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Comparative Psycholinguistic Analysis: Phonological Acquisition of Two Celebrity Children in Digital Media

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ABSTRACT

This study aims to analyze and compare the phonological acquisition of two three-year-old celebrity children as presented in digital media content. The research employs a descriptive qualitative approach. The data were obtained from the children's utterances in YouTube videos uploaded by their celebrity parents through observation and note-taking techniques. The utterances were transcribed and analyzed based on the accuracy, stability, and variation of vowel and consonant production, including phoneme substitution and deletion. The findings indicate that both children have acquired basic Indonesia phonemes, although with different levels of articulatory stability. Issa demonstrates more consistent phoneme production, while Naka exhibits greater variability in pronunciation. Such variations are considered a natural part of early childhood phonological development. Furthermore, digital media exposure and the intensity of verbal interaction from parents as public figures provide rich linguistic input and encourage verbal expression, although they do not always result in stable phoneme articulation. This study emphasizes that children's phonological acquisition is dynamic and influenced by individual developmental factors as well as the digital communication environment.

Keywords: *Phonological Acquisition; Early Childhood; Psycholinguistics*
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INTRODUCTION

Psycholinguistics is a branch of science that studies the psychological processes that occur when a person forms and understands sentences received during communication, including the process of language acquisition in humans (Simanjuntak, 1987; Gusriani and Yanti, 2022). Language acquisition is a mechanism that occurs in a child's brain when they acquire their first language through their mother tongue (Hidayah et al., 2021; Muradi, 2018). According to Guasti (2016), language acquisition is a natural process in which children understand and use language by constructing various language patterns (constructions) from what they hear and experience. Unlike conscious and formal language learning, language acquisition occurs subconsciously through spontaneous interactions (Khoirunnisa et al., 2023).

Language acquisition encompasses various aspects of development, from semantics and syntax to the most fundamental, phonology (Amelin et al., 2019). This research focuses on the phonological aspect, namely the process by which children recognize and produce language sounds through phonological rules (Waridah, 2016). The acquisition of phonology in children occurs as a developmental process that continuously changes over time and forms the initial foundation for children's communication skills. This process is closely related to the acquisition of their first language, their mother tongue, which children use to interact with their surroundings (Andriani et al., 2025).

For this process to occur optimally, maturation of the vocal apparatus (articulators), cognitive function, and diverse and consistent language input from the environment are required. By the age of three, children generally begin to show improvements in the pronunciation of vowels and consonants, although sound simplification still occurs as part of development (Andriani et al., 2025; Putri et al., 2025). This condition is related to the golden age phase, a crucial period in a child's growth and development when the foundation of the nervous system is intensively formed (Setiowati, 2020). During this period, neural plasticity is at its peak, enabling children to develop excellent phonological adaptation skills. Children at this age have not yet experienced fossilization, unlike adults. Fossilization is a condition where language development stops and is characterized by language errors that are difficult to correct (Muhlisian, 2018; Trijoga & Hidayat, 2017).

From a theoretical perspective, language acquisition can be explained through behaviorist theory, which views language acquisition as the result of stimulus-response mechanisms through imitation, model-replication, and environmental reinforcement (Sukat et al., 2024). Furthermore, Jakobson's universal structural theory states that during the pure language acquisition stage, children follow a universal sequence of sounds influenced by the meaning of the utterance and the speech environment (Waridah, 2016). This principle underpins the gradual acquisition of phonology in children, particularly vowels and consonants, before achieving stable pronunciation.

Over time, the social and speech environment shifts. The process of phonological acquisition no longer relies solely on direct family interaction but also on exposure to digital media. Celebrity children who are familiar with cameras from an early age have a different impact than children of the same age who are rarely exposed to

digital media. This exposure creates a more open communication space due to a wider audience reach. This situation allows for differences in pronunciation patterns, speech intensity, and how children express themselves. Children still have a significant opportunity to refine their articulation through stimulation from both digital and real-world environments.

Many studies on phonological acquisition have been conducted, but limitations remain. Research conducted by Rania Humairah et al. (2023) and Nadiani & Setiawan (2023) used a single case study approach focusing on a single subject. This approach provides a detailed description of the sound changes experienced, but it still lacks inter-individual comparisons to examine variations in phonological acquisition. Mutia et al. (2023) employed a comparative approach in their research, but the comparison was limited to gender differences and did not prioritize digital media as the primary focus. Thus, comparative studies involving children of the same age and gender within celebrity environments are still relatively rare.

Based on these conditions, this study focuses on two celebrity children of the same age and gender, namely three-year-old boys, who have different communication environments. The analysis is limited to phonological acquisition, specifically the acquisition of vowels and consonants that emerge from the children's speech in social media content. Comparisons between subjects are conducted to examine similarities and differences in articulation patterns, including tendencies toward phoneme changes, sound deletions, and the stability of certain phoneme pronunciations. This research is expected to provide new perspectives in psycholinguistic studies, particularly regarding the influence of the digital environment on early childhood phonological acquisition

METHOD

This study uses a descriptive qualitative method. This descriptive qualitative method was chosen because it does not involve statistical data processing but instead relies on descriptions to explain the research findings in detail. Data collection techniques used include listening and note-taking techniques. The listening technique involves carefully listening to the research subjects' speech in the observed YouTube video content. Furthermore, note-taking techniques are used to document data in the form of speech, information, and other findings relevant to the study's focus. The collected data was then transcribed and presented in tabular form.

The subjects of this study were the utterances produced by Issa Xander Djokosoetono, the son of celebrity Nikita Willy, and Naka, the son of celebrity Indah Permatasari. The research media used were videos on each celebrity's respective YouTube channels. Issa's utterance data was obtained from the YouTube channel youtube.com/@NikitaWilly.indraPriawan, while Naka's was obtained from the YouTube channel youtube.com/@indahpermatasari9555. The speech data analyzed was limited by the subjects' age, which was three years. For Issa's utterances, data were taken from videos uploaded in August 2025, while for Naka's utterances, data were taken from videos uploaded in October 2025, when both subjects were of approximately the same age range. This study was conducted from December 21 to 22, 2025. Furthermore, the speech data were classified based on pronunciation fluency and phoneme mastery.

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RESULTS AND DISCUSSION

Based on the transcriptions of Issa Xander Djokosoetono and Naka's speech from YouTube content, the analysis was conducted by grouping phonological acquisition into three categories: fluent, moderate, and non-fluent. This grouping was based on the accuracy of vowel and consonant phoneme pronunciation compared to the actual word form, taking into account phoneme changes, sound omissions, and pronunciation consistency. The speech data from Issa Xander Djokosoetono and Naka each consisted of 17 words, which were analyzed individually to identify emerging phonemes.

Table 1. Phonological Acquisition in Issa Xander Djokosoetono

Data	The phonemes produced	The real word	The disappeared phoneme unit	Phoneme changes
aduh	/a/, /d/, /u/, /H/	Aduh	-	-
ini	/i/, /n/, /i/	Ini	-	-
topi	/t/, /ɔ/, /p/, /i/	topi	-	-
nanti	/n/, /a/, /n/, /t/, /i/	nanti	-	-
kita	/k/, /i/, /t/, /a/	kita	-	-
kolong	/k/, /ɔ/, /l/, /ɔ/, /ŋ/	kolong	-	-
sini	/s/, /i/, /n/, /i/	sini	-	-
pakai	/p/, /a/, /k/, /a/, /i/	pakai	-	-
tangga	/t/, /a/, /ŋ/, /g/, /a/	tangga	-	-
aku	/a/, /k/, /u/	aku	-	-
Di	/d/, /i/	di	-	-
laboan	/l/, /a/, /b/, /o/, /a/, /n/	labuan	/u/	/o/
belok	/b/, /e/, /l/, /ɔ/, /?/	belok	-	-
kili	/k/, /i/, /l/, /i/	kiri	/r/	/l/
ancu	/a/, /n/, /c/, /u/	hantu	/h/, /t/	/c/
kelual	/k/, /ə/, /l/, /u/, /a/, /l/	keluar	/r/	/l/
dali	/d/, /a/, /l/, /i/	dari	/r/	/l/

Phonological Acquisition Analysis by Issa Xander Djokosoetono

Based on Issa Xander Djokosoetono's phonological acquisition data, children are able to produce most of the basic phonemes of the Indonesian language correctly. The vowels /a/, /i/, /ɔ/, /ə/, and /u/, as well as the consonants /k/, /b/, /l/, /g/, /n/, /p/, /t/, /d/, /s/, /ŋ/, /?/, and /H/ are generally pronounced without omissions or sound changes. However, changes in the vowel /u/ are still found, which under certain circumstances is still pronounced as /o/. Furthermore, the phoneme /r/ has not been mastered stably and tends to be changed to the phoneme /l/.

Analysis of Phonological Acquisition by Issa Xander Djokosoetono at the Fluent Level

Data 1: "aduh"

No phoneme modifications occurred, so Issa's pronunciation follows the proper phoneme rules. The phonemes the researcher focused on in this word include the pharyngeal-plosive

consonant /H/, the open vowel /a/, and the closed vowel /u/.

Data 2: "ini"

No phoneme modifications occurred, so this pronunciation follows the proper phoneme rules. The phonemes the researcher focused on in this word include the nasal-alveolar consonant /n/ and the closed vowel /i/.

Data 3: "topi"

No phoneme modifications occurred, so the pronunciation of "topi" follows the proper phoneme rules. The phonemes the researcher focused on in this word include the alveolar-plosive consonant /t/, the bilabial-plosive consonant /p/, the semi-open vowel /ɔ/, and the closed vowel /i/.

Data 4: "nanti"

No phoneme modifications occurred, so the pronunciation of “nanti" follows the actual phoneme rules. The phonemes the researcher focused on in this word include the nasal-alveolar consonant /n/, the plosive-apicodental /t/, the open vowel /a/, and the closed vowel /i/.

Data 5: "kita"

No phoneme modifications occurred, so the pronunciation of "kita" follows the actual phoneme rules. The phonemes the researcher focused on in this word include the dorsovelar plosive consonant /k/, the apicodental plosive consonant /t/, the closed vowel /i/, and the open vowel /a/.

Data 6: "kolong"

No phoneme modifications occurred, so the pronunciation of "kolong" follows the actual phoneme rules. The phonemes the researcher focused on in this word include the dorsovelar plosive consonant/k/, the lateral apicoalveolar consonant /l/, the semi-open vowel /ɔ/, and the velar consonant /ŋ/.

Data 7: sini

No phoneme modifications occurred, so the pronunciation of “sini” follows the rules of the actual phoneme. The phonemes the researcher focused on in this word include the fricative-laminoalveolar consonant /s/, the nasal apicoalveolar consonant /n/, and the closed vowel /i/.

Data 8: pakai

No phoneme modifications occurred, so the pronunciation of “pakai” follows the rules of the actual phoneme. The phonemes the researcher focused on in this word include the bilabial plosive consonant /p/, the dorsovelar plosive consonant /k/, the open vowel /a/, and the closed vowel /i/.

Data 9: Tangga

No phoneme modifications occurred, so the pronunciation of “tangga” follows the proper phoneme rules. The phonemes the researcher focused on in this word include the apicodental plosive consonant /t/, the nasal-dorsovelar consonant /ŋ/, the dorsovelar plosive consonant/g/, and the open vowel /a/.

Data 10: Aku

No phoneme modifications occurred, so the pronunciation of “aku” follows the proper phoneme rules. The phonemes the researcher focused on in this word include the open vowel /a/, the dorsovelar plosive consonant /k/, and the closed vowel /u/.

Data 11: di

No phoneme modifications occurred, so the pronunciation of “di” follows the proper phoneme rules. The phonemes the researcher focused on in this word include the apicopalatal plosive consonant /d/ and the closed vowel /i/.

Data 12: belok

No phoneme modifications occurred, so the pronunciation of “belok” follows the rules of actual phonemes. The phonemes the researcher

focused on in this word include the bilabial plosive consonant/b/, the apicoalveolar lateral consonant /l/, the semi-closed vowel /e/, the semi-open vowel /ɔ/, and the dorsovelar plosive consonant /k/.

Analysis of Phonological Acquisition by Issa Xander Djokosoetono at a Moderate Level

Data 13: laboan

A phoneme change occurred where the closed vowel /u/ was replaced by the semi-closed vowel /o/, while the original word was "labuan". The researcher assessed this change as moderate because not all words with the phoneme /u/ in the middle were difficult for Issa to pronounce. This is evident from other data, such as the words “aduh” and “aku”, which were still pronounced correctly. Thus, only a few specific words were difficult for Issa to pronounce correctly. The phoneme of interest to the researcher in this word is the closed vowel /u/.

Analysis of Phonological Acquisition by Issa Xander Djokosoetono at the Non-Fluent Level

Data 14: ancu

A phoneme change occurs where the pharyngeal fricative consonant /h/ and the apicodental plosive consonant /t/ are lost, and replaced by the laminopalatal plosive consonant /c/, whereas the original word is "hantu". The phonemes of interest to the researcher in this word are the pharyngeal fricative consonant /h/ and the apicodental plosive consonant /t/.

Data 15: kili

A phonemic change occurs where the trill-apicoalveolar consonant /r/ is replaced by the lateral-apicoalveolar consonant /l/, whereas the original word is "kiri". The phonemic change of interest to the researcher in this word is the trill-alveolar consonant /r/.

Data 16: kelual

A phonemic change occurs where the trill-apicoalveolar consonant /r/ is replaced by the lateral-apicoalveolar consonant /l/, whereas the original word is "keluar". The phonemic change of interest to the researcher in this word is the trill-apicoalveolar consonant /r/.

Data 17: dali

A phonemic change occurs where the trill-apicoalveolar consonant /r/ is replaced by the lateral-apicoalveolar /l/, whereas the original word is "dari". The phoneme of interest to the researcher in this word is the trill-apicoalveolar consonant /r/.

Table 2. Phonological Acquisition in Naka

Data	The phonemes produced	The real word	The disappeared phoneme unit	Phoneme changes
sewamat	/s/, /ə/, /w/, /a/, /m/, /a/, /t/	selamat	/l/	/w/
pagi	/p/, /a/, /g/, /i/	pagi	-	-
di	/d/, /i/	di	-	-
mau	/m/, /a/, /u/	mau	-	-
liat	/l/, /i/, /H/, /a/, /t/	lihat	/H/	-
duyu	/d/, /u/, /y/, /u/	dulu	/l/	/y/
usil	/u/, /s/, /i/, /l/	usir	/r/	/l/
membawa	/m/, /ə/, /m/, /b/, /a/, /w/, /a/	membawa	-	-

anak	/a/, /n/, /a/, /?/	anak	-	-
ais	/a/, /I/, /s/	es	/ɛ/	/a/, /I/
krim	/k/, /r/, /i/, /m/	krim	-	-
lanja	/l/, /a/, /n/, /j/, /a/	belanja	/b/, /ə/	-
cuka	/c/, /u/, /k/, /a/	suka	/s/	/c/
ubuy-ubuy	/u/, /b/, /u/, /y/	ubur-ubur	/r/	/y/
tolong	/t/, /ɔ/, /l/, /ɔ/, /ŋ/	tolong	-	-
minelal	/m/, /i/, /n/, /ə/, /l/, /a/, /l/	mineral	/r/	/l/
umu	/u/, /m/, /u/	ungu	/ŋ/	/m/

Analysis of Naka's Phonological Acquisition

Based on Naka's phonological acquisition data, the child has mastered a number of basic Indonesian phonemes, particularly the vowels /a/, /i/, /I/, /u/, /ə/, and /ɔ/, as well as the consonants /w/, /m/, /t/, /p/, /b/, /n/, /k/, /s/, /r/, /j/, /g/, /l/, /y/, /c/, /H/, /?/, and /ŋ/, most of which are pronounced correctly. Naka has also demonstrated the ability to pronounce certain phonemes, such as /r/, although her pronunciation is not yet stable. Some phonemes still experience pronunciation variations, particularly the phonemes /l/, /r/, /s/, and /ŋ/, which often experience deletion or sound changes in certain positions in a word. Furthermore, changes were also found in the vowel /ɛ/, which is pronounced as a simpler vowel.

Analysis of Naka's Phonological Acquisition at the Fluent Level

Data 1: pagi

No phoneme modifications occurred, so Naka's pronunciation follows the proper phoneme rules. The phonemes the researcher focused on in this word include the bilabial plosive consonant/p/, the open vowel /a/, the dorsovelar plosive consonant/g/, and the closed vowel /i/.

Data 2: di

No phoneme modifications occurred, so Naka's pronunciation follows the proper phoneme rules. The phonemes the researcher focused on in this word include the apicopalatal plosive consonant/d/ and the closed vowel /i/.

Data 3: mau

No phoneme modifications occurred, so Naka's pronunciation follows the proper phoneme rules. The phonemes the researcher focused on in this word include the nasal- bilabial consonant /m/, the open vowel /a/, and the closed vowel /u/.

Data 4: membawa

No phoneme modifications occurred, so Naka's pronunciation follows the proper phoneme rules. The phonemes the researcher focused on in this word include the nasal-bilabial consonant /m/, the plosive-bilabial consonant /b/, the semivocal-bilabial/labiodental consonant /w/, and the open vowel /a/.

Data 5: anak

No phoneme modifications occurred, so Naka's pronunciation follows the proper phoneme rules. The phonemes the researcher focused on in this word include the open vowel /a/, the nasal-apicoalveolar consonant /n/, and the dorsovelar plosive consonant /k/.

Data 6: krim

No phoneme modifications occurred, so Naka's pronunciation follows the proper phoneme rules. The phonemes the researcher focused on in this word include the dorsovelar plosive /k/, the trill-apicoalveolar consonant /r/,

the closed vowel /i/, and the nasal-bilabial consonant /m/.

Data 7: tolong

No phoneme modifications occurred, so Naka's pronunciation follows the actual phoneme rules. The phonemes the researcher focused on in this word include the apicodental plosive consonant /t/, the semi-open vowel /ɔ/, the lateral apicoalveolar consonant /l/, and the dorsovelar nasal consonant /ŋ/.

Analysis of Naka's Phonological Acquisition at an Intermediate Level

Data 8: sewamat

There was a substitution of the lateral apicoalveolar phoneme /l/ for the semi-vowel /w/ in the word "selamat". This change is categorized as moderate because the phoneme /l/ in the medial position of the word is still difficult for Naka to pronounce, although it can be pronounced correctly in several other words.

Data 9: liat

There is a deletion of the pharyngeal fricative phoneme /h/ in the word "lihat". This change is considered moderate because the phoneme /h/ in the final position of the word is not always pronounced, although it can still occur correctly in certain contexts.

Data 10: duyu

There is a substitution of the lateral-apicoalveolar phoneme /l/ for the semivowel /y/ in the word "dulu". This error is considered moderate because the phoneme /l/ in the final position of the word is still unstable.

Data 11: lanja

There is a phoneme deletion where the bilabial plosive consonant /b/ and the semi-open vowel /ə/ are lost, while the original word is "belanja". Researchers assess this change as moderate, because some positions of the phonemes /b/ and /ə/ are difficult for Naka to pronounce, especially when they occur at the beginning of a word. However, not all words with the phoneme /b/ are difficult to pronounce, such as the word “membawa”, which can still be pronounced correctly.

Data 12: cuka

There is a substitution of the fricative-laminoalveolar phoneme /s/ for the plosive-laminopalatal /c/ in the word "suka". This change is considered moderate because the phoneme /s/ in the initial position of the word is still difficult to pronounce consistently.

Data 13: ubuy-ubuy

There is a substitution of the trill-apicoalveolar phoneme /r/ for the semivowel /y/ in the word "ubur-ubur". This error is considered moderate because the phoneme /r/ in the medial position of the word is not yet stable.

Data 14: umu

There is a substitution of the nasal-dorsovelar phoneme /ŋ/ into the bilabial-plosive /m/ in the word "ungu". This change is categorized as moderate because the phoneme /ŋ/ in the initial position of the word is still difficult to pronounce.

Data 15: minelal

There is a substitution of the trill-apicoalveolar phoneme /r/ into the lateral-apicoalveolar /l/ in the word "mineral". This error is categorized as moderate because the phoneme /r/ in the medial position of the word has not been fully mastered by the speaker.

Data 16: usil

There is a phoneme change, namely the trill-apicoalveolar consonant /r/ changing into the lateral-apicoalveolar consonant /l/. Meaning the actual d in this word is "usir". Researchers assess this change as moderate, as several positions of the /r/ phoneme are difficult for Naka to pronounce. Thus, only a few specific words are difficult for Naka to pronounce. The phoneme the researchers

noticed in this word is the trill-apicoalveolar consonant /r/.

Analysis of Naka's Phonological Acquisition at the Non-Fluent Level

Data 17: ais

There are phonemic changes, namely the semi-open vowel /ɛ/ changing to an open vowel /a/ and a semi-closed vowel /I/. The actual meaning of this word is "es". The phoneme the researcher observed in this word is the semi-open vowel /ɛ/.

Based on the results of the phonological acquisition analysis of Issa and Naka, it can be concluded that both celebrity children have demonstrated mastery of basic Indonesian vowel and consonant phonemes, although their pronunciation stability differs. Issa tends to demonstrate more stable phoneme mastery, especially for vowels and most consonants, while Naka exhibits more varied pronunciation, particularly for /l/, /r/, /s/, and /ŋ/. These findings answer the research question regarding the phonological acquisition patterns of three-year-old children in a digital environment, indicating that, despite being within the same age range, each child has a different phonological development.

The pronunciation variations found in both subjects can be understood as part of the phonological development process. As stated by Andriani et al. (2025) and Putri et al. (2025), three-year-old children are still in the sound simplification phase, so phoneme deletions and changes still occur. This aligns with Jakobson's universal structural theory, which states that language sound acquisition occurs gradually.

The differences in Issa and Naka's levels of fluency and phoneme mastery also indicate environmental influences, including exposure to digital media. Children who are frequently exposed to diverse verbal interactions tend to have a wider variety of sounds, although this is not yet completely stable. These findings support the behaviorist view, which emphasizes the role of stimulus and response in language acquisition, where language input from the environment, both directly and through digital media, also influences children's phonological development.

In addition to digital media exposure, parents as public figures also have the potential to influence children's phonological acquisition. Celebrity parents tend to have a high level of communication due to their content creation activities, so children are more frequently exposed to repetitive and varied speech. This exposure can enrich children's phonological development, particularly in terms of fluency and sound variation. However, high speaking intensity does not always translate into stable phoneme pronunciation, as phonological acquisition is still influenced by the maturity of the vocal tract and the child's developmental stage.

CONCLUSION

This study reveals that two three-year-old celebrity children, Issa Xander Djokosoetono and Naka, have achieved mastery of basic Indonesian phonemes, including vowels and consonants, although they still show variation in pronunciation stability. Issa tends to be more consistent in producing phonemes, while Naka displays more changes and deletions, such as substitutions of /r/ for /l/ or /s/ for /c/. These findings confirm that the process of phonological acquisition in early childhood is dynamic and influenced by individual factors, with pronunciation variation

being a natural part of development, consistent with Jakobson's universal structural theory, which emphasizes the gradual sequence of sound acquisition.

A comparison of Issa and Naka shows that, despite being of the same age and gender, their phonological development differs, with Naka exhibiting more instability in phonemes such as /l/, /r/, /s/, and /ŋ/. This is likely influenced by exposure to digital media and the intensity of interactions with parents as public figures, who provide diverse language input but do not always result in stable articulation. The behaviorist approach explains that environmental stimuli, both direct and through digital content, play a significant role in shaping children's phonological responses, although vocal tract maturity and developmental stage remain key factors.

For further development, it is recommended that similar research expand to include subjects from diverse non-celebrity backgrounds to compare the influence of digital media more broadly. Furthermore, research that tracks phonological development over time could provide insight into the transition from variation to articulation stability. In practice, parents and educators are advised to provide consistent phonological stimulation through daily interactions. Digital media can be utilized as a supporting tool without neglecting the importance of a child's natural development to avoid undue pressure.

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