STOP-MOTION VIDEO AS MEDIA OF TEACHING THEME-BASED VOCABULARY FOR ELEMENTARY STUDENTS

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ABSTRACT

This article presents a procedure of developing an attractive stop-motion video as media of teaching theme-based vocabulary for elementary students. Stop-motion video is typically a product of technology-based media or known as multimedia which is designed and developed with technology integration. The media is proposed to be utilized to teach theme-based vocabulary for elementary students in the second grade. Theme-based vocabulary deals with a list of words referred to such specific themes as family members, occupations, favorite foods, favorite drinks, and public places. The media hopefully will attract students' intention to learn English vocabulary and ease teachers in teaching theme-based vocabulary. Related theories about multimedia, stop-motion video, teaching theme-based vocabulary, and also steps of media development are discussed.

Key Words: *multimedia, stop-motion video*

INTRODUCTION

In Indonesia, English is considered as an important subject that should be learned by most students of elementary schools, junior high schools, senior high schools, and vocational schools. They usually learn many materials in English in order to develop their English proficiency. The materials are usually integrated with the English skill namely speaking, listening, reading, and writing. Besides, they also learn vocabulary every day to support their English skills since they were in elementary school.

Vocabulary is taught gradually from the first grade until the last one in elementary schools. Moreover, teaching vocabulary in elementary school is typically employed based on such themes related to students' daily life. This strategy is also known as theme-based vocabulary where English vocabulary is taught based on themes (topics) related to students' life. However, teaching theme-based vocabulary can be more effective if it utilizes media integrated with technology as multimedia. Stop-motion video is a product of multimedia that can be utilized in teaching theme-based vocabulary. Therefore, stop-motion video is designed and developed to assist not only students in acquiring vocabulary, but also teachers to make the vocabulary learning exciting and interesting for elementary school students.

REVIEW OF LITERATURE
Multimedia

In the era of globalization, technology has been employed in the process of teaching and learning. It facilitates not only teachers in their

teaching process, but also students in understanding the materials being taught by the teachers. Patel (2013) states that technology brings such improvements as making teaching process more productive and interesting. Moreover, teachers can integrate technology with the media of teaching. The media itself can be in form of audio, visual, audio-visual, or multimedia.

Multimedia is a type of media that displays multiple forms of media such as images, sounds, and texts. As Pavithra & Aathilingam (2018) affirm multimedia is identifiable for using various forms of information contented and information processing. Mayer (2001) adds that multimedia can be employed in learning activity as people represent the words (in form of spoken text or printed text) and pictures (photos, animation, or video). Here are some components of multimedia:

Text

It is a fundamental element in multimedia. Most information is conveyed through texts. In most cases, a text is used use to emphasize English teaching in the classroom. Moreover, a text is used to catch the students' attention. Thus, teachers can use different font size, color, and style to present the materials by emphasizing a certain word or phrase.

Graphics

It deals with images and pictures, such as chart, diagram, and photograph containing no movement object. Graphics can be accommodated to promote an interesting thing and to gain

motivations, improve the ability of language comprehension, and provide special reference object and topic (Wright, 2003). Graphics plays such an important role in the language instruction process.

Animation

It displays images of 2-D or 3-D objects such as illustrations or pictures with some movements. Animation is usually used to attract students' intention through its animated object which is designed in a simple motion to a detailed image with some movements.

Sound

It is like voice, music, or any other sound that is kept and produced by phones or computers. Sound is a component of multimedia that stimulates students' hearing. In multimedia, a teacher can insert more sound which is interesting and exciting to help students in learning.

Video

It is almost the same as animation which displays a moving object within, but video is usually recorded by a recording camera, while animation is made by people using computer to design the objects and make them moved. Instead of animation, video can represent more clear information although it will spend more storage space than animation (Vanghan, 2004).

Unlike using conventional media in the traditional classroom that usually makes students feel bored in learning, using multimedia can make students more interested to learn because it is

186

designed and developed based on students' need and it can be employed with computer or laptop and smartphone, and then it can be shared to the internet. Moreover, there are many products of multimedia that are used to ease people in doing such activities as business, politics, social, and education as well. The products of multimedia are like film, virtual reality, games, application, animation-video, stop-motion video, etc.

Stop-motion Video as Teaching Media

As one of the products of multimedia, stop-motion video is considerably able to be used as media of teaching. Stop-motion video deals with the 2D animation video that seems like moving pictures. Stop-motion Video is typically used in and where an object is recorded then frame by frame in motion at a time by a camera one by one, then each of the movements is put together into a video by using an application. The object is moved little by little in every frame that is recorded by a camera, and then it will create an illusion movement as the pictures moving continuously. By considering to the above characteristics of a stop motion animation video, it is expected that the media will provide students a great help while teaching learning process (Malischa, 2016).

In the era of technological development right now, most stop motion videos that spread over the internet are made just for entertainment, whereas it can be carried on learning activities in the classroom as the media of teaching. Students like to watch stop-motion video that contains an interesting object that is designed in such a way for them. Likewise, stop-motion can stimulate them to learn without being forced and under pressure. They might learn unconsciously the materials given by the teachers while displaying in the stop-motion video.

Furthermore, there are some advantages that should be known by teachers as stop-motion video is used as teaching media:

1. It provides students such an interesting material being displayed in stop-motion video. The material can be designed based on students' interest in such a way.
2. Stop-motion video tends to be more interesting and engaging as compared to other media like pictures.
3. Students can learn more efficiently by using stop-motion video, because it consumes less time to employ.
4. It assists teacher to easily retain and maintain students' interest for some periods of time, and provides an innovative and effective way to make students learn unconsciously.
5. Stop-motion video is mostly presentation-friendly. It means that stop-motion video is appropriately seen by the students of all ages.
6. Stop-motion video creates an impressive experience for

students. For instance, teachers can record the real voices of theirs, and insert the objects so that students can experience the distinct learning experience.

Considering some advantages of stop-motion video as teaching media, the aforementioned media in this article is proposed to be developed for teaching English vocabulary for elementary students. It is believed that elementary students need such media in learning vocabulary to attract their attention during learning English. By using stop-motion video, they will think that learning is not difficult but fun and exciting. Thus, the materials related to vocabulary will be designed in such a way so that the media will engage the students not only to learn vocabulary easily but also to enrich their vocabulary.

Teaching Theme-Based Vocabulary

Vocabulary is one of language components that play an important thing in language skills namely writing, listening, speaking, and reading. The more vocabulary people have, the easier they can communicate to others in speaking, the easier they can comprehend in reading, the more they can engage in listening activities, and the easier they can write and develop their ideas in writing. Hence, by mastering vocabulary, students are able to express their feelings and ideas by using those fundamental skills in language.

Vocabulary deals with the concepts of words and refers to students' understanding of words. Students' vocabulary knowledge will build the ability of students to connect one word to another, to learn the words as instances and non-instances and to relate and use the words as sentences in accordance with the context (Snow, Griffin, & Burns, 2005). Harmer (2007) state that knowing a word (vocabulary) means understanding the meaning, word formation, word use, and word grammar. In addition, without grammar it will be very little that can be expressed; without vocabulary, anything can be expressed (Sullivan and Alba, 2010).

Furthermore, vocabulary can be categorized into receptive (used in reading and listening) and expressive (used in speaking and writing). Thereafter, when it is used in either speaking or listening combination, it is called as meaning/oral vocabulary. Meanwhile, when it used in combination of reading and writing, so it reflects to what is called as literate vocabulary. As John J. Pikulski & Shane Templeton (2004) write in *Houghton Mifflin Reading,* the concepts of vocabulary integrated with language skills can be seen in Figure 1:

Figure 1. The concept of vocabulary

As English teachers who are going to teach vocabulary, they should

188

know the classification of the vocabulary above. It will provide them a better understanding on how to teach vocabulary properly and effectively based on students' preferences and needs. Moreover, the developing media in this paper focuses on receptive vocabulary because the teaching process is emphasized on enriching students' vocabulary. Students receive and memorize the vocabulary on the mind to be used later in their daily life in communicating with others. Considering the fact that the media is addressed to elementary students, and then the materials or topics will be adjusted based on their level, the strategy of teaching theme-based vocabulary can be considered as the best way in teaching process.

Theme-based vocabulary is one of the techniques or strategies in teaching vocabulary for elementary students. It is employed by listing some words that have relationship within its meaning. For instance, the theme is occupations, so the words related to the words "occupation" are listed like doctor, teacher, lawyer, army, and so on. The words listed are also taught to students in communicative way using the media. Therefore, the media is designed to make the learning vocabulary based on some themes fun and exciting for students. Students do not just keep silent during the learning theme-based vocabulary, but teachers using media will ask students to engage in the use of words listed so that they can absorb the vocabulary.

Furthermore, there are a number of thing that English teachers need to follow during the teaching theme-based vocabulary. Firstly, the teaching process should be in line with the teaching objective and students' need. Each education level (kindergarten *(TK)*, primary *(SD)*, junior high school *(SMP)*, and senior high school *(SMA)*) has different objectives and students' need so the teaching vocabulary process simply should follow what has been stated in lesson plan comprising some objectives of learning, and then it should be in accordance with students' need. The topic selection should also be considered by teachers based on their level. Secondly, teaching vocabulary in such a simple and clear way without having complicated explanation, then providing the students on how to use the vocabulary in the real context, then introducing students with synonym and antonym. Moreover, the additional things that teachers can do while teaching theme-based vocabulary are providing students numerous and various language experiences, teaching students the words individually, teaching word-learning strategies, and fostering students' consciousness for successful vocabulary learning programs. By considering those things above, the teaching vocabulary process is supposed to run effectively without having any difficulty (Graves, 2006).

English teachers should think about the strategy of theme-based vocabulary in the classroom because it determines the success of learning vocabulary for students. Moreover, teaching theme-based vocabulary can be the new strategy for overcoming elementary students' vocabulary

problem right now as what is stated by Yudi & Widiati (2007) that Indonesian students only acquire 7 words per weeks, whereas it is said that at least student must achieve 14 words per weeks. Therefore, if this strategy is employed, the vocabulary-related problems will be solved because students will learn more than 14 words per weeks using theme-based vocabulary learning.

Besides theme-based strategy, there are some other strategies that can be integrated with theme-based vocabulary learning as proposed by Hilicker (2017):

1. Previewing unfamiliar vocabulary
   It is like presenting the new vocabulary to the students, and then provides them explanations about the words selected by discussing the meanings and uses.

2. Highlighting vocabulary words in context
   It is done after previewing the new vocabulary, and then the students are asked to highlight the same words found in another place like books, etc.

3. Using visuals
   Visual aids play an important part in improving the comprehension of students while acquiring new vocabulary. Using visual can be carried out with using such media.

In addition, the use of media in teaching theme-based vocabulary can assist teachers to engage the students in the topics being taught and retain the information of the topics in their mind (Liyaningsih, 2017). Hence, English teachers should be aware of using such kind of during the teaching vocabulary process. As explained above stop-motion can be employed in teaching theme-based vocabulary. Therefore, teachers should know how the media is developed, so every English teacher who teaches theme-based vocabulary can design and develop their own media based on their topics or materials.

Media Development of Stop-Motion Video

In the teaching and learning process, media is considered as a crucial element by students. Through media, students can comprehend the lesson as well as explore their language skills. In order to explore students' language skills, students need to have adequate vocabulary. Therefore, media is also needed not only to assist students in learning vocabulary, but also to assist teachers in teaching vocabulary.

In this paper, the media of teaching vocabulary will be developed in the form of stop-motion video. It is believed that the media can make the students more interesting in learning vocabulary. Moreover, this media development is specifically addressed to Elementary school for the second graders because the vocabulary learning is intensively taught in this level. The model of research proposed by Borg & Gall (2003) with some modifications is employed. To begin

190

with, the procedures of developing the media start with 1) gathering information & data (need analysis), 2) analyzing the data (planning), 3) developing preliminary product, 4) validating to experts, and 5) revising the product.

Gathering Information & Data (Need Analysis)

In order to know the students' need in learning vocabulary, it needs an observation to an elementary school. Then, interviewing the teacher directly on what they have taught about English to their students related to teaching vocabulary, and then continued by asking some other questions related to the information like the strategies used, the goal achieved, and also the media used in teaching vocabulary. From the observation, it can be concluded that there has to be an improvement of the media due to some reasons obtained. After that, it will move to the next stage.

Analyzing the data (Planning)

After accomplishing the observation, students' needs will be revealed, and then the next step is making a plan on how to design and develop the media. The development of the media should also be based on the syllabus of the teachers taught in the school. In other words, the media has to be in accordance with the syllabus used by the teachers. However, if the syllabus is not made by the teachers, and then there should be the development of the syllabus first before the media development. Thereafter, the

topic selection as the reference of media development has to be considered because it will be very helpful in the stage of developing the preliminary product.

Developing preliminary product

The initial product is developed after all things have been considered including the topic selection process. The product which is stop-motion video will be made following such processes as preparing the tools to record the picture, prepare the application to combine the pictures into video, preparing the concepts dealing with the topic selected. The product should include the manual book on how to use the media in proper way. Then, the product will go to the next stage that is validating to experts.

Validating to Experts

After being developed and designed, the product can be validated and valued by some experts who are competent to give the feedback and comments dealing with the quality of the media. However, during the validation, there should be an instrument of judgment comprising the parts of the media that will be valued. Later, the validators will also give the score based on the parts of the media. Moreover, there should be the suggestion box provided in the instrument of judgment, so the validators can give the feedback to the media. After being given the feedback from the validators, then the media will be revised for the improvement.

Revising the product

Revising the product will be employed for many times until the media is worth try-out to the students. It will take a long time because the more the media is revised, the better quality of the media. When the media is completely revised, then the media has been the final product that is ready to be tried-out for the students where the observation was done before.

Briefly, here are the steps on how to develop a media in form of tables so that English teachers can understand easily the way the media is developed:
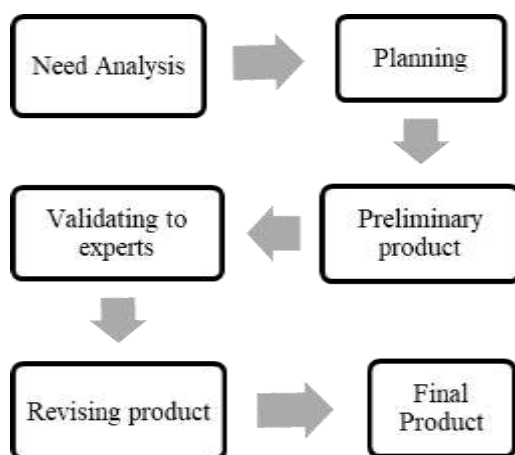

Figure 2. The flow of media development

CONCLUSION

Stop-motion video is an attractive media developed to teach vocabulary for elementary students. The media is developed and designed in such a way to assist not only English teachers in teaching theme-based vocabulary for students in Elementary school, but also students in learning vocabulary. There are topics as family members, occupations, favorite foods, favorite drinks, and public places taught. The media, therefore, need to be developed beginning with gathering data (needs analysis), analyzing data (planning), developing initial product, validating the media to the experts, revising the media before being final media.

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