Applying Youtube Kids to Foster Children Vocabulary Mastery at Ihya Al-Ulum Kindergarten

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Abstract

The research was generally discussing the use of Youtube Kids to foster the vocabulary mastery of children at Ihya Al-Ulum Kindergarten. The researchers selected the sample from the population by using total sampling technique. The number of the sample was 25 children. This research was a pre-experimental design with one group pretest and posttest. The group was tested after treatment, the test included pretest and posttest that consisted of 25 items. The result of data analysis showed that there was a significant difference between the mean scores of pretest and posttest. The mean score of posttest was greater than the mean score of pretest. The means score of pretest was 51.7 and the mean score of posttest was 66.1. Then, the T-test value was 6.65 and T-table value was 1.699 with df = 24 and α = 0.05. It can be concluded that the use of Youtube Kids can foster children vocabulary mastery. It means that there is a significant difference (H1) of the children vocabulary mastery before and after treatment by using Youtube Kids.

Keywords: *Youtube Kids, Vocabulary, Children*

Introduction

People who learn English, they will need vocabularies (Barata, 2020). The idea, feeling, emotion, and desire are empty without having enough vocabulary, mastering vocabulary can be easy or difficult thing to do. Vocabulary knowledge is often viewed as a critical tool for second language learners (Alqahtani, 2015), so that in the daily experience, people consider learning a lot, but in actual condition it is unfully stored in their memories. People experience or learn many things and store in memory as well as the brain manages it. Sometimes, people are difficult to recall their memories.

Vocabulary is as one of the language elements that played an important role in understanding passage and communicating ideas, emotions, feelings and taught in both oral and written forms. The ability of students to read and to comprehend the subject is relatively determined by their vocabulary, mastering a foreign language means knowing a lot of words (Sihotang et al., 2017). Vocabulary contributes to the growth of the receptive skills and productive skills. Many studies have shown vocabulary effects on language skills domains, like oral ability, reading competence and cloze test ability (Dakhi & Fitria, 2019).

Language teachers now generally recognise the importance of vocabulary learning and is exploring ways of promoting it more effectively (Alqahtani, 2015). English teacher should look for method to achieve success in teaching and learning process and increase interest or motivation of learners. Moreover, teachers are required to be more creative in making

learning materials (Imran et al., 2021), so the teachers need to develop materials that are suitable for the learners need and create good atmosphere in the classroom through efficient and effective practices to memorize the words.

The main problem faced by the children in Ihya Al-Ulum Kindegarten among others; the limited vocabularies make children unable to express their ideas in English, since the new language create less sense, all the words tend to be unfamiliar for them, the lack of children motivation, they only like to play games without educational value in it and the poor professional competence of the teacher in designing the techniques and strategies in teaching-learning process. Teachers in this case, have big roles to motivate all children to have the same perception about English (Imran & Nasaruddin, 2021), as the result the vocabulary learning strategies are designed to assist learners in facilitating and streamlining their vocabulary learning to achieve optimal goals (Bakti, 2017).

The prevalent daily use of technology in people's lives overall makes the use of technology very relevant to the students and provides a connection that will greatly benefit student teaching (Santoso & Andriyadi, 2019). One of the techniques of teaching that can be used by the teacher is using technology, technology can allow the students to work cooperatively, to compete with their friends, to have strategy, to think in a different way, to share knowledge, to learn from others and from mistakes, to work in a less stressful and to allow the students to have fun. Relevant to this, teachers have an essential duty to create and maintain an exciting situation by providing a media that able to increase students' motivation, such as technology, as an English learning media (Solikhah, 2020).

The teacher should prepare and find out the appropriate techniques, which will be implemented to the students, a good teacher should prepare himself or herself with various and up-to-date techniques (Susanto, 2017), this means that the use technology can help learners to improve their achievement (Santoso & Andriyadi, 2019). By learning through online media, learners are expected to be enthusiastic and motivated to memorize and understand the English vocabulary items (Mafulah & Hariyanto, 2017), the teacher need to create teaching strategy and method (Lube & Nuraeni, 2020), there is a good possibility that is students are familiar with YouTube, which could have a positive influence on their motivation (Nasution, 2019).

The teacher should select the materials representing students' needs (Permana & Qomariyah, 2018). Moreover, the role of vocabulary learning strategies is to facilitate learner to be an independent learner in learning vocabulary because vocabulary cannot be taught directly by the teacher but gained by the learner themself. (Nurdini & Marlina, 2017). The use of videos as a technological resource appears to complement innovative approache to language teaching with the opportunity to experience the target language in a natural context (Solano et al., 2020).

In this study, the researchers want to use video as a media for vocabulary teaching. There is one of internet sites that is popular in this era which provides online video from all over the world called YouTube. YouTube allows users to upload video, shares, and watches video by typing the title of video. By one click the video, which consists information, will be showed (Mokodompit et al., 2021).

The teachers should be concerned that teaching vocabulary is something new and different from native language, they also have to consider that teaching English for young learners is different from adults (Susanto, 2017). Applying Youtube Kids is as one way of using technology in teaching vocabulary in kindergarten. The fact today, modern learning media such as YouTube are currently influencing children curiosity and emotion because to operate it no needed basic and special knowledge, anytime and anywhere it can be open as long as the internet network is not in trouble (Mozes, 2020). YouTube Kids provides as a more controlled environment for children, making it easier and more enjoyable for them to explore on their own, and easier for parents and teacher to guide their journey as they discover new, exciting interests along the way. The collection contains videos on a variety of different topics suitable for families, which foster the creativity and fun of children, this collection includes everything from their favorite shows and music.

Based on the idea above, the researchers intend to use Youtube Kids to foster children vocabulary mastery at Ihya Al-Ulum Kindergarten.

Method

The researchers apply a pre-experimental design with one group pretest and posttest design. This design has one group which was pre-test (O1), treatment (X), and post-test (O2). The design is presented as follows:

$O_1 X O_2$ (Mills & Gay, 2019)

Where:
O_1 is the pre-test
X is the treatment
O_2 is the post-test

Population and Sample
The population of this research is children at Ihya Al-Ulum Kindergarten. The total number of populations is 25 children
Sample
The researchers use total sampling technique, it consists of 25 children.

Results
The Mean Score and Standard Deviation of Pre-test and Post-test
A pre-test is given before the treatment to know the children prior knowledge, while the post-test is administered after the treatment which aims to know the vocabulary mastery of the children after giving treatment. Both the mean scores of pre-tests and posttest were then compared to see whether or not there is a significant difference of the children mastery before and after treatment by using Youtube Kids. Table 1 below shows the mean score on the post-test was 66.1 and standard deviation on the posttest was 0.65. It was a significant difference than the result of pre-test.

Table 1. The Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	51,7	10,97
Post-test	66,1	0,65

T-test and T-table Values of Pre-test and Post-test

Seeing the hypothesis whether it is accepted or rejected, the researchers compared the T-test value and T-table value. If the T-test value < T-table, it means there is no significant difference between the result of pre-test and post-test. So, the null hypothesis (H0) was accepted and alternative hypothesis (H1) was rejected. Conversely, if the T-test value > T-table value, it means there is a significant difference between the result of pre-test and post-test. It means the alternative hypothesis (H1) was accepted.

Table 2. T-test and t-table values of pre-test and post-test

Variable	t- test value	t- table value
$X^2 - X^1$	6,65	1.699

Table 2 above shows that the value of T-test was 6.65 and T-table value was 1.699. Thus the value of T-test was greater than T-table value (6.65 > 1.699). It means that Youtube Kids could significantly foster children vocabulary Mastery at Ihya Al-Ulum Kindergarten.

Discussion

Youtube Kids help children learning and memorizing new words more easily, the activity involves friendly and happy situation. Youtube Kids enhanced the motivation for children to get involved and participate actively in the learning activities, in line with Hariyono (2020), the learners got excited using videos on YouTube in the classroom, they felt happy, motivated, and the classroom atmosphere became fun. It is also supported by Da Silva (2020) that in most of the meetings, they were happy, enthusiastic, and enjoyed the English vocabulary learning. Children is supported by suitable material that can improve their vocabulary mastery, it is also proved by Devanti & Amalia (2018) that watching the video that was suitable with the theme could attract students' attention and the same time improve their vocabulary mastery. A similar study was also conducted by Mozes (2020) found that the activities related to vocabulary could send to learners' long-term memory as their knowledge.

The description of the collected data shows that children vovabulary mastery is improved, it is supported by the frequency and rate percentage of the result of pretest and posttest. Children score after treatment is better than before the treatment given to the children, the mean score of the children post-test was higher (66.1) than the children pre-test (51.7), the t-test value is greater (6.65) than t-table value (1.699), it is mean that there is a significant increase of the children vocabulary after using Youtube Kids. Similar result of study also identified by Ana (2018) that showed the students' mean score on the pre-test

was 5.34 and it improved to 7.38 on the post-test. It could be seen from the students' pre-test and post-test score (Devanti & Amalia, 2018; Aziz & Ngadiron, 2019)

It was also found that the research showed weakness since the new language create less sense, all the words tend to be unfamiliar for them, in line with the result of Devanti & Amalia (2018) that learner failed to be achived because of several factors: the video played without subtitle, many new and unfamiliar vocabularies and playing the video two times was not enough, moreover Salawazo et al. (2020) also found that lack of student interest to learning vocabulary, pronouncing between spoken and written in English was become the factor of difficulties of students to learn English. Hence, the teacher should select the materials based on children needs, facilitate children to be an independent learner, in line with this idea, the teacher must understand how to teach using technology for young learner by paying attention to characteristic of young learner and enhancing creativity by using video on YouTube in explaining the material. (Hariyono, 2020).

Conclusion

It can be concluded that Youtube Kids can foster the children vocabulary mastery at at Ihya Al-Ulum Kindergarten. It is proven by mean score of pretest (51.7) and post-test (66.1). In the level of significance T-test value is 6,65 while T-table value is 1.699. Thus, the research supported (H1) there is a significant difference of the children vocabulary mastery before and after treatment by using Youtube Kids.

Acknowledgment

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