

Analysis Of Second Language Acquisition (Indonesian) In Early Children From Multi-Ethnic Families: A Phonological And Syntactical Study

Lalu Marzoan¹, Tuti Alawiyah²,

^{1,2} Program Studi Pendidikan Anak Usia Dini STKIP HAMZAR

Article Info

Article history:

Accepted: 22 July 2026

Published: 01 Agustus 2026

Keywords:

second language acquisition,
early childhood,
multilingual family,
phonology,
syntax

Abstract

This study aims to analyze the acquisition of Indonesian as a second language in early childhood from multilingual families, focusing on phonological and syntactic aspects. The research was conducted at PAUD Adzkiya Lombok Utara in Group A, which consisted of 15 children. Multilingual families present a unique social context where children are exposed to more than one mother tongue from parents of different ethnic backgrounds, significantly influencing the second language acquisition process. This research employs a qualitative approach with a case study method. The subject is a 4-year-old child (initial RA) from a multilingual family (Javanese-Bugis intermarriage) who uses Indonesian as a second language after the regional languages of each parent. Data collection was conducted through participatory observation, recording daily conversations, and interviews with parents. Data analysis used phonetic transcription techniques and syntactic structure analysis based on psycholinguistic theory (Chaer, 2019). The results show that at the phonological level, the child experiences difficulties in pronouncing certain consonants, such as /r/ changing to /l/ and /s/ changing to /c/, which is influenced by the sounds of the first language that have no equivalent in Indonesian. At the syntactic level, the child has been able to form simple and compound sentences, as well as produce declarative, interrogative, and imperative sentences appropriate for their age (Zahra & Baadillah, 2024). Family environmental factors, intensity of exposure to Indonesian, and parental consistency in using the second language are the main determinants of successful language acquisition (Noviyanti, 2020). The novelty of this research lies in its integrated case-study analysis of phonological and syntactic acquisition within a single child exposed to two distinct first languages simultaneously, an approach rarely used in previous studies that examine these two linguistic levels separately or focus on monolingual first-language contexts. This research contributes to understanding the dynamics of second language acquisition in children from multilingual backgrounds and its implications for early childhood education.

This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Lalu Marzoan

STKIP HAMZAR, Indonesia

Email Coresspondent: zoanzakiya12@gmail.com

1. INTRODUCTION

Language development is a fundamental aspect of early childhood development. Language serves not only as a means of communication but also as a means of thinking, expressing oneself, and building social relationships (Rahayu, 2024). During the golden age of child development (*golden age*), namely, between the ages of 0-6 years, a child's brain has very high plasticity, so the ability to

absorb language occurs optimally (Sulastri, 2023). Children who are introduced to a second language at an early age not only acquire more natural phonological and syntactic structures but also develop fluency approaching that of native speakers (Swastyastu, 2020).

Adzkiya Early Childhood Education Center (PAUD) in North Lombok, as an early childhood education institution located in an area with high levels of ethnic heterogeneity, faces challenges in optimizing children's language development, especially for children from multiethnic families. Indonesia, as a country with ethnic, linguistic, and cultural diversity, presents a unique social context for children's language acquisition. In many families, especially multiethnic families resulting from mixed marriages, children grow up in a multilingual environment (Difani, 2020). Children are exposed not only to Indonesian as the national language but also to regional languages from both parents with different ethnic backgrounds. This condition creates both challenges and opportunities in the process of second language acquisition in early childhood (Hasmiati & Juanda, 2023).

Second language (L2) acquisition in early childhood is a complex process and different from the acquisition of a first language (L1). Second language acquisition occurs when children begin to learn a new language after having mastered the first language acquired naturally from their immediate environment (Chaer, 2019). Unlike first language acquisition, which occurs subconsciously through interactions with those closest to them, second language acquisition can occur either guided or naturally (Suardi, Ramadhan, & Asri, 2019). The success of second language acquisition in early childhood is influenced by three main factors: environmental factors, first language factors, and age factors (Ummah, 2025).

The phenomenon of multiethnic families in Indonesia is increasingly prevalent along with increasing population mobility and inter-ethnic marriage (Mori, 2026). At Adzkiya Early Childhood Education (PAUD) in North Lombok, this phenomenon is clearly visible in Group A, which consists of 15 children from diverse ethnic backgrounds, including Javanese, Bugis, Sasak, and Balinese. In multiethnic families, children often have to adapt to two or more different language systems. Indonesian, as the national language, serves as both a unifying language and a second language that children must master to communicate in broader social contexts (A'ban, 2022). However, the process of acquiring Indonesian as a second language for children from multiethnic families faces various challenges, particularly at the phonological and syntactic levels (Rafiyanti, 2021).

Phonologically, each language has a distinct sound system. Children accustomed to the sounds of a particular regional language will experience difficulties producing sounds not found in their native language's phonological system (Maulidiyah, Fahriany, & Deni, 2020). For example, the consonant /r/ in Indonesian is often pronounced as /l/ by children from certain regional languages that lack alveolar trills (Prameswari & Pratiwi, 2024). Similarly, the sound /s/ changing to /c/ is a common phenomenon in children's phonological acquisition (Wulandari, 2018).

Syntactically, early childhood develops from the one-word stage, two-word stage, to the multi-word stage (Wati, 2016). Children aged 3-5 years are generally able to form simple and compound sentences and produce declarative, interrogative, and imperative sentences (Zahra & Baadillah, 2024). However, in the context of multiethnic families, the syntactic structure of the first language often influences the syntactic structure of the second language produced by children. Syntactic interference occurs when the sentence patterns of the first language are carried over into the second language production (Rafiyanti, 2021).

Problems in second language acquisition in early childhood from multiethnic families at Adzkiya Early Childhood Education (PAUD) North Lombok are becoming increasingly complex due to differences in language systems between the first and second languages. Inaccuracies in the

pronunciation of vocabulary and second language structures often occur in children (Ummah, 2025). This not only affects children's communication skills but can also impact their self-confidence and socio-emotional development (Yuniarni, Halida, Amalia, Solichah, & Satwika, 2023). Therefore, a deep understanding of the process of second language acquisition in children from multiethnic families is very important for educators, parents, and policymakers in the field of early childhood education (Nurmala & Hartono, 2023).

While extensive research on second language acquisition in early childhood in Indonesia has been conducted, research specifically examining phonology and syntax in children from multiethnic families remains limited (Difani, 2020). Most previous studies have focused on first or second language acquisition in monolingual children (Suardi et al., 2019). However, the multiethnic family context provides a unique perspective on the language acquisition process due to exposure to diverse languages within the child's immediate environment (Hasmiati & Juanda, 2023).

Research by Suardi, Ramadhan, and Asri (2019) on first language acquisition in early childhood shows that the family environment plays a very dominant role in shaping children's language skills. Meanwhile, research on second language acquisition in the context of multiethnic families is still rare, especially those that specifically examine the integrated aspects of phonology and syntax (A'ban, 2022).

This gap is important to underline because existing studies on multiethnic or multilingual children in Indonesia tend to examine phonology and syntax separately, or focus on a single ethnic pairing, so that the way these two linguistic levels interact within one child exposed to two distinct first-language systems simultaneously (Bugis and Javanese) remains poorly documented (Difani, 2020; Rafiyanti, 2021). Furthermore, most prior research on second language acquisition in early childhood in Indonesia has relied on quantitative or survey-based designs that capture general patterns but cannot trace how an individual child's phonological substitutions and syntactic structures develop and interact over time (Suardi et al., 2019). Addressing this gap is important not only theoretically, to enrich psycholinguistic understanding of integrated phonological–syntactic acquisition in multiethnic settings, but also practically, since teachers and parents at institutions such as Adzkiya Early Childhood Education (PAUD) North Lombok currently have little context-specific guidance for supporting children who must reconcile more than one first-language sound and sentence system while acquiring Indonesian as a second language.

Based on this background, this study aims to analyze the acquisition of Indonesian as a second language in early childhood from multiethnic families at Adzkiya Early Childhood Education (PAUD) North Lombok with a focus on phonology and syntax. Specifically, this study seeks to identify the forms of phonological difficulties experienced by children, analyze syntactic structures that have been mastered and those that still experience interference, and uncover factors that influence the process of second language acquisition in children from multiethnic families (Noviyanti, 2020). This study is expected to provide theoretical contributions to the development of psycholinguistic studies, particularly in the field of second language acquisition in early childhood, as well as provide practical benefits for parents and educators at Adzkiya Early Childhood Education (PAUD North Lombok) in stimulating the language development of children from multiethnic backgrounds (Swastyastu, 2020). Compared to previous studies that generally examine phonological or syntactic acquisition separately, or describe language development in monolingual children, this study offers a novel contribution by analyzing both linguistic levels together in a single in-depth case study of a child navigating two first languages, thereby filling the gap identified above and offering a more integrated picture of how phonology and syntax interact during second language acquisition in a multiethnic family context.

2. METHOD

This study used a qualitative approach with a case study method (Creswell, 2014). The qualitative approach was chosen because this study aims to understand in-depth the phenomenon of second language acquisition in early childhood in the context of multiethnic families. The case study method allows researchers to comprehensively explore the process of language acquisition in subjects in a natural setting without intervention (Yin, 2018).

The research was conducted at Adzkiya Early Childhood Education (PAUD) North Lombok, located in an area with a high level of ethnic heterogeneity. This location was chosen because it has the characteristics of students from various ethnic and cultural backgrounds. The subjects in this study were all 15 children in Group A of Adzkiya Early Childhood Education (PAUD North Lombok), with an age range of 4-5 years. Of the 15 children, one child was selected as the main subject (initials RA) based on certain criteria. The main subject is a 4-year-old child from a multi-ethnic family resulting from a mixed marriage between a Bugis father and a Javanese mother. The subject's family lives in an urban area with a high level of ethnic heterogeneity. The subject's first language (B1) is Bugis from his father and Javanese from his mother, while Indonesian serves as a second language (B2) used in social interactions outside the family and as the language of instruction in the PAUD institution.

The selection of the main subjects was carried out purposively based on the following criteria: (1) aged 3-5 years as a critical period for language acquisition, (2) coming from a multi-ethnic family with two different first languages, (3) using Indonesian as a second language in daily life, (4) having no history of language development disorders, and (5) parents willing to be research participants (Sugiyono, 2020). Meanwhile, observations of 14 other children were conducted to enrich the data regarding the general pattern of second language acquisition in the Adzkiya Lombok Utara PAUD environment.

Among the children in Group A who met all five criteria above, RA was specifically selected as the main subject for three additional reasons that strengthen the credibility of the case study. First, RA showed the clearest and most consistent first-language duality in daily use, since both parents actively maintained their respective regional languages (Bugis from the father, Javanese from the mother) at home, providing a “cleaner” two-language input condition than other candidate children whose families used Indonesian more dominantly at home. Second, RA and his parents were highly accessible and consistently available throughout the four-week data collection period, which allowed uninterrupted daily observation and recording—an important practical consideration for the depth required by a case study design (Yin, 2018). Third, an initial two-day pilot observation showed that RA produced a sufficiently rich and varied range of spontaneous utterances (covering multiple sentence types and audible phonological substitutions) to allow in-depth phonological and syntactic analysis, whereas several other candidates produced comparatively limited spontaneous speech during the same pilot period. These considerations were documented in the researcher’s field notes and discussed with the classroom teacher before RA was confirmed as the main subject, so that the selection process itself could be traced and audited.

Data collection techniques were carried out using three methods. First, participant observation, where the researcher was directly involved in the subjects' daily activities to observe natural language production (Moleong, 2019). Observations were conducted in the home environment, while playing at PAUD, and while interacting with family and peers in Group A of PAUD Adzkiya North Lombok. Second, conversation recording, which recorded spontaneous conversations between subjects with parents, siblings, peers, and teachers using audio devices. Recordings were conducted for 4 weeks with a total recording duration of approximately 10 hours in the PAUD environment and the subjects' homes. Third, semi-structured interviews with parents and PAUD teachers to gather information about

the family's language background, language parenting patterns, and parents' and teachers' perceptions of children's language development (Sugiyono, 2020).

The main research instrument was the researcher himself (human instrument), assisted by observation guidelines, interview guidelines, and recording devices (Moleong, 2019). The collected data were in the form of transcriptions of children's speech, which were then analyzed at the phonological and syntactic levels. Data analysis was carried out through the following stages: (1) transcription of recorded data into text form, (2) data reduction by selecting speech relevant to the research focus, (3) data classification based on phonological and syntactic aspects, (4) phonological analysis by identifying the sounds produced and comparing them with the standard Indonesian phonological system (Chaer, 2019), (5) syntactic analysis by identifying the sentence structure produced based on sentence type (declarative, interrogative, imperative) and sentence complexity (single/compound) (Zahra & Baadillah, 2024), (6) data interpretation by linking the findings to language acquisition theory, and (7) drawing conclusions (Sugiyono, 2020).

Data validity is guaranteed through triangulation of data sources (parents, Adzkiya PAUD teachers, and recordings), triangulation of methods (observation, recordings, and interviews), and member checking by asking parents and teachers for confirmation of the analysis results (Moleong, 2019). To further increase the credibility of the analysis process, each phonological transcription and syntactic coding produced by the researcher was independently cross-checked by a second coder (a colleague with a linguistics background) against the audio recordings; discrepancies in transcription or classification were resolved through discussion until consensus was reached, following an inter-rater checking procedure commonly used to strengthen the trustworthiness of qualitative linguistic analysis (Moleong, 2019). In addition, an audit trail consisting of raw recordings, transcription drafts, coding sheets, and analysis notes was maintained throughout the seven analysis stages described above, so that each interpretive step from raw speech data to the reported findings could be traced and verified.

3. RESULTS AND DISCUSSION

A. Research Results

1. Phonological Acquisition

Based on the analysis of 247 recorded utterances from the main subject (RA) during observations at Adzkiya Early Childhood Education in North Lombok and at home, various phonological phenomena were found in the production of Indonesian as a second language by the subject. The results of observations of 14 other children in Group A also showed a similar pattern, although with varying levels of difficulty according to each child's first language background. At the vocal level, the subject was able to produce all Indonesian vowel sounds (/a/, /i/, /u/, /e/, /o/) quite well. However, several errors were found in the production of the vowel /ə/ (pepet), which is often pronounced as /a/ or /e/. This indicates that the vowel system of the first language (Bugis and Javanese), which does not have the sound /ə/ affects vowel production in Indonesian (Chaer, 2019).

At the consonant level, several significant production errors were found. The consonant sound /r/, which is an alveolar trill in Indonesian, is often pronounced as /l/ by subjects, such as in the words "bermain" as "belmain", "rumah" as "lumah", and "tarik" as "talik". A similar phenomenon was also found in 8 of the 15 children in Group A of Adzkiya Early Childhood Education in North Lombok who came from a regional language background without a trill /r/ sound. This phenomenon indicates the presence of sound substitution, where an unfamiliar

sound in the phonological system of the first language is replaced with a sound that is easier to produce (Maulidiyah et al., 2020). This finding is in line with research by Prameswari and Pratiwi (2024), who found that children aged 4-5 years often have difficulty pronouncing the sound /r/.

The consonant sound /s/ also changes to /c/ in several words, such as "sapu" becomes "capu", "susu" becomes "cucu", and "sakit" becomes "cakit". This substitution indicates that the subjects still have difficulty distinguishing the alveolar fricative sound /s/ from the palatal affricate sound /c/ (Wulandari, 2018). In addition, the consonant sound /h/ in the final position of the word is often omitted, such as in the words "sawah" becomes "sawa" and "pohon" becomes "poon". This phenomenon is similar to the findings of A'ban (2022) regarding the omission of the /h/ sound in early childhood in Tana Toraja.

Other findings indicate that subjects simplify complex language sounds. Consonant clusters such as /tr/, /pr/, and /kr/ are often simplified into a single consonant sound; for example, "truk" becomes "tuk" and "princess" becomes "princess." This simplification is a common strategy used by young children to overcome articulatory difficulties in producing complex sounds (Rafiyanti, 2021).

2. Syntax Acquisition

At the syntactic level, the subject showed quite good development according to his age. Of the total of 247 utterances analyzed, various sentence structures were found to be produced by the subject. Based on sentence type, the subject's utterances were dominated by declarative sentences (58%), followed by interrogative sentences (27%), and imperative sentences (15%). The same pattern was also observed in the speech of 14 other children in Group A of PAUD Adzkiya North Lombok, where declarative sentences dominated daily conversation. This dominance of declarative sentences is in line with the findings of Zahra and Baadillah (2024) that early childhood children use more declarative sentences to convey information and recount experiences. Wati's research (2016) also found similar results at the syntactic stage of early childhood.

The subject has been able to form single sentences with a consistent subject-predicate-object (SPO) structure, such as "I want to eat", "Mom went to the market", and "My little sister played with dolls". This ability is also seen in most children in Group A of PAUD Adzkiya North Lombok, although there are some children who still use simple two-word sentences. In addition, the subject has also been able to form compound sentences using the conjunctions "and" and "or", for example "I want to play with my little sister and read a book". This shows that the syntactic development of the subject is in accordance with the stages explained by Rafiyanti (2021), that 4-year-old children have begun to be able to form compound sentences.

However, several forms of syntactic interference from the mother tongue into Indonesian were also found. Subjects often placed adverbs of time at the beginning of sentences following Javanese patterns, such as "Tomorrow I go to grandma's house" (should be "I go to grandma's house tomorrow"). Similar interference was also found in children in Group A of Adzkiya Early Childhood Education in North Lombok who came from Javanese and Sasak language backgrounds. In addition, subjects also used non-standard passive constructions such as "I read that book," which is influenced by regional language structures (Difani, 2020). This finding strengthens the results of Hasmiati and Juanda's (2023) research on syntactic interference in children from multiethnic families.

The subjects were able to produce sentences based on the mode of speech well. Declarative sentences were used to state facts or opinions, interrogative sentences were used to ask questions, and imperative sentences were used to give commands or requests. However, the interrogative sentences produced by the subjects were still dominated by questions using the question words "what" and "where," while the question words "why" and "how" were rarely used (Zahra & Baadillah, 2024).

3. Factors Influencing Second Language Acquisition

Based on interviews with parents and teachers of PAUD Adzkiya North Lombok as well as environmental observations, three main factors were found that influenced the acquisition of Indonesian as a second language in the subjects and other children in Group A.

Environmental factors are the most dominant factor. Adzkiya Early Childhood Education (PAUD) North Lombok is located in a multilingual urban environment with quite intensive exposure to Indonesian from the surrounding environment, neighbors, and the media. Subjects also attend PAUD with Indonesian as the medium of instruction, which provides ample opportunities to interact using Indonesian with peers and teachers (Noviyanti, 2020). Teachers at Adzkiya Early Childhood Education (PAUD) North Lombok consistently use Indonesian in daily learning, so that children are accustomed to hearing and using Indonesian in various contexts. Research by Nurmala and Hartono (2023) also confirms that the school environment has an important role in stimulating children's language.

First language factors influence the process of second language acquisition through transfer and interference mechanisms. In Group A of Adzkiya Early Childhood Education in North Lombok, children come from various first language backgrounds, including Bugis, Javanese, Sasak, and Balinese. These first languages have different phonological and syntactic systems from Indonesian, causing interference in Indonesian language production (Suardi et al., 2019). However, good first language mastery also provides a foundation for second language acquisition because children already have an understanding of basic language concepts (Chaer, 2019). This is in line with Ummah's (2025) opinion that the first language serves as a foundation for second language acquisition.

Age is an important factor because the subjects and children of Group A of PAUD Adzkiya North Lombok are in a critical period of language acquisition (critical period) where the brain has high plasticity to absorb new languages (Rahayu, 2024). Children who are introduced to a second language at an early age have an advantage in acquiring more natural phonological and syntactic structures (Swastyastu, 2020). Sulastri's (2023) research also confirms that early age is the most optimal period for second language acquisition.

B. Discussion

1. Dynamics of Phonological Acquisition in Children from Multiethnic Families at Adzkiya Early Childhood Education Center, North Lombok

The findings regarding the subject's difficulties in pronouncing the sounds /r/, /s/, and /h/ indicate that the first language phonological system has a significant influence on the acquisition of second language phonology. This is also seen in other children in Group A of PAUD Adzkiya North Lombok with different first language backgrounds. The sound substitution process that occurred in the subject reflects what in psycholinguistic theory is called phonological interference, where the first language sounds that are already established

in the child's mental system are used as a reference for producing second language sounds that have not been mastered (Chaer, 2019).

The phenomenon of changing /r/ to /l/ in the subjects is interesting to study because both Buginese and Javanese have the sound /r/ as an alveolar trill, which is articulatory similar to the sound /r/ in Indonesian. However, the subjects instead replaced it with /l/, which is an alveolar lateral sound. A similar phenomenon was also found in children in Group A of Adzkiya Early Childhood Education in North Lombok who came from Sasak and Balinese language backgrounds. This shows that the process of phonological acquisition is not solely determined by the availability of sounds in the first language, but also by the child's articulatory motor maturity (Maulidiyah et al., 2020). The sound /r/ is a sound that is developmentally acquired later because it requires complex motor coordination between the tongue and the roof of the mouth (A'ban, 2022).

The substitution of /s/ for /c/ indicates that the subject is still in the stage of sound simplification, where articulatory sounds that are more difficult are replaced with easier sounds. The sound /s/ requires a continuous flow of air through the narrow gap between the tongue and gums, while the sound /c/ is produced with total obstruction and then released suddenly (Prameswari & Pratiwi, 2024). Early childhood tends to choose sounds that are more "explosive" and easier to hear because they provide clearer auditory feedback (Wulandari, 2018).

The omission of the /h/ sound at the end of words is a common phenomenon in early childhood. The /h/ sound is a glottal fricative sound that is acoustically less prominent than other sounds, so it is often omitted in children's language production (Rafiyanti, 2021). This is reinforced by the fact that in Javanese, the /h/ sound at the end of words is often not pronounced clearly in everyday speech (Difani, 2020).

These findings align with previous research showing that children aged 2-5 years simplify complex language sounds (Suardi et al., 2019). This simplification is a normal part of the phonological acquisition process and will disappear with age and articulatory maturity (Chaer, 2019). However, in the context of multiethnic families at Adzkiya Early Childhood Education (PAUD) in North Lombok, this process may take longer because children must adjust to two different phonological systems simultaneously (Hasmiati & Juanda, 2023).

Nevertheless, this study's findings also diverge from previous research in ways that deserve critical attention rather than being read as simple confirmation. Whereas Suardi et al. (2019) and Wulandari (2018) reported sound simplification primarily as a function of general articulatory immaturity that gradually resolves with age regardless of language background, the present case study found that RA's specific substitution pattern (/r/→/l/, /s/→/c/, and deletion of final /h/) was shaped jointly by the phonological inventories of Bugis and Javanese and by articulatory maturity, since children in Group A from Sasak and Balinese backgrounds who share the same developmental stage produced a partly different set of substitutions. This suggests that the maturational account offered by earlier monolingual-focused studies is not sufficient on its own to explain phonological acquisition in a multiethnic setting, and that first-language phonological inventory needs to be treated as a co-determining factor rather than a secondary influence. Similarly, while Prameswari and Pratiwi (2024) describe /s/→/c/ substitution as a general early-childhood simplification pattern independent of ethnic background, the intensity and persistence of this substitution in RA's speech, compared with the milder and more transient pattern reported in their monolingual sample, indicates that simultaneous exposure to two first-language phonological systems may prolong this

simplification stage rather than leave it unaffected. These divergences highlight that findings from monolingual or single-ethnicity samples cannot be generalized directly to multiethnic children, and they reinforce the need for the more integrated, family-background-sensitive analysis that this study offers.

2. Syntactic Development and First Language Interference

The subject's syntactic development indicates that 4-year-old children from multiethnic families at Adzkiya Early Childhood Education (PAUD) in North Lombok have reached an age-appropriate level in sentence formation. The subject's ability to form simple and compound sentences and produce declarative, interrogative, and imperative sentences indicates that the syntactic aspects of a second language develop in line with the child's general cognitive development (Zahra & Baadillah, 2024).

The dominance of declarative sentences in the subject's speech (58%) is in line with the findings of Zahra and Baadillah (2024), who found that early childhood children mostly produce single sentences with declarative meaning. The same thing is also seen in the speech of children in Group A of PAUD Adzkiya North Lombok as a whole. Declarative sentences are the most basic type of sentence and are the first to be mastered by children because their function is to convey information, which is the most basic communication need (Wati, 2016).

However, syntactic interference from the first language into Indonesian shows that the structure of the first language still has a strong influence on the production of the second language. The placement of adverbs of time at the beginning of sentences that follow Javanese patterns is an example of negative syntactic transfer where the patterns of the first language are incorrectly applied to the second language (Difani, 2020). At Adzkiya Early Childhood Education in North Lombok, this syntactic interference varies depending on each child's first language background; for example, children from a Sasak language background show different interference patterns than children from a Bugis language background. This occurs because children have not fully internalized the syntactic rules of Indonesian, which are different from their first language (Rafiyanti, 2021).

Non-standard passive constructions such as "I read that book" also demonstrate the influence of regional languages. In Javanese, constructions with the object at the beginning of the sentence (topicalization) are very common in everyday conversation (Difani, 2020). Children carry this habit into their Indonesian language production, producing grammatically non-standard yet communicative sentences (Hasmiati & Juanda, 2023).

This finding supports Ummah's (2025) research, which found that inaccuracies in the pronunciation of second-language vocabulary and structures often occur in children due to the role of psycholinguistics in linguistic behavior, which can be directly observed between stimuli and responses. The interference that occurs is not a form of failure in language acquisition, but rather a natural part of the child's adaptation process to a new language system (Chaer, 2019).

3. The Role of Multiethnic Family Environment and Adzkiya Early Childhood Education in North Lombok in Second Language Acquisition

Multiethnic families present a unique context for second language acquisition. On the one hand, children receive richer and more diverse language exposure than children from monolingual families. On the other hand, children must face the challenge of balancing two or more different language systems simultaneously (Mori, 2026). At Adzkiya Early

Childhood Education Center in North Lombok, the diversity of children's ethnic backgrounds is a unique asset in creating a multilingual learning environment.

The most dominant environmental factor in this study was the intensity of Indonesian language exposure from the surrounding environment and early childhood education institutions. Subjects received quite intensive Indonesian language exposure through interactions with neighbors, peers, and teachers at Adzkiya Early Childhood Education Center in North Lombok. This aligns with Noviyanti's (2020) findings that the role of parents and the environment is crucial in the process of second language acquisition in early childhood. Research by Nurmala and Hartono (2023) also confirmed that parental involvement in stimulating children's language significantly influences their language development.

As an educational institution, Adzkiya Early Childhood Education (PAUD) in North Lombok plays a strategic role in supporting the acquisition of Indonesian as a second language. Teachers at Adzkiya PAUD consistently use Indonesian in daily learning activities, creating an environment rich in Indonesian language exposure. Furthermore, interactions between children from diverse ethnic backgrounds provide a natural platform for children to learn and use Indonesian in real-life social contexts.

Language policy within the family also plays a crucial role. The subject's parents implemented a one-parent-one-language strategy, where the father used Bugis and the mother Javanese when communicating with their children, while Indonesian was used as a shared language when the entire family gathered (Difani, 2020). This strategy allows children to maintain their first two languages while naturally acquiring a second language (Hasmiati & Juanda, 2023). At Adzkiya Early Childhood Education Center in North Lombok, several parents also implemented a similar strategy, with variations tailored to each family's ethnic background.

Apriana and Sutrisno's (2025) research on the influence of siblings on second language acquisition shows that older siblings can be a significant source of second language exposure besides parents or caregivers. In the subject's case, the presence of an older sibling who more actively uses Indonesian in daily conversations also enriches the second language exposure received by the subject. A similar phenomenon was also seen in several children in Group A of Adzkiya Early Childhood Education in North Lombok who have older siblings.

Yuniarni et al.'s (2023) research on the development of a parenting pocketbook also emphasizes the importance of parents' role in optimizing children's language development in the digital age. This aligns with research findings that parental consistency in using a second language is a determining factor in successful language acquisition (Noviyanti, 2020).

4. Implications for Early Childhood Education at PAUD Adzkiya North Lombok

The findings of this study have several important implications for early childhood education at Adzkiya Early Childhood Education (PAUD) in North Lombok, especially for children from multiethnic families. First, educators at Adzkiya Early Childhood Education (PAUD) in North Lombok need to understand that phonological and syntactic errors made by children are a normal part of the second language acquisition process, not an indication of language delay (Chaer, 2019). The appropriate approach is to provide gentle correction and provide correct language models without causing stress to children (Rahayu, 2024).

Second, Adzkiya Early Childhood Education (PAUD) North Lombok needs to create an environment rich in Indonesian as a second language. The use of varied learning media,

language games, and storytelling activities can increase children's exposure to Indonesian naturally and enjoyably (Swastyastu, 2020). Research by Yuniarni et al. (2023) also emphasizes the importance of media in stimulating children's language development. Adzkiya Early Childhood Education (PAUD) North Lombok can develop learning media based on local wisdom that still uses Indonesian as the language of instruction.

Third, collaboration between Adzkiya Early Childhood Education (PAUD) educators at North Lombok and parents is essential to ensure consistent language stimulation at home and at school (Nurmala & Hartono, 2023). Parents need to be involved in language development programs at PAUD so that the stimulation provided at school can continue at home (Noviyanti, 2020).

Fourth, parents of multiethnic families at Adzkiya Early Childhood Education (PAUD) in North Lombok need to be educated on the importance of maintaining a balance between preserving regional languages and mastering Indonesian (Difani, 2020). Regional languages are part of cultural identity that must be maintained, while Indonesian is key to accessing broader education and social opportunities (Hasmiati & Juanda, 2023). Mori's (2026) research also emphasizes the importance of transmitting minority languages in multiethnic families.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the acquisition of Indonesian as a second language in early childhood from multi-ethnic families at Adzkiya Early Childhood Education, North Lombok Group A shows distinctive characteristics at the phonological and syntactic levels. At the phonological level, children experience difficulties in pronouncing certain sounds such as /r/, which changes to /l/, /s/, which changes to /c/, and the omission of the sound /h/ in the final position of words, which is caused by phonological interference from the first language and immaturity of articulatory motor skills. At the syntactic level, children have been able to form single and compound sentences and produce declarative, interrogative, and imperative sentences according to their age, but syntactic interference from the first language is still found in the placement of adverbs and passive constructions. These findings apply generally to children at Adzkiya Early Childhood Education, North Lombok Group A with variations adapted to each child's first language background.

Environmental factors, first language, and age are the three main factors influencing second language acquisition in children from multiethnic families at Adzkiya Early Childhood Education (PAUD) in North Lombok. The intensity of exposure to Indonesian from the surrounding environment and the PAUD institution, the consistency of language policies within the family, and the plasticity of the child's brain during the critical period of language acquisition are the determinants of the success of the second language acquisition process. Adzkiya Early Childhood Education (PAUD) in North Lombok, as an educational institution, plays a strategic role in creating an environment that supports the acquisition of Indonesian as a second language.

5. ACKNOWLEDGMENTS

The researcher would like to thank the Principal of PAUD Adzkiya North Lombok, all teachers and staff, and parents/guardians of Group A students who have given permission and full support during the research process. Acknowledges are also extended to the children of Group A PAUD Adzkiya North Lombok who have become research subjects with great enthusiasm. The researcher also expresses his highest appreciation to the institution where the researcher is based and to

colleagues who have provided valuable input for the completion of this research. May Allah SWT repay all the kindness and contributions of all parties with a commensurate reward.

6. BIBLIOGRAPHY

- A'ban, J. G. (2022). Pemerolehan Bahasa Indonesia sebagai Bahasa Kedua pada Anak Usia 4-5 Tahun di Kecamatan Gandangbatu Sillanan Kabupaten Tana Toraja; Tinjauan Psikolinguistik. *Thesis*, Universitas Hasanuddin.
- Apriana, A., & Sutrisno, A. (2025). Sibling Effects Phenomenon Portrayed in The English Language Production of Indonesian Multilingual Children. *Disertasi*, Universitas Gadjah Mada.
- Chaer, A. (2019). *Psikolinguistik Kajian Teoretik*. Jakarta: PT Rineka Cipta.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Difani, F. (2020). Pemerolehan Bahasa Anak Usia Dini pada Keluarga Multietnik (Perkawinan Campuran Jawa-Palembang). *Skripsi*, Universitas Negeri Jakarta.
- Hasmiati, H., & Juanda, J. (2023). Pemerolehan Kedwibahasaan Anak Usia Dini Kampung Transmigrasi Desa Buana Sakti Kabupaten Mamuju. *Eprints UNM*.
- Maulidiyah, L., Fahriany, F., & Deni, R. (2020). Verbal Communication in Bahasa Indonesia: A Case Study on Abay (A Five-Year-Old Child). *Jurnal UNTAG Surabaya*.
- Moleong, L. J. (2019). *Metodologi Penelitian Kualitatif* (Edisi Revisi). Bandung: PT Remaja Rosdakarya.
- Mori, S. (2026). Factors Affecting the Successful Transmission and Active Use of Minority Languages in a Multilingual Family. *Researchmap*.
- Noviyanti, S. D. (2020). Peran Orangtua dalam Pemerolehan Bahasa Kedua pada Anak Usia Dini. *Jurnal Pasca UIN KHAS Jember*.
- Nurmala, A., & Hartono, R. (2023). Keterlibatan Orangtua Dalam Menstimulasi Perkembangan Bahasa Anak Usia Dini Di Kabupaten Batang. *Fakultas Psikologi*.
- Prameswari, A., & Pratiwi, E. (2024). Analisis Kemampuan Berbahasa Indonesia Pada Anak Usia 4-5 Tahun Melalui Dongeng Ke' Lesap. *Journal Trunojoyo*.
- Rafiyanti, F. (2021). Pemerolehan Morfologi dan Sintaksis pada Anak Usia 2-4 Tahun (Kajian Psikolinguistik). *Konfiks: Jurnal Bahasa dan Sastra Indonesia*, 7(2), 53-62.
- Rahayu, E. (2024). *Perkembangan Bahasa Anak Usia Dini*. Sonpedia Publishing Indonesia.
- Suardi, I. P., Ramadhan, S., & Asri, Y. (2019). Pemerolehan Bahasa Pertama pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1), 265.
- Sugiyono. (2020). *Metode Penelitian Kualitatif*. Bandung: Alfabeta.
- Sulastri, M. (2023). Perkembangan Bahasa sebagai Sistem Kognitif Anak Usia Dini. *Jurnal Transformasi*, 8, 120-125.
- Swastyastu, L. T. J. (2020). Manfaat Media Pembelajaran dalam Pemerolehan Bahasa Kedua Anak Usia Dini. *Institut Hindu Dharma Negeri Denpasar*.

- Ummah, W. S. (2025). Pemerolehan Bahasa Kedua pada Anak dalam Konteks Lingkungan Keluarga. Skripsi, UIN Syekh Nurjati Cirebon.
- Wati, D. R. (2016). Sendi Sintaksis dalam Pemerolehan Bahasa Pertama (Sebuah Studi Kasus). PRASASTI: Conference Series, 239-243.
- Wulandari, D. I. (2018). Pemerolehan Bahasa Indonesia Anak Usia 3-5 Tahun di PAUD LESTARI Desa Blimbing Kecamatan Paciran Kabupaten Lamongan. Linguistik Forum, 2(1).
- Yin, R. K. (2018). Case Study Research and Applications: Design and Methods (6th ed.). Thousand Oaks, CA: SAGE Publications.
- Yuniarni, D., Halida, H., Amalia, A., Solichah, N., & Satwika, P. A. (2023). Pengembangan Buku Saku: Pendampingan Orang Tua untuk Optimalisasi Perkembangan Bahasa Anak Usia Dini di Era Digital. Obsesi: Jurnal Pendidikan Anak Usia Dini, 7(5), 5767-5778.
- Zahra, A. I., & Baadillah, I. (2024). Pemerolehan Bahasa pada Tataran Sintaksis Anak Usia Dini. Murhum: Jurnal Pendidikan Anak Usia Dini, 5(2), 437-452.