Language Competence in The Digital Disruption Era: A Psycholinguistic Case Study of 2-Year-Old

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Abstract: The research aims to identify and describe competencies related to language acquisition of 2-year-old children in the digital disruption era. This research is based on the phenomenon of the times that triggered the digital disruption era to affect children's language acquisition. This research focused on a case study of a 2-year-old child's language acquisition at the phonological and morphosyntactic levels. This research design is descriptive qualitative with a theoretical approach, psycholinguistics. The subject and data source was a 2-year-old boy with the initials DBS. The data collection technique was conducted using participant and non-participant observation techniques, while the data analysis technique included condensation, display, and conclusion/verification. The research results showed: (1) DBS phonology acquisition competence consists of 9 vowel phonemes with minimal vocalic system dominance, 18 consonant phonemes including trill sounds with minimal consonantal system dominance, two diphthongs from national and foreign languages phoneme, one foreign language cluster phoneme which is replacing with the closest mother tongue phoneme; (2) DBS morphosyntactic acquisition competence is dominated by word function in the form of subject, word role in the form of actor, and word category in the form of the noun. In conclusion, the language acquisition competence of two-year-old children in the digital disruption era is quite varied from the previous era, in line with the acquisition of Javanese, Indonesian, English, and Malay lexicons.

Keywords: Digital Disruption, Language Competence, Psycholinguistic, Two-Year-Old Child

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INTRODUCTION

A child from birth already has a Language Acquisition Device (LAD). The statement was proposed by Chomsky (via Sudarwati, Perdhani, and Budiana, 2017) in the innateness hypothesis theory. The theory also reveals that a child can acquire language from the age of 0 years. This child's language acquisition competence will continue to develop in line with their age development. However, at the age of 2 years, children's language acquisition from the grammatical point of view can develop very rapidly.

Children's language acquisition competence at the age of 2 years will apply differently from one individual to another. Children's language acquisition competence is closely related to the unique aspects of each individual. In order to get a comprehensive understanding of a child's language acquisition competence at the age of 2 years, a case study research approach is used, the case study in this study is in the form of a phenomenon of language acquisition competence in 2-year-old children in the era of disruption. This statement is in line with the opinion of Mills, Gabrielle, and Elden (2009) which reveals that the case study research approach focuses on analyzing the interaction of specific entities or phenomena of study with contextual factors in producing theories or contributing to existing theories.

The era of disruption is triggered by the rapid pace of development of the times. In this era, there is massive transformation and innovation in society, including in the field of digital technology or what is commonly referred to as the era of digital disruption. Sila & Martini (2020) mention the characteristics of the digital disruption era, namely "This era is characterized by a combination of technologies that blur the boundaries of physical, digital and biological data fields which are collectively referred to as Cyber-Physical Systems (CPS)." These cases certainly affect human development from childhood to adulthood, especially in language. This study assumes that children born in the era of digital disruption will have different language acquisition competencies from children who are currently adults, born before the era of digital disruption. This assumption is supported by Widyanasari (2020) opinion that one of the factors that influence children's language acquisition is their social environment. So, the dynamism of the social environment from era to era will affect the competence of language acquisition in children.

Based on the background above, this research is about a case study of the language competence of a 2-year-old child born in the era of digital disruption through a psycholinguistic scalpel. Dardjowidjojo, (2003) explains that psycholinguistics is a discipline that examines the mental processes in humans when speaking. The field of psycholinguistic studies that will be used for the assessment of this research is language acquisition. Dardjowidjojo (2003) further defines acquisition as the process of mastering the native language naturally by a child. Therefore, the implementation of this psycholinguistic scalpel can be considered appropriate to study the language acquisition of 2-year-old children in the era of digital disruption, so that their linguistic competence is represented.

This research has 2 problem formulations, including how the language acquisition of 2-year-old children in the era of digital disruption from the perspective of phonology and how the language acquisition of 2-year-old children in the era of
digital disruption from the perspective of morphosyntactic. Thus, the purpose of this study is to describe and identify the language acquisition of 2-year-old children in the era of digital disruption from the perspective of phonology and morphosyntactic.

There is an urgency in assessing children's language acquisition competence, considering that the results of the representation of children's language acquisition will reflect children's psycholinguistic competence in that era. Therefore, the benefit of this research is not only that it can add to the repertoire of knowledge about language acquisition in children in the era of digital disruption, but it can also be a reference for parents in determining attitudes and evaluating the language acquisition of their 2-year-old children. Control over children's language acquisition at this age is important because it is related to the identification of children's identity, as well as the demands of cooperation in interacting in the era of globalization in the future.

There is previous research relevant to the topic of language acquisition competence in 2-year-old children, such as Andini (2018) research which aims to evaluate the language acquisition of children aged 0-2 years. The method applied in this research is descriptive qualitative. The study has the result that in the age range of 0-2 years, children are not yet able to pronounce fricative consonant phonemes and change them into fricative lateral phonemes, but in this age range children have been able to use nouns, adjectives, verbs and some simple phrases, although the pronunciation is still not very clear.

The next year, research was conducted by Syafa, et al. (2019) which aims to compare language acquisition from the perspective of phonological aspects in 2-year-old children based on gender. The study used a qualitative descriptive method. The results showed that 2-year-old children with female gender are more likely to make phoneme changes than 2-year-old children with male gender. In the following year, Irena (2020) conducted research which has the aim of knowing the Mean Length of Utterance (MLU), the number of words per sentence, and the acquisition of verb word classes in 2-year-old children with a focus on language acquisition in the form of morphological aspects. The method used in the study was mixed. The research obtained the results that the research subject had an MLU of 1.485 which was positioned at stage I, meaning that it was still in the low category. The research subject has been able to use up to 2 words per sentence and has been able to use the verb word class in speech.

The other research was conducted by Ulman, Priyanto, and Mustika (2021) which aims to describe the language acquisition of 2-year-old children with a focus on phonological aspects. This study used a qualitative descriptive method. The results showed that the research subjects had mastered vowel phonemes, but the vowel phoneme /o/ was often replaced with the vowel phoneme /i/. The research subject has also been able to master the majority of consonant phonemes, except for consonant phonemes /v/, /x/, /z/. In addition, there is also research by Elberti, (2021) which aims to reveal the language acquisition of 2-year-old children through a syntactic perspective. The study applied a qualitative descriptive method. The results of this study are that the research subjects have been able to string words from one to four words to form a sentence.
The five research that have been described, are the same study related to children’s language acquisition at the age of 2 years. The differences are, Andini (2018) focuses on language acquisition in the 0-2 year time span, Syafa et al. (2019) focuses on comparing male and female language acquisition, Irena (2020) focuses on language acquisition through a morphological perspective, Ulman, Priyanto, and Mustika (2021) focuses on language acquisition through the perspective of phonology, Elberti (2021) focuses on language acquisition through the perspective of syntax, while this research focuses on language acquisition through the perspective of phonology and morphosyntactic in the era of digital disruption. This gap has not been studied by previous researchers, so it becomes a fulcrum in conducting this study, which concerns language competence seen from the perspective of phonology and morphosyntactic acquisition in a 2-year-old child in the era of digital disruption.

**RESEARCH METHOD**

The design used in this research is descriptive qualitative. Qualitative research aims to gain an understanding of a phenomenon (Rukajat, 2018). Meanwhile, descriptive is used to describe the phenomenon as precisely as possible (Atmowardoyo, 2018). Thus, through this descriptive qualitative research design, a phenomenon of 2-year-old children’s language acquisition competence in the era of digital disruption can be described accurately, so that an understanding of the phenomenon can be obtained.

The subject in this study was a 2-year-old boy. The child's name is DBS who was born to a married couple named A and MDK. DBS is the first child of one sibling of the couple. DBS's father is of Javanese ethnicity and speaks Javanese and works as a self-employed person, while DBS's mother is of Javanese ethnicity and speaks Javanese and works as a self-employed person as well. These subjects were chosen with consideration of the ease and possibility of data acquisition (Rahardi, 2009). In addition, the choosing of the research subject was also motivated by DBS's competence related to the acquisition of foreign language lexicons, outside of her mother tongue, even with rudimentary pronunciation.

Data for the study was obtained from the data source, that is, DBS as the research subject. Data were collected using research instruments in the form of observation guidelines. Data collection in this study was carried out using participant and non-participant observation techniques. The participant observation technique was carried out by participating in the life of the research subject, while the non-participant observation technique was carried out by observing the research subject without being involved in his life. Both data collection techniques were carried out by focusing on DBS language acquisition at the level of phonology and morphosyntactic. To obtain valid data, continuous observation was carried out. This method is in line with the opinion of Helaluddin (2019) who argues that the validity of data can be done by increasing persistence.

The data analysis technique in this research refers to Milles, Huberman, and Saldana (2014) which includes stages, such as data condensation, data display, and conclusion drawing or verification. Condensation was carried out by codifying in the
format of K1 for data number 1 onwards and the data classification process was also carried out based on morphological units, both DBS words and origin words accompanied by phonetic transcription and translation into Indonesian. In the display stage, the results of data classification will be treated with the intralingual commensurate analysis technique with the basic technique of lingual comparative relationship and advanced techniques in the form of equating, distinguishing, and equating main points. After the analysis and interpretation process, conclusions regarding the situation of 2-year-old children's language acquisition competence in the era of digital disruption can be formulated.

RESULT AND DISCUSSION

The development of the times to the current era of digital disruption certainly has an influence on children's language acquisition, such as in the aspects of phonology and morphosyntactic. This is in line with Sulaiman (2020) which states that the environment has a role in influencing children's language, both at the level of phonology and morphosyntactic. Based on the results of research on the subject, namely DBS, aged 2 years and 82 days, 53 data were obtained in the form of lexicons pronounced by DBS. The 53 data were analyzed from the perspective of phonology and morphosyntactic.

**Phonological acquisition of two-year-old children in digital disruption era**

DBS phonology acquisition competence includes vowel and consonant phonemes. Vowel phonemes are language sounds that are produced without any shift (Kulsum, 2021). The acquisition of DBS vowel phonemes based on the data obtained is shown in Table 1 below.

<table>
<thead>
<tr>
<th>Vowel Phoneme</th>
<th>Tongue Position</th>
<th>Tongue Motion</th>
<th>Lip Shape</th>
<th>DBS Lexicon</th>
<th>Frequency</th>
<th>Phoneme Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>/a/</td>
<td>Low</td>
<td>Middle</td>
<td>Unrounded</td>
<td>ig’a</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>/u/</td>
<td>High</td>
<td>Back</td>
<td>Rounded</td>
<td>uniu</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>/i/</td>
<td>High</td>
<td>Front</td>
<td>Unrounded</td>
<td>ani</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>/ə/</td>
<td>Medium-central</td>
<td>Middle</td>
<td>Unrounded</td>
<td>ənəo</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>/ɛ/</td>
<td>Medium-open</td>
<td>Front</td>
<td>Unrounded</td>
<td>epi</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>/e/</td>
<td>Medium</td>
<td>Front</td>
<td>Unrounded</td>
<td>pepe</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>/o/</td>
<td>Medium</td>
<td>Back</td>
<td>Rounded</td>
<td>no</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>/ɔ/</td>
<td>Medium-open</td>
<td>Back</td>
<td>Rounded</td>
<td>əmɔh</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>/U/</td>
<td>High</td>
<td>Back</td>
<td>Rounded</td>
<td>tUl</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows that there are nine vowel sounds out of 53 data in the form of lexicon obtained by DBS, such as /a/, /u/, /i/, /ə/, /ɛ/, /e/, /o/, /ɔ/, /U/. These vowel phonemes are formed from low, high, medium-central, medium-open, and medium
tongue positions with varied lip shapes, both rounded and unrounded. Based on the back-and-forth motion of the tongue, these vowel phonemes are classified into various classifications in the form of front, back, and middle. The vowel phonemes acquired by DBS can be seen from the sample data, such as \{igʰəa\}, \{unɪŋ\}, \{anɪ\}, \{əŋə\}, \{ɛpi\}, \{pepe\}, \{nɔ\}, \{əmoh\}, and \{tUl\}.

Besides vowels, DBS also has competence in acquiring consonant phonemes. Consonant phonemes are sounds that result from the involvement of closing and constricting the articulation area (Muslich, 2008). The acquisition of DBS consonant phonemes based on 53 data is described in Table 2.

<table>
<thead>
<tr>
<th>Consonant Phoneme</th>
<th>Interference Way</th>
<th>Articulation Mechanism</th>
<th>Vocal Cord</th>
<th>DBS Lexicon</th>
<th>Frequency Phoneme Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>/t/</td>
<td>Inhibition</td>
<td>Apiko-dental</td>
<td>Voiceless</td>
<td>te?</td>
<td>10</td>
</tr>
<tr>
<td>/gʰ/</td>
<td>Inhibition</td>
<td>Dorso-velar</td>
<td>Voiced-aspirated</td>
<td>uɡʰa?</td>
<td>3</td>
</tr>
<tr>
<td>/bʰ/</td>
<td>Inhibition</td>
<td>Bilabial</td>
<td>Voiced-aspirated</td>
<td>bʰu</td>
<td>4</td>
</tr>
<tr>
<td>/ɾ/</td>
<td>Inhibition</td>
<td>Glottal</td>
<td>Voiceless</td>
<td>uɡha?</td>
<td>15</td>
</tr>
<tr>
<td>/m/</td>
<td>Nasal</td>
<td>Bilabial</td>
<td>Voice</td>
<td>əmbe?</td>
<td>5</td>
</tr>
<tr>
<td>/p/</td>
<td>Inhibition</td>
<td>Bilabial</td>
<td>Voiceless</td>
<td>Pah</td>
<td>9</td>
</tr>
<tr>
<td>/l/</td>
<td>Lateral</td>
<td>Alveolar</td>
<td>Voiced</td>
<td>ɿh</td>
<td>3</td>
</tr>
<tr>
<td>/h/</td>
<td>Fricative</td>
<td>Glottal</td>
<td>Voiceless</td>
<td>əmoh</td>
<td>5</td>
</tr>
<tr>
<td>/n/</td>
<td>Nasal</td>
<td>Alveolar</td>
<td>Voiced</td>
<td>Kakan</td>
<td>7</td>
</tr>
<tr>
<td>/ŋ/</td>
<td>Nasal</td>
<td>Dorso-velar</td>
<td>Voiced</td>
<td>Wawaŋ</td>
<td>4</td>
</tr>
<tr>
<td>/ɾ/</td>
<td>Trill</td>
<td>Apiko-dental</td>
<td>Voiced</td>
<td>ɿrah</td>
<td>1</td>
</tr>
<tr>
<td>/jʰ/</td>
<td>Africative</td>
<td>Lamino-palatal</td>
<td>Voiceless</td>
<td>jʰaʒʰa</td>
<td>5</td>
</tr>
<tr>
<td>/k/</td>
<td>Inhibition</td>
<td>Dorso-velar</td>
<td>Voiceless</td>
<td>uka?</td>
<td>5</td>
</tr>
<tr>
<td>/w/</td>
<td>Semi-vocal</td>
<td>Bilabial</td>
<td>Voiced</td>
<td>wis</td>
<td>5</td>
</tr>
<tr>
<td>/s/</td>
<td>Fricative</td>
<td>Lamino-palatal</td>
<td>Voiceless</td>
<td>wis</td>
<td>1</td>
</tr>
<tr>
<td>/ɾ/</td>
<td>Nasal</td>
<td>Lamino-palatal</td>
<td>Voiced</td>
<td>əɾŋə</td>
<td>1</td>
</tr>
<tr>
<td>/y/</td>
<td>Semi-vocal</td>
<td>Lamino-palatal</td>
<td>Voiced</td>
<td>yaya</td>
<td>2</td>
</tr>
<tr>
<td>/d/</td>
<td>Inhibition</td>
<td>Apiko-alveolar</td>
<td>Voiced</td>
<td>ʊdah</td>
<td>5</td>
</tr>
</tbody>
</table>

Based on Table 2, it can be seen that DBS consonant acquisition amounts to 18 phonemes, including /t/, /gʰ/, /bʰ/, /ɾ/, /m/, /p/, /l/, /h/, /n/, /ŋ/, /ɾ/, /jʰ/, /k/, /w/, /s/, /ɾ/, /y/, /d/. These consonant phonemes are formed with various articulation mechanisms, such as apico-dental, dorso-velar, bilabial, glottal, alveolar, lamino-palatal, and apico-alveolar. The eighteen consonant phonemes can produce sounds by interfering with the airflow in the form of inhibited, nasal, lateral, fricative, trill, affricative, and semi-vowel through vocal cord conditions in the form of voiceless,
voiced-aspirated, and voiced. DBS pronunciation data samples representing consonant phonemes are {teʔ}, {ugʰaʔ}, {bʱu}, {ugʰaʔ}, {ombeʔ}, {pah}, {leʔ}, {omɔh}, {kakan}, {wawan}, {rah}, {iʱajʱa}, {ukaʔ}, {wis}, { böyle}, {yaya}, and {udah}.

Based on the results of this research, the acquisition of DBS vocal phonemes is dominated by the phoneme /a/ with perfect pronunciation at the age of two years. It can be seen from DBS's ability to pronounce words that contain the phoneme /a/. The phoneme /a/ found in each word is pronounced by DBS without any ellipsis or substitution of the phoneme. This statement is in line with the language acquisition of Echa, the subject of the study, at the age of 0-1 years, where the first vocal phoneme he mastered was /a/ (Dardjowidjojo, 1997). In other to the phoneme /a/, the vocal phonemes with the quite dominant frequency of appearance are /i/ and /u/.

The dominance of the frequency of appearance of these three phonemes is in line with the universal theory related to the acquisition of vowel phonemes proposed by Jakobson (1971), namely the Minimal Vocalic System. The theory explains that the vowel phonemes that first come out of the child are /a/, /i/, and /u/, with the order of the phoneme /a/ coming out first then /i/ or /u/ because the pronunciation is easier. This Minimal Vocalic System is said to be universal because it is accepted in various languages in the world, and this study supports this theory through the results of the acquisition of DBS vowel phonemes. A similar opinion was also expressed by Gregoire (1937) that the acquisition of phonemes in children will follow a universal pattern.

The results of this study also indicate that the acquisition of DBS consonant phonemes is formed from various ways of interference, but the most dominant consonant phonemes are formed from interference in the form of inhibition. The interference way by inhibiting this air blowing consists of articulation mechanisms such as bilabial, glottal, dorso-velar, apico-dental, apico-alveolar, and dorso-velar. Dardjowidjojo (1997) synthesizes that the sequence of consonant phoneme acquisition in children will start from bilabial, then alveolar, followed by velar. However, DBS consonant phoneme acquisition is dominated by bilabial, velar, and then alveolar-inhibited consonant phonemes. It seems that this happens because the consonant phonemes of the intervening language around Echa’s environment in Dardjowidjojo’s research are Indonesian, but the consonant phonemes of the intervening language in DBS are Javanese. However, based on the universal theory related to Jakobson (1971), Minimal Consonantal System, the consonant phonemes that will first appear from the child are /p/, /b/, /m/, /n/, and /t/. The acquisition of the five minimal consonant phonemes is already apparent in two-year-old DBS. The results of this study are also in line with Ingram (1990) which states that children's first lexicons are {mama} and {papa}, word order with consonant phonemes /p/ and /m/. In addition, in the era of digital disruption like today, DBS has been able to master the phoneme /r/ which belongs to the trill sound. This phoneme is difficult to master because it requires a slightly complicated articulation mechanism. Dardjowidjojo (2000) explains that children at the age of two years at that time did not have the acquisition of trill phonemes in the form of /r/ and only got it at the age of 4.9 years.
Another DBS language acquisition at the level of phonology that appears is diphthongs. Diphthongs are a series of vowel sounds that are juxtaposed and their pronunciation is done with one breath of air, resulting in an inequality of sonority between the two (Muslich, 2008). Based on the findings of DBS language acquisition, 2 diphthongs were found, namely /ua/ and /oU/. Both diphthongs are ascending diphthongs which can be seen from the DBS pronunciation data, namely {u"a} with the actual word {dua} meaning the second number and {oU} with the actual word {low} means low. An ascending diphthong is a sound that when pronounced the first vowel weakens and its sonority leads to a nonvowel, while the second vowel strengthens (Muslich, 2008). The sound /ua/ in the word {dua} is pronounced well by DBS, by raising the sonority of the second vowel /a/ and giving a nonvocal sonority after the first vowel as a result of the vowel sound. The second diphthong sound data is /oU/ from the word {low} which is also an ascending diphthong, meaning that the phoneme /o/ experiences a reduction in sonority and raises the second vowel, the phoneme /U/. Dardjowidjojo (1997) mentions that at that time two-year-old children already had the acquisition of the diphthong /ua/. The difference is that in the era of digital disruption, two-year-old children have richer diphthongs such as the diphthong /oU/ which comes from English, a foreign language, with the correct pronunciation by DBS.

The phoneme acquisition of DBS in this digital disruption era is influenced by the surrounding environment. DBS has difficulty in pronouncing the cluster sound /bl/ from the original word {blue}, a foreign language, English, which is pronounced with {b'u} so that a phoneme replacement that is closer to his mother tongue, namely Javanese, becomes the phoneme /b'h/. Therefore, in the era of digital disruption, if a child has difficulty in pronouncing foreign language sounds, the child will tend to look for the equivalent sound of his mother tongue which is considered almost the same with an easier pronunciation. This finding also adds to Dardjowidjojo (1997) explanation that when a phoneme has not been mastered by the child, the child will replace the phoneme with consideration of phonetic proximity. From the results of this discussion, in addition to phonetic proximity in the same language, children will replace phonemes that have not been mastered with other language referents that are different and closer to the surrounding environment. This is supported by Chomsky (1999) opinion that considers the role of the environment in children’s language acquisition. Of course, this phenomenon is also influenced by the linguistic and biological maturity of the child (Dardjowidjojo, 1997; Borer & Wexler, 1997; Wexler, 1998).

Morphosyntactic acquisition of two-year-old children in the digital disruption era

The development of the digital disruption era also affects children's morphosyntactic acquisition, which is in the form of a lexicon and its use in a sentence. The 53 lexicons that become data in this research are classified based on their function, role, and category in a sentence. First, the function of words in a sentence is placed in the syntactic structure that can be filled with subjects, predicates, objects, complements, and adverbs Chaer (2015). The sample of lexicon classification according to its function is presented in Table 3.
Seen from its function, it is classifying as 17 lexicons that have functioned as subjects, 15 lexicons that function as predicates, nine object lexicons, five lexicons that have functioned as complements, and seven lexicons that function as adverbs.

Second, the breakdown of the syntactic role of a lexicon is necessary to form a good sentence Dardjowidjojo (2007). The role of words in a sentence is a role that is owned by each function, both subject, predicate, object, and adverb. According to Chaer (2015), the predicate function has the role of action, process, event, state, ownership, identity, and quantity; the subject and object functions have the role of actor, target, result, respondent, user, participant, source, range, size; the adverbial function has the role of tool, complement, place, time, origin, possibility, certainty, necessity. A sample of lexicon classification according to its role in a sentence is presented in Table 4.
From the whole data, 16 lexicons were identified that have the role of actor, eight lexicons that have the role of action, six target lexicons, five lexicons that have the role of certainty, one that has the role of possibility, three that have the role of size, six states, one questioner, one prohibition, and one ownership.

Third, the word category in a sentence is a type of word that fills syntactic functions, such as nouns, verbs, adverbials, adjectives, numerals, pronominal, conjunctions, and prepositions (Chaer, 2015). A sample of lexicon classification based on its category in a sentence is shown in Table 5.

Table 5. Word Categories Classification

<table>
<thead>
<tr>
<th>Word Category</th>
<th>DBS Lexicon</th>
<th>Correct Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>{atu}, {b\u?}, {ma}</td>
<td>{atok}, {ibu}, {Bima}</td>
<td>{grandfather}, {mother}, {Bima}</td>
</tr>
<tr>
<td>Verb</td>
<td>{meme}, {\o\nta}, {uka}</td>
<td>{mimik}, {minta}, {buka}</td>
<td>{drink}, {ask}, {open}</td>
</tr>
<tr>
<td>Adverbial</td>
<td>{wis}, {\l\eh}, {no}</td>
<td>{wes}, {boleh}, {no}</td>
<td>{already}, {may}, {no}</td>
</tr>
<tr>
<td>Adjective</td>
<td>{na}, {ad\h}, {loU}</td>
<td>{enak}, {gedi}, {low}</td>
<td>{tasty}, {big}, {low}</td>
</tr>
<tr>
<td>Numeral</td>
<td>{atu}, {u\u?}, {ig\h}</td>
<td>{satu}, {dua}, {tiga}</td>
<td>{one}, {two}, {three}</td>
</tr>
<tr>
<td>Pronominal</td>
<td>{\o\p\o}</td>
<td>{\o\p\o}</td>
<td>{what}</td>
</tr>
</tbody>
</table>

This research categorizes 27 lexicons classified as nouns, 10 lexicons classified as verbs, nine adverbial lexicons, three lexicons classified as adjectives, three lexicons classified as numerals, and one lexicon classified as pronominal.

Based on the results of the study, the DBS lexicon that holds the function as a subject is the most dominant classification used, which is as much as 32%. DBS tends to mention the subject only in one sentence and still rarely produces complete sentences. That statement according to Suardi, Ramadhan, and Asri. (2019) is because children produce language to represent the purpose they want. So that children will choose language according to their wants and needs only. Even in one morpheme DBS only pronounces the final part of the morpheme. DBS feels that pronouncing the final part of the morpheme is enough to convey the desire to the interlocutor. This statement is in line with the opinion of Slobin (1979); Hawkins (1992) which states that children's language focuses on the final part of the word.
The second classification result, which is the lexicon holding the role as an actor, appears to be the most dominant used by DBS, as much as 30%. This dominant actor lexicon is because DBS is still in the phase of recognizing the objects around him. Ni’matuzzahroh (2019) explains that children at the age of two are in the sensorimotor phase where children build understanding through the five senses to recognize objects around them. In line with this, the lexicon according to the classification of the most dominant category is a noun, which is 51%. The noun lexicon has the most usage frequency by DBS. This is because DBS has great curiosity about every object around him. This statement is in line with the opinion of Sudarwati, Perdhani, and Budiana (2017) which states that the word produced by a child in the early stages is used to name an object or person. Other studies that have results in line with the results of this study are the research of Benedict (1979); Dardjowidjojo (1997) which have results each other, which is 61% and 60% of the dominance of nouns in children's language acquisition at the beginning of their development. The preference for mastering nouns at the beginning of a child's development is also reported by (Bloom, 1975; Getner, 1982; Tomasello, 1992). The alignment of the findings of this study with various previous studies further strengthens the universality theory that nouns are the earliest category mastered in children’s language development. This is because nouns have strong emphasis, and concrete referents, as well as are often accompanied by physical demonstrations (Hirsh-Pasek & Golinkoff, 1996).

DBS, which was born in this digital disruption era, also acquired a diversity of language lexicons. The absence of boundaries between one language community and another language community in the world makes DBS, born in this era, acquire the lexicon of various languages, such as Javanese, Indonesian, English, and Malay. This is evidenced by the presence of (1) Twenty Javanese lexicon data such as {ajgi}, {uwaʔ}, {teʔ} coming from the words {tangi}, {iwak}, {pitek}, meaning {wake up}, {fish}, {chicken}; (2) Twenty-seven Indonesian lexicon data such as {dʰudʰa}, {ka}, {atu}, coming from the words {kuda}, {kera}, {satu} meaning {horse}, {monkey}, {one}; (3) Five English lexicon data such as {piŋ}, {bʰu}, {loU} which comes from the word {pink}, {blue}, {low} and 1 Malay lexicon data, {atu} which comes from the word {atok} means {grandfather}. Of all the data, the Indonesian lexicon appears quite dominant, as much as 51%. This indicates that in the era of digital disruption, parents emphasize Indonesian as the national language more than their ethnic language, which is Javanese. This phenomenon is formed due to the demands of a dynamically changing environment where Indonesian is seen as more suitable for use in all aspects of life, not only in cities but also in villages.

In the future, without parental control, this language acquisition will lead to the dominance of a language that has a strong hegemony. In this study, the acquisition of English and Malay lexicons has begun to appear in two-year-old children which is quite early, but this phenomenon has happened in the era of digital disruption. In this era, children get an abundance of language processing sources, not only through parents but also through digital technology that has developed very rapidly. Children can access foreign languages only through gadgets and the content in them. Therefore, two-year-old children's language lexicon acquisition in the digital
disruption era can vary, when compared to two-year-old children's language acquisition in previous eras. In line with Daud, Siswanti, and Jalal (2021) who pointed out that the environment has an important role in children’s language development.

CONCLUSION

In the era of digital disruption, the language acquisition competence of two-year-old children from a phonological perspective covers nine vowel phonemes with Minimal Vocalic System dominance, 18 consonant phonemes including trill sounds with Minimal Consonantal System dominance through interference in the form of bilabial, velar, and alveolar articulation mechanisms, and two diphthong sounds of national and foreign languages. In addition, there is an imperfect acquisition of foreign language cluster sounds. Subjects tend to replace the cluster with phonemes that are close to their mother tongue.

Regarding language acquisition competence from a morphosyntactic perspective, it is dominated by the use of word function classification in the form of subjects with a percentage of 32%, word role classification in the form of actors with a percentage of 30%, and word category classification in the form of nouns with a percentage of 51%. The lexicon acquisition of two-year-old children born in the digital disruption era is quite varied with the appearance of lexicon data of the mother tongue (Javanese), national language (Indonesian), and foreign language (English and Malay) with 51% dominance of Indonesian. The results of this study will be developed over time, so it is hoped that future researchers can conduct the same study in the future era. Studies at different linguistic levels are also interesting to be examined more deeply to get complex and complete research results.

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