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The influence of gadgets on language development in early childhood

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Abstract

This study aims to explore the effect of gadgets on language development in early childhood, specifically focusing on three-year-old participants. The digital era, characterized by rapid technological advancement, has significantly influenced daily life, posing challenges for parents as minors can easily access gadgets without supervision. The study used qualitative research. The research method employed a case study that involved detailed observation. The data collection is about a single subject or small group, including direct observation of children and interviews with their parents. The CoComelon channel on YouTube was used as a medium for language development in this study. The findings of this research show that gadgets influence the development of language. Participants in this study demonstrated positive impacts, contrasting with the predominantly negative cases observed in Indonesia. The participants in this research are included in the stages of prelinguistic so that the children can get a verb from a show, and it is said repeatedly because the parents have rules for children to discipline based on the theory Piaget as quoted by Gin.

Keywords: *Gadget; development language; early childhood.*

INTRODUCTION

Along with the development of technology, humans create systems and tools that can make it easier to communicate. One of the most developed communication tools at the moment is gadgets. In Indonesia, gadgets are items that almost everyone, young and old, owns. Many children already use it. The progress of information media and technology is felt by almost all of society, both positive and negative, because it is easy to access technological information media. It can be seen in the surrounding environment that most children are starting to become addicted to gadgets. A junior high school student in Subang died allegedly because he was addicted to it (Pradana, 2021). It means the child spends his time every day staring at a screen, namely playing games, which makes it difficult to interact with people around him. This is in line with Suryaningsih & Yon (2021), who mentioned that children who spend time with gadgets often replace verbal interaction time with parents or friends. Therefore, the child can experience speech delay. Children who spend more time playing with gadgets are at risk of experiencing speech delays (Wahyu & Gutomo, 2023).

Moreover, excessive or inappropriate use of gadgets may have negative consequences. Over-reliance on screens can limit face-to-face interactions, which are crucial for language development. The review indicated that increased screen time and early exposure negatively affect language development. It emphasized the multifactorial relationship between screen time and language development, highlighting the role of parents' monitoring and participation in viewing (Karani et al, 2022). Other studies described the negative impacts of gadget use on language development during the COVID-19 pandemic, including delays in speaking, social isolation, and difficulties in expressing desires (Putri & Eliza, 2021). Therefore, gadgets have a negative impact if their use is not monitored. On the other hand, gadgets also positively impact their users if people are monitoring, parents or caregivers. Gadgets positively impact children's psychological development, particularly in the cognitive and affective domains (Syifa et al., 2021). Gadgets, when used appropriately, can offer positive influences on language development. Gadgets can introduce children to various new vocabulary through applications and interactive content that can potentially improve their language (Kusumastuti et al., 2023). This is in line with Suryaningsih & Yon (2021), who stated that the use of gadgets has become an important tool for learning. Children access educational videos that support their language development if used with parental guidance. Interactive digital tools can support language development by providing engaging content that encourages verbal interaction. For instance, a study on 'T' Babies found that infants and toddlers interacting with digital devices exhibited emergent language and literacy skills (Harrison & McTavish, 2016).

In other studies, conversational user interfaces have been identified as assistive tools for young children's bilingual language acquisition, engagingly offering exposure to multiple languages (Bhatti et al., 2021). Moreover, gadgets have benefits for their users, which means the gadgets have a wide scope. Gadgets are designed in various types, making them easy for children to use. The ease of using gadgets has a positive impact on children, such as language mastery, which allows children to access various content that can help them master language (Suryaningsih & Yon, 2021). Through videos and applications, children can learn new vocabulary and speak correctly. Comparing studies reveals a complex relationship between gadget use and language development. While some research highlights the benefits of interactive digital tools in enhancing language skills, other studies emphasize the risks associated with excessive screen time, such as language delays and reduced social interactions.

This contrast underscores the necessity for balanced and mindful integration of technology in early childhood environments. Therefore, developing and evaluating guide parents and educators on balancing digital device use to support language development is an area for future research. In summary, while digital devices can offer valuable resources for language development, it is crucial to monitor and regulate their use to maximize benefits and minimize potential drawbacks. Further research is essential to develop comprehensive guidelines for integrating technology into early childhood education effectively.

Rapid technological advances have brought gadgets into the everyday lives of families and children. Smartphones, tablets, and other digital devices

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have become ubiquitous tools for entertainment, education, and communication. While these gadgets offer many opportunities for engagement, their impact on early childhood development, particularly language acquisition, is an area of increasing concern. Early childhood is a critical period for language development, where social interactions and environmental factors play a significant role in shaping a child's ability to communicate effectively. This study examines the impact of gadgets on language development in early childhood, specifically focusing on three-year-old participants. At this stage of development, children are rapidly acquiring vocabulary, sentence structures, and conversational skills, making them particularly susceptible to external stimuli such as screen time and digital interactions. The dual nature of gadgets—which have the potential to enhance or inhibit language development—requires in-depth investigation into their role in shaping early communication skills.

The purpose of this study was to explore the impact of gadget use on language development in three-year-old children. By understanding how gadget interactions impact language milestones, caregivers and educators can make informed decisions about integrating technology into children's lives. By addressing these areas, this study seeks to bridge the gap in the existing literature and provide actionable recommendations for parents, educators, and policymakers. This work aims to contribute to the ongoing discourse on optimizing technology use for the benefit of children's developmental needs.

Internet Application

Internet-based media is usually used on mobile phones or computer devices connected to the internet. An example of media is social media. Social media is a website-based tool that makes it easy for people to connect, interact, convey messages, collaborate, and get to know each other through text, audio, and visuals such as Facebook, Instagram, and YouTube. YouTube is an interactive communication media that provides various information needed by its users. The existence of YouTube makes it easy for users to search for news and information without experiencing any difficulties. YouTube is an online site that provides various information as well as a place for people and opportunities to share videos with others online (Vira & Reynata, 2022). YouTube is an information media that provides various content such as entertainment, education, event information, and content with various themes (Suradika et al., 2020).

The rapid development of technology has an impact not only on adults but also on early childhood. Children in the golden age are at the initial stage of cognitive development, and with the right stimulation, there is great potential for children's progress. Golden age is a child aged between two and five years, at that age, the child's development can reach an optimal stage. This golden age plays an important role for children. YouTube Kids is a new application that focuses on children and emphasizes video content that supports stimulation in early childhood. YouTube is one of the effective media for learning English. The application is also increasingly used by teachers to learn English because the process is fast and fun. YouTube also allows children to learn English by

listening to stories, songs, or animated videos. The vocabulary acquired provides a strong foundation for better learning as an introduction to English as a second language in the golden age or early childhood. In the process of introducing new vocabulary, it is necessary to vary the vocabulary and make the learning process more interesting. It is also important to consider the four principles of vocabulary teaching, namely: 1) focus on the most useful vocabulary, 2) focus on the correct vocabulary, 3) pay attention to words that appear frequently, and 4) encourage reflection and be responsible for learning (Hakim, 2016). The role of parents in using YouTube Kids is very important. Children can enjoy the quality of videos, songs, and educational content that can be enjoyed and learned by children, such as the CoComelon YouTube channel. In their article entitled *The Influence of YouTube Media on the Introduction of English for Children Aged 5-6 Years*, they stated that "To make children focus on learning and expanding their English vocabulary, some fun media are needed (Mahardhika et al., 2023). The use of YouTube can have a significant influence on the introduction of English vocabulary in children aged 5-6 years.

CoComelon is one of the most popular children's videos on YouTube that has gained international recognition since its inception. First introduced in 2006 under the name "Checkgate" and rebranded to CoComelon in 2018. The channel focuses on itself in a 3D animated film featuring traditional children's songs and original songs suitable for children. Operated by Moonbug Entertainment, CoComelon has become a popular tourist attraction with the third largest number of users and the largest number of views on YouTube as of May 2024, which has a significant impact on the lives of children and adults. The purpose of the channel is to educate and inform, to promote education in several areas, such as language development, mathematics, and social skills. Each video features catchy music and attractive visuals that make learning fun. This makes education a fun experience. Characters such as CoComelon, such as JJ, YoYo, and TomTom teach children various topics related to everyday life, encouraging them to interact with each other and actively participate.

In addition to its presence on YouTube, CoComelon has expanded its reach to several media formats, including Netflix, and silent shows. This diversification not only increases their educational level but also strengthens their position as the most important people in children's lives. The success of this channel shows that trains are effective in using digital platforms as an effective tool to teach children, providing valuable learning resources for adults to help them understand their children's development.

There are several advantages for kids' growth when they watch the CoComelon YouTube channel, especially when it comes to improving their language abilities. According to recent studies; 1) *Improvement of Language Proficiency in English*: According to research, youngsters between the ages of four and six benefit greatly from eating CoComelon when it comes to learning English vocabulary. The channel's appealing tunes and captivating visuals help viewers retain and comprehend its vocabulary. Children's language abilities improve as a result of the content's repetition, which aids in word recall and encourages contextual usage. 2) *Beneficial Effects on Verbal Development*: Research on toddlers found that seeing CoComelon has a beneficial effect on

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their oral and verbal development. The channel encourages children to speak and sing while entertainingly introducing new words. Children's eagerness to communicate is increased and a love of language is fostered by this interactive approach. 3) Effective Learning Medium: For young students who do not regularly engage with their peers because of a lack of social chances, CoComelon is a useful tool for teaching English vocabulary. Through music and stories, the channel offers kids an enjoyable and approachable way to learn basic linguistic ideas like colors, animals, and body parts.

External and Internal Factors of Learning Language

Generally, as a child had difficulty learning language, especially language as a second language. Many factors make it difficult for them to learn, which can come from within the child (internal) or from outside the child (external). This article discusses external factors that are problems or cause children to experience difficulties in learning language, namely the media. Media is a learning medium to help children build motivation to learn, namely by displaying creative and fun animated videos Suryaningsih & Yon (2021). One intelligence that can be improved is the intelligence of learning foreign languages. There are various digital applications, such as YouTube, which provide videos on how to learn English with songs. It means that children are easily interested in learning with the songs provided on the YouTube application. Through the application, children's development of language continues to increase through the new vocabulary they hear. Using YouTube to master English vocabulary is related to mastery of vocabulary related to verbs, nouns, adjectives, command words, etc (Hayati et al., 2021).

The study conducted in Malang indicated that children aged 4-6 years who used gadgets for entertainment showed significant vocabulary acquisition in English (Putra et al., 2022). Another study found that gadgets can stimulate expressive language skills in children. Children were able to retell stories from movies like "Frozen and Rapunzel," demonstrating comprehension and vocabulary retention through repeated viewing. Internal factors that are a problem or cause children to experience difficulties in learning a language, namely interest in learning. A child's low interest in learning a language can cause the child to feel bored and unmotivated to learn (Mariana, 2016). Furthermore, interest in learning is related to the lack of student motivation towards learning. Motivation plays an important role in the learning process. Children who have low motivation often do not try to understand the material being taught, so they have difficulty learning English (Darumiarsi & Setyawan, 2020). It means that sufficient motivation can help increase children's involvement in learning.

Moreover, external and internal factors are interrelated. The absence of children's motivation to learn through the use of books can make media a learning solution. A qualitative study showed that children who frequently use gadgets can develop addictive behaviors, which cause difficulties in social interaction and communication skills (Yunita et al., 2023). For example, children showed challenges in understanding commands and expressing themselves verbally after prolonged gadget use. This illustrated the negative impact of unmonitored gadget exposure. Another study Kusmanto et al., (2021)

mentioned this study from a behavioral perspective reveals that some children benefit from using gadgets, while others experience speech delays due to excessive screen time. These findings underscore the risk of inadequate verbal interaction when children are too busy with gadgets. The explanation above is the factors that make it difficult to learn a foreign language as a second language.

The main problem that occurs is excessive use of gadgets in early childhood. As we know, continuous use of gadgets without proper rules can harm the development of language in early childhood. So, the researchers invited parents as informants and three-year-old children as participants to observe the extent to which the children captured new vocabulary in the videos shown. Based on the description above, researchers are interested in conducting research through the title "The Influence of Gadgets on Development Language in Early Childhood." This research aims to determine the relationship between the use of gadgets and the development of English in children.

METHOD

This research used qualitative research. It means, researchers used a single case study approach to look at children using gadgets, which means researchers observe the children and in-depth interview the parents as informants. The theory in this research is used to explore how multiple modes (visual, text, sound) work together to create meaning. This approach is suitable for analyzing the design of applications or games on gadgets, for example, how the combination of visuals and sounds supports children's language learning. This approach can also provide deep insight into individual behavior. The single case study could be analyzed in depth and detail on this case. Single case studies allow researchers to dig deeper and into more detail about how gadgets affect language development in one young child. This research can look at one child in a highly controlled environment, such as at home, to better understand how gadgets are used and the impact they have on their language development. This approach was useful when researchers understand complex phenomena in real contexts, such as The Influence of Gadgets on The Development of Language in Early Childhood. A single case study is an effective method for exploring unique phenomena (Ridder, 2017).

The children have a unique phenomenon, so the children's age who are not yet in school and whose neighborhood rarely has friends, the friend only her mom, father, and grandfather. However, researchers see and also test with the questions. Such as, "What is the color (with pointing items) or "What is "noise" in English. The children can answer the question. The researchers want to know the reason why children can answer it correctly. The criteria of children who are analyzed are 1) the children not yet in school (before four years old), 2) having few friends, 3) using gadgets with parental supervision, and 4) playing gadgets are time-limited.

Researchers directly monitor children's behavior in everyday contexts to understand the information needed. This means this research uses a qualitative approach. The qualitative method explores and understands the meaning that some individuals or groups of people think comes from social or humanitarian

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problems (Creswell, 2009). The participants in this research were three-year-old children who were not yet at school. This research period starts from September until November 2023 so that is three months. Researchers analyzed the data by monitoring children’s activities daily until this study was done. Activity children when playing with the gadget: 1) Children woke at 08.00 AM, 2) After that, the Children had breakfast while watching YouTube (one hour supervised with parents, but the Children not only focused on the screen. Children also played playground in the house). 3) Then, the Children take a shower. 4) Next, Children lunched while watching the screen on the gadget (same with number 2; Children watched the screen for 30 minutes and played playground). 5) Children take a nap while watching YouTube. 6) Eating snacks while watching YouTube, and 7) Children also watch YouTube before sleeping at night.

During every activity, when children sleep, eat, or are on the playground, they usually watch YouTube on a gadget. The children use the gadget every day for no more than three hours. The children used a gadget to watch videos on the YouTube application, not for games. The videos watched for children use the English language, videos on the channel “CoComelon.” The title is “*Baa Baa Black Sheep Song + More Nursery Rhymes & Kids Songs – CoComelon*” and “*CoComelon – Wheels on the Bus | Learning Videos for Kids | Education Show for Toddlers.*” The videos are selected based on videos that parents often play. This research focuses on observing the development of language acquired and stimulated by gadgets. The questions asked to parents such as 1) how many hours do children play, 2) whether supervised or not, 3) at what age did your child start using gadgets, and 4) have you noticed any changes in your child’s language skills since they started using gadgets. If so, what changes have occurred, 5) can you describe specific vocabulary or phrases that your child has learned through gadgets, 6) do you think that the content your child consumes through gadgets is beneficial to their language development, why is that. Furthermore, the explanation above is a method researchers use to analyze research.

RESULTS AND DISCUSSION

This study found that the children learned several new vocabulary words they discovered while watching and listening to the video. The children repeatedly said the new vocabulary discovered. For example, in the video “*Baa Baa Black Sheep Song + More Nursery Rhymes & Kids Songs – CoComelon.*” Below is a table of vocabulary that the children found and said repeatedly.

Table 1. Lyric and Verb

No	Lyric	Verb
1.	Baa baa black sheep	Black, Sheep
2.	Yes sir, yes sir	Yes, Sir
3.	Three bags full	Three
4.	One for the master	One
5.	Baa Baa blue sheep	Blue

See Table 1, in column (1), the lyrics "*Baa baa black sheep*" the children get new vocabulary, namely "*black and sheep.*" In column (2), the lyric "*Yes sir, yes sir,*"

the children get new vocabulary, namely "*yes and sir.*" In column (3), the lyrics "*Three bags full*" children get new vocabulary, namely "*three.*" In column (4), the lyrics "*One for the master*" children get new vocabulary, namely "*one.*" In column (5), the lyrics "*Baa baa blue sheep*" children get new vocabulary, namely "*blue.*"

It means, in columns (1), (2), (3), (4), and (5) the children said the vocabulary many times or repeatedly so that children memorize the vocabulary. Furthermore, all column shows that children acquire new vocabulary for learning Language as a second language, especially foreign languages. Watching videos for a long time has a positive effect on children's letter recognition (Khairunnisa & Suyanto, 2022). In line with Chomsky's theory (1974). Loading these words in a familiar context such as songs or videos can trigger the Language Acquisition Device (LAD) which allows children to explore new terms more effectively. On the other hand, children also gain cognitive development, namely language acquisition. In line with Piaget (1936), namely the ability to understand and categorize the understanding above shows that children are developing cognitive schemes that allow them to understand their environment. This cognitive preparation enhances them to learn new languages.

Then, the researchers tested again with the second video entitled "*CoComelon – Wheels on the Bus | Learning Videos for Kids | Education Show for Toddlers.*" Below is a table of vocabulary that the children found and said repeatedly.

Table 2. Lyric and Verb

No	Lyric	Verb
1.	The wheels on the bus go round and round	Round also and
2.	The doors on the bus go open and shut	Open and shut
3.	The wipers on the bus go swish, swish, swish	Swish
4.	The signals on the bus go blink, blink, blink	Blink
5.	The horn on the bus goes beep, beep, beep	Beep

See Table 2, in column (1), the lyrics "*The wheels on the bus go round and round*" children get new vocabulary, namely "*round, also, and.*" In column (2), the lyrics "*The doors on the bus go open and shut*" children get new vocabulary, namely "*open and shut.*" In column (3), the lyrics "*The wipers on the bus go swish, swish, swish*" children get new vocabulary, namely "*swish.*" In column (4), the lyrics "*The signals on the bus go blink, blink, blink*" children get new vocabulary, namely "*blink.*" In column (5), the lyrics "*The horn on the bus goes beep, beep, beep*" children get new vocabulary, namely "*beep.*"

Even though column (3) children get the word "swish," it has no meaning. "Swish" can describe the sound a car makes when cleaning a window, the children can say the word repeatedly. It means that besides English vocabulary, the children also can imitate words other than the vocabulary. Column (4) children get the word "blink." The word "blink" means signal on the bus is blink. The last is column (5) the children get the word "beep." "Beep" can describe the

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horn sound of the car. The words have no meaning, but the children can say the sound repeatedly. It means that besides English vocabulary, the children also can imitate words other than the vocabulary.

This means that these children succeeded in acquiring English from a YouTube video show. The repeated use of vocabulary in an entertaining context helps children remember and understand new words, fostering motivation to learn the language through engaging animations and songs (Fitrianti, 2024). In this context, the repetitive nature of the song or video provides a form of reinforcement. When children hear phrases such as “blink” or “beep,” they are encouraged to imitate these sounds, which reinforces their learning through repetition and positive feedback from parents or peers.

It can be seen in the results above; the results are included in the prelinguistic stage. Based on this theory, Piaget, the prelinguistic stage is when children begin to understand and use new words. This stage is greatly influenced by their experience with Language, and they often learn new vocabulary quickly, such as hearing and watching the video in the analysis above. The children can babble or speak syllables repeatedly. It means, which are the positive impacts of the influence of a gadget. These children can learn English through videos on YouTube, especially in foreign languages. Gadgets significantly enhance cognitive development by providing access to educational content and interactive applications (Zain et al., 2022). Children can engage in puzzles, quizzes, and educational videos that encourage critical thinking and problem-solving skills.

Parents Interview

Here is the informant question of parents about children using gadgets as a development language.

Table 3. Informant Questions

No	Questions	Answer
1.	How many hours do children play?	“The children only playing gadget maximal in a day is no more than four hours.”
2.	Whether supervised or not?	“Every day, when children playing gadget I as a parent always monitoring.”
3.	At what age did your child start using gadgets?	“For two years old the children playing a gadget.”
4.	Have you noticed any changes in your child’s language skills since they started using gadgets. If so, what changes have occurred?	“Yes, children start throwing out vocabulary that is in the videos that are often watched. So, I as a parent am sometimes surprised. Even though I did not teach the language.”
5.	Can you describe specific vocabulary or phrases that your child has learned through gadgets us?	“Usually, the children learned vocabulary such as repeating the sound of an object or animal, then vocabulary for various colors, types of animals or parts of the body.”
6.	Do you think that the content your child consumes through gadgets is beneficial to their language development, why is that?	“Yes, because I feel that my child is experiencing language development, especially English is a second language which is a foreign language. Which means, gadgets provide benefits for language development without me teaching them.”

Based on Table 3, question (1), parents limit screen time to no more than four hours a day. When parents actively monitor and limit screen time, children benefit from improved cognitive and social skills (Itsna & Rofi’ah, 2021). For

example, children can learn new vocabulary and concepts from educational content when guided by their parents, which reinforces the idea that parental involvement is essential to maximize the educational potential of gadgets. Questions (2) as parents supervise a child's gadget use when under any circumstances. Parents play an important role in controlling their children's gadget use by setting time limits, choosing the right apps, and actively involving their children during gadget use (Hidayatuladkia et al., 2021).

This supervision is important to foster responsible use and reduce the negative impacts that may occur, such as addiction and reduced concentration. Questions (3) the children of two years old use gadgets, starting from seeing the screen with the handphone held by parents. Children aged 2-3 years showed that using smartphones for 3.5 hours per day can increase children's knowledge (Listiana et al., 2020). Children can apply gadgets well, recognize colors, count from 1 to 10, and learn English vocabulary and children's songs. The importance of parental assistance is to ensure that the use of gadgets has a positive impact and does not interfere with children's language and social development. Questions (4) so the parents feel the children have changes in language skills. When parents ask, "What color is this", "Count 1-10", and "Show part of the body," all the questions can be answered in English. The use of smartphone gadgets affects children's language development (Kusumastuti et al., 2023).

The results showed that the use of smartphone gadgets can have an addictive effect and inhibit language development in children. Therefore, the use of gadgets can also facilitate language learning and increase knowledge, but excessive use can lead to addiction and speech delays. Questions (5) many vocabularies and phrases that children mention is usually about animals, colors, numbers, vehicles, and parts of the body. Children experienced language skills after being exposed to videos introducing animals, colors, and body parts (Apriliani et al., 2021). Children were able to capture and repeat the vocabulary they saw in the video, such as animal names and basic colors. Questions (6) so the parents feel experienced language development after using gadgets without being taught. The child's environment rarely meets children of the same age because they are not yet in school or do not have close neighbors. Gadgets serve as an effective learning tool, especially for children who don't have much opportunity to interact with peers (Yunita et al., 2023). Children can learn new vocabulary, including the names of animals, colors, and body parts, through educational apps and videos. However, without parental supervision, there is a risk that children may not get the social interaction necessary for optimal language development.

The researchers ask questions about the number of children using gadgets under parental supervision and how their time is limited. This means that the time for using gadgets is also limited by their parents, and the videos they watch are chosen by their parents first. Every day, children can watch for three to four hours. Then, children only watch YouTube and do not play games because children are also not familiar with the game. Although children's pronunciation is not perfect, children have said the vocabulary repeatedly after watching the video. Sometimes, children also say it when they are not watching,

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so it is not only when children are watching that they say it. Therefore, the results above show that gadgets have a positive influence that is influenced by several rules from parents. Children are included in the prelinguistic stage; namely, children cannot make sounds normally, but children can babble or pronounce syllables repeatedly.

Stage of Children

Here is the explanation of the children about based on the theory According to Piaget, as quoted by Gin, language development is into seven stages, namely 1) the first touching stage, 2) the second touching stage (prelinguistic), 3) the linguistic stage I holophrastic, 4) linguistic stage II, 5) linguistic stage III, 6) linguistic stage IV, and (7) linguistic stage V.

Table 4. Stage of Children

No	Stage	Activity
1.	First touching stage	Children introduce the song dan menunjukkan minat pada video. They belum menghasilkan Bahasa tetapi menyerap informasi pendengaran.
2.	Prelinguistic	Children begin to experiment with sounds and imitate the words they hear in the video. They begin to understand the rhythm and melody of the language but do not yet use words meaningfully. (2-3 years)
3.	Linguistic stage I holophrastic	Here, children begin to combine two words to form simple sentences. Children learn through the context in the video. (5 years)
4.	Linguistic stage II	Using grammatical structures that produce more complex phrases and sentence forms.
5.	Linguistic stage IV	Demonstrates a better understanding of language rules and can form longer, grammatically correct sentences.
6.	Linguistic stage V	Language usage is almost fluent with good mastery of vocabulary and grammar.

In the findings of this study, the use of the *CoComelon* YouTube Channel is very good as a medium for the ability to pronounce basic vocabulary in English. This means that the *CoComelon* channel has a positive influence on children in learning English vocabulary. When children enjoy watching videos on this channel, it allows children to quickly understand and memorize the vocabulary mentioned in the videos because without realizing it, when they are repeatedly played, they will be easily digested by children. In the explanation above (table 2), children experience vocabulary acquisition. As in the *CoComelon* video, for example, they acquire words such as “round,” “open,” “swish,” and “beep” through repeated listening and singing, which strengthens their memory and understanding of these terms. Children often learn new vocabulary through catchy songs and repetitive lyrics (Ules et al., 2022). The repetitive nature of the lyrics allows children to practice pronunciation multiple times in a fun context (Ariyanto & Puspitasari, 2017). This repetition is important for reinforcing new vocabulary and improving articulation.

The positive impact associated with CoComelon videos suggests that although children may initially struggle with pronunciation, repeated exposure can result in significant improvement over time. Additionally, the presence of meaningless words such as “swish, blink, & beep” may indicate that children are not only learning vocabulary but also developing phonetic skills through imitation. This suggests that even sounds without direct meaning play a role in their linguistic development by enhancing their ability to produce diverse phonetic patterns. In conclusion, CoComelon videos serve as an effective tool to enhance children's language acquisition and pronunciation skills through engaging content that encourages word repetition.

CONCLUSION

Based on the results of research regarding the influence of gadgets on English development language for early childhood as a medium for introducing English vocabulary to children aged three years, it can be concluded that it has a positive effect on children because the child can capture the vocabulary, he gets on the YouTube channel. This channel proves that it can be used as a medium to introduce children to English vocabulary. Gadgets can influence both receptive and expressive language skills. Receptive language involves understanding spoken or written language, while expressive language involves the ability to communicate thoughts and feelings verbally.

This research aimed to identify the influence of gadgets on English development language in early childhood. The researchers find the influence of gadgets to have a positive impact. There, a child can learn a foreign language that is English. Besides that, the positive impact is influenced by several factors. There are when children use gadgets parents watch over, hour limit when using gadgets, and the videos that children watch have been selected by parents. Therefore, gadgets cannot be seen from the negative side, but in this research, gadgets have a positive side. This research is also proven by the data that has been written. Specifically, the children are included in the prelinguistic stage. It means the children cannot yet produce sounds normally, but children can babble or speak syllables repeatedly. The development language process from this research is the participant watching a video on YouTube and the video using the English language. Every day, the participant can use gadgets for only three to four hours, under strict supervision by parents. The behavior or habit of these children is watching the English language

In conclusion, gadgets are means of communication or means of learning foreign languages. Gadgets also have a positive impact on children, especially in this research, by looking at several rules carried out by their parents. The role of the main media in learning foreign languages is to stimulate children's minds and make it easier for them to grasp the languages contained in the video so that the goals of language development are achieved. Various health organizations provide guidelines on screen time for young children. Excessive screen time, especially for activities that do not involve active engagement or interaction, may interfere with other essential developmental activities. The role of parents is crucial. Active parental involvement in a child's screen time, including co-viewing or co-playing with educational content, can enhance the

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positive impact on language development. CoComelon videos serve as an effective tool to improve children's language acquisition and pronunciation skills through engaging content that encourages repetition and active participation. The findings underscore the potential benefits of using such media as part of early childhood education strategies aimed at improving language proficiency. In addition, the presence of meaningless words such as “swish, blink, & beep” may indicate that children not only learn vocabulary but also develop phonetic skills through imitation. This suggests that even meaningless sounds directly contribute to their linguistic development by enhancing their ability to produce diverse phonetic patterns.

The study on the influence of YouTube CoComelon on language development in early childhood presents some key conclusions regarding its impact on children's English language skills. Here are the main findings: 1) CoComelon videos contribute significantly to the improvement of English language skills among preschoolers. The engaging animations, catchy songs, and repetitive lyrics help children acquire new vocabulary effectively, making learning fun and memorable. 2) Children exposed to CoComelon's content showed improved vocabulary comprehension. The repetitive nature of the songs reinforces learning, allowing children to internalize new words, such as verbs and adjectives. This exposure helps bridge the gap in language skills, especially for those who may struggle with traditional learning methods. 3) Studies show that watching CoComelon videos regularly helps improve children's pronunciation skills. The phonetic patterns presented in the songs help children imitate sounds accurately, which is crucial for developing clear speech. 4) CoComelon's engaging content fosters children's motivation and enthusiasm for learning English. Their active engagement with the videos encourages them to sing along and practice speaking, further enhancing their language development. 5) Although CoComelon has a positive effect on language acquisition, the study emphasizes the importance of parental involvement. Parents are encouraged to monitor screen time and engage with their children during video viewing to maximize the educational benefits. These interactions can reinforce learning and ensure that children are not solely dependent on screen time for language development.

These findings highlight that CoComelon is a useful resource for early childhood language development, offering a fun and effective medium for vocabulary acquisition and pronunciation improvement. However, it is important to balance educational screen time with other activities and parental guidance to ensure comprehensive language development in young learners.

AUTHORS' STATEMENTS

Umi Sismia Wardani: Supervised the project and reviewed the manuscript; **Pratomo Widodo:** Supervised and reviewed the manuscript; **Erna Andriyanti:** Conceptualized the study, designed the methodology, wrote the manuscript, and conducted data collection and analysis. **Sulis Triyono** and **Ashadi:** contributed to writing the final manuscript

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