

THE UTILIZATION OF INSTRUCTIONAL MEDIA USED BY INDONESIAN PRE-SERVICE TEACHERS TO FACILITATE STUDENT'S ENGLISH VOCABULARY LEARNING: THAI PRIMARY STUDENTS' EYL

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Submit, 1-12-2023

Accepted, 28-12-2023

Publish, 29-12-2023

ABSTRACT

This article aims to find the instructional media used by Indonesian Pre-service teachers to teach vocabulary to Thai primary schools and how they use those instructional media in the classroom. The method used is qualitative method with a case study approach. The result showed that Indonesian Pre-service teachers used various kinds of instructional media as aids to teach English vocabulary, such as Printed Pictures as a tool and Drilling method for classroom implementation, Animated Pictures with PPP (Presentation, Practice, and production) Method, Board games with PPP(Presentation, Practice, and production) method to teach vocabulary at primary schools in Thailand. The conclusion is that Indonesian Pre-service teachers use innovative and creative instructional media together with the right method to make learning more effective so that the learning objectives can be achieved.

Keywords: Instructional Media, Teaching Vocabulary, Young English Learner

INTRODUCTION

Thailand is a country that makes English a compulsory curriculum at all levels of study. The learning curriculum for English subjects ranges from kindergarten to university level. It should be at the primary level. At least, students have basic English language skills such as mastery of vocabulary or simple sentences. But the fact is that primary schools in Thailand are still very minimal in learning English. This is supported by previous research by Octoberliana and Anggraini (2020), who found that students in Thailand at the primary school level still find it difficult to understand reading texts due to a lack of vocabulary. While strengthened by Lengkoan et al. (2019), it was stated that one of the basic components of the four language skills, vocabulary, must be mastered by students. The ability to memorize vocabulary will have an impact on other abilities, such as writing, reading, listening, and speaking. According to Octoberliana and Anggraini (2020), The lack of vocabulary skills is caused by the fact that Thailand has a different alphabet and number system. These differences create challenges, such as students finding it difficult to read pronouns in the English vocabulary.

Teaching English to secondary school and university students is not the same as teaching Young English Learners. Cahyati and Madya (2019) state that Teachers should also know that teaching vocabulary in primary school is different from teaching at the adult level. Compared to the adult level, the primary school level gets easily bored and loses concentration. In addition, vocabulary teaching needs to be implemented as early as possible since elementary school. Young English Learners, especially those up to the ages of six to twelve, learn differently from older learners, adolescents, and adults. They tend to be attracted to. According to Zulkifli (2019), visualization is the best way to teach new words for all subjects. With animation, students learn complex material that is easier to understand and imagine (Rudiansyah,2020). Stephen et al. (2020) also stated that For young learners, presenting material in the form of animated images may be easier. Teachers must have creative and innovative ideas because Young English Learners tend to need something interesting. This is because Young English learners, especially children in primary schools, have different characteristics from adult learners. Rhalmi (2019) states that young learners get bored quickly, are meaning-oriented, like to discover things, prefer concrete activities, are more egocentric and imaginative, and imitate others. Because they are easily bored and lose concentration and even motivation, the next stage is to avoid getting bored in a short time. Many teachers create activities such as games. Board games are a type of game that has many components, such as square boards or cardboard, which are useful for delivering information persuasively. Hoa and Trang (2020) stated that to increase vocabulary retention and make language learning fun and inspiring,

teachers can use games to learn new vocabulary. Teachers are required to use interesting Instructional media.

In an attempt to teach vocabulary to young English learners, instructional media plays an important role in supporting the student in achieving English proficiency. All types of tools that are used as intermediaries in the teaching and learning process in order to achieve a predetermined goal can be called instructional media. Instructional media can facilitate teachers in delivering material, especially vocabulary. The use of instructional media is effective and efficient; learners are able to understand the message better as the materials are presented in a certain way, and instructional media provides various kinds of teaching methods and techniques, so learners are not bored with the monotonous teaching and learning process. Hasan et al. (2021) added that it would be more effective and efficient for students to understand learning material if teachers used instructional media as an intermediary. As language teachers, we use a variety of teaching aids to explain the meaning of language constructions, engage students in a topic, or as the basis of an overall activity. To optimize children's exploration abilities, teachers can use various instructional media such as pictures, videos, and animations. Instructional media such as colorful pictures can attract the attention of young English learners. Teaching vocabulary to young English learners requires something interesting to foster student learning motivation. The picture is a certain form that has a striking color to attract the attention and interest of children (Octaberlina & Anggarini, 2020). The picture is a popular instructional media and has various advantages. As mentioned by (Julaiha et al., 2022), Because with pictures, the experience and understanding of pictures become distinctive, clearer, not easily forgotten, and concrete, they are very suitable for use in mastering vocabulary for beginners. That's why instructional media is needed by teachers to achieve learning objectives and facilitate the teaching and learning of vocabulary.

Teaching using instructional media requires teaching techniques that are adjusted to the learning objectives and what instructional media are used. For teaching vocabulary, we can use the PPP method (Presentation, Practice, and Production) and Drilling method. In the PPP method, teachers have three stages. The practice of English language teaching by Jeremy Harmer has some phases that can be done to learning as follows: a) Presentation; at this stage, the teacher introduces the material to the students, then in detail, the teacher will explain the next activity to be done by the students. Students pay attention to what is explained by the teacher. b) Practice where students practice new vocabulary in a controlled manner. They are given the opportunity to practice or repeat the vocabulary that has been given before. c) Production At this stage, students will use the language in context and in activities that have been prepared by the teacher. Using the PPP method can utilize several instructional media such as pictures, videos, and others

(Harmer, 2007, p. 50). Not much different, the drill method is a practice technique that is repeated over. Drilling techniques are able to activate and improve vocabulary skills in young English learners. Halimah et al. (2022) stated that the Drilling method can activate students in learning vocabulary. When using this drilling method, the mother tongue is prohibited. This drilling method usually uses pictures as a tool. The characteristic of this method is repeating activities. The use of these methods can be used to improve vocabulary skills in young English learners.

From the phenomenon of the language gap found by researchers in the field as well as the ability of English in Thailand and from previous researchers who only looked for the media used by teachers to teach English to students in Thailand, researchers are interested in examining the instructional media used by Indonesian pre-service teachers and the right methods based on the instructional media used and the characteristics of students so that the material is conveyed well.

LITERATURE REVIEW

Teaching Vocabulary for Young English Learners

Teaching vocabulary to young English learners is more difficult than teaching the upper level because, at primary school age, they have no experience and not much vocabulary is mastered. Therefore, in teaching vocabulary, there are methods to convey vocabulary learning clearly. According to Octoberliana and Anggraini (2020), Teaching vocabulary, especially to elementary students, requires a variety of interesting methods and media. In general, young English learners have unique characteristics such as egocentric, imaginative, and easily bored. In line with that, teaching vocabulary in primary schools must be supported by methods and strategies according to the characteristics of the children in the class as well as the way children learn. According to Woodson et al. (2023), the choice of teaching strategies must be adjusted to the characteristics of the students.

Instructional Media

Teaching vocabulary to young English learners requires media instructional support that can help convey material to students. According to Yawiloeng, R. (2020), using video as an instructional medium can improve students' vocabulary mastery. This instructional media can be used after considering the characteristics of the students. Supported by Lampai, C., & Sukying, A. (2023), the use of audiovisuals can improve vocabulary mastery. Several studies that investigate instructional media agree that the use of instructional media in teaching vocabulary is very necessary.

METHOD

This research used a qualitative case study approach. Which was conducted at the Santi Witya Serong School, Pattani, Thailand. Data collection was carried out by non-participant observation; the researcher became an observer without being part of the whole learning, which was carried out three times during the learning process. Data comes from classroom observations through notes that aim to explain and describe the object of research. The data shown in this research described what instructional media are used by Indonesian pre-service teachers and how they are utilized.

The researcher also used semi-structured interviews to support observation data where questions have been prepared. The structured interviews mean that the researcher is interviewing with a script, and the questions will be developed with a sudden interview if the data obtained is still insufficient because the researcher wants to get in-depth information about the media used by Indonesian Pre-service teachers and how to utilize it. Apart from that, the researcher also interviewed three UIN Sunan Ampel students; they were chosen because they only used instructional media as an aim to teach vocabulary. Interviews were recorded, transcribed, and coded. A voice recorder was used to record all interviews. The induction process is used to create a basis for understanding the use of learning media for teaching vocabulary. The data is then organized based on key factors that align with the research questions.

The methodology for data analysis is inductive. The researcher followed the stages of data analysis and actions set out as follows: (1) data reduction, (2) presentation, and (3) conclusion drawing/verification. The data that has been obtained is sorted as needed from the most important to the least important, and then the researcher presents the data needed to answer the research question and draws conclusions from the data.

FINDING

After doing observation and interviewing Indonesian Pre-service teachers who had participated in an internship program in Thailand, researchers found the kinds of Instructional Media used by Indonesian Pre-service teachers to teach young English learners and how they utilized those Instructional Media.

Kinds of Instructional Media Used by Indonesian Pre-Service Teachers to Teach Young English Learners in Thai

Based on observation in the class, Ms. N, one of the Indonesian Pre-service teachers, used Instructional Media such as Printed Pictures in 6th grade with 27 students. She mentions that using Printed Picture media really helps to convey vocabulary material because interesting Instructional Media makes students happy and easily remember the vocabulary and minimizes misunderstanding due to language differences. Ms.N mentioned that the learning objectives were achieved

through exercise. Students feel excited about the printed picture brought by the Indonesian pre-service teacher. Some students are very motivated to learn until they come forward to look at the colorful printed pictures that contain vocabulary words. Some students discuss and try to guess what vocabulary matches the picture given. Apart from that, using small printed pictures for large groups is quite difficult because it can trigger chaos in the class. The chaos made other students confused and unable to learn properly. Therefore, Ms.N solved the problem by dividing the group so that students could focus again.

"Using colorful printed picture media really helps me in delivering the material because students are excited and happy, and they easily remember the vocabulary material that I gave. That also minimizes students' misunderstandings due to language differences. Because the printed picture I used was not too big, but when used in a class with 27 students, it made the children too excited and ended up crowding around because they wanted to know the picture I brought, which made the class chaotic, so I decided into some group learning" explained Ms. N.

The second finding was observed in Mrs. A's class, one of the Indonesian Pre-service teachers who used Animated Pictures as Instructional Media to teach English vocabulary in the form of action verbs in 6th grade. Mrs. A chooses to use Animated Pictures because she thinks that using Animated Pictures to convey the meaning of vocabulary uses action verbs that cannot be conveyed by pictures because it will make students misinterpret the picture. Ms.A thinks that animated pictures are suitable for teaching primary school because animated pictures can make students enjoy the class. Where one of the characteristics of children is that they get bored easily. Using animated pictures as instructional media will foster enthusiasm for learning because they are interactive. According to Ms.A, because the use of instructional media that uses digitalization is still rare, students are easy to control in the teaching and learning process.

Ms.A said :

"I select an animated picture as an instructional media because for action verbs we can't just give a picture. For example, "giggle" if we give a picture of people laughing, students will misinterpret it. I think using animated pictures is more effective than using animated media such as videos. Because animated pictures have a short duration and each of our vocabulary words has a different picture. So it minimizes students feeling bored quickly." she also mentioned that using animated pictures for students to understand 80% of all the vocabulary given, which is measured by student work

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Based on the results from observations in Ms.E's class, using instructional media is a decision for the teacher. Instructional Media is usually chosen by teachers based on the material and student characteristics. Ms.E also explained that Several textbooks in Thailand also suggest the Instructional Media used to deliver the

material, so the teacher just carries out how to implement it in the class. One of the recommended media is Board Games. She mentioned that board games are not only fun, they can reflect students' vocabulary abilities. Using Instructional Media like Board Games is fun, but it is also a challenge for teachers when the game has its own rules, which means that the teacher has to explain the rules. It will be a little difficult at the beginning of the game because some students may not understand the rules.

“In the teacher's textbook there is a lesson plan and many activities that can be done, one example of the activity after I deliver the vocabulary material about aquariums and the next activity is playing board games, I thought using instructional media like board games would be easier, but the challenge is that some students do not understand my instructions. so i have to explain it again and it is quite time consuming” explained Ms.E.

Ways of Utilized Instructional Media Done by Indonesian Pre-service Teacher

Teaching vocabulary makes it easier to deliver material when using instructional media. Each instructional media has a different method of delivery. In this case, researchers found that the Indonesian pre-service teacher uses several methods of instructional media to support the teaching and learning process in the classroom, such as the PPP(Presentation, Practice, Production) Method and the Drilling Method.

Based on the observation, an Indonesian Pre-service teacher was seen using the Drilling Method. Based on the data found, Ms.N used Instructional media and the Drilling Method to deliver vocabulary material supported by Printed Pictures as a tool in classroom implementation. The use of the drilling method in teaching English vocabulary has several steps: a) In the first stage, Ms.N shows a picture and shows vocabulary about food based on the picture, then all students are asked to imitate the vocabulary spoken by Ms.N. It seems that several times Ms. N repeats the vocabulary so that students get used to hearing and pronouncing. b) In The second stage, Ms.N showed one of the pictures that had been learned. Then, one by one, the students answered the vocabulary based on the picture that Ms.N had given. The activity was repeated until all students could remember and pronounce it properly and correctly. c) After practicing orally, then continue with practice activities. In the exercise, Ms.N drew a large dining table on the board and then attached several pictures. The students were very enthusiastic, and from the results of the work, Ms.N stated that the use of the drilling method with printed pictures as a tool is very suitable to help young English learners remember new vocabulary.

Ms.N stated

“Drilling method is an easy method to apply to vocabulary learning in primary school students because it is on point directly to the target to

introducing new vocabulary to students. the characteristics of drilling method that repeats words make students easily remember the vocabulary. ”

After conducting observations and interviews with Ms.A, one of the Indonesian Pre-service teachers, Ms. A used the PPP(Presentation, Practice, Production) method with Animated Pictures as a tool to teach English vocabulary, especially action verbs. Using an animated picture with the PPP method as an implementation in the class with Ms.A: a)Presentation: At this stage, Ms.A introduces new material about vocabulary to students by showing some pictures, for example, pictures of people laughing. After that, Ms.A asked the students what the picture was, And of course, students had several different answers, such as girls laughing. Because of the difference in interpretation, this is where the Animated Picture functions. Ms. A showed the animated picture of the girl giggle, and then the students answered "Giggle." b)Practice: At the practice stage, Ms.A provided a question and answer activity. Ms.A displays an Animated Picture, and then the students answer what vocabulary is correct with the Animated Picture shown by the teacher. This activity is repeated until students understand c)Production; then, in the production stage, Ms.A gives a reading text, and the students are asked to find new action vocabulary.

“I chose to use PPP method because I think it suits with the instructional media animated picture that I used. PPP presents a new language that gives students the opportunity to practice vocabulary and minimal students to make mistakes.”

Another instructional media that uses the PPP method was used by Ms.E, one of the Indonesian Pre-service teachers, to teach vocabulary with board games. The following implementation board games in class with Ms. E: a) Presentation: In the first stage, Mrs. E provided an overview and vocabulary material based on the textbook. b) Practice: At this stage, Ms. E collaborates learning with fun activities such as games. Students are guided to play the Monopoly board game. The monopoly game has 15 boxes, each box has a different character which contains a short dialogue with the vocabulary that has been learned. c) Production: After several exercises and students know the rules, the student's task is to report the dialogue read in the Monopoly box using report speech. According to Ms.N, the use of the PPP method in delivering vocabulary material with board games as a tool in the teaching and learning process will be more effective because the PPP method has easy steps so that students are not confused. Ms.N also mentioned that her students enjoy each stage, as evidenced by the student's ability to deliver dialogue into report speech.

"My students are happy with the delivery of material by playing games, they enjoy every step of the steps of the ppp method because it has a simple but relaxed flow and can help convey the material well. Seen from the final

results where my students can achieve the learning objectives of delivering dialog with report speech by themselves” explained Ms.E.

A brief explanation of the instructional media and methods used by Indonesian pre-service teachers can be seen in Table 1.

Table 1. Classification of Instructional Media

No.	PPP Method	Drilling Method
1.	Animated Picture	Printed Picture
2.	Board Games	

DISCUSSION

The instructional media used by Indonesian Pre-service teachers to teach English vocabulary in primary schools in Thailand requires an interesting, innovative, and creative way of delivering it so that the material presented can be well received by students. This research shows that Indonesian pre-service teachers in Thailand used interactive instructional media such as pictures, animated pictures, and board games to teach students. In line with previous studies (Endarto, 2020; Hasan et al., 2021; Mozes and Irando, 2020; Risyanti and Nurhayati, 2020). Hasan et al., (2021), for example, argue that it would be more effective and efficient for students to understand learning material if teachers used instructional media as an intermediary. One of the Indonesian pre-service teachers, Ms.N, uses printed pictures with small sizes and colorful cards. Containing vocabulary that is on the dining table, such as butter and soda, as in the textbook as a teacher's guide. The use of colorful printed pictures will attract students' attention and make them remember the new vocabulary being taught. This finding supports the theory (Octaberlina & Anggarini, 2020) that the picture is a certain form that has a striking color to attract the attention and interest of children. It was also theorized by (Julaiha et al., 2022), because, with pictures, the experience and understanding of pictures become distinctive, clearer, not easily forgotten, and concrete, so they are very suitable for use in mastering vocabulary for beginners. But in reality, in the field, using small printed pictures will cause chaos in the classroom because students are too excited because the picture is too small, and students crowd around to see the picture.

The use of electronic media in the teaching and learning process attracts more attention from students because teachers in Pattani, Thailand, have not implemented digitalization in the classroom. Therefore, Ms.A, one of the Indonesian Pre-service teachers, tries to implement digitization through Animated Pictures as it aims to convey vocabulary material in the form of action verbs, and this has proven to be effective. This finding agreed with Stephen et al. (2020) that For young learners, presenting material in the form of animated images may be easier. In line with the opinion of Cahyati and Madya (2019), teachers should also know that teaching vocabulary in primary school is different from teaching at the

adult level. Therefore, choosing instructional media must be appropriate to the level of the students. Ms.N thinks that just using pictures to teach action verb vocabulary is very difficult because one of the characteristics of students is that they are very meaning-oriented, like to discover things, and are more egocentric and imaginative. If only 1 picture is given, students will have different answers according to their imagination. As Rhalmi (2019) argued, young learners get bored quickly, are meaning-oriented, like to discover things, prefer concrete activities, are more egocentric and imaginative, and imitate others.

To provide interesting activities, Ms.E, one of the Indonesian Pre-service teachers, uses Board Games as instructional media. (Hoa and Trang, 2020) Stated that to increase vocabulary retention and make language learning fun and inspiring, teachers can use games to learn new vocabulary. One of the games used by Indonesian pre-service teachers is Board Games. Ms.E said that the use of the board game is suitable for teaching vocabulary, which is conveyed using report speech. This is proven by the ability of students who can independently convey the dialogue in the monopoly box by reposting the speech independently after going through several trials. Apart from delivering the material, students also feel happy and motivated to learn.

In realizing effective and efficient learning, the use of instructional media must be accompanied by appropriate delivery. Moreover, there are differences in language and culture between Indonesian pre-service teachers and Thai students. Teachers must avoid using their mother tongue so that students do not misinterpret or misunderstand. From several instructional media that have been discovered by researchers, several methods have also been found that are used by Indonesian pre-service teachers to support the use of instructional media in the teaching and learning process. It was found that instructional media such as animated pictures used by Ms.A and Monopoli Board games by Ms.E with the PPP method in their interpretation in class. According to Harmer (2007:65), there are three stages of applying the PPP technique (Presentation, Practice, and Production) as follows: 1) Presentation: At this stage, the teacher introduces the material to students. In detail, the teacher will explain the next activity that will be carried out by students. Then, students pay close attention to what the teacher explains. 2) Practice: Practice is intended as a practice activity where students will be given the opportunity to practice the new language. Students begin to discuss with their group mates while the teacher only accommodates and provides limited assistance. The teacher also provides the necessary support and encouragement. 3) Production: This is the final stage of the PPP technique. In this stage, students will use language in context, and activities prepared by the teacher using the PPP Method were modified by Ms.A based on students' needs in learning vocabulary. In this case, vocabulary teaching does not require group discussion at the practice stage. Students only carry out

activities such as repeating vocabulary under the teacher's guidance. Then, at the production stage, students are asked to look for new vocabulary or produce new sentences with guidance. Meanwhile, Ms. E modified it into a practice stage in a game, and the final result was that students were able to produce sentences orally.

Effective learning is learning that involves students in all activities designed by the teacher. Young English learners will feel bored if the teacher becomes the center of learning. Therefore, balance in object focus is needed. One of the methods used by Ms. N, an Indonesian Pre-Service Teacher, to involve students is the Drilling method. By using printed images, Ms. N realizes learning objectives by using the drilling method, where students and teachers have equal roles. A distinctive feature of the drilling method is repetition. Ms.N will provide pictures of the vocabulary according to the student's textbook. Then, Ms.N gave an example of her pronunciation. All students repeat it. Ms.N believes that young English learners will easily remember things by using the repetition method and supported by interesting media. This is in line with the opinion of Rhalmi (2019), who states that one of the characteristics of young learners is imitation. The instructional image media applied through the drilling method meets the needs of Young Thai English Learners in vocabulary teaching.

CONCLUSION

The utilization of instructional media by Indonesian pre-service teachers to facilitate students' English vocabulary learning proved to be helpful in teaching and learning activities for primary students in Thailand. Especially with the language gap between the Indonesian pre-service teachers and the students, using printed pictures, animated pictures, and board games can facilitate the delivery of the material intended so it can be appropriately captured by the primary school students. The way to apply instructional media in the classroom can be applied with Drilling and PPP methods. Therefore, vocabulary learning will be more fun and effective so that the learning objectives can be achieved.

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