

The Influence of Cartoon Films on Linguistic Growth in Early Childhood: A Psycholinguistic Study

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Abstract-The cartoon *Dora the Explorer* is a work that combines bilingual elements, where Indonesian, English, and French are used simultaneously to support children's language learning. This study aims to examine the influence of cartoons on linguistic growth in children aged 2-6 years using a psycholinguistic approach. Psycholinguistics was used to study the development of children's linguistic growth after watching the cartoon *Dora the Explorer*, with a focus on the processes of language comprehension and production that occur within them. Cartoons often feature engaging visual elements and simple dialogue, making them an effective medium for introducing language to children. Through an analysis of the interaction between film content and children's cognitive development, the study explores how elements such as characters, stories, and phrase repetition can enhance speaking, listening, and linguistic understanding skills. Using observational methods and interviews, data were collected from children who regularly watch cartoons and their caregivers. The study indicates that *Dora the Explorer* encompasses various aspects of linguistic growth and social interaction. Additionally, results show that children exposed to cartoons acquire new vocabulary significantly faster and demonstrate improved communication abilities. These findings highlight the importance of selecting appropriate media to support early language learning processes and provide recommendations for parents and educators to utilize cartoons as effective learning tools.

Keywords: Cartoon Film Influence, Early Childhood, Educational Media, Language Learning.

I. INTRODUCTION

The development of language in early childhood is a crucial aspect of shaping children's communication and cognitive abilities (Zuhrufia, 2023); (Suryanti et al., 2023); (Karuru et al., 2023); (Jefriyanto Saud et al., 2023); (Saud et al., 2024); & (Merizawati et al., 2023). Research indicates that language undergoes rapid development during the early years of life, influenced by various factors (Asfar et al., 2024).

One factor that has gained increasing attention is visual media, particularly cartoons, which are often presented to children from an early age (Bagea et al., 2023). This study aims to explore the impact of cartoons on linguistic growth in early childhood from a psycholinguistic perspective. This research aims to develop psycholinguistic theory by examining the influence of cartoons as both a visual and verbal medium on children's cognitive language

processing. Specifically, the study will explore the impact of cartoons on children's ability to understand, produce, and retain language, as well as how the visual and narrative elements of cartoons can either support or hinder these cognitive processes.

The research also assess the extent to which cartoons strengthen the relationship between words, meanings, and context in language acquisition. Additionally, it identify differences in language processing between children exposed to cartoons and those not exposed. In this way, the study aims to provide deeper insights into the cognitive processes involved in language learning through cartoons. The results of this research are expected to offer practical recommendations for educators and parents on how to effectively utilize cartoons as a language learning tool. Furthermore, the study seeks to enrich psycholinguistic theory related to language acquisition through visual media, and provide actionable suggestions for enhancing the effectiveness of language teaching in both formal and informal educational settings.

Cartoons, which have long been a staple of children's entertainment (Fathul Munir, 2019); (Riyanti et al., 2022); (Oktavia et al., 2022); & (Susanty et al., 2024), have significant potential to support language development, although their effects are not yet fully understood. With rich language usage, engaging characters, and easy-to-follow storylines, cartoons can serve as effective tools for introducing new vocabulary, sentence structures, and social contexts to children. Various studies suggest that exposure to this visual media can enhance language learning in enjoyable and interactive ways (Anderson et al., 2005; Linebarger et al., 2005).

Linguistic growth is a natural process through which children learn to understand and use language by interacting with their environment. In early childhood, especially between the ages of 2 and 6, linguistic growth plays a crucial role in a child's development. During this stage, a child's language abilities grow rapidly, marked by the acquisition of vocabulary, grammar, and communication skills, which are shaped through imitation and interaction with adults (Clark, 2009). Cartoon films, as a common form of visual media accessed by children, can serve as an effective tool in the linguistic growth process. With simple language and easily understood dialogues, cartoons offer engaging linguistic stimulation. Children can learn new vocabulary, grasp

grammar, and recognize various communication contexts through entertaining animated characters and storylines (Gee, 2014).

Psycholinguistic studies provide deep insights into the relationship between language and the mental processes of children. Through psycholinguistics, we understand how a child's brain processes new languages and linguistic information obtained from the environment, including media like cartoons (Bates, et al., 1991). This approach is highly relevant in explaining how young children absorb language and the cognitive factors that influence their acquisition. These three concepts linguistic growth, cartoons, and psycholinguistics are closely related in understanding how young children learn language. At the age of 2 to 6, children are in a critical period of language development, during which stimulation from media such as cartoons can significantly contribute to their language abilities (Clark, 2009). Through a psycholinguistic approach, we can comprehend how the interaction between cognitive factors and media influences the linguistic growth process in children (Bates et al., 1991).

In the context of psycholinguistics, it is important to evaluate how cartoons can influence fundamental language skills, such as vocabulary comprehension, sentence formation, and language use in social contexts. Research by (Susanty et al., 2024) & (Bagea et al., 2023) shows that well-designed films can provide rich and varied language models, allowing children to imitate and practice language in relevant contexts. However, there are concerns regarding the potential negative impacts of excessive media exposure, which may disrupt social interactions and reduce time spent on more interactive play. Therefore, this study will also consider these aspects and assess the balance between the benefits and risks of using cartoons in language learning. Several studies reveal that cartoons can serve as effective tools in children's language development (Fathul Munir, 2019); (Oktavia et al., 2022); & (Riyanti et al., 2022). Nevertheless, a deeper understanding of the mechanisms and contexts in which these films are used is necessary to maximize their benefits.

However, despite the positive potential of media like cartoons in linguistic growth, excessive exposure can pose risks. Some studies indicate that excessive media consumption may disrupt direct social interactions and diminish the quality of relationships between children and

adults, ultimately affecting their language development (Christakis, 2009). Watching too many cartoons can also reduce time that should be spent on other activities that support cognitive and social development, such as playing or engaging in direct communication. This research aims to investigate how cartoons contribute to linguistic growth, as well as to examine in greater depth the potential risks of excessive media exposure. Using a psycholinguistic approach, this study not only focuses on the benefits but also explores how cartoons can impact children's cognitive abilities in processing language. This understanding is essential for balancing the benefits and risks of media exposure in early childhood and providing recommendations on appropriate media use in the context of children's linguistic growth (Bates et al., 1991).

Several previous studies relevant to this research highlight the importance of visual media in children's language development. Vygotsky's Social Development Theory (1978) emphasizes that social interaction and the environment play a crucial role in linguistic growth, arguing that media like films can create social contexts that support learning. Research by (Hart et al., 1995) found that rich language exposure in early childhood is linked to better language skills later on, indicating that media, including cartoons, can serve as significant sources of language exposure. Additionally, (Berk et al., 2016) explored how visual media enhances children's language comprehension and cognition, discovering that children exposed to educational media experience better language development. (Anderson et al., 2005) also examined the influence of media viewing on language development, finding that children who watch educational programs show greater progress in vocabulary.

Based on a review of previous research, it can be concluded that this study has several fundamental differences, particularly in terms of theoretical focus, methodology, and the type of media analyzed. The primary focus of this research is on the cognitive processes involved in children's language processing, specifically in connecting words with meanings and the linguistic structures contained in cartoons. In contrast, Vygotsky's theory and the research by (Hart et al., 1995) emphasize social interaction and language exposure within the broader social environment, without delving into how children cognitively process language in specific media, such as cartoons. Furthermore, the studies by

(Berk et al., 2016) and (Anderson et al., 2005) focus more on educational media designed to enhance language comprehension and other skills. Cartoons, which are the subject of this psycholinguistic study, often prioritize entertainment and narrative, which are not always explicitly designed for language teaching. The methodology used in this study also differs, as previous research tends to measure the influence of media on linguistic exposure and vocabulary development, while this research emphasizes cognitive processing and the multimodal impact of the visual, auditory, and verbal elements in cartoons on children's language comprehension.

Additionally, research conducted by (Bagea et al., 2023) identified several influences of cartoons on students' language skills development, including improved English comprehension, acquisition of new vocabulary, enhanced listening skills, exposure to culture and context, enjoyable learning experiences, understanding of expressions and emotions, and the development of speaking skills. Research by (Susanty et al., 2024) indicated that exposure to English songs can enhance second language (L2) skills, particularly in improving meaning comprehension, vocabulary acquisition, pronunciation accuracy, listening sharpness, and reading fluency. Furthermore, a study by (Saud et al., 2024) revealed that students' reading abilities in Indonesian, Arabic, and English courses at several universities progressed smoothly and effectively.

Based on previous studies, such as those conducted by (Bagea et al., 2023), (Susanty et al., 2024), and (Saud et al., 2024), it can be concluded that this research identifies a gap. These studies primarily focus on the impact of media on second language learning and literacy development, examining the effects of cartoons, songs, or other media on vocabulary, language comprehension, as well as listening and reading skills. However, these studies do not deeply explore the psycholinguistic cognitive processes that occur when children process language within the context of cartoons. The main gap lies in the differences in theoretical approaches and methodology: research on cartoons emphasizes the multimodal interaction between visual and verbal elements in language processing, while other studies focus more on auditory aspects and second language learning.

Research by (Saud et al., 2023) found that environmental influences can enhance both the quantity and quality of students' English language

skills. (Suryanti et al., 2023) reported that 2-year-old children in *Kampung Baru* were able to express and master vocabulary accurately and in line with their intentions. However, (Irsyadi et al., 2023) identified several challenges, such as difficulties in understanding English subjects, a lack of detailed material exposure, and a tendency towards laziness. Conversely, (Karuru et al., 2023) found a positive correlation between the application of questioning methods and significant improvements in students' critical thinking abilities. Furthermore, research by (Merizawati et al., 2023) showed that students experienced significant improvements in their speaking skills during English language learning, and they felt happy, enthusiastic, and entertained while studying. On the other hand, research by (Sofyan et al., 2024) noted that the expressive language abilities of autistic children were still hindered by factors such as speech fluency, unclear pronunciation, and articulation. These findings highlight the importance of a supportive learning environment and effective teaching methods to address the challenges in linguistic growth.

The gap in this research compared to the studies mentioned above lies in the lack of discussion about the role of cartoons in children's language development. Several previous studies have focused more on the influence of the environment and teaching methods on language abilities, but they have not examined in depth how cartoons, as media that combine visual and verbal elements, can accelerate or support children's language development. These studies have not specifically explored how cartoons can contribute to improving speaking skills, vocabulary comprehension, and children's critical thinking abilities.

Relevant research for this study was conducted by (Muta'allim et al., 2020); (Muta'allim et al., 2021); (Muta'allim, 2022); (Haryono et al., 2023); & (Sofyan et al., 2023), which highlighted the levels of speech, functions, and uses of language in various contexts, such as social interaction, criticism, praise, and commands. These studies contribute to the understanding of language based on its context. Additionally, research (Irsyadi et al., 2022); (Sofyan, Firmansyah, et al., 2022); (Muta'allim et al., 2022); (Akhmad Sofyan et al., 2022); & (Sofyan, Badrudin, et al., 2022) discusses the dynamics of language functions, encompassing linguistic landscapes, speech acts, implicature, and religious moderation. These findings provide

valuable insights into the dynamics of language within social contexts. Meanwhile, research by (Salikin et al., 2021); (Muta'allim et al., 2021); & (Yudistira et al., 2023) focuses on intercultural communication, including phenomena of code-switching and political language. These studies make important contributions to the understanding of cross-cultural communication. Therefore, these research efforts enrich our understanding of the complexities of language in various social and cultural contexts.

Furthermore, research by (Yudistira et al., 2022); (Dumiyati et al., 2023); (Muta'allim et al., 2023); & (Mahardhani et al., 2023) highlights religious moderation and the role of language in fostering interfaith harmony. These studies contribute to peace and humane relationships within communities. Additionally, research by (Pathollah et al., 2022); (Muta'allim et al., 2023); (Julhadi et al., 2023); & (Kamil et al., 2023) discusses ethics, religious norms, and social development. Finally, studies by (Sutanto et al., 2022); (Muta'allim et al., 2022); & (Daulay et al., 2024) focus on conflict management and women's resistance, contributing to the understanding and prevention of conflict. The gap in this research lies in the lack of focus on the influence of cartoons on children's language development, despite many previous studies addressing the function and dynamics of language in social, cultural, and religious contexts. These related studies have largely explored language in social interactions, cross-cultural communication, religious moderation, ethics, and social development. However, none have specifically examined how cartoons, as a visual medium, can impact language development in young children. Therefore, further research is needed to understand the role of cartoons in children's linguistic development, particularly in the context of language psychology.

This study focuses on cartoon films in linguistic growth, which is crucial given their significant appeal, particularly to children in critical stages of language development. While cartoons are widely consumed around the world, research on their role in linguistic growth remains limited. Most studies tend to emphasize traditional learning contexts or other media, such as books and educational programs. This research aims to address the gap in our understanding of language development and language psychology in young children, with a focus on a broader context that goes beyond traditional educational

environments.

This gap is significant because, despite the abundance of studies on children's language development, most have been limited to very specific contexts, such as formal educational programs or language teaching in traditional classrooms. As a result, our understanding of how children develop language in various everyday contexts remains limited. By filling this gap, this study will make an important contribution to expanding our knowledge of the factors that influence children's language development, both within and outside of formal educational contexts. The research will explore how daily interactions, both with family and other social environments, can affect children's language growth and psycholinguistic skills. Furthermore, this study will address the limitations of previous research by expanding the focus from just formal educational contexts to broader, everyday life contexts. This approach is expected to provide a more comprehensive picture of the factors influencing children's language development across different environments. A unique aspect of this research is its more holistic and inclusive approach to language development, taking into account various social interaction contexts that have previously received less attention in past studies.

This research aims to examine the influence of cartoon films on linguistic growth in early childhood using a psycholinguistic approach. Psycholinguistics is an interdisciplinary field that combines linguistics, psychology, and cognition to understand how humans acquire, produce, and comprehend language. In the context of children's linguistic growth, several key theories can be referenced to explain the impact of cartoon films. One relevant theory is the Linguistic Growth Theory introduced by Chomsky (1965), which emphasizes the innate capacity of humans to learn language. A key concept is Universal Grammar, which posits that all humans share a basic language structure, allowing children to quickly understand and produce new language, regardless of the language they are exposed to. Additionally, Chomsky proposed the Critical Period Hypothesis, which suggests that there is a critical period in a child's development when they are most adept at learning languages (Lenneberg, 1967). In this context, cartoon films that use simple language and repetition can be leveraged during this critical period to maximize vocabulary acquisition. Characters in these cartoons who speak with clear

intonation and repeat phrases help children grasp language structures and internalize new vocabulary effectively.

II. METHODS

This study employs a qualitative design with a case study approach to explore the impact of cartoons on linguistic growth in early childhood. The participants include 30 children aged 3-5 years who regularly watch cartoons, as well as 15 parents or caregivers selected through purposive sampling to ensure representativeness. The sample size selected 30 children and 15 parents was determined based on practical and methodological considerations. This sample size is considered sufficient to generate rich and representative data, taking into account factors such as participant diversity in terms of age, socio-economic background, and types of daily interactions. Although this study is qualitative in nature, the sample size is designed to ensure adequate diversity of perspectives while enabling in-depth analysis, which is the primary focus of the research. While this study does not employ quantitative statistical analysis, basic principles of power analysis have been considered, particularly to ensure sufficient variation in the data, so that the research findings can reflect the diverse experiences of both children and parents. Additionally, this study relies on purposive sampling techniques to ensure that the selected participants represent groups relevant to the focus of the research young children and their parents who engage in everyday interactions that are the subject of the analysis.

In this study, the criteria for selecting participants, consisting of 30 children aged 3 to 5 years and 15 parents or caregivers, will be explained in detail to enhance the representativeness and generalizability of the findings. First, participants must be aged between 3 and 5 years to ensure that the research focuses on the critical period of early language development. Second, this study aims to include children from various socioeconomic backgrounds lower, middle, and upper classes to explore how different economic contexts influence access to and engagement with cartoon films as well as linguistic growth. Third, participants be recruited from diverse regions, including urban, suburban, and rural areas. This geographic diversity allows the research to assess how environmental factors and access to media resources vary across different settings, which can impact language development. Additionally,

parents or caregivers are involved based on their level of engagement in their children's media consumption and language development.

This criterion ensures that participants can provide valuable insights into how cartoons are integrated into daily life and their impact on language learning. Inclusion criteria also consider children with typical language development, while those diagnosed with language disorders will be excluded to maintain the focus on the influence of cartoons on linguistic growth among typically developing children. This study defines typical language development based on established criteria in the child language development literature. The main criteria for identifying participants with typical language development include: First, Vocabulary Size, where the selected children have a vocabulary appropriate for their age. For example, a 3-year-old child is expected to have a vocabulary of around 500-1,000 words, while a 5-year-old child should have a broader vocabulary and the ability to use more complex words and sentences. Second, Grammatical Ability, where children are expected to demonstrate the ability to use complete sentences, more complex sentence structures (e.g., compound sentences), and an understanding of basic grammatical rules such as the use of tenses and pronouns. Third, Language Delay or Disorder, where children with significant language disorders or developmental delays, such as dyslexia or autism spectrum disorders, are excluded from this group unless they exhibit language development close to typical.

Determining whether a child meets these criteria is done through direct observation, interviews with parents, and assessment using standardized instruments such as vocabulary tests or other relevant language assessments. By clearly defining typical language development, this study aims to improve transparency and consistency in participant selection, ensuring that the research findings are more accountable. By combining these selection criteria, the study aims to provide a comprehensive understanding of how various factors interact with language development influenced by cartoon films, thereby enhancing the reliability and applicability of the findings across different populations.

Data collection involved observation and interviews. Observations took place over 8 weeks, with sessions lasting 1-2 hours each week, recording new vocabulary mastery and communication methods before and after

watching. This observation was conducted in the Kindergarten and Early Childhood Education (ECE) environment while the children were watching a cartoon film about entertainment. Semi-structured interviews with parents or caregivers aimed to gather information about cartoon-watching habits and their effects on children's language development. Qualitative data from observations and interviews were analyzed using thematic analysis to identify patterns and themes related to the influence of cartoons on vocabulary acquisition and children's communication. To ensure data validity, triangulation was performed by comparing findings from observations and interviews, and involving two researchers in data analysis to enhance reliability. The data analysis process in this study adopts a thematic analysis approach, aimed at identifying, analyzing, and reporting patterns (themes) within the data. The first step is familiarization with the data, where the researcher reads through interview transcripts and observation notes to thoroughly understand the context and content of the data. Next, the researcher performs initial coding by marking relevant segments of the data related to the research topics. This coding is done independently to minimize bias. After the initial coding, relevant codes are grouped into broader categories, forming themes based on patterns that emerge from the data. These themes are then reviewed and revised to ensure their relevance and accuracy in relation to the research objectives.

The initial coding is performed manually, using techniques such as highlighting and marginal notes to mark segments of the data deemed important. Afterward, the coded data is input into qualitative data analysis software such as NVivo or ATLAS.ti to facilitate the organization and further analysis of the themes. To address disagreements in data interpretation, the researchers will engage in discussions, negotiations, and clarifications to reach a consensus, and will involve external auditors if needed to provide a more neutral perspective. All decisions related to the analysis will be well-documented to ensure transparency in the process. Additionally, to ensure validity and consistency, the researcher conducts cross-validation at each stage of the analysis and uses data triangulation techniques by comparing findings from different data sources. Once the main themes are formed, the analysis results will be presented in a narrative form, supported by

quotes from interviews and observation notes. This analysis will also reflect on any differences in interpretation that may arise and the relevance of the identified themes to the research questions. With this approach, it is hoped that the analysis process will be more transparent and provide readers with a clear understanding of how the research findings were derived. The study adheres to ethical principles by obtaining consent from parents of participants, maintaining confidentiality, and ensuring voluntary participation. This methodology is expected to provide in-depth insights into the role of cartoons in the linguistic growth process in early childhood.

III. RESULT AND DISCUSSION

RESULT

This research result illustrates various aspects of linguistic growth, language use, speaking skills, and social interaction in the context of *Dora the Explorer*. In the Linguistic growth category, sentences like "Mom, how do we get to Jakarta?" demonstrate children's ability to form complex questions. This observation was conducted in the Kindergarten and Early Childhood Education (ECE) environment while the children were watching a cartoon film with an entertainment theme. The words they uttered emerged as a result of the dialogue in the cartoon. The children tended to imitate the words spoken by the characters in the film, which they then expressed spontaneously to their parents. In this context, the influence of watching cartoon films plays an important role in language development, especially from the perspective of psycholinguistic theory. While "*Nisa mau Crabypatti*" shows the introduction of new vocabulary related to desires.

This phrase demonstrates how cartoons can introduce new vocabulary that is not commonly used in everyday conversation. For example, if Nisa hears the word "*Crabypatti*" in a cartoon she is watching, it shows how the cartoon enriches children's vocabulary with new words or terms that can broaden their understanding of language. The invitation "Let's go to the big tree!" reflects an understanding of collaboration. In the Language Use category, expressions such as "*ilo hicimos*" and "we did it" illustrate how children express achievement, and words like "*azul*" and "*cuidado*" indicate vocabulary introduction in a multilingual and safety context. In this cartoon, children are introduced to words in Spanish, such as "*azul*" (blue) and "*cuidado*" (careful). While

"Hello Patrick" demonstrates basic social interaction. Within Speaking Skills, sentences like "*Ayah, oh, ayah mana buku Nisa?*" and the question "*Siapa yang bisa membantu kita?*" show the ability to ask questions and the need for collaboration. Finally, in the Social Interaction category, the dialogue between Aya and Nisa reflects effective communication, while the question "*Apa yang harus kita lakukan sekarang?*" illustrates teamwork in decision-making situations.

The sentences like "Mom, how do we get to Jakarta?" and "Let's go to the big tree!" reflect a child's ability to use language in specific contexts, such as understanding location, giving commands, and forming more grammatically complex sentences. For children aged 3-4 years, a sentence like "Let's go to the big tree!" is typical, as it shows an understanding of more complex sentence structures. Meanwhile, at the age of 5, children begin to use longer and more complex sentences, such as the question "Mom, how do we get to Jakarta?", indicating a deeper understanding of syntax and grammar. However, the complexity of these sentences can vary depending on the child's exposure to social and educational environments.

Therefore, it is important to compare the language development of children exposed to cartoons with those not exposed to cartoons to assess whether cartoons play a role in enhancing sentence complexity. Children who frequently watch educational cartoons tend to show improvements in vocabulary use and more complex sentence structures because these cartoons introduce new vocabulary, idioms, and more intricate sentence patterns. On the other hand, if no significant difference is found between the two groups, it could indicate that other factors, such as social interactions, have a greater influence on language development. Thus, comparing children exposed to cartoons with those not exposed will provide valuable insights into the impact of cartoons on vocabulary development and sentence complexity in early childhood. Therefore, cartoons function as an effective learning tool to enhance children's linguistic growth. Through the introduction of new vocabulary and the reinforcement of understanding diverse language concepts, cartoons can provide significant benefits in children's language development. Therefore, this table reflects the development of children's language and communication skills interwoven in their social interactions. Here is a table that

illustrates the dynamics of linguistic growth in early childhood.

Table 1.1. The Dynamics of Linguistics Growth in Early Childhood

Linguistic Growth	Language Use	Speaking Skills	Social Interaction
Mom, how do we get to Jakarta?	<i>Ilo hicimos</i>	Ayah, oh, ayah mana buku Nisa?	Aya: <i>ini punya Aya kan?</i> Nisa: <i>betul, betul, betul</i>
<i>Nisa mau Crabypati</i>	<i>Hello Patrick</i>	<i>Siapa yang bisa membantu kita?</i>	<i>Let's go to the big tree!</i>
<i>Let's go to the big tree!</i>	<i>We did it</i>	<i>Berhasil berhasil berhasil, hore</i>	<i>Apa yang harus kita lakukan sekarang?</i>
	<i>Azul</i>		
	<i>Cuidado</i>		

DISCUSSION

Linguistic Growth (LA)

In the Linguistic growth category, sentences like "Mom, how do we get to Jakarta?" demonstrate children's ability to form complex questions, while "*Nisa mau Crabypati*" shows the introduction of new vocabulary related to desires. The invitation "Let's go to the big tree!" reflects an understanding of collaboration, and words like "*azul*" and "*cuidado*" indicate vocabulary introduction in a multilingual and safety context. The following sections will provide a detailed explanation of various aspects of linguistic growth. The sentences such as "Mom, how do we get to Jakarta?" and "*Nisa mau Crabypati*" can be analyzed within the context of language development milestones in young children, particularly between the ages of 3 and 5, when children experience significant growth in their language abilities. At this age, children begin to use complete and complex sentences, expand their vocabulary, and develop an understanding of the function of language for more intricate communication, such as asking questions, giving instructions, or explaining.

The sentence "Mom, how do we get to Jakarta?" illustrates the developing questioning ability of a 4-5 years old, allowing them to seek additional information about the world around them. Meanwhile, the sentence "*Nisa mau Crabypati*," although using an unusual or newly coined word, demonstrates progress in sentence structure and vocabulary acquisition, where children begin to combine familiar words with newly learned vocabulary. This reflects an advancement in semantic language development, particularly in understanding word meanings. In comparison to everyday language, children aged 3-4 years typically use simple sentences focused on immediate needs, such as "*Saya mau makan!*"

(I want to eat!) or "*Itu apa?*" (What is that?). By the age of 5, they start forming more complex sentences and asking more questions, such as "*Bagaimana kita pergi ke Jakarta?*" (How do we get to Jakarta?), which reflects their curiosity about the world. In this context, cartoons can provide additional language stimulation through more structured and varied sentences, such as those often used by cartoon characters who ask open-ended questions or explain new concepts. This provides exposure to language that may not always be available in everyday conversations. However, cartoons also have limitations, especially if they use vocabulary that is disconnected from children's real-life experiences, such as the word "*Crabypati*," which can be hard to understand without clear context.

The use of cartoons in early childhood language education offers numerous benefits, such as enriching vocabulary, introducing more complex sentence structures, and supporting the development of cognitive skills. Cartoons with structured storylines and more complicated dialogues can help children understand how to use language to explain ideas or solve problems. However, educational curricula should balance media exposure, like cartoons, with direct interaction with adults or peers to ensure language development remains rooted in real-world experiences that children can understand and apply. Therefore, the analysis of sentences in cartoons provides valuable insight into how cartoons can serve as an effective tool in early childhood language education. By connecting the observed sentences with language development milestones, we can better understand how cartoons support or deviate from children's natural language development and how their use can be optimized in language curricula to foster better language development outcomes.

Vygotsky proposed that the most effective learning occurs within the Zone of Proximal Development (ZPD), which is the range between what a child can do independently and what they can achieve with the help of others. In the context of cartoons, features such as repetition and visual support function as scaffolding, aiding children in understanding new vocabulary or more complex sentence structures. For example, when a cartoon character repeats certain sentences, it helps children recognize language patterns that were previously difficult to grasp, while the interactions between characters provide a social model that children can learn from, similar to the learning process within the ZPD.

Cartoons also support children's cognitive development through visualization, which aligns with Piaget's preoperational stage of development. In this stage, children learn to connect words with images to understand objects or actions. Cartoons, in this sense, allow children to develop an understanding of cause-and-effect relationships, which forms the foundation for grasping more abstract concepts. Additionally, Skinner's behaviorist theory is relevant here, as the repetition and reinforcement present in cartoons strengthen the correct use of language. When cartoon characters are praised or rewarded for using the correct sentence structures, children are encouraged to imitate these behaviors in real life. By linking the features of cartoons with these psycholinguistic theories, we can better understand how cartoons support children's language development cognitively, emotionally, and socially. Through repetition, visualization, and social interaction in cartoons, children receive stimulation that enriches their learning process, which in turn accelerates their language development across various aspects.

(LA01) "Mom, how do we get to Jakarta?"

The sentence "Mom, how do we get to Jakarta?" reflects the importance of linguistic growth aspects, such as sentence structure, questioning ability, and social context. From a psycholinguistic analysis, the structure is clear: "we" as the subject, "get" as the predicate, and "to Jakarta" as the object. This question indicates a need for information, illustrating the child's cognitive ability to understand language functions. The address "Mom" signifies a close social relationship, where the child learns through supportive interactions. Additionally, the mention of "Jakarta" showcases the child's vocabulary development and ability to associate

locations with experiences. Therefore, this sentence underscores that linguistic growth results from the interplay of cognitive, social, and environmental factors, demonstrating language understanding in real-life contexts.

The sentence "Mom, how do we get to Jakarta?" illustrates a child's ability to mimic conversations from cartoons with correct structure and pronunciation. While the child may not fully understand the semantic or pragmatic meaning of the sentence, this ability reflects the universal linguistic capacity inherent in every individual. This aligns with Noam Chomsky's theory of universal grammar, which suggests that every child is born with an innate ability to learn language, influenced by environmental factors.

Additionally, according to Vygotsky, a child's language development is not only influenced by innate factors but also by social interactions in everyday life, including through media such as cartoons. Vygotsky emphasized the importance of the social context in language learning, where communication with adults, peers, and even media like cartoons contributes significantly to a child's language development. In this context, the sentence "Mom, how do we get to Jakarta?" can be seen as an example of a child's social learning through film. The child learns to imitate the dialogue heard in the film, recalls, and adapts the sentence to relevant situations. The support gained from such media acts as *scaffolding*, assisting the child in using language and allowing them to gradually master more complex linguistic structures. Social interactions—whether with adults or through media like films—help the child understand how language is used in social contexts and enrich their understanding of language structure.

(LA02) "Nisa mau Craypatti"

The sentence "*Nisa mau Craypatti*" can be analyzed in the context of linguistic growth through psycholinguistic theory with several key points. First, the structure of this sentence demonstrates the child's ability to form simple sentences, where "*Nisa*" functions as the subject, "*mau*" as the predicate, and "*Craypatti*" as the object. The use of "*mau*" reflects the child's understanding of intention or desire, which is essential in communication. Second, in the context of the show *Dora the Explorer*, this sentence indicates that Nisa wants to participate in the adventure, emphasizing how children learn language through relevant experiences and social interactions. Third, the term "*Craypatti*" shows

Nisa's knowledge of a specific character from the cartoon, reflecting her vocabulary development and ability to connect terms with their experiences. Overall, this analysis indicates that the sentence "*Nisa mau Crabypati*" reflects the linguistic growth process involving linguistic structure, social context, and vocabulary knowledge, illustrating the complex cognitive development in children as they learn language.

Cartoons, as a medium rich in visuals and narratives, provide a context that allows children to learn new vocabulary and sentence constructions. For example, the word "*Crabypati*" may not be immediately recognizable to a child in everyday life. However, through the context of the cartoon's story, the child can associate the word with a specific character or object that appears in the narrative. This demonstrates that cartoons not only serve as entertainment but also as educational tools that introduce vocabulary that might not be present in a child's daily conversations.

Moreover, watching cartoons provides children with opportunities to understand more complex sentence structures. In cartoons, characters often use longer and more varied sentences, which can influence the way children form their own sentences. For instance, while the sentence "*Nisa mau Crabypati*" is simple, the child may learn to combine verbs with more specific objects or goals. This represents an early step in the development of more sophisticated language, where children begin using more structured sentences that are relevant to context. Overall, cartoons play a crucial role in enhancing children's language abilities by introducing new vocabulary and modelling the use of more complex sentences in an engaging and easily comprehensible context. Therefore, cartoons not only serve as visual entertainment but also as educational media that accelerate the linguistic growth process in early childhood.

(LA03) "Let's go to the big tree!"

The sentence "Let's go to the big tree!" from the cartoon *Dora the Explorer* can be analyzed through psycholinguistic theory with several key points. First, the structure of this sentence is simple, where "Let's go" functions as an invitation, followed by the object "the big tree." The use of this inviting form shows the child's ability to understand and use imperatives, which is essential for language mastery. Second, the context of the cartoon supports language comprehension, as this phrase is often used when

Dora and her friends embark on an adventure. Psycholinguistic theory emphasizes that children learn language through experiences and social interactions, linking this phrase to concrete activities. Third, the word "big" serves as a descriptor, adding nuance and indicating that children are not only learning nouns but also how to describe objects. This helps them develop vocabulary and a deeper semantic understanding. Overall, this analysis demonstrates that the sentence "Let's go to the big tree!" reflects the linguistic growth process involving appropriate linguistic structure, supportive social context, and vocabulary development, illustrating the complex cognitive growth in children as they learn language.

Language Use (LU)

In the Language Use category, expressions such as "*ilo hicimos*" and "we did it" illustrate how children express achievement, while "Hello Patrick" demonstrates basic social interaction. The following will provide a detailed explanation of several aspects of the use of that language.

(LU01) "Ilo Hicimos"

The sentence "*¡Lo hicimos!*" in the cartoon film *Dora the Explorer* can be analyzed through psycholinguistic theory to understand aspects of language. First, this sentence has a simple structure, where "lo" serves as the object and "*hicimos*" is the past tense of the verb "*hacer*." This shows that the children watching understand that this sentence expresses achievement or success. This suggests that the children watching understand that this sentence expresses achievement or success. Secondly, in the context of the cartoon, this phrase is often said after Dora and her friends have completed a challenge, emphasizing the importance of context in language understanding. Children learn to associate this phrase with positive situations. Third, the use of "*¡Lo hicimos!*" portrays positive emotions such as pride and joy, teaching children that language also serves to express feelings. This phrase is said collectively by the characters after the mission is completed, demonstrating the elements of collaboration and social interaction that are crucial in psycholinguistic theory. Overall, this analysis shows that children not only understand the structure and meaning of sentences, but can also relate them to context, emotion and social interaction, reflecting the complex cognitive and social development in their language acquisition.

(LU02) "Hello Patrick"

The sentence "Hello, Patrick" in the cartoon *Dora the Explorer* can be analyzed through psycholinguistic theory with several important aspects. First, this sentence demonstrates children's basic ability to understand greetings, which are essential elements of social interaction. The use of "Hello" as an opener teaches children how to initiate communication. Second, the social context in the cartoon supports language comprehension. When Dora greets Patrick, the situation helps children associate the word "Hello" with positive interactions, illustrating how language is learned within a social context. Third, the use of the name "Patrick" introduces new vocabulary and helps children recognize and articulate people's names, enriching their understanding of identity and relationships among characters. Fourth, hearing this sentence in a cheerful and friendly context teaches children about emotional expression through intonation and non-verbal cues, which are crucial for effective communication. Overall, this analysis indicates that the sentence "Hello, Patrick" reflects language understanding and use involving social interaction, vocabulary introduction, and emotional expression, contributing to the complex language development in children.

(LU03) "We did it"

The sentence "We did it!" in the cartoon *Dora the Explorer* can be analyzed through psycholinguistic theory with several key aspects. First, this sentence reflects children's understanding of simple sentence structure, where "we" serves as the subject and "did it" as the predicate, indicating a successful action. This shows their ability to form sentences that express achievement. Second, the context in which this sentence is used often follows the characters completing a challenge. In this context, children associate the phrase with a sense of success, reinforcing the meaning behind the words. Third, "We did it!" also serves as an expression of positive emotions, such as pride and excitement. Children learn that language can be used to convey feelings, which is important for social communication. Fourth, the social interaction when this sentence is spoken involves active participation from the audience, encouraging children to celebrate success together. This creates a collaborative atmosphere that enhances language understanding and use in group contexts. Overall, this analysis demonstrates that

the sentence "We did it!" reflects language understanding and use involving linguistic structure, achievement context, emotional expression, and social interaction, all contributing to complex language development in children.

(LU04) "azul"

The word "azul," in the cartoon *Dora the Explorer* can be analyzed through psycholinguistic theory with several key points. First, in the context of the cartoon, "azul" is often introduced through visual cues, where Dora shows blue objects. Psycholinguistic theory emphasizes that repetition and visual context help children connect words with relevant objects, making it easier for them to understand and remember the meaning. Second, children learn through processes of introduction, association, and repetition. Hearing "azul" in various situations deepens their understanding of the color. Social interaction is also crucial, as Dora frequently encourages the audience to say the color or identify objects, creating an interactive environment that reinforces learning. Third, the use of the word "azul" introduces children to the Spanish language, broadening cultural awareness and enhancing cognitive flexibility. Overall, this analysis indicates that the word "azul" reflects the linguistic growth process involving vocabulary introduction through visual context, active cognitive processes, supportive social interaction, and cultural exposure, illustrating the complex language development in children.

(LU05) "Cuidado"

The word "cuidado," in the cartoon *Dora the Explorer* can be analyzed through psycholinguistic theory with several important aspects. First, "cuidado" is often used when Dora and her friends encounter dangerous situations. The use of this word helps children understand that language serves to provide warnings and express concern for safety. Second, psycholinguistic theory emphasizes the importance of visual and situational context. When children see characters demonstrating careful actions or hear warnings, they can associate "cuidado" with relevant situations, reinforcing their understanding of the meaning. Third, social interaction plays a significant role. Dora often speaks directly to the audience, asking them to remember "cuidado" in specific scenarios, creating an interactive atmosphere

where children participate in the use of the word. Fourth, the introduction of new vocabulary like "*cuidado*" aids children in developing a deeper semantic understanding and expanding their vocabulary within a multilingual context. Overall, this analysis demonstrates that the word "*cuidado*" reflects the linguistic growth process involving visual context, relevant situations, active social interaction, and vocabulary development, all contributing to the complex language understanding in children.

Speaking Skills (SS)

In the speaking skills category, sentences like "*Ayah, oh, ayah mana buku Nisa?*" and the question "Who can help us?" show the ability to ask questions and the need for collaboration. Below, several aspects of speaking skills will be explained in depth. Finally, in the Social Interaction category, the dialogue between Aya and Nisa reflects effective communication, while the question "What should we do now?" illustrates teamwork in decision-making situations.

(SS01) "*Ayah, oh, ayah mana buku Nisa?*"

The sentence "*Ayah, oh, ayah mana buku Nisa?*" can be analyzed in terms of speaking skills using psycholinguistic theory with several important aspects. First, the structure of this sentence demonstrates the child's ability to construct a complex question, where "*Ayah*" functions as the subject and the phrase "*mana buku Nisa?*" serves as the question seeking information. The appropriate use of intonation when asking indicates that the child understands how to modulate their voice to request information. Second, the context in which this sentence is used in *Dora the Explorer* often involves interactions between characters, helping children learn to speak effectively in social situations. Psycholinguistic theory emphasizes the importance of social context in linguistic growth; direct interaction with adults or peers aids children in understanding how to communicate appropriately. Third, the expression "*oh, ayah*" reflects emotional expression, indicating curiosity or confusion. This shows that children learn to express their feelings through language, which is a crucial skill in communication. Fourth, the repetition of the word "*ayah*" in this sentence highlights the child's interest and need to gain attention, creating a stronger social connection. This helps children understand how language use affects

communication dynamics with others. Overall, this analysis indicates that the sentence "*Ayah, oh, ayah mana buku Nisa?*" reflects speaking skills involving proper sentence structure, supportive social context, emotional expression, and the ability to capture attention, all contributing to the complex development of speaking skills in children.

(SS02) "*Siapa yang bisa membantu kita?*"

The sentence "*Siapa yang bisa membantu kita?*" can be analyzed in terms of speaking skills using psycholinguistic theory with several key aspects. First, this sentence demonstrates the child's ability to form a complex question, where "*Siapa*" functions as the interrogative word seeking information about the subject who can provide help. This reflects the child's understanding of sentence structure and effective questioning. Second, in the context of *Dora the Explorer*, this phrase is often used when Dora and her friends face challenges. The use of this question helps children learn to communicate in situations that require collaboration, an important element in developing speaking skills. Third, this sentence encourages audience participation. When Dora asks, "*Siapa yang bisa membantu kita?*" children are prompted to think and respond, creating crucial social interactions in language learning. Psycholinguistic theory emphasizes that direct interaction with others significantly contributes to linguistic growth. Fourth, the use of "*kita*" indicates inclusivity and collaboration, helping children understand that language can be used to build relationships and seek assistance. This teaches them the value of cooperation and communication in groups. Overall, this analysis shows that the sentence "*Siapa yang bisa membantu kita?*" reflects speaking skills involving proper question structure, supportive social context, encouragement for participation, and the development of collaborative values, all contributing to the complex development of speaking skills in children.

(SS03) "*Berhasil berhasil berhasil, hore!*"

The sentence "*Berhasil, berhasil, berhasil, hore!*" can be analyzed in depth through a psycholinguistic perspective, highlighting several key aspects of children's speaking skills. First, the repetition of the word "*berhasil*" reflects the child's ability to express feelings clearly and emphatically while reinforcing their understanding of the word's meaning and

situational context. This repetition emphasizes their excitement and achievement. Second, the expression "*hore!*" at the end conveys positive emotion, teaching children that language can serve as a tool for expressing feelings. This aspect of language helps children understand how to celebrate and articulate joy. In the context of the film *Dora the Explorer*, this phrase is often spoken after the characters successfully complete a challenge, helping children recognize that language functions as part of celebration. When Dora and her friends say this, they invite the audience to join in the celebration, creating an interactive atmosphere that encourages active participation. Overall, this analysis indicates that the phrase not only reflects speaking skills through repetition to strengthen meaning but also integrates positive emotional expression, supportive social context, and encouragement for participation. All these elements contribute to the complex and dynamic development of speaking skills in children.

Social Interaction (SI)

In the Social Interaction category, the dialogue between Aya and Nisa reflects effective communication, while the question "What should we do now?" illustrates teamwork in decision-making situations. Below, several aspects of social interaction will be explained in detail.

(SI01) "Aya: ini punya Aya kan?"

"Nisa: betul, betul, betul"

A conversation between Aya and Nisa consisting of "This belongs to Aya, right?" and "Correct, correct, correct" can be analyzed through the lens of social interaction based on psycholinguistic theory. Aya's question reflects her attempt to seek confirmation about ownership, highlighting basic communication skills and the importance of clarification in social interactions. Nisa's response, "Correct, correct, correct," serves not only as confirmation but also emphasizes the statement, fostering a positive atmosphere and reinforcing trust between them. In the context of *Dora the Explorer*, this interaction takes place in an enjoyable setting, supporting children's speaking and listening skills while teaching the value of collaboration. Moreover, this conversation illustrates active participation, where Nisa not only responds but also engages Aya in the communication process, which is vital for building effective communication abilities. Overall, this analysis

indicates that the conversation encompasses significant aspects of social interaction, such as recognition, confirmation, feedback, and active participation, all contributing to positive language development and social relationships among children.

(SI02) "Let's go to the big tree!"

The sentence "Let's go to the big tree!" from *Dora the Explorer* can be analyzed through the lens of social interaction using psycholinguistic theory, highlighting several key aspects. This phrase serves as an invitation, with "Let's" indicating inclusivity and encouraging collaboration among Dora, her friends, and the audience, reflecting children's understanding of the importance of teamwork in social interactions. In the context of the cartoon, this line is often delivered as characters embark on a new adventure, creating an atmosphere of excitement and enthusiasm. Psycholinguistic theory emphasizes that context plays a crucial role in understanding and using language, helping children grasp the meaning behind the phrase while fostering a connection with the characters. Additionally, when Dora says this, she often prompts responses from the audience, encouraging active engagement, which is vital for language and social skill development. By mentioning "the big tree," the phrase also aids children in expanding their vocabulary and understanding descriptive language in conversation. Overall, this analysis demonstrates that the sentence reflects social interaction involving an invitation to collaborate, context that supports comprehension, active participation, and vocabulary development, all contributing to effective language learning and positive social skills in children.

(SI03) "Apa yang harus kita lakukan sekarang?"

The sentence "What should we do now?" in *Dora the Explorer* can be analyzed in terms of social interaction using psycholinguistic theory. First, this question reflects a search for help and information, highlighting the need for collaboration in problem-solving situations. This inquiry teaches children the importance of clarification in communication. Second, the use of "we" signifies inclusivity, inviting the audience to participate in decision-making, which creates an interactive atmosphere that encourages active engagement—crucial for language and social skill development. Third, in

the context of *Dora the Explorer*, this question often arises when characters face challenges, adding dramatic elements that capture children's attention. This interaction promotes critical thinking and situational analysis, essential components of effective language learning. Overall, this sentence embodies social interaction involving the search for help, collaboration, active participation, and critical learning, all contributing to the positive development of language and social skills in children.

The research makes an important contribution to understanding the linguistic growth process in children. This study highlights how visual media can accelerate and support language development. Using a psycholinguistic approach, it reveals the connections between language, cognition, and social development, while offering more effective teaching methods through engaging media. The findings of this research could impact educational policy by encouraging the integration of cartoon films into curricula, as well as promoting a more comprehensive audio-visual approach. Additionally, the results raise parental awareness about the importance of quality content in media to support children's learning. This study also opens up opportunities for further research on the impact of other media on linguistic growth and provides recommendations to content developers for creating programs that support language learning and social development in children. Thus, this research has significant potential to influence various aspects of education and overall child development.

IV. CONCLUSION

This research result illustrates various aspects of linguistic growth, language use, speaking skills, and social interaction in the context of *Dora the Explorer*. In the Linguistic growth category, sentences like "Mom, how do we get to Jakarta?" demonstrate children's ability to form complex questions, while "*Nisa mau Crabyhatti*" shows the introduction of new vocabulary related to desires. The invitation "Let's go to the big tree!" reflects an understanding of collaboration. In the language use category, expressions such as "*ilo hicimos*" and "we did it" illustrate how children express achievement, and words like "*azul*" and "*cuidado*" indicate vocabulary introduction in a multilingual and safety context. In this cartoon, children are introduced to words in Spanish, such

as "*azul*" (blue) and "*cuidado*" (careful). While "Hello Patrick" demonstrates basic social interaction. Within Speaking Skills, sentences like "*Ayah, oh, ayah mana buku Nisa?*" and the question "*Siapa yang bisa membantu kita?*" show the ability to ask questions and the need for collaboration. Finally, in the Social Interaction category, the dialogue between Aya and Nisa reflects effective communication, while the question "*Apa yang harus kita lakukan sekarang?*" illustrates teamwork in decision-making situations. The most significant impact of cartoon films on children's linguistic growth lies in language usage, as reflected in the children's ability to produce five words or phrases, such as *Ilo hicimos*, Hello Patrick, We did it, *Azul*, and *Cuidado*.

This study has significant implications for early childhood language development, education, and the influence of media on cognitive development. The findings suggest that cartoon films can be an effective tool for introducing new vocabulary and teaching more complex sentence structures, creating opportunities for the development of a curriculum based on visual media. Furthermore, the study reinforces Vygotsky's theory on the role of social context in language development, where interactions through cartoons help children understand how to communicate in various social situations. The research also highlights the importance of structured teaching strategies and the selection of educational cartoon content to support children's language and cognitive development. This study opens opportunities for developing educational strategies that emphasize the role of parents in supporting early childhood linguistic growth, while also paving the way for further research comparing the effectiveness of educational and entertainment cartoons in enhancing children's language skills..

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