**CHAPTER IV**

**FINDING AND DISCUSSION**

Based on the theory discussed in the previous chapter, children’s competence on Directive Speech Acts (DSA) can be seen from their ability to *understand* and to *produce* a speech. In this chapter, the manifestation of the children’s competence on DSA is analyzed based on the linguistic form and the function of each form, then it is categorized based on the concept of direct and indirect speech acts.

Before each type of DSA is classified separately, the following discourse will give a point of view of the preschool’s children ability on DSA which can be formed as responses and product of speech.

|  |  |  |
| --- | --- | --- |
| Context | : | A teacher commanded all students to colour their picture. Khoiri responded his teacher’s command by saying something to Giska, and then continued to talk to Nabil. |
| (1) | Teacher | : | *Ini diwarnai.* [*DSA-commanding*]This coloured. |
| (2) | Khoiri(5.4) | : | *Pinjam krayonnya, ya* ? [*response, requesting*]borrow the color pen, ya (question marker)? |
| (3) | Giska (5.7) | : | (shaking her head) [*response*] |
| (4) | Khoiri(5.4) | : | *Pinjam, ya?* [*requesting*]Borrow, *ya* (question marker)? |
| (5) | Nabil (5.5) | : | *Iki bukakke sik, to.*[*response, commanding*]Open it, first! (in Javanese) |

From the above context, Khiori (5.4) can respond his teacher’s command by producing a DSA which is a request. When he produces a request to his friend (2), it shows that he understands the DSA from the teacher (1). He produces the (2) soon after he realizes that he does not have color pen while his teacher commands him to color his picture.

Teacher’s speech (1) *‘ini diwarnai.’* is a declarative speech which literally means information to colour something. Although the speech is not expressed as a command, all students understand that it is not just information or even an instruction. The students understand the speech as a command to colour their picture, because the situation is clear that they are facing a blank colour book. In DSA, this speech is categorized as commanding and occurs in the form of indirect speech because a declarative sentence is used for commanding.

The teacher’s command is understood by all students by starting to colour their picture while Khoiri’s responds differently as he does not have a colour pen. His verbal response ‘*pinjam krayonnya,ya?’* (2) syntactically, can be answered by ‘yes’ or ‘no’ because it is indicated by the rising intonation (in written form the intonation is described as in question mark at the end of the sentence) and it is categorized as closed question. However, Khoiri is not expecting only yes-no answer because he implicitly requests some colour pens to his friend, Giska. Here, Khoiri responds a DSA from his teacher by producing a DSA which is an indirect request.

In responding his friend’s request (2), Giska does not produce any word. Instead, she shakes her head which culturally in Indonesian means ‘no’. Giska’s non-verbal response over Khoiri’s request is also the manifestation of preschool children understanding on DSA.

Soon after getting a rejection from Giska, Khoiri asks Nabil by producing another request which is ‘pinjam, ya?’ (4). Syntactically, that request is categorized as incomplete question sentence because it has no subject. In using this form of question, Khoiri is sure that Nabil as his partner of talk can understand his intention (borrowing colour pen). By knowing the context, it is proven that Nabil can respond by saying (5).

In responding Khoiri’s request, Nabil produces a DSA which is categorized as a command (to open the colour pen case). He can give verbal response ‘iki bukkakke sik to.” which means ‘open it first’ in Javanese language. This response is actually indirect speech which implicitly means ‘yes, you may borrow my colour pen, but please open it first.’ Here, although Nabil uses Javanese language to respond his partner’s request, he is sure that the hearer will understand his intention. In this case, both S and H already have same knowledge about the context.

The short conversation above is the description on how preschool children express their intention using various kinds of speech. It can be an illustration of the ability of preschool children on understanding and producing DSA. In understanding a DSA, children’s responses can be verbal or nonverbal responses. The verbal responses are classified into *preferred responses* and *dispreferred responses*. While in producing DSA, the forms of children’s speeches can be direct and indirect forms.

In the next segment, the manifestation of preschool children’s competence on DSA will be presented more detail starts from children’s ability in responding DSA then continued by the children’s ability in producing various type of DSA. The earlier part is the way preschool children responding DSA (A) and later part is about the way they produce DSA (B).

* 1. **Children’s Responses as Their Understanding of Directive Speech Act**
1. **Children’s Ability to Respond Direct DSA**

Direct Speech Acts is easily recognized by preschool children because the linguistic forms are simple and direct. The characteristic of this type is when a speech has the same meaning, locutionary and illocutionary. What is stated by the H is just like what is intended behind the speech. Thus, this type makes children directly can responds the speaker’s utterance.

Preschool children respond the direct DSA by producing various verbal responses and sometime they just take an action without producing any verbal responses. Hence, the analysis of preschool children’s responses is grouped into three; preferred responses, dispreferred responses and non-verbal responses.

**a. Preferred Responses**

In this section, the way preschool children responding a direct speech acts can be identified as in context (1) and (2). In the examples the teacher’s utterances are categorized as questions which explicitly hope the H to respond by giving an answer. The answer from the children’s can be formed as *acceptance word(s)* (1) or *statement of ability* (2).

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Aya played ‘wood numbers’, then teacher came around her. |
|  | DSA | : | *Itu angka berapa, to?* (teacher)That is number? |
|  | Response | : | A*ngka dua.* (Aya:4.7)It is two. |
|  | Context | : | Teacher asked student before the gymnastic. |
|  | DSA | : | *Siap senam?* (teacher)Ready to gym? |
|  | Response | : | *siap!* (all students:4-6)Ready! |

DSA as in (1) and (2) are easily responded by the students as their teacher’s expectation. Although syntactically the utterance is categorized as incomplete interrogative, the existence of *a question mark* at the end of the above sentence is a description of rising intonation of the utterance which means the S expected for answers.

In example (1) both T and Aya have the same knowledge about the referred topic. The statement of ‘Itu angka berapa?’ is used by the speaker in order to get the exact answer from the H (what number which is pointed). This question clearly expects an answer which is exactly related to the context.

The second part of the question-answer sequence (1) conventionally should be as what preferred by the S. Here, Aya as H can answer the question exactly as her teacher’s expectation. This sequence also shows the maxim of quantity. Thus, the Aya’s response means that Aya understands her teacher intention.

Another simple question as in (2) is also a direct question-answer pattern. The question ‘Siap senam?’ literally means questioning the readiness of the student to have gym. This DSA is easily recognized by the students because there is no other secondary illocutionary form but what is stated.

The ability of the children in responding these kinds of speech is because the children are familiar with the forms of the speeches. Without knowing whether the students are truly ready or not, it does not really a matter. The most important is that they can respond exactly as what expected by their teacher. Another reason of why the students are easily respond the question, it because the speech is just like ‘what is this?’, ‘are you ready to go?, ‘what colour is this?’, and so forth which is familiar to the children, because they find it in their daily life.

In responding the DSA in (1) and (2), children use expressions which locutionary and illocutionary have the same meaning. Thus, the responses can be categorized as direct speech acts. Based on the concept of preferred-dispreferred, the children’s responses are categorized as preferred speech acts because their verbal response shows the acceptance of the first part.

Another fact is shown in (3), where a child is actually able to respond DSA by producing indirect speech acts. At glance it seems that the child violates the Gricean maxim, but when the speech is correlated to the context, then it means a thing. Here is the example for children ability in performing indirect speech acts to response DSA.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Teacher commanded students to make a circle just before doing (coloured sand) activity. |
|  | DSA | : | *Ayo kita buat lingkaran.* (teacher)Let’s make a circle. |
|  | Response | : | *Aku mana?* (Rafa:4.7)Where am I? |

In context (3), teacher’s DSA “ayo buat lingkaran” is clearly an invitation for all students to make a circle. It is clear because there is no implicit meaning. The word *‘ayo’* in Bahasa is an obvious word for inviting others. In the above discourse, what is stated locutionary illocutionary has the same meaning. By the DSA, the teacher wants all students to take an action in making a circle and actually no verbal response is needed in this case.

The response from the students is in line with the teacher’s request. Almost all students take an action of making a circle. However, Rafa produces a verbal response by saying “aku mana?” which means ‘where am I’. In the concept of preferred acts, if the first part is a request then the second part is an acceptance. Here, Rafa accepts the request by producing an indirect speech acts.

Rafa’s request is categorized as indirect speech acts because he utters an interrogative speech which syntactically should be answered. There is a different meaning locutionary and illocutionary. Locutionary, the meaning is questioning his position, but illocutionary, Rafa expects something. The illocutionary meaning of Rafa’s speech can be understood from the context of situation when the speech is used. Thus, Rafa’s speech is not merely only asking about ‘where is he’, but (based on *implicature* concept) he actually wants to join in the circle.

In that example, it is obvious that a preschooler understands the concept of implicit meaning. By expressing an interrogative sentence and uunderstanding the correct timing, Rafa’s shows ability in responding his teacher’s request. This is also another confirmation that preschool children have already understood the concept of DSA.

**b. Dispreferred Responses**

In the following context is the example of preschool child’s ability in expressing her refusal towards direct speech acts. From the context, it can be seen that the refusal occurs because the child has understood the social situation (when a child playing in the ‘wrong’ place, s/he should be reported to the person in charge). Here, from the surface meaning, S expects H to do an action of ‘letting H to warn S’s daughter. However, the response is different as discussed below.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | After school, Aya had not been picked up by her grandma. She played with Nina. While Nina’s Mom was talking to Yuli (a staff), she reported what Nina’s doing. |
|  | Aya | : | *Buk, itu Nina main air yang kotor warna hijau*.Mam, Nina plays dirty water which the colour is green. |
|  | DSA | : | *Ya, dikasih tau ya?* (Nina’s mother)Yes, let her knows, ya (question marker)? |
|  | Response | : | *Nggak mau, dikasih tau marah*. (Aya:4.7)No way, let her know angry. |

In context (4), the form the DSA is direct speech. Both locutionary and illocutionary have the same meaning. Nina’s mother commands Aya to give advice to Nina by saying “*Ya, dikasih tau ya?*”. The word ‘*ya*’ at the end of her speech is a marker of direct speech which means ‘OK?’. Thus, Nina’s mother expects Aya to give responses as an action of advising Nina or a verbal response like ‘yes’ or ‘no’. In the structure of preference, Aya’s speech as the second part of the pairs can be an acceptance or refusal. In fact, Aya refuses the request.

Aya responds by saying “*Nggak mau, dikasih tau marah.*” which in English means*: I don’t want to let her knows as she will get mad to me*. From the response, Aya verbally refuses the command by giving the information about why she does not want to tell her friend. There is no other meaning but refusing the request from Nina’s mother. The way that used by Aya in doing dispreferred is by *giving an account* in refusing the request. Aya’s verbal refusal toward a request shows the manifestation of her understanding on DSA.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | A teacher looked at Nanda who had not completed the given task. |
|  | DSA | : | *Ayo tulis huruf ‘A’.* (teacher)Come on; write down letter ‘A’. |
|  | Response | : | *bujel,Bu!* (Nanda:5.0)dull, Mom! (in Javanese) |

In example (5), the teacher asks Nanda by uttering an imperative sentence, “come on, write down A”. That speech does not have another meaning but the surface meaning which is commanding H to write something. Here, the teacher expects Nanda to do an action of writing as stated clearly. Thus the next expected act should be an acceptance which performs by Nanda as the H.

However, Nanda rejects her teacher’s request by giving verbal response. She expresses her intent by saying “*bujel,bu!”* which literally means ‘dull, Mam!”. In this case, the speech is syntactically as a declarative incomplete sentence. Literally it means giving information about something. Without the same knowledge between S and H, the speech cannot be understood properly.

Nanda as H, knows that by saying that expression, her partner of speaking will understand her point. Nanda uses that speech to respond the DSA because she knows that her teacher also understands the Javanese language and what is the reference (something dull) as her meant. Hence, Nanda’s speech illocutionary means ‘I cannot write because my pencil is dull’. The exclamation mark on Nanda’s utterance is also a sign that she mean to do as her teacher requested but her pencil condition *forces* her not to do it yet. By *giving an account* of her pencil condition, she hopes her teacher understands the situation. Thus, the above example is shown that a preschooler can respond direct DSA by saying indirect speech.

1. **Non-Verbal Responses**

As mentioned at the beginning of this chapter, the preschool children respond DSA by performing not only verbal response as in the previous discussion, but also performing non-verbal response which means directly do an action without involving any utterance. From the empirical data, both direct and indirect speech acts can be responded by the children. The following examples show the ability of preschool children in responding DSA, in the form of direct speech act, by taking actions without producing any speech.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Teacher requested Syera (4,6) to finish up a *colour sand* task. |
|  | DSA | : | *Ayo,* *coba diratakan.* (teacher)Come on, try to fill it up. |
|  | Response | : | (filling up her paper with colour sand) |

In (6) a teacher requests Syera to do an action, not to give verbal response. It is shown from the direct request from the teacher by saying *‘Ayo, coba ratakan’*. It means, the teacher wants Syera to try filling the picture with the sand. The teacher’s speech is so direct and simple which is very common in children’s daily life. To show her understanding, Syera responds her teacher’s speech by doing an action as what is instructed by the teacher.

This fact shows that Syera understands her teacher’s request. Her teacher expects an action from Syera and verbal response is not needed in this case. In the above example, Syera’s response is in line with the teacher’s intent which is asking her to fill up the picture.

In giving non-verbal responses, the action is not always in line with the speaker intention. Different from (6), in the next example a child also shows altered response which is categorized as a *refusal* action.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | teacher asked students to collect their money as they are not allowed to buy any snacks. |
|  | DSA | : | *Ayo yang bawa uang dikumpulkan!* (teacher)Those who bring money, please collect it! |
|  | Response | : | (all students did the request, but Nina (4.9) put her money into her pocket) |

The DSA above is actually an ambiguous speech. The meaning can be ‘those who have money will be collected’ or ‘if you have some money, please collect it’. The ambiguity from this linguistic form can be solved by knowing the context. After knowing the context and both S and H have the same knowledge about the reference, so the students as H of the DSA can get the point.

The teacher’s intention is of course to command all students -who have money- to collect their money and, later at the end of the class, the teacher will give it back. Here, an action is needed without any verbal response. The teacher expects all students to take action as directly to come forward and collect their pocket money.

As the teacher expected, all students (who bring pocket money), but Nina, come forward and give their money. In this case most of preschool children directly accepted the teacher intention but a child acts differently. Nina rejects her teacher’s request by putting her money into her pocket. Her response, although it is an action of rejection, shows that she understands her teacher direct request but she refuses to give her money to her teacher.

1. **Responding Indirect Speech Acts**
2. **Preferred Responses**

As mention in the previous discussion, a DSA can occur in the form of direct and indirect speech acts. Direct speech act is when there is no other meaning but what is stated literally, while indirect speech act is when there is more than one meaning. In another word, when a speech has more than one meaning -and the context is needed to get the meaning-, it means indirect speech act.

In the previous part the discussion has been focused on how preschoolers easily can respond DSAs which occur in direct form. In the following part the topic is focused on preschoolers’ ability to respond indirect speech acts. Both DSA in (8) and (9) are categorized as indirect speech acts but the responses are dispreffered.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Dean insisted to stand on his friend’s *colour square,* and his teacher forbade him. |
|  | DSA | : | *Mas Dean, berdirinya di mana tadi?* (teacher)Mas Dean, where do you stand before? |
|  | Response | : | *Bu Guru ini nakal!* (Dean:5.3)Mam, this is naughty! |

Before analysing the response, the earlier part of this analysis discusses the form of the DSA which is produced by a teacher. From the above context, teacher’s DSA *‘Mas Dean berdirinya di mana tadi?’* locutionary means questioning Dean about his position before. The question marker is a sign that syntactically the speech is a question which should be answered by an answer. However, when the H only answers by saying for instance ‘here’ or ‘there’, the S will be offended because that is not the S’s intention. Moreover, in that situation, the speech is delivered with high intonation. It means that there is another meaning apart of the locutionary meaning. Context is also needed in order to find out what is the meaning behind what is stated.

After taking a look at the context and the shared info between the S and H, the teacher’s interrogative speech is not for asking something but for forbidding Dean -when he starts to tease his friend-. Here, as preferred speech act, if the first part is a prohibition so the second part should be an acceptance. Different from the *usual* way in accepting a prohibition, Dean’s acceptance uses specific strategy.

From the data, Dean stops his naughtiness but he also produces verbal response ‘*Bu Guru, ini nakal’* (Mam, this is naughty). Dean responds his teacher’s prohibition by blaming another child. He exactly understands his teacher statement but he also wants his friend to be advised. In expressing his intention, he uses an indirect form where his declarative sentence implicitly means that he understands his teacher’s intention -not to disturb others- but in his opinion, the one who naughty is his friend not him.

In the following example, a child also expresses his intention implicitly, but uses different strategy in responding indirect speech acts. This child performing an interrogative speech which aims to give verbal response to his teacher’s command which, in this case, is also formed in indirect speech acts.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Teacher saw Nabil had not finished a task (colouring a picture of caterpillar) |
|  | DSA | : | K*epalanya kok belum, Nabil?* (teacher)Its head is not yet, Nabil? |
|  | Response | : | *boleh warna merah?* (Nabil:5.5)May red colour? |

 The teacher’s DSA ‘*Kepalanya kok belum, Nabil?’* is an interrogative speech which syntactically needs an answer. Locutionary, the speech means ‘questioning why the head of Nabil’s picture is not coloured yet’, so this speech constitutively should be answered with a statement “*because...”*(then continued with the reason)*.* However, the H cannot answer that literal form because the expressed sentence has suffix *–nya*  (means ‘its’ in English) that refers to something related to the context. After both S and H know the context and have the same knowledge about the referred thing, then the illocutionary meaning will be different from the locutionary meaning. Illucotionary, the speech has an intention to command Nabil to continue his task.

Nabil, as H of the speech, can distinguish the teacher’s indirect speech act and, without any doubt, he gives verbal response which in the structure of conversation is categorized as a preferred speech act. He understands that his teacher’s speech is a command for him to do an action (colouring the picture).

In responding an indirect speech from his teacher, instead of directly applies the colour, Nabil says “boleh warna merah?” which literally means “may red color?”. Nabil’s statement literally means a question of possibility to apply red colour in his picture. However, actually there is hidden meaning behind his utterance. He understands his teacher command and soon will take an action after his teacher answer his question. This is an example of child’s ability in responding an indirect speech by producing another indirect speech.

1. **Dispreferred Speech Acts**

As discussed in the previous part, preschool children also understand the concept of indirect speech acts. The following examples will give further perspective on children’s ability responding DSA which is categorized as indirect speech.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Gani had difficulties in doing his task, and then a teacher helped him |
|  | DSA | : | *Pake tangan gini, ditabur.* (Teacher)Use hand, like this, sowed. |
|  | Response | : | *Tanganku?* (Gani:5.11)My hand? (Gani’s hand is full with glue) |

From above statement, ‘*Pake tangan gini, ditabur’,* the teacher states a declarative sentence which literally means giving information to the hearer about the way to finish a task. As an indirect speech act, the locutionary meaning of the DSA is different from illocutionary meaning. The hidden meaning actually appears soon after the context is known. Intentionally she commands Gani to do an action which is finishing the task (sowing colour sand on a picture).

In a preference structure, that DSA should be followed by acceptance as the expected act. Yet, instead of taking an action or acceptance words, Gani produces an interrogative speech in responding his teacher’s speech. He responds verbally by saying “Tanganku?” which literally means “My hand?”.

Gani’s speech locutionary means questioning his hand condition, but illocutionary he wants to express another meaning. The illocutionary meaning can be found after the context is included in the analysis. He actually wants to express the reason why he cannot accomplish his teacher’s task by producing a verbal response which focuses on his hand.

There are at least 3 possible intentions, *first* he hopes his teacher can understand his situation that his hand is full with glue; *second* he expects his teacher to help him; *third* he does not want to continue the task. The certain thing from Ganis’s interrogative speech is that he gives dispreferred response because his utterance -as the second part of a pair- is rejecting his teacher’s command. However, this dispreferred response is still as a proof of his understanding on DSA.

1. **Non-Verbal Responses**

Similar to the previous example, in the following DSA the utterance of the teacher is expressed indirectly but the response is completely different.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Teacher commanded all students to face to the front and paid attention to her. |
|  | DSA | : | *Yang nggak hadap ke depan, nggak dapat topi.* (teacher)Those who do not face to front do not get hat. |
|  | Response | : | (all students do as teacher’s commanded) |

The above DSA is actually more like a warninginstead of a command. However the students (as the hearers) assume that it is a command from teacher to be quiet. Literally, the meaning of “*yang nggak hadap ke depan, nggak dapat topi.*” is declarative speech which gives information for students that only those who face to the front will get a hat.

However, the meaning behind the speech is actually a command from the teacher to all students to face to the front. It means, the teacher expects an action from all students to face at hers. In line with the teacher’s intention, all students are able to give an action (facing their teacher as commanded) without any verbal response.

Another example is when the researcher says ‘Itu sampahnya siapa, ya?’ which means ‘Who’s trash is that?’, a student just looks over the researcher in a second then just pass the trash. The student’s action shows his understanding of indirect command by doing an action of rejection.

* 1. **Children’s Ability in Producing Directive Speech Act**

In language competence, a child starts from understanding then is followed by the ability to produce certain code for certain purposes. As mentioned in the previous part, children’s competence on DSA means competence in understanding and producing the DSA. In part A of this chapter, when giving verbal responses towards DSA, preschoolers are also able to express their intention using indirect form of speech. It means that they capable in producing DSA. In the next part, their ability in producing indirect speech will be focus on DSA which aims H to do something.

During the observation, preschool children are able to produce various utterances in order to communicate to others. The following discussion will give the example of their ability in producing the simple form of DSAs which are stated directly. The DSAs which are produced by the preschool children in this research occur as: *commanding, requesting, inviting, offering, forbidding, suggesting, warning, and asking.*

Since the beginning of preschool age, children understand that certain linguistic form can be used for various purposes. As discussed before, in responding someone else’s utterance, children are able to give different responses depend on what intention. Especially for the verbal response, both acceptance and rejection are expressed in many ways. It means that they also can produce various DSA with certain linguistic forms and for various purposes.

In the next part, the discussion focuses on preschool children’s ability in producing each type of DSAs. The discussion presents various linguistic forms which are used by the preschool children in order to express their intention. Here, in expressing their intention, preschool children can use various linguistic forms for certain purposes and the expressions are also can be classified as direct- indirect form of DSA.

1. **Commanding**

Commanding, to preschool children, is the most expressed utterance (after asking), compare to the other utterances. The way they express the speech starts from the simple utterance into more complex sentence. In the following examples are shown the way they expressed *commanding*.

 The following examples show different linguistic form of commanding for the same function: “command H to do something”. The earlier form uses *verb* infinitive as direct command and the later uses indirect command.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | During the break time, Fitria (5.0) bring a snack and come to her teacher. |
|  | Fitria (5.0) | : | *Bukain, Buk...*Open it, Mam... |
|  | Teacher  | : | (opening the snack) |

Fitria‘s statement ‘*bukain, Buk..’* is simply as a command using infinitive. This type is the easiest expression to deliver the children’s intention because children often hear this expression in their daily life. The use of infinitive can be recognized easily by the H because the intention is expressed explicitly. It means there is no difference between locutionary meaning and illocutionary meaning which make H can respond exactly as the S’s intention.

Similar example of children’s ability expressing command directly is also shown as the following example:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Arga played football in a classroom and disturbed other children. |
|  | Zulfa (5.3) | : | *‘Arga, main di luar!’* Arga, play outside! |

Commanding in (13) is expressed directly and clear which means there is no different meaning of the linguistic form and the function of the speech itself. The linguistic form of the command uses infinitive *play* as a sign of direct command from S to the H. The use of infinitive shows that Zulfa seriously wants her H to play outside. In written form, the exclamation marker is as a sign of an imperative speech.

However, commanding also occurs in different linguistic forms. Different from (12), children’s commanding is also formed as below:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Arga played football in a classroom and disturbed other children. |
|  | Angga (4.9) | : | *‘Sepak bolanya berhenti!’* The football stop! |

Instead of directly command Arga to play outside, Angga asks Arga to stop playing football. Angga’s speech ‘*Sepak bolanya berhenti!*’ literally means ‘*the football stop’* and syntactically as declarative speech which means *the ‘football is finish’.* However, based on the conventional (that playing football should be outside) and situational context, there is another meaning more than just what is stated by the S. After knowing the contexts, the (13)’s DSA illucotionary means *commanding someone to stop playing football inside the room.*

Another way of expressing a command is as the following example.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Rifki saw the researcher help Khoiri. |
|  | Rifki (4.8) | : | *‘Bu Guru.’* (showing his unfinished task)Miss teacher. (a call for female teacher) |
|  | Yesika | : | (helping Rifki) |

Rifki expresses his intention by producing a noun phrase ‘*Bu Guru*’ which locutionary means a calling to his teacher. Without knowing the context, no one can understand that the phrase is actually a command. Rifki who see his teacher’s help to his friend then express a simple phrase which actually has hidden meaning.

Rifki intention is actually commanding his teacher to help him. It is shown from his teacher’s response (helping him). Here, the locutionary meaning of the speech is different from the illocutionary meaning. Thus, this example also uses indirect form of DSA.

From the above data, in commanding the linguistics form occurs in declarative or imperative utterances. The speech can be formed as an infinitive word, a noun phrase or an incomplete sentence. Although the linguistic forms of the command is different, but the function reminds the same which aims to command H to do as what S expected.

1. **Requesting**

The next type of DSA is requesting which also occur in this study. When the researcher asks a group of students whether they want to have a paper star none of them do not want to have a star. After say ‘yes’ for having the star, they start to produce requests. The students then request for the star which are verbally expressed at almost the same time. The following example shows the different linguistic forms to express the same meaning.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | A group of students requested for a paper star. |
|  | Teacher | : | *Siapa yang mau bintang?*Who wants star?  |
| (a) | Angga (4.9) | : | *Bu guru aku minta bintang 1, warna pink.*Bu Guru, I ask star 1, pink colour. |
| (b) | Rasya (5.1) | : | *Bu Guru, minta bintang.**Bu Guru,* ask star. |
| (c) | Aya (4.7) | : | *Bu guru aku mau minta bintang.**Bu Guru,* I want to ask star. |
| (d) | Nina (4.9) | : | *Buk, Aku pink!* Mam, I pink. |
| (e) | Zulfa (5.3) | : | *Mau buuukk…*Want, Mam… |

In responding an offer from the researcher, five children produce their request in different linguistic form. Angga statement’s (a) ‘*Bu guru aku minta bintang 1, warna pink’* shows his ability to request something in complete sentence and concretely refer to a specific one. When this clear declarative sentence is expressed, the H can easily recognize the intention of the S because there is no difference between locution and illocutionary meaning.

The request from Rasya has different structure from (a). Rasya’s request ‘*Bu Guru, minta bintang.*’ (b), literally means *‘Bu Guru,* ask star.’ Syntactically, the speech is categorized as incomplete sentence because it has no subject. Without knowing the context, one cannot predict who wants the star. However, a preschool child has shown that sometimes incomplete sentence also accepted in a communication as long as it uses in a correct context.

In (c), the request is even more politely expressed. Aya’s statement ‘*Bu guru aku mau minta bintang.’* literally means ‘*Bu Guru,* I want to ask star’ which in Bahasa is precisely to express a complete sentence. Furthermore, the use of words ‘I want’, based on politeness principle, is also a sign that Aya has already considered the H’s *face*.

The next form of expressing a request is shown by Nina and Zulfa. Nina’s expression is also in the form of a complete sentence (in Bahasa there is no *to be*). ‘*Buk, Aku pink!’* literally means ‘Mam, I pink’ which is a declarative sentence. Without sharing the same knowledge between S and H and the context of situation, the sentence is just information that the S is pink. Thus, there should be another meaning behind what is stated.

From those five requests, Zulfa’s statement is the simplest one. The statement consists of two words: *mau* means ‘want’ and *Buuuk* (spoiled expression) means ‘Mam’. Only using this expression, Zulfa is sure that her teacher as the hearer can understand her intention. With no information on context, the expression does not mean anything apart of its semantic meaning. In this case, a child can use two words to express her intention.

From those five requests, the function of the linguistics form remains the same. All of those requests intend to have a paper star from H. In other word, preschool children can use words, phrases, incomplete and complete sentences to express their requests. They can distinguish certain linguistic form for certain function in communicating to others.

Apart of the linguistics form, the way they express their DSA is also categorized into direct and indirect speech acts. The direct speech acts are as in requests (a) and (b), while the rest includes in indirect speech acts. In (a) and (b) there are no difference between locutionary meaning and illocutionary meaning, both statements means a request for a star. Whereas in (c), (d), and (e), the speeches are produced with implicit meaning. What is stated literally is not exactly as what the intention is. The speech may be formed as declarative sentence or even incomplete sentence, but the meaning behind them is actually a request for a paper star.

In the following example, a child uses similar strategy to (15.c) to express her request. The linguistic form which is used by the child is an indicator of children’s ability in considering other people’s *face* when they want someone to do as they expected.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | The researcher asked some students about their daily life, and suddenly Zulfa (5.3) came to her. |
|  | Zulfa (5.3) | : | *Buk, aku belum ditanya.*Mam, I have not been asked. |
|  | Yesika | : | (starting to ask Zulfa) |

In the above example, when Zulfa says *‘Buk, aku belum ditanya,*’, she uses indirect speech to express her intention. The speech is categorized as indirect speech because there is implicit meaning behind the real uttered. Syntactically, her speech means ‘Mam, I have not been asked.’ which is a declarative sentence. Conventionally, a declarative sentence aims just to inform something to the H.

Locutionary, the meaning of Zulfa’s utterance is information that she has not been asked. However, if the teacher responds the DSA as information, Zulfa will keep saying the same speech because actually her intention is not just informing. There is an implicit meaning behind her utterance which can be revealed only if both Zulfa and her partner of speaking have shared information about the context.

Illocutionary, the meaning behind Zulfa’s statement is that she wants to be asked by her teacher, just like the others. The respond from the teacher can be a proof that Zulfa’s speech is actually a request. In this case, a child has already understood that many utterances can be used to express their intention to the H including the use of a declarative speech.

1. **Inviting**

Inviting aims the H to do as what the S does at the same time. For preschool children, this type of DSA rarely occur (compare to the others). They express their invitation to others using simple expressions. From the observation, there are two examples which can be a description of children’s ability in inviting.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | A teacher asked Aya (4.7) and Nina (4.9) to tidy up the mess before play another toy. |
|  | Aya (4.7) | : | *Yuk, bereskan, yuk.*Let’s tidy it up. |

Aya’s request “Yuk bereskan, Yuk” is very simple and explicitly distribute the invitation itself. Literally the meaning of the utterance is ‘let’s tidy up.’ which is commonly used to invite others. The word *yuk* in Bahasa is clearly a sign of invitation.

Therefore, the DSA in (18) is categorized as direct speech act because there is no other meaning but the syntactical meaning. The linguistic form which is used by the child is also simple because it consists of group of words and not sentence. However, the context of situation is still needed to clarify the reference of the conversation.

Another example of preschool children’s invitation is shown in the example (19) where a child can express invitation implicitly by uttering a declarative sentence:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | In the break time Zulfa played by herself while her friends played another toys. |
|  | Zulfa (5.3) | : | *‘ini bagus,lho Fit.’*This nice, *lho Fit*. |
|  | Fitria (5.0) | : | (move to play with Zulfa) |

In the above example, Zulfa’s statement occurs in the form of a declaration sentence. In English ‘*Ini bagus’* means ‘this is nice’ which locutionary expresses information that something is nice. In this point, the thing cannot be identified without looking at the context of situation when the conversation is happened.

Soon when the context is found as in (19), the reference of the nice thing can be identified which is a kind of toys. Soon after that, another meaning occurs because actually Zulfa does not have any friend to play a toy. The meaning behind Zulfa’s speech is not informing her friend about the toy, but it is an invitation to her friend to play around with her. The respond by Fitria is also as a proof that Zulfa’s speech is more than just informing something to her.

In sum, a declarative sentence can be used as an invitation when it is used in certain context. Context brings the hidden meaning from the surface structure of the sentence. The difference between locutionary meaning and illocutionary meaning of Zulfa’s speech shows that Zulfa’s inviting speech is grouped as indirect speech act.

1. **Offering**

In order to offer something to their partner of speaking, preschool children are also capable in producing DSA. They use certain linguistic form to express an offer. The linguistic form of the offer is sometime different from the function. In (20) the offer is expressed explicitly while in (21) is implicitly.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | The researcher gave Angga some snacks.  |
|  | Angga (4.9) | : | *Kamu mau jajan nggak?*You want snack, *nggak* (question tag in Bahasa)? |
|  | Zulfa (5.3) | : | *Mau..*want.. |

From the above example, Angga’s statement ‘*Kamu mau jajan nggak?’* syntactically mean *‘do you want snack, don’t you?’* which is obviously easy for Zulfa to get the meaning of the speech. As an offer, the linguistic form of the speech is an interrogative sentence. As stated before, because there is no other meaning but the offering itself, then the DSA in (20) is grouped in direct speech acts.

Almost similar to (20), in the following example a child also expresses an utterance by using an interrogative sentence. In expressing his intention, the interrogative speech has different function, not only questioning something but offering something.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Nauval was about to play a swing, when he was holding a tumbler.  |
|  | Nauval (4.1) | : | *Siapa yang mau megangin?*Who wants holding? |
|  | Inasha (5.1) | : | *Aku!*I! (raising her hand and then holding the tumbler) |

At glance, Nauval’s DSA is like a direct speech acts because H can directly consider the meaning of the speech. However, from the following analysis the fact is completely different. The interrogative sentence which uttered by Nauval is an offer to hold his tumbler. In this case Inasha as the H of the speech has already knew the reference of the speech. Literally ‘*Siapa yang mau megangin?’* means ‘Who wants to holding?’ which is actually not so clear semantically. What is the thing to be hold is not explicitly expressed in the sentence.

Inasha as one of the hearers can respond the offer correctly, as she knows the context of situation when the conversation is happened. Insha wants to swing with Nauval who still troubled with his tumbler. Here, instead of saying *do you want to swing with me*, Nauval offers to bring his tumbler so he can play the swing.

In the Nauval’s speech, there is hidden meaning more than just questioning who wants to hold the tumbler. The function of the speech is actually to offer Inasha to swing together with him. Based on the concept of direct-indirect speech act, Nauval’s speech is categorized as indirect speech act because the locutionary meaning of the speech is different from the illocutionary meaning.

1. **Forbidding**

Same as the previous examples of DSA production, the preschool children’s ability to produce forbidding DSA is also formed in many linguistic forms. Context (22) until (25), will give some facts on their ability in producing forbids.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | During the break time, Aya asked Nina to play a game. |
|  | Aya (4.7) | : | *Ayo mainan lagi, yo Nin.*Let’s play again, Nin. |
|  | Nina (4.9) | : | *Enggak, aku nggak mau. Jangan dipaksa kalo nggak mau*!No, I don’t want to. Don’t force if don’t want to! |
|  | Aya (4.7) | : | (angrily, leaving Nina) |

In (22), both Aya and Nina’s speeches are included in DSA and are expressed as direct speech because the surface meaning of their speech is just like the intentions. The difference is in the type of the DSA which are inviting (Aya’s) and forbidding (Nina’s).

In Nina’s statement, ‘*Enggak, aku nggak mau. Jangan dipaksa kalo nggak mau*!’, syntactically means ‘No, I don’t want to. Don’t force (people) if (they) don’t want to!. From those sentences explicitly Nina says that she does not want to play with Aya (at that time). Nina also forbids directly to Aya in order not to force other. The word *jangan* (don’t) is the linguistic marker for a forbidding. Because the linguistic form, locutionary and illocutionary, has the same meaning, so in this forbidding Nina uses direct speech acts.

Similar linguistic form with the above DSA is also used in the following example:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Zulfa saw Arga standing and playing on the table. |
|  | Zulfa (5.3) | : | *Ga, jangan naik meja!* Ga, don’t climb up table! |

In (23), the word *jangan* occurs when Zulfa forbids her friend, Arga. The exclamation mark at the end of the sentence indicates rising intonation. This rising intonation is as a sign that Zulfa mean to forbid her friend. The difference from the previous example is on the reference, in (22) S forbids H not to do something in general, while in example (23) the reference is specifically to the H.

 The following examples are the different forms of forbidding others.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Nina saw Ghani is swallowing a paper star. |
|  | Nina (4.9) | : | *Eh, bintangnya dimakan!* Eh, the star is eaten.  |
|  | Ghani A (4.8) | : | (take the star out of his mouth) |

Nina’s statement ‘*Eh, bintangnya dimakan!’* is a passive (incomplete) sentence. It is incomplete because semantically, the contexts cannot give information about who is the subject of the action. The sentence is also grouped as declarative sentence which gives information about the paper star. In this case, the forbidding is not expressed by putting the word *jangan* which is normally used as forbidding marker.

After knowing the context, Nina’s is able to produce a statement which has double meaning, the surface and hidden meaning. Locutionary, Nina’s speech is information about a paper star which is eaten by her friend, and illocutionary the meaning is forbidding someone to eat the paper star. Therefore, Nina’s forbidding is categorized as indirect speech acts.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | In a crowd, Nabil was covered by Khiori in front of the camera. |
|  | Zulfa (5.3) | : | *Kadangan kuwi ki!* That means covered! (in Javanese) |
|  | Khoiri(5.4) | : | (move from his position.) |

In the above context, the linguistic form of Zulfa’s statement is similar to the (24). Zulfa forbids his friend by producing a declarative speech. She is sure by saying ‘kadangan kuwi ki!’ (means that is covered) with high intonation and using Javanese language, the H can understand her meaning. In this sense, both Zulfa and her friend share the same context of culture because the use of Javanese language which is understood by both parties.

Syntactically, the meaning of Zulfa’s speech is ‘That means covered!. However the meaning is not exactly just information about a situation, but actually the meaning is intention to forbid others. In this situation, the hidden meaning is ‘*do not cover Nabil from the camera, Khoiri, and please move from your position (aside?)*’.

From the Khoiri’s respond, it is as evidence that Zulfa is able to use a declarative sentence to forbid and not to inform. In the concept of direct-indirect form of DSA, Zulfa’s speech is then categorized as indirect speech act. This fact is because her statement is not literally as her intention. There is another meaning from what is real uttered by Zulfa.

1. **Suggesting**

The next type of DSA is suggesting which also can be formed in several linguistic forms. In this study, this type is often used by preschool children. The texts in this type of DSA are formed as imperative sentences (26) and (27), phrases (28), and a word (29) and (30).

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Aya looked confuse with toys she brought and Nina got the situation. |
|  | Nina (4.9) | : | *Taruh situ aja!*Put there just! |
|  | Aya (4.7) | : | *Taruh bawah?*Put down? |
|  | Nina (4.9) | : | *ho-oh.* Yes. (in Javanese) |

At glace, Nina’s utterance *‘taruh situ aja!’* means *put (it) there* shows that Nina can give command to her friend*.*  This is shown from the use of verb “put” and is followed with an exclamation mark at the final part of the phrase. The speech is categorized as direct speech act because there is no other meaning but the surface meaning which is *to put something in a place*.

The discourse above also shows that preschool children have also recognized the *context* of the speaking. Without the context, both S and H cannot understand what the thing that needs to be put is. By sharing the same knowledge and reference both S and H can identify that the object of what is needed to be put at where, are actually the toys.

However, in this case, the sense of initiative appears when Nina saw her friend in trouble with the toys. Without request from the H, Nina suggests her partner of speaking to put the toys in the better place. Thus, the word *aja* (the short form of *saja* as preference marker) is actually as the sign of a suggestion and not a command.

Almost similar to (26), the text in the next example is also formed as a sentence. The difference is in the form of the sentence. The text which occurs as a forbidding DSA is in the form of incomplete passive sentence.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Karin asked her teacher about a task. |
|  | Karin (5.6) | : | *Buk, gini Buk?*Mam, like this Mam? |
|  | Giska (5.7) | : | *Ditebali, tauuk!*Bold it, you know! |
|  | Karin (5.6) | : | *Ya, aku tau.*Yes, I know. |

Giska’s speech *‘Ditebali tauuk!’,* in English means *bolded it you know*. In Bahasa, the word *ditebali* is a passive voice (been bolded), although the sentence is not complete because it has no information about the subject and the object of the action. In this case, the context of situation is really as the key to get the missing information: the subject and object of the sentence.

 After knowing the context of situation, the meaning of the speech can be identified. The speech locutionary and illocutionary means to suggest the H about the way of finishing the task. In the example, Giska tries to initiate in giving suggestion to her friend although actually her friend is asking to their teacher. Here, both Giska and Karin share the same knowledge, so they know about the thing which is referred.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Nabil had difficulty in cutting a *writing.*  |
|  | Nabil (5.5) | : | *Rak isoh, Bal.*doesn’t work, Bal. (in Javanese) |
|  | Iqbal (5.3) | : | *Gunting yang ini, lho..*This scissors, *lho* (stressing marker).. |
|  | Nabil (5.5) | : | (swapping his scissors) |

In (28) Nabil’s statement ‘*rak isoh, Bal’* locutionary means informing Nabil’s partner of speaking, Iqbal, that he cannot accomplish his task. Only Nabil who knows what is the real intention either informing or requesting for help. However, in this part, the discussion is focussed on Iqbal’s response.

Iqbal’s DSA ‘*gunting yang ini, lho’* syntactically means ‘this scissors’ which is grouped as a phrase, a noun phrase. A noun phrase does not have meaning a part of its semantic meaning, but when it is used in a communication then it has different meaning.

To get the hidden meaning from what is the real uttered, both Nabil and Iqbal have the same knowledge. The context of situation and culture are subjects to be considered to run their conversation. When Nabil uses Javanese expression, he believes that Iqbal also has the same ability in using Javanese language. While Iqbal responds using Bahasa, he is also sure that Nabil also understands Bahasa.

The context of situation is the key to get the specific topic of their conversation. Both Nabil and Iqbal can give definition of the reference from the context happened in the conversation. When Nabil says ‘doesn’t work, Bal..’ Iqbal knows that the referred thing is Nabil difficulties in accomplishing his task. Once Iqbal produces a text ‘this scissor’ the meaning of the text is more than just information about a scissors. In this case, illocutionary Iqbal wants to suggest his friend to use a specific scissors. This data gives another example of indirect speech act which produced by a preschooler.

In the next part, another child is able to produce a suggestion which is expressed in a very simple text. Basically, She uses a noun to express her intention.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | Nanda had finished her task while Nabil was trying to spell something. |
|  | Nabil (5.5) | : | *P-A,pa.. pa..K..*(trying to spell) |
|  | Nanda (5.0) | : | *Pak pos!*Postman! |
|  | Nabil (5.5) | : | (finishing his task) |

Nanda’s speech *‘Pak pos’* is simply means *postman*. This word only has semantic meaning which is a man who deals with mailing and packaging. However when this text is used in a communication, there must be another meaning. By consulting the context as in (29), the text has illocutionary meaning.

Both Nanda and Nabil shared the same knowledge about the topic of conversation. The meaning behind a word *postman* is actually a suggestion from Nanda to Nabil to finish the task soon. Nanda intention is giving suggestion to Nabil by helping him to read the writing. Since the text has more than one meaning -surface and hidden meaning-, Nanda’s speech is categorized as indirect speech act.

The next part, a child also uses a word, but not a noun.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | A teacher played with a group of students and initiated to make something (a toy). |
|  | Teacher | : | *sekarang bikin mobil, ya.. tapi nggak ada bannya.*Now, we’ll make a car.. but there’s no tire. |
|  | Syera (4.6) | : | *ini?*This? (pointed into something) |

In above context, Syera can express a suggestion by only saying ‘ini’ which literally means ‘this’. The question mark at the end of the word shows rising intonation as in a question. However, the meaning is not just questioning a thing because the context directs the H into another meaning.

Syera produces the text as a respond of a situation where her teacher needs something to substitute tyres. The meaning behind Syera’s statement is not only questioning a thing but actually she intends to say ‘how about using thing as the tyres’ (in Bahasa *ini* can be used as singular or plural determiner). She believes by only saying a simple speech, her teacher can understand her intention. Syera’s speech is then categorized as indirect speech acts.

1. **Warning**

Warning is also not a new thing to be expressed by preschool children. The way they express their intention to warn others are varied.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | The researcher over some snack and sweets. |
|  | Angga (4.9) | : | *Nggak usah permen, nanti gigiknya ompong,lho.* No need sweet, later the tooth is toothless, *lho*. |

In the above example, Angga directly warn his friends by producing a causal-effect sentence. Although is not really complete sentence, but in Bahasa the speech is perfectly accepted as a warning. Syntactically Angga’s speech means ‘No need to have sweet, because it makes us toothless’. From this meaning, the H can directly get the point of the S because there is no hidden meaning behind the real uttered speech.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | T asked Arga to Sing first before having a paper star. |
|  | Teacher | : | *Kamu nyanyi dulu..*You sing first... |
|  | Iqbal (5.3) | : | *Sendirian lho, Ga.*Alone, *lho,* Ga. |
|  | Arga (5.4) | : | (just smiling) |

In the above context, Iqbal produces a speech as response for his teacher’s request to Arga. The linguistic form of the speech is as an adverb. Without understanding the context, Iqbal’s speech ‘Alone, *lho,* Ga.*’* only has semantic meaning. After knowing the context, both S and H can understand the meaning behind the surface structure of the speech.

Instead of just informing a word, Iqbal’s intends to warn Arga to sing a song without any accompany from his friends. From the example, a warning can also be formed in a word and at least a preschool child has already proven it. Since there is a different between locutionary and illocutionary meaning, Iqbal’s speech is categorized as indirect speech acts. The following warning is expressed in different linguistic form.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Context | : | T informed students to get ready to go home but Arga and Angga were busy having their own conversation. |
|  | Teacher | : | *Mau pulang, nggak?*Want to go home, don’t you? |
|  | Rasya (5.1) | : | *Yang nggak berdoa nggak boleh pulang,lho.*Those who do not pray are not allowed to go home, *lho!* |

Rasya produces a warning to his friends by saying ‘*Yang nggak berdoa nggak boleh pulang,lho.’* which is syntactically formed as a declarative or informative speech*.* Therefore locutionary, the meaning of the text is automatically informing that those who do not pray are not allowed to go home.

However, from the context Hs understand that Rasya is actually warning anyone who do not pray before leaving the school. The same knowledge between Rasya as S and his friends as H makes Rasya’s speech has different meaning from the locutionary meaning. Therefore, Rasya’s speech is also grouped as indirect speech acts because what is literally stated by Rasya has different meaning from what is behind the utterance.

1. **Asking**

Asking is the easiest form of DSA which can be produced by preschool children. It is the nature of children to ask many questions to know about something new or interesting to them. In fact during the observation, the researcher has been asked for many times related to many things.

The example of the kind of DSA is like:

a. *‘Ini apa, to?*’ means ‘What is it?’ (Fitria:5.0)

b. *‘begini, Bu?’* means ‘ like this, Mam?’ (Zulfa:5.3)

c. ‘kok pakai ini, kenapa?’ ‘ means ‘why using this?’ (Nina 4.9 )

Those speeches are chosen as example on how easy children produce an asking. The linguistic forms which are used in the speech may be varied but at the end of the word, phrase or sentence is always closed by question mark (as raising intonation marker). And those speeches are categorized as direct DSA because there are no other meaning but what are literally stated. The form of *asking* in the first part of a conversation is usually will be followed by an answer as the second part.

Closing this *finding and discussion* chapter, from the above examples (A and B), it is clear that preschool children do not have problem in understanding and producing various kind of DSAs. They are able to response various DSA types, commanding, requesting, forbidding, suggesting, which occur in direct or indirect speeches. In giving verbal responses, they mostly use utterance in the form of indirect speech acts.

In producing DSA, preschool children show their ability in various type of DSA which are: commanding, requesting, forbidding, suggesting, offering, warning, and inviting. From those types of DSA, *asking* is the most expressed DSA by the children. In another side, preschool children rarely produce *inviting* DSA.

The linguistic forms which occur as the preschool DSA are varied from a word, phrase, into a sentence. Those linguistic forms are randomly used by the children depending on the context. In term of direct and indirect speech acts, they also can produce various types of DSA for various contexts.

Some of them also use Javanese language in their interaction with others. It is because they understand that their partner of speaking also uses the same *language* as theirs. Even though the students are from various family backgrounds, there is no different pattern in expressing DSA.

In sum, after analysing the way children understand and produce DSA, it can be stated that their performance in DSA can be representation of their competence on DSA. The variation in producing or responding the DSA shows that preschool children have recognized that people can express their thought using various form of utterance.