

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

3.1. PRESENTATION AND ANALYSIS OF THE DATA OF SAMPLE A

The name of Sample A is Mulhan Satria or Mulhan. In the following, Mulhan named as Child A and his mother is Mother A. When the observation was conducted, he was 2.0 years old.

Background of the Recording. There are eight recordings in the observation conducted to Child A. The number of the recordings do not influence the result of the observation.

The recordings are conducted in a simple colloquial and naturalistic observation. Mother A is always present when the observation was conducted. Mother A elicits Child A to answer each question or respond every other person's statement addressed to him and I also ask Child A to make conversation during the recording. The conversation between Child A and other persons, except Mother A and I, is also recorded.

Some of these recordings are conducted at the same time and some others are conducted in different time or day. The whole conversations are recorded in the same place, which is in Child A's house.

3.1.1. PRESENTATION OF THE DATA OF SAMPLE A

3.1.1.1. Child A's Language Function

The utterances produced by Child A are short. Most of the utterances made by Child A are in response to the questions. His ability in constructing statements is still limited. The findings in the recording match the theory that says that the utterances produced by 2.0 years old child consist of two words. This case is proven after all the observation was conducted that most of Child A's utterances consist of maximum two words.

Child A produces a variety of utterances during the observation. These kinds of utterances are named language function. Child A's utterances and their language functions will be mentioned and clarified in the following tables. The clarifications are divided into eight; based on the number of the recording. It is necessary to know that all utterances and their language functions are appropriate with the situation occurring in each recording.

1st recording

This recording contains the conversation involving Child A, Mother A and I. From this recording, it is known that Child A is able to answer questions and give commands. Child A's utterances and their language functions are shown in the following table:

Table A.LF1. Child A's Utterances and their Language Function

Child A's Utterances	Language Function
obi (<i>Indonesian: mobil; English: a car</i>)	answering question
iya (<i>English: yes</i>)	answering question
ayah (<i>English: daddy</i>)	answering question
naik obi + naik obi (<i>Indonesian: naik mobil; English: get into a car</i>)	giving command
ni + ni + naik (<i>Indonesian: ini+ini+naik; English: get into</i>)	giving command
pida + pida (<i>Indonesian: sepeda; English: bicycle</i>)	giving command

2nd recording

This recording contains the conversation involving Child A, Mother A and I. From this recording, it is known that Child A is able to answer questions, give permission and give commands. Child A's utterances and their language functions are shown in the following table:

Table A.LF2. Child A's Utterances and their Language Function

Child A's Utterances	Language Function
muhang <i>*muhang= mulhan= nama dari Anak A= Child A's name</i>	answering question
iya (<i>English: yes, you may</i>)	giving permission
ena + naik ni (<i>Indonesian: rena+naik ini, *rena adalah saudara sepupu dari Anak A; English: rena+ get into, *rena is Child A's cousin</i>)	giving command

3rd recording

This recording contains the conversation involving Child A, Mother A and I. From this recording, it is known that Child A is able to answer questions, give prohibition and give commands. Child A's utterances and their language functions are shown in the following table:

Table A.LF3. Child A's Utterances and their Language Function

Child A's Utterances	Language Function
<i>muhang (Indonesian: mulhan=nama dari Anak A; English: mulhan=Child A's name)</i>	answering question
<i>nggak (English: no, you may not)</i>	prohibiting
<i>cucu + cucu (Indonesian: susu; English: milk)</i>	giving command
<i>iya (English: yes)</i>	answering question

4th recording

This recording contains the conversation involving Child A, Mother A and I. From this recording, it is known that Child A is able to answer questions, say gratitude, offer, give commands and convey agreement. Child A's utterances and their language functions are shown in the following table:

Table A.LF4. Child A's Utterances and their Language Function

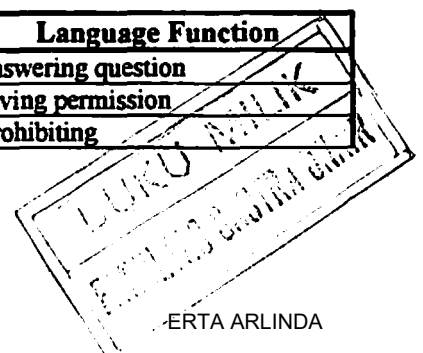
Child A's Utterances	Language Function
<i>nak (Indonesian: enak; English: it is delicious)</i>	answering question
<i>acih (Indonesian: terima kasih; English: thank you)</i>	saying gratitude
<i>ni (Indonesian: ini; English: here it is)</i>	offering
<i>maem + maem (Indonesian: makan; English: eat)</i>	giving command
<i>iya (English: yes)</i>	conveying agreement

5th recording

This recording contains the conversation involving Child A, Mother A and I. From this recording, it is known that Child A is able to answer questions, give permission, give prohibition and convey agreement. Child A's utterances and their language functions are shown in the following table:

Table A.LF5. Child A's Utterances and their Language Function

Child A's Utterances	Language Function
<i>iya (English: yes)</i>	answering question
<i>iya (English: yes, you may)</i>	giving permission
<i>nggak (English: no, you may not)</i>	prohibiting



kan + kan (<i>Indonesian: ikan; English: fish</i>)	answering question
iya (<i>English: yes</i>)	conveying agreement

6th recording

This recording contains the conversation involving Child A, Mother A and I. From this recording, it is known that Child A is able to answer questions and offer. Child A's utterances and their language functions are shown in the following table:

Table A.LF6. Child A's Utterances and their Language Function

Child A's Utterances	Language Function
iya (<i>English: yes</i>)	answering question
ni (<i>Indonesian: ini; English: take it</i>)	offering
naik (<i>English: get into</i>)	answering question
ena (<i>Indonesian: rena= nama saudara sepupu dari Anak A; English: rena= Child A's cousin</i>)	answering question
nggak (<i>English: no</i>)	answering question

7th recording

This recording contains the conversation involving Child A, Mother A and I. From this recording, it is known that Child A is able to answer questions, give commands and offer. Child A's utterances and their language functions are shown in the following table:

Table A.LF7. Child A's Utterances and their Language Function

Child A's Utterances	Language Function
iya (<i>English: yes</i>)	answering question
kak + kak (<i>Indonesian: buka; English: peel it</i>)	giving command
iya + ni (<i>Indonesian: iya+ini; English: yes+take it</i>)	answering question, offering
ni (<i>Indonesian: ini; English: take it</i>)	offering

8th recording

This recording contains the conversation involving Child A, Mother A and I. From this recording, it is known that Child A is able to give statement, answer questions, convey agreement, give prohibition, give commands, convey disagreement and offer. Child A's utterances and their language functions are shown in the following table:

Table A.LF8. Child A's Utterances and their Language Function

Child A's Utterances	Language Function
helek + helek (<i>Indonesian: jelek; English: it is ugly</i>)	giving statement
nggak + nggak (<i>English: no</i>)	conveying disagreement
iya (<i>English: yes</i>)	conveying agreement
ana+ana+ambi+ambi (<i>Indonesian: sana+sana+ambil+ambil; English: over there+take it</i>)	answering question, giving command
ni + ni (<i>Indonesian: ini; English: here it is</i>)	giving statement
nggak (<i>English: no, you may not</i>)	prohibiting
ni (<i>Indonesian: ini; English: take it</i>)	offering

Concerning Child A's utterances and his entire language functions, it can be mentioned and clarified that:

- *Requesting* is expressed if Child A wants something.
- *Giving command* is expressed if Child A wants other persons doing something.
- Child A is not yet able to *ask questions*.
- *Offering* is expressed if Child A wants other persons to have something he owns.
- *Giving permission* is expressed if Child A permits other persons to borrow something he owns.

- *Prohibiting* is expressed if Child A prohibits other persons to borrow something he owns.
- *Saying gratitude* is expressed if Child A receives something from other persons.
- *Answering question* is expressed if Child A has to answer of a question addressed to him.
- *Giving statement* is expressed if Child A wishes to give information about something he knows or owns.
- *Conveying agreement* is expressed if Child A agrees with what his interlocutor has said.
- *Conveying disagreement* is expressed if Child A disagrees with what his interlocutor has said.

3.1.1.2. Child A's Utterance Form

In the observation, Child A knows how to provide utterances, which are relevant to the utterance form. The following presentation clarifies the utterance form of Child A's utterances, which are related to impossible, commissive, expressive, and assertive.

Impossible. I notice that Child A is able to produce impossible utterances. Based on the result of the observation, I find that Child A produces the

utterances which are included within impossitive utterance form as shown on the table below.

Table A.UF1. Child A's Impossitive Utterance Form

Utterance	Language Function	Utterance	Language Function
naik obi+naik obi	giving command	nggak	prohibiting
ni+ni+naik	giving command	cucu+cucu	giving command
pida+pida	giving command	kak+kak	giving command
ena+naik ni	giving command	ambi+ambi	giving command

- From the table, it can be shown that Child A's impossitive utterance form consist of giving commands and prohibiting.
- Child A gives commands when he really intends other persons to do something.
- Child A gives prohibition when he does not permit other persons to borrow something from him. These following conversations are Child A's impossitive utterances in prohibiting:

- a. I (researcher) : *mbak erta boleh pinjam bajunya mulhan?*
Child A : *nggak* (shaking his head)
- b. I (researcher) : *kalah pistolnya boleh dipinjam?*
Child A : *nggak*
- c. I (researcher) : *topinya mulhan boleh dipinjam?*
Child A : *nggak*
- d. I (researcher) : *o boleh + bolanya dibawa pulang sama mbak boleh?*
Child A : *nggak*
- e. Mother A : *bolanya dipinjam dik rena boleh nggagak?*
Child A : *nggak*

Commisive. I notice during the observation that Child A is able to produce commisive utterances. Based on the result of the observation, I find that

Child A produces the utterances which are included within commissive utterance form as shown on the table below.

Table A.UF2. Child A's Commissive Utterance Form

Utterance	Language Function	Utterance	Language Function
<i>iya</i>	giving permission	<i>maem+maem</i>	offering
<i>ni</i>	offering		

- From the table, it is known that Child A's commissive utterance form consists of giving permission and offering.
- Child A gives permission when he does permit other persons to borrow something from him. The following conversations are the examples of Child A's commissive utterances in giving permission:
 - a. Mother A : *ito lho ditanya mbak + boleh nggak mbak main sama mulhan?*
Child A : *iya* (nodding his head)
 - b. I (researcher) : *mbak boleh nggak pinjam sepedanya mulhan?*
Child A : (nodding his head)
Mother A : *boleh maksudnya + iya dik mbak erta boleh pinjam sepedanya mulhan?*
Child A : *iya* (nodding his head)
 - c. I (researcher) : *mbak boleh pinjam handphonenya?*
Child A : *iya*
 - d. I (researcher) : *mbak boleh nggak pinjam bolanya mulhan?*
Child A : *iya*
- Child A offers something when he actually intends to offer something to other persons. In this part, Mother A elicits Child A to produce this language function. Sometimes, Child A has already been able to offer something spontaneously without elicitation. These following conversations are Child A's commissive utterances with and without elicitation:

With elicitation

- a. Mother A : *permennya mulhan mana? + mbak diberi permennya*
 Child A : *(taking candies) + ni (giving candies to I)*
- b. Mother A : *dik rena nggak diberi nyam-nyam dik? + itu dik rena juga diberi nyam-nyam + itu dik rena ditanya + dik rena mau nyam-nyam?*
 Child A : *ni (giving and offering nyam-nyam to his cousin rena)*

Without elicitation

- a. Mother A : *kalau sudah diberi donat seneng dia + kesukaannya donat memang (addressed to I)*
 Child A : *ni (giving donat to I)*
- b. I (researcher) : *nyam-nyamnya dibuka?*
 Child A : *iya (nodding his head) + ni (giving and offering nyam-nyam to I)*
- c. Mother A : *nggak boleh? + terus apa yang boleh dipinjam?*
 Child A : *(taking candies and offering to his cousin rena) ni*
 Mother A : *kalau permen itu dimakan + itu diberi ke dik rena bukan dipinjam*

Expressive. I notice that Child A is able to produce expressive utterances. Based on the result of the observation, I find that Child A produces the utterances which are included within expressive utterance form as shown on the table below.

Table A.UF3. Child A's Expressive Utterance Form

Utterance	Language Function
acih	saying gratitude

- From the table, it is known that Child A's expressive utterance form consists only of saying gratitude.
- Child A says gratitude when he receives something from other persons. The recording proves that in producing this expressive utterance, Child A is still

completely dependent on elicitation from Mother A. The following conversation is Child A's expressive utterance with elicitation:

With elicitation

Mother A : *kalau diberi kue sama mbak adik bilang apa? + terima kasih mbak + bilang gimana?*

Child A : *acih* (nodding his head)

Assertive. I notice that Child A is able to produce assertive utterances. Based on the result of the observation, I find that Child A produces the utterances which are included within assertive utterance form as shown on the table below.

Table A.UF4. Child A's Assertive Utterance Form

Utterance	Language Function	Utterance	Language Function
obi	answering question	ena	answering question
ayah	answering question	nggak	answering question
iya	answering question	helek+helek	conveying disagreement
muhang	answering question	nggak+nggak	conveying disagreement
nak	answering question	ana+ana	answering question
iya	conveying agreement	ni+ni	giving statement
naik	answering question		

- From the table, it is known that Child A's assertive utterance forms consist of answering questions, conveying agreement, conveying disagreement, and giving statement.
- The recording proves that the number in answering question is quite large. The entirety Child A's answers depend on his interlocutor's questions. This case only proves that Child A is able in answering question.

- Child A conveys agreement when he does agree with what his interlocutor has said. Here are the examples of Child A's utterances in conveying agreement:
 - a. I (researcher) : *mbak tadi sudah maem donat + adik aja yang maem donat ya*
Child A : *iya (nodding his head)*
 - b. I (researcher) : *ikannya mulhan bagus-bagus ya*
Child A : *iya*
 - c. Mother A : *terus gimana? + pistolnya mulhan bagus?*
Child A : *iya*
 - d. Mother A : *makanya kalau bagus pistolnya jangan dibanting + rusak nanti ya*
Child A : *iya*

- Child A conveys disagreement when he does not agree with what his interlocutor has said. Here are the conversations of Child A's utterances in conveying disagreement:
 - a. Mother A : *itu lho main sama mbak + dik pistolnya bagus kok dibanting*
Child A : *helek + helek*
 - b. Mother A : *lho jelek + pistolnya mulhan jelek ya?*
Child A : *nggak + nggak*

- In giving statement, Child A still has a limited capability. But in the result of the recordings, there is one utterance indicating that Child A seems to be to give statement; that is the utterance /ni + ni/.

3.1.2. ANALYSIS OF THE DATA OF SAMPLE A

3.1.2.1. The Politeness Principle

Child A's utterances seem quite advanced when the observation is conducted. His utterances have many functions, meanings, and forms. The following analysis concerns to Child A's politeness principle dealing with tact

maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim.

Tact Maxim. Tact is a kind of maxim, which is uttered in impositive and commissive form. The theory of Tact Maxim states that people tend to minimize cost to other or maximizes benefit to other. This theory emphasizes on *other* (other persons). Based on the result of the observation, I find that the impositive and commissive utterances exist in the conversation of Child A.

Next are the examples of Child A's impositive utterances:

1. *kak + kak* (Indonesian: *buka*; English: *peel it*)
2. *ambi + ambi* (Indonesian: *ambil+ambil*; English: *take it*)
 - In conversation (1), Child A gives command to I (researcher) to peel nyam-nyam (a kind of snack)
 - In conversation (2), Child A gives command Mother A to get him a ball.

From both utterances, it can be seen that Child A expects other persons to do something for his own benefit or incur cost to other persons. This fact shows that Child A is not able to minimize cost to other or maximize benefit to other, which is expected in Tact Maxim. So, it means that Child A is devoid of tact.

Different from those impositive utterances above, Child A's commissive utterances are not included within Tact Maxim, because his commissive utterances emphasize on *self* (Child A himself) to do the action. Whereas, Tact Maxim's theory emphasizes on *other* (other persons) to do the action.

Generosity Maxim. Generosity is a kind of maxim, which is uttered in impossible and commissive form. The theory of Generosity Maxim states that people tend to minimize benefit to self or maximize cost to self. This theory emphasizes on *self* (Child A himself). Based on the result of the observation, I find that the impossible and commissive utterances exist in the conversation of Child A.

Next are the examples of Child A's commissive utterances:

1. *ni* (Indonesian: *ini*; English: *take it*)
2. Mother A : *dik rena nggak diberi nyam-nyam dik? + itu dik rena juga diberi nyam-nyam + itu dik rena ditanya + dik rena mau nyam-nyam?*

Child A : *ni* (giving and offering nyam-nyam to his cousin rena)

- In conversation (1), Child A offers nyam-nyam (a kind of snack) to I (researcher).
- In conversation (2), Child A offers nyam-nyam (a kind of snack) to his cousin, rena.

In offering something to other persons, Child A has already been able to produce it by himself but sometimes-Mother A still elicits him to make it. The given utterances indicate that Child A offers something to I (other persons). This fact shows that Child A is able to minimize benefit to self or maximize cost to self, which is expected in Generosity Maxim. So, it means that Child A is generous.

Different from those commissive utterances above, Child A's impossible utterances are not included within Generosity Maxim, because his impossible utterances emphasize on *other* (other persons) to do the action. Whereas, Generosity Maxim's theory emphasizes on *self* (Child A himself) to do the action.

Approbation Maxim. Approbation is a kind of maxim, which is uttered in expressive and assertive form. The theory of Approbation Maxim states that people tend to minimize dispraise of other or maximize praise of other. This theory emphasizes on *other* (other persons). Based on the result of the observation, I find that the expressive and assertive utterances exist in the conversation of Child A.

Next is the example of Child A's expressive utterance:

1. I (researcher) : dik ini mbak punya donat + ini dimakan donatnya
- Child A : (eating donut)
- Mother A : enak dik donatnya?
- Child A : nak (nodding his head)
- Mother A : *kalau diberi kue sama mbak adik bilang apa? + terima kasih mbak + bilang gimana?*
- Child A : *acih* (nodding his head)

- In conversation (1), Mother A elicits Child A to say gratitude when I (researcher) gave him donut (a kind of a cake).

The above conversation shows that in producing expressive utterance, Mother A elicits Child A to produce it. Concerning this fact, Child A is not able to produce expressive utterance by himself. Child A still needs elicitation in producing expressive utterance; perhaps he has known yet when to use the expressive utterance.

That expressive utterance indicates a gratitude feeling of Child A addressed to I (other persons). This fact indicates that Child A is able to minimize dispraise of other or maximize praise of other, which is expected in Approbation Maxim. So, it means that truthfully Child A is able in approbation when he

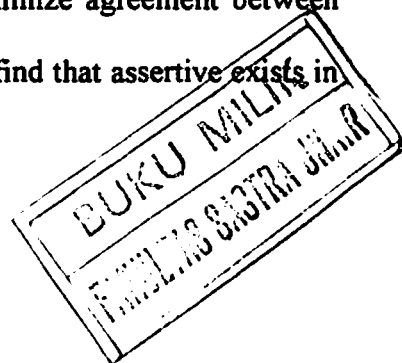
receives something from other persons although he still needs elicitation from Mother A (his mother).

The findings in the recording show that there are no Child A's assertive utterances included in Approbation Maxim. So, in Approbation Maxim only Child A's expressive utterances exist.

Modesty Maxim. Modesty is a kind of maxim, which is uttered in expressive and assertive utterance form. The theory of Modesty Maxim states that people tend to minimize praise of self or maximize dispraise of self. This theory emphasizes on *self* (Child A himself). Based on the result of the observation, I find that the expressive and assertive utterances exist in the conversation of Child A.

The findings in the recording show that Child A does not produce utterances which are expressed to minimize praise of self or maximize dispraise of self. It means that Child A's expressive and assertive utterances are not included in Modesty Maxim.

Agreement Maxim. Agreement is a kind of maxim, which is uttered in assertive form. The theory of Agreement Maxim states that people tend to minimize disagreement between self and other or maximize agreement between self and other. Based on the result of the observation, I find that assertive exists in the conversation of Child A.



From the findings of the data, Child A's assertive utterances, which are included in Agreement Maxim are to convey agreement. For the detailed clarification, let us notice the following conversations:

1. I (researcher): *mbak tadi sudah maem donat + adik aja yang maem donat ya*
Child A : *iya* (nodding his head)
2. Mother A : *makanya kalau bagus pistolnya jangan dibanting + rusak nanti ya*
Child A : *iya*

- In conversation (1), Child A agrees with I (researcher) by uttering /iya/ when I said /mbak tadi sudah maem donat + adik aja yang maem donat ya/.
- In conversation (2), Child A agrees with I (researcher) by uttering /iya/ when Mother A said /makanya kalau bagus pistolnya jangan dibanting + rusak nanti ya/.

Those examples above show that Child A agrees with what his interlocutors have said. In this fact, Child A's utterances in conveying agreement match the theory of Agreement Maxim. In accordance with the theory, when Child A conveys agreement, it means that he is already able to minimize disagreement between he himself and other persons or maximize agreement between he himself and other persons.

Sympathy Maxim. Sympathy is a kind of maxim, which is uttered in assertive utterance form. The theory of Sympathy Maxim states that people tend to minimize antipathy between self and other or maximize sympathy between self and other.

Based on the result of the observation, I find that assertive exists in the conversation of Child A. But there are no Child A's assertive utterances proving

that he is able in minimizing antipathy between self and other or maximizing sympathy between self and other. During the observation, I do not find any Child A's congratulations or condolences to express his sympathy. This fact match Hurlock's explanation that says that young children are incapable of sympathetic behavior until they are in situations similar to those of a person in distress.

3.2. PRESENTATION AND ANALYSIS OF THE DATA OF SAMPLE B

The name of Sample B is Ade Endy Arlansyah or Ade. In the following, Ade named as Child B and his mother is Mother B. When the observation was conducted, he was 2.5 years old.

Background of the Recording. There are eight recordings in the observation conducted to Child B. The number of the recordings do not influence the result of the observation.

The recordings are conducted in a simple colloquial and naturalistic observation. Mother B is always present when the observation was conducted. Mother B elicits Child B to answer each question or respond every other person's statement addressed to him and I also ask Child B to make conversation during the recording. The conversation between Child B and other persons, except Mother B and I, is also recorded.

Some of these recordings are conducted at the same time and some others are conducted in different time or day. The whole conversations are recorded in the same place, which is in Child B's house.

3.2.1. PRESENTATION OF THE DATA OF SAMPLE B

3.2.1.1. Child B's Language Function

The utterances, which are produced by Child B, are longer than Child A's does. His ability in producing utterances seems being visible. In the

conversation, his utterances begin having the expression of giving statement besides answering question. In producing utterances, Child B sometimes seems to be able to make them in three words. This fact suits to the theory that says that 2.5 years old child begins to be able in producing utterances of three and more words.

During the observation, Child B produces many kinds of utterances. The kinds of utterances named as language function. Regarding Child B's utterances and their language function will be mentioned and clarified in the following tables. The clarifications are divided into eight based on the number of the recording. It is necessary to know that the entire utterances and their language functions are appropriate with the situation occurred in each recording.

1st recording

This recording contains the conversation involving Child B, Mother B and I. From this recording, it is known that Child B is able to request something, say gratitude, offer and answer questions. Child B's utterances and their language functions are shown in the following table:

Table B.LF1. Child B's Utterances and their Language Function

Child B's Utterances	Language Function
<i>donatnya mana ma? (English: where is the donut?)</i>	requesting
<i>bak + ade minta donat (Indonesian: mbak+ade minta donut; English: mbak+give me the donut)</i>	requesting
<i>ma acih + mau donat? (Indonesian: terima kasih+mau donat?; English: thank you+would you like to take the donut?)</i>	saying gratitude, offering
<i>enak (English: delicious)</i>	answering question

2nd recording

This recording contains the conversation involving Child B, Mother B and I. From this recording, it is known that Child B is able to request, offer, give commands, give statement and answer questions. Child B's utterances and their language functions are shown in the following table:

Table B.LF2. Child B's Utterances and their Language Function

Child B's Utterances	Language Function
ma jeluk ma + ma jeluk (<i>Indonesian: ma jeruk; English: mommy, give me the orange fruit</i>)	requesting
mbak jeluk (<i>Indonesian: mbak jeruk; English: sister, would you like to take the orange fruit?</i>)	offering
ma buka jeluk (<i>Indonesian: ma buka jeruk; English: mommy, open the orange fruit</i>)	giving command
jeluknya kecut + hii kecut (<i>Indonesian: jeruknya kecut; English: the orange fruit is sour</i>)	giving statement
ma cuci tangan (<i>English: mommy, wash my hand</i>)	requesting
antein ma antein (<i>Indonesian: ma anterin; English: mommy, take me</i>)	giving command
dah + becih (<i>Indonesian: sudah+bersih; English: yes, I have+ it is clean</i>)	answering question, giving statement
dah + ni bau (<i>Indonesian: sudah+ini bau; English: yes, I have+smell it</i>)	answering question, giving command

3rd recording

This recording contains the conversation involving Child B, Mother B and I. From this recording, it is known that Child B is able to give statement, convey disagreement, convey agreement and answer questions. Child B's utterances and their language functions are shown in the following table:

Table B.LF3. Child B's Utterances and their Language Function

Child B's Utterances	Language Function
topiku balu (<i>Indonesian: topiku baru; English: this is my new hat</i>)	giving statement
ini (<i>English: here it is</i>)	giving statement
iya (<i>English: yes</i>)	conveying agreement

nggak mau + ini topiku (<i>English: no, you may not+this is my hat</i>)	prohibiting, giving statement
iya boeh + nggak boeh lama (<i>Indonesian: iya boleh+nggak boleh lama; English: yes, you may+do not take it too long</i>)	giving permission, giving statement
nggak (<i>English: no, you may not</i>)	prohibiting
naik sepeda (<i>Indonesian: naik sepeda; English: ride the bicycle</i>)	answering question
iya (<i>English: yes</i>)	answering question
cana (<i>Indonesian: sana; English: over there</i>)	answering question
tepe (<i>Indonesian: Plasa Tunjungan; English: Tunjungan Plaza</i>) *tepe= Tunjungan Plaza= a plaza in Surabaya	answering question

4th recording

This recording contains the conversation involving Child B, Mother B and I. From this recording, it is known that Child B is able to give statement, give commands, answer questions, request and convey disagreement. Child B's utterances and their language functions are shown in the following table:

Table B.LF4. Child B's Utterances and their Language Function

Child B's Utterances	Language Function
aku punya gambal obot (<i>Indonesian: aku punya gambar robot; English: I have a robot picture</i>)	giving statement
ini + liat liat (<i>Indonesian: ini+lihat lihat; English: here it is+take a look</i>)	giving statement, giving command
nggak + aku bisa gambal + gambal ikan awana (<i>Indonesian: nggak+aku bisa gambar+gambar ikan arwana; English: no+I can draw+I can draw arwana fish</i>)	answering question, giving statement
ma pidolku mana? (<i>Indonesian: ma spidolku mana?; English: mommy, where is my felt-tip marker?</i>)	requesting
nggak (<i>English: no</i>)	answering question
nggak (<i>English: no</i>)	conveying disagreement

5th recording

This recording contains the conversation involving Child B, Mother B and I. From this recording, it is known that Child B is able to answer questions, give

statement, give prohibition and give permission. Child B's utterances and their language functions are shown in the following table:

Table B.LF5. Child B's Utterances and their Language Function

Child B's Utterances	Language Function
ade + yang beli papa (<i>English: ade+my daddy buys me</i>) *ade= Child B's name	answering question, giving statement
tepe + aku juga ikut (<i>English: I also go along</i>) *tepe= Tunjungan Plaza= a plaza in Surabaya	answering question, giving statement
iya (<i>English: yes</i>)	answering question
nggak (<i>English: no, you may not</i>)	prohibiting
boeh (<i>Indonesian: boleh; English: yes, you may</i>)	giving permission
iya (<i>English: yes, you may</i>)	giving permission
aku juga punya gambal + di tompute (<i>Indonesian: aku juga punya gambar+di komputer; English: I also have a picture+in computer</i>)	giving statement
badut+mobil+julacik pak (<i>Indonesian: badut+mobil+jurassic park; English: clown+car+jurassic park</i>)	answering question
nggak + aku diajalin papa (<i>Indonesian: nggak+aku diajarin papa; English: no+daddy teaches me</i>)	answering question, giving statement
nggak (<i>English: no</i>)	answering question

6th recording

This recording contains the conversation involving Child B, Mother B and I. From this recording, it is known that Child B is able to give statement, answer questions, convey agreement and convey disagreement. Child B's utterances and their language functions are shown in the following table:

Table B.LF6. Child B's Utterances and their Language Function

Child B's Utterances	Language Function
aku naik teleta api (<i>Indonesian: aku naik kereta api; English: I go by train</i>)	giving statement
mama papa (<i>English: mommy daddy</i>)	answering question
iya (<i>English: yes</i>)	conveying agreement
iya (<i>English: yes</i>)	answering question
nggak mau (<i>English: no, I do not want to</i>)	conveying disagreement

7th recording

This recording contains the conversation involving Child B, Mother B and I. From this recording, it is known that Child B is able to request, convey disagreement, offer, answer questions and give statement. Child B's utterances and their language functions are shown in the following table:

Table B.LF7. Child B's Utterances and their Language Function

Child B's Utterances	Language Function
ma mau et (<i>Indonesian: ma mau es; English: mommy, I want ice</i>)	requesting
nggak mau + ma mau et (<i>Indonesian: nggak mau+ma mau es; English: no+I want ice</i>)	conveying disagreement, requesting
mau et kim? (<i>Indonesian: mau es krim?; English: you want ice cream?</i>)	offering
iya enak + dingin (<i>English: it is delicious+it is cool</i>)	answering question, giving statement
iya (<i>English: yes</i>)	answering question

8th recording

This recording contains the conversation involving Child B, Mother B and I. From this recording, it is known that Child B is able to answer questions, say gratitude, give commands, convey disagreement, request and give statement. Child B's utterances and their language functions are shown in the following table:

Table B.LF8. Child B's Utterances and their Language Function

Child B's Utterances	Language Function
iya (<i>English: yes</i>)	answering question
ma acih + ma ambi cucu (<i>Indonesian: terima kasih+ma ambil susu; English: thank you+mommy get me the milk</i>)	saying gratitude, giving command
nggak mau + sama cucu (<i>Indonesian: nggak mau+sama susu; English: no+with milk</i>)	conveying disagreement, requesting
enak (<i>English: delicious</i>)	giving statement

Concerning Child B's utterances and his entire language functions, it can be mentioned and clarified that:

- *Requesting* is expressed if Child B wants something.
- *Giving command* is expressed if Child B wants other persons doing something.
- *Asking question* is expressed if Child B needs an answer or information about something that he does not know.
- *Offering* is expressed if Child B wants other persons to have something he owns.
- *Giving permission* is expressed if Child B permits other persons to borrow something he owns.
- *Prohibiting* is expressed if Child B prohibits other persons to borrow something he owns.
- *Saying gratitude* is expressed if Child B receives something from other persons.
- *Answering question* expressed if Child B has to answer of a question addressed to him.
- *Giving statement* expressed if Child B wishes to give information about something he knows or owns.
- *Conveying agreement* expressed if Child B agrees with what his interlocutor has said.

- *Conveying disagreement* expressed if Child B disagrees with what his interlocutor has said.

3.2.1.2. Child B's Utterance Form

Child B knows how to provide utterances, which are relevant to the utterance form. The following presentation clarifies the utterance form of Child B's utterances, which are related to impossible, commissive, expressive, and assertive.

Impossible. I notice that Child B is able to produce impossible utterances. Based on the result of the observation, I find that Child B produces the utterances, which are included within impossible utterance form as shown on the table below.

Table B.UF1. Child B's Impossible Utterance Form

Utterance	Language Function	Utterance	Language Function
donatnya mana ma?	requesting	nggak mau + ini topiku	prohibiting
bak eta minta donat	requesting	nggak	prohibiting
ma jeluk ma + ma jeluk	requesting	ini+liat liat	giving command
ma buka jeluk	giving command	ma pidolku mana?	requesting
ma cuci tangan	requesting	ma mau et	requesting
antein+ma antein	requesting	ma ambi cucu	giving command
ni bau	giving command	ma cama cucu	requesting

- From the table, it is known that Child B's impossible utterance form consists of requesting, giving commands, and prohibiting.

- Child B requests to other persons if he wants something.
- Child B gives commands when he really intends other persons to do something.
- Child B gives prohibition when he does not permit other persons to borrow something from him. The following conversation is one of the examples of Child B's impositive utterances in prohibiting:

- a. I (researcher) : *mbak erta pinjam topinya boleh?*
Child B : *nggak mau + ini topiku*
- b. Mother B : *kalau mama yang pinjam boleh lama?*
Child B : *nggak*
- c. I (researcher) : *pistolnya boleh nggak dipinjam mbak erta?*
Child B : *nggak*
- d. I (researcher) : *kalau mobilnya ade boleh dipinjam?*
Child B : *nggak*

Sometimes, in prohibiting, Child B uses the reason why he prohibits other persons to borrow something from him as in the conversation (a).

Commissive. I notice during the observation that Child B is able to produce commissive utterances. Based on the result of the observation, I find that Child B produces the utterances, which are included within commissive utterance form as shown on the table below.

Table B.UF2. Child B's Commissive Utterance Form

Utterance	Language Function	Utterance	Language Function
mau donat?	offering	boeh	giving permission
mbak jeluk	offering	iya	giving permission
iya boeh+nggak boeh lama	giving permission	mau et kim?	offering

- From the table, it is known that Child B's commissive utterance form consists of offering and giving permission.
- Child B offers something when he really intends to offer something to other persons. In this part, Mother B elicits Child B to produce this language function. But sometimes, Child B is able to offer something spontaneously without elicitation. These following conversations are the examples of Child B's commissive utterances with and without elicitation:

With elicitation

- a. Mother B : *itu di atas meja + diambil sendiri + mbak erta juga diambulkan*
 Child B : *mbak jeluk (offering to I)*
- b. Mother B : *ya sudah (then, Mother B calls the Walls ice cream) + ade sini (Mother B calls Child B) + pilih yang mana? + o iya mbak erta ditawari dik + mbak erta mau es krim gitu dik*
 Child B : *mau et kim?*

Without elicitation

- a. Mother B : *terima kasih mbak gitu no kalau diberi sama mbak*
 Child B : *ma acih + mau donat?*
- Child B gives permission when he does permit other persons to borrow something from him. These following conversations are Child B's commissive utterances in giving permission:
- a. Mother B : *lho kok diam + boleh nggak topinya dipinjam?*
 Child B : *iya boeh + nggak boeh lama*
- b. I (researcher) : *handphonenya? + ini ade handphonenya punya dua + mbak erta boleh pinjam satu?*
 Child B : *boeh*
- c. I (researcher) : *spidolnya dipinjam ya? + mbak erta mau gambar ikan arwana*
 Child B : *iya*

Expressive. I notice that Child B is able to produce expressive utterances. Based on the result of the observation, I find that Child B produces the utterances, which are included within expressive utterance form as shown on the table below.

Table B.UF3. Child B's Expressive Utterance Form

Utterance	Language Function
ma acih	saying gratitude

- From the table, it is known that Child B's expressive utterance form consists only of saying gratitude.
- Child B says gratitude when he receives something from other persons. The recording proves that in producing this expressive utterance, Child B still completely needs elicitation from Mother B. The following conversations are the examples of Child B's expressive utterances with elicitation:

With elicitation

- a. I (researcher) : o iya ini donatnya + ini donatnya memang buat ade semua
 Mother B : *terima kasih mbak gitu no kalau diberi sama mbak*
 Child B : *ma acih + mau donat?*
- b. I (researcher) : ade + ini mbak erta bawa oreo + ade mau oreo?
 Child B : *iya*
 Mother B : *wah lha ini kesukaannya ade + iya dik? + bilang terima kasih no ke mbak erta*
 Child B : *ma acih + ma ambi cucu*

Assertive. I notice that Child B is able to produce assertive utterances. Based on the result of the observation, I find that Child B produces the utterances, which are included within assertive utterance form as shown on the table below.

Table B.UF4. Child B's Assertive Utterance Form

Utterance	Language Function	Utterance	Language Function
enak	answering question	aku bica gambal+ gambal ikan awana	giving statement
jeluknya kecut+hii kecut	giving statement	ade	answering question
dah+becih	answering question	yang beli papa	giving statement
topiku balu	giving statement	aku juga ikut	giving statement
ini	answering question	aku punya gambal+ di tompute	giving statement
iya	conveying agreement	badut+mobil+ julacik pak	answering question
naik cepeda	answering question	aku diajalin papa	giving statement
iya	answering question	aku naik teleta api	giving statement
cana	answering question	mama+papa	answering question
tepe	answering question	nggak mau	conveying disagreement
aku punya gambal obot	giving statement	iya enak+dingin	answering question
nggak	answering question	enak	answering question

- From the table, it is known that Child B's assertive utterance form consists of answering questions, giving statement, conveying agreement, and conveying disagreement.
- The entirety Child B's answers depend on his interlocutor's questions. This case only proves that Child B is able to answer question.
- Child B gives statement if he wants to show something, tell something, or even show his ability. Considering this fact, Child B seems to be able in giving statement.
- Child B conveys agreement when he does agree with his interlocutor has said.

Here are the conversations of Child B's utterances in conveying agreement:

- a. I (researcher) : *bagusnya topinya ade + itu ada gambar kelinci*
Child B : *iya*

- b. I (researcher) : *enak ya dik naik kereta api*
 Child B : *iya*

- Child B conveys disagreement when he does not agree with his interlocutor has said. Here are the conversations of Child B's utterances in conveying disagreement:

- a. Mother B : *ade khan bisa nyanyi naik kereta api + ayo ade naik kereta api*
 Child B : *nggak mau*
- b. I (researcher) : *iya dik mbak erta mau dengar ade nyanyi*
 Child B : *nggak mau*
- c. Mother B : *nanti kalau sudah sekolah terus disuruh bu guru nyanyi kalau ade nggak mau nyanyi nilainya jelek nanti*
 Child B : *nggak mau (shaking his head)*
- d. Mother B : *dimakan nggak pakai susu khan enak itu*
 Child B : *nggak mau + cuma cucu*

3.2.2. ANALYSIS OF THE DATA OF SAMPLE B

3.2.2.1. The Politeness Principle

Child B's utterances seem quite advanced when the observation is conducted. His utterances have many functions, meanings, and forms. The following analysis concerns to Child B's politeness principle dealing with tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim.

Tact Maxim. Tact is a kind of maxim, which is uttered in impossible and commissive form. The theory of Tact Maxim states that people tend to minimize cost to other or maximizes benefit to other. This theory emphasizes on *other*

(other persons). Based on the result of the observation, I find that impossible and commissive utterances exist in the conversation of Child B.

Next are the examples of Child B's impossible utterances:

1. *ma buka jeluk* (Indonesian: *ma buka jeruk*; English: *mommy, open the orange fruit*)
2. *ma ambi cucu* (Indonesian: *ma ambil susu*; English: *mommy, get me the milk*)
 - In conversation (1), Child B gives command Mother B to peel the orange fruits.
 - In conversation (2), Child B gives command Mother B to get him a glass of milk.

From both utterances, it can be seen that Child B expects other persons to do something for his own benefit or incur cost to other persons. This fact shows that Child B is not able to minimize cost to other or maximize benefit to other, which is expected in Tact Maxim. So, it means that Child B is devoid of tact.

Different from those impossible utterances above, Child B's commissive utterances are not included within Tact Maxim, because his commissive utterances emphasize on *self* (Child B himself) to do the action. Whereas, Tact Maxim's theory emphasizes on *other* (other persons) to do the action.

Generosity Maxim. Generosity is a kind of maxim, which is uttered in impossible and commissive utterance form. The theory of Generosity Maxim states that people tend to minimize benefit to self or maximize cost to self. This theory emphasizes on *self* (Child B himself). Based on the result of the observation, I find that impossible and commissive utterances exist in the conversation of Child B.

Next are the examples of Child B's commissive utterances:

1. *mau donat?*

2. Mother B : ya sudah (then, Mother B calls the Walls ice cream) + ade sini (Mother B calls Child B) + pilih yang mana? + o iya mbak erta ditawari dik + mbak erta mau es krim gitu dik

Child B : mau et kim?

- In conversation (1), Child B offers donut (a kind of cake) to I (researcher).
- In conversation (2), Child B offers ice cream to I (researcher).

In offering something to other persons, Child B is able to produce it by himself but sometimes-Mother B still elicits him to make it. The given utterances indicate that Child B offers something to I (other persons). This fact shows that Child B is able to minimize benefit to self or maximize cost to self, which is expected in Generosity Maxim. So, it means that Child B is generous.

Different from those commissive utterances above, Child B's impositive utterances are not included within Generosity Maxim, because his impositive utterances emphasize on *other* (other persons) to do the action. Whereas, Generosity Maxim's theory emphasizes on *self* (Child B himself) to do the action.

Approbation Maxim. Approbation is a kind of maxim, which is uttered in expressive and assertive form. The theory of Approbation Maxim states that people tend to minimize dispraise of other or maximize praise of other. This theory emphasizes on *other* (other persons). Based on the result of the observation, I find that expressive and assertive utterances exist in the conversation of Child B.

Next are the examples of Child B's expressive utterances:

1. I (researcher) : o iya ini donatnya + ini donatnya memang buat ade semua

- Mother B** : *terima kasih mbak gitu no kalau diberi sama mbak*
Child B : *ma acih + mau donat?*
2. **I (researcher)** : *ade + ini mbak erta bawa oreo + ade mau oreo?*
Child B : *iya*
Mother B : *wah lha ini kesukaannya ade + iya dik? + bilang terima kasih no ke mbak erta*
Child B : *ma acih + ma ambi cucu*
- In conversation (1), Mother B elicits Child B to say gratitude when I (researcher) gave him donut (a kind of a cake).
 - In conversation (2), Mother B elicits Child B to say gratitude when I (researcher) gave him oreo (a kind of biscuit).

The above conversations show that in producing expressive utterance, Mother B elicits Child B to produce it. Concerning this fact, Child B is not able to produce expressive utterance by himself. Child B still needs elicitation in producing expressive utterance; maybe he has not known yet when to use the expressive utterance.

That expressive utterance indicates a gratitude feeling of Child B addressed to I (other persons). This fact indicates that Child B is able to minimize dispraise of other or maximize praise of other, which is expected in Approbation Maxim. So, it means that truthfully Child B is able in approbation when he receives something from other persons although he still needs elicitation from Mother B (his mother).

The findings in the recording show that there are no Child B's assertive utterances included in Approbation Maxim. So, in Approbation Maxim only Child B's expressive utterances exist.

Modesty Maxim. Modesty is a kind of maxim, which is uttered in expressive and assertive form. The theory of Modesty Maxim states that people tend to minimize praise of self or maximize dispraise of self. This theory emphasizes on *self* (Child B himself). Based on the result of the observation, I find that expressive and assertive utterances exist in the conversation of Child B.

The findings in the recording show that Child B does not produce utterances, which are expressed to minimize praise of self or maximize dispraise of self. It means that Child B's expressive and assertive utterances are not included in Modesty Maxim.

Agreement Maxim. Agreement is a kind of maxim, which is uttered in assertive form. The theory of Agreement Maxim states that people tend to minimize disagreement between self and other or maximize agreement between self and other. Based on the result of the observation, I find that assertive utterance exists in the conversation of Child B.

From the findings of the data, Child B's assertive utterances, which included in Agreement Maxim are conveying agreement. For the detail clarification, let us notice the following conversations:

1. I (researcher): *bagusnya topinya ade + itu ada gambar kelinci*
Child B : *iya*

2. I (researcher): *enak ya dik naik kereta api*
Child B : *iya*

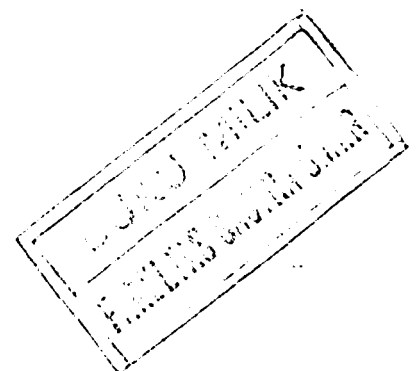
- In conversation (1), Child B agrees with I (researcher) by uttering /*iya*/ when I said /*bagusnya topinya ade + itu ada gambar kelinci*/.

- In conversation (2), Child B agrees with I (researcher) by uttering /iya/ when I said /enak ya dik naik kereta api/.

Those examples above show that Child B agrees with what his interlocutor has said. In this fact, Child B's utterances in conveying agreement suit to the theory of Agreement Maxim. In accordance with the theory, if Child B conveys agreement, it means that he is able to minimize disagreement between he himself and other persons or maximize agreement between he himself and other persons.

Sympathy Maxim. Sympathy is a kind of maxim, which is uttered in assertive form. The theory of Sympathy Maxim says to minimize antipathy between self and other or maximize sympathy between self and other.

Based on the result of the observation, I find that assertive utterance exists in the conversation of Child B. But there are no Child B's assertive utterances proving that he is able in minimizing antipathy between self and other or maximizing sympathy between self and other. During the observation, I do not find any Child B's congratulations or condolences to express his sympathy. This fact suits to Hurlock's explanation that says that young children are incapable of sympathetic behavior until they are in situations similar to those of a person in distress.



3.3. PRESENTATION AND ANALYSIS OF THE DATA OF SAMPLE C

The name of Sample C is Nauvan Sani Prabowo or Nauvan. In the following, Nauvan named as Child C and his mother is Mother C. When the observation was conducted, he was 3.0 years old.

Background of the Recording. There are seven recordings in the observation conducted to Child C. The number of the recordings do not influence the result of the observation.

The recordings are conducted in a simple colloquial and naturalistic observation. Mother C is always present when the observation was conducted. Mother C elicits Child C to answer each question or respond every other person's statement addressed to him and I also ask Child C to make conversation during the recording. The conversation between Child C and other persons, except Mother C and I, is also recorded.

Some of these recordings are conducted at the same time and some others are conducted in different time or day. The whole conversations are recorded in the same place, which is in Child C's house.

3.3.1. PRESENTATION OF THE DATA OF SAMPLE C

3.3.1.1. Child C's Language Function

Child C's speech ability is quite advanced when the observation is first conducted. Child C is able to produce statements. The utterances he produced

begin longer as like adults. Based on the result of the recordings, Child C tends to give more statements than answer questions.

During the observation, Child C produces many kinds of utterances. These kinds of Child C's utterances are named language function. Regarding Child C's utterances and their language functions will be mentioned and clarified in the following tables. The clarifications are divided into seven based on the number of the recording. It is necessary to know that the entirety utterances and their language functions are appropriate with the situation occurring in each recording.

1st recording

This recording contains the conversation involving Child C, Mother C and I. From this recording, it is known that Child C is able to answer questions, give statement, give commands, offer, request and say gratitude. Child C's utterances and their language functions are shown in the following table:

Table C.LF1. Child C's Utterances and their Language Function

Child C's Utterances	Language Function
ada + ma ada mbak eta (<i>English: yes, she is+mommy mbak eta is here</i>) *eta= erta= researcher's name	answering question, giving statement
ayo sini masuk (<i>English: come in</i>)	giving command
mbak eta mau minum silup? + aku punya silup banyak + aku beli silup + yang mbelikan mama (<i>English: will you have a syrup to drink?+ I have many syrups+I buy syrup+mommy buys me syrup</i>) *silup= sirup= a kind of beverage	offering, giving statement
iya mau (<i>English: I would love to</i>)	answering question
mana donatnya? (<i>English: where is the donut?</i>)	requesting
iya enak (<i>English: yes, it is delicious</i>)	answering question
mbak eta mau donat? (<i>English: mbak eta, would you like to</i>)	offering

<i>have donut?</i>	
<i>tima kasih (Indonesian: terima kasih; English: thank you)</i>	saying gratitude

2nd recording

This recording contains the conversation involving Child C, Mother C, Yayuk (the servant) and I. From this recording, it is known that Child C is able to give statement, offer, answer questions, request, give commands, convey agreement, convey disagreement, giving permission and prohibiting. Child C's utterances and their language functions are shown in the following table:

Table C.LF2. Child C's Utterances and their Language Function

Child C's Utterances	Language Function
<i>mbak aku punya pelmen + mbak eta mau pelmen? (English: sister, I have candies+would you like to have some?)</i> <i>*pelmen= permen= candy</i>	giving statement, offering
<i>pelmen coklat + aku juga punya pelmen jeruk (Indonesian: permen coklat+aku juga punya permen jeruk; English: chocolate+I also have the orange one)</i>	answering question, giving statement
<i>iya + ini lho pelmennya (English: yes+here are the candies)</i>	answering question, offering
<i>aku punya hepon + ma heponku mana? (English: I have handphome+mommy, where is my handphome?)</i> <i>*hepon= a handphome (toy)</i>	giving statement, requesting
<i>ma ambiin heponku (Indonesian: ma ambilkan handphomeku; English: mommy, get me my handphome)</i>	giving command
<i>mbak yuk heponku mana? + ambiin heponku (English: mbak yuk, where is my handphome?+get me my handphome)</i> <i>*mbak yuk= Child C's servant</i>	requesting, giving command
<i>ini heponku (English: here is my handphome)</i>	giving statement
<i>iya + heponku wananya biru (English: yes+my handphome is blue)</i>	conveying agreement
<i>iya (English: yes)</i>	conveying agreement
<i>iya + boeh (English: yes, you may)</i>	giving permission
<i>iya + aku tepon mas iham (Indonesian: iya+aku telpon mas iham; English: yes+I phone mas iham)</i> <i>*mas iham= mas ilham= a friend of Child C</i>	answering question, giving statement
<i>iya + sama heponnya mas iham (English: yes+by mas iham's handphome)</i>	answering question, giving statement
<i>ijo + aku punya pitol + mbak yuk ambiin pitolku (Indonesian: hijau+aku punya pistol+mbak yuk ambilkan pistolku; English: green+I have a gun+mbak yuk, get me my gun)</i>	answering question, giving statement, giving command
<i>iya + aku ambil sendiri (Indonesian: iya+aku ambil sendiri; English: yes+I will get it by myself)</i>	conveying agreement

iya + yang mbelikan mama (<i>English: yes+my mommy buys me</i>)	conveying agreement, giving statement
di tepe *tp= <i>Tunjungan Plaza= a plaza in Surabaya</i>	answering question
nggak boeh + aku mau main pitol-pitolan (<i>Indonesian: nggak boleh+aku mau main pitol-pitolan; English: no, you may not+I will play with my gun</i>)	prohibiting, giving statement

3rd recording

This recording contains the conversation involving Child C, Mother C, Yayuk (the servant) and I. From this recording, it is known that Child C is able to give statement, say gratitude, answer questions, offer, give prohibition and give commands. Child C's utterances and their language functions are shown in the following table:

Table C.LF3. Child C's Utterances and their Language Function

Child C's Utterances	Language Function
mbak eta bajuku balu (<i>Indonesian: mbak eta bajuku baru; English: mbak eta, this is my new clothes</i>)	giving statement
iya (<i>English: yes</i>)	giving statement
tima kasih (<i>Indonesian: terima kasih; English: thank you</i>)	saying gratitude
mama + beli di bali (<i>English: mommy+she buys it in bali</i>)	answering question, giving statement
mbak eta ini kuenya (<i>English: mbak eta, here is the cake</i>)	offering
aku juga makan + mbak eta bukain kertasnya (<i>Indonesian: aku juga makan+mbak eta bukain kertasnya; English: I also eat it+mbak eta, peel it</i>)	giving statement, giving command
ini + aku ambil lagi (<i>English: here it is+I get it more</i>)	giving statement
nggak cokop + mbak eta sudah besal + bajunya besal (<i>Indonesian: nggak cukup+mbak eta sudah besar+bajunya besar; English: it is not suit to you+mbak eta is big already+your clothes should be large</i>)	prohibiting
iya (<i>English: yes</i>)	answering question

4th recording

This recording contains the conversation involving Child C, Mother C, and I. From this recording, it is known that Child C is able to give statement, answer

questions, give permission and convey agreement. Child C's utterances and their language functions are shown in the following table:

Table C.LF4. Child C's Utterances and their Language Function

Child C's Utterances	Language Function
mbak eta aku punya sepeda + sepedaku baru (<i>Indonesian: mbak eta aku punya sepeda+sepedaku baru; English: mbak eta, I have a bicycle+my bicycle is new</i>)	giving statement
mama + aku mau parkir sepedaku + parkir sini (<i>Indonesian: mama+aku mau parkir sepedaku+parkir sini; English: mommy+I will park my bicycle+park it in here</i>)	answering question, giving statement
iya + tapi nggak boleh dibawa pulang (<i>Indonesian: iya+tapi nggak boleh dibawa pulang; English: yes, you may+but, do not take it home</i>)	giving permission, giving statement
nanti aku nggak bisa sepedaan (<i>English: I cannot play with my bicycle later</i>)	answering question
iya (<i>English: yes</i>)	answering question

5th recording

This recording contains the conversation involving Child C, Mother C, Sarah (Child C's sister) and I. From this recording, it is known that Child C is able to answer questions, give statement, say gratitude, give commands and give prohibition. Child C's utterances and their language functions are shown in the following table:

Table C.LF5. Child C's Utterances and their Language Function

Child C's Utterances	Language Function
mau + aku suka mi goeng (<i>Indonesian: mau+aku suka mi goreng; English: yes, I would love to+I like fried noodles</i>)	answering question, giving statement
tima kasih (<i>Indonesian: terima kasih; English: thank you</i>)	saying gratitude
mbak yuk aku ambiin sendok + aku mau makan sendili (<i>English: mbak yuk, get me a spoon+I will eat it</i>)	giving command, giving statement
iya + tapi pedes + aku mau minum + mbak yuk aku minta gelas + minumannya aku ambil sendili (<i>English: yes+but, it is hot+I want my drink+mbak yuk, give me a glass+I will get my drink</i>)	answering question, giving statement, giving command
aku punya kaset selina (<i>English: I have sherina's cassette</i>) *selina= sherina= a kid singer of Indonesia	giving statement
iya (<i>English: yes</i>)	answering question
nggak + ma putelin kaset selina (<i>Indonesian: nggak+ma</i>)	answering question, giving

<i>puterin kaset sherina; English: no+mommy, play the sherina's cassette)</i>	command
<i>nggak boeh + aku mau nyanyi selina (English: no, you may not+I will sing sherina's songs)</i>	prohibiting, giving statement

6th recording

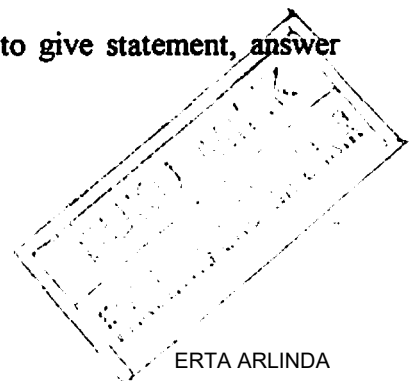
This recording contains the conversation involving Child C, Mother C, and I. From this recording, it is known that Child C is able to answer questions, request, say gratitude, ask questions, give statement and give permission. Child C's utterances and their language functions are shown in the following table:

Table C.LF6. Child C's Utterances and their Language Function

Child C's Utterances	Language Function
<i>iya (English: yes)</i>	answering question
<i>aku minta pelmennya (Indonesian: aku minta permennya; English: I want the candies)</i>	requesting
<i>tima kasih + ini pelmen coklat ya? (Indonesian: terima kasih+ini permen coklat ya?; English: thank you+is this a chocolate candy?)</i>	saying gratitude, asking question
<i>pelmennya enak (English: this is a delicious candy)</i>	giving statement
<i>mbak eta aku punya jip balu (Indonesian: mbak eta aku punya jip baru; English: mbak eta, I have a new jeep) *jip= jeep= a kind of a car toy</i>	giving statement
<i>iya + beli di tepe (English: yes+I buy it in TP) *tepe= TP= Tunjungan Plaza= a plaza in Surabaya</i>	giving statement
<i>ini + wananya ijo + ada yang putih (Indonesian: ini+wamanya hijau+ada yang putih; English: here it is+its colour is green+here is the white one)</i>	giving statement
<i>iya boeh + aku yang wana ijo (Indonesian: iya boleh+aku yang warna hijau; English: yes, you may+I will have the green one)</i>	giving permission, giving statement
<i>iya (English: yes, you may)</i>	giving permission

7th recording

This recording contains the conversation involving Child C, Mother C, and I. From this recording, it is known that Child C is able to give statement, answer



questions, offer and give commands. Child C's utterances and their language functions are shown in the following table:

Table C.LF7. Child C's Utterances and their Language Function

Child C's Utterances	Language Function
aku ke jombang (<i>English: I go to Jombang</i>) *jombang= name of a town in East Java	giving statement
mama papa yangti yangkong sahad + aku ambil pisang (<i>English: mommy daddy grandmother grandfather sarah+I get bananas</i>) *sahad= sarah= Child C's sister	answering question, giving statement
aku punya pisang besar-besar (<i>Indonesian: aku punya pisang besar-besar; English: I have big bananas</i>)	giving statement
mau pisang? (<i>English: would you like to have bananas?</i>)	offering
ma bukain pisangnya (<i>English: mommy, peel the banana</i>)	giving command
bukain pisangnya (<i>English: peel the banana</i>)	giving command

Concerning Child C's recording and his entire language functions, it can be mentioned and clarified that:

- *Requesting* is expressed if Child C wants something.
- *Giving command* is expressed if Child C wants other persons to do something.
- *Asking question* is expressed if Child C needs an answer or information about something that he does not know and sometimes only to make sure about something he knows.
- *Offering* is expressed if Child C wants other persons to have something he owns.
- *Giving permission* is expressed if Child C permits other persons to borrow something he owns.
- *Prohibiting* is expressed if Child C prohibits other persons to borrow something.

- *Saying gratitude* is expressed if Child C receives something or praise from other persons.
- *Answering question* is expressed if Child C has to answer of questions addressed to him.
- *Giving statement* is expressed if Child C wishes to give information about something he knows or owns.
- *Conveying agreement* is expressed if Child C agrees with what his interlocutor has said.
- *Conveying disagreement* is expressed if Child C disagrees with what his interlocutor has said.

3.3.1.2. Child C's Utterance Form

Child C is able to provide utterances, which are relevant to the utterance form. The following presentation clarifies the utterance form of Child C's utterances, which are related to impossible, commissive, expressive, and assertive.

Impossible. I notice that Child C is able to produce impossible utterances. Based on the result of the observation, I find that Child C produces the utterances, which are included within impossible utterance form as shown on the table below.

Table C.UF1. Child C's Impossitive Utterance Form

Utterance	Language Function	Utterance	Language Function
mana donatnya?	requesting	nggak cocok + mbak eta sudah besar+bajunya besar	prohibiting
ma heponku mana?	requesting	mbak yuk aku ambiin sendok	giving command
ma ambiin heponku	giving command	mbak yuk aku minta gelas	giving command
mbak yuk heponku mana?	requesting	ma putelin kaset selina	giving command
ambiin heponku	giving command	nggak boeh+aku mau nyanyi selina	prohibiting
mbak yuk ambiin pistolku	giving command	aku minta pelmennya	requesting
nggak boeh+ aku mau main pitol-pitolan	prohibiting	ma bukain pisangnya	giving command
mbak eta bukain ketasnya	giving command	bukain pisangnya	giving command

- From the table, it is known that Child C's impossitive utterance form consists of requesting, giving commands, and prohibiting.
- Child C requests to other persons if he wants something.
- Child C gives commands when he really intends other persons to do something.
- Child C gives prohibition when he does not permit other persons to borrow something from him. These following conversations are Child C's impossitive utterances in prohibiting:
 - a. I (researcher) : *mbak erta boleh pinjam pistolnya?*
Child C : *nggak boeh + aku mau main pistol-pistol*
 - b. I (researcher) : *dik + mbak erta pinjam bajunya yang baru itu boleh nggak?*
Child C : *nggak cocok + mbak eta sudah besar + bajunya besar*
 - c. I (researcher) : *mbak erta mau pinjam kaset sherinanya boleh?*
Child C : *nggak boeh + aku mau nyanyi selina*

In prohibiting, Child C seems having the reason why he prohibits other persons to borrow something from him, such as in the conversation (a) and (c). And sometimes Child C begins to produce indirect utterances in prohibiting, such as in the conversation (b).

Commissive. I notice during the observation that Child C is able to produce commissive utterances. Based on the result of the observation, I find that Child C produces the utterances, which are included within commissive utterance form as shown on the table below.

Table C.UF2. Child C's Commissive Utterance Form

Utterance	Language Function	Utterance	Language Function
ayo sini masuk	inviting	mbak eta ini kuenya	offering
mbak eta mau minum silup?	offering	iya+tapi nggak boeh dibawa pulang	giving permission
mbak eta mau donat?	offering	iya boeh+aku yang wana ijo	giving permission
mbak eta mau pelmen?	offering	iya	giving permission
iya boeh	giving permission	mau pisang?	offering

- From the table, it is known that Child C's commissive utterance form consists of inviting, offering, and giving permission.
- In Child C's recording there is one utterance, which is included within inviting. This kind of utterance proves that Child C is able to invite.
- Child C offers something when he really intends to offer something to other persons. In this part, Mother C elicits Child C to produce this language function. But sometimes, Child C is able to offer something spontaneously

without elicitation. These following conversations are the examples of Child C's commissive utterances with and without elicitation:

With elicitation

- a. Mother C : *mbak erta nggak ditawari? + kok donatnya dimakan sendiri*
 Child C : *mbak eta mau donat?*
- b. Mother C : *nauvan khan punya kue dari bali + itu lho dik yang bungkusnya putih + diambil gih + mbak erta diberi*
 Child C : *(taking the cake and offering to I) mbak eta ini kuenya*
- c. Mother C : *lha mana pisangnya? + mbak erta kok nggak ditawari dik? + lha kok cuma dipameri punya pisang + diambil gih pisangnya + mbak erta diberi*
 Child C : *(taking bananas on a table) mau pisang?*

Without elicitation

- a. Child C : *mbak eta mau minum silup? + aku punya silup banyak + aku beli silup + yang mbelikan mama*
- b. Child C : *mbak eta aku punya pelmen + mbak eta mau pelmen?*

- Child C gives permission when he does permit other persons to borrow something from him. These following conversations are Child C's commissive utterances in giving permission:

- a. I (researcher) : *mbak erta boleh pinjam handphonenya?*
 Child C : *iya boeh*
- b. I (researcher) : *sepedanya dipinjam mbak erta ya? + boleh nggak?*
 Child C : *iya + tapi nggak boeh dibawa pulang*
- c. I (researcher) : *nauvan punya jip dua ya? + pinjam satu boleh?*
 Child C : *iya boeh + aku yang wana ijo*
- d. I (researcher) : *mbak erta pinjam yang warna putih ya?*
 Child C : *iya*

Expressive. I notice that Child C is able to produce expressive utterances. Based on the result of the observation, I find that Child C produces the utterances, which are included within expressive utterance form as shown on the table below.

Table C.UF3. Child C's Expressive Utterance Form

Utterance	Language Function
tima kasih	saying gratitude

- From the table, it is known that Child C's expressive utterance form consists only of saying gratitude.
- Child C says gratitude when he receives something and praise from other persons. The recording proves that in producing this expressive utterance, Child C is still completely dependent on elicitation from Mother C. The following conversations are the examples of Child C's expressive utterances with elicitation:

With elicitation

• Child C receives something

a. Mother C : *tadi sudah bilang terima kasih apa belum sama mbak? + bilang gimana dik khan sudah diberi donat?*

Child C : *tima kasih*

b. I (researcher): *nauvan mau bakmie goreng? + ini mbak erta bawa bakmie goreng*

Child C : *mau + aku suka mi goeng*

Mother C : *terima kasih mbak erta*

Child C : *tima kasih*

c. Mother C : *itu lho dik diberi permen sama mbak erta + terima kasih mbak*

Child C : *tima kasih + ini pelmen cokat ya?*

• Child C receives praise

a. Child C : *mbak eta bajuku balu*

I (researcher): *wah bagusnya bajunya*

Child C : *iya*

Mother C : *kok iya to dik + terima kasih mbak + gitu lho*

Child C : *tima kasih*

Assertive. I notice that Child C is able to produce assertive utterances. Based on the result of the observation, I find that Child C produces the utterances, which are included within assertive utterance form as shown on the table below.

Table C.UF4. Child C's Assertive Utterance Form

Utterance	Language Function	Utterance	Language Function
aku punya silup banyak + aku beli silup+yang mbelikan mama	giving statement	aku juga makan	giving statement
iya mau	answering question	ini+aku ambil lagi	giving statement
iya enak	answering question	mbak eta aku punya sepeda+sepedaku balu	giving statement
mbak eta aku punya pelmen	giving statement	mama+aku mau palkil sepedaku + palkil sini	giving statement
pelmen coklat	answering question	nanti aku nggak bisa sepedaan	giving statement
aku juga punya pelmen jeluk	giving statement	mau+aku suka mi goeng	giving statement
iya+ini pelmennya	answering question	aku mau makan sendili	giving statement
aku punya hepon	giving statement	iya+tapi pedes+aku mau minum	giving statement
ini heponku	giving statement	minumnya aku ambil sendili	giving statement
iya+heponku wananya biru	giving statement	aku punya kaset selina	giving statement
iya	conveying agreement	iya	answering question
iya+aku tepon mas iham	giving statement	nggak	answering question
iya+sama heponnya mas iham	giving statement	pelmennya enak	giving statement
ijo+aku punya pistol	giving statement	mbak eta aku punya jip balu	giving statement
iya+ aku ambil sendili	conveying agreement	iya+beli di tepe	giving statement
iya+yang mbelikan mama	conveying agreement	ini+wananya ijo + ada yang putih	giving statement
di tepe	answering question	aku ke jombang	giving statement
mbak eta bajuku balu	giving statement	aku ambil pisang	giving statement
mama+beli di tepe	answering question	aku punya pisang besal-besal	giving statement

- From the table, it is known that Child C's assertive utterance form consists of answering questions, giving statement, and conveying agreement.
- The entirety Child C's answers depend on his interlocutor's questions. This case proves that Child C is fully able in answering question.
- Child C gives statement if he wants to show something and tell something. Based on the observation, Child C seems to have a large number in giving statement. Considering this fact, Child C is completely able to give statement.
- Child C conveys agreement when he does agree with what his interlocutor has said. Here are Child C's utterances in conveying agreement:
 - a. I (researcher) : *handphonenya nauvan warnanya biru ya?*
Child C : *iya + heponku wananya biru*
 - b. I (researcher) : *handphonenya nauvan bagus ya dik?*
Child C : *iya*
 - c. Mother C : *ambil sendiri lho + kok suruh orang terus*
Child C : *iya + aku ambil sendili*
 - d. I (researcher) : *waduh pistolnya warna merah + pistolnya nauvan bagus ya*
Child C : *iya + yang mbelikan mama*

3.3.2. ANALYSIS OF THE DATA OF SAMPLE C

3.3.2.1. The Politeness Principle

Child C's utterances seem quite advanced when the observation is conducted. His utterances have many functions, meanings, and forms. The following analysis concerns to Child C's politeness principle dealing with tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim.

Tact Maxim. Tact is a kind of maxim, which is uttered in impossible and commissive form. The theory of Tact Maxim states that people tend to minimize cost to other or maximize benefit to other. This theory emphasizes on *other* (other persons). Based on the result of the observation, I find that impossible and commissive utterances exist in the conversation of Child C.

Next are the examples of Child C's impossible utterances:

1. *ma ambiin heponku* (Indonesian: *ma ambikkan handhoneku*; English: *mommy, get me my handphone*)
2. *ma bukain pisangnya* (English: *mommy, peel the banana*)
 - In conversation (1), Child C gives command Mother C to get him the handphone toy.
 - In conversation (2), Child C gives command Mother C to peel the bananas.

From both utterances, it can be seen that Child C expects other persons to do something for his own benefit or incur cost to other persons. This fact shows that Child C is not able to minimize cost to other or maximize benefit to other, which is expected in Tact Maxim. So, it means that Child C is devoid of tact.

Different from those impossible utterances above, Child C's commissive utterances are not included within Tact Maxim, because his commissive utterances emphasize on *self* (Child C himself) to do the action. Whereas, Tact Maxim's theory emphasizes on *other* (other persons) to do the action.

Generosity Maxim. Generosity is a kind of maxim, which is uttered in impossible and commissive form. The theory of Generosity Maxim states that people tend to minimize benefit to self or maximize cost to self. This theory emphasizes on *self* (Child C himself). Based on the result of the observation, I

find that impossitive and commisive utterances exist in the conversation of Child C.

Next are the examples of Child C's commisive utterances:

1. Mother C : *lha mana pisangnya? + mbak erta kok nggak ditawari dik? + lha kok cuma dipameri punya pisang + diambil gih pisangnya + mbak erta diberi*
 Child C : (taking bananas on a table) *mau pisang?*
2. *mbak eta mau minum silup?*

- In conversation (1), Child C offers the bananas to I (researcher).
- In conversation (2), Child C offers syrup (a kind of beverage) to I (researcher).

In offering something to other persons, Child C is able to produce it by himself but sometimes-Mother C still elicits him to make it. The given utterances indicate that Child C offers something to I (other persons). This fact shows that Child C is able to minimize benefit to self or maximize cost to self, which is expected in Generosity Maxim. So, it means that Child C is generous.

Different from those commisive utterances above, Child C's impossitive utterances are not included within Generosity Maxim, because his impossitive utterances emphasize on *other* (other persons) to do the action. Whereas, Generosity Maxim's theory emphasizes on *self* (Child C himself) to do the action.

Approbation Maxim. Approbation is a kind of maxim, which is uttered in expressive and assertive form. The theory of Approbation Maxim states that people tend to minimize dispraise of other or maximize praise of other. This theory emphasizes on *other* (other persons). Based on the result of the

observation, I find that expressive and assertive utterances exist in the conversation of Child C.

Next are the examples of Child C's expressive utterances:

1. Mother C : *itu lho dik diberi permen sama mbak erta + terima kasih mbak*
Child C : *tima kasih + ini pelmen cokat ya?*
2. Child C : *mbak eta bajuku balu*
I (researcher) : *wah bagusnya bajunya*
Child C : *iya*
Mother C : *kok iya to dik + terima kasih mbak + gitu lho*
Child C : *tima kasih*

- In conversation (1), Mother C elicits Child C to say gratitude when I (researcher) gave him candies.
- In conversation (2), Mother C elicits Child C to say gratitude when I (researcher) gave him praise of his new clothing.

The above conversations show that in producing expressive utterance, Mother C elicits Child C to produce it. Concerning this fact, Child C is not able to produce expressive utterance by himself. Child C is still dependent on elicitation to produce expressive utterance; maybe he has known yet when to use the expressive utterance.

That expressive utterance indicates a gratitude feeling of Child C addressed to I (other persons). This fact indicates that Child C is able to minimize dispraise of other or maximize praise of other, which is expected in Approbation Maxim. So, it means that truthfully Child C is able in approbation when he receives something from other persons although he is still dependent on elicitation from Mother C (his mother).

The findings in the recording show that there are no Child C's assertive utterances included in Approbation Maxim. So, in Approbation Maxim only Child C's expressive utterances exist.

Modesty Maxim. Modesty is a kind of maxim, which is uttered in expressive and assertive form. The theory of Modesty Maxim states that people tend to minimize praise of self or maximize dispraise of self. This theory emphasizes on *self* (Child C himself). Based on the result of the observation, I find that expressive and assertive exist in the conversation of Child C.

The findings in the recording show that Child C does not produce utterances, which are expressed to minimize praise of self or maximize dispraise of self. It means that Child C's expressive and assertive utterances are not included in Modesty Maxim.

Agreement Maxim. Agreement is a kind of maxim, which is uttered in assertive form. The theory of Agreement Maxim states that people tend to minimize disagreement between self and other or maximize agreement between self and other. Based on the result of the observation, I find that assertive utterance exists in the conversation of Child C.

From the findings of the data, Child C's assertive utterances, which included in Agreement Maxim are conveying agreement. For the detail clarification, let us notice the following conversations:

1. I (researcher) : *handphoneya nauvan warnanya biru ya?*

Child C : *iya + heponku wananya biru*

2. Mother C : *ambil sendiri lho + kok suruh orang terus*

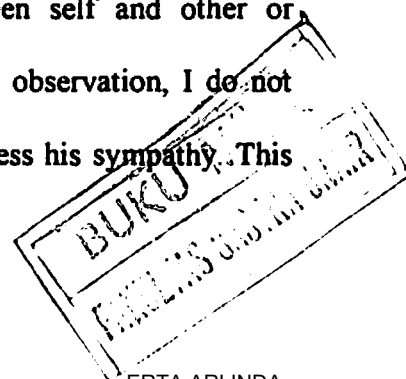
Child C : *iya + aku ambil sendiri*

- In conversation (1), Child C agrees with I (researcher) by uttering */iya + heponku wananya biru/* when I said */handphoneya nauvan warnanya biru ya?/*.
- In conversation (2), Child C agrees with Mother C by uttering */iya + aku ambil sendiri/* when she said */ambil sendiri lho + kok suruh orang terus/*.

Those examples above show that Child C agrees with what his interlocutors have said. In this fact, Child C's utterances in conveying agreement suit to the theory of Agreement Maxim. In accordance with the theory, if Child C conveys agreement, it means that he has already been able to minimize disagreement between he himself and other persons or maximize agreement between he himself and other persons.

Sympathy Maxim. Sympathy is a kind of maxim, which is uttered in assertive utterance form. The theory of Sympathy Maxim states that people tend to minimize antipathy between self and other or maximize sympathy between self and other.

Based on the result of the observation, I find that assertive utterance exists in the conversation of Child C. But there are no Child C's assertive utterances proving that he is able in minimizing antipathy between self and other or maximizing sympathy between self and other. During the observation, I do not find any Child C's congratulations or condolences to express his sympathy. This



fact suits to Hurlock's explanation that says that young children are incapable of sympathetic behavior until they are in situations similar to those of a person in distress.

CHAPTER IV

CONCLUSION AND SUGGESTION