# CHAPTER I

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

The role of socializing agents as active facilitators of the child's language acquisition has been recognized. Parents and other adults use a variety of devices during the course of normal social interaction that may aid the child's learning of language. It is recognized that language learning is best understood as a social activity as well (Hetherington, 1993).

Role of parents in educating their children during the language development process is very important. According to Purwo (1991) in educating children, we all have to give attention to the degree of children development. Lazuardi's paper is *Perkembangan Otak Anak Sesuai dengan Kemampuan Bahasanya* (1991) states that language and speech development are the important indicators in child development.

The study of how children learn to speak is one of the most fascinating, important and complicated branches of language study in recent years. The fascination of the subject stems from the natural interest people take in the developing abilities of young children (Crystal, 1989). Hetherington (1993) states that the study of language could also provide a window into cognitive and social-emotional development. Miller and Sperry (1987) and Dunn (1988) in
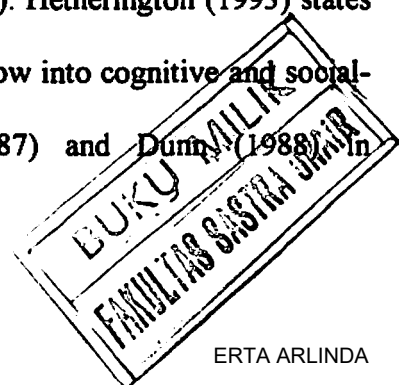
Hetherington (1993) have found that language is an important tool in understanding social-emotional development.

Pedoman Penggolongan dan Diagnosis Gangguan Jiwa in Indonesia (PPDGJ, 1985) concludes that there are two things which have to be concerned in educating a child. They are the language development and the great care in communication during childhood. Those two things determine their success in the future to become good communicator. The great care in communication of a baby is important because it gives sensory-motoric stimulation for the baby in the future. It means that the caretaker needs to tell a story, discuss it with the child and motivate him to express his feeling. Rebarber (1996) clarifies that by stories that tell about the admired people, children can be inspired and reminded them of those qualities parents' think are important. Stories can be good ways to learn important lessons. Children can identify with characters in meaningful situations without having to lecture.

Crystal (1989) states that language acquisition has long been thought of as a process of imitation and reinforcement. Children learn to speak by copying the utterances heard around them and by having their responses strengthened by the repetitions, corrections, and other reactions that adults provide. Children do imitate a great deal, especially in learning sounds and vocabulary.

Children deserve to learn important lessons from their parents and to acquire important habits with adult's help. They need help in learning what matters to adult. All parents want their children to grow up to be responsible
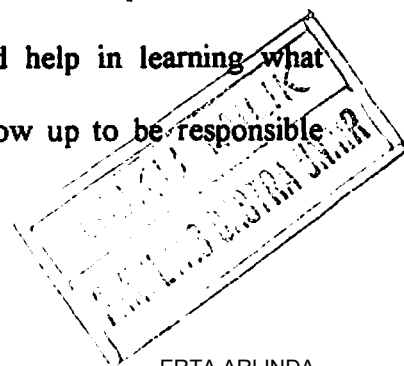
adults. Parents want them to learn, feel, think and act with respect for themselves and other people. Besides that explanation, Rebarber (1996) also clarifies that parents can give their children the best by helping them acquire habits and character traits that they can rely on in their own lives. If parents help their children lean to take pleasure in thinking and behaving well, they will have the best chance to lead good lives as individuals and as citizens in the community.

Santrock (1998) says that much of what children learn from parents about the culturally appropriate use of language involves the acquisition of subtle and complex social conventions and moral rules. On the other side, children learn how to use positive or politeness scripts, such as hello, goodbye, please, and thank you. These simple social routines are often children's first formal communicative acts and are present in all cultures. In short, children in all cultures learn a variety of social rules about language use that help make their normal social encounters with others easier and more predictable.

Hurlock's book (1978) which talks about *Child Development* explains about speech development of children. Speech is the most useful and most widely used form of language to convey meaning in sounds or words. Speech is a tool for communication. Communication means an interchange of thought and feelings. This interchange can be carried out in any form, such as language-gesture, emotional expressions or written language, but speech is the most common and effective form. The ability to speak is necessary in children's life to be a part of the social group. The content of children's speech has been classified into two

major categories: egocentric speech and socialized speech. In egocentric speech, there is no real communication. Children always talk about themselves and their own enjoyment, do not pay attention to the other person's viewpoint and also do not care about other people. Speech, which is centered to the other person, is socialized speech. In socialized speech, children adjust to the person's speaking. This phenomenon occurs if children are able to view a situation from other than their own viewpoints and subsequently they are able to communicate and involve in an exchange of ideas.

Social speech on children's early communication is crucial because one's social attitude reconstructed since the childhood period. Hurlock (1978) also explains that social or unsocial patterns of behavior are established during the formative childhood years, early social experiences largely determine what sort of adults children will become. Studies of people of all ages have revealed the significance of early social experiences not only during childhood but also later in life.

Crystal (1989) explains that around one year of age, a more clearly defined linguistic ability is apparent and it subsequently proves possible to begin analysis in conventional linguistic terms. The study of language according to Hetherington (1993) can be divided into four areas: phonology, semantics, syntax and pragmatics. In this study, I agree with Purwo (1991) that studying the process of children language development begins with pragmatic, because pragmatic is the first process in children language development process. Pragmatic is the

component of language, which is connected, with the use of language in communication and included in it, is the language function. The examples of the language function are asking for questions, answering questions, and asking for something. Children language development process begins from the mastery of pragmatic.

The article of *Pragmatic Language Tips* (1996) from the source *American Speech-Language-Hearing Association* gives a statement that there are several ways done by parents and teachers to help children use language appropriately in social situations. Social language use is known as **pragmatics**. Pragmatics studies about social language used for communication. Hetherington (1993) also explains this fact that pragmatic development refers to the appropriate use of language to accomplish various ends in differing social situations. Real speakers and listeners in real situations can define pragmatics as rules governing the use of language in context, for example, when children learn to use polite forms, how children adjust their speech for younger children or elder people and why children talk differently in classrooms and on playgrounds. If children do not know that they are not being understood and do not know how to change their messages to make them clear, subsequently they are not going to be very successful communicators. Pragmatics concerns how children learn conversational rules and so provides a clear link between language development and one of the purposes of language-communication.

✓   Ninio and Snow (1996) clarify that the pragmatic system consists of the rules for appropriate and communicatively effective language use. Pragmatic development provides an integrated view of the acquisition of all the various pragmatic subsystems, including expression of communicative intents, participation in conversation, and production of extended discourse.

The child conveys meaning by combining single words with actions, objects, gestures and intonation. Children learn the form of communication and about some of the pragmatic aspects of language long before they speak. They learn how language is used, how conversation flows and what rules are necessary to keep conversations going. The social interaction between mother and child provides children with a great deal of information about the pragmatic of language. Children also learn how to gain and hold their mother's attention by maintaining eye contact and smiling. Prelinguistic children often use gestures to demonstrate that they understand some of the pragmatics of communication. Children can get the attention of another person, make requests and show possession by using gestures. Even when children begin to talk, they augment their limited vocabulary with gestures that add more meaning. Learning the pragmatics of language continues well beyond the prelinguistic stage of language acquisition (Tomlinson-Keasey, 1985).

The reason why I choose this study is that because social speech on children's early communication is crucial since one's social attitude is reconstructed from the childhood period. So, it will be interesting to learn how

children develop their communication skill especially their social speech in their everyday life in an attempt to build their social attitude.

1.2. STATEMENT OF THE PROBLEM

By considering the phenomena, I state the problem as follows:

❑ How do children learn the rules of utterances in social interaction?

1.3. OBJECTIVE OF THE.STUDY

Based on the statement of the problem, this study is intended to know how children learn the rules of utterances in social interaction.

1.4. SIGNIFICANCE OF THE STUDY

The focus of this study is the communication of the children itself which deals with their social speech ability. The role of parents and caretakers, especially the role of mother, influences the development of children's language. Children are taught many things and one of them is how to utter a good communication. Some examples of the communication type are asking questions, answering questions, giving statements or informing something.

Social speech is needed in order that children can be accepted in society. By learning social speech as early as possible, children are expected to become good communicators in their future life.

This study would be useful for people who are interested in developmental psycholinguistics especially in social speech ability. Many studies in psychology have been done to describe the importance of parents and children in developing the communication, but only few researches have been done to explain its effects in the development of complex linguistic abilities. This study itself only discusses the surface of children's social speech ability in early communication during childhood in their social life, but I hope this study will give some input for the next researches that should be in greater detail.

Parents and caretakers' utterances influence the children's utterances because they are the people who are closely related with children in daily life. Anyway, I also hope this study would be useful for most parents and caretakers to train children to speak well as early as possible.

1.5. THEORETICAL FRAMEWORK

In this subchapter, some theories that are related to this study to some extent are stated. The theories deal with the children language development, the children pragmatic development and the pragmatic, which is used as a tool in analyzing the data.

1.5.1. CHILDREN LANGUAGE DEVELOPMENT

Language, according to Hurlock (1978), encompasses every means of communication in which thoughts and feelings are symbolized to convey meaning
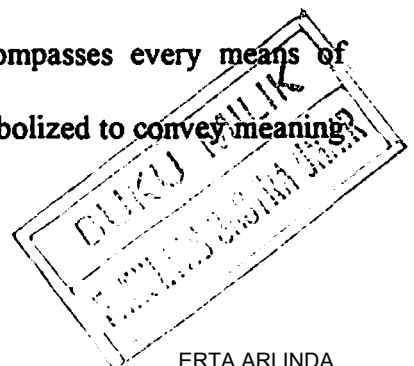
to others. It includes such widely differing forms of communication as writing, speaking, sign language, facial expression, gesture, pantomime and art, whereas speech is a form of language in which articulate sounds or words are used to convey meaning. Because it is the most effective form of communication, it is the most important and most widely used.

Hetherington (1993) clarifies that language involves both the production of sounds and the ability to understand speech. These two aspects of language are often referred to as *productive* and *receptive* language. Before infants are able to speak, they are capable of selectively attending to certain features of speech sounds. Speech, however, is more easily separable into perceptual categories than other sound stimuli. The infant is actively producing sounds – even though not language – from birth onward. The production of sounds in the first year of life follows an orderly sequence. Four stages have been identified:

Stages	Sound Production
I (begin at birth)	❑ <u>Crying</u> Crying is important in detecting early signs of infant illness as well as serving as a rudimentary communicative system.
II (start at the first month)	❑ <u>Other Vocalizations and Cooing</u> The sounds are called cooing from their vowel-like "oo" quality. These often occur during social interchanges between the infant and caregiver.
III (begin at the middle of the first year)	❑ <u>Babbling</u> Babbling is more complex and meaningful. Infant's babbling is different in different situation.
IV (start at the close of the first year)	❑ <u>Patterned Speech</u> However, even as early signs of speech appear, babbling and speech often occur together.

Hurlock (1978) explains that babbling is the most important stage in speech development because it becomes the basis for real speech. As soon as babies grow

up, they try to learn to speak because they find that speech is a better tool for communication than other pre-speech forms; such as crying, babbling, gestures and emotional they had to use earlier.

In expanding the concept of children's language development in terms of number of utterances, Brown (1973) has proposed that **mean length of utterance (MLU)** is a good index of language maturity. Brown identified five stages based on MLU:

Table 1.1.   Brown's Stages of Language Development

Stage	Age Range (months)	Mean Length of Utterance (average number of morphemes per sentence)	Characteristics	Typical Sentences
1	12-26	1.00-2.00	Vocabulary consists mainly of nouns and verbs with a few adjectives and adverbs; word order is preserved	Baby bath.
2	27-30	2.00-2.50	Correct use of plurals: use of past tense, use of *be*, definite and nondefinite articles, some prepositions	Cars go fast.
3	31-34	2.50-3.00	Use of yes-no questions, *wh*-questions (who, what, where); use of negatives and imperatives	Put the baby down.
4	35-40	3.00-3.75	Embedding one sentence within another	That's the truck mommy buyed me.
5	41-46	3.75-4.50	Coordination of simple sentences and prepositional relations	Jenny and Cindy are sisters.

Bee (1992) explains about the parallel developments during the preschool years. This parallel development consists of physical development, cognitive development, language development, self/personality development and social development. The following table clarifies that fact.

Table 1.2.   Parallel Developments during the Preschool Years

	Age in Years				
	2	3	4	5	6
Physical Development	Runs easily; climbs stairs one step at a time	Rides trike; uses scissors; draws	Climbs stairs one foot per step; klicks and throws large ball	Hops and skips; some ball games with more skill	Jumps rope; skips
Cognitive Development	Symbols; 2-and 3-step play sequences	Classification mostly by function	Beginning systematic classification by shape or size or color	Conservation of number and quantity	
		Beginning ability to take others' physical perspective	Theory of mind	No spontaneous use of rehearsal in memory task	
		Transductive reasoning			
Language Development	2-word sentences	3- and 4- word sentences with grammatical markers		Continued improvement of inflections, past tense, plurals, passive sentences, and tag questions	
Self/Personality Development	Self-definition based on comparisons of size, age, gender; gender identity			Categorical self based on physical properties or skills	
		Gender stability		Gender constancy	
	Erikson's stage of autonomy vs. shame/doubt	Erikson's stage of initiative vs. guilt			
Social Development	Attachments to parents shown less frequently, mostly under stress				
	Cooperative play Multi-step turn-taking sequences in play with peers	Empathy for another's feelings			
		Some altruism; same-sex peer choice	Beginning signs of individual friendships		
				Sociodramatic play	Roles in play

Lenneberg (1969) in Papalia (1987) states that language correlates better with motor development. It is an important index of maturation. The following table clarifies the correlation of motor and language development.

Table 1.3.   Correlation of Motor and Language Development

Age (Years)	Motor Milestones	Language Milestones
0.5	Sits using hands for support unilateral reaching	Cooing sounds change to babbling by introduction of consonantal sounds
1	Stands; walks when held by one hand	Syllabic reduplication; signs of understanding some words; applies some sounds regularly to signify persons or objects, that is, the first words
1.5	Prehension and release fully developed, gait propulsive, creeps downstairs backward	Repertoire of 3 to 50 words not joined in phrases; trains of sounds and intonation patterns resembling discourse; good progress in understanding
2	Runs (with falls); walks stairs with one foot forward only	More than 50 words; two-word phrases most common; more interest in verbal communication; no more babbling
2.5	Jumps with both feet, stands on one foot for 1 second; builds tower of six cubes	Every day new words; utterances of three and more words; seems to understand almost everything said to him; still many grammatical deviations
3	Tiptoes 3 yards (2.7 meters); walks stairs with alternating feet; jumps 0.9 meter	Vocabulary of some 1000 words, about 80 percent intelligibility; grammar of utterances close approximation to colloquial adult; syntactic mistakes fewer in variety, systematic, predictable
4.5	Jumps over rope; hops on one foot; walks on line	Language well established; grammatical anomalies restricted either to unusual constructions or to the more literate aspects of discourse

Lenneberg, *Science*, Vol. 164, May 9, 1969

1.5.2. CHILDREN PRAGMATIC DEVELOPMENT

Carter (1974) in Purwo (1991) states that children use combination one-syllable sound (consist of one syllable) with certain gestures. Carter registered eight pragmatic entities, which is expressed by children at the age between 12 and 16 months old. These eight pragmatic entities in fact are children's request to change the surrounding situation. The following table describes the pragmatic entities.

Table 1.4.   Pragmatic Entities at the Age between 12 and 16 Months Old

No.	Schema	Gesture	Sound	Goal
1.	Request Object	Reach to object	[m]-initial	Get receiver's help to obtain object
2.	Attention to Object	Point, hold out	Alveolardental ([l] or [d]) initial ([y]-initial- a few intances only)	Draw receiver's attention to object
3.	Attention to Self	Sound of vocalization	Phonetic variants of *David, Mommy*	Draw receiver's attention to self
4.	Request Transfer	Reach to person	[h]-initial (constricted & minimally) aspirated	Obtain object from, or give to receiver
5.	Dislike	Prolonged, falling into nation	Nasalized, especially [n]-initial	Get receiver's help in changing situation
6.	Disappearance	Waving hands, slapping	[b]-initial	Get receiver's help in removing object
7.	Rejection	Negative head-shake		Get receiver's help in changing situation
8.	Pleasure Surprise Recognition	(smile)	Flowing or breathy [h] sounds, especially *hi, ha, oh, ah*	Express pleasure

In this period, the gesture's role is more prominent and the use of one-syllable sound (which asserts the gestures) is to attract adult. The gesture's role is still prominent in the next stage while children enter holophrastic period approximately at the age 18 months old. The use of gestures will decrease while children are at the end of holophrastic period or enter telegraphic period approximately at the age of 2 years old. Bates et al. (1975) explains that gesture for pointing something named as *protodeclaratives* and gesture for asking something named as *protoimperatives*.

Griffiths (1981) explains that children do not *give statement* and *ask question* in **holophrastic period** (one-word sentence), but they start those activities in the end of holophrastic period or while children enter **telegraphic**

period (two-word sentence). Telegraphic period occurs when children are approximately in the age of 2 years old (Purwo, 1991).

√ H. Dewart (1996) in the research of *Pragmatic Profile of Communication in Children* explains that children's pragmatic profile focuses on three aspects of the development of pragmatics: (1) communicative function, (2) response to communication, and (3) interaction and conversation. Subsequently pragmatic has a close relationship with social life; Hedberg (1988) clarifies about the equivalent terminology of three language aspects, which can be seen in the following table (Sidiarto, 1991):

Table 1.5.   The Component of Language

Pragmatic	Usage	Social
Semantic	Content	Cognitive
Syntax Morphology Phonology	Form	Linguistics

1.5.3. PRAGMATIC

A subfield of linguistics developed in the late 1970s- studies how people comprehend to communicate well and produce a communicative act or utterance in a concrete speech situation while they are making conversation with others. It distinguishes two intents or meanings in each utterance or communicative act of verbal communication. One is the informative intent or the sentence meaning, and

the other the communicative intent or speaker meaning (Leech, 1983; Sperber and Wilson, 1986).

Pragmaticians are also keen on exploring why interlocutors can successfully converse with one another in a conversation. The basic idea is that interlocutors obey certain principles in their participation so as to sustain the conversation. One such principle is the **Politeness Principle** (Leech, 1983) that maintains interlocutors behave politely to one another, since people respect each other's face (Brown & Levinson 1978). In this study, I use the Politeness Principle to analyze the data of children's early communication skills.

Leech (1983) says that before talking further about the six maxims of the Politeness Principle, it is better if it is explained first about the utterance forms, which is used to express the Politeness Principle's maxims. The intended utterance forms are the utterance forms of:

1. The *impossitive* (Leech also name *directive*) utterance form, which has the function of getting the listener to do something, such as to convey command, order, ask, request, prohibit and give advice.

2. The *commisive* utterance form, which commits the speaker to do something that functioning to convey promise, offer, permit and invite.

3. The *expressive* utterance form, which the speaker expresses feelings attitudes about something, such as an apology, a complaint, to thank someone, to congratulate someone, and give praise or dispraise.

17

Leech (1983) explains that the Politeness Principle has six maxims which each maxim has its own understanding point. The Understanding Points of the six maxims of the Politeness Principles according to Leech is:

No	Maxim	Understanding Point
1.	*Tact* (in impossitive and commisive)	a. Minimize cost to other. b. Maximize benefit to other.
2.	*Generosity* (in impossitive and commisive)	a. Minimize benefit to self. b. Maximize cost to self.
3.	*Approbation* (in expressive and assertive)	a. Minimize dispraise of other. b. Maximize praise of other.
4.	*Modesty* (in expressive and assertive)	a. Minimize praise of self. b. Maximize dispraise of self.
5.	*Agreement* (in assertive)	a. Minimize disagreement between self and other. b. Maximize agreement between self and other.
6.	*Sympathy* (in assertive)	a. Minimize antipathy between self and other. b. Maximize sympathy between self and other.

Concerning with generosity and sympathy, Hurlock (1978) clarifies about the social behavior patterns in social situations during early childhood:

❑ Generosity

Generosity, as shown in a willingness to share with others, increases as selfishness decreases and as children learn that generosity leads to social acceptance.

❑ Sympathy

Young children are incapable of sympathetic behavior until they have been in situations similar to those in distress. They express their sympathy by trying to help or comfort a person in distress.

Leech (1983) also add that sympathy maxim explains about congratulations and express condolences. Those two expressions are produced to give politeness and respectability to other persons.

1.6. METHOD OF THE STUDY

The method of this study is qualitative descriptive since it is intended to know the social speech ability of children at the age 2 to 3 years old. The description will be established from the data of children's social speech ability.

I use the **naturalistic sampling** to get the data of children's spontaneous use of language. The data are recorded in familiar and comfortable surroundings. One of the best places to make the recording is in the children's own home.

In choosing the children for this study, I use **cross-sectional approach**. It means that this study has three different children with different ages. I named them as Child A, Child B, and Child C. The age of Child A is 2.0 years old, Child B is 2.5 years old, and Child C is 3.0 years old.

1.6.1. DEFINITION OF KEY TERM

In **"Social Speech Ability in Children's Early Communication in Everyday Situation (A Case Study of Psycholinguistic)"** there are some important terms used to clarify the meanings and situation. The terms' meaning can be seen below:

1. **A Case Study** is an in-depth look at an individual; mainly clinical psychologists use it when the unique aspects of a person's life cannot be duplicated, for either practical or ethical reasons.

2. **Mean Length of Utterance (MLU)** is a measure of the linguistic complexity of children's utterances, especially during the early stages of first-language learning.

3. **Pragmatics** is a linguistic subject study about social language used for communication.

4. **Holophrastic Period** is a term used to describe the first stages in children's acquisition of speech consists of one-word sentence.

5. **Telegraphic Period** is a term used to describe the early speech of children learning their first language, so called because children's early speech lacks the same sorts of words which adults leave out of in telegrams.

6. **Politeness Principle** is how languages express the social distance between speakers and the different role relationships.

7. **Maxim** is a concisely expressed principle or rule of conduct.

8. **Naturalistic Sampling** is a method to get samples of a child's spontaneous use of language recorded in familiar and comfortable surroundings.

9. **Cross-sectional Approach** is a research strategy in which individuals of different ages are compared all at one time.

10. **Utterance** is any stretch of speech said by any one person before or after another person begins to speak.

1.6.2. LOCATION OF THE STUDY

The location of the study is Surabaya. I choose Surabaya for the location of the observation because it is easy to get data. The location of the study does not influence the result of the observation, because the language acquisition on children's communication is universal.

1.6.3. POPULATION OF THE STUDY

The populations of the study are children:

1. who attain the age of 2 to 3 years old.

2. without language disorders, the impairment on their speech or in producing speech.

3. with no physical defect which can influence their gesture.

4. who can cooperate with I (researcher).

5. who come from the family of middle to upper socio-economic class.

6. whose family uses dominant Indonesian in their daily conversation.

1.6.4. TECHNIQUE OF DATA COLLECTION

In collecting the data, the first step I do is choosing children at about 2.0 to 3.0 years of age who are able to speak. In choosing children, cross-sectional approach is used. Based on that approach, Child A represents the 2.0 years old children, Child B represents the 2.5 years old children, and Child C represents the 3.0 years old children.

The second step is visiting the children in their houses. I visit the children's houses to get the data. The data collection covers three activities: asking the children's mother to join in the conversation during the observation, eliciting the children to get attention, and involving the children to make utterances by doing conversations. I ask the mothers to join in the observation because their presence absolutely influences the children's conversations. The mothers help the children to produce utterances. In eliciting the children, I ask them to play together and the mothers also elicit the children to get attention. Furthermore, I involve the children by making conversation about the usual children's play activity in daily life.

The third step is recording the conversations. I record the conversation during the observation in order to get the full utterances.

The fourth step is observing the children's reaction based on the social interaction and making necessary notes. Besides recording the conversations, I also observe children's reaction based on the social interaction and making some necessary notes, which cannot be recorded during the observation.

Finally the fifth step is asking the children's mothers to fill up the data form. This data form is addressed to the parents in order to know the children's background.

Shortly, the procedures in collecting the data are:

1. Choosing children at about 2.0 to 3.0 years of age who have been able to speak.

2. Visiting the children in their houses by:

   a. Asking the children's mothers to join in the conversations during the observation.

   b. Eliciting the children to get attention.

   c. Involving the children to make utterances by doing conversations.

3. Recording the conversations.

4. Observing the children's reaction based on the social interaction and making necessary notes.

5. Asking the children's mothers to fill up the data form.

1.6.5. TECHNIQUE OF DATA ANALYSIS

The first step after collecting the data is transcribing the data by using orthographic spelling. The transcription of the data by using orthographic spelling, not phonetically. Orthographic spelling is any style or method of spelling. This method makes the data easier to read and write because it does not use any symbol as in phonetics.

The second step is classifying the data. This classification is divided into two categories: the language function and the utterance form. The language function is intended to know the function of the children's language, whereas the utterance form is intended to know the form of utterances produced by the children.
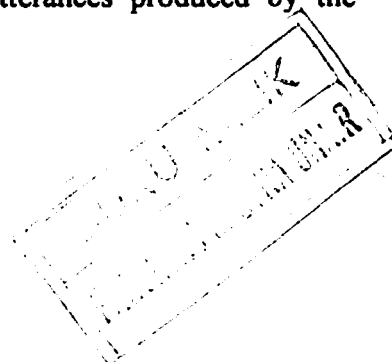
The third step is presenting the children's language function. This language function comprehends the activities such as asking for question, answering question, and asking for something.

The fourth step is presenting the children's utterance form. This utterance form comprehends impossitive utterance form, commisive utterance form, expressive utterance form, and assertive utterance form.

The fifth step is making the analysis of the children's utterances by using the Politeness Principle's theory. The Politeness Principle's theory consists of Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim, and Sympathy Maxim.

Finally the last sixth step is drawing conclusion of the result of the analysis. Some comments are stated here, covering the phenomena that occur in this study.

In short, the techniques of data analysis are:

1. Transcribing the data by using orthographic spelling.

2. Classifying the data.

3. Presenting the children's language function.

4. Presenting the children's utterance form.

5. Making the analysis of the children's utterances by using the Politeness Principle's theory.

6. Drawing conclusion of the result of the analysis.

CHAPTER II

GENERAL DESCRIPTION OF THE OBJECT OF THE STUDY