

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language in a very long period of time turned out to pay more attention to how language was acquired. In fact, discussions on this matter continue to be developed in studies. By directly reviewing how the language is obtained, understood, then it can be an effort to solve the problem of communication. Language as a way to communicate is needed to examine problems in communication in developing harmonious social relations activities. One of the harmonious relationships is built through good communication.

A language is a tool that children and adults use to create, develop, and sustain social relationships; and to engage with others in culturally meaningful activities. All children in the world have the differences of speaking development. It is depended on their own milieu. For normal children the stage in babbling, one-word, etc. will be achieved normally. Meniado (2016) noted that children at a very young age (0-5 years old) are able to acquire themselves. Children during their linguistic period (1-5 years old) subconsciously perform such complex tasks as conjoining sentences, asking questions, using appropriate pronouns, negating sentences, forming relative clauses, and inflecting verbs and nouns. All the stages of children's acquire the language called by language acquisition.

Language acquisition is process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate (Crain & Lillo-Martin: 1999). In this process, all the normal children in the world acquire their first language perpetually.

Children will develop their own strategies for learning whatever they find relevant to learn around them, including a language. Children are more resourceful and creative. The psychologist of behaviorism, Pavlov and Begg (1981) state that children learn to model their behavior on what goes on around them, be the dress code, body language, and language uses, usually come first through their own utterances and later through peers in their family, neighborhood or at school. The acquisition of language is going on whenever a language is used around the children in their first language development.

Dealing with pragmatics acquisition as the focus of this study, Darjowidjojo (2012) noted that pragmatic is part of language behavior, how children develop their pragmatic abilities. Ninio and Snow (1996) suggest pragmatic splattering on children can be done by observing: (a) the acquisition of communication intent and language disclosure, (b) the ability to communicate with sequence, and (c) the ability to form cohesive discourse. Kredo (2019) states that one common form people take in reviewing a child's pragmatic ability is to analyze conversations that children make with adults or other children.

In the language acquisition process, children already display pragmatic competence before language production begins by pointing on their behaviors. Zufferey (2016) states that a child shows his/her sensitivity to the informational needs of the addressee based on contextual information. Children learn by absorbing information through daily interactions and experiences not only with their parents, but with other adults, family members, other kids, and the world.

However, communicating with a child is still facing obstacles. One of the problems which often happens in communicating with a child is hard to convey the utterance of a child. For example about the phenomenon of communicating with a child can be seen on a girl, a three-year-old Indonesian child that the writer had observed about the development of her first language. On the other hand, a child grows up with different circumstances, and this child has unique in acquiring her language in the ways they are.

Language mistakes in relation to concepts in an early age are essential for attention because if the wrong concepts are carried into adulthood, they can affect the child's communication activity. This is what happened to a kid who is three years old. Furthermore, it became interesting to see how the word choices then appeared in the process of communication as a pragmatic aspect. As an ethnography of a three-year-old Indonesian child who learns Indonesian as her first language shows.

In the development of her first language, she acquired pragmatic aspects in her daily conversations with her parents and those around her with intended meaning. This problem was discovered when the writer observed a conversation between her and her mother. In line with pragmatic acquisition, there are some pragmatic aspects that a speaker can achieve from the conversation; requesting, rejecting, informing and demanding.

Based on the observation above, the writer intends to study about first language development in acquiring pragmatics acquisition. It is a case study from the child who is still three years old that will be mentioned here as (NS). The sample of an utterance of the subject is described below.

[1] Context : NS is playing with her younger sister. Suddenly her mother asks her to wear a pampers because it's time to sleep.

Mother (M) : *Pakai pampers-lah kak.*

(Put on your pampers).

NS : *Gak mau (pakai) yang sempit.*

(I don't want to wear a narrow one).

From this conversation, the utterance "I don't want a narrow one" can be understood as a rejection sentence (disagree), but it is an intended meaning that refers to a request by negotiating "exchange the size". It becomes even clearer if NS pronounces "(please) exchange its size", "take another pampers".

The unique one from the conversation, this child acquires some pragmatic aspects with words that are difficult. The word "gak" shows a rejection followed by the reason "yang sempit". Based on the context, the utterances can be like "gak, saya gak mau" or (No, I don't want it) if she won't. There is a reason for the answer means she wants something. Because of that the hypothesis of the writer, the word "gak" here is not rejection, but it shows a requesting. So, the reflection from "gak mau yang sempit" means "tukar ukurannya" or (change the size).

Pragmatic is about how to use language and the meaning depends on the context. From the context of the conversation above, the writer concludes that she wants to ask a pampers with another size because she knows that it does not harm her. If the speaker does not understand what the child's means, it will be a miscommunication.

On another occasion, grandmother came to her house. There was a conversation while she was playing alone on her porch. On that day, her mother just gave birth. NS has a new sister. Now, she has two sisters.

[2] Context : Her mother just gave birth, and she has a new sister. Grandma wants to familiarize her with her new sister.

Grandma (G) : *Mana adek bayi, kak?*

(where is the baby..?)

NS : *Gak ada, bosan.*

(Nothing, boring)

From the conversation, she uttered “*Gak ada, bosan*” utterances actually conceivable as a rejection. It was followed to an adjective indicating the reason for rejection. It was later understood that the utterance contained information; the intent of the illocution here means jealousy.

The unique one in this situation, the writer analyzes the utterance “*Gak ada*” refers to rejection. The statement of rejection always followed by a reason “*bosan*”. While the word “*bosan*” here as a reason which means she doesn’t like her younger sister who is just born. The writer hypothesized that the words “*gak ada, bosan*” mean jealousy. A child shows her feelings in various ways. This child (NS) shows her dislike by not directly conveying it in verbal response with pragmatic. She assumes that she doesn’t have a new younger sister. So, the reflection from “*gak ada*” is not rejection but also an informing.

Another context is the moment of NS was engrossed in playing alone. Her mother was with her new sister who is still a baby that will be mentioned here as Z. Then her mother asked her to get ready for bed by herself.

[3] Context : Mother asks NS to take her pants by herself. Since she has a sister at the age Two years old she is usually taking her own pants by herself. First, she could only take it, then her mother put it on. Now, she was able to wear her own.

M : *Ambil sana celanamu, kak.*
(take your pants, there..)

NS : *Tapi engganaknya gendong Z mamak.*
(but, you are not carrying her.)

For the third conversation above, the utterances of NS “*tapi engganaknya gendong Z ,mamak*” is like a rejection or informing response. A child in a three-year-old is still desperately in need of mother’s attention. Meanwhile, it is different with NS. At the age of 3, she already has two sisters. She is often asked by her mom to take care of them.

From this conversation, NS begins to show jealousy. She wants to ask her mother’s attention with the implicit meaning she made. So, the writer hypothesizes that the utterance “*tapi engganaknya gendong Z mamak*” which actually means not as a rejection or informing but a demanding.

Based on the preliminary data above, the writer is interested in conducting a research on this child. The writer is curious to observe the child’s acquisition of language especially the pragmatics acquisition. How a three-year-old child acquires pragmatics utterance based on the context in her first language development. The process of acquiring a language is regarded as a very complex and interesting to be studied. Then, this study will be focused on the pragmatic acquisition using a case study of a three-year-old as her first language.

The study of child pragmatic development is a heterogeneous field that brings together linguistic pragmatics and child development, and encompasses different traditions and theoretical perspectives on language and social interaction. Cekaite (2012) states that children's pragmatic development in the first language focus on the development of conversational skills. The result of her research is children's pragmatic competence by investigating both universal and culture-specific features of children's interactional skills. Studies on pragmatic development seek to describe and detail how children learn to use language as efficient tool for social action.

Matthews (2014) states in the simple act of holding a conversation, although an everyday event, draws on such a range of knowledge and skills that it can be considered a pinnacle achievement of human cognition. Surely to understand these skills, to engineer them, fix them and even improve them, it makes sense to take a good look at how they are formed in development.

Marasco, Rourke, Riddle, Sepka, and at. all (2004), children develop pragmatic language skills in much the same way that they acquire milestones in other areas of development. In his study, he stated that pragmatics must be addressed with communicative Intentions, engagement, nonverbal rules of conversation, and verbal rules of conversation.

Oktarani (2017) states that children's pragmatic competence particularly on their performance in direct speech acts can be seen through their responses to one's direct speech act, both verbally and non-verbally. A three-year-old child has ability to produce direct speech act in simple utterances. Some researchers suggested they may be closely linked to play skill development.

Children may have trouble using language in ways that are appropriate for their age. They may not understand that listener take turns to talk. They may talk over another speaker, or respond with inappropriate silences. They may assume that every listener has knowledge of the same people and events that they do.

Based on the description above, the study of pragmatic acquisition has studied by many researchers. In this study, the writer will observe how the three-year-old child acquires pragmatic in the ways they are. It can be seen from the subject responses both verbally and non-verbally.

The writer found the unique one from this child where she talks over and responds contextually. In here, the writer is interested in analyzing the pragmatic acquisition which is acquired by a three-year-old child.

1.2 The Problems of the Study

In relation to the background of the study, the problems of this research are:

1. What pragmatic aspects are acquired by a three-year-old child in the first language?
2. How is the pragmatic acquisition realized by a three-year-old child in the first language?
3. Why is the pragmatic acquisition realized in the ways it is?

1.3 The Objectives of the Study

In connection with the problems, the objectives of this study are

1. to analyze the pragmatic aspects that was acquired by a three-year-old child in the first language,
2. to elaborate on how pragmatic acquisition realized by a three-year-old child in the first language, and
3. to explain why the pragmatic acquisition realized in the ways it is.

1.4 The Scope of the Study

The scope of the research is needed to give a focus to this research. The study is ethnography for a three-year-old child. The writer conducts this study in the scope of pragmatic acquisition in the first language of a three-year-old child reviewed from the pragmatic aspect is restricted to how pragmatic acquisition in turn-taking and adjacency pair in daily conversation. The pragmatic acquisition on N will be presented based on the components by also looking at the child's meaning in uttering a sentence or word with a communicative intention in daily conversation. The observation is doing with a casual talk; anything can be a topic of a talk in daily conversation.

1.5 The Significant of the Study

Findings on this research are expected to be relevant and valuable inputs that can enrich the study on the development of language acquisition. Significantly, pragmatic in early childhood have become essential to attention. This belongs to parenting to form a harmonic relationship with the child.

If there is a misconception, it can be carried to adulthood and can affect child communication development. This research can be made as guidelines for adults, teacher, especially parents who are interested in the process of pragmatics acquisition to young children as related to the theory of language acquisition. It will be also very useful for a reference in assisting their children in the process of language acquisition. While for the future researcher, this research will be useful for them as guidelines in conducting more in-depth studies.

