

CHAPTER 2

LITERATURE REVIEW

2.1 Language Acquisition

Language Acquisition is one of the process that humans acquire the ability to perceive and understand language, as well to produce and use and phrases to communicate with each other. Language Acquisition is the way of humans being in obtaining subconsciously his or her first language to produce speech. So, language acquisition usually refers to the first language. The first language acquisition here is not only to the language he or she acquired in the past for the first time for the first language but it is to the language she or he acquired and acquires for the first time for any language (Arung, 2016).

According to Chomsky (2009) language acquisition is a matter of growth and maturation of relatively fixed capacities, under appropriate external conditions. The form of Acquisition and use of language, the language that is acquired is largely determined by internal factors; it is because of the fundamental correspondence of all human languages, because of the fact that “human beings are the same, wherever they may be”, that a child can learn any language. The functioning of the language capacity is, furthermore, optimal at a certain “critical period” of intellectual development. In addition to that, the term language acquisition“ is normally used without qualification for the process which results in the knowledge of one’s native language (or native languages). It is conceivable that the acquisition of a foreign language, whether it is learned systematically at school or not, proceeds in a quite different way.

2.2 Child’s English Vocabulary Acquisition

In the Language Acquisition process, children learn to produce and comprehend speech. The process starts from infants and then continues through some stages until the child can speak or produce a sentence, even a complex sentence. Prior to uttering speech sounds, infants make a variety of sounds, crying, cooing, gurgling. Infants everywhere seem to make the same variety of sounds, even the children who are born deaf (Lenneberg et al, 2000). The ability of children

at such a young age to form complex rules, to construct the grammars of spoken and sign languages, and to do so in such a relatively short time is indeed phenomenal. The fact that the stages through which a child learns a language of different nations reveals interesting aspects of the acquisition process (Fromkin, 1983).

Bolinger (2002) said that, acquiring a language calls for three things:

1. Predispositions, as well as physical capacities, developed through countless centuries of natural selection; People have capacities for communicating in a human way uniquely and capacities for acting such as breathing, grasping and crying.
2. A preexisting language system, any one of the many produced by the cultures of the world; Language persists through time and from speaker to speaker. We are not born with an instinct to learn languages such as English, Indonesian or Chinese but we learn a language as members of the society, or we want to understand that society, or to be understood by that speech community. It means that if a language is not used in any society, it dies out.
3. A competence that comes from applying the predispositions and capacities to the system through the relatively long period during which the child learns both to manipulate the physical elements of the system, such as sounds and words and grammatical rules, and to permeate them with meaning: A child must learn the rules before use the language creatively.

Language acquisition at age 1-3 years old occurs naturally. It is meant that a child is insensibly acquiring the language but the fact he/she can produce the language for communication. The process of acquiring the language at the age before 5 years old is called the golden age. This period shows the progress of language development from one stage to another. Safitri (2020) stated that the ability to get and understand the language is inherited genetically but the particular language that children speak is culturally and environmentally transmitted to them. Children all over the world acquire their first language without tutoring. Whereas a

child exposed to an English speaking community begins to speak English fluently, the other one exposed to a community of Indonesian speakers, begins to use Indonesia fluently. Language acquisition thus appears to be different in kind from the acquisition of other skills such as swimming, dancing, or gymnastics. Native language acquisition is much less likely to be affected by mental retardation than the acquisition of other intellectual skill activities. Every normal human child learns one or more languages unless he is brought up in linguistic isolation, and learns the essentials of his language by a fairly little age, say by six.

When a human is born, he does not suddenly have the grammatical of his first language in his brain and completely follows its rules. The native language is acquired through some stages, and every stage is passed near to an adult's language. There are six stages in children's first language acquisition, namely: Pre-talking stage/Cooing (0-6 months). According to Bolinger (2002) pre-talking stage or cooing is the vowel-like sound responding to human sounds more definitely, turns head, eyes seem to search for speakers occasionally and some chuckling sounds. For example, Miles (at the age of 4 months) demonstrating the cooing stage of language acquisition. He is producing vowel-like sounds (especially, the back vowels [u] and [o]) in the sounds of "oh", "uh", and "ah", typical of "cooing". He still finds difficulties in producing the vowel sound [i] except when he is screaming in "hiii". Moreover in producing the consonant sounds like [b], [p], or [m], she is not able to produce them yet.

1. Babbling stage (6-8 months)

Babbling is the sounds which infants produce as consonant-vowel combinations, Steinberg (2003). The sounds which are produced by infants but not all the speech sounds are the same in language of the world such as [ma-ma-ma] or [da-da-da] and [ba-ba-ba] or [na-na-na].

2. Holophrastic stage (9-18 months)

Fromkin (1983) stated that holophrastic from holo "complete" or "undivided" plus phrase "phrase" or "sentence". So holophrastic is the children's first single word which represents a sentence. Children using one word to express a particular emotional state. For example, Debby's

mother recorded the words she had pronounced during the 8 months after the appearance of her first word at 9 months (this was [adi], used both for her "daddy") During the two weeks from 17 months -17 months and a half, she more than doubled her vocabulary.

3. The two-word stage (18-24 months)

Two-word stage is the mini sentences with simple semantic relations. As Fromkin (1983) states that children begin to form actual two-word sentences, with the relations between the two words showing definite syntactic and semantic relations and the intonation contour of the two words extending over the whole utterance rather than being separated by a pause between the two words. The following “dialogue” illustrates the kinds of patterns that are found in the children’s utterances at this stage. Basically, a child at this age is already able to produce the consonant sounds like [j], [p], [b], [d], [t], [m], and [n].

4. Telegraphic stage (24-30 months)

Telegraphic merely a descriptive term because the child does not deliberately leave out the non-content words, as does an adult sending a telegram, Fromkin (1983). When the child begins to produce utterances that are longer than two words, these utterances appear to be “sentence-like”; they have hierarchical, constituent structures similar to the syntactic structures found in the sentences produced by adult grammar.

5. Later multiword stage (30+months)

According to Bolinger (2002) at this stage is fastest increase in vocabulary with many new additions every single day; no babbling at all; utterances have communicative intent. There is a great variation among children, seems to understand everything said within hearing and directed to them.

2.3 Cocomelon Youtube Videos

Social media is online media used for remote communication, One of the commonly used social media is Youtube, Youtube was discovered in 2005 by Chad

Hurley, Steve Chen, and Jawed Karim, in 2023, Youtube has become one of the most influential platforms or social media in the world, lots of video content on Youtube, such as Educational Content, Football, world news, and others. One of the highlights is Cocomelon Video, Cocomelon is an educational video that entertains children, and children also use YouTube to increase their language learning opportunities. Furthermore, YouTube is a great social media platform that helps worldwide education (Lin et al., 2009).

Children watched 4-9 minute videos for an average of 1.39 hours per day and 1.47 hours every weekend. Games, toys, nursery rhymes, humor, and animal films are topics children are exposed to regularly. The child can remember events more quickly if they watch videos on YouTube. Not only can YouTube make studying more critical, but it also makes it more enjoyable (Alimemaj, 2010). Cocomelon-Nursery Rhymes is one of the YouTube Kids broadcasts that include learning for early childhood. Children's psychology and learning processes are hugely affected by music content (Mullick et al., 2018).

In recent years, Cocomelon has become one of the most loved children's entertainment channels on YouTube with millions of views and subscriptions. However, parents and educators are increasingly concerned that Cocomelon may be overly stimulating for children. Cocomelon has become incredibly popular with children and adults alike, but some are concerned that it could have a negative impact on children. While it's true that the videos are filled with upbeat music and bright, colorful visuals, they also contain educational messages and calming themes. While some parents may worry that their child will spend too much time on video, this content is designed to promote positive values and behaviour. In this case, there are some pros and cons in using of Cocomelon Videos for Children language advancement, Handrianto (2022) found that the Cocomelon Channel has a tremendous influence as follow:

1. It is beneficial for children to understand basic vocabularies such as the names of days, animals, fruits, and others.
2. Singing while learning a new language can arouse children's interest and encourage them to respond well.

3. Using audiovisual media in the form of animation media can increase a great sense of interest in learning and increase mastery of English vocabulary.
4. Audio-visual-based media can stimulate children's understanding through stories with learning themes that are packaged as attractively as possible so that children can easily understand and want to watch the video.
5. Animation media with songs is the process of creating motion effects. It can also be a change in the color of an object inside, animation media is also in the form of moving images and emitting sound projected through the projector lens. In this case, it is also explained that video is a communication tool to convey the information in a lesson.

Ilmaniah et, al. (2020) found that Although YouTube Kids is a popular entertainment channel for families, the parents worry that it contains a great deal of pornographic content. For instance, in advertisements that often appear on YouTube. Even though Google is paying more attention to security and safety, as shown by the YouTube Kids Channels program for increasing security for children. Some parents experience a technological gap between themselves and their children and are afraid they are unable to use the internet proficiently; thus, they do not understand and seek a solution. In this case, parents need to have control over their children, because YouTube Kids Channels acts as an authentic tool which is highly useful in giving their children motivation, promoting their communication skills. Moreover, YouTube Kids Channels enhance and enrich children's English vocabulary. As an influential innovation, YouTube Kids Channel has opened new possibilities for teaching foreign language in a secure, fast, and exciting way. There are some lack of use Cocomelon:

1. There is a Screen time, which is children too many use gadget
2. Children is too active, it is related to the content of cocomelon videos which is shown many overly active movement in every dialogue

YouTube Kids channel can be one of the electronic means to help parents grow their children's communication skills. However, YouTube Kids Channel

offers many channels selected by parents. Inspirational images and easy listening songs provided by various accounts on YouTube Kids channels are appealing to children. Audiovisual aspects like this make up kids can survive watching YouTube Kids channels for long time. However, parents must be smart to choose the right channel for your child by age but parents should control YouTube Kids channels take time. If all is done, it is assumed that YouTube Kids Channels can improve young children's communication skills, especially by enriching children's communication skills vocabulary in English.

2.4 Study of the Relevant Research

Previous research (Khoiriyati, 2019) stated that the application of a new special for children in the form of YouTube Kids which is a form of YouTube social media with video content which is the main product is a step that is appropriate in the provision of stimulus in early childhood. Consume video content in accordance with his age and with the specified duration of time is an excess of YouTube Kids. As has been proven by experts in international journals Behavioral Development that audio-visual media can affect language skills in children especially during the golden age.

Previous research by Fatmala (2018), found and concluded that stimulation of children with YouTube videos can be used as a means of optimizing children's early childhood cognitive development. There is a development of imagination, language, curiosity knowing and the development of concentration are the effects of giving stimulation to children.

Previous research by (Kurniati et al, 2020) found that the provision of stimulation in the form of YouTube in early childhood can improve attention and concentration, curiosity, memory, imagination, creativity, and language. Based on the analysis that has been done, it can be concluded that social media is social media Youtube has a significant influence on the language skills of children aged 3-4 years. Likewise for children who experience speech delays. YouTube social media can be used as a medium to help children who experience delays talk to introduce vocabulary. Content for children under 5 years old or golden age children can watch

video content that promotes creativity, fun, learning through music and songs, as well as exploration.

The Research by (Linuwih & Trihastutic, 2020) stated that Nursery rhymes and kids' songs are integrated media comprising kinaesthetic, visual, and auditory learning in which by co-watching activity between toddlers and adult companion can support toddlers' language and cognitive development. The media and the co-watching activity are able to support their speaking ability and upkeep them to be bilingual at a very early period. This is proven by toddlers' ability to understand the words spoken by their adult companion in two languages (Indonesia and English) and to produce the intelligent pronunciation of the words also in those two languages. English which is normatively learned merely as a foreign language to most Indonesian people is no longer something far-off to children who are exposed to it through visual media since they are at a very young age and at the same time they learn their mother tongue.