

## **DESIGNING TEACHING ACTIVITY: EMPLOYING CARTOON VIDEOS TO IMPROVE YOUNG LEARNERS' VOCABULARY**

**<sup>1</sup>Muhammad Rizal Akbar Zamzami\***

<sup>1</sup> Universitas Islam Raden Rahmat Malang, Indonesia

<sup>1</sup>[rizalakbarzamzami@gmail.com](mailto:rizalakbarzamzami@gmail.com)

**<sup>2</sup>Muhammad Ana Zamzami**

<sup>2</sup> Universitas Islam Raden Rahmat Malang, Indonesia

<sup>2</sup>[azam.alfaqir@gmail.com](mailto:azam.alfaqir@gmail.com)

\*Corresponding author

Received : May 11, 2023

Revised : June 24, 2023

Accepted : June 26, 2023

Published : June 30, 2023

How to Cite (in APA Style) :

Zamzami, M.R.A., Zamzami, M.A. (2023). Designed Teaching Activity: Employing Cartoon Videos to Improve Young Learnings' Vocabulary. *Pioneer: Journal of Language and Literature*, 15(1), 102-118. doi: <https://doi.org/10.36841/pioneer.v15i1.2849>

Licensed by CC BY-SA 4.0

**Abstract:** The article discusses the idea of designing teaching approach by using cartoon videos as a tool for teaching vocabulary to young learners, specifically 4<sup>th</sup> and 5<sup>th</sup> grade elementary school students who are typically 10-11 years old. The article emphasizes that in the current modern era, a variety of media have already become a part of our daily lives, particularly for children who watch YouTube, Tiktok, and other ssocial media videos. Consequently, teaching and learning process should adapt with the advancement of technology. Designing teaching vocabulary for young learners by using cartoon videos are suitable since young learners are more open-minded, have developed concrete operational thinking, and are motivated to solve their own learning problems. This article also provides a lesson plan which can be utilized in Classroom Action Research (CAR). Overall, the article believes that using cartoon videos is an effective teaching strategy for young learners because it is engaging, enjoyable, and it helps students to learn more effectively.

**Keywords:** *cartoon videos, teaching vocabulary, young learners*

## **INTRODUCTION**

In today's educational context, teaching young students has become a crucial issue due to their complex and unique learning abilities. According to (Piaget, 1964) language acquisition levels, there are three distinct age groups of learners: young learners, teenagers, and adults. Young learners, who are typically between 7-12 years old, pose significant challenges in terms of intellectual development, sensory input,

attention span, affective factors, and authenticity, making teaching them an essential area of investigation (Krogh, 2010)

In order to establish a strong foundation for language acquisition, learners need to master a fundamental aspect of language, which is vocabulary (Oliver Rhonda, 2018a). Vocabulary plays a crucial role in verbal communication and should be introduced to students at a young age. However, teaching vocabulary to young learners can be challenging due to several factors. Firstly, many words have discrepancies between their written and spoken forms, making it difficult for learners to understand (Jackson, 1988). Additionally, the teaching and learning process can be uncomfortable, which often is caused by a lack of innovation and creativity on the part of teachers. Consequently, many teachers struggle with finding effective ways to help students memorize vocabulary, which can lead to frustration and a lack of interest in learning English among students (Krogh, 2010).

To address the challenges mentioned above, one potential solution that can help teachers in teaching vocabulary is the use of visual aids (Mansourzadeh, 2014a). Employing visual aids, such as podcasts and videos, is a popular, innovative approach to deliver English language material to students, since it captures their attention and interest. Videos, in particular, are a valuable tool as they can help students develop integrated skills in reading, writing, speaking, and listening in a single package (Seli & Santosa, 2022). Using videos as a language learning tool can significantly help young learners develop their English skills. Videos provide a rich audiovisual environment that immerses young learners in the language and exposes them to authentic language use (Bland, 2015). By watching and listening to videos, young learners can improve their listening comprehension, as they become familiar with different accents, intonations, and speech patterns (Diah et al., 2020a). Videos also enhance vocabulary acquisition, as young learners encounter a wide range of words and phrases in context. Additionally, videos promote speaking skills, as young learners can model their pronunciation and intonation after native speakers. They also provide visual cues that aid in understanding and reinforce grammar and sentence structures (Richards, 2015a).

Moreover, using videos as a teaching tool for young learners offers several benefits for teachers (Oliver Rhonda, 2018b). Videos engage young learners through visual and auditory stimulation, capturing their attention and making learning enjoyable

(Richards, 2015a). They provide real-life contexts and cultural references, enhancing comprehension and vocabulary acquisition. Videos expose young learners to authentic language use, improving their listening and speaking skills. They also promote cultural awareness and broaden students' perspectives. Videos serve as supplemental resources for practice and reinforcement, accommodating different learning styles (Richards, 2015a). Therefore, using videos can not only benefit teachers but also enhance students' learning experiences.

Furthermore, according to (Seli & Santosa, 2022), visual aids have proven to be effective in facilitating language acquisition in young learners as they provide a more engaging and interactive learning experience. With the help of visual aids, young learners can understand better and it help them remember new words and their usage in context. Moreover, visual aids can also help them overcome pronunciation difficulties by providing a visual representation of how words should be pronounced either in mouth movement and sound of words (Rasyid, 2016a).

Utilizing visual aids, especially videos, can be a useful tool for teachers to overcome the challenges of teaching vocabulary to young learners (Diah et al., 2020b). By integrating visual aids into their teaching strategies, teachers can create a more engaging and effective learning environment, which can ultimately lead to better language acquisition outcomes for students (Yin et al., 2020). However, videos can be an effective tool for teaching and learning English, it is important to consider several factors before employing them in the classroom. These factors include the type of program and curriculum, the number of hours allocated to English classes, and the techniques and activities used in teaching.

Cartoon videos have several advantages over other types of videos when it comes to teaching English vocabulary to young learners (Rasyid, 2016b). Firstly, they are visually engaging, and children are often attracted to bright colors and fun animations, making it easier for them to pay attention and retain the information being taught. Additionally, cartoon videos can be used to introduce new vocabulary in a contextualized and meaningful way, helping learners to better understand and remember the words being taught (Abuzahra et al., 2016). Furthermore, cartoon videos can also be used to model correct pronunciation and intonation, which can be particularly helpful for young learners who are still developing their language skills.

(Abuzahra et al., 2016) assert that the use of cartoon videos can be an effective way to teach vocabulary to young learners, provided that several factors are considered when selecting and incorporating them into the curriculum. When used appropriately, cartoon videos can enhance young learners' vocabulary skills and create a more engaging and effective learning experience.

In addition, cartoon videos can be a powerful tool to spark young learners' interest in learning English vocabulary. These videos are often visually appealing, with bright colors, interesting movable scenes, and funny animations that can captivate children's attention and motivate them to learn. Since most young learners already have an affinity for cartoons, incorporating cartoon videos into the curriculum can make the learning experience more engaging and enjoyable for them (Abuzahra et al., 2016).

Furthermore, cartoon videos offer several advantages for teaching English vocabulary. They provide a context for new vocabulary words and illustrate their meaning in a way that is easily understood by young learners. Additionally, the texts and sounds in the videos help students to learn the correct spelling and pronunciation of the words, which can enhance their language skills (Rasyid, 2016b).

By using cartoon videos, teachers can make the learning process more attractive and fun, which can lead to better engagement and higher retention of the material being taught. As noted by (Richards, 2015b) technology offers many options that can not only make teaching interesting but also more effective and productive.

In conclusion, designing the teaching media to improve young learners' vocabulary using cartoon videos in teaching English vocabulary can be an alternative way as it can create a more engaging and enjoyable learning experience. Cartoon videos offer many benefits, including visual appeal, contextualized learning, and improved spelling and pronunciation skills (Rasyid, 2016b). By incorporating cartoon videos into their teaching strategies, teachers can help young learners especially those who are in four grade, and fifth grade of elementary school since Cartoon videos provide visual appeal and maintain their interest. They aid comprehension through visual cues and context, improve listening skills, and enhance vocabulary acquisition (Mansourzadeh, 2014a). Cartoon videos also promote cultural understanding, spark creativity, and create a fun learning environment (Khaliq & Nasution, 2019a). In short,

they engage students, facilitate learning, and support their overall development into strong foundation in English vocabulary and improve their overall language proficiency.

## **Discussion**

### ***Teaching Vocabulary Using Cartoon Videos to Young Learners***

Teaching language to children has undergone significant development in the pedagogical context. According to (Dean Joan, 2016), teaching young learners requires consideration of three critical aspects: cognitive, physical, and psychological development. Educators need to determine the appropriate level and materials to convey to children, and provide special treatment to help them acquire language skills and relate the language to the real world. The writers propose a method for teaching vocabulary to young learners, specifically those at the middle-late level, by using cartoon videos. This section will discuss the dimensions of young learners, techniques for teaching vocabulary, and the use of videos as a medium to enhance their language acquisition skills.

Young learners have unique characteristics and needs that must be taken into account when teaching them language. The cognitive, physical, and psychological aspects of their development must be considered in order to provide appropriate materials and teaching strategies (Dixon et al., 2020). Vocabulary is one of the fundamental aspects of language, and it is crucial to teach it to young learners at an early age. However, teaching vocabulary to young learners can be challenging due to the many words that have different written and spoken forms. Using visual aids, such as cartoon videos, can be an effective method for teaching vocabulary to young learners, as it can capture their attention and make the learning process more enjoyable (Khaliq & Nasution, 2019b). Moreover, videos can also help students to practice their reading, writing, speaking, and listening skills in an integrated way. Therefore, it is essential for educators to use innovative methods, such as cartoon videos, to make language learning more engaging and effective for young learners.

### ***Young Learners***

In recent decades, there has been a significant increase in the number of children learning English as a foreign language, both in state-run systems and private language schools (Dixon et al., 2020). According to (Piaget, 1964) cognitive development theory, there are four stages of cognitive development, which include sensorimotor,

preoperational, concrete operational, and formal operational stages. Within the category of young learners, Piaget divides them into three groups: infancy, early childhood, and middle-late childhood. Middle-late childhood is particularly important to discuss when it comes to teaching English as a foreign language. During this stage, children have developed their physical, cognitive, and psychosocial skills to the point where most begin formal training in structured school systems (Piaget, 1964). They are curious about new ideas and eager to learn more about themselves, their bodies, their world, and the influence that different things in the world have on them. This stage is a period of significant change, and it shapes their attitudes, values, and perceptions of themselves, their society, and the world. (Piaget, 1964) referred to the cognitive development in middle and late childhood as the period of concrete operations, during which logical, rational thought processes and the ability to reason inductively and deductively develop.

Children in this stage are capable of systematic thought through inductive reasoning and can classify objects and systems, express concrete ideas about relationships and people, and carry out mathematical operations. They are also able to use sarcasm and language skills for telling jokes, conveying complex stories, and communicating increasingly sophisticated thoughts (Krogh, 2010). Research by (Dean Joan, 2016) supports the idea that middle-late childhood is a time of significant growth and development in children.

(Dean Joan, 2016) categorized the cognitive development in middle and late childhood as the stage of concrete operations. During this phase, children develop logical and rational thinking processes as well as the ability to reason inductively and deductively. They can think objectively, listen attentively to others, and selectively use questioning to seek answers. They can engage in systematic thought through inductive reasoning, classify objects and systems, express concrete ideas about relationships and people, and carry out mathematical operations. Furthermore, they become adept at understanding and using sarcasm, employing well-developed language skills for telling jokes, conveying complex stories, and communicating increasingly sophisticated thoughts (Oliver Rhonda, 2018a).

### ***Teaching Vocabulary***

The concept of vocabulary refers to the knowledge of words and their meanings. It encompasses not only the definition of a word, but also how that word relates to the

world around us (Jackson, 1988). Vocabulary is not something that can be fully learned and mastered, as it is constantly expanding and deepening throughout a person's lifetime (Jackson, 1988). The acquisition of vocabulary involves both incidental learning through indirect exposure to words and intentional learning through explicit instruction in specific words and word-learning strategies.

In order to effectively teach vocabulary, teachers need to consider different aspects of vocabulary knowledge. According to (Jackson, 1988) these aspects include the form of the word (pronunciation and spelling), the meaning of the word (denotation and sometimes various meanings), the grammar of the word (including specific grammatical rules), and the collocation of the word (how it tends to be used in conjunction with other words or expressions). Therefore, teaching vocabulary requires more than just looking up words in a dictionary and using them in a sentence. Teachers need to employ a variety of strategies to ensure that learners acquire a deep understanding of words and how they are used in context (Purba et al., 2022).

On the other hand, the task of teaching vocabulary to young learners is challenging because their prior knowledge is still in the process of being constructed. In light of this, (Mansourzadeh, 2014b) offers some practical suggestions for teaching young learners effectively. First, using visual aids such as real objects, pictures, masks, and videos can help young learners to relate new words to their imagination and construct meaning more easily (Rasyid, 2016c). Second, using gestures and actions can also help young learners to understand the meaning of the word as they relate it to their physical actions (Purba et al., 2022). Lastly, repetition is an effective strategy to assist young learners in memorizing new words, as they have the ability to easily remember through repeated exposure to the words (Purba et al., 2022). Teachers can use these methods to make vocabulary learning more interesting and engaging for young learners. By doing so, young learners can develop their language skills effectively and grow their vocabulary knowledge.

### ***The Utilization of Videos in an Educational Setting***

Videos engage multiple senses and can create excitement about a subject, leading to better retention of information. Audiovisual material is a rich medium for teaching and learning, and video can effectively convey complex information if used creatively (Anggraeni et al., 2019).

(Krogh, 2010) suggests that teaching young learners requires creativity to connect their prior knowledge to the real world. One effective approach is to use video, which can help students understand and retain information by tapping into their rich imaginations. Teachers can use videos to explore students' imagination and link it to their prior knowledge to make learning more effective and enjoyable. By using video in this way, teachers can help young learners develop a deep understanding of complex topics and engage them in the learning process (Rasyid, 2016b).

Moreover (Gómez Chova et al., 2015) argue that the use of video in teaching and learning activities has become increasingly important for several reasons. Firstly, it can facilitate thinking and problem-solving by making connections between visual clues, memory processes, and the recall of new knowledge (Seli & Santosa, 2022). Additionally, using moving images and sound to communicate a topic can be an engaging and insightful challenge for both students and instructors. It can also help students acquire transferable skills beyond filmmaking (Diah et al., 2020b). Secondly, videos can assist with mastery learning as they can effectively communicate facts and demonstrate complex procedures, allowing students to view them as many times as necessary (Khaliq & Nasution, 2019b). Thirdly, digital video reporting has been shown to inspire and engage students in student-centered learning activities. This results in increased motivation, enhanced learning experiences, higher marks, and the development of deeper learning of the subject, learner autonomy, and enhanced team working and communication skills (Rasyid, 2016b).

### ***Choosing a Specific Cartoon Video to Teach Young Learners***

The statement highlights the misconception that cartoons are solely for entertainment purposes and are outdated in today's world. However, cartoons have various advantages, particularly for young learners. In an educational context, teachers can utilize cartoons to explore the imagination of their students, and there are three main advantages of using cartoons for young learners (Diah et al., 2020b)

Firstly, cartoons appeal to the child in the teacher and the students themselves. They offer an escape from reality and create a fantasy world that is engaging and captivating for learners. The vibrant and colorful nature of cartoons can immediately grab the attention of young learners, making them a valuable tool for stimulating language activities in the classroom (Rasyid, 2016c).



Secondly, many cartoons contain rich cultural content, providing children with exposure to different cultural norms and beliefs. For example, cartoons may showcase children making decisions that challenge cultural expectations, thereby presenting an opportunity for young learners to understand cultural nuances and differences. Additionally, cartoons with moral lessons can teach important values such as honesty and respect (Abuzahra et al., 2016).

Lastly, cartoons offer language learning opportunities for children. Animated characters use a language that is familiar to young learners, with the use of contractions, elisions, and simplified vocabulary. This language use provides an excellent opportunity for children to be exposed to a range of language features and become comfortable with children's language (Rasyid, 2016c).

In other words, cartoons are not outdated or merely for entertainment purposes. They have many benefits for young learners, including capturing their attention, presenting cultural content, and providing language learning opportunities.

#### ***Selecting a Suitable Cartoon to be Incorporated into Classroom Instruction***

According (Rasyid, 2016c) when using cartoon videos in the classroom, it is important for teachers to keep in mind two main criteria: theme and language. The theme should be relevant to the topic being taught in the class, as good cartoons often have a story and a moral or lesson to teach. Therefore, teachers need to carefully select cartoons that align with their teaching objectives.

In addition, the language used in the cartoon should also be considered (Abuzahra et al., 2016). While some cartoons contain mostly action with minimal dialogue, others may have many different voices and sound effects, making it difficult for young learners to understand. Teachers should choose cartoons that use language appropriate for the level of their students, with simple vocabulary and sentence structures. By doing so, students can benefit from exposure to children's language and improve their listening and comprehension skills.

Overall, by following these criteria, teachers can effectively use cartoon videos as a teaching tool to engage young learners and help them link their imagination to the real world.

### ***Teaching Design***

The teaching design mentioned in this study is aimed at increasing the vocabularies of 6th grade elementary school students using videos. The reason for selecting students at this age level is based on Piaget's theory, which categorizes them as being in the middle-late childhood stage and having developed the concrete operational system in their cognitive development. Additionally, according to (Rhonda, 2018a) students at this stage are open-minded, accept any variation in the learning process, and are self-motivated to learn.

The teaching design consists of three stages: pre-watching, whilst-watching, and post-watching. In the pre-watching stage, the teacher will introduce the topic and the new vocabulary that will be presented in the video. The teacher may also use some pre-watching activities, such as brainstorming or discussing related topics, to activate students' prior knowledge and prepare them for the video.

The whilst-watching stage involves playing the video and allowing the students to watch it. During this stage, the teacher can ask some questions to keep the students engaged and focused on the content. The teacher may also ask some questions to check the students' understanding of the new vocabulary introduced in the video.

Finally, in the post-watching stage, the teacher will lead a discussion about the video content, focusing on the new vocabulary and its meaning. The teacher may also give some post-watching activities, such as vocabulary quizzes or writing exercises, to reinforce the new vocabulary and ensure the students have understood it.

The chapter that will be covered in this teaching design can be divided into two or three meetings depending on the students' ability to receive the materials. This division is aimed at ensuring the students have enough time to absorb and understand the new vocabulary before moving on to the next chapter.

## **Teaching Vocabulary Using Video in a Three-Stage Lesson**

**Major Skill : Vocabulary for Speaking**

**Theme : Narrative**

**Meeting I**

**Snow White**



**Figure 1. Picture of Snow White**

### **Materials:**

1. Video
2. Picture
3. Module or handbook

### **Vocabularies Targets:**

1. Good and bad characteristics
2. The names of places

### **Pre-Watching Activities**

- Display images of Snow White, the dwarfs, and the prince to pique the students' interest and introduce them to the main topic.
- Present the students with questions regarding the pictures, such as inquiries about the physical features of the characters mentioned, the location of the events, and potential activities that the characters might be engaging in.
- After initiating a discussion by providing some questions, inform the students that they will be viewing a video about Snow White.

### **Whilst-Watching Activities**

- Ask the students to catch some aspects while they are watching the

video. Those aspects are about:

1. Characters
2. The characteristics of characters
3. The setting of place

### **Post-Watching Activities**

- After the students have finished watching the Cinderella video, provide them with questions that are related to the story.
- Emphasize the personalities of each character, the order of events in the plot, the location, and other pertinent details.
- During this session, the teacher can also help the students revise their comprehension by comparing their understanding when they were only shown pictures versus after watching the video.
- Additionally, the teacher can introduce new or commonly used vocabulary from the video, such as words describing emotions like anger, fear, and worry, to enable the students to learn and apply them during discussions.
- After the discussion, allow the students to recount the Snow-White story in their own words.

## **Meeting II**

### **Malin Kundang**



**Figure 2. Picture of Malin Kundang**

**Materials:**

1. Video
2. Picture
3. Module or handbook

**Vocabularies Targets:**

1. Good and bad characteristics
2. The names of places

**Pre-Watching activities**

- To prepare for the upcoming video about Malin Kundang, begin the class by displaying two images: one showing a child kissing their mother's hand affectionately, and the other depicting a child behaving rudely towards their parents.
- Encourage the students to share their thoughts and feelings about the images, and assist them in articulating their opinions.
- Lead a discussion by posing some questions, and then let the students know that the video they will be watching is about Malin Kundang, a defiant son who is cursed by his mother.

**Whilst-Watching activities**

- During this session, request that the students pay attention to specific elements while watching the video.
- These elements include the characters themselves, their distinguishing traits, the location or setting where the story takes place, and the reason why Malin Kundang is condemned by his mother to be transformed into a statue.

**Post – Watching Activities**

- Following the viewing of the Malin Kundang video, present the students with inquiries relating to the narrative.
- The teacher should concentrate on the personalities of each character, the plot's sequence, the background setting, and other pertinent elements.
- Additionally, the teacher can introduce new terminology or frequently used phrases from the video, such as character traits or phrases conveying

emotions like anger, worry, or fear, to help the students apply these words in their discussions.

- During the discussion, the teacher should assist the students in identifying any ethical lessons they may have extracted from the story.

### **Meeting III**

During the third meeting, the teacher may choose to review the activities and materials covered in the previous two meetings. If there is not enough time to complete all the materials in the first or second meeting, the teacher can continue them in the third meeting. It is important for the teacher to assess the students' understanding of the topic and their vocabulary knowledge related to the targeted vocabulary.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Teaching vocabulary to young learners can be quite challenging as they are still developing their language skills. However, the use of videos has become a popular innovation in the pedagogical context to enhance language competence. This strategy benefits both teachers and students. For teachers, it is an innovative way to improve students' skills using visual aids and videos. For students, it provides at least three advantages. Firstly, it helps them understand the meaning of words in a fun and engaging way. Secondly, videos can capture their attention and make learning more enjoyable. Finally, videos can improve students' learning activities by encouraging active participation and interaction. It is important for teachers to carefully select appropriate videos based on the age and cognitive development of their students to achieve the best results.

Moreover, teaching vocabulary to young learners is crucial for their language development. Using videos to teach vocabulary is an effective way to make the learning process more engaging and fun. The teaching process is divided into three meetings, where the first and second meetings use the same theme, such as narrative videos, to introduce new vocabularies and encourage students to learn. The third meeting is designed for reviewing the materials and assessing the students' improvement.

## Suggestions

Since teaching vocabulary is a continuous process, teachers should increase the frequency of meetings to ensure that students' vocabularies are continuously enriched. This will help students to build a solid foundation of vocabulary that they can use in their communication skills.

When choosing videos and themes, it is important for teachers to consider the appropriateness of the materials for their students. Using inappropriate themes and videos can lead to confusion and ambiguity for the students. Therefore, teachers should select videos that are relevant, interesting, and appropriate for their students' age and cognitive development. By considering these two aspects, teachers can create a more effective and engaging learning environment for their students.

## REFERENCES

- Abuzahra, N., Abdel-Hakim Farrah, M., & Zalloum, S. (2016). Using Cartoon in Language Classroom from a Constructivist Point of View. In *Arab World English Journal (AWEJ) Special Issue on CALL* (Issue 3). <http://ssrn.com/abstract=2822995> Electronic copy available at: <https://ssrn.com/abstract=2822995>
- Anggraeni, A. D., Pentury, J., & Tanamal, A. (2019). Blending Humour and Animation in English Learning for Students of English Education Programs in Universities. In *International Journal of Innovation, Creativity and Change*. [www.ijicc.net](http://www.ijicc.net) (Vol. 5, Issue 6). [www.ijicc.net](http://www.ijicc.net)
- Bland, J. (2015). *Teaching English to young learners: critical issues in language teaching with 3-12 year olds* (first). Bloomsbury.
- Dean Joan. (2016). *Meeting the Learning Needs of All Children*. <https://doi.org/10.4324/9780203823231>
- Diah, L., Adnyani, S., Wayan, N., Mahayanti, S., & Suprianti, G. A. P. (2020a). *PowToon-Based Video Media for Teaching English for Young Learners: An Example of Design and Development Research*. [www.PowToon.com](http://www.PowToon.com)
- Diah, L., Adnyani, S., Wayan, N., Mahayanti, S., & Suprianti, G. A. P. (2020b). *PowToon-Based Video Media for Teaching English for Young Learners: An Example of Design and Development Research*. [www.PowToon.com](http://www.PowToon.com)
- Dixon, C., Thomson, J., & Fricke, S. (2020). Language and reading development in children learning English as an additional language in primary school in England. *Journal of Research in Reading*, 43(3), 309–328. <https://doi.org/10.1111/1467-9817.12305>

- Gómez Chova, L., López Martínez, A., & Candel Torres, I. (2015). *ICERI 2015 : 8th International Conference of Education Research and Innovation, Seville (Spain), 16-18 November 2015 : proceedings*. Iated Academy.
- Jackson, H. (1988). *Words and their meaning*. Longman.
- Khaliq, A., & Nasution, R. (2019a). *YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text ARTICLE HISTORY* (Vol. 1, Issue 1). <http://ojs.journal.unilak.ac.id/index.php/utamax>
- Khaliq, A., & Nasution, R. (2019b). *YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text ARTICLE HISTORY* (Vol. 1, Issue 1). <http://ojs.journal.unilak.ac.id/index.php/utamax>
- Krogh, L. S. and Slentz, L. K. (2010). *Early Childhood Education*. <https://doi.org/https://doi.org/10.4324/9780203842010>
- Mansourzadeh, N. (2014a). A Comparative Study of Teaching Vocabulary through Pictures and Audio-visual Aids to Young Iranian EFL Learners A Comparative Study of Teaching Vocabulary through Pictures and Audio-visual Aids. In *Journal of Elementary Education* (Vol. 24, Issue 1).
- Mansourzadeh, N. (2014b). A Comparative Study of Teaching Vocabulary through Pictures and Audio-visual Aids to Young Iranian EFL Learners A Comparative Study of Teaching Vocabulary through Pictures and Audio-visual Aids. In *Journal of Elementary Education* (Vol. 24, Issue 1).
- Oliver Rhonda. (2018a). *TEACHING YOUNG SECOND LANGUAGE LEARNERS*. <https://doi.org/https://doi.org/10.4324/9781315149813>
- Oliver Rhonda. (2018b). *TEACHING YOUNG SECOND LANGUAGE LEARNERS*. <https://doi.org/https://doi.org/10.4324/9781315149813>
- Piaget, J. (1964). Piaget-Cognitive-Development-in-Children. *Journal of Research in Science Teaching*, 2, 176–186.
- Purba, U. W., Sipayung, K., Lumbantoruan, F., & Simanjuntak, R. V. (2022). The Use of Pictionary Game in Teaching Vocabulary to Second Grade Students of SMPN 1 Raya. *Pioneer: Journal of Language and Literature*, 14(1), 156. <https://doi.org/10.36841/pioneer.v14i1.1672>
- Rasyid, S. (2016a). E-ISSN 2528-746X Using Cartoon Movie to Improve Speaking Skill. In *Research in English and Education (READ)* (Vol. 1, Issue 2).
- Rasyid, S. (2016b). E-ISSN 2528-746X Using Cartoon Movie to Improve Speaking Skill. In *Research in English and Education (READ)* (Vol. 1, Issue 2).
- Rasyid, S. (2016c). E-ISSN 2528-746X Using Cartoon Movie to Improve Speaking Skill. In *Research in English and Education (READ)* (Vol. 1, Issue 2).



- Richards, J. C. (2015a). *Technology in Language Teaching Today*. <http://monitor.icef.com/2015/04/the-promise-and-challenge-of-technology-in-language->
- Richards, J. C. (2015b). *Technology in Language Teaching Today*. <http://monitor.icef.com/2015/04/the-promise-and-challenge-of-technology-in-language->
- Seli, F. Y., & Santosa, I. (2022). The Role of Video Games in Learning English. *IJLECR - INTERNATIONAL JOURNAL OF LANGUAGE EDUCATION AND CULTURE REVIEW*, 8(2), 56–67. <https://doi.org/10.21009/ijlecr.v8i2.32013>
- Yin, K. Y., Bing, K. W., Salwah, F., Hadi, A., Shahbani, M., & Bakar, A. (2020). The Effect of Video-based Collaborative Learning among Economics' Undergraduates in Malaysia. *International Journal of Advanced Science and Technology*, 29(6), 272–281.