

The realization of Cocomelon YouTube Channel as a medium to learning English vocabulary for early childhood EFL learners

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ABSTRACT

This research focuses on students' difficulties in pronouncing and comprehending English vocabulary, as well as their lack of interest in learning. To address this, the study aims to determine the effectiveness of using audiovisual media in the form of the Cocomelon YouTube channel as an innovative solution at KB Kasih Bunda in Sukolilo Pati. Utilizing a qualitative and descriptive research approach, the data is analyzed using the Miles and Huberman model through stages of data reduction, data presentation, and conclusion drawing. The research subjects include playgroup teachers, the school principal, several students, and parents. Data collection methods involve observation, interviews, and documentation. The research findings demonstrate that the Cocomelon channel presents enjoyable and easily memorable songs, effectively enhancing vocabulary comprehension. However, there is a lack of coordination between teachers and students during the learning process, along with difficulties students face in applying their learning at home. The research recommends involving parents in the learning process to ensure that students can recall and apply vocabulary. The study also identifies factors that support and hinder the effectiveness of the Cocomelon channel, including available technology and managing students' mood and behavior.

KEYWORDS:

Cocomelon;
English
vocabulary;
Playgroup
students;
Implementation

INTRODUCTION

Acquiring proficiency in the English language is of utmost importance due to its widespread use worldwide and its role as a universal medium of communication. Essentially, English comprises four crucial skills: speaking, reading, writing, and listening. Learning English is unquestionably demanding, underscoring the necessity of establishing a strong vocabulary foundation before delving into these four proficiencies. The pivotal role of vocabulary in language acquisition emphasizes its significance across all four language skills.

Consequently, the acquisition of vocabulary acts as a fundamental precursor to mastering these English language proficiencies. Vocabulary lays the foundation for initial language acquisition (Alqahtani, 2015).

Vocabulary constitutes an individual's lexicon. Based on the aforementioned notion, each person needs to enhance their vocabulary on an individual basis (Panjaitan et al, 2021). The endeavor to enrich one's English vocabulary proves to be more challenging compared to expanding vocabulary in Indonesian. The difficulty arises from understanding meanings, constructing sentences, using words appropriately, and even pronouncing them accurately. Learning and expanding vocabulary is an initial step to prevent children from struggling to comprehend English. The existence of specific media such as videos and images also functions to help children better understand and master vocabulary in English. The mentioned videos in this context refer to playing YouTube channels containing content for children, coupled with various types of educational content.

With the emergence of various educational media alternatives, the implementation of technology such as YouTube channels can offer innovative solutions to develop early-stage English vocabulary. YouTube is one such medium that promotes the growth of music and songs. (Khadifa et al, 2021) state that on YouTube, people from all around the world can enjoy diverse music types, categorized by genre and age group. Apart from being a widely used platform among both children and adults, YouTube has introduced the YouTube Kids Channel, a platform exclusively designed for children to watch content safely and comfortably.

YouTube Kids channels play a crucial role in engaging children by providing an enjoyable learning environment (Burroughs, 2017). The YouTube Kids channel offers tailored programming that aligns with children's interests. One of these channels, Cocomelon-Nursery Rhymes, focuses on early childhood learning and has amassed 87.9 million subscribers. It's among the top 10 YouTube channels in terms of broadcast hours, attracting 33 million viewers in July 2019 with continued growth (Wikipedia.com). This channel features content for over 500 nursery rhymes (child-friendly music content) in English, including songs like "Yes-Yes Vegetables," ABC songs, bedtime songs, bath songs, clean-up songs, and more (Miratul & Raihana, 2021).

The YouTube channel Cocomelon has become a phenomenon among children and parents as a source of entertainment and learning. Creative and interactive content in the form of songs, animations, and short stories can capture children's attention (Handrianto et al, 2021)). Thus, the question arises about the extent to which this channel holds potential as a tool for teaching English to playgroup children. It is important to comprehend the impact of using this digital media in enhancing vocabulary and language comprehension in young children. Previous research conducted by Anggraini et al. aligns with the context of this journal article, which also utilizes the Cocomelon YouTube channel as a medium to introduce and improve vocabulary in children. However, this journal article solely focuses on the channel's application, while the mentioned research explains the implementation of the Cocomelon YouTube audio-visual channel as a means to teach English vocabulary to playgroup students. Additionally, the difference in this study lies in the participants. This research involves teachers, headmasters, and parents of playgroup students aged between 3 to 6 years, whereas the participants in the journal article were children aged 6 to 12 years. (Anggraini et al, 2022)

The integration of technology into the learning process can create an engaging and supportive learning environment. Kurniati et al. (2020) state that providing stimulation through platforms like YouTube during early childhood can enhance attention, focus, high curiosity,

imagination, creativity, memory, and language skills. Furthermore, the roles of parents and teachers in guiding and supervising the use of digital media are crucial aspects that need attention. Active involvement of parents in utilizing the Cocomelon YouTube channel as a learning tool can strengthen the connection between the school and home environment. The potential implications of this research encompass the development of teaching methods that are more adaptive and responsive to the needs of young children in understanding the English language (Miratul & Raihana, 2021).

The researcher conducted the research at KB Kasih Bunda, a Playgroup located in Wotan village, Sukolilo district, Pati regency. Through observation and interviews, the researcher discovered that the Cocomelon YouTube channel had been utilized at KB Kasih Bunda. This information was provided by an English teacher at the school who mentioned that the channel was used to teach English vocabulary during the COVID-19 pandemic.

When using YouTube as a medium, there are undoubtedly both positive and negative impacts. Therefore, the researcher became interested in conducting a study titled "The Realization of the Cocomelon YouTube Channel as a Medium for Learning English Vocabulary for Playgroup in Sukolilo Pati". The aim of this research is to examine how the implementation of the Cocomelon YouTube channel in the playgroup education context can effectively facilitate the enhancement of children's English vocabulary. Additionally, the study seeks to identify the factors influencing this implementation process.

METHOD

This research employed a qualitative research approach using a descriptive method to describe the facts or phenomena that occurred during the research (Arikunto, 1993). The research was conducted at KB Kasih Bunda, Wotan Village, Sukolilo District, Pati Regency. The participants included the headmaster, teachers, and three students from KB Kasih Bunda, who were selected through purposive sampling. This technique involves selecting participants based on specific data source considerations. Data were collected through observation, interviews, and documentation. Through this data collection process, the researcher gained insights into how the implementation process of using the YouTube channel Cocomelon as a medium for enhancing English vocabulary took place, along with the resulting factors. To ensure data validity in the field research, the participation of researchers in the field and triangulation were necessary to cross-check research data. According to Miles and Huberman, analyzing data involves several stages, including data collection, data reduction, displaying data, and the final stage, which is drawing conclusions.

RESULT

The Realization of Cocomelon YouTube Channel in Learning English Vocabulary for Playgroup

Playgroup in Sukolilo Pati

In a playgroup environment, children will develop their ability to interact with their peers, enhance their social and emotional aspects, and enrich their cognitive and language skills. Not only does English play a central role in the global context (Rahmasiah, 2021), but it also becomes a highly important language to be learned early on as it provides numerous benefits for children's future development. Based on information obtained from interviews with school teachers, it is found that the process of teaching English is not an easy task, requiring a high

level of creativity and innovation as well as the effective use of media as a supportive tool. One popular medium for teaching English vocabulary to children in playgroups is the YouTube channel Cocomelon. According to the result of interviews with BHP (BHP Interviews, 2022), there are steps regarding the realization of the Cocomelon YouTube channel for enhancing English vocabulary learning for playgroup students:

Preparation

There are various preparations that can be undertaken when realization the Cocomelon YouTube channel to enhance English vocabulary among children in the playgroup, such as:

1. Clear Learning Objectives: Determine specific learning objectives. For instance, do you want to teach common vocabulary, colors, numbers, or other basic English concepts?
2. Selection of Appropriate Content: Choose videos from the Cocomelon channel that align with the learning objectives. Ensure the content is suitable for playgroup-aged children and follows an interactive and engaging teaching approach. The videos featured on the Cocomelon YouTube channel cover vocabulary related to animals, fruits, and nouns.
3. Lesson Scheduling: Create a lesson schedule that dictates when and for how long the videos will be watched by the children. Ensure the viewing time aligns with the attention span of playgroup children.
4. Supervision: Ensure there is adequate supervision while children watch the videos. Someone should be present to explain content, answer questions, or provide assistance when needed.
5. Collaboration with Parents: Involve parents in the learning process by sharing information about the material being taught and offering suggestions to reinforce learning at home.

Table 1. The Syllabus of Playgroup in Sukolilo Pati

Competency Standards	Basic Competencies	Learning Objectives
Understand basic transactional and interpersonal conversations to interact with the immediate environment	Respond accurately, fluently and acceptably to the meaning in very simple transactional (to get things done) and interpersonal (socializing) conversations using very simple oral language varieties to interact with the immediate environment involving simple conversation	Students can recognize fruits in English
		Students can recognize the alphabets in English
		Students can recognize numbers 1-10 in English

The syllabus serves as a form of compliance with the curriculum, particularly the independent curriculum used in playgroups (interview by BHP, 2023). The syllabus ensures that the material taught aligns with the curriculum or applicable learning standards for Playgroup children, making learning more relevant and effective. Additionally, the syllabus aids in organizing the learning content into a logical and structured sequence, allowing English vocabulary learning to be delivered progressively (Lina et al., 2019)

With proper preparation, a teacher can maximize the benefits of using media like Cocomelon as a teaching and learning medium for playgroup children. This preparation helps maintain safety, effectiveness, and the quality of children's learning experiences.

Implementation

To implement the Cocomelon YouTube channel as a medium for teaching and learning English vocabulary among students in the playgroup, the following steps can be considered:

1. Introduce English vocabulary before watching the video. Teachers can present English vocabulary to be learned before watching Cocomelon videos. This can assist children in comprehending the vocabulary and context they will encounter in the video.
2. Facilitate children in watching Cocomelon videos. Teachers can assist children in watching Cocomelon videos by displaying them on a projector or monitor screen and encouraging children to sing songs or follow movements in the video.
3. Promote interaction and children's participation. Teachers can encourage interaction and children's involvement during Cocomelon video sessions, such as by asking about the meanings of the learned vocabulary or encouraging children to converse in English. Subsequently, teachers can provide supporting activities like games or English vocabulary exercises learned from the video.
4. Assess learning outcomes. Teachers can evaluate children's learning outcomes through informal observations and assessments, such as observing interactions and participation during video sessions and monitoring the development of children's English vocabulary.

Figure 1. The process of realization cocomelon youtube chanel as a medium fo learning English vocabulary in class



When implementing the use of the Cocomelon YouTube channel as a tool to boost English vocabulary for preschool children, teachers must ensure that children actively engage in the learning process and that learning is conducted in an enjoyable manner. This can help enhance children's interest in learning English from an early age.

Videos on the YouTube platform, especially the Cocomelon channel, are highly popular among children due to several key factors: (1) Captivating Music and Songs; Cocomelon utilizes easily recognizable children's songs combined with fun movements and dances, making learning an enjoyable experience for kids. (2) Simple Language; The language used in

Cocomelon is easy to understand and pronounce for children, helping those in the process of language learning to improve their speaking abilities. (3) Appropriate Video Duration; Cocomelon videos are generally short, around 2-3 minutes, which aligns with children's short attention spans, preventing them from getting bored quickly while watching. (4) Relevant Themes; Cocomelon selects themes that relate to children's everyday life, such as colors, numbers, letters, and shapes, aiding them in understanding and applying these concepts in their routines. (5) Engaging Animation and Colorful Images; Cocomelon employs colorful animations and images that are appealing to children, making it easy for them to stay engaged and comprehend video content with clear and entertaining visuals (Miratul & Raihana, 2021).

Evaluation

The evaluation of the realization of the Cocomelon YouTube channel as a media to teaching and learning English vocabulary among students at playgroup can be carried out through various methods, which include:

1. Observation: Teachers or supervisors can routinely observe the behavior and participation of children while watching Cocomelon videos. This observation includes the extent of their engagement, whether they are following songs or movements, and the degree to which they understand the vocabulary being taught.
2. Knowledge Tests: Teachers can conduct knowledge tests of the English vocabulary learned from Cocomelon videos. These tests can be oral, where children are asked to mention the vocabulary they have learned, or written tests for higher levels.
3. Participation and Interaction: Assessing the level of participation and interaction of children during and after watching Cocomelon videos. Are they actively involved in singing songs, following movements, or participating in related activities?
4. Quality of Learning Evaluation: Besides vocabulary, consider whether the use of Cocomelon enhances the children's interest in learning English, whether they are pleased with this learning approach, and whether learning becomes more effective.

Figure 2. Evaluation



One of the roles of a teacher in the teaching and learning process is that of an evaluator. During the learning process, educators should act as productive evaluators. This is intended to understand whether the formulated evaluation goals have been achieved or not and

whether the materials provided to the students are valid. These answers will be obtained through the evaluation activities conducted by educators (Nuriyah, 2014)

Evaluation should be conducted periodically to identify any necessary improvements in the learning process and ensure that the use of Cocomelon as a learning tool delivers the expected benefits to Playgroup children.

The Supporting and Obstacles factors found in the Realization of Cocomelon YouTube channel as a Medium to Learning English Vocabulary For Playgroup Sukolilo Pati

When choosing a teaching method, it's important to have tools that can assist teachers in delivering the material to students. Furthermore, the selection of appropriate media can stimulate students' interest in learning. One of the media that can deliver engaging educational messages and enrich English vocabulary is the Cocomelon channel. The Cocomelon channel is used by playgroup teachers because it contains educational videos for children in playgroups. This channel was established in 2006 by a group of parents who wanted to create interactive and enjoyable educational videos for children. The videos presented on the Cocomelon channel are specially designed for children under the age of 5 (Miratul & Raihana, 2021). In these videos, there are songs, animations, and interactions that directly engage children. By involving two senses simultaneously, namely sight and hearing, the use of this media makes it a highly beneficial choice.

However, in practice, there are various factors that can either support or hinder the teaching and learning of English vocabulary when implementing the YouTube Cocomelon channel. Here are the supporting and hindering factors, including:

Supporting Factors

From the insights gained through interviews with the teachers, several factors have been identified that support the realization of the Cocomelon YouTube channel as a medium for teaching and learning English vocabulary among playgroup students, including:

1. Cocomelon offers an engaging and interactive learning experience through song videos and animations that are beloved by children. This helps playgroup children feel interested and engaged in learning English, creating a fun learning environment.
2. Additionally, the presence of Cocomelon on online platforms allows easy access, enabling children and teachers to access learning materials anytime, anywhere. Cocomelon also leverages visual technology to help children understand vocabulary and its context, enhancing their comprehension of English.
3. Implementing Cocomelon can assist playgroup teachers with readily available learning resources and an easy-to-follow learning structure, saving time in lesson preparation.
4. Environment support, assistance from the surrounding environment, including family and teachers can reinforce the use of the Cocomelon channel as a resource for children's English vocabulary.
5. Parent or teacher role as a role models, parents or teachers can serve as a role models for children in their English vocabulary acquisition, demonstrating their enthusiasm for the language and helping children apply English vocabulary in their daily lives.
6. Sufficient School Funding, Adequate financial resources can facilitate teaching and learning activities, enabling students to experience educational development and progress similar to that of other schools. With these supporting factors, Cocomelon

becomes a valuable tool for enriching the English vocabulary of playgroup children in an engaging and effective manner.

Obstacle Factors

Following interviews with the teachers, it has become evident that there are various impediments that may impede the realization of the Cocomelon channel as a medium to teaching and learning English vocabulary in playgroup children, including:

1. Variability in children's moods makes it challenging to conduct teaching and learning activities effectively.
2. Teachers need to pay attention to internet supervision and control because playgroup children are susceptible to inappropriate content. Online safety is of utmost importance.
3. Moreover, limited internet access in some areas or for schools with limited resources can also be a hindrance. Not all schools have reliable devices or internet connections to consistently access Cocomelon.
4. Prudent use of Cocomelon is required to ensure it complements the playgroup curriculum rather than replacing crucial social interaction and direct learning, which are vital at this age. Excessive use of digital media can hinder children's interpersonal skill development.
5. Insufficient parental or teacher oversight: Inadequate monitoring by parents or teachers in technology usage can lead to children accessing unsuitable content and a lack of guidance on its appropriate use.
6. Restricted time constraints: The limited time allocated for children in playgroups can curtail opportunities for optimal English vocabulary learning through the Cocomelon channel.
7. parental or teacher limited proficiency: Occasionally, parents or caregivers may lack the necessary English language knowledge and skills to assist children in comprehending the English vocabulary taught via the Cocomelon channel.

Therefore, it's essential to consider and address these factors to ensure that the implementation of Cocomelon as a learning tool remains balanced and beneficial for the development of playgroup children.

DISCUSSION

The Realization of Cocomelon YouTube Channel as a Medium to Learning English Vocabulary for Playgroup in Sukolilo Pati

One effective strategy for teaching and learning English vocabulary among playgroup students is utilizing media that appeals to children. Based on the findings of observations and interviews, the Cocomelon Channel serves as an illustrative example of such media. This channel offers a variety of children's songs that are easily comprehensible and come with simple English lyrics. Encouraging children to sing these songs regularly can unconsciously enhance their English vocabulary acquisition. Moreover, this media can also assist children in improving their English word intonation and pronunciation more effectively and accurately. The implementation of the Cocomelon Channel as an enjoyable means for learning English is anticipated to kindle children's interest in English from an early age, thereby facilitating their English language acquisition in the future.

The realization of the Cocomelon YouTube channel as a medium for teaching and learning English vocabulary for playgroup involves three key phases: preparation, implementation, and evaluation. Before utilizing this media, the initial phase required is preparation. This preparation involves tasks such as content selection. Choose videos from the Cocomelon channel that align with the learning objectives. Ensure the content is suitable for playgroup-aged children and employs an interactive and engaging teaching approach. This is elaborated in the research journal by Laras Eka Yulianti and Marniati, which outlines steps in using YouTube, such as selecting the video based on the desired subject (Laras Eka & Marniati, 2021). Through preparation for implementing Cocomelon, teachers can optimize the positive outcomes of using this media as a means to teach English vocabulary to playgroup children, maintaining the effectiveness of learning, safety aspects, and the quality of the learning experience.

Throughout the implementation process, teachers are required to demonstrate high levels of creativity and innovation to prevent English vocabulary learning from becoming monotonous and boring for the children. To achieve this, teachers employ various techniques to introduce English vocabulary to students, one of which is using the YouTube Cocomelon media by displaying videos and images from the channel. Virginia French Allen explains, teachers need special techniques for teaching English vocabulary to children, such as showing real objects, using demonstrations, displaying pictures, and creating drawings (French Allen, 2000). Subsequently, the teacher explains each vocabulary term acquired from watching the videos. This is done to ensure that students correctly understand the meaning of the English vocabulary they hear and see.

Following the implementation process, the next phase is evaluation. Teachers conduct evaluations by observing student interactions and participation during and after watching the Cocomelon YouTube channel as a teaching and learning medium. Additionally, teachers administer knowledge tests, both oral and written, to measure the extent of students' comprehension. Evaluation is carried out to optimize all aspects of a child's development, including cognitive, motoric, social-emotional, linguistic, artistic, and moral-religious changes. The assessment measures are conducted comprehensively in accordance with the principles of assessment in early childhood education, which include being educational, continuous, objective, accountable, transparent, systematic, comprehensive, and meaningful (Kebudayaan, 2015). Evaluation provides an in-depth view of the effectiveness of the learning program and helps teachers determine if the learning objectives have been achieved. Evaluation is also essential in maintaining a balance between the use of digital media and the vital social interaction and direct learning necessary for the development of playgroup children.

By utilizing media that captivates children, such as the Cocomelon channel, children can learn English in an enjoyable and engaging manner. Furthermore, the music and animations featured on the channel can expedite children's comprehension of English vocabulary. Regularly repeating songs and lyrics will also aid children in retaining the English vocabulary they are learning. However, it is essential to maintain a balanced approach to implementing this media, including providing more detailed explanations about the meanings and usages of the vocabulary being studied. Consequently, it can be concluded that employing the Cocomelon channel as a tool for English language learning in playgroup children can serve as an effective and entertaining alternative to enhance their English vocabulary skills. Through this sequence of steps, the use of Cocomelon as a tool for teaching and learning English vocabulary can yield effective results with careful supervision from parents and teachers, as

part of a broader learning approach. In this context, integration with other teaching methods may be necessary to achieve more efficient outcomes.

The Supporting and Obstacles Factors Found in The Realization of Cocomelon YouTube Channel as a Medium to Learning English Vocabulary for Playgroup in Sukolilo Pati

Despite English vocabulary instruction occurring in both online and offline modes, educators and playgroup students have embraced the use of media in the teaching and learning process. Based on this research, which draws from observations in playgroups and interactions with teachers, it can be concluded that utilizing the Cocomelon YouTube channel for learning English vocabulary offers numerous benefits for both educators and students. The Cocomelon YouTube channel serves as an engaging tool and approach for teaching children in early childhood education units. Nevertheless, in its implementation, there are various factors that can either support or hinder educators in the teaching process.

The realization of the Cocomelon YouTube Channel as a tool for teaching and learning English vocabulary to playgroup children is an intriguing step, but it comes with several supporting and inhibiting factors that need to be considered. The first supporting factor is the availability of adequate technology and Cocomelon's popularity among children. Videos designed for children have consistently held the highest level of popularity on YouTube. Over 10 million individuals have subscribed to the search results provided by YouTube Kids (Imaniah et al., 2020). Most playgroup children are already familiar with Cocomelon's characters and songs, making it an entertaining and engaging approach for them to learn English vocabulary.

Cocomelon also frequently uses bright and engaging animations, which can help maintain children's attention. Utilizing Cocomelon's YouTube channel has the potential to enhance the expansion of their children's vocabulary. This demonstrates that incorporating audiovisual media like the Cocomelon YouTube channel plays a significant role in acquainting English vocabulary. Furthermore, it showcases that parents have the ability to kindle their children's eagerness to learn in various ways, such as singing, while effectively utilizing technology through their favored application (Tiara et al., 2021).

However, there are several inhibiting factors that need to be overcome. First, the variability in children's moods can make it challenging to conduct teaching effectively. Sometimes, the network connection may be unreliable (Maman Suryaman, 2015). Limited internet access also affects the hindrance in the process of learning English vocabulary through YouTube. Additionally, Cocomelon leans more towards entertainment rather than education. To address this, parents and educators need to ensure that children understand that watching Cocomelon is about learning English vocabulary. The lack of interactivity in Cocomelon videos can be a barrier to active learning. In this regard, it's important to involve children in speaking and participating while watching.

With a wise approach and support from parents and educators, the Cocomelon YouTube Channel can be used as an effective tool for introducing English vocabulary to playgroup children. Balancing entertainment and learning should always be the primary focus in this implementation.

CONCLUSION

The realization process of the Cocomelon YouTube Channel as a medium for teaching and learning English vocabulary for playgroup encompasses three essential stages: preparation, implementation, and evaluation. The preparation involves the selection of suitable content, choosing videos that align with the learning objectives, and ensuring that the content is appropriate for playgroup-aged children. During the implementation phase, teachers must demonstrate creativity to make learning engaging, utilizing the Cocomelon YouTube media and other techniques to effectively introduce English vocabulary.

Subsequently, the teacher conducts an evaluation through observation, student participation, and knowledge tests to measure the extent of students' understanding of English vocabulary. The evaluation results assist in assessing whether the learning objectives have been achieved and in maintaining a balance between digital media usage and social interaction, which is crucial for playgroup children's development. Based on the observations, interviews, and documentation conducted by researchers, it has been found that videos from the Cocomelon channel serve as a suitable and effective means to capture the interest of children in learning English vocabulary. However, during the process of learning English vocabulary, children haven't fully comprehended the content of these videos. This challenge arises due to the lack of alignment between teachers and students. Furthermore, after interviewing parents, it has also come to light that children aren't applying the knowledge acquired in school when studying at home. Therefore, it is essential for parents to provide attention and guidance to foster their children's skills, ensuring that the knowledge taught in school is retained and applicable in daily life.

Although the realization of Cocomelon as a medium for teaching and learning English vocabulary has supporting factors, such as adequate technology and popularity, and inhibiting factors, such as children's mood fluctuations and limited interactivity, with the wise support of parents and teachers, the Cocomelon YouTube Channel can become an effective tool for introducing English vocabulary to playgroup children. Balancing entertainment and learning should always be the primary focus to optimize positive outcomes from using this media.

As for recommendations from this research, there are;(1) Teachers and parents are encouraged to take a more proactive approach in leveraging technology and digital platforms as educational tools to support children's learning. (2) Researchers interested in conducting additional studies should focus on variables that may influence the efficacy of utilizing digital media, such as the Cocomelon YouTube channel, in teaching English to young kids. (3) Students should make constructive use of this educational resource and continuously enhance their English language proficiency by maintaining a consistent and regular learning routine.

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