



Parental Roles in Facilitating Preschoolers' English Vocabulary Development Through Kids' YouTube Channels

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Abstract

The introduction of the English language to Indonesian children at an early age aligns with the policy of the Ministry of Education and Culture announced during the 2013 National Education Day commemoration. As a result, English is taught in early childhood education. In today's digital era, however, preschoolers are also exposed to English through digital platforms. Previous studies have shown that digital media—particularly those incorporating animation and music in digital storytelling—can effectively engage children and foster language learning. This study employed a qualitative approach using a narrative inquiry method to explore the role of parents in supporting their preschool-aged children's English vocabulary development through Kids' YouTube channels. Participants included parents with one preschool-aged child. Data was collected through in-depth interviews and observations. The research findings revealed parents recognize the importance of early English learning and play active roles in their children's language development. Both mothers and fathers contributed to nurturing their child's growth, as illustrated in the case of "Shaa" (pseudonym), who regularly watched animated content and applied the newly learned vocabulary in daily life. In conclusion, both parents and Kids' YouTube channels play a significant role in preschoolers' English vocabulary acquisition. It is recommended that parents carefully select age-appropriate YouTube content, foster meaningful interactions with their children, and actively support their language development.

Introduction

In Indonesia, English is learned as the first foreign language, and the government has encouraged the introduction of English to children from an early age. However, many children still struggle to master basic English vocabulary, such as colors, animals, fruits, and the alphabet. While early exposure to English is beneficial, in practice, many parents do not speak English

themselves and are therefore unable to teach the language to their children. Additionally, the high cost of private English courses makes them inaccessible to many families. As a result, a growing number of children turn to internet-based applications to learn English. This shift presents new challenges, particularly when parents are unable to guide or supervise their children's learning. The presence and involvement of adults during

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engagement with online content can play a crucial role in ensuring that language learning is both positive and effective.

Early research on the use of digital platforms for introducing the English language to children has demonstrated significant positive impacts. Tridianti (2017) found that the combination of animation and music in digital storytelling effectively captured children's interest and engagement with the content. In addition, Palupi, Hafidah, and Karsono (2019) emphasized that songs and music that can stimulate children's motor skills and should be integrated into learning to enhance linguistic intelligence—particularly in the development of oral language skills such as speaking. Supporting this, Jati, Saukah, and Suryati (2019) reported that they use of YouTube as a medium for teaching English speaking skills significantly improved students' speaking abilities.

Hayati, Rahimia, and Akhlak (2021) confirmed through their research that *Cocomelon* content on YouTube helps children with English pronunciation development. Similarly, Imaniah, Dewi and Zakky (2020) found that the majority of children begin accessing YouTube between the ages of three and four, often accompanied by their parents. Hariyono (2020) reported that children were actively engaged in learning English vocabulary through videos on YouTube. In addition, Ko (2018) highlighted that music-based content on YouTube was effective in enhancing toddlers' intelligence, particularly in musical and language-related skills. Finally, Trota et al. (2022) demonstrated that cartoons play a significant role in helping preschoolers learn the English language.

Objectives

This study aims to explore the roles of parents in facilitating their preschool-aged children's English vocabulary development through Kids' YouTube channels, with the following specific objectives:

1. To examine the roles of parents in supporting their preschooler's English vocabulary learning through Kids' YouTube channels.
2. To investigate how Kids' YouTube channels stimulate English language learning among preschool-aged children.

Literature review

Table 1 Comparison of past and current research

	Researcher (Former)	Researcher (Present)
Hayati et al. (2021)	1) Mixed method 2) Used a questionnaire to collect data Only focused on <i>Cocomelon</i> YouTube video content	1) Qualitative 2) Live interview with Parents Observing what YouTube videos children watch and those that most influence their vocabulary.
Imaniah et al. (2020)	Mixed method Focus on communication skills	Qualitative method The focus is on vocabulary
Hariyono (2020)	Descriptive method Targeted young learners	Narrative inquiry method The focus is on early childhood period
Ko (2018)	1) Quantitative method 2) Used English music songs and videos as learning media Targeted young learners	1) Qualitative method 2) Used Kids' YouTube content video The focus is on early childhood period
Trota et al. (2022)	Case Study Examined the influence of watching English cartoons on preschoolers	Narrative inquiry Aims to provide guidance for parents with preschool-aged children in introducing and developing English vocabulary in early childhood

The table above shows clear differences between previous studies and current research. Most of the previous studies employed mixed methods, case studies, or descriptive approaches, whereas this study adopts a narrative inquiry method. Data collection techniques also differ: previous research often relied on observation and questionnaires, while this study uses in-depth interviews supported by observational data as validation for the interview results. Furthermore, while previous studies typically involved young learners in general, this research specifically focuses on preschool-aged children. In terms of media, prior studies often centered on music or focused on a single YouTube channel, whereas the current study explores a variety of content from Kids' YouTube channels.

Conceptual framework

This research focuses on two constructs (variables)

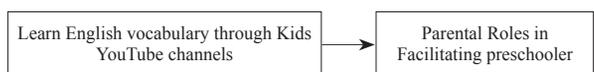


Figure 1 Conceptual framework

Research methodology

The researchers employed a qualitative approach for this study, using narrative inquiry as the specific method. According to Barkhuizen, Benson, and Chik (2013), narrative inquiry is a research method that uses stories—either as data or as a means of presenting findings—and is grounded in empirical research within the field of language teaching and learning. Leavy (2020) describes narrative as a way to understand the multidimensional meanings of society, culture, human actions, and life by engaging with participant's lived experiences through storytelling. Similarly, Clandinin and Connelly (2004) emphasize that narrative inquiry involves reconstructing a person's experience in relation to others and to the broader social context. In this study, the researchers conducted a week-long daily observation, totaling approximately 12 hours, by accompanying Shaa in his daily life. They observed parenting styles and the specific ways parents supported their child's English vocabulary development, as well as Shaa's English learning process through Kids' YouTube channels. The observation findings were categorized into two main themes: parental support roles and language development

Population and samples

The participants in this research were a married couple with a four-year old son. Nuyy (pseudonym) and Zall (pseudonym) are parents of Shaa (pseudonym). They were purposively selected as the participants due to their active roles in nurturing and supporting their child's development. The family resides in a sub-district of West Bandung Regency, West Java, Indonesia. This narrative inquiry was conducted to explore the experiences of this young couple in facilitating their child's English vocabulary learning using the Kids' YouTube content.

Research instrument

As a common form of qualitative research, narrative inquiry typically focuses on the experiences of a single individual and how that individual gives meaning to his experience through storytelling. It involves collecting stories, reporting individual experiences, and interpreting the meaning of those experiences for the individual (Creswell & Creswell, 2017). In this study the data was collected mainly through in-depth interviews with the parents. This interview format created a comfortable and informal atmosphere, allowing the researchers to ask probing questions that encouraged rich, reflective narratives from the participants. The interviews were complimented by personal observation of Shaa's daily life to provide

additional context and validation of the findings.

Data collection

The researchers collected data primarily through in-depth interviews, supported by personal observation as complimentary method.

Data analysis

According to Creswell and Creswell (2017), data analysis is the process of organizing and interpreting collected data to transform it into meaningful information. This process is essential for making the data more understandable and for identifying solutions to the research problem. In this study, the researchers followed a structured approach to data analysis. First, data from the interviews—presented in narrative form—were recorded and transcribed verbatim. Second, the researchers carefully read the transcripts and identified themes based on the theoretical framework of the study, following a deductive approach. Third, the researchers collaboratively reconstructed the participants' stories with their input to ensure accuracy and authenticity. Finally, the findings were presented in the form of thematic descriptions. The figure below illustrates the steps involved in the data analysis process:

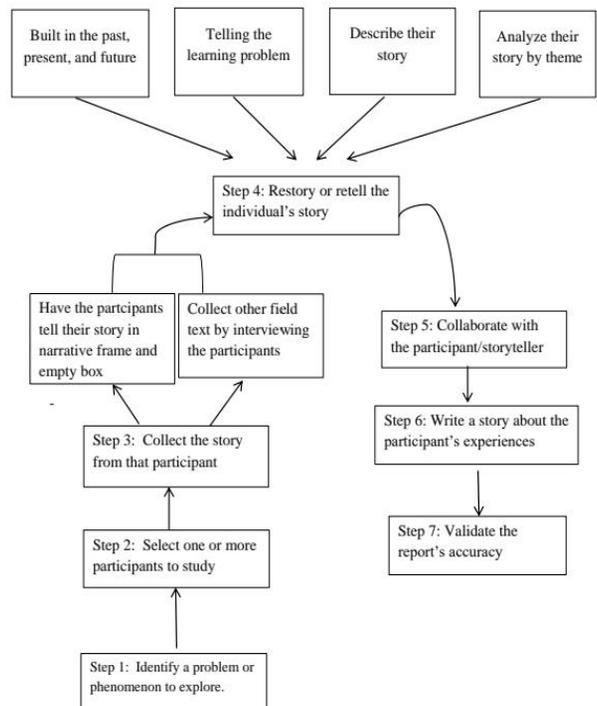


Figure 2 Steps in data analysis

Results

The results of this research are organized into two main parts: the roles of parents in nurturing their child, and the use of Kids' YouTube channels. Each part is presented through several themes that reflect the narrative flow of the participants' experiences. Thematic analysis enabled the identification of recurring patterns within the data and the construction of shared themes. These findings reveal how parents facilitate their child's English vocabulary development through the use of Kids' YouTube content.

Parental Role in Nurturing Their Kids

This section is divided into four sub-themes: Parents Views on English Language Learning, The Role of the Mother from Pregnancy to Preschool Age, Father's Roles, and Parental Cooperation in Supporting the Child's Language Development. These sub-themes address the research question concerning the role of parents in facilitating their child's to vocabulary learning through the Kids' YouTube channels. The findings are based on data collected through semi-structured interviews.

Theme 1: Parents views on English Language Learning

Nuyy (pseudonym), Shaa's mother, hopes that her child will develop strong English language skills, recognizing the importance of English for his future. Although she did not enjoy learning English during her own school years, she acknowledged its value. Her concern for her child's language development reflects a deep commitment to his education. Drawing from their experiences, both Nuyy and Zall (pseudonym) began introducing English at an early age, even before he entered the formal schooling.

"Bahasa Inggris penting kok, jangan karena aku (Nuyy) gabisa dan gasuka Bahasa Inggris dulu, jadi gamau ngajarin dede Bahasa Inggris, untungnya kan papahnya bisa. Jadi aku cukup ngawasin aja apa yang Shaa dapet. Aku aja nyesel kenapa dulu ga belajar Bahasa Inggris yang serius. [English is important, just because I (Nuyy) couldn't speak and didn't like English before, doesn't mean I shouldn't teach my child English. Luckily his father can. So, I just have to monitor what Shaa is learning. I even regret not studying English seriously back then.]" (Interview 4 October 2023)

Theme 2: The Role of the Mother from Pregnancy to Preschool Age

Shaa's parents began introducing him to the English language even before birth. Nuyy shared that

during her pregnancy, she frequently craved Western food and developed a strong preference for English-language, such as *Twilight*, which she watched almost daily. At that time, she was unaware that these habits might influence her baby's development. She also mentioned a particular fondness for Western food like cheese.

"Terus aku juga suka makan keju pas hamil jadi suka aja sama keju pedahal sebelumnya ga terlalu suka, baru sadarnya sekarang sih kan mungkin kalo keju kayak gitu identik sama makanan bule yah wkwk kalo kata aku. Mungkin jadi mengalir emosinya karena pas hamil Jadi Kebanyakannya nontonan film Bahasa Inggris apalagi film twilight. [Then I also liked eating cheese when I was pregnant. I just liked cheese, even though before I didn't really like it. I only realized now that maybe cheese is kind of associated with Western food—if I can say it like that, lol. Maybe my emotions were influenced because during pregnancy, I mostly watched English films, especially the Twilight series.]" (Interview 4 October 2023)

She also noted that, during her pregnancy, Nuyy made a conscious effort to provide positive auditory input, believing it would benefit both the baby's well-being and future language development. She regularly spoke to the baby in the womb, based on her belief that the fetus could hear and respond to the mother's voice—an act she viewed as an early form of stimulation. After giving birth, Nuyy had returned work as a career woman, which limited the amount of time she could spend with her son. Nevertheless, she remained committed to maintaining regular communication with him and actively monitoring his growth and development.

"Waktu hamil suka makan makanan Western yang biasanya gak suka, nonton film Barat juga. Pas hamil suka ngasih ayat - ayat Al-Quran, gak lupa juga ngajakin dede ngobrol walaupun belum lahir. Pas lahir juga meskipun teteh sibuk kerja selalu nyempetin waktu ngobrol, kalau ga keburu pas pulang kerja yah pagi pas lagi mandikan dede, atau malam juga bisa meskipun dia sudah tidur ajak ngobrol aja. [When I was pregnant, I liked eating Western food, which I usually didn't like, and watching Western films too. I also liked to recite verses from the Qur'an, and never forgot to talk to the baby, even before birth. After giving birth, even though I was busy with work, I always made time to talk. If I didn't have time after work, I'd talk in the morning while bathing the baby, or at night—even if he was already asleep, I'd still talk to him.]" (Interview 4 October 2023)

Paying close attention to a child's language development remains a primary responsibility of a mother, regardless of her work commitments. There are many ways and moments throughout the day that can be used to support and guide the child's communication skills.

Theme 3: Father's Roles

Zall (Shaa's father) believes that English should be introduced before a child enters formal schooling. He actively supports his preschool-aged child's language development by providing learning opportunities at home. Despite his demanding work schedule, he consistently makes time to engage in communication with his child and support his language learning.

"Penting Bahasa Inggris, main aja sambil main sama Shaa tapi jangan sekedar main sambil dipancing dia biar ngomong, selipkan pake Bahasa Inggris. [It is important to speak English. Just play and play with Shaa—but don't just play. Let her draw you into conversation, and when she does, use English.]" (Interview 4 October 2023)

Theme 4: Parental Cooperation in Supporting the Child's Language Development

Nuyy and Zall worked together to support their child's English language development, beginning their planning as early as their marriage. The cooperative approach was reflected in a clear division of responsibilities. For instance, when Shaa watched YouTube, Nuyy—her mother—would accompany her, carefully selecting age-appropriate and educational channels. During viewing, she actively engaged Shaa in conversation to assess her understanding of the content. Meanwhile, Zall reinforced Shaa's learning by practicing English with her in different contexts. He often used simple phrases such as "Let's see!" to prompt Shaa's recall and test her memory, turning everyday interactions into opportunities for language practice.

"Karna teteh gabisa Bahasa Inggris jadi teteh cuman nemenin dede nonton aja, nanti biasanya sama papahnya praktek ngomong pake Bahasa Inggris atau campur [Because I cannot speak English, I just accompany dede (a term of endearment for a young child) while watching. Then usually with his dad—he's the one who practices speaking in English or a mixes it in.]" (Interview 4 October 2023)

The Use of Kids' YouTube Channels

The data from these findings are organized into three themes: The Window to the World, Double-Edged Sword, and Storehouse of Knowledge. These themes collectively address the second research question and provide insight into the role of Kids' YouTube channels in children's language development.

Theme 1: The Window to the World

Nuyy and Zall relied primarily on YouTube as both an entertainment source and a tool for supporting their child's English language development. Even before their child was born, they sought parenting advice from various YouTube channels. Their approach emphasizes fostering communication skills by carefully monitoring what their child hears and engaging in shared activities. Due to their demanding schedules and concerns about exposing their child to inappropriate content, they find it challenging to enroll Shaa in formal English classes. As a result, YouTube serves as a convenient and controlled platform through which Shaa can access child-friendly English content. With consistent daily exposure to English-language videos, Shaa's vocabulary has shown notable growth. For Nuyy and Zall, YouTube has proven to be an effective and manageable tool for early English language learning under active parental supervision.

"Sekarang kan kita gabisa 24 jam jagain dede terus teteh juga kan ada me time, ga ngurusin anak aja harus ngurus suami terus teteh juga kerja. Selagi masih positif mah biarkan saja dia nonton YouTube da semua juga pasti ada dampak positif dan negatifynya juga."

Table 2 Summary of the findings of parental roles

Research Question 1	Themes	Category	Data	Participants
What are parents' experiences in nurturing their preschooler's language development through the use of Kids' YouTube channel?	Parental roles in nurturing their child	1. Father's roles	Take part in selecting what his child hears and sees; consistently makes time to play with Shaa while practicing English through play	Zall
		2. Parental cooperation for child's language development	Parents divide responsibilities in caring for child. For example, the mother accompanies the child, selects appropriate content, and explains what is being watched and heard. The father then reinforces learning by encouraging the child to speak English, and engaging in English conversation during play.	

Itumah gimana caranya kita bisa menimalisir dampak negatifnya [We can't watch over Grandpa 24 hours a day, and we also need our own time. It's not just about taking care of our children—we still have to work. As long as the content is positive, it's okay to let him watch YouTube. Everything has both positive and negative impacts, and that's where we come in—to minimize the negative ones.]” (Interview 4 October 2023)

Theme 2: Double-Edged Sword

YouTube provides easy access to a wide range of content, including resources for English language learning, making it beneficial for users across age groups. For young children, it supports the development of communication skills and vocabulary acquisition, helping to prepare them for formal education. Platforms like Kids' YouTube also stimulate creative thinking and motor skills through interactive and visually engaging content, as seen in the case of Shaa. However, parents like Nuyy and Zall remain cautious about the platform's potential risks, including exposure to violence or discriminatory language. They emphasize the importance of active parental supervision to minimize negative influences and to ensure that children engage with age-appropriate, educational material.

“Kalo negatifnya itu yang umum inimah yah, memunculkan sifat sifat yang kayak apa yah... memacu atau misalkan sifat sifat ego anak gituh kayak... marah terus meraju. Mengganggu psikologis anak, perkembangan anak, mengganggu mental anak takutnya ada hal negative

pasti da anak mah meniru apa yang dilihat nanti sama dia di praktekan [If the negativity is general, then what kind of characteristics does it shape? It might stimulate, for example, ego-driven characteristics in a child—like anger—that continue to grow. It can disrupts a child's psychological well-being and development. The worry is that the child might imitate what they see and then act it out.]” (Interview 4 October 2023)

The parents also emphasized that these risks can be managed through active supervision by themselves or other trusted individuals. They reiterated that their approach goes beyond simply monitoring screen time—they pre-screen the content their child is allowed to watch and would consistently communicate about what is appropriate and what should not be imitated.

Theme 3: Storehouse of Knowledge

Nuyy and Zall carefully select Kids' YouTube channels that serve both entertainment and educational purposes, particularly for supporting their child's English language development. For example, channels like *Cocomelon* introduces English vocabulary through music and repetition, while *Eni Endi* presents rescue-themed content entirely in English, which has helped Shaa learn color names. *BabyBus* offers bilingual content in English and Indonesian targeting children aged 0-5 and supports vocabulary acquisition and early storytelling skills. *Coilbook* introduces basic science concepts and encourages critical thinking through English-language content. The parents actively review

Table 3 Summary of the findings of the use of kids youtube channel

Research Question	Themes	Category	Data	Participants
		1. The Window to the World	1) Parents obtained information about their child's communication and language development 2) They helped their child develop English vocabulary 3) YouTube was used as a tool to teach English language	Nuyy and Zall
What are the benefits and challenges of using Kids' YouTube channels to support preschoolers in learning English vocabulary	The Use of Kids YouTube Channels	2. Double-Edged Sword	<i>Benefits</i> 1) trained the child's motor skills 2) increased English vocabulary 3) stimulated thinking and problem-solving skills 4) shifted the child's perception of learning (from something boring to something enjoyable) 5) provided additional insight and general knowledge <i>Challenges</i> 1) some contained references to LGBTQ+ themes 2) certain videos contain SARA (ethnic, religious, racial, and intergroup) insults 3) parents noticed signs of self-centered behavior 4) exposure to certain content believed to disturb child's emotional or mental state	Nuyy
		3. Storehouse of knowledge	1) Cocomelon 2) Endi Endi 3) Rescue Car 4) BabyBus 5) Coil book	Nuyy

and monitor the channels Shaa watches, with approximately 90% of the content being in English. This consistent exposure has significantly contributed to Shaa's growing English vocabulary.

“Dede itu emang channelnya hampir 90% Bahasa Inggris kadang yang gaada translate atau tulisannya. [Dede likes a channel that is almost 90% in English—sometimes there’s no translation or subtitles at all.]” (Interview 4 October 2023)

Data from Observation

After conducting interviews, the researchers engaged in a week-long observational study of Shaa's daily life, accompanying the child for approximately 12 hours each day. This immersive approach allowed for a close examination of the parenting styles employed by his parents, as well as the specific forms of support they provided in his daily routines. Particular attention was given to how these parental roles influenced Shaa's English language development, especially through his engagement with the Kids' YouTube channels. The findings from the observation were categorized into two primary themes: (1) parental supporting roles and (2) language development.

(1) Parental Supporting Roles

Observations revealed Shaa's strong interest in learning English through YouTube videos, particularly those about rescue cars. He spends approximately nine hours each day engaging with YouTube, which serves as his primary learning medium. Shaa demonstrates the ability to memorize English vocabulary from these videos and actively incorporates the words into his play. According to his caregivers, his vocabulary has expanded rapidly, despite a noticeable disinterest in traditional books. While still in the early stages of language acquisition, Shaa has begun constructing English sentences. Frequently used phrases include “I'm hungry,” “I love you,” and “Let's go.”

(2) Language Development

Shaa's English language development progressed through several observable stages. Initially, he began associating color names in English with objects through imaginative play, often influenced by animated content. He subsequently acquired basic verbs through YouTube videos featuring animal characters, and he memorized the names of various animals from similar sources. His understanding of the alphabet and numbers was primarily developed through music videos on the Cocomelon channel. By the age of four, Shaa demonstrated the ability to construct simple English

sentences, largely by mimicking conversational patterns heard in the videos he regularly watched.

Discussion

In this section, the researchers interpret the findings in relation to the theoretical framework underpinning this study.

Parental Role in Nurturing Their Child: A Reflective Perspective

The research findings underscore the critical role of early English language exposure in shaping children's development. Drawing on the globalization communication theory (Mike & Yin, 2022), English proficiency is framed not merely as a linguistic skill but as a gateway to global communication and collaboration—an essential competency today's interconnected world. Teaching English at an early age thus becomes more than a pedagogical choice; it represents a strategic investment in a child's cognitive, social, and cultural development, with long-term benefits. Previous studies have highlighted the importance of initiating English education before the age of 12, often referred to as the “golden age” for language acquisition (Susfenti, 2021). In response, many parents actively seek educational institutions that offer English-medium instruction, frequently prioritizing international accreditation over other considerations. This trend reflects a broader global shift toward English as a foundational element of early education, driven by both aspirational and pragmatic motivations.

Within the broader context of parental involvement, the mother's role from pregnancy through the preschool years emerges as particularly influential in shaping a child's cognitive and linguistic development. Research highlights the importance of maternal communication during pregnancy, direct interaction between mother and child fosters foundational language skills (Vygotsky, 1978). However, maternal career obligations may limit the quantity of interaction time. In such cases, brief but meaningful moments, such as conversations during bath time or mealtime, become essential for nurturing both emotional bonds and language development. The Attachment Theory further underscores the value of secure emotional connections between mother and child, which are strengthened through consistent, affectionate communication. As Nofianti (2023) emphasizes, parental involvement—particularly through quality time and intentional education support—remains a pivotal factor in enhancing children's language development. Beyond the individual contributions of the mothers, the cooperative

involvement of both parents is equally essential. Parental cooperation plays a vital role in fostering linguistic growth, as highlighted throughout this research. Hadi (2022) emphasizes the pivotal role of parents in nurturing children within the family context, while Murray Bowen's Family Systems theory underscores the importance of collaborative parenting in managing stress and fostering a stable home environment. Complementing this, Safriana (2017) emphasizes that high levels of parental stress can negatively impact children's speech development, advocating for low-stress, supportive communication. Balancing career responsibilities with childcare is essential for promoting successful language learning, aligning with principles from Language Development Theory. Active parental involvement, particularly when both parents share responsibilities, has a significant influence on a child's cognitive and linguistic growth. Children who are raised primarily by one parent may experience different developmental outcomes compared to those nurtured by both parents collaboratively. In this regard, mutual cooperation and shared responsibilities between spouses, especially in dual-career households, are crucial for fostering optimal language development (Listiyowati & Fauziah, 2023).

The Use of Kids' YouTube Channels in Language Development

YouTube serves as a global platform for information and entertainment, offering widespread accessibility and diverse content. In the context of early childhood English learning, it serves as a valuable tool—particularly for families where parents may lack English proficiency or the time for structured instruction. Aligned with Media-Based Learning Theory, YouTube's audiovisual format captures children's attention and supports comprehension by combining visual cues with spoken language. Research by Hariyono (2020), demonstrates the children often show greater enthusiasm for learning English through YouTube videos than through formal instruction, with improved vocabulary retention as a result. Wesch (2009) further highlights YouTube's role in collaborative learning and participatory knowledge sharing, which can extend to family-based learning environments. Additionally, Child Language Acquisition Theory underscores the importance of repeated exposure and interaction with the language for learning, both of which are facilitated by YouTube's engaging and repetitive content. This makes the platform an effective medium for enhancing children's language exposure and supporting early language development.

It is important to note that when using YouTube as a learning tool for children, adult supervision is essential to ensure that the YouTube content is appropriate and safe. Apart from that, YouTube should serve as a supplementary source, not a substitute for direct interaction with parents or caregivers—especially during the early stages of language development, when emotional bonding and responsive communication are critical. For children who are still in the early learning stages, YouTube offers a range of features that enhance its educational potential:

1. Search

This search feature allows users to easily locate specific videos or content.

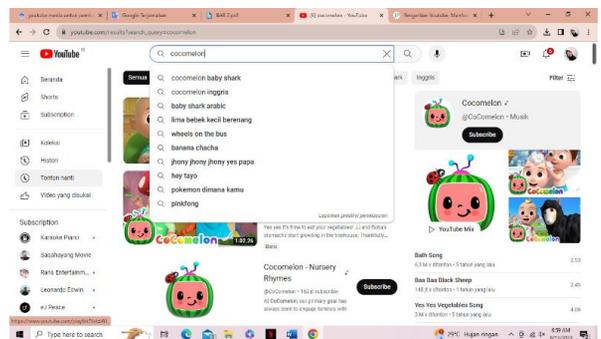


Figure 3 Search

2. Create and upload videos

This feature allows users to produce and share their own content by uploading videos to the platform.

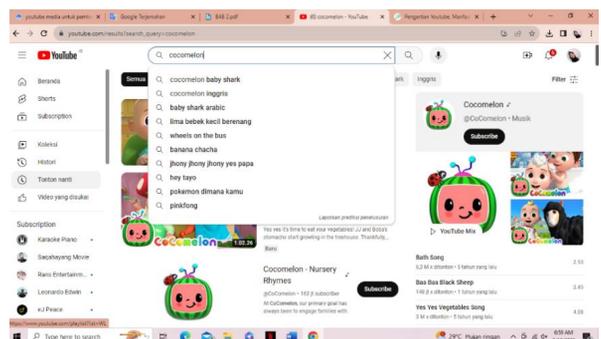


Figure 4 Create and upload videos

3. Short Videos

This is a feature that allows users to view snippets of video content, typically lasting more than one minute.

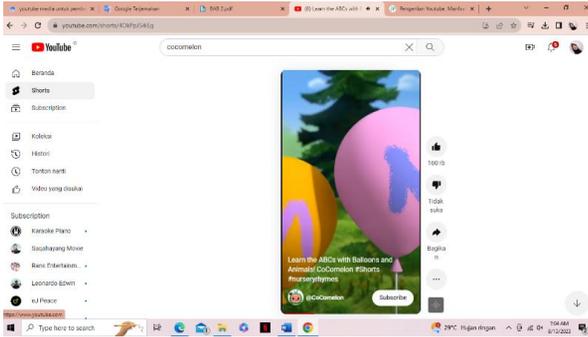


Figure 5 Short videos

4. Auto Play

The autoplay feature automatically plays the next recommended video once the current one ends.

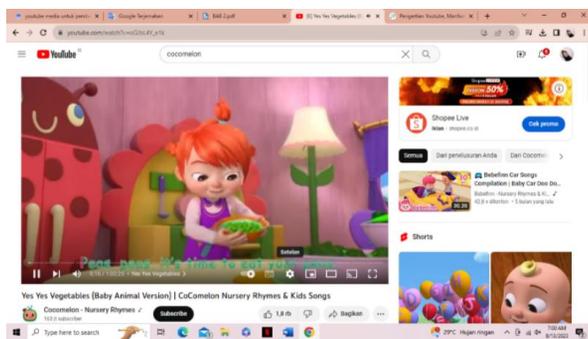


Figure 6 Auto play

5. Download Videos

This feature allows users to download selected video for offline viewing.

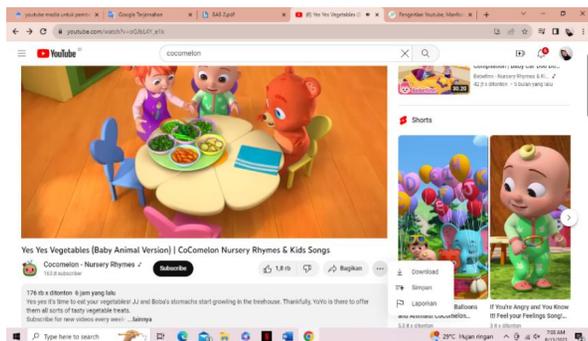


Figure 7 Download videos

In addition to the core features previously discussed above, YouTube also provides a language translator feature that facilitates access to foreign-language video content. Additionally, YouTube provides

offers a content classification system that organizes videos into specific genres, making it easier for users to find education and age-appropriate material. Furthermore, as a learning platform, YouTube meets the needs of the digital generation by increasing engagement and supporting diverse learning styles. YouTube can increase interest and support the learning style of the digital generation. Moreover, YouTube offers learning experiences that incorporate new technologies. Which can be beneficial for children (Burke, Snyder, & Rager, 2009).

Kids' YouTube channels are designed to offer age-appropriate content tailored to children's development stages. These channels provide educational, creative and entertaining material that supports early learning, particularly in language and literacy. Many experts recognize Kids' YouTube channels as valuable educational resources. According to Genelza (2024), the use of digital technology—such as the Kids' YouTube channels—can enhance language and literacy skills, stimulate creative imagination, and provide access to global knowledge. Educational content on these channels offers a fun and engaging learning experience, broaden children's horizons, and supports cognitive development. YouTube Kids, a separate platform from the main YouTube site, was specifically created to provide a safer, more contained environment for children to explore content independently. It categorizes users into three age groups: Preschoolers (ages two to four), young children (ages five to seven), and older children (ages eight to twelve), each with tailored content and adjustable parental controls. Within in this environment, children can access music videos, educational animations, storytelling and age-appropriate gaming content (Marcos, 2021).

According to Sahli, Abbes, and Bensallah (2019), the use of YouTube videos can increase children's motivation and achievement in learning English vocabulary by presenting material in a relevant context and incorporate multiple elements, such as games or creative activities. Similarly, Demir-Lira, Kanero, Oranc, and Koskulu (2020) examined the influence of watching animated cartoons on preschool children's English vocabulary learning and found that such viewing can make a positive contribution to vocabulary development. Cocomelon is one YouTube channel that can support the development of children's vocabulary, as its songs—based on cartoon animation—serve as audiovisual that deliver both visual and motion-based messages.

YouTube presents both positive and negative effects on children's development, necessitating careful parental supervision in line with Responsive Parenting Theory. This approach emphasizes the importance of emotional awareness and active parental involvement, particularly when children engage with digital media. Parents play a crucial role in guiding content selection and fostering media evaluation skills and ensuring that there is a balance between screen time and other physical activities. Research highlights the benefits of YouTube for young learners. It can enhance vocabulary acquisition, support cognitive development, and improve fine and gross motor skills through interactive and audiovisual content. These outcomes aligned with Motor Development Theory which recognizes the role of sensory-rich environments in promoting physical coordination and skill-building. Furthermore, YouTube also contributes positively to language acquisition, as noted by Probowati and Kuswahono (2023); Genelza (2024), who emphasize its role in making language learning enjoyable and accessible. However, Tufekci (2017) warns of potential risks, including exposure to inappropriate content and potential mental health issues. Proper time management and supervision are crucial during early childhood to address these concerns.

Appropriate YouTube channel selection, such as Kids YouTube, is crucial for children's language learning, as it offers English narration within engaging and age-appropriate content. Genelza (2024) highlights its role in fostering language and literacy skills. Sahli et al. (2019) support this, noting that YouTube enhances children's motivation and vocabulary acquisition. *Cocomelon* is a popular YouTube channel that supports vocabulary development through animated songs (Anggraini, Apriliani, Supeni, & Hendriwanto, 2022; Demir-Lira et al., 2020).

Suggestions

There are two main suggestions that may be helpful for both parents and future researchers, as outlined below:

For Parents

Parents should be educated on the significance of positive interactions, such as reading and speaking in English during pregnancy and after birth. Guidance should be provided on selecting appropriate content from Kids' YouTube channels to stimulate children's thinking and cognitive development. Additionally, parents should be informed about their active role in supporting

children's language development through daily activities. Enhancing the quality of these interactions can have a positive impact on preschoolers' English language skills.

For Further Researchers

Future researchers are encouraged to conduct observations over a longer period of time, as this can provide deeper insights into the sustained effects of Kids' YouTube channels on children's English language development and allow for a more comprehensive understanding of the parental roles over time.

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