

CHAPTER I

INTRODUCTION

In chapter 1, the writer will provide information about the background of the study, research questions, objectives of the study, significance of the study, scope and limitations of the study which discusses the topic that will be studied.

1.1 Background of the study

Language is the way we communicate using words, both spoken and written. It involves various elements such as sounds, meanings of words, and how words are arranged into sentences. Language is essential for interacting with other people, learning, and understanding the world around us. Language is a very important element that all living beings use to communicate (Tatlilioğlu & Senchylo-Tatlilioglu, 2021). According to Faina et al .,(2021) states that, language is the tool that use by human for communication each other. Apart from that, language also includes signs and symbols used to communicate .

One of the most important privileges given to humans is the ability to speak, which distinguishes them from other living beings (Ejsmund & Wieczorek, 2023). Language is made up of five components, three of which relate to its structural part, namely, syntax (structure of the sentences), morphology (internal organization of words), and phonology (sequence of phonemes and shape of syllables), semantics, the fourth component, refers to a system of rules governing the meaning of words and word combinations in order to express the relationship of structural language with the perceptions of objects, events, and relationships, the fifth component, pragmatics, is related to the use of language within the communicative context (Sylvestre et al ., 2016).

Trauma can be described as a wound, a breach, a violent breaking through, often overwhelming intense, cutting through a person's subjectivity with such force that it may feel unsurvivable (Ellis, 2014). Some children who have experienced trauma can speak fluently but have difficulty constructing sentences, some have difficulty speaking and have difficulty understanding conversation.

The relationship between trauma and children's language can have a significant influence on children's language and communication development. From an early age, individuals shape and refine their linguistic competence in order to form grammatically correct sentences and adapt their message to the recipient or the situation, thus building essential human relationships (Ejsmund & Wieczorek, 2023). In theoretical of language learning, a natural language has several components and the central ones are phonology, morphology, syntax, and semantics (Faina et al ., 2021).

According to Samhsa (2014), a traumatic experience can be a single event, a series of events or a chronic condition (e.g., childhood neglect, domestic violence). Children may experience trauma in various ways such as accidents, exposure to serious illness or injury, grief, loss and natural disasters are some of the causes or events that can lead to trauma. Trauma in children, such as bullying, violence, neglect or other traumatic experiences, can affect various aspects of a child's language, such as children who experience trauma may have difficulty expressing themselves verbally. They may experience speech disorders, such as difficulty pronouncing words correctly, stuttering, or confusion in constructing sentences. According to Verma & Agrawal (2021), childhood trauma, which is also called adverse childhood experiences (ACEs), can have lasting detrimental effects on individuals as they grow and mature into adulthood. Trauma experiences most often occur in early childhood because children at an early age are in the process of recognizing and learning what they see and hear. In all the cases, the studies on trauma essentially focus on understanding and interpreting traumatic experiences (Jena & Samantray, 2021).

Trauma comes from an event that is unsafe and beyond our control and the most vulnerable to experiencing trauma are children. Depending on how severe the trauma is, it can cause nightmares and feelings of fear every day. When children experience relationships as rejecting or unsafe, these experiences can alter a child's perception of self, trust in others, and perception of the world (Dye, 2018). In addition, Ray (2015) states, trauma victims are often unable to recover fully on their

own without causal understanding and guidance because our minds and bodies have not been trained to open up new pathways to lead us out of the maze. Trauma not only has negative physical and mental effects, but also affects language performance for children who experience trauma.

According to van der Kolk (2014), stresses the enduring changes brought about by the experience of trauma. We have learned that trauma is not just an event that took place sometime in the past, it is also the imprint left by that experience on mind, brain, and body. Trauma results in a fundamental reorganization of the way the mind and brain manage perceptions. It changes not only how we think and what we think about, but also our very capacity to think.

Trauma can have long-term impacts on a person's mental and physical health. Furthermore, Samhsa (2014) states, the impact of trauma can be subtle, insidious, or outright destructive. Children who have experienced trauma may show various reactions to questions about the incident, depending on the severity of the trauma experienced. The child may refuse or be reluctant to talk about the traumatic event because avoidance of painful intrusions as a measure of self-protection is only one of the reasons that makes it difficult to share a traumatic experience with others. There are many other reasons such as: speaking about what happened can be subject to interdiction, social taboo, or shame; a common ground of experience or knowledge is missing; one does not want to burden others with one's own pain; the violation and the suffering have not yet been socially acknowledged; others are not willing to lend an ear (Busch & McNamara, 2020). So therefore, Parenting styles, in general, are very influential in shaping the child's self-concept since childhood (Badriyah et al., 2023).

This study focuses on examining the impact of childhood trauma on language performance by investigating children who have experienced various forms of trauma, such as physical violence, verbal violence, sexual abuse, and neglect, and which of these types of violence is more dominant. The writer can identify any language deficits that may arise as a result. This study analyzes lexical deficits where children have difficulty in word retrieval and use of vocabulary, and

discourse level deficits, where there is difficulty in maintaining coherent and relevant conversation.

The reason the writer is interested in studying this topic and many cases occur almost all over the world and many factors of violence can occur and can cause trauma. The writer hopes to identify and realize the obstacles faced by these children in communicating. It is hoped that this knowledge can increase empathy and self-awareness to support children who have experienced trauma in recovery.

The academic goal of this study is to add to the scientific literature regarding the relationship between childhood trauma and language development. This research aims to identify and categorize language deficits, both at the lexical and discourse levels experienced by children who have experienced trauma. The results of this research are expected to provide important contributions to the fields of developmental psychology and linguistics. It is important to remember that each child has a different reaction to trauma depending on what factors of trauma they experience. While the term trauma was originally largely confined to medicine and psychotherapy, it has recently found its way into everyday language, where it is often used, semantically overstretched, for any form of painful or frustrating experience (Busch & McNamara, 2020). Many parents don't understand how to educate children because every parent has different ways of educating children according to their wishes.

According to Badriyah et al ., (2023), some of the things that are often done in authoritarian parenting in Indonesia include calling children with inappropriate labels, comparing children with other children, prohibiting and threatening children, and instead of giving praise to children for the achievements that children have done even lower student achievement . This also causes the child to become a quiet person, who must obey without any words of rejection. Where children are not given space to explain, they will prefer to remain silent, they are afraid of not being heard. Many parents underestimate their children's mental health and its effects due to unpleasant or painful treatment, causing children's brains and minds to become weak and fearful. As traumatic experiences remain deeply

inscribed in the body, emotions linked to them remain equally present and leave their imprints in the way one can speak or not speak about traumatic moments (Busch & McNamara, 2020). This is something that must be paid attention to in children who have experienced trauma, how they use everyday language and how they talk about their traumatic experiences depends on how severe the trauma they have experienced.

In addition, Busch (2016) states, trauma can entail a loss of voice, but equally a constant denial of voice can be lived as a traumatic experience. This incident is very dangerous if it is ignored and taken lightly and this problem must be known by all parents out there so that they do not commit violence against children so that children experience trauma. Family is the smallest institution to ensure the right to live and grow within a warmhearted environment for the children (Baydemir et al ., 2014). Children who have experienced trauma need special attention to help them recover and feel safe and confident again. It is not easy to deal with children who have experienced trauma, but this form of support from those closest to them can make them happy and not feel alone. According to Badriyah *et al* ., (2023), states that Children who receive positive treatment, such as if the child does something wrong, are directed, given understanding and advice, so that the child can understand to correct their mistakes in the right way, then the child will have a positive self-concept. No matter how small the treatment that makes a child happy and feel safe, the child will start to tell them things that might hurt them, because they feel that there is someone they can trust and want to be friends with and want to listen to them, that is enough for the child.

1.2 Research Question

Based on the explanation in the background of the study, the writer formulated several questions:

1. What are the Linguistic characteristics shown by a child with trauma?
2. What factors of trauma can have a negative impact to language performance?

1.3 Objectives of the study

Based on the problem formulation above, the writer will answer on objectives of this study are :

1. To explain Linguistic character shown by a child with trauma
2. To find out the factors of trauma that can have a negative impact to language performance.

1.4 Significance of the study

Theoretically, the writer hopes for English language study program students that this study can provide some important information regarding the impact of childhood trauma to language performance. This study can contribute to the study of psycholinguistics, especially regarding the impact of trauma on children and language performance to strengthen the field of study of Psycholinguistics at the Faculty of Social and Cultural Sciences, Trunojoyo Madura University. The writer hopes that readers will understand more about learning psycholinguistics. After reading this study, the writer hopes that readers will be more interested in analyzing the effect of childhood trauma to language performance.

Practically, the writer examines this phenomenon to enable readers to not underestimate verbal crimes. Verbal crimes are like verbal harassment, insults and threats. Things like this must be avoided and should not be done because they can damage our lives in the future. Things like this are also very detrimental to victims who experience verbal crimes. In other words, the writer hopes that the results of this study can help readers to know more deeply about the effect of childhood trauma on language performance. It must no longer be taken lightly, it must no longer be considered unimportant. Small things that are always underestimated usually have a bad impact in the future, it is very important to study small things, apart from that, research will be very useful in the future for students who want to learn about the relationship between trauma and language.

1.5 Scope and Limitation of the study

The scope of this study is psycholinguistics, in particular the relationship between trauma and language and factors causing childhood trauma that can influence linguistics. The limitation of this research is the existence of individual factors, which means this research cannot describe individual reactions to trauma as a whole, because the impact of trauma is very individual and influenced by various different factors. The writer has limited time and one participant is used as a data source for observation and the data that the author will take is the child's utterances and there is a lexical deficit and a discourse level deficit. Besides that, the writer will discuss the linguistic characteristics shown by children who have experienced trauma. The writer will answer the first question about lexical deficits using an article by Faina et al., (2021) and discourse level deficits using an article by Fforde et al., (2013). The writer discusses what factors can cause trauma in a child using an article by Verma & Agrawal (2021).