

The Effectiveness of English Singing Youtube Channel on the Vocabulary Mastery of the 2nd Grade Students of SDN Kapatihan Banyuwangi

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ABSTRACT

The use of Youtube app among young learners has become a phenomenon. Watching YouTube videos is not always a bad thing if the teachers and the parents lead them on selective topic watched like on vocabulary topics. This research aims to investigate whether there is any effect of English Singing YouTube channel on the vocabulary mastery of the 2nd grade students of SDN Kapatihan. The pre experimental research design was employed with 29 respondent of 2nd grade were involved. Multiple choice test is chosen for the data collecting method that consist 20 questions of concrete nouns for the test. For the data analysis is used t-test formula. The researcher found that there is enhancement on the post-test. The mean score was 61,72 in the pre-test and 87,06 in the post-test. The result of t-test is higher than t-table ($12,87 > 1,70$). The researcher concluded that there is significant effect of English Singing YouTube Channel on the Vocabulary mastery of the 2nd grade students of SDN Kapatihan Banyuwangi.

Keywords: *Youtube, English Singing youtube channel, Vocabulary mastery*

A. Introduction

Vocabulary becomes the main key in learning English. As a main learning for students, students have to master vocabulary in their grade before they get next English materials in the classroom (Lelawati et al., 2018). To be a master of vocabulary, students have to memorize and understand word by word based on the material. Vocabulary material is related to daily activities and general things around. Students are supposed to master some words on a short time. The words that students have to be mastered in learning vocabulary are served in few words to make students easily in learning activity.

Teaching vocabulary for young learners has different style than teaching vocabulary for adult (Nufus, 2019). It is caused by their behavior and thinking skills. Fun and pleasant learning are interested towards young learners with their age in every class situation. Young learners need vocabulary learning activity that is funnier so that

they are going to be easily remember the materials. Young learners are not extracted with seriously and strain learning made by teacher. This is a young learner's matter in their class that affecting their learning quality. Teaching English to young learners is essential as it is one of activities that encourages students to think, play, and communicate with the language, and this activity should entice students rather than force them to learn the language's forms or structure (Nufus, 2019). Teaching vocabulary by thinking and playing with young learners will make them accept the vocabulary materials faster and delightful by reason of young learners learn anything based on what they see.

Young learners need a new vocabulary learning media that more interactive. Students in primary school basically enjoying interactive learning process with their creative teacher who put several games or shows in the class (Aziz, 2019). Interactive learning media can be in the form of innovative media such as YouTube kids, watching English movie animation with students in the class, or imitating sound in English. Thus, the teachers have to be selective and creative in media selection. The teachers who teach children must has high creativity and good teaching skills so that they can keep students motivated (Prayatni, 2019). Being creative teacher is one of some ways to make and choosing the best vocabulary learning media. Many students in primary school have less knowledge of basic vocabulary that is caused by monotonous and unattractive learning media in daily learning. Therefore, the teachers are always looking for a way to find a new media for vocabulary learning process in primary schools. Many parents agree about YouTube channel affecting their children's vocabulary (Anggraini et al., 2022). Children can master noun faster by memorize it and use it in everyday life by watching YouTube channel. Parents monitor their children during watching videos on YouTube channel and observe their children's progress by YouTube channel. Then, this present research is going to investigate the effect of YouTube channel on primary school children that is accompanied by the teacher and researcher. The materials on YouTube channel are chosen by the researcher based on the Merdeka curriculum syllabus. From YouTube channel, primary school children are supposed to get significant effect on their vocabulary.

English learning by video contents become a phenomenon in some institution lately, especially at primary school. This media has been popular from year to year. This phenomenon of video contents gains the researcher's attention to be learnt more. Besides being easy to reach, free watching, flexible time, easy to learn, and interactive makes this platform terribly liked by people, student, and teacher. Using video contents significantly improved student's retention in vocabulary learning, and all of the participants thought using video contents was a good approach to learn new words (Nguyen, 2021). The use of video contents in vocabulary learning process has been proved by past research. It can do the new research to make the vocabulary learning media by video contents more developed and the effectiveness can be proved. Then, children need attractive media so they can play and study.

In a digital era, students can access vocabulary learning by various sources they want. Vocabulary learning has many ways without feel bored. So many online media which the users are allowed to download for free, free learning, learning anytime and anywhere, fun and interesting. Online vocabulary learning is also available by videos. YouTube is the most popular platform to gains videos to learn, especially English. Primary students can better comprehend and memorizing vocabulary by viewing videos (Hariyono, 2020). This platform provides kinds of vocabulary learning content suitable for grades or levels. Different theme for different grade will make users easily to search especially for young learners. And right now, primary students can learn only by watching YouTube channel especially for vocabulary contents that have good effect on student's vocabulary achievement.

Vocabulary is really the most important materials in English for young learners. Vocabulary can be helpful for young learners in writing. In this Merdeka education curriculum, young learners in Banyuwangi still need more vocabulary for writing. Vocabulary is needed to create various sentences in writing, so young learners require a lot of vocabulary in writing (Ratnaningsih & Clara, 2021). Without vocabulary, young learners get difficulty in writing English materials. In writing, young learners are needed to know more vocabulary to understand. For young learners, vocabulary is the basic material for writing English in their school, and they can also learn to write vocabulary by habituate to write as often as possible, both at home or school. Young learners really

need to learn more vocabulary, as much as possible. So they can increase their knowledge of words, prepare them to the next materials of English writing task easily. Low vocabulary mastery brings big bad impact to the students, such as misunderstanding on conversation or when writing in a book.

Young learners with high knowledge of vocabulary can start to learn speaking by short conversation. To speak, young learners need many vocabularies both nouns and verbs, consequently, young learners have to learn vocabulary especially the general and daily words. The amount of vocabulary needed in speaking production is also large. Knowing approximately 1,200 head words will be sufficient for students in order to say the thing which they would need to say (Asmarani, 2015). A lot of words will help young learners make conversation. The result of learning vocabulary is to help young learners speak, young learners are able to produce simple and short conversation and start to speak English since in primary school and use the vocabulary that they have learned in their English class. Young learners who know many vocabularies will easily practice speaking in their next high school.

Media plays a crucial role in enhancing the learning experiences of young learners. First group of young learners' learning media is dominated by books. The books for kindergarten Young Learners have been designed suitable with Young Learners needs. Young Learners can do simple activities such as read the story book with parents and teacher, match the picture, or find and count the picture. All those activities by book are more effective for first group of young learner's learning. Young Learners in these ages need many kind of fun books for learning suitable with their character and hobbies, parents can choose the different kind of books based on it. The books are available in printed and digital form. Digital storybooks may be a useful tool for enhancing the knowledge and morals of Young Learners (Prasetya & Hirashima, 2018). Digital books are also interested rather than only printed books. Both of those books form are very useful for first ages of Young Learners.

The next second group of young learners is interested with video as learning media. Young learners in primary school prefer to learn with interactive videos. Video as a learning media can be highly effective and engaging for young learners in primary

school. Interactive videos have the potential to make the learning experience even more immersive and enjoyable for them. Based on past research that is conducted by (Septy Lesia & Petrus, 2021) stated that teachers have found that young learners are more engaged in viewing videos while learning. It's important to note that while videos can be highly effective in engaging students, teachers should combine with other teaching techniques and activities. Video as a learning media is highly effective to teach material such as vocabulary to second group of young learners.

In educational world, YouTube has various advantages for young learners and college students. The use of this platform is pretty easy and flexible, every users can use it in every time and everywhere. Young learners get easiness to use this platform. Based on past research, (Rahmatika et al., 2021) stated that YouTube learning videos may be viewed at any time and from any location, allowing parents to accompany their young learners' learning even when they are at work. These advantages of videos by YouTube are so useful for young learners. College students who are skip the class or missing the material explanation from the lectures can search the material explanation on YouTube. The majority of college's students, 88.9%, also claimed that YouTube videos helped them comprehend the content better (Arifin et al., 2017). This proves that YouTube's role in college is greatly incredible.

English Singing YouTube Channel is an educating kid's channel that has certain features and profile. The home page of YouTube usually serves the channels and playlists are organized into four categories for browsing. Shows, Music, Learning, and Exploration are among these categories (Burroughs, 2017). English Singing is a YouTube channel that contains three of those categories, those are Music, Learning, and Exploration. This channel serves basically with music and learning content special for kids that is divided into 22 categories of playlist made by the creators. The content videos of English Singing YouTube channel also give benefits for kids learning. English Singing claims if parents subscribe to this channel and show the content frequently to their kids, their kids will become familiar with English in early stage. The English Singing YouTube Channel offers a creative and innovative learning approach (Sayidin, 2021). That is the reason of English Singing constantly making many categories of the content, so that kids can learn many things by videos. Learning,

entertaining, and memorizing become the characteristics of English Singing channel. This research is inspired by young learners in an alpha generation which is everything must be digital. Thus, it is important to investigate whether there is any effect of English Singing YouTube channel on the student's vocabulary achievement.

B. Research Method

This research is categorized as pre-experimental design. The 2nd grade students of SD Negeri Kepatihan Banyuwangi is chosen as respondents of this research. One group is taken in this research for experimental group with pre-test and post-test. The researcher decided to use 2nd grade of class A with 29 students as an experimental group. The vocabulary test was used to collect the data. The test is in the form of multiple choice and consists of 20 questions. The analysis was done using t test formula.

C. Research Findings and Discussion

The researcher conducted this research by teaching vocabulary through English Singing YouTube Channel as a media in one group class. The results are as follows.

In the pre-test, it was found that the highest score was 95 from 1 student, and 40 score from 3 students were the lowest score. It found that the highest frequency was in interval 50 – 58, they were 9 students. The lowest frequency was from 1 student, it was in interval 41 – 49 and the score was 45. From 29 students, many of them got score in interval 50 – 58 from 2 students who got 50 score and 7 students got 55 score. For the average score in this pre-test is 61,72.

In the post-test, 11 students were the highest frequency of post-test in interval 95<. From the lowest frequency was from 2 students, it was in interval 86 – 94 and the score was 90. The post-test had a maximum score, it was 100 score from 7 students, and the minimum score was 70 from 1 student. For this post-test average score was 87,06. From the explanation above about the result of pre-test and post-test, it can be concluded that the post-test score was higher than the pre-test score.

T-test formula was used in this research by the researcher to find out the final result of analysis. In the pre-test, the Mean score (X_2) was 61,72 while in the post-test,

the mean score (X_1) was 87,06. The result of standard deviation (S_1) in the post-test was 181,57, and the standard deviation (S_2) of pre-test is 9,71. After getting all the data, the researcher calculated the T-test. The T-test was analysed and interpreted with significance level at 5%, then the degree of freedom was $= N - 1 = 29 - 1 = 28$, it was found that the T-table was 1,70. Then the result of T-test analysis in this research was 12,87. Thus, the T-test value was higher than the T-table ($12,87 > 1,70$). It means that alternative hypothesis was accepted and the null hypothesis was rejected.

Based on the data analysis, it showed that there is significant deference on vocabulary mastery before and after being taught by using English Singing YouTube Channel. Based on the result of data analysis that use T-test calculation by the result of pre-test and post-test, it was found that the T value was 12,87. The analysis of the mean score of vocabulary before the treatment of English Singing YouTube Channel is low. The mean score was 61,72. After the treatment was given, the mean score was 87,06. The students' vocabulary test score was better because the mean score of post-test was higher than the mean score of the pre-test. The treatment was done by give some materials through music videos. This finding was supported by (Septy Lesia & Petrus, 2021) that students were more interested in viewing videos while learning. The students' vocabulary mastery increased after the treatment with music videos.

The material focus was about concrete nouns with the topic Transportation and Public Places. In this research, the researcher found that students were excited by watching unfamiliar Transportation and Public Places that they were never know before. Besides mastered vocabulary, some of the unfamiliar things can be identified by the students and the way of use it. All these materials were given by videos of English Singing YouTube Channel. It was also supported by the statement of (Bintoro & Pujiyono, 2015) that learning by videos could be chosen for students that feel curious with unfamiliar things.

The treatment was given by English Singing YouTube Channel. Besides watching the videos, students also identified the picture in a printed worksheet to keep them in focus. Based on the T-test result, it can be stated that students were easy to master vocabulary after watching videos 3 times for each video. It was supported by

past research, many educational advantages are offered to students through the English Singing YouTube Channel (Sayidin, 2021).

The students also learned about how to study by YouTube. Because YouTube was not something unfamiliar, students know the other function of YouTube. While the treatment by YouTube videos as a media, the enthusiasm and focus of the students were preferable. The videos were watched and listened carefully. The videos served the material which was easy to understand. The past research (Arifin et al., 2017) supported this finding by stated that YouTube videos helped students to comprehend better.

Based on explanation above, English Singing is a YouTube Channel that offer creative and innovative learning especially for vocabulary. English Singing YouTube Channel has an effect on the vocabulary mastery of the 2nd SDN Kepatihan Banyuwangi.

D. Conclusion

Based on the result of the data analysis in research findings, the result of data analysis represented that the T-test value was higher than T-table ($12,87 > 1,70$). Then, the researcher concluded that there is a significant effect of English Singing YouTube Channel on the Vocabulary mastery of the 2nd grade students of SDN Kepatihan Banyuwangi. However, the three times of treatment given to the respondents made the researcher could not control the intervening variable that may interfere to the results of the research. Therefore, it is suggested to add the time allotment for the treatment in order to gain more valid results.

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