

THE IMPLEMENTATION OF VIDEO MEDIA TO TEACH ENGLISH VOCABULARY FOR THIRD GRADE STUDENTS

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Abstract

This study aims to describe the effectiveness of using video media in improving English vocabulary acquisition among third-grade elementary school students. The researchers used a descriptive qualitative design. The study involved 18 third-grade students from SDN 1 Punung, who were selected by simple random sampling. Data were collected through direct observation, questionnaires using a Likert scale, and documentation, which included learning videos, photographs of activities, samples of student work, and student response questionnaires. Data were analyzed using descriptive qualitative techniques, which included interpretation of observation results, calculation of the percentage of questionnaire answers, and evaluation of documentation. The results showed a high level of student acceptance of video media, which reached 80.14%, with the majority of positive responses. The observation results showed high student enthusiasm during the learning process, although its implementation had some obstacles. In conclusion, video media improved English vocabulary acquisition among third-grade elementary school students. Still, refinements are needed to overcome the identified challenges and maximize the effectiveness of this method in the future.

Keywords: *English Vocabulary, Third Grade Students, Video Media*

Introduction

Language in human life has a significant role because it is a tool humans use to convey specific information or purposes. Among the various languages that colour our global landscape, English stands out as a beacon of international communication, bridging cultures and fostering understanding across borders. English, often called a second language, is uniquely positioned in language acquisition. Ahmadi and Gilakjani (2022) observed that English is a target language deliberately learned with specific purposes and plays a vital role in today's globalized era. This insight has profound implications for educational policy and practice, especially in non-English-speaking countries such as Indonesia. Recognizing the importance of English language skills in an increasingly connected world, the Indonesian Ministry of Education and Culture, through Permendiknas RI No. 23 of 2006, has taken a progressive stance by allowing primary schools to include English as a local content subject.

The reason behind this decision is exciting. Mastering English in everyday life attracts everyone's interest, which will change the world of education and industry. In Indonesia, the use of foreign languages is widespread and increasingly favoured by schools and various international programs (Wijana, 2018). English serves as a lingua franca in areas ranging from global business and diplomacy to scientific research and technological innovation. Its presence extends to the most superficial aspects of our daily lives, from food packaging to drink labels and smartphone interfaces to social media platforms. As Sadiku (2019) has argued, English has become the dominant global language in various aspects of life, including education, business, and technology. The importance of starting English education from an early age cannot be overlooked. Imagining a world where children can enthusiastically explore new words, use them confidently, and fall in love with the magic of language is particularly relevant, given that early childhood represents a unique window of opportunity for language acquisition.

In this context, starting English education early cannot be overlooked. Imagining a world where children can enthusiastically explore new words, use them confidently and fall in love with the magic of language is particularly relevant, given that early childhood represents a unique opportunity for language acquisition. In the early stages of English language learning,

especially in grade three of primary school, it is essential to introduce vocabulary thoroughly. This is a critical window in language development, where children have built a foundation of literacy in their mother tongue and are ready to explore their second language (Cameron, 2001). According to Cameron, children's uniqueness and potential in learning language during this period should not be overlooked, as this can form a strong foundation for further language learning.

Asyiah (2017) emphasizes that vocabulary plays a vital role in the early stages of language learning, especially in the context of English language acquisition. A strong vocabulary empowers learners to express themselves clearly and precisely, comprehend complex texts, and confidently address various communicative situations. Conversely, a limited vocabulary can significantly impede a learner's progress, often leading to low achievement and disappointment. The impact of poor vocabulary skills is far-reaching. Students who struggle with vocabulary usually find themselves at a disadvantage when working with oral and written communication difficulties. These obstacles can shadow their academic performance and, consequently, their prospects in an increasingly globalized job market.

Despite its fundamental importance, vocabulary acquisition remains one of the most challenging aspects of English language learning. Many students struggle with memorizing and recalling new words, finding it difficult to bridge the gap between passive recognition and active use. This struggle is especially noticeable in contexts where exposure to authentic English is limited, as is often the case in non-English speaking countries. The challenges associated with vocabulary acquisition emphasize the crucial role of effective teaching methodologies and learning resources. Among these resources, video media occupies a critical position. As audiovisual content, video media is the primary vehicle for vocabulary recognition, reinforcement, and contextual application. Therefore, the quality and appropriateness of video media can significantly affect students' vocabulary development.

Video media presents materials visually and audibly, allowing students to be actively involved in learning. Through videos, animations and interactive content, students are given better access to new vocabulary and encouraged to use the language in relevant and meaningful contexts. This approach improves students' vocabulary recall and strengthens their ability to apply it in everyday communicative situations.

Given these considerations, an in-depth analysis of the implementation of video media as a teaching tool in this study is essential in identifying its impact on English vocabulary acquisition of grade three students. Video media provides more robust visual and auditive access to vocabulary and allows students to explore how they respond to and internalize the vocabulary learned through such media. The choice to focus on third-grade students was deliberate and strategic, intending to explore how the implementation of video media in the classroom affects students' acquisition of English vocabulary and to explore students' perceptions of the use of video media in vocabulary learning. This age group represents a critical point in language development when children have acquired basic literacy skills in their mother tongue and are ready to make significant progress in their second language learning.

By better understanding how video media affects students' English vocabulary acquisition, educators can improve their lesson design to be more responsive to students' needs in expanding their vocabulary. These findings can inform future video-based learning designs, curriculum development, and teaching methodologies, ultimately improving the quality of English language teaching at the primary school level. When embarking on this analytical journey, it is essential to approach the subject with rigour and nuance. Although video media is undoubtedly influential, it represents only one aspect of the complex ecosystem of language learning. Factors such as teacher competence, classroom dynamics, and extracurricular exposure to English are essential in shaping students' vocabulary development.

Nevertheless, the researcher hopes to uncover actionable insights that can drive meaningful improvements in English language education by focusing on implementing video media as a tangible and measurable learning component. Through this study, the researcher aspires to contribute to a future where Indonesian students are equipped with the learning tools they need to thrive in an increasingly connected world, starting with a strong foundation in English vocabulary.

Method

This study used a descriptive qualitative design to describe the effectiveness of video media in improving the mastery of English vocabulary of grade 3 students. The research sample consisted of 18 grade 3 students of SDN 1 Punung who were selected using a simple random sampling technique. The research instruments included direct observation during the learning process, a questionnaire consisting of 10 question items using a Likert scale to assess students' perceptions of the effectiveness of the use of video media, and documentation in the form of learning videos, photos of activities, samples of student work, and student response questionnaires. The collected data were analyzed using qualitative descriptive analysis techniques, including interpretation of observation results, calculation of percentages, interpretation of questionnaire answers, and evaluation of documentation. Data were presented as narrative descriptions, tables, and pictures to facilitate understanding. Conclusions were drawn based on the results of the overall analysis, providing a comprehensive picture of the effectiveness of using video media in teaching English vocabulary and knowing the obstacles that need to be overcome to maximize the effectiveness of this method in the future.

Findings

Implementation of Using Video Media to Teach Vocabulary for Grade 3 Students

Based on the observations made during the learning process, implementing video media in teaching vocabulary to grade 3 students shows some critical findings. The research was conducted at SDN 1 Punung, involving 18 third-grade students, 14 boys and 4 girls. The study focused on teaching vocabulary related to "Parts of Body" using video media and was carried out in a single 90-minute session.

In the learning process, the pre-teaching stage involves preparing vocabulary materials appropriate for the ability level of grade 3 students, focusing on 15 vocabularies related to body parts. Audiovisual media selection in the form of a 3.43-minute short animated video about body parts and a 1.36-minute educational song, "Head, shoulders, knees, and toes", were also carried out. Preparation of equipment such as projectors and Bluetooth speakers is also ensured to ensure good audio and visual quality.

At the while teaching stage, the teacher started the lesson with a 5-minute warm-up activity, using pictures of body parts to introduce the vocabulary theme. The audiovisual media presentation was done in stages: the animated video was played twice, with a 5-minute break for explanation and pronunciation practice. Students are invited to imitate the new words in the video or song. Each vocabulary word is repeated at least 3 times by the whole class.

In the post-teaching stage, after the screening, the teacher conducts a review by asking students to do 10 questions designed to test their vocabulary mastery. These questions serve as an evaluation tool to deepen the understanding and application of the newly learned vocabulary. The worksheet contains 10 fill-in questions related to the vocabulary that has been learned.

Some obstacles that may be encountered in this learning process include classroom management, where some very active or noisy students are challenging to control, especially during video and song playback. Teachers need to implement effective classroom management strategies to maintain focus and order. Integrating writing skills was also challenging, as some students needed additional practice to write new words and use them in meaningful sentences

correctly. In addition, some students may experience difficulties imitating pronunciation, necessitating additional practice sessions.

During the research process, documentation was conducted to provide a more concrete picture of the implementation of audiovisual media in vocabulary teaching. Some documented aspects include the vocabulary learning video on “Body Parts” used during the learning session.



Picture 1. Video Teaching



Picture 2. Song

This video provides a clear picture of how video media is applied in teaching body part vocabulary. The video contains children’s vocabulary about body parts: Head, hair, ears, eyes, nose, mouth, teeth, tongue, neck, shoulders, stomach, hips, arms, hands, legs, and feet. It also features the famous song ‘Head, Shoulders, Knees, and Toes,’ which helps reinforce this vocabulary through a catchy and interactive melody where children can sing along and point to the corresponding body parts.



Picture 3. Learning Process

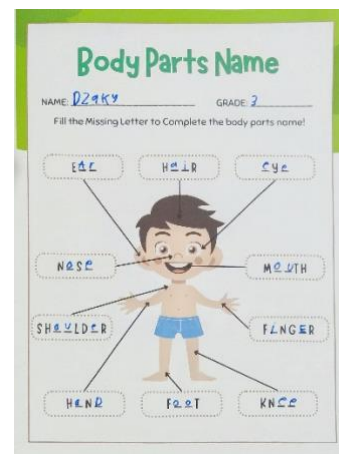


Picture 4. Learning Process

In addition, photographs of learning activities were also taken. This photo shows students’ enthusiasm when watching vocabulary learning videos and imitating movements related to the vocabulary learned.



Picture 5. Picture of Body Parts



Picture 6. Students Worksheet

Samples of student work were also documented, including pictures of body parts that students used to help them better understand the vocabulary, as well as worksheets that students had completed, showing their understanding of the newly learned vocabulary.

Student Response to Video Media

Based on the results of the student response questionnaire, the following data were obtained:

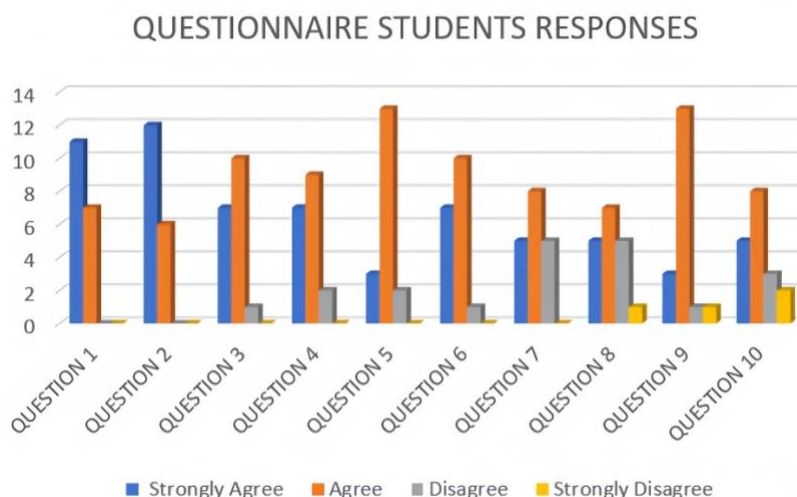


Diagram 1. Questionnaire Students Responses

Implementing video media in teaching vocabulary to Grade 3 students yielded positive outcomes. Among the 18 respondents, the acceptance rate was 80.14%, achieving 577 out of 720 points. This high acceptance rate underscores the significant potential of using video media to enhance learning effectiveness. An analysis of the questionnaire responses revealed that Question 2 received the highest score (66), indicating that students found the video helpful in understanding and remembering new vocabulary. Question 1 also scored highly (65), reflecting strong interest and motivation among students to learn through video. However, Question 8 received the lowest score (52), pointing to some challenges in implementing this method. While most responses were “Strongly Agree” and “Agree,” indicating overall satisfaction, some adverse responses in questions 7-10 highlight areas for further improvement.

Discussions

Implementation of Using Video Media to Teach Vocabulary for Grade 3 Students

Implementing audiovisual media in teaching vocabulary for grade 3 students showed positive results. Using this media successfully creates a more interactive and exciting learning atmosphere for students. The implementation of using video media to teach vocabulary to grade 3 students is an innovative approach that combines audiovisual technology with conventional teaching methods, where the learning process is divided into three main stages, namely pre-teaching, while teaching, and post-teaching, each of which has its focus and strategy to maximize the absorption of material by students.

In the pre-teaching stage, careful preparation was made by selecting 15 vocabulary words related to “Part of Body” that were appropriate for the ability level of grade 3 students and selecting audiovisual media in the form of a short animated video with a duration of 3.43 minutes and an educational song “Head, shoulders, knees, and toes” with a duration of 1.36

minutes, both of which were designed to attract students' attention and increase their learning motivation. The whole teaching stage involves a series of activities starting with a warm-up activity using pictures of body parts, followed by a gradual viewing of the video interspersed with explanations and pronunciation exercises, and an activity of imitating new words that appear in the video or song, where each vocabulary word is repeated at least 3 times by the whole class to strengthen memory and understanding. At the post-teaching stage, the evaluation of students' learning is done through 10 fill-in-the-blank questions that not only serve as a measure of vocabulary mastery but also as a means to deepen the understanding and application of the newly learned vocabulary.

Although this implementation shows excellent potential in improving learning effectiveness, some challenges, such as classroom management for highly active students, adjusting approaches for students with learning difficulties, handling disruptive behaviour, differences in learning speed between students, time constraints, and technical problems with audiovisual equipment need to be addressed with appropriate strategies to ensure the overall success of this method.

Documentation of the implementation of video media in vocabulary teaching was thorough, covering various important aspects of the learning process. The 3.43-minute learning video proves how body part vocabulary is introduced to students through an engaging and interactive medium. Photographs of learning activities provide a valuable snapshot of classroom dynamics, capturing essential moments such as students' enthusiasm while watching the video and active participation in mimicking movements related to the vocabulary learned. Audiovisual media creates a dynamic and interactive learning atmosphere, accommodating students' various learning styles through visual and auditory stimulation. Using animated videos, songs, and physical games demonstrates a multi-sensory approach to vocabulary learning. The pause-and-predict technique teachers use effectively encourages students' active participation, helping them not only passively receive information but also actively use new vocabulary.

Student work samples, including pictures of body parts and completed worksheets, provide concrete evidence of students' understanding and mastery of new vocabulary. This shows that effective vocabulary learning involves interacting with new words. As part of the documentation, students' response questionnaires were also analyzed to provide insight into students' perceptions and acceptance of the use of video media in vocabulary learning. The whole documentation serves as a record of the learning process. It provides invaluable evaluation materials for further analysis, refinement of teaching methods, and development of more effective learning strategies in the future.

Student Response to Video Media

Students' response to the use of video media in vocabulary learning shows a very encouraging level of acceptance, reaching 80.14% or 577 out of 720 maximum points based on the results of the questionnaire given to 18 respondents. This indicates the great potential of this method in improving the effectiveness of vocabulary learning at the elementary school level. Further analysis of the questionnaire responses showed that question 2 received the highest score (66 points), confirming that the use of videos helps students understand and remember new vocabulary, followed by question 1 with a score of 65 points, illustrating the high interest and motivation of students in learning when using video media.

Interestingly, most responses were in the "Strongly Agree" and "Agree" categories, indicating high satisfaction among students with this learning method. However, it is worth noting that question 8 scored the lowest (52 points), suggesting specific implementation challenges that must be addressed. In addition, some of the negative responses in questions 7-10 provide valuable insights for future refinement of the method. This indicates the need for

continuous evaluation and improvement to ensure video media's effectiveness in vocabulary learning.

These findings affirm that the use of video media in teaching English vocabulary significantly positively impacts the learning process of 3rd-grade elementary school students. Students' high level of acceptance and enthusiasm towards this method demonstrates that video media can be an effective tool to increase interest and motivation in learning, which in turn can encourage improvement in vocabulary mastery. This success is likely due to the audiovisual nature of video media, which can present vocabulary in an engaging and memorable context while stimulating various senses of students to create a richer and more meaningful learning experience.

Nevertheless, the implementation challenges identified through responses to question 8 and some negative feedback on questions 7-10 remind us of the importance of a careful and planned approach in applying this method. These challenges may relate to technical aspects of using video media, the suitability of content to students' ability levels, or perhaps also to teachers' skills in integrating video media into the learning process. Therefore, it is essential to conduct ongoing evaluation and method adjustment based on the feedback received to ensure that video media can maximize its potential in supporting English vocabulary learning at the elementary school level.

Conclusion

The implementation of video media to teach vocabulary to grade 3 students showed positive and effective results. This method created an interactive and exciting learning atmosphere, with the acceptance rate of students reaching 80.14% of 18 respondents. The learning process, divided into pre-teaching, teaching, and post-teaching stages, allows maximum material absorption. Most students responded "Strongly Agree" and "Agree", indicating high satisfaction with using video media. Documentation in the form of learning videos, photos of activities, student work samples, and student response questionnaires provide concrete evidence of the effectiveness of this method in helping students understand and remember new vocabulary.

Although practical, some challenges, such as class management, writing skills, and pronunciation, need to be overcome to maximize the benefits of this method. Some negative responses from the students also provided valuable insights for future refinement of the technique. Overall, the implementation of video media in vocabulary teaching shows excellent potential to increase the effectiveness of vocabulary learning at the elementary school level. Still, continuous evaluation and improvement are needed to ensure the overall success of this method.

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