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Abstract

The purpose of this study was to look at language variations in early childhood speech at school. The method used in this research was descriptive qualitative. The subjects of this study were early childhood children at one of the Kindergarten school located in the city of Pematangsiantar. Language acquisition is obtained through the language of parents, as well as language in school and in the environment. The variety of languages obtained can be varied, the subjects studied used children as research subjects with different family backgrounds, there was a mixture of Batak Karo and Simalungun tribes, Batak Toba and Batak Karo, Batak Toba with Nias, Javanese with Batak. In early childhood, it is very easy to absorb language and it is easy to imitate the language obtained from parents, the environment and school so that the language used by children can vary. Data collection was carried out using the conversational and observational method of observing. The results obtained are that these five variations appear with various background factors. Dialect variations began to be used along with the development of his age at an early age, so that the acquisition of the language has begun to show its uniqueness.

Keywords: *language variation, teaching, early childhood, language acquisition.*

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Introduction

Language is the most important communication tool for humans. Human language is very dynamic so it can develop continuously. Humans use language to socialize, and express their thoughts (Purba, et. al., 2021). Therefore, language is the most basic need for humans. Language and culture are two things that mutually synergize with one another. Hymes said that language "as the symbolic guide to culture" (Guat, 2017). Language is often used as an indication of the existence of a culture. Many countries in the world make language as an identity, such as a cultural identity (Caroline et al., 2021). Some countries speak more than one language, and even their children speak one, two or more languages (Purba, Sinurat, and Herman, 2021). In order to understand the use of many languages in a society, it is helpful if the speaker already has the concept in mind. Language is considered as something special, because language is a human means of thinking which is the initial source of human understanding and knowledge. (Prihandini & Isnendes, 2020) As a symbol of understanding,

language has enabled humans to understand what is around them, and led him to have knowledge and expertise (Manullang et al., 2022). A child is expected to be able to master language knowledge not only from its grammatical structure, but also to master its culture, so that children can use the language properly and correctly, such as when, where, with whom they will speak (Rayanto, 2020). Children are not only required to master performance but also competence in language. Syakur et. al. (2022) explained that language variety is a variety of different languages caused by factors contained in society, such as age, education, religion, field of activity or profession, culture, and so on (Turnip et. al., 2021)s. This results in a variety of official (formal) and informal (non-formal) languages. (Sophocleous & Loannidou, 2020) expressed that formal variety is used at official events, of course with the choice of words that suit the situation. The language environment is very important for a learner to be successful in learning a new language (second language) (Herman et. al., 2022). The language environment is everything that the learner hears and sees regarding the second language being studied (Yumi et al., 2019). Things included in the language environment are situations in restaurants shops, conversations with friends, when watching television, reading newspapers, in the teaching and learning process in class, and so on. The quality of this language environment is important for learners to be successful in learning a second language, formal language. Factors that are also very influential in the process of language acquisition are environmental factors (Syaprizal, 2021).

From thinking that then humans try to find and research where language comes from, since when do humans speak, and where do humans get and learn it. Language is not automatically understood and mastered by a newborn human child. The various stages needed to be able to speak fluently and fluently and can be understood and understand what other people are saying. Language is a means of communication acquired by humans from birth. Mastery of a language by a child begins with the acquisition of the first language which often called the mother tongue (Salnita et al., 2019). (Johnson & White, 2019) define that language acquisition is a very long process since children do not know a language until they become fluent in the language. Language acquisition or language acquisition is a process that takes place in children's brains when they acquire their first language or mother tongue (Putri and Setiawan, 2022). The acquisition of language by children is one of the greatest and most amazing human achievements. That's why this issue gets so much attention (Prihandini & Isnendes, 2020).

Smith et al. (2007) stated that language acquisition is a process of human language development (Sityowati et al., 2022). Usually the acquisition of the first language is associated with the development of children's language while the acquisition of the second language relies on the development of the language of adults (Language Acquisition: On-line). The development of children's language also means the acquisition of the child's mother tongue (Suardi et al., 2019). However, there is also another view which says that there are two processes involved in language acquisition among children, namely language acquisition and language learning (Dtanjoeng & Sukanadi, 2021). Two main factors that are often associated with language acquisition are the nurture factor and the nature factor. However, Manurung et. al., 2020) also defined that language and linguistics researchers do not reject the importance of the influence of factors such as biology and environment (Husna, 2022). Studies have been carried out to see whether humans have indeed been equipped with biological tools for language skills as claimed by linguists Noam Chomsky and Lenneberg or whether language skills are the result of general cognitive abilities and human interactions with their environment. According to Fhlannchadha & Hickey (2019), all children from birth have been equipped with a common mechanical conscience for all human abilities, including language skills (Aulia et al., 2020). This general cognitive mechanism is used to master everything, including language. For Chomsky and Miller as well, this particular tool is known as the Language Acquisition Device (LAD) whose function is the same as that previously proposed by Lenneberg which is known as "Innate Propensity for Language". LAD is said to have been

possessed by every child naturally and with this conscience tool will allow children to be able to acquire their mother tongue easily and quickly.

Language acquisition has been studied intensively for more than two decades. At that time, much has been learned about how children speak, understand, and use language, but very little is known about the actual process of language development. One thing to note that language acquisition is very much determined by the complex interaction of aspects of biological, cognitive and social maturity. So that there are variations in the language obtained by students through the language acquisition process experienced. Therefore, it is necessary to conduct research to determine the variation of language acquisition that occurs in early childhood.

Methodology

The researchers used a qualitative descriptive method to report the results of the analysis. The results of observations were recorded and transcribed for later description in the form of a research report (Herman et al., 2022; Purba et al., 2022). The transcription results obtained from the respondents will be the answer about the variation of children's language in multilingual society (Rusdi, 2019).

The design of this research is to look at language variations in the speech of early childhood marriages of various ethnic groups living in the city of Pematangsiantar. Listen to the conversation and direct observation made to the speaker. The results of this study will provide an overview of the variations in the language mastered by the speakers. Participants in this study were children who were in kindergarten from various ethnic groups in the city of Pematangsiantar and were children who had been selected based on different ethnic marriages between father and mother. In conducting this research, data collection was carried out using the listening-engagement method and observing the speakers. Primary data is done by observation and interviews. Secondary data is done by literature study (Purba, Herman, Manullang, and Ngongo, 2021).

Results and Discussion

The variety of language variations obtained through the research results, namely there are various languages obtained by children. The first child who comes from the marriage of the Karo Batak (Father) with the Toba Batak (Mother) who lives in the Pematangsiantar city area where the environment is dominantly people with the Karo tribe, the child will dominantly know the Karo language, besides that he also gets his mother tongue, namely English Toba Batak and when entering kindergarten, Indonesian becomes the main language used in the daily life and activities of children, so that there are variations in language that children acquire through different language acquisition methods, namely by descent, mother tongue, environment and through education. . So in the case of the first child, he obtained variations of the Karo, Batak Toba and Indonesian languages when the child was in kindergarten, but based on the results of the analysis, none of the languages of the three languages could not be mastered properly so that there was mixing of languages in children.

The second child who comes from the marriage of the Simalungun Batak (Father) with the Toba Batak (Mother) who lives in the Pematangsiantar city area where the environment is dominantly people with the Karo tribe, the child will dominantly know the Karo language, besides that he also gets his mother tongue, namely English. Batak Toba and the father's language, namely Simalungun and when entering kindergarten, Indonesian becomes the main language used in the daily life and activities of children, so that there are variations in the language obtained by children through different ways of acquiring language, namely by descent, mother tongue, environment and through education. So in the case of the second child, he obtained variations in the Karo, Batak Toba, Simalungun and Indonesian languages when the child was in kindergarten, but based on the results of the analysis, one of the four languages could not be mastered properly, resulting in mixing of languages in children.

The third child who comes from a Javanese marriage (father) with a Karo Batak (mother) who lives in Pematangsiantar city area whose surroundings are dominantly people with the Karo tribe, the child will dominantly know the Batak Toba language, besides that he also gets his mother tongue, namely English. Batak Karo and when entering kindergarten, Indonesian becomes the main language used in the daily life and activities of children, so that there are variations in the language acquired by children through different language acquisition methods, namely by descent, mother tongue, environment and through education. So in the case of the first child, he gets variations in Karo, Batak Toba, and Javanese and Indonesian when the child is in kindergarten, but based on the results of the analysis, one of the four languages has not been mastered properly, resulting in mixing of languages in children.

The fourth child who comes from the marriage of Nias (father) with Nias (mother) who lives in the Pematangsiantar city area whose surroundings are dominantly people with the Karo tribe, the child will dominantly know the Karo language, besides that he also gets his mother tongue, namely Nias language and When entering kindergarten, Indonesian becomes the main language used in the daily life and activities of children, so that there are variations in the language that children acquire through different ways of acquiring language, namely by descent, mother tongue, environment and through education. So in the case of the first child he obtained variations of the Karo language, Nias language and Indonesian when the child was in kindergarten, but based on the results of the analysis, none of the languages of the three languages could not be mastered properly so that there was mixing of languages in children, from this case it is known that The environment is very influential on the language obtained by the child, even when the marriage is between one tribe with the same language but the child gets the language from the environment with the dominant language, namely Karo language, so it can be seen that the environment also plays an important role in language acquisition.

The fifth child who comes from the marriage of Batak Karo (Father) with Nias (Mother) who lives in the Pematangsiantar city area whose surroundings are dominated by people with the Batak Toba tribe, the child will dominantly know the Batak Toba language, besides that he also gets his mother tongue, namely Nias language and when entering kindergarten, Indonesian becomes the main language used in the daily life and activities of children, so that there are variations in the language that children acquire through different language acquisition methods, namely by descent, mother tongue, environment and through education. So in the case of the first child, he obtained variations of Nias language, Batak Toba language, and Nias language and Indonesian when the child was in kindergarten, but based on the results of the analysis, one of the four languages could not be mastered properly, resulting in mixing of languages in children.

Referred to the results presented in this research, the researchers would like to discuss and compare to previous research that has been conducted before by (Johnson & White, 2019) in their research entitled Development sociolinguistics: Children's acquisition of language variation. The researchers defined that both papers confirmed that developmental sociolinguistics is a rapidly evolving interdisciplinary framework that builds upon theoretical and methodological contributions from multiple disciplines (i.e., sociolinguistics, language acquisition, the speech sciences, developmental psychology, and psycholinguistics). From findings taken from both research paper and previous research, the researchers found that a core assumption of this framework is that language is by its very nature variable and that much of this variability is informative, as it is (probabilistically) governed by a variety of factors—including linguistic context, social or cultural context, the relationship between speaker and addressee, a language user's geographic origin, and a language user's gender identity. In short, it is becoming increasingly obvious that taking these aspects into account is crucial for creating accurate and ecologically sound models of language development. A more thorough knowledge of early social development will also necessitate a deeper understanding

of when and how language diversity effects children's social inferences and behavior given the key role that language plays in our social world. We predict a paradigm shift in how many language researchers approach the problem of early acquisition as the cross-pollination between once separate domains proceeds.

Conclusion

There are factors that influence the different language variations obtained by children are: 1) Hereditary factor, marriage between 2 tribes with different languages, 2) Environmental factors, the environment around the child forces him to know the language in the environment so that he can socialize well and survive, 3) Educational factors, in education at an early age children will be taught formal language, this language will be used in everyday life. These results in a variety of official (formal) and informal (non-formal) languages were used with the choice of words that suit the situation taken from several variations of language obtained by children from different ways of acquisition.

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