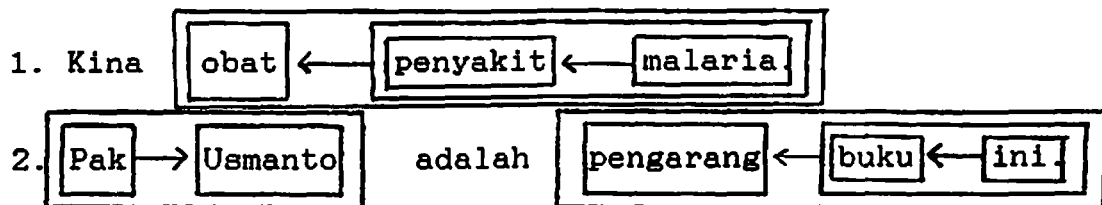


phrase, and function word.

If adverb as head, the modifier could be : noun, adverb, prepositional phrase, and function word.

If function word as head, the modifier could be : noun, adverb, prepositional phrase, and function word.

examples :



2. Structures of Predication

The two components are a subject and a predicate. Predication is indicated by a capital P with its back to the subject and its front facing the predicate. In the relatively few structures of predication where the subject follows the predicate, the P is reversed.



It means that the structures of predication have two sentence structures that are, the structure of subject + predicate and the structure of predicate + subject.

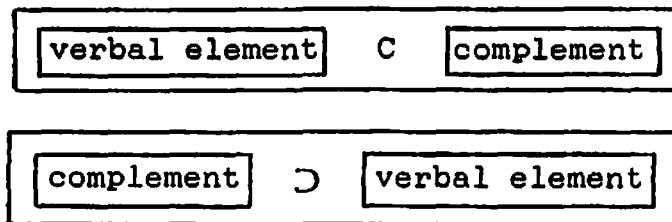
Each of the two components may be a single word, a word with accompanying function words, a phrase or one of the three other syntactic structure -modification, complementation or coordination-.

examples :

1. Rini P pandai menyanyi dan menari
2. Timbullah q niat jahat anak itu

3. Structures of Complementation

The two components are a verbal element and a complement. Complementation is similarly indicated by a capital C with its back to the verbal element.



Types of verbal element may be divided into three main groups :

- . *Linking Verbs*. Linking verbs are thought of as a structural link between subject and complement. They therefore never occur without a complement.
- . *Intransitive Verbs*. Verbs which may appear in active voice as complete predicates without any complement are intransitive verbs. Like linking verbs, they have no passive forms.
- . *Transitive Verbs*. Verbs which always have a complement when in the active voice and which have passive forms are transitive verbs.

The complements of the structures of complementation may be divided into :

- . *Subjective Complement*. Subjective complement may be single words, with or without related function words, or they may be structures of varying degrees of complexity, from relatively simple structures of modification or coordination to elaborate affairs, containing all sorts of structures within them. Since nouns and adjective make up a large proportion of the simpler subjective complements, grammarians sometimes use the special terms predicate noun (or predicate nominative) and predicate adjective for them.
- . *Direct Object*. When the complement of a transitive verb consist of a single object, whether it be a single word or a complex structure, this object is called a direct object.
- . *Indirect Object*. When the complement of a structure of complementation whose verbal element is transitive consists of two objects, one of them is always a direct object. The other is an indirect object.
- . *Objective Complement*. Certain complements consisting of two objects do not fit the indirect + direct object pattern. If there is a complement consisting of two objects does not meet the requirements for the indirect + direct object structure, its second object is an objective complement.

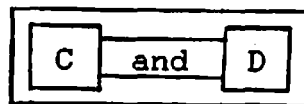
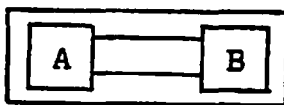
While, a verbal element in the passive voice can have a complement, but it always consists of a single object. This may be -direct object or indirect object-.
examples :

1. Jagung dan padi ditanam di sawah C oleh Pak tani ^{IO}
2. Seringkali paman memberi C adik uang dan oleh-oleh ^{IO DO}

4. Structures of Coordination

A structure of coordination consists of two or more syntactically equivalent units joined in a structure which function as a single unit. The units so joined may be any of the parts of speech, function words or more complex structures that we have recognized as taking part in grammatical organization.

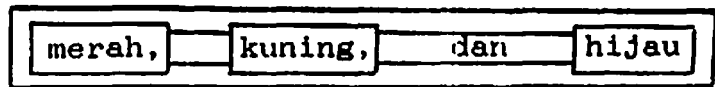
Coordination is indicated by parallel lines connecting the constituents. If a function word (coordinator) is present, it is written between the lines.



examples :

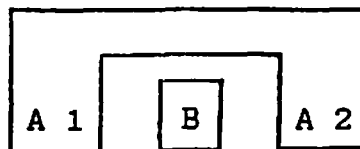
1. Mangga dan jambu itu sudah tua dan masak

2. Tiga balon warna

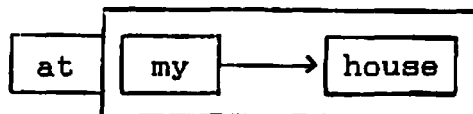


terbang di atas langit biru.

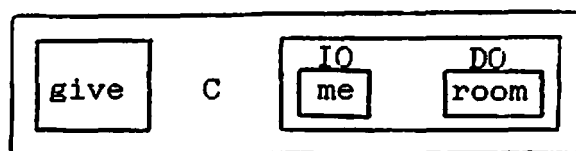
Split structures are indicated as in the following diagram, where the constituent A has two parts, separated by the constituent B.



Preposition, includers, and interrogators -types of function words- are put into a smaller box, connected to the box containing the object, included clause, or question which they introduce.



Within the complement, which is one of the two immediate constituents of a structure of complementation, the various kinds of complements are identified by labeling their boxes with initials DO for direct object, IO for indirect object, SC for subjective complement, and OC for objective complement.



I.6.2. Sociolinguistic Approach

Sociolinguistics, is a part of Linguistics which is concerned with language as a social and cultural phenomenon (Trudgill, 1974:32).

As a social phenomenon, language is always influenced by social condition of the society. Social class is one of the social factors which can influence the linguistic varieties of the society. The different social class may cause the different linguistic varieties they used. Further, Trudgill stated that different social groups use different linguistic varieties (1974:35).

The term speech variety or language variety refers to any distinguishable form of speech used by a speaker or group of speakers. The distinguishing characteristics of a speech variety may be lexical, phonological, morphological or syntactic (O'Grady et. al., 1989:327).

Then O'Grady et. al. stated about the three types of speech varieties : social speech varieties (also called social dialects or sociolects), regional speech varieties (or regional dialects), and functional speech varieties (or registers) (1989:327). In this study, the writer concerns with the social speech varieties (sociolects). Sociolects are subdivisible into several smaller categories, largely as a function of the type of social group that shares the particular speech variety. Most often, one thinks of sociolects in terms of the socio-

economic status of speaker (1989:327).

I.7. Method of The Study

In doing the research, the writer uses the descriptive method, because the writer describes the Indonesian sentence structure used by children of different social class. A descriptive research has a purpose to describe something such as situation or action. For that definition, descriptive research is not necessary to find the relationship, to prove the hypothesis or to make a prediction about the main data (UT, 1984/1985:10).

This is a qualitative descriptive study. This research uses the descriptive technique and prefers to a synchronic study, which does the observation for a short time. It is not observing historical time, from the past until now.

By using a qualitative descriptive method, it is expected to be able to describe the phenomenon of the reality and analyze the data without using statistical accounting.

I.7.1. Definition of Key Terms

-. Sentence is a string of words or morphemes, but not every such string is a sentence. Rules of grammar determine how morphemes and words can combine to express a specific meaning.'

Those strings conform to the syntactic rules (Fromkin & Rodman, 1988:163).

- . Syntactic structure is the structure of components which form sentences according to syntactic rules.
- . Syntactic rule is the rule which determines whether a string of words or morphemes is called sentence or grammatical sentence of the language or not.
- . Social class is generally taken to be an aggregate of individuals with similar social and/or economic characteristics (Trudgill, 1974:35).
- . Lower class is a group of people who have Rp. 0.00 - Rp. 299,000.00 income per month.
- . Middle class is a group of people who have Rp. 300,000.00 - Rp. 999,000.00 income per month.

I.7.2. Location and Population

SD Negeri Pacarkeling VII Surabaya was chosen as the location of this research. It is because of the heterogeneous social classes of the students studying there, who are mostly from the lower and middle classes. So, it is expected to be an appropriate place in searching and analyzing the problem as it really happens.

The population of this research was the second year students of SD Negeri Pacarkeling VII Surabaya. At their school age, they at least have studied spoken and written Indonesian for a year, so the writer expects they are able to express their thought and ideas in Indonesian well, and create sentences to be observed.

1.7.3. Sampling

Sampling is necessary for a research, because it is a method in which an individu is selected in order to get a representative sample. (Koentjaraningrat, 1986:89). So, we have a certain feature of sample that can describe the real situation of the population.

Of the 50 second year students of SD Negeri Pacarkeling VII Surabaya, the writer selected the respondents of the study. In this case, the writer used a purposive sampling technique that means the writer chose the samples whose characteristics are identical or similar with those of the population (Hadi, 1994:82).

The characteristics of the respondents of the study are :

- . 7 - 9 years old,
- . Being physically and psychologically healthy, not suffering from any illnesses that hamper their mental development,
- . Being able to speak and write Indonesian relatively well,