# ANALYSIS OF LANGUAGE VARIATIONS IN TPQ AL-IMAN

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**ABSTRACT**

*The purpose of this study was to study the differences in language in children's speech. The subjects of this study were TPQ students. Her parents come from different tribes and have their own mother tongue. In everyday life, children use Indonesian. One of the reasons is because his parents speak Indonesian. Data collection was carried out by observation methods, including spoken language and observation. The result is that these changes occur in the context of different factor. Dialect variants are often used in conjunction with the times to obtain a language that has begun to look distinctive. Dialect is a language that cannot be avoided, because even though it does not dominate speech, the environment still uses the original language. The voice used still follows the rules, such as using polite language when talking to parents. This is due to environmental factors, and the use of sound levels is not supported while speaking. The diversity of languages includes both formal and informal diversity, and speakers can tell whether they are aware or not.*

*Key words: children's speech, TPQ Al-IMAN, language variations*

## INTRODUCTION

Language is an important point that is needed in social life, humans cannot be separated from the scope of language, the use of language in the realm of communication as a marker of relations with humans. Language is a very effective communication tool in interacting with fellow humans to show their existence and desires. The existence of language also supports the delivery of ideas, ideas, and opinions which can be in the form of information or statements.

This, language has a very important role in human life. In almost every activity that is carried out, humans always use language. Both in everyday life and in special activities such as the arts and science, language is an indispensable tool.

The development of language increasingly spreads to various circles, changes in the form and type of language are increasingly diverse. With the pretext of following the era of globalization, the forms of language are very varied, slang is a means of interacting with friends and groups. Language development does not only penetrate social media, but language also enters the community or youth group. This also causes the use of language to enter the realm of educational patterns which can unconsciously affect language mastery, especially Indonesian, which is the formal language in the education process in schools.

Indonesia is an archipelago consisting of various ethnic groups, religions and languages. With the diversity of ethnic groups or inhabitants that are heterogeneous (diverse), making Indonesian itself the official language and the language of unity has many variations or variations. The use of language always differs based on the situation, place, time, speaker background, and so on.

As individuals who are part of a society or civilization, children are required to be able to master the language used in the community at environment in order to adapt to the civilization around it. This opinion is similar with "We have to take into account the fact that a normal child must not only acquire grammatical knowledge, but also acquire knowledge of the appropriate sentence. When he speaks, when he does not speak and who he talks to, when, where, and how the ability to speak in this way. In short, the child can complete a series of speeches, participate in speech activities and evaluate the performance of others. In addition, this ability related to the attitudes, values and motivation of language, language characteristics and it cannot be separated and is an inseparable part of the abilities and attitudes of interpretive language and other communicative codes of ethics."

We have to account for the fact that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishments by others. This competence, moreover, is integral with attitudes, values, and motivations concerning language, its features and uses, and integral with competence for, and attitudes toward, the interrelation of language with the other code of communicative conduct.

A child is expected to be able to master language knowledge not only from a composition grammatical only, but also master the culture, so that children can use the language properly and correctly, such as when, where, with whom they will speak. Children are not only required to master performance but also internal competence language.

Like the use of language in the TPQ Al-IMAN, it should be packaged in an attractive or characteristic manner. Thus, it will motivate students and society to communicate using good and correct language. The use of language always differs based on the situation, place, time, speaker background, and so on. This is what led to the birth of language variations.

Language variation is a term that is the main topic in the study of sociolinguistics which describes the various variations or variations found in the use of a language. (Wati, Rijal, and Hanum 2020) divide the types of language variations into four, namely: Variations in terms of speakers which include idiolects, dialects, chronicles, and socialness. Variations in terms of usage are known as functionalities. Variations in terms of formality which include frozen variations, formal or formal variations, business variations, casual variations, and familiar variations. Variations in terms of means including written variations and oral variations.

Based on the introduction above, the problem to be examined is how the language variations in TPQ Al-IMAN and what factors cause language variations in TPQ Al-IMAN. The purpose of this study is to describe the language variations in TPQ Al-IMAN. It is hoped that the results of this study can provide material assistance for sociolinguistic research. It is hoped that this research can also provide useful information and increase knowledge about the use of sociolinguistics in language change.

The information obtained from this study is also expected to increase the reader's understanding of the language of study. This in turn can provide input for further researchers in fields related to the aims and objectives of this research.

**METHOD**

The descriptive and qualitative methods were used in this study which describes the change in language in the Al-IMAN TPQ. Bogdan, Tylor, and Moleong found in Setiyadi

(2006) that a qualitative research method is a research procedure that can produce descriptive data expressed by people in written or verbal form, as well as observable behavior. According to the above statement, the qualitative descriptive method is a direct method used by researchers objectively to investigate a problem being researched and described in a research report. Techniques and data using observation and note-taking techniques. The data obtained were in the form of votes in TPQ Al-IMAN. The data source was obtained from several meetings, and the response was to see changes in the language used in the TPQ. Data analysis according to (Pasiyah Tahe 2020) includes three streams of activity simultaneously, namely data reduction, data presentation and conclusion / validation. The qualitative data analysis is inductive, namely the analysis based on the data obtained from recording and observing the results of the TPQ Al-IMAN. The technique of observing and recording has advantages, which is to make researchers have a concept for the study to be used. Record activities are carried out as a continuation of searching for data from written sources. Then classify the data obtained according to the needs of the author, then analyze them according to the research needs.

## FINDINGS AND DISCUSSION
### Language Variations in TPQ Al-IMAN

Children at TPQ Al-IMAN generally speak Indonesian. But according to the results of data in the field, the language used by the children at TPQ Al-IMAN is not only Indonesian, but varies. There is the use of regional languages, Arabic, and slang or slang in communication. In this study, four kinds of language change were analyzed, namely changes in the speaker's language, changes in language use, changes in language forms, and changes in language facilities. The following is the data found in the voice show.

Speech events:
A1: Okay Betty. What time do you come to your TPQ?
A2: Maybe 3:30 p.m
A1: Okay, Betty.

In the above speech, A1 is a student of TPQ AL-IMAN as well as a speaker and A2 as a speech partner. Language changes in the speaker language appear I chronological or tense dialects. When will you open the TPQ in display order? The vocabulary used in A1 is English or modern style. It is using the English word on the way, on the way meaning on the road, meaning "on the road". Therefore, on the way is in crisis to convey this to explain that A1 wants to know when to leave campus. The word on the way is one of those words that not everyone can understand. This word is included in the language or variations of the language. Even though the A1 rule is a language variant. Therefore, the above dialogue includes changes in everyday language, namely changes in the social language used in everyday dialogue.

### Idiolek

Speech that is spoken is not yet permanent. Speaker only issue words or short sentences to convey the idea or idea. One example of a speech uttered:
Ustazah         : ...... When tracking the activities of children
Child            : This is privacy, Ustazah. Don't share it!

This speech is spoken spontaneously because the child feels uncomfortable when the Ustazah Take a photo of himself which will then be shared with the WA group.

### Dialect
Children speaking to a toy seller in an informal setting
PM     : Why is his sister crying again?

Child   : Yes, I consumed potatoes. Shouting reflexively. I was taken aback by tea.

The Sundanese dialect word atuh has created a dialect that tints the daily speech of children at TPQ Al-IMAN.

### Formal Variety

Teacher: Now the row on the right. Bagas please read.
Student: "Yes ma'am.

The speech event proves that in the interaction it shows that there are variations in the official variety of languages as evidenced by the sentence "now the row is right. Bagas please read. The teacher as a speaker speaks using standard pronunciation and tells Bagas to read a text. In the interaction in the conversation data 2, there is no element of regional language or that is not standardized. Use the complete form and not abbreviated either at the sentence or word level.

Teacher        : "So now Mother immediately asks. Which Santika? The general form of the
                word in particular? "
Santika        : "School based on my Inspirational Mother's text"
Teacher        : "Yeah right".

Speech events prove in interactions shows that there is a form of variation in the official language variation of the teacher as a speaker like speaking in front of the teacher's class and the students speak not for local languages The use of the prefix be- explicitly and consistently in the sentence "Now, Mother immediately asks". About question wording. The pronunciation used is standard, meaning that it is not pronunciations of regional languages or those that are not standardized.

### Variety of Casual

Teacher        : "How come we keep talking, is it over?"
Student        : "Ma'am, I'm not finished yet."
Teacher        : "Then don't bother and do it quickly."
Student        : "Yes ma'am".

Speech events prove that interactions show that there are various forms of language variation in the relaxed variety of speech between teachers and students. The teacher uses relaxed modes to reduce tension in students. In the conversation data, there is a non-standard form (casual) with a variation of Indonesian non-standard (proof of the speech "How come you keep talking, have you finished?") And Pontianak Malay (proof of the speech "have you finished?" "Yes ma'am"). The pronunciation in the pronunciation is what distinguishes it. The topic that is being discussed is the teacher reprimanding the students who are chatting. Interlude in teaching and learning interactions is important. This is intended to create a pleasant interaction.

### CONCLUSION:

Different geographical conditions have divided society into groups consisting of various nations. The diversity of the nation has given rise to different cultures, including

language. Apart from geographical factors, social status, language situation, time, culture and individual factors have led to the emergence of language variations.

Language and culture have an impact on each other. In the use of language, friendliness is a relationship between certain social structures and the way people use language. This relationship lasts from one generation to the next, leading to the message of the language message.

re are several language variations in TPQ Al-IMAN, namely, variations in terms of speakers which include idiolects and dialects. Variations in terms of formality which include frozen variations, formal or formal variations and casual.

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