

**CAPABILITY IN READING BY USING INDONESIAN AS THE NATIONAL LANGUAGE FOR MALE CHILDREN AT THE FIFTH GRADE STUDENTS OF ELEMENTARY SCHOOL:
PSYCHOLINGUISTIC APPROACH**

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Abstract

The aim of this research was to investigate whether the male children could use Indonesian in reading well as the national language. This research could show the phenomena of language development in using national language. We conducted a qualitative study. We recorded 5 male students. We were recording them while they were reading the book which the title was ‘frog, where are you?’ by Mercer Mayer. This book only consisted of pictures without any texts. We focused on the students’ ability in producing simplex and complex clauses. The findings showed that the students were good at reading because the finding showed that four students from five students chose to use complex sentences

Keywords: Capability, Reading, Indonesia, National Language, Psycholinguistic

Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki apakah anak laki-laki dapat menggunakan bahasa Indonesia dalam membaca serta bahasa nasional. Penelitian ini dapat menunjukkan fenomena perkembangan bahasa dalam menggunakan bahasa nasional. Kami melakukan penelitian kualitatif. Kami mencatat 5 siswa laki-laki. Kami merekamnya saat mereka sedang membaca buku yang judulnya adalah 'katak, di mana Anda?' Oleh Mercer Mayer. Buku ini hanya terdiri dari gambar tanpa teks. Kami fokus pada kemampuan siswa dalam memproduksi klausa simpleks dan kompleks. Temuan menunjukkan bahwa siswa-siswi pandai membaca karena temuan menunjukkan bahwa empat siswa dari lima siswa memilih untuk menggunakan kalimat kompleks

Kata Kunci: Kemampuan, Membaca, Bahasa Indonesia, Bahasa Nasional, Psikolinguistik

A. Introduction

We have a great interest to conduct a research on children language development because we have a big curiosity on the children’s vocabulary development, acquisition of syntax and semantics, and also reading comprehension, especially for children who study in the fifth grade of elementary school. Many researchers had conducted the research on psycholinguistics but most of them did not conduct research on the

students of elementary school, especially in the fifth grade. Salim and Mehawesh (2014), Shook, et.al (2015) had conducted a research on the language development. Although Nneka & Kenechi (2012) had conducted the research on the psycholinguistics and a child's language acquisition, the condition of the students were different. The research gap was in the research setting and the topic. We decided to discuss about the students' capability in reading by using national language (Indonesian) for fifth grade students in Elementary School at MI Islamiyah Ngoro. It is one of schools in a small village in the district of Jombang, East Java Indonesia. We were definitely sure that investigating the children's reading capability in using their own national language could give a good contribution in maintaining national language.

B. Related Studies

The grammatical standard rules in spontaneous reading can be evaluated from the developmental sentence type (DST) and the developmental sentence score (DSS) proposed by Lee (1974). DST is used to know the one-word utterances, two word combinations, and multi-word construction which are imperfect. DSS is used to know the complete sentences. In this case, We only used DSS because we only focused on the use of simplex and complex sentences to know the student's ability in reading comprehension. The better reading skill shows the more complex sentences (Santosa, 2003).

Tam (2012) stated that when the people used complex clause ; it meant that they tend to expand their statements by combining between coordinate and subordinate clause. Using complex clauses had a very close relation with cognition. Children's cognition was still simple. Ruter, et.al (2017) argued that children's comprehension was influenced by semantic factor. They often used connectors or conjunction such as temporal conjunction and causal conjunction. Fengler, et. al (2015) also stated that children and adult had their own unique way in interpreting by using their own interpretation strategy and verbal working based on their Gray Matter Probability (GMP) in their brain region.

C. Methodology

We conducted the descriptive qualitative experimental research to describe the phenomena in children's capability in reading and understanding a story book without any texts by using the national language for the fifth grade students (Elementary

School) at MI Islamiyah Ngoro Jombang East Java Indonesia. We conducted the research in July 2017. We had 5 male students as the objects of the research. In reading and understanding story through picture series by using Indonesian were: Ardana Rizky, Dimas Sanggrata, Ahmad Fahmi, Basori Alwi, Gilang Kautsar. They were asked to read a reading book (a book which there's no any texts and the title is "Frog, Where Are You"). They had to read spontaneously in Indonesian and then they were recorded while they were reading. We analyzed the data in the term of grammar after the data in Indonesian was translated into English.

D. Findings and Discussion

After recording, we had got the data about the simplex and complex sentences. We also decided to consider and tried to make an interpretation from the sentences they had made. These were the script recording from Indonesian translated into English to consider in easier way to decide whether the sentence in simple or complex sentences:

Table 1. Script of Recording 1 byArdana Rizky S

NO.	SENTENCES	TYPE
1.	<i>Suatu hari saya melihat katak</i> (One day, I saw a frog)	Simplex clause
2.	<i>Saya mainkan katak itu</i> (I played the frog)	Simplex clause
3.	<i>Saya langsung tidur</i> (I slept directly)	Simplex clause
4.	<i>Baru pas tidur katak itu melompat dari toplesnya</i> (Having slept just now, the frog jumped from the jar)	Hypotactic interdependent complex clause
5.	<i>Habis bangun tidur saya melihat *kok gak ada toplesnya</i> (After getting up, I saw (that) there was no jar)	Enhanced expansive logical semantic complex clause
6.	<i>Saya melihat di sepatu juga nggak ada</i> (I saw in the shoes, it also wasn't there)	Paratactic interdependent complex clause
7.	<i>Sayateriakkan di jendela juga nggak ada</i> (I shouted at the window also it wasn't there)	Extensive expansive logical semantic complex clause
8.	<i>Saya dibantu oleh anjing saya</i> (I was helped by my dog)	Simplex clause
9.	<i>Saya langsung teriak minta tolong</i> (I shouted directly to ask for a help)	Simplex clause
10.	<i>Saya mencari di lubang tidak ada</i> (I looked for in the hole, it wasn't there)	Paratactic interdependent complex clause
11.	<i>Adanya yaitu tikus</i> (There was namely mouse)	Simplex clause
12.	<i>Saya melihat di lubang pohon juga tidak ada</i> (I saw in the tree hole, it wasn't there either)	Extensive expansive logical semantic complex clause
13.	<i>Ternyata yang ada adalah burung hantu</i> (In fact, there was owl)	Simplex clause
14.	<i>Saya dikejar burung hantu</i> (I was chased by the owl)	Simplex clause
15.	<i>Juga saya bersembunyi di *sebalik batu</i> (Also, I hid *a behind stone)	Simplex clause
16.	<i>*Saya, sepatu itu ada rusa</i> (*I, there was a deer in those shoes)	Simplex clause

17.	<i>Saya mencari dengan rusanya</i> (I looked for with the deer)	Simplex clause
18.	<i>Habis itu rusanya mendorong ke sungai dengan anjing saya</i> (After that the deer pushed to the river with my dog)	Simplex clause
19.	<i>Saya melihat katak melihat katak</i> (I saw frog saw a frog)	Simplex clause
20.	<i>Saya melihatnya di balik batang</i> (I saw it behind a stem)	Simplex clause
21.	<i>Ternyata katak itu adalah dengan istrinya</i> (In fact, the frog was its wife)	Simplex clause
22.	<i>Habis itu saya melemparkan kataknya</i> (After that, I threw the frog)	Simplex clause

Table 2. Script of Recording 2 by Dimas Sanggrata P

NO	SENTENCES	TYPE
1.	<i>Pada malam hari, saya dan anjing saya sedang melihat kodok eh katak</i> (At night, my dog and I were watching a frog)	Simplex clause
2.	<i>Setelah itu saya tidur</i> (After that, I slept)	Simplex clause
3.	<i>Pada saat tidur, saya tidak mengetahui kok kataknya keluar dari toples.</i> (while sleeping, I didn't know (that) the frog went out of the jar)	Paratactic interdependent complex clause
4.	<i>Pada saat menengoknya pada pagi hari, saya dan anjing saya terkejut kataknya hilang</i> (when looked at it in the morning, my dog and I were surprised (that) the frog was lost)	Enhanced expansive logical semantic complex clause
5.	<i>Saya mencarinya kemana-mana hingga mencari ke sepatu dan ke botolnya lagi</i> (I looked for it everywhere till looked for it in the shoe and to the bottle again)	complex interdependent paratactic clause
6.	<i>Saya mencari keluar tetapi hasilnya tidak ada</i> (I looked for outside but the result was nothing)	Extensive expansive logical semantic complex clause
7.	<i>Saya terus mencari hingga anjing saya terjepit dan saya langsung menolongnya.</i> (I kept on looking for till my dog was pinched and I helped it directly)	Enhanced expansive logical semantic complex clause
8.	<i>Anjingnya anjing *pun memeluk saya</i> (The dog's dog hugged me)	Simplex clause
9.	<i>Saya berteriak agar katak itu kembali</i> (I shouted so that the frog would be back)	Enhanced expansive logical semantic complex clause
10.	<i>Saya mencari di lubang hingga ke sarang lebah namun yang dilubang hanyalah seekor tupai</i> (I looked for in the hole till the bee hive however there was only a squirrel)	Extensive expansive logical semantic complex clause
11.	<i>Anjing saya pun mengira itu ada kodoknya tapi malah sarang lebah</i> (My dog thought (that) there was the frog but it was even the bee hive)	Mental projection in logical semantic complex clause; extensive expansive logical semantic complex clause
12.	<i>Saya mencari ke lubang pohon yang sangat besar</i> (I looked for in the big tree hole)	Simplex clause
13.	<i>Saya ke saya dan anjing saya sangat ketakutan karena dikejar oleh lebah</i> (I went to my dog and I were very frightened because of being chased by the bees)	Enhanced expansive logical semantic complex clause
14.	<i>dan setelah berhasil meloloskan diri menyapa, saya malah dikejar</i>	Extensive expansive

	<i>burung hantu</i> (and after succeeding to escape, greeted, I was even chased by the owl)	logical semantic complex clause
15.	<i>Saya terus mencari kodok itu</i> (I kept on looking for the dog)	Simplex clause
16.	<i>Saya tersangkut di ran, saya tersangkut di tanduk oh rusa dan saya dibawa lari oleh rusa</i> (I got caught on the *ran, I got caught on the horn of oh the deer and I was taken away by the deer)	Enhanced expansive logical semantic complex clause
17.	<i>Saya tersungkur jatuh bersama anjing saya dan saya terjebur di di sungai</i> (I fell down with my dog and I was splashed in in the river)	Enhanced expansive logical semantic complex clause
18.	<i>Saya menemukan pohon tumbang dan saya mengira ada kodoknya</i> (I found a fallen tree and I thought there was the frog)	Mental projection in logical semantic complex clause
19.	<i>Sayapun mencarinya</i> (I looked for it)	Simplex clause
20.	<i>Ternyata dia ada disana bersama istri dan anak-anaknya</i> (In fact, it was there with its wife and its children)	Simplex clause
21.	<i>Saya dan anjing saya sangat senang</i> (My dog and I were very happy)	Simplex clause
22.	<i>Saya pun kembali dengan hati gembira membawa kodok tersebut.</i> (I went back happily to bring the frog)	Simplex clause

Table 3. Script of Recording 3 by Ahmad Fahmi

NO	SENTENCES	TYPE
1.	<i>Saya menemukan katak</i> (I found a frog)	Simplex clause
2.	<i>Katak itu saya masukkan kedalam toples</i> (I put the frog into a jar)	Simplex clause
3.	<i>Saat itu saya akan tidur</i> (at that time, I would sleep)	Simplex clause
4.	<i>Saat tidur saya tidak tahu kalau katak itu keluar dari toples</i> (When I sleep, I did not know (that) the frog jumped out of the jar)	Paratactic interdependent complex clause
5.	<i>Saat saya bangun, saya li melihat toples sudah tidak ada kataknya</i> (When I got up, I *li looked the jar, there hadn't been the frog)	Hypotactic interdependent complex clause
6.	<i>Saya mencari kemana-mana tidak ada dan saya keluar jendela untuk mencarinya dengan anjing saya namun anjing saya terjatuh. dan saat saya sudah menolong anjing itu, saya dipeluk oleh anjingnya</i> (I looked for everywhere, it wasn't there and I went out of the window to look for it with my dog however my dog fell down and when I had helped the dog, I was hugged by the dog)	Extensive expansive logical semantic complex clause
7.	<i>Saya mencarinya sampai ke hutan dengan anjing saya hingga mencari di lobang dan mencari di sarang lebah</i> (I looked for it to the forest with my dog till I look for in the hole and look for in the bee hive)	Elaborative expansive logical semantic complex clause
8.	<i>Setelah itu saya dikejar oleh lebah dan naik ke atas pohon</i> (After that, I was chased by the bees and went up to the tree)	Enhanced expansive logical semantic complex clause
9.	<i>Diatas pohon itu ada burung hantu dan saya dikejar oleh burung hantu dan lebah</i> (on the tree, there was an owl and I was chased by the owl and the bees)	Extensive expansive logical semantic complex clause
10.	<i>Saat saya akan sudah, saat saya sudah agak terhindar dari burung hantu itu, saya mencarinya lagi dan saya tersangkut di tanduk rusa dan saya dibawa lari olehnya dan saya dijatuhkan di tepi di sungai.</i>	Enhanced expansive logical semantic complex

	(When I would have, when I would have rather avoided from the owl, I had looked for it again and I got caught on the deer horn, and I was taken away by the deer and I was dropped in the side in the river)	clause
11.	<i>Setelah itu saya masuk ke sungai dan setelah itu sayapun saat keluar basah kuyup dengan anjing saya</i> (After that, I went into the river and after that, when (I) was out, I was soaking wet with my dog)	Enhanced expansive logical semantic complex clause
12.	<i>Saat dibawah pohon tumbang, saya sepertinya merasa didalam pohon tumbang ini ada kataknya</i> (When (I) was under the fallen tree, I seemed like to feel (that) there was the frog in it)	Mental projection in logical semantic complex clause
13.	<i>dan saya melihat didepan dibelakang dibelakang pohon tumbang itu ada katak itu dan istrinya bersama anak-anaknya</i> (and I saw in front at the back at the back of the fallen tree, there were the frog and its wife together with its children)	Paratactic interdependent complex clause
14.	<i>Setelah itu kamipun senang setelah melihat katak-katak semua itu berkumpul dengan keluarganya</i> (After that, we felt happy after seeing all the frogs gathered with the family)	Enhanced expansive logical semantic complex clause

Table 4. Script of Recording 4 by M. Basori Alwi

NO	SENTENCES	TYPE
1.	<i>Anak ini mempunyai kodok yang sangat lucu dan dia di dipakaikan dengan kaleng yang sangat besar dan sewaktu dia tidur kodok itu lari dan ia mencarinya bersama anjingnya</i> (This boy had a very funny frog, and it was worn a very big can and when he slept, the dog ran away and he looked for it with his dog)	Enhanced expansive logical semantic complex clause
2.	<i>Saat ia mencari dengan anjing itu kepalanya masuk kedalam kaleng yang tadi dan ia sampai mencari cari di luar dan anjing itu jatuh.</i> (When he looked for with the dog, its head was put into the can and he even searched outside and the dog fell down)	Enhanced expansive logical semantic complex clause
3.	<i>Anak lelaki itu tidak mengetahuinya dan lalu ia mencarinya</i> (The boy didn't know it and then he looked for it)	Enhanced expansive logical semantic complex clause
4.	<i>Dia ketahuan kalau dia jatuh dan dia masih mencari katak yang sangat mungil itu</i> (It was known that it fell down and he still looked for the very tiny frog)	Paratactic interdependent complex clause
5.	<i>Katak katak dan dia tidak menemukannya dan ia masih mencari dan ada lubang yang sangat kecil</i> (Frog frog and he didn't find it, and he still looked for and there was a very small hole)	Paratactic interdependent complex clause
6.	<i>Anjing itu melihat sarang lebah yang sangat indah dan anak tadi menemukan tikus yang sangat bau yang tidak sedap dan anjing itu menjatuhkan sarang lebah dan anak lelaki itu masih mencari cari sehingga memanjat pohon dan keluarlah burung hantu dan sang lelaki itu jatuh</i> (The dog saw a very beautiful beehive and the boy found a very bad smell and the dog dropped the bee hive and the boy still looked for so that he climbed the tree and the owl came out and the boy fell down)	Paratactic interdependent complex clause
7.	<i>sang anjing pun dikejar oleh lebah-lebah yang sangat banyak dan burung hantu marah ketika ia terganggu oleh lelaki itu dan dia burung hantu itu hinggap ke pohon dan seorang lelaki masih mencari katak dan anjingnya dan ia sampai mencari ke pohon sampai menyangkut ke pohon dan ia *did *an ia menemui rusa dan rusanya sangat mengamuk dan diajak berlari dan anak lelaki itu dijatuhkan rusa ke sebuah kolam yang sangat besar dan ia pun kejebur ke situ dan menaiki pohon-pohon yang jatuh ke air dan saat itulah mereka dan anjingnya keluar dari air air itu dan saat ia menemukan kodoknya bersama ayahnya, dia senang</i>	Enhanced expansive logical semantic complex clause

	<i>sekali dan ia menemukan kodok-kodoknya dan kawan-kawannya.</i> (The dog was chased by many bees and the owl was angry when it was bothered by the boy and the owl perched on the tree and the boy still looked for the frog and his dog and he even looked for on the tree until got caught on the tree and he met a deer and the deer extremely rampaged and was asked to run and the boy was dropped into a very big pool and he splashed there and climbed the fallen trees on the water and at that time, they and their dog came out from the water and when he found the frog with its father, he was very happy and he found his frogs with their friends)	
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Table 5. Script of Recording 5 by Gilang Kautsar R.

NO	SENTENCES	TYPE
1.	<i>Pada suatu hari ada seekor anak kecil dan juga anjingnya</i> (Once upon a time, there were a boy and his dog)	Simplex clause
2.	<i>Mereka menemukan seekor katak dan setelah itu mereka memasukkan sebuah kataknya itu kedalam sebuah toples dan kemudian anak laki-laki itu dan anjingnya tertidur dengan pulas</i> (They found a frog and after that they put the frog into a jar and then the boy and his dog slept soundly)	Enhanced expansive logical semantic complex clause
3.	<i>Setelah bangun pada pagi hari, anak dan anjing itu kaget karena sudah tidak ada lagi kataknya</i> (After getting up in the morning, the boy and the dog were surprised because the frog wasn't there)	Enhanced expansive logical semantic complex clause
4.	<i>Mereka mencarinya dan mereka tidak tahu kemana katak itu pergi dan mereka pergi untuk keluar rumah</i> (They looked for it and they didn't know where the frog went and they left the house)	Elaborative expansive logical semantic complex clause
5.	<i>Setelah keluar, anjing itu melompat dan terjatuh dari atas jendela</i> (After getting out, the dog jumped and was dropped from the above window)	Enhanced expansive logical semantic complex clause
6.	<i>Anak kecil itu langsung turun dan mengambil anak anjing tersebut</i> (The small boy went down directly and took the puppy)	Enhanced expansive logical semantic complex clause
7.	<i>Setelah itu anak kecil dan anjing itu mencarinya disekitar rumahnya</i> (After that, the small boy and the dog looked for it around his house)	Enhanced expansive logical semantic complex clause
8.	<i>Anak anjing itu mencarinya dan menjatuhkan sebuah pohon yang berisi banyak sekali lebah</i> (The puppy looked for it and dropped a tree which contained many bees)	Enhanced expansive logical semantic complex clause
9.	<i>Anak anjing itu dikejar oleh banyak lebah dan sementara itu anak laki-laki itu masih mencarinya di beberapa pohon</i> (The puppy was chased by many bees while the boy was still looking for it on some trees)	Enhanced expansive logical semantic complex clause
10.	<i>Ternyata didalam pohon itu ada sebuah burung hantu dan anak anjing itu terus berlarian untuk menghindari para lebah tersebut</i> (In fact, there was an owl in the tree and the puppy kept running to avoid the bees)	Enhanced expansive logical semantic complex clause
11.	<i>Anak laki-laki itu dikejar oleh burung hantu yang galak dan untuk mengusirnya, anak laki-laki itu *men berdiri di sebuah batu yang sangat besar dan terlihat seperti ada seekor rusa, dan ternyata alangkah ternyata adalah ada rusa dan anak kecil itu dan anak anjingnya terlompat dari rusanya dan terjatuh kedalam air</i>	Enhanced expansive logical semantic complex clause

	(The boy was chased by the cruel owl and to expel it, the boy stood on a very big stone and it seemed to be a deer, and in fact, how in fact, it was deer and the boy and the puppy jumped from the deer was dropped into the water)	
12.	<i>Anak laki-laki itu terjebur dengan anjingnya</i> (The boy was splashed with his dog)	Simplex clause
13.	<i>Untung saja air itu tidak dalam dan bisa menjangkaunya. Setelah itu, mereka menemukan sebuah pohon ranting pohon yang sudah tua yang sudah terjatuh</i> (Luckily, the water wasn't deep and could reach it. After that, they found a tree, a fallen stem which had been old)	Enhanced expansive logical semantic complex clause
14.	<i>Anak laki-laki itu dan anjingnya mencoba melihatnya</i> (The boy and his dog tried to watch it)	Simplex clause
15.	<i>Ternyata ada se dua ekor katak dan juga anak-anaknya</i> (In fact, there were a two frogs and also their children)	Simplex clause
16.	<i>Anak kecil dan anjingnya senang karena sudah dapat melihat* sek kataknya kembali lagi.</i> (The boy and his dog were happy because had been able to see the frog came back again)	Enhanced expansive logical semantic complex clause

Table 6. Complex and Simplex Sentences (Indonesian)

No.	Name	Total Number of sentences	Simplex Sentence		Complex Sentence		Type of Complex Sentence used
			No.	%	No.	%	
1.	Ardana Rizky (male)	19	13	68	6	32	Hypotactic, enhancement, paratactic, extension
2.	Dimas Sanggrata (male)	22	9	41	13	59	Paratactic, enhancement, extension, enhancement, mental projection
3.	Ahmad Fahmi (male)	14	3	21	11	79	Paratactic, enhancement, extension, enhancement, mental projection, hypotactic
4.	Basori Alwi (male)	7	0	0	7	100	Enhancement, paratactic
5.	Gilang Kautsar (male)	16	3	19	13	81	Enhancement, elaboration

From the data in table 6 above, we could get the finding that four students from five students chose to use complex sentences (13 complex sentences from 22 sentences; 11 complex sentences from 14 sentences; 7 complex sentences from 7 sentences; 13 complex sentences from 16 sentences.. It meant that they were good at vocabulary because they could expand their sentences.

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