

CHAPTER I

INTRODUCTION

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1.1. Background of the study

In our society, we have three different social classes. They are high, middle, and low social classes. Each class has its own characteristics and these characteristics may lead us into our judgement whether he or she is coming from high, middle or low social class. There are some various ways to recognize whether somebody is coming from a certain social class.

The first way to recognize someone's social class is by the language that they use in communication. Milroy says (1987:105) "The general assumption is that in some sense speakers use language variation, consciously or unconsciously, to signal various kinds of social identity. Standard speech forms are generally associated with high social status. One of the reasons people use the standard language in communicating is that their occupation always interacts with people who use more standard forms and this interaction has its effect on their own usage.

The second is related to someone's occupation. An occupation scale may divide people into a number of categories as follows: major professionals and executive of large businesses, lesser professionals and executive of medium-sized businesses; semi-professionals; technicians and owners of small businesses; skilled workers; semi-skilled workers; and unskilled workers. Gumperz (1974) states that

occupation related to the status of a person. It means that someone's occupation characterizes his or her status in a society.

The third indicator is income level. Income level focuses on how much money people have. Likewise, in considering where people live and type of housing. If someone lives in the elite area, our perception toward him is he comes from high social class. On the other hand, when we see someone live in the slum area, we judge that he comes from lower social class.

And the last but not least is their education. The higher their education the higher their status in society. Based on these, one can find out whether he or she is coming from high, middle or low social class.

Grambs says that society is a group of people who share a common culture, which includes the formal and informal social arrangements, the mores and language, the religious institutions and beliefs, and the processes of governing and ordering that envelop a group of similarly socialized persons (1965:4). This group of people then forms a small community. The smallest part of the community in a society is family. A family consists of father, mother and children. Firstly, Children interact with their nuclear family members. They communicate with them and they regard them as their friends. Hurlock (1988:289) says: "*Anak yang berusia satu sampai dua tahun berorientasi pada keluarga dalam memilih teman*". When they are at the age of two to four years old, they find to the reality that they need some friends from other community. And at this age their need for friends get stronger than before, and it motivates them to learn language more and more in order to be accepted in their new community. At the age of four they can combine words into

sentences and their sentence is almost perfect. It contains almost all the elements of a sentence. They learn to interact with friends that are at the same age. They do not pay much attention about their friends' status in choosing friends. As long as they are nice to talk, they can interact with them. When the children at the first year of age, they only imitate the language without knowing the meaning. But at this age they realize the importance of language in interacting. They begin to learn language and do a communication to express and share their feeling, thought, knowledge and idea to someone else. Elizabeth strengthens the statement that children at the age of two to four need other friends. She says that:

"Antara usia dua sampai empat tahun, anak akan menemukan kenyataan bahwa anggota keluarganya tidak dapat atau tidak mau menyediakan waktu yang cukup untuk bermain dengan dia; untuk memenuhi kebutuhannya akan teman. Akibatnya anak akan sangat mengharapkan hubungan dengan teman sebayanya" (1988:289).

All normal children have a potential for acquiring language during their first five years. They do not learn by direct teaching but by exposure to the use of language. As parents talk with their children, they are intuitively offering a model from which children gradually identify basic structures and rules of the grammar. All normal children by five years of age are using a form of language near to that of the adults with whom they live. They learn to use their mother tongue competently; but they learn a version made available by parents and members of the extended family like aunt, uncle, cousin, grandmother, grandfather, etc. Beside that they also learn version from their neighborhood.

As they get older, in this case they are at the age of six years old, they go to school. At school they have some new friends. But not all of them are regarded as

their true friends. They set new criteria in choosing friends. They socialize or interact with friends that come at the same social class and Elizabeth also says (1988:290) “ *sampai kelas lima, mereka masih menggunakan status sosial ekonomi sebagai bahan pertimbangan*”.

When the children study at school, their vocabularies are increasing.

Elizabeth says that:

“Setelah anak memasuki sekolah, kosakata mereka bertambah dengan cepat karena diajarkan langsung, pengalaman baru, membaca pada waktu senggang, mendengarkan radio dan televisi. Diperkirakan bahwa anak kelas satu mengetahui rata-rata antara 20.000 dan 24.000 atau 5 sampai dengan 6 persen dari kata yang ada dalam kamus baku” (1988:189).

Mc. Neil (1970) and Slobin (1971) say that the increase is so striking that many investigators have claimed that by the age of four to five years the child has mastered all of the essentials of their language. By mastering all of the essentials of their language, the researcher hopes that they are able to tell something that they ever experienced in the past and also are able to retell the story that they have ever had in a good way.

Until now, the study about children's narrative, particularly with emphasis on social class are not many. But many observers have observed children's world like Watson and Ames (cited in Tripp and Kernan 1977:67-90). They are studying the speech acts of children in telling a story. Labov and Waletzky (1967) study about the children's story structure belonging to different social classes. Considering few studies about children especially ones related to the children's narration based on their social classes, the writer is interested in making an

observation about the story structure of children at six years of old at different social classes in order to contribute a new insight in discourse analysis.

1.2. Statement of the problem

As implied in the background of the study, this thesis is intended to answer these following questions:

What are the story structures of children in narrating something?

This question then subdivided into two questions;

- a. what are the narrative story structures of low class children?
- b. what are the narrative story structures of high-class children?

1.3. Objective of the study

In line with the problem stated, this study is intended to find out the story structure of children from lower social class in their narration and the story structure of children of higher social class in their narration.

1.4. The significance of the study

This study is expected to give some contributions to the field of Discourse especially the analysis of children's narration.

1.5. Limitation of the study

This thesis analyzes children's narrative structure. The respondents are limited only to normal children that are at the age of six to seven years old. At six to seven years of age, they are in the critical period. At this period, they are able to express their ideas fluently because their vocabularies have increased. The researcher chooses children that come from two different social classes. Those are high social class and low social class.

The criteria used in deciding one's social class is based on the area of residence. In Surabaya there are two areas, namely: Villa Kalijudan and Kertajaya Indah and in Mojokerto is in *Perumahan Magersari* for high social class and for lower social class is slum area in Tuban.

The techniques are limited into one spontaneous story telling and three retold stories. The researcher takes the data for spontaneous story telling only one time in which they tell about the most unforgettable experience that they have ever had. The researcher takes three fables for the retold stories namely: *Harta Karun yang Tertinggal*, *Tiga Babi Kecil*, and *Semut dan Merpati*. The data of the retold story were collected three times on one subject, each with a different story.

1.6. Definition of Key Terms

To avoid misunderstanding, it is necessary to define the key terms dealing with this literary research. The following key terms are:

a. Narration

Narration is the act or process of telling the particulars of an act, occurrence, or course of events (Webster's Third New International Dictionary, 1986). More specifically, Labov (1982:97) define the narrative as one means of representing past experience by a sequence of ordered sentences that present the temporal sequence of these events by that order. A narrative event is not the kind of experience that is captured easily in a single sentence, and a turn at speaking that embodies a narrative means that a speaker will hold the floor for more than one sentence.

b. Narrative Structure

Narration is one type of genres that is characterized by a structure. The structure is called Narrative Structure. A theory of narrative structure is proposed by Labov and Waletzky's (cited in Kernan 1977:92-93), who maintain that a story structure consists of Abstract, orientation, complicating action, evaluation, result or resolution, and coda.

c. Children

Children is young human being below the age of puberty; boy or girl (Oxford Advanced Learner's Dictionary, 1989).

d. Social Class

Social class is a group of persons sharing similar occupations and incomes, and as a consequence similar life styles and beliefs (Milroy 1987:99). Various individuals or groups may adopt different criteria for deciding who should be regarded as important and worthy of respect.

1.7. Organization of the Study

This thesis consists of five chapters. The first chapter is Introduction. The Introduction deals with background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study, the definition of key terms, and organization of the study. Chapter two is Review of Related Literature. It consists of two parts; they are review of the underlying theory and review of the related studies. Review of underlying theory talks about Social Class, Children's Speech, Narration, Story Structure, and The Element of Story Structure. The third chapter is Research Methodology. This chapter discusses the nature of the study, the research design, the informants, the research instrument, the data, the three stories: *Tiga Babi Kecil*, *Semut dan Merpati* and *Harta Karun yang Tertinggal*, the procedure of data collection, and the procedure of the data analysis. The fourth chapter deals with data analysis and interpretation of findings that consists of data, data analysis, research findings, and their interpretation. Finally, chapter five concerns with the summary, the conclusion and suggestions.