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The Influence of Youtube Video in Learning English (A Case Study of 3 Years Old Child in Medan)

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan dan menemukan pengaruh YouTube terhadap pemerolehan bahasa kedua yang terjadi pada anak usia 3 tahun di Medan. Metode yang digunakan adalah deskriptif dengan teknik mendengarkan dan mencatat. Melalui penelitian ini, penulis dapat mengetahui dan memperoleh pengetahuan tentang proses pemerolehan bahasa yang terjadi pada anak usia dini. Temuan penelitian ini, yang diamati dalam empat peristiwa bicara: memberi nama warna, mengenali binatang, mengenali bagian tubuh, dan memberi nama pada buah-buahan, menyoroti pengaruh pengulangan, penguatan, dan isyarat visual, yang semuanya merupakan inti dari pembelajaran behavioris.

Kata Kunci: *Pemerolehan Bahasa Kedua, YouTube, Pembelajaran Behavioris*

Abstract

This study aims to describe and find the influences of YouTube in second language acquisition that occurs in 3 years old child in Medan. The method used is a descriptive with a listening and recording technique. Through this study, the author can find out and gain knowledge about the process of language acquisition that occurs in early childhood. The findings of this study, which were observed in four speech events: naming colors, recognizing animals, recognizing body parts, and naming fruits, highlight the influences of repetition, reinforcement, and visual cues, all of which are at the heart of behaviorist learning.

Keywords: *Second Language Acquisition, YouTube, Behaviorist Learning*

INTRODUCTION

A person needs to have complete grammar with all its rules suddenly in his brain. A child acquires a first language through several stages, and each subsequent stage is closer to adult grammar. The term language acquisition is essentially the same as the word acquisition. This term is used in first language mastery as one of the developments in humans since birth by Dardjowidjojo in Nasution & Asrindah (2021). Language acquisition occurs in the acquisition of the first language or better known as the mother tongue, which in English is commonly called the mother tongue, then in the acquisition of the second language, namely the acquisition of English. Language acquisition is the process of learning a second language, particularly English. Language acquisition is a complex and dynamic process that begins in childhood and continues throughout the lifespan (Al-Harb, 2020). Language acquisition involves the acquisition of linguistic knowledge and skills, including vocabulary, grammar, and syntax, as well as the ability to use language for communication and social interaction. Language acquisition is an intricate and specialized cognitive process that is inherently effortless and non-instructive in children (Zuriyati, et al., 2023).

Language acquisition or language acquisition according to Maksan (1993:20) is a process of mastering a language carried out by someone unconsciously, implicitly and informally. Dardjowidjojo (2003) states that language acquisition is a process of mastering a language carried out by a child naturally when he learns his mother tongue. Since an early age, babies have interacted in their social environment. A mother often gives the baby the opportunity to participate in social communication, so that's when the baby first learns about socialization that this world is a place where people share feelings. Through the first language (L1), a child learns to become a member of society. L1 becomes a means to express feelings, desires, and opinions, in the forms of language that are considered to exist. Children also learn that there are forms that are not acceptable to members of their society, children should not always express their feelings frankly. The acquisition of the first language or mother tongue of children all over the world is the same. The similarity of the acquisition process is not only due to the similarity of biological and neurological elements of language, but also by the existence of aspects of language mentality (Indah & Suardi, 2019). So, it can be concluded that the first language (L1) or mother tongue is the first language acquired by an individual in his life. This language will be the language that is most familiar and often used by language users.

In Indonesia, English has become a second language that is a major subject in schools, from elementary school to university level. This is because English is very much needed for communication because it is an international language. Therefore, in addition to mastering

the mother tongue (regional language and Indonesian), students have also studied English as a second language and a foreign language. Toddlers are children aged between 2-3 years. This age is the peak of language mastery, and at this age, children are already able to make simple phrases or sentences. Sometimes, they are already able to make longer sentences and they are also able to respond to what adults ask. Currently, toddlers are able to learn English through various media. Sometimes, parents teach them at home, or teachers teach them at daycare or preschool. Therefore, it is undeniable that toddlers are already able to speak English from an early age.

The language acquisition studied in this study is the acquisition of English in a child obtained through YouTube social media and behavior. Social media is a medium on the internet that allows its users to represent themselves and interact, collaborate, share, and communicate with other users to form virtual social bonds. In social media, there are three forms that refer to social meaning, namely cognition, communication, and cooperation (Mujianto, 2019). Along with the rapid development of technology, children are also increasingly finding it easier to learn languages. One of the social media for learning languages is YouTube. YouTube is a very interesting social media and contributes to the world of education globally (Alhamami, 2013). YouTube is increasingly used by educators to teach English (Alhamami, 2013). YouTube offers fast and enjoyable access to language and culture-based videos and instructions from around the world (Alhamami, 2013). Through YouTube, children can learn English through stories, songs, or vlogs. According to Skinner (1976) using repetition and training so that desired behavior can become a habit. Evaluation or assessment is based on observed behavior. Desired behavior gets positive reinforcement, and inappropriate behavior gets negative reinforcement. YouTube channels can be used as learning media for certain subjects. For this reason, researchers will dig deeper into the use of YouTube channel media in learning in the English Literature Study program. Through initial observations, there are a number of courses that have used YouTube as a learning platform. For this reason, the research will focus on an exploratory study regarding the effectiveness of using YouTube in learning from the perspective of students who have used YouTube media (Mahmud et al., 2021).

There is a similar study on children's language acquisition, which is found in a journal by Hasan Ayuba entitled *Acquisition of Phonology and Syntax (A Case Study on 2-Year-Old Children)* states that the results of this study show that; (a) the acquisition of phonology and syntax in the first phase produces words that have no meaning, the words that appear most in this phase are pronouns, (b) after treatment in the form of stimulation to speak, the results in the second phase are that the research subjects are able to produce words that have

meaning and also produce several types of words, including nouns that are said up to two or three words in one utterance and some are cut off.

This research is expected to be useful theoretically and practically. Theoretically, it can be useful to increase knowledge about children's second language acquisition. This research can also be useful for parents to be able to understand what their children are saying. If parents can understand what their children are saying, then the children will be happy. Communication will be established well between parents and children. Children will feel closeness to their parents. This will help children's psychology grow better. The gap in this research is to describe and find the effectiveness of YouTube in influencing language acquisition that occurs in early childhood aged 3 years old.

RESEARCH METHOD

The method used in this study is a descriptive with a qualitative approach. According to Nazir (2011), a descriptive method is a method that examines a group of people, a subject, or thoughts in the present. This descriptive method is used to provide an overview of the results of data collection that has been carried out by researchers, through interviews (parents, children) and direct observation in the field, about the speech expressed by the research subjects. This research was conducted by directly observing the children who were the subjects of the research. The behaviorist framework by Skinner (1976) was applied to focus on observable behaviors, specifically the child's vocabulary recall and response to visual, auditory, and reinforcement stimuli.

This researcher applies the technique of listening to the conversation. The researcher listens to the words that can be said by the child after that the researcher also interacts and encourages the research subjects to say words. Data is collected by observing and understanding the language spoken by the research subjects. The researcher will record every word and utterance uttered by the research subjects.

This study explores how exposure to YouTube videos impacts English vocabulary acquisition in a 3 years old child. Specifically, the study investigates how visual and auditory stimuli, combined with behaviorist reinforcement techniques, influence the child's ability to recognize, recall, and articulate English vocabulary.

RESULT AND DISCUSSION

The observations were conducted through four different speech events with the child (age 3) to determine the vocabulary acquired from watching YouTube videos in English. These interactions are designed to prompt the child to use newly acquired words. Below are the speech events and the results:

1st Speech Event: Naming Colors

Context: The child was exposed to a YouTube video that focused on teaching basic colors, a common feature in educational content for young children. The researcher used colored papers as visual stimuli to elicit responses from the child and assess the vocabulary retention of the colors learned from the video.

Dialogue

Researcher: "What color is this, dek?" (Holding a red paper)

Child: "Red."

Researcher: "And what color is this?" (Holding a blue paper)

Child: "Blue."

Researcher: "Yeay! And this one?" (Holding a yellow paper)

Child: "Yellow."

From the first speech event, it shows that the researcher begins by asking about the color of the red paper. The use of the term "dek," an affectionate form of address in Indonesian, creates a friendly and supportive atmosphere, making the child feel comfortable participating. Holding up the red paper serves as a visual stimulus that helps the child recall the color learned from the previous video. The child quickly answers "Red," indicating that they have successfully recognized and remembered the name of the color. This shows a good understanding and mastery of the vocabulary introduced earlier. The researcher continues with a similar process by holding up blue and yellow paper, reinforcing the recognition of colors. By providing a similar question, the researcher helps the child learn incrementally and retain newly acquired information. This consistent approach aids in reinforcing the child's understanding of different colors by introducing one color at a time. The child provides the correct answer, "Blue" and then "Yellow". This indicates that the child not only recognizes the color but can also articulate its name in English. This interactive learning process allows the child to link visual stimuli with verbal expression. The enthusiastic expression "Yeay!" from the researcher shows support and positive reinforcement for the child's previous answer.

Prior to this interaction, the child likely watched a YouTube video specifically designed to teach colors. These videos often feature bright visuals, catchy songs, and repetitive phrases that are engaging for young children. The initial exposure to colors through the video provides the foundational vocabulary that the child recalls during the interaction with the researcher.

2nd Speech Event: Animal Recognition

Context: The child watched a video featuring various animals and their corresponding sounds. Afterward, the researcher used pictures of animals to assess how well the child had retained the vocabulary (animal names) and associated sounds.

Dialogue

Researcher: "Dek, look this picture! What animal is this?" (Holding a picture of cow)

Child: "Cow."

Researcher: "Cow suaranya kayak mana, dek?"

Child: "Moo."

Researcher: "What animal is this?" (Holding a picture of cat)

Child: "Cat."

Researcher: "Terus suara cat kayak mana?"

Child: "Meow."

Researcher: "What animal is this?" (Holding a picture of dog)

Child: "Dog."

Researcher: "Suaranya kayak mana, dek?"

Child: "Guk guk guk."

Researcher: "Good job! Pintar."

From the second speech event, it shows that the researcher starts by showing a picture of a cow, inviting the child to recall the animal's name. The phrase "Dek," a term of endearment, establishes a supportive and friendly tone, making the child feel comfortable. The use of a picture creates a visual connection, helping the child link the image to the vocabulary they've been exposed to in the video. The child correctly identifies the animal as a cow. This quick response indicates that the child has effectively retained the vocabulary from the video. The researcher moves to the next level of questioning, asking about the sound the cow makes ("What sound does the cow make?"). This tests the child's ability to connect not just the animal's name but also the associated sound from the video. Switching to Indonesian here keeps the conversation natural and helps the child understand the

question easily. The child responds with the correct sound, "Moo," which shows they remember the auditory aspect of the lesson from the video.

The researcher continues with the next picture (cat and dog), reinforcing the pattern of recognizing animals and linking them to sounds. This repetition strengthens the child's memory and understanding. The researcher asks for the sound of the cat and dog, further reinforcing the association between animals and their sounds. The child responds correctly, mimics the sound of cat with "Meow" and dog with "Guk guk guk", it demonstrates her ability to recall sounds learned in the video. The researcher praises the child with "Good job!" and "Pintar" (smart), reinforcing the child's successful responses. This encouragement boosts the child's confidence and motivates further participation.

In the dialogue, the child successfully identifies the animals in English: "cow", "cat", and "dog." This indicates that watching the video helped the child learn the names of these animals in English, which they can now use when prompted. Such exposure to authentic English vocabulary is particularly important in non-English-speaking environments, where opportunities to hear the language may be limited.

3rd Speech Event: Identifying Body Parts

Context: The child was likely exposed to a YouTube video or similar media that introduced the English names for body parts. The researcher then conducted a simple interactive session where the child was asked to identify and name body parts (eyes, nose, mouth) in response to verbal prompts. This is a common practice in early second language acquisition (SLA) for young children, where visual cues are paired with spoken language.

Dialogue

Researcher: "Dek, eyes mana eyes?"

Child: "Eyes." (Pointing to her eyes)

Researcher: "Oh itu eyes. Kalau nose?"

Child: "Nose." (Pointing to her nose)

Researcher: "Kalau mouth?"

Child: "Mouth." (Pointing to her mouth)

Researcher: "Oh itu mouth. Adek so clever ya!"

From the third speech event, it shows that the researcher begins by asking the child "eyes mana eyes", the use of the affectionate term "Dek" creates a friendly, supportive atmosphere, making the child comfortable and engaged. The question is a blend of Indonesian ("mana") and English ("eyes"), which is a common technique when teaching

young children who are just beginning to learn a second language. The question "eyes mana eyes?" encourages the child to recall what she learned from the YouTube video and physically demonstrate her understanding by pointing to her eyes. The child correctly identifies her eyes and points to them, demonstrating that she has successfully internalized both the word "eyes" and its meaning. This shows that the video was effective in teaching the child the English vocabulary for body parts through visual and auditory means. The researcher confirms the child's response by saying, "Oh itu eyes" (meaning "Oh, those are eyes"). This positive reinforcement helps strengthen the child's confidence. The researcher then asks about the "nose" and "mouth" using a similar pattern to help the child identify another body part. The researcher uses Indonesian ("kalau") along with the English term "nose" and "mouth" which helps bridge the gap between the child's first language (Indonesian) and the second language (English).

The child points to her nose and correctly names it in English, showing that she can transfer knowledge from the video to real-life identification of body parts. This demonstrates that the child has effectively learned and retained multiple English terms through repetition and practice. The researcher moves to the next body part, asking about the "mouth." This follows the same repetitive format, reinforcing the vocabulary in a structured and consistent manner, which is particularly helpful for young learners. The child points to her mouth and says "mouth," correctly identifying another body part. This response indicates that the child has not only memorized the vocabulary but also understands the physical representation of each word. The researcher confirms the child's answer ("Oh itu mouth") and offers praise ("Adek so clever ya!"), which encourages the child and reinforces her positive learning experience. Praise is a critical part of language learning for young children, as it boosts confidence and motivation to keep participating.

The exposure to YouTube videos focused on body parts likely plays a major role in helping the child acquire these terms. Videos typically use songs or interactive visuals (e.g., "Eyes, Nose, Mouth, Ears Song") that pair words with actions, making it easier for children to remember new vocabulary. The repetitive nature of such videos, combined with the visual cues, is particularly effective for young children who are still developing their language skills.

4th Speech Event: Identifying Fruits

Context: The child watched a video that introduced common fruits in English. The researcher conducted a task-based learning activity by showing the child different picture of fruits and asking them to name them. This is a typical method used in second language acquisition (SLA) to test vocabulary recall and comprehension.

Dialogue

Researcher: "Dek, look at this picture, what fruit is this?" (Holding a picture of an apple)

Child: "Apple."

Researcher: "Good! What about this one?" (Holding a picture of a banana)

Child: "Banana."

Researcher: "Yeayy! Pintar!"

From the fourth speech event, it shows that the researcher begins by asking the child to look at the picture of an apple. The use of "Dek," a term of endearment, creates a friendly, relaxed atmosphere that encourages the child to participate. This approach mirrors the structure of many educational videos, where children are prompted to observe visuals and respond. The researcher uses a picture of an apple, which acts as a visual cue. Visual aids are crucial for young learners as they help make abstract vocabulary more concrete and relatable. The child responds by correctly naming the fruit as "apple." This shows that the child has successfully retained the English word from the video and can link it to the visual representation of the fruit. The child's quick and accurate response suggests that watching the video helped solidify the association between the fruit and its English name. The ability to recall and use the word shows effective retention from the learning content. The researcher provides positive reinforcement by saying "Good!" and then smoothly transitions to the next item by asking about the banana. This consistent and encouraging feedback helps maintain the child's confidence and engagement throughout the task.

The pattern of naming fruits one by one is a common approach in early second language acquisition (SLA) because it allows children to focus on one item at a time, making the task manageable and clear. The child identifies the second fruit as "banana," further demonstrating their ability to recall the vocabulary introduced in the video. This response shows the child has learned more than one word and is capable of transferring that knowledge to new contexts. The child's ability to remember multiple fruit names indicates that the repetition and visual pairing in the video effectively expanded their vocabulary beyond just one word, which is a key goal in language learning. The researcher praises the child with "Yeayy! Pintar!" (meaning "Yay! Smart!") to boost the child's confidence. This praise provides encouragement and fosters a positive learning environment, which is essential for young learners to stay motivated and engaged in the learning process. Positive feedback helps reinforce the learning experience, making the child more likely to participate enthusiastically in future tasks.

The YouTube video likely played a crucial role in introducing the child to fruit vocabulary in an engaging way, possibly through songs, visuals, or repetition. The use of fun and colorful visuals in the video helps capture the child's attention and supports vocabulary acquisition by providing both visual and auditory cues. Videos are especially effective for young learners, as they combine repetition, visuals, and songs, making the learning process enjoyable and memorable.

This study examines how YouTube videos influence the English vocabulary acquisition of a young child by reinforcing learning through behaviorist principles. Behaviorism is a learning theory that emphasizes learning through interaction with the environment, focusing on observable behaviors and how they change due to reinforcement or repetition. In this context, YouTube videos serve as a stimulus that encourages the child to learn new vocabulary. The findings of the study, observed across four speech events; color naming, animal recognition, identifying body parts, and naming fruits. They highlight the effectiveness of repetition, reinforcement, and visual cues, all of which are central to behaviorist learning.

Repetition in Vocabulary Acquisition

One of the main aspects of Behaviorism is learning through repetition, where repeated exposure to certain stimuli can reinforce learning. YouTube videos rely on repeated phrases, visuals, and sounds, which helps the child remember new words. For instance, in the first speech event on naming colors, the child learned to recognize and say colors such as "red," "blue," and "yellow" through repeated exposure in the video. By hearing the same color names multiple times, the child could easily recall the words when shown colored papers.

This aligns with behaviorist ideas because the more often a child is exposed to the same vocabulary, the more likely they are to remember it. This is similar to traditional language teaching methods, where teachers use repetition to help students memorize words. Here, however, the repetition in YouTube videos is enhanced by colorful visuals and sounds, making it easier for young children to stay engaged and learn through repetition.

Positive Reinforcement

Behaviorism also emphasizes the role of reinforcement, positive or negative feedback that encourages or discourages behavior. In this study, the researcher provided positive reinforcement each time the child correctly identified an object, animal, and color. For example, when the child correctly named an animal or its sound in the second speech event, the researcher praised the child by saying "Good job!" or "Pintar" (meaning "smart" in

Indonesian). This praise served as positive reinforcement, encouraging the child to continue responding and trying to remember the words.

Positive reinforcement is essential in early language learning because it makes children feel encouraged and motivated. When the child receives praise for correct answers, they are more likely to repeat these behaviors. This aligns with the behaviorist idea that learning is strengthened by rewards or positive outcomes, making the child more confident and eager to continue learning. The use of praise here mirrors the feedback teachers provide in traditional classroom settings, showing that digital media and human interaction work well together in reinforcing positive learning behaviors.

Role of Visual and Auditory Cues as Stimuli

Learning is considered to take place in behaviorism when a stimulus is presented and a response is evoked. In this case, the main stimulus was the YouTube videos which provided sound and picture of the child's learning to the target audience. For instance, when the child was taught different names of the animals, the video combined the picture of the animal with the sound it makes (e.g. the picture of a cow and the sound 'moo' and that of a dog, 'guk guk'). These pairings worked as good cues as they were visual and auditory which helped the child to associate the name with the different sounds and images of the animal.

The use of visual and auditory stimuli aligns with behaviorist principles, as these cues prompt specific responses (e.g., recognizing and naming the animal). In traditional methods, teachers often use flashcards or physical objects to provide stimuli, but YouTube videos enhance this with animated visuals and lively sounds, which can be more engaging for a young child. The study's findings suggest that digital stimuli, when carefully designed, can be as effective as physical stimuli, especially when used alongside reinforcement.

Association and Memory Retention

Behaviorism also focuses on forming associations, where a person learns to connect certain stimuli with specific responses through conditioning. In this study, YouTube videos allowed the child to associate words with objects through frequent repetition and imagery. For example, in the fourth speech event on naming fruits, the child watched a video featuring different fruits and their names, like "apple" and "banana." When shown pictures of these fruits afterward, the child quickly recalled and named them. This shows that the child formed a strong association between the word and the fruit's image through the video, strengthening memory retention.

This process mirrors the behaviorist idea of classical conditioning, where repeated exposure to a word paired with a visual cue (like an apple picture) helps children form mental

connections. Once the association is strong, the child can retrieve the word from memory when prompted. This approach is similar to traditional picture-based learning, where teachers show images to help children associate them with words. However, YouTube videos make this process more engaging through colorful visuals and sounds that reinforce associations more effectively.

CONCLUSION

The findings demonstrate that YouTube videos serve as an effective educational tool by engaging multiple senses and offering clear visual and auditory cues that aid vocabulary recall. For instance, pairing animal images with their sounds or associating fruit pictures with names provided the child with structured, memorable learning moments. This type of multisensory input aligns well with Behaviorism, which posits that learning is strengthened through repeated exposure to stimuli and the formation of associations. In this context, each visual or auditory cue acts as a stimulus prompting the child to respond with the correct vocabulary, reinforcing the learned words.

Positive reinforcement was also crucial in this study. By receiving praise from the researcher for correct responses, the child felt motivated to participate further, showcasing behaviorism's emphasis on rewards to encourage desired behaviors. This combination of digital stimuli and direct reinforcement demonstrates that YouTube videos, when supplemented by adult guidance, can create a balanced, engaging learning environment that supports early vocabulary development.

YouTube videos offer a valuable resource for young language learners, especially in non-English-speaking environments, by presenting English vocabulary in a format that is both engaging and aligned with behaviorist learning principles. The study underscores the effectiveness of pairing digital learning tools with interactive, human-led reinforcement to foster confidence and interest in language acquisition. This blended approach could be particularly useful for parents and educators aiming to support young learners' early language skills.

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