

ABSTRACT

Efriani, Lusia. A Study of The Ability of Elementary Students to Comprehend “Concrete” and “Abstract” Words. A thesis submitted as partial fulfillment of the requirements for the Sarjana degree of the English Department, Faculty of letters Airlangga University, 2003.

Children’s language development has some magnificent moments and milestones- from first babbles and words to the development of a sophisticated vocabulary utterance of complex sentences. According to Menyuk (1969), children’s linguistic knowledge develops by stages. At first, they may be able to produce sounds only. Next, they develop their ability in producing words and sentences until they master a fully formed grammar as the adult. In this Qualitative study, the writer would like to describe the Indonesian sentence Patterns made by 7-11 years old elementary students in terms of “concrete” and “abstract” words. Furthermore, the writer also would like to prove the theory of Piaget that stated the 7-11 years old elementary students comprehend “concrete” words more easily than “abstract” words. In collecting the data, *cross-sectional approach is used*. Five children of different ages, the children of seven, eight, nine, ten and eleven years old who use Indonesian as their first language were chosen to be the respondents of this study. The data of this study are the Indonesian sentences that are made based on the “concrete” and “abstract” words. In dealing with data analysis, the Indonesian sentences Patterns by Udiati Widiastuti (1995) is applied and will combined with “Reed & Kellogg” diagrams. Finally, this thesis is ended with conclusion that in terms of “concrete” and “abstract” words, the children can apply the Indonesian sentence Patterns as proposed by Udiati Widiastuti (1995). Children also can apply the words into good sentences and some of them can even create new patterns. Further, the children under this study feel that to make a sentence of “concrete” words is easier than to make a sentence of “abstract” words. Based on the research, the number of the “concrete” words that can be comprehended is bigger than the “abstract” words. So, the theory of Piaget is proved, which stated that children of 7-11 years old comprehend “concrete” words more easily than “abstract” words.

Keywords: “concrete” words, “abstract” words, *cross-sectional approach*

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INTRODUCTION

CHAPTER I