

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

3.1. PRESENTATION OF THE DATA

The collected data are presented in a two – column tables. The mother's questions are put on the left row while the child's answers are put on the right one. From several recordings per child, I put each word recording in one table.

The result of the child's answers is analyzed in two distinct sections. Firstly, they are categorized based on the types of response. Secondly, they are analyzed by using componential analysis. Thus, analyzing the data by using semantic markers. To get the precise quality of child's defining attainment, I provide a set of interpretation.

3.1.1. THE INFORMANTS' DATA

3.1.1.1. FIRST INFORMANT

3.1.1.1.1. TABLES OF I1'S RESPONSES TO SPECIFIC NOMINALS

Table 1. I1's responses to *anjing*

| Mother | Child |
|--|--|
| <i>Anjing</i> itu apa sih ? | Binatang. |
| Binatang yang bagaimana? | Jahat. |
| Kenapa dibilang jahat? | Soalnya punya taring, pernah makan kucing. |
| Di gambar ini apa warna <i>anjingnya</i> ? | Brown. Tapi ada yang putih dan hitam |
| Bahasa Indonesianya brown itu apa? | Coklat. |

The data shown in table 1 and table 2 took place in the afternoon when I1 had just come home.

Table 2. I1's responses to *mama*

| Mother | Child |
|--|-----------------------------|
| <i>Mama</i> itu yang seperti apa sih? | Ya perempuan |
| Trus umurnya berapa? | 13 tahun, sekarang udah 25. |
| Kalau begitu <i>Mbak Lin</i> bisa jadi <i>mama</i> dong? | Bisa, tapi nikah dulu. |
| Nikah sama siapa? | Sama pacarnya. |

**Mbak Lin* is the nickname of this thesis writer and also the observer.

Table 3. I1's responses to *bapak*

| Mother | Child |
|---|-------------------------------|
| Kalo <i>mama</i> itu perempuan, berarti <i>bapak</i> itu laki – laki apa perempuan? | Ya laki – laki. |
| Kok bisa tahu kalo itu laki – laki? | Iya, soalnya gundul. |
| <i>Bapak</i> umurnya berapa? | Udah gede, sekarang 63 tahun. |

The conversation between I1 and his mother was recorded in the evening when I1 had just been taken a bath by his mother. In asking him to describe *bapak*, her mother showed him a picture of a hairy man.

3.1.1.1.2. TABLES OF I1'S RESPONSES TO GENERAL NOMINALS

Table 4. I1's responses to *kipas angin*

| Mother | Child |
|--|--------------------------|
| <i>Kipas angin</i> itu yang bagaimana? | Yang bentuknya kayak AC |
| Masa' kayak AC? | Iya, soalnya bisa muter. |
| Apanya? | Baling – balingnya. |

I1 described an electric fan as an air conditioner because his house was equipped with AC. Besides, there is a big fan in the corner of his room that can be switched on or off anytime he wants to.

Table 5. I1's responses to *sendok*

| Mother | Child |
|--|---|
| <i>Sendok</i> itu yang kayak apa? Kamu pernah pakai <i>sendok</i> ? | Bundar dan ada garis lurusnya. Pernah pas makan, dipegang di tangan kanan. |
| <i>Sendok</i> boleh nggak dipegang di tangan kiri? | Boleh, kayak Om Oni, dipegang di tangan kiri. |

The response of I1 to *sendok* was associated with his personal experience. His left - handed uncle used his left hand to hold spoon to eat.

Table 6. I1's responses to *celana*

| Mother | Child |
|---|--|
| Ini sarung apa bukan? <i>Celana pendek</i> itu dipakai apa? Siapa yang panasan pakai <i>celana pendek</i> ? | Bukan, ini kan <i>celana pendek</i> Hi hi hi panasan. Laki - laki. |
| Kalau perempuan boleh nggak pakai <i>celana</i> ? | Ya nggak boleh. Mama ya nggak boleh. |

Table 7. I1's responses to *permen*

| Mother | Child |
|---|---|
| <i>Permen</i> itu bagaimana? Kalau begitu coklat berarti <i>permen</i> ? Rasanya gimana? Enak gimana, manis atau asin? | Yang seperti bentuk coklat. Iya, kan bisa dimakan Enak. Ya manis sama kecut, kayak yupi. |

I1 was eating chocolate and playing his toys when the conversation was recorded. Then, he ran to his dining room to take the Yupi candy and give it to me, the observer. His mother told me that he really liked eating candies especially Yupi candy.

Table 8. I1's responses to *susu*

| Mother | Child |
|--|---|
| Kamu minum <i>susu</i> apa tiap hari? Kok bisa tahu kalau itu <i>susu</i> ? | Iya, <i>susu</i> Milo. Iya, soalnya bentuknya kayak air, ada warnanya. |
| <i>Susunya</i> Mas Dan apa warnanya? Ada nggak warna <i>susu</i> selain coklat? | Coklat. Ada. Putih, merah muda. Udah itu tok yang aku bisa. |
| Trus <i>susu</i> itu biasanya diapakan? Bisa nggak <i>susu</i> dimakan? | Ditaruh gelas terus diminum. Ya nggak bisa. Yang dimakan ya nasi, mi goreng sama oreo. |

The data presented from table 5 to table 8 were recorded while I1 was riding his bicycle in the evening and eating snacks.

Table 9. I1's responses to *mobil*

| Mother | Child |
|--|--|
| <i>Mobil</i> ada apanya Mas Dan? Buat apa sih <i>mobil</i> itu? | Ada kaca, jendela, roda, setir. Pergi yang jauh – jauh, kalau dekat ya jalan. |
| Kalau gitu <i>mobil</i> itu apa? | Aku naik <i>mobil</i> ke Timezone. |

Table 10. I1's responses to *robot*

| Mother | Child |
|--|-------------------------------|
| Ini doraemon ya? | Bukan, ini kan <i>robot</i> . |
| Kenapa disebut <i>robot</i> , bukannya boneka? | Karena ada senjatanya. |
| Senjatanya apa saja? | Pedang, pistol, tameng. |
| Kalau boneka ada apanya | Ya nggak tahu. |

The robot picture I showed did not have sword, pistol nor a shield for combat. However, he related the definition of the word with his own robot toy that is called "Robot Gibbon Fire."

Table 11. I1's responses to *rok*

| Mother | Child |
|--|--|
| Pakaian apa ini? | <i>Rok</i> . |
| <i>Rok</i> itu buat siapa sih? | Ya buat perempuan. |
| Perempuan hanya pakai <i>rok</i> ? | Nggak. <i>Rok</i> sama baju. |
| Kalau laki - laki boleh nggak pakai <i>rok</i> ? | Ya nggak bisa. Laki - laki pakai celana kayak aku. |

Table 11 shows the ability of I1 to relate his answer with the associate to the word. As far as he knows, skirt is only for girls or women. The data of tables 9, 10, and 11 were recorded in the evening.

Table 12. I1's responses to *lampu meja*

| Mother | Child |
|-------------------------------------|--|
| Buat apa sih <i>lampu meja</i> itu? | Buat nggambar atau nulis. |
| Hanya itu tok? | Iya. Soalnya meja kan keras. Kalau pake kasur kan nggak keras. |
| Trus lampu itu gimana? | Terang. |

3.1.1.1.3. TABLES OF I1'S RESPONSES TO THE ACTION WORDS

Table 13. I1's responses to *menyetir*

| Mother | Child |
|--|--|
| <i>Menyetir</i> itu apa sih? | Yang kayak bapak. Gini lo kayak bapak. Ngeng ... ngeng tret.. tet .. tet |
| Apa yang diputar? | Ya setir. |
| Kalau sepeda motor bisa disetir nggak? | Ya nggak. Sepeda motor dinaiki dong, Ma. |
| Siapa yang biasanya nyetir? | Bapak, Om Oni, Angkung sama Papa Pong. |

The word *menyetir* was recorded in the afternoon after he came home from school. We were sitting in the terrace watching his servant washing the car. Once he played the water that made his mother shout at him. Then, he responded *menyetir* by turning a can cover and shouting to imitate a car's horn.

Table 14. I1's responses to *minum*

| Mother | Child |
|-----------------------------------|---|
| <i>Minum</i> itu apa sih? | Ya yang gini |
| Apa yang bisa diminum? | Air, teh. Yang nggak boleh diminum racun. |
| Kenapa racun nggak boleh diminum? | Ya mati. Kalau <i>minum</i> racun nanti kayak tengkorak |

The conversation took place in the living room in the evening. I1 responded the question of what drinking was by showing the act of drinking tea.

3.1.1.1.4. TABLE OF I1'S RESPONSES TO MODIFIER

Table 15. I1's responses to *gendut*

| Mother | Child |
|---|--------------------------------|
| Kamu suka mana <i>gendut</i> apa kurus? | <i>Gendut</i> |
| Kalau Mama? | <i>Gendut</i> , badannya gede. |
| Kalau Dana <i>gendut</i> apa kurus? | <i>Gendut</i> . |
| Apa sih <i>gendut</i> itu? | Yang kayak raksasa. |
| Memangnya raksasa itu gimana? | Nggak tahu. |

The last data presented in tables 13, 14, 15 were recorded in the evening when I1 had just been taken a bath by his mother. At that time he was drawing and coloring.

3.1.1.2. SECOND INFORMANT

3.1.1.2.1. TABLES OF I2'S RESPONSES TO SPECIFIC NOMINALS

The data of table 16 up to table 22 were recorded in the afternoon. Four people were involved in the process of recording: I2, her sister, her mother and I as the observer. I2 was drawing and coloring in that afternoon.

Table 16. I2'S responses to *anjing*

| Mother | Child |
|--------------------------------|--|
| Ini ayam ya? | Bukan. Ini <i>anjing</i> . |
| Kenapa disebut <i>anjing</i> ? | Soalnya punya taring, telinga sama kaki. |
| Kalau taringnya buat apa? | Buat makan. |
| Makan apa? | Tulang sama susu. |

I2 combined the definition of dog showed to her by her mother with that of in her comics. The dog picture has claws, ears, and legs while the one in the comics eats bones and drinks milk.

Table 17. I2's responses to *mama*

| Mother | Child |
|--|-------------------|
| Yola punya <i>mama</i> nggak? | Punya. Mama Dina. |
| <i>Mama</i> Dina laki-laki apa perempuan? | Perempuan |
| Kalo laki-laki bisa nggak jadi <i>mama</i> ? | Nggak. |
| Trus, umurnya <i>mama</i> berapa? | 3 tahun. |
| Kalo gitu umurnya <i>mama</i> sama dengan umur papa, ya? | Iya, sama. |

Table 18. I2's responses to *bapak*

| Mother | Child |
|--|----------------------|
| Papa dengan <i>bapak</i> sama nggak? | Sama. |
| Ini siapa ? | Mas. Yang ini papa. |
| Kenapa kok disebut papa? | Soalnya punya kumis. |
| Yang punya kumis itu laki-laki atau perempuan? | Laki-laki. |
| Papa itu laki-laki yang umumnya berapa? | 3 tahun |

I2 addresses her daddy papa. However, she did not confuse in defining *bapak* because she knew that *bapak* and papa referred to the same person.

3.1.1.2.2. TABLES OF I2'S RESPONSES TO GENERAL NOMINALS

Table 19. I2's responses to *kipas angin*

| Mother | Child |
|---|---|
| <i>Kipas angin</i> itu yang bagaimana? | Bulat, trus banyak segitiganya. |
| Segitiganya buat apa sih? | Ya buat muter. |
| Kenapa kog segitiganya harus muter? | Biár keluar angin trus isis. |
| Trus apa bedanya <i>kipas angin</i> sama kipas? | Kalau <i>kipas angin</i> nggak ada kayunya, tapi kalau kipas ada. |
| Dimana Yola tahu ada <i>kipas angin</i> ? | Di rumah Papi. |

I2 related her answer with her personal experience. She saw a fan in the priest's house –who she addressed her papi- for she did not have it at her house.

Table 20. I2's responses to *sendok*

| Mother | Child |
|--|---|
| Ini garpu ya? | Bukan, ini <i>sendok</i> . |
| Kenapa sih kok disebut <i>sendok</i> ? | Soalnya kepalanya bundar, kalau garpu ada jari – jarinya. |
| Trus <i>sendok</i> itu buat apa? | Buat makan nasi. |
| Bisa nggak buat makan selain nasi? | Bisa, buat makan mi. |

Table 21. I2's responses to *celana*

| Mother | Child |
|---------------------------------------|-----------------------------|
| Kenapa disebut <i>celana pendek</i> ? | Nggak tahu. |
| Kalau <i>celana</i> dipakai kemana? | Ke papi. |
| Siapa yang pakai? | Perempuan sama laki – laki. |

In answering to respond *celana*, I2 included her personal experience. Usually, I2 wore trousers to go to the church. I2 and her sister address the priest papi.

Table 22. I2 responsesto *permen*

| Mother | Child |
|--|-------------------------------------|
| Gimana sih rasanya <i>permen</i> itu? | Enak. |
| Enaknya gimana? | Manis, kecut. |
| Kalau wafer rasanya gimana? | Enak. Kriuk – kriuk. |
| Enak mana wafer sama <i>permen</i> ? | Enak semua rasanya manis strawberry |
| Bagaimana sih makannya <i>permen</i> ? | Di Buk Jum. |

The answer of I2 about the word *permen* was based on her personal experience. She often bought candies in her neighbor's shop and called the seller Buk Jum.

The conversations showed in table 23 until table 27 were recorded in the evening. Still, four people got involved. I2's mother asked her to sit on her favorite small chair doing nothing but answering the questions.

Table 23. I2's responses to *susu*

| Mother | Child |
|--|--|
| <i>Susu</i> itu apa sih? | Minum <i>susu</i> tiap hari. |
| <i>Susunya</i> Yola apa? | <i>Susu</i> Indomilk |
| Warnanya apa? | Coklat. |
| Minum <i>susu</i> itu pakai gelas apa dot sih? | Minum <i>susu</i> ditaruh botol. |
| Sama nggak sirup sama <i>susu</i> ? | Nggak, sirup merah, jeruk. Kalau <i>susu</i> coklat. |
| Kapan Yola minum <i>susu</i> ? | Pagi sama mau bubuk. |

Table 24. I2's responses to *mobil*

| Mother | Child |
|--------------------------------------|---|
| Yola pernah naik <i>mobil</i> nggak? | He eh di sana. |
| <i>Mobil</i> itu ada apanya sih? | Ada roda, sama jendela. |
| Buat apa <i>mobil</i> itu? | Yola belanja naik <i>mobil</i> . |
| Siapa yang ngantar Yola belanja? | Papa, mama dan mbak Deva. Papa yang nyopir. |

Table 25. I2's response to *robot*

| Mother | Child |
|--|---|
| <i>Robot</i> itu ada apanya Yol? | Ada kaki, muka sama telinga. |
| Kenapa kog dibilang <i>robot</i> ? | Soalnya buat mainan Iwan., bisa jalan. |
| Kalau Winnie the Pooh sama nggak sama <i>robot</i> ? | Nggak, Winnie the Pooh buat teman Yola tidur. |
| Kalau <i>robot</i> ? | Yola nggak punya <i>robot</i> . |

Table 26. I2's responses to *rok*

| Mother | Child |
|---|--------------------------|
| Siapa yang biasanya pakai <i>rok</i> seperti itu? | Mbak Deva. |
| Mbak Deva itu laki - laki atau perempuan sih? | Perempuan. |
| Trus dipakai kemana <i>rok</i> itu? | Ke papi juga. |
| Ada apanya sih <i>rok</i> itu? | Ada kancing sama lengan. |
| Trus warnaya apa? | Anggur. |

In saying colors, I2 uses the name of fruits.

Table 27. I2's responses to *lampu meja*

| Mother | Child |
|--------------------------------------|---|
| Yola punya nggak <i>lampu meja</i> ? | Punya. |
| Buat apa sih <i>lampu meja</i> itu? | Buat hiasan. |
| Cuma buat hiasan tok? | Nggak, buat lampu mati biar terang. |
| Ditaruh dimana lampunya? | Situ. Yola punya lagi disamping tempat tidur. |

I2 has table lamps that are put in the corner of her living room and on the small table next to her bed. In responding to table lamp, she related the answer with her personal belonging.

3.1.1.2.3. TABLES OF I2'S RESPONSES TO ACTION WORDS

The conversation showed in table 28 up to table 30 took place when I2 was eating snacks in the evening. Sometimes, she ran over the living room and played with her sister.

Table 28. I2's responses to *menyetir*

| Mother | Child |
|----------------------------|----------------------------|
| Ini gambar apa Yol? | Bapak lagi <i>nyopir</i> . |
| Apa yang disopir? | Mobil jeep. |
| <i>Nyopir</i> itu apa sih? | Hi hi hi. |

Table 29. I2's responses to *minum*

| Mother | Child |
|----------------------------------|--|
| Ini gambar apa Yol? | Bapak lagi <i>minum</i> . |
| Apa yang diminum bapak? | Bapak <i>minum</i> kopi. Aku juga <i>minum</i> sirup strawberry. |
| Kalau <i>minum</i> itu gimana? | <i>Minum</i> ya sama mama. |
| Trus <i>minum</i> itu pakai apa? | Pakai sendok sama gelas. |

In responding to the word *minum*, I2 related the definition with her daily action. She does not drink by herself but her mother makes her to.

3.1.1.2.4 TABLE OF I2'S RESPONSES TO MODIFIER

Table 30. I2's responses to *gendut*

| Mother | Child |
|---|----------------------------------|
| Tante ini <i>gendut</i> apa kurus? | <i>Gendut</i> . Mbak Deva kurus. |
| Yola suka mana <i>gendut</i> apa kurus? | <i>Gendut</i> . |
| Apa sih <i>gendut</i> itu? | Yang gede kayak gajah. |
| Gajah yang <i>gendut</i> apanya? | Perutnya. |

3.1.1.3. THIRD INFORMANT

3.1.1.3.1. TABLES OF I3'S RESPONSES TO SPECIFIC NOMINALS

Table 31. I3's responses to *anjing*

| Mother | Child |
|---|------------------------|
| <i>Anjing</i> itu apa sih? | Binatang. |
| Binatang yang bagaimana? | Yang bisa guk – guk. |
| Dimana Grace biasanya lihat <i>anjing</i> ? | Di UNAIR. |
| Lagi ngapain <i>anjing</i> di UNAIR? | Olah raga lari. |
| Kenapa <i>anjing</i> bisa lari? | Soalnya kakinya ada 4. |

I3's mother told me that they used to have three dogs. Grace noticed that her mother was the one to take them around the campus every morning.

Table 32. I3's responses to *mama*

| Mother | Child |
|---|--|
| Kenapa dibilang <i>mama</i> ? | Soalnya perempuan. |
| Apa sih tandanya perempuan itu? | Ya kayak <i>mama</i> gitu lo, rambutnya panjang. |
| Kalo Tante Har itu laki - laki apa perempuan? | Ya sama perempuannya. |
| Tapi Tante Har kan rambutnya pendek? | Iya tapi kan pakai bando kadang - kadang pakai jepit. |
| Trus <i>mama</i> umurnya berapa? | O kecil. |
| Kalo <i>mama</i> O kecil, berarti <i>mama</i> anak - anak dong? | Ya nggak. <i>Mama</i> itu dewasa, Kalo aku sama dik Monik anak - anak. Mas Agung remaja. |
| Kalo Mbah Ti? | Mbah Ti orang tua. |

When the conversation took place, her aunt - she addressed her Tante Har - passed by. She wore a ribbon on her hair.

Table 33. I3's responses to *bapak*

| Mother | Child |
|--|---|
| Kenapa dibilang <i>bapak</i> ? | Karena laki - laki. |
| Apa sih tandanya laki - laki itu? | Ada kumisnya. |
| Trus kalo itu gambar apa? | Kucing. Hi hi kucingnya punya kumis sama buntut. |
| <i>Bapak</i> punya kumis, kucing juga. Kalo gitu <i>bapak</i> sama dengan kucing dong? | Ya nggak. Kucing kan binatang, kalo <i>bapak</i> kan manusia. |
| Eh, kenapa <i>bapak</i> kok disebut laki - laki? | Soalnya rambutnya pendek trus pake topi kayak daddy. |
| Trus <i>bapak</i> umurnya berapa? | O besar. |

Eventhough I3 addressed his father daddy, she knew that the word had the same meaning as *bapak*, father, papa or papi. I showed her a picture of a man without wearing a hat. However, she related her answer with her personal experience that her daddy liked to wear hat.

3.1.1.3.2. TABLES OF I3'S RESPONSES TO GENERAL NOMINALS

Table 34. I3's responses to *kipas angin*

| Mother | Child |
|--|---|
| <i>Kipas angin</i> itu yang bagaimana? | Yang seperti itu. |
| Kenapa sih kok disebut <i>kipas angin</i> ? | Soalnya dingin, kayak dalamnya mobil. |
| Kalo gitu yang bikin dingin mobil Grace itu <i>kipas angin</i> ? | Nggak, mobilku nggak ada kipasnya. Ada AC. |
| Kenapa sih <i>kipas angin</i> itu kok dingin? | Soalnya ada setrumnya. |
| Setrumnya yang keluar itu ya? | Nggak, setrumnya ada di dalam. Yang keluar itu angin. |

In time of being asked to respond to the first question about a fan, I3 pointed at a big fan standing on the corner of the living room.

Table 35. I3's responses to *sendok*

| Mother | Child |
|--------------------------------------|---|
| Bisa nggak ini disebut garpu? | Nggak bisa. Kalo garpu kan ada runcing – runcingnya. |
| Kalo <i>sendok</i> bagaimana? | Ada mblendungnya trus ada pegangannya. |
| Buat apa sih <i>sendok</i> itu? | Buat makan telur, dipegang di tangan kanan. |
| Dipegang di tangan kiri boleh nggak? | Nggak boleh. Yang dipegang di tangan kiri itu ya garpu, bukan <i>sendok</i> . |

Table 36. I3's responses to *celana*

| Mother | Child |
|--|---|
| Ini daster apa bukan? | Bukan, itu kan <i>celana</i> . |
| Apa bedanya daster sama <i>celana</i> ? | Kalo <i>celana</i> kotak, ada potongannya. |
| Kalo daster? | Daster ya besar, kayak yang dipakai mama itu. |
| Kalo daster dipakai mama, kalo <i>celana</i> siapa yang pakai? | Dipakai daddy. |

The data shown in table 30 up to table 35 were taken in the evening. At that time, I3 was about to go to bed. She already had brushed her teeth, had washed her face and had drunk her milk. Furthermore, she was ready to listen to her mother's every night educational – message – stories before going to bed.

Table 37. I3's responses to *permen*

| Mother | Child |
|---|--|
| <i>Permen</i> itu yang bagaimana sih? Hanya bulat aja? | Yang bulat kayak mentos. Ya nggak, ada yang kotak juga kayak sugus. |
| Rasanya <i>permen</i> itu gimana? | Mentos itu pedes, sugus itu manis sama kecut. |
| Kalo <i>permen</i> collin? | <i>Permen</i> collin pahit. |

In describing candy, I3 inserted her personal experience. Her mother told me that since she did not like collin – coconut flavor candy – and threw it up everytime she ate it, she defined it as a bitter one.

Table 38. I3's responses to *susu*

| Mother | Child |
|--|---|
| Grace minum <i>susu</i> apa tiap hari? <i>Susu</i> itu sama seperti air ya? | Bendera putih. Nggak. Kalo air kan cair, kalo <i>susu</i> bubuk. |
| Ada lagi nggak warna <i>susu</i> selain putih? | Ada, coklat. |
| Trus <i>susu</i> itu biasanya diapakan? Kapan kamu mimik <i>susu</i> ? | Dimimik sama tangan kanan. Malam mau tidur sama pagi. |

Table 39. I3's responses to *mobil*

| Mother | Child |
|---------------------------------------|--------------------------|
| Grace punya <i>mobil</i> nggak? | Punya, kijang. |
| Kalo ini gambar <i>mobil</i> apa? | <i>Mobil</i> kodok. |
| Ada apanya sih <i>mobil</i> itu? | Ada kaca, ban. |
| Trus yang bisa nyala itu? | O ya, ada lampunya juga. |
| Dalamnya <i>mobil</i> ada apanya aja? | Ada AC sama kursi. |
| Buat apa sih <i>mobil</i> itu? | Buat pergi jauh – jauh. |
| Pergi jauh kemana? | Ke Delta, TP sama Bonet. |

The definition of I3 about car has something to do with her personal belonging. Since her car had an AC inside, she assumed that all cars also had it.

Table 40. I3's responses to *robot*

| Mother | Child |
|--|---------------------|
| Grace pernah lihat <i>robot</i> nggak? | Nggak pernah. |
| Jalannya <i>robot</i> itu gimana sih? | Kayak vampir di TV. |
| Trus <i>robot</i> itu warnanya apa? | Nggak tahu. |

I3's mother told me that she prohibited I3 to play any electronic tools including fan, tape recorder and television since she once got induced. Consequently, I3 had no interest when asked to describe any electronic tools. At that time, I3 was playing pictures.

Table 41. I3's responses to *rok*

| Mother | Child |
|---|---|
| Ini pakaian apa sih? | <i>Rok</i> |
| <i>Rok</i> itu buat siapa sih? | Ya buat perempuan. Dipakai mama kalau pergi ke gereja sama ke gramedia. |
| Laki – laki ada nggak yang pakai <i>rok</i> ? | Ada, laki – laki banci pakai <i>rok</i> . |
| Trus ini kenapa kok disebut <i>rok</i> ? | Soalnya merkok. |
| Ada apa aja sih <i>rok</i> itu? | Ada renda, benik sama lengan. |

In I3' view, dresses are only made for women. She once saw a man wearing dress at the traditional market. When she asked her mother the reason why he wore it, her mother answered that he was a queer.

The conversation results presented in table 36 up to table 41 still took place in the evening for I had to wait for I3's mother to come home from her office. At the moment of recording process, I3 ate Oreo while answering the mother's questions. She insisted on drawing but her mother did not allow her to. She was just asked to sit politely while answering the questions.

Table 42. I3's responses to *lampu meja*

| Mother | Child |
|--|---|
| Grace punya <i>lampu meja</i> nggak? <i>Lampu meja</i> itu bagaimana sih? | Punya. Yang ada tutupannya kayak gini. Tapi punyaku nggak ada tutupannya. |
| Buat apa sih <i>lampu meja</i> itu? Cuma buat tidur tok? | Buat tidur. Iya, soalnya malam hari kalo lampunya nyala nggak bisa tidur. |
| Kalo lampunya dimatikan? | Ya tidurnya enak. |

The data presented in table 41 shows I3's personal experience. Her mother said that she always turned the lights off when the family went to bed at night. She did so for a health reason that the eyes would not be soar if they rested in the dark.

3.1.1.3.3. TABLES OF I3'S RESPONSES TO ACTION WORDS

Table 43. I3's responses to *menyetir*

| Mother | Child |
|--|-------------------------------------|
| <i>Menyetir</i> itu bagaimana sih Grace? Mengendarai apa? | Pak sopir mengendarai. Ya mobil. |
| Kalo begitu <i>menyetir</i> itu apa? | Ya gini. |

Table 44. I3's responses to *minum*

| Mother | Child ° |
|---|---|
| Ini gambar apa Grace? | Bapak lagi <i>minum</i> . |
| Bapak lagi <i>minum</i> apa? | <i>Minum</i> kopi. |
| Selain kopi apa lagi yang bisa diminum? | Susu sama air putih. Sirup juga bisa tapi pake gelas. |
| Kalo kopi? | Kopi ya pakai cangkir dong Ma! |
| Kalo gitu <i>minum</i> itu apa? | Aku <i>minum</i> kalau haus. |

3.1.1.3.3. TABLE OF I3'S RESPONSES TO MODIFIER

Table 45. I3's responses to *gendut*

| Mother | Child |
|--|------------------------------|
| Grace suka mana <i>gendut</i> apa kurus? | Kurus. |
| Apa sih <i>gendut</i> itu? | Yang gede kayak Tante Biwul. |
| Tante Biwul yang <i>gendut</i> apanya? | Pantatnya. |

Tante Biwul is one of I3' neighbors. The children call her "Tante Biwul" every time she passes by since she is so fat. I3's mother said that even though it was not her real name, all neighbors knew to whom the word referred.

The data shown in table 43 until table 45 were recorded in the evening. At that time, I3 was studying letters and numbers, and I apologized for interrupting her study. Her mother asked her to stop studying and to answer the questions.

3.2. ANALYSIS OF THE DATA

3.2.1. COMPONENTIAL ANALYSIS

The collected data are analyzed by using componential analysis that is they are analyzed by using semantic markers. The analysis of one word, made by the three informants, is put in one table.

Table 46. Analysis of *anjing*

| I1's response | I2's response | I3's response |
|---------------|---------------|---------------|
| -Human | +Fang | -Human |
| +Fierce | +Ear | +Barking |
| +Fang | +Leg | +Leg |
| +Color | +Bone | |
| | +Milk | |
| | -Human | |

According to I1, a dog is a color animal, which is fierce and has fangs. His definition is influenced by his personal experience by calling it as a cat – eater for he once saw a dog eat a cat. The second informant answers that it is also an animal that has fangs, ears and legs and eats bones and drinks milk. In this case, I2 combined the definition of a dog showed by her mother with that of in her magazine. The dog picture has claws, ears and legs while the one in the magazine cats bones and drinks milk. Meanwhile the last informant says that it is an animal that has 4 legs and barks.

These three informants are to meet one same picture. They agree that dog is an animal not a human. This agreement is written in a clear form as minus human.

Table 47. Analysis of *mana*

| I1's response | I2's response | I3's response |
|---------------|---------------|---------------|
| -Male | -Male | -Male |
| +Young | +Young | +Long hair |
| +Married | | +Headscarf |
| | | +Hairpin |
| | | -Young |

In I1's view a mother should be a young married woman. As long as he knows, a married woman always bears babies and they address her mother. In I2's view she must be a young female person. Meanwhile in I3's view, she must be a young female person with the long hair who wears headscarf and hairpin. Her definition is influenced by what she saw at the moment anyway. When the conversation took place, her aunt – she addressed her Tante Har – passed by. She wore a ribbon on her hair.

In time of being asked how old a mother should be, the three informants give totally wrong answers. However, they are right in one feature that a mother must be a female person or minus male.

Table 48. Analysis of *bapak*

| I1's response | I2's response | I3's response |
|---------------|---------------|---------------|
| +Male | +Male | +Male |
| -Hair | +Beard | +Beard |
| -Young | +Young | +Human |
| | | -Long hair |
| | | +Young |

The result of analysis shown in table 48 shows that a father, in I1's view, must be a young bald male. In time of being asked to define father, her mother showed him a picture of hairy man. However, when asked for further definition, I1 related his answer with his personal experience that a father should be a bald

man for the reason of the fact that his father is bald. According to I2, he must be a young male person who has beard. Anyway, I3 responded that he must be a young male person with beard and short hair. These two informants just mentioned what the picture had.

All informants agree that a father must be a male person. However, they cannot give the exact answers concerning the age. They know their own ages but not their fathers'.

Table 49. Analysis of *Kipas*

| I1's response | I2's response | I3's response |
|---------------|---------------|---------------|
| +Square | -Square | +Cold |
| +Motion | +Motion | +Electricity |
| +Propeller | +Propeller | +Wind |
| | +Wood | |

I1 says that an electric fan is something square that has turning propellers. Meanwhile, I2 responded that it should be something round that is not made of wood and has turning propellers. The last informant said that it should be something cold that had electricity and produced wind. She compared her answer to an AC in her car for both of them had the same function, to make the air colder.

In defining electric fan, the first and second informants give rather same features. On the other hand, the third informant gives different features based on her personal belonging.

Table 50. Analysis of *sendok*

| I1's response | I2's response | I3's response |
|----------------|---------------|----------------|
| +Round | +Round | +Round |
| +Straight line | +Eating | +Straight line |
| +Eating | | +Eating |
| +Right hand | | +Right hand |
| +Left hand | | -Left hand |

According to I1, spoon is round and has straight line. It can be held on the left and right hand and used to eat. His response to spoon has to do with his personal experience. His left – handed uncle uses left hand to eat. I2's response is less complete compared to I1. She says that spoon is round and used for eating. While I3 responds that it is round and has straight line. It is used for eating, can be held on the right hand but not the left one. She obeys what her mother has been taught that spoon is held on the right hand while fork is on the left.

These informants define fork as the same features: round and eating. The two of them; I1 and I3 give additional information about how to use it based on their personal experience

Table 51. Analysis of *celana*

| I1's response | I2's response | I3's response |
|---------------|---------------|---------------|
| +Warm | +Male | +Rectangular |
| +Male | -Male | +Model |
| -Male | +Going | +Male |

From the table above I1 judges that pants are only worn by male in warm weather. I2 says that they can be worn by male or female. In this case, she adds her personal experience that they are worn for going to special occasion.

Meanwhile I3, who seldom wears pants, says that they have rectangular shape with a special model and are worn by male person.

As a boy, I1 restricts the use of pants; only for male person. On the other hand, as a girl who often wears pants, I2 says that they can be worn by male or female person. Her definition is clearly influenced by her personal experience. In addition, I3 says that they are only for male person for she does not like wearing pants and her mother does not allow her to wear them so often.

Table 52. Analysis of *permen*

| I1's response | I2's response | I3's response |
|---------------|---------------|---------------|
| +Square | -Bitter | +Round |
| +Round | +Sour | +Square |
| -Bitter | | +Hot |
| +Sour | | +Sweet |
| | | +Sour |
| | | -Sweet |

According to I1, candy has round and square shapes. Its tastes vary from sweet to sour. I2 defines no shape of candy but the tastes of it as I1; sour and sweet written as minus bitter. The last informant gives more complete features to candy. She defines it as something round and square with hot, sweet, sour and bitter tastes.

These informants define the word candy under the same feature. Since they experience eating candies, they define candies based on the tastes. There is only one of them – I2 – saying nothing about the shape.

Table 53. Analysis of *susu*

| I1's response | I2's response | I3's response |
|---------------|---------------|---------------|
| +Liquid | +Color | -Liquid |
| +Color | +Drinking | +Color |
| +Drinking | +Bottle | +Drinking |
| +Glass | | |

From the above table result I1 defines milk as color liquid that should be drunk in a glass. While I2 says that milk is something color that should be drunk in a bottle. In addition the third informant defines something resembles to I1's definition. She says that milk is color liquid that can be drunk.

The answers of I1 and I2 show their personal experience. In that I1 are used to drinking his milk in a glass while I2 in her bottle. On the other hand, I3 says nothing about either the glass or bottle. She just emphasizes the times for her to drink milk.

Table 54. Analysis of *mobil*

| I1's response | I2's response | I3's response |
|---------------|---------------|---------------|
| +Mirror | +Wheel | +Mirror |
| +Window | +Window | +Wheel |
| +Wheel | | +Light |
| +Going | | +AC |
| +Far | | +Chair |
| | | +Going |
| | | +Far |

The table above shows that in I1's view, a car has mirrors, windows, wheels and is driven for long distance trip. I2 responds less complete answer that it only has wheels and windows. I3 answers the most complete definition among

them. She says that a car has mirrors, wheels outside and light, AC and chair inside. She also defines the use of car for far distance trip as I1.

The informants are to meet some feature concerning a car. Those features can be seen vividly from the shown picture. It is I1 and I2 who add information about the use of a car based on their personal experience.

Table 55. Analysis of *robot*

| I1's response | I2's response | I3's response |
|---------------|---------------|---------------|
| +Toy | +Leg | +Walking |
| +Weapon | +Face | +Vampire |
| | +Ear | |

According to I1, robot is a kind of toy with weapons. I2 response to the word robot does not show specific features because she does not have any robot at home. She only mentions the features of the shown picture, namely legs, face and ears. The answer of I3 only gives little help. She mentions the way robot walks which is in her opinion looks like a vampire on TV.

As a boy who has some robots, I1 is able to give and create the answer about robot. On the other hand, the others cannot because they are not familiar and interested in such toy.

Table 56. Analysis of *rok*

| I1's response | I2's response | I3's response |
|---------------|---------------|---------------|
| -Male | -Male | -Male |
| | +Button | +Male |
| | +Sleeve | +Rumpled |
| | | +Lace |
| | | +Button |
| | | +Sleeve |

I1 judges that dress is only for female, which written as minus male, and so does I2. In addition I2 adds the information that it has buttons and sleeves. I3 gives a rather different answer by remembering what she saw that it might be worn by male or female. She also adds that dress is rumpled with lace, buttons and sleeves.

The first two informants have the same view that dress is only made for female person. On the other hand, the last informant's answer is more flexible that it can be worn by male or female person even though she feels odd to see a man wearing dress.

Table 57. Analysis of *lampu meja*

| I1's response | I2's response | I3's response |
|---------------|---------------|---------------|
| +Drawing | +Decoration | +Cover |
| +Writing | +Bright | +Sleeping |
| +Bright | | +Turning off |
| | | +Night |

Table 57 shows that I1 defines table lamp by mentioning its uses: for drawing and writing. He also says that it is bright and so does I2. However, I2 gives a different use of it from I1 that it is used as a decoration. On the other hand, I3 gives a totally different response by mentioning the feature combined with her personal experience. She says that a table lamp always has cover and must be turned off at night when everyone sleeps.

The answers of the three informants are based on their personal experiences. The different use of a table lamp shows the fact. Every informant knows different uses of it at their homes.

Table 58. Analysis of *menyetir*

| I1's Response | I2's response | I3's response |
|---------------|---------------|---------------|
| +Wheel | +Male | +Driver |
| +Male | +Car | +Car |
| -Motorbike | | |

I1 says that male person drives wheel. He also mentions that what to drive is only a car not a motorbike. I2 and I3 give the same response as I1 that it is only a car to drive by man or driver.

All of informants find it hard to define the word to drive. The reason behind their inability to give complete answer is that that word is abstract so that they are only able to define it by showing the act of driving.

Table 59. Analysis of *minum*

| I1's response | I2's response | I3's response |
|---------------|---------------|---------------|
| +Water | +Coffee | +Coffee |
| +Tea | +Syrup | +Milk |
| -Poison | +Glass | +Water |
| | +Spoon | +Syrup |
| | | +Glass |

In responding the word to drink, I1 mentions that it is only water and tea that can be drunk but not poison. He knows that poison can kill person. Meanwhile, I2 responds that coffee and syrup are put in a glass to be drunk by using spoon. I3 gives more complete features. In her view, it is coffee, milk, water and syrup are to drink in a glass.

No informant gives the complete answer about the word to drink. Instead of defining what to drink is, they mention the things that can be drunk.

Table 60. Analysis of *gendut*

| I1's response | I2's response | I3's response |
|---------------|---------------|---------------|
| +Big | +Big | +Big |
| -Human | -Human | +Human |

I1 and I2 respond that fat is identical to a big body that is not human. The difference between the two responses is that in I1's view, fat refers to a giant while I2's view to an elephant. Meanwhile in I3's view fat is identical to a fat person she knows. In short, the definition of the word fat, made by the three informants, refers to someone or something.

3.2.2. QUALITATIVE INTERPRETATION

The results of the tasks of early defining measurement reveal that kindergarten children show an average ability in defining words. At the age of 4 – 5, they seem to be competent in defining general and specific nominals, action words as well as modifier. Their competence to define words is measured by the number of semantic markers they produce. The more semantic markers they produce, the more mature their thought will be. However, it is not only the cognitive that influences their answers which reflects their thought, but also some other factors.

The first factor is the situation of interview time. There is a different result if the conversation is held in the afternoon or in the evening. It is clearly seen that the informants answer the questions longer if it is held in the evening when the air is colder and they already take a nap. On the contrary, they produce short answers if it is held in the afternoon, especially during the rest time.

The way the mothers ask the informants is the second factor. The informants get bored and give wrong answers when their mothers keep asking questions without giving them some time off to play around. Instead of telling the true real answers, they look annoyed and restless. Moreover, the mothers' reinforcements showed by warm smiles, praises and gentle touches encourage them to give longer answers

The last essential factor is the informants' personal experiences and belongings. In giving definition, they tend to relate the target words by what they have, do and see. In this case, gender also implies the different answers, shown by the robot definition. As a boy, I1 is able to give specific features that belong to his robot at home, while the other girls just mention general features (legs, face, ears) or even say "*nggak tahu*" (Ind., meaning *I don't know*).

The kindergarten children at this age are also able to define words in immature way. The analysis results shown from table 46 up to 57 reveal that they give almost complete semantic markers on general and specific nominals. This tendency occurs because those nominals are concrete and perceptual. Furthermore, their nominals definition is based on familiar exemplars and personal experiences, whereas adults' definitions tend to be abstract, relational and taxonomic.

On the contrary to nominals, verbs definitions get less semantic markers. All of the informants show the acts when asked to define the target verbs. All in all, they tend to mention only a few several aspects of action. The data of verb – conversation results show that their aspects of action are participants, objects,

processes, instruments, situational contexts and locations, whereas adults tend to mention all of these aspects plus others such as functions and superordinate concepts.

Still concerning with verb definitions, the informants' modifier definitions are also immature. They are not able to define adjective in mature way. Instead of defining the adjective itself, they refer to someone or something that has the same characteristics as the target adjective.

CHAPTER IV

CONCLUSION