Improving the Students' Vocabulary Mastery through YouTube-based English Children Songs

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KEYWORDS	**ABSTRACT**
	This research was conducted to improve the students' vocabulary mastery through YouTube-based English children song. A quantitative method with a pre-experimental design was employed with the samples of 27 students at Annida Islamic elementary school. Pre-test and post-test instruments consisting 30 questions were formulated based on YouTube-English Children Songs. The results showed that the students' vocabulary improved up to 13.4% from the mean pre-test score of 52.93 to the post-test score of 81.30. The results also showed the significance value of 0.002 < 0.05 meaning that the students' vocabulary mastery significantly increased after using YouTube-based English Children Songs. The implementation of YouTube-based English children song was considered fairly effective (0.7 > gain > 0.3) proven by the gain score of 0.51 (medium category) obtained from the mean pre-test score of 52.93 and post-test of 81.30. Thus, the implementation of YouTube-based English children song can improve the students' vocabulary mastery at Grade IV of Annida Islamic elementary school Sokaraja and was considered effective to improve the students' English vocabulary mastery. It is suggested that English teachers should implement YouTube-based English children songs in their teaching and learning processes and the students should practice more using YouTube-based English children songs to improve their English vocabulary mastery. Keywords: : YouTube, English Children songs, Vocabulary Mastery

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Introduction

English has become one of the most popular foreign languages in Indonesia, especially for children in elementary schools (Ackey *et al*, 2015). English at the elementary school level is important because English is an international language that the students need to understand for communication. Baker-Bell and Solikhah (2020), as well as Budiharso and Dadi (2019), explain the importance of English education at the elementary school level because English is considered an International language that students need to understand to communicate effectively. Therefore, the researcher concluded that English is very important to be taught by teacher starting from elementary education because English has become an international language for communication.

At elementary school, English basic materials should be well mastered by the students. Thus, the teacher should make learning English easy for students to understand. Teacher must be able to convey English material to students with fun activities so that students do not get bored easily when participating in English learning activities in class. For example, those related to colors, songs, watching movies, etc. (Wang and Tahir, 2020). So, from English learning activities using colors, songs, and watching movies given by the teacher, students can improve their learning motivation because the teacher can create fun English learning in the classroom. Kereztes et al (2018) about English material delivered by the English teacher relating to color, music, and watching movies can improve the knowledge students acquire during English learning, especially in adding vocabulary knowledge, and children will easily remember when the teacher delivers English material with learning fun activities. So, teachers must be able to implement media as a tool for the English teaching process to create an atmosphere of learning in class that does not make students bored.

Children will be motivated to learn if the teacher uses the media as a teaching aid in the classroom. This statement is supported by Lubis *et al.* (2019), who gave their opinion regarding children motivation in participating in English learning in class when the teacher can use active and innovative learning media. Suryani (2018: 4) who gave her opinion about the media can be used by the teacher as teaching aids so that children can increase enthusiasm for learning in the classroom. So, the teacher can use the media to increase children's enthusiasm for learning English.

Palupi, Hafidzah, and Karsono (2019) who state that children can enjoy the process of learning English material especially to improve their vocabulary knowledge through YouTube-Based English Songs. So, teacher needs to use the media as a teaching aid for children. The media that teacher can use is YouTube-based English children songs. So, teacher needs to use the media as a teaching aid for children. The media that teacher can use is YouTube-based English children songs. Using YouTube-based English children songs children can improve their vocabulary skills.

Benitez (2015:8), vocabulary is the basic component of language proficiency which provides the basis for the children's performance in other skills, such as speaking, reading, listening, and writing. Therefore, when students want to learn English deeply, they should have the vocabulary to say something to others in English and understand how to write in English well. In addition, the teacher must have an effective method of teaching vocabulary material so that students can understand vocabulary material easily. One of the methods to develop students' vocabulary is by using YouTube-based English children songs.

Annida Islamic Elementary School is a school located in Banyumas Regency. The researcher received information from the English teacher in grade IV that students

were still experiencing difficulties in increasing their English vocabulary. Students at grade IV experience problems with a lack of vocabulary, namely in terms of students having difficulty increasing their knowledge of English vocabulary, students still have difficulty knowing the meaning of English vocabulary because English teacher in teaching English material still use simple methods in conveying material to students. When the English teacher gave a list of student evaluation scores, the researcher saw that many of the students' English scores were below the minimum learning completeness standard (KKM), which was 75. Therefore, the researcher conducted research activities at Annida Islamic Elementary School in grade IV with the aim of being able to overcome the problem of students' vocabulary skills use the implementation of YouTube-based English children songs to improve the students' vocabulary.

Teaching foreign languages is an important part of being an English teacher for children at elementary school. According to Boyadzhieva, (2014), there are many approaches that teachers can use to teach English as a foreign language such as behaviorism, mentalism, and structuralism. An example of a behaviorism approach that must be implemented by an English teacher with children is regarding the psychology of children in following English learning. This approach can be used by an English teacher for the application of teaching English in the classroom.

In teaching English, there is a strategy that is one of the ways used by an English teacher in the teaching and learning process in the classroom. Issac, (2010) states that a teaching strategy is a plan designed by the teacher for the process of teaching and learning activities which includes structure, and goals. From the explanation about the teacher's strategy in teaching English to elementary school students in the teachers will know how to teach students English material in class so that they successful, and students get scores above the standard of minimum completeness of mastery learning (KKM).

Learning media is one of the tools that can be used by teachers to provide learning material so that it can become the centre of students' attention, students' learning thinking patterns can follow, willing to take part in learning in class and encourage the learning process in class (Miarso, 2009). The teacher must be able to explain the material to students by using concepts that are easy to explain directly to students or can be simplified through learning media (Hernawan, Susilana, & Julaeha, 2013). Picture stories are expected to increase students' motivation in participating in English language learning in the classroom, and can provide and increase the variety of learning in the classroom, present material structures so that students learn more easily, and provide core points systematically to facilitate learning so that students can focus and can create conditions and learning situations without pressure (Sanaky, 2009). Based on this explanation, it is explained that learning media is a means of teacher aid so that students are interested to pay attention to the material being taught. Learning media can also increase students' motivation in participating in learning English in the classroom.

YouTube is a very useful medium for teachers because YouTube is a teaching tool for students to get their understanding, especially in adding English vocabulary. Putri (2019) who stated that a lot of video content can be viewed in a day to learn English. On YouTube media, students get a lot of English material. Olasiana (2017), YouTube is very useful to get students' participation in overcoming students' lack of interest in learning. In this case, students can get new knowledge from YouTube when they learn English. From this explanation, it can be concluded that YouTube is a media tool for a teacher to provide material to students. Setiawan and Samhis (2019) expressed their opinion that a song is a variety of rhythmic sentences and the lyrics contain meaning. Harmer (2007) expressed his opinion that teachers should have technological tools as a

tool to help them in teaching material to students. Teacher technology aids in teaching materials such as the implementation of YouTube-based English children songs. YouTube is very helpful for teachers in teaching material because YouTube is one of the most popular technology tools.

Annida Islamic elementary school at Sokaraja is one of the educational units with an elementary level at Sokaraja, District Sokaraja, Regency Banyumas, Central Java. Annida Islamic Elementary School at Sokaraja provides internet access that can be used to make teaching and learning activities easier. Learning at Annida Islamic Elementary School at Sokaraja is done on a full day. In a week, learning is carried out for 5 days. ANNIDA Islamic Elementary School at Sokaraja has accreditation B, based on certificate 1012/BAN-SM/SK/2019. For grade levels in Annida Islamic elementary school from grades one until six.

Method

The design in this study is experimental. In this study, the researcher used pre-experimental as a design. Creswell (2012), giving his opinion regarding the form of experimental design is a research activity used by researcher if they want to know the causal effect between the independent and dependent variables. McKay-Nesbit (2017), there are four types of experimental research as follows pre-experimental, true experimental, factorial experimental, and quasi-experimental. This research was classified into pre-experimental research that used one group pre-test and post-test design. This research used one group pre-test and post-test because the researcher just takes one class that was grade IV to give pre-test and post-test design to know the result of treatment. The researcher gave pre-test to find out their fundamental knowledge of vocabulary. The next step was a treatment that the researcher used YouTube-based English children song. At the last of this research, the researcher used a post-test to find out the improvement in the students' vocabulary.

The illustrations of one group pre-test and post-test design:

O_1	X	O_2

Sugiyono in Asdar (2018:30)

Where: O1: Pre-test scores (before students are given treatment by the researcher) X: Treatment provided by researcher O2: Post-test scores (after students were given treatment by the researcher).

This pre-experimental research used one group pre-test and post-test design as follows: (1) The researcher gave a pre-test (O_1) to improve the English vocabulary of grade IV students at Annida Islamic elementary school Sokaraja before treatment. (2) the researcher gave treatment (X) using YouTube-based English children songs as materials to improve the English vocabulary of Grade IV students at Annida Islamic elementary school. (3) the researcher gave a post-test (O_2) to improve the English vocabulary of Grade IV at Annida Islamic elementary school Sokaraja after treatment.

The research was conducted at Annida elementary school. It is located on Jl. Suparjo Rustam Sokaraja, Banyumas, Central Java. The headmaster is Yusuf Sabiq Zaenuddin, S.Pd.I.

The population in this research was grade IV of Annida Islamic elementary school Sokaraja in the academic year of 2022/2023 that was 27 students consisting of 12 males and 15 females.

In this research, the researcher used a *non-probability sampling*. The researcher used this technique because the sample was only one class that was grade IV students of Annida Islamic elementary school in the academic year of 2022/2023. The sample used in this research was grade IV with the total of 27 students consisting of 12 males and 15 females.

The independent variable is a variable which possibly impacts the other variables (Hardani, 2020). In this study, the independent variable is implementation of YouTube-based English children songs.

Dependent variable is the outcome of the influence from independent variables. (Cresswell, 2014). In this research, the dependent variable is students' vocabulary.

Zainal Arifin (2016:5) that the test is a process for assessing evaluation results based on students' understanding and knowledge. In this research instrument, the researcher gave two types of tests for students they are pre-test and post-test. The total of the test given were 30 questions containing multiple choices. The test results are compared to determine whether there is a significant effect differences before and after the students were given treatment. The researcher used the indicators of the rating systems as follows:

Point	Indicator
1	Correct Answer
0	Incorrect Answer

Gronlund in Brwon, (2004:22) cited Isnawati, (2014:27), argues that validity is a useful test criterion for drawing conclusions about the extent to which the assessment results are in accordance with the assessment objectives. In the research, the researcher used *Pearson Product Moment* to measure the validity of the test by using *SPSS* Version 26. Validity test was done by analyzing each item using correlated instrument item scores with the *Pearson Product Moment Formula*. The formula:

$$r_{count} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X^2)\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

Priyatno (2016)

When:

r_{count} = Correlation coefficient

X = Item scores

Y = Total score

n = Numbers of students

In testing the validity, the researcher did it by using the SPSS program 26 with the following criteria: (1) if $r_{count} > r_{table}$ then the statement is declared invalid. (2) if $r_{count} < r_{table}$ then the statement is declared valid. (3) the calculated r_{count} can be seen in the corrected item total correlation column.

Arikunto, (2010: 221), "Reliability shows that the instrument can be used to collect data because the contents the instrument is good". The researcher used

Cronbach's Alpha technique to determine the level of reliability of the test. The researcher used the reliability test formula using the Cronbach's alpha technique as follows:

$$r i = \left(\frac{2r_b}{1+ r_b} \right)$$

<div align="right">(Priyatno,2010)</div>

Where:

ri = Reliability of internal all instruments

r$_b$ = Correlation product moment between two halves

Reliability Index

NO	Reliability Index	Criteria
1	0.81-1.00	Very Reliable
2	0.61 - 0.80	Reliable
3	0.41 − 0.60	Medium
4	0.21 − 0.40	Less Reliable
5	0.21	Not Reliable

The explanation of the reliability tabel above is in the opinion from Anas Sudijono where the results of a test can be said to be good if the reliability is equal to or greater than 0.70. So, that in research on reliability instruments are to be reliable if n$_1$ > 0.70.

In obtaining the results of research data, the researcher used the following procedures: (1) The pre-test activity was carried out at the first meeting so that the researcher could find out the students' English vocabulary abilities. The researcher gave 30 pre-test questions with 65 minutes. (2) The researcher provide treatment to students of grade IV. In providing treatment in class, the researcher taught English material about "Vocabulary" using YouTube-based English children songs. (3) The post-test activity was carried out at the end meeting so that the researcher could find out the students' English vocabulary abilities. The researcher gave 30 pre-test questions with 65 minutes. (4) The researcher also used observation to obtain data. The type of observation used by the researcher in conducting this research was direct observation conducted on grade IV students to observe how significant the scores of students' pre-test and post-test results.

The researcher used data analysis techniques to simplify data so that it is easier to read, analyze, and draw conclusions. The researcher used hypothesis testing techniques. The researcher used a hypothesis testing after both normality and homogeneity tests to find out whether the results of the data obtained are normal and have a homogeneous variance. After the data is collected, the researcher analyzes the data with following steps: (1) the researcher in giving correct answer values in the pre-test and post-test. (2) Calculating the mean score of the students. (3) Finding out the students' improvement. (4) Finding out the significant of YouTube-based English children song in the students' vocabulary. (5) Knowing the significant difference in the average score of students' pre-test and post-test using SPSS 26. (6) Normality Test. (7) Hypothesis Testing.

The researcher displayed the data (pre-test and post-test scores) in some tables. Those tables presented the pre-test and post-test results and the average scores:

Vocabulary skill category

No.	Category	Score Range
1.	Excellent	80 – 100
2.	Good	66 – 79
3.	Average	56 – 65
4.	Poor	40 – 55
5.	Fail	< 39

(Arikunto, 2010)

Based on table The Category of vocabulary, the students' scores are said to reach the excellent category if they are in the range of 80-100. Reach the good category in the 66-79 score range. Reach the average category in the 56-65 score range. Reach poor category in the 40-55 score range, and reach the category fail in the range of <39.

Results

The research on "The Implementation of YouTube-Based English Children Songs to Improve the Students' Vocabulary (Pre-Experimental Study at grade IV of Annida Islamic elementary school in the academic year of 2022/2023) was conducted from December 5nd to December 12th 2022. The data of this research were obtained from 27 students. The researcher analyzed the data obtained from the pre-test and post-test scores grade IV students at Annida Islamic elementary school. The researcher collected the results of the pre-test and post-test scores as the main instrument. The researcher using SPSS Version 26 to analyze the data. This research starts from December 5nd to December 12th 2022 in 6 meetings. The following is a table of research implementation schedules in Annida Islamic elementary school.

Research Schedules

No.	Grade	Time	Description
1	IV	December, 5rd 2022	Pre-test
2	IV	December, 6th 2022	Treatment
3	IV	December, 7th 2022	Treatment
4	IV	December, 8th 2022	Treatment
5	IV	December, 9th 2022	Treatment
6	IV	December, 12rd 2022	Post-test

The researcher presents in detail the results of the research data as follows:

(1) Validity: The researcher in analyzing data use the results of students' scores on the pre-test to find out whether the test items are valid and reliable. The researcher gave 30 questions for grade IV students in the form of multiple choices. Instruments in this study the results of the data can be declared valid if the data is from the result of the item number on the *Corrected Item Total Correlation* obtained is greater than or

equal to 0.381. The researcher obtained the value results of 0.381 is calculated by looking at the value distribution table at r_{table} with a significance of 5%. The researcher got r_{table} results from the number of students N = 27. Then in the significant part of 5% r_{table} value the researcher obtained a result of 0.381 because N (number of students) = 27. Results In the final calculation of validity, the researcher used the *SPSS Statistics 26 program in the corrected item-total correlation section*. Research result If r_{value} > r_{table} means valid, and if r_{value} < r_{table} means invalid.

Questions

Item-Total Statistics for Validity Test

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
number1	17.56	43.026	.156	.868
number2	17.81	41.618	.290	.866
number3	17.93	41.687	.260	.867
number4	17.81	39.772	.601	.858
number5	17.89	40.103	.519	.860
number6	17.85	40.208	.512	.860
number7	17.74	40.815	.461	.862
number8	17.96	39.883	.544	.859
number9	17.93	40.379	.468	.862
number10	17.78	41.564	.311	.866
number11	17.89	39.718	.582	.859
number12	18.04	40.037	.523	.860
number13	17.74	40.123	.587	.859
number14	17.85	39.593	.615	.858
number15	17.96	39.883	.544	.859
number16	17.93	43.148	.036	.873
number17	17.93	40.533	.443	.862
number18	17.93	40.994	.369	.864
number19	17.81	40.849	.418	.863
number20	17.81	42.387	.164	.869
number21	17.96	40.652	.421	.863
number22	17.74	42.046	.242	.867
number23	18.07	40.687	.424	.863
number24	17.85	41.746	.260	.867
number25	17.93	40.533	.443	.862
number26	17.81	41.618	.290	.866
number27	17.93	39.687	.580	.859

number28	17.93	41.302	.320	.865
number29	17.74	42.353	.188	.868
number30	17.85	42.131	.199	.868

From the data above, it was known that each test item of had r_{value} > r means valid becaus the researcher obtained value results 0.381 is calculated by looking at the value distribution table at r_{table} with a significance of 5%.

(2) Reliability:

Reliability Statistics

Cronbach's Alpha	N of Items
,836	2

According to the reliability test result in table 4.3 Cronbach's Alpha of this research is reliable with Cronbach's Alpha score of .0836. Based on Wardani N.S. (2012) in table 3.4 about reliability index, if the reliability score is $0.81 \leq R \leq 1.00$ means that it is very reliable. As the result of reliability score is 0.836 >0.81. It can be concluded that the question items are very reliable.

(3) Pre-Test and Post-Test Scores:

NO	NAME	SCORE PRE-TEST	SCORE POST-TEST
1.	AK	70	73
2.	AAA	93	96
3.	AAF	63	70
4.	AZH	36	50
5.	AD	43	55
6.	AKA	90	100
7.	ADZ	70	80
8.	DAA	33	56
9.	HNU	76	92
10.	KSK	56	73
11.	MASH	26	54
12.	MFZ	46	76
13.	MHIS	33	50
14.	MTPribadi	62	90
15.	NAR	60	80
16.	NRY	70	100
17.	PAW	50	78
18.	PA	60	80

19.	RJP	36	84
20.	RAS	56	80
21.	RF	60	84
22.	RKA	60	80
23.	SMP	62	78
24.	SAH	40	76
25.	SANS	46	80
26.	TAH	40	82
27.	VT	46	86
	Number of Total Scores	**1.483**	**2.083**

Based on the table above, which was obtained by the researcher from the results of the study, the number of students was 27 while the total number of pre-test results was 1.483 before being given treatment. Based on the research results, the average percentage of pre-experimental class scores on the pre-test of students' scores above the standard of minimum completeness of mastery learning (KKM) is 11%. Students' scores below the standard of minimum completeness of mastery learning (KKM) is 88%. The post-test result was 2.083 after being given treatment by the researcher using YouTube-based English children song. Based on the research results, the average percentage of pre-experimental class scores on the post-test of students' scores above the standard of minimum completeness of mastery learning (KKM) is 70%. Students' scores below the standard of minimum completeness of mastery learning (KKM) is 29%.

Mean Scores

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Scores	27	26	93	54,93	16,918
Post-Test Scores	27	50	100	77,15	13,961
Valid N (listwise)	27				

Based on the table about mean score results from SPSS 26 program, it can be concluded that the mean scores of pre-test and post-test was 54.93 and the post-test was 77.15. The standard deviation of pre-test was 16.918, and the post-test was 13.961. The minimum score of pre-test was 26, and the post-test was 50. The maximum score of pre-test was 93, and the post-test was 100. So, the results of research conducted by researcher significantly improved in the students' vocabulary using YouTube-based English children songs.

(4) Improvement of the students' vocabulary using YouTube-based English children song:

Improvement of the Students Vocabulary Using YouTube-Based English children Song

No.	Indicator	Pre-test	Post-test	Improvement
1.	Vocabulary	1.483	2.083	13.4 %

Based on table about improvement of the students vocabulary using YouTube-based English children song, the researcher concluded that the results of the data obtained in the study can improve as seen from the results of the differences in the total pretest score was 1.483, total post-test score was 2.083, and the last improvement was 13.4%.

(5) The implementation of YouTube-based English Children Song To Improve The Students' Vocabulary:

To see how significant or insignificant the results are on implementation of YouTube-based English children to improve the students' vocabulary, the researcher uses the calculation of the N-Gain formula.

N-Gain score

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	27	.10	1.00	.5129	.22845
Ngain_percentage	27	10.00	100.00	51.2891	22.84499
Valid N (listwise)	27				

The results of the research data in table explain that the gain score is 0.51. Based on the table 3.5 about category of N-gain score, in this case the results of the N-gain score values are included in the medium category. Meanwhile, if seen based on table 3.6 about the criteria of learning the implementation of YouTube-based English children song the percentage of gain score was 51% and that means it is included in the fairly criteria.

(6) Normality:

The researcher used SPSS 26 with ***Sample Kolmogorov-Smirnov Test*** with the level of significance a = 5%. The results of the research data after being tested for normality if the value is significance > 0.05 then the results of the data can be normally distributed. Following are the results of normality test processing data using SPSS 26:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	11,52305521
Most Extreme Differences	Absolute	,093
	Positive	,061
	Negative	-,093

Test Statistic	,093
Asymp. Sig. (2-tailed)	,200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on table explaining the results of the research data after being tested for normality using the ***Kolmogorov-Smirnov Test,*** it can be seen in the significance value was 0.200. The researcher concluded that the results of the data were normal distribution because in the significance value > 0.05.

(7) Homogeneity:

In this research, the homogeneity test was performed to ascertain whether or not the data was homogeneous. The researcher used SPSS 26 with One-Way Anova test with the level of significance a = 5% that is if the significance value > 0.05 then the data said to be homogeneous. The result of the test can be seen as follows:

Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	7.188	6	9	.005
	Based on Median	1.364	6	9	.324
	Based on Median and with adjusted df	1.364	6	3.792	.404
	Based on trimmed mean	6.352	6	9	.007

From the result of homogeneity test using SPSS 26 above 0.07. It means that the significance value > 0.05. Therefore, the data was homogeneous.

(8) T-Test:

From the previous section, the researcher provided the results of the normality test data were normal. In this section, the researcher explains the results about hypothesis data using *Paired-Samples T-Test* by using *SPSS 26*. Hypothesis is an assumption or concession made for the sake of argument. The hypothesis of this research was: H_0 = The use of YouTube-based English children song is not significant on the students' vocabulary. H_1 = The use of YouTube-based English children song is significant on the students' vocabulary.

The results of T-test can be seen follows:

T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	52,93	27	12,009	2,311
	Posttest	81,30	27	8,375	1,612

Paired Samples Correlations

			N	Correlation	Sig.
Pair 1	Pretest & Posttest		27	,570	,002

From the calculation using SPSS 26 above, this can be seen based on the table the results of mean score of pre-tests was 52.93 and the mean score of post-tests was 81.30. The table above shows that there is improvement implementation of YouTube-based English children song to improve the student's vocabulary. The improvement at grade IV of Annida Islamic elementary school was 13.4%. Therefore, correlation 0.570 with sig < 0.05 that is 0.002 means it has a significant correlation. So, H_1 is rejected and H_0 is accepted, and it can be concluded that there is the implementation of YouTube-based English children song can improve the student's vocabulary at Annida Islamic elementary school in the academic year of 2022/2023.

DISCUSSION

The results had proven that the implementation of YouTube-based English children song could improve the students' vocabulary referring to the results of students' pre-test and post-test scores. This can be seen based on the tables of data presenting the results of pre-test and post-test on 27 students with the average pre-test score of 1.483, while the average post-test score was 2.083. Based on the research results, the average percentage of pre-experimental class pre-test scores was above the standard of minimum learning mastery score (*KKM*) of 11%. The students' scores below the standard of minimum learning mastery (*KKM*) was 88%. The average post-test score was 2.083 after treatment given by the researcher using YouTube-based English children song. Based on the research results, the average percentage of pre-experimental class scores on the students' post-test scores was above the standard of minimum learning mastery (*KKM*) is 70%. Meanwhile, the students' score below the standard of minimum learning mastery (*KKM*) was 29%.

Based on the table about mean score results from SPSS 26 program, it can be concluded that the mean score of pre-tests was 54.93, and the post-test was 77.15. The standard deviation of pre-test was 16.918, and the post-test was 13.961. The minimum score of the pre-test was 26, and the post-test was 50. The maximum score of pre-tests was 93, and post-test was 100.

Based on table about improvement of the students' vocabulary using YouTube-based English children song was 13.4%.

Based on the table about that the result of N-gain scores was 0.51. Based on the table 3.5 about category of N-gain scores, in this case the results of the N-gain score values are included in the medium category. Meanwhile, if seen based on the table 3.6 about the criteria of learning the implementation of YouTube-based English children song the percentage of N-gain score was 51% and that means it is included in the fairly criteria.

The researcher concluded that the implementation of YouTube-based English children song can improve the students' vocabulary from the results of the pre-test and post-test scores starting from calculating the difference in the total scores of pre-tests 1.483 and post-test 2.083 is 600. Based on the research results, the average percentage of pre-experimental class scores on the pre-test of students' scores above the standard of minimum completeness of mastery learning (KKM) is 11%. Students' scores below the standard of minimum completeness of mastery learning (KKM) is 88%. The post-test result was 2.083 after being given treatment by the researcher using YouTube-based English children song. Based on the research results, the average percentage of pre-experimental class scores on the post-test of students' scores above the standard of minimum completeness of mastery learning (KKM) is 70%. Students' scores below the standard of minimum completeness of mastery learning (KKM) is 29%. The mean score of pre-tests was 54.93, and the post-test was 77.15. Improvement of the students' vocabulary using YouTube-based English children song was 13.4%. Criteria of learning the implementation of YouTube-based English children song the percentage of N-gain score was 51% and that means it is included in the fairly criteria.

To determine how significant or insignificant YouTube-based English children song to improve the students' vocabulary, the researcher used observation. From the results of observation data, the pre-test and post-test scores were also used to see the how significant or insignificant YouTube-based English children song to improve the students' vocabulary based on the calculation using SPSS 26 above, this can be seen based on the table 4.10 the results of mean score of pre-test was 52.93 and the mean score of post-test was 81.30. Therefore, based on the table 4.11 about the results correlation 0.570 with sig < 0.05 that is 0.002 means it has a significant correlation. So, H_1 is rejected and H_0 is accepted, and it can be concluded that there is the implementation of YouTube-based English children song can significance the students' vocabulary at Annida Islamic elementary school in the academic year of 2022/2023.

CONCLUSIONS AND SUGGESTIONS

Based on the research analysis, the conclusions are follows: **(1)** The implementation of YouTube-based English children songs in the pre-experimental class was successful to improving vocabulary using pre-test and post-test. The researcher succeeded in making learning English in the pre-experimental class fun and encouraging students to learn understanding new vocabulary. As a result, most students actively participate in understanding vocabulary during English learning by using YouTube-based English children songs. **(2)** The researcher can conclude that the implementation of YouTube-based English children songs can significant in the fairly category at grade IV of Annida Islamic elementary school at Sokaraja in the academic year of 2022/2023.

Thus, it is suggested that (1) students must have more enthusiastic motivation; students must be diligent in writing vocabulary that they do not know to make it easier to learn again to improve English vocabulary. If the motivation has emerged, then students will have new knowledge and great curiosity in understanding vocabulary.

Students who succeed in improving vocabulary will bring benefits such as faster understanding of the material, able to communicate well and easier to master new vocabulary again**.** (2) teachers must have skills in teaching skills in teaching and learning activities. The teacher must make the class interesting and fun. Teacher should be able to choose a variety of methods or strategies that suit the learning objectives and the needs and interests of students. In helping students improve their vocabulary, the teacher must create a pleasant atmosphere so that students enjoy learning English. English teacher must be creative and innovative in delivering material in class to teach vocabulary such as using the implementation of YouTube-based English children songs to improve vocabulary. Teachers should be able to use media tools in teaching English because in addition to increasing students' motivation and interest, this strategy can also help increase their achievement scores. (3) Other researchers can use this research as a reference when conducting research in similar fields and dig deeper information when implementing YouTube-based English children songs to improve students' vocabulary mastery.

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