

THE IMPACT OF YOUTUBE ON A BABY'S UNDERSTANDING IN THE HOLOPHRASTIC PHASE: A STUDY CASE

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Abstrak: Penelitian ini bertujuan untuk mengetahui pemahaman fase holofrastik bayi berdasarkan dampak YouTube. Pemahamannya mencakup cara bicara dan gerakan bayi. Desain penelitian pada penelitian ini adalah studi kasus. Pengumpulan data dilakukan dengan observasi langsung dan wawancara orang tua. Hasil analisis menunjukkan bahwa YouTube memberikan dampak positif terhadap perkembangan bahasa dan perolehan gerakan bayi. Perkembangan psikologis, bahasa, dan pemahaman bayi sangat dipengaruhi oleh orang tua. Mereka juga perlu memperhatikan kapan harus berhenti.

Kata Kunci: Fase Holofrastik, Bahasa, Gerakan, Pemahaman, YouTube.

Abstract: *This study aims to investigate the baby's holophrastic phase understanding based on YouTube impact. The understanding included the baby's speaking and movement. The research design for this study was a case study. Moreover, the data was collected by using direct observation and parents' interviews. The result of the analysis showed that YouTube has positively impacted the baby's language and movement acquisition development. A baby's psychological, language, and understanding development is greatly influenced by the parents. They also need to be mindful of when to stop.*

Keywords: *Holophrastic Phase, Language, Movement, Understanding, YouTube.*

INTRODUCTION

Language is generally defined as a tool of communication that has many functions in daily life. Clark (2003) stated that language is the ability of humans to get or share information, opinions, ideas, news, or something else. As the core of human beings, language can help somebody survive and stay alive when they use it to get information. Language is the most important tool people use to interact with anything. Because of language, we can know how wide the world is and the knowledge around it.

Despite its importance in human interaction, language does not come naturally to humans. The process by which people learn to comprehend, produce, and utilize language for understanding and communication is known as language acquisition. This ability encompasses a number of linguistic skills, including phonetics, syntax, and a vast vocabulary. Because of the changes that take place in the human brain when a person picks up their mother tongue or first language, it is known as language acquisition (Chaer, 2009). Usually, language acquisition refers to first-language acquisition, which studies infants' acquisition of their native language, whether that be spoken language or signed language, though it can also refer to bilingual first language acquisition (BFLA), which refers to an infant's simultaneous acquisition of two native languages.

Due to the fact that the native speakers live in Indonesia, the first language that they have acquired is certainly Bahasa. First language acquisition is the study of individuals and groups who are learning their first language as young children. A young child is a young human being below the age of puberty or below the legal age

of majority. There are some stages of language in critical periods: Crying (birth), cooing (6 weeks), babbling (6 months), intonation patterns (8 months), one-word utterances/holophrastic speech (1 year), two-word utterances/telegraphic speech (18 months), word inflections (2 years), questions and negatives (2.25 years), complex constructions (5 years), mature speech (10 years).

Babies start to speak words that they can understand at the age of ten months. Certain babies may consistently use wordlike vocalizations that do not correlate well with words in the local language to express particular emotional states. For example, one baby was reported to express pleasure, while another baby was said to express "suffering or discomfort." Generally speaking, identifiable words are used in situations that appear to require naming, such as "mama" when referring to the mother. Each child's use of these under- and over-extensions changes and evolves over time.

Nowadays, technology can have an impact on a child's language development just as much as parents or other adults can. With the speed at which technology is developing, kids have greater access to resources for language learning (Davidson, Give, Danby, & Thorpe, 2014). One way is through social media. In recent years, social media has continued to change and renew our daily lives in terms of conveying information, exchanging knowledge, communication, and visual culture (Rieger, Diana, & Klimmt, 2018). Therefore, social media is used not only by adults but by all elements of society, including children and babies.

One of the best social media sites I used to learn about was YouTube. With so many channels that focus on education, parents often provide shows that they feel will be a learning opportunity for children, even babies. On February 23, 2015, YouTube officially released a new feature specifically for children aged 13 years and under. This feature/application is called Youtube Kids, with all content being tried to be family and child-friendly. YouTube Kids is not only designed to entertain but also to educate. Therefore, it is not surprising that parents watch YouTube Kids for their children or babies.

Follow-up studies influence Youtube for children 8–12 years old, as confirmed Pehala's conclusion indicates there is a direct correlation between the amount of time spent watching and the degree of language development in children. It shows us that YouTube can be a new method to get new knowledge about languages. On the other hand, Auliya and Fadlilah (2018) stated that a lot of parents let their kids use gadgets for playtime and to watch YouTube videos. The child will be quiet after the video is shown, allowing the parents to go about their business without worrying about the child disturbing them.

This study examines the impact of YouTube on understanding and acquiring language that arises from the context of daily activities for babies in the holophrastic speech period. To fulfill the objectives of this research, the following research question is discussed: the influence of YouTube on the progress of understanding and language acquisition in babies.

THEORY AND METHOD

J.B. Watson developed the behaviorist theory of native language acquisition in part as a response to conventional grammar. A psychologist's theory of learning is called behaviorism. Youngsters mimic the patterns and sounds they hear in their environment and are rewarded for their successful imitations with praise or simple

communication. Behaviorists assert that operant conditioning and a sequence of stimulus and response chains serve as training and practice tools for learners. The learner provides the response, and the environment supplies the stimulus. The analysis of human behavior in observable stimulus-response interactions and the correlation between them forms the fundamental tenet of behaviorist theory (Demirezen, 1998).

According to Khobir (2018), as a response to behaviorism, cognitivists developed cognitivists. They believed that behaviorists disregarded the importance of thinking in learning. Cognitivists held that rational thought is a skill that humans can acquire. Knowledge acquisition is a cognitive process that combines controlled learning with automatic processing. The learner brings an innate mental capacity to the learning task, which is emphasized by cognitive theory. The learner also contributes perspectives on the connections between what they already know and what they still need to know.

Anastasi (2021) stated that proponents of behaviorism contend that the environment has a great influence on language acquisition and learning. Mentalists challenge this theory, arguing that an infant is born with a language acquisition device and is therefore preprogrammed to learn or acquire a language regardless of external influences. Conversely, cognitivists intervened and served as a bridge between the two earlier theories. Although cognitivists believe that children have an innate ability to learn languages, they also acknowledge the importance of the environment to which a child is exposed.

The researcher used qualitative research in conducting this research. The researcher used this method because the research basically aims to describe the data in the form of a written word or text. The study was conducted with a baby in the holophrastic speech phase and her parents. L-M-S, a 16-month-old baby girl, was the subject of this study. The recruitment of the baby was due to the personal closeness factor between the researchers and her parents. This factor is expected to help the researcher build a better rapport with the participants. The data were collected through observation and interaction between the baby and her parents, as well as an open-ended interview with the parent.

RESULTS AND DISCUSSION

This section presents the data analysis based on two methods used by the researcher: observation and interviewing the parent. Those sources of data were considered effective for finding out how YouTube affected the baby.

1. YouTube Content

The researcher used interview the parent to know kind of content liked by the baby. The detail will be presented below:

"It depends on her mood which video she will watch. But nowadays, she likes watching some channels on YouTube. Especially cartoon content like Cocomelon, Bebefinn, and Tayo the Little Bus."

"But it does not mean that she always watches full of cartoons; KinderFlix has also become her favorite, even though it is not full of cartoons."

"Sometime when watching Cocomelon, she did not focus and tried to look for something to play. It looks like she is bored with that channel or the video."

Based on her parent's explanation above, YouTube is often watched by her baby. Baby liked content from some channels, such as Cocomelon, Bebefinn, Tayo the Little Bus,

and Kinderflix. Channels that actually target children or babies as their viewers. Her favorite was mostly cartoons, but she keeps watching ones that have characters other than cartoons, such as Kinderflix, which has a host known as Kak Nisa, who is not a cartoon character.

As a 16-month-old, the baby showed her boredom in the form of being unfocused and looking for other things to play. She could not say that she wanted to change the movie. Those ways were used and understood by her parents.

2. The Frequency of Baby's Spectacle

In frequency topic, the researcher asked some of question to the parent. It was conducted to get specific information from the parent. The detail answer will be presented below:

"She never asked to watch any movie on YouTube, I just took the initiative to give her a YouTube watch."

"I give her YouTube almost every day; I hope it can help her speak and give her new knowledge."

"Mostly, I used my feelings about whether she must stop or not. There was not a specific time."

Based on the answer about frequency above, the baby could not ask the parent yet to watch. So the parents decided to give her their initiative. The parent gives YouTube almost every day, with the purpose of making the baby gain much knowledge from YouTube. In the holophrastic phase, the baby should get much practice to become accustomed to speaking. When we were talking about duration, the parent told me that he just used feelin to control the baby. There is no specific day or duration for the baby watch.

3. The Baby's Reactions and Implementations after Watching

This topic focused on the baby's reaction after watching YouTube and the baby's speech or behavior. The researcher asked some questions in the interview with the baby's parents. The detailed answer will be presented below:

"She learned many things after watching. Especially in her favorite, about animals. She could imitate an animal's sound, even though it was not a perfect sound."

"But she must be provoked to imitate the sound. For example, when I said how the cow's sound, she could answer like 'moo'."

"Then, when I sang a song from the video that she watched, she could practice the movements of the song. Example: the song of Kepala, Pundak, Lutut, Kaki."

"When my daughter already knew some context in that video, I just resumed and followed up on what she got from YouTube."

Regarding the baby's reaction after watching YouTube, the baby got the new movement and could imitate some sounds, especially animals' sounds. The sound would not be perfect because, from the baby's mind, it is still not enough to understand many things at their age. Based on the baby's parent's explanation, the baby could not imitate an animal's sound directly. The parent should provoke the baby with, say, an animal's name, and then the baby would resume with the sound that the baby got from YouTube.

For implementation, the baby understood the sound of an animal and could imitate the sound that was produced by the animal. When the parent said 'cow', the baby imitated the cow's sound. It was just for the general animals that she knew from YouTube, not all animals. According to the parent, YouTube had a great impact on his baby. He answered that YouTube helped him teach his daughter until 70%.

CONCLUSION

Based on the findings and discussion above, the researcher has concluded that YouTube has a significant impact on the baby. The following explanation applies to the conclusion. This study displayed the potential for a baby to learn new competencies, like the sound of an animal. To encourage the infant to discuss the material in order to help them remember it better. When allowing their child to watch YouTube, parents need to be mindful of when to stop. When it comes to speaking and movement, YouTube has a significant impact on a baby's understanding. Consequently, parents play a critical role in guiding their children's development of psychology, language, and understanding.

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