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Children's Language Acquisition through Social Interaction in Kamari Sky Wassink's Videos

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ABSTRACT

This study aims to describe the forms of child language acquisition, children's interactions with their environment, and their responses to environmental speech in Kamari Sky Wassink's videos. This research employed a descriptive qualitative method with a psycholinguistic approach. The data source consisted of 14 videos featuring Kamari Sky Wassink, while the research data included the child's utterances and conversations involving the child and people around him. Data were collected through observation and note-taking techniques. Data analysis involved data condensation, data display, and conclusion drawing and verification. The findings indicate that Kamari's language acquisition is reflected in the use of simple vocabulary, short sentences, repetition of utterances, and the use of Indonesian, English, and Dutch. The child's interactions with the environment are demonstrated through conversations with parents, questions and instructions, vocabulary introduction, singing activities, and audiovisual learning. Meanwhile, the child's responses appear in the forms of answering questions, naming people or objects, repeating utterances, and following adults' instructions. These findings demonstrate that child language acquisition can be observed through the forms of utterances produced and the child's involvement in various communication activities with the surrounding environment.

Keywords: children, language acquisition, social interaction, video, Kamari Sky Wassink

Pemerolehan Bahasa Anak dalam Interaksi Sosial pada Video Kamari Sky Wassink

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan bentuk pemerolehan bahasa anak, interaksi anak dengan lingkungan, serta respons anak terhadap tuturan lingkungan dalam video Kamari Sky Wassink. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan psikolinguistik. Sumber data penelitian berupa 14 video Kamari Sky Wassink, sedangkan data penelitian berupa tuturan anak dan percakapan yang melibatkan anak dengan orang-orang di sekitarnya. Pengumpulan data dilakukan dengan teknik simak dan catat. Analisis data dilakukan melalui tahapan kondensasi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa pemerolehan bahasa Kamari terlihat melalui penggunaan kosakata sederhana, kalimat pendek, pengulangan tuturan, serta penggunaan bahasa Indonesia, bahasa Inggris, dan bahasa Belanda. Interaksi anak dengan lingkungan ditunjukkan melalui percakapan bersama orang tua, pemberian pertanyaan dan arahan, pengenalan kosakata, kegiatan bernyanyi, serta pembelajaran melalui media audiovisual. Sementara itu, respons anak terlihat dalam bentuk menjawab pertanyaan, menyebutkan nama atau benda, mengulangi tuturan, dan mengikuti arahan orang dewasa. Hasil penelitian memperlihatkan bahwa pemerolehan bahasa anak dapat diamati melalui bentuk tuturan dan keterlibatan anak dalam berbagai aktivitas komunikasi dengan lingkungan sekitarnya.

Kata kunci: pemerolehan bahasa, bahasa anak, interaksi, psikolinguistik, Kamari Sky Wassink.

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INTRODUCTION

Language is a communication tool used by humans to convey thoughts, feelings, desires, and information to others. Language skills develop through processes that begin from childhood, when children begin to recognize, understand, and use language heard from their surroundings. This process is known as language acquisition, which is the process of language mastery that occurs naturally through experiences and interactions in daily life. The first language acquisition is an important part of a child's development because these abilities form the basis for children to communicate with others (Maulinda, 2018).

In psycholinguistic studies, language acquisition relates to the mental processes that enable a person to understand and produce language. Psycholinguistics studies the relationship between language ability and psychological processes that occur within humans, including how children acquire language from an early age. This process involves the child's ability to understand utterances heard and to produce expressions to convey certain intentions. Therefore, children's language acquisition can be studied through the utterances produced as well as communication processes that occur in daily life (Chaer, 2009).

First language acquisition in children occurs gradually through the process of listening, understanding, and using the language found in their surroundings. At the initial stage, children begin to recognize language through the utterances of close people, especially parents and family members. As they develop, children begin to respond to utterances heard, imitate words, and combine several words to express desires or responses. This process occurs naturally through communication experiences acquired by children in daily life. This shows that the family environment is one of the main sources for children to recognize and develop language skills.

One figure who explained the importance of social interaction in children's language acquisition is Jerome Bruner. Through his views, Bruner emphasized that language development is not only related to the child's innate abilities but also requires support from the social environment. In the communication process, children gain opportunities to learn language through the involvement of adults who provide examples, engage in conversation, and respond to the child's utterances. Bruner (1983) explains that the process of children learning to use language takes place through interaction with people around them. This view shows that language use develops through communication experiences involving children and their social environment.

Bruner's thoughts on language acquisition are also known through the *Language Acquisition Support System* (LASS) concept, which is a language acquisition support system provided by the social environment, especially parents and adults. This concept explains that children need help from the environment to understand and use language in communication activities. This support can be manifested through daily conversations, providing example words or sentences, questions, and responses to the child's utterances. In this case, the environment is not only the source of language heard by children but also provides opportunities for children to actively engage in communication. Through the LASS concept, Bruner shows that social interaction plays an important role in helping children develop language skills.

The role of social interaction in language acquisition is seen through the involvement of parents and the environment in children's communication activities. Parents become one of the closest sources of language because children gain language experience through conversations that take place within the family environment. When parents invite children to talk, ask questions, introduce vocabulary, or respond to their speech, a communication process occurs that provides opportunities for children to develop their language skills. Puspita et al. (2022) discuss the influence of family environmental factors on the development of children's first language acquisition. Meanwhile, Ramadhani and

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Soedjarwo (2022) examine the relationship between parental interpersonal communication and early childhood language development. Both studies show the importance of family involvement in supporting the development of children's language skills.

Along with the development of digital technology, videos showing children's daily activities can be utilized as data sources in language acquisition research. Through videos, researchers can observe children's utterances, conversations with others, and responses that arise during the communication process. Video media provide an opportunity to observe children's language use more concretely because researchers can observe utterances along with the accompanying communication situations. Using video as a data source also allows researchers to identify forms of communication that naturally appear in children's daily activities. Therefore, videos can be one of the relevant data sources in psycholinguistic research, especially to observe language acquisition phenomena.

One of the objects that can be studied in this study is the video of Kamari Sky Wassink, which shows children's communication activities. Through these videos, the researcher can observe the utterances produced by Kamari as well as their interactions with people around them. The data obtained can be used to identify forms of language acquisition and to see how the environment supports the child's communication process. The selection of the Kamari Sky Wassink video was based on its suitability with the research focus, which is children's language acquisition through social interaction. This phenomenon was then analyzed using Jerome Bruner's LASS concept to understand the involvement of the environment in the development of children's language abilities.

Previous research on children's language acquisition has been conducted by several researchers with diverse focus areas. Puspita et al. (2022) examined the influence of family environmental factors on the development of first language acquisition in children aged 2 years and 5 months. Furthermore, Ramadhani and Soedjarwo (2022) examined the relationship between parental interpersonal communication and language development in early childhood at PAUD Tunas Cendekia UPT SKB Gresik. Zakaria and Daud (2023) discussed the role of the family environment in children's first language acquisition. Ahmadi et al. (2024) examined language acquisition in children aged 3–4 years through a psycholinguistic approach, while Salamah et al. (2024) studied early childhood language acquisition through syntactic and psycholinguistic reviews. These five studies illustrate that children's language acquisition is related to the development of language skills as well as environmental involvement in the communication process.

Although they share similarities in discussing children's language acquisition, these studies have different focuses from this study. The research by Puspita et al. (2022), Ramadhani and Soedjarwo (2022), and Zakaria and Daud (2023) focuses more on the role of the family environment and parental communication. Meanwhile, Ahmadi et al. (2024) and Salamah et al. (2024) focus more on the development and forms of children's language. This study specifically uses the Kamari Sky Wassink video as a data source to observe speech forms and the process of language acquisition through social interaction. In addition, this study uses the *Language Acquisition Support System* (LASS) concept from Jerome Bruner to analyze environmental support in the language acquisition process of children. Thus, this study focuses on the relationship between children's utterances, social interactions, and environmental support presented through video media.

Based on the above description, this study focuses on children's language acquisition in the Kamari Sky Wassink video using a psycholinguistic perspective. This study aims to describe the forms of utterances produced by children and analyze the language acquisition process through social interaction and environmental support based on Jerome Bruner's theory, particularly the *Language Acquisition*

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Support System (LASS) concept. This study is expected to provide an understanding of the involvement of the social environment in children's language acquisition process and serve as an additional reference in psycholinguistic studies on language development in childhood.

METHOD

This study uses a qualitative descriptive method with a psycholinguistic approach. This method refers to the concept of qualitative research according to Moleong (2017), which is research aimed at comprehensively understanding phenomena through descriptions in the form of words. The data source of the study is Kamari Wassink's videos, while the research data includes children's utterances and their interactions with the surrounding environment. Data collection was conducted using the observation and note-taking technique, which involves repeatedly observing videos, identifying relevant utterances, then recording and transcribing them.

Data analysis was conducted by referring to the Miles, Huberman, and Saldaña (2014) model, which includes data condensation, data presentation, as well as drawing and verifying conclusions. The data were first identified and grouped based on the forms of utterances and the child's interaction with their surrounding environment. Next, the data were presented descriptively and analyzed based on the focus of language acquisition in the psycholinguistic study. The analysis results were then used to draw conclusions regarding the child's language acquisition in the video.

RESULTS

Based on observations of 14 Kamari Wassink videos, several data points were found related to children's language acquisition, children's interaction with the environment, and children's responses to environmental utterances. Research data were obtained through observations of Kamari's utterances and conversations involving children with people around them, especially family members. Each video showed various forms of language use, ranging from simple vocabulary utterances, short sentence pronunciation, repetition of utterances, to the use of different languages in certain communication situations. In addition, interactions were also found showing adult involvement in asking questions, delivering directions, introducing vocabulary, and providing example utterances that were then responded to by the children.

All this data was then grouped into three research focuses: forms of language acquisition in children, children's interaction with the environment, and children's responses to environmental utterances. Grouping was done based on the characteristics of the utterances and the forms of interaction found in each video. To clarify the observation results, each research focus was accompanied by examples of utterances representing the data findings. The presentation aimed to provide an overview of the language forms produced by Kamari, the involvement of the environment in interaction, and the child's responses to utterances conveyed by people around them. The research results regarding these three focuses are described as follows.

1. Forms of Language Acquisition in Children in the Sky Wassink Kamari Video

Forms of Kamari language acquisition are found in the use of words, phrases, simple sentences, expressions, imitation of utterances, and the use of several languages. Examples of data representing these findings are presented in Table 1.

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Table 1
Forms of Language Acquisition – Kamari Sky Wassink

No.	Forms of Language Acquisition	Data Example	Video Sources
1	Laughter	“Papa, papa. Mana papa?” [Daddy, daddy. Daddy authority]	Kamari Panggil Papa
2	Phrase	“Kamali cantik”; “Mau jajan” [Kamali is beautiful"; "Want to have a snack]	Diajarkan Perkenalan Diri
3	Simple sentence	“Tinggal di Bali”; “Umur 2 tahun” [Living in Bali"; "Age 2 years]	Diajarkan Perkenalan Diri
4	English expressions	“We all love you both” [We all love you both]	Kamari Sudah Bisa Menggunakan 2 Bahasa
5	Dutch expressions	“Ik hou van jou” [I love you]	Ayah Mengajari Kamari Bahasa Belanda
6	Speech imitation	Ayah: “Ik hou van jou.” Kamari: “Ik hou van jou.” [Ayah: "I love you." Kamari: "I love you]	Ayah Mengajari Kamari Bahasa Belanda
7	Language display through media	[More, more”; “Good job]	Kamari Mendapatkan Kata dari Melihat Tayangan Video

Based on Table 1, the forms of language acquisition found include language units from words to simple sentences, the use of expressions in English and Dutch, as well as imitation of utterances. These data show variations in language forms that appear in communication and language learning activities. This grouping is based on the form of utterances or how language is acquired, so one video can contain more than one form of language acquisition.

2. Forms of Child’s Interaction with the Environment

Kamari’s interaction with the environment was found through communication with mothers and fathers, identity recognition activities, singing, use of audiovisual media, and speech correction. Examples of interaction data are presented in Table 2.

Table 2
Forms of Kamari Interaction with the Environment

No.	Forms of Interaction	Contoh Data Interaksi	Video Sources
1	Q&A with Mom	Ibu: “Umur berapa?” [Mother: "How old are you?"]	Diajarkan Perkenalan Diri
2	Introduction of family members	Orang dewasa: “Mana papa?” [Adult: "Where's dad?"]	Kamari Panggil Papa
3	Language learning with father	Ayah memberikan contoh “Ik hou van jou” [Father gave the example "Ik hou van jou"]	Ayah Mengajari Kamari Bahasa Belanda
4	Interaction through singing	Ayah mengajak Kamari mengikuti lirik lagu [Father invited Kamari to follow the lyrics]	Ayah Juca Mengajari Kamari Lewat Nyanyian
5	Interaction through audiovisual media	Tayangan memperkenalkan kosakata seperti ball dan baby [The show introduces vocabulary like ball and baby]	Kamari Mendapatkan Kata dari Melihat Tayangan Video
6	Speech correction	Orang dewasa membetulkan “berantem” menjadi “datang besok” [Adults correct "fighting" to "come tomorrow"]	Mama Membetulkan Kesalahan Ucap Kamari

Based on Table 2, Kamari’s interaction with the environment takes place through activities involving direct utterances as well as language exposure through media. These forms of interaction include asking questions, introducing vocabulary, giving example utterances, singing activities, and language correction. Parents and

other adults play a role in providing language examples as well as opportunities for Kamari to engage in communication.

3. Children's Responses to Environmental Utterances

Kamari's responses to environmental utterances were found in the form of verbal answers, name repetition, repetition of utterances, actions of following instructions, and language use in conversations. Examples of these responses are presented in Table 3.

Table 3
Kamari's Response to Environmental Utterances

No.	Form of Response	Kamari's Utterances or Actions	Video Sources
1	Answering questions	"Umur 2 tahun" [2 years old]	Diajarkan Perkenalan Diri
2	Answering questions	"Mau jajan" [Want to buy some snacks]	Diajarkan Perkenalan Diri
3	Stating identity	"Papa Dally"; "Papa Justin" ["Papa Dally"; "Papa Justin"]	Kamari Bisa Membedakan Mana Papa dan Mama
4	Repeating utterances	"Ik hou van jou" []	Ayah Mengajari Kamari Bahasa Belanda
5	Following corrections	"Datang besok" [Come tomorrow]	Mama Membetulkan Kesalahan Ucap Kamari
6	Using vocabulary in conversation	"Shopping" [Shopping]	Orangtua Menggunakan 2 Bahasa
7	Following instructions	Menunjukkan ekspresi atau gerakan sesuai arahan orang dewasa [Showing expressions or movements as directed by adults]	Ibunya Ajarkan Bahasa

Based on Table 3, Kamari's responses appear in the form of utterances and actions. Verbal responses are seen when children answer questions, mention names, repeat utterances, and use vocabulary in conversations. Meanwhile, nonverbal responses are seen when children follow directions given by adults. These findings show that children's responses to the environment are not only shown through the use of words but also through actions in communication activities.

DISCUSSION

The discussion in this study contains further explanations regarding the findings of children's language acquisition in 14 Kamari Sky Wassink videos that have been analyzed. These findings are interpreted by linking speech data and child interactions with language acquisition theory, particularly Jerome Bruner's views on the role of social interaction and environmental support in the language acquisition process of children. The discussion is arranged into four parts to elaborate more deeply on the findings, namely (1) forms of language acquisition in children, (2) children's interactions with the environment, (3) children's responses to environmental utterances, and (4) the relationship between forms of language acquisition, interaction, and children's responses. These four parts are explained as follows.

Forms of Language Acquisition in Children in the Sky Wassink Kamari Video

Based on the results of the study on 14 Kamari Wassink videos, children's language acquisition is seen through the use of words, phrases, simple sentences, expressions, imitation of utterances, and exposure to several languages. These forms show that Kamari's language ability is not only demonstrated through vocabulary mention but also through the use of language to answer questions, express desires, recognize people, and follow the utterances conveyed by adults. These findings indicate that language acquisition can be observed through various forms of utterances that appear in daily communication activities.

Vocabulary acquisition is seen in the utterances "*Papa, papa. Where's papa*?" as well as the use of words like aunt, father, mama, roti, and yummy. These words relate to family members, people, and objects encountered in daily life. The repeated use of the word papa, for example, shows

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that Kamari uses these terms in communication related to his father. Meanwhile, utterances like "*Mau jajan*" show the use of language to express desires. This shows that the vocabulary produced by children has a communicative function, both to mention something and to convey meaning to others.

Besides vocabulary, Kamari also produces combinations of simple words and sentences, such as "*Kamali cantik," "Age 2 years,"* and *"Residing in Bali*." These utterances demonstrate the child's ability to convey information about themselves through word combinations that can be understood by their interlocutor. In self-introduction conversations, Kamari's answers are directly related to questions posed by adults. The relationship between the question and the answer shows that the child's utterances appear as part of communication with a specific purpose. Thus, language acquisition in this data can be seen through the child's ability to use language to provide information and express desires, not just to mention words separately.

Other findings relate to the use of expressions in English and Dutch. Kamari, for example, says "*We all love you both*" and "Ik hou van jou." These data show that Kamari is exposed to expressions from several languages through the family environment. However, the relatively long use of expressions is not enough to ensure that the child has mastered all the language elements or composed them independently. These utterances can appear through imitation, practice, or memorization. Therefore, the research results are more appropriate to show the use and exposure of several languages rather than to conclude the overall level of Kamari language mastery.

The form of language acquisition through imitation is seen when the father says "*Ik hou van jou*," then Kamari follows the utterance. A similar pattern is also found in singing activities when Kamari follows lyrics such as "*My Homeland"* and *"I stand by* it." Repetition gives children the opportunity to listen and reproduce the sounds and word arrangements introduced by others. Nevertheless, imitation needs to be distinguished from spontaneous language use because the ability to repeat utterances does not always show full understanding of its meaning.

These findings can be linked to Jerome Bruner's (1983) view in *Child's Talk: Learning to Use Language*, which emphasizes the role of the social environment in supporting children's language acquisition. Through adult involvement, children gain examples of language use and opportunities to try using them in communication. In Kamari's data, this is seen through parents' vocabulary recognition, repetition of Dutch expressions, and singing activities. Thus, the forms of language acquisition found show a connection between children's speech and the language experiences they gain from their environment.

Children's Interaction with the Environment in the Language Acquisition Process

The results show that Kamari's interaction with the environment takes place through conversations with parents, identity recognition, language learning, singing activities, and exposure to audiovisual media. In these interactions, adults ask questions, provide example utterances, deliver directions, and correct the child's speech. These forms of interaction show that the environment provides opportunities for Kamari to listen to language and engage in communication.

Interaction with the mother is seen in self-introduction activities and vocabulary introduction. When adults ask, "*How old are you?"* ", Kamari answers "*Age 2 years*." Likewise, when asked about where to live, Kamari answers "*Living in Bali*." The conversation shows that adults give children the opportunity to use language according to the questions they receive. The topics discussed relate to identity and everyday experiences so that children can respond based on things they know. Meanwhile, interaction with the father is seen through the introduction of Dutch expressions and singing activities. In Dutch language learning, the father gives examples of the utterance "*Ik hou van jou*," then Kamari repeats it. In the singing activity,

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the father gives Kamari the opportunity to follow the song lyrics. Both activities show that interaction can take place through directed learning activities or more enjoyable activities. In both situations, adults provide language examples that can be heard and followed by the child.

Interactions that occur through question and answer, giving examples, and repetition regarding social environment support in language acquisition. Adults help children engage in communication by providing understandable utterances and opportunities to respond. In this study, this support is seen through questions about identity, family member recognition, as well as language teaching through conversation and singing. These findings indicate that interaction with parents is a form of experience that provides opportunities for Kamari to use language.

Besides direct interaction, the study also found language exposure through audiovisual media. In the video Kamari Gets a Word from Watching the video broadcast, Kamari listened to English vocabulary such as *ball, baby, more*, and *me*. The show provided examples of language sounds accompanied by pictures or objects so that children could hear words and observe related things. Audiovisual media thus becomes one of the sources of language input in the child's environment. However, unlike direct conversations, exposure through media does not always provide children the opportunity to receive direct reciprocal responses from the interlocutors. Overall, Kamari's interaction with the environment shows some form of support for the child's language experience. Parents play a role in providing example utterances, asking questions, and involving the child in communication, while audiovisual media provide additional exposure to vocabulary. However, the data in this study more show the forms of interaction and language experiences available to Kamari than measure the extent of the influence of each form of interaction on her language development.

Children's Responses to Environmental Utterances

Kamari's responses to environmental utterances are seen through verbal answers, name mention, repetition of utterances, actions of following directions, and language use in conversations. These responses show that Kamari is involved in communication through responses given to questions or examples of utterances from others. Children's responses are an important part of language acquisition analysis because they show how children use their language skills in certain situations.

The verbal response was clearly seen in the video Taught to Introduce Yourself. When asked about age, Kamari answered "*Age 2 years,"* while the question about residence was answered with "*Living in Bali*." Kamari also answered "*Already*" when asked if he had eaten and "Want to snack" when asked about the activity he wanted to do. These answers showed variations in speech forms, ranging from single words to combinations. In addition, the relationship between the question and the answer showed that Kamari gave responses that matched the topic of the conversation.

Responses also appear through the mention of names and the recognition of people. In the video Kamari Can Differentiate Between Papa and Mama, the utterances "*Papa Dally"* and *"Papa Justin*" were found. These utterances appear when Kamari is asked to recognize people through pictures. The use of names in these situations shows that the child tries to connect the utterances with the person being talked about. These findings show the function of language as a means to identify and refer to certain people in communication.

Another form of response is the repetition of utterances delivered by adults. In Dutch language learning, Kamari follows his father's words, " *Ik hou van jou*." The same repetition is also seen when Kamari follows the lyrics of the song. This response shows that the child can reproduce the utterances they hear. In the process of language

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acquisition, repetition gives children the opportunity to try to pronounce the language forms introduced by their environment. However, as with language acquisition, repetition cannot yet be the sole basis for determining the child's understanding of the meaning of the utterances.

Responses to language corrections were also found in the video Mama Correcting Kamari's Speech Mistakes. In the conversation, Kamari said "*Don't forget to fight tomorrow*," then the adults corrected her with the utterance "*Not fighting, come tomorrow*." After that, Kamari said "*Come tomorrow*." The data showed that the child received examples of corrected utterances by adults and then repeated them. This event showed there was an opportunity for the child to hear and try to reuse the given utterance. However, the data was not enough to confirm whether Kamari understood the difference in meaning between the initial utterances and the corrected utterances.

Kamari's response is not only verbal but can also be actional. In the video Mother Teaches Language, adults give directions regarding expressions of crying, laughter, and anger. Responses to these directions involve expressions and movements, so communication does not only occur through words. These findings show that children's responses to environmental utterances can be behaviors related to the instructions they receive.

Children's responses are part of interactions that provide opportunities for communication to continue. When adults ask questions or provide examples of utterances, children can respond according to their language skills and experience. These responses then become part of the next interaction. In Kamari's data, this pattern is seen through question-and-answer sessions, repeated utterances, family member introductions, and language corrections. Thus, children's responses show Kamari's involvement in communication while also providing data about the language forms they use.

The Relationship Between Language Acquisition Forms, Interaction, and Children's Responses

The three research focuses show interrelated relationships. The form of language acquisition identifies the language units or utterances produced by Kamari, the form of interaction explains communication activities involving the child and their environment, while the child's response shows responses to the utterances or directions received. Therefore, a communication event can be analyzed through these three focuses, but each needs to be explained from a different perspective. An example can be seen in Dutch language learning. The utterance "*Ik hou van jou*" is a form of Dutch expression found in language acquisition data. The activity when the father gives examples of these utterances is a form of the child's interaction with the environment. Meanwhile, when Kamari repeats "*Ik hou van jou*," the utterances become evidence of the child's response to the given example. This example shows that an event can contain forms of language, interaction processes, and interrelated responses.

A similar approach is seen in self-introduction conversations. Adult questions about age and place of residence are part of the interaction, while the answers *"Age 2 years"* and *"Living in Bali"* serve as examples of Kamimi's utterances as well as responses to the question. This relationship shows that children's language can be observed through its use in communication that has a specific purpose. In this way, the analysis not only focuses on the form of utterances separately but also pays attention to how those utterances appear in interactions.

Based on all the findings, the acquisition of Kamari language in 14 videos shows the use of various forms of language, interaction with parents and environment, as well as responses to received utterances. These findings can be understood regarding the role of social interaction in supporting children's language acquisition. The environment provides examples of utterances and

communication opportunities that enable children to hear, try, and use language. However, this study focuses on speech and interaction data seen in the videos, so it cannot yet determine the level of comprehensive mastery of Kamari language or confirm the cause-and-effect relationship between each form of interaction and language development.

CONCLUSION

Based on the results of the study on children's language acquisition in 14 Kamari Sky Wassink videos, it can be concluded that children's language acquisition is demonstrated through various forms of utterances, ranging from the use of simple vocabulary, short sentences, repetition of words or sentences, to the use of Indonesian, English, and Dutch. These utterances demonstrate the child's ability to convey simple information, answer questions, mention people or objects, and follow utterances heard from their surroundings.

Kamari's interaction with the environment, especially family members, is seen through daily conversations, asking questions, delivering directions, introducing vocabulary, and singing together. In this process, the child's responses appear in various forms, such as answering questions, repeating utterances, following instructions, and repeating words or sentences exemplified by adults. These three aspects show that children's language acquisition takes place through various communication experiences involving the child and their surrounding environment. The results of this study provide an overview of the forms of Kamari language use based on utterances and interactions found in the 14 videos observed.

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