

**SENTENTIAL STRUCTURES PRODUCED BY 3-4 YEARS OLD CHILDREN
AT PAUD KASIH IBU ANDURING PADANG**

THESIS

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at the English Department of FBS UNP Padang*



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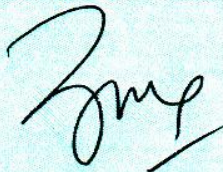
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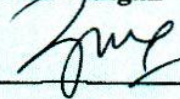
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ABSTRAK

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Penelitian ini bertujuan untuk menemukan bentuk-bentuk tata urutan kata dalam pembentukan kalimat deklaratif, imperatif, interogatif, dan eksklamatif yang diujarkan oleh anak-anak PAUD usia 3-4 tahun.

Penelitian ini termasuk dalam kajian sintaksis. Metode yang digunakan dalam penelitian ini adalah metode deskriptif. Data pada penelitian ini adalah kalimat deklaratif, imperatif, interogatif, dan eksklamatif yang diujarkan oleh siswa 3-4 tahun PAUD Kasih Ibu Anduring Padang. Data analisis dengan cara mengelompokkan setiap kata berdasarkan subjek, predikat, objek, keterangan, dan pelengkap. Setelah itu, tata urutan kata dalam ujaran tersebut diklasifikasikan berdasarkan bentuk-bentuk tata urutan kata dalam pembentukan kalimat.

Hasil penelitian menunjukkan bahwa terdapat 64 kalimat deklaratif, 31 (48%) kalimat memiliki tata urutan kata *S-V*, 38 kalimat imperatif, 22 (57%) memiliki tata urutan kata *V*, 35 kalimat interogatif, 15 (43%) memiliki tata urutan kata *S-V*, dan 18 kalimat eksklamatif, 14 (77%) memiliki tata urutan kata *V*.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

The earliest learning of language begins in utero when the fetus starts to recognize the sounds and speech patterns of its mother's voice. Since birth, human first ability as an infant is to express his or her needs through crying. As jaw and mouth develop, baby is gradually able to make and mimic sounds and words. Since that, human tries to acquire the forms, meanings, and utterances. The capacity to acquire and use language is the key aspects that distinguish humans from other beings. In addition, to understand their humanity, people must understand the nature that makes them human. For example, many animals are able to communicate each other by signaling the things around them, but this kind of communication lacks of complete messages. The human language capacity is represented in the brain. Human brain is developed as well as they grow up.

Language acquisition is one of important thing of human development. Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words to communicate. Language acquisition is a natural developmental process (Fernandez and Cairns, 2011:98). All children acquire language in the same way, regardless of what language they use or the number of languages they use. Acquiring a language is like learning to

play game. Children must learn the rules of the language game; for example how to articulate words and how to put them together in ways that are acceptable to people around them.

Children do not use language like adults because children acquiring language consist a lot of errors. That error words are not error at all like in meaning but it is part of the process of language acquisition. It will disappear as they grow up and their errors in a similar type – no matter what language they are acquiring (Clark, 2009). Obviously, children do not learn a language easily by memorizing the sentences of the language. Children learn to speak the dialect and language that are used around them. Usually, that is their native language or their first language. Children usually begin by speaking like their parents or caregivers. In psycholinguistics, the first point of speech process is the input, which is the speech signal heard by the child. The final point of the speech is the output, which is the speech signal (usually words) actually produced or spoken by the child. Children start to imitate what they say, although children reproduce it incorrectly (Fernandez and Cairns, 2011). As growing up, children develop their words from their language.

All normal children develop language at roughly the same time or at the same period. It can be said the same thing like sitting up, standing, walking, using the hands and many other physical activities, it seems that the language acquisition period has the same basis. Different age stages have different ways to utter and

develop language. From before birth to 12 months and 12 months to 24 months are different. They start to utter words incompletely until they can utter words completely.

Children's first utterances usually consist of just a single word but it is often used to express a sentence like meaning. Nelson (1993:286) says that the age at which the vocabulary reaches 10 words is a more stable indicator of true language development; in her sample this occurred at a mean age of 15 months. For example, 12 months children use one or more words with meaning- often *mama* or *papa* (father) and understand simple instructions, such as *da da* (bye-bye).

To put some words to be a good sentence is not an easy job for children. At the phrase or sentence level, children may find some mistakes like using incorrect word order, leaving out words or using a limited number of complex sentences such as those that contain prepositional clauses. For example in English-speaking children, they may say two-word utterances like "*Mommy here*" or "*That mine*". Actually, those words are incomplete sentences because there is omission of words in that sentences. Indonesian children may also face difficulties in forming sentences. For example, "*Mau minum*" that does not have a subject or the subject is implicit.

Developing the sentence structure is one of language development that happens in children. Language development is ordinary processes of learning in which children acquire the forms, meanings, and uses of words and utterances from linguistic input. Developing the structure of sentences can be said as developing syntax. Syntax is the study of word order and combination to form phrases and

sentences (Radford, 2004:1). Sentences are good packages of words that come together to express complete thoughts (Warriner et al, 1973: 60). In order to have a good sentence structure in syntax level, a group of words need to contain a subject, a verb, and it needs to express a complete thought. In addition, human must consider the system of rules and categories that underlies in their language.

One of important aspects of sentence structure is word order. Word order is an arrangement of words in a phrase, clause, or sentence (Collins, 2003). A language may differ in their basic word order for subject, verb, and object. According to O'Grady (1997:383) there are six types of word order; SOV, SVO, VSO, VOS, OVS, and OSV. English, Indonesian, and Minangkabau belong to SVO which the subject comes first and then followed by the verb and ended by the object. Additionally, Greenberg in Clark (2009:3) states that the basic word order in a language is correlated with the order of elements in many other constructions of that language. In many languages, including English, Indonesian, and Minangkabau word order plays an important part in determining meanings.

Problem of word order may be faced by children. The basic word order for English, Indonesian, and Minangkabau are SVO, however, it sometimes does not occur in children's sentences. Akhtar in Matthews (2004:123) finds that English-speaking children at the age under 4 years old do not use SVO word order, in contrast, they use SOV or VSO word orders and even VS or SV. So children need to learn

general structural regularities in the language they are acquiring whether it is an SOV or SVO language.

The environment also gives contribution to the development of children communication. One of their environments is school. PAUD or *Pendidikan Anak Usia Dini* is one of preschool care in Indonesia for infant to six years old before entering elementary school. There are many children with different ages in PAUD. They may have some different difficulties of communication such as producing incomplete sentences, using code-mixing, and so on. In addition, at school they may be talk-active rather than at home because they can play and meet some friends. Hence, the sentential sentences produced by 3-4 years old children at PAUD Kasih Ibu Anduring Padang was wanted to analyze.

There are several reasons why this topic was chosen. First, language development in children is important that will give contribution to their social life to do interactions. Second, the sentential structures in communication are important because with correct word order, listener will understand the information. Around the age of 3-4 years old children's word order are often out of the basic word order they are acquiring. No matter which language is being learned (i.e. English, Indonesia, Minang, and Java); the vital role of children's opportunities to practice the language cannot be neglected and each language has their own sentential structures. Language is fundamentally embedded in children's everyday activities and experiences, especially at school. At school, children must have interaction among them to express what on

their mind is. Therefore, this research was necessary to be conducted and expected to give contribution to linguistics field study.

1.2 Identification of the Problems

The sentential structure produced by children 3-4 years old can be analyzed in some different linguistics point of views such as in psycholinguistics and syntax. Based on psycholinguistics concept, the process of acquiring language in children before forming good sentential structure starts from crying, gesture or body language, babbling, one word stages, two words stages and then sentence. In syntax point of view, it discusses about how to combine words to form good phrases and sentences. In addition, phrases and sentences can be analyzed structurally in the study of syntax.

1.3 Limitation of the Problem

The problem of this research was limited into syntax study which was the word order sentential structures of PAUD students' utterances. Specifically, to avoid the wider explanation and diverge the major topic, this research was focused on the word order in any languages that produced by 3-4 years old children at PAUD Kasih Ibu Anduring.

1.4 Formulation of the Problem

Based on the identification and limitation of the problem, the problem of this research was formulated into: “What are the sentential structures produced by 3-4 years old children at PAUD Kasih Ibu Anduring Padang?”

1.5 Research Questions

Referring to the formulation of the problem above, the research questions of this research were as follows:

1. What are the word orders of declarative sentences produced by 3-4 years old children at PAUD Kasih Ibu Anduring Padang?
2. What are the word orders of imperative sentences produced by 3-4 years old children at PAUD Kasih Ibu Anduring Padang?
3. What are the word orders of interrogative sentences produced by 3-4 years old children at PAUD Kasih Ibu Anduring Padang?
4. What are the word orders of exclamatory sentences produced by 3-4 years old children at PAUD Kasih Ibu Anduring Padang?

1.6 Purposes of the Research

Based on the research questions mentioned above, the purposes of this research were:

1. to find out the word orders of declarative sentences produced by 3-4 years old children at PAUD Kasih Ibu Anduring Padang.
2. to find out the word orders of imperative sentences produced by 3-4 years old children at PAUD Kasih Ibu Anduring Padang.
3. to find out the word orders of interrogative sentences produced by 3-4 years old children at PAUD Kasih Ibu Anduring Padang.
4. to find out the word orders of exclamatory sentences produced by 3-4 years old children at PAUD Kasih Ibu Anduring Padang.

1.7 Significance of the Research

This research was expected to give contribution both theoretically and practically in linguistics field. Theoretically, the finding of this research was expected to enrich the findings about sentential structure especially in word order of children. Practically, the findings of this research were expected to give better understanding for the readers about the word order in sentential structure that produced by children, especially PAUD students. Furthermore, it was expected that the findings of this research could become a reference for the next researchers who are interested in conducting research about sentential structure.

1.8 Definition of Key Terms

In order to avoid misunderstanding of some conceptual terms that may appear, it was necessary to make a clear definition of some key terms used in this research. The following definitions helped the readers to get the idea of the conceptual terms:

1. Syntax is the study of word order and combination to form phrases and sentences.
2. Sentential structure is the combination of words to phrases and sentences which are built up by a series of merger operations, each of which combines a pair of constituents together to form a larger constituent.
3. Word order is the linear order of words in sentences.
4. PAUD (*Pendidikan Anak Usia Dini*) is an education level in Indonesia for 3 to 5 years old children before entering elementary school in Anduring Padang.