



English pronunciation by 3 years old 6 months child influenced by YouTube channel Coco Melon

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Abstract. Pronunciation is one of the most important part in listening, and speaking. The aims of this research were to find out the phonemes can be pronounced by 3 years old 6 months child. The data for this research was taken from the child from Jl. Mbak Likek, Desa Tarik, Sidoarjo Regency, East Java. The first 3 years old 6 months child is Bilqis. This research was applied descriptive qualitative method. The techniques for collecting the data were observation, the observation conducted for time of three month. Based on the observation, Bilqis phonemes produced 17 consonants [p, b, t, d, s, h, m, n, l, g, ŋ, w, j, ð, f, k, r], 6 short vowels [ɪ, ε, æ, ɒ, ʌ, ʊ], 4 long vowels [i:], [ɑ:], [ɔ:], [u:], and 5 diphthongs [eɪ, aɪ, ɔɪ, əʊ, aʊ]. Furthermore, the child has pronounced most of consonants such as: bilabial consonants [p], [b], [m], labiodental [f], [v], alveolar consonants [t], [d], [s], [z], [n], [l], retroflex consonant [r], palato-alveolar consonant [tʃ], velar consonant [k], [g], [ŋ], labio-velar consonant [w] and glottal consonant [h]. As a result, the child is affected by the movie. Because of the appealing animated characters and the song's rhythm, which is well-known and simple for children to recall, this film format is generally popular with children. Parents should think about how watching cartoon films on Cocomelon's YouTube channel can expose their children to new English vocabulary

Keywords: *Pronunciation, Consonants, Vowel Sounds, and Diphthongs.*

INTRODUCTION

Phonetics is the science of sound production that has various functions based on the purpose of the research itself (Ladfoged, 2001: 155). Based on this statement, phonetics is the science of how sounds are produced and perceived by speech organs. Learn about sound differences without analyzing the meaning of sounds, and learn about segmental sciences such as vowels and consonants. In English, different letters can represent the same sound, or a single letter might represent several sounds. The term "pronunciation" refers to how something sounds when it is uttered, with a focus primarily on the noises that the listener makes (Mahadina, 2015). Pronunciation is one of the most important part in listening, and speaking. In children, it is expected that way able to speak accurately and fluently. In order to be understood by others, and can pay attention to the pronunciation (Pariyanto & Pradipta, 2019). Sometimes, parents let their children express

themselves out there in general, and there are those whose children are quite silent at their parent's homes while watching television or social media such as YouTube. YouTube is one of the most used applications used by children (Neumann & Herodotou, 2020). YouTube developed the YouTube Kids Channel, where parents can restrict their children's searches, to make the viewing experience safer for them (Mullick et al., 2018). Children's-oriented programming can be found on the YouTube Kids channel. To help viewers learn how to remember events over a long period of time, YouTube uses both sights and sounds. One of the YouTube Kids programs that incorporates learning for young children is Cocomelon Nursery Rhymes. This is where the child begins to acquire sound through the medium of Coco Melon. However, most people communicate with young children who are in the learning stage of speaking Indonesian and combine it with English in children aged 3 years and 6 months, and they also follow what they hear from the surrounding people, like their neighbors. Based on the explanation above, in a published journal, there were also some previous studies that are still related to this topic. The first one is "*Analysis of Sundanese English Pronunciation on Fricatives Sound*" from Fakhri Fauzi (2014). In that research, the researcher focuses on a freshman student who has a Sundanese cultural background to know their accuracy in pronouncing some fricative words. The second one found is "*The Value of Phonetics and Pronunciation Teaching for Advanced Learners of English*" from Gwen Brekelmans (2017). The researcher focused on the effects of explicit pronunciation and phonetics teaching on the English speech production of advanced Dutch learners of English. Another published journal found is "*English Pronunciation Based on The Phonetic Transcription Application (Study of ToPhonetics.App)*" from Faidah Yusuf (2019). She found that are ten students, to look for the phonetics transcription by using tophonetics tools and to read the text of phonetics transcription. The next a study from Putri Puspa (2022) in this study published in the Journal of English Teaching and Applied Linguistics entitled "*The Use of The Coco Melon YouTube Channel as a Medium for Introducing Children's English Vocabulary*". The result shows that using Coco melon's YouTube channel can affect the addition of new vocabulary for children. Anabela and Angélica (2020) "*Second language perception of English Vowels by Portuguese learners: the effect of stimulus type*". The researcher focused on the effect of stimulus type on L2 English Vowel perception and it also examined the relation between subject factors and L2 learner's performance. Celce - Murcia (2010) that the "*American English language has fourteen vowel sounds*". The results of the research in this article are these vowel sounds can arise in both stressed and unstressed syllables, and they may be categorized into sturdy or susceptible vowels. The last one previous study from María and Nathalia (2019) was published in Revista Actualidades Investigativas en Educacion entitled "*English Vowel sounds: Pronunciation issues and student faculty perceptions*". The study aims examined the students and professor perception in relation to the difficulty of these vowel sounds. The results found that the three most difficult vowels for students were /ɪ/, /æ/, and /ʊ/. The reasons why the researcher examines the need to study English pronunciation is to find out how a child aged 3 years old 6 months pronounced phonology & phonetics skills which include: consonants, vowel sounds, and diphthongs as part of the International Phonetics Alphabet (IPA).

LITERATURE REVIEW

Pronunciation

Pronunciation is the act or method of speaking, a way of saying a word, particularly a way that is generally recognized or understood, and a visual depiction of the way a word is said using a phonetic symbol (Febriana, 2018). That being the case, the researcher has come to the conclusion that pronunciation can be defined as the manner in which you pronounce words or sentences correctly using your voice and can be supported by phonetic symbols.

Phonetics

Phonetics, as defined by Katamba, is the study of the definition of every single sound that a human being is capable of producing. According to Peter Ladefoged (2001: 1), the subject of phonetics is dedicated to describing speech. The researchers can easily determine what phonetic means from all the previously read perspectives. The study of phonetics, which is concerned with spoken sounds and how they are characterized, is a branch of linguistics. These three issues are relevant to phonetics: Auditory phonetics, Acoustic Phonetics and Articulatory Phonetics.

Consonant

Consonant and vowel are the two categories that compose phonemes. Vowels take on their peculiar characteristic from changes in size and shape of the oral cavity as a whole (Wolfram and Johnson; 1981: 27). Three arbitrary divisions along the height and backness dimensions generate a grid that divides the area of the mouth where vowels may be produced. Some places of articulation that include movement of the tongue or lips are according to (Ladefoged, 2001: 223):

1. **Bilabial sounds** (made with two lips). For example: *pie, buy, my* and note how the lips come together for the first sound in each of these words.
2. **Labiodental** (lower lip and upper front teeth). Most people, when saying words such as *fie* and *vie*, raise the lower lip until it nearly touches the upper front teeth.
3. **Dental** (tongue tip or blade and upper front teeth). For example, of words *tnigh, thy*. Some people (most speakers of American English as spoken in the Midwest and on the West Coast) have the tip of the tongue pronounce between the upper and lower front teeth; others (most speakers of British English) have it close behind the upper front teeth.
4. **Alveolar** (tongue tip or blade and the alveolar ridge). Pronounce words such as *tie, die, nigh, sigh, zeal, lie* using the tip of the tongue or the blade of the tongue. For example, some people consonants [s] with the tongue tip tucked behind the lower teeth, producing the constriction at the alveolar ridge with the blade of the tongue; others have the tongue tip up for [s].
5. **Retroflex** (tongue tip and the back of the alveolar ridge). Some speakers begin words such as *rye, row, ray* with retroflex sounds. Speakers who consonants *r* at the ends of words may also have retroflex sounds with the tip of the tongue raised in *ire, hour, air*.
6. **Palato-Alveolar** (tongue blade and the back of the alveolar ridge). During the consonants, the tip of your tongue may be down behind the lower front teeth or up near the alveolar ridge, but the blade of the tongue is always close to the back part of the

alveolar ridge. Because these sounds are made farther back in the mouth than those in *sigh*, *sea*, *sew*, they can also be called **post-alveolar**.

7. **Palatal** (front of the tongue and hard palate). For example, of words *you* very slowly so that you can isolate the consonant at the beginning.
8. **Velar** (back of the tongue and soft palate). The consonants that have the place of articulation farthest back in English are those that occur at the end of *hack*, *hag*, *hang*. In all these sounds, the back of the tongue is raised so that it touches the velum.

Vowel Sounds

Vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips. Based on the data source

<https://www.phon.ucl.ac.uk/home/wells/phoneticsymbolsforenglish.htm> There are /ɪ/, /ε/, /æ/, /ɒ/, /ʌ/, /ʊ/ and /i:/, /ɑ:/, /ɔ:/, /u:/ and /ə:/. For example:

Vowels	Words	Phonetics Transcription
ɪ	kit, bid, hymn, minute	[kɪt] [bɪd] [hɪm] [ˈmɪnɪt]
ε	dress, bed, head, many	[drɛs] [bɛd] [hɛd] [ˈmeni]
æ	Trap, bad	[træp] [bæd]
ɒ	lot, odd, wash	[lɒt] [ɒd] [wɒʃ]
ʌ	Mud, love, blood, strut	[mʌd] [lʌv] [blʌd] [strʌt]
ʊ	foot, good, put	[fʊt] [gʊd] [pʊt]
i:	fleece, sea, machine	[fli:s] [si:] [məˈʃi:n]
ɑ:	Start	[stɑ:t]
ɔ:	thought, law, north, war	[θɔ:t] [lɔ:] [nɔ:θ] [wɔ:]
u:	Goose, group	[gu:s] [gru:p]
ə:	nurse, stir, learn, refer	[nɜ:s] [stɜ:] [lɜ:n] [rɪˈfɜ:]

Table 1. Vowel Sound 1

Diphthongs

Diphthongs are like the long vowels described above consonants and does not glide is called a pure vowel, and one of the most common pronunciation mistakes that result in a learner of English having a “foreign” accent is the production of pure vowels where a diphthong should be pronounced. They were /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/, /ɪə/, /ʊə/.

Based on the data source

<https://www.phon.ucl.ac.uk/home/wells/phoneticsymbolsforenglish.htm>

Diphthongs	Words	Phonetics Transcription
eɪ	face, day, break	[feɪs] [deɪ] [breɪk]
ɔɪ	choice, boy	[tʃɔɪs] [bɔɪ]
əʊ	goat, show, no	[gəʊt] [ʃəʊ] [nəʊ]
aʊ	mouth, now	[maʊθ] [naʊ]
aɪ	price, high, try	[praɪs] [haɪ] [traɪ]
ɪə	near, here, weary	[nɪə] [hɪə] [ˈwɪəri]
ʊə	poor, jury, cure	[pʊə] [ˈdʒʊəri] [kjʊə]

Table 2. Diphthongs 2

METHOD

This study is qualitative study with descriptive method. The study was employed qualitative research methods. Data will be collected through an audio recording of Indonesian - English by the child pronouncing English words contained in YouTube channel Coco melon. Bogdan and Taylor (in Moelong, 2006): 4) that qualitative method is used as research procedures that resulted descriptive data containing of spoken and

written words and people behaviour which can be observed. It was qualitative because the researcher observed 3 years old 6 months child, which requires the case study method. A case study is a type of research that examines phenomena in their natural setting. The source of data in this research was taken by the words of the aged 3 years old 6 months the child as the participants to collect data, in Jl. Mbak Likek, Desa Tarik, Sidoarjo Regency, East Java. Her name is Bilqis Azra Zahira Wijaya. In this research, the data collection and procedure were used observation method. Data collection by observation method was carried out on child phonemes production in English language, in which user who directly involved. At the time of observation conducted for time of three month the researcher also recording sound of children when they have communication by showing images or imitating, and asking the child to pronounce the words from media social YouTube to others in their around environment such as with their parents, other family members and taking note her sentences. The research subjects' spoken and taking notes words were used to collect the data for this study. By looking at and writing down the available data, the goals of the subject's talk, collection, and analysis were documented. The procedures of data are analyse based on the following steps:

1. Determine words that would be pronounced
2. Find out the phonemes that produced by child
3. May asking the child to pronounce the words
4. Recording the pronunciation
5. Find out the phoneme that were not produced
6. Transcribing the words

RESULT AND DISCUSSION

This chapter presents findings and discussion in phonemes can be pronounced by the child aged 3 years and 6 months who listens and imitates songs on the Cocomelon Channel and interviews with the child's parents, video content can help stimulate child enthusiasm for language learning in an existing way that is liked by the child, namely through singing, numbers, names of colors, animals, etc. This is a new beginning for the children, influencing their English language and how phonemes can be pronounced.

Phonemes produced by children aged 3 years old 6 months

A. Consonant sound produced by children aged 3 years 6 months

No.	Phonemes	Words	Phonetics Transcription
1.	Consonants [p]	purple, papa, pink	['pa:pəl] [pa'pɑ:] [pɪŋ]
2.	Consonants [b]	balloon, banana, beautiful, baby boss, Bilqis, black, blue	[ba'lu:n] [bə'nɑ:nə] ['biu:təpʊl] ['beɪbi bɒs] [Bilkis] [blæk] [blu:]

3.	Consonants [t]	two, three, ten, that, twinkle, telling, thank	[tu:] [tri:] [ten] [tæt] ['twɪŋkəl] ['telɪŋ] [tæŋk]
4.	Consonants [d]	daddy, door, dog, do	['dædi] [dɔ:l] [dɒg] [du:]
5.	Consonants [s]	strawberry, siter, six, seven, super hero, stars, sugar	['strɔ:bəri] ['sɪstəl] [sɪk] ['sepen] ['su:pə 'hɪərəʊ] [stɑ:l] [sʊgəl]
6.	Consonants [h]	how, here, hay, Hafis	[haʊ] [hɪə] [heɪ] [Hæpɪs]
7.	Consonants [m]	mama, marshmallow, mouth, miss	[mə'mɑ:] [mɑ:s'mæləʊ] [maʊt] [mɪs]
8.	Consonants [n]	no, nine, nice	[nəʊ] [naɪn] [naɪs]
9.	Consonants [l]	little, lala, love, lies	['lɪtl̩] [Lala] [lʌv] [laɪs]
10.	Consonants [g]	green, game	[gri:n] [geɪm]
11.	Consonants [ŋ]	finger, telling, twinkle, pink	['fɪŋgə] ['telɪŋ] ['twɪŋkəl] [pɪŋk]
12.	Consonants [w]	white, want, how, strawberry, where, what, twinkle, wow, wonder, will	[waɪt] [wɒnt] [haʊ] ['strɔ:bəri] [weə] [wɒt] ['twɪŋkəl] [waʊ]

			['wʌndə] [wɪl]
13.	Consonants [j]	yes, you, Jhony, yoyo, yellow	[jɛs] [ju:] [Jhony] ['jəʊjəʊ] ['jeləʊ]
14.	Consonants [ð]	Father	['fɑ:ðə]
15.	Consonants [f]	father, fire, five	['fɑ:ðə] ['faɪə] [faɪv]
16.	Consonants [k]	ice cream	[aɪs kri:m]
17.	Retroflex [r]	red, purple, green, sugar, your, strawberry, father, finger, fire, cream, where, wonder, sister, stars, marshmallow, door	[rɛd] ['pɜ:pəl] [grɪ:n] ['fɪŋgə] [jə:] ['strɔ:bəri] ['fɑ:ðə] ['fɪŋgə] ['faɪə] [kri:m] [weə] ['wʌndə] ['sɪstə] [stɑ:z] [mɑ:s 'mæləʊ] [dɔ:]

Table 3. The Consonants produced by Bilqis 3 Years Old 6 Months

B. Vowel sounds produced by children aged 3 years old 6 months

Short vowel sounds produced by children aged 3 years old 6 months

No.	Vowel Sounds	Words	Phonetics Transcription
1.	[ɪ]	Cindi, little, white, I am, lies, nine, nice, game, sister, six, hero, here, hay, miss, will	[Cɪndi] ['lɪtl] [waɪt] [aɪ æm] [laɪs] [naɪn] [naɪs] [geɪm] ['sɪstə] [sɪks] ['hɪərəʊ] [hɪə]

			[heɪ] [mɪs] [wɪl]
2.	[ɛ]	Teguh, yes, red, yellow, hore, oke, ten, telling, seven, hay	[ˈTeguh] [jɛs] [rɛd] [ˈjɛləʊ] [hore] [ˈəʊˈkeɪ] [tɛn] [ˈtɛlɪŋ] [ˈsevn] [heɪ]
3.	[æ]	I am, cat, black, daddy	[aɪ æm] [kæt] [blæk] [ˈdædi]
4.	[ɒ]	boss, dog, want, what	[bɒs] [dɒg] [wɒn] [wɒt]
5.	[ʌ]	love, wonder	[lʌv] [ˈwʌndə]
6.	[ʊ]	beautiful, sugar, hero, how, mouth, no, wow	[ˈbi:ʊtəfʊl] [sʊgə] [ˈhɪərəʊ] [haʊ] [maʊt] [nəʊ] [waʊ]

Table 4. The Short Vowel Sounds produced by Bilqis

There were several long vowels that have already been acquired by the child in this study, such as [i:], [ɑ:], [ɔ:], and [u:].

No.	Vowel Sounds	Words	Phonetics Transcription
1.	[i:]	three, green	[tri:] [ɡri:n]
2.	[ɑ:]	stars, mama, banana	[stɑ:s] [məˈmɑ:] [bəˈnɑ:nə]
3.	[ɔ:]	door, strawberry	[dɔ:] [ˈstɹɔ:bəri]
4.	[u:]	blue, balloon, two, do, super, beautiful	[blu:] [bəˈlu:n] [tu:]

[du:]
['su:pə]
['biu:təpəl]

Table 5. The Long Vowel Sounds produced by Bilqis

C. Diphthongs

The last part of vowels acquired by the child is a diphthong. Diphthongs are commonly said to be the combination of more than one vowel sound that is uttered at the same time. At the ages of three years old and 6 months have already acquired several diphthongs such as [eɪ], [aɪ], [ɔɪ], [əʊ], [aʊ], [ɪə], [ʊə]. From the data that the researcher has already gotten, the use of diphthongs produced by the child is represented as follows:

No.	Diphthongs	Words	Phonetics Transcription
1.	[eɪ]	hay, game, okay, baby	[heɪ] [geɪm] ['əʊ'keɪ] ['beɪbi]
2.	[aɪ]	white, I am, lies, nine, nice	[waɪt] [aɪ æm] [laɪs] [naɪn] [naɪs]
3.	[ɔɪ]	Boy	[bɔɪ]
4.	[əʊ]	yellow, hero	['jeləʊ] 'hɪərəʊ]
5.	[aʊ]	how, wow	[haʊ] [waʊ]
6.	[ɪə]	Here	[hɪə]

Table 6. The Diphthongs produced by Bilqis

DISCUSSION

In summarizing the data above, it can be seen the data (1) from Bilqis Azra Zahira Wijaya's, there are 17 consonants that the child has already mastered such as: bilabial consonants like [p], [b], and [m], alveolar consonants [t], [d], [s], [n], and [l], palatal consonants [j] and velar consonants [g], [k], [ŋ], dental consonants [ð], labiodental [f], labio-velar consonants [w], glottal sound [h], and retroflex [r].

In producing vowels, children may follow a natural process early on to be able to produce vowel sounds. Vowels are usually produced from the rearmost tongue; This means that vocals may be acquired first rather than front vowels. From the data collected by the researcher, in child aged three years and six months. Most vowels are acquired by the child. There are several short vowels, long vowels, as well as diphthongs that have been acquired by this child. After research conducted by the researcher, she found that the child

produced 6 short vowel sounds, of which [ɪ, ɛ, æ, ɒ, ʌ, ʊ], 4 long vowel sounds, [i:], [ɑ:], [ɔ:], [u:], and 5 diphthongs [eɪ, aɪ, ɔɪ, əʊ, aʊ].

Parent interviews revealed that the Cocomelon Channel had a great and beneficial impact on the child's comprehension of English names for things. The terminology provided in the video can be rapidly understood and memorized when the child enjoys watching films on the Cocomelon Channel since, unknowingly, it will be simple for the child to digest when played frequently.

From the example above the researcher found that the discussion of the study shows an indication of similarity with the theory of phonology & phonetics that proposed by Roach (2001). He stated that the process of producing consonants/phonemes is usually determined from the frontness. It means that the process of producing phonemes begin from the bilabial and end with glottal sounds. It is also supported by the theory of phonology & phonetics by Jacobson (1941/1968) that most the child consonants which are articulated correctly by the child are fricatives (f, θ, ð, v, z, ʃ), and stops (p, b, m, t, d, n, k, g, dʒ, tʃ).

CONCLUSION

Having analyzed the data, conclusions can be drawn as the following. The phonemes produced by the first 3 years old 6 months children her name is Bilqis 17 consonants [p, b, t, d, s, h, m, n, l, g, ŋ, w, j, ð, f, k, r], 6 short vowels [ɪ, ɛ, æ, ɒ, ʌ, ʊ], 4 long vowels [i:], [ɑ:], [ɔ:], [u:], and 6 diphthongs [eɪ, aɪ, ɔɪ, əʊ, aʊ, ɪə]. English consonants that are difficult to be pronounced by Bilqis aged 3 years old 6 months are sounds such as: *Fricatives* [f, θ, ð, v, z, ʃ] and *Affricatives* [tʃ], [dʒ]. Because the child's speech organs are still not trained. Furthermore, the children have acquired most of consonants such as: bilabial consonants [p], [b], [m], labiodental [f], [v], alveolar consonants [t], [d], [s], [z], [n], [l], retroflex consonant [r], palato-alveolar consonant [tʃ], velar consonant [k], [g], [ŋ], labio-velar consonant [w] and glottal consonant [h]. As a result, the child is affected by the movie. Because of the appealing animated characters and the song's rhythm, which is well-known and simple for children to recall, this film format is generally popular with children. Parents should think about how watching cartoon films on Cocomelon's YouTube channel can expose their children to new English vocabulary.

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