

CHAPTER 2

LITERATURE REVIEW

2.1. Theoretical Framework

The theories that the writer applies in this study is proposed by Alwi et al (2003) which about the Indonesian sentence structure. The writer presents the sentence structure and types consisting of variety in number of clause. Also, the writer provides the syntactic development in autism by Roth and Rezaie (2011), Foudon et al (2008), and Schoenstadt (2006) to support the analysis.

2.1.1. Sentence Structure

A sentence consists of at least subject (S) and predicate (P) which has punctuation mark and intonation. Discussing about sentence structure, the elements which create a sentence should be understood first. Sentence structure here means the element of syntactic function, punctuation mark, and conjunction that composes the sentence itself. The sentence structure that is discussed here is simple, compound, and complex sentence. In a sentence, there are five elements of syntactic function such as subject, predicate, object, complement, and adverbial.

2.1.1.1. Subject (S)

Subject is the most important element of syntactic function after predicate. It is commonly in the form of noun (N), noun phrase (NP), verb phrase (VP), or

clause. Also, it is usually located before the predicate. However, if the subject is longer than the predicate, it is often placed in the end of sentence. Here is the example:

- a. *Dia Cantik.* (S=N)
- b. *Anak itu makan kue.* (S=NP)
- c. *Membangun gedung bertingkat mahal sekali.* (S=VP)
- d. *Yang tidak ikut upacara akan ditindak.* (S=Clause)

2.1.1.2. Predicate (P)

Predicate is the main constituent followed by at least subject. It is located after the subject, in the right side. It is sometime followed by object, complement, and/or adverbial. Commonly, it is in the form of verb phrase (VP), noun phrase (NP), numeral phrase (Num P), preposition phrase (PP), and adjective phrase (AP). Here is the example:

- a. *Ayahnya guru bahasa inggris.* (P=NP)
- b. *Adiknya dua.* (P=Num P)
- c. *Mereka sedang tidur.* (P=VP)
- d. *Dia sedang ke pasar.* (P=PP)
- e. *Gadis itu cantik sekali.* (P=AP)

2.1.1.3. Object (O)

Object is the element which is always followed by predicate with transitive verb. It can be recognized from the type of predicate and characteristic of the object itself. The transitive verb is always marked by certain affixes, for example suffix *-kan*, *-i*, and prefix *meng-*. Meanwhile, object is usually a noun or a noun phrase (NP). If it is a noun, lifeless noun phrase, or third person singular, it can be changed into pronoun *-nya* while pronoun *-aku* or *-kamu* can be changed into *-ku* or *-mu* respectively. Also, object can be in the form of clause. Here is the example:

- a. Morten menundukkan *Icuk*.
- b. Adi mengunjungi Pak Rustan.
- c. Saya ingin menemui *kamul-mu*.
- d. Ina mencintai *dia/-nya*.
- e. Ibu mengasihi *akul-ku*.
- f. Pemerintah mengumumkan (bahwa) *harga BBM akan naik*.

2.1.1.4. Complement (C)

In order to avoid the confusion of the concept of object and complement, the writer will present it here. Both are in the form of noun and following the predicate. Complement often appears following the predicate in the form of intransitive verb, bi-transitive verb, and adjective. Here are the similarities and differences of both elements:

Table 2.1. The Similarities and Differences of Object and Complement

Object	Complement
In the form of noun phrase or clause	In the form of noun phrase, verb phrase, adjective phrase, preposition phrase, or clause
Following the predicate	Following object but following the predicate if there is no object
Becoming the subject of passive voice form	Cannot be the subject of passive voice form
Can changed into pronoun <i>-nya</i>	Cannot be changed into <i>-nya</i> except in the combination of preposition unlike <i>di, ke, dari, and akan</i>

In order to make it clear, here is the example:

- a. Dia mendagangkan *barang-barang elektronik* di Glodok. (O)
- b. Dia berdagang *barang-barang elektronik* di Glodok. (C)
- c. Negara ini berlandaskan *hukum*. (C=noun)
- d. Dia bertanya *kapan kamu akan menengoknya*. (C=clause)
- e. Ibu mengambilkan saya *air minum*. (C)
- f. Anak itu pandai *menari*. (P=A + C)

2.1.1.5. Adverbial (A)

Adverbial is the most flexible syntactic function since it can be put in the beginning, at the last, or in the middle of sentence. It means that order of adverbial in the sentences is free. The constituent of adverbial is commonly in the form of noun phrase (NP), preposition phrase (PP), or adverb phrase (Adv P). Also, adverbial is not only a word but also a clause. Here is the example:

- a. Dia memotong rambutnya *di kamar*. (A=PP)
- b. Dia memotong rambutnya *dengan gunting*. (A=Adv P)
- c. Dia memotong rambutnya *sebelum dia mendapatkan peringatan dari sekolah*. (A=clause)

2.1.2. Sentence Types Based on Number of Clause

2.1.2.1. Simple Sentence

Simple sentence is considered as basic sentence which consists of one clause, complete elements, and general word order of the elements, but does not contain interrogative and negation. The elements here are subject (S), predicate (P), object (O), complement (C), and adverb (A). A simple sentence consists of single proposition or clause. It has single subject (S) and predicate (P) as one unit. In Indonesian language, there are 6 (six) types of simple sentence as followed:

Table 2.2. Types of Simple Sentence

Funtion Type	Subject	Predicate	Object	Complement	Adverb
S-P	Saya	mahasiswa	-	-	-
S-P-O	Rani	mendapat	hadiah	-	-
S-P-C	Pancasila	merupakan	-	dasar negara kita	-
S-P-Adv	Kecelakaan itu	terjadi	-	-	minggu lalu
S-P-O-C	Dian	mengambilkan	adiknya	air minum	-
S-P-O-Adv	Beliau	memperlakukan	kami	-	dengan baik

The predicate in a simple sentence can be categorized into sentences with verb phrase (VP), noun phrase (NP), adjective phrase (AP), numeral phrase (Num P), and preposition phrase (PP). Also, a simple sentence is often added with adverbial forms, place, time, device, etc. Therefore, a simple sentence can be formed to be not only a short sentence but also a long sentence. Here is the example:

a. Dia akan pergi

s P (VP)

b. Kami mahasiswa Universitas Airlangga

s P (NP)

c. Mereka akan membentuk kelompok belajar

s P (VP) O (NP)

d. Guru matematika kami akan dikirim ke luar negeri

S (NP) P (VP) A (PP)

2.1.2.2. Compound Sentence

A compound sentence has more than one clause so it has at least two predicates as a unit of sentence. Also, it has coordinative relationship among the clauses. There is inserted conjunction to link the clauses such as: *dan, atau, tetapi, serta, lalu, kemudian, lagipula, hanya, padahal, sedangkan, baik ... maupun, tidak ... tetapi, dan bukan(nya) ... melainkan*. Here is the example:

- a. Diapergi dan istrinya menangis.
- b. Saya bersedia, *tetapi* dia menolak membicarakannya.
- c. Kita pergi sekarang *atau* kita akan kehabisan karcis.
- d. Ia segera masuk ke kamar *lalu* berganti pakaian.
- e. Dia bukannya sakit, *melainkan* malas saja.

2.1.2.3. Complex Sentence

A complex sentence, like compound sentence, is actually having more than one clause so it has at least two predicates as a unit of sentence. However, it has sub-coordinative relationship among the clauses. The clauses consist of independent clause as the main clause and dependent clause. Conjunctions which are used in the complex sentences can be categorized into:

Table 2.3. Types of Conjunction

Type of Conjunction	Conjunction
Time	setelah, sesudah, sebelum, sehabis, sejak, selesai, ketika, tatkala, sewaktu, sementara, sambil, seraya, selagi, selama, sehingga, sampai
Supposition	jika, kalau, jikalau, asalkan, bila, manakala
Purpose	agar, supaya, biar
Contradiction	biarpun, meskipun, sungguhpun, sekalipun, walaupun, kendatipun
Comparison	seakan-akan, seolah-olah, sebagaimana, seperti, sebagai, bagaikan, laksana, daripada, alih-alih, ibarat
Cause	sebab, karena, oleh karena
Effect	sehingga, sampai(-sampai)
Device/Manner	dengan, tanpa

Here is the example:

- a. Dia pergi *sebelum* istrinya menangis.
- b. Saya bersedia *meskipun* dia menolak membicarakannya.
- c. Ledakan bom mobil itu demikian hebatnya *sehingga* meruntuhkan atap gedung-gedung di sekitar kejadian.
- d. Proyek perbaikan kampung itu berhasil *karena* mendapat dukungan dari masyarakat.
- e. *Meskipun* usianya sudah lanjut, semangat belajarnya tidak pernah padam.

Also, a complex sentence can be arranged by expanding one of the syntactic functions (S, P, O, and Adv) with a clause preceded by *yang*. Here is the example:

- a. Paman saya *yang* tinggal di Bogor meninggal kemarin.
- b. Paman saya guru, *yang* mengajar di beberapa sekolah.
- c. Peserta *yang* nilainya rendah harus diuji lagi.

2.1.3. Syntactic Development in Autism

A longitudinal study conducted by Bennett (as cited in Roth and Rezaie, 2011) shows that the persistence of grammatical impairments may be critical in determining where children with autism falls on a continuum of language abilities, and therefore on a continuum of diagnostic or descriptive terms. The study took

children from pre-school age 4–6 years through to adolescence 15–17 years, assessing each child on five different occasions. The presence or absence of grammatical impairments at age 6-8 years was a better predictor of outcome than either language impairments at age 4-6 years.

Roth and Rezaie (2011) shows that children with autism aged between 3 and 6 years invariably have impaired language comprehension; approximately 35% have the kind of ‘higher order processing’ problems that relate most clearly to linguistic meaning; while approximately 65% fall into the clinical category of ‘mixed receptive/expressive language disorder’ that includes grammatical and phonological impairments. Consistent with their relatively good lexical ability on single-word testing, the autistic children produced many various words, significantly more jargon words than either of the other groups. Grammatical errors occurred in the participants but these did not affect word order, but consisted generally of truncations, omissions, or substitutions especially of ‘closed class’ words such as conjunctions, articles or pronouns. Also, Roth and Rezaie adds that a characteristic tendency among children across the whole spectrum of autism related disorders to use stereotyped language, idiosyncratic words and phrases including neologisms, and to make errors in the use of personal pronouns.

Another study conducted by Foudon et al (2008) shows that autistic children mostly produced their first words in age around 3 years old (38 months). Meanwhile, they initiate the combination of words at age around 4 years old (52 months). Therefore the interval between the first word production and the first

word combination is around 2 years (14 months). As the result, the longer interval between first words and first combinations in autistic children might be explained by a slower acquisition of lexicon which leads to a delay in syntactic development.

Schoenstadt (2006) stated that the communication problems of autism vary, depending upon the intellectual and social development of the individual, some autistic children may be unable to speak but others have rich vocabularies and are able to talk about topics of interest in great depth. Those who can speak often say things that have no content or information. For example, an autistic individual may repeatedly count from one to five. Others use echolalia, a repetition of something previously heard. One form, immediate echolalia, may occur when the individual repeats the question, "Do you want something to drink?" instead of replying with a "yes" or "no."

2.2. Review of Related Studies

Eigsti, Bennetto, & Dadlani (2006) focused on analysis of language acquisition addressing the gap in the literature by providing a detailed investigation of syntactic and higher-level discourse abilities in in 5 years old verbal autistic children. Firstly, they found that syntactically less complex language happened since children with autism could be producing many more neologisms or "jargon words." Secondly, most children prefer to talk about things that are partially and temporally removed as they grow in language skill and cognitive skill. In the study, the children with autism scored lower on the Index of

Productive Syntax (IPSyn) because they were talking about less complex events, or (conversely) that their syntactic limitations prevented the discussion of such topics. At last, these autistic children tended to echo their own or their interlocutor's utterances. They tended to ignore or fail to respond to a direct query and to produce utterances whose discourse features were uncategorizable.

Foudon (2008) focused on analysis of language acquisition in autistic children. The goal is to fill this gap, to describe the ways in which the language acquisition of autistic children is similar or different to that of typically developing common children and to refine hypotheses which explain the delay and difficulties of language acquisition in autistic children. He explained a trichotomy in the autistic syndrome: (I) Asperger people who have a typical language acquisition but with a slight delay in language normal acquisition and have a normal IQ; (II) Verbal autistic people who are extremely slow to acquire language and who acquire it in a specific way, and who are frequently mentally retarded; (III) Non-verbal autistic people who never acquire language (frequent mental retardation). Foudon tried to compare the language development between autistic children and Asperger children as well as common children. Regarding first word production, autistic children are very late not only when compared to common children (38 months vs. 11 months) but also when compared to Asperger children (15 months). It results a delay in the first combinations stage (52 months vs. 17 months in common children). Even though he focused on lexical acquisition, this study still relates it to the syntactic acquisition.

Sterponi and Fasulo (2010) took a case study of the spontaneous verbal interaction of between a five-year-and-ten-month-old child with autism and his parents, tutors, and other family members. It offers a reflection on the psychological and epistemological underpinnings of human communication. The data shows that the participant most often used appendor questions, called prepositional phrases and adverbial clauses, which are syntactically affixed to the immediately preceding sentence.

CHAPTER III

METHOD OF THE STUDY