



THE INDONESIAN LANGUAGE USED BY PRE-SCHOOL CHILDREN: A STUDY ON THE
SYNTAX

A THESIS

In Partial Fulfillment of the Requirements for
the Sarjana Degree Majoring Linguistics in English Department
Faculty of Humanities Diponegoro University

Submitted By:
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FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
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PRONOUNCEMENT

The writer honestly confirms that she complies this thesis by herself and without taking any results from other researcher in S-1, S-2, S-3 and in di diploma degree of any university. The writer ascertains also that she does not quote any material from other publications or someone's paper from the references mentioned.

Semarang, July 2013

Fahrina Galuh L.

MOTTO AND DEDICATION

Optimism is a strategy for making a better future. Because unless you believe that the future can be better, you are unlikely to step up and take responsibility for making it so.

Noam Chomsky

*There are only two ways to live your life. One is as though nothing is a miracle.
The other is as though everything is a miracle.*

Albert Einstein

This paper is dedicated to
My beloved Mama, Bapak, Dede and
To everyone who helped me accomplished this paper.

APPROVAL

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The writer realizes that this thesis is still far away from being perfect. It will be very nice if any one gives criticism and recommendation to make this thesis better.

Finally, the writer expects that this thesis will be useful for the readers who wished to learn something about syntactical analysis in Indonesian language used by pre-school children.

Semarang, July 1, 2013

Fahrina Galuh L.

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LIST OF ABBREVIATIONS

A	: Adjective
ADJ	: Adjunct
Adv	: Adverb
AdvP	: Adverb Phrase
AP	: Adjective Phrase
COMP	: Complement
D	: Determiner
DP	: Determiner Phrase
FA	: Frasa Adjectival
FAdv	: Frasa Adverbial
FD	: Frasa <i>Determiner</i>
FI	: Frasa Inflektional
FN	: Frasa Nominal
FP	: Frasa Preposisi
FV	: Frasa Verbal
IC-s	: Immediate Constituents
IP	: Inflectional Phrase
LAD	: Language Acquisition Device
N	: Noun
NP	: Noun Phrase
Num	: Number

P : Preposition
PN : Proper Noun
PP : Prepositional Phrase
Pro : Pronoun
V : Verb
VP : Verb Phrase

ABSTRAK

Dalam skripsi ini, penulis meneliti struktur konstituen dan kaidah struktur frasa dalam Bahasa Indonesia yang diucapkan oleh anak-anak pra-sekolah. Penulis memilih anak-anak berumur 3-5 tahun sebagai subjek penelitian karena pada tahap ini anak-anak telah dapat berkomunikasi dan mengucapkan berbagai bentuk frasa. Hal yang menjadi fokus dalam skripsi ini adalah bagaimana struktur konstituen dan kaidah struktur frasa dalam bahasa Indonesia yang diucapkan oleh anak-anak pra-sekolah. Untuk mendeskripsikan struktur konstituen dan memformulasikan kaidah struktur frasa, penulis menggunakan teori X-bar. Penulis membatasi persoalan hanya pada struktur sintaktik dalam ucapan yang dihasilkan oleh enam anak pra-sekolah. Tujuan penulisan Skripsi ini adalah untuk mendeskripsikan struktur konstituen dan memformulasikan kaidah struktur frasa dalam bahasa Indonesia yang diucapkan oleh anak-anak pra-sekolah. Data yang digunakan berupa ujaran yang dihasilkan oleh enam anak pra-sekolah. Metode pengambilan sample menggunakan *purposive sampling* dan metode simak libat cakap dengan teknik pancing sebagai teknik dasar. Dalam menganalisis data yang ada, penulis menggunakan teori X-bar. Hasil analisis menunjukkan bahwa berdasarkan uji konstituen, dapat dibuktikan bahwa terdapat FN, FV, FA, FAdv, FP, FD, dan FI dalam ucapan-ucapan yang dihasilkan oleh anak-anak pra-sekolah. Pada umumnya anak-anak pra-sekolah mengucapkan frasa nomina. FN memiliki 35,54% dari total data. Ada 161 buah struktur konstituen yang membentuk frasa nomina. Ada beberapa istilah yang termasuk dalam kategori lainnya, yaitu frasa verbal 32%, frasa adjektiva 6,18%, frasa adverbial 0,66%, frasa preposisi 6,20%, 10,59% frasa *determiner*, dan frasa infleksional 8,83%.

CHAPTER I

INTRODUCTION

1. Background of the Study

A new born child has been completed with Language Acquisition Device (L.A.D). This is a kind of an innate ability for a child to speak a language. However this innate ability does not automatically make her/him able to speak a language. A child must develop this innate ability in a social environment. Parents or people around her/him teach her/him consciously or unconsciously; and she/he tries to imitate what they speak. She/he gradually has an ability to speak. In other words, she/he acquires the ability to speak through the several steps.

According to Taylor and Taylor (1990: 227) the changes of language performance may be treated according to the following six phases. First, a neonate or infant (up to 1 year of age) uses pre-linguistic means, such as crying, using gestures and vocalization. Second, as a toddler (1-2 years of age) takes an uncertain but inevitable step into the world of walking, he steps into the world of verbal communication by learning how to pronounce speech sounds and use individual words. Third, a child of 2-3 years old can communicate most of his physical and social needs by using language, which includes budding syntax (some grammatical morphemes and word combinations). Fourth, a preschooler (3-5 years old, before starting school) elaborates on the basis of communication skills and language already acquired. He can produce a variety of utterances to communicate a variety of messages. In interacting with his peers, he hones his conversational skills, which include taking turns rapidly and staying on the topic at hand. Fifth, a schoolchild (6-12 years of age) is skilled in communicating ideas through sentence and discourse of varied structure and complexity. His syntax is secure. He also learns a means of communication other than oral speech, namely reading and writing, which will play important roles in his further intellectual development. Sixth, a high school student has further room for development in language and communication skills if he wishes to become a fully literate member of his society.

The pre-school children begin to combine words. Children's two-word combinations are followed by utterances that are three and more words long, and as children's utterances get longer, they also become increasingly complex. Children's first sentences tend to be simple declarative sentences lacking many of grammatical morphemes. By the time, pre-school children can produce complex sentences, and it is said that at this point they essentially mastered the grammar of their language.

The structure of language in terms of phonetics, phonology, morphology, and syntax have been found to play an important role in the understanding of how language is produced and comprehended during activities such as speaking, listening, reading, and writing. Based on the illustration above, the researcher wants to study about **The Indonesian Language Used by Pre-school Children: A Study on Syntax.**

2. Scope and Problems of the Study

In order to make analysis easier, the writer limits the discussion of this research that is only on syntactic structure of the utterances produced by pre-school children. Therefore, the writer

focuses only on the following problems.

1. What are the phrase structure rules of the utterances produced by pre-school children?
2. How are the constituent structures of pre-school children's utterances described in the X-bar theory?

3. Hypothesis

Pre-school children have been able to produce some utterances. They use the words to refer to an object and event in their environment. The preschoolers elaborate on the basis of communication skills and language already acquired. They can produce a variety of utterances to communicate a variety of messages. They have been able in producing phrases, namely noun phrase, verb phrase, adjective phrase, adverbial phrase, prepositional phrase, determiner phrase, and inflectional phrase.

4. Purposes and Significance of the Research

By answering the question, the purposes of this research are

1. To describe the phrase structure rules of utterances produced by pre-school children;
2. To formulate the constituent structures of pre-school children's utterances in the X-bar theory.

The significance of this study are as follows.

1. The results of this study are expected to give contributions to theoretical studies that support further research and can give benefits to the development of linguistics, especially on children's language development.
2. The result of this study is expected to be used by communities in developing language skills to children.

5. Previous Studies

There are three research projects that become the references for the writer to present this project. First, *Language Acquisition of Children Aged 6-30 Months* was conducted by Haniva (2008). She described the children's first language acquisition, observed from phonological, semantic, and syntactical aspect. Her research had found the respondents' first language acquisition corresponds with that mentioned in the children's first language acquisition theory.

The second is *Syntax and Language Acquisition* written by Eisenbeiss (2012). She investigated the acquisition of syntax. In order to address the issues, she used naturalistic sampling, experiments and semi-structured elicitation. The research reported in her paper that current research on syntactic development is characterized by debates about the respective contribution of learners' input and innate predispositions for language acquisition, the time course of syntactic development, and the role of learners' age and potential implications for monolingual, bilingual and L2-acquisition.

The other research project was conducted by Sayekti (2011) discussing *Understanding the Hyponymy Relation of Animal Concept by 3;0 to 4;6 Years Old Children*. In her research, she

discussed the hyponymy words and their meaning or description that had been understood by the child. In her paper, she found that the two respondents can describe the semantic feature of the hyponymy relation of animal concepts.

The difference between this reaserch with research projects before is the writer would like to find out the constituent structures and the phrase structute rules of the Indonesian language used by pre-school children. Referring to the X-bar theory, the writer conducted a research on the analysis of syntactical structure in the Indonesian language used by pre-school children.

6. Organization of the Writing

This thesis consists of five chapters as follows:

Chapter I, Introduction, which presents the background, scope and problem of the study, purposes and significances of the studies, underlying theory, previous study, and organization of the writing.

Chapter II, Review of the Literature, which explains the theory of syntax used in this study.

Chapter III, Research Method, which presents type of research, data and unit of analysis, method and procedures of collecting data, method and technique of analyzing data, and method of presenting result of analysis.

Chapter IV, Result and Discussion, which is the main part of the research. This chapter explains the research result and discussion.

Chapter V, Conclusion, which is the summary of the main points in this thesis.

CHAPTER II

REVIEW OF THE LITERATURE

1. Syntax

Syntax is the study of arrangement of words into phrases, clauses, and sentences or syntactical construction (O' Grady, 1997: 181). The smallest units of syntax are words. Morphological construction is different from syntactical constructions in which the former has morphemes as its IC-s and the later has words as its IC-s. Syntax deals with how words are put together to build phrases, how phrases put together to build clauses or bigger phrases, and how clauses are put together to build sentences.

2. Constituent Structure

A constituent is a word or a group of words that functions as a single unit within a hierarchical structure. The analysis of constituent structure is associated mainly with phrase structure grammar (Miller, 2002: 11). The constituent structure of sentences is identified by using constituency tests. These tests manipulate some portion of a sentence and based on the result, clues are delivered about the immediate constituent structure of the sentence. According to Miller (2002: 13) there are three tests for whether a sequence of words forms a phrase, such as, transposition, substitution and ellipsis. Transposition is one of the reveal whether a given sequence of words make up a phrase or are just words that happen to come one after the other. Pro-form substitution, or replacement, involves replacing the test constituent with the appropriate pro-form (e.g. pronoun). Substitution normally involves using a definite pro-form like *it*, *he*, *there*, *here*, etc. in place of a phrase or a clause. If such a change yields a grammatical sentence where the general structure has not been altered, then the test sequence is a constituent:

I don't know **the man who is sleeping in the car**.

*I don't know **him who is sleeping in the car**. (ungrammatical)

I don't know **him**.

The ungrammaticality of the first changed version and the grammaticality of the second one demonstrate that the whole sequence, *the man who is sleeping in the car*, and not just *the man* is a constituent functioning as a unit.

The constituency test is also provided by O' Grady (1997: 193). He provides three examples of constituency tests. The first test is the substitution test or "replacement by a pronoun" test. The substitution test gives evidence that NPs are syntactic units as seen from the fact that they can often be replaced by an element such as *they*, *it*, or *do so*, as can be seen in the following example.

[the citizens] NP rebelled after *they* discovered the truth, (they= the citizens)

The second test is the movement test involves moving the test sequence to the front of the sentence. The movement of the head without being followed by the complement makes the sentence unacceptable. A constituent can be moved as a single unit to a different position within a sentence. As can be seen in the clause (1), *at the corner* can be moved from a position after the verb to beginning of the sentence.

1) They stopped [at the corner] PP [at the corner] PP, they stopped

The third is the coordination test. Groups of words form constituent if they can be joined to another group of words by a conjunction such as *and*, *or*, or *but*. For example, the VP *often sweep the floor* in the clause (2) is a constituent because it can be joined to another unit by *and* or *but*.

2) The children [often sweep the floor]VP but [never make the bed]VP.

3. X-Bar Theory

This study applied a syntactic approach with X-bar concept as the main theory. X-bar theory is a component of linguistic theory which attempts to identify syntactic features of human languages. X-bar theory was first proposed by Noam Chomsky (1970) and further developed by Ray Jackendoff (1977). Newson defined X-bar as a theory of basic structure comprising of three different rules which determine the nature of all structures in a language (2006:88). The three rules can be stated as follows:

- 3) a. X' X YP
- b. XP YP X'
- c. X' X', Y/YP

The letter X and Y are used to signify any arbitrary possible category. When analyzing a specific utterance, specific categories are assigned. The X and Y may become N for noun, V for verb, A for adjective, P for preposition or D for determiner. Thus these rules tell us how phrases in general are structured.

The rule in (1-a) is called the **complement** rule, as it introduces the structural position for the complement. The structure of it can be seen below:

- 4) X'
- X YP

There are two immediate constituents of the X' (pronounced "X-bar), which are called the head of the phrase (X) and the complement (YP). The complement always appears closer to the head. The **head** is the central element of the phrase and is a word of the same category as the X. Therefore, if the head is a verb, the X will be V'.

The rule in (1-b) is the **specifier** rule, as it has the structural position as specifier. The structure of specifier can be seen below.

- 5) XP
- YP X'

There are two immediate constituents of the phrase. The specifier precedes the X', the constituent just discussed containing the head and the complement. The specifier of the DP is the possessor and this precedes the D' constituted of the determiner and its complement (Newson, et al, 2006: 88)

The rule in (1-c) introduces a position into the phrase called the **adjunct**. An adjunct is optional, or structurally dispensable, part of a sentence, clause, or phrase that, when removed, will not affect the remainder of the sentence except to discard from it some auxiliary information. An

adjunct is not an argument (nor is it a predicative expression), and an argument is not an adjunct. The structure of the adjunct can be seen as follows.

6) X'
X' YP

The three X-bar rules introduce three elements besides the head. The complement is introduced as the sister of the head. It always appears closer to the head. The specifier is introduced as the sister to X' and daughter of XP. Specifiers precede the head and are to one per phrase. The last element of the phrase, the adjunct, can be introduced at any X-bar level: X, X' and XP. The process is recursive and in principle any number of adjuncts can be added to a structure.

An X-bar theoretic understanding of sentence structure is possible in a constituency based grammar only; it is not possible in a dependency-based grammar. An X-bar schema views all sentences structure as endocentric construction. In other words all phrasal units necessarily have a head in the X-bar schema, unlike the traditional binary division of the sentence (S) into a subject noun phrase (NP) and a predicate verb phrase (VP) (S > NP + VP), which was an exocentric division. In this regard, the X-bar schema was taking generative grammar one step toward a dependency-based theory of syntax, since dependency based structures are incapable of acknowledging exocentric divisions.

4. Categories of Constituent Structure

There are two categories of the constituent structure, which are lexical and functional categories. The lexical categories are a syntactic category for elements that are a part of the lexicon of a language. The lexical categories consist of noun (N), verb (V), adjective (A), and preposition (P), and adverb (Adv), most of which are derived from adjectives. Language also contains non-lexical or functional categories, including determiner (D) and inflection (I).

a. Lexical Categories

A lexical category is a linguistic category of words (or more precisely *lexical items*), which is generally defined by the syntactic or morphological behavior of the lexical item in question. According to O' Grady (1997: 182) the four most studied lexical categories are noun (N), verb (V), adjective (A), and preposition (P). A fifth and less studied lexical category consist of adverb (Adv), most of which are derived from adjectives. Those lexical categories are the head of noun phrase (NP), verb phrase (VP), adjective phrase (AP), prepositional phrase (PP), and adverbial phrase (AdvP).

1. Noun Phrase

A noun phrase or nominal phrase (abbreviated NP) is a phrase which has a noun (or indefinite pronoun) as its head word, or which performs the same grammatical function as such a phrase. Noun phrases often function as verb subjects and objects, as predicative expressions, and as the complements of prepositions.

Traditionally, a phrase is understood to contain two or more words. The traditional progression in the size of syntactic units is *word < phrase < clause*, and in this approach a single word (such as a noun or pronoun) would not be referred to as a phrase. However, many modern schools of syntax – especially those that have been influenced by X-bar theory – make no such

restriction. Many single words are judged to be phrases based on a desire for theory-internal consistency, such as *he saw someone*.

Noun can be pronoun, proper noun, and common noun. A pronoun is a word that substitutes for a noun or noun phrase, such as *aku* and *kamu*. A proper noun is a noun that in its primary application refers to a unique entity, such as *Indonesia*, *Adi*, etc. Proper nouns always write with a capital letter, since the noun represents the name of specific things. A common noun is a noun referring to a person, place, or thing in a general sense. Common nouns are not capitalization unless they begin a sentence or part of a title.

2. Verb Phrase

Verb phrase is a phrase that is headed by a verb. A verb phrase may be constructed from a single verb. A verb phrase or VP is a syntactic unit composed of at least one verb and the dependents of that verb – objects, complements and other modifiers, but not include the subject. In syntax, there is a transitive verb that is a verb that requires one or more objects and intransitive verbs that do not have objects. VPs may be constructed from a single verb; often, however, the verb phrase will consist of various combinations of the main verb and any auxiliary verbs, plus optional specifiers, complements, and adjuncts.

a. Yankee batters **hit the ball to win their first World Series since 2000**.

b. Mary **saw the man through the window**.

c. David **gave Mary a book**.

The first example contains the verb phrase *hit the ball to win their first World Series since 2000*. The second example contains the main verb *saw*, the noun phrase (NP) complement *the man*, and the prepositional phrase (PP) adjunct *through the window*, which together form the verb phrase. Additionally, the third example contains the main verb *gave*, and two noun phrases *Mary* and *a book*, both selected by the verb in this case. All three together form the verb phrase. Note that according to this definition, the verb phrase corresponds to the predicate of traditional grammar.

3. Adjective Phrase

An adjective phrase (or *adjectival phrase*) is a phrase with an adjective as its head. This adjective may be accompanied by modifiers, determiners, and/or qualifiers. Adjective phrases may be attributive (appearing before the noun) or predicative, but not all adjectives can be used in both positions. An adjective phrase consists of an adjective which may be preceded and/or followed by other words. The pre-modifier is always an adverb phrase, but the post-modifiers can be an adverb phrase, a prepositional phrase, or even a clause.

4. Adverbial Phrase

An adverbial phrase is a word group with an adverb as its head. This adverb may be accompanied by modifiers or qualifiers. An adverb phrase can modify a verb, an adjective, or another adverb, and it can appear in a number of different positions in a sentence. Adverb phrases are phrases that do the work of an adverb in a sentence. They, like adverbs, can describe:

a. Time (answers the question 'When?')

She will be arriving **in a short time**.

b. Place (answers the question 'Where?')

He is waiting **near the wall**.

c. Manner (answers the question 'How?')

They are discussing the matter **in a civilized way**.

5. Prepositional Phrase

Prepositional phrases have a preposition as the central element of the phrase, which is the head of the phrase. The remaining part of the phrase, usually a noun (phrase) or pronoun, is sometimes called the prepositional complement. The underlined phrases in the following sentences are examples of prepositional phrases in Bahasa Indonesia.

a. Ayah pergi ke pasar.

b. Adi makan di dapur.

b. Functional Categories

Functional Categories are parts of speech that provide inflectional or grammatical information for phrases and clauses, including determiner (D) and inflection (I) which each of them stands as a head of determiner phrase (DP) and inflectional phrase (IP).

1. Determiner Phrase

A determiner phrase (DP) is a functional category, a phrase headed by a determiner. The noun phrase is strictly speaking a determiner phrase, and NP designates a constituent of the noun phrase, taken to be the complement of the determiner. Subiyanto (2013) in his dissertation found that there are some Determiner phrases in the Javanese language. There are three kinds of determiner in Javanese language, such as *iki*, *kuwi*, and *kae*. In Indonesian language, they are similar to *ini* and *itu* such as in the phrase *kucing ini* and *buku itu*.

On the DP analysis of noun phrases, determiners govern the referential or quantificational properties of the noun phrases they embed. There are some determiner phrases in Indonesian language produced by pre-school children, such as *ini nyamuk*, *itu kaki*, *sepeda ini*, etc. In the clauses, determiner can stand by its self as a head of determiner phrase and also can followed by NP. DP in Indonesian language can be expended to the left or right of NP, such as *ini rumah* and *sepeda ini*.

2. Inflectional Phrase

An inflectional phrase is a functional phrase which has inflection properties (such as tense and agreement). An Inflectional phrase is essentially the same as a sentence, but reflects an analysis whereby a sentence can be treated as having a head, complement and specifier, like other kinds of phrase. Subiyanto in his dissertation explained that there are tense markers, aspectuality, and modal auxiliary in the Javanese language (2013: 188). In Indonesian language produced by pre-school children is also found some tense marker such as *mau* or *akan* 'will', aspectuality marker such as *sudah*, *belum*, and *lagi* and also modality such as *bisa* 'can', *boleh* 'may', and *harus* 'should', such as in *mau pergi*, *sudah makan*, *lagi tidur*, and *harus pergi* respectively.

CHAPTER III RESEARCH METHOD

1. Type of Research

In this study a qualitative approach and a descriptive method were applied to get information about the relationship of the variables. The quantitative approach was also used to know the most common categories of constituent structure used by pre-school children. The subjects of the research are 3-5 years old children. In this research, the writer describes the syntactic features of the Indonesian language used by pre-school children.

2. Data and Unit of Analysis

The population in this research is all utterances produced by pre-school children. Samples were taken by using a purposive sampling technique, that is: based on the researcher's consideration they are properly chosen as the subject of research. Thus, every respondent's utterances collected through the interview which contains syntax features is considered a unit of analysis of this research. The sample was coding by using number for each utterance and separating the transcript between Lutfi (L1&L2), Asyam (A1, A2 & A3), Nazra (N1&N2), Joice (J1&J2), Vivi and Jose (V1&O1). The examples below are units of data analysis.

1. [*Mobil Papah*]NP *rusak* (L1.54)
daddy's car is damaged
'Daddy's car is damaged'
2. [*Vivi*]N *pulang* (J1.14)
NAME go home
'Vivi goes home'
3. *Di sana lihat [buaya besar sekali]*NP (A3.127)
over there see crocodile big very
'I see very big crocodile over there'
4. *Adi [[berangkat]*V]VP (V1. 151)
NAME departs
'Adi departs'
5. *Miss Shasa gendut sekali* (J2. 57)
Miss NAME fat very
'Miss Shasa is very fat'

3. Collecting Data

The data needed in this research is children's performance in producing some kinds of sentences in their language. In order to get the data, the researcher used participatory observation and conversation method. The technique of elicitation or *teknik pancing* as basic technique and continuation technique by face to face interview was used in this study. The technique of elicitation as one of the conversation method techniques was used in order to hold a conversation with the objects or people around them to know the information about what they talking about.

While she conducted a conversation, she recorded the children's utterances. To make the respondents catch what the writer meant, the writer used triggered question before asking main questions and used medium like some pictures to help the respondents understand. The conversation was recorded by using a voice recorder. Then, she collected the utterances that had been understood by pre-school children. After that, the researcher continued to make transcripts of the data. Next, she coded the utterances. The coding transcript was the data which is ready to analyze. Finally, the researcher selected the proper data to analyze.

4. Analysis Data

Analyzing the data is the important stage in research because this stage will describe and compare the theory and the data. The method of analyzing data used in this research is the Distributional Method (*Metode Agih*) which means a method with the part of language itself as the instrument (Sudaryanto, 1993:15). After completing the data, the first step of data analysis was coding the transcript of interview by using number for each utterance and separating the transcript between Lutfi (L.1.&L.2.) , Azam (A.1., A.2.&A.3.), Nazra (N.1.&N.2.), Joice (J.1.&J.2.), Vivi and Jose (V.1.&O.1.). After that, the writer described the categories of constituent structure and the phrase structure rules of the utterances produced by pre-school children. Then, the writer analyzed the data. The writer presented data in tabular forms so that we can compare the category of constituent structure which is the most widely used by pre-school children. Finally, the writer drew a conclusion.

5. Method of Presenting Result of Analyzed Data

When the data had been collected, classified, and analyzed, the writer continued the process of the research by presenting the result of analyzed data. The presenting result of data analysis can be done both in formal and informal method. On the formal scale, the result can be presented in the form of pictures, figures, and tables. While, informal method formed the result or such of formula using ordinary sentences and no symbolic used in explaining the result (Sudaryanto, 1993: 144). In this research, the writer used both formal and informal method in order to show the result of data analysis.

CHAPTER IV RESULT AND DISCUSSION

4.1. Categories of Constituent Structure Found in the Language Used by Pre-School Children

Children of 3-5 years old are able to produce some utterances. They use words to refer to an object or an event in their environment. In this chapter, the analysis of the research data will be presented. As mentioned before, the writer analyzes the Indonesian Language used by pre-school children. Based on the data from six pre-school children who become the subject of the research, the writer found 743 utterances produced by them. Of 743 utterances, 453 utterances were analyzed. These 453 utterances can be classified into seven categories of constituent structure found. They are noun phrases (NP), verb phrases (VP), adjective phrases (AP), adverbial phrases (AdvP), determiner phrases (DP), and inflectional phrases (IP). The seven categories consist of four variations of the NP (161 utterances), eight variations of the VP (145 utterances), two variations of the AP (28 utterances), one variation of the AdvP (3 utterances), one variation of the PP (28 utterances), four variations of the DP (48 utterances), and one variation of the IP (40 utterances). The variations and frequency of the categories of constituent structures found in the language used by pre-school children can be seen from the following table:

Table 1

No.	Categories	Variations	Frequency	%	Total
1.	Noun Phrase	N' N		23.40%	35.54%
		Pronoun	4		
		Proper Noun	25		
		Common Noun	77		
			106		
		N' N' A	25	5.52%	
		N' N' AP	5	1.10%	
		N' N N	25	5.52%	
		V' V' NP	74	16.33%	
		V' V' PP	13	2.87%	
2.	Verb Phrase	V' V' AdvP	8	1.77%	32%
		V' AdvP V'	3	0.66%	
		V' V' DP	11	2.43%	
		V' V	34	7.50%	
		V' V NP	2	0.44%	
		PP			
		A' A	15	3.31%	
		A' A' AdvP	13	2.87%	
4.	Adverbial Phrase	Adv' Adv	3	0.66%	0.66%
		Adv			
5.	Prepositional Phrase		28	6.20%	6.20%
6.	Determiner Phrase	P' P NP			10.59%
		D' D	3	0.66%	
		D' NP D	5	1.10%	
		D' D NP	25	5.52%	
7.	Inflectional Phrase	D' D' Poss	15	3.31%	8.83%
			40	8.83%	
		I' I VP			
TOTAL			453	100%	100%

The table shows that there are seven categories of constituent structure found in the utterances produced by six pre-school children. From the data above, it can be seen that pre-school children generally produce the noun phrases, which are 35.54% of the total categories.

There are 161 terms of constituent structure that belong to the noun phrases. The other categories are verb phrases (32%) followed by determiner phrases (10.59%), inflectional phrases (8.83%), prepositional phrases (6.20%), adjective phrases (6.18%), and adverbial phrases (0.66%).

4.1.1 Noun Phrase

A noun phrase or nominal phrase (abbreviated NP) is a phrase which has a noun (or indefinite pronoun) as its head word, or which performs the same grammatical function as such a phrase. Noun phrases often function as verb subjects and objects, as predicative expressions, and as the complements of prepositions.

- 1) a. [Aku]N *sama Sheren mainnya* (V1. 341)
1SG with NAME play
'I play with Sheren'
- b. [Vivi]N *pulang* (J1.14)
NAME go home
'Vivi goes home'
- c. [Gelas]N *di meja* (A2.65)
glass on the table
'The glass on the table'

- (2) NP N'
N' N

In the clause (1), the noun as head of NP consists of only a single noun. Single noun can be pronoun, proper noun, and common noun. As can be seen in (1-a) *Aku sama Sheren mainnya*, the noun *aku* has a function as pronoun. A proper noun is a noun that in its primary application refers to a unique entity, such as Indonesia, Adi. The Proper noun is always written with a capital letter, since the noun represents the name of specific things; see (1-b). A common noun is a noun referring to a person, place, or thing in a general sense, such as in (1-c). Common nouns are not capitalized unless they begin a sentence or part of a title.

The clause (3) shows the different rule of NP. The utterance *Buaya* and *besar sekali* is in one constituent. The utterance *Buaya* stands as the noun that is modified by the adjective phrase (*besar sekali*). How to determine which words should be grouped together into the phrase? The existence of constituents can be independently verified with the help of special tests, such as the distributional test, the movement test, and the coordination test.

- 3) a. *Di sana lihat [buaya besar sekali]*NP (A3.127)
over there see crocodile big very
'I see very big crocodile over there'
- b. *Di sana lihat [itu]*
Over there see that
'I see that over there'
(itu= buaya besar sekali)

- c. *Buaya di sana lihat besar sekali*
 Crocodile over there see very big
 'Crocodile over there I see very big'

The substitution test gives evidence that the phrase *buaya besar sekali* forms a syntactic unit, which is a NP, because it can be replaced by an element such as the pronoun *mereka* or *itu*. This is illustrated in (3-b), where *itu* replaces the NP *buaya besar sekali*. The movement test involves moving the test sequence to the front of the sentence, such as in (3-c), resulting in the unacceptable sentence. A constituent can be moved as a single unit to a different position within a sentence.

- 4) NP N'
 N' N', AP

The phrase structure rule in (4) shows that NP can be formed by N'. Then, N' is formed from N' and optional AP. Based on the phrase structure rule above, the C-structure of (3-a) can be seen in (5).

- 5) NP
 N'
 N' AP
 N
Buaya besar sekali

The AP *besar sekali* in the phrase structure tree above is the adjunct after the head N *buaya*. AP is in the same node as N' and under the node of another N'. In other words, the adjunct is the daughter and the sister of N'. The adjunct provides additional information so that its presence is always optional.

The noun phrase in (6) consists of noun and noun. Noun phrases structured as N + N can form the grammatical meaning of possession.

- 6) a. [*Mobil Papah*]NP *rusak* (L1.54)
 daddy's car is damaged
 'Daddy's car is damaged'
 b. *Mobil 'milik' Papah rusak.*
 'The car that belongs to Daddy is damaged'
 c. *Mobil rusak Papah*
 the car damaged Dad
 'the car is damaged Dad'
 d. [*Mobil Papah*]NP *rusak* *rusak* [*mobil Papah*]NP

The phrase *Mobil Papah*, *mobil* is noun and *Papah* is also noun. *Mobil Papah* is a noun phrase that has a grammatical meaning as possession, it can be proven by inserting a word ‘*milik*’ such as in (6-b). The utterance *Mobil* and *Papah* forms a constituent. Constituents that have the form NP cannot be separated by moving the head without being followed by its modifier, as shown in (6-c). The movement of the head without being followed by its complement makes the clause unacceptable. A constituent can be moved as a single unit to different position within a sentence. In (6-d), *mobil papah* can be moved from a position before the verb to the ending of the sentence.

Based on constituency test, it can be proven that there are NPs in the utterances produced by pre-school children. In X-bar theory, the NP can be formed by N only, N+A or AP, and N+N. The following examples show the phrase structure rules of N’.

- 7) a. N’ N
 [*obat*]N ‘medicine’ (N1. 37)
- b. N’ N’ A
 [[*kucing*]_N [*gendut*]_A]N’ ‘fat cat’ (L1. 2)
- cat fat
- c. N’ N’ AP
 Aku lihat setan seram sekali ‘I saw very scary ghost’ (J1. 255)
- [[*setan*]_N [*seram sekali*]_{AP}]N’
 Ghost scary very
- d. N’ N’ N
 Ke rumah Bibi ‘to the aunt’s house’ (V1. 149)
- [[*rumah*]_N [*Bibi*]_N]N’
 house aunt

4.1.2. Verb Phrase

Verb phrase is a phrase that is headed by a verb. A verb phrase or VP is a syntactic unit composed of at least one verb and the dependents of that verb – objects, complements and other modifiers, but not include the subject. In syntax, there is transitive and intransitive verb. The first type of verb refers to one that requires one or more objects; and the second type of verb refers to one that does not have objects.

4.1.2.1. Active Construction in Pre-School Children’s Utterances

A verb phrase is considered as a predicate in some contexts. VP is formed by V only, such as in (8) or V + Complement, it can be seen in (10). In the clause (8), the VP only consists of verb *berangkat*, while in the clause (10), the VP consists of *membuang* as the head and NP *sampah* as the object. An intransitive verb will be specified a tree diagram where there is no NP following, as in (10). The verb *berangkat* in the clause (8) and the constituent *membuang sampah* in the clause (10) have a function as a predicate. Both of them have the same category as the verb phrase.

- 8) *Adi* [[*berangkat*]_V]VP (V1. 151)
 NAME departs

'Adi departs'

9) VP

V'

V

Berangkat

A transitive verb, on the other hand, will be specified into a tree diagram where it would be followed by an NP as the complement.

10) *Joko* [[*membuang*]V [*sampah*]NP]VP (V1. 133)

NAME throws away the trash

'Joko throws away the trash'

11) VP

V'

V NP

N'

N

membuang sampah

The NP *sampah* in the phrase structure tree above is the complement of the head *membuang*. The NP is in the same node as V and under the node of V'. In other words, complement is the daughter of V' and the sister of V. The complement always appears closer to the head.

The verb *membuang* and the NP *sampah* formed a constituent. Constituency tests, such as the distributional test, the movement test, and the coordination test are required in order to prove that V *membuang* and NP *sampah* forms a constituent. The substitution test proven that VPs are syntactic units based on the fact that they can often be replaced by an element such as they (*mereka*), it (*itu, ini, hal itu, hal ini*), and do so (*melakukan hal tersebut*). This is illustrated in (12), where *melakukan hal tersebut* replaces the VP *membuang sampah*.

12) *Joko* [[*membuang*]v [*sampah*]NP]VP *Joko melakukan hal tersebut*

'Joko throws away the trash' 'Joko do so'

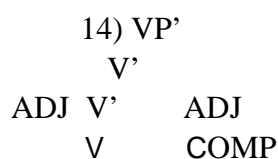
(*melakukan hal tersebut* = *membuang sampah*)

The movement test is the other way to prove that V *membuang* and the NP *sampah* form a constituent. The movement test involves moving the test sequence to the front of the sentence, such as in (13-a). The movement of the head without being followed by the object (NP) makes the sentence unacceptable, such as in (13-b). A constituent can be moved as a single unit to a different position within a sentence.

- 13) a. *membuang sampah, Joko*
 throws away the trash, NAME
 ‘throws away the thrash, Joko’
- b. *membuang Joko sampah*
 throws away NAME the thrash
 ‘throws away Joko the thrash’
- c. *Joko [berangkat]VP dan [membuang sampah]VP*
 NAME departs and throws away the trash
 ‘Joko departs and throws away the trash’

A group of words forms a constituent if it can be joined to another group of words by a conjunction such as *and, or, but*. This is labeled the coordinator test since patterns built around a conjunction are called coordinate structure. Thus, we can know that the VP *membuang sampah* is a constituent because it can be joined to another unit by ‘and’ (*dan*).

In phrase structure rules VP is a phrase that is headed by a verb. VPs may be constructed from a single verb and VP can also consist of various combinations of the main verb plus optional complements or adjuncts. The structure of Adjunct, complement, and head can be seen as follows (Subiyanto, 2013:184).



In the C-structure above, ADJ may appear before or after the head, while the complement always appears after the head. Specifier is not found in VP of the Indonesia language so that VP is projected into V’ without specifier.

- 15) *Burung terbang tinggi banget* (A3. 133)
 The bird flies high very
 ‘The bird flies very high’

The utterance *Tinggi banget* in the clause (15) is an adjunct before the head *terbang*. Unlike the complement that is always closer to the head, an adjunct is optional or structurally dispensable, when removed, will not affect the grammaticality of the sentence.

The VP can be also formed by the combination of V plus PP and AdvP plus V, such as in the clause (16) and (19).

- 16) *Papah [[kerja]V’ [di sana]PP]* (L1. 10)

Daddy works over there
 'Daddy works over there'

The PP *di sana* in the clause (16) is adjunct that provides additional information of the head *kerja*. The phrase structure rule of the clause (16) can be seen as follows.

17) VP V'
 V' V', PP

18) VP
 V'
 V' PP
 V
kerja di sana

The PP *di sana* in the constituent structure above is an adjunct after the head V *kerja*. The PP is in the same node as V' and under the node of another V'. In constituent structure adjuncts are the sisters and daughters of V'. The adjunct rule is recursive.

19) *Papah* [[*cepat*]AdvP [*pulang*]V']V' (L2. 21)

Daddy quickly comes home
 'Daddy quickly comes home'

20) VP
 V'
 AdvP V'
 V
cepat pulang

Adjunct may appear before or after the head. In the C-structure above, Adv *cepat* is adjunct before the head V *pulang*. AdvP is in the same node as V'. The phrase structure rule of the clause in (21) can be seen below.

21) VP V'
 V' AdvP , V'

Based on the constituency test, it can be proven that there are VPs in utterances produced by pre-school children. VPs can be formed by V only or V plus Complement or Adjunct. Complements or adjuncts can be parts of VP are NP, DP, AdvP, and PP. The following examples show the phrase structure rules of V'.

22) a. V' V NP
 [[*makan*]V [*angin*]NP]V' 'take the air' (N2. 4)
 b. V' V' PP
Papah kerja di sana 'Daddy works over there' (L1.10)
 [[*kerja*]V [*di sana*]PP]V'

- works over there
- c. V' V' AdvP
 [[*terbang*]v [*tinggi banget*]AdvP]V' 'flies very high' (A3. 133)
 flies very high
- d. V' V DP
Aku mau main ini ya 'I want to play this' (J1. 279)
 [[*main*]V [*ini ya*]DP]V'
 play this
- e. V' V
Vivi pulang 'Vivi goes home' (J1. 14)
 [*pulang*]V
- f. V' AdvP V'
Papah cepet pulang 'Daddy quickly comes home' (L2. 21)
 [[*cepat*]AdvP [*pulang*]V]V'
- g. V' V NP PP
Bermain bola di pantai 'playing the ball on the beach' (V2. 267)
 [[*bermain*]V [*bola*]NP [*di pantai*]PP]V'
 playing the ball on the beach

4.1.2.2. Passive Construction in Pre-School Children's Utterances

Passive voice is common in many of the world's languages. In a clause with passive voice, the grammatical subject has the semantic role as the theme or patient of the main verb – that is, the person or thing that undergoes the action or has its state changed. Passive voice in Indonesian language is quite easy to detect. In an active sentence, the subject is doing the action. In passive voice, the target of the action gets promoted to the subject position. The following sentences are the example of active and passive forms.

- 23) a. *Vivi menyapu teras* [active]
 NAME sweeps the terrace
 'Vivi sweeps the terrace'
- b. *Teras disapu oleh Vivi* [passive]
 the terrace is swept by NAME
 'The terrace is swept by Vivi'

Pre-school children tend to talk in passive voice. There are 40 transitive verbs in the pre-school children's utterances which are divided into 24 passive voices and 16 active voices. A transitive verb is the one that has an object that is a DP complement, and a subject. The subject may be agent and the object patient, or the subject could be experiences and the object theme.

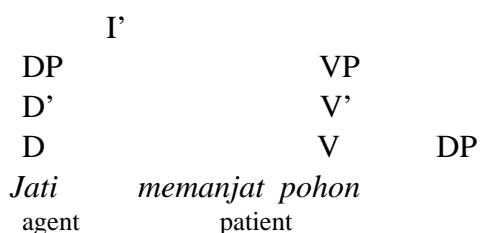
Patient and theme, from this perspective, differ in terms of a notion of affectedness: a patient is affected by the action described by the verb while a theme is unaffected by it. The clauses in (24-a) until (24-c) are from the utterances produced by the three years old children. The three years old children have been able to talk in passive voice but sometime they omit the correct used of word order, as can be seen in the clause (24-a) and (24-b) and case marking, such as in (24-c).

- 24) a. *Dindut bisa diambil capung* (A3. 141)
NAME can be taken by dragonfly
'Dindut can be taken by dragonfly'
- b. *Di sini ada nyamuk digigit Azam merah sakit* (A3. 207)
Here mosquito is bitten by NAME pain
'mosquito is bitten by Azam, it is pain'
- c. *Pesawatnya nggak bisa keluarin* (A2.68)

The clauses in (25) and (27) are from the utterances produced by children of aged four and five years old. In this stage, they have been able to use the correct word order and case marking.

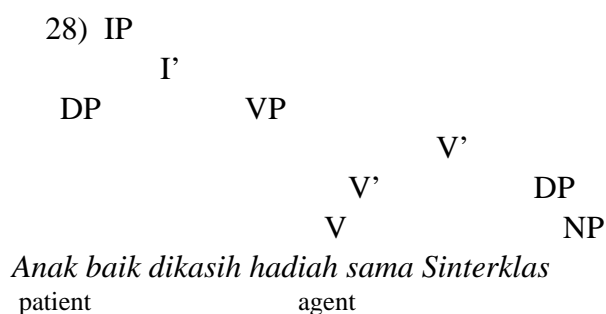
- 25) a. *Jati memanjat pohon* (V1. 89) [active]
NAME climb the tree
'Jati climbs the tree'
- b. *Jati memanjat pohon*
agent patient

The clause in (45) is the active form of the utterance produced by five years old children. The utterance *Jati* is the subject of the sentence with predicate *memanjat* and the utterance *pohon* as the object. The subject is an agent and the object is a patient, the structure of it can be seen as follows.



The clause in (27) is the passive form of the utterance produced by four years old children.

- 27) a. *Anak baik dikasih hadiah sama Sinterklas* (O1. 364)
 good child will be given gift by the Santa
 'a good child will be given gift by the Santa'
- b. *Anak baik dikasih hadiah sama Sinterklas*
 patient agent



The utterance *anak baik* is the subject of the sentence with predicate *dikasih* and the utterance *Sinterklas* as the object. In the passive voice, the subject is a patient and the object is an agent.

4.1.3. Adjective Phrase

An adjective phrase (or *adjectival phrase*) is a phrase with an adjective as its head. This adjective may be accompanied by modifiers, determiners, and/or qualifiers. Adjective phrases may be attributive (appearing before the noun) as in (29-c) or predicative, as in (29-a) and (29-b), but not all adjectives can be used in both positions. An adjective phrase consists of an adjective which may be preceded and/or followed by other words. The pre-modifier is always an adverb phrase, but the post-modifiers can be an adverb phrase, a prepositional phrase, or even a clause.

- 29) a. *Cabe itu pedes banget* (A3. 75)
 chili is very spicy
 'the chili is very spicy'
- b. *Miss Shasa gendut sekali* (J2. 57)
 Miss NAME is very fat

'Miss Shasa is very fat'

c. *Aku lihat setan seram sekali* (J1. 255)

1SG see ghost very scary

'I see very scary ghost'

In general, adjective phrases produced by pre-school children are formed by adjective followed by post-modifier adverb. As can be seen in the clauses (29-a) until (29-c). In the clause (29-c), AP has a function as attribute (modifier) that is appearing after the noun. AP *seram sekali* modified N *setan*, the phrase structure rule can be seen as follows.

30) AP A'
 A' A' (Adv)

As can be seen in the phrase structure rule in (30), AP is formed by A'. Then, A' is formed by A' and optional Adv. Adv *sekali* in the clause (29-c) is the specifier of the head *seram*, the constituent structure can be seen as follows.

31) AP
 A'
 A' Adv (SPEC)
 Seram sekali

Based on the description above, it can be proven that there are APs in bahasa Indonesia produced by pre-school children. APs can be formed by A only or A plus Adv. The following examples show the phrase structure rules of A'.

32) a. A' A
 Roti tawar 'plain bread' (A3. 299)
 [*tawar*]A'
 plain
 b. A' A' Adv
 gendut sekali 'very fat' (J2. 57)
 [[*gendut*]A' [*sekali*]Adv]A'

4.1.4. Adverbial Phrase

Adverbial phrase is a word group with an adverb as its head. This adverb may be accompanied by modifiers or qualifiers. An adverb phrase can modify a verb, an adjective, or another adverb, and it can appear in a number of different positions in a sentence. The example of adverbial phrase produced by pre-school children can be seen in the clause (33).

33) a. *Burungnya terbang tinggi banget* (A3. 133)
 the bird fly very high

- ‘the bird flies very high’
- b. *Tinggi burungnya terbang banget*
 high the bird flies very
 ‘high the bird flies very’
- c. *Burungnya tinggi terbang banget*
 the bird high flies very
 ‘the bird high flies very’

Adv *tinggi* and modifier *banget* are formed a constituent. The movement test is required in order to prove that Adv *tinggi* and modifier *banget* formed a constituent. The movement test involves moving the test sequence to the front of the sentence. The movement of the head without being followed by the modifier makes the sentence unacceptable, such as in (33-b) and (33-c). A constituent can be moved as a single unit to a different position within a sentence. *Tinggi banget* is an adverb phrase that is modified V *terbang*. *Banget* has a function as an adjunct not the complement of the Adv *tinggi*. Adv’ and Adv are dominated by the same node, as can be seen in (34).

34) AdvP
 Adv’
 Adv’ Adv
 Adv
Tinggi banget

4.1.5. Prepositional Phrase

Prepositional phrases have a preposition as the central element of the phrase, which is the head of the phrase. The remaining part of the phrase, usually a noun (phrase) or pronoun, is sometimes called the prepositional complement. In bahasa Indonesia produced by pre-school children P categories involve *di*, *ke*, *dari*, and *sama* ‘dengan’. The combination of a preposition and a noun phrase is called a prepositional phrase.

- 35) a. *Bu Ana hilang* [[*di*]P [*sawah*]NP]P’ (A2. 94)
 NAME lost in the field
 ‘Bu Ana lost in the field’
 b. *di Bu Ana hilang sawah*
 in NAME lost the field
 ‘in Bu Ana lost the field’

36) PP
 P’
 P NP
di sawah

37) PP P’
 P’ P NP

The utterance *Di* and *sawah* in the clause (35-a) form a prepositional phrase. This PP consists of the head *di* and the complement *sawah*. The movement of the preposition *di* without being followed by the NP *sawah* make the clause in (35-b) unacceptable. The movement test proves that *di* and *sawah* form a constituent with the head P and the complement NP. The phrase structure rule in (37) proves that there are PPs in the utterances produced by pre-school children.

38) a. *Aku ke rumah Vivi juga* (J1. 16)
 1SG go to Vivi's house
 'I go to Vivi's house too'

b. *Aku ke*
 1SG go to
 'I go to'

39) PP
 P'
 P NP
ke rumahnya Vivi

The complement is required by a head. In the clause (38-a), PP is formed by P *ke* and NP *rumahnya Vivi* as the complement. In the clause (38-b), extraction of NP makes the unacceptable sentence. The C-structure in (39) can be shows that the NP is the daughter of P' and the sister of P. Thus, NP *rumahnya Vivi* is the complement of P *ke*. Based on constituency test, it can be proven that there are PPs in utterances produced by pre-school children. PPs can be formed by the heads P plus NP as complements.

4.1.6. Determiner Phrase

A determiner phrase (DP) is a functional category, which are a phrase headed by a determiner. The noun phrase is strictly speaking a determiner phrase, and NP designates a constituent of the noun phrase, taken to be the complement of the determiner. Subiyanto (2013) in his dissertation found that there are some Determiner phrases in the Javanese language. There are three kinds of determiner in Javanese language, such as *iki*, *kuwi*, and *kae*.

In the DP analysis of the noun phrases, determiners govern the referential or quantificational properties of the noun phrases they embed. There are some determiner phrases in Indonesian language produced by pre-school children. In the clauses, a determiner can stand by itself as the head of determiner phrase, as shown in (40-a), and also can be followed by NP. The DP in Indonesian language can be expanded to the left or right of NP, such as in (40-b) and (40-c). NP *anjing baik* in (40-b) is separated from D *itu*. It can be proven by inserting a definite modifier *-nya* between *anjing baik* and *itu*. Thus, the clause (40-b) becomes *anjing baiknya itu kaya gini ketawa*.

||
 40) a. *Azam suka[[ini]D]DP* (A3. 109)
 NAME like this

‘Azam likes this’

b. *Anjing baik itu kaya gini ketawa* (J1. 98)

‘*Anjing baik itu*
dog good that
‘that good dog’

c. *Itu orang baik, dilindungi itu, itu lho Tuhan* (O1. 385)

‘*itu orang baik*
that good people
‘that good people’

DP can also be modified by specifier. The specifier of the DP is the possessor. Possessors are marked by the element *-nya*, as can be seen in the clause (41-a). In expressing possessions, pre-school children also often used the word *punya*, as can be seen in the clause (41-b). Possessors can also be formed by pronouns. Pronouns sit in the same position, specifier of the DP, such as in (41-c). The C-structure for (41-a) and (41-c) can be seen in (42) and (43).

41) a. *Aku lihat anjing cewek loh di [rumahnya Mbak Asti]*DP (J1. 96)

1SG see a female dog in Mbak Asti’s house

‘I see a female dog in Mbak Asti’s house’

b. *[Pesawat punya Dindut]*DP (A2. 72)

the plane belongs to NAME

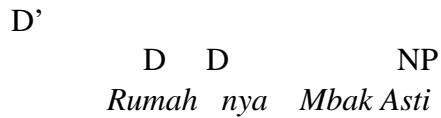
‘the plane is belongs to Dindut’

c. *Ini minumku* (O1. 317)

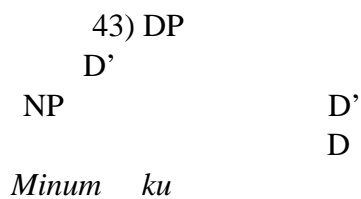
this my drink

‘this is my drink’

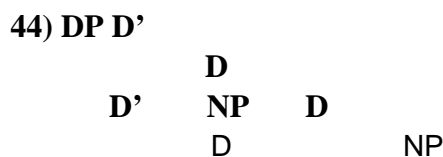
42) DP DP
D’



Based on the C-structure above, the possessive determiner *-nya* is the head of the phrase *rumahnya Mbak Asti*. The utterance *rumah* is specifier of the D *-nya*. The specifier of the DP is the possessor and this precedes the D' constituted of the determiner and its complement.



The morpheme *-ku* in the tree diagram above is the head of the phrase *minumku*. The utterance *minum* is NP that has a function as specifier. NP is in the same node as D'. Based on the explanation above, determiner phrase of the utterance produced pre-school children can be formed by D'. While, D' is formed by D, NP and D, or D and NP. The phrase structure rules of DP can be seen as follows.



4.1.7. Inflectional Phrase

An inflectional phrase is a functional phrase which has inflection properties (such as tense and agreement). An Inflectional phrase is essentially the same as a sentence, but reflects an analysis whereby a sentence can be treated as having a head, complement and specifier, like other kinds of phrase. Inflectional elements take verbal complements on the observation that they are always followed by a VP. From an X-bar point of view, this suggests that inflections are to be treated as heads as only a head takes complement.

Subiyanto in his dissertation explained that there are inflectional phrases in Javanese language. Javanese language has tense markers *arep (akan)* 'will', aspectuality *wis (sudah)* 'perfect affect', *durung (belum)* and *lagi (sedang)*, and modal auxiliary *isa (dapat)* 'can', *entuk (boleh)* 'may', *kudu (harus)* 'must' and *mungkin (mungkinan)* 'may' (Subiyanto, 2013: 188). In the Indonesian language uttered by pre-school children there are some tense markers such as *mau* or *akan* 'will', aspectuality markers such as *sudah*, *belum*, and *lagi* and also modals such as *bisa* 'can', *boleh* 'may', and *harus* 'should' were found.

45) *Mamah sudah mandi* (L1. 16)

Mama had a shower
 'Mama had a shower'

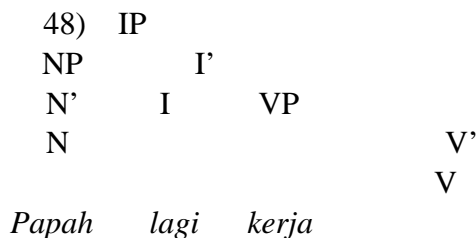
46) *Papah lagi kerja* (L1. 8)

Papa is working
 'Papa is working'

47) *Aku bisa bantuin kerja* (O1. 14)

1SG can help working
 'I can help working'

Based on the examples above, it can be concluded that the words *mau*, *lagi*, and *bisa* are not adverbs. Adverbs are more flexible; they can be as pre- or post-modifier. *Mau*, *lagi*, and *bisa* have a function as tense marker, aspectuality, and modals as the head of IP. In this context, the inflection functions as the head having VP as the complement. The structure of the IP will be:



As can be seen in the tree diagram above, the inflection *lagi* is the head of the IP. The NP is in the same node as I' and under the node of IP. Therefore, the NP *Papah* in the phrase structure tree above is the specifier of the utterance *lagi kerja*. The VP is in the same node as I under the node of I. It can be concluded that the VP *kerja* as the daughter of I' and the sister of I is the complement of the head *lagi*.

CHAPTER V

CONCLUSION

From the data analysis in chapter IV, it can be concluded that 453 utterances produced by pre-school children can be classified into seven categories of constituent structure. These categories are noun phrase, verb phrase, adjective phrase, adverbial phrase, prepositional phrase, determiner phrase, and inflectional phrase. Of the seven categories, the most frequently used by pre-school children are the noun phrases which are 35.54% of the total categories. The other categories are verb phrases (32%), determiner phrases (10.59%), inflectional phrases (8.83%), prepositional phrases (6.20%), adjective phrases (6.18%), and adverbial phrases (0.66%).

Based on constituency test, it can be proven that there are NPs, VPs, APs, AdvPs, PPs, DPs, and IPs in the utterances produced by pre-school children. In X-bar theory NP can be formed

by N only, N+A or AP, and N+N. VPs can be formed by V only or V plus Complement or Adjunct. Complements or adjuncts can be parts of VP are NP, DP, AdvP, and PP. APs can be formed by A only or A plus Adv. AdvPs may be accompanied by modifiers or qualifiers. An adverb phrase can modify a verb, an adjective, or another adverb, and it can appear in a number of different positions in a sentence. PPs can be formed by the heads P plus NP as complements. DPs are formed by D, NP and D, or D and NP and inflectional elements take verbal complements on the observation that they are always followed by a VP.

There are 40 transitive verbs found in the utterances produced by pre-school children. These utterances are divided into 24 passive voices and 16 active voices. The three years old children have been able to talk in passive voice but sometime they omit the correct use for word order. The four and five years old children have been able use the correct word order and case marking.

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APPENDIX 1: DATA RESPONDENTS

1. Name : Haidar Asyam Azaria Shabri (Asyam)
Ages : 3 years old
Sex : Male
Parents : Maryudi Jaya Saputra & Ana Puji Astuti
Address : Jln. BPTP I No. 14 RT 10 RW 5 Perum Sidomulyo Asri Ungaran

2. Name : Joice
Ages : 4,5 years old
Sex : Female
Address : Jln. Puspowarno

3. Name : Vivi
Ages : 4,5 years old
Sex : Female
Address : Jln. Puspowarno

4. Name : Jose
Ages : 3 years old

Sex : Male
Address : Jln. Puspowarno

5. Name : Alexandra Lutfi Mulia (Lutfi)
Ages : 3 years old
Sex : Male
Parents : Nugroho Arifianto & Risky Sofyana
Address : Jln. Jatisari Mijen Semarang

6. Name : Nazrana Falisha Diaz
Ages : 3 years old
Sex : Female
Parents : M. Zaenal Abidin & Dyah Citra Sari
Address : Perum Dinar Elok Meteseh Tembalang

APPENDIX 2: INTERVIEW TRANSCRIPT

TRANSCRIPT L1

Participant:

H: Sharita (Lutfi's aunt)

L: Lutfi

- 1) H: Tadi kucingnya ngapain aja kak?
- 2) L: Kucing gendut
- 3) H: He'em, terus kucingnya ngapain tadi?
- 4) L: Gendut juga
- 5) H: Lagi tidur nggak?
- 6) L: Nggak
- 7) H: Papah dimana to?
- 8) L: Papah lagi kerja
- 9) H: Kerja dimana?
- 10) L: Papah kerja di sana
- 11) H: Kalau Mamah?
- 12) L: Mamah nggak kerja

- 13) H: Oh, Mamah nggak kerja
- 14) L: He'eh
- 15) H: Mamah udah mandi belum to?
- 16) L: Mamah udah mandi
- 17) H: Kalau Kakak?
- 18) L: Udah
- 19) H: Oh, udah juga. Eh, Kakak tadi liat adek-adek duduk dimana?
- 20) L: Adeknya duduk di kursi
- 21) H: Lagi apa tadi?
- 22) L: Mainan
- 23) H: Masa? Lha, tadi lagi duduk-duduk. Tadi di foto sebelahnya ada lautnya to?
- 24) L: Dimana?
- 25) H: Tadi itulah yang tante tunjukkan, dimana?
- 26) L: Di Jeparo
- 27) H: Adek-adeknya tadi dimana?
- 28) L: Duduk-duduk di tengah laut
- 29) H: Kakak sekolahnya dimana to?
- 30) L: TK Al-Azhar, Al-Azhar tak tak
- 31) H: O, iya? Di sekolah ada apa aja Kak?
- 32) L: Ad bandulan, jungkat-jungkit, ayunan, di sekolah bisa beli donat
- 33) H: Donat yang gimana?
- 34) L: Yang bulat, dikasih coklat, yang tengah nggak ada tengahnya
- 35) H: Terus apa lagi? Mandi bola?
- 36) L: Dimana?
- 37) H: Di sekolah
- 38) L: Di sekolah nggak ada bolanya
- 39) H: Katanya di sekolah ada kolamnya
- 40) L: Nggak ada Tante
- 41) H: Kemarin tante liat ada kok

- 42) L: Nggak ada
- 43) H: Kakak ke sekolah dianter siapa?
- 44) L: Nggak ada yang nganter, Kakak ke sekolah naik bis
- 45) H: Naik bis? Kakak nggak takut?
- 46) L: Nggak
- 47) H: Kalau Tante Santi ke sekolah naik apa?
- 48) L: Tante Santi naik mobil
- 49) H: Kalau Tante Sari?
- 50) L: Naik motor
- 51) H: Kalau Papah kerja naik apa?
- 52) L: Naik motor juga
- 53) H: Lha, mobilnya Papah kemana?
- 54) L: Mobil Papah rusak
- 55) H: Sekarang dimana mobilnya?
- 56) L: Di bengkel rusak
- 57) H: Oh, yang di BSB itu ya?
- 58) L: Bukan, mobilnya Papah di bengkelnya Pak Ootong
- 59) H: Oh, Kakak udah pernah jalan-jalan naik mobil Papah belum?
- 60) L: Belum
- 61) H: Loh, kok belum? Ini adek kenapa sih?
- 62) L: Adek nangis, Tante
- 63) H: Kenapa nangis?
- 64) L: Minta nenen, Tante. Minta nenen mamah
- 65) H: Kakak masih nenen nggak?
- 66) L: Nggak Tante
- 67) H: Sekarang Kakak minum apa?
- 68) L: Minum air aja
- 69) H: Bilang ke adek. Dek, jangan nangis. Sana bilang dulu, kasih tahu adek cepet

- 70) L: Adek, jangan nangis, nanti Mamah sini
- 71) H: udah?
- 72) L: udah Tante
- 73) H: O, iya. Kemarin Kakak kemana?
- 74) L: Yang mana?
- 75) H: Yang pakai baju batik itulah, kemana Kak?
- 76) L: Kondangan Tante

TRANSCRIPT L2

Participant:

H: Sharita (Lutfi's aunt)

L: Lutfi

- 1) L: Tante jam tita lagi
- 2) H: Jam berapa?
- 3) L: Jam tita
- 4) H: Iya, saatnya mandi
- 5) L: Lutfi: saatnya mandi
- 6) H: Kak, ini ada telpon
- 7) L: Alo, lagi apa?
- 8) H: Dimana?
- 9) L: Dimana?
- 10) H: Kakak mau mandi
- 11) L: Kakak mau mandi
- 12) H: Tante dimana?
- 13) L: Tante dimana?
- 14) H: Kakak mau mandi
- 15) L: Kakak mau mandi
- 16) H: Mandinya sama mak Mo
- 17) L: Mandinya sama mak Mo
- 18) H: Ini telpon dek, Papah
- 19) L: Alo, Papah?
- 20) H: Bilang ke Papah cepet pulang
- 21) L: Papah cepet pulang. Papah beli susu buat Adek
- 22) H: Bilang tante
- 23) L: Tante, sini dong. Aku kasih celana bolong
- 24) H: Ke tante Tika
- 25) L: Tante Tita (tante Tika), sini dong
- 26) H: Bilang lagi
- 27) L: Tante pipis
- 28) H: Hah, jangan di sini

TRANSCRIPT A1

Participant:

A: Asyam

D: Danang (Asyam's cousin)

F: Fahrina

M: Bu Ana (Asyam's Mother)

- 1) M: Azam mau lihat Kak
- 2) D: Ini apa?
- 3) A: Bebek
- 4) M: Bebeknya ada berapa?
- 5) A: Satu, bebeknya masuk sini
- 6) M: Coba dihitung dulu
- 7) A: Satu, lima, tiga
- 8) M: Loh, habis satu berapa?
- 9) A: Lima
- 10) M: Dua
- 11) A: ini apa?
- 12) M: Beruang
- 13) A: Beruangnya ke sini
- 14) M: Ayamnya dimasukin kemana?
- 15) A: Ke kandang
- 16) M: Bebek makannya apa?
- 17) A: Rumput
- 18) M: Bebeknya diambil terus digoreng ya?
- 19) A: Nggak mau, bebek digigit
- 20) M: Bebek digigit?bebeknya gigit apa bebeknya digigit
- 21) A: Dindut yang digigit
- 22) M: Apanya yang digigit?
- 23) A: Tangannya

- 24) M: Sakit nggak?
- 25) A: Sakit
- 26) M: Sakitnya gimana?
- 27) A: Sakitnya sakit banget
- 28) D: Itu siapa yang baru datang?
- 29) A: Abinya Dindut
- 30) F: Abinya Azam namanya siapa?
- 31) A: Pak Yudi ganteng
- 32) M: Kalau Azam ganteng nggak?
- 33) A: Nggak, Dindut jelek
- 34) M: Loh, kok jelek?
- 35) A: Iya
- 36) D: Tadi Azam kemana sih?
- 37) A: Jalan-jalan
- 38) M: Jalan-jalan ke Paragon ya?
- 39) A: Iya, makan ikan bebek
- 40) M: Wah, makan bebek goreng ya?
- 41) A: Iya
- 42) A: Dindut diputerin film
- 43) D: Ini liat foto aja
- 44) A: Ini mbak Galuh tidur
- 45) M: Iya ya, mbak Galuh tidur dimana?
- 46) A: Di kursi

TRANSCRIPT A2

Participant

A: Asyam

F: Fahrina

D: Danang (Asyam's cousin)

- 1) D: Kak Danang Tanya dulu ya, nanti kakak kasih susu. Tos dulu, tos sama mbak Galuh
- 2) F: Pinter. Dek, ini apa sih namanya?
- 3) A: Tura-tura (kura-kura)
- 4) D: Apa namanya?
- 5) A: Tura-tura (kura-kura)
- 6) F: Kura-kuraa beneran dek?
- 7) A: Mainan tura-tura (mainan kura-kura)
- 8) D: Itu apa yang merah? Binatang apa? Ku?
- 9) A: Kucing
- 10) D: Kuda
- 11) A: Kuda
- 12) D: Coba Azam nyanyi dulu, nyanyi naik-naik ke puncak gunung
- 13) A: Nggak bisa
- 14) D: Bisanya Azam nyanyi apa?
- 15) A: Dindut nggak bisa nyanyi
- 16) F: Eh, ini punya siapa sih?
- 17) A: Punya dindut
- 18) F: Ini apa sih dek?
- 19) A: Mobil-mobilan
- 20) D: Warnanya apa sih?
- 21) A: Ijo dan warna merah
- 22) F: Ini gambar apa ya?
- 23) A: Sapu
- 24) F: Oh, sapu ya. Dek, itu kura-kuranya ada dimana?
- 25) A: *(no answer)*
- 26) F: Azam minum apa?
- 27) A: Susu rasa coklat
- 28) D: Azam udah mandi belum?

- 29) A: Belum
- 30) F: Mandi yuk
- 31) D: Udah makan belum?
- 32) A: *(no answer)*
- 33) F: Abi lagi dimana dek?
- 34) A: Abi lagi kerja
- 35) D: Kalau bunda dimana?
- 36) A: Kerja
- 37) F: Kerja dimana?
- 38) A: Kerja di sana
- 39) D: Abi kapan pulangnye
- 40) A: Abi pulang cepet
- 41) D: Cepet?
- 42) A: Tumpah
- 43) F: Eh, tumpah. Jangan dimainin ya. Nanti ada semut loh
- 44) A: Ini loh semut
- 45) F: Iya itu semut
- 46) D: Hati-hati nanti digigit lho
- 47) A: Aku tabok
- 48) D: Ditabok?
- 49) F: Buang dulu itu
- 50) A: *(hehe)*
- 51) F: Kemarin Azam kemana? Kok nggak ada di rumah? Jalan-jalan ya?
- 52) D: Kemarin kemana?
- 53) A: Dindut kemarin jalan-jalan
- 54) F: Jalan-jalan kemana?
- 55) A: Sama Abi ke rumah mbak Topi (mbak Sofi)
- 56) D: Mau nggak susunya?
- 57) A: Nggak
- 58) D: Lah, kok nggak? Kalau roti mau nggak? Kak Danang punya roti enak
- 59) A: Mau
- 60) D: Nih. Dindut bajunya warna apa?
- 61) A: Ijo
- 62) F: Ijo? Kok semuanya ijo? Itu biru
- 63) D: Awas jatuh
- 64) F: Dek, itu gelasnye ada di mana?
- 65) A: Gelas di meja
- 66) D: Rotinya nih
- 67) A: Dindut doyan nggak
- 68) A: Pesawatnye nggak bisa keluarin
- 69) D: Iya, nggak bisa dikeluarin. Nggak bisa apa?
- 70) A: Keluarin
- 71) D: Itu yang nggak bisa dikeluarin apa?
- 72) A: Pesawat punya Dindut
- 73) D: Yang beliin siapa?
- 74) A: Abi
- 75) D: Beli dimana?
- 76) A: Beli di sana
- 77) D: Enak nggak?
- 78) A: Enak
- 79) D: Ini kuda-kudaannya punya siapa?

- 80) A: Dindut
 81) D: Yang beliin siapa?
 82) A: Abi. Abi belinya di pasar
 83) D: Dindut temennya siapa aja?
 84) A: Abi sama Umi
 85) D: Adeknya Dindut namanya siapa?
 86) A: Adeknya Dindut namanya Ata
 87) D: Kakaknya Dindut siapa namanya?
 88) A: Kakak
 89) F: Tadi Azam yang mandi sama siapa?
 90) D: Udah mandi?
 91) A: Dindut udah mandi sama mbak Topi (mbak Sofi)
 92) A: Bu Ana hilang
 93) D: Apa?
 94) A: Bu Ana hilang di sawah
 95) D: Hah? Hilang?
 96) A: Iya
 97) D: Azam udah makan belum?
 98) A: Udah
 99) D: Makan pakai apa?
 100) A: Pisang
 101) D: Azam suka pisang nggak?
 102) A: Azam suka pisang
 103) D: Kalau salak suka nggak?
 104) A: Kalau salak nggak
 105) D: Hayo anak baik nggak mainan sandal
 106) F: Hayo nanti ditinggal sama mbak Sofi
 107) A: Mbak Topi bukan temennya Azam
 108) D: Itu sandalnya siapa yang Azam pakai? Kok besar banget?
 109) A: Sandalnya Abi Dindut pakai
 110) D: Sandalnya Azam kemana? Kok pakai sandal Abi?
 111) A: Sandalnya Dindut nggak ada

TRANSCRIPT A3

- A: Asyam
 D: Danang (Asyam's cousin)
 F: Fahrina
 S: Mbak Sofi (Asyam's nanny)
 Y: Pak Yudi (Asyam's Father)

- 1) A: Mbak Galuh, ini kok nggak ada gambar?
 2) F: Mana? Ini gambar apa?
 3) A: Gambar anak-anak
 4) F: Anak-anak lagi ngapain?
 5) A: Pegang pesawat
 6) F: Lagi berdiri di?
 7) A: Di depan sawah

- 8) F: Kalau ini?
9) A: Tani
10) F: Petani
11) A: Petani
12) F: Lagi bawa apa?
13) A: Dodolan
14) D: Padi
15) A: Petani bawa padi
16) F: Ini? Petani ini di atasnya pakai apa?
17) A: Nggak tahu
18) D: Dia belum tahu sampai situ ya
19) F: Ini apa?
20) A: Ini apa?
21) S: Kak Danang
22) F: Lagi apa?
23) A: Lagi sekolah
24) F: Lagi sekolah? Lagi nyanyi ini. Kalau ini?
25) D: Ini mbah Warto ya?
26) A: Mbah Warto. Hih, ada gukguk. Anjingnya nakal
27) D: Anjingnya kenapa?
28) A: Gukgukguk
29) F: Gambar apa ini?
30) A: Meja
31) F: Iya meja
32) A: Buat sekolah
33) F: Meja buat sekolah kak
34) A: Ini, ini payung
35) F: Payung? Pinter
36) A: Pakai payung kalau hujan. Ini apa? Mangkok ya?
37) F: Iya mangkok. Ih, pinternya. Ini?
38) A: Radio
39) F: Ini?
40) D: Gambar apa?
41) A: Radio
42) D: Kalau yang ini tivi
43) A: Tivi
44) D: Iya tivi
45) F: Azam suka nonton tivi nggak?
46) A: Tivi dindut suka
47) F: Azam kalau tidur dimana?
48) A: Di situ
49) D: Situnya mana
50) A: Di kasur. Itu apa?
51) D: Telepon. Apa? Gambar apa?
52) A: Halo, angkat telepon
53) F: Next ya
54) D: Buah apa hayo?
55) A: Nggak tahu
56) D: Apel. Kalau ini?
57) A: Jeruk
58) D: Ini buah apa?

- 59) A: Mangga
60) F: Ini?
61) A: Nana(s)
62) F: Nanas. Kalau ini?
63) A: *(no answer)*
64) F: Nggak tahu ya? Kalau ini?
65) A: Pisang
66) F: Azam suka makan pisang nggak?
67) A: Suka pisang
68) F: Pisangnya beli dimana?
69) A: Di sana
70) D: Ini apa hayo?
71) A: Semangka
72) D: Kalau ini buah apa?
73) A: Stobeli
74) D: Ini apa? Yang pedes apa?
75) A: Cabe itu pedes banget, huh hah. Pedes banget
76) F: Cabe huh hah?
77) A: Dimaem
78) F: Ini apa?
79) A: *(no answer)*
80) D: Ja?
81) A: Jamu
82) D: Jamu? Ini jagung. Ini apa hayo, ken?
83) A: Lutung
84) D: Loh, kok lutung. Kentang
85) A: Lha, ini apa?
86) F: Tomat
87) A: Tomat
88) F: Ini?
89) A: Sapu
90) D: Sapu? Wortel
91) F: Ini aja nih. Ini binatang apa?
92) A: Macan
93) F: Kakinya ada berapa dek?
94) A: Ada dua
95) F: Ada dua? Coba dihitung
96) A: Satu, dua, tiga, empat
97) F: Empat kakinya. Kakinya ada empat
98) A: Empat kaki
99) F: Ini apa? Tadi yang bunyi gukgukguk
100) A: Anjing
101) D: Gukguknya kakinya ada berapa?
102) A: Ada dua
103) D: Coba dihitung
104) A: Satu, dua, tiga, empat. Ini kaki depan
105) F: Iya. Ini depan ini belakang. Ini apa?
106) A: Burung

- 107) F: Ayam
108) D: Azam suka makan ayam nggak?
109) A: Azam suka ini
110) D: Ayam bakar atau ayam goreng
111) A: Ayam bakar. Ayam goreng
112) D: Goreng? Ini gambar apa lagi nih?
113) A: Kwek kwek
114) F: Apa kwek kwek?
115) A: Bebek
116) S: Siapa yang suka makan bebek?
117) A: Dindut
118) F: Dindut juga suka?
119) D: Siapa yang kaya bebek?
120) A: Dindut
121) D: Dindut kaya?
122) A: Dindut kaya bebek. Ini buaya?
123) D: Iya, buaya.
124) A: Hih, buaya besar
125) D: Buaya bisa jalan nggak?
126) S: Kemarin lihat buaya besar ya di dekat rumahnya mbak Sofi
127) A: Iya, di sana lihat buaya besar sekali
128) F: Ini apa?
129) A: Burung
130) D: Burungnya warna apa?
131) A: Ijo
132) F: Lah, ijo lagi. Burung bisa terbang nggak?
133) A: burungnya terbang tinggi banget
134) F: Terbang pakai apa?
135) D: Pakai itu
136) F: Pakai sayap
137) A: Terbang pakai sayap?
138) F: Iya. Ini apa?
139) A: Tawon
140) D: Capung ini
141) A: Capung? Dindut bisa diambil capung. Dindut nggak apa-apa, nggak gigit
142) F: Dindut nggak apa-apa?
143) A: Terbang
144) D: Dindut pernah ngambil tawon nggak?
145) A: Pernah
146) D: Digigit?
147) A: Digigit
148) D: Sakit nggak? Mana yang digigit, kakinya atau tangannya?
149) A: Sakit
150) D: Lanjut ya. Itu gambar apa?
151) A: Ikan
152) D: Ikan goreng (ikan goreng)
153) F: Ikan goreng enak nggak?
154) A: Enak
155) D: Abi suka nggak?
156) A: Abi suka. Ini cicak
157) D: Oo iya ya, cicak ya. Cicak adanya dimana?

- 158) A: Di, di atas
159) D: Di atas ya?
160) A: Iya, nggak bisa diambil. Nyanyi cicak
161) F: Iya, lagunya gimana?
162) A: Cicak-cicak di dinding. Diam-diam merayap. Datang seekor nyamuk
163) D: Kok berhenti, terus? Hap
164) A: hap
165) D: Lalu..
166) A: Ditangkap
167) F: Nah ini apa?
168) A: Kambing
169) D: Itu kambing
170) A: Mbeeeek
171) F: Kemarin Azam lihat kambing ya?
172) A: Lagi dimaem
173) F: Hah? Dimaem kambing?
174) D: Azam makan kambing?
175) A: Iya
176) D: Enak nggak?
177) A: Enak. Ni, kodok
178) F: Bunyinya kodok gimana?
179) A: Kodok ngorek
180) F: Oh, kodok ngorek
181) A: Kodok ngorek di pinggir kali
182) F: wah, itu siapa yang datang?
183) A: Abi. Itu ada tuting (kucing)
184) F: Kucing gimana bunyinya?
185) A: Meong
186) F: Azam takut nggak sama kucing
187) A: Takut
188) F: Kenapa takut? Kucing gigit nggak?
189) A: Nggak. Cari lagi. Cari lagi dulu
190) F: Iya
191) A: Ini apa?
192) F: Ini apa?
193) D: Laler
194) A: Lalat kak
195) D: Oiya lalat
196) A: Cari lagi. Ini apa?
197) F: Itu tadi yang katanya gigit Azam
198) A: Tawon. Dindut digigit tawon nggak apa-apa
199) D: Gambar apa?
200) A: Putih
201) D: Iya, putih ya
202) A: Ini semut
203) F: Bukan
204) D: Nyamuk
205) A: Semut

- 206) D: Nyamuk
207) A: Nyamuk. Di sini ada nyamuk, digigit Azam merah sakit
208) D: Merah ya? Kepalanya merah ya?
209) F: Sakit apa gatel?
210) A: Sakit
211) D: Terus mana lagi yang digigit?
212) A: Sini, sini, sini
213) D: Banyak ya berarti nyamuknya. Keroyokan ya, curang ya
214) F: Lagi yuk
215) D: Gambar apa hayo?
216) A: Sapi
217) F: Itu sapi
218) A: Sapinya main bola. Ini apa?
219) D: Singa. Gambar apa?
220) A: Singa. Ini apa?
221) F: Bawa apa? Ini apa yang dibawa?
222) A: Pelaut bawa ikan
223) F: wah, in apa?
224) A: Nggak pakai celana, nggak mau pakai celana
225) D: Nggak pakai celana? Kaya siapa hayo yang nggak mau pakai celana?
226) F: Azam pakai celana nggak?
227) A: Iya
228) F: Mana coba celananya?
229) A: Ini
230) F: Warnanya apa?
231) A: Ijo
232) F: Ijo lagi? Biru itu dek
233) A: Ini apa?
234) D: Kepala
235) A: Kepala
236) D: Ini gambar apa?
237) A: Tuping (kuping)
238) D: Kuping. Pinter. Ini?
239) A: Mata
240) D: iya. Gambar apa hayo?
241) A: Hidung
242) D: Yang ini?
243) A: Mulut
244) D: Mulutnya Azam yang mana?
245) A: Yang ini mulutnya Azam
246) D: Iya
247) A: Cari lagi
248) F: Ini apa?
249) A: Ini apa?
250) D: Itu perut
251) A: Perut? Perut nggak ada palanya (perut nggak ada kepalanya)
252) D: Nggak ada kepalanya ya? Ini ta?
253) A: tangan. Ini apa?
254) D: Itu kaki. Kakinya Azam yang mana?
255) A: Ini
256) D: Tangannya Azam yang mana?

- 257) A: Ini
258) D: Iya
259) A: Cari lagi
260) F: Yuk cari lagi
261) A: Ini rumah
262) D: Iya, ini rumah
263) A: Ini bis
264) D: Gambar apa?
265) A: Gambar bis
266) D: Gambar bis ya. Kau gambar kereta mana?
267) A: Ini keretanya. Di sini keretanya.
268) D: Iya kereta
269) A: Keretanya di sini
270) D: Keretanya di sini ya. Ini gambar apa hayo?
271) A: Gambar truk
272) D: Bukan. Ini gambar?
273) A: Bis
274) D: Nah, bener
275) A: Sepeda ini
276) D: Apa?
277) A: Sepeda
278) D: Bener
279) A: Kereta
280) D: Iya, ini kereta bener. Ini?
281) A: Mobil
282) D: Ini gambar apa?
283) A: Motor. Haah, ini truk
284) D: Iya bener, ini truk. Ini apa hayo? Gambar apa?
285) A: Gambar kapal
286) D: Iya bener
287) A: Yang ini pesawat
288) D: Iya
289) A: Ini kawan-kawan. Ini apa?
290) D: Itu gambar daging
291) A: Daging? Dindut tahu. Mbak Topi nggak tahu daging
292) F: Mbak Sopi nggak tahu daging?
293) A: Ini apa?
294) D: Teh, Azam suka minum teh nggak?
295) A: Ini apa?
296) D: Apa hayo? Susu
297) A: Susu sapi. Ini apa?
298) D: Apa hayo?
299) A: Roti tawar
300) D: Yang ini apa?
301) A: Apa?
302) F: Ini dulu deh, ini apa?
303) A: Kursi
304) D: Terus ini apa?

- 305) A: Topi. Ini apa?
306) D: Apa?
307) A: Lampu. Ini apa?
308) D: Bola
309) A: Bola. Ini apa?
310) F: Apa itu? Yang kemarin Azam lihat yang gigit katanya
311) A: Ular
312) D: Digigit apa?
313) A: Digigit ular biar enak
314) F: Hah? Biar enak?
315) A: Ini apa?
316) D: Itu bandara. Tempatnya apa ya?
317) A: Tempatnya pesawat
318) D: Ini apa yang warna merah?
319) A: Mobil penyaku
320) D: Yang naik pesawat namanya?
321) A: Pilot. Ayo cari gambar lagi
322) D: Ayo
323) A: Meja makan
324) D: Iya, meja makan
325) A: Ini yang buat makan
326) D: Iya, piring. Ini apa tadi?
327) A: Sate
328) D: Ini apa?
329) A: Cari lagi aja
330) D: Ayo cari lagi. Satu-satu bukanya biar nggak bingung
331) A: Cabe
332) D: Ini yang gambar cabe
333) A: Kalau ini apa?
334) D: Yang galak apa namanya?
335) A: Buaya
336) D: Iya
337) A: Mbak Topi ini apa?
338) D: Nyamuk
339) F: Udah ya
340) D: Mau liat lagi nggak?
341) A: Mau. Ditatain dulu
342) Y: Ini gambar apa ini?
343) A: Kereta
344) Y: Kereta apa?
345) A: Kereta panjang, yang ini jalannya
346) Y: Oh, ini jalannya. Ini gambar apa ini?
347) A: Rumah? Ini?
348) A: Pesawat
349) Y: Oh, ada pesawatnya. Pesawatnya ada berapa?
350) A: Nggak kelihatan pesawatnya, kena awan
351) Y: Kena awan?
352) A: Iya
353) Y: Nyari apa?
354) A: Nyari bis
355) Y: Apa ada bis? Mana bisanya. Oh, bisnya hilang. Ini roti apa?

- 356) A: Roti ulang tahun
357) Y: Gimana nyanyinya?
358) A: Selamat sejahtera
359) Y: Selamat ulang tahun kami..
360) A: Ini apa?
361) D: Itu budhe Wid
362) Y: Happy birthday..
363) A: To you. Mana to?
364) Y: Apanya?
365) A: Kereta
366) Y: Tadi keretanya udah ketemu
367) F: Ini kereta, ini bisnya
368) Y: Warna bisnya apa?
369) A: Bis ijo
370) Y: Ungu
371) A: Ungu. Kereta
372) D: Keratanya warna?
373) A: Keretanya panjang
374) Y: Sepedanya siapa ini?
375) A: Sepedanya mas Rafi. Ini kereta
376) Y: Kapal itu bawa barang
377) A: Kereta
378) Y: Kapal barang
379) A: Kereta
380) Y: Ini siapa ini yang bawa bola?
381) A: Mbak Sofi
382) Y: Mbak Sofi itu yang ini
383) A: tatain dulu ya
384) Y: Ditata dulu
385) D: Kebalik itu
386) A: Nggak kebalik
387) D: Yuk dirapiin yuk
388) A: Jangan
389) D: Katanya mau dirapiin
390) A: Jangan dimasukin dulu
391) D: Pesawatnya Azam mana? Pesawatnya di bawah apa hayo?
392) A: Di bawah apa hayo
393) F: Kertasnya dimasukin ya
394) Y: Jangan digituin, nanti rusak lho
395) A: Nggak
396) D: Abis ini minum susu ya, susu apa?
397) A: Susu sapi

TRANSCRIPT N1

Participant

N: Nazra

U: Dina (Nazra's aunt)

- 1) N: Aku mau bikin truk
- 2) U: Hah?
- 3) N: Mau bikin truk
- 4) U: Oh, iya. Ini warnanya apa, Dek?
- 5) N: Hah?
- 6) U: Ini warnanya apa?
- 7) N: Mana?
- 8) U: Ini
- 9) N: Ini warnanya apa hayo?
- 10) U: Ya, kamu dulu yang jawab
- 11) N: Warna apa? Ini?
- 12) U: Ijo
- 13) N: Ijo. Ini warna apa?
- 14) U: Ijo
- 15) N: Merah jambu
- 16) U: Kamu kok nangis kalau bangun tidur kenapa?
- 17) N: *(no answer)*
- 18) U: Kenapa nangis kalau bangun tidur?
- 19) N: Kenapa?
- 20) U: Ya, kenapa?
- 21) N: Mana to?
- 22) U: Mbak Via naik sepeda roda berapa, Dek?
- 23) N: Roda, roda batu
- 24) U: Kalau Nazra? Naik sepeda roda?
- 25) N: Roda apa hayo?
- 26) U: Roda apa hayo, roda berapa
- 27) N: Roda tiga
- 28) U: Itu yang megangin orang siapa?
- 29) N: Orang gila
- 30) U: Hah? Masa kamu berani?
- 31) N: Nggak berani
- 32) U: Kamu naik sepedanya jatuh-jatuh?
- 33) N: Iya
- 34) U: Nangis nggak?
- 35) N: Nangis
- 36) U: Terus?
- 37) N: Kasih obat, aaah, nangis, alas an nangis
- 38) U: Alasan nangis? Terus mau berhenti dikasih apa?
- 39) N: Berhenti
- 40) U: Mau berhenti dikasih apa?
- 41) N: Kasih obat
- 42) U: Obat apa?
- 43) N: Obat sakit
- 44) U: Emang jatuh yang sakit apa? Mana?
- 45) N: Ininya yang sakit, tapi udah sembuh
- 46) U: Udah sembuh? Naik sepeda lagi nggak abis jatuh?

- 47) N: Udah nggak jatuh, kemarin aku udah jatuh terakhir
48) U: Udah nggak jatuh? Berarti udah bisa?
49) N: Belum bisa
50) U: Udah pinter belum?
51) N: Belum, kalau udah gede
52) U: Mbak Via naik sepeda roda batu?
53) N: He'em
54) U: Bisa nggak?
55) N: Bisa
56) U: Jatuh nggak?
57) N: Nggak
58) U: Nangis nggak?
59) N: Mbak Via nggak nangis
60) U: Lah, kok Nazra nangisan?
61) N: Mbak Via nggak nangis kok
62) U: Nazra?
63) N: Nangis, nggak
64) U: Nangis lah
65) N: Nggak
66) U: Beneran?
67) N: Iya
68) U: Kemarin ada siapa lagi dek di sana?
69) N: Dimana?
70) U: Di tempatnya Mbah
71) N: Ada kak Sulton
72) U: Terus?
73) N: Ada siapa lagi ya?
74) U: Kemarin kak Ojan disuruh kesana to?
75) N: Disuruh kemana?
76) U: Ke rumah mbah Mamo, nyusul nggak?
77) N: Besok pagi
78) U: Kemarin. Kemarin kamu pulang sama siapa?
79) N: Sama siapa ya? Nggak ngerti aku
80) U: Loh, kemarin itu lho kamu pulang sana siapa?
81) N: Sama Mama
82) U: Terus?
83) N: Sama Ayahku
84) U: Masa sama Ayah? Katanya Ayah nggak jemput
85) N: Dijemput Ayah
86) U: Oh, dijemput Ayah. Terus Ayah nyampinya di sana pakai apa?
87) N: Itu perutnya, perutnya dikecilin
88) U: Dikecilin gimana?
89) N: Gini
90) U: Sakit nggak?
91) N: Sakit
92) U: Ya, jangan!
93) N: Nanti meledak
94) U: Nazra itu nyempluk nggak sih?

- 95) N: Dulu
96) U: Sekarang?
97) N: Nyempluk. Kalau Tante?
98) U: Kalau tante? Masa tante nyempluk?
99) U: Eh, tadi malam om ke sini lho. Temennya om punya tab, mau dilhatin Nazra. Eh, Nazra udah bobok. Nggak jadi deh
100) N: Lagi bobok Nazla?
101) U: Nazra
102) N: Nazela

TRANSCRIPT N2

Participant

N: Nazra

U: Dina (Nazra's aunt)

- 1) U: Coba ngomong
2) N: Aku mau makan
3) U: Makan apa?
4) N: Makan angin
5) U: Masa makan angin? Enak?
6) N: Enak
7) U: Enak banget apa enak aja?
8) N: Enak aja
9) U: Terus makan apa lagi?
10) N: Makan nugget
11) U: Makan nugget? Suka nugget?
12) N: (*nod*)
13) U: Bilang to jangan mantuk-mantuk
14) N: Iya
15) U: Terus?
16) N: Bayem
17) U: Terus?
18) N: Dotdot
19) U: Pakai nasi apa nggak?
20) N: Pakai nasi
21) U: Kamu kok mandi mau kemana?
22) N: Aku mau ke Java mall
23) U: Ngapain ke Java mall?
24) N: Ke Ada aja
25) U: Ke Ada? Beli apa?
26) N: Beli tahi kucing
27) U: Hish, besar nggak?
28) N: Besar aja atau besar banget?
29) U: Besar banget
30) N: Udah. Kok nggak ada gambarnya?
31) U: Kan rekam suara, ya suara aja to yang keluar

- 32) N: Aku mau nyanyi
33) U: Coba nyanyi I Love you
34) N: I love you, you love me, we are happy family

TRANSCRIPT J1

Participant:

F: Fahrina

J: Joice

H: Sharita (Joice's teacher)

G: Jerry (Joice's older brother)

W: Dewi

- 1) H: Coba dilihat sama Joice. Biasanya mau, malu ya? Mana yang cantik? Besok kalau nggak ke sini nyariin. Kemarin sampai mana?
- 2) J: Sini
- 3) H: Yang ini belum sayang
- 4) J: Udah
- 5) H: Missnya mau ngobrol sama kokoh Jerry boleh?
- 6) J: Boleh
- 7) H: Kamu udah mandi belum?
- 8) J: Udah
- 9) H: Kok bau? Bohong
- 10) J: Udah
- 11) H: Kokoh Jerry kemana ya?
- 12) J: Ke rumahnya Vivi
- 13) H: Ke rumahnya Vivi?
- 14) J: Vivi pulang
- 15) H: Oh, Vivi pulang?
- 16) J: Aku ke rumahnya Vivi juga
- 17) H: Joice mau ke rumah Vivi juga? Katanya mau belajar
- 18) J: Aku ke rumah Vivi kalau belajarnya udah selesai
- 19) H: Ayo belajar dulu berarti. Ngobrol dong sama mbaknya, ditanyain. Mama kemana?
- 20) J: Ke toko
- 21) H: Nggak papa nggak usah malu. Papa mana?
- 22) J: Papa pergi
- 23) H: Tadi miss Shasa lihat Papa
- 24) J: Udah pulang berarti
- 25) H: Koh, sini koh. Kokoh ngobrol sama tante ini ya? Diajar sama tantenya ini ya?
- 26) G: Iya
- 27) H: Halah ketawa-ketawa. Vivi mana?
- 28) G: Vivi pulang
- 29) H: Nanti ke sini lagi nggak?
- 30) G: Nggak
- 31) H: Kamu belajar sama mbak ini ya?

- 32) W: Kamu mau belajar apa?
33) H: Mbak siapa namanya?
34) G: Mbak Dewi
35) W: Iya
36) H: Miss Dewi. Kalau miss Shasa pergi kalian diajar miss Dewi ya?
37) J: Aku nggak mau
38) H: Joice nggak mau? Nggak mau? Abisnya Joice gitu, kemarin miss Shasa dicuekin
39) J: Kapan?
40) H: Kemarin Joice lari-lari miss Shasa dicuekin
41) J: Aku mau belajar ini
42) F: Belajar ini? Bisa?
43) H: Bisa dong. Yang warna pink yang mana?
44) J: Ini
45) H: Kamar Joice warna pink nggak?
46) J: Nggak, kamarnya warna putih
47) H: Hebat. Berarti nanti dapat hadiah
48) J: Hadiah apa?
49) H: Ada deh. Rahasia
50) J: Aku ambil pensil dulu ya. Ini
51) F: Halo. Apa ini?
52) H: Buat miss Galuh?
53) J: Iya
54) F: Wah, terimakasih. Kamu udah sekolah belum?
55) J: Udah
56) F: Sekolahnya dimana?
57) J: *(no answer)*
58) H: Lho, sekolahnya dimana? Kok nggak mau jawab? Berarti belum sekolah ya?
59) J: Sekolah
60) H: Kenapa mau cari apa?
61) J: Pensil
62) H: Kalau nggak ada nggak usah
63) J: Aku masuk lemari
64) H: Ngapain?
65) J: Kalau lemarnya ditutup mati
66) H: Kenapa mati?
67) J: Nggak bisa nafas
68) H: Coba Joice masuk situ muat nggak?
69) J: Muat. Aku kalau ngumpet di situ
70) H: Ngumpet di situ? Iya?
71) F: Kamu ngapain?
72) J: Cari angry bird
73) H: Itu miss, punya mainan angry bird
74) F: Mana?
75) J: Ini punyaanya Tsensen
76) H: Punya Joice mana?
77) J: Punyaku Barbie
78) H: Barbie?
79) J: Boneka yang rambutnya panjang
80) H: Oh, nanti ya mainannya kalau udah selesai belajar
81) J: Di kamarnya mama, sama boneka
82) H: Sama boneka? Yuk, dilanjut

- 83) F: Kokohnya belajar dulu ya
- 84) J: Dikejar sama burung
- 85) H: Joice takut nggak?
- 86) J: Takut jatuh
- 87) H: Ini apa sih?
- 88) J: Ini apa sih?
- 89) H: Hayo Joice harus pintar juga
- 90) J: Jam. Di rumah ada empat, jamnya nyala semua. Di depan ada Satu
- 91) H: Nyala semua? Harus pakai batere nggak sih?
- 92) J: Iya
- 93) H: Oh, gitu
- 94) J: Ditempelin biar nggak gerak
- 95) H: Ditempelin pakai apa?
- 96) J: Pakai paku. Miss Shasa aku tadi lihat anjing cewek loh di rumahnya mbak Asti
- 97) H: Nggak digonggongin?
- 98) J: Nggak digukguk gitu. Itu anjingnya kaya gini ketawa, baik anjingnya
- 99) H: Baik anjingnya? Gitu kok tadi nggak diajak kenalan? Namanya siapa anjingnya?
- 100) J: Cewek
- 101) H: Nggak tahu namanya?
- 102) J: Nggak
- 103) H: Oh, nggak tahu. Ini kaya terompet ya? Apa itu yang dimakan? Miss Shasa juga mau dong
- 104) J: Kaos kaki
- 105) H: Ih, kok kaos kaki dimakan sama Joice? Bau ah
- 106) J: Ini kaos kakinya cuma Satu
- 107) H: Missnya nggak dikasih? Kokoh dikasih nggak?
- 108) J: Itu namanya miss Dewi
- 109) H: Miss Dewinya dikasih nggak?
- 110) J: Dikasih
- 111) H: Wah, Joice anak baik ya? Good girl apa bad girl
- 112) J: Anaik baik
- 113) H: Pinter. Kemarin rambutnya dipotong kenapa sih?
- 114) J: Panjang
- 115) H: Ada kutunya ya?
- 116) J: Iya
- 117) H: Gatel-gatel gitu ya?
- 118) J: Kutu kecil-kecil
- 119) H: Dimana?
- 120) J: Di sana
- 121) H: Yang motong siapa?
- 122) J: Oma
- 123) H: Joice nangis nggak?
- 124) J: Nggak. Aku pengen rambutnya panjang naik kuda
- 125) H: Kaya princes gitu?
- 126) J: Gini gini gini panjangnya segini kaya mama
- 127) H: Besok kalau udah gede baru boleh. Nama panjangnya Joice siapa sih?
- 128) J: Aku udah mau ulang tahun
- 129) H: Kapan?

- 130) J: Aku ulang tahunnya masih lama
131) F: Emang Joice ulang tahun ke berapa?
132) J: Kelima
133) F: Kelima? Wah, Joice udah lima tahun
134) J: Miss patah miss. Miss, aku keluar dulu ya
135) H: Iya, balik lagi ya
136) J: Mbak, pensilnya diraut dulu
137) H: Koh, missnya kemarin daftar beasiswa keluar negri loh
138) G: Siapa?
139) H: Missnya ini to
140) G: Kenapa?
141) H: Ya, mau sekolah ke luar negri. Kokoh pengen juga to? Mau kemana? Coba
certain.
142) G: Ke Jepang ke jepang
143) J: Aku juga, sama Tsensen sama papa sama mama
144) H: Dibawa ke sini?
145) J: Miss Shasa ikut
146) H: Miss Shasa ikut? Boleh?
147) J: Sama cowok, sama cowoknya
148) H: Cowoknya miss Shasa siapa? Miss shasa nggak punya cowok
149) J: Sama adiknya miss shasa, sama mamanya
150) H: Siap, sama papanya miss shasa boleh ikut? Miss galuh boleh ikut?
151) J: Sama miss ini juga
152) H: Miss dewi, bilang to miss dewi ikut ya ke Jepang
153) J: Miss dewi ikut ke Jepang
154) H: Oke kita semua ikut ke Jepang
155) F: Ke jepang naik apa?
156) J: Naik mobil
157) F: Bisa naik mobil?
158) J: Bisa, bawa ini bawa ini bawa ini jadi bawa empat
159) H: Coba dihitung dulu, miss shasa, miss galuh, miss dewi masa jadi empat?
160) J: Tambah Joice jadi empat
161) H: Oh, gitu
162) J: Besok di Jepang bikin manusia salju terus aku kasih matanya terus aku kasih
jaketnya
163) H: Emang manusia salju pakai jaket? Kan katanya manusia salju kuat dingin nggak
usah dikasih jaket dong
164) J: Nggak, dikasih jaket yang ini lho
165) H: Oh, iya. Warnanya apa?
166) J: Miss shasa yang beli ya
167) H: Iya, siap
168) J: Miss shasa beli matanya juga
169) H: Iya
170) J: Miss shasa beli badannya juga
171) H: Iya iya
172) J: Beneran ya miss shasa beli jaketnya
173) H: Iya, ayo belajar lagi
174) J: Aku mau belajar kaya kokoh
175) H: Iya nanti, makanya ayo cepet biar sama kaya kokoh. Jangan dirusak, nggak
boleh dirusak
176) J: Waktu aku sekolah di kumon pensilku dirusak

- 177) H: Iya, ini dulu yuk
178) J: Kaos kaki buat apa?
179) H: Kaos kaki, Joice punya kaos kaki nggak?
180) J: Punya, kaos kaki bolong. Bolongnya kenapa ya miss?
181) H: Digigit tikus
182) J: Kenapa yang bolong cuma yang ini?
183) H: Soalnya yang satunya nggak digigit tikus
184) J: Miss galuh ini kupon
185) F: Kupon buat apa?
186) J: Dari kumon
187) G: Aku juga punya, banyak
188) W: Kupon apa?
189) G: Kumon
190) J: Banyakkan Joice
191) H: Banyakkan kokoh itu
192) G: Dulu banyakkan Joice sekarang banyakkan aku
193) H: Yuk kalau nggak dikerjain ngga dikasih stiker sama miss shasa
194) J: Stiker apa?
195) H: Ada deh
196) J: Mana dulu stikernya
197) H: Ya nanti kalau udah selesai
198) G: Aku mau main angry bird sama miss galuh
199) F: Sini yuk, kokoh udah selesai ya? Ini caranya gimana sih?
200) J: Ini disusun dulu
201) H: Joice belajar, Kokoh sama Tsensen biar main sama miss galuh
202) F: Ini gimana ajarin dong
203) J: Miss shasa ini. Miss shasa aku mau mainan aja
204) H: Nanti kalau udah selesai, boleh main sama miss galuh
205) J: Missnya nggak bisa
206) H: Hayo Joice tulis dulu
207) J: Abis tulis boleh main
208) H: Iya. Kemarin Joice kaya angle ya?
209) G: Ini gambar apa?
210) H: Apa?
211) G: Orangnya kok cuma pakai kolor?
212) J: Ini salah ya miss?
213) H: Nggak, bener kok
214) J: Aku mau nyanyi I love you ya
215) H: Iya
216) J: I love you, you love me
217) H: Jangan teriak-teriak gitu, nggak mau miss shasa
218) J: I love you, you love me, we are happy family
219) H: Itu kokoh udah selesai. Capek koh?
220) J: Joice capek juga
221) H: Joice capek juga?
222) J: Monyet makan telur
223) W: Nggak, monyet makannya buah
224) J: Buah

225) G: Miss, yang itu namanya miss siapa?
226) H: Miss galuh, makanya kenalan dulu
227) J: Miss galuh. Yang ini?
228) H: Miss dewi
229) J: Ini kokoh Jerry
230) H: Pinter. Diajakin cerita itu. Dibacain itu
231) J: Apa?
232) H: Buku. Dimana?
233) J: Bentar aku ambil barbie
234) H: Barbie? Nanti aja
235) J: Miss shasa aku mau ambil Barbie. Ini hello kitty
236) H: Iya
237) J: Ini ini
238) H: Nanti belajar dulu
239) J: Jatuh dimana?
240) H: Rawa
241) J: Rawa itu apa?
242) H: Rawa itu kaya kolam gede sekali
243) J: Kolam gede sekali
244) H: Iya
245) J: Aku punya kartu angry bird kasih sama kokoh
246) H: Oiya?
247) J: Ini miss
248) H: Siapa yang masak di rumah? Siapa?
249) J: Mbak Neli mbak Ati. Miss shasa ini kena apa? Di sini ada apa?
250) H: Apa?
251) J: Ada apa?
252) H: Ada setan mungkin
253) J: Setannya gimana? Bukan orang
254) H: Seram sekali
255) J: Aku lihat setan seram sekali
256) H: Bentuknya gimana?
257) G: Aku nggak lihat kok
258) J: Rumahnya ada rumputnya terus ada setannya
259) H: Oh, gitu
260) H: Di sekolahnya ada setan nggak?
261) J: Nggak ada. Temennya Vivi pernah lihat
262) H: Dimana?
263) J: Di sana lho abis itu belok abis itu sampai
264) H: Ayo Joice, nggak selesai-selesai ini
265) J: Ini loh pencet ininya
266) H: Kemarin kokoh ulang tahun ya?
267) G: Aku ulang tahunnya di sekolah
268) H: Acaranya gimana?
269) G: Bagi-bagiin jajan ke temen sekolah
270) F: Ulang tahun yang ke berapa?
271) G: Enam tahun, eh lima tahun
272) J: Miss shasa, katanya temennya Joice aku ulang tahunnya kelima di sekolahan
273) H: Terus hadiahnya apa? Ini mau mainan apa belajar?
274) F: Belajar dulu
275) J: Miss, panjang miss

- 276) H: Iya. Kokoh udah selesai itu lho
- 277) J: Cari gula abang
- 278) H: Joice boleh main bentar tapi abis ini berhitung sama miss shasa, main sama miss galuh
- 279) J: Aku mau main ini ya
- 280) H: Kamu cita-citanya jadi apa to?
- 281) J: Dapat kasih Tuhan Jesus
- 282) G: Minta sama Tuhan
- 283) H: Terus kokoh minta apa?
- 284) G: Cita-citanya jadi pemadam kebakaran sama dokter
- 285) H: Kenapa mau jadi pemadam kebakaran?
- 286) G: Pengen mainan air
- 287) J: Aku mau jadi dokter dikasih obat
- 288) H: Terus? Terus?
- 289) F: Udah menang tuh, yuk belajar lagi
- 290) J: Itu kebalik itu kebalik
- 291) F: Mana?
- 292) J: Ini kebalik, ini lho
- 293) F: Kebalik semua dong
- 294) J: Sekarang udah libur panjang sekali
- 295) F: Udah libur panjang? Sampai kapan liburnya?
- 296) J: Nggak tahu
- 297) F: Ini Joice aja yang ngerjain, kalau miss galuh yang ngerjain nanti miss galuh yang pinter
- 298) G: Cewek itu girl, aku mau cari cewek
- 299) F: Hah? Belum boleh dong
- 300) J: Miss shasa aku gambar hello kitty
- 301) F: Yuk dikerjain lagi biar bisa cepet main

TRANSCRIPT J2

Participant:

F: Fahrina

J: Joice

H: Sharita (Joice's teacher)

G: Jerry (Joice's older brother)

W: Dewi

- 1) F: Joice pinter ya
- 2) H: Katanya kalau di sekolah nggak bisa
- 3) J: Joice kalau di sekolah nggak bisa berhitung
- 4) H: Lha kenapa kalau di rumah bisa?
- 5) J: Kalau di sekolah nggak dibantuin miss shasa. Kalau di rumah ada miss shasa, miss shasa bisa bantu
- 6) H: Kalau di sekolah sembarangan ya?
- 7) J: Iya, nulisnya gini

- 8) H: Jadi Joice nggak mau belajar?
9) J: Sulit
10) H: Sulit sekali nggak?
11) J: Sulit sekali
12) H: Kalau dibantuin miss shasa kenapa bisa?
13) F: Ayo dikerjain dulu
14) J: Udah
15) H: Mau main sama miss galuh? Miss shasa kasih stiker dulu ya
16) J: Stiker apa?
17) H: Bunga
18) J: Katanya hello kitty
19) H: Yang jual belum buka. Miss shasa minta maaf boleh?
20) J: Nanti dikasih hello kitty?
21) H: Iya
22) J: Kok dikasih tiga?
23) H: Joice mau nggak? Joice pinter nggak?
24) J: Iya
25) H: Miss shasa yang mana?
26) J: Miss shasa ini
27) H: Miss dewi yang mana?
28) G: Aku tahu miss dewi yang mana?
29) W: Yang mana?
30) G: Ini
31) F: Miss galuh yang mana?
32) G: Ini miss galuh yang kebalik
33) F: Miss dewi yang hello kitty kok miss galuh yang kebalik?
34) J: Joice yang cantik
35) H: Cantik sendiri dong
36) J: Joice di samping miss shasa
37) H: Oma yang mana?
38) J: Oma, oma nggak ada
39) H: Kamu nanti ke rumah Vivi nggak?
40) J: Nggak
41) H: Miss shasa ke rumah Vivi ya abis ini
42) F: Joice mau kemana?
43) J: Ambil itu
44) H: Udah di sini aja dulu
45) G: Miss galuh mau beli ini?
46) F: Buat apa?
47) G: Buat mainan di rumah
48) F: Ah, miss galuh udah besar, nggak maianan lagi
49) W: Ini miss dewi kasih susu
50) J: Aku nggak suka yang coklat, aku suka susu pink
51) H: Rasa stroberi itu
52) J: Susu rasa stroberi
53) F: Miss empuk nggak?
54) H: Gendut kan miss shasa?
55) J: Gendut
56) F: Gendut aja atau gendut sekali?
57) J: Miss Shasa gendut sekali

TRANSCRIPT V1 AND O1

Participant:

V: Vivi

O: Jose (Vivi's younger brother)

H: Sharita (Vivi's teacher)

- 1) H: Belajar apa tadi di sekolah?
- 2) V: Lupa
- 3) H: Kok lupa?
- 4) V: Ngumpulin buku
- 5) H: Oiya? Ini dibenerin dulu
- 6) V: Tadi Tio ulang tahun aku pulang
- 7) H: Oiya?
- 8) V: Rajin
- 9) H: Siapa yang rajin? Jose atau Vivi? Siapa yang suka membantu mama?
- 10) O: Saya
- 11) H: Jose bantuin apa? Coba miss Shasa mau tahu
- 12) O: Bantuin kerja
- 13) H: Hah, bantuin kerja? Emang bisa gitu?
- 14) V: Emang bisa kerja?
- 15) H: Bantuin sapu-sapu bisa?
- 16) O: Bisa. Aku bisa
- 17) H: Hebat
- 18) V: Kok kotor?
- 19) H: Iya nanti dibersihin
- 20) V: Setiap pagi menyepu halaman
- 21) H: Pinter
- 22) O: Halaman
- 23) H: Kalau Vivi menyapu mana dong?
- 24) V: Vivi menyapu teras
- 25) H: Rumah disapu biar apa to?
- 26) V&O : Biar bersih
- 27) H: Kalau kotor suka nggak?
- 28) V: Nggak. Nanti gatel-gatel
- 29) O: Aku nggak suka kotor, jadi disapu
- 30) H: Hebat. Yuk lagi
- 31) V: Ini gambar apa?
- 32) H: Ini nanti, dibaca dulu. Apa itu Jose?
- 33) O: Kupu-kupu?
- 34) H: Nggak. Itu kursi
- 35) O: Bagus nggak?
- 36) H: Bagus dong
- 37) O: Aku pakai baju angry bird dulu, terus hilang
- 38) V: Membersihkan halaman pakai apa?
- 39) H: Pakai apa?
- 40) V: Sapu?
- 41) H: Iya betul

- 42) V: Bersih-bersih, bersih-bersih sampah
43) H: Membersihkan sampah pakai apa?
44) V: Sapu
45) H: Iya sapu. Ini gambar apa?
46) V: Dia tidak suka halaman yang kotor
47) H: Pinter lho
48) V: Ditempel semua stikernya biar keren
49) H: Jose kalau udah besar mau jadi apa to?
50) O: Jadi keren
51) H: Jadi keren?
52) V: Mau dicopot?
53) O: Nggak mau. Mau jadi keren
54) V: Jadi keren itu apa?
55) O: Jadi keren itu ya jadi keren
56) H: Kok jadi keren? Jadi dokter apa jadi tentara. Mau jadi tentara nggak?
57) V: Aku mau jadi princes
58) H: Princes? Kenapa mau jadi princes?
59) O: Aku mau jadi harimau
60) V: Nanti aku jadi angry bird
61) O: Nanti aku jadi harimau. Harimau takut
62) V: Miss Shasa, tadi aku nonton tivi di itu, di sekolah. Tadi ada orang mau digigit harimau berdoa
63) H: Wah, kasihan ya
64) O: Nggak punya adeknya
65) V: Tapi kan itu orangnya mau dibunuh sama harimau terus itu orangnya itu berdoa sama Tuhan
66) H: Iya, terus?
67) V: Itu diselamatin Tuhan, dilindungi
68) H: Oo, jadi kalau anak baik, apa Vi?
69) V: Anak baik dilindungi Tuhan
70) H: Oo, dilindungi Tuhan. Jadi nggak boleh jadi anak apa?
71) V: Anak nakal?
72) H: Iya. Vivi nakal nggak?
73) V: Nggak
74) H: Nggak to. Jose nakal nggak?
75) O: Nggak kok. Aku jadi itu, jadi anak Tuhan
76) H: Pinter yah. Yuk Vi dibaca yuk
77) O: Nanti aku diajarin nulis, terus aku nyanyi gini miss, terus aku ketahuan
78) H: Ooh
79) V: Kenapa sih itu?
80) O: Nari itu, narinya lucu
81) V: Kaya gimana coba?
82) O: Gitu
83) V: Kaya gini aja
84) H: Yuk vi dibaca
85) V: Ayah menanam
86) H: Gambar apa ini?
87) V: Bunga
88) H: jadi?
89) V: Ayah menanam bunga
90) H: Kenapa?

- 91) V: Kok gini?
- 92) H: Ayo lagi. Iniloh apa ceritanya? Itu tadi menanam apa?
- 93) V: Bunga
- 94) H: Nah, ini lagi apa?
- 95) V: Mereka bermain boneka
- 96) H: Tulis boneka bisa?
- 97) V: Bisa. Bo ne ka
- 98) H: Vivi suka main boneka?
- 99) V: Nggak suka
- 100) H: Lho, kaya cowok dong?
- 101) V: Vivi suka main sepeda
- 102) H: Wah, Vivi punya? Buat apa? Jose ngapain?
- 103) O: Mau duduk di situ
- 104) H: Jose ngapain? Duduk aja, duduk di sana. Jangan ganggu Vivi. Jose duduk yang anteng. Nanti boleh nyanyi. Kalau tinggi gitu bisa apa? Jose turun, duduk di bawah aja, jangan bungkuk gitu, nanti jalannya jelek
- 105) O: Ini kursiku. Ini buat aku. Vivi bodoh
- 106) V: Nggak
- 107) H: Eh, nggak boleh gitu
- 108) O: Lihat spongebob pah
- 109) H: Nanti. Ini kan nyoba dulu
- 110) O: Nyoba apa?
- 111) H: Nyoba antenanya, nanti kan papa benerin dulu di atas. Itu kan masih ada semut-semutnya. Yuk
- 112) O: Angry bird, angry bird
- 113) V: Hiih, nyiprat.
- 114) O: Spongebob
- 115) V: Kok jadi coklat?
- 116) H: Yuk dilihat dulu yuk. Jati..
- 117) V: Jati memanjat pohon
- 118) H: Pinter. Pinternya Vivi
- 119) V: Spongebob nggak ditolongin Patrick jadi kaya gitu
- 120) H: Iya. Yuk ini
- 121) V: Ali menyiram tumbuhan
- 122) H: Iya. Pinter. Perpisahannya kapan Vi?
- 123) V: Apanya?
- 124) H: Perpisahannya Vivi. Acaranya itu yang nari-nari itu, kapan?
- 125) V: Besok
- 126) H: Besok kapan? Hari apa?
- 127) V: Nggak tahu
- 128) H: Nggak tahu? Terus, Vivi nari nggak?
- 129) V: Nggak
- 130) H: Oh.
- 131) V: Tivinya dimatiin
- 132) H: Iya dong, kan mau belajar. Ini apa ini?
- 133) V: Joko membuang sampah
- 134) H: M nya ketinggalan
- 135) V: Gimana ini kalau nggak cukup?

- 136) H: Cukup kok cukup
- 137) V: Yang ini belum dibaca?
- 138) H: Udah kok. Pinter Vivi pinter. Sampahnya tulis dulu
- 139) V: Udah miss
- 140) O: Tadi aku pergi sama mama
- 141) H: Kemana?
- 142) O: Ke tokonya itu, eyang putri
- 143) V: Dibacain kan miss?
- 144) H: Iya. Eh, Jose mau diceritain sama Vivi nggak?
- 145) O: Iya
- 146) H: Ye, duduk yang manis
- 147) V: Kerumah bibi
- 148) H: Nah
- 149) V: Adi libur ke rumah bibi. Rumahnya bibi di desa
- 150) H: Rumahnya bibi ada di desa. Nah, ini ceritanya Adi berlibur ke rumah bibi. Terus?
- 151) V: Adi berangkat
- 152) H: Lagi Vi. Jose dengerin Vivi baca aja ya. Vivi certain ini
- 153) V: Adi berangkat bersama ayah. Adi naik kendaraan umum
- 154) O: Vi, terompetnya mana? Mana Vi terompetnya? Pinjem Vi
- 155) H: Pinjem dulu Vi
- 156) O: Vi, pinjam terompetnya
- 157) H: Pinjem dulu boleh? Vivi kan kakaknya, kakaknya harus mengalah, berbagi. Yuk, nanti dikasih coklat sama miss Shasa kalau Vivi cantik, Vivi baik. Siapa yang jadi anak baik? Oh, Vivi baik. Bilang pinjem Chichi.
- 158) O: Pinjem Vivi
- 159) H: Terimakasih
- 160) O: Chichi terimakasih
- 161) V: Kemarin kemarin Jose bilang Vivi vivi vivi
- 162) H: Nggak boleh, Jose panggilnya Chichi ya. Udah sana. Mau dengerin Vivi nggak? Mau dengerin Vivi apa main?
- 163) V: Nggak bisa
- 164) H: Yuk dibantuin miss Shasa. Nanti habis ini bermain. Itu Jose nungguin, cepet Vivi cerita!
- 165) O: Nanti aku bosan
- 166) H: Iya. Eh, jangan dirusak
- 167) V: Nggak dirusak ini nanti
- 168) H: Taruh sini dulu yuk
- 169) V: Adi di terminal
- 170) H: Iya. Jadi naik apa kalau di terminal?
- 171) V: Kereta
- 172) H: Bukan, kalau di terminal naiknya bis
- 173) V: Vivi nggak pernah naik bis
- 174) H: Nggak pernah? Tadi naik bis berarti ya? Siapa yang naik bis?
- 175) V: Adik
- 176) H: Adi bukan adik, kan nggak ada K nya. Ayo-ayo cepet, abis ini mainan
- 177) V: Nanti main sama siapa?
- 178) H: Sama miss Shasa. Nanti main kuis-kuisan sama Jose juga, mau?
- 179) V: Aku jual pensil
- 180) H: Gimana? Nanti tet tet tet gitu
- 181) V: Nanti miss Shasa mau yang mana?
- 182) H: Ada deh nanti

- 183) V: Nanti miss Shasa mau yang mana? Nanti miss Shasa mau yang lampu apa terompet? Nanti Jose jual robot ya?
- 184) O: Nggak mau. Aku jual terompet
- 185) V: Ini terompetku, nanti kamu jual itu, angry bird ya?
- 186) H: Nanti main kuis kok
- 187) V: Kuis?
- 188) H: He'eh. Nanti tebak-tebakan, oke?
- 189) O: Vi terompetnya mana?
- 190) H: Pinjemin dulu. Nggak boleh bilang Vivi to, panggilnya Chichi to
- 191) O: Vivi
- 192) H: Chichi
- 193) O: Chichi
- 194) H: Nah, itu baru anak pintar. Miss Shasa panggilnya Chichi aja deh biar Jose ikut panggil Chichi
- 195) V: Kalau orang gede bilangannya Vivi. Ini loh miss
- 196) H: Iya. Ini ini
- 197) V: Rumah bibi jauh dari terminal
- 198) H: Jose jangan ganggu. Anak pintar nggak boleh ganggu. Miss shasa pinjam dulu, boleh? Boleh ya? Udah dipinjem miss shasa dulu. Hari ini terompetnya punya miss shasa, kalau udah selesai baru miss shasa kembalikan, oke?
- 199) V: Oke
- 200) H: Mau jadi anak pintar? Janji?
- 201) V&O: Janji
- 202) O: Aku pintar ya miss
- 203) H: Iya
- 204) O: Aku pinjem ini
- 205) H: Jangan, ini punya Chichi Vivi. Ini punya cewek, kalau Jose pakai ini nanti jadi cewek
- 206) V: Miss aku foto ya
- 207) H: Iya. Besok lihat-lihat ini aja boleh. Jangan disobek ya. Nanti miss shasa pengen tahu apa itu isinya. Vivi nggak boleh ganggu Jose, Jose nggak boleh ganggu Vivi
- 208) V: Rumah bibi jauh dari terminal. Kok gini?
- 209) H: Apa ini?
- 210) V: Dari terminal kita naik apa?
- 211) H: Naik apa ya kira-kira?
- 212) V: Kereta?
- 213) H: Naik ini, ini namanya delman
- 214) V: Apa sih?
- 215) O: Ini jalan-jalan
- 216) H: Nanti Vivi belajar itu boleh
- 217) V: Nggak, aku cuma mau lihat
- 218) H: Ini diisi dulu. Makanya cepet
- 219) V: Di sini ada angry bird
- 220) H: Naik delman kita kata Ayah
- 221) V: Lho, tadi kan yang ini
- 222) H: Iya, yang ini kan?
- 223) V: Ini kecoret
- 224) H: Udah nggak papa. Dengerin miss shasa aja yuk

- 225) V: Ya ampun Jose bicara bicara bicara terus
- 226) H: Vivi nggak boleh gangguin Jose, Jose kan nggak gangguin Vivi, oke?
- 227) O: Aku ngasih makan ikan
- 228) H: Iya, pintar. Nanti belajar berdua sama miss shasa ya
- 229) V: Udah
- 230) H: Yang ini, udah? Nanti belajar lagi ya
- 231) V: Kalau baju basah nggak ganti nanti bisa sakit kan? Terus Jose bajunya basah nggak ganti baju
- 232) H: Oh, nanti masuk angin?
- 233) V: He'eh. Miss Shasa kalau naik itu turunnya takut?
- 234) H: Iya. Oh, basah. Nih, lihat perutnya Jose gemuk
- 235) V: Nggak, Jose kaya gini
- 236) O: Mah, bajuku basah
- 237) V: Celana Jose bau
- 238) H: Bau?
- 239) O: Ini ini
- 240) H: Sini dipakaiin miss Shasa
- 241) O: Aku bisa sendiri
- 242) H: Coba. Jose bisa pakai baju sendiri? Yang ngajarin siapa?
- 243) O: Mama
- 244) H: Hmm
- 245) O: Mama bisa juga tapi mama kalau masang kebalik-balik
- 246) H: Oh, kalau Jose bisa sendiri?
- 247) O: Iya, udah nggak kebalik-balik. Kalau gini kebalik
- 248) H: Oh, gitu. Pintar. Gimana pakainya? Nah, diputer dulu
- 249) O: Ini yang depan
- 250) H: Pintar. Hebat. Mana tangannya? Dibantuin chichi boleh?
- 251) O: Udah
- 252) H: Baju kotornya ditaruh yang bener
- 253) V: Jangan ditaruh sini, nanti bajuku ikut kotor
- 254) H: Iya, masukin ke tempat cucian kotor
- 255) O: Ini dicuci
- 256) H: Vivi punya buku lagi nggak?
- 257) V: Nggak muat. Dibaca aja
- 258) H: Coba miss Shasa mau denger ceritanya Vivi
- 259) V: Miss Shasa ini dicoret siapa?
- 260) H: Adiknya miss Shasa
- 261) V: Adiknya miss Shasa nakal ya?
- 262) H: Iya. Ini gambar apa?
- 263) V: Bermain di pantai?
- 264) H: Bermain apa?
- 265) V: Bola
- 266) H: Jadi judulnya apa?
- 267) V: Bermain bola di pantai
- 268) H: Iya, bener
- 269) V: Ini ngapain kok gini
- 270) H: Ayo cepet nanti buat ceritanya Jose
- 271) O: Cepet dong Vi.
- 272) V: Aku ngantuk miss
- 273) H: Iya ya, bentar lagi
- 274) O: Ini kok rambutnya gini?

- 275) V: Rambutnya miss Shasa juga gini to?
276) H: Iya
277) O: Yang gini-gini itu apa sih?
278) H: Itu biar kelihatan tinggi?
279) O: Tinggi apa?
280) H: Ini rambutnya
281) O: Tinggi sekali?
282) H: Iya
283) O: Sakit badannya?
284) H: Iya
285) O: Aku juga sakit pinggang
286) H: Bermain apa itu?
287) O: Aku bermain ke rumahnya Koh Jerry
288) H: Iya
289) V: Kenapa beruangnya pakai baju?
290) H: Iya, nanti kalau nggak pakai baju jadi hitam
291) V: Ini buaya, ikan. Nggak usah ditulis di sini. Miss Shasa ini ditempel sama siapa?
292) H: Sama adiknya miss shasa
293) V: Kenapa?
294) H: Ya, nggak papa
295) V: Kelinci. Bu a ya
296) H: Siapa ini?
297) V: Burung hantu. Di sini aja ya
298) H: Iya. Mereka lagi apa sih?
299) V: Mereka bermain bola
300) H: Ngapain lagi itu?
301) V: Burung hantu
302) H: Kenapa Vi? Burung hantunya lagi apa itu?
303) V: Miss Shasa ini gimana
304) H: Bermain di atas pasir pantai?
305) V: Nggak kok
306) H: Nggak ya? Siapa yang menang?
307) V: Aku nggak tahu siapa yang menang
308) H: Diceritain dulu burung hantunya lagi ngapain
309) V: Burung hantu bermain
310) H: Bermain apa itu?
311) V: Gangsing
312) H: Jadi?
313) V: Burung hantu bermain gangsing
314) H: Ceritain ini di laut apa siapa aja
315) V: Yang ini nggak usah
316) H: Lho, nggak usah? Ayo, Jose aja yang ceritain
317) O: Ini minumku
318) H: Tadi Chichi minjemin Jose terompot sekarang Vivi minta minumnya dikit masa nggak boleh?
319) O: Minta sendiri sama mama
320) H: Mintain sana
321) O: Ma, Vivi minta minum

- 322) H: Panggilnya Chichi nggak boleh Vivi
323) O: Ini Vi
324) H: Udah abis dikasih
325) V: Ini apa sih miss?
326) H: Dilaut ada apa Vi?
327) V: Ikan
328) H: Yang lengkap
329) V: Dilaut ada ikan
330) H: ada ikan dan apa?
331) V: Ada ikan dan kapal?
332) H: Bagus nggak Jose? Chichi bikinnya bagus nggak?
333) O: Bagus
334) H: Digambar aja
335) V: Nggak, Cuma ditulis kok
336) H: Vivi coba cerita sama miss Shasa. Cerita apa deh gitu. Cerita apa ya? Vivi pernah pergi kemana aja sih?
337) V: Nggak tahu
338) H: Oh, nggak tahu. Kalau di sekolah mainnya sama siapa aja sih?
339) V: Sama Sheren tapi nggak boleh sama temen-temenku
340) H: Kenapa?
341) V: Aku sama Sheren mainnya
342) H: Ada yang nakal nggak sih di sekolah?
343) V: Ada
344) H: Nakalnya gimana Vi?
345) V: Dimarahin sama dipukul
346) H: Di sekolah ada yang pukul-pukul gitu?
347) O: Aku juga, suka mukul-mukul, Josh
348) H: Nangis nggak kalau dipukul gitu?
349) V: Nangis, anak itu
350) H: Pernah cerita sama ibu guru nggak?
351) V: Dimarahin bu guru
352) H: Jose coba cerita. Di sekolah ada yang nakal
353) O: Josh
354) H: Josh?
355) V: Dia nutup pintu sampai aku mau kena pintu. Aku masuk ditutup pintunya
356) O: Josh nakal ya?
357) V: Jose pernah nangis nggak? Aku pernah nangis
358) H: Kalau anak nakal itu sama Tuhan Jesus dimarahin nggak?
359) O: Dimarahin terus dipukul
360) H: Oh, gitu. Nanti kalau natal dikasih hadiah nggak sih anak nakal gitu?
361) V&O: Nggak
362) H: Kalau mau dapat hadiah gimana caranya?
363) V: Harus baik
364) O: Anak baik dikasih hadiah sama Sinterklas
365) H: Caranya?
366) V: Kaos kaki di gantung harus dikasih kaya gini
367) O: Nggak dilempar?
368) H: Itu kalau anak baik? Kalau anak jahat?
369) V: Nggak dikasih
370) O: Anak Tuhan itu suka nyiprat-nyipratin
371) V: Kalau masuk ke rumah Bapa nanti dilindungi Tuhan

- 372) H: Gitu?
- 373) V: Iya, tadi aku nonton tivi di sekolah
- 374) H: Itu karena orangnya kenapa Vi? Orangnya kenapa jadi dilindungi Tuhan?
- 375) V: Orangnya biar nggak mati
- 376) H: Oh. Orangnya berarti baik ya?
- 377) V: Tapi yang suruh masuk itu orang yang baik. Orangnya kepalanya gini
- 378) H: Tadi Vivi nonton film? Coba certain film dari awal, ceritanya gimana?
- 379) V: Nggak inget
- 380) H: Oh, nggak inget? Kalau Jos inget nggak?
- 381) O: Orangnya di penjara terus ditangkap penjara terus ditangkap penjahat terus kebakaran. Kebakaran itu lho jahat, orangnya mati
- 382) H: Gitu? Dilindungi nggak?
- 383) O: Dilindungi
- 384) H: Dilindungi Tuhannya gimana?
- 385) O: Itu orang yang baik, dilindungi itu, itu lho Tuhan. Penjara dibuka. Aku pernah nonton tivi
- 386) V: Itu di sekolahan film sama tivi
- 387) H: Boleh nggak sih jadi anak nakal itu?
- 388) V: Nggak boleh
- 389) O: Anak nakal masuk penjara. Anak nakal nggak boleh masuk rumah Tuhan
- 390) H: Kalau jadi orang jahat dilindungi Tuhan nggak?
- 391) O: Nggak, mukanya hitam
- 392) V: Kan tadi kan orang yang baik disuruh masuk terus dilindungi Tuhan. Orang yang jahat kebakaran terus mati.
- 393) O: Mukanya gosong
- 394) V: Orang baik berdoda
- 395) H: Gimana berdoanya?
- 396) V: Nggak tahu
- 397) O: Terus yang jahat dimasukin ke penjara. Terus tentaranya kebakar
- 398) V: Bukan tentara penjahatnya yang kebakar
- 399) H: Orang jahat itu mukanya jelek ya?
- 400) O: Jelek, mukanya gini lho meletek
- 401) H: Meletek? Serem ya? Jose takut nggak sama orang jahat?
- 402) O: Nggak, aku pukul
- 403) V: Di situ yang baik ditangkap tapi dilindungi Tuhan