

**Changes in Children's
Language in the Pre-Post
Puberty Period in the
Karangasem area**

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Abstrak

This research is motivated by two problems, firstly language as a communication instrument used by children, and secondly children as users and users of language. In terms of language, we can observe that the nature of language is very dynamic and tends to change. Meanwhile, in terms of language users, we can also observe the dynamics of language that occurs in children continuously. The aims of this study were to: 1) Determine the language changes of children who are transitioning from pre-pubertal to early post-pubertal 2) To determine the language changes in the post-pubertal period in the relationship between language and thought; whether language affects the mind, or thoughts that affect language change. 3) Knowing the relationship between language changes and language politeness in the pre-post-pubertal period. This research is a qualitative descriptive research. This research was conducted through observation of empirical facts and phenomena witnessed by researchers as they are. Therefore, all visible phenomena are recorded and detailed without considering right or wrong. Thus this study seeks to provide a reflection of the data obtained from the object of research directly. The findings of this study are 1) Pre-pubertal language changes undergo a transition due to age and relationships built by speakers in the post-pubertal period. 2) The language of children who are experiencing a transition period is reciprocal with their thoughts. Therefore, language at the post-pubertal period can affect thoughts and thoughts can also affect a person's language changes. 3) The politeness of a child's language in the post-pubertal period cannot be seen through politeness norms alone but must also look at the language solidarity factor of peers for speakers and speakers in the principle of speech cooperation.

Keywords: language change, pre-puberty, post-puberty, mind, politeness

Introduction

This research is motivated by two problems, firstly language as a communication instrument used by children, and secondly children as users and users of language. In terms of language, we can observe that the nature of language is very dynamic and tends to change. Meanwhile, in terms of language users, we can also observe the dynamics of language that occur in children continuously. Therefore, language change is reciprocal, occurs reciprocally between language and its users. Language is also a product of human culture whose life is always dynamic, creative, and tends not to be static. Likewise with language changes that occur during childhood, this reciprocal nature is also unavoidable. Language will always experience changes in accordance with the development of human thought and needs as language users.

Changes in language in children are influenced by several factors, namely increasing age and biological, psychological, and psychological maturity of children, associations or friends they have, hobbies they are interested in, insight, variety of readings, and the knowledge they acquire. All the results of the language development process experienced by children, such as changes in sounds, words, sentences, and meanings can be referred to as language changes. Symptoms of this change occur as a result of the development of the sound he hears or the shift in meaning he gets from changes in the language users around him. Changes in language in children, especially children who experience a period of transition (early puberty) have different characteristics in childhood in general. Different because, first in terms of age, the child goes through a phase between childhood and adulthood, which is a bridge between calm, spoiled and ordinary times. However, language change can have both positive and negative effects. Negative because sometimes a child who looks very polite at home turns into an arrogant child; utter impolite and rude words. Whereas on the one hand arrogance can be interpreted as the emergence of a child's desire to identify himself in order to gain recognition from others. Another positive thing is that sometimes

the language expressed by children, both oral and written, is more scientific, argumentative, and rational than in the past. The focus of the research is to explore further the influence of language changes on the development of children's minds, especially children who experience the transitional period of early puberty, and their level of politeness to society or vice versa. Meanwhile, the formulation of the research problem is: 1) How is the language change of children who experience a transition period from pre-puberty to early post-pubertal? 2) How does language change in the post-pubertal period in the relationship between language and thought; does language affect the mind, or does the mind affect language change? 3) What is the relationship between language change and language politeness in the pre-post-pubertal period.

Method

Research Design

This research method is descriptive qualitative research. This research was conducted through observation of empirical facts and phenomena witnessed by researchers as they are. Therefore, all visible phenomena are recorded and detailed without considering right or wrong. Thus this study seeks to provide a reflection of the data obtained from the object of research directly.

The data source of this study was a child aged 11 years and 9 months. Because the research sample is the children themselves, the changes in language (especially spoken) can be directly observed. Therefore, data collection techniques were obtained in two ways, namely observing and writing down changes in the words or sentences spoken by the child. Language changes that are recorded or recorded are words that are commonly spoken, but then become unusually spoken when the child enters early puberty. According to Creswell (2009:3). research design is plans and the procedures for research to detailed methods of data collection and analysis

Findings & Discussion

1. Language Changes in Pre-Post Puberty

In the study of sociolinguistics,

language change is put forward in two main ways. First is based on the traditional view, and the second is based on the modern view. According to Bloomfield who argues that language change occurs because of differences in structure through a very long time process. Therefore, if there is a language change, the process occurs due to internal factors and is more due to structural factors. Language change occurs due to internal and external factors. Internal changes occur from within the language itself, such as changes in the phonological system, morphology, syntax, or other levels. While external changes are changes in language due to external influences, such as borrowing or absorption of other language elements (vocabulary). Apart from the reasons for borrowing language and imposition, external changes occur due to differences in social class, economy, regional boundaries, age, and gender post puberty.

In the case of a child in Jungutan village, the words “Enggih? Inggih” is an expression used by family members to answer calls from other family members. Although this expression is not a rule that must be obeyed, it is conventionally used in family speech acts. This sentence contains the meaning “yes”. For example, if one of the family members is called:

Ibu : Wahyu.. Wahyu: enggih Bu

Ayah : Bu...

Ibu : enggih pak

This sentence is influenced by the Balinese language, which is mostly used in the community in the neighborhood. As a child who lives in a Balinese family environment and lives in a Balinese community, this expression is familiar to Wahyu.

Stepping on the age of transition to early adolescence, the expression Enggih/Inggih, in some situation, changed to “napi”/“ape”/ha/ngujang. The expression is spoken by the child when answering a call made by parents, siblings, assistants, or peers. These changes occur in semantic elements during the transition from pre-puberty to early post-pubertal, according to Zeller, language

changes that occur due to age). words like haggie and bag with the rhythm of Hegel and bag, and bang like benk around the Milwaukee, Wisconsin area. Younger speakers---male and female---are more likely to omit vowels in some words.

However, in the case of a different study, Eckert found that increasing age was correlated with an increase in a person's conservatism in speaking. It also becomes ambiguous; whether language patterns in society change over time or whether speakers become more conservative as they age—or for both reasons. Without evidence, there is no way to prove whether age really can be used as a benchmark that patterns of language variation change. From the results of Zeller and Eckert's research above, the age difference determines the occurrence of language change. However, according to Wardhaugh, the results of this study cannot be generalized, because in certain situations age may be the dominant factor, but in other situations there are other factors that are more dominant. However, Wardhaugh sees that everything we see as language change is because young and old people say things in different ways. “Older people say something and younger people also say something, not just because of the phenomenon of the age difference.

2. How Pre-Post Puberty Language Changes Happen

According to Holmes, language change occurs in 3 (three) ways. The first is the spread from one community group to another (from group to group). The wider the social network of language speakers, the more widespread language change is. Second, from language style to other language styles. Third, language change can occur through 'diffusion'. When referring to Holmes' theory of lexical diffusion, this theory explains that sound changes can not only spread through the process of switching from one group to another or from one language style to another, but also through the spread of one word to another (from word to word). In another concept, Wardhaugh calls this spreading process the concept of 'wave'.

In this case, the prepubertal-postpubertal language changes are seen in the language style changes in the use of the following

speech pronouns:

Table 1. Language Changes

Bahasa Awal (pra pubertas)	Perubahan Bahasa (pasca pubertas awal)
Bli pun ngoraang adeng adeng	Rage be ngomong adeng-adeng
Bli, tyang malunan nggih	Ei Bud, rage malunan

From the table above, it can be seen that language changes in using pronouns from prepubertal and early postpubertal periods. In the pre-pubertal period, children use self-greeting pronouns, namely the word "Bli" for the first person. While in early post-puberty, they use the pronoun "rage" in the first person directly. The existence of language changes in using pronouns in the context of Holmes, can also occur in the context of speech. The style of language spoken by the child to others can also affect the occurrence of language changes. Including when the language style of early puberty undergoes a transition in the use of pronouns. People often and like to imitate the style of other people's language. If in pre-puberty, a person's social interaction is still limited to the family environment, then with increasing age a person's social interaction becomes wider in finding, listening, and imitating other people's language styles. Imitation of this style of language is usually done for several reasons, including wanting to get the same recognition or prestige from the person being imitated. In the case of this study, changes in language style in the use of pre-pubertal pronouns also undergo a process of spreading through the Wardhaugh wave system above. This can occur due to social factors such as age, status, gender, and the area where the speaker lives. This factor contributes to the rapid change in language.

Thus, language change can occur through one or more of the three Holmes ways above. The process of language change can occur at any time. If we believe that language changes can change at any time, then the

ongoing language changes (in progress) should also be observable, both in spoken and written language.

3. Pre-Post Puberty Language and Thought

Since the emergence of the Sapir-Whorf hypothesis on linguistic determination, the controversy over the nature of language and thought has intensified. Scholars debate around whether language affects thought, whether thought influences language, or language and thought influence each other. The debate invites two large groups, namely those who agree with the Sapir-Whorf hypothesis and those who are against the hypothesis.

The Whorf hypothesis shows that language and thought are closely related and related. Language is not only a tool for voicing ideas but is also an idea maker, a programmer of mental activities and a determinant of the mental structure of the speaker. The relationship between thought and language matures and is seen as the speaker's age increases from pre-puberty to post-pubertal. The concept of beauty and health in the verbal behavior of speakers is increasingly critical with argumentative and critical statements. Changes in language occur with increasing age and the development of lexical spread from the pre-pubertal to post-pubertal transition period.

4. Pre-Post-Puberty Language Politeness

The theory of politeness was first introduced by Erving Goffman in 1967 through the concept of "face". This concept was later developed by Brown and Levinson

in 1978 who explained the definition of "face" as the public self-image that every member wants to claim for himself. This politeness theory is also related to the speech act theory formulated by John Searle which implies that language politeness is used not only to describe the world, but also to perform actions that can be indicated from the appearance of the speech itself.

According to Muslich, politeness (politeness), politeness is the procedures, customs, or habits that apply in society. Politeness is a rule of behavior that is

determined and mutually agreed upon by a particular community so that politeness is at the same time a prerequisite for social behavior. Therefore, this politeness is commonly called "manners", and language politeness is reflected in communication procedures through verbal signs or language procedures. Based on the linguistic view above, politeness becomes part of speech acts in language. When there is a change in language from pre-puberty to early post-pubertal, language politeness becomes part of the language change itself. You can see this table.

Table 2. Language Politeness Change

No	Pra-Puberty	Post-Puberty	Politeness Level
1	Enggih/Inggihi	Napi/Ape? Ngugang	1
2	Bli pun ngoraangadeng adeng	Rage be ngomong adeng adeng	1
3	Bli malunan nggih	Eii rage malunan	2
4	Dik, punak bes liu medaar, nyanan sakit basang	Bah de bes bek medaar, nyanan sakit basange!	2
5	Timpal Bli mulih negakin montor	Timpal rage mulihne negakin motor	3

The level of politeness changes the choice of words and changes into intonation when making speeches. The influence of speech acts on peers at the age of puberty also occurs in language changes. From a language that was originally a special language convention (family) turned into a general speech language (society and peers). Their greater attention to peers affects the way he acts and speaks. Language procedures must be in accordance with the cultural elements that exist in the society in which they live and the use of a language in communication. If a person's grammar is not in accordance with cultural norms, it will get a negative value, for example being dubbed as a person who is arrogant, indifferent, even not good at getting along. This pronoun substitution also shows an effort to reinforce identity and self-concept, as one of the attitudes of children who

experience puberty to get recognition. Language changes also occur in additional arguments. The argument is formed not only because of environmental factors and children's education, the addition of age is also a factor that affects the process of one's thinking maturity.

In addition, there are two types of politeness that are of concern when we interact with others, namely positive politeness, which leads to increased solidarity, characterized by the use of informal language, offering friendship, and the use of praise. Negative politeness leads to discrimination, use of formal language, and indirectness.

Some languages are built into complicated politeness systems. In Javanese, for example, according to Geerts (1960), it is almost impossible to say anything without indicating the social relationship between speaker and listener in terms of status and

kinship. Before a Javanese speaks to another, he must decide on the acceptable variety of speech: high, medium, or low variety. In some languages, certain pronouns indicate meaning in politeness. For example, in French, the pronouns Tu and Vous are distinguished. The Tu form is sometimes described as a 'familiar' form and the Vous form as a 'polite' form.

The consequence of the use of these two pronouns is in the Middle Ages when upper class people began to use the pronoun Vous to show mutual respect and politeness. However, the pronoun Tu is still preserved, and lower-class people use the Tu relationship form, and upper-class people refer to lower-class people with Tu but receive Vous. Therefore, the use of this asymmetric sign presents a symbol of the strength of brotherly relations and friendship.

The symmetrical form of the use of Vous becomes a polite use. This polite use then spread among the people, but not all layers, so only in certain classes, but never to the lower classes, except between husband and wife, parents and children, and lovers. The symmetrical form of the use of Tu always tries to show a close relationship (intimacy). It is therefore used to refer to situations where two parties agree that they have common interests such as solidarity.

In Indonesian, the difference between the pronouns Tu and Vous is not very clear. However, based on certain communication contexts, the use of certain pronouns can show a meaning that can lead to politeness on the one hand, or solidarity on the other.

Conclusions

Changes in language during pre-puberty undergo a transition due to age and relationships built by speakers in the post-pubertal period. Changes in language occur because external factors in the regularity of using borrowed language (in the case of this study is Arabic absorption) shift or even disappear. As people get older and social relations, the regularity of one's

language becomes loose.

The language of children who experience a transition period is reciprocal with their thoughts. Therefore, language in the post-pubertal period can affect thoughts and thoughts can also affect a person's language changes.

The politeness of children's language in the post-pubertal period cannot be seen through politeness norms alone but must also look at the language solidarity factor of peers for speakers and speakers in the principle of speech cooperation.

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