A study of subject omission in the spoken language of Indonesian primary school children aged 6 to 12 in Jakarta

Endang Sutartinah Soemartono

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PhD Thesis

A Study of Subject Omission in the Spoken Language of Indonesian Primary School Children

Aged 6 to 12 in Jakarta

By

Endang Sutartinah Soemartono

Supervisors:
Associate Professor Graham McKay
Professor Ian Malcolm

Edith Cowan University
School of International, Cultural and Community Studies
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2003
A Study of Subject Omission in the Spoken Language of Indonesian Primary School Aged 6 to 12 in Jakarta

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A Thesis in Fulfilment of the Requirements for the Award of Doctor of Philosophy at the Faculty of Community Services, Education and Social Sciences School of International, Cultural and Community Studies Edith Cowan University Perth Western Australia

25 January 2003
Dedicated to my parents with love, gratitude and admiration, who have been a source of inspiration and a model of perseverance to pursue further education
USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.
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      To what extent does subject omission occurs in the spoken Indonesian of first language speakers in primary schools in Jakarta
and can the use of subject omission be traced through the development stages?
Research Question 2) When subject omission occurs, under what syntactic and linguistic environments does it occur?
Research Question 3) Where omission occurs, are omitted elements recoverable to a child or adult native speaker?
Research Question 4) To what extent does omission vary with such factors of formality of settings of age, sex/gender, and status of interlocutors?
Research Question 5) What effects do the developmental stages of subject omission have on teaching and learning?
Abstract

This study investigates the occurrence of subject omission in spoken Indonesian spoken as a first language by primary school children in grades one to six and aged between six and twelve years in Jakarta. It also investigates the developmental stages of subject omission, and the effects of age, gender and degree of formality on the occurrence of empty or null subjects. Since the acquisition of language is ongoing during the students’ primary schooling, this study also considers how null subjects in Indonesian may have an impact on learning and teaching at school.

The omission of subjects occurs independent or matrix and in main clauses, and in coordinating and subordinating clauses in four types of sentences of basic, compound, complex, and compound-complex sentences. Developmental stages in subject omission, the setting or with whom the students are speaking, age and gender have a statistically significant impact on omission of subjects especially in independent, matrix and in the main clauses. Age and gender have no impact on the omission of subjects in the coordinating clauses of the compound sentences, in the subordinating clauses of complex sentences, and in the coordinating and subordinating clauses of the compound-complex sentences. Clauses where subject omission occurs here include independent basic sentences, the first or matrix clause in a compound sentence, the main clause in a complex sentence, and in the first clause of coordinate or subordinate clause in a compound-complex sentence.

The similarities in the omission of subjects are that students omit subjects more when they speak with the researcher than with their peers, except for coordinating clause subjects in the compound-complex sentences. Overall subject omission decreased in independent basic clauses, in the first or matrix clauses of compound sentences, and in the main clauses of complex sentences as the students become older. However, subject omission in the coordinating and subordinating clauses in the compound-complex sentences increases.

The main focus of the present study is the omission of subjects in main clauses since in the formal adult written Indonesian there is no omission of the subject in this position. This fact may have an impact on learning and teaching in that there is a decrease in their omission of independent, matrix or main clause subjects as they become older and use more formal language in writing.
DECLARATION

I certify that this thesis does not, to the best of my knowledge and belief

(i) incorporate without acknowledgement any material previously submitted for a degree or diploma in any institution of higher education;

(ii) contain any material previously published or written by another person except where due reference is made in the text, or

(iii) contain any defamatory material.

I also grant permission for the Library at Edith Cowan University to make duplicate copies of my thesis as required.

Signature:

Date          August 15, 2006
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Last but not least, my gratitude goes to my family and relatives who have constantly given me encouragement to go on and of the big paternal clan Dirdjo Prawiro or if the names are reverted into Prawiro Dirdjo. May his descendents appreciate and learn that it is never too late or to near the end or to close to defeat to keep struggling. Defeat, loss of power, and banishment may not extinguish the spirit of struggling – they are delayed success.
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Abbreviations

AdjP : adjectival phrase
bs : basic or simple sentence
bsex : basic or simple sentence of the student when speaking with the researcher
bspr : basic or simple sentence of the student when speaking with his/her peer
bst : basic sentences of the student when speaking in class interaction with the teacher
cm : compound sentence
CMCXCPND : subject omission in coordinating clauses of the compound-complex sentences
CMCXCPND = 1 : subject omission in coordinating clauses of the compound-complex sentences in setting One
CMCXCPND = 2 : subject omission in coordinating clauses of the compound-complex sentences in setting Two
CMCXCPLX : subject omission in subordinating clauses of the compound-complex sentences
CMCXCPLX = 1 : subject omission in subordinating clauses of the compound-complex sentences in setting One
CMCXCPLX = 2 : subject omission in subordinating clauses of the compound-complex sentences in setting Two
cmex : compound sentence of the student when speaking with the researcher
cmpr : compound sentence of the student when speaking with his/her peer
cmt : compound sentence of the student when speaking in classroom interaction with the teacher
cmx : compound-complex sentence
cmxex : compound-complex sentence of the student when speaking with the researcher
cmxpr : compound-complex sentence of the student when speaking with his/her peer
cmxt : compound-complex sentence of the student when speaking in classroom interaction with the teacher
cx : complex sentence
cxex : complex sentence of the student when speaking with the researcher
cxpr : complex sentence of the student when speaking with his/her peer
cxt : complex sentence of the student when speaking in classroom interaction with the teacher
e : the main or matrix clause empty, null or missing subject
[e] : empty, null or missing subject in coordinating or subordinating clauses
eccmex : coordinating clause empty or missing subject of the compound sentences of the the student when speaking with the researcher
eccmexp : percentage of missing subject in the coordinating clauses of compound sentences of the students when speaking with the researcher
eccmpr : coordinating clause empty or missing subject of the compound sentences of the student when speaking with her/his peer
eccmprp : percentage of missing subjects in the coordinating clauses of compound sentences of the students when speaking with their peers
eccmt : coordinating clause empty or missing subject of the compound sentences of the student when speaking in classroom interaction with the teacher
percentage of missing subjects in the coordinating clause of the compound sentences of the students in classroom interaction with the teacher

coordinating clause empty or missing subject of the compound sentences of the student when speaking with the researcher

percentage of missing subjects in coordinating clauses of compound-complex sentences of the students when speaking with the experiencer

coordinating clause empty or missing subject of the compound-complex sentence of the student when speaking with his/her peer

percentage of the missing subjects in coordinating clauses of compound-complex sentences of the students when speaking with their peers

coordinating clause empty or missing subject of the compound sentences of the student when speaking in classroom interaction with the teacher

percentage of the missing subjects in coordinating clauses of compound-complex sentences of the students in classroom interaction with the teacher

empty or missing subject in the main clause of the student when speaking with the researcher

percentage of missing subject in main or matrix clause of the student when speaking with the researcher

empty or missing subject in the main clause of the student when speaking with his/her peer

percentage of missing subject in the main clauses of the students when speaking with his/her peer

empty or missing subject in the subordinating clause of the compound-complex sentence of the student when speaking with the researcher

percentage of the missing subjects in the subordinating clauses of the compound-complex sentences of the students when speaking with the researcher

subordinating clause empty or missing subject of the compound-complex sentence when speaking with her/his peer

percentage of the missing subjects in the subordinating clauses of the compound-complex sentences of the students when speaking with their peers

subordinating clause empty or missing subject of the compound-complex sentence when speaking in classroom interaction with the teacher

percentage of the missing subjects in the subordinating clauses of the compound-complex sentences of the students when in classroom interaction with their teacher

subordinating clause empty or missing subject of the complex sentence of the student when speaking with the researcher

percentage of the missing subjects in the subordinating clauses of the complex sentences of the students when speaking with the researcher

subordinating clause empty or missing subject of the complex sentence of the student when speaking with her/his peer

percentage of the missing subjects in the subordinating clause of the complex sentences of the students when speaking with their peers
escxt : subordinating clause empty or missing subject of the complex sentence of the student when speaking in classroom interaction with the teacher
escxtp : percentage of the missing subjects in subordinating clauses of the students in classroom interaction with the teacher
et : empty or missing subject in the main clause of the student when speaking in classroom interaction with the teacher
ex : experimenter or researcher
imp : imperative
int : intensifier
IVP : intransitive verb phrase
K : adjunct/complement
KL : adjunct of place or locative adjunct
KT : adjunct of time or temporal adjunct
LocAdj : locative adjunct
ManAdj : adjunct of manner
mlu : mean length of utterance
mlue : mean length of utterance of the student when speaking with the experimenter or researcher
mluepr : mean length of utterance of the student when speaking with his/her peer
mlut : mean length of utterance of the student when speaking in classroom interaction with the teacher
mp : morpheme
mpex : morphemes of the student when speaking with the experimenter
mppr : morphemes of the student when speaking with his/her peer
mpt : morphemes of the student when speaking in classroom interaction with the teacher
ms : overt main clause subject
msex : overt main clause subject of the student when speaking with the experimenter
mspr : overt main clause subject of the student when speaking with his/her peer
mst : main clause subject of the student when speaking in classroom interaction with the teacher
N : number
NEG : negation
nom : nominalization
NP : noun phrase
NumP : numeral phrase
P : predicate
pos : possessive
pr : peer
PrepP : prepositional phrase
PVP : passive verb phrase
QW : question word
S : subject
s : overt subject
scemex : coordinating clause overt subject of the compound sentence of the student when speaking with the experimenter
scempr : coordinating clause overt subject of the compound sentence of the student when speaking with the experimenter
student when speaking with her/his peer

\textbf{sccmt} : coordinating clause overt subject of the compound sentence of the student when speaking in classroom interaction with the teacher

\textbf{secmxex} : subordinating clause overt subject of the compound-complex sentence of the student when speaking with the researcher

\textbf{secmxpr} : subordinating clause overt subject of the compound-complex sentence of the student when speaking with her/his peer

\textbf{secmxt} : subordinating clause overt subject of the compound-complex sentence of the student when speaking in classroom interaction with the teacher

\textbf{sscxex} : subordinating clause overt subject of the compound-complex sentence of the student when speaking with the researcher

\textbf{sscxpr} : subordinating clause overt subject of the compound-complex sentence of the student when speaking with her/his peer

\textbf{sscxt} : subordinating clause overt subject of the compound-complex sentence of the student when speaking in classroom interaction with the teacher

\textbf{t} : teacher

\textbf{TT} : Total

\textbf{TOE} : Total number of overt and empty subjects

\textbf{trans} : transitive

\textbf{TVP} : transitive verb phrase

\textbf{ut} : utterance

\textbf{utex} : utterance of the student when speaking with the researcher

\textbf{utpr} : utterance of the student when speaking with the researcher

\textbf{utt} : utterance of the student when speaking in classroom interaction with the teacher

\textbf{vbl} : verbal/verbalization

\textbf{voc} : vocative

\textbf{VP} : verb phrase

\textbf{yn} : yes or no non-sentential utterance

\textbf{ynex} : yes or no non-sentential utterance of the student when speaking with the researcher

\textbf{ynpr} : yes or no non-sentential utterance of the student when speaking with his/her peer

\textbf{ynt} : yes or no non-sentential utterance of the student when speaking in classroom interaction with the teacher
Chapter 1

Background of the Study

A study of Subject Omission in the Spoken Language of Indonesian Primary School Children Aged 6 to 12 in Jakarta

Introduction

In general, Indonesian is a second language in Indonesia. Melayu-Indonesian creole had been used as a lingua franca by people of the Indonesian islands where hundreds of ethnic or regional first languages existed even before Indonesia became independent in 1945. In the Youth Pledge of 1928, this language was adopted as a national language and named Indonesian as can be seen in the third line of the pledge. “We, the sons and daughters of Indonesia, think highly of our uniting language, the Indonesian language.” Although Indonesian is spoken by fewer people than the regional first language(s), it is used nationally in government, business, school, and other social communication. At school, Indonesian is used in class interaction, teaching materials and books, and as a compulsory subject at primary, secondary, and tertiary levels. The first language(s) maybe used as a medium of class interaction from the first to the third grade in primary schools. However, since all the books are in Indonesian, since many first languages spoken by the students and since the teacher might even have a different first language, the use of Indonesian is more practical in the classroom situation than any of the first languages. Outside the classroom and at home, the students speak more in their first language. By the sixth grade in primary school, students are already becoming perfect bilinguals in Indonesian and in their first regional language. Some are even multi-linguals in Indonesian, their first language, and other regional languages because there may be more than one regional language in the students’ area or there may be mixed marriages with parents from different language backgrounds.

There are more than 10 million people in Jakarta, the capital of the Republic of Indonesia. The Betawis, the native inhabitants of Jakarta, speak the Betawi language, which is one form of Melayu-Indonesian creole or an Indonesian dialect (Moeliono et al, 1988). People from other regions and Asian and European descendants who settle in Jakarta are bilinguals speaking in Indonesian and their first or regional languages.
Almost all of the children of these inhabitants, however, speak Indonesian as their first language. Indonesian in Jakarta has gained prestige since being adopted as the national language and those who are influential in social, political, and economic areas have used the language actively. Its influence has spread rapidly through media, television, newspapers and magazines, mixed marriages, and through urbanization in Jakarta. It is crucial, therefore, to study Indonesian as a first or a second language because of its current role in society and because the acquisition of this language is mainly through school. It is important to study Indonesian at school where it is used as a medium of instruction and interaction, and is the language of the centralized curriculum implemented throughout Indonesia. However, there is not adequate research on the description and analysis of Indonesian as either a first or second language especially at the time where children begin to use it at primary level and where the acquisition of the language is developed in stages through socialization, interaction, teaching and learning at school with the teacher, their classmates and their textbooks from the first to the sixth grade. Age and gender might play an important role in the developmental stages of acquisition because children are enrolled at primary school at the age of six and finish at the sixth grade at the age of twelve. Curriculum, textbooks, and teachers should take account of the developmental stages of acquisition in Indonesian if education is to be successful and serve the students’ need. The purpose of the present study is to analyse the acquisition of Indonesian that is the omission of subjects. The study will focus on the spoken Indonesian as a first language, developmentally acquired from the age of six to the age of twelve by primary school children in Jakarta.

Subject omission is a form of ellipsis which is a marker of cohesion. Cohesion exists in inter-clausal and inter-sentential contexts or discourse. The omitted subject is understood and retrievable in the context, generally from the preceding proposition or context (Givon, 1985). In conversation in Indonesian the interlocutors, the speaker and the addressee, are rarely mentioned because they are there. Sometimes they are avoided because the interlocutors have to take into account of how to use the correct pronoun or vocative, respective to their status. In more formal speech, however, the subject is not generally deleted. In written adult language, as in the analysis of a written text of standard Indonesian of Tabahasa baku Bahasa Indonesia (Moeliono et al: 1988, 1993) there is no occurrence of subject omission in the first clause of a set of the coordinating clauses or in the main clause of sentences with subordinating clauses (See pp 16 - 17). In less formal speeches as found in written texts of magazine articles and novels in
Sugono’s (1955: 215 – 216) study there is subject deletion in the second, third, etc. coordinate clauses in compound sentences and subordinate clauses in complex sentences but never in the in the independent, matrix or main clauses. In the speeches of the Jakarta’s respective schools’ teachers, except for the two teachers, the researcher and the written texts reflecting the oral speech of the Betawi and the East Javanese speakers in Literature Review, they also delete their subjects in the independent, matrix and main clauses (See pp. 13 – 17, 54 – 57). Generally, the notion of cohesion refers to the other components of cohesion which can be lexical or grammatical. Lexical cohesion consists of repetition, synonymy, and collocation. Grammatical cohesion comprises reference, ellipsis and substitution. A conjunction is also a cohesive device which can combine either lexical or syntactic units. Cohesion can be signalled with pronouns and substitutions because they are inter-related in the syntax and their function is cohesive. (Halliday, 1988; Sugono, 1995). Ellipsis also has a cohesive role in text. Ellipsis may include nominal, verbal and clausal elements in sentences, but at the discourse level it can involve elements such as the whole subject. The focus of this study is on subject ellipsis or omission in Indonesian which often occurs in children’s speech. Since subject omission occurs in inter-clausal and inter-sentential contexts we will have to look at the development of syntax.

Syntax involves the rules which determine how clauses and phrases combine to make sentences. In oral language, a sentence is an ‘utterance’ which, according to Scollon (1976), is characterized as ‘a structure containing a predication’. What is acquired first is what is assumed to be easily accessible syntactic constructions. More complex constructions are acquired later. Children between the ages of two and five years have acquired the bulk of this syntax and have almost achieved the grammar of adults (Chomsky, 1969; Maclure and French, 1981: Cummins, 1981), yet they will still have difficulties in mastering complex syntactical constructions such as passives and relative clauses. Their language acquisition at this later stage is influenced more by the school environment, their classmates, their teachers, the interactions in and outside classrooms, their textbooks, their reading and writing, than by their home environment (Labov, 1972; Romaine, 1984; Nelson, 1996). The constructions which are too complex are beyond their acquisition and this in turn influences the course and stages of the acquisition and therefore learnability. (Pienemann, 1981; Hutter, 1997; Cook and Newson, 1996). In other words, children do not learn or produce a construction if they are not ready to access that construction.
The Significance of the Study

The significance of the study is firstly to understand the developmental stages of subject omission in spoken Indonesian as a first language from the age of six to twelve, secondly to account for and predict the learnability of subjectless constructions in Indonesian. Learnability is a concept from Chomsky (1969), McClure and French (1981), Cummins (1981), Chafe (1977), Labov (1972), Givon (1979), Pienemann (1981), Hutter (1997), Cook and Newsom (1996), Romaine (1984), and Nelson (1996) above. This will require consideration of the wide impact of teaching, reading, writing, textbooks, and curriculum, because subjectless constructions are dangling (Kaswanti Purwo, 2005) in formal written Indonesian are not considered grammatical which refer to strings of morphemes that conform to the syntactic rules or syntactically well-formedness called sentences or grammatical sentences of the language (Fromkin et al, 1990: 156 – 157) that is, as bad Indonesian (Moeliono et al, 1993). Thirdly, the study will contribute to more research on Indonesian as a second language. This is significant given that it has more speakers in Indonesia than of any other language and of other first regional languages which are also to be taught at school as compulsory subjects in primary and secondary schools in the future.

The Purpose of the Study

The purpose of the study is to discover if subject omission occurs in spoken language in Indonesian as a first language by primary school children. Subjects are often omitted in conversation by adult speakers and even in the written form by adults. If subject omission does occur, it is necessary to show the developmental stages, whether it increases or decreases, and in which clauses it occurs. This study will also investigate whether subject omission occurs when children interact between their peers, when they interact with their teachers in a more formal setting in or out of the classroom, when they interact with other people in a less formal settings. This study will also address whether boys and girls have similarities and differences in their patterns of subject omission. It will investigate if there is constant omission across the ages. Finally, this research will help us to understand children's patterns of language which are not necessarily ungrammatical, and this will present consequences for education, for curriculum planners, teachers, textbooks, and in the teaching of reading and writing.
Limitations of the Study

This study only pays attention to the omission or ellipsis of subjects even though there are possible other ellipses, for example, predicate, complement, and adverb ellipses. The subject is also limited to the grammatical subject. The other two subject type, the psychological and the logical subjects are included only if they are also the clausal-sentential or grammatical subject. The researcher has been aware of problems of informality vs formality of the setting, the naturalness of the students' speech in the experiment and the difference between children and adults' speech. Therefore, care was taken to conduct the experiment in a relaxed, natural, and unrestrained situation and to compare results with the evidence of adult language.
Research Questions

The research questions are:

1) To what extent does subject omission occur in the spoken Indonesian of first language speakers in primary schools in Jakarta and can the use of subject omission be traced through the developmental stages?

2) When subject omission occurs, under what syntactic conditions and linguistic environments does it occur?

3) Where omission occurs, are omitted elements recoverable to a child or adult native speaker?

4) To what extent does omission vary with such factors of formality of setting as of age, gender, and status of interlocutors?

5) What effects do the developmental stages of subject omission have on teaching and learning?
Definitions of Terms

Ellipsis: 'something left unsaid', 'in fact as something understood'; 'an elliptical item is one which leaves specific structural slots to be filled from elsewhere' and 'can be regarded as substitution by zero' (Halliday and Hasan, 1976:142-143); a form of substitution in which the item is replaced by a zero element and together with reference and substitution it is a form of grammatical cohesion (Leckie-Tarry, 1991)

Subject: 1) the psychological subject or theme is the concern of the message,
2) the grammatical subject or subject to which something is being predicated
3) the logical subject or actor or the doer of the action (Halliday, 1994)

Zero subject or zero element is used by Leckie Tarry (1991:134) for subject omission

Null-subject: subjectless sentences or phonologically empty subjects which are present in sentences (Cook and Newson, 1996: 55)

Empty subject: null subject or omitted subject, empty subject for the subject which is not there or omitted

Empty pronoun or zero pronoun and zero topic are used by Huang (1984: 532, 35-36) to refer to omitted pronouns as 'subject' and 'object' in a cool language like Chinese.

Empty category is used by Valian (1996:30) for the underlying subject or unpronounced pronominals and by Haegeman and Gueron (1999: 33) in the subject position

Cohesion: 'refers to relation of meaning that exists within the text, and that defines it as a text (Halliday and Hasan, 1976: 4); 'a process where interpretation of some element presupposes and is dependent on another so creating a tie and integrating the two elements either, both within the text, or with one element outside the text (or in the context) and the other in the text (Leckie-Tarry, 1991)

Coherent: related in meaning

Context: co-text, with the text or what goes beyond what is said and written, the total environment in which a text is unfolded, a text and the situation in which it occurs (Hasan, 1985)
Narratives: 1) sentences as parts of larger cognitive units of paragraph or story and narrative (Chaře, 1977; Givon, 1979: 161)
2) the transformation of experience, identity and context or narratives/stories to discover people’s views on themselves through the material that they transform into a text (Schiffrin, 1997)
3) a concept of socialization where children are gradually arrive at narrative ability to enable them to compare their thoughts with those of others (Nelson, 1996)
Chapter 2

Theoretical Orientation

Literature Review

Studies of the Acquisition of Indonesian Languages

The Buginese, the Betawi, the Javanese and the Indonesian languages belong to the same Austronesian language family. They can be considered as "cool discourse-oriented languages" (Huang, 1984) where subjects are freely omitted in simple, coordinating, and subordinating clauses which are recoverable in the discourse and there are no dummy subjects in expletives. They are unlike English where subjects must be overt in tensed clauses and may be empty in infinitival clauses only. (See further in Theoretical Framework)

There are no studies of subject omission, null subject or empty subject in children in Indonesian as a first or a second language and there are very few studies on the acquisition of syntax in Indonesian by primary school students. La Ode Sidu (1994) studied the acquisition of syntax in Indonesian as a second language by sixth year primary school students in the Kendari District, South East Sulawesi. His results showed that 35.29% of the sentences collected were basic or simple sentences and 64.71% were expansions of simple sentences into compound sentences.

The patterns of the simple sentences following La Ode Sidu are:

a) \( S + P \), b) \( S + P + K \), c) \( P + S \), d) \( K + S + P \), e) \( S + K \), f) \( K + K + P \),
g) \( K + K + P + S \), h) \( P + K + K + S \).

\( S = \) Subject, \( P = \) Predicate, \( K = \) Adjunct/Complement

Most fall into the categories a) and b) which are of the following patterns:

(I) \( \text{NP}_1 + \text{NP}_2 \), (II) \( \text{NP} + \text{VP} \), (III) \( \text{NP} + \text{AdjP} \), (IV) \( \text{NP} + \text{NumP} \), (V) \( \text{NP} + \text{PrepP} \).

\( \text{NP} = \) Noun Phrase, \( \text{VP} = \) Verb Phrase, \( \text{AdjP} = \) Adjective Phrase, \( \text{PrepP} = \) Prepositional Phrase, \( \text{NumP} = \) Numeral Phrase.

Most of the sentences have \( S + P \) in the form of \( \text{NP}_1 + \text{VP} \), and \( S + P + K \) in the form of \( \text{NP}_1 + \text{VP} + \text{PrepP} \) where the \( S \) is always \( \text{NP} \), the \( P \) is \( \text{VP} \), and the \( K \) is \( \text{PrepP} \).

The pattern of the expansion of the simple sentences has a tendency toward the following patterns:
In La Ode Sidu's study Indonesian was being used as a second language and the students were asked to write. At the sixth grade students were already bilinguals in Indonesian and in their first language, i.e. that spoken in Kendari. Many of the sentences in the data comprise expansion of their basic sentences but show only two patterns of complex sentences. The subject (S) of the subordinate clause is either present or omitted. It is not known which is more frequent, an omitted subject or a retained or expressed subject and when each occurs. The question in the present study is, if Indonesian is acquired as a first language by the first to the sixth graders, does their syntax pattern show similarities or differences with the pattern acquired by La Ode Sidu's bilingual students. Moreover if the students speak spontaneously will their sentences show patterns similar to or different from La Ode Sidu's students' writing and in particular is there any subject omission.

Another study of the acquisition of syntax in Indonesian involving preschool children was conducted by A Syukur Gazali (1983) in Malang. The Javanese and Indonesian bilingual children in this study produced five basic or main patterns in Indonesian: NP1 + NP2, NP + VP, NP + AdjP, NP + PrepP, NP + NumP. This means that by four-years of age, all the five basic sentence patterns had been acquired, but it is not known which pattern occurred the most and which the least, nor is it known whether the students had acquired expansion of the simple or main sentences. It may be assumed that above this age level, above the age of six, first language children in Indonesian will have acquired all of the five basic or main patterns and even the expansion into complex and compound sentences. Gazali shows only that the syntax is complete and thus grammatical, there are subjects and predicates, but there is no indication of whether subject omission occurs in his data.

From another study of the pragmatic aspects of Indonesian of three age groups of six, nine and twelve (Soemartono, 1999) there is indication of developmental similarities and differences across the age groups and across gender when speaking to older persons or peers. For example, when asking for money the younger children just demand while the older children do not ask directly. Both boys and girls reported that they never ask for anything from their peers. The boys never order and the girls rarely
do. The younger boys never refuse an older person whereas the girls, would refuse by saying sorry to older persons and to their peers. Both boys and girls rarely forbid anything to older persons or to their peers, but when they are older then to their interlocuter they show concern when they forbid something. There is no difference between boys and girls when they invite older persons or peers, but if their listener is younger they will demand their rights, while with their peers, they will try to persuade. They mostly omit the first person pronoun “I” when referring to themselves but they use Vocative *Ma, Mah, Mama* or *Bu* meaning “Mother” and *Pa(h)* or *Pak* meaning “Father” when addressing older person. They address their peers by using their names.

Soemartono (1996) conducted research on the acquisition of syntax in Balinese by first to sixth year primary school students aged 6 to 12 years in Den Pasar, Bali, with the result that the syntax of the basic sentences is in the form of KT+S+P+KL, where P arranged from the most frequent to the least acquired consisted of IVP (Intransitive Verb Phrase), TV (Transitive Verb Prase), AdjP (Adjective Phrase), NP (Noun Phrase), PVP (Passive Verb Phrase), AdeP (Ade = ‘to be’ = ‘there is’ Phrase), PrepP (Prepositional Phrase). KT is Adjunct of Time and KL is Adjunct of Place or Locative Adjunct. KT occurs more frequently than KL. Both occur in sentence-initial, medial and final positions, but KT occurs more frequently in sentence-initial position while KL occurs more frequently in sentence-final position. There were more expansions of basic and simple or matrix sentences into compound/coordinating and complex/subordinating sentences than there were basic and simple sentences and the percentage of the number of the expansions increases from the first to the sixth year, for example:

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>64%</td>
</tr>
<tr>
<td>2nd</td>
<td>67%</td>
</tr>
<tr>
<td>3rd</td>
<td>61%</td>
</tr>
<tr>
<td>4th</td>
<td>70%</td>
</tr>
<tr>
<td>5th</td>
<td>67%</td>
</tr>
<tr>
<td>6th</td>
<td>70%</td>
</tr>
</tbody>
</table>

The reverse occurs for ellipses with a decrease in the percentage of the omission of the S (Subject), for example,

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>60%</td>
</tr>
</tbody>
</table>
The conjunctions used in

1\textsuperscript{st} and 2\textsuperscript{nd} years are  \textit{kerane} – ‘because’,
\textit{amun} – ‘if’,
\textit{pang} – ‘in order to’,

3\textsuperscript{rd} year are
\textit{kerane} – ‘because’
\textit{pang} – ‘in order to’,
\textit{buin, sung} – ‘and’,
\textit{dadine} – ‘so’,

4\textsuperscript{th} and 5\textsuperscript{th} years  \textit{sebabe} and \textit{kerane} – ‘because’,
\textit{terus or lang} – ‘and’ or ‘after that’,
\textit{tapi} – ‘but’,

6\textsuperscript{th} year are
\textit{lantas} – ‘and’,
\textit{pang/apang} ‘so or in order to’
\textit{mare and ampun} – ‘after (that)’ and
\textit{kerane} – ‘because’.

Except for \textit{buin, sung, lantas} – ‘and’ and \textit{tapi} – ‘but’, the above conjunctions occur in subordinate clauses. The position of empty or omitted subjects is indicated by \texttt{[e]} in the following examples:

Examples:

\begin{itemize}
  \item \texttt{(tiyang) suke Nyoman kerane [e] melah}
    \begin{itemize}
      \item I like Nyoman because he good/kind
    \end{itemize}
    “I like Nyoman because he is good/kind.”
  \item \texttt{mare [e] bangun lantas/sung e mesiram}
    \begin{itemize}
      \item after I get up and/then I take a bath
    \end{itemize}
    “After I get up then I take a bath.”
  \item \texttt{(tiyang) melajah apang [e] jadi duek/dokter}
    \begin{itemize}
      \item I study in order to I become intelligent/doctor
    \end{itemize}
    “I study so that I become intelligent/ a doctor.”
\end{itemize}

( ) = optional, \texttt{[e]} = empty or subjectless
The younger students used coarser or low Balinese and the older ones, starting gradually in the 4th year, used high or refined Balinese. The late acquisition of the high Balinese may be accounted for by the noncompulsory use of a high language when they are younger. Children speak low Balinese with their siblings and peers, but to older people, their father, mother, older relatives, neighbours who are caretakers, and teachers, they have to use the high language, while the older people use the coarse or low language to talk to them. Their acquisition is a gradual process, sometimes they mix the language, and when they do not use the language correctly they are corrected by older people. During interviews, children often switched language into Indonesian which has no high or low levels, or they said that they could not speak the high Balinese yet, in which case they were asked to speak in the level they knew. They sometimes spoke with a mixed level of Balinese and slipped into Indonesian when they were at a loss to know which level they should use. Children from the low class are not in general able to use the high language well, since their parents and older people do not use the high language well either. The results of this study of the acquisition of Balinese as a first language show that there is a great deal of expansion into the compound/coordinating and complex/subordinating sentences even in the first year of primary school at the age of six and seven. This could be seen from the conjunctions used. The omission of the subject by Soemartono's participants occurred in main or matrix, coordinating and subordinating clauses. It also occurred in sentence-initial position and in sentence-medial of the independent clauses. The results of this study of the acquisition of Balinese as a first language can be used as a comparison with the present study to show similarity or dissimilarity and the process and stages of the acquisition in Indonesian as a first language.

Soemartono (2000) did another study on the subjectless sentences in Indonesian of primary school students in South Jakarta and compared it with their written language. 40% of Grade 4 and 30% of Grade 6 children omitted main or matrix clause subjects of their taped language. They expanded the sentences into complex sentences the most. The students of the same grades were asked to write for Grade 4 of what they wanted to be and of Grade 6 their preparation for their final exams. Grade 4 students omitted 3.92% of the subjects and Grade 6 students 2.06% in their written language. Grade 4 and grade 6 students expanded the sentences into the compound-complex sentences the most. The students omitted the subjects less in their written
language. There was a difference in subject omission between boys and girls in their written work. Girls in Grade 4 omitted 3.57% and boys 4.17% of their subjects. Girls in Grade 6 omitted 2.29% and boys 0% of their subjects. Comparison in gender between their oral and written languages is not applied because in Grade 4 there were 9 girls and 12 boys and in Grade 6 there were 12 girls and 2 boys taking part in their written work whereas in their oral language there were 10 girls and 10 boys in each Grade. So there were not exactly the same students taking part in both oral and written work.

In written adult language in Indonesian, the omission of the subject occurs only in subordinate clauses and in the second, third, and subsequent coordinate clauses (Sugono, 1995). The older the child, the fewer the deletions of the subject. An explanation for this may be the result of teaching that a sentence without a subject is considered ungrammatical. It seems that the deletion of subjects occurs more in the expansion of the basic simple and matrix or main sentences but as children grow older they supply subjects in these positions.

There are other studies of language acquisition in Indonesian for example Samsunuwiyati Marat (1983) in Bandung and Srihastuti PH et al (1985) in Yogyakarta but not from the point of view of syntax. Another study of the acquisition of syntax in Buginese (South Sulawesi) as a first language was conducted by a team of researchers, Syahruddin Kaseng, Andi Mahmudin, Said Mursalin, Amin Rasyid and Mardiana P in 1986. The findings of their study related to the children’s acquisition of corresponding sentences, non-corresponding sentences, and coherent sentences. They have been taken from the contextual language that was recorded from the children’s language games. There was no indication of subject omission in the data. Kaseng et al (1986) did not explain the meaning of corresponding sentences and non-corresponding sentences.

For comparison here are written adult language in the Betawi dialect of Jakarta and East Javanese language in internet which were written quickly and spontaneously, both are in the form of jokes. Nur (1999) has provided a sample set of sentences obtained from a written Betawi text on narrative combined with dialogues. Of the 29 sentences, only five are basic sentences, 4 of those are of the NP + VP pattern and 1 of the NP + AdjP pattern, for example:

\[
\text{NP} + \text{VP} \\
\text{Umar} \quad \text{pengine [e] tau} \\
\text{Umar} \quad \text{want to know} \\
\text{“Umar wants to know.”}
\]
The 24 sentences are compound/coordinating and complex/subordinating sentences. Forms of cohesion are conjunctions, subject omission, the use of pronouns, repetition and some clauses are juxtaposed. Most of the patterns of the clauses are of the NP + VP type. There are 6 clauses having the NP + AdjP pattern, 2 clauses with NP + ADA pattern, and only 1 with NP + NP pattern. The conjunctions used are terus – “and” 4 times, tapi/tapinya – “but” 3 times, kalo – “if” twice, juga – “also” and atawa – “or” each once. There are 9 examples of subject omission, 2 of which occur in sentence-initial position, in the main clause as well as in the subordinate clause, which is contrary to Sugono’s (1995) study. There is only one passive construction. Although this Betawi language sample is a written text, it reflects spoken interaction in the dialogue, so subjects representing “I” or “you” even in the first sentence do not appear, because the persons who speak and who are addressed are present.

There are three occurrences of pronoun die – “he” referring to a person mentioned before, cowok ganteng – “good looking boy”. There are two occurrences of repetition, for example benerin aje keran – “repair the tap” repeated with the same thing Benerin keran? – “Do I have to repair the tap?”

The following are examples of the expansion of basic sentences which include conjunction, subject omission, repetition, the use of pronouns and juxtaposition. [NP] represents the subject and [e] represents an empty subject or subject omission, conjunctions and pronouns are underlined, TimeAdj stands for temporal adjunct or adjunct of time, LocAdj stands for locative adjunct or adjunct of place, and Man Adj stands for adjunct of manner, NEG is negation, and QW is question word.
suddenly wife-his burst into the room and said, ‘Dear, the verandah lamp is broken please help change it with a new one!’

Ya udeh kale [e] kaga mau [e] benerin aje keran kamar mandi itu tuh
Yes alright if (you) no want (you) repair only tap room bath that that “Alright if you don’t want to repair it, just repair the bathroom tap, look at that,

Benerin keran? Lu kire gue PDAM kali ....!!!
“Repair the tap? You probably think I am PDAM.”

But Umar was very surprised the verandah was bright.

“Since you disappeared I cried in the verandah. Then there was a handsome boy

lewat [e] nanyain gue. Gue cerite ape adenye juga soal lu sewot.
Pass he ask me I tell what there is also about you angry who was passing by and he asked me. I told him what had happened also that you were angry.”

This colloquial adult writing in Betawi dialect is close to how the Jakarta children speak. The current research will investigate these syntactic patterns and to what extent are also reflected in primary school children’s language.
The following data also from Nur (1999) and Soemartono (1999) provide an analysis of two texts in the East Javanese language in the form of dialogues. There are 73 sentences, 8 of them are simple sentences, 6 of these are of the NP + AdjP pattern, 1 of the NP + PrepP pattern, and 1 of the NP + VP pattern. There are 18 questions, 8 of which are Yes and No questions and there are 13 passive constructions. The remaining 34 sentences are in the form of compound and complex sentences with cohesion of subject omission, conjunctions, pronouns, and juxtaposition. They consist of 89 clauses comprising 49 NP + VP pattern (55%), 22 NP + AdjP pattern (25%), 8 NP + NP pattern (9%), 8 NP + NumP (9%), 2 NP + PrepP pattern (2%). Most of the conjunctions are subordinating conjunctions and there is only one coordinating conjunction ambek – “and” or “with.” The other 16 conjunctions are tapi – “but” 3 times, nek – “if/when” 3 times, ben – “anytime/when” twice, lek – “when” twice, angger – “whenever” once, katik – “moreover” twice, mergo _ “because” twice, and mari – “after” once.

Examples of simple or main clause sentences:

AdjP + NP
modhiaar kon
dead you
“You are dead.”

[NP] + AdjP
Yo [e] koyok wong liya-ne
Yes I be like person other-the
“Yes, I am like the other people.”

Examples of questions:

[NP] + VP
Wah [e] + duwe adik bayek ya?
you have younger brother/sister baby yes
“So, you have a baby brother?”

QW + [NP] + NEG + VP
Lha opo [e] gak gelem sekolah?
why you no willing school
“Why aren’t you willing to go to school?”

VP + QW + NP VOC
Cerito opo ae kon rek?
tell story what any you friend/child
“Whatever are you telling them, mate?”

Examples of passive constructions:

NP + VP(PS)
Omahe bapak-e wis seyek di-jarno ae, dhadhak pas
house-the father-the/his already run down is unattended only suddenly when

[NP] VP(PS)

pacar-e ulang taun [e] di-tukok-no omah anyar
girl friend-his repeat year she was-buy-he house new
“His father’s run down house is not attended (by him) but when his girlfriend celebrated her birthday a new house was bought for her by him.”

VP (PS) + NP

Tak-pek-e ya adik-e?
I own- by me yes younger brother- your
“May I have your younger brother?” Literally “May your younger brother be given to me?”

Examples of subject omission, conjunctions, pronouns, and juxtapositions:

[NP] + NP [NP] + VP

Tapi masio [e] bencong [e] yo tetep anak-ku
out even he gay he yes remain child-my
“But even though he is gay he is still my son.”

NP+AdjP [NP] + VP [NP] + VP

Iita iri angger [e] nuyuh kesusu [e] mesti selak ngebek,
Iita jealous when she urinate in a hurry she must nearly urinate instantly

NP + VP(PS) NP + VP

aku sing di-gepuk, mergo aku duwe kacuk.
I who is hit because I have small boy (male genital organ)
“Ita is jealous of me whenever she wanted to urinate she just urinated instantly and I was hit by her because I have a kacuk.”

NP + NumP, [NP] + AdjP

Anak-ku mek sitok, [e] nggapeki pisan
child-my only one he crazy very
“I have only one son, he is very crazy.”

NP + PrepP

Lha BMW sing tak gae mapaki peno kabeh lak seko dhe’ e pisan
well BMW that I use fetch you all is from he very
“Well, the BMW that I used to fetch you all was from him himself.”

The following data is an analysis of a written text of standard Indonesian by Soemartono (2000). It is taken from the Introduction of Tata bahasa Baku Bahasa Indonesia (The Standard Grammar of Indonesian) by Moeliono et al (1988, 1993). This text has 8 chapters consisting of 50 paragraphs and around 6000 words in 20 pages.

There are 312 sentences, none of them in basic or simple sentences. There are 178
active transitive clauses or (42 %) and 244 passive constructions or (58 %). The passives consist of 209 di-V, 27 ter-V and 0 Zero –V. The detailed analysis of the compound and complex sentences is given here to show the variety of the coordinating and subordinating clauses of an example of written adult Indonesian for referential comparison. Subject omission does occur in most of the sentences, but it never occurs in the first clause of a set of the coordinating clauses or in the main or matrix clause of sentences with subordinate clauses.

There is an important study of subject omission from written texts by adults in Indonesian by Sugono (1991). Sugono states that in a text or discourse some constituents, namely subjects, are omitted. The omission of subjects provides a connection between sentences in discourse and within sentences. Sugono concentrates on the syntactic characteristic of deletion of subjects of written texts in Indonesian in particular in discourse the deletion of subjects occurs in clauses in compound and complex sentences. In Sugono’s data in a compound sentence subject deletion occurs in the second, third and subsequent clauses, and so on. It does not occur in the first or the main clause. In a complex sentence, it occurs in subordinate clauses but not in the main or matrix clause. In their oral narration in the present study children also deleted the subjects.

From the results of the studies above (Kaseng et al, 1986; La Ode Sidu, 1994; Nur, 1999; Soemartono, 1996, 1999, 2000; Soegono, 1991, 1995) there is an indication that there might be differences in type and number of subject omissions across the ages in spoken Indonesian as a first or second language.

**Studies in the Acquisition of the Subject Category**

Null or empty subject phenomenon is the frequent absence of lexical subjects characteristics of early child language (Wang et al, 1992:221). In the Null Subject Parameter null subjects are permitted in all and only languages with morphologically uniform inflectional paradigms (Jaeggli and Safir, 1989:9 cited in Wang et al, 1992: 224)

There are some cross-linguistic studies of subject omission or null-subjects, in early child language acquisition in both pro-drop languages such as Italian, Chinese, and Portuguese and in non pro-drop languages like English and German. Not only do they deal with subject omission they also deal with object omission.
For example, Valian (1991) compared subject omission between 21 English-speaking American children from the ages of 1;10 to 2;8 with a MLU = mean length of utterance of 1.53 to 4.38 in a cross-sectional study of taped natural conversation with mothers and in a longitudinal study of taped conversation of 5 Italian children ranging in age from 1;6 to 1;10 with their mother. American children used subjects and pronominal subjects more than twice as often as the Italian children. The American children were grouped into four based on increasing MLUs and age and the Italian children into two groups according to the length of the study. In Group I the subject use was 23%. This increased to 50% in Group II, 68% in Group III, and 77% in Group IV. Most of the subjects used consist of pronouns 53% in I, 77% in II, 79% in III, and 80% in IV. Compared to the children, the American parents were consistent in their use of subjects: 96% in Group I and 98% in Groups II, III, and IV. The Italian children’s use of NP subjects and pronominal subjects was 20% in Time I and 23% in Time II and from Time I to Time II the proportion of subject use is constant at about 30%.

<table>
<thead>
<tr>
<th>ITALIAN CHILDREN (LONGITUDINAL)</th>
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<tbody>
<tr>
<td>MLU</td>
<td>AGE</td>
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<tr>
<td>TIME I</td>
<td>1;6 – 1;10</td>
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<tr>
<td>TIME II</td>
<td>2;0 – 2;5</td>
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<table>
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<tr>
<th>AMERICAN CHILDREN (CROSS-SECTIONAL)</th>
<th>AMERICAN PARENTS</th>
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<tbody>
<tr>
<td>GROUP</td>
<td>MLU</td>
<td>AGE</td>
</tr>
<tr>
<td>I</td>
<td>1.53 – 1.99</td>
<td>1;11 – 2;2</td>
</tr>
<tr>
<td>II</td>
<td>2.24 – 2.76</td>
<td>2;3 – 2;8</td>
</tr>
<tr>
<td>III</td>
<td>3.07 – 3.72</td>
<td>2;3 – 2;5</td>
</tr>
<tr>
<td>IV</td>
<td>4.12 – 4.38</td>
<td>2;6 – 2;7</td>
</tr>
</tbody>
</table>
What can be concluded from this study is the Italian children from a pro-drop language dropped the subjects more than the English speaking American children from a non pro-drop language.

Wang, Lillo-Martin, Best, and Levitt (1992) give an account of null subjects and null objects in the acquisition of a pro-drop language (Chinese) and a non pro-drop language (English). Their study consisted of 9 Chinese children, 4 girls and 5 boys ranging in age from 2;0 to 4;6 and 9 English-speaking children, 5 girls and 4 boys ranging in age from 2;5 to 4;5 and 9 Chinese-speaking mothers as the adult controls. The mean percentage of sentences with null subjects produced by Chinese children, American children, and Chinese adults were 46.54, 33.11 and 36.13 respectively but when omitting null subject sentences using gerund and infinitives, the American children's adjusted mean dropped to 14.58. The difference between the American children and the Chinese children was significant. The difference between the American children and the Chinese adults was also significant but not between the Chinese children and the Chinese adults. Chinese children drop their subjects at much higher rate than the American children and at an even higher rate than the Chinese adults. The difference of the mean percentage of the null objects produced by the Chinese children, the American children and the Chinese adults are 22.53, 3.75, and 10.3. The Chinese children dropped objects more than the American children. The difference between the American children and the Chinese children, between the American children and the Chinese adults, and between the Chinese children and the Chinese adults were all significant. The ratio of the mean percentage of sentences with the null objects to those with null subjects for Chinese children, American children and the Chinese adults are 0.48, 0.24, and 0.23. Thus there was a null subject and null object asymmetry in all those groups. Wang et al's study supports Jaegli and Hyam's (1988) hypothesis that English-speaking children begin by speaking a pro-drop language as early as 2 years old, but the process of resetting to a non-pro drop parameters may be gradual and may take longer than it was previously thought. For English Jaegli and Hyams argue that the resetting occurs at roughly between the ages of 2 and 3 while Hyams indicates that the restructuring of the Null Subject Parameter takes place at around 26 to 28 months. This study shows that children and adults from a pro-drop language dropped the subjects more than children from a non pro-drop language.
Hyams and Wexler (1993) studied the missing subjects and objects in the transcripts of two children: Adam between the ages of 2;5 to 3;0 and Eve from the ages of 1;6 to 2;1 (Brown, 1973) with the results that during Period I, Adam’s missing subjects was 55% and Eve’s 39%, averaging 48% and Adam’s missing objects were 7% and Eve’s 13%, averaging 9%. During Period II Adam’s missing subjects were 29% and Eve’s 15%, averaging 22% and Adam’s missing objects were 11% and Eve’s 4%, averaging 8%.

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>MISSING</th>
<th>ADAM</th>
<th>EVE</th>
<th>AVERAGE</th>
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<tbody>
<tr>
<td></td>
<td>SUBJECT</td>
<td>55%</td>
<td>39%</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>OBJECT</td>
<td>7%</td>
<td>13%</td>
<td>9%</td>
</tr>
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<table>
<thead>
<tr>
<th>PERIOD</th>
<th>MISSING</th>
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<tr>
<td>II</td>
<td>SUBJECT</td>
<td>29%</td>
<td>15%</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>OBJECT</td>
<td>11%</td>
<td>4%</td>
<td>8%</td>
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</table>

There is again, a subject-object drop asymmetry here. Children omit subjects more than objects. Hyam and Wexler argue that children omit subjects and rarely objects because null subjects are a grammatical option for them while null objects are not. This is contrary to Valian who argues that children's null subjects are due to performance factors (Hyams and Wexler, 1993: 76, 79).

Valian and Eisenberg (1996) studied the spontaneous speech of 20 Portuguese-speaking two-year olds in natural conversation with Portuguese-speaking adults. The children were divided into three groups of MLU of 1.5-1.99; 2.0-2.99; and 3;0-4.99. These children increased their use of subjects from 28% from the lowest MLU group to 57% in the highest MLU group. Thus the children increased the use of subjects in general, but they used more pronominal subjects in the course of this increase. The highest group of MLU children almost perfectly matched the Portuguese adults. By comparing with the other Portuguese studies, pronominal subjects are used for between 40% to 75% of subjects especially the first person singular and followed by third person singular. Null subjects are used less often in Brazilian Portuguese than in Italian, Spanish, or European Portuguese. From the two studies above children from both non pro-drop and pro drop languages dropped subjects when they were very young but
children from a pro-drop language although increase their use of subjects as they are older their omission of subjects matches with the adults.

Hamann (1996) studied null arguments, null subjects and null objects in German. There was a drop in the use of null subjects from about 45% to between 10% and 20% for two 3-year old German speaking children, Cristoph and Elisa. Topic objects were dropped between 30% and 50% of the time by Christoph, and between 13% and 40% by Elisa. Pre-verbal subjects were dropped of about 10% to 20% by Christoph and 4% to 18% by Elisa. Objects were dropped more frequently than subjects by both children. This study again shows that children from a non pro-drop language drop the subjects and objects when they are very young.

Comparing the omission of subjects between the pro-drop languages such as Chinese, Italian, Portuguese, and Balinese where children at a much later age drop the subjects more and non pro-drop languages such as English and German as exemplified above is important for investigating null subjects for a pro-drop language such as Indonesian in the present study. The conclusion which can be drawn from the subject omission of children from both pro-drop and non pro-drop languages is that there will be a high possibility that Indonesian children from a pro-drop language will show a high rate of subject omission in their acquisition in the present study.
Theoretical Framework

In determining a suitable theory or theories for a study of subject omission in the spoken language of Indonesian primary school children as a first language in Jakarta we will implement which background theory have also impact on the research questions. Subject omission or ellipsis belongs to discourse analysis as the basic theoretical background. However, the theoretical framework has interdisciplinary theoretical backgrounds underpinning the present study because they identify variables impacting research questions 1) to 5), their relationships, and their theoretical and philosophical assumptions underpinning the present study. Indonesian syntax (Moeliono et al, 1988 & 1993; Samsuri, 1980 & 1984) and English syntax (Haegemon & Gueron, 1999; Jacob & Rosenbaum, 1968) have to do with Research Question (RQ) 2). Narratives (Nelson K, 1996) have to do with RQ 2) and text processing has to do with RQ 2) and RQ 3). Universal Grammar or UG has something to do with first language acquisition in pro-drop and non pro-drop languages, Givon’s (1979) pragmatic and syntactic modes which contrast with Chomsky’s UG but closely related to Nelson’s (1996) enculturation and Labov (1967, 1972), Chafe (1977), Halliday and Hassan (1976, 1985), Romaine (1984), Schiffrin (1997), Samson (1999) and they have to do with RQ 1) to 5). Pro-drop and non pro-drop is a proof that Indonesian is a pro-drop language and is relevant in subject omission in children in both pro-drop and non pro-drop languages which relate to RQ 1) to 5). Subject omission is the central issue underpinning the present study using discourse analysis which relates to RQ 1) to 5). The three different definitions on the notion of subject just like subject omission are relevant and central issue which relate to RQ 1) to 5). And every theoretical framework is summarised at the end of the paragraph relating to RQ and the present study.

It should be understood that on a syntactical level Indonesian has basically a canonical SVO order but it is relatively free. In spoken or non-standard language, it is freely permuted into VOS, which is ungrammatical in English. In Indonesian the predicate does not comprise only a verb and or a verb phrase; a noun and a noun phrase, an adjective or an adjectival phrase, a prepositional phrase, a numeral or a numeral phrase can be the predicate and any of these is permutable with the subject depending on what is focused. Therefore, the subject in Indonesian is not always in sentence-initial position. Indonesian does not have devices that indicate tense, number, gender, or case. Grammatical functions and relations are not linked with morphological associations but with grammatical morphemes in the form of prefixes, infixes, and
suffixes which change the class of words. Indonesian also has an agent marker *oleh* which is optional. Indonesian has a high degree of ellipsis. A sentence and clauses can be without subjects or even objects especially in speech, but these are recoverable within the context.

To describe the syntax of Indonesian I refer to the analyses of Moeliono et al (1988) and Samsuri (1980, 1984). Words are categorized into verbs, nouns, adjectives, adverbs, and structural words such as prepositions, conjunctions, and particles. Syntactically these words and their modification are grouped into verb phrases (VP), noun phrases (NP), adjectival phrases (AdjP), prepositional phrases (PrepP) and numerical phrases (NumP). There are syntactical functions of subject, predicate, object, complement, and adverb. There are also other functions such as attributive, coordinative and subordinative functions. So a sentence in Indonesian is **S** + **P** or **P** + **S**, however, orally a pause should be given after **P** predicate, otherwise the meaning will be different.

For example, without a pause (//), the following five examples:

*Mem-baca buku Adik* will mean "Reading Adik’s book” instead of "Adik is reading a book.”

*Mahasiswa Indonesia kami* "Our Indonesian students” instead of "We are Indonesian students.”

*Sakit ayah-nya* “His father’s illness” instead of "His father is ill”

*Di depan yang muda* “In front of the young” instead of "The young are in front”

*Lima orang anak-nya* “His five children” instead of "He has five children.”

There are five **S** + **P** constructions:

- NP + VP or VP + NP
- NP1 + NP2
- NP + AdjP
- NP + PrepP
- NP + NumP

Examples: **NP** + **VP** or **VP** + **NP**

Adik *mem-baca buku* read book younger brother
"Adik is reading a book.”
NP + NP

NP + AdjP

NP + PrepP

NP + NumP

NP + VP form is the most dominant and the NumP is the least frequent in occurrence.

A basic or simple sentence (S + P) undergoes expansion into compound or coordinating and complex or subordinating sentences. In terms of mood, Indonesian sentences can be grouped into declarative, imperative, interrogative, interjective, and emphatic sentences.

There are three coordinative conjunctions: dan – “and”, atau – “or”, and tetapi – “but”, and ten subordinative conjunctions:

1) temporal: sesudah – “after” sambil – “while” sampai – “until”,
2) conditional: jika – “if” bila – “when” manakala – “whenever”,
3) supposition: umpamanya – “supposing”, sekitanya – “if possible”,
4) goal: agar – “so that” biar – “in order to”,
5) concession: meskipun – “although”, sungguhpun – “in fact”,
6) similarity: seakan-akan – “as if” seperti – “is like”,
7) causative: sebab or oleh karena – “because”,
8) affective: sampai-sampai – “almost” makanya – “so/therefore”,
9) information: bahwa – “so/that” and
10) manner or comitative ‘with’ dengan – “with”

There are also correlative conjunctions such as baik ..... maupun ..... “either ..... or” tidak hanya ..... tetapi – “not only ..... but”, inter-sentential conjunctions such as biarpun demikian/begitu – “although ..... but” kemudian – “later” dengan demikian –
“therefore” *sebaliknya* – "on the other hand" and inter-paragraph conjunctions such as *adapun* – "Once (upon)as ...." *Akan hal* – “on account of ....” *Sebermula* – “first, at the beginning”

Examples of articles are *sang* respectful “the” in *Sang Pencipta* – “The Creator/God”, *para* in *Para pendengar* – “Dear listeners” *Si* in *Si Amad* – “The boy Ahmad” *Si Kancil* – “The animal Kancil” Examples of particles are -*kah*, -*lah*, -*pun*. – *kah* is used in interrogative sentences, -*lah* is used to soften imperative sentences and in declarative sentences add insistence, and -*pun* is used in declarative sentences to add reinforcement.

The following are examples of compound sentences with matrix and coordinate clauses and complex sentences with main and subordinate clauses in Indonesian.

A compound sentence:

\[
\text{(NP) + VP} \quad \text{dan [NP] + VP} \quad \text{atau [NP] + VP}
\]

\[
\{\text{(sayang makam nasi pada siang hari} \quad \text{dan [NP] makam mi} \quad \text{atau [NP] minum}
\]

\[
\text{I eat rice at day time and [e] eat noodle or [e] drink}
\]

\[
\text{tetapi [NP] + VP}
\]

\[
\text{susu pada malam hari\text{tetapi [NP] makan roti saya untuk sarapan}}
\]

\[
\text{milk at night day but [e] eat bread only for breakfast}
\]

‘I eat rice in the day time (lunch) and eat noodle or drink milk at night (dinner) but I only eat bread for breakfast.’

\[
\{\} = \text{optional}, [NP] = \text{NP} \text{is omitted} [e] = \text{empty}
\]

In formal Indonesian the subject occurs in sentence-initial position, but in a colloquial or conversational style the subject may be omitted because the interlocutor knows from the context who the subject is. So sentences may consist of subjectless clauses. The subject may also be permuted after the predicate. In English this is ungrammatical because subjects must occur in matrix and tensed clauses. Subjects may only be omitted in infinitival clauses in English or with a dummy subject ‘it’ in expletives.

A complex sentence:

**Setelah [NP]+VP** **(NP)+VP** **[NP]+VP** **terus [NP]+VP**

\[
\{\text{Setelah [NP] bangun tidur(saya) solat}\} \quad \{[NP] mandi\} \text{terus} \quad \{[NP] makan pagi}\}
\]

\[
\text{After [e] get up sleep I pray [e] take a bath then [e] eat morning}
\]

\[
\text{kemudian [NP] + VP} \quad \text{dan kalau [NP] + VP [NP] + VP \quad atau}
\]

\[
\text{kemudian}\{[NP]jalan ke sekolah\} \quad \text{dan kalau}\{[NP]hujan [NP] naik bajay\} \quad \text{atau}
\]

\[
\text{then [e] walk to school and if [e] rain [e] climb bajay or}
\]

\[
\text{meskipun[NP] + AdjP} \quad \text{supaya [NP] + VP}
\]

\[
\text{becak meskipun} \{[NP] agak mahal\} \quad \text{supaya} \{[NP] tidak kehujanan\}
\]

\[
\text{becak although [e] rather expensive in order [e] no get rained}
\]

“After getting up, I pray, take a bath then have breakfast then walk to school and if it rains I’ll take a bajay motor cycle or a trishaw even though it is rather expensive so that I don’t get wet from the rain.”
In formal Indonesian the subject saya – ‘I’ in the independent or matrix and the main clause saya solat – ‘I pray’ does not always occur in the sentence-initial position. Saya in the main or matrix clause can also occur in the sentence-initial position. In a conversation and informal style, the subject may be dropped and the sentence may be still acceptable and may be understood and recoverable in the context. In the embedded clauses after the subordinating conjunctions setelah – ‘after’, kalau – ‘if’, meskipun – ‘although’, supaya – ‘in order to,’ the subject does not occur in either the formal or informal style. There are two expletives or existentials here kalau [e] hujan – ‘if it rains’ and meskipun [e] agak mahal – ‘although it is expensive’ where in Indonesian there is no dummy subject ‘it’ as in English. In a subordinate clause, such as the examples above, the subject in English is overt while in Indonesian it is not. It is almost always covert. Indonesian is a discourse-oriented and a pro-drop language having a relatively high freedom in omitting the subject and the subject in such cases is retrievable from the context of discourse. (See the theoretical framework further.)

Subject omission or deletion in written adult language occurs in expansion of basic or simple (S + P) sentences in the coordinating and subordinating clauses (Sugono, 1991, 1995). Therefore conjunctions can signal if there is subject omission there. However, we have to discover if subject omission occurs in children’s conversational and oral narrative language in the context since at this stage primary school children have acquired expansion of basic simple sentences or find similarity and difference in subject omission as acquired by Balinese primary school children by Soemartono (1996).

Indonesian primary school children are mostly between the ages of six and twelve so they have acquired most of the language but their developmental acquisition of the language will still be an ongoing process until they become adults. Their language learning is influenced mostly by their peers, their teachers, their lessons, their books, their learning, and activities inside and outside the classroom all of which function as input. Reading and writing in particular form the context of the acquisition of the language (Romaine, 1984: 176, 261). Primary school children of these ages are in the critical period of language acquisition (Lenneberg, 1967) when acquisition is at its peak until they reach puberty. Labov (1970a) called the period of five to twelve years of age the vernacular stage or the second stage of language acquisition after the grammar stage. At this stage children learn a local dialect from their peers. This is also a transitional stage from parental to peer-group influence where they learn to read and
are exposed to the process of socialization into the norms and use of school language. These children are in the process of "enculturation" which goes on through middle childhood. Enculturation, according to Nelson (1996), involves acquiring concepts of time, knowledge of the self and the social world, of others' perception and thoughts. It is a concept of socialization where children gradually arrive at the narrative ability to enable them to compare their thoughts with those of others. This cognitive development is woven together with the children's knowledge domains, categories, and theories specific to the culture in which they live. The present study involves children being encultured into Indonesian society, particularly urban Jakarta which bases its analysis on contexts and stories or narratives they produced.

What is meant here by context, according to Halliday and Hasan (1985) is that context is con 'with' – text, with the text or what goes beyond what is said and written, in the text, that is, the total environment in which a text unfolds, or the situation in which it occurs. According to Malinowski (1923), there are different kinds of contexts. There is the context of situation or the environment of the text which can be pragmatic and narrative. The pragmatic context deals with language action because it is impossible to understand a message if one does not know what is going on, involving any kind of linguistic interaction, conversational skill. Narrative contexts are stories not related directly to the immediate situation in which they were told. Labov (1972b) characterizes a minimal narrative as a sequence of two clauses which are temporally ordered. There are two temporal order devices available, the first for the narrator, and the second which has to do with syntax or syntactic means, a device available for the transformation of experience in narrative syntax. In the latter the speaker connects a series of independent clauses with the coordinating conjunction and. In reversed temporal ordering the conjunction used is when. Narratives are a discourse unit with fairly regular structure in which syntactic and semantic variants serve referential as well as social and expressive functions with the important feature of narratives of personal experience in the creation of the self and other involvement. Self involvement is the speaker's involvement with his/her own talk and other involvement is the hearer's involvement in someone else's talk which allows a transformation of the speaker/hearer relationship into one closer to a performer/audience relationship (Labov, 1972; Labov & Waletsky, 1967) Narratives according to Schiffrin (1997) transform not only experience, but also identity and context. They are stories to discover people's views on themselves through the material that they transform into a text. In more general terms, a narrative is a recapitulation of past events (Romaine, 1984). Narratives range from
simple recounting to highly skilled dramatic performances or 'replaying' (Goffman, 1981) or 'performed narrative' (Wolfson, 1982) e.g. direct speech, asides, repetition, expressive noises and sound effects, motions and gestures. The present study bases its analysis on the students' narratives or stories which are more to Labov, Schiffrin, and Nelson's definitions more than to the definition of narratives by Malinovsky, Goffman, and Wolfson where in this context subject omission occurs.

Chafe (1977) presents two models of verbalization of recalled experience of stories or narratives: the Hierarchical Model and the Flow Model. The Hierarchical Model posits that larger cognitive units contain smaller ones. It means that a memory is expressed in language by a story, an episode by a paragraph, a thought by a sentence, and a focus by a phrase. The Flow Model is the reverse, we begin the activation and verbalization of a series from foci by brief phrases then move on to larger cognitive elements, thoughts or sentences, episodes or paragraphs, memories, and stories or narratives.

The Hierarchical Model and the Flow Model

\[
\begin{array}{ccc}
\text{MEMORY} & \leftrightarrow & \text{EPISODES} \\
& & \leftrightarrow \text{THOUGHTS} \leftrightarrow \text{FOCI} \\
& \leftrightarrow & \\
\text{A STORY} & \leftrightarrow & \text{A PARAGRAPH} \\
& & \leftrightarrow \text{A SENTENCE} \leftrightarrow \text{A PHRASE}
\end{array}
\]

The present study bases its analysis on the students' sentences they produced which form parts of their paragraph or stories where subject omission occurs.

Contextualised processing is in line with McKoon and Ratcliff's (1998) research in psycholinguistics. They reviewed two domains in psycholinguistic research: recent sentence processing and text processing. In sentence processing, the syntactic structures of sentences are computed and rely heavily on statistical information about the relative frequencies with which different syntactic structures occur in the language. Text processing is concerned with how the meanings of larger units of text are understood with a focus on what information the words and ideas of a text evoke from long term memory quickly, passively and at low-cost in processing. Both kinds of research have used information from a large number of occurring texts. Here texts can be interpreted as stories or narratives. Similarly, the present study uses sentence processing which relies on statistical information of the frequencies of types of sentences having omitted subjects. It also uses information on a large number of sentences the students produced.
Another view is from Sampson (1999) who viewed current language sciences as jumbled together forms of mental activity on one plane of language resulting in confusion of which aspects of language are genetically given and which are socially constructed and in turn result in unrelated domains of investigations and contradictory findings. In her view there are three planes of language: 1) a biologically based information-processing plane that carries no meaning, 2) a literal plane, the sensual expression upon the innate information processing which carries meaning but the meaning is indeterminate, 3) a mythic plane which is socially constructed and carries determinate meaning. The meanings in 3 are not acquired but appropriated through initiation into communities because they are objectified and are evidence that mind cannot be located in individuals or reduced to brain, but is distributed among individuals, the texts they produce, the artifacts they create and the institutions they develop. The third point of Samson’s view is compatible with the present study because of the texts or oral stories or language the students produced where they mainly got influence of enculturation or socialization from the institutions or primary schools where they studied. Here texts can also be interpreted as stories or narratives the students produced.

Lust, Suner and Whitman (1994) presented a syntactic theory, in the light of Chomsky’s Universal Grammar, and current research on first language acquisition. The theory comprises of three sections two of which are relevant to the present study 1) syntactic foundations of phrase structure principles and parameters, 2) functional categories and phrase structures in the initial state, heads and projections in morphosyntax and the V-2 debate, and 3) learnability. It examines assumptions of universality, continuity and discontinuity, and learnability in first language acquisition. The first comprises the pro-drop parameter and the other relevant section involves learnability for the present study. This research acknowledges that innate linguistic knowledge shapes first language learning and constrains adults’ grammatical variations, but it lacks data to support this view. The aim of this research was ‘to advance the convergence between acquisition studies and linguistic theory’ by employing a cross-linguistic approach.

Acquiring a language according to Chomsky (Chomsky, 1980b, p.37)‘is progressing from not having any language, So, to having full competence, Ss:

\[ So \rightarrow Ss \]

'a person proceeds from genetically determined initial state So through a sequence of stages S1, S2 ..., finally arriving at a “steady state” S3 which then seems to change
marginally' L1 acquisition should be viewed as an I-language (I = internalised) approach as a logical problem without looking at the development stages of children. Using language data from considerable number of children is viewed as an E-language (E = externalised) approach, which is not in line with Chomsky's view of L1 acquisition. According to Chomsky, the development stages form only peripheral grammar while the final Ss forming the adult's 'fully static competence' consists of the core grammar, the "incantation" principles and parameters of Universal Grammar or UG. The UG model for language acquisition, according to him, should be viewed in this logical sense. The concept of UG is the "system of principles, conditions, and rules that are elements or properties of all human languages ... the essence of human language" (Chomsky, 1976: 29 cited in Cook, 1988/1996).

In order to describe the acquisition of L1 in Indonesian as viewed by UG, it is necessary to explain how L1 in Indonesian is acquired.

According to Chomsky (1981a: 8 – 9 quoted by Cook, 1988/1996) there are three kinds of evidence for acquisition:

1) positive evidence
   SVO order, fixing of core grammar
   Irregular verbs, adding a marked periphery
   e.g. English is Head first, Japanese is Head last

2) direct negative evidence
   corrections by the speech community
   man the old corrected to the old man

3) indirect negative evidence
   certain forms do not occur in the sentences that children hear e.g. subjectless sentences, subject-verb inversion, namely
   Speaks he

In language acquisition following UG, the principles are the same for all languages, what is different is the settings of parameters for particular languages. The Pro-drop Parameter is outlined to describe how children acquire the settings of the parameters. There are three logical possibilities for parameters in the initial $S_0$:

1) neutral initial setting which can be either pro-drop setting or non-pro-drop setting
2) non-pro-drop setting > pro-drop setting
3) pro-drop setting > non-pro-drop setting
The input the child receives in terms of the nature of the language used with and around the child determines whether the initial setting will be confirmed or re-set.

Hyam argues (1986) that the initial setting is the pro-drop setting, then if the input language is a non-pro-drop language the child resets the parameter to the non-pro-drop setting as with English-speaking children do. If on the other hand, the input language is a pro-drop language the child continues with the pro-drop parameter without resetting it. All children from both pro-drop and non-pro-drop language backgrounds undergo the process of pro-drop setting. They will all drop their subjects or pronouns when they are very young at the age of two or three years. This can be seen from the acquisition of English, Italian, German, Portuguese and Chinese-speaking children.

Valian (1991) argues that there are two competence-deficit accounts of a child’s grammar before and after the change. In one account there is an empty category underlying the subject as in the pro-drop hypothesis where the subjects or external arguments, i.e. NPs outside the VP, are not optional; so sentences have subjects and some are unpronounced pronominals but there is an underlying subject (Hyam, 1986). In the second account, or the VP (verb phrase) hypothesis, the child has an immature or incomplete grammar because the grammar lacks an inflection phrase consisting of only a VP and lexical phrases within a VP or internal arguments, (i.e. VPs, verbs plus their internal arguments, V + NP) before the child adds the external argument or subject noun phrase (NP), on other adjuncts such as prepositional phrase (PP) and adjective phrase (AP) (Guilefoyle, 1984; Guilfoyle & Noonan, 1989: Kazman, 1988 – cited in Valian, 1991: 76)

On the other hand according to Givon (1979), the child’s early communicative system exhibits the characteristics of a pragmatic mode of acquisition with a slow rate of delivery, concatenated rather than embedded structures, the absence of grammatical morphology, a noun-to-verb ratio approaching one-to-one, topics which prevail over subjects, word-order is mostly pragmatic (that is it is used for theme and focus information structure rather than to express syntactic relationship), and assigning higher intonation contours to focus new information. Thus acquisition is seen as a development of language from early communicative pragmatic mode to the gradual acquisition of the syntactic mode of the adults. Givon considers pragmatic mode to be more universal than syntactic mode.
Givon (1979: 208-223) defines syntax as a dependent level of structural organization in language. From discourse to syntax there are four processes of syntacticization – a language shift from paratatic to syntactic mode:

a) diachronic: loose parataxis > tight syntax,
b) ontogenetic: early pragmatic mode > later syntactic mode,
c) Pidgin – Creole: non grammar > grammar,
d) unplanned – informal speech > planned – formal speech.

The term ‘diachronic’ refers to the acquisition of syntactic, tightly bound, “subordinated” construction in language, e.g. from topic to subject,

from topicalization to passivization,
from topic sentences to relative clauses,
from conjunction to subordinizaion in the verb phrase,
the rise of complex genitive construction,
the rise of cleft and Wh-question construction,
the sentential complements, and
the rise of grammatical (“inflectional”) morphology.

‘Ontogenetic’: there are two poles of communicative modes in a language,

the pragmatic mode and the syntactic mode.

We will see the different functional parameters that constrain the two modes:

<table>
<thead>
<tr>
<th>Pragmatic Mode</th>
<th>Syntactic Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) topic-comment structure</td>
<td>subject – predicate structure</td>
</tr>
<tr>
<td>(b) loose conjunction</td>
<td>tight subordination</td>
</tr>
<tr>
<td>(c) slow rate of delivery</td>
<td>fast rate of delivery</td>
</tr>
<tr>
<td>(under several intonation contours)</td>
<td>(under a single intonation contour)</td>
</tr>
<tr>
<td>(d) word-order is governed mostly by one PRAGMATIC</td>
<td>word-order is used to signal</td>
</tr>
<tr>
<td>principle: old information goes first</td>
<td>SEMANTIC case functions (through</td>
</tr>
<tr>
<td>new information follows</td>
<td>it may also be used to indicate</td>
</tr>
<tr>
<td></td>
<td>pragmatic topicality relations)</td>
</tr>
<tr>
<td>(e) roughly one-to-one ratio of verbs-to-nouns in</td>
<td>a large ratio of nouns-over-verbs in</td>
</tr>
<tr>
<td>discourse, with the verbs being semantically simple</td>
<td>discourse, with the verbs being</td>
</tr>
<tr>
<td></td>
<td>semantically complex</td>
</tr>
<tr>
<td>(f) no use of grammatical morphology</td>
<td>elaborate use of grammatical morphology</td>
</tr>
<tr>
<td>(g) prominent intonation – stress</td>
<td>very much the same, but perhaps not</td>
</tr>
<tr>
<td>marks the focus of new information; exhibiting as</td>
<td></td>
</tr>
<tr>
<td>high a functional load.</td>
<td></td>
</tr>
</tbody>
</table>
topic intonation is less prominent and at least in some languages totally absent

'Pidgin and Creole' and 'Informal vs Formal Speech Registers' are under the two poles of Pragmatic and Syntactic Modes. So is child versus adult language. According to Givon children take 5 – 7 years to create a grammar.

Since syntax is context dependent (Givon, 1979: 208, 223) and sentence is part of the larger cognitive language units of paragraph and narrative (Chafe, 1977; Givon, 1979: 161) then syntactical analysis is better explained as part of discourse analysis in which clauses and sentences in a context are sequenced and related in form and meaning. Cohesion between clauses such as ellipses, pronouns, substitution, repetition, conjunctions is needed to account for the coherency of the clauses and sentences. Cohesion can also refer to constituents of clauses namely subjects, predicates, objects, and complements (Hasan and Halliday, 1976; Moeliono et al, 1988; Sugono, 1995). The relevance to the present study is that subject omission is a cohesive marker which relates the coherency of the clauses and sentences of the larger unit in paragraph or stories produced by the students.

In this study children's oral, conversational, narrative Indonesian was used because it has considerable occurrences of ellipsis especially of subjects. The fact that the children in the present study omitted subjects can be explained by the fact that in informal speech in Indonesian when referring to the speaker and the addressee, words referring to both speaker and addressee are omitted because of the need for careful choice of the appropriate pronoun or vocative depending on the respective status of the speakers. The children, therefore, just omitted the subjects. Even in adult written language in Indonesian subject omission frequently occurs (Sugono, 1991, 1995). Subject omission occurs in pro-drop languages like Italian, Spanish, Chinese, Japanese and Korean but not in non pro-drop languages like English, French, German and Dutch. However, as seen above, in early language acquisition children delete subjects in both pro-drop and non pro-drop languages.

The question is whether Indonesian can be considered a pro-drop language which allows the pronominal subject of a finite clause to be non-overt or omitted as in Italian, Spanish, Japanese and Chinese. There are four syntactic properties which can reflect the setting of the pro-drop parameter (Haegeman & Gueron, 1999: 598-599):

1) which allows an empty category in the subject position of a tensed clause with the interpretation of a definite pronoun,

2) an overt definite subject which can occupy a post-verbal position,
3) the subject of an embedded clause can move across the overt complementizer.

4) a weather subject which is not necessarily overt.

Indonesian can fulfil at least three of the four properties. Although Indonesian does not have tense, in colloquial conversation the subject, in terms of the speaker or the addressee, is often dropped, for example:

\[\text{[e]} \text{ mau ke Puncak, [e] bawa jaket ah. [e] dingin di sana} \]
\[\text{want to Puncak bring jacket ah cold in there} \]
\[\text{“I’ll go to Puncak, so I’ll take a jacket. It is cold there.” or} \]
\[\text{“If you want to go to Puncak, you’d better take a jacket. It is cold there.”} \]

the sentence can be an announcement or an advice. As an announcement the first and second [e] – empty subjects can be interpreted as saya – “I” and the third [e] – is a weather or (meteorological) subject which does not use a dummy subject or expletive like “it” in English. If it is an advice the first and second [e] can be interpreted as kamu – “you”. The first two are examples of property 1) and and the third of property 4).

Expletives in Indonesian may be covert like weather or meteorological subjects or may be overt such as existential ‘there’ by the word ada – equivalent of “there is/are” in English. Here are some examples:

The covert for weather or meteorological subject can be inferred from the discourse and it is grammatical but it can also be overt. Here are examples

\[\text{[e] hujan} \]
\[\text{rain} \]
\[\text{“It rains.”} \]

\[\text{[e] mendung} \]
\[\text{cloudy} \]
\[\text{“It is cloudy.”} \]

\[\text{langit mendung} \]
\[\text{sky cloudy} \]
\[\text{“The sky is cloudy.”} \]

\[\text{[e] panas} \]
\[\text{hot} \]
\[\text{“It is hot.”} \]

\[\text{udaranya panas} \]
\[\text{air hot} \]
\[\text{“The air is hot.”} \]

\[\text{[e] kelihatannya [e] akan hujan karena [e] mendung} \]
\[\text{seeming will rain because cloudy} \]
\[\text{“It seems it will rain because it is cloudy.”} \]

Overt existential construction ada – ‘there’:

ada gula ada semut
there/exist sugar there/exist ant
“When there is sugar there are ants.”

ada udang di-balik batu
there/exist prawn in behind stone
“There is a prawn behind the stone.” Meaning “There is a hidden purpose behind what the person says or acts”

Although Indonesian is not a V2 language like German or Dutch, an overt definite subject can occupy a post-verbal position because subjects can occur after VO, for example:

Makan nasi, (//://) saya
eat rice I
“I eat rice.”

can also be said as

Saya makan nasi
I eat rice
“I eat rice.”

This is an example of property 2).

Languages have been classified into ‘hot’, ‘cool’, and ‘medium’ somewhere between the two extremes on the basis of the explicitness with which they express certain anaphoric elements (from McLuhan, 1964, cited by Huang, 1984: 531). For example, pronouns cannot be omitted from grammatical sentences from a hot language like English, but such pronouns can often be naturally omitted from a cool language like Chinese. In English an empty pronoun may occur as the subject of an infinitival clause but it cannot occur as the subject of a tensed clause, nor can it ever replace an object. Many languages do not have such strict restrictions on empty or zero pronouns. Huang’s examples of sentences (Huang, 1984: 532) with omitted pronouns are ungrammatical in English which in Indonesian would be quite acceptable and grammatical. The colloquial conversational form, not the formal Indonesian, will be used here:

Speaker A: Did John see Bill yesterday?

Speaker B: a. Yes, he saw him.

b. *Yes, e saw him.
c. *Yes, he saw e.
d. *Yes, e saw e.
e. *Yes, I guess e saw e.
f. *Yes, John said e saw e.

Speaker A: (Apa) Johan (me)lihat Budi kemarin?
QW what Johan see Budi yesterday
“Did Johan see Budi yesterday?”
Speaker B: a. Ya, dia (me)lihat dia or Ya, dia melihat-nya.
   Yes he see him yes he saw him (clitic -nya from dia)
   “Yes, he saw him.”
b. Ya, e (me)lihat dia. or e melihat-nya.
   yes see him see him
   “[He] saw him.”
c. Ya, dia (me)lihat e.
   yes he see
   “Yes, he saw him.”
d. Ya, e (me)lihat e.
   yes [he] see [him]
   “Yes, he saw him.”

d. Ya, saya kira e (me)lihat e. or Ya, saya kira e melihat-nya.
   Yes I guess [he] see [him] yes I guess [he] see him
   “Yes, he saw him.”
e. Ya, Johan bilang e (me)lihat e or Ya, Johan bilang e melihat-nya
   Yes Johan say [he] see [him] or yes Johan say [he] see him
   “Yes, he saw him”
( ) = optional, [ ] = omitted, e = empty, * = ungrammatical

From the examples above Indonesian compared to English, has more freedom in using zero pronouns as subjects or objects. Huang argues that languages using empty pronouns such as Chinese are called ‘cool’ languages and belong to the discourse-oriented language type with respect to the distribution of the zero topics, that is, the topic is deleted because it can be inferred from the preceding sentence. Alternatively, there are sentence-oriented or non-zero-topic languages like English.
According to Jaeggli and Safir (1989), null subjects or subjectless sentences are permitted in all and only languages with morphologically uniform inflectional paradigms. A language is morphologically uniform if all of its present tense forms are morphologically complex like Italian, or if none of them are complex like Chinese. The difference between the pro-drop languages like Italian and Chinese from the non pro-drop languages like English is seen from the comparison of the different morphological forms of the present tense of the verbs. English *speak*, Spanish *hABLar*, Italian *parlar*, Irish *labh*, Chinese *shuo*, and Indonesian *bicara* as demonstrated here.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Italian</th>
<th>Irish</th>
<th>Chinese</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st pers sing</td>
<td>I speak</td>
<td>hab-lo</td>
<td>parl-o</td>
<td>labh-rann</td>
<td>shuo</td>
</tr>
<tr>
<td>2nd pers sing</td>
<td>you speak</td>
<td>hab-las</td>
<td>parl-i</td>
<td>labh-rann</td>
<td>shuo</td>
</tr>
<tr>
<td>3rd pers sing</td>
<td>he/she/it speaks</td>
<td>habl-a</td>
<td>parl-a</td>
<td>labh-rann</td>
<td>shuo</td>
</tr>
<tr>
<td>1st pers pl</td>
<td>we speak</td>
<td>habl-amos</td>
<td>parl-iamo</td>
<td>labh-rann</td>
<td>shuo</td>
</tr>
<tr>
<td>2nd pers pl</td>
<td>you speak</td>
<td>habl-ais</td>
<td>parl-ate</td>
<td>labh-rann</td>
<td>shuo</td>
</tr>
<tr>
<td>3rd pers pl</td>
<td>they speak</td>
<td>habl-an</td>
<td>parl-ano</td>
<td>labh-rann</td>
<td>shuo</td>
</tr>
<tr>
<td>2 forms</td>
<td>6 forms</td>
<td>6 forms</td>
<td>6 forms</td>
<td>1 form</td>
<td>1 form</td>
</tr>
</tbody>
</table>

Examples of English, Spanish, Irish and Chinese are taken from Cook and Newson (1996: 287) and English and Italian are from Haegeman and Gueron (1999: 599).

Spanish and Italian have different endings for each of the six parts of the paradigm. They are all morphologically complex. Irish has the same present tense ending –*rann* and Chinese has no different endings and thus while not morphologically complex they are morphologically uniform. Spanish, Italian, Irish and Chinese are also pro-drop languages because they have morphologically uniform paradigms. English has –*s* only for the third person singular so is not morphologically uniform because it has mixed morphology and thus it is a non pro-drop language. Indonesian, like Chinese, is not morphologically complex but it is morphologically uniform thus a candidate for the pro-drop parameter. The uniformity in terms of subject is complete. In standard Indonesian, however, there is affixation to the stem *bicara*. As an intransitive verb a prefix *ber-* is added to the stem *bicara* becoming *berbicara*. As a transitive verb a prefix *me.V-* and a suffix –*kan* are added to the stem and becomes *membicarakan*. So Indonesian can be morphologically complex but it is still morphologically uniform. Therefore, we can conclude that Indonesian is a pro-drop language.

Subject omission or zero subject is an occurrence of ellipsis. Ellipsis can be interpreted as a form of substitution in which the item is replaced by a zero element (Lecke-Tarry, 1991: 134) together, the reference and substitution is an expression of
device of grammatical cohesion (Halliday, 1994). Another kind of cohesion is lexical cohesion where every lexical item such as reiteration and collocation may function as a cohesive element by reference to a text (Halliday, 1994). Thus cohesion is the interpretation of some element presupposes and is dependent on another to create a tie and integrate the two elements into a text, both within the text, or one of them is outside the text or in the context (Leckie-Tarry, 1991: 133 - 134). In the spoken medium, the context of a situation plays an important role in interpretation and intonation and conjunction also function as cohesive elements.

In written discourse, cohesive devices within the text determine interpretation by means of reference to other units in the text or in the context of situation. There are two categories of ‘phoric’ or referential classification: endophoric and exophoric devices. Endophoric devices depend on the co-text on the surrounding text and exophoric devices depend on the context of situation, outside the text. Endophoric devices consist of cataphoric devices where the referent is in the following text and anaphoric devices where the referent is in the preceding text. Exophoric devices consist of formal and situational exophorics. Situational exophoria involves reference to knowledge shared by the participants in the situation (Hasan, 1985 and Leckie-Tarry, 1991). Formal exophoria involves subject ellipsis which consists of two kinds, formulaic involving ellipsis of first and second person pronouns where the interpretation is predetermined by the language system and does not permit true variation and non-formulaic which involves ellipsis of third person pronouns where interpretation depends on visual contact with the situational context.

Subject omission investigated in the present study involves both endophoric and exophoric cohesive devices. It is important to know whether the omitted subjects are recoverable from endophoric and exophoric factors and the particular linguistic environments since the Indonesian language is a cool discourse-oriented language where subjects have relatively high freedom of omission.

The notion of subject has three broad definitions

1) it is the concern of the message or psychological subject or theme,

2) it is something being predicated or the grammatical subject or subject, and

3) the agent of the action or the logical subject or actor (Halliday, 1985, 1994)

Although in personal narrative 3) is more frequent than the other two, only grammatical subject in 2) is the focus of this research. Subjects in this study therefore comprise lexical and pronominal subjects. Expletives or dummy subjects may be included,
however, since expletives in Indonesian may be overt and covert but more often covert, they are almost always empty or omitted.
Chapter 3
Methodology

Target Population or Participant Selection

This study takes a stratified selection of subjects. There are five areas in Jakarta: Central, East, West, South, and North. The Centre area represents a high socio-economic status population. The other areas are comprised of very mixed populations, for example, the native Betawis and people from the other regions with different first languages ranging from low to middle class socio-economic status. The children from all of the five areas, however, speak Indonesian as their first language, despite their parents’ different first language backgrounds. Students from schools in each area were selected by their teachers using purposive sampling based on year level, age and gender. There were four groups of subjects forming the settings:

The first setting consisted of 240 boys and girls of equal number from each year, the first year to the sixth year of primary school with ages from 6 to 12 years. 20 boys and 20 girls were chosen from each class in schools of the five areas of Jakarta: Central Jakarta, East Jakarta, West Jakarta, South Jakarta, and North Jakarta. 4 boys and 4 girls were selected from at each level from each school in each area. The choice of schools depended on the agreement of the Regional Office of the Ministry of National Education and also took into consideration distance. The selection of the four boys and four girls were carried out by the teacher and the headmaster. Owing to the completeness of the data collected, the factual number did not reach 240. There were 222 boys and girls who took part in the interview with the researcher. The final population in the peer group conversation was made up of 207 students consisting of 101 girls and 107 boys in the following groups: 34 Grade One students, 37 Grade Two students, 32 Grade Three students, 40 Grade Four students, 28 Grade Five students, and 36 Grade Six students. Arranged according to age, there were 55 students in age category 1 (68-84 months), 22 students in age category 2 (85-96 months), 28 students in age category 3 (97-108 months), 43 students in age category 4 (109-120 months), 29 students in age category 5 (121-132 months), and 30 students in age category 6 (133-153 months)
The second setting of 207 students, was taken the same students representing the grades and areas but they were given a slightly different task. In this group children talked informally and spontaneously between themselves.

The third setting involved each of the grade with their teachers in a classroom interaction. There were 30 videos of classroom interactions covering Grades One to Six in the five areas.

The fourth setting consisted of each year level teacher in the respective schools. They participated in a discussion about how they taught their students or the issues concerning their teaching and their schools. There were 27 teacher discussions consisting of 24 female teachers and 3 male teachers from the five areas.

Design, Instruments or Materials

This study deals with six- to twelve-year old children who have passed the initial early stage of language acquisition and who are at the point of enculturation or socialization into primary school. Thus, they will have the influence of their peers, lessons, books, teachers and situations outside the home to develop their narrative ability. Through narratives or stories they discover about self and other people’s involvement. Since Indonesian has been classified as a discourse-oriented language, the design of the instrument was to gather samples of speech or utterances from a particular context or from narratives/stories rather than utterances in isolation. Therefore, students were asked to tell stories about themselves and other people. In this way, subject omission would be recoverable from the context, either from the same clause or sentence or outside of it in adjacent sentences or clauses from the text or implicitly understood from the contextual environment.

There were four settings of communication tasks undertaken by two groups of subjects: students and their teachers because it was intended to find out so that comparison could vary between the children when speaking to adults, to their peers, in informal or formal settings. Communication tasks is a term used by Willing (1990) cited in Nunan (1992) to identify the patterns underlying interpersonal interactions in particular contexts.
The first setting of communication tasks:

All of the first to the sixth grade students carried out the same communication tasks. The material of the task was divided into six parts, depending on the children's speech activities. A speech activity is a term used by Levinson (1978) which is a set of speech in relation to some communicative goal, found among others in discussing politics, chatting about the weather, telling a story to someone. Each activity dealt with a focus on a particular topic, for example, what the child did every day, what the child liked to do, how the child gave a physical and non-physical description, how the child planned what would happen in the future, how the child told past experiences, and how the child used his/her language for a certain purpose. The researcher asked the children to tell stories about themselves depending on their activities. The children's speech was tape-recorded and the setting was informal.

**Part 1**
The child was asked to tell his/her daily activities from getting up in the morning to going to bed at night.

**Part 2**
The child was asked to tell his/her favourite school subject and why he/she liked it. He/she was also asked about a game that he/she liked to play, where to play it, with whom he/she liked to play, and why he/she liked it.

**Part 3**
The child was asked to describe one of his/her relatives or friends he/she liked how he/she looked like, i.e. to give a physical description, for example from head to toe, his/her clothes, habits and character, why he/she liked him/her and whether he/she praised or criticized him/her. He/she was also asked about someone he/she disliked and why he/she disliked her or him.

**Part 4**
The child was asked to tell what he/she wanted to do or to be in the future and why. What preparations would he/she have to make? If there were any hindrances, what would he/she have to do?

**Part 5**
The child was asked to tell of an event that had made a deep impression on him or her. The child could be asked what made him/her laugh/happy, sad, annoyed/
angry, frightened, lonely, disappointed, and bored. He/she was also asked how he/she would react to face it.

Part 6

The child was asked to say how he/she would ask for something, such as, money, asking for help, ordering, forbidding, refusing, asking or inviting an older person such as a mother or father or an equal or peer such as a close friend.

The second setting of communication tasks:

The children of each level from the first setting were set in pairs preferably of the same gender and were asked to discuss with each other the same six topics or communication tasks as above. They were free to discuss anything with their peer. Their speech was tape-recorded. The setting was presumably much more informal than with the researcher because of the equal relationship.

The third setting of communication tasks:

This setting was involved in a classroom interaction between the teacher and students involved in the first and second settings. The interaction could take place in an Indonesian class or any other class where any discussion was used. The focus was on the students who took part in the first and second settings of communication tasks. The classroom interaction was video-recorded. The setting depended on the situation which was almost always relatively formal.

The fourth setting of communication tasks:

The teachers of the students who took part in the first and second settings of communication tasks were asked to discuss how they presented their lessons including their plans, their experience, their problems and how to overcome these problems. The fourth setting was used to see if teachers as adult speakers also dropped their subjects in informal conversation. Their discussion was tape-recorded. The setting was informal.
Procedure

Owing to the large number of primary schools involved in the study, the wide area where the schools are situated and the different socio-economic status of the students' parents and their origins, the study was done in a stratified manner. The researcher selected the schools in the five areas of Jakarta based on suggestions by the Regional Office of the Ministry of National Education in Jakarta. With the help of the headmaster of each primary school, she arranged the four settings. Recording took place most in the headmaster's room. The first half was done between July and December 2000 and the second half between June and August 2001.

Data Collection

All the data recorded was collected and classified according to school, age, year, and gender into four groups. The recorded speech was transcribed. The MLU or mean length of utterance using Brown's (1973) method, of both the children across the ages and years and the teachers was calculated. Subject omission was noted and counted according to where it occurred and to its type. It was analyzed in relation to the research questions. Statistical mixed ANOVA analysis mainly for Research Question 4) was needed to ascertain the significance of differences in subject omission between the children across ages, grades and gender, between children and teachers/adults, and in a formal and an informal settings.

Coding for variables:

- e for empty or null subject in independent, matrix or main clause
- [el] for empty or null subject in coordinating and subordinating clauses.
- bs for basic or simple sentences
- cm for compound sentence
- cx for complex sentence
- cmx for compound-complex sentence
- mp for morpheme
- mlu for mean length of utterance
- ex for experimenter or researcher
- pr for peer
- t for teacher
- bsex for basic or simple sentence of the students when speaking with the researcher in the first setting
- bspr for basic or simple sentence of the students when speaking with their peers in the second setting
- bst for basic or simple sentence of the students when speaking with the teacher in
the third setting  
emex  for compound sentence of the student when speaking with the researcher in the first setting  
empr  for compound sentence of the student when speaking with their peers in the second setting  
cmt  for compound sentence of the students when speaking with the teacher in the third setting  
exex  for complex sentence of the student when speaking with the researcher in the first setting  
expr  for complex sentence of the students when speaking with their peers in the second setting  
ctx  for complex sentence of the students when speaking with their teacher in the third setting  
emxe  for compound-complex sentence of the student when speaking with the researcher in the first setting  
emxp  for compound-complex sentence of the students when speaking with their peers in the second setting  
emxt  for compound-complex sentence of the students when speaking with their teacher in the third setting  

CMCXCPND = 1 for subject omission in coordinating clauses of the compound-complex sentence in the first setting  
CMXCPLX = 2 for subject omission in coordinating clauses of the compound-complex sentence in the second setting  

Other codes for variables are on Abbreviations in pp xi–xiv and in Tables 1-22 on pp 45-69 and Figures 1-24 on pp 79-103.
Chapter 4

Presentation of Data

The purpose of this analysis was to identify all the linguistic contexts in which subjects were missing in the matrix or main clause of the four types of sentences, basic independent sentences, compound sentences, complex sentences and compound-complex sentences. Another purpose was to identify missing subjects in coordinating clauses in compound sentences, in the subordinating clauses of complex sentences and in the coordinating and subordinating clauses of compound-complex sentences. Clauses which have been included as main clauses here include (1) basic independent sentence (2) first clause in a compound sentence (3) main clause in a complex sentence (4) first non-subordinate clause in a compound-complex sentence.

There were three contexts representing informal and formal settings: the children’s speech with the researcher in an informal setting identified as ex, the children’s paired gender speech between peers in the same grade in an informal setting identified as pr, and the children’s class interactions with the teacher in a formal setting identified as t. The first step was analyzing each student’s speech, whether it consisted of utterances or sentences. Since the children’s speech contained utterances identified as ut, the analysis in this study took account only of sentences which could be described by Scallon’s (1976) definition of a sentence as an utterance with predication. Therefore, utterances which did not constitute sentences in this sense such as Ya – “Yes” Nggak – “No” Heh – “What?” and Terus – “And” were not analyzed and were identified as yn or yes and no non-sentential utterances. Missing subjects or empty subjects in the independent, matrix or main clauses were identified as e and in the coordinating and subordinating clauses as [e]. The four types of sentences such as basic or simple sentences were identified as bs, compound sentences as cm, complex sentences as cx, and compound-complex sentences as cmx. Morpheme or mp and mean length of utterance or mlu were added to complement the analysis.

The missing subjects in the independent, matrix or main clauses were tabulated separately from the missing subjects of the compound, complex, and compound-complex clauses for each of the 222 children in year 1 to year 6, before they were tabulated with the category of year, age, and gender. Therefore, year, age, and gender were tabulated after the identification of missing subjects in independent, matrix or
main clauses and in coordinating and subordinating clauses for each of the three contextual settings.

The following examples were taken from tabulation of one female student, Selvy, who took part in all three settings.

Table 1 presents data from a female student (Selvy) and includes the tabulation of missing subjects in the matrix or main clauses of the basic, compound, complex, and compound-complex sentences of the first setting i.e. with the researcher. Numbers 1 – 6 indicate the number of topics or communication tasks. This type of analysis was carried out for each of the 222 students.

Table 1
Selvy's missing subjects in matrix or main clauses when speaking with the researcher in the first setting

<table>
<thead>
<tr>
<th>Name, Selvy; School 1, Tebet, South Jakarta; Age: 61 or 72 months; Gender: female; Year: 1</th>
<th>mpe~</th>
<th>utex</th>
<th>mluex</th>
<th>msex</th>
<th>Eex</th>
<th>ynex</th>
<th>bsex</th>
<th>cmex</th>
<th>cxex</th>
<th>cmxex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>95</td>
<td>16</td>
<td>3</td>
<td>13</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>48</td>
<td>14</td>
<td>5</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>73</td>
<td>16</td>
<td>10</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>34</td>
<td>15</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>85</td>
<td>23</td>
<td>4</td>
<td>16</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>112</td>
<td>23</td>
<td>9</td>
<td>12</td>
<td>2</td>
<td>5</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>TT</td>
<td>447</td>
<td>107</td>
<td>36</td>
<td>61</td>
<td>10</td>
<td>23</td>
<td>43</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>TOE</td>
<td>97</td>
<td>63</td>
<td>8</td>
<td>17</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>62.89%</td>
<td>68.04%</td>
<td>8.25%</td>
<td>17.53%</td>
<td>6.19%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

mpe~: number of morphemes of the student when speaking with the researcher
utex: number of utterances of the student when speaking with the researcher
mluex: the mean length of utterance of the student when speaking with the researcher across all six topics
msex: the overt main clause subjects of the student when speaking with the researcher
Eex: number of empty or missing subjects in the main clause of the student when speaking with the researcher
ynex: number of yes or no non-sentential utterances of the student when speaking with the researcher
bsex: number of basic or simple sentences of the student when speaking with the researcher
cmex: number of compound sentences of the student when speaking with the researcher
cxex: number of complex sentences of the student when speaking with the researcher
cmxex: number of compound-complex sentences when speaking with the researcher
ms: number of overt main clause subjects
e: number of main clause empty or missing subjects
TT: Total
TOE: Total of overt and empty subjects

The following examples of empty or missing clause subjects e are taken from Selvy's speech in basic, compound, complex and compound-complex sentences.

In a basic sentence:

(1) Malem-nya e mem-baca. bsex (mp = 4)
In a compound sentence:

(2) e Bangun tidur terus [e] mandi [e] mandi terus [e] berangkat sekolah
get up sleep and take a bath take a bath and go school
[e] sarapan duluk terus [e] sekolah cmex (mp = 12)
breakfast first and school
“I get up, take a bath, then go to school, have breakfast first and go to school.”

In a complex sentence:

(3) Habis [e] tidur e ke-luar sekolah. cxex (mp = 5)
after sleep to go out school
“After I sleep I go out to school.”

In a compound-complex sentence:

(4) Kalau [e] di rumah e juga terus baca terus [e] mem-baca [e] terus main
if at house also go on read and trans read and play
terus [e] tidur cmxex (mp = 13)
and sleep
“When I am at home I go on reading, play, then I go to bed.”

Examples of e from other children in other years or grades

In independent basic sentences:

(5) e Me-meriksa dadak jantung. bsex (mpex = 4)
trans examine beat heart
“He examines the heart beat.”
[Galih: Central Jakarta; age: 6.3 or 75 months; gender: female; year: 1]

In compound sentences:

(6) e mandik [e] pakai bajuk [e] sekolah [e] berangkat [e] udah [e] bareng
take a bath use clothes school go already go together
ama temen [e] nggak di-anter. cmpr (mppr = 12)
with friend no is taken-passive
“I take a bath, put on clothes, go to school, it’s alright I go together with my friend
not taken by anybody.”
[Puput West Jakarta; age: 5.11 or 71 months; gender: female; year: 1]

(7) e Bangun jam tigak e solat asar e mandik e mandik cmex (mpex =9)
get up hour three pray asar take a bath take a bath
“I get up at three p.m. pray asar then take a bath.”
[Asep West Jakarta; age: 11.7 or 139 months; gender: male; year: 6]

In complex sentences:

(8) Abis [e] tidur siang e meng-aji cxex (mpex = 5)
after sleep day time recite Qur’an
“After taking a nap I recite the Qur’an.”
[Ari Central Jakarta; age: 7.3 or 87 months; gender: male; year: 3]

In compound-complex sentences:
After getting up I make the beds and take a bath.

Table 2 presents the tabulation of Selvy’s missing subjects in coordinating clauses of compound sentences, in subordinating clauses of complex sentences, in coordinating and subordinating clauses of compound-complex sentences in the first setting with the researcher. Numbers 1 – 6 indicate the number of topics or communication tasks.

Table 2

<table>
<thead>
<tr>
<th>Name: Selvy; School: I; Tebet South Jakarta; Age: 6;1 or 72 months; Gender: female; Year: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 cmex</td>
</tr>
<tr>
<td>Scemex</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>TT</td>
</tr>
<tr>
<td>% TOE</td>
</tr>
<tr>
<td>84.44%</td>
</tr>
</tbody>
</table>

8 cmex: eight compound sentences when the student spoke with researcher
17 cmex: seventeen complex sentences when the student spoke with the researcher
5 cmex: five compound-complex sentences when the student spoke with the researcher
scemex: number of coordinating clause overt subjects of compound sentences of the student when speaking with the researcher
eecmex: number of coordinating clause empty or missing subjects of compound sentences of the student when speaking with the researcher
sssexex: number of subordinating clause overt subjects of complex sentences of the student when speaking with the researcher
sssexex: number of subordinating clause empty or missing subjects of complex sentences of the student when speaking with the researcher
sccmexex: number of coordinating clause overt subjects of compound-complex sentences of the student when speaking with the researcher
eccmexex: number of coordinating clause empty or missing subjects of compound-complex sentences of the student when speaking with the researcher
sccmexex: number of subordinating clause overt subjects of compound-complex sentences of the student when speaking with the researcher
escmexex: the subordinating clause empty or missing subjects of the compound-complex sentences of the student when speaking with the researcher
Examples of missing subjects in compound, complex, and compound-complex sentences can be seen as [e] in sentence numbers (2) (3) and (5) from the previous examples under Table 1 page 49. Here are further examples from the other children.

In compound sentences:

(10) Saya bangun tidur langsung [e] mandi [e] mandi [e] beres-in buku [e] beres-in I get up sleep directly take a bath take a bath arrange book arrange buku [e] ke sekolah cmex (mpex = 14) book to school “I get up and directly take a bath, arrange the books and go to school.” [Fikri: South Jakarta; age: 8:1 or 92 months; gender: male; year: 3]


In complex sentences:

(12) Abis[e] makan e nonton tivi. cxex (mpex = 4) after eat watch TV “After I have dinner I watch TV”


In compound-complex sentences:

(14) Habis [e] tidur e mandi [e] sembahyang [e] be-lajar [e] tidur cmxex (mpex = 6) after sleep take a bath pray vbl study sleep “After taking a nap I take a bath, pray, study and go to b.c.d.” [Reza. South Jakarta; age: 7:10 or 94 months; gender: male; year:3]

(15) Setelah [e] mandi e ber-pakai-an dan [e] sarapan. cmxex (mpex = 8) after take a bath vbl get dressed and have breakfast “After taking a bath I get dressed and have breakfast.” [Yusrandi: North Jakarta; age: 10:9 or 129 months; gender: male; year: 5]

Table 3 presents the tabulation of missing subjects in main clauses in the second setting, that is, in a female + female or male + male pair gender conversation between peers in the same grade. The children talked freely between themselves without rigidly following the topics or communication tasks.

Table 3
Selvy’s omission of subject in main clauses when she spoke with her peer
Name. Selvy; School: 1 Tebet, South Jakarta, Age: 6:1 or 72 months; Gender: female; Year: 1

<table>
<thead>
<tr>
<th>mppr</th>
<th>utpr</th>
<th>mlupr</th>
<th>Mspr</th>
<th>epr</th>
<th>ny</th>
<th>bspr</th>
<th>cmpr</th>
<th>expr</th>
<th>Cmxpr</th>
</tr>
</thead>
</table>


The following examples are taken from Selvy’s missing subjects in the second setting when she talked with her peer.

In the independent basic sentence the subject is overt:

(16) **Boneka saya ada empat. bspr (mppr = 4)**
    doll I there is four
    “I have four dolls.”

In the compound sentence the subject is overt:

(17) **Warna-nya merah kuning ama putih. cmpr (mppr = 4)**
    colour –the nom/pos red yellow with white
    “Its colour is red, yellow, and white.”

In a complex sentence:

(18) **Nina Nina ingin main. cxpr (mppr = 4)**
    Nina Nina want to play
    “Nina, Nina I’d like to play.”

In a compound-complex sentence:

(19) **Kalau saya main habis e belajar. cmxpr (mppr = 6)**
    if I play reason want to study
    “If I want to play the reason is I want to study.”

Selvy did not have any missing subjects in the independent basic and compound sentences in this setting.

Examples of missing subjects were found, however, from other children.

In independent basic sentences:

(20) **O e mau sekali. bspr (mppr = 3)**
    oh like very
    “Oh I like it very much.”
(21) Abis itu e udah. bspr (mppr = 3)
   “After that the story ends.”
   [Galth, Central Jakarta; age: 6;3 or 75 months; gender: female; year: 1]

In compound sentences:

(22) Oh e nggak mau [e] bau asem cmpr (mppr = 4)
   “Oh I don’t want to it smells acid.”
   [Galth, Central Jakarta; age: 6;3 or 75 months; gender: female; year: 1]

(23) e M-baca buku komik sama [e] mem-baca buku pel-ajar-an. cmpr (mppr = 10)
   “I read comics and lesson books.”
   [Adityo, South Jakarta, age: 10;4 or 124 months; gender: male; year: 6]

In compound-complex sentences:

   “If I study sometimes it is long sometimes it isn’t” cmxpr (mppr = 9)

   “If both of us we can if we play rubber we can’t play.” cmxpr (mppr = 10)
   [Indah, East Jakarta; age: 9;9 or 117 months; gender: female; year: 5]

**Table 4** presents the tabulation of missing subjects in coordinating clauses of compound sentences, subordinating clauses of complex sentences, coordinating and subordinating clauses of compound-complex sentences in the second setting, that is, in a paired gender conversation between peers in the same grade. The children talked freely between themselves without rigidly following the topics or communication tasks.

**Table 4**

<table>
<thead>
<tr>
<th></th>
<th>3 cmpr</th>
<th>5 cmpr</th>
<th>2 cmxpr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>secmpr</td>
<td>ecxpr</td>
<td>secmxpr</td>
</tr>
<tr>
<td>TT</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>TOE</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td>50.00%</td>
<td>60.00%</td>
<td>50.00%</td>
</tr>
</tbody>
</table>

secmpr = number of coordinating clause overt subjects of the compound sentences of the student when
Table 5 presents the tabulation of missing subjects in the main clause of the basic, compound, complex, and compound-complex sentences of the student's class interaction with the teacher in the third and formal classroom setting.

### Table 5

<table>
<thead>
<tr>
<th>Sentence Type</th>
<th>Subject Count</th>
<th>Missing Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Compound</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Complex</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Compound-Complex</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Examples of Selvy's and from the other children's missing subjects can be seen from Table 3, of the basic sentence numbers (20) and (21), of the compound sentence number (19), and of the compound-complex sentence numbers (19) (24) and (25).

Table 5 reflects the following:

- **name**: Selvy, School: 1 Teluk South Jakarta, Age: 6 or 7 months, Gender: female, Year: 1
- **MPT**: 17
- **UTT**: 8
- **MLU**: 2.13
- **SST**: 7
- **SSC**: 0
- **ESC**: 0
- **ESC**: 0
- **SST**: 0
- **SSC**: 0
- **ESC**: 0
- **MLC**: 12.5%
- **UER**: 100%
- **Main Clause Subjects**: 10
- **Empty or Missing Subjects**: 0
- **Non-sentential Utterances**: 0
- **Basic Sentences**: 10
- **Compound Sentences**: 5
- **Complex Sentences**: 3
- **Compound-Complex Sentences**: 2

*Number of morphemes of the student when speaking in class interaction with the teacher*

*Number of utterances of the student when speaking in class interaction with the teacher*

*Mean length of utterance of the student when speaking in class interaction with the teacher*

*Number of main clause subjects of the student when speaking in class interaction with the teacher*

*Number of empty or missing subjects in the main clause of the student when speaking in class interaction with the teacher*

*Number of non-sentential utterances of the student when speaking in class interaction with the teacher*

*Number of basic sentences of the student when speaking in class interaction with the teacher*

*Number of compound sentences of the student when speaking in class interaction with the teacher*

*Number of complex sentences of the student when speaking in class interaction with the teacher*

*Number of compound-complex sentences of the student when speaking in class interaction with the teacher*
Selvy did not produce any \textit{e} in the classroom interaction with her teacher. There were subjects in her sentences such as:

(26) \textbf{Hi hi hi}  
\hspace{1cm} \textit{hi hi hi}  
\hspace{1cm} "Hi hi hi."

(27) \textbf{Ini} Tuti 
\hspace{1cm} \textit{this Tuti}  
\hspace{1cm} "This is Tuti."

Examples of \textit{e} can be found from the other children

(28) Negara kita ada-lah? Anisa? (the teacher)  
\hspace{1cm} \textit{country our is Anisa}  
\hspace{1cm} "Our country is ... Anisa?"

(29) \textbf{e} Indonesia \textit{bst} (\textit{mpt} = 1)  
\hspace{1cm} \textit{Indonesia}  
\hspace{1cm} "Our country is Indonesia."
\hspace{1cm} [Anisa: Central Jakarta; gender: female; year: 1]

(30) Berapa lebar Endang? (the teacher)  
\hspace{1cm} \textit{how many wide Endang}  
\hspace{1cm} "How wide is it Endang?"

(31) \textbf{e} Empat \textit{bst} (\textit{mpt} = 1)  
\hspace{1cm} \textit{four}  
\hspace{1cm} "(The width) is four."
\hspace{1cm} [Endang: South Jakarta, gender: female; year: 2]

(32) \textbf{e} Di darat-an \textit{yang} ada salju. \textit{cxt} (\textit{mpt} = 6)  
\hspace{1cm} \textit{at land which exist snow}  
\hspace{1cm} "Glacier can be found on land which has snow."
\hspace{1cm} [Unidentified female student, Central Jakarta; year: 5]

(33) \textbf{e} tambah enam puluh \textit[e] tambah tuju \textit{cmt} (\textit{mpt} = 5)  
\hspace{1cm} \textit{plus sixty plus seven}  
\hspace{1cm} "(One hundred) plus sixty plus seven."
\hspace{1cm} [Heru, South Jakarta; gender: male; Year: 2]

There is no example of \textit{e} in compound-complex sentences in the classroom interaction.

\textbf{Table 6} presents the tabulation of missing subjects in the coordinating clauses of the compound sentences, the subordinating clauses of the complex sentences, the coordinating clauses and the subordinating clauses of the compound and complex sentences of the children's class interaction with the teacher in a third and formal classroom setting.
Table 6

Selvy’s missing subjects in coordinating and subordinating clauses in compound, complex, and compound-complex sentences

<table>
<thead>
<tr>
<th>Name: Selvy School. Tabet South Jakarta Age: 6;1 or 72 months Gender: female Year: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0 cmt</strong></td>
</tr>
<tr>
<td>Ecmst</td>
</tr>
<tr>
<td>TT</td>
</tr>
<tr>
<td>TOE</td>
</tr>
<tr>
<td>%</td>
</tr>
</tbody>
</table>

Selvy did not have any missing subjects in her speech in this setting. In fact, it was rare to find longer sentences with missing subjects in the compound, complex or compound-complex of students’ speech in classroom interaction. Most of their sentences consisted of e in basic sentences of one word in addition to the empty subject. They usually formed an answer to the teacher’s question and answered it in unison. They produced longer sentences when they read or repeated after the teacher. Examples of [e] are sentence numbers (29) (31) and (33) under Table 5.

Other examples of e and [e] from the other children:

(34) e Di Gunung Jaya Wijaya bst (mpt = 4)
    at Mountain Jaya Wijaya
    “Snow is in the Jaya Wijaya mountains.”
    [Desi: Central Jakarta, gender: female; year: 5]

(35) e Kanan dan kiri cmt (mpt = 3)
    right and left
    “The right and the left side.”
    [Alfian, South Jakarta; gender: male; year: 6]

(37) e Di darat-an yang ada salju ext (mpt = 6)
    at land that there is snow
    “On the land that has snow.”
    [Desi, Central Jakarta; gender: female; year: 5]

Missing subjects were also found in the adults’ oral language such as that of the researcher and the primary school teachers. However, these were not included in the comparative analysis. Nevertheless just to exemplify that adults also use subjects, the researcher’s topic or communication task questions were put in a table to find out the occurrence of missing subjects in the matrix, the coordinating and subordinating clauses.

Here is just one example of the researcher’s topic or communication task instructions or questions to Selvy of Year 1. The researcher’s 6 topics are the same for all the students.
Table 7
The researcher’s missing subjects in the matrix clauses of basic, compound, complex, and compound-complex sentences

<table>
<thead>
<tr>
<th>mp</th>
<th>ut</th>
<th>mlu</th>
<th>ms</th>
<th>e</th>
<th>yn</th>
<th>bs</th>
<th>cm</th>
<th>ex</th>
<th>Cmx</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>82</td>
<td>19</td>
<td>5</td>
<td>10</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>62</td>
<td>13</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>54</td>
<td>17</td>
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<td>9</td>
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<td>9</td>
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<td>0</td>
</tr>
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<td>92</td>
<td>26</td>
<td>7</td>
<td>13</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>154</td>
<td>40</td>
<td>18</td>
<td>12</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>191</td>
<td>30</td>
<td>10</td>
<td>17</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TT</td>
<td>535</td>
<td>145</td>
<td>4.379</td>
<td>48</td>
<td>65</td>
<td>24</td>
<td>26</td>
<td>44</td>
<td>3</td>
</tr>
<tr>
<td>TOE</td>
<td></td>
<td></td>
<td></td>
<td>113</td>
<td></td>
<td>70</td>
<td></td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td>57.52%</td>
<td></td>
<td>61.9%</td>
<td>6.19%</td>
<td>25.66%</td>
<td></td>
</tr>
</tbody>
</table>

Here are examples of the researcher's e in the matrix clauses:

of basic sentences:

(38) Ex: Di sekolah e ngapain ajah? bs (mp = 6)
   at school what only
   “What ever you do at school?”

(39) Ex : e Nggak tidur gitu? bs (mp = 3)
   no sleep so
   “So you don’t sleep?”

of compound sentences:

(40) Ex; Oh e di tivi terus [e] takut. cm (mp = 5)
   oh at tv and afraid
   “Oh the film is on TV and you’re afraid.”

(41) Ex : e Nonton tivi [e] bosan ya terus me-nerus. cm (mp = 7)
   watch TV bored yes on and on
   “You watch TV on and on and you get bored”

of complex sentences:

(42) Ex: Kalau [e] nggak jadi pilot e jadi apa? cx (mp = 6)
   if no become pilot become what
   “What would you like to be if you don’t become a pilot?”

(43) Ex: Jadi kalau [e] gedek e bisa jadi pilot gitu? cx (mp = 7)
   so if big can become pilot so
   “So if you are grown up you can become a pilot, can’t you?”

of compound-complex sentences:

(44) Ex: Kalau [e] ngajak [e] main teman-nya gimana e? cmx (mp = 7)
   if ask play friend-the/pos how
   “What will you say to your friend if you ask her to play with you?”

(45) Ex: Kalau [e] me-nyuruh Nina gimana [e] meng-ambil-kan sesuatu gimana
   if trans order Nina how trans take something how
What will you say to Nina if you ask her to take something or to take a bag or a pencil for you?"  

Table 8  
The researcher's missing subjects in the coordinating clauses of the compound sentences, the subordinating clauses of the complex sentences, and the coordinating and subordinating clauses of the compound-complex sentences.  

<table>
<thead>
<tr>
<th>7 cm</th>
<th>29 ex</th>
<th>7 cmx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seem</td>
<td>ecem</td>
<td>ssex</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TT</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 9  
Subagio’s missing subjects in the main or matrix clauses  

<table>
<thead>
<tr>
<th>mp</th>
<th>ut</th>
<th>mlu</th>
<th>ms</th>
<th>e</th>
<th>ny</th>
<th>bs</th>
<th>cm</th>
<th>ex</th>
<th>Cmx</th>
</tr>
</thead>
<tbody>
<tr>
<td>TT</td>
<td>174</td>
<td>8</td>
<td>21.75</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOE</td>
<td>8</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>20</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>25%</td>
<td>0%</td>
<td>25%</td>
<td>37.5%</td>
<td>37.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There were no basic sentences in Subagio’s speech and only one missing subject in the main clause of his compound sentences. Thus the subjects in the matrix clauses of the complex and compound-complex sentences were all overt.  

Example of e:  

(46) Sbg: Di samping itu e juga me-rupa-kan se-buah pem-boros-an di-antara-nya
at other that also vbl form one fruit nom waste at between-the nom ya-itu [e] selalu meng-guna-kan uang cm (mp = 21) for example always trans use money “Besides that it is a waste of money among others it always spends money.”

Table 10

Subagio’s missing subjects in the coordinating clauses of the compound sentences, subordinating clauses of the complex sentences, and coordinating and subordinating clauses of the compound and complex sentences

<table>
<thead>
<tr>
<th></th>
<th>2 cm</th>
<th>3 cx</th>
<th>3 cmx</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sccm</td>
<td>Eccm</td>
<td>Sscx</td>
</tr>
<tr>
<td>TT</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>TOE</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td>100.00%</td>
<td>0%</td>
<td>50.00%</td>
</tr>
</tbody>
</table>

There were no examples of missing subjects in the subordinating clauses of his complex sentences. However, there were examples of missing subjects in the coordinating clauses of his compound sentences. See [e] in sentence (46) above.

Here is another example:

name I Subagio teacher primary school Tebet Timur zero five morning “My name is Subagio and I am a teacher of Tebet Timur O Five Morning” cm (mp = 10)

Examples of Subagio’s missing subjects in coordinating and subordinating clauses of his compound-complex sentences:

(48) Sbg: Namun ini juga meng-hambat cara bel-ajar anak-anak atau however this also trans hinder way vbl study child child or [e] mem-pengaruh-i anak untuk [e] tidak senang belajar trans influence child for no like study di-antara-nya per-main-an video play station. cmx (mp = 29) at between-the nom nom game video play station “However, this also hinders the children’s way of studying or influence the children to dislike studying, among others this game of video play-station.”

(49) Sbg: Nah di-situ-lah anak-anak sering ter-pengaruh dengan se-buah So at there-lah child child often influenced by passive with one fruit per-main-an se-hingga [anak] akan meng-hambat bel-ajar-nya ya-itu nom game so that child will trans hinder vbl study the nom that is dengan ke-asik-an-ke-asik-an bel-ajar eh ke-asik-an-ke-asik-an ber-main with nom absorb nom absorb ybl study eh nom absorb nom absorb vbl play
so that forget of vbl study—the nom so that forget of time
vbl study

“There the children are often influenced by a game so that it will slow down their studies since they are so absorbed in this game that they forget their studies or their study time.”

There were no missing subjects in the main clauses of Tiara’s basic sentences, neither were any in her compound-complex sentences. However, there were missing subjects in the main clauses of compound and complex sentences.

(50) Tiara: e Selamat pagi kepada ternan-ternan dan [e] kepada guru -guru
safe morning to friend friend and to teacher teacher
se-kali-an [e] be-serta lbuk. cm (mp = 13)
all with mother
“Good morning to all my colleagues and all the teachers and to you.”

(51) Jadi e kurang bagus kalau memang eh konsentrasi [yang] canggih
so less good if really concentrate that sophisticated
itu cx (mp = 10)
that
“So it is not good if they concentrate on such sophisticated game.”

Examples of missing subjects in the coordinating clause of her compound sentence and in the subordinating clause of the complex sentence can be seen from [e] in sentence numbers (50) and (51).
The following is an example of the missing subjects of her compound-complex sentence:

(52) **Tiara**: Jadi [e] meng-ingat pel-ajar-an-nya juga dia tidak so trans remember lesson -the nom also he/they no di-ingat pel-ajar-an-nya sama sekali eh [e] banyak remembered passive lesson -the nom same once eh much main jadi-nya. cmx (mp = 23) play so -the nom

"Looking at their lessons, their lessons are not remembered at all for they play too much in this game."

The final step was comparing all the missing subjects in the matrix or main clauses with the missing subjects in the coordinating and subordinating subjects in the compound, complex, and compound-complex sentences, with the categories of year, age, gender in all the three settings with the researcher, with their peers, and with their teacher in the classroom interaction to find any effect on development. Particular focus was placed on the comparison of the percentage of the missing subjects in the main or matrix clauses when students spoke with the researcher (eep), when students spoke with their peers (eprp), and when they took part in classroom interaction with the teacher (etp). The comparison was also made of the percentage of the missing subjects in the coordinating clauses of compound sentences when the students spoke with the researcher (cccmexp), when the students spoke with their peers (cccmprp), and in classroom interaction with the teacher (cccmtp). Further comparison included the percentages of the missing subjects in the subordinating clauses of complex sentences when the students spoke with the researcher (escxexp), with their peers (escxprp), and in the classroom setting with their teacher (escxtp). Comparison was also made between the percentage of the missing subjects in the coordinating clauses of the compound-complex sentences when the students spoke with the researcher (cccmxexp), with their peers (cccmxprp), and in classroom interaction with the teacher (cccmxtp) and the percentage of the missing subjects in the subordinating clauses of the compound-complex sentences when the students spoke with the researcher (escmxexp), with their peers (escmxprp), and in classroom interaction with their teacher (escmxtp). The missing subjects in the three settings formed the dependent variables which might be influenced by the independent variables of year, age and gender.
There were six categories of year level or grade: Year 1, Year 2, Year 3, Year 4, Year 5, and Year 6 as the students were originally grouped. The rationale for not using year was that since in each year stretching of age to twelve months, there was considerable variability of age, the category of year was not included because of overlapping ages in year in terms of months. For example, in Year 1 not all students were six years old, but there were 8 students younger than six years and 5 students more than seven years old. Younger students were in higher grades and older students were in the lower grades. In one grade there were a mixture of ages whereas in one age category although there were different ages in one group there was a smooth flow from a certain level of age to another level forming a homogeneous maturity. The category of age, therefore, was used instead of year level because it presented better pattern of age and maturity. The category of age was redefined into six groups using months instead of year and months. There were six age groups. Age category 1 was between 68 - 84 months, age category 2 between 85 - 96 months, age category 3 between 97 - 108 months, age category 4 between 109 - 120 months, age category 5 between 121 - 132 months, and age category 6 between 133 - 153 months. The categories of gender formed three groups: female, male, and mixed gender. Thus the dependent variables of missing subjects with the researcher, with their peers, and with their teacher were compared with the two independent variables of age and gender.

There was a difference in number of students taking part in the three settings. In the first setting with the researcher, there were 222 male and female students. In the second setting between peers, there were 207 students consisting of 101 females and 106 males. In detail, there were 55 students in age category 1 (68-84 months), 22 in age category 2 (85-96 months), 28 in age category 3 (97-108 months), 43 in age category 4 (109-120), 29 in age category 5 (121-132 months), 30 in age category 6 (133-153 months). In the third setting of class interaction with the teacher, even when all of the students in class were present during the interaction, only 15 students in Year 1 to Year 6 (8 females and 7 males) of those in the first and second settings took part in interaction. Most class interaction was done in unison involving both male and female students. They said only one word sentence while in the first and second settings, groups provided many examples of sentences with considerable omission of subjects. And if there was individual interaction in the third setting in most cases the male or female student could not be identified. As a result, although there were missing subjects there in the remaining examples, the numbers were too few for comparison. The
missing subjects in the third setting, therefore, were not sufficient in number to be included in the analysis.

Finally, there were two dependent variables of missing subjects in the first and the second settings which were analysed with two independent variables of category of the categories of age and two categories of gender (female and male). The mixed gender category was relevant only in the interaction of class groups with the teacher and these results could not be included because individual subjects were unable to be identified.

The third setting, however, was analyzed separately with semi-manual process not included in the SPSS statistical mixed ANOVA analysis. The following table presents the percentage of the results of the analysis from the students’ language in unison of their omitted subjects in independent, matrix and main clauses and their expansion of the sentences according to the grade or year of their study (I, II, III, IV, V, VI).

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>63</td>
<td>95</td>
<td>94</td>
<td>96</td>
<td>93</td>
<td>90</td>
</tr>
<tr>
<td>xx</td>
<td>28</td>
<td>31</td>
<td>41</td>
<td>24</td>
<td>23</td>
<td>21</td>
</tr>
</tbody>
</table>

This finding will be compared to the individual students’ (B boys and G girls) e and xx detected in the class interaction but which is different or not detected in the first and second settings and the T teachers’ language in their respective grades in the following table.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>e</td>
<td>39</td>
<td>52</td>
<td>32</td>
<td>0</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>xx</td>
<td>0</td>
<td>26</td>
<td>17</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>G</td>
<td>e</td>
<td>60</td>
<td>35</td>
<td>28</td>
<td>20</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>xx</td>
<td>0</td>
<td>15</td>
<td>6</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>B&amp;G</td>
<td>e</td>
<td>45</td>
<td>44</td>
<td>30</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>xx</td>
<td>0</td>
<td>21</td>
<td>12</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>T</td>
<td>e</td>
<td>42</td>
<td>37</td>
<td>41</td>
<td>33</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>xx</td>
<td>45</td>
<td>49</td>
<td>46</td>
<td>47</td>
<td>41</td>
</tr>
</tbody>
</table>

The result of the analysis was that most of the students’ sentences in unison consisted of basic independent sentences. This finding contradicts with that in the first and second settings that their sentences consisted of expanded basic sentences into compound, complex, and compound-complex sentences.
The percentage of the omission subjects e from Grades I to VI in the third setting:

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>63</td>
<td>94</td>
<td>96</td>
<td>97</td>
<td>92</td>
<td>91</td>
</tr>
</tbody>
</table>

Compared to the omission of subjects in the first and the second settings, the omission of subjects in the third setting is much higher, except for 63% in Grade or Year I, in Grades II to VI, the omission is above 90%. See the comparison from Table 13 in the first setting below 70% (p. 67) and Table 14 in the second setting below 60% (p.68). In the following tables the percentage is rounded.

Students’s omission of subjects e in the first setting. B=Boys, G=Girls, B&G=Boys and Girls, AC=Age Category

<table>
<thead>
<tr>
<th></th>
<th>AC1</th>
<th>AC2</th>
<th>AC3</th>
<th>AC4</th>
<th>AC5</th>
<th>AC6</th>
<th>TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>81</td>
<td>75</td>
<td>69</td>
<td>60</td>
<td>58</td>
<td>56</td>
<td>67</td>
</tr>
<tr>
<td>G</td>
<td>72</td>
<td>72</td>
<td>62</td>
<td>55</td>
<td>56</td>
<td>54</td>
<td>63</td>
</tr>
<tr>
<td>B&amp;G</td>
<td>76</td>
<td>74</td>
<td>65</td>
<td>57</td>
<td>57</td>
<td>55</td>
<td>65</td>
</tr>
</tbody>
</table>

Students’s omission of subjects e in the second setting. B=Boys, G=Girls, B&G=Boys and Girls, AG=Age Category

<table>
<thead>
<tr>
<th></th>
<th>AC1</th>
<th>AC2</th>
<th>AC3</th>
<th>AC4</th>
<th>AC5</th>
<th>AC6</th>
<th>TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>61</td>
<td>56</td>
<td>57</td>
<td>56</td>
<td>56</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>G</td>
<td>53</td>
<td>56</td>
<td>55</td>
<td>48</td>
<td>45</td>
<td>50</td>
<td>51</td>
</tr>
<tr>
<td>B&amp;G</td>
<td>57</td>
<td>56</td>
<td>55</td>
<td>52</td>
<td>51</td>
<td>54</td>
<td>54</td>
</tr>
</tbody>
</table>

In the third setting of class interaction the children’s language did not develop well because they only answered the teacher’s questions or did what the teacher asked them to do. They produced basic sentences more than expanded sentences. They omitted the subject more than in the first and second settings that shows the formality of the interaction.

In the teachers’ speech recorded in the fourth setting, the teachers omitted their subjects in independent, matrix and main clauses. There were 23 teachers, only two of them were males. The table also presents the omission of subjects of e and the expansion of the sentences xx of the teachers T in the five areas of Jakarta: S: South, E: East, C: Central, W: West, and N: North.

<table>
<thead>
<tr>
<th>T</th>
<th>S</th>
<th>E</th>
<th>C</th>
<th>W</th>
<th>N</th>
<th>TT</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>14</td>
<td>34</td>
<td>31</td>
<td>20</td>
<td>20</td>
<td>119</td>
<td>24(119:5)</td>
</tr>
<tr>
<td>xx</td>
<td>80</td>
<td>50</td>
<td>80</td>
<td>66</td>
<td>81</td>
<td>357</td>
<td>71(357:5)</td>
</tr>
</tbody>
</table>
In the third setting of classroom interaction, the teachers omitted the subjects more (40 %) than in the fourth setting (24 %). On the contrary, they expanded their sentences (40 %) less than in the fourth setting (71 %). That indicates that in the classroom interaction it was more formal and their language did not develop much as when they were in the fourth setting.
Chapter 5
Analysis of Data

This chapter presents analysis of dependent variables of subject omission in the first setting when students spoke with the researcher and in the second setting when speaking with their peers with independent variables of age and gender.

From the data presented in this chapter it is clear that subject omission did occur in the matrix or main clauses as well as in the coordinating clauses of the compound sentences, in the subordinating clauses of the complex sentences, and in the coordinating and subordinating clauses of the compound-complex sentences in the two settings when students spoke with the researcher and when they spoke with peers. The settings, however, did have some effect on the students’ omission of subjects and their development stages. Age and gender showed a marked effect on omission of subjects and development stages. Weight would be given to the omission of subjects in the matrix or main clauses because in the adult formal written Indonesian the omission of subjects does not occur in the matrix or main clauses; it only occurs in coordinating and subordinating clauses. In this respect, Indonesian behaves like a non-pro drop language such as English and German, where there is an overt subject in matrix or main clauses.

The findings presented in this chapter address the following research questions.

Research Question 1)

To what extent does subject omission occur in the spoken Indonesian of first language speakers in primary schools in Jakarta and can the use of subject omission be traced through the development stages?

There were two settings considered for the question. The first one involved students when speaking with the researcher and the second involved students speaking with their peers. Development stages in the omission of the subjects in the matrix or main clause of the basic, compound, complex, and compound-complex sentences in both settings for both genders from the youngest category of age 68 - 84 months to the oldest 133 - 153 months were evident. These can be seen in Table 13 and Table 14 below.
In the first setting, (speaking to the researcher) as demonstrated in Table 13, the trend is a decrease in the omission of subject as the students grew older from the total mean of 75.9615 at the age category 1 to 55.1550 at age category 6. Boys omitted subjects more (range from 80.7109 down to 56.0573) than the girls. (range from 72.2846 down to 54.2527).

In the second setting (speaking with peers) as in Table 14, the decreasing trend is not as marked starting from 56.5449 at age category 1 down to 53.9820 at age category 6. Thus, students in the second setting omitted fewer subjects with a 54.2800 total mean compared to 64.7731 from the first setting. So when speaking with their peers, the students supplied the subjects more often than when they spoke with the researcher. The boys in the second setting also omitted the subjects more than the girls.

<p>| Table 13 |
| Omission of subjects in the main or matrix clauses in the first setting when the students spoke with the researcher (room) |
|---|---|---|---|---|</p>
<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
<th>AGECAT</th>
<th>GENDER Mean</th>
<th>Std Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 up to 84 months</td>
<td>1 female</td>
<td>72.2846</td>
<td>15.50293</td>
<td>31</td>
</tr>
<tr>
<td>2 85-96 months</td>
<td>1 female</td>
<td>72.3938</td>
<td>19.30073</td>
<td>8</td>
</tr>
<tr>
<td>2 male</td>
<td>75.0136</td>
<td>9.61952</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>74.0610</td>
<td>13.53220</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>3 97-108 months</td>
<td>1 female</td>
<td>61.7523</td>
<td>18.78621</td>
<td>13</td>
</tr>
<tr>
<td>2 male</td>
<td>68.6631</td>
<td>18.95027</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>65.4545</td>
<td>18.85151</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>4 109-120 months</td>
<td>1 female</td>
<td>55.0377</td>
<td>15.04436</td>
<td>22</td>
</tr>
<tr>
<td>2 male</td>
<td>59.7914</td>
<td>17.30968</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>57.3593</td>
<td>16.17485</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>5 121-132 months</td>
<td>1 female</td>
<td>55.7533</td>
<td>15.05342</td>
<td>12</td>
</tr>
<tr>
<td>2 male</td>
<td>57.5253</td>
<td>16.70235</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>56.7921</td>
<td>15.78680</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>6 133-153 months</td>
<td>1 female</td>
<td>54.2527</td>
<td>15.13066</td>
<td>15</td>
</tr>
<tr>
<td>2 male</td>
<td>56.0573</td>
<td>15.58185</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>55.1550</td>
<td>15.11868</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1 female</td>
<td>62.5387</td>
<td>17.62196</td>
<td>101</td>
</tr>
<tr>
<td>2 male</td>
<td>66.9020</td>
<td>17.58401</td>
<td>106</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>64.7731</td>
<td>17.69533</td>
<td>207</td>
<td></td>
</tr>
</tbody>
</table>
The difference in means was supported by statistical significance in the variables of omission of subject in the main clause, age category and gender. The omission of matrix or main subjects in the multivariate tests within-subjects was significant with \( p < 0.05 \). The interaction between the omission of main/matrix subjects and the age category of multivariate tests within-subjects was significant with \( p < 0.05 \).

Although there was no interaction effect between gender and the omission of these subjects in multivariate tests within subjects, there was an interaction effect on gender between-subjects with \( p < 0.05 \).

Table 14

<table>
<thead>
<tr>
<th>AGECAT Age Category</th>
<th>GENDER</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>eprp matrix or main</td>
<td>up to 84 months</td>
<td>1 female</td>
<td>53.1274</td>
<td>21.39854</td>
</tr>
<tr>
<td>clause empty subject</td>
<td>2 male</td>
<td>60.9591</td>
<td>14.24011</td>
<td>24</td>
</tr>
<tr>
<td>between peers</td>
<td>Total</td>
<td>56.5449</td>
<td>18.87119</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>85-96 months</td>
<td>1 female</td>
<td>55.8981</td>
<td>14.69173</td>
</tr>
<tr>
<td></td>
<td>2 male</td>
<td>56.1841</td>
<td>13.57503</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>56.0801</td>
<td>13.63993</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>97-108 months</td>
<td>1 female</td>
<td>52.7523</td>
<td>17.94336</td>
</tr>
<tr>
<td></td>
<td>2 male</td>
<td>57.1180</td>
<td>22.41261</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>55.0911</td>
<td>20.21079</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>109-120 months</td>
<td>1 female</td>
<td>48.0832</td>
<td>16.90180</td>
</tr>
<tr>
<td></td>
<td>2 male</td>
<td>56.3614</td>
<td>15.59911</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>52.1260</td>
<td>16.62043</td>
<td>43</td>
</tr>
<tr>
<td>5</td>
<td>121-132 months</td>
<td>1 female</td>
<td>44.3050</td>
<td>13.76111</td>
</tr>
<tr>
<td></td>
<td>2 male</td>
<td>56.3022</td>
<td>18.06264</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>51.3379</td>
<td>17.23337</td>
<td>29</td>
</tr>
<tr>
<td>6</td>
<td>133-153 months</td>
<td>1 female</td>
<td>50.3107</td>
<td>16.82170</td>
</tr>
<tr>
<td></td>
<td>2 male</td>
<td>57.6533</td>
<td>11.47108</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>53.9820</td>
<td>14.63125</td>
<td>30</td>
</tr>
<tr>
<td>Total 1</td>
<td>female</td>
<td>50.7333</td>
<td>17.95892</td>
<td>101</td>
</tr>
<tr>
<td>2</td>
<td>male</td>
<td>57.6594</td>
<td>15.85170</td>
<td>106</td>
</tr>
<tr>
<td>Total</td>
<td>54.2800</td>
<td>17.22457</td>
<td>207</td>
<td></td>
</tr>
</tbody>
</table>

In the age category, not every stage of the development was significantly different. For example, age category 1 (up to 84 months) was not significantly different from age category 2 (85 - 96 months), but it was with age category 3 (97 - 108 months), age category 4 (109 - 120 months), age category 5 (121 - 132 months), and age category 6 (133 - 153 months). Age category 2 was not significantly different from
age categories 1 and 3, but was with age categories 4, 5, and 6. Age category 3 was not significantly different from age categories 2 and 4, but was with age categories 1, 5, and 6. Age category 4 was not significantly different from age categories 3, 5, and 6, but was with age categories 1 and 2. Age category 5 was not significantly different from age categories 3, 4, and 6, but was with age categories 1 and 2. Age category 6 was not significantly different from age categories 3, 4, and 5, but was with age categories 1 and 2. Thus, age category was not significantly different from previous or following years until students reached the age category 4 or the age of 10 years (101-120 months) then the difference in significant change only occurred over two years. When they reached the age category 6 (133-153 months) or the age of 12 years, the significant change occurred over three years.

The omission of subjects also occurred in the coordinating clauses of compound sentences (Tables 15 and 16), in the subordinating clauses of complex sentences (Tables 17 and 18), in the coordinating and subordinating clauses of compound-complex sentences (Tables 19, 20, 21, 22).

Table 15 contains figures showing the group means of the omission of subjects in the coordinating clauses of the compound sentences in the first setting speaking with the researcher (ecemexp) and Table 16 in the second setting speaking with peers (ecemprp).

Table 15
Omission of subjects in the coordinating clauses of the compound sentences when the students spoke with the researcher (ecemexp)

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
<th>AGECAT Age Category</th>
<th>GENDER</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ecemexp coordinating clause empty subject percentage with the experimenter or researcher</td>
<td>up to 84 months</td>
<td>1 female</td>
<td>81.8817</td>
<td>21.98212</td>
</tr>
<tr>
<td></td>
<td>2 male</td>
<td>86.6090</td>
<td>22.28167</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>83.9827</td>
<td>22.03343</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 85-96 months</td>
<td>1 female</td>
<td>75.2900</td>
<td>34.76274</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>2 male</td>
<td>88.9936</td>
<td>11.59283</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>84.0105</td>
<td>23.05508</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 97-108 months</td>
<td>1 female</td>
<td>79.6500</td>
<td>20.21942</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>2 male</td>
<td>65.7908</td>
<td>21.48746</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>72.2254</td>
<td>21.69446</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>
Overall, there was a decreasing trend of omission of subjects from the youngest age group (up to 84 months) to the category 4 (109 – 120 months) in both settings. However, in the first setting there was an increase in subject omission from age category 4, while in the second setting the trend continued to decrease.

The girls' trend fluctuated in the first setting (81.8817, 75.2900, 79.6500, 72.9950, 81.0206, 74.7645). The boys' trend also fluctuated (86.6090, 88.9936, 65.7908, 67.0862, 77.3535, 73.5070). In the beginning, the boys omitted coordinating subjects in the compound sentences more than the girls until the second age category (85 – 96 months). But as from from the third age category (97 – 108 months), boys omitted coordinating subjects less than the girls (Table 15).

Table 16
Omission of subjects in the coordinating clauses of the compound sentences when the students spoke with their peers (ecemprp)

<table>
<thead>
<tr>
<th>ecemprp coordinating clause empty subject percentage between peers</th>
<th>1 up to 84 months</th>
<th>1 female</th>
<th>49.5841</th>
<th>45.1196</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 male</td>
<td>67.3112</td>
<td>44.84833</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>57.4628</td>
<td>45.44729</td>
<td>54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 85-96 months</td>
<td>1 female</td>
<td>53.3900</td>
<td>45.47630</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2 male</td>
<td>59.4771</td>
<td>44.27353</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>57.2636</td>
<td>43.72380</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 97-108 months</td>
<td>1 female</td>
<td>58.1362</td>
<td>41.52310</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>2 male</td>
<td>74.5833</td>
<td>43.07299</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>66.9471</td>
<td>42.40365</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 109-120 months</td>
<td>1 female</td>
<td>64.4814</td>
<td>39.88241</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>
As seen in Table 16, in the second setting, the girls' trend of omitting the coordinating clause subject in the compound sentences increased until the fourth age category (49.5841, 53.3500, 58.1362, 64.4814) then fell in the fifth and sixth age categories (51.4492, 50.1427). The boys' trend fluctuated. It fell in the second age category (67.3112, 59.4771), went up in the third age category (58.1362), went down sharply in the fourth age category (37.3014), then went up again in fifth age category (51.4492). In age categories 1, 2 and 3 boys omitted coordinating clause subjects in compound sentences more frequently than girls until the fourth age category. After that stage, boys omitted coordinating clause subjects in compound sentences less than girls, until they reached roughly the same omission rate in the sixth age category.

The difference in means was significant with \( p < 0.05 \). The difference in means in \textit{ecemexp} in the first setting (talking with the researcher), and \textit{ecemprp} in the second setting (talking with peers) was significant with \( p < 0.05 \) for girls. Girls omitted subjects more when they spoke with the researcher than with their peers. Boys also omitted subjects more when they spoke with the researcher except in the third age category. However, unlike in main or matrix clauses, the age category and gender had no significant interaction effect on the omission of subjects of the coordinating clauses of the compound sentences. It was not significant for \( p > 0.05 \).

Table 17

<table>
<thead>
<tr>
<th>Omission of subjects in the subordinating clauses of the complex sentences when the students spoke with the researcher (\textit{escexesp})</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table 17</strong></td>
</tr>
<tr>
<td><strong>Descriptive Statistics</strong></td>
</tr>
<tr>
<td><strong>Age Category</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>\textit{escexesp} subordinating clause empty subject percentage with the</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 male</th>
<th>37.3014</th>
<th>45.07858</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>51.2074</td>
<td>44.18078</td>
<td>43</td>
</tr>
<tr>
<td>5 121-132 months</td>
<td>1 female</td>
<td>51.4492</td>
<td>43.72263</td>
</tr>
<tr>
<td>2 male</td>
<td>43.6276</td>
<td>46.91253</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>46.8641</td>
<td>44.98860</td>
<td>29</td>
</tr>
<tr>
<td>6 133-153 months</td>
<td>1 female</td>
<td>50.1427</td>
<td>39.25710</td>
</tr>
<tr>
<td>2 male</td>
<td>49.6667</td>
<td>42.60459</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>49.9047</td>
<td>40.25329</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>1 female</td>
<td>54.5853</td>
<td>41.88552</td>
</tr>
<tr>
<td>2 male</td>
<td>55.0651</td>
<td>45.55032</td>
<td>106</td>
</tr>
<tr>
<td>Total</td>
<td>54.8322</td>
<td>43.70380</td>
<td>206</td>
</tr>
<tr>
<td>Age Category</td>
<td>Male</td>
<td>95% CI</td>
<td>Total</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>85-96 months</td>
<td>59.6085</td>
<td>25.63280</td>
<td>65.2449</td>
</tr>
<tr>
<td>Female</td>
<td>68.3288</td>
<td>21.47727</td>
<td>68.3288</td>
</tr>
<tr>
<td>Male</td>
<td>68.4286</td>
<td>21.93148</td>
<td>68.3288</td>
</tr>
<tr>
<td>Total</td>
<td>65.2449</td>
<td>21.97423</td>
<td>65.2449</td>
</tr>
<tr>
<td>97-108 months</td>
<td>65.2449</td>
<td>21.97423</td>
<td>68.3288</td>
</tr>
<tr>
<td>Female</td>
<td>68.4286</td>
<td>21.93148</td>
<td>68.3288</td>
</tr>
<tr>
<td>Male</td>
<td>68.286</td>
<td>21.93148</td>
<td>68.3288</td>
</tr>
<tr>
<td>Total</td>
<td>65.286</td>
<td>21.93148</td>
<td>68.3288</td>
</tr>
<tr>
<td>109-120 months</td>
<td>64.286</td>
<td>21.93148</td>
<td>65.2449</td>
</tr>
<tr>
<td>Female</td>
<td>66.4164</td>
<td>14.28195</td>
<td>68.3288</td>
</tr>
<tr>
<td>Male</td>
<td>66.4164</td>
<td>14.28195</td>
<td>68.3288</td>
</tr>
<tr>
<td>Total</td>
<td>66.4164</td>
<td>14.28195</td>
<td>68.3288</td>
</tr>
<tr>
<td>121-132 months</td>
<td>67.8133</td>
<td>20.55603</td>
<td>66.4164</td>
</tr>
<tr>
<td>Female</td>
<td>67.8133</td>
<td>20.55603</td>
<td>66.4164</td>
</tr>
<tr>
<td>Male</td>
<td>66.4164</td>
<td>14.28195</td>
<td>68.3288</td>
</tr>
<tr>
<td>Total</td>
<td>67.8133</td>
<td>20.55603</td>
<td>66.4164</td>
</tr>
<tr>
<td>133-153 months</td>
<td>50.7007</td>
<td>21.97423</td>
<td>50.7007</td>
</tr>
<tr>
<td>Female</td>
<td>50.7007</td>
<td>21.97423</td>
<td>50.7007</td>
</tr>
<tr>
<td>Male</td>
<td>66.1553</td>
<td>17.00030</td>
<td>66.4164</td>
</tr>
<tr>
<td>Total</td>
<td>59.1537</td>
<td>20.86439</td>
<td>66.4164</td>
</tr>
</tbody>
</table>

In the first setting as shown in Table 17, the only indication of variation in the degree of omission of the subject of the subordinating clauses in complex sentences was age category 1 (up to 84 months) for boys with 59.6085 and increasing to 68.4286 in age category 2 and at the age category 6 (133 – 153 months), for girls which decreased sharply to 50.7007 from 67.8133 in the previous category.

In the second setting as shown in Table 18, both boys and girls began at almost the same level (41.9064 and 40.9495) both decreased at the second age category, but girls decreased more (26.7163) than the boys (38.1343). From the third age category the boys increased sharply from 42.4840 in age category 3 to 53.3567 in category 4. The data from boys when dropped sharply to 35.5553 in age category 5. Girls, on the other hand, decreased in their omission of these types of subjects until the fifth age category (36.2331, 32.9332, 30.5667). Both boys and girls increased their subjects omission at the sixth age category (boys 50.4893; girls 33.4447).
From the first age category on Table 18 the group mean of boys and girls were different. The boys omitted subordinating subjects in complex sentences more than the girls.

**Table 18**

Omission of subjects in the subordinating clauses of the complex sentences when the students spoke with their peers (escprp)

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Gender</th>
<th>Subordinating Clause Empty Subject Percentage Between Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>74-84 months</td>
<td>Male</td>
<td>41.9064 34.1461424</td>
</tr>
<tr>
<td>74-84 months</td>
<td>Total</td>
<td>41.3748 34.9670954</td>
</tr>
<tr>
<td>85-96 months</td>
<td>Female</td>
<td>26.7163 32.070178</td>
</tr>
<tr>
<td>85-96 months</td>
<td>Male</td>
<td>38.1343 37.8624114</td>
</tr>
<tr>
<td>85-96 months</td>
<td>Total</td>
<td>33.9823 35.5229522</td>
</tr>
<tr>
<td>97-108 months</td>
<td>Female</td>
<td>36.2331 32.1595013</td>
</tr>
<tr>
<td>97-108 months</td>
<td>Male</td>
<td>42.4840 33.0372915</td>
</tr>
<tr>
<td>97-108 months</td>
<td>Total</td>
<td>39.5818 32.1820128</td>
</tr>
<tr>
<td>109-120 months</td>
<td>Female</td>
<td>32.9332 34.6123422</td>
</tr>
<tr>
<td>109-120 months</td>
<td>Male</td>
<td>53.3567 39.6202921</td>
</tr>
<tr>
<td>109-120 months</td>
<td>Total</td>
<td>42.9074 38.1211243</td>
</tr>
<tr>
<td>121-132 months</td>
<td>Female</td>
<td>30.5667 23.7214712</td>
</tr>
<tr>
<td>121-132 months</td>
<td>Total</td>
<td>35.5553 25.1021417</td>
</tr>
<tr>
<td>133-153 months</td>
<td>Female</td>
<td>33.4447 27.3903815</td>
</tr>
<tr>
<td>133-153 months</td>
<td>Male</td>
<td>50.4893 32.8686515</td>
</tr>
<tr>
<td>133-153 months</td>
<td>Total</td>
<td>41.9670 30.9655230</td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>35.0624 32.00878100</td>
</tr>
<tr>
<td>Total</td>
<td>Male</td>
<td>43.9544 34.03634106</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
<td>39.6379 33.28661206</td>
</tr>
</tbody>
</table>

Age category and gender had no independent interaction effect on the omission of the subordinating clause subjects but the overall omission of subordinating clause subjects in the two settings was significant with p<0.05. Both boys and girls omitted subordinating clause subjects in complex sentences more when they spoke with the researcher than when they spoke with their peers.

As seen in Table 19, there was changing pattern in the group means of both boys and girls when omitting coordinating clause subjects in compound-complex sentences when they spoke with the researcher in the first setting. Both boys and girls began with low levels of subject omission with girls at 40.8750 and boys at 39.2658 and increased and decreased over the 6 age categories. The girls went up and down
from the second age category stage to the fifth (77.3931, 75.5264, 79.2931) then down to 71.9340 at the sixth age category stage. The boys went up sharply at the second age category stage at 82.5329 then went up and down from the third age category stage to the fifth (67.2180, 65.6890, 68.6135) and went up at the sixth age category stage at 79.0141. Overall girls omitted coordinating clause subjects in compound-complex sentences slightly more than the boys in the first setting (Girls: 66.2161; Boys:64.5021).

**Table 19**

Omission of subjects in the coordinating clauses of the compound-complex sentences when the students spoke with the researcher (eccmxexp)

<table>
<thead>
<tr>
<th>GENDER Age Category</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>eccmxexp coordinating Female clause empty subject percentage with the experimenter</strong></td>
<td>Up to 84 months</td>
<td>53.6325</td>
<td>40.61965</td>
</tr>
<tr>
<td>85-96 months</td>
<td>40.8750</td>
<td>39.70927</td>
<td>8</td>
</tr>
<tr>
<td>97-108 months</td>
<td>77.3931</td>
<td>28.54990</td>
<td>13</td>
</tr>
<tr>
<td>109-120 months</td>
<td>75.5264</td>
<td>24.05405</td>
<td>22</td>
</tr>
<tr>
<td>121-132 months</td>
<td>79.2931</td>
<td>16.41124</td>
<td>12</td>
</tr>
<tr>
<td>133-153 months</td>
<td>71.9340</td>
<td>20.41048</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>66.2161</td>
<td>32.76929</td>
<td>101</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>Up to 84 months</td>
<td>39.2658</td>
<td>44.94124</td>
</tr>
<tr>
<td>85-96 months</td>
<td>82.5329</td>
<td>29.94193</td>
<td>14</td>
</tr>
<tr>
<td>97-108 months</td>
<td>67.2180</td>
<td>42.02515</td>
<td>15</td>
</tr>
<tr>
<td>109-120 months</td>
<td>65.6890</td>
<td>35.27662</td>
<td>21</td>
</tr>
<tr>
<td>121-132 months</td>
<td>68.6135</td>
<td>30.43169</td>
<td>17</td>
</tr>
<tr>
<td>133-153 months</td>
<td>79.0140</td>
<td>30.20940</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>64.5021</td>
<td>38.88192</td>
<td>106</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>Up to 84 months</td>
<td>47.3634</td>
<td>42.76209</td>
</tr>
<tr>
<td>85-96 months</td>
<td>67.3845</td>
<td>38.74654</td>
<td>22</td>
</tr>
<tr>
<td>97-108 months</td>
<td>71.9421</td>
<td>36.12108</td>
<td>28</td>
</tr>
<tr>
<td>109-120 months</td>
<td>70.7221</td>
<td>30.11054</td>
<td>43</td>
</tr>
<tr>
<td>121-132 months</td>
<td>73.0327</td>
<td>25.76149</td>
<td>29</td>
</tr>
<tr>
<td>133-153 months</td>
<td>75.4740</td>
<td>25.58602</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>65.3384</td>
<td>35.95264</td>
<td>207</td>
</tr>
</tbody>
</table>

In the second setting in **Table 20**, the girls' and boys's pattern of omitting coordinating subjects in compound-complex sentences was varied. Overall in the second setting, girls omitted coordinating clause subjects in compound-complex sentences slightly more than the boys as in the first setting (Girls: 34.5380; Boys: 32.5315).
Although there was no interaction effect for age category and gender on omitting subjects, there was a significant difference in the omission of subjects of coordinating clause in compound-complex sentences in the first and in the second settings (p < 0.05). Therefore, boys and girls omitted coordinating subjects in compound-complex sentences more when they spoke with the researcher than with their peers.

**Table 20**

<table>
<thead>
<tr>
<th>eccmxmlp</th>
<th>coordinating clause</th>
<th>Female Up to 84 months</th>
<th>31.2903 43.7981731</th>
</tr>
</thead>
<tbody>
<tr>
<td>empty subject percentage between peers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85-96 months</td>
<td>37.5000 51.754928</td>
<td></td>
<td></td>
</tr>
<tr>
<td>97-108 months</td>
<td>30.5131 42.8575813</td>
<td></td>
<td></td>
</tr>
<tr>
<td>109-120 months</td>
<td>43.9395 47.3939222</td>
<td></td>
<td></td>
</tr>
<tr>
<td>121-132 months</td>
<td>45.5558 46.6767512</td>
<td></td>
<td></td>
</tr>
<tr>
<td>133-153 months</td>
<td>20.5553 38.1707315</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34.5380 44.24819101</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Male Up to 84 months</th>
<th>26.3887 41.6788324</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-96 months</td>
<td>19.0479 38.5959314</td>
</tr>
<tr>
<td>97-108 months</td>
<td>30.0000 45.5129515</td>
</tr>
<tr>
<td>109-120 months</td>
<td>33.6510 45.4228921</td>
</tr>
<tr>
<td>121-132 months</td>
<td>49.5100 48.9890317</td>
</tr>
<tr>
<td>133-153 months</td>
<td>36.6667 48.0575115</td>
</tr>
<tr>
<td>Total</td>
<td>32.5315 44.61973106</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Up to 84 months</th>
<th>29.1515 42.5630855</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-96 months</td>
<td>25.7577 43.5609922</td>
</tr>
<tr>
<td>97-108 months</td>
<td>30.2382 43.4797128</td>
</tr>
<tr>
<td>109-120 months</td>
<td>38.9149 46.1807943</td>
</tr>
<tr>
<td>121-132 months</td>
<td>47.8738 45.8468929</td>
</tr>
<tr>
<td>133-153 months</td>
<td>28.6110 43.4218330</td>
</tr>
<tr>
<td>Total</td>
<td>33.5105 44.34228207</td>
</tr>
</tbody>
</table>

In **Table 21**, in the first setting boys and girls show a slightly different pattern of omission of subordinating subjects in compound-complex sentences. The girls' overall group mean was 52.4202 while that of the boys was 50.0385. Therefore, in this case girls omitted the subordinating subjects of compound-complex sentences more than boys.

In the second setting as seen in **Table 22**, girls and boys show opposite patterns of omission of this type of subject. In the second setting, girls omitted more
subordinating clause subjects in compound-complex sentences than did the boys (e.g. 30.0326 and 29.4760 respectively).

Although age category and gender had no interaction effect on the omission of subordinating clause subjects in compound-complex sentences, overall the subject omission of the subordinating clause of the compound-complex sentences had and it was significant with $p<0.05$. Thus, both boys and girls omitted subordinating clause subjects in compound-complex sentences more when they spoke with the researcher than when they spoke with their peers.

Table 21

Omission of the subordinating clause subjects of the compound-complex sentences when the students spoke with the researcher (escmexp)

<table>
<thead>
<tr>
<th>GENDER</th>
<th>Age Category</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>escmexp subordinating clause empty subject percentage with the experimenter or researcher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>up to 84 months</td>
<td>39.5908</td>
<td>31.79551</td>
</tr>
<tr>
<td></td>
<td>85-96 months</td>
<td>44.8275</td>
<td>41.96298</td>
</tr>
<tr>
<td></td>
<td>97-108 months</td>
<td>63.8515</td>
<td>22.60635</td>
</tr>
<tr>
<td></td>
<td>109-120 months</td>
<td>60.5823</td>
<td>19.25288</td>
</tr>
<tr>
<td></td>
<td>121-132 months</td>
<td>60.2392</td>
<td>24.03245</td>
</tr>
<tr>
<td></td>
<td>133-153 months</td>
<td>54.8507</td>
<td>27.78443</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>52.4202</td>
<td>28.85873</td>
</tr>
<tr>
<td>Male</td>
<td>up to 84 months</td>
<td>35.6590</td>
<td>30.82992</td>
</tr>
<tr>
<td></td>
<td>85-96 months</td>
<td>47.2164</td>
<td>26.32475</td>
</tr>
<tr>
<td></td>
<td>97-108 months</td>
<td>51.0553</td>
<td>28.00038</td>
</tr>
<tr>
<td></td>
<td>109-120 months</td>
<td>53.8443</td>
<td>30.19257</td>
</tr>
<tr>
<td></td>
<td>121-132 months</td>
<td>53.8635</td>
<td>21.44645</td>
</tr>
<tr>
<td></td>
<td>133-153 months</td>
<td>64.0413</td>
<td>20.14840</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>50.0385</td>
<td>27.82969</td>
</tr>
<tr>
<td>Total</td>
<td>up to 84 months</td>
<td>37.9161</td>
<td>31.15494</td>
</tr>
<tr>
<td></td>
<td>85-96 months</td>
<td>46.3477</td>
<td>31.89581</td>
</tr>
<tr>
<td></td>
<td>97-108 months</td>
<td>56.9964</td>
<td>25.99802</td>
</tr>
<tr>
<td></td>
<td>109-120 months</td>
<td>57.2916</td>
<td>25.12054</td>
</tr>
<tr>
<td></td>
<td>121-132 months</td>
<td>56.5017</td>
<td>22.35932</td>
</tr>
<tr>
<td></td>
<td>133-153 months</td>
<td>59.4460</td>
<td>24.30026</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>51.2063</td>
<td>28.29477</td>
</tr>
</tbody>
</table>
Table 22
Omission of the subordinating clause subjects of the compound-complex sentences when the students spoke with their peers (esemp).  

<table>
<thead>
<tr>
<th>Subordinating Clause Empty Subject Percentage Between Peers</th>
<th>Female up to 84 months</th>
<th>85-96 months</th>
<th>97-108 months</th>
<th>109-120 months</th>
<th>121-132 months</th>
<th>133-153 months</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esemp</td>
<td>29.9922</td>
<td>21.4738</td>
<td>12.9954</td>
<td>31.4182</td>
<td>45.7100</td>
<td>34.8720</td>
<td>30.0326</td>
</tr>
<tr>
<td></td>
<td>33.9462</td>
<td>35.6592</td>
<td>27.1494</td>
<td>36.1354</td>
<td>32.4832</td>
<td>40.0973</td>
<td>34.8648</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>13</td>
<td>22</td>
<td>12</td>
<td>12</td>
<td>15</td>
<td>101</td>
</tr>
<tr>
<td>Male up to 84 months</td>
<td>21.3661</td>
<td>30.3907</td>
<td>38.6667</td>
<td>29.7619</td>
<td>28.2212</td>
<td>32.8887</td>
<td>29.4760</td>
</tr>
<tr>
<td></td>
<td>30.94584</td>
<td>33.85891</td>
<td>42.44604</td>
<td>37.69124</td>
<td>32.34216</td>
<td>39.01363</td>
<td>35.4433</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>14</td>
<td>15</td>
<td>21</td>
<td>17</td>
<td>15</td>
<td>105</td>
</tr>
<tr>
<td>Total up to 84 months</td>
<td>26.3181</td>
<td>27.1482</td>
<td>26.7479</td>
<td>30.6093</td>
<td>35.4579</td>
<td>33.8803</td>
<td>29.7489</td>
</tr>
<tr>
<td></td>
<td>32.68519</td>
<td>33.95333</td>
<td>37.83884</td>
<td>36.47022</td>
<td>33.00138</td>
<td>38.88423</td>
<td>35.07618</td>
</tr>
<tr>
<td></td>
<td>54</td>
<td>22</td>
<td>28</td>
<td>43</td>
<td>29</td>
<td>30</td>
<td>206</td>
</tr>
</tbody>
</table>
Research Question 2)

When subject omission occurs, under what syntactic conditions and linguistic environments does it occur?

Subject omission was analysed in terms of the syntactical structure of sentences as part of the larger context of the paragraph and story or narrative. The omission of subjects through the development stages was investigated by the context of the sentence where the omission occurred. Male and female students across the age categories in this study produced four types of sentences: basic sentences, compound sentences, complex sentences, and compound-complex sentences. In each type of sentence they omitted subjects in matrix or main clauses, as well as in coordinating clauses and subordinating clauses in compound, complex and compound-complex sentences. This process of analysis was in line with Chafe’s (1977) Hierarchical Model of larger cognitive units consisting of smaller units such as in a story which contains paragraphs, sentences and phrases. Phrases not containing any predication such as “yes or no non-sentential utterances” were not included in the analysis even though they contained omitted subjects because they were not sentences according to Scollon’s (1976) definition of a sentence, an utterance without a predication. Thus each student’s whole speech formed a story or narrative as the context consisting of sentences. In the first setting when students spoke with the researcher there were six tasks or topics each of which formed a paragraph and each consisting of sentences. In the second setting although not separated into tasks or topics, the paired peer conversation formed a story which contained context dependent sentences. They were related to the preceding sentences and sentences occurring later forming a coherent text. The omitted subjects constituted cohesive devices to link the sentences in the paragraph in the story (Chafe, 1977; Givon, 1979; Hasan and H_money, 1979; Labov, 1972b).

The findings grouped together into separate types of sentences as in research question 1) were in fact parts of the analysis of smaller parts of sentences as part of the bigger context of the story or narrative where the omission of subjects occurred.
Research Question 3)

Where omission occurs, are omitted elements recoverable to a child or adult native speaker?

As stated in research question 2) the omitted elements were recoverable mainly in the preceding sentences and in sentences occurring later in the text. When omissions were in the compound, complex or complex sentences they were recoverable from clauses of the same sentence. When they were not stated at all in the text or other text they were understood and recoverable from the context of the story or narrative.

In studies of children’s oral language in the present data and in Indonesian in general, the subject omitted mostly referred to the speakers themselves, which meant the pronoun “I” or “you”. Children, in general, rarely use the first person singular pronoun “I”. They sometimes refer to themselves by their own name when speaking to the persons close to them such as their parents, relatives and friends. Children rarely address another person with the pronoun “you”. Even adults rarely do so. To the persons close to them, they will use names and with address others with vocatives. Children even adults have to be careful in addressing people not close to them because of the status of the person. Being cautious they will avoid the pronoun “you” and they may even omit to address the person. Avoidance in addressing has been termed as “no-naming” by Ervin-Tripp (Gumperz and Hymes ed, 1972).

In very cordial conversation children in Jakarta address their friends in the Betawi dialect using lu, elu, lo or elo for “you” and they will address themselves with gua or gue for “I”. This is influence of the social background when using Indonesian in Jakarta. When speaking or telling something about oneself the omitted subject in this study was “I”. This omission can be traced from the preceding sentences or stories or understood from the fact that the child was the addressee and that the story was about that child. The omitted subject might not always refer to the child. It might refer to somebody else, a favourite lesson, a favourite game or an event. When the subject was overt it is referred to somebody else or something else to contrast it from the referred element of the addressee. The children’s sentences, therefore, consisted of omitted subjects in juxtaposed phrases especially in compound, complex, and compound-complex sentences.

Here are examples of sentences where the omitted elements are recoverable.
An example of an omitted subject referring to the first person singular pronoun “I” in basic sentences when a child spoke to the researcher is sentence number (1) on page 45. There are two examples of omitted subjects when a child spoke to her/his peer for example sentence numbers (20) and (21) on page 49.

In the following examples of first person subject omission can be traced through the context of previous question which also had an omitted subject.

(50) Ex: Terus malem-nya e ngapain? bs (mp = 6)
    and evening the nom what
    “And what do (you) do in the evening?”

(51) Selvy: Malem-nya e mem-baca. bsex (mp = 4)
    evening--the nom vbl read
    “In the evening (I) read”

The speaker, in this case the researcher, omitted “you” and the addressee, Selvy, understood that she was the person spoken to because the situation involved only two interlocutors. Therefore she did not supply the subject “I” either.

The omitted subjects in the following examples refer to the interlocutors, the researcher and the addressee.

(52) Ex: Devi besok kalau [e] sudah besar e pengin jadi apa? ex (mp = 7)
    Devi tomorrow if already big want become what
    “Devi when (you) grow up what do (you) want to be?”

(53)Devi: e Dokter bsex (mpex = 1)
    doctor
    “(I want to become a) doctor.”

(54) Ex: Dokter itu apa? bs (mp = 3)
    doctor that what
    “What is a doctor?”

(55) Devi: e Me-meriksa bsex (mpex = 2)
    vbl examine
    “(He) examines.”

(56) Ex: e Me-meriksa apa? bs (mp = 3)
    trans examine what
    “What does (he) examine?”

(57) Devi: e Hewan bsex (mpex = 1)
    animal
    “(He examines) animals.”

(58) Ex: O e dokter hewan? bs (mp = 3)
    oh doctor animal
    “Oh (you want to be a) vet?”
(59) Devi: iyah. ynex (mpex = 1) Kalau ada [hewan] sakit e diobati exex (mpex = 7) yes if exist animal sick he given medicine
“Yes” “If there is a sick animal (he) will be cured”.

[Devi: Central Jakarta; gender: male; age: 6;4 or 76 months; year: 2]

In sentence numbers (52) (56) and (58) the researcher did not say “you” and Devi in sentence numbers (53) (55) (57) did not say “I" either. It was understood that it was addressed to Devi. In sentence (54) the subject Dokter – “doctor” was overt. Afterwards the subject dokter was omitted until a new subject appeared in hewan – “animal” in sentence number (57).

An omitted subject in the following example refers to the previous question in usahanya – “the/your effort”. Omitted subjects in coordinating clauses refer to the addressee the pronoun “I”.

(60) Ex: Usahanya untuk me-njadi profesor bigimana? ex (mp = 7)
effort -the/your nom for vbl become professor how
“What is your effort to become a professor?”

(61) Meidina: Bel-ajar dengan giat [e] rajin dan [e] juga mem-baca buku
vbl study with hard diligent and also trans read book
penge-tahu-an alam emex (mpex = 13)
nom knowledge nature
Literally “My effort is studying hard, be diligent and reading books on physics” > “I study hard, be diligent and I also read books on physics.”

[Meidina: Central Jakarta; gender: female; age: 9:3 or 111 months; year: 4]

In sentence number (61) Meidina did not supply the main clause subject which referred to the subject usahanya- “the/your effort” in the previous sentence (60). She also omitted the coordinating clause subjects referring to herself. In sentence (61) the e omitted subject is usahanya – “the effort” meaning “my effort”

Examples of omitted main clause subjects, coordinating clause subjects and a subordinating clause subject.

(62) Ex: Catur cerita-kan ke-ada-an se-hari-hari bs (mp = 8)
Catur tell -kan (imp) situation one day–day/daily
“Catur, please tell me your daily activities.”

(63) Catur: [e] pulang sekolah e sukak ny-apuk [e] ng-epel [e] buang
go home school often vbl sweep trans wash the floor throw
tampah emxex (mp = 10)
rubbish
“Arriving home from school (l) often sweep the floor, wash it, and throw
away the rubbish (into the bin).”

(64) Terus e tidur siang. bsex (mpex = 3)
then sleep day time
“Then I take a nap.”

(65) Bangunnya ya sukak-sukak jam empat. bsex (mpex = 7)
get up –the/my nom yes like like hour four
Literally “My getting up is sometimes four o’clock.” > “I sometimes get up at four p.m.”

(66) Habis itu e solat dulu. bsex (mpex = 4)
after that pray first
“After that (I) pray first.”

(67) Habis [e] solat e mandik [e] bel-ajar cmxex (mpex = 5)
after pray take a bath vbl study
“After praying I take a bath and I study”

[Catur: South Jakarta; gender: male; age 11;2 or 134 months; year: 6]

Catur omitted all the main clause subjects in sentence numbers (63) (64) (66) (67) and the coordinating (63) and subordinating clause subjects (67) referring to himself. A new subject appeared in bangunnya – “the getting up/my getting up”. Omitted subjects are retrievable from the preceding clauses or sentence in coordinating clauses in sentence numbers (63) (64) (65) (66) (67) and the clause after the omitted subject occurred for subordinating clause in sentence number (67).

Conversation between peers

Main clause subjects are often overt in conversation between peers. When they are omitted they generally refer to the interlocutors as in the following examples.

(68) Sari: Anu Nurul kamu udah ng-erja-in PR? bspr (mppr = 8)
ehm Nurul you already trans do homework
“Nurul have you done your homework?”

(69) Nurul: e PR? bspr (mppr = 1) e Udah bspr (mppr = 1)Kenapa e? bspr (mppr=1)
homework already why
“(I)’ve done (my) homework?” “(I) have” “Why (do you ask)?”

(70) Sari: Kalau [aku] e belum. expr (mppr = 3)
if I not yet
“If I, I haven’t done it.” > “As for me/ In my case, I haven’t done it.”

(71) Nurul: Aku sih sudah dari tadi. bspr (mppr = 5)
I sih (int) already from former
“I have done it quite some time.”

(72) Emang-nya kamu mau ng-liat? bspr (mppr = 6)
really -the nom you want vbl to see
“Do you really want to see it?”

(73) Sari: Enggak sih cuman nanyak bspr (mppr = 5)
no sih (int) only ask
“No (I) just want to ask.”

[Sari. East Jakarta; age: 8;8 or 104 months; gender: female; year: 3]
[Nurul. East Jakarta; age: 8;8 or 104 months; gender: female; year: 3]

The main clause subjects of kamu – “you” in sentence numbers (68) (72) and aku – “I” in sentence numbers (70) (71) often occurred in conversation between peers, so the omitted subjects in sentence numbers (69) and (73) are retrievable from presence of the interlocutors themselves.

The following examples, however, the omitted subjects did not refer only to the speaker herself:

(74) Ayu: e Ng-obrol ke satu terus-nya [e] ng-obrol ke satu vbl chat to one and—the nom vbl chat to one terus-nya cmpr (mppr = 16)
and—the nom
“(We) chatted and chatted from one thing to another.”

(75) e Ng-ajak dia pergi terus-nya [e] beli aqua. cmpr (mppr = 8)
vbl ask she go and—the nom buy aqua
“(I) asked her to go and (we) bought aqua.”

(76) Dewi: e beli aqua terus-nya [e] beli makan-an. cmpr (mppr = 7)
buy aqua and—the nom buy food nom
“(You) bought aqua and bought snack.”

(77) e Udah. bspr (mppr = 1)
already
“That’s all.”

(78) Ayu: Saya sukak [e] ng-omong dan terus-nya kadang-kadang [saya]
I like talk and afterwards sometimes I
minta [e] anter-in [e] di-anter-in. cmxpr (mppr = 16)
ask go with trans go with (passive)
“I liked chatting and later sometimes I wanted (her) to go with me and (she) went with me.”

(79) Dewi: Terus-nya kalau [e] udah anter-in entar juga
and—the nom if already go with later also go with (passive)
[e] di-anter-in.cxpr (mppr= 11)
go with (passive)
Literally “And if (she) has gone with you later (you) were accompanied by her” > “And if you wanted her to go with you she would go with you.”

(80) Terus-nya e udah. bspr (mppr = 1)
and—the nom already
“And (that)’s all.”

(81) Ayu: Saya itu kalau itu kalau itu ng-anter-in dia mauk-nya kalau I that if if that if that trans go with she intention nom/pos if anak-anak-nya kadang-kadang [e] di-ketawa-in cmxpr (mppr = 21) child child-the nom sometimes laughed at (passive) “If I wanted to go with her as she wanted me to go with her but (I) didn’t want to be laughed at by the children.”

 [Ayu: North Jakarta; age: 7;0 or 84 months; gender: female; year·2]
 [Dewi: North Jakarta; age: 7;0 or 84 months; gender: female; year·2]

In sentence numbers (74) (75) (78) [81] Aditya was telling Dewi about her and her friend’s habit of chatting and going out to, Dewi seemed to know about the other girl and gave Ayu her comments. So the subject of “I” omitted until Ayu wanted to contrast it with herself in sentence (75) she said saya – “I” and in sentence (81) mauknya – “her intention or what she wanted” and the other children anak-anaknya – “the children” which were overt. The omitted subject in the main clause and in the coordinating clauses refer to “we” Ayu and her friend in sentence number (74). In sentence number (75) the omitted main clause subject refers to “I’ Ayu but in the coordinating clause it refers to “we” Ayu and her friend. In sentence number (76) the omitted main clause and the coordinating clause subjects refer to “you”, Ayu and her friend, but in sentence number (77) the omitted main clause subject does not, it refers to “your story” which finished. In sentence number (78) the first and third omitted occurrence of the first person pronoun saya – “I” is recoverable from the main clause while the second occurrence refers to the third person pronoun dia – “she”, Ayu’s friend, referred to the context. In sentence number (79) the omitted main clause subject refers to the second person pronoun kamu -“you” and the omitted subordinating clause subject refers to the third person pronoun dia – “she” In sentence number (80) it is the same with in sentence number (77) which refers to “your story”. The interlocuters knew who and what were being discussed, so they were recoverable from the context.

The following examples show overt and omitted subjects referring to the interlocutors and introducing new topics.

(82) Aditya: Erwin e ber-antem yuk. bspr (mppr = 4)
Erwin vbl fight come on
“Erwin come on (let’s) fight.”

(83) Erwin: Ngapain si Dit lu ber-antem orang [temen-nya]? expr (mppr = 10)
why si int Dit you vbl fight person friend-the nom/pos
"Why do you like fighting Dit we are friends, aren’t we?"

(84) Aditya: Lu kok nggak mau si lu? bspr (mppr = 6)
you why no want si you
"Why don’t you like fighting?"

(85) Erwin: Gue juga nggak mau [e] liat [e] takut ada [yang]
I also no want see afraid there is that/which
ber-darah.cmpr(mppr=10)
Vbl have blood
"I don’t want to see a fighting person (I am) afraid of bleeding wound."

(86) Aditya: Nggak apa-apa e ber-darah juga nanti [e] bawa di rumah sakit [e]
no what what vbl have blood also later brought in house sick
sembuh nanti jugak. cmpr (mppr = 14)
recover later also
"Bleeding is all right (you)’ll be taken to the hospital and later (you)’ll recover."

(87) Erwin: Kalau [kepala-nya] bocor ayo e? cxpr (mppr = 5)
if head-the nom/pos leak eh
"What happens if the head is bleeding?"

(88) Aditya: e nggak apa-apa nanti [e] dioperasik. cmpr (mppr = 6)
no what-what later operated (passive)
"(It’s) alright (you)’ll be operated on."

(89) Erwin: Kalau kalau [kaki-nya] patah e? cxpr (mppr = 5)
if if leg-the nom/pas break
"What happens if the leg is broken?"

(90) Aditya: Nanti juga e di-sembuh-in [e] di-pasang lagi terus later also cured (passive) fixed (passive) again and
[e] di-lcm. cmpr (mppr = 11)
glued (passive)
"(It) will be cured later, fixed again and glued."

[Aditya: East Jakarta; age: 6;6 or 78 months; male: Year: 1]
[Erwin: East Jakarta; age: 6;3 or 75 months; male: Year 1]

In sentence numbers (82)(85)(86) the subject “I”, “you” or ‘we” were always omitted except when the speakers, Aditya and Erwin, wanted to stress something or make a contrast such as lu – ‘you’ in sentence number (84) and gue – ‘I’ in sentence number (85) and when a new topic or subject was introduced such as temennya – “the/your friend” in sentence number (83) kepalanya – “the head” in sentence number (87) and kaki-nya – “the leg” in sentence number (89) the subjects were initially overt but later omitted in the following sentences and clauses.

A few more examples in the complex and compound-complex sentences:
(91) **Baskara**: Apakah pel-ajar-an \[yang kamu sukai\] Hen? cxpr (mppr = 8) 
what nom lesson that you like Hen
"Which lessons do you like Hen?"

(92) **Andri**: e IPA [e] matematika [e] IPS cmxpr (mppr = 3) 
science mathematics social science
"(Lessons that I like) science, mathematics, and social science.”

(93) **Baskara**: Kalau [kamu] per-main-an [yang kamu sukai apa]? cmxpr (mppr = 9) 
if you nom game that you like what
"Which games do you like to play?"

(94) **Andri**: e Bulu tangkis [e] bolak. cmxpr (mppr = 3) 
badminton ball
"(The games which I like are) badminton and soccer.”

(95) Kalau [kamu] e apa? expr (mppr = 3) 
if you what
"How about you?"

(96) **Baskara**: Kalau [saya] e sama dengan kamu [e] bola dan [e] bulu 
if I same with you ball and 
tangkis cmxpr (mppr = 9) 
badminton
"The same with you (I also like) soccer and badminton.”

(97) **Andri**: Ke-giat-an-mu apa aja? bspr (mppr = 4) 
nom activity-your pos what only
"What are your activities?”

(98) **Baskara**: Kalau [saya] e sekolah [e] meng-aji dan [e] banyak 
if I go to school vbl pray and many 
lagi cmxpr (mppr = 8) 
more
"I go to school, pray and many more”

(99) **Andri**: Apa yang mem-buat kamu repot? expr (mppr = 6) 
what that vbl make you annoyed
"What makes you annoyed?”

(100) **Baskara**: Kalau [saya] e di-suruh oleh Ibuk [e] men-jaga 
if I asked passive by mother trans watch 
adik dan [e] keponakan saya. 
younger brother and nephew I
Literally “In my case/As for me when I was asked by my mother to take care of my younger brother and my nephew” > “When my mother asked me to watch/take care of my younger brother and my nephew”

Baskara first introduced a new subject by asking what lesson Andri liked and what games he liked and these subjects were overt. See sentence numbers (91) (93). Andri
answered by omitting the subject which was asked because it was recoverable from the previous sentence. Then in sentence number (95) Andri changed the topic by supplying a new subject in the subordinating clause kalau [kamu] – if you”, and Baskara answered in sentence number (96) by supplying the subordinating clause subject kalau [saya] – “if I” showing the contrast. But in the following clauses in sentence numbers (96) (98) (100) he omitted the first person singular pronoun subject “I” referring to himself after the subordinating clause kalau [saya].

Research Question 4)

To what extent does omission vary with such factors of formality of setting as of age, gender and status of interlocutors?

Factors that effected the omission of subjects will be presented here. Factors effecting the omission of subject in the matrix or main clause in the basic, compound, complex and compound-complex sentences (eexp and eprp).

Figures 1, 1A, 2, 2A, 3, 3A, 4, 4A showing the trends of the omission should be compared with Tables 13 and 14 on pages 68 and 69 containing the mean percentages of the omission of subjects in main or matrix clauses.
Figure 1

At Main = 1

The omission of subjects in matrix or main clauses when the students spoke with the researcher or experimenter in the first setting (exp).

Figure 1, above, shows a decreasing trend in the omission of subjects in main or matrix clauses in each developmental stage i.e. from age category 1 (68 to 84 months) to age category 6 (133 – 153 months) for both girls and boys when they spoke to the researcher in the first setting. Boys appeared to have omitted the subjects in the matrix or main clauses more than girls. When the data on subject omission is compared to Year or Grade in the first setting a similar trend can be seen.

Figure 1 A shows, as did Figure 1, decreasing subject omission. However, in this case, subject omission by boys and girls increased at Year/Grade Six after falling to about 50% in Year/Grade Five.
The omission of subjects in the main or matrix clauses when the students spoke with the researcher in the first setting (exp)

*Figure 2,* below, shows a decreasing trend in the omission of subjects in matrix or main clauses in girls in the second setting, i.e. when they spoke with their peers. But in the fifth age category the girls' trend increased. The boys, however, did not show any marked decrease across development stages apart from a fall in the second age category to the level of omission carried out by the girls. Thus, overall, boys appeared to omit subjects more than girls in this setting.
As seen in Figure 2 A in the second setting, comparison with Year/Grade showed boys to omit the subjects of main clauses more than girls in Year/Grade One, but in Year/Grade Two, both boys and girls were at almost the same level. This shows a trend similar to, although more marked than the age category comparison.
The omission of subjects in main or matrix clauses when the students spoke with their peers in the second setting (eprp).
Figure 3 shows a comparison of main clause subject omission in the two settings by girls. The girls’ trend in setting 1 was decreasing until the fourth stage of age category but less subject omission occurred when they spoke with their peers.

In Figure 3A the year level of the girls’ subject omission in the two settings is compared. The results show that subjects were omitted more when girls spoke to the researcher just as with the comparison with age category. The overall pattern of the trend was also similar except for a greater increase in Year/Grade Two and a fall in subject omission in Year/Grade Five.

The status of interlocutors and the age had a significant interaction effect on the omission of subjects in the matrix or main clause in the basic, compound, complex, and compound-complex sentences when the students spoke with the researcher in the first setting and with their peers in the second setting (p < 0.05). Overall, students omitted subjects in matrix or main clauses more when they spoke with the researcher than when they spoke with their peers. Gender also had a significant interaction effect (p < 0.05).

**Figure 3A**

At GENDER = female

![Graph showing subject omission by gender and year/grade.](image)

The omission of subjects in main or matrix clauses when the girls spoke with the researcher in the first setting and with their peers in the second setting (eexp and eprp)

Figure 4 shows a comparison of main clause subject omission in the two settings by boys. The boys’ trend when they spoke with the researcher also decreased
across age category until aged 109 - 120 months when it was similar to setting two, when they spoke with peers. Except in the oldest age category (133-153 months) boys omitted the subject in the main or matrix clauses more when they spoke with the researcher than with their peers. Thus, overall boys omitted subjects in matrix or main clauses more than girls in both settings.

In Figure 4A, a similar trend can be seen. Boys, when speaking with the researcher, also omitted main clause subjects more. The pattern of the trend was also somewhat similar to the age comparison, however, there was a greater omission in exp omission of subjects in main or matrix clauses when the boys spoke with the researcher in the first setting in Years/Grades Two and Three than in Age Categories Two and Three. There was also a marked fall in Year/Grade Five in exp omission of subjects in main or matrix clauses.

Figure 4

At GENDER = male

The omission of subjects in matrix or main clauses when the boys spoke with the researcher in the first setting and with their peers in the second setting (exp and eprp)

Overall, when comparing Year/Grade the students omitted main or matrix clause subjects more when they spoke to the researcher than when they spoke with their
peers. The boys omitted main or matrix clause subjects more than the girls when they spoke with the researcher than with their peers.

The status of the interlocutors and the omission of the main clause subjects across Year/Grade had impact on significance with $p<0.05$. Tests between subjects effect for gender was also significant. However age category was chosen better than Year/Grade because it provided better picture of this impact. Year/Grade had overlapping age variety in year level while age category had a better pattern in age variety and maturity.

Figure 4 A

At GENDER = male

The omission of subjects in main or matrix clauses when the boys spoke with the researcher in the first setting and with their peers in the second setting (eexp and eprp)

This section describes the comparison of mlu (mean length of utterance) at subject omission.

For complementary analysis girls had longer mlu – mean length of utterance - than boys across all age categories in the first and second settings (5.7854 vs 5.0787 and 5.4408 vs 4.9848) respectively. Girls also had more expanded sentences in compound sentences in the first (8.76 vs 7.52) and second setting (2.26 vs 1.70), in
complex sentences in the first setting (16.25 vs 17.30) and in the second setting (5.04 vs 4.79), and more compound-complex sentences in the first (10.53 vs 7.98) and second setting (14.0387 vs 11.2954). Boys had more complex sentences in the first setting (17.30 vs 16.25), boys had more basic sentences than girls in the first setting (39.43 vs 36.99) and in the second setting (61.7556 vs 59.9218). Thus girls appeared to be more advanced in language development than boys in the span of category age between six and twelve years.

The omission of subjects in the coordinating clauses in the compound sentences when the students spoke with the researcher in the first setting (eccmexp) and when they spoke with their peers in the second setting (ecmrrp).

Figures 5, 6, 7, 8, and 9 showing the trends of the omission of coordinating clause subjects in compound sentences should be compared with Tables 15 and 16 on pages 70 and 71 containing the mean percentages of the omission in the first and second settings.

Figure 5

The omission of subjects in the coordinating clauses of the compound sentences when the students spoke with the researcher in the first setting (eccmexp) and when the students spoke with their peers in the second setting (ecmrrp)
Figure 5 shows the trends of subject omission in coordinating clauses in compound sentences in the first setting when the students spoke with the researcher (eccemexp) and in the second setting when they spoke with their peers (ecccprp). Figure 5 shows that subjects were omitted more often when students spoke with the researcher than when they spoke with their peers. This difference in setting, however, was least marked at 97-108 months (age category 3).

Figure 6

The omission of subjects in the coordinating clauses of the compound sentences when the students spoke with the researcher in the first setting (eccemexp)

In Figure 6, boys’ and girls’ subject omission is compared across age categories from setting one. The data show that younger boys, up to 96 months omitted coordinating clause subjects more than girls, however from age category two girls were more likely to omit these types of subjects, and there is a sharp drop in subject omission by boys.
The omission of subjects in the coordinating clauses of the compound sentences when the students spoke with their peers in the second setting (eecomppr p)

Figure 7 shows boys and girls' subject omission from setting two. Again younger boys (up to 108 months) omitted more subjects. Then subject omission is remarkably less in the next (fourth) age category. This can be explained by the girls' went up from the first to the fourth stage then down to sixth stage then both of them reached the same level at the sixth stage. In the beginning the boys omitted the coordinating clause subjects of the compound sentences more than the girls. Then the girls omitted the coordinating clause subjects more than the boys until they both reached the same level at the sixth stage.
The omission of subjects in the coordinating clauses of the compound sentences when the girls spoke with the researcher in the first setting (ecmexp) and when they spoke with their peers in the second setting (ecmprrp)

Figure 8 shows girls omitted the coordinating subjects in the compound sentences more when they spoke with the researcher in the first setting than when they spoke with their peers in the second setting.
The omission of subjects in the coordinating clauses of the compound sentences when the boys spoke with the researcher in the first setting (ecmexp) and when they spoke with their peers in the second setting (ecmprp) was significant (p<0.05). Gender and age had no interaction effect on the omission of coordinating clause subjects in the compound sentences.

Figure 9 shows boys also omitted the coordinating clause subjects in the compound sentences more when they spoke with the researcher in the first setting than when they spoke with their peers in the second setting except in the third age category.

For additional analysis girls had more compound sentences than boys in the first and second settings (8.76 vs 7.52) and (2.26 vs 1.70).
The omission of subjects in the subordinating clauses of the complex sentences when the students spoke with the researcher in the first setting (escxexp) and when they spoke with their peers in the second setting (escxprp).

Figure 10, 11, 12, and 13 showing the trends of the omission of subordinating clause subjects of complex sentences should be compared with Tables 17 and 18 on pages 72 and 74 containing the mean percentage of the omission in the first and second settings.

Figure 10

At COMPLEX = 1

Age Category

The omission of subjects in the subordinating clauses of the complex sentences when the students spoke with the experimenter in the first setting (escxexp)

Figure 10 shows the omission of subjects in the subordinating clauses of the complex sentences when students spoke with the researcher (escxexp) in the first setting. Girls and boys showed similar trends except at the beginning and end of the age scale. In the age category 1, boys omitted fewer subjects, while at age category 6, boys omitted more subjects than girls, in fact, Figure 10 shows a marked drop in subject omission by girls in these syntactic environments at this age.
The omission of subjects in the subordinating clauses of the complex sentences when the students spoke with their peers in the second setting (esxprp)

In the second setting (see Figure 11) when the students spoke with their peers girls and boys in age category One omitted subjects to the same extent. Thereafter, boys omitted subordinating clause subjects in complex sentences more than the girls.

Figure 12 composes girls' omission of subordinating clause subjects in both settings. Girls omitted subordinating clause subjects in complex sentences considerably more when they spoke with the researcher than with their peers, although the trend dropped somewhat in the sixth age category.

Boys (in Figure 13) also omitted subordinating clause subjects in complex sentences considerably more when they spoke with the researcher in the first setting than when they spoke with their peers in the second setting.

Boys, in fact, produced more complex sentences in the first setting than girls (17.50 vs 16.25). The difference in means was significant in the omission of subordinate clause subject (p<0.05). There was no effect of interaction of age category and gender.
The omission of subjects in the subordinating clause of the complex sentences when the girls spoke with the researcher in the first setting (escxexp) and when they spoke with their peers in the second setting (escxprp).

The omission of subjects in subordinating clauses in complex sentences when the boys spoke with the researcher in the first setting (escxexp) and when they spoke with their peers in the second setting (escxprp).
The omission of subjects in coordinating clauses of the compound-complex sentences when the students spoke with the researcher in the first setting (ecmexp) and when they spoke with their peers in the second setting (ecmxprp).

Figures 14, 15, 16, 17, 18, and 19 showing the trends in subject omission in coordinating clauses of the compound-complex sentences should be compared with Tables 19 and 20 on pages 67 and 68 containing the mean percentages of the omission in first and second settings.

Figure 14 shows omission of subjects in the coordinating clauses of the compound-complex sentences when the students spoke with the researcher and their peers in both settings (ecmexp) and (ecmxprp).

![Figure 14](image)

**Age Category**

The omission of subjects in the coordinating clauses of compound-complex sentences when the boys and girls spoke with researcher and their peers in both settings (ecmexp) and (ecmxprp).

Both the girls' and the boys' trend shows increasing omission of subjects in coordinating clauses of compound-complex sentences until age 121-132 months and then a sharp drop on the sixth age category. The trend was more marked for girls. They
omitted subjects more than boys until the fifth stage then dropped further than the boys in age category six.

**Figure 15**

![Graph showing subject omission in compound clauses in compound-complex sentences over different age categories.](image)

The omission of subjects in the coordinating clauses of compound-complex sentences when the students spoke with the researcher in the first setting (eccmxexp) and when they spoke with their peers in the second setting (eccmxprp)

CMCXCPND = subject omission in compound clauses in compound-complex sentences

**Figure 15** contrasts omission of subjects in coordinating clauses of compound-complex sentences in the first and second settings. Students omitted these subjects considerably more when they spoke with their peers than when they spoke with the researcher. Subject omission was particularly low in setting one in this syntactic environment, very consistently less than a mean of 10.

**Figure 16** contains the results of comparison of the omission of coordinating clause subjects in compound-complex sentences between boys and girls in setting One. In the first setting girls omitted subjects in coordinating clauses of the compound-complex sentences more than the boys except in the second stage of the age category. However, this difference was not marked between 97 - 132 months. **Figure 17** contains the results of comparison of the omission of coordinating clause subjects in compound-complex sentences between boys and girls in setting Two. In the second setting girls
omitted these subjects more in the first, second and fourth age categories. In other cases boys reached the same level of subject omission as the girls.

Figure 16

At CMCXCPND = 1

![Graph showing the percentage of subject omission in compound clauses in compound-complex sentences by gender and age category.]

Age Category

The omission of subjects in the coordinating clauses of compound-complex sentences when the students spoke with the researcher in the first setting (eccmexp) CMCXCPND = 1 subject omission in compound clauses in compound-complex sentences in setting One

Figure 17

At CMCXCPND = 2

![Graph showing the percentage of subject omission in compound clauses in compound-complex sentences by gender and age category.]

Age Category
The omission of subjects in the coordinating clauses of compound-complex sentences when the students spoke with their peers in the second setting (eccmxprp)

CMCXCPND = 2 subject omission in coordinating clauses in compound-complex sentences in setting Two

Figure 18 contains the results of comparison of girls' omission of coordinating clause subjects in compound-complex sentences in the two settings

Figure 18

At GENDER = female

![Graph showing subject omission by gender and age category](image)

Age Category

The omission of subjects in coordinating clauses when girls spoke with the researcher in the first setting (eccmxexp) and with their peers in the second setting (eccmxprp)

Figure 18 shows a comparison of girls’ subject omission in the two settings. There is a marked preference for omitting subjects in setting Two, whereas in setting One subject omission at all ages was normal. In the second setting girls omitted subjects more than when they spoke with the researcher in the first setting.

In Figure 19 boys also omitted the subjects of coordinating clauses in compound-complex sentences considerably more when they spoke with their peers. As with the girls (see Figure 18) the boys’ tendency to omit the subject fell in the oldest age group.

The girls had more compound-complex sentences than the boys in the first setting (10.53 vs 7.98) and in the second setting (14.0387 vs 11.2954). The omission of the subject in the coordinating clause of the compound-complex sentences was significant (p<0.05). Interaction of the age category and gender was not significant.
Figure 19 shows a comparison of boys' subject omission in coordinating clauses in compound-complex sentences in the two settings.

**Figure 19**

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Up to 84 months</th>
<th>85-96 months</th>
<th>97-108 months</th>
<th>109-120 months</th>
<th>121-132 months</th>
<th>133-153 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMCXCPND</td>
<td>0</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Age Category
The omission of subjects in coordinating clauses when girls spoke with the researcher in the first setting (ecmxexp) and with their peers in the second setting (ecmexpn) CMCXCPND = subject omission in coordinating clauses in compound-complex sentences

In conclusion, the omission of subject in the coordinating clauses of the compound-complex sentences presented a different pattern from other types of sentences. Girls omitted subjects in these environments more than the boys and the omission of the subjects was higher in the second setting than in the first setting for both boys and girls.
The omission of subjects in the subordinating clauses of the compound-complex sentences when the students spoke with the researcher in the first setting (escmxexp) and when they spoke with their peers in the second setting (escmxprp) is described in this section.

Figures 20, 21, 22, 23, and 24 showing the trends in subject omission in subordinating clauses of the compound-complex sentences should be compared with Tables 21 and 22 on pages 77 and 78 containing mean percentages of the omission in first and second settings.

Figure 20 shows omission of subjects in the subordinating clauses of the compound-complex sentences when the students spoke with the researcher in both settings (escmxexp) and (escmxprp).

Figure 20

![Graph showing subject omission across age categories](image)

The omission of subjects in subordinating clauses in compound-complex sentences when the students spoke with the researcher (escmxexp) and with their peers (escmxprp)

Figure 20 shows in general, both boys and girls presented an increasing trend of subject omission in this environment across all age categories. Girls increased until age category five then fell in their omission of subjects. Boys on the other hand
increased to the third stage then levelled out somewhat and increased to overtake the girls in the final age category.

Figure 21 shows omission of subjects in the subordinating clauses of the compound-complex sentences when the students spoke with the researcher in the first setting (escmexp)

Figure 21

At CMCXCPLX = 1

The omission of subjects in the subordinating clauses of the compound-complex sentences when the students spoke with the researcher in the first setting (escmexp)

CMCXCPLX = 1 subject omission in subordinating clauses in compound-complex sentences in setting One
Figure 21 shows that both boys and girls increased in their subject omission in the setting over time. When girls spoke with the researcher in the first setting they omitted subjects in subordinating clauses of compound-complex sentences more than the boys except in the second and the sixth stages of the age category.

Figure 22 shows when girls spoke with their peers in the second setting their omission of subjects fell until 97-108 months and then increased to peak at age category five (121-132 months) and fell again in category six. The boys on the other hand, increased in their use of omitted subjects in this environment on setting until age category three (97-108 months) and then levelled out.

Figure 22 shows the omission of subjects in the subordinating clauses of the compound-complex sentences when the students spoke with the researcher in the second setting (escmxprp)

At CMCXCPLX = 2

The omission of subjects in the subordinating clauses of the compound-complex sentences when the students spoke with their peers in the second setting (escmxprp) CMCXCPLX=2 subject omission in subordinating clauses in compound-complex sentences in setting Two
The omission of subjects in the subordinating clauses of the compound-complex sentences when girls spoke with the researcher in the first setting (escmxexp) and with their peers in the second setting (escmxprp)

Figure 23 shows subject omission in subordinating clauses in compound-complex sentences in girls in two settings (escmxprp) and (escmxprp)
Figure 24 shows subject omission in the subordinating clauses of the compound-complex sentences in boys in two settings (escmxprp) and (escmxprp).

Figure 24

At GENDER = male

The omission of subjects in the subordinating clauses of the compound-complex sentences when boys spoke with the researcher in the first setting (escmxexp) and with their peers in the second setting (escmxprp) was significant (p<0.05) but the interaction effect of age category and gender on the omission of the subject in this syntactic environment was not significant.
Research Question 5)

What effects do the developmental stages of subject omission on teaching and learning?

The developmental subject omission is an internalised process in the acquisition of Indonesian stimulated by the socialization of primary school students with their friends at home and at school, from the lessons, reading and textbooks in Indonesian, interaction in the classroom and outside of the classroom. Whatever formal teaching and textbooks in Indonesian the students were exposed to, the findings of this study suggest that in speaking these children omitted subjects especially in the matrix or main clause in the four types of sentences: basic, compound, complex, and compound-complex sentences, even if in their textbooks subjects, in this position were not omitted. The children's acquisition of Indonesian suggested the fact that they acquired the nature or characteristics of Indonesian as a pro-drop language. This was evident in the relative freedom with which they dropped subjects. Their Indonesian language is still acceptable and grammatical despite the omission of subjects. The omitted subjects still function as cohesive markers of the other sentences as the context which are retrievable in the context. The fact that Indonesian is a pro-drop language is supported by the examples of omitted subjects by adults in their oral language of the researcher and by the primary school students' teachers in general and by the written language representing dialogues in the Betawi language (Nur, 1999) and in the East Javanese language in the Literature Review (Nur, 1999 and Soemartono, 1999).

To find out more on the effect of teaching and learning on the subject omission the following materials were reviewed: the 2001 Curriculum based competence in Indonesian language and literature, the 1994 Curriculum on Bahasa Indonesia, and the 1993 Year I – Year VI Outline of the Teaching Program of Bahasa Indonesia in Primary Schools issued by the Ministry of Education. All these are currently used in primary schools in Indonesia. The aims for teaching the Indonesian language stated in the source for primary school students are:

1) to appreciate and to have pride on Indonesian as a unifying, national and state language,

2) to comprehend Indonesian from the structure, meaning, and function and be able to use the language correctly and creatively for various purposes, needs,
and situations
3) to have ability to use Indonesian in enhancing intellectual ability, emotional and social maturity
4) to have discipline in thinking and using the language in speaking and writing; and
5) to appreciate and to be proud of Indonesian literature as cultural domain and intellectual Indonesian humans.

General competence in Indonesian in primary schools involves the following:
i) to express ideas and feeling in oral dialogue, articulate messages, swap experiences, explain processes, and describe and enact role-play.
ii) to read texts fluently and comprehend the content and respond to the content in the students’ own words.
iv) to write narratives and non-narratives writing, using correct spelling, correct punctuation, correct vocabulary, and using basic and complex sentences.
v) to comprehend and use complete and incomplete sentences; sentences of cause and effect; sentences with locative, temporal and manner complements, particles; verbal, nominal and adjectival affixes; improved and accepted spelling; a vocabulary of 6000 words including synonyms, antonyms, homonyms and polysemy.

The main materials for primary schools include:

*listening* (stories, news, instructions, announcements, orders, sounds and voices, pronunciation, songs, talks, lectures, dialogues, messages, speeches, preaching, folk tales, poems, short stories, short plays),

*speaking* (dialogues, messages, experiences, processes, short plays, about oneself, about friends, family, society, things, plants, drawing and pictures, drawing picture series, daily activities, events, prominent figures, likes and dislikes, telephones, hobbies, rules, instructions and reports)

*reading* (letters, syllables, words, sentences, paragraphs, instructions, announcements, dictionary, encyclopedia, people, folk tales, poems, short stories and plays),

*writing* (letters, syllables, words, sentences, paragraphs, composition, summaries, about themselves, friends, family, likes and dislikes, letters, slogans,
advertisements, posters, reports, timetables, daily activities, instructions, experiences, ideals, forms, tables, poems, simple stories),

*literature* (tales, folk tales, poems, short stories, short plays or dialogs and experiences),

*language* (intonation, spelling, words, sentences, verbal nominal and adjectival affixes, locative temporal and method of particles).

The approach of teaching is on the main function of language as a medium of communication in the forms of written and oral words, sentences and paragraphs. Students are trained to communicate orally and in writing but not expected to master the knowledge about the language. The organization of the materials consists of basic competences, basic materials, and indicators of achievement which are arranged into year/grade and four-month periods.

In writing is actually the main effect of the present study although it deals with oral language. In speaking, when students will omit the subject especially in main or matrix clauses teachers will not notice this since they also omit objects. However in writing, when students omit subjects in main or matrix clauses, their language will be considered unacceptable because subjectless sentences are ungrammatical. This must have been the effect of the very popular slogan continually emphasized and prescribed as *Bebahasa Indonesia yang baik dan benar* – To use Indonesian well and correctly.

In the 2001 Curriculum for Indonesian for Primary School, in *writing* Year/Grade I is on beginning writing, labelling objects, completing sentences, writing names, ages, and the addresses where students live, family or parents' names and occupations, writing dictation on simple sentences and fine writing. Year/Grade II involves the dictation of simple sentences, parents' and sibling's names and occupation, likes and dislikes in 5-10 sentences, fine writing.

Year/Grade III students write their own compositions, describing something, letters, slogans, summarise reading texts, use tables or forms, write games and the steps or instructions of games.

Year/Grade IV involves writing narratives, writing letters to friends containing experiences and ideals, and free imagined composition.

Year/Grade V includes writing stories from randomly arranged picture series using coherent paragraphs, write letters to friends or family or parents, fill in
boy/girlscout forms, Bank forms, money orders, write summaries and parts of stories.

Year/Grade VI the focus is on writing notes from listening to the news or lectures and summaries.

From Year/Grade IV onwards when students start writing composition, it can be seen whether there would be any acquisition effect of subject omission interfering in their writing. However since students’ omission of subjects in the present study showed a decreasing trend of omission in the later age categories, the effect might be complementary, that is either the effect of teaching or the effect of maturity increases use of the subject or both have an effect on each other because even adult Indonesian speakers omit subjects in their oral speech.

The 1993 Main Outline of the Teaching Program of Indonesian of Primary School on Structure can still be used for reference:

Year/Grade I: Intransitive sentences NP + VP (intransitive), intransitive sentences VP (ber-prefix) VP (me-prefix), division of syllables, intransitive sentences of NP + AdjP

Year/Grade II: sentences, pronunciation, intonation, statement/informative sentences, statement/informative statement with locative complement,

1) interrogative with intonation, question words siapa (who), apa (what)
2) interrogative sentences with question words

Year/Grade III: interrogative sentences with locative and temporal question words di mana (where), ke mana (where + direction), dari mana (from where), bila mana, kapan (when), statement with locative and temporal complements

1) interrogative sentences of cause and reason,
2) interrogative sentences of situation bagaimana (how)

Year/Grade IV: locative preposition di and ke, temporal preposition pada, instrumental preposition dengan – “with”, conjunction dan – “and” and tetapi – “but” in compound sentences, expansion of sentences with locative, temporal, method and instrumental complements

Year/Grade V: imperative sentences of inviting, asking, wishing, hoping and ordering, the use of question words berapa (how much/many), apakah (do, does, did, is, are, was, were), adakah (is/was/are/were there), form and meaning of prefixes ber- and me-, form and meaning of suffixes -kan and -i

Year/Grade 6: combination of words showing possession, and adjective buku saya
From the present study students had acquired all of the structures contained in Grade I to Grade VI in the 1993 Curriculum in their speech since they were in the youngest age category of I (68 – 84 months). The problem would be even if they had already produced such structures they might not have been able to read well until Year/Grade III or IV when they would also be able to write well.

The findings of Soemartono’s (2000) research on the comparison of subject omission of South Jakarta primary school students’ taped speech and written composition can shed a little light because Grade Four students’ subject omission of their taped speech was at 40% and Grade Six at 30% whereas in their written composition their subject omission was for Grade Four at 3.92% and for Grade 6 at 2.06% a much lower rate of subject omission in their writing. It is not known whether low subject omission in the students’ writing is from the influence of teaching reading and writing or the maturation of the decreasing subject omission as they become older.
Chapter 6
Discussion and Interpretation of Findings

The findings in this study are of primary school students in Jakarta who speak Indonesian as their first language and who omit subjects in the main clauses of the four types of sentences: basic, compound, complex, and compound-complex sentences. They also omitted the subjects in the coordinating clauses of compound sentences, in the subordinating clauses of complex sentences, and in the coordinating and subordinating clauses of compound-complex sentences. The status of interlocutors clearly made an impact on the omission of the subjects. The students omitted the subjects more when they spoke with the researcher than when they spoke with their peers across the six developmental stages from the youngest age category 1 (68-84 months) to the oldest age category 6 (133-153 months). A similar result was observed across the year levels or grades from Grade One to Grade Six. It can be argued that the children omitted the subjects more because they were participating in dialogues. This may be the case when they spoke with their peers, but not so when they spoke with the researcher who asked them to tell stories about themselves, their lessons and hobbies and other topics so that their speech flowed continuously. The researcher prompted the younger students more to coax them to speak. With the older students, the researcher only asked for more information and to clarify what they had said. So it was under these conditions that the students omitted more subjects in main clauses. Yet the students did not omit the subjects more when they spoke with their peers.

Formality of the setting can be seen from the type of language used, spoken or written. In formal written Indonesian subjects are usually supplied in main and matrix clauses. If the formality of the setting was the determining factor the students would have supplied the subjects more when they spoke to the researcher. But here the students supplied more subjects when they spoke with their peers with whom they were familiar not with the researcher who was an adult stranger even less familiar than their teachers. Therefore, the formal or informal setting depended on the familiarity with whom the students spoke. They omitted the subjects more to a more formal setting. In written form, however, the children, not in these settings, also omitted their subjects but much fewer than in the spoken form. Adults’ written form also omitted their subjects as can be seen from the researcher’s pilot studies in Literature Review on
pp 9 – 19. In the spoken form the interlocutors are there, thus the e can be traceable in the context. In the written form the addressee or the writer has to imagine the presence of the interlocutors and the addressee or the reader, that is why the subject is not omitted but supplied. Whenever the subject is known it is omitted. In the written form the formality is not seen from the setting but in the language use and style between the addressee or writer and the addressee or reader. There should be more evidences of omitted subjects in the written form in Indonesian.

The general trend of the omission decreased across the developmental stages in both settings that is when they spoke with the researcher and with their peers. This decrease may have been influenced by maturity or by the effect of schooling or by social interaction inside or outside the classroom. However, it was apparent that the students used the Betawi dialect of Indonesian more when they spoke with the researcher or with their peers instead of the formal standard Indonesian used by their teachers when the latter discussed about their students and their schools. The finding is in agreement with Labov's theory (1970a) of the vernacular stage or the second stage of language acquisition of children between five to twelve years where children learn a local dialect from their peers.

The present finding replicates the earlier research on the acquisition of Balinese by primary school children in Bali where that omission of subjects decreased across the years or grades (Soemartono, 1996). The present study also supports the finding in the acquisition of Balinese that the higher the grades of the students, the more the students expanded basic sentences into compound, complex and compound-complex sentences. It also replicates the finding by La Ode Sidu (1994) of syntax in Indonesian as a second language in Kendari, South East Sulawesi where sixth year primary school children expanded 64.71% of basic simple sentences into complex sentences although his research did not mention any omission of the subjects. The present study, therefore, supports the theory that after the age of five, children have acquired the bulk of language and have almost achieved the grammar of adults (Chomsky, 1969; Maclure and French, 1981; Cummins, 1981)

Although the omission of subjects successively decreased with developmental stage, in the sixth age category or in Grade Six students still omitted subjects. However, adults omit subjects can be seen from the researcher’s and the teachers’ speech and from transcribed oral dialogues in Nur (1999) and Soemartono (1999, 2000). This
supports the view that Indonesian is a pro-drop language where there is relative freedom in the omission of the subjects compared to non-pro-drop languages.

The decreasing subject omission or the increasing of use subjects as children become older can be compared to the increasing subject use by children acquiring other pro-drop languages and children acquiring non pro-drop languages in the following researches although the children were much younger. For example, Valian’s (1991) revealed a marked difference in the omission of subjects by American children acquiring English, a non-pro-drop language of English and by children acquiring Italian, a pro-drop language. The four groups of American children used subjects twice as often as the Italian children and this use of subjects increased in the older groups of children from 23%, 50%, 68% and 77%. The American parents’ use of subjects was between 96% in group 1 and 98% in the other groups. By contrast, two groups of Italian children used subjects was 20% and 23%. Wang et al (1992) presented different mean percentages of Chinese-speaking children, English-speaking American children, and Chinese-speaking mothers (46.54, 33.11 and 36.13 respectively). The Chinese children omitted the subjects the most, followed by the Chinese mothers and the American children the least. Another finding of the omission of subject in a pro-drop language was with Portuguese speakers between three groups of different age children and adults (Valian and Eisenberg, 1996). The children from the younger group used subjects 28% of the time while the oldest group used them 57% of the time. The oldest group almost matched the adults’ use of subjects.

This comparison shows that children who speak pro-drop languages omit subjects in a decreasing manner in their speech at a much higher rate than children and adults from non pro-drop languages. The present study therefore provides supporting evidence of the decrease in subject omission across ages in the pro-drop languages.

The present study also refutes Sugono’s claim (1990, 1991, 1995) that the omission of subjects occurs only in subordinate clauses and in the second, third, etc. coordinating clauses in formal written Indonesian. It also contrasts with the researcher’s own analysis of formal written texts of the Introduction of the Standard Grammar of Indonesian (Moeliono et al, 1988 and 1993) where the omission of subjects did not occur in the first clause in the coordinating clauses or in the main or matrix clause in sentences with subordinating clauses.

The decrease in subject omission also occurred in the coordinating clauses of compound sentences. However in subordinating clauses there was no decrease, but
levelling. In compound-complex sentences the trend was the opposite. The omission of subject in coordinating and subordinating clauses in compound-complex sentences increased across the age category. No other research reports such trend. Sugono's findings (1990, 1991, 1995) and Soemartono's (2000) findings showed that subjects were omitted in subordinating clauses and in the second and succeeding clauses in coordinating clauses.

The omission of subjects in the coordinating clauses of compound-complex sentences also revealed a contrasting result. The students omitted these subjects more when they spoke with their peers than when they spoke with the researcher.

Gender presented impact on the omission of subjects mainly in main or matrix clauses. Boys omitted the subjects in main or matrix clauses more than girls. In the coordinating clauses of the compound sentences, younger boys omitted the subjects more, but were overtaken by girls. In the subordinating clauses of the complex sentences boys omitted the subjects more than girls only when speaking with their peers. In the coordinating clauses of compound-complex sentences younger girls omitted subjects more than boys. While in the subordinating clauses of the compound-complex sentences this trend was reversed and younger boys omitted subjects less but later trends reversed between girls and boys. Boys started low then higher than girls in the second and third age categories then lower than girls in the fourth and fifth age categories and higher than girls in the sixth category. There is no previous gender comparison in subject omission in the pro-drop languages. In only two cases is gender compared in non pro-drop languages (English and German) with very young children mentioned in the literature review Brown (1973) (in Hyams and Wexler, 1993) presented two periods in which the boy, Adam, dropped subjects more than the girl, Eve, 55% vs 39% and 29% vs 15%. Hamann (1996) presented a different pattern of omission of subjects of Cristoph and Elisa where the boy dropped pre-verbal subjects about 10% to 20% of the time whereas the girl dropped subjects 4% to 18% of the time. The findings of the present study are in line with those of younger children acquiring non pro-drop languages whereby boys omitted subjects more than girls.

Soemartono's (2000) research presents an evidence from the students' oral language that Grade Four children omitted 40% of their main or matrix clause subjects while Grade Six children 30%. This study replicates the finding of the present study that the older the children the more they decrease their omission of subjects. In their writing this study presents a surprising evidence that the decrease was in such a very
low rate of 3.92% for Grade Four and 2.06% for Grade Six. The students supplied more subjects when they wrote. Was it because the interlocutors were not present that the students supplied the subjects more or was it because of impact of schooling. The results, however, are still in line with the results of the present study that the older the children the decrease the omission of subjects. There were more compound-complex sentences in their writing contrasted to more of expansion to complex sentences in their oral language. This finding of their expansion of the sentence in their writing is contrary to the findings of the present study. No other research supports this finding. There should be more research on the the comparison of childrens’ oral and written languages to support the findings. What should be found out of the decrease in subject omission whether it is caused by the result of schooling or by the process of maturition.

In classroom interaction in the present study students often gave responds in unison. Their responds more often consisted of short answer of one word. Teachers rarely gave individual turns. If students uttered long utterances they usually read or repeated after the teacher. Most classroom interactions were teachers’ dominated language and students did not have sufficient opportunity to develop their oral language. Although it is not known whether students had sufficient opportunity to develop their written language, this fact supports Romaine’s (1984) argument that mainly from reading and writing students get the impact upon student’s schooling. This is apparent since millions of Indonesian children from hundreds of regional ethnic language backgrounds are exposed to Indonesian through schooling using books in Indonesian.
Chapter 7

Conclusions

The omission of subjects occurs in the main clauses of the four types of sentences in Indonesian: in basic sentences, in compound sentences, in complex sentences and in compound-complex sentences. Clauses which were counted as main clause included 1. basic sentences, 2. first clause in a compound sentence, 3. main (matrix) clauses in a complex sentence, and 4. the first non-subordinate clause in a compound-complex sentence. The omission of subjects also occurs in the coordinating clauses of compound sentences, in the subordinating clauses of complex sentences, and in the coordinating and subordinating clauses of compound-complex sentences. The focus of the present study, however, was on the omission of subjects in main clauses and to compare it with the non-occurrence of subject omission in the main clauses of formal adult written Indonesian.

The omission of subjects in the speech of primary school students in main clauses in basic, compound, complex and compound-complex sentences does show the impact of interaction effect of 1) the developmental stages of the subject omission, 2) the age of the students, 3) the setting on with whom the students were speaking (the researcher or their peers), and 4) gender which are statistically significant. In each of the developmental stages from the youngest age (up to 84 months) to the oldest (between 133 – 153 months) the trend begins with high omission of subjects and but subsequently decreases. The younger the age the higher is the omission of the subjects or the older the students they supply the subjects more. The students omitted subjects more when they spoke with the researcher than when they spoke with their peers. Boys omitted subjects slightly more than girls.

In the coordinating clauses of compound sentences, the trend of subject omission decreased overall but not smoothly. Students omitted subjects in coordinating clauses more when they spoke with the researchers than when they spoke with their peers. Girls omitted subjects in the coordinating clauses of compound sentences more than boys when they spoke with the researcher and when they spoke with their peers. The overall omission of coordinating clause subjects in compound sentences has a significant interaction impact but not age and gender.
In the subordinating clause of the complex sentences the trend of subject omission is mostly level for both boys and girls except for the age category of 68-84 for boys and in the age category 121-132 months for girls when the students spoke with the researcher. When the students spoke with their peers, boys omitted subordinating clause subjects more than the girls except between the age category of 68-86 months. In general the students omitted subordinating clause subjects more when they spoke with the researcher than when they spoke with their peers. The developmental stage of omission in subordinating clause subjects in complex sentences has interaction impact in significance but there is no effect of age and gender.

In the coordinating clause of the compound-complex sentences the trend for omission of the coordinating clause subjects is increasing from the youngest category age of 68-86 months all the way to the age category of 121-132 months then drop sharply at the age category of 133-153 months for both boys and girls. When the students spoke with their peers they omitted the coordinating clause subjects in compound-complex sentences more than when they spoke with the researcher. This is contrary to the trend in the omission of the main clause subjects, in the omission of coordinating clause subjects in compound sentences, in the omission of subordinating clause subjects in complex sentences, and in the subordinate clause subject of the compound-complex sentences where the students omitted the subjects more when they spoke with the researcher than with their peers. There is impact of the developmental stage of the coordinating clause subject omission in compound-complex sentences but not from the age and gender.

In the subordinating clause of the compound-complex sentences the trend for omission of the subordinating subject is increasing for both boys and girls. This trend is also contrary to the trend in the omission in main clauses which is decreasing in the developmental stages. The boys omitted the subordinating subjects more at the second and third age categories (85-96 months and 97-108 months) than they omitted the subordinating subject less in the fourth and fifth age categories (109-120 months and 121-132 months) than the girls. They omitted the subordinating clause in the compound-complex more when they spoke with the researcher than when they spoke with their peers. The developmental stages of the omission of the subordinate clause subjects has significant impact but not from the age and gender.

The similarity in the four types of sentences is that students omit subjects more when they speak with a figure of authority than when they speak with their peers in all
developmental stages. This difference is reflected in main clauses, in the coordinating clauses of compound sentences, and in the subordinating clauses of complex sentences. Main clause subject omission decreases over time. By contrast, the trend of subject omission increases in the coordinating and subordinating clauses of the compound-complex sentences over time.

The fact that primary school students omit the subject in the main clause of the four types of sentences of basic, compound, complex, and compound-complex sentences in Indonesian as well as in the coordinating clauses of the compound sentences, in the subordinating clauses of the complex sentences and in the coordinating and subordinating clauses of the compound-complex sentences may have impact on teaching and learning as can be seen from the findings of researches in similar cases. Although the tendency of omitting the subject especially in the main clauses decreases as they grow older, they may still omit the subject when they use the language in speaking formally or even when they use it in more formal writing.
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Appendices

I A Female students’ speech when they spoke with the researcher in the first setting

I Selvy: Tebet, South Jakarta; age: 6;1 or 73 months; gender: female; year: 1

(1) Ex: Selvy ceritakan ya kegiatan sehari-hari dari e bangun tidur sampai malam ya. ex (mp = 15)

night yes
“Selvy tell your daily activity from getting up in the morning till night.”

Cobak e bangun tidur ... bs (mp = 3) e Duduk sini bs (mp = 2)

Try get up Sit here
“Common I get up.” “Sit here.”

Selvy : e Bangun tidur terus e mandi e mandik terus (emex ,6)

get up sleep and take a bath take a bath and
“Getting up I take a bath and ..”

Ex : Suaranya yang keras! (bs, 4)

voice -the that loud
“Please speak more loudly.”

Selvy : e Berangkat sekolah e sarapan duluk. (cmex,5) e Sudah (bsex, 1)

Go school have breakfast first already/finish
“Go to school, have breakfast first.” “That’s all.”

Ex : Habis sarapan apa e? (bs, 3)
after breakfast what
“What do you do after breakfast?”

Selvy : e Sekolah e sekolah e sekolah e belajar e membaca e udah (emex, 8)

school school school learn read finish
“I go to school, study, and read, that’s all.”

Ex : Terus habis e sekolah? cx (mp = 3)

and after school?
“And after school?”

Terus di sekolah e ngapain ya lagi. bs (mp = 7)

and at school what yes more
“And what do you do more at school?”

Di sekolah e ngapain?
At school what
“At school what do you do?”
Selvy: Kalau e di rumah juga terus e baca terus e membaca terus e main terus e tidur
If at house also go on read go on read
"If I am at home, I'll read, read and play then sleep." cmxex (mp = 13)

Ex: He’eh yu (mp = 1) Sorenya? bs (mp = 2)
yes afternoon-the
"Yes." "In the afternoon?"

Selvy: Sorenya di rumah e belajar e ngerjain PR dulu baru e main cmex (mp = 3)
afternoon-the at house study do homework first then play
"At home in the afternoon, I study, do the homework first, then I play."

Habis e main panas e tidur. cxex (mp = 4)
after play hot sleep
"After playing, hot, I take a nap."

Ex: Terus malemnya e ngapain? bs (mp = 5)
then evening the what
"Then in the evening what do you do?"

Selvy: Malemnya e membaca bsex (mp = 4)
evening-the read
"In the evening I read."

Habis e membaca tivinya dimatiin.cxex (mp = 8)
TV-the turn off passive
"After reading the TV set is turned off."

Habis [e] membaca udah habis tivinya baru dinyalain. cxex (mp = 11)
after read already finish TV—the just turned on (passive)
"When I finish reading the TV set is turned on again."

Ex: He’eh. yn (mp = 1) e Nonton tivi nggak? bs (mp = 3)
yes watch TV no
"Yes." "Don’t you watch TV?"

Selvy: e Nonton. bsex (mp = 1)
watch
"I watched TV"

Ex: Terus e nonton apa? bs (mp = 3)
and watch what
"And what do you watch?"

Selvy: e Nonton film Doraemon bsex (mp = 3)
watch film Doraemon
"I watched Doraemon film."

Ex: He’eh. yn (mp = 1) Terus terus e nonton nonton terus. bs (mp = 5)
yes and and watch watch on and on
"Yes" "And do you watch tv on and on?"
Selvy: e Tidur. bsex (mp = 1)
sleep
“I sleep.”

Ex: Jam berapa tidurnya? bs (mp = 4)
nou. now many sleep-the
“What time do go to bed?”

Selvy: e Tidur jam kadang-kadang jam delapan bsex (mp = 6)
sleep hour sometimes eight hour
“I sometimes go to bed at eight.”

(2) Ex: Cobak ceritakan pelajaran apa yang Silvy sukai cx (mp = 10)
try tell -kan lesson what that Silvy like
“Common tell me what lesson do you like.”

Selvy: e Belajar [e] membaca cxex (mp = 4)
learn read
“I learn to read.”

Ex: Kenapa? bs (mp = 1)
why
“Why?”

Selvy: Soalnya kata Papa [katanya] biar [e] pinter [e]
reason-the say father say-the in order to clever
membaca-baca. cmxex (mp = 12)
read read
“The reason is father said in order to be good at reading.”

Ex: He’eh yn (mp = 1) Selain [e] membaca apa yang disukai? cx (mp = 9)
yes other read what that liked (passive)
“Yes.” “Other than reading what lessons do you like?”

Selvy: Heh? ynex (mp = 1)
heh
“Huh?”

Ex: Selain [e] membaca apa e? cx (mp = 5)
other read what
“Other than reading what lessons do you like?”

Selvy: e sukain? cxex (mp = 2)
liked (passive)
“Which I liked?”

Ex: Heh? bs (mp = 1)
heh
“Huh?”

Selvy: e sukain? cxex (mp = 2)
liked (passive)
“Which I liked?”

Ex: Heh? bs (mp = 1)
heh
“Huh?”

Selvy: e Ndak tauk bs (mp = 2)
    no      know
    “I don’t know.”

Ex: e cumak mbacak aja bs (mp = 3)
    just    read only
    “You just like reading only.”

Ex: Kalau [permainan] yang disukai apa? ex (mp = 8)
    if game that liked (passive) what
    “What games do you like?”

Selvy: Yang disukai boneka. exex (mp = 5)
    That liked (passive) doll
    “I like playing with dolls.”

Ex: e Boneka? bs (mp = 1) Boneka apa? bs (mp = 2)
    doll    doll    what
    “You like dolls?”    “What kind of dolls?”

Selvy: Boneka Pokemon. bsex (mp = 2)
    doll Pokemon
    “Pokemon dolls.”

Ex: He’ch. yn (mp = 1) Mainnya di mana? bs (mp = 4)
    yes    play-the at where
    “Yes.”    “Where do you play?”

Selvy: Mainnya di rumah. bsex (mp = 4)
    play-the at house
    “I play at home”
    Kalau [e] panas-pans e nggak boleh main. exex (mp = 6)
    if hot hot no may play
    “If the weather is hot I’m not allowed to play.”

Ex: He’ch. yn (mp = 1) Mainnya sama siapa? bs (mp = 4)
    yes    play-the with who
    “Yes.”    “With whom do you play?”

Selvy: Mainnya ama temen. bsex (mp = 4)
    play-the with friend
    “I play with a friend.”

Ex: He’ch. yn (mp = 1) Tetanggak saudara e nggak punya? cm (mp = 4)
    yes    neighbour sibling no have
    “Yes.”    “Don’t you have a neighbour or sister?”

Selvy e Punyak. bs (mp = 1)
    have
    “I have.”

Ex: Mainnya sama saudara apa [e] temen? cm (mp = 6)
    play-the with sister or friend
    “Do you play with your sister or your friend?”
Selvy: e Temen. bsex (mp = 1) 
friend 
"With my friend."

Ex: He'eh. yn (mp = 1) Bonekanya dapat dari siapa? bs (mp = 5)
yes doll -the get from who 
"Yes.") "From whom did you get the doll?"

Selvy: Ya e beli sendiri bsex (mp = 3)
yes buy alone 
"I bought it myself."

Ex: O e beli sendiri. bs (mp = 3) Yak. yn (mp = 1)
oh buy alone yes 
"Oh you bought it yourself." "Okay."

(3) Ex: Kamu punya teman baik nggak? bs (mp = 5)
you have friend good no 
"Do you have a close friend?"

Selvy: e Punyak. bsex (mp = 1)
have 
"I have."

Ex: Siapa? bs (mp = 1)
who 
"Who is your friend?"

Selvy: Temennya Nina. bsex (mp = 3)
friend-the Nina 
"My friend is Nina."

Ex: Cobak e ceritakan tentang Nina. bs (mp =5)
try tell -kan about Nina 
"Please tell me about Nina."

Selvy: Nina mainnya ama aku terus kadang-kadang [e] ama kakak aku 
Nina play-the with I and sometimes with sister I 
karena senam. cmx (mp = 13) 
because gymnastics 
"Nina plays with me sometimes with my sister because of gymnastics."

Ex: He'eh. yn (mp =1) Kenapa e sukak Nina kenapa? bs (mp = 4)
yes why like Nina why 
"Yes.") "Why do you like Nina?"

Selvy: Soalnya saya suka ini suka bareng ama Nina [pulangnya]. cxex (mp = 11)
reason-the I often this often together with Nina go home-the 
"The reson is I often go home together with her."

Ex: O karena [e] sukak sama Nina. cx (mp = 5)
oh because like with Nina 
"Oh because you like to be with her."

Ex: Anaknya kayak apa sih Nina itu? cx (mp = 7)
child-the like what sih Nina that 
"What does the child Nina look like?"
Selvy: Ninanya giginya ompong. bsex (mp = 5)
   Nina-the tooth-the missing
   “Nina’s tooth is missing.”

Ex: Terus apa lagi? bs (mp = 3)
   and what more
   “And what’s more?”

Selvy: e Sudah. bsex (mp = 1)
   Already
   “That’s all.”

Ex: Rambutnya? bs (mp = 3)
   hair -the
   “Her hair?”

Selvy: Rambutnya item. bs (mp = 3)
   hair -the black
   “Her hair is black.”

Ex: He’eh. yn (mp = 1). Badannya? bs (mp = 2)
   yes body-the
   “Yes.”
   “Her body?”

Selvy: Badannya putih. bsex (mp = 3)
   body-the white
   “She’s fair-skinned.”

Ex: He’eh. yn (mp = 1) e Gedek [e] tinggi [e] kecil apa apa? cm (mp = 5)
   yes big tall small what what
   “Yes.”
   “Is she big, tall, or small?”

Selvy: e Gedek. bsex (mp = 1)
   big
   “She’s big.”

Ex: He’eh. yn (mp = 1) Sifatnya? bs (mp = 2) Sifatnya apa Nina? bs (mp = 4)
   yes character-the character-the what Nina
   “Yes.”
   “How’s her character?” “How is Nina’s character?”

Selvy: Heh? ynex (mp = 1)
   Huh
   “Huh.”

Ex: e Nggak tau. bs (mp = 2) e Nggak tau. bs (mp = 2)
   no know no know
   “You don’t know.” “You don’t know.”

Kenapa tadi e sukak Nina kenapa? bs (mp = 5)
   why former like Nina why
   “Why did you say you liked Nina?”

Kenapa e sukak Nina tadi? bs (mp = 4)
   why like Nina former
   “Why did you say you liked Nina?”

Selvy: Tadi soalnya saya berangkat sekolah. bsex (mp = 6)
former reason-the I go school
“The reason was I went to school.”

e Berangkat sekolah sama kakak bsex (mp = 4)
go school with sister
“I went to school with my sister.”

Kakaknya kelas enam bsex (mp = 4)
sister-the class six
“My sister is in Grade Six.”

Terus saya nggak nangis bsex (mp = 4)
and I no cry
“And I didn’t cry.”

Ninanya lagi di rumah [e] belum mandi [e] belum apa -apa cmex (mp = 10)
Nina-the is at house not yet take a bath not yet what what
“Nina was still at home, she had not taken a bath, she had not done anything”

Kenapa e Bu? bsex (mp = 2)
why mother
“Why Mam?”

(4) Ex: Silvy Selvy besok kalau [e] gede e pengin jadi apa? cmx (mp = 8)
Silvy Selvy tomorrow if big want become what
“Selvy when you grow up what do you want to be?”

Selvy: e menjadi pilot. bsex (mp = 3)
become pilot
“I want to be a pilot.”

Ex: e Pilot? bs (mp = 1) e Jadi pilot wanita ya? bsex (mp = 4)
pilot become pilot woman yes
“A pilot?” “So you want to be a female pilot?”

Pilot itu apa sih? bs (mp = 4)
pilot that what sih
“What is a pilot?”

Selvy: Ah? ynex (mp = 1)
ah
“Ah?”

Ex: Pilot itu apa? bs (mp = 3)
pilot that what
“What is a pilot?”

Selvy: Pilot pilot menjadinya naiknya naik kapal. bsex (mp = 9)
pilot pilot become ride-the ride boat
“A pilot rides a boat.”

Ex: O e naik kapal. bs (mp = 3) Untuk [e] jadi pilot bagaimana caranya? ex (mp = 6)
oh ride boat for become pilot how way-the
“Oh you ride on a boat.” “How can you become a pilot?”

Selvy: Heh? Ynex (mp = 1)
huh
"Huh?"

Ex: Cobak e ceritakan untuk [e] jadi pilot gimana [caranya]? cmx (mp = 9)
    try tell -kan for become pilot how-the
    “Please tell me how you can become a pilot?”

Selvy: e Pilot? bsex (mp = 1)
    pilot
    “(I become )a pilot?”

Ex: He’eh. yn (mp = 1) Supaya [e] jadi pilot gimana e? ex (mp = 4)
    yes in order to become pilot how
    “Yes.” “How can you become a pilot?”

Selvy: e biar [e] jadi gedek. cxex (mp = 3)
    so that become big
    “I’ll become grown up first.”

Ex: Oh e supaya [e] jadi gedek. ex (mp = 4)
    oh in order become big
    “Oh in order for you to become grown up.”

Jadi kalau [e] gedek e bisa jadi pilot gitu? ex (mp = 7)
    so if big can become pilot like that
    :”So when you are grown up you can become a pilot, is it like that?”

Ada sekolahnya enggak? bs (mp = 4)
    there is school -the no
    “Is there a school for (training) pilots?”

Selvy: e Ada. bsex (mp = 1)
    there is
    “There is.”

Ex: Di mana? bs (mp = 2)
    at where
    “Where is it?”

Selvy: e Di sini. bsex (mp = 2)
    At here
    “(It is) here.”

Ex: Oh e di sini. bs (mp = 3) Yak. yn (mp = 1) Yak. yn(mp = 1)
    oh at here yes yes
    “Oh here>” “Yes.” “Yes.”

Kalau [e] nggak jadi pilot e jadi apa?
    If no become pilot become what
    “If you don’t become a pilot what will you want to be?”

Selvy: e Jadi dokter. bsex (mp = 2)
    become doctor
    “You’ll be a doctor.”

Ex: e Jadi dokter. bs (mp = 2) Kenapa? bs (mp = 1)
    become doctor why
“You’ll be a doctor.”

“Why (do you want to be a doctor)?”

Selvy: Biar ini bisa .. cxex (mp = 3) Heh? yn (mp = 1)
in order this can huh
“So that I can ..” “Huh?”

Ex: e Biar apa? bs (mp = 2)
in order what
“For what?”

Selvy: e Nggak tauk. bsex (mp = 2)
no know
“I don’t know.”

Ex: Dokter itu apa sih? bs (mp = 4)
doctor that what sih
“What is a doctor?”

Selvy: Dokter .. bsex (mp = 1)
doctor
“A doctor is.”

Ex: Ya dokter itu apa? bs (mp = 4)
yes doctor that what
“Yes, but what is a doctor?”

Selvy: Eh ynex (mp = 1)
eh
“Eh.”

Ex: Heh? bs (mp = 1)
huh
“Huh?”

Selvy: Dokter. bsex (mp = 1) Aku belum pernah lihat dokter. bsex (mp = 5)
doctor
“A doctor..”

Ex: Loh la kok e pengin [e] jadi dokter? ex (mp = 6) e Udah pernah? bs (mp=2)
Iho la why want become doctor already have
“Why do you want a doctor then?” “Have you seen a doctor?”

He’eh. yn (mp = 1)Yak. yn (mp = 1)
yes yn (mp = 1) yes yn (mp = 1)
“Yes.” “Yes.”

(5) Ex: Terus cobak ada keadian atau cerita [yang] kamu
and try there is event or story that you
inget- inget itu apa? emx (mp = 13)
remember remember that what
“Is there an event or something that you keep on remembering?”

Selvy: Heh? ynex (mp = 1)
huh
“Huh?”

Ex: Apa [yang] kamu inget- inget? ex (mp = 5)
what that you remember remember
“Of what do you keep on remembering.”

Selvy: e Inget? bsex (mp = 1)
remember
“I remember?”

Ex: Yak yn (mp = 1)
yes
“Yes.”

Selvy: e Nggak tau. bsex (mp = 2)
no know
“I don’t know.”

Ex: Waktu [e] piknik waktu [e] pergi atau waktu [kamu] apa
when go on a picnic when go or when you what
itu pernah? cmx (mp = 10)
that ever
“When you went on a picnic when you went or have you ever gone somewhere?”

Selvy: Waktu [e] pergi. cxex (mp = 2)
when go
“When I went ..”

Ex: He’eh. yn (mp = 1) e Di mana? bs (mp = 2)
Yes at where
“Yes.” “Where?”

Selvy: e Pergi ke sekolah kadang-kadang terus [e] diajak ama Papa ke Ancol
went to school sometimes and asked with father to Ancol
[e] ama ke Ragunan ama ke Ragunan [e] ama ke Suit
and to Ragunan and to Ragunan and to Suit
[e] ama ke ini ke pantai. cmex (mp = 25)
and this to beach
“I went to school sometimes I went to Ancol with Father to Ragunan to Suit and
to the beach.”

Ex: Apa [yang] membuat kamu senang? cx (mp = 6)
what that make you happy
“What makes you happy?”

Selvy: Heh? yn (mp = 1)
Huh
“Huh?”

Ex: Apa [yang] membuat kamu senang? cx (mp = 6)
what that make you happy
“What makes you happy?”

Selvy: e Berenang. cxex (mp = 2)
swim
“Swimming.”

Ex: e Berenang [e] senang ya? cx (mp = 4)
swim happy yes
“So swimming makes you happy.”
Apa [yang] membuat kamu marah e nggondok?
what that make you angry annoyed
“What makes you angry or annoyed?”

Selvy: Heh? ynex (mp = 1)
huh
“Huh.”

Ex: Yang membuat kamu marah apa? cx (mp = 6)
that make you angry what
“What makes you angry?”

Selvy: e Karena [e] ketelen. cx (mp = 3)
Because swallowed (passive)
“Because it was swallowed.”

Ex: Apah? bs (mp = 1)
What
“What do you mean?”

Selvy: Airnya ketelen. bsex (mp = 5)
water-the swallow
“The water was swallowed by me by accident.”

Ex: Oh airnya ketelen terus kamu marah gitu. cm (mp = 8)
Oh water-the swalloed (passive) and you angry like that
“Oh you swalloed the water by accident and so you became angry.”

Apa [yang] membuat kamu sedih? ex (mp = 6)
what that make you sad
“What makes you sad?”

Selvy: Ya e nggak sedih cuman kalau di rumah [saya] digigit ama
Yes no sad only if at house I bitten (passive) by
temen cxex (mp = 12)
friend
“I’m not sad only when at home I was bitten by a friend.”

Ex: He’eh. yn (mp = 1)
yes
“Yes.”

Selvy: Terus saya nangis. bsex (mp = 3)
and I cry
“And I cried.”

Ex: He’eh. yn (mp=1) He’eh. yn (mp=1) Apa [yang] membuat kamu sepi?cx (mp = 6)
yes yes what that make you lonely
“Yes.” “Yes” “What makes you lonely?”

Yang membuat kamu sepi apa? cx (mp = 6)
which/that make you lonely what
“What makes you lonely?”

Selvy: e Sepi? cxex (mp = 1)
lonely
“(What makes me) lonely?”
Ex: e Sepi nggak ada [temen] gitu. cm (mp = 5)
lonely no friend like that
“You’re lonely like having no friend.”

Selvy: e Di rumah. bsex (mp = 2)
    at house
“I’m at home.”

Ex: He’eh di rumah. bs (mp = 3)
    yes at house
“Yes you are at home.”

Selvy: e Nonton tipik. bsex (mp = 2)
    Watch TV
“I watch TV.”

Ex: e nonton tivi bs (mp = 2)
    watch TV
“You watch TV.”

Selvy: Kalau [e] enggak kalau [e] enggak e nonton sidi (CD).” exex (mp = 6)
    if no if no watch CD
“If I don’t watch Tivi, I watch CD.”

Ex: He’eh. yn (mp = 1) Apa [yang] membuat kamu takut? cx (mp = 6)
    yes what that make you afraid
“Yes.” “What makes you afraid?”

e Pernah takut nggak? bs (mp = 3)
ever afraid no
“Have you ever been frightened?”

Selvy: e Pernah. bsex (mp = 1)
    Ever
“Yes I have.”

Ex: Apa [yang] membuat kamu takut? cx (mp = 6)
    what that make you afraid
“What makes you afraid?”

Selvy: e Filem setan. cxex (mp = 2)
    film satan/devil
“I’m afraid of satan films.”

Ex: Heh? yn (mp = 1) e Filem setan. bs (mp = 2)
    huh film satan
“Huh?” “Satan films.”

Selvy: e Filem setan. bsex (mp = 2)
    film satan
“Satan films.”

Ex: Heh? yn (mp = 2)

Selvy: e Di tivi. bsex (mp = 2)
on TV
“(Films) on TV.”
Ex: Oh e di tivi terus [e] takut. cm (mp = 5)
oh at TV and afraid
“Oh on TV and you’re afraid.”

Selvy: Filem Susana. bsex (mp = 2)
film Susanna
“Susanna films.”

Ex: Oh ya ya ya, yu (mp = 4) Terus apa [yang] membuat kamu bosan? ex (mp = 7)
oh yes yes yes and what that make you bored
“Oh yes yes yes.” “And what makes you get bored.”

Selvy: e nonton tivik. cxex (mp = 2)
watch TV
“(What makes me bored) is watching TV.”

Ex: e nonton tivi e bosan ya terus menerus. cm (mp = 7) Ya e sudah. bs (mp = 2)
Watch TV bored yes on and on yes already
“You watch TV and you’re bored of watching it on and on.”

(6) Ex: Kalau [e] minta duit sama Mama gimana e? ex (mp = 8)
if ask money with Mother how
“How will you say if you want to ask for money to your mother?”

Selvy: Mama e minta duit [e] belijajan entar dikembali’in
Mother ask money buy snack later returned (passive)
[uangnya] cmxex (mp = 11)
money-the
“Mama may I ask for some money to buy snack I’ll return the money later.”

Ex: He’eh. yn (mp = 1)
Yes
“Yes.”

Kalau [e] minta sama ini Nina kamu minta kue apa gitu? ex (mp = 10)
if ask with this Nina you ask cookie what like that
“If you ask from Nina suppose you ask a cookie how will you say to her?”

Selvy: Nina e minta kue dong Nin. bsex (mp = 5)
Nina ask cookie please Nin
“Nina may I ask for some cookie please?”

Ex: Kalau e menyuruh Nina gimana caraanya? cx (mp = 7)
if order Nina how way-the
“If you want to order Nina how will you say to her?”

Selvy: Heh? ynex (mp = 1)
huh
“Huh?”

Ex: e Menyuruh Nina [e] ngambil tas atau [e] pensil itu? cmx (mp = 9)
order Nina take bag or pencil that
"You order Nina to take your bag or pencil."

Selvy: *e pensil? bsex (mp = 1)*

Pencil

"(She takes) a pencil?"

Ex: *e Menyuryuh apa saja ke Nina?* order what only to Nina

"You order anything to Nina."

Selvy: *Nina apa itu ambilin pensil dong. bsex (mp = 7)*

Nina what that take pencil please

"Please take my pencil Nina."

Ex: Kalau [e] mintak Mamah gimana caranya gimana e nyuruh

If ask mother how way -the how order Mamah? *cmx (mp = 9)*

Mother

"If you order your mother how will you say it to your mother?"

Selvy: Kadang-kadang Mamah apa itu beliin minum. bsex (mp = 8)

sometimes mother what that buy drink

"Sometimes mother buys something to drink."

Ex: Misalnya e suruh [e] ngambilin minum? *cx (mp = 7)*

example-the order take drink

"For example you ask her to get something to drink for you."

Selvy: *e Bisak. bsex (mp = 1)*

Can

“(I) can.”

Ex: Gimana caranya? *bs (mp = 3)*

how way-the

"How will you do it?"

Selvy: Kadang-kadang kalau [nenek saya] minum saya ngambilin. *cx (mp = 10)*

sometimes if grandmother drink I take

"Sometimes if my grand mother wanted to drink I would get her drink."

Ex: Nggak e mintak [e] tolong Mamah gimana [caranya]? *cmx (mp = 7)*

no ask help mother how way-the

"No, you ask your mother to get you something to drink."

Selvy: *Mamanya entar marah-marah. bsex (mp = 5)*

Mother-the later angry angry

"My mother will be angry."

Ex: Oh e nggak pernah minta tolong Mamah. *bs (mp = 6)* He’eh. *yn (mp = 1)*

oh no ever ask help mother yes

"Oh you have never asked your mother’s help." "Yes.”

Kalau apa itu [e] disuruh Mama [kamu] sedang sibuk [e] sedang ngerjain PR if what that ordered (passive) mother you are busy are doing homework *menolaknya? cmx (mp = 15)*

refuse -the
"If you are ordered by your mother you are busy doing your homework how will you refuse her?"

Selvy: sendiri kadang-kadang saya ngemplak [e] nggak bisa. cmex (mp = 8)
myself sometimes I protest no can
"I myself sometimes protested to her and said that I couldn’t."

Ex: Ya bilangnya ke Mama gimana? bs (mp = 6)
yes say -the to mother how
"Yes but how will you say it to your mother?"

Selvy: Mamah ada PR Mah. bsex (mp = 4)
mother there is homework mother
"Mother there is homework mother."

Ex: He’eh. yn (mp = 1) Sekarang [kamu] diajak main Nina [kamu] nggak
Yes Now you asked (passive) play Nina you no
mauk gimana nolaknya?
want how refuse-the
"Yes." "Now Nina asks you to play with her but you don’t want to how will you refuse her?"

Selvy: Mainnya ama kakak bsex (mp = 4)
play –the with sister
"I’ll play with my sister."

Ex: Enggak. yn (mp = 1)
no
"No."

Selvy: e Mauk. bsex (mp = 1)
Want
"(I) want (to play with her)."

Ex: Ya kalau [e] diajak main sama Fani gimana nolaknya?
Yes if asked (passive) play by Fani how refuse-the
"Yes but if Fani asks you to play with her how will you refuse her?"

Selvy: e Nggak mauk. bsex (mp = 2)
no want
"No I don’t want to play."

Ex: e Nggak mauk gitu. bs (mp = 2)
no want like that
"So you don’t want to just like that."

Selvy: Saya mau [e] main sama Fani. cxex (mp = 5)
I want play with Fani
"I want to play with Fani."

Ex: He’eh. yn (mp = 1)
yes
"Yes."

Selvy: Fani yang kecil. cxex (mp = 3)
Fani that small
“Fani who is small.”

Ex: He’eh. yn (mp = 1)
yes
“Yes.”

Selvy: Yang tulisannya cakep. cxex (mp = 5)
that writing-the beautiful
“Whose writing is beautiful.”

Ex: He’eh. yn (mp = 1) Kalok kalok [e] diajak Fani [kamu] pas bikin PR
yes if if asked Fani you are doing homework
[kamu] nggak mau gimana nolaknya? cmx (mp = 15)
you no want how refuse-the
“Yes.” “If you are asked by Fani you are still doing your homework
and you don’t want to play how will you refuse her?”

Selvy: e Belajar dulu entar kalau e istirahat baru e main. cmmxx (mp = 8)
study first later if break then play
“We study first later if there is a break we then play.”

Ex: Oh iya tapi bagaimana [kamu] nggak mau itu caranya ngomong
oh yes but how you no want that way-the speak
gimana? cm (mp = 13)
how
“Oh yes but you don’t want to play how will you say to her?”

Selvy: e Nggak mauk? bsex (mp = 2)
no want
“(I) don’t want to (play with her)?”

Fani itu e nggak mau [e] main [mainnya] main sama Nina cmmxx (mp = 10)
Fani that no want play play-the play with Nina
“Fani I don’t want to play, I want to play with Nina.”

Ex: He’eh. yn (mp = 1) e Bagus. bs (mp = 1)
yes good
“Yes.” “Good.”

Kalau [kamu] ngajak ini ngajak Mamah [e] jalan-jalan gimana e?
if you ask this ask mother take a walk how
“If you ask your mother to take a walk how will you say to her?”

Selvy: Ma e jalan-jalan ke Ancol Mah. bsex (mp = 6)
mother take awalk to Ancol mother
“Mother let’s have a trip to Ancol Mother.”

Ex: He’eh e bagus. bs (mp = 2)
yes good
“Yes it’s good.” yn (mp = 1)
yes
“Yes.”

Kalau [e] ngajak [e] main temannya gimana caranya?
If ask play friend-the how way-the
“If you ask your friend to play with you how will you say it?”
Selvy: Heh? ynex (mp = 1)
   huh
   “Huh.”

Ex: Kalau [e] ngajak main temannya gimana e?
   if  ask    play friend-the how
   “How will you say if you ask your friend to play with you?”

Selvy: e Teman? bsex (mp = 1)
   Friend
   “(I ask a) friend?”

Ex: Ya siapa aja [Nina] apa? cm (mp = 5)
   Yes who  only Nina  what
   “Yes whoever or Nina.”

   [Siapa] saja caranya gimana? cm (mp = 5)
   who  only way-the how
   “Whoever you ask how will you say to her?”

Selvy: Eh eh Nina e main yuk. bsex (mp = 3)
   Eh eh Nina  play  let’s
   “Nina common let’s play.”

Ex: He’eh e bagus. bs (mp = 2)
   yes     good
   “Yes it’s good.”
2 Novia Dewinta: Cipinang Besar Selatan, East Jakarta; gender: female; age: 9, 7 or 115 months; Year: 4

(1) Ex: Novi ceritakan kegiatan sehari-hari ya dari [e] bangun tidur
Novi tell activity daily yes from get up
sampak [e] tidur lagi ya? *emx* (mp = 16)
till sleep again yes
“Novi tell me of your daily activities from getting up until you go to bed.”

Novia: Pertama habis [e] bangun tidur e cuci tangan [e] cuci kakik
First after get up wash hand wash foot
[e] mandik. *emxex* (mp = 9)
take a bath
“First after getting up I wash my hands wash my feet and take a bath.”

Habis [e] mandik e membersih terus [e] makan [e] makan pagik
after take a bath clean and eat eat morning
lalu [e] pamitan sama ibu Bapak untuk [e] pergi sekolah lalu
and ask permission to go with mother father for go school and
[e] pergi sekolah [e] berangkat apa ya [e] bermain [e] belajar sama
go school go what yes play study with
Bu Guruk [e] sama teman-teman terus [e] belajar [e] istirahat
mother teacher with friends and study rest
[e] bermain lalu lalu [e] masuk jam sepuluh lalu laluk
play and and enter hour ten and and
[e] belajar. *emxex* (mp = 49)
study
“After taking a bath I clean and have breakfast ask Mother and Father’s
permission to go to school and go to school and there play study with the lady
teacher and friends and study have a break play and enter the classroom at ten
and study.”

Jam dua belas e pulang lalu [saya] ganti bajuk lalu [e] makan siang
hour twelve go home then change clothes and eat afternoon
dan [e] bermain [e] bermain [e] tidur. *emex* (mp = 17)
and play play sleep
“At twelve I go home, change clothes, have lunch, play and take a nap.”

Habis [e] bermain e tidur [e] tidur siang [e] tidur siang [e] bangun
After play sleep sleep afternoon sleep afternoon get up
jam empat [e] mandik. *emxex* (mp = 12)
hour four take a bath
“After playing I take a nap get up and at four p.m. I take a bath.”

Habis [e] mandik e makan. *exex* (mp = 3)
after take a bath eat
“After taking a bath I eat.”
Habis [e] makan e nonton tivi terus itu [e] nonton tivi [e] after eat watch TV and that watch TV
belajar [e] tidur. cmxex (mp = 11)
study sleep
“After dinner I watch TV study and sleep.”

Ex: Tidurnya jam berapa? bs (mp = 4)
sleep-the hour how many
“What time do you sleep?”

Novia: e Jam sembilan. bsex (mp = 2)

(2) Ex: Pelajaran apa [yang] paling kausukai.? cx (mp = 8)
lesson what that most you like
“What lesson do you like the most?”

Novia: e PLKJ. cxex (mp = 1)
PLKJ
“PLKJ”

Ex: Kenapa e? bs (mp = 1)
why
“Why?”

Novia: e Karena [pelajarannya] enak. cxex (mp = 4)
because lesson the nice
“Because the lesson is interesting.”

Ex: Selain PLKJ e? cx (mp = 3)
other PLKJ
“Other than PLKJ?”

Novia: e PPKN. cxex (mp = 1) PPKN ya pelajarannya gampang gitu. bsex (mp = 7)
PPKN PPKN yes lesson the easy that way
“The lesson of PPKN is so easy.”

Ex: Sekarang pelajaran yang nggak kausukai? cx (mp = 8)
now lesson that no you like
“Now what is the lesson that you don’t like?”

Novia: Heh? nyex (mp = 1)
Huh
“Huh?”

Ex: Ada yang nggak kausukai? cx (mp = 6)
there is that no you like
“Is there a lesson that you don’t like?”

Novia: e Pelajaran IPA. cx (mp = 3)
lesson IPA
“The physics lesson.”

Ex: Kenapa e? bs (mp = 1)
Why
“Why?”

Novia: e Karena [e] susah. cxex (mp = 2)
because difficult
    "Because it’s difficult."

Ex: e Susah ya? bs (mp = 2) Kalok [permainan] apa e? cx (mp 4)
    difficult yes if game what
    “It’s difficult, isn’t it?” "How about games."

Hobinya apa? bs (mp = 4)
    hobby-the what
    “What’s your hobby?”

Novia: Hobinya main bulu tangkis sama [e] renang. cmex (mp = 7)
    Hobby-the play badminton with swim
    “My hobbies are playing badminton and swimming.”

Ex: O iya bulu 'angkisnya di mana? bs (mp = 7)
    oh yes badminton-the in where
    “Where do you play the badminton?”

Novia: e Di halaman atau [e] di lapangan. cmex (mp = 7)
    in yard or in field
    “In the yard or in the field.”

Ex: Kalau [e] berenang e? cx (mp = 3)
    If swim
    “How about swimming?”

Novia: e Renang ya di mana gitu [e] di kolam renang. cmex (mp = 8)
    swim yes in where you know in pool swim
    “I swim somewhere in a swimming pool.”

Ex: e Di waduk? bs (mp = 2) Enggak ya? yn (mp = 2)
    In dam no yes
    “In a dam?” “No you don’t, do you?”

Novia: Enggak. ynex (mp = 1)
    no
    “No.”

(3) Ex: e Punya sahabat? bs (mp = 2)
    have close friend
    “Do you have a close friend?”

Novia: e Punyak. bsex (mp = 1)
    have
    “I have.”

Ex: Siapa? bs (mp = 1)
    who
    “Who?”

Novia: e Fitri. bsex (mp = 1)
    Fitri
    “Fitri.”

Ex: Kenapa e? bs (mp = 1)
    why
"Why?"

Novia: Karena [e] baik. cxex (mp = 2)
   because good 
   "Because she's good."

Ex: Baiknya? bs (mp = 2)
   good-the 
   "How good is she?"

Novia: Baiknya ya kalau kalau kalau kalau kalau .. cxex (mp = 7)
   good-the yes if if if if 
   "She’s good if ..."

Ex: Fitri bagaimana badannya? Bs (mp = 4)
   Fitri how body -the 
   "What is Fitri’s body like?"

Novia: e Putih [e] agak keiteman terus. cmex (mp = 6)
   white rather blackish and 
   "She’s fair a little bit dark."

Ex: He’eh. yn (mp =1)
   yes 
   "Yes."

Novia: Rambutnya segini. bsex (mp = 4)
   hair -the up to this 
   "Her hair is up to this."

Ex: He’eh. yn (mp =1)
   yes 
   "Yes."

Novia: Mata knya sipit. bsex (mp = 3)
   eye the narrow 
   "Her eyes are narrow."

Ex: He’eh. yn (mp =1) Kebiasaannya apa? bs (mp = 4)
   yes habit -the what 
   "Yes." "What is her habit?"

Novia: e Bermain. bsex (mp = 2)
   play 
   "Playing."

Ex: Heh? yn (mp = 1)
   huh 
   "Huh?"

Novia: e Main. bsex (mp = 1)
   play 
   "Playing."

Ex: e Main. bs (mp = 1) Ada yang nggak kausuka? cx (mp = 5)
   play there is that no you like 
   "Playing." "Is there someone you don’t like?"
Ada yang nggak kausuka? ex (mp = 5) Ada nggak? bs (mp = 2)
there is that no you like there is no
"Is there someone that you don't like?" "Isn't there?"

Ada apa nggak ada?
there is what no there is
"Is there or isn't there?"

Novia: Adak e. bsex (mp = 1)
there is
"There is."

Ex: e Adak. bs (mp = 2) Siapa? bs (mp = 1)
There is who
"There is." "Who?"

Novia: e Temen. bsex (mp = 1)
Friend
"A friend."

Ex: He’eh.
Yes
"Yes."

Novia: e Si Ninak. bsex (mp = 2)
Si Ninak
"She's Nina."

Ex: e Kenapa? bs (mp = 1)
why
"Why?"

Novia: Orangnya judes [e] sombong.
person-the mean conceited
"The girl is mean and conceited."

Ex: O iya. yn (mp = 2)
oh yes
"Oh yes."

(4) Ex: Besuk kalau [e] besar e pegin [e] jadi apa? emx (mp = 6)
tomorrow if big want become what
"What do you want to be when you grow up?"

Novia: e Jadi guru. bsex (mp = 2)
become teacher
"I'll become a teacher."

Ex: Heh e jadi guru? bs (mp = 2) Kenapa? bs (mp = 1)
huh become teacher why
"You'll become a teacher?" "Why?"

Novia: Guru.. bsex (mp = 1) Ini.. bsex (mp = 1)
teacher this
"A teacher .." "This .."
Ex: Kenapa e jadi guru? bs (mp = 3)
    why become teacher
    “Why do you want to be a teacher?”

Novia: Soalnya e mau [e] ngajar siswa gitu. cxex (mp = 7)
    reason-the want teach student so
    “The reason is I want to teach students.”

Ex: Selain [e] jadi guru apa e? cx (mp = 5)
    other become teacher what
    “Other than a teacher what else do you want to be?”

Novia: e Jadi enggak guru aja. bsex (mp = 4)
    become no teacher
    “No I just want to be a teacher.”

Ex: Supaya [e] jadi guru gimana e? cx (mp = 4)
    In order become teacher how
    “How can you become a teacher?”

Novia: e Belajar e belajar guru-guruan. bsex (mp = 7)
    learn learn mock teacher
    “I learn to act like a teacher.”

Ex: e Belajar guru-guruan. bs (mp = 5)
    learn mock teacher
    “You learn to act like a teacher.”

Novia: He’eh. ynex (mp = 1)
    Yes
    “Yes.”

(5) Ex: Kejadian yang kau inget-inget [e] mengesankan apa? cmx (mp = 10)
    event that you remember remember impress what
    “What event that you keep remembering and impressing you?”

Novia: Apa ya? bsex (mp = 2)
    what yes
    “What events?”

Ex: Heh? yn (mp = 1) O ya. yn (mp = 2)
    huh oh yes
    “Huh?” “Oh yes.”

Yang membuat kamu tertawa apa? cx (mp = 7)
    that make you laugh what
    “What makes you laugh?”

Novia: Itu apa baca buku komik Sincan bsex (mp = 6)
    that what read book comic Sincan
    “I rea a comic book Sincan.”

Ex: Yang membuat kamu takut apa? cx (mp = 6)
    That make you frightened
    “What makes you frightened?”

Novia: e Hantu. cxex (mp = 1)
Ghost
“Ghost.”

Ex: Yang membuat kamu marah? cx (mp = 5)
that make you angry
“What makes you angry?”

Novia: e Digelitiki. bsex (mp = 3)
tickled (passive)
“I am tickled.”

Ex: Heh? yn (mp = 1)
Huh
“Huh.”

Novia: Ya e dikeplak gitu ama temen. bsex (mp = 6)
yes hit (passive) that way by friend
“If I am hit by a friend.”

Ex: Yang membuat kamu sepi apa? cx (mp = 5)
that make you lonely what
“What makes you lonely?”

Novia: e Ditinggalin Mamah. bsex (mp = 4)
left (passive) mother
“I was left by myself by mother.”

Ex: Yang membuat kamu bosen? cx (mp = 5)
that make you bored
“What makes you bored?”

Novia: e Mainan. cxex (mp = 2)
toys
“Toys.”

Ex: Yang membuat kamu kecewa apa?
that make you dissapointed what
“What makes you dissapointed?”

Novia: Apa ya? bsex (mp = 2) e Kecewa? bsex (mp = 1)
what dissapointed
“What is it?” “I am dissapointed?”

Ex: e Nggak tau? bs (mp = 2) e Nggak pernah kecewa? bs (mp = 3)
no know no ever dissapointed
“Don’t you know?” “I haven’t you ever been dissapointed?”

(6) Ex: Kalau [e] minta duwit ke Mama gimana e? cx (mp = 6)
if ask money to mother how
“How will you say to your mother when you ask money from her?”

Novia: Ma e minta duit dong [e] buat jajan. cxex (mp = 6)
Ma ask money please for buy snack
“Mother may I ask for money to buy snack?”

Ex: Kalau [e] minta sesuatu ke temennya e? cx (mp = 7)
if ask something to friend-the
“How will you say if you ask something from your friend?”

Novia: Fit e mint a e pinjem pensil dong. cmex (mp = 5)
Fit ask borrow pencil please
“Fit may I ask or borrow a pencil please?”

Aku nggak bawa pensil. bsex (mp = 4)
I no carry pencil
“I don’t have my pencil with me.”

Ex: Sekarang kalau [e] menyuruh Mama e?
now if order mother
“How will you say if you order your mother?”

Novia: Mah ambilin nasi dong. [pele Nopi] nggak nyampek. cmex (mp = 10)
mother take rice please hand Novi no reach
“Mother get me rice my hand cannot reach the rice.”

Ex: Kalau [e] menyuruh Fitri e? ex (mp = 4)
if order Fitri
“If you order Fitri how will you say to her?”

Novia: Fit tolong benerin benerin inian dong Fit
help correct correct this please
[buku gue] berantakan. cmex (mp = 13)
book I scatter
“Fit please help me arrange these books they are scattered on the floor.”

Ex: Kalau apa itu [e] diajak [e] disuruh Mama [kamu] nggak mauk
If what that asked (passive) ordered (passive) mother you no want
gimana nolaknya?
how refuse-the
“If you are asked oh no ordered by your mother but you don’t want to do it how will you refuse her?”

Novia: e Lagi lag’ makan. bsex (mp = 3)
in the process of eating
“I am still eating.”

Ex: Gimana e? bs (mp = 1) O bilangnya lagi makan. bs (mp = 5)
how oh say -the in the process of eat
“How did you say?” “Oh you said you were still eating.”

Novia: Heeh. ynex (mp = 1) e Lagi makan. bsex (mp = 2)
yes in the process of eat
“Yes.” “I am still eating.”

Ex: Kalau [e] diajak Fitri [e] main [kamu] nggak mau gimana e? cmx (mp = 9)
If asked Fitri play you no want how
“If you are asked by Fitri to play but you don’t to how (will you say to her)’?

Novia: Fit e nggak mau ah [orang] lagi [kita] lagi belajar. cmex (mp = 10)
Fit no want person in the process of I in the process of study
“Fit I don’t want to play I am still studying.”
Ex: Kalau [e] melarang Mama pergi lama-lama gimana e? ex (mp = 8)
   if forbid mother go very long how
   “If you forbid your mother not to go too long how (will you say to her)?”

Novia: e Jangan lama-lama dong soalnya di rumah [e] sendirian. cxex (mp = 10)
   don’t very long please the reason at home alone
   “Don’t go very long please because I am alone at home.”

Ex: Kalok [anu] ..cx (mp = 2)
   if for example
   “If for example ..”
Indah Dwi Nurcahyati: Cipinang Besar Selatan, East Jakarta; gender: female; age: 9; 9 or 117 months; year: 5

   “Indah tell me your daily activities from getting up until you go to bed again. Yes you get up?”

*Indah*[*e*] Bangun tidur saya solat subuh [*e*] mandik kalau enggak get up sleep I pray subuh take a bath if not [*e*] nyuci piring duluk. *cmxex* (*mp* = 12)
   wash dish first
   “I get up pray subuh take a bath and if I do not do it I wash the dishes first.”

Habis [*e*] mandi e gosok gigik [*e*] pakai bajuk untuk [*e*] ke sekolah after take a bath brush tooth use clothes for to school [*e*] pakai sepatu langsung [*e*] ke sekolah. *cmxex* (*mp* = 14)
   use schoe directly to school
   “After taking a bath brush my teeth put on clothes for school put on schoes and I directly go to school.”

Di sekolah e belajar lalu [*e*] pulang. *cmex* (*mp* = 6)
   at school study then go home
   “At school I study and then I go home.”

e Pulang kalau [*e*] enggak [*e*] solat dulu ke musola *cmex* (*mp* = 7)
   go home if no pray first to musola
   “I go home or if not I pray first at the musola.”

Lalu e pulang lalu [*e*] tidur siang. *cmex* (*mp* = 5)
   then go home and sleep day time
   “Then I go home and take a nap.”

Habis [*e*] tidur siang e bangun. *cxex* (*mp* = 4).
   after sleep day time get up
   “After taking a nap I get up.”

Kalau [*jam*] tiga e solat asar lalu [*e*] ngepel [*e*] ngepel lalu If hour three pray asar then wash floor wash floor then
   [*e*] mandik [*e*] mandik [*e*] nonton tipi dulu. *cmxex* (*mp* = 16)
   take a bath take a bath watch TV first
   “If it is at three p.m. I pray asar then I wash the floor the take a bath and watch TV first.”

Habis [*e*] mandi kalau udah [*jam*] enem langsung after take a bath if already hour six directly
   [*e*] solat magrib. *cmex* (*mp* = 11)
   pray magrib
   “After taking a bath if it is already six p.m. I directly pray magrib.”

Jam setengah tujuh itu e belajar. *bsex* (*mp* = 7)
   hour half seven that study
   “At half past six I study.”
Belajar kalau [jam] tuju [e] solat isak. cmxex (mp = 7)
study if hour seven pray isak
“I study but at seven p.m. I pray isak.”

Solat isak [e] belajar lagi [e] nerusin belajarnya kalau [jam] delapan
pray isak pray again continue study-the if hour eight
langsung [e] belajar [e] nonton [e] nonton lagi. cmxex (mp = 20)
directly study watch watch again
“I pray isak study again continuing my study and at eight p.m. I directly
study and watch TV again.”

Jam sembilan e tidur. bsex (mp = 3)

(2) Ex: Indah ceritakan [pelajaran] apa [yang] paling kamu sukai. cmx (mp = 11)
Indah tell lesson what that most you like
“Indah tell me which lesson do you like most?”

Mengapa kamu suka pelajaran itu? bs (mp = 6)
why you like lesson that
“Why do you like the lesson?”

Indah: e Suka pelajaran IPS karena [isinya] tentang sejarah ada
like lesson social science because content-the about history there is
[ilmu pengetahuannya] lalu [matematikak] tentang
science knowledge and mathematics about
berhitung. cmxex (mp = 21)
counting
“I like social science because the content is about history there is scientific
knowledge and mathematics is about counting.”

Lalu e IPA karena karena ada [matematikanya] lalu [e] agama Islam
then physics because because there is mathematics then religion Muslim
agama Islam sendirik cmxex (mp = 16)
religion Muslim itself
“Then I like physics because there is the content of mathematics in it and
then the Muslim religion itself.”

Ex: Indah ceritakan permainan apa [yang] kausukai? ex (mp = 10)
Indah tell -kan game what that you like
“Indah tell me about the game you like to play.”

Indah: e Karet. cxex (mp = 1)
rubber
“I like rubber.”

Ex: Heh? yn (mp = 1)
huh
“Huh”? 

Indah: e Karet. cxex (mp = 1)
rubber
“I like rubber.”

Ex: Karet itu apa? bs (mp = 3)
rubber that what
“What is rubber?”

**Indah:** E e lompat tali. bsex (mp = 3)
  
  eh jump chord
  
  “It is a game of chord jump.”

**Ex:** O e lompat tali cobak [e] ceritakan cm (mp = 6)
  
  oh jump chord try tell me
  
  “Now tell me about the chord jump.”

Bagaimana mainnya? bs (mp = 3)
  
  how play-the
  
  “How do you play the game?”

**Indah:** Kalau kalau [itu] situ jangan sampai kenak kepalk. cxex (mp = 8)
  
  if that there don’t reach touch head
  
  “If you play the game the rubber should not touch your head.”

Kalau [itu] e harus sampai kenak. cxex (mp = 5)
  
  if that must touch
  
  “The rubber must touch the head.”

Kalau [e] enggak kena e juga enggak apa apa cxex (mp = 7)
  
  if no touch also no what what
  
  “If it doesn’t touch the head it is okay.”

Lalu kalau [pinggang] itu bisa main apa aja
  
  Then if waist that can play what just
  
  kalau [pinggang] cmxex (mp = 10)
  
  if waist
  
  “You can play anything with the waist.”

**Ex:** Mainnya di mana? bs (mp = 4) e Dengan siapa? bs (mp = 2)
  
  play-the in where with who
  
  “Where do you play the game?” “With whom do you play?”

**Indah:** Mainnya bisa bisa di rumah [e] bisa di sekolah
  
  play-the can can at home can at school

  dengan temen. cmex (mp = 11)
  
  with friend
  
  “We can play it at home or at school with friends.”

**Ex:** Selain [e] main karet e main apa lagi? ex (mp = 7)
  
  other play rubber play what more
  
  “Other than playing rubber what other games do you play.”

**Indah:** e Main congklak. bsex (mp = 2)
  
  play congklak
  
  “I play congklak.”

**Ex:** Heh? yn (mp = 1)
  
  huh
  
  “Huh?”

**Indah:** e Congklak. bsex (mp = 1)
congklak
"Congklak."

Ex: Congklak itu apa? bs (mp = 3)
congklak that what
"What is congklak?"

Indah: Congklak [yang] main-mainan seperti keong [yang] dimasukkan
Congklak that play play like snail put into
ke lubang satu satuk. cmxex (mp = 16)
to hole one one
"Congklak is a game where you put snail-like things into the holes one by one."

Ex: O iya mainnya di mana? bs (mp = 6) e Dengan? bs (mp = 1)
oh yes play-the in where with
"Oh yes where do you play?" "With whom do you play?"

Indah: Mainnya di rumah dengan teman. bsex (mp = 6)
play-the at home with friend
"I play it at home with my friends."

Ex: Kenapa e sukak? bs (mp = 2)
why like
"Why do you like it?"

Indah: Eng e karena [e] asyik. cxex (mp = 3)
ehm because fun
"Because it’s fun."

(3) Indah ceritakan tentang sahabatmu atau orang [yang] kausukai. cx (mp = 12)
Indah tell -kan about best friend your or person that you like
"Indah tell me about your best friend or a person that you like."

Indah: e Dian karena [e] baik. cxex (mp = 3)
Dian because good
"I like Dian because she is good."

Ex: Heh? yu (mp = 1)
huh
"Huh?"

Indah: e baik. bs (mp = 1)
Good
"She is good."

Ex: Baiknya? bs (mp = 2)
good-the
"Her goodness?"

Indah: e Suka [e] nolongin teman. cxex (mp = 4) Kalok kalok ada [temen]
like help friend if if there is
[yang] kagak main itu e diajak main. cmxex (mp = 11)
that no play that asked (passive) play
"She likes to help friends." "If there is a friend who doesn’t play she’ll be
asked to play with."

Ex: Terus orangnya bagaimana? bs (mp = 4) Anaknya bagaimana? bs (mp = 3)
and person-the how child-the how
“What is the person like?” “What is the girl like?”

Badannya? bs (mp = 2)
Body-the
“Her body.”

Indah: Badannya tinggi tapi [e] nggak tinggi tinggi banget. cmex (mp = 10)
body-the tall but no tall tall very
“Her body is tall but she’s not very tall.”

Ex: He’eh. yn (mp = 1) Terus kulitnya? bs (mp = 3)
yes and skin-the
“Yes.” “And her skin?”

Indah: Kulinya sawo mateng tapi [e] nggak.. cmex (mp = 6)
skin-the sawo ripe but no
“Her skin is dark brown but not ..”

Ex: Heeh. yn (mp = 1) Terus mukaknya? bs (mp = 3)
Yes and face -the
“Yes.” “And her face.”

Indah: Mukaknya mukaknya [hidungnya] ..cmex (mp = 6)
face -the face -the nose -the
“Her face her face her nose.”
Kalau [hidungnya] e mancung. cxex (mp = 4)
if her face high
“But her nose is high.”

Ex: He’eh gitu. bs (mp = 2) Kebiasaannya? bs (mp = 3)
yes so
“Yes so it is.”

Indah: Kebiasaannya .. bsex (mp = 3)
habit -the
“Her habit?”

Ex: Apa kebiasaannya? bs (mp = 4)
what habit -the
“What about her habit?”

Indah: Kebiasaannya .. e nggak tauk. bs (mp = 5)
habit -the no know
“I don’t know her habit.”

Ex: e suka ini e suka [e] memuji enggak.? ex (mp = 6)
like this like praise no
“Do you like to praise her?”

Indah: Ya e suka. bsex (mp = 2)
yes like
“Yes I do.”
Ex: Bagaimana e menyelak bs (mp = 3) e pernah [e] ngkritik nggak? cx (mp = 4)
how criticize ever criticize no
"How do you criticize her?" "Haven't you ever criticise her?"

Indah Heh? ynex (mp = 1) O e enggak. bsex (mp = 2)
huh oh no
"Huh?" "Oh no never."

Ex: Nggak yn (mp = 1)
No
"No."

(4) Ex: Indah cobak [e] ceritakan cita-citanya besuk kalau
Indah try tell ideal -the tomorrow if
[e] gedeck. cmx (mp = 10)
big
"Indah please tell me what your ideal is when you grow up."

Indah. Kalau [cita-citanya] kalau [e] sudah gede e ingin
If ideal if already big want
[e] jadi pulisi. cmxex (mp = 9)
become policeman
"My ideal is whe I grow up I want to be a police woman."

Ex: Polisi itu apa? bs (mp = 3)
policeman that what
What is a policeman ”

Indah: Polisi orang yang nangkep penjahat. cxex (mp = 6)
policeman person that capture criminal
“A policeman is a person who captures criminals.”

Ex. Kenapa e sukak [e] jadi polisi? cx (mp = 4)
why like become policeman
"Why do you like to be a policeman?"

Indah e Karena [e] ngliat Bapak jadinya [e] pengin aja. cmxex (mp = 8)
because see father so want just
"Because I `ve seen my father so I just want to be like him"

Ex O bapaknya polisi. bs (mp = 4)
oh father-the policeman
"Oh your father is a policeman."

Indah: Iya. ynex (mp = 1)
Yes
"Yes."

Ex O ya yn (mp = 2) Usahanya untuk [e] jadi polisi bagaimana? cx (mp = 6)
oh yes effort-the for become policeman how
"Oh yes" "What is your effort to become a policeman?"

If want become policeman effort the want become policeman
e minta nasihatnya Bapak nantik cmex (mp = 15)
ask advice-the father later
“If I want to become a policeman if my effort is to become a policeman I’ll ask for my father’s advice later.”

Ex: He’eh. 

yamaha [e] nggak jadi polisi e jadi apa? ex (mp = 7)

yes yes if no become policeman become what

“Yes.” “Yes if you don’t become a policeman what else do you want to be?”

Indah: Jadi penginnya jadi penyanyi. bsex (mp = 6)

become want -the become singer

“What I want is to be a singer.”

Ex: e Penyanyi? bs (mp = 2) Penyanyi apa ndangndut? bs (mp = 4)

singer singer what ndangdut

“A singer?” “A dangdut singer?”

Indah: Nggak. ynex (mp = 1)

no

“No.”

Ex: Penyanyi apa? bs (mp = 3)

singer what

“What singer?”

Indah: Penyanyi apa aja. bsex (mp = 4)

singer what just

“Just any singer.”

Ex. e Menyanyi di mana? bs (mp = 4) e Di Tivi? bs (mp = 2)

sing at where on TV

“Where will you sing?” “On TV?”

Indah: iyah. ynex (mp = 1)

yes

“Yes.”

Ex O e penguin [e] nyanyi di Tivi. ex (mp = 6) Kalau [rekaman] e? ex (mp = 3)

oh want sing on TV if record

“Oh you want to sing on TV.” “How about recording?”

Indah: Rekaman? bsex (mp =2)Yak ynex (mp = 1)

record yes

“Recording?” “Yes.”

Ex e Tivi bs (mp = 1)

TV

“On TV.”

Indah: Yak. ynex (mp = 1) Karena kalau [e] ngliat orang nyanyi di tivi

yes because if watch person sing on TV

kayaknya enak banget. cxex (mp = 13)

seem-the nice very

“Yes.” “It watching a person sing on TV it seems it is so pleasant/wonderful.”
Ex: E usahanya? bs (mp = 2)
   E effort -the
   “What is your effort (to become a singer)?”

Indah: Usahanya .. bsex (mp = 2)
   effort-the
   “The effort ..”

Ex: e jadi penyanyi. bs (mp = 3)
   become singer
   “To become a singer.”

Indah: Usahanya latihan terus. bsex (mp = 5)
   effort-the practice always
   “The effort is just to keep on practicing.”

Ex: O e latihan terus. bs (mp = 4)
   oh keep on practicing
   “Oh you keep on practicing.”

(5) Ex: Indah ceritakan kejadian [yang] kau inget-inget terus
   Indah tell -kan event that you remember remember always
   itu apa? ex (mp = 12)
   that what
   “Indah please tell me events that you keep remembering.”

Indah: Waktu [e] pengin [e] blajar e naik sepeda itu kan
   When want learn ride bicycle that kan
   e kagak bisak. cmxex (mp = 10)
   no can
   “When I wanted to learn to ride a bicycle I could not ride on it yet.”

Pas itu lagi di pegangin [sepedanya] tau-tau [orangnya] ngilang [e]
   time that when held (passive) bicycle-the suddenly person-the dissappear
   kagak tauk e bisak pas [e] manggil-manggil [orangnya] kagak ada
   no know can when call call person -the no there is
   e jatuh cmxex (mp = 25)
   fall
   “At the time the bicycle was held by a person all of a sudden the person
   disappeared I didn’t know that I could ride but when I called (the person)
   he was not there and I fell from the bike.”

Ex O iya sekarang apa [yang] membuat kamu tertawa? ex (mp = 10)
   oh yes now what that make you laugh
   “Oh yes, now what makes you laugh?”

Indah. e Tertawa [kejadian] [yang] lucuk cmxex (mp = 6)
   laugh happening that funny
   “What makes me laugh is something funny.”

Ex Misalnya
   for example
   “For example.”
Indah: Misalnya e menggelitikin ada kan pelawak-pelawak itu itu for example tinkle there is kan clown clown that that lucuk cmex (mp = 15) funny “For example someone who tickles me and there are clowns who are funny.”

Ex: Apa [yang] membuat kamu marah? ex (mp = 6) what that make you angry “What makes you angry?”

Indah: e Kalau [orang] lagi ngeselin. cxex (mp = 6) if person is annoying “If there is someone who is annoying.”

Ex: Ngeselinnya bagaimana? bs (mp = 5) annoying-the how “How annoying is he?”

Indah: Misalnya e nglewekin itu e) ngeselin banget. cmex (mp = 10) for example make fun that annoying very “For example someone makes fun of me it’s very annoying.”

Ex: He`eh. yn (mp = 1) Apa [yang] membuat kamu sepih? ex (mp = 6) yes what that make you lonely “Yes.” “What makes you lonely?”

Indah: Kalau [e] di rumah sukak nggak ada. exex (mp = 7) if at home often no there is person “When at home there isn’t anyone.”

Ex: O iyak. yn (mp = 2) Apa [yang] membuat kamu apa itu bosan? ex (mp = 8) oh yes what that make you what that bored “Oh yes.” “What makes you bored?”

Indah: Kalau misalkan [e] udah main karet [e] udah pada udahan if for example already play rubber already all finish kayaknya [e] pengin [e] main karet lagi pas itu kalau [e] main karet seem-the want play rubber again time that if play rubber terus e jadi bosen. cmxex (mp = 24) always become bored “If we have already played rubber and we have finished playing and if someone seems to like to go on playing we become bored.”

Ex: Bagus. bs (mp = 1) Yang membuat kamu sepih? ex (mp = 5) good that make you lonely “Good” “What makes you lonely?”

Indah: e sepik eh kalok [orang] misalkan pada pergi [e] pada pergi semua lonely eh if person for example together go together go all ke mana [e] nggak tauk. cmxex (mp = 15) to where no know “What makes me lonely is when all of the people go somewhere I don’t know where.”
(6) Ex: Bagaimana **Indah** minta duit ke Mama? **bs** (mp = 6)
    how **Indah** ask for money to mother
    “How will you ask your mother for money?”

**Indah:** Eh e minta duit. **bsex** (mp = 3)
    eh ask money
    “Asking for money?”

Ex: Bagaimana **cara ngomongnya**? **bs** (mp = 4)
    how way talk -the
    “How will you talk to her?”

**Indah:** Ngomongnya [gua] minta [gua] minta duit **cmex** (mp = 5)
    Talk -the I ask I ask money
    “I will talk to her that I ask for money.”

Ex: He’eh. **yn** (mp = 1) **Gue** minta duit. **bs** (mp = 3)
    yes I ask money
    “Yes.” “I ask for money.”

Kalau [e] minta ke Ulfa nggak duit karena apa lainnya
    if ask to Ulfa no money because what other-the

gimana e? **cmx** (mp = 11)
    how
    “If you ask for something to Ulfa not money but something else how will you
    say to her?”

**Indah:** Nop kalau [e] minta kue Nova e minta kuencya dong. **cxex** (mp = 9)
    Nop if ask cake Nova ask cake-the please
    “If I ask for cake to Nova I’ll say ‘Nova give me the cake please’”

Ex: He’eh. **yn** (mp = 1)
    yes
    “Yes.”

Sekarang kalau [e] di diapa disuruh lbuk tapi [kamu] nggak bisa
    now if what ordered (passive) but you no can

gimana nolaknya? **cmx** (mp = 15)
    how refuse-the
    “If you are ordered by your mother but you cannot do it how will you refuse
    her?”

**Indah:** Bilangnya kagak bisa. **bsex** (mp = 4) e Gitu. **bsex** (mp = 1)
    say -the no can that way
    “I’ll say I can’t.” “I’ll say that way.”

Ex: Kalau [kamu] diajak main Nova [kamu] nggak bisa
    if you asked (passive) play Nova you no can

gimana nolaknya? **cmx** (mp = 12)
    “If you are asked to play by Nova but you can’t how will you refuse her?”

**Indah:** Mainnya yang lain aja. **cxex** (mp = 5)
    play -the that other just
    “Just play another game.”
Ex: Gimana e? bs (mp = 1)
How
“How will you say?”

Indah: Mainnya yang lain aja. cxex (mp = 5)
play -the that other just
“Just play another game.”

Ex: O mainnya yang lain aja. bs (mp = 5)
oh play-the that other just
“Oh just play another game.”

Sekarang kalau kamu melarang l~uknya supaya e jangan pergi lama-lama itu gimana e? cmx (.np ~ 1)
go long long that how
“Now if you forbid your mother in order not to go very long how will you say to her?”

Indah: Buk nantinya perginya jangan lama lama nanti kan mother later go -the no long long later kan
e sepik di rumah. cmex (mp = 13)
lonely at home
“Mother don’t go too long I’ll be lonely later.”

Ex: Kalau apa itu e melarang dia itu apa e ribut ribut gimana e? ex (mp = 11)
if what that forbid him that what noisy disturbance how
“If you forbid her not to make noisy disturbance how will you say to her.”

Indah: Nova jangan ribut e jangan brisik banget. cmex (mp = 6)
Nova don’t disturb don’t noisy very
“Nova don’t make a very noisy disturbance.”

Ex: Terus sekarang kalok tadi ya e melarang Ibuknya pergi sekarang And now if formerly forbid mother-the go now
[e] kalok menyuruh Ibuknya? cmx (mp = 16)
if order mother-the
“And now if you forbade your mother not to go too long now if you order her how will you say to her?”

Indah: e Menyuruh Ibuk. bsex (mp = 3)
order mother
“I order my mother?”

Ex: e Minta tolong ke Ibunya bs (mp = 5)
ask help to mother-the
“You ask your mother’s help.”

Indah: Misalkan lagi sapunya kagak ada Ibu sapunya di mana for example more broom-the no there is mother broom-the in where lagian naruhnya kan. cmex (mp = 17)
moreover put -the kan
“For example the broom is not there and where did you put the broom
mother?”

Ex: O iya deh. **yn** (**mp** = 3) Terus kalau **atu** ke Nova gimana e? **cxex** (**mp** = 6)
o **yes** surely and **if** **that** to **Nova** how
“**Oh** **yes** **sure**.” “**And** **if** **you** do **that** to **Nova** **how** **will** **you** say **to** **her**?”

Kalau **e** nyuruh gitu **e** nyuruh Nova **e** minta tolong gitu **ke** Nova
If **order** **like** **that** **order** **Nova** **ask** **help** **like** **that** to Nova
gimana **e** minta tolong? **cmmx** (**mp** = 15)
**how** **ask** **help**
“If you order **like** **that** to Nova or **if** you ask Nova’s help **how** will you say to **her**?”

Indah: **Nova** tolong **e** ambilin sapu. **cxex** (**mp** = 5)
  Nova help take broom
  “Nova help me get a broom.”

Ex: **Hc’ch. yn** (**mp** = 1)
  **Yes**
  “**Yes**.”

Sekarang kalau **e** ngajak lbunya **e** pergi gimana e? **cmmx** (**mp** = 8)
Now **if** **ask** mother-the go how
“**Now** if **you** ask your mother to go out **how** **will** **you** say **to** **her**?”

Indah: Bu **e** pergi **yuk** nanti **e** sepi tedinya di rumah **e** bosen. **cmex** (**mp** = 11)
  mother go let’s later lonely formerly at home bored
  “Mother let’s go out I’ll be lonely I was bored at home.”

Ex: Kalau **e** ngajak dia main gimana Nova? **cx** (**mp** = 7)
  **if** **ask** she play how **Nova**
  “**If** **you** ask her to play **how** **will** **you** say **to** **her**?”

Indah: Nova **e** main yuk. **bsex** (**mp** = 3)
  Nova play let’s
  “Nova let’s play.”

Ex: **He’eh. yn** (**mp** = 1)
  **yes**
  “**Yes**.”
Mira Tasya: Menteng, Central Jakarta; gender: female; age: 10;7 or 127 months;  
Year: 6

(1) Ex: Cobak Mira cerita kegiatan sehari-hari dari [e] bangun tidur sampai  
Try Mira tell activity daily from get up sleep until  
[e] tidur lagi. cmx (mp = 13)  
sleep again  
"Please tell me Mira of your daily activities from getting up until you go to bed again."

Mira: Saya bangun jam lima pagi terus [e] salat dulu baru [saya] mandi  
I get up hour five morning and pray first just I take a bath  
[e] sarapan. cmex (mp = 12)  
breakfast  
"I get up at five a.m. in the morning then pray first the take a bath and have breakfast."

Setelah [e] mandi [e] sarapan saya langsung meriksa buku lagi terus  
after take a bath breakfast I directly examine book again and  
[e] pergi [e] berangkat sekolah. cmxex (mp = 14)  
go go school  
"After taking a bath and have breakfast I directly check my books again and go to school."

Sebelumnya e minta Mama dulu. bsex (mp = 6)  
before -the ask mother first  
"Before that I ask my mother’s permission first."

Terus sampai [e] di sekolah kira-kira mungkin jam tuju atau jam tuju  
and arrive at school about maybe hour seven or hour seven  
kurang lima belas kalau [jalan] sedang macet saya masuk  
less fifteen if street traffic jam I enter  
ke sekolah. cmxex (mp = 23)  
to school  
"I arrive at school maybe around seven or seven fifteen when there is a traffic jam I enter the school."

Bila [hari] Senin saya piket dulu cxex (mp = 6)  
if day Monday I on duty first  
"If it is on Monday I am on duty."

Kalau [hari] Senin Selasa Rabu di kelas pulangnya jam tiga. cxex (mp = 11)  
if day Monday Tuesday Wednesday in class go home-the hour three  
"If it is on Monday, Tuesday and Wednesday in class I go home at three p.m."

Kalau [hari] Kamis sama Sabtu pulangnya jam dua belas. cxex (mp = 10)  
if day Thursday with Saturday go home-the hour twelve  
"If it is on Thursday and Saturday I go home at twelve at noon."

Kalau [hari] Jum’at ditambah solat Jum’at jadi e jam  
If day Friday added (passive) pray Friday so hour
“If it is on Friday it is added with the Friday prayer so I go home at half past twelve.”

“Terus after I go home from school I take piano lesson at Yamaha.”

“Arrive at home I pray first, have dinner, prepare my books, study again and just sleep again.”

"Mira: Pelajaran yang paling saya sukai IPA karena [e] emang sudah lesson that most I like physics because truly already keturunan dari keluarga [semuanya] jadi dokter [e] memang udah dari hereditary from family all -the become doctor truly already from pembawaannya kebiasaannya belajarnya tentang IPA [e] sama sukak innate -the habit -the study -the about physics together like sama pelajaran PPKN sama [e] bahasa karena [saya] orang Indonesia jadi with lesson citizenship with language because I person Indonesia so [e] harus [e] belajar bahasa Indonesia [yang] baik dan benar. must study language Indonesia that good and correct “The lesson that I like the most is physics because it is hereditary and it runs in the family it is our innate habit and studies about physics and I also like social science of citizenship and the Indonesian language because as an Indonesian I must study the Indonesian language well and correctly.”

"Ex: Sekarang e ceritakan tentang hobi. bs (mp = 5)
now tell -kan about hobi “Now tell me about your hobbies.”

"Mira: Hobi saya berenang dan [e] memancing karena kalau [berenang] itu hobby I swim and fishing because if swim
[badan saya] lebih segar dan [rasanya] lebih langsung [e] merasa enggak
body I more fresh and feel-the more direct feel no
entar [pertumbuhan] jadi lebih cepat. cmxex (29)
later growth -the become more quick
"My hobbies are swimming and fishing because if swimming my body feels
fresher and I think my body growth becomes faster."

Ex: Kalau [hobinya] .. e? ex (mp = 3)
if hobby-the
"How about your hobby of ..?"

Mira: e Memancing? bsex (mp = 2)
fish
"Fishing?"

Ex: Iya. yn (mp = 1)
yes
"Yes."

Mira: Kalau [hobi itu] emang hobi seluruh keluarga saya [e] adalah
if hobby that hobi all family I is
memancing. cmxex (mp = 13)
fish
"My whole family’s hobby is really fishing."

Ex: O e sukak [e] memancing. ex (mp = 4)
oh like fishing
"Oh you like fishing."

Mira: Iya. ynex (mp = 1)
yes
"Yes."

Ex: Hobinya sukak memancing. ex (mp = 5)
hobby-the like fishing
"Your hobby is fishing."

Mancingnya di mana?
fishing-the in where
"Where are you fishing?"

Mira: Mancingnya kalau [e] enggak jauh-jauhnya di empang
fishing -the if no far far-the in pond
-empang. cxex (mp = 10)
pond
"Our fishing is not far in the fishing ponds."

Ex: Mancingnya di pantai? bs (mp = 4)
fishing -the on coast
"Do you do fishing on the coast?"

Mira: Di pantai e enggak [e] belum pernah. cmex (mp = 5)
on the coast no not yet ever
"We have never been fishing on the coast."
(3) Ceritakan apa itu tentang sahabat kamu. 

Teman kamu [yang] kamu sukai. 


Kalau [Nabella] itu orangnya kalau [e] dibuat [e] ngomong buat ngasi if Nabella that person-if made (passive) talk for give saranannya gitu. 

Nabella ngasi saranannya yang terbaik buat saya. 


Ex: Ceritakan tentang apa dari kepala sampai kaki. 

Mira: Nabella rambutnya agak pendek [e] nggak pakek kacamata Nabella hair-the rather short no use spectacles 

ngomongnya. 

Ex: Sifatnya? 


Ex: Tetapi kalau di rumah siapa [yang] kausukai? 

Mira: Yang paling saya sukai kakak-kakak. 

Karena kalau [semua kakak-kakak itu] enak buat ngomong soalnya. Because if all elder sisters that good for talk reason-the


yes already this way just and so I more calm

“Because my elder sisters are good for talking the reason is when I have a problem they’ll give me the answer or solution and so I become calm."

Ex: Oh ya. yu (mp = 2)
oh yes

“Oh yes.”

Kalau [kamu] ada [yang] nggak kaussenangi nggak? ex (mp = 9)

If you there is that no you like no

“Is there someone you don’t like?”

Mira: e Dari? bs (mp = 1)

from

“Where is he from?”

Ex: e Dari teman [yang] nggak kausukai? cx (mp = 7)

from friend that no you like

“From your friends that you don’t like.”

Mira: Eh [e] adak.

eh there is

“There is.”

Ex: Apa [yang] nggak kaussenangi? cx (mp = 6)

what that no you like

“What don’t you like about him/her?”

Mira: Kadang-kadang e sukak [e] egois. cxex (mp = 5)

sometimes like selfish

“Sometimes she likes to be selfish.”

(4) Ex: Mira cita-citamu kalau [e] sudah besar apa? cx (mp = 8)

Mira ideal your if already big what

“Mira what do you want to be when you grow up?”

Mira: e jadi dokter. bsex (mp = 2)

become doctor

“I become a doctor.”

Ex: Yak. yu (mp = 1) e Ceritakan. bs (mp = 2)

yes tell -kan

“Yes.” “Tell me.”

Mira: Ya gara-gara e udah keturunan keluarga kan [e] jadi dokter.

yes on an account of already descendant family kan become doctor

emang udah [rasanya] dari kecil [e] udah gimana ya [e] udah

truly already feel-the from small already how yes already

already
udah keturunannya gitu. cmex (mp = 25) already decendant like that
“Yes because of it has already run in the family we become doctors
we have felt since we we were small the decendants are like that.”

Ex: Ya apa? bs (mp = 2)
yes what
“Yes what?”

Mira: Jadi semuanya bsex (mp = 3)
become all- the
“We all become doctors.”

Ex: O semuanya babap ibu? bs (mp = 5)
oh all -the father mother
“Oh all of them your father and mother?”

Mira: Iyah iyah iya. ynex (mp = 3)
yes yes yes
“Yes yes yes.”

Ex: Di mana bekerjaan?
in where work-the
“Where do they work?”

Mira: Kenapah e?
why
“Why?”

Dokternya kalau [Papa] di Rumah Sakit Bunda kalau [Mama]
doctor-the if father in house sick mother if mother
[e] di praktek di Rumah Sakit Pondok Indah. cmex (mp = 17)
practice in house sick Pondok Indah
“As for my father he works at Bunda hospital and my mother works at
Pondok Indah hospital.”
Kalau [kakak] e masih kuliah kedokteran. cxex (mp = 6)
if elder sister still take courses medicine
“As for my sister she is in School of Medicine.”
Kalau [yang] satunya lagi e SMA. cxex (mp = 6)
if that one-the is senior high school
“As for the other one she is still in senior high school.”

Ex: Usahanya untuk jadi dokter?
effort-the for become doctor
“What is your effort of becoming a doctor?”

Mira: e Jadi dokter? bsex (mp = 2)
become doctor
“My effort to become a doctor?”

Saya harus lebih tekun belajar IPA tentang IPA dari bagian-bagian
I have more diligent learn physics about physics from parts
tubuh dan supaya [e] mendalam [yang] menuju menjadi dokter
body and in order deepen that go in the direction become doctor
dan saya bila sudah selesai sekolah saya mau mengambil
and I if already finish school I want take
jurusan kedokteran di universitas mana saja. cmxex (mp = 38)
department medical in university where any
"I have to be more serious in learning physics and about physics from the
parts of the body more deeply which can lead to becoming a doctor and if I
have finished high school I’ll take medical department in any university."

Ex: Kalau e tidak jadi dokter e ingin e jadi apa lagi? cx (mp = 8)
if no become doctor want become what more
"If you don’t become a doctor what else do you want to become?"

Mira: e jadi insinyur pertanian. cex (mp = 4)
become engineer agriculture
"I’ll become agricultural engineer."

Ex: O e jadi insinyur pertanian. bs (mp = 5) Kenapa e? bs (mp = 1)
oh become engineer agriculture why
"Oh you’ll become an agricultural engineer." “Why?”

Mira: e Karena saya biasanya dekat sama alam e sama
because I usually close with nature with
tumbuh-tumbuhan semuanya saya sukak. cmxex (mp = 15)
plants all I like
"Because I have been generally close with nature and plants and I like all of
them."

(5) Ex: Sekarang e ceritakan kejadian yang sangat mengesankan
now tell happening that very impress
Mira: cx (mp = 11)
Mira
"Now tell me what happened that impress you."

Mira: Waktu dulu waktu saya masih kecil saya kan jalan-jalan
time former time I still small I can take a walk
di pinggir kolam renang rumah saya terus di samping saya ada
at edge pool swim house my and in beside I there is
[kucing] yang sedang bareng saya kaget lalu saya
cat that is together I startled then I
tercebur di kolam renang. cmxex (mp = 34)
fell in pool swim
"Formerly when I was still small I took a walk on the edge of the swimming
pool at home beside me there was a cat walking there I was so startled that I
fell into the swimming pool."
Pertamanya saya pikir saya belum bisa berenang saya
First the I think I not yet can swim
minta e tolong kebetulan di rumah saat itu ada [pembantu] yang
ask help fortunately at home time that there is servant that
sedang masak di belakang terus [dia] mendengar tapi tiba-tiba
is cook at back then she hear but suddenly
[saya] mencoba [e] menggerakkan kaki saya ternyata [saya]
I try move -kan leg I turn out I
bisa berenang. cmxex (mp = 46)
can swim
“At first I thought I was not able to swim yet I asked for help fortunately at
the time there was a servant who was cooking at the back of the house and
she heard but suddenly I tried to move my leg and it turned out I could
swim.”

Sudah sejak hari itu saya belajar bahwa sebenarnya kalau
already since day that I learn that in fact if
[kita] mengenali suatu hal itu [kita] coba dari diri kita sendiri
we know/recognize fact that we try from body we ourselves
[e] tidak usah menyangkutkan orang lain. cmxex (mp = 33)
no necessary relate/depend person other
“Since that day on I learned that in fact if we try hard coming
from within ourselves it is not necessary for us to depend on other people.”

Ex: Apa [yang] membuat kamu tertawa? ex (mp = 7)
What that make you laugh
“What makes you laugh?”

Mira: Biasanya [Nabella temen-temen saya Ayi Ari] sedang nglucu-nglucu
usually Nabella friends my Ayi Ari are joke
bisa [saya] tertawa sampai [saya] sakit perut. cmex (mp = 20)
can I laugh until I sick stomache
“Usually Nabella and my friends Ayi and Ari make jokes that can me laugh
until I get stomach ache from laughing.”

Ex: Apa [yang] membuat kamu marah nggondok? cmx (mp = 7)
what that make you angry annoyed
“What makes you angry?”

Mira: e Marah biasanya [saya] punya teman. cxex (mp = 6)
angry usually I have friend
“What makes me angry is usually I have a friend.”

Saya sama teman itu sudah dekat ya terus [e] baik sama dia
I with friend that already close yes and good with she
gimana terus satu saat [dia] itu mau mengalahin saya
how and one time she that want defeat I
dengan [e] membocorkan rahasia saya gimana apa [e] memburuk-
with leak secret my how what defame
burukkan saya itu [saya] yang paling nggak suka. cmxex (mp = 41)
I that I that most no like
“I had a friend who had been already close to me and I had been good to her
and at one time she wanted to defeat me by leaking out my secrets and
defamed me I dislike that/her (attitude) the most.”

Ex: Ya. *yn* (*mp* = 1) *Apa* [*yang*] membuat kamu sedih?* *cx* (*mp* = 6)
yes what that make you sad
“Yes.” “What makes you sad?”

Mira: *e* sedih misalnya kalau [*Mamah saya*] pergi terus
Sad for example if mother *my* go always
[katanya] cuma dua hari ternyata pas [*e*] ditunggu-tunggu
say-the only two day turn out when waited (passive)
ternyata empat hari baru [*e*] pulang [*itu*] [*yang*] membuat saya
turn out four day just go home that that make I
‘[Mama] ke mana aja sih?’ gitu. *cmxex* (*mp* = 35)
mother to where only sih
“What makes me sad is for example when my mother always went and she
said for only two days but it turned out for me to wait for her for four days
she just arrived that made me sad and ask her ‘Wherever have you gone,
Mum?’”

Ex: *Apa* yang membuat kamu takut? *cx* (*mp* = 6)
what that make you afraid
“What makes you afraid?”

Mira: *e* membuat saya takut [*saya*] misalnya berada di ruangan
make I afraid I for example being in room
[yang] gelap dengan sofa terus ada [*kucing*] [*itu*] [*yang*]
that dark with sofa and there is cat that that
membuat saya deg-degan sekali. *cmxex* (*mp* =38)
make I heart throb very
“What makes me afraid is for example I am in a dark room with sofas and
there is a cat there that makes my heart throb with anxiety.”

Ex: Ya. *yn* (*mp* = 1) *Apa* [*yang*] membuat kamu bosan? *cx* (*mp* =6)
yes what that make you bored
“Yes.” “What makes you bored.”

Mira: *e* Bosan? *cxex* (*mp* = 1)
Bored
“What makes me bored?”

*Saya* menunggu atau apa [*e*] mengerjakan misalnya [*saya*]
I wait or what do for example I
di atas sedang ulangan [*saya sama Nabella*] selesainya lebih dulu
on above in the process of examination I with Nabella finish-the more first
ternyata [*teman-teman*] [*yang*] lain belum selesai jadi [*saya*]
turn out friends that other not yet finish
menunggunya lama sekali baru [*ulangan itu*] diperiksak. *cmxex* (*mp* = 45)
wait -the long very just the exam that corrected (passive)
“I waited or did something for example there was an exam upstairs Nabella
and I had already finished but the others had not finished yet and I seemed
to have waited so long and the examination papers had not been finished being corrected."

**Ex:** Apa [yang] membuat kamu kecewa? cx (mp = 6)
what that make you dissapointed
"What makes you dissapointed."

**Mira:** e kecewa? cx (mp = 1) e Kecewa [sahabat saya] [yang] saya percayai
Dissapointed dissapointed best friend my that I trust
meninggalkan saya misalnya [e] pindah ke sekolah [yang]
left -kan me for example move to school that
lain kemudian [saya] amat rindu sama dia. cmxex (mp = 23)
other then I very miss with her
"What makes me dissapointed?" "What makes me dissapointed is my best friend who I trusted left me by moving to another school then I missed her very much."

**Ex:** O iya yu (mp = 2)
oh yes
"Oh yes."

**Ex:** Sekarang e bagaimana kalau [e] minta uang ke Mamah? cx (mp = 6)
now how if ask for money to Mamah
"Now how will you say if you ask for money from your mother?"

**Mira:** e Misalnya buat apa? cxex (mp = 4)
for example for what
"For what for example?"

Mama saya perlu uang buat keperluan sekolah [e] tolong [e] dikasih
mother I need money for needs school help given (passive)
sama Mama [jumlahnya] segini terus [e] tolong besok karena
by mother sum -the this much and help tomorrow
[Tasya] mau [e] kasih ke Ibu ke sekolah. cmxex (mp = 28)
Tasya want give to teacher to school
"Mother I need money for my school needs please give the sum of this much because tomorrow I’ll give it to the teacher at school."

**Ex:** Iya sekarang kalau [e] minta ke temannya nggak berupa
yes now if ask to friend-the no form
uang e? cx (mp = 11)
money
"Yes now if you ask your friend for something not in the form of money (how will you say to her)?"

**Mira:** Misalnya ke Nabella [e] pinjem pensil. cx (mp = 6)
for example to Nabella borrow pencil
"For example I want to borrow a pencil from Nabella."

Bella e pinjem pensil dong. bsex (mp = 4)
Bella borrow pencil please
"Bella may I borrow a pencil please."

Ex: Sekarang kalok [e] menyuruh Mama [e] minta [e] tolong Mama now if order mother ask help mother

caranya bilang gimana? cmx (mp = 12)
way-the say how
"Now if you order your mother or ask for her help how will you say to her?"

Mira: Misalnya [saya] ada di kamar mandi terus ada for example I am in room bath then there
[telefon] kan. cmex (mp = 11)
telephone kan
“For example I was still in the bathroom and there was a telephone call.”

‘Tasya angkat telefonnya’ ‘e Entar dulu Mama [e] tolong [e] Tasya pick up telephone-the wait first mother help
angkatin ya [aku] di kamar mandi. cmxex (mp = 13)
pick up yes I in room bath
“Tasya pick up the telephone.” “Wait a moment mother please help pick it up first I’m still in the bathroom.”

e Sorry ya Ma. bsex (mp = 3)
“I’m sorry, mother?”

Ex: Kalau [e] dimintain [e] tolong kawannya kamu menolak if asked (passive) help friend-the you refuse
bagaimana? cmx (mp = 11)
how
“If your friend asks for your help and you refuse to help her how (will you say to her)?”

Mira: Misalnya [Nabella] minta [e] tolong temennya ke bawah. cxex (mp = 9)
for example Nabella ask help friend-the to downstairs
‘Nab e sorry Nab [aku] belum selesai [e] ngerjain Nab sorry Nab I not yet finish do
ulangan’. cmxex (mp = 13)
exam
“For example Nabella asks for her friend (me) to go downstairs I’ll say to her’Nab I’m sorry Nab I haven’t finished doing the exam’.”

Nabella kau duluan aja ke bawah aja entar [aku] Nabella you first just to downstairs only later I
nusul. cmex (mp = 10)
follow
“Nabella go downstairs first and I’ll follow and come afterwards.”

Ex: Sekarang kalau [apa] itu [e] menyuruh temannya gimana e? ex (mp = 9)
now if what that order friend-the how
“Now if you order your friend how (will you say to her)”

Mira: e Menyuruh. bsex (mp = 2)
order
“I order her?”

Nabella Nabella aku minta [e] tolong banget deh Nab
Nabella Nabella I ask help very much
[e] tolong [e] ambil tadi [yang] misalnya misalnya
help take just now that for example for example

[Pak Iwan] menyuruh tanda tangan cmxex (mp = 22)
Mr Iwan order sign
“Nabella Nabella I am asking for your help Nab please take for example the paper which Mr. Iwan asks to sign upstairs.”

e Tolong deh Nab e tolong [karna] dita dikasihin
please okay Nab help just now be given

ke atas cmxex (mp = 12)
to upstairs
“Please help me Nab take this paper upstairs.”

Aku lagi iniin [e] lagi ngerjain ini [e] belum selesai
I am this am doing this not yet finish
dari tadi. cmx (mp = 13)
from then
“I am doing this and I haven’t finished it yet.”

e Tolong ya Nab. bsex (mp = 3) e Trima kasih. bsex (mp = 2)
help yes Nab thank you
“Help me please.” “Thank you.”

Ex: Kalau [e] minta [e] tolong Mama? cx (mp = 4)
if ask help mother
“If you ask your mother’s help?”

Mira: e Minta [e] tolong Mamah misalnya? cxex (mp = 5)
ask help mother for example
“If I ask for my mother’s help for example?”

Ex: Kalau [e] minta tolong Mama [e] ambilkan fulpen [e] ambilkan sesuatu
if ask help mother take fountain pen take something

[e] bisa nggak? cmx (mp = 13) e Sudah ya? bs (mp = 2)
can no
“If you ask for your mother’s help to get your ballpoint pen or get something for you can’t you?”

Sekarang kalau [e] melarang Papah Mamah supaya [e] jangan
Now if forbid father mother in order not

pergi lama misalkan e? cmx (mp = 12)
go long for example
“Now suppose you forbid your father or mother not to go too long for example (how will you say)?”

Mira: Mamah kalau [perginya] jangan lama-lama aku nungguin


mother if go -the no long long I wait

di rumah nih [aku] nanti itu lagi [kita] kesepeian kalau [e] sendirian
at home this I later that again I lonely if alone

di rumah kalau [Mama] jangan pergi lama-lama. cmxex (mp = 31)
at home if mother no go long long
‘Mother don’t go very long I am waiting at home I’ll be lonely if I am alone
at home.’

Ex: Kalau [e] melarang temannya Nabella misalnya gimana
if forbid friend-the Nabella for example how
caranya? ex (mp = 11)
way-the
‘If you for example forbid your friend Nabella how will you say to her?’

Mira: Nabella jangan begitu nanti [itu] bisa bahaya buat [yang]
Nabella don’t like that later that can dangerous for that
lain. cmxex (mp = 10)
other
‘Nabella don’t be like that it can be dangerous for the others.’

Ex: Sekarang kalau e mengajak Mama jalan-jalan gimana caranya? ex (mp = 10)
now if ask mother take a walk how way-the
‘Now if you ask your mother to take a walk how will you say it?’

Mira: Mamah kita jalan-jalan yuk [aku] lagi bosen nih di rumah
mother we walk walk let’s I am bored this at home
nggak ada [kerjaan] cmxex (mp = 15)
no there is work
‘Mother let’s go out and take a walk I am very bored here at home I don’t
have any assignment to do.’

Ex: Kalau [e] ngajak Nabella gimana caranya? ex (mp = 7)
if ask Nabella how way-the
‘If you ask Nabella to take a walk how will you do it?’

Mira: e ngajak Nabella jalan-jalan bsex (mp = 5)
ask Nabella walk walk
‘Asking for Nabella to take a walk?’

Nab e jalan-jalan yuk ke mana kek nanti [kita] nanti [kita] cari
Nab walk walk let’s to where please later we later we look for
[yang] bagus jalan-jalan aja [aku] bosen banget. cmxex (mp = 20)
that good walk wak only I bored very
‘Nabella let’s take a walk somewhere please later we’ll look for something
good let’s just take a walk I am very bored.’

Ex: He’eh. yn (mp = 1)
Yes
‘Yes.’
I B Male students when they spoke with the researcher in the first setting.

Ahmad Sobirin: Tebet, South Jakarta; age: 7;3 or 87 months; gender: male; Year: 2

(1) Ex: Ahmad Sobirin cobak ceritakan kegiatan sehari-hari ya
Ahmad Sobirin try tell -kan activity daily yes
dari bangun tidur sampai tidur lagi malam hari. cmx (mp = 19)
from get up sleep till sleep again night day
“Ahmad Sobirin please tell me of your daily activity from getting up in the morning till you go to bed at night.”

Ahmad Sobirin: e malam hari? bsex (mp = 2)
night day
“Activity until night?”

Ex: He’eh. yn (mp =1)
yes
“Yes.”

Sobirin: Biasanya aku tidur.bsex (mp = 4)Habis [e] bangun e makan.cxex(mp = 3)
usually I sleep after get up eat
“I usually sleep.” “After getting up I eat.”

Abis [e] makan e tidur lagi.cxex (mp = 4)
after eat sleep again
“After eating, I sleep again.”

Abis [e] tidur e mandik.cxex (mp = 3)
after sleep take a bath
“After sleeping I take a bath.”

Abis [e] mandik e main sebentar. cxex (mp = 4)
after take a bath play not long
“After taking a bath I play not for very long.”

Abis itu e belajar eh eh [e] sudah. cmex (mp = 5)
after that study already
“After that I study and that’s all.”

Ex: He’eh. yn (mp =1)
yes
“Yes.”

Habis eh itu kan siangnya. bs (mp = 5)
after that kan day-the
“After that that’s the day time.”

Siangnya apa yang kamu kerjakan? cx (mp = 7)
day -the what that you do
“In the day time what do you do?”

Sobirin: e PR. bsex (mp = 1) Abis itu e ngaji. bsex (mp = 4)
home work after that pray
“(I do my) homework.”  “After that I pray.”

Ex: He’eh. yn (mp = ‘)  
   yes  
   “Yes.”

Sobirin: Abis itu abis itu e belajar [e] nonton filem [e] tidur. cmex (mp = 9)  
   after that after that study watch film sleep  
   “After that I watch films and go to bed.”

Ex: He’eh. yn (mp = 1) Malam harinya e? bs (mp = 3)  
   yes  
   “At night?”

   Itu malemnya apa sorenya? cm (mp = 6)  
   that night-the what afternoon-the  
   “Is it at night or in the afternoon?”

Sobirin: e Sorek. bsex (mp = 1)  
   afternoon  
   “In the afternoon.”

Ex: He’eh. yn (mp = 1) Sorenya e. bs (mp = 2)  
   yes  
   “In the afternoon”

   Malemnya apa yang kamu kerjakan? cx (mp = 7)  
   night-the what that you do -kan  
   “What do you do in the evening?”

Sobirin: Malemnya e main. bsex (mp = 3)  
   night-the play  
   “In the evening I play.”

Ex: He’eh. yn (mp = 1)  
   yes  
   “Yes.”

Sobirin: Abis [e] main e jajan. cxex (mp = 3) Abis [e] jajan e belajar. cxex (mp=4)  
   after play buy snack after buy snack study  
   “After I play I buy snack.”  “After I buy snack I study.”

Ex: He’eh. yn (mp = 1)  
   yes  
   “Yes.”

Sobirin: Abis itu e nonton filem. bsex (mp = 4) Abis itu e tidur. bsex (mp = 3)  
   after that watch film  
   “After that I watch films.”  “After that I go to bed.”

Ex: He’eh. yn (mp = 1)  
   yes  
   “Yes.”

(2) Ex: Ahmad Sobirin pelajaran apa yang kausuakai? cx (mp = 9)  
   Ahmad Sobirin lesson what that you like
“Ahmad Sobirin what lessons do you like?”

Sobirin: e Bahasa terus [e] matematikak [e] PPKN [e] agama sama language and mathematics PPKN religion with [e] buku ceritak. cmxex (mp = 8) book story “(The lessons that I like are) Indonesian, mathematics, PPKN and story books.”

Ex: Yak. yn (mp = 1) Kenapa e suka? bs (mp = 2) yes why like “Yes.” “Why do you like them?”

Sobirin: Heh? ynex (mp = 1) huh “Huh?”

Ex: Kenapa e suka? bs (mp = 2) why like “Why do you like them?”

Sobirin: Yah e buat [e] bisa bacak. cxex (mp = 4) Yes for can read “In order I can read them.”

Ex: He’eh. yn (mp = 1) Terus ada pelajaran [yang] nggak kausukai? cxex(mp = 9) yes and there is lesson that no you like “Yes.” “And are there lessons that you don’t like?”

Sobirin: Adak e. bsex (mp = 1) there is “There are.”

Ex: Apa? bs (mp = 1) What “What?”


Ex: e Sudah yak. bs (mp = 2) already yes “That’s all, isn’t it?”

Sekarang permainan yang kau sukai apa? cx (mp = 7) now game that you like what “Now what games do you like?”

Sobirin: Eh e montor balap abis itu eh [e] tembak-tembakan. eh motor race after that shoot shoot “(I like) motor bike racing and shooting.”
Ex: He'eh. yn (mp = 1) He'eh. yn (mp = 1)
yes yes
"Yes" "Yes"

Kenapa e sukak montor balap? bs (mp = 1)
why like motor
"Why do you like motor bike races?"

Sobirin:
Eh e menjadi cita-citak.
成为理想
"(Races are) my ideal"

Ex: Heh? yn (mp = 1)
Huh
"Huh?"

Sobirin:
Cita-citak.
理想
"(It's my) ideal."

Ex: Cita-citak apa? bs (mp = 3)
理想 what
"What ideal?"

Sobirin:
Cita-citak untuk jadi montor balap. bsex (mp = 6)
理想 for become motor race
"My ideal is to be a motor bike racer."

Ex: Eh he'eh. yn (mp = 2) Ya terus yak. yn (mp = 3)
uh yes yes and yes
"Yes>" "Yes go on."

(3) Ex:
Ahmad Sobirin ceritakan tentang sahabatmu teman baikmu.
Ahmad Sobirin tell -kan about close friend your best friend your
"Ahmad Sobirin tell me about your best friend."

Ex:
Punya enggak?
have no
"Do you have or not?"

Sobirin:
Enggak.
no
"No?"

Ex:
Enggak punya? bs (mp = 2) Kamu nggak punya teman baik? bs (mp = 5)
no have you no have friend good
"Don’t you have any?" "Don’t you have any close friend?"

Siapa yang kausukai? ex (mp = 5)
who that you like
"Which close friends do you like?"

Sobirin:
Yang kusukai eh Rizki eh Aldi Mutiarak terus udahan. cmxex (mp = 12)
that I like eh Rizki eh Aldi Mutiarak and already
"I like Rizki, Aldi, Mutiara and that's all."

Ex:
Oh ya? yn (mp = 2) He'eh. yn (mp = 1) e Ceritakan tentang Rizki. bs (mp = 4)
oh yes yes tell -kan about Rizki
“Oh Yes?” “Yes.” “Tell me about Rizki.”

Sobirin: Rizki kalau mau [e] ngajak main aku e ngomong ya aja. cmxex (mp = 11)
Rizki if want ask play I speak yes only
“If Rizki wants to ask me to play with him he just says so to me.”

Ex: He’eh. yn (mp = 1) Badannya gimana? bs (mp = 3)
yes body-the how
“Yes.” “What is his body like?”

Sobirin: Heh? ynex (mp = 1)
huh
“Huh?”

Ex: Badannya? bs (mp = 2)
body-the
“His body?”

Sobirin: Badannya badannya bs (mp = 6)
body-the body-the
“His body .. his body ..”

Ex: e Tinggik, [e] kurus, [e] gedek? cm (mp = 3)
tall thin big
“Is he tall, thin or big?”

Sobirin: eh e tinggi [e] tinggi dikit. cm (mp = 3) Abis itu .. bs (mp = 2)
eh tall tall a little after that
“He’s tall, a little bit tall.” “After that ..”

Ex: He’eh. yn (mp = 1) Kulitnya? bs (mp = 2)
yes skin -the
“Yes.” “His complexion?”

Sobirin: Kulitnya item dikit. bsex (mp = 4)
skin -the black a little
“His skin is a little bit dark.”

Ex: He’eh terus rambutnya? Bs (mp = 4)
yes and hair -the
“Yes and his hair?”

Sobirin: Rambutnya lurus-lurus. bsex (mp = 4)
hair -the straight straight
“His hair is quite straight.”

Ex: He’eh terus kebiasaannya? bs (mp = 5)
yes and habit -the
“Yes and his habit?”

Sobirin: Kebiasaanannya main bolak. Bsex (mp = 5)
habit -the play ball
“His habit is playing soccer.”

Ex: He’eh. yn (mp = 1) Terus wataknya sifatnya? cm (mp = 5)
yes and character-the character-the
“Yes.”

“And his character?”

Sobirin: Sifatnya mata kya ... cmex (mp = 4)
character-the eye-the
“His character ... his eyes ...”

Ex: Sifatnya gimana? bs (mp = 4)
character-the how
“How is his character?”

Sobirin: Sifat tokat oktat jernih. Bsex (mp = 4)
character ? ? clear
“He is clear-minded.”

Ex: Sifatnya he’eh? bs (mp = 3) Orangnya? bs (mp = 2)
character yes person-the
“Yes his character?” “His personality?”

Sobirin: Orangnya...
person-the
“The person...”

Ex: Anaknya? bs (mp = 2)
child-the
“The boy?”

Sobirin: Anaknya baik. bsex (mp = 3)
child-the good
“The boy is good.”

Ex: He’eh anaknya baik. bs (mp = 4) Yak. yn (mp = 1)
yes child-the good yes
“Yes the boy is good.” “Yes.”

Ex: He’eh. yn (mp =1) Baiknya gimana? bs (mp = 3)
yes good-the how
“Yes.” “How good is he?”

Sobirin: Baiknya kalau [temen] ma kalau [temen] tirur terus diajak
[e] belajar abis itu [e] disuruh [e] makan abis itu
[e] sudah. cmxex (mp = 21)

(4) Ex: Ahmad Sobirin ceritakan cita-citanya.bs (mp = 7)
Ahmad Sobirin tell -kan ideal -the
“My ideal is to become a war actor.”

Sobirin: Cita-citanya mau [e] jadi pemain pemain pemain perang.exex (mp=12)
ideal -the want become actor actor actor war
“My ideal is to become a war actor.”

Ex: Pemain perang? bs (mp = 3) Pemain di Sinetron? bs (mp = 4)
actor war actor at TV Cinetron
“A war actor?” “An actor at TV series?”

Sobirin: Nggak. ynex (mp = 1)
no
“No.”
Ex: Nggak? yn (mp = 1) Kalau [e] sudah gedek e mau [e] jadi apa? cmx (mp = 6)
no if already big want become what
“No?” “If you are grown up what do you want to be?”

Sukak balapan katanya. cx (mp = 5) e Pembalap? cx (mp = 2)
like racing say -the racer
“You said you liked racing” “Do you want to be a racer?”

Sobirin: e Mau [e] jadik jadik e mau [e] jadik tank. cxex (mp = 6)
want become become want become tank
“I want to be a tank.”

Ex: O e sukak apa [e] menjadi ABRI. cx (mp = 6)
oh like what become armed forces
“Oh you like to work in the armed forces.”

Sobirin: Yah. ynex (mp = 1)
yes “Yes.”

Ex: Ya. yn (mp = 1) Kenapa? bs (mp = 1)
yes why “Yes.” “Why?”

Sobirin: [e] Untuk [e] jadi cita-cita ya aku jadik itu cxex (mp = 8)
for become ideal yes I become that
“In order to become my ideal is I become that”

Ex: Apa? bs (mp = 1)
what
“What is that?”

Sobirin: Tank. bsex (mp = 1)
Tank “Tank.”

Ex: O e bisa [e] nyupir tank. cx (mp = 5) Yak. yn (mp = 1)
oh can drive tank
“Oh you can drive a tank.”

Usahanya untuk itu apa? bs (mp = 5)
effort for that what
“What is your effort to achieve that?”

Sobirin: Usahanya nyupir tank dulu. bsex (mp = 6)
effort -the drive tank first
“The effort is to drive a tank first.”

Ex: Nyupir. bs (mp = 2) O ya. yn (mp = 2)
drive oh yes
“You drive (a tank).” “Oh yes.”

Sobirin: e Biar [e] bisa kalau [e] udah besar e udah bisa [e] nembak-nembakin
in order can if already big already can shoot shoot
penjahat.cmex (mp = 14)
criminal
“If I can drive a tank when I grow up I can shoot the criminals.”
Ex: O gitu. bs (mp = 2)
oh like that
“Oh is that so?”

O ya kalau [e] nggak jadi supir tank e jadi apa lagi? ex (mp = 10)
Oh yes if no become driver tank become what more
“If you don’t become a tank driver what else do you want to be?”

Sobirin: Menjadi kalau [e] nggak jadi supir tank e menjadi entuh
become if no become driver tank become that
pengantar barang. exex (mp = 13)
sender goods
“If I don’t become a tank driver I’ll be a goods sender.”

Ex: O e pengantar barang. bs (mp = 4) Kenapa? bs (mp = 1)
oh sender goods why
“Oh you want to be a goods sender.” “Why?”

Sobirin. Kenapa-napa. bsex (mp = 2)
why what
“There is no reason why not.”

Ex: Bapaknya bapaknya kerja pengantar barang? bs (mp = 8)
father-the father-the work sender goods
“Does your father work as a goods sender?”

Sobirin. Bapaknya pengantar barang. bsex (mp = 5)
father-the sender goods
“My father is a goods sender”

Ex: He’eh.yn (mp = 1)
yes
“Yes.”

Sobirin: Eh e pengantar barang e udah.emex (mp = 4)
Eh sender goods already
“It’s alright I’ll just be a goods sender.”

Ex: He’eh. yn (mp = 1)
yes
“Yes.”

(5) Ex: Kejadian apa yang kauingget- inget terus? ex (mp = 8)
happening what that you remember remember always
“What happening do you keep on remembering?”

Sobirin: Kejadian ketabrakan sama [orang] mati. cmex (mp = 7)
Happening collision with person die
“Collision and a dead person.”

Ex: He’eh. yn (mp = 1)
yes
“Yes.”

Sobirin: Kalau [e] mati kan e dinangisin. exex (mp = 6)
if die kan cried (passive)
“If some dies people will cry over him.”
Ex: He’eh. yn (mp = 1)
  yes
  “Yes.”

Sobirin: Habis itu e sudah. bsex (mp = 3)
  after that already
  “After that that’s all.”

Ex: He’eh. yn (mp = 1)
  yes
  “Yes.”

Kalau apa yang membuat kamu tertawa? ex (mp = 8)
  if what that make you laugh
  “What makes you laugh?”

Sobirin: Ada filem lucu sama [e] diklitikin. cmex (mp = 7)
  There is film funny with tickled (passive)
  “There are funny films and I am tickled.”

Ex: He’eh. yn (mp = 1)
  yes
  “Yes.”

He’eh he’eh bagus. bs (mp = 3) Apa [yang] membuat kamu sepi? ex (mp = 6)
  yes yes good what that make you lonely
  “Yes yes it’s good.” “What makes you lonely?”

Sobirin: Kalau [Mamak] berpisah aku sedih. Cxex (mp = 6)
  if mother go away I sad
  “If my mother goes away I am sad.”

Ex: O iyak. yn (mp = 1)
  yes
  “Yes.”

Apa [yang] membuat kamu marah? ex (mp = 6)
  what that make you angry
  “What makes you angry?”

Sobirin: Kalau [e] digebuk sama temen aku marah. cxex (mp = 7)
  if hit (passive) by friend I angry
  “If I am hit by a friend I am angry.”

Ex: Yak bagus. bs (mp = 2) Apa [yang] membuat kamu bosan?
  yes good what that make you bored
  “Yes.” “What makes you bored?”

Sobirin: e Bosan? cxex (mp = 1) e Ceritak filem [e] buku setan. cmxex (mp = 4)
  bored story film book satan
  “What makes me bored?” “What makes me bored are film stories and satan books.”

Fx: He’eh. yn (mp = 1)
  yes
  “Yes.”
Apa yang membuat kamu itu sepi? cx (mp = 8)
“What makes you lonely?”

Sobirin: e Membuat [e] sepi? cxex (mp = 3)
make lonely
“What makes me lonely?”

Ex: He’eh. yn (mp = 1)
yes
“Yes.”

Sobirin: e Takut di rumah doang. bsex (mp = 4)
afraid at home only
“I am afraid at home all the time.”

Ex: Apa? bs (mp = 1)
what
“What?”

Sobirin: e Di rumah. bsex (mp = 2)
at home
“At home.”

Ex: Oriyak he’eh di rumah doang. bs (mp = 6) Yak e bagus. yn (mp = 2)
oh yes at home only yes good
“Oh yes you’re at home all the time.” “yes, good.”

(6) Ex: Kalok [e] minta uang ke Mama gimana e? cx (mp = 6)
if ask money to Mama how
“How will you say to your mother if you ask money from her?”

Sobirin: Mah Mamah aku ingin [e] njajan. cxex (mp = 6)
Mama I want to buy snack
“Mama I want to buy snack.”

Ex: He’eh. yn (mp = 1)
yes
“Yes.”

Ya terus kalau [e] minta kue sama temannya gimana e? cx (mp = 9)
yes and if ask cookie with friend-the how
“Yes and how will you say if you ask for some cookies from your friend?”

Sobirin: Eh temen e minta duitnya dong buat [e] jajan. cxex (mp = 8)
eh friend ask money-the please for buy snack
“Please give me money to buy some snack.”

Ex: He’eh. yn (mp = 1)
yes
“Yes.”

Sekarang kalau [e] menyuruh Mamah e?
now if order Mamah
“How will you say if you order your mother?”

Sobirin: [e] Menyuruh Mamah e mauk. cxex (mp = 4)
order Mamah will
"If I order Mamah I will."

Ex: Ya gimana? bs (mp = 2)
yes how
"Yes how?"

Sobirin: Kalau kalau [Mamah] menyuruh piring dicuciin maka
If if Mamah order dish washed (passive) then
e dicuciin.cmex (mp = 13)
washed (passive)

Ex: He’eh. yn (mp = 1)
yes
"Yes."

O enggak. yn (mp = 2)
oh no
"Oh no."

Kalok [kamu] mintak tolong Mama gimana e? cx (mp = 6)
if you ask help Mama how
"How will you say if you ask your mother’s help?"

Sobirin: Minta tolong Mama caranya. bsex (mp = 5)
ask help Mama way-the
"This is the way how I ask for Mama’s help"

Mamah ambilin teh dong. bsex (mp = 5)
Mamah take tea please
"Mamah tea for me please."

Ex: He’eh. yn (mp = 1)
yes
"Yes."

Kalok [e] mintak temennya e?
if ask friend-the
"How will you ask your friend’s help?"

Sobirin: Temen ambilin pensil pengrautan dong. bsex (mp = 7)
friend take pencil sharpener please
"Friend please take the pencil sharpener."

Ex: He’eh bagus. bs (mp = 2) Sekarang kalau [kamu] apa disuruh Mamak
yes good now if you what ordered Mama
"Yes good." "Now if you are ordered by your mother
[kamu] nggak bisak gimana nolaknya?
you no can how refuse-the
you cannot do it how will you refuse her?"

Sobirin: Mamah aku nggak itu [e] nggak mau mencuci piring. cmex (mp = 9)
Mamah I no that no want wash dish
"Mamah I don’t want to wash the dishes"

Aku sudah mencuci piring sehari. bsex (mp = 7)
I already wash dish a whole day
"I have washed the dishes all day long."

Ex: He’eh. yn (mp = 1)
yes
"Yes."
Kalau [e] diajak main temannya [kamu] nggak mau
If asked (passive) play friend-the you no want
gimana nolaknya? cmx (mp = 12)
how refuse-the
"If you are asked by your friend to play with him but you don’t want to play
how will you refuse him?"

Sobirin: Nggak ah e nggak mauk [e] main. cxex (mp = 5)
no ah no want play
"Ah no, I don’t want to play."

Ex: He’ech. yn (mp = 1)
yes
"Yes."
Terus kamu kalau apa itu [Mamah] sukak pergi lama
And you if what that mother like go long
kamu melarangnya gimana? ex (mp = 14)
you forbid -her how
"If your mother likes to go for a long time how will you forbid her to go?"

Sobirin: Mama jangan pergi lama kalau [e] pergi lama
Mama don’t go long if you go long
aku bisa ilang. cmxex (mp=10)
I can be lost
"Mama don’t go too long, if you go long I can get lost/disappear."

Ex: Iyak. yn (mp = 1)
yes
"Yes."
Kalau [e] melarang temannya ngganggu kamu gimana caranya? ex (mp = 11)
if forbid friend-the disturb you how way-the
"If you forbid your friend disturbing you how will you say to him?"

Sobirin: Apa’an?
what
"What?"

Ex: Kalau [e] melarang temen kamu [e] mengganggu kamu ribut-ribut
if forbid friend you disturb you make a row
caranya gimana? cmx (mp = 13)
way-the how
"If you forbid your friend for disturbing you by making a row how will you say to
him?"

Sobirin: Temen-temen diem dong [aku] lagi belajar. cmex (mp = 8)
friend friend quiet please I am studying
"Friends please be quiet. I am studying."
Ex: He’eh bagus. bs (mp = 2) Kalau [e] mengajak Mamanya pergi e? cx (mp = 6)
yes good if ask Mama-the go
“Yes good.” “If you ask your mother to go how will you say to her?”

Sobirin: Mama nih kan hari Minggu ayo [kita] pergi ke Indomart? cmex (mp=10)
Mama this kan day Sunday let’s we go to Indomart
“Mama today is Sunday let’s go to Indomart."

Ex: He’eh. yn (mp = 1)
yes
“Yes.”
Kalau [e] mengajak temannya main gimana e? cx (mp = 7)
if ask friend-the play how
“If you ask your friend to play with you how will you say to him?”

Sobirin: Rizki ayo e main yuk. bsex (mp = 4) Ngomongnya iya yuk. bsex (mp=4)
Rizki let play common talk -the yes common
“Rizki common let’s play>” “He will say yes common.”

Ex: Ya e sudah. bs (mp = 2)
yes already/finish
“Yes that’s all.”
2 Ari Muharom Malik Amri: Menteng, Central Jakarta; gender: male; age: 7; or 87 months; year: 2

(1) Ex: Ari coba [e] ceritakan kegiatan dari [e] bangun tidur sampai [e] tidur lagi ya? cmx (mp = 13) Suaranya [yang] keras. cx (mp = 4) sleep again yes voice-the that loud
“Ari please tell me activities from getting up until you go to bed, okay?”
“Speak loudly please.”

Ari: Habis [e] bangun tidur terus e merapikan tempat tidur, after get up sleep and make place sleep
[e] mandi pagi. cmxex (mp = 11) take a bath morning
“After getting up from sleep then I make up the bed.”

Abis [e] mandi pagi e sarapan pagi. cxex (mp = 5) after take a bath morning breakfast morning
“After taking a bath in the morning, I have breakfast.”

Abis [e] sarapan pagi e ke sekolah. cxex (mp = 5) after breakfast morning to school
“After having breakfast in the morning I go to school”

Habis [e] ke sekolah e belajar. cxex (mp = 5) after to school study
“After going to school I study

Abis [e] belajar e istirahat. cxex (mp = 4) after study take a rest
“After studying I take a rest.”

Abis [e] istirahat e pulang. cxex (mp = 3) after take a rest go home
“After taking a rest I go home”

Abis [e] pulang abis [e] pulang e tidur siang. cxex (mp = 6) after go home after go home sleep day time
“After going home I take a nap.”

Abis [e] tidur siang e mengajik. cxex (mp = 5) after sleep daytime pray
“After taking a nap I pray.”

Abis [e] mengajik e mandik. cxex (mp = 4) after pray take a bath
“After praying I take a bath.”

Abis [e] mandik e belajar. cxex (mp = 4) after take a bath study
“After taking a bath I study.”

Habis [e] belajar abis [e] belajar e tidur malam. cxex (mp = 8) after study after study sleep night
“After studying I sleep.”

Ex: He’eh. yn (mp = 1)
yes
“Yes.”

(2) Ex: Pelajaran apa [yang] paling kausukai? cx (mp = 8)
lesson what that most you like
“What lesson that you like the most?”

Ari: e Matematika sama [e] bahasa emxex (mp = 3)
mathematics with language
“Mathematics ana language.”

Ex: Kenapa e sukak matematik? bs (mp = 3)
why like mathematics
“Why do you like mathematics?”

Ari: e Karena [aku] sukak tambah-tambahan dan
because I like addition and
[e] ambil-ambilan emxex (mp = 10)
reduction
“Because I like addition and reduction.”

Ex: Kalau [e] sukak kenapa e sukak bahasa? cx (mp = 5)
it like why like language
“Why do you like language?”

Ari: Karena [e] sukak bahasa pelajaranannya gampang. cxex (mp = 7)
because like language lesson-the easy
“I like language because the lesson is easy.”

Ex: Iya. yn (mp = 1) Sekarang permainan apa [yang] kausukai? cx (mp = 8)
yes now play what that you like
“Yes.” “Now what game do you like?”

Ada pelajaran [yang] nggak kausukai? cx (mp = 8)
what lesson that no you like
“What lesson don’t you like?”

Ari: e Ada. cxex (mp = 1)
there is
“There is.”

Ex: Apa? bs (mp = 1)
What
“What lesson?”

Ari: e PLKJ cxex (mp = 1)
PLKJ
“PLKJ.”

Ex: Ya kenapa e? bs (mp = 2)
yes why
“Yes why.”
Ari: e PLKJ karena karenal pelajaran pelajarannya] susah. cxex (mp = 9)
PLKJ because because lesson-the difficult
“(I don’t like) PLKJ because the lesson is difficult.”

Ex: O e susah. bs(mp = 2) lyak. yn (mp = 1)
oh difficult
“Oh it’s difficult.”

Sekarang hobinya apa? bs (mp = 4)
now hobby what
“Now what is your hobby?”

Ari: Hobinya? bsex (mp = 2)
hobby-the
“My hobby?”

Ex: Heh? yn (mp = 1)
luh
“Huh?”

Ari: Hobinya main basket. bsex (mp = 4)
hobby-the play basket
“My hobby is playing basket ball.”

Ex: Cobak e ceritakan tentang main basket. bs (mp = 6)
try tell kan about play basket
“Please tell me about playing basket ball.”

Main basket itu apa? bs (mp = 4)
play basket that what
“What is playing basket ball?”

Ex: Olah raga apa? bs (mp = 3)
sport what
“What kind of sport?”

Ari: Olah raga main basket. bsex (mp = 4)
sport play basket
“A sport of basket ball.”

Ex: He’eh. yn (mp = 1) e Main bola. bs (mp = 2)
yes
“Yes.”

Ari: Yah. yne (mp = 1)
Yes
“Yes.”

Ex: e Diapakan ke basketnya? bs (mp = 6)
is done (passive) to basket-the
“What is done to the basket?”

Ari: e Dimasukkan ke dalam ring. bsex (mp = 6)
put into inside ring
“(The ball) is thrown into the ring.”

Ex: He’eh. yn (mp = 1) Mainnya di mana?
yes  play-the at where
“Yes.”  “Where do you play (the play)?”

Ari: e Di lapangan. bsex (mp = 3)  
in field  
“In the field.”

Ex: e Dengan? bs (mp = 1)  
With  
“With whom do you play?”

Ari: e Yundik. bsex (mp = 1)  
Yundik  
“Yundik.”

Ex: e Dengan Yundik aja. bs (mp = 3) He’eh. yn (mp = 1)  
with  Yundik only  yes  
“With  Yundik only.”  “Yes.”

(3)Ex: e Punya sahabat? bs (mp = 2)  
have  best friend  
“Do you have a best friend?”

Ari: e Punya bsex (mp = 1)  
have  
“I have.”

Ex: Siapa? bs (mp = 1)  
Who  
“Who?”

Ari: e Samuel sama [e] Rasid. cmex (mp = 3)  
Samuel with  Rasid  
“Samuel and Rasid.”

Ex: Cobak e ceritakan tentang sahabatnya. ex (mp = 6)  
try  tell  -kan about  best friend-the  
“Please tell me about your best friends.”

Ari: e Karena [Samuel] itu baik. cxex (mp = 4)  
because  Samuel  that good  
“Because Samuel is good.”

Ex: Baiknya? bs (mp = 2)  
good-the  
“What about his goodness.”

Ari: Baiknya sukak [e] menolong orang [yang] jatuh. cmxex (mp = 8)  
goodness like  help  person that fall  
“He likes to help friends who fall (in games).”

Ex: He’eh. yn (mp = 1) Badannya gimana? bsex (mp = 3)  
yes  body  -the how  
“Yes.”  “What is his body like?”

Ari: Badannya kurus. bsex (mp = 3)  
body  -the  thin
“His body is thin.”

Ex: Rambutnya? bs (mp = 2)

hair -the
“His hair?”

Ari: e Lurus. bsex (mp = 1)

Straight
“His hair is straight.”

Ex: Kulitnya? bs (mp = 2)

skin-the
“His skin?”

Ari: e Hitam. bsex (mp = 1)

Black
“His skin is dark.”

Ex: Kebiasaanannya? bs (mp = 3)

habit -the
“His habit?”

Ari: e Pilot [e] jadi pilot. cmex (mp = 3)

pilot become pilot
“I’ll be a pilot.”

Ex: Kebiasaanannya apa? bs (mp = 4)

habit -the what
“What is his habit.”

Ari: Kebiasaanannya makan. bsex (mp = 4)

habit -the eat
“His habit is eating.”

Ex: O iya. yn (mp = 2) Kalau [e] di rumah siapa [yang] kausukai? cmx (mp = 8)

oh yes if at home who that you like
“Oh yes.” “If at home who do you like?”

Ari: e Adik. cxex (mp = 1)

younger brother
“My younger brother.”

Ex: e Adik. cx (mp = 1) Kenapah e? bs (mp = 1)

younger brother
“Your younger brother.”

Ari: Soalnya e lucuk. bsex (mp = 3)

reason-the funny/cute
“The reason is he’s funny and cute.”

Ex: Lucunya? bs (mp = 2)

funny-the
“How funny is he?”

Ari: Lucunya lucunya suka [e] tertawa. cxex (mp = 6)

funny-the funny-the like laugh
“His funny trait is that he likes to laugh.”
Ex: He’eh. yn (mp = 1) Iya yn (mp = 1) He’eh. yn (mp = 1) yes yes yes “Yes.” “Yes.” “Yes.”

(4) Ex: Ari besok kalau sudah besar pengin [e] jadi apa kamu? cmx (mp = 9)
Ari tomorrow if already big want become what you “When you grow up what do you want to be?

Ari: e Pilot. cxex (mp = 1)
Pilot “A pilot.”

Ex: Pilot itu apah? bs (mp = 3)
pilot that what “What is a pilot.”

Ari: e Mengendarai pesawat. bsex (mp = 6)
drive carrier “He drives a carrier.”

Ex: Pesawat apa? bs (mp = 3)
what carrier “What carrier?”

Ari: Pesawat terbang. bsex (mp = 3)
carrier fly “An aeroplane.”

Ex: Untuk [e] jadi pilot bagaimana caranya? cx (mp = 6)
for become pilot how way-the “What is the way for you to become a pilot?”

Ari: e belajar supaya [e] pintar. cxex (mp = 4)
learn in order to clever “I study in order to be clever/intelligent.”

Ex: He’eh. yn (mp = 1) Di mana sekolahnya? bs (mp = 4)
yes in where school-the “Yes.” “Where is the school?”

Ari: e SD Cilacap. bsex (mp = 2)
Primary School Cilacap “Cilacap Primary School.”

Ex: O e SD Cilacap juga. bs (mp = 4) lyak. yn (mp = 1)
oh Primary School Cilacap too yes “Oh Cilacap Primary School too.” “Yes.”

(5) Ex: Ceritakan Ari kejadian [yang] yang kau ingat-ingat. cx (mp = 10)
tell Ari happening that you remember-remember
e Teruskan tabrakan tadi. bs (mp = 5) Tabrakan itu apa? bs (mp = 4)
go on crash formerly “Go on telling me about the car colliding.”

Ari: Tabrakan itu mengendarainnya mengendarai mobilnya
car colliding that drive -the drive car-the
“Car collision happens because of driving the car too fast.”

Ex: He’eh. *yn* (*mp* = 1) *Di mana?* bsex (*mp* = 2) *Di mana tadi?* bs (*mp* = 3)

<table>
<thead>
<tr>
<th>Yes</th>
<th>in where</th>
<th>in where that</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes.</td>
<td>“Where is it?”</td>
<td>“Where did it happen?”</td>
</tr>
</tbody>
</table>

Ari: e Mengendarai kencang di jalan tol. bsex (*mp* = 7) 

<table>
<thead>
<tr>
<th>drive</th>
<th>fast</th>
<th>in road toll</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Fast car driving in toll roads.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ex: Kenapa e? *bs* (*mp* = 1) Kenapa e *kok?* bs (*mp* = 2) He’eh. *yn* (*mp* = 1)

<table>
<thead>
<tr>
<th>why</th>
<th>why</th>
<th>kok</th>
<th>yes</th>
</tr>
</thead>
</table>

e Duduk sebentar ya? *bs* (*mp* = 3) *Kamu tunggu aja ya?* bs (*mp* = 4)

<table>
<thead>
<tr>
<th>sit</th>
<th>a moment</th>
<th>yes</th>
<th>you</th>
<th>wait</th>
<th>just</th>
<th>yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Sit here first.”</td>
<td>“Just wait here.”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Apa [yang] membuat kamu tertawa? cx (*mp* = 6)

<table>
<thead>
<tr>
<th>what</th>
<th>that</th>
<th>make</th>
<th>you</th>
<th>laugh</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What makes you laugh?”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ari: e Badut. cxex (*mp* = 1)

| Clown | “Clowns.” |

Ex: e Badut? cx (*mp* = 1) e *Di mana?* bs (*mp* = 2)

<table>
<thead>
<tr>
<th>clown</th>
<th>in where</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Clowns?”</td>
<td>“Where are they?”</td>
</tr>
</tbody>
</table>

Ari: e *Di Mac Donal* bsex (*mp* = 2)

<table>
<thead>
<tr>
<th>In</th>
<th>Mac Donald</th>
</tr>
</thead>
<tbody>
<tr>
<td>“In Mac Donalds.”</td>
<td></td>
</tr>
</tbody>
</table>

Ex: Yang membuat kamu marah apa? cx (*mp* = 6)

<table>
<thead>
<tr>
<th>that</th>
<th>make</th>
<th>you</th>
<th>angry</th>
<th>what</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What makes you angry?”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ari: e Dicubit ama Ibu. bsex (*mp* = 4)

<table>
<thead>
<tr>
<th>pinched (passive)</th>
<th>by</th>
<th>mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I am pinched by my mother.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ex: e Dicubit Ibu ya? bs (*mp* = 4) Yang membuat kamu sedih apa? cx (*mp* = 6)

<table>
<thead>
<tr>
<th>pinched (passive)</th>
<th>by</th>
<th>mother</th>
<th>yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Oh you are pinched by your mother.”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ari: e Ditinggal bsex (*mp* = 2)

<table>
<thead>
<tr>
<th>left (passive)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>“I was left.”</td>
<td></td>
</tr>
</tbody>
</table>

Ex: e Ditinggal siapa? bs (*mp* = 3)

<table>
<thead>
<tr>
<th>left</th>
<th>who</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Left by whom.”</td>
<td></td>
</tr>
</tbody>
</table>

Ari: e Ibu dan [e] Ayah. cmex (*mp* = 3)
mother and father
“Left by my mother and father.”

Ex: He’eh yn (mp = 1) Yang membuat kamu takut apa? ex (mp = 6)
yes that make you afraid what
“Yes.” “What makes you afraid?”

Ari: e Ondel-ondel. cxex (mp = 2)
Ondel-ondel
“Ondel-ondel.”

Ex: e Ondel-ondel. cx (mp = 2)
ondel ondel
“Ondel-ondel.”

Yang membuat kamu sepi apa? ex (mp = 6)
that make you lonely what
“What makes you lonely?”

Ari: e Nggak ada. cxex (mp = 2)
no there is
“No, there isn’t.”

Ex: e Nggak ada? cx (mp = 2) Di rumah e sendiri [e] nggak sepi? cm (mp = 5)
no there is in home alone no lonely
“No, there isn’t.” “Aren’t you lonely at home alone?”

Nggak? yn (mp = 1) Kenapa e? bs (mp = 1)
no why
“No?” “Why?”

Ari: e Ramai. bsex (mp = 1)
crowded
“It’s crowded.”

Ex: O he’eh ya. yn (mp = 3) Yang membuat kamu bosan apa? ex (mp = 5)
oh yes yes that make you bored what
“Oh yes yes.” “What makes you bored?”

Ari: e Bosen? cxex (mp = 1)
bored
“What makes me bored?”

Ex: He’eh. yn (mp = 1)
yes
“Yes.”

Ari: e Mainan. cxex (mp = 2)
toy
“Toys.”

Ex: He’eh. yn (mp = 1) Mainan [yang] bagaimana? cx (mp = 4)
yes toys that how
“Yes.” “What kind of toys.”

Ari: Mainan robot-robotan. bsex (mp = 5)
toy robot robot-an
“Robot toys.”

Ex: *Yang membuat kamu kecewa apa?* cx (mp = 6) that make you disappointed
“What makes you disillusioned?”

Ari: *e Kecewa?* cx (mp = 1) e Nggak adak. cx (mp = 2)
disappointed no there is
“What makes me disappointed?” “No, there isn’t.”

Ex: *e Nggak ada?* ex (mp = 2) e Seneng terus? bs (mp = 2)
no there is happy always
“Isn’t there?” “You are always happy?”

Ari: Yah. ynex (mp = 1)
yes “Yes.”

(6) Ex: *Bagaimana e minta uang ke Mamah?* bs (mp = 5)
how ask money to mother
“How do you ask money to your mother?”

Ari: *e Minta uang ke Mamah?* bsex (mp = 4)
ask money to mother
“How do I ask money to mother?”

Ex: *He’eh. yn (mp = 1) Caranya bagaimana?* bs (mp = 3)
yes way-the how
“Yes.” “How will you say to her?”

Ari: *Caranya?* bsex (mp = 2)
way-the
“The way to say it?”

Ex: *He’eh. yn (mp = 1)*
yes “Yes.”

Ari: *Ibu e minta uang dong.* bsex (mp = 4)
mother ask money please
“Mother may I ask for some money?”

Ex: *He’eh. yn (mp = 1)*
Yes “Yes.”

Kalau [e] minta sesuatu kepada temannya ke Devi bagaimana
if ask something to friend-the to Devi how

caranya? cx (mp = 11)
way-the
“If you ask something from your friend how will you say it?”

e Nggak uang mintak [e] apa gitu? cm (mp = 5)
no money ask what like that
“It is not money but something how will you say to him?”
Ari: Caranya? bsex (mp = 2)
    way the
    “The way (I say it to him)?”

Ex: Apah? bs (mp = 1) e Nggak pernah. bs (mp = 2) He’ch yn (mp = 1)
    what        no    ever    yes
    “What (did you say)?””“You have never done it?” “Yes.”

Sekarang [kamu] disuruh main Ibuk [kamu] nggak bisak
    nolaknya gimana? cmx (mp = 12)
Ari: e nggak adak. bsex (mp = 2)

Ex: Loh kalau [kamu] disuruh misalnya [e] ngambilin apa tapi [kamu]
    Loh if you ordered (passive) for example take what but you
    nggak bisak [e] sedang belajar itu bagaimana menolaknya kepada
    no can in the process study that how refuse to
    Ibuk. cmx (mp = 24)
Mother
    “If you are ordered to get something by your mother but you are still studying
    how will you refuse your mother?”

Gimanah e? bs (mp = 1) Iya gimana cara menolaknya? bs (mp = 5)
    How        yes how    way refuse -the
    “How?” “Yes how will you refuse her?”

Kalau [kamu] nggak mau gimana e? ex (mp = 5)
    If you no want how
    “If you don’t want to do it how will you say to her?”
Ari: Mah [saya] nggak mauk. bsex (mp = 4)
    mother I    no    want
    “Mother I don’t want to do it.”

Ex: He’ch. yn (mp = 1) Kalok [e] diajak temannya [e] main kamu gimana cara
    Yes       if    asked (passive) friend-the
    menolaknya? cmx (mp = 11) Heh? yn (mp = 1)
Ari: e Nggak mauk. bsex (mp = 2)
    no    want
    “No I won’t.”

Ex: Heh? yn (mp = 1)
    huh
    “Huh?”
Ari: Nggak mauk bilangnya. bsex (mp = 4)
    no    want    say -the
    “I’ll say I won’t.”

Ex: He’ch. yn (mp = 1) e Nggak mauk gitu. bs (mp = 3)
    yes    no    want    like that
    “Yes.” “So you won’t.”

Kalau [e] nyuruh Mamah [e] minta tolong Ibuk gimana e? cmx (mp = 8)
If you order your mother or ask her help how will you say to her?

Ari: *ibu* tolong [e] ambilin cek (mp = 4)

*mother help get*

"Mother help me get (it for me)."

Ex: He’eh. yn (mp = 1) Terus kalok [e] minta [e] tolong ke temannya yes and if ask help to friend-the

bagaimana e? cem (mp = 8) Heh? yn (mp = 1)

how huh

“Yes.” “How will you ask your friend's help?” “Huh?”

Masak e nggak pernah [e] minta [e] tolong ke temennya? cem (mp = 8)

Impossible no ever ask help to friend-the

“Is it possible if you have never asked your friend's help?”

[e] tolong [e] ngambilin minuman itu e nggak pernah. cem (mp = 9)

ask get drink that no ever

“Have you never asked your friend’s help to get you something to drink?”

[e] Nggak pernah? bs (mp = 2) [e] Nggak apa itu [e] melarang lbuknya [e]

no ever no what that forbid mother-the

pergi lama-lama gimana e? cem (mp = 11)

go long long how

“Haven’t you ever?” “How will you say to your mother if you forbid her not to go very long?”

Ari: e Dicegat. bsex (mp = 2)

intercepted/stopped from going (passive)

“I’ll intercept her for going.”

Ex: Heh? yn (mp = 1)

huh

“Huh?”

Ari: e Dicegat. bsex (mp = 2)

intercepted/stopped from going (passive)

“I’ll intercept her for going.”

Ex: Lo caranya ngomongnya gimana supaya [Mama] nggak pergi lo way-the say -the how in order mother no go

lama-lama? ex (mp = 13)

long long

“How will you say to your mother so that she won’t go too long?”

Ari: Mama jangan pergi lama-lama nanti saya nggak punya

Mother don’t go long long later I no have

makanan. cemex (mp = 11)

food

“Mother don’t go very long for I won’t have anything to eat.”

Ex: He’eh. yn (mp = 1) He’eh. yn (mp = 1)

yes yes
Kalok itu [apa] namanya [e] melarang teman ribut-ribut gimana if that what name-the forbid friend noisy how

caranya? cmx (mp = 14)
way-the
“If you forbid your friend not to argue noisily how will you say it to him?”

Ari: Teman eh jangan berisik. bsex (mp = 4)
friend don’t noisy
“Friends don’t be noisy.”

Ex: He’eh ya [e] jangan berisik. bs (mp = 5) Ya. yn (mp = 1)
yes yes don’t noisy yes “Yes yes don’t be noisy.” “Yes.”

La sekarang kalok [e] mengajak Ibu jalan-jalan gimana e? ex (mp = 9)
Ia now if ask mother walk walk how
“Now if you ask your mother to take a walk how will you say to her?”

Ari: e Senang. bsex (mp = 1)
happy
“I’m happy.”

Ex: Caranya ngomong gimana? bs (mp = 5)
way-the say how
“How is the way you speak to him?”

Ari: Ibuk kita jalan-jalan yuk. bsex (mp = 5)
mother we take a walk let’s
“Mother let’s take a walk.”

Ex: Iya kalau [e] ngajak temannya [e] main bagaimana e? cmx (mp = 8)
yes if as friend-the play how
“Yes if you ask your friend to play with you how will you say to him?”

Ari: Yandi kita bermain. bsex (mp = 4)
yandi we play
“Yandi let’s play.”

Ex: He’eh yn (mp = 1)
yes
“Yes.”
3 Yusriandi: Kali Baru, North Jakarta; age: 10;9 or 129 months; gender: male; year: 5
Ex: Andi tolong [e] ceritakan kegiatan sehari-hari dari [e] bangun pagi sampai 
Andi help -kan activity daily from get up morning until 
[e] tidur lagi pada malam hari ya? cmx (mp = 18) 
sleep again at night day yes 
“Andi please tell me about your daily activities from getting up in the morning 
until you go to bed at night.”
Yusriandi: Saya bangun jam lima pagi. bsex (mp = 5) 
I get up hour five morning 
“I get up at five a.m. in the morning.”
Setelah [e] bangun saya cuci muka terus [e] solat subuh.cmxex (mp=9) 
after get up I wash face and pray subuh 
“After getting up I wash my face and pray subuh.”
Schabis [e] solat subuh saya pikir untuk [e] mandik tapi [waktunya] 
after pray subuh I think for take a bath but time -the 
masih jauh tapi [saya] pikir [e] rapik-rapikin rumah 
still far but I think make in order house 
duluk cmxex (mp = 21) 
first 
“After praying subuh I think I’d like to take a bath but I still have a lot 
of time but I’d like to make the house in order first.”
Setelah [jam jam] menunjukkan enam enol enol saya langung 
After hour hour show six zero zero I directly 
mandik. cmxex (mp = 13) 
take a bath 
“After the hour shows six zero zero I directly take a bath.”
Setelah [e] mandi [e] berpakaian dan [e] sarapan. cmxex (mp = 8) 
after take a bath get dressed and breakfast 
“After taking a bath, get dressed and have breakfast.”
Setelah [e] sarapan saya meminta uang kepada Bapak terus [e] 
after breakfast I ask money from father and 
berangkat sekolah cmxex (mp = 12) 
go school 
“After breakfast I ask money from my father and then go to school.”
Setelah [e] sampai di sekolah karena [e] belum bel saya bermain 
After arrive in school because not yet bell I play 
main dulu sebentar cmxex (mp = 14) 
play first not long 
“After arriving at school since the bell has not rung I play first not for 
long.”
Setelah [bel] baru e berbaris. cxex (mp = 6)
after bell just march
“After the bell rings we are on a march.”

Setelah [berbaris] usai langsung e masuk ke kelas. 
“After the march we enter the classroom.”

Pas kelas apa pas [e] masuk ke kelas Bu Guru datang dan langsung [e] memulai pelajaran. 
“When class I enter the classroom the lady teacher enters and she directly starts the lesson.”

Lalu waktu jam sembilan bel telah bunyi dan juga [e] istirahat. 
“And at nine the bell rings and also I take a rest during break.”

Setelah bel berbunyi lagi ternyata [e] udah udah masuk lagi lagi dan [e] mulai pelajaran lagi. 
“After the bell rings it turns out I have already entered the classroom and the lesson starts again.”

“After the lesson finishes I go home.”

“Arriving home I take my shoes and clothes off and wash my feet and then I have lunch.”

Sehabis [e] makan lalu [e] solat zuhur. 
“After lunch then I pray zuhur.”

Abis [e] solat zuhur lalu saya tidur. 
“After praying zuhur I take a nap.”

Jam tiga saya bangun.
hour three I get up
“At three p.m. I get up.”

(2) Ex: Andi ceritakan pelajaran [yang] kausuai. cx (mp = 9)
Andi tell me the lesson that you like
“At three p.m. I get up.”

Yusriandi: Pelajaran [yang saya sukai] IPA dan [e] bahasa
Indonesia. cmxex (mp = 10)
“The lessons that I like are science and the Indonesian language.”

Ex: Kenapa e sukak IPA? bs (mp = 3)
why like science
“Why do you like science?”

Yusriandi: e Karena [IPA] mengetahui tentang alam dan [e]
because know about nature and
sekitarnya cmxex (mp = 11)
around-the
“Because science knows about nature and its environment.”

Ex: Ya kalau [bahasa Indonesia]? cx (mp = 4)
yes if Indonesian
“What about Indonesian?”

Yusriandi: e Karena [bahasa Indonesia] bahasa saya gitu. cx (mp = 6)
because Indonesian language I so
“Because Indonesian is my language.”

Ex: Dari apanya yang membuat kamu senang? ex (mp = 8) Apa? bs (mp = 1)
From what-the that make you like what
“From what side that makes you like them?” “What side?”

Yusriandi: Yang membuat saya senang ..cx (mp = 5)
that makes me like
“What makes me like them “

Ex: Ya latihan apa.. [latihannya] cm (mp = 8)
yes exercise-the what exercise-the
“Is it its exercise or its exercise?”

Yusriandi: Latihannya IPA bsex (mp = 4)
exercise-the science
“If it is science it is its exercise.”

Ex: Latihan apa [yang] kamu sukak? ex (mp = 6)
exercise what that you like
“What kind of exercise which you like?”

Yusriandi: Latihan .. tentang hewan. bsex (mp = 4)
exercise about animal
“Exercises about animals.”
Ex: Macam apa? bs (mp = 2)
kind what
“What kind of exercises?”

Yusriandi: e Tentang kehidupan dan [e] tentang perkembang-biakan.cmex (mp=9)
about life and about reproduction
“About their life and their reproduction.”

Ex: He’ch. yn (mp = 1). Kalau [bahasa Indonesia] e? ex (mp = 3)
yes if language Indonesia
“Yes.” “What about the Indonesian language?”

Yusriandi: Bahasa Indonesia tentang critak [e] tentang tentang apa lagi
language Indonesia about story about about what more
[e] crita doang. cmxex (mp = 10)
story only
“In the case of the Indonesian language it is about stories about what
else oh only stories.”

Ex: Ada pelajaran [yang] tidak kausukai? ex (mp = 8)
there is lesson which no you like
“Is the a lesson that you don’t like?”

Yusriandi: e Adak. cxex (mp = 1)
there is
“There is.”

Ex: Apa? bs (mp = 1)
what
“What (lesson)?”

Yusriandi: e IPS karena mau diketahui [banyak daerah]. cmxex (mp = 7)
social sciences because want to know many areas
“(I don’t like) social sciences because they cover so many areas.”

Daerahnya itu saya belum kenal semua jadinya [e] susah.exex (mp=10)
areas- the that I not yet know all so difficult
“I have not known all the areas so they are difficult.”

Ex: Sekarang e ceritakan tentang hobi kamu. bs (mp = 6)
now tell -kan about hobby your
“Now tell me about your hobbies.”

Yusriandi: Hobi saya main bulu tangkis. bs (mp = 5)
hobby I play badminton
“My hobby is playing badminton.”

Ex: e Bulu tangkis. bs (mp = 2) e Ceritakan dimana mainnya. bs (mp = 6)
badminton tell-kan where play-the
“Badminton.” “Tell me where you play it.”

Yusriandi: e Di lapangan sama temen-temen. bs (mp = 6)
in yard with friend friend
“In the yard with friends.”

Ex: Kapan e? bs (mp = 1)
When
“When?”

Yusriandi: e Kapan waktu [e] setiap hari tapi [e] terbatas
when when every day-lah but limited
jugak. cmex (mp = 10)
also
“When do you play it?”

Ex: Eh sore apa mainnya? bs (mp = 5)
eh afternoon what play-the
“Do you play in the afternoon?”

Yusriandi: e Sorek sorek iya tapi [e] sukak- sukak [e] siang cmxex (mp = 7)
late afternoon yes but sometimes mid day
“Yes in late afternoon but sometimes at midday.”

(3) Ex: e Punya sahabat? bs (mp = 2)
have close friend
“Do you have a close friend?”

Yusriandi: e Punya. bsex (mp = 1)
have
“I have.”

Ex: Siapa? bs (mp = 1)
Who
“Who?”

Yusriandi: e Rian. bsex (mp = 1)
Rian
“Rian.”

Ex: Siapa? bs (mp = 1)
who
“Who?”

Yusriandi: e Rian. bsex (mp = 1)
Rian
“Rian.”

Ex: Kenapa e sukak Rian? bs (mp = 3)
why like Rian
“Why do you like Rian?”

Yusriandi: Ya orangnya perhatian sekali gitu. bsex (mp = 7)
yes person-the attentive very much like that
“The boy is very attentive.”

e suka nglarang-nglarang kalau [e] main [yang] berbahaya
like forbid forbid if play which dangerous
berbahaya begitu sama cmxex (mp = 14)
dangerous like that with
“He likes to forbid me if I play a dangerous game. He’s like: that and..”
Ex: Badannya gimana Rian? bx (mp = 4)
   "What is Rian's body like?"
   body-the how Rian
Yusriandi: Ya e agak gemukanlah dikit. bsex (mp = 6)
   yes rather fatter-lah a little bit
   "He's a little bit fat."
Ex: Hech. yn (mp = 1) Rambutnya? bs (mp = 2)
   yes hair -the
   "Yes."  "His hair?"
Yusriandi: Rambutnya item item [e] agak pirang. cmex (mp = 6)
   hair -the black black rather blond
   "His hair is black rather blond."
Ex: e Agak pirang? bs (mp = 2) O iya he'eh. yn (mp =2) Kulitnya? bs (mp = 2)
   rather blond oh yes yes skin-the
   "Rather blond?"  "Oh yes yes."  "His skin?"
Yusriandi: Kulitnya ya kekuning-kuningan. bs (mp = 7)
   skin-the yes yellowish
   "His skin is yellowish."
Ex: O iya terus kebiasaan Rian apa? bs (mp = 7)
   oh yes and habit Rian what
   "Oh yes what is Rian's habit?"
Yusriandi: e Kurang tau Buk. bsex (mp = 3) e kurang tau itu. bsex (mp = 3)
   less know mother less know that
   "I don't know much, Mam."  "I don't know much about that."
Ex: Masak e nggak tau? bs (mp = 3) O iyak. yn (mp = 2)
   impossible no know oh yes
   "Don't you know?"  "Oh yes."
   Orang [yang] nggak kausukai? cx (mp = 6)
   person that no you like
   "Are there persons that you don't like?"
Yusriandi: e Nggak ada. bsex (mp = 2)
   no there is
   "No, there isn't."
Ex: O e nggak ada [yang] kausukai. cx (mp = 7)
   oh no there is that you like
   "Oh there isn't anyone you don't like."
   Kalau di rumah siapa [yang] kausukai? cx (mp = 8)
   if in house who that you like
   "If at home who don't you like?"
Yusriandi: e Bapak. cxex (mp = 1)
   father
   "Father."
Ex: Kenapa e Bapak? bs (mp = 2)
why father
"Why (do you like your) Father?"

Yusriandi: e Karena [e] baiklah gitu Buk. cxex (mp = 5)
because good-lah like that mother
"Because he is good like that, Mam."

Ex: Baiknya? bs (mp = 2)
good-the
"His goodness?"

Yusriandi: e Nggak suka [e] mukulin terus kalau kalau misalnya [e] ngasi
no like hit/beat and if if for example give
jajan lagi melulu. cmxex (mp = 15)
Snack again always
"He doesn’t like hitting/beat me and he always gives me snack again
and again."

Ex: O iya. yn (mp = 2) Kalau [Ibu] bagaimana e? ex (mp = 3)
oh yes if mother how
"Oh yes.” “How about your mother?”

Yusriandi: Ibu ya begitulah Buk. bs (mp = 5)
mother yes like that mother
"My mother is like that, Mam."

Ex: Begitu itu bagaimana? bs (mp = 3)
like that that how
"What do you mean by like that?"

Yusriandi: e Agak galak sedikit. bsex (mp = 3)
rather mean/harsh a little bit
"She is rather mean and harsh."

Ex: Galaknya gimana? bs (mp = 3)
mean/harsh-the how
"How is her harshness?"

Yusriandi: Misalnya kalau disuruh [semuanya] pada nggak mau terus
for example if ordered (passive) all together no want then
e mukulin akhirnya [kakak saya] mauk. cmxex (mp = 20)
hit finally elder brother my want
"For example when we are ordered to do something and we don’t want
to do it she then beats us and finally my elder brother is willing to do
what she orders."

(4) Ex: Andi besuk kalau [kamu] sudah besar kamu [e] pengan
Andi later if you already big you want
jadi apa? cmx (mp = 10)
become what
"Andi when you grow up what do you want to be?"

Yusriandi: e Atlet bulu tangkis bsex (mp = 3)
athlete badminton
“Badminton athlete.”

Ex: Apa? bs (mp = 1)
what
“What?”

Yusriandi: e Atlet bulu tangkis bsex (mp = 3)
badminton athlete
“Badminton athlete.”

Ex: Kenapa e? bs (mp =1)
why
“Why?”

Yusriandi: e Karena [e] suka gitu sama bulu tangkis Indonesia [e]
because like like that with badminton Indonesia
Taufik Hidayat. cmxex (mp = 9)
Taufik Hidayat
“I like Indonesian badminton and Taufik Hidayat.”

Ex: O iyak. yn (mp = 1)
oh yes
“Oh yes.”

Caranya untuk [e] menjadi anu bagaimana juara? ex (mp = 8)
way-the for become ehm how champion
“How can you become a champion?”

Yusriandi: E e latihan terus [e] tekun. cmex (mp = 5)
eh practice always diligent
“By always practicing and being diligent.”

Ex: He’eh. yn (mp = 1) Gitu ajak? bs (mp = 2)
yes like that only
“yes.” “Just like that?”

Yusriandi: Iya. ynex (mp = 1)
yes
“Yes.”

Ex: Selain [e] menjadi pemain bulu tangkis e pengin [e] jadi apa? cmx (mp = 11)
other become player badminton want become what
“Other than a badminton player what else do you want to be?”

Yusriandi: e Nggak mau [e] jadi apa-apaa. cex (mp = 5)
no want become what what
“I don’t want to become anything else.”

Ex: Heh? ynex (mp = 1) Masak e? ynex (mp = 1)
huh really
“Huh?” “Are you sure?”

Yusriandi: Iya ynex (mp = 1)
yes
“Yes.”

Ex: e Menjadi pemain bulu tangkis. bs (mp = 6)
become player badminton
“You become a badminton player.”

Yusriandi: Iya kalau kalau [e] udah pensiun e jadi pelatih. cxex (mp = 9)
yes if if already retire become trainer
“Yes if I retire I’ll become a trainer.”

Ex: O e jadi pelatih. bs (mp = 4) iyak. yn (mp = 1)
Oh become trainer yes
“Oh you’ll become a trainer.” “Yes.”

O ya. yn (mp = 2) Emangnya orang dari daerah kamu banyak [yang] jadi
oh yes really person from area you many that become
 pemain bulu tangkis? ex (mp = 13)
player badminton
“Oh yes.” “Are a lot of people from your area become badminton
players?”

Yusriandi: e Nggak adak. bsex (mp = 2)
no there is
“No, there isn’t any.”

Ex: e Nggak adak? bsex (mp = 2) O iyak yn (mp = 2)
no there is oh yes
“Isn’t there any?” “Oh yes.”

Ibuk kamu dari Sulawesi Tengah juga? bs (mp = 6)
mother you from Sulawesi middle also
“Is your mother also from Central Sulawesi?”

Yusriandi: Bukan ynex (mp = 1) e Jawa Tengah. bsex (mp = 2)
No Java middle
“No.” “Central Java.”

Ex: O bapaknya dari Sulawesi Tengah [ibunya] dari Jawa Tengah. cm (mp = 11)
oh father from Sulawesi middle mother-the from Java middle
“Oh your father from Central Sulawesi and your mother from Central Java.”

e dari Jawa Tengah mana? bs (mp = 4)
from Java middle where
“From whereabout in Central Java?”

Yusriandi: e Jawa Tengah Solok. bsex (mp = 3)
Java Middle Solok
“Central Java Solok.”

Ex: O e dari Solo. bs (mp = 3) Bapak dari mana [e] dari Palu? cm (mp = 5)
oh from Solo father from where from Palu
“Oh from Solo.” “Where is your father from from Palu?”

Yusriandi: e Ujung Pandang. bsex (mp = 2)
Ujung Pandang
“Ujung Pandang.”

Ex: e Ujung Pandang? bs (mp = 2)
Ujung Pandang
“Ujung Pandang?”

e Bukan dari [katanya] dari Sulawesi Tengah? cm (mp = 7)
no from say –the from Sulawesi middle
“No but from what you said he is from Central Sulawesi.”

Yusriandi: Yah e Palu juga. bs (mp = 3)
yes Palu also
“Yes he’s also from Palu.”

Ex: Namanya siapa Bapak? bs (mp = 4)
name-the who father
“What is your father’s name?”

Yusriandi: e Gusdar. bsex (mp = 1)
Gusdar
“Gusdar.”

Ex: Heh? yn (mp = 1)
hub
“Huh?”

Yusriandi: e Gusdar. bsex (mp = 1)
Gusdar
“Gusdar.”

Ex: O ya. yn (mp = 2)
oh yes
“Oh yes.”

(5) Ex: Kejadian apa [yang] sangat berkesan Andi? ex (mp = 8)
happening what that very impress Andi
“What happening that impresses you, Andi?”

Yusriandi: Kejadian waktu itu [e] jatuh dari tanggak sampai
happening time that fall from roof until
[kepalanya] benjol. cmxex (mp = 12)
head-the lump
“The happening that time when I fell from the roof and my head was
lumped.”

Ex: Tangga mana? bs (mp = 2) Emangnya kamu manjat genteng? bs (mp = 5)
stairs where actually you climb roof
“There stairs?” “Did you actually climb the roof?”

Yusriandi: Enggak. yn (mp = 1) Kan e naik [e] kepleset. cmex (mp = 4)
no that climb slip
“No, I didn’t.” “I climbed and slipped.”

Kakinya tuh [kaki saya] itu basah [e] belum belum dilap
Leg the that leg I that wet not yet not yet cleaned by cloth
jadi [e] kepleset. cmxex (mp = 14)
so slip
“My legs/feet were wet they had not been wiped by cloth so I slipped.”

Ex: O e dibawa ke dokter? bs (mp = 5)
oh brought (passive) to doctor
“So you were brought to a doctor?”

Yusriandi: Enggak. yn (mp = 1)
no
“No.”

Ex: e Diapa [e] diurut? cm (mp = 4)
what massaged
“We were they massaged?”

Yusriandi: e Diituin [e] di kompres jadi [e] kempes. cmex (mp = 7)
that done (passive) apply a compress on become flat
“It was done it was applied a compress on them and they became flat.”

Ex: lya. yo (mp = 1) Apa [yang] membuat kamu tertawa? ex (mp = 6)
yes .what that make you laugh
“Yes.” “And what makes you laugh?”

laugh about that-lah that joke joke that on tv
itu.cm lex (mp = 11)
that
“What makes me laugh is that those who joke on TV.”

Ex: Terus yang membuat kamu marah apa? ex (mp = 7)
and that make you angry what
“And what makes you angry?”

Yusriandi: e Tentang [e] suka [e] diejek-ejek terus
about like made fun of all the time
[e] disalahin. cmex (mp = 9)
blamed for (passive)
“(What makes me angry is) when I am made fun all the time and I am blamed for something.”

Ex: O yak yang membuat kamu takut apa? ex (mp = 8)
oh yes that make you afraid what
“Oh yes and what makes you afraid?”

Yusriandi: Yak itu tikus. bsex (mp = 3)
yes that mouse
“Yes what makes me afraid are mice.”

Ex: e Takut sama tikus? bs (mp = 3)
afraid of with mouse
“Are you afraid of the mice?”

Yusriandi: lyah. ynex (mp = 1)
yes
“Yes.”

Ex: Apa [yang] membuat kamu sepi? cex (mp = 6)
what that make you lonely
“What makes you lonely?”
Yusriandi: [e] sepi yah kalau [tivik] nggak dinyalak terus [e] sendirian di kamar
lonely yes if tv no turned on (passive) and alone in room

[orang-orang] pada di bawah [e] udah. cmxex (mp = 18)
people are in below already
"What makes me lonely if the tv is not turned on and I am alone in the
room and the others are downstairs."

Ex: Apa [yang] membuat kamu bosen? ex (mp = 6)
what that make you bored
"What makes you bored?"

Yusriandi: e Bosen ya [e] nonton tivi terus [e] pergi
Bored yes watch tv on and on go
[e] belajar terus. cmxex (mp = 10)
study all the time
"What makes me bored is watching tv, go or study all the time."

Ex: Apa [yang] membuat kamu kecewa? ex (mp = 6)
what that make you disappointed
"What makes you disappointed?"
Ex: Kalau [e] menyuruh [e] minta tolong ke Mamak gimana e? cmx (mp = 8)
if order ask help to mother how
“How will you order or ask your mother’s help?”

Yusriandi: Misalnya [Mak] misalnya ngambil barang diatas lemari e nggak
for example mother for example take thing over cupboard no
nyampaik. cxex (mp = 14)
reach
“For example I want to take something on the cupboard but my
hand cannot reach it.”

‘Mak ambilin itu Mak [e] nggak nyampaik’ cxex (mp = 8)
“Mother take that please I can’t reach it.”

Ex: He’eh. e Minta tolong [e] menyuruh ke Rian bagaimana? cx (mp = 7)
yes ask help order to Rian how
“Yes.” “If you ask Rian’s help or order him how will you say?”

Yusriandi: Ya itulah suruh [e] ngambilin. cxex (mp = 7)
yes that-lah order take it
“Yes that’s it just order him.”

Ex: e Pensil [yang] jatuh gitu. cx (mp = 4)
pencil that fall like that
“Like a pencil which fell.”

Yusriandi: Ya e gitu. bsex (mp = 2)
yes like that
“Yes like that.”

Ex: Gimana ngomongnya? bsex (mp = 1)
how say -the
“How will you say it?”

Yusriandi: Caranya bsex (mp = 2)
way-the
“This is the way.”

‘Yan tolong [e] ambilin Yan [e] lagi sibuk nih.’ cmxex (mp = 8)
Yan help take Yan am busy this
“Yan help get it look I’m busy.”

Ex: Sekarang kalau [e] melarang Emak [e] pergi lama lama
now if forbid mother go long long
gimana e? cmx (mp = 9)
how
“Now if you forbid your mother to go too long how will you say to her?”

Yusriandi: e Pernah. bs (mp = 1)
ever
“I have.”

Mak jangan pergi [e] jangan pergi terlalu lama sih Mak
mother don’t go don’t go too long sih mother
[dia orang] kan nggak adak cuma [Andi sama Rapi]
he person kan no there is only Andi and Rapi

doang. cmxex (mp = 19)

only

“Mother don’t go too long there isn’t anyone else but Andi and Rapi.”

Ex: He’eh. yn (mp = 1)

yes

“Yes.”

Kalau [e] melarang Rapi ribut-ribut gimana e? ex (mp = 7)

if forbid Rapi noisy how

“If you forbid Rapi not to be noisy how will you say it?”

Yusriandi: Yan jangan ribut lu Yan entar lama-lama [e] jadi

Yan don’t be too noisy later long long become

musuhan. cxex (mp = 11)

enemy

“Yan don’t be too noisy later on you’ll become enemies.”

Ex: Kalau [e] mengajak Emak jalan-jalan gimana e? ex (mp = 7)

if ask mother walk walk how

“If you ask your mother to go for a walk how will you say it?”

Yusriandi: Mak ejalan-jalan ke ke luar kota lah ke luar misalnya

mother walk walk to to out town lah to out for example

[e] ke luar kotak. cxex (mp = 15)

to out town

“Mother let’s go out of town for example go to out of town.”

e Bosen [e] belajar terus di rumah. cxex (mp = 6)

bored study all the time in house

“I’m bored to study at home all the time.”

Ex: He’eh. yn (mp = 1) Kalok [e] ngajak anu Rian main gimana? ex (mp = 7)

Yes if ask ehm Rian play how

“Yes.” “If you ask Rian to play how will you say it?”

Yusriandi: Yan ayo Yan e main Yan. bsex (mp = 5)

Yan ayo Yan play Yan

“Yan come on let’s play Yan.”

Ex: He’eh. yn (mp = 1)

Yes

“Yes.”
4 Asep Supriatna: Tomang, West Jakarta; age: 11;7 or 139 months; gender: male; year: 6

Ex: Sep ceritakan kegiatan sehari-hari dari [e] bangun tidur sampek [e] tidur lagi ya? cmx (mp = 15)
“Sep tell -kan activity daily from get up sleep until sleep again yes”

Asep: e Bangun tidur jam limak [e] pakai baju sekolah dan [e] pakai sepatuk
get up sleep hour five use clothes school and use shoes
[e] bawa tas terus dan [e] minta ijin kepada orang tua untuk [e] berangkat
take bag and and ask permission person old for go
ke sekolah cmxex (mp = 23)
to school
“I get up at five put on my school uniform and put on shoes take a bag and ask
my parents’ permission to go to school.”

[e] Sampai di sekolah saya piket. cxex (mp = 5)
arrive in school I on duty
“Arriving at school I am on duty.”

Habis [e] piket e main-main [e] masuk sekolah [e] belajar. cmxex (mp = 8)
after on duty play play enter school study
“After being on duty I play and enter the classroom to study.”

Jam sembilan e turun [e] main. cxex (mp = 4)
hour nine go down play
“At nine I go down and play.”

Saya bermain dengan anak-anak. bsex (mp = 6)
I play with child child
“I play with the children.”

Lalu bel masuk saya belajar lagi [e] belajar sebentar [e] belajar sebentar lalu
then bel enter I study again study a moment study a moment then
[e] disuruh pulang oleh Bapak Guru. cmex (mp = 20)
ordered go home by teacher
“Then the bell rings I study again, study for a moment then I am ordered to go
home by the teacher.”

Habis [e] pulang sekolah saya buka bajuk [e] buka bajuk
after go home I open clothes open clothes
[e] mandik. cmxex (mp = 9)
take a bath
“After going home I take my clothes off and take a bath.”

Habis [e] mandik e solat [e] solat [e] main lagi. cmxex (mp = 6)
after take a bath pray pray play again
“After taking a bath I pray and play again.”

Terus e tidur [e] tidur sebentar. cmex (mp = 4)
and sleep a moment
“And I sleep a moment.”

I get up at three pray asar and take a bath

“I get up at three pray asar and take a bath.”

After taking a bath I pray to Majelis together

“After taking a bath I pray to Majelis together.”

After that I eat

“After that I eat.”

After dinner I recite the Qur’an at seven until nine thirty.”

Ex: Jam sepuluh malam? bs (mp = 4)
hour ten night
“At ten p.m. at night?”

Asep: Iya. yes “Yes.”

Ex: Habis pulang dari ngaji jam tuju sampai hampir setengah sepuluh. cxex (mp = 9)
after eat recite hour seven until almost half ten
“After going home from reciting the Qur’an what do you do?”

Asep: e nonton tipi tidur. cmex (mp = 4)
watch tv sleep
“I watch tv and sleep.”

Ex: Tidurnya jam berapa? bs (mp = 4)
sleep-the hour how many
“What time do you go to bed?”

Asep: e Sukak-sukak jam sebelas. hsex (mp = 5)
sometimes hour eleven
“Sometimes at eleven.”

Ex: Wah e terlalu malam ya? bs (mp = 5) Ya e ndak baik. bs (mp = 3)
oh too evening yes yes no good
“Oh too late, isn’t it?” “It is not good.”

(2) Ex: e Ceritakan pelajaran yang kausukai apa? cx (mp = 9)
tell kan lesson that you like what
“Tell me the lesson that you like.”

Asep: e Agama Islam bahasa Indonesia PPKN cmxex (mp = 5)
religion Islam language Indonesian PPKN
“I like the Islam religion and the Indonesian language.”
e Karena [e] suka banyak cerita-cerita Nabi cxex.(mp = 6)
because like many story story prophet
"Because I like many stories about prophets."

Ex: Kalau [bahasa]? cx (mp =2)
if language
"How about language?"

Asep: e sukak kalau [bahasa] [sukaknya] karena [e] dapat mengetahui [yang] baik
like if language like-the because can know that good
dan [e] tidak baik cmxex (mp = 16)
and no good
"I like language because I can know what is good and what is not good."

Ex: Kalau [PPKN]?
if PPKN
"How about PPKN?"

Asep: e Bisa bisa [e] mengikuti cara-cara tata tertib sekolah dengan
can can follow way way regulation school with
disiplin cxex (mp = 12)
discipline
"I can follow school regulation with discipline."

Ex: Ada pelajaran [yang] tidak kausukai? cx (mp = 8)
there is lesson that no you like
"Is there a lesson that you don’t like?"

Asep: Ada matematika dan [bahasa Inggris]. cmex (mp = 15)
there is mathematics and language English
"There are mathematics and English."

Ex: Yak kenapa e nggak suka matematika? bs (mp = 5)
yes why no like mathematics
"Why don’t you like mathematics?"

Asep: e Susah. bsex (mp = 1)
difficult
"It’s difficult."

Ex: e Bahasa Inggris? bs (mp = 2)
English
"English?"

Asep: e Sama. bsex (mp = 1)
same
"It’s the same."

Ex: Sekarang hobinya apa? bs (mp = 4)
now hobby-the what
"Now what’s your hobby?"

Asep: Hobinya main sepedah dan [e] berenang. bsex (mp = 7)
hobby-the play bike and swim
"My hobbies are riding a bike and swimming."
Ex: Dimana main sepedanya? bs (mp = 5) 
in where play bike -the 
“Where do you ride on a bike?”
Asep: e Di Tanggul. bsex (mp = 2) 
in Tanggul 
“In Tanggul.”
Ex: Berenangnya di mana? bs (mp = 5) 
swim -the  in where 
“Where do you swim?”
Asep: e Di Grogol. bsex (mp = 2) 
in Grogol 
“In Grogol.”
Ex: Kapan e? bs (mp = 1) 
When 
“When?”
Asep: e Sukak hari Minggu [e] suka sukak hari Rabo. cmex (mp = 7) 
sometimes day Sunday sometimes day Wednesday 
“Sometimes on Sunday sometimes on Wednesday.”
Ex: e Dengan siapa? bs (mp = 2) 
with who 
“With whom do you play?”
Asep: e Dengan temen-temen. bs (mp = 3) 
with friends 
“With friends.”
(3) Ex: e Ceritakan tentang sahabat kamu. bs (mp = 5) 
tell kan about close friend you 
“Tell me about your close friends.”
Sahabat kamu siapa? bs (mp = 3) 
Close friend you who 
“Who are your close friends?”
Asep: Sahabat saya Ladi. bsex (mp = 3) 
close friend I Ladi 
“My close friend is Ladi.”
Ex: Kenapa e sukak Ladi? bsex (mp = 3) 
why like Ladi 
“Why do you like Ladi?”
Asep: e Karena [orangnya] pendiem. cxex (mp = 5) 
because person-the quiet 
“Because the boy is quiet.”
Ex: Bagaimana Ladi itu cobak? bsex (mp = 4) 
how Ladi that try 
“Try tell what Ladi is like.”
Asep: Orangnya orangnya tinggi dan [e] baik. cmex (mp = 7)
person-the  person-the tall and good  
“The boy is tall and good.”

Ex: Kulitnya? bs (mp = 2)  
skin-the  
“His skin?”

Asep: Kulitnya agak putih. bs (mp = 4)  
skin-the rather white  
“His skin is rather fair.”

Ex: Rambutnya? bs (mp = 2)  
hair-the  
“His hair?”

Asep: Rambutnya belah tengah. bs (mp = 4)  
hair-the line middle  
“His hair is middle-lined.”

Ex: Kebiasaan Ladi apa? bs (mp = 4)  
habit Ladi what  
“What is Ladi’s habit?”

Asep: Heh? yn (mp = 1)  
huh  
“Huh?”

Ex: Kebiasaan Ladi apa? bs (mp = 4)  
Habit Ladi what  
“What is Ladi’s habit?”

Asep: Kebiasaan Ladi ngajik.  
habit Ladi recite  
“Ladi’s habit is reciting the Qur’an.”

Ex: Ada yang tidak kausukai? ex (mp = 6)  
there is that no you like  
“Is the someone you don’t like?

Asep: e Adak. cxex (mp = 1)  
there is  
“There is.”

Ex: Siapa? bs (mp = 1)  
who  
“Who?”

Asep: Siapa namanya Deti. bsex (mp = 4)  
who name-the Deti  
“What’s his name oh Deti.”

Ex: Mengapa e? bs (mp = 1)  
why  
“Why?”

Asep: Orangnya pemarah. bsex (mp = 4)  
person-the easily angry
“The child is easily angry.”

**Ex:** Pemarah? bs (mp = 2)

> easily angry
> “Easily angry?”

**Asep:** Iya. ynex (mp = 1)

> yes
> “Yes.”

**Ex:** Itu anaknya? bs (mp = 3)

> that child-the
> “Is that the child?”

**Asep:** Bukan. ynex (mp = 1)

> no
> “No.”

**Ex:** Orangnya bagaimana? bs (mp = 3)

> person-the how
> “How is the child?”

**Asep:** Kebiasaan Deti sukak sukak ngomongin orang. cxex (mp = 9)

> habit Deti likes likes to talk about other persons
> “Deti’s habit likes to talk /gossip other people.”

**Ex:** Terus badannya besar? bs (mp = 4)

> and body-the big
> “And is his body big?”

**Asep:** Heh? ynex (mp = 1)

> huh
> “Huh?”

**Ex:** Badannya besar apa kecil? cmex (mp = 5)

> body-the big or small
> “Is his body big or small?”

**Asep:** Kecil [e] sepantar saya. cmex (mp = 4)

> small as big as I
> “He’s small, as big as I am.”

**Ex:** Kamu takut? bs (mp = 2)

> you afraid
> “Are you afraid of him?”

**Asep:** Kagak. ynex (mp = 1)

> no
> “No.”

(4) **Ex:** Asep Asep kamu kalok [e] gede mau [e] jadi apa? cmx (mp = 8)

> Asep Asep you if big want become what
> “Asep if you grow up what do you want to be?”

**Asep:** Jadi kyai. bs (mp = 2)

> Become kyai
“I would like to become kyai.”

**Ex:** Kyai itu apa?
kyai that what
“What is kyai.”

**Asep:** e Karena [e] bisa ngobatin orang. cxex (mp = 6)
because can cure person
“(I want to be a kyai) because he can cure persons.”

**Ex:** O kyai bisa ngobatin orang? bs (mp = 7)
oh kyai can cure person
“Oh can kyai cure persons?”

**Asep:** Dia bisa ceramah. bs (mp = 3)
he can preach
“He can preach.”

**Ex:** O ya ya.yn (mp = 3) Usahanya untuk [e] jadi kyai bagaimana? cx (mp = 6)
oh yes yes effort-the for become kyai how
“Oh yes yes.” “What’s your effort to become a kyai?”

**Asep:** e rajin [e] solat dan [e] rajin [e] mengaji. cxmex (mp = 6)
diligent pray and diligent recite
“Diligent in praying and diligent in reciting the Qur’an.”

**Ex:** Selain [e] jadi kyai kamu pengin [e] jadi apa lagi? cmx (mp = 9)
other become kyai you want become what more
“Other than becoming a kyai what else do you want to be?”

**Asep:** e Nggak ada Buk. bsex (mp = 3)
no there is mother
“No ther isn’t Mam.”

**Ex:** e Hanya jadi kyai seperti [siapa]? cx (mp = 5)
only become kyai like who
“You only want to become kyai like whom?”

**Asep:** e Seperti seperti [Kyai] Haji Bustomi. cxex (mp = 5)
like like Kyai Haji Bustomi
“Likr Kyai Haji Bustomi.”

**Ex:** Nggak nggak seperti [Kyai] Haji Abdurrahman Wahid? cx (mp = 7)
no no like Kyai Haji Abdurrahman Wahid
“Don’t you want to be like Kyai Haji Abdurrahman Wahid?”

**Asep:** Nggak ynex (mp = 1)
no
“No.”

**Ex:** Kenapa nggak? bs (mp = 2)
why no
“Why not?”

**Asep:** e Nggak tauk bses (mp = 2)
no know
“I don’t know.”
Ex: Heh? yn (mp = 1)
   huh
   “Huh?”

Asep: e Nggak tauk. bsex (mp = 2)
   no know
   “I don’t know.”

(5) Ex: Sekarang kejadian apa [yang] mengesankan? cx (mp = 8)
   now happening what that impress
   “Now what happening has impressed you?”

   Yang mengesankan [yang] kauinget-inget? cmx (mp = 8)
   that impress that you remembered (passive)
   “Something that has impressed you and you keep on remembering it?”

Asep: Waktu itu abang saya ketabrak motor terus [e] meninggal. cmex (mp = 10)
   time that elder brother I run over (passive) motor bike and die
   “At that time my elder brother was run over by a motor bike and died.”

Ex: Apa [yang] membuat kamu nggondok? cx (mp = 7)
   what that make you annoyed/angry
   “What makes you annoyed or angry?”

Asep: Apaan? bsex (mp = 1)
   What
   “What?”

Ex: e Marah? cx (mp = 1)
   angry
   “Angry?”

Asep: e Marah sebab [e] suka [e] meledekin saya dan [e] ngejek. cmex (mp = 12)
   angry because like tease me and make fun
   “What makes me angry because someone teases and makes fun of me.”

Ex: Apa [yang] membuat kamu sepi? cxex (mp = 6)
   what that make you lonely
   “What makes you lonely?”

Asep: e Ditinggal orang tua. bsex (mp = 4)
   left (passive) person old
   “I am left by my parents.”

Ex: Apa [yang] membuat kamu sedih? cx (mp = 6)
   what that make you sad
   “What makes you sad?”

Asep: e Sama [e] ditinggal orang tua. cmex (mp = 5)
   Same left (passive) person old
   “The same left by my parents.”

Ex: Apa [yang] membuat kamu senang atau [e] tertawa? cmx (mp = 8)
   what that make you happy or laugh
   “What makes you happy or laugh?”

Asep: Itu adik saya sukak-sukak lucu suka [orang tua] jadi dan [saya]
that younger brother like funny like person old become and I
sukak [e] ketawa cmxex (mp = 13)
like laugh
“My younger brother is often funny that makes my parents and I laugh.”

Ex: Apa [yang] membuat kamu bosen? cx (mp = 6)
what that make you bored
“What makes you bored?”

Asep: e Bosen [e] main bolak. cxex (mp = 3)
bored play ball
“What makes me bored is playing football.”

Ex: Apa [yang] membuat kamu apa kecewa? cxex (mp = 7)
what that make you what disappointed
“What makes you disappointed?”

Asep: Temannya teman saya suka [e] ngebohongin saya.cxex (mp = 9)
friend-the friend I like lie I
“My friends like to lie to me.”

(6) Ex: Bagaimana kalau [e] minta duit ke Mama? cx (mp = 6)
how if ask money to mother
“How will you say to her if you want to ask for money from your mother?”

Asep: Mae minta duit dong Ma bakal [e] jajan. cxex (mp = 7)
mother ask money please mother for snack
“Mother may I ask for money to buy snack?”

Ex: Kalau [e] mintak ke Ladi? cx (mp = 4)
if ask to Ladi
“If you ask for it to Ladi?”

Asep: Lad Lad saya saya minta minta duit dong Lad. bsex (mp = 9)
Lad Lad I I ask ask money please Lad
“Lad Lad please may I ask for some money?”

Ex: Sekarang kalau [e] minta tolong apa [e] menyuruh Mama e? cmx (mp = 8)
now if ask help what order mother
“Now if you ask your mother’s help or you order her how will you say to her?”

Asep: Ma tolong [e]ambilin nasi. bsex (mp = 5)
mother help get rice
“Mother help me get some rice.”

Ex: Kalau ke [Ladi]? cxex (mp = 3)
if to Ladi
“If you order Ladi wat will you say tohim?”

Asep: Lad tolong [Lad] tolong [e] beliin saya kueh cmxex (mp = 7)
Lad help Lad help buy I cake
“Lad please help me buy some cake.”

Ex: Kalau [e] melarang Mama [e] pergi lama-lama gimana caranya? cmx (mp = 10)
If forbid mother go long long how way-the
“If you forbid your mother to go too long how will you say it to her?”

Asep: Ma jangan pergi lama-lama soalnya [aku] kesepian cx (mp = 10) mother don’t go long long reason-the I lonely
“Mother don’t go too long because I’ll be lonely.”

Ex: Kalau [e] melarang Ladi ribut-ribut. cx (mp = 6) if forbid Ladi noisy
“If you forbid Ladi not to be noisy how will you say to him?”

Asep: Lad jangan ribut Lad entar [e] benyok. cxex (mp = 6) Lad don’t noisy Lad later bruised
“Lad don’t be noisy or your head will be bruised.”

Ex: Kalau [e] mengajak Mama jalan-jalan bagaimana e? cx (mp = 7) if ask mother go for a walk how
“If you ask your mother to go for a walk how will you say to her?”

Asep: Mae jalan-jalan yuk Mah bsex (mp = 5) mother go for a walk come on mother
“Mother come on let’s go for a walk.”

Ex: Kalau e ngajak Ladi main? cx (mp = 5) if ask Ladi play
“If you ask Ladi to play how will you say to him?”

Asep: Lad e main Lad. bsex (mp = 3) Lad play Lad
“Lad play Lad.”
II A Female students when they spoke with their peers in the second setting

1 Galih Putri Para Mita: Menteng, Central Jakarta; gender: female; age: 86;3 or 75 months; year: 1

Anindia Prabasari: Menteng, Central Jakarta; gender: female; age: 6;1; or 7 Months; year: 1

Anindia: Galih mau kamu es krim enggak? bspr (mp = 6)
Galih want you ice cream no
“Galih don’t you want ice cream?”

Galah: O e mau sekali. bspr (mp = 4)
oh want very much
“Oh I’d like it very much.”

Anindia: Kalau [e] mau sekali kamu mau enggak [e] kecebur kali? cmxpr (mp=10)
if want very much you want no fallen into river
“If you want it very much will you be thrown and fallen into a river?”

Galah: O e nggak mau [e] bau asem. cmpr (mp = 5)
oh no want smell sour
“Oh I don’t want to it smells sour.”

Anindia: Eh eh kamu mau enggak [e] dimakan penyu besar [ni] jago
eh eh you want no eaten turtle big this champion
naon. cmxpr (mp = 12)
what
“Don’t you want to be eaten by a big turtle this one is a champion?”

Galah: Kamu ajak sendiri kalau [e] bisak. expr (mp = 5)
you just yourself if can
“Why don’t you do it yourself if you can?”

Anindia: Eh dasar mata duitan lu. bspr (mp = 6)
eh basic eye money
“You’re (shockingly) very materialistic!”

Galah: O dasar mata belotot lu. bspr (mp = 6)
oh basic eye blood-shot you
“You blood-shot eyes!”

Anindia: O dasar mata air. bspr (mp = 4)
oh basic eye water
“Oh waterry eyes.”

Galah: Air? bspr (mp = 1)
Water
“Water?”

Anindia: Air air putih. bspr (mp = 3)
water water white
“Water plain water.”

Galah: Ayam ayam. cmpr (mp = 2)
chicken chicken
“Chicken chicken.”

Anindia: e Udah [e] segini. cmpr (mp = 3)
already/finish this much
“I think that’s all this much.”

Kamu mau [e] minum ya?
you want drink yes
“You want to drink don’t you?”

Galih: Aku mau minum.
I want drink
“I want to drink.”

Anindia: Tapi kan [kamu] kalau udah minum terus nanti
But kan you if already drunk and later
gigimu tambah ompong expr (mp = 12)
teeth-your more toothless
“But after you have drunk you’ll become more toothless.”

Galih: Kamu juga Nin [itu] tambah pantau. cmpr (mp = 6)
you also Nin that more pantau (?)
“You too Nin that will be more pantau.”

Anindia: Pantau pantat genep panci. bspr (mp = 4)
pantau bottom even pot
“Pantau bottom even pot.”

Galih: Sampai di mana pembicaraan Anin? bspr (mp = 6)
up to at where talk Anin
“What is your talk up to?”

Anindia: O e sama. bspr (mp = 2)
oh same
“Oh the same with yours.”

Galih: Anin kamu lakok. bspr (mp = 3)
Anin you lakok (?)
“Anin you’re lakok.”

Anindia: Lu beletet bspr (mp = 2)
you beletet (?)
“You’re beletet.”

Kamu kayak kayak besi dibelotot. expr (mp = 6)
you like like iron bent (passive)
“You’re like bent iron.”

Galih: Kamu kayak kayak kurak kurak. expr (mp = 5)
you like like tortoise
“You’re like a tortoise.”

Anindia: Kamu kayak ikan bawal bawal sekali. expr (mp = 7)
you like fish bawal bawal very much
“You’re very much like a bawal fish.”

Galih: Kamu di rumah gimana? bspr (mp = 4)
you at home how
“How are you at home?”

Anindia: Kamu jugak gimana? bspr (mp = 3)
you also how
“How about you too?”

Galih: Ya aku ya biasa biasa aja. bspr (mp = 6)
yes I yes usual usual only
“Yes I am all right”

Anindia: Kau ya biasa aja dong. bspr (mp = 5)
you yes usual just sure
“You are surely okay,”

e Udah tau gitu ya Neng. bspr (mp = 5)
already know like that yes Neng
“You’ve known that, haven’t you, Neng?”

Heh kalau [e] mau [e] makan e jangan buniyk. cmxpr (mp = 6)
huh if about to eat don’t sound
“If you are about to eat don’t sound.”

Galih: Lu jangan buniyk. bspr (mp = 3)
you don’t sound
“You don’t sound yourself.”

Anindita: e Bener [e] bener[e] bener. cmpr (mp = 3)
right right right
“You are right.”

[Kamu] nantik kalau sukak [e] ngambil-ngambil nanti
you later if like take take later
kamu digigit corok lo. cmxpr (mp = 14)
you bitten (passive) cockroach lo
“If you like to take things you’ll be bitten by a cockroach you know.”

Galih: Kamu jugak. bspr (mp = 2) Kalau [e] sukak [e] ngambil-ngambil
you too if like take take
e masukin penjara. cmxpr (mp = 11)
put into prison
“You too.” “If you like taking things you’ll be put into prison.”

Anindia: Kamu juga eh eh kepala botak. bspr (mp = 5)
you too eh eh head bald
“You too bald head.”

Galih: e Diem dong bawel [e] taul [e] kayak ikan bawal kalau
quiet please chatter box know like fish bawal if
[e] ikan teri banget. cmxpr (mp = 11)
fish teri very much
“Be quiet chatter box you know you are like a bawal fish or if not like
a very small teri fish.”

Anindia: Kamu jugak kamu jugak. cmpr (mp = 4)
you too you too
Kamu bau petek. bspr (mp = 3)  
“You smell pete.”

Galih: Kamu bau jengkol. bspr (mp = 3)  
you smell jengkol  
“You smell jengkol.”

Anindia: Eh [kamu] waktu duluk pas di TK  
Eh you when formerly actually in TK  
kamu ngapain aja? cxpr (mp = 12)  
you what only  
“When you were formerly at Kindergarten whatever did you do?”

Galih: Ya e makan ya [e] minum ya [e] makan kodok. cmpr (mp = 7)  
yes eat yes drink yes eat frog  
“I eat, drink and eat frogs.”

Anindia: e [Yang] bener dong. expr (mp = 3)  
that right please  
“Say something right please.”

Aku di Taman Mini [e] di kantin [e] di Putri Duyung akhirnya [e] di  
I in park mini in canteen in Putri Duyung finally  
Taman Safari cuma [aku] makan makan bakso nih cmpr (mp = 20)  
“I was in Taman Mini at a canteen, in Putri Duyung finally in Taman Safari but I only ate bakso.”

Galih: Saya ke Taman Mini pas [e] piknik duluk. expr (mp = 7)  
I to Taman Mini when picnic formerly  
“I went to Taman Mini when we were on a picnic there formerly.”

Kalau [kamu] e ke mana Nin?  
If you to where Nin  
“How about you where did you go, Nin?”

Anindia: Aku juga ke Taman Safari tapinya [duit] satuk. cmpr (mp = 9)  
I also to Taman Safari but money one  
“I also went to Taman Safari but there was only one money.:
2 Nurul Umami: Cipinang Besar Selatan, East Jakarta: gender: female; age: 8;6 or 102 months; year: 3
Sari Nurfitriani: Cipinang Besar Selatan, East Jakarta: gender: female; age: 8;8 or 72 months; Year: 3

Sari: Nurul e main yuk ke rumah Elda. bspr (mp = 6)
Nurul play come on to house Elda
“Nurul come on let’s go to Elda’s house.”

Nurul: Ayuk. ynpr (mp = 1) Memang-nya ke sana e mau ngapain? cmpr (mp = 7)
let’s really-the to there want what
“Let’s go there.” “What do we go there for?”

Sari: e Mau aja. bspr (mp = 2). Kita main karet yuk. bspr (mp = 4)
want just we play rubber come on
“I just want to go there.” “We’ll play rubber game, won’t we?”

Nurul: e Main karet? bspr (mp = 2) Ayuk ynpr (mp = 1)
play rubber come on
“We’ll play rubber game?” “Come on let’s play.”

e Nggak apa-apa kok bspr (mp = 4)
no what what kok
“It’s okay with me.”

Sari: Anu Nurul kamu udah ngerjain PR? bspr (mp = 8)
ehm Nurul you already do homework
“Nurul have you done your homework?”

Nurul: PR? bspr (mp = 1) e Udah. bspr (mp = 1) Kenapa e? bspr (mp = 1)
homework already why
“Homework?” “I have.” “Why?”

Sari: Kalau aku e belum. expr (mp = 3)
if I not yet
“As for me I haven’t done it yet.”

Nurul: Aku sih sudah dari tadi bspr (mp = 5)
I sih int already from former time
“I have finished some time ago.”

Emang-nya kamu mau [e] ngliat? expr (mp = 6)
really-the nom you want see
“Do you really want to see it?”

Sari: Enggak sih e cuman manyak. bspr (mp = 5)
no sih int only ask
“No I just ask.”

Kalau aku e nanti nanti sore. expr (mp = 5)
if I later later late afternoon
“As for me I’ll do it much later.”

Nurul: Emang-nya kenapa e? bspr (mppr = 3) Kok e nanti sore? bspr (mppr = 3)
real-the nom why why later late afternoon
“Why is it in fact?” “Why will you do it much later?”

Sari: e Nanti aja habis [e] bangun tidur. exp [mp] = 5
later only after get up sleep
“I’ll just do it later after I get up from my afternoon nap.”

Nurul: O habis [e] bangun tidur. exp [mp] = 4
oh after get up sleep
“Oh after you get up from your afternoon nap.”

[Aku] sih kalau habis bangun tidur aku tinggal sih [e] ngaji
I sih if after get up sleep I stay sih recite Qur’an
[e] mandi cmx [mp] = 16
take a bath
“As for me after getting up I only have to recite Qur’an and take a bath.”

Sari: Kalau [aku] habis ngerjain PR e mandi [e] main terus itu
if I after do homework take a bath play then that
[e] pulang. cm [mp] = 12
go home
“As for me after doing my homework, I take a bath, play and go home.”

e Udah bs [mp] = 1
already
“That’s all.”

Nurul: Eh tiap sore kamu main [e] ngaji [e] mandi? cm [mp] = 7
oh every afternoon you play recite Qur’an take a bath
“Oh every afternoon do you play, recite Qur’an and take a bath?”

Sari: Enggak. yn [mp] = 1
I no pray but I recite Qur’an in house after pray
“I don’t recite Qur’an but I recite Qur’an at home after praying.”

Nurul: Aku juga ngaji-nya di rumah abis [e] solat. exp [mp] = 9
I also recite Qur’an-the in house after pray
“My reciting the Qur’an is at home after praying.”

Tapi habis [e] ngaji saya ber-main. exp [mp] = 7
But after recite Qur’an I play
“After reciting the Qur’an I play.”

Sari: [Saya] kalau malem-malem nggak pernah main biasanya
I if night night no ever play usually
e cumak sorek exp [mp] = 11
only afternoon
“I never play at night I usually play only in the afternoon.”

Nurul: e Samak. bs [mp] = 1 Saya jugak kalau malem-malem
same I also if night night
[e] nggak pernah ber-main [e] belajar [e] nggak pernah
no ever play study no ever
ber-main. cmxpr (mp = 16). Saya telah belajar di rumah. bspr (mp = 6) play I already study in house "The same." "I never play at night either." "I have studied at home."

Sari: Eh kalau malam-malem saya habis [e] belajar nonton. expr (mppr = 8) ehem if night night I after study watch "At night after studying I watch TV."

Kalau kamu Nur? expr (mppr = 3) if you Nur "How about you Nur?"

Nurul: Aku juga nonton misalnya [e] nonton kaya filem ituan I also watch for example watch like film that filem misalnya kayak filem misteri. cmxpr (mppr = 16) film for example like film mystery "I aso watch TV for example I watch like that film for example like mystery films."

Sari: Kalau [aku] e bukan [e] nonton filem sinetron cmxpr (mp = 6) if I no watch film sinetron "As for me I don’t but I watch cinetron films."

Nurul: O [e] filem sinetron. bspr (mp = 3) oh film cinetron "Oh cinetron films."

Aku sih juga pernah nonton filem sinetron [e] nggak I sih int also ever watch film cinetron misteri misteri aja. cmpr (mppr = 11) mistery mistery only "I have also watched cinetron films not only mistery films."

Kalau kamu e? expr (mppr = 2) if you "How about you?"

Sari: Aku sukak kadang kadang [e] nonton filem setan terus abis itu I like sometimes watch film satan and after that [e] sembahyang Isak. cmpr (mppr = 12) pray Isak "I sometimes like watching satan films and after that I pray Isak."

Nurul: O O aku si sukak [aku] sukak juga [e] nonton filem Oh oh I si int like I like also watch film satan. cmxpr (mppr = 12) Abisnya e sembahyang. Isak. bspr (mppr = 4) satan after-the nom pray Isak "Oh I also like watching satan films." "Afterwards I pray Isak."

[e] Sembahyang Isak aku tidur deh. expr (mppr = 5) pray Isak I sleep deh int "(After) I pray Isak I then sleep."

Sari: Aku abis [e] sembahyang Isak e makan [e] makan paling
I after pray Isak eat eat later

[e] nonton lagi. cmxpr (mppr = 9).
watch again
"After praying Isak I have dinner and watch (TV) again later."

Abis [e] nonton baru e tidur. cxpr (mppr = 4)
after watch just sleep
"After watching TV I just sleep."

Nurul: O kamu begitu. bspr (mppr = 4)
oh you like that
"Oh is that so."

Aku sih [makannya] kalok abis solat Magrib
I sih int eat-the nom if after pray Magrib
sukak sukak si [aku] solat Isak. cmxpr (mppr = 14)
like like si int I pray Isak
"My dinner is after I pray Magrib sometimes after I pray Isak."

Sari: Kalau [aku] abis kalau [e] makan e sukak sukak sore atau abis
if I after if eat sometimes late afternoon or after
[e] solat Isak. cmxpr (mppr = 12)
pray Isak
"As for me I have dinner sometimes in late afternoon or after I pray Isak."

Nurul: O e sukak sukak-nya sore ama [e] solat Isak. cmpr (mppr = 8)
oh sometimes-the nom late afternoon with pray Isak

Aku si juga pernah solat sehabis eh
I si also ever pray after ehm
habis [e] solat Juhur. cmxpr (mppr = 11)
after pray Juhur
"I have after I pray Juhur."

Kan habis [e] solat Juhur saya baru main duluk. cxpr (mppr = 8)
kan int after pray Juhur I just play first
"After I pray Juhur I just play first."

Kira kira jam lima’an lah saya makan. bspr (mppr = 8)
around hour five lah int I eat
"At about five p.m. I have my dinner."

Sari: Kalau [saya] e kira-kira jam enem atau [e] jam setengah
if I about hour six or hour half
enem. cmxpr (mppr = 11)
six
"As for me at about six or half past six."

Habis itu habis [e] makan terus e sembahyang [e] ngajik. cmxpr (mppr = 4)
after that after eat then pray recite Qur’an
"After that after having dinner I then pray and recite the Qur’an."

Nurul: Kalau [saya] jam setengah enam abis setengah enam
if 1 hour half six after half six

saya sembahyang. expr (mppr = 12)
I pray
“As for me at half past five after half past five I pray.”

Abis [e] sembahyang saya baca baca Alqur’an. expr (mppr = 6).
after pray I read read Alqur’an
“After praying I read the Alqur’an.”

e Baca baca Alqur’an terus-nya saya ngerjain PR cmpr (mppr = 10)
read read Alqur’an and I do homework
“I read the Alqur’an and I do my homework.”

e Ngerjain PR terus-nya saya nonton tivi. cmpr (mppr = 9)
do homework and-the nom I watch tivi
“I do my homework and then I watch TV.”

Sari: Kalau [saya] abis [e] ngaji e nonton tivik. cmxpr (mppr = 7)
if I after pray watch TV
“As for me after praying I watch TV.”

Kalau udah ada [ajan] selesai e solat lagi. expr (mppr = 7)
if already there is ajan finish pray again
“If ajan has finished I pray again.”

Abis [e] solat e belajar.
after pray study
“After praying I study.”

Abis [e] belajar e makan kalau [e] belum makan sore cmxpr (mppr = 8)
after study eat if not yet eat late afternoon
“After studying I eat if I do not have the late afternoon dinner.”

Nurul: Sari kamu sukak tidur siang? bspr (mppr = 5)
Sari you like sleep daytime
“Sari do you like to take a nap?”

Sari: e Sukak. bspr (mppr = 1) e Sering. bspr (mppr = 1)
like often
“I do.” “Often.”

Nurul: Saya juga sering tapi [e] jarang-jarang eh tapi [e] sukak-sukak
I also often but rarely eh but sometimes
hingga habisnya kan [e] nggak ngantuk kecuali siang. cmxpr (mppr =19)
so that so kan int no sleepy except day time
“I do it often but rarely oh but sometimes so that I am not sleepy except in the day time.”

Sari: Saya juga kalau [e] nggak ngantuk nggak paling [e] baca baca
I also if no sleepy no at least read read
buku [yang] lain. cmxpr (mppr = 13)
book that other
“I also (it) if I am not sleepy at least I read other books.”

Nurul: Saya juga baca baca buku kayak buku Donal [e] Winnie
I also read book like book Donald Winnie the Pooh. cmxpr (mppr = 10)
the Pooh
“I also read books such as Donald Duck and Winnie the Pooh.”

Kane susah ya kan [e] sukak. cmpr (mppr = 5)
kan tag sad yes kan tag like
“It is difficult isn’t it when I like (them).”

Abis kalau [e] habis baca buku gituan saya nonton tivi
so if after read book like that I watch TV
aja. expr (mppr = 11)
only
“So after reading such books I just watch TV.”

Sari: Kalau [saya] abis baca baca buku gituan saya mah kalau udah sore
if I after read read book like that I mah int if already afternoon
[e] nonton tipi, [e] mandi. cmxpr (mppr = 16)
watch TV take a bath
“If after reading such books I then if it is already late afternoon I watch TV
then take a bath.”

Abis [e] mandi e main. expr (mppr = 3)
after take a bath play
“After taking a bath I play.”
3 Indah Nurcahyati: Cipinanang Besar Selatan, East Jakarta; gender: female; age: 9;9 or 117 months; year: 5

Nova Prisila Sumarni: Cipinanang Besar Selatan, East Jakarta; gender: female; age: 10;3 or 123 months; year: 5

Nova: Indah kamu sudah sudah sudah pernah [e] nonton petualangan Sherina
Indah you already already already ever see adventure Sherina
apa [e] belum? cmxpr (mp = 12)
or not yet
“Indah, have you ever seen the Adventure of Sherina or not?”

Indah: e Udah. bspr (mp = 1)
already
“I have.”

Nova: e Di manah? bspr (mp = 1)
at where
“Where?”

Indah: e Di Atrium. bspr (mp = 2)
At Atrium
“At Atrium.”

Nova: Eh kalau [aku] e juga pernah di Atrium jugak. cexpr (mp = 8)
eh if I also ever at Atrium too
“I watched it there at Atrium too.”

Kamu kamu ke sana sama siapa? bspr (mp = 6)
you you to there with who
“With whom did you go there?

Indah: e Saudarak. bspr (mp = 1)
sibling/relative
“With my sisters.”

Nova: Saudaranya ada berapa? bspr (mp = 4)
sibling -the there is how many
“How many sisters are there?

Indah: e Duak eh [e] tigak [e] ama adik. cmpr (mp = 5)
two three with younger sister
“Two oh three with my younger sister.”

Nova: Kalau [aku] e sama saudara jugak dan [e] sama temen saudaraku
If I with sister too and with friend sister-my
jadi jadi [kita] semua itu berempat. cmxpr (mp = 17)
so so we all that four
“I was with my sister too and my sister’s friend so there were four of us.”

Indah: Elu tempat duduknya nomer berapah?
you place sit -the number how many
“What were your seat numbers?”

Nova: Nomer .. bspr (mp = 1)
number
"Number..."
Tempat duduk eh duduk eh saya sudah lupa. bspr (mp = 6)
place sit ch sit I already forget
"I've forgotten the seat."

Kalau [kamu] e berapa? expr (mp = 3)
if you how many
"Hpw about you?"

Indah: Eh tuju eh [e] tuju belas [e] enam belas [e] lima belas
Eh seven eh seventeen sixteen fifteen
[e] empat belas C cmpr (mp = 12)
fourteen C
"The seat numbers were seven oh seventeen, sixteen, fifteen, fourteen D."

Nova: O kamu masih ingat kalau [aku] e sudah lupa sih. cmxpr (mp = 9)
oh you still remember if I have forgotten sih
"You still remmber but I have forgotten about them."

Indah: Bukannya e tuju belas [e] enam belas [e] lima belas
No -the seventeen sixteen fifteen
[e] empat belas D? cmpr (mp = 10)
fourteen
"Aren’t they seventeen, sixteen, fifteen, fourteen D?"

Nova: e Nggak tauk. bspr (mp = 2)
no know
"I don’t know."

Indah: Katanya iya ah. bspr (mp = 4)
say -the yes ah
"You did say yes."

Nova: Enggak. ynpr (mp = 1)
no
"No."

Saya emang emang aku pernah [e] bilang kayak gitu?" expr (mp = 8)
I really really I ever say like that
"Did I ever really say like that?"

Indah: Nomer eh [nomer] [harga tiketnya] berapa? cmpr (mp = 7)
number eh number price ticket-the how much
"How much was the number ehm the price of the ticket?"

Nova: Satu orang dua belas ribu lima ratus. bspr (mp = 7)
one person twelve thousand five hundred
"One person twelve thousand five hundred rupiahs."

Indah: e Sebelas ribu lima ratus. bspr (mp = 5)
eleven thousand five hundred
"Eleven thousand five hundred."

Nova: e Dua belas ribu lima ratus. bspr (mp = 5)
twelve thousand five hundred
"Twelve thousand five hundred."
Indah: E kalau [ceritanya] bigimana e? cxpr (mp = 5)  
Eh if story–the how  
“How about the story?”

Nova: lya ada ada lucunya ada [keselnya] ada ada  
Yes there is there is funny-the there is annoying-the there is there is  
[tegangnya]. cmpr (mp = 12)  
suspense-the  
“There is some funny side, some annoying side and some suspense side.”

Indah: Kan sukan ya mana dong? bspr (mp = 5)  
kan happy-the where please  
“Where is the happy side?”

Nova: [Yang] lagi lagi Serina pergi ke Bandung e sedih. expr (mp = 6)  
that when when Serina go to Bandung sad  
“When Sherina went to Bandung it was sad.”

lya e meninggalkan teman-temannya di Jakarta. bspr (mp = 9)  
yes left friend friend-the in Jakarta  
“She left her friends in Jakarta.”

Indah: Kalau [aku] si yang Serina nyium Sadam. cxpr (mp = 8)  
if I si that Serina kiss Sadam  
“For me was when Serina kissed Sadam.”

Nova: Yang itu ya. bspr (mp = 3)  
that that yes  
“Oh that’s the one.”

Indah: Lucunya apa? bspr (mp = 3)  
funny-the  
“What’s the funny side?”

Nova: Kalau [kamu] sebelum [e] menonton nonton filem petualangan Serina  
If you before see see film adventure Sherina  
kamu ke mana dulu? cmxpr (mp = 14)  
you to where first  
“Before you saw the film The Adventure of Sherina where did you go first?”

Kita muter-muter di Atrium di mana bspr (mp = 7)  
we turn round round in Atrium in where  
“We turned round and round in Atrium where.. “

Indah: Eh e Polsek Senen [e] melihat [Bapak] kerja. cmxpr (mp = 7)  
eh Polsek Senen see father work  
“I went to Senen Police Sector to see my father worked.”

Nova: O bapak kamu polisi ya? bspr (mp = 5)  
oh father you policeman yes  
“Oh your father is a policeman.”

Kalau [aku] ya e ngiter-ngiter aja gitu [e] nglihat-nglihat apa  
If I yes round round only that way see see what  
sudah jam mulainya jam jam mulainya [saya] langsung
already hour begin-the hour hour begin-the I directly ke bioskopnya lagi. cmxpr (mp = 28) to cinema-the again “As for me I went round and round and see if the time was due then I went directly to the cinema.”

Indah: E sebelum [e] nonton e jajan dulu nggak? cxpr (mp = 7) eh before see buy snack first no “Before you saw the movie did you buy some snack first?”

Nova: e Jajan. bspr (mp = 1) buy snack “I did.”

Indah: Lu jajan ape aje? bspr (mp = 4) you buy snack what only “Whatever snack did you buy?”

Nova: e jajan jagung rebus. bspr (mp = 3) buy corn boil “I bought boiled corn.”

Indah: Jagung rebus waktu itu kagak ada. bspr (mp = 6) corn boil time that no there is “There was no boiled corn at the time.”

Nova: e Adak. bspr (mp = 1) there is “There was.”

Indah: Kalau [aku] si e beli popcorn [jagung] juga sih. cmxpr (mp = 9) if I si buy popcorn corn also sih “As for me I bought popcorn which is also corn.”

Nova: O enak ya jagungnya ya? bspr (mp = 6) oh yummy yes corn-the yes “The corn is yummy, isn’t it?”

Kita kita bermain lompat tali yuk. bspr (mp = 7) we we play jump cord common “Common let’s play cord jumping.”

Indah: Ayuk. ynpr (mp = 1) Novak e main bekel yuk? bspr (mp = 4) let’s Nova play bekel common “Okay.” “Nova let’s play bekel.”

Nova: Ayuk. ynpr (mp = 1) common “Common.”

Indah: Nova jangan main karet. bspr (mp = 4) Nova don’t play rubber “Nova don’t play rubber.”

Nanti kalau [e] kagak bisa elo diterakin [e] baru tau rasak. cmxpr (mp = 11) Later if no can you yelled at (passive) just know feel “If you can’t play rubber you’ll be yelled at and you will how you feel.”
Nova: Kamu jugak. bspr (mp = 2)
    you too
    “You too.”

    Nanti kalok [e] kagak bisa [e] main bekel nanti kalo [e]
    later if no can play bekel later if
    nggak bisa gimana e? cmxpr (mp = 11)
    no can how
    Nanti e diketawain. bspr (mp = 4)
    “Later if you can’t play bekel how? You’ll be laughed at”

Indah: Ya enggak. ynpr (mp = 2)
    yes no
    “Oh no.”

    Kalau [e] main bekel e kagak ama temen yang lain. cmxpr (mp = 8)
    If play bekel no with friend that other
    Kalau [e] berdua kan e bisak kalau [e] karet kan [e] nggak
    If two of us can if rubber can no
    bisak. cmxpr (mp = 10)
    can
    “If we play bekel we do not play with the other friends. If only the two of
    us we can play bekel but we can’t play if we play rubber.”

Nova: e Samak. bspr (mp = 1)
    same
    “It’s the same.”

Indah: Ya enggak lah. ynpr (mp = 3)
    yes no lah
    “Oh no.”

    Kan kalau [maunya] berdua ya e berduak. cxpr (mp = 9)
    kan if want-the two of us yes two of us
    “If what we want only the two of us then just the two of us.”

Nova: Yang yang ujung yang satunya si diiketin ke pohon
    that that end that one-the si tied (passive) to tree
    kalau nggak ke tiang. cmxpr (mp = 15)
    if no to pole
    “The other end is tied to a tree or if not it is tied to a pole.”

Indah: Eh iya tapi kan e sepi nggak ada [orang] ah. cmpr (mp = 9)
    Eh yes but kan lonely no there is person ah
    “Yes but we’ll be lonely if there are not any other persons.”

Nova: [Yang] penting e bisa main. expr (mp = 4)
    that important can play
    “the important thing is we can play.”

Indah: Ya udah. bspr (mp = 2)
    yes already
    “It’s okay if that’s the way it is.”
II B Male students when they spoke with their peers in the second setting

1 Aditya Dwiputra: Kalibaru, Cilincing, North Jakarta; gender: male; age: 6;6 or 78 months; year: 1

Erwin Ramadan: Kalibaru, Cilincing, North Jakarta; gender: male; age: 6; 3 or 75 months; year: 1

Aditya: Erwin e ber-antem yuk. bspr (mppr = 4)
   Erwin vbl fight come on
   “Erwin come on let’s fight.”

Erwin: Ngapain si Dit lu ber-antem [orang] temennya? cmpr (mppr = 8)
   why si Dit you vbl fight person friend—the
   “Why do you like to fight Dit we are friends, aren’t we?”

Aditya: Lu kok nggak mau si lu? bspr (mppr = 6)
   you why no want si int you
   “Why don’t you want to fight?”

Erwin: Gue juga nggak mau [e] lihat [e] takut ada [yang]
   I also no want see afraid there is that/which
   berdarah. cmxpr (mppr = 10)
   bleed
   “I don’t want to see if there is a part that’s bleeding or wounded.”

Aditya: Nggak apa apa e berdarah juga nanti [e] bawa di rumah sakit
   no what what bleed also later bring in house ill
   [e] sembuh nanti jugak. cmpr (mppr = 14)
   recover later also
   “Bleeding or wounded is all right you’ll be brought to the hospital you’ll recover later.”

Erwin: Kalau kepalanya bocor ayo e? expr (mppr = 5)
   if head-the nom leak come
   “Come on what happens if the head is leaking of blood/bleeding?”

Aditya: e Nggak apa apa nanti [e] di operasik. cmpr (mppr = 6)
   no what what later operated on (passive)
   “It is all right it will be operated on.”

Erwin: e Kalau [kaki-nya] patah?
   if leg-the nom break
   “What happens if the leg is broken?”

Aditya: Nanti juga e disembuhin [e] dipasang lagi terus
   later also cured (passive) set up (passive) again then
   [e] dilem. cmpr (mppr = 11)
   glued (passive)
“Later on you’ll be cured, set up again, then glued.”

**Erwin:** Kalau [kaki-nya] eh [tangan-nya] patah? cmxpr (mppr = 6)
if leg-the nom or arm-the nom break
“ What happens if the leg or the arm is broken?”

**Aditya:** e Dilem lagi. bspr (mppr = 3)
glued (passive) again
“It will be glued again.”

**Erwin:** Kalau [kepala-nya] kebelah dua? expr (mppr = 6)
if head-the nom broken (passive) into two
“What happens if the head is broken into two halves?”

**Aditya:** Ya e dilem lagi. bspr (mppr = 4)
yes glued again
“Yes it will be glued again.”

Pacar lu sapa? bspr (mppr = 3)
girl friend who
“Who is your girl friend.”

**Erwin:** e Beti. bspr (mppr = 1) e Beti. bspr (mppr = 1)
Betí
“(My girl friend is) Betí.” “(My girl friend is) Betí.”

**Aditya:** e Beti. bspr (mppr = 1)
Betí
“(Your girl friend is) Betí.”

**Erwin:** Kalau pacar saya e Betí [e] Deví [e] Retí. cmxpr (mppr = 6)
if girl friend Betí Deví Retí
“My girl friends are Betí, Deví, and Retí.”

**Aditya:** Terus Erwin suka[k] [e] ngajak kita [Erwin] ngencingin kita terus
and Erwin like ask to go we/I Erwin urinate we/I and

[topi-nya] diambil ama kita. cmxpr (mppr = 16)
hat/cap-the nom/pos taken (passive) by we/I
Literally “And Erwin likes to ask me to go, he urinates me, and his cap
was taken by me.” > “And you like to ask me to go with you, you urinate
me, and I took your cap.”

**Erwin:** Topi kita ilang [yang] satu [topi sekolah] [topi merah putih.]
Cap we/I lose that one cap school cap red white
cmxpr (mppr = 10)
“One of my caps, the school cap, the red and white cap, was lost.” > “I lost
one of my caps, the school cap, the red and white cap.”

e Baru dicari cariin ama Mama [kita-nya]
just tried to be found (passive)by mother we/I-the nom
diomelin.
grumbled (passive)
“Mother has been trying to find it and she has been grumbling at me.”

**Aditya:** Terus Erwin kalau kalau [e] ngajak [e] main “Adi ayo main Di”
And Erwin if if ask play “Adi come on play Di”
gitu. cmxpr (mppr = 11)
like that
“Erwin if you ask Adi to play did you say ‘Adi come on let’s play’ like
that?”

Erwin: Adi lu kok nggak mau Dik? bspr (mppr = 7)
Adi you why no want Dik
“Adi why don’t you play with me?”

Gue jug juga nggak mau loh. bspr (mppr)
I also also no want loh
“I don’t want to play with you either.”

Aditya. Idul kalau [lu] nggak mau [e] main lu aja sana pulang. expr (mppr = 10)
Idul if you no want play you just there go home
“Idul if you don’t want to play you just go home.”

Erwin: Gua kan mau [e] main sama elu Dik. expr (mppr = 7)
I kan tag want play with you
“I want to play with you.”

Aditya: Ngapain gue aja mau [e] makan. expr (mppr = 6)
why I just want eat
“Why I am about to eat.”

Habis [e] makan itu e tidur. expr (mppr = 4)
after eat that sleep
“After eating I sleep.”

Erwin: Habis [e] tidur lu ngapain? expr (mppr = 6)
after sleep you what
“After sleeping what do you do?”

Aditya: Sore-nya e ngajik. bspr (mppr = 4)
late afternoon-the nom recite Qur’an
“In the afternoon I recite the Qur’an.”

e Mau apa lagi? bspr (mppr = 3)
want what more
“What else can I do?”

Erwin: Gue juga ngaji laah sore-nya. bspr (mppr = 6)
I also recite Qur’an lah in late afternoon—the nom
“I also recite the Qur’an in the late afternoon.”
2 Reza Saputra: Tebet, South Jakarta; gender: male; age: 7;10 or 94 months; year: 3

Septian Putra Wibowo: Tebet, South Jakarta; gender: male; age 7;10 or 94 months; year: 3

Reza: e Main [e] belajar. cmpr (mp = 3) Sep kerjaan lu apa Sep? bspr (mp = 6)
play study Sep work you what Sep
“I play and study” “Sep what is your work Sep?”

Septian: Heh? ynpr (mp = 1)
huh “Huh?”

Reza: Kerjaan lu apaan? bspr (mp = 4)
Work you what “What is your work.”

Septian: Kerjaan? bspr (mp = 2) Kerjaan? bspr (mp = 2)
work work “Work?” “Work?”
Kan aku sudah kerja tu. bspr (mp = 5)
kan I already work that “I have already done that.”
Kalau [e] membantu orang tua oh e mencuci piring. expr (mp = 9)
If help person old oh wash dish “If helping parents oh I wash dishes.”

Reza: Terus lo sering main apaan aje? bspr (mp = 6)
and you often play what only “And whatever do you often play?”

Septian: Kalau [e] di sekolah an e main bolak. expr (mp = 6)
if at school play ball “If I am at school I play soccer.”

Reza: Kamu main Smek Don [e] pernah nggak? expr (mp = 6)
you play Smek Don ever no “Haven’t you ever played Smek Don?

Septian: Ah? ynpr (mp = 1) e Main Smek Don? bspr (mp = 3)
ah play Smek Don “Huh?” “Have I played Smek Don?”

Reza: Iye. ynpr (mp = 1)
yes “Yes.”

Septian: Pernah. bspr (mp = 1)
ever “I have.”

Reza: e Samak? bspr (mp = 1) e Same siape? bspr (mp = 2)
same same who
"The same?"  "With whom?"

Septian: e Gindi. bspr (mp = 1)
    Gindi
    "With Gindi."

Reza: Kenapa e main Smek Don? bspr (mp = 4)
    why  play Smek Don
    "Why do you play Smek Don?"

Septian: Dia [yang] ngajakin. Cxpr (mp = 5)
    He that ask
    "He was the one who asked me to play with him."

Reza: e Bisa patah tulang kalau [e] main main atu. cxpr (mp = 7)
    can break bone if  play play you know
    "You’ll have broken bone if you play it, you know."

Kalau [e] di rumah e main sering main apaan? cxpr (mp = 7)
    if at home  play often play what
    "If you are at home what (games) do you often play?"

Septian: e Main bolak kalau [e] di rumah. cxpr (mp = 5) Iya ynpr (mp = 1).
    play ball if at home yes
    "I play soccer if I am at home."  "Yes."

Reza: Bukan di luar. bspr (mp = 3)
    no  at outside
    "No, outside."

Septian: e Main bolak di itu di rumah tetanggak. bspr (mp = 7)
    play ball in that in house neighbour
    "I play soccer at the neighbour’s house."

Reza: e Nggak pernah [e] main sepeda nggak? cxpr (mp = 5)
    no  ever  play bicycle no
    "Haven’t you ever ridden on a bicycle?"

Septian: e Pernah ama elu.
    ever  same you
    "I have with you."

La kerjaan elo mem. untuk [e] membantu ibuk apaan? cxpr (mp = 10)
    La work you for help mother what
    "What about your work to help your mother?"

Reza: e Menyapuk eh eh [e] nyapuk pokoknya [e] nyapuk eh [e] nyuci piring
    Sweep eh eh  sweep basic: he  sweep eh  wash dish
    terus e membersihkan e membersihkan lantai. cmpr (mp = 22)
    and clean clean floor
    "I sweep the floor wash the dishes and clean the floor."

    e Udah [gitu] aje. bspr (mp = 3)
        already that way only
    "That’s all just that way."

Septian: Terus elo biasanya main sama siape? bspr (mp = 7)
and you usually play with who
“And who do you usually play with?”

Reza: e Samak .. kadang-kadang .. bspr (mp = 3)
with sometimes
“Sometimes with..”

Septian: e Di rumah? bspr (mp = 2)
at home
“At home?”

Reza: e Di rumah ama ye ama kakak. bspr (mp = 6)
At home with yes with elder brother
“At home with my elder brother”

Septian: Kakak? bspr (mp = 1) Punya kakak elo? bspr (mp = 3)
elder brother have elder brother you
“Do you have an elder brother?”

Reza: e Punyak. bspr (mp = 1)
have
“I have.”

Septian: Oh elo di rumah ama kakak main apaan? bspr (mp = 8)
oh you at home with elder brother play what
“What game do you play with your elder brother at home?”

Reza: e Main PS play station. bspr (mp = 4)
Play PS play station
“We play PS play station.”

Septian: e PS. bspr (mp = 1) Kasetnya apaan? bspr (mp = 3)
PS cassette-the what
“PS. “What cassette?”

Reza: Kadang-kadang e main winning. bspr (mp = 4)
sometimes play winning
“I sometimes play winning.”

Septian: e Winning terus? bspr (mp = 2)
winning all the time
“Do you keep on playing winning?”

Reza: Terus apa lagi? bspr (mp = 3)
and what more
“And what else?”

Septian: e Selain Winning? expr (mp = 3)
other than winning
“Other than winning?”

Reza: Smek Don. bspr (mp = 2)
Smek Don
“Smek Don.”

Septian: Smek Don duak. bspr (mp = 3)
Filem kesukaan elu apaan? bspr (mp = 5)

Reza: e Filem Sin Can sama Smek Don. cmpr (mp = 6)
Film Sin Can with Smek Don
“My favourites are Sin Can and Smek Don.”

Emangnya kenape e item?
actually why black
“Why is it in fact black?”

Septian: Bunga [yang] bunga yang kausukain apaan? expr (mp = 8)
flower that flower that you like what
“What is the flower that you like the best?”

Reza: e [Mawar] [yang] merah. expr (mp = 3)
rose that red
“Red roses.”

Septian: Temen lu [yang] nggak suka siape? expr (mp = 6)
friend you that no like who
“Which of your friends don’t you like?”

Reza: Yang e nggak sukak Gindi. expr (mp = 4)
that no like Gindi
“I don’t like Gindi.”

Septian: Terus? ynpr (mp = 1)
and
“And..”

Reza: e Ama Toni. expr (mp = 2) e Udah. bspr (mp = 1)
with Toni already
“And Tono.”
“That’s all.”

Septian: e Ama Toni. bspr (mp = 2) Hech. ynpr (mp = 1)
With Toni yes
“And Toni.”
“Yes.”

Yang kausukain? expr (mp = 4)
that you like
“Which do you like?”

Reza: e Lara ama elo. cmxpr (mp = 3)
Lara with you
“I like Lara and you.”

Septian: Lu seneng kue? bspr (mp = 3)
you like cake
“Do you like cake?”

Reza: Hah? ynpr (mp = 1) ynpr (mp = 1)
Hah
“Hah?”

Septian: e Seneng kue? bspr (mp = 2)
like cake
“Do you like cake?”
Reza: e Senang. bspr (mp = 1)
Like
“I do.”

Septian: Yang elu sukain kue apaan? expr (mp = 6)
that you like cake what
“What cake do you like.”

Reza: e Keju. bspr (mp = 1)
cheese
“I like cheese cake.”

Septian: Kue apaan yang kausukain? expr (mp = 6)
cake what that you like
“What cake do you like?”

Reza: e Kue bolu [e] kue bolu. cmxpr (mp = 4)
cake bolu cake bolu
“I like bolu cake.”

Septian: Kue bolu terus.. bspr (mp = 3)
cake bolu and
“Bolu cake and.. “

Reza: e Sudah. bspr (mp = 1)
Already
“Only that.”

Septian: e Udah. bspr (mp = 1)
Already
“Only that.”

Reza: Kalau [lu] e apaan? expr (mp = 3)
if you what
“How about you?”

Septian: e Kue tar [e] kue bolu. cmxpr (mp = 4) Dah itu doang. bspr (mp = 3)
cake torte cake bolu already that only
“I like torte and bolu cake” “Only those two.”
3 Adityo Mulyo: Tebet, South Jakarta; gender: male; age: 11; or 134 months; year: 6
  Fauzi: Tebet, South Jakarta; gender: male; age: 11; or 134 months; year: 6

Adityo: Fauzi cita-cita kamu menjadi apa? bspr (mp = 7)
  Fauzi ideal you become what
  “Fauzi what do you want to be?”

Fauzi: Saya menjadi pilot. bspr (mp = 4)
  I become pilot
  “I’ll become a pilot.”

Adityo: Selain menjadi pilot e mau [e] menjadi apa? cmxpr (mp = 9)
  other become pilot want become what
  “Other than becoming a pilot what do you want to be?”

Fauzi: e Menjadi pedagang bspr (mp = 4)
  become trader
  “I’ll be a trader”

Adityo: Pedagang apa? bspr (mp = 3)
  trader what
  “What trader?”

Fauzi: Pedagang keramik. bspr (mp = 3)
  trader ceramics
  “Ceramics trader.”

Adityo: Kenapa e mau [e] jadi pedagang keramik? expr (mp = 6)
  why want become trader ceramics
  “Why do you want to be a ceramics trader?”

Fauzi: e Karena bapak saya juga pedagang keramik expr (mp = mp)
  because father I also trader ceramics
  “Because my father is also a ceramics trader.”

Adityo: O e jadi [e] mau e jadi [e] mau pedagang keramik. expr (mp = 8)
  Oh so want become want trader ceramics
  “So you want to be a ceramics trader.”

Fauzi: lya. ynpr (mp = 1)
  yes
  “Yes.”

Adityo: Terus e jadi pilot [pilot] apa? cmpr (mp = 5)
  and become pilot what
  “You’ll become a pilot, what kind of a pilot?”

Fauzi: Pilot pesawat terbang bspr (mp = 4)
  pilot craft fly
  “Aeroplane pilot.”

Adityo: Oh cita-cita lain selain [e] menjadi pilot terus sama [e] menjadi
  Oh ideal other other than become pilot and with become
  pedagang keramik apa? cmxpr (mp = 17)
  trader ceramics what
  “What is your other ideal other that becoming a ceramics trader and a pilot?”
Fauzi: e Nggak ada lagi [e] nggak ada. cmpr (mp = 5)
no there is more no there is
“There isn’t anything else.”

Dityo umurnya berapa sekarang? bspr (mp = 5)
Dityo age-the how many now
“Dityo how old are you now?”

Dityo: Umurku sepuluh tahun. bspr (mp = 5)
age my ten year
“I am ten years old.”

Fauzi: Cita-citanya jadi apa? bspr (mp = 5)
ideal -the become what
“What is your ideal?”

Dityo: Eh e mau [e] jadi pilot. expr (mp = 3)
eh want become pilot
“I want to be a pilot.”

Fauzi: e menjadi pilot. bspr (mp = 3) Selain [e] menjadi pilot e apa? expr (mp = 6)
become pilot other become pilot what
“You become a pilot.” “Other than a pilot what do you become?”

Dityo: e Mau [e] menjadi pedagang yang pedagang mobil. expr (mp = 9)
want become trader that trader
“I want to to be a cars trader.”

Fauzi: Memang siapa yang pedagang mobil? expr (mp = 6)
really who that trader car
“Who is actually the car trader?”

Dityo: e mau ayahku. expr (mp = 3) Ayahku pedagang mobil. bspr (mp = 5)
want father-my father-my trader car
“I want to be like my father.” “My father is a car trader.”

Fauzi: Selain pedagang mobil e dagang apa lagi? expr (mp = 8)
other trader car sell what more
“Other than a car trader what else will you sell?”

Dityo: e Tidak ada. bspr (mp = 2) Tidak. ympr (mp = 1)
no there is no
“No, I won’t sell anything else.” “No.”

Fauzi: Hobi apa? bspr (mp = 2) Adityo hobinya apa? bspr (mp = 3)
hobby what Adityo hobby-the what
“What is (your) hobby?” “Adityo what is your hobby?”

Apa e? bspr (mp = 1)
what
“What (is your hobby)?”

Dityo: Hobiku main sama [e] membaca. cmpr (mp = 6)
hobi-my play with read
“My hobbies are playing and reading.”

Fauzi: e Main apa? bspr (mp = 2)
play what
“What game do you play?”

Dityo: Biasanya e main apa aja. bspr (mp = 5)
usually play what only
“I usually play any game.”

Fauzi: Kalok [e] mbacak e baca apa? cxpr (mp = 5)
if read read what
“If you read what do you read?”

Dityo: e Mbaca buku komik sama [e] membaca buku pelajaran. cmpr (mp = 10)
read book comic with read book lesson
“I read comics and lesson books.”

Fauzi: Waktu kemarin e ranking berapa? bspr (mp = 4)
when yesterday ranking how many
“What was your ranking yesterday?”

Dityo: Waktu kemarin aku ranking limak. bspr (mp = 5)
when yesterday I ranking five
“Yesterday I I was the fifth rank.”

Fauzi: Teman yang kamu sukai siapa? cxpr (mp = 5)
friend that you like who
“Which friend do you like?

Dityo: Eh [yang] paling kusukak Baihaki. expr (mp = 6)
eh that best I like Baihaki
“A friend that I like the best is Baihaki.”

Fauzi: Kalau [anak perempuannya] e? cxpr (mp = 5)
if child female -the
“How about the girls?”

Dityo: Eh anak perempuannya nggak adak. bspr (mp = 6)
eh child girl -the no there is
“There aren’t any girls.”

Fauzi: Kenapa nggak adak e? bspr (mp = 3)
why no there is
“Why aren’t there any?”

Dityo: Eh anak perempuannya semuanya jahat-jahat. bspr (mp = 9)
eh child female -the all -the mean mean
“All the girls are mean.”

eh temen [yang] paling baik kamu siapa? cxpr (mp = 7)
eh friend that most good you who
“Who is your best friend?”

Fauzi: e Yodik. bspr (mp = 1)
Yodik
“(My best friend is) Yodik.”

Dityo: e Baik kenapa baik [Yodinya]? cmpr (mp = 5)
good why good Yodi-the
“Why is he good?”

Fauzi: e Karena [dial] baik aja. expr (mp = 4)
because he good only
“Because he is just good.”

e sukak yo e sukak [e] main bolak expr (mp = 5)
like like play ball
“He likes to play soccer.”

Dityo: Eh terus temen perempuan kamu siapa? bspr (mp = 7)
eh and friend female you who
“Who is your female friend.”

Fauzi: e Nggak adak. bspr (mp = 2)
no there is
“There isn’t any.”

Dityo: Eh kenapa nggak adak e? bspr (mp = 4)
eh why no there is
“Why isn’t there any?”

Fauzi: e sukak [e] iseng [merika] sukak [e] usil cmxpr (mp = 5)
like do something for fun they like annoy
“They like doing something for fun and they like annoying or bothering others.”

Dityo: Eh terus hobi kamu apa? bspr (mp = 5)
eh and hobby you what
“What is your hobby?”

Fauzi: e Main bolak. bspr (mp = 2)
play ball
“(My hobby is) playing soccer.”

Dityo: [e] Selain main bola apa e? expr (mp = 5)
other play ball what
“What is your hobby other than playing soccer?”

Fauzi: e Baca buku. bspr (mp = 2)
read book
“I read books.”

Dityo: Eh e baca buku apa? bspr (mp = 4)
eh read book what
“What books do you read?”

Fauzi: e Komik. bspr (mp = 1)
comics
“Comics.”

Dityo: Eh filem [yang] kamu sukak apa? expr (mp = 6)
eh film that you like what
“What films do you like?”

Yang paling kamu sukak? expr (mp = 4)
that most you like
"The films you like the most?"

**Fauzi:** e Filem kartun. *expr* (*mp* = 2)
film cartoon
"Cartoon films."

**Dityo:** Eh filem kartun apa? *bspr* (*mp* = 4)
ethe film cartoon what
"Which cartoon films?"

**Fauzi:** e Doraemon. *bspr* (*mp* = 1)
Doraemon
"Doraemon."

**Dityo:** Terus? *ynpr* (*mp* = 1)
and
"And what else?"

**Fauzi:** e Sincan. *bspr* (*mp* = 1)
Sincan
"Sincan."

**Dityo:** Eh kenapa kamu suka filem itu? *bspr* (*mp* = 6)
ethe why you like film that
"Why do you like the film?"

**Fauzi:** e Karena [e] lucuk ya. *expr* (*mp* = 3)
because funny yes
"Because it's funny."

**Filem [yang] Adityo suka apa? *expr* (*mp* = 5)
film that Adityo like what
"What film do Adityo like?"

**Dityo:** e Eh Pokemon Pokemon dan Rajimon *cmxpr* (*mp* = 5)
ethe Pokemon Pokemon and Rajimon
"Pokemon and Rajimon."

**Fauzi:** Kenapa e suka itu? *bspr* (*mp* = 3)
why like that
"Why do you like them?"

**Dityo:** e Ah karena [ceritanya] seru [e] petualangan [e] mengenai
Ah because story-the exciting adventure about
petualangan. *cmxpr* (*mp* = 12)
adventure
"Because the story is exciting it is about adventure."