

## ABSTRACT

As a social phenomenon, language is influenced by the social factors of the society. One of them is the social class of the society. As in the case of children language, it may be also influenced by the social class of the family.

The children linguistic knowledge develops by stages. At first, they may be able to produce sounds only. Next, they develop their ability in producing words, sentences and so on until they master a fully formed grammar as the adult.

In this qualitative descriptive study, the writer would like to describe about the syntactic structures of the Indonesian sentences used by children of lower and middle class, and the differences of sentence structures those children have. This study uses the syntactic approach, because it concerns with the syntactic structure of the sentences; and sociolinguistic approach, to relate the children linguistic varieties and their social class.

To get the primary data of the study, which are the grammatical sentences made by the two classes of children, the writer applied the 'Sentence Building Test' to the 35 respondents who are 19 respondents of lower class and 16 respondents of middle class. They are the second year students of SD Negeri Pacarkeling VII Surabaya. To know the social class of the respondents, as the secondary data, the writer distributed questionnaires to their family.

Then, those sentences acquisition were analyzed by using 'Chinese Boxes' and the differences they made were presented in tables of percentage.

The result of collecting and analyzing the data is that, in principle, either the lower or middle class children are able to use all the four syntactic structures, that are structures of modification, predication, complementation and coordination. The differences they made are on the number of grammatical sentences they made, the frequency of the use of syntactic structures into their sentences, the number of them who are able to use the syntactic structures, and the types of sentences they made, and the types of syntactic structures they used in those sentences.

# CHAPTER I

## INTRODUCTION