

CHAPTER II

LITERATURE REVIEW

This chapter presents theoretical framework and review of related studies which relate to the acquisition of sentence construction of Indonesian children's utterances. Firstly, the explanation of the acquisition of syntax is followed by the acquisition of active and passive constructions. Second is the explanation of sentence in Indonesian which is classified into major and minor sentence, sentence form and active and passive sentence. The third is the explanation of syntactic function, word category, and semantic role of Indonesian sentence constructions. The last is review of related studies.

2.1 Theoretical Framework

2.1.1 The Acquisition of Syntax

Language acquisition is the most important step in human life because human need it in order to be able to use language well. Language is needed in human life because language is a tool which is used in communication in order to be bound to their environment. There are some processes happen in the period of language acquisition. One of them is the process of syntax acquisition. Syntax is one of important aspect of language because knowing language is not only about knowing the meaning of every single word but also knowing how words can combine with other words. Fromkin, Rodman, & Hyams, (2003) stated that children cannot rely their understanding of language meaning from the word alone

but they need to understand the word order rules and how they determine the grammatical relations of subject and object.

Knowing knowledge of syntax helps children to form phrases and also sentences. According to Lust (2006) for syntax as for phonology, children must discover the relevant units, then categorize and combine them. Children have to understand minimally four things in order to acquire syntax. Those are constituent structure, order, operations and computations. Those four things are called as foundation of syntax.

The first element of foundation of syntax is constituent structure. The constituent structure of a sentence is concerned with the units into which the words in a sentence are grouped and sometimes referred to as phrase structure (Van Valin, 2004). Having knowledge of constituent structure helps children in forming sentence because sentence is associated with constituent for example *the child put the puppy in the garden*, here children have to know that *the child* is one group which is called subject and they cannot group the words *put the* because it will be meaningless for the sentence. The grouping must be *the child, put, the puppy, and in the garden*.

Another foundation of syntax is linear order. The order is the way in which word can combine with other word in order to make a construction with intended meaning. It is stated that languages are composed of words and rules by which words are meaningfully combined (Gertner, Fisher, & Eisengart, 2006). The rules of ordering words are also the rules of forming language into acceptable structure. Knowing the way of combining words in language usage is needed because

language has its structure in order to be understood by people who speak that language and also people who listen to that language. That is why structure exists in every languages but every language has its own order.

The other two of foundation of syntax are Operation and Computation. Through the operation of structure of language children can form sentences with the exactly the same meaning but with different construction. Computation is the rule in using pronouns. Computation also includes morpho-syntax for example how to make inflection of verbs and agreements between units in sentences.

Children reveal structural relation on their utterances when they are able to produce word combination. Word combination is the process of combining word with other words which can build construction. It is found that children experience this stage in the age of three to four years old as stated by Nicoladis & Rhemtulla (2011) that between three and four years of age, children become more sensitive to the semantic/syntactic roles of words relative to word-order. These results underscore that children care about word-order when the order makes a difference for meaning (Naigles, 2002 cited in Nicolaidis & Rhemtulla, 2011). It means that children need to be master in word order in order to process language meaning and deliver their intended meaning correctly.

According to Lust (2006), children in the age of three years old start comprehending basic operations of complex syntax and knowledge of ambiguity becomes evidence of their comprehension for example ellipsis in the sentences they produced. Children in this age often make ellipsis of sentences they produced that means children often produce minor sentence. The production of minor

sentences considers their understanding of the information needed in the conversation so that they do not need to produce sentence in a complete construction.

Three years old children's production of simple sentence becomes evidence of children's understanding of basic grammatical operation (Lust, 2006). As explained before that the knowledge of operation helps children in forming various kind of sentence construction. The variety construction in sentence is produced as strategy in communication for example the production of active which is used when children talk about the activity in which the agent is the central information of the sentence. Children's understanding of basic grammatical operation also helps children develop their interaction by using language.

The acquisition of active and passive sentences includes in the acquisition of syntax because this two constructions require the acquisition of affixations and roles. Affixations of verbs are used to form active and passive verbs in active and passive sentence as it is explained in the next sub chapter of active and passive sentences in Indonesian.

2.1.2 The Acquisition of Active and Passive Sentences

As children being able to produce word combination, children have to master the range of constructions conventionally used to convey each shade of meaning they are trying to express (Clark, 2009). Lust (2006) stated that children in the age of three years show their understanding on operation that makes them able to produce various constructions of simple sentence. In this stage, children

acquired how to communicate to their interlocutor in giving information whether the information is given in the discourse, new, or keeping track of information flow. In the process of adding complexity within clause, children can do many things with the constructions produced by them that make their utterances more complex. In this stage, when children produce sentence with the new element of construction children often omit subject of their sentence. Clark (2009) stated that many researchers argued that children omit subject because they are not able yet to access and produce sentence in longer or more complex utterances but according to Clark they usually omit subject in their sentence when they are talking about their own action.

The thing that can be elaborated with sentence construction is the verb of sentence. That is the voice in the verb. Clark (2009) stated that in the active voice the speaker of active voice begins with the given information about the agent of an action and the speaker of passive voice begins with the entity affected by the action. The example is *the boy built the fire* and *the fire was built by the boys* for active voice and passive voice respectively. It is also stated by Clark (2009) that In English, choice of verb voice involves differences in word order, in the subject of the verb, in the form of the verb, and in the assignment of the agent role to a by-phrase. Finally, the passive may also be selected when the speaker is unaware of the agent's identity or not interested in it.

Budwig (1990) cited in Clark (2009) stated that children use passive voice in order to present the entity affected by the action which positioned in subject slot rather than to present the agent of an action. The acquisition of active and

passive usually concerned to the aspect of subject and object because active construction is different from passive construction in what semantic roles take positioned in the subject and object of the sentence. It can be seen from the examples below:

- a. The woman washed the clothes.
- b. The clothes were washed by the woman.

According to syntactic function, *the woman* in example (a) and *the clothes* in example (b) are subjects (S) of the sentences. It is different when it is analysed depending on semantic roles. The example (a) is active sentence. The subject of this sentence is the agent of an action and *the clothes* is the patient affected by an action denoted by the V. It is different with sentence (b) which is a passive sentence in which the subject of the sentence is the patient and the object of the sentence is agent of an action. Van Valin (2004) stated that in passive sentences the linking between syntactic function and semantic roles changes. The word order of those sentences depending on syntactic function is the same, that is SVO but the word order of active sentence is agent-verb-patient and passive sentence is patient-verb-agent.

Study about the production of passive was also done by Messenger, Branigan, & McLean (2011). It is found that children in the age of 3 to 4 years old tend to produce passive sentence after hearing passive sentence rather than after hearing active sentence. Children in this age also produce patient-agent first before they produce theme-experiencer order of passive sentence that agrees Clark

(2009). Children in the age of 3 to 4 also tend to produce short passive than full passive (Messenger, Branigan, & McLean, 2011).

2.1.3 Major and Minor Sentence in Indonesian

Sentence can be divided into two types depending on its internal structure. Those are major sentence or complete sentence and minor sentence or incomplete sentence (Putrayasa, 2009a). Major sentence is a sentence which contains of complete clause that is subject and predicate. The example of major sentence is *Lado menulis buku*. Minor sentence is an incomplete sentence which contains of incomplete clause. Minor sentence can also contain of no clause structure. The examples of this sentence are *sudah selesai*, *karena memang sulit*, *oleh karena itu*, *adiknya sakit*, *selamat pagi*, *sialan!*, and *silahkan duduk*.

Minor sentence is usually produced in daily conversation because in daily conversation the speaker and interlocutor do not need to state all of information in their utterance if the information has already known by both the speaker and interlocutor. Lumintang, Indiyastini, & Kurniawati (1998) stated that the frequency of the use of minor sentence in conversation is higher than major sentence. This happens in two conditions. First, it usually happens in informal conversation with informal topic and second condition is when social dimension of speaker and interlocutor are closed.

Minor sentence is tied with the context and situation of conversation so that it can not cause intrusion of communication (Lumintang, Indiyastini, & Kurniawati, 1998). The example of minor sentence which has predicate only in its pattern is *Sudah mulai?*. Eventhough this sentence has only predicate, interlocutor

of this conversation would understand about the intended information asked by speaker. There will not be misunderstanding of conversation because this minor sentence has relationship with the context of conversation and also sentences which are produced earlier.

The use of more minor sentence in conversation is assumed to be the strategy in communication. In communication, both of speaker and interlocutor have to use sentence in an effective form because the aim of communication is sharing the meaning of sentence. People need to make the effective communication in order to avoid misunderstanding. Putrayasa (2009b) stated that effective sentence has four characteristics. The first is unity that sentence minimally has to have subject and predicate. The second is economy that is avoiding to restate the given information. The fourth is emphasizing that is making inversion of sentence pattern. It can be formed by stating the more important element of sentence first before the other elements. The last is the use of sentence variety.

All of those characteristics become the reason why the use of minor sentence is more than major sentence except in the first characteristic. It is caused by the fact that this characteristic is used in written language not in spoken language.

Putrayasa (2009) explained that minor sentence can be used in order to deliver exclamation, greeting, title, command, motto, prohibition, answered question, expectation and declaration. The structure of this sentence is varied. It can be in the form of P only as like in command *duduk!*, and prohibition *dilarang*

masuk. It can be in the form of P+O for example *laporkan hasilnya*. Another structure is P+C for example *minumlah 3x sehari*.

2.1.4 Sentence Forms in Indonesian

According to the content of sentence, sentence is divided into three forms (Putrayasa, 2009a). Those are declarative, interrogative and imperative. Declarative is a sentence which is used in order to give information. Declarative sentence has two kind of structure. The first is base structure and the second is inversion structure. There are four possibilities of base structure in declarative sentence. Those are S+P, S+P+O, S+P+O1+O2, and S+P+O+C. The examples are *Gubernur itu diperiksa*, *KPK memeriksa gubernur itu*, *Majalah itu diberikan oleh adik kepadaku*, and *Para siswa SMA mempersiapkan perlengkapan ujian sejak dini* respectively.

Inversion structure of declarative sentence happens because P comes first before S. The possibilities of this structure are P+O+C//S for example *Disumbangkan / oleh warga masyarakat / seminggu yang lalu // air mineral itu*, P+O//S+C for example *Setiap dua jam / diperiksa / oleh dokter // pasien itu*, C+P//S+O for example *Sejak peristiwa / itu diperbincangkan // masalah lapindo / oleh rakyat*, and P//S+O+C for example *Diperbincangkan // masalah lapindo / oleh masyarakat / sejak peristiwa itu*.

Interrogative sentence is sentence which is used to ask in order to get a response of the interlocutor (Putrayasa, 2009a). The structure of interrogative sentence can be made by the base structure or inversion structure of declarative sentence but by adding asking intonation which is written in the form of question

mark or WH questions for example *Mereka bercerai?*, *Berceraikah mereka?* and *Apakah uangnya di bank?*.

Imperative sentence is a sentence which is used in order to ask someone to do something (Putrayasa, 2009a). It is similar with interrogative structure that the structure of imperative also uses the structure of declarative sentence but it is added by intonation of command or interjection which is marked by interjection mark in written language. The possibility structures of this sentence are S+P, P+S, modal+S+P, P+O, and P. The examples are *kalian beristirahat saja dulu!*, *kirimanlah surat ini!*, *cobalah kamu berfikir dengan tenang!*, *hitunglah jumlahnya!* and *kerjakanlah!*.

2.1.5 Active and Passive sentence in Indonesian

Putrayasa (2009) stated that according to the relation of actor and action, sentences can be divided into active, passive, medial, and reciprocal. In this chapter, the writer focuses only in the active and passive sentences because this study focuses in the production of active and passive sentence. The definition of those two sentence types will be explained below:

2.1.5.1 Active Sentence in Indonesian

Active sentence is a sentence which its subject does something. The subject of the sentence is the actor of an action. The example is *Mereka berlomba menjadi yang terbaik*. There are two types of active sentence which is grouped by its verb. Those are active transitive and active intransitive.

Active transitive is verbal sentence with one object without any complement which builds S+P+O construction for example *Hani memanggil-manggil Dewi*. Transitive verb which needs object and also complement is called as ditransitive. The construction of this sentence is S+P+O+C for example *Ayah membelikan kakak sepatu*.

Active transitive usually has verb which has affixation. That is verb with affix *per-*, *-i*, *-kan*, *per-i*, *per-kan*, and *me-N* (*me-* and *mem-*). Those affixations are called as affixation which builds transitive verb because every lexical category can be changed to be transitive by those affixations. According to Putrayasa (2008) prefix *per-* can make causative verb. The example is *perdalam*. Suffix *-i* can make transitive verb. This suffix has similarity with suffix *-kan*. The similarity is both of suffixes *-i* and *-kan* can make transitive verb. The difference is in the verb with suffix *-i*, the object is not moving but in the verb with suffix *-kan*, the object is moving. The example is *layani* and *lebarkan*. Both of affix *per-i* and *per-kan* have the same function as affixation that can form causative verb. The example is *permainkan*. Prefix *meN-* can be used to form transitive and intransitive verb. The example is *menyimak*.

Another type of active sentence is active intransitive. Active intransitive is an active sentence with intransitive verb. Intransitive verb is a verb which does not need an object. Intransitive verb can be formed by affixation. Affixations which marked intransitive verb are *me-*, *ber-*, and *ber-an*. Affixation *ber-* and *ber-an* can be used in order to form verb which has meaning as doing something or

something which is done repeatedly (Putrayasa, 2008). The examples are *mendarat*, *berlomba*, and *bermunculan*.

2.1.5.2 Passive Sentence in Indonesian

Passive sentence is a sentence in which logical subject is placed in the object position and the logical object is positioned in the subject position for example *Saya dipinjami mantel oleh Dani*. There are two types of passive sentence. Those are passive sentence with verb which has prefix *di-* and passive sentence without prefix *di-* on its verb. The examples of these two passive sentences are *Saya dibelikan sepeda baru oleh Ayah* and *Mereka kedinginan sepanjang hari* respectively. Passive sentence without prefix *di-* can be made by affixation *ter-* and *ke-an* and verb which is added by subject pronoun for example *kulempar* and *kaulempar*.

2.1.6 Syntactic Function in Indonesian

Every words or phrase in the sentence has its function which relates to the other word or phrase in the sentence (Putrayasa, 2010). Syntactic function in a sentence has dependent relationship with the other function in the sentence so that those functions can form a structure of sentence (Kridalaksana cited in Putrayasa 2010). Syntactic function can be divided into subject (S), predicate (P), object (O), and complement (C). Those functions can be seen in a sentence but not all of those functions are obligatory in the sentence.

Subject (S) is usually formed from noun (N) or noun phrase (NP). The example *Mereka bergembira* has S which is positioned by the word *mereka*. S has

three characteristics. The first is about S, it is explained something. Second, it is formed from N or something which is made as N. The last, S can be known by the question *apa* or what and *siapa* or who.

Predicate (P) is something which is explaining S. P usually explains about the action or condition of S so that P is formed from verb (V), noun (N), adjective (Adj), adverb (Adv) and preposition (Prep). P can be known by the question *mengapa* or why and *bagaimana* or how. P can be followed by aspect for example *sudah*, *akan* and *sedang*, by auxiliary for example *boleh*, *harus* and *dapat*, and by modal for example *mungkin* and *seharusnya*.

Object (O) is entity that its presence is demanded from P in transitive V. O is always placed after P so that O can be known from types of P and characteristic of O itself. Transitive verb which needs the presence of O is characterized by affixation *-kan*, *-i* and *-meng*. The example of transitive verb which has a function as P and needs the presence of O is *Andi mengunjungi pak Rustam*. *Pak Rustam* in the sentence has a function as S.

Complement (C) is a syntactic function which is varied. C can be placed in the front, middle and also last pattern of sentence without affecting the meaning of the sentence. C is an optional in a sentence. C is usually made from noun, prepositional phrase, and adverb for example *adik memotong rambutnya di kamar*, *adik memotong rambutnya dengan gunting* and *adik memotong rambutnya kemarin*.

2.1.7 Word Class in Indonesian

Putrayasa (2010) stated that words can be classified into syntactic category. Syntactic category is usually called as word class. Alwi et. al (1998) cited in Putrayasa (2010) divided words into five class. Those are noun (N), verb (V), adjective (Adj), adverb (Adv), and function word.

Noun (N) is name of person, place, or entity. Kridalaksana (1994) cited in Putrayasa (2010) stated that N cannot be placed together with *tidak* but can be placed after *dari*. N usually has a function as S and O in the sentence which has verbal predicate. N can be modified with adjective for example *buku saya yang baru*.

Verb (V) has a function as P. V has a meaning of action, process, and condition. V which has a meaning of condition cannot be added by prefix *-ter* for example V *suka* cannot be *tersuka*. V cannot be also modified by *sangat*, *sekali* and *agak* for example the forms *agak belajar*, *sangat pergi*, and *bekerja sekali* are not accepted. From syntactic function V is divided into transitive that is V which needs the presence of O and intransitive which does not need the presence of O.

The other three word classes are adjective, adverb and function word. Adjective (Adj) is word which gives more specific explanation about something which is modified by adjective. Adverb is word that can be placed with adjective, noun or preposition in a sentence structure. Adverb is divided into adverb of place, time, quantity, quality, frequency and also manner. Function word is different with other word class because function word just has grammatical

meaning not lexical meaning. Preposition, interjection, conjunction, and article are classified into function word.

2.1.8 Semantic Roles in Indonesian

Putrayasa (2010) stated that semantic roles refers to the meaning of every elements in a sentence. Agent is the one who does an action denoted by the V and patient is the entity being affected by the action. In the example *Tuti mencuci pakaian*, *tuti* has a role as agent and *pakaian* has a role as patient. There is role that looks similar with agent. That is experiencer. Experiencer is the one who feels something with their sense for example *Rina merindukan ayahnya*. In this example *rina* is not the agent but experiencer. The role which looks similar with the patient is theme. Theme is entity being changed of location or possession for example *Ayah mempunyai mobil*. *Mobil* in the example has a role as theme.

Another semantic roles are place, goal, and source. Place is where there is an action or about where it is explaining. Goal is the destination of an action and source is where the beginning of something happen. The example *Dani berangkat dari rumah menuju pantai Kuta* has *rumah* as source and *pantai Kuta* as goal. The example of place is positioned by *pantai Kuta* in the example *pantai Kuta banyak dikunjungi wisatawan*.

Receiver is also a role which show the one who get something from others. In the example *anak itu dibelikan sepeda baru*, *anak itu* has a role as receiver. The thing which is used as a tool in doing an action is called as instrument. In the sentence *Truk-truk itu mengangkut beras*, *truk-truk itu* has a role as instrument.

Result and causative are also roles that can be placed by words in a sentence. Result is the thing which is made from an action and causative is the thing causes an action or condition happen. The examples *hotel-hotel mewah telah dibangun pengusaha* and *banjir besar itu menghancurkan kota* have *hotel-hotel mewah* as the result and *banjir besar itu* as causative.

2.2 Review of Related Studies

There are some previous studies done in the acquisition of syntax especially the acquisition of sentence construction produced by Indonesian children. One of them is done by Nasution (2009). Nasution (2009) inquired the construction of children's utterances in playgroup Tunas Mekar Medan. The utterances used to be analysed were the utterances which were used by children in conversation with their friends or their teachers. This study aimed to know the use of language of children's first language in daily conversation among children, their friends, and their teacher, to know the structure of sentences which is used by children in conversation, and to know children's ability in communication. By analysing the construction of the sentences, Nasution would see phonological, syntactic and semantic acquisition of Indonesian children in the age of three to four years old.

In the analysis of syntax acquisition, it was found that children in the age of three to four years old could use language well in communication. Most of them had already produced grammatically correct sentences even some of them made ungrammatical sentences but the utterances produced by them could be understood well by interlocutor. Ungrammatical sentences which were produced

mostly in the part of affixation and also missing subject for example “*mau jadi polisi, mau menangkap orang jahat*”. The utterance said by Aldo, participant in the study held by Nasution (2009), had the subject Aldo himself. He did not say “*Saya mau jadi polisi*” but the interlocutor could understand that the subject of the utterance was Aldo himself from the context of conversation.

The result of the study by Nasution (2009) showed that children in the age of 3 to 4 years old had already had competence in using language. The utterances mostly produced by children were sentences with S+P constructions which means children could produce complete sentence with its construction correctly even sometimes there was a mistake in the construction they produced but most of them did it well. They also was able to give combination from simple construction to the more complex construction by adding complement for example “*cita-cita mau jadi dokter*” which had S+P+O construction and also “*Vira mau jadi dokter biar bisa ngobatin orang kalau sakit*” which had S+P+O+P+O construction.

Maliq & Jumadi (2012) also did the inquiry of sentence construction and also sentence types in 2-4 years old Indonesian-speaking children’s utterances. The study held in Nur Amalia Foundation found that children in the age of two tend to produce sentence in declarative because in this age children have already been able to adopt adult sentences which are only informative. The sentence construction produced by children is mostly P+S with P in the form of verb (V) and S in the form of noun (N).

Children in the age of three are able to produce more complex constructions. Those are P+S and S+P. The more complex construction is

produced by 4 years old children. In this age children have already produced construction with object (O). The construction produced by them mostly S+P+O. S is produced in the form of noun (N), P is in the form of verb (V), and O in the form of noun (N). The sentence type which is mostly produced by 3 years old children is interrogative and sentence type which is mostly produced by 4 years old children is interjective.

Yuniarsih, Ermanto, & Emidar (2013) did case study in order to inquire sentence types and sentence construction produced by 3-4 years old child. They also counted what sentence type is mostly produced by the child. The results of this study show two things. The first is the sentence types produced by the participant of this study, are declarative, interrogative, imperative, and exclamative. The sentence type which is mostly used is declarative and the sentence type which is rarely used is exclamative. Second, there are 23 sentence constructions found in his utterances. From 23 sentence constructions, there are only two constructions which are mostly used by the child. Those are predicate (P) and subject-predicate (S+P) for all of sentence types.

This present study is different with the previous studies because in the previous studies the researchers were giving attention to the construction of children's utterances and classifying them into sentence types depending on the information brought into sentences. The writer of this present study focuses on the constructions of active and passive. In this present study the writer focus to the three-year-old Indonesian child's production of active and passive sentences. The constructions found are analyzed according to syntactic function and semantic

roles. The writer looks at how the child uses verbs relates to active and passive sentences represent in their sentence constructions. From the constructions found, it can be seen how three-year-old Indonesian child uses sentence constructions in doing communication in order to be successful speaker in communication. That is able to convey the message of their utterances in communication.