

AN ANALYSIS OF PIVOT GRAMMAR USED BY PUPILS IN PLAYGROUP AT-TAQWA SURABAYA

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Abstract

This article entitled An Analysis Of Pivot Grammar Used By Pupils In Playgroup Attaqwa Surabaya. Language is the most important mean of communication in every human being. Language is obtained since human were in mother's womb. Therefore, the researcher analyzes the pupils production of the utterance at the age of two to three years old in at-taqwa playgroup, meaning and description about pupils utterances. The design of researcher is descriptive qualitative research. It contains the description of pupil's utterance in at-taqwa playgroup. The result of the study shows that in many activities of observation most pupils in at-taqwa playgroup use two utterances that are referred as pivot grammar.

Keywords: Language, Psycholinguistic, Pivot Grammar

As human being language is a very important aspect in communication. By using language, people can express their feeling, message, people can give information to others. Thus, others can take the message from it. Actually, people can do communication at the first time when they are in the womb of their mother.

“Relating to Essa (2008:360) At first, sounds are shaped into words (“mamamamama” becomes “mama”) later, word combinations are reinforced for increasing grammatical accuracy. In addition, children learn that language helps them achieve their goals, and this further reinforces and strengthens language acquisition”.

It means that the first language that is produced by baby is “mamamama becomes mama”. Thus, they increase language and grammar for achieving their goals in language acquisition.

In kindergarten, pupils can interact by using their own language in the form of production of two until three utterances. The children can express and share their thought. Furthermore, Clark (1977:307) says that

“Within a few months of their first one word utterance, children begin to combine single words into two words utterances are often produced by a brief period in which the child produces strings of single word in succession.

Based on Clark's statement, children or pupils can produce one or two utterances in some periods. Thus, their utterances or words become succession or meaningful.

Baby . Chair later and produce the two word utterances

The chains of single word signal imminent appearance of longer utterances.

On the example above, there are two words of utterances that are produced by the pupils of two to three years old. That utterances are referred as pivot grammar. Pivot grammar is combining one on more words that are produced by pupil at the age of two to three years.

“language is used in communication. Language allows people to say things to each other and express their communication needs”. (Wardhaugh,1977:07)

Furthermore language is an important role in communicating. The language is expressing a desire to others.

Halliday (2003: 281) States

“Language development is a continuous process of learning to mean with two dimensions of continuity: ‘not only a developmental continuity right through from birth to adult life, with language in home, neighborhood, primary school, secondary school, and place of work, but also a structural continuity running through all components and processes of learning.

Based on the statement above, language is a very important aspect in the development of children. The language is very sustained from birth to adult life. With language in home, neighborhood, primary school, secondary school and place on the work, language is component and process within the human to express and thinking. Since the children have already born, they acquire language.

Yule (152:2006) states “This period, traditionally called the one word stage, is characterized by speech in which single terms are uttered for everyday objects such as milk, cut, spoon etc”. Furthermore, at the age of 4 to 18 months the stages of language acquisition are called with phase one word which is often uttered by children such as eat, drink, milk etc.

At the age of about two to three year old, child has entered the second phase by acquiring new words and began to combine words. Steinberg (2003:09) says “At 18 months or so, many children start to produce two and three-word utterances. In age eighteen months the children can produce two utterances and began combining words”.

In the process of the pronunciation of words, a child is able to hear and understand the obtained language. Psycholinguistics is the process of parsing the language. According to

(Slobin, Meller,Cazahu in Chear, 2009 : 05).

Psikolinguistik adalah mencoba menguraikan proses – proses psikologi yang berlangsung jika seseorang (anak) mengucapkan kalimat – kalimat yang di dengarnya pada waktu berkomunikasi dan bagaimana kemampuan bahasa itu diperoleh.

It means that psycholinguistic is the process that explains the psychology and language. The child can utter a sentence or language that is obtained to be able to communicate to everyone.

Yule (2006:153) says that “The two-word stage can begin around eighteen to twenty months, as the child’s vocabulary moves beyond fifty words”. It means that this step is called linguistic stage that is holophrastic. It is when children start to produce some words in phrase or sentences. Adds Scovel (1998:13) “In this stage children produce around 50 – 100 words. This stage that uses single word’s as skeletal sentences is referred as the holophrastic stage”.

Chaer (2009:184) States

Kalimat seorang murid mempunyai dua jenis kata yaitu posisi dan frekuensi munculnya kata itu di dalam kalimat. Kdua jenis kata ini kemudian dikenal dengan kelas pivot dan kelas terbuka. Dalam dua kata tersebut dinamakan pivot grammar yang termasuk kelas pivot adalah kata-kata fungsi. Sedangkan kelas terbuka adalah kata-kata isi atau kata penuh.

In pupils utterances there are two kinds of words based on the position and frequency in a sentences. Two kinds above namely pivot class and open class, then two kinds words called pivot grammar that contains function words, while open class contain contents words and full words.

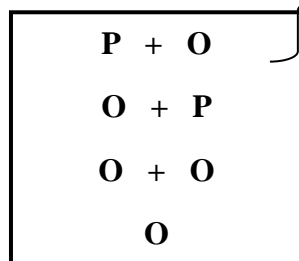
On the statement above, the pupils can explain utterances but their utterances is unmeaning. In the utterances above, two kinds of utterances is namely pivot and open class. The pivot class has a function word and in the open class have content words.

Crystal (2008:229) states “Function word is a term sometimes used in word classification for a word whose role is largely or wholly grammatical, e.g. articles, pronouns, conjunctions”. Furthermore, function word is word that can be used to make grammatical correct. Function word has some parts of speech such as pronouns, determiners, preposition, and conjunction.

Crystal (2008:134). says “Content words defined as words which have state able lexical meaning – the majority of words in the language, in fact, apart from the few function words, whose role is primarily to express grammatical relationships. It means that content word includes nouns, main verb, adjective, question word and negative. In content, words are called as the open class in first sentences or second sentences.

Mc. Neil(1966) in Chaer (2009 : 185) said the sentences in two utterances of the child have combination between pivot class and open class.

S → { P } OO
 Combination pivot class and open class is:

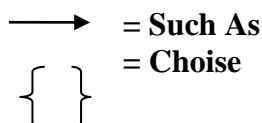


Information :

S = Sentences

P = Pivot

O = Open class



 = Such As

 = Choise

That is combining pivot class and open class. Braine (1963) in Clark (1977:310) called these words as pivot word and the rest open word. A particular pivot word occurs in the same position in every sentence, but some only occur in first position, and some only in second position. Analysis of pivot structure ignores the apparent meanings of two word utterances.

Method

“Qualitative inquiry employs different philosophical assumptions; strategies of inquiry; and methods of data collection, analysis and interpretation. Although the processes are similar, qualitative procedures rely on text and image data, have unique steps in data analysis. and draw on diverse strategies of inquiry”.(Creswell, 206:2008).

The design of research is descriptive qualitative research, because the is the primary means of collection data with describing what is classified to be reality of word or the observation in the At-taqwa playgroup and the language in school area. In addition, data collection is done descriptively and data acquired is in the form observation.

Source Data

The source of data is pupils in At-taqwa playgroup at the age of two to three years old. The will take the data, especially their spoken and utterances produced of pupils when they are in the school and playing with friend.

Data Collection

The collects the data on the basis of naturalistic sampling method in which a sample of the pupil’s spontaneous used of language in recorded in familiar and relaxed surrounding. The subject of this study is user observation pupils in At-taqwa playgroup on Surabaya, and the makes note of the whole collected data. She takes note on the grammatical in pupils used those at the age of by two to three years old.

Aku + coklat

P + O

Data Analysis

To answer the first statement of the problem, the takes some steps as follow: Recording conversation from the pupils when they are playing with friend and when they are describing story about something.

Some example: of dialogues given are presented to answer the first statement of problem. The dialogues from conversations pupils in the class

The first is using Pivot Grammar in conversation with friend and describe about something story. The presented a pivot grammar in conversation.

1. The answer of the first statement of the problem:

o	Pivot Grammar	Meaning In English
	Aku Coklat	I'm chocolate

2. The second and third answer from statement of the problem:

Conversation 1

A : Hai kamu ngapain ???

B : *aku Coklat ...*

From the dialog above, T person as a teacher asks the person P as a pupil. The sentence is about the pupil that takes some foods brought by his pupil. The dialogue takes place in the classroom during the process of teaching and learning. From the utterance above, pupil says “Aku coklat” can be considered as pivot and open class. It means that sentence appears to function word and content word

Conversation 20

P1 : Kakak ku punya pistol

P2: Afi , afi aku punya tembak juga (dor, dor , dor) terus bawa pisau (cling,, cling)

P3: Lho abang punya ..

P2: *Papa Pisau*

P1: Lho kalau papaku punya tembak . .

P3: *Polisi Pistol*

Papa + Pisau

P + O

Polisi + Pistol

P + O

In the classroom, there are three pupils to talk about games. Pupil 1 talks about the brother who has a gun. Pupil2 talks he has gun and knife. Pupil3 has all it. When pupil2 ask ‘papa pisau’ and pupil1 says too ‘papaku juga punya tembak’ and pupil3 says ‘polisi pistol’. The sentence appears as pivot grammar ‘papa pisau’ and ‘polisi pistol’. ‘papa

and polisi' include pivot and function word. 'pisau and pistol' is open class and content word.

Conclusion

Finally, the writer concludes that there are 35 utterances analyzed. Those utterances from the pupils at At-taqwa playgroup age two to three years old. In the kinds of the pivot grammar mostly use pivot and open class have function and content word. Then, the meaning and describe of utterances produced by pupils in meaningless.

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