

CHAPTER I

INTRODUCTION

1.1 Background

Children's first five-year is a great time for both children and parents. In this period, children begin to know and interact with their surroundings. They will develop their ability stage by stage in their social, psychological and language abilities. They will begin to make certain sounds, crawl, sit or walk. For parents, it brings joy and happiness to see their children grow. One of the developments is children's first experience in using language.

Human beings are gifted to use language since birth. Naturally, first infant's language is a cry. It is infant's early communicative interaction with his surrounding. The infant usually cries when he is hungry, hurts or feels uncomfortable. Cries can be a sign that an infant needs the attention of the parents or other people. As soon as infant enters the new age, his ability will be better. Commonly, the development is in the language and social aspects.

Human language develops naturally and gradually. It starts from the simplest stage then move to the higher stage. In one place, infant only communicates with cries, but in other places, he probably can talk as well as adult. Language development begins when infants make certain sounds to express satisfaction or coo, and then babble. Babbling refers to meaningless sounds that are produced by infant (Scovel, 1998). After the stage of cooing and babbling, baby will turn to other stages.

When a child is about eight to one and a half years, commonly he will say his first word (Buhler 1931 in Reich 1986). This stage is called holophrastic stage. A child begins to repeat certain sound in the same meaning, for example, "Mama". It may have different meaning. As Reich (1986) believes, a word that a child says may be a complete concept of a sentence, so it probably means, "I want Mama to be here" or "That is Mama". During this year, a child develops certain concepts and abilities for their linguistics expressions. They also begin to develop definition of themselves and others. (Papalia and Olds 1975)

After the stage of holophrastic, a child will say two-word utterances. He will say it with certain intonation. It usually begins in the age of eighteen to twenty four months (Garton and Pratt 1989). In this age, a child shows that he begins to understand sentence patterns, for example, "Papa eat" means "Papa is eating". This utterance consists of subject and predicate. Moreover, in this stage a child often times express the utterances with certain gestures and occasional action. He begins to talk to their parents, friends or neighbors (Piaget, 1962 in Papalia and Olds 1975)

Slowly but sure, a child then uses more completes utterances. There are syntactic and grammatical relations in his utterances. If a child has used three, four or even more words, then he has used a complete sentence. In his later development, a child will also start to understand interrogative and negation.

According to Bloom and Lahey (1978 in Reich 1986), there are three categories of negation. Those are non-presence, rejection and denial. For example, a child will say "No money" for non-presence, "No drink" for rejection, and "Not

me” for denial. The next development is that a child begins to understand question. Remick (1976 in Reich 1986:115) states, “As soon as children are born they are talked to, and a high proportion, twenty five percent to sixty percent of the utterances addressed to them are in form of questions.” In this sense, the child is used to be asked by people around them.

Based on the theory stated by Remick (1976) above, a child may understand interrogatives since the utterances proposed to him usually in a form of interrogatives or questions. Even if the child does not know exactly the interrogatives, he still can respond to them. A child understands questions in form of interrogative in early age and response to the questions in different ways. He also has the ability to respond the questions whether it comes up to a good understanding or misunderstanding.

Language experience of a child may vary. In one case, a child can develop language ability faster than the other can, or in another case, a child might develop language slower than others. The child’s vocabularies will develop continually as he grows. A child can use four words utterances and begins to ask the meaning of a word. He also starts to tell a story about something that he sees.

In the interaction, a child communicates and interacts not only with their parents but also with other people. He may have communication with other members of the family, their friends and neighbors.

In children-adult communication, both of the child and adult use different language. They have their own way to express their ideas. However,

communication between them is still possible. They give any different responses to the communication in order to get or transfer their message.

Based on the explanation above, it can be said that human begins his early development in his childhood. The first third year is the milestone of a child's development since in his third year he develops his ability in language and social aspect. The periods when a child acquires his new ability, his development in comprehend language and his development in social interaction is an incredible thing in human's life.

The phenomena and explanation above encourage the writer to conduct a research about a child's understanding on interrogative constructions. How a child responds to interrogative constructions when he is playing with different people also becomes an interesting topic to investigate.

1.2 Statement of Problems

In children communications, there is a potential for misunderstanding especially in coping with interrogative constructions. In order to investigate a child's understanding on interrogative constructions, the research problems are formulated in the following questions:

1. How does a child understand interrogative constructions in communication?
2. How does the child respond to those interrogative constructions?

1.3 Aims of the Study

This research is conducted to investigate a child's understanding on interrogative constructions. Since it is a case study, this research investigates interrogative constructions that can be understood by Gallista and her responses to those interrogatives.

1.4 Scope of the Study

The scope of this research is limited only to the analysis of Gallista's understanding and her responses on interrogative constructions that are asked to her by four different people who are her mother, the researcher, an older age child, and an equal age child.

1.5 Research Method

This research based on the descriptive qualitative data analysis. Qualitative data is commonly presented in the form of words and have always been the staple of some fields in the social sciences, notably anthropology, history and political science (Miles and Huberman, 1984 in Indriyani 2007). It is a case study since it can give deep understanding to a phenomenon (Berg, 2007). This research is also descriptive since it gives description of a problem (Vredembregt, 1984).

1.6 Data Collection

The records of daily conversation are collected as the data source. It takes a month to collect the records of the conversations between Gallista and the four

people. The records as the sample of the study are taken purposely. After the recording process is done, the data are transcribed into the written text to be analyzed.

1.7 Data Analysis

After collecting the data, the transcription is analyzed. The utterances, which are considered as interrogative constructions, are categorized into several categories.

From the result of the analysis, the writer identifies difference responses in each setting and figure out how a child understands interrogative construction and the social aspects that cause the difference in those setting.

1.8 Organization of the Paper

The paper of the research is organized into five chapters. *Chapter I* is the introduction. In this chapter, the introduction of this chapter is put ahead. The introduction comprises of background, statement of the problem, aim of the study, the scope of study, research method, data analysis, and organization of the paper. *Chapter II* is the theoretical foundation. This part consists of related theoretical framework that is served as the basis for investigating the research problems. Theoretical foundations includes the theories of a child's language acquisition and language development, psychological development, social development and some theories about social pattern in the child's development. *Chapter III* is the methodology. This chapter comprises the methodological of the study used in the

research. It includes the research method, the subject of the research and technique of data collection. *Chapter IV* is the data analysis and discussion. This chapter is the core unit of the study. The findings are presented, analyzed and discussed systematically in this chapter. *Chapter V* is conclusion and suggestions. At the end of the organization of this chapter, the conclusion of the results of the research is put forward. This chapter reports not only the conclusions of the research, but also the suggestions that may be useful for further research.

