

THE EFFECT OF YOU TUBE CHANNEL ANIA AND ELSIA ON SECOND LANGUAGE ACQUISITION IN EARLY CHILDREN

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ABSTRACT

In line with technological developments, English learning media can be done through You Tube. You Tube developed into You Tube Kids to cater to children consumers. You Tube Kids provides various interesting channels in English such as Peppa Pig, Coco Melon and Ania-Elsia. An interesting phenomenon was found in a child who is able to speak English because he often watches Ania and Elsia's You Tube channels. In their daily habits, the child uses Indonesian as the first language and English as the second language. This study tries to reveal the influence of You Tube Kids on second language acquisition. The study of first and second language acquisition material is in the field of psycholinguistics studies. The research method used is a qualitative research method using case study research. From this research, You Tube Kids is very influential in the acquisition of a second language in terms of cognitive, vocabulary and pronunciation of words well.

Keywords: second language, You Tube Kids, psycholinguistics

INTRODUCTION

Children at the age of golden age need stimulation to improve language skills. Various ways can be done to increase this ability. First by increasing the audio stimulation. A child can listen to songs, listen to stories and listen to the words of the people around him to increase vocabulary. The second is visual stimulation in the form of naming objects that are seen inside and outside the house. Objects in the house can be in the form of furniture, toys owned by children and objects outside the house can be vehicles or other goods. The third is audio-visual stimulation in the form of videos that are watched by children. From the video the child can see the picture and sound at the same time. The audio-visual experience is considered very interesting for children because there are moving pictures, various colors, sounds and interesting songs for children.

In line with the development of technology, children not only see movies and songs on television, but they can also watch videos through their devices. One form of audio-visual stimulation for children's language development is You Tube viewing media. The You Tube application offers a variety of interesting audio-visual things that can be enjoyed by adults or children. Children are more interested in listening to songs and watching children's themed videos. They can watch and repeat the video many times. By listening to and repeating stories or songs that are watched by children, children gain a large vocabulary and understanding of concepts regarding the vocabulary.

Not only adults but also children are consumers of You Tube. To optimize the use of videos for children and limit the selection of videos according to their age, the You Tube application has developed a You Tube application for children called You Tube Kids. This application contains videos of children's songs, children's stories, learning to read and count for children. Not only that, You Tube Kids can also be used as a medium for learning English for children. Many of the songs and videos on You Tube Kids are in English. The songs are usually in the form of hums for babies and children. Children will feel happy and interested by singing English songs and easily pronouncing English words. Apart from songs, there are also stories in English, such as videos of Elsia and Annia.

Elsia and Annia's videos are videos with different children's content from other children's videos. The video is not like Mickey Mouse, Peppa Pig and Sofia cartoons. The video is not only in the form of a children's story featuring people wearing special costumes like Barney and Elmo, but in the form of dolls being played by adults from the Frozen story. The storyline in the video tells of two children, Elsia and Annia. The two children are the children of Elsa and Anna in the Frozen story.

Here are some studies related to You Tube Kids that have been done. The first research was conducted by (Mullen & Wedwick, 2008), they tried to find out the effect of videos on You Tube Kids with language and art learning. Children in middle school and lower are taught to sing and perform various movements in the video. Not only that, they can also learn through blogs and other digital media. From this study the children's ability to communicate and the ability to use technology increased. The next research relates to videos made by children in Spain and uploaded on the You Tube Kids channel. Researchers try to find out whether the content of the video is in accordance with the child's theme, according to the industry's desires or the personality of the video maker. The results of the research prove that the videos made by each child are in accordance with their character, personality and gender. If the video is made by a boy then the content of the video is related to boys' games, but if the video is made by a girl then the video is related to the lifestyle and toys of girls (Castillo-Abdul et al., 2020). The third research is on the effect of the You Tube Kids application on children's communication skills in English. Based on a questionnaire given to parents who provide You Tube Kids facilities to their children, children can communicate better after they watch the You Tube Kids channel, they also have a larger vocabulary (Imaniah et al., 2020). The above studies relate to language learning, the influence of You Tube on language development and the forms of You Tube Kids content. In contrast to previous studies, this study deals with the acquisition of a second language in children through the You Tube channel Kids Annia and Elsia.

Language acquisition in children is one of the topics studied in the field of psycholinguistics. Parents will use vocabulary that is easily understood by children and simple sentence patterns so that children understand the meaning of the conversation. While children will try to accept, understand and produce what parents say. Children aged 8 months already have cognitive abilities but can not speak clearly. Cognitive abilities in children include memory, understanding and managing the information received. Cognitive processes when acquiring a first or second language are studied in the field of psycholinguistics (Carroll, 2008).

Basically, the acquisition of the first language in children begins with theory; namely language is obtained as it is, from stimulation and from the child's intellectual. According to Noam Chomsky (1965) language develops as it is because every child already has a system to acquire language. The system initially absorbs language data brought from the child's environment and processes it into a grammar. The environment where children acquire

language is only the smallest part of language acquisition, the largest part is in biology or systems that already exist naturally. According to Chomsky, after a child acquires a language, they will naturally learn to imitate language patterns that are exemplified by adults. This imitation process just happens without any analysis process and has the same patterns in various languages. According to Skinner (1969) language acquisition comes from stimulation or stimulation from outside. Language is a habit and must be learned. Parents have a very important role in language acquisition, children will be trained and taught a language. In contrast to Chomsky and Skinner, Piaget (1954) said that language acquisition comes from children's intellects. A child acquires language based on several stages, namely the child hears the words spoken through the five senses, after that the child tries to distinguish one word from another, then the child has the concept of distinguishing but the child has not been able to explain and finally the child will be able to explain clearly. the exact differentiator of these words (Chaer, 2009). In other words, the process of acquiring the first language in children is influenced by various factors such as the biological system that the child already has, stimuli from the environment and the understanding or cognitive process.

First language acquisition is different from second language acquisition. Second language acquisition is learning a second or third language after the child understands the first language. Second language acquisition can occur because a child is with people who speak a second language. Children are accustomed to using a second language because the environment around them uses it. Second language acquisition can also occur when children are taught the language formally. Children are trained and given knowledge to learn a second language (Gleason & Ratner, 1993). It can be concluded that the acquisition of a second language can be done through a natural or formal learning process such as studying in schools or courses.

Many researches on second language acquisition have been carried out. One of them is research on the differences in individual second language learning. The researcher found several learning styles, strategies and variables related to second language learning (Ehrman et al., 2003). The next research is about the critical period. Researchers tried to examine Koreans who have used English for 15 years. Their age range is between 1 to 23 years. Researchers have proven that children are more successful in pronouncing English like native speakers, while adults are smarter in morphology and syntax (Flege et al., 1999). The next researcher tries to see the effect of social media on second language acquisition. Researchers found the effectiveness of using a second language in social media when students were asked to do English assignments via Instagram, Facebook and other social media (Pikhart & Botezat, 2021). Based on the research above, it can be concluded that learning a second language is related to motivation, age range and learning stimulation. The researcher found a research gap that had not been done by previous researchers, namely knowing the effect of You Tube Kids on second language acquisition.

Linguists also mention the factors that influence the acquisition of a second language. The first factor is motivation, according to Chaer (2009) there are two types of motivation, namely the desire that arises because children want to use the language used by the people around them and the second desire that children feel learning the language is very useful because it can increase grades in school. The second factor is the age factor, Krashen (1982) in Chaer (2009) the age factor does not affect the order in language acquisition. The order of language acquisition for children and adults is the same. In second language attainment, children are more advanced in second language pronunciation like native speakers, whereas adults are more advanced in morphology and syntax. The third factor is the formal presentation

factor. According to Mar'at (2005) this factor is closely related to methods and handbooks in teaching a second language to his students. In addition, teachers who often provide corrections to their students, unconsciously provide stimulation. The fourth factor is the interference of the first language. When a child learns a second language, a child consciously or unconsciously uses patterns in the first language. Therefore, code switching, code mixing and language errors often occur (Chaer, 2009).

From the observations that the researchers made, the researchers found that 5-year-old children were fluent in English as a second language. Children communicate actively with their parents in English. From the age of three, the child is used to watching the You Tube Kids channel in English. But when the researchers observed longer the child was able to tell stories in English. This study is based on two hypotheses: Children can acquire second language learning because their parents and the environment use that language and children at the age of golden age are better at pronouncing a second language. After describing the different phenomena found by the researchers and several previous studies, the researchers tried to find out how the You Tube Kids application affects the children's second language acquisition and what are the benefits of the application, especially the Elsia and Annia channels on the development of children's vocabulary such as verbs, adjectives, and adjectives. orders and so on.

METHOD

This research method uses qualitative research methods with the type of case study. According to Bogdan and Biken (2008) there are several characteristics of qualitative research. First, researchers are the main source of research and researchers can use recording devices in this study. Researchers collect data in the form of words, sentences and discourse. Researchers use labels or codes in the analysis process, because it is the most important part in this research. Research stems from specific phenomena discovered by the researcher and the researcher is very interested in the participants. Researchers will collect various information related to participants in qualitative research (Emzir, 2018). Qualitative research is research that describes all information related to the problems of participants who have different phenomena from other people or other groups.

This research uses a case study research approach. According to Robert Yin (1996) case studies are research that tries to observe objects to find a deeper understanding of phenomena that researchers find in real life. Case study research can take the form of a single case study. A single case study can be done if there are the following things: (1) the case is an important case and in accordance with the theory to be tested (2) the case describes a unique thing and (3) the case is used to reveal other phenomena that may not be found.

The subject in this study was a 5-year-old child named Aubrey Pratama Solihat. Researchers chose the child as a subject in the study because the subject has a unique language compared to other children. The first language used by Aubrey is Indonesian because in everyday life her parents speak Indonesian. Both of his parents speak Indonesian. When talking to friends, Aubrey also uses Indonesian. Aubrey has been watching You Tube Kids since she was 3 years old, every day she spends time watching the channel she likes.

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Data collection techniques in the form of participatory observation. Researchers directly observe informants in their daily activities watching You Tube videos. The researcher recorded the informants when they told stories in English and conducted interviews. Recording and interviews were conducted to find important information used in the research.

The data analysis technique used is content analysis technique. The steps taken to analyze the data are: (1) Data analysis procedures: (1) Transcribing the recording and determining the unit of analysis: applying the variables to be analyzed such as phrases, words, clauses and sentences. (2) Categories and coding, (3) analyzing and interpreting the data and (4) making conclusions.

DISCUSSION

From the results of observations and interviews, researchers found several things that influenced children after watching You Tube Kids Annia and Elsia channel in obtaining a second language, namely (1) children could speak English because of the stimulus, (2) children did not understand some of the questions asked during the interview. in English, (3) children have high imagination and storytelling skills, (4) children can pronounce adjectives well but do not understand the meaning of the word, (5) children know the system of language patterns, (6) children have good pronunciation. good and (7) although the child does not receive formal English learning, the child can speak a second language.

In Aubrey's case, researchers found that environmental factors were not very supportive of children but stimulus factors that supported children more in acquiring a second language. In her daily life, Aubrey talks to her mother, grandfather and grandmother in Indonesian. In kindergarten and outside the home, Aubrey also speaks Indonesian. Stimulus given by parents in the form of videos on You Tube affects the cognitive factors of children. Children can choose the stimulation they want. In this case, Aubrey prefers the video stimulus in English and rejects other stimuli. This is also said by Carroll (2008), several studies have proven that children have a stimulus-response and they can reject information that they think is inappropriate. This is reinforced by research conducted by Bialystok (2004), Bialystok uses color as a stimulant in children, children are asked to match the color on the right with the picture on the left. The result is that children are easier to respond to using a stimulus and the stimulus affects the child's cognitive factors.

Based on the results of the interview, Aubrey did not understand some of the questions in English and tried to combine Indonesian and English to answer them. The following is an example of the questions asked; R is the researcher and A is the child:

R: Do you like watching You Tube?

A: Yes

R: Do you have favourite video?

A: Aku ngak tahu, I don't have favorite video.

R: Do you like Elsia and Annia video?

A: Yes

R: Why do you like them?

A: They so funny and cute.

In the example above, Aubrey doesn't understand the word favorite even though she really likes Elsia and Annia's videos. Because based on the results of interviews conducted with parents, this is the channel that Aubrey plays the most. Furthermore, in conversations, first language interference still often occurs, such as "I don't know, I don't have a favorite video."

that have been transcribed, the researchers found aspects of narrative and imagination that developed. When Aubrey told her story, she compared herself to Annia and Elsia. Here's an example of the sentences that she used to tell the story:

A: You want play now or later?

A: Ooh now

A: cool necklace

A: How about you Annia?

A: That's one sure I wear that one.

A: No. it's not fit

From the story narration conducted by Aubrey, it can be seen that You Tube Kids affects children's cognitive. Children easily imagine and tell a story from the situation imagined by him. This is in accordance with Lambert's (1990) study which compared the language skills of bilingual and monolingual children aged 10 years. Children with one language have the ability to speak French which is commonly used in schools, while bilingual children have the ability to speak French and English. Lambert gave several tests related to French and English language skills, the results were that bilingual children showed better verbal and non-verbal skills and bilingual children were better at completing tests related to symbols and mentality. Lambert concluded that bilingual children have better cognitive abilities than monolinguals (Carroll 2008).

When Aubrey tells a story there are several adjectives used such as adorable, weird, ugly, and others. After telling the story, the researcher asked the meaning of these words and Aubrey could not provide an explanation of the meaning of these adjectives. Here are some of the adjectives used:

Adorable	It's so adorable.
refreshing	And this is so refreshing.
weird	Of course, it looking weird
Relaxing	Ooh just relaxing

From the examples of several sentences above, Aubrey uses adjectives correctly. But when asked the meaning of the words he could not say. This is in accordance with what was said by Morgan (1986), there are several stages in children's cognitive development, namely sensory, preoperational, concrete operations and formal operations. The process that occurs at Aubrey is in the concrete operational stage. At this stage the child has understood the concept of the difference between one word and another (Chaer, 2009). For example, the child is able to distinguish between good and bad objects but cannot explain why these objects are good or bad. In this case, Aubrey already knows that the adjectives adorable, pretty, perfect, good, nice are adjectives to describe good and beautiful things, but ugly and weird are used to describe nouns that are not good. In other words, You Tube Kids has an effect on increasing children's vocabulary.

From the transcription of the recording, the researcher also found several sentence patterns that were suitable for Aubrey to use. The following are examples of sentences and sentence patterns.

We can put the table back.	S+V+O
I think I am going to choose this one because it has Anna and Elsa in it.	S+V+O+ Conj+S+V+Complement
Can I have the pink one?	Auxiliary verb+S+ V+O?
I want this one for my mom.	S+V+Complement
Where is our bedroom girl?	WH+ Auxiliary verb+Complement?

The sentences made by Aubrey use the appropriate sentence patterns. For example, when he uses the modal can, can is followed by the first verb. Then in the second sentence Aubrey made a sentence using the conjunction because. There are two clauses formed, namely I think I am going to choose this one and It has Anna and Elsa in it. The two clauses made by Aubrey are formed with the correct sentence pattern. Likewise with the conjunctions used. The conjunction because is used to explain the reason and in the sentence above it is used correctly. The third and fifth sentences are in the form of interrogative sentences. The interrogative sentence pattern if using the capital can is correct, Aubrey uses can at the beginning of the sentence. Likewise, the sentence pattern for the WH-Question question, the sentence pattern is correct, namely the WH-Question followed by an auxiliary verb. Previously, Aubrey had never been taught to compose sentence patterns in English, so what happened was that he used the concepts formed by Chomsky regarding Universal Grammar and the Language Acquisition Device (LAD) to form these sentence patterns. According to Gleason & Ratner (1993) LAD is not only shown when a child gets a first language but also when a child gets a second language because it is a natural process.

Then Aubrey's English pronunciation is very good and almost the same as the pronunciation of native speakers. This can happen because of the age factor. Aubrey is at the age of 5 years, so that biologically her speech and cognitive organs are still good. In accordance with research conducted by a number of researchers, age differences affect the speed of learning success, adults are better at morphological and syntactic aspects while children are better at pronunciation (Chaer, 2009).

Next, second language acquisition is influenced by the informal environment. In Aubrey's case, the child did not receive formal instruction in English. When a child studies in kindergarten, he only uses Indonesian and he does not take English courses. Informally at home, children get more opportunities to watch You Tube Kids. Aubrey uses Ania and Elsia's video as a model in using a second language. The native speakers in the video make Aubrey more confident to communicate in English. As stated by Ellis (1986) in (Chaer, 2009), the language of foreign speakers plays a role in developing communication, forming inner bonds and learning models.

CONCLUSION

Based on the results of the research above, it can be concluded that You Tube Kids is a stimulus for children and informal media in language learning. You Tube Kids also makes the narrative aspect and children's imagination develop, helps children understand the concept of

an adjective, helps children know sentence patterns in language, helps children pronounce words well. But You Tube Kids has no effect on the child's ability to answer questions. In the next research, it is hoped that researchers can examine other aspects such as language errors due to the influence of foreign languages used in You Tube Kids videos.

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