CHAPTER II

LITERATURE REVIEW

Speech acts that are produced by a two year old Javanese child show some patters corresponding to pragmatic language development of the child. In order to describe the occurrences of speech acts produced by the child, this chapter is divided into two parts. There are theoretical framework and related studies. For the theory, the writer would use one of psycholinguistics branch that is studying First Language Acquisition especially about pragmatic language development that covers speech acts. For related studies, the writer finds some studies related to the writer's study about the child's speech acts.

2.1.   Theoretical Framework

2.1.1. Pragmatic Language Development

Children of two years old are able to produce language to obtain others' attention. They try to use language to communicate with others. In communicating, the language used by the children is certainly containing intentions. As they try to use language, the children should acquire language usage in order to request, inform, explain and participate in conversation in an appropriate way (Macros, 2003). Clark (2009) has stated that by the relevant information like tense, person, number, and consistent word order, the children utterances could be easier to be interpreted.

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As the children need the relevant information for the utterances, it shows the pragmatic language development of children. Ninio and Snow (1996) explained the pragmatic language development is concerned with how children acquire the knowledge necessary for the appropriate, effective, rule-governed employment of speech in interpersonal situations. Concerning to the children, it is about learning how to use one's linguistic repertoire in order to communicate with other (Ninio, 2001). It means that children have to learn how to use language in order to make statements, to ask questions, to request, to greet, and to refuse. It is called illocutionary speech acts (Austin, 1962; Searle, 1969 in Ninio & Snow, 1996). Ninio (2001) studied the earliest multiword utterances of children containing verbs whether transitive or intransitive. She found that the early verbs appearing in the children utterances are the transitive and intransitive verb which in relation to request actions and activities. She emphasized also that the children early language mainly consist of performances of pragmatic or illocutionary acts. Thus, it showed that the children began to express their willingness.

2.1.2. Speech Acts

In the conversation, people do not only speak utterances containing grammatical rule, but they do perform certain actions by the utterances. While in conversation, at the same time, the listener has to be associated with the intention to create the intention of the speaker becomes real. Therefore, both speaker and listener have to be considered together. The pragmatic study includes the kinds of actions that

people are performing while speaking. It is called speech act. Speech act study investigates the language performs in a social context.

2.1.3. Types of Speech Acts in Children's Utterances

In the communication, the utterances spoken by person might contain certain act that the speaker expected to be done by the listener. Speech acts study investigates the intended meaning of the utterances. Ninio (2001) had studied that children's early communication is about the performances of pragmatic or illocutionary acts. Ninio and Snow (1996) had stated also that between the age of eight and 24 months the children's speech acts seem not highly emerged, it might emerge later. This performance of utterance meaning is captured in the coding system of speech acts proposed by Ninio and Snow (1996). The speech acts consist of (1) directives and responses; (2) speech elicitations and responses; (3) commitments and responses; (4) declarations and responses; (5) markings and responses; (6) statements and responses; (7) questions and responses; (8) performances; (9) evaluations; (10) demands for clarification; (11) text editing; and (12) vocalizations. The coding system distinguishes sixty three codes of speech acts.

a. Directives and Responses

Utterance might explicitly talk the occurrence and characteristics of future states and events. Directives were addressed to the hearer to bring about some future state of directions or instructions and to the speaker about to

undertake some activities. It is like when a child requests a hearer to do something. The followings are some examples:

1. Buatin susu. *(Make a bottle of milk for me.)*

2. Ambilin gitarnya, Ma. *(Take the guitar for me, Mom.)*

The speech acts codes, categories, and definitions of directives and responses are as follows:

RP Request/propose/suggest action for hearer; proposed action might also involve speaker

RQ Yes/no question about hearer's wishes and intentions that functions as a suggestion

DR Dare-challenge hearer to perform action

WD Warn of danger

CL Call attention to hearer by name or by substitute exclamations

SS Signal to start performing an act, for example, to run or roll a ball; pace performance of acts by hearer

AD Agree to do = agree to carry out act requested or proposed by other

AL Agree to do for the last time

RD Refuse to do = refuse to carry out act requested or proposed by other, including refusals by giving excuses and respons for noncompliance

CS Countersuggestion; an indirect refusal

GI Give in; accept other's insistence or refusal

AC Answer calls; show attentiveness to communications

GR Give reason; justify a request for action, refusal, prohibition, and so on.

b. Speech Elicitations and Responses

Utterance might explicitly bring about some productions of actions as a response to a stimulus. The elicitations might also be produced without explicit stimulus. It consists of elicitation of imitations, completion, and mimicking. The following is the example of utterance of elicitation of imitation:

1. Hearer : Bilang yang baik dong, pakai mas.

(Say it nicely, please, using brother.)

  Child : mas…

(Brother …)

The speech acts codes, categories, and definitions of speech elicitations and responses are as follows:

EI Elicit imitation of word or sentence by explicit command

MU Model utterance for imitation without explicit request

EC Elicit completion of word or sentence

EX Elicit completion of rote-learned text

EA Elicit mimicking of noises made by animals, and so on

RT Repeat/imitate other's utterance

SC Complete statement or other utterance in compliance with request

eliciting completion

CX Complete text if so demanded

c. Commitments and Responses

Utterance might be produced to signal the occurrence in conversation. It might occur in terms of stating or uttering planned activities that cannot be avoided. In other words, it appears as the utterance of promising to do certain acts like prohibit or permit hearer to perform act and ask for permission to carry out act. The following is the example of the utterance of asking permission to carry out act by speaker:

1. Kak, Adek boleh minta ini. *(Sister, may I have this?)*

The speech acts codes, categories, and definitions of commitments and responses are as follows:

SI   State intent to carry out act by speaker

FP   Ask for permission to carry out act by speaker

PD Promise

TD Threaten to do

PA Permit hearer to perform act

PF Prohibit/forbid hearer to perform act

d. Declarations and Responses

Utterance might explicitly signal the occurrence of something happening that is publicly announced. Regarding to the child's speech, it seems as the utterance to make a declaration about somebody or something that including particular action. The following is the example of utterance that declares a fantasy:

1. Aku dadi jaranan, tung tung. Awas mbak!

   (I am the piggyback, tung tung. Watch out sister!)

The speech acts codes, categories, and definitions of declarations and responses are as follows:

   DC Declare = create a new state of affairs by declaration

   DP Declare (fantasy) = create make-believe reality by declaration

   YD Agree to a declaration

   BD Object to a declaration

e. Markings and Responses

Utterance might mark or signal the occurrence of something happening. For example, an expression likes *That's it!* publicly marks the completion of an action. Markings are dependent on the occurrence of the event but do not describe or indicate it, since the event is not represented verbally by the utterance. Concerning to a child's speech, the utterance of

marking occurrence of event produced by a child is like when a child utters thanks to hearer who gave him or her something.

The speech acts codes, categories, and definitions of markings and responses are as follows:

MK Mark occurrence of event (i.e., thank, greet, apologize, congratulate, and so on)

TO Mark transfer of object to hearer

CM Commiserate, express sympathy for hearer's distress

EM Exclaim in distress

EN Endearment = express positive emotion

ES Exclaim in surprise = express surprise

XA Exhibit attentiveness to hearer

PT Polite response to thanking

f. Statements and Responses

Speech might be engaged to establish and carry on a state in conversation. This statement is used to say something expressing an idea or certain topic. The discussions consist of the exchange of information or statements on the relevant topic. The following is the example of utterance expressing an idea:

1. Hearer : Ndak enak.

(It is not tasty.)

Child : Enak kata ibuk.

    (Mom says it's tasty.)

The speech acts codes, categories, and definitions of statements and responses

are as follows:

ST State = make a declarative statement

AP Agree with proposition expressed by previous speaker

DW Disagree with proposition expressed by previous speaker

WS Express a wish

CN Count

g. Questions and Responses

   Utterance might explicitly bring out questions. It is a request for

information to be replied by the hearer. Since it is regarding to speaker and

hearer, it is somehow about how to answer the question. In the conversation, a

child might produce questions and answers in some ways. The followings are

the examples of utterances of question and answer produced by a child:

1. Child : Mbak, kok panjang mbak. Kok panjang?

    (Sister, why is it long? Why?)

2. Hearer : Botolnya di mana? Tadi Adek yang simpen to?

    (Where is the bottle? You kept it, didn't you?)

 Child : Di kamar.

    (In the bedroom.)

The speech acts codes, categories, and definitions of questions and responses are as follows:

QN Wh-question = ask a product question

YQ Yes/no question = ask a yes/no question

TQ Restricted alternative

SA Answer a wh-question with a statement

AA Answer in the affirmative to yes/no question

AN Answer in the negative to yes/no question

QA Answer a question with a wh-question

YA Answer a question with a yes/no question

NA Nonsatisfying answer to question

RA Refuse to answer

h. Performances

Utterances might be used to perform or enact verbal moves of rule-bound activities, such as games. Performances of verbal moves in games are meaningful only within the framework of those games. Therefore, the meaning of those utterances is describable only in reference to the relevant game and its rules. The following is the example:

1. Child   : Ciluuk laa

                 Ciluuk laa

                 Ciluuk laa

This type of speech acts has only one speech acts code that is PR   (perform verbal moves in game).

i. Evaluations

Utterances may evaluate past, ongoing, and future actions of the participants in a conversation. A child produced evaluation to consider whether something or certain acts is appropriate, important, or not. The following is the example of utterance of approving certain act:

1. Di lantai mbah, gitu ya gitu. *(On the floor, Mbah. Yes, like that.)*

The speech acts codes, categories, and definitions of evaluations are as follows:

PM Praise for motor acts, that is, nonverbal behavior

ET Exclaim in enthusiasm = express enthusiasm for hearer's performance

CR Criticize = point out error in nonverbal act

AB Approve of appropriate behavior, express positive evaluation of hearer's or speaker's acts; approve of hearer's or speaker's acts

DS Disapprove, scold, protest disruptive behavior, express negative evaluation of hearer's or speaker's behavior as inappropriate

ED Exclaim in disapproval

j. Demands for Clarification

Utterances produced in a conversation were bond to its context. It meant that to understand the utterances someone had to understand what was happening there. Regarding to a child's pragmatic development, he or she might unable yet to understand the utterances directly. Therefore, the child uttered a request to repeat utterance. The following is the example of the utterance of requesting to repeat utterance:

1. Hearer   : This is a Hippopotamus.

   Child   : What?

This type of speech acts has only one speech acts code that is RR   (rerun request or request to repeat utterance).

k. Text Editing

Utterances might be used to edit the text of previous talk. Text editing consists of imitations, completions, corrections, or paraphrases of previous utterances. The following is the example of text editing:

1. Hearer   : Apa itu?

                  (What is that?)

   Child   : bajiguti

   Hearer   : Eh?

   Child   : Bajuku. *(My cloth)*

This type of speech acts has only one speech acts code that is CT (Correct or provide correct verbal form in place of erroneous one).

l. Vocalizations

Utterance has its own communicative meaning in order to carry out certain acts. However, a child might produce the utterances not in the form of words or in a form of consonant-vowel utterance or uttered wordlike utterance. The following is the example of vocalization produced by a child:

1. Child   : Hn hn na ku lo *(vocalize while still playing with pots)*

This type of speech acts has two speech acts codes that are VC (Word babble or utter a wordlike utterance without clear function) and XX (Idiosyncratic words).

2.2.   Related Studies

Realizing that the topic chosen in this study is not the first topic dealt with by the researchers and scholars, the writer found studies that discuss speech acts in children. Ninio (2001) studied the pragmatic keywords and the first combining verbs in children's speech. She examined the children acquiring Hebrew language communicate with mothers. Her analysis found that the first-combining verbs, whether transitive or intransitive, tend to be used as keywords of communicative intents. Darjowidjojo (1997) had studied the process occurred in an Indonesian child in acquiring the language. He analyzed his own grandchild named Echa. She is two

years old. In the conversation between Echa with her mother, 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's suggestion. It shows that the child had produced type of speech act that is directives since she refuses to carry out act requested or proposed by other.

Arlinda (2001), who in her undergraduate thesis studied the social speech ability in children's early communication in everyday situation, observed children age two to three years old utterances. She found that the children do not show the different ability in their utterances used for interaction. In the study, she applies the politeness principles by Leech. The result of her study found that the children give command to other people in egocentric speech. They talk either for their own enjoyment and make no pay attention to the other person's. This talk indicates that the children in these ages had produced the speech act that is directives since they suggest action for hearer or other persons. Chandrasekar (2008), 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 conversation between Vanitha with her father, in the utterance by Vanitha, shows the locutionary act and the illocutionary act of question. This utterance shows that the child had produced the speech act that is questions since she answers a question with a statement.

Other study was conducted by Dyah Anita (2009) from Diponegoro University. Her undergraduate thesis aims to discover the types of speech act of the children speech, to describe the communication strategy of the children speech, and to describe the influence of the age to the ability of those children in producing utterance. The type of speech act she discussed is the illocutionary act. She used types of illocutionary act proposed by Searle. And then, she used theory proposed by Vanderveken for determining illocutionary act. By her study, she found that children in the age of three to five years old have shown the speech acts of directive, commissive, assertive, and expressive.

Another study that similar to this study that the writer found was conducted by Palupi (2006) from Widya Mandala Surabaya Catholic University. Her study attempted to describe the communicative acts of an Indonesian child by using the coding system of speech acts proposed by Ninio and Snow. She found that the child performed Questions and Responses, Directives and Responses, Statements and Responses, Markings and Responses, Evaluations, Commitments and Responses, Declarations and Responses, and Speech Elicitations and Responses. The Performances and Demands for Clarifications were not performed by the child in her study.

In this study, the writer was interested in observing a two year old Javanese child's utterances during the interaction with others around the child. The writer will analyze the types of speech acts in a two years old Javanese child's utterances. The writer uses the categorization of speech acts proposed by Ninio & Snow (1996).