CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

The data of the study are both grammatical and ungrammatical sentences created by those children. As stated in the previous chapter that from an hour observation of each child, the writer found 24 grammatical sentences and 4 ungrammatical sentences made by the child of four years old (child A), 33 grammatical sentences and 4 ungrammatical sentences made by the child of five years old (child B), 28 grammatical sentences and 5 ungrammatical sentences made by the child of six years old (child C). Those sentences are analyzed by labelled tree diagram in the next part of this chapter.

III.1. The Presentation and Analysis of Elementary Transformations of Indonesian Sentences Made by the Children of Four, Five, and Six Years Old

III.1.1. The Presentation and Analysis of Elementary Transformations of Indonesian Sentences Made by the Child of Four Years Old

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III.1.1.1.1. The Indonesian Grammatical Sentences Made by the Child of Four Years Old

1. Jagoannya ini jadi penjahat.
2. Eyang Ti tidak nonton.
3. Aku nyonto saja.
4. Di mana penghapusku disimpan?
5. Ini sudah sampai 10.

6. Lihat itu!
7. Perutku tidak gendut.
8. Ini jualanku.
9. Aku jadi tidak kelihatan.
10. Duduk sana!
11. Bagusnya tulisanku.
12. Belikan jajan!
13. Aku tidak tahu.
14. Uangku di mana?
15. Aku mau mencari uangnya.
16. Bukunya mana?
17. Hurufnya panjang seperti kereta api.
18. Aku tadi cuci sendoknya dan piringnya juga.
19. Aku tadi minum susu.
20. Kapan teman Bos Tata datang?
21. Bos Tata bangun, aku juga.
22. Bos Tata menulis apa?
23. Ambil tempat pensilku itu!
24. Kak Hanif ini di situ duduk.

III.1.1.1.2. The Ungrammatical Sentences Made by the Child of Four Years Old

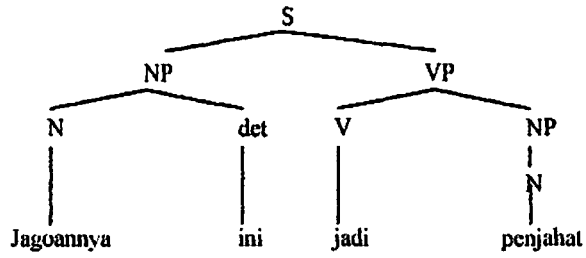
1. Kasihan kalau tidak nonton.
2. Tidak sampai salah.
3. Nempel boleh hurufnya?
4. Bos Tata bilang.

III.1.1.2. The Analysis of Elementary Transformations of Indonesian Sentences Made by the Child of Four Years Old

III.1.1.2.1. The Indonesian Grammatical Sentences made by the Child of Four Years Old

1. Jagoannya ini jadi penjahat.

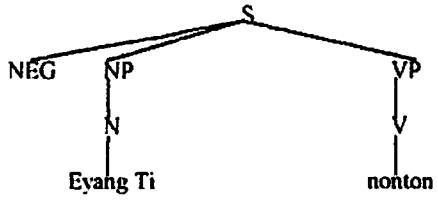
   The sentence is a SAAD sentence. It is not operated by elementary transformational process. Therefore, the deep and surface structures of the sentences are the same.



2. Eyang Ti tidak nonton.

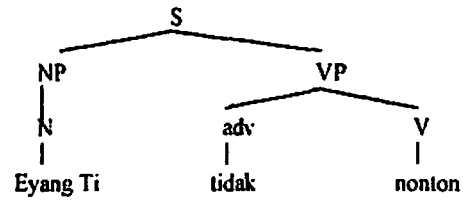
   The sentence is a negative one in which its deep structure 'Eyang Ti nonton' is changed into the surface structure 'Eyang Ti tidak nonton' by adjunction elementary.

   - The deep structure is:



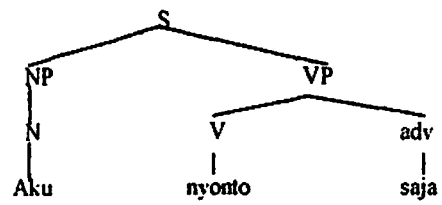
   The hypothetical constituent 'NEG' informs that this sentence has negative interpretation by adding the constituent 'tidak' between the constituents 'Eyang Ti' and 'nonton'.

➢ The surface structure is:



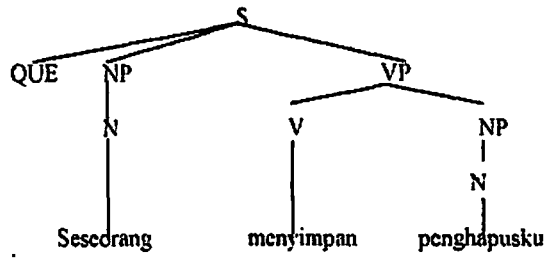
3. Aku nyonto saja.

The deep and surface structures of the sentence are the same. There is no elementary transformational process that operates on it.

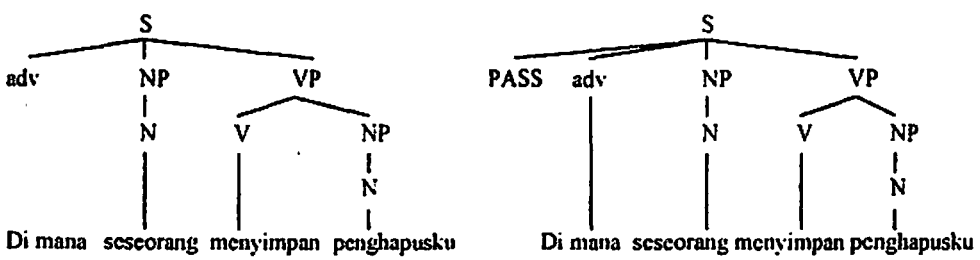


4. Di mana penghapusku disimpan?

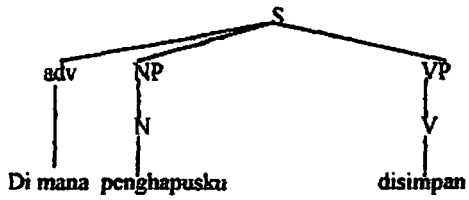
The deep structure of the sentence is 'Seseorang menyimpan penghapusku.'



The hypothetical constituent 'QUE' specifies that the sentence is a question semantically and provides a structure upon which the interrogative transformation is defined and can apply. By adding the constituent 'di mana' , the interrogative sentence is formed, so as to generate the structure diagrammed below:

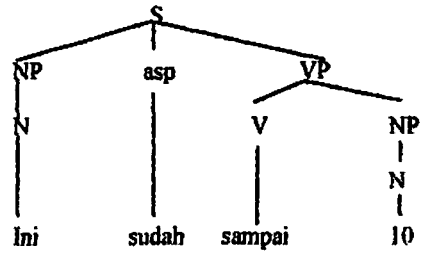


By the application of passive transformation, this interrogative sentence is transformed into passive one. The constituents 'penghapusku' and 'seseorang' are interchanged. The adverb 'oleh' is added to the left of 'seseorang' and the prefix 'me-' is substituted by 'di-'. Then, the constituents 'oleh' and 'seseorang' are deleted from the structure.



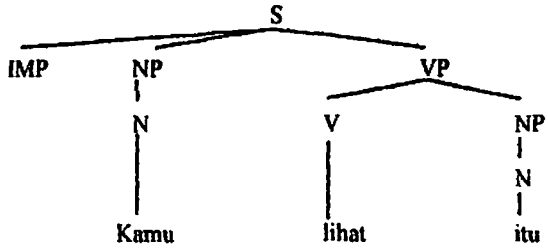
5. Ini sudah sampai 10.

There is no elementary transformational process that operates on the sentence. The deep and surface structures of the sentence are the same as diagrammed below:

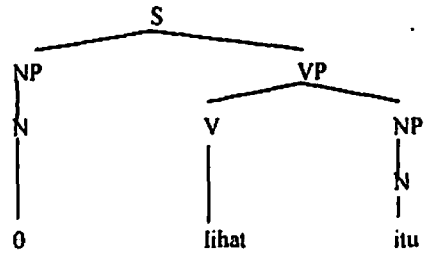


6. Lihat itu!

The imperative sentence is derived from a deep structure 'Kamu lihat itu' that is diagrammed as follows:



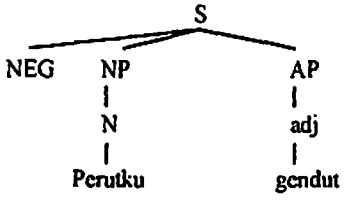
The application of 'IMP' represents the information that this sentence has imperative interpretation. It permits the deletion of constituent 'kamu' from the deep structure.



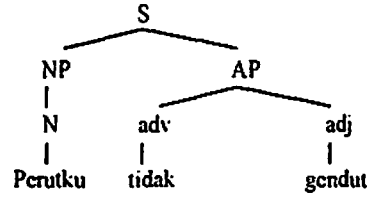
7. Perutku tidak gendut.

The elementary transformational process that operates on the sentence is the same as the sentence 2, that is adjunction elementary.

➢ The deep structure is 'Perutku gendut'.

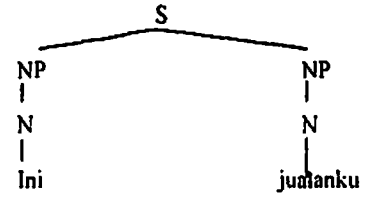


The surface structure is 'Perutku tidak gendut'.



8. Ini jualanku.

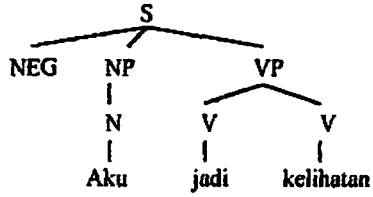
The sentence is a SAAD sentence . The deep and surface structures of the sentence are the same since there is no elementary transformational process that operates on it.



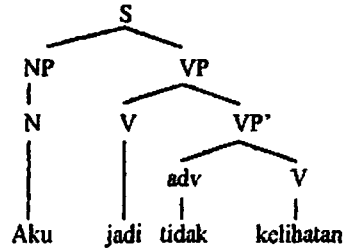
9. Aku jadi tidak kelihatan.

The sentence is derived from the deep structure 'Aku jadi kelihatan'. It is transformed into the surface structure 'Aku jadi tidak kelihatan' by adding the constituent 'tidak' as the same as the sentences 2 and 7.

➢ The deep structure is :



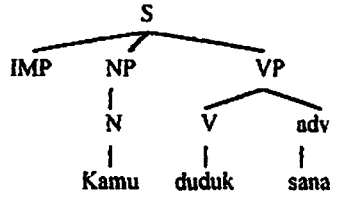
The surface structure is :



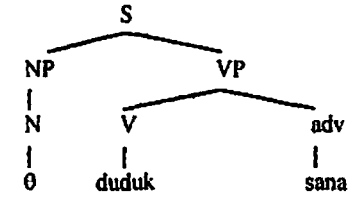
10. Duduk sana!

The elementary transformational process that operates on this sentence is the same as that of the sentence 6, that is deletion elementary. The deep structure of the sentence is transformed into the surface structure by removing the constituent 'kamu' from the deep structure as diagrammed below :

➢ The deep structure is 'Kamu duduk sana'.



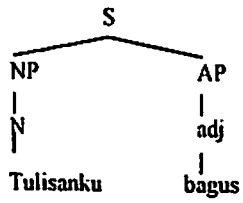
The surface structure is 'Duduk sana!'



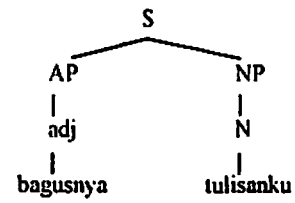
11. Bagusnya tulisanku.

The sentence is formed by permutation and adjunction elementaries. The deep structure 'Tulisanku bagus' is transformed into the surface structure 'Bagusnya tulisanku' by changing the position of the constituents 'tulisanku' and 'bagus' to each other and adding the suffix '-nya' to 'bagus' to make an exclamation sentence.

➢ The deep structure is :



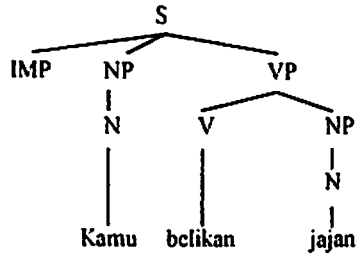
The surface structure is :



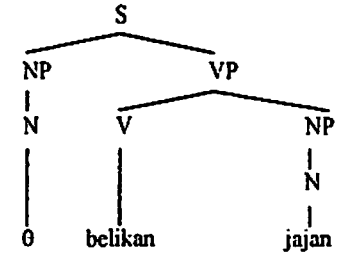
12. Belikan jajan!

The elementary transformational process that operates on the sentence is deletion elementary, the same as that of the sentences 6 and 10. The constituent 'kamu' is removed from the deep structure 'Kamu belikan jajan' that generates the surface structure 'Belikan jajan!'

➢ The deep structure is :



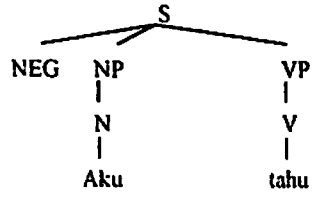
The surface structure is :



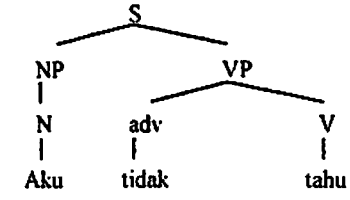
13. Aku tidak tahu.

The sentence is operated by the elementary transformational process as the same as that of the sentences 2 and 7, that is adjunction elementary.

➢ The deep structure is 'Aku tahu'.

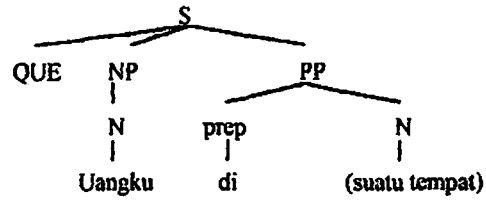


The surface structure is 'Aku tidak tahu'.

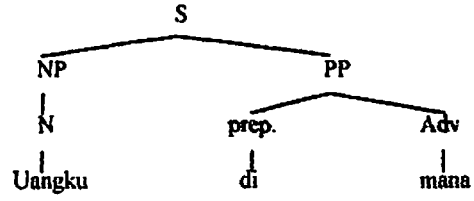


14. Uangku di mana?

The deep structure of the sentence is 'Uangku di (suatu tempat) that is diagrammed below :

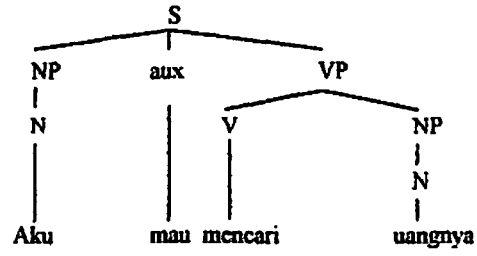


The application of substitution elementary by replacing the constituents 'di' and 'suatu tempat' with a question word 'di mana' and permutation elementary by moving the constituent 'di mana' after the constituent 'uangku' generates the surface structure as follows :



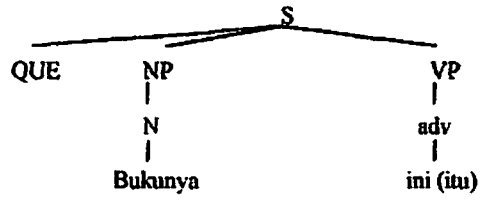
15. Aku mau mencari uangnya.

The sentence is a SAAD sentence in which there is no elementary transformation that operates on it. The deep and surface structures are the same.

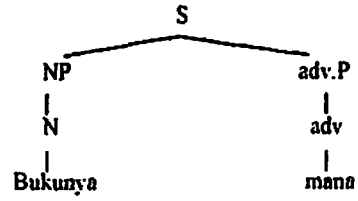


16. Bukunya mana?

The sentence is operated by the same elementary transformational process as the sentence 14. The deep structure of the sentence is 'Bukunya ini (itu)' as diagrammed below :

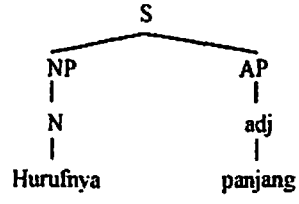


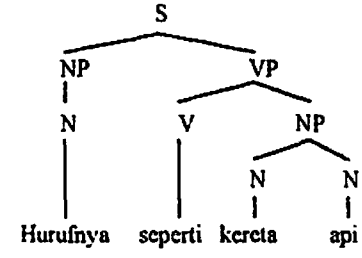
The deep structure of the sentence is transformed into an interrogative sentence by replacing the constituent 'ini' with 'mana' and moving the constituent 'mana' after the constituent 'bukunya', generates the surface structure as follows :



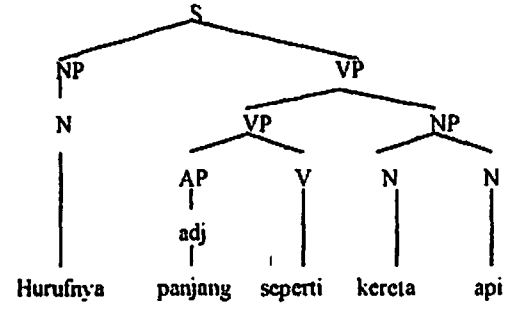
17. Hurufnya panjang seperti kereta api.

The sentence is formed by two sentences whose deep structures are 'Hurufnya panjang' and 'Hurufnya seperti kereta api'



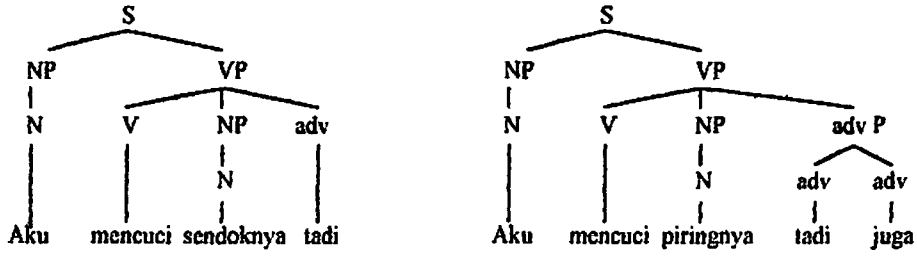


These two deep structures are combined by omitting the constituent 'hurufnya' from the second deep structure in order to form the surface structure as follows :

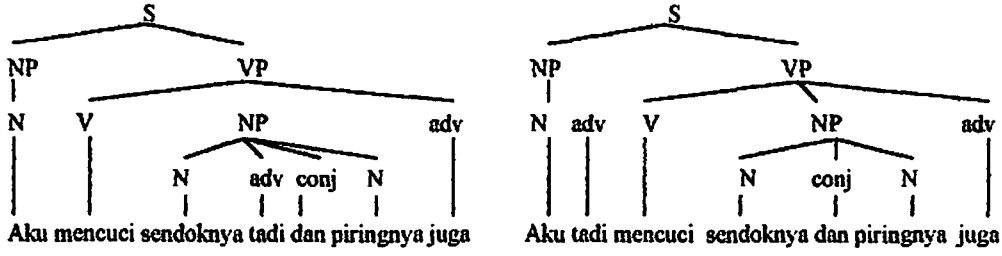


18. Aku tadi mencuci sendoknya dan piringnya juga.

The deep structures 'Aku mencuci sendoknya tadi' and 'Aku mencuci piringnya juga' are combined into 'Aku mencuci sendoknya tadi dan piringnya juga'.



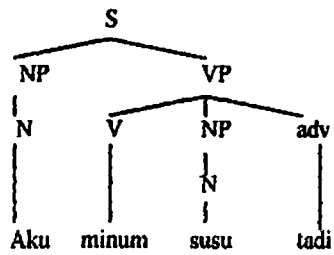
The constituents 'aku', 'mencuci' and 'tadi' of the second deep astructure are deleted and the constituent 'dan' as a conjunction is added to the deep structure. Finally, the surface structure 'Aku tadi mencuci sendoknya dan piringnya juga' is generated by moving the constituent 'tadi' to the left of the constituent 'mencuci'.



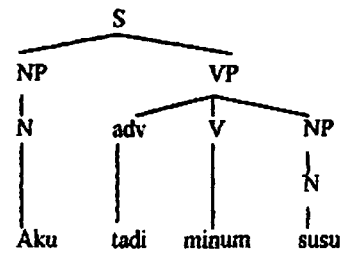
19. Aku tadi minum susu.

The elementary transformational process that operates on the sentence is permutation elementary. The deep structure 'Aku minum susu tadi' is transformed into the surface structure 'Aku tadi minum susu' by moving the position of 'tadi' to the left of 'minum'.

➢ The deep structure is:



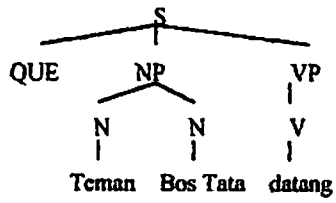
The surface structure is:



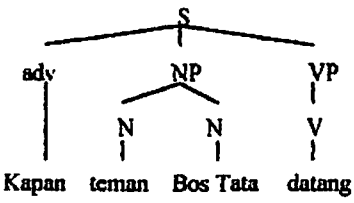
20. Kapan teman Bos Tata datang?

The deep structure of the sentence 'Teman Bos Tata datang' is transformed into the surface structure 'Kapan teman Bos Tata datang?' by adjunction elementary. The hypothetical constituent 'QUE' of the deep structure implies that the sentence is interrogative semantically. It also permits the addition of a question word 'kapan' at the beginning of the sentence.

➢ The deep structure is :

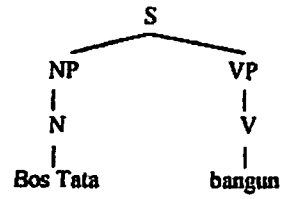


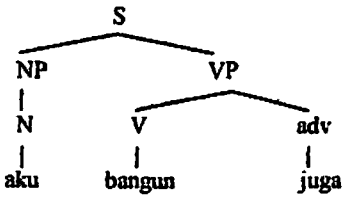
Tke surface structure is :



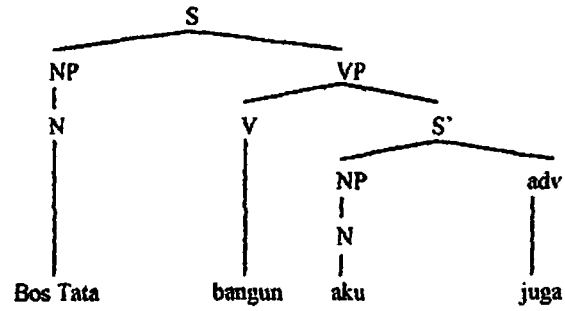
21. Bos Tata bangun, aku juga.

Two deep structures 'Bos Tata bangun' and 'Aku juga bangun' are joined together to form the surface structure 'Bos Tata bangun, aku juga'.





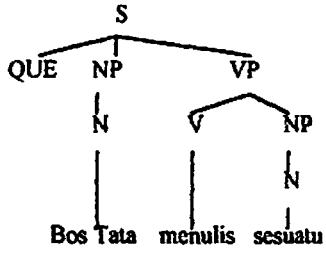
The elementary transformational process used in combining these two deep structures is deletion elementary. The constituent 'bangun' of the second deep structure is deleted.



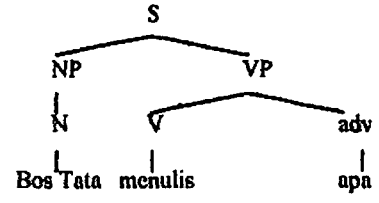
22. Bos Tata menulis apa?

The sentence is an interrogative sentence that is formed by transforming the deep structure 'Bos Tata menulis sesuatu' into the surface structure 'Bos Tata menulis apa?' by replacing the constituent 'sesuatu' with 'apa'. The diagrams are as follow :

➢ The deep structure is :



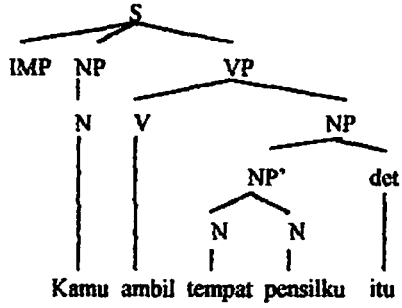
The surface structure is :



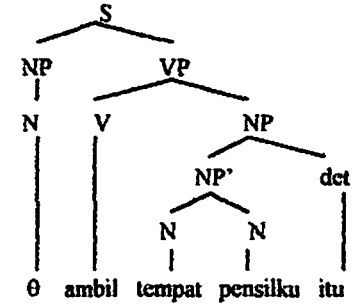
23. Ambil tempat pensilku itu!

The elementary transformational process that operates on this sentence is the same as that of sentences 6,10, and 12, that is deletion elementary. The deep structure of the sentence 'Kamu ambil tempat pensilku itu'is transformed into the surface structure 'Ambil tempat pensilku itu' by removing the constituent 'kamu' from the deep structure as diagrammed below :

➢ The deep structure is :



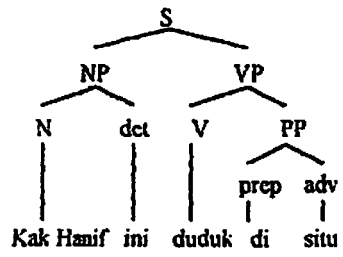
The surface structure is :



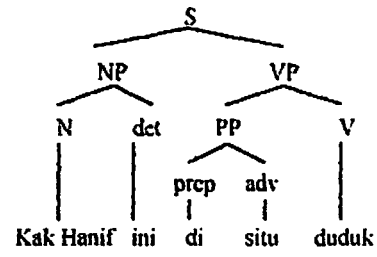
24. Kak Hanif ini di situ duduk.

The deep structure of the sentence 'Kak Hanif ini duduk di situ' is transformed into the surface structure 'Kak Hanif ini di situ duduk' by permutation elementary. The constituent 'kamu' is moving to the left of 'duduk'.

➢ The deep structure is :



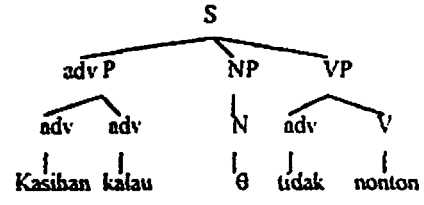
The surface structure is :



III.1.1.2.2. The Indonesian Ungrammatical Sentences Made by the Child of Four Years Old

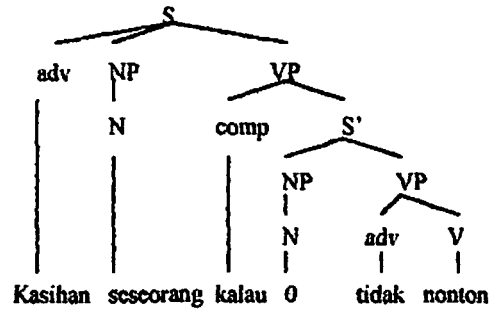
1. Kasihan kalau tidak nonton.

This is ungrammatical sentence that is diagrammed as follows :

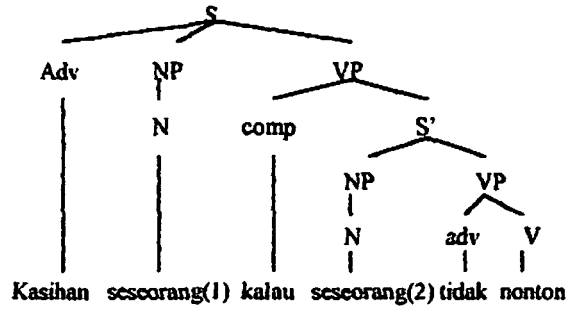


There is no subject in it. The subject is deleted by deletion elementary, but the use of it is improper according to Tata Bahasa Indonesia. The subject of this sentence can't be deleted because it is a declarative / afirmative sentence. There must be at least a subject in the surface structure of this sentence . From the above labelled tree diagram, the use of adjunction elementary by adding the constituent 'tidak' is in proper way. There are two possibilities of the grammatical sentence that should be formed. If the sentence is derived

from two deep structures that have the same subjects, one of the subjects is deleted.

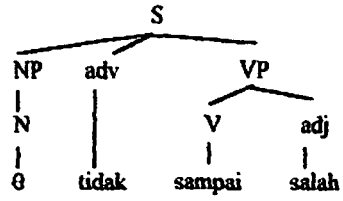


If the sentence is derived from the deep structure that has two different subjects, the subjects can't be deleted .

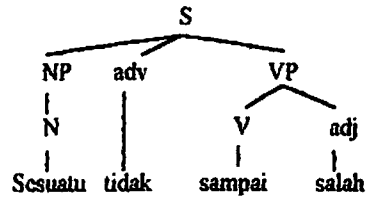


2. Tidak sampai salah.

The sentence is diagrammed as follows :

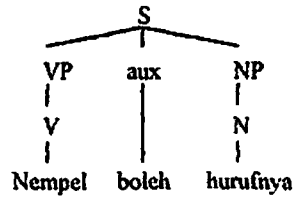


The above diagram shows that the sentence is ungrammatical because the use of deletion elementary is improper according to Tata Bahasa Indonesia. The subject of this sentence can't be deleted because this is a declarative / affirmative sentence. The application of adjunction elementary by adding the constituent 'tidak' is in the right way. The grammatical sentence should be :

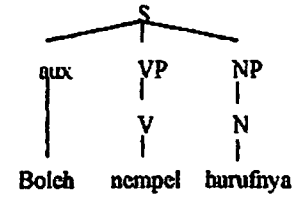


3. Nempel boleh hurufnya?

The sentence is diagrammed as follows :

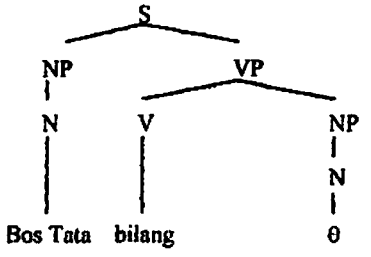


The above diagram shows that the sentence is ungrammatical because of wrong position of verb 'nempel' at the beginning of a question sentence. The permutation elementary is operated improperly on this sentence by moving the constituent 'nempel' at the beginning of this sentence. The grammatical sentence should be :

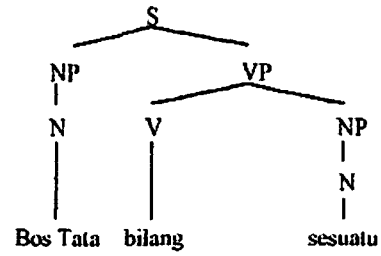


4. Bos Tata bilang.

The sentence is diagrammed as follows :



The sentence is ungrammatical because there is no object that must follow the transitive verb 'bilang'. The use of deletion elementary in the sentence is improper according to Tata Bahasa Indonesia . The grammatical sentence should be as follows :



From the above analysis of elementary transformations of the Indonesian sentences made by the child of four years old (child A), it is noted that basically, he is able to use the four elementary transformations, that are deletion, substitution, adjunction, and permutation elementaries. He is not only capable of using an elementary transformation in a sentence, but also of using more than one elementary transformation as a combination of them in a sentence.

Both the Indonesian grammatical and ungrammatical sentences made by the child A indicate that fundamentally, he recognizes and grasps the elementary transformations of his language. The Indonesian grammatical sentences (24 sentences) inform that he can use elementary transformations of his language properly. On the other hand, his Indonesian ungrammatical sentences (4 sentences) indicates that he also uses the elementary transformations of his language improperly.

The Indonesian grammatical sentences that are created by the child A by the process of elementary transformations are various. Depending on the number of clauses, he is able to use elementary transformations in simple (most of them)

and compound sentences (17,18,21). He can use elementary transformations properly in positive (11,17,18,19,21,24), negative (2,7,9,13), interrogative (14,16,20,22), imperative (6,10,12,23), and passive interrogative sentence (4) based on the function of sentences. The types of sentences that are produced depending on the types of predicates are verbal (NP VP) (2,4,6,9,10,12,13,17,18,19,20,21,22,23,24), adjectival (NP AP) (7,11), and prepositional (NP PP) sentences (14,16). In addition to those various sentences, he also produces 5 SAAD sentences (1,3,5,8,15).

The Indonesian ungrammatical sentences that are made by the child A by the process of elementary transformations are also various. The types of sentences depending on the number of clauses are simple (2,3,4) and complex sentences (1). He makes positive (4) and negative sentences (1,2,3) based on the function of sentences. Depending on the type of predicates, he generates verbal (NP VP) (1,3,4) and adjectival sentences (2).

Regarding the use of elementary transformations and combinationsm of them, the child A uses some variarions in each type of sentences. The grammatical simple sentences are created by (1)deletion, (2)adjunction, (3) permutation, (4)substitution, (5)substitution, permutation, (6)permutation, adjunction, and (7)adjunction, subtitution, deletion. The grammatical compound are created by (1) deletion and (2)adjunction, deletion, permutation. The grammatical positive sentences are created by (1)permutation, (2)deletion, and (3)adjunction, deletion, permutation. The grammatical negative sentences are created by adjunction. The grammatical interrogative sentences are created by (1)substitution, permutation, (2)adjunction, and (3)substitution. The grammatical

imperative sentences are created by deletion. The passive interrogative sentence is created by adjunction, permutation, adjunction, substitution, deletion.The grammatical verbal sentences (NP VP) are created by (1)deletion, (2)adjunction, (3)permutation, (4)deletion, adjunction, permutation, and (5)adjunction, permutation, adjunction, substitution, deletion. The grammatical adjectival sentences (NP AP) are created by (1)adjunction, and (2)permutation, adjunction. The grammatical prepositional sentences (NP PP) are created by substitution and permutation.

The child A creates ungrammatical simple sentences by (1)deletion and (2)permutation. He creates an ungrammatical complex sentence by deletion. The ungrammatical positive sentence is created by deletion. The ungrammatical negative sentences are created by deletion and the ungrammatical interrogative sentence is created by permutation. The ungrammatical verbal sentences are operated by (1)deletion and (2)permutation and the ungrammatical adjectival sentence is created by deletion.

Shortly, the use of elementary transformations of the grammatical Indonesian sentences made by the child A are as follow :

1. No Elementary Transformation.
2. Adjunction Elementary.
3. No Elementary Transformation.
4. Adjunction, Permutation, Adjunction, Substitution, Deletion Elementaries.
5. No Elementary Transformation.
6. Deletion Elementary.
7. Adjunction Elementary.

8. No Elementary Transformation.
9. Adjunction Elementary
10. Deletion Elementary.
11. Adjunction, Permutation Elementaries.
12. Deletion Elementary.
13. Adjunction Elementary.
14. Substitution, Permutation Elementaries.
15. No Elementary Transformation.
16. Substitution, Permutation Elementaries.
17. Deletion Elementary.
18. Deletion, Adjunction, Permutation Elementaries.
19. Permutation Elementary.
20. Adjunction Elementary.
21. Deletion Elementary.
22. Substitution Elementary.
23. Deletion Elementary.
24. Permutation Elementary.

The use of improper elementary transformations of Indonesian ungrammatical sentences made by the child A are as follow :

1. Deletion Elementary.
2. Deletion Elementary.
3. Permutation Elementary.
4. Deletion Elementary.

III.1.2. The Presentation and Analysis of Elementary Transformations of Indonesian Sentences Made by the Child of Five Years Old

III.1.2.1. The Presentation of Elementary Transformations of Indonesian Sentences Made by the Child of Five Years Old

III.1.2.1.1. The Indonesian Grammatical Sentences Made by the Child of Five Years Old

1. Binatang-binatang ayo dinaikkan!
2. Kandangnya ada di belakang.
3. Ini tidak bisa diatur.
4. Ayam yang merah jatuh.
5. Semua tenggelam.
6. Kapalnya dibawa helikopter.
7. Kapal penolongnya datang.
8. Ini tidak cukup.
9. Mengapa truknya tidak dipasang?
10. Truk yang merah rusak.
11. Tolong ini dipasang!
12. Aku tidak bisa.
13. Truknya dipasang di sini.
14. Lihat kueku!
15. Naik ke atas!
16. Kuenya tidak bisa dimakan.
17. Ambilkan air itu!
18. Di mana sumpitnya tadi ditaruh?

19. Anak tante ada berapa?

20. Aku tidak pernah tahu.

21. Pakai cidhuk!

22. Tante Utami nanti pulang jam berapa?

23. Aku tahu Tante Ita.

24. Datang ke sini!

25. Aku tidak mencet.

26. Pinjam pensil itu!

27. Ayo ambil itu!

28. Buatkan aku masjid!

29. Aku menggambar TK.

30. Ayo main HT!

31. Cepat-cepat ganti baju!

32. Tante di rumah sendiri?

33. Rumah ini gambarnya papaku.

III.1.2.1.2. The Indonesian Ungrammatical Sentences made by the Child of Five Years Old

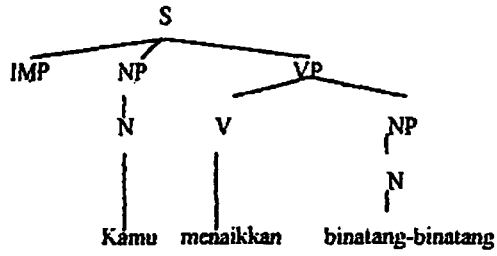
1. Ini pesawat langsung dinaikkan.
2. Bagaimana kalau untuk memasang?
3. Aku akan ambil yang putih dan kuning.
4. Dikasih kanji.

III.1.2.2. The Analysis of Elementary Transformations of Indonesian Sentences Made by the Child of Five Years Old

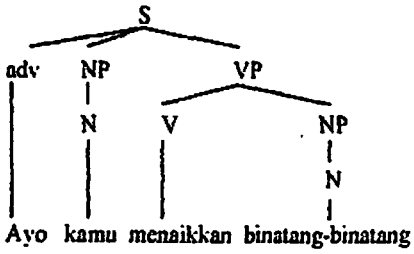
III.1.2.2.1. The Indonesian Grammatical Sentences Made by the Child of Five Years Old

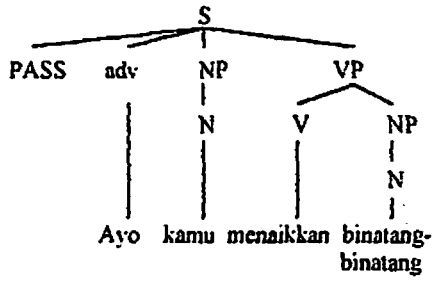
1. Binatang-binatang ayo dinaikkan!

This sentence is derived from a deep structure 'Kamu menaikkan binatang-binatang'.



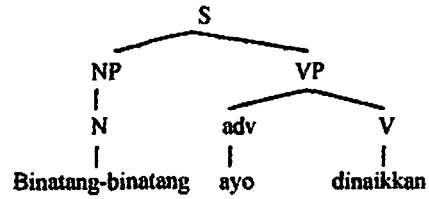
The hypothetical imperative implies that the sentence has imperative interpretation by adding a constituent 'ayo'.





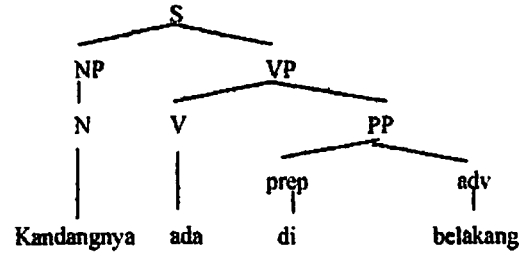
Other elementary transformational processes are applied to form an imperative sentence. The hypothetical constituent 'PASS' indicates that the sentence has passive interpretation. The constituents 'binatang-binatang' and 'kamu' are interchanged. The adverb 'oleh' is introduced to the left of constituents 'kamu'. In addition, the prefix 'me-' is substituted by 'di-'. Then, constituents 'oleh' and 'seseorang' are deleted from the structure. By permutation elementary, the constituent 'ayo' is moved between the

constituents 'binatang'-binatang' and 'dinaikkan' that forms the surface structure as diagrammed below:



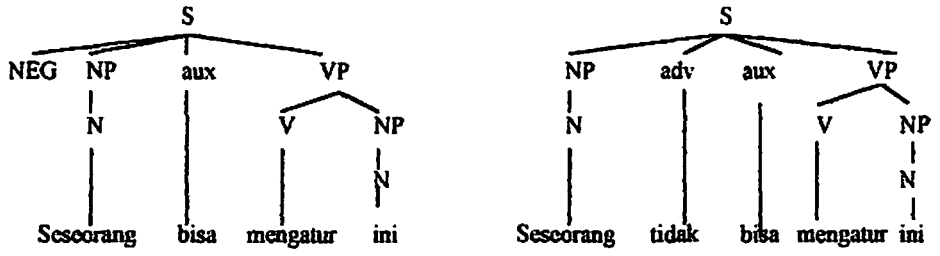
2. Kandangnya ada di belakang.

The sentence is a SAAD sentence. The deep and surface structures of the sentence are the same since there is no elementary transformational process that operates on it.

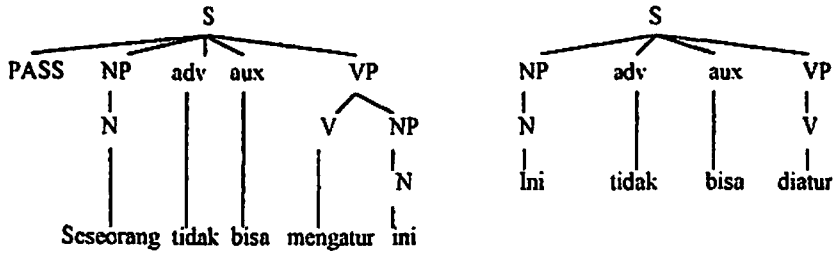


3. Ini tidak bisa diatur.

The sentence is formed by a deep structure 'Seseorang bisa mengatur ini.' The application of the hypothetical constituent 'NEG' represents the information that this sentence has negative interpretation. The negation transformation converts the NEG constituent into 'tidak' and adds this word to the left of 'bisa', generating the negative sentence:

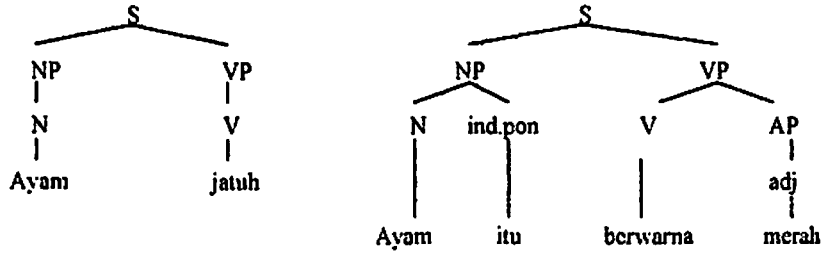


The application of the hypothetical constituent "PASS' permits some elementary transformational processes to be operated on the deep structure. The constituents 'seseorang' and 'ini' are interchanged. The adverb 'oleh' is introduced to the left of 'bisa' and the prefix 'me-' is substituted by 'di-'. Finally, by the deletion of the constituents 'oleh' and 'seseorang', the surface structure is formed.

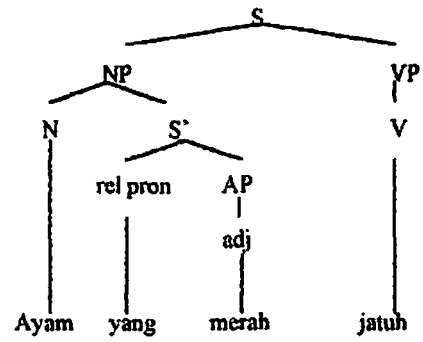


4. Ayam yang merah jatuh.

The surface structure of the sentence, that is 'Ayam yang merah jatuh' is derived from two deep structures 'Ayam jatuh' and 'Ayam itu berwarna merah.'

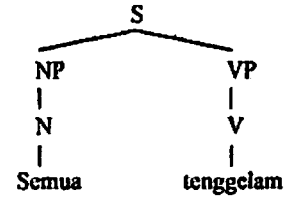


These two deep structures are combined by adjunction and deletion elementaries. The constituent 'yang' is added to the deep structure as a relative pronoun and the constituent 'ayam', 'itu', and 'berwarna' are deleted from the second deep structure that generate the surface structure as follows:



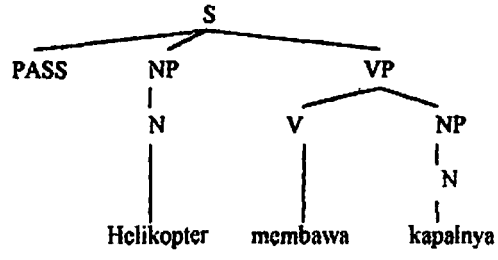
5. Semua tenggelam.

The sentence is a SAAD sentence. The deep and surface structures of this sentence are the same for there is no elementary transformational process that operates on it.



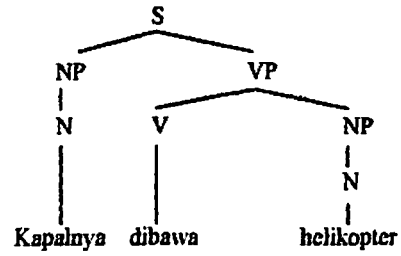
6. Kapalnya dibawa helikopter.

This passive sentence is derived from a deep structure 'Helikopter membawa kapalnya'.



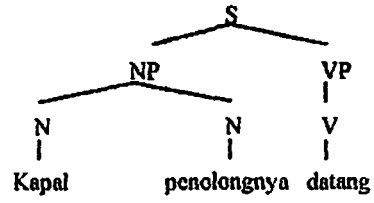
The hypothetical constituent 'PASS' represents the information that this sentence has passive interpretation. The constituents 'kapalnya' and 'helikopter' are interchanged. The adverb 'oleh' is added to this structure, and the prefix 'me-' is substituted by 'di-'. Then, the constituents 'oleh' and

'seseorang' are removed from the structure. The surface structure that is formed is as follows:



7. Kapal penolongnya datang.

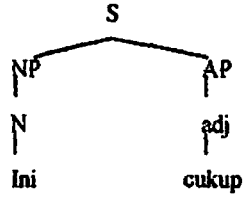
There is no elementary transformational process that operates on this sentence. The deep and surface structures of this sentence are the same as follows:



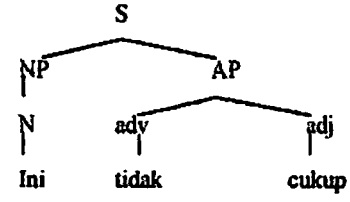
8. Ini tidak cukup.

This negative sentence is formed by transforming the deep dtructure 'Ini cukup' into the surface structure 'Ini tidak cukup' through the process of adjunction elementary. The deep structure is added by constituent 'tidak'.

➢ The deep structure is:

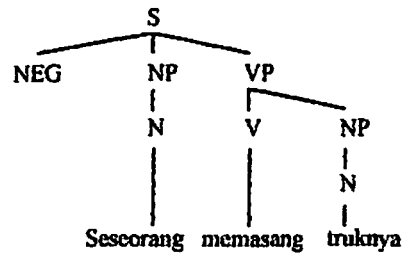


The surface structure is :

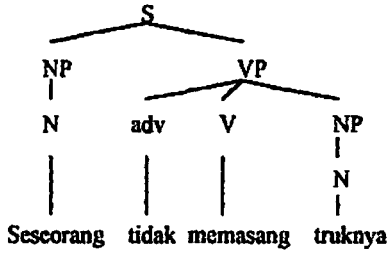


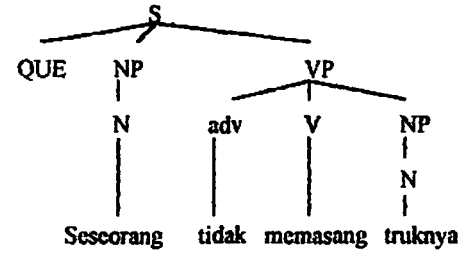
9. Mengapa truknya tidak dipasang?

There are some elementary transformational processes that involved in forming this sentence. It is derived from a deep structure 'Seseorang memasang truknya'.

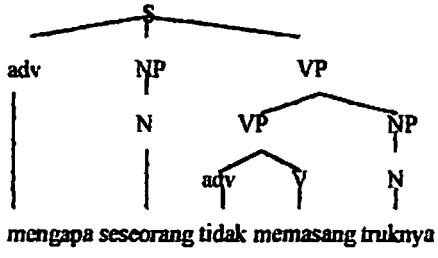


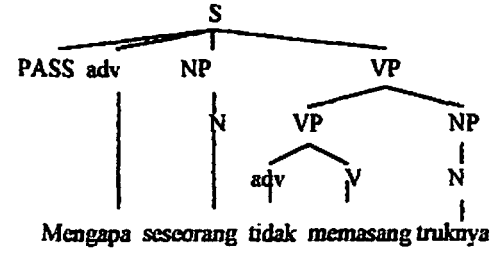
The application of the hypothetical constituent 'NEG' informs that the deep structure is transformed into a negative sentence by adding the constituent 'tidak'.



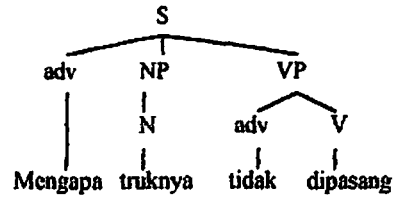


The hypothetical constituent 'QUE' indicates that this negative sentence is also transformed into an interrogative sentence by adjunction elementary. The constituent 'mengapa' is added to the negative sentence as follows:



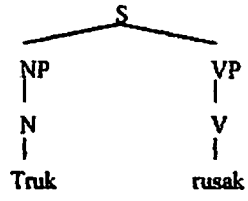


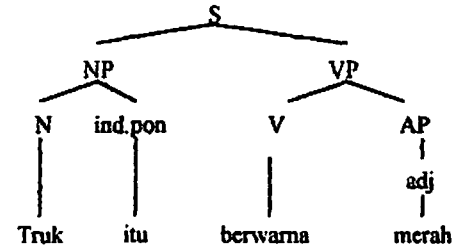
The hypothetical constituent 'PASS' permits some elementary transformational processes. The constituents 'seseorang' and 'truknya' are interchanged. The adverb 'oleh' is introduced and the prefix 'me-' is substituted by 'di-'. At last, by the deletion of 'seseorang' and 'oleh', the surface structure is formed:



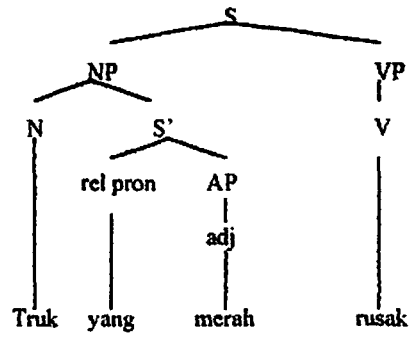
10. Truk yang merah rusak.

The sentence 10 is operated by some elementary transformational processes as the same as those of the sentence 4. The deep structures are 'Truk rusak' and 'Truk itu berwarna merah'.



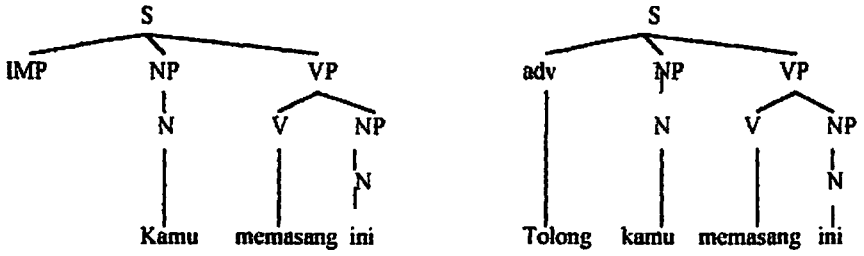


These two deep structures are combined by adjunction and deletion elementaries. The constituent 'yang' is added to the deep structure as a relative pronoun and the constituent 'truk', 'itu', and 'berwarna' are deleted from the second deep structure that generate the surface structure 'Truk yang merah rusak'.

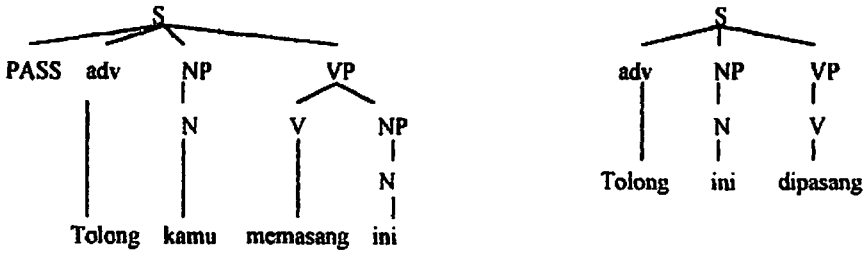


11. Tolong ini dipasang!

The surface structure is derived from a deep structure 'Kamu memasang ini'. The application of the hypothetical constituent 'IMP' represents that this sentence has imperative interpretation. It permits the addition of the constituent 'tolong' at the beginning of this sentence.



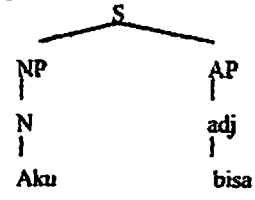
This imperative sentence is converted into passive sentence through some processes of elementary transformations. The position of 'ini' is changed into the position of 'kamu' and vice versa. The adverb 'oleh' is added and the prefix 'me-' is substituted by 'di-'. Finally, by the deletion of the constituent 'oleh' and 'kamu', the surface structure is formed as follows:



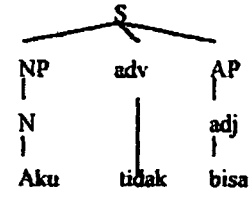
12. Aku tidak bisa.

The elementary transformational process that operates on this negative sentence is the same as of that sentence 8. The deep structure of the sentence 'Aku bisa'is transformed into the surface structure by adjunction elementary.

➢ The deep structure is 'Aku bisa'.

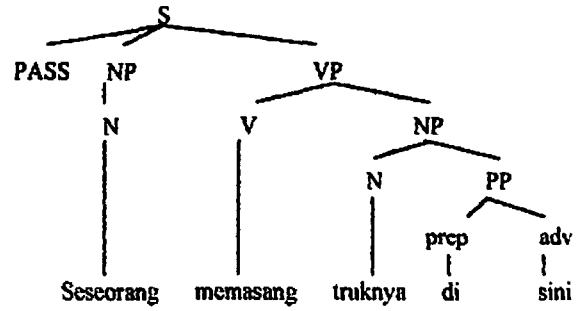


The surface structure is 'Aku tidak bisa'

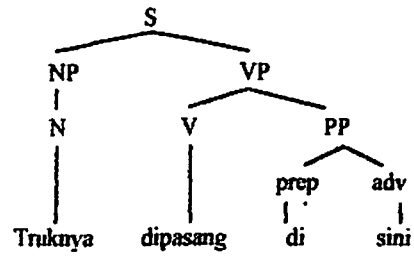


13. Truknya dipasang di sini

This passive sentence is transformed from a deep structure 'Seseorang memasang truknya di sini' by some elementary transformational processes as the same as those of the sentence 6.



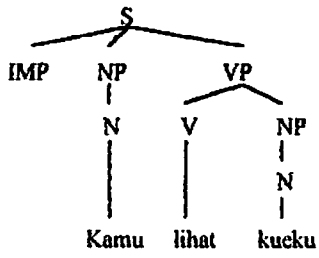
The permutation elementary is applied by the exchange of 'truknya' and' seseorang. The adjunction elementary is applied by adding the constituent 'oleh' to the left of 'seseorang'. The prefix 'me-' is substituted by 'di-'. Finally, the deletion elementary is used by deleting the constituents 'oleh' and 'seseorang' from the structure that results the surface structure as follows:

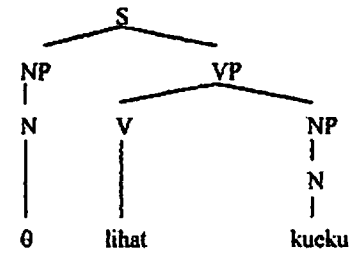


14. Lihat kueku!

The elementary transformational process that operates on the sentence is deletion elementary. The deep structure 'Kamu lihat kueku' is transformed into the surface structure 'Lihat kueku!' by omitting the constituent 'kamu' from the deep structure.

- The deep structure is: The surface structure is:

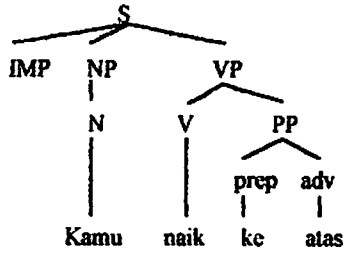




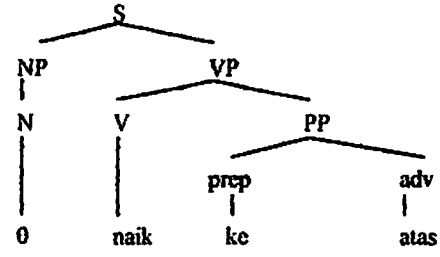
15. Naik ke atas!

The sentence is operated by the same elementary transformation as that of the sentence 14. The deep structure of the sentence 'Kamu naik ke atas' is transformed into the surface structure 'Naik ke atas!' by deleting the constituent 'kamu' from the deep structure.

➢ The deep structure is:

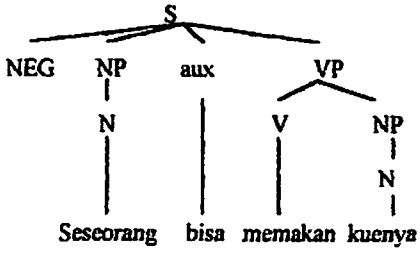


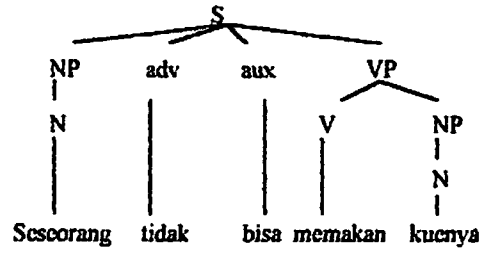
The surface structure is:



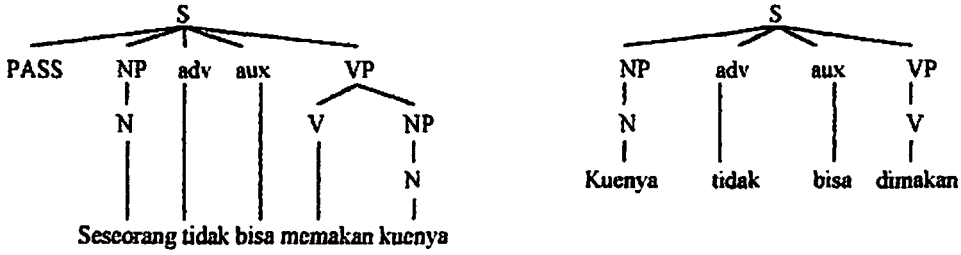
16. Kuenya tidak bisa dimakan.

The elementary transformational processes that operate on this sentence are the same as those of the sentence 3. The deep structure of the sentence is 'Seseorang bisa memakan kuenya.' The application of the hypothetical constituent 'NEG' allows the addition of a constituent 'tidak' that generates a negative sentence.





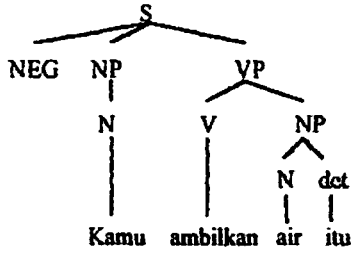
By the application of the hypothetical constituent 'PASS', this sentence can be formed into passive one through some processes of elementary transformations. The constituents 'Kuenya' and 'Kamu' are interchanged. The adverb 'oleh' is introduced to the left of 'bisa' and the prefix 'me-' is substituted by 'di-'. At last, the constituents 'oleh' and 'seseorang' are deleted from the structure.



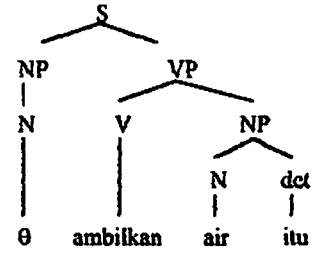
17. Ambilkan air itu!

The elementary transformational process that operates on the sentence is the same as that of the sentences 14 and 15.The deep structure 'Kamu ambilkan air itu!' is transformed into the surface structure 'Ambilkan air itu!' by deleting the constituent 'kamu' from the deep structure.

➢ The deep structure is:

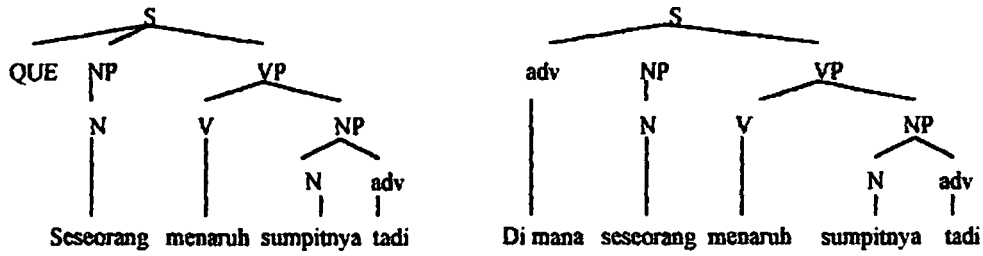


The surface structure is:

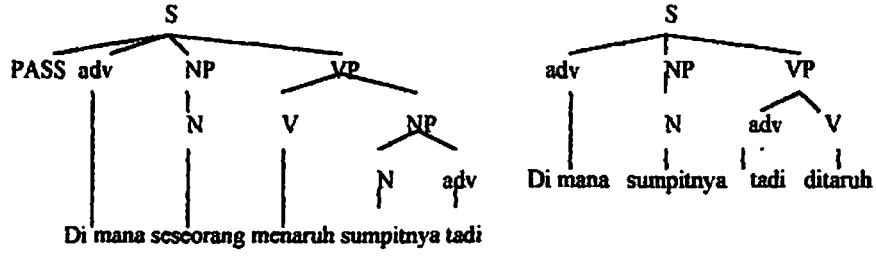


18. Di mana sumpitnya tadi ditaruh?

The sentence is formed by some elementary transformational processes that operate on the deep structure 'Seseorang menaruh sumpitnya tadi'. The application of hypothetical constituent 'QUE' permits the addition of the constituent 'di mana' at the beginning of the sentence:



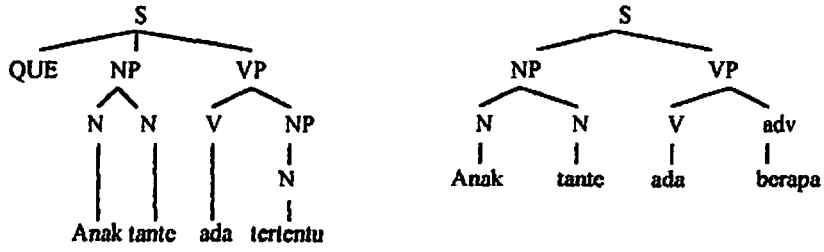
By the application of the hypothetical constituent 'PASS' that involves adjunction, substitution, and deletion elementaries, the interrogative sentence is changed into a passive sentence .The constituents 'sumpitnya' and 'seseorang' are interchanged. The adverb 'oleh' is added to the left of 'seseorang' and the prefix 'me-' is substituted by 'di-'. Then, the constituents 'oleh' and 'seseorang' are deleted from the structure. Finally, the constituent 'tadi' is moved to the left of the constituent 'ditaruh' that generates the surface structure of the passive interrogative sentence .



19. Anak tante ada berapa?

The interrogative sentence is derived from a deep structure 'Anak tante ada tertentu' by substituting the constituent 'tertentu' with the constituent 'berapa' as a question word that generates the surface structure 'Anak tante ada berapa?'

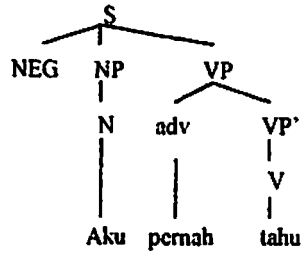
➢ The deep structure is 'Anak tante ada tertentu' The surface structure is 'Anak tante ada berapa?'



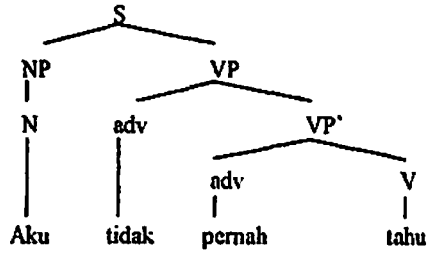
20. Aku tidak pernah tahu.

This negative sentence is also operated by adjunction elementary as the same as sentences 8, and 12. The constituent 'tidak' is added to the deep structure that generates the surface structure 'Aku tidak pernah tahu'.

- The deep structure is 'Aku pernah tahu.'



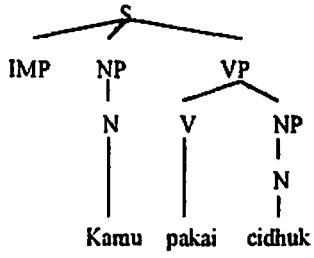
The surface structure is 'Aku tidak pernah tahu'



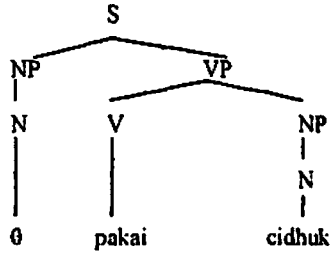
21. Pakai cidhuk!

The deep structure of the sentence is transformed into the surface structure by the same elementary transformation as the sentences 14, 15, and 17, the deep structure, that is deletion elementary.

- The deep structure is 'Kamu pakai cidhuk.'



The surface structure is 'Pakai cidhuk!'

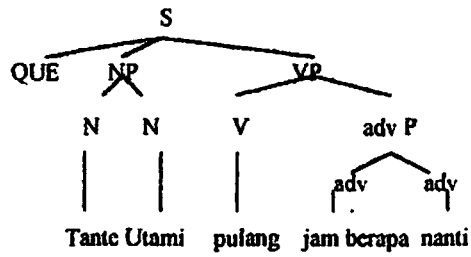


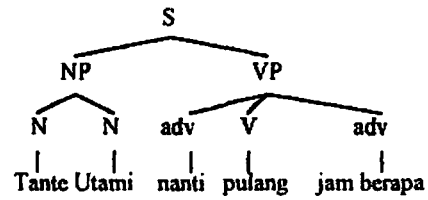
22. Tante Utami pulang jam berapa?

The deep structure of the sentence 'Tante Utami pulang jam tertentu nanti'is transformed into the surface structure 'Tante Utami nanti pulang jam berapa?'. The substitution elementary is applied by replacing the constituent 'tertentu' with 'berapa.' Then, the constituents 'nanti' and 'pulang' are interchanged.

- The deep structure is :

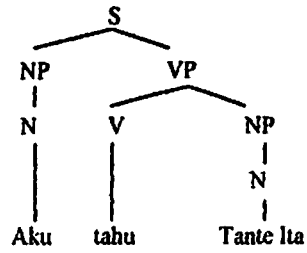
The surface structure is:





23. Aku tahu Tante Ita.

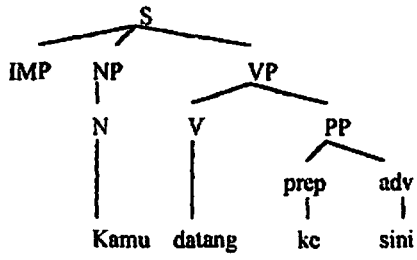
The SAAD sentence isn't operated by elementary transformational process, so the deep and surface structures are the same as follows :

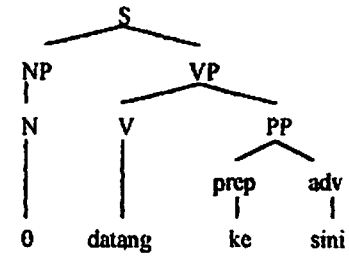


24. Datang ke sini!

The sentence is operated by the same elementary transformation as that of the sentences 14, 15, 17, and 21, that is deletion elementary.

- The deep structure is 'Kamu datang ke sini.' The surface structure is 'Datang ke sini!'

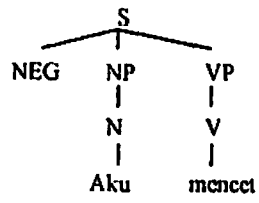


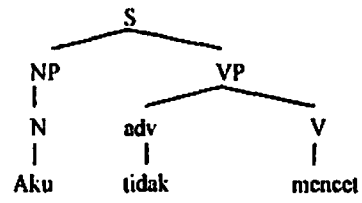


25. Aku tidak mencet.

The deep structure of this sentence 'Aku tidak mencet' is operated by the process of adjunction elementary as the same as that of the sentences 8, 12, and 20.

- The deep structure is 'Aku mencet'. The surface structure is 'Aku tidak mencet'

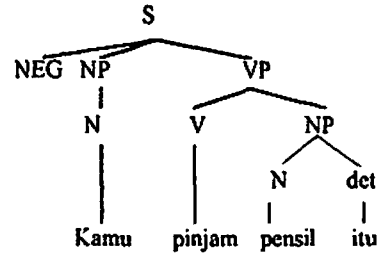


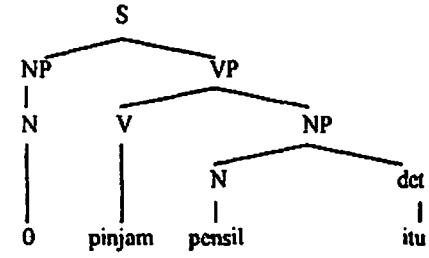


26. Pinjam pensil itu!

The elementary transformational process that operates on the sentence is the same as that of the sentences 14, 15, 17, 21, and 24, that is deletion elementary.

➢ The deep structure is 'Kamu pinjam pensil itu.' The surface structure is 'Pinjam pensil itu'

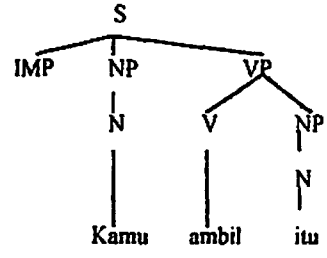


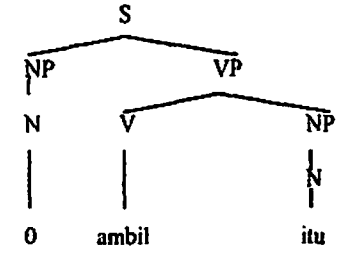


27. Ayo ambil itu!

The deep structure of the sentence is 'Kamu ambil itu' is transformed into the surface structure 'Ayo ambil itu!' by the omission of 'kamu' from the deep structure and the addition of 'ayo' to the deep structure.

➢ The deep structure is: The surface structure is:

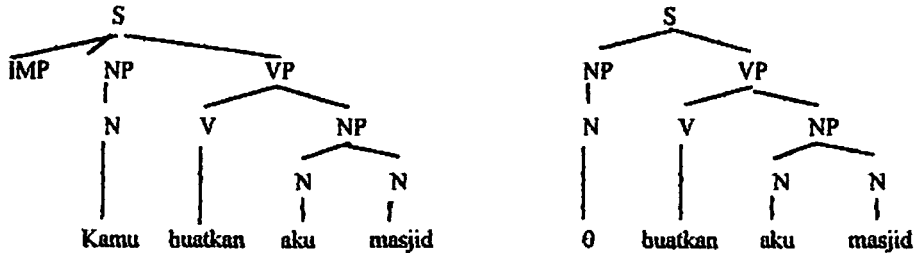




28. Buatkan aku masjid!

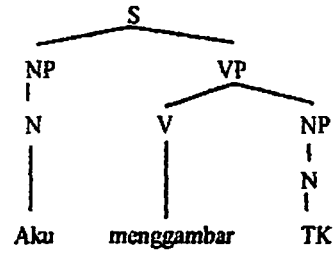
The deep structure of the sentence is transformed into the surface structure by deletion elementary as the same as that of the sentences 14, 15, 17, 21, and 27.

➢ The deep structure is 'Kamu buatkan aku masjid.' The surface structure is 'Buatkan aku masjid!'



29. Aku menggambar TK.

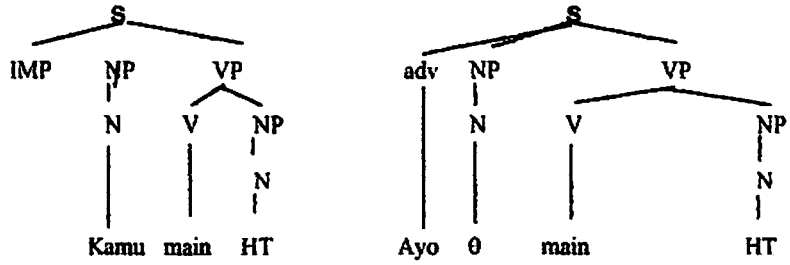
The sentence is a SAAD sentence in which there is no elementary transformational process that operates on it. Therefore, the deep and surface structures of the sentence are the same.



30. Ayo main HT!

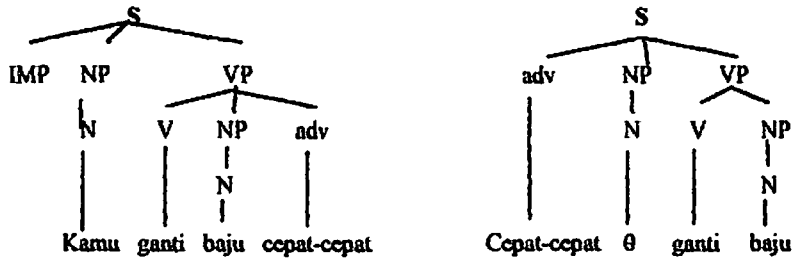
The sentence is operated by the same elementary transformational processes as those of the sentence 27, that are, deletion and adjunction elementaries.

➢ The deep structure is 'Kamu main HT.' The surface structure is 'Ayo main HT!'



31. Cepat-cepat ganti baju!

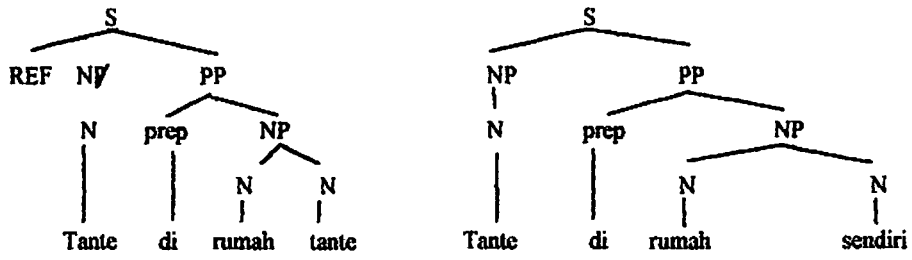
The sentence is derived from a deep structure 'Kamu ganti baju cepat-cepat that is transformed into an imperative sentence by deletion and permutation elementaries. The deletion elementary is operated by deleting 'kamu' and permutation elementary is operated by moving the constituent 'cepat-cepat' at the beginning of the sentence.



32. Tante di rumah sendiri.

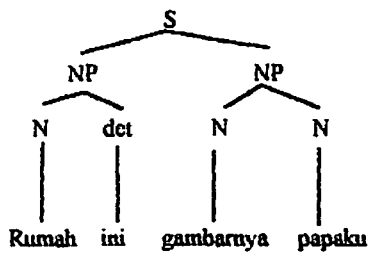
The sentence is a reflexive sentence in which the substitution elementary is operated by substituting 'tante' with 'sendiri'.

➢ The deep structure is 'Tante di rumah tante' The surface structure is 'Tante di rumah tante'



33. Rumah ini gambarnya papaku.

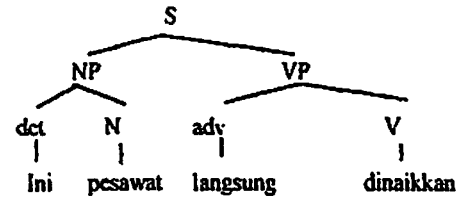
The sentence is a SAAD sentence in which there is no elementary transformational process. The deep and surface structures are the same as follows:



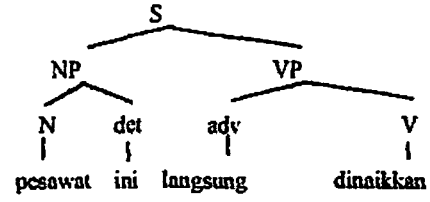
III.1.2.2.2. The Indonesian Ungrammatical Sentences Made by the Child of Five Years Old

1. Ini pesawat langsung dinaikkan.

The sentence is ungrammatical because of the wrong position of the constituent 'ini' (det). The sentence is diagrammed as follows:

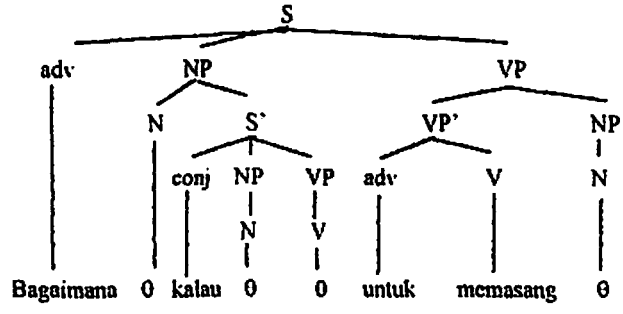


The above labelled tree diagarm shows that the sentence is ungrammatical. The position of constituent 'ini' in front of the constituent 'pesawat' (N) is improper because a determiner should follow a noun in Indonesian. There is a permutation elementary in which the constituents 'ini' and 'pesawat' are interchanged but the process is improper according to Tata Bahasa Indonesia. The grammatical sentence should be:

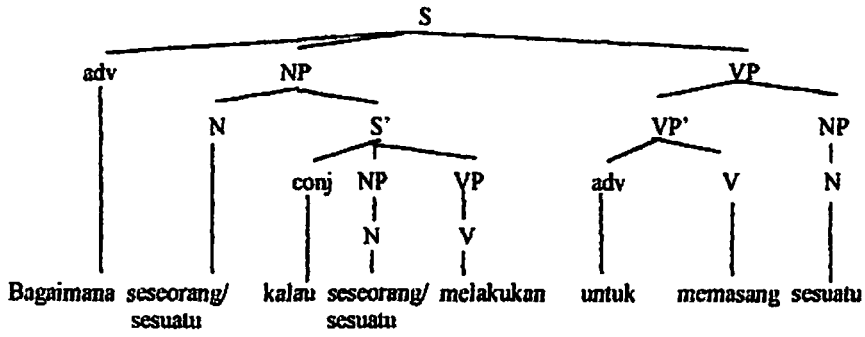


2. Bagaimana kalau untuk memasang?

The sentence is diagrammed as follows:

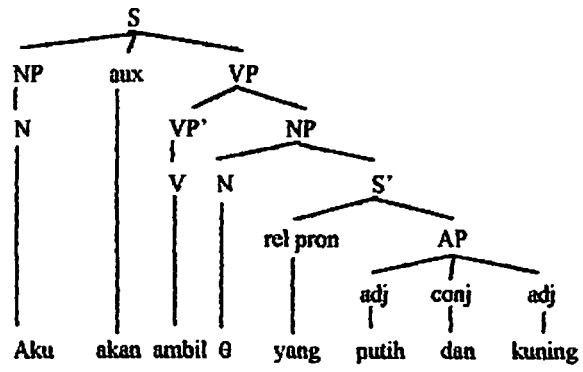


The labelled tree diagram shows that there are no subject and object in the complex sentence. There are processes of deletion elementaries by deleting the subject, object, and the second deep stucture. The deletion elementaries are improper according to Tata Bahasa Indonesia for some reasons: there should be at least one subject on the above sentence; the transitive verb 'memasang' should be followed by object(s); the presentation of conjunction 'kalau' shows that it is a complex sentence, therefore, there must be at least two sentences in order to form a complex sentence. The grammatical sentence should be diagrammed as follows:



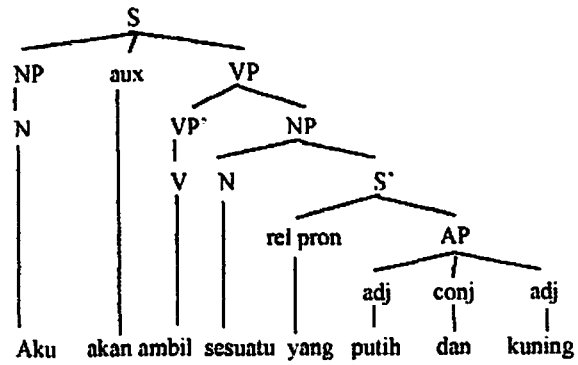
3. Aku akan ambil yang putih dan kuning.

The sentence is diagrammed as follows:



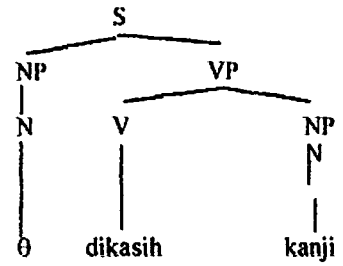
From the above labelled tree diagram, it is shown that the sentence is ungrammatical because ther is no object that should follow the transitive verb 'ambil'. The deletion elementary by deleting an object that should follow the

transitive verb is improper according to Tata Bahasa Indonesia. The grammatical sentence should be diagrammed as follows:

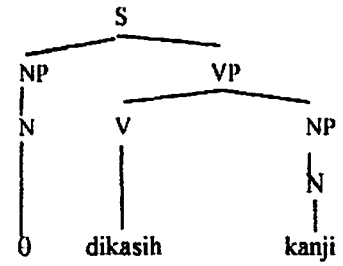


4. Dikasih kanji.

The sentence is diagrammed as follows:



The above sentence is ungrammatical since there is no subject in the passive sentence. A passive sentence should have at least one subject. The grammatical sentence should be



After analizing the elementary transformations of the Indonesian sentences made by the child of five years old (child B), the writer is able to state that fundamentally, he is able to use the four elementary transformations, that is deletion, substitution, adjunction, and permutation elementaries. Moreover, he is

capable of using either one or more than one elementary transformation in a sentence.

The above analysis also shows that the child B makes both Indonesian grammatical and ungrammatical sentences. The Indonesian grammatical sentences (33 sentences) show that he is able to use the elementary transformations of his language properly. The Indonesian ungrammatical sentences (4 sentences) show that although he recognizes the elementary transformations of his language, he also uses them improperly.

The child B is able to use elementary transformations in making various sentences. Based on the number of clauses, he is able to use the elementary transformations either in simple (most of them) or complex sentences (4,10). The positive (4,10), negative (8,12, 20,25), interrogative (19,22,32), imperative (14,15,17,21,24,26,27,28,30,31), passive (6,13), passive negative (3,16), passive interrogative (18), passive imperative (1,11), and passive interrogative negative sentences (9) are produced in according with the function of sentences. Depending on the type of predicate, he can generate verbal(NPVP)(1,3,4,6,9,10,11,12,13,14,15,16,17,18,19,20,21,22,24,25,26,27,28,30,31), adjectival (NP AP) (8), and prepositional sentences (NP PP) (32). In addition to these various sentences, he also creates 6 SAAD sentences (2,5,7,23, 29, 33).

In spite of his ability to produce grammatical sentences with proper elementary transformations, he also makes some ungrammatical sentences. The types of sentences depending on the number of clauses are simple (1, 4), compound (3), and complex sentences (2). He generates positive (3), interrogative

(2), and passive sentences (1,4) in terms of function of sentences. At last, according to the types of predicates, all sentences produced are verbal sentences (1,2,3,4).

Furthermore, he also uses the elementary transformations and combinations of them numerously in making some types of sentences. The grammatical simple sentences are created by (1)deletion, (2)substitution, (3)adjunction, (4)adjunction, deletion, (5)substitution, permutation, (6)deletion, permutation, (7)permutation, adjunction, substitution, deletion, (8)adjunction, permutation, adjunction, substitution, deletion, (9)permutation, adjunction, substitution, deletion, permutation, and (10)adjunction, adjunction, permutation, adjunction, substitution, deletion. All grammatical complex sentences are created by adjunction and deletion. All grammatical positive sentences are created by adjunction and deletion. All grammatical negative sentences are created by adjunction. The grammatical interrogative sentences are made by (1)substitution and (2)substitution, permutation. The grammatical imperative sentences are produced by (1)deletion, (2)adjunction, deletion, and (3)deletion, permutation. All grammatical passive sentence are generated by permutation, adjunction, substitution, and permutation. All grammatical passive negative sentences are created by adjunction, permutation, adjunction, substitution, and deletion. The passive interrogative sentence is operated by adjunction, permutation, adjunction, substitution, deletion, and permutation. The passive imperative sentences are created by (1)permutation, adjunction, substitution, deletion, permutation, and (2)adjunction, permutation, adjunction, substitution, deletion. The passive interrogative negative sentence is operated by adjunction, adjunction,

permutation, adjunction, substitution, and deletion. The grammatical verbal sentences are created by (1)deletion, (2)substitution, (3)adjunction, (4)adjunction, deletion, (5)deletion, permutation, (6)substitution, permutation, (7)permutation, adjunction, substitution, deletion, (8)adjunction, permutation, adjunction, substitution, deletion, (9)permutation, adjunction, substitution, deletion, permutation, (10)adjunction, adjunction, permutation, adjunction, substitution, deletion, and (11)adjunction, permutation, adjunction, substitution, deletion, permutation. The grammatical adjectival sentence is produced by adjunction elementary and the grammatical prepositional sentence is made by substitution elementary.

The use of elementary transformations and combinations of them in the ungrammatical sentences also varies. The simple sentences are created by (1)permutation and (2)deletion. The compound sentence is produced by deletion and the complex sentence is generated by deletion and adjunction. The positive sentence is produced by deletion. The interrogaive sentence is created by deletion and adjunction. The passive sentences are created by (1)permutation and (2)deletion. All verbal sentences are created by (1)permutation, (2)deletion, and (3)deletion, adjunction.

Shortly, the writer is able to state the use of elementary transformations of the Indonesian grammatical sentences made by the child B as follow:

1. Permutation, Adjunction, Substitution, Deletion, Permutation Elementaries.
2. No Elementary Transformation.
3. Adjunction, Permutation, Adjunction, Substitution, Deletion Elementaries.
4. Adjunction, Deletion Elementaries.

5. No Elementary Transformation.
6. Permutation, Adjunction, Substitution, Deletion Elementaries.
7. No Elementary Transformation.
8. Adjunction Elementary.
9. Adjunction, Adjunction, Permutation, Adjunction, Substitution, Deletion Elementaries.
10. Adjunction, Deletion Elementaries.
11. Adjunction, Permutation, Adjunction, Substitution, Deletion Elementaries.
12. Adjunction Elementary.
13. Permutation, Adjunction, Substitution, Deletion Elementaries.
14. Deletion Elementary.
15. Deletion Elementary.
16. Adjunction, Permutation, Adjunction, Substitution, Deletion Elementaries.
17. Deletion Elementary.
18. Adjunction, Permutation, Adjunction, Substitution, Deletion Elementaries.
19. Substitution Elementary.
20. Adjunction Elementary.
21. Deletion Elementary.
22. Substitution, Permutation Elementaries.
23. No Elementary transformation.
24. Deletion Elementary.
25. Adjunction Elementary.
26. Deletion Elementary.
27. Adjunction, Deletion Elementaries.

28. Deletion Elementary.

29. No Elementary transformation.

30. Adjunction, deletion Elementaries.

31. Deletion, Permutation Elementaries.

32. Substitution Elementary.

33. No Elementary transformation.

The use of improper elementary transformations in the Indonesian ungrammatical sentences made by the child B are as follow:

1. Permutation Elementary.

2. Deletion, Adjunction Elementaries.

3. Deletion Elementary.

4. Deletion Elementary.

III.1.3. The Presentation and Analysis of Elementary Transformations of Indonesian Sentences Made by the Child of Six Years Old

III.1.3.1. The Presentation of Elementary Transformations of Indonesian Sentences Made by the Child of Six Years old

III.1.3.1.1. The Indonesian Grammatical Sentences Made by the Child of Six Years Old

1. Tembak!
2. Itu nanti bilang "Yah noda bersejarahnya hilang".
3. Belajar dulu, terus nonton kartun!
4. Ini tasku.
5. Itu judulnya.
6. Ini sudah pernah apa belum?
7. Hadiah uang itu banyak.
8. Jangan-jangan kueku sudah dihabiskan.
9. Sedap rasanya.
10. Ngajinya susah.
11. Aku besok disuruh membawa buku tulis dan buku gambar.
12. Kartunnya tidak mulai.
13. Kemarin Bu Guru marah karena tidak bisa menjawab soal.
14. Aku besok praktek sholat shubuh.
15. Aku ikut.
16. Kalau itu ditempel, ditaruh di buku gambar.
17. Aku pinjam buku ini.
18. Diam di situ!
19. Ayo main gambar!
20. Kamu nanti diboncengkan sepeda.

21. Mengapa kamu tarik itu?
22. Coba lihat ini!
23. Ini tidak pas, bukan sambungannya.
24. Dik Maman suka bohong.
25. Jangan suka bohong!
26. Siapa yang membuat kue itu?
27. Kapan aku diajari main game out?
28. Ini rasa apa ini?

III.1.3.1.2. The Indonesian Ungrammatical Sentences Made by the Child of Six Years Old

1. Filmnya bagus itu.
2. Mau ke mana?
3. Nanti diantarkan pulang.
4. Aku tidak dibagi.
5. Aku tarik dulu.

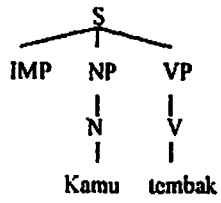
III.1.3.2. The Analysis of Elementary Transformations of Indonesian Sentences Made by the Child of Six Years Old

III.1.3.2.1. The Indonesian Grammatical Sentences Made by the Child of Six Years Old

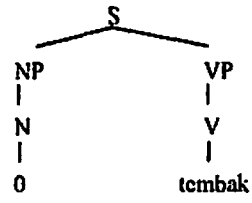
1. Tembak!

   The imperative sentence is derived from a deep structure 'Kamu tembak' that is transformed into a surface structure 'Tembak!' The hypothetical constituent "IMP' represents the information that this sentence has imperative interpretation. It permits the deletion of constituent 'kamu' from the deep structure .

➢ The deep structure is:



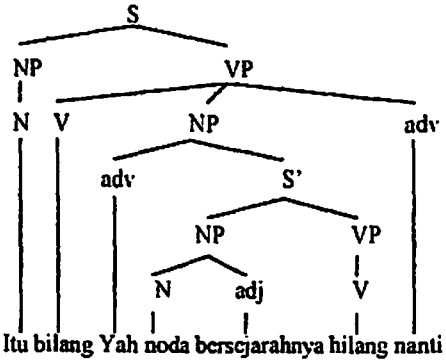
The surface structure is :



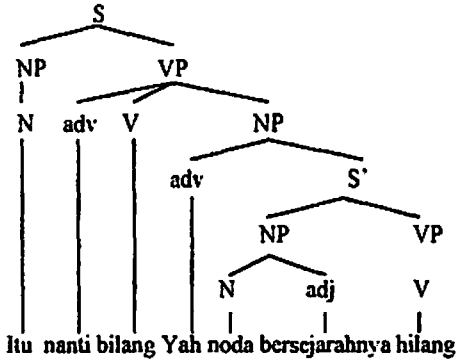
2. Itu nanti bilang "Yah noda bersejarahnya hilang".

The elementary transformational process that operates on the sentence is permutation elementary. The deep structure 'Itu bilang « Yah, noda bersejarahnya hilang » nanti ' is transformed into the surface structure 'Itu nanti bilang « Yah, noda bersejarahnya hilang » " by moving the position of 'nanti " to the left of 'bilang".

➢ The deep structure :

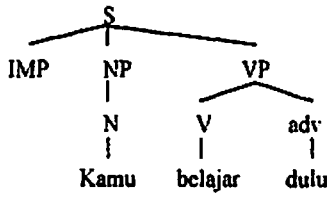


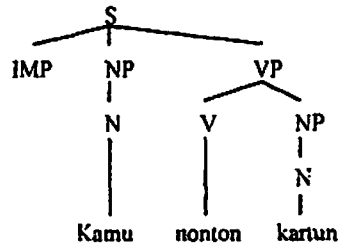
The surface structure :



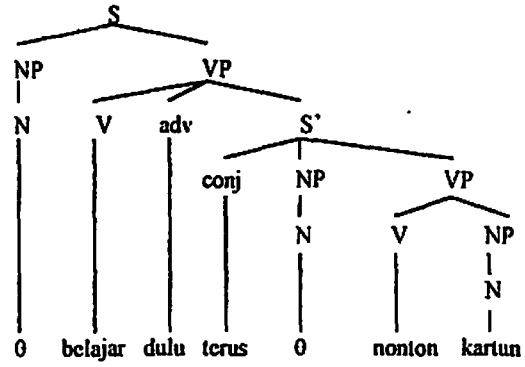
3. Belajar dulu, terus nonton!

The sentence is derived from two deep structures 'Kamu belajar dulu' and 'Kamu nonton'.



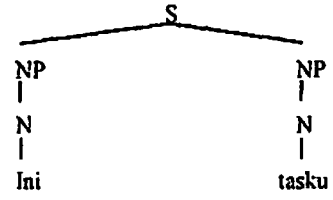


These two deep structures are combined into one sentence by adding the constituent 'terus' as a conjunction. The constituents 'kamu' are deleted from those two deep structures that generate the surface structure as follows:



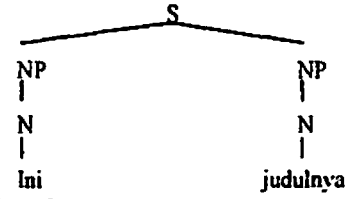
4. Ini tasku.

The sentence is a SAAD sentence . The deep and surface structures of the sentence are the same since there is no elementary transformational process that operates on it.



5. Itu judulnya.

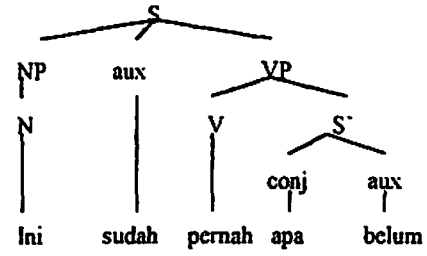
The deep and surface structures of the sentence are also the same since there is no elementary transformational process that operates on it.



6. Ini sudah pernah apa belum?

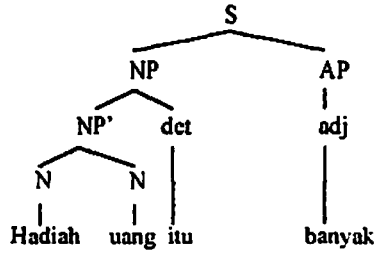
The deep structures of the interrogative sentence are 'Ini sudah pernah' and 'Ini belum pernah'.

The deletion and adjunction elementaries are used in the sentence to transform the deep structures into the surface structure 'Ini sudah pernah apa belum?'. The deletion elementary is used by omitting the constituents 'ini' and 'pernah' from the second deep structure. The adjunction elementary is used by adding the constituent 'apa' that generates the surface structure as diagrammed below:



7. Hadiah uang itu banyak.

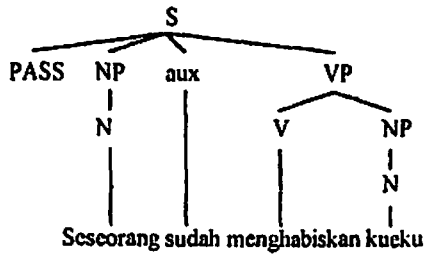
The deep and surface structures of the sentence are the same since there is no elementary transformational process that operates on it.

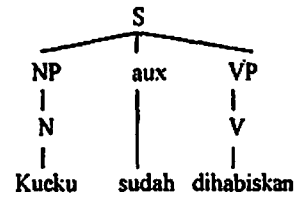


8. Jangan-jangan kueku sudah dihabiskan.

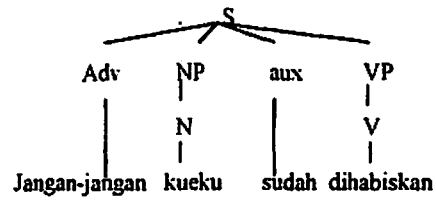
The deep structure 'Seseorang menghabiskan kueku' is transformed into a passive sentence. The hypothetical sonstituent 'PASS' permits some elementary transformational processes as follow: the constituents 'kueku' and

'seseorang' are interchanged. The adverb 'oleh' is added to the left of 'seseorang' and prefix 'me-' is substituted by 'di-'. Then, the constituents 'oleh' and 'seseorang' are deleted from the structure.





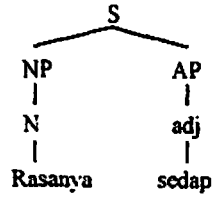
Finally, the constituent 'jangan-jangan' is added to form the surface structure as follows:



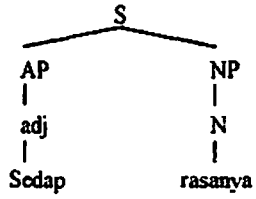
9. Sedap rasanya.

The permutation elementary operates on the sentence. The deep structure 'Rasanya sedap' is transformed into the surface structure 'Sedap rasanya' by interchanging the constituents 'rasanya' and 'sedap'.

➢ The deep structure is:

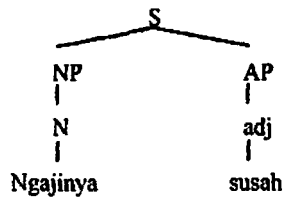


The surface structure is :



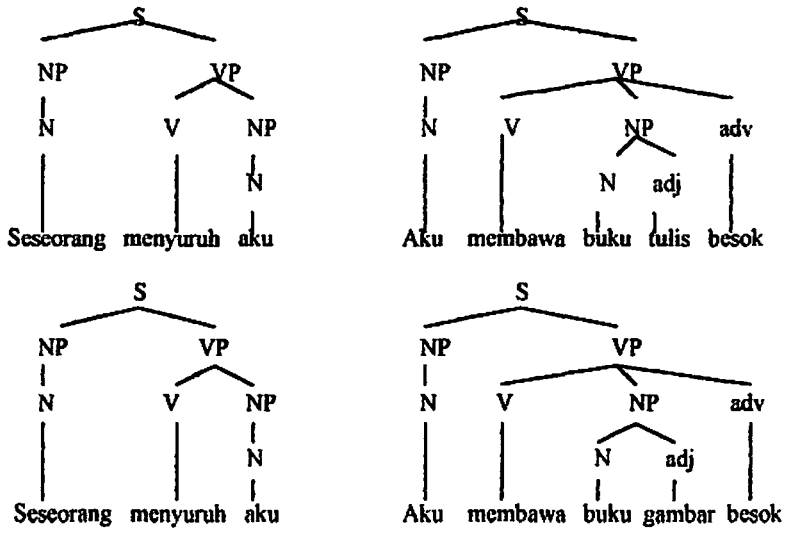
10. Ngajinya susah.

The deep and surface structures of the sentence are the same since there is no elementary transformational process that operates on it.

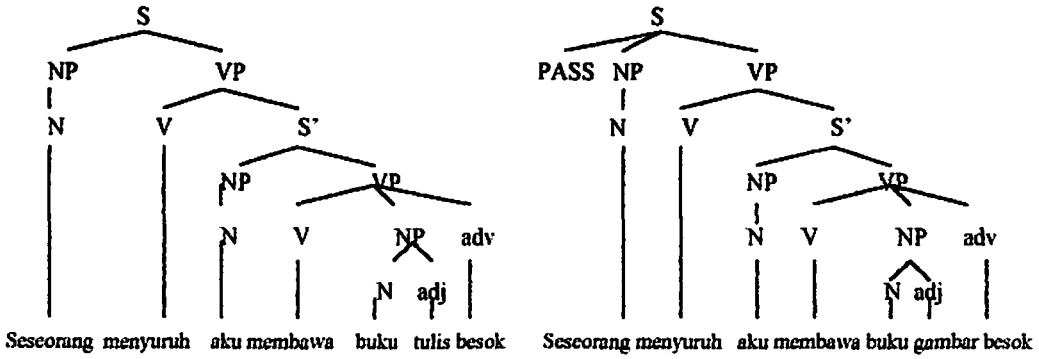


11. Aku besok disuruh membawa buku tulis dan buku gambar.

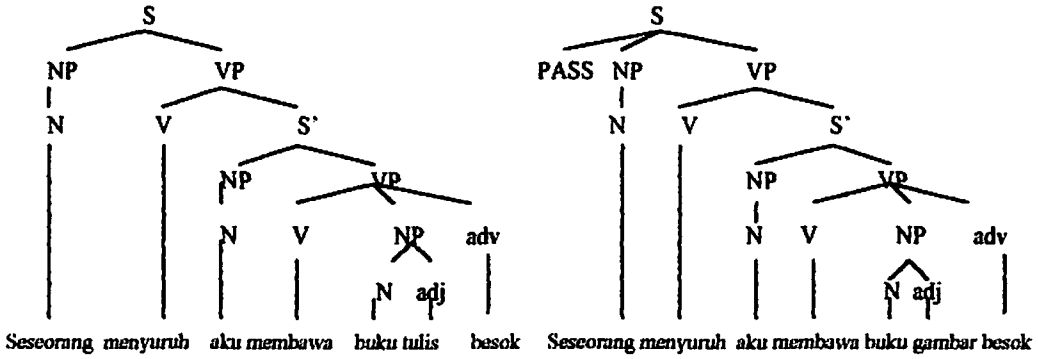
The sentence is derived from four deep structures, that are 'Seseorang menyuruh aku', 'Aku membawa buku tulis besok', 'Seseorang menyuruh aku' and 'Aku membawa buku gambar besok'.



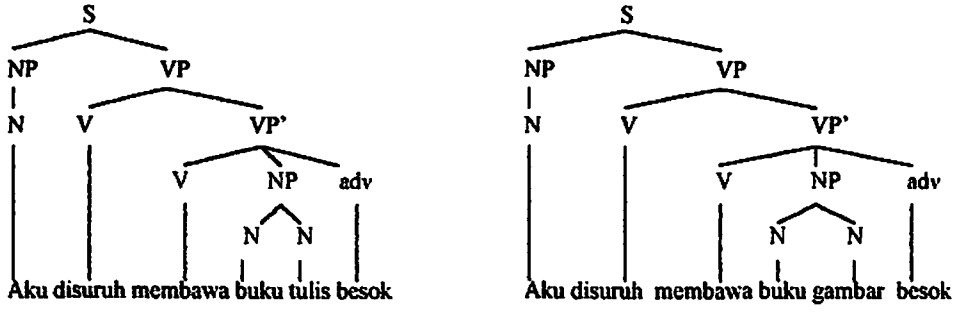
The first and second deep structures are combined by omitting the constituent 'aku' from the first deep structure.



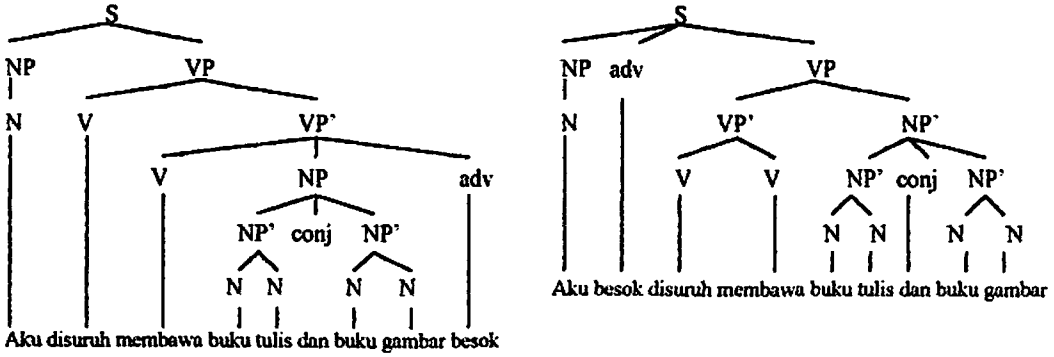
The omission of the constituent 'aku' of the third deep structure generates the combination of the third and fourth deep structures.



The hypothetical constituent 'PASS' represents that these deep structures have passive interpretation. The constituents 'aku' and 'seseorang' of those two deep structures are interchanged. The adverbs 'oleh' are also added to the deep structures and the prefixes 'me-' are substituted by 'di-'. Then, the constituents 'oleh' and 'seseorang' are deleted from those two deep structures.



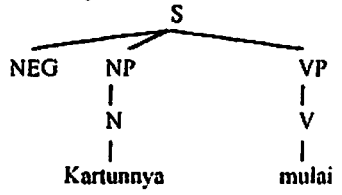
Those deep structures are combined by adding the constituent 'dan' as a conjunction. The constituents 'aku', 'disuruh', 'membawa' and 'besok' are deleted from the structure. Finally, the constituent 'besok' is moved to the left of the constituent 'disuruh' that generates the surface structure.



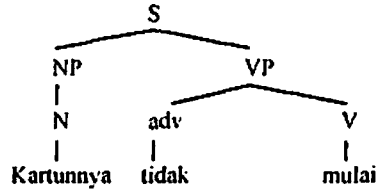
12. Kartunnya tidak dimulai.

The sentence is a negative one in which its deep structure 'Kartunnya mulai' is changed into the surface structure 'Kartunnya tidak mulai' by adjunction elementary

➢ The deep structure is:



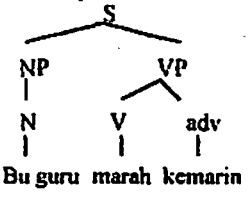
The surface structure is:

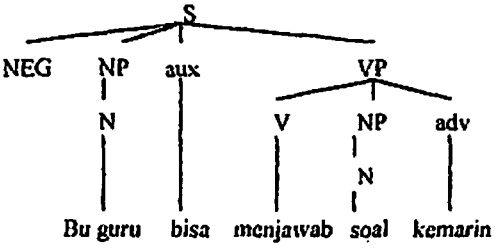


13. Kemarin Bu Guru marah karena tidak bisa menjawab soal.

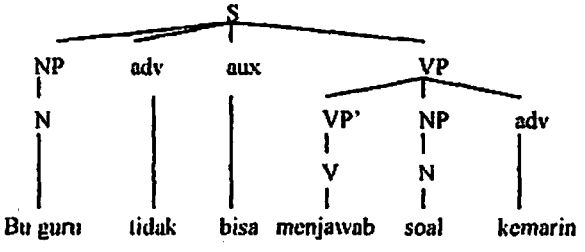
The sentence is derived from two deep structures 'Bu Guru marah kemarin' and 'Bu Guru tidak bisa menjawab soal kemarin'.

➢ The deep structures are:



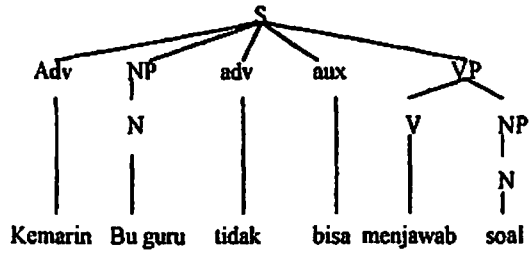


There is no elementary transformational process in the first deep structure, while adjunction elementary operates on the second deep structure by adding the constituent 'tidak'.



These deep structures are combined by adding a conjunction 'karena' and deleting the constituents 'Bu Guru' and 'kemarin' from the second deep

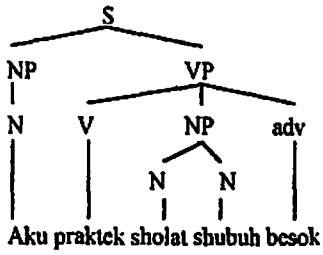
structure. Finally, the position of 'kemarin' in the first deep structure is moved into the beginning of the structure that generates the surface structure as diagrammed below:



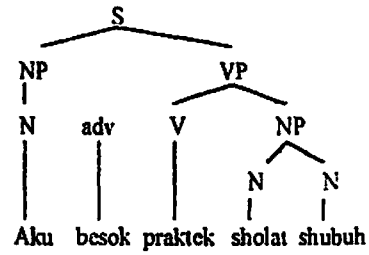
14. Aku besok praktek sholat shubuh.

The elementary transformations that operates on the sentence is the same as the sentence 2, that is permutation elementary. The deep structure 'Aku praktek sholat shubuh besok' is transformed into the surface structure 'Aku besok praktek sholat shubuh' by moving the constituent 'besok' to the left of 'praktek'.

➢ The deep structure is:

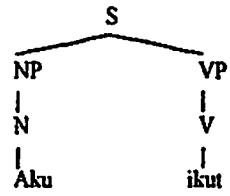


The surface structure is:



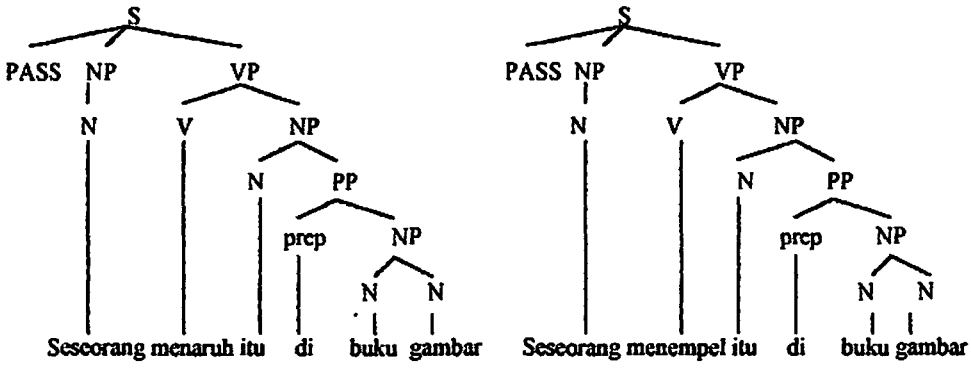
15. Aku ikut.

The deep and surface structures of the sentence are the same since there is no elementary transformational process that operates on it.

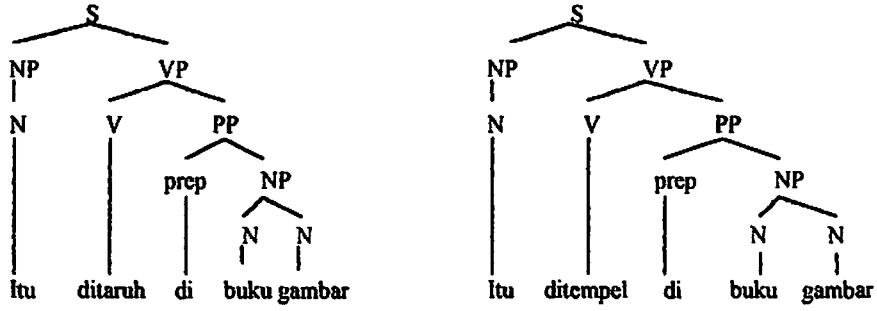


16. Kalau itu ditempel, ditaruh di buku gambar.

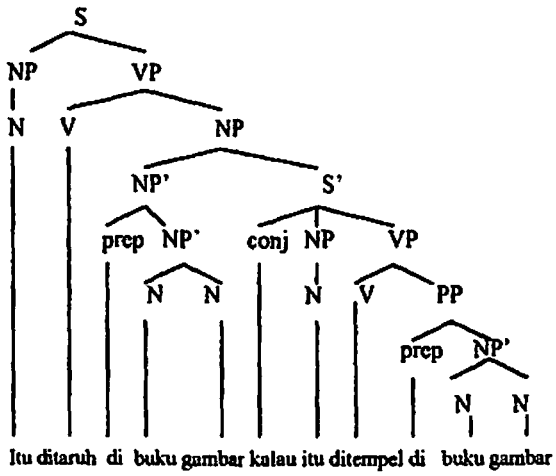
The sentence is derived from the deep structures 'Seseorang menaruh itu di buku gambar' and 'Seseorang menempel itu di buku gambar'.

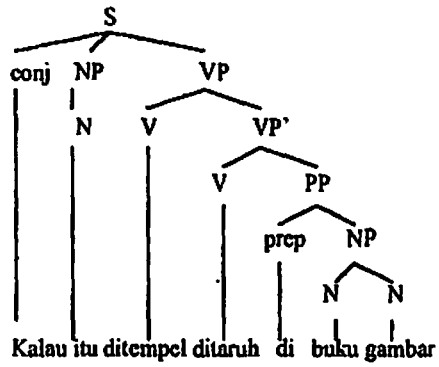


The hypothetical constituent 'PASS' represents that these deep structures have passive interpretation. The constituents 'itu' and 'seseorang' of those two deep structures are interchanged. The adverbs 'oleh' are also added to the deep structures and the prefixes 'me-' are substituted by 'di-'. Then, the constituents 'oleh' and 'seseorang' are deleted from those two deep structures.



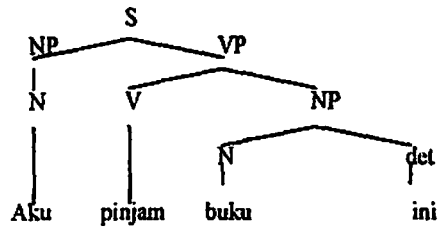
These deep structures are combined by adding the constituent 'kalau' at the beginning of the second deep structure. Then, by the permutation elementary, the second structure is moved to the left of the first structure. By deletion elementary, the constituent 'di-', 'buku', and 'gambar' are deleted from the second structure and the constituent 'itu' is also deleted from the first structure.





17. Aku pinjam buku ini.

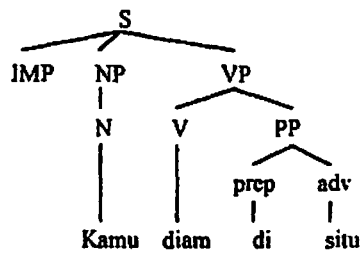
The deep and surface structures of the sentence are the same since there is no elementary transformational process that operates on it.



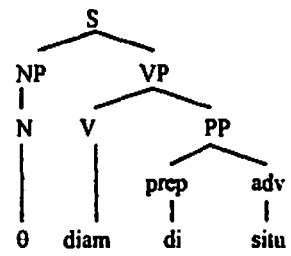
18. Diam di situ!

The elementary transformational process that operates on the sentence is the same as that of the sentences 1 and 3, that is deletion elementary. The deep structure 'Kamu diam di situ' is transformed into the surface structure 'Diam di situ!'

➢ The deep structure is:



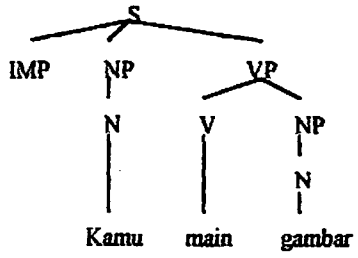
The surface structure is:



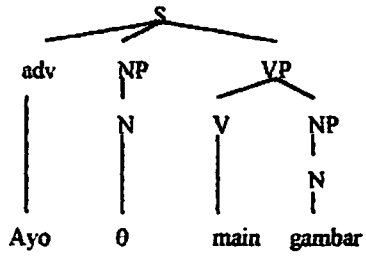
19. Ayo main gambar!

The imperative sentence has deep structure 'Kamu main gambar' that is transformed into the surface structure 'Ayo main gambar!' The deletion elementary operates on the sentence by deleting the constituent 'kamu' from the deep structure, while the adjunction elementary operates on it by adding the constituent 'ayo'.

➢ The deep structure is :

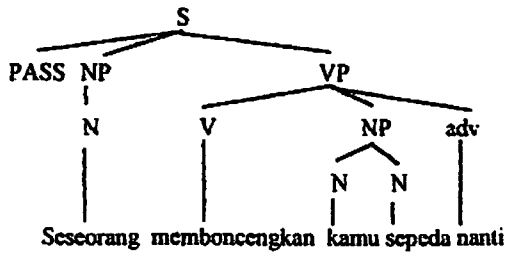


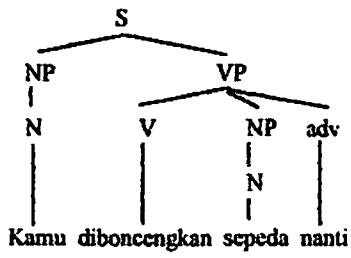
The surface structure is :



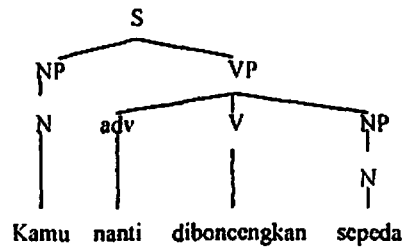
20. Kamu nanti diboncengkan sepeda.

The deep structure 'Seseorang memboncengkan kamu sepeda nanti' is transformed into a passive sentence. The hypothetical constituent 'PASS' permits some elementary transformatioanal processes as follow: the constituents 'kamu' and 'seseorang' are interchanged. The adverb 'oleh' is added to the structure and the prefix 'me-' is substiutted by 'di-'. Finally, the constituents 'seseorang' and 'oleh' are deleted from the deep structure.





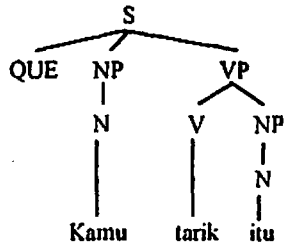
The constituent 'nanti' is moved to the left of 'diboncengkan' to form the surface structure as diagrammed below :



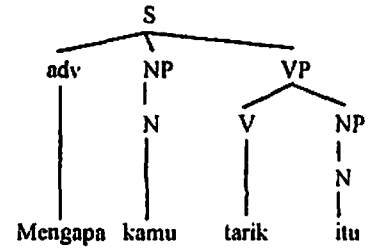
21. Mengapa kamu tarik itu?

The deep structure 'Kamu tarik itu' is transformed into the surface structure 'Mengapa kamu tarik itu?' The hypothetical constituent 'QUE' informs that the sentence is interrogative semantically. It permits the addition of a question word 'mengapa' at the beginning of the sentence.

➢ The deep structure is :



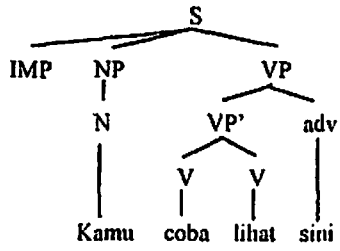
The surface structure is :



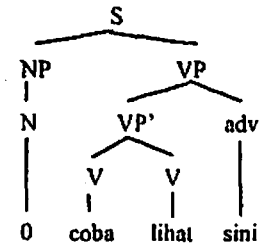
22. Coba lihat sini!

The elementary transformational process that operates on the sentence is the same as that of the sentences 1,3, and 18.

➢ The deep structure is 'Kamu caba lihat sini'.

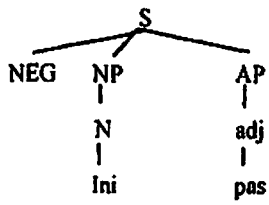


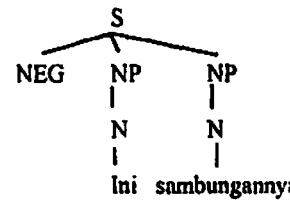
The surface structure is 'Coba lihat sini!'



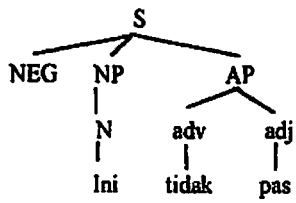
23. Ini tidak pas, bukan sambungannya.

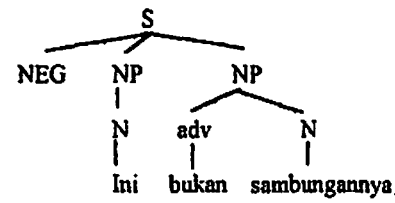
The complex sentence is formed by two deep structures 'Ini pas' and 'Ini sambungannya'.



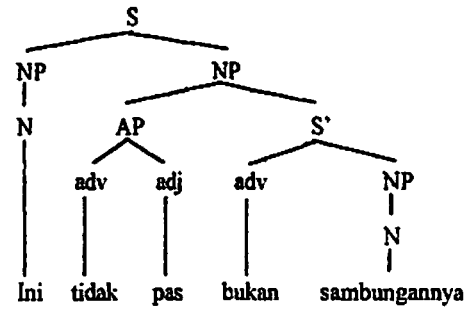


These two deep structures are converted into negative ones by adding the constituents 'tidak' to the first structure and 'bukan to the second structure.



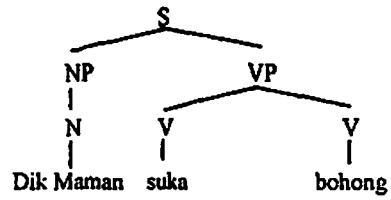


These deep structures are combined by deleting the constituent 'ini' in the second deep structure as diagrammed below :



24. Dik Maman suka bohong.

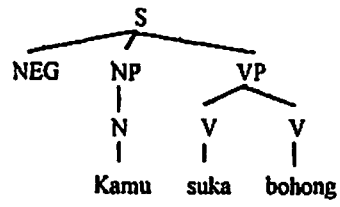
The deep and surface structures of the sentence are the same since there is no elementary transformational process that operates on it.



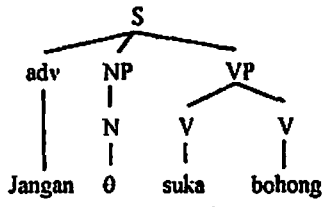
25. Jangan suka bohong!

The elementary transformational processes that operate on this sentence are the same as those of the sentence 19, that are deletion and adjunction elementaries.

➢ The deep structure is 'Kamu suka bohong'.



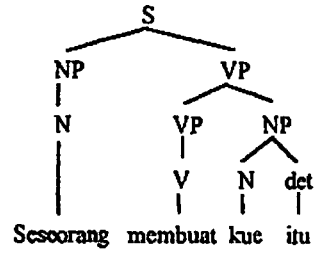
The surface structure is 'Jangan suka bohong!'



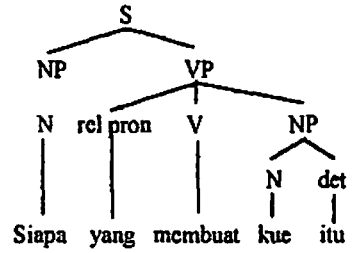
26. Siapa yang membuat kue itu?

The deep stucture of the sentence 'Seseorang membuat kue itu' is transformed into an interrogative one 'Siapa yang membuat kue itu?'. The substitution elementary is applied by replacing th constituent 'seseorang' with 'siapa' and adjunction elementary by adding the constituent 'yang'.

➢ The deep structure is :

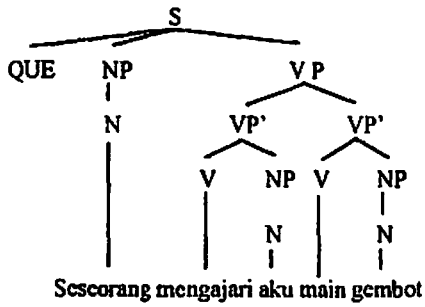


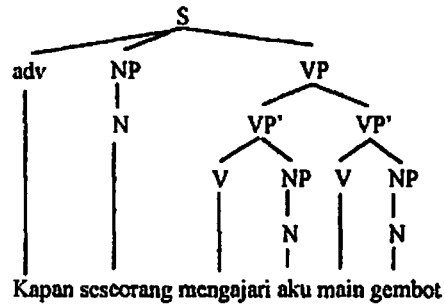
The surface structure is :



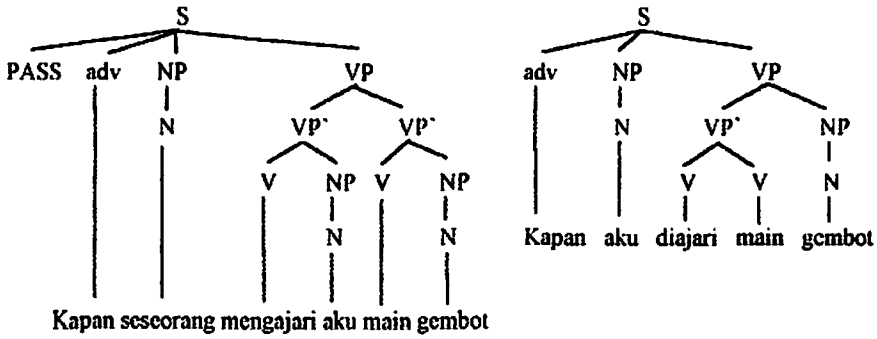
27. Kapan aku diajari main game out?

The deep structure of the sentence is 'Seseorang mengajari aku main game out'. The hypothetical constituent 'QUE' permits the application of adjunction deletion by adding the constituent 'kapan' at the beginning of the structure.





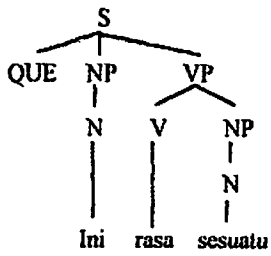
The application of hypothetical constituent 'PASS' permits the operation of some elementary transformations. The constituent 'aku' and 'seseorang' are interchanged. The constituent 'oleh' is introduced and the prefix 'me-' is substituted by 'di-'. Finally, the constituents 'oleh' and 'seseorang' are deleted from the deep structure.



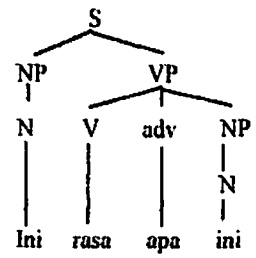
28. Ini rasa apa ini?

The sentence is derived from the deep structure 'Ini rasa sesuatu'. The hypothetical constituent 'QUE' alllows the application of adjunction elementary by adding 'ini'. The substitution elementary is operated by replacing 'sesuatu' with a question word 'apa'.

➢ The deep structure is 'Ini rasa sesuatu'



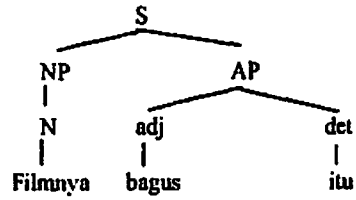
The surface structure is 'Ini rasa apa ini?



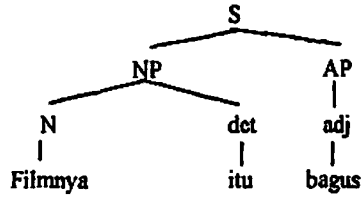
III.1.3.2.2. The Indonesian Ungrammatical Sentences Made by the Child of Six Years Old.

1. Filmnya bagus itu.

The sentence is ungrammatical because of the wrong position of the constituent 'itu'.

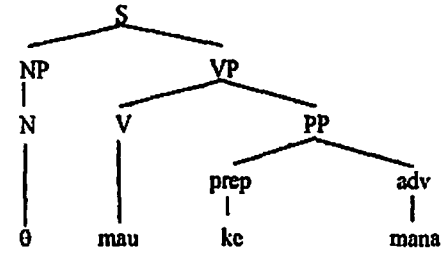


The above diagram shows that the use of permutation elementary by moving the constituent 'itu' to the right of 'bagus' is improper according to Tata Bahasa Indonesia. The grammatical sentence should be :

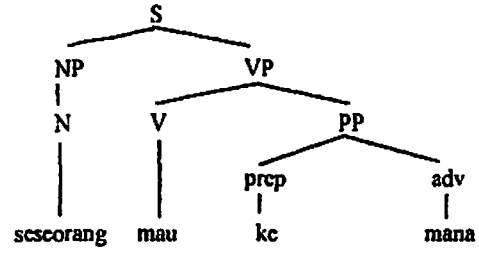


2. Mau ke mana?

The sentence is diagrammed as follows :

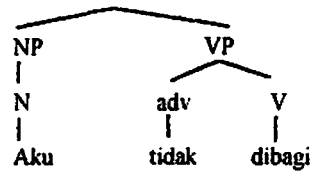


The above diagram shows that the use of deletion elementary by deleting the subject is improper according to Tata Bahasa Indonesia. The grammatical sentence should be 'Seseorang mau ke mana?' that is diagrammed as follows :

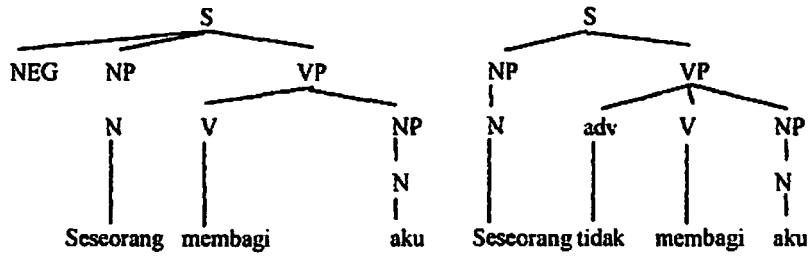


3. Aku tidak dibagi.

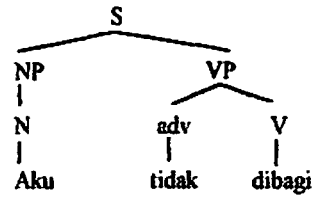
The sentence is wrong according to Tata Bahasa Indonesia, especially Tata Bahasa Generatif Transformatif because the sentence is illogical. In addition to grammaticalness, a sentence must be logical in meaning. The sentence is diagrammed as follows : S



The surface structure of the sentence is formed by a deep structure'Seseorang membagi aku'. The addition of 'NEG' represents the information that this sentence has negative interpretation. The constituent 'tidak' is added to the left of 'membagi' in oder to form a negative sentence.

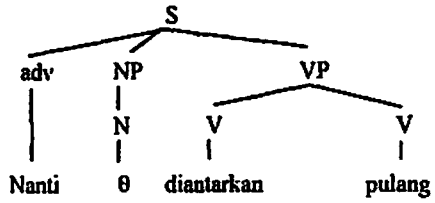


The application of hypothetical constituent 'PASS' permits the negative sentence to be transformed into passive one by some elementary transformational processes. The constituents 'aku' and 'seseorang' are interchanged. The adverb 'oleh' is introduced and the prefix 'me-' is substituted by 'di-'. Finally, by the deletion of the constituents 'oleh' and 'seseorang', the surface structure is formed :



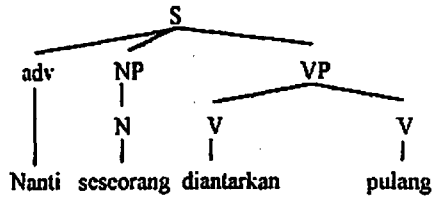
4. Nanti diantarkan pulang.

The sentence is diagrammed as follows :



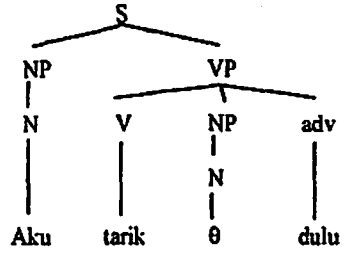
The above diagram shows that the sentence is ungrammatical because there is no subject in it. The use of deletion elementary is improper in this sentence.

The grammatical sentence should be :



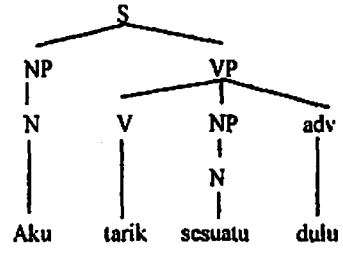
5. Aku tarik dulu.

The sentence is diagrammed as follows :



The sentence is ungrammatical because there is no object that follows the transitive verb 'tarik'. The use of deletion elementary is in the wrong way.

The grammatical sentence should be :



In principle, as the child of five years old (child B), the child of six years old (child C) is able to use also the four elmentary transformations, that are deletion, substitution, adjunction, and permutation elmentaries. Moreover, he is also able to use more than one elementary transformation as a combination of them in a sentence.

From the above analysis, the writer is able to state that the child C is capable of producing Indonesian grammatical sentences (28 sentences) and ungrammatical sentences (5 sentences). The grammatical sentences made by him show that he not only recognizes the elementary transformations of his language, but he is also able to use them properly. The ungrammatical sentences he made indicate that although he recognizes and grasps the elementary transformations of his language, he sometimes also uses them improperly.

The child C is able to use elmentary transformations in creating various grammatical sentences. Depending on the number of clauses, most of the sentences created by him are simple, three compound sentences (3,6,11), and three complex sentences (13,16,23). He creates positive s (2,9,14), negative (12,13,23), interrogative (6,21,26,28), imperative (1,3,18,19,22), passive (8,11,16,20), imperative negative (25), and passive interrogative sentences (27), based on the function of sentences. The verbal (NP VP) (1,2,3,6,8,11,12,13,14,16,18,19,20,21,22,23,25,26,27,28) and nominal sentences (NP NP) (9) are made according to the type of predicates. Besides those various sentences, he also creates 7 SAAD sentences (4,5,7,10,15,17,24).

In creating various sentences, the child of six years old also uses elementary transformations of his language improperly that results the

ungrammatical sentences. The type of sentences depending on the number of clauses are all simple sentences (1,2,3,4,5). Positive (1,5), interrogative (2), passive (3), and passive negative sentences (4) are created in accordance with the function of predicates. Based on the types of predicates, he produces verbal (NP VP) (2,3,4,5) and adjectival sentences (NP AP) (1).

The above analysis also explains that the child C uses combination of elementary transformations variously in making each type of sentence. The grammatical simple sentences are created by (1)deletion, (2)substitution, (3)adjunction, (4)permutation, (5)substitution, adjunction (6)adjunction, deletion, (7)adjunction, permutation, adjunction, substitution, deletion, 8)permutation, adjunction, substitution, deletion, permutation, and (9)adjunction, permutation, adjunction, substitution, deletion. The grammatical compound sentences are created by (1)adjunction, deletion, and (2)permutation, adjunction, substitution, deletion, permutation, adjunction, substitution, deletion, adjunction, deletion, permutation. The grammatical complex sentences are created by (1)adjunction, deletion, (2)adjunction, adjunction, deletion, permutation, and (3) permutation, adjunction, substitution, deletion, permutation, adjunction, substitution, deletion, deletion, permutation. All grammatical positive sentences are created by permutation. The grammatical negative sentences are created by (1)adjunction, (2)adjunction, deletion, (3)adjunction, adjunction, deletion, permutation. The grammatical interrogative sentences are created by (1)substitution, (2)adjunction, (3)adjunction, deletion, and (4)substitution, adjunction. The grammatical imperative sentences are created by (1)deletion and (2)adjunction, deletion. The grammatical passive sentences are created by (1)adjunction, permutation,

adjunction, substitution, deletion, (2)permutation, adjunction, substitution, deletion, permutation, and (3)permutation, adjunction, substitution, deletion, permutation, adjunction, substitution, deletion, deletion, permutation (4)permutation, adjunction, substitution, deletion, permutation, adjunction, substitution, deletion, adjunction, deletion, permutation. The grammatical imperative negative sentence is created by adjunction and deletion . The grammatical passive interrogative sentence is created by adjunction, permutation, adjunction, substitution, and deletion. The grammatical verbal sentences are created by (1)deletion, (2)substitution, (3)adjunction (4)permutation, (5)adjunction, deletion, (6)substitution, adjunction, (7)adjunction, adjunction, deletion, permutation, (8)adjunction, permutation, adjunction, substitution, deletion, (9)permutation, adjunction, substitution, deletion, permutation,(10)permutation, adjunction, substitution, deletion, permutation, adjunction, substitution, deletion, adjunction, deletion, permutation, and (11)permutation, adjunction, substitution, deletion, permutation, adjunction, substitution, deletion, deletion, permutation. The grammatical nominal sentences are created by permutation.

The use of combinations of elementary transformations in the ungrammatical sentences also varies. All simple sentences are created by (1)permutation, and (2)deletion. The positive sentences are created by (1)permutation, and (2)deletion. The interrogative sentence is created by deletion. The passive sentence is created by deletion. The verbal sentences (NP VP) are created by deletion, while the adjectival sentence is created by permutation.

Shortly, the writer is able to state the use of elementary transformations of the Indonesian grammatical sentences made by the child C as follow :

1. Deletion Elementary.
2. Permutation Elementary.
3. Deletion, Adjunction Elementaries.
4. No Elementary Transformation.
5. No Elementary Transformation.
6. Adjunction, Deletion Elemmentaries.
7. No Elementary Transformation.
8. Adjunction, Permutation, Adjunction, Substitution, Deletion, Elementaries.
9. Permutation Elementary.
10. No Elementary Transformation.
11. Permutation, Adjunction, Substitution, Deletion, Permutation, Adjunction, Substitution, Deletion, Adjunction, Deletion, Permutation Elementaries.
12. Adjunction Elementary.
13. Adjunction, Adjunction, Deletion, Permutation Elementaries.
14. Permutation Elementary.
15. No Elementary Transformation.
16. Permutation, Adjunction, Subtitution, Deletion, Permutation, Adjunction, Substitution, Deletion, Deletion, Permutation Elementaries.
17. No Elementary Transformation.
18. Deletion Elementary.
19. Adjunction, Deletion Elementaries.
20. Permutation, Adjunction, Substitution, Deletion, Permutation Elementaries.

21. Adjunction Elementary.

22. Adjunction, Deletion Elementaries.

23. Adjunction, Deletion Elementaries.

24. Adjunction, Permutation, Adjunction, Substitution, Deletion Elementaries.

25. No Elementary Transformation.

26. Adjunction, Deletion Elementaries.

27. Substitution Elementary.

28. Adjunction, Permutation, Adjunction, Substitution, Deletion Elementaries.

The use of improper elementary transformations in the ungrammatical Indonesian sentences made by the child C are as follow :

1. Permutation Elemetary.
2. Deletion Elementary.
3. Deletion Elementary.
4. Illogical.
5. Deletion Elementary.

III. 2. The Differences of the Elementary Transformations of Indonesian Sentences Made by the Children of Four, Five, and Six Years Old

In the previous part of this chapter, it has been explained about the analysis of elementary transformations used by the children of four years old (child A), five years old (child B), and six years old (child C) by using labelled tree diagrams. Going to further analysis, still in the previous part of this chapter, it has also been described about the types of sentences involving the various elementary

transformations and the combinations of them in creating various types of sentences.

Regarding the above analysis, the writer also found out that there are some differences among the sentences made by those children. The differences concern only the types of sentences involving the elementary transformations and the combinations of them in making various types of sentences. In the following part of this chapter, the writer will describe the differences in the types of sentences involving the various types of elementary transformations, the frequency of the use of those sentences, the various combinations of elementary transformations of the types of sentences, and the complexity of elementary transformational combinations to the whole sentences they made.

III.2.1. The Different Types of the Indonesian Sentences Involving the Various Types of Elementary Transformations Made by the Children of Four, Five, and Six Years Old

After analyzing the elementary transformations of the Indonesian sentences made by the children A, B, and C and identifying either the types of sentences they made or the types of elementary transformations involving in those sentences, the writer can describe the whole Indonesian grammatical and ungrammatical sentences made by the those children. Only the Indonesian grammatical and ungrammatical sentences involving the various types of elementary transformations will be described. In other words, the SAAD sentences are not discussed in this part of this chapter. Then, the writer will describe the differences they made.

Table 3.2.1.1. The Types of Indonesian Sentences According to the Number of Clauses Made by the Child of Four Years Old

Grammaticalness	Types of Sentences	Types of Elementary Transformations	Number of Sentences (%)
Grammatical	simple	Deletion, substitution, adjunction, permutation	16 (84%)
	compound	Deletion, permutation, adjunction	3 (16%)
Total			19 (100%)
Ungrammatical	Simple	Deletion, permutation	3 (75%)
	Complex	Deletion	1 (25%)
Total			4 (100%)

Table 3.2.1.2. The Types of Indonesian Sentences According to the Number of Clauses Made by the Child of Five Years Old

Grammaticalness	Types of Sentences	Types of Elementary Transformations	Number of Sentences (%)
Grammatical	Simple	Deletion, substitution, adjunction, permutation	25 (92%)
	Complex	Deletion, adjunction	2 (8%)
Total			27 (100%)
Ungrammatical	Simple	Deletion, permutation	2 (50%)
	Compound	Deletion	1 (25%)
	Complex	Deletion, adjunction	1 (25%)
Total			4 (100%)

Table 3.2.1.3. The Types of Indonesian Sentences According to the Number of Clauses Made by the Child of Six Years Old

Grammaticalness	Types of Sentences	Types of Elementary Transformations	Number of Sentences (%)
Grammatical	Simple	Deletion, substitution, adjunction, permutation	15 (72%)
	Compound	Deletion, substitution, adjunction, permutation	3 (14%)
	Complex	Deletion, substitution, adjunction, permutation	3 (14%)
Total			21 (100%)
Ungrammatical	Simple	Deletion, permutation	5 (100%)
Total			5 (100%)

As we see from the tables 3.2.1.1, 3.2.1.2, and 3.2.1.3, it is noted that the child A makes 2 types of grammatical sentences, that are simple and compound sentences. The simple and complex sentences are also found in his ungrammatical

sentences. The child B also produces 2 types of grammatical sentences, that are simple and complex sentences, while the types of ungrammatical sentences he made are simple, compound, and complex ones. Like the children A and B, the child C also creates grammatical simple, compound, and complex sentences. Besides these grammatical sentences, he also produces ungrammatical simple sentences.

Therefore, the number of types of sentences based on the number of clauses made by the children A, B, and C are different. In the grammatical sentences, the number of types of sentences made by the child C is greater than that of sentences made by the children A and B who makes the same number of types of sentences. The child C creates 3 types of sentences (simple, compound, complex), while the child A only creates 2 types of sentences (simple, compound), and the child B produces grammatical simple and complex sentences. In term of frequency of the use of all three types of sentences, all of them use simple sentences more frequently than compound and (or) complex sentences.

About the ungrammatical sentences, it is the child B who generates the greatest number of types of sentences (simple, compound, complex). On the other hand, the smallest number of types of sentences (simple) is produced by the child C. It means that the child A makes more number of type of sentences than the child C, but less number of type of sentences than the child B (simple, complex). Again, ungrammatical simple sentences are produced more frequently than ungrammatical compound and (or) complex sentences.

All grammatical simple sentences that are produced by them involved all the four types of elementary transformations. The types of elementary

transformations involved in making grammatical compound and complex sentences are different. In compound sentences, all four types of elementary transformations (deletion, substitution, adjunction, permutation) are used by the child C, while 3 types of elementary transformations (deletion, substitution, adjunction) are used by the child A. The child C makes complex sentences by all four types of elementary transformations, whereas the child B makes them by 2 types of elementary transformations (deletion, adjunction).

All ungrammatical simple sentences made by them involved deletion and permutation. The ungrammatical complex sentences made by the child B are operated by 2 types of elementary transformations (deletion, adjunction), while the child A makes them by 1 type of elementary transformations (deletion).

Table 3.2.1.4. The Types of Indonesian Sentences According to the Function of Sentences Made by the Child of Four Years Old

Grammaticalness	Types of Sentences	Types of Elementary Transformations	Number of Sentences (%)
Grammatical	Positive	Deletion, adjunction, permutation	6 (32%)
	Negative	Adjunction	4 (21%)
	Interrogative	Substitution, adjunction, permutation	4 (21%)
	Imperative	Deletion	4 (21%)
	Passive Interrogative	Deletion, substitution, adjunction, permutation	1 (5%)
Total			19 (100%)
Ungrammatical	Positive	Deletion, permutation	2 (40%)
	Negative	Deletion	2 (40%)
	Interrogative	Permutation	1 (20%)
Total			5 (100%)

Table 3.2.1.5. The Types of Indonesian Sentences the Function of Sentences Made by the Child of Five Years Old

Grammaticalness	Types of Sentences	Types of Elementary Transformations	Number of Sentences (%)
Grammatical	Positive	Adjective, deletion	2 (7%)
	Negative	Adjunction	4 (15%)
	Interrogative	Substitution, permutation	3 (12%)

	Imperative	Deletion, adjunction	10 (37%)
	Passive	Deletion, substitution, adjunction, permutation	2 (7%)
	Passive negative	Deletion, substitution, adjunction, permutation	2 (7%)
	Passive interrogative	Deletion, substitution, adjunction, permutation	1 (4%)
	Passive imperative	Deletion, substitution, adjunction, permutation	2 (7%)
	Passive interrogative negative	Deletion, substitution, adjunction, permutation	1 (4%)
Total			27 (100%)
Ungrammatical	Positive	Deletion	1 (25%)
	Interrogative	Deletion, adjunction	1 (25%)
	Passive	Deletion, permutation	2 (50%)
Total			4 (100%)

Table 3.2.1.6. The Types of Indonesian Sentences According to the Function of Sentences Made by the Child of Six Years Old

Grammaticalness	Types of Sentences	Types of Elementary Transformations	Number of Sentences (%)
Grammatical	Positive	Permutation	3 (14%)
	Negative	Deletion, adjunction, permutation	3 (14%)
	Interrogative	Deletion, adjunction, permutation	4 (19%)
	Imperative	Deletion, adjunction	5 (24%)
	Passive	Deletion, substitution, adjunction, permutation	4 (19%)
	Imperative negative	Deletion, adjunction	1 (5%)
	Passive interrogative	Deletion, substitution, adjunction, permutation	1 (5%)
Total			21 (100%)
Ungrammatical	Positive	Deletion, permutation	2 (40%)
	Negative	Deletion, adjunction	1 (20%)
	Interrogative	Deletion	1 (20%)
	Passive	Deletion	1 (20%)
Total			5 (100%)

Observing the tables 3.2.1.4, 3.2.1.5, and 3.2.1.6, the child B makes 5 types of grammatical sentences. He not only produces the grammatical sentences, but also the ungrammatical sentences, that are positive, negative, and interrogative

sentences. Grammatically, the child B creates positive, negative, interrogative, imperative, passive, passive negative, passive interrogative, passive imperative, and passive interrogative negative sentences, but he also produces some ungrammatical sentences, that are positive, interrogative, and passive sentences. The grammatical positive, negative, interrogative, imperative, passive, imperative negative, and passive interrogative sentences are created by the C. In addition to those grammatical sentences, he also produces ungrammatical positive, negative, interrogative, and passive sentences.

So, there are also some differences in the types of sentences based on the function of sentences made by the children A, B, and C. As shown in the above tables, the child A makes the smallest number of types of grammatical sentences. The greatest number of types of grammatical sentences is produced by the child B. The child C makes more number of types of grammatical sentences than the child A, but less number of types of sentences than the child B. Grammatical positive sentences are produced the most frequently by the child A. Grammatical imperative sentences, on the other hand, are produced most frequently by both the children B and C.

In the ungrammatical sentences, the child C creates greater number of types of sentences (4 sentences) than the children A and B who make three types of sentences. The most rarely ungrammatical sentences produced by the child A are interrogative ones. The child B makes ungrammatical passive sentences the most frequently and so do ungrammatical positive sentences made by the child C.

The types of elementary transformations involving in the same types of sentences (positive, negative, interrogative, imperative, passive interrogative) vary

in each child. The positive grammatical sentences are made of deletion, adjunction, and permutation by the child A; deletion and adjunction by the child B; permutation by the child C. In constructing grammatical negative sentences, the children A and B use adjunction only, while the child C constructs them by deletion, adjunction, and permutation. The child A makes interrogative sentences by substitution, adjunction, and permutation. Deletion and adjunction are used by the child B in creating grammatical interrogative sentences, whereas deletion, adjunction, and permutation used by the child C. Grammatical imperative sentences are made of deletion by the child A. The child B uses deletion and adjunction in making grammatical imperative sentences and so does the child C. Grammatical passive interrogative sentences are created by deletion, substitution, adjunction, and permutation.

As grammatical sentences, the type of elementary transformations involving in the same types of ungrammatical sentences (positive, interrogative) are also various in each child. Deletion and permutation are involved in ungrammatical positive sentences made by the children A and C. The child B makes them by deletion only. The ungrammatical interrogative sentences are made of permutation by the child A; deletion and adjunction by the child B; deletion by the child C.

Table 3.2.1.7. The Types of Indonesian Sentences According to the Types of Predicates Made by the Child of Four Years Old

Grammaticalness	Types of Sentences	Types of Elementary Transformations	Number of Sentences (%)
Grammatical	Verbal (NP VP)	Deletion, substitution, adjunction, permutation	15 (79%)
	Adjectival (NP AP)	Adjunction, permutation	2 (10,5%)
	Prepositional (NP PP)	Substitution, permutation	2 (10,5%)

Total			19 (100%)
Ungrammatical	Verbal (NP VP)	Deletion, permutation	3 (75%)
	Adjectival (NP AP)	Deletion	1 (25%)
Total			4 (100%)

Table 3.2.1.8. The Types of Indonesian Sentences According to the Types of Predicates Made by the Child of Five Years Old

Grammaticalness	Type of Sentences	Type of Elementary Transformations	Number of Sentences (%)
Grammatical	Verbal (NP VP)	Deletion, substitution, adjunction, permutation	25 (92%)
	Adjectival (NP AP)	Adjunction	1 (4%)
	Prepositional (NP VP)	Substitution	1 (4%)
Total			27 (100%)
Ungrammatical	Verbal (NP VP)	Deletion, adjunction, permutation	4 (100%)
Total			4 (100%)

Table 3.2.1.9. The Types of Indonesian Sentences According to the Types of Predicates Made by the Child of Six Years Old

Grammaticalness	Types of Sentences	Types of Elementary Transformations	Number of Sentences (%)
Grammatical	Verbal (NP VP)	Deletion, substitution, adjunction, permutation	20 (95%)
	Nominal (NP NP)	Permutation	1 (5%)
Total			21 (100%)
Ungrammatical	Verbal (NP VP)	Deletion	4 (80%)
	Adjectival (NP AP)	Permutation	1 (20%)
Total			5 (100%)

The above tables (3.2.1.7, 3.2.1.8, and 3.2.1.9) show that the child A makes verbal, adjectival, and prepositional sentences grammatically. In addition, he also produces ungrammatical sentences, that are verbal and adjectival ones. The grammatical verbal, adjectival, and prepositional sentences are generated by the child B. He also makes ungrammatical verbal sentences. Besides grammatical

verbal and nominal sentences, the child C produces ungrammatical verbal and adjectival sentences.

Some differences are also found in the above description. The number of types of grammatical sentences made by the child C is smaller (verbal, nominal) than that of sentences made by the children A and B (verbal, adjectival, prepositional). All of them use grammatical verbal sentences the most frequently.

In the ungrammatical sentences, the child B makes the smallest number of type of sentences (verbal); the children A and C make the same number of type of sentences (verbal, adjectival). They use ungrammatical verbal sentences the most frequently.

All grammatical verbal sentences made by them involve the four elementary transformations (deletion, substitution, adjunction, permutation). In ungrammatical verbal sentences, they use different elementary transformations. The child A uses deletion and permutation; the child B uses deletion, adjunction, and permutation; the child C uses deletion.

III.2.2. The Different Combinations of Elementary Transformations in the Indonesian Sentences Made by the Children of Four, Five, and Six Years Old

It has been stated in the previous part of this chapter that all three children are not only capable of using the elementary transformations in a sentence, but they are also capable of using the combinations of elementary transformations in making a sentence. The combinations made by those children are shown in the tables below.

Table 3.2.2.1. The Types of Combinations of Elementary Transformations Used in Indonesian Sentences According to The Number of Clauses Made by the Child of Four Years Old

Grammaticalness	Types of Sentences	Type of Combinations of Elementary Transformations
Grammatical	Simple	Deletion*
		Substitution*
		Adjunction*
		Permutation*
		Substitution, permutation
		Permutation, adjunction
		Adjunction, permutation, adjunction, substitution, deletion
	Compound	Deletion*
		Adjunction, deletion, permutation
Ungrammatical	Simple	Deletion*
		Permutation*
	Complex	Deletion*

* indicates that it is not a combination of elementary transformations

Table 3.2.2.2. The Types of Combinations of Elementary Transformations Used in Indonesian Sentences According to the Number of Clauses Made by the Child of Five Years Old

Grammaticalness	Types of Sentences	Types of Combinations of Elementary Transformations
Grammatical	Simple	Deletion*
		Substitution*
		Adjunction*
		Adjunction, deletion
		Substitution, permutation
		Deletion, permutation
		Permutation, adjunction, substitution, deletion
		Adjunction, permutation, adjunction, substitution, deletion
		Permutation, adjunction, substitution, deletion, permutation
		Adjunction, adjunction, permutation, adjunction, substitution, deletion
	Complex	Adjunction, deletion
Ungrammatical	Simple	Deletion*
		Permutation*
	Compound	Deletion*
	Complex	Deletion, adjunction

* indicates that it is not a combination of elementary transformations

Table 3.2.2.3. The Types of Combinations of Elementary Transformations Used in Indonesian Sentences According to the Number of Clauses Made by the Child of Six Years Old

Grammaticalness	Types of Sentences	Types of Combinations of Elementary Transformations
Grammatical	Simple	Deletion*
		Substitution*
		Adjunction*
		Permutation*
		Substitution, adjunction
		Adjunction, deletion
		Adjunction, permutation, adjunction, substitution, deletion
		Adjunction, permutation, adjunction, substitution, deletion
		Permutation, adjunction, substitution, deletion, permutation
	Compound	Adjunction, deletion
		Permutation, adjunction, substitution, deletion, permutation, adjunction, substitution, deletion, adjunction, deletion, permutation
	Complex	Adjunction, deletion
		Adjunction, adjunction, deletion, permutation
		Permutation, adjunction, substitution, deletion, permutation, adjunction, substitution, deletion, deletion, permutation
Ungrammatical	Simple	Permutation
		Deletion

* indicates that it is not a combination of elementary transformations

The above tables show that the number of combinations of elementary transformations is different. The smallest number of combinations in grammatical simple sentences is used by the child A (3 combinations); however, the greatest number of combinations in grammatical simple sentences is used by the child B (7 combinations). The child C makes 5 combinations in making grammatical simple sentences. Grammatical compound sentences are made of 2 combinations by the child C and only 1 combination made by the child A, whereas the child B makes no grammatical compound sentences. Grammatical complex sentences are made

of only 1 combination by the child B. The child C makes 3 combinations in grammatical complex sentences.

Due to the complexity of combinations of elementary transformations, the child B produces more complex (6 elementary transformations) in grammatical simple sentences than the children A and C (5 elementary transformations). The combination of elementary transformations involved in grammatical compound sentences made by the child C is more complex (11 elementary transformations) than that of combination created by the child A (3 elementary transformations). The combination of elementary transformations in grammatical complex sentences made by the child C is also more complex (10 elementary transformations) than that of combination produced by child B (2 elementary transformations). In ungrammatical simple sentences, only the child C uses a combination of elementary transformations. They make no combination in ungrammatical compound sentences. It is only the child B who uses a combination in ungrammatical complex sentences.

Table 3.2.2.4. The Types of Combinations of Elementary Transformations Used in Indonesian Sentences According to the of Function of Sentences Made by the Child of Four Years Old

Grammaticalness	Types of Sentences	Types of Combinations of Elementary Transformations
Grammatical	Positive	Deletion*
		Permutation*
		Deletion, adjunction, permutation
	Negative	Adjunction*
	Interrogative	Substitution*
		Adjunction*
		Substitution, permutation
	Imperative	Deletion*
	Passive interrogative	Adjunction, permutation, adjunction, substitution, deletion
Ungrammatical	Positive	Deletion*
	Negative	Deletion*

	Interrogative	Permutation*

* indicates that it is not a combination of elementary transformations

Table 3.2.2.5. The Types of Combinations of Elementary Transformations Used in Indonesian Sentences According to the of Function of Sentences Made by the Child of Five Years Old

Grammaticalness	Types of Sentences	Types of Combinations of Elementary Transformations
Grammatical	Positive	Deletion*
		Adjunction*
	Negative	Adjunction*
	Interrogative	Substitution*
		Substitution, permutation
	Imperative	Deletion*
		Adjunction, deletion
		Deletion, permutation
	Passive	Permutation, adjunction, substitution, deletion
	Passive interrogative	Adjunction, permutation, adjunction, substitution, deletion, permutation
	Passive imperative	Permutation, adjunction, substitution, deletion, permutation
		Adjunction, permutation, adjunction, substitution, deletion
	Passive interrogative negative	Adjunction, adjunction, permutation, adjunction, substitution, deletion
Ungrammatical	Positive	Deletion*
	Interrogative	Deletion, adjunction
	Passive	Deletion*
		Permutation*

* indicates that it is not a combination of elementary transformation

Table 3.2.2.6. The Types of Combinations of Elementary Transformations Used in Indonesian Sentences According to the Function of Sentences made by the Child Six Years Old

Grammaticalness	Types of Sentences	Types of Combinations of Elementary Transformations
Grammatical	Positive	Permutation*
	Negative	Adjunction*
		Adjunction, deletion*
		Adjunction, adjunction, deletion, permutation
	Interrogative	Substitution*
		Adjunction*
		Adjunction, deletion
		Substitution, adjunction
	Imperative	Deletion*
		Adjunction, deletion
Grammatical	Passive	Adjunction, permutation, adjunction, substitution, deletion

		Permutation, adjunction, substitution, deletion, permutation
		Permutation, adjunction, substitution, deletion, permutation, adjunction, substitution, deletion, deletion, permutation
		Permutation, adjunction, substitution, deletion, permutation, adjunction, substitution, deletion, adjunction, deletion, permutation
	Imperative negative	Adjunction, deletion
	Passive interrogative	Adjunction, permutation, adjunction, substitution, deletion
Ungrammatical	Positive	Permutation, deletion
	Interrogative	Deletion*
	Passive	Deletion*

*indicates that it is not a combination of elementary transformations

In the case of number of combinations used in elementary transformations, the children A, B, and C make differences in the same types of grammatical sentences (positive, negative, interrogative, imperative, passive interrogative). The child A makes 1 combination in grammatical positive sentences, while the children B and C make no combination. Only the child C who makes combination (1 combination) in grammatical negative sentences. In grammatical interrogative sentences, the child C involves more number of combinations (2 combinations) than the children A and B (1 combination). There is no combination in grammatical imperative sentences made by the child A. The number of combinations created by the child A is greater than that of grammatical imperative sentences made by the child C. They use the same number of combinations (1 combination) in grammatical passive sentences. Of two same ungrammatical sentences (positive, interrogative), the children A and C make no combination in ungrammatical positive sentences. The child B uses 1 combination in ungrammatical interrogative sentences; the child A involves no combination.

Based on the complexity of combinations of elementary transformations among those 5 types of sentences, the child A is the only child who uses a

combination (3 elementary transformations) in grammatical positive sentences since the children B and C make no combination. Both children A and B create no combination in grammatical negative sentences; the child C involves 4 elementary transformations. The complexity of combination of their grammatical interrogative sentences is the same (2 elementary transformations). Two elementary transformations are involved in the combinations that made by the children B and C in their grammatical imperative sentences; there is no combination in grammatical imperative sentence created by the child A. The combinations of grammatical passive interrogative sentences used by the child B are more complex (6 elementary transformations) than that of ones made by the children A and C (5 elementary transformations).

Table 3.2.2.7. The Type of Combinations of Elementary Transformations Used in Indonesian Sentences According to the Type of Predicates Made by the Child of Four Years Old

Grammaticalness	Types of Sentences	Types of Combinations of Elementary Transformations
Grammatical	Verbal (NP VP)	Deletion*
		Substitution*
		Adjunction*
		Permutation*
		Adjunction, deletion, permutation
		Adjunction, permutation, adjunction, substitution, deletion
	Adjectival (NP AP)	Adjunction*
		Permutation, adjunction
	Prepositional (NP PP)	Substitution, permutation
Ungrammatical	Verbal (VP NP)	Deletion*
		Permutation*
	Adjectival (NP AP)	Deletion*

* indicates that it is not a combination of elementary transformation

Table 3.2.2.8. The Types of Combinations of Elementary Transformations Used in Indonesian Sentences According the Type of Predicates Made by the Child of Five Years Old

Grammaticalness	Types of Sentences	Types of Combinations of Elementary Transformations
Grammatical	Verbal (NP VP)	Deletion*
		Adjunction*
		Substitution*
		Adjunction, deletion
		Deletion, permutation
		Substitution, permutation
		Permutation, adjunction, substitution, deletion
		Adjunction, permutation, adjunction, substitution, deletion
		Permutation, adjunction, substitution, deletion, permutation
		Adjunction, adjunction, permutation, adjunction, substitution, deletion
		Adjunction, permutation, adjunction, substitution, deletion, permutation
	Adjectival (NP AP)	Adjunction*
	Prepositional (NP PP)	Substitution*
Ungrammatical	Verbal (NP VP)	Deletion*
		Permutation*
		Deletion, adjunction

* indicates that it is not a combination of elementary transformations

Table 3.2.2.9. The Types of Combinations of Elementary Transformations Used in Indonesian Sentences According to the Types of Predicates Made by the Child of Six Years Old

Grammaticalness	Types of Sentences	Types of Combinations of Elementary Transformations
Grammatical	Verbal (NP VP)	Deletion*
		Substitution*
		Adjunction*
		Permutation*
		Adjunction, deletion
		Substitution, adjunction
		Adjunction, adjunction, deletion, permutation
		Adjunction, permutation, adjunction, substitution, deletion
		Permutation, adjunction, substitution, deletion, permutation
		Permutation, adjunction, substitution, deletion, permutation, adjunction, substitution, deletion, deletion, permutation

		Permutation, adjunction, substitution, deletion, permutation, adjunction, substitution, deletion, adjunction, deletion, permutation
	Nominal (NP NP)	Permutation*
Ungrammatical	Verbal (NP VP)	Deletion*
	Adjectival (NP AP)	Permutation*

* indicates that it is not a combination of elementary transformations

From the above tables, it is noted that they make different number of combinations of elementary transformations. In grammatical verbal sentences, the child A uses the smallest number of combination (2 combinations), whereas the child B makes the greatest number of combinations (8 combinations); the child C makes 7 combinations. The grammatical adjectival and prepositional sentences are produced by the child A with only 1 combination, while the child B creates no combination. The child C makes neither grammatical adjectival nor prepositional sentences. Only the child B creates a combination in ungrammatical sentences. On the other hand, the children A and C make no combination.

The complexity of combinations of elementary transformations in making those types of sentences is also different. In grammatical verbal sentences, the child C generates the most complex combinations (11 elementary transformations). On the other hand, the child A makes the least complex combinations (5 elementary transformations). The combinations in grammatical verbal sentences made by the child B involves 6 elementary transformations.

CHAPTER IV

CONCLUSION