CHAPTER I

INTRODUCTION

1.1   Background of the Research

Talking about psycholinguistics, it is interdisciplinary field that draws on psychology and related discliplines to study language processes. It focuses on processes used to acquire, produce, or understanding language (Jay, 2003-12). From the statement above that study of psycholinguistics covers the cognitive processes to study language and make it possible to generate a grammatical and meaningful sentence out of vocabulary and grammatical structures, as well as the processes make it possible to understand some utterances, words, text, etc.

Psycholinguistics has a relation between language and brain to process and communicate in language acquisition. Language acquisition, it is meant the process whereby children achieve a fluent control of their native tongue. It refers to the way and the time children learn to speak and understand their native language. And the purpose of language acquisition studies is to describe how a child becomes competent to produce and understand the language. Furthermore, Wardhaugh state that any discussion of the relationship between language and society, or of the various functions of language in society, should begin with some attempt to define each of these terms (2006: 1). Many people thought that child language is influenced by the closed family but now various theories have been presented some argue that it is the environmental impact. In a fact, children learn language by imitating what adult says. They imitate what they heard and try to produce. According to Slobin and Welsh in Clark, he says that, the child they

studied could not always imitate sentences she herself had produced spontaneously on other occasions (1977:336).

Based on Slobin and Welsh in the statement above, the children are born only with their mother's tongue but they have an ability to learn any human language through their surrounding. Every child has a language acquisition device—LAD—which encode the principle of the language and its grammatical structures. They can record what people say and produce spontaneously although they can not develop it correctly. When a child learn about adult language, they could not distinguish both grammatical or not because adult speechs is often broken up and ungrammatical.

Pinker states that one of the main tasks for the growing child is to figure out meaning from the the surface structure samples provided by the environment (Ibid.352). The statement above show that children acquire language by developing a succession of hypotheses about grammar in their speech, but they could not distinguish the sentence which they produce are ungrammatical or not. That is, children are not given negative evidence but they only try to develop what they acquire from their surrounding. Children without innate rules, they would never figure out the correct rules also. Then, the environment samples is important for the developmental of child language. On the other hand, not all people surrounding them teach a good sample when growing child acquire and try to figure out the meaning of sample from their environment, there are a dirty word—taboo word—sometime produced by adult which followed by children. Taboo word normally used by adult but nowadays so many children use the words as adult use. According to Leach, he says that, used a sociocultural model to explain

how animal names are used as insult. The guiding principle is that of taboo, forbidden behavior and speech. The speech associated with any taboo behavior is also taboo. Taboos produce social norms of avoidance, and they also become personally relevant. Taboos become embodied through the process of classically conditioned avoidance. The more frequent the pairing of taboo term and behavior with negative consequences, the stronger the avoidance of the taboos. The culture's values are represented in taboo on language (loc.cit.463).

From the argument above, in Leach views, taboo is some word—animal names or something else—that are used for describing something to insult. Many animal names are used to insult for example pig, ass, cow, horse so on. Actually taboo is negative word, and it is forbidden to speech but this occur also become personal choice to produce them or not. When adult use that word in their conversation, most of them look to the context of the conversation. Context is the setting of the discussion in conversation. Related to Clark in Jay's, he argues that, the topic of discussion in conversation—the joint project—is people are talking about and what they are trying to achieve by conversing. Joint project exist in conversation layers that can shift and establish a new common ground. Common ground shift to accommodate the circumstances and the parties with whom we are conversing. The way we learn to converse is also a culture model that specifies the who, what, where, and when of speaking (2003:451). In Clark views, context is important thing that needed for people who are doing some conversation. The rules that occur when conversation is the ground of the conversation are the object, the place, the time and also the time of speaking. This thesis will discuss

about child language **"TABOO LANGUAGE USED BY CHILDREN IN** *PUNGGUL VILLAGE***"**

1.2   The Statements of the Problems

Based on the background above, the problem can be identified as follows:

1.2.1   What taboo words are used by children in *Punggul village*?

1.2.2   In what contexts are they used them?

1.2.3   What are the possible reasons for the use of the taboo words?

1.3   The Purposes of the Research

The purposes which the researcher hoped are:

1.3.1   To list the taboo words used by children in *Punggul village.*

1.3.2   To describe the context when children use the taboo words.

1.3.3   To analyze the possible reasons for children to use the taboo words.

1.4   The Significance of the Research

By analyzing of taboo language used by children in *Punggul village*, it is hoped that the result of the research be useful for parent and educator. This research tries to let another know about taboo word used by children which not common in society.

1.5   The Scope and Limitation

The scope of this research on psycholinguistics and sociolinguistics analysis, and focused on children languages developmental through analysis the negative impact of environment to children languages—the used of taboo words by children—which is influence by their surrounding.

1.6   Definition of Related Terms

To understand what is being discussed in this research, these are some definition of key terms that would like be given below.

1.6.1   Taboo words

In leach views, he states that, taboo word or dirty word is used a sociocultural model to explain how animal names are used as insult. The guiding principle is that of taboo, forbidden behavior and speech. The speech associated with any taboo behavior is also taboo. Taboos produce social norms of avoidance, and they also become personally relevant. Taboos become embodied through the process of classically conditioned avoidance. The more frequent the pairing of taboo term and behavior with negative consequences, the stronger the avoidance of the taboos. The culture's values are represented in taboo on language (2003:463). Related to Leach statement above, taboo is some word—animal names or something else—that used for describing something as insult. Many animal names are used as insult for example pig, ass, cow, horse so on. Actually taboo is negative word, and it is forbidden to speech but this occur also become personal choice to produce them or not.

1.6.2 Context

Context is the setting of the discussion in conversation. Clark says in Jay, he argues that, the topic of discussion in conversation—the joint project—is people are talking about and what they are trying to achieve by conversing. Joint project exist in conversation layers that can shift and establish a new common ground. Common ground shift to accommodate the circumstances and the parties with whom we are conversing. The way we learn to converse is also a culture model that specifies the who, what, where, and when of speaking. In Clark views, context is important thing that needed for people who are doing some conversation. The rules that occur when conversation is the ground of the conversation are the object, the place, the time and also the time of speaking.

1.7 Design of the Research

This thesis begins from chapter I—Introduction—in which tells about the background of the research, statements of the problems, purposes of the research, significance of the research, scope and limitation, definition and related terms, and design of the research.

Chapter II—Review of the Related Literature—consists of psycholinguistics and Sociolinguistics. The method of the research is in chapter III. In this chapter would presents about The Nature of the Research, The Source of the Data, The Subject of the research, The Data Collection, and The Steps of the Data Analysis. . Moreover, chapter IV contain of Analysis. Finally, the conclusion is in chapter V.