

## INTRODUCTION OF ENGLISH AS A SECOND LANGUAGE FOR PRESCHOOLERS USING COCOMELON YOUTUBE CHANNEL

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### ABSTRAK

Penelitian ini bertujuan untuk mengenalkan bahasa Inggris pada anak prasekolah melalui channel YouTube CoComelon. Data diperoleh melalui pendekatan kualitatif dengan teknik purposive sampling, dengan melibatkan partisipan berusia 4 tahun yang gemar menonton konten CoComelon. Interaksi audio selama kegiatan bermain dan percakapan dengan anggota keluarga direkam dan dianalisis untuk memahami pemahaman anak terhadap kata kerja dan kata sifat dalam bahasa Inggris. Hasil penelitian menunjukkan bahwa CoComelon memberikan dampak positif terhadap pemahaman kosakata bahasa Inggris pada anak prasekolah. Anak-anak menunjukkan kemampuan yang baik dalam mengekspresikan kata kerja dan kata sifat dalam bahasa Inggris setelah terpapar konten CoComelon. Temuan ini menyoroti pentingnya penggunaan media digital interaktif untuk pembelajaran bahasa di prasekolah.

Kata Kunci: Channel YouTube CoComelon, Pembelajaran Bahasa Inggris, Anak Prasekolah, Pemahaman Kosakata, Media Digital.

### ABSTRACT

*This research aims to introduce English to preschool children through the CoComelon YouTube channel. Data were obtained through a qualitative approach with a purposive sampling technique, involving participants aged 4 years who like to watch CoComelon content. Audio interactions during play activities and conversations with family members were recorded and analyzed to understand children's understanding of verbs and adjectives in English. The research results show that CoComelon has a positive impact on understanding English vocabulary in preschool children. Children demonstrated good ability in expressing verbs and adjectives in English after being exposed to CoComelon content. These findings highlight the importance of using interactive digital media for language learning in preschool.*

*Keywords: CoComelon YouTube Channel, English learning, Preschoolers, vocabulary understanding, digital media.*

## INTRODUCTION

Language is one of the basic needs for humans, both verbal and nonverbal language, to communicate with each other. As stated by Smith (2019), interaction with other individuals through language is a very important part in the development of social relationships and the fulfillment of human needs. This interaction requires effective and good use of language, especially for children, as an important aspect of children's development that should not be ignored by parents. The use of root-built language in pre-school children is essential to introduce them to abstract concepts and deeper understanding (Johnson, 2015).

Every parent must understand how to develop language in children appropriately and according to age. Every child has different language abilities. Usually, this is caused by various factors, one of which is stimulation. As a parent, they have an important role in language development in children. The child will be with easy to learn to speak and acquiring vocabulary, for example with taught directly by their parents, by listening to what people say adults, by learning to speak for themselves or with toys, talk to peers, and others (Arsanti, 2014). Children at the golden age need stimulation to improve language skills. The Golden Age is an important period in a child's development, which occurs at the age of 0-5 years. During this period, children's growth develops rapidly, and around 80% of children's brains undergo growth at the age of 0-6 years (Rijkiyani et al, 2022). This age is a very important period for a child. Many parents believe that teaching children a new language from an early age is more profitable because it is easier for children to absorb the new language without much effort (Ibrahim et al., 2021)

Millennial parents expect their children to be able to learn foreign languages, especially English. Moreover, parents provide additional lessons so that children can master the language better. Parents who have high expectations of their children's English abilities tend to use more effective learning strategies (Bos et al, 2020). It is not uncommon for parents to introduce English from a young age by communicating in two ways: using English and displaying audio-visual media using English for

children to hear and learn. English learning is intended to target children's mastery of a second language.

Technological advances, which are increasing at this time, will become media that make it easier to help children's second language learning process, such as audio-visual media, which attracts a lot of children's attention. Audio-visual media that is easy to find and use today is YouTube. The YouTube video platform has become one of the most popular online applications among children (Neumann et al, 2020). YouTube is an interesting and influential medium in children's language acquisition processes. Especially in the process of acquiring a second language in children.

One of the YouTube broadcasts that contains learning for early childhood is the CoComelon YouTube Channel. CoComelon will make it easier for parents to teach their children a second language. This is done not to teach children to learn English directly but to provide basic knowledge of English through words and the first experience of knowing English. This channel contains more than 500 nursery rhymes (musical content intended for children), all of which are in English. Like yes-yes vegetables, ABC songs, yes-yes bedtime songs, bath songs, clean-up songs, and others (Kurnia et al, 2015).

Theoretical frameworks by Smith (2019) and Johnson (2015) emphasize the critical role of language interaction in shaping both social relationships and cognitive development among children. Smith posits that language is fundamental for social interaction, enabling children to express thoughts, emotions, and desires effectively within their social environments, thereby fostering the development of social skills and understanding. Johnson builds upon this by highlighting the importance of early exposure to rich language environments through interactions with caregivers and peers, facilitating the development of abstract thinking and deeper conceptual understanding.

Research conducted by Rijkiyani et al. (2022) underscores the critical period of brain development during early childhood (0-5 years), characterized by rapid neural growth and synaptic pruning. They argue that early and enriched language

experiences during this period significantly impact children's linguistic abilities and overall cognitive development. This highlights the importance of stimulating language environments during early childhood to maximize developmental outcomes.

In terms of parental expectations and strategies, Ibrahim et al. (2021) and Bos et al. (2020) explore how parents actively seek to enhance their children's language learning experiences, particularly in acquiring second languages like English. Ibrahim et al. note a growing trend among millennial parents prioritizing bilingualism, leveraging digital media and interactive platforms to facilitate language acquisition. Bos et al. further discuss effective parental strategies, emphasizing the benefits of exposing children to diverse linguistic inputs from an early age to promote language proficiency and cultural awareness.

These theoretical frameworks and empirical studies provide a comprehensive foundation for understanding language development in early childhood and underscore the evolving role of digital media, such as the CoComelon YouTube channel, in facilitating language learning experiences for preschool-aged children.

The main data for this research was taken using purposive sampling techniques. Turner (2020) explains that purposive sampling is used when a researcher wants to target individuals with characteristics of interest in a study. The main data comes from selected 4-year-old female participants. Based on information from his parents, the child likes watching CoComelon videos. The research focuses on children's understanding of verbs and adjectives in English.

This research methodology adopts a qualitative approach with the aim of gaining an in-depth understanding of children's language acquisition of verbs and adjectives. According to Crewsell (2018), qualitative research aims to understand the meaning of individuals or groups regarding social or human problems. Data collection involves audio recordings of children's interactions during play and conversation activities, focusing on their comprehension and usage of targeted linguistic elements. Analysis of these recordings aims to provide a nuanced understanding of how audio-visual media influences early childhood language acquisition.

By integrating insights from existing literature and theoretical frameworks, this research aims to contribute to the understanding of language development in early childhood, particularly in the context of media-assisted learning. Through qualitative methods encompassing observation, interviews, and document analysis, this study endeavors to illuminate the role of CoComelon and similar platforms in facilitating children's language skills acquisition.

## **DISCUSSION**

In the era of information technology, the use of learning media has an important role in the development of early childhood education. According to Brown (2020), wise use of digital media such as educational videos and games can stimulate the cognitive and social development of early childhood. Platforms like CoComelon provide engaging and interactive content for learning. One interesting concept worth considering is CoComelon. CoComelon is an online educational platform that provides various educational content specifically for children. This article will discuss the role of the CoComelon concept as inspiration and reference in the development of early childhood learning.

CoComelon emphasizes children's involvement in the learning process through cheerful songs and interesting animations. According to Pasek et al (2018), media such as CoComelon can be an effective tool in early childhood learning if it is designed well to encourage active, not passive, involvement. The multisensory approach and use of pictures and colors create a diverse learning experience, helping children understand abstract concepts in a more concrete way. This concept also focuses on positive values such as cooperation, friendship, and good attitudes, which can be integrated into children's character development.

Adaptation to technological developments is a characteristic of CoComelon, which shows the relevance of this concept in creating learning that is appropriate to the times. By taking inspiration from CoComelon, early childhood learning can become more fun, interesting, and effective. Steps such as actively involving children,

using multisensory media, and promoting positive values are essential in creating an optimal learning environment for young children. Baldwin (2019) observed the popularity of CoComelon and concluded that the concept shows how integrating technology into early childhood education content can be done effectively to increase children's interest and engagement in learning. This concept provides a new basis for designing learning methods that combine fun and education.

### **Preschool Language Learning Strategies In Children**

Children go through gradual stages of learning languages. They first learn simple vocabulary, then basic sentence patterns, and then more complex grammar rules. Mistakes that occur are a natural part of the learning process (Hood et al, 2018). Children begin to learn basic sentences in English by following the subject-predicate-object sequence. They will consider this sequence to be the basis of language learning. Apart from focusing on understanding words, meanings, and word order, children will also be involved in learning about nouns and verbs. However, it is important to note that grammatical errors that may occur in children do not necessarily reflect a lack of knowledge or development. Process language learning in children involves a gradual understanding of language rules and structure as well as the development of effective communication skills. Therefore, an understanding approach and positive support from the environment around the child is very important in facilitating their language development. Locke (2016) argues that children learn language by imitating the surrounding adults, and that environments rich in language and social interaction are essential for optimal language development.

### **Cocomelon as Audio Visual for Second Language Learning for Preschool**

Audiovisual media for early childhood is effective in increasing the introduction of English vocabulary (Saripah, 2016). Audio-visual media are preferred by children because children prefer to see things in the form of pictures, songs and videos. One type of audiovisual learning medium is film and videos. As with movies, videos can describe a moving object together with natural sounds or appropriate voices. Both can

present information, describe processes, explain complex concepts, teach skills, abbreviate or extend time, and influence attitude (Arsyad, 2017).

The results of observations from local children who listened to songs on the Cocomelon Channel and interviews with the children's parents resulted in a statement that video content can help parents encourage their children's enthusiasm for learning a language in a fun way and are liked by children, namely through singing and pictures. Parents who play the video repeatedly could unknowingly memorize some English vocabulary for their children. This is a new start for children in improving their language and pronunciation.

#### **a. Verb Acquisition**

The observation results show that children's ability to pronounce vocabulary in the form of verbs using the YouTube Channel CoComelon 3 media is in the good category. It can be concluded that using the YouTube Channel CoComelon is good as a medium for the ability to pronounce basic English vocabulary, one of which is pronouncing verbs.

##### **Speech Events 1**

*Participant: "Kak lihat itu rabbit nya jumping!"*

*Peneliti : "Apa itu jumping?" (sambil melihat kelinci yang sedang melompat kesana kemari)*

*Participant: "Hop.. Hop.. Wow, jumping!" (sambil memperagakan melompat seperti kelinci)*

*Peneliti : "Ohh rabbit nya melompat ya sayang."*

*Participant : "No kak, rabbit nya jumping!"*

*Peneliti : "Apa bahasa indonesianya jumping?"*

*Participant: "Jumping is... lompat.. Oh.. melompat!" (sambil memperagakan melompat)*

*Peneliti : "Jadi jumping sama dengan melompat kan?"*

*Participant : "Ya kak samaa!"*

Speech Event 1 occurred when the researcher and the object (child) were interacting related to the rabbit's jumping behavior. The object observes the rabbit and says the word "jumping" to describe the jumping action. The researcher, then, asked what "jumping" meant, and the object responded by demonstrating a jumping action while saying the words "Hop.. Hop.. Wow, jumping!" The object shows its

understanding of the action of jumping by associating the word "jumping" with the action it is demonstrating. When researchers replaced the word "jumping" with the Indonesian word "melompat", the object clarified that the rabbit was "jumping", not "melompat". The researcher then asked what the meaning of "jumping" in Indonesian was, and the object described the action of jumping while saying the word "jumping". After it was explained by the researcher that "jumping" and "melompat" had the same meaning, the object expressed its agreement by saying that they were the same. This shows that in this interaction, the object experiences a process of understanding and adapting to the concepts and vocabulary in the language used in the communication situation.

Liyana et al (2019) stated that with media, children's mastery of English vocabulary plays a big role so that children find it easy to learn. The habit of watching content such as Cocomelon, as experienced by the object of this conversation, is a concrete example of the role of media in facilitating vocabulary learning and language understanding in children. According to his parents, since the age of 2 years, the object has diligently watched Cocomelon and diligently observed the contents of the show in order to master and understand several verbs.

### **Speech Events 2**

*Participant: "Kak mau ini ngga?" (sambil menunjukkan kue bolu yang ada di meja)*

*Peneliti : "Mau dong, kakak boleh eat ini ngga sayang?"*

*Participant : "Yes kak, eat saja itu buat kakak" (sambil mengambil satu potong bolu)*

*Peneliti : "Ihh terimakasih baik sekali, kamu tau eat?."*

*Participant : "Eat itu makan, mama selalu menyuruh ku eat kalau sudah waktunya"*

*Peneliti: "Iya betull sekali, mama biasanya kalau nyuruh kamu makan gimana?"*

*Participant: "Alisa ayo eat dulu! Ayo cepet makan! Sambil teriak teriak kak kalo aku gamau"*

*Peneliti: "Kamu smart banget yaaa"*

*Participant : "Sama-sama kakak yang beautiful"*

In this second story, the author deliberately tested his abilities by asking whether

he knew the meaning of "eat." According to the results of interviews with parents regarding children's ability to recognize English verbs, it shows that the CoComelon Channel is useful for children in learning verbs. The use of CocComelon media is very good at influencing children's verb development because verbs are presented in the form of invitations such as Let's take a bath, Let's sleep, etc. This way, the verbs also become easy to remember, and other advantages are displayed visually. Children can also carry out the invitations and movements in the video together, such as jumping, running, and washing, by using many movements and invitations in it, so that children become active in moving. Verbs are easy for children to master because the majority of verbs are related to daily activities and activities carried out by young children, including the basic form of verb category. Examples are waking up, reading, cooking, sleeping, bathing, drinking, eating, coming home, working, buying, and running (Markus et al., 2018).

#### **b. Adjective Acquisition**

The observation results show that the ability to pronounce vocabulary in the form of adjectives using the YouTube Channel CoComelon Media is in the good category. It can be concluded that the use of the CoComelon YouTube Channel is good enough to be used as a medium for developing the ability to pronounce basic English vocabulary, one of which is pronouncing adjectives.

##### **Speech Events 1**

*Participant* : “Kak ini gambar baby shark!”

*Peneliti* : “Kalau yang besar ini apa?”

*Participant* : “Ini daddy shark!”

*Peneliti* : “Kalau bahasa inggrisnya besar apa?”

*Participant* : “Big kak!”

*Peneliti* : “Wah hebat, kalau ini yang disebelahnya daddy shark siapa?”

*Participant*: “ini mama shark, kak mama shark beautiful ya kayak mama Alisa”

*Peneliti* : “Oh beautiful itu jelek yaa?”

*Participant*: “ih bukan kakkk, cantik!”

The story about this incident proves that Alisa, as the respondent, has mastered adjectives. Then the results of interviews with parents explained that the CoComelon Channel had a positive influence on children's learning of adjectives. In preschool-

age children, they are able to master basic adjectives, for example, beautiful, sick, evil, naughty, forgotten, far, close surprised, healthy, smart, afraid, good, straight, small, and so on. Apart from developing language skills, nursery rhymes can also be used as a medium for developing children's character and personality (Kurnia & Fitria, 2015).

Additionally, a report by the American Association of Educators (2020) highlighted the

positive impact of educational YouTube channels, including CoComelon, on language development in young children. These findings support the notion that CoComelon, as a digital platform, can play a significant role in facilitating language acquisition among preschoolers as they engage with its educational content.

### **Speech Events 2**

*Participant* : “Kak ini gambar buah apel”

*Peneliti* : “Emang iya ya?”

*Participant* : “Iya dong ini lho kak yang red”

*Peneliti* : “Oh iya, pinter ya kamu. Kamu suka pel ga?”

*Participant* : “Suka, ini juga suka, trs ini juga !” (sambal menunjuk beberapa buah)

*Peneliti* : “Hebat suka makan buah. Kalo apel tuh rasanya asem ya?”

*Participant*: “NO! SWEET KAK”

*Peneliti* : “Sweet itu asem kan?”

*Participant*: “Sweet manis kak, ini sweet rasanya” (menunjuk buah apel lagi)

In the second conversation between the researcher and the object, it was seen that the object already had a good understanding of adjectives in English, such as "sweet." This indicates that the child has been exposed to a basic vocabulary that includes adjectives. One way to introduce children's vocabulary in English is through watching educational shows such as CoComelon. CoComelon helps children learn adjectives through contextual learning, where words are used in real, relevant situations that are easy for children to understand. CoComelon is considered more attractive for attracting children's attention because there are two types of media elements on the platform, namely audio and visual. In line with this, research from Hayati et al (2021) has shown that video media is important in learning English and

can be used to introduce English.

Pentury (2018) states that songs and music provide many beneficial things for learning English vocabulary for children. In addition, repetition and reinforcement during this event strengthen their memory. The combination of attractive visuals and catchy songs makes it easier for children to remember new words. Children's mastery of language is greatly helped by sounds, both in the form of words and sentences (Safitri & Hakim, 2018). Character interactions in CoComelon who use adjectives to describe objects or situations also help children understand the use of these words in a context, the natural one. Thus, watching CoComelon is not only entertaining but also educational, enriching children's vocabulary of adjectives.

## **CONCLUSION**

The main data for this research was obtained using the purposive sampling technique, focusing on a 4-year-old girl participant who liked watching CoComelon videos. The research aims to understand children's comprehension of verbs and adjectives in English through exposure to CoComelon YouTube Channel content. The child provided data through audio interactions during play activities and conversations with family members. The selected participants were 4-year-old girls, chosen based on the critical phase of language development at that age. Researchers acted as the main instrument in data collection, prioritizing expertise and accuracy in recording children's natural interactions. Audio recording was done secretly using a voice recording application on an Android device, and each interaction was transcribed for in-depth analysis. The research methodology adopts a qualitative approach to gain an in-depth understanding of children's language acquisition of verbs and adjectives. Data was collected through observation, interviews, and documents, and analysis was carried out on transcriptions of audio recordings focusing on children's conversations and interactions while playing with their families. The research also utilized literature from books and journal articles as supporting sources to provide context and support the findings from a theoretical perspective.

Children go through gradual stages of learning languages, starting with simple

vocabulary and basic sentence patterns. Mistakes are a natural part of the learning process, and an understanding approach and positive support from the environment around children are crucial in facilitating their language development. CoComelon as an audio-visual medium for second language learning for preschoolers has been found to be effective in increasing the introduction of English vocabulary. The observation results show that children's ability to pronounce vocabulary in the form of verbs and adjectives using the YouTube Channel CoComelon media is in the good category. The CoComelon Channel has a positive influence on children's learning of verbs and adjectives, and it can play a significant role in facilitating language acquisition among preschoolers as they engage with its educational content.

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