

English Language Acquisition by 6-Year-Old Child through Youtube Channel “Blippi”

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ABSTRACT

Language acquisition occurs in the acquisition of the second language, namely English language acquisition. Language is obtained because of the continuous practice factor. The aims of this study are to find out the process of English language acquisition by 6-year-old child through YouTube Channel “Blippi”, know the vocabularies mastered by 6-year-old child through YouTube Channel “Blippi”, and get information about the perception of child’s mother towards the 6-year-old child mastery of English vocabularies through YouTube Channel “Blippi”. This research uses qualitative methods with descriptive explanations. The results of this study found that the subject of this research gained a lot of vocabularies and had the ability to dialogue quite well using English. The results of the vocabularies spoken by the subject in this study were 8 fruits, 10 animals, and 5 vegetables. The subject’s English language skills can be seen from his understanding of the shows he watched. His mother supports his language acquisition by providing the chances to her son to gain more English vocabularies through YouTube Channel “Blippi”.

Keywords: English language acquisition,; Second language; YouTube.

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Introduction

Language acquisition occurs in the acquisition of the first language or better known as the mother tongue which in English is usually called the mother tongue, then language acquisition occurs in the acquisition of the second language, namely English language acquisition. Nordquist (2018) acknowledged that while second language acquisition, also referred to as second language learning or sequential language acquisition, describes the process by which a person learns a "foreign" language—that is, a language other than

their mother tongue—language acquisition refers to the language development in children. Krashen (1995) added that the process of subconsciously absorbing a language without being aware of its norms is called acquisition. He also emphasized that the process that takes place unconsciously when someone use language in everyday and authentic communication is known as acquisition. (Krashen, 2003). The language acquisition studied in this research is English language acquisition in children obtained through video-based social media, namely YouTube which can be easily accessed anywhere, anytime, and by anyone, including children. Children can watch a variety of foreign language-based videos or shows from around the world easily through YouTube. YouTube contains interesting videos that do not only feature children's shows, because it is general for all ages. Supervision and video lock systems must be carried out by parents so that children get decent and educational value, this is done as an effort to protect children from watching videos that are not in accordance with the child's age on social media. The influence of social media affects not only adults, but also children. When used excessively, negative influences may creep into children. The positive influence, however, can often be found in children who tend to be intelligent.

Children can acquire the language by repeating and imitating. Johnson (2004) stated that children were believed to acquire their native language by repeating and imitating their caretakers' utterances. They can be helped by their parents in acquiring the language. Children can memorize the language that they use and save it to their memory. Leaver et. al (2005) conveyed that short-term, long-term, and permanent memory are what psychologists call *memory store*. They are less a "place" than an "action." Usually, cognitive processing that involves these three kinds of memory. Children in acquiring the language deals with psycholinguistics. There must be cognitive process in second language acquisition. Putz and Sicola (2010) conveyed that the psycholinguistic and cognitive processes underlying the learning of a foreign or second language have always been a subject of major interest to both (i) Second Language Acquisition (SLA) researchers and (ii) practitioners involved in language pedagogy, i.e. second and foreign language teaching. Harahap (2020) added that the parents are the most part important in developing children language acquisition because family takes place during daily routines in life as parents, children and family members use language

at home and in his community. Irawan (2022) conveyed that children's language acquisition is also influenced by the environment in which they live and play.

Behrens (2008) stated that despite rapid development in experimental and neurolinguistic techniques to investigate children's linguistic representations, corpora still form the backbone for a number of questions in the field, especially in studying new phenomena or new languages. Corpora play an important role in second language acquisition. Children can be helped by other parties in second language acquisition. Fitriani (2019) acknowledged that child learns language from the conditioning and reinforcement of the environment involving family members, teachers, peers, and society as a whole. Faradilla and Daulay (2023) stated about language acquisition that psycholinguistics, a science that examines language learning can be learned. Children can utilize the parts of the body such as brain in acquiring the language. They can maximize the function of it in order to master the language.

Everyone can benefit from YouTube in all facets of life. (Miller, 2010) conveyed that one of YouTube's charms is how easy it is to use. All it takes to watch a video is to click on the Play button, and to find it, just perform a keyword search. Similar to that, uploading a movie only requires pressing one button. YouTube is a widely used medium for everyone, whether they are viewing or posting their own videos. (Miller, 2011) stated that you've definitely heard of YouTube by now, unless you've been living under a rock for the past few years. YouTube is a video-sharing website owned by Google. Videos can be uploaded by anybody and seen by anybody on YouTube. It's a well-liked and enjoyable website. There are some types of videos and channels on YouTube. It depends on the context and people watch. The videos of YouTube can be in the field of education, health, social, music, and so forth.

Fahs (2008) explained that you can traverse the channels page by choosing from a variety of channel categories, such as comedians, filmmakers, gurus, musicians, partners, sponsors, and other unique types. You may also arrange channels by the most subscribed to and seen, browsing criteria, or time units like this week, this month, or all time. Students can be creative in making videos for YouTube. They can imitate what foreigners say in the videos. This way helps them practice speaking English. They watch English videos, notice the way how to speak English fluently, and explore their performance by

practicing speaking English. Ciampa, (2020) stated that everybody makes videos for a variety of reasons, and YouTube doesn't judge you for it. While many videos are mediocre, there are some highly skilled ones. It is possible to produce videos more effectively. It might improve the capacity to capture viewers' interest. They cannot, from idea to upload, unintentionally produce a fantastic video.

Daulah et al (2022) explained that the use of video content became more interesting and also gave students a new experience when the video they were sharing will be watched by the public on the YouTube platform. Srinivasacharlu (2020) stated that the most versatile platform for content transactions both within and outside of the classroom is YouTube, a significant by product of digitalization. It offers a fantastic learning environment in addition to digital pleasure. Children can be aided by YouTube in their second language acquisition. They can watch the various videos from YouTube Channels. Watkins and Wilkins (2011) added that YouTube.com is a digital video repository that allows almost any type of digital video file to be saved and viewed for free. Wahyuni and Utami (2021) added that YouTube is one of the online media that can be used as a medium of learning in speaking skills. It can also be used to enrich English vocabularies. Rahmatika et. al (2021) conveyed that Youtube learning media can be accessed anytime and anywhere so that parents can still accompany learning even though they are working. YouTube can be accessed freely whenever and wherever. This condition can be utilized by the parents in helping their children acquire the second language.

The previous research conducted by Pehala et. al (2022) stated that the analysis's conclusion indicated that YouTube has had a beneficial impact on kids' language acquisition. The amount of time children spend viewing is directly correlated with their stage of language development. Language acquisition can deal with psycholinguistics. Psycholinguistics studies four main topics: comprehension, production, biological and neurological foundations, and language acquisition. There is a process and stages in the acquisition of a language. There are two factors in the process of language acquisition in children. The first is natural factors, where language will be able to occur if actions are often carried out by humans repeatedly (continuously) as a result, human memory/memory will store signs, symbols, and symbols which will eventually form verbal and nonverbal language used as a means of communication between humans. The

second factor is the environment, where the child's language acquisition process begins with the ability to hear and then imitate the sounds he hears, namely from the environment where he lives and grows up. In children's language acquisition, the environment provides stimulus and models to children. Thus, the quality of the language environment is very important for a language learner to successfully learn a new language or a second language.

Based on this background, the researchers developed the following research questions:

1. How is the process of English language acquisition by 6-year-old child through YouTube Channel "Blippi"?
2. What are the vocabularies mastered by 6-year-old child through YouTube Channel "Blippi"?
3. How is the perception of child's mother towards the 6-year-old child mastery of English vocabularies through YouTube Channel "Blippi"?

Method

This type of research is descriptive qualitative, which analyses only until description, and analyses and presents facts systematically so that they can be more easily understood and concluded. The technique of data collection is done by using the technique of observation, documentation, and interview. Have (2004) stated that verbal expression is necessary for qualitative research, which is frequently lengthy. Investigating for hidden meanings, ambiguous aspects, different interpretations, and suggested connotations is a crucial aspect of qualitative research. Anderson (1998) conveyed that researchers attempt to interpret the meaning of reported data within a certain context. Instead of using numbers to represent the data in the descriptive technique, the researchers used words to describe it. The data collection techniques in this study are observation, documentation, and interview. The subject of this research is a 6-year-old child named Muhammad Syafiq Abdalla. The researchers explain how the subject shows the form of influence he gets from language acquisition through YouTube social media. The researchers also interview his mother about his English vocabulary mastery.

Findings and Discussion

The researchers conducted the research by observing the 6-year-old child named Muhammad Syafiq Abdalla in getting his English vocabularies through YouTube Channel “Blippi”. The English language acquisition focused on the nouns about fruits, animals, and vegetables. Here are the vocabularies that he acquired.

Table 1. English Language Acquisition

No.	Fruits	Animals	Vegetables
1.	Pineapple	Giraffe	Broccoli
2.	Watermelon	Tiger	Carrot
3.	Strawberry	Camel	Snap Peas
4.	Apple	Snake	Peppers
5.	Lime	Lion	Celery
6.	Lemon	Elephant	

7.	Grapes	Gorilla	
8.	Banana	Monkey	
9.		Penguin	
10.		Fish	

English language acquisition was obtained by the child because he watched the videos from YouTube Channel “Blippi” repeatedly. He also mimicked the man in the video on how to pronounce the words. The results of this study go in line with the study conducted on child language acquisition by Noermanzah (2015). The results reveal that the language acquisition of children aged 1.4 years, they acquire approximately 40 words that also serve as the telegraphic sentences in a mimicking manner. Syafiq watched the videos with different themes in 2 different days for each theme. He watched the video about fruits. He acquired new vocabularies about fruits. They were pineapple, watermelon, strawberry, apple, lime, lemon, grapes, and banana. He noticed on how the words were pronounced. After he watched the videos, he practiced the words in his daily activities. When he went to the market and he saw the fruits, he said those fruits while pointing them. He also pointed the fruits on the refrigerator using English.

Furthermore, he watched the video about animals. He acquired new vocabularies about animals. They were giraffe, tiger, camel, snake, lion, elephant, gorilla, monkey, penguin, and fish. He noticed on how the words were pronounced. After he watched the videos, he practiced the words in his daily activities. When he watched television and he saw the animals, he said those animals while pointing them.

Then, he also watched the video about vegetables. He acquired new vocabularies about vegetables. They were broccoli, carrot, snap peas, peppers, and celery. He noticed

on how the words were pronounced. After he watched the videos, he practiced the words in his daily activities. When he went to the greengrocer and he saw the vegetables, he said those vegetables while pointing them.

The researchers also interviewed the child's mother about his activities regarding his English language acquisition. Here is the result of the interview.

1. Question 1: How is the process of English child's vocabulary mastery?

Answer: "My child can acquire English vocabulary from watching YouTube Channel "Blippi". He is enthusiastic in watching it"

2. Question 2: How is the use of acquired vocabularies in his daily activities?

Answer: "In daily life he often practices the vocabulary he has acquired, for example when he sees vegetables and fruits in the refrigerator he mentions them in English, as well as when playing ABC five basic he can mention the name of the animal according to the alphabet".

3. Question 3: What are the factors which can help the child acquire the English vocabularies easily?

Answer: "Blippi introduces the child to English vocabulary in a fun way, while playing and also showing objects directly so that child can know what objects are meant. That is why the child can easily acquire English vocabulary".

4. Question 4: How is the parent's role in helping the child acquire English vocabularies?

Answer: "The role of parent is to provide educational shows and also repeat what vocabularies are learned in "Blippi""

5. Question 5: Does the child like English? Why?

Answer: "Yes, he does. It is because English is unique so he likes to learn it. He is also curious about more English vocabularies to know."

Conclusion

Based on the observation, documentation, and interview conducted by the researchers, it can be seen that the research subject obtained second language acquisition through the influence of YouTube social media "Blippi" Channel. Through this social media, the subject gained a lot of vocabularies and had the ability to dialogue quite well using English. The results of the vocabularies spoken by the subject in this study were 8

fruits, 10 animals, and 5 vegetables. The subject's English language skills can be seen from his understanding of the shows he watched. He always uses the vocabularies for his practices wherever and whenever. His mother supports his language acquisition by providing the chances to her son to gain more English vocabularies through YouTube Channel "Blippi".

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