

# The Acquisition of Social and Grammatical Variation

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# Jakarta and the Surroundings



# Socio-cultural Situation in Jakarta

1. Most densely populated, multi-ethnic, multi-cultural, and multilingual city
2. Interethnic marriages
3. Some people still manage for community gatherings using the language of their origin
4. Family members: core family + caregivers
5. Caregivers in middle class families: (can be grandparents and relatives), servants, nannies
6. Servants and nannies are from village of (mainly) West, Central, or East Java and still speak their language of origin (mainly Javanese and Sundanese)
7. Many children spend more time with their nannies or servant than with their parents

# Sociolinguistic Situation in Jakarta

1. Existing languages: Indonesian varieties, local language (Betawi Malay), regional languages (Javanese, Sundanese, Batak, Minangkabau), foreign languages (mainly English, but also Chinese—Hakka dialect)
2. Interethnic marriages resulting in increasing use of Indonesian
3. Diminishing use of regional languages
4. More than three decades Indonesian is acquired as a first language
5. Competing languages: Indonesian and English
6. Mixed language: Bahasa Indonesia (BI), Colloquial Jakarta Indonesian (CJI), and English
7. Two existing “prestigious” Indonesian varieties: (BI) and (CJI)

# BI and CJI in Jakarta

## BI

1. Mostly in written forms
2. Employed in formal spoken purposes
3. Learned formally at school
4. Functions as language of government, national mass media, and education
5. Used by educated speakers
6. Standard formal Indonesian

## CJI

1. Mostly in spoken forms
2. Employed in informal written purposes
3. Learned informally at home
4. Functions as language of daily and less formal communication, used in youth magazines, popular literatures, radios, and songs
5. Used by educated speakers (Sneddon, 2006)
6. Standard informal Indonesian

# Some Differences between BI and CJI

Categories	BI	CJI	
Verb	mem-buat mem -beri ber-bicara ber-kata	bikin kasih ngomong bilang	'make' 'give' 'talk' 'tell'
Adjective	besar bagus	gede keren	'big' 'awesome'
Adverb	seperti sering memang	kayak suka emang	'look like' 'often' 'indeed'
Preposition	kepada dengan dan	sama sama sama	'to' 'with' 'and'
Conjuntion	bahwa karena	kalau soal-nya	'that' 'because'
Pronouns	saya, aku anda, kam	saya, aku, gue kamu, (e)lo	1SG 2SG
Interrogative	mengapa sedang apa	kenapa lagi ng-apa-in	'why' 'what is/are X doing'

# Morphological Differences between BI and CJI

## BI

(1a) *Saya sudah mem-baca buku itu*  
1SG PRF ACT.TR- read book that  
'I already read the book'

(2a) *Anak~anak ber- jalan~jalan*  
child~PL ACT.INTR-walk~DEINT  
'the children stroll'

(3a) *Kakak meny-(s)apu lantai*  
older.sibling ACT.TR- sweep floor  
'brother/sister sweeps the floor'

## CJI

(1b) *Saya udah Ø-baca buku itu*  
1SG PRF ACT-TR-read book that  
'I have already read the book'

(2b) *Anak-anak Ø-jalan~jalan*  
child~PL ACT.INTR-walk~DEINT  
'the children stroll'

(3b) *Kakak ny-(s)apu*  
older.sibling ACT.TR- sweep  
'brother/sister sweeps (the floor)'

# BI and CJI for Jakarta Children

1. In general: CJI is learned first, BI is learned later
  2. Nowadays, BI is learned earlier at home through parents' story telling, children's program in television
  3. Parents claim that they speak in BI with their young children in many conditions and situations  
(Kushartanti, Van de Velde, Everaert, and Lauder, 2010)
  4. CJI is still used at school, in less formal situation
- At very early age, Jakarta children are confronted to both varieties

Given that both BI and CJI have their own social function and different characteristics as children learn from the adults

→ do the children acquire both social and grammatical competence at the same time?

# Method

1. Interviews, using pictures in which some objects should be mentioned by children
2. Two periods of data collection with a six-month interval, conducted at school
3. Each period → 2 interview sessions, formal and informal setting
4. Each interview session → different interviewer: one consistently spoke BI, the other CJI at the very beginning of their presence at school

# Instruments



**‘what are they doing?’**

BI: *Mereka sedang apa?*

they      PROG      what

CJI: *mereka lagi ngapain?*

they      PROG      what

Source: Kushartanti 2014

# Examined Variables

Formal situation  
(verbs consists of BI  
prefixes)

- *meN-*
- *ber-*

Informal situation  
(verbs consists of CJI  
prefixes)

- *m-, n-, ny-, ng-*
- *∅-*
- *nge-*

# Participants

- 63 children (31 boys; 32 girls)
- Aged between 3;0 and 4;5 at the moment of first data collection
- Stratified for three birth cohorts:  
Cohort 1 (2006\_2); Cohort 2 (2006\_1); and Cohort 3 (2005\_2)
- Second generation acquirers of Indonesian as a first language
- Middle-class families
- Talkative
- Cooperative with other people.

# Data Coding

Two dimensions:

- (i) whether they used the variety appropriate to the situation;
- (ii) whether they applied a morphological rule marking transitivity or intransitivity

# Four Types of Answers

- (1) (+sit+rul) → if the child uses the appropriate variety (BI in formal and CJI in informal), and uses the correct morphological rule for that variety/situation;
- (2) (-sit+rul) → if the child does not use the variety to be used in that situation, but they use the morphological rule of the other variety correctly;
- (3) (+sit-rul) → if the child uses the appropriate variety, but does not apply a correct morphological rule;
- (4) (-sit-rul) → if the child does not use the variety apt for the situation and does not use a correct morphological rule.

# Data Coding

## (example in formal session)

Targeted answer	Child's answer (and some possibilities)		Coded answer
ber-jalan ACT.INTR-walk 'to walk	ber-jalan ACT.INTR-walk 'to walk	mem-bawa ACT.TR-bring 'to bring'	+sit +rul
	∅-jalan ACT.INTR-walk 'to walk'	m-bawa ACT.TR-bring 'to bring'	-sit +rul
	*ber-bawa ACT.INTR-bring 'ber-bring'	*men-jalan ACT.TR-walk 'men-walk'	+sit -rul

# Data Coding

## (example in informal session)

Targeted answer	Child's answer (and some possibilities)		Coded answer
∅-jalan ACT.TR-bring 'to bring'	∅-jalan ACT.TR-bring 'to bring'	m-bawa ACT.TR-bring 'to bring'	+sit +rul
		nge-bawa ACT.TR-bring 'to bring'	
	ber-jalan ACT.INTR-walk 'to walk'	mem-bawa ACT.TR-bring 'to bring'	-sit +rul
	*men-jalan ACT.TR-walk 'men-walk'	*men-jalan ACT.TR-walk 'men-walk'	-sit -rul

# Analyses

1. Descriptive statistics
2. Repeated measures general linear model analyses:
  - within subject factors: situation and period
  - between subject factors: age cohort and gender

# Result (1)

Period	Variable	Formal			Informal		
		n	M	SD	n	M	SD
1	(+sit+rul)	31	15.2	21.8	63 →	85.9	14.2
	(-sit+rul)	62 →	73.7	25.6	14	3.1	6.1
	(+sit-rul)	9	1.9	4.8	0	0.0	0.0
	(-sit-rul)	0	0.0	0.0	3	0.6	2.5
2	(+sit+rul)	42	22.6	23.1	63 →	91.2	14.7
	(-sit+rul)	63 →	75.4	23.5	24	8.4	14.1
	(+sit-rul)	9	2.0	5.2	0	0.0	0.0
	(-sit-rul)	0	0.0	0.0	1	0.2	1.8

n= number of children

# Result (2)

## (+sit+rul)

1. Situation is significant,  $p=.000$   
→ children used the appropriate” prefix in informal situation
2. Period is significant,  $p=.003$   
→ over time, the capability increases

## (-sit+rul)

1. Situation is significant,  $p=.000$   
→ children used the “inappropriate” prefix in the formal situation
2. Significant interaction between period, cohort, and gender,  $p=.043$   
→ girls of Cohort 2 in the second period decreased the “inappropriate” prefix

# Conclusion

- Children shows the capability to assess the informal situation and apply the morphological rule accordingly.  
→ they acquire the grammatical and social competence at the same time, **in the informal situation.**
- CJI is still dominant, indicating that this variety is their first “language”, yet they are still learning to use other aspects of this variety
- Children are still learning to asses the formal situation, i.e using BI

And..

- Not all linguistic variables are acquired at the same time and at the same way (Kerswill, 1996; Smith *et al.* 2007).

*Terima kasih*

*Merci beaucoup*

*Thank you*