Child-Directed Speech on First Language Acquisition in "Flavcity with Bobby Parrish" Content

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Abstract: This research focuses on the child-directed speech found in the conversations between 2-year-old Rose, her parents and closest family members. The purpose of this research is to analyse the language functions and to explore the role of child-directed speech in adding vocabulary to Rose's language acquisition. This research is a qualitative descriptive study. The data were taken from Rose's videos in the YouTube and Instagram channels "Flavcity with Bobby Parrish". Halliday's (1992:11) language functions were used to analyse the data. The finding shows that the functions of child-directed speech used by parents and those closest to Rose consist of instrumental, regulatory, representational, interactional, personal, and heuristic functions. The finding also reveals that Rose can clearly understand what her parents and people around her are saying or instructing. Rose also often repeats spoken words that she may never have heard before, which is useful for adding vocabulary to Rose's first language acquisition.

Keywords: child-directed speech; first language acquisition; language function; psycholinguistics.

RESEARCH BACKGROUND

Social media is a digital platform that facilitates users to socialize with each other, be it communicating or sharing content in the form of writing, photos and videos. All the shared content will be open to the public in real time. According to Nasrullah (2015) social media is a medium on the internet that allows users to represent themselves and interact, work together, share, communicate with other users to form virtual social bonds. According to Caleb T. Carr and Rebecca A. Hayes (2015), social media is an Internet-based media that allows users the opportunity to interact and present themselves, either immediately or delayed, with a wide audience or not, which encourages the value of user-generated content and perception of interaction with others.

When conversing to toddlers and infants, adults and older children in many societies employ a non-standard form of speech. Child-directed speech is the name for this type of communication (CDS). It's also known as motherese or infant-directed speech (IDS). CDS can be regarded as a straightforward and simple manner for adults and older children to communicate with younger children. Many of the same words that are used in adult discussion are utilized in CDS. On the other hand, Child-directed speech is frequently more melodious and emotionally driven. It is supposed to appeal to newborns more and that when they are spoken to in this manner, they pay greater attention. It aids the baby in comprehending the emotional intent of words. The language that characterizes child-directed speech is likely to help language acquisition.

Children who are born without language face the problem of adjusting to a world in which they are unable to communicate effectively. A child, on the other hand, will begin to correlate what happens around them with significance from the moment they are born. They will begin to correlate unknown speech forms with known meanings as time goes on. Many researchers believe that CDS is a species-specific behaviour that evolved to enhance communication between human babies and their caregivers because of its features such as melody and wide use (Dewar, 2008).

In this study, the researchers focus on the language function that parents and people use when talking to a child aged two years and its role on language acquisition in the child. Halliday's theory of function of language will be used to analyse this research. Based on Halliday's theory (1992: 11), there are seven classifications of functions of a child language. They are instrumental functions, regulatory functions, representational functions, interactional functions, personal functions, heuristic functions, and imaginative functions. Each of these functions has its own set of traits and goals; however, they are all commonly used by adults to learn about a child's interpretation of language so that they can change their language while speaking with children.

The researchers are interested in studying this case because in the videos shared in the Instagram and YouTube of Flavcity with Bobby Parrish, Rose, a two-year-old child, daughter of Bobby Parrish, can understand well what her parents are saying. Rose can quickly memorize recipes and ingredients used to cook and she can understand various ways of cooking for her age. In the video, it can be found that child-directed speech can greatly increase vocabulary on language acquisition in children.

REVIEW OF RELATED LITERATURE

There are several studies that have examined child-directed speech, language function or language acquisition, of course this research was made because of the references from some of these studies. The first research conducted by Andani, A.P. (2016) who researched language form and function of caretakers found in Nanny McPhee and the *Big Bang* movie. The study discovered that the caretaker employed basic sentences with simple structures and as a statement the majority of the time. There are 28 declarative sentences or statements and 21 simple sentences. Furthermore, the caretaker's utterances included short words with only two or three syllables, which were primarily used as verbs. It was also discovered that the caretaker's words mostly serve as a regulatory function. The difference between this study and Andani's research is that the focus of the analysis in Andani's research is to describe the types of language forms and language functions used by the caretaker, and it did not examine language acquisition.

The latest research is a study conducted by Degaf, A. (2020) entitled *Language Functions Used by the Caretakers of Autistic Children in "Miracle Run"*. The study identified the language functions used by the caretakers of autistic children taken from the *Miracle Run* movie. The focus of Degaf's research is the same as the focus of this research, which is to identify the language function of caretakers, but in this study, austic children were studied, while in this study non-austic child was studied. Another difference is that Degaf's study did not examine the role of child-directed speech on language acquisition in children.

The results of the two studies have similarities with this study. The two previous studies were both taken from movies, while in this study, researchers took data from instagram and youtube videos. It can be concluded that research can be taken from movies or other videos and from that we can analyze different cases. It also shows that we can take the same research focus but with different data and vice versa.

THEORETICAL REVIEW

1. Psycholinguistics

Psycholinguistics is a science that combines the fields of psychology and linguistics. Both these fields, as well as psycholinguistics, which combine them, place a high value on language. "There is no day without language, and no life without language," as the proverb states. Language is the primary mode of communication in human life in our world, whether written, spoken, or just in the form of particular symbols. Humans cannot communicate without the use of language because they are social creatures who, like it or not, must connect with other humans. There must be communication in interaction, and there must be communication in that communication. The study of how a person processes or generates a language, how a person learns a language, the phases it goes through, and how to apply it is known as language and psycholinguistics. Psycholinguistics focuses on four primary topics: comprehension, production, biological and neurological, and language acquisition, (Dardjowidjojo, 2018: 7).

2. First Language Acquisition

Learning a language is not something that happens automatically. In order to learn a language, people must go through a series of steps. Language acquisition occurs in children in two ways: naturally and as a result of environmental circumstances. According to (Hendriyanto and Putri, 2014: 3), language will be able to occur if actions are often carried out by humans repeatedly so that human memory will store signs and symbols which will eventually form verbal and nonverbal language used as a means of communication between humans. First language acquisition refers to the way children learn their native language. Second language acquisition refers to the learning of another language or languages besides the native language. The process of acquiring the language that everyone learns from birth or even before birth when infants acquire their native language is known as first language acquisition. Children learn their mother tongue at a fast pace and very efficiently with "a rapid and effortless transition from the "initial state" to the "final state" (Crain and McKee 94) and "there is a growing consensus that by the age of three, children have acquired the basic phonological, morphosyntactic, and semantic regularities of the target language irrespective of the language or languages to be learned" (Weissenborn and Höhle vii).

3. Child-Directed Speech

Child-directed speech is a particular way of speaking with simplified syntax and meaning and exaggerated prosodic structure, well- matched to the abilities of the child (cf. Dominey et al. 2004: 125). This unique way of communicating with children is known as 'input language,' 'baby talk', 'motherese,' or 'parentese' in the literature. The term child-directed speech (CDS) will be used in this research because the past two titles may be confusing because not only mothers and parents use this particular way of speaking to children but other people or close people can also use CDS. Individual disparities in CDS use may influence how quickly newborns learn to speak. The more obvious CDS is, the younger the child is usually. Infants prefer CDS over conventional speech, according to research conducted by Huei-Mei Liu and colleagues, since it is slower, simpler, and easier to grasp (Dewar, 2008: 1).

4. Language Function

Based on Halliday's theory (1992: 11), there are seven classifications of functions of child language. The seven classifications of child language functions described by Halliday can be seen in the following explanation:

1. Instrumental Function

   The instrumental function is used to influence and control the environment, as well as to produce certain events and meet material demands. which is known as the "I want function", including "I do not want" as well (Halliday, 1992: 11). This function means to focus on expressing the needs.

2. Regulatory Function

   The event is controlled via the regulatory function. However, because the regulatory function of language cannot be isolated from specific control power, some controls are difficult to distinguish from instrumental function. This function is used to control both the event and the action of someone. It is a language of rules and instruction (Halliday, 1992: 12).

3. Representational Functions

   The use of language to make statements and propositions, convey facts and information known as the representational function. It conveys a message which has specific reference to the process, persons, objects, abstractions, qualities, and relations of the real world around the speaker (Halliday, 1992: 17). This is the language that is used to communicate or request information.

4. Interactional Function

   The language used to build relationships and support interaction is known as interactional function. "Good morning" or "Thank you" are examples of phrases that could be used. The interactional function serves to ensure social maintenance, establish social contact and keep channels of communication open; the "me and you" function of language including "me and my mummy" (Halliday, 1992: 13).

5. Personal Function

   The personal function allows a speaker to express his own individuality (feelings, personality and emotion) and is known as the "here I come" function (Halliday, 1992: 17). It is a type of language that is used to express feelings and attitudes directly.

6. Heuristic Function

   The heuristic function is a language for exploring, learning, and discovering. This could be in the form of questions or a constant commentary on the actions of a child. it is often conveyed in the form of questions that will lead to answer, is known as "tell me why" function (Halliday, 1992: 17)

7. Imaginative Function

   The use of language to tell stories and create imagined constructs is known as imaginative function. This is usually associated with play or recreational activities. Telling fairy tales, joking, writing a novel, poetry, tongue twisters, puns are all applications of the imaginative function (Halliday, 1992: 15).

RESEARCH METHOD

A qualitative descriptive method was used in this study. According to (Moleong, 2017) qualitative methodology is a research procedure that produces descriptive data in the form of

observed data and behaviour. According to them, this approach is directed at the background and the individual holistically. "The data sources in qualitative research can be people, events or activities, places or locations, objects, various images and recordings, documents or archives." (Sutopo, 2006).

This study used a qualitative descriptive method. The data of this research, obtained from Instagram and Youtube videos, were not reported in numerical form. The results of the analysis in the form of exposure to the situation studied in the video were then presented as a narrative description. Consequently, this qualitative descriptive method was used to describe the language function that parents and closest family members used when talking to the child and its role in language acquisition.

This research is related to the analysis of child-directed speech and language acquisition. The focus of this research is on the language function that parents and people use when talking to a child aged 2-two years named Rose and its role in language acquisition. The data were taken from the content "Flavcity with Bobby Parrish". The researchers collected data by watching videos from the YouTube and Instagram channels, downloading the videos along with their transcripts, which were then analyzed, using the methods and theories that have been previously disclosed.

RESULT AND DISCUSSION

From the analysis of videos found on YouTube and Instagram "Flavcity with Bobby Parrish", the researchers found that there were 6 language functions performed by parents and closest people to 2-year-old Rose. The details of this explanation are as follows:

1. Instrumental Function

After analyzing several videos, the researcher found several utterances that contain instrumental functions. Instrumental function used to influence and control the environment, as well as to produce certain events and meet material demands or means to focus on expressing the needs. Below are three excerpt that contain instrumental functions utterance:

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Excerpt 1

Daddy : we need two eggs show me two

Rose  : [show two fingers]

Daddy : two eggs, exactly there you go
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Excerpt 1 was taken from the video from YouTube with the title "Blueberry French Toast - 2 year old Rose makes breakfast" which was uploaded on 9 June 2021. In the video there is a conversation involving Rose and her father, in utterance (1) it is called an instrumental function because in that utterance Daddy says that he needs two eggs, which is expressing the needs.

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Excerpt 2

Daddy : I need a big pinch of salt
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Rose   : Wooaa [give big pinch of salt]

Daddy : Yes good rose
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Excerpt 2 was taken from the video from Instagram with the title "Banana Bread Muffins" which was uploaded on 13 August 2021. In the video there is a conversation involving Rose and her father, in utterance (3) it is called an instrumental function because in that utterance Daddy says that he needs a big pinch of salt, which is expressing the needs.

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Excerpt 3

Daddy : Can you get Daddy's olive oil in the pantry?

Rose   : This bottle?
```

Excerpt 3 was taken from the video from Instagram with the title "Rose Honey Made Cauliflower Hummus" which was uploaded on 20 August 2021. In the video there is a conversation involving Rose and her father, in utterance (9) it is called an instrumental function because in that utterance the father says that he needs rose to get olive oil in the pantry, which is expressing the need.

2. Regulatory Function

There are utterances that contain regulatory function. Regulatory function is used to control both the event and the action of someone or it can also be referred to as language rules and instructions. Below are excerpts that contain regulatory function:

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Excerpt 4

Daddy : we need two eggs show me two

Rose   : [show two fingers]
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Excerpt 4 was taken from the video from YouTube with the title "Blueberry French Toast - 2 year old Rose makes breakfast" which was uploaded on 9 June 2021. Utterance (1) is called a regulatory function because Daddy ordered Rose to show two fingers, it means that Daddy gave instructions to Rose.

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Excerpt 5

Daddy: Coconut sugar, let's say coconut rose

Rose: Coco…

Daddy: Say sugar

Rose: Suga..

Daddy: Vanilla

Rose: Vania

Daddy: Vanilla, good rose
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Excerpt 5 was taken from the video from Instagram with the title "Banana Bread Muffins" which was uploaded on 13 August 2021. Utterance (11) is called a regulatory function because Daddy ordered Rose to say the word "coconut". It means that Daddy gave instructions to Rose.

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Excerpt 6

Daddy  : Can you get Daddy's olive oil in the pantry?

Rose   : This bottle?
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Excerpt 6 was taken from the video from Instagram with the title "Rose Honey Made Cauliflower Hummus" which was uploaded on 20 August 2021. Utterance (9) is called a regulatory function because Daddy ordered Rose to get his olive oil from the pantry for cooking purposes. It means that Daddy gave orders to Rose.

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Excerpt 7

Daddy  : Eat the walnut

Rose   : [eat]

Daddy  : put walnut into the bowl rose

Rose   : [put walnut in bowl]
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Excerpt 7 was taken from the video from Instagram with the title "Made a Chocolate Walnut Cake" which was uploaded on 16 September 2021. Utterance (28) is called a regulatory function because Daddy ordered Rose to try to taste the walnuts he was holding and in utterance (30) Daddy ordered Rose to put the walnuts into the prepared bowl. It means that Daddy gave orders and instructions to Rose.

3. Representational Function

There are utterances that contain representational function in the data. Representational function is used to make statements and propositions, convey facts and information or used to communicate or request information. Below are excerpts that contain regulatory functions:

```
Excerpt 8

Daddy: Coconut sugar, let's say coconut rose

Rose: Coco…

Daddy: Say sugar

Rose: Suga..

Daddy: Vanilla

Rose: Vania

Daddy: Vanilla, good rose
```

Excerpt 8 was taken from the video from Instagram with the title "Banana Bread Muffins" which was uploaded on 13 August 2021. From Excerpt 8, we can see that utterance (11) is called a representational function because it says that Daddy gave information and conveyed the fact to increase Rose's knowledge of food ingredients.

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Excerpt 9

Daddy  : Can you get Daddy's olive oil in the pantry?

Rose   : This bottle?

Mommy  : That's vinegar

Daddy  : The pink bottle

Rose   : The pink bottle
```

Excerpt 9 was taken from the video from Instagram with the title "Rose Honey Made Cauliflower Hummus" which was uploaded on 20 August 2021. From the excerpt, it can be seen that utterances (11)(12)(13) have representational function because they show that Mommy and Daddy gave information and conveyed the fact to increase Rose's knowledge of which bottle of olive oil is correct.

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Excerpt 10

Daddy  : What kind of cheese is that?

Rose   : [baby language]

Daddy  : Ricotta

Rose   : Ricotta [repeating her father's word]
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Excerpt 10 was taken from the video from Instagram with the title "Rose Honey Cooking Cheese Bread" which was uploaded on 1 December 2021. From the excerpt, we can see that utterance (19) is called a representational function because it says that Daddy gave information and conveyed the fact to increase Rose's knowledge that the cheese Rose is holding is ricotta cheese.

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Excerpt 11

Ally   : hold on, put a little dollop of yogurt on it and we're going to do a little
         drizzle of warm honey and here's the last thing rose oh fresh mint

Rose   : no no no
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Excerpt 11 was taken from the video from YouTube with the title "How to Make Peach Dump Cake" which was uploaded on 31 December 2021. From the excerpt, utterance (86) is called a representational function because it says that mommy and Daddy gave information and conveyed the fact that Ally was adding decorations on the cake they made together.

4. Interactional Function

Utterances that contain interactional function were also found in the data. Interactional function is used to build relationships and support the interaction, also to ensure social maintenance, establish social contact and keep channels of communication. Below are two excerpts that contain interactional functions utterance:

```
Excerpt 12

Rose    : mama [pointing her mommy]

Daddy : mommy? I'll make a plate for mommy don't worry got my coffee, got my French
toast

Rose    : mama, bread brown

Daddy : we'll give a bite to mom and brad brown, of course we will rose
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Excerpt 12 was taken from the video from YouTube with the title "Blueberry French Toast – 2 year old Rose makes breakfast" which was uploaded on 9 June 2021. From the excerpt, (41)(43) are included in the interactional function, because in the conversation it looks like Rose is worried that her mother will not be given bread, but her father is trying to calm her down and make sure he will also make the bread for her mommy. It means that Daddy is trying to build trust from Rose.

```
Excerpt 13

Ally    : hold on, put a little dollop of yogurt on it and we're going to do a little
drizzle of warm honey and here's the last thing rose oh fresh mint

Rose    : no no no

Daddy : i knew she was going to say that, let's build one more

Rose    : no mint no mint

Ally    : let's build one more, i'm gonna build one more no mint

Daddy : all right one without mint and one with mint because we know rosie doesn't
want the mint
```

Excerpt 13 was taken from the video from YouTube with the title "How To Make Peach Dump Cake" which was uploaded on 31 December 2021. From the excerpt, (88)(90) belong to the interactional function, because in the conversation it was seen that Rose refused to put mint leaves on the cake, after that Ally and Daddy tried to calm her down by saying they would make a cake without mint leaves on it. It means that Daddy and Ally are trying to build trust from rose.

5. Personal Function

Utterances that contain personal function can be found in the data. Personal function is used to express his own individuality, feelings, personality, and emotions. Below are excerpts that contain personal functions:

Excerpt 14

Daddy : we need two eggs show me two

Rose : [show two fingers]

Daddy : two eggs, exactly there you go

Excerpt 14 was taken from the video from YouTube with the title "Blueberry French Toast - 2 year old Rose makes breakfast" which was uploaded on 9 June 2021. Excerpt 14 is said to be a personal function because in utterance (3) Daddy says "exactly", which means that Daddy expresses his feelings because Rose did exactly what Daddy told her to do.

Excerpt 15

Daddy: I need a big pinch of salt

Rose: Wooaa [give big pinch of salt]

Daddy: Yes, good rose

Excerpt 15 was taken from the video from Instagram with the title "Banana Bread Muffins" which was uploaded on 13 August 2021. Excerpt 15 contains a personal function because in utterance (5) Daddy says "good Rose", which means that Daddy expresses his feelings because Rose has done well what Daddy asked her to do.

Excerpt 16

Daddy: Coconut sugar, let's say coconut rose

Rose: Coco…

Daddy: Say sugar

Rose: Suga..

Daddy: Vanilla

Rose: Vania

Daddy: Vanilla, good rose

Excerpt 16 was taken from the video from Instagram with the title "Banana Bread Muffins" which was uploaded on 13 August 2021. Excerpt 16 is said to be a personal function because in utterance (17), again Daddy says "Good rose", which means that Daddy expresses his feelings because Rose has succeeded in doing what Daddy told her to do.

Excerpt 17

Daddy : Can you get Daddy's olive oil in the pantry?

Rose : This bottle?

Mommy : That's vinegar

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Daddy  : The pink bottle

Rose   : The pink bottle

Mommy  : Yeahh that's it

Daddy  : Thank you rosa
```

Excerpt 17 was taken from the video from Instagram with the title "Rose Honey Made Cauliflower Hummus" which was uploaded on 20 August 2021. Excerpt 4 is said to be a personal function because in utterance (15) Daddy says "thank you Rosa", which means that Daddy is thankful because Rose has brought what Daddy asked.

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Excerpt 18

Daddy  : put walnut into the bowl rose

Rose   : [put walnut in bowl]

Daddy  : Perfect
```

Excerpt 18 was taken from the video from Instagram with the title "Made a Chocolate Walnut Cake" which was uploaded on 16 September 2021. Excerpt 5 is said to be a personal function because in utterance (32) Daddy says "perfect", which means that Daddy expresses his satisfaction because Rose has done what Daddy ordered perfectly.

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Excerpt 19

Daddy  : What's that rose?

Rose   : Chicken broth

Daddy  : Smell good

Rose   : Yeah
```

Excerpt 19 was taken from the video from Instagram with the title "Rose Made Broccoli Cheddar Soup" which was uploaded on 18 November 2021. Excerpt 6 is said to be a personal function because in utterance (11) Daddy says "smell good", which means that Daddy expresses positive feelings because the soup that Rose cooked smells good.

```
Excerpt 20

Ally   : hold on, put a little dollop of yogurt on it and we're going to do a little
drizzle of warm honey and here's the last thing rose oh fresh mint

Rose   : no no no

Daddy  : I knew she was going to say that, let's build one more

Rose   : no mint no mint
```

Excerpt 20 was taken from YouTube with the title "How to Make Peach Dump Cake" which was uploaded on 31 December 2021. Excerpt 6 is said to be a personal function because in

utterance (88) Daddy says "i knew she was going to say that", which means that Daddy expresses what he thinks.

6. Heuristic Function

There are utterances that contain personal function. Personal function is used for exploring, learning, and discovering or a constant commentary on the actions of a child. Below are the excerpts that contain personal functions:

```
Excerpt 21

Daddy  : What's that rose?

Rose   : Chicken broth

Daddy  : Smell good

Rose   : Yeah
```

Excerpt 21 was taken from Instagram with the title "Rose Made Broccoli Cheddar Soup" which was uploaded on 18 November 2021. Utterance (9) is called a heuristic function because in the utterance Daddy asks Rose about what she is cooking. This is useful for exploring her knowledge of what she is doing.

```
Excerpt 22

Daddy  : What kind of cheese is that?

Rose   : [baby language]

Daddy  : Ricotta

Rose   : Ricotta [repeating her father's word]
```

Excerpt 22 was taken from Instagram with the title "Rose Honey Cooking Cheese Bread" which was uploaded on 1 December 2021. Utterance (17) is called a heuristic function because Daddy asks Rose. The utterance is useful for exploring her knowledge about a specific ingredient such as cheese.

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Excerpt 23

Ally   : okay okay we got the oats in, now rose what are we putting in?

Daddy  : What's that rose?

Rose   : coconut sugar
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Excerpt 23 was taken from YouTube with the title "How To Make Dead Sea Granola" which was uploaded on 26 December 2021. Utterances (10)(11) belong to a heuristic function because Ally and Daddy ask Rose about the steps and ingredients of the food. This is used to explore her knowledge of steps of cooking and food ingredients.

CONCLUSION

Based on research questions and discussion of data presentation and analysis, the following conclusions can be explained regarding the function of language used in Instagram and YouTube content "Flavcity with Bobby Parrish" and how it plays a role in Rose's first language acquisition. The language functions used in conversation with Rose's parents or closest people consist of instrumental functions, regulatory functions, representation functions, interactional functions, personal functions, and heuristic functions. These functions are often used in daily conversations. The language function that was used more often by Rose's parents and closest people was the personal function and the least used was the interactional function. The six language functions are effective for Rose to understand what her parents say. The language function used by Rose's parents also uses child-directed speech.

Furthermore, without being realized, what parents say will definitely be recorded in the child's memory and the child will try to say the words. As seen in Excerpt 8 (August 13, 2021) for example, it appears that Rose still cannot say and know what "coconut sugar" is. After that, in Excerpt 23 (December 26, 2021), it was seen that Daddy and Ally asked what the ingredients were, and Rose could answer correctly that it was "coconut sugar". Therefore, from this case, it can be concluded that CDS plays an important role in vocabulary growth and development in Rose's language acquisition.

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