

## Speaking Training Using Cocomelon Youtube Channel for Students in SEPAMA Cambodia

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### Abstrak:

Bahasa Inggris diajarkan sebagai bahasa asing di banyak negara, termasuk Kamboja, dan untuk alasan ini. Di Indonesia, bahasa Inggris adalah salah satu bahasa asing yang ditawarkan. Tim yang didedikasikan Veteran University of Bangun Nusantara melatih siswa kelas delapan dalam penggunaan aplikasi Cocomelon Youtube Channel karena pentingnya materi berbicara bagi siswa, yang berisi isu dan fokus dedikasi, tujuan dedikasinya, metode penelitian dedasi, pendekatan, dan strategi, dan hasil layanan komunitas. Studi ini bertujuan untuk dapat menyelidiki kemampuan siswa untuk berbicara melalui saluran YouTube Cocomelon. Metode yang digunakan dalam proses pembelajaran adalah observasi, demonstrasi, evaluasi, dan evaluasi. Objek penelitian adalah siswa sekolah yang terintegrasi Musa-Asia di Kamboja. Selain itu, manfaat dari penelitian ini sangat berguna untuk mengeksplorasi pengetahuan siswa asing dan keterampilan bahasa Inggris melalui materi belajar bahasa Inggris. Berdasarkan hasil kegiatan dedikasi komunitas pada pelatihan penggunaan Cocomelon Youtube Channel dalam mengajar berbicara kepada siswa di SEPAMA Kamboja, ini dapat dikatakan berhasil karena kemampuan mitra dalam menggunakan media ini dapat dilihat dari pelatihan dan dukungan yang diberikan mitra tersebut.

**Kata Kunci** : Bahasa Inggris, Berbicara, Cocomelon Youtube Channel

### Abstract

English is taught as a foreign language in many nations, including Cambodia, and for this reason. In Cambodia, English is one of the foreign languages offered. The Veteran University of Bangun Nusantara dedicated team trains eighth-graders in the use of the Cocomelon Youtube Channel application due to the significance of speaking material for pupils, which contains the issue and focus of dedication, dedication objectives, dedication research methods, approaches, and strategies, and community service results. This study aims to be able to investigate students' ability to speak through the Cocomelon Youtube channel. The methods used in the learning process are observation, demonstration, assessment, and evaluation. The object of the research was Musa-Asia-integrated school students in Cambodia. Moreover, the benefits of this research are very useful for exploring foreign students' knowledge and English language skills through English

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*learning materials. Based on the results of the community dedication activities on the training of the use of Cocomelon Youtube Channel in teaching speaking to students in SEPAMA Cambodia, this can be said to be successful because the ability of the partner in using this media can be seen from the training and support that the partner obtained.*

**Keywords** : English, Speaking, Cocomelon Youtube Channel

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## Introduction

The Indonesian government recognizes English as the first foreign language, essential for scientific, technological, and cultural development and international cooperation. English is taught through four skills: speaking, writing, speaking, and listening. In the information and globalization era, the government has issued Act No. 2 of 1989 and Regulation No. 28 of 1990 to develop human resources in education. Mastering English skills, including listening, speaking, talking, and speaking, is crucial for students' future development. In the millennial era and pandemic, teachers must be more active in teaching online or offline. SEPAMA, an integrated Musa Asian School in Cambodia, teaches English as a foreign language but has a lower literacy rate compared to Indonesia and the Philippines. To address this, the dedication team is providing training on the Cocomelon Youtube Channel to help students learn to speak in both Cambodia and Indonesia. As we all know that YouTube is a video-watching application that is very popular in today's society (Anggraini et al., 2022). Video is recognized for better contextualizing language (i.e., connecting language form to meaning) and representing a foreign culture than other educational resources. Students can practice important linguistic patterns by watching videotapes of native speakers participating in everyday conversational contexts. The visual dimension of video, as opposed to audiocassettes, is supposed to eliminate ambiguities in native speaker voices and stimulate students to desire to learn the foreign language. (Ules, 2022).

Based on the background above this dedication focuses on learning techniques that can be applied in helping 8th grade students in both Cambodia. The school targeted by the dedication team, which is SEPAMA Cambodia, is the Musa Asian Integrated School located in Phum 5 or Phum Ti Prem area in the village or province of Svay Khleang. Svay khleang is a province located in the Krauch Chmar District, Thbong Khmum Province, Cambodia. The Musa-Asia Integrated School of Cambodia teaches English as a foreign language. In their everyday lives, they use the Khmer language. SEPAMA is an Islamic school that lags behind in terms of economics and education (Musa, 2012) . SEPAMA is one of the foundations of Buddhism. (Damayanti, 2003). There are eight students at Musa-Asia Intergrated School in the eighth grade. Because English is a foreign language. General education achievements in Cambodia have proved to be lagging behind in the region. For example, Cambodian literacy rates are much lower compared to Indonesia and the Philippines. (Tren Makro, 2020). Cambodian students seem to be lagging behind in school due to poor education and poor quality. In cambodia, the term cham-malay or cham-chvea, known also as khmer islam, refers to the muslim community, which mainly consists of the malay and the cham. The cham are descendants of refugees from a once powerful kingdom of champa, situated in the central part of the present-day vietnam, both along the coastal plain and the highlands in the west. The kingdom had controlled over the region between the second and the nineteenth

centuries ad. (Musa, 1995).

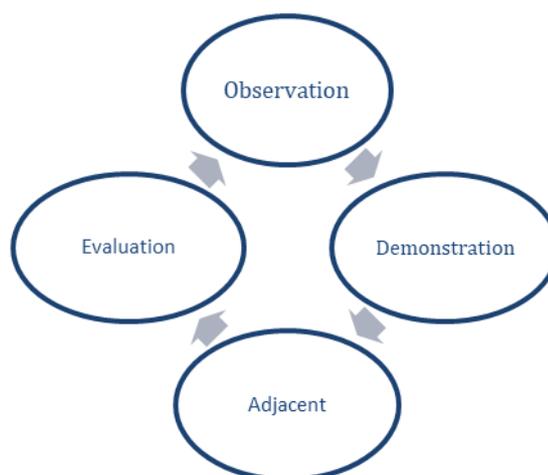
However, literacy trends continue to increase in Cambodia, to rise back from an unstable past, the government and its people have chosen English as a second language to interact and do business with international entities and organizations. (Doeur, 2022) .With this background, the dedication team is moving to provide training on the use of media Cocomelon Youtube Channel to help students learn speaking in both Cambodia.

Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others.12 Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech.(Khaerunnisa, 2022). Speaking is a productive skill; it involves putting a message together, communicating the message, and interacting with other people. (Al-mukdad, 2021). However, speaking in English is a difficult thing that is faced by the students. (Sitorus & Silitonga, n.d.). In speaking, the students should have an idea in their mind to begin the activity. The idea can be equally mounting with the topic. The topic is what will be said or expressed. To express something is easy if we had knowledge interpreted with competence. (Togatorop, 2016).

In connection with the above issues, the community dedication team took steps by holding training in SEPAMA Cambodia. The service team chose the Cocomelon Youtube Channel media to help students learn speaking. The problem of dedication is a lack of foreign-speaking student media skills and methods for learning English as a foreign language. Then the service team used this Cocomelon You tube medium to be easily understood and studied by the partners.

## Method

To solve the problems faced by the partners then will be given a solution that is realized with the following activities:



Picture 1. The diagram of Method

### 1. Observation

Conduct an initial observation or field orientation of the knowledge of SEPAMA

Cambodian students online by providing the students with a google form about their knowledge of English. Providing material by introducing the media used in the learning of English, especially the media using IT as well as explaining to the students what the dedication team did by Dr. Veronika Unun Pratiwi, S.Pd., M. Pd., for about 30 minutes with the zoom application.

## 2. Demonstration

This dedication is to provide training on reading training with repeated media, and ask questions to students by repeating parts of the story and asking questions, teachers can see if students understand the application of media Cocomelon Youtube Channel. This activity is carried out by Arin Arianti, S.Pd., M.pd.

### a. Stage 1: Delivery of competence

At this stage, the servant team is expected to convey the basic competence of the subject concerned. Students can measure the extent to which they need to master the competence. The servant team must also provide indicators of competence credibility to measure student success in achieving it.

### b. Stage 2: Material Presentation

At the delivery stage, the service team has created an early momentum for learning. At this stage, service team must successfully motivate some students who may not be ready.

### c. Stage 3: Media delivery of Cocomelon Youtube Channel on line

In this phase, the servant team conveyed the importance of Cocomelon Youtube Channel media in helping students learn speaking in SEPAMA Cambodia. The servant group invited students to engage actively in the learning process by watching carefully the steps of the application of media Cocomelón Youtube channel With on-line media, teaching will save energy also makes students more interested to follow the teaching learning process, students will also better understand the materials taught.

### d. Stage 4: YouTube Cocomelon Media

At this stage, the servant team points or calls students alternately to watch the Cocomelon Youtube Channel and then mimics the spoken language.

### e. Stage 5: Enlargement

At this stage requires a servant team to ask the students about the reasons behind the use of the media Cocomelon Youtube Channel. After that, students are asked to find a formula, a basic competence requirement based on the indicators they want to.

### f. Stage 6: Presentation of competence

In this process, the service team must emphasize the availability of the competence. The service team can repeat, explain, and recount the usefulness of the Cocomelon Youtube Channel media so that students know that the means are important in achieving the basic competence and indicators that have been established.

### g. Stage 7: Closure

At the end of the lesson, the ministry team and the students reflect on each other about what

has been achieved and done. It is intended to strengthen the student's material and competence in terms of the media taught online.

### 3. Adjacent

The dedication team conducted online training because of the distance of the partners, but this activity was done on a regular basis.

### 4. Evaluation

The evaluation was carried out with pre-test and post-test. Pre-test used a questionnaire distributed sharply also to find out the extent of the students' knowledge of the speaking material that they have understood, conducted by Nurnaningsih, S.Pd., M.P.d. for 15 minutes.

## Results

From the results of the dedication team activities in the community of Univet Bantara, dedication teams obtained satisfactory results, where Cocomelon usage training you tube channel in teaching speaking for students in SEPAMA Cambodia can be accepted both by partners, even partners begin to feel interested and enthusiastic to attend this speaking training. The partners are already familiar with the learning media but they are just this time practicing using the media Cocomelon Youtube Channel which they think is very interesting, from several times the training partners are beginning to know this media well even in learning English partners do not feel difficulty, they are challenged to use this media for learning other than English. In this speaking training English teacher is involved and very enthusiastic to follow and accompany his pupils who note bene as a training partner. The outcome of this dedication is the enhancement of the partners' ability to use the Cocomelon Youtube Channel media in learning speaking with criteria that have been established and trained. The service team also made this dedication article for publication in the dedication journal.

## Discussion

The discussion in this section is on how to analyze the results of the studies about students' pronunciation and fluency in learning to speak. Based on the writer's observation, the problems faced by students in SEPAMA Cambodia, especially in speaking. They haven't studied from the beginning. They just start to learn English when they enter primary school in grade 4. But not all the students do it; some students can't catch the lesson like other students. The classification grade there is like in Indonesia, but in SEPAMA Cambodia, we just have elementary school or primary school and junior high school or secondary school, which start from Grade 1 until 8. Grades 1-6 are primary school, and then 7-8 are secondary school. In Cambodia, high school is started in grades 10–12. The level of interest in SEPAMA Cambodia is low. Not all the students are interested in English. Some students like to learn English, but some do not. Usually, they like the way the teacher teaches them some activities that the teacher includes while teaching them.

The training partners are starting to become familiar with this media well, even in

learning English partners do not feel difficulty, but they are challenged to use this media for learning other than English. The partners are already familiar with the learning media, but they are just practicing using the media Cocomelon Youtube Channel which they think is very interesting. English teacher is involved and excited to follow and accompany his students in this speaking training, who see him as a training partner. The result of this commitment is an improvement in the partners' capacity to use the media on the Cocomelon Youtube Channel to learn speaking using established and trained criteria.

## Conclusion

Based on the results of the community dedication activities on the training of the use of Cocomelon Youtube Channel in teaching speaking to students in SEPAMA Cambodia, this can be said to be successful because the ability of the partner in using this media can be seen from the training and support that the partner obtained. On the other hand, English teachers are helped with this training.

The partner is expected to develop the knowledge gained from the media training this time cocomelon you tube channel so not only speaking skills but can be applied to other English skills. English teachers should be more creative and innovative in giving English lessons so that with the new methods will make students more enthusiastic about following the English lesson.

## Acknowledgements

All praises and thanks are only for Allah SWT, The Almighty God that gives blessing and helps so that the writer could finish this dedication with title " Speaking Training Using Cocomelon Youtube Channel for Students in SEPAMA Cambodia" In the process of this dedication, the writer got some difficulties but the writer received support, contribution, and assistance from many people. Thus, there are honorable people that are important to the researcher. The researcher can only express her gratitude to:

1. Dr. Singgih Subiyantoro, M.Pd as the Dean of Teacher Training and Education Faculty.
2. Aminas Ly, as the Headmaster of SEPAMA Cambodia
3. All the students of SEPAMA Cambodia
4. All the writer

Nothing is perfect expect Allah SWT, and neither is this dedication. The writer accepts gratefully every comment and suggestion. However, the researcher hopes that this article will be useful to the improvement of the English teaching and learning in Asia.

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