



**THE SYNTACTIC ANALYSIS OF CONVERSATIONAL  
TEXTS OF CHILD AND ADULT CHARACTERS IN  
*MIEKO AND THE FIFTH TREASURE* NOVEL**

**A THESIS**

**In Partial Fulfillment of the Requirements  
for S-1 Degree Majoring Linguistics in the English Department  
Faculty of Humanities Diponegoro University**

**Submitted by:  
Nurul Ardiana Fauziyah  
NIM 13020117120024**

**FACULTY OF HUMANITIES  
DIPONEGORO UNIVERSITY  
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## **PRONOUNCEMENT**

I honestly confirm that this thesis is written by myself without taking any works from other researchers in diploma, S-1, S-2, and S-3 degree of any university. I also ascertain that I do not take any material from publications or other researcher's paper except from the references mentioned.

Semarang, 25 May 2021

Nurul Ardiana Fauziyah

## MOTTO AND DEDICATION

*“Allah never changes the condition of people unless they strive to change themselves”*

---- **Quran 13:11**

*“Who cares if you fall? Just get back up and clap off the dirt.”*

---- **Im Changkyun**

*This thesis is dedicated to  
myself, my family, and everyone  
who helped and supported me to complete this thesis.*

**APPROVAL**

**THE SYNTACTIC ANALYSIS OF CONVERSATIONAL TEXTS OF  
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TREASURE NOVEL***

Written by:

Nurul Ardiana Fauziyah

NIM: 13020117120024

Is approved by the thesis advisor

on 25 May 2021

Thesis Advisor



Dr. Agus Subiyanto, M. A.  
NIP. 196408141990011001

The Head of English Department



Drs. Oktiva Herry Chandra, M.Hum.  
NIP. 196710041993031003

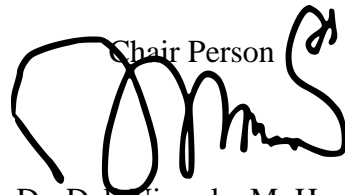
## VALIDATION

Approved by

Strata I Thesis Examination Committee

Faculty of Humanities Diponegoro University

on 20 June 2021

Chair Person  


Dr. Deli Nirmala, M. Hum.  
NIP. 196111091987032001

First Member  


Dra. Wiwiek Sundari, M.Hum  
NIP. 195906071990032001

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Semarang, 25 May 2021

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## **LIST OF ABBREVIATIONS**

Adj	: Adjective
ADJ	: Adjunct
AdjP	: Adjective Phrase
Adv	: Adverb
AdvP	: Adverbial Phrase
Conj.	: Conjunction
D	: Determiner
DP	: Determiner Phrase
InfP	: Infinitive Phrase
IP	: Inflectional Phrase
N	: Noun
NP	: Noun Phrase
P	: Preposition
PP	: Prepositional Phrase
V	: Verb
VP	: Verb Phrase

## ABSTRACT

Syntactic analysis is an analysis concerning a set of rules in building a grammatical sentence within a natural language. The syntactic analysis of the conversational texts in *Mieko and the Fifth Treasure* is conducted to reveal the differences of conversational texts used by child and adult characters by comparing the types and patterns of constituent structures. Since the conversational texts contain various constituent structures, the X-bar theory is applied to analyze the data. The writer used observation method and performed distributional method in the data analysis. In this study, conversational texts from selected chapters were listed and analyzed based on their types, then results of analysis of conversational texts by adult and child character's were compared. The result of the study shows some differences in the type and pattern of constituent between child and adult characters. Simple sentences occur most frequently since the novel is considered as children's literature.

**Keywords:** syntax, type of syntactic construction, pattern of syntactic construction, comparison, characters

# CHAPTER I

## INTRODUCTION

In this chapter, the background that underlies the study, research problems, objectives of the study, scopes of the study, and literary reviews are elaborated.

### 1.1. Background of the Study

Language is a tool needed by a human in communicating with other humans in everyday life. Humans use language to express their thoughts and feelings. Human language is divided into spoken and written and each of them has its own system. One of the systems in language is known as syntax.

According to O'Grady et al. (1997), syntactic structure is a system of rules and categories that underlies the formation of sentences in human language. In general, the syntactic system can be interpreted as a language system that is studied based on the sentence structure. A syntactic study analyzes the principles and processes of how a sentence in a particular language is constructed, paying attention to the rules in combining words to form phrases, clauses, and sentences.

The object of this research is the prose entitled *Mieko and the Fifth Treasure* by Eleanor Coerr. According to Sudjiman (1984: 17), prose can be defined as a literary work containing fictional story, in which there are elements such as characters, settings, and plots as the result of the author's imagination.

This study analyzes conversational texts in *Mieko and the Fifth Treasure* using the syntactic approach. There are four characters whose utterances were analyzed, including two children (Mieko, Yoshi) and two adults (Miss Suzuki, Grandpa). Mieko is the main character of the novel, she is a little girl of about ten years old. Yoshi is Mieko's bestfriend and classmate. Miss Suzuki is a teacher in Mieko's new school, and Grandpa is the grandfather of Mieko. These characters are chosen to be observed since they are the characters that often appear in the novel.

According to a study conducted by Aguado-Orea (2013), there are some differences between child and adult speech in morpho-syntactic aspects including productivity, accuracy, and finiteness. Child and adult speech differ in terms of vocabulary, as the adults have learned and experienced more than children, their vocabulary is richer and considered more productive. Adult speech is also considered more accurate and finite in terms of grammar.

The purpose of this analysis is to identify the types of utterances and to explain patterns of utterances in the novel. The patterns would later be used to compare the characteristics of conversational texts uttered by child and adult characters in the novel. This topic is chosen since the novel has characters that contrast in age and has various structures of conversational texts that can be analyzed using the syntactic approach. Moreover, it is interesting to analyze this novel as there is no other linguistics study related to comparison of conversational texts between child and adult characters in *Mieko and the Fifth Treasure* yet.

## 1.2. Research Problems

Based on the background of the study above, the research problems of this study can be formulated as in the following:

1. What are the types of conversational texts used by child and adult characters in *Mieko and the Fifth Treasure*?
2. What are the syntactic patterns of conversational texts used by child and adult characters in *Mieko and the Fifth Treasure*?
3. What is the difference between conversational texts by child and adult characters in *Mieko and the Fifth Treasure*?

## 1.3. Objectives of the Study

The objectives of this research are as follows:

1. To identify the types of conversational texts used by child and adult characters that exist in *Mieko and the Fifth Treasure*.
2. To explain the patterns of conversational texts used by child and adult characters that exist in *Mieko and the Fifth Treasure*.
3. To identify the difference of conversational texts between child and adult characters in *Mieko and the Fifth Treasure* through comparison.

#### 1.4. Previous Studies

There are some relevant previous studies related to syntax in various literary works found. The first one is a study conducted by Sakinatunnisa (2015) discussing the simple sentences in *The Hobbit* movie script using transformative generative grammar and connecting the relation between syntax with the semantic features of surface and deep structure. The finding showed that positive, negative, imperative, and interrogative simple sentences were found within the movie script.

The second study was conducted by Khotimatun (2015) discussing sentence structure analysis and its implication in English Language Learning. The data were 75 sentences taken from the novel *Eclipse* by Stephenie Meyer. The result showed that there are various syntactic features such as NP, VP, V, N, and Adverb. The study also found out that syntactic analysis could be used as an authentic material in teaching grammar in language learning.

Khasanah (2016) conducted a syntactic study discussing the analysis of declarative sentences to see how many patterns would occur on the declarative sentence in the novel by Ann Jungman entitled *Lucy Keep the Wolf from the Door*. The result of this study showed that simple sentence type was found frequently and there were also compound, complex, and compound-complex sentences with fewer frequency.

Christianto (2018) conducted the study of syntax to analyze sentence patterns in song lyrics in an album by singer John Denver. The result of the study showed that eight patterns were used in the lyrics and the most frequent pattern was S + Vt + O.

Puspita (2018) conducted a syntactic study discussing sentence structure in two fairy tales by Akramulla and analyzed the data using the tree diagram process. The result of the study showed that out of 25 sentences that were examined, three types of structures mostly occurred namely; simple sentence, compound sentence, and complex sentence. Compared to the other two, the type of complex sentence occurred the most.

Banguis-Bantawig (2020) conducted a study of syntax to generate the pattern and syntactic structure in folksongs. This study revealed that syntactic structure of the folksongs comprised structure modification, word order, and structure of implementation that enrich sensory and imagery appeal of the folksongs. This analysis proved that linguistic features are considered common as rhetorical devices in the literature field.

Some previous studies of syntactic analysis related to other objects besides literary works were also found. The first study was conducted by Sari (2012) discussing noun phrases in a competency book for high schoolers. The study found six constructions of the constituent of noun phrase, namely; Adj + NP (A), Determiner + NP (D), Adj + NP + PP (APP), Determiner + NP + Adjunct (DPa), Determiner + NP + Complement (DPc), Possessive/ Pronoun + NP (PN).



Galuh L (2013) conducted a study discussing the structure of phrases in Bahasa Indonesia used by pre-school children age 3-5 years old. The result of this analysis was that based on the test of constituent, pre-school children are able to produce NP, VP, AdjP, AdvP, PP, DP, and IP.

Wulandari (2015) conducted a study that was aimed to analyze basic sentence patterns in the English translation of surah Ad-Dukhan in the holy Quran. She applied Nichol's theory in his book entitled English Syntax. The result of her study showed that five basic patterns were found with the most dominant pattern Noun / Verb / Noun.

Jaya (2017) conducted a study that was aimed to find the sentence types and phrase structures in the narrative text in the textbook. The result of this research showed that 141 sentences were found. Simple sentences occurred the most, followed by complex, compound, and compound-complex sentences.

Based on the previous studies above, there have been some studies of syntax on various aspects and objects. However, none of the previous researchers has done a comparison between child and adult utterances in their analysis. Therefore, it is interesting to analyze the syntactic patterns and do a comparison between syntactic patterns of both conversational sentences by child and adult characters in the novel to reveal how the author expresses utterances by different characters.

### **1.5. Scope of the Study**

The novel consists of many children and adult characters. However, this study focuses only on two children and two adults characters; Mieko, Yoshi, Miss Suzuki, and Grandpa. On three chapters out of eleven chapters, all kinds of utterances by those characters are analyzed using the X-bar theory.

### **1.6. Writing Organization**

A thesis should be written in a systematic explanation. Therefore, in order to present the research systematically, this research report is arranged as in the following:

#### **CHAPTER I INTRODUCTION**

This chapter consists of six sub-chapters covering background of the study, research problems, objectives of the study, previous studies, the scope of the study, and writing organization.

#### **CHAPTER II THEORY AND METHOD**

This chapter includes the theoretical framework and research method in conducting the study. Theoretical framework elaborates the theory used in analyzing the data and research method elaborates the method used in conducting the study.

### CHAPTER III      RESULT AND DISCUSSION

This chapter elaborates the analysis of the data using the referred theory mentioned in the theoretical framework. This chapter is aimed to accomplish the formulated research problems.

### CHAPTER IV      CONCLUSION

This chapter states the conclusion of the entire study. This chapter sums up the introduction to the discussion and provides suggestions for the research in the future.

## **CHAPTER II**

### **THEORY AND METHOD**

In this chapter, theory and research method that are used in conducting the study are elaborated.

#### **2.1. Theoretical Framework**

Some relevant syntactic theories are applied in this study, including rules of constituent structure, phrase, clause, sentence, and the X-bar theory.

##### **2.1.1. Syntax**

The study of language has several branches, one of the branch is called syntax. Syntax is a set of principles, processes, and rules to build a sentence in a natural language. According to Fromkin et al. (2014: 77), syntactic rules are the rules that determine the correct word order of a language. The rules could be used in combining words into phrases and phrases into sentences. A sentence or phrase is considered correct if they are grammatical and occur in the right order. Another function of syntactic rules is to describe the distribution and meaning of a particular group of words.

### 2.1.2. Constituent Structure

In linguistics, a constituent can be defined as a word or group of words function as a single unit in a hierarchical structure. In constituent structure, there are rules that function to describe compositions of syntactic units, to see what kinds of smaller components building phrases, clauses, or sentences. A constituent structure also explains the order of these smaller units. For example, a rule of the form  $DP \rightarrow D NP$  can be interpreted as ‘a determiner phrase is made up of the component units D (a determiner) and NP (a noun phrase), which are ordered in the way stated’. Constituent structure rules acknowledge that words, phrases, and sentences can all be constituents in the larger combination.

According to O’Grady (1997), there are three special tests that could help in verifying the form of syntactic constituents in tree diagrams; substitution, movement, and coordination. The substitution test could prove a group of words as a constituent if it could be replaced with a single word such as ‘they’, ‘do’, ‘there’, as in the example; [*some people*]<sub>DP</sub> = *they*.

The movement test could prove a group of words as a constituent if it could be moved to a different position in a clause or sentence as a single unit, as in the example; *He lays* [*on the floor*]<sub>PP</sub>  $\rightarrow$  [*on the floor*]<sub>PP</sub>, *he lays*.

The coordination could prove a group of words as a constituent if it could be joined to the other group of words by using a conjunction such as ‘but’, ‘and’,

‘or’, as in the example; *In the garden, she has just [planted a rose]<sub>VP</sub> and [watered it]<sub>VP</sub>.*

### 2.1.3. Phrase

A phrase can be defined as a word or a group of words function as a constituent in the syntax of a sentence. According to Fromkin (2011: 89), a sentence must be composed by the hierarchical structure of a lexical category noun phrase (NP) and followed by a verb phrase (VP). However, in generative syntax, a sentence is projected as inflectional phrase (IP) and its constituents are not determined merely by the lexical meaning. According to Dalrymple (2001: 53), constituents of a sentence could also be grouped based on the set of functional categories. In English, the syntactic category of inflection (I) is related to the tense that is used in the sentence. It is filled with tensed auxiliary and verb with no auxiliary would project the I as  $\emptyset$  since it is invisible. Some functional grammar researchers have proposed that traditionally labeled phrases are sometimes more accurately be treated as other phrases. For example, the phrase *a student* in traditional grammar is labeled as NP but it is labeled as DP in generative grammar since the head and the controller of the phrase is the determiner *a*. There are seven types of phrases based on the head or controller;

1. Noun Phrase (NP) is a phrase that has a noun as the head, as in the phrase *he, Uncle Johnny, and white rose.*

2. Determiner Phrase (DP) is a phrase composed of a determiner and a noun or NP, as in the phrase *the artist* and *a cat*.
3. Verb Phrase (VP) is a phrase that has a verb as the head and functions as a predicate, as in the phrase *walk home*.
4. Prepositional Phrase (PP) is a phrase that is composed of a preposition and an NP or DP, as in the phrase *in Japan* and *with you*.
5. Adjective Phrase (AdjP) is a phrase that has an adjective as the head, as in the phrase *bright* and *very good*.
6. Adverbial Phrase (AdvP) is a phrase that has an adverb as the head, as in the phrase *ironically*.
7. Inflectional Phrase (IP) is functional phrase which initially the same as a sentence, but it can be reflected as an analysis like the other phrases with a head, specifier, complement, and adjunct. Inflectional phrase reflects inflection properties such as agreement, tense marker, and modal auxiliary as in the phrase *she likes the book* and *we will go*.

#### **2.1.4. Clause**

Clause can be defined as a group of words that consists of at least a subject and a predicate. According to Maillart and Parisse (2017), clause is divided into two types; independent clause and dependent clause. The independent clause which is also known as main clause can stand on its own as a complete sentence.

Meanwhile, the dependent clause, also known as subordinate clause, cannot stand alone and depends on the main clause. The subordinate clause is linked to the main clause by subordinating conjunction such as that, since, because, when, who, whom, etc.

### **2.1.5. Sentence**

According to Downing (2006), the term 'sentence' can be used to refer to the unit as follows; Grammatically, a sentence can be defined as the largest unit containing at least one independent clause and one dependent clause. Rhetorically, a sentence is a unit that starts with a capital letter and ends with a period, question mark, and exclamation mark.

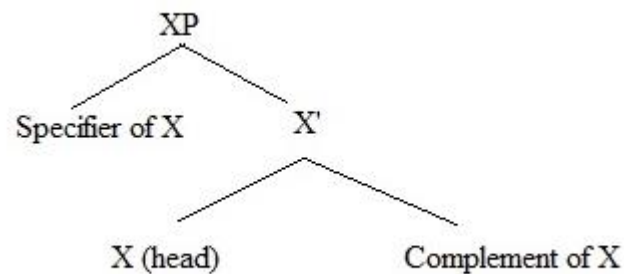
According to Quirk and Greenbaum (1991), there are four types of sentences based on the number of clauses:

1. Simple sentence, a sentence with one independent clause.
2. Compound sentence, a sentence that has at least two independent clauses.
3. Complex sentence, a sentence with one independent clause and at least one dependent clause.
4. Compound-complex sentence, a sentence with two independent clauses and at least one dependent clause.



### 2.1.6. X-Bar Theory

In the English language, there are many types of grammar, one of it is the generative grammar. According to Chomsky (2002), generative grammar is a theory of grammar that acknowledges human brains having a set of basic principles that shape the human language. The X-bar theory is a theory from the generative grammar, it is used to represent the way sentences are made by combining words. The X-bar theory projects the insight that all phrases share essential structural elements. According to Newson (2006), the X-bar theory lets us understand how phrases are structured in general. By applying this theory, the researcher would be able to find out the structures building the sentences by the child and adult characters in the novel. The X-bar theory acknowledges hierarchal positions including head, specifier, complement, and adjunct of a phrase as can be seen below:



In the X-bar theory, the specifier is a phrase of any category which precedes X'. The head is a word with the same category as the X' and is the central element of a phrase. A complement is an element preceding the head, a complement

occurs near the head and completes the meaning of the head while adjunct gives extra information regarding the head.

## **2.2. Research Method**

Several methods and techniques were used in conducting this research. This subchapter explains the methods including the type of research, data and data source, method of collecting data, and method of analyzing data.

### **2.2.1. Type of The Research**

This research is considered as a qualitative research and used the descriptive qualitative approach. According to Lambert (2012), the descriptive approach presents a straightforward descriptive explanation of the data and is organized in a logical manner. In this study, the data were presented as syntactic descriptions and figures instead of numerical.

### **2.2.2. Data, Data Source, and Sampling Technique**

The data were taken from conversational texts by four characters in the novel consisting of two child characters (Mieko and Yoshi), and two adult characters (Miss Suzuki and Grandpa). The author of the novel, Eleanor Coerr, has written many literary works and in this research, one of Coerr's famous literary works

entitled *Mieko and the Fifth Treasure* was analyzed. The population were all conversational texts in the novel while the sample were conversational texts in three chapters out of eleven chapters that were chosen randomly.

The method of random sampling was applied to get the sample. Random sampling enables the researcher to choose samples from the whole population with an equal probability of getting chosen. The followings were steps of random sampling performed in this research:

1. Writing all number of chapters or titles of chapters in pieces of papers as population.
2. Rolling and shuffling the pieces of papers.
3. Taking pieces of papers randomly.

After applying the random sampling technique, three chapters got selected; Chapter 3 entitled *School*, Chapter 4 entitled *Grandpa*, and Chapter 11 entitled *The Treasure*. These chapters consist of 35 conversational texts or utterances by child characters and 35 utterances by adult characters.

### **2.2.3. Method of Collecting Data**

The observation method is a way to collect the data through observing the object of the study. According to Baker (2006: 174), non-participant observation is a part of the observation method that does not require the involvement of other people as respondents. This study is considered as a non-participant observation, therefore

the data were observed through reading the source text. The observation method was applied in getting the data by reading the novella carefully, paying attention to conversational texts, so the data required in the analysis could be identified.

In conducting the study, note-taking was also performed. By using the notes, the utterances could be classified according to its types. The utterances that have been classified were listed in a table according to its types and according to characters who uttered the utterances.

### **2.2.3 Method of Analyzing Data**

This research applied the distributional method. The distributional method in linguistics is aimed to determine the structure of a language based on the distribution of its forms alone instead of its dependency on meaning.

According to Sudaryanto (2015), The defining tool in the distributional method is the structure of the language itself, such as syntactic functions of subject, object, predicate, clause, phrase, prepositions, adverbs, and so on. The distributional method has some techniques, and in this study, the substitution technique and the movement technique were performed after analyzing the data through the X-bar theory to determine the patterns of phrase and clause accurately.

## CHAPTER III

### RESULT AND DISCUSSION

This chapter presents the syntactic analysis regarding the types and structures of utterances used by child and adult characters to answer research problems from the previous chapter.

#### 3.1. Types of Syntactic Constructions

After analyzing and classifying the data, some types of utterances were found in the novel. *Mieko and the Fifth Treasure* contains mostly the simple sentence type. some other sentence types such as compound, complex, compound-complex, and short phrases were also found in a fewer number, as can be seen in the table below.

Table 3.1.1. Types of syntactic constructions

Characters	Types	Frequency	Percentage (%)	Total
Children	Simple sentence	31	88.57%	35 (100%)
	Compound sentence	-	-	
	Complex sentence	1	2.85%	
	Compound-complex sentence	-	-	
	Short phrase	3	8.57%	

Adults	Simple sentence	26	74.28%	35 (100%)
	Compound sentence	3	8.57%	
	Complex sentence	5	14.28%	
	Compound-complex sentence	1	2.85%	
	Short phrase	-	-	

The table shows that the utterances used by both adult and child characters are mostly simple sentences. However, when the data of child utterances are compared with those of adult characters, we can see that the percentage of simple sentences used by child characters is bigger than that of adult characters with 88,57%. Another difference can be seen from the percentage of complex, compound, and compound-complex sentences. As for child characters, there is only one datum (2,85%) of complex sentence, and there is neither compound nor compound-complex sentence found. The utterances of child characters also consist of short phrases with 8,57%. Meanwhile, the percentage of adult characters' utterances consists of simple sentence with 74,28%, compound sentence with 8,57%, complex sentence with 14,28%, and compound-complex sentence with 2,85%.

### 3.2. Patterns of Syntactic Constructions

There are some differences of patterns of syntactic construction between conversational texts by children and adults. The followings are the patterns based on the phrases and clauses.

#### 3.2.1. Patterns of Phrases

The following is the table of comparison for patterns of phrases for both children and adults utterances.

Table 3.2.1. Patterns of phrases of children and adult utterances

Character	Syntactic Construction	Pattern	Frequency	Percentage
Children	Determiner phrase	D' D	1	0,71%
		D' D NP	15	10,71%
	Noun phrase	N' N	2	1,42%
		N' N N	32	22,85%
		N' Adj NP	4	2,35%
	Verb phrase	V' V	2	1,42%
		V' V DP	24	17,14%
	Adjective phrase	Adj' Adj	11	7,85%
	Adverbial phrase	Adv' Adv	5	3,57%
	Prepositional phrase	P' P NP	5	3,57%
		P' P DP	3	2,14%
		P' P AdjP	1	0,71%
	Inflectional phrase	I' I VP	26	18,57%
		I' I AdjP	4	2,35%

		I' I PP	2	1,42%
Total			140 phrases	100%
Adults	Determiner phrase	D' D	2	1,12%
		D' D NP	18	10,11%
	Noun phrase	N' N	54	30,33%
		N' N N	1	0,56%
		N' Adj NP	2	1,12%
		N' Adj AdjP NP	1	0,56%
	Verb phrase	V' V	2	1,12%
		V' V NP	14	7,86%
		V' V NP PP	1	0,56%
		V' V AdjP	6	3,36%
		V' V NP Adj	1	0,56%
		V' V PP	2	1,12%
		V' V InfP	2	1,12%
		V' VP conj. VP	1	0,56%
	Adjective phrase	Adj' Adj	6	3,36%
		Adj' Adv AdjP	1	0,56%
Adverbial phrase	Adv' Adv	12	6,74%	
	Adv' Adv VP	1	0,56%	
Prepositional phrase	P' P NP	11	6,17%	
	P' P DP	5	2,80%	
Inflectional phrase	I' I VP	27	11,79%	
	I' I DP	1	0,56%	
	I' I NP	4	2,24%	
	I' I AdjP	3	1,68%	
Total			178 phrases	100%



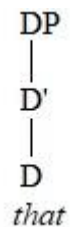
### 3.2.1.1. Children's Phrases

There are seven types of phrases in the children's utterances including 2 patterns of determiner phrase, 3 patterns of noun phrase, 2 patterns of verb phrase, 1 pattern of adjective phrase, 1 pattern of adverbial phrase, 3 patterns of prepositional phrase, and 3 patterns of inflectional phrase.

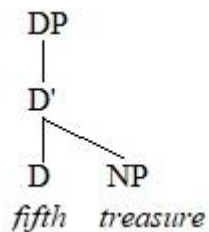
#### (1) Determiner Phrase (DP)

Determiner phrase is a phrase that is composed by a determiner as the head. The determiner functions to give reference or quantifier for the following NP. By applying the X-bar theory, two patterns of determiner phrases were found within children's utterances;  $D' \rightarrow D$  and  $D' \rightarrow D \text{ NP}$ .

a) *Stop [that!]<sub>DP</sub>*



b) *I've lost [fifth treasure]<sub>DP</sub> = I've lost [it]*



The first pattern of determiner phrase in children's conversational texts can be seen in the utterance (a). The DP is made up of only one determiner. Determiner

in utterance (a) stands alone and takes the role as a complement for the VP. The second pattern can be seen in utterance (b). There is a DP consisting of determiner *fifth* as the head and NP *treasure* as the complement. By using the substitution test, it is proven that *fifth treasure* is a constituent, it can be substituted with a single word *it*. DP in utterance (b) also functions as a complement for the VP.

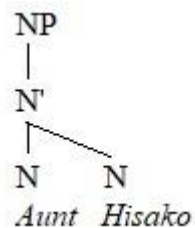
## (2) Noun Phrase (NP)

Noun phrase is a phrase that has a noun as the head. A noun can be functioned as subject, object, and a complement of a preposition. There are three patterns of noun phrases by children found;  $N' \rightarrow N$ ,  $N' \rightarrow N N$ , and  $N' \rightarrow \text{Adj NP}$

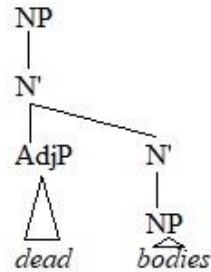
c) [*I*]<sub>NP</sub> *didn't hear the question.*



d) [*Aunt Hisako*]<sub>NP</sub> *said so.* = [*She*] *said so.*



e) *Were there lots of [dead bodies]<sub>NP</sub>?*



The utterance *a* is an example of NP that consists of one unit that is a single noun. In this case, the NP *I* in utterance (c) is considered as a pronoun and takes the role as a subject in the utterance. In the utterance (d), there is NP governed by two nouns. The X-bar tree shows that *aunt* takes the role as the head and *Hisako* as the complement. The substitution test proves *Aunt Hisako* is a constituent because it can be replaced by a single word *she*.

Meanwhile, in utterance (e), there is NP formed by adjective *dead* and NP *bodies* as the head. In the sentence, adjective *dead* is considered as an adjunct (ADJ) which occurrence is optional. The sentence will remain acceptable even if the adjective *dead* is removed.

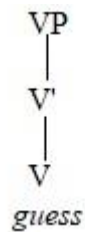
### (3) Verb Phrase (VP)

Verb phrase is a phrase that has a verb as the head. Verb phrase functions as a predicate in a clause or sentence, it appears after the subject and could take tense, aspect, and affixes. In syntax, verbs are divided into two categories; transitive and

intransitive. Intransitive verb requires only one argument while transitive verb requires two arguments or more.

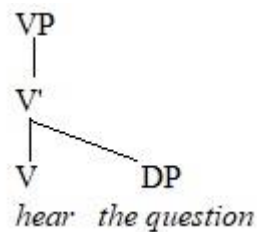
Based on the analysis, two patterns of VP were found on the children's utterances. The examples of each pattern can be seen below.

f) *I can't [guess]<sub>VP</sub>.*



g) *I didn't [hear the question]<sub>VP</sub>. = I didn't [do]*

VP → V' → V DP



In the utterance (f), the VP functions as a predicate and it consists of only a single verb. The verb in utterance (f) is considered as an intransitive verb, so it does not require following argument and is able to stand on its own. In the utterance (g), there is verb *hear* that forms constituent with DP *the question*. The verb *hear* is a transitive verb that requires more than one argument, DP *the question* is the second argument required by VP, thus, it cannot be separated.

#### (4) Adjective Phrase (AdjP)

Adjective phrase is a phrase that functions as an adjective or has an adjective as the head. In the children's utterances, there was only one pattern of adjective phrase found; Adj' → Adj.

h) *He is [wrong.]<sub>AdjP</sub>*

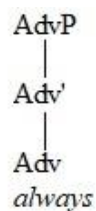


In utterance (h), the AdjP is made up of a single adjective *wrong*, and its occurrence in the utterance is obligatory as it takes the role as a complement for inflection *is*. The utterance will not have complete meaning if the adjective *wrong* is removed.

#### (5) Adverbial Phrase (AdvP)

Adverbial phrase has adverb as the head of the phrase. There was one pattern of adverbial phrase found in the children's conversational text; Adv' → Adv.

i) *They are [always]<sub>AdvP</sub> doing something childish.*

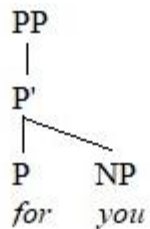


The AdvP *always* in utterance (i) does not form a constituent with other words. In the X-bar tree, *always* stands alone without being followed by any complement. In the sentence, *always* is considered as an adjunct, it gives extra information for the sentence, so moving it will not affect the grammatical meaning as the adverb *always* stands on its own.

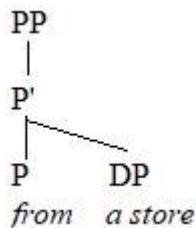
### (6) Prepositional Phrase (PP)

Prepositional phrase is a phrase that has a preposition as the head. There were three patterns of prepositional phrases found in the children utterances;  $P' \rightarrow P \text{ NP}$ ,  $P' \rightarrow DP$ , and  $P' \rightarrow P \text{ AdjP}$ .

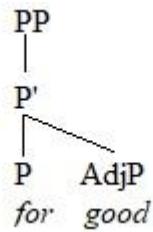
j) *I'm glad [for you.]<sub>PP</sub>*



k) *She ordered it [from a store.]<sub>PP</sub> = She ordered it [there.]*



l) *I've lost fifth treasure [for good.]<sub>PP</sub>*

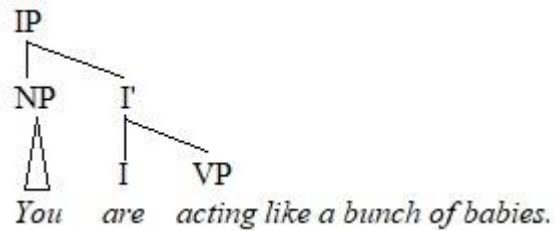


In the utterance (j), a prepositional phrase is formed by preposition *for* as the head and NP *you* as a complement. *For* and *you* form a constituent, it can be proven by doing the movement test. Moving preposition *for* without being followed by *you* makes the utterance (j) unacceptable. The same goes to PPs in utterances (k) and (l), the prepositions form a constituent with the following DP and AdjP. The movement test proved that they would become unacceptable if being separated. The substitution test also proved that PP in the sentence (k) is a constituent, the phrase *from a store* is able to be replaced by a single word *there*. A preposition can only be followed by a nominal, therefore the adjective in utterance (l) functions as a noun. All PPs in utterance (j), (k), and (l) are considered adjuncts. Its occurrence in each utterance are not obligatory. They exist to add extra information.

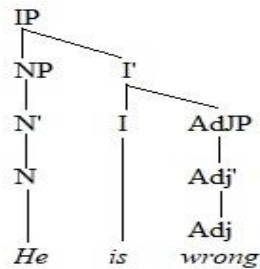
### (7) Inflectional Phrase (IP)

Inflectional phrase reflects inflection properties such as tense marker and agreement. There were three patterns of inflectional phrase found in the child character's utterances;  $I' \rightarrow I$  VP,  $I' \rightarrow I$  AdjP, and  $I' \rightarrow I$  PP.

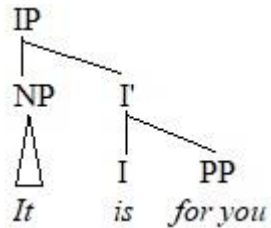
m) *You [are acting like a bunch of babies].*



n) *He [is wrong].*



o) *It [is for you]<sub>IP</sub>.*



An inflection cannot stand on its own, it builds a constituent with the other phrases to form a complete sentence. In the utterance (m), there is inflection *are* as the head followed by VP *acting like a bunch of babies* as complement. In utterance (n), there is inflection *is* as the head followed by adjective *wrong* as a complement. In utterance (o), there is inflection *is* followed by prepositional phrase *for you* as a complement. Inflections in utterances (m), (n), and (o) function as tense markers. The utterance (m) is written in present progressive



tense, indicating the action is ongoing at that time. The utterance (n) and (o) are written in present tense, indicating general truths and the conditions occur in the present.

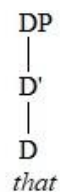
### 3.2.1.2. Adult's Phrases

The followings are seven types of patterns that were found within adult conversational texts; including 2 patterns of determiner phrase, 4 patterns of noun phrase, 8 patterns of verb phrase, 2 patterns of adjective phrase, 2 patterns of adverbial phrase, 2 patterns of prepositional phrase, and 4 patterns of inflectional phrase.

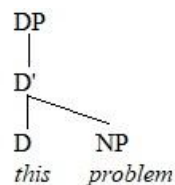
#### (1) Determiner Phrase (DP)

There were two patterns of determiner phrase in adult conversational texts found;  $D' \rightarrow D$ , and  $D' \rightarrow D$  NP.

- 1) *[That]<sub>DP</sub> is a heavy load of hate for a little girl to carry around.*



- 2) *Please come up and work out [this problem]<sub>DP</sub> in multiplication!*

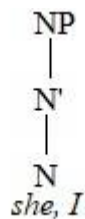


In the utterance (1), DP is formed only by determiner *that* and does not build a constituent with other words. In utterance (2), a DP is a constituent made up of determiner *this* as the head and NP *problem* as the complement. The movement test proved that utterance (2) is a constituent, thus, moving or separating the determiner with the following phrase will make the utterance incorrect.

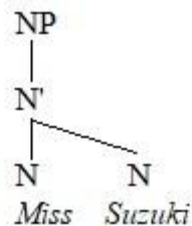
## (2) Noun Phrase (NP)

There were four patterns of noun phrases found in the adults' conversational texts as can be seen in the following.

- 3) [*She*]<sub>NP</sub> *has just come from a town near Nagasaki, and* [*I*]<sub>NP</sub> *expect all of you to help her get acquainted with our school.*

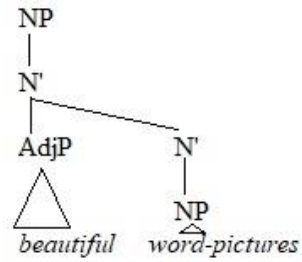


- 4) *I am* [*Miss Suzuki.*]<sub>NP</sub>



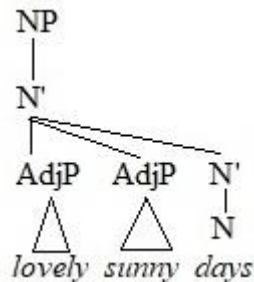
- 5) *In your happiness, you will paint* [*beautiful word-pictures*]<sub>NP</sub> *again.*

NP → N' → Adj NP



6) *Some [lovely sunny days]<sub>NP</sub>, you will look around and find a friend.*

NP → N' → Adj AdjP NP = *lovely sunny days*



In utterance (3), there are examples of NP that is formed by a single noun. *She* and *I* do not form any constituent with other words, they take the role as subjects in the utterance. Utterance (4) shows an example of a constituent formed by NP → N + N. The noun *miss* is the head and followed by NAME *Suzuki* as the complement. The movement test proves *Miss Suzuki* is a constituent, moving the head without being followed by the complement will make the utterance (4) not acceptable. Utterance (5) shows an NP that made up of adjective *beautiful* and NP *word pictures*. *beautiful* is considered an adjunct to give additional information for the following NP, the utterance remains acceptable when the adjective is removed. Utterance (6) is almost the same with utterance (5), except it has double adjective as adjuncts.

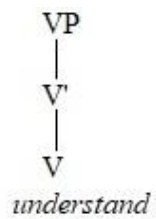
### (3) Verb Phrase (VP)

There were eight patterns of verb phrases found in adults' conversational texts.

The examples of each pattern can be seen below.

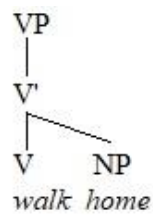
7) *I [understand.]*<sub>VP</sub>

VP → V' → V



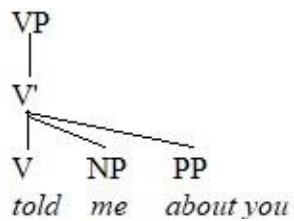
8) *Do you think you can [walk home]*<sub>VP</sub> *alone?*

VP → V' → V NP



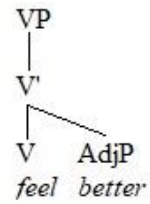
9) *Your grandfather [told me about you.]*<sub>VP</sub>

VP → V' → V NP PP



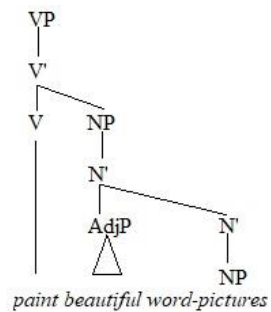
10) *When you [feel better]*<sub>VP</sub>, *you may come back to us.*

VP → V' → V AdjP



- 11) *In your happiness, you will [paint beautiful word-pictures]<sub>VP</sub> again just like before.*

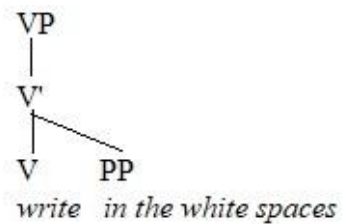
VP → V' → V NP → Adj NP



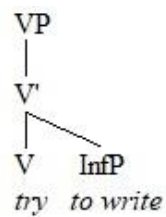
- 12) *Try to [write in the white spaces!]<sub>VP</sub>*

*[Try to write]<sub>VP</sub> in the white spaces!*

VP → V' → V PP

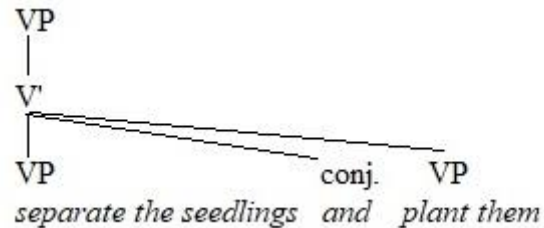


VP → V' → V Infinitive phrase



13) *I must [separate the seedlings and plant them]<sub>VP</sub> farther apart.*

$VP \rightarrow V' \rightarrow VP \text{ conj. } VP$



The VP in utterance (7) is made up of a single word *understand*, the verb does not form a constituent with other words since *understand* is considered as an intransitive verb so it does not require any complement. It is different with utterance (9), VP in utterance (9) form a constituent of *told* as the head and followed by complements *me* and *about you*. The verb *told* is classified into a ditransitive verb in which it requires more than one object. The substitution test proves *told me about you* is a constituent as it can be replaced with *do so*. The same goes to utterances (8), (10), (11), (12), and (13).

*Your grandfather [told me about you]<sub>VP</sub> → Your grandfather [do so]*

*...You can [walk home]<sub>VP</sub>... → You can [do so]*

*...You [feel better]<sub>VP</sub>... → You [do]*

*...You will [paint beautiful word-pictures]<sub>VP</sub>... → You will [do so]*

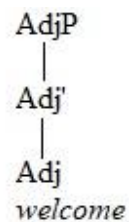
*Try to [write in the white spaces!]<sub>VP</sub> → Try to [do so]*

*I must [separate the seedlings and plant them]<sub>VP</sub>.. → I must [do so]*

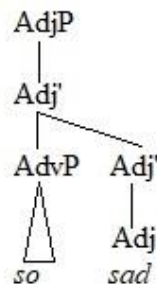
#### (4) Adjective Phrase (AdjP)

There were two patterns of AdjP found in the adults' conversational texts as can be seen in below; AdjP → Adj' → Adj and AdjP → Adj' → Adv AdjP.

14) *Let's make her feel [welcome!]<sub>AdjP</sub>*



15) *What makes it [so sad]<sub>AdjP</sub> is that a few children have been teasing her.*



The AdjP in utterance (14) is formed by a single adjective *welcome*, it takes the role of complement for the linking verb behind it. In utterance (15), AdjP is made up of adverb *so* and adjective *sad* as the head. In the utterance, adverb *so* is considered as an adjunct, it modifies the AdjP and its existence is not obligatory. The movement test proves *so sad* is a constituent because the head cannot be

moved to a different position unless being followed by the complement.

Separating *so* and *sad* as can be seen below will make the utterance unacceptable.

*What makes it [so sad]<sub>AdvP</sub> is that a few children have been teasing her* → *what makes it [so] is that a few children have been teasing her [sad].*

### (5) Adverbial Phrase (AdvP)

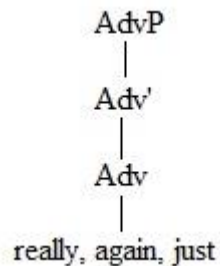
In the adult utterances, there were two patterns of adverbial phrase found;

AdvP → Adv and Adv' → Adv V

16) *You [really]<sub>AdvP</sub> must try to pay attention, Mieko.*

17) *.... You will paint word pictures [again]<sub>AdvP</sub> [just]<sub>AdvP</sub> like before.*

AdvP → Adv' → Adv



18) *She has [just come]<sub>AdvP</sub> from a town near Nagasaki.* AdvP → Adv'

Adv' → Adv V = *has just come*

In the utterance (17) and (18), AdvP is formed by a single adverb *really*, *again*, and *just*. These AdvPs are considered as adjuncts as their occurrence only give extra information and not obligatory. Because they do not form a constituent with any other word, their position can be moved to a different position without

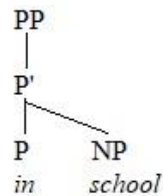


requiring a complement. Meanwhile, AdvP in the utterance (19) is a constituent made up of adverb *just* and followed by verb *come*. This AdvP is a constituent that commonly occurs in the present perfect tense.

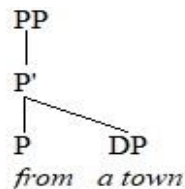
### (6) Prepositional Phrase (PP)

Prepositional phrase is a group of words that is headed by a preposition. PPs often occurred in a clause or sentence as adjuncts. However, sometimes PPs also exist as a complement following a VP. There were two patterns of PPs found in the adults' conversational texts;  $P' \rightarrow P + NP$ ,  $P' \rightarrow P + DP$

19) *Mieko will be back [in school]<sub>PP</sub> soon and she can easily catch up.*



20) *She has just come [from a town]<sub>PP</sub> near Nagasaki.*



The prepositional phrase in utterance (20) is a constituent made up of *in* as the head and NP *school* as a complement. In the utterance, this phrase is considered as an adjunct as it gives extra information and not obligatory. The substitution test

proves that *in school* is a constituent as it can be substituted by a single word there. *Mieko will be back [in school]<sub>PP</sub>... → Mieko will be back [there]...*

The prepositional phrase in utterance (21) is a constituent made up of *from* as the head and DP *a town*. In the utterance, *from a town* is considered as an adjunct, it appears after the intransitive VP *come* that does not require any complement. the movement test proves *from a town* is a constituent.

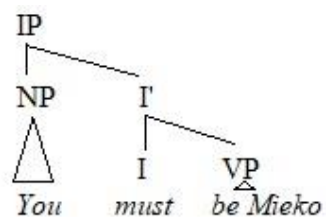
*She has just come [from a town]<sub>PP</sub> → [From], she has just come [a town]*

It can be seen that moving the head *from* without being followed by its complement makes the utterance (21) unacceptable.

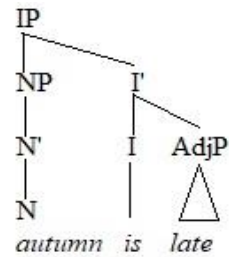
### (7) Inflectional Phrase (IP)

There were four types of inflectional phrase found in the adult characters' utterances; I' → I VP, I' → I AdjP, I' → I DP, and I' → I NP.

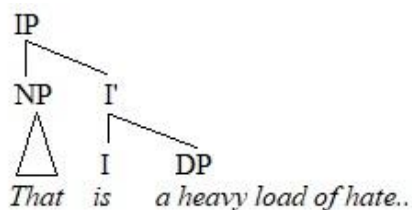
21) *You [must be Mieko].*



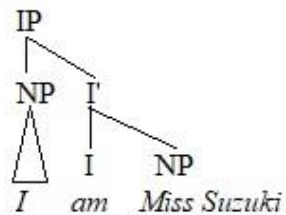
22) *Autumn [is late this year].*



23) *That [is a heavy load of hate for a little girl to carry around].*



24) *I [am Miss Suzuki].*



In the utterance (21), there is inflection *must*, a modal auxiliary, followed by VP *be Mieko* as complement. In utterance (22), there is inflection *is* as the head followed by adjective *late* and adverb *this year* as complements. In utterance (23), there is inflection *is* followed by DP a heavy load of hate and PP *for a little girl to carry around* as complements. In utterance (24), inflection *am* is followed by NP *Miss Suzuki* as a complement. In utterances (22), (23), and (24), the inflections are considered as tense marker. The three utterances are written in present tense, indicating those sentences are facts and happen in the present time.

### 3.2.2. Patterns of Clauses

Beside the patterns of phrases, children's and adults' utterances also differ in term of clauses. The followings are clauses found in the conversational texts by both children and adults characters.

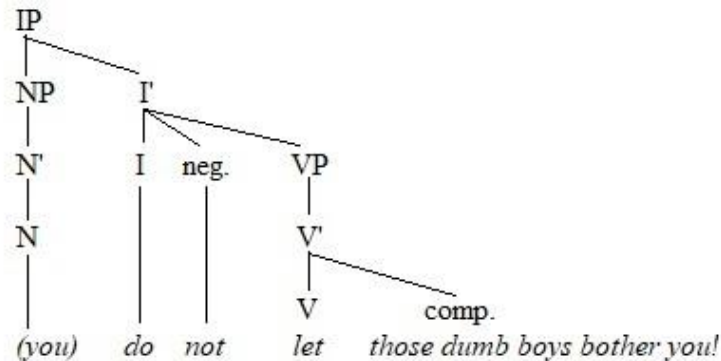
#### 3.2.2.1. Children's Clauses

Children utterances mainly consist of independent clauses, the clauses' structures are simple. Based on the data, there were only two dependent or relative clauses found.

1c) *Don't let [those dumb boys bother you]*<sub>complement clause</sub>

2c) *Then close your eyes [while I take off the wrapping.]*<sub>adverbial clause</sub>

There is a complement clause in utterance (1c). Complement clause is a group of words functions to give full meaning in a sentence. In utterance (1c) a complement clause is formed by DP *those dumb boys*, VP *bother*, and NP *you*. *Those dumb boys* is a constituent. The substitution test proves that it can be substituted by a single noun *they*, it is functioned as head of the clause while *bother* and *you* are the complements.



VP *let* is considered as a transitive verb, so the complement clause *those dumb boys bother you* acts as a complement to complete the sentence.

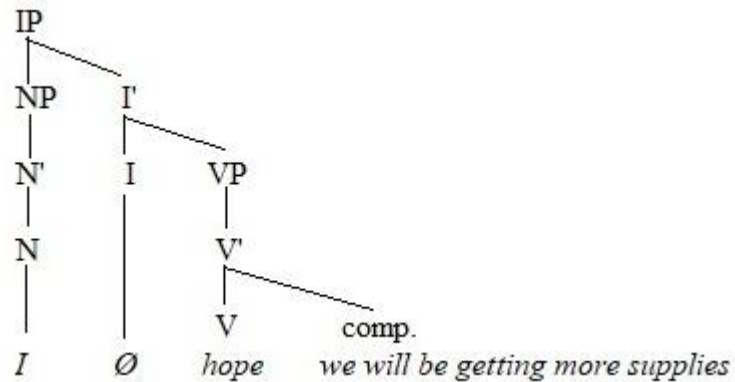
There is an adverbial clause in utterance (2c). In the utterance, adverbial clause *while I take off the wrapping* is considered as an adjunct. It gives additional information, the utterance remains acceptable when the adverbial clause is removed.

### 3.2.2.2. Adults' Clauses

The clauses in adults' utterances are more variative. There were many dependent clauses found. There are some uses of the adverbial clause, noun clause, coordinative construction, and causative construction. Different with children utterances, simple sentences in adults' utterances sometimes use coordinating conjunction to form a parallel structure.

1a) *I hope we will be getting more supplies [now that the war is over]*<sub>adv. Clause</sub>

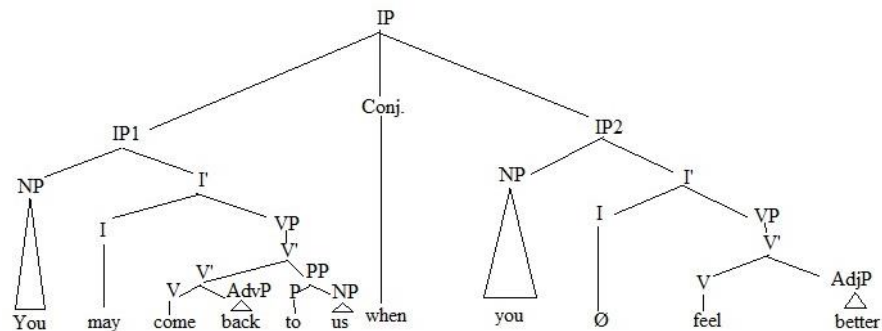
*I hope [we will be getting more supplies]*<sub>noun clause</sub> *now that the war is over.*



2a) [*What makes it so sad*]<sub>noun clause</sub> *is that a few children have been teasing her.*

3a) *Mieko will be back in school* [*and*]<sub>coordinating conj.</sub> *she can easily catch up.*

4a) [*When*]<sub>subordinating conj.</sub> *you feel better, you may come back to us.*



5a) *I must* [*separate the seedlings and plant them*]<sub>coordinating for verb</sub> *farther apart.*

6a) *I must* [*plant the seeds, fertilize them, and see*]<sub>coordinating for verb</sub> *that no weeds stop their growth.*

A form of adverbial clause can be seen in utterance (1a). This adverbial clause acts as an adjunct in the sentence, it gives additional information. Utterance (3a) shows a form of coordinative construction. It is considered as a compound sentence, so there appears coordinating conjunction *and*. Utterance (4a) shows a

form of causative construction. It is considered as a complex sentence, so there appears subordinating conjunction *when*, that explains cause and effect relation.

In the adult characters' utterances, independent clauses structures are more complex. In some of the utterances, parallel structure can be seen such as in the utterance (5a) and (6a). Utterance (5a) is considered as a simple sentence, it consists of a single independent clause. However, we can see that there is a parallel structure for the verbs. The VP *separate the seedlings* and *plant them* are joined by the coordinating conjunction *and*. Utterance (6a) is considered as a complex sentence consists of one independent clause and one dependent clause. Similar to utterance (5), there is a parallel structure of verbs in utterance (6). There are verbs *plant*, *fertilize*, and *see* joined by conjunction *comma* (,) and coordinating conjunction *and*.

### **3.3. Comparison Between Child and Adult Conversational Sentences**

Seventy utterances consisting of 35 utterances by child characters and 35 utterances by adult characters have been analyzed. The result shows that on the child characters, there were 31 simple sentences and 1 complex sentence that occurred. Meanwhile, on the adult characters, there were 26 simple sentences, 3 compound sentences, 5 complex sentences, and 1 compound-complex sentence.

If we take a look at the utterance type, both children and adults have the similarity of using the simple sentence type the most. The writer has expected this

finding before, as the novel is considered as a children's literature, it is common to use simple sentence type the most to make the targeted reader feeling easy to comprehend the story that the author wants to deliver. However, despite having the same sentence type that occurred the most, conversational sentences by child and adult characters are still distinctive. If we examine the patterns of syntactic constructions, especially on the verb phrase and clauses, it clearly can be seen that adult characters' patterns are more varied and complex than those of the child characters.

The findings above indicate that the author of the novel indeed has different ways to portray the dialogue by characters from different backgrounds. Child characters tend to use simpler patterns while adults characters tend to use more complex ones. It makes sense because the use of language is developed as a person grows up. The younger people commonly use simpler sentence structures as their vocabulary is still limited. The older people, especially those who are well educated will have a richer vocabulary and knowledge so they are able to create more complex sentence structure when they are talking.



## CHAPTER IV

### CONCLUSION

#### 4.1. Conclusion

Based on the result and discussion in chapter III, it can be concluded that conversational texts used by child and adult characters have some differences in terms of types and syntactic patterns building the utterances. All conversational texts used by adult characters are in sentence forms, either simple sentence, compound sentence, complex sentence, or compound-complex sentence. Meanwhile, child characters' conversational texts are not only in sentence forms but also in short phrase forms. On the child characters, 31 data of simple sentences with 88,57%, 1 datum of complex sentence with 2,85%, and 3 data of short phrases with 8,57% were found. On the adult characters, 26 data of simple sentences with 74,28%, 3 data of compound sentences with 8,57%, 5 data of complex sentences with 14,28%, and 1 datum of compound-complex sentence with 2,85% were found.

There are seven types of phrase on both child and adult characters consisting of determiner phrase (DP), noun phrase (NP), verb phrase (VP), adjective phrase (AdjP), adverbial phrase (AdvP), prepositional phrase (PP), and inflectional phrase (IP). Utterances of child and adult characters differ especially on the pattern of verb phrases and relative clauses. On the child characters, I found 2 patterns of DP, 3 patterns of NP, 2 patterns of VP, 1 pattern of AdjP, 1 pattern of

AdvP, 3 patterns of PP, and 3 patterns of IP. On the adult characters, I found 2 patterns of DP, 4 patterns of NP, 8 patterns of VP, 2 patterns of AdjP, 2 patterns of AdvP, 2 patterns of PP, and 4 patterns of IP. The adult utterances also have more patterns of sentences than children utterances with various relative clauses.

The author of the novel has different ways in portraying conversational texts used by characters of different ages. The child characters (Mieko and Yoshi) are two elementary school girls of ten years old. As they are still young and have not learned as much as older people, their vocabulary and structure of utterance appear to be simpler than the adults. On the other hand, the adult characters (Miss Suzuki and Grandpa) have gained more education and experiences so their utterances appear to be more complex in vocabulary, types, and patterns.

#### **4.2. Suggestion**

In this research, I focused on the comparison of utterances between child and adult characters in a children literature. The result of this research shows that there are differences between the two, but those were not too contrast since the author needs to simplify the language in the novel for the targetted children audiences. Comparison of child and adult utterances with the object of literary works targetted for the older audiences may show different results. Hence, further research to investigate the comparison between child and adult language still need to be conducted.

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## APPENDIX

### A. Child Characters' Conversational Texts

1. I didn't hear the question.
2. I hope your tongue falls off.
3. Give it back!
4. it's mine.
5. Stop that!
6. You're acting like a bunch of babies.
7. Don't let the dumb boys bother you!
8. They are always doing something childish.
9. Did you get scar from the bomb?
10. What was it like?
11. Were there lots of dead bodies?
12. What did they look like?
13. It really did!
14. I'm fine now.
15. Awful!
16. I hate everyone there.
17. Then close your eyes while i take off the wrapping.
18. He's wrong!
19. I've lost fifth treasure for good.
20. I'll never be happy again.
21. Guess what I've got!
22. I can't guess.
23. Wherever did you get it, Yoshi?
24. Aunt Hisako
25. I'm glad for you.
26. The paper is not for me.
27. It's for you.
28. You're the one with real talent.
29. My brushstrokes are just plain.
30. She ordered it from a store in Tokyo.
31. No more buts.
32. All i want is for you to use this paper.
33. Aunt Hisako Said so.
34. Promise!
35. The brush danced.

**B. Adult Characters' Conversational Texts**

1. You must be Mieko.
2. Your grandfather told me about you.
3. I am Miss Suzuki.
4. Try to write in the white spaces!
5. I hope we will be getting more supplies now that the war is over.
6. Until then, we must make do.
7. We have a new pupil.
8. Mieko, please stand up!
9. Let's make her feel welcome!
10. She has just come from a town near Nagasaki, and I expect all of you to help her get acquainted with our school.
11. Mieko, please come up and work out this problem in multiplication.
12. You really must try to pay attention, Mieko.
13. What makes it so sad is that a few children have been teasing her, as if she hasn't been through enough.
14. Do you think you can walk home alone?
15. I can send one of the students with you.
16. Autumn is late this year.
17. It'll be good when it cools off.
18. How was school?
19. That's a heavy load of hate for a little girl to carry around.
20. Of course they are all monsters?
21. Have you tried to be friend with anyone?
22. See that? Rice doesn't grow all by itself.
23. I must plant the seeds, fertilize them, and see that no weeds stop their growth.
24. It's not easy.
25. It's not easy to make friends either, especially when you hate almost everyone.
26. Think about it!
27. When you feel better, Mieko, you may come back to us.
28. You're always welcome.
29. There is plenty of time.
30. Please don't worry, Mieko will be back in school soon and she can easily catch up.
31. Of course there is no reason why she cannot continue her study at home.
32. Mieko, are you still awake?
33. I understand, when the time is right you will go back to school.
34. Believe me Mieko, some lovely sunny days you will look around and find a friend.

35. And in your happiness, you will paint beautiful word-pictures again just like before.