

## Particle *kok* in child language: Stance and positions

Rika Mutiara

Esa Unggul University

rika.mutiara@esaunggul.ac.id

### ABSTRACT

Discourse particle has been considered as a means to convey speakers' stance (Stede and Schmitz, 2000). Speakers' attitudes and belief are realized by using discourse particles. This study explores discourse particle *kok* in a child who speaks Indonesian particularly Jakarta Indonesian dialect. It studies what stance exists. Moreover, this study investigates position of particle *kok* in utterances.

The data were taken from two corpora in Child Language Data Exchange System (CHILDES). The first corpus is language of three-year-old child and the other one consists of language of four-year-old child. The first corpus consists of 66,102 words while the second one has 75,515 words. To find speakers' stance, the words that collocate with *kok* were found. Then, the concordance analysis of the collocations was conducted. To identify the positions of *kok*, the concordance lines were observed and the positions were coded manually.

The findings show that *kok* co-occurs with some particles such as *lho*, *lha*, *yah*, *wah*, *ih*, and *eh* in the forms of questions. The concordance analysis reveals the child would like to tell that unexpected and unpredicted things happen when he used *kok*. Such information is not provided in *Kamus Besar Bahasa Indonesia* (KBBI). In addition, *kok* tends to co-occur with *tapi* such as *tapi kok bunder*. Through *tapi*, the child contrasted two ideas. He tries to convey that what happens does not fit with what is supposed to be. Besides, word+clitic *-nya* tend to co-occur with *kok*. These words can be verbs such as *muternya* or nouns such as *topinya* and *tulisannya*. Verbs that occur with clitic *-nya* forms nouns (Alwi, Dardjowidjojo, Lapoliwa, & Moeliono, 2000). The noun/verb+clitic *-nya* might occur on the left side and right side of *kok*. On the left side, it appears as in *kucingnya kok ada buntutnya*. On the right side, it can be found as in *kok pintunya dibuka*. From the high occurrence of nouns with *kok*, it can be seen that the child observes the objects around him. In relation to the sense of unexpected things happen that *kok* carries, it shows that he wonders several things related to the objects.

When *kok* occurs in initial and medial positions, the utterances are in the form of questions. In the final position, the utterances are statements. Most utterances with *kok* in the language of the third-year-old child are in the form of questions such as *mobilnya kok bisa terbang*. There are fewer utterances that appear in statements such as *mamanya ada kok*. It is in line with the information in KBBI that the child emphasizes particular information that he gave by using *kok*. The number of statements is increasing in the language of four-year-old child.

Keywords: discourse particle, child language, *kok*

### INTRODUCTION

Discourse particles can be found naturally in spoken language including child discourse. They are used to convey particular intentions. Some of them give particular nuances to the interaction. Moreover, they show stance (Han, 2011; Aijmer, 2014). Using stance enables the speaker to deliver his attitudes and belief. It can be a means to express himself. Conrad and Biber (2003), moreover, mentioned that feelings and assessment can be seen in stance. This study focuses on the use of particle *kok* in colloquial Jakartan Indonesian produced by a child.

*Kamus Besar Bahasa Indonesia (KBBI)* defines *kok* as a word that is used to emphasize and strengthen speakers' intentions. It also equals to *mengapa* and *kenapa*. There is no information related to pragmatic aspect of *kok*. As a native speaker of Jakartan Indonesian, I consider there is a sense that belongs to *kok* which does not exist in *mengapa* and *kenapa*. To investigate it, the study examined words that tend to co-occur with *kok*. Studying co-occurrences means observing language patterns.

To find the language patterns, the study applies some corpus methods. Studying the concordance lines of the target word or phrases gives better understanding on the patterns (Baker, 2008). Moreover, deep analysis of the patterns might reveal their roles in interaction. It means the analysis achieve discourse level (Renkama, 2004). Language production shows how the child interacts with others. In relation to the use of discourse particle, it represents how he expressed his feelings and attitudes as reactions to what he experienced.

Besides investigating what words co-occur with *kok*, the present study categorized the words based on the word class. Information on word class gives insight on what the child notices and how he realizes it in language in order to deliver particular ideas and sense to the interlocutors. In addition, it might reveals what happen in the child's mind and how he views the surrounding.

Initial observation of the data shows that *kok* have more than possible positions in utterances. It can be in the initial, medial, and final positions. In examining the positions of *kok*, the types of sentences whether they are statements and questions were analyzed. It also reveals whether particular positions only occur in particular type of utterances.

Child's language is still developing. The language of every level of ages can be different. The differences include pragmatic aspect such as the functions of discourse particles. Different functions of discourse particle *kok* might be produced in the different level of child's age. Therefore, the study also focuses on pragmatic development of the child.

This study aims to answer the research questions as follows:

1. what stances are delivered through discourse particle *kok* in the language of three-year-old and four-year-old child?
2. what are the positions of discourse particle *kok* in the language of three-year-old and four-year-old child?

## **METHODOLOGY**

The source of the data is Child Language Data Exchange System (CHILDES). The data can be freely downloaded in the website. The data were colloquial Jakartan Indonesian produced by a child. Based on this database, two corpora that consist of his language were built. The first corpus consists of his language when he was 3 years old while the other one includes his language when he was 4 years old. The first corpus is 66,102 words and the second one is 75,515 words.

The dialogues available in the website were copied and pasted into notepad files. Some procedures were conducted to find speaker's stance. A list of collocations of *kok* was derived by running the files into Antconc program. The span of the collocations is four words to the left and right. The collocates were observed to see the frequent words and their word types. Moreover, the concordance lines of the collocations were studies to see speaker's stance. The positions of *kok* were identified by observing all occurrences of *kok* in initial, medial, and final positions. In the process of coding the positions, the sentences were categorized into two types namely statement and question.

## FINDINGS AND DISCUSSION

### Stance

The words that collocate with *kok* mainly are nouns. Some discourse particles also occur. Nouns that collocates with *kok* reveals that the child talks about objects and any other aspects related to those objects. The nouns occur on the right or left sides of *kok*. A study of Indonesian child acquisition shows that nouns are produced more than any other word classes (Darwowidjojo, 2000). It might happen because most nouns represent concrete objects that can be seen clearly and easily by children.

Particles that collocate with *kok* are *eh*, *lho*, *lha*, *yah*, *ha*, *wah*, and *ih*. They are defined in KBBI as the particles that convey the feeling of shock. The co-occurrences of *kok* with other particles strengthen the ideas that speaker's feeling of shock. From concordance analysis, it seems that what happens does not in line with speaker's expectation. Speaker's expectation is different from reality. Therefore, the speaker tried to convey his shock towards unexpected things that happen through *kok*. *Kok* conveys meaning that cannot be sensed by replacing it with *kenapa*. The sense of questioning is delivered more strongly with *kok*.

In the language of three-year-old, there is only one particle, namely *eh*. The occurrences of *kok* in the utterances can be found examples 1-2.

1. *Eh kok bolanya banyak?*

2. *Eh, kok keras?*

KBBI defines the function of *eh* is to show the feeling of shock. In the example (1), the child talked about an object (*bola*) while in the example (2), he addressed the characteristics of an object (*keras*).

Variations of particles in the language of four-year-old exist more. *Kok* tends to occur with *lho* as in examples 3-5.

3. *Lho , kok segitiganya banyak?*

4. *Lho , kok mainannya bawanya cuman satu?*

5. *Lho kok tidur mainannya?*

In examples 3-5, the child talked about the objects namely *segitiga* and *mainan*. Besides, the objects appear with clitic *-nya* that shows definite noun (Dardjowidjojo, 2000). In the data transcription, it was written *lho*. However, *lho* does not exist in KBBI. The possible spelling for this word is *lo*. According to KBBI, its function is to shows speaker's wonder.

*Kok* also occurs with marker *lha* as in the following examples.

6. *Lha kok gambar semua ni?*

7. *Tante, lha kok ayamnya dua?*

In both utterances, the child still discussed particular objects (*gambar* and *ayam*). *Lha* does not exist in KBBI. The possible spelling for *lha* is *lah*. *Lah* is used to emphasize.

There are also some co-occurrences with *yah* as follows:

8. *Yah, ha, kok jatuh?*



9. *Yah, kok lepas sambungannya, kan tabrakan.*

*Yah* cannot be found in KBBI and there is no possible spelling. *Yah* gives sense of disappointment of speaker's utterance. In the example (8), it also occurs with *ha*. According to KBBI, *ha* is used to express shock. In this utterance, three particles occur in one utterance.

In the examples of 10-11, *wah* occurs as in

10. *Wah, lho kok miring ni?*

11. *Wah, kok suaranya gitu?*

In the example 11, *wah* occurs with the other particle, *lho*. In KBBI, *wah* conveys the feeling of amazement, wonder, shock, and disappointment. *Lho* itself represents the sense of wonder. In this case, the occurrences of three particles in one utterance convey more complex feelings.

Unlike other particles, the occurrences of *ih* and *kok* are separated with another word (*mama*). It occurs as in the example below.

11. *Ih, mama kok berdarah nggak nangis?*

*Ih* was used to show the feeling of wonder, disappointment, disgust, and fear. It carries different sense that can be found in the other particles that co-occur with *kok*. In this case, the phenomenon that mama did not cry when she was bleeding is not normal for him. He wondered how comes that it happens and it gives the feeling of afraid.

Like in the language of three-years-old, in the language of four-year old, the child used marker *eh* as in the following example.

12. *Eh, kok itu?*

*Eh* conveys the feeling of wonder and shock.

*Kok* also tends to occur with two or three particles at the same time as in examples 8-11. It strengthens the ideas that the speaker intend to show his attitude towards unexpected things. This case exists only in the language of four-year-old. It shows that child's ability to develop more complex meaning. When the child gets older, he produces more complex co-occurrences with one or two particles that carry more meanings.

Combining the concepts of stance of *kok* and the finding that most words occurs with *kok* are nouns, it can be suggested that the process happens in child's mind is wondering objects around him.

Some of *kok* co-occurs with *tapi* showing contrasting idea as in examples 13-16.

13. *Dek Ido tadi mimpi tapi kok mimpinya tidur terus Dek Ido ...*

14. *Kok tapi rusak ni?*

15. *Tapi kok lama?*

16. *Tapi kok kayak kelinci.*

*Tapi* can occur before and after *kok*. In the example 14, it occurs after *kok*. However, it occurs before *kok* in the other examples. *Tapi* is used to contrast the idea of what the child expects and what happens. For instance, in the example (15), the reality is it takes a long time (*lama*). For the child, it should not be a long time.

## Position

In terms of statement, *kok* always appear at the final of the utterances. In this case, it functions to emphasize the preceding ideas. In the language of three-year-old child, there is only one statement as in example (16) below.

(16) *Mamanya ada kok.*

The child used *kok* to emphasize his utterance of *mamanya ada*. He highlighted the idea of the existence of mother.

In the questions, it appears in initial and medial positions such as:

(17) *Kok ditutup?*

(18) *Kok pintunya dibuka?*

In the language of four year-old child, more statements that have *kok* in final position were found such as:

(19) *Dek Ido nggak mau pake kolor kok.*

(20) *Sendiri kok.*

Utterances in the forms of questions can be seen below.

(21) *Kok dicoret?*

(22) *Bebeknya kok belum ke air, dia?*

When *kok* co-occurs with noun, noun might appear after *kok* such as in example (18). It makes *kok* occurs in initial position. The other possibility is noun comes before *kok*. In this case, *kok* has medial position as in example (22).

## CONCLUSION

*Kok* carries the child's emotion of shock. In the language of four year-old-child, it co-occurs with other particles and causes the sense of shock becomes stronger. In terms of positions, all positions occur in the language of three and four-year-old. However, the occurrences of *kok* in final position is higher in the language of four-year-old. In this position, its function is to emphasize. Co-occurrences of *kok* with nouns show that the child examined the objects around them and found shocking reality about those objects. Co-occurrences of *kok* with *tapi* reflects the process of contrasting some aspects of objects.

## References

- Aijmer, K. (2014). Pragmatic markers. In C. Rühlemann. (Ed.), *Corpus pragmatics: A handbook* (pp. 195-218). Cambridge: Cambridge University Press.
- Alwi, H., Dardjowidjojo, S., Lapoliwa, H., & Moeliono, A. (2000). *Tata bahasa baku bahasa Indonesia*. Jakarta: Balai Pustaka.
- Anthony, L. (2014). AntConc (Version 3.4.3) [Computer Software]. Tokyo, Japan: Waseda University. Available from <http://www.laurenceanthony.net/>

Baker, P., Gabrielatos, P., Khosravinik, M., Krzyzanowski, M., McEnery, T., & Wodak, R. A. (2008). Useful methodological synergy? Combining critical discourse analysis and corpus linguistics to examine discourses of refugees and asylum seekers in the UK press. *Discourse & Society*, 19 (3), 273-306.

*Child Language Data Exchange System*. (n.d.). Retrieved from <http://childes.talkbank.org/browser/index.php?url=EastAsian/Indonesian/Jakarta/ido/>

Conrad, S. & Biber, D. (2003). Adverbial marking of stance in speech and writing. In S. Hunston & G. Thompson (Eds.), *Evaluation in text: Authorial stance and the construction of discourse* (pp. 56-73). Oxford: Oxford University Press.

Dardjowidjojo, S. (2000). *Echa : Kisah pemerolehan bahasa anak Indonesia*. Jakarta: Grasindo.

Han, D. (2011). Utterance production and interpretation: A discourse-pragmatic study on pragmatic markers in English public speeches. *Journal of Pragmatics*, 43 (10), 2.776-2.794.

Renkema, J. (2004). *Introduction to discourse studies*. Amsterdam: John Benjamins.

Stede, M. & Schmitz, B. (2000). Discourse particles and discourse functions. *Machine Translation*, 15, 125-147.

