making students feel bored and not interested in learning.

In this case, the researcher assumes that teachers must have effective ways of teaching and methods that support learning, because teaching English is not easy, especially vocabulary without using methods or strategies that support learning. To create successful learning teachers need strategy or methods that are by learning, one of the good strategies was using movies or films, the strategy used by the teacher could influence the success or failure of language learning.

One of the interesting media that can help students learn vocabulary is movies (Simamora and Oktaviani, 2020). Students can be more inspired to learn English with movies and the new vocabulary of movies, as it can bring the environment to life in the classroom. Futhermore, Sabouri and Zohrabi (2015) stated that in learning English, movies can help with problem variables such as lack of comprehension, vocabulary restrictions, slow reading, grammatical errors, and low-level conversation skills.

Problem Statement

Based on the background above, the researcher would like to formulate the research question as follow: ‘’can the Film'encanto'Increase Students' Vocabulary"?

Objective of Research

Based on the above research problem, the researcher aims to find out the increasing of students' vocabulary after using the film Encanto.

Research Significance

The study is anticipated to significantly advance both theory and practice.

Theoretical

This study is expected to provide contributions and actual data demonstrating the effectiveness of The Film'encanto' in the learning and teaching process, especially vocabulary.

Practical

a.For English teachers, this research can give references to the teacher about the strategy to increase the students' vocabulary by using subtitles in the animated film.

b.For the student, this research can give them another way to improve their vocabulary by using subtitles in the video in a fun way.

c.Another researcher, who conducts similar research can use this research result as a reference.

Research Scope and Delimitataion

This small-scale study concentrates on the use of media, namely the movie Encanto to teach vocabulary. concentrates only on adjectives, verbs, and nouns, in vocabulary The participants in this study are the first-year students at SMA Negeri 4 Gorontalo.

2. LITERATURE REVIEW

Definition of vocabulary

According to Muhbubah (2005), vocabulary is a concept and function word of language that is so thorough that it becomes part of the child's comprehension of speaking, reading, and writing. A vocabulary is a series of words that carry meaning. Even if a person does not interact with other people on a regular basis, they have a vocabulary of words that make sense when heard or seen.

According to Richards and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Based on the expert above, the writer concludes Vocabulary is a concept and also a function of language words that have meaning and is the most crucial foundational component of a language, and vocabulary plays a role in a child's comprehension in speaking, reading, listening, and writing.

Parts of vocabulary

Three components of vocabulary are as follows:

1. A verb word is one that can be used to form the foundation of the following sentence. Verbs are words that communicate the activity of circumstances, and action words are words that express activity. The more activity that these words can note, the more forceful they are.
2. Noun: To identify a noun, keep in mind that it can be a noun that refers to a person, place, thing, or idea.
3. Adjectives that nouns in a fairly straightforward manner. As a result, they can modify any verb, and the adjectives are categorised so that their function can be understood.

Learning vocabulary

(Allen (1999) divided technical learning vocabulary into the following categories:a)Beginning Course Teachers explain the vocabulary's meaning using simple English while using illustrations, objects, explanations, and definitions. what knowledge students possess; b) Intermediate vocabulary can be used in many practical ways at the intermediate level and is used to demonstrate the meaning of new terms using simple phrases and English visuals; c) Principles of teaching and learning vocabulary.

Teaching By Using Media

There are many things teachers can create. The learning process will be more memorable and interesting. One of the ways teachers can use the media is to make it interesting. Sao's Brinton (Yuliana 2006: 13) According to Basyiruddin (2002), "Media is any physical tool that may display the message and stimulate thepupils to learn. Media should be readable, watchable, audible, and manipulable. The media is anything that iscapable of transmitting messages from sender to receiver in order to stimulate students' thoughts, feelings, attention, and interest in such a way that the learning process occurs and the learning objectives are met.

Film as a Teaching Media

Additionally, the movie can teach viewers about any subject, including physics, psychology, and human behavior. Learning can be made more enjoyable by watching films that combine entertainment and information. Students can learn about numerous aspects of spoken communication, such as vocabulary, pronunciation, voice modulation, accent, speech pace, tone, etc., through watching films (Sherman, 2003; Webb, 2010).

Students can have fun while learning and unwinding while watching movies. It makes perfect sense to use films in language lessons because they are a big part of students' life today. The movie serves as a motivation and makes learning a language much more fun and fascinating.

Subtitle

According to Reich (2006), subtitles are a type of audiovisual translation that allows viewers to read dialogue on the screen in addition to watching the images and hearing the language. Neves (2008) asserts that captioning and subtitling have equivalent definitions, not with standing the assertions of some that captioningis reserved for hearing-impaired viewers while subtitling is only for deaf viewers.

Descriptive Text

Text that is designed to describe a certain person, location, or item is referred to as descriptive text. Identification and description make up the two main parts of the schematic structure of descriptive text. Descriptive writing contains unique linguistic characteristics in addition to schematic organization. The following linguistic conventions apply to descriptive texts: utilize particular participants; present tense writing; linking verbs; adjectives; and relational and material processes (Derewianka, 1990; Gerot & Wignell, 1994; Nafisah & Kurniawan, 2007; and also Emilia, 2010).

Hypothesis

Based on the assumption above the hypothesis was formulated as follows:

H0 : the Film Encanto can't increase students' vocabulary.

H1 : the Film Encanto can Increase Students' Vocabulary.

3. RESEARCH METHODOLOGY

Research Design

The design of this research is pre-experimental class, pre-experimental class is one of the techniques that provide pre-test, treatment, and post-test without control class. The researcher aims to find out the effectiveness of the film Encanto with subtitles to increase students' vocabulary. To get the data on the effectiveness of the film, the researcher will compare the result of the pre-test and post-test of the experimental class. It is aimed to explore the effects of cinematic designs with subtitles to increase students' vocabulary. The formula is used from (Suryabrata, 2010:100)

Pre-test	Independent Variable	Post-test
Y1	X	Y2

Research Variable

There are two variables in this research. Those are the Independent variable and dependent variable: Firstly, the independent variable is a film as media, this strategy is expected to enhance the students, especially in vocabulary. Secondly, the dependent variable is the students' vocabulary.

X = Film Encanto

Y = the Students' Vocabulary.

Population and Sample

A larger group, the generalization of which is called the population (Ary, 1985:167). A population is defined as all members of any well-defined class of people, events, or objects. The population for this study is drawn from X-grade students of SMA Negeri 4 Gorontalo 2021/2022. The total population is 158 students', consisting of 5 classes. IPS 1,IPS 2,IPS 3,IPA4 and IPA 5. A small observed group is called a sample (Ary, 1985: 167). The researcher takes class X IPA 4 as the sample of this research, which amounts to 33 students from SMA Negeri 4 Gorontalo 2021/2022. In this study, the researcher used a purposive sampling technique.

Techniques of collecting data

The data collection technique is a method used by a researcher to collect data and information that will be useful as supporting facts. In data collection techniques, the researcher will conduct pre-test, treatment, and post-test.

The Try-out defined

The instrument try-out was conducted by the same level of 10th grade students, but in class IPS 2, there are 33 students. The content of the instrument try-out revolved around major vocabulary; verb, noun, adjective, and descriptive text. The writer provided 50 instrument items, 28 of which were valid and 22 were not.

Pre-test

Before doing the treatment researchers will do a pre-test first, where the researcher will give a test by giving 28 questions objective numbers related to vocabulary.in teaching the students' vocabulary it will be used to demonstrate learners' word knowledge of, the meaning of context, descriptive text, and range of English expression.

Treatment

In the treatment, the researcher will start by introducing and teaching vocabulary using film, as well as material related to descriptive text, in this research, the use of standard subtitles in the movie is combinedwith teaching material in grade X which is Descriptive text, then students will watch the film at each meeting for 17 minutes and capture some vocabulary and then write it and remember it. Treatment will be done in 8

meetings and will be done in the classroom, the film that will be used is an Encanto film that lasts 1 hour 42 minutes, not only that students will also learn related descriptive texts based on the film to be watched, while researcher will act as teachers. The treatment process will use RPP or learning plan at each meeting.

Post-test

The post-test will be held after 8 meetings of treatment seasons. The post-test season will be the last result and it will become probably accurate data. In the post-test, the researcher will give the same test as the pre- test, which is an objective question of 50 numbers.

Techniques of analyzing data

In the design of experiments, we are an experimental group, and we know that the technical analysis data investigated in this study film as media, and that vocabulary acquisition is different before and after being taught by film media. The writer analyzed the collected data using quantitative data analysis. Quantitative data analysis is also known as statistical analysis. Data is usually categorized in numeric format. In an experimental study using the design of one group of pre-test and post-test, the data are analyzed using the following t-test formulation (Arikunto, 2006: 86)

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Notes :
Md = means of differential pre test and post test
Xd = deviation in every subject (d-Md)
$\sum x^2 d$ = Total of quadrate deviation
N = Subject of sample
d.b = Decided by N-1
The formula above is used by the researcher to count the effectiveness of treatment. In this study to test the normality of data, the researcher used the skewness and kurtosis test.The researcher will calculate how much the increase in students' vocabulary using the Encanto film after doing the pre-test, treatment, and post-test. especially verbs, nouns, adjectives, Also, the researcher wants to know whether this strategy can effectively increase their vocabulary or not.

4. RESEARCH FINDING AND DISCUSSION

Research Findings

The finding of this research is to answer the research question in the previous chapter. The finding in this research were based on the data analysis where the reseracher applied a test that was given twice,namely pre-test and post-test.the pre-test to determine students' vocabulary abilities prior to implementing the treatment and the post-test was used to determine the students' vocabulary abilities after receiving the treatment. The improving in vocabulary was seen as a result of the pre-test and post-test. If the post-test result is higher than the pre-test result,Then this film Encanto is effective to increasing students' vocabulary**.**

The Description of Pre-test Data

The researcher found that students' highest score was 13 and students' lowest score was 7. The mean ($\bar{x}$) of the score was 9.04, the standard deviation (Sd) was 1.15, the range of interval class (R) was 6, the amount of interval class (K) was 5.6, and the width of interval class (P) was 1.1.

The Description of Treatment

After giving the pre-test, the researcher used the film Encanto as the media in the learning process to increase students' vocabulary. It was applied in four meetings in the learning process. Every meeting represents "material," which is a descriptive person or noun.

The researcher had a lesson plan that explained the essence of it at each meeting, but there was another activity that was assessed, such as how much vocabulary they collected in each meeting. The researcher gave a vocabulary limit of 15 words. 5 words for verbs, 5 for nouns, and 5 for adjectives In the first meeting, the researcher gave a vocabulary of 15, but at a meeting of 2–4 students, they will choose for themselves the vocabulary they learned in the film Encanto for students to memorize. It will take until the fourth meeting to compare the scores from the first meeting.

The Description of Post-Test

As a result of the post-test, it was found that the students' highest score was 18, and their lowest score was 8. The mean ($\bar{x}$) of the score was 12, the standard deviation (Sd) was 3.75, the range of interval class (R) was 10, the amount of interval class (K) was 5.6, and the width of interval class (P) was 1.8.

Testing Hypothesis

The researcher used t-test to analyze the result of pre-test and post-test.It can be detail as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x2d}{N(N-1)}}}$$

Md :The difference mean score between pre-test and post-test
Xd : The derivation of each sampel (d-Md)
$\sum x^2 d$: The total of square derivation
N : Number of sampel
d.f : The degree of freedom (N-1)

N	Df(n-1)	T_{count}	T_{list}
24	23	6.040	2.074

Notes: N :The number of sample
Df : Degree of freedom (n-1)
T_{count} :The value acquired by the computation result of t-test analysis
T_{list} :The value acquired on the level significance ɑ =0.05

Hypothesis Verivication

In verifying the hypothesis in this research used df = (n-1) and the level significance ɑ =0.05,the formula as follow:
H_0 will be rejected if $T_{count} < T_{table}$
H_1 will be accepted if $T_{count} > T_{table}$
In this case to get the value of $T_{list,here}$ are the statistical formulation of T_{list} as follow:
T_{list} :
n = 24
ɑ = 0.05
Df = (n-2)
Level of t (ɑ ½)(n-2)
T_{list} = (ɑ ½)(n-2)
= (0,05 ½)(24)
= (0,025((22)
= 2,074
Based on the statistical formulation of tlist ,it acquired the value of tlist was 2,074.It can be seen on the table of distribution two tile test ɑ= 0,05 =2,074.

Discussion

In the discussion, discuss the data that have been collected by the researcher to answer the research question in this research about the effectiveness of utilizing the film Encanto in increasing students' vocabulary. Basedon the data analysis of the pre-test, Students showed that they lack vocabulary knowledge; only 4.17 percent of students got high scores on the pre-test.

This problem occurs because teachers still use ordinary learning techniques, which makes students not interested in learning English. Thus, in this study, the researcher used a method for learning English, namely using media in the form of a film entitled Encanto, which can help students learn vocabulary. For four meetings, the researcher used Encanto film media. The result was that "Film Encanto can help students improve vocabulary, as can be seen in the research findings that students' mean score on the pre-test was 9.04compared with the mean of the post-test of 12.7, Based on these data, it can be concluded that the increase in student results from pre-test to post-test is as much as 40,49%.

First, the result of this research found that using the film Encanto in learning can make students interested in learning English, and when students feel interested in learning, it can help the learning process, especially in English, as can be seen in the second meeting when, at the time the researcher applied the Encanto film, all students felt happy, especially when there was a scene of a character saying funny words. It is supported by Simamora and Oktaviani (2020), who said that one of the interesting media that can help students learn vocabulary is movies.

Second, the findings of this study revealed that students could practice their social development because, during the learning process, the teacher assigns tasks that are typically completed individually or in groups, such as the task of creating a descriptive text to describe my deskmates at the first meeting in the treatment, which can help students communicate and interact well and can aid the learning process in improving vocabulary, as supported by Heinich et alcited in Naz and Akbar (2018:2), who told that the mediacan be effectively used in formal settings were students work independently or teachers collaborate withother students groups. In addition, the media is one way to learn English quickly.

Third, the result of this research found that students could practice their pronunciation in class because they can read and hear the subtitles in movies, so when reading vocabulary and descriptive texts, students can easily read them, and with subtitles, students can remember easily the pronunciation of vocabulary, so as to improve their new vocabulary. It was supported by Koolstra and Bentjesn (1999), who claim that students must learn vocabulary by watching high-frequency subtitled movies; if learners watch movies frequently, they can easily accumulate new vocabulary.

The researcher encountered issues while implementing the treatment, which he discussed in several meetings. The researcher found a problem that some students found difficult to memorize the words in several meetings, at both the first and second meetings. To solve this problem, the researcher told the students to make a vocabulary list and write down vocabulary that is difficult to memorize and must be practiced every day. After the student applies the technique and in helping teachers practice vocabulary at every meeting, so that by the next meeting of weeks 3 and 4, the students' vocabulary skills begin to improve.In this study, there were several factors that supported the use of film in learning, as well as problems that researchers found when applying the film. Although the data showed that the use of Encanto films can increase student vocabulary, researchers saw that students' vocabulary increased compared to when they werenot using Encanto film media. This research, supported by Simamora and Oktaviani (2020), said that studentscan be more inspired to learn English with movies and the new vocabulary of movies, as it can bring the environment to life in the classroom. Therefore, researchers agree that the use of Encanto films is one waywe can use in teaching vocabulary to students.

5.CONCLUSION AND SUGGESTION

Conclusion

According to the pre-test results, students appear to struggle with learning English, as seen by their inability to pronounce words correctly and their trouble understanding every word in the language. This is because teachers continue to employ traditional teaching techniques such as merely giving out materials and assignments, which makes students feel bored when learning English. This results in students' lack of vocabulary mastery and their apathy toward learning the language.Encanto film media is a method or strategy that can pique students' interest in learning, make studying entertaining, and expand students' vocabulary while learning. In this case, specifically by using the medium of "Encanto film." Students' ability to master vocabulary improved after using the English-language film Encanto as a learning tool. It was demonstratedby the difference between the pre-test and post-test: the mean score of the pre-test was 9,04, while the mean score of the post-test was 12,7. Therefore, it might be said that the study's goal has been approved. The analysis of the hypotheses showed that hypothesis H0 was rejected and hypothesis H1 was approved, hence this study's hypothesis was likewise accepted. t count = 6,040, and t list = 2,074. As a consequence of that, "the effectiveness of utilizing the film Encanto in increasing students' vocabulary" could be increasing students' vocabulary by as much as 40,49%.

Suggestion

Based on this research, the researcher would like to give some suggestions. First, teachers must employ engaging materials or methods when teaching English. In order for students to learn vocabulary quickly and simply, teachers must always ask them to practice it during class. Encanto film media is a useful teaching tool that is also enjoyable to use during the learning process. Another efficient strategy for learning the English language, particularly for expanding vocabulary, is to watch Encanto film media. Second, students can use this technique while watching movies, but creating a vocabulary list and then practicing memorization of it is better for expanding vocabulary. Third, the researcher recommends incorporating other media, such as film, into other skills in future research, which can be used as a reference in conducting additional resources on teaching descriptive text.

REFERENCE

Allen. (1999), *Techniques in Teaching Vocabulary*. Oxford University Press: New York.

Arikunto, S. (200). *Procedure Penelitian: Suatu Pendekatan Praktik (EdisiRevisi VI)*. Jakarta: PT RinekaCipta

Ary, D. (1985). *Introduction to Research in Education, 3rd edition*, Northern Illinois University

Basyiruddin, U. (2002). *Media pembelajaran*. Jakarta: Ciputat Pers

Derewianka, B. (1990). *Exploring how texts work*. Newton: PETA

Naz, A, A., Akbar, R, A. (2018). Use of Media for Effective Instruction its Importance: Some Consideration. *Journal of Elementary Education, 18*(2), 35-40.

Emilia, E. (2010). *Teaching Writing, Developing Critical Learners*. Bandung: Rizqi

Gerot, L, and Wignell, P. (1994). *Making sense of Functional Grammar*. New York: Mc

Koolstra, C, M., & Johannes W, J, B. (1999). Children's Vocabulary Acquisition in Foreign Language through Watching Subtitled Television Programs at Home. *Journal of Psycholinguistic Research, 47*(1).

Lail, H. (2019). the Effectiveness of Using English Movie with English Subtitles in Teaching Vocabulary At the Eighth Year Students Ofsmpn 1Selong in the Academic Year of 2018/2019. *Journal of Languages and Language Teaching*, *6*(2), 100. https://doi.org/10.33394/jollt.v6i2.1261

Mu nir, F. (2016). The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students. *Journal of English Language Teaching and Linguistics*, *1*(1), 1-13. https://doi.org/10.21462/jeltl.v1i1.20

Muhbubah, S. (2005). *The Use of Word Attack in Developing Vocabulary Mastering to the Second Year Students of AliyahBuluLampang DDI MangkosoBarru*. Thesis UIN Alauddin Makassar.

Muhbubah. (2000). The Using of Scrabble Can Interest the Learners to Learn Vocabulary. Thesis. Faculty of Language and Arts UNM.

Nafisah, N., & Kurniawan, E. (2007). *Writing for General Commucication*. Bandung.

National, G., & Pillars, H. (2019). Improving Students' Vocabulary Skills By Using Animation Film On English Lesson In Class V Primary School Medan Estate. *Handayani*, *10*, 11–20.

Neves, J. (2008). 10 fallacies about subtitling for the d/deaf and the hard of hearing. *The Journal of Specialized Translation, 10*, 128-143.

Reich, P. (2006). *The film and the book in translation. MA Thesis*. Masaryk University. Available from http://is.muni.cz/th/64544/ff_m/Diplomova_prace. [Accessed April 21, 2009].

Sabouri, H., Zohrabi, M., & Osbouei, Z. K. (2015). The impact of watching English subtitled movies on vocabulary learning in different genders of Iranian EFL learners. *International Journal on Studies in English Language and Literature, 3(*2), 110-125.

Sherman, J. (2003). *Using authentic video in the language classroom*. Cambridge: Cambridge University Press.

Simamora, M. W. B., & Oktaviani, L. (2020). What is Your Favorite Movie?: a Strategy of EnglishEducation Students to Improve English Vocabulary. *Journal of English Language Teaching and Learning, 1*(2), 44-49.

Yuliana. (2006). *A Study on Teaching Vocabulary by Using VCD Media at SDN 6 Langkai Palangka Raya*. Thesis. Unpublished.