

CHAPTER I

INTRODUCTION

1.1 Background of the Study

YouTube is one of the most accessed online video sharing and social media platforms in Indonesia. According to a report by Neurosensum on the Social Media Impact on Kids in 2021, YouTube is the leading social media platform for children in Indonesia with 78% of children accessing YouTube content (Firdausya 2021). These statistics are supported by the increasing uptake across younger age groups with 87% of children in Indonesia introduced to social media before the age of thirteen (Firdausya 2021), and as young as one to three years old in another study undertaken by Jakpat (Jakpat Blog 2018).

From the data of surveys mentioned above, it is not surprising to encounter young children at the age of three to seven years old holding a gadget and watching videos on YouTube. In addition, although the first language of most children in Indonesia is the Indonesian language, it is not uncommon to find young children watching videos in the English language on YouTube. YouTube provides a good quantity of videos which are made for children in the English language. There are more channels producing videos in the English language than there are in the Indonesian language. According to Statista website, the videos of seven of the most subscribed made-for-kids channels on YouTube as of March 2022 are in the English language (Statista 2022). Moreover, those English YouTube videos are made in good quality based on the visual aspects and the content. By watching videos in the

English language on YouTube, children in many countries may acquire the English language as their second language, especially children in Indonesia.

In relation to language acquisition, Hussain (2017) in one of his studies elaborated on the characteristics of language acquisition. Hussain suggests that language acquisition occurs subconsciously and involves innate faculty. In the other words, language acquisition is not optional, nor intentional. Another characteristic of language acquisition is that it does not involve attitude. Yet, it involves aptitude or natural ability and skills. Moreover, language acquisition occurs through the natural system and it does not require motivation, devoutness, and concentration. Thus, the process of acquiring language occurs naturally. In terms of its objective, language acquisition is focused on oral utterances due to its ultimate goal which is to communicate. Hence, the process of language acquisition does not involve structure and syntax in written form. Furthermore, Hussain proposes that the process of acquiring language emphasizes imitation and production of utterances. Giving correction to utterances of children who are in the process of acquiring language is not necessary for language acquisition.

Several scholars have discussed how children can acquire English vocabulary by watching YouTube videos in the English language. YouTube provides both sounds and moving pictures which may help children to acquire English vocabulary. According to Safitri and Hakim, sounds in the form of words or sentences help much for children to acquire language (2018). Moreover, Auliya and Fadlilah believe that the children's attraction to what they watch contributes to children's language acquisition through YouTube (2019). Imaniah, Dewi, and

Zakky have a similar view that audio-visual aspects of YouTube attract children to watch YouTube videos, leading to the English vocabulary acquisition (2020). Besides the two factors, the intensity of watching YouTube videos may also contribute to language acquisition for children. Hamida suggests that several Indonesian young children are more socialized in the English language than they are socialized in the Indonesian language due to their intense engagement with YouTube videos that are in the English language (2020). Based on the discussion on English vocabulary acquisition through YouTube above, it can be concluded that there are a number of factors that contribute to children's English vocabulary acquisition through watching YouTube videos.

There are six previous studies conducted in the same field of second language acquisition, particularly English vocabulary acquisition. These studies analyzed factors that may contribute to vocabulary acquisition. The study conducted by Ismawati (2011) identified English vocabulary acquisition through YouTube in students and the factor of the teaching and learning process. On the other hand, the study conducted by Auliya, Fadlilah (2019) concluded that factors of attraction to YouTube videos watched may influence English vocabulary acquisition. Kurniawan (2019) conducted an undergraduate thesis and analyzed factors of social media activeness in English vocabulary acquisition. Whereas, the study conducted by Hamida (2020) identified English vocabulary acquisition through YouTube videos and factors of parents' involvement. Similar to it, Imaniah, Dewi, Zakky (2020) conducted a study that also analyzed factors of parents' involvement in enriching English vocabulary through YouTube videos

which leads to the development of children's communication skills. Alifia (2021) in her undergraduate thesis analyzed children's language expression, English vocabulary acquisition through YouTube videos, and verbal operant in a mentally defective child. Previous studies conducted on the issues of YouTube and English vocabulary acquisition had not explored other factors which may contribute in English vocabulary acquisition through watching YouTube videos, such as viewing frequency to YouTube and children's interest in YouTube videos.

The process of language acquisition may also be influenced by the factor of frequency. According to Ellis (1994), the frequency of input serves as one of the factors influencing second language acquisition (cited in Gass and Mackey 2002). Input is any sample of a language that is exposed to learners (Saville-Troike 2006). According to Schmidt (1990), language can be processed if learners notice it, and the frequency of exposure to input contributes to the degree of noticing (cited in Saville-Troike 2006). According to Luce (1986), Savin (1963), and Kirsner (1994), spoken words that are encountered more frequently are recognized better, faster, and more accurately when compared to spoken words which are encountered less frequently (cited in Ellis 2002). Moreover, as stated by Saville-Troike, almost all children acquire perfect fluency in a language to which they are adequately exposed (2006).

Beside the factor of frequency, interest may also be one of the factors which play a role in language acquisition. Auliya and Fadlilah in their study concluded that the number of vocabularies acquired by a child varies greatly depending on the factor of attraction (2019). It is stated that if a child is interested in the videos, it is

easy for them to remember and memorize words (Auliya, Fadlilah 2019). The term ‘interest’, which is used when relating to liking and enjoyment, has been used in research since the term ‘motivation’ is thought to be “a vague concept” and used as a “broad umbrella” to refer to many variables of reasons to human behavior (Tin 2013). Interest is content-specific and constructed as a predisposition. One of the types of interest, which is situational, is temporary, context-specific, and generated by interesting aspects of an object (Tin 2013). In the case of a young child acquiring vocabulary through YouTube videos, interest can be generated by any aspect of the video. The writer of the research aims to explore the role of interest in English YouTube videos in Indonesian children’s English vocabulary acquisition. In this research, the writer of the study aims to identify the role of viewing frequency and interest in YouTube videos for children English vocabulary acquisition.

Based on the phenomena elaborated above, the current study is expected to fill the gap by analyzing the factor of viewing frequency and interest in videos on English vocabulary acquisition through videos on YouTube. The current study uses a case study design to explore the issue of viewing frequency and children’s interest in videos due to the few of detailed research on these two factors. Vocabulary acquisition theory by Hatch and Brown (1995) is the general theoretical lens through which the writer conducts the study.

1.2 Statements of the Problem

This study aims to identify the role of frequency and interest in YouTube videos in developing English vocabulary acquisition. The writer aims to answer two research questions of the study:

1. How are the children's viewing frequency and interest in watching English YouTube videos?
2. How do the children's viewing frequency and interest in watching English YouTube videos play a role in their English vocabulary acquisition?

1.3 Objectives of The Study

This study aims to discover the role of frequency and interest in YouTube videos in developing English vocabulary acquisition. The objectives of the study are as follows:

1. To describe how the children's frequency and interest in watching English YouTube videos are.
2. To explain how the children's frequency and interest in watching English YouTube videos play a role in their English vocabulary acquisition.

1.4 Significances of The Study

The author of the study expects this study to have impacts theoretically and practically. Theoretically, this study is expected to contribute to a field of study Linguistics and one of its branches of study Psycholinguistics. This study can also contribute to a specific part of Psycholinguistics, namely Second Language Acquisition. Since there have been very few studies conducted on language acquisition through YouTube videos for young Indonesian children, this study is expected to provide more explanation specifically on the topic of acquiring English vocabulary through watching English YouTube videos in young Indonesian children. This study will give an explanation of how the frequency of watching

English YouTube videos and how children's interest in the English YouTube videos contribute to the Indonesian children's English vocabulary acquisition.

Practically, this study is expected to bring benefits to the society in Indonesia, especially parents of young children, by providing a guidance in using YouTube videos as an aid in acquiring English as a second language. The result of this study can serve as a guidance for Indonesian parents on utilizing YouTube videos in the English language as both entertainment and educational media for their children.

1.5 Definition of Key Terms

Vocabulary Acquisition	: The process of acquiring a list or set of words in a language (Hatch and Brown 1995).
Frequency of Input	: The times of occurrence of any samples of one language that are exposed to language users (Saville-Troike 2006).
Interest in video	: The concept of interest among young children are associated with liking, enjoyment, and fun to any aspects in video (Tin 2013).
YouTube	: YouTube is a widely used platform which allows users to upload, watch, and share videos for various functions (Auliya and Fadlilah 2019).