

## Teachers' Perspective and The Effectiveness on Improving Speaking Skills Through CoComelon Video

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### Abstract

This study examines teachers' perspectives and evaluates the effectiveness of using CoComelon videos as instructional media to enhance students' English-speaking skills. The research was conducted with English teachers and fifth-grade students at Anubanloei School, Thailand. The research adopted a mixed-methods approach utilizing a pre-experimental design. A combination of t-tests and thematic analysis was employed to analyze the data. The instruments used included pre-tests, post-tests, questionnaires, and in-depth interviews for data collection. The findings demonstrate a significant improvement in students' speaking skills, particularly pronunciation, vocabulary, fluency, and comprehension, following the integration of Cocomelon videos as a teaching medium. Teachers reported that students exhibit greater engagement, increased motivation, and improved comprehension when exposed to visually appealing and age-appropriate video content compared to traditional media. Despite occasional technical difficulties, the study highlights the effectiveness of integrating multimedia into language teaching and the positive role of technology in fostering active, engaging, and enjoyable learning environments.

*Keywords: teachers' perspective; speaking skill; CoComelon video.*

### INTRODUCTION

Speaking is a productive skill in English. Since learners are required to generate their own words and sentences, including various linguistic elements such as grammar, verbs, sentence structure, and the sentence's function itself, mastering this skill requires a lot of practice (Wahyuningsih & Maisyanah, 2021). Speaking is widely regarded as one of the most challenging skills in language acquisition for language learners to master. It is considered the most crucial of the four English language skills. Even after many years of language learning, learners may still experience significant difficulties in developing effective speaking ability (Rao, 2019).

Mastering speaking skills for foreign-language students, especially Thai students, feels very difficult. Because Thailand does not use English as its daily language (Wanich, 2014, in Triwittayayon & Sarobol, n.d.) Thai individuals continue to face challenges in speaking English due to limited exposure to the language in their daily lives. Despite the implementation of various teaching methods aimed at enhancing English speaking skills, these efforts often yield inadequate results. Some Thai students really hate English because there are many things they need to remember, such as different grammar structures (Asum & Weeks, 2018).

According to the researcher's experience, Thai students will be interested in participating in learning. If during the learning process, the teacher employs media in the form of engaging videos, students are more likely to demonstrate increased motivation and improved learning outcomes. The video can be accessed from YouTube. Many YouTube videos can provide grammar, vocabulary, pronunciation, reading, speaking, writing, and listening (Kurnia Aliffia & Arifani, 2024). Teachers must choose videos appropriate for elementary school children if they plan to use videos as media, and should use engaging videos to teach them. Cartoon video animation was chosen as media because it is appropriate for elementary school. "Cartoon or animation is one of the media used in teaching and learning in terms of imparting values, culture, and entertainment to children" (Nakplad et al., 2023).

(Şahan, 2009 in Duran et al., 2021) state that a cartoon video is the best medium for improving speaking skills. Despite the importance of speaking skills and the use of cartoons in language learning, there is limited research on their application at the elementary school level. Speaking instruction should be introduced from an early age to enable learners to develop effective and articulate oral communication skills. There are many types of videos that are familiar and easy to find, such as webinars, documentaries, live streams, and animated videos. An animation video is a medium that contains a collection of images processed to move and is equipped with audio (Lestari et al., 2022). Cartoon movies are produced using graphic media and computer - based technology rather than human actors (Mardiyah & Badriah, 2023). Cartoon videos are a popular form of visual entertainment that children watch in their free time (Arifani, 2020). From that definition, it can be concluded that the CoComelon video is a cartoon, as it is created with graphic media and a computer. Cocomelon is a cartoon series on the YouTube platform that provides many videos about vocabulary building.

This research focuses on the teacher's perspective on the use of video as a medium to improve students' speaking skills. The following research questions guide the research:

1. How is the CoComelon video effective on improving student's speaking skills?
2. How is the teacher's perspective on media in teaching speaking skills?

This research is expected to provide insights into teachers' perspectives and to examine the effectiveness of using video as a teaching media in enhancing students' speaking skills.

## **METHOD**

### **Research Design**

The design from this research using mix method approach with pre-experiment by combining t-test and thematic analyze to measure the teacher perspective and the effectiveness on improving speaking skill through coco melon video. In this research, the researcher gathered the student into experimental group. Then the researchers give a pre-test and post-test to know the effectiveness on improving speaking skill through CoComelon video. While to know the perspective on improving speaking skill through CoComelon video, the researcher gave the questionnaire and interviewed the teacher to get the data.

### **Population and Sample**

The population of this study is the fifth-grade students and English teachers of Anubanloei School. One class as a sample, those are the student of 5/4 as an experimental group with a total 39 students. While the total of English teachers from P1 - P6 are 12 teachers. The samples are English teacher who teach 5 grade, both they use media and don't use the media in teaching, and able to operate technology. The researcher used a purposive sample because the researcher is a teacher at Anubanloei School; thus, the researcher has the power to organize the class.

### **Data Collection**

To gather the data, the researcher employed several instruments to ensure the validity of the findings. These instruments included pre-test, post-test, questionnaire, and in-depth interview. Pre - test was given before the treatment, whereas post - test was given after the treatment. Both assessments were administered orally. In these tests, students were asked to construct simple sentences and present them aloud in sequence. In addition, a questionnaire and an in - depth interview were employed to capture teachers' perspectives related to the use of CoComelon videos as teaching media for teaching speaking skills. Questionnaire was distributed via Google Forms, allowing respondents to select the options that best reflected their conditions and viewpoints.

### **Data Analysis**

The researcher employed SPSS program to analyze and generate descriptive statistics. These measures included central tendency, dispersion, and distribution. Normality tests were used to assess whether the data were normally distributed. Following descriptive analysis, hypothesis testing was performed to examine whether CoComelon videos significantly affected on students' speaking skills. The hypotheses were stated as follows:

$H_0$  : There is no significant effect of the CoComelon video on the student speaking skill aspect.

$H_1$  : There is a significant effect of the CoComelon video on student speaking skills.

In addition, thematic analysis was used to analyze data from interviews and questionnaires. Reliability and validity tests were also conducted to ensure the accuracy and consistency of the questionnaire results.

## RESULT AND DISCUSSION

This section will discuss the finding of the study regarding on the effectiveness of using CoComelon as a teaching media. In addition, measures of central tendency were employed to identify the representative value within the data set. The principal measures of central tendency include the mean, median, and mode. As noted by (Chakrabarty, 2021), central tendency is a distribution typically contrasted with its dispersion or variability.

### Descriptive Statistic

**Table 1.** descriptive statistic

		Pre	Post
N	Valid	39	39
	Missing	0	0
Mean		78.7364	82.1538
Median		79.0000	82.2500
Mode		79.00 <sup>a</sup>	81.50 <sup>a</sup>
Std. Deviation		3.68258	3.78563
Skewness		-.123	.075
Std. Error of Skewness		.378	.378
Kurtosis		1.149	.597
Std. Error of Kurtosis		.741	.741
Range		18.25	19.25
Minimum		69.25	73.00
Maximum		87.50	92.25
Sum		3070.72	3204.00

The finding demonstrated improvement in students speaking performance after the use of CoComelon videos as instructional media. The average score (mean) increased from 78.74 before

the treatment to 82.15 afterward. Similarly, the median rose 79.00 to 82.25, and the mode shifted from 79.00 to 81.50. Indicating an overall improvement in students' performance. While, the standard deviation values were relatively stable (3.68 before and 3.79 after), suggesting that the distribution of scores remained consistent. Moreover, the shape of the score distribution demonstrated improvement. Before the treatment, the data were slightly negatively skewed; after the treatment, the distribution became slightly positively skewed, indicating a more balanced distribution. The data also became closer to a normal pattern after the treatment. In short, students' speaking skills improved after watching the Coco Melon video.

### Normality Test

**Table 2.** test of normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre	.111	39	.200*	.968	39	.316
Post	.073	39	.200*	.988	39	.951

The data indicates the P-value of the pre-test obtained from the Kolmogorov test is 0,200, while the P- value from the Shapiro -Wilk test is 0,316. For the post-test, Kolmogorov - Smirnov test yielded a P-value of 0,200, while the Shapiro - Wilk test produced a P-value 0,915. Based on the result of both Kolmogorov -Smirnov and Shapiro-Wilk tests, the result of pre-test and post-test data satisfy the assumption of normality. Therefore, parametric analysis can be performed assuming normality of the data.

### Paired sample T-test

The data are normally distributed, so a parametric T-test is used to calculate the test. The basis for deciding on the paired sample T-test is:

If the significance value (2-tailed) < 0.05, then H0 is rejected and H1 is accepted.

If the significance value (2-tailed) > 0.05, then H0 is accepted and H1 is rejected.

**Table 3.** paired sample T-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre - Post	-3.41744	2.62306	.42003	-4.26773	-2.56714	-8.136	38	.000

The table shows that the t value for the comparisons between pre and post-test is -8,136. With a significance level (Sig. 2-tailed) of 0,000. Based on the results of hypothesis testing, "If the significance value (2-tailed) < 0.05, then H0 is rejected and H1 is accepted". Based on this criterion, it can be concluded that the use of CoComelon videos has a significant effect on students' speaking performance. Between the pre-test and post-test. Furthermore, the speaking aspect test are presented in the following table:

**Table 4.** paired sample T-test

	Paired Differences		t	df	Sig. (2-tailed)
	95% Confidence Interval of the Difference				
	Upper				
Pair 1 Pronoun1 - Pronoun2	-3.58649	-6.062	38	.000	
Pair 2 Voice1 - Voice2	-.44254	-2.581	38	.014	
Pair 3 Vocab1 - Vocab2	-5.44254	-8.873	38	.000	
Pair 4 Fluency1 - Fluency2	-2.24847	-4.873	38	.000	

The results indicate a significant improvement in all speaking aspects after using CoComelon videos. The t-values and p-values for pronunciation (-6.062;  $p = 0.000$ ), voice (-2.581;  $p = 0.014$ ), vocabulary (-8.873;  $p = 0.000$ ), and fluency (-4.873;  $p = 0.000$ ) all indicate statistical significance ( $p < 0.05$ ). Therefore, it can be concluded that CoComelon videos had a meaningful positive effect on students' pronunciation, voice, vocabulary, and fluency.

### **Questionnaire Result**

The questionnaire is distributed to all the English teachers of Anubanloei School. Both MEP and regular class teachers, in total 12 English teachers from P1 – P6, completed the questionnaire using Google Form containing 30 questions about teachers' perspectives on media, specifically CoComelon. The questionnaire results indicated teachers had a positive perspective of using video media, with an average score of 73%, while student attitudes scored 71%. Most teachers agreed that videos help prevent boredom, attract students' attention, and boost motivation. They also believed that engaging and easy-to-understand video content improves students' enjoyment and comprehension. These findings were supported by SPSS validation.

### **Interview Results**

12 questions were given to 2 respondents. The questions were adapted from the expert and focused on the teaching media employed by teachers when providing speaking instruction in the class. In conducting a deep interview with the respondents, the researcher selected a 5th-grade English teacher from the regular class at Anubanloei school. This technique was carried out to obtain qualitative data, 2 respondents often use videos as a teaching media. Using video makes the students more interested and enthusiastic about participating in learning than traditional media does.

Based on the question "How often do you incorporate media into your speaking lesson?", the respondents state that they always use media in every speaking class, especially cartoon videos. Moreover, the respondents noticed improvements in students' speaking skills. In response to the question "How effective do you find media in improving students' speaking fluency, accuracy, and pronunciation?" the respondents stated that using cartoon videos can improve pronunciation and enrich vocabulary. The study by (Dr Muhammad Akram` et al., 2025) indicated that cartoon video-assisted vocabulary instruction is highly beneficial for ESL learners. The teacher reported that cartoon videos facilitate vocabulary acquisition by making the learning process more dynamic, enjoyable, and engaging.

Further, the question "How do you believe media supports the development of speaking skills compared to traditional methods?" shows that respondents strongly believe that cartoon videos help students a lot with speaking skills. A study (Koch et al., 2024) found that watching animated videos resulted in significantly greater objective and subjective learning gains than reading textbooks. However, the respondents still face challenges, as indicated by the question: "What challenges have you encountered when using media to teach speaking (e.g., technical issues, access to resources, student resistance)?" Using cartoon videos can make some students lose focus and make them more easily distracted; sometimes, the teacher experiences technical

issues. In line with a study by (Huda, 2024) multimedia tools in the classroom have positive effects, however several obstacles have been identified. Moreover, (Huda, 2024) mentions that the challenges are common, such as limited teacher proficiency in using multimedia, teachers' reluctance to develop digital learning content, slow internet connectivity, insufficient training for teachers, lack of skills for repairing malfunctioning equipment, inadequate digital classroom, imbalanced teacher and student ratio, and frequent power outages.

## **Discussion**

### **Before and after using the CoComelon video as a teaching medium**

Before using CoComelon videos, a pre-test was given to 39 students in Class 5/4. Students were asked to describe their daily activities. Results showed that most students performed well, with 8 scoring in the excellent range. The minimum score was 69.25 and the maximum was 87.50, indicating that students had a basic level of speaking ability but still needed improvement. After using CoComelon videos as a teaching medium, students took a post-test. Results showed improvement, with all students scoring higher than before. The lowest score obtained was 73, while the highest score reached 92.5. Most students moved into the excellent category, indicating that using video enhanced their speaking skills.

The average score increased from 78.73 (pre-test) to 82.15 (post-test), and both the median and mode also improved. This shows a clear positive effect of the treatment. Hypothesis testing further confirmed the significance of these results, with all p-values for speaking aspects – pronunciation, voice, vocabulary, and fluency – being below 0.05. Therefore, the implementation of CoComelon videos significantly enhanced students' speaking performance across all key areas. These findings consistent with previous research showing that cartoon videos help students develop speaking skills and stay motivated. Studies by (Prasaja, 2023), (Aini Sinaga, 2021), and (Rizaldi, 2021) support the conclusion that animated videos enhancing students engagement, reduce boredom, and learning outcomes improved drastically. The current study confirms that CoComelon videos are effective not only for improving pronunciation and fluency but also for making the learning process more enjoyable and motivating.

### **Teacher Perspective on Media**

Most English teachers at Anubanloei School viewed CoComelon videos positively as a teaching tool. According to the questionnaire results, 7 out of 12 teachers strongly agreed that cartoon videos are highly effective in capturing student interest. Others showed moderate agreement or remained neutral, with only one expressing disagreement. Teachers noted that videos make learning more engaging, prevent boredom, and support vocabulary development through age-appropriate and straightforward content. These findings align with those (Furqan & Shabir, 2021), who emphasized that cartoon videos make learning more enjoyable and easier to understand. (Salman, 2021) also highlighted that using animated media can increase students' interest in speaking activities.

Interview responses further supported the questionnaire data. Teachers reported frequent use of media such as YouTube and animated cartoons to teach speaking. They observed that

students were more engaged and showed improvement in fluency and pronunciation. One teacher stated that students learn better when they can imitate pronunciation from video content. These observations are supported by (Aulia et al., 2024), who found that interactive video media improves students' understanding and learning outcomes, and by (Arjomandi et al. 2023, in Aulia et al., 2024), who confirmed its positive impact on student engagement.

(Puspitarini & Hanif, 2019) Also noted that traditional media often fails to engage learners, while digital media stimulates interest and motivation. Furthermore, Feruza et al. (2020) reported that video materials enhance pronunciation and fluency by providing learners with authentic language input and natural speech patterns.

In conclusion, both quantitative and qualitative data indicate that teachers strongly support the integrating of CoComelon videos into classroom instruction significantly enhanced students' speaking abilities, supporting the effectiveness of multimedia resources in language learning. Videos were seen as effective in boosting motivation, engagement, and oral language development in the classroom.

## **CONCLUSION**

This study supports previous research highlighting the positive impact of cartoon videos on students' speaking skills. Cocomelon videos, with their high-quality graphics and child-friendly content, seem particularly effective for students. Moreover, the CoComelon video provides students with a relatable and enjoyable learning experience. Thus, this research reaffirms the potential of video media, particularly animated content, in enhancing student learning outcomes in language, such improvements were evident in speaking skills, as the data analysis revealed a significant increase in students' speaking performance was observed following the implementation of cartoon videos as instructional media. The post-test results showed students' speaking abilities significantly improved, confirming the efficacy of this approach in enhancing oral communication skills.

The qualitative data were obtained from teachers' perspectives through a questionnaire and in-depth interviews. Overall, the teachers expressed a positive perspective on the CoComelon video as a teaching medium. They reported that the video helped the students better understand pronunciation and speech patterns, and increased their enthusiasm in the instructional process. However, several minor obstacles were identified, including students' susceptibility to distraction and technical issues. Despite these challenges, the teachers strongly agreed on the benefits of integrating video-based media into speaking lessons, citing increased student engagement and observable improvements in students' speaking skills.

According to the findings, several recommendations are offered to optimize the use of instructional media in language learning. Teachers are encouraged to consistently integrate educational media, particularly videos, by selecting content that aligns with specific language skills. Schools should offer professional development programs to enhance teachers' multimedia competence. Students are advised to practice consistently to reinforce learning, improve pronunciation, and expand vocabulary. They are also encouraged to explore additional language learning resources.

Future research may examine the impact of CoComelon video or comparable multimedia resources across diverse age groups and educational contexts. In addition, longitudinal studies are recommended to examine the long-term effects of multimedia-based instruction on language development, with particular attention to speaking and listening comprehension. Additionally, further studies could explore the influence of multimedia on grammatical acquisition to refine instructional strategies for targeted language learning.

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