

CHAPTER I

INTRODUCTION

I.1. Background of the study.

Language is very important to humans being, for without language there will be no life-activity - no politics, no economics, no laws, no science, no literature. In short, without symbolic communication in some forms, we will have no culture. So, whenever and wherever he is, man is constantly using language, either written language, speech, gesture, or body language and eye contact.

Language performs some functions. It is not only for communicating our ideas, but also as emotional expression, social interaction, the instrument of thought, and the expression of identity. Emotional expression means that someone uses language to expose his or her emotion state. An example of language for social interaction is : suppose Mrs. X sneezes, Mrs. A says, "Bless you!" , and Mrs. X says, "Thank you". Here language is used as social interaction to maintain a comfortable relationship between people. Perhaps the most common use of language as the instrument of thought is found when people relate with mathematical sum in their head. David Crystal (1987), pointed out that our use of language can tell our listeners a great deal about ourselves, such as regional origin, sex,

occupation, educational background, age and personality.

People use language in various ways to express their ideas. Among them, there are persons who like to express directly, in the sense that they make their speech straightly to the point, but there are people who give any background information before they come to the focus of their talking.

I have found someone who tells her experience to her friend. She begins the story by telling the place where the events happen, giving situation and mentioning the time, explaining the people who get involved in the story and the action, for instance :

1. "Tadi sore ketika aku kursus, ada guru baru, namanya Jens, dari Jerman. Orangnya tidak seberapa tinggi, meskipun ia orang Barat tapi ukuran tubuhnya orang Asia. Jens tampan sekali dan menarik. Ketika ia diminta mengenalkan diri, ia terus memandangiku, dan mengajakku omong-omong".

I find, also, someone who makes an utterance such as :

2. "Setiap kali kesini pasti tutup".

The first style of speech above, can be understood by all listeners. Although the listeners are not familiar with Jens being talked in the story, at least they catch the meaning of the story. However, this is not the case with the second speech, persons who do not have closer relationship with the speaker cannot catch the meaning of the second style, since it does not give any clear information about who is

talking about what to the listener who do not share the same appreciation and understanding with the speaker. These are what Bernstein called 'universalistic meaning' (the first style) and 'particularistic meaning' (the second).

Language develops throughout our lifetime. Since we were born, our parents had introduced us to language. But language is not acquired only by learning as the psychologist B.F. Skinner stated. It is not also genetically programmed into human brain as the nativist theorist such as Chomsky said. Man can not develop language if he lives and grows among animals or in isolation. Language can be acquired when man exists in linguistic community (Roger W. Brown, 1958). So, language acquisition relates with biochemical process, maturational process, learning strategies and social environment.

Talking about environment, I find phenomena that people living with the parents who are native citizens of Surabaya cannot speak Javanese smoothly, conversely people who come from outside Surabaya especially from central-Java cannot speak Surabaya dialect in the same way of native speaker of Surabaya dialect. The environment where they live have influenced them in their speech and becomes their common speech.

It has been stated that man will not acquire language if he lives in isolation, and his life can

mean nothing. In Ohio, there was a case that can be analysed by sociologist. A child named Isabelle was isolated with her mother who could neither speak nor hear by her grandparents. This condition went on until Ohio authorities discovered her in 1938 at her age of six years old. When she was found, Isabelle could not speak, did not recognize any symbolic communication at all, because she had been largely deprived of the typical interaction and socialization experiences of childhood. From this case, the researchers emphasized the importance of early socialization for human beings who grow up in more normal environment.

The initial and the primary social environment of individual is family. In this social institution, newborn or children get socialization from their parents, that is the process whereby the child becomes a person. These include the use of symbolic communication (language) in the context of intimate, nurturant relationship between an adult and a child (Encyclopedia of Sociology, Vol. IV : 1865). Actually there are some agents of socialization, such as family, peer group, school, the mass media and work place. But it seems that family is the most closely related with the process of socialization because man spends most of his time among the members of the family.

Each family has its own style in the socialization of its members. There are families that consider the children as persons who has the rights to

express their ideas, and to do what they want. In such families, parents do not consider the position of each members. Conversely, some families treat their members according to their positions, parents and children. Such families tend to be authoritarian, in which parents do not give any chance for the children to express their ideas and thought. These conditions are called *types of family*. According to Turner (1972), a Sociologist, there exist two kinds of norms related with this matter, they are permissive norms and restricted ones. Permissive norms stress the importance of letting the children to do things on their own. Parents allow children's expression of emotion. Discipline involves the withdrawal of love and manipulation of guilt rather than physical punishment. This kind of norm is based on reasons and explanations. Usually, it gives positive outcomes. While restrictive norms are based on force, threat, or physical punishment without any reasons and explanation. It emphasizes control and regulation of child's activities by parents. Expression of emotion is restricted. This norm is associated with negative socialization outcomes.

As has been stated before, language and socialization cannot be separated. What children learn and accept at childhood will be patterned in their mind. Therefore, different ways of socialization

frequently have opposite socialization consequences. Socialization consequences can be observed from many points of view, such as from attitude, behaviour, way of thinking, and so on. But this study will discuss about the consequences on language.

Different types of family evoke different ways of socialization. Different ways of socialization give different outcomes. The style of socialization (including language socialization) is the reflection of the *type of family*. Many factors can influence the type of family, for instance, social class, background of education, social status, kinds of occupation and perhaps a lot of other factors. In this study I will limit the discussion on the factor of the type of family.

I.2. Statement of the problem

Based on the background I have stated above, this study attempts to find an answer to the following problem :

1. How do the children of the sixth grade of SD GIKI I Surabaya manifest meaning in their writing ?
2. Is there a relationship between the children's speech as reflected in their writing and the type of family where the children receive their primary socialization ?

I.3. Objective of the study

Through this study I try to clarify how the sixth grade children manifest their speech in writing and try to find the relationship between the children's language and the type of family.

I.4. Significance of the study

I expect this study will give some contribution to our knowledge about what the children's language is like and about the relationship between the children's speech and the way of language socialization at home as applied by parents.

I.5. Scope and limitation

The scope in relation to the problem of my study is very broad, that is why I need to make a limitation of it.

This study only refers to socialization at home or in family. Although there are many agents of socialization, childhood is commonly much spent in the family.

Only the written language of the children and the type of family are observed.

I.6. Theoretical Background.

Actually the topic of my paper can be analysed from the point of view of Social Psychology, Sociolinguistics, and Sociology. These three schools of

science talk about the relationship between language and socialization. But here, I only use Sociological and Sociolinguistic approach.

I use the sociolinguistic approach in this thesis, since my research is related to language and society, just as the characteristics of sociolinguistics. The theory used in this thesis is basically the concept proposed by Bernstein in his analysis of Social class, Language, and Socialization. This will be explained further in chapter II.

Besides this, the sociological approach is also used to analyse the social factors that influence language socialization in the home.

I.7. Method of the study.

In doing this study, I use field research since it deals with the society, so it can only be done by observing the object directly, not only by observing from the book.

To collect the data, I use (1) questionnaire which is used to know way of socialization that are used by parents and (2) pictures that are given to children to know their language in written form.

Descriptive analysis is applied to analyse and to interpret the data.

I.8. Definition of key terms.

To avoid some misinterpretation in understanding this study, here are some key terms that will give information required.

Socialization. Socialization has had a diversity of meanings in the social sciences, partly because a number of disciplines claim it as a central process. In its most common and general usage, Socialization refers to the process of interaction through which an individual acquires the norms, values, beliefs, attitudes, and language characteristics of his or her groups (Encyclopedia of Sociology, 1992:1863).

Speech. Speech is not 'conversation' or some kind like that, but 'language in use', primarily spoken, but can also be manifested in writing.

Family type. The type of family is family form in which the parents express the authority in socializing their children. So family type can be seen from patterns of socialization carried out by parents.

Children's language. It is language used by the children which has the characteristics as explained in chapter IV.

Elaborated speech. It refers to universalistic meaning, context-free, rationality and articulated symbols (see further chapter IV).

Restricted speech. It refers to particularistic meaning, context-tied, metaphoric, and condensed symbols (see further chapter IV).

CHAPTER II

THEORETICAL FRAMEWORK