

IMPROVING STUDENTS' VOCABULARIES IN 3RD GRADE OF ELEMENTARY SCHOOL PENGANJURAN 4 USING COCOMELON YOUTUBE CHANNEL

Dinda Widya Castrena Dharma Putri ^{1a*} Moch. Ardi Setyawan ^{2b} Rizki Nuraida Pambayun ^{3c}

¹²³Universitas 17 Agustus 1945 Banyuwangi

^apdinda109@yahoo.com

^bardiraffi8830@gmail.com

^ckpambayun@gmail.com

(*) Corresponding Author

pdinda109@yahoo.com

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Abstract

Many schools and courses offer English lessons. The four skills of English are speaking, reading, writing, and listening. Vocabulary is a tool to help with all four of these talents. To become proficient in the four areas of English language acquisition—speaking, listening, reading, and writing—vocabulary is an essential component. Vocabulary is fundamental to the acquisition of all English skills. Vocabularies are sets of letters, words formed by a community of users. The objectives of the background is to prove that visual media using Cocomelon YouTube Channel could be applied in learning vocabulary to increase ability of students and to get information how much increase vocabulary students using YouTube videos Cocomelon This research using quantitative methods The results of this research resulted in significant improvements and increased students' interest in learning English using Cocomelon. This research using quantitative methods The results of this research resulted in significant improvements and increased students' interest in learning English using Cocomelon

INTRODUCTION

A vocabulary is a set of letters formed by a community of users that become words. However, Penny (1991: 60) and Julita (2011) define vocabulary as words that are acquired through language acquisition in a foreign language. Vocabulary is essentially the collection of letters that make up words in a foreign language.

Vocabulary is a tool for understanding and mastering English. Vocabulary is a key element in improving all English language skills. In fact, vocabulary acquisition can be difficult and there is a process involved in learning vocabulary. Many factors influence students' difficulties in vocabulary acquisition.

The first is difficulty in understanding and memorizing vocabulary. Many students had difficulty speaking due to limited vocabulary. Second, due to the lack of media use, they had to rely on non-media mediated speech. Students were less interested and had difficulty understanding vocabulary. Third, the rigid and serious nature of English teaching made students depressed and afraid to develop their vocabulary.

One of the most popular primary schools is located in SDN 4 Penganjuran, Banyuwangi. It's well-regarded by other educational institutions. Actually, the caliber of the school thought to correspond with its standing. The kids' proficiency with the English language was one of the issues that persisted. When the researcher instructed English there, she discovered that the pupils' proficiency remained low and that more work needed to be done to expand their vocabulary. The pupils struggled to write or discuss anything about their vocabulary and were speaking incoherently. But the researcher also saw that the students could expand their vocabulary.

One of the solutions was the use of visual aids. The use of visual aids in teaching vocabulary makes it easier for pupils to understand and memorize the topic being conveyed, as well as to increase their interest in learning vocabulary. Visuals such as pictures, posters and cartoons can be a means of

teaching and learning vocabulary. The use of visuals is expected to make the process of learning vocabulary more interesting and active. Referring to the above description, it is interesting to note that the researcher titled the study "Enhancing Students' Motivation to Learn" Vocabularies in 3rd grade of elementary school Penganjuran 4 using Cocomelon YouTube Channel "

Research Problems

Based on the above statements, the researcher was able to identify the problems in this study, including:

1. How did the introduction of visual media through the Cocomelon YouTube channel improve the vocabulary of SDN4 Pengangulan students?
2. How did visual media using Cocomelon YouTube channel improve students' vocabulary in SDN 4 Penganjuran?

Literature Review

A number of studies have been conducted by researchers on the use of visual media to facilitate students' English language learning, especially vocabulary acquisition. Some of these are presented below:

- 1) "Anggraini, P. P., Apriliani, N. A., Supeni, I., & Handrianto, C. (2022)."A study on the use of media in teaching vocabulary to young children concluded that children enjoy watching videos on Coco Melon's YouTube channel after class. They also learn the material faster, store it in the brain's memory, and use it in their daily lives.
- 2) "Imaniah, I., Nurul Fitria Kumala Dewi, & Akhmad Zakky. (2020)."The authors of the study concluded that using children's YouTube channels can develop children's ability to communicate in English. At preschool age, In order to correctly respond to others and to convey their needs, thoughts, and feelings in social interactions, children learn language and communication skills.
- 3) "Mohainon Ules, Leonel Untong, Datulabi Untong, Haron Mohamad,Psych Educ, (2022)."According to the study's authors, tedurei learners' English language acquisition can be enhanced by using Cocomelon video as an intervention.
- 4) "Hakim, Lystiana Nurhayat (2019)."The authors of the study concluded that there is a need to investigate the effectiveness of YouTube in teaching vocabulary to young learners in the context of Indonesian EFL.
- 5) "Dr. Kemal Sinan Özmen (2014)."Using YouTube songs to expand the vocabulary of elementary school students is a very interesting and effective method. With proper planning and selection of songs, students can effectively learn more new words.

RESEARCH METHOD

CocoMelon Channel The study describes the process, results, data analysis, and significance of improving students' vocabulary acquisition before and after using YouTube.

This part is the analysis about the result of test before taught by using Cocomelon Channel YouTube in teaching vocabulary applied in (pre-test). The purpose of the pre-test is to find out how well the students have learned the vocabulary before they start learning it using the Cocomelon Channel on YouTube.

- **Determining range (R)**

$R = \text{The highest Score} - \text{The Lowest Score} + 1$

- **Determining interval classes (K)**

$K = 1 + 3.3 \log n$

- **Determining interval length (P)**

$P = R/K$

Table 1
 • **Making Frequency Distribution Table**

| Interval Class | xi | fi | $fi \cdot xi$ | $(xi - \bar{X})$ | $(xi - \bar{X})^2$ | $fi (xi - \bar{X})^2$ |
|--|------|---------------|----------------------|------------------|--------------------|-----------------------|
| Σfi $(xi - X)2$ $\Sigma fi (xi - \bar{X})^2 =$ | | | | | | |
| | | $\Sigma fi =$ | $\Sigma fi \cdot xi$ | = | | |
| Type equation here. | | | | | | |

• **Determining Mean (\bar{X})**

$$\bar{X} = \frac{\Sigma fi \cdot xi}{N}$$

• **Determining Deviation Standard (SD)**

$$SD = \sqrt{\frac{\Sigma fi (xi - \bar{X})^2}{(N-1)}}$$

RESULT AND DISCUSSION

The implementation of cycle I actions will be carried out on Monday, March 13 2023. The material presented is color. This learning activity begins with praying together, then the researcher says greetings and is answered by the students, then attendance is carried out to determine the students' presence, motivation and learning objectives. Researchers carry out apperception as a prerequisite for starting the lesson by asking short questions related to the material. Researchers show numbers of animals, plants and objects around. Students observe and analyze the image on the worksheet provided. Researchers provide color pictures and worksheets.

After that, students observe the pictures to find various numbers and fill in the answers to 10 questions. The results of observing the picture were written on the students' worksheets. There were some students who could not understand the vocabulary of numbers in English and there were still students who were passive and indifferent. After completing observing the pictures and collecting the first worksheet to determine students' abilities, students are asked to watch an animated video song from the Cocomelon YouTube channel about numbers and sing along, after they memorized it, I tried to give them 10 questions, they did it while singing, after that they reported the results, that most of the students understood the material and some others did not understand. At confirmation of learning, several students were asked to verbally mention number vocabulary in English regarding the material in front of their friends and the researcher clarified the students' explanations. Students are guided by researchers. At the end of the meeting, students were given homework to increase their understanding of number vocabulary material.

Based on data above, To find out whether the pre-test data are normally distributed, the following steps should be performed:

Determining range (R)

$$R = \text{The highest Score} - \text{The Lowest Score} + 1$$

$$= 80 - 24 + 1$$

$$= 57$$

Determining interval classes (K)

$$K = 1 + 3.322 \log n$$

$$= 1 + 3.322 \log 39$$

$$= 1 + 3.322 (1.59)$$

$$= 1 + 5,29$$

$$= 6.29 \div 6$$

Determining interval length (P)

$$P = \frac{R}{K} = \frac{57}{6} = 9.50 \rightarrow 10$$

Table 2

Frequency Distribution Table of Pre-test Data

| Interval Class | <i>fi</i> | <i>fi . xi</i> | $(xi - \bar{X})$ | $(xi - \bar{X})^2$ | <i>fi (xi - \bar{X})²</i> | |
|----------------|----------------------------|--------------------------------------|------------------|--------------------|---|----------|
| 74 – 83 | 78.5 | 3 | 235.50 | 29.23 | 854.44 | 2563.31 |
| 64 – 73 | 68.5 | 4 | 274.00 | 19.23 | 369.82 | 1.479.29 |
| 54 – 63 | 58.5 | 8 | 468.00 | 9.23 | 85.21 | 681.66 |
| 44 – 53 | 48.5 | 9 | 436.50 | -0.77 | 0.59 | 5.33 |
| 34 – 43 | 38.5 | 8 | 308.00 | -10.77 | 115.98 | 927.81 |
| 24 – 33 | 28.5 | 7 | 199.50 | -20.77 | 431.36 | 3019.53 |
| | $\Sigma fi =$ 39 | $\Sigma fi . xi =$ 1921.50 | | | $\Sigma fi (xi - \bar{X})^2 =$ 8676.92 | |

Determining Mean (\bar{X})

$$\bar{X} = \frac{\Sigma fi . xi}{N}$$

$$\bar{X} = \frac{1921.50}{39}$$

$$= 49.27$$

Determining Deviation Standard (SD)

$$SD = \sqrt{\frac{\Sigma fi (xi - \bar{X})^2}{(N - 1)}}$$

$$SD = \sqrt{\frac{8676.92}{(39 - 1)}}$$

$$SD = \sqrt{\frac{8676.92}{(38)}}$$

$$SD = \sqrt{228.34}$$

$$= 15.11$$

Table 3

Observation and Expectation Table of Pre-test Data

$\bar{X} = 49.27$ $SD = 15.11$

| Interval Class | Class Limit (X) | $Z_h \frac{x - \bar{x}}{SD}$ | Ztabel | Li | Oi | Ei | $x^2 \Sigma \frac{(Oi - Ei)^2}{Ei}$ |
|----------------|-----------------|------------------------------|--------|--------|----|------|-------------------------------------|
| | 83.5 | 2.27 | 0.9884 | | | | |
| 74 – 83 | | | | 0.0432 | 3 | 1.68 | 1.03 |
| | 73.5 | 1.60 | 0.9452 | | | | |
| 64 – 73 | | | | 0.1188 | 4 | 4.63 | 0.09 |
| | 63.5 | 0.94 | 0.8264 | | | | |

| | | | | | | | | |
|---------|------|-------|--------|--------|---|-------|------------|-------------|
| 54 – 63 | | | | 0.2161 | 8 | 8.43 | 0.02 | |
| | 53.5 | 0.28 | 0.6103 | | | | | |
| 44 – 53 | | | | 0.2583 | 9 | 10.07 | 0.11 | |
| | 43.5 | -0.38 | 0.3520 | | | | | |
| 34 – 43 | | | | 0.2028 | 8 | 7.91 | 0.00 | |
| | 33.5 | -1.04 | 0.1492 | | | | | |
| 24 – 33 | | | | 0.1055 | 7 | 4.12 | 2.02 | |
| | 23.5 | -1.71 | 0.0436 | | | | | |
| | | | | | | | χ^2_c | 3.27 |

Determining degree of freedom:

$$df = K - 3$$

$$= 6 - 3$$

$$= 3 \text{ \textasciitilde level signification } 5\% = 7.81$$

$$\chi^2_{table} = 7.81$$

Based on the data above, If χ^2_{count} is less than χ^2_{table} , the data are normally distributed. According to the calculation results, if χ^2_{count} is less than χ^2_{table} , we can conclude that the pre-test data are normally distributed ($3.27 < 7.81$).

The result of normal distribution of pre-test is served. as follows:

Table 4
Normal Distribution Test Result of Pre-Test

| No | Aspects | Result |
|----|--|--------|
| 1 | Mean (\bar{X}) | 49.27 |
| 2 | Standard Deviation (Sd) | 15.11 |
| 3 | χ^2 count | 3.27 |
| 4 | Degree of Freedom (df) | 3 |
| 5 | Level of Significant of χ^2_{table} | 5% |
| 6 | χ^2_{table} | 7.81 |

Based on the result on the table above. it concluded that the score of Mean (\bar{X}). Standard Deviation (Sd). χ^2_{count} . Degree of Freedom (df). Level of Significant of χ^2_{table} . was obtained with the result ; (\bar{X}) = 49.27. (Sd) = 15.11. χ^2_{count} = 3.27. (df) = 3. Level of Significant of χ^2_{table} = 5%. and χ^2_{table} = 7.81.

- Determining range (R)
 $R = \text{The highest Score} - \text{The Lowest Score} + 1$
 $= 99 - 60 + 1$
 $= 40$
- Determining interval classes (K)
 $K = 1 + 3.322 \log n$
 $= 1 + 3.322 \log 39$
 $= 1 + 3.322 (1.59)$
 $= 1 + 5.29$
 $= 6.29 \text{ \textasciitilde } 6$
- Determining interval length (P)

$$P = \frac{R}{K} = \frac{40}{6} = 6.67 \rightarrow 7$$

Table 5
Frequency Distribution Table of Post-test Data

| Interval Class | X_i | f_i | $f_i \cdot x_i$ | $(x_i - \bar{X})$ | $(x_i - \bar{X})^2$ | $f_i (x_i - \bar{X})^2$ |
|----------------|-------|-----------------------------|--|-------------------|---------------------|--|
| 94 – 100 | 97 | 4 | 388 | 17.05 | 290.75 | 1.162.98 |
| 87 – 93 | 90 | 8 | 720 | 10.05 | 101.03 | 808.23 |
| 80 – 86 | 83 | 9 | 747 | 3.05 | 9.31 | 83.79 |
| 73 – 79 | 76 | 7 | 608 | -3.95 | 15.59 | 124.74 |
| 66 – 72 | 69 | 5 | 345 | -10.95 | 119.87 | 599.37 |
| 59 – 65 | 62 | 6 | 310 | -17.95 | 322.16 | 1.610.78 |
| | | $\Sigma f_i =$ 39 | $\Sigma f_i \cdot x_i =$ 3104,00 | | | $\Sigma f_i (x_i - \bar{X})^2 =$ 4691.44 |

- Determining Mean (\bar{X})
- Determining Deviation Standard (SD)

$$\bar{X} = \frac{\Sigma f_i \cdot x_i}{N}$$

$$\bar{X} = \frac{3104.00}{39}$$

$$= 79.59$$

$$SD = \sqrt{\frac{\Sigma f_i (x_i - \bar{X})^2}{(N - 1)}}$$

$$SD = \sqrt{\frac{4691.44}{(39 - 1)}}$$

$$SD = \sqrt{\frac{4691.44}{(38)}}$$

$$SD = \sqrt{123.46}$$

$$= 11.11$$

Table 6
Observation and Expectation Table of Post-test Data

$\bar{X} = 79.95$ $SD = 10.75$

| Interval Class | Class Limit (X) | $Z_h \frac{x - \bar{x}}{SD}$ | Ztabel | Li | Oi | Ei | $x^2 \Sigma \frac{(O_i - E_i)^2}{E_i}$ |
|----------------|-----------------|------------------------------|--------|--------|----|------|--|
| 94 – 100 | 100.5 | 1,88 | 0,9699 | 0,0756 | 4 | 2,95 | 0,38 |
| | 93.5 | 1,25 | 0,8944 | | | | |
| 87 – 93 | 86.5 | 0,62 | 0,7324 | 0,1620 | 8 | 6,32 | 0,45 |

| | | | | | | | | |
|---------|------|-------|--------|--------|---|------|------------|-------------|
| 80 – 86 | | | | 0,2364 | 9 | 9,22 | 0,01 | |
| | 79.5 | -0,01 | 0,4960 | | | | | |
| 73 – 79 | | | | 0,2349 | 8 | 9,16 | 0,15 | |
| | 72.5 | -0,64 | 0,2611 | | | | | |
| 66 – 72 | | | | 0,1590 | 5 | 6,20 | 0,23 | |
| | 65.5 | -1,27 | 0,1020 | | | | | |
| 59 – 65 | | | | 0,0733 | 5 | 2,86 | 1,60 | |
| | 58.5 | -1,90 | 0,0287 | | | | | |
| | | | | | | | χ^2_c | 2.81 |

- Determining degree of freedom:
 $df = K - 3$
 $= 6 - 3$
 $= 3$ level signification 5% = 7.81

$$\chi^2_{table} = 7.81$$

- Determining normality of data

Based on the data above. If χ^2_{count} is less than χ^2_{table} , the data are normally distributed. According to the calculation results, if χ^2_{count} is less than χ^2_{table} , we can conclude that the data after the test are normally distributed. ($2.81 < 7.81$).

The result of normal distribution of pre-test is served. as follows:

Table 7
Normal Distribution Test Result of Post-Test

| No | Aspects | Result |
|----|--|--------|
| 1 | Mean (\bar{X}) | 79.59 |
| 2 | Standard Deviation (Sd) | 11.11 |
| 3 | χ^2 count | 2.81 |
| 4 | Degree of Freedom (df) | 3 |
| 5 | Level of Significant of χ^2_{table} | 5% |
| 6 | χ^2_{table} | 7.81 |

Based on the result on the table above. it concluded that the score of Mean (\bar{X}). Standard Deviation (Sd). χ^2_{count} . Degree of Freedom (df). Level of Significant of χ^2_{table} . was obtained with the result ; (\bar{X}) = 79.59. (Sd) = 11.11. χ^2_{count} = 2.81. (df) = 3. Level of Significant of χ^2_{table} = 5%. and χ^2_{table} = 7.81.

Pre- and post-test data were checked to compare mean scores. The calculations are as follows:

- Determining tcount by using formula:

$$t_{count} = \frac{M_d}{\sqrt{\frac{\Sigma d^2 - \frac{(\Sigma d)^2}{n}}{n(n-1)}}}$$

$$t_{count} = \frac{31.67}{\sqrt{\frac{41287 - \frac{1525225}{39}}{39(39-1)}}$$

$$t_{count} = \frac{31.67}{\sqrt{\frac{41287 - 39108.33}{39(38)}}}$$

$$t_{count} = \frac{31.67}{\sqrt{\frac{2178.67}{1482}}}$$

$$t_{count} = \frac{31.67}{\sqrt{1.47}}$$

$$t_{count} = \frac{31.67}{1.21}$$

$$t_{count} = 26.12$$

- Determining *t*_{table} with level signification 5%:db
 - = N - 1
 - = 39 - 1
 - = 38
 - t*(0.05)(31) = 1.90

Table. 8
The Result of Calculating Hypothesis

| | |
|---------------------------|-------|
| t _{table} | 1.90 |
| t _{count} | 26.12 |

If *t*_{count} < *t*_{table}, then *H*_a is accepted and *H*₀ is rejected during the t-test hypothesis determination process. It is possible to read this as accepting *H*₀ and rejecting *H*_a. Whereas, if *t*_{count} > *t*_{table}.

The value of *t*_{count} is 26.12. This means that *t*_{count} (26.12) > *t*_{table} (1.90); In conclusion, *H*_a is accepted and *H*₀ is denied. This indicates that the way students acquired language before and after using the YouTube Cocomero channel differed significantly. This means that using YouTube Cocomero Channel is effective in improving students' vocabulary acquisition. Based on the table above. it can be known that:

| | | | |
|----|---------|-------------------|-----------|
| ∑d | = 1235 | (∑d) ² | = 1525225 |
| Md | = 31.67 | ∑d ² | = 41287 |
| N | = 39 | Mean N-Gain | = 0.65 |

Table 11

Index Gain Interpretation

| Score | Interpretation |
|-----------|----------------|
| 0.00-0.30 | Low |
| 0.31-0.70 | Medium |
| 0.71-1.00 | High |

Based on the table, the mean of normal gain score 0.65. This means that the scores are moderate and range from 0.31 to 0.70. Thus, the vocabulary of the students who used Word Wall is moderate.

In conclusion, the researcher concluded that Word Walls are recognized as an important means of teaching vocabulary to students. Word Walls can improve students' vocabulary and the statistical data discussed above showed that the students who used Word Walls in this study showed a moderate improvement in vocabulary.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the application of the Cocomelon YouTube channel can increase students' vocabulary effectively and significantly, besides that the Cocomelon YouTube channel is a medium that can attract students to learn in a fun way without any fear or difficulty in learning, it can be seen in the 1st cycle data the average was only 69 and after implementing the cocomelon YouTube channel the results in the 2nd cycle increased significantly with an average value of 80 with a percentage of 95%, so it was concluded that the implementation of English language learning in class 3 at SDN 4 Penganjuran the recommendation was successful.

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