

**VOCABULARY TEACHING STRATEGIES APPLIED ON LEARN
ENGLISH WITH PAPA TEACH ME YOUTUBE CHANNEL**

Strategi Pengajaran Kosakata yang Diterapkan di Kanal Youtube *Learn English with
Papa Teach Me*

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Abstract: During COVID-19, some teaching strategies for vocabulary, as with other materials, cannot be re-adopted since the teaching activities have shifted to online. Language teachers started providing students with educational videos taken from YouTube to overcome this situation. Using technology, mainly YouTube, to learn English has persisted since the Covid-19 pandemic. Despite being a trend nowadays, vocabulary teaching strategies on videos for English learning on YouTube are relatively unexplored. Therefore, this study aims to investigate the vocabulary teaching strategies on Learn English with Papa Teach Me YouTube channel. This study adopted a qualitative approach. The data of this study were obtained from a playlist titled "English Vocabulary" on Learn English with Papa Teach Me. The data were analyzed using Harmer's (1991) vocabulary teaching strategies. The findings show that Learn English with Papa Teach Me applied five of seven vocabulary teaching strategies proposed by Harmer (1991), which are: (1) mime, action, and gesture; (2) picture; (3) explanation; (4) enumeration; and (5) translation. Three strategies that were most frequently used are mime, action, and gesture (59 times), picture (54 times), and explanation (51 times). Therefore, this study recommends the utilization of (1) mime, action, gesture, (2) picture, and (3) explanation strategies for teachers. Teachers can combine these strategies to catch students' attention, help them understand the vocabulary context, and enhance their memorization ability.

Keywords: educational videos, online teaching, vocabulary teaching strategies

Abstrak: Pada masa pandemi COVID-19, beberapa strategi pengajaran kosa kata bahasa Inggris

tidak dapat di praktekkan kembali. Hal ini dikarenakan model pembelajaran yang telah berubah menjadi pembelajaran online. Untuk mengatasi situasi ini, beberapa guru bahasa Inggris mulai memberikan video pengajaran kepada siswanya yang bersumber dari YouTube. Praktek penggunaan teknologi dalam pembelajaran, terutama sosial media YouTube, tetap dipertahankan walaupun pandemi telah berakhir. Walaupun belajar melalui YouTube menjadi sebuah trend, strategi pengajaran kosa kata pada YouTube channel relatif jarang di teliti. Oleh karena itu, studi ini bertujuan untuk menginvestigasi strategi pengajaran vocabulary pada channel YouTube Learn English with Papa Teach Me. Studi ini dilakukan dengan pendekatan kualitatif. Data diambil dari daftar putar berjudul “Kosa Kata Bahasa Inggris” pada Learn English with Papa Teach Me. Data tersebut di analisis berdasarkan teori Harmer (1991). Studi ini menemukan bahwa Learn English with Papa Teach Me menggunakan lima dari tujuh vocabulary teaching strategies oleh Harmer (1991), yaitu: (1) mime, action, and gesture; (2) picture; (3) explanation; (4) enumeration; dan (5) translation. Tiga strategi yang paling sering digunakan pada channel Learn English with Papa Teach Me adalah (1) mime, action, and gesture, (2) picture, dan (3) explanation. Studi ini merekomendasikan penggunaan (1) mime, action, dan gesture, (2) picture, dan (3) explanation kepada guru. Tiga strategi ini dapat dikombinasikan satu sama lain untuk membantu guru mendapatkan perhatian siswa, mengajarkan konteks penggunaan kosa kata, serta meningkatkan kemampuan mereka untuk mengingat kosa kata.

Kata kunci: Pengajaran online, strategi pengajaran kosa kata, video pengajaran, YouTube

INTRODUCTION

Learning vocabulary is challenging, especially for ESL and EFL learners who may face difficulties acquiring and using the new word (Gibbins and Greenhow, 2015). However, social media makes vocabulary learning easier and more enjoyable. Social media keeps students motivated, interested, and exposed to content that expands their vocabulary, which helps with vocabulary learning (Sidgi, 2021) and provides collaborative learning and interaction (Othman, 2017).

Social media that is widely used by learners nowadays is YouTube (Balbay and Kilis, 2017; Kabooha and Elyas, 2018; Nurul, 2020; Sanubarianto, 2022; Tahmina, 2023). Apart from providing entertainment, YouTube also provides various educational videos for beginners, intermediate, and advanced-level learners (Nasution, 2019). YouTube is highly beneficial for teaching and learning vocabulary to enhance students' vocabulary skill (Balbay and Kilis, 2017; Heriyanto, 2015; Kabooha and Elyas, 2018; Kiranti, Ulfah, and Surayatika, 2022; Sidgi, 2021). As digital media, YouTube, allows learners to activate video captions, helping them transcribe and understand the difficult vocabulary. Moreover, this visual aid helps learners to understand the vocabulary quickly.

Moreover, previous studies on vocabulary teaching strategies are usually held in traditional classroom settings (i.e. Malik et al., 2020; Pratiwi, 2020). Some of the studies examine the Youtube have explored about teaching method in TV series (i.e. Riyana, 2012) and video quality (Angelia; 2021). However, there is limited studies specifically examine vocabulary teaching strategies applied in social media such as Youtube. To address this gap, this study aimed to analyze the vocabulary teaching strategies used by Learn English with *Papa Teach Me YouTube* channel in teaching vocabulary by reflecting on Harmer's (1991) theory.

YouTube videos, with their resemblance to traditional classrooms, facilitate visual observation, multifaceted interaction, collaborative learning, and social involvement (Altam, 2020; Hattingh, 2017; Kabooha and Elyas, 2018; Prayudha, 2021; Taşdelen, 2019). One key difference between traditional classrooms and YouTube videos are lacks of real-time interaction and recorded learning process (Taşdelen, 2019). This implies that the vocabulary teaching strategy proposed by Harmer (1991) can still be adapted into the learning process that occurs within a YouTube channel (Sanubarianto, 2021).

By conducting research about vocabulary teaching strategies on *Papa Teach Me* YouTube channel, this study offers important insights for teachers about various elements of vocabulary teaching from the channel. *Papa Teach Me* YouTube channel is made by professional teacher and has been actively producing videos for English learner since 2011 with over 1.59 million subscribers. This channel is one of the older channels compared to other English teaching and learning channels; the experience and the professionalism of this channel are unquestionable. Based on statistical data displayed by YouTube, the total number of views obtained by Learn English with *Papa Teach Me* are 67,204,463 views. This research is also the first study to explore vocabulary teaching strategies in online learning settings. It is expected that the results of this study will be beneficial for vocabulary classes for both teachers and students.

THEORETICAL FRAMEWORK

To address this gap, the author is interested in analyzing the vocabulary teaching strategies used by Learn English with *Papa Teach Me YouTube Channel* in teaching vocabulary by reflecting on Harmer's (1991) theory. From the perspective of a teacher

who teaches, the stage that needs to be considered is the 'presenting' stage, where the vocabulary teaching strategy consists of translation, word association, elicitation, and realia applied. A more detailed strategy comes from Harmer (1991), who offers seven strategies: Realia, Mime, Action, and Gesture; Contrast; Translation; Explanation; Pictures; and Enumeration.

1. Realia

Realia refers to the strategy where the teacher utilizes real object in presenting certain vocabulary. For example, the teacher holding the actual apple and saying “apple” while pointing to their other hand that literally holds an apple.

2. Mime, Action, and Gestures

In Mime, Action, and Gestures, the teacher starts to imitate or take action or make a gesture according to the vocabulary being taught. This strategy is very effective in teaching adjective, noun, and verb vocabulary. Teachers can imitate the sound of a cat and let their students guess what word they are referring to. Moreover, the teacher can also try to make a gesture of person who is crying to signal the word “cry” and move his or her body backward to signal the past form “cried.”

3. Contrast

Contrast strategy related to the sense relation of the vocabulary, in which teacher can present the antonym of a word to introduce broader vocabulary. This strategy is effective when the teacher tries to teach vocabulary that is difficult to show visually. For instance, the teacher can say the word „good“ to introduce the opposite of the word, which is „bad“.

4. Translation

Translation strategy means the teacher translates a particular word into the student’s first language. For example, a teacher teaching students in Indonesia would translate the word "chair" to "kursi" when teaching vocabulary related to objects around the students.

5. Explanation

The teacher provides students with great amount of information in the Explanation strategy, to ensure the students understand the context of the vocabulary. The teacher usually uses this strategy in explaining a vocabulary that has complex meaning. It is also useful when the teacher wants to emphasize the rule of the words. Usually, this strategy occurs when the students ask the teacher about the meaning of the certain word or the past

participle form of a word. The teacher can elaborate the grammatical function of a word in a sentence, for instance saying that a cat can be placed as subject or object.

6. Picture

Picture strategy refers to the way the teacher show a picture, drawing, or flash card in presenting the word. Showing pictures is very useful for teachers because they can truly illustrate the word's meaning. It also makes the student more excited and engaged. The class atmosphere can be really fun when the teacher starts to draw something on the board.

7. Enumeration

Finally, enumeration relates to the sense relation in which the teacher will present the general vocabulary, and then narrow it into more specific ones. For instance, the teacher introduces their students to animals then mention names of animals such as lion, bird, and butterfly.

RESEARCH METHODS

The research data are acquired from the transcription of *Learn English with Papa Teach Me* YouTube channel. Five videos related vocabulary were chosen as data representative of this study. The Video titles is explicitly about vocabulary and the duration are more or les 10 minutes to 15 minutes (See Table 1)

Table 1.
Sample video from of *Learn English with Papa Teach Me* YouTube channel

NO	TITLE/DESCRIPTION	DURATION
1.	YT.Vid 1 Sickness Vocabulary!	12:13
2.	YT.Vid 2 Crying in English!	11:30
3.	YT.Vid 3 English Vocabulary – “I”M TIRED	10:23
4.	YT.Vid 4 STOP SAYING “Sorry” – Improve Your English Vocabulary	11:54
5.	YT.VID 5 TALK ABOUT RELIGION IN ENGLISH – ENGLISH VOCABULARY LESSON	13:35

To make tracking easier, each video will be assigned a code name using the format YT.Vid1, where "YT" indicates the video is from the YouTube channel Learn English with Papa Teach Me, and the number code indicates the sample number. The next step is

transcribing the videos. Moreover, the author categorize, analyze the transcripstion based on Harmer (1991) theory.

RESULT AND DISCUSSION

Based on the theory of vocabulary teaching strategies proposed by Harmer (1991), there are seven strategies that the teacher can use in presenting the vocabulary. The seven types of vocabulary teaching strategies are: 1) Realia; 2) Mime, Action, and Gesture; 3) Contrast; 4) Translation; 5) Explanation; 6) Picture; 7) Enumeration. Moreover, the distribution of the vocabulary teaching strategies applied on Learn English with Papa Teach Me based on Harmer (1991) can be seen in Table 2.

Table 2.
Vocabulary Teaching Strategies Applied in *Learn English with Papa Teach Me* YouTube channel

Video	Realia	Mime, Action, and Gesture	Contrast	Translati on	Explanati on	Picture	Enumerati on
YT.Vid 1		√		√	√	√	√
YT.Vid 2		√			√	√	√
YT.Vid 3		√			√	√	
YT.Vid 4		√			√	√	√
YT.Vid 5		√		√	√	√	√

Table 2 shows the distribution of five of seven vocabulary teaching strategies applied on Learn English with Papa Teach Me. It is found that five vocabulary teaching strategies that were applied on Learn English with Papa Teach Me include (1) Mime, action, and gesture, (2) picture, (3) explanation, (4) enumeration, and (5) translation strategy. The table shows that three strategies: (1) Mime, action, and gesture, (2) picture, and (3) explanation strategy are distributed in all sample videos, making them the most frequently applied strategies. Enumeration is utilized in four out of five videos. Translation appeared less often, only found in two out of five sample videos. Realia and contrast are the strategies that are not applied at all.

According to Pratiwi (2020), in offline classes, four out of seven vocabulary teaching strategies were applied: (1) Picture; (2) mime, action, and gesture; (3) contrast; and (4) explanation. However, in the case of Learn English with Papa Teach Me, five out of seven vocabulary teaching strategies are applied including (1) Mime, action, and

gesture, (2) picture, (3) explanation, (4) enumeration, and (5) translation strategy. In detail, the findings about the frequency of the distributions of the vocabulary teaching strategies applied are presented in Table 3.

Table 3.
Vocabulary teaching strategies frequently applied in *Learn English with Papa Teach Me* YouTube channel

Sample videos	Realia	Mime, Action, and Gesture	Contrast	Translation	Explanation	Picture	Enumeration
	YT.Vid 1	0	14	0	1	13	15
YT.Vid 2	0	11	0	0	10	15	3
YT.Vid 3	0	10	0	0	6	10	0
YT.Vid 4	0	18	0	0	10	3	1
YT.Vid 5	0	6	0	1	12	11	1
TOTAL	0	59	0	2	51	54	7

Table 3 shows the frequency of vocabulary teaching strategies applied on Learn English with Papa Teach Me. What stands out in the table is the dominance of Mime, Action, and Gesture strategies. The highest frequency of vocabulary teaching strategies employed are mime, action, and gesture (59 times), picture (54 times), and the next is explanation (51 times). The less frequently applied includes enumeration (7 times) followed by translation (2 times). Last but not least, realia and contrast strategies are not applied at all.

Mime, Action, and Gesture

Mime, Action, and Gesture strategy is found in all sample videos as the most frequently applied strategy. This study found that this strategy appeared 59 times in total. This strategy is usually applied by Learn English with Papa Teach Me in the opening videos. According to Harmer (1991), this strategy includes the instructor's actions, including body movement, facial expression, voice, and gestures, to help learners understand the vocabulary. To understand this part, three brief transcriptions and some visual contents are provided as examples. The use of mime, action, and gesture can be seen in example 1.

Example 1



- YT.VID2 00:00 Hey, everyone, welcome back to "Crying with Becky." 00:02 Today, I'm crying over my boyfriend, Kyle.
- 00:05 He got a haircut and it looked so bad (acting crying)
- 00:11 So today I thought we would do a little cry. (continues act crying) 00:13 This one's called the sob.

In example 1, mime, action and gesture are used at the very beginning of the video. In this example, the host started by acting like someone who is disappointed in a boyfriend and then cried. Then, as the host continued, the host presented the vocabulary “sob.” This clearly depicts that the host applied mime, action, and gesture. In offline class, students are also more engaged when the teacher utilizes mime, action, and gesture strategies (Pratiwi, 2020). Therefore, using mime, action, and gesture strategy is fundamental to catching viewer’s attention, especially in introducing the video. Both offline and online classes employed this strategy to engage the students.

The host usually utilizes additional properties to perform the mime, action, and gesture strategy. In example 1, the use of props and sense of humor in applying this strategy makes it even more appealing, as seen in the figure 4.1. The application of this strategy makes the delivery of the material exciting and well- addressed. This leads to the some benefits such as making the attention last longer (Pllana 2020). Other applications of mime, action, and gesture can be seen in example 2.

Example 2



- YT.VID1 5:56 So, if you're with other people and you need to get rid of this (making a gesture of blowing nose) hmm
- 6:03 I'm not gonna actually do it now cuz that's gross. That sound was sexy though
- 6:08 you can say "I need to blow my nose"

In example 2, the host applied two strategies: (1) picture and (2) mime, action, and gesture. Mime, action, and gesture were used to demonstrate the verb “blow” being taught. Moreover, the host utilizes tissue as an additional property to give a clearer demonstration. The screen also turns into a color grey that gives the clue that the host is demonstrating or doing the strategy. This strategy was performed to visualize the vocabulary and clarify the adjective or verb.

Mime, action, and gesture strategies are highly recommended in presenting vocabulary because this strategy increases the students’ engagement and attention (Pratiwi, 2020). Moreover, this strategy has enhanced students’ vocabulary skills (Simpuruh, 2021). The use of gestures and actions also serves as additional clues that help students understand a concept (Corts and Pollio, 1999; Flevares and Perry, 2001). Thus, students can understand the context of using vocabulary more easily if it is presented using this strategy. Mime, action, and gestures strategy becomes a fundamental strategy to present the vocabulary on Learn English with Papa Teach Me because it has many benefits. In this study, it is found that Learn English with Papa Teach Me applied this strategy for several goals such as: (1) To catch audiences’ attention and keep them interested to the materials (Pratiwi, 2020; Pllana, 2020); (2) To aid the audiences in

understanding the context in using the vocabulary (Corts and Pollio, 1999; Flevares and Perry, 2001); (3) To visualize the vocabulary and make the vocabulary clearer.

Pictures

Picture strategy is the strategy that includes any type of picture, whether it is printed, digital, flashcard, or drawings on the whiteboard to present the vocabulary (Harmer, 1991). Pictures strategy is presented in all sample videos. Most of the time, the host draws the illustrations on the whiteboard. This strategy was the second most frequently used after mime, action, and gesture, with 54 occurrences. It was often applied alongside (1) mime, action, and gesture or (2) explanation strategy. One example of the use of picture strategy can be seen in example 3.

Example 3



- YT.VID1 03:01 (drawing and showing the picture on whiteboard)
03:04 When your nose is doing this thing with green stuff you would say 03:08 “my nose is runny” or “I have a runny nose”

The transcript as well as the visual content in example 3 indicated that the host is introducing the adjective vocabulary “runny” which is related to the vocabulary about sickness taught in that video. The host starts illustrating a person who has liquid in the nose, as can be seen in Example 3. The drawing on the whiteboard serves as an essential element to present the vocabulary. The host pointed at the drawing as the host explained that the person in the drawings had “runny” nose.

Pratiwi (2020) found that this strategy is applied to introduce noun and verb, rather than adjective in offline class. However, this study found the possibility of picture strategy

to teach adjective vocabularies. In teaching adjectives, Learn English with Papa Teach Me used the drawings on the whiteboard as reference to present the adjective vocabularies. The drawing is not used to explicitly introduce the vocabulary directly to audience. Learn English with Papa Teach Me acts as a prompter to aid the audience derived meaning from the drawings. Harmer (2010) stated that one of the roles of teacher is as a prompter. Teachers guide and assist the students by providing prompts or cues to help them think, recall information, or generate understanding. Learn English with Papa Teach Me used the pictures as prompts or cues to introduce adjective vocabulary. This leads the audience to generate understanding without explicitly using those pictures to present the vocabulary to the audiences.

Besides teaching adjectives, this strategy is also used to teach noun. In this case, the host is presenting vocabularies related to religion. The host explained that after someone is passed-away, their energy left their body and become other thing. The whiteboard drawings illustrate the noun ghost, spirit, and soul (see example 4).

Example 4

- | | | |
|---------|-------|---|
| YT.VID5 | 04:43 | So when you die, some people believe that your energy thing comes out of your body. (started to draw on the whiteboard) |
| | 04:51 | There are three words for this thing. (wrote the vocabulary on the whiteboard) |
| | 04:55 | So this would be your ghost, your spirit, or your soul. (pointed the drawing) |
| | 04:59 | And really, they mean the same thing. |

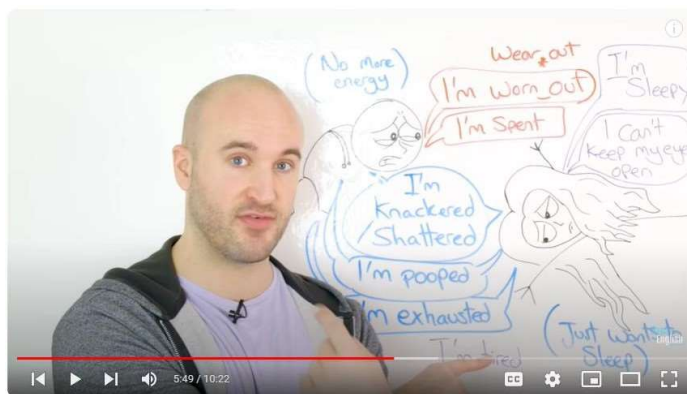
In example 4, the host combines two strategies: pictures and explanation. The picture strategy becomes the main strategy for presenting vocabulary. Explanation strategy, on the other hand, is used to elaborate more on the context of the vocabularies. In the context of Learn English with Papa Teach Me, picture and explanation strategies usually stick together. The reason for this is because picture and explanation strategies complement each other. Picture strategy is great to visualize the vocabulary meanwhile, explanation is fundamental to give important information about the vocabulary (Baskarani, 2016; Nation, 2022). Moreover, as Lowe (2021) stated, the use of visual presentation as well as verbal explanation makes the student absorb the information through two channels. This leads to an increase the chance of the vocabulary being retained (Lowe, 2021).

Learn English with Papa Teach Me employed pictures strategy to present wide array of vocabulary: noun, adjective, and even verb. Most of the time, the pictures were drawn by the host on the whiteboard. Picture strategy become the second most frequently applied strategy on Learn English with Papa Teach Me. Several studies have proven that pictures strategy is highly effective in enhancing students' vocabulary acquisition (Aisyah and Haryudin 2020; Dahlan 2019; Liu 2023). A study by Dahlan (2019) has proven that picture strategies are effective in enhancing students' vocabulary skills. Moreover, Dahlan (2019) stated that this strategy triggers students' attention and their participation in the teaching process. Aisyah and Haryudin (2020) suggest that pictures are a great medium for teaching vocabulary. Liu (2023) stated that the use of pictures in teaching vocabulary brings some benefits such as: accelerating short-term memory, stimulating students' curiosity concerning vocabulary learning, and improving students' independent learning skills. These factors explain why Learn English with Papa Teach Me employed pictures strategy frequently. Learn English with Papa Teach Me uses this strategy to help the audience remember the vocabulary easily and keep them interested. The combination of pictures strategy with (1) mime, action, and gesture, as well as (2) explanation is also done to ensure that the audience understands the context of using the vocabulary.

Explanation

Explanation strategy refers to the use of explanation to give more information about the vocabulary (Harmer, 1991). Explanation strategy is the third most frequently applied strategy, which applied 51 times in total. Explanation strategy is a fundamental strategy to deliver the meaning of the vocabulary being introduced. This strategy is usually employed alongside with picture strategy or mime, action, and gesture. In the context of Learn English with Papa Teach Me, the use of explanation strategy can be seen in example 5.

Example 5



- YT.VID3 05:56 "I am tuckered out"
05:59 This sounds old-fashioned, so if you say it today it sounds funny 06:04 For that reason, you won't say this in a serious way
06:09 would say in a friendly funny way
06:12 So if you want to be funny you can say this...
06:17 "Tucker" is a verb, and it means "To exhaust" to use all of the energy

In example 5, the host uses explanation strategy along with the pictures strategy. The pictures strategy is employed to visualize the vocabulary by using the drawings of person who is really exhausted. Explanation, however, is applied to get the audience the meaning as well as some additional information about the vocabulary. The host used this strategy to tell the audiences about when the vocabulary can be used properly. When the host stated "For that reason, you will not say this in a serious way," the host provided a pretty detailed explanation about the context of using the vocabulary context. Using explanation in conjunction with picture strategy makes the vocabulary less abstract, therefore it is easier to understand and remembered by students (Lowe, 2021).

Although it was typically used in conjunction with other strategies, in certain situations, explanation strategy is employed independently without picture or mime, action, and gesture. This happened when Learn English with Papa Teach Me presents the word „believe“. Example 6 illustrates where the explanation strategy was used independently.

Example 6

- YT.VID5 2:13 When we want to say you think something is true,
2:15 we use the verb believe.
2:17 And the preposition with believe is in.

- 2:21 So first question for you, do you believe in God or gods?
2:26 Or do you not believe in God or gods?
2:29 Let me know.
2:30 For example, if you believe in many gods,
2:33 think of the Greeks, Apollo, Poseidon, Zeus, those guys,
2:38 you're a polytheist.
2:40 Poly, which means many
2:43 Theist, you believe in gods.

In example 6, the host introduced the word believe. “Believe” is something that is really difficult to visualize, since it is something that relates to feeling. The use of picture or even mime, action, and gesture still seems to be difficult in visualizing and delivering this vocabulary. Thence, the host utilized explanation strategy to give detailed information about the meaning of this strategy. Moreover, the host provoked audiences with the question “So first question for you, do you believe in God or gods? or do you not believe in God or gods?” and stimulated the audiences understanding of the use of the vocabulary.

Explanation strategy is one of the key elements in delivering meaning and additional information about vocabulary. However, Pratiwi (2020), in offline class, found that this strategy is less effective in engaging the students. Some students are indeed easily get bored with long explanation (Slattery and Willis, 2001). Therefore, on Learn English with Papa Teach Me, the explanation strategy is usually accompanied by more engaging strategies: picture, mime, action, and gesture. Moreover, when this strategy was employed independently, the explanation was kept as simple as possible. In addition, to maintain audience attention, Learn English with Papa Teach Me will keep the interaction with the audience by asking questions.

Although it is considered less effective in engaging students, explanation strategy is still essential in teaching vocabulary. On Learn English with Papa Teach Me, this strategy is applied in all the sample videos, meaning that this strategy is important. Explanation strategy leads the audiences to a better understanding of the vocabulary. However, to optimize this strategy, visual elements are needed. This combination of verbal and visual strategies helps the students gain understanding from two channels that stimulate their brain to remember the vocabulary easily (Lowe, 2021).

Enumeration

Enumeration strategy relates to the strategy used by teachers when they introduce general vocabulary first, then continuously introduce more specific vocabulary in relation to the general one. Enumeration strategy is employed less often than mime, action, and gesture, picture and explanation strategies. It is found in four sample videos except for sample number 3. From four distributions found on sample videos, it is employed seven times in total. On Learn English with Papa Teach Me, the use of enumeration strategy can be seen in example 7.

Example 7



- YT.VID2 07:46 Of course, there are different types of crying, right? 07:50 So this, we could call it crying, that's general,
07:54 but we wanna be specific.
07:56 So a big cry, the verb bawl is very good.
08:19 For this we could say she is sobbing or weeping. 08:24 Weep, however, is more general
08:26 and doesn't give the image of this (draws on whiteboard)

Example 7 shows the use of enumeration strategy to introduce several vocabularies related to crying. The host introduces the general word “crying” and continues to introduce types of crying. This indicated the use of enumeration. Moreover, it can be seen from example 7, the enumeration strategy is accompanied by picture strategy. The host lists the specific vocabulary related to “crying” on whiteboard besides the drawing of a person who is crying. As the host introduced

more vocabularies, more elements were added to the drawings. The combination of enumeration and picture strategy in this example is really smart. Enumeration strategy is highly helpful in improving concentration and recall of knowledge (Asmawati, 2022). Enumeration is one of the most fun and effective ways to teach vocabulary (Asmawati, 2022), especially for words that have a big family. However, this strategy was rarely applied in Learn English with Papa Teach Me. This is related to the vocabulary being taught in the videos. For example, this strategy is absent in sample number 3 which material is about vocabulary related to “tired”. The word “tired” itself is quite specific; so does other vocabularies taught on that video. Therefore, this strategy is not suitable.

Translation

Translation strategy was applied two times. It is applied to sample video 1 and 5. Learn English with Papa Teach Me used the English language in all of the videos, since the host is a native speaker from United Kingdom. This explains why the translation strategy appears to be low in frequency. However, translation strategy still appears in certain conditions and is accompanied by other strategies. The use of this strategy can be seen in example 8.

Example 8



- YT.VID1 04:35 I hear I think it's maybe only Spanish but in Spanish you say "I have mucus"
(Text appears on the screen)
- 04:42 Which in English sounds so gross
- 04:45 (roleplaying) "do you have a cold?" "Yes, I have mucus," "eeew.." 04:50 so
yes you do have mucus but don't say it in English

04:53 It sounds really gross and say one of these instead (pointing at whiteboard)

In example 8, translation strategy is employed to present the word “mucus”, which is frequently used by Spanish speakers. The unique aspect in this example is that Learn English with Papa Teach Me used this strategy to emphasize the difference in connotation when saying the word “mucus” in Spanish and English. Using the word “mucus” in Spanish is accepted as usual. This word in English, however, “sounds really gross”. This provides additional knowledge, especially about the various ways that different cultures use the word “mucus.” This example 1 is the only translation strategy on Learn English with Papa Teach Me. There are several elements that must be considered in using translation strategy such as the acquisition stage of the students. Translation strategy is suitable for teaching student in the acquisition stage, to facilitate students acquire the new language (Al-Musawi, 2014). Translation strategy in teaching vocabulary is typically used in the acquisition stage where learner’s exposure to the language is still minimal (Asgarian and Musayeva Vefali, 2015). Therefore, in Learn English with Papa Teach Me, this strategy is rarely being applied. This strategy is quite unsuitable for teaching the vocabulary, since the focus on Learn English with Papa Teach Me is beyond “acquiring new language”. It is more focused on the application of those vocabularies in every day conversation.

All the vocabulary materials are taught in English on Learn English with Papa Teach Me. The environment of Learn English with Papa Teach Me is “the English environment”. Al-Musawi (2014) stated that several educators are indeed against the use of translation strategy because it is considered a barrier to effective learning. Based on this perspective as well as “the English environment” of Learn English with Papa Teach Me, the chance of translation strategy being applied is low. Translation strategy, however, is considered by many educators as an essential element in understanding foreign expression and express ideas in the target language confidently (Al-Musawi, 2014). This strategy is accompanied by mime, action, and gesture both in examples 7 and 8. Praton and Celce-Murcia, as cited in Brown (2000) explained that translation method in presenting vocabulary does not enhance students’ communicative ability, unlike the use of mime in classes, which can increase students’ competence to communicate in English

(Nfor, 2018). This explains the combination of translation with mime, action, and gesture in example 7 and 8. Learn English with Papa Teach Me always focuses on explaining the context of word usage so that viewers can apply it in daily conversations. Therefore, the application of translation is good when it is accompanied by strategy such as mime, action, and gesture. This is to ensure the balance between acquiring the new language as well as increasing the communicative ability.

Contrast

Contrast strategy uses the sense of opposition of the vocabulary, in which teacher can present the antonym of a word to introduce broader vocabulary. One unanticipated result was that contrast strategy is not implemented at all. In offline class, Pratiwi (2020) found that this strategy is used to introduce the word „can“ and the opposite word „cannot“. However, on Learn English Papa Teach Me this strategy is not suitable to be applied due to several reasons.

The first reason that can explain the absence of contrast strategy is the use of enumeration. In most of the sample videos, Learn English with Papa Teach Me applied enumeration strategy. Enumeration strategy is characterized by the introduction of the general vocabulary first, followed by particular vocabulary connected to the general vocabulary (Harmer, 1991). As a result, the contrast strategy did not appear at all. On Learn English with Papa Teach Me, the use of two strategies are rather contradictory because when considering words that are connected to the general vocabulary, synonyms are more likely to be mentioned than antonyms.

The second reason can be addressed to the type of vocabulary being taught. The vocabularies being taught on Learn English with Papa Teach Me are gradable vocabularies. For instance, one gradable adjective that is being taught is “cold”. Thus, it is impossible to present vocabulary using contrast strategy when the vocabulary’s opposite is the gradable one (Susanto, 2017). The contrast strategy uses a sense of opposition or antonyms of the introduced words (Gairns and Redman, 1986). This is why the contrast strategy does not appear on Learn English with Papa Teach Me.

Realia

Realia is the use of real objects in presenting the vocabulary to the student. For instance, the teacher uses the real banana to directly show the student the meaning of the word „banana“. Showing real things to the students can make them easily understand the meaning of the word. There are various reasons for the absence of the realia strategy on Learn English with Papa Teach Me. Realia is not employed at all because some of the nouns being taught are inappropriate for this technique, such as vocabulary relating to abstract nouns such as 'ghost, 'spirit,' and 'soul'. According to Harmer (2007), the realia strategy has several constraints, including the size and quantity of the real object. Furthermore, one element that could explain the lack of this method is that the use of picture, mime, action, and gesture strategies are adequate to visualize the word being taught. It is worth noting that Learn English with Papa Teach Me has excellent drawing talents.

CONCLUSION

This study found that five out of seven strategies were applied. The five strategies are: (1) Mime, action, and gesture; (2) Picture; (3) Explanation; (4) Enumeration; and (5) Translation. The distribution of these five strategies is varied in each video. The range of distribution indicated the importance of each vocabulary teaching strategy in teaching vocabulary. Three strategies used in all sample videos (picture, explanation and mime, action and gesture) can be considered as the highly recommended strategies in teaching vocabulary. Enumeration and translation strategy is also vital in specific condition, but only sometimes applied. Realia and contrast can be used as an option in teaching vocabulary. Understanding vocabulary teaching strategies found in this study can be applied by teachers in their formal classroom as teaching models for their vocabulary classes. Finally, students can refer to this YouTube channel as their source in learning vocabulary so that students have better understanding of mastering vocabulary.

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