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Utilization of Context in the Speech Acts of Nine Year Old Children in Family Environment

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Abstract: The use of language also occurs in children. Children at their age will experience different stages of language development. Children essentially have similarities and differences in language. The language shown will affect them in communicating. This study aims to describe the utilization of conversational contexts for nine-year-old children when communicating with family members. A descriptive qualitative approach was used in this study. According to the research findings, both direct and indirect speech acts such as asking, making, and defending oneself ar supported by the use of speech contexts in various ways to ensure their success.

Keywords: children, utilization of context, speech.

▪ INTRODUCTION

Language is a system of sounds based on arbitrary meaning conventions that humans use to communicate with each other using human speech organs, ears, and speech sound symbols. Language also has its own function related to events and expressions. The use of language in everyday life must be adapted to speech events, or linguistic interactions that continue to take place in one or more forms of speech involving speakers and speech partners, with one topic, in a certain time, place and circumstances. (Chaer and Agustina, 2010: 47).

The use of language also occurs in children. Children at their age will experience different stages of language development. Every child essentially has similarities and differences in language. The language shown will influence them in communicating.

A child's speech features are influenced by his family's environment and culture. Some children act simply (without preface), while others are more friendly (indirectly). The child's status in the family also has an influence. For example, if the child is an only child or the last child and his parents spoil him, he will definitely develop blunt speech and become spoiled in other ways as well. Everything mentioned above, however, will inevitably evolve along with today's speech environment. Because speech can shift 180 degrees depending on the circumstances when it occurs. The author is interested in this because it shows how children use context in their speech acts regardless of external variables or the specific context of speech.

Researchers use speech acts, context, and speech events as a theoretical framework. A speech event is a continuous linguistic occurrence or interaction in one or more forms of speech involving two speakers and interlocutors on one topic, at a certain time, place and circumstances. (Chaer, 1995: 61). A simple definition of context includes location, circumstances, events and atmosphere that support the speech situation. The result is a sequence of contexts in which utterances appear and are understood as realizations in accordance with the laws governing the society that uses the language. (Rusminto, 2015:48).

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The problem discussed in this research is about a child's speech by utilizing certain contexts to seek defense or refute the speech partner's speech.

The objectives of this research are: Explain how nine year olds use context in their conversations when they are at home. Describe how context is used in communication, both directly and indirectly, at home.

After this research is completed, the researcher hopes that this article will have benefits in science both for the author and for educators and prospective educators, such as: Can increase insight and direct knowledge about speech acts in children, especially children aged nine years. Can increase knowledge and contribute thoughts about the speech acts of nine year old children so that in carrying out the learning process educators can understand and adapt.

▪ METHOD

A qualitative research design was used in this research. Research that produces analytical techniques without using statistical analysis techniques or other quantitative techniques is known as qualitative research. (Moleong 2013: 6). Researchers begin data analysis immediately and provide a narrative account of the circumstances being studied. (Margono, 2014: 39). The data presented is not data in the form of statistics or numbers but is presented in qualitative form. The data source for this research is a nine year old child named Rayhan Dwi Anggara. The data in this research is the context used by Rayhan when communicating with his mother and sister (Mba Resti).

▪ RESULT AND DISCUSSION

According to research findings, children's speech can be supported in various ways by using the context in which it is expressed. In this setting, diversity is expressed both directly and indirectly, whether through speech acts of refusing, refuting, requesting, ordering, or defending oneself.

Time Context

Mba : Watch out bro.
Rayhan : Oh, what's wrong?
Mba : Yes, Ma'am, I want to sit down.
Rayhan : I'm here first.
Mba : Ma'am, I went to the kitche. take a cup.

The speaker and speech partner use the context of time when discussing who will occupy the chair first. This argument is used to support the story and their goal, namely to sit in the guest chairs. The debate over who came first was used by the two brothers to sit in the designated chairs so that neither brother or sister would give in to leaving the chair.

The statement "I was here first" is a direct speech act because the speaker only says that he was the first to sit in the guest chair without any other meaning.

Place Context

Rayhan : Mama, watch out, I'm already sleepy.
Mom : Yes, just sleep.
Rayhan : This is Rayhan's room, Ma.
Mom : Later. Mama wants to lie down here first.

The context used is the context of place. The speech act "This is Rayhan's room, Ma" in the data shows the child's use of the context of the place.

The statement "This is Rayhan's room, Ma" is an indirect speech act. The child utilizes the context of the place to support his indirect speech acts. The place used by the child is his bedroom. The incident said occurred in the child's room and the child wanted to sleep in his room but his mother was in the room. The child feels that he has more authority over his room than his mother. The child also took advantage of this advantage to ask his mother to come out after the child felt sleepy and wanted to sleep.

Atmosphere Context

Mama : Buy me boiled noodles, Han.
Child : Where?
Mama : Mbah Suarti's place.
Child : It's still raining, Ma.
Mama : Well, wait until it subsides.

The context of the speech act above uses the context of atmosphere because the speaker reveals that it is raining outside. The interlocutor tells the speaker to buy boiled noodles at one of the stalls. The speaker says that it is raining. The child uses the context to postpone buying boiled noodles because it is raining.

The statement "It's still raining, Ma." It is an indirect speech act. This is because the speaker has another intention in his speech. The speaker wants to state that the rain has not stopped so that the speaker can leave later when the rain stops.

Context of Surrounding People

Mama : Come on, have breakfast!
Rayhan : Later Ma, the vegetables aren't cooked yet.
Mom : OK, never mind. It's just ripe.
Rayhan : Oh yes, Ma. This is me editing Mba Resti's video
Mba : Come on, let's have breakfast first
Mom : I'll edit it later. Now have breakfast.
Rayhan : Yes, Ma.

The context that the speaker uses is the context of people around him because the speaker states that he is editing a video from Mba Resti who is right next to him. The speaker uses this as an excuse to postpone breakfast.

The statement “Oh yes, Ma. "This is me editing Mba Resti's video" is an indirect speech act. This is because apart from telling the interlocutor that he is editing a video, the speaker indirectly wants to inform him that he wants to postpone breakfast until the next few minutes by using Mba Resti as an excuse.

Event Context

Mom : Have you had breakfast?
Rayhan : Yes
Mom : Is it finished or not?
Rayhan : Abis. Earlier I ate with Mba Resti. Is it finished, sis, my rice?
Mba : Yes.

The event of the speech act of daats is an event context because the speaker includes an event at breakfast in his speech to support his goals and answers to his speech partner. In this event, the interlocutor asks the speaker whether breakfast has been finished or not. The speaker says "Yes". However, to be sure, the interlocutor, namely Mama, asked again whether breakfast was finished or not. The speaker answers this question by including the incident that he had eaten with Mba Resti and to strengthen the argument that the rice had also finished so that the purpose of his speech would run smoothly.

The statement “Abis. I went there with Mba Resti. Is my rice finished?" is a direct speech act. This statement is considered a direct speech act because it responds to a question asked by the speech partner

Age Context

Mba : Let's just walk home from school tomorrow!
Rayhan : I don't want to. (Answered in an annoyed tone)
Mba : Just walk. In the past, Mba Resti would walk home from school.
Rayhan : Yes, I'm still in the fourth grade of elementary school, Sis, I don't dare.
Mba : It's okay, the road doesn't go through the forest
Rayhan : I don't want to.

The speech act above uses the context of age because the speaker uses age as a defense for not walking home from school. While the conversation is taking place, the speaker and the speaker are chatting until the speaker tells the speaker to go home from school on foot. However, the speaker uses his age, which is still nine years old, to be precise, in the fourth grade of elementary school, as an excuse for the speaker not having the courage to go home on foot.

The statement "Yes, I'm still in the fourth grade of elementary school, sis, I don't dare." is a direct speech act. This speech is included in direct speech because the speaker says that he does not want and does not dare to go home on foot.

▪ CONCLUSION

Based on the discussion above, there are several contexts that are used by speakers, including time context (KW), place context (KT), atmosphere context (KS), surrounding people context (KOS), event context (KP), age context (KU). . These contexts are utilized in not speaking directly or indirectly when interacting or carrying out speech acts with Mama and Mba Resti. These contexts have been utilized by the speaker so that the aim of the interaction is successful. Speakers are able to utilize context well and are sensitive to the situation to support the success of their speech.

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