A study of early childhood English language development as an impact of English cartoons

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ABSTRACT

In this sophisticated era, technological advances have contributed to the phenomenon of bilingualism. Easy access to various content on the internet and social media has a new impact on the language acquisition of an individual, including children. Children are active users who access digital content, including English cartoons. Research conducted by Trota et al. (2022) and Alghonaim (2019) shows a significant effect of English cartoons on children's English language acquisition. Departing from this, the researcher conducted further research on similar influences on children who had mastered two languages before being exposed to English cartoons. Data was collected through direct observation and interviews with parents of participants. The research was conducted in Sarabau village, Plered sub-district, Cirebon district, with children aged 5 to 6 years as the object of research. The data was then carefully analyzed using a qualitative descriptive method. The results showed an influence on the acquisition of sound systems, vocabulary, and sentence formation in English. In line with this, researchers also found factors such as the intensity of screen time and the role and involvement of parents in the process of English language acquisition through English cartoons.

Keywords: Bilingualism; early childhood; English cartoons; English development; language acquisition

INTRODUCTION

In his book entitled Sociolinguistics, Chaer and Agustina (2010a) explain that language is a system formed by a component that is patterned in a fixed and recognizable manner. This system is formed and agreed upon by a group of people whom we usually call speech communities. As speakers, a group of people use one language as a means of communication in their group. However, as social beings there is no speech community that purely uses only one language, especially in a multicultural society like Indonesia.

Speech communities that interact with other speech communities must experience linguistic events that occur either directly or indirectly. According to Chaer and Agustina (2010b), one of them

is bilingualism. This phenomenon arises when a speaker is able to use two languages in his social life. This ability certainly arises through a gradual process in a multicultural society.

The acquisition of a new language in a community can happen in a number of ways. In children, bilingualism can occur for several reasons. Firstly, if both parents have different language backgrounds, then the possibility of the child growing up to be bilingual is inevitable. For example, if the mother is Javanese and speaks Javanese and the father is a native speaker of Sundanese, then the child may grow up speaking both Javanese and Sundanese. Certainly, both parents must actively communicate with the language in their daily lives with the child.

In this sophisticated era, technological advances also contribute to the phenomenon of bilingualism. The easy access to various contents on the internet and social media brings a new impact on the language acquisition of an individual, and children are no exception. In this digital age, children are immersed in digital devices such as televisions, smartphones, and tablets, with the internet connecting them and taking them to various experiences on it. Preschoolers, even before they enter school and are exposed to books, are already aware of and familiar with the use of technology (Trota et al., 2022). They can easily access content on social media, including English cartoons. Therefore, with technology, preschool children can easily access English cartoons that provide new knowledge, especially English language acquisition.

This is also supported by the existence of a social media platform specifically for children, namely YouTube Kids. This platform facilitates a more controlled environment for children and parents to access curated video content that is safe to watch. The impact of social media sophistication and cartoon content on YouTube is not only limited to the knowledge aspect but also affects children's language skills. Many English cartoons present narration and dialogue in easy-to-understand language, contributing positively to the development of children's language skills. Children can learn vocabulary, sentence structure, and intonation through fun interactions with cartoon characters. Children can quickly memorize new words and phrases when associated with a scene from a cartoon. In addition, a large selection of cartoons in English allows children and parents to choose stories on any topic according to their purpose (Alghonaim, 2019).

Several studies conducted previously show the relationship between first language (L1) and second language (L2) obtained through English cartoons affects many aspects of a child's language development. Alghonaim (2020) explains that through English cartoons, children can imitate the pronunciation or accent of native speakers, diction, and even the behavior of characters in a cartoon. This is certainly supported by the nature of children who master language spontaneously (Asgari & Mustapha, 2011). In addition to good pronunciation, exposure to English cartoons makes children learn new words or new vocabulary, learn how to construct complete sentences, ask questions, and use them in the right context (Alghonaim, 2020).

In addition, language acquisition at the preschool level depends on motivation and encouragement from the surrounding environment related to exposure to English cartoons. The role of social factors also contributes to the success of second language acquisition. With this, many studies consider that the child's immediate environment is considered an important factor in determining the success of language acquisition. Therefore, Atta and Jamil (2012) in Trota et al. (2022) mentioned that parental involvement is very influential on children's education, which means that parents have a significant influence on academic success including foreign language acquisition and learning.

Similar research has been conducted by Alghonaim (2019) on an Arabic-speaking early childhood. The result is that English cartoons consumed from an early age can effectively influence the acquisition of English as a second language, especially in speaking skills. Therefore, this led the researcher to explore and investigate how English cartoons facilitate the English language acquisition of young children in the Cirebon area. In addition, these children understand and speak Cirebon and Indonesian, and actively watch English cartoons.

METHOD

As part of sociolinguistic research that generally examines how language is used in various aspects of human life, this research uses qualitative methods. The qualitative approach is important to understanding a social phenomenon and the perspective of the individuals studied Syamsuddin and Damaianti (2015) in Yusnia et al. (2022). Therefore, researchers chose a qualitative approach to discuss the problems in this study.

The data for this study came from children in Sarabau Village, Plered District, Cirebon Regency. The researcher selected 20 children aged 5-6 years as participants in this study. The location was chosen because the speakers use two or more languages in daily communication, including children. Therefore, the researcher conducted this study to determine the development of English as the third language of children through English cartoons.

The cartoon shows used in this study are videos from the Cocomelon-Nursery Rhymes YouTube account. Cocomelon is a show that features colorful animations and kindergarten songs that are interesting and educational for young children. The researcher utilized the same show from the same YouTube channel for all participants. However, the researcher customized the video content according to each child's preferences to stimulate their interest and maximize their reaction in this activity.

In addition, active involvement is also carried out in the data collection process by accompanying each child when watching cartoons at different times. Furthermore, to obtain information from the participants, the researchers provided open-ended questions and some detailed follow-up questions ranging from commands to repeat words, demonstrated movements, and provided questions that required them to respond in English. The researcher also recorded this process in audio to support the analysis process.

Furthermore, the researcher also created a questionnaire format to collect demographic information of the young children related to the study. This helped the researcher to check the suitability of the participants' backgrounds to the research criteria. The researcher created a questionnaire format to collect demographic information of the children related to the study. This helped the researcher to check the suitability of the participants' backgrounds to the research criteria. In addition, the researcher conducted a simple interview with the parents to obtain prior information about each child's abilities and conditions.

In addition, before the researchers collected data, ethical permission was obtained from the participants' parents as responsible parties. This was done to ensure that everything was clear and understood, especially with the participants.

Finally, the collected data was carefully analyzed. As the researcher collected data from observations and interviews directly at home, the data were transcribed verbatim, especially those recorded during the data collection process. Thus, the qualitative data were analyzed with transparency and honesty to ensure that the data were true and accurate data obtained from the participants.

FINDINGS AND DISCUSSION

The influence of English cartoons on children's English language acquisition

1. Influence on the acquisition of the sound system

In typical language development, young children already have the mastery to pronounce almost all language sounds, except for those that are more difficult to articulate (Ghilzai et al., 2017). In this study, most participants were able to articulate the /r/ sound in some of the vocabulary they heard from the cartoons. The result indicates that 11 out of 20 children as participants have successfully mastered the pronunciation of the /r/ sound in English. Some simple words were repeated multiple times with an American English accent. Table 1 provides a more detailed explanation of how each participant was influenced by English cartoons, particularly in articulating the /r/ sound.

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Table 1
The acquisition of the sound system

Participant name	Description
Child 1	Child 1 has not been able to pronounce vocabulary following the cartoon he/she watched. Some English words are still pronounced following the Indonesian pronunciation.
Child 2	Child 2 is able to pronounce vocabulary following the cartoon he/she watched. Some English words, especially those containing the /r/ sound, are pronounced slightly following the American English pronunciation. Some of the words include green and round.
Child 3	Child 3 has not been able to pronounce vocabulary following the cartoon he/she watched. Some English words are still pronounced following the Indonesian pronunciation.
Child 4	Child 4 has not been able to pronounce vocabulary following the cartoon he/she watched. Some English words are still pronounced following the Indonesian pronunciation.
Child 5	Child 5 is able to pronounce vocabulary following the cartoon he/she watched. Some English words, especially those containing the /r/ sound, are pronounced slightly following the American English pronunciation. Some of the words include, green and shark.
Child 6	Child 6 has not been able to pronounce vocabulary following the cartoon he/she watched. Some English words are still pronounced following the Indonesian pronunciation.
Child 7	Child 7 is able to pronounce vocabulary following the cartoon he/she watched. Some English words, especially those containing the /r/ sound, are pronounced slightly following the American English pronunciation. Some of the words include green, round, and shark.
Child 8	Child 8 has not been able to pronounce vocabulary following the cartoon he/she watched. Some English words are still pronounced following the Indonesian pronunciation.
Child 9	Child 9 has not been able to pronounce vocabulary following the cartoon he/she watched. Some English words are still pronounced following the Indonesian pronunciation.
Child 10	Child 10 is able to pronounce vocabulary following the cartoon he/she watched. Some English words, especially those containing the /r/ sound, were pronounced slightly following the American English pronunciation. Some of the words include giraffe, tiger, grey, orange, rabbit, round, shark, and shoulder.
Child 11	Child 11 has not been able to pronounce vocabulary following the cartoon he/she watched. Some English words are still pronounced following the Indonesian pronunciation.
Child 12	Child 12 has not been able to pronounce vocabulary following the cartoon he/she watched. Some English words are still pronounced following the Indonesian pronunciation.
Child 13	Child 13 is able to pronounce vocabulary following the cartoon he/she watched. Some English words, especially those containing the /r/ sound, are pronounced slightly following the American English pronunciation. Some of the words include green, orange, and shoulders.
Child 14	Child 14 is able to pronounce vocabulary following the cartoon he/she watched. Some English words, especially those containing the /r/ sound, are pronounced thinly following the American English pronunciation. Some of the words include green and round.
Child 15	Child 15 is able to pronounce vocabulary following the cartoon he/she watched. Some English words, especially those containing the /r/ sound, are pronounced slightly following the American English pronunciation. Some of the words include green and round.
Child 16	Child 16 has not been able to pronounce vocabulary following the cartoon he/she watched. Some English words are still pronounced following the Indonesian pronunciation.
Child 17	Child 17 is able to pronounce vocabulary following the cartoon he/she watched. Some English words, especially those containing the /r/ sound, are pronounced slightly following the American English pronunciation. Some of the words include green, red, and shoulders.
Child 18	Child 18 has been able to pronounce vocabulary following the cartoon he/she watched. Some English words, especially those containing the /r/ sound, are pronounced slightly following the American English pronunciation. Some of the words include green, orange and tiger.
Child 19	Child 19 is able to pronounce vocabulary following the cartoon he/she watched. Some English words, especially those containing the /r/ sound, are pronounced slightly following the American English pronunciation. Some of the words include green and round.
Child 20	Child 20 is able to pronounce vocabulary following the cartoon he/she watched. Some English words, especially those containing the /r/ sound, are pronounced slightly following the American English pronunciation. Some of the words include green, round, and shark.

Children's sound production skills are strongly influenced by the first language they learn. For example, in Indonesian, there are no [θ] and [ð] sounds as in English. The "th" sound as in "think"

and "this" does not exist in Indonesian. As a result, Indonesian-speaking children may experience limitations in pronouncing words that require these sounds.

This factor can be caused by the phonological differences between Indonesian and English. Children naturally assimilate and produce sounds that exist in their mother tongue (Ermawati & Mahmudah, 2015). If the mother tongue does not contain a particular sound, then the child's ability to pronounce that sound may not be as optimal as a child speaking a mother tongue with that sound.

In both Indonesian and Cirebon language, the /r/ sound is thicker than in English. It should be realized that the ability of some participants to produce the /r/ sound in Indonesian is generally not perfect. The /r/ sound produced often sounds thin or replaced with other sounds such as /l/. Thus, children with rudimentary phonological production skills of the /r/ sound in Indonesian tend to imitate the pronunciation more easily by watching English cartoons. Some children who have difficulty pronouncing the /r/ sound in English have actually been able to produce the sound better in Indonesian. This is due to the differences in sound production between English, Indonesian, and Cirebon languages, which can be caused by differences in phonological structure and phonetic characteristics between the three languages. Despite these differences, children have a remarkable ability to acclimatize to various phonological systems, especially at this very dynamic age of language development.

Mann and Froy (2003) claimed in Tobias (n.d.) that phonological awareness is one of the most reliable predictors and correlates of reading proficiency. The acquisition of sound through cartoons experienced by children provides preparation for advanced reading skills. Furthermore, Tobias (n.d.) also explains that phonological representation is a crucial factor in the complex relationship between preschool children's phonological awareness and their developing speech skills. She also conducted research on the influence of English-language cartoons on English language development. Respondents in her study watched English-language cartoons for approximately three to five hours every day. This group of students excelled in speaking skills as indicated by Tobias. Based on Tobias's findings, it can be concluded that watching English-language cartoons influences students' phonological sensitivity and speech abilities.

2. Influence on the acquisition of vocabulary

The development of vocabulary in children will certainly be different for each individual. Children have different abilities in acquiring, forming, and using the words they acquire. In this study, researchers saw the acquisition of vocabulary by almost all participants. They indirectly understood the words or phrases spoken by following what the cartoon characters did in the animation they watched.

Children's ability to process the meaning of an English word through the visuals of an English cartoon plays a key role in their vocabulary development and language comprehension. English cartoons provide engaging visual stimuli, helping children associate words with representative images. Cognitively, children have a tendency to remember information that is presented visually more easily. With their vivid characters and situations, English cartoons provide strong visual representations of certain words. For example, when a character in a cartoon describes the action "running" or the object "tree," children can immediately connect the words with the visual image provided by the cartoon. Also, using colors, shapes, and facial expressions of characters in English cartoons can add an emotional dimension to words. This helps children visually recognize words and enriches their understanding of the emotional or situational context in which the word is used.

The researcher found that the vocabulary acquired by the participants included colors, animals, body parts, numbers, and simple verbs. This is due to the Cocomelon cartoon that stimulates children to imitate movements through interesting rhythms and songs.

Language acquisition occurs unconsciously through interesting materials that provide positive emotional stimuli. In this case, English cartoons have presented viewing material effectively and interestingly to facilitate the process of children's English acquisition. In this regard, Krashen (1982) in Alghonaim (2019) argues that the ability to master a language will decrease if a person experiences

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negative emotions, such as fear, boredom, or embarrassment. Therefore, it is very important to choose media that positively impact the process of language acquisition.

Table 2 shows the process of vocabulary acquisition experienced by participants after watching English cartoons. Several words can be pronounced, ranging from one-syllable words to three-syllable words at most.

Table 2

The acquisition of vocabulary

Participant Name	Part of Speech			
	Noun	Verb	Adjective	Adverb
Child 1	Baby, shark, red, yellow, green, blue	-	-	up, down
Child 2	Baby, mommy, daddy, shark, blue, green, white, black, orange, head, eyes	open, shut, round	-	up, down
Child 3	Baby, shark	-	-	-
Child 4	Baby, shark, blue	open, shut		up, down
Child 5	Baby, shark, green	-	-	up, down
Child 6	Baby, shark			up, down
Child 7	Baby, mommy, daddy, shark, blue, green, white, black, orange, red, head, eyes, ears	open, shut, play, round	-	up, down
Child 8	Baby, shark	-		
Child 9	Baby, shark	-		
Child 10	Baby, mommy, daddy, shark, blue, green, white, grey, black, orange, red, giraffe, rabbit head, shoulders, kness, toes, eyes, ears, nose, mouth, one, two,...ten.	open, shut, play, round, runaway	small, big	up, down
Child 11	Baby, shark	-	-	-
Child 12	Baby, shark, blue	open, shut		
Child 13	Baby, shark, red, yellow, green, blue, orange, shoulders	open, shut	-	up, down
Child 14	Baby, shark, red, yellow, green, blue, white, black	open, shut, round	-	up, down
Child 15	Baby, shark, red, yellow, green, blue	open, shut, round, runaway	-	up, down
Child 16	Baby, shark			
Child 17	Baby, shark, red, yellow, green, blue, shoulders	open, shut, round	-	up, down
Child 18	Baby, shark, tiger, red, yellow, green, blue	open, shut,	-	up, down
Child 19	Baby, shark, red, yellow, green, blue, white, black	open, shut, round	small, big	up, down
Child 20	Baby, mommy, daddy, shark, blue, green, white, black, orange, red, head, eyes, ears	open, shut, round, runaway	-	up, down

Children aged 4-6 years are still in a phase where play is the main daily activity. Therefore, in the aspect of language acquisition, especially vocabulary, it should be varied with various games. This

makes it possible to introduce and structure new lexical units in an interesting way. From the research conducted, it can be concluded that the Cocomelon cartoon as a research medium contributes actively in verbal (listening) and oral (speaking) recognition.

The importance of cartoons as a visual learning resource can be seen in children's ability to associate vocabulary with events they see in cartoons. Thus, children's ability to process the meaning of an English word through the visual of an English cartoon becomes a holistic learning experience. This process not only includes cognitive aspects but also involves emotional and social elements, building a solid foundation for children's language development and communication skills. As a result, English cartoons can be considered a valuable tool in shaping children's language comprehension while providing a fun and engaging learning experience.

3. Influence on the acquisition of sentence

Unlike the process of acquiring unattached vocabulary, sentence formation has a slightly more complicated concept. At this stage, children do not yet understand grammatical concepts in English. They do not really understand the role of subject, verb, and object in making a simple sentence. Therefore, the vocabulary they have acquired cannot be used to express a whole idea in a sentence.

Interestingly, in one of Cocomelon's cartoon music videos entitled "Wheels on The Bus" there is a lyric that says, "The daddies on the bus go "I love you!". This English cartoon provides examples of sentences and phrases that are frequently used in daily life. In the context of "I love you," the father character in the Cocomelon cartoon conveys feelings of affection with the phrase, providing direct modeling for the use of the phrase in the relevant situation of hugging the child. Children learn from this visual experience and can begin to associate the phrase with expressions of affection.

Visualization in cartoons also supports understanding of the meaning of words. "I love you" is illustrated with the father character showing a happy facial expression, a hug, or other actions that reflect affection. This helps children understand that the phrase relates to positive feelings and love. Over time, children begin to build connections between the words and the associated emotions.
The researcher tried to ask questions to find out the participants' understanding of the context of the sentence "I love you". Surprisingly, the participants answered the meaning of the sentence by saying, "I love you when I hug Papa and Mama." Some of them also answered it with a happy expression accompanied by hugging or kissing the favorite doll that was being held.

Playing an important role in this process is repetition. English cartoons often emphasize the repetition of words and sentences, reinforcing children's memory of language structures. This repetition can be a key element in mastering simple sentences such as "I love you," as children learn through repeated experiences.

In addition, the voice and intonation in English cartoons also shape children's understanding of pronunciation and sentence rhythm. While not always emphasizing aspects of pronunciation with linguistic precision, the recognition of the sounds and rhythms of language helps children to imitate and reproduce sentences naturally.

Ghilzai et al. (2017) research on school-aged children reveals an intriguing phenomenon: the acquisition of speech styles, including slang, from cartoons. Over an extended period, exposure to these cartoons leads to a gradual development of language acquisition, aligning with the children's age-related developmental stages. This suggests a potential correlation between extended exposure to English cartoons and the acquisition of speech patterns among participating children as they grow older. The gradual acquisition of simple sentences underscores the impact of English cartoons on children's language development, indicating a complex interplay between exposure, immersion, and linguistic evolution.

Children's acquisition of simple sentences such as "I love you" through English cartoons involves a holistic process that includes visualization and repetition. Through this experience, children can build a solid foundation for language comprehension, while associating simple sentences with expressions of affection and warmth in their daily lives.

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On the other hand, it cannot be denied that other factors, such as environment and basic knowledge, also influence this process. However, the process of translating the concept of abstract verb (love) that has been carried out leads to the conclusion that English cartoons not only support the acquisition of new words but also convey simple meanings.

Factors affecting early childhood English language acquisition

According to Sundayra (2017), the process of language acquisition is dynamic; that is, language acquisition progresses from one stage to another. In the process, there are significant factors and influences on each child. Each child has a way or strategy that is considered effective to help the language acquisition process. Generally, the development of this process in children plays a crucial role in enhancing their cognitive abilities and foundation, enabling them to express their expressions, feelings, imagination, and thoughts (Anggrasari et al., 2020). In this internet world, cartoons are apparently one of the most fun options for them to acquire a new language. The researcher draws findings based on the results of observations and interviews with participants and related parties. Thus, factors such as (1) screen time intensity and (2) parental role and involvement were found.

1. Screen time intensity

Screen time is the amount of time a person spends in front of an electronic screen device. In today's digital age, electronic devices have become an integral part of people's lives, playing a diverse role for every individual, especially children. Through digital devices such as televisions, tablets, or mobile phones, children have easy access to various English cartoons, which are the focus of this study. The use of digital devices as a medium to watch English cartoons reflects the changing dynamics in the way children access and engage with entertainment content that opens up opportunities in their language development.

In the context of language acquisition through English cartoons, children, as active users of digital devices, have extensive access to various linguistic resources. In Indonesia, the use of gadgets among children aged 0-5 years shows that 23% of children enjoy surfing the internet unsupervised as a means of play Aisyah (2015) in Anggrasari et al. (2020). For example, they can easily visit platforms like YouTube Kids, where English cartoons are often available directly on the homepage. The high viewing intensity that occurs on a daily basis makes these cartoons easily accessible to children. In addition, children's flexibility in switching between videos enhances their experience. With the ability to switch videos according to their mood and desire, children can choose the content that most appeals to them and suits their personal preferences. Thus, digital devices become an effective tool in providing access to children to enrich their language acquisition experience through English cartoons.

This research also reveals the pattern of intensity of gadget use among children. This data was obtained through interviews with each parent, who acts as a facilitator in their child's learning process at home. More than half of the participating parents admitted that their children watch cartoons every day, despite the varying duration. On the other hand, seven parents revealed that their children are only allowed to use screen time 2 to 3 times a week. Table 3 below illustrates the pattern of screen time intensity among children, ranging from 2 to 3 times a week to every day.

Table 3
The screen time intensity

Screen Time Intensity	Number of Children
Every day	13
2-3 times a week	7

This finding reflects a consistent behavioral pattern in cartoon viewing frequency among the study participants. The majority of participants appeared to engage in cartoon-viewing activities daily, suggesting a strong tendency towards high-intensity cartoon content consumption. This frequency, which involved the majority of participants, provides a fairly clear picture of the popularity and appeal of cartoons in children's daily lives.

Furthermore, researchers found a tendency for children not to want to be disturbed while watching cartoons. During observations, they seemed to ignore their surroundings and focus entirely on the show they were watching. However, there were occasional interactions where children sang or danced a little during the viewing process. These findings illustrate children's level of engagement and enthusiasm for cartoon content and highlight their desire to enjoy the experience without external distractions.

In line with the high intensity of screen use among the participants, a study conducted by Martinot et al. (2021) showed that infants who were not exposed to media had lower levels of language development than infants who were exposed to media. This is closely related to parental characteristics and home environment. Apart from these reasons, the quality of content also plays an important role in determining the benefits of screen time. Children who watch high-quality content tend to get greater benefits from screen time compared to those who do not.

2. Parental role and involvement

The role of parents in interacting during children's screen time is a crucial element in children's development in this digital age. As stated by Ghilzai and Alam (2017), the young age of children is very critical because they have no idea what is wrong or right, and whatever they see or hear is imprinted in their minds. Therefore, the absence of the role of parents in providing supervision can have a direct impact on the physical, mental, and psychological abilities of children. Actively engaging while children are using technology opens up opportunities to strengthen the bond between parents and children, while providing valuable guidance. When parents actively watch cartoons with their children, they provide opportunities to strengthen their children's understanding of English vocabulary, sentence structure, and intonation. Through these interactions, children can ask questions, discuss cartoon stories, and ask for explanations of the meaning of certain words or sentences. Parents can provide direct examples and explain the context in which English is used in everyday situations. This not only enriches the child's vocabulary but also helps them understand how to use the words in the appropriate context.

A recent study led by Safwat and Sheikhany (2014) shows that the quality and quantity of interactions between parents and children significantly affect children's language development outcomes. These interactions range from verbal engagement, such as asking questions, providing corrections, and giving instructions, to actively participating in children's daily routines, including their interactions with electronic devices. According to Safwat and Sheikhany (2014), frequent and consistent participation in these interactions helps children become more adept at interpreting the behavior and language of others, provides them with information about surrounding objects and events, and ultimately helps them draw conclusions from each new experience they encounter.

During the observation, the researcher saw the interaction between parents and children. Some of them participated in singing while demonstrating movements with the child. Some others also asked stimulus questions to stimulate the child's development. This can be seen from the parent of participant 10, who asked the child the color of her clothes in English while watching the video entitled "The Colors Song (with Nina)" on the Cocomelon YouTube channel. The participant correctly answered that his mother was wearing red. The researcher also asked about the colors of random objects, such as trees, the sun, and the sea. As a result, the participant correctly mentioned each color.

In addition, participants' parents provided positive emotional encouragement. When parents give praise or support when the child successfully identifies a word or understands a story in a cartoon, the child feels valued and motivated to continue learning English. This creates an environment that supports children's language development in a positive way.

Although children are exposed to language through screen media, research consistently shows that verbal interactions between adults and children, including questioning and commenting, play an important role in promoting children's language development (Pempek et al., 2014). This suggests that without such interactive engagement or regular use of language in everyday communication to express themselves, children may not acquire language skills effectively. Verbal interactions between adults

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and children provide opportunities for exposure, reinforcement and practice of language, facilitating the development of vocabulary, grammar and communication skills. In addition, these interactions also promote cognitive development, social skills, and emotional bonding between parents and children. Thus, while screen media can offer additional language exposure, the richness and depth of language acquisition is best nurtured through meaningful interactions within the child's immediate environment.

Among the participants, only three have parents proficient in actively speaking English, while the remaining individuals possess a passive understanding without the ability to respond using English. Parents with passive English skills engage in interactions by prompting their children to name objects in English through Indonesian interrogative sentences. This diverse language dynamic within the group showcases varying levels of English proficiency among the parents, highlighting the multifaceted nature of language acquisition in this particular context. The interactive approach employed by parents with passive English, involving inquiries about object naming in both languages, contributes to a nuanced language-learning environment. This distinctive blend of language competencies among parents and their interactive strategies underscores the complexity of language development within the group, emphasizing the importance of incorporating various language-learning methods for effective comprehension and communication.

In interviews with the participants' parents, the researcher discovered that 80% of the parents expressed a belief in the effectiveness of visual media, particularly cartoons, as a valuable tool for their children's English language learning. Additionally, these parents held a strong conviction that watching English cartoons significantly enhanced their children's English proficiency. A study conducted by Meng et al. (2020) on 49 mothers of preschool-aged children in Beijing showed findings in line with the results of this study. The belief that cartoons have a very high influence on children's physical and mental health was supported by 85.7% of the mothers. This consensus among the majority of parents underscores the perceived educational value of visual media, reinforcing the notion that exposure to English through cartoons plays a substantial role in fostering language skills in their children.

CONCLUSION

This study reveals that English cartoons play a significant role in facilitating children's English language acquisition process. This effectiveness is reinforced by the cartoons' ability to present material in a style that is engaging and easily understood by children. Cartoons not only serve as an effective learning medium but also offer a fun experience, motivating children to be actively involved in the language learning process. These results provide positive implications for the development of teaching methods that support children's language development more thoroughly.

Furthermore, this study revealed some significant influences on the participants' English language acquisition process through English cartoons. These influences include the acquisition of sound systems, vocabulary, and sentence formation. Through interaction with English cartoons, the participants managed to imitate the /r/ sound with a sufficient level of accuracy, especially in the American English dialect. In addition, participants also managed to acquire and understand simple vocabulary such as nouns, verbs, adverbs, and adjectives, which they encountered and heard through cartoons.

In addition, English cartoons also help in facilitating the acquisition of simple sentences that children can understand. The simple and appealing visuals in cartoons play a key role in helping children understand the context of sentences, including the example of "I love you." The participants demonstrated the ability to understand and apply the sentence in the appropriate context as a result of the positive influence of the English cartoons they watched. These findings underscore the important contribution of English cartoons in shaping key components of children's English language acquisition, aligning learning with visually appealing experiences.

The research found that additional factors influence the effectiveness of English cartoons in children's language acquisition process. These factors include the high intensity of the participants' screen time with the cartoons they watched. More than exposure, parental interaction and involvement

during viewing time emerged as an important factor. Some parents actively participated by accompanying their children during cartoon viewing sessions. Based on these observations, it can be concluded that English cartoons play an important and effective role in contributing to children's English acquisition process, especially when paired with supportive parental involvement.

However, it should be noted that the participants had mastered the previous two languages through direct interaction with native speakers. Therefore, the English acquisition process did not reach the same level of perfection as the previous two languages acquired from the environment and native speakers. The limitations of speakers and environment in English language acquisition signify that although English cartoons make a positive contribution, challenges remain in achieving a level of language acquisition equivalent to the previous two languages.

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