

**A Study of Illocutionary Act and Communication Strategy in  
Learning English of Three Years Old Children at Harvard  
Preschool Kindergarten and Playgroup Gresik**

**THESIS**

Submitted as Partial Fulfillment of the requirements for the Sarjana Degree of English  
Department Faculty of Humanities UIN Sunan Ampel Surabaya.

PERPUSTAKAAN UIN SUNAN AMPEL SURABAYA	
No. KLAS	No. REG : A.2014/BSI/064
A.2014 064 BSI	ASAL BUKU :
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**2014**



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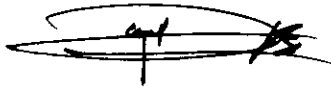
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## ABSTRACT

Sonia, Noor Alia. 2014. A Study of Illocutionary Act and Communication Strategy in Learning English of Three Years Old Children at Harvard Preschool Kindergarten and Playgroup (A Linguistic Study). Thesis of English Department Faculty of Letters and Humanities Islamic State University Sunan Ampel Surabaya. Advisor: EndratnoPilihSwasono, M.Pd

This thesis is about illocutionary act and communication strategy of three years old children in Harvard Preschool Kindergarten and Playgroup Gresik. The researcher focuses her study on the illocutionary act of three years old children in Harvard Preschool Kindergarten and Playgroup based on Vanderveken's theory. The researcher also focuses her study on communication strategy of three years old children in the same school based on Brown and Levinson's theory. In every utterance, there must be a function in that utterance. The function which is found in the utterances is called the illocutionary act. According to Vanderveken, there are six components for determining an illocutionary act. They are: Illocutionary point, mode of achievement, propositional content condition, preparatory condition, sincerity condition, degree of strength. The three years old children also use the strategy in their speech. According to Brown and Levinson in Yule, there are some strategies in a communication. This thesis is intended to explain the forms contained illocutionary acts of the three years old children speech. In addition, this thesis also aims determine the strategy that is said in the speech of the children. This research is a descriptive qualitative research. A qualitative research also allows the researcher to describe the data. Then, the data are explained in order to get the information about illocutionary act in children speech and their communication strategies. The data of this thesis were gathered from survey that have done by the researcher by recording the class activities between the three years old children and the teacher in Harvard Pre-school Kindergarten and Playgroup in Gresik.

Key words: Illocutionary Act, Communication strategy, Harvard Preschool Kindergarten and Playgroup



## ABSTRAK

Sonia, Noor Alia. 2014. A Study of Illocutionary Act and Communication Strategy in Learning English of Three Years Old Children at Harvard Preschool Kindergarten and Playgroup (A Linguistic Study). Thesis of English Department Faculty of Letters and Humanities Islamic State University Sunan Ampel Surabaya. Advisor: Endratno Pili Swasono, M.Pd

Tesis ini menjelaskan tentang tindak ilokusi dan strategi komunikasi pada anak-anak usia tiga tahun di Harvard Preschool TK dan Playgroup Gresik. Peneliti memfokuskan studinya pada tindakan ilokusi pada anak-anak usia tiga tahun di Harvard Preschool TK dan Playgroup berdasarkan teori Vanderveken. Peneliti juga berfokus pada strategi komunikasi dari anak-anak usia tiga tahun di sekolah yang sama berdasarkan teori Brown dan Levinson. Dalam setiap ucapan, harus ada fungsi dalam ucapan itu. Fungsi yang ditemukan dalam ucapan-ucapan tersebut adalah tindak ilokusi. Menurut Vanderveken, ada enam komponen untuk menentukan tindakan ilokusi, yakni: *Illocutionary point, mode of achievement, propositional content condition, preparatory condition, sincerity condition, degree of strength*. Anak-anak usia tiga tahun juga menggunakan strategi dalam ucapan mereka. Menurut Brown dan Levinson di Yule, ada beberapa strategi dalam komunikasi. Tesis ini dimaksudkan untuk menjelaskan bentuk-bentuk yang terkandung dalam tindakan ilokusi dari ucapan anak usia tiga tahun. Selain itu, tesis ini juga bertujuan menentukan strategi yang digunakan dalam ucapan anak-anak. Penelitian ini merupakan penelitian deskriptif kualitatif. Sebuah penelitian kualitatif juga memungkinkan peneliti untuk menggambarkan data. Kemudian data tersebut dijelaskan dalam rangka untuk mendapatkan informasi tentang tindak ilokusi pada ucapan anak-anak dan strategi komunikasi mereka. Data dari penelitian ini dikumpulkan dari survei yang telah dilakukan oleh peneliti dengan merekam kegiatan kelas antara anak-anak usia tiga tahun dan guru di Harvard preschool TK dan Playgroup di Gresik.

Key words: Illocutionary Act, Communication strategy, Harvard Preschool

Kindergarten and Playgroup



## CHAPTER I

### INTRODUCTION

#### 1.1 Background of The Study

People use language as a tool to communication with others. It is also happens to the three years old children. Children have started use their first language in age twelve months to communicate with people around them. Children learn their first language from their environment, which is why an environment is very influential.

Starting in the womb, a mother start taking interact with their babies. Children begin to experience the development of language, the first time they learn the language of their home environment, and then continued in their school environment.

(Poerwo, 1989) Since the baby is born, they have biologically set up to communicate; the babies responsive to Genesis brought about by people around them, especially their mother. The best distance on a power saw by the baby is about 20 cm, that is happen when the routine interaction between baby and mother during breastfeeding. More or less about 70% a mother spends her time by looking at her baby during they are breastfeeding. Then the baby looks back to the mother. From here the baby also learned that when happen eyes to eyes between them there is communication. (Abdul Chaer, 2003:226)

Language acquisition is one of the most fascinating facets of human development. Children acquire knowledge of the language or languages around them in a relatively brief time, and with little apparent effort.

Language acquisition is a natural developmental process; all children have the same stage in their language development. In the age under five years old, the children have mastered at least 200-300 words (Lundsteen in Dardjowidjojo, 1992: 99).

The three years old children use their first language acquisition to get attention from people around them. However they are very pure, natural, and cute. They use their own language to talk with people around them about what they want, what they know, and everything about their ego.

In this thesis, the researcher has chosen the Harvard Preschool Kindergarten and Playgroup in Gresik as a place to do a research. Harvard preschool kindergarten and playgroup is a bilingual preschool for children age 2 until 6 years old. It becomes very interesting to study, because the students who attend there are locals and not foreigners. They are truly Indonesian children. The researcher was very curious and wanted to know how the English communicating between teachers and students who are in very early age could be established there.

The researcher also wants to know how is the speech act of the three years old children in speaking English and understand the teacher's instructions that delivered in English language.

In order to convey the children meaning or intention, they also show an act in their speech. This is called as a speech act. According to Searle (1996: 47), speech act is the things which people usually do while they are speaking. Speech acts also known as the minimal unit of speaking.

Austin in Yule (1996: 48) mentions the types of act which is performed in a conversation, they are: locutionary, illocutionary, and perlocutionary act. Besides showing their act, under five years old children also use the strategy in their



speech. The following is the example about conversation between the three years old children years old and his/her teacher.

T: *Sit down in your chair.*

S: *Chair nyajelek miss.*

(the chair is bad.)

The conversation above shows that the child uses the indirect illocutionary act of refusal. She/he uses the off record strategy to respond her/his teacher utterance. From the conversation, the child said that the chair is bad. It means that she/he doesn't want to sit down.

Nowadays, even in kindergarten or playgroup, the under five years old children have introduced of English language. As we know, the under five years old children have a unique language. Most of them cannot say a letter "R" well, and so on. The following example is between 3 years old children and his/her teacher which is shows that she/he cannot say letter "R" well:

T: *What is the color of your crayon?*

S: *led miss.* (It is red miss)

Based on these examples, the researcher did a research about illocutionary act and communication strategy in Learning English of the three years old children at Harvard Preschool Kindergarten and Playgroup.

## **1.2 Statement of the Problems**

1. What are the kinds of illocutionary act of the three years old children in their English speech?
2. What are the communication strategies of the three years old children in English communicating at school?

## **1.3 Objective of the Study**

In order to have a clear picture about what she is going to do in her study, she intends to:

1. To investigate the kinds of illocutionary act of the three years old children in their English speech.
2. To investigate communication strategies of the three years old children in English communicating at school

## **1.4 Significance of the Study**

As we know, children have the same stage in their language development. Many kindergartens and playgroups in Indonesia have introduced English language to their students. Through this research, the researcher wants to show the illocutionary act of the three years old children and also the communication strategy of them in English communicating at class. Based on this, the researcher hopes that the readers encourage themselves to have a deeper study about speech act.



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### 1.5 Definition of Key Terms

1. **Children** area person between birth and full growth.
2. **Harvard Preschool and Playgroup** isa bilingual preschool for children age 2 until 6 years old.

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## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Theoretical Framework

The basic theory of this thesis is psycholinguistic about cognitive development. In the history of children's language development, there are three prominent views or theories. Two controversial views presented by experts from the U.S., they are *nativism* and *behaviorism*. Nativism argued that language proficiency in children are natural, Behaviorism argued that language proficiency in children are nurture. Third view is from Europe, *Cognitivism* argue that language proficiency is the ability that comes from cognitive maturation. (Abdul Chaer, 2003:221)

##### 2.1.1 Psycholinguistic

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According to the H. Wind Cowles (2010: 9), psycholinguistic is principally concerned with the processing and knowledge representations that underlie the ability to use language, and how they relate to other aspects of human cognition. In short, psycholinguistics asks the question: How it is that people are able, moment-by-moment, to produce and understand language? And, by extension, how do children come to have this ability? How and why it is sometimes impaired after brain damage?



According to Lundsteen in Dardjowidjojo (1991: 99), the development of language is divided into three levels:

### 1. Pre linguistic level

Pre linguistics level occurs in the age of when the baby is born until the age of three months. In this level, the sound comes from the larynx. Then, in the age of three until twelve months, the children use their lips and palate more often.

### 2. Proto linguistics level

The proto linguistics level could be found in the twelve months until two years old children. The children start to say 200-300 words in this level.

### 3. Linguistics level

The linguistics level occurs in the age of two until six years old children.

They can say at least three thousand words.

## 2.1.2 Types of Utterance

Austin (2004: 380) in Sumarsono mentions two kinds of utterance in communication: performative and constative utterance. A performative utterance is an utterance which is used to form an action. Yet, a constative is an utterance which the verb is expressing something and the truth of the utterance can be proved. The following is the Austin's example (2004:380) in Sumarsono to differentiate two kinds of utterances above:

- 1) *I named this ship "DewaRuci"*
- 2) *I promise to meet you at 04.00*
- 3) *I promise to send you some money.*

All of those utterances above are the examples of performative utterance. Those utterances are the realization of some action and not the report of an action. When a person utters, "I promise..." it means that a person do something that is making a promise. That utterance cannot be evaluated whether the fact is true or false at the moment of speaking. In the other hand, if a person utters, "*He promised to send me some money*", the hearer can see the fact at the moment of those words being uttered.

### 2.1.3 Types of Sentence

There are some types of sentence according to Vanderveken (1990: 15).

They are:

#### 1. Declarative sentences

This kind of sentence is conventionally used to say how things are, such as, "The sun rises in the East". It is figuring the things as it is.

#### 2. Conditional sentences

The conditional sentence used to say with reserve and without a high commitment to the truth of the propositional content how thing will be later if certain specified or unspecified future exits. It used to say something which the future fact does not really cared by the speaker. For example, "I would like that", the speaker of that sentence could do what he said or not. It depends on himself.

#### 3. Imperative sentences



The imperative sentence used to get the hearer to do something. The speaker who utters the imperative sentence is trying to make the hearer to do something for him. Such as the sentence “Turn on the television!”. That sentence shows that the speaker wants the hearer to turn on the television so that he can watch the TV.

#### 4. Interrogative sentences

It is a kind of sentence that used to ask question. For example, “Are you okay?” that sentence is intended to get the information from the hearer.

#### 5. Exclamatory sentences

The exclamatory sentence used to express the mental state of the speaker. It shows what the speaker feels. Such as, “I’m happy”, that sentence shows the feeling that is felt by the speaker.

### 2.1.4 Speech Act

According to Searle (1996: 47) in Yule, speech act is the action performed by utterances. There are three kinds of act in a conversation.

They are locutionary act, illocutionary act, and perlocutionary act. A locutionary act is an act of how we produce the utterance or to produce a meaningful linguistics expression. In every utterance, there must be a function in it. The function which is found in the utterances is called the illocutionary act. Perlocutionary act is the effect of the utterance to the listener.

Austin in Yule (1996: 48) mentions the types of act which is performed in a conversation, they are: locutionary, illocutionary, and perlocutionary act. The following are their explanations:

### 1. Locutionary Act

A locutionary act is an act of how a person produces the utterance or to produce a meaningful linguistics expression. When the speaker uses his/her organ of speech to produce utterance, then, indirectly there is the locutionary act in his/her utterance. In the other words, locutionary act is the act of the speaker in using his/her organ of speech to produce utterances. For example, "I promise to give you some money", the moment when the utterance is being said by the speaker by using the organ of speech is called locutionary act.

### 2. Illocutionary Act

In every utterance, there must be a function in it. The function which is found in the utterances is called the illocutionary act. For instance, "I promise to give you some money", that utterance is not only a statement but it also binds the speaker to what she/he has just said. This is because that utterance intention is the fact that the speaker will do something in the future or we can say, the speaker promising something. Therefore, the illocutionary act of an utterance above is the act of promising.

### 3. Perlocutionary Act

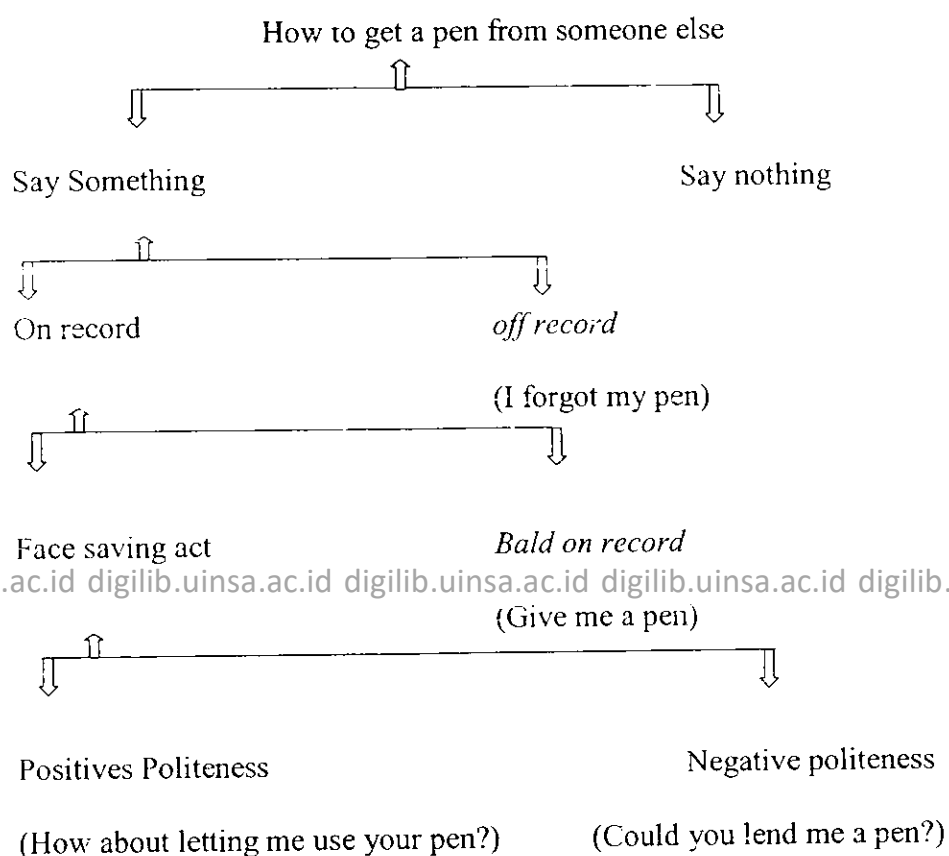
Perlocutionary act is the effect of the utterance which the speaker said to the hearer.

The type of speech act that has been discussed in this thesis is the illocutionary act. Searle (1996: 53) in Yule, mentions five types of illocutionary act. The first illocutionary act is declaration. Then, there is an illocutionary act named directive. The third illocutionary act is commissive. After that, there is expressive illocutionary act. The last illocutionary act is assertive. Meanwhile, the

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means for determining illocutionary act comes from Vanderveken (1990: 125)

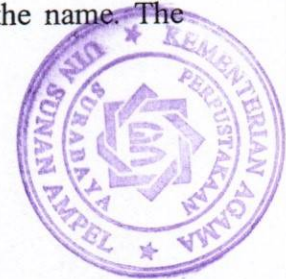
mentions five primitives illocutionary act. They are the illocutionary act of assertion, the illocutionary act of commissive, the illocutionary act of directive, the illocutionary act of declaration and the illocutionary act of expressive. Then, in every speech, the speaker uses a strategy in conveying their meaning or intention or to produce the act. The following is a speech strategy by Brown and Levinson in Yule (1996: 66)



*Communication Strategy of Brown and Levinson in Yule (1996: 66)*

### 2.1.5 Types of Illocutionary Act

The illocutionary act in speech act itself has its classification. Both Austin and Searle give its classification. Basically, their classifications of illocutionary act in speech act are just the same. They are only different in the name. The following are the classifications by Searle in Mey (1993:163)



#### 1. Declaration

This illocutionary act is the kind of illocutionary act which can change the world by the utterance that is produced. The word “change” here refers to any situation. It can be the change of the status of a person. It can also be the ownership of something. The following is the example of declaration:

*“I declare you as husband and wife”*

The utterance above changes both the two person’s status. The status of the man change from someone who does not have any rights to the woman becomes someone who has rights to the woman. That is also happened to the woman, her status changes.

#### 2. Representative (Assertive)

Representative is the illocutionary act which states what the speaker believes to be the case or not and commits to the speaker truth. It shows the truth condition of the meaning of the utterance. The following is the example:

*“The sun rises in the East”*

That utterance shows the fact that the sun really rises in the East. This is a common fact that everyone knows.



### 3. Expressive

Expressive is kind of illocutionary act which can show what the speaker feels. It expresses the psychological states. The example is shown by the following utterance:

*"I'm sorry to hear that"*

The utterance above shows the empathy of the speaker to the hearer condition. The speaker tries to feel what the hearer feel. Therefore, the hearer will at least lose a bit of their tension.

### 4. Directive

Directive is a kind of illocutionary act which is used by the speaker to get someone else to do something. This kind of illocutionary act can make the hearer under an obligation. The example of directive illocutionary act:

*"Don't be too noisy!"*

That utterance contains a prohibition. It makes the hearer to be in silent. Maybe this is because the speaker feels annoyed with the crowded made by the hearer.

### 5. Commissive

Commissive illocutionary act is an act which makes the speaker to commit what s/he said. It is also a future action of the speaker.

*"I promise to give you some money."*

The utterance above is the example of commissive illocutionary act. It shows a promise of the speaker. It also shows what the speaker has to do in the future.

### 2.1.6 The Components In Determining an Illocutionary Act

According to Vanderveken (1990: 104), there are six components for determining an illocutionary act. They are:

#### 1. Illocutionary Point

The illocutionary point refers to the point of utterances for determining the content of utterances. In uttering an utterance, the speaker always tries to relate the world to the content of his utterance. This is for determining a direction of fit between language and the world. "Fit" here means the relation between the word (language) and the world (reality). Vanderveken mentions that there are four direction of fit, they are:

##### a. The words-to-world direction of fit

In this direction of fit, the utterance which produced by the speaker is appropriate to the world or the fact itself. It can also said that the words-to worlds direction of fit represents how the content of speech acts (words) fit to state of affairs existing in the world. Usually, this happens in the type of illocutionary act of assertive.

##### b. The world-to-words direction of fit

In the world-to-words direction of fit, the world or the fact can be changed according to the words uttered. In a simple way, the utterance which is produced by the speaker can affect the fact. The world or the fact is transformed to the content of the utterance. It means that the world is changed to fit the content of speech acts (words). This direction of fit can be found in directive and commisive illocutionary act. In directive (the

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 hearer) and commissive (the speaker) try to transform the world or the fact  
 in order to match the content of an utterance.

c. The double direction of fit

It means that the world is changed to fit the content of speech acts (words) and the content (words) match a state of affairs (world). This kind of fit called as the double direction of fit. This usually happens in the illocutionary act of declarative.

d. The null or empty direction of fit

In this direction of fit, the utterance which is produced by the speaker does not represent the state of affairs, it can also be said that the speech act says nothing about the world and does not change anything. The illocutionary act of expressive usually uses this direction of fit.

2. Mode of Achievement

The mode of achievement is the way of how the speaker conveys or utters his meaning or intention. It determines how an illocutionary point must be achieved in the propositional content. For example, in a request, the speaker must leave the option of refusal to the hearer in making his attempt to get him to do something.

3. Propositional Content Condition

The propositional content condition is the content of the utterance itself. For example, the propositional content of a promise must represent a speaker's future course of action.

#### 4. Preparatory Condition

The preparatory condition is the presupposition of the speaker for the utterance which is produced by him. In this case, the speaker knows his capacity or the hearer's capacity to accomplish what he said.

#### 5. Sincerity Condition

The sincerity condition is a condition which shows the mental states of certain psychological modes of the speaker about the state of affairs represented by the propositional content. It refers to the honesty of the speaker to perform something. For example, when a speaker promises something, he shows an intention to do what he promised.

#### 6. Degree of Strength

The mental state of the speaker in sincerity condition represents different degree of strength depending on the illocutionary act. it can also said as the strength level of an utterance produced by the speaker called as the degree of strength. For example, the speaker who supplicates something has the greater strength than the other who requests for something. The speaker who has a stronger desire is having a greater strength than who has not.

### 2.1.7 The Speech Act of the Three Years Old Children

In saying a sentence, someone not just says something with the utterance of that sentence. In the utterances of the sentence she/he also doing something. For example, someone asks "*mauminumapa?* (What do you want to drink?)" it's not just says, but she/ he offers the drink to the hearer. (BambangKaswanti, 1989:19)



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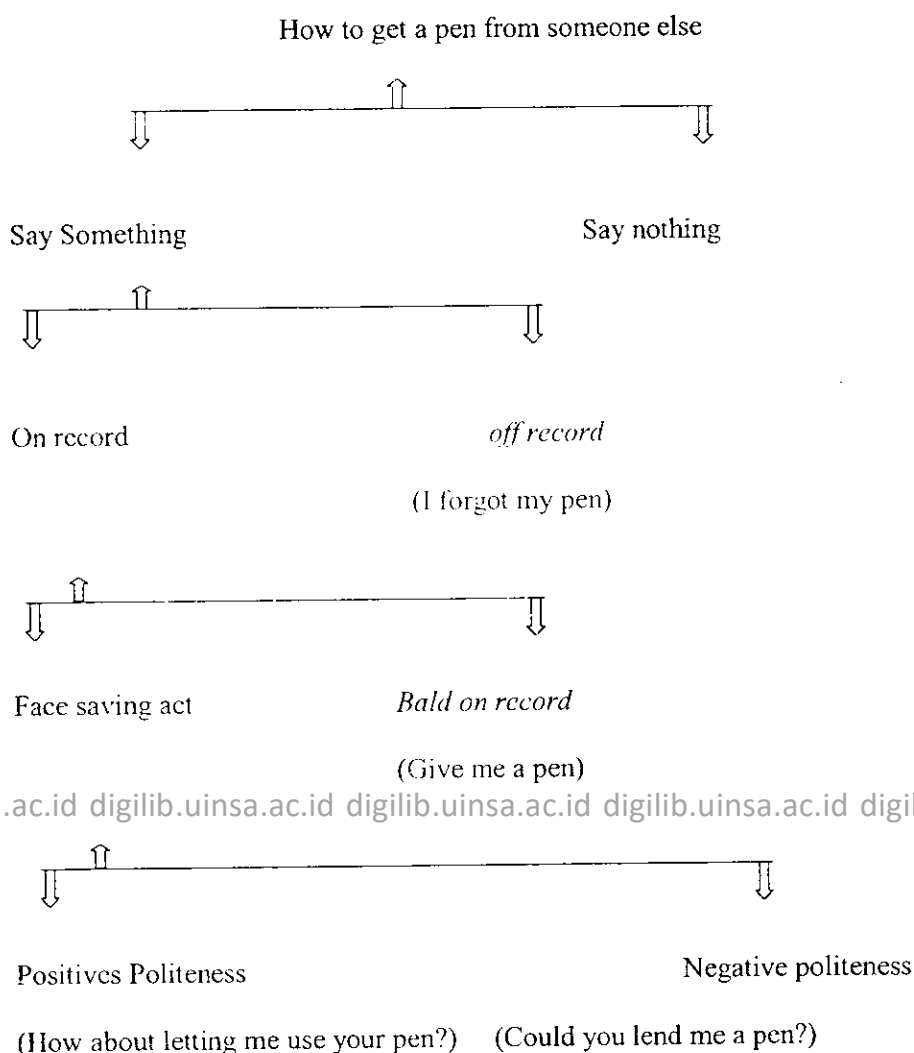
It also happens to the three years old children. For example, a child age 3 years says "*Bu mimik*. (Mom, drink.)" she/he didn't merely say that she/he wants to drink, but it means that she/he asked the mother to take a drink for him.

The speech act of the three years old children, according to Dore in Owen (1988: 228) is using the primitive speech acts. The primitive speech acts are labeling, repeating, requesting an action, requesting an answer, calling, greeting, protesting, and practicing.

This theory is also supported by Halliday in Owen (1988:229). There are some early pragmatics functions according to Halliday. First, the instrumental function, for example, "I want, I need", which has a meaning that the child attempts to satisfy needs or desires. Next, there is a regulatory function and the example is "Do as I tell you". That utterance means the child attempts to control the behavior of others. The third function is interactional function. The example of this function is "You and me". In this function, the child establishes and defines social relationships and attempts to participate in social intercourse. The next function is personal function, for example, "Here I come". It means that the child expresses individuality or gives personal opinion or feelings. There is also an imaginative function, for instance, "Let's pretend". In this function, the child expresses fantasies or creates imaginary word. Then, the heuristic function means the child seeks information, for example, "Tell me why". The last function is informative function. This function means that the child provides information, for example, "I've got something to tell you." Yet, the act of the children can also be influenced by their age.

### 2.1.8 Communication Strategies

According to Brown and Levinson in Yule (1996: 66), there are some strategies in a communication. The following is the figure of communication strategies.



*Communication Strategy of Brown and Levinson in Yule (1996: 66)*

The first strategy in a communication is say nothing. It happens when a person does not say anything; she/he does something to get the other person's attention and understands what he wants. For example, the figure above shows

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 how to get a pen from someone else. When the speaker uses say nothing strategy, then he will not say a word but try to look for it in his bag.

The other strategy in a communication is say something. If a person wants to borrow the pen from someone else, he can utter their meaning or their want. The person says something to get his wants. However, in saying something, there are also two strategies. They are on record and *off record*. The example of using the *off record* strategy is by saying “I forgot my pen” when the speaker wants to get a pen from someone else.

The use of on record strategy is also divided into two types. They are face saving act and *bald on record*. *Bald on record* is used when a person directly asked for something, such as, saying, “Give me a pen”, in order to get a pen from someone else. There are two types of face saving act strategies in a communication. They are positive and negative politeness.

Positives politeness can make the speaker get a greater risk of suffering a refusal (Yule, 1996: 64). For instance, the utterance of asking a pen, “How about letting me use your pen?”. Then, the negative politeness has a great opportunity for the speaker. This is because the negative politeness is more polite than positive politeness in a communication. Next, it is the example of negative politeness, “Could you lend me a pen?”. Furthermore, the communication strategy by Brown and Levinson will be the basis for analyzing the speech strategy of the children of 3-5 years old.

### 2.1.9 The Cognitive Development of Children

As already mentioned above, the basic theory of this thesis is psycholinguistic about cognitive development of children. According to Piaget in

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Abdul Chaer (2003:223), he stated that language is not a natural trait that is separate, but rather one amongst several abilities that are derived from the cognitive maturity. Language was formed by reason; the development of the language must be based on more fundamental changes and more generally in cognition.

A complex structure of the language is not something that is given by nature, and not something learned from the environment. The structure of language that formed as a result of continuous interaction between levels of cognitive functioning of children with their environment. Piaget stated, there are four stages in the development of the children. They are sensorimotor stage, pre operational stage, concrete operational stage, and formal operational stage.

### **1. Sensorimotor stage**

Sensorimotor stage occurs on children first two years of age. The characteristics of this stage are the infant has a reflexive to proactive behavior. Babies can make a new movement that is deliberate. In this period, intelligence is demonstrated through motor activity without the use of symbols. Knowledge of the world is limited (but developing) because it's based on physical interactions or experiences. Children acquire permanence object at about 7 months of age (memory). Their memory still has not perfectly appeared yet. the first sequence of the developments at this stage is the use of senses. Then, in the second part of the babies first year's is motor abilities. Physical development (mobility) allows the child to begin developing new intellectual abilities. Then in the second year, both of those coordination abilities have emerged early. Some symbolic (language)



abilities are developed at the end of this stage. At the end of this period the baby can think about the world that related to the experiences and simple actions.

## **2. Pre Operational stage**

In this stage, children's way of thinking is still dominated by the ways how things or objects that appear. The way of their thinking is still less operational. The intelligence is demonstrated through the use of symbols, language use matures, and memory and imagination are developed, but thinking is done in a non-logical, non-reversible manner. Egocentric thinking predominates.

## **3. Concrete Operational Stage**

The concrete operational stage occurs in the age of 7-11 years old. The characteristics which are found in this stage are the children thought characterized by conservation, decent ration, and reversibility. Their logical thought is relative to concrete or physical operations. For example a child at this stage confronted on two large glasses that have same shape, and both are equally full of water. Then one glass of water was transferred to a cylinder which is slightly smaller but higher than the previous glass. When asked "which one is more water in the glass or in the cylinder". The child has to understand that there is water in a glass and cylinder numbers are the same.

The children begin to understand that they have to pay attention on the other also. They need to play and to share with their friend. In this stage, intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects. Operational thinking develops (mental actions that are reversible). Egocentric thought diminishes.

#### 4. Formal Operation

This last stage occurs when an individual in the age of more than eleven. These stage characteristics are the capability of abstract thought, complex reasoning, and flexibility. An individual in this stage is becoming an adult. They begin to understand clearly and thought logically. they started using the formal rules of thought and logic to provide the basic truth of their answers.

In this stage, intelligence is demonstrated through the logical use of symbols related to abstract concepts. they formulate and test hypotheses that are complex; their abstract thinking; and they generalize the concept of using abstracts, from one situation to other situations. Early in the period there is a return to egocentric thought.

#### 2.2 Review of Related Studies

There are many researchers who have already conducted researches about illocutionary act in movies, translations, etc. Such as, the first thesis is digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id *"Illocutionary Act on Alex Dialogue in Movie Madagascar 3: Europe's Most Wanted"* by Fransisca of State University of Medan. This thesis deals with the analysis of illocutionary act on Alex's dialogue in movie Madagascar 3: Europe's most wanted. The objectives of this study are to find types of illocutionary act, the most dominant type, and the reason why the most dominant type occurs. The research on this thesis was carried out on descriptive qualitative design. The sources of the data were derived from the script of Alex's dialogue. The data were analyzed based on Yule's theory and they were classified into five types namely; representative, directive, commissive, expressive, and declarative. The most dominant type of illocutionary act used there is representative.

The second thesis is "*Illocutionary Acts in Movie Script of Chornicles of Narnia: The Lion, The Witch, and The Wardrobe by Stuart C.*" by EmyHidayatulAmanah of Udayana University. This thesis deals with the analysis of illocutionary act on movie script of Chornicles of Narnia: The Lion, The Witch, and The Wardrobe by Stuart C. The objectives of this study are to recognize types of illocutionary act and to analyze the illocutionary forces in the movie script of the Chornicles of Narnia: The Lion, The Witch, and The Wardrobe by Stuart C. The research on this thesis was carried out on qualitative method. The sources of the data were derived from the movie script of the Chornicles of Narnia: The Lion, The Witch, and The Wardrobe. The data were analyzed based on Austin and Searle's theory.

The third thesis is "*Directive Illocutionary Acts in Relation to Politeness Strategy in the Historical Movie The King's Speech*" by GarnisTrisnawati of Diponegoro University. This thesis deals with the analysis of directive illocutionary acts in relation to politeness strategy in the Historical Movie The King's speech. The objectives of this study are to elaborates the classification of directive illocutionary acts of the dialogue in *The King's Speech* into type, mood, and function of directive illocutionary acts used by the speaker to the hearer in the movie. The researcher also analyze the politeness principle and strategy used by the speaker in uttering directive illocutionary acts. The research on this thesis was carried out on descriptive qualitative method. The sources of the data were derived from the movie script of *Historical Movie The King*. The data were analyzed based on Austin and Vanderveken's theory.

## CHAPTER III

### METHOD OF THE STUDY

#### 3.1 Research Approach

According to Djajasudarma (1993:9) there are two types of research; quantitative and qualitative research. Quantitative research contains every kinds of research based on percentage, table, and the other statistical counting. While, qualitative research is a certain tradition in social science which fundamentally depends on the person and his surrounding through his language.

This research is a descriptive qualitative research. A qualitative research also allows the researcher to describe the data. Then, the data are explained in order to get the information about illocutionary act in children speech and their communication strategies.

In this thesis, the researcher employed descriptive research because she wanted to describe the data about illocutionary act and communication strategy in Learning English of the three years old children.

Ary (1979: 295), descriptive research studies are designed to obtain information concerning the current status or phenomena. They are directed toward determining the nature of a situation as it exists at the time of the study. There is no administration or control of a treatment as is found in experimental research. The aim is what exist” with respect to variables or conditions in a situation. Descriptive research also employs several types of studies that can be classified into six types. These are case studies, surveys, developmental studies, follow up studies, documentary analysis, and correlation studies. One that fit with this study is survey technique.



### **3.2 Subject of the Study**

The subject of this study are the students age three years old in Harvard Preschool Kindergarten and Playgroup Gresik.

### **3.3 Technique of Data Collection**

Every research requires the data. The most important thing in this research is the accuracy of the data. The data of this thesis were gathered from survey that have done by the researcher by recording the class activities between the three years old children and the teacher in Harvard Pre-school Kindergarten and Playgroup Gresik.

#### **3.3.1 Data and Sources of Data**

Data is the most important component in the research because the research only can be continued by having the research data. If there are no data, the research is considered failed. According to Sudaryanto (1993:134) stated that data are the research object that are derived from a selecting process of any kind of utterances occurred on the site. Data is the object of the research plus its contexts. Based on the statement above, it can be explained that the data of this research are all of the utterances related to illocutionary act of the three years old children.

The sources of qualitative research data are for example: sentence or utterances, actions, written texts, photographs and statistics. Related to the research, her sources of data are taken from the survey by recording the class activities between the three years old children and the teacher in Harvard Pre-school Kindergarten and Playgroup Gresik.

### 3.3.2 Method and Techniques of Collecting the Data

Related to the collecting the data, the researcher used the recording technique, non-participant observation technique, and taking a note technique. Here, she has observed directly by herself to the site for three days. She observed start from 07.30 until 09.00 every day. The reasons of using the techniques are, firstly, it helped the researcher to see the illocutionary act and communication strategy of three years old children in English Communicating. It also makes her easier to collect the data by recording and taking a note.

According to Sudaryanto (1993:135), there are four techniques in collecting the data. They are: recording technique, participant observation technique nonparticipant observation technique, and taking a note technique. There are four ways in collecting the data. They are observation (participant observation and non-participant observation technique), interview, questioner, and documentation.

### 3.4 Technique of Data Analysis

In analyzed the data, the researcher employed some steps. First, she observed in Harvard Pre-school Kindergarten and Playgroup Gresik, she observed one class of age three years old then she recorded the conversation between teacher and children in class. Then the researcher analysed the video and taking a note to get the data.

## CHAPTER IV

### FINDING AND DISCUSSION

#### 4.1 Finding

##### 4.1.1 The Illocutionary Act of Three Years old Children in Harvard Preschool Gresik

The three years old children produce four types of illocutionary act, they are directive, assertive, expressive, commissive. The declaration act has not appeared yet in those children conversation. The types of illocutionary act which is found in three years old children are directive (requesting, inviting, commanding, warning, suggesting, ordering), assertive, expressive, commissive (promising and refusal).

##### 1. Requesting

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S1: *Miss, maumainansinga.*

(Miss, I want to play the lion toy.)

T :*Dimanasinganya?*

(Where is it?)

S1: *Di situ miss. (menunjukkearahrakmainan)*

(Over there miss)

T :*Yadiambilloh.*

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 (Just take it yourself.)

S1: *Di atas miss.*

( It's on the top, miss)

The illocutionary act analysis according to Vanderveken:

The illocutionary point form of utterance above is directive. It shows from the sentence that utters by the speaker ("*Miss, maumainansinga*"). The speaker tried to request something from the hearer. The speaker hopes that the hearer would understand what he wants. Since the hearer did not fulfil what the speaker wants, he utters the utterance in declarative ("*Di atas miss*") but the speaker did not mean to say how things are. The speaker tried to request to the hearer to take on the toy for him.

According to the mode of achievement, the speaker conveys his utterance in the form of directive ("*Miss, maumainansinga*"). He used it to request something to his teacher. He used indirect form in requesting something for getting his request accomplished.

The propositional content condition of this utterance is a form of effort from the speaker to request something from the hearer. In this case, the speaker requested his teacher to take on the toy which is on the top of toys shelves; it showed by the last sentence ("*di atas miss*").

Then the preparatory condition of the utterance is assured by the speaker that the hearer was able to do what he wants. He knew that the hearer usually fulfil what he wants.

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In the first, the sincerity condition of the utterance of speaker was not really able yet to make the hearer to fulfil what he wants (*"Miss, maumainansinga"*). Since, the hearer possibly considered that his utterance is just a statement. But in the end, the speaker was able to make the hearer to fulfil what he wants.

According to degree of strength, the utterance of speaker had a lower strength. Since, the first utterance did not give a satisfied effect to the speaker (*"Miss, maumainansinga"*). It can be seen from the second request that was produced by speaker (*"di atas miss"*) which gave the satisfied effect to him, his request was being fulfilled. The utterances of him above belong to the directive illocutionary act of requesting. Since, he wants the hearer to do something for him, to take on the toy for him.

## 2. Inviting

S2: *Ayo mainanlego.*

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OS: *Ayo.*

(Come on.)

The illocutionary act analysis:

The illocutionary pointform of utterance above shows the world to words direction of fit in the form of imperative (*"Ayo mainanlego"*). She wanted the hearer to do something with her. The speaker tried to invite the hearer to join in playing lego with her.

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According to the mode of achievement, speaker used the imperative form (*"Ayo mainanlego"*). It can be seen from the meaning of that utterance itself that is asking someone else to do something together with her.

The propositional content condition of the utterance above is an inviting from the speaker to the hearer (*"Ayo mainanlego"*). It is as a result of the fact that the speaker was playing something with the hearer at the time. Here, the speaker invited the hearer to play with her.

Then the preparatory condition of utterance above is believed by the speaker that the hearer was able to join with her (*"Ayo mainanlego"*). She was sure that the hearer is able to do what she wants from the fact that her friend usually play with her at school. The hearer was also sure that the invitation of speaker was fun to do.

The sincerity condition of the utterance shows that the speaker has a desire to invite the hearer to join with her. It can be seen of the word *"ayo"* that utters digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id by speaker which was showed that the speaker really wanted the hearer to play together with her. The hearer was also able to fulfil the invitation of speaker.

According to degree of strength, the utterance of speaker above had a great strength, since the hearer fulfilled her invitation. The utterance above is a kind of directive illocutionary act.

### 3. Commanding

S3: *Miss, open.*

T : *Okay. Bilangapa?*



S3: *Thank you.*

T : *You're welcome.*

The illocutionary act analysis:

The illocutionary point of the utterance above shows the world to word direction of fit in the form of directive ("*Miss, open please*"). The speaker meant to command the hearer to dosomething what she wants. It would make her disappointed if the hearer did not accomplish it.

According to the mode of achievement, the utterance above is a kind of imperative utterance ("*Miss, open please*"), the way she utters it seems like she has the authority over the hearer. It can be said that utterance above is a success utterance, since the hearer was accomplished what she wants. In a command, she must be more invoking a position of authority over the hearer.

The propositional content condition of the utterance above shows a command from the speaker ("*Miss, open please*"). The content of utterance above is the attempting of speaker to get the hearer to do something.

The preparatory condition of the utterance above shows that the speaker was believed that the hearer would accomplish her command ("*Miss, open please*"). It was showed by the habit of her teacher who always does what she wants.

Then the sincerity condition in uttering a command above, speaker wanted the hearer to fulfil what she said immediately. It was because she utters her command in direct utterance ("*Miss, open please*").

According to the degree of strength in uttering the utterance above, the speaker had a great desire to have her command be accomplished. She felt that she had the authority over the hearer.

#### 4. Warning

OS: *Miss aku finish.*

(Miss I'm finish.)

S4: *Lohitubelum, diblockchodiblock.*

(It's not finish yet, you should fulfil the color.)

The illocutionary act analysis:

The illocutionary point of the utterance above, the speaker tries to make the world fit his words. The world here was the condition when his friend who has coloring that did not comply with the instruction of teacher. It made the speaker utters an imperative utterance (*"Lohitubelum, diblockchodiblock"*). He wanted the hearer to do coloring according to the instruction of their teacher.

According to the mode of achievement, the speaker produced a kind of warning to the hearer in the form of directive (*"Lohitubelum, diblockchodiblock"*). He tried to make the hearer accomplish his warning.

The propositional content condition of the utterance above is the attempting of speaker to get the hearer to do what he just said (*"Lohitubelum, diblockchodiblock"*). It can be seen from the illocutionary point in his utterance. In the illocutionary point, the speaker wanted the condition change as his wants that was his friend does a coloring according to the instruction of their teacher.

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Then the preparatory condition of the utterance is the speaker believed that the hearer would pay attention on his warn. He knew that the hearer would do what he warns to him that was coloring according to the instruction of their teacher (*"Lohitubelum, diblockchodiblock"*).

The sincerity condition of the utterance shows that the speaker had a desire in uttering the utterance. He really meant to the hearer to fulfil what he said. Since, it was absolutely easy for the hearer to accomplish the speaker warned.

According to the degree of strength, the utterance above had a great strength. This is as a result of the fact that it was a kind of warning in the form of imperative utterance. This utterance was possible to do by the hearer at the time after speaker utters it.

## 5. Suggesting

T :*Siapgerak. (tanganditekuk di pinggang)*

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S5: *Nggak gitu miss.*

T :*Gimanaloh?*

S5: *Giniloh. (tanganlurus di sampingbadan)*

The illocutionary act analysis:

The illocutionary point of the utterance above shows the world to words direction of fit. The speaker tried to make the hearer to do something "*giniloh (tanganlurus di sampingbadan)*". The speaker wanted the hearer to follow his suggestion.

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According to the mode of achievement, the utterance above is a successful utterance due to the fact that the utterance can convince the hearer to do something as what speaker does. It can be seen from the use of the direct utterance in conveying his suggestion "*giniloh (tanganlurus di sampingbadan)*"

The propositional content condition of the utterance above consist a suggestion for the hearer "*giniloh (tanganlurus di sampingbadan)*". The speaker wanted the hearer to know how to do "*siapgerak*" correctly. This suggestion was able to do by the hearer at the time.

Then the preparatory condition of the utterance, the speaker already has the presupposition that the hearer will do what he suggested. The speaker already knew that the hearer is able to do his suggestion.

The sincerity condition of the utterance above is sincere to the hearer as it can convince her to do the suggestion of the speaker. The suggestion of the speaker is possible for the hearer to do it.

According to the degree of strength, the utterance above has a great strength. Since, it can make the hearer do the suggestion of the speaker. The suggestion of the speaker can make the hearer understand how to do "*siapgerak*" correctly. This suggestion which is supported by an action can make it has a great strength.

## 6. Ordering

OS: (open his snacks)

S6: *Apaitu?*

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(What's that?)

OS: *jajan*.

(It's snack.)

S6: *Akumintasedikit*.

(Give me little please.)

OS: (give his snacks)

The illocutionary act analysis:

The illocutionary point of the utterance above shows the world to word direction of fit in the form of directive utterance, since the speaker tried to order something from the hearer to give her some snacks ("*Akumintasedikit*"). It has the world to word direction of fit. The speaker made the hearer to do something. The world here means the situation when the speaker didn't has snack. She ordered her friend to give her some snacks.

According to the modw of achievement, the speaker used the direct way to utter what she wants ("*Akumintasedikit*"). She ordered some snacks to her friend.

The propositional content condition of the utterance above is an order. It can be seen from the situation when she ordered some snacks from her friend ("*Akumintasedikit*"). The speaker showed her ordering to the hearer and it was possible to be accomplished.

The preparatory condition of the utterance above was believed by the speaker that the hearer was able to accomplish her order ("*Akumintasedikit*"). She

believed that she would get what she orders as a result of the fact that the hearer usually shares his snacks with their friends.

The sincerity condition of the utterance above shows that the speaker had a great desire to get her order accomplished by the hearer. It can be seen from the utterance above. When she ordered some snacks to her friend, the hearer accomplish it directly "*OS: (give his snacks)*".

According to the degree of strength, the utterance above had a great strength. Since, her order is accomplished directly by the hearer "*OS: (give his snacks)*". The utterance above is a kind of directive illocutionary act of ordering.

## 7. Promising

While coloring class...

T :*Lohkenapapunyamu blue semua?*

(Why your drawing is all in blue color?)

S7: *Nantiakukasihhujanya.*

(I'll give a rain later.)

The illocutionary act analysis:

The illocutionary point of the utterance above has the words to world direction of fit in the form of commissive. The speaker showed the future action that will be done by her ("*Nantiakukasihhujanya*"). The speaker tried to fit the utterance with the reality that would happen later.



According to the mode of achievement of the utterance above shows a promise of the speaker. Actually, it was the way of the speaker to said sorry to the teacher and she hopes the teacher would not angry with her. But, it can be said that this utterance is unsuccessful. Since, the hearer did not agree with her "*Lohkenapapunyamu blue semua?*"

The propositional content condition of the utterance above contains a promising from the speaker. The speaker utters what she would do in the future ("*Nantiakukasihujanya*").

In uttering the utterance above, the preparatory condition of the speaker had a presupposition that she can do what she said. She believed that she was able to do it ("*Nantiakukasihujanya*").

Then the sincerity condition of the speaker had a great desire to fulfil her promise.

According to the degree of strength of the utterance above shows a great strength. It can convince the hearer that it was good for the hearer. The utterance above is the kind of commissive illocutionary act.

## 8. Refusal

S8: *Miss akunggamauini. (sayur)*

(Miss, I don't want it.) (Vegetable)

T : *Ditaruhsampingnyaajasayurnya.*

(Put it on the side of your plate)

S8: *Akunggamaumakanadaini.*

(I don't want to eat.)

The illocutionary act analysis:

The illocutionary point of the utterance above has a world to words direction of fit. Since, the speaker commits himself to the future action. The speaker tried to match her word to the world. That was the situation when the speaker did not want to eat the vegetables and his teacher told him to put it on the side of his plate. Then he refused to eat the food “(*Akunggamaumakanadaini*)”.

According to the mode of achievement of the utterance above is the kind of commissive illocutionary act. Since, the speaker commits himself to the future action. He tried to show that he did not want to eat the food “(*Akunggamaumakanadaini*)”.

The propositional content condition of the utterance above is refusal. It can be seen from the speaker utterance which contains refusal meaning. He refused to eat his food “(*Akunggamaumakanadaini*)”.

The preparatory condition of the utterance above shows the speaker had a presupposition that he was unable to eat the food because of the vegetables “*Miss akunggamauini.(sayur)*”. Therefore, he committed himself to did not eat the food.

The sincerity condition of the speaker used the direct way to utter the utterance that he refused to eat the food “*Miss akunggamauini.(sayur)*”. He can convince the hearer that he did not want to eat the food.

The degree of strength of the utterance above shows that the speaker had a great strength in utters his refusal. He wanted the hearer to pay attention on his refusal.

## 9. Stating

R : *Mana yellow?*

(Which is yellow?)

S9: *ini (take the yellow crayon one)*

The illocutionary act analysis:

The illocutionary point of the utterance above has a word to world direction of fit in the form of assertive. The speaker tried to give a direction to the hearer. The speaker utters something to represent how the things are. In this case, the speaker showed which the yellow color one of his crayon is “*ini (take the yellow crayon one)*”.

According to the mode of achievement of the utterance above shows how the things are. The speaker utters it in the form of declarative sentence “*ini (take the yellow crayon one)*”.

The propositional content condition of the utterance above consist a statement from the speaker. He represented the thing as it is “*ini (take the yellow crayon one)*”. In this case he utters which is the yellow one of his crayon.

The preparatory condition of the utterance above shows before uttering the speaker already know which the yellow color is. He wanted the hearer to know it. Therefore, he told the hearer which the yellow color is “*ini (take the yellow crayon one)*”.

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Then the sincerity condition of the utterance above is a sincere utterance. It was a result of the fact that the speaker was success in giving a direction to the hearer about which the yellow one is “*ini (take the yellow crayon one)*”.

According to the degree of strength, the utterance above had no strength. It is because this utterance is only statement. The speaker did not need to convince the hearer about what he just said and otherwise. The utterance above is the utterance of assertive illocutionary act.

#### 10. Expression

OS :(*Menginjakjari S10*)

(Stepped on S10's finger)

S10: *Aduhsakit (Crying)*

(Ouch, it's hurt)

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The illocutionary act analysis:

The illocutionary point of the utterance above had the null or empty direction of fit. Since, this utterance only expresses the speaker's feeling “*Aduhsakit (Crying)*”. The speaker utters his feeling and it was did not matter if the hearer did not give any respond.

The mode of achievement of the utterance above is utters in the form of exclamatory sentence. It was a successful utterance since the speaker was able to express his feeling to the hearer “*Aduhsakit (Crying)*”.

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The propositional content condition of the utterance above is an expression of the speaker's feeling. The speaker tried to express his feeling to the hearer "*Aduhsakit (Crying)*".

The preparatory condition of the utterance above shows that when the speaker uttering that utterance, he knew that the hearer would listen to what he said "*Aduhsakit (Crying)*". This utterance also did not give any obligation to the hearer.

The sincerity condition of the utterance above is the sincere utterance. Since, the speaker was success to tell his feeling to the hearer "*Aduhsakit (Crying)*".

The degree of strength of the utterance above had no strength, it did not give any obligation either for the speaker or the hearer. The utterance above is an utterance of expressive illocutionary act. It showed the expression of the speaker's feeling "*Aduhsakit (Crying)*".

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From the description above, it can be seen that the three years old children were already able to produce directive, commissive, assertive, and expressive illocutionary act. The directive illocutionary act was most often used by them. This was as a result of the fact that the three years old children were still have a big ego. They just care about what they need and everything about their happiness.

#### 4.1.2 The Communication Strategy of the Three Years Old Children in Harvard Preschool

The three years old children used a strategy in their speech. The following are the result and explanation about the communication strategy and politeness level of the three years old children according to the theory of Brown and Levinson.

The communication strategy's table of the three years old children.

	Requesting	Inviting	Commanding
3 years old children	<p>S: <i>Miss, mimik.</i> (Miss, give me a drink.)</p> <p>T: <i>Oh mimiknak, bentarya.</i> (Okay, wait a moment.)</p>	<p>S2: <i>Ayo mainanlego</i> (Let's play lego.)</p> <p>OS: <i>Ayo.</i> (Come on.)</p>	<p>S: <i>Miss pakein.</i> (Miss, help me to wear my shoes.)</p> <p>T: <i>Besokbelajarpakaisepatusendiriya</i> (You have to learn wear your shoes by yourself later, right.)</p>



## 1. Requesting

The dialogue above is the dialogue of three years old children in requesting something. It shows how to get a drink from someone else. According to Brown and Levinson, there are some strategies;

Say Nothing → "The speaker touch his throat."

Say Something Off record: "Miss, I am thirsty."



On record → Bald on record: "Miss, give me a drink."



Face saving act → Positive politeness: "How about give me a drink?"



Negative politeness: "Could you give me a drink?"

In uttering a request, the three years old children used the bald on record strategy. He directly asked the hearer to take a drink for him "*miss, mimik.*" The form of speaker's utterance above is an imperative sentence.

## 2. Inviting

The dialogue above is conversation between three years old children. The utterance above is invitation form. It shows how to invite someone to play lego. According to Brown and Levinson, there are some strategies;

Say Nothing → "The speaker gives a lego to the hearer."

Say Something → Off record: "The lego is good."



On record → Bald on record: "Let's play lego."



Face saving act → Positive politeness: "How about playing lego with me?"



Negative politeness: "Could you play a lego with me?"

The speaker was inviting her friend to join in playing Lego. The speaker was uttering the utterance in bald on record strategy "*ayomainanlego*." The form of speaker's utterance above is an imperative sentence.

### 3. Commanding

The dialogue above is the dialogue of three years old children in commanding something. It shows how to command someone to help her to wear her shoes. According to Brown and Levinson, there are some strategies:

Say Nothing → "The speaker gives her shoes to the hearer."

Say Something → Off record: "I can't wear my shoes by my self."



On record → Bald on record: "Miss, help me to wear my shoes."



Face saving act → Positive politeness: "How if you help me to wear my shoes?"



Negative politeness: "Could you help me to wear my shoes?"

In commanding something, the three years old children used the bald on record strategy "*miss, pakein*." It can be seen from the form utterance itself that is imperative. The speaker commanded the hearer to help him wear his shoes.

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	Warning	Ordering	Refusal
3 year s old child ren	<p>OS: <i>Miss</i> <i>aku finish.</i> (Miss, I am finish.)</p> <p>S4: <i>Lohitubelum</i> , <i>diblockchod</i> <i>iblock.</i> (It's not finish yet, you should fulfil the color.)</p>	<p>S: <i>Akugapunyawarna</i> <i>red. Akugapunyawarna</i> <i>red Raka.</i> <i>Rakaakugapunyawarna</i> <i>red.</i> (I don't have the red one.)</p> <p>OS: <i>Akupunyawarna</i> <i>red.</i> (I have one.)</p> <p>S: <i>Akugapunya. Miss,</i> <i>akugapunyawarna red.</i> (Miss, I don't have the red one.)</p> <p>T: <i>Gapunyawarna red</i> <i>nak,</i> <i>bentardipinjamkanteman</i> <i>nyaya.</i> (Ok, wait. I will borrow the red color to your friend.)</p>	<p>S8: <i>Miss</i> <i>akunggamauni.</i> (sayur) (Miss, I don't want it.) (Vegetable)</p> <p>T :Ditaruhsampingnyaaj <i>asayurnya.</i> (Put it on the side of your plate)</p> <p>S8: <i>Akunggamaumakanad</i> <i>aini.</i> (I don't want to eat.)</p>

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#### 4. Warning

The conversation above is between three years old children. It shows how to warn someone to do coloring according to the teacher's instruction. According to Brown and Levinson, there are some strategies;

Say Nothing → "The speaker shows his picture which is according to the teacher's instruction."

Say Something → Off record: "Miss ida said that we have to fulfil the color in all of this picture."



On record → Bald on record: "It's not finish. You should fulfil the color."



Face saving act → Positive politeness: "How if you do coloring according to the teacher's instruction?"



Negative politeness: "I think you have to do coloring according to the teacher's instruction."

The speaker utters his warning in bald on record strategy "*Lohitubelum, diblockchodiblock*." His warning was uttered in the form of imperative sentence. The speaker warned the hearer to fulfil the color according to the teacher's instruction.

#### 5. Ordering

The dialogue above is the dialogue of three years old children in ordering something. It shows how to order a red color one of crayon to someone else. According to Brown and Levinson, there are some strategies;

Say Nothing → "The speaker looking for his red color in his crayon case."

Say Something → Off record: "I don't have the red one."

↓  
On record → Bald on record: "Give me a red color one."

↓  
Face saving act → Positive politeness: "How about letting me use your  
red color one?"

↓  
Negative politeness: "Could you lend me a red color one?"

The speaker utters his order in off record strategy "*Akugapunyawarna red. Akugapunyawarna red Raka.Rakaakugapunyawarna red.*" The speaker tried to make the hearer understand what he wants. It can be considered as the imperative form. He utters his order in many times, since the hearer did not understand what the speaker wants. Until the teacher comes and understands what speaker wants. In this case the speaker was ordering the red color one that he didn't have.

## 6. Refusal

It shows how to refuse to eat the vegetables. According to Brown and Levinson, there are some strategies;

Say Nothing → "The speaker doesn't touch the food."

Say Something → Off record: "I want to eat the other food."

↓  
On record → Bald on record: "I don't want to eat it."

↓  
Face saving act → Positive politeness: "Thank you for the food, but I'm  
still full."

↓  
Negative politeness: "Thanks, but I'm not hungry."

The strategy that used by three years old children in refusing something is bald on record strategy “(*Akunggamaumakanadaini*)”. The dialogue above shows that it utters in the form of conditional sentence, and it is functioned as conditional also.

	Suggesting	Stating	Promising
3 years old children	<p>T :<i>Siapgerak.</i> (<i>tanganditekuk di pinggang</i>)</p> <p>S5: <i>Nggakgitu miss.</i></p> <p>T :<i>Gimanaloh?</i></p> <p>S5: <i>Ginilah.</i> (<i>tanganlurus di sampingbadan</i>)</p>	<p>R :<i>Mana yellow?</i>  (Which is yellow?)</p> <p>S9: <i>ini (take the yellow crayon one)</i></p>	<p>T :<i>Lohkenapapunyamu blue semua?</i>  (Why your drawing is all in blue color?)</p> <p>S7:</p> <p><i>Nantiakukasihhujanya.</i> (I'll give a rain later.)</p>

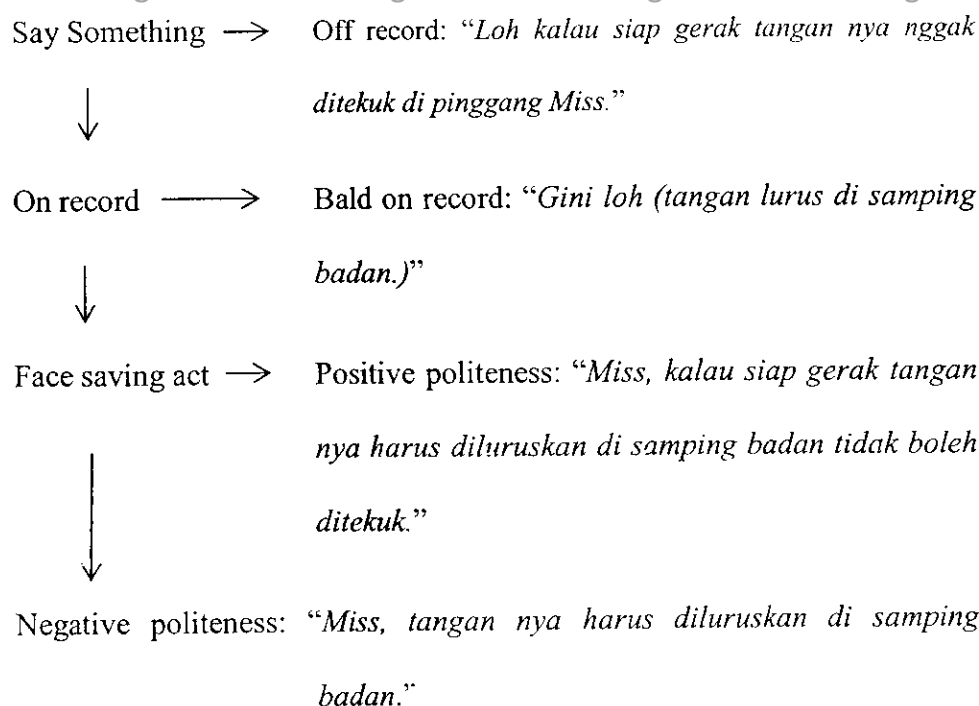
## 7. Suggesting

The dialogue above shows how to suggest someone to do the right position of *siap gerak*. According to Brown and Levinson, there are some strategies;

Say Nothing → “The speaker doesn’t say anything, just shows the right position of *siap gerak* by keep his hand on the right position.”



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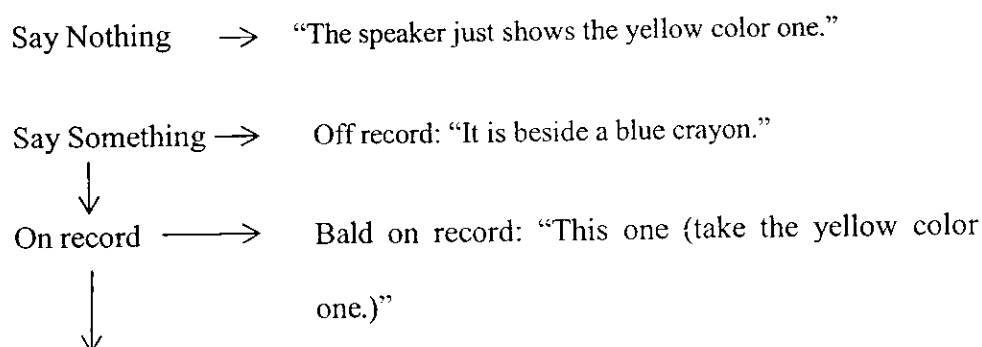


The strategy that used by three years old children in suggesting something is bald on record strategy *"giniloh (tanganylurus di sampingbadan)"*. The speaker suggested the hearer how to do the *"siapgerak"* correctly. The speaker wanted the hearer to follow his suggestion. The dialogue above shows that it utters in the form of imperative sentence, and it is functioned as imperative also.

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## 8. Stating

The dialogue above is about how to state something. According to the Brown and Levinson theory, there are some strategies;



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Face saving act → Positive politeness: "This one (take the yellow color one.)"

↓

Negative politeness: "This one (take the yellow color one.)"

The strategy that used by three years old children in stating something is bald on record strategy "*ini (take the yellow crayon one)*". The speaker tried to give a direction to the hearer. In this case, the speaker showed which the yellow color one of his crayon is "*ini (take the yellow crayon one)*". The dialogue above shows that it utters in the form of declarative sentence, and it is functioned as declative also.

## 9. Promising

The dialogue above is about how to promise something. According to the Brown and Levinson theory, there are some strategies;

Say Nothing → // Nothing //

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Say Something → Off record: "If I give a rain, is it good?."



On record → Bald on record: "I will give a rain later."



Face saving act → Positive politeness: "How if I give a rain later?"



Negative politeness: "May I give a rain later?"

The strategy that used by three years old children in promising something is bald on record strategy "*Nantiakukasihujanya.*" The dialogue above shows that it utters in the form of conditional sentence, and it is functioned as conditional also.

3 years old children	Expression
	<p><i>T: Isti, itu bag nyasiapa?</i></p> <p><i>S: Punyaku.</i></p> <p><i>T: Bukan, itupunya Miss Ifa.</i></p> <p><i>S: Punyakukok. (angry)</i></p>

## 10. Expression

The dialogue above is about how to express feeling of the speaker.

According to the Brown and Levinson theory, there are some strategies;

Say Nothing → “The speaker says nothing, she just express her feeling by her angry face.”

Say Something → Off record: “Your bag is over there, Miss.”

↓  
On record → Bald on record: “It’s mine (angry.)”

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↓  
Face saving act → Positive politeness: “No, it is mine Miss.”

↓  
Negative politeness: “No, it is mine Miss.”

The strategy that used by three years old children in expresses something is bald on record strategy “*Punyakukok. (Angry)*”. The speaker tried to express her feeling. The speaker told to the hearer that the bag is hers. The dialogue above shows that it utters in the form of exclamatory sentence, and it is functioned as exclamatory also.

From the description above, it can be concluded that the communication strategy which is most used by three years old children is the bald on record strategy.

They use the direct utterance most often, even though sometime they can produce an utterance in an indirect form.

## 4.2 Discussion

### 4.2.1 The Illocutionary Acts and Communication Strategy of the Three Years Old Children

According to the finding above, it shows that the illocutionary acts of the three years old children that have appeared in their utterance are; directive, commissive, assertive, and expressive. Based on Searle in Mey(1993:163) the types of illocutionary acts are declaration, representative (assertive), expressive, directive, and commissive. According to this research, the illocutionary act of declaration has not appeared yet on the three years old children's utterance.

People who utter the illocutionary act of declaration needs a *felicity condition* in saying that utterance in order to make it as declaration. It has to make sure that the speaker who utters the declaration has an authority to utters the illocutionary act of declaration. If the speaker hasn't the authority, it can't be said as illocutionary act of declaration. (Dardjowidjojo, 2003:107)

Based on explanation above, it shows that the reason why is the illocutionary act of declaration has not appeared on the three years old children is because they have not a *felicity condition*. For example, in the utterance "*I declare you to be husband and wife*" the speaker who utters it must have an authority to marry people, in order to get the legal marriage.

According to the theory of Brown and Levinson, there are some strategies in communication. They are; say nothing, say something {off record, on record (bald on record, face saving act; positive politeness, negative politeness.)}

Based on the finding above, the communication strategy of the three years old children which is found on this research is bald on record strategy and off record strategy. The strategy that most used by three years old children is bald on record strategy. In other word, we can say that the bald on record strategy is direct way and off record strategy is indirect way. As we know that the three years old children are still in egocentric thinking. They often use the instrumental function such as "I want, I need" which has a meaning that the children attempt to satisfy need or desire. (Haliday in Owen, 1988:22)

#### 4.2.2 Islamic Value

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١

Recite in the name of your Lord who created -

خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝٢

Created man from a clinging substance.

أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝٣

Recite, and your Lord is the most Generous -

الَّذِي عَلَّمَ بِالْقَلَمِ ۝٤

Who taught by the pen -

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝٥

Taught man that which he knew not.

In the Holy Qur'an Surah al Alaql-5, explained that the Prophet Muhammad was commanded by Allah in Jibril to read. This surah can be related to

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this thesis because this thesis is about the development of language in children and their speech acts. It can be concluded that the teaching of language in children is very important. Before reaching the stage of their reading skills, firstly the children are learning to talk and communicate with people around them.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

This thesis is about illocutionary act and communication strategy of three years old children in Harvard Preschool Kindergarten and Playgroup. The three years old children have shown an act in their speech. It called as speech act.

They act in their speech in the type of illocutionary act. From this thesis, it can be concluded that the illocutionary act of directive, commissive, assertive, and expressive were already appeared in their speech. The three years old children have not used the illocutionary act of declaration yet. People who utter the illocutionary act of declaration needs a *felicity condition* in saying that utterance in order to make it as declaration. It has to make sure that the speaker who utters the declaration has an authority to utters the illocutionary act of declaration. If the speaker hasn't the authority, it can't be said as illocutionary act of declaration.

Based on explanation above, it shows that the reason why is the illocutionary act of declaration has not appeared on the three years old children is because they have not a *felicity condition*.

According to the theory of Brown and Levinson, there are some strategies in communication. They are; say nothing, say something {off record, on record (bald on record, face saving act; positive politeness, negative politeness.))} The communication strategy which was used by the three years old children were the bald on record strategy and off record strategy. In other word, we can say that the



bald on record strategy is direct way and off record strategy is indirect way. They most often used the bald on record strategy in their speech. As we know that the three years old children still in their egocentric thinking. They just care about what they need, what they want, and everything about their happiness.

They usually utter their speech explicitly, but sometimes they also utter their speech implicitly in a small portion. The three years old children were already able to produce the indirect speech act in conveying their meaning and intention. It showed that their cognitive have developed.

## 5.2 Suggestion

This research is a descriptive qualitative research. In this thesis, the researcher employed descriptive research in order to describe the data about illocutionary act and communication strategy in Learning English of the three years old children.

In analysed the data, the researcher employed some steps. First, she observed in Harvard Pre-school Kindergarten and Playgroup in Gresik, she observed one class of age three years old then she recorded the conversation between teacher and children in class. The researcher used recording technique and writing technique.

The researcher hopes that the next researcher who wants to analyze the same object, will explore more about it. They can analyze the locutionary act and prelocutionary act also, not only the illocutionary act. Besides, they can also analyze about the illocutionary act and the gesture of the speaker, and so on.

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