

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The language of children is a phenomenon that is interesting to be studied. Many linguists have studied the language. However, the language of children is always an interesting subject to be discussed.

Children have their own rules of language that are different from those of the adults. Their language is not as perfect as that of the adults. They speak a simpler language than the adults (Hetherington-Parke, 1993).

As stated by many linguists, children acquire their language not at once but by stages. Their language develops as their ages increase. It does happen on the choice of sentences they speak. The children's ability to determine which sentence is more appropriate for a certain addressee or situation is also still limited. Most of them do not acquire all the rules of the language. Even, many of them do not understand yet how to speak appropriately and politely in different situation and/or to different addressee. However, it is argued by psychologists that children seem to learn the pragmatic of language at a remarkably early age (Helen Bee, 1987).

Toward the politeness in speaking, Lakoff stated that most of the children do not understand yet the rules of politeness; *Don't impose, Give Options, and Make the Addressee feels good* (1973). Children often cannot differentiate which variety is more appropriate to be spoken.

Toward the acquisition of rules of politeness, Lakoff added that adults are able to adhere the rules of politeness in their daily interaction. However, little is known about children's knowledge and use of pragmatic rules that govern what a speaker says and how he says it in different communicative situation.

In *Language and Language in Use*, Sharon L. James stated that the children's acquisition of the rules of politeness can be seen from the directives spoken by them (1980). In the book, Sharon L. James observed how children utter their directives based on some information about their addressees, e.g., status relationship, age, situation.

There are several studies concerning the choice of directives. Some of them are studies made by Pfudered in 1968, Dikeman and Parker in 1964, and an experimental study made by Ervin-Tripp in 1977.

Pfudered and Dikeman & Parker concerned the directive choice among the adults. The results of these studies are the same. In these studies, a speaker would adjust the politeness of their directives based on the status relationship (1964).

Ervin-Tripp concerns the choice of directives among children. In this study, 21 children between the ages of 4:6 and 5:2 years made a speaker's doll address other dolls that represented an adult, a peer, and a younger addressee in command and request situation. Analysis of the politeness of the elicited directives revealed that the effect of the addressee's age was great in the command situation, with the adult addressee receiving the most polite directives, followed by the peer and the younger child, respectively. The addressee's age diminished in the request situation, where the child had to ask a favour of the addressees. In this situation, the children were very polite to all three addressees.

In 1977, Mitchell Kernan & Kernan also studied the choice of directives among children between the ages of 7 - 12 years. In this study, they found that in choosing their directives, children are influenced in some way by the culture and/or society where they live. The children often use directives mainly for assigning and testing status relationship and obligation. The children dislike to receive the directives addressed to them, though the directives are considered polite by the adults. It is argued that the children do not respect the directives and they demand the use of more polite phrases, such as "Pretty, please?"; even when a polite phrase is used they still do not obey the directives. Therefore, it is clear that the choice of directives among children is different from that of the adults.

The pragmatics rules of children often differ from those of the adults. The children usually do not pay attention much to the principle of *Be Polite*. They often do not obey the rules of politeness. Sometimes they say the same variety to different people and/or in different communicative-situations.

The politeness of the directives used by a speaker appears to be affected by the status relationship between the speaker and addressee. For children, age tends to be one of the most potent factor in assigning status (Emmerich, 1959). The nature of communicative situation also might be expected to affect the politeness of a speaker's directives.

Based on the fact, the writer will analyze the choice of directives among children. In this study the writer wants to know how is the effect of addressee's age and the nature of communicative situation on the politeness of the children's directives.

In this study, the writer concerns the choice of directives among Javanese-speaking children for some reasons. First, the writer has been familiar to Javanese language. Second, many studies on the choice of directives among children take their sample from English-speaking children. Therefore, the writer wants to prove if the result of those studies can be applied to Javanese-speaking children. The last, politeness is a major need to Javanese society in their social life.

The last reason is supported by Geertz's statement. Geertz stated that in Javanese culture, someone is obliged to use a very formal way to cover his/her real feeling. It does happen when he/she speaks directive or negation (1960).

Geertz give an example below:

“Two persons were having a conversation. One of them wanted to ask something from another, and they both knew it. The requesting person didn't want to say his request directly because he was afraid if the other person got angry. The person who received the request also didn't say his refusal explicitly because he didn't want to hurt the requesting person. Both of them respect each other's feeling. As the result, they had a very long formal conversation in order to get through the point of conversation.”

Such phenomenon is not uncommon to Javanese people. Therefore, it is clear that for a Javanese the rule of politeness is a major need. However, it is difficult for children to adhere the rules of politeness since there are many varieties and several language-stratification in Javanese language.

Based on the fact, the writer wants to observe how the children acquire the rules of politeness by finding out the significant effect of addressee's age and the nature of communicative situation on the politeness of the children's directives.

## 1.2 Statement of the Problems and the Hypotheses

The problems that are going to be solved in this study are:

1. What kind of directives are spoken by the children to adult, peer-aged and younger addressees in request and command situation?
2. Does addressee's age and the nature of communicative situation affect the politeness of Javanese-speaking children's directives?

In this study, the writer also makes hypotheses as follow:

**Ho** : There is no significant effect of the addressee's age and the nature of communicative situation on the politeness of Javanese-speaking children's directives or there is no significant difference among mean-politeness values of the directives.

**Hi** : The Javanese-speaking children will adjust the politeness of their directives based on the addressee's age and the nature of communicative situation or there is significant difference among mean-politeness values of the directives.

## 1.3 Objective of the Study

This study aims to find out:

1. The kind of directives that are spoken by the children to adult, peer-aged and younger addressees in request and command situation.

2. The significant effect of the addressee's age and the nature of communicative situation on the politeness of Javanese-speaking children's directives.

#### 1.4 Significance of the Study

This study aims to find out the significant effect of the addressee's age and the nature of communicative situation on the politeness of Javanese-speaking children's directives. It also analyzes the development of children's language competence, especially pragmatics competence. Therefore, this study aims to inform society especially parents about children language development, especially pragmatic development. The writer would like to make parents realize that if their children do not speak politely, it doesn't mean that the children are being impolite to them. The parents should understand that the pragmatic competence of children is acquired by stages, so the parents should help their children in acquiring the rules of their language. Therefore this study is meant to make some contribution to Psycholinguistics.

Since this study is also concerned about the choice of directives among children, it is also related to Sociolinguistics.

### 1.5 Scope and Limitation

In this study, the writer wants to find out how is the effect of the addressee's age and the nature of communicative situation on the politeness of Javanese-speaking children's directives. In this study the writer also wants to know the development of the children's pragmatics competence.

In this study, the writer makes a limitation. The writer concerns the directives spoken by the children that are spoken in Krama Inggil, Krama Madya, and Ngoko. The writer analyzes the directives spoken by Javanese-speaking children in *request* and *command* situation.

### 1.6 Theoretical Framework

This study is based on several theories. The first one is a theory proposed by Hetherington-Parke in their *Child Psychology* (1993). In this book, Hetherington-Parke explain how children learn the "rules" of conversation. Hetherington-Parke stated that children seem to learn the pragmatics of language at a remarkably early age. Children's skills of pragmatics develop rapidly between the age of 3 - 5 years. In particular, there is a major development in child awareness of social factor that govern a successful conversation --such as the use of correct forms of address and markers of politeness and how to make request politely. Between 5 and 9 years, children learn to use more advanced conversational strategies.



In addition, Chomsky stated that by the age of 4 or 5 years, children begin to adapt their speech to the needs of the addressee; and by the age of seven, the language is well established.

Other theories are those proposed by Dikeman and Parker, Emmerich, and Ervin-Tripp. According to Dikeman and Parker (1964), the politeness of directives used by a speaker appears to be affected directly by the status relationship between the speaker and the addressee. Emmerich added that for children, age tends to be one of the most potent factor in assigning the status relationship (1959).

According to Ervin-Tripp (1977) the addressee's age is one of the major variables influencing the form of children's directives. It is also argued that the nature of the communicative situation also might be expected to affect the politeness of a speaker's directives. Ervin-Tripp stated that there are at least two distinctly different types of situation which will evoke directives. In one type, the request situation, the speaker wants or needs something from the addressee, and he imposes on the addressee by asking him to do a favour. In command situation, the addressee infringes on the speaker's rights in some way, and the speaker orders him to stop the imposition.

Other theories are those about directives. According to Sydney Greenbaum and Randolph Quirk, there are four major classes of discourse function of sentences. They are:

1. Statements are primarily used to convey information.
2. Questions are primarily used to seek information on a specific point.
3. Directives are primarily used to instruct somebody to do something.
4. Exclamations are primarily used to express the extent to which the speaker is impressed by something (1990:231).

In addition, James R Hurford and Brendan Heasley define directive act as any illocutionary act whose speaker tries to get the hearer to behave in some required way. The term "directive" denotes the kind of act that is carried out. For example, directing some one to do something (1983:262).

## 1.7 Method of the Study

In this study, the writer uses quantitative-analytic method because in this study the writer analyzes the significant effect of the addressee's age and the nature of communicative situation on the politeness of Javanese-speaking children's directives by using analysis of variance.

### 1.7.1 Definition of Key-Terms

In order to ease the study, the writer gives definition of several Key-Terms. They are:

- a. Directive is an utterance that is spoken in order to instruct or to request the addressee.
- b. Politeness is the quality of being polite in speaking.
- c. Children in this study are the Javanese-speaking children aged 5 to 7 years old and come from the middle-class family.
- d. Request situation is the situation in which the speaker wants or needs something from the addressee, and he imposes on the addressee by asking him to do a favour.
- e. Command situation is the situation in which the addressee infringes on the speaker's rights in some way, and the speaker orders him to stop the imposition.
- f. Adult addressee is the adults to which the children address their directives. The children consider the adult addressee is superior to them. The adult addressee can be the children's parents, older brothers or sisters, etc.
- g. Peer addressee is the addressee that has a relatively same age as the children.

h. Younger addressee is the addressee that is inferior to the children. It could be the children's younger brothers or sisters.

### 1.7.2 Location and Population of the Study

The location of the study is Desa Patalan, Kecamatan Kendal, Kabupaten Ngawi. The observation is done at every place where the children utter their directives; it could be in the children's own house or at the place where they play.

The population of the study is Javanese-speaking children. The children are of the middle-class family and their ages are between 5 - 7 years. The population of the study is too large, so the writer takes only 50 of them as the sample of the study.

The writer takes the middle-class family because in the location of the study this class is the largest one. It is about 83% of the whole population. The upper class is only 4%, and the rest is the lower class. The social class is based on economic status.

### 1.7.3 Sampling

Since the population of the study is too large, the writer chooses some of them as sample of the study. The writer takes the sample by using purposive-sampling method.

The respondents of the study should have the following criteria:

- between 5 - 7 years of age
- come from middle-class family
- speak Javanese
- having formal education (e.g. kindergarten, elementary school)

Besides, the writer also takes 50 adults to be judges. The 50 people are asked to give score to each type of directives. The score from the people is used to determine scale-values of directives.

#### 1.7.4 Technique of Data Collection

In collecting the data, the writer does some steps. The first one is doing primary observation. This observation is done in order to determine the population of the study and then take the sample. This observation is also done in order to know the type of directives that is spoken by the children.

After doing primary observation and choosing the sample of the study using purposive-sampling method, the writer makes a schedule of visiting. During the visits, the writer makes recording in order to get the data. The recording is done without the sample's awareness that they are being recorded.

In order to support the recorded data, the writer also makes some notes to whom the directives are addressed and in what situation the directives are spoken. Then, the writer makes the transcription of the data.

In short, the steps in collecting the data are:

1. Doing primary observation
2. Choosing the sample
3. Visiting
4. Recording and noting
5. Making transcription of the data.

#### 1.7.5 Technique of Data Analysis

In analyzing the data the writer does the following steps. First, the writer classifies the directives based on the situation in which the directives spoken and to whom the directives are directed. Previously, the writer classifies the data into two groups; first, the directives spoken in command situation, and second, the directives spoken in request situation. Then each group is classified again into three groups; first, directives spoken to adult addressees; second, directives spoken to peer addressees; and third, directives spoken to younger addressees. Therefore, there are six groups of directives.

After classifying the data, the writer determines the type of directives and gives the scale-values. The writer gives the values based on the judgment of 50 people about the directives. From each type, the writer takes one directive as a sample, then, the writer asks the 50 judges to give a score to the directive. The score is ranged between 1 - 7, with the highest score for the directives that is considered most polite and the lowest score for the least polite one. Then, the writer averages the scores of the directives.

After determining the scale-values based on the 50 people score the writer assigns the directives to a scale-values belonging to that type of directives. Then, the writer computes the mean politeness value.

For each respondent, the three commands per addressee are averaged and the three requests per addressee are averaged; each subject then has six mean politeness values to be analyzed.

After computing the mean politeness value of each respondent, the writer analyzes the significant effect of addressee's age and situation on the politeness of the children's directives by finding the score of F distribution using analysis of variance (ANOVA). In this study, the writer takes confident level as 95% or  $\alpha = 0.05$ .

After doing statistical analysis, the writer makes conclusion based on the result of the analysis.

In short, the steps in analyzing the data are:

1. **Classifying the data**
2. **Deriving the type of directives and its scale-value**
3. **Computing the mean politeness values**
4. **Doing quantitative analysis**
5. **Making conclusion**



## **CHAPTER II**

### **GENERAL DESCRIPTION OF THE OBJECT OF THE STUDY**