

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

Children use language to share their ideas to the others. This occurs to the children of two year old. They use their first language to communicate with people around them. At the age of two year old, Clark (2009) has stated they may be able to produce anywhere from 100 to 600 distinct words. As the children use words to talk to the others, they seem bound to particular communicative situation (Tomasello, 2003). It appears that they are able to involve in conversation with others or adults. They are able to express their willingness and feeling and other intention for them. However, what the children utter always depends on what they need or what they want.

The children of two year old will use their first language acquisition to obtain attention from the people or adults around them. They try to utter in the way that they know. They use their first language, even one word for particular purpose like they comment on what is happening and they accept or reject adults' suggestion. Since they produce only one word, their intention of the word maybe difficult to be inferred by the others or adults. Therefore, as the children begin to produce larger utterance with the relevant information like tense, person, number, and consistent word order, their intended meaning become easier to be inferred (Clark, 2009).

These children's relevant information to produce larger utterance shows the pragmatic language development of children. It is about learning how to use one's linguistic repertoire in order to communicate with other (Ninio, 2001). In order to convey the children meaning or intention, the children also show an act in their speech. This is called as a speech act. According to Yule (1996), speech act is the kind of actions which people usually do while they are speaking. Austin cited in Robinson (2006) specified speech acts that it is performed by three kinds of acts that simultaneously: the utterance of a sentence with determinate sense and reference (locutionary act), the making of a statement, an offer, or a promise and the intention of the utterances (illocutionary act), and the actual effect on the audience by means of the utterances (perlocutionary act). In relation to children language, it has been emphasized by Ninio (2001) that the children early language mainly consists of performances of pragmatic or illocutionary act.

Ninio and Snow (1996) have proposed that children speech acts is distinguished in twelve types containing directives and responses, speech elicitations and responses, commitments and responses, declarations and responses, markings and responses, statements and responses, questions and responses, performances, evaluations, demands for clarification, text editing, and vocalizations.

There have been researches that are conducted concerning to the children speech act. Dardjowidjojo (1997) had studied the process occurred in an Indonesian child in acquiring the language. Darjowidjojo analyzed his own grandchild named

Echa. She is two years old. The following conversation is between Echa with her mother.

- (1) 1 Ibu : Ayo, dong, Cha, pakai celana.  
 1 *Mother* : *Please, Cha, wear the pants.*  
 2 Echa : Ndak usah, mah, ndak usah.  
 2 *Echa* : *No need, Mah, no need.*

The conversation above, Echa's utterance shows the locutionary act and the illocutionary act. The illocutionary act represents what is done in saying something or the intended meaning of the utterance. Echa's utterance shows the illocutionary act of refusal, she did not want to do what her mother suggests. Another research is conducted by Chandrasekar (2008). Chandrasekar, who studied how children learn to communicate, examined a girl aged 25 months named Vanitha whose mother tongue is Tamil in conversation with her father. The conversation between Vanitha with her father occurred when Vanitha points to an illustration in a newspaper. The following is the conversation which all the speech data were translated into English.

- (2) 1 Vanitha : See shampoo?  
 1 Father : What will you do with shampoo?  
 2 Vanitha : Rub on the head.

The conversation above, in the utterance number 2 by Vanitha, shows the locutionary act and the illocutionary act of question, answering a question with a statement.

The previous researches study the speech act of Indonesian and Hindi speaking children. There is a study about children's early communication ability. Arlinda (2001) studied the social ability in children's early communication in

everyday situation. Her study found that children whose age ranges from two to three years old do not indicate the different ability in their utterances used for social interaction. They are still in egocentric speech expecting other to do something for their own enjoyment.

Particularly, the studies concerning to the communicative act of Javanese children have been done also. Lestari (2000) studied the effect of the addressee's age and the nature of communicative situation on the politeness of Javanese speaking children's directives. Ratnaningtyas (2007) studied the social regulatory language on Javanese mother's speech to children aged three years old. And the study conducted by Maharani (2008) studied the conversational maxims in a dyadic conversation between young children aged four and five years old with adults. Many of them studied on the subject of Javanese children's language aged two and three years old, the communicative language in Javanese children for the social interaction, and a study in children's early communication. Therefore, the writer would like to analyze the types of speech acts in a two year old Javanese child's utterances since in the previous studies most of them might not appear to connect specifically to the speech acts of Javanese child's utterances.

In this study the writer decides to observe a two year old child because in this age the communicative skills are developing significantly, as Menyuk & Brisk (2005) has stated that language development during this year is very rapid. Javanese is one of the largest ethnics in Indonesia. The total amount of Javanese speaking people in Indonesia is about 70 million people who are mostly occupying in Central Java and

East Java (Kridalaksana, 2001). As a result, most people use Javanese language to communicate to the others. Since the writer lives around the Javanese, thus the writer chooses Javanese child as he interested in the phenomenon which occurs in Javanese speaking child.

The writer will apply an approach based on the theory of pragmatic language development which concerns in learning the rules for appropriate and communicatively effective language use (Ninio, 2001), specifically speech-acts of children. The writer will use the theory proposed by Ninio & Snow (1996) which identified the utterances of children. It is due to the fact that every utterance has its own communicative meaning or suggests a specific activity to be engaged in. Ninio & Snow (1996) have provided the coding system of children's speech acts for individual utterances and uncodable utterances. This study then tries to discover the kinds of speech-act of a two year old Javanese child.

## **1.2. Statement of the Problems**

Based on the background above, the writer would like to begin his research with questions:

1. What are the types of speech-acts in a two-year old Javanese child's utterances?
2. How often did the child use those types of speech acts?

### **1.3. Objectives of the Study**

The objectives of the study are that the writer would like to discover the types of speech-acts in a two year old Javanese child's utterances and how often the child uses those types of speech acts.

### **1.4. Significance of the study**

By this study the writer tries to discover the types of speech-acts in a two year old Javanese child's utterances. Therefore, by the study the writer believes the need for parents and adults around the child to know the child's ability in using language concerning the types of speech acts in order to understand more when the child is trying to express something while in conversation. The writer believed since the communicative skills are important, thus it is necessary for parents and adults around the child to understand it. The writer also expected that this study would be a reference and a contribution for the field of first language acquisition and pragmatics since the study concerns to the development of pragmatic of children and would be a reference for the other related studies, especially speech-acts of children, and for those who wants to conduct further studies in this field.

### **1.5. Definition of Key Terms**

In this study, the writer thinks that it is a need to describe some terms he used to analyze the issue in order to make the reader understand more. They are:

- a. Coding system of speech acts : It is a theoretically well-founded way of categorizing speech acts especially the intent of the utterances of the speaker in order to help in identifying speaker's communicative intent (Ninio, 2001).
- b. Pragmatic language development : It is concerned with how children acquire the knowledge necessary for the appropriate of speech in conversation with adults (Ninio & Snow, 1996). It is about learning how to use one's linguistic repertoire in order to communicate with other (Ninio, 2001). The study of pragmatic development is containing of speech acts since pragmatics concerns to the intended meaning of the utterances.
- c. Speech-acts : It investigates the kinds of actions performed through utterances and language performs in a social context. It is characterized by the speaker's intention to influence the audience (Yule, 1996) and in relation to children, to make their utterances relevant, it appropriates for children to present action like gestures (Clark, 2009). Ninio (2001) pointed out that child's language mainly consists of the intended meaning that do not describe object and events but constitute performance of pragmatic or illocutionary acts.
- d. Types of speech acts : The speech acts are presented within twelve categories,

in children's utterances arranged according to type of operation on the context (Ninio, Snow, Pan, and Rollins, 1994; Ninio and Snow 1996): directives and responses, speech elicitations and responses, commitments and responses, declarations and responses, markings and responses, statements and responses, questions and responses, performances, evaluations, demands for clarification, text editing, and vocalizations.