# Surabaya Children's Language Variations in Storytelling Activities : Socio - linguistic Pragma

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## *Abstract*

*This research aims to investigate the language variations found in Surabaya children's storytelling activities using a pragmasocolinguistic approach. Through participant observation and text analysis of stories told by children, this research explores how Surabaya children use their language in the context of storytelling activities. Research findings show that Surabaya children present rich variations in the use of vocabulary, grammar, and language style , which are influenced by social and contextual factors. Surabaya children tend to use words that are familiar to their daily experiences, and choose sentence structures that suit the situation and audience. External factors such as the influence of mass media are also visible in children's language use. This research provides in-depth insight into how Surabaya children use their language in storytelling activities, as well as the implications of these findings in the context of children's education and language development. In conclusion, understanding the language variations of Surabaya children in storytelling can make an important contribution to the development of effective teaching strategies and the enrichment of local culture ..*

*Key words: Language variations, Surabaya children, storytelling, Sociolinguistic Pragma*

## 1. INTRODUCTION

Storytelling activities are an important aspect of children's language development, playing a significant role in shaping their understanding of culture, morality and social values. In the cultural context of Surabaya, storytelling is not

only a means of entertainment, but also a forum for transmitting local traditions and values to the younger generation.

Language can be used to form a person's identity and can be a communication tool. According to Williams (in Junus, 2015), the use of language is to provide information about oneself. In an environment rich in linguistic diversity such as Surabaya, it is important to understand how children adapt and use their language when they tell stories. Language variation in this context is an interesting subject for research, because it reflects the complexity in social and linguistic interactions.

Research on Surabaya children's language variations in storytelling activities not only provides insight into the language structures used by children, but also reveals pragmatic aspects of sociolinguistics in their communicative interactions. By understanding how Surabaya children use their language in the context of storytelling, we can better understand language dynamics at the local level and make a significant contribution to the development of language education curricula and the maintenance of cultural heritage.

The identity of a language user is expressed through the use of language varieties that are considered more capable of representing the user's 'existence' than their 'existence'. If related to context, language is used as a tool to form an identity for its users and media is not only used to reflect reality, but also carries the consequence of the absence of reality. The view which states that identity is not a constructed reality, but rather a product of language (Junus, 2015).

In this research, we aim to explore various aspects of Surabaya children's language variations in storytelling activities using a pragmasocolinguistic approach. Through in-depth analysis, we hope to make a valuable contribution to the understanding of Surabaya children's language use in specific cultural and social contexts. Language variations exist as a result of the differences in language used by speakers and speakers. Everyday conversations that individuals have with other individuals and individuals with their environment can cause language variations to emerge (Sidharta et al. 2022). In exploring the language variations of Surabaya children in storytelling activities with a pragmasocolinguistic approach, we can enrich our perspective with the basis of the works of Dell Hymes. Children, as the main agents in the language socialization process, create their own language variations according to the social and cultural context in which they grow up. Surabaya, as a cultural center, provides a rich background for understanding language variations. According to Mustakim (in Nuryani, et al., 2018), there are variations in the way people use different languages. From an expert's point of view, it can be concluded that language variation is a language variant that follows a general pattern, and can occur as a result of language use by society in a broad context. This will be very prominent in the presence of language contact with the existence of bilinguals and multilinguals as a result of language contact and also cultural contact (Yusnia, Sumaryoto, and Sumaryati 2022). Storytelling activities are considered important because they allow children to express their creativity and linguistic intelligence.

The pragmatic sociolinguistic approach, which combines language and social context , is a strong basis for understanding how Surabaya children use language in storytelling. By paying attention to Dell Hymes' concepts, such as speaking competence, this research aims to analyze the language variations of Surabaya children in storytelling activities. It is hoped that this research will provide a deeper

understanding of the dynamics of language in a diverse society like Surabaya, in accordance with Hymes' thinking .

## 2. THEORETICAL BASIS

The main basis of this research is pragmasociolinguistics, which combines aspects of pragmatics and sociolinguistics in analyzing language. This approach understands that language is not only influenced by linguistic structure, but also by social context and practical use in everyday life. This theory studies language variations in social and cultural contexts. This approach allows researchers to understand how language changes and adapts depending on factors such as place, social status, and communicative situation. This theory explores how meaning is constructed and understood in a communicative context. In this research, pragmatic communication theory will help in understanding how Surabaya children use their language to achieve certain communicative goals in storytelling activities. This theory studies the relationship between language and society. In the context of this research, sociolinguistic theory will help in understanding how social factors such as social status, age group, and cultural context influence Surabaya children's use of language in storytelling. This theory focuses on language development in children. In this research, child language development theory will help in understanding how Surabaya children develop their language skills and how their use of language in storytelling activities can develop over time.

The study of Surabaya children's language variations in the context of storytelling activities highlights the importance of understanding language dynamics in a culturally diverse community like Surabaya. The concept of language variation, which includes differences in language use based on social, cultural, and situational factors, is the main focus of this research. Surabaya children, as the main agents in the language socialization process, are an interesting subject to study because they not only reflect existing language variations, but also create their own language variations according to their social and cultural context. Storytelling activities, as a traditional way to convey stories and cultural values, provide opportunities for children to express their creativity and linguistic intelligence.

A sociolinguistic paradigm approach is used to analyze how Surabaya children use language in the context of storytelling, taking into account the concepts introduced by Dell Hymes, such as speaking competence. This study aims to provide a deeper understanding of the way Surabaya children use language in storytelling interactions in accordance with social norms and their communicative goals, in line with the thinking and framework developed by this figure.

This research is based on a conceptual framework consisting of main concepts in pragmasocolinguistics, language variation theory, and pragmatic communication theory. Pragmasociolinguistics is a theoretical approach that combines aspects of pragmatics and sociolinguistics in analyzing language. Language variation theory studies variations in language use between individuals or groups, while pragmatic communication theory examines how meaning is constructed and understood in communicative contexts. Using this conceptual framework, this research will analyze how Surabaya children use their language in storytelling activities and how language variations are influenced by pragmatic sociolinguistic factors.

## 3. RESEARCH METHODS

This research aims to gain an in-depth understanding of the language variations used by Surabaya children in storytelling activities, by paying attention to the pragmatic, social and linguistic factors that influence them. The research method used involves a data collection process in the field which includes participatory observation and interviews with Surabaya children who are active in storytelling activities. This research uses a qualitative approach to enable researchers to understand and interpret language variations in appropriate social and situational contexts. This approach also allows researchers to explore the relationships between language, social context, and cultural practices.

Participants in this research were Surabaya children aged between 6 and 12 years and were active in storytelling activities. Participants were selected purposively to ensure representation from a variety of social, economic, and educational backgrounds. Researchers will be present directly at storytelling activities held by Surabaya children. During the observation, the researcher will note various aspects of the language interactions that occur, including the vocabulary used, grammar, pronunciation, and adaptation to the audience. Semi-structured interviews will be conducted with Surabaya children after the storytelling activity is completed. The interview will focus on questions related to their experience in storytelling, their choice of language, and the factors that influence their choice of language. Researchers will attend several storytelling sessions held by Surabaya children in various places, such as schools, libraries or community centers. During observations, the researcher will note all aspects related to the language variations used by the children. After each storytelling session, researchers will conduct interviews with several children to gain a deeper understanding of their language use. Interviews will be recorded for further analysis. The data collected will be analyzed using a pragmatic sociolinguistic approach. Analysis will include identifying emerging patterns of language variation, as well as the social and pragmatic factors that influence this variation. The opinion of Moleong (in Patimah, S., 2023: 357-358) defines qualitative as a procedure in research that is obtained from other people as well as attitudes that can be observed in order to obtain data in the form of verbal and non-verbal descriptions. This research will be conducted by observing the principles of research ethics, including informant consent, data confidentiality, and participant safety. Information about the aims of the research, participants' rights, and the procedures to be carried out will be clearly communicated to participants before the start of the research. To ensure the sustainability and validity of the research, researchers will continue to update field notes, verify data with participants, and triangulate data from various sources. In addition, selecting representative participants and using diverse data collection techniques will also increase the validity of the findings. This research method was designed to provide a comprehensive understanding of the language variations used by Surabaya children in storytelling activities. With a qualitative approach and the use of various data collection techniques, it is hoped that this research can provide valuable insight into the complexity of Surabaya children's language and the factors that influence it.

Apart from that, according to Herdiansyah (in Simamora, et al., 2022) states that qualitative research is natural research that is used in a certain context to explore and understand a phenomenon or event that is being experienced by the research subject. The data collection methods used were observation, free-speech

engagement techniques, and note-taking techniques. The first data collection technique used was observation. This research uses a pragmatic sociolinguistic approach to analyze the language variations of Surabaya children in storytelling. The research subjects consisted of elementary school children in Surabaya, selected purposively by considering variations in social and cultural backgrounds. Data was collected through participant observation and interviews, then analyzed qualitatively with a focus on language variations in vocabulary, syntax and language style. Data validity is ensured through data triangulation, while reliability is maintained through systematic recording and analysis. The research was conducted by observing the principles of research ethics, including obtaining permission and maintaining data confidentiality as well as children's voluntary participation being informed to their parents or guardians.

## 4. DISCUSSION
### 4.1. Surabaya Children's Language Variations

This study examines Surabaya children's linguistic variations in storytelling, highlighting the creative use of language to construct narratives. Social and cultural factors such as environment, family, and personal experiences influence these language variations. This research recognizes the importance of language variation within the Surabaya children's community, highlighting the unique language styles of each child. Storytelling activities are not only entertaining, but also important for children's language development. Language variation reflects social and cultural norms , with important implications in education to support children's language development. Parents and teachers have a key role in creating an environment that supports and respects language diversity. This study provides valuable insight into the complexity of children's language interactions in everyday contexts, with broad social, cultural, and educational implications.

It was found that Surabaya children used a rich variety of vocabulary in storytelling activities. They often choose words that are familiar and related to their everyday experiences. However, there is also the use of formal vocabulary which reflects the influence of formal education and mass media . Grammatical analysis shows variations in the use of sentence structure and syntax. Surabaya children tend to use simpler sentence structures and often adopt grammatical rules visible in their everyday spoken language. Surabaya children show a tendency to use various language styles depending on the context and audience. They can use more relaxed and informal language when telling stories to peers, while they tend to use more formal language when telling stories to adults or in formal settings such as at school.

The language variations of Surabaya children in storytelling activities are influenced by the social context in which the activities occur. For example, in more relaxed and familiar settings, children tend to use more free and relaxed language, while in more formal settings, they tend to use more standard and formal language. Apart from internal factors, this research also identified external influences such as mass media and the influence of popular culture in the language variations of Surabaya children. There are examples of the use of phrases or terms popularized by the mass media in stories told by children. The results of this research show the complexity in the language variations of Surabaya children in storytelling activities, as well as the importance of considering pragmatic sociolinguistic factors in understanding their language use. The implications of these findings can help in the

development of more effective teaching strategies for understanding and appreciating linguistic diversity in local cultural contexts.

## 4.2. Social and Cultural Factors in Language Variation

Surabaya children's language variations in storytelling activities are influenced by internal and external factors, such as social and cultural norms . Children use language creatively, reflecting their social and cultural backgrounds. Social norms influence the language styles accepted within a group, while local culture shapes vocabulary and sentence structure. These language variations reflect children's cultural identity and social status. Living environment also influences language variation, with differences between urban and rural environments. Understanding these social and cultural factors is important for appreciating and understanding the context of children's communication. In education, knowledge of these language variations can help create inclusive and responsive learning environments. In the context of cultural preservation, recognition of linguistic and cultural diversity supports efforts to preserve local heritage. For Surabaya children aged 7-12 years, language variations in storytelling activities are also influenced by their grade level in elementary school. Lower class children (grades 1-3) aged 7-9 years are more suited to telling fables or animal stories. Animal stories attract their attention more, make them understand the storyline better and master the story better. They will tell stories in a simpler way and language.

Meanwhile, for high class children (grades 4-6), it is more appropriate to present folk tales. Folklore can help children learn more about and increase their insight into the origins of a region or other culture. High class children tend to tell stories more expressively according to the characterization. However, folk tales sometimes contain adult elements that are not suitable for children, such as scenes of killing or beating. Therefore, this part of the story should be changed to more subtle words, for example replacing "killing" with "getting angry so there was a fight and one of them had to lose the fight." So that words that have a negative connotation cannot have a bad impact on the formation of a child's character. Understanding the language variations of Surabaya children in storytelling, both based on age and social and cultural background, is very important. This not only helps in creating an inclusive and responsive learning environment, but also supports local cultural preservation efforts by recognizing children's linguistic and cultural diversity.

Research on Surabaya Children's Language Variations in Pragmasocolinguistic Storytelling Activities provides a clear picture of the reality of language diversity experienced by Surabaya children in the context of storytelling. From the findings that have been presented, it can be concluded that the language variations experienced by Surabaya children are a reflection of their social, cultural and environmental dynamics. This conclusion includes an in-depth analysis of the variety of vocabulary, grammar, pronunciation, and adaptation to the audience in storytelling activities. The language variations observed in this research reflect the complex social reality in Surabaya. Surabaya children show sensitivity to different social environments and communicative needs, which is reflected in their choice of language when telling stories. This emphasizes that language is not a static entity, but is dynamic and continues to change according to the social and situational context faced by its speakers. The pragmatic

sociolinguistic approach helps in in-depth understanding of the language variations of Surabaya children. Pragmatic and social factors, such as communicative goals, context of interaction, and relationships between speakers, are key in explaining observed language variation. This highlights the importance of seeing language as a means of communication shaped by social context, not simply as a separate linguistic system.

This research has important implications in the fields of education and culture. A better understanding of the language variations of Surabaya children can help in the development of educational programs that are more inclusive and responsive to the linguistic diversity of Surabaya society. Such programs must take into account children's cultural and social contexts in supporting effective language learning. The reality on the ground shows that language variation is a complex and dynamic phenomenon, which cannot be ignored in understanding language diversity in society. This research provides an authentic and in-depth perspective on how Surabaya children actually use language in their storytelling activities, not just theories or assumptions. The conclusions of this research also highlight the importance of increasing awareness of linguistic diversity in society. By understanding the language variations of Surabaya's children, we can better appreciate and respect the rich linguistic and cultural heritage of society. It also helps in building more harmonious relationships between various groups in society. These conclusions provide a strong foundation for further action in the fields of education, applied linguistics, and community development. With a deeper understanding of the language variations of Surabaya's children, we can develop more effective learning strategies, produce more relevant research, and promote greater social inclusion in society. This study also offers several suggestions for future research and practice. Future research could explore additional factors that influence Surabaya children's language variations, such as the influence of media and technology. In addition, educational practitioners can use these findings as a basis for developing more innovative and inclusive educational programs to support the language development of Surabaya children. In the context of storytelling activities, the language variations of Surabaya children offer an authentic view of the social, cultural and linguistic dynamics in society. This research has provided a deeper understanding of the reality of language diversity in the field, which can assist in the development of educational strategies and social interventions that are more responsive to the language needs of Surabaya children. By recognizing and respecting these linguistic variations, we can strengthen local cultural identity and build a more inclusive and harmonious society.

## 4.3. The Role of Storytelling in Child Development and Cultural Identity

Storytelling activities are not just entertainment; This is also important for the development of language and cultural identity of Surabaya children. Through storytelling, children learn the structure of language and gain an understanding of their cultural values. This helps preserve Surabaya's cultural heritage from generation to generation. Storytelling plays an important role in children's development, teaching them social norms and building their social and emotional skills. This also helps in keeping the local language and culture alive. The role of adults, such as parents or teachers, is very important in facilitating storytelling activities and passing on knowledge and cultural values. Storytelling also

strengthens relationships between younger and older generations, important for cultural continuity in society. Thus, storytelling is an effective way to support the development of language and cultural identity of Surabaya children and preserve their cultural heritage .

## 4.4. Social, Cultural, and Educational Implications

The results of this research have broad implications in social, cultural and educational contexts. First, a deeper understanding of the language variations of Surabaya children can help design educational strategies that are inclusive and responsive to language diversity. This allows the development of approaches that suit children's needs inside and outside the classroom. Second, this understanding can enrich children's learning experiences by introducing them to various languages and cultures, increasing tolerance and mutual understanding in society. Furthermore, this research strengthens the cultural identity of Surabaya children, increases their pride as part of the community, and promotes the preservation of local languages. Another implication is in the educational context, motivating the development of curricula and professional training that is more inclusive and oriented towards linguistic diversity. This strengthens the quality of language teaching and learning, and promotes inclusivity in education. Overall, this research has the potential to build an inclusive, diverse and cultured society in Surabaya and elsewhere.

## 5. CLOSING

Important implications for educational practitioners, parents and society: understanding the language variations of Surabaya children can help in the development of more relevant and responsive teaching materials. Teachers can pay attention to these language variations in designing learning activities that are more interesting and appropriate to students' linguistic needs. Parents can play a more active role in supporting their children's language development by understanding and appreciating the variety of languages used by them. By increasing awareness of these language variations, parents can provide more effective support in their children's language learning. Awareness of the language variations of Surabaya children can also promote appreciation for linguistic diversity in society. This can help in building a strong cultural identity and strengthen relationships between community members.

Although this research has provided valuable insights, there are still several areas that can be further explored in the field . Further research can be carried out to explore the influence of the physical and social environment on the language variations of Surabaya children. Factors such as the school environment, peer interactions, and social media can influence children's language use. Further research could focus on developing more effective learning strategies for teaching language to Surabaya children. The strategy must take into account existing language variations and support the holistic development of children's language skills. Future research could also explore ways to strengthen local language identity in Surabaya. This includes efforts to promote the use of local languages in various communication contexts and respecting local language heritage as an integral part of Surabaya culture.

Thus, research on Surabaya Children's Language Variations in Pragmasocolinguistic Storytelling Activities has provided valuable insight into the complexity of language used by Surabaya children in storytelling contexts. These findings have important implications for educational practitioners, parents and the community in supporting Surabaya children's language learning effectively and inclusively, as well as in promoting respect for linguistic diversity in society. Through continued research, we can continue to explore the complexity of Surabaya's children's language and develop educational strategies that are more responsive to their linguistic needs.

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