

PRAGMATIC SKILLS PERFORMANCE OF AN INDONESIAN CHILD

A THESIS

By :

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UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
PROGRAM PASCASARJANA
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
MARCH 2004

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PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
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**PRAGMATIC SKILLS PERFORMANCE
OF AN INDONESIAN CHILD**

A THESIS

**Presented to
Master in Teaching English as a Foreign Language Program
Widya Mandala Surabaya Catholic University
in partial fulfillment of the requirements for
the degree of Master in TEFL**

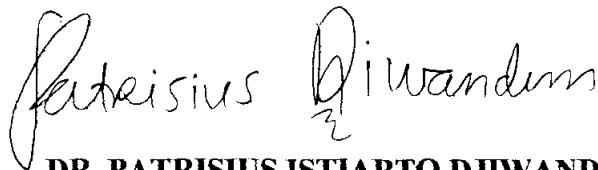
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APPROVAL SHEET (1)

This thesis entitled *Pragmatic Skills Performance of an Indonesian Child*

Prepared and submitted by **M.G.Retno Palupi (8212701007)** has been approved to be examined by the Board of Examiners for acquiring the Master's degree in Teaching English as a Foreign Language by the following advisor:



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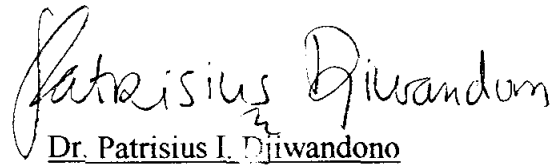
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Surabaya, March 2004

The writer

ABSTRACT

Palupi, Retno M.G. 2004. **Pragmatic Skills Performance of an Indonesian Child**. Thesis. Master's Program in Teaching English as a Foreign Language. English Department. Graduate School. Widya Mandala Surabaya Catholic University.

Advisor: Dr. Patrisius Istiarto Djiwandono.

Key words: Pragmatic skills, performance, child.

Development of oral language is one of the child's most natural and impressive accomplishments. All children learn their language at an early age through use and without formal instruction. However, children are born not just to speak but also to interact socially. Oral language is made up of three components: the phonological, semantic, and syntactic. However, the use of these three components in social situation will be complete with the existence of the fourth component, i.e. pragmatics which deals with rules of language use. Pragmatics rules are part of our communicative competence, our ability to speak appropriately in different speaking situations.

Pragmatic skills in children manifest in various ways. It can be saying appropriately or related things during conversation, following rules of taking turns, making requests, answering calls, responding politely to thanking, expressing sympathy, etc. Thus, it is obvious then that even a very young child needs to master the rules for appropriate social language or pragmatics. Based upon this fact, the writer was inspired to conduct a study on pragmatic skills performance of an Indonesian child who is the writer's own son. This study is intended on the fulfillment of (1) providing a description of the conversational skills performed by an Indonesian child, and (2) providing a description of the communicative acts performed by an Indonesian child.

The data of this study is the subject's spoken utterances which were recorded and noted down. The data collection was done within six months, i.e. when the subject was three years and four months and ended when the subject was three years and ten months. The data were transcribed and analyzed based on the theory of pragmatics on conversational skills and communicative acts.

The findings of the conversational skills analysis show that the subject has good ability/skill in turn taking in which the successful turn taking accounts for 66.62% and failure in turn taking only accounts for 14.02% of the total turn taking performance. The successful turn taking is implemented in various performances such as exhibiting attentiveness while being a listener, signaling the next speaker to take turn, providing adjacent responses to many different questions and statements, and doing rapid turn taking. Failure in turn taking is

implemented in negative overlapping and disability to provide adjacent responses. This failure in turn taking might result from the subject's undeveloped state of other conversational skills, i.e. topic selection and topic maintenance, and topic relatedness. As these skills were not developed well yet, they then influence the performance of the other conversational skills, in this case the skill of turn taking.

The findings of the communicative acts analysis shows that the subject performed eight categories out of ten. They are (in frequency of occurrence order): Questions and Responses (33.96%), Directives and Responses (25.15%), Statements and Responses (19.495%), Markings and Responses (7.54%), Evaluations (5.66%), Commitments and Responses (5.66%), Declarations and Responses (1.25%), and Speech Elicitations and Responses (1.25%). The two communicative acts categories which were not performed by the subject are Performances and Demands for Clarifications.

Failure in particular conversational skills and the absence of particular communicative acts codes might result from the subject's age in which at the age of three his pragmatic skills are still not yet well developed. This condition results in the subject's conversational inadequacies.

ABSTRAK

Palupi, Retno M.G. 2004. **Kecakapan Prakmatik Seorang Anak Indonesia**.
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Pembimbing: Dr. Patrisius Djiwandono.

Kata kunci: Ketrampilan prakmatik, anak.

Perkembangan bahasa lisan adalah salah satu dari pencapaian anak yang sangat alami dan mengesankan. Semua anak belajar bahasa mereka pada tahap awal usia melalui kegunaan/fungsi dan tanpa instruksi formal. Akan tetapi, anak-anak dilahirkan tidak hanya untuk berbicara tetapi juga untuk berinteraksi secara sosial. Bahasa lisan terdiri dari tiga komponen: fonologi, semantik, dan sintaktik. Tetapi, pemakaian ketiga komponen ini dalam interaksi sosial akan menjadi lengkap dengan dipakainya komponen yang keempat, yaitu: prakmatik yang berhubungan dengan aturan-aturan berbahasa. Aturan-aturan prakmatik adalah bagian dari kemampuan komunikatif, kemampuan kita untuk berbicara secara benar dalam situasi yang berbeda-beda.

Manifestasi kecakapan prakmatik pada anak-anak bermacam-macam, seperti berbicara sesuai topik pembicaraan, menuruti aturan giliran berbicara (turn-taking), cara meminta, menjawab panggilan, berterimakasih, meminta maaf, dsb. Jadi jelas bahwa seorang anak kecilpun perlu menguasai aturan-aturan berbahasa. Berdasar pada fakta ini, penulis terilhami untuk mengadakan penelitian tentang kecakapan prakmatik pada seorang anak Indonesia yang adalah anak penulis sendiri. Penelitian ini bertujuan untuk memberikan: (1) deskripsi tentang ketrampilan berbicara seorang anak Indonesia, dan (2) deskripsi tentang tindak komunikatif seorang anak Indonesia.

Data penelitian ini berupa ujaran-ujaran lisan subyek yang direkam dan dicatat. Pengumpulan data dilakukan selama enam bulan, yaitu saat subyek berumur tiga tahun empat bulan dan berakhir saat subyek berumur tiga tahun sepuluh bulan. Kemudian data ditranskripsikan dan dianalisa berdasar pada teori ketrampilan berbicara dan teori tindak ujaran.

Hasil ketrampilan berbicara menunjukkan bahwa subyek memiliki kemampuan turn-taking yang bagus di mana turn-taking yang berhasil dilakukan dengan baik mencakup 66,62% dan turn-taking yang gagal dilakukan dengan baik mencakup 14,02% dari total turn-taking yang dilakukan. Turn-taking yang berhasil dilakukan dengan baik terimplementasikan secara beragam seperti menunjukkan perhatian saat menjadi pendengar, memberi tanda pada pembicara berikutnya untuk mulai berbicara, memberikan respon yang sesuai pada pertanyaan dan pernyataan, dan melakukan turn-taking yang cepat. Turn-taking yang gagal dilakukan dengan baik terimplementasikan pada overlapping yang

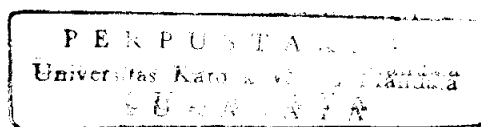
bermakna negatif dan ketidakmampuan memberikan respon yang sesuai. Kegagalan ini disebabkan oleh ketrampilan berbicara subyek yang lain yang belum berkembang, yaitu pemilihan topik pembicaraan (topic selection), menjaga topik pembicaraan (topic maintenance) dan memberikan respon-respon yang sesuai (topik relatedness). Karena kemampuan-kemampuan tersebut belum berkembang maksimal, maka mempengaruhi kecakapan ketrampilan berbicara yang lain.

Hasil analisa tindak komunikatif menunjukkan bahwa subyek berhasil melakukan delapan kategori dari sepuluh kategori yang ada, yaitu: Questions and Responses (33.96%), Directives and Responses (25.15%), Statements and Responses (19.495%), Markings and Responses (7.54%), Evaluations (5.66%), Commitments and Responses (5.66%), Declarations and Responses (1.25%), and Speech Elicitations and Responses (1.25%). Dua kategori tindak ujaran tidak dilakukan oleh subyek yaitu Performances and Demands for Clarifications.

Kegagalan dalam beberapa ketrampilan berbicara dan tidak muncul atau dilakukan sama sekali oleh subyek diakibatkan oleh faktor usia subyek di mana seorang anak dengan usia tiga tahunan kecakapan pragmatiknya belum berkembang dengan baik. Hal/kondisi ini menyebabkan kecakapan berbicara yang kurang memadai.

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