

- Living with their own parents since they were born (in Surabaya),
- Coming From families of lower and middle classes..

Problem about how many samples that must be taken for a research is a serious problem. Actually there is no certain rule about how many samples must be taken from the population (Hadi, 1994:75). People usually take a certain number for a practical consideration, because of that reason and after doing a previous observation and interpreting the social class of respondents from the questionnaires, the writer took 35 respondents: 19 students of lower class and 16 students of middle class from all of second year students of SD Negeri Pacarkeling VII Surabaya which are qualified as the respondents of the study.

1.7.4. Technique of Data Collection

In collecting the data, the writer used some techniques. The techniques of data collection used in this research are :

1. Preliminary observation

This observation was done to choose the location and population of the study, and take the sample. From all of the population, the writer chose a population that is representative to the study. Then, from the chosen population, the writer takes the sample appropriate to

the study.

2. Questionnaire

It was done to get the data about the social classes of the respondents and other factors dealing with the study. The writer used open and close questionnaires given to the parents of the respondents. So, they gave and chose their own answer dealing with the study under the writer's direction.

3. Interview

It was done to know the students' ability in mastering Indonesian in speaking. In this case, the writer tried to have any conversation in Indonesian with the students. If they are able to communicate in Indonesian, the writer used them as the respondents of the study.

4. Preliminary Written Test

This test was done to know the students' ability in mastering Indonesian especially in the form of writing. It was done by asking students to make compositions. From those compositions, the writer can decide whether they have mastered written Indonesian or not and later use those who mastered the written Indonesian as the respondents. Besides taking the respondents of the study, the writer also use their compositions as a consideration, how far they master the structures of Indonesian sentences, to decide the

sentences examined on *Sentence Building Test*. It was to avoid giving them sentences whose structures were outside their present ability or their stage of linguistic knowledge development.

5. Primary Written Test

This test was done by giving students a *Sentence Building Test*. It was to get the primary data of the study. This sentence building test was done by asking students to reorder randomly structured words from 10 sentences made by the writer. In making those sentences, the writer used their compositions in *Preliminary Written Test* and a book for second year Elementary School students as a consideration. The sentences of the test are :

1. Kina obat penyakit malaria.
2. Pak Usmanto adalah pengarang buku ini.
3. Mangga dan jambu itu sudah tua dan masak.
4. Banu yang pandai itu sedang mencatat pelajaran Bahasa Indonesia.
5. Rini pandai menyanyi dan menari.
6. Murid kelas dua memanggil Adi sang juara.
7. Timbullah niat jahat anak itu.
8. Jagung dan padi ditanam oleh pak tani di sawah.
9. Seringkali paman memberi adik uang dan oleh-oleh.

10. Tiga balon warna merah, kuning dan hijau terbang di atas langit biru.

From the ten sentences, each was randomly structured and each respondent was asked to reorder the words to make sentences, one by one, according to their own ability. For example, the first sentence: 'Kina obat penyakit malaria', the sentence was divided into words and randomly ordered, such as: penyakit - obat - malaria - kina. From those words, the students had to make a sentence according to their own ability. They did the same thing for the other sentences.

6. Information from the school

It is to get the information about the students' ability in mastering Indonesian, spoken and written- besides from the tests done by the writer-, their condition physically and psychologically, the condition of the school as the location of the study, and any other factors dealing with the study.

1.7.5. Technique of Data Analysis

After collecting and selecting data, the writer began to analyze the data. In this analysis, the writer adopted a theoretic descriptive analysis that prefers to qualitative interpretation to quantitative one, in which, this study describes the data observed without using statistical accounting.

Based on the aim of the research, the writer classified the data observed, which are the grammatical sentences made by the two classes of children and analyzed them in terms of the syntactic structures of the sentences by using Chinese boxes. And for the data from the questionnaires, the writer made the descriptive tables to interpret the respondents' social class and other data dealing with the study. To see the differences of the two social classes sentence structure, the writer classified the data according to each social class of the respondents and made the tables of percentage.

I.8. Organization of The Paper

This paper consists of four chapters. The first chapter is introduction, which consist of background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, theoretical framework, method of the study, and organization of the paper. The second chapter is about general description of the respondents of the study. The third chapter is about presentation and analysis of the data. And finally we come to the conclusion of the whole chapter as the last chapter, that is chapter four.

and 138 female students.

II.1. The Respondents of The Study

The respondents of the study are the second year students of SD Negeri Pacarkeling VII Surabaya. From 50 students, the writer get 35 students who are suitable to be the respondents of the study. Then, the characteristics of the respondents are presented in tables 1 to 5.

II.1.1 The Characteristics of The Respondents

-. The age of the respondents

TABLE 1. The age of the respondents

Age	Number
7 years old	27
8 years old	8
9 years old	-
TOTAL	35

Table 1 shows that there are 27 respondents of seven years old, 8 respondents of eight years old, and none of nine years old respondent.

- . The sexes of the respondents

TABLE 2. The sexes of the respondents

Sex	Number
male	15
female	20
TOTAL	35

Table 2 shows that there are 15 male respondents and 20 female respondents from 35 respondents.

- . The members of the family who have earnings

TABLE 3. The members of the family who have earnings

Bread winners of the family	Number
father & mother	23
father only	12
mother only	0
TOTAL	35

Table 3 shows that from 35 respondents, there are 23 respondents whose father and mother have earnings and 12 respondents whose only father has earnings and none of respondent whose only mother has earnings.

II.1.2. The Social Class of The Respondents

Social class is generally taken to be an aggregate of individuals with similar social and/ or economic characteristics (Trudgill, 1974:35).

People usually divide this class into three, that are lower, middle and upper classes. But, actually it is difficult to give certain limitation to differentiate each of the three classes clearly because there is no certain measurement or limitation of their each characteristic. In this study, the writer uses economic characteristic, that is the number of the respondents family's income to be a measurement of the social class of the respondents.

In the matter of the limitation about social class, Pitirim A. Sorokin stated that people consider that those who have very much valuable things occupying the upper class and those who have a little valuable thing or do not have it at all occupying the lower class (Soekanto, 1982:219).

So, in this study, the writer decides the limitation of the lower and middle class as the subject of the study, that is :

- Lower class : a group of the respondents whose family have Rp. 0.00 - Rp. 299,000.00 income per month.
- Middle class : a group of the respondents whose family have Rp. 300,000.00 - Rp. 999,000.00 income per month.

The classification of the respondents based on their family's income per month is presented in table 4.

TABLE 4. The classification of the respondents based on their family's income per month.

Income	The number of family
Rp. 0.00 - Rp. 299,000	19
Rp. 300,000 - Rp. 999,000	16
TOTAL	35

Table 4 shows that from 35 respondents, there are 19 respondents whose family's income ranges between Rp. 0.00 - Rp. 299,000.00 per month and 16 respondents whose family's incomes range between Rp. 300,000.00 - Rp. 999,000.00 per month. From this data, the writer can decide the number of lower and middle class respondents that is presented in table 5.

TABLE 5. The classification of the social class of the respondents.

Social class	Number
lower class	19
middle class	16
TOTAL	35

Table 5 shows that in this study, from 35 respondents, there are 19 lower class respondents and 16 middle class respondents.

II.2. The level of The Indonesian Language of The Respondents

As stated before that children's language is different from the adults' in perfection and completeness. Their sentences are less complete and perfect rather than the adults' ones. It is because children's linguistic knowledge develops by stages from the very simple stage until they master a fully formed grammar as the adults' knowledge.

By observation done by the writer to the second year students of SDN Pacarkeling VII Surabaya, it is acquired the sentences they made that support the statement above. Most of them made simple sentences. They also often made sentences that the grammar cannot be understood, in other words, they made also many ungrammatical sentences according to 'Ejaan Bahasa Indonesia Yang Disempurnakan'.

Those sentences were acquired by 'Sentence Building Test', in which the writer made ten sentences, then those sentences were divided into words and randomly ordered. From those randomly ordered words, the students were asked to reorder those words to make their own sentences. For example, the writer made a sentence 'Badu yang pandai itu sedang mencatat pelajaran Bahasa Indonesia'. Then that sentence was jumbled, for example : yang - pelajaran - Indonesia - Badu - Bahasa - mencatat - pandai - sedang - itu. From those words, there was a respondent who made

a sentence : 'Banu pandai mencatat pelajaran Bahasa Indonesia'. In the sentence, we can see that there were some missing words. When the writer tried to ask him the reason they didn't use all of the words available, he said that the remain words were useless, they cannot be added into his sentence. If the words must be added into his sentence, it would make a wrong sentence, while showing that he tried to make a sentence from all words available. The sentence he made was 'Banu pandai mencatat pelajaran Bahasa Indonesia yang sedang itu'.

From the illustration above, the writer can state that it is that respondent's present linguistic knowledge. At present, he still reached that stage. And he is not able to be compelled to reach the stage beyond his present linguistic knowledge stage. And his linguistic knowledge will develop in accordance with his growth.

However, it's possible if there were respondents who were able to make the same sentence as the writer's. But, we cannot conclude that they have reached the linguistic knowledge development stage as the adults', because when they were asked to make the other sentences, they sometimes still did the same thing as the previous respondent, that they cannot make right sentences from all of the given words.

The sentences made by the respondents were often different from one respondent to another. It's because

each child constructs a personal grammar alone, generalizing rules from the linguistic input received (Fromkin & Rodman, 1988:324). Each respondent has his/her own ability in producing sentences that may be different from another. For example, from the sentence `Pak Usanto adalah pengarang buku ini`, the grammatical sentences made by the respondents are : `Pak Usanto adalah pengarang buku ini`, `Pak Usanto ini adalah pengarang buku`, `Ini adalah pengarang buku Pak Usanto`, `Pak Usanto adalah pengarang buku`, `Pengarang buku ini adalah Pak Usanto`, and `Pengarang buku Pak Usanto adalah ini`.

Besides producing grammatical sentences, the respondents also produced many ungrammatical sentences. According to the adults, perhaps those ungrammatical sentences are `mistakes`. But, they are not `mistakes` in the child's language; they reflect the grammar at a certain stage of development (Fromkin & Rodman, 1988:379). As the examples of their ungrammatical sentences, the writer takes from the sentence `Murid kelas dua memanggil Adi sang juara` and the ungrammatical sentences made by the respondents are : `Adi kelas dua juara sang murid memanggil`, `Adi kelas dua juara memanggil sang murid`, `Memanggil sang Adi juara murid kelas dua`, `Sang dua juara kelas murid memanggil Adi`, `Memanggil dua murid Adi juara kelas sang`, `Adi juara

dua murid memanggil sang kelas`, etc.

As stated above that from the observation, the writer got either grammatical or ungrammatical sentences created by the respondents. The sentences which are the data of the study are only the grammatical sentences they made. The number of the grammatical and ungrammatical sentences created by the respondents are presented in table 6.

TABLE 6. The number of grammatical and ungrammatical sentences created by the respondents.

Social C.	grammatical S.	ungrammatical S.	total
lower C.	77 / 41%	113 / 59%	190/100%
middle C.	80 / 50%	80 / 50%	160/100%
TOTAL	157 / 45%	193 / 55%	350/100%

From table 6, we know that the middle class children created more grammatical sentences than the lower class ones. From 19 lower class children, they created 77 grammatical sentences from 190 sentences they made. While, 16 middle class children created 80 grammatical sentences from 160 sentences they made. In addition, each respondent made ten sentences.

2. Kina obat penyakit malaria.
3. Pak Usmento adalah pengarang buku ini.
4. Ini adalah pengarang buku Pak Usmento.
5. Pengarang buku ini adalah Pak Usmento.
6. Jambu dan mangga sudah tua.
7. Mangga dan jambu itu sudah tua dan masak.
8. Mangga itu sudah tua dan masak.
9. Tua dan masak mangga dan jambu itu.
10. Banu pandai mencatat pelajaran Bahasa Indonesia.
11. Banu sedang mencatat pelajaran Bahasa Indonesia.
12. Banu yang pandai itu sedang mencatat pelajaran Bahasa Indonesia.
13. Banu itu sedang mencatat pelajaran Bahasa Indonesia.
14. Banu sedang mencatat pelajaran Bahasa Indonesia itu.
15. Banu mencatat pelajaran Bahasa Indonesia.
16. Menari dan menyanyi Rini pandai.
17. Rini pandai menari dan menyanyi.
18. Rini pandai menyanyi dan menari.
19. Rini pandai menyanyi.
20. Adi juara dua kelas memanggil sang murid.
21. Adi murid kelas dua memanggil sang juara.
22. Adi memanggil sang juara kelas dua.
23. Adi memanggil murid kelas dua sang juara.
24. Murid kelas dua sang juara memanggil Adi.
25. Murid kelas dua Adi memanggil sang juara.
26. Niat jahat anak itu timbullah.

27. Timbullah niat anak jahat.
28. Anak itu jahat.
29. Timbullah niat jahat anak itu.
30. Oleh Pak tani di sawah ditanam padi dan jagung.
31. Padi dan jagung ditanam oleh Pak tani di sawah.
32. Padi ditanam oleh Pak tani.
33. Jagung ditanam oleh Pak tani disawah.
34. Di sawah ditanam oleh Pak tani jagung dan padi.
35. Padi dan jagung ditanam di sawah oleh pak tani.
36. Adik paman seringkali memberi oleh-oleh dan uang.
37. Paman memberi adik oleh-oleh dan uang seringkali.
38. Seringkali adik dan paman memberi oleh-oleh uang.
39. Seringkali adik memberi oleh-oleh uang.
40. Paman dan adik seringkali memberi oleh-oleh uang.
41. Adik seringkali memberi paman oleh-oleh uang.
42. Di atas langit warna biru tiga balon kuning, merah dan hijau terbang.
43. Tiga balon warna merah, kuning, hijau terbang di atas langit biru.
44. Balon terbang di atas langit biru.

III.1.2. The Indonesian Grammatical Sentences Created by The Middle Class Children

1. Kina obat penyakit malaria.
2. Pak Usmento adalah pengarang buku ini.
3. Pak Usmento ini adalah pengarang buku.

4. Pengarang buku ini adalah Pak Usmanto.
5. Pak Usmanto adalah pengarang buku.
6. Pengarang buku Pak Usmanto adalah ini.
7. Jambu dan mangga itu sudah tua dan masak.
8. Jambu dan mangga sudah tua.
9. Mangga dan jambu itu sudah tua dan masak.
10. Jambu dan mangga itu sudah masak dan tua.
11. Banu itu yang sedang mencatat pelajaran Bahasa Indonesia pandai.
12. Banu pandai mencatat pelajaran Bahasa Indonesia itu.
13. Banu mencatat pelajaran Bahasa Indonesia.
14. Banu yang sedang mencatat pelajaran Bahasa Indonesia itu pandai.
15. Banu pandai mencatat pelajaran Bahasa Indonesia.
16. Banu sedang mencatat pelajaran Bahasa Indonesia.
17. Rini pandai menari dan menyanyi.
18. Rini pandai menyanyi dan menari.
19. Adi memanggil sang murid juara kelas dua.
20. Adi memanggil murid kelas dua sang juara.
21. Murid kelas dua memanggil Adi sang juara.
22. Adi murid kelas dua memanggil sang juara.
23. Adi memanggil sang juara murid kelas dua.
24. Adi sang juara memanggil murid kelas dua.
25. Murid kelas dua Adi memanggil sang juara.
26. Adi murid kelas dua juara.
27. Sang juara memanggil murid kelas dua Adi.

28. Niat jahat anak itu timbullah.
29. Anak itu jahat.
30. Timbullah anak jahat.
31. Timbullah niat anak jahat itu.
32. Jagung dan padi ditanam di sawah oleh Pak tani.
33. Jagung dan padi ditanam oleh Pak tani di sawah.
34. Oleh Pak tani di sawah ditanam padi dan jagung.
35. Padi ditanam di sawah.
36. Pak tani di sawah.
37. Paman seringkali memberi adik oleh-oleh uang.
38. Paman seringkali memberi adik oleh-oleh dan uang.
39. Adik memberi uang dan oleh-oleh.
40. Adik seringkali memberi paman oleh-oleh.
41. Adik dan paman seringkali memberi oleh-oleh uang.
42. Seringkali paman memberi adik oleh-oleh dan uang.
43. Paman memberi adik oleh-oleh dan uang seringkali.
44. Balon biru, merah, hijau, kuning diatas langit.
45. Di atas langit warna biru tiga balon merah, kuning, hijau terbang.
46. Balon di atas langit biru, hijau, merah dan kuning terbang.

III.2. The Syntactic Analysis of The Indonesian Sentences Made by Children of Lower And Middle Classes

III.2.1. The Analysis of The Indonesian Sentence Structure Used by The Lower Class Children

A. Structures of Modification

a. Noun as a head

1.

Obat	←	penyakit	←	malaria
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 kina. (sentence no.1)
2. Kina

obat	←	penyakit	←	malaria
------	---	----------	---	---------

 (no.2)
3.

Pak	→	Usmanto
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 adalah

pengarang	←	buku	←	ini
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(no.3)
4. Ini adalah

pengarang	←	buku	←	Pak	→	Usmanto
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 (no.4)
5.

Pengarang	←	buku	←	ini
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 adalah

Pak	→	Usmanto
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(no.5)
6.

Mangga dan jambu	←	itu
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 sudah tua dan masak. (no.7)
7.

Mangga	←	itu
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 sudah tua dan masak. (no.8)
8. Tua dan masak

mangga dan jambu	←	itu
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 (no.9)
9. Banu pandai mencatat

pelajaran	←	Bahasa	←	Indonesia
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(no.10)

10. Banu sedang mencatat pelajaran ← Bahasa ← Indonesia
(no.11)

11. Banu ← yang → pandai ← itu sedang mencatat

pelajaran ← Bahasa ← Indonesia (no.12)

12. Banu ← itu sedang mencatat pelajaran ← Bahasa ← Indonesia (no.13)

13. Banu sedang mencatat pelajaran ← Bahasa ← Indonesia ← itu (no.14)

14. Banu mencatat pelajaran ← Bahasa ← Indonesia (no.15)

15. Adi ← juara ← dua → kelas memanggil sang → murid (no.20)

16. Adi ← murid ← kelas ← dua memanggil sang → juara (no.21)

17. Adi memanggil sang → juara ← kelas ← dua (no.22)

18. Adi memanggil murid ← kelas ← dua sang → juara (no.23)

19. Murid ← kelas ← dua ← sang → juara memanggil Adi (no.24)

20. Murid ← kelas ← dua → Adi memanggil sang → juara (no.25)

21. [Niat ← jahat] ← [anak ← itu] timbullah. (no.26)
22. Timbullah [niat ← anak ← jahat]. (no.27)
23. Timbullah [niat ← jahat] ← [anak ← itu]. (no.29)
24. Oleh [Pak → tani] di sawah ditanam padi dan jagung. (no.30)
25. Padi dan jagung ditanam oleh [Pak → tani] di sawah. (no.31)
26. Padi ditanam oleh [Pak → tani]. (no.32)
27. Jagung ditanam oleh [Pak → tani] di sawah. (no.33)
28. Di sawah ditanam oleh [Pak → tani] jagung dan padi. (no.34)
29. Padi dan jagung ditanam di sawah oleh [Pak → tani]. (no.35)
30. [Adik → paman] seringkali memberi oleh-oleh dan uang. (no.36)
31. Seringkali adik dan paman memberi [oleh-oleh ← uang] (no.38)
32. Seringkali adik memberi [oleh-oleh ← uang] (no.39)
33. Paman dan adik seringkali memberi [oleh-oleh ← uang] (no.40)
34. Adik seringkali memberi paman [oleh-oleh ← uang] (no.41)

35. Di atas

langit	←	warna	←	biru
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tiga	→	balon	←
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kuning, merah dan hijau

 terbang. (no.42)

36.

Tiga	→	balon	←	warna	←	merah, kuning, hijau
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terbang di atas

langit	←	biru
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 (no.43)

37. Balon terbang di atas

langit	←	biru
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 (no.44)

b. Verb as a head

1. Banu

pandai	→	mencatat
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 pelajaran Bahasa Indonesia. (no.10)

2. Banu

sedang	→	mencatat
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 pelajaran Bahasa Indonesia. (no.11)

3. Banu yang pandai itu

sedang	→	mencatat
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 pelajaran Bahasa Indonesia. (no.12)

4. Banu itu

sedang	→	mencatat
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 pelajaran Bahasa Indonesia. (no.13)

5. Banu

sedang	→	mencatat
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 pelajaran Bahasa Indonesia itu. (no.14)

6.

Menari dan menyanyi

Rini

pandai

 (no.16)

7. Rini

pandai	→	menari dan menyanyi
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 (no.17)

8. Rini

pandai	→	menyanyi dan menari
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 (no.18)

9. Rini

pandai	→	menyanyi
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 (no.19)

10. Oleh Pak tani di sawah → ditanam padi dan jagung.
(no.30)

11. Padi dan jagung ditanam oleh Pak tani di sawah
(no.31)

12. Jagung ditanam oleh Pak tani di sawah (no.33)

13. Di sawah → ditanam oleh Pak tani jagung dan padi.
(no.34)

14. Padi dan jagung ditanam ← di sawah oleh Pak tani.
(no.35)

15. Adik paman seringkali → memberi oleh-oleh dan uang. (no.36)

16. Paman memberi adik oleh-oleh dan uang seringkali
(no.37)

17. Seringkali adik dan paman memberi oleh-oleh uang. (no.38)

18. Seringkali adik memberi oleh-oleh uang. (no.39)

19. Paman dan adik seringkali → memberi oleh-oleh uang.
(no.40)

20. Adik seringkali → memberi paman oleh-oleh uang.
(no.41)

21. Di atas langit warna biru tiga balon kuning,
merah dan hijau terbang (no.42)
22. Tiga balon warna merah, kuning, hijau terbang ←
di atas langit biru (no.43)
23. Balon terbang ← di atas langit biru (no.44)

c. Adjective as a head

1. Jambu dan mangga sudah → tua (no.6)
2. Mangga dan jambu itu sudah → tua dan masak (no.7)
3. Mangga itu sudah → tua dan masak (no.8)

B. Structures of Predication

a. Structures of Subject + Predicate

1. Kina P obat penyakit malaria. (no.2)
2. Pak Usanto P adalah pengarang buku ini. (no.3)
3. Ini P adalah pengarang buku Pak Usanto. (no.4)
4. Jambu dan mangga P sudah tua. (no.6)
5. Mangga dan jambu itu P sudah tua dan masak.
(no.7)
6. Mangga itu P sudah tua dan masak. (no.8)
7. Banu P pandai mencatat pelajaran Bahasa
Indonesia. (no.10)

8. **Banu** P **sedang mencatat pelajaran Bahasa Indonesia.** (no.11)
9. **Banu yang pandai itu** P **sedang mencatat pelajaran Bahasa Indonesia.** (no.12)
10. **Banu itu** P **sedang mencatat pelajaran Bahasa Indonesia.** (no.13)
11. **Banu** P **sedang mencatat pelajaran Bahasa Indonesia itu.** (no.14)
12. **Banu** P **mencatat pelajaran Bahasa Indonesia.** (no.15)
13. **Rini** P **pandai menari dan menyanyi.** (no.17)
14. **Rini** P **pandai menyanyi dan menari.** (no.18)
15. **Rini** P **pandai menyanyi.** (no.19)
16. **Adi juara dua kelas** P **memanggil sang murid.** (no.20)
17. **Adi murid kelas dua** P **memanggil sang juara.** (no.21)
18. **Adi** P **memanggil sang juara kelas dua.** (no.22)
19. **Adi** P **memanggil murid kelas dua sang juara.** (no.23)
20. **Murid kelas dua sang juara** P **memanggil Adi.** (no.24)
21. **Murid kelas dua Adi** P **memanggil sang juara.** (no.25)
22. **Niat jahat anak itu** P **timbullah.** (no.26)
23. **Anak itu** P **jahat.** (no.28)

24. Padi dan jagung P ditanam oleh Pak tani di sawah. (no.31)
25. Padi P ditanam oleh Pak tani. (no.32)
26. Jagung P ditanam oleh pak tani disawah. (no.33)
27. Padi dan jagung P ditanam di sawah oleh pak tani. (no.35)
28. Adik paman P seringkali memberi oleh-oleh dan uang. (no.36)
29. Paman P memberi adik oleh-oleh dan uang seringkali. (no.37)
30. Seringkali Q adik dan paman P memberi oleh-oleh uang. (no.38)
31. Seringkali Q adik P memberi oleh-oleh uang. (no.39)
32. Paman dan adik P seringkali memberi oleh-oleh uang. (no.40)
33. Adik P seringkali memberi paman oleh-oleh uang. (no.41)
34. Di atas langit warna biru Q tiga balon kuning, merah dan hijau P terbang. (no.42)
35. Tiga balon warna merah, kuning, hijau P terbang di atas langit biru. (no.43)

36. Balon P terbang di atas langit biru. (no.44)

b. Structures of Predicate + Subject

1. Obat penyakit malaria q kina. (no.1)
2. Pengarang buku ini adalah q Pak Usmanto. (no.5)
3. Tua dan masak q mangga dan jambu itu. (no.9)
4. Menyanyi dan menari q Rini P pandai. (no.16)
5. Timbullah q niat anak jahat. (no.27)
6. Timbullah q niat jahat anak itu. (no.29)
7. Oleh Pak tani di sawah ditanam q padi dan jagung.
(no.30)
8. Di sawah ditanam oleh Pak tani q jagung dan padi.
(no.34)

C. Structures of Complementation

a. Structures of a linking verb + a subjective complement

1. Pak Usmanto P adalah C pengarang buku ini. SC

(no.3)

2. Ini P adalah C pengarang buku Pak Usmanto. SC

(no.4)

3. SC Pengarang buku ini C adalah q Pak Usmanto.

(no.5)

b. Structures of a transitive verb + an (two) object

1. Structures of a transitive verb + a direct object

1. Banu P pandai mencatat C pelajaran Bahasa
Indonesia. (no.10)

2. Banu P sedang mencatat C pelajaran Bahasa
Indonesia. (no.11)

3. Banu yang pandai itu P sedang mencatat C
pelajaran Bahasa Indonesia. (no.12)

4. Banu itu P sedang mencatat C pelajaran Bahasa
Indonesia. (no.13)

5. Banu P sedang mencatat C pelajaran Bahasa
Indonesia itu. (no.14)

6. Banu P mencatat C pelajaran Bahasa
Indonesia. (no.15)

7. Adi juara dua kelas P memanggil C sang murid.
 (no.20)

8. Adi murid kelas dua P memanggil C sang juara.
 (no.21)

9. Adi P

DO
memanggil C sang juara kelas dua.

(no.22)
10. Murid kelas dua sang juara P

DO
memanggil C Adi.

(no.24)
11. Murid kelas dua Adi P

DO
memanggil C sang juara.

(no.25)
12. Adik paman P

DO
seringkali memberi C oleh-oleh

dan uang.

 (no.36)
13.

Seringkali

 I adik dan paman P

memberi

 C

DO
oleh-oleh uang.

 (no.38)
14.

Seringkali

 adik P

memberi

 C

DO
oleh-oleh

uang.

 (no.39)
15. Paman dan adik P

DO
seringkali memberi C oleh-

oleh uang.

 (no.40)

2. Structures of a transitive verb + an indirect object

1.

IO
Oleh Pak tani

 I

di sawah ditanam

 padi dan jagung. (no.30)

2. Padi dan jagung P ditanam C oleh Pak tani
 di sawah. (no.31)

3. Padi P ditanam C oleh Pak tani. (no.32)

4. Jagung P ditanam C oleh Pak tani di sawah.
 (no.33)

5. Di sawah ditanam C oleh Pak tani jagung
 dan padi. (no.34)

6. Padi dan jagung P ditanam di sawah C oleh Pak
 tani. (no.35)

3. Structures of a verbal element + an indirect object + a direct object

1. Paman P memberi C adik oleh-oleh dan uang
 seringkali. (no.37)

2. Adik P seringkali memberi C paman oleh-oleh
 uang. (no.41)

4. Structures of a transitive verb + a direct object + an objective complement

1. Adi P

memanggil	C	DO	murid kelas dua	OC	sang juara
-----------	---	----	-----------------	----	------------

 (no.23)

D. Structures of Coordination

a. Coordination of nouns

1.

Jambu	dan	mangga
-------	-----	--------

 sudah tua. (no.6)
2.

Mangga	dan	jambu
--------	-----	-------

 itu sudah tua dan masak. (no.7)
3. Tua dan masak

mangga	dan	jambu
--------	-----	-------

 itu. (no.9)
4. Oleh Pak tani di sawah ditanam

padi	dan	jagung.
------	-----	---------

 (no.30)
5.

Padi	dan	jagung
------	-----	--------

 ditanam oleh Pak tani di sawah. (no.31)
6. Di sawah ditanam oleh pak tani

jagung	dan	padi
--------	-----	------

 (no.34)
7.

Padi	dan	jagung
------	-----	--------

 ditanam di sawah oleh Pak tani. (no.35)

8. Adik paman seringkali memberi oleh-oleh dan uang
(no.36)

9. Paman memberi adik oleh-oleh dan uang seringkali. (no.37)

10. Seringkali adik dan paman memberi oleh-oleh uang. (no.38)

11. Paman dan adik seringkali memberi oleh-oleh uang. (no.40)

b. Coordination of verbs

1. Menari dan menyanyi Rini pandai. (no.16)

2. Rini pandai menari dan menyanyi. (no.17)

3. Rini pandai menyanyi dan menari (no.18)

c. Coordination of adjectives

1. Mangga dan jambu itu sudah tua dan masak. (no.7)

2. Mangga itu sudah tua dan masak. (no.8)

3. Tua dan masak mangga dan jambu itu. (no.9)

4. Di atas langit warna biru tiga balon kuning dan merah
dan hijau terbang. (no.42)

5. Tiga balon warna

merah,	—	kuning,	—	hijau
--------	---	---------	---	-------

 terbang
di atas langit biru. (no.43)

After analyzing the syntactic structures of the Indonesian sentences made by the lower class children, the writer is able to state that in principle, the lower class children are able to use the four syntactic structures, that are structures of modification, predication, complementation and coordination.

They are able to use the structure of modification either the heads are nouns, verbs or adjectives. All of their sentence variations contain the structure of modification, that are, 37 sentences contain the modifications of noun, 23 sentences contain the modifications of verb, and 3 sentences contain the modifications of adjective.

As the heads, the modifiers of those structure of modification vary also. The modifiers of noun are noun itself (sentence no. 1-5,10-15,20-36,38-43); function word (ini, itu) (3,5,7,8,9,12,13,14,26), (sang) (20-25); (yang)+adjective (12,26,27,28,42,43,44), and number (20-25,42,43). The modifiers of verb are adjective (10,16-19); adverb (11-14, 36-41); prepositional phrase (30,31,33-35,42-44). The modifier of adjective is qualifier (6-8).

While, the complexity of their modification struc-

tures also varies. In a structure of modification, they are able to make the structure which have 1 modification (e.g. 3,7,20,etc); 2 modifications (1,3,10,etc); 3 modifications (4,14,20,etc); and 4 modifications (24).

For the structure of predication, the lower class children made either sentences having Subject + Predicate structure or Predicate + Subject structure. From their 44 variations of grammatical sentences containing of the structure of predication, 36 sentences have the structure of Subject + Predicate and 8 sentences have inversion structure (Predicate + Subject). As stated before that the predicates of the structure of predication can be in the form of the three other syntactic structures - modification, complementation, and coordination -. So do the sentences the children made. They made 27 sentences using predicates having structure of modification (1,2,6-8,10-14,16-18,30,31,33-44); 27 sentences having structure of complementation (3-5,10-15,20-25,30-41); and 6 sentences having structure of coordination (7-9,16-18). Besides those three structures, in their sentences, they also used non-verbal elements as the predicates, such as noun phrase (B.f. 1,2) and adjective phrase (B.f. 6-9,28).

The number of sentences containing of the structure of complementation is 27 sentences. It means that 17 of their 44 sentences the lower class children made do not

contain of the structure of complementation, they are kernel sentences having structure Subject + Predicate only. Those sentences consist of 10 sentences using intransitive verbs as the predicates (16-19,26,27,29,42-44), so they have no object; and 7 sentences using non-verbal elements as the predicates (1,2,6-9,28). To make it clear, we can see the numbers of those sentences in table 7.

The structure of complementation in their sentences covers: (1) the structure of a linking verb + a subjective complement, that are 3 sentences. The linking verb they use is `adalah`; (2) the structure of a transitive verb + a direct object, that are 15 sentences; (3) the structure of a transitive verb + an indirect object, that are 6 sentences; (4) the structure of a transitive verb + an indirect object + a direct object, that is 2 sentences; and (5) the structure of a transitive verb + a direct object + an objective complement, that is a sentences.

The structure of coordination in the lower class children's sentences cover the coordination of nouns, verbs and adjectives. The coordinator used is `dan`. The children made 17 sentences having the structure of coordination, that are 11 sentences having coordination of nouns, 3 sentences having coordination of verbs and 5 sentences having coordination of adjectives.

As a whole result of the syntactic analysis to the Indonesian sentences made by the lower class children are presented in tables 7 and 8 that is the sentences containing of the four syntactic structures.

TABLE 7. The syntactic structures of the Indonesian sentences made by the lower class children

Syntactic Structure	contain (sentence number)	did not contain (sentence number)
Modification	1 - 44 (all)	-
Predication	1 - 44 (all)	-
Complementation	3,4,5,10,11,12,13,14,15,20,21,22,23,24,25,30,31,32,33,34,35,36,37,38,39,40,41.	1,2,6,7,8,9,16,17,18,19,26,27,28,29,42,43,44.
Coordination	6,7,8,9,16,17,18,30,31,34,35,36,37,38,40,42,43.	1,2,3,4,5,10,11,12,13,14,15,19,20,21,22,23,24,25,26,27,28,29,32,33,39,41,44.

TABLE 8. The number of the lower class children's sentences containing the four syntactic structures

Syntactic Structure	contain	did not contain	Total
Modification	44/100%	0 / 0%	44/100%
Predication	44/100%	0 / 0%	44/100%
Complementation	27/ 61%	17 / 39%	44/100%
Coordination	17/ 39%	27 / 61%	44/100%

From tables 7 and 8, we can know that from 44 gram-

matical sentence variations the lower class children made, all (100%) of the sentences use the structures of modification and predication, 27 (61%) of them use the structure of complementation, and 17 (39%) of them use the structure of coordination.

Finally, from the two tables above, the writer are able to mention about the types of sentences made by the lower class children and the types of syntactic structures used in those sentences.

Sentence no.

1. Modification, Predication.
2. Modification, Predication.
3. Modification, Predication, Complementation.
4. Modification, Predication, Complementation.
5. Modification, Predication, Complementation.
6. Modification, Predication, Coordination.
7. Modification, Predication, Coordination.
8. Modification, Predication, Coordination.
9. Modification, Predication, Coordination.
10. Modification, Predication, Complementation.
11. Modification, Predication, Complementation.
12. Modification, Predication, Complementation.
13. Modification, Predication, Complementation.
14. Modification, Predication, Complementation.
15. Modification, Predication, Complementation.
16. Modification, Predication, Coordination.
17. Modification, Predication, Coordination.
18. Modification, Predication, Coordination.
19. Modification, Predication.
20. Modification, Predication, Complementation.
21. Modification, Predication, Complementation.
22. Modification, Predication, Complementation.
23. Modification, Predication, Complementation.
24. Modification, Predication, Complementation.
25. Modification, Predication, Complementation.
26. Modification, Predication.
27. Modification, Predication.
28. Modification, Predication.
29. Modification, Predication.
30. Modification, Predication, Complementation, Coordination.

31. Modification, Predication, Complementation, Coordination.
32. Modification, Predication, Complementation.
33. Modification, Predication, Complementation.
34. Modification, Predication, Complementation, Coordination.
35. Modification, Predication, Complementation, Coordination.
36. Modification, Predication, Complementation, Coordination.
37. Modification, Predication, Complementation, Coordination.
38. Modification, Predication, Complementation, Coordination.
39. Modification, Predication, Complementation.
40. Modification, Predication, Complementation.
41. Modification, Predication, Complementation.
42. Modification, Predication, Coordination.
43. Modification, Predication, Coordination.
44. Modification, Predication.

According to those types of sentences, actually, the lower class children are able to make sentences, which have only two types of syntactic structures until all of the four types of syntactic structures. To make it clear, it is presented in table 9.

TABLE 9. The number of the lower class children's sentences using the types of syntactic structures

Number of Structures	Types of Structures	Number of Sentences
1	-	-
2	Mod, Pred	8 / 18%
3	Mod, Pred, Comp	19 / 43%
	Mod, Pred, Coor	9 / 21%
4	Mod, Pred, Comp, Coor	8 / 18%
TOTAL		44 / 100%

From 44 variations of sentence made by the lower

class children, they made 8 (18%) sentences having two syntactic structures, that are modification and predication; 28 sentences having three structures, that are 19 (43%) sentences having structures of modification, predication and complementation and 9 (21%) sentences having structures of modification, predication and coordination; and 8 (18%) sentences having 4 structures, that are modification, predication, complementation, and coordination.

III.2.2. The Analysis of The Indonesian Sentence Structures Used by The Middle Class Children

A. Structures of Modification

a. Noun as a head

1. Kina obat ← penyakit ← malaria (sentence no.1)

2. Pak → Usmanto adalah pengarang ← buku ← ini
(no.2)

3. Pak → Usmanto ← ini adalah pengarang ← buku
(no.3)

4. Pengarang ← buku ← ini adalah Pak → Usmanto
(no.4)

5. Pak → Usmanto adalah pengarang ← buku
(no.5)

6. Pengarang ← buku ← Pak → Usmanto adalah ini.
(no.6)

7. Jambu dan mangga ← itu sudah tua dan masak. (no.7)

8. Mangga dan jambu ← itu sudah tua dan masak. (no.9)

9. Jambu dan mangga ← itu sudah masak dan tua. (no.10)

10. Banu ← itu ← yang sedang mencatat pelajaran ←
Bahasa ← Indonesia pandai. (no.11)

11. Banu pandai mencatat pelajaran ← Bahasa ← Indonesia ←
itu (no.12)

12. Banu mencatat. pelajaran ← Bahasa ← Indonesia.
(no.13)

13. Banu ← yang sedang mencatat pelajaran ← Bahasa ←
Indonesia ← itu pandai. (no.14)

14. Banu pandai mencatat pelajaran ← Bahasa ← Indonesia
(no.15)

15. Banu sedang mencatat pelajaran ← Bahasa ← Indonesia
(no.16)

16. Adi memanggil sang → murid juara ← kelas ← dua.
(no.19)

17. Adi memanggil murid ← kelas ← dua sang → juara
(no.20)

18. Murid ← kelas ← dua memanggil Adi sang → juara.
(no.21)
19. Adi ← murid ← kelas ← dua memanggil sang → juara.
(no.22)
20. Adi memanggil sang → juara ← murid ← kelas ← dua.
(no.23)
21. Adi ← sang → juara memanggil murid ← kelas ← dua.
(no.24)
22. Murid ← kelas ← dua → Adi memanggil sang → juara.
(no.25)
23. Adi ← murid ← kelas ← dua juara. (no.26)
24. Sang → juara memanggil murid ← kelas ← dua → Adi.
(no.27)
25. Niat ← jahat ← anak ← itu timbullah. (no.28)
26. Anak ← itu jahat. (no.29)
27. Timbullah anak ← jahat (no.30)
28. Timbullah niat ← anak ← jahat ← itu. (no.31)
29. Jagung dan padi ditanam di sawah oleh Pak → tani.
(no.32)
30. Jagung dan padi ditanam oleh Pak → tani di sawah.
(no.33)
31. Oleh Pak → tani di sawah ditanam padi dan jagung.
(no.34)

32. Pak → tani di sawah. (no.36)
33. Paman seringkali memberi adik oleh-oleh ← uang. (no.37)
34. Adik dan paman seringkali memberi oleh-oleh ← uang. (no.41)
35. Balon ← biru, merah, hijau, kuning diatas langit. (no.44)
36. Di atas langit ← warna ← biru tiga → balon ← merah, kuning, hijau terbang. (no.45)
37. Balon ← di atas langit ← biru, hijau, merah dan kuning terbang. (no.46)

b. Verb as a head

1. Banu itu yang sedang → mencatat pelajaran bahasa Indonesia pandai. (no.11)
2. Banu pandai → mencatat pelajaran Bahasa Indonesia itu. (no.12)
3. Banu yang sedang → mencatat pelajaran Bahasa Indonesia itu pandai. (no.14)
4. Banu pandai → mencatat pelajaran Bahasa Indonesia. (no.15)
5. Banu sedang → mencatat pelajaran Bahasa Indonesia. (no.16)

6. Rini pandai → menari dan menyanyi (no.17)
7. Rini pandai → menyanyi dan menari (no.18)
8. Jagung dan padi ditanam ← di sawah oleh Pak
tani. (no.32)
9. Jagung dan padi ditanam oleh Pak tani di sawah
(no.33)
10. Oleh Pak tani di sawah → ditanam padi dan jagung.
(no.34)
11. Padi ditanam ← di sawah (no.35)
12. Paman seringkali → memberi adik oleh-oleh uang.
(no.37)
13. Paman seringkali → memberi adik oleh-oleh dan
uang. (no.38)
14. Adik seringkali → memberi paman oleh-oleh.
(no.40)
15. Adik dan paman seringkali → memberi oleh-oleh
uang. (no.41)
16. Seringkali paman memberi adik oleh-oleh dan
uang. (no.42)
17. Paman memberi adik oleh-oleh dan uang seringkali
(no.43)
18. Di atas langit warna biru tiga balon merah,
kuning, hijau terbang (no.45)

c. Adjective as a head

1. Jambu dan mangga itu sudah → tua dan masak (no.7)

2. Jambu dan mangga sudah → tua. (no.8)
3. Mangga dan jambu itu sudah → tua dan masak. (no.9)
4. Jambu dan mangga itu sudah → masak dan tua. (no.10)

B. Structures of Predication

a. Structures of Subject + Predicate

1. Kina P obat penyakit malaria. (no.1)
2. Pak Usmanto P adalah pengarang buku ini.
(no.2)
3. Pak Usmanto ini P adalah pengarang buku.
(no.3)
4. Pak Usmanto P adalah pengarang buku. (no.5)
5. Jambu dan mangga itu P sudah tua dan masak.
(no.7)
6. Jambu dan mangga P sudah tua. (no.8)
7. Mangga dan jambu itu P sudah tua dan masak.
(no.9)
8. Jambu dan mangga itu P sudah masak dan tua.
(no.10)
9. Banu itu yang sedang mencatat pelajaran Bahasa Indonesia P pandai. (no.11)
10. Banu P pandai mencatat pelajaran Bahasa Indonesia itu. (no.12)
11. Banu P mencatat pelajaran Bahasa Indonesia.
(no.13)

12. Banu yang sedang mencatat pelajaran Bahasa Indonesia
itu P pandai. (no.14)
13. Banu P pandai mencatat pelajaran Bahasa
Indonesia. (no.15)
14. Banu P sedang mencatat pelajaran Bahasa Indo-
nesia. (no.16)
15. Rini P pandai menari dan menyanyi. (no.17)
16. Rini P pandai menyanyi dan menari. (no.18)
17. Adi P memanggil sang murid juara kelas dua.
(no.19)
18. Adi P memanggil murid kelas dua sang juara.
(no.20)
19. Murid kelas dua P memanggil Adi sang juara.
(no.21)
20. Adi murid kelas dua P memanggil sang juara.
(no.22)
21. Adi P memanggil sang juara murid kelas dua.
(no.23)
22. Adi sang juara P memanggil murid kelas dua.
(no.24)
23. Murid kelas dua Adi P memanggil sang juara!
(no.25)
24. Adi murid kelas dua P juara. (no.26)
25. Sang juara P memanggil murid kelas dua Adi.
(no.27)
26. Niat jahat anak itu P timbullah. (no.28)

27. Anak itu P jahat. (no.29)
28. Jagung dan padi P ditanam di sawah oleh Pak tani. (no.32)
29. Jagung dan padi P ditanam oleh Pak tani di sawah. (no.33)
30. Padi P ditanam di sawah. (no.35)
31. Pak tani P di sawah. (no.36)
32. Paman P seringkali memberi adik oleh-oleh uang. (no.37)
33. Paman P seringkali memberi adik oleh-oleh dan uang. (no.38)
34. Adik P memberi uang dan oleh-oleh. (no.39)
35. Adik P seringkali memberi paman oleh-oleh. (no.40)
36. Adik dan paman P seringkali memberi oleh-oleh uang. (no.41)
37. Seringkali Q paman P memberi adik oleh-oleh dan uang. (no.42)
38. Paman P memberi adik oleh-oleh dan uang seringkali. (no.43)
39. Balon biru, merah, hijau, kuning P diatas langit. (no.44)
40. Di atas langit warna biru Q tiga balon merah, kuning, hijau P terbang. (no.45)

41. Balon di atas langit biru, hijau, merah dan kuning
 P terbang. (no.46)

b. Structures of Predicate + Subject

1. Pengarang buku ini adalah ♪ Pak Usmanto. (no.4)
2. Pengarang Buku Pak Usmanto adalah ♪ ini. (no.6)
3. Timbullah ♪ anak jahat. (no.30)
4. Timbullah ♪ niat jahat anak itu. (no.31)
5. Oleh Pak tani di sawah ditanam ♪ padi dan jagung. (no.34)

c. Structures of Complementation

a. Structures of a linking verb + a subjective complement

1. Pak Usmanto P
adalah
C
SC
pengarang buku ini.

(no.2)

2. Pak Usmanto ini P
adalah
C
SC
pengarang buku.

(no.3)

3.
SC
Pengarang buku ini
♪
adalah
♪
Pak Usmanto.

(no.4)

4. Pak Usmanto P
adalah
C
SC
pengarang buku.

(no.5)

5.

SC

 Pengarang buku Pak Usmento C

adalah

 I ini.
(no.6)

b. Structures of a transitive verb + an (two) object

1. Structures of a transitive verb + a direct object

1. Banu itu yang

sedang mencatat

 C

DO
pelajaran Bahasa

Indonesia

 P pandai. (no.11)
2. Banu P

pandai mencatat

 C

DO
pelajaran

Bahasa Indonesia

. (no.12)
3. Banu P

mencatat

 C

DO
pelajaran Bahasa

Indonesia

. (no.13)
4. Banu yang

sedang mencatat

 C

DO
pelajaran Bahasa

Indonesia

 itu P pandai. (no.14)
5. Banu P

pandai mencatat

 C

DO
pelajaran Bahasa

Indonesia

. (no.15)
6. Banu P

sedang mencatat

 C

DO
pelajaran Bahasa

Indonesia

. (no.16)
7. Adi murid kelas dua P

memanggil

 C

DO
sang

juara

. (no.22)

3. Structures of a transitive verb + an indirect object + a direct object

1. Paman P seringkali memberi C

IO	DO
adik	oleh-oleh

uang

 (no.37)
2. Paman P seringkali memberi C

IO	DO
adik	oleh-oleh

dan uang

 (no.38)
3. Adik P seringkali memberi C

IO	DO
paman	oleh-

oleh

 (no.40)
4. Seringkali q paman P memberi C

IO	DO
adik	oleh-

oleh dan uang

 (no.42)
5. Paman P memberi C

IO	DO
adik	oleh-oleh dan uang

seringkali

 (no.43)

4. Structures of a transitive verb + a direct object + an objective complement

1. Adi P memanggil C

DO	OC
sang murid	juara kelas dua

 (no.19)

2. Adi P

memanggil	C	DO murid kelas dua	OC sang
-----------	---	-----------------------	------------

juara

 (no.20)
3. Murid kelas dua P

memanggil	C	DO Adi	OC sang juara.
-----------	---	-----------	-------------------

(no.21)

D. Structures of Coordination

a. Coordination of nouns

1.

Jambu	dan	mangga
-------	-----	--------

 itu sudah tua dan masak.
(no.7)
2.

Jambu	dan	mangga
-------	-----	--------

 sudah tua. (no.8)
3.

Mangga	dan	jambu
--------	-----	-------

 itu sudah tua dan masak.
(no.9)
4.

Jambu	dan	mangga
-------	-----	--------

 itu sudah masak dan tua.
(no.10)
5.

Jagung	dan	padi
--------	-----	------

 ditanam di sawah oleh Pak tani.
(no.32)
6.

Jagung	dan	padi
--------	-----	------

 ditanam oleh Pak tani di sawah.
(no.33)

7. Oleh Pak tani di sawah ditanam padi dan jagung.
(no.34)
8. Paman seringkali memberi adik oleh-oleh dan uang.
(no.38)
9. Adik memberi oleh-oleh dan uang. (no.39)
10. Adik dan paman seringkali memberi oleh-oleh
uang. (no.41)
11. Seringkali paman memberi adik oleh-oleh dan
uang. (no.42)
12. Paman memberi adik oleh-oleh dan uang sering-
kali. (no.43)

b. Coordination of Verbs

1. Rini pandai menari dan menyanyi. (no.17)
2. Rini pandai menyanyi dan menari. (no.18)

c. Coordination of Adjectives

1. Jambu dan mangga itu sudah tua dan masak. (no.7)
2. Mangga dan jambu itu sudah tua dan masak. (no.9)
3. Jambu dan mangga itu sudah masak dan tua.
(no.10)

4. Balon biru merah hijau kuning di atas langit.
(no.44)

5. Di atas langit warna biru tiga balon merah kuning
hijau terbang. (no.45)

6. Balon di atas langit biru hijau merah dan
kuning terbang. (no.46)

In principle, as the lower class children did, the middle class children are able to use also the four syntactic structures, that are, structures of modification, predication, complementation and coordination.

They used also the structure of modification either the heads are nouns, verbs or adjectives. But not like the lower class, the middle class children did not use the structure of modification in all of their sentences. From 46 variations of their sentences, there is a sentence that did not have the structure of modification (sentence no. 39), so they make only 45 variations of sentences having structure of modification, that are 37 sentences contain the modifications of noun, 18 sentences contain the modifications of verb and 4 sentences contain the modifications of adjective.

Besides they made variation of the heads of the structure of modification, the middle class children also

made variation of the modifiers of those heads. The modifiers of noun are noun itself (sentence no. 1-6,11-16,19-28,31-34,36,37,41,45); function word (ini, itu) (2,3,4,6,7,9,10,11,14,28,29,31), (sang) (19-25,27); (yang)+adjective (28,30,31,44-46), number (19-27,45); (yang)+verb clause (11,14); and prepositional phrase (46). The modifiers of verb are adjective (12,15,17,18); adverb (11,14,16,37,38,40-43); and prepositional phrase (32-35,45). The modifier of adjective is only qualifier (7-10).

While, the complexity of the structure of modification varies from the structure having 1 modification (2,5,7,etc); 2 modifications (1,2,11,etc); 3 modifications (6,14,31,etc); until 4 modifications (23).

For the structure of predication, the middle class children made also either sentences which have Subject + Predicate structure or Predicate + Subject structure. From their 46 sentences containing the structure of predication, they made 41 sentences having the structure of Subject + Predicate, and 5 sentences having inversion structure (Predicate + Subject). In this case, the middle class children made more sentences having the structure of Subject + Predicate than the lower class children, on the other hand, the lower class children made more sentences having inversion structure than the middle class ones.

On this structure, the middle class children also used the three other syntactic structures- modification, complementation and coordination - as the predicates. They made 21 sentences using predicates having structure of modification (1,7-10,12,15-18,32-35,37,38,40-43,45); 28 sentences having structure of complementation (2-6,12,13,15,16,19-25,27,32-34,37-43); and 5 sentences having structure of coordination (7,9,10,17,18). Besides those three structures, in their sentence variations, they used also non-verbal elements as the predicates of the sentences, such as noun phrase (B.f.1,26), adjectives phrase (B.f.7,8,9,10,29) and adverb phrase (B.f.36,44), in those sentences, the adverbs are adverb of place.

The sentences that contain the structure of complementation are 30 sentences. So there are 16 of 46 sentences the middle class children made including the kernel sentences because the sentences did not contain the structure of complementation or those sentences have subject and predicate only, but no object or complement. Those sentences consist of 7 sentences using intransitive verbs (17,18,28,30,31,45,46) and 9 sentences using non-verbal elements as the predicates (1,7-10,26,29,36,44).

As the lower class children, the structure of complementation in their sentence variations also covers : (1) the structure of a linking verb + a subjective complement, that are 5 sentences. They use also 'adalah' as

the linking verb; (2) the structure of a transitive verb + a direct object, that are 13 sentences; (3) the structure of a transitive verb + an indirect object, that are 3 sentences; (4) the structure of a transitive verb + an indirect object + a direct object, that is 5 sentences; and (5) the structure of a transitive verb + a direct object + an objective complement, that is 3 sentences.

The structure of coordination used by the middle class children in their sentences covers the coordination of nouns, verbs and adjective. the coordinator used is 'dan'. Those children made 17 sentences having the structure of coordination that are, 12 sentences having 'coordination of nouns, 2 sentences having coordination of verbs and 6 sentences having coordination of adjectives.

As a whole result of the syntactic analysis to the Indonesian sentences made by the middle class children is presented in tables 10 and 11, that is the sentences containing the four syntactic structures.

From tables 10 and 11, the writer is able to state that from 46 sentence variations the middle class children made, 45 (98%) sentences use the structure of modification, all (100%) of the sentences use the structure of predication, 30 (65%) sentences use the structure of complementation, and 17 (37%) sentences use the structure of coordination.

TABLE 10. The syntactic structures of the Indonesian sentences made by the middle class children

Syntactic Structure	contain (sentence number)	did not contain (sentence number)
Modification	1 - 38,40,41,42,43,44,45,46	39
Predication	1 - 46 (all)	-
Complementation	2,3,4,5,6,11,12,13,14,15,16,19,20,21,22,23,24,25,27,32,33,34,35,37,38,39,40,41,42,43.	1,7,8,9,10,17,18,26,28,29,30,31,36,44,45,46.
Coordination	7,8,9,10,17,18,32,33,34,38,39,41,42,43,44,45,46.	1,2,3,4,5,6,11,12,13,14,15,16,19,20,21,22,23,24,25,26,27,28,29,30,31,35,36,37,40,

TABLE 11. The number of the middle class children's sentences containing the four syntactic structures

Syntactic Structure	contain	did not contain	Total
Modification	45/ 98%	1 / 2%	46/100%
Predication	46/100%	0 / 0%	46/100%
Complementation	30/ 65%	16 / 35%	46/100%
Coordination	17/ 37%	29 / 63%	46/100%

So, in the variations of grammatical sentences the children made, the lower class children used the structure of modification (100%) more than the middle class

ones (98%); the lower class children used the structure of predication (100%) the same as the middle class ones (100%); the middle class children used the structure of complementation (65%) more than the lower class children (61%), it means that the lower class children made more kernel sentences rather than the middle class ones; and the lower class children used the structure of coordination (39%) more than the middle class children (37%).

From the previous explanation, finally the writer can decide the types of sentences made by the middle class children and the types of syntactic structures used in those sentences.

Sentence no.

1. Modification, Predication.
2. Modification, Predication, Complementation.
3. Modification, Predication, Complementation.
4. Modification, Predication, Complementation.
5. Modification, Predication, Complementation.
6. Modification, Predication, Complementation.
7. Modification, Predication, Coordination.
8. Modification, Predication, Coordination.
9. Modification, Predication, Coordination.
10. Modification, Predication, Coordination.
11. Modification, Predication, Complementation.
12. Modification, Predication, Complementation.
13. Modification, Predication, Complementation.
14. Modification, Predication, Complementation.
15. Modification, Predication, Complementation.
16. Modification, Predication, Complementation.
17. Modification, Predication, Coordination.
18. Modification, Predication, Coordination.
19. Modification, Predication, Complementation.
20. Modification, Predication, Complementation.
21. Modification, Predication, Complementation.
22. Modification, Predication, Complementation.
23. Modification, Predication, Complementation.
24. Modification, Predication, Complementation.
25. Modification, Predication, Complementation.

26. Modification, Predication.
27. Modification, Predication, Complementation.
28. Modification, Predication.
29. Modification, Predication.
30. Modification, Predication.
31. Modification, Predication.
32. Modification, Predication, Complementation, Coordination.
33. Modification, Predication, Complementation, Coordination.
34. Modification, Predication, Complementation, Coordination.
35. Modification, Predication, Complementation.
36. Modification, Predication.
37. Modification, Predication, Complementation.
38. Modification, Predication, Complementation, Coordination.
39. Predication, Complementation, Coordination.
40. Modification, Predication, Complementation.
41. Modification, Predication, Complementation, Coordination.
42. Modification, Predication, Complementation, Coordination.
43. Modification, Predication, Complementation, Coordination.
44. Modification, Predication, Coordination.
45. Modification, Predication, Coordination.
46. Modification, Predication, Coordination.

According to those types of sentences, actually, the middle class children are able also to make sentences, from those which have only two types of syntactic structures until all of the four types of syntactic structures. To make it clear, it is presented in table 12.

From 46 variations of sentence made by the middle class children, they made 7 (15%) sentences having two syntactic structures, that are modification and predication; 32 sentences having three structures, that are 22 (48%) sentences having structures of modification, predication and complementation, 9 (20%) sentences having structures of modification, predication and coordination,

and 1 (2%) sentence having structures of predication, complementation and coordination; and 7 sentences having 4 structures, that are modification, predication, complementation, and coordination.

TABLE 12. The number of the middle class children's sentences using the types of syntactic structures

Number of Structures	Types of Structures	Number of Sentences
1	-	-
2	Mod, Pred	7 / 15%
3	Mod, Pred, Comp	22 / 48%
	Mod, Pred, Coor	9 / 20%
	Pred, Comp, Coor	1 / 2%
4	Mod, Pred, Comp, Coor	7 / 15%
TOTAL		46 / 100%

III.3. The Differences of Sentence Structures Used by The Children of Lower And Middle Classes

In the previous part of this chapter, it has been explained about the analysis of the types of syntactic structures used by the lower and middle classes children by using Chinese boxes and the tendency of the two classes of children in using each syntactic structure into the sentences they made. By those analysis, the writer is able to state that essentially, either the lower class or middle class children are able to use all of the four

syntactic structures. The differences are only on the frequency of the use of each syntactic structure to their sentence variations. Next, the writer would like to 'look for the differences on the frequency of the use of each syntactic structure to the whole grammatical sentences they made, the number of those who are able to use those structures and the types of sentences they made in accordance with the types of syntactic structures they used in their sentences.

III.3.1. The Different Frequency of The Use of Syntactic Structures into The Sentences Made by The Lower And Middle Classes Children

At present, the writer is trying to account the frequency of the two classes of children in using each type of the syntactic structures into all of their grammatical sentences. Those data are presented in table 13.

For the structure of modification, the lower class children tend to use it more than the middle class children. Those lower class children used the structure in all (100%) of their grammatical sentences, while the middle class children used the structure into 99% of all of their grammatical sentences.

TABLE 13. The frequency of the use of syntactic structure in the lower and middle classes children's sentences

Struc.	Lower class		Total	Middle class		Total
	use	not use		use	not use	
Mod.	77/100%	0/ 0%	77/100%	79/ 99%	1/ 1%	80/100%
Pred.	77/100%	0/ 0%	77/100%	80/100%	0/ 0%	80/100%
Comp.	41/ 53%	36/47%	77/100%	45/ 56%	35/44%	80/100%
Coor.	33/ 43%	44/57%	77/100%	33/ 41%	47/59%	80/100%

Actually either the lower or middle classes children used the structure of predication into their sentences. When we see the data of the study, stated also in table 13, either the lower or middle classes children used the structure into all (100%) of their grammatical sentences. None of their sentences did not have the structure. It's because the structure is the minimal qualification to call a string of words a perfect sentence structurally. However, when we see the whole sentence acquisition of the children which were acquired by 'Sentence Building Test' (see appendix), not all of their sentences have the right structure of predication. The lower children made only 77 (41%) of 190 sentences and the middle class children made only 80 (50%) of 160 sentences having right structure of predication.

The data of the study are grammatical sentences of

the two classes of children. And the minimal qualification is that the sentences have a right structure of predication.

For the use of the structures of complementation and coordination, the two classes of children made a different frequency, although there was only a little difference. The lower class children used the structure of complementation into 53% of their sentences; and the middle class ones used it into their sentences 3% more than the lower class children, that is into 56% of their grammatical sentences. It means that the middle class children made more complex sentences rather than the lower class children. On the other hand, the lower class children made more simpler sentences rather than the middle class ones in which the lower class made 36 (47%) kernel sentences of 77 grammatical sentences and the middle class children made 35 (44%) kernel sentences of their 80 grammatical sentences.

For the use of the structure of coordination, the two classes of children made also a little difference. The lower class children used the structure into their grammatical sentences 2% more than the middle class children in which the lower class children used the structure into 43% of their grammatical sentences; and the middle class children used it into 41% of their grammatical sentences.

III.3.2. The Different Number of The Lower From That of The Middle Classes Children Who Are Able to Use The Syntactic Structures into Their Sentences

After knowing the frequency of the lower and middle classes children in using the four syntactic structures into their sentences, at this part of the chapter, the writer tries to account the number of those children who are able or not to use each syntactic structure into their sentences. The data are in table 14.

TABLE 14. The number of lower and middle classes children who used the syntactic structures in their sentences

Struc.	Lower class		Total	Middle class		Total
	able	unable		able	unable	
Mod.	19/100%	0/ 0%	19/100%	16/100%	0/ 0%	16/100%
Pred.	19/100%	0/ 0%	19/100%	16/100%	0/ 0%	16/100%
Comp.	16/ 84%	3/16%	19/100%	15/ 94%	1/ 6%	16/100%
Coor.	17/ 89%	2/11%	19/100%	16/100%	0/ 0%	16/100%

For the structure of modification, either the lower or middle class children, all (100%) of them are able to use the structure. It means that the children of the two social classes have been able to give modifiers to the elements of their sentences. They did not have only the ability to make a short sentences without giving modifi-

ers to the elements of the sentences they made.

All children of the two social classes are able to use the structure of predication also. This structure is a minimal qualification how a string of words called a perfect sentence structurally. So in the age of 7 - 9 years old, the children are able to reach a stage in which they are able to make perfect sentences which have minimally subject and predicate. It means that their sentences can be understood by the society commonly, because the sentences are in the form of grammatical sentence the society can understand. As the consideration of grammaticalness or ungrammaticalness, it is concerns with the rules of Indonesian sentences.

For the structures of complementation and coordination, the ability of them to use those structures is not the same. Only 16 (84%) of 19 lower class children are able to use the structure of complementation on their sentences. It means that 16% of lower class children are not able to make the structure of simple sentences which have subject, predicate and complement. They only made kernel sentences having structure of subject and predicate only, without complement or object. While, there are more middle class children who have ability to use the structure of complementation, that are, 15 (94%) of 16 children have ability to use the structures, only 6% of them are not able to make sentences using the structure

of complementation. In other words, they made only kernel sentences.

In terms of structure of coordination, more middle class children are able to use this structure in their sentences rather than the lower class children. All (100%) of 16 children of middle class are able to use the structure of coordination in their sentences, while, only 17 (89%) of 19 lower class children are able to use this structure and 2 (11%) of them are not able to use the structure of coordination into their sentences.

III.3.3. The Different Types of Sentences Made by The Lower And Middle Classes Children, And The Types of Syntactic Structures Used in Those Sentences

After analyzing the syntactic structures of the Indonesian sentences made by the lower and middle classes children and deciding the types of sentences they made and the types of syntactic structures they used in those sentences (table 9 and 12), the writer would like to account the number of the whole grammatical sentences made by the lower and middle classes children, which used the types of syntactic structures and look for the differences they made. The data are in table 15.

TABLE 15. The number of the children's sentences using the types of syntactic structures

Social Class	Number of Structures	Types of Structures	Number of Sentences
Lower Class	1	-	-
	2	Mod, Pred	12 / 16%
	3	Mod, Pred, Comp	32 / 41%
		Mod, Pred, Coor	24 / 31%
	4	Mod, Pred, Comp, Coor	9 / 12%
TOTAL			77 / 100%
Middle Class	1	-	-
	2	Mod, Pred,	12 / 15%
	3	Mod, Pred, Comp	35 / 44%
		Mod, Pred, Coor	23 / 29%
		Pred, Comp, Coor	1 / 1%
	4	Mod, Pred, Comp, Coor	9 / 11%
TOTAL			80 / 100%

From 77 grammatical sentences made by the lower class children, they made none of sentence using only 1 syntactic structure. They made 12 (16%) sentences using 2 structures of modification and predication; 56 sentences using 3 structures, that are 32 (41%) using structures of modification, predication and complementation and 24 (31%) sentences using structures of modification, predication and coordination; and 9 (12%) sentences using all four structures of modification, predication, complemen-

tation and coordination.

From 80 grammatical sentences made by the middle class children, they made also none of sentence using only 1 syntactic structure. They made 12 (15%) sentences using 2 structures of modification and predication; 59 sentences using 3 structures, that are 35 (44%) sentences using structures of modification, predication and complementation, 23 (29%) sentences using structures of modification, predication and coordination, and 1 (1%) sentence using structures of predication, complementation and coordination; and 9 (11%) sentences using all four structures of modification, predication, complementation and coordination.

So, the types of sentences made by the two classes of children are different. The middle class children made more variation of the types of sentences using the structures. They made 5 types of sentences, while, the lower class children made 4 types of sentences. The lower class children made the sentences having structures of modification & predication; modification, predication & complementation; modification, predication & coordination; and all of the four structures, modification, predication, complementation & coordination. The middle class children made the sentences having structures of modification & predication; modification, predication & complementation; modification, predication & coordina-

tion; predication, complementation & coordination; and all the four structures, modification, predication, complementation & coordination.

About the percentage, the lower class children made 1 % more sentences using structures of modification and predication (16%) than the middle class ones (15%). The middle class children made 3 % more sentences using structures of modification, predication and complementation (44%) than the lower class ones (41%). On the other hand, the lower class children made 2 % more sentences using structures of modification, predication and coordination (31%) than the middle class ones (29%). While, the lower class children didn't make any sentences using structures of predication, complementation and coordination as the middle class children did (1%). And, for all four types of syntactic structures, the lower class made 1 % more sentences using the structures (12%) rather than the middle class children (11%).

CHAPTER IV

CONCLUSION