

## THE EFFECTIVENESS OF THE BABYBUS SERIES IN ENHANCING FIFTH-GRADE STUDENTS' MASTERY OF ADJECTIVE VOCABULARY

**Nabilah Qanitah**

Universitas Negeri Malang, Malang,  
Indonesia  
nabilahqanitag88@gmail.com

**Elvira Rosyida M.R.**

Universitas Negeri Malang, Malang,  
Indonesia  
elvira.fs@um.ac.id

**Abstract:** Vocabulary becomes important since it significantly influences the students' achievement of English primary skills. Then, it is important to introduce vocabulary learning to the young learners, especially to construct a strong understanding of basic vocabulary knowledge. The aim of this study was to explore further the effectiveness of the BabyBus Series as a medium for enhanced fifth-grade students' vocabulary mastery. This research used a quantitative approach with a quasi-experimental design. Then, the time of data collection in this research was only 4 meetings, consisting of: (1) Pre-Test, (2) Treatment 2 meetings, and (3) Post-Test. The data collection technique used a vocabulary test that contained 15 questions that were adapted from an English Textbook. Moreover, the results of this research showed that students in the experimental class that used the BabyBus series achieved an independent score of 0.025, indicating a significant difference between the experimental and control classes. In conclusion, yes, the Babybus series was effective in enhancing their vocabulary mastery better than conventional media.

**Keywords:** *Effectiveness, BabyBus Series, Young learners, Vocabulary Mastery*

Mastering English has become the most important skill that everyone needs in this modern era. One of the reasons is that English has been the international language for many years and has significantly impacted various aspects, including the economy, social life, and education. Generally, in the educational aspect, during English learning session, learners only focus on mastery of four primary aspects: Speaking, Reading, Listening, and Writing. However, it is essential for the learners to know that there is another element that is crucial for them, and obviously, students need to seriously understand this element since it significantly positively affects the achievement of primary skills, called vocabulary. According to Munawir et al., (2022) stated that vocabulary as the total number of words used by a language, an organisation, a person, and work connection with a subject. From this definition of vocabulary, it can be concluded that vocabulary is the total number of words used in any language that play an important role as a resource for someone to build sentences.

Although some previous researchers have shown that having a good knowledge of vocabulary brings many positive effects for learners, in real situations, various studies have shown that students still need to deal with some issues during the vocabulary mastery process. According to Amrina & Apoko (2023), many students were still struggling to choose words that can help them express their ideas or feelings. Next, the previous study by Reskiawan et al., (2020) added information that students also felt afraid of making mistakes during the vocabulary learning process. Then, based on the discussion session conducted by Silfia et al., (2018) with the English teacher, it was found that the 6th-grade students felt difficulty understanding the meaning of vocabulary, which makes them indirectly lose their motivation or demotivation to learn English vocabulary day by day.

The young learner level becomes the crucial stage for students since during this stage, students have the powerful capability to memorize new words, which helps them speak fluently, enjoy reading books, and compose English words faster in the future, only if they have good knowledge of vocabulary (Dwihastuti et al., 2022). Moreover, the previous study by Rahayu & Rosa (2021) supported this by stating that, based on the critical period hypothesis used in their study, they found that children's brains have more elasticity than adults, which makes it easier for them to master any language that is exposed to them biologically. Since the elementary school level becomes the first place for young learners to learn English in a formal setting, it absolutely making the elementary level become crucial stage for vocabulary acquisition, especially in constructing a strong understanding of basic vocabulary.

However, teaching vocabulary to young learners is not as easy as people assume, since teaching young learners definitely different from teaching adult learners in many aspects, such as the learning strategy and design of the learning media that must attract them. The previous study by Sanjaya et al., (2022) found that teachers felt it was difficult to manage their time. In one day, teachers have several different tasks, not only teaching students,

but they also need to prepare learning materials that are suitable for the level of young learners. Moreover, teachers who teach vocabulary to young learners need to face the fact that young learners often lose their focus and become easily bored during vocabulary learning activities (Deni & Fahriany, 2020). Moreover, based on the pre-observation that the researcher did with the English teacher in a school, it was found that most students were still weak in vocabulary knowledge, that causes in each meeting, the teacher needed to find the learning strategies and interested medium that not only attracted their attention but also must be easier to be understood by students.

After looking at those problems experienced by students and teachers, various ideas have been created for dealing with the issues that young learners and teachers face during the vocabulary learning process. One of those ideas is to implement audiovisual elements, specifically animated video, into learning activities. The animation video itself is a type of multimedia that combines audio with illustrations made with movement in an exciting way that relate with the characteristics of young learners, which is also conveyed in Cheng (2023), which are: 1) Young learners are commonly being curious about something new for them, (2) Young learner having more imaginative power than adolescent student and adult students, (3) Young learners are the type of students that have big energy and playful. Then, the previous study by Ridha et al., (2022) added information that animation videos also become a potential medium to contextualize new language to learners, which helps learners more easily understand the words and their meaning too.

The multimedia learning theory proposed by Mayer (2014) has been selected since this theory was linked with the medium used in this study, which is an animated video that still categorized as a multimedia learning. Inside his book, he was brought the idea that people learn better when they combine words and pictures rather than learning only from words. The animation video became one of the media that matched with the principle of multimedia learning theory by Mayer (2014), as it combines eye-catching animation with colourful text that attracted the attention of young learners to follow the learning process. This theory was supported with the previous study by Mayer & Moreno (2002), which stated that animation video could be a great potential medium that combined pictorial (illustration, pictures, video) and verbal (narrative text and screen text) to improve the learning process, which can helped students achieve their learning goals.

Inside the constructivism theory by Vygotsky believed that social interactions are the key of human growth (Schunk, 2012). In the educational section, constructivism theory focuses more on student-centered where students need to develop their potential knowledge and their learning sources cannot depend only on the teacher (Wibowo et al., 2025). Based on those explanations, implementing animation videos focused on the BabyBus series during adjective vocabulary learning was relevant, since using the BabyBus series during the learning process helped the students become more independent and less dependent on the teacher too much in understanding vocabulary, such as adjective words, nouns, adverbs, etc. The BabyBus series helped the students understand the vocabulary better than depending only on the teacher.

Despite the fact that many studies have already stated that animation videos become one of suitable vocabulary learning media for elementary students, the researchers still need to conduct depth-research, especially focusing on the use of animation videos as vocabulary learning media to proving that animation video effective in helping young learners improve their vocabulary mastery. One of the studies was conducted by Anggraini et al. (2022) showed the result that animation videos, specifically Cocomelon channel videos, can provide children with lot of new vocabulary. Next, the previous research by Sanjaya (2020) was found that one of the categorized as animation video namely stop motion video can be used as English learning media, especially vocabulary learning which is effective to be implemented in the classroom. Then, after Mozes (2020) conducted research used a case study method, it was found that animation video more specifically Gogo Adventure, also could helped children to improving their vocabulary knowledge. While several previous studies have shown the positive results of using animation videos during vocabulary learning, a recent study mentioned a contradictory finding regarding animation videos. According to Muftah et al., (2023), some educators claimed that when using animated videos during the vocabulary learning process, it distracted primary students' attention from the material itself, as the primary students focused only on the entertaining illustrations. These contradictory findings make this study become essential to find out whether the BabyBus series, as an animation video, could enhance fifth-grade students' mastery of vocabulary, specifically regarding adjective words.

According to the official website of BabyBus, BabyBus is a Chinese YouTube Kids channel and web series that creates educational content for children related to students' real life. The BabyBus has its own features that make this animation different from other animations, such as Cocomelon. First, the BabyBus series has an interesting plot in each episode that educates children to think independently, develop their self-confidence, respect people, and explore the world. Second, the BabyBus series has attractive and colorful visuals that absolutely can catch young learners' attention. Lastly, most of the vocabulary used in the BabyBus series is still easy to understand for young learners, as the series employs basic vocabulary in its plot and songs.

Moreover, the aim of this study was to explore further the effectiveness of using the BabyBus Series as a medium for enhanced fifth-grade students' vocabulary mastery compared with the conventional medium. Then,

there are two main hypothesis in this researcher which are: (1) H0: There is no significant different in vocabulary learning outcomes between fifth grader class who were taught using BabyBus Series and other fifth grader class who were taught using conventional learning method, (2) H1: There is significant different in vocabulary learning outcomes between fifth grader class who were taught using BabyBus Series and other fifth grader class who were taught using conventional learning method. Then, the research question in this research is “Is BabyBus series effective to improve students adjective vocabulary mastery compared to the conventional media?”

**METHOD**

This study adopts quantitative methods as the primary research approach with conducted a quasi-experimental study using a pre-test and post-test non-equivalent control group design to collect the data. This research conducted in SDN Madyopuro 3. Then, the researcher chose a fifth-grade class that consisted of 42 students as the population of the study. Inside this school, they have two classes for fifth graders, which are 5A and 5B. The researcher used 5A, which contained 21 students that contained of 11 boys and 10 girls, as the sample of the study that received a treatment using the BabyBus Series. However, 5B, which contained 21 students with 13 boys and 8 girls, did not get any treatment from the researcher and they learned used conventional media.

**Table 1. Quasi-Experimental with Non-Equivalent Control Group Components**

<b>O1</b>	<b>X</b>	<b>O2</b>
<b>O3</b>	<b>-</b>	<b>O4</b>
O1: Experimental Class (Pre-Test)	X: Treatments (the BabyBus Series)	O2: Experimental Class (Post-Test)
O3: Control Class (Pre-Test)		O4: Control Class (Post-Test)

In this study, the researcher developed a vocabulary test as a research instrument. The researcher constructed the test by adapting the questions from the English textbook (My Next Words Grade 5: Students’ Book for Elementary School) for grade 5, specifically from unit 7 entitled “How Tall Are You?” focuses on fifth-grade students’ mastery of adjective vocabulary. Then, since the tests were adapted from the English textbook, the researcher did confirmation and validation with the English teacher of fifth-grade students. For the confirmation activity, the researcher asked the English teacher about the fifth-grade students in the experimental class and the control class never did the exercises on pages 70-75. After that, the researcher searched and collected 15 adjective words that some of the adjective words were different from the textbook. Furthermore, the researcher constructed the vocabulary test with two different parts, which are multiple-choice and fill the missing letter.

The test questions went through validation to ensure the tests were suitable for the fifth graders and the tests were adapted from an English textbook (My Next Words Grade 5: Students’ Book for Elementary School). The validation phases started with giving the test to the English teacher and asked the English teacher whether the test already suitable or needed to change the question of test. After the validation activity, the test got several suggestion: (1) The researcher needed to add option “D” inside the test that makes the test more suitable for fifth-grade students, (2) The researcher needed to change the questions from only matching pictures turned to matching the missing letter since based on comment from the English teacher the matching pictures was too easy from them. Lastly, the researcher asks students to take the test by following the given instructions. The test consisted of 15 items, comprising 10 multiple-choice questions and 5 fill-in-the-missing letters questions.

Moreover, due to the limited opportunities provided by the school because of the time it was close to exam preparation, the researcher conducted this study in four meetings, used a pre-test and post-test non-equivalent control group design in experimental and control classes. Those four meetings include treatments and post-tests. Then, here, the researcher gave a detailed explanation of the main stages of the pre-test and post-test non-equivalent control group design.

**Table 2. Blueprint of Vocabulary Test**

No.	Indicator	Type of Questions	List of Adjective Vocabulary	Total Of Questions	Number of Questions	Score of Each Questions
1.	Students are able to choose the correct antonym based on the context of the adjective words that related to the sentence.	Multiple Choice	Big-Small, Clean-Dirty, Loud-Quiet, Strong-Weak, Fast-Slow.	5	1,2,3,4, and 5.	1
2.	Students are able to comprehend and choose the appropriate responses for simple questions, such as yes/no questions.	Multiple Choice	Light-Dark, Active-Lazy, Awake-Fell Asleep, Safe-Dangerous, Straight-Curly.	5	6,7,8,9, and 10.	1
3.	Students are able to recognize and complete simple English words related to the physical description of a person.	Fill in the missing letters!	Tall, Old, Dirty, Young, and Short.	5	11, 12, 13, 14, and 15.	1

**Table 2. The Formula for Vocabulary Test**

$\text{The Total of Score: } \frac{100}{15} \times 6.66 = 99,9$
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Next, the formula used in this study to calculate the scores of post-tests from both classes was as follows: each correct answer in the tests, whether multiple-choice or fill in the missing letters, received 1 point. Therefore, when students successfully reach the maximum score of this test, which is 15, it means that the students got 99.9 as their score. The lowest score of this test was 6.66 or it means that the students only got 1 correct answer. Then, since the questions in this vocabulary test were 15 questions and each worth one point, the maximum score cannot fully 100 but they can get 99.9 as their maximum score.

The participants of this research were divided into two different groups, which are the experimental group and the control group. Based of those groups consisted of different students and none of the fifth-grade students belonged to both groups. Since the participants of this study were totally different people, the data of the participants are considered as independent. This situation already fulfills one of the requirements before conducting the independent t-test.

Second, the researcher needed to check the scale of data used in this research. Before conducting the independent test, it was important to make sure that the data should be in a numerical format. Then, the data in this study were obtained from students' post-test results of both classes, the experimental class and the control class. These post-test scores represent as the fifth-grade students' improvement in understanding the adjective vocabulary. The highest scores of post-test results was 99.9 while the lowest scores was 6.66. This situation already fulfills the second requirements of independent t-test, which is the data should be in numerical format.

Before the researcher conducted an independent test analysis, it is essential for the researcher to check whether the data is normally distributed or not. According to Das & Imon (2016) supported that without conducting a normality test it will cause invalid inferential statements and inaccurate predictions, which can also cause other issues that may appear during the conduct of the research. In this study, the researcher conducted a normality test using the SPSS Statistics 23 program with the following requirements drawn below.

**Tests of Normality**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest_Score Experimental Class	.221	21	.009	.938	21	.197
Control Class	.175	21	.093	.911	21	.058

a. Lilliefors Significance Correction

**Figure 1. The Result of the Normality Test**

Since the result of the normality test above shows that in this research, the data is < 50, then the researcher is only focusing on the result in the Shapiro-Wilk table. Based on the result of the normality test above, it shows that the score of the post-test from the Experimental class is 0.197 while the Control class is 0.058. From the results, it can be stated that the data from both classes are normally distributed since both of the significance values are ≥ 0.05. From the result of the normality test, it already fulfills the third requirement of the independent t-test, which is the data should be normally distributed.

Next, another requirement that the researcher needs to check before conducting an independent test is the homogeneity test. Homogeneity test also becomes an essential part that researchers need to do because homogeneity tests are one of the requirements that need to be done before conducting an Independent test. According to Sampson (2022), the homogeneity test becomes important since this test it can help to prove the assumption that the variance of experimental and control data are same.

**Test of Homogeneity of Variances**

Posttest\_Score

Levene Statistic	df1	df2	Sig.
.948	1	40	.336

**Figure 2. The Result of Homogeneity Test**

Looking at the result of the homogeneity test above, it shows the significance value from the data of both classes is 0.336, which is more than 0.05. It can be stated that the null hypothesis was rejected that also means the data distribution in this research is homogeneous. Based on the result of the result of homogeneity test, it already fulfils the fourth requirement of the independent t-test, which is the data should be homogeneous.

Then, in this study, the researcher focused on conducted content validity of the test with expert judgment, which was a fifth-grade English teacher who worked at the school where this research was conducted.

The questions for the tests in this research were adapted from the English textbook that was used as the students' literature in learning English. The researcher adapted 10 multiple-choice questions with ABC options from students' English textbooks and 5 matching letters questions adapted from the British Council. After the validity session, there were several revised that needed to change by the researcher to ensure the tests already suitable for fifth-grader students, including: (1) The researcher need to added option 'D' inside multiple choice questions, (2) The researcher needed to change the matching picture question to fill in the blank letters and give the Indonesia translation of the adjective words above the fill in the blank letters questions since based on the suggested from English teacher, matching picture it is easier for fifth-grade students.

**FINDINGS AND DISCUSSION**

In this section, the researcher focused on processing the post-test scores that were gained from the experimental class (5A) that used BabyBus Series as vocabulary learning media and the control class (5B) that used LKS as vocabulary learning media. Then, during the processing of the data, the researcher conducted two main analyses that helped the researcher to answer the research question of this study, which is to know whether the BabyBus Series can be an effective medium that can enhance fifth-grade students' mastery of adjective vocabulary compared with conventional media. Those two analyses for calculated the post-test results consisted of descriptive analysis and independent analysis.

	Statistic	Bootstrap <sup>a</sup>				
		Bias	Std. Error	95% Confidence Interval		
				Lower	Upper	
Posttest_Experimental	N	21	0	0	21	21
	Minimum	53.0				
	Maximum	93.0				
	Sum	1530.0				
	Mean	72.857	-.026	1.935	68.861	76.619
Posttest_Control	N	21	0	0	21	21
	Minimum	53.00				
	Maximum	86.00				
	Sum	1386.00				
	Mean	66.0000	.0050	2.1034	62.0952	70.0952
Valid N (listwise)	N	21	0	0	21	21

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Figure 3. The Result of Descriptive Analysis from Post-Test Scores

The first analysis that the researcher conducted for post-test scores was a descriptive test. Looking at the data above, it shows that the mean score of the post-test from both classes is totally different. Now, take a look at the mean score from the experimental class, which got 72.8, while the mean of the pre-test was 55.4. However, the control class got 66 as their mean score, while the mean score of the pre-test was 56.4. Based on this information, it gives a basis illustration that the vocabulary ability of experimental students which use the BabyBus series as a medium improves better rather than students in the control class that only use a conventional medium. However, to find out more about the significant differences in post-test scores from both classes, conducting an independent test using SPSS 23 becomes important.

After fulfilling all the requirements before conduct independents test analysis which are data must be normally distributed and homogeneous, then the next step the researcher needs to do is conducting independent test. However, before the researcher conduct independent test, the researcher needs to know about the basis of the decision in the independent test that can influence in choice of the decision. The basis of the decision is drawn below:

Table 3. The Requirement of Independent Test

The Following Requirements of The Independent Test	
➤	If the significance value > 0.05, it can be stated that H0 accepted then rejected H1. It is same with the statement that there is no significant mean difference from vocabulary learning outcomes between the experimental class that used BabyBus as a medium and the control group that used a conventional medium.
➤	If the significance value < 0.05, it can be stated that H0 rejected then accepted H1. It is same with the statement there is a significant mean difference from vocabulary learning outcomes between the experimental class that used BabyBus as a medium and the control.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest_Score	Equal variances assumed	.948	.336	2.324	40	.025	6.8571	2.9506	.8937	12.8206
	Equal variances not assumed			2.324	39.441	.025	6.8571	2.9506	.8911	12.8232

Figure 4. The Result of the Independent Test

Based on the sig. (2-tailed) above, the score shows 0.025 which is lower than 0,05. From this information, the researcher can stated that there is a significant mean difference from vocabulary learning outcomes between the experimental class that used BabyBus as a medium and the control group that used a conventional medium. Also, it can be said that H0 (Null Hypothesis) is rejected and H1 (Alternative Hypothesis) is accepted.

After the researcher processed the data used the SPSS 23 program in several ways, in this discussion section, the researcher explained three important findings from this research. First, the researcher talked about the differences in the results of the post-test session between the experimental class and the control class. Based on the result of descriptive analysis, it was found that the experimental students were able to reach 72.8 as their mean score from the post-test session. On the other hand, the control class that used conventional medium (LKS)

got 66 as their mean score. Looking at the mean scores from both classes, it can be stated that the students who learned from the BabyBus series improved better than students who learned from LKS. Then, it was supported by the result of an independent test that showed both classes got 0.025, which is lower than 0.05, indicating that the BabyBus series effectively helped the experimental students' mastery of adjective vocabulary much better than the conventional medium (LKS).

Then, in the second finding from this research, it was found that the BabyBus series enhanced experimental students' interest in participating during the process of adjective learning. Based on the teaching experience by the researcher, it was found that students who were taught using the Babybus series (experimental class) always felt excited to follow the teaching activities and they were actively asked whenever they found difficult words inside the BabyBus series videos. However, students who were taught using a conventional medium (LKS) were quieter since only two to three students ever asked the researcher about adjective words during the adjective learning process. They were also easily get bored during the adjective learning process, since they were often asked to the researcher about the time when they went home.

Next, for the third finding based on the results of this research, it was found that the BabyBus series could be one of the alternative media for English teachers, especially those who teach vocabulary to young learners within the learning process. One of the reasons is that the BabyBus series not only enhances the experimental students' comprehension of adjective words, but it also helps the English teachers to create impactful learning that is packaged in fun activities. As educators, English teachers could easily access the BabyBus series from anywhere, and they could creatively make several different learning activities using the BabyBus series.

After that, based on the findings in this study, it was found that the BabyBus series effectively helped fifth-grade students' mastery of adjective vocabulary, especially for fifth-grade students in the experimental class. Those findings happened since the BabyBus series that have own characteristics that makes the BabyBus series much better than others animation videos like Cocomelon video, such as: (1) Each episode of BabyBus series has engaging and real-life situation plot that supported the young learners to learn vocabulary more than just happy song, (2) The BabyBus series has lot of colorful and unique characters that help students to take all of their focus into learning session, and (3) The vocabulary displayed in the BabyBus series still manageable for fifth grader to understand but not too childish for them to learned. Then, it was supported with the ideas that Mayer (2014) found in his study about the multimedia theory that believed students learn better when they are learning with a combination of pictures and words rather than learning from words. Furthermore, the real situation inside the experimental class showed the result of post-test scores from the experimental class, which used the BabyBus series as the attractive medium, reaching higher scores of post-tests than the control class that used the conventional medium (LKS).

In line with Vygotsky's constructivism theory, as discussed in Schunk (2001), which stated that the teacher was not the only source for students to learn, Vygotsky believed that learning sources can come from various collaborative and contextual sources, such as animated videos. This theory was implemented in this study, where teachers became the facilitators and focused on student-centered learning. For example, while watching the BabyBus series, the students needed to find any adjective word that was revealed inside the video without teacher interventions, such as pointing out the adjective words inside the videos. Also, inside the treatment session, focused on the charades game, the teacher instructed the experimental students to work and learned together with their group members in guessing the adjective words and tried to get the correct answer. From those findings, it was revealed that the experimental students were more enthusiastic compared to students in the control class. In line with the result of the previous study by Sanjaya (2020), the use of stop motion videos helped to increase second-grade students' enthusiasm in the vocabulary learning process.

This research also found that implementing the BabyBus series during the adjective vocabulary learning process helped fifth-grade students increase their knowledge of each adjective vocabulary, such as dull-sharp, dry-wet, soft-hard, etc. Then, this finding was in line with the previous study by Mozes (2020), which found that the animation video entitled Gogo Adventure helped five students aged 7-8 increase their knowledge of simple vocabulary, such as understanding the name of color, creating simple sentences, such as "My name is Gogo". The findings of this research also contradicted the findings of a previous study by Muftah et al. (2023) that stated the use of animated video during the vocabulary learning process distracted students' attention from the vocabulary material itself. While inside this research, it was found that fifth-grade students in the experimental class still focused on the material that had already been covered, specifically on adjective vocabulary. This finding was supported by the result of post-test scores from the experimental class, which was higher than those of the control class and the experimental students more actively participated during the adjective vocabulary learning process.

## CONCLUSION AND RECOMMENDATION

Based on the results of the data analysis, it can be concluded that the BabyBus series is an effective learning medium that enhances fifth-grade students' mastery of adjective vocabulary. The BabyBus series has

become a vocabulary learning medium that was effective in enhancing experimental students' comprehension of adjective vocabulary. Then, it was supported by the post-test scores differences between the experimental class and the control class. The experimental class got 72.8 as their post-test result while the control class got 66 as their post-test result. The result of the independent test also supported the conclusion of this study, where the experimental class achieved 0.025 as their sig (2-tailed) score, which also means that there is significant different between the experimental and control class and have a meaning that the BabyBus series more effectively enhanced the fifth-grade students' mastery of adjective vocabulary in experimental class rather than students that using conventional media (LKS). Furthermore, as it was already explained in the discussion section, the BabyBus series also enhanced experimental students' interest in participating during the process of adjective learning.

Although this research successfully showed that the BabyBus series could enhance fifth-grade students' vocabulary mastery, there are still several weaknesses in this study that the researcher hopes other researchers can complement and make it much better. The first limitation was that the total number of questions for the test was limited to 15, which is too limited for measuring the overall learning outcomes. For further researchers, it suggests increasing the total number of vocabulary items to 20-25 questions that cover multiple cognitive levels, including: recall, usage, and meaning recognition. Second, this study only conducted a validity test focused on expert judgement, which is the English teacher at the school where this study was held, to measure whether the test was already suitable or needed to be revised in some parts. While this study did not conduct a reliability analysis since the questions were adapted from an English and supported by the comments from the English teacher. For further research, it suggests conducting the pilot test items with different students who have the same level as the sample of the study and analyzing the data using a reliability test to strengthen the credibility of the instrument. Then, since the researcher only had 4 meetings to collect the data, surely these short interventions to the students opened up the possibility that students understand the adjective words only for a moment, usually called short-term memory. For further researchers, the researcher suggests conducting a longer time for collecting the data using the BabyBus series, which makes the students' comprehension about vocabulary better, and it will have a positive impact, such as providing better results for future studies as well. Next, this study still focused on fifth-grade students in one school. For further researchers, it suggests that they can conduct the research with a larger sample, such as parents' and teachers' perceptions toward the BabyBus series to enhance vocabulary mastery, which can support the result of this research. Also, try to conduct a study that focuses on vocabulary improvement in multiple schools, which will improve the outcome of this study. Last, this study still focused only on adjective words, such as big-small, tall-short, expensive-cheap, etc. For future researchers, it suggests conducting a study with focus on exploring other aspects of vocabulary that were not included in this research, such as nouns, adverbs, etc.

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