



The Effect of Indonesian Morphological Inference on Language Development in Early Childhood

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Abstract. Nowadays, inter-country marriages are no longer a strange thing. Differences in parental communication patterns and the use of more than one language in the family affect the process of language development in early childhood, which causes multilingualism and differences in word and sentence structures from Indonesian to its inferred language. This study aims to determine the effect of Indonesian morphological inference at YouTube Ueno Family Japan on language development in early childhood. This study uses a descriptive-qualitative method with the subject being the Ueno Family, where the father is a Japanese citizen and the mother is an Indonesian citizen who is accustomed to using Javanese. Data collection in this study used the listening and recording technique with three stages of analysis, namely data reduction, data presentation, and conclusions with verification. The results of this study show that parents and children communicate in Indonesian, Japanese, and Javanese, which results in the discovery of Indonesian inference in the morphological field, namely the use of basic words, pronouns and nouns, nouns and adverbs, adjectives, abbreviations, reduplication, compounding and affixation me- and ber- which is a combination of Indonesian, Javanese, and Japanese as well as sentence structure errors in Indonesian. It turns out that doesn't make the children confused but instead makes the children have multilingual abilities and easily adjust the language they want to say according to the situation. Based on this, it can be concluded that the language used by parents greatly influences the development of early childhood language.

Keywords: Early Childhood, Indonesian Morphology, Inference, Language Development.

1 Introduction

Nowadays, inter-country marriages are no longer a strange thing in Indonesia. According to Salakay (in Wulandari & Abdullah, 2024), the rapid development and civilization of mankind supported by technological advances can be one of the causes of human mobility. This human mobility makes it easier for individuals to communicate and interact with other people who have different cultures. Interaction can pave the way for someone to have a multicultural marriage (Wulandari & Abdullah, 2024). When someone decides to get married, it means that they are also ready to marry their family, not just their children. Couples from multicultural marriages will have different parenting

patterns because the cultures they adhere to are not the same. Every society must have a culture that is embedded and passed down from the previous generation. This culture will continue until a child becomes a pair of parents (Wulandari & Abdullah, 2024).

Multiculturalism is an identifying feature of modern society (Kupriianova & Kupriianova, 2024). Multicultural families are generally composed of different nationalities, races, and cultures in which one parent is from another country. Fitria (in Wulandari & Abdullah, 2024), stated that the cultural factors possessed by each individual from a multicultural marriage couple will greatly influence their parenting patterns in the future. In addition, the habits they bring from their families or previous environments can also influence parenting patterns and children's language, which allows bilingualism to emerge in children.

Bilingualism is increasingly recognized as a crucial social and personal growth skill due to the expanding global cultural interactions (Liu et al., 2024). Differences in parental communication patterns and the use of more than one language in the family certainly affect the process of children's language development, which gives rise to multilingualism and differences in word and sentence structures from Indonesian to its inferential language.

Early teaching and exposure to a second language in education enhance children's proficiency in their native language and help them develop a basic understanding and application of the second language from a young age. Early exposure and acquisition of language are crucial for the sustained development of children's linguistic abilities (Liu et al., 2024).

McGraw (in Zulkifli, 2018), states that language acquisition has a sudden and abrupt start and has a gradual start, from prelinguistic motor to social and cognitive achievements. One of the main sources comes from the mother tongue and environmental influences of the speaker. Bilingualism is the alternative use of two or more languages by the same individual. Morphology is a branch of linguistics that investigates the ins and outs of different word structures, as well as the possibility of changes in word groups and meanings due to changes in word structure (Santoso, 2021a; 2021b). Inference is an error caused by a tendency in the pronunciation (speech) of one language towards another language, including the pronunciation of sound units, grammar, and vocabulary. Interference occurs as a result of carrying over speech habits of the mother tongue or dialect into the second dialect language. Early childhood (0 to 6 years) is a golden age where stimulation of all aspects of development plays an important role in subsequent developmental tasks. The early period of a child's life is important in a child's life span (Aguayo et al., 2023).

This research aims to analyze Indonesian morphological inference and its influence on early childhood language development. Similar research was conducted by Zulkifli (2018) by analyzing the text of the Makassar language compositions created by students. The results of this research were the discovery of forms of linguistic interference such as the use of affixing words from Indonesian in students' Makassar language compositions. In addition, another study is Atmawijaya (2023) by conducted language tests or linguistic assessments of BIPA learners. The object of this research is Indonesian which is studied by native Filipino speakers who focus on morphological structures in

the language acquisition process. The results of this research are the discovery of morphological interference between Filipino and Indonesian in the context of second language learning.

The novelty of this research compared to previous research is in its focus and media. This research focuses more on the speech produced by someone on the YouTube platform. Apart from this, the content of the “Ueno Family” family which teaches multilingual communication to its children introduces different ways of using Indonesian, which have not been analyzed in depth. In this study, communication patterns between elements and the introduction of morphology in multilingual children were examined. This research also aimed to determine the morphological inference of Indonesian in the speech of young children who have parents from two different countries and are used to communicating in three languages at once and to determine the influence on their language development.

2 Method

The method in this study is a qualitative approach with descriptive research. The data collection techniques in this study are listening and note-taking. According to Sudaryanto (2015, in Mulvieana (2021), the listening technique is the provision of data by listening to data on language use, while the note-taking technique is an advanced technique of the listening technique that provides data by recording it on a data card. The note-taking technique used in this research is to record words, phrases, or sentences that experience a shift in meaning.

The research object in this study is the Ueno family speech in the “Main di Taman Pulang Liwetan Bestie (Playing in the Park After Returning from Liwetan Bestie)” episode, where the father is a Japanese citizen and the mother is an Indonesian citizen who is accustomed to using Javanese. According to Miles & Huberman (in Sugiyono, 2017), data analysis techniques can be done in the following ways: a. data reduction: after obtaining the data, the next stage is to analyze the data through data reduction; reducing data means summarizing, selecting, and sorting the main points, focusing on the important things, and looking for themes and patterns; b. data display: in the presentation of data that is most often used in qualitative research, it is with narrative text/words and is easy to understand; c. conclusion: drawing or verification: in the final stage, the researcher makes a conclusion based on the data that has been processed through data reduction and data presentation (Urohmah, 2023).

3 Findings and Discussion

Based on the research conducted using the listening and note-taking technique, several symptoms of Indonesian language morphological interference were obtained from the speech of Ueno Family Japan in the Episode “Playing in the Park After Returning from Liwetan Bestie”, where parents and the children communicate in Indonesian, Japanese, and Javanese, which resulted in the discovery of Indonesian language inferences in the field of morphology. Those inferences include uses of basic words, personal pronouns,

nouns and adverbs, adjectives, abbreviations, reduplications, compounding, and errors in the use of affixations me-, ber-, which are a combination of Indonesian, Javanese, and Japanese, combinations of Indonesian, Javanese, and Japanese and sentence structure errors in Indonesian

3.1 Basic Word

Based on Figure 1 regarding the implementation of the BCCT learning model, it is noted that out of a total of 43 respondents, 33 or 76.2%, have already implemented the BCCT method in their classrooms. Meanwhile, 6 respondents or 14.3% reported not implementing the BCCT method, and 4 respondents or 9.5%, chose not to answer.

In the utterances of the Ueno Family Japan in the episode “Playing in the Park After Returning from Liwetan Bestie”, several basic words were found that gave rise to Indonesian morphological inferences which can be seen in Table 1.

Table 1. Basic words in the Ueno Family Japan speech in the episode “Playing in the park after returning from *liwetan* bestie “

Morpho-logical Processes	Amount of data	Examples of Indonesian Inference Vocabulary Forms	Indonesian Inference Data
Basic Word	4	M: “ <i>Yang tadi yang kouen. Di mana?</i> <i>Tadi ada <u>kōen</u> Papa.</i> <i>Awas nanti</i> <i><u>njebur</u>: Noh, di sana ada Kōen.</i> <i>Noh bagus noh.”</i> “That was the garden. Where? There was Papa’s garden. Be careful later fall. Yes, there is a park there. Yes, that’s good. R: “ <i>Boleh <u>main</u> gak?”</i> “Can I play or not?” M: “ <i>Boleh sayang.</i> ” “Yes, darling.”	M: “ <i>Tadi tamannya di mana ya? Tadi ada taman Papa. Awas nanti tercebur. Itu, di sana ada taman. Itu bagus!”</i> “Where was the park earlier? There was Papa’s garden earlier. Watch out if you fall. Well, there’s a park over there. That’s good!” R: “ <i>Boleh <u>bermain</u> tidak?”</i> “Can I play or not?” M: “ <i>Boleh sayang.</i> ” “Yes, darling.” Speech description: <i>Kouen</i> : park (Japanese language) <i>Njegur</i> : splashed (Javanese language)

Based on Table 1, the research subjects uttered four basic words, namely the word gede, which comes from Indonesian and is commonly used in Indonesian conversations with

the meaning 'big', and the word *kouen*, which comes from Japanese and means 'garden'. These words are inserted into complete sentences in Indonesian at the same time. This induced Indonesian inferences that produce non-standard sentences.

Although the research subjects spoke in different languages, the interlocutors still understood what was meant. This was because the children were accustomed to communicating in more than two languages every day. This is in line with Hurlock (1993) who stated that bilingualism is the ability to speak two languages. Bilinguals also can understand both a foreign language and their mother tongue, especially in terms of basic skills such as listening, speaking, reading, and writing. Based on this data, it can be concluded that children who are raised in a bilingual environment will have the ability to speak two or more languages simultaneously.

3.2 Pronouns and Nouns (Words for People)

Several Indonesian morphological inferences that were caused by the combination of Pronouns and Nouns (words for people) in the Ueno Family Japan episode "Playing in the Park After Returning from Liwetan Bestie" can be seen in Table 2.

Based on Table 2, the research subjects uttered the pronoun *Mbah* (grandfather), which comes from Javanese and means 'grandfather'. This word was inserted into a complete sentence which is a combination of Indonesian and Javanese at the same time. This induced an inference of Javanese, which produces non-standard sentences. Based on this, it can be seen that the child understands what his parents are saying, they seem to have easily adjusted and easily code-switched according to the place, situation, and person they are talking to.

3.3 Errors in The Use of Affixations Me- and Ber-

In the Ueno Family Japan speech episode "Playing in the Park After Returning from Liwetan Bestie", several errors in the use of the affixations *me-* and *ber-* were found which gave Indonesian morphological inferences as can be seen in Table 3. Based on Table 3, the research subjects uttered eight sentences that had the wrong use of affixes *me-* and *ber-*, for example in the word *ngayuh* (to pedal). The word is not standard because it is used in oral Indonesian conversation. The word *ngayuh* is incorrect, and the correct word is *mengayuh* (to pedal). This gives an inference of Indonesian, which produces non-standard sentences and produces sentences that are confusing and slightly difficult for the interlocutor to understand

3.4 Nouns and Adverbs

In the Ueno Family Japan's speech in the episode "Playing in the Park After Returning from Liwetan Bestie", several nouns and adverbs were found seen in Table 4. Based on Table 4, three several nouns and adverbs were found which caused morphological inferences in Indonesian. In the quote "I saw a snake earlier!", the boy utters words that are a mixture of Indonesian and Japanese. If you look at the sentence structure, it is not clear enough, which confuses the mother.

Table 2. Pronouns and nouns (words for people) in the Ueno Family Japan speech in the episode “Playing in the park after returning from *liwetan* bestie”

Morphological Processes	Amount of data	Examples of Indonesian Inference Vocabulary Forms	Indonesian Inference Data
Pronouns and Nouns (words for people)	3	R: “ <i>Video, video.</i> ” “ <i>Video, video.</i> ” M: “ <i>Lewatnya dari sana berarti mutar? Oh dari sana Rit, gak bisa best! Ini anu, ini tergenang ininya, ini apanya. Ayo, Rit! Ininya tergenang best, jadi gak bisa, noh! Mbah, ora kenek Mbah, kok malah rono, keemplung koe Mbah!</i> ” “Going from there means going around? Oh from there Rit, it can’t be better! This is what, this is flooded, this is what. Come on, Rit! It’s flooded at best, so it can’t be done, this! Grandpa, you can’t, Grandpa, why did you go there, you fell, Grandpa!”	R: “ <i>Video, video.</i> ” “ <i>Video, video.</i> ” M: “ <i>Lewatnya dari sana berarti berputar? Oh dari sana Rit, tidak bisa best! Ini airnya tergenang. Ayo, Rit! Mbah, tidak boleh, Mbah, kok malah kesana, tercebur kamu Mbah!</i> ” “Going from there means going around? Oh from there Rit, it can’t be better! This is what, this is flooded, this is what. Come on, Rit! It’s flooded at best, so it can’t be done like this! Grandpa, you can’t, Grandpa, why did you go there, you fell, Grandpa!” Speech description: <i>Mbah</i> : grandfather (Javanese language)

Table 3. Errors in the use of affixations *me-* and *ber-* in speech Ueno Family Japan in the episode “Playing in the park after returning from *liwetan* bestie”

Morphological Processes	Amount of data	Examples of Indonesian Inference Vocabulary Forms	Indonesian Inference Data
Errors in the use of affixations <i>me-</i> and <i>ber-</i>	8	M: “ <i>Aturan sini ada wisata yang bebek-bebek bagus kali ya, Papa ya.</i> ” “The rules here are duck tourism-Looks like a nice duck, Papa.” P: “ <i>Bebek?</i> ”	M: “ <i>Aturan di sini ada wisata bebek-bebekan bagus sepertinya, Papa.</i> ” “The rules here are duck tourism-Looks like a nice duck, Papa.” P: “ <i>Bebek?</i> ” “ <i>Duck?</i> ”

“Duck?” M: “<i>Iya, itu loh yang kita ngayuh sepeda ituloh.</i>” “Yes, that’s what we have to do pedaling that bicycle.”	M: “<i>Ya, itu loh yang kita harus <u>mengayuh</u> sepeda itu.</i>” “Yes, it’s something we have to pedal like bicycle.” Speech description: The word “<i>ngayuh</i>” is not correct, the correct word is “<i>men- gayuh</i>” (pedaling) (Indonesian language)
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Table 4. Nouns and adverbs in the Ueno Family Japan speech in the episode “Playing in the park after returning from *liwetan* bestie”

Morphological Processes	Amount of data	Examples of Indonesian Inference Vocabulary Forms	Indonesian Inference Data
Nouns and Adverbs	3	R: “<u>Hebi!</u>” “Snake!” M: “<i>Hebi? Nani-monai!</i>” “Snake? There isn’t any!” N: “<i>Dia aku ada karena <u>Hebi</u>.</i>” “I saw a snake earlier!” M: “<i>Karena <u>Hebi</u>?</i>” “Because of snakes?”	R: “<i>Ular!</i>” “Snake!” M: “<i>Ular? Tidak ada!</i>” “Snake? There isn’t any!” N: “<i>Tadi aku lihat ular!</i>” “I saw a snake earlier!” M: “<i>Karena ular?</i>” “Because of snakes?” Speech description: <i>Hebi</i>: Snake (Japanese)

3.5 Adjectives

In the Ueno Family Japan’s speech episode “Playing in the Park After Returning from Liwetan Bestie”, adjectives that gave morphological inferences in Indonesian are seen in Table 5. From overall data, the research subjects uttered five adjectives, namely the word *gede* (big) a word that is usually used in everyday Indonesian conversation; *nakal* (naughty), which comes from Indonesian and means likes to do bad things; the word *eling*, which comes from Javanese and means ‘aware’, the word *sugoi*, comes from Japanese which means ‘cool’, and the word *panas*, comes from Indonesian with the meaning hot or the opposite of cold.

These adjectives are then inserted into Indonesian conversations and cause Indonesian inferences that produce non-standard sentences. In the text excerpt, the child still understands what his parents are saying; this happens because they are used to knowing adjectives and practicing them in their environment in everyday life, according to the habits taught by their parents since they were born.

Table 5. Adjectives in the Ueno Family Japan speech in the episode “Playing in the park after returning from *liwetan* bestie”

Morphological Processes	Amount of data	Examples of Indonesian Inference Vocabulary Forms	Indonesian Inference Data
Adjectives	5	M: “ <i>Ya Allah, anak hamba nakal Ya Allah!</i> ” “Oh my God, my naughty child. Ya Allah!” N: “ <i>Jangan gitu, jangan gitu.</i> ” “Don’t be like that, don’t be like that.” M: “ <i>Ya Allah, anak hamba, sakit hati Ya Allah. Ampunilah anak hamba Ya Allah, dia marah-marah sama hamba Ya Allah.</i> ” “Oh Allah, my son, my heart hurts. Ya Allah. Forgive my child, yes, God, he was angry with me O Allah”.	M: “ <i>Ya Allah, anak hamba nakal Ya Allah!</i> ” “Oh my God, my naughty child. Yes Allah!” N: “ <i>Jangan begitu, jangan begitu.</i> ” “Don’t be like that, don’t be like that.” M: “ <i>Ya Allah, anak hamba, sakit hati Ya Allah. Ampunilah anak hamba Ya Allah, dia marah-marah kepada hamba Ya Allah.</i> ” “Oh Allah, my son, my heart hurts. Yes, Allah. Forgive my child, yes God, he was angry with me O Allah. You later it would be... oh, my God.” Speech description: <i>Nakal</i> : Naughty (Indonesian adjective)

3.6 Reduplication

In the Ueno Family Japan’s speech in the episode “Playing in the Park After Returning from Liwetan Bestie”, reduplication was found which induced the morphological inference of Indonesian which is in Table 6.

Table 6. Reduplication in the Ueno Family Japan speech in the episode “Playing in the park after returning from *liwetan* bestie”

Morphological Processes	Amount of data	Examples of Indonesian Inference Vocabulary Forms	Indonesian Inference Data
Reduplication	3	M: “ <i>Kita lihat sini, ayo!</i> ” “Let’s see here, come on!” N: “ <i>Tanoshī!</i> ” “Exciting!” P: “ <i>Sugoi!</i> ” “Cool, yeah!” M: “ <i>Pelan-pelan. Awas jangan mlayu-mlayu. Awas Nat!</i> ” “Slow down. Be careful, don’t run! Watch out, Nat!”	M: “ <i>Kita lihat sini, ayo!</i> ” “Let’s see here, come on!” N: “ <i>Seru!</i> ” “Exciting!” P: “ <i>Keren, ya!</i> ” “Cool, yeah!” M: “ <i>Pelan-pelan. Awas jangan lari-lari!</i> ” “Slow down. Be careful, don’t run! Watch out, Nat!” Speech description: <i>Mlayu-mlayu</i> : Run (Javanese)

Based on Table 6, the research subject uttered three reduplication words, namely *mlayu-mlayu*, which comes from Javanese, and *pelan-pelan* (slow down) which comes from Indonesian. The word *pelan-pelan* (slow down), comes from Indonesian which means not too fast or too slow. These words give rise to inferences in Indonesian which produce non-standard sentences and different interpretations for people who do not understand the context of the research subject’s conversation. Even so, the child and the husband who are the mother’s interlocutors understand and can follow the mother’s directions.

This is in line with Weinreich’s (1968) social context theory. Weinreich stated that bilingualism is not just using two languages, but using them in different social contexts. A person’s social environment and daily habits influence the way they speak. In this case, a child learns to understand the words spoken by both parents based on their social environment, even though they speak three different languages: Indonesian, Javanese, and Japanese.

3.7 Compounding

In the Ueno Family Japan’s speech in the episode “Playing in the Park After Returning from *Liwetan* Bestie”, compounding was found which caused the morphological inference of Indonesian as shown in Table 7. Based on Table 7, the research subjects uttered two abbreviated words, namely quality time, which comes from English, namely quality and time, quality time is a combination of two words that produce a new meaning.

In addition, these words are incorporated into the Indonesian vocabulary, resulting in unusual conclusions in Indonesian.

Table 7. Compounding in the Ueno Family Japan speech in the episode “Playing in the park after returning from *liwetan* bestie”

Morphological Processes	Amount of data	Examples of Indonesian Inference Vocabulary Forms	Indonesian Inference Data
Compounding	2	M: “ <i>Sekarang aku mau <u>quality time</u> sama anak-anak.</i> ” “Now I want quality time with the kids.”	M: “ <i>Sekarang aku mau <u>quality time</u> bersama anak-anak.</i> ” “Now I want quality time with the kids.”
			Speech description: Quality+Time: A combination of two words that produce a new meaning

3.8 Word Structure Errors

In the Ueno Family Japan’s speech in the episode “Playing in the Park After Returning from Liwetan Bestie”, Structural word errors were found which led to Indonesian morphology inferences as shown in Table 8.

The research subjects uttered sentences with incorrect word structures such as “Dia aku ada karena Hebi” (see Table 4), and the boy uttered words that were a mixture of Indonesian and Japanese. If you look at the sentence structure, it is not clear enough, which confuses the mother. In addition, the mother also utters structurally wrong sentences, resulting in double meanings, for example, in the sentence “Kok, lautannya dekat ya, bukan laut airnya?” (“Why is the sea so close? Not the sea, the water!”). This is a sentence with the wrong structure, the correct sentence is “Mengapa lautnya sangat dekat ya? Bukan lautnya, airnya!”.

This agrees with Treffers-Daller’s theory that children’s creative use of grammatical elements from both languages (also called bilingual bootstrapping, Gawlitzeck-Maiwald and Tracy 1996) and their tendency to mix in function words from their other language that are not commonly seen in adults could be examples of congruent lexicalization

Table 8. Word structure errors in the Ueno Family Japan speech in the episode “Playing in the park after returning from *liwetan* bestie”

Morphological Processes	Amount of data	Examples of Indonesian Inference Vocabulary Forms	Indonesian Inference Data
Word Structure Errors	4	M: “<i>Eh ada kadal, ada kadal.</i>” “Kadal bahasa jepangnya apa? Tokage?” “Eh, there’s a lizard, there’s a lizard. Language lizard What’s Japan? Tokage?” P: “<i>Kok, lautannya dekat ya, bukan laut airnya?</i>” “Why is the sea so close? Not the sea, the water!” M: “<i>Iya, terlalu dekat banget, ya?</i>” “Yeah, too close.”	M: “<i>Eh ada kadal, ada kadal. Kadal bahasa Jepangnya apa? Tokage?</i>” “Eh, there’s a lizard, there’s a lizard. Language lizard. What’s Japan? Tokage?” P: “<i>Mengapa lautnya sangat dekat ya?</i>” <i>Bukan lautnya, airnya!</i> “Why is the sea so close? Not the sea, the water!” M: “<i>Ya, terlalu dekat.</i>” “Yeah, too close.”

3.9 Merging Indonesian, Javanese, and Japanese

The Ueno Family Japan’s speech in the episode “Playing in the Park After Returning from Liwetan Bestie” showed the merger of Indonesian, Javanese, and Japanese which led to the morphological inference of Indonesian as seen in Table 9.

Based on Table 9, the research subjects uttered thirteen words which were a combination of Indonesian, Javanese, and Japanese, which were then inserted into a complete sentence that was a combination of Indonesian, Javanese, and Japanese at the same time. This gave rise to an inference of Indonesian which resulted in non-standard sentences. Bilingual children have higher cognitive and social sensitivity to understand language and cultural differences. These children tend to be more flexible in adapting to new situations and can accommodate different perspectives. Based on this explanation, the researcher will explore more deeply the social development of bilingual children, especially in early childhood.

The results of this research show that parents and children communicate in Indonesian, Japanese, and Javanese, which resulted in the discovery of Indonesian language inferences in the field of morphology, namely 4 uses of basic words, 3 personal pronouns, 3 nouns and adverbs, 5 adjectives, 2 abbreviations, 2 reduplications, 1 compounding, and 8 errors in the use of affixations *me-*, *ber-*, which are a combination of

Indonesian, Javanese and Japanese, 13 combinations of Indonesian, Javanese, and Japanese and 4 sentence structure errors in Indonesian.

Table 9. Merging Indonesian, Javanese, and Japanese in the Ueno Family Japan speech in the episode “Playing in the park after returning from *liwetan* bestie”

Morphological Processes	Amount of data	Examples of Indonesian Inference Vocabulary Forms	Indonesian Inference Data
Merging Indonesian, Javanese, and Japanese	13	M: “ <i>Terus naik ke atas. ngono kui anake dicekel to Papa.</i> ” “Keep going up. If it’s like that, Papa is holding the child.” R: “ <i>Kowai. Nande?</i> ” “Scared. Why?” M: “ <i>Gomen, gomen (maaf), dia takut. Dia takut best.</i> ” “Sorry, sorry, he was scared. He was scared best.” R: “ <i>Nande?</i> ” “Why?” P: “ <i>Nande?</i> ” “Why?” M: “ <i>Gatau, digituin gamau dia. Eh mrebeki, mrebeki!</i> ” “I don’t know, I don’t want to hold him. Eh, noisy, noisy!”	M: “ <i>Terus naik ke atas. Kalau seperti itu anaknya ya dipegang Papa.</i> ” “Keep going up. If it’s like that, Papa is holding the child.” R: “ <i>Takut. Kenapa?</i> ” “Scared. Why?” M: “ <i>Maaf, maaf, dia takut. Dia takut best.</i> ” “Sorry, sorry, he was scared. He was scared best.” R: “ <i>Kenapa?</i> ” “Why?” P: “ <i>Kenapa?</i> ” “Why?” M: “ <i>Tidak tahu, Tidak mau dipegang dia. Eh, berisik, berisik!</i> ” “I don’t know, I don’t want to hold him. Eh, noisy, noisy!” Speech description: 1. <i>Kowai</i> : scary (Japanese) 2. <i>Gomen</i> : sorry (Japanese) 3. <i>Nande</i> : why (Japanese) 4. <i>Ngono kui anake dicekel to</i> : If he’s like that, hold the child (Javanese) 5. <i>Mrebeki, mrebeki</i> : noisy (Javanese)

Even though there is a mixture of languages in communication, this does not make it difficult for children. Children have multilingual abilities and can easily adapt the language they want to speak according to the situation and the person they are talking to. Based on this, it can be concluded that the language used by parents greatly influences the language development of early childhood.

4 Conclusion

The results of this research show that even though there is a mixture of languages in communication, this does not make it difficult for children. Children have multilingual abilities and can easily adapt the language they want to speak according to the situation and the person they are talking to. Based on this, it can be concluded that the language used by parents greatly influences the language development of early childhood. There is a weakness in this research, namely the lack of research time so it does not provide a complete picture of the long-term impact. Suggestions for future researchers are to increase the diversity of data types as research subjects.

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