



**CHAPTER I**

**INTRODUCTION**

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## INTRODUCTION

### 1.1 Background of The Study

Language is a pervasive feature of our daily lives. We use language to bargain, flirt, counsel, and provoke. There are few things we do as often or as easily as speaking and listening. As we converse, words and phrases roll off our lips in rapid succession, obscuring the complexity of the processes that lie beneath our conscious awareness. This is strengthened by Lehman (1983:1). He said that language is a means which enables human beings to play their roles in society, to express their needs, to give and get information; and to learn about people and their surroundings.

In dealing with language, people must also pay attention to the instrument they use to transfer it. Communication here plays a big part in uttering language. Communication makes it possible for human beings to be able to interact with one another. Effendi (1981:67) said, "Communication is a process of transmitting messages between men". Finocchiaro (1974:3) also said that communication is the passing of human thought, ideas and experience of the world they live in.

As human beings, we need to make meaning of our surroundings. Everyone, when placed in a new situation, immediately tries to sort the meanings of their surroundings out, tying the unknown with the known. For that reason, people create a device that is language, so that they could express their feelings to others.

One way to understand the pattern of communication is by analyzing what is called speech acts. Speech act theory deals with an ability to develop the function of what is being said. Speech is a form of action and words are instrument in which action can be performed. John Austin, a philosopher has developed Speech Act Theory from the basic belief that language is used to perform actions. Thus, the focus on how meaning and action are related, is important to the understanding of language.

People communicate directly and indirectly in their daily lives. People communicate directly through oral speaking. Meanwhile, they can also communicate indirectly in writing. Two people who live in different town can communicate through letters. Some people use this indirect method of communication to express their ideas through literature product. They write down many things in a form of literature to show the world's phenomenon.

Little (1966:1) says that literature has been connected with the teaching and learning of language. There is an interrelation between education and study of literature. He continued that literature would not be presented without the existence of education. He believed that literature explains people's values, thoughts and problems as well as conflicts.

Literature may cover many aspects in a society. We can find the explanation of thoughts, behaviors or values of one society which is presented in a written form. People then considered it as one of many forms of communication, both as a system and product (Tanner, 1998:2). Literature is considered as a communication system and the product of it is the literary piece itself. It can be a

written piece of literature –poems, prose, play, comic— or an oral narrative literature such as story telling and fables.

The language which is used in literature cannot be considered the same as the one which is used in daily activities. This is because the language of literature emphasizes on the effect and impressions that will be given to the readers. The author of humor literature, for example, hopes that the language he used in his books can make the readers laugh on the jokes written in his books.

In this study, the writer chooses comic as one of literature products. It also can be considered as a means of communication. The language of a comic that is in a form of conversation is rather different from everyday language but seems so real because it contains pictures. The language of a comic is also different from those of other literary products, such as novel, poem, or play. People who read comics will have directly clear imagination about the message implied by looking at the expression of the characters, both from the pictures and the dialogues.

In addition, analyzing a comic also gives the writer so many challenges. First of all, in analyzing comic, the writer has to be a creative reader. She has to be able to understand the dialogues and imagine them so that she would have clear understanding of the message being expressed there. She also has to dig up the content from several points of view (both the speaker and the hearer) so that the ambiguity that may occur could be understood.

Crayon Sinchan comic and its animation film now can be said the most popular anime. It is read not only in Japan –the country where it is written— but also in Indonesia and many other countries. Most people, children and adults love

this anime very much and are looking forward for its next series. The most special thing from these books is of course the uniqueness of Shinosuke Nohara or Crayon Shinchan (in Indonesian), the main character of the comics.

Shinosuke Nohara or Crayon Sinchan is the comic character created by Yoshito Usui, a Japanese comic writer. Crayon Sinchan is a five years old boy with his simple characteristic and unbelievable way of thinking that implies the very early maturity of a boy of his age. The most interesting characteristic of Crayon Sinchan is his language. He likes to express his thought that really happens in a society by using terms and sentences that are usually used by adults.

To be surprising, many Indonesian children read this comic and start to imitate Crayon Shinchan's language and attitude. This invites questions of why Crayon Shinchan is permitted to be published in Indonesia if his language gives bad influences to Indonesian children. Jawa Pos, a daily newspaper published in Indonesia opened a forum to discuss this topic for a whole week in the second week of March 2001. Indonesian society believes that Crayon Shinchan's language is not good for their children's growth especially because his language impresses impolite to be said by a five-year old boy. This belief in society -- that Crayon Shinchan's language is not proper for a child of his age-- interests the writer to analyze Crayon Shinchan's language so that people know what exactly Crayon Sinchan is and the background why he uses adult's language in expressing his thought.

## **1.2 Statement of The Problem**

This study is devoted to address the following questions:

- How are the linguistic features of Shinchan's child language?
- What are the intended meanings or the illocution of Shinchan's utterances?
- What are the effects or the perlocution of Shinchan's child language on his interlocutor?
- What factors influence Crayon Shinchan's child language so that his language is so unique?

## **1.3. Objectives of The Study**

In line with the statements of the problem above, this study is planned to analyze:

- The linguistic features of Shinchan's child language
- The intended meanings or the illocutions of Shinchan's utterances
- The effects or the perlocution of Shinchan's language on his interlocutor
- The factors that influence Crayon Shinchan's way of thinking so that his language is so unique

## **1.4. Assumption**

This study is based on the following assumptions:

- Child language is a simple

- A child usually speaks politely to elders
- A child usually speaks out what he thoughts directly
- A child is able to imitate his surroundings quickly
- Culture influences one's language

### **1.5. Scope and Limitation of The Study**

This study is basically about the Shinosuke Nohara or Crayon Shinchan's child language that is taken from comic number 5. The writer takes the data from the comic number 5 because, according to the writer, this comic is the funniest comic among the other Crayon Shinchan's comics.

This study will investigate Crayon Shinchan's child language's uniqueness. The writer first will explore whether his language reflects the linguistic features of child language. Secondly, the writer will find out the intended meanings or the illocutionary force of Shinchan's child language. After that, this study will analyze the effects of Shinchan's language (the perlocutionary acts) on his interlocutors. In the last part of the discussion, this study will also investigate the factors that influence Shinchan's child language.

### **1.6 Significance of The Study**

The result of the study is expected to give contribution to the development of Psycholinguistics, especially the theory of child language. It will show the new phenomenon of child language nowadays by presenting Shinchan's child language. In addition, it will also support Semantics theory, especially the theory

of Speech Act since it will discuss the illocution and the perlocution of a child's language. Lastly, this study is also expected to give input on Cross Cultural Understanding (CCU) because it will also expose Japanese cultural value.

This study is also expected to give contribution to child education. For Indonesian society who still have an argument whether Crayon Shinchan is a good comic to be consumed by Indonesian children or not, this study hopefully could give the answer to them. It is expected that Indonesian parents could realize the importance of guidance to their children while consuming imported comics. Hopefully, Indonesian children would not imitate the bad things they got from Crayon Shinchan comics but take the hidden values of this book, of course by their parents guidance.

Last but not least, this study is expected to open parents' eyes that their beloved children are very easy to imitate. Family is a child's first social life, that is why his attitude and behavior will reflect the family life. For that reason, it is important to be noticed that parents must pay attention to their behavior if there is a child in family.

## **1.7 Theoretical Framework**

The theory utilized in this study is the theory of Speech Acts which covers locutionary, illocutionary, perlocutionary acts and child language acquisition includes the characteristics of Japanese children language and factors that influence child language.

### 1.7.1 Speech Acts

Speech act theory begins with the work of John Austin (1962) whose ideas are expanded and incorporated into linguistic theory by John Searle. The speech act analysis was in part a response to be analyzed into atomic propositions with corresponding truth-values.

The Speech Act theory is a theory of language which aims to supplement the formal semantics view. It asserts that language, as a form of communication, should be analyzed in the same way as actions. As a result of this, the significance of language is determined not by reference between language and the world or any abstract objects, but the speaker's intention and social convention. It illustrates a facet of language different from the one under the traditional view.

Basically, speech act has been described in terms of 2 participants. It concerns with the functional meaning of individual utterances. Furthermore, any utterances performed by a person will also concern 3 kinds of actions as the following (Austin, 1962):

1. Locutionary is an act of uttering a sentence with a particular sense and particular referents for the terms it contains.
2. Illocutionary is an act performed after uttering a particular sentence in which speaker brings one or more results of the utterance. It attempts to accomplish some communicative purposes, such as issuing, warning, command, informing, etc. by realizing this function, we can know the relationship between the illocutionary acts a speaker performs and the sentence he, then, utters

3. Perlocutionary is an act performed as the effect of the utterance which produces certain consequences, feelings, thoughts or actions of the hearer, such as getting someone to open the door, persuading someone to do something, moving someone to anger or consoling someone on his distress.

### **1.7.2 Child Language Acquisition**

Language acquisition is a process of learning one's first language which occurs at the very early childhood when other skills and much other knowledge about the world are also acquired.

Child language is a simple language with simple syntactic form. Children tend to use short sentences since they have not yet figured out the complex regulations of applying the correct grammar. Children also like to express their ideas directly, and are very easy to imitate new things. They like to apply what they find in the society but still without putting it in the right context.

#### **1.7.2.1 The Characteristics of Japanese Children Language**

Japan is a country that has strong culture but does not avoid modernization. The communication pattern of Japanese children is high context-communication whose styles is intuitive, indirect, and relies heavily on non-verbal behavior. It happens because Japan had a homogeneous population where this communication style can work.

Japanese children must be very polite to elderly. They may not speak out their ideas directly to their parents. What they could do is accepting their parents' words as a rule. It is also a taboo to speak to stranger and their mother will punish them if they do so.

Communication in Japan relies on non-verbal communication. Japanese prefer to communicate by trying to understand the real meaning of a message by guessing. This is essential to comprehend the communication in indirect fashion. Regarding the rhetorical patterns of Japanese people, The Japanese pattern of communication can be characterized as "circular." In other words, Japanese people use analog thinking and go in circles before reaching a conclusion (Maynard, 1997: 161).

Caudill and Weinstein (1974: 225-276) --in their research of comparing Japanese mother and American mother's interaction with their children-- found that Japanese mothers talked to their children significantly less often than American mothers, and that Japanese children had significantly lower rate of "positive vocalization" than American children.

But the world is changing, and Japan is a country that has greatest rate of modernization in Asia. This also gives impact to Japanese children in their process of language acquisition. Eventhough they have their own characteristics and high cultural value, their language cannot avoid the influences from the modernization.

## **1.8 Definition of The Key Terms**

It is important to define several key terms that used in this study to avoid misunderstanding. They are:

a) Crayon Shinchan

He is the main character of Crayon Shinchan comic written by Yoshito Usui. His real name is Shinnosuke Nohara.

b) Comic

Comic is a literary product which covers stories with the characters presented in a form of pictures.

c) Child Language

It is language used by children under the age of 10.

## **1.9 Organization of the Thesis**

This thesis is developed in five chapters. Chapter I deal with Introduction, Chapter II is the review of related literature, Chapter III is the research method, Chapter IV will be findings and the interpretation of the findings; and Chapter V will contain conclusion and suggestion.