AN ANALYSIS OF SONGS ON VIDEOS BY EARLY CHILDHOOD IN RETAINING VOCABULARY

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ABSTRACT

The core elements of a language are its vocabulary. Early childhood development is a critical time in a person's life that holds great significance for their future. There are problems that young learners face in learning language such as hard to get focused, easy to feel bored, struggle to remember or recall vocabulary items, and still need a stimulus to boost their motivation in the learning process. Learning vocabulary through songs and video making are one of the ways to solve those problems. This current study aims to examine if the songs help young learners in retaining English vocabulary and whether a video making is effective in engaging them in learning vocabulary. This current study used a content analysis design and the samples were 5 students who are 3-7 years old and enrolled English class at RainbowKids BPI. The results showed that songs help early childhood students to retain their English vocabulary. They had memorized all vocabulary on the songs taught to them. They were also able to use pronouns, auxiliary, verb, adjective, and even adverb of degree correctly. Making video is also effective in engaging young learners to improve their English vocabulary and speaking skills.

Keywords: Vocabulary, Early Childhood, Young Learners, Video Making

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Introduction

Vocabulary is the basic foundation of a language. However, vocabulary is gained naturally. A person in early childhood is going through a very important developmental stage that is crucial to their future existence. Language becomes one of the aspects that need to be developed by young learners. According to Fachraini et al., the best time to acquire a language different than one's mother tongue (first language) is during early childhood. The child's brain is still adaptable, which facilitates a more effortless language acquisition process. Additionally, children's ability to absorb language is automatic (Fachraini et al., 2017). Therefore, teaching a second language as English in early childhood is a right choice to make that teachers and parents should be considered.

However, there are some problems that can be faced by young learners in learning process. One of them is their concentration. Based on the data published by Brain Balance Center, the ideal concentration span of a child is two to three minutes times their age. That is the period of time during which a child can maintain focus on a given task. So, for a 2-year-old, the ideal concentration range is 4 to 6 minutes, 4-year-old is 8 to 12 minutes, and 6-year-old is 12 to 18 minutes. According to Deni & Fahriany (2020), their study revealed that the problem faced by the teachers when they are teaching young learners is that they did not focus on the class and still hard to be controlled. In addition, Fahriany et al. (2022) found that maintaining students' focus and motivation became the first problem in teaching online English to young learners since they were still low in learning initiative, had weak self-regulation, and

short attention span. Besides, Rohmah & Indah (2021) argued that junior high school students have been struggled on retaining and recalling language. Then, young learners who are generally are hard to get focused must be in a such difficulty. It will get worst if the learning activities are boring since young learners are very curious and eager to explore things. As a result, the need to implement a method that can take young learners' attention is a must. Both what to teach and how to teach it should be carefully considered. It is a known truth that children differ psychologically and physically from adults. The consideration of age in student instruction has grown in importance. Young learners enjoy studying languages through a variety of cheerful activities in a room that is bright and colorful (Deni & Fahriany, 2020). Fun learning comes up in this kind of situation. Teachers have to bring variety into the teaching process, use media, and foster interaction between themselves and the students in order to attract the students' interest in the subject matter. It is typically advised to use media aids, such as songs, games, films, images, and so on, when teaching English (Karmila et al., 2020). Teachers can make a fun activity by singing a song.

Songs and rhymes are often repeated and simple to memorize, which appeals to young learners (Astina et al., 2020). It is also approved by a previous study conducted by Deni & Fahriany (2020) who found that one of the most exciting ways to learn vocabulary is by singing a song. Their study was investigated teachers' perspective of strategy in teaching vocabulary. The results showed that playing music or asking the class to sing along will make the session more enjoyable for the students. Also, rather of intentionally memorizing the vocabulary, it might be simpler to retain it through song. Another study conducted by Rohmah & Indah (2021) found that the use of modified English songs can help students to master vocabulary. Using music to teach can be a great method to get kids excited about learning and to show them that they are participating in class activities. It seems that students are able to actively engage in instruction when the modified English song is used. Furthermore, students who actively participate show that they are motivated, which increases their enthusiasm for studying.

Moreover, a study conducted by Phisutthangkoon & Panich (2016) revealed that students showed positive attitudes towards the use of song in improving their vocabulary learning and retention. Songs and rhythms play a significant role in children's life and serve as a tool or medium for language acquisition. For example, singing helps kids learn a language more joyfully since they enjoy singing, and they also learn English when singing. This is especially true when teaching and learning foreign languages. Additionally, the following characteristics are included in songs written for kids to learn: 1) has a theme running through the words, phrases, or sentences; 2) there is repetition in language parts; 3) the singing is often context-free, making memorization easy; 4) music based on limb movements (action songs); 5) child is permitted to sing songs outside of class; and 6) happy Pitada. In addition, when using the song to teach English, a teacher must consider the following crucial points among others: 1) select songs that fits the student's personality and linguistic proficiency level; 2) it is easy to memorise the lyrics because they are not very long; 3) songs ought to be lively, captivating, and happy; 4) the teacher may select a song that repeats the language element in order to teach a particular language lesson, for instance; 5) the usage of straightforward and simple-to-speak lyrics should be taken into account while selecting the song; and 6) the kids will rapidly eliminate a brief hymn with straightforward, upbeat lyrics (Umah, 2019).

Wallace as cited in Martin (2013), highlighted that a key element in knowledge retention is melody. Retention is the capacity to recollect or identify what has been learned or experienced. One term for retention is memory. The process of memorization is divided into three types such as sensory memory, short-term memory, and long-term memory. Those vocabulary items that have been learned by young learners have to be saved in their long-term memory. Therefore, we need more activity after the songs have been created and taught. In

Indonesia, many teachers who sing a song in class only for the sake of enjoyment. In fact, teachers can develop it to so that it can help young learners to master vocabulary. We often believe that practice makes perfect. Thus, the researcher of this current study have arranged the *Rencana Pelaksanaan Pembelajaran (RPP)* included materials, learning activities, and assessment. The assessment was making video. So, after the kids have learned some vocabulary items through songs, they should have practiced and showed up on the video. Therefore, the goals were not only to remember the vocabulary but they also have to perform by using those vocabulary items that they have gained. Later, it can be seen whether they are retaining all the vocabulary items or not.

A previous study also has been done to investigate the impacts of using video making in language teaching and learning. Wijaya Mahardika et al. (2021) conducted a study that reported about students' perception towards the impacts of using video project in learning English. It revealed that video making increased students' confidence and motivation. Also, the students thought that learning English through video making was doable, entertaining, and reasonably priced. Early childhood is a phase to prepare kids to be ready in society. Hence, their social skills must be trained by showing up on a video which made this study different with other previous studies. This study also investigated videos as the media to accommodate the songs that were memorized by students in assessing their vocabulary.

From the insights above, there are some problems that the researcher has identified such as:

1. Young learners are hard to get focused and easy to feel bored. Therefore, a fun learning should be implemented by teachers.
2. Young learners face difficulty in recalling or remembering vocabulary. Hence, using a song to memorize vocabulary can be the solution.
3. Young learners need to get motivated in learning activities by performing vocabulary items that they gain through video making which also train social skills.

The theme of the materials that the participants of this current study learned were colors, fruits, and animals. Nevertheless, this current study used a content analysis designed to analyze students' videos whether the songs help them in retaining their English vocabulary or not and whether video making engages them in learning vocabulary or not. Thus, the research questions are:

1) Do the songs help young learners in retaining English vocabulary?
2) Is video making effective in engaging young learners in learning vocabulary?

METHOD

a. Research Setting

The research was conducted at Bimba RainbowKids BPI, Tangerang Selatan. This course was chosen since this franchise has an English course for young learners since not all Bimba RainbowKids franchises have an English course. Time of the study were from June to July 2024.

b. Research Design

This study used a qualitative content analysis methodology to investigate the vocabulary usage in the videos made by students at Bimba RainbowKids BPI and the impacts of it towards their English proficiency. A thorough examination of the textual and contextual features of language is made possible by qualitative content analysis, which also sheds light on the complex connotations and meanings of the terminology used in the movie

(Bengtsson, 2016). So, the researcher would find out if the use of songs on the video making task can help young learners retaining their English vocabulary.

c. Population, Sample, Sampling

The population is the students of Bimba RainbowKids BPI who enrolled English class course. But the researcher only chose some of them who have studied the materials of colors, fruits, and animals to be the samples of this study because they have done a video making test. Hence, purposive sampling is used since the sampling using certain considerations in accordance with the desired criteria to be able to determine the number of samples to be studied (Sugiyono, 2013).

d. Data Collecting Techniques

In collecting the data, the videos were collected from the English teacher at Bimba RainbowKids BPI course.

e. Data Analysis

The songs and phrases used on the videos would be systematically sampled to ensure representation of different vocabulary types such as noun, pronoun, verb, auxiliary, adjective, article, adverb, and collocation. The researcher would analyze each vocabulary type's contextual usage through in-depth content analysis. The interpretation and discussion phase would investigate the potential effects of each form of vocabulary on children's English competence and language acquisition. The analytical findings would be linked to this study's objectives.

f. Procedure

The researcher who was the teacher taught the students for a month and the materials were colors, fruits, and animals using the *RPPs* that had been arranged by the teacher. Each meeting had estimation for about 2 hours. The teacher had made several songs for each material:

a) Colors material

"Kuning Yellow, Ungu Purple, Merah Red, Biru Blue, Hitam Black, Hijau Green, Coklat Brown, Oren Orange. My favorite color is Purple." Students are allowed to change the lyric based on their favorite color.

b) Fruits material

"Eat Strawberry yum yum yum, yum yum yum, yum yum yum, Eat Strawberry yum yum yum, it's so yummy. I like Strawberry." Students are allowed to change the lyric based on the fruit they like.

c) Animals material

"Kucing Cat, Anjing Dog, Kupu-Kupu Butterfly (hands movements as if it is a butterfly), Ikan Fish, Burung Bird, Gajah Elephant, Tikus Mouse, Kodok Frog, Monyet Monkey, Bebek Duck, wek wek wek, wek wek wek, wek wek wek wek wek (hands movements act like a duck)."

At the end, the teacher gave students a test by making video to sing those songs. Their vocabulary items were examined through a content analysis. Later, it could be seen whether they were retaining their vocabulary or not.

Result

Figure 1. Students' Video

The findings of the qualitative content analysis are shown on the table below.

Table 1. Students' Video Transcript

Participant	Video Transcript
1	"Kuning Yellow, Ungu Purple, Merah Red, Biru Blue, Hitam Black, Hijau Green, Coklat Brown, Oren Orange. My favorite color is blue." "Eat Strawberry yum yum yum, yum yum yum, yum yum yum, Eat Strawberry yum yum yum, it's so yummy. Eat Banana yum yum yum, yum yum yum, yum yum yum, Eat Banana yum yum yum, yum yum yum, yum yum yum, Eat Banana yum yum yum, it's so yummy. Eat A Cherry yum yum yum, yum yum yum, yum yum yum, Eat A Cherry yum yum yum, it's so yummy. My favorite is Banana." "Kucing Cat, Anjing Dog, Kupu-Kupu Butterfly (hands movements as if it is a butterfly), Ikan Fish, Burung Bird, Gajah Elephant, Tikus Mouse, Monyet Monkey, Bebek Duck, wek wek wek wek wek."
2	"Kuning Yellow, Ungu Purple, Merah Red, Biru Blue, Hitam Black, Hijau Green, Coklat Brown, Oren Orange. My favorite color is yellow." "Eats Banana yum yum yum, yum yum yum, yum yum yum, Eats Banana yum yum yum, it's so yummy. I like Banana." "Kucing Cat, Anjing Dog, Kupu-Kupu Butterfly, Ikan Fish, Burung Bird, Gajah Elephant, Tikus Mouse, Kodok Frog, Monyet Monkey, Bebek Duck, wek wek wek, wek wek wek, wek wek wek wek wek (hands movements acted like a duck)."
3	"Kuning Yellow, Ungu Purple, Merah Red, Biru Blue, Hitam Black, Hijau Green, Coklat Brown, Oren Orange. My favorite color is red." "Eat Watermelon yum yum yum, yum yum yum, yum yum yum, Eat Watermelon yum yum yum, it's so yummy. I like Watermelon." "Kucing Cat, Anjing Dog, Kupu-Kupu Butterfly (hands movements as if it is a butterfly), Ikan Fish, Burung Bird, Gajah Elephant, Tikus Mouse, Kodok Frog, Monyet Monkey, Bebek Duck, wek wek wek, wek wek wek, wek wek wek wek wek (hands movements acted like a duck)."
4	"Kuning Yellow, Ungu Purple, Merah Red, Biru Blue, Hitam Black, Hijau Green, Coklat Brown, Oren Orange. My favorite color is blue."

	"Eats Apple yum yum yum, yum yum yum, yum yum yum, Eat Apple yum yum yum, it's so yummy. Eats Melon yum yum yum, yum yum yum, yum yum yum, Eats Melon yum yum yum, it's so yummy. Eats Mango yum yum yum, yum yum yum, yum yum yum, Eats Mango yum yum yum, it's so yummy." "Kucing Cat, Anjing Dog, Kupu-Kupu Butterfly, Ikan Fish, Burung Bird, Gajah Elephant, Tikus Mouse, Kodok Frog, Monyet Monkey, Bebek Duck, wek wek wek, wek wek wek wek wek (hands movements acted like a duck)."
5	"Kuning Yellow, Ungu Purple, Merah Red, Biru Blue, Hijau Green, Coklat Brown, Oren Orange. My favorite… orange." "Eats Strawberry yum yum yum, yum yum yum, yum yum yum, Eats Strawberry yum yum yum, it's so yummy. I like Banana. I like Strawberry." "Kucing Cat, Anjing Dog, Kupu-Kupu Butterfly, …Fish, Burung Bird, …Elephant, …Mouse, …Frog, Bebek Duck, wek wek wek, wek wek wek, wek wek wek wek wek (hands movements acted like a duck)."

These results above provide an understanding of the varied language use in the young learners' videos. The ensuing songs explores the possible effects of this variety in vocabulary on improving kids' English skills and learning. The vocabulary on students' videos are classified into:

1. **Noun vocabulary**

    There are regular and irregular noun. The plural of most regular nouns is formed by adding final -s. For example, song → songs. Meanwhile, final -es is added to nouns that end in -sh, -ch, -s, -z, and -x. For example. Box → boxes. In addition, the plural of words that end in a consonant + -y is spelled -ies. For example, baby → babies. Some nouns that end in -o add -es to form the plural. For example, hero → heroes. But some of them only add -s as in photo → photos. Also, nouns that end in -f or -fe are changed to -ves to form the plural. For example, shelf → shelves and life → lives. Moreover, some nouns have irregular plural forms that do not end in -s. For example, man → men. Noun can be act as a subject or an object in a sentence (Azar, 2002). The nouns that mentioned by the students were:

    - 13 nouns: strawberry, banana, cherry, cat, dog, butterfly, fish, bird, elephant, mouse, frog, monkey, duck   Participant 1
    - 11 nouns: banana, cat, dog, butterfly, fish, bird, elephant, mouse, frog, monkey, duck   Participant 2
    - 11 nouns: watermelon, cat, dog, butterfly, fish, bird, elephant, mouse, frog, monkey, duck   Participant 3
    - 13 nouns: apple, melon, mango, cat, dog, butterfly, fish, bird, elephant, mouse, frog, monkey, duck   Participant 4
    - 12 nouns: strawberry, banana, cat, dog, butterfly, fish, bird, elephant, mouse, frog, monkey, duck   Participant 5

2. **Pronoun vocabulary**

    There are four kinds of pronouns (Azar, 2002) are: a) Subject pronoun, such as singular (I, you, he, she, it) and plural (we, you, they); b) Object pronoun, such as singular (me, you, her, him, it) and plural (us, you, them); c) Possessive pronoun, such as singular (mine, yours, hers, his, its) and plural (ours, yours, theirs); and d)

Possessive adjective, such as singular (my, your, her, his, its) and plural (our, your, their). The pronouns that stated by the students were:

- 2 pronouns: my, it   Participant 1
- 3 pronouns: my, it, I   Participant 2
- 3 pronouns: my, it, I   Participant 3
- 2 pronouns: my, it   Participant 4
- 3 pronouns: my, it, I   Participant 5

3. Verb vocabulary

There are singular and plural verb. Singular verb is a verb + -s/-es while plural verb is not. The words "every" and "each" always followed by singular nouns and singular verbs (Azar, 2002). The verbs that conveyed by the students were:

- 1 verb: eat   Participant 1
- 2 verbs: eats, like   Participant 2
- 2 verbs: eat, like   Participant 3
- 2 verbs: eat, eats   Participant 4
- 2 verbs: eats, like   Participant 5

4. Auxiliary vocabulary

Auxiliaries are divided based on the usage in a tense, questions, negative verbs, and modals. Here are the types (Frank, 1972):

a) Tense
   1) Be (am/is/are) + -ing present participle for progressive forms.
   2) Be (was/were) + -ed past participle for passive forms.
   3) Have/has + -ed past participle for the perfect tense.
   4) Shall/will + simple form of verb for the future tense.
b) Questions and negative verbs
   1) Do/does + simple form of verb
   2) Do not/does not + simple form of verb
c) Modals
   1) Can/could
   2) May/might
   3) Should
   4) Would
   5) Must
   6) Be able to
   7) Ought to/have to

The auxiliary that utilized by the students were:

- 1 auxiliary: is   Participant 1
- 1 auxiliary: is   Participant 2
- 1 auxiliary: is   Participant 3
- 1 auxiliary: is   Participant 4
- 1 auxiliary: is   Participant 5

5. Adjective vocabulary

Based on the Cambridge dictionary, adjective is a word that describes a noun or pronoun. Generally, adjectives give more information that they modify or describe features of people, animals, and things. The adjectives that addressed by the students were:

- 10 adjectives: yellow, purple, red, blue, black, green, brown, orange, yummy, favorite   Participant 1
- 9 adjectives: yellow, purple, red, blue, black, green, brown, orange, yummy   Participant 2
- 9 adjectives: yellow, purple, red, blue, black, green, brown, orange, yummy   Participant 3
- 9 adjectives: yellow, purple, red, blue, black, green, brown, orange, yummy   Participant 4
- 9 adjectives: yellow, purple, red, blue, green, brown, orange, favorite, yummy   Participant 5

6. Article vocabulary

There are definite (the) and indefinite (a/an) article. Definite article (the) is developed from a word meaning this and used with singular or plural nouns. It signals a particular person or thing, for example *the student sitting next to you*. Besides, indefinite article (a/an) is developed from a word meaning one. "An" is used before vowel sounds. It is used with singular countable nouns. Additionally, it signals an unspecified one of others, for example *a student sitting in the front row* (Frank, 1972). The article that used by the students were:

- 1 article: a   Participant 1
- 0   Participant 2
- 0   Participant 3
- 0   Participant 4
- 0   Participant 5

7. Adverb vocabulary

There are six types of adverbs, they are (Frank, 1972):
a) Manner – modifies the verb. For example: quickly, awkwardly.
b) Place and direction – modifies the verb. For example: here, away, outside, left, straight, west.
c) Time – modifies the verb. It is divided into two such as definite: today, yesterday, tomorrow; and indefinite: recently, later, always.
d) Intensifying is divided into two such as degree and emphasizing. Degree modifies an adjective or adverb. For example: very, so, quite. Meanwhile, emphasizing modifies all parts of speech. For example: even, only.

The adverbs that delivered by the students were:

- 1 adverb: (so) + adjective   Participant 1
- 1 adverb: (so) + adjective   Participant 2
- 1 adverb: (so) + adjective   Participant 3
- 1 adverb: (so) + adjective   Participant 4
- 1 adverb: (so) + adjective   Participant 5

8. Collocation vocabulary

Collocation is two or more words in the English language that are often located side by side. The combination of words in collocation usually forms a commonly used phrase. There are several combinations that can form a collocation, such as:
a) Noun + noun
b) Noun + verb

c) Verb + noun
d) Verb + adverb
e) Verb + preposition
f) Adjective + noun
g) Adjective + preposition
h) Adjective + adjective
The collocation that mentioned by the students were:
-   1 collocation: favorite color   Participant 1
-   1 collocation: favorite color   Participant 2
-   1 collocation: favorite color   Participant 3
-   1 collocation: favorite color   Participant 4
-   0   Participant 5

Discussion

Firstly, it can be seen from the videos that all students memorized almost all vocabulary items that had been taught. They were also doing hands movements just like the way their teacher taught them while singing which might influence them in memorizing the vocabulary, which also in line with Karmila et al. (2020)'s study who found that hand movements as clapping activity in a word clap game could help students remember vocabulary and make them interest in learning English vocabulary. Thus, Deni & Fahriany (2020) and Phisutthangkoon & Panich (2016)'s findings about songs could help students' vocabulary retention can be developed by this current study findings that not only the songs but also hands movements adjusting the lyrics could help students to memorize vocabulary.

Moreover, songs made some of them get excited in the learning activities which could be seen from their rising intonation along the way of singing. Then, they got motivated in learning English vocabulary. They also seemed confident which is in line with Wijaya Mahardika et al. (2021) who stated that video making in learning language is enjoyable and entertaining which soon made students feel confident and get motivated. So, both songs and video making help students in learning English vocabulary and speaking skill.

In the nouns, the results showed that the students were retaining their English vocabulary. They could memorize all the vocabulary items on the songs that have been taught to them, which is also in line with Deni & Fahriany (2020). What interesting is that two of them improved the songs that have been taught. It can be seen through the participant 1 who added banana and cherry on the songs as the fruits she liked. Moreover, the participant 4 also turned the lyrics of fruits into apple, melon, and mango. Therefore, it can be concluded that the songs that have been taught to them is easy to understand so that they can relate to it and change the vocabulary on the lyrics. The participant 5 also mentioned banana that showed he got what the songs about. Hence, these results are in line with Rohmah & Indah (2021) who claimed that using songs can aid students to master vocabulary. In pronouns, the results revealed that 3 of 5 students could memorize and use pronouns that have been taught on songs rightfully either as subject pronoun or possessive adjective. Therefore, learning vocabulary through songs is effective in helping young learners learn how to utilize pronoun in a sentence appropriately.

In verbs, the results indicated that most of the students used all the verbs on the songs that have been taught. Only participant 1 who did not use the verb "like". However, she used different sentence as the lyrics which showed her fluency in English. There is a phenomenon where 3 participants used the singular verb of "eats" unconsciously. Hence, learning through songs improved their vocabulary even without they are realizing it. They formed a new word naturally. In auxiliary, the result presented that all students used auxiliary "is" in a right way. "My favorite color is…" and "It's…" showed that students used the auxiliary is even without

knowing that the subject is different between those two. The first one is used a possessive adjective and the second is used a subject pronoun. Hence, learning vocabulary through songs improves students' fluency in using the language. Even though it is also because they follow the teacher's instruction.

In adjectives, it can be seen from the results that 4 of 5 students remembered all the adjectives that have been taught through songs. So, singing a song on a video making is effective to maintain adjective vocabulary that students have known. In article, the results showed that only participant 1 who used an article. It is not because the others are unaware of articles, but participant 1 appeared used the article on her own since the teacher did not use articles on the songs. The reason participant 1 used an article perhaps because she followed the rhythm of the song so that by adding an article would make the song ran smoothly, especially with the vocabulary "Cherry". Thus, we can say that song's rhythm could make students to be creative in modifying lyrics.

In adverbs, we can see from the results that all students used adverb of degree as on the songs that the teacher have taught them. Two of them used the adverbs three times on the songs, which means that it has been saved on their long-term memory. In collocation, the results revealed that almost all students could use collocation. The participant 5 still could not say collocation. The teacher taught them through songs "… My favorite color is…", but then the participant 5 only mentioned "… My favorite… orange." So, not only the collocation but the auxiliary was gone. Thus, it can be concluded that saying a whole sentence is still difficult for few young learners. That is also why vocabulary knowledge is the right focus to be improved in early childhood.

CONCLUSION

Vocabulary is a crucial aspect of language development, especially for young learners in early childhood. Teachers should implement fun learning methods to help young learners focus and remember vocabulary. Songs and video-making can help students learn English vocabulary and social skills.

Students were found to be effective in retaining their English vocabulary by memorizing all vocabulary items on the songs that had been taught to them. They were also able to use pronouns correctly, such as subject pronouns or possessive adjectives, and use auxiliary "is" in a right way. Most students used all verbs on the songs, with some even using the singular verb "eats" unconsciously. Learning vocabulary through songs improves fluency in using the language. Adjectives were also learned through songs, with some students using adverbs of degree and collocation. However, some students struggled with saying whole sentences, indicating that vocabulary knowledge is the right focus for early childhood.

In conclusion, songs and video-making can be effective in improving English vocabulary and speaking skills in young learners. By incorporating songs and video-making activities, students can develop their vocabulary and improve their fluency in using the language. Based on the results, the researcher would give some suggestions such as:

1. For English teachers both at an informal and formal education, especially who teaches early childhood students, teaching vocabulary though a song can be the strategy to help them memorize new words. In addition, it would engage them into the learning activities since learning through songs is fun.
2. Video-making is also effective to aid students in reviewing the vocabulary items that have been taught by the teachers. But the team work with students' parents have to be considered when it comes to an assignment that have to be made at home.
3. For the future research, gaining the samples more is highly recommended because this current study only took a few samples which was only focused on an informal

education. So, the next research on these same variables may conduct a study in a formal education as a preschool or a kindergarten to gain more samples.

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