Cocomelon Videos: Its Effects on Teduray Learners' English Language Learning

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Abstract

This study aimed to determine the effects of cocomelon videos on the level of proficiency in terms of phonology, vocabulary and pronunciation among twelve (12) Grade 1 Teduray learners of Resa Elementary School – Resa, Datu Blah Sinsuat, Maguindanao. Specifically, it sought to determine the Learners' proficiency level in terms of phonology, vocabulary and pronunciation before and after exposure to cocomelon videos. Furthermore, it investigated whether there was a significant difference in the mean gains between the pre-test and post-test of the subjects under this study. The subjects of this study were limited to the twelve (12) Grade 1 Teduray learners who were given intervention by exposing them with pre-downloaded cocomelon videos after administering pre-test. Post test was administered after the intervention for the purpose of determining if there is a significant effect on the Teduray English Language Learners' level of proficiency in phonology, vocabulary and pronunciation. Analysis and interpretation of the data revealed the following findings: The learners' pre-test scores in phonology has a mean score of 7.5 described as poor, 6.5 mean score in vocabulary described as poor, and a mean score of 3.83 which is described as very poor in pronunciation. After the learners' exposure to cocomelon videos, a mean score of 11.83 described as average was obtained in phonology, while in vocabulary, a mean score of 10.83 which described as average, and a mean score of 6.83 described as poor in pronunciation. There is a significant difference in the mean score of the subjects before and after the exposure to cocomelon videos with a computed t-value of -10.01 in phonology, -13.00 in vocabulary, and -8.42 in pronunciation. It is concluded that cocomelon videos as an intervention is effective in improving the Teduray learners' English Language Learning.

Keywords: Cocomelon Videos, English Language Learning, Public School, Teduray Learners

Introduction

Technology and its usage have important role in the daily lives of people. People use technology in many ways that will make their daily activities easier. For instance, many people use technology to search for a job, or search for information. As a matter of fact, technology can offer learners plenty of websites for learning and other learning materials that can be a credible source of information. It can also help learners to learn more on how to speak English language through different application (Almurashi, 2016).

Learning a language is a lifelong process that begins at birth and continues as long as a person seeks learning. Language is learned by using it to express one's personal opinions, emotions, and experiences, forming relationships with family and friends, as well as attempting to make sense of their surroundings. Children develop language informally during their early years. Long before they comprehend explicit language rules and conventions; they reproduce and use language in innovative ways to construct and convey new meaning. Later, language learning takes place in specific contexts for specific purposes, such as learning about a specific topic, participating in the community, and engaging in work and leisure activities (Language and Language Learning, S2 English Language Arts).

In the field of education, the use of multimodal material, which includes several methods and approaches to teaching language skills is widely used to enhance depth of understanding and knowledge (Swaffar & Vlatten, 1997) and (Mekheimer, 2011). This is because the "dynamics of diverse information that may be gained from viewing the video, such as the authentic setting, accents, posture, gestures, and so on" of native speakers alleviate pupils from the dullness of standard class language drills (Chung & Huang, 1998) as cited by (Mekheimer, 2011).

In Nakuru County, Kenya, learners' comprehension was found to be greatly influenced by YouTube videos. Research have shown that using audio-visual aids can assist students in remembering what they have learned, due to their ability to recall acquired information. The students were able to connect the video's examples to the exam scenario. When the teacher presented a film to explain what he had taught, majority of the students were captivated. YouTube videos' multimodal text encourages learners to participate in a variety of learning activities, such as reading subtitles, listening to audio, and taking notes

on the video. Learning abilities of a higher degree, like analysis and synthesis were also developed (Wawuda, 2019).

In Caraga, Philippines, majority of students in state colleges and universities utilize technology in the classroom for the goal of good outcomes, and help to enhance learning related activities in the classroom. Students' enthusiasm for incorporating new technology into their study might lead to disruptions in the classroom, which are considered negative outcomes. Managing problems of this nature should be taught as part of the curriculum (Gorra & Bhati, 2016).

Through the thorough readings made by the researcher, a research study on the influence of "cocomelon videos" on Teduray learners' English Language learning of Resa Elementary School was not found. Thus, this study is very relevant and timely since the use of technology in the daily lives is inevitable and it sheds light to English language teachers to adjust their teaching strategies to align with today's interest of English Language learners.

Research Questions

This study determined the effects of cocomelon videos on Teduray learners' English Language Learning at Resa Elementary School during the school year 2021 – 2022.

Specifically, the study sought to answer the following questions:
1. What are the learners' pre-test scores in the following language parameters:
    1.1. phonology;
    1.2. vocabulary; and
    1.3 pronunciation?
2. What are the learners' post-test scores in the following parameters:
    2.1. phonology;
    2.2. vocabulary; and
    2.3. pronunciation?
3. Are there significant differences between the pre-test and post-test scores of English Language Learners in terms of:
    3.1. phonology;
    3.2. vocabulary; and
    3.3. pronunciation?

Literature Review

This section presents some literature related to this study. This will serve as a supporting reference which justify the importance of the study in the field of English Language learning and teaching. It also contains the conceptual paradigm of the study.

Technology in Education

Technology has always played a significant role in the teaching and learning process. It is an important aspect of the teaching profession that teachers can use to help students learn. The term "integration" is used to describe how technology is employed in teaching and learning. Given the abundance of technology in our daily lives, it is time to reconsider the idea of incorporating technology into the curriculum and instead try to integrate technology into teaching to aid the learning process. That is to say, from the beginning of planning learning experiences to the teaching and learning process, technology becomes an intrinsic element of the learning experience and a key challenge for teachers (Eady & Lockyer, 2013) as cited by (Ahmadi, 2018). Warschauer (2000) and Parvin and Salam (2015) as cited by Ahmadi (2018) accentuated that the usage of the Internet and e-mail, according to teachers, encourages learner-centered learning. Learners can expand their exposure to language in a meaningful environment and create their own knowledge by using technology. Learners should be able to engage in social interactions in order to practice real-world skills- this social interaction is accomplished with the participation of students in real-life activities.

In addition, the use of the internet boosts student motivation. The usage of film in the classroom encourages students to become enthusiastic about the subject and to expand their knowledge. When learners employ technology in the learning process, such as a computer and the internet, they can learn more effectively. When students use technology to learn, it helps them develop higher-order thinking skills. It may be stated that a well-balanced mix of multimedia and instructional methods is critical for attracting students' attention to English language acquisition (Arifah, 2014) as cited by (Ahmadi, 2018).

Moreover, Ahmadi (2018) noted that students learn more effectively when they use technology tools rather than traditional teaching methods because the Internet provided a favorable learning atmosphere for learners' learning, aided a new platform for learners who can have comfortable access to learning lessons, and provided a desirable learning environment for learners' learning.

Video is recognized for better contextualizing

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language (i.e., connecting language form to meaning) and representing a foreign culture than other educational resources. Students can practice important linguistic patterns by watching videotapes of native speakers participating in everyday conversational contexts. The visual dimension of video, as opposed to audiocassettes, is supposed to eliminate ambiguities in native speaker voices and stimulate students to desire to learn the foreign language (Herron et al., 1998) as cited by (Saeidi & Ahmadi, 2016).

YouTube videos for instance can provide learners a better grasp and knowledge of their lectures if to be used as supplementary material in English classrooms. Furthermore, it is likely to make learning more enjoyable and meaningful. It also makes it easier for students to memorize their teachings. It may help them perform better in English language classes.

English Language Learning

Everyone learns their first language, and it appears that learning one's first language is a simple procedure. However, some people appear to be more effective than others when it comes to learning a new language, whether it is a foreign language or a second language. For instance, a variety of personality traits have been hypothesized to influence second language learning (Lightbown & Spada, 1999). The role of intelligence in second language learning was examined (Genesee, 1976). Aptitude, age, and learner beliefs are some of the other learner characteristics that have been mentioned as having an impact on language learning as cited by (Lee & Heinz, 2016).

In addition, Language Learning is cyclical and recursive. Students improve their language skills by applying what they've learned in new, more difficult circumstances with increasing complexity. They consider and apply existing knowledge to expand and improve their language and comprehension. Students gain language fluency and competency by learning and incorporating new language structures into their repertoire and utilizing them in a range of circumstances. Students who have had positive learning experiences in language-rich contexts are more likely to continue and expand their knowledge, abilities, techniques, and interests when they leave school (Language and language learning, S2 English Language Arts).

Subsequently, language allows students to participate actively in a variety of learning communities both inside and beyond the classroom. Students listen to, read, and watch the thoughts and experiences of others while they speak, write, and express themselves. When students ponder, speculate, create, evaluate, and synthesize, they are engaging in critical and creative thinking and learning through language (Language and language learning, S2 English Language Arts).

Effects of Videos on English Language Learning

Learning the English language is inspiring when modern media tools such as English learning software or internet materials encourage the learning process (Alexandra, et al., 2019). Learners' daily lives are becoming increasingly entwined with digital English engagement, and these interactions are likely to have an impact on motivation. According to certain research (Hasan & Rahman, 2017) as cited by (Hasan, et. al., 2020), the used of new media technologies embodies the impacts of enhancing English language skill in higher education students.

Worley (2011) as cited by Hasan, et. al. (2020) accentuated that professors and directors confront difficulties in designing and instructing their students. The rationale for taking on the problems is that today's learners are known as "Net Generation (Net Gen)" or "Digital Natives," and their cognitive development differs significantly from that of previous generations (Evans, 1995). Thus, English language learning software, Google, Google related links and search engine, Wiki, Blog, YouTube, social media, English songs, movies, and documentaries are all huge sources of English language learning that are used in most nations throughout the world.

Song, for example, has positive impact on the mind and aids in learning and memory (Murphy, 1990) as cited by (Saldıraner & Cinkara, 2021). As a result, it is pedagogically preferred for language teachers to use songs in language classes for young learners. According to Krashen's affective filter hypothesis, in order to learn more effectively, learners should have lower levels of anxiety and stress, and songs are one way to achieve this while also increasing the motivation of language learners.

In addition, Lee and Lin (2015) noted that music had a positive effect on improving the motivation and attention time of young learners. Furthermore, it enabled shy students to participate in lessons and encouraged young learners to be more creative and self-reliant. The study also revealed that songs can be especially beneficial in foreign language lessons for young learners because they feature repetition, which supports in language learning. Murphy (1990) described this situation as the "song-stuck-in-my-head

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(SSIMH) phenomenon," which everyone experiences when they hear a song somewhere multiple time. This is an important learning and memory assistance. As a result, it suffices to say that students can learn target grammar, vocabulary, and pronunciation more effectively through songs. (Saldıraner & Cinkara, 2021).

Moreover, the use of songs for educational purposes not only affects the motivation of young learners, but it also has some positive impact on the brain. Schlaug et al. (1995) as cited by Saldıraner & Cinkara (2021) explained that a musician's corpus callosum is bigger, resulting in stronger relationships between the two hemispheres of the brain. This is significant because the stronger the links between the two hemispheres of the brain are, the more productive individuals are at using their brain. Music, in addition to creating an effect on our brain, is also linked to language. Patel (2003), asserted that there is some neuroimaging study that indicates the joint stimulation of brain areas responsible for music and language.

Hence, for a better English learning outcome, the information on new media must be carefully chosen.

Phonemic Awareness

Victoria State Government stated that phonics relies on phonological awareness, primarily phonemic awareness, as a basis. Phonics is the mapping of speech sounds (phonemes) to letters, and phonological awareness is the understanding of speech sounds, syllables, and rhymes (or letter patterns, i.e. graphemes). Students refine their knowledge of the links between phonemes and graphemes in written language as they learn to read and spell. Focusing on phonemic awareness enhances phonics understanding, and focusing on phonics also improves phonemic awareness as reading and spelling skills develop.

Phonemic awareness is defined by Reading Rockets as the capacity to focus on and manipulate individual sounds (phonemes) in spoken words. The smallest units of spoken language are called phonemes. Phonemes combine together to form syllables and words. For example, the word 'mat' has three phonemes: /m/ /a/ /t/. Phonemic awareness is essential because it serves as the foundation for spelling and word recognition skills.

Walsh (2009) as cited by Hill (2012) stated that Phonemic awareness is solely concerned with understanding that words are made up of small speech sounds, and that these small units of sound are phonemes, which can be manipulated, removed,

blended, or segmented within spoken words. As child progresses through phonics instruction and begin to learn sight words and other cueing systems, their need for phonemic awareness and skill reduces. However, phonemic awareness is considered as the most important skill that children need in order to fully understand how the letters of the alphabet are grouped in words, recognize sight words, and spell. (Ehri, et al., 2001).

In beginning readers, ability to identify phonemes or individual sounds results to phonemic awareness. Phonemic awareness in preschool or kindergarten is an important first step in learning how to read words. Phonemic awareness is the ability to recognize the "sound system" of an alphabetic language. The ability to distinguish individual letter sounds in the alphabet increases a child's awareness of the distinctions within that sound system. A child will be able to separate sounds within words and use the phonetic system of decoding or separating these sounds within the word—to sound the word out—from this stage, using the "sound system" information. The word is composed of these phonemes, or independent letter sounds. (Chall,1996) as cited by (Dakin, 1999).

Learners must first fully comprehend that spoken words are made up of distinct sounds and must be able to recognize these sounds. (Armbruster et al., 2006) and (Moats & Lyon, 1996) as cited by (Granadozo, 2014). They will be able to tell the difference between a pencil and a stencil, or a broom and a brook this way. Children must understand that even minor changes in phonemic composition or structure can alter the meaning of a word.

Phoneme isolation is the ability to recognize individual sounds in words. "Tell me the first sound in paste," for example (/p/). It involves having students identify specific phonemes in words (e.g., first, middle, last sound). Phoneme isolation tasks can be done in conjunction with phoneme segmentation tasks (Hill, 2012).

Vocabulary Skills

A person's vocabulary is described as a collection of words that he or she can recognize and deduce meanings from in written or spoken language as stated by Beck, et al. (2008). Receptive and expressive vocabulary are the two types of vocabulary. Speech perception is receptive vocabulary, while speech output is expressive language (Richter, et al., 2002) as cited by (Burns, 2016). Receptive vocabulary is further defined as the comprehension of words and expressive

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vocabulary as the production of words. Each person's vocabulary is unique, and as a result, it is referred to as that person's personal lexicon. The ability to talk, write, and understand oral and written materials is influenced by an individual's vocabulary and personal lexicon.

According to Fahmiati (2016), vocabulary is a necessary tool for effective communication. The vocabulary should be mastered by students who desire to improve their English. One of the most crucial components of learning English is developing a vocabulary. Its mastery would be extremely beneficial while studying a foreign language; it would also make it easier for him to comprehend the subject being studied, which was in English. In any context, vocabulary is used in the form of spoken or written language. To strengthen the four language skills, we must have a sufficient vocabulary. There is very little that can be communicated without the use of grammar. Nothing can be communicated without vocabulary.

Students, especially young learners, find it difficult to master language since they have restricted abilities in acquiring and recalling terminology. Because of the limitations of students' abilities, teaching vocabulary is a difficult assignment for teachers. As a result, the instructor must use the proper technique in the classroom. In addition to using suitable method, teachers must use engaging media in learning activities. Thus, teaching learning process should be varied in order for learners to enjoy themselves while learning. Learning vocabulary can be done in a variety of methods, including using a dictionary, drawing a picture, guessing, reading, playing a game, and so on.

To build effective vocabulary teaching strategies, especially for common nouns, the teacher should develop a variety of teaching techniques to improve student motivation. In order to learn a language, students require more than just teaching and practice from their teacher. Many teachers face a difficult task in motivating the children to pay attention. "Media may be used to motivate pupils in learning," Hamalik stated that the teachers' ingenuity in employing instructional aids will raise the likelihood that students would learn more and retain their knowledge better (Fahmiati, 2016).

Pronunciation Skills

Hornby (1995) as cited by Anugrah (2019) accentuated that Pronunciation is the mode in which a word is spoken, pronounced, or an individual speaks the words of a language. Rebecca (1993) added that

Pronunciation is defined as the process of creating the sound of speech, which includes articulation, vowel formation, accent inflection, and intonation, and is frequently associated with the appropriateness or correctness of the speech sounds. Pronunciation is absolutely vital in English speaking because it has a significant impact on the meaning of utterances. If someone makes a mistake in pronouncing some words in a sentence, it can disrupt communication and even be one of the factors that leads to the conversation breaking down.

Pronunciation in a foreign language does not have to be native-like. However, for understandable communication, comprehensible and understandable pronunciation is required. It is important to understand how to teach pronunciation in a foreign language classroom, for example, because the efficiency of the activities defines the learners' success. The use of songs in the classroom has numerous advantages, ranging from motivation to more effective recall of learned items. (Saldıraner & Cinkara, 2021).

In addition, Pronunciation is essential for clear and understandable communication in the target language. The use of songs for instance is a traditional language teaching tool that makes it easier for learners to grasp target vocabulary, grammar structures, and pronunciation. Songs can also be selected to model lexical, structural, and cultural elements in the target language. Chants and songs, in fact, are essential for young learners to learn oral skills such as intonation, pronunciation, and speech rhythm. It implies that using songs and chants with young learners helps them enhance their rhythm, intonation, and pronunciation, and that they are essential for young learners to learn oral language skills. (Forster, 2006) as cited by (Saldıraner & Cinkara, 2021).

Furthermore, Kanuri & Kokkirigadda (2016) as cited by Yusmita & Angraini (2017) explained that the age (critical period theory), perception, mother tongue impact, no one-to-one connection, and time stress pattern are all obstacles to acquiring pronunciation. Gilakjani (2011) added that ESL students struggle with pronunciation for a variety of reasons, including a lack of motivation, irregular exposure to the target language, and teachers who do not emphasize the importance of pronunciation or have the correct resources to assist their students in learning proper pronunciation.

Methodology

The study used an Experimental type of research design with one group of students. A pre-test and post-test method were used to measure the level of proficiency in phonology, vocabulary and pronunciation of the twelve (12) Grade 1 students of Resa Elementary School, Resa Datu Blah Sinsuat, Maguindanao for the school year 2021 – 2022.

The group was given intervention which is the viewing of pre-downloaded cocomelon videos after the pre-test was administered. After the intervention, post-test was given to the group using the same research instrument. Its purpose is to determine the significant effect of the intervention on the Teduray English Language Learners' level of proficiency in phonology, vocabulary and pronunciation at 0.05 level.

Locale of the Study

This study was conducted at Resa Elementary School which is located at Barangay Resa in the municipality of Datu Blah Sinsuat in the province of Maguindanao. The 2015 Census determined that barangay Resa have 2,007 total of population. This represented 8.02% of the total population of Datu Blah T. Sinsuat municipality.

On January 1950, Resa Elementary School was established at Sitio Kamis in barangay Resa. Due to the conflict happened in the year 2017 which resulted to the transfer of residents to other barangays, the school was also relocated at Sitio Padian of the same barangay. It was situated at 700sq land with five buildings consisting eight classrooms and one multifunction room of the former Resa National High School where the said school was originated. Since the said school was also transferred to other barangays in Datu Blah Sinsuat, the buildings were given to the Resa Elementary School with the pursuant of the land owner Datu Gimmie Sinsuat on his pure intention of education continuity to the people of barangay Resa.

Resa Elementary School was re-established with the guidance of Ms. Marivic Solmerano Ariston, the current School Head of Sedem Elementary school who also acted as the school head of Resa Elementary School as well as Meti Primary School.

Currently, the school is handled by its two permanent teachers headed by Hasma U. Butukan as Teacher in-Charge with the guidance of the District Supervisor Miss Samira S. Mustapha.

Subjects of the Study

The subjects of the study were the Grade 1 students of Resa Elementary School who are officially enrolled during the school year 2021-2022. The total number of twelve (12) Grade 1 Teduray students were selected based on the ethnic group they belong.

Research Instruments

The main instruments were the pre-test and post-test that the researcher used to collect data from the subjects. The first part of the test focused on sounding out letters. The test was modified by the researcher from the Initial Teaching Alphabet designed by Sir James Pitman. In his design, alphabet of 44 characters was used to help children learn to read English more effectively. The Initial Teaching Alphabet is based on the phonemic (sound) system of English and uses the Roman alphabet, augmented by 14 additional characters, to represent each distinct sound with a separate symbol

The second part focused with naming of the shown pictures, and the third part of the test focused on the proper pronunciation of the name of the shown pictures. The test was modified by the researcher from the Picture-Word Inductive Model (PWIM). PWIM, according to Calhoun (1999), is an approach that uses images as a beginning stage for teaching a number of English language components, including vocabulary, spelling, phonics, word structure, and even writing. The Picture-Word Inductive Method "concentrates on learning to read and write via inquiry," (Joyce, Calhoun & Hopkins, 2009). Essentially, this model uses an image as a starting point. The learners are encouraged to ask questions about the picture and identify what they observe.

The test focused on sounding letters composed of 20 items with 1 point each. Naming the English name to different pictures that begins with different letters composed of 22 items with 1 point each, and pronunciation of the names of the shown pictures has 22 items with 1 point each.

Data Gathering Procedures

After the approval of the research proposal, the researcher prepared a letter of request to the Schools Division Superintendent of Maguindanao II Division and to the Teacher-in-Charge of Resa Elementary School stating the permission to conduct the said study.

Upon the approval of the school administrator, the researcher prepared a letter of consent that was sent to the parents of the respondents. After the approval of the parents the researcher started to prepare for the

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activities to be conducted.

Before beginning the whole experiment, the researcher called for a meeting with the parents of the respondents, to ensure their safety for the whole duration of the experiment. Proper health protocol was observed such as; wearing of face mask and/or removing it if only necessary, using of alcohol to sanitize before entering and leaving the session room. Last but not least was the checking of the temperature before entering the session room.

After preparing all the necessary things to ensure the safety of the respondents, the researcher then administered a pre-test to the respondents to measure their weaknesses and strengths. Hence, they were instructed to answer what they only know. The test scores of the learners were recorded by the researcher.

The researcher proceeded to the proper lesson which is viewing of fifteen (15) pre-downloaded videos and applying activities that were made ahead of time. The experiment lasted for seventeen (17) days, three (3) session every week.

A post-test was given after the completion of the topic and activities at the same day and duration. The pre-test of the respondents that were administered from the first day of the meeting were compared with the post test that were administered at the end of the meeting that made the study experimental in nature.

Results and Discussion

Pre-test Scores of Teduray Learners' English Language Learning in Phonology, Vocabulary and Pronunciation

The pre-test scores of the subjects on three literary skills before the intervention was administered were shown on Tables 1.1., 1.2., and 1.3.

Table 1.1. *Frequency, Percentage and Description Distribution of Subjects' Phonology Before Exposure to Cocomelon Videos*

Range of Score	Frequency	Percentage (%)	Description
17 – 20	0	0	Very Good
13 – 16	0	0	Good
9 – 12	3	25.00	Average
5 – 8	9	75.00	Poor
1 – 4	0	0	Very Poor
Total	12	100.00	
Mean =	7.5		(Poor)

Table 1.1 shows that there are 9 students or 75% obtained a poor score ranging between 5 – 8, 3 or 25% of students got an average score ranging between 9 – 12. Nobody from students garnered the very good and good score ranging between 17 – 20, and 13 – 16 and very poor score ranging between 1 – 4.

The scores reveal that before exposure to cocomelon videos, 75 percent out of 100 percent students can sound out minimal letters of the alphabet but had a hard time sounding out most of the letters. 25 percent out of 100 percent students can sound out more letters of the alphabet but had a hard time sounding out all the letters. It also reveals that no one from the students had a mastery and no background in sounding out the letters of the alphabet.

It further shows a mean score of 7.5 described as poor which implies that all of the students had a hard time recognizing and sounding out the letters of the alphabet. Hence, they need direct exposure to the sounds of the letters for mastery.

The result is supported by Bandura's Social Learning Theory which focuses on the importance of direct experience and modelling, and man has the ability to learn through observation and to acquire massive, integrated behavioral units.

Table 1.2. *Frequency, Percentage and Description Distribution of Subjects' Vocabulary Before Exposure to Cocomelon Videos*

Range of Score	Frequency	Percentage (%)	Description
17 – 22	0	0	Very Good
13 – 16	0	0	Good
9 – 12	1	8.33	Average
5 – 8	10	83.33	Poor
1 – 4	1	8.33	Very Poor
Total	12	100.00	
Mean =	6.5		(Poor)

Table 1.2 shows that 10 out of 12 students obtained a poor score ranging between 5 – 8, 1 student garnered an average score ranging between 9 – 12, another 1 student got a very poor score ranging between 1 – 4 and no one got the very good score ranging between 17 – 22, and good score ranging between 1 – 4.

The scores indicate that before exposure to cocomelon videos, 83.33 percent of the students have a minimal exposure to basic vocabulary, 8.33 percent students are familiar with few basic vocabularies and hard time naming it. In addition, no one from the students had a mastery of basic vocabulary.

The table shows a mean score of 6.5 described as poor which implies that all of the students had a minimal exposure to basic vocabulary which makes it difficult for the students to name the pictures shown to them. Thus, basic vocabulary should be presented to them often.

The finding is supported by the study of (Fahmiati, 2016) where it was stated that learning vocabulary can be done in a variety of methods, including using a dictionary, drawing a picture, guessing, reading, playing a game, and so on.

Table 1.3. *Frequency, Percentage and Description Distribution of Subjects' Pronunciation Before Exposure to Cocomelon Videos*

Range of Score	Frequency	Percentage (%)	Description
17 – 22	0	0	Very Good
13 – 16	0	0	Good
9 – 12	0	0	Average
5 – 8	4	33.33	Poor
1 – 4	8	66.67	Very Poor
Total	12	100.00	
Mean =	3.83		(Very Poor)

Table 1.3 shows that 8 out of 12 students garnered a very poor score ranging between 1 – 4, 4 out of 12 students got a poor score ranging between 5 – 8, 0 out of 12 students obtained a very good and good score ranging between 17 – 22 and 13 – 16, and 0 out of 12 students got an average score ranging between 9 – 12.

The scores indicates that before exposure to cocomelon videos, 66.67 percent of students had a hard time pronouncing the name of the pictures shown, 33.33 percent of students had a difficulty pronouncing the name of the pictures shown, and no one from the

students had a mastery in pronouncing the name of the pictures shown.

The table shows a mean score of 3.83 described as very poor which implies that all of the students had a difficulty in pronouncing the name of the pictures shows. This explains that the students need more practice in pronouncing basic words. The students also need a free from stress class to be able to acquire basic knowledge.

The outcome is further confirmed by Krashen's affective filter hypothesis, which claims that in order to learn more efficiently, learners should have reduced levels of stress and anxiety, and songs are one way to do this while also enhancing language learners' motivation.

Post-test Scores of Teduray Learners' English Language Learning in Phonology, Vocabulary and Pronunciation

The post-test scores of the subjects on three literary skills after the intervention was administered were shown on Tables 2.1., 2.2., and 2.3.

Table 2.1. *Frequency, Percentage and Description Distribution of Subjects' Phonology After Exposure to Cocomelon Videos*

Range of Score	Frequency	Percentage (%)	Description
17 – 20	0	0	Very Good
13 – 16	4	33.33	Good
9 – 12	8	66.67	Average
5 – 8	0	0	Poor
1 – 4	0	0	Very Poor
Total	12	100.00	
Mean =	11. 83		(Average)

Table 2.1 shows that 8 out of 12 students garnered an average score ranging between 9 – 12, 4 out of 12 students got a good score ranging between 13 – 16, and no one got the very good score, poor and very poor ranging between 17 – 20, 5 – 8 and 1 – 4 respectively.

The scores reveal that after exposure to cocomelon videos, 66.67 percent of the students can sound out the exact sound of the few letters of the alphabet, 33.33 percent of the students can sound out some letters of the alphabet. Meanwhile, no one had a mastery on the sounds of the alphabet, and no background on the

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sounds of the alphabet.

After exposure to cocomelon videos, the table shows a mean score of 11.83 described as average which implies that all of the students had a development in sounding out the letters of the alphabet. Hence, exposure to the sounds of the letters of the alphabet through cocomelon videos is effective way of introducing letter sounds to the students.

The result is supported by the study of Ahmadi (2018) which states that students learn more effectively when teachers use technology tools rather than traditional teaching methods because the Internet for instance - provided a favorable learning atmosphere for learners' learning, aided a new platform for learners who can have comfortable access to learning lessons, and provided a desirable learning environment for learners' learning.

Table 2.2. *Frequency, Percentage and Description Distribution of Subjects' Vocabulary After Exposure to Cocomelon Videos*

Range of Score	Frequency	Percentage (%)	Description
17 – 22	0	0	Very Good
13 – 16	2	16.67	Good
9 – 12	9	75.00	Average
5 – 8	1	8.33	Poor
1 – 4	0	0	Very Poor
Total	12	100.00	
Mean =	10.83		(Average)

Table 2.2 shows that 9 out of 12 students obtained an average score ranging between 9 – 12, 2 out of 12 students got a very good score ranging between 13 – 16, 1 out of 12 students garnered a poor score ranging between 5 – 8. No one got the very good score ranging between 17 – 22, and very poor score ranging between 1 – 4.

The scores show that after exposure to cocomelon videos, 75.00 of the students can name some of the pictures presented, 16.67 percent students can name few pictures presented. Furthermore, 8.33 percent of the students had a hard time naming the presented pictures, and none of the students had a mastery in naming the presented pictures.

The table shows the improvement in the mean score of 10.83 described as average which means after exposing the students to cocomelon videos, basic

vocabulary was acquired. Thus, exposing the students to cocomelon videos made it easier for them to name the shown pictures.

The finding is supported by Albert Bandura's Social Learning Theory which discovered that selecting the right model might speed up the learning process. When compared to words alone, pictures and live demonstrations convey more information. The teacher must select films that are both engaging and appealing to the students in order to attract their attention and help them remember what they have learned. Videos connect actions and words to the context in which they were performed (Wawuda, 2019).

Table 2.3. *Frequency, Percentage and Description Distribution of Subjects' Pronunciation After Exposure to Cocomelon Videos*

Range of Score	Frequency	Percentage (%)	Description
17 – 22	0	0	Very Good
13 – 16	0	0	Good
9 – 12	2	16.67	Average
5 – 8	9	75.00	Poor
1 – 4	1	8.33	Very Poor
Total	12	100.00	
Mean =	6.83		(Poor)

Table 2.3 shows that 9 out of 12 students got a poor score ranging between 5 – 8, 2 out of 12 students got an average score ranging between 9 – 12, 1 out of 12 students garnered a very poor score ranging between 1 – 4. Furthermore, no one obtained a very good and good score ranging between 17 – 22 and 13 – 16

The scores shows that 75.00 percent of the students can properly pronounce some of the name of the pictures shown after exposure to cocomelon videos and 16.67 percent of the students can pronounce few of the name of the shown pictures. Meanwhile, there are 8.33 percent of the students have a hard time in pronouncing the name of the shown pictures even after exposure to cocomelon videos. Zero percent of the students had a mastery in pronouncing the name of the pictures shown.

The table reveals that the score of 6.83 described as poor which implies that there is a little improvement in the pronunciation of the students after exposure to cocomelon videos. This explains that the students still have a difficulty in pronouncing the name of the pictures but are improving. Thus, cocomelon videos as

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an intervention is effective in developing their pronunciation skills.

The result is supported by the study of Murphy (1990) as cited by Saldıraner & Cinkara (2021) where it was stated that song has a positive impact on the brain, making it easier to learn and retain information. As a result, it is pedagogically advantageous for language teachers to employ songs in language classes for young learners.

Comparison of the Pre-test and Post-test Scores of Teduray Learners' English Language Learning in Phonology, Vocabulary and Pronunciation

The comparison between the pre-test and post-test scores of the subjects on three literary skills before and after the intervention was administered were shown in Table 3.

Table 3. *Comparison of the Pre-test and Post-test Scores of the Subjects in Phonology, Vocabulary and Pronunciation Before and After Exposure to Cocomelon Videos*

Paired Variable	N	ΣD	ΣD²	Computed t – Value	Description
Phonology Level before and after exposure to cocomelon videos	12	-56	290	-10.01	Significant
Vocabulary Level before and after exposure to cocomelon videos	12	-52	240	-13.00	Significant
Pronunciation Level before and after exposure to cocomelon videos	12	-40	154	-8.42	Significant

Table 3 shows that the computed t – value for phonology is -10.01 set at 0.05 level of significance which is higher than the tabular t – value of 2.201. Thus, there is a significant difference between the pre-test and post test scores of the students' phonology before and after exposure to cocomelon videos. This result indicated that the students have a development in terms of phonology after exposure to cocomelon videos. Therefore, the null hypothesis stating that there is no significant difference between the pre-test and post test scores of the Teduray English language learners' phonology is rejected.

The result concurs with the idea of Arifah (2014) as cited by Almurashi (2016) that YouTube videos can provide learners a better grasp and knowledge of their

lectures if to be used as supplementary material in English classrooms. Furthermore, it is likely to make learning more enjoyable and meaningful. It also makes it easier for students to memorize their teachings. It may help them perform better in English language classes.

Table 3 further shows the computed t – value for vocabulary set at 0.05 level of significance which is higher than the tabular t – value of 2.201 is -13.00. Thus, there is a significant difference between the pre-test and post test scores of the students' vocabulary before and after exposure to cocomelon videos. Thus, viewing of cocomelon videos improved the vocabulary of the students. Therefore, the null hypothesis stating that there is no significant difference between the pre-test and post test scores of the Teduray English language learners' vocabulary is rejected.

The result corresponds to the study of Arifah (2014) as cited by Ahmadi (2018) that Learners can expand their exposure to language in a meaningful environment and create their own knowledge by using technology. Learners should be able to engage in social interactions in order to practice real-world skills- this social interaction is accomplished with the participation of students in real-life activities. Furthermore, the use of the internet boosts student motivation. The usage of film in the classroom encourages students to become enthusiastic about the subject and to expand their knowledge.

Pronunciation is necessary for clear and understandable communication in the target language. In the same Table, it shows the comparison between the pre-test and post test scores of the Teduray English language learners' pronunciation. The computed t – value for pronunciation is -8.42 set at 0.05 level of significance which is higher than the tabular t – value of 2.201. Thus, there is a significant difference between the pre-test and post test scores of the students' pronunciation before and after viewing cocomelon videos. The finding shows that viewing of cocomelon videos have improved the pronunciation of the English language learners. Therefore, the null hypothesis stating that there is no significant difference between the pre-test and post test scores of the Teduray English language learners' pronunciation is rejected.

The result supports the idea of Forster (2006) as cited by Saldıraner & Cinkara (2021) that in learning the oral skills of the language such as intonation, pronunciation, and speech rhythm, chants and songs are essential for young learners. This means that using

songs and chants with young learners are critical for them to gain oral language abilities.

Conclusion

Based on the findings of the study, it is concluded that cocomelon videos as an intervention is effective in improving the Teduray learners' English Language Learning.

The following recommendations are considered based on the findings and conclusion drawn: (1) The Elementary English teachers may consider using cocomelon videos in English instruction to improve students' phonology, vocabulary and pronunciation. (2) Elementary English teachers may also use other YouTube videos and enrichment activities to find out the effectiveness of online videos in teaching – learning process. (3) The Elementary English teachers may compile a cocomelon videos to be utilized in a classroom instruction. (4) Other researchers may conduct research regarding the effects of other cocomelon videos in English Language Learning in other parameter to further validate the result and effectiveness of this study. (5) Other researchers may conduct research regarding the effect of other Youtube videos in English Language Learning.

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