

# Bilingualism and Code-Switching in Indonesia's Alpha Generation: A Case Study of El Barack and Sekala Bumi

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## Abstract

This study explores the use of Indonesian and English among Alpha generations which focuses on two children namely El Barack Alexander and Dia Sekala Bumi. These children, attending international primary schools, have been exposed to English from an early age. This study aims to understand their proficiency in both languages and how they apply both of them. This study analyzes the children's utterances from YouTube and TikTok videos to assess their language proficiency and code-switching behavior based on the sociolinguistics and bilingualism theories. The findings reveal that both children demonstrate fluent bilingualism with natural code-switching and a diverse vocabulary in both languages. Their bilingual abilities are influenced by their family, school environment, and exposure to digital media. The study highlights the growing trend of bilingualism among Alpha generations and its implications for language development and communication. El Barack and Sekala's language use provides valuable insights into the developing linguistic scope of Alpha generation. This study underlines the importance of bilingualism in a globalized world and its impact on cognitive and social development.

**Keywords:** bilingualism; alpha generations; Indonesian; English; children's book

## INTRODUCTION

In recent years, the use of both Indonesian and English has become increasingly common among in Indonesia (Murtisari & Mali, 2017). This trend can be seen in how they communicate daily with family, friends, and in educational settings. The Alpha generation, who was born from 2013-2024, grows up in a digital and interconnected era (Mittal et al., 2024). They have access to English language media, such as television shows, movies, YouTube, and social media platforms. Moreover, many of Alpha generations study at primary international schools that use English as the language of instruction and follow the international curriculum (Sinnema et al., 2020). These international schools aim to provide a high-quality education that prepares students for global opportunities. Thus, Alpha generation differs from Millennials (born 1981-1996) and Generation Z (born 1997-2012) in several ways. Millennials grew up during the internet's infancy and witnessed its evolution since they experienced the transition from analog to digital technology (Anderson, 2012). Generation Z, on the other hand, was born into a world where digital technology was already well-established (Febaliza et al., 2025). They are digital natives and are comfortable with various digital platforms. The Alpha generation goes a step further as they are the first generation to be entirely born in the 21st century surrounded by smart devices, artificial intelligence, and advanced technology from birth (Perry, 2022). This constant exposure shapes their learning and communication styles. Their ability to switch between languages seamlessly is more advanced than previous generations due to early and frequent exposure to English.



These exposures built the Alpha generations to be bilingual speakers with Indonesian and English proficiency. Bilingual speakers acquire their second language in different ways (Apriana & Sutrisno, 2022). In Indonesia, children often learn English formally in school and informally through media and interactions (Salim & Hanif, 2021). The process of acquiring a second language involves understanding its vocabulary, grammar, and usage. Consistent practice and exposure are key to becoming proficient in both languages, in this case, Indonesian and English. Maintaining the Indonesian is equally important to keep it exist (Kusyani, 2022). For bilingual individuals, balancing both languages requires regular use of each language in different contexts (Rini, 2014). For instance, Indonesian may be used at home and in social settings, while English is used in academic and professional contexts. This balance helps them stay proficient in both languages. As a result of bilingualism, the mixing of English and Indonesian, known as code-switching, is common. Code-switching occurs when speakers alternate between languages within a conversation or even a single sentence (Holmes, 2013). For example, a student might say, “*Aku mau submit tugas ini malam ini*” (I want to submit this assignment tonight). This blending of languages can make communication more effective and express concepts that might be difficult to convey in just one language (Sedeng & Indrawati, 2019).

Several studies have explored bilingualism in Indonesia, focusing on different aspects. For instance, a study by Jayanti & Sujarwo (2019) examined the challenges and realities of bilingual education in Indonesia, highlighting the need for professional bilingual teachers and adequate resources. Sari et al. (2019) also investigated the relationship between bilingualism and affective well-being among adolescents from different ethnic groups in Indonesia<sup>2</sup>. They found that bilingualism positively impacts social well-being, but the degree of language competence and usage varies across different contexts. Apriana & Sutrisno (2022) focused on bilingualism in Indonesian children's language acquisition. This study discussed the factors influencing language development and the strategies for second language acquisition and learning. It emphasized the importance of exposure volume, duration, and grammatical complexity in shaping children's bilingual abilities. Despite these valuable insights, there are still gaps in the research. Most studies have focused on older generations or specific ethnic groups so it leaves a gap in understanding the experiences of the Alpha generation. Additionally, there is limited research on how digital technology and media influence bilingual language acquisition and maintenance among the Alpha generation. Further studies are needed to explore these areas and provide a comprehensive understanding of bilingualism in Indonesia.

Accordingly, El Barack Alexander and Dia Sekala Bumi present as the representation of Alpha generations who have been exposed to English from an early age. El Barack was born in 2013 while Sekala Bumi was born in 2016 that match to the year of Alpha generations appeared. Both children are Indonesian and also attend in international primary school. They illustrate the characteristics and experiences of children in Alpha generation. By analyzing their language use, this study could gain insights into the broader trends and patterns of language proficiency among Alpha Generation. Their utterances will be used to to assess their proficiency in Indonesian, English, and a mix of both languages. This analysis will help to understand how these children apply between the two languages and how they use both languages, Indonesian and English, in different contexts. Analyzing the use of varied vocabulary is also essential to be paid attention since it would reveal their how good they are in both languages. In conclusion, understanding how this generation communicate using between Indonesian and English may provide valuable

insights into language acquisition, cultural identity, and the future of communication in Indonesia.

## **THEORETICAL FRAMEWORK**

Regarding sociolinguistics, Holmes (2013) elaborated understanding of how language functions within social contexts. Holmes (2013) emphasized the complex relationship between language and society that focused on how language use varies across different social groups and contexts. Holmes (2013) highlighted the role of language as a tool for expressing social identity and group membership. Holmes (2013) explored phenomena such as code-switching, where individuals alternate between languages or dialects depending on the social setting, and how this reflected social attitudes and relationships. Holmes (2013) underlined the importance of context in interpreting language, as the same utterance could have different meanings based on the social and cultural backdrop.

In the of bilingualism, Holmes (2013) offered valuable insights into how social factors influence an individual's language proficiency and choice. Social factors like family background, educational opportunities, peer interactions, and community norms play a crucial role in determining the extent and manner in which individuals use their languages. Holmes (2013) argued that bilingual individuals navigate complex linguistic landscapes, making choices based on the social context and the perceived status of each language. For example, a bilingual person might use one language at home with family and another in professional settings to conform to societal expectations.

To complete the bilingualism theory from Holmes (2013), Setiawan (2022) also explored bilingualism particularly among Indonesian children. Setiawan (2022) referred to the ability of an individual to use two or more languages proficiently. In the context of Indonesian children, bilingualism is a common phenomenon due to the country's diverse linguistic landscape. Setiawan (2022) emphasized that children in Indonesia often acquire multiple languages from an early age, which reflects their intellectual capabilities in language and communication. Setiawan (2022) highlighted several key aspects of bilingualism in Indonesian children such as the linguistic environment in educational settings that plays a crucial role in shaping bilingual abilities. Schools often serve as intensive communication place where children are exposed to various languages. This exposure helps them develop skills in code-switching, code-mixing, and choosing appropriate language codes based on their interlocutors.

Setiawan (2022) identified both linguistic and non-linguistic factors that influence bilingualism. Linguistic factors include the structural similarities and differences between the languages being learned, while non-linguistic factors encompass social, cultural, and emotional aspects that affect language acquisition and use. For instance, a child's motivation to learn a second language may be driven by the desire to connect with peers or to meet academic requirements. It also addresses the cognitive benefits of bilingualism. Bilingual children often exhibit enhanced cognitive flexibility, problem-solving skills, and metalinguistic awareness. These cognitive advantages stem from the mental processes involved in managing multiple languages, such as switching between languages and inhibiting one language while using another.

This study examines Indonesian–English bilingual language use (Indoglish) among Alpha generation children, with particular attention to code-switching, language choice, and bilingual proficiency as they appear in natural interaction. Focusing on two Indonesian children, El Barack Alexander and Dia Sekala Bumi, who have been exposed to English from an early age through family interaction, international schooling, and digital media, the study highlights a linguistic profile that differs from earlier generations. While previous research on bilingualism in Indonesia has primarily addressed adolescents or adult speakers, investigations into Alpha generation children—especially those based on naturally occurring digital data—remain limited. By analyzing spontaneous utterances from YouTube and TikTok content, this study aims to contribute empirical evidence on how bilingual practices develop in early childhood within digitally mediated and multilingual environments.

### RESEARCH METHOD

The study employs a qualitative descriptive approach to analyze bilingual language use among two Alpha generation children. Data were collected from selected YouTube and TikTok videos published on the parents' public accounts, ensuring the utterances were naturally produced in daily interactions. The videos were transcribed and classified into three categories: Indonesian-only, English-only, and mixed-language utterances. Analysis focused on identifying patterns of code-switching, vocabulary use, and sentence structure, as well as examining social factors influencing language choice, such as family interaction, educational context, and digital exposure. Given the public nature of the data, the study relies solely on publicly available content without direct interaction with the participants.

By examining the bilingual speech of El Barack Alexander (10 years old) and Dia Sekala Bumi (8 years old), the representations of the Alpha generation, this research aims to provide insights into bilingualism in Indonesia. They are selected based on their bilingual proficiency in Indonesian and English and represent typical bilingual language use among their age group (1-12 years old). The data sources include YouTube and TikTok videos from Jessica Iskandar and Ditto Ayudiac channel that contain El Barack and Sekala utterances. The video of El Barack's and Sekala's conversations are transcribed to create a detailed data for analysis. The data is analyzed by looking at how both El Barack and Sekala use Indonesian and English in their utterances. The collected utterances are their conversations with their parents, who also use Indonesian and English. In addition, this study also analyzes the social factors behind El Barack's and Sekala's bilingual ability, such as habits, parents' role, and society, which can be observed from the videos on their channel. Thus, this study can broadly explore the use of Indonesian and English in the Alpha generation through the representation of these two children and the social factors that influence their bilingual abilities.

### RESEARCH FINDINGS

The findings indicate that both children demonstrate a high level of bilingual competence, characterized by fluent use of Indonesian and English as well as frequent and contextually appropriate code-switching. Rather than indicating linguistic confusion, mixed-language use reflects strategic and pragmatic language choices influenced by topic, interlocutor, and communicative goals. English is often employed when discussing abstract concepts, games, or academic-related topics, while Indonesian remains prominent in emotionally grounded and

culturally specific interactions. These patterns support sociolinguistic perspectives that view bilingualism as a dynamic and flexible resource shaped by social context, family language practices, schooling, and digital media exposure. The results align with existing bilingualism research while extending it by illustrating how Alpha generation children integrate digital input into their everyday bilingual communication.

### The Use of Indonesian

#### Data 1 El Barack

- Parent 1 : *"Kalau bisa milih nama sendiri, mau pakai nama apa?"*  
 Parent 2 : *"Panggil aku S-ya. Kalau El siapa?"*  
 El : *"Sama aja, El Barack Alexander, karena aku suka mama yang kasih aku."*  
 Parent 2 : *"So, sweetnya anak ini."*

#### Data 2 El Barack

- El : *"Ma, el mau jajan martabak."*  
 Parent : *"Boleh."*  
 El : *"Bang martabaknya 1, manis, setengah coklat setengah keju."*  
 Seller : *"Oke"*

#### Data 3 El Barack

- Parent : *"Crepesnya tadi harganya berapa?"*  
 El : *"Lima ribu."*  
 Parent : *"Sukanya krispi atau lembut?"*  
 El : *"Tengah, yang tengah. Sekarang, kita akan coba telur gulungnya."*  
 Parent : *"Tapi nanti crepesnya dihabisin kan?"*  
 El : *"Iya, aku suka banget itu."*

From the data above, El Barack demonstrates a good proficiency of Indonesian. It is showcased on its natural fluency, a varied vocabulary, and coherent sentence structures as seen in Data 2, where he effortlessly requests a specific type of *martabak*. His vocabulary is contextually relevant and appropriate with specific terms related to food items, such as *"setengah coklat keju," "manis,"* and *"telur gulung"*. In terms of sentence structure, El Barack constructs complete and complex sentences that effectively deliver his intentions. For example, in Data 1, he uses a complex sentence to express his preference for choosing his given name by saying *"Sama aja, El Barack Alexander, karena aku suka mama yang kasih aku."* This sentence includes a conjunction and a subordinate clause that demonstrates his ability to form complex sentences not only simple sentences.

#### Data 4 Sekala

- Parent : *"I want ipad alone, gitu kan?"*  
 El : *"Aku nggak ngerti."*  
 Parent : *"Sendiri kan alone kan? Sekala itu wrong?"*  
 El : *"Nggak tau. Dido ini gara-gara dido nggak bisa Inggris, aku jadi bingung. Jadi, aku nggak tahu Dido mau ngomong apa."*

- Data 5**            **Sekala**  
**Sekala**        :    ***"Habis itu kayak gini, pas dia kasih aku bilang 'Kita rich gak?' kayak gitu. Kenapa sih dido?"***  
Parent         :    *"Tunggu, tunggu itu siapa? Yang orang di warung?"*  
**Sekala**        :    ***"Iya, di sekolah, di kantin."***  
Parent         :    *"Terus kamu gimana?"*  
**Sekala**        :    ***"Aku gini 'Kenapa sih semuanya tahu!' "***
- Data 6**            **Sekala**  
**Sekala**        :    ***"Lihat ini dido."***  
Parent         :    *"Ini apaan?"*  
**Sekala**        :    ***"Telor ikan. Ini yang paling dangerous."***  
Parent         :    *"Ini pada ngumpet gini ya, Sekala."*  
**Sekala**        :    ***"Iya, biar nggak dimakan."***

From the data above, Sekala also demonstrates a good fluency, a diverse vocabulary, and coherent sentence structures in using Indonesian. His fluency is evident in Data 4 where he responds naturally in a conversation, although he expresses confusion about a mixed-language sentence by saying *"Ini gara-gara dido nggak bisa Inggris, aku jadi bingung. Jadi, aku nggak tahu Dido mau ngomong apa."* Sekala also shows the appropriate vocabulary chosen by using terms like *"bingung," "nggak tahu,"* and *"kenapa sih"* in a conversational context. Sekala's sentence structure is coherent and well-formed and it is evident from the use of both simple and complex sentences. For instance, in Data 5, he discusses an incident at school with clarity and natural flow *"Habis itu kayak gini, pas dia kasih aku bilang 'Kita rich nggak?'"* This demonstrates his ability to handle conversation using Indonesian based on the context.

### The Use of English

- Data 1**            **El Barack**  
Parent         :    *"Makan es doger dulu yuk."*  
El                :    ***"Where is the guy who makes french fries?"***  
Parent         :    *"Ada tadi. Uh es dogernya enak, do you like it?"*  
El                :    ***"It's too cold and also I don't really like too much chocolate. This is big. Can I get the small one?"***  
Parent         :    *"Yang kecilan ada."*  
El                :    ***"Why don't you get it for me?"***
- Data 2**            **El Barack**  
Parent         :    *"Happy banget kalo di Jakarta tu banyak jajanan kaya gini karena kalau di Bali tu kita tinggalnya di daerah villa gitu jadi sepi."*  
El                :    ***"There is not much people too mama because the rent is also high there. If you want to find crepes, we have to go the mall."***  
Parent         :    *"Kalau dimana?"*  
El                :    ***"In Bali, even crepes? They don't have crepes in coffee shop."***  
Parent         :    *"Ada crepes Perancis bule yang jual."*
- Data 3**            **El Barack**  
Parent         :    *"Ini mama udah pilih, kamu apa lagi?"*

- EL : **“That’s one mine. No, this is what I want. Okay get the other cheese.”**
- Parent : *“Sharing dong. Nanti trolley mama sama suster deh. Titip dulu.”*
- EL : **“Okay come on, let’s find sus, so I don’t need it to push this.”**
- Parent : *“Jangan gitu dong!”*

From the data above, El Barack demonstrates proper proficiency in English by showing natural fluency, a diverse vocabulary, and coherent sentence structures. His fluency is evident in Data 1 where he fluently asks for a smaller portion by saying "Can I get the small one?" and Data 2 where he discusses the lack of availability of crepes in Bali "There is not much people too mama because the rent is also high there." El Barack contextually applies appropriate and varied vocabulary by using terms like "too cold", "small one", "rent," "crepes," and "coffee shop". This reflects his ability to use English accurately in different contexts. In terms of sentence structure, El Barack constructs complete and well-formed sentences. For instance, in Data 3, he expresses his preference clearly by saying "That’s one mine. No, this is what I want. Okay get the other cheese." This demonstrates his ability to have conversation depends on the context and circumstances.

- Data 4**            **Sekala**
- Sekala** : **“It’s just like from one to three, like one two three four.”**
- Parent : *“Yea, but the think is which one I should answer like before 5 or after 500. I don’t know.”*
- Sekala** : **“Like small to big, like one to ten.”**
- Parent : *“I still don’t get it, like you have to me a brief.”*
- Sekala** : **“I already give you the brief.”**
- 
- Data 5**            **Sekala**
- Sekala** : **“Okay, I’ll tell you the road. These houses are teleport so if you land to a house, you will teleport.”**
- Parent : *“Ah okay, like magic doors like super mario?”*
- Sekala** : **“Yea, and if there is a tree, you can’t go to the tree because look this is an accident. One time if someone accidentally go to a house, that means you can’t go.”**
- Parent : *“Ah it’s a bad end?”*
- 
- Data 6**            **Sekala**
- Sekala** : **“So, it goes down very deep, water goes down very deep and then the magma makes it to very hot water, and then the boil composal goes up high, and then a massive geyser explodes.”**
- Parent : *“Oh my God! This is how we do it? This is because a rainwater comes down?”*
- Sekala** : **“So, the rain water deposits it to here and then the magma, when it goes very down. The magma will highly pressure chamber it into a very hot water.”**

From the data above, Sekala demonstrates great fluency, varied vocabulary, and coherent sentence structures in English. His fluency in English is evident in Data 4 where he expresses his certainty when his parent got confused about the question “I already give you the brief”. Despite

his certainty, he keeps explaining with English based on the context. This indicates his ability to apply complex conversation with ease. His vocabulary is contextually appropriate and varied by saying terms like "teleport," "magic doors," "pressure" and "geyser" in Data 5 and Data 6. Sekala's use of such specific and technical terms reflects his ability to combine diverse vocabulary relevant to different contexts, whether explaining a game or a natural phenomenon. In terms of sentence structure, Sekala constructs complete and well-formed sentences. For instance, in Data 5, he explains a game clearly "These houses are teleport so if you land to a house, you will teleport." This shows his capacity to deliver complex ideas briefly. Additionally, his detailed explanation of a geyser formation in Data 6 demonstrates his ability to articulate scientific processes effectively "The magma will highly pressure chamber it into a very hot water."

#### Mixed Code: Indonesia and English

##### Data 1 El Barack

- Parent : "El pengen punya adik seperti apa? Apa harapan mama buat adik?"  
 EL : **"Me first! Pemain bola. "**  
 Parent : "Oh, kamu mau adikmu pemain bola."  
 EL : **"Soccer. Playing soccer beating daddy. Soccer team, kita against dad."**  
 Parent : "Oh, iya bisa. Jadi El sama adik jadi team lawan papa."

##### Data 2 El Barack

- Parent : "Mama di mata El bagaimana?"  
 EL : **"Pinter, nice, sometimes cengeng. "**  
 Parent : "Cengeng? Masa sih?"  
 EL : **"Especially, when you are pregnant."**  
 Parent : "Emang mama pernah nangis di depan El?"  
 EL : **"Not nangis, cengeng! You want something all the time."**  
 Parent : "Oh, banyak maunya! BM itu mah bukan cengeng."

##### Data 3 El Barack

- Parent : "Sebutkan moment paling berkesan saat lagi bertiga!"  
 EL : **"Oh, can I go first? Hari ini? Tidur! When we're in bed together, bertiga."**  
 Parent : "Oh, kalau El kalau lagi tiduran maksudnya. Kalau lagi tiduran ngobrol-ngobrol ya?"  
 EL : **"Ehem, when we're in bed."**

From the data above, El Barack demonstrates fluent bilingualism by skilfully switching and mixing between Indonesian and English. His fluency in both languages is evident in Data 1 where he expresses his preference for a soccer-playing with his siblings by saying "Me first! *Pemain bola*. Playing soccer beating daddy." In this data, he shifts both languages seamlessly within the same conversation as he shows his comfort in both languages. His vocabulary usage is also contextually appropriate and varied by utilizing specific terms in both languages. For instance, in Data 2 and Data 3, he expresses the terms to mix both languages "together bertiga" and "sometimes *cengeng*" in Indonesian and English alternately. He shows an understanding of context by choosing the appropriate language for each part of his expression. In terms of

sentence structure, El Barack constructs well-formed sentences in both languages. For example, in Data 3, he switches languages in the middle of sentence "Oh, can I go first? *Hari ini? Tidur!* When we're in bed together, *bertiga.*" This demonstrates his ability to maintain the grammar while code-switching.

- Data 4**            **Sekala**  
**Sekala**        :    **"*Kita nggak rich kan?*"**  
Parent         :    "Ga terlalu."  
Sekala         :    **"*In Indonesia?*"**  
Parent         :    "Ya biasa aja ya."  
Sekala         :    **"*But I see a lot of reds in dad's pocket.*"**
- Data 5**            **Sekala**  
Sekala         :    **"*Mom by the way, you're talking with this guy. Don' talk to me.*"**  
Parent         :    "What about the spinning wheel? What's that for?"  
Sekala         :    **"*Oh, it's for the imperialism that I use on my abs.*"**  
Parent         :    "*Ini segealeave ya?*"  
**Sekala**        :    **"*Nggak, Aegislash. Segealeave itu kaya control block in Minecraft. Dido nggak boleh ngomong disini please.*"**
- Data 6**            **Sekala**  
**Sekala**        :    **"*Dia nggak hurt by bump.*"**  
Parent         :    "*Maksudnya dia strong?*"  
**Sekala**        :    **"*Bukan, dia nggak hit by bump habis itu dia jadi dog man gara-gara bodynya save sama headnya dognya save.*"**  
Parent         :    "*Nggak usah dicampur nak.*"

From the data above, Sekala also demonstrates fluent bilingualism by skilfully switching and mixing between Indonesian and English. His fluency in both languages is evident in Data 4, where he expresses financial observations "*Kita nggak rich kan?* but, I see a lot of reds in dad's pocket." He alternates between both languages in the conversation by showing comfort in both languages. His vocabulary usage is contextually appropriate and varied to mix both languages by using the terms like "nggak rich", "*disini please*", and "*bodynya save*". Sekala's skill of expressing specific and technical terms reflects his ability to combine diverse vocabulary relevant to different contexts, whether discussing economic observations or game. In terms of sentence structure, Sekala constructs well-formed sentences in both languages. For example, in Data 6, he describes a story with clarity "*Dia nggak hurt by bump habis itu dia jadi dog man gara-gara bodynya save sama headnya dognya save.*" This demonstrates his capacity to deliver complex ideas properly while code-switching.

## DISCUSSION

El Barack and Sekala are the representative of the alpha generation who show proficiency in bilingual communication and properly switch between Indonesian and English in their daily interactions. Their ability to use both languages fluently is an illustration of the complex and diverse environments where they are exposed to (Schwartz & Kroll, 2006). El Barack's and Sekala's mastery of Indonesian is evidence of bilinguals' natural fluency, varied vocabulary, and coherent sentence structures. Their complex sentences and appropriate vocabulary show a

deep understanding and comfort with the language. Similar with Indonesian proficiency, their English proficiency is performed through their use of specific terms and well-formed sentences. The data shows El Barack's ability to switch seamlessly between languages, such as using phrases like "Me first! *Pemain bola*. Playing soccer beating daddy," which highlights his comfort and skill in both languages. Sekala also displays impressive bilingual abilities from natural responses and appropriate vocabulary both in Indonesian and English as seen in phrases like "*Kita nggak rich kan?* but, I see a lot of reds in dad's pocket," which highlights his skills in both languages.

Referring to El Barack's and Sekala's bilingualism ability, several factors contribute to build their bilingualism. Family context plays a crucial role because family is the closest relationship with them to communicate in both languages that provide the base for bilingual proficiency (Rahman, 2024). El Barack and Sekala likely benefit from such a family setting where both languages are used interchangeably. It is evident by their parents' utterances that use both languages. Secondly, their school environment, particularly international schools, shapes them in an English-speaking context that enhances their language skills. Some videos on their parents' Youtube and TikTok channel records their activity during school in the primary international schools. International schools often emphasize bilingual education and encourage students to develop proficiency in multiple languages (Sinnema et al., 2020). The internet and digital media also significantly influence their bilingualism. Exposure to diverse content online, such as videos, games, and social media, allows them to practice and improve their language skills especially English (Karimah, 2021). The internet provides multiple resources in several languages that facilitates language learning and use.

In conclusion, the bilingual proficiency of El Barack and Sekala represents a growing trend among the alpha generation. Their ability to switch and mix languages seamlessly reflects their daily communication needs and the influence of their family, school, and digital environment. This trend highlights the increasing importance of bilingualism in a globalized world where proficiency in multiple languages is becoming a valuable skill. As more children grow up in multilingual environments and are exposed to diverse linguistic usage, the alpha generation's bilingual proficiency is likely to become even more mastered. This shift emphasizes the evolving nature of communication in this era, where bilingualism is not just an advantage but a necessity.

## CONCLUSION

This study demonstrates that Indonesian Alpha generation children raised in multilingual and digitally rich environments are capable of developing advanced bilingual competence at an early age. The bilingual practices of El Barack and Sekala reveal that code-switching and code-mixing function as communicative strategies rather than linguistic limitations. Family interaction, international schooling, and digital media exposure collectively shape their language development. The findings contribute to sociolinguistic and bilingualism studies by highlighting naturally occurring bilingual practices among Alpha generation children and suggest that future research should involve broader participant samples to further explore this emerging linguistic phenomenon.

Additionally, exposure to digital media and the internet enhances more their language skills. In conclusion, the bilingual proficiency of El Barack and Sekala represents a bilingualism trend

among Alpha generations. Their ability to switch and mix languages seamlessly reflects the influence of their family, school, and digital environment. This trend underlines the importance of bilingualism in a globalized world and suggests that proficiency in multiple languages will become even more prevalent among future generations.

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