

THE EFFECT OF USING ANIMATION VIDEO ON YOUTUBE TOWARDS STUDENTS' VOCABULARY MASTERY IN ELEMENTARY SCHOOL

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Abstrak

Dalam artikel ini penulis menggunakan video sebagai media dalam pembelajaran terutama di kelas EFL. Jenis media yang digunakan oleh penulis adalah visual. Media visual dapat membantu guru di dalam pengajaran dan proses pembelajaran di kelas. Banyak video pembelajaran di YouTube mulai dari level pemula, menengah dan paling atas. Penulis ingin menggunakan sebuah video tentang kosa-kata untuk anak-anak belajar nama-nama hewan dalam Bahasa Inggris. Artikel ini menunjukkan seberapa YouTube berguna sebagai media pembelajaran di kelas.

Kata kunci: YouTube, video animasi, pengajaran kosa-kata, media dalam pembelajaran.

Abstract

In this paper the writer use video as media in the teaching learning especially in EFL (English Foreign Language) classroom. Kinds of media that writer used is visual. Media visual can help the teacher in the teaching and learning process in the classroom. So many education videos on YouTube in very level from beginner, intermediate, until advanced level. The writer wants to use a video about 'kids vocabulary learn and animals in English'. This paper aims to identify how YouTube is useful or not as learning media in the classroom.

Keywords: *YouTube, animation video, teaching vocabulary, media in learning.*

A. Introduction

Using songs in ELT classes is not a new idea. Songs as an ancient yet a justified tool (Domoney & Harris, 1993) have often been used by language teachers or suggested as a useful classroom resource for a long time.(Erten, 2015). Over the past several decades, technology has become a fixture in many homes around the world. Its influence has permeated into all facets of life, including English

language teaching. The aim of this study is to explore the impact of integrating media technology in ELT classrooms and to statistically analyze how much it assists learners in acquiring four language skills namely listening, speaking, reading and writing. Integration of media technology began in the 1950s when small language schools began to use the phonograph, movies and the tape recorder as tools in English language teaching. In the '70s and '80s, audio and video courses were

improved through the added use of video projectors and slide shows. By the late '80s and early '90s, language labs were part of many of the more expensive language schools throughout the world. However, by the mid '90s many multimedia language programs became available for teachers on the Internet (Sudarmaji, 2021). In modern era of English language teaching, media technology such as video, pictures, animation and interactive games, CDs or DVDs, the use of internet, chat rooms and video conferencing and Apple's iPad have narrowed distance and turned the whole world into a global community. It provides opportunities to learners to converse not only with local community but with global community as well. It has revolutionized learning and teaching methodologies thereby turning them more enjoyable and productive. According to (Balaaco 1996) digital learning is "just in time" and on-demand delivering knowledge when and where the employees need it. This concept of "anywhere-anytime" is serving learners on the larger scale. (Ahmad, 2012) Technology is important for modern people, nowadays. YouTube is digital platform, we can watch online videos easily, we can make and upload ours video on Youtube. YouTube also can be used as learning media in the classroom. The writer use video as material. YouTube is one of the effective media, because we can find many

videos that can help support teacher while teaching in the classroom. When the students watch YouTube it helps the students improve their fluency in speaking, because students can get faster not only speaking skills but also comprehension. To transfer knowledge in teaching, we need the media as learning tool. Teaching learning there is a process communication between student, lecturer/teacher and materials topic. So, this paper use YouTube as media to explore students' as project, and how YouTube is useful (effective) or not as learning media in the classroom.

B. Methods

The writer use YouTube application as learning media to give support for students to improve their English skill, such as animation video on YouTube. The teacher chooses the suitable video on syllabus. The teacher have to the appropriate learning model for their students, so students can be pleasant and join in the class. It means that the teacher can understand the animation video that they give to the students. And the writer wants to use a animation video about kids vocabulary "Learn Wild Animals in English Language" from YouTube application. The aims is to want to know is it useful (effective) or not using animation video as learning media and is it can be stimulus for students in their learning process.

C. Result and Discussion

The writer use YouTube as a media to learn English and to evaluate students' ability, and the most important is students can feel interested, excited, happy when they learn by using YouTube. The teacher it will helped by using media because when deliver the knowledge will make easy and effective. I supposed that video is useful and effective in reduce cognitive, and there is a good probability that is students are familiar with YouTube application, also can help students to express their ideas as well, YouTube application could be a good, it can be important media while teaching, such as giving students stimulus, reference to learning something more.

D. Conclusion

I concluded that YouTube as media is supporting teaching and learning in my class, because the video is useful. These animation Youtube is unique, fun, interesting, and creative. Some students are familiar with YouTube, which could have a positive influence on their motivation. Ever since it was launched in 2005, the YouTube video-sharing platform has made giant strides in revolutionizing sources of information and knowledge base interactively. The current study subscribes to this thesis by investigating the impact of YouTube videos in EFL speaking classes. Our research findings have most

succinctly shown that not only does the use of YouTube in the EFL classroom help boost the speaking skill, but it also develops fluency & coherence through enhancing pronunciation, lexical choices, and grammatical structures, leading to a coherent and meaningful discourse (Saed et al., 2021)

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