

Acquisition of Early Childhood Language Variations in Sociolinguistic Perspectives

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ABSTRACT

The occurrence of language variation is caused by the variety of speakers and the variety of social interaction activities both in the family, school, and community environment. Sociolinguistics views language as the most important social system and communication system, besides that sociolinguistics, is part of society and culture towards language and its relationship to its use in society. The purpose of this study was to analyze the acquisition of language variations obtained by early childhood in Canden, Jetis, Bantul. The type of research used in this study is descriptive qualitative. The subjects in this study were early childhood. The sample used in this study was 15 children at the age of 3-6 years. Meanwhile, the object of this study is the acquisition of variations in children's languages. The data collection techniques used are observation, interviews, and documentation. The analysis in this study was using Miles and Huberman. The data obtained are then reduced, presented, and drawn conclusions. Based on the results of the analysis, the results of the study obtained that the form of obtaining language variations in children 3 years old is using Javanese Ngoko, Javanese Kromo, and Indonesian to interact and communicate with others in the daily life of children both in the family environment and in the community environment.

Keywords: Mandar Sociolinguistics, Language Variation Acquisition, Early Childhood

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1. INTRODUCTION

There has been a shift in early childhood language variations in the home environment, school environment, and community environment. The acquisition of early childhood language variations from a sociolinguistic perspective is very important to study. Sociolinguistics comes from the words "socio" and "linguistics". Sociolinguistics is a science that studies language in relation to society (Figueroa, 1994). Linguistics is the science that studies and talks about language in particular the elements of language and between the elements of that language (Bowen, 2022). So, sociolinguistics is a study that compiles theories about the relationship of society with language. Sociolinguistics is a social system and a communication system and is part of a certain society and culture (Wahyuni, 2021). Sociolinguistics is a branch of linguistics that studies the relationship of mutual influence between language behavior and social behavior (Bernstein, 1970). Language behavior and social behavior will appear in the giving of patterns - patterns of language users in a particular culture. Sociolinguistics studies language in relation to speakers or language users within society (Snow & Krantz, 1981). Based on those things, we know the development of language or the change of language as a result of the development of society.

Through language, we can also use it as a tool to find out the development of the user's society, and the social level of the community. In addition to sociolinguistics, there is also used the term sociology of language (Wijaya, 2021). Some scientists consider that the two terms are the same, but some consider them different. Basically, sociolinguistics seeks to examine the relationship between society and language that is part of the culture of society (Muhlis, n.d.). So sociolinguistics deals with the details of actual language use, such as the description of certain patterns of language use or dialects that speakers do, topics, and speech settings. Sociolinguistics is an important language production (Geeslin & Long, 2014). Sociolinguistik mengacu pada pemakaian data kebahasaan dan menganalisis ke dalam ilmu-ilmu lain yang menyangkut kehidupan social. The existence of social factors and situational factors that affect the use of language, so that language variations occur.

Based on the limitations of sociolinguistics above, it can be concluded that sociolinguistics includes three things, namely language, society, and the relationship between language and society. Sociolinguistics discusses or examines language with respect to speakers, and language as a member of society. How the language is used to communicate between members of society with one to exchange opinions and interact with individuals with each other. Based on some of the descriptions above, it can be concluded that sociolinguistics means learning about the language spoken in a particular area or a certain dialect.

The phenomenon that occurred in human civilization was the emergence of the language (C. Zhu, 2021). Moreover, the Covid-19 pandemic has an impact on children's language development (Darmiyanti et al., 2021). For thousands of years, almost all human knowledge has been shared through the medium of language. Language plays an important role in human life because language is the most important means of communication. Language is the only symbol of communication and a representation of individuality and sociality (A. Gomila, 2012). Language mediates between reality and thought and relies solely on a mechanically encoded system of linguistic symbols and signs (Motta Monte-Serrat & Cattani, 2021). Language is seen as a distinctive and unique means of communication by its users. Language as a means of communication can be used in the form of direct (oral) communication and indirect (written) communication.

The application of language in real life as an indirect means of communication can be found in newspapers. Humans use language to interact with others. The results of a study conducted by Ronak

Paul explained that a hostile environment will affect the cognitive and language development of children (Paul & Singh, 2020). Language develops with the physical development of the child. At first, it only uses simple words which then proceed with a complex and perfect language as the child develops cognitive abilities and ages. In fact, language plays a role in the development of social cognitive skills (Bigelow et al., 2022). The language system is perhaps the most unique feature of the cognitive architecture of the human brain. The language system is perhaps the most unique feature of the cognitive architecture of the human brain (Martin et al., 2022).

Variety is a fixed fact of language (Walker, 2010). Language acquisition is a process used by children to adopt a series of hypotheses to the speech of parents until they can choose the best and simplest grammatical rules of the language in question (Bambang Yulianto, 2020). Language acquisition is one of the developmental processes that occur in a human being since he was born. Thus, language acquisition is a developmental process that occurs in humans from the moment they are born to adapt to the speech of their parents until they can choose the best grammatical rules.

Language acquisition in children is indeed one of the greatest and most amazing human achievements, where it is possible to know how children speak, understand, and use language, but very little is known that language acquisition is very much determined by the complex interaction of aspects of biological, cognitive, and social maturity (Asih Riyanti, 2020). The acquisition of children's language can be said, there is a characteristic continuity, which has a series of unity, which moves from simple one-word speech to a more complicated (syntactic) combination of words.

Language variations can be distinguished into several types. First, in terms of the means of use, it can be distinguished from the oral variety and written variety (Nuryani et al., 2018). Between the two varieties, there is a difference that is not so noticeable. So to know the two varieties, you must pay close attention to the two types of varieties. In the oral variety, the elements of the language used tend to be few and simple. This means that the written variety is more complete than the oral variety to convey information, because the oral variety is often accompanied by limb movements (mimics) that can support the intention of the information conveyed, and intonation is used as an emphasis (Akhmad, 2021). Di samping itu, satu hal lagi yang membuat ragam bahasa lisan lebih sederhana adalah situasi tempat pembicaraan berlangsung. Semua hal tersebut dapat memperjelas informasi yang kita sampaikan kepada mitra tutur. This is due to the variety of writing that must be used more and more complete elements of the language so that the information conveyed can be received properly and clearly by the person being given the information (the recipient of the information) (Siagian, 2017). So the complete writing of the language elements in this variety of writing is to avoid the occurrence of misunderstandings or receiving messages from the giver of the message.

Language variations also called dialects are the diversity of languages used in society caused by certain factors, for example, age, the topic of conversation, heredity, geographical conditions, history, and others (Sumarni, 2020). It is the real manifestation of the use of diverse languages in society that is actually called the dialect (Astuti & Riska, 2018).

The language that develops is referred to as the first language or mother tongue. Melissa's research results explain that the mother tongue occupies a strong position in language comprehension outcomes (van der Elst-Koeiman et al., 2022). Basically, a normal child masters at least one language naturally. After acquiring the mother tongue, the child will learn their second language. Benefits of mother tongue and local language teaching for advancement in literacy (Carter et al., 2020). At the age of one to three years, children experience a period of language sensitivity, which is a period when children easily absorb language but there are many obstacles that cause children not to acquire

language optimally. These obstacles come from various aspects, namely parents and the ability and cognitive development of the child himself. The environment also affects the developmental process of language acquisition in children. Children living in urban areas will acquire a different vocabulary compared to children living in rural areas (Sabates et al., 2021).

The development of the times and technology also affects children's language skills (Lai et al., 2022). Research conducted by Ana Merchan explains that language is one of the important factors in the development of executive functions (Merchán et al., 2022). Parents prefer to accustom their children to be able to speak Indonesian or something else instead of speaking Javanese. The Javanese vocabulary that children acquire from their parents becomes less due to the communication process that does not use the mother tongue (in this case it is Javanese). The family is the main environment for the child to optimize his language development (Beecher & Van Pay, 2020). Parents play an important role in the child's growth and development process.

Parents' knowledge and experience influence the parenting and education of the child. Parents who apply the wrong parenting style will affect the mindset and language development of the child. Poor language skills of the child are associated with adverse outcomes throughout life (Conway et al., 2021). The communication process that occurs between parents and children is sometimes not optimal because children are often left to work and children must be taken care of by others, so the development of the Javanese language obtained by children is not optimal. The acquisition of the first language is closely related to cognitive development, that is, first, if the child can produce speech based on neatly organized grammar, it does not automatically imply that the child has mastered the child's language well. Second, the speaker must acquire the 'cognitive category categories' that underlie the various expressive meanings of scientific languages such as the word space modality, causality, and so on.

Children's language can develop quickly if the child has the ability and is supported by a good environment. Here are some factors that can affect language development in early childhood. 1) The child is in a positive environment and free from pressure. 2) What can be shown to be a sincere attitude and interest in the child. 3) Verbal message delivery followed by non-verbal message (Alfiana & Kuntarto, 2020). 4) The skill with the child, the adult needs to show an expression that corresponds to his speech. It is necessary to follow the appropriate movements, facial mimics, and intonation. 5) Involvement of the child in the communication (Safitri, 2017).

There are three stages of a child's language development that determine the level of development of thinking. 1) The external stage is the stage of thinking with the child's source of thinking coming from outside himself. Such external sources come from adults who brief the child in a certain way. 2) The egocentric stage is a stage when adult speech is no longer a requirement. With a distinctive voice, the child speaks in accordance with the course of his mind. 3) The internal stage is the stage when the child can live up to the thought process, for example, a child is drawing a cat. At this stage, the child processes his own thoughts, "what should he draw?" (Kurniati, 2017).

Early childhood is an individual who experiences a very rapid and fundamental process of growth and development for the next life, even said to be a golden age (Golden Age), i.e. a very precious time compared to the age after it (Vygotsky, 2021). The child has unique traits, egocentric, high curiosity, social being, rich in fantasy, short attention, and a potential time to learn (Wolff et al., 2020). At this time, it is very important to stimulate the development of the child in order to optimally achieve all aspects of his development. The child gets it from the family environment and the

surrounding environment (Pazeto et al., 2020). Therefore, the child's environment is required to be able to provide the best learning experience for the child.

Early childhood is a different, unique individual, and has its own characteristics according to the stage of age (Heikka et al., 2021). Early childhood (0 to 6 years) is a golden age where stimulation of all aspects of development plays an important role in the next developmental task (Ahmad, 2017). The early period of a child's life is an important period in the life span of a child. At this time the growth of the brain is undergoing its physical development (Bakken et al., 2017). According to experts, early childhood is said to be the age of the golden age. Why is this period called the golden age, because, at this time the child is developing rapidly and amazingly. From birth, his brain cells developed tremendously by making connections between cells (Windayani et al., 2021). It is this process that will shape the experience that will bring a lifetime and is a decisive (Syifauzakia et al., 2021).

According to psychologists, it is explained that the term early childhood as different individuals who have visible traits from the child psychology during early childhood, including groupage, age imitation, and search for identity, According to psychologists, it is explained that the term early childhood as different individuals who have visible traits from the child's psychology during early childhood, including groupage, age imitation, search for identity and creative age according to psychologists, it is explained that the term early childhood as different individuals who have visible traits from the child's psychology during early childhood, including groupage, age imitation, search for identity and creative age and creative age (Santrock, 2011).

Early childhood has certain age restrictions, and unique characteristics, and is a very rapid and fundamental developmental process for the next life. So far, early childhood is called the golden age or golden age which continues to grow rapidly. The development begins from the prenatal, that is, from the time in the womb.

At the age of 2 and 3 years, children begin to produce multiple-word utterances or also called telegraphic utterances. The child has also been able to form sentences and sort those shapes correctly. The child's vocabulary is developing rapidly reaching the weight of words and the way of pronunciation of words is increasingly similar to the language of adults. At this telegraphic stage the child produces a double word, for example [mother, maem], or "Mother, I want to eat". The child intends to ask his mother for food. "Ma, there is a cat", the utterance intends to convey something related to the object he sees. One of the reasons researchers conducted this study was because it was to determine the form of obtaining language variations that occurred in 3-year-old children in Camden, Camden, Jetis, Bantul Hamlets. The purpose of this study was to analyze the acquisition of language variations obtained by early childhood in Camden, Jetis, Bantul. This research is useful for increasing knowledge in the field of linguistics, especially in the field of early childhood.

2. METHOD

The method used in this study uses qualitative research with a listening and descriptive approach (Creswell, 2010). Through this qualitative method, it can be described the acquisition of early childhood language variations through a review of sociolinguistic perspectives in Camden, Camden, Jetis, Bantul Hamlets. The research design was used longitudinally, namely by observing children's habits every day towards language acquisition in the child's environment. Data collection techniques through observation, documentation, and interviews, even empirical observation, and analysis (Sugiyono, 2013). This research was conducted based on phenomena that have been occurring in the

field. This research was conducted to find various important things about early childhood language acquisition in a sociolinguistic perspective. The sample used in this study was 15 children at the age of 3-6 years.

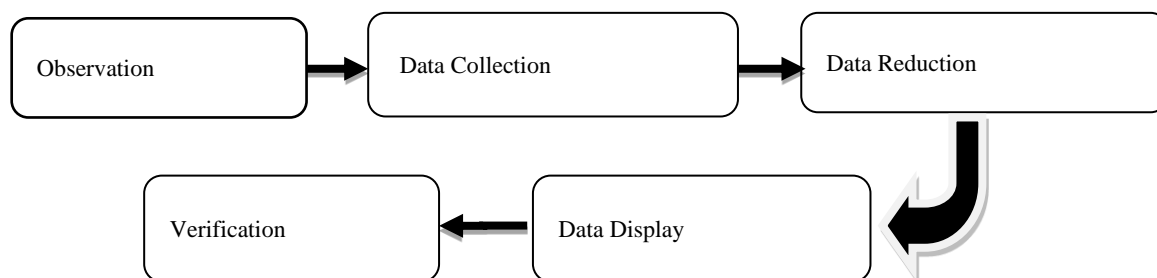


Figure 1. Data Collection Process

3. RESULTS AND DISCUSSION

Based on the objectives of the study, the results of this study showed the acquisition of early childhood language variations in Candan, Candan, Jetis, Bantul Hamlets. The results of the study are presented in the form of a table below

Table 1. Data on The Acquisition of Language Variations for Children Aged 3 Years

No	Language Variations	Children's Language Acquisition	Meaning
1.	Javanese Language Variations 'Krama'	[alem] 'dalem' [uwun] 'nyuwun' [antu] 'mantuk' [undi] 'tindak pundi' [ampun] 'sampun'	I ask go home where already
2.	Javanese Language Variations 'Ngoko'	[yakpopo] 'Rapopo' [ikil] 'sikil' [uping] 'Kupeng' [anyu] 'banyu' [aku-aku] 'mlaku-mlaku' [Apik] 'apik'	never mind foot ear water take a walk good
3.		[oyong] [Telimaacih] [Maaf] [halan-halan] [injam] [eyinga] [Amar andi] [Tuti tanan] [adu] [ohon]	'help' 'Thank you' 'sorry' 'take a walk' 'borrow' 'Telinga' 'bathroom' 'wash our hands' 'clothes' 'tree'

Based on the results of the study above, there are three language variations used by children, namely Javanese of 'Kromo', Javanese of 'Ngoko', and Indonesian. Based on these data, researchers found the limited language used by children when communicating with parents, schoolmates, and

the surrounding community. The data on the limited language of the researcher's children are presented as follows:

Table 2. Children's Language Proficiency Data

No	Language Variations	Language Limitations	Information
1.	Javanese Language Variations 'Krama'	Difficulty in understanding the meaning of the words	Javanese of 'Krama' is a language that is difficult for early childhood to use as their means of communication
2.	Javanese Language Variations 'Ngoko'	Difficulty in pronouncing consonants	The Javanese language of 'Ngoko' that children use is still limited to simple words. Language variations in Javanese Ngoko children have difficulty in pronouncing their consonants.
3.	Indonesian variety	Frequent use of mother tongue	Mother Tongue, which is the child's first language, makes it difficult for children to communicate with their peers. The language that children use is still limited to the sentences used are not clear enough.

Based on the data above, the acquisition of early childhood language variations still has limitations in the use of language. So there is a need for further research to complement the previous research. The variety of language obtained by children is still fairly good even though children have not been able to perfect their speech sentences.

1. Javanese Language Variety

Javanese Language Variations of 'Krama'

a. [alem] 'dalem'

Yes, I am

The data above shows that the word [alem] is a variation of the Javanese krama language. In that situation, the researchers called the child by calling him. Then the child responds with a kind and polite word in the Javanese language.

b. [uwun] 'nyuwun'

Ask

The data above shows that the word [uwun] 'nyuwun' is a variation of the Javanese language 'Krama'. Because the ngoko language of the word is njaluk. The child utters the word when the researcher calls the child's name.

c. [antu] 'mantuk'

Go home

The data above shows that the word [antu] 'mantuk' is a variation of the Javanese krama language. This is a conversation when the child asks to go home with his mother while playing with his peers. The Javanese of 'Ngoko' of the word is 'bali'.

d. [indak undi] 'tindak pundi'

Where to go

Berdasarkan data di atas menunjukkan bahwa kata [indak undi] 'tindak pundi' merupakan variasi bahasa Jawa Krama. Adapun hal tersebut anak menanyakan kepada peneliti hendak kemana. Bahasa Jawa Ngoko dari kata tersebut yaitu 'arep nengdi'.

e. [ampun] 'sampun'

Already

The above findings suggest that researchers are asking the question of whether or not the child has eaten. Children use the word [mercy] 'sampun' as an answer to the question the researcher gave. The child uses the word as a language variation of the Javanese of 'Krama'. The Javanese Ngoko language of the word is 'uwes' (already).

Javanese Language Variations of Ngoko

a. [yakpopo] 'Rapopo'

Gak Papa

The data above shows the use of variations of the Javanese Ngoko language. The word [yakpopo] 'Rapopo' is a variation of the Javanese language Ngoko which means it's okay. The Javanese krama language in the word [yakpopo] 'Rapopo' is Mboten Nopo-nopo.

b. [ikil] 'sikil'

Foot

Based on the data above, it shows the use of Ngoko Javanese language variations. The word [ikil] 'sikil' means foot. At the time of the study, researchers tried to ask about limbs. And the child answered the question when the researcher asked this child what the name of the sambal researcher was pointing towards the foot. But the Javanese Krama language in the word is ...

c. [uping] 'Kupeng'

Ear

The data above shows the use of Ngoko Javanese language variations. The word [uping] 'Kupeng' has the meaning of ear. At the time of the study, researchers tried to ask about limbs. And the child answered the question when the researcher asked this child what the name of the sambal researcher was pointing towards the ear. But the Javanese Krama language in the word is ...

d. [anyu] 'banyu'

Water

The findings above are the acquisition of variations in the Javanese language of 'ngoko' used by children. The child understands the objects around them playing. And the word [anyu] 'banyu' is a word in the Javanese Ngoko language. In Javanese krama i.e. toyo.

e. [aku] 'mlaku'

Take a walk

The word [I] 'mlaku' has the meaning of 'take a walk'. At that time, researchers asked children to play here using bicycles or just walking. The use of the word [I] 'mlaku' is a form of acquiring language variations that children use in their play environment. In Javanese, it is 'mlampah'/take a walk.

f. [Apik] 'apik'

The data above on the word [Apik] 'apik' shows that the word is a variation of the Javanese language Ngoko. The Javanese 'Krama' language in the word is 'Sae'. In this situation, the child told his playmate that the slippers his friend used were good.

2. Indonesian variety

a. [oyong] 'Tolong'

The above findings suggest that the word [oyong] 'Please' is used in variations of Indonesian. The situation explained that while playing the child asked his playmates for help to put their toy items in

a plastic bag. Although the consonants pronounced by the child are not very clear, the friend who hears it understands the meaning of the command that his friend asks for.

b. [Telimaacih] 'terimakasih'

The data above shows that the word [Telimaacih] 'Thank You' is used in variations of Indonesian. The sentence is used by the child when the child's toy is assisted by his friend in tidying up, then the child says a word of thanks.

c. [Sorry]

The above findings suggest that the word [Sorry] is a variation of Indonesian. The word is used by children when they quarrel with each other due to scrambling for toys and then shaking hands with each other to apologize.

d. [halan-halan] 'Take a walk'

The above data show that the word walk is used by the child as a form of communication. At that time, the child told me that the child was taken by his parents for a walk on the beach. The word [halan-halan] 'Walk' is a variation of Indonesian.

e. [injam] 'Pinjam'

Borrow

Based on the data above, it shows that the data is a use of Indonesian. The word [injam] 'Borrow' is a variation of the Indonesian that children use in communicating with the interlocutor. In accordance with the reality on the ground the child asks permission to borrow toys that his friend brought.

f. [eyinga] 'Telinga'

Ear

The above findings explain that the word [eyinga] 'Ear' is a use of a variation of Indonesian. In addition to Javanese, children also know the word in Indonesian.

g. [Amar andi] 'Kamar Mandi'

Bathroom

The above data shows that the word [Amar andi] 'Bathroom' is a use of Indonesian. The use of the word is conveyed by the child when the child asks to urinate.

h. [Tuti tanan] 'Cuci Tangan'

Wash Your Hands

The above findings suggest that the word [Tuti tanan] 'Handwashing' is the use of variations of Indonesian. Children use the word to invite their friends to wash their hands after playing.

i. [adu] 'Baju'

Clothes

The data above shows that the word 'Baju' is used in variations in Indonesian. Children understand that clothes are nouns. And the noun is also used in children's daily lives.

j. [ohon] 'Pohon'

Tree

The above findings suggest that the word [ohon] 'Tree' is used in variations of Indonesian. We can observe that the child understands the shape of the plant around the child.

Based on the description of the results of the analysis above, it shows that the acquisition of language variations of children aged 3 years has three types of forms for interacting and communicating daily with other people. The data above shows that in everyday life children more

often use Javanese of 'Ngoko' to communicate with their interlocutors. This is because the acquisition of children's first language is Javanese

DISCUSSION

Language variation is a language variation caused by language usage and location differences (Waridah, 2018). Language variation is a composition of various elements that build specific characteristics and serve as a differentiator in the language communication (Apriliawati, 2013). Language as a means of communication is inseparable in people's lives (Sankoff, 2016). The process of acquiring language begins from the moment humans are born and then experiences an increasingly mature development. The process of acquiring language in humans goes through a long process wherein this language acquisition there are several factors that have a big influence on the process of acquiring language (Leong & Ahmadi, 2017) are (1) Parents and families, (2) The environment of both residence and education, and (3) The child's idiosyncratic ability. Because language as a means of communication and interaction between fellow humans has an important role in everyday life. In this case, language can be written, oral, or in the form of certain symbols whose existence is used as a tool to convey ideas, ideas, and information so that they can be understood and understood by others.

Man is a social being, who cannot live alone and needs others (Listia, 2015). Human beings can interact and continue to connect with each other. Language is a universal (Sihombing, 2021). Therefore, languages around the world are basically the same which distinguishes in their language variations that are only understood by a group of languages. Language acquisition in humans begins with children learning to speak. Language acquisition or language acquisition is a process that takes place inside the brain of a child when he acquires his first language or his mother tongue (Wulandari, 2018). Manusia has shown a lot about language acquisition, about what a child does or does not do when learning or acquiring a language.

Children can't learn variations they don't know. Making artificial language studies is one of the direct ways to test the types of variations that children can learn because with this the input can be precisely controlled (Docherty et al., 2013; Kam, 2015). It is not known for sure if children do not incite variation in naturalistic situations because children cannot learn variations well (Johnson & White, 2020). At some point, children must acquire varied forms, as well as social and linguistic contexts that condition their use; otherwise, the saplings will never reach language competence like adults.

4. CONCLUSION

It turns out that the findings in this research have an important study to study. The acquisition of early childhood language variations in a sociolinguistics perspective provides an idea of how the relationship between social and linguistics works. Based on the results of the study, it shows that the form of obtaining language variations of children aged 3 years in Camden Hamlet is that children use Javanese ngoko, Javanese of 'Kromo' and Indonesian. High social pressure can affect in the child's skills in the language. The lack of children in socialization will have an impact on children's speech disorders in the future. Therefore, a thorough investigation needs to be studied more broadly because it can lead to delays in children enriching their language.

This research suggests the importance of parental supervision in providing space for children to socialize in the child's environment. The role of parents is the main partner in a child's success in acquiring the child's language.

Further studies can raise questions about parents' efforts in preventing speech disorders and children's delays in speaking. It is then suggested to parents to constantly improve their understanding and knowledge efforts to provide good and safe learning assistance for children. Factors that affect triggers in speech disorders as well as children's skills in speaking need to be minimized. This study has limitations, especially in taking data as information which is mostly focused on the process of obtaining children's language. Therefore, further research needs to focus on children, the elderly, and the environment.

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