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## TEACHING VOCABULARY TO YOUNG LEARNERS USING YOUTUBE VIDEOS AT A PRIVATE SCHOOL IN SUMEDANG

**Eva Meidi Kulsum; Rahma Sakina; Ervan Fauzan; Yustika Nur Fajriah**

Ma'soem University; Institut Pendidikan Indonesia

*evameidik@gmail.com; ervanfauzan5@gmail.com;*

*rahmasakina@gmail.com; yustikanurfajri@gmail.com*

**Abstract:** This research focuses on learning vocabulary to young learners through YouTube videos and is categorized as descriptive-qualitative method using observation and interviews. This research was conducted at Al-Ma'soem Elementary School which involved 32 young learners and an English teacher. The results of this study were classified into 3 themes; the characteristics of YouTube videos, the advantages of using YouTube videos and the problems faced by teachers in using YouTube videos. It was found that all young learners at Al-Ma'soem Elementary School grade 1 were involved in learning vocabulary through YouTube videos. These young learners gave a positive response during the learning activities because they preferred learning English, especially learning vocabulary by using videos on YouTube. Related to the last findings, the lack of the teacher in preparing a suitable video and the unstable internet connection are considered as problems experienced by the teacher in using the videos on YouTube. Additionally, the use of YouTube videos to learn vocabulary in English learning is quite effective, however, the teachers are suggested to wisely choose the characteristics of videos that are suitable for young learners and find out the best solution to overcome the problems appeared.

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

### INTRODUCTION

It is known that reading, speaking, listening, and writing becomes the most important skills to learn a language so does to learn English. Students need to comprehend the four major skills when they want to be able to master it. Besides, they need also to learn vocabulary to support them in mastering the main skills in order to make the learning process becomes easier. As supported by Rahmadhani (2015), young learners should be taught vocabulary early because it is an important item in language learning.

Vocabulary can be defined, roughly, as the words we teach in the foreign language (Syafrizal & Haerudin, 2018). As claimed by Rahmadhani (2015), the main aspect of

language skills is vocabulary which can support students' ability to the four skills in a language (speaking, listening, reading and writing). Vocabulary plays more important role than grammar, as Wilkins in Ha (2021) said "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". It is implied that vocabulary is the most important aspect to learn a language which can make the learner easier to implement the language. In addition, vocabulary should be taught as early as possible moreover when it comes to young learners.

It is common that vocabulary also plays the most important thing for young learners to learn a language even it is required to every young learner in learning a language to know much vocabulary to a feasible extend. Therefore, a young learner must first improve vocabulary in order to easily understand the language learned (Lelawati et al., 2018). By mastering a wide vocabulary, students will be able to understand English to communicate well. In relation to this condition, a teacher must first master vocabulary in English when giving lessons to young learners in order to make them understand all the functions, forms, meanings and procedures for using vocabulary in everyday life. On the other hands, teaching vocabulary to young students has its own difficulties since young students have their own characteristics as stated by Syafrizal & Haerudin (2018) saying that young students will feel comfort to learn when they have enthusiasm and energetic which make them easier to adjust specifically to the situation. Therefore, it is a challenge for teacher to provide a learning environment which is appropriate to their characteristics.

Vocabulary learning provided by teachers to young students should be as creative as possible in order to make these young students not easily bored and be able to understand vocabulary well. Uncreative and monotonous materials can make young students easily bored which results in a loss of concentration which automatically impact to the learning center which becomes short (Juhana, 2014). Some factors that can affect learning situations, namely learning methods, learning strategies, learning techniques, and materials used for learning should be able to increase the learning interest of young learners. With the development of the technological era today teachers must be able to utilize technology that can make learning more interesting. One way to provide interesting learning for young students is to use learning videos that are on the YouTube platform. Videos can create an atmosphere in the learning process to be fun and can be easily understood. Since learning vocabulary through video can bring up objects directly, young students can remember it easily (Almurashi, 2016; Juhana, 2014).

Syafrizal & Haerudin (2018) claimed that "The young learners are students who are studying in Elementary or Senior High School aging 6-12 and they studied English as a second language". When young learners are about four or five years old, they can develop their own grammar and vocabulary according to the language they think is interesting (Gordon, 2006). In the learning process, young students have various ways of learning to understand the meaning of vocabulary learned based on experience and how they find something new because young students have big ambitions when they want to know something (Juhana, 2014). Young students certainly have different behaviour and mindsets than adults. Therefore, teaching young students must use special ways that suit their needs and understanding. To be successful in teaching children in a second and foreign language, it requires specific skills and intuitions that are different from those appropriate for teaching adults (Rahmadhani, 2015).

There has been some previous research related to teaching vocabulary to young learner using video on YouTube. The study was conducted by (Hariyono, 2020) that aimed to examine how young learners can follow vocabulary learning through YouTube

media. The results of the study found that children who learned vocabulary through YouTube were very excited, happy and highly motivated. In addition, children love to use technology which makes learning more interesting and can help them learn vocabulary easily. The other research that is still related to the use of YouTube videos for vocabulary learning which is researched by Kabooha & Elyas (2015). This study aims to find a lesson that can make it easier for young students to learn vocabulary. The results of this study can be seen that both students and teachers believe that YouTube technology is an effective tool to use as a learning medium, one of which is to learn vocabulary, and cognitive theory of learning theory carried out using YouTube provides a good explanation for young students.

From several studies that have been carried out, the difference between this research is the focus of the research. This research focuses on the teacher's perception of the characteristics of video on YouTube, the advantages of using video on YouTube in teaching-learning vocabulary to young learners and the problems faced by the teacher and students during learning vocabulary through YouTube.

It is expected that young students will be able to be more easily do English learning, especially in improving their vocabulary. It is also hoped that by the learning method through YouTube can make the teachers easier to provide innovative learning that can increase the learning interest of young students.

## **LITERATURE REVIEW**

In learning a language, vocabulary is a basic to be learn, it is considered as a central in language teaching and is important for a language learner (Susanto, 2017). Without knowing the vocabulary, it is impossible for a learner to understand what is said and written by someone. This is in line with statement from Wilkins in Inal & Cakir (2014) saying that "without vocabulary nothing can be conveyed" this is how the expert conclude the importance of vocabulary for language teaching and learning.

### **Types of Vocabulary**

According to Hurlock (2007) children learn two types of vocabulary: general vocabulary and special vocabulary. A common vocabulary consists of words that can be used in a variety of different situations. A special vocabulary consists of specific meaning words that are only used in certain situations. Hurlock (2007) suggests the types of vocabulary, namely:

#### ***General vocabulary***

The first word used by children is a noun, generally a one-word that is taken from the sound of a babble that is liked. Once children learn enough nouns to name and object around them, they begin to learn new words, especially those that describe actions such as "give," "take" or "hold." Adjectives appear in the vocabulary of a 1.5-year-old child. At first the most commonly used adjectives were "good", "bad", "good", "naughty", "hot" and "cold". In principle, these words are used on people, food and drink. Adverb are used at the same age for adjectives. Adverb that appear earliest in a child's vocabulary, are generally "here" and "where".

#### ***Specific vocabulary***

Specific vocabulary consists of Colour Vocabulary, Vocabulary amount, Vocabulary of time, Vocabulary of Money, Vocabulary of Popular Speech, and Vocabulary of Vows.

Color vocabulary, most children know the name of the base color by the age of 4 years. How much they will learn other color names depends on their learning opportunities and interests about color. Vocabulary numbers, on the Stanford-Binet intelligence scale, a 5-year-old is expected to be able to count three objects and by age 6 is expected to understand the words "three", "nine", "five" to count seeds. Vocabulary of time, usually, children aged 6 or 7 years know the meaning of morning, afternoon, summer and rainy season. Money vocabulary, children as young as 4- or 5-years old start naming coins according to their size and color. Popular speech vocabulary, most children aged 4 to 8 years, especially boys, use popular speech to express emotions and togetherness with peer groups. Vocabulary swearing, vows, especially by children used starting at school age to declare that he was already growing up, realized his low feelings, affirmed his virility and attracted attention.

### **Vocabulary Expansion**

There are some stages of vocabulary expansion, as what has been proposed by (Keraf, 2004), namely: Childhood, the expansion of language in children is more emphasized to vocabulary, especially the ability to nominate concrete ideas. It only takes a term to say the words in spite of it. Adolescence, when the children were aged 12-17 years the process was still running. the process was still running coupled with a deliberate process held to master the language and expand the vocabulary. Adulthood, in someone who is increasingly mature, both processes continue. The process of expanding vocabulary runs faster because as a human being who is considered mature in society., he must know various things, various skills and skills, and must need to be able to communicate with other people.

### **Mastery of Vocabulary**

Vocabulary mastery is very important in language, the richer the vocabulary possessed by someone the greater one's skills in language (Tarigan, 2009). Fahrudin and Jamaris in Feniliya (2020) suggest that the ability to master vocabulary is divided into two groups, namely: mastery of receptive and productive vocabulary. Receptive mastery is the process of understanding anything spoken by others, receptive is interpreted as passive mastery. Productive mastery is the process of communicating ideas, thoughts, feelings through a form of language.

Mastery of vocabulary in activities and daily life has a very large role, because the fruit of one's mind can only be clearly understood by others if expressed using vocabulary. Furthermore, Fahrudin and Jamaris in Feniliya (2020) suggests that a person's language capacity is a reflection of his ability to classify and indicate the meaning of certain words.

### **The Importance of Teaching Vocabulary**

Mastery of language basically cannot be separated from vocabulary because vocabulary is one aspect of language mastery. According to Mekalungi (2009) vocabulary mastery is the ability to use vocabulary in both oral and written form. So, a person's skills in both spoken and written language are largely determined by the ability to process vocabulary so that a good spoken and written language will appear.

Vocabulary as a means of expressing a thought should continue to grow from day to day. That is why a person is required to have adequate vocabulary to be able to express the fruits of thoughts and capture the thoughts of others well. So, it can be concluded that

vocabulary has an important role in communication activities between humans both orally and in writing.

In addition, vocabulary mastery also plays an important role in the human thought process. Whether or not a person's thought process is largely determined by the vocabulary mastered. In relation to the quality of vocabulary, Tarigan (2009) argues that the quality of a person's language skills depends on the vocabulary he has. So, skilled or or someone uses language can be seen from the vocabulary used.

### **Strategy of Learning Vocabulary**

Vocabulary learning strategies are the steps used by language learners to acquire English words that will be mastered. Experts have classified several strategies for vocabulary learning that are different from others. The strategy that has been described by Schmitt & Schmitt (2020) is that there are two strategies, namely Discovery strategies and Reinforcement strategies.

Discovery strategy is a strategy used to find a word meaning in the language to be studied. Included in the discovery strategy are: the strategy of determination. It is explained that the determination strategy is an individual learning strategy that only he himself learns without the help of others. According to Schmitt & Schmitt (2020), if a person does not understand the meaning of a word, he can guess the meaning of the word through knowledge of word structure, guessing words in the first language that are related to words in the second language, namely English, guessing from context, using reference materials such as dictionaries, use a list of words.

Reinforcement strategy is a strategy that is used to reinforce a word after the word is recognized. Included in this strategy are social strategies, memory strategies, cognitive strategies, and metacognitive strategies. Examples of social strategies are through group work and interaction with second language users.

### **METHOD**

This research uses descriptive qualitative method which was conducted at Al-Ma'soem Elementary School which is located on Jl. Raya Cipacing No.22, Cipacing, Kec. Jatinangor, Bandung Regency, West Java 40394. Al-Ma'soem Elementary School is a private elementary school that has several characteristics, namely discipline and religion, using the concept of full day learning by combining the National Education curriculum and Al-ma'soem curriculum and the application of eye teachers lessons, namely a teacher who is responsible for one subject. The facilities provided by Al-Ma'soem Elementary School are also very complete, starting from the presence of infocus, internet, computers and other media in each class that makes it easier for teachers to teach material through the media. This school is very suitable to be used as a research place because of the complete facilities of Al-Ma'soem Elementary School. Students and teachers of English in the 1st grade of Al-Ma'soem Elementary School in the 2021/2022 school year were involved as the subjects of this study consisting of 32 students in one class and 1 English teacher.

To collect the data of the phenomenon being investigated, the researchers used observation and interview session. The observation stage aims to see directly and record how young learners learn vocabulary that is displayed in the classroom through YouTube media. There is also learning that when carried out online through Zoom researchers can enter to observe young learners following vocabulary learning that airs videos of vocabulary material from YouTube. While in the interview session, the researchers asked

several questions to the teacher of Al-Ma'soem Elementary School about the teacher's perception the characteristics of video on YouTube that are appropriate for teaching vocabulary to young learners, the advantages of using video on YouTube in teaching-learning vocabulary to young learners, and the problems faced by the teacher and students during learning vocabulary through YouTube. Below are the interview questions guideline as the instruments to collect the data.

**Table 1. Question interview guideline for teacher**

No	Questions
1	Benefits, effectiveness and characteristics of YouTube videos for vocabulary learning for young learners
2	Strengths and problems that occur in teaching vocabulary using YouTube media for young learners
3	Differences in learning using YouTube media with other media or methods

The data from the observation and interview were analyzed qualitatively to find out how students were involved in vocabulary learning activities through YouTube. Creswell (2012) explains that the types of data from observations are field notes in class and pictures. Observational data were analyzed according to how learning occurred during class and classified into several results then they were also supported by statements from Teacher about the teacher's perception of the characteristics of video on YouTube that are appropriate for teaching vocabulary to young learners, the advantages of using video on YouTube in teaching-learning vocabulary to young learners, and the problems faced by the teacher and students during learning vocabulary through YouTube.

## **FINDINGS AND DISCUSSION**

The findings are classified into three main points as stated in the research purposes focusing on the characteristics of video on YouTube that are appropriate for teaching vocabulary to your learners, the advantages of using YouTube videos in teaching-learning vocabulary to young learners, and problems faced by the teacher and students during learning vocabulary through YouTube.

### **Characteristics of Video on YouTube that are Appropriate for Teaching Vocabulary to Young Learners**

In the first point, it was found that there are characteristics of videos that are suitable for young learners, especially in grade 1. When in class the teacher shows a video via YouTube based on animal stories with a duration of about 13 minutes, when the video is broadcast for about 8 minutes the child begins to feel bored, there is also a loss of concentration and sleepy. So, showing a video based on animal stories is not very suitable for children, because the story contains a lot of languages that they don't know so that the child doesn't understand the meaning of the video and only understands its shape and movement.

Therefore, the teacher in the classroom immediately replaces YouTube shows with videos based on music. From this, it can be seen that when the teacher shows music-based videos, these young learners can imitate and remember what they have watched. So, with music they can understand what is conveyed in the video because music only mentions the vocabulary that fits the material, so students can remember it quickly without having to bother with story-based videos. According to Almurashi (2016); Juhana (2014) The use of videos on YouTube can make the atmosphere in the learning process more fun and

meaningful when the videos are suitable for young learners, so that it is easier for students to remember the material.

The results are strengthened by interviews conducted with their English teachers. Perceptions of English teachers about the characteristics of YouTube videos that are suitable for children by using music-based videos. In the interview, the teacher said, "I like to use songs when learning vocabulary, because from song-based videos the child can memorize quickly, I also choose videos that are easy for children to remember. According to Brumfit (1991) that young students have a sharp memory, have an enthusiastic spirit when they want to know something and are highly motivated.

### **The Advantages of Using Video on YouTube in Teaching-Learning Vocabulary to Young Learners**

The next, it was found that when the teacher started the class, he did not immediately open YouTube media, but the teacher firstly explained the material in the book. After the teacher explained the material, the teacher asked the students "Who wants to watch the video" the response of the child was immediately excited and enthusiastic. The young learners then asked the teacher "What color is the toy, miss?", they really enjoyed the show which contained pictures, colors and visuals that matched the material. According to Juhana (2014) Young learners have a high curiosity, which is one of the characteristics where they always want to try things they have never known and try it. It is evident from the questions of young learners they ask questions such as "What color is the toy?" because they have a great curiosity when discovering new things.

As for the use of videos on YouTube in teaching vocabulary for young learners, it was found something different from learning using YouTube media that students became very enthusiastic when using YouTube videos during learning. Many students are enthusiastic when the teacher will show the video show "Kids, now miss will show a video about toy material." and they were immediately very enthusiastic about what the teacher would broadcast, their response was very positive. These young learners are very active, they respond a lot to the material such as, "Miss, I have a toy car at home." then "Miss, I have a white teddy bear". According to Riswandi (2016) YouTube can also make students more interactive because it will be easier to find new topics and vocabulary because YouTube video shows contain images and visuals that make students interested in understanding them.

As Juhana (2014) said that young learners get bored easily, so the learning center is also very short. There are also other findings, namely when young learners have watched videos that are about 5-8 minutes long, their concentration and attention are immediately lost, so the class atmosphere is not conducive. Therefore, when the video has reached a maximum of 8 minutes, the teacher stops the show. The teacher gave an ice breaker to restore the attention and concentration of the young learners by "Clap the spirit" immediately the child responded well and followed the teacher's directions.

There are some observation sessions carried out online via Zoom. Because at that time Al Ma'soem Elementary School was still doing offline and online learning. When learning is carried out through Zoom, it is not much different from learning that is carried out in the classroom directly. When in Zoom young learners, videos are shown on YouTube, the result is that the children still enjoy the show which is only 4 minutes long. When the teacher asked the material that had been broadcast to students, the students were very enthusiastic about answering it and most of them really remembered what they had watched and heard, this shows that although learning is carried out online via Zoom

and the YouTube video is shown, the response from these young learners are not much different from learning that is carried out offline in the classroom.

The finding shows that there are some advantages of using YouTube as a learning media to learn vocabulary for Young Learners. As explained earlier, that YouTube can display colorful visuals and images that can attract the attention of students, therefore teachers have teaching strategies with combined methods to make children enthusiastic and not bored. When the researchers asked about the advantages of using YouTube as a learning medium, the teacher said "You can say that YouTube can help and you can say it's not very helpful, so it's standard because YouTube videos have to be used exactly when they are used". So, YouTube is used only as an attention grabber for students so that students can see, hear, and imitate what is in the video. According to the teacher also in the interview that "if it takes too long the children will get bored, because the video uses a foreign language so these young learners don't understand the video, they only know from the movements". This finding is exactly what Juhana (2014) said that young learners get bored easily.

There are also significant things when learning using YouTube is compared to using other methods. According to the teacher, "If you use YouTube, use pictures, use songs, the child will remember quickly, compared to just explaining and writing on the blackboard, it's difficult for the child to remember, so young learners are happy with shapes, colors are what they are interested in. it's there. Brumfit (1991) explains that young students have a sharp memory, have an enthusiastic spirit when they want to know something and are highly motivated, by using YouTube, they can quickly remember the material that has been conveyed in the video. The teacher also said that when learning using YouTube these young learners like to tell their parents that they are watching videos at school about learning English, they say "Mom, I watched a video with Miss. Icmi about various kinds of animals". This gets a positive response from parents when their children study at school with teachers who use YouTube who make their children remember the lessons they learn in class.

In the interview that was conducted, according to the English teacher, "vocabulary learning is very important, because when we want to learn a language we have to learn the vocabulary first. Likewise with Young Learners, they must be given vocabulary learning first, so I provide video shows from YouTube to be used as learning media that can show a visual and an image, all of which can make the child understand it well. Tarigan (2009) argues that the quality of a person's language skills depends on the vocabulary he has. So, whether or not someone is skilled at using language can be seen from the vocabulary used.

### **Problems faced by the teacher and students during learning vocabulary through YouTube**

The last findings are about the problems faced by teachers when learning using YouTube media. In observations when in class there are several problems faced by teachers when using YouTube, namely teacher's difficulty to find videos that are suitable for children. When the teacher is looking for videos, many young learners ask for various kinds of shows they want to watch that are not in accordance with the material, they say "Miss, I just want to watch a SpongeBob movie" from the student's response that they only want to watch the movie they want, which most of them are not related to the material and only based on their preferences. This automatically makes the class not conducive since many students proposed various kinds of videos without any consideration to the

learning materials. This condition should become the teacher attentions, letting the students propose their thoughts is good but there must be limitations made by the teachers as a regulation they should obey in the learning process. In other words, the teacher's role here must be as a controller (Scott & Ytreberg, 1991) who controlled the students' behavior, attitude and also the way they communicated during the teaching and learning process including the way how they conveying their thoughts about teaching materials (Rindu & Ariyanti, 2017). In relation to this problem, it becomes the teacher's responsibility to prepare and design an appropriate material to be taught in the classroom which can attract the students' attentions without setting the learning objectives aside (Tomlinson, 2014).

There are also problems that occur in online learning when using Zoom. To use Zoom, it definitely requires fast Internet, because Zoom is online-based which can accommodate many people in one meeting to carry out learning without having to come to class. The problem in Zoom must come from the individual young learners. When learning on Zoom, we can't manage one student at a time because they only meet online. When learning is taking place sometimes students always don't focus on the screen when the teacher is showing a video from YouTube, they are distracted because many things happen that make students focus divided by the situation in their respective homes. It often happens that students don't know how to use Zoom so they forget to turn off the mic which makes YouTube video viewing through Zoom disturbed by the sound of voices that can disturb all students.

The main problem with showing videos via YouTube is that when showing a video, the internet connection at SD Al-Ma'soem often lags which causes the video becomes buffered, this makes the child protest "Mom why did the video stop" of course it can make the child become out of focus. When young learners lose focus because the broadcast is interrupted, the child plays. It makes class noisy and not effective. Suyanto (2005) says that learning theory in early childhood is needed for various purposes, such as diagnosing problems that occur in learning. However, by diagnosing these problems, it is hoped that the teacher will try to find out the best solution in overcoming them. In order to make the class more conducive and the learning achievement can be accomplished.

## **CONCLUSION**

This research was conducted at Al-Ma'soem Elementary School, especially in grade 1, which is located in the Cipacing area, Bandung Regency. The research objects involved were 32 students and 1 English teacher. This research focuses on learning vocabulary through YouTube videos. The research findings are presented into three themes, namely: (1) what characteristics of video on YouTube that is appropriate for teaching vocabulary to young learners, then (2) what advantages of using video on YouTube in teaching-learning vocabulary to young learners and also (3) what problems faced by the teacher and students during learning vocabulary through YouTube.

In the first theme, it was found that not all videos from YouTube regarding vocabulary learning were suitable for students. Because the characteristics of videos from YouTube must be in accordance with the needs of young learners. According to the explanation above, the characteristics that are suitable for learning vocabulary are music-based videos, because with music-based videos, young learners can quickly remember and memorize the vocabulary they have learned and seen in videos via YouTube. In the second theme, it was found that there are many benefits of using videos through

YouTube. The use of YouTube media can make children excited and interested in paying attention and being able to understand shows that have visuals, images and colors. When they were observing from day 1 to day 3 when young learners were given a video from YouTube, they were all very happy and really enjoyed the lesson. In this technological era, YouTube is very helpful in learning, especially in learning vocabulary for young learners. The existence of YouTube can help increase student learning enthusiasm when students feel bored with the only learning method. In the third theme, it was found that there were several problems faced by teachers when using videos through YouTube. The first problem is the lack of the teacher in preparing a suitable video since basically the teacher follows the material that has been explained in the book. Another problem is the unstable internet connection that makes video viewing temporarily stopped. This causes the young learners lose their concentration.

After conducting the research at Al-Ma'soem Elementary School, there are some suggestions for teachers and the school. For teachers, the use of YouTube videos to learn vocabulary in English learning is quite effective, however, it is suggested that teachers can wisely choose the characteristics of videos that are suitable for young learners and teachers are also expected to be able to make music-based videos so that young learners can learn vocabulary well. For the school, it is expected that the quality of the internet connection at Al-Ma'soem Elementary School can be improved again, because the quality of the internet is very influential in the ongoing video viewing via YouTube.

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