IMPLEMENTATION OF KID ANIMATIONS ON YOUTUBE AS LEARNING MEDIA IN TEACHING VOCABULARY TO YOUNG LEARNERS

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Abstrak

Penelitian ini membahas pengalaman guru terkait implementasi dan masalah saat menggunakan animasi anak di YouTube sebagai salah satu media pembelajaran dalam konteks pengajaran kosakata kepada pelajar muda. Memang animasi anak cocok diterapkan oleh guru di era yang serba maju ini karena perkembangan teknologi. Di satu sisi, pengajaran kosakata kepada pelajar usia dini merupakan hal yang penting karena kosakata itu sendiri merupakan landasan utama bagi seseorang yang ingin mempelajari suatu bahasa, terutama bagi pelajar muda yang memiliki gaya belajar audio visual. Jadi, penelitian ini dirancang sebagai penelitian kualitatif dengan menggunakan 2 instrumen, yaitu: observasi, dan wawancara terbuka dengan 2 guru bahasa Inggris kelas 5 di salah satu madrasah di Sumenep, Jawa Timur, Indonesia. Hasil penelitian ini mengungkapkan bahwa 3 langkah implementasi media pembelajaran ini mulai dari: Pra-implementasi, ketika-implementasi, dan setelah-implementasi dapat dijalankan dengan baik di kelas. Lebih lanjut, penelitian ini menunjukkan bahwa guru memiliki cara-cara yang solutif ketika menghadapi beberapa kendala dalam menggunakan media pembelajaran ini. Oleh karena itu, peneliti mengklaim bahwa penelitian ini dapat membantu serta menginformasikan para pembaca ketika mereka ingin menerapkan animasi anak-anak di YouTube sebagai media pembelajaran yang menarik dalam mengajarkan kosakata kepada pelajar muda.

Kata Kunci: animasi anak-anak di YouTube, pengajaran kosakata, pelajar muda.

Abstract

This study mainly discussed teachers' experiences related to the implementation and problems while using kid animations on YouTube as one of the learning media in the context of teaching vocabulary to young learners. Indeed, kid animations are suitable to be implemented by teachers in this advanced era because of the technology's development. On the one hand, teaching vocabulary to young learners belongs to a significant matter since vocabulary itself is the main foundation for a person who wants to learn a language, especially for young learners who have an audio-visual learning style. So, this study was designed as qualitative research by using 2 instruments, which were: observation, and open-ended interviews with 2 English 5th grade teachers in one of Islamic school in Sumenep, East Java, Indonesia. The result of this study revealed that the 3 steps of the implementation of this learning media starting from: Pre-implementing, while-implementing, and post-implementing could be utilized so well in the class. Furthermore, the study showed that the teachers have solutive ways when they face several obstacles in using this learning media. Therefore, the researcher claimed that this study will help and inform the readers when they want to apply kid animations on YouTube as attractive learning media in teaching vocabulary to young learners.

Keywords: kid animations on YouTube, teaching vocabulary, young learners.

INTRODUCTION

Nowadays, the attraction to teaching vocabulary has developed fastly than before (Saragih, 2019). As we know, vocabulary refers to the crucial elements which are used in teaching and learning a language process (Toghyani Khorasgani & Khanehgir, 2017). Also, according to Sidek and Rahim (2015), vocabulary is a pointer to language capacity, and in arrange to be a competent moment or remote dialect, an awesome sum of words could be an overwhelming calculation. It means, that when some language learners especially young learners want to study a language, they must know a few vocabulary knowledge before starting all it. Achmad (2014), believed that learning listening, speaking, reading, and writing skills requires a vocabulary understanding as a foundation that will upgrade the development of someone's language learning deeply. There is also another reason why

vocabulary must be mastered by young learners. The reason which is highlighted by the researcher here that vocabulary refers to a very basic way for young learners to know all of the language's aspects they learned.

In the context of teaching language, it has been known that vocabulary is a vital component of a language that always be emphasized because it has a benefit such learners can use this element in order to extend their understanding related to other language abilities (Astika, 2015). Knowing vocabulary is a precious asset for anyone who uses a language in communicating with each other. Certainly, the young learners are expected to express some words perfectly organized by using their vocabulary. There is a situation when the researchers do a discussion with a group of students that explain if the students feel incompetence to comprehend and communicate what they learn about due to the lack of vocabulary knowledge (Kabilan & Zahar, 2016). So, it is clearly stated that the students' misunderstanding to communicate each other is relevant to the young learners' vocabulary mastery. The comprehension of a vocabulary element will fulfill young learners' needs in learning a language. In contrast, the young learners will not be able to get any information about a language if they are not mastering a vocabulary as a basic lesson. Therefore, from a pedagogical point of view, it is suggested for the teachers to understand how much and what kinds of vocabulary lessons are required by the students in certain conditions (Uchihara & Harada, 2018).

In addition, some appropriate ways can be utilized by teachers in teaching vocabulary to young learners, for example, *Semantic Mapping Technique* (Saragih, 2019)*, Facebook or other SNS environments (Kabilan & Zahar, 2016), Total physical Response and Keyword method* (Toghyani Khorasgani & Khanehgir, 2017), Puppet and Flashcard (Wahyunis, 2019), Notebooks (Dubiner, 2017), Video on YouTube (Hariyono, 2020) and there are still many others. While reviewing a recent study from Hariyono (2020), he confirmed that the using of YouTube in vocabulary teaching activities has a positive response and great engagement from the students. This finding suggested that the teachers should apply this kind of platform when teaching young learners. The result of the research is in agreement with the researcher's idea that teachers can use several kid animations on YouTube as media in teaching vocabulary to young learners. As we know, YouTube is an online platform that provides millions of videos on the internet that can be accessed freely by people who live in this modern era. A study by Yanto & Nugraha (2018), explained video viewing activities in learning vocabulary will be beneficial for the learners. Their study is also in line with Susanti et al. (2022), they concluded that the utilizing of video as

learning media will be beneficial since it developed learners' skill and motivation as long as it is utilized correctly. Moreover, they have already gotten used to the use of YouTube in their daily life as a modern generation. Therefore, the students will feel so excited and relaxed while viewing a video clip so that they can gain more understanding easily in the context of learning vocabulary

Indeed, from the statement above, we have already known that teaching vocabulary to young learners is being classified as an important thing to be learned. There are also several previous findings on the way of using the YouTube platform in the teaching and learning vocabulary process. However, there are still some teachers who do not know how to teach vocabulary to young learners correctly (Uchihara & Harada, 2018). It happened because they have lack of information and knowledge related to the previous findings which did not explore more deeply the use of kid animations on YouTube for the young learners as a subject in teaching vocabulary context.

On the one hand, kid animation on YouTube can help teachers to teach vocabulary to their young learners easily because Yanto & Nugraha (2018) pointed out that the teachers said their students had a problem improving their knowledge of vocabulary; as a result, they found the difficulties to comprehend English and its elements properly. Using animation on YouTube is suitable for young learners which the age are about five until ten years as the main subject. The reason is that they have kinds of characteristics, Such as: understanding something using their eyes and ears simultaneously or it can be said they are truly excited using the Audio-visual learning style. The media can also be said appropriate because the young learners are in good language development condition in their golden age which can be observed easily by the researcher. This statement is parallel with the explanation that young learners whose age is about eight to ten years old can understand abstracts, symbols, and their language development is also still generalized and organized (Scoot & Ytreberg, 2001: 9)

So, the researcher here wants to claim that this research aims to explain more specific information related to the use of a kid animation on YouTube and also help the teachers in using this platform properly either in online or offline learning. Therefore, they will understand the correct way how to teach young learners vocabulary knowledge. In this research, the researcher will conduct several kid animations from the YouTube platform as learning media in teaching vocabulary mastery to young learners. Then, it is going to fill those gaps and discusses them further about that. The researcher also wants to state a confirmation if this research is a continuation of a previous study or finding that has some similarities in the topic. Based on the problems above, these are a few of the

research questions that will be answered in this research: 1) How do the teachers implement kid animations on YouTube for teaching vocabulary components of the text they teach? 2) How are the solution to the problems in implementing kid animations on YouTube for teaching vocabulary components of text they teach?

The Basic Concept of Teaching Vocabulary to Young Learners

Teaching vocabulary to young learners becomes a need that must be achieved in this era because according to Astika (2015), mastering vocabulary is one of the significant components of teaching a language. Of course, when the young learners have a great understanding of vocabulary, they can know a new knowledge about language, communicate with each other, and express a word. So, the researcher wants to convey to the readers that the young learners' English language ability will be improved or their skills related to the gaining of any important information will be enhanced effectively because they have already gained new knowledge of vocabulary matter. Furthermore, in the current situation, the high maternal language quality input will help the children's chance to get a piece of knowledge about vocabulary mastery (Daneri et al., 2019). Indeed, the teachers in this context have a full responsibility to educate their students so well. It is correct if teachers belong to one of the crucial things in learning a new vocabulary. Moreover, if the teachers completely understand the suitable strategy and methods how to teach their students, it will bring a positive impact on the class environment so that the learning process can be finished efficiently (Toghyani Khorasgani & Khanehgir, 2017).

The Characteristics of Young Learners

However, In the learning and teaching activity, teachers may also face some difficulties when teaching young learners. They feel insufficient in mastering the knowledge, understanding the materials, and rarely have some practice (Copland et al., 2014). Also, some problems which are not coming from human mistake may also happened. In addition, the teachers will find other challenges too which are related to young learners as their students. They must be patient with certain characteristics of the young learners. Certainly, there are many distinctions between young learners if they are compared to each other. Slattery & Willis, (2001, pp. 4-5) confirmed that there are two classifications of young learners:

1. Under seven years old

They have kinds of characteristics, such as: having a good hearing and experiencing, acquiring new information by playing and doing something, having a great interest in

sound, having a little bit of problem in organizing their study style and writing or reading by using their mother tongue, and those young learners grammar will be developed in a certain way (2001: 4).

2. Seven until twelve years old.

Slattery & Willis (2001:5) also stated that those young learners have some characteristics, namely: tend to read and write by using their own language, like to think something, know whether something is real or not, plan something, work in a team, and have a good responsibility.

On the other hand, according to Scoot and Ytreberg (2001:1), young learners are divided into two main groups:

1. Five to seven years old

Five to seven years old children have some characteristics, such: children can say what they have done before, know about what they heard, devise some activities that want to do, tell what they think or argue with someone, use a rational idea, have a vivid imagination, understand to communicate each other, use some of the good intonations related to their mother tongue, love to play, know if their world is governed by own rules, cannot decide what to learn, have short attention and concentration, understand the situation more quickly, play and work alone, and the children are enthusiastic and positive (2001: 8)

2. Eight to ten years old.

There are several characteristics of eight to ten years old young learners, the followings are: They always ask a question, the sense has been developed, rely on the spoken words, have definite views, they are capable to make decisions, and their basic concepts are formed, able to work together, and know the difference between facts and fictions (2001: 9)

Teachers' Preparation before Implementing Kid Animations on YouTube

Certainly, before implementing kid animations on YouTube in the classroom, the teachers should follow several processes in order to make it run so well. We may call it as a pre-implementing steps. So, here the teachers should prepare all of the needs in order to make the class environment more effective. Teaching vocabulary to young learners can be more effective if the teachers set the following stages, such as: (1) The teachers must prepare all of their needs before the class began (2) The teachers must make the class situation conducive (3) Starting a relaxed and comfortable environment around the classroom and (4) The most important point is showing an attractive kid animation which is relevant to the material

and young learners willingness so that they will not feel so bored when learning a new vocabulary.

The Using of Kid Animation on YouTube in Teaching Vocabulary to Young Learners

When the teachers have finished their preparation or pre-implementing, the next step is they should know how to apply kid animation on the YouTube platform. Through YouTube platform, learning and teaching vocabulary context is simpler because the teachers are just inserting the URL sites of kid animations that will be watched. The teachers can sign up for an account and then display it in front of a class. YouTube offers a timely alternative source of education but has a unique challenge which is the limitation of the video. The organizers reviewed it and made sure all videos before were shown to young learners. Educational information needs to be dated to the video content to ensure that the information to be conveyed is not out of date. Sometimes, the teachers may find some problems while implementing YouTube in the classroom. It is inaccurate and the quality of the video is very limited and presents an indecent and unacceptable video. Another challenge is the number of videos that appear when searching according to search. One of the ways to narrow down the selection is to focus on the names of users who have uploaded the video by clicking on the username and will be taken to the user's personal YouTube page.

METHOD

This research was aimed to explore any information related to the use of kid animations on YouTube which was used by the teachers in the context of teaching vocabulary to young learners. So, it was conducted as qualitative research. Indeed, the use of qualitative research was relevant to answering several research questions in this research. Qualitative research refers to one of the research designs which is used to explore and comprehend the substance of a group and even an individual's problems originally from a social environment (Creswell, 2009: 22). Furthermore, according to Ahmad et al. (2019), they confirmed that qualitative research could serve as a guide for naturalistic inquiries seeking an in-depth understanding of social phenomena in their general setting. Usually, the data of qualitative research are in the words form and it can be analyzed from several data collection types, which are: direct observations; in-depth, open-ended interviews; and written documents. In addition, qualitative research data usually comes from fieldwork so the researcher conducted the study at a certain time and place where there is something made different.

The subjects of this research were 2 English teachers who were involved in the process of teaching and learning English lessons in 5th grade of one of Islamic elementary school in Sumenep, East Java, Indonesia since the researcher wanted to find out teachers' experiences and problems solving during the implementation of kid animations on YouTube. The subject were selected by the non-probability sampling method, which was purposive sampling. This kind of sampling helped the researcher in obtaining specific information related to a certain phenomenon from a small amount of population.

In this term, the researcher used observation to answer the first research question and an open-ended interview instrument to answer the last research questions since these instruments were relevant to be applied. The observation only focused on the implementation of kid animation on YouTube by the teachers during the classroom activity. This study focused on the simple kid animations in which the titles were *"Farm animals for kids – vocabulary for kids"* and *"Old MacDonald Cocomelon Nursey Rhymes & Kid Songs"*. Therefore, the limitation of this study cannot be generalized to all kid animations on YouTube in the context of teaching and learning vocabulary to young learners. Then, the interview focused on several topics related to the last research question. Therefore, these answers or proofs helped the researcher in interpreting the result of this research later.

Based on this research, the researcher used direct observation. The observation option that was used is an observer as a participant because the role of the researcher was known by the subjects. In this term, the observation have been done by the researcher using some field notes to collect the data about the way the teachers use kid animation on YouTube while teaching vocabulary elements in online or offline learning. Besides, the researcher also used the smartphone to record or take a picture associated with any activities that had been done by the teachers in the classroom. This observation had already conducted in 2 weeks in the even semester of 2022.

Furthermore, the researcher also used the open-ended interviews by using the format of a well-structured question. So, the researcher had already asked some questions to the teachers face-to-face at the research place. The questions have a relation to the last research questions that the answers to each question revealed the way to solve the problems while implementing kid animation on YouTube for teaching vocabulary components. This activity was conducted just less in 1 week.

The researcher analysed all collected data from the interview instrument and the researcher will also transcribe those data into the form of the word as it was qualitative research. In analysing qualitative data, Ary et al. (2010), believed that those data can be carried out in

three steps, the followings are: 1) Familiarizing and Organizing 2) Coding and Reducing 3) Interpreting and Representing.

RESULTS AND DISCUSSION

The implementation of Kid animations on YouTube by the Teachers

The result shows that in teaching 5th grade, all of the teachers applied 2 kinds of kid animations to teach "*Farm Animals*" material in the even semester. The following kid aminations are: *"Farm animals for kids – vocabulary for kids"* and *"Old MacDonald Cocomelon Nursey Rhymes & Kid Songs".* The teachers seemed very proficient in using this learning media. First of all, the teachers have done some preparation before implementing this kind of learning media in teaching vocabulary context to the young learners. The preparations are 1) Lesson plan 2) Materials (Vocabularies) that will be taught 3) types of equipment (Laptop, projector, etc.) 4) The kid animations which are relevant to the material and it must be interesting. Moreover, the teachers also managed the classroom situation became more conducive or quiet as much as possible in order to make teaching and learning progress goes well. Also, the most important point here is the teachers were showing an attractive kid animation that is relevant to the material and young learners' willingness so that they will not feel so bored when learning a new vocabulary.

All of the teachers did the same thing at the opening of the class activity. They were doing a brainstorming too while preparing the animations that will be shown to their students. The brainstorming is related to the materials that the teachers asked the young learners to mention any farm animals they know. At the beginning of these steps, the young learners looked very happy and enthusiastic. Not only giving a brainstorming, but the teachers were also asking the young learners to sing *"If You're Happy and You Know It"* together in the classroom. The purpose is to make the class environment more interactive. Afterward, the teachers showed the first kid animation which is *"Farm animals for kids – vocabulary for kids* to them. They are perfectly focused on the screen in the beginning. The first animation inserts an attractive question that gives a blank image and the students are asked to guess what animal is it. The young learners apparently can answer the questions easily. The young learners are really excited about giving some answers to the teachers. Some of them were also imitating a sound from every farm animal they had guessed. In the middle of the teaching and learning activity, the teachers are also asked the young learners to mention every farm animal's product that can be consumed by humans. Certainly, the young learners gave

some answers, such as milk, meat, wool, etc. Then, the teachers

Last step in implementing this learning media, all of the teachers did the evaluation what they have taught to the young learners. The evaluation that was given by the teachers was doing some assignments in the book, such as Matching words, describing words, giving labels, etc. The purpose is to measure their students, whether they understand the materials or not. Mostly, the results are good enough. It indicates that most of the students understand the teachers' explanation. The teachers certainly gave applause since their students can answer some questions. It means, that young learners can memorize the vocabulary in a short time easily. Then, they review too what things they had learned with the teachers. So, they will not forget some vocabularies related to the farm animals materials.

From the first result, we know that the teachers are very handle with the use of kid animation on YouTube as the use of technology and the internet has grown well in nowadays. It indicates that they must have a good skill in the using of technology in this era. This is in line with the previous research, Kabilan & Zahar (2016) said, the literature demonstrates that modern advanced media and innovations influence dialect educating and learning and so, teachers ought to be well-versed with unused pedagogies that are required in guaranteeing compelling utilize of the innovations within the classroom. Here, the teachers may use kid animations on YouTube as learning media in order to support them to teach their students, especially for young learners.

The first result is also giving the proof that the teachers made the good preparation before implementing the learning media. So, this is parallel with the study by Alqahtani (2015), he suggested that the teachers should prepare everything including some techniques and materials they needs before the class started. Besides, the teachers had chosen the suitable videos or animations which is amusing and relevant to the materials. What have been done by the teachers is also in agreement with Kabooha & Elyas (2018) that they suggested that teachers should select the videos depending on the students' grade, internal context, and the goals. Also, the significant thing here is to make the class situation more calm and conducive since they will learn vocabulary through animation. So, they need to have high concentration. This is in line with Toghyani Khorasgani & Khanehgir (2017) who believed that the class activity will run effectively and the learners will pass the objective since the teachers make the class environment conducive.

After that, we also know from the results that the teachers started their class with a great opening and brainstorming. During the implementation of this learning

media in the classroom, the young learners showed a positive response. The students feel so excited and relaxed while viewing a video clip so that they can gain more understanding easily in the context of learning vocabulary. Obviously, this statement is in an agreement with Yanto & Nugraha (2018) that confirmed the use of the Vocabulary Self–Collection Strategy in teaching and learning vocabulary will be beneficial if it is mixed with a video viewing activity. Furthermore, Samosir et al. (2018) stated that YouTube was invented as a video-sharing platform that is so popular for the young generation. In the context of teaching and learning vocabulary to young learners, using kid animation on YouTube can be a good learning media since it can fulfil young learners' needs.

Lastly, the teachers have done some evaluations on how they have treated their students. They have done it because evaluation is a process of making a judgment about the quality or value of a performance or a course of action from the result of assessment by considering all factors that influence learning activity. This is parallel with Brown & Abeywickrama (2010, p.5) who stated that an evaluation is a handle of demonstrating a test for making the right choice. As the explanation before, it can be said that evaluation refers to an activity that includes all of the variables which impact the teaching and learning process, such as the lesson plan, learning objectives, materials, strategy, method, technique, and assessment.

The problems' solutions in implementing kid animations on YouTube

Based on the teachers' experiences in implementing this kind of learning media, the result shows that the teachers not only gain some helps or advantages while implementing kid animations from the YouTube platform, but they also face some problems in the classroom. During offline learning, the frequent problems that the teachers deal with were coming from technical problems due to the bad infrastructures or facilities. So, there are several classroom in the school which the projector cable cannot connect properly. Moreover, sometimes the sound system which is provided by the school is also in bad condition. It really challenges the teachers in the class. Of course, they cannot start the teaching and learning perfectly and it was wasting their time. Thus, the teachers did not pass the learning objectives in that day since the learning media cannot be used correctly. In addition, sometimes the teacher forget to download the animation from the YouTube. Therefore, the teacher have to display the videos to the young learners using internet connection. However, sometimes the connection is unstable that makes the videos cannot run smoothly (Buffering). Also, another problem is when the teachers implement this kind of

learning media in online learning. When teaching English by online learning due to the pandemic, the teachers are difficult to manage the class situation because of the young learners' characteristic. They are very talkative and noisy. Then, the teachers still doubt too about the way young learners pronounce some words since the teachers cannot give a direct feedback.

As results, for the first problem they deal with the issue of projector, cable, and sound system, the teachers sent some reports to the officer of the school who involved in maintaining the school facilities. This problem was also discussed together in the weekly meeting of school meeting in order to prevent the same problem that may happen in the future. Then, for the second problem which is related to the internet connection, the teachers solve this problem by using the strongest internet connection provider in that school area. So, they have to spend their own budget to buy it because the school Wi-Fi signal did not reach the classroom. For the third problem they face, when the teachers cannot manage the young learners, they have to be patient and show how capability they are in controlling class situation. Then, when they cannot give direct feedback related to the learners' pronunciation, the have a solution that the young learners are asked to submit their voice while pronouncing some words or vocabularies to the link that teachers sent via WhatsApp. Then, the teachers can understand the way they pronounce and the teachers can give a feedback directly. In this term, the young learners are assisted by the parents too in their home. So, they will not be confused.

In discussing the second result, the teachers claim that kid animations on YouTube are very beneficial since it help them in teaching vocabulary to the young learners. The result once again in accordance to Hariyono (2020) who found that the learners are interested in learning use videos from YouTube because they are encouraged, enjoyed, and relaxed. It is also supported by the previous study by Samosir et al. (2018), convinced that YouTube videos really provide clarity for young learners to see visual images of various conditions and also provide opportunities for students to really see the real conditions.

However, in this second result, the teachers claim that they also face several problems when teaching to the young learners by using kid animations on YouTube. This is in contrast with Andrean et al. (2019), they confirmed the application of videos on YouTube can be easily delivered in teaching the students. It cannot be denied if the teachers may come up against bad situations while teaching using this kind of learning media, especially teaching the young learners. Teaching young learners is not easy as we think. The teachers here must be fully patience when facing some problems. The existing

problems may be the characteristics of young learners itself, technical problems, and certain situation. Of course, these will make the learning process not go well if the teachers cannot solve them. Based on the second result, we know that the teachers fortunately have solutive ways in solving many problems. It indicates that the teachers are really proficient.

The very proficient or skillful teachers is in line with Achmad (2014), there are three points that are considered when the teachers want to teach their students, which are: The capability of the teachers, the duration of the lessons, and several activities involving the roles of teachers and students in the classroom. As the explanation above, the researcher wants to confirm again that teachers as the control center have crucial roles in teaching vocabulary in the classroom. They should be fully competent, bring a positive atmosphere to the students, and always be involved in any situation that happened in their class. In addition, the duration of the teaching and learning process should be also maintained properly by the teachers. Therefore, the learning process in the classroom can be running efficiently

CONCLUSION

Due to the rapid use of technology especially in the teaching and learning aspect, teachers are pushed to be innovative in teaching vocabulary context to the students especially young learners. Therefore, utilizing kid animation on YouTube can be one of the ways to be implemented in teaching vocabulary context to young learners. Kid animation on YouTube can be shown as a medium that stimulates young learners' motivation to learn new vocabularies. Based on the results, the kid animation on YouTube was implemented very well by the 2 English teachers in 5th of Elementary School. The implementation of kid animation on YouTube are divided into three steps: 1) Pre-implementing or preparation 2) While-implementing 3) Post-implementing or evaluation or reflection. In addition, the last result also shows that the teachers not only obtain the benefits of implementing this learning media, but they also obtain some problems related to the technical problems, young learners' characteristics, and certain condition. On the other hand, due to the capability of the teachers, they absolutely may solve the problems in good way.

SUGGESTIONS

This study has several suggestions. The following are
1. The teachers should use this kind of learning media since it is really helpful and effective in teaching vocabulary context to the young learners
2. The chosen animation on YouTube must be relevant to the materials

3. The animation also must be attractive and the duration is not too long so the learners will not get bored
4. When applying this learning media either in online learning or offline learning, the teachers must prepare every equipment or tools completely to prevent some errors or problems
5. Lastly, they should also supervise young learners when watching some videos from YouTube because there are several inappropriate videos for children.

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