

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Preschool is an important stage for children in developing their language. Based on Jenkins (in Sterling, 2012) the advantages of preschool children are they will be able to pay attention in class, develop good learning habits, ignore distractions, and think creatively when unexpected outcomes occurred. In preschool, children are acquainted with school. For example, children are taught to socialize with their new friends and teachers. In this phase, children are trained to be ready to school so they will be well prepared mentally and physically with school environment. In this level, children are introduced to school environment such as reading, writing, singing, playing. By learning all of those things, it makes children aware of surroundings. In doing reading and writing, the focus of language development expands (Brandone, et al. 2006). During preschool years, children continue to acquire more complex forms and rules of grammar in the school setting.

There are some periods of pragmatic development during preschool. In two years, children are able to make a word combination. Between ages 3 to 4, a child seems to gain a better awareness of the social aspects of conversation (Owens, 2012). In the preschool year between 2 to 4 years old, children are able to make a little conversation. Precocious social understanding of Preschool children enables them

both to produce intentional communicative signals and to interpret the significance of social signal, actions, and events in their environment well before they can talk or understand speech (Ninio& Snow, 1996: 46). They communicate spontaneously without learning. In other words, children are able to acquire language naturally although nobody teaches them to speak they are able to understand their caregiver's and mother's speech, so, they can imitate and understand the meaning of the words by themselves. Children acquire conversational skills such as taking turn, uttering different speech acts and developing any new information that they have received during the conversation (Owens, 2012). Based on C-Ramsden and Durkin (2012) preschool children are able to use three or more words, make declarative utterances, use function words and use intonation in question utterances. Beside, children are able to produce speech acts although the developmental trends in types of speech acts produced by children are seen as reflecting their growing linguistic ability rather than their increasing mastery of the contents being communicated (Ninio and Snow, 1996).

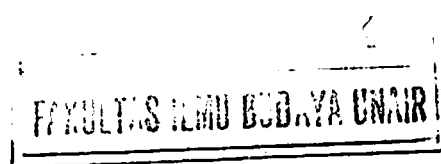
Speech act is an action performed by utterances (Yule, 1996: 49) which brings the intended meaning of speaker's utterances. Based on Searle (1969), we need to study speech act because all linguistic communications involve linguistic acts. Furthermore, we need to understand the intended meaning of speaker's utterance to reduce misinterpretation in the communication. In normal situation, the speaker expects that his or her communicative intention will be recognized by the hearer (Yule, 1996). Concerning with speech acts, Searle (1969) suggested that speech acts

are divided into five types of illocutionary act, they are assertive, directive, commissive, expressive and declarative (in Mann, 2009).

Related with speech acts theory, preschool children produce something considerably less complete in uttering their intention because their language development is still considerably less complete than conventional speech acts compared to adolescent (Bruner in Dore, 1974). It makes the theory of speech acts used by adolescent and preschool children is different. The appropriate theory used in this study is primitive speech acts suggested by Dore (1974). Primitive speech act (PSA) is a distinctive vocalization or word, often accompanied by a gesture, to communicate intentions (Dore in Feigenbaum, 2007). Dore (1974) classified primitive speech act into two types, they are nonconventional and conventional forms. The nonconventional forms of primitive speech acts are divided into three, they are requesting, practicing and protesting. The conventional forms of primitive speech act are labelling, repeating, answering, requesting, calling, greeting, and protesting. We need to study primitive speech acts because it can help parents to understand their children's utterances because sometimes parents do not recognize the intended meaning of their children's utterances well.

The developments of language shown by children are different including the development of the use of speech acts. Here are some examples of primitive speech acts in preschool children stage:

- Rio : (shake the table)
Jordan : *heeee...!*



Statement above represents nonconventional form of *protesting* in primitive speech act. Jordan uses *protesting* primitive speech act to protest Rio to stop shaking the table because it was annoying.

- Rio : *ojok-ojok, fli* (prohibit Rafli to close the door)
Rafli : *cekpadhang!*
Rio : *ikulholampu* (pointing the power jack)

The conversation above represents conventional forms of *requesting* in primitive speech act. Rio uses requesting primitive speech act to ask Rafli to turn the light on, so he does not need to close the door.

In doing the analysis the writer collects the data in preschool of Dharma Wanita Persatuan Waru. The writer chooses some students of the preschool and records them. The writer chooses to conduct the data in preschool of Dharma Wanita Persatuan because the preschool is a foundation school under Dharma Wanita Organization. It means that the kindergarten is handled by the society and supervised by the regent's wife. Second, because the age of students in the preschool of Dharma Wanita Persatuan Waru is about two to four years old children which is matched with the theory used by the writer. The writer choses children in this age because two to four years old is a perfect age to achieve the beginning lesson and introduce about school. Third, the kindergarten got many achievements and won some championships in Sidoarjo. Another reason is children's utterances in TK Dharma Wanita persatuan Waru have many examples of conversation which enable for the writer to analyse the primitive speech acts.

There are some previous studies held in this topic. It was conducted by Bucciarelli, Cole and Bara (2002) entitled "*How Children Comprehend Speech Acts and Communicative Gestures*". The study applied used Searle's theories of speech act. Another study was held by Zerey (2014) entitled "*Requests In Turkish-Speaking Preschool Children: A Classroom In Discourse Perspective*". The study applied Dore's theories of primitive speech acts.

Those previous studies have similar result in analysing speech act. The similarity is the previous study and the present study used preschool children as the subject of the study. The difference between the previous studies and the present study is the first previous studies focused on direct and indirect speech acts produced by preschool children and the second previous studies only focused on types and forms of request used by preschool children while in this study the writer wants to know the types of speech acts used by preschool children. One of the previous studies analysed speech acts by using Searle theory while another one and this study uses Dore theory of primitive speech act used by children.

This study aims to find the types of primitive speech act used by preschool children age two to four years old. To conduct the study, the writer uses Dore's Theory about primitive speech act. It is expected that by finding out the primitive speech act used by the children in the preschool stage, the reader will be able to understand the language development used by preschool children in primitive speech act.

1.2 Statement of the problem

The writer is interested in knowing the primitive speech act used by preschool children. Therefore the study will be focused on discovering:

1. What types of primitive speech act are found in preschool children in kindergarten of Dharma Wanita Persatuan Waru?

1.3 Objective of The Study

Based on the statement of the problem above, this study is going:

1. To find out types of primitive speech act in preschool children in kindergarten of Dharma Wanita Persatuan Waru.

1.4 Significance of The Study

By conducting the study of primitive speech acts analysis in preschool children, the significance of this study is written in order to give some additional information and expected to give some contributions which are distinguished into theoretical and practical significance.

Theoretically, this study is conducted in order to give some additional information and expected to give a broad view of linguistic study dealing with the first language acquisition. In academic contribution, the writer hopes that this study will give a better understanding about primitive speech act for those who are interested in this study and hopefully this study will be an alternative of a literary

work for further researchers studying primitive speech acts and first language acquisition.

Practically, this study will give contribution in the study of language development of preschool children in primitive speech act. By doing this research, the writer hopes that this study will make people more understand in the preschool children language development. Thus, it can reduce misinterpretation and misunderstanding when one communicates with others. From result of this study, the writer hopes that it can give an inspiration for other researchers to conduct a similar study and carry out further analysis on the study of primitive speech acts.

1.5 Definition of Key Terms

In this study, there are some terms that need to be known and understood for any readers in order to avoid misinterpretation in understanding this study. Some of terms are:

1. **Speech act** : The production of an utterance in order to express an intention the speaker wants the addressee to recognize (Clark, 2009)
2. **Primitive speech act** : a distinctive vocalization or word, often accompanied by a gesture, to communicate intentions (Dore, 1974)
3. **Preschool children** : A child whose age is three (3) to six (6) years. This term does not include children enrolled in

Kindergarten and First Grade
(www.earlychildhoodcollab.org).

4. Conversation : Conversation is a progression of exchanges among participants (Dubberly, 2009).

CHAPTER II
LITERATURE REVIEW