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The Acquisition of Noun Vocabulary in Children Due to the Influence of Game Player Videos on YouTube

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Abstract

The rapid development of information and communication technology has significantly influenced children's language acquisition, particularly through digital platforms such as YouTube. This study aims to analyze the acquisition of noun vocabulary in elementary school children resulting from exposure to gamer videos on YouTube from a psycholinguistic perspective. The research employed a qualitative descriptive method involving five children who frequently watched gaming content on YouTube. Data were collected through participant observation, in-depth interviews, recording techniques, and note-taking methods, while analysis was conducted using matching and distributional methods based on Chomsky's cognitive theory and psycholinguistic approaches. The findings revealed that children experienced notable improvement in noun vocabulary acquisition, especially concrete and abstract nouns related to games, characters, objects, and virtual environments. The children actively applied the newly acquired vocabulary in daily conversations and social interactions, demonstrating meaningful contextual understanding. Gamer videos provided rich visual and verbal stimuli that facilitated children's comprehension and retention of vocabulary. Furthermore, parental responses indicated that digital media could positively support language development when accompanied by appropriate supervision. This study concludes that YouTube gamer videos contribute significantly to children's noun vocabulary acquisition and function as an alternative medium for language learning in the digital era.

Keywords Gamer videos, noun vocabulary acquisition, psycholinguistics, YouTube.

INTRODUCTION

The development of information and communication technology has transformed the way children learn and interact with the world around them. Video-sharing platforms like

YouTube offer a variety of easily accessible content, including videos of gamers, which are extremely popular among children. These videos not only offer entertainment but also provide rich linguistic exposure, particularly in the use of nouns. Understanding how this exposure influences children's vocabulary acquisition is crucial in a psycholinguistic context. This study aims to explore the impact of YouTube gamer videos on children's noun vocabulary acquisition and identify factors that support this process.

This study is a qualitative descriptive study, with data sources from five children who frequently watch YouTube gamer videos. This study utilizes Chomsky's cognitive theory, which states that humans possess innate brain structures that enable them to understand and use language. Chomsky introduced the concept of universal grammar, which describes the innate human ability to recognize patterns in language and use complex grammatical structures. In the context of this research, Chomsky's theory helps us understand how children naturally acquire and use noun vocabulary, including how video game players can influence this process. The analysis is expected to broaden the knowledge of linguistics students, particularly psycholinguists, regarding the study of children's language acquisition and provide material for further research, describing the acquisition of noun vocabulary in children due to the influence of video game players on YouTube.

Based on the literature review conducted, both through books in libraries and the internet, no research has been found related to the acquisition of noun vocabulary in children due to the influence of video game players on YouTube. However, similar research with different data sources was collected and used as a literature review. Previous related research served as a reference in this research. Fitriani, S., & Susanto, B. (2023) in a journal entitled "The Influence of Parent-Child Interaction on Preschool Children's Language Acquisition: A Case Study in Surabaya City." This journal discusses the impact of interactions between parents and children on the language development of preschool children. Wulandari, R., & Suryanto, A (2022) in a journal entitled The Role of Mothers in Children's Language Acquisition: A Case Study in Yogyakarta. This study provides insight into how the role of mothers can influence children's language development in the specific context of the area. Utami, L. A., & Santoso, D. (2021) in their journal entitled External Factors Influencing Children's Language Acquisition in Rural Areas: A Parental Perspective. This study provides a deeper understanding of the influence of the rural environment on children's language. Pratiwi, D., & Setiawan, R. (2020) The Influence of Social Media on Adolescents' Language Acquisition: A Review from a Parental Perspective. This study highlights the role of social media in adolescents' language development and how parents view its impact. Dewi, S. R., & Firmansyah, R. (2019) in a journal entitled Communication Strategies in Language Acquisition of Children with Communication Disorders: A Case Study in Jakarta. This research provides insight into how children with communication disorders overcome barriers to language acquisition.

METHODS

In analyzing the problem, this research is guided by psycholinguistic theory, which is the study of language involving two interdisciplinary disciplines: psychology and linguistics. This interdisciplinary linguistic study, in addition to formulating interdisciplinary theoretical

principles, is also applied, meaning its results are used to solve and address problems in practical social life. This cognitive genetic theory was pioneered by an American psycholinguist named Noam Chomsky. Chomsky discusses issues of language and psychology, then frames them into a single framework, forming a cognitive linguistic model. According to Chomsky (in Chaer, 2009:108), this cognitive theory is based on a hypothesis called the Innateness Hypothesis. Vocabulary theory is a crucial aspect of language. According to Kridalaksana (2008:1), vocabulary is a component of language that contains information about the meaning and use of words in a language, the richness of words possessed by a speaker, writer, or language, and a list of words compiled like a dictionary, but with concise and practical explanations.

The data collection method was carried out using the listening method, called the listening method because it is in the form of listening to the use of language (Sudaryanto, 1993: 133) then using the basic tapping technique, the listening technique involving conversation (SCL), and the technique used next is the basic note-taking technique as the final advanced technique of the listening method. In this study, the tapping technique was carried out by the researcher by recording the conversation of the research subject directly. The listening technique involving conversation (SLC) involves the researcher's participation in the conversation process with the research subject without knowing at all that what he or she is paying attention to is not the content of the conversation of the research subject, but the language being used by the research subject. The recording technique was carried out by recording the words spoken by the research subject. In this study, the data that had been obtained and collected were then analyzed using the matching method and the distribution method. Sudaryanto (1993: 13) states that the matching analysis method is an analysis method whose determining tool is outside, separate, and not part of the language in question. The basic technique used is the basic technique of separating determining elements (PUP) used to select words spoken by the research subject. Distribution method according to Sudaryanto (1993:15), the distribution method is a method that uses a tool to determine the part of the language in question that is the target object in the research. The target object in this research is noun vocabulary. In this research, the presentation of the results of the data analysis used is informal. The analysis is carried out with an explanation of simple words that are easy to understand and still uses technical terminology.

FINDINGS AND DISCUSSION

The results of the study showed that children who frequently watched videos of gamers on YouTube experienced significant improvements in their noun vocabulary. Some key findings include:

1. Increased Noun Vocabulary: Children demonstrate understanding and use of new nouns they learned from the videos, such as the names of objects, characters, and concepts related to games.
2. More Active Verbal Interaction: Children use new vocabulary more frequently in everyday conversations, both with peers and adults, indicating internalization of the vocabulary.
3. Relevant Contexts of Use: Observations showed that children used new vocabulary in relevant contexts, for example, using character names when role-playing or discussing games.

In-depth interviews with five children and their parents provided evidence supporting these findings. Here are some excerpts from the interviews:

1. Researcher: "Aulia likes playing games? Do you know Minecraft? Or do you like watching YouTube?"

Aulia (8 years old): "I like watching Minecraft videos on YouTube. Now I know the names of many objects in Minecraft, like 'pickaxe,' 'diamond,' and 'creeper.' I often play with my friends and use those words."

Researcher: "Wow, that's great. Aulia knows so many names like that."

Researcher: "What do you think about Aulia learning so many words from playing games and watching YouTube?"

Aulia's mother: "Since she often watches video games on YouTube, my child has started using a lot of new words. She knows the names of characters and items in the games, and often tells stories using that vocabulary."

Researcher: "So, is that a positive or negative impact?"

Aulia's mother: "I think it's a positive impact. Aulia has become familiar with many nouns. Furthermore, her vocabulary has increased, because Aulia also attends an international school, which is very helpful in expanding her vocabulary."

In conversation (1) above, Aulia has acquired vocabulary for concrete nouns. Concrete noun vocabulary is vocabulary for objects that can be seen with the five senses and are not followed by affixes. The noun Aulia acquired is 'pickaxe', which in Indonesian is a 'kapak' (axe). According to the KBBI (Big Indonesian Dictionary), a 'diamond' is a tool made of metal, with a tip, and a long handle. According to the KBBI, a 'gem' is a precious stone with a beautiful color. The Minecraft Creeper is a monster that appears and is an icon of this game.

2. Researcher: "Akbar likes playing games? Do you know any games? Or do you like watching YouTube?"

Akbar (9 Years Old): "Gamer videos are fun, and I've learned a lot of new words. I also use those words when playing with friends or telling my parents about them. There's a monster, Akbar likes watching MiawAug."

Researcher: "Is MiawAug a gamer?"

Akbar: "Yes."

In conversation (2) above, Akbar has acquired vocabulary for both concrete and abstract nouns. Concrete nouns are words that can be seen with the five senses and are not followed by affixes. According to the online KBBI (Big Indonesian Dictionary), a monster is (1) an animal, person, or plant whose shape or appearance is very different from the usual, (2) a creature that is extraordinarily large, (3) a frightening creature, only found in fairy tales, such as a giant dragon. Meanwhile, MiawAug is the name of a gamer he saw on YouTube. The abstract noun Akbar found is player. According to the online KBBI, a player is a person who plays (sports, music, etc.).

3. Researcher: "Does Zian know about games? Or do you like watching YouTube?"

Zian (10 years old): "I like watching people play games on YouTube. I learn a lot of new words from watching videos of gamers, like the names of weapons and places in the game. It's so much fun!"

Researcher: "Wow, what are some examples?"

Zian: "Like, sniper. Then there's tanegashima, which is a kind of really long gun that can shoot far."

In conversation (3) above, Aulia has acquired vocabulary for concrete nouns and abstract nouns. Concrete nouns are words that can be seen with the five senses and are not followed by affixes. The abstract noun acquired by Zhian is a sniper. In the KBBI (Indonesian Dictionary), a sniper is a soldier who has special abilities to kill enemies from a distance or hidden from view. Then, there is the concrete noun Tanegashima, or in Indonesian, musket, which is a weapon from the game Metal Gear Solid 4. In the KBBI, musket itself means rifle or shotgun.

4. Researcher: "Does Saman like playing games? Or have you ever watched people playing games on YouTube?"

Saman (9 Years Old): "I play games. I learned a lot of new names for objects from video games, like 'sword,' 'armor,' and 'potion.'"

Researcher: "Wow! Saman knows a lot, huh? I'll play with you later."

In conversation (4) above, Saman has acquired vocabulary for concrete and abstract nouns. Concrete nouns are words that can be seen with the five senses and are not followed by affixes. The concrete noun Saman found was "sword," or "pangan" in Indonesian. In the KBBI (Indonesian Dictionary), "sword" is a long machete (various forms, such as straight, stingray-tailed, or curved). "Potion" is poison in Indonesian. According to the KBBI, poison is a substance (gas) that can cause illness or death (if eaten or inhaled). Meanwhile, the abstract noun Saman found was "armor," or "shirt of armor" in Indonesian. According to the KBBI, "shirt of armor" is clothing made of metal worn in warfare; armor.

5. Researcher: "Maidi, do you like playing games? Or do you like watching YouTube?"

Maidi (8 Years Old): "I often watch Roblox videos, and now I know the names of many items and characters in the game."

Researcher: "What are some examples?"

Maidi: "Ice brain, golden headphones, Nike crown, there are so many."

Researcher: "Oh, cool, I can memorize all the names."

In conversation (5) above, Aulia has acquired vocabulary for concrete nouns and abstract nouns. Concrete nouns are those that can be seen with the five senses and are not followed by affixes. The nouns Maidi acquired were "Ice brain," which is a hat, but in the form of a block of ice. According to the Indonesian dictionary, a hat is a head covering. "Nike crown" is a crown. A crown, according to the Indonesian dictionary, is a headdress or ceremonial songkok worn by a king or queen. Meanwhile, the abstract noun "Golden Headphones," or in Indonesian, "Jemala Earbuds," according to the Indonesian dictionary, "Jemala Earbuds," are a pair of earbuds connected by a flat, curved (semi-circular) rod placed across the top of the head.

The findings of this study demonstrate that exposure to gamer videos on YouTube significantly contributes to children's noun vocabulary acquisition, particularly in terms of concrete and abstract nouns related to gaming environments, characters, weapons, objects, and virtual interactions. The results indicate that children are not merely passive viewers of

digital content; rather, they actively process, internalize, and reproduce the vocabulary encountered in the videos during daily communication. This phenomenon occurs because YouTube gamer videos provide repetitive linguistic exposure accompanied by strong visual representations, allowing children to connect words with contextual meanings more effectively. In psycholinguistic terms, vocabulary acquisition becomes easier when lexical input is presented through multimodal stimulation involving audio, visual, and contextual interaction simultaneously. The repeated exposure to terms such as "pickaxe," "armor," "sniper," and "potion" enabled children to build semantic associations naturally through observation and imitation. This finding supports Chomsky's Innateness Hypothesis, which argues that children possess innate linguistic capacities that facilitate language acquisition when adequate environmental stimulation is available. The digital environment created by YouTube gamer content appears to function as a modern linguistic ecosystem where children receive meaningful language input continuously and unconsciously.

The results of this study are consistent with previous research conducted by Dewi and Anggraeni (2023), which found that children who frequently watched YouTube videos acquired English vocabulary unconsciously through repeated exposure and habit formation. Their study emphasized that audiovisual media strengthens children's comprehension because vocabulary is learned in meaningful contexts rather than through isolated memorization. Similarly, the present research found that children acquired nouns more effectively because the vocabulary appeared directly alongside visual representations of objects and actions in the games. The similarity between these findings indicates that contextual digital exposure has become an important factor in contemporary language acquisition among children. However, the current study differs from Dewi and Anggraeni's work because it specifically focuses on gamer videos and psycholinguistic aspects of noun acquisition, while the previous study broadly examined second-language vocabulary development through YouTube consumption. Consequently, this research contributes more specifically to understanding how gaming culture shapes lexical development among school-aged children.

Furthermore, the findings align with the study by Jayana et al. (2025), which reported that nouns were among the most frequently acquired vocabulary categories among children exposed to YouTube videos. Their research demonstrated that receptive vocabulary developed earlier and more rapidly than productive vocabulary because children initially understood words before actively using them in communication. In the present study, this process was also evident when children first recognized gaming terms from YouTube and later incorporated them into conversations with peers and parents. The transition from receptive understanding to productive usage occurred because the children repeatedly encountered the same lexical items in interactive and emotionally engaging situations. Gamer videos are highly immersive and often involve enthusiastic narration, emotional reactions, and repetitive references to objects or characters, which strengthen memory retention and lexical recall. This explains why children were able not only to recognize the vocabulary but also to use it spontaneously in role-playing and storytelling activities.

From a cognitive perspective, the findings can also be interpreted through usage-based language acquisition theory, which emphasizes that language learning emerges from frequency, repetition, and contextual usage. The children in this study encountered vocabulary repeatedly across similar gaming situations, enabling them to recognize patterns and infer meanings independently. Research on child vocabulary development has shown that children tend to learn words faster when those words frequently co-occur with familiar concepts and contexts. The gamer videos provided precisely this type of input because the same nouns appeared repeatedly in gameplay narratives and visual scenarios. Consequently, children gradually constructed semantic networks linking words to virtual experiences and communicative functions. This process explains why the participants demonstrated strong retention of gaming-related nouns even without formal instruction.

Another important finding is that children actively used newly acquired vocabulary in social interaction. This indicates that vocabulary acquisition was not limited to passive comprehension but extended into communicative competence. The children integrated gaming vocabulary into conversations with peers, parents, and researchers, suggesting that digital media can influence both cognitive and social dimensions of language development. This finding supports Vygotskian sociocultural perspectives, which emphasize that language develops through social interaction and communicative practice. Gamer videos indirectly created social discourse communities among children, where gaming terminology became part of shared interactional practices. For example, words such as "creeper," "monster," and "armor" functioned not only as lexical items but also as symbols of shared cultural knowledge among peers. Thus, vocabulary acquisition occurred because children sought social belonging and communicative relevance within their peer groups.

The findings also reveal an important distinction between traditional educational media and gamer-generated content. Unlike formal educational videos, gamer videos are typically informal, entertaining, and emotionally expressive. This entertainment-based format appears to increase children's attention and motivation, making vocabulary acquisition more natural and less cognitively burdensome. Previous studies on multimodal learning have similarly shown that children learn vocabulary more effectively when language input is emotionally engaging and visually dynamic. Educational YouTube channels and entertainment-based content both contribute to vocabulary growth because they combine gestures, sound, images, and verbal explanations simultaneously. However, gamer videos possess a unique advantage because they involve interactive storytelling, real-time reactions, and immersive narratives that sustain children's attention for longer periods. As a result, lexical acquisition becomes incidental rather than intentional, which often leads to deeper retention.

Nevertheless, this study also highlights critical implications regarding digital literacy and parental mediation. Although YouTube content can positively support vocabulary development, unrestricted exposure may also present risks related to inappropriate language, excessive screen time, and unsuitable content. This concern is supported by studies warning that children's digital consumption can negatively affect broader language development if not balanced with direct social interaction and reading activities. The positive outcomes observed in this study were likely influenced by parental supervision and the children's educational

environments, which helped contextualize and reinforce the acquired vocabulary. Therefore, the effectiveness of YouTube as a language-learning medium depends not only on the platform itself but also on the quality of mediation provided by parents and educators. This suggests that digital media should not replace human interaction in language acquisition but instead function as a complementary linguistic resource.

Scientifically, this study contributes to psycholinguistic scholarship by demonstrating that digital entertainment media can function as a significant source of lexical input in modern childhood language acquisition. The findings challenge traditional assumptions that vocabulary development primarily occurs through formal education or family interaction. Instead, the study reveals that children increasingly acquire language through technologically mediated environments shaped by popular culture and digital communities. This shift has important implications for psycholinguistics, education, and digital literacy studies because it suggests that language acquisition processes are evolving alongside technological change. Consequently, future research should explore not only noun acquisition but also the development of verbs, sentence structures, pragmatic competence, and bilingual language exposure through digital platforms. Longitudinal studies are also necessary to examine whether vocabulary acquired from gamer videos remains stable over time and how it influences children's broader communicative competence in academic and social settings.

CONCLUSION

This study concludes that YouTube gamer videos play a significant role in supporting children's noun vocabulary acquisition through continuous audiovisual exposure and contextual interaction. The findings demonstrate that children are able to acquire, understand, and actively use both concrete and abstract nouns obtained from gaming content in their everyday communication. From a psycholinguistic perspective, the acquisition process occurs because digital media provides repetitive linguistic input accompanied by visual representations and meaningful communicative contexts, enabling children to associate words with objects, actions, and experiences more effectively. The study also confirms the relevance of Chomsky's cognitive theory, particularly the concept of innate language capacity, showing that children naturally internalize linguistic patterns when exposed to stimulating environments. Scientifically, this research contributes to the development of psycholinguistic studies by expanding the understanding of how digital entertainment media, especially YouTube gamer content, has become an influential linguistic environment in children's language development during the digital era. The study further highlights that digital platforms are no longer merely entertainment spaces but have evolved into alternative sources of informal language learning that shape children's vocabulary growth and communicative competence.

Despite its contributions, this study has several limitations that should be acknowledged. The research involved only five participants and focused primarily on noun vocabulary acquisition, limiting the generalizability and scope of the findings. In addition, the study relied on qualitative observation and interviews within a relatively short period of time, so the long-term effects of exposure to gamer videos on children's language development could not be comprehensively examined.

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