

# Language Variations in Speech Of 12 Years Old Children in The Community

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**Abstract.** This research aims to determine language variations in the speech of 12-year-old girls, especially children in Depok City who are active speakers of Indonesian. Both parents come from the Betawi tribe and both of them have a mother tongue, namely Betawi. In their daily lives, children use Indonesian, because parents actively speak Indonesian, even though it is interspersed with Betawi. Data collection was carried out using the observation method, listening to expert involvement, while data analysis used a qualitative descriptive method. The results of the analysis show that language variations in children's speech have fulfilled the range of speaker aspects, namely the presence of idiolects, dialects, chronolects, and sociolects. The child's speech is bilingual, namely Indonesian and Betawi. This happens because environmental factors play a major role in children's language acquisition, as well as geographical factors that give rise to language variations.

## INTRODUCTION

Language is a means of human communication, because with language humans can carry out many activities, exchange thoughts, feelings and others. Without language humans cannot communicate well between members of society or between humans.

According to Syamsuddin (in Devianty, 2017) says that language is a tool that influences and influences human thoughts, feelings, desires and actions. Language is a sign of human personality and beauty.

Parents must pay attention to their children's language learning because language develops along with the times. Children who do not have a good introduction to their first language from their parents will not experience significant language development later in life. When a child learns a second language after his first language, this is called second language learning. (Ryeo, 2019)

Language is a system of sound symbols that are both arbitrary and conventional. The first language and the second language have their respective levels of need in communication, both orally and in writing. The use of the term first language (B1) needs to be distinguished from the term mother tongue. The first language refers to the language the child has mastered since birth, while the mother tongue refers to the language mastered by the child's mother (since birth).

Adults are always surprised by the incredible language development that children make. Although children are born without language, by age 3 or 4, children have typically learned a large vocabulary, complex phonological and grammatical systems, and equally complex rules about how to use their language in a variety of social situations.

The process of acquiring and mastering children's language is a matter that is quite amazing for investigators in the field of psycholinguistics. How humans acquire language is an issue that is very amazing and difficult to prove. Various theories from different disciplines have been put forward by researchers to explain how this process works among children.

It is recognized that whether we realize it or not, linguistic systems are properly mastered by individual children, although generally there is no formal teaching. Acquisition of the first language is closely related to the social development of children and therefore also closely related to the formation of social identity.

Learning a first language is one of the all-round developments in which a child becomes a full member of a society. Language makes it easier for children to express their ideas and desires in ways that are truly socially acceptable. Language is a medium that children can use to acquire cultural, moral, religious and other values in society.

Each language is used by a group of people who belong to a language community. Included in a Baharyesa community are those who feel they use the same language. If we call it the Indonesian language community, we are all people who feel they own and use Indonesian. Members of the Sundanese language community are those who feel they own and use Sundanese. Thus, many Indonesians become more than one member of the language community because, apart from being Indonesian, they are also the owner and user of their regional language.

Many countries in the world use language as an identity, such as a cultural identity. A number of countries use more than one language, and children are even able to master one, two or more languages. As individuals who are part of a society, children are required to be able to master the language used in the community in their environment.

People who use language consciously or unconsciously use language that is alive and in use. Kartomiharjo (in Fujiastuti, 2014) argues that language can also bind community members who use the language concerned to become a strong, united and advanced society. In addition, the social conditions that characterize some communities will appear in language. Therefore, the relationship between language and society is very close.

We know that no society is the same, but in society there are groups of people who are different from each other, thus we can see language variations, which means differences in a language that have the same meaning or significance. We can see language variations in pronunciation, diction, and sentence structure.

Each language has different variations. Language variation is a set of human speech patterns that contain sounds, words and grammatical characteristics that can be uniquely linked to external factors, such as geography and social factors. (Fauziah & Putri, 2023)

According to Kridalaksana (in Waridah, 2015) variation is a form of various conditional and unconditional manifestations of one unit, a concept that includes variables and variants. This limitation is not much different from what Ohoiwutun (in Fauziah & Putri, 2023) states that language variation is a change or difference that is manifested in the speech of a person or speakers in a particular language community. From the definitions above, it can be concluded that language variation is a form of language use that is different by speakers due to certain factors.

The occurrence of language variations is not only caused by heterogeneous speakers, but because the social interaction activities they carry out are very diverse (Setiawati, 2019). According to Nababan (in Fujiastuti, 2014) there are four factors that cause language variations, namely: different regions, different social groups or conditions, different language situations, and different years or eras.

Chaer and Agustina (in Moon & Kroltida, 2020) explain language variations including idiolects, dialects, chronolects, and sociolects. Idiolect variations are individual in nature which can determine a person's characteristics. Dialect variations are variations of language used by a relatively large group of speakers in one particular place, region or area. Chronolectic variations, namely variations used by social groups at certain times. Meanwhile, sociolectic variations relate to the status, class, and social class of the speakers. This research focuses on language variations based on speakers, which are called idiolects.

In reality, language is something that is very rich in its diversity of actualization. The manifestation of language is so vast that the variations seem limitless. There are 4 variations of language in terms of speakers, namely idiolect, dialect, chronolect and sociolect.

Dialect is a variation of language used by a group of members of society at one place or at one time. In this case, it is Betawi language and Depok dialect. Idiolect is a variation of language that is individual, each person certainly has the characteristics of their own language. Chronolect is a variety of language used by a social group at a certain time. Meanwhile, sociolect is a variation of language that is related to the social status of its speakers. This language variation has a great influence on the child's language development process.

This article discusses the speech of children who are bilingual, namely Indonesian and Betawi as their mother tongue and also as the language of their region, namely Depok. This is done in order to find out what language variations they have. Children's language has its own structure that can be expressed as a series of rules. Clark

and Clark (Prihandini, 2020) state that "children build structure and function at the same time". Children will never learn a language if they are not raised in an environment where the language is used; but if he learns a language, he learns more than is available to him through his own environment.

Children are human beings who, when viewed from an age perspective, are counted from the time an individual is born to the age limit of 12 years and over who has the potential for language since childhood (nativistic theory) by Chomsky.

Thus, children's language skills in this study are language knowledge possessed by a child since childhood in the form of concrete use and mastery of language in the form of utterances that are genuinely produced to be able to communicate in their relationships in society.

Children's language activities are in the form of activities to express the child's intentions in the form of speaking orally or activities to respond or respond to other people's speech in the form of speaking.

Children's language development starts in the family and is largely dependent on the attention of parents and those around them. The development of language skills among children starting from the family environment will be very beneficial.

Language acquisition is associated with mastery of a language without realizing it directly, that is, without going through formal education to learn it. Acquisition of children's language is followed by pre-linguistic development which starts from birth to one year of age. Starting in the second year, children can say one and two words until they are one and a half years old, then word combinations can be said at one and a half years old until they are two years old.

Mother tongue is the equivalent for the English term native language, which is a linguistic system that is first learned naturally by children from mothers or families. Mother tongue does not refer to the language that is mastered and used by a mother (or commonly called the mother's language), but refers to the language that is learned by a child in the family that cares for it.

## METHOD

The method used in this research is descriptive qualitative method. This type of research explains research findings using linguistic data or facts. The choice of this type of research was based on the research objective which was to obtain an overview of language variations in 12 year old girls married to Betawi parents in the city of Depok.

Factors that influence the occurrence of language variations. In conducting this research, data collection was carried out using the method of listening, listening and observing speakers. Primary data was carried out by observation and interviews. Secondary data is done by studying the literature. The implementation of descriptive research methods is not limited to collecting and compiling data. This research uses presentation techniques in ordinary words, including the use of technical terminology. Sudaryanto (Dewi, 2012)

The results of the observations are recorded and transcribed to then be described in the form of a research report. The transcription results obtained from respondents will provide answers about children's language variations in multilingual communities. The data in this research comes from several sources from journal articles and books. These sources are then collected and presented in one journal article. The stages in this method are (1) data collection; (2) data aggregation; (3) data presentation; and (4) conclusion/verification.

## RESULT AND DISCUSSION

The results of observing the variation of language spoken to children in terms of dialect, idiolect, chronolect and sociolect.

### Dialect

Speech uttered by children in an informal setting.

Mother : Why does this TV turn on by itself?

Child : Agus's brother lit it *in flame*, ma'am

This utterance is spoken by a child with his mother using informal language. Based on the sentence above, the word in flame is the use of the Betawi prefix /di-/ suffix /-in/ which is at the end of the basic word "flame" which in standard Indonesian means light coming out of fire. Forming the correct word that is commensurate with the

meaning of the word to replace the word flame in the words above in accordance with standard Indonesian is turn on. The word turned on is very strong as a dialect that colors children's daily speech.

Dialect is an unavoidable part because the speakers still use their native language, namely Betawi, even though it does not dominate their speech. Regional language is the language used by regional communities to identify themselves as the community concerned in order to interact socially. In addition, the regional language is a means of verbal communication in the regional life order.

In Indonesia, for example, we know the Jakarta dialect of Indonesian, the Manado dialect, the Ambon dialect, the Banjarmasin dialect, while the Gorontalo language knows the Tilamuta dialect and the Suwawa dialect (not Suwawa language). The science of dialect is called dialectology. How to describe relationships in dialects is called dialect geography, or in other words, dialect geography is a branch of dialectology that studies the relationships contained in language varieties by relying on spatial units or places where these varieties are realized Ayatrohaedi (in Waridah, 2015 ).

The relationship between mother tongue and regional languages is related. Most Indonesian children's first language is their respective regional languages. Chaer and Agustina (Pastika, 2013). A child who lives in the Depok area, most of the speaking community in that area uses Betawi as a regional language in everyday life. Apart from that, the child's mother also used and taught her child to speak Betawi since childhood, so the child's mother tongue and regional language are the same, namely Betawi.

The relationship between regional languages and national languages is also very close, namely that regional languages act as a support for the national language, a source of material for the development of the national language and an auxiliary language of instruction at the initial level in elementary schools in certain areas to facilitate the teaching of Indonesian and other subjects. Chaer and Agustina (Saputra & Aida, 2019)

According to Poedjosoedarmo (in Dita, 2019) dialect is a variation of a language whose existence is determined by the speaker's background. Idiolects that show more similarities with other idiolects can be grouped into one group of categories called dialects. The magnitude of this similarity is due to the geographical location which is close together and allows communication between the speakers of the idiolect.

Meillet (in Widyaningsih, 2014) suggests that the main characteristics of dialects are differences in unity and similarities in differences. It can be interpreted that the different forms of local speech have common characteristics and each one is equal compared to other speeches and the same language. Every language used in a certain area sooner or later forms different linguistic elements, such as pronunciation, grammar, and meaning, and each variety uses a special form.

There is an allegation indicating that children's language skills in using Betawi (mother tongue) in the city of Depok are starting to fade and be replaced. This is due to the increasing use of Indonesian as the mother tongue. Considering that the mother tongue in the community, Depok speaks using Betawi language with various varieties.

This is because there is a possibility that the mother does not get used to and does not teach her child to use Betawi as her first language or because of other possibilities. Therefore, children will not have competence or language skills especially in using the local language. Thus, there is a concern that the Betawi language will be abandoned by its speakers, and switch to using Indonesian, even though in a relatively long period of time.

## Idiolect

Idiolect is a language variation that is individual. This variation only occurs in one person and is different from other people. Idiolect can be characterized by the color of a person's voice. Usually just by hearing the color of the voice we will know who is speaking.

The definition of idiolect according to Kridalaksana (in Hudha, 2017) is the entire utterance of a speaker at one time which is used to interact with other people, whereas according to Chaer (in Mulyawati, 2018) idiolect is a variation of language that is individual. According to the idiolect concept, everyone has their own variation of language, namely with regard to voice color, word choice, language style, and sentence structure, the most dominant is voice color, so that if we are close enough to someone, we can only hear their voice speak without seeing the person. can recognize the person.

Suwito (in Sholekhah & Diana, 2021) every speaker has unique characteristics that other speakers do not have. This characteristic is caused by physical factors and psychological factors. Distinctive properties caused by physical factors, for example differences in the shape or quality of the speakers, such as the mouth, lips, teeth, tongue, and so on. Meanwhile, typical traits caused by psychological factors are usually caused by differences in character, intelligence and other mental attitudes.

The child's conversation with his friend is below.

Friend : How much did the pencil cost?

Child : oh yeah, *Iyem* forgot, try asking the seller *deh*

The word *iyem* is a characteristic idiolect of the child, which means I or me. The word *deh* is a characteristic particle of the Betawi language. The word *deh* contains a meaning that confirms the words or intentions of the interlocutor. The word *deh* can also be interpreted as an affirmation of requests and orders, it's just that this utterance is used when the speaker is not sure about conveying the truth or the speaker is still in a state of doubt about his utterance or statement.

## Chronolect

Chronolect is a variety of language used by a social group at a certain time. According to (Nuryani et al., 2018) kronolect is "a variety of languages based on differences (order) of time, for example the variety of Indonesian in 1945-1950 which is different from Indonesian in 1970-1980. The purpose of this understanding can be explained that kronolect is a variety of languages used by language communities at a certain period of time. For example, the Malay language and regional languages used by Indonesian people before independence and the Indonesian language used by Indonesian people after independence.

Many words that were used in ancient times are not anymore. This is what is meant by chronolect, this is due to the development of language over time. For example, the Malay language of the Sriwijaya era was different from the Malay before 1922. This was because the difference in time led to different meanings for certain words.

For example, the word champion, which used to mean 'head of a cockfighter', now means a person who wins a race or competition. The word bastard, which means 'bedbug', is now used to show annoyance or anger towards someone. This is not surprising because language follows the line of development of the language-using community. Sometimes not only the meaning is different, but the sound (= pronunciation), even the form of the word. Language is dynamic not static

Children's conversations with their parents in an informal setting.

Mother : Ouch, I don't have an ATM for Shopee payment transfers

Child : There is a *COD* system, ma'am

The word *COD* (Cash On Delivery) here means paying on the spot, a payment method that is made directly on the spot, after the order from the courier has been received by the buyer. The term *COD* is only used by a group of sellers and buyers who are making a transaction.

## Sociolect

We see that the language used in social groups varies. What causes language variations is not location but education and type of work. The level of education will determine the type of job chosen. A person with a law degree cannot possibly work as a porter. A person with a doctor's degree cannot possibly be a kale seller at the market. The level of education that causes the choice of type of work has also caused variations in the language used.

People with medical degrees certainly use many terms related to medicine or medical language, while someone with an elementary school diploma will use language appropriate to their level of education.

Sociolect, among other things, occurs in various groups of society according to social class, age and occupation. Examples include language differences between the upper class and the lower class, teenagers and the elderly, and between doctors and lawyers.

Sociolect or social dialect is "language variation relating to the status, class and social class of its speakers". Distinguishing language variations regarding group level, status and social class. Chaer and Agustina (in Parnasari, 2021)

Child talk with the bus driver.

Child : left sir

Public transportation driver : OK

The child talks to someone whose job is an angkot driver, when he says "Left sir" to the angkot driver, the angkot driver automatically understands the child's intention, which means to stop public transportation and signal that passengers will get off or arrive at their destination.

## CONCLUSION

Language variations in children aged 12 years have fulfilled the elements of language variation in terms of speakers, namely dialects, idiolects, chronolects and sociolects. Dialect is a relative number of speakers who are in one place. Idiolect is a characteristic of individual speech. A chronolect is a story that is used by a group of people at a certain time. And sociolect is speech that relates to the status, class, profession of the speakers.

Language variations occur due to language situation factors. Language may change due to certain situations. For example, in a formal situation, the language used will be formal and polite. It's different when language is used in non-formal situations, for example when talking with peers, or friends in a group. The language used is everyday language, but it is also possible that the language used is a language that is only understood by that group.

Part of society becomes groups with different nationalities due to different geographical conditions. Cultural variations, including languages, result from national diversity. Apart from geographical factors, social status, language situation, time, culture and individual factors, language variation is also influenced by many factors.

Apart from that, the social environment plays a major role in children's language acquisition. Different social environments, such as differences in cultural factors, parents' socio-economics, location or place of residence, and playing environment, result in children receiving different input in their language acquisition.

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