

# Use of Context in Everyday Language Elementary School Children Age 11 Years

Edi Suyanto<sup>1</sup>, Yulina Winda Rahma<sup>2</sup>

*Universitas Lampung, Jl. Prof. Sumantri Brojonegoro, Gedong Meneng Kec. Rajabasa Kota Bandar Lampung, Lampung*

---

## Abstract

This study aims to describe the context in the everyday language of 11 years old elementary school children. This study uses a qualitative approach to the study of discourse analysis. The research and methods used are descriptive qualitative studies and context analysis. The results showed that 11 year olds could use a variety of contexts in various ways. Not only concrete contexts like the here and now, but also abstract contexts that transcend contemporary boundaries. Utilization of the context of the place, namely the place around the child; the context of time, namely the context of the current time; the context of the event, namely the context of the event that harms the child; the context of the atmosphere, namely the context of a comfortable and happy atmosphere; and the context of the surrounding people in the form of the presence of people in other places but related to the speech to support the success of the child's request.

**Keywords:** *Context Utilization, 11 Years Old, Discourse Analysis.*

---

Date of Submission: 14-01-2022

Date of Acceptance: 29-01-2022

---

## I. INTRODUCTION

When a child speaks, he will create a specific structure, pattern, or language rule, unique to the child. Including typical strategies in accepting language exposure, internalizing it, and then using it in communicating (Dulay et al, 1912: 11). Children's communication activities also always occur in specific contexts, can occur in the context of particular times, certain places, specific goals, and so on. In general, children consider the context behind their conversation and often use specific contexts to achieve their communication goals.

In order to obtain maximum relevance, language activities must involve contextual impacts that arise from it. The more significant the contextual impact of a conversation, the greater its relevance. (Sperber and Wilson, 1995: 1111-119). In this research, the subject of the author's research is Fajri, an 11 years old elementary school student who uses the context he faces when communicating with his partner.

The researcher will focus research on utilizing context in the speech acts of eleven-year-old children. The theoretical basis used includes speech events, speech acts, and context. Speech events are a series of speech acts in the form of utterances that involve two parties, namely the speaker and the interlocutor in one subject, in a specific time, place, and situation (Arianti and Zulaeha, 2017:111-122; Chaer, 1995:61). Speech events in the form of conversations between younger siblings (elementary school children) and their fathers, brothers and sisters, and sisters and mothers.

Speech acts are pragmatic analysis, a branch of linguistics that studies language from actual usage. Speech utterances are actions that can influence or command the interlocutor. Basically, he also does something when someone says something (Martaulina, 2014:20-32). This speech act has a series of speech events. Speech acts and events are two symptoms in one process, namely communication (Chaer, 1995:65). Thus, speech events always appear together with speech.

Context is an explanation of a purpose. In terms of context, the context of the situation is mentioned as the immediate environment in which the text functions and helps explain another thing s said and written on other occasions (Halliday and Hasanm 1992:16, 62). Children often use five contexts to support their speech, namely (1) Place Context, (2) Time Context, (3) Event Context, (4) Atmosphere Context, and (5) Context of People Around (Damayanti, 2018 ;Rusminto, 2010: 133).

(1) Place Context.

The place behind the occurrence of speech events when the child speaks. The context of the place that children utilize includes the place around the child when speaking related to his speech.

(2) Time Context.

The context of time used by children is like the present, past, and future times when children speak.

---

(3) Event Context.

Certain events determine speech events that occur. The context of this event is used to influence the opinion or views of the speech partner related to his speech.

(4) Atmosphere Context.

The atmosphere in question is the sad and pleasant atmosphere in the speech event.

(5) Context of Surrounding People.

The context of the people around is meant to relate to people who are around the child or people around who are in other places related to the child when conveying his speech.

## II. RESEARCH METHODS

The approach in this research is descriptive qualitative. The data source is an eleven years old child (Bodgan and Tailor in Prastowo, 2011:22). This research was conducted in Baturaja, South Sumatra on May 13, 2021. The place of this research is the residence of an eleven years old child who is the source of research data. Thus, researchers go to the "field" to make observations about a phenomenon. Field research requires extensive field notes, which are then coded and analyzed in various ways (Moleong, 2010:26).

Data were collected by observation and field notes. Researchers make observations, record data, and analyze data and various things that happen in the field objectively and as they are.

In this study, data collection techniques were also used, namely listening to engage in conversation and being free to engage in conversation (Mahsun, 2005:93). The data analysis technique of this research is heuristics, which is a person's thought process to interpret an indirect speech. The heuristic analysis technique tries to identify the pragmatic power by formulating hypotheses and then testing them with available data (Leech, 1993:61).

The research instrument or tool is the researcher himself (human instrument) whose function is to determine the focus of the research, assign informants as data sources, collect data, analyze data, interpret data, and present research reports (Sugiono, 2014: 222).

## III. RESULTS AND DISCUSSION

### A. Utilization of Place Context in Children's Language

Based on the study results, it is known that the context of the place used by children includes places that are around children when speaking and other places that are not around children related to the proposed speech. The following is an example of data on the utilization of context aspects in children's speech.

(1)

A: *Pa, beli percon* 'Dad, I want to buy firework'.

P: *Kagek, dek. Inikan maseh di stasiun, banyak polisi gek ditangkapnyo*

'Later, kid. We are still at the station, there are a lot of police, we'll be arrested later'.

A: *(silent, not responding)*

Y: *Sabar, gek beli di pasar RS bae* 'Be patient, buy it at the RS market later'.

A: *Ai tadi ngomong beli di pasar jempud ayuk. Ini di pasar RS pulo!*

**'You said buy it at the market and let's go picking up. Now you say buy at the RS market!'**

The speech event in the discourse data (1) occurs when the child is with his father to pick up his older sister at the station. When he was about to pick up his older sister, the son had asked his father to buy firecrackers, but his father had postponed it. Father had said he would buy the children's firecrackers later when he picked up his older sister, who had just arrived from out of town at the market near the station. After picking up his older sister, the son collects his father's promise at the station. His father and older sister again suspended the request. The child feels that his request has been rejected again and continues by utilizing the context of the place, namely "Earlier, he said buy at the market and let us pick up" that he should have bought his firecrackers and picked up his sister. The context of the place he uses is the place around him.

### B. Utilization of Time Context in Children's Languages

Based on the study results, it was found that the time context used by children is not only related to the present time, when the speech is done, but also relates to specific times in the past and in the future that is related to the child's speech. The following is an example of using time context data in children's speech.

(2)

A: *La azan, Ma?* 'It's the call to prayer, Ma?'

M: *Belum. Kagek denget lagi* 'Not yet, soon'.

A: *(The call to prayer is heard) Nah! Buko!* 'Now! Open'.

M: *Jangan marok! Lemaklah nambah, dak abis gek* 'Don't be greedy! It is better to add, later it will not run out.'

A: *Daklah, kan la buko puaso. Nambah yo, Ma. Ikannyo duo samo telok* 'No, it's already iftar. May I add Ma? The fish are the same as two eggs'.

Speech events in the discourse data (2) occur when the child and family break their fast at sunset. That day the child was learning to fast fully until sunset and succeeded. His mother tried to remind him not to overeat all at once, worried that the child would not finish his meal. However, the child takes advantage of the current context when the speech is taking place to support the success of the request he submitted, namely that it is now time for the Maghrib call to prayer, and it is time to break the fast. The child hopes that his mother can understand his request and obtain considerations that encourage him to grant the child's request.

### C. Empowering the Context of Events in Children's Language

Based on the study results, it was found that the context of events was often used by children to support the success of their speech, to influence the opinions or views of their interlocutors about their speech acts. Events that are exploited can be in the form of detrimental events to the child and should receive specific compensation for the child. The following is an example of data utilization of the context of events in children's speech.

(3)

M: *Dek, ke warung yuk Narti dulu. Belikan mama Masako samo garam*

'Child, let's go to the Narti shop first. Buy Masako and salt for me'.

A: *Yo. Berapo ikok?* 'Yes. How much?' (smiles happily at mama).

M: *Masako seribu, garam seribu, yo. Pacak?* 'Masako a thousand rupiah, salt a thousand rupiah, okay. Can you?' (hands you five thousand a piece).

A: *Pacak. Susuknyo aku beli susu kotak e?* 'Can. In return, I bought a box of milk, OK?'

M: *Yo sudah* 'Well, alright'.

The conversation case the discourse data (3) occurred when the mother was cooking the menu for breaking the fast in the afternoon. The child was asked by his mother to buy some spices. Children usually ask for compensation (compensation) every time they are asked to go shopping at the shop. The distance between the house and the shop where you can buy spices is far enough to be reached on foot. Therefore, the umpteenth time a child has to be asked to go shopping at a shop, he takes advantage of this incident to support his request. This is due to the child's belief that when he goes shopping at the shop, the mother will still grant his request as compensation for going to the shop to shop.

### D. Empowering the Context of the Atmosphere in Children's Languages

Based on the study results, it was found that children used the context of the atmosphere to support the success of their speech. The intended atmosphere is comfortable and pleasant in certain speech events, especially the comfortable and pleasant heart experienced by the interlocutor. The following is an example of data on the context of the atmosphere in children's speech.

(4)

M: *Nak, ambekkan dulu mama tahu bunting, Nak.*

'Son, get mama tahu bunting, son'.

A: *Apo, Ma?* 'Pardon, Ma?' (closes to his mother, who is lying feverish).

M: *Mama nak tahu bunting di dapur.* 'I want tahu bunting in the kitchen.

A: *Nah, ma.* 'Here it is, ma' (while lying next to mom and hugging her).

M: *Nak apo kau ni?* 'What do you want?'

A: *Beli cilok ma e. Duo ribu bae* 'Buy cilok may I, Ma. Only two thousand rupiahs'.

Speech events in the discourse data (4) occur when the mother is unwell and lying in bed. Mother asked her daughter to get fried, pregnant tofu in the kitchen. Knowing this, the child immediately approached the mother and helped her. The child took the fried food that the mother wanted, then lay down and hugged her body. The child can feel the mother's happy and comfortable mood with the child's treatment, and she does not waste it to support her request. Even though the mother prohibits the child's habit of snacking, the child is still confident in submitting the request. This is because the child believes that the mother's mood is perfect due to the child's treatment of her mother, so the child feels that the mother will grant her request because the mother's mood is happy and comfortable.

### E. Utilization of Surrounding Context in Children's Language

Based on the study results, it was found that children often used the context of the people around them to achieve the child's speech goals. The people around are around the child directly when the child conveys his speech and other people in another place but are related to the speech conveyed by the child. The following is an example of data on the utilization of the surrounding context in children's speech.

(5)

A: *Yuk, Yuk Na ado duit?* 'Come on, let's go Na, do you have money?'

Y: *Ngapo?* 'Why?'

A: *Belikan Yuk Tak baju lebaran ujinyo 'Yuk Tak said, buy Eid clothes' (while washing his hands and feet)*

Y: *Yo, agek yo* 'Alright, later'.

A: *Dek Yi jugo e?* 'Dek Yi too, huh?'

Word events in the discourse data (5) occur when the child has just returned from playing. His older sister had just returned from overseas. Children want to buy new clothes to use for Eid. In order to reduce the psychological burden due to submitting his request, the child submits his request by mentioning the name of another older sister, Yuk Takas the party who wants to buy new clothes. This method is intended to transfer the psychological burden of submitting a child's request to Yuk Tak in anticipation of the rejection of his request. The context of the surrounding people used by the child is the context of the people around him in other places, but it is related to speech.

#### IV. CONCLUSION

When children act speech, there is always a context behind the speech. Utilization of the context of the place, namely the place around the child; the context of time, namely the context of the current time; the context of the event, namely the context of the event that harms the child; the context of the atmosphere, namely the context of a comfortable and happy atmosphere; and the context of the surrounding people in the form of the presence of people in other places but related to the speech to support the success of the child's request.

This shows that 11-year-olds can use a variety of contexts in various ways. Concrete contexts like the here and now and abstract contexts transcend contemporary boundaries.

#### REFERENCE

- [1]. Ariyanti, L.D., & Zulaeha, I. 2018. Tindak Tutur Ekspresif Humanis dalam Interaksi Pembelajaran di SMA Negeri 1 Batang: Analisis Wacana Kritis, *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, vol. 6, no. 2, hal. 111-112.
- [2]. Chaer, Abdul dan L. Agustina. 1995. *Sosiolinguistik Suatu Pengantar*. Jakarta: Rineka Cipta.
- [3]. Damayanti, R. 2018. Pendayagunaan Konteks dalam Tindak-tutur Guru Bahasa Indonesia pada Pembelajaran Debat di Kelas X Yayasan Pembina Unila Bandar Lampung. Bandar Lampung, [online]. Available: <https://www.google.com/url?sa=t&source=web&rct=j&url=http://digilib.unila.ac.id/54668/3/SKRIPSI%2520TANPA>, diakses pada 28 Mei 2021.
- [4]. Dulay, Haidy, Hurt, Marina, dan Krashen, Stephen. 19112. *Language Two*. New York: Oxford University Press.
- [5]. Hallidah, M.A.K. dan Hasan, Ruqaiya. 1985. *Bahasa, Konteks, dan Teks. Aspek-aspek Bahasa dalam Semiotik*. Terjemahan: Asrudin Baroni Tou. 1992. Yogyakarta: Gajah Mada University Press.
- [6]. Leech, Geoffrey. 1993. *Prinsip-prinsip Pragmatik*. Alih Bahasa: M.D.D. Oka. Jakarta: Universitas Indonesia.
- [7]. Mahsun. 2005. *Metode Penelitian Bahasa*. Jakarta: PT Raja Grafindo Persada.
- [8]. Martaulina, S.D. 2014. Fungsi Tindak Tutur Anak Usia Prasekolah dalam Keterampilan Berbicara di Kelas Taman Kanak-kanak, *Majalah Ilmiah Politeknik Mandiri Bina Prestasi*, vol. 3, no.2, hal 20-32, [online]. Available: [https://www.google.com/search?rlz=1C1GIGM\\_enID834ID834&ei=V6jbXPvkDo31rQH334q4DA&q=Fungsi+Tindak+Tutur+Anak+Usia+Prasekolah+dalam+Ketrampilan+Berbicara+di+Kelas+Taman+KanakKanak.+Jurnal+Majalah+Ilmiah+Politeknik+Mandiri+Bina+Prestasi.+3%282%29%3A2032.&aq=+Fungsi+Tindak+Tutur+Anak+Usia+Prasekolah+dalam+Ketrampilan+Berbicara+di+Kelas+Taman+KanakKanak.+Jurnal+Majalah+Ilmiah+Politeknik+Mandiri+Bina+Prestasi.+3%282%29%3A2032.&gs\\_l=psyab.3..4622.4622..5776..0.0.0.0.....1....1..gws+wiz.KJhvfisE5Tw](https://www.google.com/search?rlz=1C1GIGM_enID834ID834&ei=V6jbXPvkDo31rQH334q4DA&q=Fungsi+Tindak+Tutur+Anak+Usia+Prasekolah+dalam+Ketrampilan+Berbicara+di+Kelas+Taman+KanakKanak.+Jurnal+Majalah+Ilmiah+Politeknik+Mandiri+Bina+Prestasi.+3%282%29%3A2032.&aq=+Fungsi+Tindak+Tutur+Anak+Usia+Prasekolah+dalam+Ketrampilan+Berbicara+di+Kelas+Taman+KanakKanak.+Jurnal+Majalah+Ilmiah+Politeknik+Mandiri+Bina+Prestasi.+3%282%29%3A2032.&gs_l=psyab.3..4622.4622..5776..0.0.0.0.....1....1..gws+wiz.KJhvfisE5Tw), diakses pada 28 Mei 2021.
- [9]. Moleong, J.L. 2010. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- [10]. Pratama, Purnawan Wahyu, Nurlaksana Eko Rusminto, dan Ni Nyoman Wetty Suliani. 2013. Pendayagunaan Konteks dalam Tindak Tutur Anak Tujuh Tahun dan Implikasinya pada Pembelajaran, *Jurnal Kata (Bahasa, Sastra, dan Pembelajarannya)*, vol. 1, no. 7, [online]. Available: <http://jurnal.fkip.unila.ac.id/index.php/BINDO1/article/view/3074/2069>, diakses pada 28 Mei 2021.
- [11]. Pratowo, Andi. 2012. *Metode Penelitian Kualitatif dalam Persepektif Rancangan Penelitian*. Jakarta: Yuma Ar-Ruzz Media.

- [12]. Rusminto, Nurlaksana Eko. 2007. Pendayagunaan Konteks dalam Tindak Meminta pada Anak Usia Sekolah Dasar dan Implikasinya dalam Pembelajaran Bahasa Indonesia di Sekolah, *Jurnal Pendidikan dan Pembelajaran FKIP Universitas Lampung*, vol. 5, no. 1, hal. 47-58.
- [13]. Rusminto, Nurlaksana Eko. 2010. *Memahami Bahasa Anak-Anak*. Bandarlampung: Universitas Lampung.
- [14]. Rusminto, Nurlaksana Eko. 2015. *Analisis Wacana; Kajian Teoritis dan Praktis*. Yogyakarta: Graha Ilmu.
- [15]. Sperber, D. dan Wilson. 1995. *Relevance: Communication & Cognition*. Massachusetts: Blackwell Publishers Ince.
- [16]. Sugiono, 2014. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: ALFABETA.
- [17]. Yono, Robert Rizki. 2019. Pendayagunaan Konteks dalam Tindak Tutur Anak Usia 7 Tahun di Madrasah Diniyah Ta'limul Huda Desa Randusanga Wetan, *Jurnal Semantika*, vol. 1, no. 1, hal. 20-30.

Edi Suyanto, et. al. "Use of Context in Everyday Language Elementary School Children Age 11 Years." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 27(01), 2022, pp. 40-44.