

YouTube Video as A Media to Improve English Vocabulary Mastery of Children Aged 4 – 6 Years at Bina Jaya Kindergarten

Resti Citra Dewi

Universitas Negeri Medan, Indonesia
email: citradewiresti@rocketmail.com

Isa Hidayati

Universitas Negeri Medan, Indonesia
email: isahidayati@unimed.ac.id

Supriadi

Sekolah Tinggi Keguruan dan Ilmu Pendidikan Al Maksum, Indonesia
Email: supriadiresti1234@gmail.com

Abstract

Keywords:

Video
YouTube;
English
Vocabulary;

This research is classroom action research (PTK). This research aims to improve English vocabulary mastery through video media at Bina Jaya Kindergarten to make it even better. The subjects of this research were 13 Bina Jaya Kindergarten children consisting of 8 boys and 5 girls. This research was conducted at Bina Jaya Kindergarten Street Protokol, Sawit Seberang, Langkat, North Sumatera. The data collection technique is carried out directly and is adapted to the observation format. The instrument used is observation of children in the process of learning to introduce English vocabulary through the use of YouTube video media and documentation. Based on the research results, it shows that with action, there is an increase in the pre-cycle percentage of student's learning achievements reaching 30.76% with the MB criteria. The percentage of children's learning achievement increased in cycle 1 when the percentage reached 69.71%. This percentage increased by 38.95% compared to the percentage in the pre-cycle. An increase also occurred in cycle 2 where the percentage of children's achievements reached 79.81%, an increase of 10.1% compared to the percentage in cycle 1. From the research results, it can be concluded that YouTube video media can improve the ability to master English vocabulary by listening to English vocabulary, pronounce English vocabulary, mention English vocabulary and write English vocabulary.

Abstrak

Kata Kunci:

Video
Youtube;

Penelitian ini merupakan penelitian tindakan kelas (PTK). Penelitian ini bertujuan untuk meningkatkan kosakata bahasa Inggris melalui media video di TK Bina Jaya mejadi lebih baik lagi. Subjek penelitian ini adalah anak TK Bina

Kosa Kata
Bahasa
Inggris;

Jaya berjumlah 13 orang yang terdiri dari 8 orang laki-laki dan 5 orang perempuan. Penelitian ini dilakukan di TK Bina Jaya Jl. protokol, Kecamatan Sawit Seberang, Kabupaten Langkat, Sumatera Utara. Teknik pengumpulan data dilakukan secara langsung yang disesuaikan dengan format observasi. Instrumen yang digunakan adalah berupa observasi anak dalam proses belajar pengenalan kosakata bahasa Inggris melalui penggunaan media video YouTube dan dokumentasi. Berdasarkan hasil penelitian menunjukkan bahwa dengan adanya tindakan, maka terjadi peningkatan pada prasiklus persentase capaian belajar anak mencapai 30,76% dengan kriteria MB. Persentase capaian belajar anak meningkat pada siklus 1 yang persentasenya mencapai 69,71%. Persentase ini meningkat sebanyak 38,95% dibandingkan persentase pada prasiklus. Peningkatan juga terjadi pada siklus 2 dimana persentase capaian anak mencapai 79,81%, meningkat 10,1% dibandingkan persentase pada siklus 1. Dari hasil penelitian, dapat disimpulkan bahwa media video YouTube dapat meningkatkan kemampuan penguasaan kosakata bahasa Inggris dengan cara menyimak kosakata bahasa Inggris, mengucapkan kosakata bahasa Inggris, menyebutkan kosakata bahasa Inggris dan menulis kosakata bahasa Inggris.

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1. Introduction

PAUD (Early Childhood Education) is a relatively important level of education in the formation and development of children's basic knowledge, attitudes and skills. One of the aims of establishing a PAUD institution is as a place to provide educational stimulants to help children develop optimally, both physically and spiritually, in accordance with the child's level of developmental attainment. Apart from that, PAUD is also a place where children receive social, intellectual, and emotional stimulation according to their age stages (Veryawan, 2022). So, early childhood education is a means of providing incentives and stimulation for children from birth to six years of age. Educational incentives are provided to support the child's growth and development, both physically and mentally, so that the child is prepared for further education.

Young children are a group of children experiencing unique growth and development processes, patterns of growth and development, intelligence, social-emotional skills, language, and communication that correspond specifically to the child's level of growth and development. In growth and developing early childhood potential, as an educator must pay attention to the child's development and condition, as well as the media used to enhance his quality (Azizah et al., 2020). Aspects of child development that need to be considered

include language development. It is very important for children aged 5-6 years to know English vocabulary as a stage of speaking English (Rahmasari et al., 2022). Basically, young children are imitators; what they see and hear, they will do, so as educators, you must be able to set a good example. One way is by using learning media containing educational elements that focus on children's social and emotional development (Maghfiroh et al., 2021).

One aspect of development in children is language. So improving language is one part of the progress that must be made in childhood. Language is a significant skill or capacity that people must have. Therefore, language development for every child is very important; every child will communicate with the people around them (Munar & Suyadi, 2021). Therefore, language is an important tool to help children convey their own things or ideas and to understand other people's thoughts. Language development is an important part of a child's overall development. This supports children's ability to communicate, express themselves, and understand the feelings of others. It also supports thinking, problem solving, and building and maintaining relationships (Abdullah, 2020).

English is the global language of communication in this era. During this period, young children begin to become familiar with English. However, the current problem is the lack of creativity of teachers in using learning media and technology, resulting in low acquisition of English vocabulary in early childhood. When preparing instructional media for young learners, teachers need to know the characteristics of children in order to adapt them to the foreign language teaching situation. There are three categories of instructional media that a teacher can use: (1) audio media, (2) visual media, and (3) audiovisual media (Ratnawati et al., 2020). In the multimedia age, there are many interesting media that can be used to introduce English vocabulary, such as animated videos (Annisa & Muryanti, 2022). Animated videos can be obtained from social media sites such as YouTube, Tik Tok, Facebook, Instagram, etc.

Vocabulary is one of the important skills in language that must be mastered. Imagine if humans did not have a large enough vocabulary; it would be difficult for them to communicate with other people, or they would misunderstand what other people say or write, and it would be difficult for them to express the thoughts they have. For example, if children learn English as a foreign language, it is difficult for them to understand the meaning or message when reading if they do not master the vocabulary. It is also difficult for them to express their opinions and catch what others are saying. This means that children need to understand the meaning of each vocabulary word and memorize the vocabulary itself. Therefore, EFL students have to master vocabulary in order to understand the material in the classroom (Putri et al., 2023).

Based on the results of interviews with teachers at Bina Jaya Kindergarten on October 23, 2023 researchers found problems with children's vocabulary mastery and vocabulary teaching. She said that there are English subjects at school, but both students and teachers

have difficulty learning and teaching English, one of which is vocabulary. This is because English is a foreign language for children, which is different from their mother tongue and the everyday language used by children. Therefore, children must study more diligently to master English. Teachers also hope that children can master English vocabulary to the maximum. Teachers also have not found a suitable method for teaching English to children. Children's English vocabulary has not developed well; for example, it is difficult for them to express their opinions during lessons and to answer what the teacher asks. Even when children speak, they still need help and motivation from the teacher.

Short Youtube videos in English that contain moral or character messages can improve English vocabulary well (Sari et al., 2022). Using YouTube is effective for vocabulary learning for young learners and students who are taught using YouTube Mastery Vocabulary. Additionally, the use of YouTube can motivate students to learn vocabulary, and using YouTube in teaching vocabulary to young learners is positively perceived by students (Hakim, 2019). Another study concluded that using animated YouTube videos had a greater impact on students' vocabulary learning performance than not using animated YouTube videos (Ningsi & Tambusai, 2023). Offline YouTube videos had a positive impact on students' vocabulary acquisition, and this medium could be an alternative medium in English teaching and learning, especially in vocabulary acquisition (Belinda, 2018). Immersive videos allow students to make the learning process fun. It also helps to memorize vocabulary in the long run. Additionally, students will be more active in learning vocabulary (Putri et al., 2023; Sugara et al., 2023; Aziz & Ngadiron, 2019).

YouTube is one of the many forms of video-based social media that have become popular in the last 5 years. Social media YouTube is social media as a place to display videos so that they can be seen by many people. YouTube is a website portal that provides video sharing services (Sarana et al., n.d.). The most commonly accessed video-based social media platform on smartphones is YouTube. From news to comedy to the latest music clips, it's all easy to find on YouTube social media. Our YouTube page provides a variety of information in the form of videos. YouTube is for people who want to receive information in the form of videos. In addition to accessing videos, users of this website can also upload their own videos to YouTube and share them with the world (Sari et al., 2022). Utilizing YouTube media can expand students' vocabulary and understanding in English classes, and improve student performance (Annisa & Muryanti, 2022). However, suboptimal support for students, poor signal and internet network conditions, and high quotas are obstacles to using YouTube as a learning medium (Handayani, 2020).

Based on the results of previous research which states that YouTube videos can be used as a medium in learning English, moreover there is something that differentiates this research from previous research, namely that this research is classroom action research using

YouTube media to improve mastery of English vocabulary which is applied to children aged 4-6 years with the topic Parts of Body. Therefore the researcher chose YouTube video media in conducting this research.

2. Methods

This research is classroom action research (PTK) with a quantitative approach. This type of research is one type of research carried out by educators as an effort to solve problems and improve the quality of learning (Kurniawan, 2017). The most objective is obvious, i.e., to enhance understudy accomplishment. Instructors ought to work difficult to find what is best to amplify learning for their understudies. CAR encourages instructors to meet the students' learning needs (Tulung et al., 2022). This research was carried out systematically on various actions by teachers, starting from planning to assessment in class with the aim of making the introduction of English vocabulary through YouTube video media at Bina Jaya Kindergarten even better. According to Kurt Luwin, the main concept in PTK is that there are 4 components, namely as in the following picture (Suprayitno, 2020):

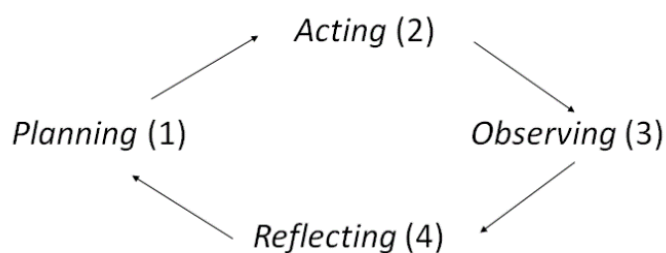


Figure 1. Model Kurt Luwin

Learning in the cycle is carried out with the theme Parts of Body. Learning is carried out in 3 meetings with a time allocation of 120 minutes for each meeting. The first cycle learning plan is designed and implemented with the following steps:

- 1) Opening/initial activities
- 2) Core activities
- 3) Final/Closing Activities

These steps are outlined in the form of an Activity Plan Daily (RKH) which as a whole describes the activities of teachers and children in learning. Starting from planning, acting, observing, and reflecting. The subject of this research were 13 students of Bina Jaya Kindergarten consisting of 8 boys and 5 girls. The researcher chose the research subjects because the ability to recognize letters in group B was low. Documentation technique is collecting data in the form of photos and videos while learning is taking place (Firdaus, 2019). The visual documentation of the information and area can permit for a more nitty gritty depiction of the occasions and arrangements that driven up to the information being shared (Borish et al., 2021). This research was conducted at TK Bina Jaya Steet Protokol, Kecamatan Sawit Seberang,

Kabupaten Langkat, Sumatera Utara which was carried out from 23 October 2023 to 10 November 2023. The criteria for indicator completeness achieved are 75%-100% with BSB (Very Well Developed) criteria; 50%-74.99% with BSH criteria (Developing According to Expectations); 25%-49.99%, MB Criteria (Starting to Develop); and 0%-24.99% with BB (Undeveloped) Criteria. This research is completed when it reaches the minimum achievement criteria of 75% (Bentov et al., 2012).

The data collection technique is carried out directly and is adapted to the observation format. The instrument used is in the form of observing children in the process of learning to teach English vocabulary through the use of YouTube video media and documentation in the form of photographs of carrying out ongoing activities, the results of teacher performance and the conditions that are focused on children's learning in the ongoing learning process.

Data analysis techniques are used to analyze data and the techniques used are quantitative techniques in the form of percentages which will be tested descriptively through formulas.

The formula used is as follows:

$$p = \frac{f}{n} \times 100\%$$

Note:

P : Presentation

F : The average score achieved by students

N : Maximum number of values

100% : Constant Value

(Junaida & Zannah, 2023)

3. Result and Discussion

Results

The pre-cycle is the initial stage before research is carried out, at this stage initial observations are carried out by the researcher. The purpose of this initial observation is to determine the child's initial ability to master English vocabulary. Pre-cycle learning is carried out using commonly used methods and is related to mastery of English vocabulary. The indicators used are in the following table with vocabulary about the names of days and months in English. The following are presented the results of children's achievements based on pre-cycle observations:

Table 1. Pre-cycle Student's Learning Achievements

Indicator	Students Getting Scores			
	Score 1 (BB)	Score 2 (MB)	Score 3 (BSH)	Score 4 (BSB)
Listening to English vocabulary	10	3	0	0
Pronounce English vocabulary	9	4	0	0

Mention English vocabulary	8	5	0	0
Writing English vocabulary	13	0	0	0
Total value	40	24	0	0
F	64			
N	208			
Percentage of Achievement	30,76%			

Note:

BSB : Very Well Developed

BSH : Developing According to Expectations

MB : Starting to Develop

BB : Undeveloped

From the data presented above, it can be seen that children's ability to master English vocabulary is low. The indicator for writing English vocabulary with a score of 1 with BB criteria dominates with 13 children. Furthermore, the indicator for listening to English vocabulary with a score of 1 under the BB criteria totaled 10 children and a score of 2 under the MB criteria totaled 3 children. Then, the indicator for pronouncing English vocabulary with a score of 1 with BB criteria is 9 children and a score of 2 with MB criteria is 4 children. The next indicator looks at English vocabulary with a score of 1 with BB criteria totaling 8 children and a score of 2 with MB criteria totaling 5 children. From the pre-cycle learning achievements, the percentage of children's achievements was 30.76%. This achievement has the MB (Starting to Develop) criteria. This shows that the learning carried out needs to be improved because the objectives of the learning have not been achieved.

Cycle 1 was carried out for 5 days. By using 5 daily learning plans, researchers carried out learning to develop English vocabulary mastery skills using YouTube videos as media. Assessment of children's abilities is carried out every day, and at the end of the cycle the children's learning achievements are taken as an average. The following is the average learning achievement of children in cycle I:

Table 2. Average Learning Achievement of Children in Cycle 1

Indicator	Students Getting Scores			
	Score 1 (BB)	Score 2 (MB)	Score 3 (BSH)	Score 4 (BSB)
Listening to English vocabulary	0	5	7	1
Pronounce English vocabulary	1	1	6	5
Mention English vocabulary	1	3	8	1
Writing English vocabulary	0	5	8	0

Total value	2	28	87	28
F			145	
N			208	
Percentage of Achievement			69,71%	

Note:

BSB : Very Well Developed

BSH : Developing According to Expectations

MB : Starting to Develop

BB : Undeveloped

Based on the data in table 2 above, it can be seen how children's ability to master English vocabulary has increased. There are no indicators for listening to English vocabulary with a score of 1 under the BB criteria, a score of 2 with the MB criteria totaling 5 children, a score of 3 with the BSH criteria totaling 7 children, and a score of 4 with the BSB criteria totaling 1 child. Furthermore, the indicator for pronouncing English vocabulary with a score of 1 with BB criteria is 1 child, a score of 2 with MB criteria is 1 child, a score of 3 with BSH criteria is 6 children, and a score of 4 with BSB criteria is 5 children. Then, the indicator states English vocabulary with a score of 1 with BB criteria totaling 1 child, a score of 2 with MB criteria totaling 3 children, a score of 3 with BSH criteria totaling 8 children, and a score of 4 with BSB criteria totaling 3 children. The next indicator is writing English vocabulary with a score of 1 with BB criteria no longer existing, score 2 with MB criteria totaling 5 children, score 3 with BSH criteria totaling 8 children, and score 4 with BSB criteria still not existing. From the learning achievements of Cycle 1, the percentage of children's achievements was 69.71%. This achievement meets the BSH criteria. This percentage increased by 38.95% compared to the pre-cycle percentage. This achievement was not optimal, considering that deficiencies were still found in learning practices during Cycle 1. Therefore, researchers continued research by correcting the deficiencies in Cycle 1 learning.

Cycle 2 was carried out for 5 days, the same as in Cycle 1. Likewise, the indicators used were still the same as the indicators in Cycle 1. The difference was that the YouTube video was shown 3 times. In this way, it is hoped that children will understand better and be able to remember well the vocabulary that has just been presented in a YouTube video. The following are the results of children's learning achievements in cycle 2:

Table 3. Average Learning Achievement of Children in Cycle 2

Indicator	Students Getting Scores			
	Score 1 (BB)	Score 2 (MB)	Score 3 (BSH)	Score 4 (BSB)
Listening to English vocabulary	0	1	8	4

Pronounce English vocabulary	0	0	8	5
Mention English vocabulary	0	0	8	5
Writing English vocabulary	0	1	10	2
Total value	0	8	102	56
F				166
N				208
Percentage of Achievement				79,81%

Note:

BSB : Very Well Developed

BSH : Developing According to Expectations

MB : Starting to Develop

BB : Undeveloped

The average results of children's achievements in cycle 2 above show that the number of children with a score of 3 on the BSH criteria still dominates. The indicator for listening to English vocabulary with score 1 with BB criteria is no longer there, score 2 with MB criteria has 1 child, score 3 with BSH criteria has 8 children, and score 4 with BSB criteria has 4 children. Furthermore, the indicator for pronouncing English vocabulary with score 1 with BB criteria is no longer there, score 2 with MB criteria is also no longer there, score 3 with BSH criteria has 8 children, and score 4 with BSB criteria has 5 children. Then, the indicator states that there is no English vocabulary with score 1 under BB criteria, score 2 under MB criteria also no longer exists, score 3 under BSH criteria totaling 8 children, and score 4 under BSB criteria totaling 5 children. The next indicator is writing English vocabulary with a score of 1 with the BB criteria no longer present, score 2 with the MB criteria totaling 1 child, score 3 with the BSH criteria totaling 10 children, and score 4 with the BSB criteria totaling 2 children. From the learning achievements of Cycle 1I, the percentage of children's achievements was 79.81%. This achievement meets the BSB criteria. This percentage increased by 10.1% compared to the Cycle 1 percentage.

To recapitulate the comparison of children's learning achievements from pre-cycle to cycle 2, the following is a recapitulation of children's learning achievements in this study:

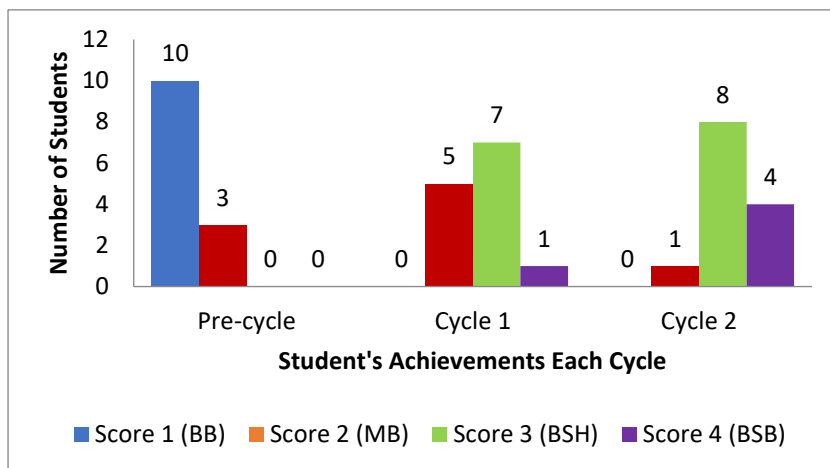


Figure 2. Recapitulation of Children's Learning Achievements in Listening to English Vocabulary

Note:

- BSB : Very Well Developed
- BSH : Developing According to Expectations
- MB : Starting to Develop
- BB : Undeveloped

From the graphic image above, it can be seen that in pre-cycle score 1 with criterion B there were 10 children, then in Cycle 1 and Cycle 2 there were none. A score of 2 was the MB criterion in the pre-cycle, there were 3 children, in cycle 1 there were 5 and in cycle 2 there were 3. In the pre-cycle, a score of 3 was the BSH criterion and a score of 4 was the BSB criterion and none, while in cycle 1 and cycle 2 the score was increased to 3 with the BSH criterion being 1 and the score 4 with BSB 3 criteria.

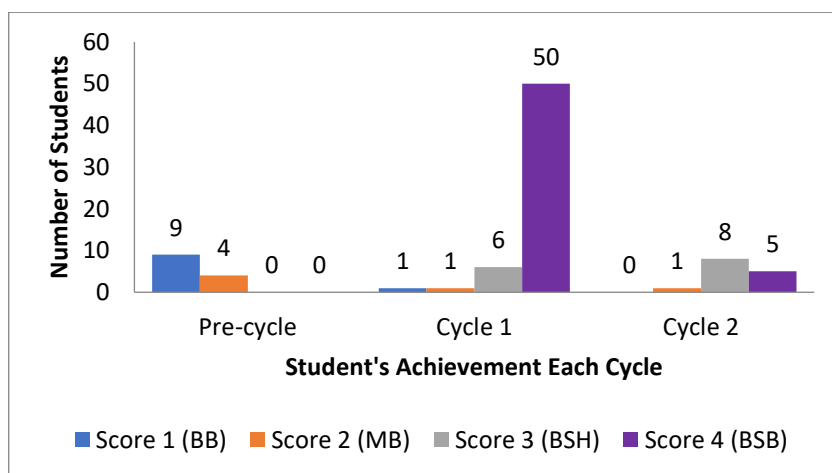


Figure 3. Recapitulation of Children's Learning Achievements in Pronouncing English Vocabulary

Note:

- BSB : Very Well Developed
- BSH : Developing According to Expectations
- MB : Starting to Develop
- BB : Undeveloped

From Figure 3 above, children's learning achievements in the pre-cycle with a score of 1 with BB criteria are not present in Cycle 2. Then score 2 with MB criteria is the highest in the pre-cycle. Score 3 has the highest BSH criteria in cycle 2 and score 4 has the highest BSB criteria in Cycle 1.

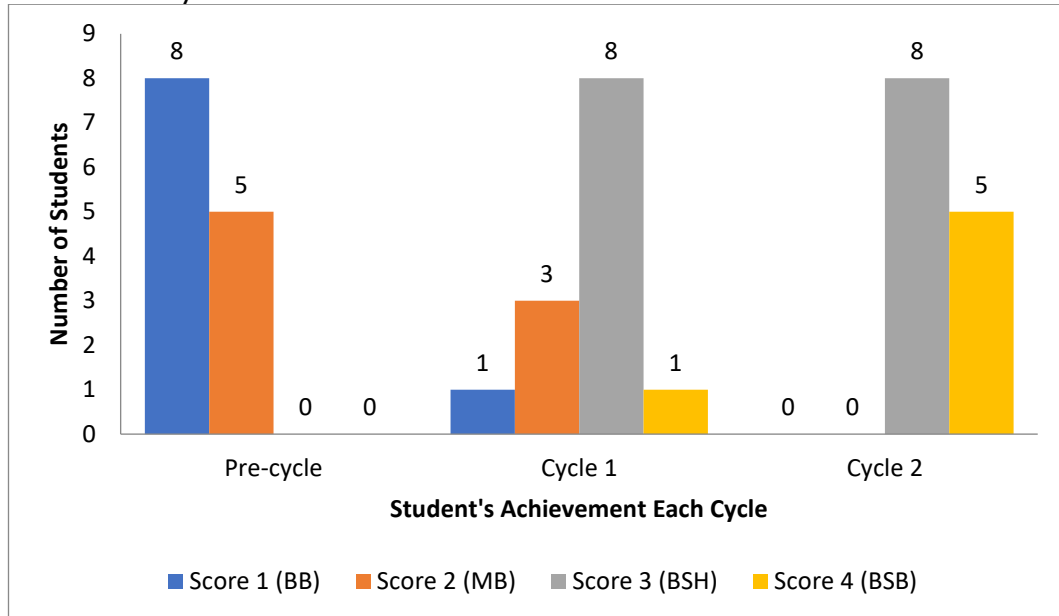


Figure 4. Recapitulation of Children's Learning Achievements in English Vocabulary

Note:

- BSB : Very Well Developed
- BSH : Developing According to Expectations
- MB : Starting to Develop
- BB : Undeveloped

In Figure 4 above, it appears that score 1 is the highest BB criterion for pre-cycle learning achievement. Score 2 is the highest MB criterion also in the pre-cycle. Meanwhile, there was no score of 3 with the BSH criteria, which did not exist in pre-sklus, in Cycles 1 and 2 there were the same number, namely 8 children. And the highest score of 4 with BSB criteria is in cycle 2.

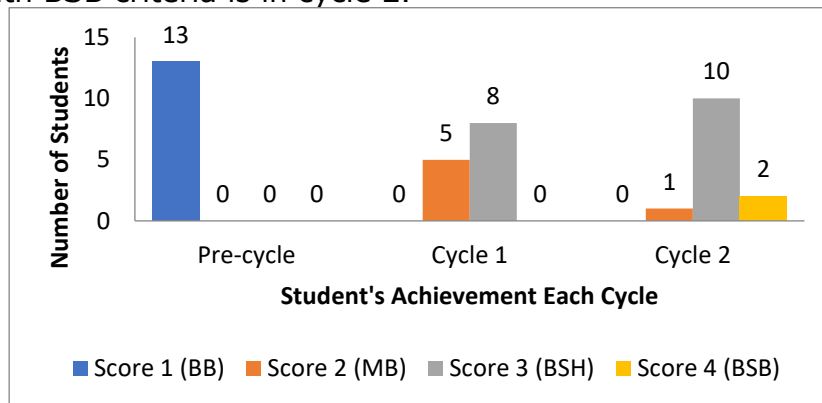


Figure 5. Recapitulation of Children's Learning Achievements in Writing English Vocabulary

Note:

- BSB : Very Well Developed
- BSH : Developing According to Expectations
- MB : Starting to Develop
- BB : Undeveloped

Based on the graph in Figure 5, it appears that score 1 with BB criteria is only present in the pre-cycle, while in cycle 1 and cycle 2 it is not present. Scores 2, 3, and 4 also do not exist in the pre-cycle, whereas in Cycles 1 and 2 they do. A score of 4 with BSB criteria is also only available in Cycle 2.

The percentage of children's learning achievements in this study is presented in the graph below:

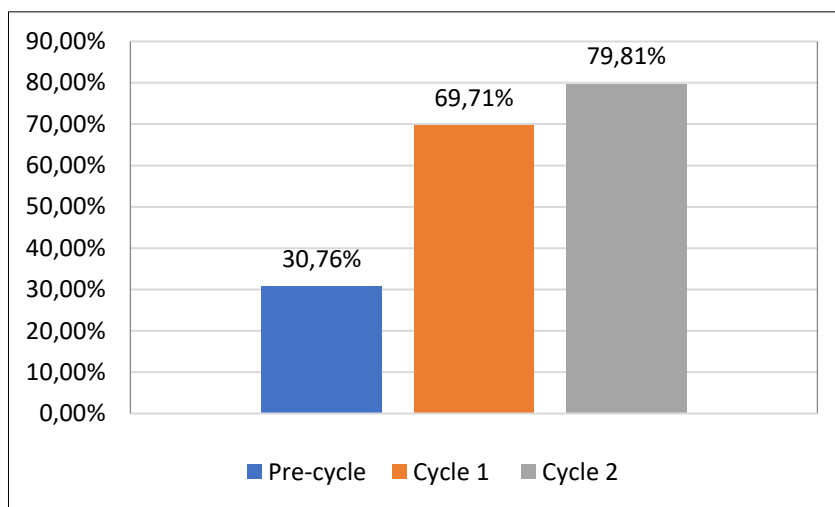


Figure 5. Recapitulation of the Percentage of Children's Learning Achievements

From Figure 5 it is clear that the percentage of children's learning achievements increases in each cycle. The increase occurred in cycle 1 where the percentage reached 69.71%. This percentage increased by 38.95% compared to the percentage in the pre-cycle. An increase also occurred in cycle 2 where the percentage of children's achievements reached 79.81%, an increase of 10.1% compared to the percentage in cycle 1. The final percentage in cycle 2 had BSB criteria and met the minimum achievement of research success (Bentov et al., 2012).

Discussion

After conducting classroom action research, it can be said that one of the aims of this research is to increase the introduction of English vocabulary through the use of YouTube video media. As stated in one classroom action research, the increase in children's mastery of English vocabulary increased after the action of using video media (Junaida & Zannah, 2023). YouTube has gotten to be a prevalent computerized media stage utilized by youthful children. In any case, concerns have been raised around unseemly video substance and restricted quality (Hijriyah & Ali, 2016). The results of research and calculations carried out through the use of YouTube video media have significantly improved children, namely that in this learning children can learn to listen, pronounce, say the meaning and write English vocabulary as shown by YouTube videos which contain several

animations and pictures. This is supported by facts obtained from teaching and learning activities and treatment during the research process. In previous research mentioned that the purposes for children's YouTube utilize are talked about: cognitive, bodily, social, collaborative, imaginative, commercial, and comfort (Scott et al., 2023).

Mastery of English vocabulary is based on the theory that as children grow they want to know as many names of things around them as possible. This factor causes the words used in communication to be simple (Shafira & Handayani, 2022). In another research indicates that today's innovation has opened up a wide extend of modern highlights and conceivable outcomes for children's play and media, and each of these affordances must be considered within the setting of what inquire about appears us around how children learn dialect (Dore et al., 2017). Mastering a broad vocabulary of English can increase the growth of writing, speaking, reading and listening activities. Studying a foreign language cannot be separated from the element of mastering a very broad vocabulary. Activities that master vocabulary require memorizing the meaning of words continuously, without stopping little by little. To make it easier to communicate with other people, everyone needs a large vocabulary in their language (Aziz & Ngadiron, 2019). Learning process activities require media or props that can attract children's attention. This condition requires teachers to be creative in developing their own learning atmosphere in the classroom so that it remains fun for children.

On the contrary, as stated in another study concluded that the numerical dialect utilized in YouTube video substance is frail. As a result of the examination, it was watched that as it were a number of recordings were satisfactory in terms of numerical dialect, substance and number instructing, and nearly all of the other recordings included off base or wrong scientific representations (Akar, 2023). But even so, another researcher underscores the noteworthiness of combining the utilize of instructive media with other dialect learning methods to convey an encompassing dialect learning involvement (Saleem & Khan, 2023). Besides that, the effectiveness of using YouTube in teaching English vocabulary can be an additional reference for parents at home in teaching English.

As found in the result of the research about digital media use emphasized the significance of guardians building up limits for computerized media utilize and advance great hones such as co-viewing (Monteiro et al., 2023). In line with other findings stated that with advanced change and developing social media utilization, kids spend impressive time on the internet, particularly watching videos on YouTube. YouTube could be a source of instruction and amusement media that incorporates a critical impact on the aptitude advancement, information, and demeanors of children (Alqahtani & Syed, 2023). A need of prove bridging the chasm between proficient learning hones and commonly utilized, freely accessible assets such as YouTube recordings, remains a long-term challenge in both inquire about and hone. A study related to a YouTube video club for teacher learning in

the result mentioned that the consider changed video clubs into a web-mediated mode utilizing YouTube, Google Classroom and Zoom have suggestions for the plan and execution of video clubs in instructor learning programs (Yang et al., 2023).

4. Conclusion

Based on the research findings and results, it can be generally concluded from this classroom action research that the use of YouTube video media can improve the ability to master English vocabulary in Bina Jaya Kindergarten. The results of the research show an increase in the percentage of children's learning achievements. In the pre-cycle, the percentage of children's learning achievement reached 30.76% using the MB (Starting to Develop) criteria. The percentage of children's learning achievement increased in cycle 1 when the percentage reached 69.71%. This percentage increased by 38.95% compared to the percentage in the pre-cycle. An increase also occurred in cycle 2 where the percentage of children's achievements reached 79.81%, an increase of 10.1% compared to the percentage in cycle 1. From these data, it can be concluded that the use of YouTube video media can improve the ability to recognize letters in children at Bina Jaya Kindergarten.

Based on the results of research regarding the increase in the use of YouTube media on children's mastery of English vocabulary, it can be recommended for other researchers to conduct the same topic as this research. Research can be carried out in different places, not only in formal education places, such as kindergartens but also in formal education places, it can even be the YouTube media that parents apply at home to children on children's language skills. This was realized due to the limited research facilities and time required by researchers to conduct this research.

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