



CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

The writer divided this chapter into four subchapters. First, The background of the respondents; Second, The level of Indonesian Language of the respondents; Third, presentation of the data and fourth, Analysis of the data.

The writer completed the study with the background of the respondents because she assumed that it is important to give the reader a clear picture about the children while she was doing a research.

The level of Indonesian Language of the respondents is about the capability of elementary students to make sentences that appropriate to "Ejaan Bahasa Indonesia Yang Disempurnakan". The writer tried to observe whether the sentences are grammatical or ungrammatical.

The Presentation of the data is about the sentences that have been produced by the children. In this subchapter, the writer classified the data into two groups: the sentences based on the "concrete" word and the sentences based on the "abstract" word.

Further, the writer made analysis in the last subchapters. In this case, the writer analyzed the sentences based on the Indonesian sentence Patterns as proposed by Udiati Widiastuti (1995) but show them in the "Reed and Kellogg" diagrams. Then, the writer tried to prove that "concrete" words are comprehended more easily than the "abstract" words.



3.1. DATA PRESENTATION

In this subchapter, the writer tried to provide the sentences that have been produced by the children when she was doing her research. To make it clear, the writer divided the sentences based on two sections: first, based on the "concrete" words and second, based on the "abstract" words. Besides, the writer tried to observe whether the sentences are grammatical or ungrammatical.

3.1.1. DATA PRESENTATION OF CHILD A

3.1.1.1. THE SENTENCES OF CONCRETE WORDS

FIRST MEETING: Words around the house.

Table 3.1
The sentences of concrete words created by Child A in the first meeting

No.	Word	Sentence	G/UG
1.	<i>Meja</i>	<i>Kalau makan di atas meja.</i>	UG
2.	<i>Televisi</i>	<i>Acara televise bagus.</i>	G
3.	<i>Ibu</i>	<i>Ibu memasak di dapur.</i>	G
4.	<i>Ranjang</i>	<i>Ranjang dipakai untuk tidur.</i>	UG
5.	<i>Lampu</i>	<i>Dijalan banyak lampu.</i>	UG



SECOND MEETING: Words around the school.

Table 3.2
The sentences of concrete words created by Child A in the second meeting

No.	Word	Sentence	G/UG
1.	<i>Kursi</i>	<i>Kursi untuk duduk.</i>	UG
2.	<i>Guru</i>	<i>Bu guru mengajarkan membaca.</i>	G
3.	<i>Papan Tulis</i>	<i>Papan Tulis berwarna hitam.</i>	G
4.	<i>Seragam</i>	<i>Seragam sekolahku bagus.</i>	G
5.	<i>Murid</i>	<i>Murid-murid belajar matematika.</i>	G

THIRD MEETING: Words around the playing ground.

Table 3.3
The sentences of concrete words created by Child A in the third meeting

No.	Word	Sentence	G/UG
1.	<i>Sepeda</i>	<i>Aku bermain sepeda di halaman.</i>	G
2.	<i>Bola</i>	<i>Toni bermain bola basket.</i>	G
3.	<i>Boneka</i>	<i>Aku suka boneka panda.</i>	G
4.	<i>Badut</i>	<i>Badut itu lucu sekali.</i>	G
5.	<i>Karcis</i>	<i>Bapak membeli karcis kereta api.</i>	G



3.1.1.2. THE SENTENCES OF ABSTRACT WORDS

FIRST MEETING: Words around the house.

Table 3.4
The sentences of abstract words created by Child A in the first meeting

No.	Word	Sentence	G/UG
1.	<i>Nyaman</i>	<i>Nyaman sekali disini.</i>	UG
2.	<i>Jemuh</i>	_____	-
3.	<i>Takut</i>	<i>Aku takut hantu.</i>	G
4.	<i>Sepi</i>	<i>Malam hari sangat sepi.</i>	G
5.	<i>Rapi</i>	<i>Aku pakai baju rapi.</i>	G

SECOND MEETING: Words around the school.

Table 3.5
The sentences of abstract words created by Child A in the second meeting

No.	Word	Sentence	G/UG
1.	<i>Ramai</i>	<i>Di kota sangat ramai.</i>	UG
2.	<i>Nakal</i>	<i>Tono itu nakal sekali.</i>	G
3.	<i>Pintar</i>	<i>Ninik itu pintar.</i>	G
4.	<i>Malas</i>	<i>Ita malas belajar.</i>	G
5.	<i>Tamak</i>	_____	-



THIRD MEETING: Words around the playing ground.

Table 3.6
The sentences of abstract words created by Child A in the third meeting

No.	Word	Sentence	G/UG
1.	<i>Gembira</i>	<i>Aku gembira dapat hadiah.</i>	G
2.	<i>Seram</i>	_____	-
3.	<i>Ramah</i>	_____	-
4.	<i>Curang</i>	_____	-
5.	<i>Sedih</i>	<i>Sedih sekali hatiku.</i>	G

3.1.2. DATA PRESENTATION OF CHILD B

3.1.2.1. THE SENTENCES OF CONCRETE WORDS

FIRST MEETING: Words around the house.

Table 3.7
The sentences of concrete words created by Child B in the first meeting

No.	Word	Sentence	G/UG
1.	<i>Meja</i>	<i>Saya menulis di meja.</i>	G
2.	<i>Televisi</i>	<i>Saya mempunyai empat buah televisi.</i>	G
3.	<i>Ibu</i>	<i>Nama ibuku adalah Ratih.</i>	G
4.	<i>Ranjang</i>	<i>Saya tidur di atas ranjang.</i>	G
5.	<i>Lampu</i>	<i>Lampu itu terang sekali.</i>	G



SECOND MEETING: Words around the school.

Table 3.8
The sentences of concrete words created by Child B in the second meeting

No.	Word	Sentence	G/UG
1.	<i>Kursi</i>	<i>Saya mempunyai 10 kursi.</i>	G
2.	<i>Guru</i>	<i>Guruku baik sekali.</i>	G
3.	<i>PapanTulis</i>	<i>Papan tulis itu berwarna hitam.</i>	G
4.	<i>Seragam</i>	<i>Seragam sekolahku baru.</i>	G
5.	<i>Murid</i>	<i>Naufal adalah murid kelas IB.</i>	G

THIRD MEETING: Words around the playing ground.

Table 3.9
The sentences of concrete words created by Child B in the third meeting

No.	Word	Sentence	G/UG
1.	<i>Sepeda</i>	<i>Aku mempunyai tiga sepeda.</i>	G
2.	<i>Bola</i>	<i>Bermain bola di lapangan.</i>	UG
3.	<i>Boneka</i>	<i>Adikku sangat menyukai boneka.</i>	G
4.	<i>Badut</i>	<i>Badut sangat suka menghibur anak-anak.</i>	G
5.	<i>Karcis</i>	<i>Aku membeli karcis bioskop.</i>	G



3.1.2.2. THE SENTENCES OF ABSTRACT WORDS

FIRST MEETING: Words around the house.

Table 3.10
The sentences of abstract words created by Child B in the first meeting

No.	Word	Sentence	G/UG
1.	<i>Nyaman</i>	<i>Disini sangat nyaman.</i>	UG
2.	<i>Jenuh</i>	_____	-
3.	<i>Takut</i>	<i>Saya paling takut dengan harimau.</i>	G
4.	<i>Sepi</i>	<i>Disana sepi sekali.</i>	UG
5.	<i>Rapi</i>	<i>Tulisan Ita rapi sekali.</i>	G

SECOND MEETING: Words around the school.

Table 3.11
The sentences of abstract words created by Child B in the second meeting

No.	Word	Sentence	G/UG
1.	<i>Ramai</i>	<i>Disini ramai sekali.</i>	UG
2.	<i>Nakal</i>	<i>Rakha adalah anak yang nakal.</i>	G
3.	<i>Pintar</i>	<i>Agil itu murid yang pintar.</i>	G
4.	<i>Malas</i>	<i>Andi malas buat PR.</i>	G
5.	<i>Tamak</i>	_____	-



THIRD MEETING: Words around the playing ground.

Table 3.12
The sentences of abstract words created by Child B in the third meeting

No.	Word	Sentence	G/UG
1.	<i>Gembira</i>	<i>Aku sekarang tidak gembira.</i>	G
2.	<i>Seram</i>	<i>Disana itu sangat seram.</i>	UG
3.	<i>Ramah</i>	_____	-
4.	<i>Curang</i>	<i>Dalam bermain kita tidak boleh curang.</i>	G
5.	<i>Sedih</i>	<i>Aku sedih karena hewan peliharaanku mati.</i>	G

3.1.3. DATA PRESENTATION OF CHILD C

3.1.3.1. THE SENTENCES OF CONCRETE WORDS

FIRST MEETING: Words around the house.

Table 3.13
The sentences of concrete words created by Child C in the first meeting

No.	Word	Sentence	G/UG
1.	<i>Meja</i>	<i>Kemarin sore ayah membeli lampu di toko makmur.</i>	G
2.	<i>Televisi</i>	<i>Aku menonton televisi pukul 9 pagi.</i>	G
3.	<i>Ibu</i>	<i>Ibu memasak ikan di dapur.</i>	G
4.	<i>Ranjang</i>	<i>Ranjang itu dibeli paman di Toko Alfa.</i>	G
5.	<i>Lampu</i>	<i>Kakek menyalakan lampu di kamar tamu.</i>	G



SECOND MEETING: Words around the school.

Table 3.14
The sentences of concrete words created by Child C in the second meeting

No.	Word	Sentence	G/UG
1.	<i>Kursi</i>	<i>Kursi itu terbuat dari kayu.</i>	G
2.	<i>Guru</i>	<i>Tugas guru itu mengajar murid-murid.</i>	G
3.	<i>Papan Tulis</i>	<i>Papan tulis di kelasku baru.</i>	G
4.	<i>Seragam</i>	<i>Disekolah murid-murid wajib mengenakan seragam.</i>	G
5.	<i>Murid</i>	<i>Sebelum masuk kelas murid harus berbaris tertib.</i>	G

THIRD MEETING: Words around the playing ground.

Table 3.15
The sentences of concrete words created by Child C in the third meeting

No.	Word	Sentence	G/UG
1.	<i>Sepeda</i>	<i>Aku berangkat sekolah naik sepeda.</i>	G
2.	<i>Bola</i>	<i>Anak-anak bermain bola di lapangan.</i>	G
3.	<i>Boneka</i>	<i>Boneka itu mainan anak perempuan.</i>	G
4.	<i>Badut</i>	<i>Di pesta ulangtahun temanku ada badut yang sangat lucu.</i>	G
5.	<i>Karcis</i>	<i>Paman membeli karcis di loket no 3.</i>	G



3.1.3.2. THE SENTENCES OF ABSTRACT WORDS

FIRST MEETING: Words around the house.

Table 3.16
The sentences of abstract words created by Child C in the first meeting

No.	Word	Sentence	G/UG
1.	<i>Nyaman</i>	<i>Kamar tidurku sangat enak dan nyaman.</i>	G
2.	<i>Jenuh</i>	_____	-
3.	<i>Takut</i>	<i>Kita harus takut dan patuh pada Tuhan.</i>	G
4.	<i>Sepi</i>	<i>Jika sudah malam, jalan Legundi sangat sepi.</i>	G
5.	<i>Rapi</i>	<i>Rumah Pak Budi sangat bersih dan rapi.</i>	G

SECOND MEETING: Words around the school.

Table 3.17
The sentences of abstract words created by Child C in the second meeting

No.	Word	Sentence	G/UG
1.	<i>Ramai</i>	<i>Di Kanganin, pasarnya sangat ramai.</i>	G
2.	<i>Nakal</i>	<i>Anak itu dibenci oleh temannya karena nakal.</i>	G
3.	<i>Pintar</i>	<i>Anak itu pintar Bahasa Inggris.</i>	G
4.	<i>Malas</i>	<i>Anak itu tidak naik kelas karena malas.</i>	G
5.	<i>Tamak</i>	_____	-



THIRD MEETING: Words around the playing ground.

Table 3.18
The sentences of abstract words are created by Child C in the third meeting

No.	Word	Sentence	G/UG
1.	<i>Gembira</i>	<i>Anak-anak sangat gembira karena ada pertunjukan sulap.</i>	G
2.	<i>Seram</i>	<i>Anak itu lari terburu-buru karena melihat hantu yang seram.</i>	G
3.	<i>Ramah</i>	_____	-
4.	<i>Curang</i>	_____	-
5.	<i>Sedih</i>	<i>Kita harus menghibur teman kita yang sedih.</i>	G

3.1.4. DATA PRESENTATION OF CHILD D

3.1.4.1. THE SENTENCES OF CONCRETE WORDS

FIRST MEETING: Words around the house.

Table 3.19
The sentences of concrete words created by Child D in the first meeting

No.	Word	Sentence	G/UG
1.	<i>Meja</i>	<i>Kami semua sedang belajar di meja.</i>	G
2.	<i>Televisi</i>	<i>Anak-anak sedang menonton televisi.</i>	G
3.	<i>Ibu</i>	<i>Ibu sedang menjahit baju.</i>	G
4.	<i>Ranjang</i>	<i>Budi sedang menata ranjang di kamar tidur.</i>	G
5.	<i>Lampu</i>	<i>Ali mematikan lampu karena ia mau tidur.</i>	G



SECOND MEETING: Words around the school.

Table 3.20
The sentences of concrete words created by Child D in the second meeting

No.	Word	Sentence	G/UG
1.	<i>Kursi</i>	<i>Nenek sedang duduk di kursi goyang.</i>	G
2.	<i>Guru</i>	<i>Susan ingin menjadi seorang guru.</i>	G
3.	<i>Papan Tulis</i>	<i>Toni sedang manghapus papan tulis.</i>	G
4.	<i>Seragam</i>	<i>Setiap hari Senin semua peserta upacara memakai seragam lengkap.</i>	G
5.	<i>Murid</i>	<i>Murid-murid sedang berbaris.</i>	G

THIRD MEETING: Words around the playing ground.

Table 3.21
The sentences of concrete words created by Child D in the third meeting

No.	Word	Sentence	G/UG
1.	<i>Sepeda</i>	<i>Susi sedang naik sepeda.</i>	G
2.	<i>Bola</i>	<i>Ali sedang bermain bola.</i>	G
3.	<i>Boneka</i>	<i>Nina sedang bermain dengan boneka barunya.</i>	G
4.	<i>Badut</i>	<i>Badut itu memeriahkan ulangtahun Monika.</i>	G
5.	<i>Karcis</i>	<i>Ayah sedang membeli karcis bioskop.</i>	G



3.1.4.2. THE SENTENCES OF ABSTRACT WORDS

FIRST MEETING: Words around the house.

Table 3.22
 The sentences of abstract words created by Child D in the first meeting

No.	Word	Sentence	G/UG
1.	<i>Nyaman</i>	<i>Rumah Nina nyaman sekali.</i>	G
2.	<i>Jenuh</i>	_____	-
3.	<i>Takut</i>	<i>Ina takut sekali karena mendapat nilai jelek.</i>	G
4.	<i>Sepi</i>	<i>Tempat mainan anak-anak di THR sepi sekali.</i>	G
5.	<i>Rapi</i>	<i>Bibi melipat baju dengan rapi.</i>	G

SECOND MEETING: Words around the school.

Table 3.23
 The sentences of abstract words created by Child D in the second meeting

No.	Word	Sentence	G/UG
1.	<i>Ramai</i>	<i>Murid kelas 5B sangat ramai sekali.</i>	G
2.	<i>Nakal</i>	<i>Robi itu anak paling nakal di kelas 4A.</i>	G
3.	<i>Pintar</i>	<i>Doni pintar bermain gitar.</i>	G
4.	<i>Malas</i>	<i>Anak malas pasti tidak naik kelas.</i>	G
5.	<i>Tamak</i>	_____	-



THIRD MEETING: Words around the playing ground.

Table 3.24
The sentences of abstract words created by Child D in the third meeting

No.	Word	Sentence	G/UG
1.	<i>Gembira</i>	<i>Anak-anak gembira karena besok hari libur.</i>	G
2.	<i>Seram</i>	<i>Gudang di rumahku seram sekali.</i>	G
3.	<i>Ramah</i>	<i>Rita itu cantik dan ramah.</i>	G
4.	<i>Curang</i>	<i>Saat bermain catur, Andi curang sekali.</i>	G
5.	<i>Sedih</i>	<i>Fitri sedih karena ulangannya jelek.</i>	G

3.1.5. DATA PRESENTATION OF CHILD E

3.1.5.1. THE SENTENCES OF CONCRETE WORDS

FIRST MEETING: Words around the house.

Table 3.25
The sentences of concrete words created by Child E in the first meeting

No.	Word	Sentence	G/UG
1.	<i>Meja</i>	<i>Ayahku membeli meja belajar kemarin.</i>	G
2.	<i>Televisi</i>	<i>Aku menonton televisi di ruang keluarga.</i>	G
3.	<i>Ibu</i>	<i>Ibuku sedang memeriksa pasien.</i>	G
4.	<i>Ranjang</i>	<i>Adikku tidur di atas ranjang.</i>	G
5.	<i>Lampu</i>	<i>Ayah menyalakan lampu di sore hari.</i>	G





SECOND MEETING: Words around the school.

Table 3.26
The sentences of concrete words created by Child E in the second meeting

No.	Word	Sentence	G/UG
1.	<i>Kursi</i>	<i>Saya duduk di kursi karena kelelahan.</i>	G
2.	<i>Guru</i>	<i>Guru Bahasa Inggris saya adalah Bu Nining.</i>	G
3.	<i>Papan Tulis</i>	<i>Hari ini Budi bertugas menghapus papan tulis.</i>	G
4.	<i>Seragam</i>	<i>Setiap hari Jumat aku memakai seragam pramuka.</i>	G
5.	<i>Murid</i>	<i>Murid-murid bermain di luar kelas.</i>	G

THIRD MEETING: Words around the playing ground.

Table 3.27
The sentences of concrete words created by Child E in the third meeting

No.	Word	Sentence	G/UG
1.	<i>Sepeda</i>	<i>Adik saya belum bisa naik sepeda.</i>	G
2.	<i>Bola</i>	<i>Saya suka sekali bermain sepakbola.</i>	G
3.	<i>Boneka</i>	<i>Saya mempunyai boneka Barbie.</i>	G
4.	<i>Badut</i>	<i>Temannya takut badut.</i>	G
5.	<i>Karcis</i>	<i>Ayah membeli karcis bioskop 4 buah.</i>	G



3.1.5.2. THE SENTENCES OF ABSTRACT WORDS

FIRST MEETING: Words around the house.

Table 3.28
 The sentences of abstract words created by Child E in the first meeting

No.	Word	Sentence	G/UG
1.	<i>Nyaman</i>	_____	-
2.	<i>Jemu</i>	<i>Hari ini aku merasa jemu karena PR-ku banyak sekali.</i>	G
3.	<i>Takut</i>	<i>Aku takut menonton film "Ekspedisi alam gaib".</i>	G
4.	<i>Sepi</i>	<i>Rumahku sepi sekali jika siang hari.</i>	G
5.	<i>Rapi</i>	<i>Kamarku rapi karena sudah dibersihkan.</i>	G

SECOND MEETING: Words around the school.

Table 3.29
 The sentences of abstract words created by Child E in the second meeting

No.	Word	Sentence	G/UG
1.	<i>Ramai</i>	<i>Penonton di pertunjukan Imul ramai sekali.</i>	G
2.	<i>Nakal</i>	<i>Anak nakal pasti dijauhi teman.</i>	G
3.	<i>Pintar</i>	<i>Vivi itu paling pintar di kelas 6A.</i>	G
4.	<i>Malas</i>	<i>Rusdi malas belajar Bahasa Inggris.</i>	G
5.	<i>Tamak</i>	<i>Tamak itu perbuatan yang tidak terpuji.</i>	G



THIRD MEETING: Words around the playing ground.

Table 3.30
The sentences of abstract words created by Child E in the third meeting

No.	Word	Sentence	G/U/G
1.	<i>Gembira</i>	<i>Saya gembira sekali karena ayah membelikan saya HP nokia.</i>	G
2.	<i>Seram</i>	<i>Orang yang bermuka seram itu bernama Misra.</i>	G
3.	<i>Ramah</i>	<i>Karena ramah, Anita mempunyai banyak teman.</i>	G
4.	<i>Curang</i>	<i>Jika bermain, kita tidak boleh curang.</i>	G
5.	<i>Sedih</i>	<i>Saya sangat sedih atas kejadian bom JW Marriot itu.</i>	G

3.2. THE PROFICIENCY LEVEL OF INDONESIAN LANGUAGE MASTERY OF THE RESPONDENTS

As stated in the previous chapter, children language is different from adult language in perfection and completeness. Their sentences are less complete and perfect than the adult's ones. It is due to the fact that children knowledge develops by stages.

From the observation of sentences made by the children of seven until eleven years old, the writer comes to know that most of them are simple sentences. Since the situation of the observation is informal, the sentences that children produced are informal ones. However, most of their sentences are communicable and understandable.

Most of the sentences the writer got from the observation are grammatical but the writer also found some sentences that are ungrammatical. For example:



"Di jalan banyak lampu". There is no subject in the sentence. We know that the simplest sentence at least contains *subject and predicate*. They sometimes made sentences that are not appropriate to "Ejaan Bahasa Indonesia Yang Disempurnakan". For example: "Andi malas buat PR", Instead of *buat*, it should be 'membuat'. This ungrammatical sentence is perhaps "wrong" for the adults, but it is not in the child's language because it can be an indicator that reflects the grammar at a certain stage of development. (Fromkin & Rodman, 1988;379). Besides the child can also make transformation, for example "*Sedih sekali hatiku*", the structure of this sentence is P-S, the child make transformation from S-P becomes P-S.

As stated above, the writer got both grammatical and ungrammatical sentences created by respondents. The numbers of the grammatical and ungrammatical sentences created by the respondents are presented as follow:

Table 3.31
The number of grammatical and ungrammatical sentences created by the respondents

Respondent	Concrete Word		Abstract Word		Total
	G	UG	G	UG	
Child A	11	4	8	2	25
Child B	14	1	8	4	27
Child C	15	-	11	-	26
Child D	15	-	13	-	28
Child E	15	-	14	-	29

- G : Grammatical
- UG : Ungrammatical



3.3. DATA ANALYSIS

In this subchapter, the writer tried to analyze the sentences that have been produced by the children. In order to make the relationship between subject, predicate, object and complement clear, the writer showed the sentences in "Reed & Kellogg" diagram. Then, she analyzed the sentences based on the Indonesian sentence patterns as proposed by Udiati Widiastuti (1995). Then, she also tried to prove that "concrete" words are comprehended more easily than "abstract" words.

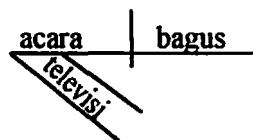
3.3.1. ANALYSIS OF THE INDONESIAN SENTENCE PATTERNS MADE BY CHILDREN

3.3.1.1. ANALYSIS OF INDONESIAN SENTENCE PATTERNS MADE BY CHILD A

3.3.1.1.1. ANALYSIS OF THE INDONESIAN SENTENCE PATTERNS USING CONCRETE WORDS MADE BY CHILD A

A. FIRST MEETING

1. Acara televisi bagus.



⇒ Pattern : KB – KS (N – Adj)

2. Ibu memasak di dapur.

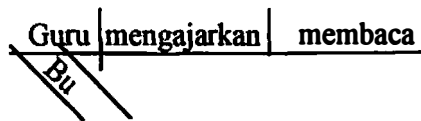


⇒ Pattern : KB – KK – Ket. tempat (N – V – Adv. of place)



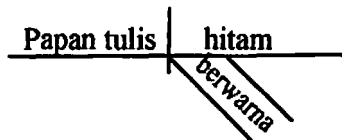
B. SECOND MEETING

1. Bu Guru mengajarkan membaca.



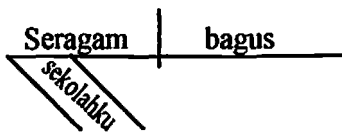
⇒ Pattern : KB – KK – KK (N – V – V)

2. Papan Tulis berwarna hitam.



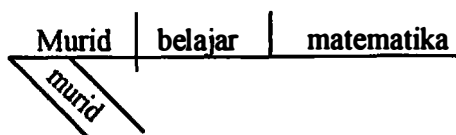
⇒ Pattern : KB – KS (N – Adj.)

3. Seragam sekolahku bagus.



⇒ Pattern : KB – KS (N – Adj.)

4. Murid-murid belajar matematika.



⇒ Pattern : KB – KK – KB (N – V – N)

C. THIRD MEETING

1. Aku bermain sepeda di halaman.



⇒ Pattern : KB – KK – KB – Ket. tempat
(N – V – N – Adv. of place)

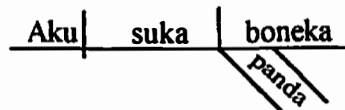


2. Toni bermain bola basket.



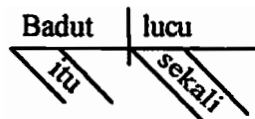
⇒ Pattern : KB – KK – KB (N – V – N)

3. Aku suka boneka panda.



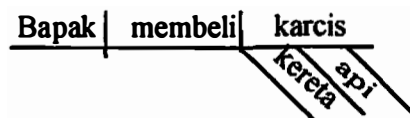
⇒ Pattern : KB – KK – KB (N – V – N)

4. Badut itu lucu sekali.



⇒ Pattern : KB – KS (N – Adj.)

5. Bapak membeli karcis kereta api.



⇒ Pattern : KB – KK – KB (N – V – N)

After analyzing the sentences using concrete words made by Child A, the writer is able to state that the structures made by Child A are S-P-O (5 sentences), S-P (4 sentences) and S-P-O-K (1 sentence). Besides, the child can create the sentence with other structure. For example, *Ibu memasak di dapur* (second sentence in the second meeting) shows that she can create the new structure if it is



compared to the structure proposed by Udiati (1995). She can make a sentence with S-P-K (1 sentence).

From the sentences using concrete words that have been made by Child A, the writer also found that the number of items that are drawn beneath the main parts of the sentences is around one or two items. There are seven sentences, which have one item beneath the main parts of the sentence, and there are two sentences, which have two items beneath the main parts of the sentences. Besides, two sentences do not have item at all.

As a whole result of the analysis, the Indonesian sentence patterns made by Child A using concrete words is presented in table 3.32. In this table, we can see that Child A can apply adverb of place in her sentences.

Table 3.32
Indonesian sentence Patterns using concrete words made by Child A

Structure	Patterns	
	Ind	Eng
S-P	KB-KS	N-Adj.
S-P-O	KB-KK-KK	N-V-V
	KB-KK-KB	N-V-N
S-P-O-K	KB-KK-KB-Ket. Tempat	N-V-N-Adv. of place
S-P-K	KB-KK-Ket. Tempat	N-V-Adv. of place



3.3.1.1.2. ANALYSIS OF THE INDONESIAN SENTENCE PATTERNS USING ABSTRACT WORDS MADE BY CHILD A

A. FIRST MEETING

1. Aku takut hantu.

Aku | takut | hantu

⇒ Pattern : KB – KS – KB (N – Adj. – N)

2. Malam hari sangat sepi.

Malam | sepi
 hari | sangat

⇒ Pattern : KB – KS (N – Adj.)

3. Aku pakai baju rapi.

Aku | pakai | baju / rapi

⇒ Pattern : KB – KK – KB – KS (N – V – N – Adj)

B. SECOND MEETING

1. Toni itu nakal sekali.

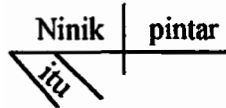
Toni | nakal
 itu | sekali

⇒ Pattern : KB – KS (N – Adj.)



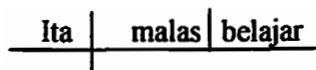


2. Ninik itu pintar.



⇒ Pattern : KB – KS (N – Adj.)

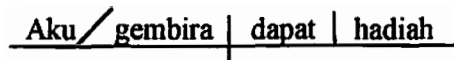
3. Ita malas belajar.



⇒ Pattern : KB – KS – KK (N – Adj. – V)

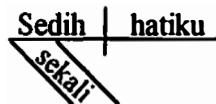
C. THIRD MEETING

1. Aku gembira dapat hadiah.



⇒ Pattern : KB – KS – KK – KB (N – Adj. – V – N)

2. Sedih sekali hatiku.



⇒ Pattern : KS – KB (Adj. – N)

After analyzing the sentences using abstract words made by Child A, the writer found that Child A made three sentences which contained S-P; two sentences which contained S-P-O and two sentences which contained with S-P-O-K. Besides, she can make transformation of the structure proposed by Udiati (1995). For example, *Sedih sekali hatiku* (second sentence in the third meeting)



shows that she can made transformation from S-P becomes P-S. Another example of transformation, *Aku gembira dapat hadiah* (first sentence in the third meeting) shows that she makes transformation from S-P-O-K becomes S-K-P-O.

From the sentences using abstract words that have been made by Child A, the writer also found that the number of items that are drawn beneath the main parts of the sentences is around one or two items. There are two sentences, which have one item beneath the main parts of the sentence, and there are two sentences, which have two items beneath the main parts of the sentences. Besides, there are four sentences, which do not have item at all.

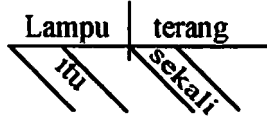
As a whole result of the analysis, the Indonesian sentence patterns made by Child A using abstract words is presented in table 3.33.

Table 3.33
Indonesian sentence Patterns using abstract words made by Child A

Structure	Patterns	
	Ind	Eng
S-P	KB-KS	N-Adj.
S-P-O	KB-KS-KB	N-Adj.-N
	KB-KS-KK	N-Adj.-V
S-P-O-K	KB-KK-KB-KS	N-V-N-Adj.
P-S	KS-KB	Adj.-N
S-K-P-O	KB-KS-KK-KB	N-Adj.-V-N



5. Lampu itu terang sekali.



⇒ Pattern : KB – KS (N – Adj.)

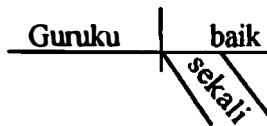
B. SECOND MEETING

1. Saya mempunyai 10 kursi.



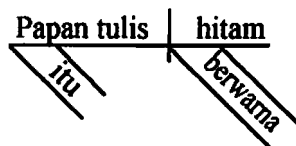
⇒ Pattern : KB – KK – K. Bil – KB (N – V – Card. number – N)

2. Guruku baik sekali.



⇒ Pattern : KB – KS (N – Adj.)

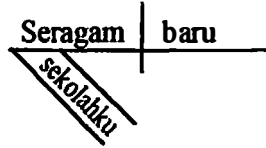
3. Papan tulis itu berwarna hitam.



⇒ Pattern : KB – KS (N – Adj.)



4. Seragam sekolahku baru.



⇒ Pattern : KB – KS (N – Adj.)

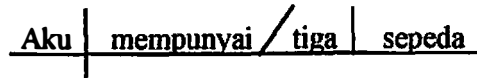
5. Naufal adalah murid kelas I B.



⇒ Pattern : KB – KB – K. Bil (N – N – Card. number)

C. THIRD MEETING

1. Aku mempunyai tiga sepeda.



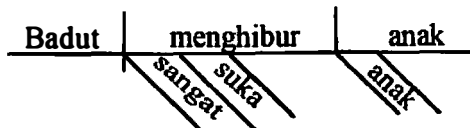
⇒ Pattern : KB – KK – K. Bil – KB (N – V – Card. number – N)

2. Adikku sangat menyukai boneka.



⇒ Pattern : KB – KK – KB (N – V – N)

3. Badut sangat suka menghibur anak-anak.



⇒ Pattern : KB – KK – KB (N – V – N)



As a whole result of the analysis, the Indonesian sentence patterns made by Child B using concrete words can be seen in table 3.34. From this table, we can see that he can apply adverb of place and cardinal number.

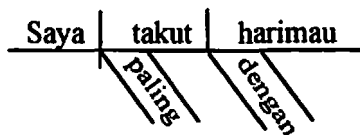
Table 3.34
Indonesian sentence Patterns using concrete words made by Child B

Structure	Patterns	
	Ind	Eng
S-P	KB-KS	N-Adj.
S-P-O	KB-KB-K.Bil	N-N-Card. Number
	KB-KK-KB	N-V-N
S-P-K	KB-KK-Ket. Tempat	N-V-Adv. of place
S-P-K-O	KB-KK-K.Bil-KB	N-V-Card. Number-N

**3.3.1.2.2. ANALYSIS OF THE INDONESIAN SENTENCE PATTERNS
 USING ABSTRACT WORDS MADE BY CHILD B**

A. FIRST MEETING

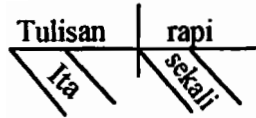
1. Saya paling takut dengan harimau.



⇒ Pattern : KB – KS – KB (N – Adj. – N)



2. Tulisan Ita rapi sekali.



⇒ Pattern : KB – KS (N – Adj.)

B. SECOND MEETING

1. Rakha adalah anak yang nakal.



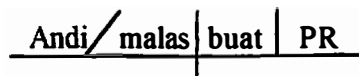
⇒ Pattern : KB – KS (N – Adj.)

2. Agil itu murid yang pintar.



⇒ Pattern : KB – KS (N – Adj.)

3. Andi malas buat PR.

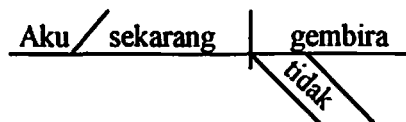


⇒ Pattern : KB – KS – KK – KB (N – Adj. – V – N)



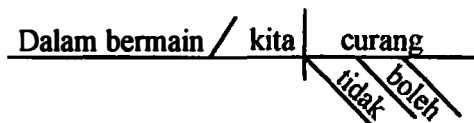
C. THIRD MEETING

1. Aku sekarang tidak gembira.



⇒ **Pattern** : KB – Ket. waktu – KS (N – Adv. of time – Adj.)

2. Dalam bermain kita tidak boleh curang.



⇒ **Pattern** : Ket. waktu – KB – KS (Adv. of time – N – Adj.)

3. Aku sedih karena hewan peliharaanku mati.



⇒ **Pattern** : KB – KS – Ket. Penyebab
 (N – Adj. – Adv. of causative)

After analyzing the sentences using abstract words made by Child B, the writer is able to state that the structure made by Child B are: S-P (3 sentences); S-P-O (1 sentence); S-K-P-O (1 sentence); S-K-P (1 sentence); K-S-P (1 sentence) and S-P-K (1 sentence). From the sentences that have been produced, the writer assumes that Child B is more creative than Child A. It can be seen from the structure of the sentence, the child can made a new structure; S-P-K. Besides, he



can make transformation based on the new structure he has made: He changed the order from S-P-K to S-K-P; K-S-P; S-P-K. Another transformation is S-P-O-K to S-K-P-O.

From the sentences using abstract words that have been made by Child B, the writer also found that most of the number of items that are drawn beneath the main parts of the sentences is two items. There is one sentence, which has one item beneath the main parts of the sentence; four sentences, which have two items beneath the main parts of the sentences and two sentences, which have three items beneath the main parts of the sentences. Besides, one sentence does not have item at all.

As a whole result of the analysis, the Indonesian sentence patterns made by Child B using abstract words can be seen in table 3.35. In this table, we can see that Child B can apply adverb of time and adverb of causative in his sentences.

Table 3.35
Indonesian sentence Patterns using abstract words made by Child B

Structure	Patterns	
	Ind	Eng
S-P	KB-KS	N-Adj.
S-P-O	KB-KS-KB	N-Adj.-N
S-K-P	KB-Ket. Tempat-KS	N-Adv. of place-Adj.
S-P-K	KB-KS-Ket. Penyebab	N-Adj.-Adv. of causative
K-S-P	Ket. Waktu-KB-KS	Adv. of time-N-Adj.
S-K-P-O	KB-KS-KK-KB	N-Adj.-V-N

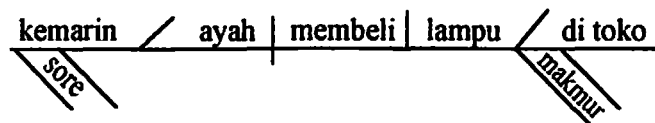


3.3.1.3. ANALYSIS OF INDONESIAN SENTENCE PATTERNS MADE BY CHILD C

3.3.1.3.1. ANALYSIS OF THE INDONESIAN SENTENCE PATTERNS USING CONCRETE WORDS MADE BY CHILD C

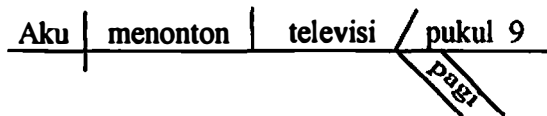
A. FIRST MEETING

1. Kemarin sore ayah membeli lampu di toko makmur.



⇒ **Pattern** : Ket. waktu – KB – KK – KB – Ket. tempat
(Adv. of time – N – V – N – Adv. of place)

2. Aku menonton televisi pukul 9 pagi.



⇒ **Pattern** : KB – KK – KB – Ket. waktu
(N – V – N – Adv. of time)

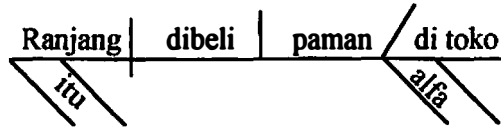
3. Ibu memasak ikan di dapur.



⇒ **Pattern** : KB – KK – KB – Ket. tempat
(N – V – N – Adv. of place)

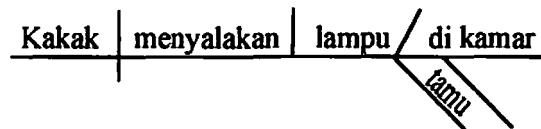


4. Ranjang itu dibeli paman di Toko Alfa.



⇒ **Pattern : KB – KK – KB – Ket. tempat**
(N – V – N – Adv. of place)

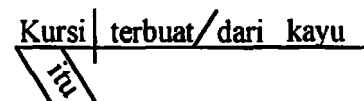
5. Kakak menyalakan lampu di kamar tamu.



⇒ **Pattern : KB – KK – KB – Ket. tempat.**
(N – V – N – Adv. of place)

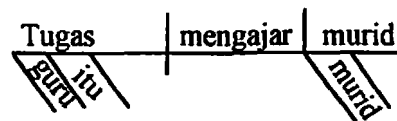
B. SECOND MEETING

1. Kursi itu terbuat dari kayu.



⇒ **Pattern : KB – KK – Ket. alat (N – V – Adv. of instrument)**

2. Tugas guru itu mengajar murid-murid.



⇒ **Pattern : KB – KK – KB (N – V – N)**



3. Papan tulis dikelasku baru.

Papan tulis / dikelasku | baru

⇒ **Pattern** : KB – Ket. tempat – KS (N – Adv. of place – Adj.)

4. Di sekolah murid-murid wajib mengenakan seragam.

Di sekolah / murid | mengenakan | seragam
murid / wajib

⇒ **Pattern** : Ket. tempat – KB – KK – KB
(Adv. of place – N – V – N)

5. Sebelum masuk kelas murid harus berbaris tertib.

Sebelum masuk / murid | berbaris
kelas / harus tertib

⇒ **Pattern** : Ket. waktu – KB – KK (Adv. of time – N – V)

C. THIRD MEETING

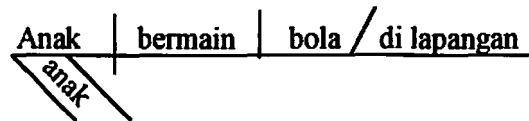
1. Aku berangkat sekolah naik sepeda.

Aku | berangkat / naik sepeda
sekolah

⇒ **Pattern** : KB – KK – Ket. cara (N – V – Adv. of manner)

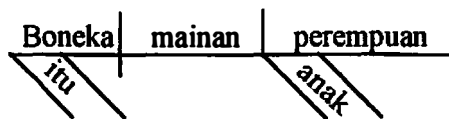


2. Anak-anak bermain bola di lapangan.



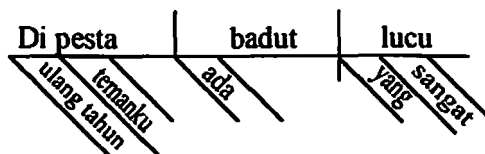
⇒ Pattern : KB – KK – KB – Ket. tempat
(N – V – N – Adv. of place)

3. Boneka itu mainan anak perempuan.



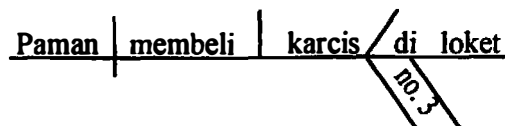
⇒ Pattern : KB – KB – KB (N – N – N)

4. Di pesta ulang tahun temanku ada badut yang sangat lucu.



⇒ Pattern : Ket. tempat – KB – KS (Adv. of place – N – Adj.)

5. Paman membeli karcis di loket no. 3



⇒ Pattern : KB – KK – KB – Ket. Tempat (N – V – N – Adv. of Place)



After analyzing the sentences using concrete words made by Child C, the writer is able to state that the structure made by Child C are: S-P-O (2 sentences); S-P-O-K (6 sentences); S-P-K (2 sentences); K-S-P (2 sentences); S-K-P (1 sentence); K-S-O-P (1 sentence) and K-S-P-O-K (1 sentence). From the sentences that have been produced, the writer found that Child C can make new structures, namely S-P-K (the children also can make transformation to S-K-P and K-S-P); and K-S-P-O-K. He also can apply two complements in one sentence, for example, *Kemarin sore ayah membeli lampu di toko.*

From the sentences using concrete words that have been made by Child C, the writer also found that most of the number of items that are drawn beneath the main parts of the sentences is one item. There are six sentences, which have one item beneath the main parts of the sentence; there are four sentences, which have two items beneath the main parts of the sentence; there are two sentences, which have three items beneath the main parts of the sentence and there is one sentence, which have five items beneath the main parts of the sentence. Besides, there are two sentences which does not have item at all beneath the main parts of the sentence.

As a whole result of the analysis, the Indonesian sentence patterns made by Child C using concrete words can be seen in table 3.36. In this table, we can see that Child C can apply adverb of time, adverb of place, adverb of causative, adverb of manner and adverb of instruments in his sentences.



Table 3.36

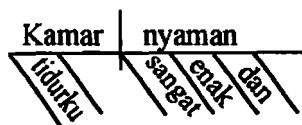
Indonesian sentence Patterns using concrete words made by Child C

Structure	Patterns	
	Ind	Eng
S-P-O	KB-KK-KB	N-V-N
	KB-KB-KB	N-N-N
S-P-O-K	KB-KK-KB-Ket. Tempat	N-V-N-Adv. of place
	KB-KK-KB-Ket. Waktu	N-V-N-Adv. of time
S-P-K	KB-KK-Ket. Alat	N-V-Adv. of instrument
	KB-KK-Ket. Cara	N-V-Adv. of manner
S-K-P	KB-Ket. Tempat-KS	N-Adv. of place-Adj.
K-S-P	Ket. Waktu-KB-KK	Adv. of time-N-V
	Ket. Waktu-KB-KS	Adv. of time-N-Adj.
	Ket. Tempat-KB-KS	Adv. of place-N-Adj.
K-S-P-O	Ket. Tempat-KB-KK-KB	Adv. of place-N-V-N
K-S-P-O-K	Ket. Waktu-KB-KK-KB-Ket. Tempat	Adv. of time-N-V-N-Adv. of place

3.3.1.3.2. ANALYSIS OF THE INDONESIAN SENTENCE PATTERNS USING ABSTRACT WORDS MADE BY CHILD C

A. FIRST MEETING

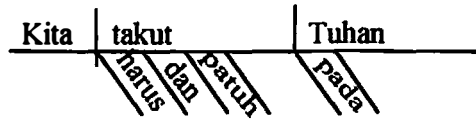
1. Kamar tidurku sangat enak dan nyaman



⇒ Pattern : KB – KS (N – Adj.)

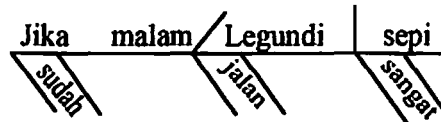


2. Kita harus takut dan patuh pada Tuhan



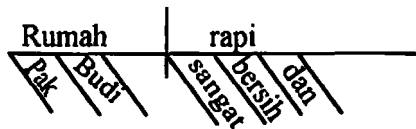
⇒ Pattern : KB – KS – KB (N – Adj. – N)

3. Jika sudah malam, jalan Legundi sangat sepi.



⇒ Pattern : Ket. waktu – KB – KS (Adv. of time – N – Adj.)

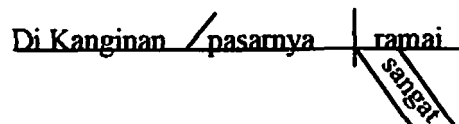
4. Rumah Pak Budi sangat bersih dan rapi.



⇒ Pattern : KB – KS (N – Adj.)

B. SECOND MEETING

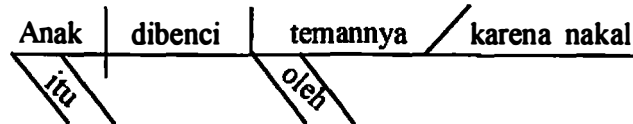
1. Di Kanganan, pasarnya sangat ramai.



⇒ Pattern : Ket. tempat – KB – KS (Adv. of place – N – Adj.)

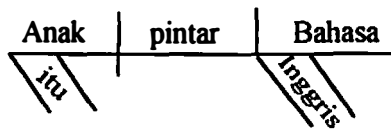


2. Anak itu dibenci oleh temannya karena nakal.



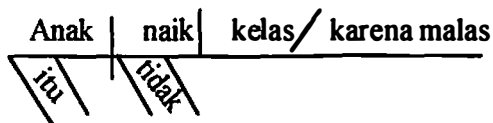
⇒ **Pattern** : KB – KK – KB – Ket. penyebab
 (N – V – N – Adv. of causative)

3. Anak itu pintar Bahasa Inggris.



⇒ **Pattern** : KB – KS – KB (N – Adj. – N)

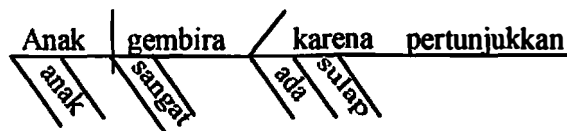
4. Anak itu tidak naik kelas karena malas.



⇒ **Pattern** : KB – KK – KB – Ket. penyebab
 (N – V – N – Adv. of causative)

C. THIRD MEETING

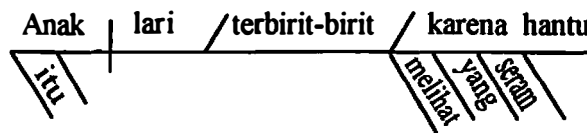
1. Anak-anak sangat gembira karena ada pertunjukkan sulap.



⇒ **Pattern** : KB – KS – Ket. Penyebab
 (N – Adj. – Adv. of causative)

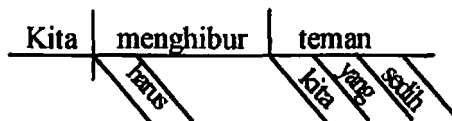


2. Anak itu lari terbirit-birit karena melihat hantu yang seram.



⇒ **Pattern** : KB – KK – Ket.Cara – Ket. Penyebab (N – V – Adv. of manner- Adv. of causative)

3. Kita harus menghibur teman kita yang sedih.



⇒ **Pattern** : KB – KK – KB (N – V – N)

After analyzing the sentences using abstract words made by Child C, the writer found that Child C made two sentences which contained S-P; three sentences which contained S-P-O and two sentences which contained with S-P-O-K. The others are different from the structure proposed by Udiati (1995), for instance, there is one sentence which contained S-P-K; two sentences which contained with K-S-P and one sentence which contained S-P-K-K. Using abstract words, Child C also can apply two complements in one sentence, for example, *Anak lari terbirit-birit karena melihat hantu yang seram.*

From the sentences using abstract words that have been made by Child C, the writer also found that most of the number of items that are drawn beneath the main parts of the sentences is around four items. There is one sentence which has one item beneath the main parts of the sentence; three sentences which have two items beneath the main parts of the sentence; one sentence which has three items



beneath the main parts of the sentences and there is one sentence which has five items.

As a whole result of the analysis, the Indonesian sentence patterns made by Child C using abstract words can be seen in table 3.37. From this table, we can see that he can apply adverb of place, adverb of time and adverb of causative.

Table 3.37
Indonesian sentence Patterns using abstract words made by Child C

Structure	Patterns	
	Ind	Eng
S-P	KB-KS	N-Adj.
S-P-O	KB-KK-KB	N-V-N
	KB-KS-KB	N-Adj.-N
S-P-O-K	KB-KK-KB-Ket. Penyebab	N-V-N-Adv. of causative
S-P-K	KB-KS-Ket. Penyebab	N-Adj.-Adv. of Causative
K-S-P	Ket. Waktu-KB-KS	Adv. of time-N-Adj.
	Ket. Tempat-KB-KS	Adv. of place-N-Adj.
S-P-K-K	KB-KK-KB	N-V-N

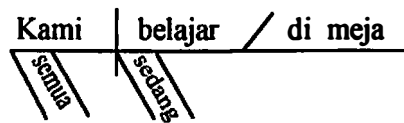
3.3.1.4. ANALYSIS OF INDONESIAN SENTENCE PATTERNS MADE BY CHILD D

3.3.1.4.1. ANALYSIS OF THE INDONESIAN SENTENCE PATTERNS USING CONCRETE WORDS MADE BY CHILD D



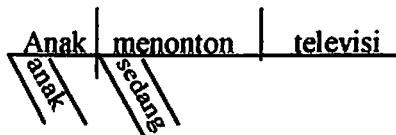
A. FIRST MEETING

1. Kami semua sedang belajar di meja.



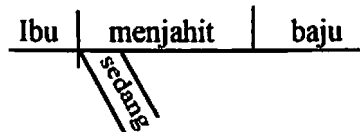
⇒ Pattern : KB – KK – Ket. tempat (N – V – Adv. of place)

2. Anak-anak sedang menonton televisi.



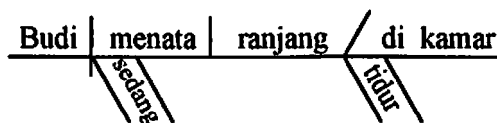
⇒ Pattern : KB – KK – KB (N – V – N)

3. Ibu sedang menjahit baju.



⇒ Pattern : KB – KK – KB (N – V – N)

4. Budi sedang menata ranjang di kamar tidur.



⇒ Pattern : KB – KK – KB – Ket. tempat
(N – V – N – Adv. of place)

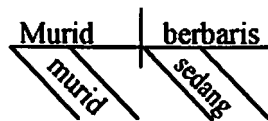


4. Setiap hari Senin semua peserta upacara memakai seragam lengkap.



⇒ **Pattern** : Ket. waktu – KB – KK – KB
 (Adj. of time – N – V – N)

5. Murid-murid sedang berbaris.



⇒ **Pattern** : KB – KK (N – V)

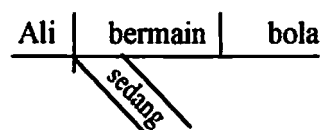
C. THIRD MEETING

1. Susi sedang naik sepeda.



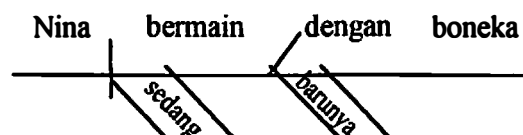
⇒ **Pattern** : KB – KK – KB (N – V – N)

2. Ali sedang bermain bola.



⇒ **Pattern** : KB – KK – KB (N – V – N)

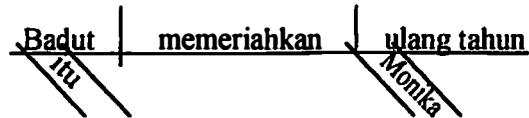
3. Nina sedang bermain dengan boneka barunya.



⇒ **Pattern** : KB – KK – Ket. alat (N – V – Adv. of instrument)



4. Badut itu memeriahkan ulang tahun Monika.



⇒ Pattern : KB – KK – KB (N – V – N)

5. Ayah sedang membeli karcis bioskop.



⇒ Pattern : KB – KK – KB (N – V – N)

After analyzing the sentences using concrete words made by Child D, the writer is able to state that the structure made by Child D is S-P (1 sentence); S-P-O (8 sentences) and S-P-O-K (2 sentences). Besides, child D can create the sentence with other structure. For example, *Nina sedang bermain dengan boneka barunya* (third sentence in the third meeting) shows that she can create the new structure if it is compared to the structure proposed by Udiati (1995). She can make a sentence which contained S-P-K (3 sentences). Another example is *Setiap hari Senin semua peserta upacara memakai seragam lengkap* (fourth sentence in the second meeting). This sentence contains K-S-O-P.

From the sentences using concrete words that have been made by Child D, the writer also found that most of the number of items that are drawn beneath the main parts of the sentences is two items. There are ten sentences which have two items beneath the main parts of the sentence and four sentences which have one



item beneath the main parts of the sentences. Besides, there is one sentence which has five items beneath the main parts of sentences.

As a whole result of the analysis, the Indonesian sentence patterns made by Child D using concrete words is presented in table 3.38. In this table, we can see that Child D can apply adverb of place, adverb of time, adverb of causative and adverb of instrument in her sentences.

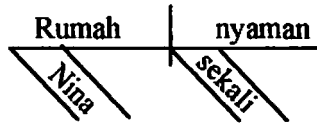
Table 3.38
Indonesian sentence Patterns using concrete words made by Child D

Structure	Patterns	
	Ind	Eng
S-P	KB-KK	N-V
S-P-O	KB-KK-KB	N-V-N
S-P-O-K	KB-KK-KB-Ket. Tempat	N-V-N-Adv. of place
	KB-KK-KB-Ket. Penyebab	N-V-N-Adv. of causative
S-P-K	KB-KK-Ket. Tempat	N-V-Adv. of place
	KB-KK-Ket. Alat	N-V-Adv. of instrument
K-S-P-O	Ket. Waktu-KB-KK-KB	Adv. of time-N-V-N

3.3.1.4.2. ANALYSIS OF THE INDONESIAN SENTENCE PATTERNS USING ABSTRACT WORDS MADE BY CHILD D

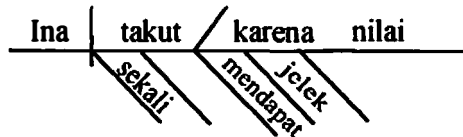
A. FIRST MEETING

1. Rumah Nina nyaman sekali.



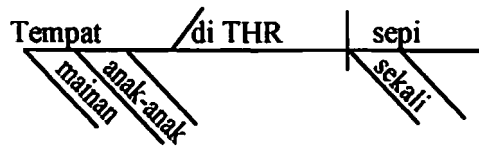
⇒ **Pattern : KB – KS (N – Adj.)**

2. Ina takut sekali karena mendapat nilai jelek.



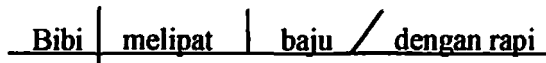
⇒ **Pattern : KB – KS – Ket. penyebab
 (N – Adj. – Adv. of causative)**

3. Tempat mainan anak-anak di THR sepi sekali.



⇒ **Pattern : KB – Ket. tempat – KS (N – Adj. of place – Adj.)**

4. Bibi melipat baju dengan rapi.



⇒ **Pattern : KB – KK – KB – Ket. cara
 (N – V – N – Adv. of manner)**

B. SECOND MEETING

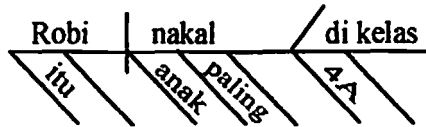
1. Murid kelas 5B sangat ramai sekali.



⇒ **Pattern : KB – KS (N – Adj.)**

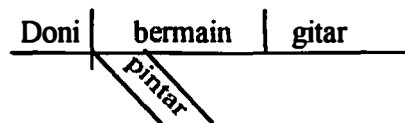


2. Robi itu anak paling nakal di kelas 4A.



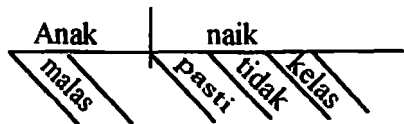
⇒ **Pattern** : KB – KS – Ket. tempat (N – Adj. – Adv. of place)

3. Doni pintar bermain gitar.



⇒ **Pattern** : KB – KK – KB (N – V – N)

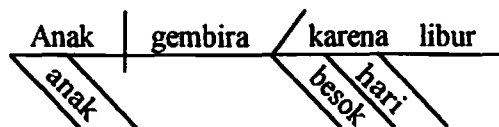
4. Anak malas pasti tidak naik kelas.



⇒ **Pattern** : KB – KK (N – V)

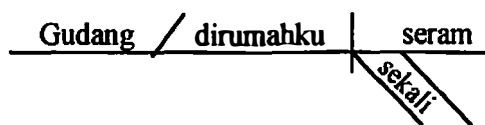
C. THIRD MEETING

1. Anak-anak gembira karena besok hari libur.



⇒ **Pattern** : KB – KS – Ket. penyebab
(N – Adj. – Adv. of causative)

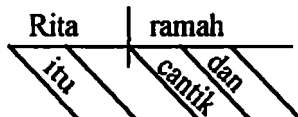
2. Gudang di rumahku seram sekali.



⇒ **Pattern** : KB – Ket. tempat – KS (N – Adv. of place – Adj.)

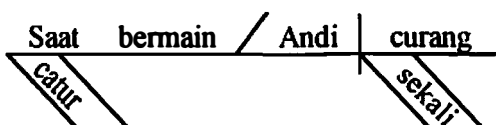


3. Rita itu cantik dan ramah.



⇒ Pattern : KB – KS (N – Adj.)

4. Saat bermain catur, Andi curang sekali.



⇒ Pattern : Ket. waktu – KB – KS (Adv. of time – N – Adj.)

5. Fitri sedih karena ulangnya jelek.



⇒ Pattern : KB – KS – Ket. Penyebab
(N – Adj. – Adv. of causative)

After analyzing the sentences using abstract words made by Child D, the writer is able to state that the structure made by Child D, have more variation than the structure made by Child C. In term of abstract words, she can make four sentences contain S-P; one sentence contains S-P-O; one sentence contains S-P-O-K. Besides, the child can create the sentence with other structure. For example, *Fitri sedih karena ulangnya jelek* (fifth sentence in the third meeting) shows that she can create the new structure if it is compared to the structure proposed by Udiati (1995). She can make a sentence with S-P-K (4 sentences). Further, this child can make transformation from S-P-K to S-K-P and K-S-P.



From the sentences using abstract words that have been made by Child D, the writer also found that most of the number of items that are drawn beneath the main parts of the sentences is three items. There are four sentences which have three items beneath the main parts of the sentence; two sentences which have two items beneath the main parts of the sentences and three sentences which have four items beneath the main parts of sentences. Besides, there is one sentence which does not have item beneath the main parts of sentences.

As a whole result of the analysis, the Indonesian sentence patterns made by Child D using abstract words is presented in table 3.39. In this table, we can see that Child D can apply adverb of manner, adverb of time, adverb of causative and adverb of place in her sentences.

Table 3.39
Indonesian sentence Patterns using abstract words made by Child D

Structure	Patterns	
	Ind	Eng
S-P	KB-KS	N-Adj.
	KB-KK	N-V
S-P-O	KB-KK-KB	N-V-N
S-P-O-K	KB-KK-KB-Ket. Cara	N-V-N-Adv. of manner
S-P-K	KB-KS-Ket. Penyebab	N-Adj.-Adv. of causative
	KB-KS-Ket. Tempat	N-Adj.-Adv. of place
S-K-P	KB-Ket. Waktu-KS	N-Adv. of time-Adj.
K-S-P	Ket. Waktu-KB-KS	Adv. of time-N-Adj.

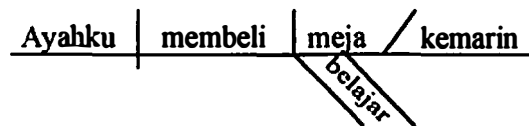


3.3.1.5. ANALYSIS OF INDONESIAN SENTENCE PATTERNS MADE BY CHILD E

3.3.1.5.1. ANALYSIS OF THE INDONESIAN SENTENCE PATTERNS USING CONCRETE WORDS MADE BY CHILD E

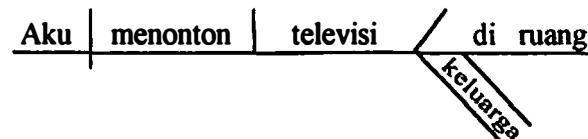
A. FIRST MEETING

1. Ayahku membeli meja belajar kemarin.



⇒ **Pattern** : KB – KK – KB – Ket. Waktu
(N – V – N – Adv. of time)

2. Aku menonton televisi di ruang keluarga.



⇒ **Pattern** : KB – KK – KB – Ket. tempat
(N – V – N – Adv. of place)

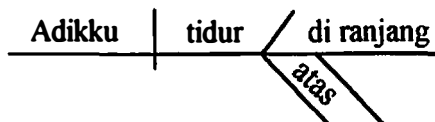
3. Ibuku sedang memeriksa pasien.



⇒ **Pattern** : KB – KK – KB (N – V – N)

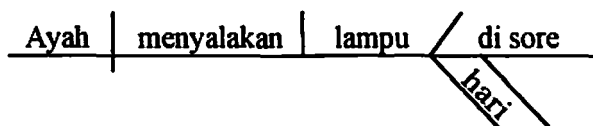


4. Adikku tidur di atas ranjang.



⇒ **Pattern** : KB – KK – Ket. tempat (N – V – Adv. of place)

5. Ayah menyalakan lampu di sore hari.



⇒ **Pattern** : KB – KK – KB – Ket. Waktu
(N – V – N – Adv. of time)

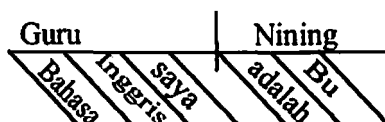
B. SECOND MEETING

1. Saya duduk di kursi karena kelelahan.



⇒ **Pattern** : KB – KK – Ket. tempat – Ket. penyebab
(N – V – Adv. of place – Adv. of causative)

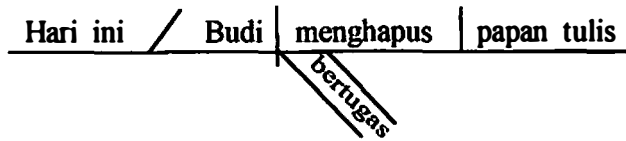
2. Guru Bahasa Inggris saya adalah Bu Nining.



⇒ **Pattern** : KB – KB (N – N)

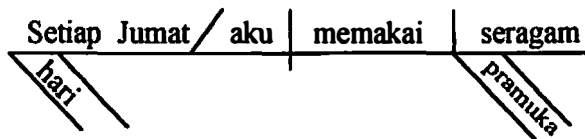


3. Hari ini Budi bertugas menghapus papan tulis.



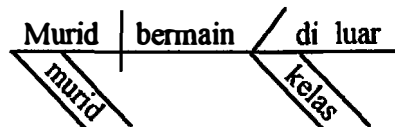
⇒ **Pattern** : Ket. waktu – KB – KK – KB
(Adv. of time – N – V – N)

4. Setiap hari Jumat aku memakai seragam pramuka.



⇒ **Pattern** : Ket. waktu – KB – KK – KB
(Adv. of time – N – V – N)

5. Murid-murid bermain di luar kelas.



⇒ **Pattern** : KB – KK – Ket. tempat (N – V – Adv. of place)

C. THIRD MEETING

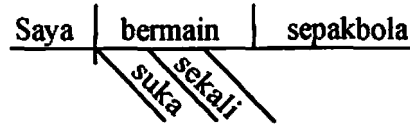
1. Adik saya belum bisa naik sepeda.



⇒ **Pattern** : KB – KK – KB (N – V – N)

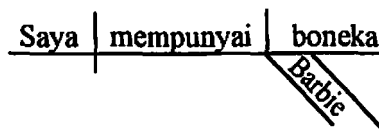


2. Saya suka sekali bermain sepakbola.



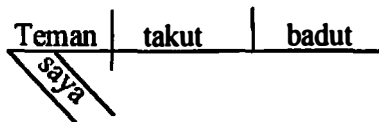
⇒ **Pattern** : KB – KK – KB (N – V – N)

3. Saya mempunyai boneka Barbie.



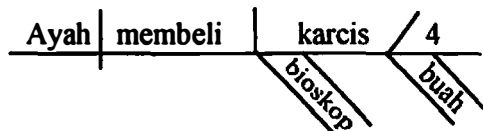
⇒ **Pattern** : KB – KK – KB (N – V – N)

4. Teman saya takut badut.



⇒ **Pattern** : KB – KS – KB (N – Adj. – N)

5. Ayah membeli karcis bioskop 4 buah.



⇒ **Pattern** : KB – KK – KB – K. bil.
 (N – V – N – Card. number)

After analyzing the sentences using concrete words made by Child E, the writer is able to state that the structure made by Child E are S-P (1 sentence); S-P-O (5 sentences) and S-P-O-K (4 sentences). Besides, the child can create the sentence with other structure and she can make more complicated structure. For



example, a sentence with S-P-K, *Murid-murid bermain di luar kelas* (fifth sentence in the second meeting) shows that she can create the new structure if it is compared to the structure proposed by Udiati (1995). She also can make a sentence with K-S-P-O, *Setiap hari Jumat aku memakai seragam pramuka* (fourth sentence in the second meeting). Another example is a sentence with S-P-K-K, *Saya duduk di kursi karena kelelahan* (first sentence in the second meeting).

From the sentences using concrete words that have been made by Child E, the writer also found that the most number of items that are drawn beneath the main parts of the sentences is one item. There are eight sentences, which have two items beneath the main parts of the sentence, and there are four sentences, which have two items beneath the main parts of the sentences. Besides, there is one sentence, which has three items and five items beneath the main parts of sentences. Another, there is one sentence which does not have item at all.

As a whole result of the analysis, the Indonesian sentence patterns made by Child E using concrete words is presented in table 3.40. In this table, we can see that Child E can apply adverb of place, adverb of time, adverb of causative and cardinal number in her sentences.

Table 3.40
Indonesian sentence Patterns using concrete words made by Child E

Structure	Patterns	
	Ind	Eng
S-P	KB-KB	N-N
S-P-O	KB-KK-KB	N-V-N

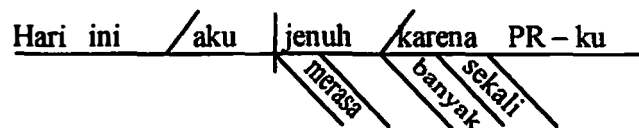


	KB-KS-KB	N-Adj.-N
S-P-O-K	KB-KK-KB-Ket. Waktu	N-V-N-Adv. of Time
	KB-KK-KB-Ket. Tempat	N-V-N-Adv. of Place
	KB-KK-KB-K.Bil	N-V-N-Card. Number
S-P-K	KB-KK-Ket. Tempat	N-V-Adv. of Place
K-S-P-O	Ket. Waktu-KB-KK-KB	Adv. of Time-N-V-N
S-P-K-K	KB-KK-Ket.Tempat- Ket.Penyebab	N-V-Adv.of Time-Adv.of causative

3.3.1.5.2. ANALYSIS OF THE INDONESIAN SENTENCE PATTERNS USING ABSTRACT WORDS MADE BY CHILD E

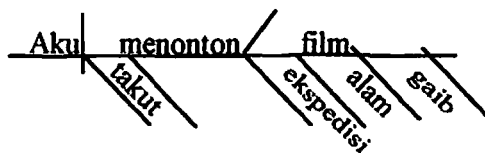
A. FIRST MEETING

1. Hari ini aku merasa jenuh karena PR-ku banyak sekali.



⇒ Pattern : Ket. waktu – KB – KS – Ket. penyebab
 (Adv. of time – N – Adj. – Adv. of causative)

2. Aku takut menonton film "Ekspedisi alam gaib".



⇒ Pattern : KB – KK – KB (N – V – N)

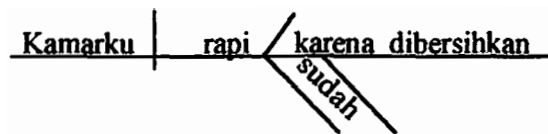


3. Rumahku sepi sekali jika siang hari.



⇒ Pattern : KB – KS – Ket. waktu (N – Adj. – Adv. of time)

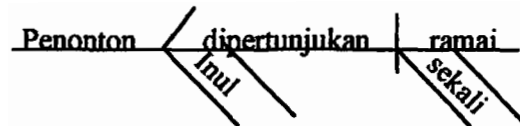
4. Kamarku rapi karena sudah dibersihkan.



⇒ Pattern : KB – KS – Ket. penyebab (N – V – Adv. of causative)

B. SECOND MEETING

1. Penonton di pertunjukan Inul ramai sekali.



⇒ Pattern : KB – Ket. tempat – KS (N – Adv. of place – Adj.)

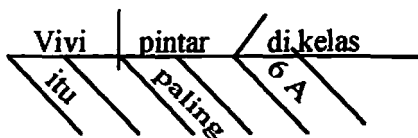
2. Anak nakal pasti dijauhi teman.



⇒ Pattern : KB – KK – KB (N – V – N)



3. Vivi itu paling pintar di kelas 6A.



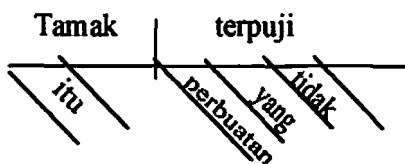
⇒ **Pattern** : KB – KS – Ket. tempat (N – Adj. – Adv. of place)

4. Rusdi malas belajar Bahasa Inggris.



⇒ **Pattern** : KB – KK – KB (N – V – N)

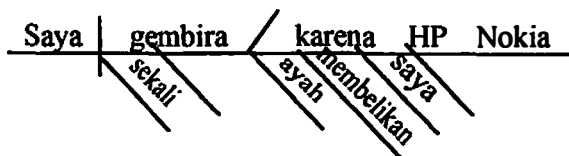
5. Tamak itu perbuatan yang tidak terpuji.



⇒ **Pattern** : KS – KS (Adj. – Adj.)

C. THIRD MEETING

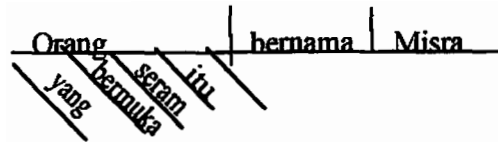
1. Saya gembira sekali karena ayah membelikan saya HP Nokia.



⇒ **Pattern** : KB – KS – Ket. Penyebab
 (N – Adj. – Adv. of causative)

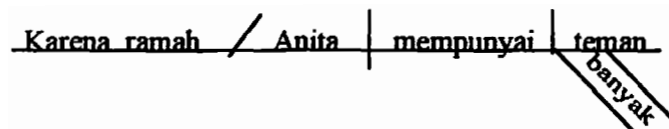


2. Orang yang bermuka seram itu bernama Misra.



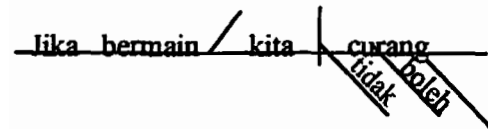
⇒ **Pattern** : KB – KK – KB (N – V – N)

3. Karena ramah, Anita mempunyai banyak teman



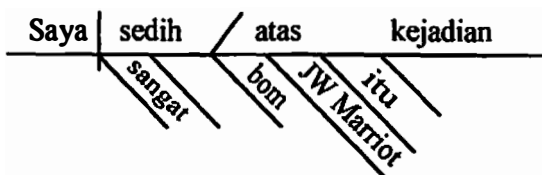
⇒ **Pattern** : Ket. penyebab – KB – KK – KB
 (Adv. of causative – N – V – N)

4. Jika bermain, kita tidak boleh curang



⇒ **Pattern** : Ket. waktu – KB – KS (Adv. of time – N – Adj.)

5. Saya sangat sedih atas kejadian bom JW Marriot itu



⇒ **Pattern** : KB – KS – Ket. penyebab
 (N – Adj. – Adv. of causative)



After analyzing the sentences using abstract words made by Child E, the writer is able to state that the structure made by Child E, have more variation than the structure made by Child D. In term of abstract words, she can make one sentence which contains S-P; and four sentences which contains S-P-O. Besides, the child can create the sentence with other structure. For example, *Vivi itu paling pintar di kelas 6A* (third sentence in the second meeting) shows that she can create the new structure if it is compared to the structure proposed by Udiati (1995). She can make a sentence with S-P-K (one sentence). Further, this child can make transformation from S-P-K to S-K-P and K-S-P.

From the sentences using abstract words that have been made by Child E, the writer also found that the most number of items drawn beneath the main parts of the sentences are two and four items. There are five sentences, which have two and four items beneath the main parts of the sentences, and there are two sentences, which have one item and three items beneath the main parts of the sentences.

As a whole result of the analysis, the Indonesian sentence patterns made by Child E using abstract words is presented in table 3.41. In this table, we can see that Child E can apply adverb of time, adverb of causative and adverb of place in her sentences.



Table 3.41
Indonesian sentence Patterns using abstract words made by Child E

Structure	Patterns	
	Ind	Eng
S-P	KS-KS	Adj. -Adj.
S-P-O	KB-KK-KB	N-V-N
S-P-K	KB-KS-Ket. Penyebab	N-Adj.-Adv. of causative
	KB-KS-Ket. Waktu	N-Adj.-Adv. of time
	KB-KS-Ket. Tempat	N-Adj.-Adv. of place
S-K-P	KB-Ket. Tempat-KS	N-Adv. of place-Adj.
K-S-P	Ket. Waktu-KB-KS	Adv. of time-N-Adj.
K-S-P-O	Ket. Penyebab-KB-KK-KB	Adv. of causative-N-V-N
K-S-P-K	Ket. Waktu-KB-KS-Ket. Penyebab	Adv. of time-N-Adj.-Adv. of causative

After analyzing the Indonesian sentence Patterns made by the 7-11 year-old children using "concrete" and "abstract" words, the writer got some patterns:

Table 3.42
The Indonesian sentence Patterns made by 7-11 year-old children using "concrete" words

CHILD A	Structure	Patterns	
		Ind	Eng
	S-P	KB-KS	N-Adj.
	S-P-O	KB-KK-KK	N-V-V
		KB-KK-KB	N-V-N
	S-P-O-K	KB-KK-KB-Ket. Tempat	N-V-N-Adv. of place
	S-P-K	KB-KK-Ket. Tempat	N-V-Adv. of place



CHILD B	S-P	KB-KS	N-Adj.
	S-P-O	KB-KB-K.BII	N-N-Card. Number
		KB-KK-KB	N-V-N
	S-P-K	KB-KK-Ket. Tempat	N-V-Adv. of place
	S-P-K-O	KB-KK-K.BII-KB	N-V-Card. Number-N
CHILD C	S-P-O	KB-KK-KB	N-V-N
		KB-KB-KB	N-N-N
	S-P-O-K	KB-KK-KB-Ket. Tempat	N-V-N-Adv. of place
		KB-KK-KB-Ket. Waktu	N-V-N-Adv. of time
	S-P-K	KB-KK-Ket. Alat	N-V-Adv. of instrument
		KB-KK-Ket. Cara	N-V-Adv. of manner
	S-K-P	KB-Ket. Tempat-KS	N-Adv. of place-Adj.
	K-S-P	Ket. Waktu-KB-KK	Adv. of time-N-V
		Ket. Waktu-KB-KS	Adv. of time-N-Adj.
		Ket. Tempat-KB-KS	Adv. of place-N-Adj.
	K-S-P-O	Ket. Tempat-KB-KK-KB	Adv. of place-N-V-N
K-S-P-O-K	Ket. Waktu-KB-KK-KB-Ket. Tempat	Adv. of time-N-V-N-Adv. of place	
CHILD D	S-P	KB-KK	N-V
	S-P-O	KB-KK-KB	N-V-N
	S-P-O-K	KB-KK-KB-Ket. Tempat	N-V-N-Adv. of place
		KB-KK-KB-Ket. Penyebab	N-V-N-Adv. of causative
	S-P-K	KB-KK-Ket. Tempat	N-V-Adv. of place
		KB-KK-Ket. Alat	N-V-Adv. of instrument
	K-S-P-O	Ket. Waktu-KB-KK-KB	Adv. of time-N-V-N
CHILD E	S-P	KB-KB	N-N
	S-P-O	KB-KK-KB	N-V-N
		KB-KS-KB	N-Adj.-N
	S-P-O-K	KB-KK-KB-Ket. Waktu	N-V-N-Adv. of Time
		KB-KK-KB-Ket. Tempat	N-V-N-Adv. of Place
		KB-KK-KB-K.BII	N-V-N-Card. Number
	S-P-K	KB-KK-Ket. Tempat	N-V-Adv. of Place
	K-S-P-O	Ket. Waktu-KB-KK-KB	Adv. of Time-N-V-N
S-P-K-K	KB-KK-Ket. Tempat-Ket. Penyebab	N-V-Adv. of Time-Adv. of causative	



Table 3.43

The Indonesian sentence Patterns made by 7-11 year-old children using
 "abstract" words

	Structure	Patterns	
		Ind	Eng
CHILD A	S-P	KB-KS	N-Adj.
	S-P-O	KB-KS-KB	N-Adj.-N
		KB-KS-KK	N-Adj.-V
	S-P-O-K	KB-KK-KB-KS	N-V-N-Adj.
	P-S	KS-KB	Adj.-N
	S-K-P-O	KB-KS-KK-KB	N-Adj.-V-N
CHILD B	S-P	KB-KS	N-Adj.
	S-P-O	KB-KS-KB	N-Adj.-N
	S-K-P	KB-Ket. Tempat-KS	N-Adv. of place-Adj.
	S-P-K	KB-KS-Ket. Penyebab	N-Adj.-Adv. of causative
	K-S-P	Ket. Waktu-KB-KS	Adv. of time-N-Adj.
	S-K-P-O	KB-KS-KK-KB	N-Adj.-V-N
CHILD C	S-P	KB-KS	N-Adj.
	S-P-O	KB-KK-KB	N-V-N
		KB-KS-KB	N-Adj.-N
	S-P-O-K	KB-KK-KB-Ket. Penyebab	N-V-N-Adv. of causative
	S-P-K	KB-KS-Ket. Penyebab	N-Adj.-Adv. of Causative
	K-S-P	Ket. Waktu-KB-KS	Adv. of time-N-Adj.
		Ket. Tempat-KB-KS	Adv. of place-N-Adj.
	S-P-K-K	KB-KK-KB	N-V-N
CHILD D	S-P	KB-KS	N-Adj.
		KB-KK	N-V
	S-P-O	KB-KK-KB	N-V-N
	S-P-O-K	KB-KK-KB-Ket. Cara	N-V-N-Adv. of manner
	S-P-K	KB-KS-Ket. Penyebab	N-Adj.-Adv. of causative
		KB-KS-Ket. Tempat	N-Adj.-Adv. of place
	S-K-P	KB-Ket. Waktu-KS	N-Adv. of time-Adj.
	K-S-P	Ket. Waktu-KB-KS	Adv. of time-N-Adj.



CHILD E	S-P	KS-KS	Adj. -Adj.
	S-P-O	KB-KK-KB	N-V-N
	S-P-K	KB-KS-Ket. Penyebab	N-Adj.-Adv. of causative
		KB-KS-Ket. Waktu	N-Adj.-Adv. of time
		KB-KS-Ket. Tempat	N-Adj.-Adv. of place
	S-K-P	KB-Ket. Tempat-KS	N-Adv. of place-Adj.
	K-S-P	Ket. Waktu-KB-KS	Adv. of time-N-Adj.
	K-S-P-O	Ket. Penyebab-KB-KK-KB	Adv. of causative-N-V-N
	K-S-P-K	Ket. Waktu-KB-KS-Ket. Penyebab	Adv. of time-N-Adj.-Adv. of causative

3.3.2. THE NUMBER OF WORDS THAT CAN BE COMPREHENDED BY CHILDREN

In the previous part of this chapter, it has been explained about the analysis of Indonesian sentence patterns using concrete and abstract words made by children of 7 to 11 years old. Using "Reed & Kellogg" diagrams, the writer found that the children could make variation in their sentences. Next, the writer would like to prove the theory of Jean Piaget that stated that elementary students (seven to eleven years old) have ability to comprehend "concrete" words more easily than "abstract" words. So, the writer tried to account the number of the sentences that can be comprehended by the children using "concrete" and "abstract" words.

In this study, the writer gave a list of 5 "concrete" and 5 "abstract" words based on the topic in every meeting. Therefore, the children actually have to make 15 sentences using "concrete" words and 15 sentences using "abstract" words if they can comprehend the words properly. In fact, some children cannot



comprehend the words properly. The number of words that can be comprehended by the children can be illustrated as follow:

Table 3.44

The number of words that can be comprehended by Child A

Word Week	CONCRETE	ABSTRACT
I	2 (13, 3%)	3 (20 %)
II	4 (26, 6%)	3 (20 %)
III	5 (33, 3%)	2 (13, 3%)
TOTAL	11 (73, 2%)	8 (53, 3%)

Table 3.45

The number of words that can be comprehended by Child B

Word Week	CONCRETE	ABSTRACT
I	5 (33, 3%)	2 (13, 3%)
II	5 (33, 3%)	3 (20 %)
III	4 (26, 6%)	3 (20 %)
TOTAL	14 (93, 2%)	8 (53, 3%)



Table 3.46

The number of words that can be comprehended by Child C

Word Week	CONCRETE	ABSTRACT
I	5 (33, 3%)	4 (26, 6%)
II	5 (33, 3%)	4 (26, 6%)
III	5 (33, 3%)	3 (20 %)
TOTAL	15 (100 %)	8 (73, 2%)

Table 3.47

The number of words that can be comprehended by Child D

Word Week	CONCRETE	ABSTRACT
I	5 (33, 3%)	4 (26, 6%)
II	5 (33, 3%)	4 (26, 6%)
III	5 (33, 3%)	5 (33, 3 %)
TOTAL	15 (100 %)	13 (86, 5%)

Table 3.48

The number of words that can be comprehended by Child E

Word Week	CONCRETE	ABSTRACT
I	5 (33, 3%)	4 (26, 6%)
II	5 (33, 3%)	5 (33, 3%)
III	5 (33, 3%)	5 (33, 3 %)
TOTAL	15 (100 %)	14 (93, 2%)



From the tables above, we can conclude that the number of "concrete" and "abstract" words that can be comprehended by seven, eight, nine, ten and eleven years old children are as follow:

Table 3.49
The number of words that can be comprehended by Child A-Child E

Age	Kinds of Words	
	CONCRETE	ABSTRACT
7 years old	11 (73, 2%)	8 (53, 3 %)
8 years old	14 (93, 2%)	8 (53, 3%)
9 years old	15 (100 %)	11 (73, 2%)
10 years old	15 (100 %)	13 (86, 5%)
11 years old	15 (100 %)	14 (93, 2%)

From the table above, the writer concludes that the children of 7-11 years old comprehend "concrete" words more easily than "abstract" words.

CHAPTER IV CONCLUSION

Mulli Jasa