



Acquisition of English Vocabulary for Children Aged 3 Years Through Youtube Social Media and Habit Forming

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Abstract: Acquisition of a second language means a human process of acquiring the ability to generate, capture, and use words unconsciously to communicate. This study aims to find out what vocabulary three-year-old children receive from their habit of watching YouTube videos and their parents' habits at home. This study uses a qualitative method with descriptive explanations. Data collection techniques were carried out through observation and interviews. The results of this study found that subjects of second language skills in English were evident from their understanding of the questions and videos that they had watched repeatedly and the formation of their parents' habits. Mastery of a second language was also seen in the subject's ability to name food, fruits, and animals and to name simple verbs and verb phrases in English. The study results showed that the issue acquired 46 English vocabulary.

Abstrak: Pemerolehan bahasa kedua berarti suatu proses manusia dalam memperoleh kemampuan untuk menghasilkan, menangkap, dan menggunakan kata-kata secara tidak sadar untuk berkomunikasi. Tujuan dari penelitian ini adalah untuk mengetahui kosakata apa saja yang diperoleh anak usia tiga tahun dari kebiasaannya menonton video YouTube dan pembiasaan orangtua di rumah. Penelitian ini menggunakan metode kualitatif dengan penjelasan deskriptif. Teknik pengumpulan data dilakukan dengan observasi dan wawancara. Hasil penelitian ini menemukan bahwa kemampuan bahasa kedua subjek dalam bahasa Inggris terlihat dari pemahamannya terhadap pertanyaan dan video yang telah dia tonton berulang kali dan pembentukan kebiasaan orang tuanya. Penguasaan bahasa kedua juga terlihat pada kemampuan subjek menyebutkan nama makanan, buah-buahan, dan hewan, serta mampu menyebutkan kata kerja dan frase kata kerja sederhana dalam bahasa Inggris. Hasil penelitian menunjukkan bahwa subjek memperoleh 46 kosakata bahasa Inggris.

A. Introduction

Language acquisition occurs in the acquisition of the first language, better known as the mother tongue, which in English is usually called the mother tongue, then language acquisition occurs in the acquisition of a second language, namely English acquisition. Dardjowidjojo (in [Nasution & Asrindah, 2021](#)) states that language acquisition is a process of mastering language that is carried out by children naturally when they learn their mother tongue. One needs to suddenly have complete grammar with all the rules in his brain. A child acquires the first language in several stages, and each subsequent stage is closer to the grammar of the adult language. The term acquisition is equivalent to the word acquisition. This term is used in mastering the first language as one of the developments in a human being from birth by Dardjowidjojo (in [Nasution & Asrindah, 2021](#)).

Naturally, children will recognize language as a way of communicating with the people around them. The first language that is known and subsequently mastered by a child is called the mother tongue (native language) by Dardjowidjojo (in [Nasution & Asrindah, 2021](#)). First language acquisition is closely related to children's social development and social identity formation. Learning the first language is one of the overall developments of a child becoming a member of society by Yogatama ([Nasution & Asrindah, 2021](#)). Language acquisition in children has continuous characteristics, is a continuum, and starts from simple one-word utterances to more complex combinations of words and sentences ([Salnita & Abdurrahman, 2019](#)). Language acquisition is usually distinguished from language learning. Language acquisition usually occurs naturally, unconsciously, obtained within the scope of everyday life, whereas in language learning, language is obtained after being studied formally by complying with the applicable grammatical rules. Language acquisition for children is started when they produce words on their own. Children's language normally develops in line with their age. Usually they can produce sentence and speak their mother tongue language fluently at the age of three. In the same time, children are able to acquire other language which is called second conscious language learning by Krashen (in [Farahsani, 2020](#)). According to Troike, in acquiring a second language, all the essential features assumed to be a second language are assumed to be the language of early childhood. Usually, the acquisition of a second language starts from the age of three, and they learn the language from the people around them who speak to them Troike (in [Nasution & Asrindah, 2021](#)). Language acquisition in children is influenced by many factors, both heredity and environment. In everyday life, parents are often not aware of their child's language development. Children's language develops rapidly at the age of toddlers or in the golden age of children. Children will easily learn to speak and acquire vocabulary, for example by being taught directly by their parents, by listening to adult speech, by learning to speak alone or with toys, talking to their peers, and so on ([Arsanti, 2014](#)).

In Indonesia, English has become a second language that has become the main subject at school, from the elementary level to the university level. It is because English is really needed to communicate because it is the international language. Therefore, besides acquiring the mother tongue languages (the traditional language and Bahasa Indonesia), students also have learned English as the second language and as the foreign language. Toddlers are children at the range of age between 2-3 years. This is the peak time to acquire language, and at this age, children are able to create phrase or simple sentence. Sometimes, they can create longer sentence and they also are able to respond what the adult ask. Nowadays toddlers have been able to learn English through some media. Sometimes, parents have taught them at home, or teachers teach them in day care or pre-school. Therefore, it cannot be denied that toddlers are able to speak English in their early age.

The language acquisition studied in this study is the acquisition of English in children obtained through YouTube social media and Habit Forming. Social media is a medium on the internet that allows users to represent themselves and interact, work together, share, and communicate with other users to form social bonds virtually. In social media, three forms that refer to social meanings are cognition, communication, and cooperation (Mujianto, 2019). Since the technology has developed very rapidly, children also can get more facilities to learn language. One of the social media to learn language is YouTube. YouTube is a very attractive social medium that contributes to the global education (Alhamami, 2013). It is being increasingly used by educators to teach the English language (Alhamami, 2013). It offers fast and fun access to language and culture-based videos and instruction from all over the globe" (Alhamami, 2013). From Youtube, children can learn English through stories, songs, or vlogs. However, there is only little research discussing the effectiveness of YouTube in children's language acquisition. So far, a research about YouTube only focuses on its effectiveness for teacher in teaching and learning process and its use for an adult learner.

YouTube is the most popular social media today. Its popularity is projected to continue to increase along with the number of users. Previously, YouTube recorded the number of registered monthly viewers (Chandra, 2017). YouTube is the most popular online video database, or even the most complete and varied. At first, YouTube was not developed by Google, but Google acquired it and then combined it with other Google services (Faiqah et al., 2016). YouTube can easily be accessed anywhere, anytime, and by anyone. , including easily accessible by children. Children can easily watch various foreign language-based videos or shows worldwide via YouTube.

Youtube contains interesting videos that are not only watched by children because they are general for all ages. Supervision and video lock systems must be carried out by parents so that children get proper and educational value, this is done as an effort to protect children from shows that are not appropriate for the child's age on social media. This is as stated by Kurniati & Nuryani (2020) that the influence of social media has an impact not only on adults but also on children. If excessive use, negative influences may penetrate the children. The positive influence can often be found, incompetent children.

In children who tend to be wise, watching videos on YouTube and social media continuously makes them want to try or imitate what they watch, such as by imitating language or doing experimental activities. Furthermore, Habit forming everyday English at home will further improve children's English skills. Habit Forming is an essential educational method related to behavior, skills, abilities and certain good mindsets that are carried out automatically and on an ongoing basis. Habit Forming is an effort to get used to someone doing certain things to become a habit that does not need to be directed anymore. According to Mulyasa, Habit Forming is deliberately done repeatedly so that something can become a habit. The more often children listen to English from watch media and their parents, the more vocabulary they will receive and remember. Habituation is something that is deliberately done repeatedly so that something can become a habit. Habituation is actually based on experience, what is accustomed to is something that is practiced. Habit forming places humans as something special, which can save strength, because it will become an inherent and spontaneous habit, so that strength can be used for various activities in every job, and other activities. According to Soimin in book 68 Innovative Learning Models in the 2013 Curriculum, Habit Forming is a consistent and programmed learning model. Consistent in developing morals, language skills and rituals of worship (habituation: orderly and timely prayers, language week, behavior, and polite speech). Programmed to carry out coaching activities routinely and periodically (habituation: planning, organizing, implementing, and evaluating activities). The factor of getting used to communicating in English/speaking at home in daily activities is a determining factor in natural English mastery. The practice of using English is very important in this EFL context because children cannot be expected to be able to use the language freely unless they have been given sufficient practice or habituation to do so. This is as stated by Leong (2017) Speaking is one of the most important skills to be developed and enhanced as a means of effective communication. Speaking skill is considered one of the most difficult aspects of language learning. An effective method for learning a language is through habit. Habits that are done repeatedly so that the files stored in his mind format past memories to get improvements in communicating in English (Ulfa, 2017).

Children can be used as research subjects because of their innocence and always react to things naturally. Research with children is more fun and challenging. This is because to obtain data or information, research must be carried out at a leisurely pace and not in a hurry by following the children's flow or rhythm. The subject in this study is a child born in the millennial era, where he has seen and been presented with various communication technologies since he was born. If viewed from the side of the order of language acquisition, second language acquisition is obtained after the child learns or gets his mother tongue. Unlike in other Asian countries, which use the national language as the first language, Indonesian is a second language because many Indonesian children have a first language, namely the mother tongue, which is a regional language. However, the second language is usually used as a foreign language learning. In this study, the second language used is a foreign language, namely English.

Previously the researcher had conducted related research entitled "Language Acquisition of English Vocabulary on 5 Years Old Child Through Social Media YouTube". This research resulted in the acquisition of vocabulary in the form of common words and simple sentences in children aged five years. There are differences between the research that has been done and this research, namely the variables and research subjects. This research still prioritizes internet technology, bearing in mind that currently, humans cannot be separated from IT (Information Technology). The variables in the study are YouTube media and parental habits. This is because YouTube media is considered to have been widely used by children. After all, it includes the YouTube Kids feature, which can be used as a learning tool for children. Parents' habits at home can also increase children's vocabulary acquisition. Subjects in the previous study were 5-year-old children who had attended kindergarten, while in this study, the subjects were 3-year-old children who had received English from the age when the subject began to speak.

B. Method

This type of research is descriptive qualitative, namely conducting analysis only up to the description and analyzing and presenting facts systematically so that they can be more easily understood and concluded. According to [Creswell](#) (2016) qualitative research is research that explore and understand the meaning across a number of individuals or a group of people who come from social problems. Qualitative research in general can be used for research on life society, history, behavior, concepts or phenomena, social problems, and others. Meanwhile, according to [Walidin et al](#) (2015) qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from sources informants, and carried out in a natural setting. The data collection technique in this study was an interview, which was in the form of a conversation between the speaker and the interlocutor where the researcher would provide some questions about the vocabulary obtained via YouTube by 3-year-old children who required an in-depth approach to obtain valid research results. Therefore, the researcher, in this case, the writer, plays a significant role as a critical instrument because he needs to consider various aspects, including the ability to pay attention and remember the events carried out when conducting research. This study examines the influence of the habits of a child who has watched English shows since the age of 1.5 years.

The research subject according to [Arikunto](#) (2016: 26) gave limitations of research subjects as objects, things or people where data is for variables inherent research, and at issue. In a study, the subject research has a very strategic role because of the research subject, that's the data about the variables that research observes. The subject of this research is a three-year-old girl named Nathisa Syahda Thafana. These habits influence the acquisition of a second language carried out because of a continuous or continuous repetition process. The researcher will explain how the subject shows the form of influence he gets from language acquisition through social media, YouTube, and his parents' Habit Forming at

home. Narrative analysis is carried out on the child when the subject is playing or talking with the family. The child under study is very responsive when answering several questions submitted to fulfill this research. This research is supported by recordings and then transcribed into data included as written in this study. The recording was carried out using only an audio recorder, and the researcher's strategy when researching this child was to record it secretly without the child being studied knowing it. Then the recorded data is transcribed into written form. Testing the validity of this data is done using credibility techniques. This credibility step is taken only by the triangulation steps. Data triangulation is a data collection technique that combines various existing data and sources. According to Wijaya (2018), data triangulation is a technique of checking data from various sources in various ways and at various times. Data triangulation takes data from various situations, times, and places. Situational triangulation is done by observing subjects in various situations, and data collection method triangulation uses several tools or instruments to make the data collected more accurate.

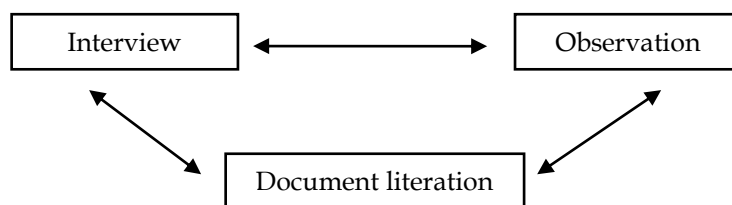


Figure 1. Triangulation of Data Sources

C. Result and Discussion

The interview was conducted by asking some questions related to the acquisition of English vocabulary at the level of nouns, adjectives, verbs, phrases, and simple sentences. The description regarding the acquisition of the vocabulary is stated and explained in the table, as well as a description of the events of the speech. Understanding of English as a second language is obtained through the influence of watching on YouTube, and the subject obtains Habit forming because the process or activity of watching videos on YouTube is carried out repeatedly where the subject can watch the same show more than once a day and Habit forming of parents in mentioning simple vocabulary at home.

Table 1. Table of Acquisition of English vocabulary

| No | Vocabulary |
|-----------|--------------|
| 1 Fish | 11. owl |
| 2 Dolphin | 12. Ladybug |
| 3 Giraffe | 13. Elephant |

| No | Vocabulary |
|----|---------------|
| 4 | Whale |
| 5 | Penguin |
| 6 | Dog |
| 7 | Cat |
| 8 | Chicken |
| 9 | Butterfly |
| 10 | Bird |
| 11 | |
| 12 | |
| 13 | |
| 14 | Lion |
| 15 | Monkey |
| 16 | Pink |
| 17 | Banana |
| 18 | Orange |
| 19 | Apple |
| 20 | Tomato |
| 21 | Potato |
| 22 | Milk |
| 23 | Wake up |
| 24 | Jump |
| 25 | Run |
| 26 | Rain |
| 27 | Eat |
| 28 | Sleep |
| 29 | Drink |
| 30 | Brush hair |
| 31 | Take a shower |
| 32 | Come on |
| 33 | Let's go |
| 34 | Sorry |
| 35 | Thank you |
| 36 | Big |
| 37 | Small |
| 38 | Candy |
| 39 | Kiss |
| 40 | Big hug |
| 41 | Blue |
| 42 | Green |
| 43 | Red |
| 44 | Purple |
| 45 | Yellow |

1st Speech Event

P : "Nathisa, kita main flashcard yuk"

- N : *"ayo, dede mau yang banyak"*
 P : *"Nathisa, what is this? (showing by point the flashcard)"*
 N : *"Fish"*
 P : *"what colour is that (points the fish flashcard)"*
 N : *"Pink Fish, lucu banget"*
 P : *"what animal is this (showing by point the flashcard)"*
 N : *"horse, dede pernah naik horse sama kaka"*
 P : *"oh iya ya, dede jalan-jalan. Horse nya big atau small"*
 N : *"big (gestured hands up)"*
 P : *" Nathisa, what animal is this? (showing by the point of the flashcard)"*
 N : *" monkey uuaa uuaa"*
 P : *"waahh nathisa pintar banget, monkey uuaaa"*

The results of interviews between researchers and research subjects show that the subjects used Indonesian as their first language (B1) by combining English as their second language (B2). The questions asked by the researcher used English and the mother tongue of the subject. When researchers ask questions in English, Nathisa can understand the questions well and answers questions in harmony. When the researcher asked the animal's name on the first flashcard, Nathisa quickly answered fish and added that the fish was pink. Likewise, when researchers showed pictures of horses. Nathisa was able to describe that the horse was big. Nathisa's mastery of vocabulary about Animals comes from her activities watching YouTube and her parents' habit of introducing Animals in English.

2nd Speech Event

- P : *"Nathisa, di YouTube sukanya nonton apa?"*
 N : *"banyak, dede suka pinkfong, Cocomelon, Nastya, Diana, chachacha"*
 P : *"waaaahhhh banyak ya, kita nonton YouTube yuk yang cha-cha-cha (D'billion), mau gaaa"*
 P : *"ayooooo. Dede mau"*
 P : *"(The researcher chose one of the D'Billion videos about healthy food)"*
 P : *" tadi di video, ciki dikasih permen sama lala ya, permen bahasa Inggrisnya apa ya?"*
 N : *"Candy, tapi kata mamah dede ga boleh makan candy, takut batuk"*
 P : *"iya, kalau kebanyakan nanti batuk. Dede makan banana aja sama orange yaa."*
 N : *"kan mamah tadi beli banana sama orange (sambil berlari ke meja makan)"*
 P : *"Yuk kita makan buah. Dede suka makan buah apa lagi?"*
 N : *"Dede suka Apple sama tomat"*
 P : *"Tomat bahasa Inggrisnya apa sih?"*
 N : *"Tomato"*

The snippet of the conversation above also shows the child's use of English as a mixed language. He answered the researcher's question by answering "candy" which in Indonesian means 'candy'. In addition, Nathisa could also be understood when the researcher mentioned bananas and oranges by running toward the dining table to get the fruit. Furthermore, Nathisa also remembered that the English word for tomato is tomato. Nathisa's answer shows that she uses English as proof that she has acquired knowledge of English from the video because she does it repeatedly. This is under the theory of behaviorism described in the introduction that language acquisition can occur due to habit or practice.

3rd Speech Event

- P : *"Sleep artinya apa de?"*
 N : *"bobo"*
 P : *"Bahasa Inggrisnya bangunapa?"*
 N : *"Wake up"*
 P : *"Bahasa Inggrisnya Minum?"*
 N : *"Drink"*
 P : *"Bahasa Inggrisnya Makan?"*
 N : *"eat"*
 P : *"Bahasa Inggrisnya lompat?"*
 N : *"Jump, kayak monkey"*
 P : *"Bahasa Inggrisnya lari?"*
 N : *"Run"*

The researcher continued by asking how far the child knew about the B2 he used. The questions posed by the researchers were about verbs that often appear on YouTube in shows like Nathisa and Diana and are used by their parents as instructions or invitations. The first question the researcher asked was the meaning of the word 'sleep'. Nathisa could answer it correctly, and she answered 'bobo'.

The second question the researcher asked was the meaning of the word 'wake up' in English. Nathisa could answer it correctly, she answered 'wake up' fluently, and the word 'wake up' has the description 'an instance of a person waking up or being woken up'. Looking at the forms of the first and second questions, Nathisa was able to understand the forms of questions and answers in English and Indonesian very well.

4th Speech Event

- P : *"waahhh di luar lagi hujan de, kita nyanyi yuk"*
 N : *"lein lein go away, come again another day, nathisa wants to play lein lein go away"*
 P : *"nathisa pinter nyanyi ya, rain itu apa sih de?"*
 N : *"lein hujan"*
 P : *"Kalau play apa?"*

N : "Main"

The next thing that can be seen from the conversation above is that Nathisa can sing songs that she often watches on YouTube and often sings with her parents. This shows that Nathisa only watched this video once, but many times until she could sing this English song well. Even though there were some mistakes in pronunciation because she was only three years old, overall, she could sing well.

Discussion

Language is the most important part of human life to communicate with others. When the language used by someone in conveying a message is felt to be less successful or fails, that person needs to change the language to a language that is understood (Rezeki, 2018). Therefore, language acquisition in children is an interesting finding. Language can develop over time. In this case psycholinguistics plays an important role in the formation of language field. (in Natsir, 2017) suggests psycholinguistics explores the relationship between the human mind and language. Psycholinguistics discusses the relationship between the human brain and language. Linguistics refers more to the structure of language, while psycholinguistics refers to language processes. These two aspects are very necessary to know how to process language at each stage. Furthermore, in language acquisition, both first language and second language, there are many theories that underlie how the acquisition process occurs. The most common and basic theories are the theories of behaviorism and the theory of cognitivism. The basic concept of behaviorism theory is based on the assumption that a person after birth has nothing, so that in acquiring language the environment plays an important role. In other words, it is the environment that contributes a lot to someone so they can acquire language. The environment, in this study, is YouTube media and parental habits (Habit Forming).

The data obtained was then analyzed based on the theory of the process of language acquisition, namely the theory of behaviorism which was pioneered by B.F Skinner in 1957 (in Dardjiwijoyo, 2012) where according to behaviorism, language acquisition is nurture, that is, acquisition is determined by the natural environment. Humans are born with a tabula rasa, which is a kind of empty plate without anything. This plate is then filled by the natural surroundings, including the language. So, any knowledge that is then acquired by humans solely comes from their environment. The data analyzed by the researcher is language acquisition in children aged 3 years. The data were taken from observations of researchers with children for 4 months, namely April-July. From the results of the data that have been identified it shows that the subject acquires 46 English vocabulary including nouns, verbs, adjectives, and phrases. Factors that influence the acquisition of English vocabulary for children aged 3 years are viewing English on social media YouTube and habit forming.

D. Conclusion

Based on the interviews conducted by the researchers, the research subjects acquired a second language through the influence of YouTube social media and parental habits at home. Through this social media, the subject acquires a lot of vocabulary and can have a good dialogue using his second language, English. His understanding of animal names shows the subject's English proficiency. He can also use some adjectives to describe the animals he knows.

In addition, his understanding can also be seen in the subject's ability to name a fruit that he often watches on YouTube and hears from his parents, and he can name verbs and verb phrases in English. Through music videos, the subject also learns to sing in a second language, even though the subject still needs to be fluent in pronunciation. This ability he got because of repetition or habit. He watches a video repeatedly and continuously, resulting in understanding, Habit Forming, and application.

The video-based social media widely used today, namely YouTube, dramatically influences the acquisition of the B2 language studied in this study. The acquisition B2 language studied is English. The YouTube application has many learning videos for children who use English so parents can easily teach their children to learn. YouTube has an essential role in acquiring children's language through its channels, especially the YouTube Kids feature, which is specifically designed for children. Learning children's language can be learned through YouTube media. Visuals and audio on YouTube are exciting and make it easier for children to acquire language and remember language well. In this study, YouTube is essential in knowledge about animal names, colors, objects, verbs, and adjectives in the children studied. Children have a brain memory that is large enough that a child can store a word that he has acquired for a long time if he continues to practice it. The role of parents is also needed in acquiring or learning children's language because the media only partially replaces the human role in acquiring or learning the language. The more often a child hears English, the more accustomed he will be to using it. Children can acquire English vocabulary through audio-visual media, and adults can be used as future research objects in this regard.

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