

Multimodal Video Integration in Primary English Classrooms: Improving First-Grade Students' Vocabulary Mastery

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ABSTRACT

Early language learning increasingly relies on rich multimodal input to stimulate vocabulary growth and literacy development in young learners, yet systematic evidence on structured video-based vocabulary instruction in Indonesian primary EFL classrooms remains limited. Addressing this gap, this classroom action research examined how vocabulary videos enhance first-grade students' vocabulary mastery in a private elementary school in Bali. Twenty-two learners participated, with nine low-achieving students receiving focused support. Following two cycles of the Kemmis and McTaggart model, data were gathered through observations, interviews, worksheets, and post-tests. The intervention integrated animated vocabulary videos, guided pronunciation, muted-video guessing tasks, translation scaffolding, and scaffolded writing, complemented by parental involvement through home practice activities. Results revealed consistent improvement, with mean scores increasing from 85.13 in Cycle 1 to 88.60 in Cycle 2, and all target students surpassing the minimum competency benchmark. Qualitative findings indicated heightened motivation, confidence, independent recall, and digital learning habits. The study demonstrates that multimodal video-supported routines, when implemented reflectively and paired with writing and retrieval tasks, foster both receptive and productive vocabulary skills in beginning EFL learners. This work contributes empirical evidence on early digital-media integration in Indonesian EFL settings and underscores the pedagogical value of combining classroom multimedia exposure with guided home engagement. In a wider context, the findings suggest that curriculum designers and early-grade educators should integrate structured video-based vocabulary instruction to support young learners' foundational language, literacy, and responsible technology habits.

1. Introduction

Language learning in the twenty first century is deeply shaped by rapid digital development and the increasing availability of multimedia content for young learners. In early education, vocabulary learning plays a crucial role as it supports comprehension, communication, cognitive growth, and the development of literacy. Children today interact naturally with digital videos, music, and animation. As a result, multimodal learning resources are no longer optional but essential in creating learning environments that are meaningful, engaging, and developmentally responsive (Durbahn, 2019; Kaboocha & Elyas, 2018; Wang, 2012). This reality positions multimedia as a powerful tool for building early English vocabulary and literacy foundations.

Vocabulary mastery is a major determinant of language proficiency because it influences students' ability to speak, listen, read, and write effectively. For young English as a Foreign Language learners in Indonesia, vocabulary learning requires more than memorization. They need meaningful exposure, visual and auditory reinforcement, and engaging learning experiences that connect new English words with real life contexts (Nufus, 2022). Digital platforms such as YouTube have become common learning spaces where children encounter animated songs and vocabulary videos that support pronunciation, rhythm, and intonation development in fun and visually appealing ways (Yawiloeng, 2020; Van, 2008; Jelani & Boers, 2020; Montero, 2020). This development allows classrooms to move toward interactive and joyful language learning.

Growing evidence has shown that multimedia use supports vocabulary comprehension and pronunciation practice. Van (2008), Jelani and Boers (2020), and Montero (2020) argued that animated and captioned videos enhance vocabulary recognition. Kaboocha and Elyas (2018) reported that YouTube based instruction improves vocabulary learning outcomes. Research on mobile assisted language learning also suggests that smartphones support autonomous language learning and provide flexible exposure to authentic input (Gurkan, 2018; Khazaie & Ketabi, 2011; Yawiloeng, 2020). Teng (2020) further emphasized that repeated video viewing reinforces vocabulary retention and learner confidence. Together, this body of knowledge highlights the potential of multimedia to complement traditional instruction and stimulate learner motivation.

Although these studies provide valuable insights, important gaps remain. Most video based vocabulary studies focus on adolescents or adult learners in formal academic settings rather than young children who are still developing early literacy skills (Kaboocha & Elyas, 2018; Teng, 2020; Montero, 2020). In addition, research in the Indonesian primary school context is still limited, and there is minimal focus on how vocabulary videos can be applied systematically within early classroom routines. Parental involvement and digital literacy support also receive little attention, even though mobile technology plays a significant role in children's daily learning experiences (Khazaie & Ketabi, 2011; Gurkan, 2018). These gaps point to the need for studies that explore structured vocabulary video application during early EFL learning combined with foundational reading and writing practice at school and at home.

To address this gap, the present study introduces a unique approach that applies vocabulary videos through a classroom action research model supported by pronunciation drills, translation guidance, and kinesthetic learning activities. A distinctive feature of this study is the involvement of parents through take home video and worksheet activities that help strengthen children's digital literacy and vocabulary exposure. This learning model provides novelty by applying multimodal vocabulary video instruction for young Indonesian EFL learners, involving parents as partners in digital learning, and using systematic reflection cycles to refine instructional strategies in real classroom settings.

The rapid expansion of digital media in early education has shifted vocabulary instruction toward multimodal learning environments, where visual and auditory input support young learners' lexical and phonological development. Current research has shown the value of captioned animations, educational videos, and interactive digital tools for strengthening vocabulary mastery and learner motivation. However, most studies emphasize older learners or rely on controlled experimental settings rather than real early

grade classrooms, leaving a gap in evidence for structured video-based instruction in authentic primary EFL contexts, especially in Indonesia.

Against this backdrop, the present study advances the state of the art by implementing a classroom-embedded multimodal vocabulary model that integrates animated videos, guided repetition, muted-video guessing, and writing activities, complemented by home reinforcement. The study contributes theoretically by demonstrating how multimodal input can be scaffolded to support early literacy, pronunciation development, and digital learning habits. Practically, it offers a replicable instructional design for first grade EFL learners, using the Kemmis et al. classroom action research cycle supported by post test data, observation notes, and learner interviews to capture measurable improvement in vocabulary mastery and positive learner engagement.

In conclusion, integrating vocabulary videos into early English instruction can connect traditional teaching approaches with technology based learning environments. This study highlights how interactive multimedia supports vocabulary growth, digital literacy, and positive learning attitudes among young learners. The findings are expected to guide early childhood English teachers, curriculum developers, and school leaders in designing learning practices that use digital resources responsibly and effectively to support foundational English language development.

2. Literature Review

2.1 Vocabulary Mastery in Early EFL Education

An extensive vocabulary foundation allows learners to articulate ideas clearly, comprehend academic content, and develop communicative competence in both spoken and written forms (Akmeşe et al., 2024; Levlin & Waldmann, 2020). The importance of vocabulary is particularly significant in early childhood, a phase of rapid cognitive and linguistic development in which vocabulary growth progresses most swiftly, and early support becomes crucial for later academic achievement (Akmeşe et al., 2024). Research indicates that delays in receptive and expressive vocabulary predict weaker literacy outcomes, while a combined delay in both areas presents a greater risk compared to expressive delay alone (Psyridou et al., 2018). Additionally, strong oral language skills serve as a foundation for writing abilities, highlighting the close connection between spoken and written competencies during the early stages of literacy development (Levlin & Waldmann, 2020). Developmental studies also show that the origins of language and literacy, influenced in part by genetic factors, are linked to early vocabulary proficiency and subsequently shape later literacy success (Verhoef et al., 2020). Further insights from research on

vocabulary development during infancy and toddlerhood reveal nuanced patterns that support early identification and intervention efforts to enhance language growth (Byers-Heinlein et al., 2023).

In Indonesian EFL settings, where English exposure remains limited outside the classroom, instructional approaches that combine visual and auditory cues play a critical role in bridging learners' first language and second language experiences (Amalia, 2020; Nufus, 2022). Early vocabulary instruction must be engaging, accessible, and multimodal to enable holistic language processing and robust foundational literacy growth, a stance supported by research on multimodal pedagogies in early childhood and teacher education contexts (Crane-Deklerk, 2020; Yi & Angay-Crowder, 2016). Evidence shows that early literacy development relies on oral language comprehension, print awareness, and phonological skills, which can be effectively fostered by interactive, multimodal strategies combined with explicit instruction (Fidesrinur et al., 2023; Rand & Morrow, 2021). However, effective implementation of these strategies requires addressing instructional challenges in teacher preparation and overcoming resistance to multimodal approaches, as highlighted in the literature (Yi & Angay-Crowder, 2016).

2.2 Defining Vocabulary Videos and Multimodal Input

Vocabulary videos are instructional media that integrate visual, auditory, verbal, and contextual information to introduce and reinforce new vocabulary (Lin & Tseng, 2012; Yawiloeng, 2020). These videos commonly feature images, animations, child-friendly narration, repetition, and contextual cues that support vocabulary recognition and retention. As multimodal tools, they reflect cognitive principles showing that learning improves when information is delivered through multiple sensory channels (Nation, 2008; Kerin, 2005; Mills & Unsworth, 2017; Amalia, 2020; Lampai & Sukying, 2023). Through repeated exposure and visual associations, vocabulary videos enhance pronunciation, strengthen memory, and promote active engagement, especially among young learners who respond well to visually enriched input. This multimodal approach is particularly effective in helping children understand and retain new English vocabulary.

Despite their promise, the structured, theory-driven use of vocabulary videos in Indonesian primary education remains understudied (Sutrisno et al., 2024; Hong & Tan, 2020). Although online vocabulary videos are widely accessible, their systematic integration into early literacy instruction in Indonesia remains limited. Aligning these tools with multimodal pedagogy is therefore necessary to support vocabulary retention and use (Sutrisno et al., 2024; Oakley et al., 2018). Given the pervasive role of digital media in children's lives, research should clarify how

vocabulary videos can simultaneously foster foundational digital literacy and promote school-family collaboration. Relevant work on multimodal literacies and home-school partnerships offers guidance for such integration (Suryani et al., 2023; Steiner & Cassano, 2017). Consequently, classroom-based applications that connect multimodal materials with literacy instruction and guided parental involvement are needed to translate promise.

2.3 Vocabulary Videos in EFL Learning

A growing body of research confirms the positive impact of multimedia and video-based instruction on vocabulary mastery. Studies show that animated and captioned videos enhance vocabulary learning, pronunciation, and listening comprehension (Van, 2008; Jelani & Boers, 2020; Montero, 2020). Multimedia exposure supports learners' understanding of rhythm, stress, intonation, and phonology, thereby strengthening both receptive and productive vocabulary skills (Durbahn, 2019; Kabooa & Elyas, 2018; Wang, 2012). Mobile-assisted language learning environments also expand learning beyond the classroom, allowing students to engage with language input repeatedly and autonomously, which is essential for durable vocabulary retention (Gurkan, 2018; Khazaie & Ketabi, 2011; Yawiloeng, 2020). YouTube and similar platforms further offer authentic and culturally rich input that increases learner motivation and encourages real-world language engagement (Saputra, 2018; Sudarmaji & Yusuf, 2021). At the same time, research on visual media underlines that videos hold specific benefits for young learners because they stimulate interest, support emotional engagement, and align with natural early childhood learning patterns (Grathia, 2018; Karasavvvidis, 2019; Hikmah, 2021).

Existing research demonstrates that vocabulary-focused, multimodal instruction and video-mediated mediation can strengthen early literacy and vocabulary development (Yanto & Nugraha, 2018). In the Indonesian context, evidence on such video-based vocabulary learning remains limited to context-specific studies, underscoring a gap for first-grade EFL classrooms that combine classroom practice with home-based support (Yanto & Nugraha, 2018). Moreover, contemporary work highlights how remote learning experiences, guided by teacher scaffolding and parent involvement, shape early literacy trajectories (Vrantsidis et al., 2023). The study proposes a vocabulary-video model combining multimodal learning, home activities, digital translation support, and kinesthetic tasks to strengthen foundational literacy and responsible technology use. (Yanto & Nugraha, 2018). Collectively, these findings inform ELT practice, curriculum, and policy by showing how early EFL learners benefit from integrated digital approaches (Yanto & Nugraha, 2018; Vrantsidis et al., 2023).

3. Method

This study employed Classroom Action Research (CAR) with the objective of improving first grade students' English vocabulary mastery through the systematic integration of vocabulary videos. CAR was selected because it enables teachers and researchers to collaboratively diagnose classroom problems, implement targeted instructional actions, and evaluate learning improvements through cycles of planning, action, observation, and reflection, as conceptualized by Kemmis et al. (2019). This participatory approach positions the classroom as a site for inquiry and innovation, allowing instructional strategies to evolve based on real student responses and observed outcomes. The iterative nature of CAR was especially suitable for this study, as vocabulary development among young learners requires continuous practice, feedback, and refinement of strategies to achieve meaningful gains.

3.1 Research Setting and Participants

The study was conducted in a private elementary school located in Banyuning Village, Buleleng Regency, Bali. The research involved twenty two first-grade students, with the primary focus directed toward nine students who demonstrated low vocabulary mastery based on preliminary assessment results. The school was chosen due to its access to technological facilities such as LCD projectors, which supported the implementation of vocabulary videos during lessons. Although the students were familiar with YouTube content due to their everyday exposure at home, this was their first structured experience using vocabulary videos for learning English. The researcher coordinated with the English teacher to ensure that the learning environment remained natural and aligned with existing classroom routines.

3.2 Research Instruments

Multiple instruments were utilized to collect comprehensive data, including observation sheets, interview guides, structured lesson plans, vocabulary videos sourced from YouTube, printed worksheets, and post-tests. Observation sheets were used to document student engagement, learning behaviors, and challenges during instruction. Interview guides elicited students' and teachers' perceptions regarding the use of vocabulary videos. Worksheets and quizzes served as performance-based assessments to evaluate vocabulary retention, spelling, and recognition. A post-test, consisting of objective questions, was administered at the end of each cycle to determine student achievement gains following the treatments.

3.3 Research Procedure

The CAR cycle followed four systematic phases: planning, action, observation, and reflection (Kemmis et al., 2019). In the planning phase, the researcher consulted with the English teacher to design the

lesson plan, create observation tools, and select relevant vocabulary videos based on thematic content such as colors and fruits. The action phase involved the teacher delivering lessons using vocabulary videos while the researcher observed and recorded critical incidents. Students engaged in multimodal learning activities including video viewing, oral repetition, translation practice, guessing tasks using muted videos, and writing exercises on the whiteboard.

During the observation phase, the researcher monitored student participation, pronunciation attempts, writing performance, and overall engagement, while noting emerging challenges. The reflection phase focused on analyzing student performance data and observational notes to refine instructional strategies. Based on Cycle 1 outcomes, additional activities such as note-taking and at-home practice were introduced in Cycle 2 to provide students with increased writing exposure and reinforce learning beyond the classroom.

3.4 Data Collection and Analysis

Data for this study were collected through classroom observations, student worksheets, interviews, and post-test scores. Qualitative data were analyzed by identifying behavioral patterns, student responses, and teacher reflections recorded in observation sheets and interviews. This enabled the researcher to capture shifts in engagement, motivation, and confidence. Quantitative data from post-tests in both cycles were compiled to measure vocabulary mastery improvement. The mean score from Cycle 1 (85.13) and Cycle 2 (88.60) served as indicators of student progress and instructional effectiveness. The integration of qualitative and quantitative data strengthened the validity of the findings by providing both descriptive insights and measurable learning outcomes.

3.5 Ethical Considerations

Throughout the research, ethical protocols were upheld by ensuring student anonymity and maintaining a supportive learning environment. Collaboration with the classroom teacher ensured that all instructional decisions prioritized the learners' well-being and development. The study's alignment with natural classroom settings minimized disruption and ensured that participation benefited students academically.

4. Result

This section presents the findings in relation to the research questions, emphasizing the improvements observed across the two cycles of classroom action research. It also highlights the observable learning behaviors that emerged during the implementation of vocabulary videos in early EFL instruction, particularly students' engagement and participation throughout the learning process.

RQ1: To what extent do vocabulary videos improve students' vocabulary mastery?

The vocabulary video intervention resulted in a clear and measurable improvement in students' vocabulary mastery over the two classroom action research cycles. Quantitative findings demonstrate a consistent upward trend in student achievement, confirming the effectiveness of multimodal instructional media in supporting early English

vocabulary learning. As presented in Table 1 and illustrated in the bar chart, the mean score increased from 85.13 in Cycle 1 to 88.60 in Cycle 2, indicating sustained progress in vocabulary recognition, pronunciation, and written accuracy across instructional phases. Importantly, all focus learners surpassed the school's minimum passing criteria by the end of the intervention, suggesting both academic and pedagogical success.

Table 4. 1. Students' Mean Scores Across Cycles

Cycle	Mean Score	Interpretation
Cycle 1	85.13	Good, initial improvement with some inconsistency
Cycle 2	88.60	Very good, consistent improvement and mastery

A close examination of classroom performance reveals notable qualitative growth accompanying the numerical gains. During Cycle 1, students showed enthusiasm in identifying vocabulary items and attempting pronunciation, although some still relied on visual prompts and teacher modeling. The initial score increases reflected early comprehension and familiarity, yet some hesitation and variation in independent recall were observed. Writing accuracy was moderate, indicating that students were still transitioning from oral recognition to printed-word production.

By Cycle 2, learners demonstrated noticeably greater confidence and fluency in their performance. They pronounced words more accurately, participated more actively in vocabulary drills, and showed improved automaticity when recalling vocabulary without relying on visual cues. Their responses became faster and more spontaneous, indicating stronger internalization of the target words.

Writing performance also improved significantly. Students were better able to match spoken forms with their written counterparts accurately and consistently. This progress suggests that the integration of structured writing tasks, combined with repeated auditory and visual exposure, effectively reinforced orthographic memory and supported the development of early spelling skills.

The consistent rise in achievement across cycles highlights the role of *multiple exposure modes and repeated input* in vocabulary development. Students benefited from hearing words pronounced clearly, seeing associated images, and repeating vocabulary in structured sequences. The muted-video guessing activities particularly encouraged learners to retrieve vocabulary from memory rather than relying solely on

simultaneous audio-visual support, promoting deeper cognitive processing. Similarly, the integration of writing reinforced sound-symbol associations, enabling learners to transition from receptive understanding to productive language use.

Taken together, these findings indicate that vocabulary videos supported not only the memorization of new words but also the development of essential linguistic processes, including phonological awareness, pronunciation accuracy, and spelling formation. The steady improvement in test scores, combined with observable gains in learners' confidence, participation, and accuracy during classroom activities, suggests that vocabulary videos can function as an effective instructional medium for strengthening lexical knowledge and foundational literacy skills among young EFL learners.

Furthermore, the results show that when multimedia input is systematically integrated with active speaking practice, repeated exposure, and writing reinforcement, students are more likely to process vocabulary at both receptive and productive levels. This balanced integration of visual, auditory, and written elements appears to foster deeper understanding, better retention, and more sustainable vocabulary mastery over time.

RQ2: How do instructional steps across cycles influence learning progress?

The progression across instructional cycles demonstrated that the structured use of vocabulary videos, combined with repetition, writing tasks, and muted-video guessing, substantially enhanced learners' performance. Each cycle built on the previous one, reinforcing vocabulary recognition, pronunciation, independent retrieval, and writing accuracy.

Table 4.2 Learners' Performance Indicators Across Cycles

Performance Indicators	Cycle 1 (%)	Cycle 2 (%)
Pronunciation Accuracy	70	88
Independent Recall	65	85
Writing Accuracy	60	82
Participation & Confidence	75	92

The data reveal a strong upward trajectory across all target indicators. Pronunciation and participation rose most sharply, suggesting that multimodal video exposure combined with repeated modeling created a supportive environment for oral practice. Independent recall and writing demonstrated the most noticeable transformation between cycles, reflecting increased learner autonomy and stronger internalization of vocabulary.

Findings from the two instructional cycles reveal a steady and meaningful enhancement in young

learners' vocabulary mastery and language engagement. Students demonstrated progressive gains in pronunciation accuracy, independent recall, participation, and emerging writing competence. The pattern of improvement suggests that vocabulary videos served not as a singular stimulus but as part of an integrated multimodal routine that encouraged verbal imitation, internalization, and gradual autonomy in language use. Learning development unfolded in recognizable stages, beginning with guided participation and moving toward confident, self-initiated output.

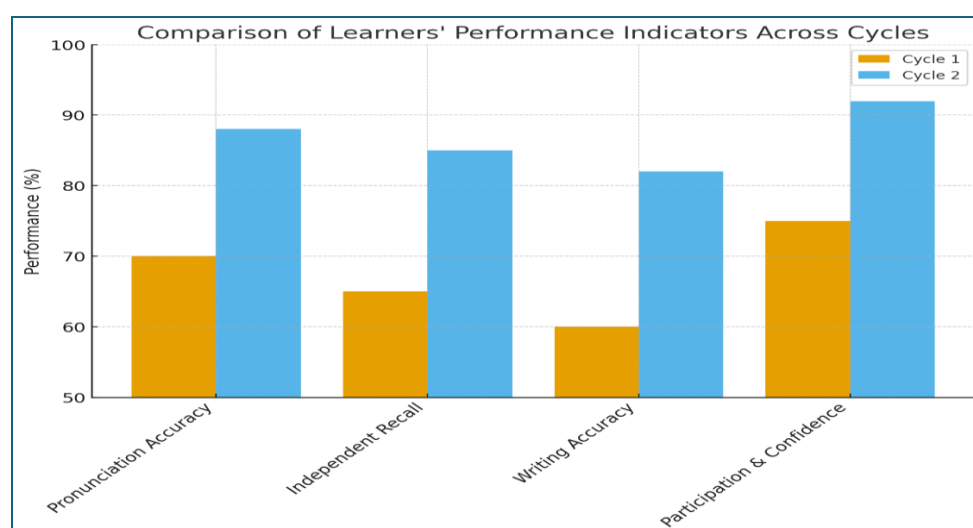


Figure 1. Performance Comparison Across Cycles

Cycle 1: Initial Exposure, Support, and Emerging Attempts

During the first cycle, learners showed high enthusiasm in watching animated videos and repeating vocabulary models. They enjoyed echoing sounds and identifying familiar images, indicating positive affective engagement. However, their output relied heavily on simultaneous visual and auditory cues. When videos were muted or teacher prompts were reduced, several students hesitated or paused before responding. Writing attempts revealed similar dependency, as students checked the screen frequently to copy spellings.

Cycle 2: Strengthened Recall, Autonomy, and Confident Output

The second cycle introduced extended practice sessions, clearer feedback, and reinforced writing opportunities. As a result, students exhibited faster recall, more accurate pronunciation, and greater willingness to volunteer answers. Importantly, they demonstrated the ability to pronounce vocabulary items before the video audio played and attempted to spell words from memory rather than relying solely on visual prompts. Home learning engagement also increased, indicating that children carried vocabulary practice into family routines, showing early signs of self-directed learning behaviors.

“I can say it before the video now. I remember the sounds.” (Student Voice C2-SV-03)

“Teacher, I can write it by myself. Look.”
(*Student Voice C2-SV-04*)

“I told mama the words and watched at home too.” (*Student Voice C2-SV-05*)

These remarks reflect new levels of confidence, memory stability, and personal pride. Learners were no longer simply responding to stimuli but actively claiming ownership of English vocabulary. The home-school connection highlights an important pedagogical value, demonstrating that digital media, when structured, can spark practice beyond the classroom and activate family involvement.

Progress across both cycles indicates that vocabulary videos were most effective when paired with strategic scaffolding and varied retrieval opportunities. Students transitioned from echoing to initiating, from copying to independent spelling, and from teacher-dependent effort to enthusiastic self-driven practice. Their willingness to speak, take risks, and help peers shows that cognitive development was accompanied by confidence building and positive language identity formation.

- “Students shifted from echoing to initiating. Their confidence grew each time they produced a word without help, suggesting that success cycles fueled risk-taking and participation.” (*Reflective Memo R-RM-07*)

Overall, the findings show that multimodal vocabulary routines support linguistic, cognitive, and emotional growth in early EFL learners. Animated input built interest, while repetition, recall tasks, and scaffolded writing strengthened mastery, promoting vocabulary development and learner autonomy in technology-supported classrooms.

RQ3: What are students’ attitudes and behaviors toward learning with vocabulary videos?

Findings show that students displayed strong enthusiasm, sustained participation, and growing independence in learning English vocabulary through vocabulary videos. Triangulated data from observations, interviews, and student work samples demonstrate that learners became more motivated, confident, and actively involved in vocabulary learning across cycles.

Table 4.3 Triangulation of Data Sources

Source of Evidence	Key Findings	Representative Evidence
Observation Notes	Students became more attentive, cooperative, and confident answering without prompts	Students raised hands voluntarily and helped peers pronounce words
Student Interviews	Learners expressed enjoyment and pride in learning and remembering vocabulary	<i>“I say the fruits with my sister at home!”</i>
Student Work & Homework Reports	Improved spelling, increased completion of home video practice tasks	Students submitted more complete word lists and correct spellings in Cycle 2

This triangulated dataset shows not only academic progress but also clear shifts in classroom attitudes and independent learning. Observation logs indicated greater participation and peer collaboration, suggesting a more active and socially supportive EFL environment. Interviews confirmed that students did not merely follow instructions; they began taking pride in using English both inside and outside school.

Homework reports further support this view. Students’ independent use of vocabulary media at home reflects emerging digital learning discipline and language autonomy. Together, classroom engagement and continued home practice suggest that multimodal vocabulary input fosters sustained motivation and family-supported language development in young EFL learners.

4.4 Engagement Indicators Across Cycles

Engagement Indicators	Cycle 1 (%)	Cycle 2 (%)
Active Participation	72	91
Willingness to Answer	65	88
Pronunciation Attempts	70	89
Peer Support	40	78
Home Practice Reports	50	85

The table shows clear upward trends in all engagement indicators, particularly in peer support and home practice. The sharp increase in peer support (from 40 percent to 78 percent) suggests the development of collaborative learning confidence, where students were not only participating but also helping one another succeed. This marks a transition from teacher-dependent instruction to more peer-mediated and socially interactive learning.

The notable jump in home practice reports (from 50 percent to 85 percent) further indicates that students internalized vocabulary learning routines beyond school hours. When young learners

voluntarily revisit English content in their own homes, it implies that learning shifted from school-task oriented behavior to self-initiated linguistic curiosity, demonstrating early forms of self-regulated learning and digital literacy development.

Additionally, the strong rise in pronunciation attempts and willingness to answer reveals increasing linguistic confidence. Students gradually reduced hesitation, indicating lowered anxiety levels. This result reinforces the value of pleasant multimedia input in shaping positive language identity and willingness to communicate at a formative age.

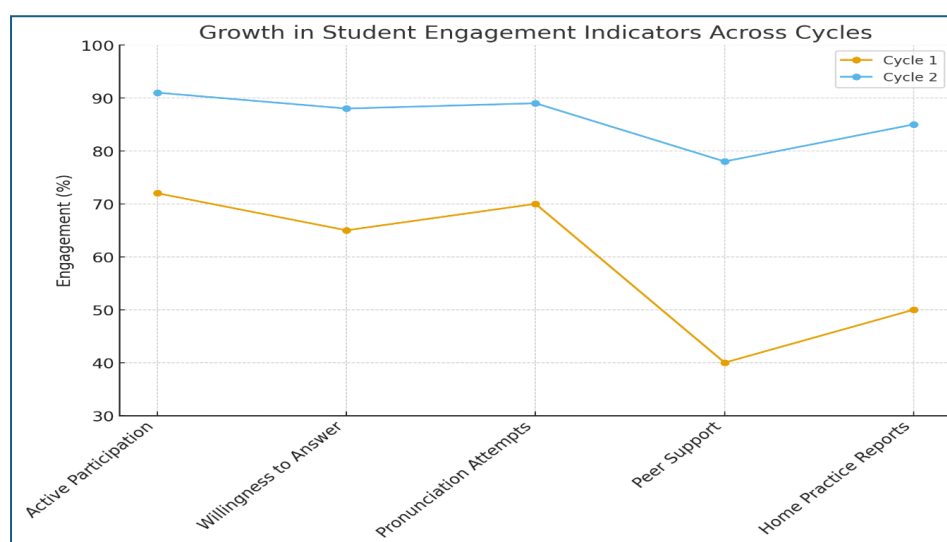


Figure 2. Student Engagement Across Cycles

Visual analysis of engagement data confirms that student participation evolved from passive curiosity into active, intentional, and collaborative involvement by the second learning cycle. The widening gap between early and later cycle performance reflects a developmental transition in which learners began to approach vocabulary learning with purposeful engagement rather than transient excitement. This pattern suggests that the intervention nurtured enduring learning habits grounded in curiosity, focus, and enjoyment.

Behavioral observations indicated significant progress in classroom ownership. Learners became increasingly attentive, persistent, and emotionally connected to their learning tasks. They began to self-regulate their attention, initiate responses without prompting, and support peers during pronunciation or spelling activities. The consistent upward trends across participation indicators demonstrate that the use of vocabulary videos did not simply generate momentary enthusiasm; it cultivated sustained behavioral engagement conducive to long-term language development.

The integration of multimodal media appeared to function as a behavioral catalyst. Students interacted with animated vocabulary materials not only as viewers but as active participants who practiced, remembered, and reproduced words across varied contexts. This progression underscores that digital vocabulary input, when embedded in reflective teaching cycles, can strengthen attentional discipline, persistence, and self-motivation among early EFL learners.

“I like saying the words with the video, it makes me brave.” (*Student Voice C2-SV-06*)

“I watched again with my sister, so I remember more fruits.” (*Student Voice C2-SV-07*)

“Now I can say before teacher plays video.” (*Student Voice C2-SV-08*)

These expressions provide evidence of both enjoyment and empowerment. The comment about *being brave* reveals an affective transformation, as repeated exposure reduced speaking anxiety and increased willingness to communicate. Practicing with family members indicates the diffusion of learning

beyond school boundaries, transforming English practice into a socially meaningful activity. Sharing vocabulary at home also reflects the emergence of a linguistic identity, as children began to perceive English not merely as a school subject but as part of their personal and social repertoire. The final remark about recalling words before the video begins illustrates a cognitive milestone, showing the internalization of vocabulary and development of memory-based retrieval.

“Students began to transfer classroom routines into home practice. Their initiative to involve siblings or parents reflects an expanding circle of learning ownership and emotional connection to language.” (*Reflective Memo R-RM-09*)

The convergence of numerical data, observation logs, student outputs, and learner voices demonstrates that vocabulary videos served as more than instructional tools. They facilitated enthusiasm and joy in learning, strengthened classroom confidence and risk-taking, fostered collaboration and peer learning, encouraged family-supported practice, and established the foundation for autonomous and digitally responsible learning habits. Collectively, these outcomes affirm that multimodal vocabulary instruction activates affective, behavioral, social, and cognitive dimensions of early EFL development, reinforcing the holistic nature of young learners’ language growth.

5. Discussion

The results of this study confirm that vocabulary videos significantly enhanced young learners’ English vocabulary mastery and learning engagement. Improvements were evident in both quantitative results and qualitative behavioral shifts across the classroom action research cycles. The discussion below synthesizes findings based on the three research questions and connects them with pedagogical insights for early EFL instruction.

The first research question examined the extent to which vocabulary videos improved students’ vocabulary mastery. Quantitative analysis shows a steady and meaningful rise in performance. The mean vocabulary score increased from 85.13 in Cycle 1 to 88.60 in Cycle 2, with all learners achieving the minimum mastery criteria by the end of the intervention. These gains indicate that video exposure combined with repetition, pronunciation modeling, muted-video guessing, and writing practice facilitated strong vocabulary retention and pronunciation accuracy.

Exposure to visual and auditory cues supports encoding of lexical and phonological information for young English as a Foreign Language (EFL) learners, consistent with multimedia learning theory that dual coding enhances memory for word forms and meanings (Özdemir & Seçkin, 2024; Wang & Lee,

2021). Repeated cycles of viewing, imitation, and application strengthen linguistic memory pathways and support orthographic development in young learners, with multimedia-based reinforcement often yielding greater gains in receptive and productive skills than conventional instruction (Rahimi & Allahyari, 2019). Visual cues function as scaffolds for lexical knowledge and collocations, and visual scaffolding is particularly effective for developing receptive and productive knowledge (Naserpour & Zarei, 2021). Captioned videos and online glosses further facilitate incidental and intentional vocabulary learning by linking form and meaning and by aiding speech segmentation (Teng, 2024; Conklin et al., 2020). Evidence indicates that visual-context tools, such as Quizlet, provide benefits in memory retention and support contextualized learning of lexical items (Özdemir & Seçkin, 2024; Rahimi & Allahyari, 2019). Additionally, aligning instruction with learners’ perceptual styles enhances retention and transfer in L2 vocabulary tasks (Rassaei, 2017).

The second research question explored how step-by-step instructional phases influenced learning progress. Data reveal consistent improvement across all learning indicators. Pronunciation accuracy rose from 70 percent in Cycle 1 to 88 percent in Cycle 2, while independent recall increased from 65 percent to 85 percent, demonstrating enhanced internalization and spontaneous language retrieval. Writing accuracy also climbed from 60 percent to 82 percent, indicating stronger sound-letter association and emergent literacy development.

These improvements reflect the effectiveness of structured multimodal routines. Cycle 1 created foundational exposure and enthusiasm, aligning with evidence that digital storytelling and multimodal repertoires scaffold initial language gains in early learners (Sunar et al., 2022). Cycle 2 deepened mastery through strengthened repetition sequences, self-initiated practice, and scaffolded writing, consistent with designs that support self-regulated learning from multimodal data and instructional routines (Cloude et al., 2022; Howard & Vasseleu, 2020). The observed shift from guided mimicry toward independent oral and written production resonates with research on integrating multimodal arguments and practice-based inquiry in classrooms, illustrating progression toward lexical autonomy in early learners (Howell et al., 2017; Nash, 2018). Collectively, iterative, video-supported cycles appear to foster progressive lexical autonomy by combining exposure, guided practice, and learner-initiated production (Ajayi, 2015).

The third research question examined student attitudes and behaviors toward vocabulary video learning. Engagement data show substantial increases across all behavioral indicators. For instance, participation rose from 72 percent to 91 percent, willingness to answer increased from 65 percent to 88

percent, and peer support jumped from 40 percent to 78 percent. Additionally, home practice strengthened from 50 percent to 85 percent, highlighting that learners continued engaging with vocabulary media outside school.

Interview excerpts further illustrated this positive shift. Students expressed enjoyment, confidence, and pride in practicing English, both in class and at home. These findings suggest that vocabulary videos not only stimulate classroom engagement but also cultivate early digital learning habits and intrinsic motivation. Digital storytelling and animated videos have been shown to enhance listening, speaking, and vocabulary skills while enabling authentic discussions and tasks (Widyaningrum et al. (2024); Ridha et al. (2022)). Technology-enhanced vocabulary learning can reduce linguistic demands and foster meaningful engagement within communities of practice, particularly for diverse English as a Foreign Language (EFL) learners Park & Johnson (2021). Furthermore, plurilingual approaches that leverage students' linguistic repertoires can bolster motivation and enhance vocabulary acquisition (Busse et al. (2019)). The use of digital tools in vocabulary learning, such as game-like platforms, has been found to improve vocabulary size and positively influence student attitudes toward technology-enhanced learning (Ali et al. (2018)). Finally, video-mediated tasks can encourage linguistic risk-taking and promote a growth mindset beyond the classroom, thereby supporting authentic daily language use (Rhéaume et al. 2021).

Together, results across studies indicate that vocabulary videos function as instructional aids and catalysts for cognitive, behavioral, and affective growth in early EFL learning (Sorohiti et al., 2024; , Zai, 2023; . The integration of structured multimedia input with repetition and accompanying writing tasks supports vocabulary mastery and lexical form meaning processing, with multimedia input combined with sentence-writing tasks yielding gains in form and meaning beyond input alone Teng & Zhang, 2025), Wang et al., 2022). Moreover, these approaches appear to enhance motivation and engagement and contribute to efficient vocabulary development and retention; however, meta-analytic evidence indicates that the benefit of additional multimodal glossing can be mixed (Ramezanali et al., 2020). Collectively, this multimodal, task-integrated approach supports foundational literacy and a collaborative, enjoyable learning experience for young EFL learners (Sorohiti et al., 2024; , Zai, 2023; , Teng & Zhang, 2020).

These findings offer important implications for early grade English instruction. Teachers are encouraged to use child-friendly digital resources supported by structured routines that integrate listening, speaking, and writing practice, since digital multimodal texts and storytelling foster active engagement and language development in EFL settings (Widyaningrum et al., 2024; Purnama et al.,

2022). Schools should also promote parental involvement in digital-supported activities to extend vocabulary exposure beyond the classroom, a benefit reinforced through digital storytelling and family-linked language learning experiences (Purnama et al., 2022; Helwa, 2017). When applied intentionally and reflectively, vocabulary videos and mobile-assisted approaches can nurture confident, motivated, and digitally aware young learners, with evidence showing improvement in listening, speaking, vocabulary acquisition, and learner attitudes within mobile assisted language learning research (Yang et al., 2024; Helwa, 2017). Furthermore, read-aloud sessions and exposure to diverse text genres play a crucial role in building vocabulary and fostering early literacy, emphasizing the importance of balancing formal instruction and informal language experiences in the learning process (Massaro, 2015).

6. Conclusions

This study demonstrated that structured vocabulary video routines significantly improved first grade EFL learners' vocabulary mastery, pronunciation accuracy, independent recall, and early writing ability. By focusing on young learners in an authentic Indonesian classroom, the study addressed a clear gap in early digital vocabulary research that has largely centered on older learners in controlled settings. The novelty lies in combining animated input with retrieval practice through muted-video tasks, guided repetition, and scaffolded writing, supported by home engagement that strengthened digital learning habits. The results contribute to early language pedagogy by showing that thoughtfully integrated multimedia can foster both linguistic development and learner confidence at the foundational stage. These findings offer a practical model for educators and provide direction for curriculum designers and policymakers seeking to embed purposeful digital tools into early EFL instruction to build sustainable language growth and responsible technology habits.

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