



DOI: <https://doi.org/10.38035/snlpr.v2i2.775>  
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## Imitation of Children's Speech Styles in The Show "Anomaly" Among Elementary School-Aged Children in Cijoho Village, Kuningan Regency

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**Abstract:** Digital media and the use of YouTube, specifically YouTube with its short video content, has had an influence on communication among children who are at the elementary age level. Content that is viewed extensively digitally may potentially affect how children speak due to imitation. The purpose of this research is to determine the reasons behind why children imitate the speech patterns from the "Anomali" series on YouTube, how the imitation process happens, and the effects of imitation on children's communication behavior. Qualitative methods are applied in conducting this study using descriptive methods. Methods used to collect data include observation, in-depth interview, and documentation. Informants for this study include children at the elementary age level and their parents as key informants, along with the child psychologist as a supporting informant. Purposive sampling was the procedure employed for the selection of informants, while triangulation was done for the verification of data. It can be seen that imitation of speech pattern of "Anomali" comes about due to the special characteristics of the characters and their humorous speaking manner. Imitation takes place in the phases of attention, retention, reproduction of verbal behavior, and motivation, according to Dale H. Schunk's theory of social cognitive learning. There are two sides to the effects of imitation: while it offers some advantages like building up one's vocabulary and becoming more confident in communicating, there is also a risk of using language that is not appropriate to the situation without proper guidance from the parents.

**Keyword:** Imitation, Speech Style, Anomaly, Youtube, Digital Media.

### INTRODUCTION

The current technological age has seen advancements in information technology that make access to various forms of entertainment media relatively easy, especially among children. Modern devices including smartphones, tablets, and laptops are now part of the everyday life of children. Digital media platforms accessed most commonly by children include YouTube Shorts, TikTok, and Instagram Reels due to the vast selection of entertaining and affordable media content available on these websites. A study carried out by

(Pew Research Center, 2025) indicates that 85% of all parents globally claim that their children below the age of 12 years view YouTube videos, and over half of them view these videos every day. Data obtained from the same source further reveals that children spend approximately 74 minutes per day viewing YouTube and Shorts videos (Mi3, 2025). A similar trend is observed in Indonesia where the results of a survey conducted in 2024 by the Indonesian Ministry of Communication and Information Kominfo, 2024) reveal increased usage of gadgets among young children in elementary schools, especially since the pandemic; with YouTube being the most popular platform for entertainment.

Due to the high-frequency viewing of these digital media channels, YouTube, TikTok, and Instagram have become not just forms of entertainment but media influencing children's cognitive and communicative development. The media with their characteristic characters, distinct speaking mannerisms, and intense expression are copied by children in many cases. This corroborates with the research results obtained by Padjadjaran University (2023) where it was concluded that children's favorite cartoons influence linguistic imitation copying of vocabulary, intonation, and speaking style by children due to their frequent watching of the particular content. In a similar manner, the results of (Rohmiatun & Imawan, 2024) research suggest that children's addiction towards YouTube results in confusion between languages of real life and content, thus, resulting in a high effect of digital media on the formation of children's linguistic style of communication.

The same has been seen in the village of Cijoho, which is part of Kuningan Regency, where this research took place. According to observation, school-age children in this community spend a lot of time watching videos on YouTube, especially Short videos from a popular kids' series called "Anomali." In terms of digital media, the term "anomaly" content means video content that consists of characters/figures with special behavior, expressions, and utterances. Characters in anomaly content tend to have distinctive vocal inflections, unusual words, and expressions that are not used in normal communication settings. The uniqueness of the speaking style of characters in "Anomali" content may attract children and influence them during their interaction. There are several characters in the content who differ in their shapes and manner of speaking. For instance, one such character is Tungtung Sahur, whose shape is a hammer or wood stick that moves around. Another character is Balerina Capucina, whose shape is a coffee cup complete with arms and legs, while dressed in a ballerina costume. The repetition of words or sound patterns such as these make the content memorable to children and is easily imitated in their play with other children. What stands out about this show are the unique, fast and expressive way of talking by the different characters in the content. Children watching these shows find them entertaining, and also mimic their ways of talking, tone of voice, and expressions.

This behavior can be justified using the Social Cognitive Learning Theory formulated by (Schunk & DiBenedetto, 2023). The theory postulates that humans, particularly young children, learn new things by observing how their role models behave in their immediate environment. Role models may either be real or symbolic and are seen in mass media or digital content. If children come across digital content that frequently showcases characters who speak in a certain way, they end up adopting the same mannerisms because they find them appealing or amusing. In most cases, they copy them unknowingly since they lack the cognitive capability to filter out the negative influence of external forces.

Problems arise when the speech patterns being imitated do not align with children's communication norms within their social context. Some children in Cijoho Village have begun using vocabulary and intonation that mimic the "Anomali" show. This case shows that there is a change in the language behavior of the child from acquiring naturally to becoming more affected by technology. As per an article published in BMC (Kim et al., 2024), overuse of YouTube can affect the social and emotional development of children, as well as their

ability to communicate. Moreover, absence of parental oversight when selecting what children watch allows imitation to take place without appropriate direction.

The choice of the study site at Cijoho Village was due to the reason that this problem is quite prevalent in this particular area. The village is one of those places where there is a relatively higher rate of gadgets amongst elementary school children but there is limited supervision by parents. Moreover, the social environment in this place allows researchers to observe the interaction of children with their friends using language imitated from digital sources. Consequently, the place is suitable enough to be used as an example to explain the effect of imitation from YouTube videos on language development in children.

As for the selection of elementary school-aged children as participants, this decision was made according to the real situation in the studied environment when it comes to the viewing of "Anomali." Indeed, the children at that age tend to view digital content most often. Furthermore, at that age, children develop speaking skills; therefore, everything that they perceive through eyes and ears can affect their speaking. Moreover, children have a tendency to imitate everything they like in someone else's speech, tone, or even expressions. In everyday life, such an imitation becomes noticeable when a child communicates with other people or even adults.

It is highly urgent to study the process due to its long-term impact on the development of the linguistic identity of children. In particular, the speech styles formed under the impact of digital media can shape the communication skills, expressive abilities, and sociocultural knowledge of a child. Children who do not get proper guidance from adults can potentially deprive themselves of acquiring linguistic skills that would be relevant within the local social community. Thus, it is important to understand the mechanism of imitation of speech styles by children and find out how the mentioned program influences their speech. Furthermore, it is necessary to clarify the role of parents in controlling their children's use of digital media. The existing research in the area mostly focuses on imitation phenomena per se but does not consider digital media. For this reason, the presented study is needed for filling the identified gap.

The aim of this research paper is to determine why the children tend to emulate the speech pattern of the "Anomali" show in YouTube, analyze how the children emulate the speech pattern of the "Anomali" show in YouTube, and to evaluate the influence of the "Anomali" show in the communication style of the children. Through an in-depth analysis of this phenomenon, this research will be able to contribute significantly to the field of education and communication among children. The research findings can serve as a basis for parents, educators, and policymakers to design strategies for wiser digital media use, build media literacy awareness among families, and create an environment that supports children's healthy and contextual language development.

## **METHOD**

This study employs a qualitative approach using descriptive methods. This approach was chosen because it focuses on gaining an in-depth understanding of the process by which children imitate speech styles in the "Anomali" series on YouTube. Creswell (2023), states that qualitative research focuses on exploring the meanings, understandings, and interpretations of human social experiences in natural contexts. The researcher serves as the primary instrument in data collection and interpretation to gain a holistic understanding of children's behavior. According to Moleong (2017), Qualitative research is used to holistically understand the phenomena experienced by subjects, through descriptive language and within a natural context. This qualitative study aims to describe and analyze how children imitate the speech patterns from these programs, as well as how environmental factors particularly the role of parents in monitoring their children's viewing habits influence this behavior.

Data were collected through observation, in-depth interviews, and documentation of the informants. The subjects of this study consisted of two types of informants: Key Informants and Supporting Informants. In this study, the primary source of information was parents and children in the elementary age group who were keenly watching the episodes from “Anomali” on the YouTube Shorts platform. This selection was made due to the fact that these are the main subjects who undergo the process of imitation. Through observation and in-depth interviews with these children, the researcher sought to understand how the processes of observation, retention, reproduction, and motivation occur, leading the children to imitate the speaking style of the characters in the “Anomali” videos. In contrast, the other sources who would be assisting in the data collection process are the child psychologists who have special knowledge in how to understand and analyze the behaviors and development of children of the elementary level age group. The role of the parents is also essential here because they are able to furnish details about the usage of gadgets by their children, the time spent watching YouTube, and how the children behave when watching the “Anomali” show. In addition to parents, a child psychologist can serve as another source of information.

In this case, the informants were determined using purposive sampling. According to Sugiyono (2019), states that purposive sampling is a type of sampling whereby researchers intentionally select informants in accordance with the aims and needs of the research conducted. The selection of informants takes place due to their direct involvement with the problem being studied imitation of speech of children in the TV show “Anomali” in elementary school-age children in Cijoho Village, Kuningan District. Triangulation was used in this research to guarantee data validity, which means that data validation through multiple sources, procedures, and periods will make the research outcomes more reliable and credible as stated by Moleong (2017). To collect information sources, elementary school-aged children who watch the Anomali show were interviewed along with their parents to check whether there were any inconsistencies in terms of their experiences and viewpoints. Observations and documentation were the procedures employed during the collection of data, and also temporal triangulation was performed through collecting data at several moments.

The analysis of data in this study was done interactively and concurrently from the process of collecting the data up to concluding the study. The data analysis was done using Miles and Huberman data analysis model that is comprised of three major steps of analysis; namely, data reduction, data display and concluding or verifying. Data reduction was done through the selection and simplification of vital information contained in the results obtained from the observation and interviewing processes. Data display was done by presenting a narrative description of patterns in children’s imitative behaviors. Conclusion was drawn in relation to the theory of Social Cognitive Learning Theory (Schunk, 2012).

## **RESULTS AND DISCUSSION**

### **Research Results**

The process of learning in children is not only through direct experience but also by watching the behavior of other people around them. According to the Social Cognitive Theory, humans have the ability to learn certain behavioral processes through observation and imitation of people whom they see as relevant role models. By this process of observation, humans become capable of imitating certain behaviors and adopting other behavior. Social Cognitive Theory points out that the majority of human learning process takes place in the social context (Sabilihq et al., 2024). Humans gain knowledge, skills, and attitudes from the process of observation, which they then reproduce in everyday life (Sulastri, 2016). This concept forms the basis for studying the process of speech style imitation in elementary school children.

Conducted through interviews with parents, elementary school-aged children, and child psychologists, the conclusion can be drawn that digital media, especially the series named "Anomali" uploaded on YouTube Shorts, plays an important role in affecting imitation of speech patterns in elementary school-aged children in Cijoho subdistrict, Kuningan Regency. The children displayed fairly high levels of frequent watching, especially short-form videos that tend to repeat and are easy to access. Anomali videos were deemed attractive by children because they contain interesting visual features, special characters, fun songs, and funny speech patterns. The attractiveness motivates children to watch carefully and memorize easily the speech patterns used by the characters such that they will be imitated immediately.

The imitation of speech patterns among children happens in an unintentional manner and in an intentional way. Initially, imitation happens in an unintentional way as a result of hearing similar speech patterns very often. With time, through positive reinforcement from the environment, such as the friends finding it funny and laughing along, this imitation becomes intentional and repetitive. The imitation of Anomali's speech patterns among the children happens during play times and is motivated mainly by the desire to be accepted socially.

Furthermore, the findings from the interviews highlight how repeated exposure helps in cementing children's memories of particular speech styles. It is possible for children to remember Anomali's words or songs, even when they do not watch the program at all, since these elements are constantly brought up in various social situations. This happens because of the positive emotions associated with happiness and fun, which further strengthen the memory of the speech patterns among children. As far as the psychology behind this phenomenon goes, the results from the study are consistent with the Social Cognitive Learning Theory (Schunk, 2012). According to this theory, children can learn new things via observational learning, where they observe a role model, pay attention to its behavior, memorize what they have seen, and replicate it in their lives. In other words, the Anomali program acts as a role model for children, which they find interesting and "cool," leading to imitation of speech styles.

Moreover, the reinforcement that is derived from the social environment through attention, laughter, or acceptance from other children and adults makes the child sustain this kind of imitative speech. This is the way through which the imitation, being temporary at first, transforms into an habitual way of language usage. While there are benefits related to the consumption of digital content, such as broadening the vocabulary of children, increased self-confidence during speech, and improvement of their memory, the interviews have revealed some drawbacks of using digital content without supervision. Namely, these involve language confusion, inappropriate vocabulary according to the situation, lack of concentration while talking, and appearance of tantrums and inability to control emotions. Consequently, it is possible to claim that the process of imitation of speech styles in young elementary students is affected by such aspects as the degree of exposure to digital content, its attractive features, social environment, and parents. It is the latter who play an important role since they help to define boundaries and guide children.

## Discussion

### 1. Why children imitate the speaking style from the "Anomali" show on YouTube

The **Attention** dimension in this study relates to children's attention and interest in the Anomali episodes they watch. Attention serves as the initial stage in the imitation process, as children must first focus on the observed model before imitating the speaking style presented in the digital content. Children's interest in the characters, visuals, and speaking styles of the figures forms the basis for the emergence of observational focus, which subsequently creates opportunities for the imitation process to occur in daily life. Therefore, the attention

dimension is the initial aspect that needs to be examined to understand how the Anomali program captures the attention of elementary school-aged children in Cijoho Village.

Digital media has become an integral part of the lives of elementary school-aged children. The content children frequently watch serves not only as entertainment but also as a source of indirect learning, particularly regarding language and communication skills. Children tend to absorb various forms of language, intonation, and expressions that they repeatedly see and hear through digital media. In this context, a child's engagement with a particular program plays a crucial role in shaping the learning process that takes place. Interest in characters, visuals, and the characters' delivery styles can lead children to focus more intently on the content they are watching (Ansani & H. Muhammad Samsir, 2022).



Figure 1.1 The Anomali Frigo Camello & Tralalero Tralala Characters  
Source: YouTube Can Channel

This focus of attention allows children to observe more closely how characters speak and express themselves. Through this process of observation, children begin to recognize language patterns that may later reappear in their daily interactions. Therefore, attention becomes one of the initial dimensions relevant to this discussion. The interest of children towards digitized content lays a foundation for the development of speech imitation by children. This refers to the way children take interest in and imitate the style of speech of any model that they consider as interesting or important in their environment. Some examples of anomalies, which catch the fancy of children, include animals having an interesting form like the shark with human body called “Tralalero Tralalala” and camel with body of an electric gadget like refrigerator called “Frigo Camello.”

Nonetheless, judging from the responses given during the interview, there was much interest by the children for the cartoon due to the fact that the characters were regarded as strange and also visually appealing, and also had an unusual mode of talking. The children gave an explanation that the Anomali characters were not like the characters in other cartoons that they normally watched, thus making them develop an interest to keep watching the cartoon. This led the child to observe how the Anomali character talked.

The child mentioned that he thought that the speaking pattern of the character was funny and fun to listen to, thus making it very easy for him to catch one's attention and be remembered. Attention is not only present during the actual watching but extends as well into the retelling and recalling of certain aspects of the program that are interesting to the viewer. It shows that the visual and verbal aspects, as well as how the character talks and delivers his lines, are contributing to catching the attention of the child. The capturing of this attention then becomes the first step in the imitation process because in order for the child to imitate what he saw, he needs to be able to pay attention to the model first.

Retention in the current research relates to how efficiently the participants can memorize and recall the speech pattern of the character Anomali after viewing the show. Retention occurs at the next step following attention since it involves storing information that

has already attracted one's attention and then being able to recall and use this information in certain situations. During this stage, children learn not only to receive information but also to represent it mentally. That is why retention is important as an intermediate step linking children's attention to the program and reproduction of the speech pattern in everyday life (Abdullah, 2019).

From the information obtained from the interview, the retention component is found in the children's capacity to recognize the speech pattern of the Anomali characters after watching the show. According to the parents, the children were able to memorize the words and songs within a relatively short period of time after watching the Anomali show just once. This shows that the language and songs used in the show can be easily retained in memory by the children. This is reflected in informant Akbar's response: "I don't even have to watch anymore; I remember it because, you know, whenever I'm playing with my friends, we usually talk about it." Similarly, informant Nirmala mentioned that the speech pattern in the show can easily be remembered since it sounds funny.

From the interview results, it becomes clear that the ability to recall goes beyond the period when the child is watching; the ability recurs in other instances as well. The child has been observed reciting the Anomali talk even in the absence of the show. The repetitions are spontaneous, happening within the course of the child's normal routine, such as during play. It seems, therefore, that the speech of Anomali has been stored in the child's memory and can be recalled without actually viewing the television program. Furthermore, from interviews with various psychologists, the child's capability to remember words or songs from the Anomali TV show is attributed to auditory memory and emotions. Psychologists explain that things perceived as enjoyable and entertaining are more easily stored in a child's memory. Therefore, the songs and humorous speech patterns in the Anomali program help reinforce the retention process in elementary school-aged children.

The dimension of **reproduction** in this study refers to the child's ability to mimic the speech patterns of the Anomali character that the child observed and remembered after watching the program. Reproduction is a stage that follows retention, as information stored in the child's memory is subsequently manifested in the form of verbal behavior. According to (Firmansyah & Saepuloh, 2022), The process of reproduction involves mental reconstruction and repeated practice so that the observed behavior can be effectively demonstrated. This means that observers need to rehearse what they have observed until those speech patterns or actions can be consistently applied in social interactions. Through this process, children begin to imitate and use the speech patterns demonstrated by the Anomali character in their daily activities, particularly during play and social interactions.



Figure 1.2 An anomaly character named Udin din din din  
Source: YouTube JimmySims' channel, 2025

Based on the interview results, the reproductive dimension is evident when children begin to imitate the speech patterns of Anomali characters in their daily lives. This imitation occurs verbally, both spontaneously and intentionally, particularly when children are playing with their peers. The elements that have been copied by children are the same words and the same tone of voice as those used in the Anomali show. From the results of the interviews, it can be concluded that this copying is not done separately; instead, it forms part of the games played by the children. The children incorporate Anomali's way of speaking into their games as a form of expression and as a joke among friends. In this case, the words of Anomali are incorporated into games to create excitement and fun. Besides, the copying of the words of Anomali is involved in social interactions between children. This copying takes place in everyday conversation. It suggests that the reproduction aspect can be seen from the ability of the child to act out the speech style that has been watched and memorized in the form of real speech behavior. The informant Nirmala said that she frequently uses this speech style and even makes the characters in Anomali, such as an orange. During playtime with her brother, Nirmala makes the orange look like a person through the use of doll-like hands and feet and painting on the orange to look like a human face. In Anomali, the orange character is called "Udin din din din" an orange with hands, feet, and a human face.

Regarding the motivational aspect in this study, it is concerned with the motivation that will make children keep repeating the Anomali speech pattern after they watch the show. This is because motivation becomes a later step after reproduction; the imitating behavior done by the kids can be sustained as long as there is some sort of encouragement for them that makes them happy about it. In line with modern theory on educational motivation, motivation can be seen as something that triggers, guides, and sustains the behavior aimed at certain goals. One example of this is when children decide to imitate the speech pattern of media characters that they see as desirable for them (Schunk, 2012)

In relation to the findings of the interview, there is a motivational aspect in the existence of both internal and external motivations that make the child mimic Anomali's speech pattern consistently. The feelings of joy and satisfaction that the child feels after mimicking the speech pattern of Anomali make the child develop an internal drive to engage in the same activity whenever the opportunity arises. Such positive emotions act as the driving force for the child to continue to behave by mimicking the speech pattern of Anomali. Besides the internal motivation of the child to continue behaving by mimicking Anomali's speech pattern, there is evidence in the findings of the interview to support that social reinforcements of the environment such as laughing, attention, and acceptance also motivate the child to continue to use the speech pattern in social situations. As explained by Informant Akbar, the child often mimics Anomali songs while playing with his friends, who enjoy his mimicry, as exemplified in this statement: "Tungtungtung sahur tatata sahur din din dun mari din din dun orcalero orcala Tralalero tralala cappucino assasino trulimero trulichina balerina balerina."

This response allows the child to realize that the behavior he/she displays is being appreciated by the people around him/her. Psychologists have stated that social reinforcement is an important factor that helps ensure that the imitative behavior continues and becomes a habit. If the child is rewarded positively all the time, then the imitative behavior will continue to exist. Hence, the entire process of imitating the speaking pattern of the Anomali show goes through four steps – attention, retention, imitation, and reinforcement.

## **2. The Process of Children Imitating Speech Styles from the “Anomali” Show on YouTube**

This is a process that takes place at a second stage, after the child imitates the language styles learned through the digital medium. In relation to this study, it should be noted that the process of imitation involves not only mimicry; rather, it entails the stages of imitation as well as how the child receives, learns, and imitates the language styles gained from Anomali videos on YouTube. It is a process that happens gradually and can be seen in how the child relates to his/her surroundings.

According to the findings from the interviews conducted, the imitation process involved in learning the way of speaking the Anomali show on YouTube follows interrelated steps that happen gradually. The first step involves watching the Anomali show and liking the characters and way of speaking because they appear funny compared to other shows. This interest leads children to pay closer attention to how the Anomali characters speak, in terms of the words, songs, and intonation used. Interviews with parents revealed that after watching, children were able to recall and memorize the words and songs from the Anomali videos in a relatively short time. This ability to recall is evident in the children’s habit of repeating the language used by the Anomali characters, even when they are not actively watching the videos. This repetition of language occurs spontaneously in the children’s daily activities.

Subsequently, the child began to reproduce the imitated speech style in daily life, particularly while playing with peers. Based on interview findings, imitation occurred verbally both spontaneously and intentionally and became part of the child’s play activities. Anomali’s speech style was used as a means of joking and self-expression in social interactions. This imitation process continues due to internal motivation within the child as well as positive feedback from the surrounding environment. The child is happy for being able to successfully mimic the speech style of Anomali. However, the reactions of other children, such as laughing or paying attention to his or her speech, reinforce the actions, making the child repeat the behavior. According to psychologists, such reactions positively reinforce the imitation and make the imitated speech style constantly repeated during the child's daily life. Therefore, the process of mimicking the speech style of Anomali among children is constant.

## **3. The Impact of the TV Show “Anomali” on How Children Communicate**

The process of imitation is the main process in the acquisition of languages and communication skills by children at elementary school age. Children usually imitate communication patterns they come across often and like regardless of the source – their social environment and/or digital media. The content on digital platforms which demonstrates distinctive styles of speech that are also repetitive and expressive can act as models of communication for imitation by children. It happens progressively from noticing the content, memorizing it, and applying to social settings, as stated in Social Cognitive Learning Theory. Hence, the process of imitation of digital communication styles cannot exist independently from its consequences for children's communication. The frequency of viewing, the kind of content being consumed, and parents' participation are among the essential factors deciding either adaptive nature or undesirable transformation of behavior in terms of communication style resulting from imitation of the digital media content. Having discussed this issue in detail, the next chapter discusses the consequences of imitation of the digital content "Anomali" for children's communication based on the interviews with parents and psychologists.

As per the findings from the interview analysis, digital media, especially Anomali, affects communication within children. The respondents indicated that children use strange

vocabulary and communicate in contexts which are not clear when exposed to digital content too often. Children also lose concentration while communicating since their minds are preoccupied with digital content. Some parents even indicated that excessive exposure to digital content can affect children emotionally, whereby they can get irritated and throw temper tantrums when the program is stopped.

Children are more likely to repeat phrases heard from Anomali than those they hear at home and in schools. Nonetheless, the interview findings also show positive impacts on children when they use digital content in the presence of parents. In the words of psychologists, digital content can be useful for expanding vocabularies, improving memory skills, and encouraging children to speak confidently. With proper guidance, digital content can be utilized as a tool to stimulate children's language development. Thus, the impact of Anomali content on how children communicate depends on viewing frequency, content type, and the role of parents in guiding and limiting digital content consumption.

## CONCLUSION

Based on the results of the research and discussion conducted regarding the process of imitation of speaking styles by elementary school-aged children in response to the "Anomali" video on YouTube, it can be concluded that children imitate the speaking styles from the video due to their interest in the characters, visuals, and language style, which are perceived as unique and enjoyable. This interest causes children to pay special attention to the show, particularly to the words, intonation, and songs used, so that the speech style presented easily captures children's attention and becomes an object of imitation. This interest serves as the initial basis for the emergence of the speech imitation process in elementary school-aged children.

Furthermore, in line with the research objective of examining the process of children's speech imitation, the findings indicate that the imitation process occurs through interconnected stages. Children focus their attention on the "Anomali" program, then store elements of that speech style in their memory. The stored speech style is subsequently reenacted in the form of actual behavior, such as imitating characteristic words, intonation, and songs from the program, particularly when children interact and play with peers. This stage indicates that imitation does not occur directly but rather through a continuous cognitive and behavioral process.

Based on the research objective of identifying factors that reinforce imitative behavior, the findings indicate that this process is reinforced by the child's internal motivation as well as positive feedback from the social environment, causing imitative behavior to be repeated and persist in the child's daily life. "Anomali," the digital program, affects children's communicative skills as well. This can be seen from the transformation of children's language during their everyday communications, especially while playing and socializing. Children learn the style of speech in the program as a means of self-expression and social adjustment, thus proving that digital media contribute to the shaping of children's communication patterns. Conceptually, the results of the current investigation satisfy the research objectives since they show that the pattern of imitation of children's speech style follows Dale H. Schunk's theory of Social Cognitive Learning Theory where observation learning consists of interrelated attention, retention, behavior, and motivation stages. Thus, this study illustrates that digital media can serve as an indirect learning resource for children in shaping their speech styles and daily communication patterns.

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