

Improving Students' Vocabulary Mastery Using Animated Cocomelon Music Video On Youtube For SMP Swasta PGRI 3 Medan

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ABSTRACT

The objective of this research was to see whether the application of Animated Cocomelon Music Video On YouTube media could significantly improve students' vocabulary mastery. This research was conducted through classroom action research (CAR). The Subject of this research were seventh grade students of SMP Swasta PGRI 3 Medan. Based on the Analysis, Students' Achievement is improved every test. The mean score in Pre-test was 32,2. In the first cycle I the mean score was 51,7. The last, in the cycle II mean score was 76,83. From the observation sheets, diary notes, and interview sheets, it was found that the teaching and learning process ran well where the student were more active and enthusiastic in learning. So, it can be concluded that the use of Animated Cocomelon Music Video as media can improve students' vocabulary mastery both verbally and in writing.

Keywords : Vocabulary, Animated Cocomelon Music Video

ABSTRAK

Tujuan dari penelitian ini adalah untuk melihat apakah penerapan media Animated Cocomelon Music Video On YouTube dapat meningkatkan penguasaan kosakata murid secara signifikan. Penelitian ini dilakukan melalui desain penelitian tindakan kelas (PTK). Subjek penelitian ini adalah murid kelas tujuh do SMP Swasta PGRI 3 Medan. Berdasarkan analisis, nilai siswa meningkat tiap-tiap tes. Rata-rata nilai pada pre-cycle adalah 32,2. Pada siklus I nilai rata-ratanya 51,7. Dan pada siklus II, nilai rata-ratanya adalah 76,83. Dari lembar observasi, catatan harian, dan lembar interview, ditemukan bahwa proses belajar mengajar berjalan dengan baik dimana para siswa lebih aktif dan antusias dalam belajar. Sehingga dapat disimpulkan bahwa penggunaan media Animated Cocomelon Music Video dapat meningkatkan penguasaan kosakata siswa baik lisan maupun tulisan.

Kata Kunci : Vocabulary, Animated Cocomelon Music Video

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1. INTRODUCTION

Language is a tool used by human to interact with one another. English is an international language that is commonly used as a tool between individuals from different countries. It is also a foreign language in Indonesia. Although this language is a foreign language in Indonesia, this language is included in the learning of languages studied in Indonesia. This language is also one of the selection requirements when there are students from Indonesia who will continue their studies in other countries.

In language, both English and other foreign languages, there will always be a vocabulary, where the words are collected and connected to one another so that they are arranged into a sentence. According to Thornbury (2002, p.1), all languages have words, language appears beginning as a word, combined history,

and includes other ways of learning for the first time and many subsequent languages. New word revenue never stops. Even in language we continue to learn new words, and learn new meanings for old words. From this we can conclude that every language certainly has words and these words never stop we acquire unconsciously, either new words or other meanings through old words. When studying languages in education, we will find vocabulary learning which aims to increase students' vocabulary.

Based on the observations, the researcher found the fact of students difficulty in learning. It is supported by the teacher in learning English. The interview with one of the English teachers at SMP Swasta PGRI 3 Medan, that stated students actually experienced problems in learning. The researcher found the fact that 70% of the students had not reached the KKM in the topic of learning English during the teaching and learning process. The causative factors are varied. Starting from the limited time set two hours only for each school due to the pandemic everyday, the lack of vocabulary that students know, and the lack of school facilities that is quite helpful.

Teaching vocabulary is also an important part of learning English. Because without this learning, students will find it difficult to learn to compose or make sentences with less vocabulary. Therefore, learning vocabulary is also an important part in the process of teaching and learning English. However, these activities are not only carried out by focusing on vocabulary, usually vocabulary learning is often collaborated with 4 types of skill stages such as listening, reading, speaking, and writing. Thus, researcher chooses to use the Animated Cocomelon Music Video on YouTube as a media in learning and improving the students vocabulary by involving all four stages of the ability to learn English vocabulary.

Teaching vocabulary also requires media that supports the teaching and learning process. According to Dr. Nurdyansyah (2019, p.44), Learning media is one component that plays an important role in learning activities because the accuracy of using learning media can affect the quality of the process and the results to be achieved in the teaching and learning process. Now many teachers only use the explanation method with the help of worksheet as additional media in learning. This is very monotonous. So, it does not attract the attention of students and the limited time makes students not focused in teaching and learning process. Then, using Animated Cocomelon Music Video as media is very helpful in the teaching and learning. Because this video only contains 3-4 minutes, which in the video is equipped with proper writing and pronunciation methods that will help students practice in an effort to improve vocabulary mastery.

The use of video as a learning medium is one of the right options. The use of learning videos is a learning activity in which the learning process uses videos that describe the discussion to be discussed. The video is not only visual but also supported by audio which can help complete the display making it easier to understand the content of the video. According to Fahri (2020, p.2), The elements in the video such as sound, text, animation, and graphics where with the video media participants are able to achieve the students' cognitive abilities, attitudes, and skills as expected.

2. LITERATURE REVIEW

The Theoretical studies an important part of research, because the existence of research theory becomes an explanation of the content and support in the research. Here is the theory outlined by the researcher in this study.

A. Definition of Vocabulary

Vocabulary is quantity of the word known by each individual. How much and how little a vocabulary their known by one could affect the language ability of them. A word is an expression or writing formed from feelings and thoughts used in language. According to Tornbury (2002, p.1), all languages have words, and the first language had words. Both exist because of history and how we learn the first and second languages. The new vocabulary has always generated revenue. We continue to acquire new words and new

meanings for established ones even in the language. In learning the word we need to understand the meaning and use of the word first. In an effort to understand the word, there are several things that need to be known, namely:

- 1.) Identification of word
- 2.) Word classes
- 3.) Word families
- 4.) Word formation
- 5.) Multi-word units
- 6.) Collocation
- 7.) Homonyms
- 8.) Polysemes
- 9.) Synonyms
- 10.) Antonyms
- 11.) Hyponyms
- 12.) Lexical fields

B. Vocabulary Mastery

Vocabulary is interpreted as a word. it can also mean a collection of words that a person has learned, which will later be used in forming a sentence. So the definition of vocabulary mastery is a person's ability to master important aspects of language, namely vocabulary mastery both orally and in writing. According to McCarthy, et al. (1994, p. 2), "It is not enough to just understand the meaning of words to improve vocabulary mastery. Nevertheless, students must also be aware of the following: what words it is normally connected with, whether it has a specific linguistic quality, the way things are articulated". It is more precisely defined as "to know a word," according to Ur (1991, p. 60) in Fadlan (2015, pp. 6-7). This is because learners are said to have good vocabulary mastery if they are able to recognize not only the meaning but also the form, grammar, collocation, meaning, and word formation.

C. Learning of Vocabulary

Vocabulary learning is the action of acquiring vocabulary through the learning process. In learning vocabulary, there is a need for motivation to learn, read, repetition, use of words that have been learned, depiction of vocabulary, and memorization of vocabulary. According Berne and Blachowicz, (2008) in AlQahtani (2015, p.21) Learning vocabulary is an important part of learning a foreign language because new words' meanings are often stressed in the classroom and in books. It is also central to language teaching and important to a language learner. There are many ways to learn vocabulary. It is better by using reading, writing, listening, speaking, watching, etc.

D. Teaching Vocabulary

Teaching is a work. This is an action in which a teacher helps students in improving their abilities in certain fields. According to Bakhruddin, et al. (2021, p.4), teaching activities are not only conveying information by teachers to students but many things and activities that must be considered before doing so. Teaching vocabulary is the teacher's action to improving students' vocabulary with various methods and media to improve students' vocabulary mastery.

E. The Teaching of Vocabulary Mastery

Teaching vocabulary mastery is an action where the focus of teaching the teacher is not only directed at the material, but leads to improving in the student's vocabulary by invite students to interpret, understand, direct how to pronounce, and remember the word. In this vocabulary mastery, teacher must take 4 abilities to make it easier for students to memorize and remember vocabulary for a long time. There are 4 English skills, namely, listening, reading, speaking, and writing. Language learning will not be complete without

these four abilities because without involving the four there will be a little lack of learning. For example, if a person is very good at listening and even good at speaking but when in writing has difficulty because in English the way to read writing is not the same as the use of Indonesian focused on the written, there are differences in the way of reading English according to the letter and the pressure of mentioning the letter. Overview of the stages of teaching vocabulary that are collaborated include:

1.) *Vocabulary and Listening*

Vocabulary and listening is vocabulary learning which involves the ability to listen to stimulate the performance of the student's brain in responding to the words they listen to before finally remembering the vocabulary.

2.) *Vocabulary and Reading*

Vocabulary and reading are vocabulary learning where learning involves the ability to read. This is done to help students understand in writing how the vocabulary is written and the meaning of the writing after they listen before.

3.) *Vocabulary and Speaking*

Vocabulary and speaking are vocabulary learning where learning involves the ability of pronunciation of students. In this collaboration, students are trained to mention vocabulary appropriately, after listening and reading.

4.) *Vocabulary and Writing*

Vocabulary and writing are vocabulary learning that collaborates with students' writing skills. At this stage, students will practice remembering vocabulary that has been listened to, read, and trained in pronunciation before. This is done to help students in learning the vocabulary mastery that has been learned.

F. Learning Media

The word "media" comes from LATIN which is a plural form of the word "medium", which literally means intermediary between the source of the message and the recipient of the message. This is a tool that can help the needs of activities that make it easier for users to use them. In order to achieve educational objectives, media play a crucial role in the teaching and learning process. Additionally, it serves as a facilitator in the learning and teaching process. According to Bakhrudin et al. (2021, p.188), The success of learning implementation is influenced by media and learning resources. Materials, tools, or methods known as learning media can be used to plan and deliver teacher-provided content to students so they can learn effectively and efficiently (Fadilah:2020, p.1). The types of learning media commonly used are divided into three, namely: audio media, visual media, and audio visual media.

G. Nursery Rhymes

Nursery rhymes are traditional poems or songs for children in many countries. The use of this term dates back to the late 18th century. Nursery rhymes are usually used as a bedtime rhyme that parents hum for their children. This turns out to be very helpful for children in learning new vocabulary and learning to understand the meaning of the word. According to Imaniah, et al. (2017, p.98-99), At the point when melodies are presented, the primary expertise acquired is listening in. Students begin to locate each song's word in this activity. To put it another way, teaching students vocabulary can be improved by using poetry as a teaching tool. Because as Imaniah, et al said that through songs listening skills begin to be trained and indirectly, it involves words containing various vocabulary which are arranged to form sentences, it which can improve vocabulary mastery for students. Nursery rhymes music video is a poem created by some creators in the form of interesting visuals such as animation, etc. But it is more interesting because it is not only visual. But there is also audio or song in it.

H. YouTube

YouTube is a video website that now exists in the form of an application. The site was first created on February 14, 2005. Websites or those that now have this application allow users to upload, watch, and share

videos on this site. The Company on YouTube itself is headquartered in San Bruno, California. In this application there are 54 languages in it that may be used by users from various countries. The founders of the site were first named Chad Hurley, Steve Chen, and Jawed Karim. This application is not only used as a medium of entertainment. However, some users also use it as a self-taught learning media that supports individual and school learning. The example are Cocomelon Animated Music Video, Pinkpong, English with Lucy, and other channels that make use of YouTube as a learning platform include several channels in the YouTube app. These channels upload educational content to YouTube.

I. Animated Cocomelon Music Video

Animated Cocomelon Music Video is the medium that will be used in this research. Cocomelon Music Video animation is a 3D animated video with the theme of learning. This animation first appeared on YouTube on September 1, 2006 with the name known as "Checkgate", then in 2013 the channel changed its name to "ABC Children's TV", until in 2018 the channel changed its name again to "Cocomelon" until now. Animated Cocomelon Music Video is the second YouTube channel that has the most subscribers. The number of subscribers to this channel reached 128 million in early 2022 (Katadata.co.id: 2022). However, there was an increase of 132 million subscribers at the beginning of April 2022 (Cocomelon-Nursery Rhymes: 2022).

This channel contains educational videos of children's rhymes from the introduction of the ABCD alphabet, the introduction of vegetable vocabulary entitled "yes vegetables", the introduction of color vocabulary with the title "Cocomelon color song", the vocabulary of expression of thanks with the title "thank you song", the introduction of animal name vocabulary with the title "Guess animal song", etc.

METHOD

According to Winarto (2016, p. 2) states that learning is considered successful when students exhibit positive behavior changes in accordance with the planned learning objectives. As a result, classroom action research is required to improve the quality of teaching and learning processes in order to achieve learning objectives. One type of action research that educators use in the teaching and learning process is classroom action research (CAR).

The research design was part of the existing element in conducting research. This research was carried out using classroom action research. According to Winarto (2016, p. 2) states that learning is considered successful when students exhibit positive behavior changes in accordance with the planned learning objectives. As a result, classroom action research is required to improve the quality of teaching and learning processes in order to achieve learning objectives. One type of action research that educators use in the teaching and learning process is classroom action research (CAR).

Classroom Action Research (CAR) is research carried out to find problems in education and solve these problems through observation and providing actions taken intentionally by teachers and individual test with the aim of involving the class as research subject in an effort to improve quality in students learning. The researcher chose one class for research then carry out a pre-cycle test, solution or action cycle I and cycle II test. In this study, the researcher chose the Kemmis and Taggart model (1988). Based on the explanation above, the researcher uses cycles in this research. In all cycle there are 6 meetings, which there are four stages in each cycle, namely planning, acting, observing, and reflecting.

Planning

After discovering learning difficulties or obstacles. As a result, planning is required to overcome these challenges. The planning, according to Winarto (2016, p. 10), is the stage where the design for the what, why, when, where, by whom, and how will be carried out is created. The researcher prepared to arrange the necessary tools and resources for the research in this plan. The research material was

first prepared by the researcher for use. Second, as documentation, the researcher prepared the necessary tools for this study, including a laptop, loudspeakers, projector, and mobile phone. Fourth, a test was made by the researcher to see how students' written vocabulary mastery improved.

Action/Implementation

Following the previous planning, the next step is to take the action. Djajadi (2019, p. 20) claims that at this point, the implementation of a learning strategy with initial, core, and concluding activities begins. At this point, the researcher taught the material by utilizing the Animated Cocomelon music video as a medium to help students become more proficient in their vocabulary. The modification of the information that was going to be discussed on the Student Worksheet led to the selection of the Animated Cocomelon Music Video. "Guess the animal song" and "Days of the week" are the video's titles.

Observing

Observation is part of the stages in conducting this Classroom Action Research (CAR). According to Djajadi (2019, p.21-22), observe is the stage where the researcher takes the action of observing and recording what is needed and what happens during the process. Therefore, observations made directly by the researcher focused on how to improve students' vocabulary after carrying out the tests and watched the Animated Cocomelon Music Video.

Reflecting

This stage aims to evaluate ways to improve the actions taken in the subsequent cycle and review the actions taken based on the data collected. In this way, the scientist assessed every one of the information found during the examination interaction and afterwards assessed it, so it tends to be improved on the off chance that the outcomes that the analyst has not tracked down any improvement for arranging the following cycle or discontinued.

Data Collecting Technique

In this research, data collection is an important thing that is very supportive in the research process. So for that, the researcher used a combination technique in collecting data as a complement to this research. The researcher's choice of method is explained in the following ways:

1. Observation Sheet

During the classroom action research process, an observation sheet is used to record observations (Djajadi:41). Structure is something that is well-organized. Therefore, structure observations are those that have been meticulously planned in order to gather data for research. On the perception sheet, the analyst saw how understudies during the instructing and growing experience. The researcher observed how those who do not follow the lesson are active, enthusiastic, and curious.

2. Test of Vocabulary

A test is a way to measure or evaluate something. Therefore, the teacher's method of observing, evaluating, and measuring the extent to which students' abilities are demonstrated during the teaching and learning process is the test. A test is a test of knowledge, abilities, or both administered orally, in writing or through an interview. The test is divided into two parts in this study:

1) Pre-cycle test Students are given the pre-cycle test as a first step prior to treatment. The researcher does not use any media in this pre-test. However, the researcher used a student worksheet to explain the information. From that point onward, the specialist gave a pre-test sheet to request that understudies dissect the jargon and finish the sentences in the pre-cycle test sheet.

2.) Test Following treatment, the cycle test is performed. The purpose of this test was to assess the students' improved vocabulary mastery following the previous treatment. There are tests in cycle I and cycle II in this study.

A. The cycle I test The researcher selected the song "The days of the week song" for the test. Students were instructed to watch and listen to the video that was played by the researcher. The researcher then asked students to spell the month and day of the week. After that, the researcher gave students a test sheet on which they were to examine the vocabulary and complete the sentences.

B. Cycle II Test: The researcher chose the song "Guess the Animal Song" for the cycle II test. Students were instructed by the researcher to watch and listen to the video until its conclusion. After that, while the video was replayed, the researcher asked the students to sing along with the song. Then, at that point, the specialist requested that understudies surmise the name of the creature each time the scientist stopped the video, which gave a representation of the creature displayed in the video. Then, after watching the video, they looked at the words and the kinds of words they found. The researcher then administered a test sheet as the final assessment.

Data Analysis Technique

The researcher analyzed the data through several instruments, namely: selecting, categorizing, comparing, and interpreting the data. In this study, the researchers used quantitative and qualitative data. The data obtained through observation, test, and interview results were analyzed and interpreted qualitatively. Formulas on student assessment took individually through tests. To see the extent to which students' vocabulary mastery has increased, it is necessary to determine the previous success criteria.

- 1) If the student's score on the vocabulary test reaches ≥ 75 for each individual. So, the student declared successful (Based on the KKM that has been set at SMP Swasta PGRI 3 Medan).
- 2) If the achievement of the class score reaches $> 70\%$. then, the teaching process in the class is declared successful.

The researcher utilized a formula to determine the success rate based on the scores that students achieve following treatment with the application of learning media, specifically an animated cocomelon music video, when analyzing the test data. Students' individual points are calculated by dividing the maximum score by 100, as suggested by Sutomo (1985, p. 123) in Palintin, et al.2017, p.56).

$$S = \frac{A}{M} \times 100$$

Explanation :

S : Score individual

A : Achievements score

M : Maximum Score

To analyze the percentage of individual in the class, the researcher formulated it as follows:

$$P = \frac{F}{N} 100$$

Explanation :

P : Percentage of the class.

F : The number of students who completed.

N : The number of students.

To find the percentage improvement in vocabulary mastery in cycle I test, the researcher formulated it as follows :

$$P = \frac{x_1 - x}{x} \times 100\%$$

Explanation :

P : Percentage of students improvement.

x₁ : Test in cycle I result.

x : Pre- cycle test result.

To find the percentage improvement in vocabulary mastery in cycle II test, the researcher formulated it as follows :

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

Explanation :

P : Percentage of students improvement.

x₂ : Cycle II test result.

x₁ : Cycle I test result.

Table 1. Table of observation

No.	Students	Indicator Students' Activity															
		Score															
		1				2				3				4			
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1																	

*sample of table observation

Explanation :

1 : Students Activity

2 : Students Attention

3 : Discipline

4 : Assignment

A : Very Good

B : Good

C : Fair

D : Poor

3. RESULT AND DISCUSSION

Improving students vocabulary in English learning by used Animated Cocomelon Music Video on YouTube for SMP Swasta PGRI 3 Medan obtained a comparison of students' vocabulary in the cycle I and cycle II as follows:

Table 2. The Percentage of Completeness Results on Pre Cycle, Cycle I, and Cycle II

No.	Research	Category	Frequency	%
1.	Pre Cycle	Success	2	4,88%
		Unsuccessful	39	95,12%
2.	Cycle I	Success	6	14,6%
		Unsuccessful	35	85,4%
3.	Cycle II	Success	39	87,8%
		Unsuccessful	5	12,2%

First Category (Pre Cycle)

Table 3. The Percentage of Pre Cycle

No	Category	Value Range	Frequency	%
1	Excellent	90-100	0	0
2	Very Good	80-89	2	4,88
3	Good	65-79	0	0
4	Fair	<64	39	95,12
TOTAL			41	100

It was the result of the initial level of students' vocabulary mastery. The data shows that only 4.88% of students are able to participate in vocabulary mastery trained based on a test. The second item is the students who have not been able to completed the vocabulary questions about 95.12%.

Second Category (Cycle I)

Table 4. The Percentage of Cycle I

No	Category	Value Range	Frequency	%
1	Excellent	90-100	0	0
2	Very Good	80-89	2	4,88
3	Good	65-79	4	9,72
4	Fair	<64	35	85,4
TOTAL			41	100

Asked problem solve in an effort to improve vocabulary. In this case, the researcher asked the teacher regarding providing an opportunity to asked students difficulties during the teaching and learning processed, there were some students who answered yes 20 or 48.8%. This shows that half of the students are actively involved in the teaching and learning processed.

Last Category (Cycle II)

A. Asked students' responded about learning.

The researcher concluded the students' responded through light discussion in class after the practiced. The first was in the category of students' feel better because of the used of media in learning. This showed that 85.4% of students agree that they feel better in learning because of the used of media in learned. The second point, showed that 73.2% of students stated that the use of Animated Cocomelon Music Video make it easier for students to learn vocabulary and included he right means to be implied in vocabulary learning. The third point, showed that 53.68% of students liked the use of Animated Cocomelon Music Video as a medium for learning vocabulary. This

means that students agree that the used of Animated Cocomelon Music Video media can improve students' vocabulary mastery both orally and writing.

1. Data of Observation

The data were obtained from the first observation before the classroom action research (CAR) and during the CAR. Based on the results of student participation during the teaching and learning process used Animated Cocomelon Music Video media through observation. There are limited vocabulary mastery challenges for students' learning. The problem has an impact on other problems of students' ability in English skills such as their listening, speaking, reading and writing skills. If students have little vocabulary, they can't write fluently or don't understand when the teacher dictated English and many more. Because of their limited vocabulary. Vocabulary is not one of the skills in language learning but is an important part of language. However, after students learn to write in class through Animated Cocomelon Music Video, they feel happy and motivated to improve vocabulary mastery and learn English. This can be seen from their enthusiasm and interest in lessons during the teaching and learning processed as well as improve students understood about vocabulary.

2. Data of Test

Based on the results of students' vocabulary mastery score, it was known that students' vocabulary mastery score have improvement. It showed that the average score of students in the preliminary study was in the pre-cycle test, and the average score in the first cycle was 14,6% and the second cycle was 87,8%.

Table 5. The Percentage of Cycle II

No	Category	Value Range	Frequency	%
1	Excellent	90-100	5	12,2
2	Very Good	80-89	18	43,9
3	Good	65-79	13	31,7
4	Fair	<64	5	12,2
TOTAL			41	100

Discussion

Based on the findings of Cycle II, that all effective measures to improving students' vocabulary mastery and research objectives were achieved. The researcher and English teacher decided to start this research in Cycle II. In summary, the differences in the teaching and learning process of writing during Cycle I and Cycle II can be seen in the following table:

Table 6. The differences in the teaching and learning process

No.	Pre-Cycle	After Cycle I	After Cycle II
1.	Students are not interested in the teaching and learning process because of the limited media used by the teacher.	Some students began to be actively involved in the teaching and learning process.	All students seemed enthusiastic and active in involving themselves during the teaching and learning process.
2.	Students seemed hesitant when asked to read or spell vocabulary.	Some students began to be brave and confident even with their voices lowered to get involved during the reading/singing activity on this Animated Cocomelon.	All students began to be actively involved in reading or singing songs in this animation.
3.	Students seemed hesitant when asked to write the vocabulary they	Some began to be active and involved themselves when asked to come forward to write down the	All students seemed enthusiastic to be involved when asked to answer the questions that the researcher wrote on the whiteboard.

	mentioned on the whiteboard.	vocabulary mentioned by the researcher.	
4.	There were some mistakes in the students' vocabulary writing when they were asked to write down the vocabulary they knew.	Some students experienced improvement and minimize errors in writing.	There is an improvement in vocabulary writing.

4. CONCLUSION

Finally, students are actively involved in the teaching and learning process. So, Animated Cocomelon Music Video is a learning media that can improve students' interest in learning processes. Then, the used of this learning media creates a new atmosphere for students in the classroom. Through this media, students show positive progress during the teaching and learning process. It can be seen from the test results. The mean value of the pre-cycle test was 32.2. Meanwhile, the mean score of the cycle II test was 76.8. It can be concluded that there is improvement in students' vocabulary mastery through tests after using Animated Cocomelon Music Video as a language learning medium.

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