CHAPTER II

REVIEW OF LITERATURE

This chapter discusses theories that are relevant to this research.The points that the researcher wants to discuss are Previous study, Some pertinent ideas, and Theoretical Framework.

2.4   Previous Study

Lutfi Nurul Umama (2022) conducted a research entitled "Introduction Of English Vocabulary Through Play In Pasir Jaya Village" The method used in this research is descriptive qualitative. The results of this study show that the learning approach through play is effective for introducing children's vocabulary. This is based on the results of data collection from interview instruments, observation, documentation and tests that show a significant increase.

Firdhayanty (2021) in their article entitled "Language acquisition of children aged 3 to 4 years : A psycholinguistic study". In his research examines language acquisition of children aged 3-4 years. The result of this study generally show that children's language acquisition at the sentence level includes declarative sentences, interrogative sentences, and imperative sentences. This shows that language acquisition in children aged 3-4 years is

relatively complete. It's just that the language structure tends to be simpler and mixed with the first or second language. The research also describes in detail the relation to children's language acquisition at the phrase level. Phrases are grammatical units consisting of two or more letters that occupy one function in sentences (Chaer,2009).In this study, it was explained that children who were used as research subjects were able to utter various forms of phrases, ranging from nominal phrases, verbal phrases, adjectival phrases, and prepositional.

Haryanti(2018) in their article entitled "Language Acquisition of 2-3 Years old Children in View of Phonoloical Aspects show several findings. First, children's language acquisition in general tends to be diverse or complex. Second, in terms of phonology, the language acquisition of children aged 2-3 cannot be said to be perfect. There are some missing word sounds, sound changes in consonant letters to vowels. Based on the study of phonology, this is part of the word structure distribution process and the assimilation process.

Hakim (2018) conducted a research entitle "How a Learner Learns and Acquires English as a Foreign Language: The data collected through, namely an interview and monologue task which lasted for 5 minutes altogether. The report consists of two parts, each of which addresses the following: The first part describes the background of this report, the participants' cultural and language learning background, and the rationale

for conducting this case study. The second section presents the investigation of the learners' sample data and the discussion and analysis of the learners' strengths . Finally, the research presents future recommendations by compiling short- and medium-term outcomes and outlining a program of study.

Based on previous study,it can be conclude that English has an important role in education and learning both at school and at home. The use of English requires appropriate methods to increase children's interest and desire to use English in fun learning and playing activities. The introduction of English given to children has the aim that children can get use to the English language both orally and in writing.

2.5 Some Pertinent ideas

A. Psycholinguistics

Psycholinguistics comes from the combination of the word "psychology" and "linguistics." Psychology studies human behavior through mental processes such as stimulus and response, with the aim of understanding and predicting behavior. Linguistics, on the other hand, is the study of language as a system of sounds used for communication. Psycholinguistics, originally called "linguistic psychology" or "psychology of language," is a branch of science that studies the psychological processes in language production and understanding and

how language skills are acquired. The focus of psycholinguistics is to link psychology with linguistics to understand the structures and processes underlying human language ability.

Psycholinguistics combines psychology and linguistics to study how individuals produce and understand sentences when communicating. The discipline seeks to discover the structures and processes that underlie the ability to speak and understand language, as well as how these abilities are acquired. Psycholinguistics focuses more on the internal processes of individuals in language use, rather than on language interaction between speakers. Its approach involves an in-depth exploration of how language is mentally processed and understood.

Psycholinguistics also examines how cognitive processes such as memory, attention and perception interact with language use. It includes the study of how language is processed automatically and how individuals overcome various challenges in understanding and producing language. Psycholinguistics covers a wide range of topics, such as language development in children, language disorders, as well as differences in language use across different cognitive and neurological conditions. The ultimate goal of psycholinguistics is to provide a deeper understanding of how the human brain supports and facilitates verbal communication (Krashen 2009).

B. Language

Language is essentially a set of items, which Hudson (1996-21) calls "linguistic items", entities such as sounds, words, grammatical structures, etc. It is these items, their status and organization that concern linguists like Chomsky. The notion of language as a vehicle for conveying ideas is considered too narnow for sociolinguistics. Language is a system, meaning that a language consists of many components that are patterned in a fixed and predictable way. As a system, means that language is arranged according to a certain pattern, not randomly or haphazardly. Systematic means that the language system is not a single system, but is composed of several subsystems, ie; the phonetic subsystem, lexical subsystem, syntactic subsystem, and lexical subsystem. Language is also often said to have a unique attitude, although it also has a universal attitude. The uniqueness of a language is due to the fact that it has unique properties and attitudes that no other language has. Universal attitude means that it has the same characteristics found in all languages. In addition, language has symbols in the form of sounds. Symbols in the form of sourds are often called phonetic sounds. Every sign of language has a concept or meaning, so it can be concluded that every unit of language has meaning. If there is a sound sign that has no meaning or does not express a concept, then the sign is not included in the language system.

Language is productive and dynamic. Efficient means that with a limited number of elements, an almost unlimited number of speech units can be created. Language was dynamic, meaning that language could not be separated from any possible changes that could occur at any time. These changes can occur at the phonological, morphological, syntactic, semantic, and lexical levels.

Language as a means of communication can only be used by humans. Animals do not have language. Animals only have sounds and gestures as a means of communication, which are controlled instinctively or instinctively by animals. In contrast to humans who in mastering language must learn not instinctively. Without learning humans will not be able to speak. People cannot speak without learning. So language is humanistie, only humans have it.

C. Multilingual

Multilingualism is a phenomenon that exists in many countries with migration and information advancement. This condition causes the process of increasing mobility and exchanging ideas, The concept of multilingual refers to the behavior of individuals or communities that use two or more languages (Carson, 2016). The phenomenon of multilingualism relates to the ability of community members to communicate between community members using more than two

languages (Holmes, 2001). Multilingual in society can complement an area with ethnic and cultural differences as well as the community members who live in it. A multilingual society is one that uses more than one language.

In responding to multilingual users, the development of education goes with the phenomenon of language use in various forms in human activities, for example, people who use different languages were influenced by their backgrounds. Based on this, it is often concluded that there is a correlation between various aspects of a person's speech and language or language choice based on certain variables. In the learning process using methods and principles should not deviate from the provisions of national standards and local standards, so that the hope of achieving the learning goals of a multilingual society can be realized.

D. Vocabulary

1. Definition of vocabulary

Vocabulary is the most crucial component of language learning providing meaning a foundation for language comprehension. The key to mastering these skills lies in the acquisition of vocabulary. There are some definitions of vocabulary by some experts. According to Tarigan (1993: 109), a

person's language skills are dependent on the quantity and quality of their vocabulary. The more extensive and diverse a person's vocabulary is, the more skilled they become in language. Similarly, Finocchiare and Brown (1973: 188) emphasize that vocabulary gains meaning when used in its appropriate context. further explain that the meaning of a word can be understood through contextual cues within a sentence.

Vocabulary can be defined as a fundamental component of language that encompasses the meaning, usage, and wealth of words possessed by a speaker or writer, as stated by Kridalasakna (1993: 75). Saleh (2000: 29) describes vocabulary as words or groups of words that hold specific meanings and are utilized during communication activities.Rivers (1973) arthaaring large wind learning vocabulary is impossible Vocabulary in the most crociale of language as provides meming to the langue el Fries (1959) al emphasizes the importance of vocabulary in language learning, stating that matting a language equates to mastering its vocabulary. Therefors, students who posares a broad vocabulary are more likely to excel in language acquisition compared to their peers with limited vocabulary. Is other wonds, to effectively master a foreign language, one mast prioritize the mattery of its vocabulary. Based on the explanation above,From the explanation

above, it can be concluded that in the era of globalization, trachers are tasked with preparing students to becouse international citizens by teaching English as an international language Mastering English will enhance communication skills in listening, speaking, reading and writing Vocabulary is crucial to language skills because it gives meaning to the language incl. Students who have an extensive vocabulary tend to excel in language acquisition. Teachers have a shuty to help students become global citizens, and teaching English as a forxiga language is a useful tool to do so. Learning new words is essential for proficiency in reading, writing, speaking, and listening, and understanding the context of sentences can expand vocabulary form (phonology, great) They vocabulary is tought, duding 1) lowners of students in developing ille, mily speaking, 2) leamers or students will have every 3) learners of students and researchers ses that vocabulary is very important in Sengege Learning Learners assume that many of their difficulties in wing reseptis and productive language skills are caused by a lack of vocabulary (Nation, 1990:2-3)

Vocabulary acquisition in English language skills is an important part of teaching English as a foreign language. Vocabulary is an important part of all languages in which learners or students must continue to learn words while they are also

learning grammar/structure and pronunciation (Allen & Vallete, 1977:149) This means that vocabulary is the initial stage to be taught before teaching other aspects of language (Subiyati, 1992:18)

Brewer argues that vocabulary recognition in children has several benefits, including the following

a. Vocabulary aids the youngster in describing the features of the moment and place where they are.

b. Vocabulary helps student communicate well and are well-liked by others.

e. Vocabulary helps the student to ask questions and try to guess what he wants or is curious about.

d. Vocabulary helps the students communicate his ideas, emotions, knowledge, and everything of himself to others.

Therefore, it can be said that vocabulary is crucial for learning other languages and is a determining factor in developing language skills and vocabulary is the main capital in expressing ideas in the mind both orally and in writing.

2. Type of vocabulary

The types of vocabulary can be categorized hused on spoken and written vocabulary. Children start vocabulary-building

through listening and speaking even before writing and reading. Every type of vocabulary has a different aim and purpose. However, the development of one type of vocabulary facilitates another.

a. Listening Vocabulary

Listening vocabulary comprises words that we understand through hearing. A fetus may star recognizing some words when in the womb. Learning new words is a continuous process, and by the time you reach adulthood, almost fifty thousand words are understood and recognized by you. Deaf people can be exposed to visual listening vocabulary for learning.

b. Speaking Vocabulary

Speaking vocabulary consists of words that we actually speak. It has horizon of around 5000 to 10000 words. These are used for giving instructions and conversations. The numbers of words in this category are comperatively lesser than the listening vocabulary.

c. Reading Vocabulary

The major ingredient of vocabulary building is reading. Reading grows and develops your vocabulary. The words we

get to learn while reading a text are termed as reading vocabulary. It may happen that we understand words through reading vocabulary even if we don't use it in speaking vocabulary.

d. Writing Vocabulary

Words we recoup while expressing ourselves through writing are termed as writing vocabulary. Writing vocabulary is normally influenced by the words we are able to spell. We find it easy to express verbally, through facial expression, or intonation, but writing vocabulary depends upon our expertise in vocabulary.

E. Vocabulary Acquisition

Noam Chomsky argues that English vocabulary acquisition is rooted in the concepts of Universal Grammar (UG) and Language Acquisition Device (LAD), which assert that humans are born with an innate ability to learn languages. According to Chomsky, Universal Grammar includes grammatical rules and structures that apply to all languages, allowing children to understand and organize vocabulary based on patterns they encounter. LAD serves as a tool that facilitates the language learning process by allowing children to identify patterns in the language input they receive, so that they can

accumulate new vocabulary by analyzing its context and use in sentences without explicit instruction.

Quality linguistic input is crucial in vocabulary acquisition; children learn new words through rich and varied exposure to everyday conversations, storybooks and other media. In this context, the influence of the environment is huge, as children who are exposed to a variety of language contexts will absorb new vocabulary more quickly. Chomsky emphasizes that children do not only learn through imitation, but also through an active process where they construct their own understanding based on direct experience. They learn to associate the meaning of words with objects or concepts in the real world, which helps strengthen their memory and understanding of the vocabulary.

Stephen Krashen's theory of language acquisition can explain how this process takes place. Krashen proposes the Input Hypothesis, which states that second language acquisition occurs naturally when children are exposed to comprehensible input. This input must be slightly above the child's current level of language ability, which he refers to as "i+1." Through exposure to YouTube content, children can hear and see English being used in a variety of interesting contexts, such as songs, stories or educational videos. If this content is comprehensible to the child (even if some of it is not yet fully

mastered), they will continue to learn and enrich their understanding of English.

Krashen also emphasizes the difference between acquisition and learning. According to him, acquisition is a natural and unconscious process that occurs through repeated exposure to language used in a meaningful way, while learning is a conscious process that involves grammar rules. YouTube, with its engaging content and less focus on formal grammar rules, serves more as a tool to support acquisition, where children learn language unconsciously through natural contexts. For example, children who watch English cartoons regularly may not learn grammar rules explicitly, but they begin to understand sentence structure, colloquial expressions, and intonation through repeated absorption of the input provided.

However, Krashen also underscores the importance of the Affective Filter Hypothesis, which states that emotional factors such as motivation, confidence, and anxiety affect how effectively one can acquire a language. In this regard, YouTube can be very supportive, as children tend to be more relaxed and motivated when learning through videos that they find enjoyable. Children who enjoy cartoons, songs or stories tend to have a low affective filter, which allows them to absorb new languages more easily. However, Krashen also emphasizes the importance of two-way interactions, such as in real conversations, to

enrich the language learning experience. So, while YouTube can be an effective tool in providing comprehensible input, direct interaction with others is still important to maximize the language acquisition process in accordance with Krashen's theory.

Vocabulary acquisition in 3-year-olds is an exciting stage of development, especially as they begin to move from learning basic words to understanding more complex language structures. At this age, their vocabulary expands rapidly, and they begin to combine words to form short sentences.

1. Typical Vocabulary Growth at 3 Years of Age

   a) Total Vocabulary: By the age of 3, children typically know between 200 and 1,000 words. This range can vary significantly depending on the child's environment, language exposure and individual development.

   b) Word Combinations: At this stage, children begin to use two- to three-word sentences (e.g., "want a cookie" or "go outside"). As their vocabulary grows, they begin to use more complex sentence structures with four or more words, including verbs, adjectives, and simple prepositions (e.g., "I want a big ball").

2. Factors Affecting Vocabulary Acquisition

a) Interaction with Parents: The amount and quality of interaction with caregivers plays a role in vocabulary growth. Children who are spoken to frequently, read to regularly, and engaged in conversation develop a larger vocabulary.

b) Socioeconomic Factors: Research shows that children from higher socioeconomic backgrounds tend to hear more words each day compared to those from lower socioeconomic environments. This difference in exposure (often referred to as the 30-million-word gap) can affect vocabulary size and language development.

c) Bilingualism: If a 3-year-old grows up in a bilingual environment, vocabulary acquisition may seem slower in one language, but they build vocabulary in two languages simultaneously. Over time, bilingual children can often master both languages.

3. Types of Words Acquired

a) Nouns: By age 3, nouns (names of objects, people, and animals) form the largest part of a child's vocabulary. Common examples include "dog," "ball," "mom," "car," and "apple."

b) Vocabulary: Action words such as "run," "eat," and "sleep" become more frequently used when children describe activities.

c) Adjectives and Adverb: Descriptive words like "big," "fast," and "red" are used to describe objects or actions.

d) Social Words: Simple sayings and polite expressions such as "hello," "bye," and "please" are part of the 3-year-old's vocabulary.

4. The Role of Context

a) Contextual Learning: Children at this age learn vocabulary in context. For example, 3-year-olds are more likely to learn the word "apple" when they see, touch and taste an apple during a meal, rather than from isolated word practice.

b) Repetition: Repetition plays an important role in strengthening vocabulary. Hearing words repeatedly in different contexts (for example, during play, meals, or bedtime routines) helps children retain and use them.

5. Strategis to Improve Vocabulary Acquisition in 3-Year-Olds

a) Read a Book: One of the most effective ways to enrich vocabulary is by reading books. Picture books with simple text introduce new words in context, and repeated reading of familiar stories reinforces the meaning of the words.

b) Engage in Conversation: Engaging children in conversation, even if they use limited language, encourages them to try new words. Caregivers can expand on what the child says (for example, if the child says "car," the parent can reply, "Yes, the red car moves fast").

c) Songs and Rhymes: Songs, nursery rhymes and finger plays are fun ways to introduce new words. The rhythm and repetition in songs help children remember vocabulary more easily.

d) Play-Based Learning: Children learn best through play, so introducing new words during play (e.g., naming toys, describing actions, or role-playing) helps make vocabulary learning fun and natural.

e) Labeling Objects: Pointing to and naming objects in the child's environment helps associate words with real things. For example, when dressing, parents can say, "Here are your shoes. Let's put on socks.

6. Research on Vocabulary Acquisition in 3-Year-Olds

a) Fast Mapping: By the age of 3, children show an ability called (fast mapping), where they can learn a word after only a few hearings. This fast learning helps explain the significant vocabulary growth around this age.

b) Word Gap Research: Studies show that children who are exposed to more complex and varied language (not just direct commands) have stronger vocabulary development. For example, children who are engaged in dialog with open-ended questions and given the opportunity to explain or describe something show greater language growth.

7. Challenges in Vocabulary Development

a) Late Talkers: Some 3-year-olds may have speech delays and may not reach expected vocabulary development milestones. These children may eventually catch up, but it is important for parents and caregivers to provide rich language experiences.

b) Hearing and Language Disorders: If a child's vocabulary growth appears to be severely lagging, this could be an indication of a hearing problem or language disorder such as expressive language delay. Early intervention is essential in these cases.

2.6   Theoretical Framework

English is a language known as a lingua franca or international language that is used by almost everyone. English is also known as an important subject and course in schools and universities in almost all

countries, including Indonesia. In addition, having the ability to communicate in English can also open up opportunities to see the world more widely and networking in continuing a better education. For this reason, stimulating and practicing English language skills needs to be done early (Putri & Muryanti, 2020).

English is very important to learn early, because in the first year, generally most children have mastered the ability to say a few words. At the age of 18 months, most children can pronounce 8 to 10 words, at the age of 2 years the child is also already involved in representational or imitative play and at the age of 3, 4 and 5 years more vocabulary increases rapidly and he begins to master many rules in the language, parents or caregivers play an active role in introducing English to their children from an early age, of course the material needs to be packaged in such a way that children are interested in learning it, for example by giving children English learning games, maybe without realizing it while playing, children have entered the learning process. In this study, the researcher will use a case study as the research methodology will provide an in-depth picture of the English learning process in the home environment.