CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The use of the YouTube KidsTV123 channel as a learning medium at SDN Klepu 04 involves playing educational videos directly in the classroom to teach 4th grade students vocabulary related to colors, numbers, and daily activities. This approach presents engaging visual content through songs, animations, and cartoon characters, which is in line with the principles of technology-based learning that encourages active participation, so that students are not just passive viewers but are directly involved in educational activities. Researchers integrated interactive techniques such as imitation, where students were asked to repeat the pronunciation and spelling of words from the video to develop speaking and writing skills. In addition, games such as the “focusing clap game” were used to maintain student engagement by clapping their hands to the rhythm of the video, creating an energetic and fun classroom atmosphere. Other techniques include pronunciation exercises by pausing the video at certain points for students to observe and write down words. To overcome technical challenges such as internet connection issues, researchers implemented adaptive strategies using offline number cards, ensuring the learning process runs smoothly without relying solely on internet access. This combination of techniques creates a dynamic and responsive learning environment, maintaining student engagement despite technical obstacles.

Videos from KidsTV123 are effectively used to teach language pronunciation, with the main technique being to ask students to listen to the audio video and imitate the sounds produced, such as the clear pronunciation of colors or numbers. After understanding the

basics, researchers provide additional examples to reinforce understanding, such as repeating words in simple contexts, which helps students develop phonetic sentence skills and confidence in speaking English through the accurate pronunciation models of the video characters. Spelling is taught by pausing the video on colorful text displays and attractive images, allowing students to observe the written form of words in detail, then asking them to imitate the spelling orally or in writing to understand word structure and improve spelling skills. Meanwhile, meaning is introduced through word expertise in visuals and real-life contexts in videos, such as showing a red apple to represent the color red, followed by discussions and questions about word representation in everyday scenarios, such as "What do you do with the color red at home?". This technique facilitates connections between vocabulary and concrete experiences, allowing students to understand meaning more deeply and apply it in practical contexts, thereby not only enriching understanding but also encouraging critical thinking and creativity in language learning.

5.2 Suggestion

Based on the findings from this study, which demonstrated the effectiveness of KidsTV123 videos in enhancing student motivation, participation, and basic vocabulary mastery through themes like colors, numbers, and daily activities over three days of classroom observation, several recommendations are proposed for teachers, schools, and future researchers. These suggestions aim to optimize the integration of multimedia tools like YouTube in language education, while addressing practical challenges and expanding the scope of inquiry. By implementing these recommendations, stakeholders can build on the positive outcomes observed, such as increased enthusiasm and reduced pronunciation

errors, as supported by secondary data from studies like Kurniawati (2020) and Watkins & Wilkins (2011).

1. For Teacher

   It is recommended that teachers integrate audio-visual media, such as KidsTV123 videos, regularly into English language lessons to leverage the engaging, repetitive, and visual elements in building vocabulary. This approach not only aligns with modern pedagogical theories that emphasize multisensory learning, but also directly addresses the benefits observed in this study, where students showed spontaneous song repetition and improved pronunciation after watching themed videos. However, to overcome obstacles such as unstable internet access or technical issues in classrooms with limited resources, teachers should prepare physical media as a backup, such as printed flashcards, audio CDs, or offline video downloads. Teachers are also encouraged to select videos based on student age and proficiency levels, incorporate interactive follow-up activities (e.g., role-playing "eat" or "play"), and monitor responses through quick assessments to ensure engagement for all learners. This strategy can enhance long-term retention, as evidenced by the triangulation of observation, questionnaires, and documentation in this study, and ultimately create a more active classroom environment.

2. For Schools

   It is hoped that schools can continue to support digital innovation in the classroom by providing adequate internet infrastructure, training for educators on multimedia tools, and access to selected educational channels like KidsTV123. This support will motivate students' interest in learning foreign languages, as seen in this study where students expressed enthusiasm through verbal comments and requested to watch the videos again. By investing in digital resources, schools can create a

comprehensive learning ecosystem that serves diverse learning styles, especially for visual and auditory learners, and aligns with broader educational goals to prepare students for a technology-driven world. Furthermore, schools should collaborate with parents to expand learning beyond the classroom, such as assigning homework involving KidsTV123 videos, to reinforce vocabulary in real-life contexts.

3. For Future Researchers

The next study can explore the use of YouTube for broader aspects of language skills, such as simple speaking or listening comprehension, to expand beyond vocabulary mastery and provide a more comprehensive understanding of the impact of multimedia on English proficiency. Building on the three-day focus in this study, future research could use long-term studies over months, incorporating advanced data collection techniques such as pre- and post-tests for speaking fluency or listening assessments using tools like audio recordings of student conversations.