AN ALIEN LANGUAGE IN THE HOME DOMAIN: A CASE STUDY OF A CHILD WHO CANNOT SPEAK THE PARENT'S LANGUAGE

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Children are the best learners of language because they can hear and distinguish all sounds. Interestingly, children can no longer speak their first language and then lose the first language (Indonesian). However, she speaks English as a second language while their parents cannot speak English. This study aims to reveal how this could happen and how she communicates with interlocutors in the home domain. The qualitative method was employed through the Interview with the participating individuals to gain specific information. The result shows that because of factors of age and the role of technology. The finding is Ag, 7 years old, could speak Indonesian. Because of the role of technology and almost every day she watched videos on YouTube, she began slightly lost the ability to speak Indonesian. Moreover, the findings also reveal how she communicates with interlocutors in the home domain who are not native speakers using verbal and nonverbal communication. The finding suggests that children learn new languages is good. However, parents do not forget to always communicate with their children using their parent language not to lose their ability to speak first language.

INTRODUCTION

Being bilingual from an early age is a phenomenon that we often find in everyday life. Parents nowadays try to make their children speak more than one language since childhood. In addition, childhood is believed to be the best time

to learn a second. They are motivated to speak without conscious learning, unlike adolescents and adults. The first language which she/he explores is the mother tongue of a child, and it comes to him/her as naturally as walking. Besides, many children in Indonesia are raised in an environment where they regularly hear more than one language. However, other children are raised in an environment in which they hear one language. However, they are then exposed to another language supported by social media technologies such as YouTube, Facebook, Instagram İlter (2015).

This phenomenon motivates Indonesian children to use English as a second language (L2) rather than using Indonesian as the first language (L1) and brings up the language attrition experienced by many bilingual children in the home domain. The loss of a native language is a phenomenon known as first language attrition Schmid & Köpke (2011).

This topic of the study was chosen because it is special cases of the home domain that seem to be increasingly frequent can be found in a family which there is a child who can speak English in the home domain, she never took any language course or influenced by the society in learn this language. Then, this is referred to as an "**Alien language**" in-home domain. After that, the first language attrition occurs because she always uses English as her second language. The prevalent result is that non-verbal communication is often used at home since the parents are not English native speakers.

Since this study's concern is a case study of a child who cannot speak the parent's language so, not much research or study has been found that tackles this serious issue. However, this study still provides previous studies that relate to this phenomenon. This study provides three previous studies related to this study. First is carried out by Al-Jumaily (2015), with the topic about Parents' First Language is Their Children's Second Language. This journal focuses on Arabic language loss or attrition among Arab immigrant children. Well, the first language is lost because they are accustomed to using the second language. This study's result is that the maintenance of L1 is of utmost importance to the circumspect parents. It is strongly recommended that parents and their children are encouraged to continue engaging

at all stages. Parents should make significant efforts to ensure that children maintain their home's language; the outcomes are not entirely positive unless children are willing to. However, the differences in the first previous study are the subject. The subject of the first previous study was an immigrant child, while for this study, the subject was not an immigrant but lost language in the home domain.

The second previous study, carried out by Flores (2010), focuses on language attrition. The result of this study is that if younger children are easier learners of L2 due to various maturation constraints, they are often believed to be more likely to lose their L1. The current study backs up this theory by showing that if a speaker loses communication with a language before the age of 11, grammatical comprehension suffers. It has also been shown that the speaker's ability to handle his vocabulary, rather than grammatical knowledge representation, is influenced by the impairment resulting from impaired competence. The second previous study and this study have one thing in common: the subjects are young children under the age of 11. However, the second previous introductory study discusses a language attitude in this research, but researchers do not explain the child's attitude in its second language. In contrast, this study would find the child's attitude toward languages used in the home domain.

The third previous study is carried out by Çift (2015) who focuses on bilinguals in Turkey who had lost their first language. The degradation of vocabulary, the erosion of semantic variations, and the decreased ability to use first-language skills were all established as signs of L1 attrition in this research. This finding suggests that when students learn a second language, it is common for them to move features from their first language to the new language. A cross-linguistic impact occurs when people adopt some of their first language's grammatical and phonological laws to a new language. They will use their language scheme during the learning process, to put it simply. Due to the extreme influence of the Turkish greeting term "Gunaydin," Turkish learners can prefer to say "day bright" to mean "good morning" before learning how to greet people properly in a second language. Therefore, in this case, Grammatical and phonological rules have a role in language attrition.

The third previous study's similarity is the erosion of the first language because of learning the second language. However, the third precious study focuses on grammatical mistakes. In comparison, this study will focus on the child's communication with interlocutors without concerning grammatical mistakes. Referring to the research questions, the purpose of the study is as follows: To reveal a child who speaks the English language other than the parent's language. To observe the child's communication with interlocutors in the home domain. To discover the parents' perception of this phenomenon. Unlike the previous study, this study concerns analyzing case studies of a child who can no longer speak the parent's language in the home domain. This study's subject is a child who experienced first language attrition in-home domain and provided other aspects of finding the style of communication most used by the children and the parents in the home domain.

LITERATURE REVIEW

The home domain is where the ethnolinguistic group usually engages the indigenous language. Edwards (1997) agrees that the home domain is the most important of all language domains. The domain is a human activity environment in which one type of speech or a combination of many types of speech is used on a regular basis. A domain can be thought of as a set of social circumstances that are connected to a community. An effective way to classify social situations is to analyze them in three defining characteristics: location, role-relationship, and theme (Peña, 2016). Together they make up a set of typical domains. 'Home' is a common domain. Domains are probably named for a place or activity in them. Home is the place. The role of home-related relationships includes family members and visitors. According to Govindasamy and Nambiar (2003:31), as cited in Setiawan (2013), Demonstrate the domain 'as institutional contexts, family, workplace, friendship, etc., which one language variety is considered more suitable than another. Joshua Fishman (1972) Family, friendship, religion, education, and work are five areas where language is used. (Valentino et al., n.d.)

Table 1 Domain of language use (Holmes 2012:22 based on Fishman 1972:22)

Domain	Addressee	Setting	Topic	Variety/code
Family Friendship Religion Education Employment	Parent Friend Priest Teacher Employer	Home Beach Church School Workplace	Planning a family party How to play beach tennis Choosing the Sunday liturgy Solving a math problem Applying for a promotion	…………… …. …………… …. … ……………. ………… ……. … …………….

Children learn language through communication between parents, families, siblings, friends, and the community. Many children speak one language at home and must learn a second language in order to communicate in their wider communities. Others are learning two (or more) languages at home now. These children are called bilingual, and they must use one or the other of their languages as their needs and experiences change over time.

Interlocutors may also interpret the message when children use English as a second language in everyday activities to express specific things. They are, however, always annoyed by how the speakers speak, despite the fact that they can understand the message since this is the Language Home Domain. Language domain theory is applied because the first research questions in this study are about the home domain language. To get an appropriate analysis and picture of the language domain's idea, Holmes' theory is used in this study, supported by other theories.

The progressive loss or reduction of human language literacy and skills is known as language attrition. People who speak two languages are usually influenced by the more dominant language, which causes the delicate to be lost for a long or a short period of time. A conference on language skills at the University of Pennsylvania in 1980 sparked several hypotheses regarding language attrition. The proceedings of this conference were published in Lambert and Freed (1982). Following the conference, the study of language attrition received further attention. A description of language attrition is introduced, accompanied by a summary of the

various circumstances in which language attrition occurs, to provide a comprehensive description of language attrition. (Sider & Sider, 2004). Language attrition is a term used to describe the 'loss' of a language in bilingual people. It is sometimes misunderstood as a subfield of language communication, language transition, and language decline, rather than a matter of language acquisition and bilingualism. (Schmid & Köpke, 2011). Language acquisition, which can also be described as the process of increasing one's awareness of the first (L1) or second (L2) language, is one way of describing language attrition. The lack of knowledge with a language contributes to a decline in proficiency in the attiring language during language attrition. Bilingual speakers may begin to lose their first and only language in the L1 environment as a result of normal aging processes or as part of an irregular or pathological case of language deterioration, such as aphasia or agnosia. These circumstances result in a shift in the linguistic environment, necessitating contact in a different language. A typical example is a family with a child moving to a foreign country, in which the child quickly starts to learn the local language. The child's native language will gradually be replaced by ambient language input, which will become his or her native language sooner or later. L1 attrition in an L2 setting where the attrition language is the child's mother tongue is present in this scenario. Kopke cautions, however, that "there is no single element or cluster that can be considered dominant." Kopke also points out that attrition can take several forms, depending on whether it affects L1 language abilities (as seen in child attrition) or online processing and output in particular (as shown in adult attrition studies). In an attempt to reconcile these two problems, Kopke established a multi-component view of attrition, in which the position of each factor and/or cluster is clarified in relation to the form and context of attrition (Schmitt, 2009).

Several factors have an impact on the process of language attrition. One of the factors affect the children who lose their first language because of immigrants, because of their different environment and different languages as well so they must use a second language for their daily activities, and finally they rarely or never use their first language, so they cannot be able to speak their first language and maybe lose their first language (Flores, 2015). As a result, the other aspect is repeated exposure, and the use of a specific language is often believed to be sufficient to

maintain the native language structure. Despite this, analysis has often struggled to back up this assertion. Other causes that can minimize attrition include a positive attitude toward the potentially appealing language or its speech culture, as well as encouragement to keep the language. These points are much too difficult to verify through testing. Conversely, a person's age can influence the probability of attrition; kids are more likely than elderly people to lose their first language.

Several factors influence first language attrition, such as Immigrants, age, frequent exposure, and use of a particular language. Many expert theories have been mentioned from the beginning until the end of this point. Nevertheless, after all, the Schmid & Köpke (2011) theories Used to analyze language attrition in the home domain because this study aims to reach a wider area of discussion. Besides, this study is about a child who cannot speak a parent's language, which involved many factors and communication used with the interlocutors in the home domain.

The style of communication is the way people communicate with others, verbally and non-verbally. It integrates both language and non - verbal communication and is a meta-message that defines how listeners receive and interpret verbal messages. According to Buck & VanLear (2002), The use of auditory language to communicate effectively with others is known as verbal communication. This may be in the form of sounds, sentences, or speaking. Effective verbal communication may be aided by the sound, volume, and tone of a person's speech.

Whenever we get older, verbal communication is becoming more and more important. This is a major source of communication. Grebelsky-Lichtman (2014) relies so much on verbal communication that it is changed if for any reason, and it is a challenge. Just look at two people who speak different languages meeting for the first time to understand the potential difficulties and unease due to the inability to communicate verbally. With young children, verbal communication is not their primary form of communication. However, they easily recognize the importance of language for the people around them and consequently develop a need to communicate verbally. For instance, if the child says "eat" as it points to food, it shows the speaker's hunger towards the interlocutors.

Verbal communication is used because the second research question in this study to observe the child communicate with interlocutors in the home domain. Buck & VanLear's theory is used in this study and supported by other theories to get an appropriate analysis.

Once we communicate with others, we use so much more than words: our bodies have their own language. The way we sit, the sounds we make, how we talk, and how much eye contact we make all play a role in how we communicate. Both of these are nonverbal communication methods that influence the messages we send. Nonverbal communication is when people communicate with each other using nonverbal and visual signals. This involves nonverbal communication such as body gestures, facial expressions, time, contact, and everything else. (Buck, 1975). Also, as cited in Eunson (2015a), imply that we use nonverbal communication to supplement verbal communication in circumstances where speaking is difficult or inappropriate. Nonverbal behaviors (such as a gesture or eye movements) are often linked to as "tells" because they reveal a person's true emotional state (Navarro 2008, 2011) as cited in Eunson (2015b). Nonverbal communication, on the other hand, can be very misleading; we cannot assume that we can read other people's minds based on what we assume they are saying nonverbally.

When a child cannot speak the parent's language, the widespread result is that the children used non-verbal communication when communicating with interlocutors. Therefore, knowing and understanding non-verbal communication in children is important to parenting, teaching, or guiding children. Non-verbal communication is wordless communication. This also includes obvious behavior patterns such as facial movements, eyes, contact, and voice tone, as well as less obvious messages such as clothing, posture, and spatial distance between two or more people. It is one of the most important aspects of children's knowledge to learn what they are and recognize them.

Non-verbal communication is used since the second research question in this study to observe the child communicate with interlocutors in the home domain.

Saussure & Rocci's theory is used in this study and supported by other theories to get an appropriate analysis.

Sociolinguistic phenomena are characterized by social interpretation and assessment of language. The identification and interpretation of sensory information can be described as perception. How we react to knowledge is also part of perception (Campbell-kibler, 2010). Perception can be thought of as a mechanism in which we gather sensory information from our surroundings and then interact with them. Perception helps people to process sensory data and apply it to their lives. Although perceptual studies have long been a part of the analysis of linguistic variation, they have never held a central position despite their widespread use in language attitudes. Attitudes may be divided into two parts: unconscious and conscious (Khan, 2012).

Perception has three components: social assessment of speech, removal of social information from speech, and contributions of social information to linguistic comprehension. Language attitudes, which explore feelings and assumptions about language varieties and language activities, are the most well-known areas for coping with social expectations of language, thus according (Campbell-kibler, 2010). Perception, in a simple explanation, is how we attempt to comprehend the world around us. Our five sense organs gather information, but perception is what gives these sensory inputs significance.

METHOD

Considering that the data did not use the test and the questionnaire so in this case, the researcher will use the design of descriptive qualitative. This study uses interviews and observation to collect the data. The interview and the observation used some tools such as a mobile phone to record the data and notes. In answering every research question, it uses different aspects to collect the research question's data. There are two kinds of interviews, structured and unstructured. However, this study use unstructured interviews. More unspecific answers are used, and the interviewer can mix it up with a set of guidelines relevant questions. Even though unstructured interviews do not use predefined questions does not mean that they are random and non-directive. Since this study is a qualitative research that uses two

methods to collect the data, two methods used in this study are direct observation and unstructured interview.

The informant of this research must be the Indonesian Family with a child who cannot speak Indonesian as the first language. Incidentally, the informant is a researcher's student who lives in Surabaya. So, there will be four informants here. The first one is Ag, 7 years old. She is not speaking Indonesian anymore because she always speaks English as her second language in her daily communication, even her environment in the home domain is mostly using Indonesian. The other informant is her parents and her maid, who mostly speak the Indonesian language and cannot speak English. The study setting took place at home since the focus of this study is a child who cannot speak the parent's language in the home domain.

To gain data by interviewing, this study has gone through some procedures to investigate a case study: Finding Informants, unstructured Interview after that making transcript, every answer given by the informants was entered into the notes to be analyzed thereafter. The interview transcripts then became the data to be condensed and studied for further investigation by the researcher and the last one is classifying and concluding informant answers.

Since this study also uses observation as a method to gain the data, here the list of the procedures that have done: Asking their permission, before starting the observation, the first thing to do is ask the informant's permission to know this observation's aim. There is no misunderstanding between the author and the informants, making an appointment then monitoring.

FINDING AND DISCUSSION

Factors that influenced a child to speak the English language other than the parent's language

Like the previous theory by Schmid & Köpke (2011), many factors affect a child who can speak a second language such as Immigrants, age, frequent exposure, and use of a particular language.

Question is given to them, and one of the questions is "How could this possibly happen?

These are their answer, and researcher already categorized based on the type of answer from the participants, which their reason is quite similar.

Ag**:** *Since I was three until now, when I have leisure time, I always watch YouTube all day. I always watch YouTube and playing online games and the language that they used in English, that is why I imitate the instruction of the online games*.

In the answer of Ag as presented above, when she was 3 years old, she prefers to use her leisure time by using technology such as YouTube, which means age has an important role in here, relating with the theory (Schmid & *Köpke*, 2011) there is the difference in second language ability before 10 between children and older learners. This is reinforced by Ag's age at that time was 3 years, this proves that children under 10 years are faster to acquire their second language, moreover the informant learns her second language from YouTube, whereas YouTube is one of the technologies that provides videos and sound.

Ag**:** *English is a very FUN miss. When I watch YouTube or play plant zombie, I do not know why I really enjoy it, and I understand. While the Indonesian language is challenging, I do not even understand when mom and dad speak Indonesian to be challenging. That is why I like to speak English.*

Since English has become a foreign language in many countries, including Indonesia, it is also an updated language. Similarly, English has become a global language as more countries designate English as a special role, official language, and foreign language. Moreover, English has a special status in 70 countries around the world (Marlina, 2014). Well, as has been said by Ag that English is fun, and she starts learning English through YouTube when she was 3 years old. This also reflects the theory of bilingual children by Ramirez and Kuhl (2016). It is said, "Learning a second language is easier for children under 10, and even easier for toddlers than adults who need great effort to learn it," The ideal time to teach a new language to children is since they are born until the age of 3. This age range coincides with the time when children learn to speak, where their minds are still open and flexible, but ages 4 to 7 years are also the best time to teach a second language to children because they still process several languages in one way.

On the other hand, children are easier to acquire a second language than older learners, and she watches various videos. However, it is more concerned with an education, especially in science. Moreover, Information is the Internet's greatest advantage. It is commonly used for educational purposes for gathering information and researching or contributing to the knowledge of different topics. Language attrition occurs in this phenomenon because of 2 factors, ages and the role of technology. If used properly, technology, the internet, and certain video games will help kids understand new languages. Technology is a vehicle to get access to this modern world. More than communication, trade, and transactions, technology is currently widely used for learning. Technology tools are recognized to help children improve their language skills, such as speaking skills. Internets, podcasts, video conferencing are considered the best tools for understanding speaking skills(İlter, 2015).

Ag also said that *"when I have leisure time, I always watch YouTube all day especially about education like science, math, and I got new science information. I like science very much. Moreover, I like playing online games miss and the language that they used in English, that is why I imitate the instruction of the online games, but I speak English without seeing the grammatical rules miss. I speak English as I can"*.

As has been said by the first informant, she prefers to use her leisure time by using technology such as YouTube and watch various videos. However, she is more concerned about education, especially in science. Moreover, Information is the Internet's greatest advantage. There is an enormous amount of information for each subject. It brings us up to date with the latest information on the topics. Also, as has been said by the first informant, almost every day she plays online games and the instructions of the game use English, so she imitates the language, and then she also applied it to their activities. As stated before, "Technology, internet, and some computer games could promote language learning positively if they are used correctly," we can develop children's knowledge of technology. Moreover, she said that she speaks English without seeing the grammatical rules because she does not understand grammar. Children make many mistakes when they learn languages.

Like what the informant did, she does not know grammar rules, but she can speak English because she often hears people speak English from YouTube and online games. The mistake that appears as a normal part of the process is acquired by language, and they will disappear as a normal part of the same process. For example, when I observed Ag when I was tutoring her, I asked;

"Where did you go yesterday when you went on field trips?"

"Oh, I go to the tea plantation, miss"

She uses the simple present tense, even though the correct one is using simple past.

The other informant is her parents. They said,

<u>Ag's parents</u>: *Because of YouTube miss. When Angie was 3 years old, she could speak Indonesian because she is an only child, so if she does not have friends to play with and I bought her a tablet, she does not get lonely. A year later, when he was 4, she could read the alphabet in English even though the maid and I had not taught her yet, and she had not gone to school either. After that, she spoke with her toys using English. I was surprised she could speak English, I asked her, and she answered"*

As has been explained by Ag's parents, Which Initially, Angie could speak Indonesian. Because of the age factor and the role of technology, she watched videos on YouTube almost every day, and then she began slightly lost the ability to speak Indonesian. This answer is a reflection of the study on Language Attrition. Language attrition is described as a consequent decrease or reduction of human language knowledge and skills due to the use of L2 rather than L1.

Another answer is from her maid,

Ag's maid*: I take care of Ag starting when she was 2 years old. She could speak Indonesian when she was 3 years old, and there was a schedule for her to play her tablet. When I watched her, she always watching an English-language video that I did not know at all, maybe from there she began to speak English little by little and finally continued until she could no longer speak Indonesian."*

The answer from Ag's Maid is quite similar to Ag's Parents. It means that technology's role could be the main impact on a child who cannot speak the first language L1 anymore. This also answers reflection of study Technology in Teaching Speaking skill.

The Website is a well-known concept that is widely used by people all over the world, according to articles. To learn the language, children use the Internet. He describes "children's development and says that young learners like interacting with languages such as watching videos or stories will help them use language dynamically," this is according to the theory of (İlter, 2015).

The child communicates with interlocutors in the home domain

The next question is given to Ag. Furthermore, the question is, "How do you communicate with your parents who are not   native speakers?"

Ag: *my mom and daddy cannot speak English, they can maybe only a little bit, and my sister (the maid) also cannot speak English. When I talk to them, I still use English because I cannot speak Indonesian anymore, and if they do not understand, I am pointing using my hand for something that I want."*

The Ag above's answer means that she communicates with interlocutors in the home domain using English because of first language attrition. However, the answer from Ag reflects on the theory of verbal and nonverbal communication, as Ag says if her parents do not understand what she means, she points to what she wants. Nonverbal communication will allow us to understand ourselves and others in this situation. In addition, the statement above indicates that Angie communicates with everyone using English because her first language is lost and difficult to answer using Indonesia. However, Ag reflects on the theory of nonverbal communication, as Angie says if her parents do not understand what she means, she points to what she wants because she uses her body to communicate with interlocutors in the home domain and (Buck & VanLear, 2002) is used to support the data since the way she communicates using her body language and pointing using her hand for something that she wants it reflects non-verbal communication

Therefore, the second question is also given to Ag's parents and her maid "How does she communicate with interlocutors in the home domain?

Ag's parents: *Initially, it was challenging to communicate with A because honestly, we cannot speak English, maybe only know a little. So, when Angie speaks English to us, we have trouble understanding what she is talking about." Fortunately, Ag is a genius kid. She knows we cannot speak English; she uses her limbs when she talks, so we understand what she is talking about and what he wants."*

Ag's parents: *When she chooses food, she says "I want the vegetable salad but without carrots" I used not to know the meaning; however, when Ag talking, she pointed to the vegetable salad and shook her head when pointing to carrots. So, I can conclude that she wants a vegetable salad without carrots, and it continued until now if I did not understand what was meant, but now I know little by little English language because of Ag.*

From the Statement above, they use body language when communicating. Recognizing ourselves and others can be aided by nonverbal communication. Is there a difference between nonverbal communication and body language? They aren't, to be sure. Relating with the theory of (Eunson, 2015a) body language includes the physical actions of our bodies - physical contact, body position, body movements, orientation, and While nonverbal communication encompasses all body language communication, as well as clothing and jewellery, environmental factors, and even the way we use time, body language is a component of non-verbal communication. In fact, they also often communicate verbally, but by using different languages, Angie uses English, and her parents use Indonesian.

The parents' perception of this phenomenon

The parent's perception is important to know how they respond to this phenomenon.

Ag's parents: *Of course, I was surprised that she could speak English, and I proud of her initially, so I let her speak English with her doll and watching YouTube, but over time when I spoke with Indonesian, she answered in English continuously, until 6 years old, she can no longer speak Indonesian anymore.*

Honestly, this makes me more surprised, and I think she is already comfortable using English.

Ag's mother recognizes that her daughter experienced a reduction in speaking Indonesian as L1 and was shocked to know this phenomenon as explained by (Campbell-kibler, 2010) that How we react to knowledge is also part of perception. Moreover, the way she responds, "She already comforts with English, means she agrees with what happened to her daughter. Since children's brains are more versatile and adaptable, this phenomenon is a little easier to understand. A person's language skills are reasonably flexible until the age of around 12 years. Even nine-year-olds will almost fully forget their first language, according to studies on foreign adoption (Campbell-kibler, 2009).

Moreover, the third question is also given to Ag's parents and her maid, "Why she more comfortable speak English as her second language L2 rather than speak Indonesian as her first language, L1?

<u>Ag's parents</u>: *I think she used to speak English because almost every day watching YouTube, and we were busy working so communicating with Angie only at night. The reason she is comfortable might be that she is accustomed to communicating with her toys and maybe also with her friends in school who can speak English."*

<u>Ag's maid:</u> *She often talks with her toys using English, and when she at school, many of her friends speak English too; maybe she is comfortable because of the school's environmental factors and because of YouTube."*

Those answers are almost the same, namely because of the influence of technology, which is Technology plays an increasing role in education throughout the world and increasingly in the design and delivery of English programs and the school environment's influence. It is mostly observed that students learn more when a suitable social environment is provided to them. The school is a place of incredible importance in education which also helps the children develop their language, making Angie comfortable using English and causes her to lose her ability to speak her first language, Indonesian.

CONCLUSIONS AND SUGGESTIONS

Children can have difficulty speaking their first language or the worst possible situation is that they can lose the ability to speak their first language when they start learning to speak a second language, especially if they are comfortable and use the second language as their daily language. A lot of factors influenced a child who can speak a second language such as Immigrants, frequent exposure, and use of a particular language. Angie is a 7-year-old girl who can speak Indonesian at first, then learns English as a second language through technology such as YouTube, Instagram, and games. She then has difficulty speaking her first language, and over time she only speaks English and doesn't want to speak Indonesian because she finds it difficult, and she is start to lose her ability to speak her first language. This phenomenon happen because of two factors, the role of technology and she is under 10 years old which means it is easy for children under 10 years old to acquire a language other than the parent's language. Therefore, she was accustomed to using a second language well. Furthermore, the way she communicates with her parents, who not native speakers, uses verbal and nonverbal messages, and they often communicate verbally. However, by using different languages, Ag uses English, and her parents use Indonesian.

The researcher hopes that this study will be beneficial for those interested in the language home domain and those directly involved with the Alien language phenomenon by giving a thorough observation of the home domain related to language attrition case study. Thus, it might be useful for parents to find out the factors of the phenomenon why a child can lose the ability to speak the parent's language and speak English fluently as his/her second language. Besides, attempting to do some analysis or studies related to this topic, which is maintained with different data sources and cases, is worthwhile

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