

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In this modern age, being able to use foreign language such as English is no longer an unusual thing. Learning English can be done in various ways, not only from books and dictionaries. The various ways to learn English apart from books and dictionaries can be done because it is supported by technological advances. Technology in Indonesia continues to develop and it is increasingly becoming an inseparable part of daily life. Devices such as smartphone, computer and smart television become a must-have item. There are many applications that can be downloaded on the devices. One of the applications that are currently the most widely used today is YouTube.

As a sharing-video application, YouTube is liked by many people because it has a variety of interesting videos that can be watched easily. Not only used for watching videos, people can also share various kinds of videos for other people to watch. Accounts that share videos on YouTube are usually called YouTube channels (YouTube 2005). Videos that are shared on YouTube by YouTube channels are music video, film trailers, short films, television show, tutorials video, vlogger blogs video, and even educational video. These different kinds of videos shared by YouTube channels make YouTube viewers also diverse, from the elderly, adults, to children. The purpose of using YouTube also varies. Some are just for entertainment, and some are for learning.

The phenomenon of using YouTube can be found in everyday life. For example, YouTube is being increasingly used by educators to teach the English language (Duffy 2008). Some English teachers even create their own YouTube channels to share their videos with their students. The use of YouTube as English teaching and learning medium has increased during the COVID-19 pandemic because all schools are currently conducting their classes online. This means that there are more and more children in Indonesia who are currently become YouTube viewers. Fortunately, several researchers in previous studies have said that YouTube is indeed effective in learning English in the classroom situation (Heriyanto 2015, Hakim 2019, Hariyono 2020).

As an entertainment, it is common to see children sitting with their hands on their devices or sitting while staring at their smart television screens to watch videos on YouTube channels. They watch YouTube video as an entertainment that can be enjoyed when they have free time at home, usually after they finish their classes that are currently done online. Some parents think this phenomenon has negative impact on children because the children tend to be more passive or even lazy. However, some parents think this phenomenon has positive impact for children because there are many interesting educational videos for children on YouTube (Jindal and Kanozia 2019).

As an application with a big number of users that come from all around the world, mostly YouTube channels create and share videos in English. YouTube channels that are well known for making English videos related to children are Blippi - Educational Videos for Kids, and BabyBus - Nursery Rhymes. These two

channels are channels that actively upload videos with a large number of viewers and subscribers, and these two channels are also included in the YouTube kid, which means these channels are suitable for children (Youtube 2015).

The videos made by Blippi - Educational Videos for Kids are videos about a man named Blippi who travels to various places to learn about vehicles, animals, nature and more. The videos made by BabyBus - Nursery Rhymes are videos that contain short stories along with songs about good habits, safety knowledge, letters, colors, numbers and more. Thus, the videos on these two channels are suitable for children's entertainment, but indirectly they are also suitable for children to learn about various things including learning English in a fun way.

There are many studies that have discussed about the use of YouTube, some of the studies were conducted by Heriyanto (2015), Hakim (2019), Hariyono (2020) in which all of the studies above discuss the use of YouTube as a medium used to teach English to elementary school children in class. Furthermore, some of the study were conducted by Akhmad and Saleh (2019) and Hamida (2020) in which both of the studies discuss the use of YouTube as a medium used to teach English to preschool children in home. All of these studies focus on children's English vocabulary. The finding of all the previous studies above state that YouTube can indeed help children effectively develop their knowledge of English vocabulary. This is a good thing for young learners if they feel motivated to learn English from YouTube videos because they may find learning English faster and more fun. However, none of the studies above discussed the use of YouTube as a medium used to develop English vocabulary as second language for elementary children

aged 8 years in a home environment where children are more likely to watch YouTube videos as entertainment.

Two children aged 7-8 who live in the same neighborhood as the researcher love to watch videos of Blippi - Educational Videos for Kids and the BabyBus - Nursery Rhymes in the afternoons together. Every time they watch the videos together, they do not just watch the videos but also sing along and dance along to the songs and movements in the video. After watching the same videos several times, they started memorizing the songs and words that were in the videos they watched. They also started using the words in the video in their conversation, such as “Aku ingin jadi firefighter.” (I want to be a firefighter.) and the other child will answer it with “Kalau aku ingin jadi astronaut” (For me, I want to be an astronaut.).

Thus, the researcher wants to know whether children, especially those aged 7-8 years, who watch videos on YouTube channels that use English as the language they use in the videos, especially on Blippi - Educational Videos for Kids, and BabyBus - Nursery Rhymes in their daily lives at home make these children develop their English vocabulary even though their goal of watching videos on YouTube channels is only for entertainment, not learning English. This is supported by Stephen D. Krashen's theory (1987) which states that children unconsciously acquire a second language naturally, very similar to the process that children go through when they acquire their first language. This study aims to know what YouTube video content can attract children's attention and to know how YouTube plays a role in children's vocabulary acquisition.

1.2 Statement of the Problems

Based on the background of the study that has explained what phenomenon is happening to YouTube and their children's audience, the writer formulates the problem as the following:

1. How does the YouTube video content play a role in the English vocabulary acquisition of the children age 7 to 8-year-old?

1.3 Objectives of the Study

Based on the research problem that has been written above, the objectives of this study are as follows.

1. To understand the role of YouTube video content in the acquisition of English vocabulary for children aged 7 to 8 years.

1.4 Significance of the Study

Theoretically, this study is expected to give benefits for the writer and the readers as well as to provide some contributions in linguistics, specifically Second Language Acquisition (SLA) field. This study will provide an explanation about the role of YouTube video content in the acquisition of English vocabulary for children aged 7 to 8 years.

Practically, this study is expected to give new insight, especially for people who have children or sibling aged 7-8 who frequently watch YouTube videos from YouTube that use English as the language used in the videos outside of their study time at home, to see that YouTube videos might improve 7 to 8-year-olds' English

vocabulary knowledge. In addition, hopefully, this study can be beneficial to other writers for further studies.

1.5 Scope and limitation

The study will only focus on the content of the YouTube videos that may attract children attention to learn English as second language and the role of YouTube video content in the acquisition of English vocabulary for children aged 7 to 8 years who use YouTube at home as entertainment. The participants will be 2 children aged 7-8 years who are in the first grade of elementary school. The YouTube channels will be Blippi - Educational Videos for Kids, and BabyBus - Nursery Rhymes. The strategy applied will be identified on the basis of second language acquisition theory. The sources of data will be obtained from interview and observation.

1.6 Definitions of Key Terms

Second language acquisition: The study of individuals and groups acquiring a second language after acquiring their first language as children and the process of acquiring that second language informally in a natural context (Saville-Troike 2012).

English language acquisition: Children acquire language based on the principle of behaviorist reinforcement by associating words with meanings. Correct speech is positively reinforced when the child realizes the communicative value of words and phrases. (Skinner 1957)