

CHAPTER 3

PRESENTATION AND ANALYSIS OF THE DATA

3.1 PRESENTATION AND ANALYSIS OF THE SAMPLE OF GROUP A

Group A is the group of children aged 1;1 - 1;4. In chapter 2, it is mentioned that the representative of this group is a child named Bella Paramitha or Bella. In the following, Bella is abbreviated into *child A* and her mother as *mother A*. Some names are mentioned in the recording: *Eyang* (child A's grandmother), *Lala* (the family servant), *Mama* (mother A), *Papa* (child A's father), and *Tante* (referring to me as the observer).

3.1.1 CHILD A AT 1;4

The recording was¹² taken when child A was 1;4. During the research, she was accompanied by mother A, Eyang, Lala, and me as the observer (Obs). I was directly involved in the mother and child communication but I tried not to make too much interference.

The recording was taken inside the house and at the backyard. In this recording, the session opened with child A, mother A, and Eyang (child A's

¹² I use simple past tense to describe the process and the findings of this recording. However, in the conclusion I use simple present tense. Simple present tense is employed here because the conclusion is not derived from one recording only, but from the whole research.

grandmother) playing at the backyard. Child A was acting as a motorcyclist on a motorcycle when I approached the party. After playing for a while there, the party entered the house. Lala then joined the party. This session ended when child A had her lunch.

3.1.1.1 The Pronunciation

When she was 1;4, child A's pronunciation was only slightly like adults' pronunciation. She uttered a lot of babbling sounds. However, the babbling sounds were less longer than they had been (when child A was younger).

It seemed that the immaturity of her speech devices resulted in the few consonantal sounds that child A produced. The consonants which child A was able to produce were [b], [p], [m], [tʃ], [t], [k], and [g]. There were also vowel-like [w] and [h] sounds. The occurrence of those sounds, as a matter of fact, was not clearly shown in child A's utterances. Nonetheless, there was a sign of those consonantal sounds within her babbling sounds, such as shown in the sound-sequences /wo/, /ak/, /atu/, /wau/, /uku/, /wuwuwu/, /hem/, /tateguguk/, /kukugagah/, /citcit hah/, /apah/, /mam mam mam/, /papah/, /eh/, /abuh/, and /cacacaca/.¹³

¹³ To transcribe the pronunciation as it actually sounded, I would have to use some unfamiliar phonetic symbols. Unfortunately, unfamiliar symbols impede smooth reading. I have therefore chosen to use regular orthography to express the pronunciation. However, to show the readers the children's crude pronunciation, I sometimes include the phonetic transcription.

Child A was able to produce bilabial, some of the alveolar, palatal, and velar consonants. The production of those sounds involved the front, medial, and back parts of her mouth. It also involved many articulators such as lips, alveolar ridge, hard palate, soft palate and different parts of the tongue. It proved that child A started to produce sounds in various ways using different articulators, not just upper and lower lips. Yet, child A still found difficulties when she had to specifically shape her tongue, for example, if she would have to put the tip of her tongue slightly between her teeth to pronounce [v]. In the case if she wanted to pronounce [s], she would have to touch her alveolar ridge with the front of her tongue. At the same time, the tip of the tongue ought to be lowered. Since those sounds were difficult to produce, they did not occur in child A's pronunciation.

Simplifying Processes. Child A was not able to produce [l] and [r] sounds. Therefore, she addressed her servant Lala as /yaya/ or /aya/. Child A did it because her speech devices were immature. On the contrary, mother A, being able to produce those sounds, transformed them when she talked to child A. For instance, when mother A and child A were playing in the livingroom, mother A addressed child A as [bɛjʌ] and Lala as [jʌjʌ]. During the research, I noticed that mother A sometimes corrected her pronunciation (and called child A [bɛlʌ]), especially after child A grew older.

As an example of the use of possessive adjectives was the word /bapaknya/. The word was uttered when Obs and child C were having a conversation and Obs asked /mbaknya ada?/. Instead of saying /yes/ or /no/, child C who saw no female in the picture said /bapaknya/. Of course, it was also possible that in fact child C has not realised the meaning of /-nya/ here. However, the fact that child C was able to analyse the function of /-nya/ intuitively from the word /mbaknya/, and then attaching the morpheme /-nya/ onto the word /bapak/ she ensured me that her language ability was not as simple as people usually think about children's language abilities.

Beside being used as terms of address, proper names were also used as possessive case of nouns. So, for example /mama/ was used to address child C's grandmother and also the personal belongings of the person: /sepatu mama/, /tas mama/, et cetera. This happened in the relationship with the family members and the people who were close to the family, or in the relationship with outsiders who existed in the current situation.

3.3.1.3. The Sentence-Forms

Child C has understood statements, questions, and commands altogether. It was known through her reaction which suited the expectancy of mother C when she uttered one of the functional utterances above. In the following analysis,

it was shown how child C's realization of sentence-form was implied in her own utterances.

Single-Word Utterances. The data show that single-word utterances or holophrases still occurred a lot in child C's utterances. They occurred mostly when child C answered mother C's questions about the proper names of known objects. For example, when mother C said /ini apa?/ while pointing a picture of a kangaroo, child C answered the question with /[gʌjʌ]/. For child C, her most frequent holophrases were proper names.

Beside proper names, child C has learned how to use the expression /iya/. In Indonesian adults' language, the word /iya/ was used to give positive response to the other participant, similarly to the use of /yes/ in English language system. In child C's communication system, this word was used to answer questions which required positive response and to give approval. This word occurred quite a lot in child C's utterances. The employment of the word /iya/ showed that child C had understood how to deal with questions.

It seems that child C attached several functions altogether on one word utterances. For example, when child C said /koko/, in different context her intension was different, as shown in the following table.

Table 3.3.3. Same Word Uttered in Different Context

Word	Context	Function
Koko	Responding mother C's question /apa ini?!/ while pointing a picture in a book	Statement
Koko	Finding a picture of <i>siamang</i> in in a book	Statement
Koko	Telling mother C that she found a picture of <i>siamang</i> in a book	Statement
Koko	Being in the house of the owner of a particular <i>siamang</i> , eager to see the <i>siamang</i>	Command
Koko	Being unsure whether she was looking at a picture of <i>siamang</i> or other animal	Question

This finding suits the theory which says that one-word utterances function as if they were sentences. To know the child's intention, we could analyse the intonation and the context.

Fillers. As adults, sometimes child C was hesitated to continue her utterances. The reasons were various, maybe she forgot what she had to say, she was unable to produce the target phrase, or she was not sure how to deal with certain expression uttered by mother C. When she hesitated, child C usually did two things: she stopped talking or she just continued and used her private language to fill in the blanks within her utterances.

Two-word Utterances. Two-word utterances occurred in the child C's utterances eventhough they were still less frequent than the holophrases. In table 3.3.4, it was shown the utterances produced by child C consisting two words or more.

Table 3.3.4. Child C's Utterances Consisting More Than One Word

Verbal Expression	Behavioral Context
/ibu mila/	Labeling mother C as hers
/di kamar mandi/	Mentioning the place for her to brush teeth
/di atas/	Pointing upstairs from downstairs
/nggak ada/	Stating that something/someone was absent
/buku-kura-kura/	Labeling a particular story book
/mbak uci/	Addressed to sister C
/mas nanda/	Addressed to child C's uncle
/mbak tika/	Addressed to child C's playmate
/dadah tante/	Waving to someone when departs

The two-word utterances produced by child C have been quite significant. Some of the expressions were uttered to imitate what mother C and other people have said; and some others were uttered creatively by herself. It seems that child C has understood how to respond to questions and how to make questions, for example by saying /buku kura-kura?/ with intonation indicating question. Questions were produced by child C only to ask the existence of things familiar to her. However, the investigation on child C shows no evidence of the occurrence of question words.

It seems that child C attached several functions altogether on two-word utterances or a group of verbal expressions. For example, when child C said /buku kura-kura/, in different context her intension was different, as shown in the following table.

Table 3.3.5 Same Verbal Expressions Uttered in Different Context

Word	Context	Function
Buku kura-kura	Responding mother C's question /apa ini?/ while pointing a particular story book	Statement
Buku-kura kura	Walking around the house, by saying the words, child C asks the existence of her favorite book	Command
Buku kura-kura	Asking the people to play and read a particular book to her	Command

This finding shows that not just one-word utterances, but also two-word utterances which function as if they were sentences. To know the child's intention, we could analyse the intonation and the context.

In general, the length of child C's utterances was between one to three words. However, there was an exception. When child C sang the song "Naik-naik ke Puncak Gunung", she was able to produce utterances longer than three words, and eventhough some of the utterances were imperfect, adults were still able to see their similarities with the adults' version. I conclude that when child C dealt with rhythmical utterances of songs, the rhyme helped child C to continue speaking. It was

/itu apa?/	question
/wah + ini ketawa ta?/	question, criticizing
/yang pakai baju putih mana aja?/	question
/itu kuning+terus?/	question
/nggak! (<i>laughing</i>)/	statement, criticizing
/masak ketawa kalau mati?/	question, criticizing
/naik-naik se/	command
/ini apa nak?/	question
/ini lho/	command in the form of statement
/kok bendera?/	question, criticizing
/lho!ikan yang besar ini ikan apa?/	question, criticizing
/uwo! (<i>laughing</i>)/	statement, criticizing
/di kamar mandi?/	question
/kepiting! bukan kepiting kalo gini nak+udang+ ada ekornya gini lho/	statement, criticizing
/sama ya+ada capitanya gini ya/	statement
/tunjukin tante ini gambarnya siapa/	command
/ini fotonya siapa nak?/	question
/kalau ini, yang kecil ini?/	question
/o mas nanda/	statement
/siapa aja ini?	question
/ini?/	question

Length of Utterances of Motherese. From the table above, we can see that the length of mother C's utterances extended from one to ten words, or even more. It was almost the same with the normal length of utterances addressed to other adults. As observed in the interview, mother C normally produced utterances consisting of eight words or even more.

Table 3.3.7 Mother C's Utterances Addressed to Other Adults

Utterances (<i>addressed to Obs</i>)	Amount of Words
/temannya papaku kan punya siamang+namanya koko/ /nggak+nggak bisa+kalau 's'-nya di tengah atau di belakang bisa/	7 words 11 words

I notice that in normal conversation, mother C usually only produced utterances containing 2 to 4 words. But when mother C gave evaluation or pressure to child C in order to make child C did something, her utterances were lengthened (consisting 4 words or more), as if mother C was talking to another adult. There was a possibility that in fact mother C tried to be one step ahead of the child C's language development, but when mother C was not satisfied she forgot her intension and gave pressure to child C as if to other adults.

The recording proved that the adjustment in the motherese helped child C to learn language. In normal situation, child C was elicited by mother C using simple verbal expressions which required simple response. Child C has only been able to produce utterances containing 3-4 words at maximum, but it was misleading to say that child C was unable to understand utterances more complex than 4 words because there were evidences which shows that child C's sound perception was more advanced than her sound production.

3.3.1.4. Discourse Skills

Child C has known how to provide responses which were relevant with the questions, commands, or evaluation. In the following analysis, we consider the way of taking turn, dealing with adjacency pairs, and initiating new topic within the communication of mother C and child C.

Turn-Taking. I hardly notice child C making overlapping utterances over mother C's utterances when child C was having a conversation with mother C. Child C seemed to have understood how to deal with turn-taking. When mother C talks, child C has been able to pay attention and keep silence. When her turn came, child C was also able to use the opportunity and she started talking.

Mother C also rarely produced overlapping utterances over child C's utterances. Mother C often gave evaluation and negative reinforcement and it put child C under quite a lot of pressure. The evaluation usually came after child C finished her utterances. I think mother C and child C have understood the basic rules of conversation.

Child C	/koko/
Mother C	/koko/
Child C	/koko/
Mother C	/he'e/
Child C	/cabe/
Mother C	/bukan+bukan cabe+kuning gitu lho++wor.../
Child C	/tel/

Taking Initiatives. Mother C seemed to play significant role in child C's acquisition of discourse skills. Beside actively asking questions, giving commands and evaluation, she also gave signals informing child C when child C had to take her turn. The signals given by mother C were either linguistic features (intonation, paused, pitch) or nonlinguistic features (eyesight, head nodding). By providing those signals, mother C made the turn-taking process easier.

My observation showed that child C did not always get her turn because mother C gave it to her. Child C often took initiatives by herself. For example, when mother C was talking with me, suddenly child C said /koko/ with triumphant intonation. At the moment, child C was holding her book and then child C tried to attract mother C's attention, showing what she had seen. By saying that, child C inserted a new topic in the conversation.

From the above example, we can see that mother C did not need to assume child C's turn any longer since child C was capable to represent herself and even she was able to take initiatives and inserts new topics. The topics inserted by child C, naturally, were the events that were close to her daily activities.

Adjacency Pairs. Most of the time, child C responded mother C's questions with statements. For example, whenever mother C asked /apa ini?/, child C always tried to give answers especially when she remembered the answers well. When

mother C and I asked child C whether people would laugh when there was a dead person, child C said /iya/ confidently. However, once child C said /hah?/ when mother C asked her something. By saying so, child C told the party that she did not get the question. This example shows an event where a question was responded by a question.

From the data it was known that sometimes mother C reinforced child C to respond as expected; mother C evaluated child C's response when the response was not expected. When mother C asked /ini apa?/ while pointing a picture of a flipper, she did not accept when child C said /ikan/. Mother C gave negative reinforcement, then repeated the question, this time accompanied with specific facial expression, louder voice, and insisting tone. Child C, in fact, understood and then child C changed her answer into /lumba-lumba/, after mother C elicited her several times.

In this case, the acquisition of discourse skills of dealing with adjacency pairs seemed to be much influenced by mother C. In the communication with her mother, child C got a kind of pressure. Mother C often repeated her questions when she thought child C did not give appropriate response or when it seemed that child C did not get her message. As old as 2;0, child C has acquired parts of discourse skills with the help from mother C.

CHAPTER IV

CONCLUSION AND SUGGESTION