



A Narrative Review of Teaching Vocabulary Through Videos: Insights and Strategies for Young Learners

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Article Information

Received: October 30, 2024

Revised: November 01, 2024

Accepted: November 26, 2024

Published: December 02, 2024

Keywords

Educational technology; language teaching; multimedia instruction; vocabulary acquisition; young learners

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ABSTRACT

Vocabulary plays a critical role in language acquisition, serving as the foundation for developing speaking, listening, reading, and writing skills. However, young learners often face challenges in acquiring vocabulary due to the need for engaging and context-rich learning tools. This study aims to investigate the effectiveness of videos in teaching vocabulary to young learners by analyzing findings from recent studies. Using a narrative literature review, three articles published between 2020 and 2023 were examined to identify the types of videos used, teaching strategies employed, and their impact on learners. The findings reveal that videos, including animated and YouTube-based content, significantly enhance vocabulary acquisition by promoting active engagement, improving comprehension, and increasing motivation. Effective teaching strategies such as freeze framing, replication, and active viewing were identified as key to maximizing learning outcomes. This study highlights the importance of thoughtful integration of video content to meet young learners' needs and improve vocabulary learning.

INTRODUCTION

English is often referred to as an international language due to its extensive use in global communication. Proficiency in English involves mastering four core skills: speaking, listening, reading, and writing. Central to all these skills is vocabulary, which serves as the building block for effective communication. Vocabulary knowledge not only facilitates speaking and writing but also enhances comprehension in listening and reading tasks. As Cahyono & Widiarti (2008) emphasize, vocabulary instruction should begin early, as it plays a crucial role in language acquisition for young learners. This early intervention lays a strong foundation for future language development. Thornbury (2002) succinctly underlines this significance, asserting, "Very little can be conveyed without grammar, and nothing can be conveyed without vocabulary."

Vocabulary is more than a linguistic tool; it serves as one of the fundamental tools for expressing emotions, interpreting social realities, and predicting academic success (Dakhi & Fitria, 2019). This multifaceted role of vocabulary highlights its indispensable nature in both personal communication and academic pursuits. However, despite its importance, achieving an adequate vocabulary size remains a challenge for many learners. For instance, Subon (2013) notes that learners require at least 2,000 words to navigate everyday contexts effectively, while a higher threshold of 10,000 words is necessary for advanced comprehension. These benchmarks emphasize the pressing need for effective vocabulary teaching strategies, particularly for young learners.

Young learners, defined as children aged 7–15 who are studying English as a second or foreign language, have unique learning characteristics that distinguish them from adults. They are naturally curious, highly energetic, and capable of deriving meaning through exploration and interaction (Juhana, 2014). Teaching vocabulary to this demographic requires tailored approaches that align with their developmental and cognitive needs (Rahmadhani, 2015). This complexity is further compounded by the need to make learning engaging and contextually meaningful, which presents a significant challenge for educators.

In recent years, the integration of technology in education has emerged as a promising avenue for addressing these challenges. Videos, particularly those on platforms like YouTube, have been recognized for their potential to create engaging and relevant learning experiences (Kabooha & Elyas, 2015; Riswandi, 2016). Videos combine visual and auditory elements to present language in authentic contexts, making them a powerful tool for vocabulary instruction. For young learners, this medium not only aids comprehension but also stimulates interest and motivation.

Despite the growing interest in using videos for vocabulary instruction, several gaps remain in the literature. While many studies have highlighted the benefits of videos, there is limited research on the specific types of videos that are most effective for teaching vocabulary to young learners. Thus, this study aims to address these gaps by conducting a narrative literature review on the use of videos in teaching vocabulary to young learners. Specifically, it seeks to explore: (1) the types of videos used for vocabulary instruction, (2) the pedagogical

strategies employed by teachers, and (3) students' responses to learning vocabulary through videos. By providing a understanding of these aspects, this study aspires to offer practical insights for educators and contribute to the growing body of research on technology-enhanced language learning.

RESEARCH METHOD

This study employs a narrative literature review approach to synthesize and critically analyze existing research on the use of videos in teaching vocabulary to young learners. A narrative literature review is a qualitative research methodology that involves collecting, organizing, and evaluating relevant literature to identify trends, gaps, and insights on a specific topic (Azizah et al., 2023; Winarno et al., 2023). Unlike a systematic literature review, which relies on rigid protocols and comprehensive databases, a narrative review allows for a more flexible and interpretative synthesis of available studies.

Data Collection

The articles for this review were sourced using Google and Google Scholar. The inclusion criteria were limited to articles published between 2020 and 2023, focusing specifically on the use of videos for teaching vocabulary to young learners. Despite an extensive search, only three relevant articles were identified. This limitation underscores the niche nature of the topic and the challenges in finding sufficient literature in this area.

Data Organization

The identified articles were analyzed and summarized in a table format, including key details such as author names, titles, publication years, journal names, research types, and findings. This process allowed for a structured presentation of the available studies and facilitated a thematic analysis of their results.

Data Analysis

The selected articles were read thoroughly to extract insights related to the use of videos in vocabulary instruction for young learners. The analysis involved comparing findings across

studies to identify recurring themes, variations in methodology, and notable conclusions. These insights were then synthesized into a narrative discussion, highlighting trends, pedagogical strategies, and the reported outcomes of video use.

FINDING AND DISCUSSION

Findings

This review synthesizes the findings of three recent studies on the use of videos in teaching vocabulary to young learners. The studies focus on various types of videos, instructional approaches, and student outcomes, underscoring the role of video as a versatile educational tool. The key findings from each study are as follows:

Table 1

The results of learning vocabulary through videos

Author	Title	Journal	Research	Research Result
Sabgini et al. (2023)	The Usage of Video in Teaching Vocabulary for Young Learners	JEES	Qualitative	The student instructors employed video as a medium to teach vocabulary to young learners based on the data. The movie was used by the student instructors to introduce, practice, and create new words. The film was used by the student teachers through freeze framing, replication, and active viewing. The use of video is well received by the younger students. This study found that both your students and the student instructor had been actively involved in the learning process.
Setiawati and Septiana, (2022)	The Use of Animated Videos in Teaching Vocabulary for Young Learners	Wanastra	Quantitative	One type of learning tool that can be used with younger students is animated videos themselves. A minimum score of 45 pupils and a maximum score of 72.5 students are indicated by the pretest results.

and saw an increase in their posttest score, with a minimum score of 65.0 and a maximum score of 87.5 for the student. The paired sample test hypothesis testing revealed that the significance value is less than the significance level ($0.000 < 0.05$). Thus, it can be said that students' vocabulary proficiency before and after using animated videos for instruction differed significantly.

Hariyono, (2020)	Teaching Vocabulary to Young Learner Using Video on Youtube At English Course	LaRso	Qualitative	The researcher used video on YouTube to teach vocabulary. The research's conclusions were divided into two categories: how the students responded to the activities and teacher guidance in the classroom, and how the students interacted with the YouTube videos. It is discovered that the majority of young students enrolled in an English course were actively involved in the vocabulary-building process when the YouTube video was being used. Additionally, they responded well to the learning exercise and said that watching YouTube videos was their preferred method of acquiring vocabulary in English.
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Usage of Video as a Medium for Vocabulary Instruction

Sabgini et al. (2023) examined the integration of videos in vocabulary lessons by student instructors, focusing on how videos support young learners in acquiring new words. Their study highlighted three instructional strategies: freeze framing, replication, and active viewing. These methods allow instructors to pause videos to discuss vocabulary, encourage students to mimic vocabulary usage, and engage learners in actively interpreting content. The findings suggest that video use promotes active learning and involvement from both students and instructors, making vocabulary lessons more dynamic and interactive.

Impact of Animated Videos on Vocabulary Achievement

Setiawati and Septiana (2022) explored the use of animated videos in vocabulary instruction and assessed their impact on students' vocabulary proficiency through pre-and post-tests. The results indicated significant improvement, with student scores increasing from a minimum of 45 in the pre-test to a minimum of 65 in the post-test. Statistical analysis through a paired sample test confirmed the significance of these results, showing a notable enhancement in vocabulary proficiency after using animated videos. This finding supports the idea that animated videos can effectively enhance vocabulary acquisition among young learners, offering engaging and context-rich visual support for learning.

YouTube Videos as a Preferred Learning Tool for Vocabulary Development

Hariyono (2020) investigated the use of YouTube videos in an English course context, assessing both students' engagement with the video content and their reactions to this learning method. The study divided its findings into two main themes: students' active engagement and their positive response to using YouTube as a learning resource. Most young learners showed high levels of participation during vocabulary lessons that utilized YouTube videos, noting that these videos helped them retain and understand new words. Students also expressed a preference for learning vocabulary through YouTube, attributing this preference to the platform's authentic and engaging content, which they found more relatable and enjoyable than traditional learning methods.

Discussion

The findings in this review underscore the effectiveness of videos in supporting vocabulary acquisition among young learners. As established in the introduction, vocabulary is foundational to language learning, as it forms the basis for communicating ideas and emotions and supports the development of the four key language skills: speaking, listening, reading, and writing (Cahyono & Widiyanti, 2008; Thornbury, 2002). Consistent with this view, all three studies reviewed demonstrate that videos—whether through YouTube, animated formats, or structured classroom videos—can enhance vocabulary knowledge, suggesting that visual

media not only engages students but also deepens their understanding of language through context-rich environments.

One major theme in both the introduction and findings is the critical role of vocabulary in effective language use. Dakhi & Fitria (2019) emphasized vocabulary's role as a "window into social reality" and its function as an "enhancer of emotions." Sabgini et al. (2023) support this idea by demonstrating how student instructors use videos not only to introduce and practice vocabulary but also to facilitate students' active engagement in the vocabulary-learning process through methods like freeze framing and replication. These strategies allow young learners to engage directly with the content, mirroring real-world usage. Unlike static, text-based approaches, video introduces vocabulary in context, which supports the understanding of social cues and emotional expressions, enhancing the holistic acquisition of language.

The quantitative findings of Setiawati & Septiana (2022) offer additional support for the value of video by showing statistically significant gains in vocabulary scores. Their study aligns with Subon (2013), who emphasized vocabulary size as crucial for proficiency in language use. With students' post-test scores rising significantly after exposure to animated videos, this research illustrates that visual aids help bridge gaps in vocabulary comprehension that traditional methods may not address as effectively. This suggests that videos could be particularly beneficial for foundational vocabulary acquisition, laying the groundwork for students to achieve the vocabulary thresholds discussed by Subon.

The review also reveals a preference for videos among young learners, who reported higher engagement and satisfaction with video-based learning, particularly through YouTube, as Hariyono (2020) found. This aligns with Syafrizal & Haerudin (2018), who noted that young learners are more eager and responsive to interactive, visually stimulating methods than to traditional text-based teaching. The introduction noted that young learners have unique learning characteristics—they tend to be highly active, curious, and responsive to visual aids. This aligns with findings from both Hariyono (2020) and Kabooha & Elyas (2015), who noted the importance of using relevant and engaging media like YouTube to capture young learners' attention. Furthermore, these findings highlight that young learners are not only willing but

also motivated to learn vocabulary when they perceive the content as enjoyable and relevant to their lives.

However, while the findings reinforce the value of video, they also suggest limitations. For instance, Sabgini et al. (2023) highlight that while video encourages active learning, it requires structured implementation by teachers to guide learners effectively through vocabulary acquisition. This echoes Nasution's (2019) assertion from the introduction that using videos in classrooms requires careful alignment with students' comprehension levels. Without thoughtful structuring, video use may not yield the intended vocabulary gains, particularly among young learners who need more scaffolding.

CONCLUSION

In summary, the findings of this review support the introduction's premise that vocabulary is fundamental to language learning and that videos serve as a powerful medium to promote vocabulary acquisition among young learners. Videos not only engage students but also offer rich, contextualized language exposure that enhances vocabulary retention and understanding. However, as the literature suggests, the effectiveness of videos in vocabulary learning depends heavily on the instructional strategies employed. To maximize the benefits of video use, teachers should carefully consider students' needs and integrate video content thoughtfully into vocabulary lessons.

ACKNOWLEDGEMENT

The author would like to thank UIN Raden Intan Lampung for the opportunity to publish in the journal.

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