

YouTube Kids: English Vocabulary Learning Media for Early Childhood

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Abstract

This study aims to determine the use of YouTube Kids in English vocabulary learning for early childhood, specifically group B children at Bakti Sawahan Islamic Kindergarten. The method used in this study was qualitative with a descriptive approach. The subjects in this study were children in group B at Bakti Sawahan Islamic Kindergarten. Data were collected through observation, interviews with teachers, and documentation of learning activities. After the data is collected there are several stages in analyzing data. The first stage is data reduction, which is the process of sorting, selecting, and simplifying data so that the data collected is the data needed and relevant for use in research. After that, data presentation (Display Data) is carried out, where the filtered information is then compiled and described in a descriptive form so that it can be read and understood easily. The final stage in this process is verification, where researchers review all the analyzed data to ensure its accuracy, then summarize the important findings that constitute the final results of the research. The results showed that using YouTube Kids as a learning medium can improve children's English vocabulary mastery. Educational videos with engaging visuals and clear pronunciation help children more easily understand and remember new vocabulary. Furthermore, children also demonstrated enthusiasm and active participation during the learning process. The conclusion of this study is that YouTube Kids is an effective and engaging medium for English vocabulary learning for early childhood, particularly in creating a fun and interactive learning environment.

Keywords: Earlychildhood, Vocabulary, YouTubeKids

Introduction

Language is the most effective means of communication in social life. Humans use it in every daily activity, making it crucial in all aspects of human life (Andini et al., 2023). Language development in humans plays a crucial role and can be taught to children from an early age, enabling them to pronounce words and construct sentences fluently and easily understood by their interlocutors (Sabaniah et al., 2021). The process of language development involves controlling the left hemisphere of the brain, which plays a role in language and speaking skills, making it a crucial aspect for every human being (Pagarwati & Rohman, 2020). In addition to communication, language facilitates children's ability to think and express their ideas. Furthermore, without language, communication cannot take place effectively, and social interaction is impossible because without language, a person cannot convey their thoughts and feelings to others (Saputri & Katoningsih, 2023).

Language serves as a key aspect in the development of children's communication amidst the current globalization and digital era. The use of English in everyday life is not something foreign. Furthermore, English is also taught formally at various levels of education, from kindergarten to university (Fasha et al., 2023). The ability to master English in addition to their mother tongue is essential to prepare children to compete internationally (Pamungkas & Amin, 2021). Meanwhile, according to Lambert, as quoted by Permanamiarta (2021), early childhood is a critical period in language development, where children have a high ability to absorb and learn language optimally. As children grow older, their knowledge will also expand, making childhood the right time to begin introducing English vocabulary. Therefore, at this age, children are expected to have a basic foundation in learning English.

The process of learning English for early childhood generally begins with teaching them basic vocabulary. This has various benefits, including improving children's intellectual development, improving children's language skills, and improving the social skills needed to adapt and interact in a society with linguistic, social, and cultural diversity. Therefore, an English teacher for early childhood needs to understand that every child will develop naturally according to their increasing age and level of maturity (Fasha et al., 2023). Furthermore, learning English regularly from an early age can have a positive impact on children's communication development. Although children may not yet be able to speak in complete sentences in English, mastery of basic English vocabulary taught repeatedly shows significant results. Learning English for early childhood is certainly different from learning at a higher school level. Therefore, an interesting method is needed to encourage children to learn English vocabulary.

signifikan. Pembelajaran bahasa Inggris pada anak usia dini tentu berbeda dengan pembelajaran di jenjang sekolah yang lebih tinggi. Oleh karena itu diperlukan metode yang menarik supaya anak mau belajar kosakata bahasa Inggris.

Vocabulary is a crucial aspect to master in English learning because it serves as the foundation for developing skills in the other four language skills (Ardian et al., 2023; Bianarkaheni, 2019). Vocabulary mastery is the first step in learning a language; the more vocabulary a child knows, the better they will be at communicating. Furthermore, vocabulary mastery is also a key skill for improving language skills (Mahardika et al., 2023).

Vocabulary is a crucial aspect that must be mastered in learning English because it serves as the foundation for developing skills in the other four language skills (Ardian et al., 2023; Bianarkaheni, 2019). Vocabulary mastery is the first step in learning a language; the more vocabulary a child knows, the better they will be at communicating. Furthermore, vocabulary mastery is also a key factor in improving language skills (Mahardika et al., 2023). In introducing English to early childhood, teaching materials need to be adjusted to their developmental stage. The vocabulary provided should be simple, including adjectives, nouns, verbs, simple commands, numbers, colors, and body parts (Hayati et al., 2021). Furthermore, children cannot learn vocabulary independently, so they need appropriate guidance to prevent confusion or frustration. (Triasningrum & Mumpuni, 2024)

One of the efforts that teachers can make in teaching English vocabulary is to use audio-visual media. Audio-visual media can improve children's language comprehension because children's engagement with interesting media can play a significant role in enriching their vocabulary (Arifah & Suhartono, 2022; Wijaya, 2019). Audio-visual learning media can be in the form of videos. Videos are a combination of audio and visuals that contain learning messages such as concepts, procedures, principles, and theories of knowledge (Jannah & Astuti, 2025). An audio-visual medium that can be used for learning English is YouTube Kids. Currently, YouTube Kids has developed into a very useful medium for learning English, especially for early childhood. YouTube Kids provides a variety of interesting and engaging video content designed specifically for children. Many exciting animated videos, enjoyable music, and videos that can be replayed can make it easier for children to learn new vocabulary.

Based on observations conducted at Bakti Sawahan Islamic Kindergarten, YouTube Kids is a more engaging medium for English learning than using books or teaching (APE), thus increasing students' motivation in learning English vocabulary. This medium has also proven effective because it combines audio and visual elements, making it easier for children to learn vocabulary. Therefore, in this study, I chose the title "YouTube Kids: English Vocabulary Learning Media for Early Childhood."

Research method

The researcher in this study used a qualitative approach as explained by Anggito (2018) that a qualitative approach is an approach that aims to discover and describe in detail an activity or phenomenon that occurs in a certain context. Denzin and Lincoln (in Albi and Johan, 2018, p. 7) also reinforce that this approach allows researchers to understand the meaning or significance behind an action or event being studied. Meanwhile, according to Sugiyono (2017), a qualitative descriptive method is a method that aims to describe a situation as it is, by referring to facts found in the field that are in accordance with the conditions when the research is taking place.

According to Sugiyono (2020:105), there are generally four types of data collection techniques, namely observation, interviews, documentation, and combination/triangulation (observation, interviews, and observation).

1. Observation

According to Nasution in Sugiyono (2020:109), observation is an activity carried out by researchers to understand the context of data in the overall social situation, so that researchers can obtain a complete and comprehensive picture. The observation subjects in this study were students from group B (5-6 year) of Bakti Sawahan Islamic Kindergarten. In order to obtain relevant and in-depth data, the researcher used observation instruments as a data collection technique. Observations were conducted directly at the learning location, namely in group B of Bakti Sawahan Islamic Kindergarten, located on Jalan Arjuna 1, Ngempak, Boyolali Regency. Through this direct observation, the researcher witnessed the real learning process taking place in the classroom, especially in English learning.

2. Interview

According to Esterberg in Sugiyono (2020:114), an interview is a process of meeting between two individuals to exchange information and ideas through questions and answers, so that both can build understanding on a particular topic. Other than conducting research through observation, the researchers also conducted interviews to gather further information. The interviewee was the homeroom teacher of group B, who has direct insight into the characteristics of the students and the dynamics that occur during English vocabulary learning in class using the YouTube Kids platform.

3. Documentation

According to Sugiyono (2020:124), documentation is the activity of collecting various records of events that have occurred, whether in the form of writing, images or photographs, or important works produced by an individual or an institution.

In this study, the researchers also utilized documentation techniques as a data collection method. This documentation serves to display various physical evidence such as photographs and notes that record activities or events that occurred

during the research process. Through this documentation, the researchers were able to strengthen the data obtained from the observation and interview techniques and provide a realistic picture of the situation or object being studied.

4. Triangulation

According to Sugiyono (2014:125), triangulation is a data collection technique that combines various methods and available data sources. In its application, researchers use a variety of data collection techniques to obtain information from the same source. According to this technique, It is hoped that the data obtained will truly support the process of drawing conclusion. Triangulation is carried out simultaneously with field research activities so that researcher can record data more comprehensively. In this way, the collected data is expected to be valid and can be utilized optimally.

According to Miles and Huberman in Sugiyono (2020:133), qualitative data analysis is conducted interactively and continuously until the researcher reaches data saturation. This analysis process involves several steps, as follows:

1. Data Collection

In qualitative research, data is obtained through observation, in-depth interviews, documentation, or a combination of all three (triangulation). The data collection process can take days or even months, resulting in a large amount of data. In the initial stage, researchers conduct general observations of the social situation or research object. Everything that is seen and heard is recorded thoroughly, resulting in extensive and diverse data.

2. Data Reduction

The longer researchers are in the field, the greater the amount of data obtained, making it increasingly complex. Therefore, a data reduction process is needed as a preliminary step in the analysis. Data reduction means summarizing, sorting, and focusing only on important and relevant information, while also looking for themes and patterns in the data. Reduced data provides a clearer picture and makes it easier for researchers to analyze and use the data when needed.

3. Data Display

After going through the reduction process, the data is then presented. In qualitative research, data presentation generally takes the form of a narrative description that clearly and structurally describes the research findings.

4. Drawing Conclusions and Verification

Conclusions in qualitative research are new findings that were previously unknown. These findings can be descriptions or depictions of an object that was initially unclear, but then became clear and understandable after the research was conducted.

Result and discussion

This research uses a qualitative method. The qualitative method in this research produces descriptive data in the form of words, both spoken and written, as well as observed behavior. The primary focus of qualitative methods is not on numbers but on words, sentences, or even images. This research is descriptive and in-depth, emphasizing the process and meaning from the perspective of the subjects being studied. Theory serves as a guide to ensure the research direction remains aligned with the realities found in the field. Qualitative research is also understood as an approach that examines social events in their natural context and aims to describe these events narratively to understand their meaning more comprehensively (Winarni, 2021). The research conducted showed positive results in the English language learning process using YouTube Kids.

Based on observations made on students of group B of Bakti Sawahan Islamic Kindergarten during the activity. During the implementation of learning, students appeared enthusiastic and excited when interacting with the learning materials presented in the form of educational videos. During the observation, the children in group B at Bakti Sawahan Islamic Kindergarten were learning English vocabulary with the theme of plants. In the first and second weeks, they learned names of vegetables and the third and fourth weeks, they learned the names of fruits.

Theme : Plants	Vocabulary 1 st – 2 nd Weeks
Sub- Theme: Vegetables	1. Carrot 2. Cucumber 3. Cabbage 4. Broccoli 5. Potato 6. Spinach 7. Lettuce 8. Corn 9. Eggplants 10. Celery

Theme: Plants	Vocabulary 3 rd – 4 th Weeks
Sub- Theme:Fruits	1. Apple 2. Mango 3. Orange 4. Grapes 5. Banana 6. Papaya 7. Water melon 8. Strawberry 9. Pine apple 10. Avocado

In addition, observations showed an increase in English vocabulary after students watched the same video several times, students were able to re-pronounce the vocabulary that appeared in the video after several meetings. During the observation, it was found that the use of YouTube Kids media helped students understand the meaning of new vocabulary contextually. Through the video, students can connect new vocabulary with real objects that they see, making it easier for them to remember and understand vocabulary. Therefore, vocabulary learning is more effective because it involves verbal, visual and auditory aspects at the same time.

Next based on the results of interviews with class B teachers at Bakti Sawahan Islamic Kindergarten, it was found that english vocabulary learning are held on Monday and Tuesday. Group B teacher also explained that the use of YouTube Kids media was very helpful in providing English vocabulary learning materials. Teachers did not need to create all the materials independently, but simply selected videos that were appropriate to the learning topic. According to the teacher, the use of YouTube Kids could save time, energy, and efficiency of the learning process in the classroom. In addition, the classroom teacher also said that having too many students (20) in a room and only using laptops for learning caused distractions for students. Therefore, additional projector screen were needed to maximize english vocabulary learning.

Based on the documentation of learning outcomes, there was an increase in English vocabulary mastery in group B students at Bakti Sawahan Islamic Kindergarten. This shows that students can learn through educational and interesting content. In addition, students were also able to learn the pronunciation of english vocabulary that is appropriate to the learning topic (vegetables and fruits). The use of YouTube Kids as a digital medium can facilitate the process of learning English vocabulary, thereby increasing student engagement and enriching their vocabulary. The Result according to the table below:

2 nd Weeks	Student's ability	Number of students	Percentage
Vegetables	Memorizing all the words	11 Students	55 %
	Memorizing half of the words	6 Students	30%
	Memorizing a few words	2 Students	15%
	Total	20	100%
4 th Weeks	Student's ability	Number of students	Percentage
Fruits	Memorizing all the words	13 Students	65 %
	Memorizing half of the words	6 Students	30%
	Memorizing a few words	1 Students	5%
	Total	20	100%

The research also showed that using YouTube Kids to learn English vocabulary yielded better results than those using conventional methods such as books, pictures, or teaching aids. Furthermore, the study found that teacher-student interaction during YouTube Kids enriches the learning experience. For example, discussions after watching videos, additional teacher explanations, and vocabulary pronunciation practice contribute to more meaningful learning.

Conclusion

Based on the result of research on the relationship between the use of audio-visual media and English vocabulary acquisition, the author concludes that audio-visual media , specially YouTube Kids, has a positive influence on children ;s English vocabulary developmnt. In this reseach author also identified a number of factors that play a role in the success and obstacles of using YouTube Kids media. Factor supporting success include three main aspects, namely:

1. Children's interest in YouTube Kids media
2. Selection of interesting material and application of appropriate learning method
3. Availability of English lesson at school

Meanwhile, the factors hindering success can devided into three parts, namely:

1. Limited supporting facilities and infrastructure
2. Relatively limited time for learning english vocabulary
3. Number of students exceeding class capacity

Based on these findings, the author provides several suggestions that are expected to have positive impact. The author suggest that the school, namely Bakti Sawahan, Islamic Kindergarten provide more adequate facilities and infrastructure to support the use of YouTube Kids media and increase english learning time so that the learning process becomes more effective. In addition, future researchers are expected to prepare material that are appropriate for student's abilities and provide adequate supporting equipment so that the research result obtained can be optimal and the research objectives can be achieved comprehensively.

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