



**THE SPEECH ACT AND COMMUNICATION STRATEGY IN  
CHILDREN OF 3-5 YEARS OLD**

**(A Case Study of the Children of 3-5 Years Old in Semarang)**

**A Thesis  
In Partial Fulfillment of the Requirements  
For The Sarjana Degree Linguistics Majority in English Department  
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## **MOTTO AND DEDICATION**

***“Praying and attempting is the key of success.”***

***“Maka apabila kamu telah selesai (dalam suatu urusan), maka kerjakanlah dengan sungguh-sungguh (urusan) yang lain dan hanya kepada Tuhanmulah hendaknya kamu berharap.”***

***(Al Insyiraah: 7-8)***

***This thesis is dedicated to,***

***My beloved mom***

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## VALIDATION

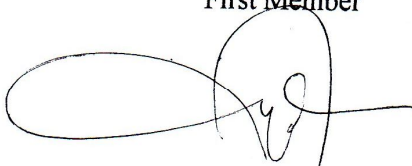
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The Writer

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## **ABSTRAK**

Dalam menuturkan sesuatu, pembicara menunjukkan sebuah tindakan. Tindakan tersebut dapat mempermudah si pembicara untuk membuat pendengar mengetahui apa maksud ataupun keinginan si pembicara. Hal ini disebut sebagai tindak tutur. Tindak tutur juga dapat ditemui pada tuturan anak usia 3-5 tahun. Dalam menyampaikan tuturan, seseorang secara tidak sadar menghasilkan strategi tertentu agar keinginannya yang disampaikan lewat tuturan dapat terwujud. Skripsi ini bermaksud menjelaskan bentuk-bentuk tindak ilokusi yang terdapat dalam tindak tutur anak usia 3-5 tahun. Selain itu, skripsi ini juga bertujuan mengetahui strategi tutur yang ada dalam tuturan anak tersebut. Penulis menggunakan tuturan-tuturan anak tersebut sebagai data skripsi ini. Pengumpulan data dilakukan baik dalam bentuk berpartisipasi (simak libat cakap) ataupun hanya menyimak (simak bebas libat cakap) percakapan si anak tersebut. Kemudian, dalam menganalisis data, penulis menggunakan metode padan pragmatik. Hal ini dikarenakan penulis menjelaskan bentuk-bentuk tindak tutur dan strategi komunikasi dalam tuturan anak usia 3-5 tahun. Hasil penelitian menunjukkan bahwa bentuk tindak ilokusi yang digunakan anak usia 3-5 tahun tersebut itu yaitu, direktif, komisif, asertif, dan ekspresif. Direktif adalah yang paling sering dihasilkan oleh anak usia tersebut. Sedangkan strategi komunikasi yang sering digunakan oleh anak-anak tersebut yaitu tuturan secara langsung.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

In order to communicate with others, people use language. They always share their ideas to the others. This also happens to the children under five years old. They use their first language to communicate with the people around them.

In the age under five years old, the children have mastered at least 200-300 words. After getting their first language acquisition, they try to talk to the others. However, what the children speak or utter always depends on what they needed or what they wanted. In the other words, it is all about them, about their ego.

The children under five years old will use their first language acquisition to get the attention of the people around them. They try to utter in the way that they know.

In order to convey the children meaning or intention, they also show an act in their speech. This is called as a speech act. Speech act is the things which people usually do while they are speaking. Speech acts also known as the minimal unit of speaking.

Besides showing the act of their speech, the children under five years old also use strategy in their speech. The following is the example of the speech of the children. The following conversation is the conversation

between children in the age of three years old with his/her mother.

Ibu : Adek makan sayur ya...  
Anak : Emoh, aku ngga mau makan sayur.  
Mother : *Adek, eat the vegetable, okay...*  
Child : *No, I don't want to eat it*

The conversation above shows the illocutionary act of refusal. The child uses *bald on record* strategy to refuse his/her mother offering.

The development of the use of speech act and strategy are related to the growth of the children and the children cognitive.

The following example is the conversation of the children in the age of four with her/his mother.

Ibu : Adek makan sayur ya...  
Anak : Bu, sayurnya ngga enak.  
Mother : *Adek, eat the vegetable, okay.*  
Child : *Mom, the vegetable is not tasty*

The conversation above shows that the child uses the indirect illocutionary act of refusal. S/he uses the *off record* strategy to respond her/his mother utterance.

According to the situation above, it can be seen that the four years old children use different communication strategy from the three years old children. The writer tries to analyze the speech act and strategy of the children under five years old.

## **B. Scope of the Study**

There are a lot of ways in analyzing the children speech by looking at the pragmatics point of view. It can be the study of deixis, reference, presupposition, implicature, speech act, politeness, and the conversation structure.

In this thesis, the writer is focusing on the speech act and communication strategy in the children speech, especially the children in the age of 3-5 years old. Since, the writer tries to find out whether the age of those children can affected on their speech act and or not.

### **C. The Aims of the Study**

This research aims:

1. to describe the types of speech act of the children speech.
2. to describe the communication strategy in children speech.
3. to describe the influence of age to the ability of those children in producing an utterance..

### **D. The Research Methods**

The type of this research in this thesis is a descriptive qualitative research. This is as a result of the fact that linguistics research is aimed to get the pattern of the language itself. In descriptive, there does not always need a hypothesis. Descriptive research presents a broad range of activities that have in common purpose describing the situation or phenomena.

The object which is used in this thesis is the utterances of the children under five years old. The sources of the data are taken from the primary and secondary data. The primary data are a data which are collected directly from the object, which is the original data. Next, secondary data are a data which are collected first from other resources. It could be a document or notes. It can also be used as the supporting data of the primary one (Susilo, 2003:24).

The method of collecting the data applied in this study is *simak* method

by Sudaryanto (1993: 133). The techniques which are used by the writer are listening and speaking. For listening, the writer listens to the conversation of the children with the people around them. Then, the writer records their conversation. For speaking, the writer takes note of the conversation which happens in children under five years old. It is done after the writer tries to involve herself to the conversation of the children under five years old.

To get the data, the writer needs population and sample. The population is the whole utterances of children which are found in children speech. Sample is used to get the research data for the research itself. As a result of the use of entire utterances which are found in children speech, the writer uses total sampling. The total sampling is used because the writer wants to get the valid data. The sample is also purposive because the writer uses all utterances which are appropriate to the theory (Susilo, 2003: 28-27).

The method of analyzing the data which is used in this thesis is *padan* pragmatik methods.

## **E. Underlying Theory**

The basic theory of this thesis is the psycholinguistics theory about the cognitive development of children. According to Lundsteen in Dardjowidjojo (1991: 99), the development of language is divided into three levels:

### **1. Pre linguistic level**

Pre linguistics level occurs in the age of when the baby is born until the age of three months. In this level, the sound comes from the larynx. Then, in the age of three until twelve months, the children use their

lips and palate more often.

## 2. Proto linguistics level

The proto linguistics level could be found in the twelve months until two years old children. The children start to say 200-300 words in this level.

## 3. Linguistics level

The linguistics level occurs in the age of two until six years old children. They can say at least three thousand words.

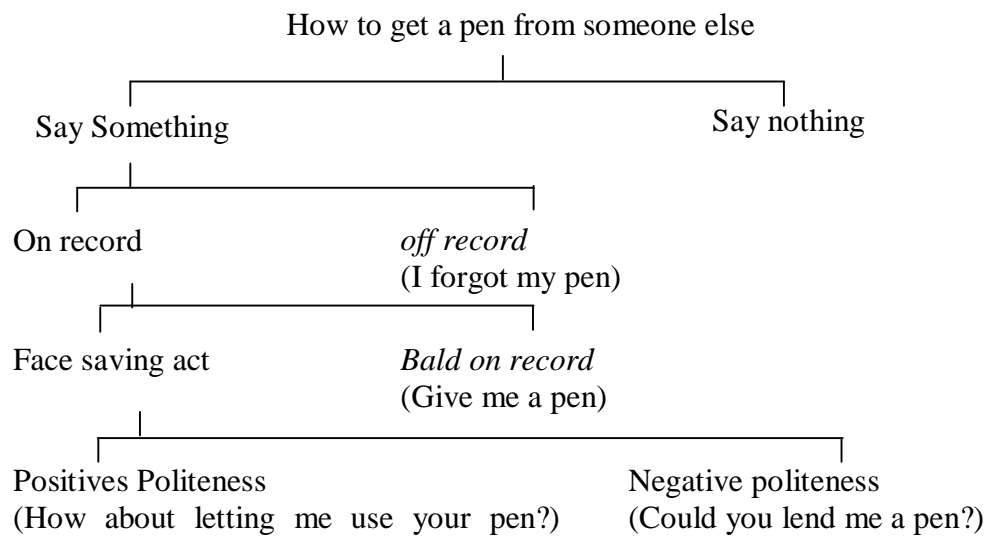
By using the theory of cognitive development of children as the basic theory, this research also uses the theory about speech act which is taken from Searle (1996: 47). According to Searle (1996: 47) in Yule, speech act is the action performed via utterances. There are three kinds of act in a conversation. They are locutionary act, illocutionary act, and perlocutionary act. A locutionary act is an act of how we produce the utterance or to produce a meaningful linguistics expression. In every utterance, there must be a function in it. The function which is found in the utterances is called the illocutionary act. Perlocutionary act is the effect of the utterance to the listener.

The type of speech act that will be discussed in this thesis is the illocutionary act. Searle (1996: 53) in Yule mentions five type of illocutionary act. The first illocutionary act is declaration. Then, there is an illocutionary act named directive. The third illocutionary act is commissive. After that, there is expressive illocutionary act. The last illocutionary act is assertive.

Meanwhile, the means for determining illocutionary act comes from Vanderveken (1990: 125) mentions fives primitives illocutionary act. They are

the illocutionary act of assertion, the illocutionary act of commissive, the illocutionary act of directive, the illocutionary act of declaration and the illocutionary act of expressive.

Then, in every speech, the speaker uses a strategy in conveying their meaning or intention or to produce the act. The following is a speech strategy by Brown and Levinson in Yule (1996: 66)



*Communication Strategy of Brown and Levinson in Yule (1996: 66)*

## F. Writing Organization

This thesis consists of five chapters, they are:

### Chapter I: INTRODUCTION

It contains the background of this thesis, the scope of the study, the aims of conducting this research, the research methods, underlying theories, and the writing organization.

### Chapter II: LITERARY REVIEW

This chapter explains the theories which are used in conducting this research.

### Chapter III: RESEARCH METHODS

This chapter contains the types of this research, the data source, the method of collecting the data, population and sample, the method of analyzing the data, and the method of presenting the results.

### Chapter IV: DATA ANALYSIS

It contains the analysis about the speech act of children under four years old and their speech strategy.

### Chapter V CONCLUSION

It includes the conclusion of the analysis the children speech.



## CHAPTER II

### REVIEW OF LITERATURES

In analyzing the data, it needs theories. Therefore, in this chapter, it will be explained about the theories of this thesis.

#### A. Types of Utterance

Austin (2004: 380) in Sumarsono mentions two kinds of utterance in communication: performative and constative utterance. A performative utterance is an utterance which is used to form an action. Yet, a constative is an utterance which the verb is expressing something and the truth of the utterance can be proved.

The following is the Austin's example (2004:380) in Sumarsono to differentiate two kinds of utterances above:

- 1) *I named this ship "Dewa Ruci"*
- 2) *I promise to meet you at 04.00*
- 3) *I promise to send you some money.*

All of those utterances above are the examples of performative utterance. Those utterances are the realization of some action and not the report of an action.

When a person utters, "I promise...", it means that a person do something that is making a promise. That utterance can not be evaluated whether the fact is true or false at the moment of speaking. In the other hand, if a person utters, "*He promised to send me some money*", the hearer can see the fact at the moment of those words being uttered.

## **B. Types of Sentence**

There are some types of sentence according to Vanderveken (1990: 15). They are:

### **1. Declarative sentences**

This kind of sentence is conventionally used to say how things are, such as, “The sun rises in the East”. It is figuring the things as it is.

### **2. Conditional sentences**

The conditional sentence used to say with reserve and without a high commitment to the truth of the propositional content how thing will be later if certain specified or unspecified future exits. It used to say something which the future fact does not really cared by the speaker. For example, “I would like that”, the speaker of that sentence could do what he said or not. It depends on he himself.

### **3. Imperative sentences**

The imperative sentence used to get the hearer to do something. The speaker who utters the imperative sentence is trying to make the hearer to do something for him. Such as the sentence “Turn on the television!”. That sentence shows that the speaker wants the hearer to turn on the television so that he can watch the TV.

### **4. Interrogative sentences**

It is a kind of sentence that used to ask question. For example, “Are you okay?”, that sentence is intended to get the information from the hearer.

## 5. Exclamatory sentences

The exclamatory sentence used to express the mental state of the speaker. It shows what the speaker feels. Such as, “I’m happy”, that sentence shows the feeling that is felt by the speaker

### **C. Speech Act**

According to Searle in Yule (1996: 47), speech act is the actions performed via utterances. Austin in Yule (1996: 48) mentions the types of act which is performed in a conversation, they are: locutionary, illocutionary, and perlocutionary act. The following are their explanations:

#### 1. Locutionary Act

A locutionary act is an act of how a person produces the utterance or to produce a meaningful linguistics expression. When the speaker uses his/her organ of speech to produce utterance, then, indirectly there is the locutionary act in his/her utterance. In the other words, locutionary act is the act of the speaker in using his/her organ of speech to produce utterances. For example, “I promise to give you some money”, the moment when the utterance is being said by the speaker by using the organ of speech is called locutionary act.

#### 2. Illocutionary Act

In every utterance, there must be a function in it. The function which is found in the utterances is called the illocutionary act. For instance, “I promise to give you some money”, that utterance is not only a statement but it also binds the speaker to what s/he has just said.

This is because that utterance intention is the fact that the speaker will do something in the future or we can say, the speaker promising something. Therefore, the illocutionary act of an utterance above is the act of promising.

### 3. Perlocutionary Act

Perlocutionary act is the effect of the utterance which the speaker said to the hearer. The following is the example:

*4) I promise to give you some money*

The effect of the utterance above can be a happy one. This is a result of the fact that the hearer really needs some money. Yet, it can also give the opposite effect to the hearer. The hearer may feel angry because of that utterance. This is because the hearer is a very rich person who does not need any money from the speaker. The hearer will feel as if he is being mocked.

## **D. Types of Illocutionary Act**

The illocutionary act in speech act itself has its classification. Both Austin and Searle give its classification. Basically, their classifications of illocutionary act in speech act are just the same. They are only different in the name. The following are the classifications by Searle in Mey (1993:163)

### 1. Declaration

This illocutionary act is the kind of illocutionary act which can change the world by the utterance that is produced. The word “change” here refers to any situation. It can be the change of the status of a

person. It can also be the ownership of something. The following is the example of declaration:

*5) I declare you husband and wife*

The utterance above changes both the two person's status. The status of the man change from someone who does not have any rights to the woman becomes someone who has rights to the woman. That is also happened to the woman, her status changes.

## 2. Representative (Assertive)

Representative is the illocutionary act which states what the speaker believes to be the case or not and commits to the speaker truth. It shows the truth condition of the meaning of the utterance. The following is the example:

*6) The sun rises in the East*

That utterance shows the fact that the sun really rises in the East. This is a common fact that everyone knows.

## 3. Expressive

Expressive is kind of illocutionary act which can show what the speaker feels. It expresses the psychological states. The example is shown by the following utterance:

*7) I'm sorry to hear that*

The utterance above shows the empathy of the speaker to the hearer condition. The speaker tries to feel what the hearer feel. Therefore, the hearer will at least lose a bit of their tension.

#### 4. Directive

Directive is a kind of illocutionary act which is used by the speaker to get someone else to do something. This kind of illocutionary act can make the hearer under an obligation.

The example of directive illocutionary act:

8) *Don't be too noisy!*

That utterance contains a prohibition. It makes the hearer to be in silent. Maybe this is because the speaker feels annoyed with the crowded made by the hearer.

#### 5. Commissive

Commissive illocutionary act is an act which makes the speaker to commit what s/he said. It is also a future action of the speaker.

9) *I promise to give you some money.*

The utterance above is the example of commissive illocutionary act. It shows a promise of the speaker. It also shows what the speaker has to do in the future.

### **E. The Components In Determining an Illocutionary Act**

According to Vanderveken (1990: 104), there are six components for determining an illocutionary act. They are:

#### 1. Illocutionary Point

The illocutionary point refers to the point of utterances for determining the content of utterances. In uttering an utterance, the speaker always tries to relate the world to the content of his utterance.

This is for determining a direction of fit between language and the world. “Fit” here means the relation between the word (language) and the world (reality). Vanderveken mentions that there are four direction of fit, they are:

a. The words-to-world direction of fit.

In this direction of fit, the utterance which produced by the speaker is appropriate to the world or the fact itself. It can also said that the words-to worlds direction of fit represents how the content of speech acts (words) fit to state of affairs existing in the world. Usually, this happens in the type of illocutionary act of assertive.

b. The world-to-words direction of fit.

In the world-to-words direction of fit, the world or the fact can be changed according to the words uttered. In a simple way, the utterance which is produced by the speaker can affect the fact. The world or the fact is transformed to the content of the utterance. It means that the world is changed to fit the content of speech acts (words).

This direction of fit can be found in directive and commissive illocutionary act. In directive (the hearer) and commissive (the speaker) try to transformed the world or the fact in order to match the content of an utterance.

c. The double direction of fit.

It means that the world is changed to fit the content of speech

acts (words) and the content (words) match a state of affairs (world). This kind of fit called as the double direction of fit. This usually happens in the illocutionary act of declarative.

d. The null or empty direction of fit.

In this direction of fit, the utterance which is produced by the speaker does not represent the state of affairs, it can also said that the speech act says nothing about the world and does not change anything. The illocutionary act of expressive usually uses this direction of fit.

## 2. Mode of Achievement

The mode of achievement is the way of how the speaker conveys or utters his meaning or intention. It determines how an illocutionary point must be achieved in the propositional content. For example, in a request, the speaker must leave the option of refusal to the hearer in making his attempt to get him to do something.

## 3. Propositional Content Condition

The propositional content condition is the content of the utterance itself. For example, the propositional content of a promise must represent a speaker's future course of action.

## 4. Preparatory Condition

The preparatory condition is the presupposition of the speaker for the utterance which is produced by him. In this case, the speaker knows his capacity or the hearer's capacity to accomplish what he said.



## 5. Sincerity Condition

The sincerity condition is a condition which shows the mental states of certain psychological modes of the speaker about the state of affairs represented by the propositional content. It refers to the honesty of the speaker to perform something. For example, when a speaker promises something, he shows an intention to do what he promised.

## 6. Degree of Strength

The mental state of the speaker in sincerity condition represents different degree of strength depending on the illocutionary act. It can also be said as the strength level of an utterance produced by the speaker called as the degree of strength. For example, the speaker who supplicates something has the greater strength than the other who requests for something. The speaker who has a stronger desire is having a greater strength than who has not.

## **F. The Speech Act of Children Under Five Years Old**

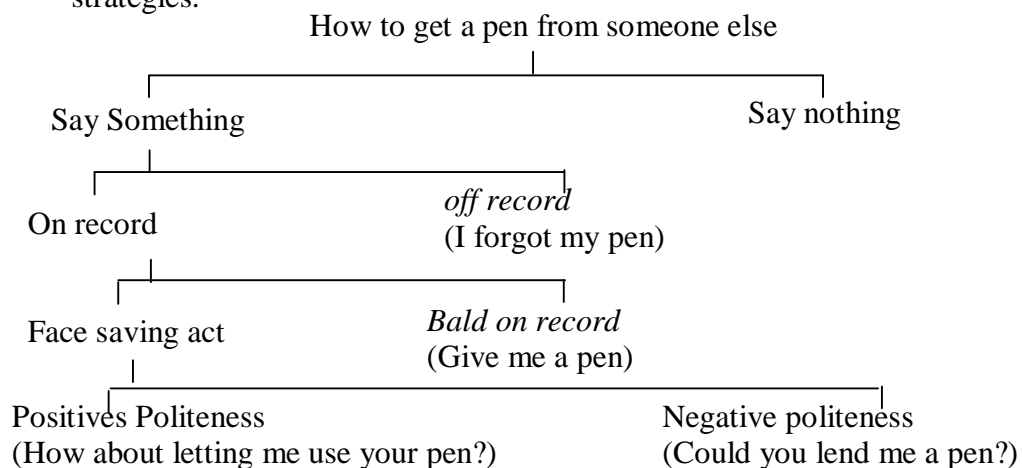
The speech act of children under five years old, according to Dore in Owen (1988: 228) is using the primitive speech acts. The primitive speech acts are labeling, repeating, requesting an action, requesting an answer, calling, greeting, protesting, and practicing.

This theory is also supported by Halliday in Owens (1988:229). There are some early pragmatics functions according to Halliday. First, the instrumental function, for example, "I want, I need", which has a meaning that the child attempts to satisfy needs or desires. Next, there is a regulatory function and the example is "Do as I tell you". That utterance means the child

attempts to control the behavior of others. The third function is interactional function. The example of this function is “You and me”. In this function, the child establishes and defines social relationships and attempts to participate in social intercourse. The next function is personal function, for example, “Here I come”. It means that the child expresses individuality or gives personal opinion or feelings. There is also an imaginative function, for instance, “Let’s pretend”. In this function, the child expresses fantasies or creates imaginary word. Then, the heuristic function means the child seeks information, for example, “Tell me why”. The last function is informative function. This function means that the child provides information, for example, “I’ve got something to tell you.” Yet, the act of the children can also be influenced by their age.

#### **G. Communication Strategies**

According to Brown and Levinson in Yule (1996: 66), there are some strategies in a communication. The following is the figure of communication strategies.



*Communication Strategy of Brown and Levinson in Yule (1996: 66)*

The first strategy in a communication is say nothing. It happens when a person does not say anything, yet he does something to get the other person’s

attention and understands what he wants. For example, the figure above shows how to get a pen from someone else. When the speaker uses say nothing strategy, then he will not say a word but try to look for it in his bag.

The other strategy in a communication is say something. If a person wants to borrow the pen from someone else, he can utter their meaning or their want. The person says something to get his wants. However, in saying something, there are also two strategies. They are on record and *off record*. The example of using the *off record* strategy is by saying “I forgot my pen” when the speaker wants to get a pen from someone else.

The use of on record strategy is also divided into two types. They are face saving act and *bald on record*. *Bald on record* is used when a person directly asked for something, such as, saying, “Give me a pen”, in order to get a pen from someone else.

There are two types of face saving act strategies in a communication. They are positive and negative politeness. Positives politeness can make the speaker get a greater risk of suffering a refusal (Yule, 1996: 64). For instance, the utterance of asking a pen, “How about letting me use your pen?”. Then, the negative politeness has a great opportunity for the speaker. This is because the negative politeness is more polite than positive politeness in a communication. Next, it is the example of negative politeness, “Could you lend me a pen?”.

Furthermore, the communication strategy by Brown and Levinson will be the basis for analyzing the speech strategy of the children of 3-5 years old.

## **H. The Cognitive Development of The Children**

As already mentioned in chapter I, the basic theory of this thesis is the cognitive development of the children. According to Piaget in Owens (1988:127), there are four stages in the development of the children. They are sensorimotor stage, pre operational stage, concrete operational stage, and formal operational stage. The following are the explanations of it.

### **1. Sensorimotor Stage (Infancy)**

Sensorimotor stage occurs in the age of 0-2 years old children. The characteristics of this stage are the infant has a reflexive to proactive behavior.

In this period, intelligence is demonstrated through motor activity without the use of symbols. Knowledge of the world is limited (but developing) because it's based on physical interactions / experiences. Children acquire permanence object at about 7 months of age (memory). Physical development (mobility) allows the child to begin developing new intellectual abilities. Some symbolic (language) abilities are developed at the end of this stage.

They are still trying to adapt their selves to the world. They try to imitate the language or the action around them. For example, the infant will try to say the word "da da" which means good bye as their parents usually do.

### **2. Preoperational Stage (Toddler and Early Childhood).**

In this period (which has two sub stages), intelligence is demonstrated through the use of symbols, language use matures, and

memory and imagination are developed, but thinking is done in a non logical, non reversible manner. Egocentric thinking predominates

### 3. Concrete Operational Stage (Elementary and early adolescence).

The concrete operational stage occurs in the age of 7-11 years old. The characteristics which are found in this stage are the children thought characterized by conservation, decentration, and reversibility. Their logical thought is relative to concrete or physical operations. The children begin to understand that they have to pay attention on the other also. They need to play and to share with their friend.

In this stage, intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects. Operational thinking develops (mental actions that are reversible). Egocentric thought diminishes.

### 4. Formal Operation (Adolescence and adulthood).

This last stage occurs when an individual in the age of more than eleven. These stage characteristics are the capability of abstract thought, complex reasoning, and flexibility. An individual in this stage is becoming an adult. They begin to understand clearly and thought logically.

In this stage, intelligence is demonstrated through the logical use of symbols related to abstract concepts. Early in the period there is a return to egocentric thought.

## CHAPTER III

### THE RESEARCH METHODS

In this chapter, the writer will explain the methods from the beginning until the end in analyzing the data in order to get an empiric conclusion. The methods are:

#### **A. The Type of Research**

According to Djajasudarma (1993: 9) there are two types of research, namely, quantitative and qualitative research. Quantitative research contains every kinds of research based on percentage, table, and the other statistical counting. While, qualitative research is a certain tradition in social science which fundamentally depends on the person and his surrounding through his language. In this research, the writer conducts a descriptive qualitative research. This is a descriptive research because it describes the data. Then, the data are explained in order to get the information about illocutionary act in children speech and their communication strategies.

This research is also the type of cross sectional research. This is to study every level of certain period. This is as a result of the fact that this research only takes three levels of children (3,4 and 5 years old) as the data. *Study cross sectional berupaya mempersingkat waktu observasi dengan cara mengobservasi pada beberapa tahap atau tingkat perkembangan tertentu.* Study cross sectional coped takes a short cut observation time by the way of observation at some phases or level of certain development (Muhadjir, 1998: 38).

## **B. The Data Source**

The most important thing in this research is the accuracy of the data. By using the accurate data, we will get the more an accurate data. According to how the data are collected, there are two kinds of data. First, primary data are a data which are collected directly from the object, which is the original data. Next, secondary data are a data which are collected first by other researcher. It could be a document or notes. It can also be used as the supporting data of the primary one (Susilo2003:24).

The data which is used in this thesis is a primary data likes utterances in children speech. The data are taken from the recording of children speech. The children who are studied by the writer are Hamam (3 years old), Fitriya Annisa Faadilla (4 years old), and Qonita (5 years old). This is because those children at the pre operational stage are already able to produce at least three thousand words and they are in the linguistics level. The writer is also used the secondary data to support the thesis. After getting the recording or the note of the children conversation, the writer consults it to their parents. Therefore, it becomes the secondary data.

## **C. Method of Collecting Data**

The method of collecting data in this research is *Simak* method by Sudrayanto. Execution of method correct reading early with tapping technique. Then, as continuation technique the writer uses both of *Simak Libat Cakap* and *Simak Bebas Libat Cakap* techniques.

In using the *Simak Libat Cakap* the writer involves in the conversation

of the object. The writer has a chat to the children of 3-5 years old. It is also said by Sudaryanto (1993: 134).

*Ciri khas pelaksanaan berpartisipasi sambil menyimak itu ialah diakui dan disadarinya. Keikutsertaan si peneliti dalam proses pembicaraan oleh lawan bicaranya yang bersosok kongkret itu dan beserta hal tersebut, si lawan bicara sama sekali tidak tahu bahwa yang diperhatikan olehnya bukan isi pembicaraan dari lawan bicara, melainkan bahasa yang digunakan lawan bicara tersebut.*

The special character of the action of participating in *simak* technique is confessed and realized by the researcher. The taking part of the researcher in the conversation of the speech partner, in this case, the speech partner does not know that the matter that is paid attention by the researcher is the language of the speech partner not the content of the conversation.

The *Simak Bebas Libat Cakap* technique is used when the children is talking to the people around them. According to Sudaryanto (1993:134), in SBLC technique, the researcher is only observing the conversation of the object without involving in that conversation. Here, the writer sees and takes a note after observing the conversation.

The continuation technique of SLC and SBLC are recording technique and writing technique. The writer records the children conversation. The recording technique is done without being known by the object of the research. Besides, the writer records the conversation; the writer also takes note of the conversation of the children.

#### **D. Population and Sample**

According to Arikunto (2002: 108), the population is the all elements



which are the object of the research. In this research, the population is all speeches which are spoken by the children in the pre operational stage, especially the children under five years old.

Meanwhile, sample is a half of the population. There are a lot of techniques to get the sample by Danim. This research uses the purposive sample to get the sample. According to Danim (2004: 98), the purposive sample is done on the strength of the consideration of the writer.

### **E. Method Analyzing Data**

This research uses *padan* method to analyze the data. According to Sudaryanto (1993:13) in *Padan* method, the determination means which is used in a research is the aspect outside the language itself. It is a method in which the indicator device is the outside factor of the language. The technique which is used in this research is *Padan Pragmatik*. *Padan pragmatik* is used in the research because the indicator device of the research is the children's utterance.

Furthermore, the analysis of illocutionary act by Vanderveken will be the basis in determining the speech act of the children speech. The six components in determining a speech act by Vanderveken are the illocutionary point, mode of achievement, propositional content condition, preparatory condition, sincerity condition, and degree of strength.

In analyzing the communication strategy of the children of 3-5 years old, the writer uses the communication strategy by Brown and Levinson. The communication strategy by Brown and Levinson are say something or say nothing. In saying something, a person can do on or *off record*. Then, if they say something on record, they can choose to use the face saving act and *bald*

*on record*. In doing face saving act, it is resulted in the form of positive and negative politeness.

#### **F. The Method of Presenting the Results**

For presenting the results, the writer uses informal method. This is because the writer uses natural language in writing the results (Sudaryanto, 1993: 145).

The following is the way of the writer presents the results:

1. The writer groups every utterance to their speech act classification.
2. The writer explains the strategy of those utterances.

## CHAPTER IV

### DATA ANALYSIS

In this chapter, the writer describes the speech act and speech strategy of the children under five years old. This chapter contains two sub chapters. The first is the speech act of the children under five years old. Then, the second is the communication strategy used by those children and the politeness level of those children. This sub chapter also contains the communication strategy of each child.

#### A. The Speech Act of Children in the Age of 3-5 Years Old

The children of 3-5 years old produces four types of speech act, they are directive, commissive, assertive, and expressive. The declaration speech act has not appeared yet in those children conversation. The types of speech act which is found in the children of 3-5 years old conversation are *directive* (*requesting, inviting, commanding, warning, suggesting, orderin*), *commissive* (*promising, and refusal*), *expressive, and assertive*. Those will be explained as the following by using the theory of the components analysis of illocutionary act by Vanderveken:

##### 1. Requesting

**N: Aku pengen mimik (N-D-R-2)**

*N: I want to drink*

*M: Tu di kulkas.*

*M: That is in the refrigerator.*

*N: Sepi to?*

*N: Is it quite, isn't it?*

*M: iya*

*M: Yes, it is*

**N: Anterin...**

*N: Take me there...*

The illocutionary act analysis according to Vanderveken:

a. Illocutionary point

The form of utterance of Nita (**N-D-R-2**) is the declarative but the speaker (Nita) does not mean to say how things are. The speaker tries to request something from the hearer. The speaker hopes that the hearer understand what she wants. Since the hearer does not fulfill what the speaker (Nita) wants, Nita utters the utterance (**N-D-R-2**). This utterance is in the form of imperative. The speaker (Nita) tries to request the hearer to accompany her by using the imperative utterance. And if her request is not being fulfilled, then she will be dissapointed.

b. Mode of Achievement

Nita as the speaker conveys her utterance in the form of declarative. She uses it to request something to her mother. Nita uses declarative in requesting something for getting her request accomplished. Finally, when the hearer (her mother) does not fulfill what she wants, she utters her request once again in a direct form.

c. Propositional content

It can be seen from the illocutionary point of the utterance (**N-D-R-2**) that this utterance is a form of effort from the speaker to request something from the hearer. In this case, Nita (the speaker) requests her mother as the hearer to accompany her to get some drink in the refrigerator.

d. Preparatory condition

The utterance of Nita (**N-D-R-2**) is the utterance which is assured by the speaker that the hearer is able to do what he wants. She knows that the hearer (Nita's mother) usually fulfill what Nita wants.

e. Sincerity condition

The utterance of (**N-D-R-2**) is not really able to make the hearer to fulfill what the speaker wants. Since, the hearer possibly considers that Nita's utterance is just a statement.

f. Degree of strength

The utterance of (**N-D-R-2**) has a lower strength. Since, the utterance (**N-D-R-2**) does not give a satisfied effect to the speaker. It can be seen from the second request that is produced by Nita that is "*Anterin*" which can give the satisfied effect to her, her request is being fulfilled.

In sum, the utterances of Nita above belong to the illocutionary act of directive that is requesting. Since, Nita wants the hearer to do something for her, to accompany her.

## 2. Inviting

N: Sepedaku

*N: It is mine.*

W: Bisa naiknya ngga?

*W: Can you ride it?*

**N: Main ojek-ojekkan yuk. Ayo (N-D-I-3)**

*N: Let's play together*

The illocutionary act analysis above:

a. Illocutionary point

The utterance **(N-D-I-3)** above is the utterance in the form of imperative. Nita wants the hearer to do something for her. The speaker tries to invite the hearer to join in playing something with her.

b. Mode of achievement

In producing the utterance **(N-D-I-3)**, Nita uses the imperative form. It can be seen from the meaning of that utterance itself that is asking someone else to do something together with the speaker.

c. Propositional Content condition

The utterance of **(N-D-I-3)** is an inviting from the speaker to the hearer. It is as a result of the fact that the speaker (Nita) is playing something with the hearer at the time of Nita utters that utterance. Here, Nita invites the hearer (the writer) to play with her.

d. Preparatory condition

The speaker's utterance above **(N-D-I-3)** is believed by the speaker that the hearer is able to join with her. Nita is sure that the hearer is able to do what she wants from the fact that the older usually easier to fulfill what she said. The hearer is also sure that the invitation from the speaker is not a difficult thing to do.

e. Sincerity condition

It can be seen in the utterance **(N-D-I-3)** that the speaker has a desire to invite the hearer to join with her. The invitation that is repeated

with the word “*ayo*” in the end of utterance (**N-D-I-13**) shows that the speaker really wants the hearer to play together with her. Moreover, the hearer is able to fulfill the invitation of the speaker.

f. Degree of strength

The utterance (**N-D-I-3**) that is uttered by the speaker has a great strength, since the hearer wants to fulfill her invitation.

In sum, the utterance of Nita (**N-D-I-3**) above is a kind of directive illocutionary act. As a result of obligation that is put on the hearer.

### 3. Commanding

**H: Bu, ini dicuci, mau mimik. (H-D-C-4)**

*H: Bu, wash it, I want to drink...*

**N: Ya, dicuci dulu. (Sambil mencopot tutup botol minum tersebut)**

*N: Ok, it is washed first. (Put off the bottle cover)*

The conditions of the utterance of the speaker above (**H-D-C-4**) are in the following:

a. Illocutionary point

The utterance of (**H-D-C-4**) is an imperative utterance. The speaker means to command the hearer to do something that he wants. It will make the speaker disappointed if the hearer does not accomplish it.

b. Mode of achievement

The utterance of (**H-D-C-4**) is a kind of imperative utterance, therefore the way he utters it seems like he has the authority over the hearer. It can be said that the utterance (**H-D-C-4**) is a success utterance. Since the hearer accomplishes his wants. In a command, he must be more invoking a position of authority over the hearer.

c. Propositional content condition

The utterance **(H-D-C-4)** shows a command from the speaker. The content of Hamam's utterance above is the attempting of Hamam to get the hearer to do something.

d. Preparatory condition

The utterance **(H-D-C-4)** above shows that Hamam believes that the hearer will accomplish his command. It is shown by the habit of his nursemaid that always does what Hamam wants.

e. Sincerity condition

In uttering a command above, Hamam wants the hearer to fulfill what he said immediately. This is because Hamam utters his command **H-D-C-4)** in the form of direct utterance.

f. Degree of strength

In uttering the utterance **(H-D-C-4)**, Hamam shows that he has a great desire to have his command accomplished. He feels that he has the authority over the hearer.

#### 4. Warning

N: (Pura-pura memarahi adeknya)

N: (*Pretending angry to his brother*)

**H: Adeknya jangan dimarahi! Adeknya kan masih kecil. (H-D-W-5)**

H: *Don't be angry to my brother, he is just a child.*

The analysis of the illocutionary act is the following

a. Illocutionary Point

The utterance of Hamam **(H-D-W-5)** above tries to make the world



fit his words. The world here is the condition when Hamam's nursemaid gets angry to his brother. This thing makes Hamam as the speaker utters the utterance **(H-D-W-5)**. His utterance is an imperative utterance. He wants the hearer (his nursemaid) not to get angry to his brother again.

b. Mode of Achievement

The utterance **(H-D-W-5)** is uttered in the form of imperative. Hamam as the speaker produces a kind of warning to the hearer. He tries to make the hearer accomplish his warning

c. Propositional Content Condition

The propositional content of the utterance **(H-D-W-5)** is the attempting of Hamam (the speaker) to get the hearer to do what he said. It can be seen from the illocutionary point in his utterance **(H-D-W-5)**. In the illocutionary point, the speaker (Hamam) wants the condition (the reality) changes as his wants that is his nursemaid does not get angry to his brother again. Hamam warns the hearer (his nursemaid) to stop getting angry to his brother.

d. Preparatory Condition

Before uttering the utterance **(H-D-W-5)**, the speaker believes that the hearer will pay attention on his warn. He knows that the hearer will do what he warns to her that is not to get angry to his brother. As a child, Hamam knows that his utterance is a simple thing to do for his nursemaid.

e. Sincerity Condition

The speaker has a desire in uttering the utterance **(H-C-W-5)**. He

really means to the hearer (his nursemaid) to fulfill what he said. Since, it is absolutely possible for the hearer to accomplish what Hamam warned.

f. Degree of Strength

The utterance (**H-C-W-5**) has a great strength. This is as a result of the fact that it is a kind of warning in the form of imperative utterance. This utterance is very possible to do by the hearer at the time after the speaker (Hamam) utters it.

By looking at the explanations above, it can be concluded that the utterance of Hamam (**H-C-W-5**) above is the kind of directive illocutionary act that is warning.

## 5. Suggesting

W: Dilla, ini kok bisa masuk gimana? (menunjuk pada mainan Dilla)

W: *Dilla, how it can be like this? (pointing at Dilla's toy)*

**D: Ini buka...trus ini digini in... (D-D-S-5)**

*D: You have to open it and do like this...*

The conditions which are in the utterance (**D-D-S-5**) are:

a. Illocutionary Point

The utterance (**D-D-S-5**) of the speaker shows the world-to-words direction of fit, as the speaker tries to make the hearer to do something. The speaker tries to give a suggestion to the hearer. The speaker (Dilla) wants the hearer follow what she suggested.

b. Mode of Achievement

The utterance (**D-D-S-5**) can be considered as a successful utterance due to the fact that the utterance can convince the hearer to do

something as the speaker does. It can be seen from the use of the direct utterance in conveying her suggestion.

c. Proportional Condition

The utterance **(D-D-S-5)** consists a suggestion for the hearer. Dilla as the speaker wants the hearer (the writer) knows how to play her toy. This suggestion is able to be done by the hearer at the time.

d. Preparatory Condition

Before uttering the utterance **(D-D-S-5)**, the speaker already has the presupposition that the hearer will do what she suggested. The speaker (Dilla) knows that the hearer (the writer) could do her suggestion.

e. Sincerity Condition

The utterance **(D-D-S-5)** is sincere to the hearer as it can convince her to do the suggestion of the speaker. The suggestion of the speaker is very possible for the hearer to do it.

f. Degree of Strength

The utterance **(D-D-S-5)** has a great strength. Since, it can make the hearer try the suggestion of the speaker. The utterance of the speaker (Dilla) can make the hearer understand about how to play the Dilla's Toy. The suggestion which is supported by an action can make that suggestion has a great strenght.

Finally, it can be considered that the utterance of Dilla (D-D-S-5) above is an utterance of the directive illocutionary act, due to the fact that this utterance tries to transform the reality to match to it.

## 6. Ordering

N: Ma, jajanku endi?

*N: Mom, where is my snacks?*

M: Kae lo jeruk.

*M: That's the orange.*

N: Anggure endi?

*N: Where is the grapes?*

M: Abis

*M: It has already eaten*

**N: Kasih duwik'e... (N-D-O-7)**

*N: Give me some money...*

M: Ngga mau ah, kalo cuma dibuat beli mainan.

*M: No, if you will just use it to buy some toys.*

**N: Tante Rani ke'i duwik'e...**

*N: Aunt Rani, give me some money.*

In analyzing the type of illocutionary act of the utterance (**N-D-O-7**) above, the following are some conditions, of that utterance:

### a. Illocutionary Point

The utterance (**N-D-O-7**) is in the form of imperative utterance, since it tries to order something from the hearer (her mother or her aunt) to give her some money.

The utterance (**N-D-O-7**) has the worlds-to-word directive of fit. The speaker makes the hearer to do something. "The world" here means the situation when the speaker does not have any money. She asks her mother to give her some money.

### b. Mode of Achievement

The speaker (Nita) uses a direct way to utter her wants. She orders her mother for some money at the first time. Then, she orders it to her aunt because her mother does not give her the money.

c. Propositional Content of Condition

The propositional content of the utterance (**N-D-O-7**) is an order. It can be seen from the situation when she asks her mother about her snacks and her mother answers that her snacks has been eaten by she. That situation does not make Nita feel happy. Therefore, she orders her mother to give her some money. The speaker (Nita) shows her ordering to the hearer (her mother and her aunt) and this order is possible to be accomplished.

d. Preparatory Condition

The utterance (**N-D-O-7**) is uttered by the speaker after presupposing that her order will be fulfilled. The speaker (Nita) believes that she will get what she orders as a result of the fact that the hearer (her mother) usually gives her some money.

e. Sincerity Condition

The speaker (Nita) has a great desire to get her wants accomplished by the hearer. It can be seen from the utterance (**N-D-O-7**) that she is uttered to his mother. When her order does not paid attention by her mother, she orders her aunt to give her some money.

f. Degree of Strength

The utterance (**N-D-O-7**) above has a really great strength. Since, Nita repeats her order to her aunt. She really wants to get her order accomplished.

In Sum, the utterance (**N-D-O-7**) is a kind of an utterance with

directive illocutionary act of ordering, due to the fact that the speaker's utterance tries to transform the reality to match his words.

## 7. Promising

D: Bu, kakak minta maaf, janji ngga nakal lagi. **(D-C-P-7)**

*D: Bu, I'm sorry, I promise not to do that again..*

The conditions which are in the utterance **(D-C-P-7)** are:

### a. Illocutionary Point

The utterance **(D-C-P-7)** has the words to worlds directive of fit. The speaker (Dilla) shows the future action that she will be done. The speaker tries to fit the utterance with the reality that will be happened later.

### b. Mode of Achievement

The utterance **(D-C-P-7)** is uttered by the speaker (Dilla) in the form of declarative utterance. It shows a promise of Dilla (the speaker). Yet, this utterance could not be considered as a successful utterance. Since, the hearer does not agree with her plan.

### c. Propositional Content of Condition

The utterance **(D-C-P-7)** contains a promising from the speaker. The speaker utters what she will do in the future.

### d. Preparatory Condition

In uttering the utterance **(D-C-P-7)**, the speaker (Dilla) has a presupposition that she can do what she said. She believes that she is able to accomplish her utterance.

### e. Sincerity Condition

In uttering the utterance **(D-C-P-7)**, Dilla as the speaker has a great

desire to fulfill her promise. This is a positive thing not just for her but also for the hearer.

f. Degree of Strength

The utterance **(D-C-P-8)** has a great strength. It can convince the hearer that it is good for the hearer.

Finally, it can be said that the utterance **(D-C-P-8)** above is the kind of an utterance with the commissive illocutionary act. Since, it can commit the speaker to transform the words to match to the reality (world).

## 8. Refusal

S: Ayo ngaji, Nit..

*S: Let's read the Qur'an, Nit.*

N: (Nita membaca jilid I seperti apa yang sudah dipelajarinya di TPQ)

*N: (Nita reads volume I as she has learned in the TPQ)*

S: Lo, kok gitu bacanya, ya bukan gitu, Nit...

*S: That's not the way it is read, Nit...*

**N: Ah... simbah wae sing ngaji. (N-C-Ref-11)**

*N: Ah... It's better Simbah who read it...*

The conditions of the utterance **(N-C-Ref-11)** are:

a. Illocutionary Point

The utterance **(N-C-Ref-11)** has a world to words directive of fit. Since, the speaker commits herself to the future action. The speaker (Nita) tries to match her word to the worlds (reality). That is the situation when the speaker (Nita) is wrong in reading the Qur'an and her grandpa tells her that she is wrong. Then, Nita refuses to continue reading the Qur'an.

b. Mode of Achievement

The utterance **(N-C-Ref-11)** is uttered in the term of imperative

sentence. The way of Nita refuses her grandfather invitation by using the declarative sentence. She tries to show that she does not want to continue her activity.

c. Propositional Content Condition

The propositional content condition of the utterance (**N-C-Ref-11**) is a refusal. It can be seen from her utterance which contains the refusal meaning. The speaker (Nita) refuses the order of her grandfather to read the Qur'an once again.

d. Preparatory Condition

As a child, Nita thinks that her way to read the Qur'an is right. She still has a great ego. In uttering the utterance (**N-C-Ref-11**), the speaker (Nita) has a presupposition that she is unable to do what her grandfather orders. Therefore, she commits herself not to continue in reading the Qur'an.

e. Sincerity Condition

The use of the indirect way to utter the utterance (**N-C-Ref-11**) shows that Nita as the speaker refuses her grandpa's offer. She can convince the hearer that she does not want to continue her activity. In simple she refuses it.

f. Degree of Strength.

The utterance of Nita above shows that the speaker has a great desire in uttering her refusal. She wants the hearer to pay attention on her refusal.



By looking at the explanations above, it can be seen that the utterance above is an utterance which has the commissive illocutionary act of refusal.

## 9. Stating

W: Nita, mainannya mana?

*W: Nita, where is the toys?*

**N: Di situ. (N-A-12)**

N: Over there

The analysis of illocutionary act of the above utterance **(N-A-12)** are in the following:

### a. Illocutionary Point

The utterance **(N-A-12)** has the words-to world directive of fit. This utterance shows that the speaker just tries to give a direction to the hearer. The speaker utters something to represent how the things are. In this case, the speaker (Nita) utters where her toys are to the hearer.

### b. Mode of Achievement

The utterance **(N-A-12)** states how things are. The speaker utters it in the form of declarative sentence. This utterance can be considered as a successful utterance since it is only stating something.

### c. Propositional Condition

The utterance **(N-A-12)** consists a statement from the speaker. The content of the speaker's utterance represents the thing as it is. In this case, the speaker (Nita) utters where her toys are.

### d. Preparatory Condition

In uttering the utterance **(N-A-12)**, the speaker (Nita) already

knows where her toys are. She just wants the hearer to know it. Therefore, she utters the utterance (N-A-12) to tell the hearer the fact where her toys are.

e. Sincerity Condition

The utterance (N-A-12) is a sincere utterance. It is a result of the fact that the speaker (Nita) is successful in giving a direction of where her toys are to the hearer.

f. Degree of Strength

The utterance (N-A-12) has no strength. This is because this utterance is only a statement. The speaker does not need to convince the hearer about what she said and otherwise.

In sum, the utterance (N-A-12) above is the utterance of assertive illocutionary act. Since, it does not give the speaker or the hearer any obligations.

## 10. Expression

T: (Mencubit Nita)

*T: (Pinches Nita)*

**N: Ah... sakit... (N-E-14)**

*N: (Aw.. it's hurt..)*

The conditions of the utterance above are:

a. Illocutionary Point

The utterance above has the null or empty directive of fit. Since, this utterance only expresses the feeling of the speaker. The speaker utters her feeling and it does not matter if the hearer does not give any response.

b. Mode of Achievement

The utterance (**N-E-14**) is uttered by the speaker in the form of declarative sentence. It can be considered as a successful utterance since the speaker is able to express her feeling to the hearer.

c. Propositional Condition

The propositional content condition of the utterance (**N-E-14**) above is an expression of the speaker's feeling. The speaker only tries to express her to the hearer.

d. Preparatory Condition

In uttering the utterance (**N-E-14**), the speaker knows that the hearer would listen to what she said. This utterance also does not give any obligation to the hearer. Therefore, the speaker utters it.

e. Sincerity Condition

The utterance (**N-E-14**) is a sincere utterance. Since, the speaker is success to tell the hearer about her feeling.

f. Degree of Strength

The utterance (**N-E-14**) has no strength, as it does not give any obligation either for the speaker or the hearer.

Finally, it can be said that the utterance (**N-E-14**) above is an utterance with the expressive illocutionary act. As it shows the expression of the speaker's feeling.

From the descriptions above, it can be seen that the children of 3-5 years old are already able to produce directive, commissive, assertive, and expressive illocutionary act.

The directive illocutionary act is used most often by those children. This is as result of the fact that in the age of 3-5 years old, the children are still having a big ego. They still do not care about their surroundings. They just pay attention on their needed and everything for their happiness.

## **B. The Communication Strategy Of The Children in the Age of 3-5 Years Old**

The children of 3-5 years old use a strategy in their speech. The following are the result and explanations on the communication strategy and politeness level of those children according to the theory of communication strategy by Brown and Levinson:

The Table of the Strategy of the Children of 3-5 Years Old

	Requesting			Inviting		
	3 years old	4 years old	5 years old	3 years old	4 years old	5 years old
say nothing						
bald on record	V			V		V
off record					V	
face saving act						
Positive politeness		V	V			
Negative politeness						

	Commanding			Warning		
	3 years old	4 years old	5 years old	3 years old	4 years old	5 years old
say nothing						
bald on record	V	V	V	V	V	
off record						V
face saving act						
Positive politeness						
Negative politeness						

	Ordering			Refusal		
	3 years old	4 years old	5 years old	3 years old	4 years old	5 years old
say nothing						
bald on record	V		V	V		
off record					V	V
face saving act						
Positive politeness		V				
Negative politeness						

### 1. Requesting

In uttering a request, the children of 3-5 years old are using the *bald on record* and *positive politeness*. The child of three years old is using the *bald on record* strategy. The four years old child is using the *positive politeness* strategy. Then, the five years old child is using the *positive politeness* also.

Requesting	3 years old	4 years old	5 years old
	W: Hamam bisa bukanya ngga? <b>H: Bukain. (H-D-R-1)</b>	<b>D: Bu, aku mau jajan yang kayak punya Dafa. (D-D-R-1)</b> N: Ya minta sama Dafa dong.. <b>D: Ibu aja yang mintain.</b>	N: <b>Aku pengen mimik (N-D-R-2)</b> I : Tuh di kulkas N: Sepi to? I : Iya N: <b>Anterin..</b>

The above dialogues are the dialogues of the children in the age of 3-5 years old in requesting something.

The three years old child (Hamam) uses the *bald on record* in uttering his request (**H-D-R-1**). He directly asks the hearer to help him

open his presents. It can be seen from the form and its function. The form of Hamam's utterance above is an imperative sentence and it is functioned as the imperative also, that is to get the other people to do something. In this case, Hamam as the speaker makes the hearer to help him.

Then, in the table, it is shown that both of the four and five years old children use positive politeness. However, the way they use the positive politeness is different one to another. The four years old children use the identity sign that is a greeting in uttering a request.

The requesting utterance of the four years old child (Dilla), in uttering her request **(D-D-R-1)**, Dilla uses the *positive politeness*. The word "Bu" in the **(D-D-R-1)** utterance shows that the speaker uses the *positive politeness* in uttering a request. She uses it to make herself seems not equal to the hearer. She utters her request in the form of declarative sentence. Yet it has a function as the imperative sentence. Dilla as the speaker wants the hearer to ask her friend to share some snacks with her.

In the other side, the way of the five years old children use the *positive politeness* is by having the optimistic feeling. The utterance in **(N-D-R-2)** above shows that the speaker is optimist that she will get what she wants. The speaker considers that the hearer does not mind to fulfill her utterance.

She uses the *positive politeness* in order to get the hearer feel happy in fulfilling her request. In this case, Nita utters her request in the form of declarative sentence but it is functioned as the imperative

sentence. In this case, Nita wants her mother to accompany her to get some drink. Yet, her mother does not catch her meaning directly. Therefore, she utters her request in a direct way for the second time.

In sum, it can be seen that the four years old children use the direct utterance in uttering a request and the four and five years old children have already try to use the indirect way in uttering a request.

## 2. Inviting

In uttering an invitation, the strategies which are used by the children in the age of 3-5 years old are the *bald on record* and the *off record* strategies.

	3 Years Old (Hamam)	4 Years Old (Dilla)	5 Years Old (Nita)
Inviting	W: kemarin dikasih apa sama ayah? H: Komputer W: Di mana komputernya? <b>H: Tuh di kamar, yuk sini... ayuk sini. (H-D-I-3)</b>	<b>D: mba Dyah belum tau TV yang di kamarku to? (D-D-I-2)</b> N: Kan mba Dyah dah mau pulang.	W: ini sepeda siapa? N: sepedaku W: Bisa naiknya ngga? N: Bisa, <b>main ojek-ojek kan yuk. Ayo. (N-D-I-3)</b>

The above conversations are the conversations of the children in the age of 3-5 years old. They are inviting the hearing to involve in their activity.

The three years old child (Hamam) asks the writer to follow him to his room. Since, he wants to show the new computer which he got from his father. The speaker (Hamam) is uttering that utterance **(H-D-I-3)** in *bald on record*. The form of his utterance is an imperative and it's functioned as an inviting. In imperative, the speaker wants the hearer to do

something. In this case, Hamam as the speaker wants the hearer to follow him to his room.

Next, the utterance of the four years old child (Dilla), in uttering an invitation (**D-D-I-2**), Dilla uses the *off record* strategy. She does not utter it directly. This can be seen from the form and the function of this utterance. The form of Dilla's utterance is an interrogative sentence yet it is functioned as an imperative, which is, inviting. This utterance shows that the speaker really wants the hearer to follow her.

The next explanation is the description of the invitation utterance of the five years old child (Nita). In her invitation (**N-D-I-3**), she utters it in *bald on record*. She utters it in a direct way. It is supported by the form of this utterance (imperative) which is the same as its function that is imperative. Nita wants the hearer to accomplish her wants.

In sum, it can be said that in making an invitation, the children of three years old use the direct utterance. While, the four years old children has already try to use the indirect utterance. In the otherwise, the five years old children use *bald on record* in inviting someone.

### **3. Commanding**

In commanding something, the children in the age of 3-5 years old use the *bald on record*.



	3 Years Old (Hamam)	4 Years Old (Dilla)	5 Years Old (Nita)
Commanding	<b>H: Bu, ini dicuci, mau mimik. (H-D-C-4)</b> N: Ya, dicuci dulu	<b>D: lepasin sepatuku, bu. (D-D-C-3)</b> N: dilepas sendiri to.	W: Nita, mainannya diberesin <b>N: bantuin. (N-D-C-4)</b>

The conversations above are the conversations of the children in the age of 3-5 years old in commanding someone else.

The three years old child (Hamam) uses the *bald on record* in uttering his command **(H-D-C-4)**. It can be seen from the form of the utterance itself that is an imperative. And it is functioned as the imperative sentence also. Hamam commands his nursemaid to wash his bottle.

The next is the explanation of the commanding utterance of the four years old child (Dilla). In uttering her command **(D-D-C-3)**, Dilla uses *bald on record*. She utters her command in the form of imperative sentence and it is functioned to get someone else to do something. It can also say that Dilla commands someone else in a direct way.

Then the explanation of the five years old child (Nita), in uttering her command, Nita uses *bald on the record*. She wants the hearer to accomplish her command very soon. Her utterance is an utterance in the form of imperative sentence. As a result of the fact is that it is also functioned as the imperative, therefore it is called a direct way.

#### 4. Warning

The children in the age of 3-5 years old use the *bald on record* and *off record* strategies in uttering a warning.

	3 Years Old (Hamam)	4 Years Old (Dilla)	5 Years Old (Nita)
Warning	N: (Pura-pura memarahi adiknya Hamam) <b>H: Adeknya jangan dimarahi to, kan adeknya masih kecil. (H-D-W-5)</b>	N: Lho kok minum fruit tea lagi? <b>D: Kandani Om Nawam ki rak entuk bilang ibu, engko nek bilang dimarahi. (D-D-W-4)</b>	T: Ta, lagi ngapain? <b>N: Listriknya belum dimatiin. (N-D-W-5)</b>

The above conversations are the conversation of the 3-5 years old children.

The three years old child (Hamam) in uttering his warning is using the *bald on record*. His warning **(H-D-W-5)** is uttered in the form of imperative sentence. The hearer (his nursemaid) does not to get angry to his brother again.

Next, the utterance of Dilla (four years old), in uttering a warning, **(D-D-W-4)** Dilla uses the bald on the record. She utters her warning in the form of imperative sentence. It is also functioned to get someone else to do something. Therefore, it is a kind of utterance that uses the direct way.

The next is the description of the five years old child (Nita). In uttering a warning **(N-D-W-5)**, Nita uses the *off record* strategy. She utters her warning in the form of the declarative sentence. In this case, Nita wants the hearer to pay attention on her warning that is a dangerous of the electricity.

In sum, it can be said that the three years old children still use the direct utterance in conveying a warning. The four years old children also use the direct utterance in producing a warning. While, the five years old

children is already able to produce an indirect warning.

## 5. Ordering

In ordering something, the 3-5 years old children use the *bald on record* and *positive politeness* strategies.

	3 Years Old (Hamam)	4 Years Old (Dilla)	5 Years Old (Nita)
Ordering	N: Wah hadiahnya banyak ya... <b>H: Ini disimpen dulu ya bu. (H-D-O-7)</b>	<b>D: Bu, aku mau es teh yang kayak mba Dyah (D-D-O-6)</b> N: ya, ini dibikinin dulu ya.	<b>N: Kasih duwik'e (N-D-O-7)</b> M: ngga ah, ntar Cuma buat beli mainan <b>N: Tante Rani ke'i duwik'e</b>

The three years old children (Hamam) uses the *bald on record* in uttering the ordering utterance (**H-D-O-7**). The form of this utterance is imperative and its function is also imperative. Hamam makes the hearer to do something as what he said.

Next, the four years old child (Dilla) in uttering her orders (**D-D-O-6**) uses the *positive politeness*. With the use of *positive politeness*, the speaker (Dilla) is trying to be friendly to the hearer. The ordering utterance of Dilla above is a kind of declarative form. Yet, it functioned as the imperative. Dilla orders her grandmother to make a glass of tea.

The next is the five years old children (Nita) that uses *bald on record* in uttering the order. This utterance (**N-D-O-7**) is an imperative and it is functioning as the imperative also. In this case, Nita orders some money from her mother and aunt.

In sum, it can be said that in uttering the ordering above, the three

years old children use the direct utterance. Then, the four years old children are already able to produce the indirect utterance. It is different from the five years old children who do not produce an indirect utterance yet.

## 6. Refusal

The strategies that are used by the children of 3-5 years old are the *bald on record* and *off record*.

	3 Years Old (Hamam)	4 Years Old (Dilla)	5 Years Old (Nita)
Refusal	W: Hamam mau ikut sama mba? <b>H: Ngga ah.</b> (H-C-Ref-9)	N: Dilla, beliin minum ya? <b>D: Lha tapi uangku ngga banyak lho.</b> (D-C-Ref-11)	M: Nita, makan dulu ya... <b>N: Ah Perutku sakit. ngga enak.</b> (N-C-Ref-12)

In refusal table above, it can be seen that the way of the children of 3-5 years old are also different. The three years old children use the *bald on record* in refusing something. The form of Hamam's utterance (**H-C-Ref-9**) is declarative sentence and it is functioned as declarative also.

Meanwhile, the four and five years old children use *off record* strategy. The four years old children give a clue in refusing something. It can be seen in the utterance (**D-C-Ref-11**). In (**D-C-Ref-11**) utterance above, it can be seen that Dilla as the speaker gives a clue about her condition that she does not have any money to buy more drink.

Next, the utterance of five old child (Nita), in refusing something (**N-C-Ref-12**), Nita uses the *off record* strategy. She associates the clue of her condition. She refuses her mother request. The form of Nita's utterance (**N-C-Ref-12**) is declarative and its function is also declarative.

Nita shows that she does not want to eat anything.

In sum, the four years old children are using the *bald on record* strategy in refusing something. While, the four and five years old use the off record strategy to produce a refusal.

From the descriptions about the strategy and politeness level of the children in the age of 3-5 years old above, it can be concluded that the strategy which is used by the children most often is the *bald on record* strategy. They use the direct utterance more often. Even though sometime they can produce an utterance in an indirect form, yet it still in a small portion.

## **CHAPTER V**

### **CONCLUSION**

This chapter contains some significant points as the conclusion of the writing of the thesis. From this writing, it can be concluded that:

1. The children in the age of 3-5 years old have shown the act in their speech.

The type of illocutionary act of directive, commissive, assertive, and expressive are already appeared in the speech of those children. However, those children who are different by their age have not used the illocutionary act of declaration yet and they use the directive more often. Since, their egocentric thinking predominates.

2. The communication strategy which is used most by the children in the age of 3-5 years is bald on record strategy. They usually utter something explicitly. Even though, sometimes those children utter something implicitly, yet, they just use in a small portion. The children in the age of 3-5 years old use direct way more often than utter something indirect way because they will get their wants easily.

3. In conveying their meaning and intention, the children of 3-5 years old are already able to produce the indirect speech act. This shows that their cognitive develop.

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