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## THE EFFECTIVENESS OF CoComelon AUDIO-VISUAL MEDIA ON ENGLISH VOCABULARY LEARNING FOR FOURTH GRADE STUDENT AT SDN PULO 1 CIRUAS

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### ABSTRACT

The target of this research is to find out the effect of Teaching Vocabulary by Using CoComelon audio visual media. In this study, the researcher uses experimental research with quantitative approach. The researcher wants to know the effectiveness of CoComelon audio visual media On English Vocabulary Learning for Fourth Grade of SDN Pulo 1 Ciruas. The effectiveness will be knowing the significant differences between the students who are taught without using Audio visual media and those are taught using Audio visual media. In this research, the writer uses a quantitative data analysis technique. The quantitative data of this research is analyzed by using statistical method. Data analysis techniques in quantitative research use statistics. The statistics used in this study are data analysis with descriptive statistics and data analysis with inferential statistics. After statistical calculations a conclusion was obtained that there is a significant effect of CoComelon audio visual learning media on students' vocabulary learning at fourth grade students of SDN Pulo 1 Ciruas. The result of paired sample between score of pretest and posttest sig.  $0.00 < 0.05$  (H1 accepted). Thus, it can be said that CoComelon audio visual learning media gave significant effect on students' vocabulary learning

**Key words:** CoComelon, Vocabulary Learning, Experimental Research

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### INTRODUCTION

One of the elements of English that students must learn is vocabulary. Vocabulary is a list of words with meaning and the process of knowing and understanding the meaning of these words. Students can use it in English conversation. Mastering vocabulary is too important for students. Because vocabulary is a bridge to mastering all skills in English, such as speaking, listening, writing, and reading. Students can produce something or express their feelings and ideas with vocabulary master years. So, vocabulary must be mastered by students.

(Carranza et al., 2015) argues that being not able to communicate meaningfully is irrespective of how kids can examine grammar, no matter how the sounds of an L2 are learned, as long as there are not any words with which to carry a plus huge variety of meanings. Since English has become the foreign language in Indonesia, it includes in the school curriculum from elementary to high school. Alqahtani (2015) stated that, without grammar, very little could be conveyed, without vocabulary, nothing can be conveyed. It means that, even if someone had good grammar, it would be useless if they did not know many vocabularies. In addition, it was supported by

(Arisman Rizal 2021) Mastering vocabulary is important in getting to know any language. This is due to the fact vocabulary is built into all elements of the language, to be specific, reading, writing, speaking and listening to words.

The current education system uses the K-13 system (2013 curriculum) from the previous KTSP (Kurikulum Tingkat Satuan Pendidikan). The purpose of this change will be successful if language teaching pays attention to language components such as grammatical structure, vocabulary, spelling, and pronunciation. Students are expected to master four skills to use English communicatively. Students are expected to be able to understand and understand the meaning of these words. Therefore, vocabulary is one that students need to master because it is a fundamental thing in language.

According to the mentioned curriculum expectations, it appears that the intended goal of the curriculum has not been fully realized. In reality, there are still numerous students who continue to face difficulties with vocabulary. Many students are unable to respond to the teacher's questions and often rely on the teacher to translate the questions into their native language, Indonesian. These students heavily rely on dictionaries to translate words into English.

English language learning in elementary schools is still often seen as intimidating by some students because English is considered a difficult language to learn and pronounce. However, the best time to learn a language is during early childhood and primary school years (Nur, 2016). In reality, many students struggle to master English vocabulary or have a very limited understanding of English vocabulary. One of the factors contributing to the lack of vocabulary mastery among students at SDN Pulo 1 is the teaching method employed by teachers, which still relies on conventional learning methods where instruction is predominantly teacher-centered through lectures as a way to deliver learning materials.

Besides that, there were many teachers conducted their learning in a class by using conventional method which made them to be passive. The teacher's approach seemed to prioritize completing the lesson rather than considering effective teaching methods for the students. The teacher did not give much thought to finding better ways to engage and educate their students. At the same time, the students

automatically just stucked on the teachers' explanation. Furthermore, based on observations conducted by the researcher at SDN Pulo 1, English teachers in English language classes often pronounce vocabulary without utilizing engaging media. Consequently, this becomes one of the factors that make English language learning boring and unappealing to students. However, according to Brown (as cited in Aspari, et al., 2020), it is crucial for teachers to capture students' attention in order to make the learning process more engaging for them. As Lalawati setiani et al (2018) stated, "Teachers have the important role to build children's vocabularies. They should know the factors in teaching such as methods, strategies, techniques, and materials, so that the teacher can convey the materials well in accordance with children's characteristics". The teacher's main focus appeared to be on completing the curriculum without giving sufficient consideration to effective teaching methods for the students. There was a lack of effort in finding innovative ways to engage and educate the students, resulting in a less than optimal learning experience. So, one way to capture students' attention and enhance their interest in learning English is by using audiovisual-based learning media.

Based on the background of the problem above, the objective of this research is to provide an overview of whether audiovisual-based learning media, specifically using *Coco Melon* videos, can improve vocabulary mastery in fourth-grade students at SDN Pulo 1.

## **Description of the Theory**

### **a. Audio-Visual media**

#### **1) Definition Audio-Visual media**

Audio visual media is a type of media that shows both audio (sound) and visual images at the same time. The two senses, especially the ears and sight, are active at the same moment when this medium is used. The use of this media is believed to enhance student engagement, prompting them to pay closer attention and facilitating their ability to link the information they receive with the assistance of visual elements, ultimately resulting in improved comprehension.

#### **2) Audio-Visual Materials**

According to Ahmad (2013), there are four types of audio-visual. There are:

Films, Television, Video, CDs. The procedure of using audio visual media:

1. The teacher preparing laptop, sound, projector and video as a material. 16
2. Pay attention to the sitting position of students so that they are comfortable.
3. While watching the video material, the teacher convey learning objectives and learning techniques
4. Then the students watching and listened with carefully the video material.

According to the given information, employing the audio-visual method emerges as a highly effective solution. This approach combines the use of both auditory and visual elements, typically presented through videos and recorded speech. It offers teachers a valuable means to facilitate the enhancement of students' listening skills during the learning process.

### 3) Audiovisual Materials Used in the Past

Two of the most traditional audiovisual materials are films and filmstrips. While films are still used in the classroom setting, filmstrips are almost unheard of these days. Ronald (1999: 98) stated that filmstrip is a series of still images projected onto a screen, accompanied by a recorded narration. A beeping noise on the narration tells the person controlling the filmstrip when to advance to the next image. More advanced filmstrip projectors automatically advance themselves.

Traditionally, films for educational use were displayed using a two-reel film projector, not a DVD player. For decades it was standard practice in teacher's college to learn how to thread a film projector.

### 4) Audio-visual Materials Common Used Now

Subscription video services allow teachers to download videos for permanent storage on school computers and permit videos to be streamed through the Internet. These services have significant additional benefits. They often offer coordinating materials for videos, such as tests, worksheets and teacher's

guides, which teachers can download for immediate access. They also have divided long videos into logical segments, making it possible to download just one portion to show. In addition, they include other audiovisual materials besides video. Most services also include audio clips and still photographs, all in downloadable digital format.

YouTube stands out as one of the most widely used video-sharing platforms. Given its accessibility with an internet connection, it is perceived as an online resource that both educators and students can utilize for video-based learning at their convenience. The integration of YouTube into classrooms is expected to enrich students' understanding of the curriculum.

According to Nejati (2010), YouTube is essential for improving language learning in the future because these platforms "play a pivotal role in practicing the target language and its pragmatics, engaging students in active and productive projects, preparing them for likely future encounters in computer.

### 5) Purpose and Benefit of Audio Usual Aid

According to Levie and Lentz in Utami (2015 : 4), there are four benefits of using audiovisual in teaching. The first is attention function, this function is the principal function and to direct the students' attention on the lesson. The second is affective function, this function can be shown in the students' interest when learn and read the text with picture. The third is cognitive function, this function can show that the students can understand and memorize the information from the picture easily. And the last is Compensatory function, this function is can be shown that audiovisual aids can help the students who cannot read to understand, take information from the text and memorizing the information from the text.

Another audio visual aids advantages are encouraging student's participation. Natoli in Idris (2015 : 54) stressing that "audio-visual materials are rich opportunities for students to develop

communication skill while actively engaged in solving meaningful problems". Idris (2015) added "In other words, students certainly like it more and learn better if they are engaged in important and appealing activities. For example, involving students in bulletin board display will enhance their choice of color and aid their understanding of the concept in question or when they join the teacher in dramatization of an event or a process."

Audio visual will very useful and meaningful for those students belonging to literature background. All the genre of literature (novel, drama, tragedy, comedy etc.) can be shown easily through this device. Students will learn to understand it very soon without reading. Reading may seem little boredom but audio visual aid will maintain and hold the interest of students. The impact of television would be hundred times more than book.

Audio visual part of teaching method which is designed to assist in the classroom along with presentation of material (concept, knowledge, and ideas). Audio visual aid is basically admired for best in the literature, mathematics, science, shopwork and other field, both as curricular and extracurricular. In these fields, with the help of technical device, children can have understanding and replicate it.

Audio visual learning will serve effective method in disseminative knowledge even in overcrowded classroom. Without this technical device, poorly teacher prepared cannot hold the class properly. If teachers use the help of audio visual in class such as projector, which would definitely stimulate imagination and catch the attention of students. Teachers often give instruction heavily loaded abstract verbalisms which seem meaningless sometime. So in case, teaching should be in simple and lucid manner.

Use of audio visual material in classroom, will lead towards learning with understanding, learning by watching and learning as fun not as burden. Teachers should know which things of it are relevant and which are irrelevant,

specially which how audio visual aid may contribute to an understanding of the lesson being taught. Therefore, it is essential for any teacher who wants to be successful teacher, must plan carefully and worked out in advance.

In certain area of schools at elementary level, the use of audio-visual materials is essential to the dissemination of the information and the skills or technique which is being taught the children. When audio-visual material are compulsory for the teaching-learning process, then it is obvious that the teacher could be replaced for these schools by a well-trained projection, functioning equipment and well-prepared self-explanatic material, such as audio visual software materials.

#### 6) Weakness of Audio-visual Materials

Using of audio visual materials decreases teacher's autonomy in the classroom. They find themselves as motor which is run by remote control. Due to use of audio visual materials in the classroom, many teachers feel fear making embarrassment errors. They do not feel comfortable.

Audio-visual creates frustration and panic fear of committing more mistakes. They do not find natural environment where they can deliver their knowledge. This technical device leads disappointed performance. "*Model ini menimbulkan asumsi bahwa ada kesiapan pikiran untuk belajar bagi siswa yang mempunyai hambatan akademik akan mengalami kesulitan abstrak atau berpikir, mengungkapkan hubungan antara konsep-konsep yang tertulis atau lisan, sehingga pada gilirannya akan menimbulkan frustasi.*", Mukaramah Mely et al (2020).

Regarding facilities, equipment and capabilities required for extend use of audio-visual materials in schools will differ depending upon a wide variety of factors like space, funding and electricity. The biggest factor is to note that it is not the problem of hardware or software but the teachers' educational objectives and the children's motivational issues. Audio-visual aid is necessary to be typically and

regionally in order to assist in gaining optimum learning. It is somewhat hard to achieve such learning if there is only one centre it is because of schools locations, educational objectives differ from place to place.

#### 7) Age of the Students in Using Audio-visual Learning

Audio visual learning may be used by after 6th old age. Children can play videos, DVDs, games and learn computer, typing functions. Children can learn at early age, faster than later period of their life. Rachmatiatie Atie, et al (2022 : 87) stated that Based on the research, about 100% of upper-class students' grades 4-6. They are already know and used to access the internet. 55% of students admit to using personal gadgets, and the rest of the student use their parent's or sibling's gadget. 18% of students have social media accounts such as Instagram, Facebook, and Tiktok and only 17% of students getting admitted to getting directions related to internet use at home from their parents..

It is an important factor which impinges upon overall personality. It is very necessary for the use of electronic devices such as, tape recorder, television, computer, and radio, children's family must be educated and sensitive towards implication of these operation. After that, it is possible to make best use of these electronic devices in purposeful and meaningful way. Otherwise, it may bring complex repercussion for children. Children belonging to WSS (weaker section of society) may not be able to facilitate these things at home and send their children in decent school where these modern technologies are equipped.

#### 8) Audio-Visual Methods in Teaching and Learning

Audio-visual methods in teaching and learning can improve classroom instruction and student understanding. Today, technology offers many possibilities for the teacher reported that wants to capitalize on the appetite of a new generation of multimedia presentations. Lesson plans on the use of

the media must be consistent with the objectives of the program and not go wrong.

Students with special needs often require information in different formats, before a concept or process information to understand. Reading a book on the tape during playback, as well as the classroom is a good way to reinforce the material. Videos that focus on the issue of further improving the learning approach can be presented. Audio-visual methods in teaching a major role to play in the modern classroom, but too much technology can actually hinder learning. The personal relationship between teacher and students is ultimately more important and rewarding in a brick and mortar classroom. If students are more accustomed to technology, audio-visual materials play a greater role in the classroom. Students learn in a variety of different ways, so the use of audio-visual components will help improve the learning environment.

#### b. Vocabulary Mastery

##### 1) Definition of Vocabulary

There are several definition of vocabulary by some experts. According to Vossoughi (2009:1), Vocabulary is one element of language component that should be learnt and taught. In addition, word vocabulary is the tool we use think, to express ideas and feelings, and learn about the world. It is said that vocabulary is used by people as the basic knowledge of learning a language in order to make communication and interaction among them in their daily life.

According to Napa (in Badingatussalamah, 2013:2) "vocabulary is the components of language and no language exist without words." Meanwhile, Hornby (in Wakidah, 2013:1) states that vocabulary is the total numbers of words in language.

Although vocabulary is emphasized, it does not mean other language components- grammar and pronunciation- are less important. All of these aspects are learned together,



because they are attached one to another. Vocabulary is extremely large and also varies. Nobody ever learns all the words in any language, but they can enlarge the number of words they have. Larger vocabulary the students have can help them in many ways; students' reading ability and writing ability will improve as they learn new words, and the more words they know the better their chance will be to do well on the vocabulary questions, in the school. Therefore, it is highly essential for English teacher to help their students in mastering vocabulary along with grammar and pronunciation.

Based on the provided definitions, we can draw the conclusion that vocabulary encompasses all the words within a language, and it plays a fundamental role in enhancing language skills. This is because achieving proficiency in a language is unattainable without a strong grasp of vocabulary, making vocabulary mastery a fundamental prerequisite in the process of learning English.

## 2) Kinds of Vocabulary

There are many classifications made by the experts in language area about the types of vocabulary. Djalinus Syah and Azimar Enong (1980), divide vocabulary into two parts, namely: general vocabulary and special vocabulary. The general vocabulary is the words that are used in general; there is no limited of field and user. Whereas special vocabulary, is the words that are used in the certain field or job, profession or special science and technology.

Jo Ann Arborsold and Mary Lee Field (1997; 102) classified vocabulary into: active and passive vocabulary.

1. Active vocabulary refers to put items which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the target language, they

are also hoped the familiar with the collocation and understand the connotation meaning of the words, this type is often used in speaking and writing skill.

2. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening, and also called as receptive vocabulary. Passive vocabulary or comprehensions consist of the words comprehended by people, when they read or listen.

Active vocabulary is more prominent in the first level of a course. But when the students in higher levels of study such as intermediate or advanced levels passive vocabulary is more valuable.

From the explanation above, every expert in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is containing of two kinds function and content words.

## 3) The Use of Vocabulary

According to Hudelson (2001: 147), "Vocabulary is important in case it could help the students to enjoy their classes." One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies. When they read a certain text, they will easily get the information from it since they can understand every word in the text. On the others hand, those who lack of vocabulary will face a lot of problems. Mastery of vocabulary will be useful for the process of achieving language teaching objectives.

That is the mastery of language skills (Listening, Speaking, Reading, and Writing). If we want to communicate with others in certain language, we must master the language they belong to especially to know enough vocabulary of those language. Yang Zhihong (2000 38) say that "Words are the basic unit of language from supports it. Without vocabulary, one cannot communicate to effectively or express idea". He also states

that having a limited vocabulary is also a barrier. Furthermore, Long and Richards explain that vocabulary like grammar is an essential component of all uses of language.

c. English Learning Media

1) Definition of English Learning Media

Media from the Latin word, the plural form of the word medium, means something located in the middle (between two parties or poles) or a tool. Webster's dictionary (Anitah, 2012: 5) suggests that media or medium is everything located in the middle in the form of a ladder, which is used as an intermediary or liaison between two parties or two things. Henich (Arsyad, 2019: 3-4) also used the medium as an intermediary that delivers information between sources and recipients. So, unprojected images, printed materials, and the like are communication media.

The expert also made restrictions on the definition of media, including those proposed by the Association of Education and Communication Technology (AECT) (Utami et al., 2021: 1). Media are all forms and channels used to distribute messages or information. Then continued with the opinion of Gerlach & Ely (Arsyad, 2019: 3), saying that the media, if understood in outline, are humans, materials, or events that build conditions that make students able to acquire knowledge, skills, or attitudes. Meanwhile, Anitah stated that the media is any person, material, tool, or event that can create conditions that allow learning to receive knowledge, skills, and attitudes (Anitah, 2012: 6).

In general, from the several explanations regarding the media above, media can be grouped based on their type as stated by several experts, including as stated by Leshin, Pollock & Reigeluth (Arsyad, 2019: 38-39), classifying media into several groups, namely: (1) media human-based (teachers, instructors, tutors, role-playing, group activities, field trips); (2) print-based media (books, guides, book, Workbooks), (3) work aids,

charts, graphs, maps, pictures, transparencies, and slides.

More specifically, Seels & Glasgow (Arsyad, 2019: 35-36) grouped traditional media into eight types, namely: (1) flashcards of media from projected stationary materials, (2) flashcards of media from scraps that are not projected, (3) audio, (4) multimedia presentation, (5) media flashcards from projected dynamic Scraps, (6) print, (7) games, and (8) realia.

The media grouping is intended to make it easier for media users to choose, design, and use media according to their needs. The opinion of experts regarding the media has the same meaning: an intermediary or tool to convey information from the sender of information to the recipient of the information.

From some of the explanations for the definition of media above, it can be concluded that media is an intermediary, whether in the form of tools or visuals, which contains information that will be conveyed by the sender to the recipient of information, making it easier to provide explicit understanding knowledge about a problem or object, which is loaded.

2) English Learning Media for Young Learners

If the media carries messages or information that aims to convey teaching purposes, then the media is called learning media. Suhana said that in the learning process, learning media is one of the stimulants and tools provided by the teacher to encourage students to learn quickly, precisely, efficiently, and correctly, and there is no verbalism (Suhana, 2014: 61). Before using the media as a learning medium, the teacher should first know the forms of media so that it is easier to choose the suitable media in the learning process.

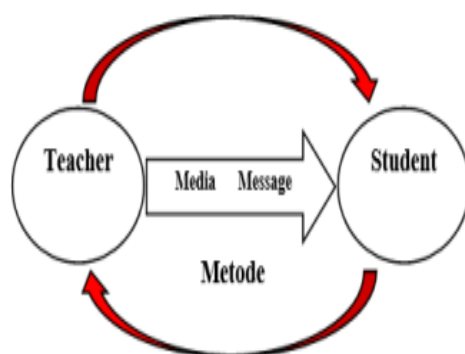
Hamalik (Arsyad, 2019: 19) suggests that learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring

psychological effects on students. Learning media will make transferring knowledge to students more straightforward and more enjoyable.

Sujana & Rivai, (Arsyad, 2019: 28) stated the benefits of learning media in the student learning process, namely:

1. Learning media will attract more attention so that it fosters learning motivation.
2. Learning media will have a more straightforward meaning to understand students better and allow them to master and achieve learning objectives.
3. Teaching methods will be more varied, not merely verbal communication through the teacher's speech so that students do not get bored and the teacher does not run out of energy, mainly if the teacher teaches at every lesson.
4. Students can do more learning activities because they listen to the teacher's description and other activities such as observing, doing, demonstrating, and acting.

**Figure 1. The Function of The Media in The Learning Process**



As stated by (Hamdani 2020: 246), the function of the learning process is shown in the following picture 2.1.

In the picture above, it can be interpreted that teachers use media with learning methods to make it easier to convey subject matter to students so that learning objectives can be achieved. The tools used in the teaching and learning process, which are learning media, are

classified as educational media as explained that educational media, according to (Suhana: 2014), is anything that can be used to channel messages from the sender to the recipient so that it can stimulate the thoughts, feelings, concerns, interests, and concerns of students in such a way that the learning process occurs.

The general characteristics of learning media, according to Arsyad (2013: 33) in his book entitled educational media, are as follows:

1. The emphasis of educational media on media flashcards from Scraps.
2. Educational media has the meaning of aids in the learning process both inside and outside the classroom.
3. Educational media is used in communication and interaction between teachers and students in the learning process.
4. Educational media can be used en masse, for example, posters, slide cards, word cards, and modules.
5. Attitudes of action, organization, strategy, and management related to the application of science.

From some of the discussions above, it can be concluded that learning media is a tool or intermediary used by teachers in delivering subject matter to students so that it is easy to understand and capture its meaning so that it can increase student motivation and learning outcomes.

### Relevant Studies

Some previous related studies in support of this research are as follows. 1. Raihana Fibri Rahimia (2021). Conducted their research. *"PEMANFAATAN YOUTUBE CHANNEL COCOMELON SEBAGAI MEDIA PENGENALAN KOSAKATA BAHASA INGGRIS PADA ANAK USIA 4-6 TAHUN"*. This study aims to investigate the utilization of the CoComelon YouTube channel as a medium to introduce English vocabulary to children aged 4-6 years. The study employs a Mixed Method Exploratory Design. The unit analyzed in this research is the CoComelon YouTube channel, and the subjects of the study are children aged 4-6 years residing in Karang Tengah Subdistrict,

Karang Tengah Village, and their parents who watch CoComelon. 2. Yashinta Farahsan, Ika Puspita Rini and Patria Handung Jaya (2020). Conducted their research. "YOUTUBE AS A MEDIUM FOR INDONESIAN TODDLERS' SECOND LANGUAGE ACQUISITION (AN ANALYSIS THROUGH CHILDREN SONGS)". Language acquisition for children is started when they produce words on their own. Children's language normally develops in line with their age. Usually, they can produce sentences and speak their mother tongue language fluently at the age of three. At the same time, children are able to acquire another language which is called second language acquisition (SLA). In Indonesia, English has become a second language that has become the main subject at school, from the elementary level to the university level. Toddlers are children in the range of age between 2-3 years.

The previous study is a reference used by the author in making this. Relevant research was conducted by Raihana Fibri Rahimia (2021). with the title "*Pemanfaatan Youtube Channel Cocomelon Sebagai Media Pengenalan Kosakata Bahasa Inggris Pada Anak Usia 4-6 Tahun*". The similarity of the research conducted by Raihana Fibri Rahimia is that she examine the development of Cocomelon Audio-Visual Media. The differences in the research conducted are that the research conducted by Raihana Fibri Rahimia The study employs a Mixed Method Exploratory Design. The unit analyzed in this research is the Cocomelon YouTube channel, and the subjects of the study are children aged 4-6 years residing in Karang Tengah Subdistrict, Karang Tengah Village, and their parents who watch CoComelon. In contrast, this study examines The Effectiveness Of CoComelon Audio-Visual Media On English Vocabulary Learning For Fourth Grade Student At SDN Pulo 1 Ciruas.

The similarities between this research are that using CoComelon videos on youtube. The difference lies in the research subjects used and previous research. This research uses a quantitative approach to the experimental method with a factorial design model. Each factor has two or more levels, such as the motivation and learning of students and student learning outcomes. The population in this study were all students of SDN Pulo 1 Ciruas. In this study, the researcher uses experimental research with

quantitative approach. The researcher wants to know the effectiveness of CoComelon audio visual media On English Vocabulary Learning For Fourth Grade of SDN Pulo 1 Ciruas. The effectiveness will be know the significant differences between the students who are taught without using Audio visual media and those are taught using Audio visual media.

### **Framework of Thinking**

Education is a planned effort to realize an effective and efficient learning process in order to explore the potential in children. There are several aspects of development that need to be developed early on including cognitive aspects, language, moral religious values, physical-motor, social-emotional, and art. Some of these aspects can develop optimally if educators can provide the right stimulus. One aspect that needs to be developed in early childhood education is language skills. Language is very important to develop because through language children can communicate with their surroundings.

Language is used to express ideas, feelings, and desires submitted by children. Bromley in Dhieni (2005:1.8) defines that language is a regular symbol system for transferring various ideas and information consisting of visual and verbal symbols. The visual symbols can be seen, written, and read, while the verbal symbols can be spoken and heard. Children can manipulate these symbols in various ways according to their thinking abilities.

Vocabulary and grammar are the ways children think of words. Children's actions and perceptions can be realized with words, their approach to words becomes more in-depth or analytical According to Santrock (2007: 362). Primary school is a time of great opportunity to provide a variety of new vocabulary. To provide information and new words to children, proper learning is needed. Appropriate learning can be seen from various sides, namely learning materials, learning methods, learning models and learning media. Media as all forms of intermediaries used by humans to convey or spread ideas, ideas, or opinions so that the ideas, ideas, or opinions put forward reach the intended recipient.

According to Sanaky (2013: 3) media is a tool that has the function of conveying messages. The use of interesting learning media can increase

children's interest and desire, generate creativity, and stimulate learning. The selection and use of appropriate media will assist educators in conveying learning material to the children. The types of media that can be used for the process of teaching and learning activities are in the form of visual-based media, audio-based media and audio-visual based media. The three types of media are not bad if they are used optimally and appropriately. One of them, audio-visual-based media is media that can be seen and heard by children.

### Research Hypotheses

- H0 : There is no significant effect on the students' English vocabulary learning by using CoComelon audio visual at fourth grade students of SDN Pulo 1 Ciruas
- H1 : There is a significant effect on the students' English vocabulary learning by using CoComelon audio visual at fourth grade students of SDN Pulo 1

## RESEARCH METHODOLOGY

### A. Place and Time of The Research

This research took place at SDN Pulo 1 Ciruas which is located Pulo, Ciruas, Serang Regency, Banten 42182. This research has been conducted with the following schedules:

**Table 1. Time of The Research**

No.	Activities	Time Schedule	Note
1	Title Submission	January 2023	Accomplished
2	Proposal Guidance	February-March 2023	Accomplished
3	Research Paper seminar	March 2023	Accomplished
4	Guidance and revision of Seminar results	February-May 2023	Accomplished
5	Making Research Instruments	February-May 2023	Accomplished
6	Data Collection	February-May 2023	Accomplished
7	Data analysis	February-May 2023	Accomplished
8	Drawing conclusion	February-May 2023	Accomplished
9	Research Paper examination	June 2023	Accomplished

### B. Research Methodology

Research is process that is the step combination that is done systematically and logically to get the solution of the problems or to get the answer from the certain question (Suryabarata : 2003). Ary et al (2006 : 325) states "Experimental research design is to enable researcher to estimate the effect of an experimental treatment". Experimental research can be done in the laboratory, in the class and in the field. In this study, the experimental research is done in the class with taking students as population. A researcher chooses the design to determine the validity of conclusions can be drawn from the study.

According to Prasetyo (2008 : 160) there are many kinds of experimental research design that is Classical experimental design, Pre experimental design and Quasi experimental and special design. Experimental research is unique in two very important respects. It is the only type of research that directly attempts to influence a particular variable, and when properly applied, it is one or more dependent variables. An experimental usually involves two groups of subject, an experimental group and a comparison group, although it is possible to conduct an experiment with one group. This study uses pre-experimental design in the form of one- group Pretest-Posttest design using quantitative approach. In Pre-test and Post-test group the observation do two times, before giving treatment called Pre-test and after giving treatment called Post-test.

In this study, the researcher uses experimental research with quantitative approach. The researcher wants to know the effectiveness of cocomelon audio visual media On English Vocabulary Learning For Fourth Grade of SDN Pulo 1 Ciruas. The effectiveness will be know the significant differences between the students who are taught without using Audio visual media and those are taught using Audio visual media.

### C. Population and Sample

Generally, population is known as a group of individuals who have the same

characteristic. Arikunto (2013, p. 173) argues that the population is the total number of research subjects or all members of any well defined class of people, even or subject.

The population in this research was the eight grade of the students at SDN PULO 1 CIRUAS, in which the total of class III are one classes and in this research just conducted in one class. In this research, the researchers use one class as sample of this research which consist of 30 students.

According to Sugiyono (2016), purposive sampling technique was the process of selecting a sample that was believed to be representative of the population. In this study, the researcher used saturation sampling technique because all members of the class were chosen as the samples of the research.

#### D. Technique of Collecting Data

In this study, researcher uses test as instrument, therefore, the researcher applied a set of tests: Pre-test and Post-test test. A test is a preliminary version of a set of questions or exercises designed to assess the skills, intelligence, or abilities of an individual or a group. Here, Pre-test was given before doing an experimental research study or before teaching by using student CoComelon audio visual learning media and Post test was given after doing the treatment or after teaching by student.

##### a. Validity

Validity refers to the precise measurements of the test. Validity is defined as the extent to which the instrument measures what it supposes to measure. It means that a valid test of subject would measure the subject itself.

##### b. Reliability

Reliability is the consistency of the measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of your measurement. Reliability refers to the consistency of scores obtained. How the consistency of each individual student from one administration to the other and the administration of set of items to the other set. To measure that reliability of test item, the

researcher firstly gaining the Try-out. It is to know whether the instrument suitable or not. The computation of reliability showed in appendix 3. To check the reliability of the test, use chi-square test.

#### E. Research Instruments

Data of this study was collected by administering test. According to Sugiyono (2016, p. 102) research instrument is a tool which is used to measure phenomena natural and social which is observed. It means that test is series of question, exercise, or other means, which are used to measure the skill and the knowledge, intelligence of a person or group.

#### F. Statistical Hypotheses

Hypothesis for Pretest and Posttest (pretest-posttest one group design)

$$H_o = \mu_1 = \mu_2$$

$$H_1 = \mu_1 \neq \mu_2$$

Note :

H0 : There is no significant effect on the students' English vocabulary learning by using CoComelon audio visual at fourth grade students of SDN Pulo 1 Ciruas.

H1 : There is a significant effect on the students' English vocabulary learning by using CoComelon audio visual at fourth grade students of SDN Pulo 1 Ciruas.

#### G. Technique and Data Analysis

In this research, the writer uses a quantitative data analysis technique. The quantitative data of this research is analyzed by using statistical method.

Data analysis techniques in quantitative research use statistics. The statistics used in this study are data analysis with descriptive statistics and data analysis with inferential statistics.

##### a. Descriptive Statistical Analysis

According to Sugiyono (2017), "Descriptive statistics are statistics that function to describe or provide an overview of the object under study through sample data or population as it is, without conducting analysis and making general conclusions" (p. 29).

Descriptive statistics include the presentation of data through tables, graphs, pie charts, pie charts, calculation of mode, median, mean (measurement of central tendency), calculation of deciles, percentiles, calculation of data distribution through calculating the average and standard deviation, calculating percentages.

With descriptive statistics, the data collection obtained will be presented in a concise and neat manner and can provide basic information from existing data sets. In descriptive statistics, the data analysis process used includes: Data Presentation, Frequency Distribution Table, Presenting some data without using a distribution table is not only unsightly, monotonous, not communicative and also not informative. Therefore, in order to make the data look bigger, some of the data needs to be presented in a table called the frequency distribution table. (Riadi, 2015, p. 40)

1. Histogram. A histogram is a form of presentation that describes research data to describe or describe the ups and downs of a statistical data state with lines or pictures to make it easier for data readers to understand. If in a bar chart the bars are separated, then in a histogram the bars are aligned. (Riadi, 2015, p. 42)
2. Frequency Polygon. A Frequency Polygon is a graph created by successively connecting the midpoints of each class interval. The frequency polygon can be obtained by connecting the midpoints of the peaks of the histogram rectangles. (Riadi, 2015, p. 43)
3. Cumulative Frequency Distribution Table. Cumulative Frequency is the total frequency of all values that are less or more than the class limit of a class interval up to and including that class interval. (Riadi, 2015, p. 43)
4. Ogive is a graphic presentation of data in the form of a cumulative

frequency distribution using lines or curves. (Riadi, 2015, p. 44)

5. Average or Data Cutoff Size (Central Tendency). The mean is a value that is characteristic (typical) or a representation of a data set (variable). This typical value has a tendency to be in the middle position or often referred to as the central tendency. Several types of means that are often used in research are the mean, median, and mode as follows:

- 1) Size of Dispersion. The size of the data spread or the size of variation is the degree to which the data distribution has a tendency to spread around its mean value. (Riadi, 2015, p. 59)

- 2) Standard Deviation (Standard Deviation). Standard deviation or standard deviation is a measure of statistical distribution that measures how the data is spread out or the average deviation distance of data points is measured from the mean value.

#### b. Inferential Statistical Analysis

According to Sugiyono (2010), "Inferential statistics are statistical techniques used to analyze sample data and the results are applied to the population. This statistic will be suitable for use if the sample is taken from a clear population, and the sampling technique from that population is carried out randomly" (p. 209). There are two kinds of inferential statistics namely; parametric and non-parametric statistics. In this research, the researcher conducted the statistical inferential namely: test of normality and test of homogeneity.

Normality test is a test that is carried out with the aim of assessing the distribution of data in a group of data or variables, whether the data distribution is normally distributed or not. The Normality Test is useful for determining the data that has been

collected is normally distributed or taken from the normal population. Testing the normality of a data is not that complicated. Based on the empirical experience of several statisticians, data with more than 30 digits ( $n > 30$ ) can be assumed to be normally distributed. Usually said to be a large sample.

Homogeneity test is a test of whether the variances of two or more distributions are the same. The homogeneity test that will be discussed in this paper is the Homogeneity of Variance Test. Homogeneity test was conducted to find out whether the data in variables X and Y are homogeneous or not.

#### c. Hypothesis Testing

After testing the data with normality and homogeneity tests, then testing the hypothesis with the T-Test. This test is used to determine differences in conditions before and after treatment in groups.

Methodology is written in Times New roman 11 in single space, justify left and right. Methodology explains the research design, population and sample of the research, and the numbers of samples including the sampling technique. Time and place of the research are stated clearly. Data collecting technique and instruments are explained in detail. Experimental research must include procedures, tools, and equipment clearly.

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## RESULTS AND DISCUSSION

### A. Description of Data

This research activity was carried out at SDN Pulo 1 Ciruas with a total of 30 students. The data collected includes pre-test scores and post-test scores from all SDN Pulo 1 Ciruas especially at the fourth grade students whose data collection process was carried out in May-June 2023. The research process began with making initial observations, then carrying out the pretest, then given treatment or learning and after that given a posttest. The pretest is given at the beginning of learning before being given treatment in the form of treatment, after which it is given treatment. After being given treatment in the form of learning, then carry out a posttest to measure the increase in students' vocabulary learning.

#### a. Data of Pretest

Before learning begins, students are given a pretest. The pre-test was carried out in class to determine students' initial abilities before learning was carried out. The following will explain the value of the pretest. Pre-test data was taken in class with the aim of being compared with post-test data so that there would be an increase or not and whether there was an effect after being given treatment in the form of learning using CoComelon audio visual media. In the following, tables of frequency distributions, histograms,

and polygons are presented as well as pretest ogive diagrams along with explanations.

1. Table of Distribution Frequency

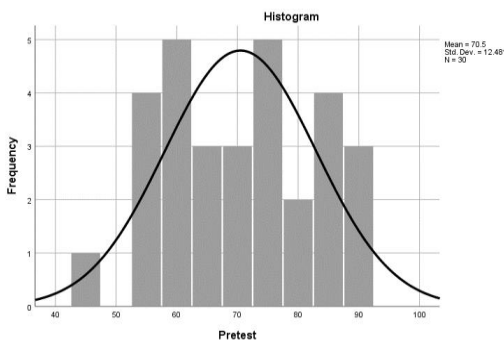
The following is data in the form of a class pretest frequency distribution table along with an explanation of the class pretest frequency distribution table that has been determined. Below is a table of experimental class pretest frequency distribution:

Tables 2. Result of Pretest Scores

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.3	3.3	3.3
	55	4	13.3	13.3	16.7
	60	5	16.7	16.7	33.3
	65	3	10.0	10.0	43.3
	70	3	10.0	10.0	53.3
	75	5	16.7	16.7	70.0
	80	2	6.7	6.7	76.7
	85	4	13.3	13.3	90.0
	90	3	10.0	10.0	100.0
Total		30	100.0	100.0	

2. Histogram and Polygon

Based on the table of frequency distribution of student learning outcomes for these classes, histograms and polygons can be graphed along with their explanations as follows:



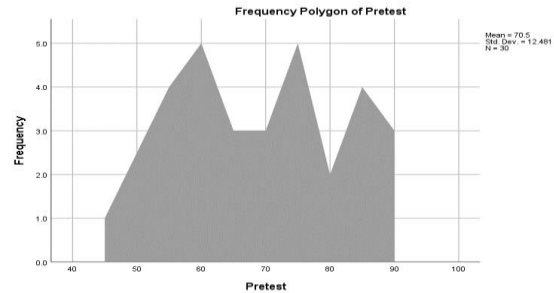
Picture 2. Histogram of Pretest Scores

Based on the table above it can be inferred that the data are following the normal distribution curve.

3. Diagram Ogive

Based on the frequency distribution table of student learning outcomes for the class, an ogive

diagram can be made along with the explanation as follows:



Picture 3. Ogive of Pretest Scores

Based on the diagram above, it can be inferred that the ogive follows the positive shape. The positive ogive is composed of a curve or graph derived from the cumulative less than frequency distribution table. In a positive ogive, the graph value or graphic shape will be formed up to the lowest largest cumulative frequency value based on the distribution table.

4. Measures of centralization and distribution of pretest data

The following is a table as well as an explanation of the size of the center and distribution of the class pretest data which consists of the highest value, lowest value, mean, median, mode, variance and standard deviation, namely as follows.

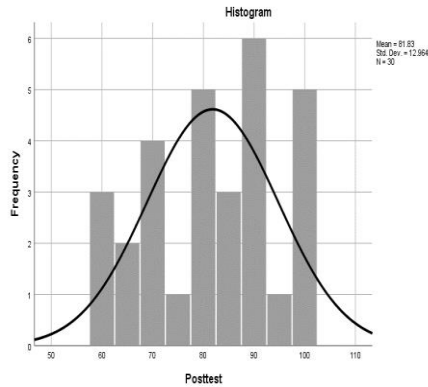
Table 3. Data of Posttest Score

Posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	10.0	10.0	10.0
	65	2	6.7	6.7	16.7
	70	4	13.3	13.3	30.0
	75	1	3.3	3.3	33.3
	80	5	16.7	16.7	50.0
	85	3	10.0	10.0	60.0
	90	6	20.0	20.0	80.0
	95	1	3.3	3.3	83.3
	100	5	16.7	16.7	100.0
Total		30	100.0	100.0	

Based on the table above, it can be inferred that there are 30 students total of the fourth-grade students of SDN 1 Pulo Ciruas. The most frequent score is 80 with 5 students with cumulative percent is 16,7% and 90 with 6 students with cumulative percent is 20%.

5. Histogram and Polygon

Based on the table of frequency distribution of student learning outcomes for this class, histograms and polygons can be graphed along with their explanations as follows:

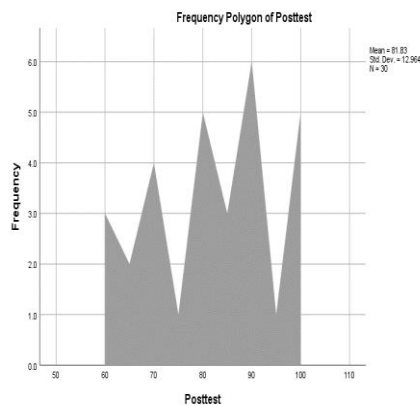


Picture 4. Histogram of Posttest

Based on the table above it can be inferred that the data are following the normal distribution curve.

b. Diagram Ogive

Based on the frequency distribution table of student learning outcomes for the class, an ogive diagram can be made along with the explanation as follows:



Picture 5. Ogive of Posttest

Based on the diagram above, it can be inferred that the ogive follows the positive shape. The positive ogive is composed of a curve or graph derived from the cumulative less than frequency distribution table. In a positive ogive, the graph value or graphic shape will be formed up to the lowest largest

cumulative frequency value based on the distribution table.

c. Measures of centralization and distribution of posttest data

The following is a table as well as an explanation of the size of the center and distribution of the class posttest data which consists of the highest value, lowest value, mean, median, mode, variance and standard deviation, namely as follows.

Table 4. Measures of centralization and distribution of posttest data

Descriptive Statistics									
	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Posttest	30	40	60	100	2455	81.83	2.367	12.964	168.075
Valid N (listwise)	30								

Based on the table above, it can be seen that the total amount of students are 30 students. The range is 40, minimum score is 60, maximum score is 100, mean is 81,83, standard deviation is 12.964 and variance is 168.075.

B. Data Analysis Requirements Testing

a. Normality test

The research normality test used the Chi-Square formula which was carried out on experimental class data and control data. The test is carried out to find out whether the samples are normally distributed or at the equilibrium point.

Ho : The sample comes from a normally distributed population

Ha : Samples come from populations that are not normally distributed

If :  $\chi^2$  count <  $\chi^2$  table, then the data is normally distributed

If :  $\chi^2$  count >  $\chi^2$  table, then the data is not normally distributed

Table 5. Result of Normality test of Pretest and Posttest

One-Sample Kolmogorov-Smirnov Test		
	Pretest	Posttest



N		30	30
Normal Parameters <sup>a,b</sup>	Mean	70.50	81.83
	Std. Deviation	12.48	12.96
		1	4
Most Extreme Differences	Absolute	.133	.136
	Positive	.133	.119
	Negative	-.111	-.136
Test Statistic		.133	.136
Asymp. Sig. (2-tailed)		.184 <sup>c</sup>	.167 <sup>c</sup>
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

Based on the table above, it can be seen that the sig. (2 tailed) for pretest is 0.184 > 0.05, thus it can be concluded that the pretest data is normal. In posttest data sig. (2 tailed) is 0.167 > 0.05 thus it can be concluded that the posttest data is normal.

**b. Homogeneity Test**

Based on the calculation of the data, the following results are obtained. Table 4. 12 Homogeneity Test Results

Based on the table above, it can be seen that F (count) is smaller than F-table, so it can be concluded that the sample comes from homogeneous populations. A complete homogeneity calculation is presented in the appendix.

Tables 6. Result of Homogeneity test (Pretest Posttest)

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Pre test	Between Groups	.536	1	.536	.003	.954
	Within Groups	4516.964	28	161.320		
	Total	4517.500	29			
Post test	Between Groups	4.301	1	4.301	.025	.876
	Within Groups	4869.866	28	173.924		
	Total	4874.167	29			

Based on the table above, it can be seen that the sig. for Pretest is 0.954 > 0.05 thus, it can be concluded that the pretest data is homogenous. In posttest sig is 0.876 thus, it can be concluded that the posttest data is homogenous.

**C. Hypothesis Testing**

After the requirements test is carried out, then it is carried out with a hypotension

test. Based on the results of the analysis of the normality and homogeneity tests of the data, it is known that the pre-test of the experimental class and the control class are normally distributed and are homogeneous data. Then in testing the hypothesis aims to find out whether or not there are differences in student vocabulary learning of the class. With the following statistical hypothesis:

H0 : There is no significant effect on the students' English vocabulary learning by using CoComelon audio visual at fourth grade students of SDN Pulo 1 Ciruas.

H1 : There is a significant effect on the students' English vocabulary learning by using CoComelon audio visual at fourth grade students of SDN Pulo 1 Ciruas.

Then the test criteria are as follows:

If t (count) ≥ t (table) then H0 is rejected

If t (count) ≤ t (table) then H1 is accepted.

Calculation results as follows:

Tables 7. Hypothesis Testing

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	70.50	30	12.481	2.279
	Posttest	81.83	30	12.964	2.367

Based on the table above, the result of mean of pretest is 70.50 while the result of posttest is 81.83. The total amount of students are 30 students. Pretest standard deviation is 12.481 while posttest standard deviation is 12.964. Standard error mean of pretest is 2.279 and standard error of posttest is 2.367.

Tables 8. Paired Samples Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	30	.948	.000

The table above shows that in paired sample correlation the sig is 0.00 < 0.05. The Paired Samples Correlations table shows the correlation value which shows the relationship between the two variables in the paired samples. This is obtained from the bivariate Pearson correlation coefficient (with a two-tailed significance test) for each pair of variables

included. Thus, for the two pretest and posttest scores it is stated that there is a significant interrelationship.

Tables 9. Paired Samples Test

Paired Samples Test									
Pair	Pretest- Posttest	Paired Differences					t	df	Sig. (2- taile d)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1		-11.333	4.138	.756	-12.879	-9.788	-15.000	29	.000

Paired T-Test is a parametric test that can be used on two paired data. The purpose of this test is to see if there is an average difference between two paired or related samples. Because it is paired, the data from the two samples must have the same amount or come from the same source. Based on the table above, it can be seen that the result of sig. 2 tailed is  $0.00 < 0.05$ , the  $H_0$  is rejected and  $H_1$  is accepted. Thus, it can be concluded that there is a significant effect on the students' English vocabulary learning by using CoComelon audio visual at fourth grade students of SDN Pulo 1 Ciruas.

#### D. Discussion

This study uses a quantitative method with the type of experimental research, namely by using statistics from the results of observations that have been made. Based on the results of this study using one class as the research sample. At the initial meeting, students are given a pretest to find out the initial abilities possessed by students. After that, students are given treatment with CoComelon audio visual learning media. After being given the treatment, students worked on the posttest with the same questions on the pretest regarding to their vocabulary learning, the posttest done by students is the final result that is obtained after students are given treatment and determines whether there is an effect on the learning delivered. During the research process, researchers use CoComelon learning audio visual learning media as treatment. Researchers use teaching aids that support the learning process in class. In the classroom, all students were very enthusiastic and confident in solving the questions and assignments given, the atmosphere in the class was fun because students competed with each other in answering the questions given by

researchers and helping each other. Based on the results obtained in this experimental class, students were very enthusiastic and active in participating in the learning process and each student was very brave in answering questions and giving opinions in a good and correct way of thinking.

The use of media applied in the experimental class in learning really helps students understand the intent of the questions given by the teacher. In the learning process students are given questions twice (pretest and posttest), and students are allowed to help their friends so they can solve these problems. Thus, the results of this study indicate that there is a significant effect of CoComelon audio visual learning media on students vocabulary learning at fourth grade students of SDN Pulo 1 Ciruas.

## CONCLUSIONS AND SUGGESTIONS

### A. Conclusion

Based on the data obtained from the research results, after statistical calculations a conclusion was obtained that there is a significant effect of CoComelon audio visual learning media on students vocabulary learning at fourth grade students of SDN Pulo 1 Ciruas. The result of paired sample between score of pretest and posttest sig.  $0.00 < 0.05$  ( $H_1$  accepted). Thus it can be said that CoComelon audio visual learning media gave significant effect on students' vocabulary learning.

The researcher believes that the students will learn English effectively through songs especially for young learners. This phenomenon can be applied in teaching English in elementary school. The students will feel happy and enjoy in learning English when they can sing while studying English. The use of songs in teaching to young learners is an effective because the children can enjoy singing the songs and they are not aware that they are also learning the language.

### B. Suggestion

Based on the results of the research that has been done, the authors propose several suggestions to improve the quality of learning, namely as follows:

a. For Teachers



As a consideration for teachers and prospective teachers to convey Social Studies learning well.

b. For Schools

Can help improve learning models that will be applied to other subjects and can apply them to students in the learning process, so that fun learning can be created.

c. For Researchers

This research can be used as reference material for further research and can be useful for those who will conduct further research as a reference

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