

THE USAGE OF VIDEO IN TEACHING VOCABULARY FOR YOUNG LEARNERS

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Abstract: Teaching vocabulary to young learners is essential. Therefore, the teacher tries to be creative to attract the young learners' attention during the learning process. One of the strategies to attract young learners' attention is using video. Many studies seek the effectiveness of using video to teach vocabulary. However, the studies were mainly conducted quantitatively. Meanwhile, this study is a primary interpretative qualitative study that seeks the usage of video in teaching young learners and the response toward it. The researcher employed human instruments, non-participant observers, and document analysis to achieve triangulation. The data are collected until no new data is forthcoming. Then, the data is analyzed based on the available theory. Based on the data, the student-teachers used video to teach young learners vocabulary as media. The student-teachers employed the video to present, practice, and produce new words. The student-teachers employed the video by active viewing, freeze frame, and reproduction. The young learners' response toward the usage of video is positive. This research discovered that there had been an active engagement between student-teacher and young learners as well as among your learners.

Keywords: English for Young Learners, Learning Video, Teaching Vocabulary

INTRODUCTION

Young learners are unique. They pose exclusive traits that require the teacher to adapt into their exclusiveness. Their major exclusiveness is age. Their young age requires the teacher to be more creative and aware. A simple comparison between young learners and adult learners would be motivation. Young learners would have a different motivation in learning second language. The young learners would not be bothered to mind about the successful of second language learning would lead them to a better job or higher university degree (Akbar and Ashfar: 2015). Their world of learning second language would be more of a game, song, and everything that interest them, and sole purpose of early childhood education was meant to develop any aspects in young learners (Wiraatmaja et al., 2021; Nurussa'adah, 2014)

Young learners are unique. They pose exclusive traits that require the teacher to adapt to their exclusiveness. Their major exclusiveness is age. Their young age requires the teacher to be more creative and aware. A simple comparison between young learners and adult learners would be motivation. Young learners would have different motivations for learning a second language. Young learners would not be bothered to mind that the success of second language learning would lead them to a better job or a higher university degree (Akbar and Ashfar: 2015). Their world of learning a second language would be more of a game, song, and everything that interests them.

Harmer (2001) stated that young learners enjoy studying language through many cheerful and bright activities in line with the previous theory. Bringing a colorful and lively room would surely attract the young learners' attention. Then, the young learners would learn not limited by explanation but also

from sensing, seeing, touching, hearing, and interacting. It is more complicated for adult learners when their understanding may come solely from explanation. Next, young learners need special individual attention and approval from the teacher. Therefore, the teacher needs to give a sense of assurance and approval during the learning process to move the learners forward. Finally, young learners have a limited attention span. Due to this limited attention span, the teacher needs to be creative to design the learning process fully engaged to prevent the young learners from becoming bored and losing their attention within ten minutes. Therefore, it is a must for the teacher for young learners to be creative.

Based on those characteristics of young learners, teaching vocabulary would pose a different challenge to the teacher. The teacher could not simply ask them to memorize or open a dictionary. Even though Thornbury (2002) stated that vocabulary is remembering second-language words and their associated meaning in the mother tongue, young learners would not achieve the goal of learning without vocabulary.

Vocabulary is as important as grammar, speaking, listening, reading, or writing. A person could not be able to comprehend a verbal utterance or produce a non-verbal utterance without vocabulary. Without mastering vocabulary, a person would see a second language as nonsense utterances. The key to successful second language learning lies in vocabulary.

Linse and Nunan (2005) emphasized the importance of teaching vocabulary to young learners. As young learners, the critical aspect of language development is vocabulary mastery. Vocabulary mastery would benefit language students, especially young learners, because they absorb more than adult learners. However, Munir (2016) claimed that the success rate is low despite the vocabulary being taught to young learners. High school students still have common vocabulary because of low motivation, and the teacher rarely uses suitable media. It calls for a fundamental change in teaching young learners to improve their vocabulary mastery.

Nation (2004) proposed ideas to teach vocabulary to young learners. Dealing with young learners is more appropriate when the teacher focuses on vocabulary and language-focused instruction. It means that vocabulary teaching should cover pronunciation, spelling, the deliberation of words' meaning, memorization, memorization, phrases and clauses, and correction. Technically, those ideas form in the guessing of unknown words from context activity. This activity would determine the words' meaning based on the context rather than their underlying meaning. The knowledge formed from this activity would last longer because of the natural world's relationship. Second, the study of words part and mnemonic devices.

Using video in the second language classroom is a common practice this time. The teacher should make use of video in teaching. Moreover, young learners are digital natives as a means of becoming accustomed and close to the internet (Nurnaningsih & Arianti, 2019). Young learners could easily access an online video using a smartphone or laptop. There is abundant second language material available on the internet in the video. The most easily mentioned website or application for video streaming is YouTube. YouTube contains loads of interesting material that could be employed in teaching young learners, such as movies, songs, news, and procedures. The teacher could easily stream it in the

classroom for the young learners to watch, or the teacher could go the extra mile by downloading, editing, and putting it on the PowerPoint slide.

In short, teaching young learners requires a valiant effort due to their unique characteristics. One of the efforts is to teach them using video. However, this raises the question of whether video usage is really effective in teaching young learners vocabulary. There are many studies conducted and concluded that the video did improve young learners' vocabulary mastery. The studies employed a quantitative methodology—for example, the study conducted by Munir (2016). The study was to seek quantitatively the effectiveness of teaching vocabulary using video. The study concluded that the video significantly improved young learners' vocabulary mastery.

On the other hand, this study seeks to observe the factual circumstances about the young learners' reactions and responses in the classroom when the teacher employs video to teach vocabulary as a part of a qualitative study. Therefore, the researcher decided to take a step back and observe as a non-participant to understand the phenomenon as the teacher teaches the young learners vocabulary using video. In the English Language Education Department University of Muhammadiyah Malang, the student-teacher is going through a teaching practice for young learners. Most of them use video in their teaching practice. Therefore, it calls for a study about how the student-teacher employs the video in their class and how the young learner responds.

Thornbury (2002) proposed a strategy to teach young learners vocabulary. The strategy involves several stages, first is presenting stage. The very name indicates the function. The purpose of the stage is to present the new word to the young learners. In this stage, it is paramount that the young learners understand the meanings of the words and forms. However, the teacher should consider several considerations when presenting the new words. The considerations are the young learners' level of proficiency, familiarity with the words, the item's difficulty, the level of teaching (whether it is easy to be taught and understand), and whether the items are intended for production skills or recognition.

Second, it is practicing. Young learners need time to understand the new words. They might recognize the item but rarely use them in active use. Therefore, the teacher should plan an activity to recycle and reactivate the new words. Besides, the teacher should ensure that the young learners put the new words to work. It means that the young learners are put into exercises that involve the new words. This action would place the new words into retention and long-term memory.

Finally, the last stage is producing. This stage requires the young learners to complete a high-level task. The young learners should produce the new words in their production activity, either speaking or writing. The teacher should be considerate when assigning this production activity to young learners. The teacher should make the activity as fun as possible to have higher engagement and avoid boredom.

In line with the previous theory, Moeller, Ketsman, and Masmaliyeva (2009) proposed two key ideas to maximize learning vocabulary for young learners. First, the teacher should highlight the word that is the lesson's focus. By highlighting the new words, the young learners would have retention of the new words. Second, the teacher should include vocabulary learning exercises that require the young learners to refer to the new words and use them in various ways. Using the new words in various ways

would give the students ideas of context clues and put them to work on different occasions. On the other hand, the teacher should employ both direct and incidental learning.

The basic principle in teaching young learners is to make the learning fun. The teacher should be creative and make use of any media, technique, strategies, method, or approach in his/ her war chest to interest the young learners. Using video is one of them. Smaldino (2002) defines video as moving images. It is an electronic media format that employs motion picture and has a message within.

Richards and Renandya (2004) identified that video as a teaching media is a dense medium consists of the combination of visual, audio, or even sound effect. However, they underlined that in using video, the teacher should choose a short video instead of a long one. The young learners might lose their interest and less active. The recommended duration is no more than 3 minutes.

In teaching vocabulary, Cekir (2006) proposes several practical techniques when teaching vocabulary using video. First, the young learners ignite their enjoyment and focuses by active viewing. It is necessary that the young learners take an active role in the video watching presentation. The teacher could elicit the young learners background knowledge by asking several questions prior video viewing. Once the video viewing ends, the teacher could ask more questions to enhance the young learners' comprehension.

Second, the teacher could freeze frame and predict. Freeze frame means that the teacher pauses the video at some moment. By pausing the video, the teacher could ask the young learners about the content of the video. It might be the activity done by the character in the video. The character might show an expression. Besides, the teacher could simply ask an object that present at the video's frame. Furthermore, the teacher might ask the young learners about what could happen next.

Finally, the teacher could ask the young learners to reproduce the activity shown in the video. For example, if the video is about a second language song, the teacher could ask the young learners to sing the song sang in the video. Another example is that the teacher could ask the young learners to retell the video. This is a challenging activity. The teacher should be careful not to burden the young learners and make them unmotivated. However, if this activity is executed perfectly, the young learners would benefit from the experimentation in the target language and train their confidence.

Teaching using video has its advantages as well. As formulated by Ismawati (2011) video provides richness of information. A second language video would provide authentic material. The authentic material takes many forms such as culture, pronunciation, stress, clarity, and many others. Then, video is a form of media that the young learners are comfortable with. As young learners, it is easily known that they keen on video or motion picture. Third, video serves as a useful variation of material delivery. Fourth, video is ready-to-use, easily reusable, and shareable. Finally, video equipment is simple to be operated

The researcher aims to acquire two objectives in this study. The objectives are to discover the student-teacher's techniques for teaching vocabulary using video as well as the young learners' reaction toward the technique in question.

METHOD

Research Design

The study aims to discover video usage in teaching young learners and their response to it. It heavily relies on the rich description characteristic of people, situations, and circumstances. The study seeks the phenomenon and social changes that are not easily measured and investigated by statistical analysis (Bogdan and Biklen: 2007). The problems formulated are not based on operational variables and tend to investigate the complexity of social change. Thus, the study falls into the qualitative study. The study relies on naturalistic, descriptive data concerning the process, inductive, and emphasizing meaning.

Natural study means that the researcher does not make any treatment to change the behavior, situation, or characteristic of the research subject. It relies heavily on the actual setting as the direct source. Then, the study involves descriptive data. It means that the data is in the form of a detailed description of what, when, where, who, why, and how. Instead of numerical data, the researcher collects words. Next, the researcher concerns more with the process rather than the product. For example, the researcher would like to investigate how people achieve the achievement. Fourth, qualitative study is inductive, meaning the researcher tends to collect the data by inducing a theory. Finally, the qualitative study emphasizes meaning. It means that the perspective of the research subject is heavily taken into account

Research Subject

The research subject is English teachers teaching English to Young Learners at Elementary Schools. The teaching practice takes place every Sunday and lasts for a semester. Each meeting lasts three hours, starting from eight to eleven in the morning. There are thirty students consisting of equally fifteen males and females.

Research Technique and Instrument

The researcher employs observation and document analysis. The researcher intends to employ observation as a means to investigate the real characteristic, situation, and circumstance during the usage of video in the teaching of vocabulary for young learners. Meanwhile, the document analysis is intended to support the data obtained from the observation. As for the instrument, the researcher employs human instrument, non-participant observer, and document analysis.

Human instrument is a common and important instrument for qualitative study. This study makes human instrument as the main instrument. The researcher makes herself as a human instrument to gather as rich as well as comprehensive data for the study. The researcher could easily describe what she feels during the data collection. Meanwhile, the researcher makes herself as a non-participant observer to support human instrument. The non-participant observer means that the researcher come into the class but as a passive observer and does not engage in the classroom activities. Finally, the researcher analyzes the students-teacher lesson plan. By conducting three instruments, the needs for triangulation is fully accomplished.

Data Collection

The researcher collects the data by observing the teaching practice. The researcher comes to the class and makes notes about video usage in teaching young learners and the response toward the usage. The researcher keeps observing until the data is saturated. Once the data is saturated, the researcher goes through the lesson plan to corroborate the data as part of triangulation.

Data Analysis

To analyze the data, the researcher makes themes and lists the usage of the video in teaching. The themes are developed based on available theory. Then, the researcher analyzes the notes from the human instrument and non-participant observer. Once the researcher finishes the notes, the researcher analyzes the lesson plan. Finally, the researcher concludes and generates a theory based on the findings.

FINDING AND DISCUSSION

Findings

Using Video in Teaching Vocabulary to Young Learners

The researcher conducted the study for twelve meetings. The data are finally saturated at the eleventh meeting. Since the researcher could not find any new data in the twelve meetings, the researcher decided to stop the data collection. Therefore, the researcher called the study finished. During the study, the researcher managed to observe 30 student-teachers. The following table 1 was the comprehensive list of video usage in the learning activities and the video presentation techniques employed by the student-teachers.

Table 1. Types of Activities Using Video to Teach Vocabulary

	Video Presentation Technique		
	Full Watching	Freeze Frame	Watch and Replay
Activities	Story		
	Singing Song		
	Listen, Replication, Do		
	Modeling		
	Visual Aids		
	Role Play		

The researcher found that the student-teachers employed the video in several activities to teach vocabulary to young learners. First, the story meant that the student-teachers employed narrative storytelling in the form of primary cartoons with characters. For example, the familiar character might take the form of either animal or a famous cartoon fictional character. Then, the student-teachers employed children's song videos abundantly available online. Next, in the listen-replication-do activity, the student-teacher lets young learners listen to a particular vocabulary, replicate the pronunciation, and do the action of the associating word. Modeling refers to the student-teachers acting as a model that illustrates the new word's action or state. Visual aids worked similarly with listen-replication-do. However, the student-teachers employed a video slide show instead of a story. Then, the student-teacher

employed role to play to enact the story in the video. Finally, the student-teachers employed games as a medium to teach vocabulary.

Meanwhile, the researcher managed to discover three video presentation techniques. First, the entire watching indicated that the student-teachers let the young learners watch the entire video from the beginning to the end without interruption. Then, the freeze frame indicated that the young learners watched the video with interruption. The student-teachers might pause the video at some moment to deliver a new word. Finally, the student-teachers were employed to watch and replay. It meant that the student-teachers let the young learners watch twice. In the first watching, the student-teachers let the young learners watch the video uninterrupted and replay the video the second time to employ a freeze frame.

The student-teachers employed story activities in almost every meeting. The narrative stories were about daily life or fable heavily dense with moral values. In addition, the student-teachers are involved the entire technique of video watching. For example, the student-teachers let the young learners watch the video uninterrupted and ask them about the moral lesson at the end of the watching. Then, the student-teachers introduce the new words as part of the moral lesson. Besides, the student-teachers might freeze frame at a certain point to introduce the new words.

The singing song is quite similar to the previous activity. The difference was that the student-teachers employed songs to introduce the new words. The video-watching technique was not far different as well. The student-teachers had the entire class sing along with the video. Then, the student-teachers might freeze-frame the video at every lyrics line shown and introduce the new words.

The listen-replication-do was the activity used mainly by the student-teachers. The student-teachers played a video, and then they had the young learners listen to the new words, replicate the pronunciation, and do the action of the words. For example, the student-teachers introduced the word "sit." The student-teachers had the young learners listen, replicate the pronunciation, and sit as the word was meant. The researcher noticed this activity was merely discovered at the freeze frame and watch and replay technique.

The modeling meant that the student-teacher acted as a model to illustrate the new words. For example, there was a new word, "sit." The student-teachers sat and let the young learners guess the meaning of the action. However, in some cases, the student-teachers let the young learner model or act as the word suggested. This activity is similar to the previous activity but minus the listening and replication. The activity emphasized the do, either done by the student-teachers or the young learners. The video presentation technique was similar as well as the previous activity.

The visual aids meant that the student-teachers employed video slide-show to introduce the new words. For example, the student-teachers presented a picture slide show of the word "sit" in the form of a video. The first presented was the action of the word "sit." Next, the student-teachers paused the video and let the young learner guess the meaning. Then, the student-teachers played the video again to show the word and its meaning. The researcher found two presentation techniques involving this activity: freeze frame and watch and replay.

The student-teachers employed a roleplay for young learners at the higher level. The researcher noticed that the student-teachers had the young learners enact the new words and had a minimal-short-guided conversation about the situation. For example, the new word introduced in the video is “sit.” The student-teachers had some young learners enact “sit,” and some asked about the situation, such as “What are you doing?”. Another example is to enact the word “sad.” Some young learners should express “sad,” and others might say, “Do not be sad.” There were two out of three video presentations employed freeze frame and watch and replay.

The student-teacher employed the activities as well as the video presentations interchangeably. It was not dichotomy as it meant that the student-teacher did not limit themselves to employing merely one technique on an activity. However, they explored every available technique and activity to enhance the young learners’ learning. For example, the student-teachers employed story watching and froze frame in a scene and did a listen-replication-do to introduce the new words.

The Young Learners’ Response Toward the Usage of Video

During the data collection, the young learners positively responded to using video in the classroom. The student-teachers managed to construct a positive engagement in the classroom. The young learners focused on the video and followed the student-teachers’ instruction attentively. The atmospheres of the classroom were joyous, happy, and supportive.

For example, when the student-teachers play a video or a story, the young learners observe it. The student-teachers initially elicited the young learners’ background knowledge by asking several questions. The young learners answered the questions attentively, even though some bored young learners were. However, once the student-teachers played the video. The entire classroom was silent and observed. At some point, the young learners asked questions during the watching, but the student-teachers gave them a sign to keep silent and keep watching it and gave them clues to answer their questions once the video finished. Once the video finished, the classroom was hectic. The young learners kept asking questions. The student-teachers patiently answered those questions one after another. The young learners were not only asking questions but also responding to the video. There were some moments when the student-teachers freeze-frame the video. Then, the student-teachers instructed the new words in the frame. The young learners followed the instruction given very well. In short, the young learners demonstrated their interest and attention to the video in the classroom. In the post-teaching phase, the young learners indicate that they comprehend the material delivered by the student-teachers through the video.

Another example happened when the student-teachers employed a song video. The student-teachers played the video for the first time to introduce the song. Then, the student-teachers asked the young learners to sing along. Once the song was mastered, the student-teachers employed a freeze frame to introduce the new words. The introduction could be in the form of physical exercise or facial expression. Finally, at the end of the learning, they sang along. The young learners were positively active during this session. Video song usage in the classroom actively engaged young learners in learning.

The young learners produced several utterances during the learning process. A young learner stated that the video was fun and that the character resembled someone in real life. Moreover, the young

learners felt that the story in the video was sad. Thus, at this point, the student-teacher elicited them to express more about their feelings. Furthermore, the young learners' enthusiasm in following the student-teachers' instruction in the new word introduction was upbeat and fun. Finally, when the student-teachers asked the young learners orally in front of the class about their feelings toward video usage, the young learners stated that they were happy and would like more video sessions in the next meeting.

Discussion

Based on the findings, the researcher stated that the student-teacher employed video in teaching vocabulary to the young learners as media. Smaldino et al. (2011) stated that media is a means of communication or anything that brings information from the source to the learners to make comprehension easier and better. Media is well known for its essential purpose as a tool for making effective and exciting teaching and learning. The findings above proved that the student-teachers employed the video to deliver information to the young learners. The mere intention of employing video was to make the young learners comprehend the vocabulary better and easier. Meanwhile, this media fell into audio-visual media.

Six activities and three video presentation techniques were found in the study. The first activity was the story. It meant that the student-teachers showed the young learners a video filled with narrative stories. Second, the singing song video was the video that was filled with singing a song for the entire video. Next, listen-replication-do meant that the student-teachers made the young learners listen to the new words, replicate their pronunciation, and do the action. Then, modeling meant that the student-teachers modeled the words. Fifth, the student-teachers employ video as a visual aid to introduce the new words. Finally, the student-teacher made the young learners' role play as in the video.

The techniques were as follows. First, the student-teachers let the young learners watch the video entirely and uninterrupted. Hence the name full watching came from. Then, the student-teachers employed a freeze frame. During the video watching, the student-teachers pause the video at a particular moment to introduce the new words. Once the introduction finished, the student-teachers continued to play the video. Finally, the student-teachers were employed to watch and replay. It was the hybrid version of the previous techniques. It meant that the student-teachers played uninterrupted the first time and replayed the second time, employing a freeze frame.

Based on the findings, the researcher also identified that the student-teachers employed the video to introduce, practice, and produce new words. For example, the student-teachers mainly used full watching to introduce the new words. They let the young learners wonder at the end of the video. The student-teacher had the young learners to be curious about the new words. Once the full watching ended, the student-teachers replayed the video and used the freeze frame technique to practice and establish the meaning to the young learners. Finally, the student-teachers employed a role-play to produce the new words. Besides, the student-teachers employed listen-repeat-do to introduce the new words.

In addition to technology has made it easier to teach young learners (Purnamaningwulan, 2021). Employing video to teach vocabulary was well-known among the experts in teaching young learners. Employing video in teaching vocabulary is believed to maximize young learners' learning (Sabgini &

Triastama Wiraatmaja, 2022; Brame, 2016). There were three elements to consider in employing video to teach young learners. First, the video would benefit the young learners' cognitive load. Second, video usage would improve the young learners' engagement. Finally, using video in teaching young learners would ignite active learning.

The rationale of cognitive load would reduce the extraneous load. It meant that video usage consisted of an interesting moving picture, audio, and everything in between, making the young learners focus solely on the video. The focus would eliminate the extraneous factor that hinders the learning goals. Furthermore, giving dual channel information to the students, audio and visual, would benefit the young learners' working memory.

Next, the young learners' engagement would be improved as well. The usage of video would possibly eliminate the young learners' mind wandering. Less mind wandering would engage the class since the young learner focused on the task at hand. As a result, the young learners would create a sense of social partnership between them and the teacher as well as among them.

Then, the young learners would benefit from active learning offered by video usage. Active learning produces young learners' self-regulation. Self-regulation is a learning process that requires young learners to monitor their learning, identify learning difficulties, and respond to a judgement. In other words, employing video would actively build their learning.

In addition, video usage could serve young learners with different learning styles. As stated by Nasution (2019), a video that consists of audio and visual information activates the dual-channel reception of young learners. Therefore, automatically, the aural and visual learners would simply best benefit. However, the kinesthetic learners would also benefit since they moved and attentively focused on the video's information.

Meanwhile, the young learners showed a positive engagement toward using video in teaching vocabulary. The finding was in line with the previous study by Hariyono (2020). The young learners were content when the student-teachers employed video. Furthermore, the young learners were excited when the student-teachers played the video. The video was able to improve the classroom atmosphere. The atmospheres were cheerful, happy, fun, and engaging. Therefore, employing video in teaching vocabulary to young learners was an executive decision considering the state of the young learners.

Juhana (2014) stated that in teaching young learners, the student-teachers should expose the young learners to an enormous of authentic material English. First, the student-teachers expose the young learner to authentic English by using the video. Then, the young learner needs to learn through actions and explorations. The video, the activities, and the technique employed fulfilled these requirements. Finally, young learners tend to have a short attention span. Therefore, by using the video, the student-teacher tried to attract as much attention as possible from the young learners. The attraction would enhance the focus and eliminate extraneous distractions and mind wandering. Therefore, the learning goals could be achieved.

CONCLUSION

In short, the student-teacher employed video to teach young learners vocabulary as a medium. The learning media is intended to introduce, practice, and produce new words. The technique to introduce, practice, and produce new words takes form in six activities: story, singing song, listen-replication-do, modeling, visual aids, and role play. Meanwhile, the techniques in video presentation take form three techniques: full watching, freeze frame, and full watch and repeat.

Positive engagement was found in the young learners' responses. They were a positive atmosphere during the study when the student-teachers employed video in the learning process. The young learners actively asked questions, responded to the instruction, and expressed their thoughts when the student-teachers asked them about the video. In addition, the video managed to engage the young learner when learning vocabulary actively.

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