Sentence Acquisition in Javanese Language: A Perspective on the Level of Javanese Language Awareness of Elementary School Students in Indonesia

Endang Sri Maruti[1], Parji[1]

[1] Universitas PGRI Madiun, Madiun, Indonesia
`endang@unipma.ac.id`

Abstract. The number of languages that must be mastered by children makes the ability to master the mother tongue hampered. Javanese is one of the regional languages that have an essential role in Indonesian culture and history. The role of this language in everyday life is closely related to the identity and unity of a community. Therefore, understanding and ability to use Javanese is an important aspect that needs to be developed from an early age. This article focuses on the acquisition of sentences in Javanese by elementary school students, emphasizing students' level of awareness of sentence structure and grammar in Javanese. To explain the focus, the researcher used descriptive-qualitative. Data are collected from 12 children by observation. Data are analyzed by distributional analysis. The results showed that the Javanese sentence forms in elementary school-age children included the level of a simple sentence. The more complex the sentences are, the higher the level of awareness of elementary school children.

Keywords: Elementary School, Forms Of Sentence, Javanese Language Awareness, Patterns Of Sentence

1   Introduction

The Javanese language has a long and rich history, with various cultural and literary levels [1]. The use of this language has evolved and cultural influences from various sources. In Indonesia, Javanese is seen as a symbol of identity and pride for the Javanese people. In elementary schools, Javanese is usually taught as part of the local curriculum [2]. However, over time, Javanese is sometimes displaced by Indonesian and English, especially in urban environments. Therefore, it is essential to understand how elementary school students interact with Javanese and to what extent they have mastered it.

Elementary school age is a golden age in child development, including language development [3]. At that age, children begin to hear and recognize new words from their environment. The words that are heard are then assembled into sentences. The sentences produced by children at this age are interesting to study. Simple sentence structures in Javanese, such as incomplete or incomplete sentences, are typical of sentences made by children.

Language acquisition is adjusting a series of increasingly complex hypotheses [4]. Acquisition of reading sentences in Javanese in elementary school-age children involves several important aspects [5]. First, students must recognize the phonology and phonemes in this language to understand the pronunciation and intonation of words. Second, they must understand grammatical structures, such as the arrangement of subjects, predicates, and objects in Javanese sentences. Third, vocabulary and understanding verb conjugations are essential for constructing correct sentences.

Research conducted on language development in children is certainly inseparable from the views, hypotheses, or psychological theories adopted. In this case, history has noted three ideas or theories in the development of children's language [6]. Two controversial views were put forward by American experts, namely the view of nativism, which argues that language acquisition in children is natural (nature), and the theory of behaviorism, which argues that language acquisition in children is "feeding" (nurture). The third theory emerged in Europe from Jean Piaget, who argued that language acquisition is an ability that comes from cognitive maturation, so his view is called cognitivism [7].

Acquiring this sentence is influenced by the environment around students, including family, peers, and the school environment. The Javanese language encountered in daily interactions will help students internalize their grammar and sentence patterns.

This research focuses on the form and pattern of Javanese sentences for elementary school-age children at MIS Islamiyah Madiun City. Based on these problems, this study aims to find and describe the structure and pattern of Javanese sentences in MIS Islamiyah Madiun City.

2   Method

This research is descriptive qualitative language research. Research data sources in a study include children who follow learning at MIS Islamiyah Madiun City as 12 children. Data was collected using non-participant observation. The main instrument is the researcher. Recording tools and note-taking tools are positioned as data collection tools. The validity of the data was tested by extending the duration of observation, persistence, accuracy, and triangulation. Data analysis was carried out using a distributional analysis model. The data analysis method used is *agih* with techniques for direct elements, lesap, replacement, expansion, insertion, reverse, and transformation techniques [8]. The research data is in the form of the results of children's speaking activities with the application. Data were collected by questionnaires and from observations during the activity and strengthened by data from interviews with children. Researchers try to build interactions with children like friends so they can be open in expressing perceptions or meanings as the data that researchers need.

The collected data is then analyzed by referring to the flow model [9]. The data analysis consists of data reduction, data presentation, then drawing conclusions. The

three stages of analysis are described as follows: (a) writing margin notes on field notes; (b) writing reflective sentences on notes; (c) making a summary sheet on field notes; (d) creating a metaphor; (e) writing codes, memos; (f) note patterns and themes; (g) calculating the frequency of the code; (h) recording relationships among variables, forming logical proof-chains; and (i) making contrasts and comparisons.

3   Discussion

Each sentence consists of two elements. The first element is intonation, and the second is mainly in clauses, although some are non-clauses. The clause itself is explained as a grammatical unit consisting of a predicate (P), whether accompanied by a subject (Subj), object (Obj), complement (Compl), and adjective (Adj). This also applies to sentences produced by children. Sentences made by children based on the number of clauses are divided into two, namely (1) single sentences and (2) compound sentences. However, only a single sentence form is discussed in this paper.

A single sentence is a sentence that consists of only one clause. Sentence patterns can be determined from the pattern of the clauses that form it. Clause patterns in single sentences produced by children can be analyzed based on three things: (a) the function of the elements, (b) the category of words or phrases that are the elements, and (c) the meaning of the elements. However, the three categories above were included in one successive analysis. The functional element that must be present in every clause is the verb element. The four elements are arbitrary, meaning there may or may not be.

Based on the number of functional elements present, the clause patterns in single sentences produced by preschoolers can be classified into four: (a) one element; (b) two elements, (c) three elements, and (d) four elements. The following is an analysis of clause patterns in single sentences produced by preschoolers based on functional, categorical, and meaning analysis.

3.1   Clause Pattern Consisting of One Element

The element in the clause that must be present in the sentence is the Predicate element. Likewise, in the single sentences produced by preschoolers, some consist of only one Predicate element. The following is the data that states this.

> (1) Adin: *Arep nulis '(I) want to write'*
>
> Mother: *Nulis apa?* 'what do you write?'

Sentence (1) *arep nulis*, in addition to intonation, also consists of one clause, namely *nulis*, which only consists of verbs, and the subject is discarded. The complete clause: *Aku arep nulis* 'I want to write'.

The element '*aku,*' which in speech is not spoken by Adin, occupies the Subject function, and the element of wanting to write occupies the Predicate function. Furthermore, if the word or phrase that occupies the Predicate function is examined, the phrase that occupies the Predicate function is included in the Verbs category. This is a functional and categorical analysis.

In the analysis of meaning, the Verbs shaped Predicate function above states the meaning of the action.

Other data, which is a sentence and only consists of one Predicate element are as follows.

(2)   Sal   : *Numpek* [numplek] 'tumpah' 'spilled'

      Teacher : *Ati-ati* 'be carrefull'

Data (2) only consists of Predicate or Subject elements in the clauses produced by children in elementary school. The elements Object alone can also be a sentence. This is done when the speaker answers questions from the speech partner. The following is the data that states this.

(3) Mother: *Apa sing mbok gambar*? 'What did Ravy draw?'

      Ravy: *cacing* 'Worms.'

In addition to intonation, the sentence *cacing* 'worm' also consists of one clause, *worm*, which only consists of Obj. Subj and the Pred are discarded. The complete clause is: *Aku nggambar cacing 'I draw a worm.'* Furthermore, the Obj function is included in the category Noun.

3.2   Clause Pattern Consisting of Two Elements

The element in the clause that must be present in the sentence is the Pred element. In addition, it is arbitrary. Likewise, in the single sentences produced by preschoolers, many consist of only two elements. The first data is a clause consisting of two elements: Subj and Pred.

(4) Teacher   : *Sapa sing bisa nulis*? 'Who can write?'

    Syifa   : *Aku isa.* 'I can'

The sentence *aku isa*, in addition to its intonation, also consists of one clause, namely *aku isa*, which consists of two elements, namely *aku 'I'* occupies the Subj

function and *isa 'can' occupies* the Pred function. *Isa* belongs to the category of Verbs. In the analysis of meaning, *I* state the meaning of the actor and can express the meaning of the action. Thus the description that can be described starting from the functional, categorical, and meaning analysis of the data is as follows.

Other data that state the element of Subj-Pred but from different categories can be seen in the following data analysis.

(5)   Syifa   : *Kuwi bale.* 'that is ball'

If data (4) and (5) consist of elements Subj and Pred, the following data also consists of the same two elements, but the order is reversed, namely Pred and Subj. The following is the analysis of data (6).

(6)   Ravy   : *Numplek banyune.* 'The water is spilled.'

Other data, a sentence consisting of two elements, Pred and Obj, are as follows.

(7)   Ravy   : *enek setan gundhul.* 'There is a bald devil'

Sentence (7) *Enek setan gundhul*, in addition to its intonation, consists of two elements, namely the *enek* 'there is' occupied the Pred function, and *a bald devil* occupies the Obj function *enek* belongs to category Verb and *bald devils* belongs to category Noun. In the analysis of meaning, *enek* states the meaning of action, and *bald devil* states the meaning of complement.

3.3   Clause Pattern Consisting of Three Elements

A clause in a sentence can consist of three different elements. In this study, there were four variations of clause patterns in sentences produced by preschoolers: (1) Subj-Pred-Obj and (2) Subj-Adj-Pred. The first data is a clause with a Subj-Obj-Pred pattern. Many preschool-age children's sentences consist of Subj-Obj-Pred elements.

(8)   Yuda: *Aku numpak bis.* 'I took the bus'

Yuda's sentence above, in addition to its intonation, also consists of one clause, namely *Aku numpak bis*, which consists of three elements: *I* occupy the Subj function, *numpak* occupies the Pred function, and *bis* occupies the Obj function. If analyzed categorically, *I* belong to the category Noun, *numpak* to Verb, and bis to Noun. In the

analysis of meaning, *I* state the meaning of the actor, *numpak* states the meaning of action, and *bis* states the meaning of the sufferer. Thus, the description can start from the above functional, categorical, and meaningful data analysis.

In the field of syntax, children start language by saying one word or part of a word [10]. This word, for the child, is actually a complete sentence. That is because the child cannot say more than one word yet. The child only takes one word from the whole sentence. This is called the One-Word Speech (OWS); in terms of syntax, OWS is very simple because it only consists of one word. But in terms of semantics, OWS is complex because this word can have multiple meanings. One-word utterances that have multiple meanings are called holophrastic utterances. OWS, the child does not just choose the word, the child will choose a word that provides new information.

In this case, sentences that are mastered well by children aged three to four years are in the form of declarative sentences, imperative sentences, and interrogative sentences. At the age of three to four years, children often start declarative sentences with new information expected to be recognized by the listener [11]. The imperative form often used by children aged three to four years is the inclusive imperative form [12]. In this case, the words *yo* or *let* are often used. In what/where interrogative sentences, there is a sequence, namely interrogative sentences that ask what or who is mastered earlier than those that ask why and how.

The understanding and production of interrogative sentence forms have a sequence of developmental interrogative sentence forms that use (a) interrogative intonation, changing word order, affirming yes, affirming yes, emphasizing no, prefix no, interrogative pronoun what, and interrogative pronoun where, (b) interrogative pronoun who, (c) appendages not, (d) appendages yet, (e) interrogative pronouns where, where, where, from where, how, how much, and why [13]. While the harmony of understanding and production of interrogative sentence forms in Indonesian children at the telegraphic stage has an order of development of interrogative sentence forms that use (a) interrogative intonation, (b) changing word order, (c) affirming yes, what, no appendages, who interrogative pronouns, appendages not, appendages yet, interrogative pronouns where, where, and which.

The various effects of these activities have also been investigated by many parties [14], [15]. Language development activities have been carried out with various media, both manual and digital [16]. In Indonesia, language development is carried out in Indonesian subjects [17] and general activities in elementary school [18], [19]. Apart from school, literacy at the family level has also been studied [20]. However, so far, there have been few studies to improve and maintain the level of awareness of Javanese elementary school students.

The development of children's language in this period of elementary school age increases from spoken to written language. Their ability to use language develops with the acquisition of written language or written language acquisition. In this case, the language acquired is written by speakers of that language, the teacher or writer. Children begin to learn other media for language acquisition, namely writing and spoken language in their early life.

4   Conclusion

Sentence patterns produced by elementary school students based on the number of clauses they have are divided into (a) single sentences and (b) compound sentences. Sentence patterns can be determined from the pattern of the clauses that form it. This study only focuses on children's speech in the form of sentences. Many sentences were obtained in data collection but were not used because children often repeat the same sentence. This study also needs to focus on the order of sentence acquisition. The data are presented randomly. For this reason, other research can be further deepened about the order of children's sentence acquisition, especially in children's age. And it would be even better if the research was conducted longitudinally.

Authors' Contributions

The contributions of the first author are as the principal investigator, and the second author is a co-investigator in this research.

Acknowledgments

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