A STUDY OF THE SYNTATIC PATTERNS AND LANGUAGE FUNCTIONS OF A TWO - YEAR - OLD INDONESIAN CHILD

A THESIS

In Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching

No. INDUK	0601/99
TGL TERIMA	5-3-99
DARI	
HADIAH	
No BUKU	FK-19 Utq S-1
KOPI KE	1 (SATU)

By :

LINDAWATI UTAMA
1213094007

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FEBRUARY, 1999

Approval Sheet

(1)

This thesis entitled: A Study of the Syntactic Patterns and Language Functions of a Two-Year-Old Indonesian Child

prepared and submitted by Lindawati Utama, has been approved and accepted as a partial fulfillment of the requirement for the Sarjana Pendidikan Degree in English Language Teaching by the following advisor:

Drs. Hendra Tedjasuksmana, M. Hum.
Advisor

Approval Sheet

(2)

This thesis has been examined by the committee on oral examination with a grade of: _____

on February 20th 1999

Drs. B. Budiyono, M. Pd.
Chairman

Drs. Y. G. Harto Pramono, M. Pd.
Member

Drs. V. Luluk Prijambodo
Member

Drs. Hendra Tedjasuksmana, M. Hum.
Member

Approved by

DR. Veronica L. Diptoadi, M.Sc
Dean of the Teacher Training College

Dra. Agnes Santi W., M. Pd
Head of the English Department

ACKNOWLEDGEMENTS

The writer is very grateful to Jesus Christ for His blessings so that she was able to finish the writing of this thesis. Without His mercies, help, and love, it would be too difficult for her to do this. She also dedicates her great gratitude to her Beloved Saint Holy Mary who was always with her in completing her thesis.

During the process of writing this thesis, of course, there are a number of people whose contribution is extremely valuable. In this occasion, the writer would like to express her deep gratitude to:

1. Drs. Hendra Tedjasuksmana, M. Hum., her only advisor, who has given her much assistance as worth guidance, suggestion, and advice for completing this thesis.
2. Dr. Abdul Wahab who has given her much suggestion, advice, and references. He has sacrificed his time in helping her to finish the thesis.
3. Tracy Amelia Oentoro and her parents- Mr. and Mrs. Setia Budi who have participated in the cooperation during the recording sessions.
4. All the lecturers of The Teacher Training Faculty of English Department of Widya Mandala Catholic University who have taught her various knowledge during her study.
5. The librarians of Widya Mandala Catholic University, especially Mrs. Lucia Dyah Tri Saptati and Mr. Antonius Djumadi, who have helpfully lent her a number of important books and references.
6. The writer's family who has always supported and encouraged her mentally and financially.
7. The writer's friends, especially Dewi Santoso who has been her best friend and has let her use the computer in finishing this thesis. Lian Ying who has lent her the linguistic books. Roiky Ngawi, Alberto Christian, and Lidya

Meliana who have offered support and encouragement. Last but not least, Olivia Theresia and Silvia Surialim who have helped her print this thesis. To all of her friends, the writer would like to thank them for their love, friendship, laughter, help and prayers.

Finally, the writer's sincere gratitude is also due to some other people whom she cannot mention one by one, who have provided her with everything necessary, support and encouragement during the writing of this thesis.

The writer.

TABLE OF CONTENTS

Page

Approval Sheet (1).....i

Approval Sheet (2).....ii

Acknowledgement.....iii

Table of Contents.....v

List of Tables.....x

Abstract.....xiv

CHAPTER I : INTRODUCTION

1.1 Background of the Study.....1

1.2 Statements of the Problem.....4

1.3 Objectives of the Study.....5

1.4 Significance of the Study.....5

1.5 Scope And Limitation.....5

1.6 Definition of the Key Terms.....6

1.7 Organization of the Study.....7

CHAPTER II : REVIEW OF RELATED LITERATURE

2.1 Underlying Theories.....8

2.1.1 Language Acquisition Stage.....8

2.1.1.1 Before the First Word.....9

2.1.1.2 The First Word.....10

2.1.1.3 The First Sentences.....10

2.1.2 Psychological Factors of Words Production.....11

2.1.3 The Beginning Syntax.....12

2.1.4 Kinds of Sentences.....15

2.1.5 Parts of Speech.....16

2.1.6 Semantic Development.....17

2.2 Previous Related Study.....21

CHAPTER III : RESEARCH METHODOLOGY

1.1 The Nature of the Study.....22

1.2 The Research Design.....22

1.3 The Subject of the Study.....23

1.4 The Research Instruments.....23

1.5 The Procedure of Data Collection.....24

1.6 The Procedure of Data Analysis.....24

CHAPTER IV : FINDINGS AND DISCUSSION OF FINDINGS

4.1 Findings.....25

4.1.1 One-word Utterances.....25

4.1.1.1 Parts of Speech of One-word Utterances

And the Choices of Words to Represent A Whole Sentence....28
4.1.1.2 The Kinds of Sentences in One-word Utterances....29
4.1.1.3 The Language Functions that are Contained in One-word Utterances....32
4.1.2 Two-word Utterances....35
4.1.2.1 The Pivotal Structure....35
4.1.2.2 The Kinds of Sentences in Two-word Utterances....37
4.1.2.3 The Syntactic Patterns of Two-word Utterances....41
4.1.2.4 The Existing Language Functions in Transferring Information and Message in Two-word Utterances....43
4.1.3 Three-word Utterances....47
4.1.3.1 The Kinds of Sentences in Three-word Utterances....47
4.1.3.2 The Syntactic Patterns of Three-word Utterances....50
4.1.3.3 The Language Functions in Three-word Utterances....52
4.1.4 More-than-three-word Utterances....54

4.1.4.1 The Kinds of Sentences in More-than-three-word Utterances.....54

4.1.4.2 The Syntactic Patterns of More-than-three-word Utterances.....56

4.1.4.3 The Language Functions that are Contained in More-than-three-word Utterances.....57

4.2 Discussion of Findings.....59

4.2.1 One-word Utterances.....60

4.2.1.1 Parts of Speech of One-word Utterances and the Choices of Words to Represent A Whole Sentence.....60

4.2.1.2 The Kinds of Sentences in One-word Utterances.....62

4.2.1.3 The Language Functions that are Contained in One-word Utterances.....64

4.2.2 Two-word Utterances.....66

4.2.2.1 The Pivotal Structure.....66

4.2.2.2 The Kinds of Sentences in Two-word Utterances.....67

4.2.2.3 The Existing Language Functions in Transferring Information and Message in Two-word Utterances.....71

4.2.3 Three-word Utterances.....73

4.2.3.1 The Kinds of Sentences in Three-word Utterances....73

4.2.3.2 The Language Functions in Three-word Utterances....75

4.2.4 More-than-three-word Utterances....77

4.2.3.1 The Kinds of Sentences in More-than-three-word Utterances....77

4.2.3.2 The Language Functions that are Contained in More-than-three-word Utterances....78

4.3 Tracy's Language Development in 5 Months' Time....80

CHAPTER V : CONCLUSION AND SUGGESTION

5.1 Conclusion....83

5.2 Suggestion....85

BIBLIOGRAPHY....86

APPENDIX....88

LIST OF TABLES

ONE-WORD UTTERANCES

Table 1 : Dialogues of Tracy in Answering the Interlocutors' Questions....26

Table 2 : Tracy's Short Questions to Her Interlocutors....28

Table 3 : The Percentage of the Chosen Parts of Speech of One-word Utterances....29

Table 4 : The Data of Simple Affirmative Statements....30

Table 5 : The Data of Negative Statements....31

Table 6 : The Data of Interrogative Statements that Require Yes or No Answer....31

Table 7 : The Data of Simple Imperative....31

Table 8 : The data of Informational Function in One-word Utterances....33

Table 9 : The Data of Expressive Function in One-word Utterances....34

Table 10 : The Data of Directive Function in One-word Utterances....34

Table 11 : The Data of Informational and Expressive Functions in One Utterance....34

Table 12 : The Data of Directive and Expressive Functions in One Utterance.....35

TWO-WORD UTTERANCES

Table 13 : The Data of Pivot and Open Words.....36

Table 14 : The Data of Simple Affirmative Statements.....38

Table 15 : The Data of the Interrogative Statements with Question Words.....39

Table 16 : The Data of Questions that Require Yes or No Answer.....39

Table 17 : The Data of Statements with Negation.....40

Table 18 : The Data of Imperative Statements.....40

Table 19 : The Data of Request Statements.....41

Table 20 : The Data of Informational Function.....44

Table 21 : The Data of Expressive Function.....45

Table 22 : The Data of Directive Function.....45

Table 23 : The Data of Phatic Function.....46

Table 24 : The Data of Directive and Expressive Functions in One Utterance.....46

Table 25 : The Data of Expressive and Phatic Functions in One Utterance.....46

THREE-WORD UTTERANCES

Table 26 : The Data of Simple Affirmative Statements.....48

Table 27 : The Data of Simple Questions that Require Yes or No Answer.....48

Table 28 : The Data of Interrogative Statements with Question Words.....48

Table 29 : The Data of Statements with Negation.....49

Table 30 : The Data of Simple Request.....49

Table 31 : The Data of Passive Sentences.....49

Table 32 : The Data of Utterances that Load Informational Function.....52

Table 33 : The Data of Utterances that Load Expressive Function.....53

Table 34 : The Data of Utterances that Load Directive Function.....53

Table 35 : The Data of Utterances that Load Phatic Function.....53

Table 36 : The Data of Utterances that Load Expressive and Directive Functions.....54

MORE-THAN-THREE-WORD UTTERANCES

Table 37 : The Data of Interrogative Statements with Yes or No Answer.....55

Table 38 : The Data of Negative Statements.....55

Table 39 : The Data of Simple Requests.....56

Table 40 : The Data of Informational Function.....58

Table 41 : The Data of Directive Function.....58

Table 42 : The Data of Phatic Function.....58

Table 43 : The Data of Directive and Phatic Functions.....59

Table 44 : The Data of Informational and Directive Functions.....59

ABSTRACT

Utama, Lindawati, 1999, A Study of The Syntactic Patterns and Language Functions of aTwo-Year-Old Indonesian Child. Thesis, Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Katolik Widya Mandala. Advisor: Drs. Hendra Tedjasuksmana, M. Hum.

Keywords: kinds of sentences, syntactic patterns, and language functions.

Child's learning language is a fascinating matter to be observed all the time. The way a child constructs a sentence always makes anybody around him/her curious. There are so many observations deal with this matter that create child language acquisition theories. However, the writer notices there are such still a few linguists observing/studying Indonesian children. Nevertheless, linguistic theories are universal in which any observers are able to apply them to any children although there are some differences. Based on that reason, the writer carried out an Indonesian child observation in acquiring her language.

This study concerns with the production of utterances as uttered by a two-year-old Indonesian child and the language functions which are reflected in the utterances.

The data of this study which was collected with a tape recorder and a diary were transcribed and analyzed under the parameters of kinds of sentences, the syntactic patterns, and language functions in the subject's one-word utterances, two-word utterances, three-word utterances, and more-than-three-word utterances.

This study is a case study since the writer only analyzed one Indonesian child to find out the kinds of sentences, the syntactic patterns, and the language functions that were produced in the subject's one-word utterances, two-word utterances, three-word utterances, and more-than-three-word utterances.

After analyzing the data, the writer found that the subject only produced the headword in her one-word utterances. Meanwhile, in two-word utterances, the subject practised the pivotal structure in which her pattern was Pivot + Open. In this case her pivot words was the function words and her open words were the content words. Apart from that, the subject had been able to produce sentences which consists of subject, predicate, and object in her three-word utterances. She had already produced more-than-three-word utterances which came to resemble adult language.

Generally, the produced sentences were various. They are simple affirmative statements, negative statements, interrogative statements, and imperative statements. Even in the production of three-word utterances, the subject of the study began to produce passive statements although the form was not perfect.

The produced utterances reflect language functions. In the subject's one-word utterances, they imply only three kinds of language functions, i.e. informational, expressive, and directive. Starting from two-word utterances until the subject was able to produce more-than-three-word utterances, the language she produced began to reflect a phatic function. What is interesting to notice is that her utterances may also reflect two functions at the same time.

Finally, this study is intended to give a contribution to Psycholinguistics and further observation dealing with Indonesian child's language development.