



YouTube Media on Arabic Language Acquisition Early Childhood 4 Years Old

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Abstract:

The purpose of this study is to describe the second language acquisition of a child case study conducted through YouTube social media. Children who have not mastered the language can use YouTube media. This research uses qualitative and descriptive methodology. This study concentrates on basic vocabulary, namely nouns or animal names, as well as basic numeralia, namely numbers 1 to 10. The results of this study show that YouTube has a relevant impact on children's second language acquisition. Nonetheless, YouTube media does not absolutely depict the role of humans in language education and learning. The implications of this research can lead to the development of more innovative and effective learning methods to support Arabic language acquisition in early childhood. The utilization of YouTube media can be an inspiration to develop learning strategies that are more interesting and in accordance with the characteristics of child development.

Keywords: Arabic Language Acquisition; Second Language; YouTube

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Media YouTube dalam Pemerolehan Bahasa Arab Anak Usia Dini 4 Tahun

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Abstrak:

Tujuan dari penelitian ini adalah untuk memaparkan pemerolehan bahasa kedua terhadap studi kasus seorang anak yang dilakukan melalui media sosial YouTube. Anak-anak yang belum menguasai bahasa dapat menggunakan media YouTube. Penelitian ini menggunakan metodologi kualitatif dan deskriptif. Penelitian ini berkonsentrasi pada kosakata dasar, yaitu nomina atau nama-nama binatang, serta numeralia pokok, yaitu angka 1 hingga 10. Hasil penelitian ini menunjukkan bahwa YouTube memiliki dampak yang relevan terhadap pemerolehan bahasa kedua anak. Meskipun demikian, media YouTube tidak mutlak menggambarkan peran manusia dalam pendidikan dan pembelajaran bahasa. Implikasi penelitian ini dapat mengarah pada pengembangan metode pembelajaran yang lebih inovatif dan efektif untuk mendukung pemerolehan bahasa Arab pada anak usia dini. Pemanfaatan media YouTube dapat menjadi inspirasi untuk menyusun strategi pembelajaran yang lebih menarik dan sesuai dengan karakteristik perkembangan anak.

Kata Kunci: Pemerolehan Bahasa Arab, Bahasa Kedua, YouTube.

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INTRODUCTION

Language acquisition occurs naturally in every individual before they master the ability to speak fluently. This process takes place through consistent and continuous listening, which then affects the memory in the brain. This language acquisition process begins with the acquisition of a first language, often the mother tongue, followed by the learning of a second language, which may be a local or foreign language. The focus of this research is on children's acquisition of a second language, particularly a foreign language. The process of second language acquisition in children often occurs consciously or unconsciously, given that children tend to have a fast and efficient memory in absorbing what they hear (Subyantoro, 2020).

Children tend to have a better ability to remember content that is presented audiovisually. In the modern era, parents often utilize shows as a learning method through various available media, which on the one hand, does not interfere with other work obligations. Children are usually more interested in media that offers interesting visuals, such as cartoon animation. YouTube has become one of the most popular learning platforms among parents, due to its ease of use for all ages (Hasan et al., 2021).

The use of YouTube as a second language learning tool for children should be done under parental supervision, given the presence of various content that may not be suitable for them. While YouTube provides significant educational benefits, the platform also contains content that is only suitable for adult audiences or that has been customized based on age. To protect children from inappropriate content, parents can utilize YouTube Kids, a feature that ensures only age-appropriate content is accessible (Iskandar & Nadhifa, 2021).

In this study, children were chosen as subjects because of their natural responses to questions or situations. The researcher used a playful approach in the interview to obtain the necessary information. The object of this research is Post Gen Z generation children who have been accustomed to gadgets and social media from an early age.

In the context of second language (B2) learning for children, it is essential that they first master their first language (B1). Most children in Indonesia have Indonesian or a local language as their first language. Usually, the acquisition of a second language, which is often a foreign language, begins when children enter formal education. In this study, the second language learned by children is Arabic (Mustadi et al., 2021).

Previous research with children's language acquisition has been conducted previously by Safira Rizky Annisa and Lutfi Syauki Faznur (Annisa, 2022). The research resulted in YouTube media can have an effect on children's second language acquisition. However, YouTube media does not fully substitute the role of humans in language acquisition or learning. Furthermore, the next research was conducted by Addinda Fardischa (Addinda Fardischa, 2020). The study found that the subject's English second language ability can be seen from his understanding of the movie he watched. His mastery of the second language can also be seen in the subject's ability to mention objects around him and know the names of days using English.



And also research that has been conducted by Muhammad Edo Fadhli (Fadhli, 2023). The study found that foreign language acquisition (English) that occurred in child "A" was strongly influenced by videos watched through Youtube social media. The access given by parents to watch videos on Youtube Kids is very helpful in children's English language acquisition. The audio-visual media on Youtube makes it easy and interesting for children to learn English in an easy and fun way. The role of parents in children's English acquisition. The equation of relevant research with this research is the number of respondents used for the object of research. The difference between relevant research and this research is related to watching cartoons with YouTube media and the media is used for learning. The first relevant research uses television, while this research uses gadgets.

Psycholinguistics is an experimental discipline that focuses on the study of the psychological processes involved in the acquisition and application of natural language systems by individuals. The field seeks to unravel the psychological processes that occur when a person utters a sentence they hear in a communication situation, as well as understanding how language skills are acquired over time (Suharti et al., 2021).

In the current era, language acquisition does not only occur through the environment or formal learning, but also involves various supporting media in language learning for children. One example is social media, such as YouTube, which features video and audio that can be accessed through smartphones. The presence of YouTube social media attracts the attention of both children and adults in the language learning process (Syaprizal, 2019).

On the YouTube platform, we can find a wide variety of videos that can be searched and selected as desired. This allows us to determine the learning or viewing topics that we want to access through the app. YouTube is designed for individuals who want to obtain information and search for content in video format. In addition to serving as a video search platform, the YouTube app also allows users to upload videos as they wish, which can be accessed by a wide range of people around the world (Rifa'i, 2020).

YouTube is a platform that can be used by anyone around the world to publish and access various videos as desired. Along with the times and the spread of smartphone use, even young children have been able to use smartphones both privately and supervised by parents. Children tend to use their smartphones to access YouTube, with the aim of viewing videos that interest them. In addition, they often access videos featuring singing in foreign languages, such as English. This phenomenon has an impact on children's language acquisition indirectly, presents an overview of the meaning of the phenomena related to society, and produces an analysis of children's second language acquisition (Iskandar & Nadhifa, 2021).

In its development it can be said that children get language through their efforts when interacting with the world around them. Vygotsky's latest research emphasizes the role of social interaction in language development. Vygotsky's basic premise (Beverly Otto, 2015) is that language development is influenced by the community in which a person lives.

Language development in children is an ability that owned by the child in his knowledge which is which is called the language acquisition device (LAD) so that it makes it easier for children in children to structure their own language. On the other hand, language development language development is the result of the child's

interaction with interaction with the people around them. Both of these These two elements are very important to be considered and considered and developed in accordance with stages of development (Friantary, 2020).

Social media is an online platform that facilitates users to express themselves, interact, collaborate, share, and communicate with other users, creating virtual social relationships. In the realm of social media, the three main aspects related to social interaction are cognition, communication, and cooperation (Mujianto, 2019).

YouTube is currently one of the most popular social media platforms among people. It is estimated that its popularity will continue to grow in line with the increase in the number of its users. The platform has previously documented the number of registered monthly viewers (Chandra, 2018). YouTube is known as the most famous video database online, and perhaps the most comprehensive and diverse. Initially, YouTube was developed independently before being acquired by Google, who then integrated it with various other services from Google (Faiqah et al., 2016).

METHOD

This research uses qualitative research methodology with a focus on the descriptive approach. According to Ruslan, the main purpose of qualitative methods is to explore a general understanding of social reality from the perspective of research participants. This understanding is not pre-formed, but is developed through in-depth analysis of the social reality under study, which then leads to drawing conclusions about the general understanding of that reality (Rosady Ruslan, 2010). On the other hand, Sugiyono stated that the descriptive approach in research aims to understand the value of one or more independent variables without comparing or combining these variables (Sugiyono, 2013).

In this study, the role of the researcher was crucial as the main tool for data collection, given the need to pay attention to various aspects such as listening and memory skills during the research process, especially since the research was conducted in a non-formal setting and involved informal interviews. To support the research, audio recordings were made, which were then transcribed by the researcher into data that was integrated into the research discussion. The audio recording focused on each of the research subjects' utterances, which included the process of second language or B2 acquisition by the children. The device used for recording is a voice recorder application on an android device.

This study takes the case of a 4 year old child as the research subject. The method used was interacting through games and conversations to obtain data on the child's understanding of B2 language, especially in the aspects of nouns and numeralia in Arabic. This language knowledge is thought to be acquired by the child from watching content on YouTube. This study aims to analyze the extent to which watching on YouTube affects the child's B2 language acquisition.

The analysis of the child's speech was carried out while he was playing and interacting with his family members. To collect data, the researcher used a secret recording technique without the child's knowledge. In addition, the study also relied on other sources such as books and scientific articles as part of its methodology.



RESULTS AND DISCUSSION

Children tend to have a very good memory for their experiences, often exceeding that of adults. They usually imitate the behavior of their parents, which makes the first language to be mastered is the mother tongue. As they grow, children begin to learn a second language (B2) from sources outside the family, such as the environment or formal education. In this study, the phenomenon of B2 language acquisition by children through social media is revealed. Children who often watch or listen to audio-visual content tend to remember the information better because their memory is still very broad and not yet fully occupied, allowing for more in-depth storage of information (Meriyati, 2015).

Human memory consists of two types, namely short-term and long-term memory. If a child consistently learns and practices a language, the knowledge will be transferred to long-term memory and easier to remember (Nuryani & Dona Aji Karunia Putra, 2013). In this case, children need proper education to master a second language (B2 language), which in the context of this study is English obtained through YouTube media. This language will later be stored in the child's long-term memory.

Research on second language (B2) acquisition in children is part of the field of applied psycholinguistics. This discipline applies psycholinguistic theories to everyday life, both for children and adults (Mar'at, 2015). In this study, children demonstrated their understanding of the B2 language, which they learned from their YouTube viewing habits. YouTube acts as a natural learning tool that helps children acquire language effectively.

This research focuses on the case of a 4-year-old boy who frequently watches videos on YouTube, a habit introduced by his parents to avoid boredom. However, this habit developed into an addiction to the gadget, making it difficult for him to detach from its use. It is important for parents to monitor and select age-appropriate and safe YouTube content, to control its influence and keep the child safe.

Acquisition of noun vocabulary

The acquisition of noun vocabulary is a simple process of acquiring basic vocabulary for 4-year-old children. The noun vocabulary acquired by the subjects of this study involves the pronunciation of animal names in B2 or Arabic. Children acquire this vocabulary through the YouTube content they watch, which is part of the B2 language acquisition process. They tend to remember the sound, shape and name of the animal. Although the YouTube content they watched was in Arabic, it enabled the children to understand and memorize the associated noun vocabulary.

First Speech Event

Subject: "I want to see دَجَاجٌ!"

Researcher: "What is دَجَاجٌ?" (Comes out of the house and looks at the chicken)

Subject: "Yam... Chicken... Kur... Kurr... Waah دَجَاجٌ!"

Researcher: "It's called chicken, sis."

Subject: "No, it is دَجَاجٌ!"

Researcher: "Chicken."



Subject: "دَجَاجُ brother!"

Researcher: "What is دَجَاجُ in Indonesian?"

Subject: "دَجَاجُ is... chicken!"

Researcher: "Then دَجَاجُ is the same as Chicken, right?"

Subject: "It's the same."

The second speech event in the excerpt of the event occurred when the speaker invited a speech partner to play and the speech partner wanted to see a chicken animal but said it in B2 language that he got from YouTube media. The speaker refutes the speaker's friend's statement who said that the chicken is a دَجَاجُ. The speaker convinces the interlocutor that the animal is a chicken, but the interlocutor remains in his stance that the animal is called دَجَاجُ. The interlocutor has not understood more deeply related to the statement and refutation spoken by the speaker. Then, after being asked further about the Indonesian language of دَجَاجُ, the speaker realized that chicken is the Indonesian language of دَجَاجُ. Actually, the speaker knows that the animal is a chicken, but is confused because he is used to using B2 language obtained from YouTube media. This is an impact that occurs in four year old children who acquire B2 from YouTube media because the memory of a child is a long-term memory that will always be remembered. When the speaker said the word chicken, but the interlocutor remained firm that the animal was a دَجَاجُ, the knowledge of animal nouns was more acceptable to the interlocutor than the B1 language obtained first.

Second Speech Event

Researcher: "Wow, Adek's clothes are nice. What's that picture?"

Subject: "Picture of جِرْوُ!"

Researcher: "What is this big one?"

Subject: "This is أَيْ الْقِرْشُ!"

Researcher: "Oh yeah? Which one is أُمُّ الْقِرْشُ?"

Subject: "it is أُمُّ الْقِرْشُ pink color!"

Researcher: "That's very complete. What is قِرْشُ?"

Subject: "قِرْشُ is a fish!"

Researcher: "Oh, fish? What is قِرْشُ called?"

Subject: "Shark!"

The second speech event in this excerpt occurs when the speaker asks about the clothes worn by the interlocutor, who at that time was wearing clothes with pictures of shark families from the Pinkfong YouTube channel, better known as جِرْوُ.



The clothes contained images of Baby Shark, Mother Shark, and Father Shark as seen in the YouTube content, also known as *أُمُّ الْقِرْشِ*, *جِرْشُ*, and *أَبِي الْقِرْشِ*. The interlocutor, or research subject, was able to recall the size and shape of the shark through her motor skills and memory. In addition, the interlocutor also realized that sharks belong to the fish category. This shows that the interlocutor's knowledge is not limited to the shark family, but also includes knowledge about other animals, such as fish. The interlocutor's ability to remember the basic noun vocabulary well is influenced by the frequency of exposure through the show, so that the information is well recorded in her memory.

In both speeches about noun vocabulary, especially animal names, it can be observed that a child is able to mention the names of animals to include their types. Vocabulary acquired by children in B2 tends to be more embedded in them, but they do not neglect the vocabulary acquired in B1. The child's long-term memory will be stronger if the vocabulary is often expressed or learned. YouTube media has a significant influence on children's B2 language acquisition process related to animal name noun vocabulary because children can learn through a combination of audio and visual available on the platform.

Numeral Vocabulary Acquisition

The acquisition of numeral vocabulary is the second stage in understanding basic vocabulary that is considered simple in children's B2 language acquisition. The numeral vocabulary acquired by the research subjects includes a sequence of numbers, namely the basic numbers from 1 to 10, which are pronounced in B2 or Arabic. The child was able to mention these numbers both randomly and sequentially. This acquisition occurs through YouTube content that is often viewed by children as part of the B2 language acquisition process, where numeral forms are displayed and practiced by using fingers to perform calculations.

Third Speech Event

Researcher: "Broter, what is the Arabic for three? You forgot..."

Subject: "Hmm... *ثَلَاثَةٌ*"

Researcher: "Great! What number is this?" (Shows the number seven using a finger)

Subject: "*سَبْعَةٌ*"

Researcher: "Then, what number is this (showing the number in the book)?"

Subject: "Eleven!"

Researcher: "What is eleven in Arabic?"

Subject: "Oh.. *أَحَدًا عَشَرَ*! But I forgot twelve."

Researcher: "Twelve is..."

Subject: "*إِثْنَا عَشَرَ* huh?"

Researcher: "Yes! Right!"

The third speech event in the excerpt occurs when the speaker invites his friend to remember memories using Arabic by counting. During the interaction, the speaker demonstrates some numbers with the fingers, and the interlocutor must guess or mention the number in Arabic or B2 language that he has learned through



YouTube media. When asked about basic numbers, the interlocutor gave answers confidently. However, when the speaker asked a question about two-digit numbers, the interlocutor took longer to give an answer, showing that although children have long-term memory, they still have difficulty memorizing vocabulary that is rarely used or asked.

Fourth Speech Event

Subject: "Sister, milk!"

Researcher: "Count one to ten while you make milk."

Subject: "No! I want milk!"

Researcher: "I'll make it, you count."

Subject: "Okay. One, two, three, four, five, six, seven, eight, nine, ten. That's it!"

Researcher: "Great! Try counting in English now, while waiting for you to finish in a minute."

Subject: "وَاحِدٌ، اِثْنَانِ، ثَلَاثَةٌ، اَرْبَعَةٌ، خَمْسَةٌ ... Wow the milk is ready! I want to drink it!"

Researcher: "No, you can't! Finish the counting first."

Subject: "سِتَّةٌ، سَبْعَةٌ، ثَمَانِيَةٌ، تِسْعَةٌ، عَشْرَةٌ! That's it. I want milk now!"

Researcher: "That's cool! Here's some milk for you."

The fourth speech event in the snippet of the event occurred when the speaker reviewed what was known to the speech partner by inviting counting when the speech partner asked for help with the speaker. Initially, the interlocutor used B1 when counting, then after finishing mentioning the numbers in order using B1, the speaker ordered the interlocutor to count using B2 in order from 1 to 10. The interlocutor had stopped counting, but continued counting the numbers in accordance with the correct sequence of numbers. This can happen because the order mentioned is sequential and not random, so that the friend looks smooth and without stammering or without thinking when mentioning numbers in order according to the memory or memory owned by the friend based on the video from YouTube media that he watched.

In the two speeches related to numeral vocabulary, it can be seen that a child can say the main number well, when asked with two numbers he thinks longer and seems to stammer. The numeral vocabulary acquired by children can be seen from the long-term memory that children have, which will be stronger if it is often spoken or often learned. YouTube media has a considerable influence on children's B2 language acquisition related to numeral vocabulary because children can learn visual numbers from YouTube.



CONCLUSION

Language has an important role because without language every human cannot communicate with other humans, because humans are social creatures who must always interact with other humans other humans. Language acquisition is used as a medium development of language skills language skills, namely by a process that is naturally or unintentionally intentional.

Whereas learning today in language acquisition process is not only through the environment or formal learning. Now many supporting media in the the language learning process of a one of them is social media social media that displays video and audio that can be accessed through smartphone is YouTube. This YouTube social media attracts attention for a child or an adult.

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