

**A PSYCHOLINGUISTIC ANALYSIS OF THE INFLUENCE OF  
TELEVISION MEDIA ON FIRST LANGUAGE ACQUISITION IN  
CHILDREN AGED 3-6 YEARS**

**SKRIPSI**

*Submitted Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
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**By**

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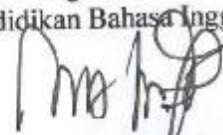
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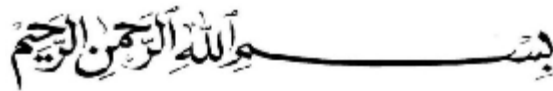
## ABSTRACT

**Farayola, Feby. NPM 1502050131, "A Psycholinguistic Analysis Of The Influence Of Television Media On First Language Acquisition In Children Aged 3-6 Years". Skripsi : English Education Program. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.**

This research discussed the influence of television on the children first language acquisition aged 3-6 years in terms of psycholinguistic analysis. The purpose of this research was to describe how the influence of television on the first language acquisition, especially the acquisition of vocabulary which was divided into several parts of speech. Descriptive qualitative method was applied. The data were collected from the statement of two children as the object of research while watching television. Both of them was 3 years oled. Data collection methods were used to record. Through the notes and records, the data were obtained as the material of this research. It was concluded that television had more influences on object research 1 whose total vocabulary was 105 words. While object research 2 was 71 words. The frequency of watching television was also the factor influencing the amount of vocabulary obtained, in which object research 1 had a higher frequency of watching television than object research 2 was.

*Keywords : Psycholinguistics, Language Acquisition, Influence, Television.*

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## CHAPTER I

### INTRODUCTION

#### A. The Background of The Study

Language is an important aspect of life because it is a medium for humans to communicate. Since human was born, he continues to learn how to speak language which is obtained by newborn child from his family. In other words the family is the first language acquisition media for him. But as he gets older, his attention to the media for first language acquisition will be provided by various of media.

Psycholinguistics is a study of language acquisition and linguistic behaviour, especially the psychological mechanism responsible for both aspects. The language process is a process in the field of linguistic studies. The acquisition review process is a process in psycholinguistic studies. What is meant by the language process in this case is a condition that rounds the occurrence of language. Language acquisition one's as found in this quotation is a study that tries to examine how a person acquires language (Suroso, 2014: 3). It means that different surrounding condition affect one's language acquisition.

The utterances spoken by a child is an effort to obtain the first language always have their own uniqueness. This uniqueness is very different from one child to another. There are children who are quick in getting the first language and are able to pronounce it well. According to Harley in this case, psycholinguistics is limited to the process of language acquisition (Suroso, 2014: 1).

Language acquisition is a process of obtaining and receiving language obtained from both the family environment and other media. One of the processes of language acquisition is playing with peers and also watching tv. Watching television is something that is favored by children because of the many television stations that broadcast interesting programs for them. For example, cartoons and serials. This makes television can be considered as the first language acquisition media to children. In addition to being loved, a variety of programs on television can add vocabulary to children. Children have a great curiosity. So when they hear something they have never heard, curiosity will arise.

Vocabulary means words owned by humans which were used to establish communication. Vocabulary is inseparable from part of speech. To this reason, the vocabulary obtained by children from television broadcasts was classified into parts of speech according to their respective types.

Part of speech or also called kinds of word are the parts used to form a sentence in English. Part of speech itself consists of 9 types, namely: noun, pronoun, adjective, verb, adverb, preposition, conjunction, article, and interjection.

But television cannot be separated from negatives and positives. No doubt, sometimes taboo words that were not supposed to be known by children were found on these programs, and less understanding by children makes them unaware that there are reasonable words used in everyday conversation and some are not. In short, the child's capacity to understand which is still makes them have no filter to absorb the vocabulary they get from television, that is why parents existence

when children is time to watch television program is important. Then the new problem comes.

Not all parents have a lot of time to participate in accompanying their children to watching television. The most important triggering factor is due to business at work. It is advisable that parent's role at least can protect children from unsuitable programs not only dealing with worthiness in religion, culture, or entertainment which can influence children physical, mental, and language development.

Apart from all the negative aspects that have been explained, television also has a positive side that makes it easy for children in the process of acquiring the first language. Television is a medium that not only produces sound, but also images. So, television is an audio visual media. This is one of the factors attracting children in television, so that the effectiveness of its use as a first language acquisition media can be taken into account. These are the reason why the researcher about first language acquisition based on television media is interesting to do especially first language acquisition in children aged 3-6 years old especially in the acquisition of vocabulary which will be classified into part of speech.



## **B. The Identification of The Problem**

Based on the background of the problem above, it was concluded:

1. There are words which the meaning is not understood by the children especially from the television but they still use them in everyday conversation.
2. The television does not contain all educational elements.
3. Children need to be accompanied by parents when watching television because not all can be watched by all ages.
4. The children continuously watch TV because they are fond of the programs.
5. As an audio-visual media, TV attracts programs children's attention because they display moving images and are equipped with the sound.

## **C. The Scope and Limitation**

The scope of this research was focused on psycholinguistics and limited on first language acquisition got by children especially vocabulary (part of speech) from television programs.

## **D. The Formulation of The Problem**

The problems of this research were formulated as the following :

1. Is there any influence of the television to the first language acquisition of 3 up to 6 years old children especially in vocabulary (part of speech)?
2. How far the influence of the television to first language acquisition of 3 up to 6 years old children especially in vocabulary (part of speech)?

### **E. The Objectives of The Study**

Based on the problems, the objectivities of the researches were :

1. To describe the influence of television to the first language acquisition of 3 up to 6 years old children especially in vocabulary (part of speech).
2. To find out how far the influence of television to the first language acquisition of 3 up to 6 years old children especially in vocabulary (part of speech).

### **F. The Significance of The Study**

By doing this research, it was hoped that it was useful theoretically and practically.

#### 1. Theoretical

This research was expected to provide benefits, which was used as source of information in the field of psycholinguistics.

#### 2. Practical

The results of this research were expected to be useful for:

- a. Students, it was expected that this study can provide an overview of how television influences as a media in the acquisition of the first language for children aged 3-6 years.
- b. Teachers, the findings of the research can be used as a refren in teaching psycholinguistics especially first language acquisition.

- c. Researchers/readers, it was hoped that this research can deepen the understanding of first language acquisition in children by using television as a medium.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Language Acquisition**

Language Acquisition is meant process whereby children achieve a fluent control of their native language (Varshney, 2003:307). The ability to get and understand the language is inherited genetically but the particular language that children speak is culturally and environmentally transmitted to them. Children all over the world acquire their first language without tutoring. Whereas a child exposed to speak to an English speaking community begins to speak English fluently, the other one exposed to a community of Indonesian speakers, begins to use Indonesia fluently. Language acquisition thus appears to be different in kind from the acquisition of other skill such us swimming, dancing, or gymnastics. Native language acquisition is much less likely to be affected by mental retardation than the acquisition of other intellectual skill activities. Every normal human child learns one or more language unless he is brought up in linguistic isolation, and learns the essentials of his language by a fairly little age, say by six.

According to Chomsky (2009:101-102) language acquisition is a matter of growth and maturation of relatively fixed capacities, under appropriate external conditions. The form of Acquisition and use of language the language that is acquired is largely determined by internal factors; it is because of the fundamental correspondence of all human languages, because of the fact that “human beings

are the same, wherever they may be”, that a child can learn any language. The functioning of the language capacity is, furthermore, optimal at a certain “critical period” of intellectual development. In addition to that, the term, language acquisition is normally used without qualification for the process which results in the knowledge of one’s native language (or native languages). It is conceivable that the acquisition of a foreign language whether it is learned systematically at school or not, proceeds in a quite different way. Indeed, as we have seen, the acquisition of one’s native language after the alleged, critical age for language acquisition may differ, for neurophysiological reasons, from the normal child’s acquisition of his native language. (Lyons, 1981:252).

From some definitions above, it can be said that the acquisition of the first language is the process or stage of the child in getting an informal language starting from the phase of not knowing anything until the phase of good understanding in speech and understanding the language taught by his mother to communicate in daily life day.

Language acquisition is a branch of psycholinguistics that studies how children get their first language from their mother. Obtaining first language is obtained from the mother, which is the main factor for children to get language learning.

## 2. Television

Media has an important role in education. Both formal and informal education. With the media, it will be much easier for children to learn and understand things. Media has a close relationship with technological developments. Because, technological developments continue to bring new innovations and more effective in creating media.

One of the technology devices that are closest to children is television (TV). Initially it was judged that TV was not very useful in the world of education, this was because the operational costs were quite expensive, but opposing opinions emerged, stating that TV as a mass media was very useful in advancing the education of a nation (Darwanto, 2007: 117).

Franklin (Darwanto, 2007: 126) argues that through TV media, can help in solving educational problems, moreover we can take advantage of the use of various audio visual tools, where other mass media do not allow. This means that Franklin's opinion supports the opinion of George S. Morrison regarding TV use for early childhood.

Based on several definitions above, it can be concluded that television has an important role in the world of education because television is an audio-visual media that is able to display visual shows equipped with sound. Besides having an important role in the world of education, television also has an important role in the acquisition of language in children.

In this research, television has a role in education, namely in the field of language acquisition. As we know, many programs on television that are

displayed in audio visual form can be a stimulus for children to get the language they see and hear through the television shows they watch.

The use of television as an educational medium does not only happen in developed countries, but also in various developing countries, even many countries have their own channels, especially for educational broadcasts. One reason that encourages the use of television as an educational medium, because television has its own characteristics, which are not shared by other mass media. Its audio visual characteristics are more felt its role in influencing the audience, so that it can be utilized by the government in an effort to make the development of the country fun (Darwanto, 2007: 84). For this reason the role of parents is needed in the supervision of their children while watching television.

Darwanto (2007: 101) states that the use of audio-visual tools such as technological tools, is intended to improve the effectiveness and efficiency of the teaching and learning process, so that children are expected to be able to develop reasoning power and their creative power. The results of various studies show that the process of learning and teaching using audio visual means is able to improve learning efficiency 20% -50%.

In terms of effectiveness carry out its function, in front of staff meeting Minister of Information of the Republic of Indonesia, DR. Jack Lyle (Darwanto, 2007: 118), Director of Communication Institute The West Center, states that are translated in Indonesian, that television is for us as a “window of the world”, what we see through this window, it is very helpful in develop our creative power, this as revealed by Walter Lippman a few years ago, that in our mind is a kind of

illustration and picture these images are a thing important in relation to the process learning, especially those that are with people, places and situations that don't everyone has ever met, visited or have had experience.

From Lyle's explanation above it is clear once that TV is able to provide appreciation to the audience. Moment someone saw the arrangement of the images on the screen TV, then the person will feel something new, caused by the audience can hardly tell which one ever seen, or in other words the audience i could baarely tell the difference experience that has been had. This matter means that audio visual can provide new experiences are appropriate with experience that has been owned before, or can give "Pseudo experience" or "Stimulated experience" (Darwanto, 2007: 118-119).

That is a description of the explanation above:



This stimulated experience for example:

1. Seeing something that has never been seen previous.
2. Meet someone who is never before been found.
3. Come somewhere you haven't ever found.



Regarding the use of TV, especially in schools, the benefits are enormous, as revealed by Oemar Hamalik (Darwanto, 2007: 124) as follows:

1. TV is direct and real
2. TV expands class reviews
3. TV can recreate all past events
4. TV can show many things and aspects
5. TV attracts interest, not only children but also adults
6. TV is able to provide assistance to the teacher
7. TV is able to bring the resources that are on community into class
8. The community finally understands school in real terms.

Darwanto (2007: 129) A group of children watches cartoons with sound, while the other groups watch films that sound pictures but the pictures are still motionless. It turned out that the results showed that children who watched cartoons absorbed more information, compared to other groups.

Patricia further stated that for children as young as seven years old, motion is indeed beneficial if it is used to teach dynamic processes that are displayed. Here the cartoon tells the story of seeds that begin to germinate, while the ainins only consist of still images which include seeds without roots and then drawing seeds with roots. Although the host was able to describe the movement's story in detail and quite clearly, for example, it was stated suddenly that a small root came out from the hard seed skin, it turned out that children who watched cartoons were able to remember the event better, than other groups ( Greenfield, 1989: 33).

The example shows that motion can attract the attention of children at a certain age, to learn various processes and can help teach various physical skills, for example to teach physical and biological processes.

### **3. Children's Language Development Theory**

Research was conducted on the development of children's language is certainly inseparable from the views, hypotheses, or psychological theories adopted. In this case history has recorded three views or theories in children's language development. Two controversial views were expressed by experts from America, namely the view of nativism which argues that the mastery of language in children is natural (nature), and the view of behaviorism which argues that mastery of language in children is "bribe" (nurture). The third view arises in Europe from Jean Piaget who argues that mastery of language is an ability derived from cognitive maturation, so that his view is called cognitivism. (Chaer, 2009: 221).

#### **3.1 The View of Nativism**

Nativism argues that during the process of acquiring the first language, children (humans) gradually opened up their lingual abilities that were genetically programmed. This view does not consider the environment to have an influence in the acquisition of language, but rather considers that language is a biological gift, in line with the so-called "natural giving hypothesis". Nativises argue that language is too complex and complicated,

so it is impossible to learn in a short time through methods such as "imitation" (imitation). So, there must be some important aspects regarding the system of language that already exists in humans naturally. (Chaer, 2009: 222)

Chomsky (1965, 1975) sees language as not only complex, but also full of errors and rule deviations in the pronunciation or implementation of language (performance). Humans cannot learn first language from others. During martial arts they used the principles that guided him to arrange grammar.

According to Chomsky (1965) language can only be mastered by humans. Animals cannot possibly master human language. This opinion is based on assumptions. First, language behavior is something inherited (genetic); the pattern of language development is the same in all kinds of languages and cultures (is something universal); and the environment only has a small role in the process of language maturation. Second, language can be mastered in a short time, four-year-old children can speak similarly to adults. Third, the child's language environment cannot provide sufficient data for the mastery of complex grammar from adults.

According to Chomsky children are born with a "language acquisition device" (LAD language acquisition device). This tool is a biological gift that has been programmed to detail possible items from a grammar. LAD is considered a physiological part of the brain that is specifically for language acquisition, and has no connection with other cognitive abilities.

### **3.2 The View of Behaviorism**

The behaviorists emphasize that the process of acquiring the first language is controlled from outside the child's self, that is by stimulation given through the environment. The term language for behaviorists is considered inappropriate because the term language implies a form, something that is owned or used, and not something that is done. Even though language is one of the behaviors, among other human behaviors. Therefore, they prefer to use the term verbal behavior, so that it looks more like other behaviors that must be learned.

According to Skinner (1969) grammatical rules or rules of language are verbal behaviors that allow someone to answer or say something. However, if later the child can speak, it is not because of "rule-governed" because the child cannot express the rules of language, but is formed directly by factors outside of him.

Behaviorists do not recognize the view that children master language rules and have the ability to abstract important features of language in their environment. They argue that stimuli (stimulus) from certain environments strengthen children's language skills. The development of their language is seen as an advancement of verbal disclosure that applies randomly to the actual ability to communicate through the S-R (stimulus-response) and imitation-imitation principles.

### 3.3 The View of Cognitivism

Cognitivism was pioneered by Jean Piaget in 1954, he stated that cognitive maturity produces language skills based on several sequences of cognitive development. Mussen et al (1984) argued that language acquisition was in accordance with certain cognitive abilities, such as managing information and motivation. According to Piaget the acquisition of language is not obtained significantly from natural giving but comes from the collaboration of the environment of social interaction and the cognitive function of children.

Adherents of cognitivism argue that a person's ability to have cognitive abilities to understand learning already exists biologically through mapping linguistic categories to cognitive. Basically what is learned is the grammar of a language. Cognitivism tries to combine biological or innate factors and the role of the surrounding environment with a focus on logical thinking or the power of logical thinking. Chaer (2003: 178-179).

Cognitive development becomes the most important thing before a knowledge is obtained, namely in the form of language skills. When an 18-month-old child has no language skills at all, it can only see what objects are seen directly. Right at the age of 12 months children begin to understand symbols and present in the form of the initial words spoken.

Jean Piaget (1954) states that language is not a separate natural feature, but one of several abilities derived from cognitive maturity. Language is structured by reason; hence language development must be based on

changes that are more fundamental and more general in cognition. So, sequences of cognitive development determine the order of language development.

#### **4. Vocabulary**

The definition of vocabulary is part of a particular language or set of words. Every person needs to develop vocabulary in themselves, both from developing one's abilities and the learning process of a language. In addition, the addition of vocabulary has a significant impact on reading comprehension (Tompkins, 2011: 54).

The amount of vocabulary possessed by someone also influences the number of ideas and ideas possessed by someone, therefore mastering vocabulary is important in achieving language mastery. Thomkins (2011: 54) says that children's vocabulary grows around 3,000 words per year, or about 7 to 10 new words every day. 5-year-old children recognize 5,000 words, and when they graduate from high school, their vocabulary can reach 25,000 to 50,000 words or more. It seems clear that to learn words at a productive level, children learn words both inside and outside of school, and they learn many words by chance not through explicit instruction.

Children gradually develop knowledge about words, from not knowing a word to knowing the whole word. They know many meanings of words and can use them in various ways (Nagy in Tompkins, 2011: 54). Here are four levels of vocabulary knowledge: (1) The meaninglessness of words. Children don't

recognize words; (2) Initial understanding. Children have seen or heard a word or can say it, but they don't know what it means; (3) Understanding of partial words. Children know one word's meaning and can use it in sentences; and (4) Comprehensive / perfect understanding of words. Children know more than one word meaning and can use it in several ways (Allen in Tompkins, 2011: 55).

Children's language development needs to be given a stimulus to grow in balance. Especially in vocabulary mastery. Children's vocabulary growth is influenced by the environment. The more vocabulary, the more possibilities the child understands so that the speech produced by the child gets richer. Therefore, it is necessary for teachers to give words that enrich the students' vocabulary. Vocabulary mastery needs to be continuously developed by increasing and expanding vocabulary that is adjusted to the demands of age. Tarigan (in Rahmawati, 2011: 3) argues that there are two ways for children to learn vocabulary, including: (a) Vocabulary is obtained from listening from others, namely parents, peers, television, radio, playgrounds, shops, shopping centers and older children; (b) Vocabulary is obtained from the child's own experience, for example saying things, feeling them, kissing them, eating them and drinking them. Furthermore according to Tarigan (in Rahmawati, 2011: 3) also said that the quality of a person's language skills clearly depends on the quantity and quality of vocabulary possessed. The richer the vocabulary mastered by children, the greater the possibility of language skills. So, it is hoped that children can develop their vocabulary mastery by knowing as much vocabulary as possible in each language.

Some experts are divided into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

#### **4.1 Receptive Vocabulary**

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

#### **4.2 Productive Vocabulary**

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).



## 5. Part of Speech

Nine parts of speech are commonly referred to lexical categories, grammatical categories or word classes. The following terms comprise the most basic grammar terminology every English user must be familiar with in order to understand how language works to create meaning. Specific description of nine parts of speech based on Got Grammar book by Umstatter (2007) consist of:

- a. Noun**, is the name of a person, place, thing, or idea such as in:

*People* farmer, mechanic, father, Professor Haskins, editors, Marcia

*Places* ocean, Canada, porch, Spain, classroom

*Things* scissors, giraffe, pen, smiles, tugboat, skateboard, braces, drill

*Ideas* love, inspiration, courage, anxiety, eagerness, happiness

- b. Pronoun**, is a word used in place of one or more nouns. Pronouns are used to refer to a noun (called its antecedent) that usually comes before the pronoun and make writing clearer, smoother, and less awkward. In the sentence, “Roberto feels that he can win the race,” *he* is the pronoun, and *Roberto* is the antecedent. In the sentence, “Terry and Jim know that they are best friends,” *they* is the pronoun, and *Terry* and *Jim* are the noun antecedents.

- c. Adjective**, modifies (qualifies or limits the meaning of) a noun or a pronoun. It answers to the questions, *What kind? Which one(s)? How many? and How much?*

Carrie read an important story. (*What kind* of story?)

The recent article has that information. (*Which* article?)

Kent owns those surfboards. (*Which surfboards?*)

Wendy paid forty dollars for the jacket. (*How many dollars?*)

Much space was devoted to her artwork. (*How much space?*)

**d. Verb**, there are several types of verbs namely the action verb, the linking verb, and the helping verb.

1. Action Verb, tells what action (often a physical action) a subject is performing, has performed, or will perform.

2. Linking Verb, connects (or links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb “to be” ( *is, are, was, were, been, being, am* ) and *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn*.

3. Helping verb, assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb. The most common helping verbs are *am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, should, will, and would*. The *italicized* word in each sentence below is the helping verb. The underlined word is the main verb.

**e. Adverb**, is a word that modifies or qualifies a verb, an adjective, or another adverb. Many adverbs end in *-ly*. Adverbs answer any of these four questions: *Where? When? How? To what extent?* Adverbs make writing more specific and more exact.

Adverbs modify verbs:

John ate *slowly*. (*How* did he eat?)

I walk *here*. (*Where* did I walk?)

Adverbs modify adjectives:

Rex is *very* sad. (*Very* modifies the adjective *sad* and answers the question, *to what extent?*)

The program was *too* unrealistic. (*Too* modifies the adjective *unrealistic* and answers the question, *to what extent?*)

Adverbs modify other adverbs:

Warren walks *too* quickly. (*Too* modifies the adverb *quickly* and answers the question, *How quickly?*)

He moved *rather* recently. (*Rather* modifies the adverb *recently* and answers the question, *How recently?*)

**f. Preposition**, is a word that shows the relationship between a noun or a pronoun and another word in the sentence.

The man swam *under* the bridge. (*Under* connects the idea of *swam* and *bridge*)

She walked *down* the aisle. (*Down* connects *walked* and *aisle*)

Julie walked *around* the campus and *toward* town. (*Around* connects *walked* and *campus*. *Toward* connects *walked* and *town*).

**g. Conjunction**, is connects words or group of word. Coordinating conjunction is a single connecting word. These seven words consists of *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*.

- h. Article,** articles help determine whether a word refers to something of a specific type (with definite articles) or something of a general type (with indefinite articles). There are only three kinds of articles (the, an, or a) in the English language, so it is very easy to find in a sentence. Sentences are incomplete without articles. The words *a*, *an*, and referred to as articles or noun markers, it is basic and simple. *A* is use before words that start with a consonant sound (*a* joking man or *a* lucky lottery player) and *an* before words that start with a vowel sound (*an* hour's wait or *an* interesting story).
- i. Interjection,** is a word that expresses strong feeling or emotion, usually comes at the beginning of the sentence, often followed by an exclamation point (!) when the emotion is strong or a comma (,) when the emotion is mild.

## **B. Previous Related Study**

- 1. The Effect of Using Audio Visual Media on Linguistic Intelligence in Early Childhood.** This research aims to determine the effect of using audio visual media on children's linguistic intelligence. The research method used was an experimental method with a pre-experimental design. The results of the research data analysis showed that the linguistic intelligence of children aged 5-6 years increased after using audio visual media in learning activities. This shows that the use of audio visual media influences the linguistic intelligence of children so that children can ask questions, answer questions, tell stories, and provide ideas in learning. Based on this supported by testing the hypothesis it can be concluded that there is an influence of the use of audio-visual media on linguistic intelligence of children aged 5-6 years in TK Negeri 2 Balik Bukit Lampung Barat. The difference was that research used experimental methods while in this research analytical method was used. The sample used was children aged 5-6 years totaling 41 children, while this research used a sample of 2 children age 3-6 years.
- 2. First Language Acquisition of Children Age 0 to 3 Years in Everyday Language (Psycholinguistic Review).** This research aims to describe the stages of development of children's language and describe the process of language acquisition in phonological, morphological, syntactic and diction aspects. This research is descriptive qualitative. The data collection method used is the referral method and proficient method. This research concludes that the development of children's language acquisition occurs in several

stages, namely: the stage of crying, the stage of snoring, the stage of fingering at 0-1 years of age, the polaintonation stage, the one-word speech stage, the two-word speech, the inflection and agglutinative stages, and the stage question and disbelief sentence patterns. This research also conducts research on linguistic aspects, namely: phonological aspects, morphology, syntax, and diction. The difference between this research and my research is that this research discusses the language acquisition of children aged 0 to 3 years. Whereas my research discusses the influence of television in the first language acquisition of children aged 3 to 6 years. The contribution of this study to my research is that this research provides an overview of the stages of language acquisition in children so that later i will get a reference on the influence of television in the acquisition of language in children at each stage.

- 3. The First Language Acquisition Relationship with Speaking Skills for Children Aged 4-5 Years.** This research aims to describe the relationship of first language acquisition with speaking skills of children aged 4-5 years. The method used in this research is descriptive quantitative correlational. The results of research on first language acquisition and children's speaking skills were processed using statistical analysis with percentage formula and product moment. The results of this research indicate that the average language acquisition of the first child is 73% has developed according to expectations, while the average speaking skills of children 60% have developed as expected. The results of this research show a low correlation between first language acquisition and speaking skills of children aged 4-5 years, therefore

recommendations for future researchers to examine other factors that influence speaking skills outside of first language acquisition. This research with my research together discussed the acquisition of language. However, this research discusses the relationship of first language acquisition with children's skills while my research discusses the influence of television on first language acquisition. Besides this the sample used in this research was children aged 4-5 years. While the sample used in my study is children aged 3-6 years. The contribution given from this research to my research is to illustrate how the relationship between the first language acquisition of children with speaking ability.

### **C. Conceptual Framework**

The first language acquisition was the process of receiving, understanding, interpreting what was passed by humans as a way to use language as a medium of communication. In essence, the acquisition of the first language can be done by observation. In this research, researcher used television as a medium for language acquisition especially in vocabulary (part of speech) of children aged 3-6 years as the object of research. The children will then observe broadcasts on television to obtain their first language. The research also aims at analyzing how television influence children's first language acquisition especially in vocabulary (part of speech). In the next stage, the effectiveness of television as a media for children first language acquisition will be known. This was reason why the researcher chooses the title “A Psycholinguistic Analysis Of The Influence Of Television Media On First Language Acquisition In Children Aged 3-6 Years” to this research.



## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

This research belongs to qualitative descriptive research. The purpose of this research was to describe the phenomenon of first language acquisition in children using television media especially in vocabulary (part of speech). Miles & Huberman a design was proposed to present data and draw conclusions of influence of television media on first language acquisition in children aged 3-6 years.

#### **B. Source of Data**

The source of the data in this research was obtained through research conducted directly on 2 children by watching several television programs with different themes and discussions. Then the researcher will observed how the responses given by the children and what they say when watching the television programs.

#### **C. Technique For Collecting Data**

The data collection technique used in this research was by using documentation techniques. Documentation was used to obtain documentary data such as recording children's images, sound and responses, as follows:

### 1. Data Reduction

- a. Allowing children to watch television.
- b. Observing children while watching television.
- c. Recording every child's movements while watching shows on television.
- d. Observing children's daily activities regarding how they speak and what vocabulary was spoken.
- e. Taking notes and recording children's activities while talking and establishing communication with people around.

### 2. Data Display

- a. Conducting conversations with the object under studying to find out how they capture the acquisition of language through television shows.
- b. Analyzing the influence of shows on television as the first language acquisition medium for children age 3 to 6 years.

### 3. Conclusion

The researcher draws conclusions based on observations made on children regarding the use of television as the first language acquisition medium for children aged 3 to 6 years.

#### **4. Technique of Analyzing The Data**

The technique of analyzing the data was:

1. Identifying vocabulary spoken in daily conversation by children who are the object of research.
2. Grouping vocabulary found in daily conversations by children who are the object of research based on observations.
3. Interpreting the findings found in the research.
4. Describing the results of observations and making conclusions based on the observations.

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data**

Data was analyzed by researchers to find out how the influence of television on first language acquisition of children aged 3-6 years especially in vocabulary (part of speech), obtained through observations made on two children. Both of them was 3 years old. The researcher watched television and reordied whatever vocabulary was said. The object of the research watched several different types of television programs.

#### **B. Data Analysis**

After obtaining data through observation, the vocabulary spoken by each research object was classified based on parts of speech (noun, pronoun, adjective, verb, adverb, preposition, conjunction, article, and interjection). After classifying the vocabulary spoken by each object, it was seen that television influence the acquisition of vocabulary in the children first language acquisition aged 3-6 years in which part of speech.

## 1. The Effect Of Television Program (Spongebob Squarepants)

**Table 4.1**

### a. Object Research 1

No.	Part of Speech	Vocabulary
1.	Noun	Titik, pesawat, balon.
2.	Pronoun	-
3.	Adjective	Cakep, kecil, pecah, tulis, selakah (serakah).
4.	Verb	Nyanyi, nonton, mau, kenak.
5.	Adverb	-
6.	Preposition	-
7.	Conjunction	-
8.	Article	-
9.	Interjection	Hm, is, wahow.

Based on research conducted on object research 1, it was known that the television program (Spongebob Squarpants) influence the acquisition of the first language vocabulary (parts of speech) in noun, adjective, verb, and interjection sections. The most number of part of speech obtained by object research 1 is adjective and verb. While fewer nouns and interjection are obtained by the same amount.

From the total number of vocabulary obtained, the word that was not understood by the object of research is the word "Serakah". However, the research object still uses it in daily conversation. This was known through observations made by the author by conducting conversations with object research.

**Table 4.2**

b. Object Research 2

No.	Partf of Speech	Vocabullary
1.	Noun	Olang-olang (orang-orang), cekolah, lumah (rumah), ail (air), buku, galis (garis), mobil, uang, walna (warna), teman, kalah.
2.	Pronoun	-
3.	Adjective	Jelek, belsih (bersih), gampang, telang (terang), gampang.
4.	Verb	Tidul (tidur), pelgi (pergi), duduk, nyanyi, belenang (berenang), lali (lari).
5.	Adverb	Cangat (sangat), cukup (cukup), telalu (terlalu), caling (sering), hill (here).
6.	Preposition	Cejak (sejak).
7.	Conjunction	-
8.	Article	-
9.	Interjection	Aw, wow, wah.

Based on research conducted on object research 2, it was known that the television program (Spongebob Squarpants) influence the acquisition of the first language vocabulary (parts of speech) in noun, adjective, verb, adverb, preposition, and interjection. The most number of parts of speech obtained by object research 2 is noun, after the highest number of nouns is adverb, after adverb the most number is adjective, adverb, and interjection, while the least amount obtained is interjection. From the overall vocabulary obtained, all of them are understood by the objects research and used in daily conversation.

## 2. The Effect Of Television Program (Upin & Ipin)

**Table 4.3**

### a. Object Research 1

No.	Partf of Speech	Vocabullary
1.	Noun	Es krim, kakak, angka, matematika, roti, strawberry, adek, layang-layang.
2.	Pronoun	Itu.
3.	Adjective	Cair, marah, tadi, hebat.
4.	Verb	Tangkap, belajar, joget, makan, rasanya, mau, jual.
5.	Adverb	Nanti.
6.	Preposition	-

7.	Conjunction	-
8.	Article	-
9.	Interjection	-

Based on research conducted on Mahligai Mutiara Qolbi, it was known that the television program (Upin & Ipin) influence the acquisition of the first language vocabulary in (parts of speech) in noun, pronoun, adjective, verb, and adverb sections. The highest number of part of speech obtained by object research 1 is noun, after noun the most number is verb, after verb the most number is adjective, after adjective the smallest number is pronoun and adverb. From the overall vocabulary obtained, the whole thing is understood by the object under study and used in daily conversation.

**Table 4.4**

b. Object Research 2

No.	Partf of Speech	Vocabullary
1.	Noun	Picang (pisang), loti (roti), boneca (boneka), bunga, antu (hantu), cucu (susu), meong (kucing), matali (matahari).
2.	Pronoun	-
3.	Adjective	Keliting (keriting), koyak, besal (besar), anis (manis), kecil.
4.	Verb	Bangun, tengok.
5.	Adverb	-



6.	Preposition	Atas, luar (luar).
7.	Conjunction	-
8.	Article	-
9.	Interjection	-

Based on research conducted on object research 2, it was known that the television program (upin & ipin) influence the acquisition of the first language vocabulary (parts of speech) in noun, adjective, verb, and preposition sections. The most number of part of speech obtained by object research 2 is noun, after the highest number of nouns is adjective, after adjective the most number is verb, then the least amount is preposition. From the overall vocabulary obtained, the whole is understood by the objects research and used in daily conversation.

### 3. The Effect Of Nusa & Rara Television Program

**Table 4.5**

a. Object Research 1

No.	Partf of Speech	Vocabullary
1.	Noun	Temen-temen, warna, peci, belanja, jamur, monyet, yellow, gantian, mainan, bunyi, lipstik, bintang, kue, keju, kipas, martabak, sirup, ail putih (air putih), oom, gambal (gambar).
2.	Pronoun	Awak (Saya)

3.	Adjective	Bingung, putih, sakit, terlambat, gendut, yellow, banyak, ungu, abis, kaget, biru (biru), pedes, mana.
4.	Verb	Pakek, berhenti, buang, lupa, bikin, dateng.
5.	Adverb	Bukan, udah.
6.	Preposition	-
7.	Conjunction	-
8.	Article	-
9.	Interjection	Hai.

Based on research conducted on object research 1, it was known that the television program (Nusa & Rara) shows the influence of the first language vocabulary (part of speech) in noun, pronoun, adjective, verb, adverb, and interjection sections. The most number of part of speech obtained by object research 1 is noun, after the highest number of nouns is adjective after adjective the most number obtained is verb, after verb the most obtained number is adverb, and the least amount obtained is interjection. From the overall vocabulary obtained, the whole is understood by the objects research and used in daily conversation.

**Table 4.6**

## b. Object Research 2

No.	Partf of Speech	Vocabullary
1.	Noun	Apel, bola, kue, kupuk (kupluk), jibab (jilbab), umma (ibu), tas.
2.	Pronoun	-
3.	Adjective	Lucu, meleng (miring), banyak, kecil.
4.	Verb	Bangun, belenti (berhenti), nangis, main.
5.	Adverb	Lajin (rajin).
6.	Preposition	-
7.	Conjunction	-
8.	Article	-
9.	Interjection	-

Based on research that has been done on object research 2, it was known that the television program (Nusa & Rara) influence the acquisition of the first language vocabulary (part of speech) in the noun, adjective, verb, and adverb sections. The number of the most obtained part of speech is noun, after the highest number of nouns is adjective, after adjective the most number is obtained is verb, and the least amount is obtained is adverb. From the overall vocabulary obtained, the whole is understood by the objects research and used in daily conversation.

#### 4. The Effect of Television Program (Master Chef Junior)

**Table 4.7**

a. Object Research 1

No.	Partf of Speech	Vocabullary
1.	Noun	Telur, gula, galem (garam), loti (roti), pisang, bawang putih, bakso, mama, minyak, saos, blender, sayur.
2.	Pronoun	-
3.	Adjective	Gosong, benar, baru, enak, cepet, besar, diaduk, merata, bulet, panas, lengket, lemes.
4.	Verb	Masak, suka.
5.	Adverb	-
6.	Preposition	-
7.	Conjunction	-
8.	Article	-
9.	Interjection	-

Based on research that has been done on object research 1, it was known that the television program (Junior Master Chef) influence of the first language vocabulary (part of speech) in noun, adjective, and adverb sections. The number of the most obtained part of speech is noun, after the highest number of nouns is

adjective, and the lowest number is adverb. From the overall vocabulary obtained, the whole is understood by the objects research and used in daily conversation.

**Table 4.8**

b. Object Research 2

No.	Partf of Speech	Vocabullary
1.	Noun	Tomat, kentang, kompol (kompor), cokat (cokelat), gula, keju.
2.	Pronoun	-
3.	Adjective	-
4.	Verb	Macak (masak).
5.	Adverb	-
6.	Preposition	-
7.	Conjunction	-
8.	Article	-
9.	Interjection	-

Based on research that has been done on object research 2, it was known that the television program (Junior Master Chef) influence of the first language vocabulary (part of speech) in noun and verb sections. The number of the most obtained part of speech is noun and the least is verb. From the overall vocabulary obtained, the whole is understood by the objects research and used in daily conversation.

### **C. Research Finding**

Based on the analysis, it was found that vocabulary acquisition through television media obtained by the two children studied was different. The total vocabulary obtained by object research 1 is 105 words with the division of part of speech as follows: Noun is a part of speech which is said to be more obtained than other parts of speech. Then after noun, adjective is part of the second part of speech where word acquisition is more obtained, after adjective, verb is part of third part of speech where word acquisition is more obtained, after verb, adverb is part of the fourth part of speech where word acquisition is more was obtained. And the part of speech that is obtained by at least the first object of research is pronoun. While the part of speech that was not obtained at all by the first research object is preposition, conjunction, and article.

While the total vocabulary obtained by research object 2 is 71 words with the division of parts of speech as follows: noun is a part of speech that has a greater number of words than other parts of speech. This is the same as object research 1. After noun, adjective is part of the second part of speech where word acquisition is more widely obtained. After being adjective, verb is the third part of speech where word acquisition is more obtained. After verb, adverb is a part of speech which is said to be obtained more. While the part of speech that is obtained less is preposition and interjection.

According to the observations that have been made, object research 1 belongs to children who often watch television. While object research 2 is the opposite.

So, based on this it is known that television has an influence on the acquisition of a first language acquisition on children.

Based on the observations on television programs, many words were found that were not understood the meaning by children but were still used in everyday conversation. The words "Serakah" obtained by object research 1 from the television program Spongebob Squarepants. It was also known that not all shows on television contain elements of education even though the cartoon series. For that, children need to be accompanied by parents when watching shows on television.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the analyzed data, it was concluded that television programs influence the acquisition of the first language vocabulary object research 1 in noun. While the tv programs especially containing parts of speech which no influence were preposition, conjunction, and article.

Meanwhile, based on analyzed data, it was concluded that the influence of television programs on the acquisition of first language vocabulary to object research 2 was more dominant in noun. While television has no affected on the was pronoun, conjunction, and article.

It can also be concluded that television has an influence on children's first language acquisition, especially in vocabulary (part of speech). So far, the effect that television has had on the acquisition of a child's first language is in the form of acquiring words whose meaning is not understood by the child but is still used in everyday conversation. In this research, the word referred to is "Serakah" which was obtained by the first research object through the Spongebob Squarepants Television Program.



**B. Suggestion**

Based on the research results that have been described, some suggestions that need to be considered are:

1. This research only discusses the acquisition of the first language of children age 3-6 years, especially in the aspect of vocabulary acquisition. From the psychology perspective there are still many aspects that need to be discussed, for example, acquisition of language in the syntactic aspect. For further research, it would be nice if there are research dealing with other aspects of language acquisition.
2. For people especially those who have become parents, it would be better if paying more attention to children when they are watching television. Because at an early age, children get information quickly. The existence of things that should not be consumed by early childhood on television was feared to disrupt their growth and development.

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## Curriculum Vitae

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### Education

1. Kindergarden at TK Iqro Pasar I Bahapal
2. Elementary school at SD Alwasliyah Naga Jaya I Bandar Hulan 2003-2009
3. Junior High School at SMP Negeri 1 Dolok Batu Nanggar 2009-2012
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5. Student at University of Muhammadiyah Sumatera Utara Medan 2015-2019

## APPENDICES

Data 1 (Spongebob Squarepants Television Program)

No	Name	Date	Vocabulary
1.	Object 1	25 August 2019	Nyanyi, cakep, titik, pesawat, kecil, hm, nonton, pecah, mau, balon, tulis, wahow, is, kenak.
2.	Object 2	9 October 2019	Olang-olang (orang-orang), cekolah (sekolah), lumah (rumah), ail (air), buku, galis (garis), mobil, uang, walna (warna), teman, kalah, jelek, belsih (bersih), gampang, telang (terang), gampang, tidul (tidur), pelgi (pergi), duduk, nyanyi, belenang (berenang), lali (lari), sangat (sangat), cukup, telalu (terlalu), celing (sering), hill (here), cejak (sejak), aw, wow, wah.

Data 2 (Upin & Ipin Television Program)

No	Name	Date	Vocabulary
1.	Object 1	27 August 2019	Tangkep, cair, es krim, itu, malah (marah), nanti, tadi, kakak, angka, ibu guru, belajar, matematika, hebat, joget, makan, roti, rasanya, mau, strawberry, adek, layang-layang, jual.
2.	Object 2	10 October 2019	Picang (pisang), loti (roti), boneca (boneka), bulung antu (burung hantu), cucu (susu), meong (kucing), matali (matahari), keliting (keriting), koyak, besal (besar), anis (manis), kecil, bangun, tengok, atas, lual (luar).

Data 3 (Nusa & Rara Television Program)

No	Name	Date	Vocabulary
1.	Object 1	29 August 2019	Hai, temen-temen, bingung, warna, merah, peci, pakek, putih, terlambat, takut, belanja, jamul (jamur), gendut, berhenti, monyet, yellow, gantian, mainan, spedelman (spiderman), bunyi, banyak, ungu, buang, bilu, sakit, kaget, lipstip (lipstick), bukan, ih, abis, lupa, bikin, bintang, kue, keju, kipas, udah, martabak, awak, sirup, ail putih (air putih), oom, dateng, gambal (gambar), adek bayi, mana, video, pedes, waw.
2.	Object 2	11 October 2019	Apel, bola, kue, kupuk (kupluk), jibab (jilbab), umma (ibu), tas, lucu, meleng (miring), banyak, kecil, bangun, belenti (berhenti), nangis, main, lajin (rajin).

Data 4 (Master Chef Junior Television Program)

No	Name	Date	Vocabulary
1.	Object 1	31 August 2019	Telol, gula, galem (garam), susu, wah, loti (roti), gosong, benel (benar), balu (baru), pisang, enak, sayul (sayur), masak, cepet, bawang putih, besal (besar), diaduk, melata (merata), gulung, bulet, bakso, mama, panas, minyak, lengket, enak, suka, saos, lemes, belendel (belender).
2.	Object 2	12 October 2019	Tomat, kentang, kompol (kompor), cokat (cokelat), gula, keju, macak (masak).