

ABSTRACT

The language of children develops by stages. The children learn the rules of their language step by step. Their language develops as their ages increase. The development has been an interesting subject to be discussed.

Children have their own rules in using language that are different from adults. In our daily communication, we are obliged to use the appropriate variety so that we will succeed in communicating. The adults are aware of this phenomenon, but little is known about the children. Sometimes the children say the same variety to different people and/or in different communicative-situation.

In this study, the writer analyzes the use of directives spoken by the children. The writer uses quantitative study with 50 children as the respondents. Previously, the writer lists the directives spoken by them to adult, peer-aged and younger addressees in request and command situation. Then, the writer derives the types of directives and its scale-values by having 50 people's score on the directives. By using analysis of variance, the writer finds out the significant effect of the addressee's age and the nature of communicative situation on the politeness of the children's directives.

The result of the study shows that the children have acquired the rules of politeness of the language because the children adjust the politeness of their directives based on the addressee's age and the nature of situation.

In both request and command situation, the children speak most polite directives to adults, less polite to peer-aged and the least polite to younger children.

From the analysis, we can see that the effect of communicative-situation is greater than that of the addressee's age. It is also proved that in both request and command situation the difference of mean-politeness of directives spoken to adult and peer-aged addressees is bigger than the difference of mean-politeness values spoken to peer-aged and younger addressees but smaller than the difference of mean-politeness values of directives spoken to adult and younger addressees.

In this study, the null hypothesis is rejected and the alternate hypothesis is accepted because the children adjust the politeness of their directives based on the addressee's age and the nature of communicative situation.

CHAPTER I
INTRODUCTION