

Language Variety of SD 09 Nimpak Students During Break Hours: Sociolinguistic Studies

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Abstract: In the context of this study, language variety is interpreted as a variety of languages used with the influence of surrounding regional languages and non-formal everyday language. The main purpose of this study is to describe the forms of language variation that appear in the speech of elementary school students during recess, as well as to analyze the social factors behind the use of these variations. The research was conducted with a descriptive qualitative approach using a sociolinguistic case study design, with conversation analysis as a method. Research data was obtained through various data collection techniques, including participatory observation, recording of verbal interactions between students, semi-structured interviews with informants, and field recording at SD Negeri 09 Nimpak. The results of the analysis showed that the forms of language variation used by students included local dialects, code mixing, and situational code switching depending on the context of the conversation. In addition, the study found that social factors such as regional origin, gender, and peer friend groups, have an important role in shaping language variation. Through these results, the study confirms that the variety of language of elementary school children not only functions as a means of communication, but also as an instrument for identity formation, expression of solidarity, and strengthening social relationships among students. Thus, the phenomenon of language variety in students in the school environment reflects complex social and cultural dynamics, as well as showing how language is a mirror of the social learning process from an early age.

Keyword: Conversational analysis, language variation, Sociolinguistics.

Introduction

Language acts as the main tool for its members to interact and establish social relationships. Language is created to communicate, and has its own characteristics of each community group, which reflects the identity and culture of the group, (Satria Prayudi & Nasution, 2020). Language is a bridge that connects human thoughts, feelings, and culture in its social context, (Park Ha-rim, 2024). We use Indonesian well and correctly, (Hasanah et al., 2025). As well as strengthening national identity in the midst of increasingly strong globalization, (Camila & Kartikasari, 2022). The role of language is very important, (Shawn, 2024). A person can adapt in the midst of a multilingual environment without losing his or her cultural identity, (Prihandini & Isnendes, 2020). Through language, children can express thoughts and feelings in the form of writing, oral, as well as gestures or movements, (Nursyamsi et al., 2023).

The language used by children (elementary school) reflects a distinctive social dynamic and is interesting to observe. Especially in informal situations such as during breaks, students often show linguistic creativity that reflects their social closeness, solidarity, and group identity. Through the use of this language, it can be seen how children build social relationships and assert their existence in a friend environment. A child needs to master language skills not only in terms of its grammatical structure, but also from the cultural aspects behind it. This understanding of the cultural context allows them to use language appropriately and politely, adapting the way of speaking to the situation, location, and interlocutor they are facing. Thus, children are not only linguistically proficient, but also socially and culturally intelligent in communicating., (Prihandini & Isnendes, 2020).

Language is a means of communication, (Ningtias et al., 2023). To express oneself, express thoughts and feelings, (Lusiani et al., 2024). The factors of differences in the speaker's social background, the purpose of interaction, the media used, and the situational conditions make language develop into various forms and styles, (Hasbul et al., n.d.). In the realm of linguistic studies, the relationship between language and society is known as sociolinguistics. Sociolinguistics studies language not only as a system of symbols and grammatical rules, but also as a social phenomenon that reflects the identity, status, and relationships between individuals within a community. Factors in sociolinguistic science are: the social identity of the speaker, the social identity of the listener, the social environment in which speech actions occur, synchronous and diachronic analysis, different social assessments of the speaker, the level of variation and linguistic variety, (R. D. Wahyuni et al., 2023). The use of modern language among children, adolescents, and adults when communicating between speakers, (Ambarwati Puspitasari et al., 2023). Language variety refers to the variety of languages, depending on the topic being discussed, the relationship between the speaker, the interlocutor, and the person who is the object of the conversation, (Park Ha-rim, 2024). A person will be able to express himself in conveying messages to others, (2023, 2021).

Variations are called variety of languages, (Gui & Darma, 2023). The variety of languages that occur in the school environment is caused by students and teachers being in a formal environment and using formal language. In fact, students often use a variety of casual language and a variety of familiar language in communicating. This happens because of the habits of students when communicating with their friends outside of school using a variety of relaxed language, (Rizqina et al., 2023). Social factors include social status, education level, age, gender, and others. Meanwhile, situational factors include who is speaking, the language used, to whom, when, where, and on what topic, (Mufidah et al., 2023). Therefore, break time is the right place to observe how children naturally apply communicative skills, (R. N. Putri, 2025). Code switching is the use of another form of language to adapt to different roles or situations. While code mixing occurs when a person uses two or more languages simultaneously by combining elements from one language into another, (R. N. Putri, 2025).

Previous research related to this study "Analysis of the Influence of Slang in Social Media" (Shawn, 2024) The use of slang on social media can have an impact on children's grammar at the elementary school level, both positively and negatively and requires supervision, approaches from parents and educators regarding the use of children's grammar, so that children are not only exposed to negative influences, but also get positive influences that can support their language development, especially in expanding vocabulary. This study discusses the influence of the use of slang on children's grammar at the elementary school level as the main focus of the study. Further by (Setiasih et al., 2025) with the title "The Influence of Social Environment on Early Childhood Language Development" The results of the study show that the family environment, early childhood education institutions, exposure to digital media, community communities, and peers significantly affect children's language skills. This research emphasizes the importance of the active role of parents, educators, and the community in creating a social environment that supports children's language development optimally. Further research by (Prihandini & Isnendes, 2020) Language Variation in a Child's Speech in a Multilingual Society (Case Study on a 12-Year-Old Child in a Family in the City of Bandung) is also relevant to this study because it discusses This variation arises against the background of various factors. This research is important to enrich the study of educational sociolinguistics by examining the language variations of elementary school children from the perspective of conversation analysis.

According to Labov (1996) sociolinguistics is a comprehensive view of the rules applied by a person in a society, presenting grammatical rules, which are seen as the utilization as a whole rather than evaluating them as individual values. Labov (1996) believes that a community is a language that develops based on variations in social class, gender, age, and ethnic groups rather than looking from one speaker to another, quoted from ,(Zain & 'Iffat, 2025). Through language, children can build social relationships with their peers. This process often grows naturally through informal

interactions, such as playing or talking during breaks at school. (Jadidah et al., 2023). The use of language in school interactions is very diverse, according to the student's condition, which includes social background, culture, topic of conversation, etc. (Ngifat Khoerunnisa, 2022).

Language variations based on the level of formality are divided into five types, namely: (1) Frozen variety, used in solemn and official ceremonies, (2) Official variety, in state speeches, official meetings, correspondence, lectures, and textbooks, (3) Variety of efforts, in goal- or outcome-oriented communication, such as discussions at school or meetings, (4) Casual variety, in non-formal situations such as conversations with family or close friends; and (5) Familiar variety, used among speakers who have a close relationship, usually with short and incomplete sentences. The variety of languages used by elementary school students reflects the existence of linguistic social learning that grows naturally through informal interactions, for example when communicating during breaks, (Rudi, 2023) In Abdul Chaer and Leonie Agustina (1995:79), it is stated that language variation is influenced by several factors, namely time, place, sociocultural, situation, and medium of expression.

Children's language variety in the elementary school environment uses a variety of languages when interacting, especially outside the classroom. Play is one of the effective ways for children to learn. Through play activities, children more easily absorb various experiences and knowledge from the surrounding environment such as learning facilities in helping children develop their abilities, skills, and creativity, (Wahyu & Rukiyati, 2022). Children should engage in a variety of listening and speaking activities in both languages, in order for their communication skills to develop effectively. Repeated exercises help strengthen vocabulary, pronunciation, and confidence in language, (Budiman et al., 2023). Playing in the school yard that students do makes them more free to use language variations, between Indonesian, regional languages, and children's slang forms. Language learning should start from basic education so that it is easier to understand and master. Elementary school students tend to learn languages faster and produce pronunciation that is almost the same as native Indonesian speakers. (W. Putri, 2025). With language variations one can speak to convey his purpose, (Prihandini & Isnendes, 2020). The difference between formal language in the classroom and familiar language outside the classroom suggests a "register shift" in which children adjust their speech based on who the person is talking to and the purpose of the conversation.

Factors that affect children's language variations are social factors such as the way a person speaks, such as age, education, gender, economic status, occupation, and place of origin, (Bhrata et al., 2024). social factors that most affect the language variation of elementary school children, namely: (1) Regional origin: affects dialect and pronunciation, (2) Gender: affects vocabulary choice and speech style, and (3) Friend group: determines solidarity and typical speech style. Social identity is often influenced by external factors, such as trends and societal views, so it does not always represent

the reality of children's daily lives. (Nurlela et al., 2024). Social context and conversational analysis Approach *Conversation Analysis* provide a way to understand how children interact through turns, laughter, affirmation, and interruptions. According to (Afriana, 2024) The social context can be analyzed through the speaking component: (1) Setting (place and time of speech: break hours, school yard), (2) Participants (children of the same age), (3) Ends (communication objectives: joking, playing, building relationships), The experience of play also fosters creativity and positive emotional expression, as well as directing children to learn to socialize and appreciate the nation's cultural values in daily interactions, (Wahyu & Rukiyati, 2022). Children's conversations during break hours have a distinctive pattern of humor, ridicule, and solidarity.

Methods

This study applies a descriptive qualitative method using a case study research design in the field of sociolinguistics. This research was carried out at SDN 09 NIMPA, which is a public elementary school located in the city of Bengkayang with various social backgrounds. The research subjects consisted of 11 students in grades 1-4, with a balance of gender and different regional backgrounds. The main data and data collection techniques are in the form of students' natural oral speech during break hours. Data collection is carried out through: Participatory observation, Recording of conversations using audio devices, Semi-structured interviews with students and teachers, Field notes to complement nonverbal context. Data Analysis Data was analyzed using *Conversation Analysis* (Sacks, Schegloff, & Jefferson, 1974) with stages: Transcription of conversations and identification of turns, Classification of language variations (dialects, slang, code switching, code mixing), Interpretation of social meaning based on the context of the conversation.

Results And Discussion

In this study, the results and discussion were focused on two main things, namely: (1) types of language variations used by students at State Elementary School 09 Nimpak during recess, and (2) analysis of conversations that occur during recess among students at State Elementary School 09 Nimpak. Based on the findings of the study, there are three forms of language variation, namely dialect, code mixing, and code switching. First, dialect is a variation of language based on its speakers, which is influenced by regional factors, social status, gender, and the context of time of use. Second, code mixing describes the fusion of elements from two or more languages in speech, where the elements have lost their original function and serve as a complement to the main language structure. The mixed forms of the code found include word forms and phrase forms. Third, code switching is the switching of language use in a conversation, which is common in bilingual or multilingual communities such as at SD Negeri 09 Nimpak.

Language Variations Used by Students Sociolinguistic Concepts

Language variations are differentiated into dialect variations and functional variations or registers. Each of these types of variations shows differences with the social background, region, and situation of language use, (Halliday, 2007). The function and meaning of language according to the context of its use, (Afriana, 2024). Based on the results of field observations and analysis of video recordings carried out during break time at SD Negeri 09 Nimpa, it can be seen that the students use various forms of language that describe the existence of social diversity as well as linguistic variation in the school environment. First, students use non-standard Indonesian mixed with elements of regional languages, both in the form of vocabulary and sentence structure. Second, there is the phenomenon of code switching, which means moving between Indonesian and regional languages in one speaking situation. These two variations show how children adapt the language they choose according to social conditions, the person they are talking to, and the closeness of personal relationships.

Variations according to the speaker

The four differences in language variation, namely, Idiolects, dialects, chronolects, sociolects/social dialects are as follows: 1. Idiolects are individual variations of language, reflecting the personal characteristics of a speaker. Idiolects are seen through the elements of intonation, tone of voice, vocabulary choice, speaking style, sentence structure. 2. Dialect is a variation of language used by a group of people in a certain area. The study of dialects is dialectology, which is a field of study that examines language differences based on geographical, social, and cultural areas. With the study of dialectology, we can better understand how groups of people living in a given region create unique language variations in terms of pronunciation, word choice, and sentence structure. 3. Temporal or chronolectic dialects are variations of language that occur at a given time. 4. Social or sociolinguistic dialect is a variety of language that is related to the social status of the person speaking, such as social aspects, educational background, age, economic situation, type of occupation, gender, and others that are more related to the individual speaking. This variation of the language is called the prokem language. Prokem language is generally used in a variety of language environments that reflect social and cultural differences among certain groups of people in closed associations, such as among adolescents, certain communities, or social groups who want to display familiarity, solidarity, and common identity.

Dialectal Variation: This language variation is the presence of dialect and accent differences that can be caused by geographical isolation and interaction between different communities or the use of language based on geographical regions, such as variations in vocabulary, grammar, and pronunciation. Data analysis shows the main forms of language variation in regional identity:

1. *Dialect:*

Table 1. Table of Regional Languages of Bekati and Indonesian

N0	Regional Language SD Negeri 09 Nimpak	Indonesian
1	Baju Singlet	Singlet Shirt
2	Weli Bergarak bah nyam guluk	Weli moved, he laughed
3	Feli Sepertinya bergerak	Feli Seems to be moving
4	Cube kum nganik vita	Try You See Vita
5	Mung ruk bah	You Used to Be
6	Ayak tuhi-tuhi	Don't Delay
7	Bebi jah begarak idunge	Her nose was swollen
8	Tingga	Not yet
9	aa bareng bergerak jah	On the move.
10	Tempalak japung	Visible Teeth
11	li jauh jing ooo	Wow Far Away
12	Aboh	Snacks
13	Muke bebi bejarak leng Merah	Look at Bebi's face until
14	Aboh bareng cin	Hold My Hand
15	Nangkon	Pickles
16	A an Rafa	Give it to Rafa
17	Boh	Runs
18	Nginak	Open
19	Ayak pang'tak	Don't be like that
20	Jing Meh	More

Dialects are variations of language that are found in a particular area and usually indicate the origin of the speakers. Social class differences can also lead to the emergence of different dialects. In summary, geographical and social factors have an impact on the dialect. Dialects are generally collective and not individual. For example, people living in certain areas tend to have similar dialects, (Prihandini & Isnendes, 2020). The variety of languages is reviewed based on the basis of the speaker's region, education, and attitude seen from the speaker group. Indonesia has a variety of tribes based on its territory, (Gui & Darma, 2023). The variety of Indonesian languages is colored by various dialects or dialects. In certain communication situations, the speaker tends to convey his or her ideas concisely, using single words or short sentences that are directly at the core of the message. This kind of speech pattern shows the existence of language efficiency, where the speaker emphasizes more on understanding meaning than the completeness of sentence structure. This form of communication can be found in casual or informal conversations, especially when the context of the conversation has been understood by the other speaker. Thus, even if the sentences spoken are grammatically incomplete, their meaning is still

understandable because it is supported by the context of the situation and the social relations between the speakers. One example of a form of speech that can describe this phenomenon is: Children use language variation as a means to negotiate social identity and group membership. In playgroup interactions, children tend to use "in-group language", internal jokes, and local expressions that are not used during recess. where the use of language becomes a symbol of social cohesion in the children's community. It also shows that children's language variations are symbolic strategies to show their identity in small social spaces such as schools. This variation shows how social factors shape language choices as part of social identity and each language choice indexes the social position of the speaker.

2. **Mix code:**

Code mixing is common among the public. So that language mixing is often seen in daily activities, including in the learning process at school, (II, 2021). In multilingual communities, speakers often switch between languages or mix languages in a single conversation. This practice reflects the complex social and linguistic identities of its speakers, (Afriana, 2024). Code mixing is a form of linguistic convergence that involves the use of elements from more than one language. These language elements no longer function independently, but are used to complement or enrich the functions of the main language that inserts them. Mixed form of deep code in SD Negeri 09 Nimpa children during break hours. that is; Combinations of codes in the form of phrases. In linguistic studies, a phrase is considered a grammatical unit that consists of a group of nonpredicative words and serves to fill in the syntactic elements in a sentence. In general, phrases are divided into nominal phrases (nouns) and verbal phrases (verbs). From the data collection, it was revealed that the form of the code combination found only appeared in the form of nominal phrases, especially in the form of abbreviations. This phenomenon shows that English noun phrases are easier to insert into the Indonesian structure, especially in the context of the profile of the Ministry of Foreign Affairs of the Republic of Indonesia, (Lirong & Wayan Sartini, 2021).

1. **"Sebukan names Bungan, "Bunga mawar *bahh cin*". " "Angrek"**
 (Here there is obviously a code word when speaking where there is the word "*bahh cin*" meaning "I".)
2. **"Dead With Bagarak"**
 (Here there is clearly a code breakdown when speaking where there is the word "*bah barang bagarak*" meaning "because of moving".)
3. **"Toll to, toll. Toll Tickets? Toll"**
 (Here there is clearly a code twist when talking where there is the word "*tol ke*" which means "is it true"?)

4. **"Shut up, let's play"**
 (Here there is obviously a code twist when talking where there is the word "**yak**" meaning "friend".)
5. **"Mention the name of the shirt." batik shirts, Sengklek shirts,**
 (Here there is clearly a code twist when speaking where there is the word "**Sengklek**," meaning "friend".)
6. **"Mention the names of the flowers. Shoelaces, Jasmine Flowers, Shabby Flowers, Shabbos, Single the meh. He bah**
 (Here there is clearly a code breakdown when speaking where there is the word "**Ta siak guluk!, teng le Feli lalah goyang-goya ta. Single the meh.**" meaning "that's Ayen Laughing! Let's see Feli move around, hurry up.")
7. **"I am again. Mention the names of fruits, stoberry apples, yeh ayen bagarak, yek japung vita. Mango fruit.**
 (Here there is clearly a code breakdown when speaking where there is the word "**yeh ayen bagarak, yek japung vita.**" meaning "that Ayen moves! Wow, that's a lot of work.")
8. **"Mention the names of the cellphones, IP cellphones, Nokia cellphones, ye aboh"**
 (Here there is clearly a code word when speaking where there is the word "**ye aboh**" which means "ye kenak".)
9. **"Your eyes are open, and you are moving together"**
 (Here there is clearly a code of conduct when speaking where there is the word "**aboh bareng**" which means "to be handfull".)
10. **"Say the name of my friend, Feli, aboh" "die, shut up, cin jing"**
 (Here there is obviously a code twist when speaking where there is the word "**aboh**" "**dead, silent, cin jing**" meaning "to be silent and me again".)
11. **Rafa you are Rafa, Rafa first. Followed by "baru Cin ta, lkak oh cin"**
 (Here there is clearly a code twist when speaking where there is a word **Cin ta, lakak oh cin** meaning "I, after that".)
12. **"Come on, Evie, let's get it right away."**
 (Here there is clearly a code change when speaking where there is the word "**Nginak-nginak eee, boh** means "open and word aside".)
13. **"No. Ni. This is followed by the word "Meh ayak pang tah bah yeh."**
 (Here there is clearly a code twist when speaking where there is the word "**Meh siak pang tah bah yeh** meaning "don't be like that".)
14. **"Borrow, Oh keep it on the ground, hokk, well moh, followed by the departure of Rafa ta lek, ngiak meh"**
 (Here there is obviously a code pronunciation when speaking where there is the word "**hokk, well**
15. **Moh and mangkat Rafa ta lek, jing meh"** means "ha, take this Moh and kasik Rafa it".) It's hard, followed by our **Nangkonya**.

(Here there is clearly a code discussion when speaking where there is the word "**Nangkonya**" which means "Pick Together".)

Based on the research conducted, several factors were found to affect the occurrence of code mixing in social interactions at SD Negeri 09 Nimpak. These factors include the desire to facilitate communication and explanation, efforts to establish familiarity, and the influence of the situation and context of the conversation. When communicating, individuals tend to choose the language that is considered the most effective to convey ideas, ideas, and topics of conversation to the other speaker. (Gui & Darma, 2023). Sometimes, a speaker unknowingly mixes up codes in a conversation with the interlocutor who understands the meaning of the speech. This is done so that communication takes place more smoothly, efficiently, and in accordance with the purpose of the conversation. Forms of code mixing are also seen in social interactions between students, for example during break hours, when they use a combination of languages to show familiarity and a sense of solidarity among peers. That children build language variation as a form of social expression, not a deviation of linguistic norms.

3. Code Switch:

The transition of regional languages to formal languages usually occurs when teachers are present in class. A variety of formal languages are used by students in formal situations, for example when communicating with teachers, both through spoken and written speech, (Prihandini & Isnendes, 2020). Standard words are forms of language that are in accordance with official grammar and spelling rules, compiled based on scientific linguistic studies and adapted to the times. The standard language serves as the main language or standard reference used in both oral and written communication, (N. Wahyuni, 2022). This type of variety often appears in official events or activities that require the use of orderly language and clear meaning. Examples include its use in official ceremonies, lectures in places of worship, the process of taking the oath of office, the preparation of notary deeds, and the making of official decrees. As a result of the research, the form of the variety of standards found reflects the application of linguistic norms in accordance with the official rules of the Indonesian language and is used consistently in various formal contexts.

Context: A teacher greets a student who is playing in front of the class, then the student responds to the teacher's greeting with a short and polite answer.

Like greetings to passing teachers.

Student 1 : "Mung Jing bah" (You Again)

Teacher: **What else is it playing?**

Student 2 : "there is a teacher",

The language used by teachers when interacting with students in these situations reflects the frozen variety in Indonesian. The characteristic of the frozen variety is evident in the teacher's speech saying, "**What else is that?**", as well as in

the response of students who answer, "**Yes, Teacher,**" using standard or formal Indonesian. As the saying illustrates, there is an official communication situation, because the conversation takes place in the context of interaction between teachers and students in the school environment, precisely when the teacher passes in front of the class. In situations like this, students spontaneously respond to the teacher's greeting by using polite, orderly, and formal language norms. This shows that the use of frozen varieties not only signifies the existence of a social hierarchy between speakers and speaking partners, but also reflects adherence to language etiquette in the context of formal education.

In formal situations or in the classroom

The formal or formal language style is the type of language used in very serious and regular communication situations, such as in government speeches, official meetings, official letters, religious lectures, and textbooks. This type of language follows the rules and standard language patterns that have been established as a reference for the use of language. Based on the research conducted, the official styles that exist are as follows.

In Context: Teachers begin to increase active student participation by asking some basic questions to get them more involved in the learning process.

Teacher: Are you ready?

Pupil : **Already a teacher**

Teacher: why the store is broken and then the book falls.

Student : **it's the teacher's mother**

Teacher: Afraid of being caught in the crossfire? Apra is finished.

Student: (Smiles)

Teacher: Veli is finished yet?

Murud: **Already a teacher.**

The data describes a situation when a teacher asks a question to his student while collecting the textbook after the student has completed the given question. In this context, students respond to the teacher's questions directly, which indicates the existence of formal interaction between the teacher and the learner. These speeches are included in a variety of official languages, because conversations take place in formal learning situations, namely in the school environment. This can be seen from the choice of words and forms of student speech, such as the expressions "**Already, Ibu Guru**" and "**la, Ibu Guru**", which use standard Indonesian. The use of this form of speech reflects politeness, respect for teachers, and understanding of linguistic norms that apply in the context of formal education. Thus, this data shows that students are able to adapt a variety of languages according to the situation and social role of their opponents. The data illustrates the use of a variety of official language, because the speech that appears occurs in the context of formal situations, namely when learning activities take place in the classroom. The use of this official variety indicates the existence of language awareness in accordance with the prevailing language norms

in the educational environment. In situations like this, speakers tend to choose complete sentence structure, standard word choices, and language styles that suit the academic context. This identifies that the use of language is influenced by speech, conditions, social relationships between users and communication partners, and desired communicative goals.

Formal times outside of class

Casual variety is a language that can be used in informal situations. It usually appears when a person interacts intimately with another individual, such as when talking to a family member or close friend. In this context, casual variations are used that have unique characteristics, such as the use of the form of *alegro*, which is a form of speech that undergoes shortening or simplification of pronunciation. This variety of relaxed languages also tends to be rich in vocabulary derived from regional lexical elements and absorption from local languages, so that it reflects the linguistic diversity of the community. In addition, in casual conversations, the use of ellipsis sentences is often found, which is incomplete sentences in structure, but their meaning can still be understood through the context of the speech situation. Some elements seem incomplete. The variations of casual language or casual style in this study can be described as follows.

In context: The teacher told his students to move the polybek to the terrace on the side of the school and was responded to directly by the students.

Teacher: A lot.

Student: **Is there a parung?**

Teacher: There, Line up there.

Student: Is this one?

Teacher : aaa line, yes in line

Student : nahhh...

The data explains that the teacher told his students to move the polybek containing soil. The data mentioned above shows a variety of relaxation because there is a regional element, namely in the word **""Word" Word, "Word""** comes from the Dayak language which means "Karung". Based on the results of conversations between teachers and students during learning activities, both in and outside the school room, it can be seen that communication activities at SD Negeri 09 Nimpak show the use of an internal code transfer form in Indonesian. This phenomenon arises because in daily social interactions, local people are more likely to use regional languages as a means of communication that is felt to be more natural, familiar, and easy to use in various situations. In the early stages of the conversation, students generally start communication using Indonesian, and students can respond in the same language. Indonesian as a standard language has an important symbolic role, which serves to unite speakers from various dialect backgrounds, provide national identity, and reflect authority in formal communication. Raw language also has an

objective function, namely being a benchmark or standard reference in speaking the correct language. Through the use of standard languages, speakers of various dialects can interact uniformly and in a targeted manner in educational and social contexts. (Gui & Darma, 2023). In formal and formal situations, the standard language is used both orally and in writing. The use of standard language plays an important role, especially in the context of official communication. This is because the standard language reflects the speaker's level of language and intellectual ability. An individual with a higher education background tends to pay greater attention to the accuracy and validity of the language he or she uses. Conversely, speakers with lower levels of education usually pay less attention to these aspects of the standard in everyday speech. The application of standard language does not solely serve as a formal means of communication, but also reflects the level of language proficiency and becomes a marker of the social identity of its speakers in a particular linguistic community. Social contexts such as proximity to teachers, social position in groups, and family economic status also influence language diversity.

Social and Educational Implications

The implications of the results of this study are very relevant for the improvement and determination of language education policies in elementary schools. Educators need to understand that slang and mixed language are not a threat to standard language, but rather part of a child's social learning process, Yip & Matthews (2022), a language education approach that recognizes linguistic diversity will encourage children to be more confident in communicating. Schools need to integrate the understanding of language variations into the Indonesian curriculum, especially in the pragmatic aspects and social communication contexts. This research also emphasizes the need for teacher training in the field of applied sociolinguistics, so that they are able to understand the social function of children's language variations and use them as a bridge to learning, not an obstacle. In this way, language education in elementary schools can be more inclusive and relevant to the socio-linguistic reality of Indonesian children today.

Conclusion

The variety of children's language in elementary school during break hours is a sociolinguistic phenomenon, reflecting social dynamics, group identity, and the influence of language globalization. The language used by children does not only function as a means of communication, but also as a symbol that strengthens social relationships, reflects their identity, and shows their creativity in language. The findings show two dominant patterns, namely (1) the mixing of Indonesian to regional languages (2) the emergence of variations during break hours. Theoretically, this study enriches the study of children's sociolinguistics in Indonesia, which is still limited, especially in the context of elementary schools. For example, the scope of the study

was limited to elementary schools in rural areas, so the results did not fully represent children's languages. Second, the observed interactions only included the context of break hours, while other interactions such as at home could provide additional perspective on the child's pattern of language variation. Third, this study has not used quantitative analysis of the frequency of lexical variation, so the opportunity for generalization is still limited. For further research, it is recommended that the study be conducted in a cross-regional context by considering cultural, economic, and school type factors. Analyses that combine quantitative approaches (e.g., *sociolinguistic interviews* and *corpus linguistics*) with ethnographic qualitative approaches can strengthen the validity of findings. This research emphasizes the importance of viewing children's language diversity as a social and cultural asset that needs to be appreciated. By understanding this phenomenon scientifically, educators, parents, and policymakers can develop communication and language education strategies that are more adaptive to the linguistic diversity of Indonesian children. It is hoped that this research can be a starting point for further studies that discuss children's sociolinguistics, especially in the framework of inclusive and equitable multilingual education.

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