

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher uses some related theories from the source of book studies that deal with study pivot grammar in linguistics. The researcher uses the review of the literature related to the problem of the study. It consists of language, psycholinguistics, and pivot grammar.

2.1 Language

The language is the most important thing that child acquired by since in the mother's womb. Children acquire or learn the language from the environment. The language can be acquired or learned naturally.

“language is used in communication. Language allows people to say things to each other and express their communication needs”. (Wardhaugh,1977:07) Furthermore language is an important role in communicating. The language is expressing a desire to others.

Halliday (2003: 281) States

Language development is a continuous process of learning to mean with two dimensions of continuity: ‘not only a developmental continuity right through from birth to adult life, with language in home, neighborhood, primary school, secondary school, and place of work, but also a structural continuity running through all components and processes of learning.

Based on the statement above, language is a very important aspect in the development of children. The language is very sustained from birth to adult life. With language in home, neighborhood, primary school, secondary school and place on the work, language is component and

process within the human to express and thinking. Since the children have already born, they acquire language.

Steinberg (2003:08) says “First words have been reported as appearing in normal children from as young as 4 months to as old as 18 months, or even older”. And the statement above, child language acquisition is at the age of 4 months that until 18 months have not been able to resemble the adult language. There are stages to acquire language and can be spoken by a child.

Yule (152:2006) states “This period, traditionally called the one word stage, is characterized by speech in which single terms are uttered for everyday objects such as milk, cut, spoon etc”. Furthermore, at the age of 4 to 18 months the stages of language acquisition are called with phase one word which is often uttered by children such as eat, drink, milk etc.

In children whose age is two to three years old, the children have been able to produce the word in its hearing and can introduce nouns, adjectives and verbs to show the real object so that children are able to distinguish objects. Cairns said that (2010:105) “They can produce two word sentences, and therefore well before they might have ever been corrected for word order errors”. It means that before they recognize the phrase, they should know the phrase word for word and have meaning in pronunciation because they could speak but not significantly.

“We sometimes use the term holophrastic (meaning a single form functioning as a phrase or sentence) to describe an utterance that could be

analyzed as a word, a phrase, or a sentence (Yule, 2006:152). It means that utterances can be analyzed as a word phrase or sentence called holophrastic which means a function on the phrase or sentences.

At the age of about two to three year old, child has entered the second phase by acquiring new words and began to combine words. Steinberg (2003:09) says “At 18 months or so, many children start to produce two and three-word utterances. In age eighteen months the children can produce two utterances and began combining words”.

Cairns quotes (2010:266) “A fundamental problem of linguistics is to explain how a person can acquire knowledge of language”. From the quotation above, the development of the language that was taken by the children is a problem of linguistic. To acquire knowledge about the language, children must know the correct grammar. By using correct grammar sentences will be perfect and easy to be understood.

2.1 Psycholinguistics

In the process of the pronunciation of words, a child is able to hear and understand the obtained language. Psycholinguistics is the process of parsing the language. According to

(Slobin, Meller, Cazahu in Chear, 2009 : 05).

Psikolinguistik adalah mencoba menguraikan proses – proses psikologi yang berlangsung jika seseorang (anak) mengucapkan kalimat – kalimat yang di dengarnya pada waktu berkomunikasi dan bagaimana kemampuan bahasa itu diperoleh.

It means that psycholinguistic is the process that explains the psychology and language. The child can utter a sentence or language that is obtained to be able to communicate to everyone.

Cairns (2011:01) says

Psycholinguistics is an interdisciplinary field of study in which the goals are to understand how people acquire language, how people use language to speak and understand one another, and how language is represented and processed in the brain.

It means that ability to communicate a child can acquire language in hearing and used to can talk to in the process in the brain. Psycholinguistics is the study that is shown to understand language acquisition, language use, understand each other's language and the process to know how language is processed in the brain and will be good language. Psycholinguistic cognitive processes that result in a sentence has correct meaning and grammar.

Nurhadi (2010:11), States

Pada setiap anak yang lahir dengan normal di dalam dirinya terdapat potensi dasar bahasa ibunya sehingga dapat menguasai bahasa secara alamiah tanpa disadari.

Furthermore, every baby that is born normal has already had the potential of language from his mother. So that the unwitting language that will show up when the baby was born.

Steinberg (1993:04) says

While babies a few months old do not speak, they do make sounds through their mouths. In fact, they make quite a variety of sounds they cry, they coo like pigeons, they gurgle, suck, blow, spit and make a host other virtually indescribable noises.

It means that the baby born a few months do not speak, but rather to make the voice of his mouth. These sounds like crying, babbling like bird up to laughing until someone else noticed it. The sentence is a language that is studied in psycholinguistics.

2.3 Pivot Grammar

At the level of informal school, pupils have been able to reach the stage of two or more words. The words would become more numerous and easy to interpret. The combination of the spoken words of pupils will be faster and have a meaning

Sroufe in Susanto (2011:74). says “child's vocabulary will very quickly after they will start to talk, because the child will use the meaning of the language of the context it uses”. Furthermore, children vocabularies grew quite quickly after they begin to speak and can know the meaning of the language by using the context.

Yule (2006:153) says that “The two-word stage can begin around eighteen to twenty months, as the child’s vocabulary moves beyond fifty words”. It means that this step is called linguistic stage that is holophrastic. It is when children start to produce some words in phrase or sentences. Adds Scovel (1998:13) “In this stage children produce around 50 – 100 words. This stage that uses single word’s as skeletal sentences is referred as the holophrastic stage”.

Chaer (2009:184) States

Kalimat seorang murid mempunyai dua jenis kata yaitu posisi dan frekuensi munculnya kata itu di dalam kalimat. Kedua jenis kata ini

kemudian dikenal dengan kelas pivot dan kelas terbuka. Dalam dua kata tersebut dinamakan pivot grammar yang termasuk kelas pivot adalah kata-kata fungsi. Sedangkan kelas terbuka adalah kata-kata isi atau kata penuh.

In pupils utterances there are two kinds of words based on the position and frequency in a sentences. Two kinds above namely pivot class and open class, then two kinds words called pivot grammar that contains function words, while open class contain contents words and full words.

On the statement above, the pupils can explain utterances but their utterances is unmeaning. In the utterances above, two kinds of utterances is namely pivot and open class. The pivot class has a function word and in the open class have content words.

Crystal (2008:229) states “Function word is a term sometimes used in word classification for a word whose role is largely or wholly grammatical, e.g. articles, pronouns, conjunctions”. Furthermore, function word is word that can be used to make grammatical correct. Function word has some parts of speech such as pronouns, determiners, preposition, and conjunction.

Crystal (2008:134). says “Content words defined as words which have state able lexical meaning – the majority of words in the language, in fact, apart from the few function words, whose role is primarily to express grammatical relationships. It means that content word includes nouns, main verb, adjective, question word and negative. In content, words are called as the open class in first sentences or second sentences.

In Chaer (2009:184) says “pivot class and open class in Indonesian meaning. This have some different between pivot and open class”.

Furthermore, in the pivot and open class there is little differences in which each word always appears in the sentence and has meaning.

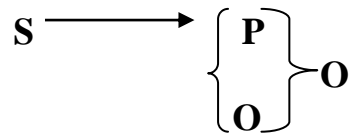
This is the differences about pivot and open class in Chaer in Indonesian meaning.

Kelas Pivot	Kelas Terbuka
1. Terdapat pada awal atau akhir kalimat.	1 Dapat muncul pada awal dan akhir kalimat.
2. Jumlah terbatas, tetapi sering muncul.	2 Jumlah tidak terbatas, sehingga tidak begitu sering muncul
3. Jarang muncul anggota baru (kata baru)	3 Sering muncul anggota baru (kata baru)
4. Tidak pernah muncul sendirian.	4 Bisa muncul sendirian.
5. Tidak pernah muncul bersama dalam satu kalimat.	5 Tidak muncul bersama dalam satu kalimat atau juga dari kelas pivot.
6. Tidak punya rujukan sendiri.	6 Mempunyai rujukan sendiri.

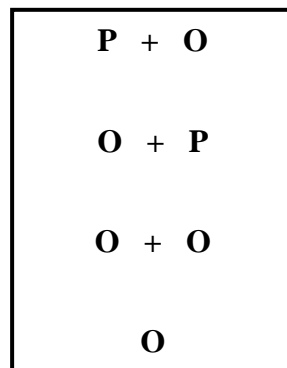
Based on the statement of pivot class and open class above, it can be stated that they similarity have some always appear in sentences on the pupils. The example *allgoneshoe*, *allgone* is pivot class show in first word and *shoes* open class show in second word. Then *hat on*, word *hat* is open

class and *on* is pivot class. And the utterances have function words and content words.

Mc. Neil(1966) in Chaer (2009 : 185) said the sentences in two utterances of the child have combination between pivot class and open class.



Combination pivot class and open class is:



Information :

S = Sentences

P = Pivot

O = Open class

→ = Such As

{ } = Choise

That is combining pivot class and open class. Braine (1963) in Clark (1977:310) called these words as pivot word and the rest open word.

A particular pivot word occurs in the same position in every sentence, but

some only occur in first position, and some only in second position. Analysis of pivot structure ignores the apparent meanings of two word utterances.

2.4 Previous Study

The researcher takes preview study from a thesis of Hariyogi NIM: 08122024. Study entitles of “Sentence Produced Patterns Produced By a Five-Years-Old Child”. The student of Muhammadiyah University. He was using produce utterance. The population of his study is children at the age of five years old. The result of the study is that the that utterance children produce at the age of five years old in Indonesian language and inform what utterance and what sentences. The different between his research and my researcher is to help the statement of the problem and the age children. My research analyzes the statement of the problem and utterances in age two to three years old. In statement of the problem is pivot grammar in the pupil’s utterances, meaning of utterances and how pupil’s produce utterances. Thus, this researcher takes some utterances in the children in at-taqwa playgroup.