THE EFFECTIVENESS OF IMPROVING BASIC ENGLISH

VOCABULARY USING YOUTUBE VIDEOS

FOR KINDERGARTEN STUDENTS AT TELKOM MAKASSAR

A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University

as Partial Fulfilment of the Requirements to Obtain Bachelor Degree in

English Literature Study Program

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ENGLISH LITERATURE STUDY PROGRAM

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Makassar, 16th August 2024

<u>Ihda Annisa M. G.</u>
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<u>**LEGITIMATION**</u>

THESIS

THE EFFECTIVENESS OF IMPROVING BASIC ENGLISH

VOCABULARY USING YOUTUBE VIDEOS

FOR KINDERGARTEN STUDENTS AT TELKOM MAKASSAR

BY

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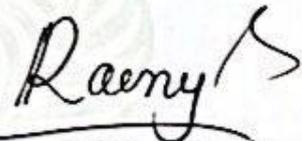
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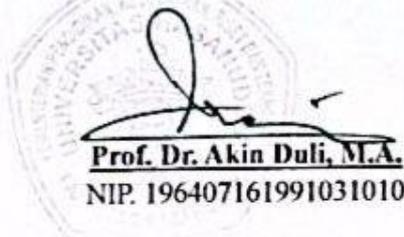Chairman   Secretary
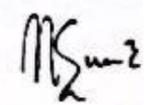
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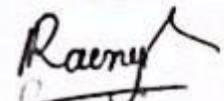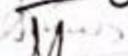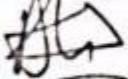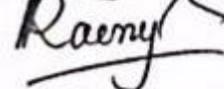
iv

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AGREEMENT

On August 2024, the Board of Thesis Examination has kindly approved a thesis by Ihda Annisa M. G. (F041201030) entitled *The Effectiveness of Improving Basic English Vocabulary Using YouTube Videos for Kindergarten Students at Telkom Makassar* submitted in fulfillment of one of the requirements to obtain Bachelor Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 16th August 2024

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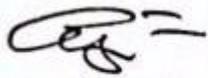
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<u>DECLARATION</u>

The Thesis by Ihda Annisa M. G. (F041201030) entitled *The Effectiveness of Improving Basic English Vocabulary Using YouTube Videos for Kindergarten Students at Telkom Makassar* has been revised as during the examination on June 2024 and is approved by the Board of Thesis Examiner.

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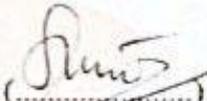
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APPROVAL FORM

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No.531/UN.4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Ihda Annisa M. G. (F041201030) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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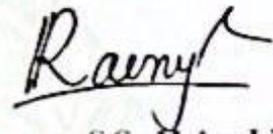
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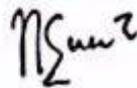First Supervisor

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Hereby, the reseacrher declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas expect the quotations and refereces.

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ABSTRACT

Ihda Annisa M. G., 2024. *The Effectiveness of Improving Basic English Vocabulary Using YouTube Video for Kindergarten Students' at Telkom Makassar* (supervised by **Abidin Pammu** and **Sitti Sahraeny**).

Nowadays, technology is increasingly developing and helping human life for example as a learning media in improving basic English vocabulary. Vocabulary has an important role because it has a role in speaking, listening, writing, and reading. One of the technologies that can be used as a learning media is YouTube. This study aims to describe the way of using YouTube videos in learning basic English vocabulary and explain the effectiveness of using YouTube videos in improving basic English vocabulary for kindergarten students which are included in young learners. In this study, the researcher applied a qualitative descriptive method. The population of this study is 147 students and 12 teachers at Telkom Makassar. The researcher took 10 students' and 2 teachers' as samples from Satellite 4 Class. Datum were obtained questinonaire, pre-test and post-test before and after treatment given. The researcher used random sampling to choose the samples. The selection of videos to use as teaching media needs to be carefully and suitable for kindergarten students. Videos with bright animations, simple narratives, educational songs, rhymes with catchy tunes and repetitive lyrics are suitable and effective to kindergarten students'. This study's results show that using YouTube videos to improve basic English vocabulary is effective. The results of the research data showed an increase in students' basic English vocabulary from the total of the right answers significantly different between the pre-test and post-test before and after the treatment. Students also showed their enthusiasm in learning basic English vocabulary using YouTube videos.

Keywords: Vocabulary, Learning Media, YouTube, Kindergarten Students'

ABSTRAK

Ihda Annisa M. G., 2024. *The Effectiveness of Improving Basic English Vocabulary Using YouTube Video for Kindergarten Students' at Telkom Makassar* (dibimbing oleh **Abidin Pammu** dan **Sitti Sahraeny**).

Saat ini, teknologi semakin berkembang dan membantu kehidupan manusia, contohnya sebagai media pembelajaran dalam meningkatkan kosakata bahasa Inggris dasar. Kosakata memiliki peran penting karena berperan dalam berbicara, mendengarkan, menulis, dan membaca. Salah satu teknologi yang dapat digunakan sebagai media pembelajaran adalah YouTube. Penelitian ini bertujuan untuk menggambarkan cara penggunaan video YouTube dalam pembelajaran kosakata bahasa Inggris dasar dan menjelaskan efektivitas penggunaan video YouTube dalam meningkatkan kosakata bahasa Inggris dasar bagi siswa taman kanak-kanak yang termasuk dalam kategori pembelajar muda. Dalam penelitian ini, peneliti menerapkan metode deskriptif kualitatif. Populasi penelitian ini adalah 147 siswa dan 12 guru di Telkom Makassar. Peneliti mengambil sampel dari Kelas Satelit 4 sebanyak 10 siswa dan 2 guru. Data diperoleh melalui kuesioner, pre-test, dan post-test sebelum dan setelah perlakuan diberikan. Peneliti menggunakan metode random sampling untuk memilih sampel. Pemilihan video yang digunakan sebagai media pengajaran perlu dilakukan dengan hati-hati dan sesuai untuk siswa taman kanak-kanak. Video dengan animasi cerah, narasi sederhana, lagu-lagu edukatif, rima dengan nada menarik, serta lirik yang berulang-ulang sangat cocok dan efektif untuk siswa taman kanak-kanak. Hasil penelitian ini menunjukkan bahwa penggunaan video YouTube untuk meningkatkan kosakata bahasa Inggris dasar efektif. Data penelitian menunjukkan peningkatan kosakata bahasa Inggris dasar siswa dari jumlah jawaban yang benar secara signifikan berbeda antara pre-test dan post-test sebelum dan setelah perlakuan. Siswa juga menunjukkan antusiasme mereka dalam belajar kosakata bahasa Inggris dasar menggunakan video YouTube.

Kata Kunci: Kosakata, Media Pembelajaran, YouTube, Siswa Taman Kanak-Kanak

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CHAPTER 1

INTRODUCTION

A. Background of The Study

English was regarded as a second language in several nations, particularly those that were formerly British colonies, and should have been learned after the native tongue had been mastered. The majority of nations utilized English as their primary language, making it a global language. It could not be denied that English was the international language of communication. English was used as the standard language for international flights. Wherever we went around the world, we were required to use English. This proved that English was very widely used. Therefore, learning and mastering English was a necessity.

English played a significant role in our society's daily activities despite being a foreign language in Indonesia. This was particularly evident in Indonesian education, where English was taught at all educational levels, from elementary school to college. Many schools had introduced English subjects, including those in Early Childhood Education (Miranti et al., 2015). English learning aimed to support the mastery and development of four language skills: listening, speaking, reading, and writing. Besides these four skills, linguistic elements such as structure or grammar, pronunciation, and vocabulary were taught in an integrated manner to enhance the delivery of the four skills. This approach aimed to support English language skills comprehensively. Vocabulary was one of the main factors in a language, as it was essential for

speaking, listening, reading, and writing. It could be said that if the ability to master vocabulary was low, then understanding and receiving knowledge and information would also be limited.

Vocabulary learning in English is challenging, especially for students who are beginners, as they differ from adults in their learning needs. By focusing on the characteristics of beginner learners, it can be stated that teachers who educate these learners face difficult tasks in inspiring them during the learning process. In this situation, teachers must exercise greater creativity to keep students engaged and prevent them from becoming bored while teaching English vocabulary. Basic English vocabulary can be expanded through various methods, including conversations, reading books together, word-based card games, songs, and other activities.

Nowadays, people around the world live with technology, which impacts almost every aspect of modern life, including productivity, socializing, food and healthcare access, and transportation efficiency and safety. Technology has become essential for human life. In today's digital era, educators must possess both academic abilities and professional development and be able to apply learning technology effectively. This ensures that the provision of education is of high quality, effective, efficient, and relevant to the needs and demands of the times.

A mobile application is one type of technology found on gadgets that can be used as a learning medium, for processing and obtaining practical information, and can be accessed anywhere and at any time (Aini &

Riyantomo, 2019). It is time for English learning activities to incorporate learning technology, such as audio-visual media. Using audio-visual media can assist students in their learning by allowing them to express their ideas more concretely, as they are not dealing with an abstract world. One technology that can support education through audio-visual media is the YouTube application.

YouTube is an application that is popular among both kids and adults for sharing and distributing videos to anyone with access to the site. While YouTube is often used for entertainment, with a wide range of content including games, music videos, vlogs, and educational videos, it can also serve as a valuable learning resource and media for meeting the needs of the digital generation. On YouTube, there are many positive video content options that can help improve vocabulary for beginner learners, such as kindergarten students.

Early childhood refers to children aged 0-6 years (Undang-undang Sisdiknas, 2003). Learning a language from an early age is crucial because language development occurs very rapidly during this golden period. The methods used by teachers significantly impact whether educational goals are achieved optimally. However, in practice, English is rarely taught as an introduction to children's language skills due to a lack of knowledge about appropriate English learning methods for young children.

In this case, the researcher aims to combine learning methods using technology that is easily accessible to all generations, such as the YouTube application, and apply the audio-visual method to early childhood education,

specifically for kindergarten students learning English. The focus of the research will be on improving basic English vocabulary through YouTube videos for kindergarten students. The key questions to be addressed are whether watching these videos can enhance their basic English vocabulary and whether YouTube can be an effective tool for improving basic English vocabulary for kindergarten students.

B. Identification of Problem

Based on the background, the writer identified several potential problems, including:

1. Lack of interest in learning English.

2. The need for media to improve basic English vocabulary.

3. Educators' need to integrate technology to enhance their teaching methods.

4. Many distractions that prevent students from focusing on learning English while using YouTube.

5. Issues with internet connectivity affecting the ability to watch YouTube videos.

C. Scope of The Problem

The writer focused on how effectively the use of YouTube videos to teach basic English vocabulary to kindergarten students at Telkom Makassar by utilizing selected YouTube video. The research will examine whether YouTube can improve the basic English vocabulary knowledge of kindergarten students at Telkom Makassar.

D. Research Question

   The following research questions have been formulated based on the scope of the problem:

1. What specific features or types of YouTube videos are most effective in teaching basic English vocabulary to kindergarten students at Telkom Makassar??

2. How effective is the use of YouTube videos in improving the basic English vocabulary of kindergarten students at Telkom Makassar?

E. The Objective of The Study

   The objectives of the study are as follows:

1. To describe specific features or types of YouTube videos are most effective in teaching basic English vocabulary to kindergarten students at Telkom Makassar.

2. To explain the effectiveness of using YouTube videos in improving basic English vocabulary of kindergarten students at Telkom Makassar.

F. Significance of The Study

   Through this research, the researcher was expected to provide both theoretical and practical benefits to the readers:

1. Theoretically, the research results were anticipated to support and contribute to improving and addressing deficiencies in the field of educational studies, particularly regarding theories on enhancing basic English vocabulary using YouTube videos for young learners.

2. Practically, the research was expected to be significant for students, lecturers, academic institutions, and future researchers. For students, it was hoped to develop their interest in learning English vocabulary using YouTube videos and to promote the use of YouTube as a learning tool. For lecturers, it was expected that they would not rely solely on conventional methods but also incorporate additional methods, such as YouTube videos, as a teaching aid. This would help lecturers recognize that YouTube videos could be an effective method in the classroom for improving students' vocabulary knowledge. For educational institutions, the research aimed to highlight the benefits of using YouTube as a learning medium, allowing institutions to better facilitate the learning process with YouTube. For future researchers, it was hoped to encourage further investigation into similar issues to achieve more comprehensive research, as there are many other aspects that could be explored.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

As a comparison in this study, the researcher examined several previous studies. The first study was conducted by Putu Enik Kristiani and Diah Ayu Manik Pradnyadewi, titled "The Effectiveness of YouTube as a Learning Media in Improving Students' Speaking Skills" (2021). This study described the effectiveness of using YouTube to improve speaking skills. The subject of the study were 10th grade students of SMA IT Rahmaniyah. Datum were collected by reviewing research papers related to the use of YouTube in learning, particularly in teaching and learning speaking skills, and by gathering data from books and articles to support the research. The data was then classified and analyzed.

The second previous study was conducted by Zumrotul Uluwiyyah, entitled "Utilizing YouTube Video to Enrich Vocabulary for EFL Young Learners" (2021). This research conducted at SD IT 05 Sultan Agung which is located on Kriyan, Jepara. The samples of this study are English teacher and 4th grade students at SD IT 05 Sultan Agung Kriyan Jepara. The difference in the study by Zumrotul Uluwiyyah's study was conducted in an elementary school and focused on teachers' perceptions of the effectiveness of this method in improving students' vocabulary. Data collection was also conducted online due to the COVID-19 pandemic. This study focused on evaluating the

effectiveness of learning methods using YouTube videos to improve basic vocabulary in kindergarten students.

The third previous study was conducted by Euis Meinawati, Nazzala Aulia Rahmah, et al., titled "Increasing English Speaking Skills Through YouTube" (2020). This study conducted at SMA IT Rahmaniya for 10th graders. The focus in this study is basic English vocabulary, whereas Euis Meinawati et al. focused on speaking skills. This study focused in interesting, fun, makes the atmosphere in the classroom comfortable and increases the enthusiasm for learning for students.

The last previous study was conducted by Zerde Duisembekova, entitled "The Use of English Songs on YouTube to Teach Vocabulary to Young Learners" (2014). This study focused on young learners at the elementary school level in Turkey. The method used involved selecting six vocabulary words to be learned through YouTube videos and comparing their effectiveness with the course book.

From the 4 previous theories, it can be seen that there are similiarities with the reseacrher's current title, however there also some differences between their studies and the researcher's. The things that distinguish the researcher's study from previous study are the location and the samples is different with this study. The above study used a sample of non-Young Learners aged 0-6 years. Some studies also used YouTube as a teaching mediua, but to improve their speaking skills, not their vocabulary knowledge. The selection and research design are also different

B. Theoretical Background

1. Vocabulary

Vocabulary is an important aspect in a language. To master a language, a learner should master the vocabulary of the language. In other words, the learner cannot use a language without having knowledge about vocabulary of that language. Vocabulary refers to the collection of words and phrases that a person knows and uses in their language. Vocabulary refers to the set of words, phrases, and expressions that a person knows and uses to communicate effectively in a language. It is a fundamental aspect of language acquisition and language teaching, as it enables individuals to convey their thoughts, ideas, and feelings to others.

a. Definition of Vocabulary

According to Nation (2014), "vocabulary is the fundamental building block of language learning". It is a crucial aspect of language development, as it allows individuals to communicate effectively and convey their thoughts and ideas. It shows that vocabulary is the key to achieve all skills and that it is the basic unit in a language. This definition highlights the importance of vocabulary as a fundamental aspect of language, encompassing both the individual words and phrases as well as the ability to use them effectively in spoken and written communication. The role of vocabulary in shaping one's understanding of the world, as well as the ability to convey complex ideas and thoughts to others. Furthermore, the vocabulary is not limited to individual words, but also

includes idioms, phrasal verbs, and other linguistic structures that are crucial for effective communication.

b. Types of Vocabulary

  Vocabulary is a crucial component of language acquisition and use. It encompasses various types, each playing a unique role in comprehension and communication. Understanding these types provides insights into effective language learning strategies and teaching methodologies. Types of vocabulary divided into the primary types of vocabulary receptive and productive.

1) Receptive Vocabulary

  Receptive vocabulary includes words that individuals can understand when they encounter them in reading or listening but do not necessarily use in their own speech or writing (Webb & Nation, 2017). Characteristics of this vocabulary is crucial for comprehension. Research indicates that learners typically have a larger receptive vocabulary compared to their productive vocabulary, due to the ease of recognition versus active usage (Anderson & Freebody, 2021).

2) Productive Vocabulary

  Productive vocabulary consists of words that learners can actively use in speaking and writing. This requires not only recognition but also accurate application in various contexts (Waring & Nation, 2017). Characteristics of this although usually smaller than receptive vocabulary, productive vocabulary is more complex. Mastery involves

knowing not just the word but also its collocations, grammatical forms, and pragmatic uses (Pérez-Sánchez et al., 2022).

Subtypes of vocabulary including academic, technical, and everyday vocabulary.

1) Academic Vocabulary

Academic vocabulary pertains to words commonly used in educational settings and academic texts. These words often carry specific meanings in academic discourse and are less frequent in casual conversation (Gardner & Davies, 2014). The importance of this is proficiency in academic vocabulary is vital for success in academic environments. Recent studies emphasize the need for targeted instruction to improve students' understanding and use of academic terms (Zhang et al., 2023).

2) Technical Vocabulary

Technical Vocabulary includes terms specific to particular fields, such as "algorithm" in computer science or "photosynthesis" in biology (Laufer & Goldstein, 2004). The importance of this is technical vocabulary is crucial for professionals and students in specialized areas. Recent research highlights the importance of explicit instruction in technical terms to facilitate understanding and application within these fields (Lin et al., 2020).

3) Everyday Vocabulary

Everyday vocabulary refers to words used in routine communication and informal contexts. It encompasses the core language used in daily interactions (Milton, 2013). The importance of this is mastery of everyday vocabulary is fundamental for general communication. Recent studies emphasize its role in facilitating basic comprehension and social interaction (Kim & Kim, 2021).

Recent research has provided deeper insights into vocabulary acquisition and instruction. For instance, advancements in technology and data analysis have led to more nuanced understandings of vocabulary use and learning patterns (Webb, 2021). Studies also emphasize the role of contextualized learning and the integration of vocabulary instruction across different language skills (Nation & Webb, 2021). Effective vocabulary teaching strategies now include explicit instruction, use of corpora, and engagement with authentic texts to enhance both receptive and productive vocabulary skills (Schmitt, 2022).

c. Vocabulary Teaching Methods

Teaching vocabulary is a critical component of language instruction that greatly impacts language acquisition and overall communication skills. Effective vocabulary teaching strategies are essential for enhancing students' ability to understand and use new words in various contexts. This theoretical background explores recent research

on effective vocabulary instruction, focusing on strategies that support both receptive and productive vocabulary learning.

1) Explicit Instruction

This instruction involves directly teaching specific words and their meanings, often through structured lessons and activities (Beck, McKeown, & Kucan, 2013). This approach includes techniques such as defining words, providing example sentences, and engaging students in practice activities. Research highlights its effectiveness in improving students' understanding and retention of vocabulary (Nation, 2021).Recent studies emphasize that explicit instruction is particularly beneficial for academic and technical vocabulary, helping students understand complex terms and concepts (Zhang & Zhang, 2020).

2) Contextual Learning

Contextual learning involves teaching vocabulary through exposure to words in meaningful contexts rather than in isolation (Schmitt, 2014). This approach includes reading texts, engaging in discussions, and using words in real-life situations. It helps learners infer meanings from context and reinforces vocabulary usage in practical settings (Hulstijn, 2022). Current research shows that contextualized vocabulary learning enhances comprehension and retention by allowing learners to see how words function within sentences and larger discourse (Mason & Krashen, 2017).

3) Vocabulary and Reading

Vocabulary and reading integrating vocabulary instruction with reading activities involves teaching vocabulary through reading texts and discussing their content (Beck et al., 2013). This method includes pre-reading vocabulary activities, during-reading discussions, and post-reading reviews. It supports both vocabulary acquisition and reading comprehension (Graves, 2016). Recent research underscores the importance of incorporating vocabulary instruction into reading practices to improve both word knowledge and reading skills (Nation & Webb, 2021).

4) Use of Technology

Technology-enhanced vocabulary instruction utilizes digital tools and resources, such as vocabulary apps, online games, and interactive exercises (Liu, 2020). These tools offer interactive and engaging ways to practice and reinforce vocabulary. They can provide personalized learning experiences and immediate feedback (Godwin-Jones, 2018). Studies have demonstrated that technology can be an effective supplement to traditional methods, particularly in engaging students and providing diverse practice opportunities (Chiu & Yang, 2019).

5) Word Learning Strategies

Teaching strategies for independent word learning involves instructing students on methods to deduce and remember word

meanings, such as using word parts (morphemes) and context clues (Nagy & Townsend, 2012). This approach includes teaching students to use prefixes, suffixes, and root words to understand and remember vocabulary. It fosters learner autonomy and long-term vocabulary retention (Söderqvist & Bäckman, 2016). Research indicates that equipping students with word learning strategies enhances their ability to acquire new vocabulary independently and apply it effectively (Schmitt, 2021).

2. YouTube

Since its inception in 2005, YouTube has evolved from a simple video-sharing platform into a powerful medium that has reshaped media consumption, communication, and content creation. As one of the most visited websites globally, YouTube has had a profound impact on various aspects of society, including media production, user interaction, and digital marketing. This essay explores the multifaceted influence of YouTube, focusing on its role in media and communication, and examines recent research on its implications.

YouTube's significance as a media platform cannot be overstated. It has democratized content creation, allowing anyone with an internet connection to share their videos with a global audience. This shift has led to the rise of user-generated content and a diverse array of video genres, from educational content to entertainment and vlogs (Burgess & Green, 2020).

a. Content Democratization and Diversity

YouTube has transformed media by enabling users to produce and distribute content without the need for traditional media gatekeepers (Cunningham & Craig, 2019). This democratization has led to an explosion of content diversity, giving rise to niche communities and varying perspectives that were previously underrepresented in mainstream media (Burgess & Green, 2020). Studies indicate that this shift has increased the accessibility of information and provided new opportunities for marginalized voices, thereby enriching the media landscape (Nieborg & Poell, 2018).

b. Influencer Culture

Influencer culture on YouTube involves individuals who have gained significant followings and leverage their platforms to influence consumer behavior and trends (Abidin, 2021). Influencers often engage in product endorsements, sponsored content, and personal branding, which has become a significant aspect of digital marketing strategies (Freberg et al., 2021). Recent research highlights the effectiveness of influencer marketing in reaching targeted demographics and shaping consumer attitudes, reflecting a shift in advertising practices (Marwick, 2021).

YouTube has also redefined communication by providing a platform for personal expression and interaction. This has implications for both individual users and businesses.

a. Personal Communication and Community Building

Users on YouTube engage in personal communication through comments, live streams, and video responses, which fosters a sense of community and interaction (Vasalou et al., 2021). This interactive aspect allows users to engage with content creators directly, participate in discussions, and form online communities centered around shared interests (Suler, 2020). Studies suggest that YouTube's interactive features have strengthened community bonds and created supportive networks, particularly for niche groups and hobbyists (Lee & Ma, 2020).

b. Educational and Informational Use

YouTube has become a valuable resource for educational content, offering tutorials, lectures, and informational videos on a wide range of subjects (Kearney & Schuck, 2019). This has transformed traditional education by providing alternative learning resources and enabling self-directed learning (Chen et al., 2021). Recent research shows that YouTube's educational content can complement formal education and enhance learning experiences by offering diverse and accessible resources (Hsu & Chang, 2021).

Despite its positive impacts, YouTube faces several challenges and criticisms. These include issues related to content regulation, misinformation, and the platform's influence on mental health.

a. Content Regulation and Misinformation

YouTube has struggled with regulating content and managing the spread of misinformation and harmful content (Tufekci, 2018). The platform's algorithms and recommendation systems can sometimes promote misleading or harmful information, which raises concerns about content moderation and user safety (Zengler, 2021). Recent studies highlight the need for improved content regulation and algorithmic transparency to address these issues effectively (Gillespie, 2020).

b. Impact on Mental Health

The consumption and creation of content on YouTube can have mixed effects on mental health, with both positive and negative outcomes (Fardouly et al., 2020). Issues such as comparison, cyberbullying, and content addiction have been associated with negative mental health effects (Perloff, 2020). Research indicates that while YouTube offers supportive communities and mental health resources, there is also a need for awareness and management of potential negative impacts (Tandoc et al., 2021).

3. Kindergarten Students

Kindergarten is an educational program serving child ages four through six. The educational programs Kindergarten shares the common objective of helping the young child social, emotional, and academic development. The letter includes the use of language, the development of an initial understanding of mathematics, beginning of learning in the social

sciences and aesthetic appreciation. In another definition, Kindergarten is the next level of education after play group before the children enter elementary school. The program helps the children in entering their first formal education.

Kindergarten represents a critical developmental stage in early childhood education, marking the transition from home-based to formal schooling. At this stage, students exhibit unique cognitive, social, and emotional characteristics that influence their learning and interaction with the environment. Understanding these characteristics is essential for educators to create effective teaching strategies and support the holistic development of young learners. This theoretical background explores recent research on the characteristics of kindergarten students, focusing on cognitive development, social skills, and emotional needs.

a. Cognitive Development

Cognitive development in kindergarten students is characterized by rapid growth in various domains, including language, problem-solving, and executive function skills.

1) Language Development

Language development at the kindergarten level involves expanding vocabulary, mastering basic grammar, and beginning to understand the rules of communication (Hirsh-Pasek et al., 2019). Kindergarten students typically progress from using simple sentences to forming more complex structures. They also start to grasp narrative skills and can follow multi-step directions (Biemiller & Boote, 2020).

Recent studies highlight that early language skills are strongly correlated with later academic success and that targeted interventions can significantly improve language outcomes (Snow, 2021).

2) Cognitive Skills and Problem-Solving

Cognitive skills such as memory, attention, and problem-solving abilities undergo significant development during kindergarten (Diamond, 2016). At this stage, children begin to exhibit more advanced problem-solving strategies and can handle more complex tasks involving sorting, classifying, and pattern recognition (Ginsburg, 2018). Current research shows that early cognitive skills are predictive of future academic achievement, underscoring the importance of fostering these skills through engaging and interactive activities (Zhang et al., 2020).

b. Social Development

Social development in kindergarten students involves learning to interact with peers, understanding social norms, and developing empathy.

1) Peer Relationships and Social Skills

Social skills development includes learning to cooperate, share, and resolve conflicts with peers (Hughes & Dunn, 2017). Kindergarten students start to form friendships and engage in group activities. They also learn about social rules and expectations through interactions with others (Ladd, 2020). Research indicates that positive peer interactions contribute to social competence and emotional well-being. Programs

that emphasize social skills training can enhance these outcomes (Mendez et al., 2018).

2) Empathy and Emotional Understanding

Empathy development involves recognizing and responding to the emotions of others (Denham et al., 2019). Kindergarten students begin to understand that others have different feelings and perspectives. They start to show concern for others' well-being and can engage in prosocial behaviors (Miller et al., 2021). Studies suggest that fostering empathy in early childhood is associated with better social relationships and behavioral outcomes. Emotional education programs can support this development effectively (Ziv et al., 2018).

c. Emotional Development

Emotional development is crucial in helping kindergarten students manage their feelings and adapt to the school environment.

1) Self-Regulation and Coping Skills

Self-regulation involves managing one's emotions and behaviors in different situations (Kopko, 2018). At this stage, children learn to control their impulses, delay gratification, and use coping strategies to handle frustration (Raver et al., 2020). Research emphasizes that strong self-regulation skills are linked to academic success and social adjustment. Early interventions can enhance these skills and improve overall functioning (Zhang et al., 2021).

2) Emotional Expression and Understanding

Emotional expression and understanding involve recognizing and communicating one's feelings (Denham & Burton, 2020). Kindergarten students begin to articulate their emotions more clearly and understand basic emotional concepts such as happiness, sadness, and anger (Blair, 2019). Current studies suggest that emotional literacy programs can help children manage their emotions more effectively and develop healthier coping mechanisms (Murray & Greenberg, 2021).