Development of Language in the Profits Participants Based on Age

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ABSTRACT

Tujuan penelitian ini adalah menemukan dan mendeskripsikan perkembangan penguasaan bahasa dalam karangan peserta didik dilihat dari aspek jumlah lema, afiks, ejaan, dan alih kode. Untuk mencapai tujuan tersebut, digunakan metode kualitatif dan kuantitatif. Data yang diperoleh adalah tiga karangan anak-anak, remaja, dan orang dewasa dengan satu tema dan waktu yang sama. Hasil penelitian ini menunjukkan bahwa terjadi peningkatan jumlah lema, afiks, penggunaan ejaan, dan alih kode pada tiap golongan usia. Perbedaan yang menonjol terdapat pada penggunaan afiks dan ejaan dalam karangan. Setiap golongan usia menggunakan afiks yang berbeda. Misalnya anak-anak sering menggunakan prefiks {meN-}, remaja menggunakan prefiks {ber-}, dan sufiks {–nya}, sedangkan orang dewasa memiliki variasi afiks yang lebih banyak. Hasil penelitian ini dapat membantu guru dan masyarakat untuk mengetahui karakteristik perkembangan penguasaan bahasa dalam karangan peserta didik berdasarkan usia mereka.

Kata Kunci: *karangan, peserta didik, usia*

ABSTRAK

The aim of this study is to find and describe the development of language mastery in the essay of students seen from the aspect of the number of entries, affix, spelling, and code change. To achieve these objectives, qualitative and quantitative methods are used. The data obtained are three articles of children, adolescents, and adults with one theme and the same time. The results of this study indicate that there is an increase in the number of entries, affixes, spelling use, and code changes in each age group. A prominent difference exists in the use of affixes and spelling in articles. Each age group uses different affixes. For example, children often use prefix {meN-}, adolescents use prefix {ber-}, and suffix {-nya}, whereas adults have more affix variations. The results of this study can help teachers and community to know the characteristics of the development of language mastery in the essay of learners based on their age..

Keywords: authorship, learners, age

1. Introduction

Compose one of the important skills included in the scope of writing. The higher the knowledge of a person, the more qualified also the essay he made. Abdullah et al (2016: 2) says that language skills are an important issue for teaching and learning in schools since ancient times. Language skills in language learning include, the ability to read, listen, write, and speak. In accordance with the objectives of the text-based curriculum 2013 applicable in Indonesia today, students are expected to be able to explore various types of text such as narrative texts, short stories, saga, procedures, and other texts. At the end of each text-based learning, students are required to produce a work related to the text. This work is obtained from students' ability to write or compose.

The ability of students in writing is influenced by many factors, one of which is age. When a child reads his current writing, he then compares his writings while he was in elementary school. Then he will see a change to the article he made. This is in line with Wagner's (2012: 1) opinion which explains that recent longitudinal studies in sociolinguistics have confirmed that some adults change their speech as they age, and that change can occur on many levels of grammar.

Age is the place of a person at any given time in relation to the social order: stage, condition, place in history (Eckert, 1998: 105). The adult use perspective recognizes that sociolinguistic competence is age-specific, and that the speech of members of the age group is fully consistent with that stage of life. Taking middle-aged languages as a universal norm and targets of development obscures the fact that the way of speaking at the stage of life is part of the preparation of the language structure of society, and that the linguistic resources used at any stage of life have social significance for and in that stage of life. So a child not only strives to be an older child; This effort is fully integrated into their competence as a child, and done strategically (Eckert, 1998: 109).

Variations in language use based on age are differentiated into the language of children, adolescents, adults, and parents. Each level of language has its own characteristics, such as the language of the child. Children tend to use bilabial sounds and often experience reduction such as omission of forward words, conjunctions, and particles. Then when he gets into a new school he learns a new language or can be called as bilingual.

Teenagers are children who have experienced purbertas. Teenagers are mostly in junior high and high school. Teenagers sometimes have a distinctive language that is not used by people of other ages. This language is called a slang. Slang is another area of vocabulary that reflects the wearer's age. Slang can also mark membership in a particular group. For example, young people in New York more often release the "-ed" form that marks the past at the end of the word than adults from the same social group. They more often use the word miss (loss) than missed and pass (ravine) rather than passed. They also often use a double negation (a denial word for example not, not) than an adult (Sunarso, 1997: 84). In line with that opinion the Son (2010: 30) defines slang as a vocabulary whose use is informal in short periods of use and often associated with the age of language users. For example the word cool means to be cool among young people. So it can be concluded that slang is a special language and is only used by teenagers, when they step on adulthood, then they will not use the language.

Adults really appreciate the language. They use formal language based on the rules of language well and correctly. This is influenced by the association and occupation occupied. Adults are regularly shown (Labov, 1966, Wolfram, 1969, Trudgill, 1974, Macaulay, 1977, Horvath, 1985) more conservative in the use of variables than the younger age group. This conservatism is associated with the pressure of using standard language in the workplace. Increased conservatism has become a major linguistic change associated with adults, there is evidence from studies in real time that this is certainly not universal (Eckert, 1998: 113). The special characteristic of parental language is depreciation or reduction. Labov (1972), based on some evidence that older male speeches are less conservative than younger age groups, suggest that older male linguistic behaviors look relaxed because they lose interest with power relations (Eckert 1998: 114).

The purpose of this study is to find and describe the characteristics and development: (1) essay based on age seen from the number of entries, (2) articles based on age seen from the development of

afik, (3) articles based on age seen from the use of capital letters and punctuation, 4) essay based on age seen from mixed code.

A similar study has been conducted Helmanita (2013) entitled Analysis of Sociolinguistic Language Changes In Pre-Post-Puberty Period. The results of this study states: 1) Changes in prepubertal language transition due to age and relationships built by speakers in the post-puberty. 2) The language of a transitional child is reciprocal with his or her mind. Therefore language in post-puberty may affect the mind and mind can also affect a person's language changes. 3) Pupils of the language of children in the post-puberty can't be seen through the norm of modesty alone but also must see the solidarity factor of peer-language language for speakers and speakers in the principle of speech cooperation.

The equation of this research with Helmanita's research is the subject of children and adolescents. Then the language changes in the pre and post puberty. While the difference is in the form of data obtained. Data on previous research in the form of oral data / speech and behavior of children, while this study took data from children's essay. Previous research has only studied children and adolescents, while this study examines children, adolescents, and adults.

2. Research Method

This research uses qualitative and quantitative methods. The qualitative method is based on the philosophy of postpositivism, used to examine the condition of the scientific object, where the researcher is as the key instrument, the sampling of the data source is done purposively and snowbaal, collecting technique with triangulation, the data analysis is inductive / qualitative, and the result his research emphasizes the meaning of the generalization (Sugiyono, 2010: 15). The data searched are entries, words, sentences, punctuation, and affixes that relate to the characteristics of the child's essay at a certain age. The data source of this research comes from Nine essays with the same theme. These nine essays were written by different people within 30 minutes. Three essays were written by children, three were written by teenagers, and three were written by adults. They are Pimpim (11 years), Dave (11 years), Virto (12 years), Enggar (16 years), Hanifa (17 years), Fifiana (18 years), Risa (23 years), Febri (26 years old) and Avin (26). Data collection techniques using documentation techniques. According to Basrowi and Suwandi, (2008: 158) documentation technique is a way of collecting data that produces important records related to the problems studied, so that will be obtained complete, valid data, and not based on estimates.

3. Result and Discussion

This study focused on knowing the development of the essay of students based on age (children, adolescents, and adults). This development is seen from several aspects. These aspects include the development of the frequency of essay writing, the development of affixes, the writing of capital letters and punctuation, as well as mixed code in the essay.

1. Number of Entry Development

The entry in KBBI is defined as an input word or phrase in the dictionary outside of the definition or other explanation given in the entry. More and more entries in an essay signify the better the person's language. Here is a schematic of the letters in the essay of learners.
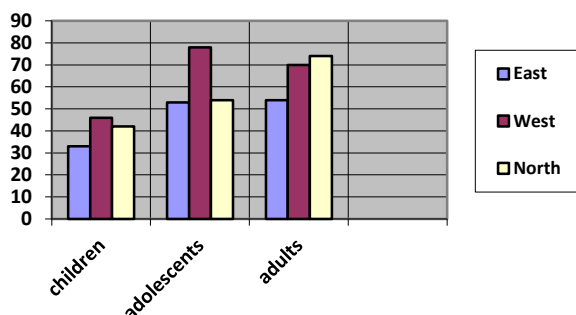
Chart 1. Frequency of entry to the student's essay

In this study found data: 33 and 46 entries in the composition of children aged 11 years and 42 entries in the essay of children aged 12 years. Teens have 53 entries in the 16-year-olds, 78 entries in the 17-year-olds, and 54 entries in 18-year-olds. While adults over 20 years have a frequency of 55, 70 entries, and 74. The number of entries in the essay of learners can be grouped into; children (30 <x> 50 entries), teens (50 <x> 80), adults (55 <x> 80).

The average entry on children's literature is 40.33. Adolescents have an average entry 61.67 while adults have 66.33. These three averages reflect an increasing frequency of entry at each level of the student's essay. For example in the children's and teenagers by 53% increase, and adolescent to adult 7,5%. The data showed an increase in the number of children's penis envelopes into adolescents larger than in adolescents to adults. Based on the data it can be concluded that there is an increase in the number of entries in the essay of students in accordance with its level.

Most of the entries in the class of children are mother and wife. This indicates that the person closest and often encountered by the child is the mother. A mother in a household whose position can't be replaced by anyone. Children tend to use more mother or wife than father or husband. This is because they meet more often and spend time with mothers than fathers.

The dominant clashes appear in teenagers are theirs. They are the pronouns of a family that contains a father, mother, and child. Teenagers spend more time in school, especially with the many schools that implement the full day learning system. The teenagers have a quite unique friendship environment. They sometimes make friends as the closest of the family. Therefore, in a family-themed article essay does not focus on characters such as father or mother.

Adults have a fairly diverse entries in his essay. The data have been found to show the most frequent entry frequency on three essays are husband, mother, and wife. Each essay has a different focus. This means that adults have better word-building than any other group.

2. Development of Affix

Affixes or affixes are often found in an essay. Affix is divided into four namely prefix, infix, suffix, and confix. In the children's essay found nine words of affixes are detailed to 10 affixes. This breakdown generally occurs on the *{meN-}* prefix which consists of *{men-}, {meng-}, {meny-}, {mem-}*, and others. The four prefixes *{meN-}, {ber-}, {se-}, {me-}*, one suffix *{-nya}*, and four confix *{meN-kan}, {me-kan}, {ke-an}, {meN-i}*. The most common affixes children use when writing are *{meN-}*. They then use affix *{ber-}, {se-}, and {–nya}*.

Adolescents have varying numbers of affixes compared with children. We found 19 affixes broken into 23 affixes. on three teenagers studied. The seven prefixes *{ber-}, {se-}, {di-}, {meN-}, {ter-}, {me-}, and {meN-per-}*, one infix *{-em-}*, two suffixes *{-nya}* and *{-i}*, and nine constraints *{di-i}, {ke-an}, {ber-nya}, {ke-nya}, {meN-i}, {meN-nya}, {per-an}, {me-kan}, dan {se-nya}*. Affixes always used by teenagers are *{ber-}* and *{-nya}*. The effect of this adolescent is almost identical to the

study of the use of affixes on the narrative text of the class X students conducted by Nurhasanah (2017). This study says that a class X composition uses the prefix *{meN-}, {peN-}, {ber-}, {se-}, {ter-}, {di-}, and {per-}, suffix {–an}, {-i}, and {-kan}*, confix *{ke-an}, {per-an}, {peN-an}, {ber-an}, {meN-kan}* and *{meN-i}, and infix {-em-}*. Both of these studies both found prefis, infix, sufik, and confiks on teenagers.

Adults are thought to have known various affixes. Therefore, 18 types of affixes were specified into 24 affixes in three adult compositions. This affix is composed of Six affixes *{ter-}, {meN-}, {se-}, {ber-}, {me-}, {di-}*, three suffixes *{-an}, {-kan}*, and *{-nya }*, and nine conflicts *{ke-an}, {meN-kan}, {me-kan}, {meN-i}, {di-kan}, {ber-nya}, {se-nya}, {meN-nya}*, and *{peN-an}*. Adults often use affixed *{ter-}, {meN-}, {se-}, {ber-}*, and *{–nya}*.

Based on these data can be seen that there is an increase in the number of affixes in the composition of learners. Children recognize 10 affixes, adolescents recognize 23 affixes, and adults know 24 affixes. The children's frequent use is *{meN-}*, adolescents often use *{ber-}* and *{–nya}*, while adults prefer to use {*ter-}, {meN-}, {se-}, {ber-}*, and *{–nya}*.

3. Spelling Writing

Spelling in KBBI is defined as the rule of sound depiction (word, sentence and other) in the form of writing and the use of punctuation. Children make a lot of mistakes in capital letters and the use of point and comma punctuation. They are still not good enough to distinguish when to use capital letters or punctuation. For example in the following quotation.

> *"Di Suatu hari hiduPlah seorang Keluarga, Bapak Ibu dan anak. DiA Sangat baik hati, ramah dan tidak sombong dan dia hidup Sederhana, dan ayahnya Kerja di rumah dan Ibu Kerja di luar negara yaitu bangkok,…(Pim-Pim, 11 tahun)."*

> Meaning: "One day you will have a family, mother and child. DiA is very kind, friendly and not arrogant and he lives modestly, and successfully works at home and working outside the country namely Bangkok, ... (Pim-Pim, 11 years). "

Based on these quotations it can be seen that children tend not to be able to put the capital letters and punctuation correctly. In addition, the first sentence of the quotation discusses a family of three family members, but in the next sentence the pronoun he uses is him. Some of these problems can mean that children still write in accordance with what is thought without regard to the rules of writing and spelling of Indonesian language.

Teenagers also make mistakes in capital letters and punctuation, but the levels are better than the children's. In one line found one or two spelling errors. As in the following quotation.

> *"Di suatu keluarga di pagi hari ada suatu keluarga harmonis yang kepala rumah tangga i oleh pak Adam. Istrinya bernama Hawa dan di karuniai 1 orang anak (Fifiana, 18 tahun)."*

> Meaning: In a family in the morning there is a harmonious family who is the head of the household by Mr. Adam. His wife was named Eve and was given 1 child (Fifiana, 18 years). "

Quote on the article would be better if added with some commas. The word "pak" seyongyanya uses capital letters. "Head of household i" should be conflated in-i to "head of a household." Teenagers also often make mistakes on writing words with affixes in. For example in the gift, in say, at home. Based on some of these problems can be found that teenagers start to write with attention to the spelling, but not all rules of spelling are controlled. This has resulted in some imprecise wording and affixes.

Adults can be said to be better than children's or teen's. They write with attention to the spelling of a good Indonesian. Errors in adult biasaya occur in the use of capital letters and punctuation. Based on some of the above statement can be concluded that the students' writing essay better seen in terms of spelling as he began growing up.

4. Mix the Code in Authorship

Mixed codes can occur when learners begin to recognize bilingualism or use two languages. They are consciously or unconsciously able to insert regional or foreign languages while writing in another language. Mixed codes are found in teenagers, and adults. The frequency of occurrence is also different. In adolescents found one word that is "chef", whereas in the composition of adults found two words of "manak and macak". Teenagers prefer to use English as part of their essay rather than local languages. He considers using English, it will look more cool than when using the local language or national language itself.

Based on some of the descriptions above, the results of this study are in accordance with the theory proposed by Horvath (1985) which states the existence of language differences at certain stages of age, so he grouped the speakers according to the general age stages of children, adolescents, and adults.

4. Conclusion and Suggestion

The results of this study indicate that there is an increase in the number of entries, affixes, spelling use, and code changes in each age group. A prominent difference exists in the use of affixes and spelling in articles. Each age group uses different affixes. For example, children often use prefix *{meN-}*, adolescents use prefix *{ber-}*, and suffix *{-nya}*, while adults use *{ter-}, {meN-}, {se-}, {ber-},* and *{–nya}*. Adults pay more attention to good spelling when banning than with other ages. So it can be concluded that there is an increase in the development of language mastery in the essay of learners at different ages.

For further research, more thoroughly while taking and analyzing the data to obtain valid data. This study can also be used as a comparative or additional material for research that addresses the development of language acquisition in learners by age.

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