Child's Narrative Structure

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Abstract

In use in adult individuals and children, language meet the communication function is to communicate ideas (thought) of an individual in others (Piaget, 2005: 1). This can be evident from the speech-speech or narrative generated in the use of everyday language which then becomes an interesting study for the main study in the use of language in children. In narrating the story, just as it had done by adult speakers, children will also make the selection and preparation of experience and other stories from the story of his life (life story). This explains the narrative as a genre that is universal because it narrated traditions can be found in every culture and speakers of different languages (Hatch: 1992 in Brockmeier 1998). On the other hand, the narrative is also characterized as being bound by culture and language so that in the context of language and speakers of different backgrounds will have the tools possible narrative and discursive different linguistic (Labov & Waletsky: 1968, Ochs: 1998 in Berman 1998). The above facts indicate that the narrative structure generated by the speakers of a language and culture will be different from the speakers of the language with cultural and language backgrounds other.

I. INTRODUCTION

Narrative approach proposed by Labov will be applied in the process of data analysis in this short article. Labov develop six segments in the narrative structure based informasionalnya function that is abstract, orientation, complicating action, evaluation, resolution and coda (Johnstone, 2002: 82-83). Labov argues narrative as one of the methods in the recapitulation of the events that have occurred and describe how the speakers see the world of reality. Through this Labov theory we can understand the narratives produced by the speakers of the language and know the informational function of each segment.

Based on the background of the problem and the theory above , the analysis in this study aims to analyze the narrative structure of narrative in children 5 years of age at the approach of narrative theory developed by Labov . Researchers interested in analyzing it with the background assumption theory proposed by Labov developed by different respondents to be employed in this small study. Researchers want to know the application of the theory in the context of the narrative Labov 5 year olds are going to be found or the difference . In this study, researchers will use the narrative of a single data taken from a 5 year old child utterances were then analyzed using a narrative approach Labov

II. LITERATURE REVIEW

. In Berman (1998) categorized as part of the narrative discourse analysis which aims to study the structural and functional aspects of a story or narrative. In narrated speakers will build a structure that becomes a frame or limitation of a narrative. Narrative structure (narrative structure) is understood as a structural framework that is premised order and way of presenting a story from the narrator to the reader, listener or viewer of a narrative.

Furthermore, in the narrated a speaker or narrator will tell stories or events in the form of a personal narrative (personal narrative). Under Van Dijk (1998) This personal narrative is a narrative that tells the story of the speakers themselves from arising by the social and cultural background of the context of the stories told by the hearer. In connection with this personal narrative, Labov formulate six principal segments of the narrative structure described by Johnstone (2002) as follows:

1. Abstract: a summary of the whole story is going to happen and are usually located at the beginning of a narrative. Through abstract a spectator, listener or viewer of narrative will be interested to follow the continuation of the narrative.

2. Orientation: is one segment of the narrative that informs the characters, setting and physical time and situation. Orientation is usually located at the beginning of but also did not rule located in another section in accordance with the needs of a narrative.

3. Complicating action: is one of the clauses of the narrative that recapitulate the sequence of events there and then marched to the climax.

4. Resolution: is one of the clauses in the narrative that informs a decrease in tension and explain about what eventually happens in a narrative.

5. Evaluation: a clause giving out additional information about the character or other subject matter that exists in a narrative.

6. Coda: is the end of a story that describes a short summary of the story or narrative is connected between the world with the real world reality.

In this small study researchers will use structural scheme as presented in the lecture material "Discourse: Narrative" that remains with narrative structure explained by Labov above.

III. METHODS

In this study, researchers wanted to analyze the narrative structure of the narrative put forward by survey respondents that the child was 5 years old. Researchers collect data by conducting interviews with respondents about the everyday experience of the respondents. Researchers use of narrative structure developed by Labov in analyzing existing data. Through the process of analyzing the author aims to find a narrative structure that exists in the narrative of children aged 5 years. In addition, the researchers also wanted to find out about the differences or similarities narrative structure when the principles are applied in a narrative Labov children aged 5 years.

In investigating the speech data is Yanga no researcher will use qualitative descriptive approach so that researchers can access the depth of meaning in a context that exists in reality. Through this approach the researcher can also explore subjectivity that there is a logical result of the use of a single data which does not use the technique of sample and population.

In addition, through this small study outcomes to be achieved by the researcher is limited to the characteristics or indications of a particular phenomenon and not a general description of the overall phenomenon. In data mining, the researchers used a 5 year old child who is the nephew of researchers. Researchers assume that the closeness between researcher and respondent does not have a negative impact but instead encourage respondents to be able to produce a narrative that meet the data quality as narrative. As already noted in the previous section, in this study researchers used a single data or single respondents because the purpose of this study was to find the characteristics of a particular phenomenon.

In this study, the researchers chose the respondents with 5 years of age named Nadine Olieartha Susanto, born in Madiun 7 March 2017. In the age of the respondents were

enrolled in kindergarten zero and have enough intelligence capabilities and normal vocal organs. In the data collection techniques used in recording by using the recording applications available on mobile phones and recording is done once with a duration ranging from 30 minutes. After recording the data, the next stage of the process of transcription of data which is then followed by the process of codification of data based on the existing narrative structures.

IV. RESULTS

The narrative stucture of the children story . In this study data have been obtained from the respondents then transcribed and codified by the functional structure of narrative that diemukakan by Labov. From the results of the codification of the data we can see that the overall narrative produced by respondents follow the narrative structure that Labov. In this study, the general theme of the narrative produced by the respondent can not be found because the respondent did not produce narrative in the form of stories (life story), but more of a personal narrative (personal narrative) were prepared and taken randomly from everyday experience.

Through codification results we can see there are 8 small narrative produced by the respondent. Each of the narrative has little in common theme is closely related to the daily lives of the respondents as follows future goals, food, friends and school activities, Kevin and went recreation, school recreation to Jogjakarta, the desire to buy the book and the story of the book that is being he read.

In general narrative produced by the respondents followed the pattern of narrative developed by Labov. This can be seen with the emergence of narrative segments in each narrative structures that exist. This proves that the tradition narrated is universal and can be found in the culture as well as the level of the narrator or the age of the different speakers. However in detail, we can see that in some of the narrative were no indications of the disappearance of certain segments. This can be seen from 8 narrative that there is only one narrative that is composed with a complete narrative structure, while 7 other narrative has no solution and coda in its structure.

From the analysis the researchers found an interesting case of the appearance and disappearance of certain segments of the narrative structure of the sequence of events or a specific context. However, due to data limitations only found a few characteristics with respect to the emergence atai disappearance of certain segments. In detail the appearance and the absence of a specific segment of the narrative structure will be described as follows:

a. Orientation

Orientation has a function in providing information about the characters , setting and circumstances of a narrative . Orientation helps us to be able to know what will happen in a narrative . With orientation narrator tried to get hearer to listen and enter into the world of narrative that is being built by the narrator .

In the narrative of children in this study found that the orientation appear on any existing narrative structures . This is consistent with the theory proposed by Labov that in constructing the narrative of respondents provide orientation at the beginning of the story as the introduction of another story to be told. This can be seen in the example of narrative below :

Narrative Structure : future goals
Orientation   : Aku mau kuliah di Jakarta. Anu dik Oca… aku pengen ke Jakarta sama mbak Nana.
Complication : Kalo gak sama mbak Nana nanti aku gak mau.

Evaluation :Aku kalo ke Jakarta naik pesawat sama Peneliti.Anu dik oca pengen main di sana

Solution : -

Coda : -

In the narrative above we can see the narrator construct a narrative to provide orientation at the beginning of the narrative. Through this orientation the narrator wants to inform about the summary of the story, the characters and topics that will be told the whole story. This orientation will be found in other narrative narrative-exist in the overall narrative put forward by respondents.

b. Complication

In addition to orientation in the narrative spoken by esponden, investigators acknowledge the emergence of complication in any spoken narrative. This illustrates that every story that was built by the child respondents constructed with a core story. Complication is a major part of the story because in this part of a narrative of events narrated or described (Berman, 2003: 64).

Complication is the main purpose why the narrator or the respondent to tell a narrative. In this section, the question of the hearer, listeners or viewers of a narrative that previously incurred to be missed. Examples of complication occurrence in narrative structure in this study can be seen in the following narrative:

Struktur Narrative : Kevin and Kevin's school recreation

Orientation : Anu …bunga…anu..anu….ini adik namanya Kevin

Complication : Tapi di Kevin tak ajak ya mbak naik bis? Soalnya aku pengen ngajak temen.

Evaluation :Ya pengen karo konco-koncone.Ya pengen mau sama bu guru dan konco-koncone.

Solution : -

Coda : -

From the snippets of narrative above we can see that the respondent has the story by showing the core story is the purpose of the story presented in the listener . In this study the data we can see that the respondents draw up every narrativenya with complication as the core of the story. This also proves that the child narrative follows the narrative structure proposed by Labov . From the data obtained from the respondents only one who did not bring up the narrative complication in its structure:

Struktur Narrative : Reading book about stars

Orientation : Mbak kalo di buku ini, bintang di langit ada sepuluh juta matahari. Enam ribu buah. Dik Oca suka lihat bintang. Putih lainnya warna kuning.

Complication : -

Evaluation : -

Solution : -

Coda : -

From the narrative above we can see that the respondents did not bring complication in narrativenya. Logical reasons that can be raised is because the narrative is the last narrative spoken by the respondent that is not required of other segments to complement the narrative. This is because the appearance of all the segments in a given context will help the narrator to go into the next story or narrative. Other causes can we dig by the context that the purpose of ceritaitu own. If we look at the context, the goal is simply to inform the narrator tells about what he read without yan and his reaction to it without raises problems in narrativenya.

c. Evaluation

In connection with the evaluation, researchers found that almost all of narrative spoken by the narrator as an evaluation prepared by the additional information on the core problems in the story. Evaluation also informs what happens next in the story after a

complication occurs. This can be seen in the example of narrative excerpts below:

Struktur Narrative : Kevin and kevin's school recreation
Orientation   : Anu …bunga…anu..anu….ini adik namanya Kevin
Complication : Tapi di Kevin tak ajak ya mbak naik bis?Soalnya aku pengen ngajak temen.
Evaluation   : Ya pengen karo konco-koncone. Ya pengen mau sama bu guru dan konco-koncone.
Solution   :   -
Coda   :   -

From the above examples we can see that the 5-year-old respondents, in bernarasi also follow the rules proposed by Labov. The presence of this evaluation is useful to provide additional details on what is being discussed in a narrative. Similarly, the complication, evaluation appears on all narrative spoken by the respondent except in the latter narrative. Possible reasons that arise can be drawn according to the given context as we can in part complication analysis.

d. Solution and coda

In connection with the solution and the coda, in a narrative that is spoken by the respondents of this study we find the fact that almost the entire narrative that is not equipped with a solution and coda. Of 8 existing narrative, 7 of which are not equipped with a solution and coda. Logical possibilities that can address the absence of a solution and this coda of the first is the ability of cognition or storytelling mastery level of the narrator. As mentioned in the previous section that the respondent is a child to the age of 5 years. At this age logically speaking ability is still quite limited and will vary by adult speakers.

In addition, another possibility could be the cause of the disappearance and coda solution can be seen from the context in narrative itself. This can be seen in the context of the narrative constructed by the respondent. Narrative-narative spoken by the respondent is an integral and continuous with each other, namely the narrative followed by another narrative. The presence of this sequence resulted in a narrative can not be equipped by the solution and the coda in their preparation. It can be seen in transcription and codification are attached.

The resulting data were analyzed utterances that have found a story that comes with the solution and the coda, this can be seen in the following narrative:

Struktur Narrative : buying some books
Orientation   : Mbak….mbak…anu aku pengen buku. Aku punya buku banyak, buku gambar, buku kelas satu, kisah nabi Sulaiman, cara membaca al-quran, trus kamus bergambar bahasa Indonesia-Inggris dan Arab.
Complication   : Pengen buku IPS dan IPA.
Evaluation   : Gak apa-apa aku pengen.
Solution   : Di Matahari. Ha..ha..ha…di Gramedia.
Coda   : Gak apa-apa aku pengen beli lagi anu itu beli buku anu beli buku-buku, buku IPS dan IPA yang baru besok.

From the snippets of narrative above, we can see that the solution and the coda appears in the narrative spoken by responen that children aged 5 years. By order of the overall narrative that is, narrative above is located in the middle is not located at the beginning or end. It shows the sequence pentuturan or position is not a cause of the appearance of solution and coda. Based on the analysis of the narrative context sediri, researchers found that the emergence of solution and the coda is mainly due to the topic or theme of the narrative itself.

In this case the respondents said that the respondents wanted something to buy by the hearer. In expressing a desire narrator or respondents will tend to form a complete narrative structure sehingga hearer can catch the purpose of the narrative and then meet keinginannnya. This proves that despite

universal but in the context or with different variables, Labov theory in practice we will see the difference anyway.

In this research study focused on the goal to analyze the application of the theory of narrative Labov in children aged 5 years. Narrative approach proposed by Labov allows us to analyze the segments that exist in a narrative based on existing informational function. Narrator will compile a narrative by choosing and preparing a story based on the interest of the speakers. This is why the narrative referred to as an autobiographical work that represents how the narrator presents itself and look at the world.

Related to that in this study we found that the respondent is a child aged 5 years composing narrativenya based narrative structure proposed by Labov. Researchers found that the appearance of each segment narrative of Labov in any existing narrative. However, generally speaking narrative spoken by speakers are not equipped with a solution and coda. There is only one complete narrative composed by all segments of the existing narrative

Furthermore, researchers also found that the expression language used in speaking respondents . Respondents are using then -and- so in the narrated . The use of the word in the context of two possible due to several reasons that they still lack the language skills of the respondents . As was mentioned earlier that at the age of 5 years old child is still in the process of planting and language learning . In addition, the focus of the speakers also led to the use of both words. When telling the respondents tend not to focus and while playing , it causes less rapid speakers find referents and use the word then and such as filler.

V. CONCLUSIONS

For further study in the narrative, the researchers suggest to create a clear and detailed standards in the determination of the respondents who would be research data. In the case of the respondent children, may need gender, educational background of parents, religion and ethnicity. This will be a significant variable in the analysis process because narrative is strongly associated with cognition, social and cultural context of a speaker.

In addition, the data used should be in an amount significant enough to be able to deduce the general characteristics of an object or phenomenon being studied. In this study, researchers found a problem in the limitations of the data so that the characteristics that appear only up to the level of the surface is not even significant to be categorized as a qualitative characteristic.

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