CHAPTER I

INTRODUCTION

This chapter covers the background of the study as well as the reasons for choosing this topic, research questions, aims of the study, the scope of the study, significance of the research, research method, research procedures, clarification of terms, and the organization of the paper.

1.1   Background of the Study

Narrative is considered as one of the most popular research fields. It is because narrative has a huge aspect of coverage of various studies such as pathology, psychology, linguistics and child development (Liles, 1993, as cited in Hegsted, 2013; Mäkinen, 2014). Thus, it is hardly surprising that narrative has numerous definitions.

In this paper, narrative, according to Labov and Waletzky (1967) refers to a passage which is connected and related to the past events of individual experience. Narrative is also defined as a form of discourse that a story teller uses to tell the listener what happens in certain times (Hegsted, 2013). It is put in a particular order based on the event which occurs. Thus, from the explanation above, it can be concluded that narrative, in this context, is a story of personal experience (recounts) that a person tells about particular events in particular times chronologically.

Narrative is one of the important skills that develop gradually since a young age. According to Hedberg and Stoel-Gammon (1986), narrative skill begins to develop between the age two to seven. According to Loveland, McEvoy and Tunali(1989), children's narrative is important for its capability to provide valuable information about how children receive and process information. It also gives insight to children's ability to communicate to their listeners, which may be helpful as an early identification of language disorder or delay in children. In addition, Uchikoshi (2005) believes that good narrative ability helps children to gain a better reading skill and literacy growth in the future as they enter school.

Considering the importance of children narrative development, many researchers conducted study on it, including in Indonesia. In Indonesia itself, narrative, and more specifically children narrative has been investigated and developed from various aspects by many researchers such as Hayyu (2008), Hadhi (2013), Budiwiyanto (2015), Pramodhawardhani (2015), and Rusnalasari (2016). However, generally, there are two relatedelementsthat are mostly used in previous studies to analyze the development of narrative in children namely; age and narrative structure.

For instance, Hedberg and Stoel-Gammon (1986) developed a model of children narrative development according to age. They believed that there are five stages of narrative development; which are heaps, sequences, primitive narratives, focused chains, and true narratives. Each stage has its own structure on how children are supposed to be able to tell stories according to their age.

Regarding the structure of narrative, Labov and Waletzky (1967) proposed a theory of oral narrative structure of personal experience. It has become the main reference for those who aim to analyze the structure of narrative in spoken language as well as written language. According to these two scholars, a well-formed narrative, either written or spoken, follows a particular structure, namely abstract, orientation, complication, evaluation, resolution, and coda.

Even though age and structure are two connected aspects in children's narrative skill development, most researchers tend to conduct studies on this particular topic separately. The theory of narrative stage by Hedberg and Stoel-Gammon is mostly applied in studies which involve children with language disorder and impairment. For example, Loveland et al. (1989), Klecan-Aker and Swank (1987), and Mäkinen (2014) who investigate narrative in children with specific language impairment (SLI) and children with Autism Spectrum Disorder (ASD) by comparing the result to typically developing children (refers to normal children). Their studies show similar result saying that children with SLI and ASD suffer more difficulties in producing narrative than the typically developing children.

On the other hand, the narrative structure theory proposed by Labov and Waletzky (1967) is mostly used in ordinary people without limitation of age. Budiwiyanto (2015) and Hayyu (2008) are a few examples of researchers who conduct research on the narrative ability in

children, meanwhile Pramodhawardhani (2015), Hadhi (2013) and Rusnalasari (2016) focus on narrative structure produced by adult.

From their studies, it can be concluded that among older children; their stories' structure becomes more complex. There are also some adults who can produce a complete-structured narrative. However, in both cases, there are several parts of narrative structure which are likely to be missing, namely abstract and coda.

Since those previous studies commonly use the theories of stage and structure of narrative development separately, it becomes apparent that there are only a limited number of studies which combine both theories in analyzing the narrative development in children, especially in Indonesia. Therefore, to fill the gap, the present study uses the combination of the two theories in order to analyze the structure of oral narrative in typically developing children aged two to seven as well as the factors influence the narrative structure produced by them.

1.2   Research Questions

Since the research on narrative structure in typically developing children aged two to seven is still rarely conducted, and the previous studies show different results, this research raises the questions:

1.1.1   What is the structure of narrative spoken by typically developing children aged two to seven?

1.1.2   What social factors do influence the structure of oral narrative produced by these children?

1.3   Aims of the Study

The current study aims to analyze the oral narrative structure in typically developing children aged two to seven and examine the social factors contribute to the narrative structure spoken by these children.

1.4   The Scope of the Study

The current study examines the structure of narrative spoken by children age two to seven as they recount personal experience as well as the influencing social factors. However, this study is limited to the experience of watching movie entitled *Frozen Fever*. It is intended to

give the same context to all participants. In addition, the factors investigated in this paper are also limited to parenting methods which are children's participation in daily routine, engagement between the children and caregivers, and the appropriateness of material given, as well as the children characteristics such as gender and birth order.

1.5   Significance of the Study

The study of narrative, includes children narrative, has been investigated by many researchers including in Indonesia. However, the previous studies mostly focus on either the structure or the development of narrative separately. Thus, the current study combines both theories in order to get deeper understanding about children narrative.

1.6   Research Method

This research is a descriptive qualitative research since the research aims to describe and investigate oral narrative structure of children aged two to seven as well as the social factors contribute to it. Qualitative method is appropriate for a research that focuses on to explain social phenomenon as is suggested by Bricki (2007). Also, a qualitative research design gives a better opportunity to interpret the data. Thus, the qualitative method suits the present research.

1.7   Research Procedures

The first step of conducting present research is by collecting the data. Since this paper raises two questions, there are two different data collected even though both are in a form of transcripts of utterance.

The first data are taken from ten children which consists of five male and five female aged two to seven who are previously randomly chosen in a neighborhood at Northern Bandung. These transcriptions cover narration of the children as they retell the experience of watching a short movie entitled *Frozen Fever.*

Frozen Fever is a short sequel of one of famous Disney movies lately, *Frozen.* This movie is chosen based on several reasons. First, it has short running time and presents single event about birthday

celebration. Thus, the children can stay focus and be more engaged to the movie. Second, unlike *Frozen, Frozen Fever* is not premiered in Box Office, thus it hopefully gives challenge to the participants to tell a story that is quite new for them.

The second data are taken from the parents of the children via interview regarding the linguistic exposure received by the children at home such as reading and telling stories activity.

The next step is analyzing the first data. It analyzes the structure of the narrative by using the theory proposed by Labov and Waletzky (1967) to see what part is contained or missing in their narration. For example, participant A, female; three years old, can provide orientation, complication, and evaluation. Thus, she misses the abstract, resolution, and coda.

After that, the result of the first step is compared to the theory of narrative development by Hedberg and Stoel-Gammon (1986) to see if it fits the theory or not. In the example above, according to Hedberg and Stoel-Gammon (1986), three years old children can provide lists of events and link it to the characters and settings arbitrarily, even though the plot of the story is not found in this stage. At this age, children can also provide personal feelings and comments regarding to the story. However, since the participant can retell the orientation and complication, she can provide a plot. Thus, it can be concluded that the narrative development of participant A is more advance than what the theory has mentioned.

The second data are analyzed by comparing and relating it to the result of parents' interview to identify what factors influence to the narrative structure spoken by these children based on the parenting methods and child characteristics theories.

1.8   Clarification of Terms

There are some terms that need to be clarified in order to avoid misconception and misunderstanding:
1.   Narrative
The term narrative in this context is defined as a story told by person about what happens in a particular time or a story

of personal experience which is put in the order chronologically (Hegsted, 2013).

2. Narrative Stages

    Narrative stages model is a theory proposed by Applebee (1978) and developed by Hedberg and Stoel-Gammon (1986) which divide children's narrative development into six stages based on age namely heaps, sequences, primitive narratives, unfocused chains, focused chains and true narratives. Each stage has its own classification of structure on how children supposed to be able to tell story based on their age.

3. Narrative Structure

    It is a theory proposed by Labov and Waletzky (1967) which provides a minimal characteristic of a well-formed story. According to them, a story should contain an abstract, orientation, complication, evaluation,resolution, and coda.

4. Typically Developing Children

    It is a term used by Mäkinen (2014) in her research which refers to normal children or children without language disorder, impairment, and delayed.

1.9   Organization of the Study

The study is organized into five chapters as follows:

1. Chapter I: Introduction

    This chapter covers the background of the study as well as the reasons for choosing this topic, research questions, aims of the study, the scope of the study, significance of the research, research method, research procedures, clarification of terms, and the organization of the paper.

2. Chapter II: Literature Review

    This chapter discusses the theories used in this paper as the framework. It includes the theories of narrative, narrative structure, and narrative stage. This chapter also presents previous studies related to the topic.

3. Chapter III: Methodology

    This chapter consists of research methods, data collection and analysis, also data presentation.

4. Chapter IV: Findings and Discussion

This chapter includes analysis, findings, and discussion of the study. It describes analysis and explains the findings in details. Furthermore, the discussions of the data are also be presented.

5.   Chapter V: Conclusions and Suggestions

This chapter presents the conclusion of the study based on the findings and discussion in the previous chapter. It also includes the novelty of the study as well as suggestions for further study.

RESEARCH TIMELINE

Activity	July			August				September				October				November				December		
	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Chapter 1: Draft	■																						
Chapter 1: Consultation	■	■																					
Chapter 2: Draft		■	■																				
Chapter 2: Consultation				■	■	■	■																
Chapter 3: Draft						■	■	■															
Chapter 3: Consultation								■	■	■													
Collecting data									■	■	■												
Analyzing data									■	■	■	■	■										
Chapter 4: Draft													■	■	■	■	■	■					
Chapter 4: Consultation															■	■	■	■					
Chapter 5: Draft																■	■	■					
Chapter 5: Consultation																			■	■	■	■	■