

Enhancing Early Childhood English Vocabulary through YouTube Media: A Case Study at Jitjongkrak School, Krabi, Thailand

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ABSTRACT (10 PT)

English vocabulary acquisition is fundamental for young children learning a second language. In Thailand, particularly in rural regions such as Krabi, limited English exposure and traditional teaching methods hinder children's vocabulary development. This study explores how YouTube can enhance English vocabulary acquisition among preschool children, while also examining its perceived benefits for teachers in creating more interactive and engaging learning environments. The study uses a qualitative case study design. The methodology involved observations of English lessons incorporating YouTube videos, semi-structured interviews with teachers and parents, and documentation analysis at Jitjongkrak School, Krabi, Thailand. Data were thematically analyzed using Miles and Huberman's framework to identify patterns in children's vocabulary acquisition and teacher practices. Findings indicate that YouTube videos significantly supported children's ability to recognize and pronounce basic English vocabulary particularly nouns, verbs, and numbers through multimodal inputs (visuals, music, and narration). Teachers reported that YouTube provided accessible, engaging content that improved classroom participation and motivation. However, active adult mediation was necessary to ensure purposeful viewing and language reinforcement. These findings contribute to the growing evidence on digital media's role in early language learning and underscore the importance of intentional, scaffolded use of online content in early childhood education

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1. INTRODUCTION

English proficiency is increasingly recognized as a critical skill for children in Thailand to navigate future educational and professional opportunities. However, in rural areas such as Krabi, English exposure remains minimal, creating barriers to effective language instruction in early childhood settings. Based on initial observations and interviews with one of the teachers at Jitjongkrak School, it is known that teacher has limited

training in English pedagogy and reliance on static learning resources (e.g., flashcards and pictures) have restricted children's opportunities to acquire and practice new vocabulary. This is because some teachers do not understand the benefits, how it works and use English vocabulary for children in learning, so they tend to rarely use it. Second, so far students have only been introduced to English vocabulary through simple pictures without any visual media such as videos. Therefore students at Jitjongrak school experience difficulties in using English vocabulary, especially in speaking, due to the teacher's lack of knowledge about efficient English teaching approaches for students. In fact, speaking and writing skills are productive skills, while listening and reading are receptive skills (Sukma et al., 2025).

In using English at the Early Childhood Education level, it is necessary to master the vocabulary first, meaning the introduction of English vocabulary in early childhood (Samad et al., 2020). Vocabulary always increases with age. Vocabulary can function as a tool for conveying messages in every communication activity and obtaining information and knowledge (Eliana, 2020). Vocabulary is the wealth of words possessed by a language. Mastery of vocabulary is basically the ability to use vocabulary, both in written and oral form (Salwa et al., 2021).

Vocabulary can generally be defined as knowledge of words and their meanings (Simatupang et al., 2023). Vocabulary is one of the language characteristics that students must learn or master when studying a foreign language. Because it is impossible to communicate with other people if someone does not have sufficient vocabulary mastery in their mind (Utami et al., 2024). A person cannot speak, understand, read, or write a foreign language unless he knows a large number of words, so the goal of vocabulary learning is at the heart of foreign language mastery (Holidazia & Rodliyah, 2020).

To make it easier to communicate with other people, everyone needs to expand and know as much vocabulary or vocabulary in their language as possible (Sari & Putrie, 2022). The introduction of English vocabulary to children through the learning process in formal or informal education, should be introduced from an early age, because early childhood is the golden age where everything can be absorbed easily and quickly (Syawitri & Nuraeni, 2022). Language has the view that the earlier children learn a foreign language, the easier it is for children to master that language and makes it easier for children to acquire language more quickly without much difficulty compared to adults (Triasningrum & Mumpuni, 2024).

Introduction to English vocabulary can be done in various ways through reading, listening and watching (Mulyiah & Fernando, 2019). Increasing vocabulary or mastering vocabulary is more often carried out in the world of education, especially in preschool educational institutions such as PAUD institutions, considering that children's vocabulary is still limited (Marlianingsih, 2016). In the learning process and the media used must be able to attract children's attention so that it can foster motivation to learn, the meaning of teaching materials will be clearer so that it can be better understood by children and enable children to master the teaching objectives better, and teaching methods will be more varied, not just verbal communication through the teacher's telling of words so that children do not get bored and teachers do not run out of energy (Fitria, 2014).

Vocabulary learning is considered a crucial aspect of development. For children, the words they acquire can provide a powerful foundation for further learning. Introduction to English as a second language begins early in a child's development.

This isn't done to teach children English directly, but rather to provide basic English knowledge through words and provide firsthand experience in learning English. Introducing English to children should be tailored to their developmental level, with the scope of the material being quite simple, such as *names of colour, numbers up to ten, family, animals, fruits and vegetables, parts of the body, i am/you are, there is/there are, i like/i don't like, simple commands; stand up, sit down, open your books etc* (Hakim, 2019). Children's language acquisition is greatly aided by sounds, both in the form of words and sentences (Safitri & Hakim, 2018).

Children or young students rely heavily on receptive abilities (in terms of listening) in acquiring English vocabulary (Saragih, 2023). Apart from that, to make the absorption of English vocabulary more effective for children, it can be done by providing interesting media. It is hoped that the process of introducing vocabulary to children will be through media that can foster interest in learning so that the vocabulary they learn will continue to stick in their memory and can be applied in everyday life. One of the most effective ways is to introduce vocabulary as early as possible through audio-visual media in the form of animated images.

In recent years, the use of video media to teach children English vocabulary has become an interesting research subject. It is proven that video media, including animated videos, help children understand and remember English vocabulary. A study by Faizah & Gumiandari (2021) found that animated videos helped young children learn English vocabulary. In addition, the use of audio-visual media, including videos, can help children learn English vocabulary (Ritan, 2024).

Lower grade students in elementary school have a tendency to understand information easily through playing and learning experiences (Febrianto et al., 2020). Therefore, the use of various learning media can be used in the classroom to create a pleasant learning atmosphere and increase students' interest in learning (Pamungkas & Koeswati, 2021). Apart from that, learning media can help teachers convey complex subject

matter so that it is easier for students to understand and comprehend (Wati et al., 2021). Learning media is very much needed in the teaching and learning process, the role of learning media is very important in the world of education where learning media can support the teaching and learning process of students and teachers (Padang & Sitepu, 2023). Children usually really like visual learning. The process of introducing English vocabulary can be made more interesting, interactive and easy for children to understand by utilizing video media (Nuraini et al., 2025). One of the video media that is widely used by children is YouTube video media.

When introducing new vocabulary, teachers must create variety and make the learning process more interesting. It is important to provide a lot of variety in learning. Furthermore, teachers and parents should consider the four principles for teaching vocabulary as suggested by Nunan. The four principles for teaching vocabulary are as follows: first, focus on the most useful vocabulary first, second, focus on vocabulary in the right way, third, pay attention to high-frequency words, and finally, encourage students to reflect and take responsibility for their learning (Hakim, 2019).

Previous research has shown that YouTube is important in English language learning (Bunna et al., 2019). YouTube is effectively used in English language teaching and learning. Based on the research results, teaching programs using YouTube can increase student motivation to learn English and provide opportunities for teachers to improve their English teaching.

The YouTube video platform has become one of the most popular online applications among children (Miratul et al., 2021). Data reports from 3,154 families show that 80% of children aged 0-7 years use YouTube, and 59% use YouTube Kids. Most children use their parents' accounts to access it, 11% have their own accounts and 16% sign up for the YouTube Kids app. On average, children spend 1.39 hours watching every day and 1.47 hours every weekend with videos 4-9 minutes long. Topics that children often see include games, toys, children's songs, humor, and animal videos (Neumann & Herodotou, 2020).

Watching videos on YouTube will help children memorize events more easily. YouTube makes the learning process not only more meaningful, but also more interesting. The specific design principles used in creating video content for children influence learning and educational outcomes.

The use of learning media, in this case YouTube, in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even have psychological influences on students. The use of learning media at the learning orientation stage will greatly help the effectiveness of the learning process and delivery of messages and lesson content at that time (I. Sari & Ayu, 2021). The use of media is believed to be able to motivate students to happily interact during English learning, making the class more interesting.

Apart from that, some teachers at the Jitjongrak Krabi Thailand school have views on the importance of introducing digital literacy. Students at this time are the Alpha generation (Gen - A). Children of this generation have been used to technology since birth, especially information and communication technology like today. The emergence of Smartphones changed the world, then the Internet as Big Data, and Artificial Intelligence as new things that influence human life (Pramana et al., 2023). So the teachers at this school try to incorporate existing material or themes by utilizing digital technology.

One way to do this is by telling stories to children at the Jitjongrak Krabi Thailand school through the YouTube application. More specifically, the stories introduced are simple English stories, with the aim of introducing digital literacy and English as a Foreign Language.

The stories displayed on YouTube are narrative stories full of character values. In each narrative story there is a life lesson that can be instilled as a positive value in children. Children are good imitators, so by being guided by teachers and parents, children will be able to follow what they see and understand, which is supported by their cognitive ability to differentiate between good and bad attitudes or behavior (Purandina & Juliari, 2021).

Bearing in mind that children are a group that is vulnerable to change and development, it is hoped that the use of video media to teach English vocabulary to children can be an alternative that suits children's needs and developmental characteristics (Qamariah et al., 2023). This research aims to explore the role of YouTube media in creating a more interactive learning experience and teachers also benefit from YouTube media because YouTube can help teachers explain vocabulary lessons in class, especially in jitjongrak schools, and to increase students' understanding and motivation.

Therefore, researchers took a research approach related to the introduction of vocabulary in English through YouTube media. By using YouTube, researchers can find out how effective learning English vocabulary is through animated videos, in this case using YouTube media. Through this method, students can take part in fun learning and can help teachers in explaining the material to students well.

2. METHOD (10 PT)

In this study, the researcher employed a descriptive method using a qualitative approach. Descriptive research is research conducted to systematically, factually, and accurately describe or explain the facts and characteristics of a specific population (Sanjaya, 2015). Meanwhile, a qualitative approach is a method for understanding and investigating the implications related to social or humanitarian issues (Creswell, 2016).

Researchers collected data through interviews, observations, and documentation. The data sources used by researchers were primary and secondary data. Primary data were obtained directly from the field through in-depth interviews with parents and children at Jitjongkrak Krabi School, Thailand. These informants were obtained using a purposive sampling technique to determine subjects with certain considerations (Sugiyono, 2019). Another source is secondary data, which can be in the form of observations and documentation from previous research. The observations used by researchers in this study were participatory observations. These observations were direct observations of the subjects studied, namely children aged 4-6 years at Jitjongkrak Krabi School, Thailand, which took place in August 2024.

The research instrument was the researcher herself, with the assistance of other research tools. In this study, the researcher used the Miles and Huberman qualitative data analysis model, starting with data reduction, data presentation, and conclusion drawing (Saldana, 2014). Then, the researcher used data validity tests in the form of source triangulation, data collection technique triangulation, and time triangulation. Data triangulation is a data collection technique that combines various data and sources obtained (Sugiyono, 2015).

3. RESULTS AND DISCUSSION

3.1. Pronouncing Nouns in English

Observations revealed that children demonstrated significant progress in recognizing and pronouncing common English nouns after exposure to YouTube videos. Based on the results of interviews with parents regarding children's ability to recognize English nouns using YouTube media, it shows that YouTube media has a positive influence on children learning nouns, but is still assisted by parents' habituation to use English from simple words that children encounter in everyday life. When children enjoy watching videos, it is possible for children to quickly understand and memorize the nouns mentioned in the video, because without realizing it when played repeatedly, it will be easy for children to digest. Moreover, if the introduction of nouns is packaged with visual themes and songs that attract attention, it makes children enthusiastic to watch it. Watching YouTube can be educational and beneficial for children, especially on channels that provide special children's content, in addition to learning at school, children can learn with their parents, to be able to recognize the names of objects in English and children are able to explore the videos they like themselves.

This aligns with research showing that nouns are easily recognized by preschool-aged children because most children readily recognize and memorize objects around them. The objects children recognize are generally concrete or real and frequently encountered in everyday life (Markus et al., 2017). These words include things like house, table, chair, book, bag, ball, and so on.

3.2. Pronouncing Verbs in English

Observations showed that three children's vocabulary pronunciation skills in the form of verbs using YouTube were categorized as excellent, one child was categorized as good, and one child was categorized as adequate. It can be concluded that using YouTube as a medium is good for the ability to pronounce basic English vocabulary, including pronouncing verb.

Interviews with parents regarding children's ability to recognize English verbs indicate that YouTube is beneficial for children learning verbs. Using YouTube is particularly effective in influencing children's verb development because verbs are presented in the form of invitations, such as "let's take a bath," "let's sleep," and so on, making them easier to remember. Another advantage is the visual presentation.

Children can also perform the instructions and movements in the video together, such as jumping, running, and washing. Using a variety of movements and instructions, children become actively engaged. The songs in the videos allow children to practice the activities presented in the videos.

Verbs are easy for children to master because most verbs relate to everyday activities and tasks carried out by young children, including the basic verb form. Examples include wake up, read, cook, sleep, bathe, drink, eat, go home, work, buy, and run (Markus et al., 2017). In English, they wake up, read, cook, sleep, bathe, drink, eat, go home, work, buy, and run.

3.3. Pronouncing Adjectives in English

The acquisition of action verbs was also notable. Interviews with parents revealed that YouTube has a positive influence on children's learning of adjectives. Preschoolers are already able to master basic

adjectives, such as beautiful, sick, evil, naughty, forgetful, far, near, surprised, healthy, smart, afraid, good, straight, small, and so on. The vocabulary words beautiful, sick, evil, healthy, smart, afraid, naughty, and surprised are all basic adjectives (Markus et al., 2017). These verbs were often introduced through interactive nursery rhymes and movement-based videos on YouTube. In addition to developing language skills, nursery rhymes can also be used as a medium for developing children's character and personality (Kurnia & Fitria, 2018).

3.4. Saying Adverbs in English

Children were able to repeat simple adverbs but comprehension was uneven. They could mimic these words when prompted by the video but often lacked contextual understanding. Interviews with parents reveal the positive use of YouTube for children's language development. Children are able to name adverbs of time such as today, tomorrow, yesterday, the names of days and hours, as well as easily remembered place descriptions such as school, house, garden, etc. Children tend to easily understand adverbs of time such as day, hour, and time names, because many videos include such discussions. This is reinforced by Markus' research, which states that adverbs familiar to children are basic adverbials such as already, will, again, still, ever, not yet, can, want (Markus et al., 2017).

3.5. Pronouncing Numbers in English

Counting videos were highly effective, with all children able to pronounce numbers 1–10 accurately and confidently. This demonstrates the effectiveness of YouTube as a medium for developing basic English vocabulary, including pronouncing numbers. This finding was reinforced by interviews with parents, which revealed that YouTube is a very effective way for children to learn to pronounce numbers in English, especially numbers 1-10.

This happens because numbers are very easy for children to remember through audio-visual media containing invitations to count, so it is very effective in attracting children's attention to counting and recognizing numbers in English. The themes used in counting activities are also interesting and diverse, such as counting animals and fruit, so they are easy for children to understand. Songs in YouTube videos have a big influence on early childhood. In line with research that states that singing can develop children's artistic talent and appreciation for music, even by singing children will be easier to remember a material (Simanjuntak & Komalasari, 2015).

DISCUSSION

This study aimed to explore how YouTube supports English vocabulary acquisition among preschool children at Jitjongkrak School, focusing on five key categories: nouns, verbs, adjectives, adverbs, and numbers. The findings illustrate that YouTube, when integrated with teacher-led scaffolding, can serve as a powerful multimodal tool for language learning in early childhood. Children need fun media to focus on what they are learning and to explore more of their English vocabulary (Arumsari et al., 2017). In this study, researchers used YouTube to observe how children aged 5-6 years old at Jitjongkrak Krabi School, Thailand recognized English vocabulary. The results of the study indicate that YouTube's benefits as a medium for introducing English vocabulary include five aspects: nouns, verbs, adjectives, adverbs, and numerals for children aged 4-6 years old at Jitjongkrak Krabi School, Thailand. Therefore, YouTube can introduce English vocabulary to children aged 4-6 years old. This is because YouTube can be a fun learning activity for children because it can be watched anywhere and anytime, and many videos can provide new experiences, and without realizing it, children will recognize English vocabulary on their own.

The noun aspect shows that YouTube has a positive influence on children's learning of nouns, but it also requires parents to get used to using English, using simple words they encounter in everyday life. Pronoun pronunciation in English refers to how a noun is pronounced correctly based on English pronunciation rules. A noun is a type of word used to refer to a person, place, thing, or idea, such as *teacher*, *city*, *book*, or *freedom* (Annisa et al., 2022). In pronouncing verbs, schools demonstrate that YouTube is beneficial for children in learning verbs. This is evident in the songs in the videos, allowing children to practice the activities presented in the videos. Pronouncing verbs in English refers to how a verb is pronounced correctly according to English pronunciation rules. A verb is a type of word that expresses an action, state, or event, such as run, eat, sleep, or think.

Pronouncing adjectives in English refers to how we pronounce the words used to describe or attribute nouns, according to the rules of correct English pronunciation. Examples of adjectives: *beautiful*, *tall*, *happy*, *cold*. At Jitjongkrak Krabi School, Thailand, YouTube has been shown to be quite effective as a medium for developing basic English vocabulary skills, including pronouncing adjectives.

The effectiveness of YouTube media in teaching English can be seen from the fact that videos broadcast on YouTube combine sound and visuals, stimulating children's hearing and sight. Fatimah et al (2025) stated that YouTube videos have the potential to improve the language skills of preschool-aged children because the videos not only tell information but also illustrate it, which strengthens their understanding of the vocabulary being taught. When children see pictures that illustrate vocabulary, they can associate the words with real images, making it easier for them to remember and understand the meaning of the words.

YouTube is also a good medium for developing English vocabulary, including pronouncing adverbs and numbers. This is evident in children's ability to pronounce time adverbs like today, tomorrow, and yesterday, as well as easily memorized names of days and times, and pronounce numbers in English fluently, especially 1-10.

However, despite the positive effects of YouTube on English language learning, it is important to be mindful of how it is used. Excessive media use, especially when unregulated, can hinder children's language development. For example, when children passively stare at screens without adult involvement or guidance, they miss opportunities to practice speaking and interacting in real-world social settings. Research by Setiadi et al. (2024) shows that while media like YouTube can improve children's language skills, excessive time spent passively watching videos makes children less active and less engaged in face-to-face interactions. Overall, teachers and parents need to be more vigilant about video use and ensure children are not simply watching videos without adequate social interaction.

Video media like YouTube also encourages children to engage in independent learning outside of school. Accessible YouTube videos anytime and anywhere provide children with the opportunity to continue learning at home. This is crucial for supporting children's language development, as they can continue to practice and reinforce the vocabulary they've learned in school. Using YouTube videos also allows children to learn in a relaxed and enjoyable environment without pressure, which aligns with early childhood education theory that emphasizes the need for a positive learning environment (Erlyana et al., 2023).

Mukarromah & Andriana (2022) stated that teaching media, especially videos, function as learning aids that present teaching materials in various forms: images, video clips, and even graphs, so that children can understand the lessons better. This also occurs with YouTube media, where children from Jitjongkrak Krabi School, Thailand are taught English vocabulary using video media such as YouTube. Through the use of this video media, children can improve their cognitive skills, especially in recognizing and understanding English vocabulary, which is the aim of this study.

4. CONCLUSION

This study concludes that YouTube can be an effective multimodal tool for enhancing English vocabulary acquisition in early childhood when purposefully integrated into guided classroom instruction. Children at Jitjongkrak School demonstrated notable improvements in pronouncing and recognizing nouns, verbs, and numbers, while adjectives and adverbs required additional contextual reinforcement to ensure comprehension. These findings highlight the critical role of teacher mediation in transforming passive video viewing into active learning experiences, where strategies such as pausing videos, prompting repetition, and connecting new vocabulary to real-life contexts proved essential. For educators, this underscores the importance of selecting age-appropriate, educational content and embedding it into interactive lessons, while parents can reinforce vocabulary by co-viewing and applying new words in daily routines. Schools, in turn, should ensure access to appropriate digital resources and provide training for teachers to optimize technology integration. Future research should investigate the long-term impact of YouTube-assisted learning, explore its application in diverse cultural settings, and examine the effects of co-viewing on children's comprehension and language use. Overall, this study contributes to the growing literature on technology-enhanced early language learning, affirming that digital tools like YouTube are most effective when paired with intentional, scaffolded teaching practices tailored to young children's developmental needs.

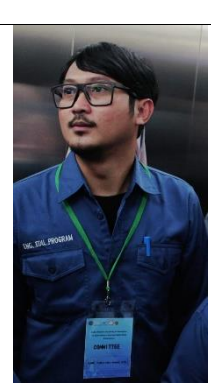
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