CHAPTER I

INTRODUCTION

1.1   Background of the Study

Language are used everyday as a means of communication as it is very essential yet complex. It allows us to express innumerable ideas, describe events, tell stories and participate in many other activities that make up the societies we live in. A person needs to be able to use language properly in a certain time and condition to imply the intended meaning that he/she wants to convey. Through the study of language we can understand about the meaning of such words, sentences or phrases, and many other purposes and dimensions pertaining to language use.

People usually learn and practice the language in their environment. They use language to communicate and socialize with each other. The simplest environment that a person usually belongs to is his/her home. Every members of the family, like parents and children, usually communicate with each other, having interaction and have their daily conversation in a home environment. Through the interaction between parents and children, there are many things that can be learned and shared so that they can influence each other.

Parents as the leader in family are the role model for their children. They have to be able to present and facilitate a good language environment for their children so they can use language properly. Firdaus (2012) concluded that mother as one of the leaders and the major controller in children's learning environment is

responsible to actively involves in the development of child's language competence. Whether they are adults or children, to use language properly is everyone's necessity. Everyone is expected to use language properly to communicate with others so that the conversation goal can be well achieved and the interlocutor can understood the utterance meaning and complied its message (Aridah, 2010).

We can differentiate language into two types, which are non-verbal languange and verbal language. Non-verbal language is generally found in the forms of gestures, signs, mimics, or some other actions that have meaning. While verbal languange is generally found in everyday conversation and it can be functioned if there are, at least, two person which consist of speaker and hearer (Pateda, 1987, in Yulianto, 2013). In verbal language, we know the term of utterance. Utterance is considered as linguistically coded pieces of evidences (Sperber & Wilson, 1993) that the contents should point to the specific meaning and intention. Utterance is also one of the sources of language input in terms of language development. Each utterance is unique, having been produced by a particular sender in a specific situation. When we talk about the meaning of utterances in the context of communication, we deal with pragmatics.

However, learning a language is not just learning the meaning of the utterances or sentences literally, but it deals with the speaker's intention in performing a linguistic act (Aridah, 2010). We perform linguistic interactions and conventional acts with language that commonly called as speech acts. Every members of society has to be involved in a linguistic communication, one who

acts as the speaker, and the other as the hearer. Communication in verbal language is not apart from the speech act theory.

Speech acts is actions performed via utterances (Yule, 1996). Speech acts theory was first introduced by Austin (1962) and continued by Searle (1969). Bach & Harnish (1979) then redeveloped Searle's theory of speech acts. Speech acts classified into three different acts, they are *locutionary act*; *illocutionary act*, and *perlocutionary act.* They also pointed out four general categories of speech acts (illocutionary act), they are constatives, directives, commisive and acknowledgment. These four categories may be found in utterances that a person produce when he/she engaged in a verbal communication in a particular context. According to Bach & Harnish (1979), the success of the speech acts is defined in terms of the recognition of the speaker's communicative intention by the hearer.

Goody (1978, in Aridah 2010) points out two features in analyzing the meaning of utterances in speech acts. The first one is that the language is rule-governed behavior; it can be analyzed according to the certain rules for the use of linguistic elements. The second one is that the language is performative aspects, it can be analyzed according to its performative aspects or simply said as the utterance which is produced with certain kind of intention.

Speech acts also can be in form of direct and indirect (Yule, 1996). What we have to know about direct and indirect speech acts are the relations between sentence literal meaning and speaker's intention meaning. Direct speech acts are deal with sentence literal meaning, what the speaker's directly mean or simply call it as 'the real meaning'. The speaker's utterances meaning in direct speech acts

have the same intention with his/her literal sentence meaning. Differ from direct speech acts, in indirect speech acts, the speaker means what he/she says but he/she also means something else beyond their utterances. In indirect speech acts, people tend to be less straightforward and there is an intended meaning in it. According to Spenader (2004), indirect speech acts have intended meanings that are different from their literal meanings, the hearers recognize their real meaning based on the context where multiple factors affect the speaker's utterances.

Considering that the study of pragmatics, especially speech act, is essential in human verbal language, therefore through this study the writer wants to analyse the important role of mother as the language former of their child. Through the language that is used by the mother, the writer would like to analyse the use of speech act in her utterances while having conversation. In conducting the present study, the writer use some previous studies as the references. Bernicot et al. (1993) studied about speech acts used by mother while having conversation with her child to determine the psychological, social, and cultural features of the communication situation.

Meng (2008) investigated different types of requests made by either mother or child in their daily interactions within family environment. Her study also aims at addressing how different grammatical structures are used in contextualized situations as well as how a certain pragmatic intent is expressed within a specific context. The other study is from Firdaus (2012) which examine the directive speech act of housewives from fisherman family towards their

children. In her study, she describe the types of directive speech act and the child's responses that resulted from their daily conversation.

The studies about pragmatics in mother-child interaction is an interesting topic for most researchers, it shown from the various topics raised and conducted into research. The writer encouraged to conduct the similar study based on the previous studies by examining mother-child interaction in Indonesia. The writer then hope to find new findings in this research that is useful for future research and serve data or ideas which can be use within the scope of pragmatics.

1.2 Statement of the Problem

Based on the background of the study, the writer formulated the research questions as follows:

1. What are the types of directive speech acts found in the utterances of mother during the mother-child interaction?

2. Why do mother mostly used particular type(s) of directive speech acts?

1.3 Objective of the Study

The objective of this study is to achieve the following points:

1. To describe the types of directive speech acts that found in the utterances of mother during the mother-child interaction.

2. To identify the reason why the mother used particular type(s) of directive speech acts during the mother-child interaction.

1.4 Significance of the Study

This study is expected to give both theoretical and practical contribution to the readers. As the theoretical contribution, by conducting this study the writer expects to add reference for pragmatics research in adult, especially in the fields of and can contribute to the development of linguistic field studies. Then as the practical contribution, the writer hopes this study gives information or reference for the readers, especially mothers in Indonesia as good caregiver towards their children language development. At the end, the writer expects this study can be completed and supported by other further studies.

1.5 Definition of Key Terms

Utterances: are the raw data of linguistics which considered as evidences. Each utterances is unique, having been produced by a particular sender in a specific situation (Griffiths, 2006).

Speech Acts: are the basic unit of a language. There are three types of speech acts: *locutionary act*; *illocutionary act*, and *perlocutionary act.* Ilocutionary act consist of four general categories: constatives, directives, commisive and acknowledgment (Bach & Harnish, 1979).

Directive:	The speaker's attempt to get the hearer do something. Directives show 'word-to-world' fit that makes the hearer supposed to carry out an action. They express the speaker's intention that his utterance or attitude be taken as reason(s) for the hearer to act (Bach & Harnish, 1979).