

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1. CONCLUSION

Social interaction means occupying the capability to act orderly in line with social expectation. Children have to occupy the language used by the given social community in order to interact with social environment around them. Children include the parental simplification and framing of language through motherese. One intriguing element of the environment in young children's language acquisition is motherese. Motherese has the important functions of capturing the children's attention and maintaining communication. It is much better to learn language as early as possible beginning from childhood stage. For the children of this study, the transitional period ranges between 2.0 to 3.0 years old.

Children undergo many stages in their process of learning the rules of utterance in social interaction. This study uses six maxims in order to know the children's social speech ability for social interaction. Those maxims are Tact Maxim which is used to know the ability in minimizing cost to other or maximizing benefit to other; Generosity Maxim which is used to know the ability in minimizing benefit to self or maximizing cost to self; Approbation Maxim which is used to know the ability in minimizing dispraise of other or maximizing

praise of other; Modesty Maxim which is used to know the ability in minimizing praise of self or maximizing dispraise of self; Agreement Maxim which is used to know the ability in minimizing disagreement between self and other or maximizing agreement between self and other; and Sympathy Maxim which is used to know the ability in minimizing antipathy between self and other or maximizing sympathy between self and other. This study shows that children whose age ranges from 2.0 to 3.0 years old do not indicate different ability in their utterances used for social interaction.

It is found that in Tact Maxim, the children expect other people to do something for their own's benefit. In this stage, they give commands to other people for their own benefit. This action deviates from the rule, which should be applied when we are making conversations in the social interaction. This study's findings show that children usually do give commands to other people. It means that the children are devoid of tact because they are not able to minimize cost to other or maximize benefit to other. Children whose age ranges from 2.0 to 3.0 years old are still in egocentric speech occasion this fact. In egocentric speech, children talk either for their own enjoyment or for the pleasure of associating with anyone who happens to be present. They make no attempt to exchange ideas or to pay attention to the other person's point of view.

In Generosity Maxim, the children are expected to minimize benefit to self or maximize cost to self. It seems difficult for children to do this. In this stage, children still need elicitation from their mothers to offer something to other

people. Sometimes, children are able to offer something without their mother's elicitation. We can say that for children aged 2.0 to 3.0 years old are able to minimize benefit to self or maximize cost to self although they still need elicitation from their mothers.

The children truthfully are able to express a gratitude feeling addressed to other people although they still need elicitation from their mothers. In *Approbation Maxim*, the children indicate that they are able to minimize dispraise of other or maximize praise of other. The children show their ability to show gratitude when they receive something from other people and express a gratitude feeling by saying *acih* or *ma acih* or *tima kasih* (in English it means *thank you*). At this stage, the mothers continuously elicit their children to express a gratitude feeling. The elicitation mostly consists of questions and commands. Dealing with these functional utterances, children seem to realize what are expected from them because most of the time they know how to give appropriate response.

The children, in *Modesty Maxim*, are expected to minimize praise of self or maximize dispraise of self. My observation shows that the children are not able to perform this at this stage. It is proven that there are no children's utterances indicating that they give praise to other people. During the observation, there is no indication that mothers help the children to produce utterances which have content of praise addressed to other people.

The children show their ability in *Agreement Maxim* when they agree with what their interlocutors have said. This fact indicates that children are able to

minimize disagreement between self and other or maximize agreement between self and other. Especially at this stage, children sometimes disagree with what their interlocutors have said. We can say that children are able to express their agreement to other people in the conversation.

Children, in Sympathy Maxim, whose age ranges between 2.0 to 3.0 years old are not able to express their congratulations or condolences cover an event, which are apparent on people of other groups of age. It is proven that there are no children's utterances indicating that they are able to minimize antipathy between self and other or maximize sympathy between self and other.

After analyzing the data by using Politeness Principle theory, I conclude that there are no differences on the children's capability to express their social speech. In other words, children whose age ranges from 2.0 to 3.0 years old have the same ability on social speech.

The mothers sometimes reinforce the children to produce utterances similar with adults' utterances. Of course, the mothers as the guide for their children may influence their children's utterances. Most children, when they grow up, speak in the similar way as their mothers do. In the acquisition of social speech, the mothers play a very significant role in producing the utterances. As it has been mentioned above, the mothers help the children to produce the social speech in the children's social interaction.

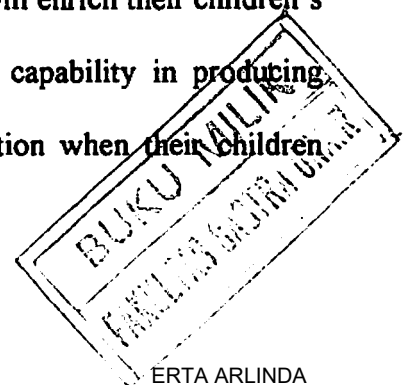
Children, who attain the age of 2.0 to 3.0 years old, use the different combination of utterances that have the same meaning and purpose. Children may

want to imitate their mothers but they are not able to do so because their speech devices are immature. Imitating their mothers is not only the way to develop their ability in producing the social speech. The point is, imitating the mothers is not a must for children acquiring language, but the mothers must help their children in the process of developing the ability to produce the social speech.

The acquisition of social speech in children is very much influenced by mothers. The social speech ability can be accomplished within the communication with other people. Mothers teach children how to satisfy other people by giving expected answers or utterances. Children learn to deal with the Politeness Principle which has six maxims accompanied by elicitation given by the mothers. The children of this study are taught by their parents, especially their mothers, to tolerate other people when they are talking. This treatment results in the children's capacity to communicate socially to other people even though only for a relatively short time.

4.2. SUGGESTION

This study finds that mother's elicitation holds an important role in the way Child A, Child B, and Child C produce their utterances, therefore it will be better for parents to elicit their children even more. In doing this, parents are expected to have more variations in their vocabulary. It will enrich their children's vocabulary too and in the end it will accelerate their capability in producing utterances for social interaction. Besides giving elicitation when their children



communicate to other people, mothers also should train the children more often. By giving training regularly, it would give the children additional information or knowledge to know how they should communicate with other people by using the social speech.

Parents should also encourage their children to express their ideas or thoughts more often. This is because expressing ideas or thoughts is more important than just merely telling the right things. In some cases, parents should give their children a kind of stimulation by giving them certain rewards if their children are able to utter some new words.

In connection with this social interaction, parents must get their children social intercourse with the social community which surrounds them. Such a way will facilitate children to develop their capability in producing their utterances for social interaction. By assimilating with the social community surrounding them, children may learn how people interact among one another with their utterances. In other words, they will learn how to talk to other people properly.

Children who get maximum opportunity to interact with other people during childhood will get more advantage compared with those who hardly receive a chance to do so. The later will find themselves difficult in tolerating other people's speeches or larger scope will meet many obstacles in interacting with their surrounding community.

BIBLIOGRAPHY