
Children's Language Acquisition due to the Influence of Animation Film

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ABSTRACT

The development of technology makes television becomes a medium that is very influential on children's language acquisition especially in the form of variety programs. Children's language acquisition is affected by several factors. One of the factors is environment like Film that influences children's language acquisition at the linguistic period. This can be seen from the use of words, expressions or sentences that the children imitate in their daily conversations. This study aims to analyze the phenomenon of children's language acquisition due to the influence of animation film. Specifically, this study discussed how many childrens' vocabulary acquired after watching animation film. In this case, the researcher took an animation film namely Omar Hana film. This study was a qualitative research with descriptive research design. The data was collected from childrens' utterances aged 3 years old and 5 years old in daily conversation. In collecting the data, the researcher used observation, diary, and interview. The results of the study indicated that Omar Hana film has an impact on childrens' language acquisition aged 3 years old and 5 years old in their daily conversations. It was found that there were 30 words often used by the children to imitate Omar Hana's utterances in daily conversation. In other words, the words that Omar Hana used in the film influenced the children's language acquisition aged 3 years old and 5 years old.

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I. INTRODUCTION

Language plays an important role in everyday life. In addition, the function of language in interacting activities has various roles, namely as a means to perform actions and cultural reflections for the speakers. Sagala, Rezeki & Gurning (2018) state that language is widely considered the most essential communication instrument to convey information. Remarkably, a feature of language meaning is not only related to the word selections but also how the way to convey it. When the speaker cannot convey his/her message by using one language, the speaker needs to change the language to be more understood (Sagala & Rezeki, 2018). Language acquisition is the process by which humans acquire the capacity to perceive, produce, and use words to understand and communicate. It involves the picking up of diverse capacities including syntax, phonetics, and an extensive vocabulary. However, learning the first language is something that every normal child does successfully without much need for formal lessons. Language development is a complex and unique human quality but yet children seem to acquire language at a very rapid rate with most children's speech being relatively grammatical by age three (Crain and Martin, 1999).

Children acquire language in stages and different children reach various stages at different times, although they have one thing in common, and typically, children who learn

the same language will follow an almost identical pattern in the sequence of stages they go through. Crain and Martin distinguish the stages into 5 stages, they are:

- a. Cooing-6 months. Children use phonemes from every language,
- b. Babbling-9 months. Children selectively use phonemes from their native language,
- c. One word utterances-12 months. Children start using single words,
- d. Telegraphic speech-2 years. Children use multi-word utterances that lack function,
- e. Normal speech-5 years. Children almost normal developed speech.

Language acquisition is a complex and unique human quality for which there is still no theory that is able to completely explain how language is attained. However most of the concepts and theories we do have explaining how native languages are acquired go back to the approaches put forward by researchers such as Skinner, Chomsky, Piaget, and others. Most of the modern theories we have today have incorporated aspects of these theories into their various findings.

According to Kiparsky in Tarigan (2009), language acquisition is a process that is used by the child to adapt his speech from the parents' words, he chooses the level of good and simple grammar and from easy to complicated. Meanwhile, according to Restianti (2009), language acquisition activities are characterized by the following; 1) it occurs in informal situations, carefree, and outside of school; 2) it is obtained not through formal learning in educational institutions such as school or courses; 3) it takes place spontaneously; 4) it is experienced directly by the child produces a meaningful language context.

According to Chaer (2009), language acquisition includes the competency process and performance process. These two processes are two distinct processes. The competence process is a spontaneous or unconscious grammar mastery process. The performance process includes the understanding process and the producing process. If the child has mastered both types of processes, he will master his linguistic abilities. Therefore, linguistic ability consists of the ability to understand and to produce new sentences.

Language acquisition is very interesting to be researched. This is because most of the children's utterances were taken from what they see, both from the mass media and the environment. Many researchers have done researches about language acquisition. Rezeki and Sagala (2020) researched the Semantic Analysis of Language Acquisition in Three Years Old Child. This research discussed the errors of phonemes that were spoken by three years old child so that it can influence the meaning of the words semantically. The results obtained indicated that the language acquisition of children aged 3 years old was still in the process of developing language that will become perfect as they get older. The previous study also has been done by Sagala (2019) about Language Acquisition of Children in Linguistic Period. This study discussed the language acquisition of 3 and five years old children that have the stage of language development, namely the two-word speech stage, word inflection, interrogative and deny sentences, and the rare and complex construction stage. The third study was taken from Rezeki and Sagala (2019) about the language acquisition of three and 5 years old. They found that there are factors that affect children's language acquisition aged 3 years and 5 years old namely heredities such as intelligence and personality factors, social background factors such as family relationships, social status, and the surrounding environment.

Hence, children's language acquisition that occurs at the linguistic period aged 1-5 years old is physical and psychic processes. Physically, the child's ability to produce or to say words characterized by the development of the lips, tongue, and growing teeth. At a certain stage, the children's language acquisition cannot be separated from the presence of internal abilities aspects of seeing, listening, and understanding sound symbols with the development of his brain. Meanwhile, psychologically the ability to produce words and variations of the language spoken is determined by the emotional state of the child when he says the words. Thus, the participation

of parents in motivating and guiding children is very necessary so that the acquisition of language that children get can be various.

The rise of animation film programs on television effects children's language acquisition especially in children at the linguistic period. The linguistic period is the stage of language development signaled by the emergence of words and symbolic communication. The linguistic period can be divided into six categories. First, early one word that begins around 12-19 months of age. Second, the later one-word period begins around 14-24 months of age. Third, the two-word period typically begins from 20-30 months of age. Fourth, the three-word period begins around the ages of 28-42 months of age. Fifth, the four-word period begins around 34-48 months of age. Sixth, the complex utterance period begins around the ages of 48-60 months.

The development of technology makes television becomes a medium that is very influential in children's language acquisition especially in the form of various programs. One of the most favorite program liked by the children in the linguistic period is an animation film. Children's language acquisition at this age is going through a significant development process to be able to speak a good and right language. In terms of ages 1-5 years old, the language acquisition that the children get physically obtained through the activity of seeing, hearing, and interpreting symbols sound. Therefore, television media in the form of watching films is very influential on children's language acquisition at the golden age (Chaer, 2003).

Infants and toddlers spend, on average, two hours with screen media per day, with television screens accounting for nearly 1.25 hours of that time (Wartella, Rideout, & Vandewater, 2003). The American Academy of Pediatrics (AAP) (2016) recommends that children ages 18-24 months should be watching high-quality screen media and a parent should co-view with the child by watching television with them to help them understand what they are viewing. Lastly, the AAP recommends that children ages two to five years should be limited to one hour per day of screen use (AAP, 2016). The first years of life are a significant period of development for a child's brain. For example, a typical child acquires 25-50 words by the time they have reached their first birthday (De Temple & Snow, 2003). This information is meaningful because research has shown that the number of words children produce at this age significantly correlates with subsequent language development to words heard in their environment (Lee, 2011). This word learning can be done through direct interactions with the child or through incidental language learning. A child's word learning is significantly correlated to the words heard in their environment (Hart & Risley, 2006). Television viewing has the potential to limit the number of one on one interactions and language learning opportunities for a child. Currently, there is limited research regarding the impact of television exposure on the language development of infants and toddlers.

Content appears to be an important piece to understanding the impacts of television on the development of children. When researchers compare the total time children spend with media and the relative importance of media content, it is found that content is more significant. The researchers found that children's vocabulary and expressive language output was dependent on the television program the child watched. Regarding vocabulary, when children were assessed at thirty months old, it was found that viewers of Blue's Clues and Dora the Explorer knew 13.30 more vocabulary words than nonviewers, and viewers of Arthur and Clifford resulted in an increase of 8.60 vocabulary words. Barney & Friends and Teletubbies viewing were negatively related to vocabulary acquisition. Specifically, viewing Barney & Friends was associated with 11.68 fewer words at 30 months compared to nonviewers, and viewers of Teletubbies knew 10.18 fewer words in contrast to nonviewers. Finally, there was no relationship found between vocabulary acquisition and the viewing of Dragon Tales, Sesame Street, or Disney movies.

Similar to the effect on vocabulary, the relationship between television shows and the length of the child's utterance was dependent on the type of program viewed. Television shows that were positively related to expressive language output include Blue's Clues and Dora, which were associated with 1.78 more single- and multiple-word utterances at 30 months, as well as

Arthur and Clifford, in which viewers were found to use 1.10 more single- and multiple-word utterances compared to nonviewers. In contrast, viewers of Sesame Street and Teletubbies were found to exhibit a negative relationship in regards to expressive language production. Viewing of Sesame Street was associated with using 1.49 fewer single- and multiple word utterances at 30 months as well as a decrease in the growth rate of 0.13 words per month when compared with nonviewers. Viewers of Teletubbies were found to show a decrease in the growth rate of -0.10 utterances per month.

According to Mustanzier (2016), animated films are films that originate from processing hand-drawn images into moving images. Based on their types, animation films are divided into three:

1. Two-Dimensional Animation Film.

This film is a type of animation film made of two-dimensional moving images. For example Doraemon, Spongebob, and Looney tunes, etc.

2. Three- Dimensional Animation Film.

This animation film product produced almost overall supported by advances in computer technology. For example, Omar Hanna, Nusa Rara, Upin Ipin, etc.

3. Combination Animation Film.

This film combines the form of animation with 3D technology to produce the film display smoothly from the usual film. For example, Transformers, Toy Soldiers, etc.

The researcher was excited to research children's language acquisition due to the influence of animation film. The researcher chose Omar Hana film as a popular animation film at this time. Omar & Hana is an animation film made by Digital Durian, a Malaysian company. Apart from being popular in Malaysia, the series has a fan base in Indonesia, Brunei Darussalam, England, Africa, and America. The Omar Hana film presents stories that help children learn about religion, especially Islam. So, besides providing entertainment for children, they can also learn about religion in an entertaining film.

Based on the observations, children who often watch Omar Hana film have more or less influenced the language acquisition they used in their daily lives. This can be seen from how the children interacted using the Malay language that is often used in Omar Hana's film. Therefore, based on the phenomenon, this study was conducted to analyze language acquisition aged 3 years old and 5 years old due to the influence of Omar Hana film.

II. METHODS

The method of this research is a qualitative research. Considering the purpose of the research and the nature of the problem, this research is a descriptive qualitative one. It is a descriptive because the objectives of this study are observing and finding the information as many as possible of the phenomeon. It is kind of method which is conducted by collecting and analyzing data, and drawing representative conclusion. Graham and David (1995) stated that Qualitative research uses semiotics, narrative, content, discourse, archival, and phonemic analysis, even statistics. They also draw upon and utilize the approaches, methods, and techniques of ethno methodology, phenomenology, hermeneutics, feminism, deconstructionism, interview, psychoanalysis, cultural studies, survey research, and participant observation, among others. According to Moleong (2005), descriptive qualitative research is a research based on data collected in the form of words, pictures, and not numbers. Descriptive research is research that asks questions about the nature incidence, or distribution of variable; it involves describing but not manipulating variable. A descriptive research declares something naturally, so in this study it only measure what already exist (Johnson and Christensen, 2007).

The most part to do qualitative research in natural setting is that the researchers do not manipulate or intervence (except possible by their presence) in the situation. Therefore, research design requires flexibility and a tolerance for a adjusment as the research progresses. Equally, the researcher made an interpretation of the data. This included developing a description of an

individual or setting, analyzing data for the themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically.

This research described children's language acquisition due to the influence of animation film. The subject of this research was 3 years old and 5 years children whose name are TR and KR. The object of this research is the utterances of 3 years and 5 years children who imitated from Omar Hana film. The data was collected by using observation, diary and interview techniques. The researcher had observed the daily language in 3 years and 5 years children.

III. RESULT AND DISCUSSION

Result of the Study

As Restianti (2009) quotes that language acquisition activities are characterized by the following; 1) it occurs in informal situations, carefree, and outside of school; 2) it is obtained not through formal learning in educational institutions such as school or courses; 3) it takes place spontaneously; and 4) it is experienced directly by the child produces a meaningful language context. The data was taken from children's utterances aged 3 years and 5 years when they talked to their parents, their friends, and when they talked each other.

Based on the results of research obtained from children's utterances aged 3 years and 5 years, there is an influence of animation film that they watch for their language acquisition. TR dan KR often talked each other by using some Malay words from Omar Hana film. TR dan KR also knew the characters in Omar Hana film. They imitated several languages with the style of the language spoken in the film.

The following are some examples of utterances in Omar Hana film that were often used by the children:

TR (3 years): "Kak, lihat kucing nya *comel* ya kan"

KR (5 years): "Iya, masih kecil *comel*"

Comel is a Malaysian language which means cute or funny. Omar and Hana usually used the word *comel* to describe their cat. Therefore, TR and KR imitated the word *comel* when they see a cat.

KR (5 years): "*Seronok* main di rumah karena ada mainan baru".

Seronok is a Malaysian language which means fun. Omar Hana used the word *seronok* when they played toys at their home. Therefore, KR imitated the word when she played her toys.

TR (3 years): "Kak, *jom* main"

KR (5 years): "*Tak nak*. Kakak mau tidur dulu"

Jom is a Malaysian language which means come on. Omar Hana often used the word *Jom* when they invited their friends to play. Therefore, TR also imitated this word when she wanted to invite her sister to play. Meanwhile, *tak nak* is a Malaysian language which means she did not want. Omar Hana used this word when they refused to do something.

KR (5 years): "Mi, tadi *Cek Gu* bilang hafalan tahfidz kakak bagus"

TR (3 years): "Kakak bilang *Cek Gu* itu kan Omar Hana"

Cek Gu is a teacher's call in Malaysian language that Omar Hana often used. Therefore, TR imitated the word *Cek Gu* to call her teacher.

The whole utterances of TR dan KR that they often used in daily conversation due to the influence of Omar Hana film could be seen in the following table:

Table 1.

Children Language Acquisition due to the Infleunce of Omar Hana Film

NO.	UTTERANCES	MEANING
1.	<i>Comel</i>	Cute, funny
2.	<i>Seronok</i>	Fun
3.	<i>Jom</i>	Come on
4.	<i>Tak nak</i>	Don't want
5.	<i>Cek Gu</i>	Teacher
6.	<i>Tak de</i>	Nothing

7.	<i>Budak</i>	Child
8.	<i>Elok</i>	Beautiful, good
9.	<i>Atuk</i>	Grandfather
10.	<i>Basikal</i>	Bycicle
11.	<i>Ai</i>	I
12.	<i>Nak</i>	Want
13.	<i>Cakap</i>	Speak
14.	<i>Ape</i>	What
15.	<i>Iya ke?</i>	Really?
16.	<i>Kasut</i>	Shoes
17.	<i>Tak elok</i>	It is not good
18.	<i>Boleh</i>	Can
19.	<i>Makcik</i>	Aunt
20.	<i>Pakcik</i>	Uncle
21.	<i>Opah</i>	Grandmother
22.	<i>Lepas tu</i>	Then
23.	<i>Apa hal?</i>	Why?
24.	<i>Kes</i>	Case
25.	<i>Korang</i>	All of you
26.	<i>Nasib baik</i>	Lucky
27.	<i>Cuba</i>	Try
28.	<i>Kat sini</i>	Here
29.	<i>Percuma</i>	Free
30.	<i>Polis</i>	Police

The table 1 indicated that there were 30 words in Omar Hana film which TR and KR often used in daily utterances. They used the words because they often listened to Omar Hana used the words in conversation. Therefore, they imitated the words when they talked each other.

Discussion

Children are believed to be the future of the nation. The period of childhood is very critical because in this period behaviors can be easily moulded. Children at the linguistic period learn and develop skills by interacting, observing, and experiencing the creations around them. The environment associated with the child determines the child's conduct. Earlier they are influenced by the family, later on by peers and schools. Normally, the family is the first school for the overall psychological development of the children as it lays the foundation for the development of a healthy personality in adulthood. The school plays a very important and formative role in the development of cognitive linguistic, social, emotional and moral functions and competencies in a child. She further says that the mental health of children is deeply rooted in the socio-cultural milieu and environment in which they live. Television is one of the most important media influencing the children lives. Through television, children are exposed to a variety of programs pertaining to nature, entertainment, cartoons, films, serials, advertisements, sports etc. Some particular cartoons have gained prominence among children because of their high speed flashes of light, rapid color changes and movements arrest the child's concentration.

By and large preschool period is the point when the child is most actively taken in learning everything and language acquisition in detail. They just focus on learning new things, focusing on what others are saying, they sustain a quality of imitating and repeating what they find out. We live in a universe where the media have gone into all walks of our spirits. Bringing up kids is a orbit which is mainly attended by the media as the present day, mothers are extremely engaged and could not devote much time to their children. Thus children at the lingusitic period spend most of the time in front of animated films. These animations have both positive and

negative effects on kid's developments. They cause a negative impact on behavior as Cartoon programs also have violent characters.

Children's language acquisition is affected by several factors. One of the factor is environment. Film is one of environment factor that can influence children language acquisition because when a child watches television, the child will acquire a new language from what the characters said in the film. This study discussed analysis of children's language acquisition due to the influence of animation film especially in Omar Hana film. Omar Hana is one of two-dimension animation film that was popular for children. Besides giving entertainment, Omar Hana film also give religion knowledge for children.

This research was conducted to describe how many vocabularies of 3 years old and 5 years old children that were affected by Omar Hana film. The more they watched and heard the vocabularies in Omar Hana film, the more they imitated the words in daily utterances. Based on the data result, it was found that there were 30 words often used by the children to imitate Omar Hana's utterances in daily conversation. In other words, the words that Omar Hana used in the film influenced the children language acquisition of 3 years old and 5 years old children.

IV. SUGGESTION AND CONCLUSION

Based and the result and discussion in this research, the researcher concludes animation film can influence children's language acquisition at the linguistic period. Specifically, this research analyze children's language acquisition in 3 years old and 5 years old children due to the influence of Omar Hana film. It can be seen from how the children imitate some languages in their daily utterances that they often listened when they watched Omar Hana film. This research also concludes that children should be provided with rich language inputs for fast acquisition of language. It will also help them to develop mentally. Everything has its pros and cons so is modern gadgets used as audiovisual aids for language learning. It cannot be denied that English language learning has become an important component of modern education system. So children should be earmarked to spend some hours to watch selected English animated videos. Since English language is a very important language, therefore, animations help children memorize it in a natural easy manner.

The researcher expects that this research can be useful for other researchers as the reference in conducting a research about children's language acquisition because children's developments is in accordance to the input they get from the surrounding. Therefore, it is mandatory that they should be provided with a better atmosphere so that they can change their thoughts and feel more positive. In addition, the researcher also suggests other researcher can enlarge psycholinguistics researches especially about children's language acquisition.

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APPENDIX**Data 1**

TR (3 years) : Kak, lihat kucing nya *comel* ya kan

KR (5 years) : Iya, masih kecil *comel*

Data 2

KR (5 years) : *Seronok* main di rumah karena ada mainan baru

Data 3

TR (3 years) : Kak, *jom* main

KR (5 years) : *Tak nak*. Kakak mau tidur dulu

Data 4

KR (5 years) : Mi, tadi *Cek Gu* bilang hafalan tahfidz kakak bagus

TR (3 years) : Kakak bilang *Cek Gu* itu kan Omar Hana

Data 5

Mother : Kak, tadi ada tukang air yang datang?

KR (5 years) : *Tak de* mii

Data 6

KR (5 years) : Dek, rame kali *budak* main di depan rumah kita. Ngapain orang itu ya?

TR (3 years) : pasti main layang-layang.

Data 7

KR (5 years) : Aih, bunga amii udah tumbuh. Lihat dek. *Elok nya*. Jadi cantik tamannya

TR (3 years) : *elok* tamannya.

Data 8

KR (5 years) : Sebentar lagi kita pulang ke Perlarian, jumpa eyang oma

TR (3 years) : Eh kak, kalau Omar Hana bilang eyang bukan eyang lo, tapi *atuk*. Jadi *atuk* dan oma la kita bilang nya

Data 9

KR (5 years) : kakak senang dibeliin *basikal* baru. Kan kakak udah bisa naik sepeda nya, gak pakai roda lagi

TR (3 years) : iyalah, *basikal* merah nya jadi untuk adek

Data 10

TR (3 years) : *Ai* mau mewarnai dan buat surat untuk Amii

KR (5 years) : kakak juga *nak* lah

Data 11

KR (5 years) : Mii, kak Oza dan bang Haiqal kalo *cakap* kuat-kuat kali ya kan

TR (3 years) : iya, jadi kebisingan *Ai*

Data 12

TR (3 years) : Kak adek mau makan itu

KR (5 years) : *Ape?*

Data 13

Father : Dek, kalau nanti besar, cita-citanya apa?

TR (3 years) : Apa ya? Adek mau jadi *polis*

KR (5 years) : *Iya ke?*

Data 14

Mother : kak, dimana diletak sepatunya? Simpan lagi ke tempatnya
 TR (3 years) : kak, simpan sepatunya
 KR (5 years) : *Kasut*

Data 15

Mother : Kalau sudah selesai main, dibereskan lagi ya dek. Supaya rapi, mainannya juga gak Berhilangan
 KR (3 years) : iya mii
 TR (5 years) : kan *tak elok*

Data 16

TR (3 years) : adek *boleh* buat layangan
 KR (5 years) : iya ke? Mana lah, coba lihat kakak

Data 17

Mother : besok tulang dan nantulang datang lo dari Sibolga
 KR (5 years) : Ami, tulang nantulang itu kan sama dengan makcik pakcik kan, jadi kita bilangnyanya juga *makcik pakcik* la biar sama dengan Omar Hana
 TR (3 years) : Jadinya *makcik pakcik* Boga lah

Data 18

KR (5 years) : Dek, tadi *Opah* kasi kakak permen ini, enak
 TR (3 years) : sama oma?
 KR (5 years) : iya, *Opah*

Data 19

TR (3 years) : Mi, tadi adek kan main boneka, *lepas tu* kakak minta main juga, kakak jadi guru nya, adek jadi murid nya
 KR (5 years) : Iya, *lepas tu* boneka-boneka nya yang banyak jadi murid nya

Data 20

TR (3 years) : Kakak, lihat lah bang Najmi tu
 KR (5 years) : *Ape hal?*
 TR (3 years) : Itu bang Najmi mau nonton film hantu, adek gak mau, adek mau kartun, adek takut

Data 21

TR (3 years) : kak, kakak ada lihat cincin adek?
 KR (5 years) : cincin yang mana?
 TR (3 years) : yang dikasi eyang, gambar kelinci dan beruang pink
 KR (5 years) : Gak ada, yok kita cari jadi detektif. *Kes* cincin hilang
 TR (3 years) : bentar adek ambil kaca pembesar nya

Data 22

KR (5 years) : kata abi, *korang* la yang cari flashdisk nya
 TR (3 years) : tadi adek liat disini
 Mother : terakhir dipakai, diletak dimana?
 KR (5 years) : kakak buat di dalam tas, dilacinya
 TR (3 years) : ayo, *cuba* kita lihat lagi
 KR (5 years) : Gak ada, *kat sini* tadi, kakak buat disini
 TR (3 years) : Oh, ini Mi, adek ketemu
 KR (5 years) : *nasib baik* ketemu. Alhamdulillah bisa nonton Smart Hafidz lagi pakai flashdisk ini

Data 23

KR (5 years) : Mi, tadi uyut beliin kita jajan

TR (3 years) : iya, jauh jalan kesitu
KR (5 years) : jadi makan es krim *percuma* la
Mother : kok *percuma*?
KR (5 years) : iya *percuma* itu maksudnya gak bayar. Dikasi uyut
TR (3 years) : uyut yang beli lo mi