CHAPTER I

INTRODUCTION

1.1 Background of the study

As human being language is a very important aspect in communication. By using language, people can express their feeling, message, people can give information to others. Thus, others can take the message from it. Actually, people can do communication at the first time when they are in the womb of their mother.

> Relating to Essa (2008:360) At first, sounds are shaped into words ("mamamamama" becomes "mama") later, word combinations are reinforced for increasing grammatical accuracy. In addition, children learn that language helps them achieve their goals, and this further reinforces and strengthens language acquisition.

It means that the first language that is produced by baby is "mamamama becomes mama". Thus, they increase language and grammar for achieving their goals in language acquisition.

The child is able to communicate through the received language. At an early age, children are able to aspect the language in just one to two utterances to be able to communicate clearly, as stated by Clark (1977:295). Even in the first year or so of language development, children change dramatically. This research takes some typical utterances from children between the age of one and two years old at the first they use single word.

Susanto (2011 : 73) states that

Salah satu bidang pengembangan dalam pertumbuhan kemampuan dasar di taman kanak – kanak adalah pengembangan bahasa. Bahasa memungkinkan anak untuk menerjemahkan kedalam symbol – symbol yang dapat digunakkan untuk berkomunikasi dan berfikir.

Based on the statement above, language is useful for communication especially for pupils. They use language by many symbols to express their feeling and thought. At the time of entering the stage of pre-school, pupils begin to interact by using the language they have acquired from their environment.

In kindergarten, pupils can interact by using their own language in the from of production of two until three utterances. The children can express and share their thought. Furthermore, Clark (1977:307) says that

Within a few months of their first one word utterance, children begin to combine single words into two words utterances are often produced by a brief period in which the child produces strings of single word in succession.

Based on Clark's statement, children or pupils can produce one or two utterances in some periods. Thus, their utterances or words become succession or meaningful.

Baby . Chair

later and produce the two word utterances

The chains of single word signal imminent appearance of longer

utterances.

On the example above, there are two words of utterances that are produced by the pupils of two to three years old. That utterances are

referred as pivot grammar. Pivot grammar is combining one on more words that are produced by pupil at the age of two to three years.

The researcher chooses the pupils at the age of two to three years old because they are very interesting to be researched and they combine the pivot to produce the words. At that age, the utterances are meaningful but ungrammatical. Therefore, the people around them are difficult to understand what they say. The researcher takes an analysis of Indonesian utterances and its meaning by pupils' with pivot grammar.

1.2 Statement of the problem

Based on the background of the study above, an analysis of pivot grammar in age two to three pupils in At-Taqwa playgroup Wiyung Surabaya will be observed. Therefore, the researcher finds the problems as follows:

1.2.1   What are pivot grammar, found in the pupils utterances at At-taqwa playgroup?

1.2.2   What are the meaning of the utterances containing pivot grammar that is produced by the pupils?

1.2.3   How do pupils in At-taqwa playgroup produce utterances in the from of pivot grammar?

1.3 Objective of the Study

On this study, the researcher finds some information and improves the view of language about pivot grammar in pupils at the age of two to

three years old. In relation of the problems above, this study is purposed to describe and find:

1.3.1 To find the pivot grammar found in the pupils utterances at At-taqwa playgroup.

1.3.2 To find the meaning of the utterances contain pivot grammar produced by the pupils.

1.3.3 To describe how pupils in At-taqwa playgroup produce utterances in the form of pivot grammar.

This research was conducted in order to allow the communication between the parents, teacher and the child becomes more understandable and effective.

1.4 Significance of the Study

The result of the research is expected to be used as one sources of information about the grammar especially for the pupils at the age of two to three years old. The researcher hopes that the result of this study can be used as a guide for the students of Muhammadiyah University who are interested in studying pivot grammar.

1.5 Scope and Limitation

The scope of the study is psycholinguistics in pupils at at-taqwa playgroup Surabaya at the age of two to three years olds produced utterances. The limitation is pivot grammar written by the student of English Department that found in playgroup at-taqwa. While the limit of

data is in the form of utterances namely words and observation, the researcher also limited the written pivot by the students of English Department that is found in At-Taqwa playgroup

1.6 Definition of key terms

This part is provided to facilitate the readers in understanding easily the term in the study. The researcher gives some important terms such as:

1.6.1 Language: Language is a complex system involving a variety of components, such as learning as well as understanding words, knowing the rules for using words accurately, learning the rules for putting words together meaningfully, and obtaining a growing grasp of the appropriateness of what is being communicated. (Essa,2008 : 362).

1.6.2 Psycholinguistics: Developmental psycholinguistics examines how speech emerges over time and how children go about constructing the complex structures of their mother tongue. (Scovel, 1998 : 07).

1.6.3 Pivot Grammar: In contrast to words of the second class, 'pivots' determines positional restrictions: thus, in utterances of two words, they can occur either only in the first or in the second position, and may not occur or stand alone. (Routledge Dictionary of Language and Linguistics).

1.7 Organization of the Study

This thesis will be organized into five chapters. The first chapter is introduction that consists of background of the study, statements of the problem, objective of the study, significance of the study, scope and limitation, definition of key terms and organization of the study. The second chapter is review of the related literature which contains a review of related theories in analyzing the data and the review and the previous study. Next, the third chapter is about method and procedure of research. Then the fourth chapter is analysis of data. Finally, the last chapter is consists of conclusion.