

## CAN ENGLISH VOCABULARY ACQUISITION OF A YOUNG LEARNER BE CATALYZED BY EDUCATIONAL VIDEOS?

Eni Uswatun Hasanah<sup>1\*</sup>, Desy Rusmawaty<sup>2</sup>, *Ventje Jany Kalukar*<sup>3</sup>

<sup>1,2,3</sup>, Mulawarman University of Samarinda, Indonesia

**Corresponding Author:** Eni Uswatun Hasanah, **Email:** [eni.wicida@gmail.com](mailto:eni.wicida@gmail.com)

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### ABSTRACT

This study explores the effectiveness of educational videos in facilitating English vocabulary acquisition in a young learner. The research employs a qualitative case study approach, focusing on a 4-year-old girl exposed to educational videos. Data was collected through observations, recordings, and interviews, emphasizing the acquisition of basic vocabulary such as colors, animals, and numbers. The findings reveal that educational videos significantly aid vocabulary learning by providing engaging visual and auditory stimuli. However, the study underscores the importance of human interaction in language acquisition, suggesting that while educational videos are a valuable tool, they should complement traditional learning methods rather than replace them. This research offers insights for educators and parents on integrating multimedia resources into early language learning strategies.

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## 1. INTRODUCTION

Language acquisition can occur in learning the first language, often known as the mother tongue, and learning a second language, which in this instance may be a foreign language (Fakhriyah, 2020). Language acquisition of any kind is challenging. However, we see how the children aged (0–5 years) are amazed at their very young age; that is when they acquire and master their language (Fariziah et al., 2021). Even though it cannot be denied that sometimes there are some irregularities or imperfections, they can respond to questions orally, follow the flow of the conversation, and provide arguments (Fariziah et al., 2021). One of the vocabulary groups that the children master is the class of nouns, especially those familiar with where they live. The stimulation of language by children is irregular. However, they try to understand the linguistic systems of language. This research aims to answer the role of educational videos in promoting children's English vocabulary acquisition. When children learn their first language, a process known as first language acquisition takes place naturally. A youngster gathers "data" through sound and symbols as they establish their communication system.

Learning a child's first language starts when they are first exposed to sound language or hear it for the first time (Irawan, 2019). Language learning is gaining new knowledge about language, such as learning the elements of a language's syntax. It is typically done in

the classroom, formally, with the teacher's assistance. Second language acquisition refers to the steps involved in learning a language after a first language, including learning a second language, a third language, a fourth language, and so forth. As a result, languages other than the first language are referred to as the second or target language to separate them from foreign languages (Irawan, 2019).

Concerning the acquisition of the first language, it can be seen from the theory and previous studies. Haidar and Tahriri in Fariziah et al. (2021) describe several theories about the nature of a language that indirectly describe how a first language was acquired. Behaviorist theory believes that language acquisition is caused by conditioning and reinforcement factors. According to this theory, children learn or acquire language through conditioning and reinforcement by their environment, such as parents, teachers, family members, or the surrounding community. The behaviorist theory, thought to be the most fundamental in language acquisition, is the general and fundamental theory applied to learning a first or second language. The view of language acquisition theory holds that behaviorism is founded on the presumption that a newborn infant has nothing or carries no linguistic structure; the child is thought to be empty in terms of language. As a result, the environment plays an active role in language development and has a crucial influence on children's language development. As in this study, children easily take in and retain what they see and hear through YouTube videos. Their environment impacts children's language because their brains store the sounds they hear in their environment in their memories.

Children acquire their first or mother tongue before learning a second language. A person acquires language through spontaneously occurring, casual, or formal language learning. According to the behaviorism hypothesis of language learning, a person learns a language via experience; with children, naturally, this happens as they grow up speaking their mother tongue. Various language skills, including grammar, phonetics, and an extensive vocabulary in the first, second, third, and so on, known as the target language, are required for acquisition. Language typically refers to learning one's first language or mother tongue. If learning the second language is the same as learning the mother tongue, then learning the second language can be seen as the process by which a child learns to generate, record, and employ words instinctively or spontaneously to communicate. Following the infant's mastery of his/her mother tongue, the child acquires a second language. A child in this study could absorb and process the words they listened to since language acquisition was received from YouTube.

Previous studies have extensively explored the impact of multimedia resources on language acquisition, with particular emphasis on how educational videos can enhance vocabulary learning in young learners. As a research titled "Youtube as a Medium for Indonesian Toddlers' Second Language Acquisition (An Analysis through Children Songs)" (Farahsani et al., 2020), the research's result was the children can start to learn English through YouTube by watching English songs. Their attraction in watching is followed by imitating the word, the way the characters sing, and also the manner. Another research by (Fakhriyah, 2020) titled "Youtube As a Means of the Language Acquisition of Children Age 3-5 Years (Case Study of two Children)" also find that YouTube, a popular video-based social

media platform, has a significant impact on children's L2 language acquisition. In the YouTube application there are many learning videos for children that use English, so it is easy for parents to teach their children. The significance of this study lies in its potential to provide empirical evidence on the effectiveness of educational videos as a tool for enhancing English vocabulary acquisition in young learners. By examining this relationship, the research aims to offer valuable insights for educators and curriculum developers seeking to integrate multimedia resources into language learning programs, ultimately contributing to more engaging and effective educational strategies.

## **2. LITERATURE REVIEW**

### **2.1. Vocabulary Acquisition**

A person can learn to recognize, create, and employ understandable words through acquisition, which takes place over time. One topic that is frequently explored concerning the cognitive element of language is language acquisition. Nurhasanah (2020) demonstrates that the acquisition of language is a fantastic thing, especially in acquiring the first language of a child who has yet to experience exceptional learning about the language. Like a toddler, he will only respond to utterances from the surrounding environment, especially words from his mother that the child often hears or from someone who is always with him. Vocabulary acquisition is a fundamental aspect of language learning that plays a pivotal role in communication, comprehension, and cognitive development. Vocabulary serves as the building blocks of communication, enabling individuals to express thoughts, convey ideas, and interact with others effectively. Apart from the fundamental abilities, learning the target language's grammar and vocabulary is also important (Demirel, 2015). In order to enhance these abilities, vocabulary development should take center stage in foreign language learning, and curriculum should be created with this in mind (Folse, 2004; Lewis, 1993; Zimmermann, 1994) in (Cetinkaya & Soner SUTCU, 2019). A rich and diverse vocabulary allows speakers to articulate their thoughts with precision and nuance, enhancing the clarity and depth of their communication. Whether in spoken or written form, a robust vocabulary empowers individuals to engage in meaningful dialogue, express emotions, and navigate various social and professional contexts with confidence and fluency.

A strong vocabulary is essential for both comprehension and expression in language learning. When individuals encounter unfamiliar words in reading or listening activities, their ability to infer meaning from context depends largely on their existing vocabulary knowledge. Moreover, a broad vocabulary enhances reading comprehension by enabling readers to decipher complex texts, infer word meanings, and make connections between ideas. Similarly, in oral communication, a diverse vocabulary enhances one's ability to convey thoughts and emotions accurately, facilitating effective expression and communication.

### **2.2. Young Learner**

Young learners represent the future of our society, and their formative years play a crucial role in shaping their cognitive, social, and emotional development. Early childhood education lays the foundation for lifelong learning and success. During their early years, children's brains undergo rapid development, forming neural connections that shape their

cognitive abilities, language skills, and social behaviors. From the development of language perspective, early childhood is a period of growth that determines further development. Early childhood occupies the most critical position in brain development (Annas, 2019). Through play-based activities, hands-on experiences, and interactive learning opportunities, children develop essential skills such as problem-solving, creativity, and collaboration, setting the stage for future academic achievement and personal growth.

### **2.3. Educational Video**

In today's digital age, educational videos have emerged as a powerful tool in the realm of learning and knowledge dissemination. With the exponential growth of online platforms and the accessibility of video content, educational videos have become a ubiquitous resource for learners of all ages and backgrounds. One of the most significant advantages of educational videos is their accessibility. Today, second language learning does not have to be limited to traditional methods, educational resources are limited by physical availability or geographical constraints, and educational videos can be accessed from anywhere with an internet connection. This accessibility democratizes education, breaking down barriers to learning for individuals in remote areas, underprivileged communities, or those with physical disabilities. In this digital era, learners may quickly find any English language learning materials (Sahayu, 2019).

Parents can also find the materials from educational videos provided on several social media platforms. With an attractive appearance and fun activities, it attracts more young learners' interest in learning. Educational videos have proven to be highly engaging and effective in capturing learners' attention. By incorporating visual and auditory stimuli, videos appeal to multiple senses, making learning more immersive and memorable. Educational videos have transformed the landscape of education, offering a dynamic and accessible medium for learning. From enhancing engagement and retention to fostering global collaboration and embracing technological innovations, educational videos have revolutionized the way we acquire knowledge.

### **2.4. Vocabulary Acquisition in Young Learners**

Vocabulary acquisition in young learners forms the cornerstone of their academic success and lifelong learning journey. As children navigate the intricate landscape of language, they not only develop communication skills but also lay the foundation for cognitive growth and academic achievement. Vocabulary acquisition is intricately linked with cognitive development in young learners. As children learn new words, they expand their cognitive frameworks, enhancing their ability to categorize, analyze, and understand the world around them. Every child experiences language development differently (Indah Rezeki et al., 2020). However, every average child begins to talk between the ages of twenty and twenty-eight months. It happens because the speech organs that each child has have started to develop and are programmed to acquire language.

The acquisition of vocabulary is central to language proficiency in young learners. Vocabulary serves as the building blocks of language, enabling children to express themselves effectively and comprehend complex ideas. A robust vocabulary enhances reading comprehension, writing proficiency, and oral communication skills. Moreover, vocabulary acquisition is closely intertwined with language fluency and literacy

development. Through interactions with caregivers, educators, and peers, young learners acquire vocabulary through contextual cues, repetition, and meaningful engagement with language-rich environments.

### 3. METHODOLOGY

This study adopts a case study research design. The main aim of this case study is to investigate the language acquisition process in a 4-year-old learner who is currently involved in acquiring English language skills. Instead of employing statistical analysis techniques or other quantification techniques, qualitative research approaches generate analytical procedures, according to Sugiyono (2014), who states that qualitative research is descriptive, which means that the collected data was in the form of words rather than numbers. This research was conducted in Samarinda, in the daily lives of the author and the participant. In this study, a 4-year-old girl served as the case study. The research object used a pseudonym, Lila. The author started observing and recording Lila's activities while watching educational videos and acquiring new vocabulary since Lila was 1 year 11 months old. Then these recordings, the author's perspective as a mother who observes the development of her daughter, and the conversations between the author and interlocutor serve as the basis for the qualitative method data in this study. In this situation, the researcher plays a crucial role as a vital tool since they must consider various factors, such as the capacity for concentration and memory when researching. The results of this investigation are supported by recordings transcribed into data and then provided in textual form. The author's memory of the incident should be highlighted, as the recording was only done with a video recorder. Three recordings are used for video recording, each including a conversation. The conversation was taken from Lila was 1 year and 11 months till she was 4. Lila was treated to educational videos by her parents but could not be separated from their supervision. Lila usually watches the cartoon series Pinkfonk and Blippi.

Cognitive development shown by children aged 3–4 years includes actively looking for answers to their questions; learning by observing and listening to instructions; arranging objects by size and shape; understanding how to group and match objects according to their color; and often asking questions with the question word "why" to get information (Triandini, 2022). The researcher attempts to examine a child's second language knowledge acquired via educational videos by speaking with her to get information based on the child's current phenomenon. She was tested on her familiarity with English color nouns. She learned basic English numerical knowledge in the meantime. She picks up language automatically and utilizes it every day when she speaks. When asked to respond to various questions, she was receptive. The girl's narratives were analyzed, focusing on times when she was playing or interacting with her family.

### 4. RESULTS AND DISCUSSION

Children are great imitators who follow their parents. However, children's acquisition of a second language can be obtained from parties other than parents or the surrounding environment, in this case by using social media. A child who often watches or listens to something will definitely have it recorded in his or her brain's memory. What's more, the

child's memory is still not fully filled, so that allows the child to store deeper memories (Fakhriyah, 2020). This study uses the language acquisition theory of behaviorism, in which a child says or answers questions using a second language based on his or her habits and experiences. In this study, a 4-year-old girl served as the case study. Her parents had first intended to keep her from getting bored by showing her an educational video. However, children's content still needs to be under parental supervision. The acquisition of basic vocabulary, in this case, is simple vocabulary in acquiring a second language for children, consisting of, among other things, nouns and numerals, because these two-word classes are words that are easily absorbed by children in acquiring a second language. The nouns in this case are color nouns and animals; the child mentions colors and animals using English because she acquired the language, she imitated from watching educational videos. Number words, or numerals in this case, are in the form of basic numbers, namely from 1 to 10. The child says numbers using English in sequence or randomly.

Conversation 1

*Me : Lila, kita belajar yuk! Kita tanya jawab yuk!*

*Lila : Gak mau..*

*Me: Lah, ayo kita belajar...coba mamah tanya kalo biru tu Bahasa Inggrisnya apa?*

*Lila : Blue*

*Me: kalo kuning?*

*Lila: Yellow*

*Me: kalo hijau?*

*Lila: Gweenn*

*Me: yang betul..*

*Lila : Green*

*Me: kalo abu-abu?*

*Lila: .....*

*Me: Abu-abu apa? Gray...*

*Lila: Gray*

*Me: kalo putih?*

*Lila : White*

*Me : kalo merah?*

*Lila : Red*

*Me: Klo hitam?*

*Lila : Black*

*Me: Kalo ungu?*

*Lila: Purple*

In the first conversation, the author asks the participant about color as the object of research. The participant correctly answered all the questions asked by the author. The participant answers according to her knowledge of the acquisition of the language or words from the educational videos she has watched. The participant gains knowledge from the

video content that is watched; there are various examples of colors, and then, with the motor and memory abilities possessed by the child, she can remember the color.

#### Conversation 2

*Me: Okee sekarang kita belajar number*

*Lila : aaaa gak mau...*

*Me : Kalo satu apa bahasa Inggrisnya?*

*Lila : One*

*Me : terus? One.....dua apa dua?*

*Lila : two*

*Me : terus?*

*Lila: three*

*Me : terus?*

*Lila : four five six seven eight nine ten*

*Me : Okee good girl!*

In the second conversation, the author invites the participant to count from one to ten in English. At first she refused to count, this is natural because the mood of children to learn is not always good, but after being invited and stimulated again, finally she is willing to count in English.

#### Conversation 3

*Me : Mamah tanya soal hewan lagi dong. Ayam itu Bahasa Inggrisnya apa sih?*

*Lila : Chicken*

*Me: Kalo burung?*

*Lila : Bird*

*Me: Kalo gajah?*

*Lila: Elephant*

*Me: kalo hiu?*

*Lila: Shark*

*Me: kalo ayam? Sudah yaa...kalo bebek?*

*Lila : Duck*

*Me: hah bebek! kok bebek shark sih? (salah dengar)*

*Lila: Duck*

*Me: kalo kambing? Kalo kambing apa? Eh domba, domba apa Bahasa Inggrisnya? Itu tu yang ada filmnya....Shaun the.....Sheep*

*Lila: Sheep*

*Me: kalo lumba-lumba apa Bahasa Inggris?*

*Lila : .....*

*Me : Dol...*

*Lila : Phin*

*Me: Kalo monyet?*

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*Lila : Monkey*

*Me: Kalo ikan?*

*Lila: Fish*

*Me: Kalo...apa lagi yaa....kuda?*

*Lila : Horse!...bisa dinaiki*

*Me : oh bisa dinaiki, kalo sapi?*

*Lila : Cow*

*Me : terus...Beruang?*

*Lila : Bear*

*Me : Singa?*

*Lila: Lion*

*Me : Harimau?*

*Lila : Tiger*

*Me : Terus kalo...apa lagi yaa...kuda nil? Kuda nil ga tau yaa..klo nyamuk apa nyamuk?*

*Nyamuk apa yaa...Mosquito*

*Lila : Mosquito*

*Me : okee, thankyou Lila*

In the third conversation, the author asks the participant about the names of the animals. She answered quickly the names of the animals asked by the author, but there were also some questions that she couldn't answer.

As Lila's mother, I have observed firsthand the significant impact that educational videos have had on her English vocabulary acquisition. At first, I was simply looking for a way to keep her entertained and engaged, but I soon realized that these videos offered much more than just amusement. They have become an invaluable tool in her language learning journey. From a very young age, Lila has been exposed to various educational videos, particularly those on YouTube. Her favorites include the colorful and interactive series Pinkfong and Blippi, which combine visual and auditory stimuli to captivate her attention. These videos have proven to be an effective medium for introducing new vocabulary in a way that is both engaging and memorable for her. I've noticed that the repetition and vivid imagery in these videos help reinforce the words she learns, making it easier for her to recall them later.

One of the most remarkable aspects of this learning process is how naturally Lila picks up new words. Without any formal instruction or pressure, she has learned to recognize and use a wide range of English vocabulary, including color names, animal names, and basic numbers. For instance, she can now confidently name colors like blue, yellow, and green, and identify animals such as elephants, sharks, and birds in English. This spontaneous acquisition of vocabulary is a testament to the effectiveness of educational videos in creating a conducive learning environment. However, I also recognize that these videos are not a substitute for active parental involvement. While they provide an excellent foundation, it's crucial for me to engage with Lila during and after her viewing sessions. By asking her questions, encouraging her to use the new words she's learned, and providing additional

context, I can help reinforce her understanding and usage of English vocabulary. This interaction not only strengthens her language skills but also ensures that she feels supported and motivated in her learning journey. Educational videos have been a powerful catalyst in Lila's English vocabulary acquisition. They have transformed what could have been a passive viewing experience into an active and dynamic learning opportunity. As a mother, I am grateful for the positive impact these videos have had on her language development and am committed to continuing to support her growth through both digital resources and personal engagement.

Educational videos have become increasingly popular in recent years as a method for improving language learning experiences, particularly for young students. Using the behaviorist theory of learning as its foundation, this discussion examines how educational videos can support young learners' acquisition of English vocabulary. Behaviorism emphasizes the importance of the environment and observable behaviors in the learning process. For young language learners, learning vocabulary in a second language usually requires a few crucial steps. Although different students may move through these stages at various speeds, the following structure gives a general idea of how vocabulary is acquired:

### ***Imitation***

According to behaviorists, children learn vocabulary mostly through imitation. They pay attention to their surroundings and imitate the words and phrases they hear. Children pick up language by imitating the speech of others around them. Language is essentially a sort of learnt behavior. In Lila's case, she recognizes the name of the animal along with the sound it makes. So when her parents mention the sound of the animal, Lila can automatically recognize it and say the animal's name.

### ***Reinforcement***

In order to learn new words, positive reinforcement is essential. When a child uses a word appropriately and receives attention, praise, or other positive reinforcement, the likelihood that they will use that term again increases. The child is encouraged to keep using the word correctly by this encouragement. In Lila's case, her parents routinely reinforce her every day by asking questions and singing together.

### ***Association***

Words are acquired by frequent exposure and linking to certain things, activities, or experiences. A child picks up the term "ball" by connecting it to the toy they frequently play with. Conditioning and reinforcement help to create this relationship. In Lila's case, she recognizes the name of the animal along with the sound it makes. So when her parents mention the sound of the animal, Lila can automatically recognize it and say the animal's name.

### ***Conditioning***

Through repeated exposure to a word in association with an object or action, a child associates the word with its meaning. Over time, this conditioning leads to the child understanding and using the word correctly. With the help of her parents, Lila was given an explanation of the vocabulary in both languages. For example, “dog”, so by looking at a similar picture in the Indonesian video, another name for a dog is “anjing”. So that at this stage, Lila can already understand the meaning of the English vocabulary she watches. Lila started experiencing these stages at the age of 1 year and 11 months.

### ***Environmental Factors***

The behaviorist perspective emphasizes the importance of the child's environment in vocabulary acquisition. A language-rich environment with frequent opportunities for interaction and reinforcement is believed to facilitate vocabulary development. As time went on until Lila was 4 years old, the vocabulary she acquired grew along with the many educational videos she watched, used in her daily activities, interacted with friends and teachers at school, and interacted with her younger siblings.

### ***Error Correction***

When children make errors in their use of words, parents or educators may provide corrective feedback. This correction is intended to help the child learn the correct word usage through the principles of operant conditioning.

## **5. CONCLUSION**

Educational videos have a considerable influence on young learners' acquisition of English vocabulary from a behaviorist standpoint. Videos can captivate young learners and aid in their vocabulary growth by delivering stimuli, reinforcing learning through repetition and positive reinforcement, offering models for proper language usage, and contextualizing words in significant circumstances. However, it is crucial to take into account a balanced strategy that blends videos with interactive exercises, practical application, and a thorough grasp of each learner's needs and preferences. The second language learning examined in this study is significantly influenced by educational videos. It is recommended that future research explore the specific types of educational videos that are most effective for vocabulary acquisition.

### **ABOUT THE AUTHOR(S)**

Eni Uswatun Hasanah is a student of Magister Program of English Education, Mulawarman University, East Kalimantan. In 2012, she completed her undergraduate studies at Mulawarman University in the English language education study program and is currently undergoing master's studies at the same university and study program. The author has worked at STMIK Widya Cipta Dharma since 2012.

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