USING MEDIA TO STIMULATE BABIES' LANGUAGE ACTIVITIES DEVELOPMENT

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ABSTRACT

As the digital age continues to reshape educational paradigms, it is essential to investigate the purposeful integration of media into infants' lives to enhance language acquisition "Harmonizing Voices" explores how age-appropriate media, such as videos, apps, and interactive content, can complement traditional methods, providing infants with a multi-sensory and engaging platform for language exploration. Today, various strategies are employed to stimulate babies from pregnancy through infancy, with mothers increasingly using media as a tool. This includes playing music during pregnancy and introducing nursery rhymes through media post-birth to create a sensory -rich environment. This study investigates the synergy between the melodic allure of English nursery rhymes and intricate process of a baby's linguistic development. Digital platforms like YouTube and Netflix offer numerous nursery rhymes, such as Cocomelon and Bebefinn, which are popular among infants. This research aims to evaluate which of these nursery rhymes programs is more effective in stimulating infants and which elicits more positive reactions. Caregivers, educators, and researchers will gain insights into the connections between musicality, language and early cognitive development through this exploration. The study addresses the identification of high quality media content, strategies for joint engagement between caregivers and infants, and the potential impact of media on various facets of language development. By fostering an environment where technology harmonizes with natural language acquisition processes, this research aspires to contribute valuable insights for educators, caregivers, and researchers. The objective of this study is to observe and compare infants' reactions to two popular nursery rhyme programs, Cocomelon and Bebefinn. The research aims to identify which program stimulates more positive engagement, thereby providing a deeper understanding of infants' preferences and the effectiveness of media content in early language development.

Keyword: *Language Acquisition, Language Development, Nursery Rhymes.*

INTRODUCTION

As the digital age continues to reshape our educational paradigms, there is a growing need to investigate how media can be purposefully integrated into the lives of infants to enhance language acquisition. "Harmonizing Voices" aims to delve into how age-appropriate media, such as videos, apps, and interactive content, can complement traditional methods, providing infants with a multi-sensory and engaging platform for language exploration.

Now a day there are various strategies to stimulate babies starting from pregnancy to delivery the baby. The mothers today are very attractive to stimulate the baby by using the media. Start with the music audio in the pregnancy process and watch or listen to nursery rhymes from the media after birth. This method is one of the strategies to stimulate babies to create a sensory-rich environment in the digital era.

From the early years of a child's life are marked by profound developmental milestones,

with language acquisition standing as a cornerstone. In this exploration, we embark on a journey that celebrates the synergy between the melodic allure of English nursery rhymes and the intricate tapestry of a baby's linguistic development.

People can get anything from digital technology, we can learn and practice by following the instructions in the media. Some media platforms can be supported of the babies learn nursery rhymes, such as; YouTube, Netflix, etc. In this media platforms, the babies can watch and learn famous nursery rhymes like Cocomelon. This is one of the famous nursery rhymes in the media that can learn from babies. The researcher not only gives one nursery rhyme to research but two, and the other one is Bebefinn.

As they navigate through this exploration, caregivers, educators, and researchers alike will gain insights into the nuanced connections between musicality, language, and early cognitive development. By the symphony of linguistic nurturing, where each verse becomes a stepping stone in the fascinating journey of language acquisition for our youngest learners. This research seeks to address key aspects of this exploration, including the identification of high-quality media, content, strategies for join engagement between caregivers and infants, and the potential impact of media on various facets of language development. By fostering an environment where technology harmonizes with the natural cadence of infant language acquisition, the researcher aspires to contribute valuable insights to educators, caregivers, and researchers alike.

The research objectives here are two nursery rhyme programs that will be watched by the babies'; the first is Cocomelon and Bebefinn is the others. The study aims to investigate the effectiveness of two nursery rhyme programs, Cocomelon and Bebefinn, in stimulating language acquisition in infants. The specific objectives include: assessing the impact of these programs on infants' reactions and engagement, also identifying which program is more effective in capturing infants' attention and fostering language development.

The significance of this research seeks to provide valuable insights into how different methods and media content affect infants' language acquisition. By understanding infants' responses to programs like Cocomelon and Bebefinn, caregivers and educators can better utilize media as a tool for linguistic and cognitive development.

LITERATURE REVIEW

Media and Language Development in Infants

(Nicolaou & Kalliris, 2020) emphasize that early exposure to audio-visual media, including images, graphs, and shapes, can facilitate word formation in children. This aligns with the understanding that infants, through media, receive varied and rich language inputs that can support their cognitive and linguistic development.

Period of Language Acquisition: there are two types of language acquisition in children main periods: firstly, Pre - Linguistic Period (0-1 Year) in this periode the infants rely on instinctual movements and begin to develop feelings and emotions around 7-8 months. By 12-14 months, they start recognizing their environment and learning words from those around them. Secondly, Linguistic Period (1-5 Years) this phase involves the active learning and usage of language, supported by various developmental approaches.

THEORETICAL APPROACHES TO LANGUAGE ACQUISITION

Behavioristic Approach:

Rooted in psychological theoris from the 1940s and 1950s, this approach, as described by skinner cited in (Brown, 2000), views language learning as a behavior acquired through imitation, practice, positive reinforcement, and habit formation.

Nativist Approach:

Chomsky and Miller (1957), as cited by Chaer (2003), argue that children have an innate ability to discern the rules of language. This perspective highlights the generative nature of

language, processed through complex cognitive mechanisms.

Fuctional Approach:

This approach focuses on the interaction between language and cognitive development, emphasizing the importance of social interactions and environmental contexts, such as caregiving, play, and joint reading (Goh and Silver, 2004).

Role of Media in Early Language Development

Modern strategies for stimulating infants often involve media, starting from prenatal music exposure to postnatal engagement with nursery rhymes and interactive content. Platforms like YouTube and Netflix offer programs such as Cocomelon and Bebefinn, which are designed to create a sensory - rich environment conducive to language learning.

According to(Rodriguez et al., 2009), early childhood is a period where children undergo a rapid development process which is fundamental to their next stage of life. The first years of children's lives are the most critical because children experience major developmental changes in various domains during this period, including in the domain of language.

This perspective aligns with extensive research in developmental psychology, which recognizes early childhood as a period of remarkable growth and transformation. During these formative years, children undergo substantial cognitive, social, emotional, and physical development. During the early years, the brain experiences peak neural plasticity, creating an ideal period for mastering foundational skills. This heightened plasticity facilitates efficient language learning and cognitive growth, laying the groundwork for lifelong linguistic mastery and cognitive development.

The emphasis on the language domain in early childhood is particularly noteworthy. Language development during this period involves the acquisition of vocabulary, syntax, and communication skills. Children start to comprehend and produce language, laying the groundwork for their ability to communicate effectively in the future. Early language experiences and interactions play a crucial role in shaping a child's linguistic abilities and overall cognitive development.

The experiences and influences during these early years can have a lasting impact on a child's trajectory, influencing their academic success, social relationships, and overall well-being.

(Elman, J.L., Bates, E.A., Johnson, M.H., Karmiloff-Smith, A., Parisi, D., Plunkett, 1996) said "that language acquisition is a process which starts three months before birth and gradually leads to the child's mastery of his/her native languages at around adolescence. Language learning, language acquisition, and language development can be understood as synonymous. However, the lexical differentiation carries interesting theoretical nuances."

The perspective is that language acquisition is a continuous process that begins even before birth and evolves gradually until adolescence. The authors suggest that the terms language learning, language acquisition, and language development can be considered synonymous, although they acknowledge the presence of interesting theoretical nuances within the lexical differentiation of these terms.

The authors likely propose that the distinctions between language learning, acquisition, and development, while often used interchangeably, may carry subtle theoretical differences that warrant exploration. It suggests that the process of acquiring language involves more than the formal learning of vocabulary and grammar, it encompasses a holistic development that unfolds over an extended period.

The idea that language acquisition begins before birth aligns with research suggesting that infants are exposed to linguistic stimuli in utero and can distinguish their native language from other languages shortly after birth. The gradual mastery of one's native language by adolescence is in line with the idea that language development is a long-term process that involves

not only linguistic competence but also pragmatic and sociolinguistics skills.

Exploring the theoretical nuances within these terms could involve delving into factors such as innate language abilities, environmental influences, cognitive processes, and the interaction between nature and nurture in shaping a child's linguistic capabilities. Additionally, considering lexical distinctions might to a deeper understanding of the dynamic and multifaceted nature of language acquisition.

According to Bavin, E. L. (Ed.). (2009), much of the current research in the field of child language is rooted in emergentism, and emergentist models are closely tied to the theory of complexity. In the context of language acquisition, emergentism posits that the process is inherently recursive. This means that interactions among basic or primitive linguistic elements give rise to more complex and higher-level emergent linguistic entities. These emergent entities, in turn, exhibit properties that were not present in their individual components. Importantly, the interactions among these new emergent linguistic entities can lead to the emergence of even higher-level entities with their own distinct properties, creating a recursive and dynamic process.

The concept of emergentism in language acquisition suggests that the development of language is not solely defined by explicit rules or pre-existing structures. Instead, it emphasizes the dynamic and interactive nature of language learning, where complex linguistic phenomena emerge from the interactions of simpler linguistic elements. This perspective is rooted in the theory of complexity, which suggests that complex systems can arise from the interactions of simpler components, often exhibiting properties that cannot be directly attributed to the individual components.

In practical terms, this approach encourages researchers and scholars to explore the emergent properties of language as a system, recognizing that the richness and complexity of language arise from the interactions and dynamics within the linguistic elements. It provides a framework for understanding how language acquisition involves the continual emergence of new linguistic structures and properties through the recursive interplay of linguistic elements at various levels.

This emergentist perspective challenges more nativity or modular views of language acquisition that emphasize innate structures or domain-specific mechanisms. Instead, it highlights the importance of considering the interactions and complexity within the linguistic system as fundamental to understanding the dynamic process of language acquisition in children.

METHODOLOGY

This research will utilize an observation method to study the reactions of babies while watching nursery rhyme programs, specifically Cocomelon and Bebefinn. The methodology involves three main steps: observation, data collection and data analysis, and summary report.

First Method: Observation

The initial step involves direct observation of babies watching the nursery rhyme programs. Researchers will closely monitor the babies' reactions to both Cocomelon and Bebefinn. This process will include observing and recording various aspects of the babies' responses, such as facial expressions, body movements, vocalizations, and attention spans. Observations will be conducted systematically to ensure consistency and accuracy.

Second Method: Data Collection and Data Analysis

Data Collection: over two months, researchers will complete detailed notes on the babies' reactions while watching the two nursery rhyme programs. Each session's observations will be meticulously documented, focusing on specific behavioral indicator such as:

Facial Expressions: Noting instances of happiness or other emotions.

Body Movements: Recording actions such as clapping, jumping, or other physical responses.

Vocalization: Listing sounds or words produced by the babies during viewing.

Attention Span: Measuring the duration of engagement and noting any signs of distraction.

Data Analysis: Once the observation period is complete, the collected data will be organized into tables to facilitate analysis. Researchers will analyze the data to identify patterns and trends in the babies' reactions to each program. This analysis will help determine which nursery rhyme program elicits more positive and engaging responses from the babies.

Third Method: Summary and Report

After analyzing the data, researchers will compile a comprehensive summary and report of the findings.

This structured approach will ensure a thorough and objective evaluation of the babies' responses to the nursery rhyme programs, providing valuable insights into their preferences and the effectiveness of the content in engaging young viewers.

FINDING AND DISCUSSION

Based on the analysis research can provide valuable insights into how infants engage with media and their reactions to different content. The babies watched two learning nursery rhyme programs such as Cocomelon and Bebefinn. In the early the babies learned Cocomelon as the English program when she/he was five months, she/he is watched and learned "The Wheels on the Bus" as the first song on the YouTube platform. She/he likes to watch this song, and because this is first knowledge about learning English.

To conduct this study, researchers would likely employ observational methods such as video or live observation of babies while they watch these programs. They might look for various reactions, such as facial expressions, body movements, vocalizations, or attention span, to understand how babies interact with the content.

Analyzing these observations could reveal differences in reactions between the two programs shedding light on factors such as the content, pacing, music, or visual elements that might influence infant engagement. This information could be valuable for understanding the effectiveness of different types of media for young children and informing content development in the future. It is shown from the table below:

Table 1. Baby Reactions by Watching Nursery Programs

Nursery Programs	Reactions			
	Facial Expression	Body Movements	Vocalizations	Attention Span
Cocomelon	√	√	√	√
Bebefinn	√	√	√	√

Based on the observations described in the table:

Facial Expression: when the baby watched Cocomelon songs, their expression was happy which was the same as watching Bebefinn.

Body Movement: the baby's movements were highly active while watching Cocomelon. They started clapping their hands and even jumped, expressing their enjoyment through dance. In contrast, while watching Bebefinn, the baby's body movement was limited to clapping their hands only.

Vocalization: while watching Cocomelon songs, the baby vocalized by producing sounds such as "ah", "cha", "sha", "dada", and "mama". however, when watching Bebefinn songs, no sounds were produced by the baby.

Attention Span: the baby seemed more engaged while watching Cocomelon nursery rhymes. This increased attention span could be attributed to the presence of many characters such as JJ, Cody, Nina, Cece, Nico, and Bella as well as JJ's brother, sister, and parents, providing a variety of interactions and relationships. On the other

hand, Bebefinn nursery rhymes featured only one family with three little characters; Mom, Dad, Bora, Brody, and Bebefinn, focusing primarily on family activities.

DISCUSSION

The observation indicates notable differences in the baby's responses to Cocomelon and Bebefinn nursery rhymes, suggesting that content variation plays a significant role in engagement level.

Facial Expression: the baby's happy expressions while watching both Cocomelon and Bebefinn suggest that both sets of nursery rhymes are enjoyable and elicit positive emotions. This indicates that both programs are effective in creating content that is emotionally appealing to the baby. However, facial expressions alone do not provide a complete picture of engagement.

Body Movement: the significant difference in body movement between watching Cocomelon and Bebefinn highlights the varying levels of physical engagement prompted by each program. The baby's active movements, including clapping and jumping while watching Cocomelon, suggest that the more dynamic and perhaps visually stimulating content of Cocomelon encourages greater physical interaction. In contrast, the limited body movement when watching Bebefinn indicates that it may not be as engaging in terms of stimulating physical activity. This could be due to differences in the pacing, music, or visual stimuli between the two programs.

Vocalization: vocalization is a key indicator of cognitive and verbal engagement. The baby's production of sounds like "ah", "cha", "sha", "dada", "mama", and "nana" while watching Cocomelon suggests that the content may be more stimulating or encouraging for verbal interaction. The absence of vocalization when watching Bebefinn could imply that the content is either less stimulating in this regard or that the baby is more passively consuming the content without feeling prompted to vocalize. This difference might be related to the complexity and variety of the auditory stimuli present in each program.

Attention Span: the baby's increased attention span while watching Cocomelon can be attributed to the presence of a larger cast of characters and more varied interactions. Cocomelon's diverse set of characters and scenarios likely provide a more stimulating and engaging viewing experience, maintaining the baby's interest for a longer period. Bebefinn's focus on a single family with fewer characters and a more repetitive storyline may not capture the baby's attention as effectively, leading to a shorter attention span. This suggests that variety and novelty are important factors in maintaining a sound child's engagement.

In summary, the observations suggest that Cocomelon content is more effective in engaging the baby across multiple dimensions, including physical movement, vocalization, and sustained attention. The variety of characters and dynamic interactions in Cocomelon appear to offer a more stimulating and engaging experience compared to the more limited and repetitive content of Bebefinn. These findings highlight the importance of content diversity and interactive elements in creating engaging and developmentally beneficial media for young children.

CONCLUSIONS

It's clear from the observation that the baby showed varying levels of engagement and responsiveness while watching Cocomelon and Bebefinn. From the **facial expression:** the baby displayed happiness while watching both Cocomelon and Bebefinn, indicating a positive emotional response to both sets of nursery rhymes. Next, from the **body movement:** the baby was more physically active while watching Cocomelon, engaging in clapping and jumping, which suggests a higher level of excitement and interaction. In contrast, the baby's movement was limited to clapping when watching Bebefinn, indicating a lower level of physical engagement.

Then, from the **vocalization:** the baby vocalized various sounds when watching Cocomelon, showing verbal engagement with the content. No vocalizations were observed when the baby watched Bebefinn, suggesting

less verbal stimulation. Finally observation from the **attention span:** the baby demonstrated a longer attention span for cocomelon, likely due to the variety of characters and interactions, which kept the baby more entertained. Bebefinn, with its focus on a single family and fewer characters, did not hold the baby's attention as effectively.

Overall, Cocomelon appeared to be more engaging for the baby across multiple dimensions, including physical movement, vocalization, and attention span, compared to Bebefinn.

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