Language Acquisition Through Cartoons: A Case Study of a 3-Year-Old Child

I Wayan Karsana, Ni Luh Ketut Mas Indrawati, I Made Rajeg

Faculty of Humanities, Udayana University, Indonesia

iwynkarsana@unud.ac.id, mas_indrawati@unud.ac.id, made_rajeg@unud.ac.id

Abstract

Growth refers to changes in body size and shape, while development involves gradual mental changes over a specific period. This study focuses on language acquisition in a child aged 3 years and 8 months as a measure of child development. The acquisition of a second language (L2), such as Indonesian, mostly occurs through watching cartoons. Age 0-4 years is a period when the development of children's intelligence begins to form. This study observed two significant points to be analysed, they are phonological acquisition (that derived from the type of sound, category, and its meaning) as well as the attitude development. The child was exposed to morning cartoon with a two-hours interval daily in the morning (around 9-11 am), and their reaction were noted, which showed that there is a significant improvement through the means of surrounding environment and technology.

Keywords: children's language acquisition, Indonesian, second language, psycholinguistics

I   INTRODUCTION

The development of children, both physical and mental, is very much considered by their parents. The process of child development starts from listening and then talking. Children will speak by imitating what they hear; therefore, it is important for parents to guide this speech learning process. There is a phenomenon in society that the intelligence of early childhood is judged by its speaking skills (Ariyana 2019). Speaking skills are not obtained casually, but obtained from what they absorb both from the family environment, the surrounding environment and from technological developments. The development of education in the community also contributes to the process of child development where every individual in the community already understands what things must be considered to support child development in this case the process of speech development. The process of speech development focuses on how language is produced in the brain, which is often called cognitive development and then released by the speech apparatus. Ariyana (2019) also mentioned that the maturation of language production in the brain is usually stimulated, which causes a response in the form of speech.

Many factors influence the development of this language both internally and externally from the child himself. Internal factors as examples are fast or slow sensitivity of brain absorption to stimuli received. The external factor is the surrounding environment where the child's language acquisition is present, meaning that the child is like a white paper that will receive all kinds of good or bad language treatment. In language learning, Chomsky (1957) revealed that humans have faculties of the mind in the form of intellectual space in their brains.

Along with the development of technology, many media provide entertainment programs for children in the form of cartoons, children's songs and others. As parents, they are always required to be able to choose entertainment programs for children according to their functions such as entertainment and educational facilities in building children's character. By watching the children's program there are several things that will be obtained such as language, behavior and culture. The development of technology, especially in telecommunication equipment in the form of mobile phones, has been widely operated by early childhood as if they were freely watching entertainment and games. The role of family, environment, residence, and offspring are determining factors in learning a child's language (Pinker, 1995).

Child growth and development are often interpreted the same but are actually different. According to Kurniasih (2013: 13) it is stated that growth is a change in the size and shape of the body or limbs such as increasing in height so on. It is also explained that development is a mental change that takes place gradually and in a certain time, from simple abilities to more difficult abilities, such as intelligence, attitudes, behavior, and so on. There are aspects that influence the growth and development of children (Kurniasih, 2013: 13 -39) such as:

The first influence is intellectual development. This intellectual development occurs at the age of 0 -8 years and this is the golden period of child development because 80% of brain development is in this phase. In addition, many studies in the field of neurology prove that 50% of children's intelligence is formed from the age of 0-4 years. The human brain consists of two parts, namely the left brain and the right brain. The left brain as a development of IQ (Intelligence Quatient) in the form of intelligence or academic abilities such as speech, memory, logic and others. The right brain as the development of EQ (Emotional Quatient) such as art, imagination, socialization and personality development.

The second one is physical development. The physical development of both boys and girls is the same. Children's motor development is able to make children confident and independent. This physical development would also support the growth of children acquisition in terms of language production.

The last one is social-emotional development. Social development is focused on how children interact in social life, one of which is by talking as a medium of communication. In communication, it is expected to be able to speak both orally and in writing. The development of social-emotional aspect to a certain degree from children can enhance and when put to the extreme, can also hinders the language acquisition process.

Through speaking, children's language development will be applied to their environment as a manifestation of the language acquisition process. Children's language development is poured by Chaer (2003: 222 -223) can be viewed from various views such as the Nativist Views that explains that the process of acquiring a language is first acquired genetically and then continues to develop linguistic ability. The views of behaviorism that emphasize on stimuli from the environment that play an important role in the process of acquiring first languages, and views of cognitivism that convey that language comes from cognitive maturity.

Children's language development is influenced by the environment they are in. Mother tongue is the foundation language for the acquisition of a second language because the mother tongue can explain the second language. The process of language acquisition is obtained through listening, reading and direct interaction. The process of language development of children has begun around the age of 6 months who can mix consonants with vowels called babbling (Dardjowidjojo, 2010: 244). After language acquisition at the phonological level, language acquisition continues in the syntactic field. Subyantoro (2011) with his thesis entitled Language Acquisition of Children Aged 2-3 Years revealed that the development of children's language acquisition syntactically takes place from simple stages (one syllable / word) to more difficult stages (two syllables / words or more).

Acquisition in the field of lexicon is the next concern, Dromi (1987) said there are two things that can be considered children have mastered forms in the form of: (1) phonetic resemblance to adult word forms, and (2) faithful correlation between reference/meaning and form. Cognitive maturity is a major part of language acquisition that is adjusted to the child's developmental age and growth. Audio or visual stimuli received will be processed through the brain and always released through speech tools when speaking and writing for writing skills. In addition, language development will also be followed by character development and this is where the role of parents in providing education that suits the needs of children. The process of children's speech development begins how correct speech is always given even though we know that children's speech equipment production is not optimal so that they know the correct speech. Personality is also an important thing that is absorbed in the process of children's language development, for example when saying the word sorry followed by hand coverage movements. The choice of words in speaking will characterize the politeness and personality of the speaker and this is what must be taught early.

II   MATERIALS AND METHOD

2.1   THEORETICAL FRAMEWORK

Howard Gardner who is an American psychologist who developed the theory of Multiple Intelligences. Gardner (1999) in Sujiono (2010) explained that Multiple Intelligences is an assessment that looks descriptively at how individuals use their intelligence to solve problems and produce something. From what is explained, this theory focuses more on language intelligence, so this is the basis for this research. Furthermore, Gadner (1999) explained that a person's language intelligence is able to use words in oral and written form. Language intelligence according to Gunawan (2003) includes the ability to handle language structure (syntax), sound (phonology), and meaning (semantics). In addition, Armstrong (2002) mentions that language intelligence is the ability to manipulate grammar or language structure, phonology or sound of language, semantics or meaning of language, pragmatic

dimensions or practical use of language. In the application of language acquisition where the language will be used in society, Schieffelin and Ochs (1986) call it language socialization, namely language socialization involves socialization through language and socialization to using language.

The theory of Multiple Intelligences states that there are four language skills, namely: 1) listening, 2) speaking, 3) reading and 4) writing where all of these things are applied according to the modality of intelligence and learning style of the person who learns it. This study focuses on how language acquisition in terms of language intelligence that can affect children's mentality, which focuses more on phonology and children's attitudes.

According to Slama (Pateda, 1990) suggests that psycholinguistics is the study of relations between our needs for expression and communications and the means offered to us by a language learned in one' Psycholinguistics is the study of how a language determines the relationship between our needs for expression and communication and the objects offered that we learn from childhood and the later stages. In addition, Field (2003) suggests psycholinguistics explores the relationship between the human mind and language. Psycholinguistics examines the relationship between the human brain and language. This means that the soul or brain operates when it occurs when language is spoken.

2.2 RESEARCH METHOD

2.2.1 OBJECT OF RESEARCH

This study was done to a 3 years 8 months old child named Divya Danica (Divya). The subject was chosen due to her vast development and growth in the mental aspects, which shown through her attitude and actions during her language production. In her daily life, Divya grows and develops normally like children of the same age in general. His first language or mother tongue is Balinese. The acquisition of a second language in the form of Indonesian she got from children's entertainment programs in the form of cartoons that he watched through television and YouTube. From the family environment, the language that is often used is Balinese.

2.2.2 DATA COLLECTION

The data collection technique used is to observe and record the words spoken in Indonesian and what behaviors are seen when speaking. From the acquisition of this second language, whether there is an attitude development that occurs so that it can be analysed further. Divya was exposed to morning cartoon with a two-hours interval daily in the morning (around 9-11 am), since this would be the optimal time that she has without any other disturbances (free time), where her reaction was noted.

2.2.3 DATA ANALYSIS

Miles & Huberman (Sugiyono, 2013) in analysing qualitative data states that there are four components of activities carried out, namely data collection, data reduction, data display and conclusions. The four components are interrelated with each other. The data obtained is collected and then described to make conclusions. It is important to notice that although this study only used one subject, the variables counted towards the findings are quite complex, as can be seen from her phonological responses and its corresponding attitudes.

III FINDINGS AND DISCUSSION

The child's speech skills today were influenced by the surrounding environment, especially technological developments. In general, children like to watch cartoon shows through television and YouTube. In these cartoons, the language used is often imitated by children. Divya Danica (DD), a child aged 3 years 8 months, who will be studied for the acquisition of her second language in the form of Indonesian that is more obtained from watching cartoons. In this research will be studied in the field of phonology and character formation from language acquisition through television media.

3.1 DATA ANALYSIS OF PHONOLOGICAL LEVEL ACQUISITION

Based on the data obtained in this study can be submitted in the following table:

Table 1. Phonological Acquisition of Divya Danica

No	Sound	Type of Sound	Data	Category	Meaning in Indonesian

1	/t/	consonant	*[tuding]*	noun	*puding* (pudding)
2	/d/	consonant	*[delek]*	adjective	*jelek* (ugly)
3	/t/	consonant	*[tapu]*	noun	*sapu* (broom)
4	/t/	consonant	*[tutu]*	noun	*susu* milk)
5	/u/, /y/	vowel and consonant	*[uyang]*	verb	*ulang* (to repeat)
6	/y/	consonant	*[beyi]*	verb	*beli* (to buy)
7	/y/	consonant	*[boya]*	noun	*bola* (ball)
8	/n/	consonant	*[umun]*	noun	*umur* (age)
9	/d/	consonant	*[didit]*	verb	*gigit* (to bite)
10	/t/, /l/	consonant	*[telut]*	noun	*perut* (stomach)
11	/l/, /n/	consonant	*[lapan]*	adjective	*lapar* (hungry)
12	/t/	consonant	*[telana]*	noun	*celana* (pants)
13	/l/	consonant	*[bilu]*	noun	*biru* (blue)
14	/t/	consonant	*[tetowak]*	noun	*kecoa* (cockroach)
15	/n/	consonant	*[nantuk]*	adjective	*ngantuk* (sleepy)
16	/n/	consonant	*[mundun]*	verb	*mundur* (to step back)
17	/t/	consonant	*[towok]*	noun	*cowok* (male)
18	/n/	consonant	*[mobin]*	noun	*mobil* (car)
19	/n/	consonant	*[unu]*	noun	*ungu* (purple)
20	/d/	consonant	*[deli]*	adjective	*geli* (feeling tingly)
21	/t/	consonant	*[telewet]*	adjective	*cerewet* (talkative)
22	/t/	consonant	*[telas]*	noun	*kelas* (class)
23	/t/, /w/	consonant	*[tuwe]*	noun	*kue* (cake)
24	/d/, /o/	vowel and consonant	*[hido]*	noun	*hijau (green)*
25	/t/	consonant	*[tutas]*	noun	*kulkas* (refridgerator)
26	/c/	consonant	*[ceba]*	noun	*zebra* (zebra)
27	/t/	consonant	*[itut]*	verb	*ikut* (to follow)

Based on the table analysis above, it can be stated that Divya is able to pronounce vowels (a, i, u, e, o) properly and correctly even though the letters are located at the beginning, middle, and end of words. But what becomes interesting here when there is a combination of the vowels /a/ and /u/ **pronounced** /o /. For example, in the table, data number 3 shows how Divya was able to pronounce vowel /a/ in the beginning of the word, while in data number 21, Divya was able to pronounce the vowel /e/ in the beginning, the middle, and the end of the word.

Pronunciation of consonants based on the table above, it was found that Divya did not master the pronunciation of consonants such as (p, j, s, l, r, g, c, ng, k, and z). The change in consonant sounds that occur is the /p/ sound to /t/, /j/ to /d/, /s/ to /t/, /g/ to /d/, /c/ to /t/, /ng/ to /n/, /k/ to /t/ if in the initial letter, /z/ becomes /c/. Most of the sound changes here to the /t/ sound. In addition, there is a change in the sound of /r/ to /l/ or /n/. The /r/ sound becomes /l/ when the /r/ sound is in the middle of the word and in front of it begins with a vowel sound. The /r/ sound becomes /n/ when it is at the end of a word and before that there is a vowel sound.

3.2   ATTITUDE ABSORPTION ANALYSIS IN LANGUAGE ACQUISITION

In language acquisition as a process of child language development, in addition to the language she gets, there is also the absorption of attitudes that occur naturally well. The natural absorption from internal and external created moral values (Eka Pratiwi et all, 2023). That attitude can be in the form of culture and behaviour of its speakers that are absorbed through the process of language development. In accordance with the observations made in this study, it was conveyed about the development of behaviour when speaking related to psycholinguistic studies where language affects mental or personality development.

Table 2. Attitude Development in Language Acquisition of Divya Danica

No	Expressions	Attitude
1	*Maaf Divya calah janji tidak uyang yagi* (Sorry Divya was wrong, promised not to repeat it again)	Putting both hands in front of your chest as an apology.
2	*Tatak jangan buang campah cembalangan!* (brother do not throw garbage everywhere)	Clean lifestyle attitude
3	*Divya idak ngelti* (Divya doesn't understand)	While saying this was accompanied by scratching her head.
4	*Ayo cepat cekolah nanti tatak telambat* (Let's go to school quickly and later late)	Expressing time order.
5	*Maaci mamak tuwenya* (Thank you mom for the cake)	Always be grateful for people's gifts.
6	*Divya ditanya oleh kakaknya apakah melihat kotak pensilnya* (Divya was asked by her brother if she saw her pencil case)	Shrugging as a sign of ignorance.

From what is conveyed above, it can be informed that what the child sees and hear will be processed through cognitive maturity so that language and personality will develop together. Based on the analysis of the data above, it can be concluded that the development of Divya Danica's language at the age of 3 years psycholinguistically has experienced good development, especially the development of attitudes obtained from learning a second language through electronic media, in this case television that provides entertainment programs in the form of cartoons. The visible development is the absorption of positive behaviour that she gets in language acquisition as a child of Divya's age, she already understands about forgiveness followed by body language. In addition to development, there are also obstacles experienced by Divya in pronouncing consonants in spoken words such as (p, j, s, l, r, g, c, ng, k, and z). For vowels (a, i, u, e, o) can be pronounced well and correctly. An interesting thing here is when there is a combination of vowels a and **you** pronounced **x**. These obstacles can be resolved along with the growth and development of children, especially in the development of speech tools.

IV   CONCLUSION

Children's language development from what has been described above is influenced by internal and external factors. Internal factors are the condition of the child itself both in terms of age, physical in the form of speech instrument production and mental development. Cognitive maturity also affects the process of language development owned by children, where the process of stimuli can be received well so as to produce responses in the form of spoken or written language. In addition to internal factors, there are also external factors, namely outside of the child himself, such as the environment, both the family environment and the community environment. The development of technology also affects the development of language and mental attitudes of children.

Broadly speaking, children's language development is strongly influenced by the surrounding environment and technology. Children's language development will develop rapidly if the role of parents supervises and provides the right education to children such as getting used to speaking well and correctly and choosing children's entertainment programs according to their age. In addition, good communication also needs to continue so that the language they get can be immediately practiced and there will be a process of monitoring and improving language so that psycholinguistics it can function appropriately.

REFERENCES

Armstrong. (2002). *Seven Kinds of Smart, menemukan dan Meningkatkan Kecerdasan Anda Berdasarkan Teori Multiple Intelligence*. Terj. T. Hermaya. Jakarta, PT. Gramedia Pustaka Utama.

Aryana. (2019). Pengenalan Ragam Bahasa Melalui Gambar Pada Anak Usia Dini (Tinjauan Psikolinguistik). *Lingua Rima: Jurnal Pendidikan Bahasa dan Sastra Indonesia*

Chaer, A. (2003). *Psikolinguistik Kajian Teoritik*. Jakarta: Rineka Cipta.

Chomsky, N. (1957). *Syntactic Structures*. The Hague: Mouton.

Dardjowidjojo, S. (2010). *Psikolinguistik: Pengantar Pemahaman Manusia Edisi Kedua*. Jakarta: Yayasan Obor Indonesia Unika Atma Jaya.

Pratiwi, D. P. E, Jayantini, I. G. A. S. R, Pratama, I. P. A. (2023). Understanding Moral Values in The Memoir Entitled Educated by Tara Westover: A Spiritual Metamorphosis. *Lingual: Journal of Language and Culture, 15*(1), p 27-33

Dromi, E. (1987). *Early Lexical Development*. Cambridge: Cambridge University Press.

Field, J. (2003). *Psycholinguistics*. London: Routledge.

Gunawan, A. W. (2003). *Born to Be a Genius*. Jakarta, Gramedia Pustaka Utama.

Kurniasih, I. (2013). *Pendidikan Anak Usia Dini*. Yogyakarta: Edukasia

Pateda, M. (1990). *Aspek-aspek Psikolinguistik*. Ende Flores: Nusa Indah.

Pinker, S. (1995). Language Acquisition: Chapter 6. *Jurnal Intrenasional*. http://www.sumberartikel.com/Chapter-6- Language-Acquisition.html#

Subiyantoro, U. (2011). Pemerolehan Bahasa Anak Usia 2-3 Tahun. *Tesis* Universitas Muhammadiyah, Surakarta.

Sujiono, Y. N & Sujiono, B. (2010). Bermain Kreatif Berbasis Kecerdasan Jamak. Jakarta, PT Indeks

Yanti, P. G. (2016). Pemerolehan Bahasa Anak: Kajian Aspek Fonologi Pada Anak Usia 2-2,5 Tahun. *PPTK PAUDNI, 11*(2).