

SLA Development on Child' Pragmatics Devices through Mom Theo's Tiktok

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Abstract

This study aims to explore the development of pragmatic language in young children exposed to digital content, particularly through the TikTok platform. The primary focus of this research is on children who are bilingual in Indonesian and English, and how they adjust their language use in different social contexts. This study employs a qualitative approach with a descriptive design, involving the observation of TikTok videos and document analysis of verbal interactions on the platform. The two TikTok channels studied are Omar & Mom Official and Mom Theo, where both children, Omar and Theo, engage in bilingual communication in the context of language learning through social media. The results show that these children begin to understand and adjust their language use depending on the audience and communication situation. Their pragmatic language use demonstrates the development of the ability to adapt to broader social contexts. The exposure to digital content, which is mostly monologic, also limits their social interaction, reducing opportunities to practice pragmatic language in more dynamic contexts. Furthermore, the role of the family environment in language learning is crucial, with parents actively engaged in daily communication and supporting their children's language development. This research provides insights into how social media can influence the development of children's pragmatic language, highlighting the importance of balancing digital interactions with real-life social experiences.

Keywords: *Pragmatic Language, Language Development, Early Childhood, TikTok, Bilingualism, Social Interaction, social media*

1. INTRODUCTION

Language development is a fundamental aspect of a child's growth, especially during the ages under 5 years old, which is often referred to as the golden period of development. During this critical stage, pragmatic language skills begin to develop, which refers to the ability to use language effectively in various social situations. For example, children start to understand how to make requests, refuse requests, or respond contextually in interactions (Trenggonowati & Kulsum, 2018). The development of pragmatic language does not occur automatically. It is heavily influenced by the child's environment and social experiences, with family interactions playing a pivotal role in shaping these abilities.

Modern lifestyle changes such as the increasing use of gadgets by both parents and children, have altered patterns of direct face-to-face communication. Excessive gadget use has the potential to reduce the frequency of social interactions, which are critical for developing children's pragmatic language skills. In everyday life, gadgets are often used by parents as tools for entertainment or learning for their children. Excessive use of these devices can limit opportunities for children to engage in verbal interactions with their parents or caregivers.

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This lack of direct interaction significantly impacts the development of their pragmatic language skills.

For instance, children who spend more time watching videos or playing games tend to be more passive in communication. They are not accustomed to actively responding in conversations, which hinders their ability to understand how to interact appropriately in different social contexts a crucial component of pragmatic language (Wandella, 2022). Unfortunately, not all parents are aware of how essential direct verbal interaction is in supporting a child's language development.

Many parents especially those occupied with work or other responsibilities, often rely on digital media to entertain their children, unaware that this reliance can reduce their children's opportunities for direct communication. Simple activities, such as reading books together or involving children in daily conversations, can provide significant stimulation for their language development. Intensive verbal interaction accelerates a child's ability to use language effectively in various social contexts (Almaghfiroh et al., 2024); (Dyah et al., 2024); (Lolita et al., 2024). Socio-economic disparities play a significant role in children's access to quality language stimulation. Children from families with limited access to educational resources or literacy materials, such as books or early childhood education programs, are more likely to experience delays in their language development. These delays are often exacerbated by a lack of understanding among parents about the importance of language stimulation.

Optimal language stimulation is crucial to support the development of pragmatic language skills. However, children from low-income families often lack equal opportunities to access such stimulation. This disparity can widen the gap in language abilities between children from different socio-economic backgrounds. Therefore, greater attention is needed to address the role of families, social environments, and educational policies to ensure that all children have equal access to quality language stimulation to support their pragmatic language development.

UNICEF study showed that young children spend an average of 2-3 hours a day in front of screens, which can negatively affect their ability to communicate directly (Muamar, 2024). Another study from the Harvard Center on the Developing Child in 2020 also found that children who engage more in verbal interactions with their parents develop language skills faster, even up to 40% quicker than children who receive less verbal stimulation (Ditbalnak, 2024). Although many studies discuss children's language development, the primary focus is often on receptive and expressive language aspects, while pragmatic language, which relates to social interaction, tends to receive less attention. Many studies focus more on a child's ability to understand or speak words, while the ability to use language appropriately in social contexts is often overlooked.

Despite technology becoming an integral part of children's lives, there is still very little research on the impact of gadget use on pragmatic language development. More in-depth research is needed on how gadgets and parenting affect children's pragmatic language, particularly between the ages of 1 and 5 years, to provide a more comprehensive understanding. This research is critical for several reasons. First, it aims to fill the gap in the literature regarding pragmatic language development in young children, especially between the ages of under 5 years that used by Omar & Mom Official and Mom Theo's Tik Tok Video. While many studies discuss language development, few focus on children's ability to use language

in different social situations. This study will also provide practical insights for parents and educators on the importance of social interaction in supporting pragmatic language development. Intensive and direct verbal interactions are crucial to help children understand and use language effectively. The findings of this research can be used to design early intervention programs aimed at preventing or addressing pragmatic language disorders due to insufficient stimulation or the negative impact of excessive technology use.

Research Problems

- a. What are the stages of pragmatic language development in children ages 1 to 5 years in the context of family social interactions of Omar & Mom Official and Mom Theo's Tik Tok Video?
- b. How does the frequency of gadget use affect the development of pragmatic language in children ages under 5 years old of Omar & Mom Official and Mom Theo's Tik Tok Video?

2. LITERATURE REVIEW

Pragmatics deals with how the context affects the way we understand and use language during communication. This field goes beyond the grammatical structure and literal meanings of words to explore how people exchange information in actual conversations. It involves grasping the intentions behind words, the assumptions made by the speakers, and the social norms that guide interactions. Addition, according to (Leech, 1983); (Rohmadi et al., 2023); (Nabila et al., 2023) Pragmatics explores the way language is utilized to meet communication objectives in various contexts. It looks into the underlying meanings and indirect implications that emerge in conversations. Pragmatics takes into account aspects like politeness, relevance, and the cooperative rules that ensure effective communication. It aims to understand how context shapes the interpretation of spoken language.

Pragmatic development in children is about how they learn to use language appropriately in social settings. This means they understand and utilize language for various functions like greeting, asking for things, and giving information. They also learn to adjust their language based on who they are talking to and the situation. Additionally, they grasp the unwritten rules of conversation, such as taking turns speaking and making eye contact. This development involves interpreting and expressing meanings that go beyond the literal words, taking into account the context, the speaker's intentions, and societal norms. Owens (2016) stated that there were several stages Stages of Pragmatic Language Development such as:

- a. Infancy (0-12 months):

Nonverbal Communication: Infants use sounds, facial expressions, and gestures to express their needs and emotions.

Turn-taking: Babies start grasping the idea of taking turns in interactions, like cooing back and forth with a caregiver.

- b. Toddlerhood (1-3 years):

Single Words: Toddlers begin using individual words to convey entire ideas, such as saying "milk" when they want to drink.

Two-word Combinations: They start combining two words to form basic phrases like "more juice" or "big truck."

Requesting and Naming: They learn to request objects and identify people and items around them.

c. Early Preschool (3-4 years):

Simple Sentences: Children begin forming simple sentences to express their thoughts and needs.

Question Comprehension: They start to understand and respond to basic questions like "What is this?" or "Where is your toy?"

Storytelling: They begin telling simple stories about their experiences and daily activities.

d. Late Preschool (4-5 years):

Complex Sentences: Children use more complex sentences, including conjunctions and clauses, such as "I want to go outside and play."

Persuasion and Negotiation: They learn to use language to persuade and negotiate, like asking for a later bedtime.

Interpreting Indirect Requests: They start to understand and respond to indirect requests, such as interpreting "It's cold in here" as "Can you close the window?"

Studies on pragmatics have been explored by (Purnamasari & Ghazali, 2019); (Ayuningtyas et al., 2023); (Hartono et al., 2022) mentioned that , highlights the pragmatic language development of children aged 3, 4, and 5 years. Using Grice's cooperative principle, the study analyzed types and causes of maxims violations (quality, quantity, relevance, and manner). The findings indicate that 3-year- old children tend to violate more maxims compared to 5-year-olds, who begin to adhere to cooperative principles. The primary cause of violations is children's lack of knowledge related to communication context. Anjani & Devi (2019), titled "Analysis of Directive Speech Acts of Children Aged 4–5 Years at Bustanul Athfal 3 Kindergarten in Makassar City", aims to describe directive speech acts commonly used by children aged 4–5 years. The study found that children mastered speech acts such as requesting, commanding, and prohibiting, both directly and indirectly. However, forms of speech acts like permitting and suggesting indirectly were rarely found.

Research about language development have been revealed by (Hasim, 2018); (Marlinda et al., 2022) stated that "Child Language Development", explains the stages of language development in children, including the pre-linguistic, one-word, two-word, and multi-word stages. It also examines language subsystems such as phonology, morphology, syntax, semantics, and pragmatics. Influential factors, including cognition, family communication patterns, family size, and bilingualism, were central to the study. Research by Nurrohmayati et al., (2024), titled "Impact of Language Acquisition on Children's Speaking Skills: The Role of Family Environment", emphasizes the importance of the family environment in language development. It explains that active communication and positive stimuli in the family significantly contribute to language acquisition. Children in supportive family environments communicate more effectively, develop better vocabularies, and acquire mature language skills. Conversely, non-conducive environments may result in speech delays.

Explation towards students' literacy have been discussed by (Wandella et al., 2021); Pitaloka et al., (2021) declared that "Read Aloud of Bilingual Storybooks to Build Literacy in Indonesian and English", explains the "read-aloud" method as a strategy to enhance children's literacy. Conducted in Trembes Village, Bojonegoro, the study used colorful and engaging bilingual storybooks. This method improved listening, speaking, reading, and writing skills while simultaneously enhancing vocabulary and grammar in both languages. Research by Natasya

& Sit (2024), titled "Analysis of Pragmatic Development in Children Aged 3-4 Years", discusses the communication skills development in children aged 3-4 years. At this age, children begin to understand communication goals, use language effectively in various contexts, and recognize the importance of non-verbal communication, such as facial expressions and gestures. Using qualitative methods through direct observation and interviews, the study emphasizes pragmatic development as a cornerstone of building complex social communication skills.

Studies by Karimah & Dewi (2021), mentioned that "Language Development through Morning Journals and Storytelling for Children Aged 4-5 Years", highlights the influence of storytelling on language development in early childhood. Morning journals helped children expand their vocabulary, improve speaking skills, and build confidence in communication. Additionally, storytelling enriched their vocabulary through interactions with teachers and peers. Research by Karnemi et al., (2021), titled "Implementation of Storytelling Methods to Improve Language Skills of Children Aged 4-5 Years at PAUD Sahabat in Rawamerta Subdistrict", demonstrated that storytelling enhanced children's language skills, including listening, speaking, and comprehension. The study emphasized the benefits of storytelling in boosting children's confidence, especially in expressing their ideas or feelings.

Research by Asrul Faruq & Siti Nursiami (2021), revealed that "Role-Playing Stimulation for Language Development in Early Childhood", highlights the effectiveness of role-playing in overcoming speech delays in early childhood. Conducted at Safa Preschool, Yogyakarta, this study found that role-playing helped children develop vocabulary, speaking skills, and social communication. Research by Asriani et al., (2023), titled "Language Acquisition in Early Childhood", focuses on the process of language acquisition through observation and direct recordings. The findings show that children gradually develop language from pre-linguistic stages to mastering frequently encountered nouns, verbs, and adjectives.

Studies by Tomtom (2017), portrayed that "The Relationship Between Parenting Styles and Language Development in Early Childhood", explores the impact of various parenting styles on early childhood language development. It found that democratic parenting styles support language development by offering controlled freedom and warm attention, while authoritarian and permissive parenting styles were less effective. Research by Utami et al., (2023), titled "The Effect of Hand Puppets on Language and Social Development in Preschool Children at PAUD Cempaka Yayasan Irsyadul Ummah", shows that using hand puppets significantly improved language and social development in preschool children.

Research by Prestarini & Nugroho (2023); Susanto et al., (2014) explored that "The Relationship Between Early Literacy Skills and Pragmatic Language Abilities in Preschool Children at Marsudirini Kindergarten, Surakarta", finds a significant positive relationship between early literacy skills and pragmatic abilities, emphasizing the role of reading and writing skills in enhancing pragmatic language. Research by Wahidah & Latipah (2021), titled "The Importance of Understanding Language Development in Early Childhood and Its Stimulation", explains how social, emotional, cognitive, and physical factors influence language development in children aged 0- 6 years.

Research by Aulia Adisty & Gunawan (2024), titled "The Relationship Between Screen Time and Pragmatic Abilities of Children Aged 4-6 Years at TK Sri Juwita Hanum, Surakarta", reveals a strong positive relationship between appropriate screen time and pragmatic abilities. Research by Aulia Adisty & Gunawan (2024), titled "The Relationship Between Speech

Clarity and Pragmatic Language Ability in Special Needs Children at Inclusive Elementary Schools in Surakarta", evaluates the connection between speech clarity and pragmatic abilities. Research by Mustikasari et al., (2022), titled "The Relationship Between Gadget Use and Pragmatic Abilities in Children Aged 3-6 Years", demonstrates a strong negative relationship between gadget use and pragmatic abilities.

Research by Rizal (2022). titled "Pragmatic Competence of Children Aged 3-5 Years through Video Blogger Media: A Psychopragmatic Study", examines the development of pragmatic competence in early childhood through media interactions. Siddiq (2019). titled "Speech Acts and Pragmatic Acquisition in Early Childhood", explores pragmatic aspects in children's speech acts, including locution, illocution, and perlocution. Bilqis Tatsna Z. S et al., (2023), titled "The Relationship Between Verbal Communication and Pragmatic Abilities in Preschool Children at TKIT Harapan Ummat, Ngawi", highlights a significant relationship between verbal communication and pragmatic skills, emphasizing the importance of improved verbal communication for better pragmatic development.

According to Salamah & Zultiyanti (2024), titled "Exploring Pragmatic Development in 4-Year-Old Children: An Interactionist Perspective" examines the pragmatic language acquisition of children aged 4 at ABA Nitikan Kindergarten, Yogyakarta. Using an interactionist framework, the study highlights five aspects of pragmatic development: Joint Attention, Common Ground, Convention and Contrast, Feedback and Repair, and Speech Acts. Speech Acts were the most commonly observed, while Joint Attention was the least. The findings emphasize the role of interactive environments in facilitating pragmatic language skills, contributing to a deeper understanding of early language development. Research by Kurniawan et al., (2024), titled "Bilingual Development in Children with Autism: Benefits and Supporting Strategies" highlights that strategic bilingual education improves cognitive flexibility, communication, and social skills in children with autism. Factors such as family language environment, structured exposure, and visual supports are essential for effective dual-language learning. The study emphasizes that bilingualism, when supported with appropriate strategies, enriches the developmental trajectory of children with autism.

Research by Hamid et al., (2020), titled "Language Development in Preschool Children" explores how preschoolers develop language skills through phonetic, semantic, syntactic, morphemic, and pragmatic aspects. The study emphasizes that children aged 4-6 rapidly acquire vocabulary, improve sentence structure, and refine communication skills through social interactions at home and school. It highlights the importance of understanding developmental milestones to support language acquisition and improve listening, speaking, reading, and writing abilities. Ngadjen & Patty (2024), titled "The Concept of Bilingualism and Its Impact Towards Child Language Development" explores the influence of bilingualism on child language development. Using library research, it reviews theories of language acquisition and types of bilingualism (simultaneous, receptive, sequential). The study highlights bilingualism's positive impacts, including improved communication skills, cultural understanding, and pragmatic development. It also debunks myths of bilingual confusion, emphasizing that code-mixing reflects natural language evolution. These findings underscore the importance of bilingualism in fostering linguistic and cognitive growth.

Eskawati et al., (2022), titled "Language Acquisition of a Bilingual Child: Indonesian-English" explores the syntactic development of a bilingual child learning Indonesian and English. Using qualitative methods, the study observes the child's progression from single-

word utterances to complex sentences, finding balanced development in both languages. The research highlights that first and second language acquisition do not interfere with each other but occur simultaneously. Social interaction and parental support were identified as key factors in enhancing language skills in bilingual contexts.

Research by Qasem et al., (2022), titled "A Study on the Relationship Between Pragmatic Language Development and Socioeconomic Status in Arab Preschoolers" explores how socioeconomic status (SES) impacts pragmatic language development (PLD) in preschoolers with and without pragmatic language impairment (PLI). Using the Arabic Pragmatic Language Skills Inventory, the study found that classroom, social, and personal interactions significantly contribute to PLD regardless of parental education or employment levels. However, children with typical development showed better PLD outcomes compared to those with psychiatric histories. Age positively influenced PLD, but gender had no significant impact. These findings highlight the importance of social interactions in fostering language development.

Alduais et al., (2022), titled "Arabic Validation of the Pragmatic Language Skills Inventory" validated the Arabic version of the Pragmatic Language Skills Inventory (A-PLSI) for assessing pragmatic language development in preschoolers. The study demonstrated strong reliability and validity, effectively distinguishing between children with and without pragmatic language impairments. Older preschoolers showed higher pragmatic development levels, emphasizing the tool's utility in Arabic-speaking educational and clinical contexts.

Based on Yoshinaga-Itano et al., (2020), titled "Early Intervention, Parent Talk, and Pragmatic Language in Children with Hearing Loss" examines the development of pragmatic language in children aged 4 to 7 years with bilateral hearing loss. The study identifies key factors associated with better pragmatic outcomes, including adherence to Early Hearing Detection and Intervention (EHDI) 1-3-6 guidelines, higher levels of parent-directed speech, nonverbal IQ, less severe hearing loss, and maternal education. Children who met the EHDI 1-3-6 guidelines exhibited significantly higher pragmatic language scores. Additionally, greater parent talk during early childhood positively correlated with better pragmatic performance, reinforcing the importance of both quantity and quality of parental communication. Despite progress in pragmatic abilities with age, the study notes a persistent gap in pragmatic competence compared to peers without hearing loss. The findings highlight the need for targeted early interventions to address these delays and support optimal language development in children with hearing loss.

According to Paul et al., (2020), titled "Current Research in Pragmatic Language Use Among Deaf and Hard of Hearing Children" provides a narrative review on the development of pragmatic skills and social language use in deaf and hard-of-hearing (DHH) children and adolescents. It highlights that limited access to language in early years due to restricted auditory exposure or lack of signed language models significantly affects cognitive, academic, and socio-emotional development. The study emphasizes that while advancements such as early interventions and hearing technologies have improved language outcomes for DHH children, pragmatic delays persist, particularly in nuanced social communication. Pragmatic skills like turn-taking, conversational repair, and adapting language based on context often differ between DHH and hearing children. The research underscores the importance of creating language-rich environments, providing access to both spoken and signed languages, and promoting interactions with competent communication partners. It also stresses the need for healthcare

providers to assess and support pragmatic development in DHH children to enable full participation in social and community activities. This review is critical in guiding strategies to improve linguistic and social outcomes for DHH individuals.

Research by Wilson & Katsos (2022), titled "Pragmatic, Linguistic, and Cognitive Factors in Young Children's Development of Quantity, Relevance, and Word Learning Inferences" investigates the trajectory of pragmatic development in children aged 3 to 5 years. Using a story-based picture-matching task, the study examines three types of implicatures ad hoc quantity, scalar quantity, and relevance as well as word learning by exclusion. Findings indicate that pragmatic abilities improve with age, with word learning by exclusion developing first, followed by relevance and ad hoc implicatures, and finally scalar implicatures. The study also highlights structural language knowledge as a key predictor of pragmatic performance, while socioeconomic status and Theory of Mind showed no significant influence when structural language was controlled.

3. RESEARCH METHODOLOGY

This research employs a qualitative approach with a descriptive design to explore the development of pragmatic language in children under 5 years old who appear as content creators on TikTok or are frequently featured on family TikTok channels. The focus of the study is on children who use two languages (Indonesian and English) or a mixture of both in their communication. This approach is chosen because qualitative research allows for a deeper exploration of pragmatic language development in the rapidly growing digital social context of the TikTok platform.

Research Object: The research objects are children under 5 years old who have exposure to bilingual communication (Indonesian-English) and frequently interact in TikTok videos. This selection is purposive, based on certain criteria, such as the number of videos featuring the child, the use of two languages in communication, and the popularity of the TikTok channel they follow. The aim of selecting these research objects is to understand how these children adjust their language use in different social contexts on the TikTok platform.

Data Collection: Video Observation: The researcher will observe TikTok video content featuring these children to analyze patterns of pragmatic language use, such as how they request, respond, or socially engage in various situations. This process will also involve identifying changes in language use depending on the audience on the TikTok platform, which is often diverse.

Document Analysis: Comments or verbal interactions in the TikTok videos will also be analyzed to understand how children adjust their language use according to the diverse audience. This is important to see whether the children use Indonesian or English separately or are more likely to mix both languages in their interactions.

The data will be analyzed using thematic analysis to identify specific patterns in bilingual pragmatic language use. The analysis process includes transcription, coding, and grouping themes based on the child's communication context in TikTok videos. In this analysis, the researcher will assess how language use is influenced by the digital social context of TikTok and how children adjust their communication style with different audiences.

4. RESULT and DISCUSSION

a. Pragmatic Language Development used by Omar & Mom Official and Mom Theo's Tik Tok Video

In today's digital age, many parents utilize platforms like TikTok to share their experiences and ways of educating their children, particularly in teaching foreign languages. An interesting example is the Omar & Mom Official channel, where Omar's mother actively teaches both English and Indonesian from a very young age. Omar was introduced to foreign language through books at the age of 4 months, with active two-way interactions between the parents and the child, which strongly support the development of pragmatic language skills. In the videos uploaded, it is clear that Mama Omar plays a crucial role in introducing vocabulary and simple English phrases, such as "apple" or "dog," accompanied by images to help Omar recognize the objects in both languages.

The importance of early foreign language teaching, as demonstrated by Omar & Mom Official, lies in the fact that children at this age are highly receptive to information and language from their environment. The advantage of simultaneous bilingualism, as practiced by Mama Omar, is the development of bilingualism, which allows children to think in both languages and adjust their usage depending on the social context and audience. In the videos, two-way interaction between Mama Omar and Omar is evident, where Mama Omar gives instructions or asks questions, and Omar responds using a mix of both Indonesian and English, showing the child's pragmatic ability to adapt language use according to the audience and context.



Picture 1. Omar & Mom TikTok Channel

In the Mom Theo channel, a similar approach is seen, though with a slightly different focus. Mom Theo teaches her child, Theo, to recognize and memorize English vocabulary, even though Theo is not yet fluent in speaking. For example, Mom Theo teaches the word "push" in English, which Theo then translates into Indonesian as "*mendorong*." Later, when Mom Theo says, "I push the door," Theo responds, "I push the door, *aku mendorong pintu*." This approach illustrates teaching English contextually, reinforcing meaning through Indonesian, which makes it easier for children to understand both languages simultaneously.

Teaching foreign languages to children through social media platforms like TikTok shows how parents are leveraging technology to support the development of pragmatic language skills. In the cases of Omar and Theo, foreign language teaching is not only about introducing new vocabulary, but also about developing the children's ability to engage in two-way communication, which is crucial for their social skills. By mixing English and Indonesian, children learn to adapt to both languages and understand their use in different contexts. This is highly beneficial for the development of pragmatic language, where children learn to adjust their language according to the situation and audience, as well as practice more complex sentences, such as "I push the door, *aku mendorong pintu*." Through this approach, parents

are not only educating their children in language acquisition but also helping them develop essential social skills from an early age.



Picture 2. Mom Theo Tiktok Channel

- b. The frequency of gadget affects the development of pragmatic language in children aged under 5 years old of Omar & Mom Official and Mom Theo's Tik Tok Video

1) Language Use Dependent on Social Context

Children featured on TikTok channels tend to adjust their language use depending on the audience and communication situation. In the videos they create, they select the language that is most appropriate for the social context. For example, when speaking to parents or friends in the video, they may more frequently use Indonesian, which is considered more familiar and comfortable in informal interactions. In this context, their pragmatic language use serves to maintain emotional closeness and social comfort, where the language used is more relaxed and familiar.

When children speak to a larger audience or in more formal situations, they are more likely to use English or a mixture of both languages (Indonesian-English). This happens because of the dominance of an international audience or exposure to English content through media or their environment. Their pragmatic language use in these contexts not only functions to convey a message but also to adapt to the expectations of a broader audience and demonstrate proficiency in a more global language. This illustrates how children learn to adjust the level of formality and language choices according to whom they are speaking with. This phenomenon also reflects a deeper understanding of the social role of language in communication. Even though children are still very young, they begin to realize that language is a tool that can be adjusted to meet different social and communicative needs. The use of two languages is not simply about replacing words but also reflects their ability to adapt to various social contexts, which is an essential component of flexible pragmatic language development.

2) Pragmatic Language Development Limited by Digital Exposure

Although children featured on TikTok display developing language skills, this study also found that their pragmatic language development is hindered by the nature of digital content, which is more monologic than dialogic. In the videos they watch or create, many interactions occur in a monologue form, where children speak directly to the camera or audience without engaging in dynamic two-way conversations. This limits their opportunities to practice pragmatic language use in more natural social contexts, such as requesting, responding, or negotiating in conversation.

Optimal pragmatic language development occurs in social interactions that involve the

exchange of ideas and responses between individuals. In two-way interactions, children can learn how to adjust their language based on the responses they receive, which is crucial for their ability to communicate effectively in social situations. In the more structured TikTok videos created for entertainment or education, children do not have many opportunities to practice spontaneous responses or adapt to more complex communication situations. Exposure to one-way video content can limit children's experience in directly interacting with others. While children may acquire new vocabulary or become familiar with certain language structures, they miss out on the chance to refine their understanding of social communication norms and interactions, which are essential for the development of their pragmatic language skills.

3) The Role of the Family Environment in Language Learning

The family environment plays a significant role in a child's language learning, which is evident from interviews with parents. Many parents express that they are actively involving their children in daily conversations, such as speaking directly, reading books together, or listening to children's songs that support language learning. These interactions provide the verbal stimulation needed to enrich the child's vocabulary and language abilities, as well as to enhance their understanding of the social functions of language in everyday life.

However, in the Tiktok, parents also note that children are often exposed to content that uses English, which tends to come from overseas. This makes children more accustomed to using English in certain communication situations in videos. The influence of digital media can alter a child's language patterns, especially when they are exposed to English-language content or mixed-language content. This shows how external factors, such as digital media, can influence how children develop their language. Nonetheless, the family environment remains a key factor in the development of children's pragmatic language skills. Parents who understand the importance of verbal stimulation and active social interaction will help their children develop pragmatic language skills more effectively. In this regard, while children may be exposed to foreign languages through media, a supportive family environment that promotes the appropriate use of language in social situations is crucial in shaping their language abilities.

4) Bilingualism and Contextual Adaptation

Children growing up in bilingual environments display an early ability to adapt their language use based on the social context and audience. This adaptability is evident in their instinctive selection of a particular language to suit their communicative needs. For example, in casual family settings, children often rely on their native language to express comfort and familiarity. However, in more formal or diverse social environments, such as interactions on TikTok, they may switch to a second language like English to appeal to a broader audience. This seamless code-switching demonstrates not only linguistic competence but also an awareness of how to use language as a tool to connect with different groups of people.

This adaptability highlights the role of bilingualism in fostering pragmatic language skills from an early age. Children learn to adjust their tone, vocabulary, and structure to fit specific social settings, reflecting their understanding of context-appropriate communication. For instance, they might use casual expressions with peers while opting for more structured and formal language when addressing a global audience on digital platforms. This ability to navigate between languages and contexts is a key element of social intelligence, preparing them for effective communication in increasingly multicultural and multilingual environments.

c. Digital Media's Dual Impact

Digital platforms like TikTok offer unique opportunities for bilingual vocabulary acquisition among young children. The visually engaging and interactive nature of TikTok content makes it easier for children to pick up new words and phrases in multiple languages. By watching bilingual creators or content featuring everyday language use, children gain exposure to diverse linguistic inputs, broadening their vocabulary and understanding of language structure. This exposure is particularly valuable for children growing up in bilingual families, as it reinforces their ability to use both languages in varied contexts.

The monologic nature of TikTok content presents challenges for conversational skill development. Most TikTok interactions involve children speaking to a camera or audience without receiving real-time responses, limiting their practice in two-way communication. Without dynamic social exchanges, children miss opportunities to learn essential conversational skills such as turn-taking, responding to feedback, and negotiating meaning. While TikTok supports language exposure and vocabulary building, its format does not provide the spontaneous and interactive dialogue necessary for developing more advanced pragmatic language skills.

1) Parental Involvement

Parental involvement is crucial in supporting a child's language development, particularly in the context of digital media use. Activities such as reading books, storytelling, or engaging in conversations offer children valuable opportunities to practice language in interactive settings. These activities foster verbal turn-taking, teach children how to interpret social cues, and strengthen their understanding of language's social functions. Parents who actively participate in their children's language learning also provide the guidance necessary to reinforce vocabulary and language patterns introduced through digital content like TikTok.

Parental involvement helps mitigate the potential drawbacks of passive media consumption. Parents can contextualize the content their children encounter on TikTok by discussing it, practicing new vocabulary, or connecting the digital material to real-life experiences. This dual engagement blending digital content with interactive family activities ensures that children develop a balanced set of language skills, including vocabulary acquisition, conversational abilities, and social communication competencies. Active parental engagement transforms digital exposure from a passive experience into an enriching component of a child's overall language development.

2) Social and Cultural Dynamics

The language use of children on TikTok reflects broader societal trends in bilingualism, globalization, and digital communication. TikTok, as a platform that connects creators and audiences worldwide, fosters an environment where children naturally mix languages to communicate effectively with diverse viewers. This hybrid use of language mirrors the cultural blending characteristic of a globalized society, where individuals frequently navigate between local and international norms. For children, participating in bilingual or multilingual communication on TikTok becomes both a linguistic exercise and a form of cultural exchange. The platform highlights the impact of digital media on shaping language patterns and cultural identity in young users. Through exposure to global content, children integrate elements of their local culture with global linguistic practices, creating a unique communicative style. This dynamic interplay of language, culture, and technology emphasizes the importance

of fostering bilingualism in an era where digital media significantly influences social interactions. Encouraging children to engage with both their native language and a second language on platforms like TikTok prepares them to navigate multicultural environments with confidence and adaptability.

5. CONCLUSION

The study of language use on TikTok channels such as Omar & Mom Official and Mom Theo demonstrates the significant role of parents in supporting early language development through the use of both English and Indonesian. By introducing children to bilingualism at an early age, parents create an environment that fosters pragmatic language skills, where children learn to adapt their language use based on the social context. The combination of English and Indonesian not only supports vocabulary acquisition but also helps children understand how language functions in different settings. However, while these platforms offer valuable opportunities for language exposure, they also present limitations, particularly in terms of interactive communication. The digital content is often monologic, which hinders the development of pragmatic language skills that are best nurtured through two-way interactions. Despite this, the family environment remains the most influential factor in shaping children's language abilities. Parents' active involvement in daily conversations and social interactions continues to be essential in ensuring that children develop effective language skills.

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