

CHAPTER 4

RESULTS AND DISCUSSION

This chapter discusses language production of four-year-old children. It will explore more about phonological, grammar and pragmatics competencies and the mixing of languages between Indonesian and Javanese in daily conversations with family members and other people

4.1 The Language Production of Four-Year-Old Children

The participants in this study were three four-year-old children. The first participant is Thimotius (P1), the second child is Ericha (P2), the third child is Christo (P3). At home they speak Indonesian and Javanese. Thus, participants can be classified as bilingual children. Bilingual is a person who uses at least two languages with a certain level of proficiency.

This part will explore their phonological, grammar and pragmatics competencies.. As quoted in a journal written by Cristy (2015) phonology is pleased with how individuals understand and produce the sound of language. Grammar is the way in which words are put together to form proper sentences. Pragmatics refers to the communicative side of language. This is related to how to use language well when communicating with others.

4.1.1 Phonology

In order to discuss the phonological competence of the subjects of this study, the writer presents the data got from the recording which is transcribed as follows:

Transcribe 1 P1

- Esther : *lha trus selesainya sampe jam berapa?* (so, when it will finish?)

Thimotius : *lha ini sampe **melahnya** kesini menang jadinya.* (until the red comes here then wins)

Melahnya → melahnya

He made a consonant change /r/ into [l]

This proves that this P1 changes the vibrate sound [r](approximant – palato alveolar) into [l] (lateral –alveolar)

- Esther : *nanti iik hapus* (Aunty will delete later)
- Thimotius : ***belalti** iik curang. Ndak boleh dihapus.* (It means that aunty is cheating)

Belalti → berarti [means]

He made a consonant change /r/ into [l]

This proves that this P1 changes the vibrate sound [r](approximant – palato alveolar) into [l] (lateral –alveolar)

- Esther : *lha ooh kelas berapa to?* (what grade are you?)

Thimotius : *ndak tau. TK **besal**..* (I dont know. Kindegarten)

Besal → besar

He made a consonant change /r/ into [l]

This proves that this P1 changes the vibrate sound [r](approximant – palato alveolar) into [l] (lateral –alveolar)

Data	Correct	English
<i>Melahnya</i>	<i>merahnya</i>	the red one
<i>Belalti</i>	<i>berarti</i>	means
<i>Besal</i>	<i>besar</i>	big

The data above shows that P1 has not been able to emit vibrate [r]. Words like *merah*, *berarti*, *besar* are still pronounced as [melah], [blalti], [besal]. P1 tends to change the vibrating sound [r] with the lateral sound [l].

Transcribe 2 P2

- Ericha : *olangnya itu apa ya... Mlayu seng bantel olangnya olang tua...*(the person ran fast. the person is old man.)

Mei : *Kenapa kok mlayu ?*(Why did the person run away?)

Ericha : *itu loo lumahnya mbledos.* (because his house exploded)

Olangnya → orangnya

Bantel → banter

Lumahnya → rumahnya

She made a consonant change [r] into [l]

This proves that this P2 changes the vibrate sound [r] (approximant – palato alveolar) into [l] (lateral –alveolar)

- Mei : *mosok? Lha jerawatnya karena apa?* (really? What causes acne?)

Ericha : *karena kotolan jadi ada plenting-plentingnya. Ada kumannya.*

(because of dirtyness there are spots. There are germs.)

Mei : *oohh ada kumannya..* (oh because the germs)

Kotolan → kotoran

She made a consonant change [r] into [l]

This proves that this P2 changes the vibrate sound [r] (approximant – palato alveolar) into [l] (lateral –alveolar)

Data	Correct	English
<i>Olangnya</i>	<i>orangnya</i>	the person
<i>Bantel</i>	<i>banter</i>	fast
<i>Lumahnya</i>	<i>rumahnya</i>	the house
<i>Kotolan</i>	<i>kotoran</i>	the germs

The data above shows that P2 has not been able to emit vibrate [r].

Words like *orangnya*, *banter*, *rumahnya*, *kotoran* are still pronounced as *[olangnya]*, *[bantel]*, *[lumahnya]*, *[kotolan]*. P2 tends to change the vibrating sound [r] with the lateral sound [l].

Transcribe 3 P3

- Mela : *kok bisa sakit?* (how come it hurts?)

Christo: *ya gak tau to.. beldalah* (i dont know. Bleeding.)

Beldalah → berdarah

He made a consonant change [r] into [l]

This proves that this P3 changes the vibrate sound [r](approximant – palato alveolar) into [l] (lateral –alveolar)

- Mela : *diapain sama Noel?* (what has Noel done?)

Christo: ***ditalik*** (pulled out)

Ditalik-→ ditarik

He made a consonant change [r] into [l]

This proves that this P3 changes the vibrate sound [r](approximant – palato alveolar) into [l] (lateral –alveolar)

- Mela : *tadi pagi tu yang dipukul sama Noel siapa? Pas baris? Yang nangis itu lhoo..* (who was beaten with Noel this morning? when lined up? who is crying)

Christo: *Evan tu mau **balis** tapi Noel didolong Evan. **Telus** Evan gantian dorong Noel telus yang nangis Evan.* (Evan wants to line, but Noel is driven by Evan. Then Evan replaced Noel then evan cried.)

Balis →baris (pulled out)

Telus →telus (pushed)

He made a consonant change [r] into [l]

This proves that this P3 changes the vibrate sound [r](approximant – palato alveolar) into [l] (lateral –alveolar)

- Mela : *kenapa to, kamu kok berisik banget..* (why are you so noisy?)

Christo: *kamu to **belisik**.* (you are noisy.)

Belisik → berisik

He made a consonant change [r] into [l]

This proves that this P3 changes the vibrato sound [r] (approximant – palato alveolar) into [l] (lateral – alveolar)

Data	Correct	English
<i>Beldalah</i>	<i>berdarah</i>	bloody
<i>Ditalik</i>	<i>ditarik</i>	pulled out
<i>Didolong</i>	<i>didorong</i>	pushed
<i>Belisik</i>	<i>berisik</i>	noisy

In the data above P3 has not been able to emit vibrato [r]. Words like *berdarah*, *ditarik*, *baris*, *terus* and *brlisik* are still pronounced as [*beldarah*], [*ditarik*], [*balis*], [*telus*] and [*belisik*].

The effort is done in the form of changing sounds that are at the same point of articulation as the sound of the language in question. The vibrato sound [r] (approximant – palato alveolar) into [l] (lateral – alveolar) in the example words above can still be explained. This is influenced by the presence of spoken instruments and the articulation has not reached the stage of perfection. This is like what Dardjowidjojo (2003) stated that the sequence of sounding is genetic and because human development is not the same then the appearance of a sound cannot be measured by a calendar year or month. What must be held as a benchmark is that a sound will not overtake another

sound. No Indonesian child can pronounce / r / but cannot say / p /, / g /, and / j /. However, these sounds will appear differently from one child to another.

4.1.2 Grammar Competence

Children will develop their grammar through several stages. One of them is a prefix and suffix. Prefix is an element that is structurally tied in front of a basic word or basic form. The prefix is the same as adding affixes in front of the basic form, while suffixes or endings are the process of affixing at the end of the basic form.

Prefixes will appear together or earlier than suffixes if the prefix is mandatory and in the language concerned the sentence pattern represented by the prefix is the domain. (Dardjowidjojo, 2003).

In order to discuss the grammar competence of the subjects of this study, the writer presents the data got from the recording which is transcribed as follows:

Transcribe 1 P1

- Esther : *tu lo apa? Sudah lak wes ndak usah main mobile legend lagi!*
- Thimotius : *oo dak bisa, ininya ndak bisa **dihapus**.*

In the dialog above P1 can already use prefix *di-* in the word *dihapus*.

Transcribe 2 P2

- Ericha : *Lah kalo ini aku **mendengarkan**..*

In the dialog P2 can already use suffix *me-* and prefix *-kan* in the word *mendengarkan*

- Ibu : *Terus kamu nangis?*

Ericha : *Iyaa.. terus **dibilange** embah suruh **dikeluarke** terus cuma bobok **diluar** tok ok.*

In the dialog above P2 has been able to use suffix *di-* the word *dibilang*, *dikeluarke* and *diluar*.

Transcribe 3 P3

- Mela : *tadi pagi tu yang dipukul sama Noel siapa? Pas baris? Yang nagis itu lhoo..*

Christo: *Evan tu mau balis tapi Noel **didolong** Evan. Telus Evan gantian **dolong** Noel tlus yang nangis Evan*

In the dialog above P3 can already use prefix *di-* on the word *didorong*

- Christo : *yah.. **temenin** yahh*

Ferdian : *sek bentar ujan tu loo..*

In the dialog above P3 can already use suffix *-in* in the word *temenin*.

From the data above, it can be seen that four-year-olds are able to use prefixes and suffixes properly. According to (Dardjowidjojo, 2003) , Prefixes will appear together or earlier than suffixes if the prefix is mandatory and in the language concerned the sentence pattern is represented by the prefix is the domain. The theory supports the results of the research obtained.

4.1.3 Pragmatics

Pragmatics is the study of the use of language in relation to other people in the same society. In acquiring language, children also have to master the language social etiquette (*toto kromo*). Social etiquette is important in some cultures, Javanese, Sundanese or Balinese, for example, will not be able to express their intention in sentences in their own language without considering who they are talking to because not only *kamu*, *saudara* and *bapak* (you, you and mister) will change but also other words will. For Javanese, for example, "*mau*" can be expressed as "*arep*" (*ngoko*) or "*bade*" (*kromo*). Javanese children must be able to speak Javanese properly. In Indonesian the second person pronoun has many forms such as *kamu*, *engkau*, *saudara*, *anda*, *bapak*, *ibu*. The use of pronoun which is regulated by social rules is not simple (Dardjowidjojo, 2003).

In order to discuss the pragmatics competence of the subjects of this study, the writer presents the data got from the recording which is transcribed as follows:

Transcribe 1 P1

- Esther : *iik gak diajari caranya main mobile legend gimana?*
- Thimotius : *ni kamu pencet palunya klo ada musuh.. tapi **kamu** model. Klo kamu model harus pindah ini buat putel-putel ahh*

In the dialog above P1 uses the word "*kamu*" for pronouns *iik* (aunt)

Transcribe 2 P2

- Ibu : *Iya biarin lepas sendiri. Nanti kalau dipegang-pegang terus giginya yang baru gak bisa tumbuh. Ben ompong terus lhoo..*

Ericha : **Kowe** to yang ompong..

In the dialog above P2 uses the word “*kowe*” (*ngoko*) for pronouns *kamu* (you). In Javanese, children are not allowed to use the word “*kowe*” to address older people because they are considered impolite. The word “*kowe*” (*ngoko*) should be changed to the word “*panjenengan*” (*kromo*).

Transcribe 3 P3

- Christo : *bunda.. ayah nakal ni lo..*

Mela : *kenapa to, kamu kok berisik banget..*

Christo: **kamu** to belisik

Ferdinan : *kamu kamu! Sama orang tua gak boleh kurang ajar..*

In the dialog above P1 uses the word “*kamu*” for pronouns “*bunda*” (mother). In Indonesian, children are not allowed to use the word “*kamu*” to parents and should use promina pronouns like *bunda, ibu, mama*.

From the data above, it can be seen that the participants still do not master the social etiquette applied in the community so that they still use public prominence that is not in accordance with the social level prevailing in society.

4.2 Mixed Language

From the recorded data that has been done, it can be seen that there are two types of code switching using Indonesian and Javanese. This section will discuss the types of code switching used by participants consisting of intra-sentential switching and inter-sentential switching.

Intra-sentential switching takes place from one language to another within a sentence boundary, whereas inter-sentential switching occurs at a sentence boundary. In inter-sentential switching a speaker switches from one language to another between different sentences.

Trancribe 1 P1

- Esther : *kok ndak bobok?*
- Thimotius : *tunggu dulu*
- Esther : *udah malam loh ini*
- Thimotius : *tapi ini ooh belum **viktoli***

In the dialog above P1 uses intra-sentential switching. P1 changes from Indonesian to English in one sentence by saying "*tapi ini ooh belum **viktoli***"

Based on interviews with P1's parents, the writer found that the father of P1 often said "win" with the term "victory", so P1 also used that word. This is because the input language from parents will be absorbed by the child and

will be applied in communication in daily life. It seems that the child acquires the word *victory* as the Indonesian word.

Trancribe 2 P2

- Mei : *Loh kok orang nya mati dua belas lima enam?*

Ericha : *olangnya itu apa ya... **Mlayu seng bantelkan..** Olangnya olang tua...*

In the dialog above P2 uses inter-sentential switching. P2 changes from Indonesian to Javanese in the next sentence.

- Mei : *Kenapa minta pulang?*

Ericha : *Itu aku wedi.*

In the dialog above P2 uses intra-sentential switching. P2 changes from Indonesian to Javanese in one sentence by saying “*Itu aku wedi*”.

- Mei : *itu buat jerawat? Pakainya gimana?*

Ericha : *iya. Kan aku coba to mbak, gini.. tadi kan aku liat, langsung dikocok-kocok dulu to mbak Mei langsung **merem** gini.. kayak gitu.*

In the dialog above P2 uses intra-sentential switching. P2 changes from Indonesian to Javanese in one sentence.

According to the mother, it is possible that P2 switched into Javanese because P2 often listened this sentence spoken by the mother when she was with p2’s brother who likes running. Further, P2’s parents explained that they often use Javanese when talking to people surrounding them and sometimes

they speak Javanese to P2 at home although P2 mostly speaks in Indonesian. P2 also speaks in Indonesian when P2 is in school. This affects the production of sentences spoken by P2, so there is a mixture of languages.

Transcribe 3 P3

- Mela : *kok bisa sakit?*

Christo: *ya gak tau to.. beldalah. Kesandung anu o semut. Terus ...*

In the dialog above P3 uses inter-sentential switching. P3 changes the language from Indonesian to Javanese in the next sentence.

Based on interviews with P3's parents, the writer found that the parents sometimes use Javanese when speaking with P3 at home and P3 speaking in Indonesian while at home and at school. This affects the production of sentences spoken by P3, so there is a mixture of languages.

4.3 Gerenal Findings

This study describes how four-year-old children produce phonology, grammar, pragmatics and whether they mixed their language in conversation. Phonologically, participants under this study tend to change the vibrating sound [r] to lateral sound [l]. This is influenced by the presence of spoken instruments and the articulation has not reached the stage of perfection. In language competence, participants under this study have been able to use

prefixes and fixes in simple ways. Pragmatically, participants in this study have not mastered the social etiquette that prevails in the community so that they still use general promina (*kamu / kowe*) to older people. Participants in this study are bilingual children who speak Indonesian and Javanese everyday. Therefore, it is not surprising if they mix these two languages and become intra-sentential switching or inter-sentential switching.

The language development of the participants under the study show that they have developed their language through steps. According to Cristy (2017), the stages consist of phonology, grammar, semantics and pragmatics. The stages are also experienced by participants so that this study shows similarities in the theory even though in this study the authors did not explain semantics. But there is an interesting thing, that development in pragmatics is different because of environmental influences. P2 who lives in an environment whose main language is Javanese, uses the word "kowe" to promote you. In Javanese, children are not allowed to use the word "kowe" to address older people because they are considered impolite. Whereas P1 and P2 live in an environment where the main language is Indonesian uses the word "you" for pronouns promina older people. This shows that even though age and stages are the same but if the environment is different it will affect the development of the language undergone by the participants. Not only in pragmatics, but also in interesting things in grammar. P2 adds the suffix -e to the word "dibilange" and "dikeluarke" where the suffix is only influenced by

the Javanese language. Unlike P1 and P2, the suffix is not found in the conversation transcript.

