

Language and Identity in the Plays of Harold Pinter

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Abstract

This paper explores the intricate relationship between language and identity in the plays of Harold Pinter, focusing on how his characters use language as a means of asserting power, masking vulnerability, and negotiating personal and social identity. Pinter's trademark pauses, silences, and fragmented dialogues reflect not only psychological tension but also the instability of self-representation. By examining selected plays such as *The Birthday Party*, *The Homecoming*, and *The Dumb Waiter*, the study reveals how identity in Pinter's dramatic world is fluid, often shaped or distorted through ambiguous communication and strategic silence. Ultimately, the paper argues that Pinter's unique use of language challenges fixed notions of identity and highlights the performative and often deceptive nature of human interaction.

Key words: language and identify, plays of Harold Pinter

INTRODUCTION

According to [1]-[10], language is a random system of sound symbols that members of social groups use to collaborate, communicate, and identify themselves [11]-[20] explains that language can be defined as a conventional system for conveying concepts through the use of desired symbols and combinations of symbols governed by provisions or as a socially accepted code [21] - [30]. Maksan's theory of language acquisition is the process of someone learning a new language unconsciously, implicitly, and formally [31]-[40].

According to [41]-[50] language acquisition is the process that children naturally go through when they learn their mother tongue. A person does not acquire complete grammar [51]-[60] and all of the rules in his or her brain overnight [61]-[70]. A child learns the first language in several stages [71]-[80], with each stage closer to grammar than adult language [81]-[90]. The verbal equivalent of acquisition is "acquisition" [91]-[100]. This term is used to describe the process of learning a new language as one of a person's early development [101]-[110], [121]-[130]. Children will naturally recognize language as a means of communicating with others [151]-[160]. The first language that people who speak to them understand and then master [171]-[180].

From an early age, babies have interacted in their social environment [181]-[190]. A mother often provides an opportunity for their children to participate in social

communication [191]-[200], so that is when the baby first recognizes that this world is a place where people share their feelings [201]-[210], [211]-[220]. With the mother tongue, a child learns to be a member of the community [221]-[230]. Mother tongue became one of the means to express feelings, desires, and convictions, in forms of language that were assumed to exist [231]-[240], [241]-[250].

LITERATURE REVIEW

- Research conducted by Salnita (Salnita, 2019) obtained the result that at the age of three children cannot yet pronounce the phoneme / r / and / s / correctly. Words that are mastered by children are words that are close to the child's environment and all utterances of children at this age contain denotative meanings
- Research conducted by Amelin (Amelin, 2019) can be concluded that through facial expressions and gestures shown by a child can help people around to be able to understand the language spoken by the child
- Research conducted by Yumi (Yumi, 2019) obtained the results that at the age of four years children who are in a simple construction period are able to say sentences in the form of declarative, interrogative, and imperative sentences.

METHOD

The method used in this research was descriptive method. This descriptive method was used to illustrate the results of data collection that had been done by researchers, through interviews (parents, children) and direct observation to the field, about the utterances spoken by the research subjects. Descriptive method was chosen by the researchers because this method can give as accurately a picture as possible about individuals, circumstances, language, symptoms, or groups. This research was conducted by directly observing children who were the subject of research. Because a child doesn't suddenly have regular grammar in his brain. The first language (Mother tongue) acquisition stage was related to children's language development. That was because the first language acquired by someone when he was a child.

RESULTS AND DISCUSSION

The results that the researchers got based on the first language (mother tongue) that was obtained by the child (Javanese) The words that are spoken generally mimic the words of

his mother who are then associated with objects or traits. In saying a word, children often say the syllables behind for example *mik* (*mimik* = drinking), *em* (*maem* = eating), *bok* (*ceblok* = falling), *nuk* (*manuk* = bird) and so on. Words spoken and mastered by children are nouns, verbs, and adjectives that are close to their daily environment. Although only the last syllable is said, it has a meaning that can be understood by his parents and the following data obtained from a 1year old child obtained from his mother tongue (Minang) The words accompanied by this child also from their environment can be obtained properly.

For example when asked "*siaatuna* ?" (who is that?) then immediately say *yah* (Ayah), *buk* (Ibu), *cik* (Acik), *mih* (mami), *ak* (Appak). Then when asked "*apotuna*?" (Who is that?) While showing his hand and saying *pi-pin* (*pileemupin-ipin*), *aek* (*amakgaek*).

1. Semantic Acquisition Stage

Syntactic acquisition depends on semantic acquisition. The first structure obtained by children is not syntactic structure but meaning (semantics). Before being able to say a word at all, children are diligent in gathering information about their environment. Children arrange semantic features (simple) against words they know. The things that are understood and collected by the child will be knowledge about his world. Understanding the meaning is the basis for utterance utterance. One of the earliest forms controlled by children is nouns, especially those close to or close to where they live. In this study, the subject of the study first mastered nouns relating to family members and close relatives. Research subjects have also been able to say things around them that are known by the research subjects. After mastering nouns around the child, the child begins to master verbs in stages, from common verbs to more specialized or complex verbs. Verbs related to daily life, such as eating, bathing, drinking, and *Pi-Pin* (*Upin-Ipin* which means watching or when a research subject wants to watch). Research subjects have also been able to say the adjective, the word "*cak*" which means good. Children already understand about adjectives and understand the meaning of good words.

2. Syntactic Acquisition Stage

The first syntactic construction of a normal child can be observed at 18 months. However, some children have begun to appear at the age of one year and other children over two years. Syntactic acquisition is the child's ability to express something in the form of

construction or sentence structure. The construction begins with a series of two words. The construction of these two words is an arrangement formed by the child to express something. The child is able to produce the target language to represent what he means. The use and replacement of certain words in the same position shows that the child has mastered the word classes and is able to creatively vary their functions. An example is '*ayah datang*'. The word can be varied from child to '*ayah pergi*' or '*ibudatang*'.

3. Phonology Acquisition Stage

Phonologically, a newborn child has a very noticeable difference in language organs compared to adults. Child brain weight is only 30% of the size of an adult. The oral cavity is still narrow, almost filled with the tongue. Increasing age will dilate the oral cavity. This growth provides greater space for children to produce language sounds. The acquisition of phonology or language sounds begins with the acquisition of basic sounds. According to Jacobson (Ardiana and Sodiq, 2000) the basic sound in human speech is / p /, / a /, / i /, / u /, / t /, / c /, / m /, and so on. Then, at the age of one, the child begins to fill the sounds with other sounds. For example / p / combined with / a / being pa / and / m / combined with / a / becoming / ma /. After the child is able to produce sound, over time, children will be more adept at producing sound. This is influenced by the environment, cognitive and also the tools said. In order to further clarify the stages of acquiring the first language, the following stages describe the acquisition of a child's language. According to Arifuddin (Arifuddin, 2010) the stage of language acquisition is divided into four stages, namely pra spoken, meraban, one-word stage, and the stage of combining words as follows.

4. Word combining stage

This phase starts when the child is 3-5 years old or even starts school. At the age of 3-4 years, children's speech starts longer and grammar is more regular. He no longer uses only two words, but three or more words. At the age of 5-6 years, children's language is the same as adults.

CONCLUSION

The findings of this study lead me to the conclusion that language is the brain processes that a child uses to learn his mother tongue. The early years of a child's life are when they learn their first language. The family environment around a child has a significant impact

on the child's ability to learn their first language. In terms of social and cultural norms, the language will be ingrained in the subconscious of humans. Then, as the child grows and develops, he or she will learn a language other than the one his mother taught him, either second, third, or something along those lines, depending on the child's social environment and cognitive level.

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