

## CHAPTER I INTRODUCTION

### A. Research Background

English is the most important language to learn. This is because English is a global language as well as a language of communication in the world. Basically, English has four skills in it, namely speaking skills, reading skills, writing skills, and listening skills. Of course it is not easy to learn English, therefore before learning these four skills, it is necessary to master vocabulary first. Vocabulary plays an important role in the four skills of language learning.<sup>1</sup> Therefore, it is important to learn vocabulary as a core skill to master these four skills in English. Alqahtani states that vocabulary is the basis for learning a language at the introductory level.<sup>2</sup>

According to Fauziati (2010) vocabulary is a language root that is very important to learn for foreign language learners, especially English.<sup>3</sup> Without knowledge of vocabulary, one cannot communicate or exchange ideas effectively both orally and in writing. Limited vocabulary can be a barrier for children in learning a foreign language. Vocabulary has an important role in the process of developing and mastering foreign language skills in students. Vocabulary is a collection of words that an individual knows. Based on the statement above everyone has to improve their vocabulary individually.<sup>4</sup> Improving vocabulary in English is more difficult than learning vocabulary in Indonesia viewed. The difficulty lies in the meaning, writing, word use, and also the pronunciation of the words.

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<sup>1</sup> Rahmasiah, 'Improving Students' Vocabulary Mastery Using Storytelling At Smpn 3 Sungguminasa', 2021.

<sup>2</sup> MOFAREH ALQAHTANI, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21–34 <<https://doi.org/10.20472/te.2015.3.3.002>>.

<sup>3</sup> Endang Fauziati, 'Teaching of English as a Foreign Language (TEFL)', 2010.

<sup>4</sup> Esra Elisabeth Panjaitan, Eksanti Jumina Sibarani, and Erikson Saragih, 'Vocabulary Teaching Strategies By Efl Teachers Of Junior High School Level', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9.2 (2021), 529–37 <<https://doi.org/10.24256/ideas.v9i2.2335>>.

In order for children to have no difficulty understanding English, the first step that needs to be prepared is to learn more vocabulary. In addition, special media such as pictures or videos are needed so that it is easier for children to master and remember vocabulary in English. As technology develops, many schools use gadgets as a medium in teaching. The gadget here is intended as a playback of videos and images for students. Where students respond more quickly and easily remember when teachers and parents play videos. The video in question is a video from YouTube which contains content for children who do not use Indonesian but use English.

YouTube is one of the media that encourages the development of music or songs. On YouTube, all of the people in this world can enjoy various types of music both based on the genre and group of age<sup>5</sup>. Apart from being a popular application among children and adults, YouTube created YouTube Kids Channel where the application is specifically designed for children, so that children can watch safely and comfortably. YouTube Kids channels are essential for connecting children by providing a fun learning environment.<sup>6</sup> The YouTube Kids channel offers programming tailored to children's interests. The YouTube Kids channel which contains learning for early childhood is Cocomelon-Nursery Rhymes, with 87.9 subscribers and is included in the 10 YouTube channels that have the most number of broadcast hours, counting 33 million viewers in July 2019 and continuing to grow.<sup>7</sup> This channel contains content for more than 500 nursery rhymes (music content intended for children) in English. Like; yes-yes vegetables, ABC songs, yes-yes bedtime songs, bath songs, clean up songs and others.<sup>8</sup> YouTube uses visual and audio materials to help users

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<sup>5</sup> Rahmaditya Khadifa, Abdul Rozzaq Wijaya, and Wijaya Heru, 'The Stylistic Devices on Children' Songs in Cocomelon Youtube Channel', *Frasa*: *English Literature and Education Journal*, 2.2 (2021), 2807–8195.

<sup>6</sup> Benjamin Burroughs, 'Youtube Kids: The App Economy and Mobile Parenting', *Social Media and Society*, 3.2 (2017) <<https://doi.org/10.1177/2056305117707189>>.

<sup>7</sup> <https://en.m.wikipedia.org/wiki/Cocomelon>. Access on Saturday, 3 December 2022 at 10:14 WIB

<sup>8</sup> Miratul Hayati and Raihana Fibri Rahimia, 'Pemanfaatan Youtube Channel Cocomelon Sebagai Media Pengenalan Kosakata Bahasa Inggris Anak', *Al-Hikmah*: *Indonesian Journal of Early Childhood Islamic Education*, 5.1 (2021), 14–26 <<https://doi.org/10.35896/ijecie.v5i1.178>>.

better understand how events are remembered over time. YouTube is an excellent social media platform that contributes to global education.<sup>9</sup> Because YouTube is fast and fun<sup>10</sup>, more teachers are using it to teach English.<sup>11</sup> Children can learn English through stories, music and YouTube videos. Few studies have examined the effectiveness of YouTube in children's language learning. One YouTube study focuses solely on the effectiveness of teachers in teaching and learning and how it is used for other purposes.<sup>12</sup>

A new application specifically for children in the form of the YouTube Kids Channel is a YouTube social media that contains video content that is useful for stimulating early childhood.<sup>13</sup> Previous research by Anggraini, et al the context of this journal article will be the same as the research context researcher that is utilizing the Cocomelon YouTube channel as a medium for introducing and improving vocabulary in children. But in this journal only focuses on its use, while in this research the researcher explain how to implement the cocomelon YouTube audio-visual channel as a medium for learning English vocabulary for playgroup students. Then, the difference in this study also lies in the objects/participants. The objects chosen in this research were

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<sup>9</sup> Munassir Alhamami, 'Observation of {Youtube} {Language} {Learning} {Videos}', *Teaching English with Technology: A Journal for Teachers of English*, 13.3 (2013), 3–17.

<sup>10</sup> Joseph M Terantino, 'Youtube for Foreign Languages: You Have to See This Video Part of the Bilingual, Multilingual, and Multicultural Education Commons EMERGING TECHNOLOGIES YOUTUBE FOR FOREIGN LANGUAGES: YOU HAVE TO SEE THIS VIDEO', 15.1 (2011), 10–16 <<http://digitalcommons.kennesaw.edu/facpubshttp://ilt.msu.edu/issues/february2011/emerging.pdf>>.

<sup>11</sup> Ciptro Handrianto, Ahmad Jazimin Jusoh, and others, 'The Role of Teachers in Drug Abuse Prevention in Schools', *International Journal of Academic Research in Business and Social Sciences*, 10.11 (2020) <<https://doi.org/10.6007/ijarbss/v10-i11/8131>>.

<sup>12</sup> Ciptro Handrianto, Ahmet Serhat Uçar, and others, 'Competences of Adult Learning Facilitators in Community Service Learning: A Review of Literatures', *KOLOKIUJN Jurnal Pendidikan Luar Sekolah*, 9.2 (2021), 121–32 <<https://doi.org/10.24036/kolokium-pls.v9i2.493>>.

<sup>13</sup> Ismi Khoiriyati, 'Peningkatan Kemampuan Kognitif dalam Mengenal Warna melalui Media Origami pada Kelompok A di Raudhatul Athfal Robi'ah Al Adawiyah Kepuh Kiriman Waru Sidoarjo', UIN Sunan Ampel Surabaya, (2019), 57.

teachers, headmasters, and parents of students at playgroup with ages ranging from 3 to 6 years. In contrast, the participants in the journal articles were children aged 6 to 12 years. Anggraini, et al. states that YouTube can also be used to increase students' academic potential. Students can learn English vocabulary by listening to music, stories, and other YouTube videos. Students can also access the YouTube kids channel easily, one of which is by accessing the Cocomelon YouTube channel which can help reduce difficulties in increasing English vocabulary for children.<sup>14</sup> One of the advantages of the YouTube Kids Channel is that video content can be adjusted according to the age of the child and the duration has been determined. This has been proven by experts in the International Journal of Behavior Development that audio-visual media can affect language skills in children, especially during the golden age. Then previous research by Kurniati, et al. (2020) states that by providing stimulation in the form of YouTube in early childhood can increase attention and focus, high curiosity, imagination, creativity, memory and language.<sup>15</sup> Based on the results of the analysis, it can be concluded that YouTube media has an effect on language skills in children aged 3-4 years. This is the speech delay experienced by children. The media is able to help children who are experiencing speech delays in getting to know new vocabulary. In the process of introducing new vocabulary to children, both teachers and parents must have high creativity and innovation so that teaching and learning activities are more interesting and not boring.<sup>16</sup>

The researcher took the research sample at one of the PAUD level school in Pati. The Playgroup is located in Wotan village, Sukolilo district, Pati regency. In teaching and learning activities, this school used a variety of techniques and media in

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<sup>14</sup> Putri Puspa Anggraini and others, 'The Use of the Cocomelon YouTube Channel as a Medium for Introducing Children's English Vocabulary', *SAGA: Journal of English Language Teaching and Applied Linguistics*, 3.2 (2022), 81-90 <<https://doi.org/10.21460/saga.2022.32.137>>.

<sup>15</sup> Euis Kurniati, Dina Kusumanita Nur Alfaeni, dan Fitri Andriani, 'Analisis Peran Orang Tua dalam Mendampingi Anak di Masa Pandemi Covid-19', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, Volume 5 (2020).

<sup>16</sup> Miratul Hayati, Raihana Fibri Rahimia, 'Pemanfaatan Youtube Channel Cocomelon Sebagai Media Pengenalan Kosa Kata Baru Bahasa Inggris pada Anak', *Al-Hikmah: Indonesian Journal of Early Childhood Islamic Education* 5(1), 2021. <https://doi.org/10.35896/ijecie.v5i1.178>

learning. One of them is by using the Cocomelon YouTube channel as a medium for learning and improving English vocabulary at school.

In the observation and interview activities carried out by the researcher, the researcher found that Cocomelon YouTube channel has been used in playgroup Sukolilo Pati, it was said by Mrs. Bahagiyanti Hananingputri as a teacher. Mrs. Putri also said that the process of learning English vocabulary through the Cocomelon YouTube channel during the COVID-19 Pandemic.<sup>17</sup> From this phenomenon, the researcher concluded that YouTube can create an interesting and fun atmosphere in English vocabulary learning activities. In addition, YouTube also has a big influence that has positive and negative impacts on teachers and students. For this reason, the researcher is interested in carrying out a study entitled "The implementation of Cocomelon YouTube Channel as a Medium to learning English vocabulary for playgroup in Sukolilo Pati". The aim of the research is to investigate the process of implementing the cocomelon Youtube channel and to evaluate the effectiveness and impact of using the Cocomelon Youtube channel as a learning tool for English vocabulary in a playgroup setting.

## **B. Research Focus and Scope**

The focus and scope of this research is that the researcher discusses the implementation of Cocomelon YouTube Channel to improving English vocabulary learning activities among students, then the factors or problem that arise from using the Cocomelon YouTube Channel media. To limit the scope of the discussion which is too broad, the researcher limits the discussion to how is the implementation process and what are the supporting and inhibiting factors in the implementation process.

## **C. Research Question**

Based on the background above, there are question of this research:

1. How is the implementation audio-visual media in the form of Cocomelon YouTube channel in learning English vocabulary for playgroup in Pati?

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<sup>17</sup> Interviews with Mrs. Bahagiyanti Hananingputri, directly on November 13, 2022



2. What are the supporting factors and obstacles found in the implementation of cocomelon YouTube channel as a medium to learning English vocabulary for playgroup in Pati?

#### **D. Research Objectives**

Based on the question above, there are the objectives of this research:

1. To find out how to implement the use of audio-visual media from the Cocomelon YouTube Channel in English vocabulary learning activities for playgroup in Sukolilo Pati.
2. To find out what are the supporting and obstacles factors in the implementation of Cocomelon YouTube Channel as a medium to learning English vocabulary playgroup in Sukolilo Pati.

#### **E. Research Significant**

The research was expected to provide benefits and usefull for four group:

1. Benefits for the teacher  
With the existence of learning media in the form of videos from YouTube, teachers can create an interesting, interactive and fun learning atmosphere. Then teachers can get educational and innovative game ideas so they don't make children feel bored.
2. Benefits for students  
By utilizing YouTube, learning becomes more flexible. Students can access learning videos anywhere and anytime. Cocomelon presents educational videos with 3D animations that depict children's daily life. Through this channel, children can learn to recognize verbs, nouns and adjectives.
3. Benefits for parents  
As parents, of course, want the best for their children. This is not easy to realize, as is the case in choosing video shows for children. Many parents choose the Cocomelon YouTube channel for their children because they think the channel can have a positive impact on their children. Parents can also easily supervise their children, because YouTube tends to be more familiar than other digital platforms so that children and parents will also have no trouble accessing it.
4. Benefits for the researcher  
From this research, it can add insight to researchers about how to implement early childhood in learning vocabulary through the Cocomelon YouTube Channel. So that it can be a guide or

direction related to effectiveness in teaching and learning activities when becoming a teacher.

## **F. Definition of Key Terms**

The researcher use the following terms to make it easier for readers to understand terms whose meaning is not yet known in the thesis.

1. Implementation  
The realization of an application, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy.
2. Cocomelon YouTube Channel  
A YouTube channel specifically designed for children that contains educational video content in the form of funny animations accompanied by fun song.
3. Vocabulary  
The arrangement of several words which are then combined, so that it has a meaning.
4. Playgroup  
A form of non-formal education PAUD unit that organizes educational programs for children aged 3 to 6 years.

## **G. Organization of Thesis**

1. The Complementary Page  
This page includes: cover/title page, approval page, statement of work's originality/declaration, abstract, motto, acknowledgements, preface, table of contents list of tables, and list of appendices.
2. The Body Page  
This pages consists of five chapters includes:  
Chapter I introduction. This chapter consists of research background, research question, research objective, research significances, and organization of thesis.  
Chapter II review of related literature. This chapter consists of theoretical description, theoretical framework, review of previous study, and hypothesis.  
Chapter III research methodology. This chapter consists of research design, research variables, operational definition of variables, population and sample, data collecting technique, instrument of the research, and data analysis techniques.

Chapter IV research findings and discussion. In this chapter, there are two major points, they are research results and discussion.

Chapter V conclusions, implications, and recommendations. This chapter presents the conclusions and implications derived from the discussion. It also contains recommendations for the English learners, English teacher, and future researchers.

3. The Closing Page

This is the last page includes: references, appendices, and curriculum vitae of the researcher.

