

Mutahharah Nemin Kaharuddin

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 DEVELOPMENT OF CHARACTER-BASED VIDEO LEARNING MEDIA TO ENHANCE ANECDOTE TEXT WRITING SKILLS AMONG MA STUDENTS

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FIRST LANGUAGE ACQUISITION OF THE DIGITAL GENERATION

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Abstrak

Penelitian ini bertujuan untuk menganalisis proses pemerolehan bahasa pertama pada anak generasi digital melalui pendekatan psikolinguistik yang komprehensif. Metode yang digunakan adalah deskriptif kualitatif dengan pengumpulan data dilakukan melalui teknik wawancara mendalam, observasi mendengarkan secara sistematis, perekaman interaksi, serta pencatatan terperinci terhadap seorang anak berusia empat tahun sebagai subjek penelitian. Fokus analisis diarahkan pada bentuk pemerolehan bahasa serta kategori kelas kata yang digunakan oleh subjek dalam konteks interaksi sehari-hari. Hasil penelitian mengungkapkan bahwa pemerolehan bahasa pertama pada anak tersebut melibatkan dua bahasa, yaitu bahasa Indonesia dan bahasa Inggris, yang menunjukkan karakteristik bilingual awal yang berkembang secara simultan. Kosakata yang diperoleh mencakup berbagai kategori kelas kata, antara lain verba, nomina, adjektiva, dan numeralia, yang mencerminkan variasi dan kompleksitas bahasa yang dikuasai anak. Paparan lingkungan digital yang intensif, seperti penggunaan media digital interaktif dan konten bilingual, diduga memiliki peran signifikan dalam mendorong perkembangan kemampuan bilingual pada anak sejak usia dini. Temuan ini memberikan gambaran bahwa interaksi dengan media digital dan konten bilingual tidak hanya memperkaya kosakata bahasa anak, tetapi juga mempercepat proses pemerolehan bahasa pertama dalam konteks sosial yang semakin kompleks dan dinamis. Penelitian ini juga menegaskan pentingnya kajian psikolinguistik dalam memahami dinamika pemerolehan bahasa pada generasi yang tumbuh dalam era digital, serta implikasinya bagi pengembangan strategi pembelajaran bahasa yang adaptif dan sesuai dengan kebutuhan anak masa kini. Dengan demikian, penelitian ini memberikan kontribusi signifikan dalam pemahaman tentang bagaimana lingkungan digital memengaruhi perkembangan bahasa pertama serta bilingualisme pada anak usia prasekolah.

Kata Kunci: pemerolehan bahasa, bahasa pertama, generasi digital, psikolinguistik, bilingualisme

Abstract

This study aims to analyze the process of first language acquisition in children of the digital generation through a comprehensive psycholinguistic approach. The method used is qualitative descriptive, with data collected through in-depth interview techniques, systematic listening observation, recording of interactions, and detailed note-taking of a four-year-old child as the research subject. The focus of the analysis is directed at the forms of language acquisition as well as the categories of word classes used by the subject in the context of daily interactions. The research results reveal that the child's first language acquisition involves two languages, namely Indonesian and English, demonstrating characteristics of early bilingualism developing simultaneously. The vocabulary acquired includes various categories of word classes, such as verbs, nouns, adjectives, and numerals, reflecting the variety and complexity of the language mastered by the child. Intensive exposure to the digital environment, such as the use of interactive digital media and bilingual content, is suspected to play a significant role in fostering the development of bilingual abilities in children from an early age. These findings illustrate that interaction with digital media and bilingual content not only enriches the child's vocabulary but also accelerates the process of first language acquisition within an increasingly complex and dynamic social context. This study also emphasizes the importance of psycholinguistic studies in understanding the dynamics of language acquisition among generations growing up in the digital era, as well as its implications for the development of adaptive language learning strategies that meet the needs of today's children. Thus, this study makes a significant contribution to understanding how the digital environment influences first language development and bilingualism in preschool-aged children.

Keywords: language acquisition, first language, digital generation, psycholinguistics, bilingualism

1. INTRODUCTION

Humans as beings will always experience development. The development experienced by humans indicates normality within themselves. Human development can be observed from various aspects, including physical, mental, and language development. As one form of human development, the language used by humans will progress and improve. This can be seen from birth to adulthood. The acquisition of language in children begins with the verbal language that they commonly hear in their surrounding environment (Wahidah, 2019). The development of language in humans is greatly influenced by the environment, especially the family environment. "Language acquisition is experience by every child from infancy or 0 months old" (M. N. Kaharuddin, 2025). In relation to this, "Language acquisition is a process that takes place in a child's brain as they acquire their first language or mother tongue" (Chaer, 2007). Therefore, language acquisition is an important and ongoing part of human development, beginning in infancy and greatly influenced by the surrounding environment, especially the family, which underscores the role of experience in mastering one's first language.

Early development in language acquisition begins from birth until around five years old. This development can be seen from the number of vocabulary words a child can say until they are able to form complete sentences. This indicates that as children grow older and gain more linguistic experience, their language abilities continue to develop until they achieve complex language proficiency within their linguistic environment (Simangunsong, Efriani Sekar Talenta; Fartimah, Nur; Jiratullah, Huriyah; Barus, 2025). The first language a child uses depends on the input they receive from their environment, so children in different areas may acquire different languages. For example, a child born in Indonesia will acquire Indonesian or a local regional language as their first language,

while a child born in Saudi Arabia will acquire Arabic as their mother tongue. This is what is commonly referred to as the Mother Tongue. However, nowadays, some parents have started to rarely use regional languages within their family environment. There are several factors that cause regional languages to no longer be the first language in the family environment.

In relation to this, in language development, one of the influencing factors is the environment. This will make it easier for children to communicate and socialize in their daily lives (Astuti, 2022). These factors include: the marriage of two people from different ethnic groups, which tends to make them use Indonesian for active communication; the first language of both parents, or one of them, is not a regional language, so that is what is taught to the child; living in big cities where the lingua franca is the standard language used in that environment, such as Indonesian; parents who are bilingual speakers; and parents who have agreed to teach their child more than one language. Considering the factors above, it is evident that many children now use Indonesian as their first language.

Furthermore, in the digital era, Indonesian is no longer the only first language children acquire. Children are also acquiring English as one of their first languages. For this reason, it is no longer surprising to find children aged 2–4 who already know English vocabulary. The acquisition of English is supported by several factors, such as the availability of bilingual children's books and platforms like Youtube that reach children. On Youtube, there are many English-language contents watched by children. This shows that social media has facilitated the evolution of language. (Fitri, 2023) These contents are created for educational or entertainment purposes, such as *Cocomelon*, *Cory Carson*, or other content. Beyond these factors, the development of early childhood education also plays a role in language acquisition among children.

Previously, children began formal schooling at age five or seven, but now children can attend classes below those ages even if these are not considered formal schools. Interaction with peers or teachers, as well as the implementation of bilingual or multilingual environments in some schools, enables children to acquire more than one language. In relation to this, this research discusses First Language Acquisition in the Digital Era. The object of this study is a four-year-old girl named *Khuluqiyah*.

2. LITERATURE REVIEW

Language Acquisition

Language acquisition is one of the processes experienced by children during their growth period. It's acquisition of a first language represents one of the most extraordinary cognitive milestones in human development (M. N. K. Kaharuddin, 2025). Language acquisition in children is particularly interesting because the process occurs naturally without formal learning (Helty et al., 2021; M. N. Kaharuddin, 2022). In addition, first language acquisition is informal in nature and occurs implicitly (Nasution et al., 2023).

This is supported by the gift bestowed upon humans by the Almighty in the form of the Language Acquisition Device (LAD) and the influence of the child's surrounding environment (M. N. Kaharuddin, 2022). In relation to this, "language acquisition is the process that takes place in the brain of a child when they acquire their first language or mother tongue." (Chaer, 2009). Therefore, children already possess language abilities from birth. The ability to use language in children is due to the presence of a specific area in the human brain that regulates language ability, known as Broca's area. With Broca's area, children have the capability to process language, allowing them to produce sounds or vocabulary, as well as the ability to understand language so they can communicate with those around them. In addition to the LAD

present in the child, environmental influence also plays a role in first language acquisition. This is because "language acquisition has a gradual beginning, arising from prelinguistic motor, social, and cognitive achievements" (Ryeo, 2019)

Stages of Language Acquisition

The first language a child learns is the one they become most accustomed to and use most frequently in their daily life ("Pemerolehan Bahasa Pertama B1 Pada Usia Dini: Kajian Psikolinguistik," 2024; Purnomo, B.; Widiyarto, 2023). Language acquisition in children does not happen all at once; instead, it occurs in various stages. Here are the stages involved in how children acquire language (Arifuddin, 2010):

Pre-speech

From infancy, humans have been hearing various sounds such as language, tapping, footsteps, and so on. However, babies are more attentive to language sounds. Speech sounds show stronger electrical activity in the left hemisphere of the brains of two-month-old infants compared to other sounds. In relation to this, at this stage, babies begin to learn to recognize the differences between sounds or phonemes they hear from birth. By the age of three or four, babies are able to distinguish the sounds /b/ and /p/. However, at this stage, they have not yet learned to use these sounds. Therefore, at this stage, babies are only able to distinguish speech sounds but are not yet able to use them.

Babbling Stage

The babbling stage begins when a baby is between four to six months old. At this stage, babies produce sounds or babble without meaning, as the sounds produced do not yet distinguish between language sounds. Furthermore, at this stage, some sounds are still not pronounced clearly due to the difficulty in articulating them, such as the phonemes /r/ and /th/.

One-word (Holophrastic) Stage

This stage is usually experienced by children at about nine months of age. At this stage, children are already able to utter a single word to denote something. In this regard, children tend to simplify the language signs they use, for example, /bu/ for ‘mother’ or /yah/ for ‘father’. Then, when a child has acquired about 50 words, they begin to develop consistent sound patterns. In this connection, systematic errors often occur in the vocabulary mentioned by children. For instance, the word ‘egg’ becomes ‘tuya’, or ‘sausage’ becomes ‘sisos’. Moreover, at this stage, children often create their own names for objects or things for which they do not know the term, for example using the word ‘salat’ not only to refer to the prayer performed by Muslims but also to replace

the word ‘mosque’, or using ‘swing-swing’ to refer to a ‘slide’.

Combining Words

The combining words stage is experienced by children from 18 months old to about 2 years of age. As they develop, children will be able to produce sentences with multiple words, even though the grammar used is still far from perfect. By the fifth stage, when children approach 6 years old, their language becomes almost complete, resembling adult language.

The process of language acquisition was also formulated by Piaget and Vygotsky (Tarigan, 2011). Their formulations of language acquisition are as follows:

Table 1 Language Development Stage

Age (Years)	Language Development Stage
0.0 – 0.5	First Prelinguistic Stage: Initial Babbling
0.5 – 1.0	Second Prelinguistic Stage: Babbling with nonsense words
1.0 – 2.0	Linguistics Stage I : Holophrastic; One-word sentences
2.0 – 3.0	Linguistic Stage II: Two -word sentences
3.0 – 4.0	Linguistic Stage III: Grammatical development
4.0 – 5.0	Linguistic Stage IV: Pre-adult grammar
5.0 +	Linguistic Stage V: Full competence

Phonological, Syntactic, and Semantic Acquisition

Phonological Acquisition

The first stage in language acquisition is the acquisition of phonology. This acquisition takes place when the child reaches the age of three months (Saputri, Seza Riski; Nudiyanto, Erwita; Nurharyani, 2023). At this stage, “children begin to master the sounds of the language even though they often still make mistakes in pronouncing certain phonemes” (Simbolon, Putri Octavia; Saria, Frischa; Pardede, Kevin; Simanjuttak, Jesika Melissa; Azizah, 2025). Phonological acquisition relates to the ability to understand, recognize, and use the sounds of language. In the early stages, children begin to recognize and differentiate between the sounds of language they

hear around them. As the process continues, they start to imitate by repeating these sounds, even though they may not be exactly the same.

As they develop, children begin to understand differences in language sounds. They start to recognize consonant and vowel sounds as well as sound contrasts. At this stage, children also recognize differences between words based on their sounds. In the next stage, children start to build a more complete inventory of sounds. They expand their ability to recognize and produce various sounds, and begin to understand and follow the phonological rules that govern the combination of sounds in words.

The next stage is children's understanding of sound variation. Here, children start to understand sound variations, enabling them to recognize and adapt to different dialects, accents,

12 and speaking styles. The development of phonological acquisition can vary between individuals and is influenced by factors such as the language environment, social interaction, and cognitive developmental factors.

Syntactic Acquisition

1 One form of development in children's language acquisition is that children are able to express their ideas or thoughts using sentences. Of course, the sentences used by children are different from those of adults. This acquisition falls within the scope of syntax. Syntactic acquisition is "one of the abilities children have to express what they want in the form of sentence structure, also known as construction." (Hendriyani, Ratih Dwi; Indrawati, 2024). Next, as one form of language acquisition, syntactic acquisition begins with expressing ideas through a single word, and gradually, the child will start to produce complete and clear sentences (Sianipar, Ratna Lolane; Lubis, Yuliza Rahman; Barus, 2025). Syntactic acquisition is the process by which individuals learn and develop an understanding of structure and grammar. In this regard, this acquisition relates to the rules of how words are arranged in sentences to produce the correct meaning. In syntactic acquisition, children begin to understand and use individual words in context. They begin to recognize the differences between nouns, verbs, and adjectives. Additionally, they start to understand the difference between subjects and predicates, so they begin matching words that serve as the subject or predicate. For example, the sentences usually spoken by Khuluqiyah:

/kucingnya makan/

/kucingnya berlari/

/kucingnya tidak ada/

All three sentences have the same subject, "kucingnya" [the cat]. However, the predicates of the three sentences are different. Based on this, children have begun to understand words that can function as subjects or predicates. Not only that,

at this stage, children start to combine words to form more complex sentences, such as using interrogative words, conjunctions, or simple phrases. As children grow older and develop, syntactic acquisition reaches the stage where children can develop an understanding of more complex sentence structures. At this stage, children also learn to use clauses, prepositional phrases, adjective phrases, and adverbial phrases. In fact, they begin to use conjunctions, passive sentences, and pronouns. In the final stage, children begin to understand the application of more complex syntactic rules. Children expand their understanding of more complex syntactic rules. They begin to master concepts such as compound sentences, the use of tense and aspect in sentences. They are also able to use more complex syntactic structures in their conversations and writing.

Semantic Acquisition

Semantic acquisition refers to the process through which individuals learn and develop an understanding of the meanings of words, phrases, sentences, and language as a whole. This process encompasses the comprehension of concepts, the relationships of meaning between words, and the manner in which meaning is conveyed in the language employed. In this context, children gradually come to understand the meanings of words more comprehensively, both in their denotative and connotative aspects (Simbolon, Putri Octavia; Saria, Frischa; Pardede, Kevin; Simanjuttak, Jesika Melissa; Azizah, 2025).

In the first stage of semantic acquisition, children begin to link words to objects, events, or concepts, in their environment. They understand the meaning of simple words and associate them with their sensory experiences. So, in this stage, children tend to overgeneralize meanings because they have not yet understood context. This can be seen when they encounter any object used for sitting and refer to it as a "chair." They are not yet able to distinguish between the concepts of a

“sofa,” an “iron chair,” a “wooden chair,” or others. (Sembering, 2021).

Next, children begin to understand that words can have various meanings depending on context. They also start to recognize synonyms, antonyms, and meaning relations such as cause-effect, part-whole, and so on. In the following stage, children begin to develop their vocabulary and deepen their understanding of those words. Children start to learn more complex words involving concepts like time, quantity, etc. Furthermore, children begin to understand that words can have hidden meanings in conversation. In the stage of pragmatic meaning, children begin to understand that language is used in social and communicative contexts. They learn to recognize conversational implicature, non-verbal cues, and social conventions in language use.

Mother Tongue

The mother is usually the parent who interacts most frequently with the child. In terms of language, a mother’s language is typically the greatest contributor to a child’s language development. A mother teaches her child various vocabulary. Therefore, the term for one’s first language is “Mother Tongue.” Mother Tongue can be defined as “the language first acquired by a child from birth. Children generally acquire their first language components from their caregivers, usually their mothers.” (Puspitas & Safitri, 2016). Similarly, according to the definition in the Indonesian Dictionary, “Mother Tongue is the first language mastered by a human being from birth through interaction with other members of their language community, such as family and their surrounding society” (“Minist. Educ. Cult.,” 2013). Based on this, it is understood that the Mother Tongue is the first language a child receives in their language development. The term Mother Tongue has existed for a long time. Mother Tongue is essentially identified with regional languages. This is because regional languages are often the

first language children acquire. However, as times change, the use of regional languages as Mother Tongue has begun to decline. This is due to the penetration of regional languages by the Indonesian language. Language penetration itself is “the result of contact between languages. Elements from one language mix into another, and these elements permanently settle in the language that is penetrated, as a result of prolonged language contact” (Kaharuddin, 2004). Similarly, in today’s digital era, the use of regional languages is increasingly left behind in language acquisition. Parents are more likely to use Indonesian as the Mother Tongue. Not only that, in this digital age, Indonesian is no longer the only language acquired by children as a Mother Tongue. English has also begun to be used as a Mother Tongue alongside Indonesian.

The acquisition of two languages (Indonesian and English) in children is not solely due to the mother being a bilingual speaker. “The first language mastered by a human being from birth through interaction with other members of their language community, such as family and their surrounding society” (Mumpuni, n.d.). It should be emphasized that the environment influencing language acquisition comes not only from the mother, but also from other family members such as fathers, uncles, aunts, grandparents, etc. Even books and shows on platforms such as YouTube or games are also factors contributing to a child acquiring two languages.

3. METHOD

This research is a descriptive qualitative study aimed at describing and analyzing language acquisition in the digital generation. The approach used is psycholinguistics, focusing on the process of first language acquisition in the context of the digital era.

The data in this study were obtained from the primary source, namely words spoken by the research subject named Khuluqiyah, who became the focus in collecting data related to the process

of language acquisition. This data source was chosen to provide a concrete picture of the language interactions that occur in the subject's daily life. Thus, the data collected are naturalistic and relevant to the objectives of the research.

In this regard, data collection techniques were carried out through interviews using the elicitation method, which encourages subjects to speak spontaneously so that the data collected is more authentic and rich. In addition to interviews, direct observation, conversation recording, and note-taking were also used to strengthen data validity and facilitate the organization of information. Once the data was collected, it was classified according to word categories to simplify analysis.

4. RESULTS AND DISCUSSION

The research findings show that the first language acquisition of the digital generation consists of two languages, namely Indonesian and English. The use of these two languages can be seen through the vocabulary used. These words fall into the categories of verbs, nouns, adjectives, and numerals. In this regard, the use of these two languages can occur either simultaneously within a sentence or separately. This research thus demonstrates that first language acquisition consists of two languages—Indonesian and English. Both languages are used together in the communication carried out by Khuluqiyah. Along with this, there are a number of English vocabulary words that are also used. The use of these two languages mainly occurs in the categories of verbs, nouns, adjectives, and numerals.

DISCUSSION

First language acquisition of the digital generation is combination two languages, Indonesian and English. Furthermore, the categorize of word used include verbs, nouns, adjectives, and numerals.

Verb

Verbs are action words. In children's language, the verbs used are quite varied. Although basic verbs are more commonly used, in some sentences, the child has begun to use derived words such as affixed, reduplicated, or compound words. In the current digital era, the verbs used by Khuluqiyah can be in either Indonesian or English. Interestingly, Khuluqiyah acquires two words for a single object. She understands that the process of putting food into the mouth is called 'makan' and also knows it as 'eat'. Thus, Khuluqiyah acquires two languages. However, she still uses Indonesian verbs more often.

[kuciñ belari ke sana]
 Kucingnya **berlari** ke sana.

[ibu, mau makan]
 Ibu, **mau makan**
 Ibu, saya mau makan.

[mau pake? baju kupu saja]
 Mau **pakai** baju kupu-kupu saja
 Saya mau menggunakan baju bergambar kupu-kupu saja.

As for English, some of the vocabulary frequently mentioned by Khuluqiyah includes [go], [jum] for /jump/, [slip] for /sleep/, [tops] for /stop/, and [ran] for /run/. For example, when Khuluqiyah is jumping on the bed, she says “[jam, jam]” meaning “jump, jump”. Similarly, when she is upset and forbids others from entering a room or when playing tag, she will say [tops, ibu] or [tops, tops], which means “stop, mom (mom is not allowed in)” or “stop, stop.” Moreover, when watching animated videos or seeing a picture that shows a character sleeping, Khuluqiyah says [slip], meaning “he/she is sleeping”.

Nouns

The category of English-language nouns used by Khuluqiyah is quite extensive. This category is most frequently used by Khuluqiyah compared to other categories. Thus, it can be classified further into colors, animals, alphabet, shapes, and pronouns. The following is an explanation:

Colors

At the beginning of recognizing colors, Khuluqiyah used English. The first color she identified was orange. When she picked up an orange colored pencil, she spontaneously said:

[orens]
 Orange
 Hingga

Next, Khuluqiyah eventually learned all the colors in English. When shown a yellow object she says [yello] or yellow, as well as other colors such as [blek] for black, [ret] for red, [parpel] for purple, [blu] for blue, [wait] for white, [grin] for green, and [ping] for pink. Consider the following example:

[Ibu ada kupunya warna *grin*]
 Ibu ada kupu-kupunya warna **green**.
 Ibu ada gambar kupu-kupunya berwarna hijau.

[ini *blu* basnya]
 Ini **blue bus**.
 Ini bis berwarna biru.

[pake baju *ret* saja]
 Pakai baju **red** saja.
 Saya mau memakai baju berwarna merah saja.

As her language developed, Khuluqiyah also learned the Indonesian equivalents for colors. Therefore, at times Khuluqiyah would mention colors in both English and Indonesian in a single sentence.

[Ibu basnya walna *ret* merah]
 Ibu **busnya** warna **read merah**
 Ibu bis itu berrwarna merah.

[Ibu walna *wait* putih]
 Ibu warna **white** putih.
 Ibu, ini berwarna putih.

[tida? mau walna *grin* walna melah saja]
 Tidak mau warna **green** warna **merah** saja.
 Saya tidak mau yang berwarna hijau, saya maunya warna merah saja.

The above examples show that Khuluqiyah uses both Indonesian and English in a single

sentence to describe the color of an object. However, in some sentences, she also uses only Indonesian.

Ibu : *Warna apa kucingnya?*
 Khuluqiyah : [walna *putih*]
Warna putih

[ibu mau nai? swai-swai yang hello kitti yang walna *melah* saja]
ibu saya mau naik perosotan (bergambar) hello kitty yang berwarna merah.

[mau pake? sandal kucing walna biru]
Saya mau memakai sandal (bergambar) kucing yang berwarna biru.

Animals

Children usually love animals, and Khuluqiyah is no exception. This interest is also supported by animal-themed cartoons commonly found on clothes, shoes, bags, or children's shows. When naming animals, Khuluqiyah typically uses one of the two languages, Indonesian or English. She often also uses both languages within a single sentence. Khuluqiyah herself actually already knows most animal names. If shown pictures of animals, she understands what they are. Here are some examples of animal names used by Khuluqiyah in Indonesian:

[*Ayah, mau lihat kucing*]
 Ayah, mau lihat **kucing**.
 Ayah, saya mau lihat kucing.

[*mau baju kupu saja*]
 Saya mau menggunakan baju bergambar **kupu-kupu** saja.

[*kasihan semukñ*]
 Kasihan **semutnya**.
 Semut itu kasihan.

Aside from Indonesian, Khuluqiyah also often uses English when naming animals. Here are some of the animal names in English used by Khuluqiyah:

[ih, ada *rebitnya*]
 Ih ada **rabbitnya**.

Ih, ada kelincinya.

[ibuu, *ket*] (sambal menunjuk kucing)

Ibuu, cat.

Ibu, di sana ada kucing.

[kaya? *flok*] (sambil melompat seperti katak)

Kayak, frog.

Saya melompat seperti katak.

Similar to other word categories, Khuluqiyah also uses Indonesian and English together within a sentence. Khuluqiyah commonly says [mau makan fish ikan saja] (“I only want to eat fish”), or when shown a picture of an animal, she might say, for example, [ket, kucing] (“cat, kitten”), [hols, kuda] (“horse, horse”).

Alphabet

At the beginning of learning the alphabet, Khuluqiyah was more familiar with it in English. She was able to recite the letters a–z. Besides the letters, Khuluqiyah could also name objects starting with specific letters in both Indonesian and English. For English, Khuluqiyah typically says the letter followed by an object beginning with that letter.

[*ei fol eipel*]

A for apple

Huruf A untuk apel

[*bi fol bal*]

B for ball.

Huruf B untuk bola

[*si folk et*]

C for cat.

C untuk kucing.

Shapes

Shapes or “shape” is also something often heard by Khuluqiyah. She more often uses English to name shapes. Typically, she names shapes while watching videos discussing shapes. In addition, Khuluqiyah owns educational toys that introduce children to shapes, so when she

plays with them, she tends to mention the shape she is holding. Whenever she finds a toy or item with a specific shape, she also names the shape. Khuluqiyah commonly says [ibu sirkel], which means “Mom, this is a circle.” The following are the shapes Khuluqiyah recognizes:

[*tiangel*]

Triangle

Segitiga

[*skuel*]

Square

Persegi

[*stal*]

Star

Bintang

[*lektenggel*]

Rectenggle

Persegi Panjang

[*helt*]

Heart

Hati

[*petikon*]

Pentagon

Segi lima atau segi enam (Khuluqiyah memiliki dua makna untuk istilah ini)

[*oval*]

Oval

Body Parts

Khuluqiyah has come to know the names of body parts in both Indonesian and English. However, she uses the Indonesian terms for body parts more frequently. For example:

[ada kotorñ di *tanganñ*]

*Ada kotoranya di **tangannya**.*

Ada kotoran (noda) di tangan saya.

[Ibu, sakit *perutñ* qiyah]

*Ibu, sakit **perutnya** Khuluqiyah.*

Ibu, perut Khuluqiyah sakit.

[Apa itu di *kepalañ*]

*Apa itu di **kepalanya**.*

For English, Khuluqiyah more often uses the words 'head' and 'nose'. For example, in the sentence [Ini hedh], meaning “This is the head”, or [Bu, nos], meaning “Mom, this is the nose.”

Apart from the above nouns, Khuluqiyah knows many more nouns in both Indonesian and English such as [het] for /hat/, meaning ‘hat’, [polismen] for /policeman/, meaning ‘policeman’, [khal] for /car/, meaning ‘car’, [bek] for /bag/, meaning ‘bag’, and many more. Based on this, nouns are the most frequently acquired word category in Khuluqiyah’s language acquisition process.

Adjectives

Adjectives are words that function to describe an entity or object. typically, adjectives may be modified by adverbials. In this context, Khuluqiyah has employed adjectives within her sentences. Similar to other lexical categories, Khuluqiyah typically utilizes either Indonesian or English.

[ibu, *tinggi* sekali]
 Ibu **tinggi** sekali.
 Ibu mainan ini tersusun sangat tinggi.

[Wah *canti*? sekali]
 Wah **cantik** sekali.
 Wah, itu cantik sekali.

[Ibu mainanñ *rusa*?]
 Ibu mainannya **rusak**.
 Ibu, mainana Khuluqiyah rusak.

In addition to the aforementioned adjectives, Khuluqiyah frequently utilizes English adjectives. On several occasions, Khuluqiyah's mother presented images depicting various expressions to elicit these responses.

Mom : *kalo ini kenapa? (sambil menunjuk gambar ekspresi marah)*
 Khuluqiyah : [*engri*] (*sambil menunjukkan ekspresi marah*)
 Angry
 Mom : *kalo yang ini? (sambil menunjuk gambar ekspresi sedih)*

Khuluqiyah : [*set*] (*sambil menunjukkan ekspresi sedih*)
 Sad
 Mom : *yang ini? (sambil menunjuk gambar ekspresi kaget)*
 Khuluqiyah : [*seplais*] (*sambil menunjukkan ekspresi kaget*)
 Surprise
 Mom : *ini? (sambil menunjuk gambar ekspresi bahagia)*
 Khuluqiyah : [*happi*] (*sambil menunjukkan ekspresi bahagia*)
 Happy
 Mom : *yang ini? (sambil menunjuk gambar ekspresi takut)*
 Khuluqiyah : [*skeri*] (*sambil menunjukkan ekspresi ketakutan*)
 Scary
 Mom : *warna apa saja?*
 Khuluqiyah : [*ada grin, amasiñ, amasiñ*]
Ada warna green, amazing, amasing.
 Ada warna hijau, menakjubkan.

Based on the preceding data, it is evident that Khuluqiyah has acquired knowledge of adjectives in both Indonesian and English. However, the production of adjectives in Indonesian remains more prolific compared to English. Regarding English adjectives, their usage is typically elicited when Khuluqiyah is presented with images displaying specific expressions, as previously mentioned.

Numerals

Numerals are words that denote numbers or digits. Numerals are categorized into **definite numerals** (*numeralia takrif*) and **indefinite numerals** (*numeralia tak takrif*). Simply defined, definite numerals express specific quantities, whereas indefinite numerals denote unspecified or indeterminate quantities.

In terms of language acquisition, Khuluqiyah has recognized various numerals in both Indonesian and English. Regarding definite numerals in Indonesian, Khuluqiyah demonstrates the ability to count from **one to twenty**. Conversely, for indefinite numerals,

Khuluqiyah frequently employs the word *banyak* (many/a lot). Consider the following example:

[*ada bañak kucingñ*]
 Ada **banyak** kucingnya.
 Kucingnya ada banyak.

[*satu kali saja ya*]
 Satu kali saja ya.

Ibu : Berapa kucingnya Nenek Ummi?
 Khuluqiyah : [*satu, dua, tiga, empat*]

Furthermore, Khuluqiyah is capable of articulating numerals in English from **one to twenty**. However, regarding indefinite numerals in English, Khuluqiyah has not yet demonstrated knowledge of them.

5. CONCLUSION

First language acquisition in the digital era shows differences from previous times. Children today tend to acquire multiple languages simultaneously. In addition to the influence of the family and social environment, children's language acquisition in this era is also significantly impacted by digital media. This leads to exposure to other languages (beyond the everyday language used at home) through the digital media that children watch. For instance, digital media like cartoons or educational videos on YouTube are often in English. As a result, children acquire two languages, namely Indonesian and English. These two languages are used alternately or even together within sentences. Furthermore, lexical acquisition in children during the digital era shows that they acquire more vocabulary in the form of nouns, followed by verbs, adjectives, and numerals.

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