

Syntax Literate : Jurnal Ilmiah Indonesia p-ISSN: 2541-0849
e-ISSN : 2548-1398
Vol. 4, No. 3 Maret 2019

PASSIVE ACQUISITION OF PRESCHOOL CHILDREN IN SUNDANESE LANGUAGE

Risa Fitriyani

Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Persatuan Islam Bandung
Email: risafitriyani1@gmail.com

Abstrak

In linguistic and acquisition theory, passive is a complex structure which is not acquired in child language. This construction is a late acquisition for about fourth age in English, the age of fifth in German and eighth in Hebrew. In Sundanese language as one of language in Indonesia, passive structure was acquired and used productively earlier in an almost perfect construction of the age of three. Data in this research showed that the child of 3,1 years old; 4,1 years old; 4,7 years old; and 5,0 years old which are used Sundanese language as their first language, can produce passive constructions of the simple to the complex ones although there are still many errors in the order of the constructions. Through analysis of 75 passive sentence as the data, this research described for three points in the statement of research. Those are what the semantic roles which are include in the passive construction are, how the stages of the passive production of the partisipants are, and what the similarities and differences between boys and girls in the productivity of passive constructions are. The result of reasearch showed that children acquired passive construction from the simple one based on the structure and meaning to the more complex one. The stages are from the use of first passive's first class in Sundanese grammar of Coolsma (1985). For the similarities and differences between boys and girls are that all children took the same stages of the passive production either in semantic roles or verb class of passive but the girls tend to be more verbalistic than boys. This was showed by the number of data and the accuracy of their constructions. Boys are tend to say by the simple construction and using the gesture..

Keywords: *Passive structure, Sundanese Language, Semantic Role, the Stages of Language Acquisition*

Introduction

Children language acquisition has continuing characteristic and unity structures which develop from a simple word utterance into more complex words (Tarigan, 1988: 5). There are many stages that is involved so that a child able to produce a language. Child's first language production is very limited and has a narrow context. Gentner (1982) as cited in Clark (2009: 81) said that children use noun words mostly rather than

using verb in several different languages such as English, Germany, mandarin, Turkey, etc.

Children continue to enrich their vocabulary as long as they grow. Human language acquisition is assumed as a perfect achievement for three years old child (Lust, 2006: 1). 3-5 years old children begin to produce and understand the language which they have said eventough in a simple form. According to Piaget (as cited in tarigan, 1988: 41) the ability in developing grammar starts in 3-4 years old children, and 4-5 years old children has a prematured grammar ability. Chaer also mentioned that 3 years old children are able to recognize a dialogue pattern. They understand their turn to talk or listen to their speaking partner.

In relation with explanation above, this research reveals the language acquisition in 3-5 years old children that use Sundanese language as their mother tongue particularly. In spesific, the item of language that is studied is the usage of passive sentences as the way of children in expressing ideas.

Passive sentences has particular construction and meaning. It's oftenly hard to be made and hard to be comprehended (Riches: 2013). This type of sentence also able not only to show a positive meaning but also negative meaning (Fitgerald: 2012). Alcock et al (2011) in his journal mentioned that in language learning in Europe, passice sentence construction is not being taught in early age since the pattern and the meaning is more complicated than regular construction. Kirby (2010) also stated that passive structure acquisition is a late acquisition in childen language. However, there are also some languages that passive sentence is acquired in early stage language production as in Sesotho langauge, south Bantu language, and Inuktitut language which has been studied by Alcock and hsi colleagues. Similar condition also happen in Zulu language, tagalog, and Quiche language which has been explained by David Gil in his research (Gagarina, 2008: 197).

Passive sentence sometime has different meaning with active sentence eventough most passive sentence is formed from active sentence (Yuan-Ying, 2010: 76). Children as a good imitator are able to absorb the meaning of passive sentences as the result of their listening ability from their mother as the main partner in communication or even from someone else (Yule, 2006: 154).

Pinker et al (1987:199) mentioned that passive sentences which produced by children is part of semantic study and not part of syntax study. The rules are not related with grammatical system of subject and object. The rules are related with argument of agent and patient. In addition, Kirby (2010:3) also mentioned that semantic has significant basic role in language acquisition. He said that children experienced a bias in associating between subject-object role into agent-patient role.

There are many researches use passive sentences as their research subject such as a research which is done Alcock et al (2011), Kirby (2010), Yuan-Ying (2010), Thatcher et al (2008), Pinker et al (1987), Allen and Crago (1996), etc. Research related sentences in Sundanese languages also has been done by Mualiawati (2012), however, there is no research has ever done related passive sentence acquisition in Sundanese language with the study of stages in mastering the sentence based on Sundanese passive verb class.

In addition, researcher also study the influence of gender in passive sentence acquisition in Sundanese language. This study is based on the assumption that male and female use language differently (Robson & Stockwell, 2005: 2). Moreover, Farris (1991) in his research shows that girls tend to act maturely and faster in language learning, verbally of non-verbally, meanwhile boys tend to act childish and interact briefly and simply.

Structures of Passive In Sundanese

Sundanese language is used by West Java society called Priangan. Based on the number of its user, Sundanese language is the second largest after Javanese language (Sudaryat et al 2007: 1). The center of Priangan residence is located in Bandung. Therefore, it makes Bandung become the center of Sundanese language usage.

All languages have active structure of sentence, however not all of them have passive structure. This phenomena can be seen in Chinese and Samoan which doesn't have passive structure (Finegan, 2008: 266). Sundanese language has passive structure which has particular rules and meaning in its usage.

Passive in Sundanese language is part of kalimah pagawean (sentence that contain action or verb) which consist of Jejer (Subject) as word or phrase that do the action, and Caritaan (predicate) as passive verb (pagawean pasif) (Sudaryat, 1991: 88).

Therefore, Sundanese passive sentence is related to the usage of verb in passive form in sentence. In Sundanese grammar, passive also used as predicate in the sentence.

Coolsma (1985) said that in general, word can be classified into two main group based on its form: base word (*kata dasar*) and derived word (*kata jadian*). Tamsyah (2001) called *kecap asal* for base word and *kecap rundayan* for derived word. He also classified repetitive words into *kecap rajekan* (Reduplication) and *kecap kantetan* (Composition).

a. *Kecap Asal*

Kecap asal or base word is word which cannot be transformed into more simple form of word. In other word, base word is not the result of morphology process. Sundanese language base word is classified into five categories:

1. *Ekangang* (one syllable) : *ah, ka, blug, jung*
2. *Dwiengang* (two syllables) : *bapa, dahar, atah*
3. *Triengang* (three syllables) : *tiasa, awewe*
4. *Caturengang* (four syllables) : *atanapi, amburadul*
5. *Pancaengang* (five syllables) : *elekesekeng, murukusunu* (Sudaryat, 1991: 41).

b. *Kecap Rundayan* (affixation)

Kecap rundayan or derived word is word which is formed from base word by adding affixes. Tamsyah (2001: 29) mentioned four affixes (*rarangken*) which is used to form derived word as follow:

1. *Rarangken hareup* (prefix)
2. *Rarangken tukang* (suffix)
3. *Rarangken barung* (prefix and suffix combined to form new meaning)
4. *Rarangken gabung* (two or more affixes combined but each affix has its own meaning)

c. *Kecap Rajekan*

kecap rajekan is base word that is used repetitively or mentioned twice. It can be said twice as a full word for the first and second word (such as *aki-aki, bapa-bapa*, etc); or only the first syllable for the first word and full word for second word (such as *babagi* from *bagi-bagi*). However, there is also an exception called *kecap rajekan semu*, in which the repetition is part of base word. For

example, the word *papatong*, *kukupu* and *pipiti* have repetition but the first syllable does not have any base word. *Kecap rajekan* is classified into six categories:

1. *kecap rajekan dwipurwa*
2. *kecap rajekan dwi madya*
3. *kecap rajekan dwi murni*
4. *kecap rajekan dwi reksa*
5. *kecap rajekan trilingga*
6. *kecap rajekan binarung rarangken*

d. *Kecap Kantetan* (composition).

Kecap kantetan is combination of two words that make a new meaning from the original word. For example, the phrase *kumis ucing* is refer to a kind of plant. It has different meaning with the word *kumis* (moustache) and *ucing* (cat) which form the phrase.

Word classification above is related to passive words in Sundanese language. In addition, Coolsma (1985: 77) also mentioned that Sundanese language classified words into verb, noun, numbers, pronouns, additional words, prepositions, conjunctions, interjections, and suppressors' word. Verb and noun also classified into general classification: base word and derived word.

Passive form is part of verb, verb is classified into two main groups: base verb and derived verb. Derived verb is also divided into two groups. They are active verb and passive verb. Sundanese language has two kinds of passive verb. first passive form usually begin with prefix "di-". Meanwhile, second passive verb begin with prefix "ka-". Both of them is derived from active verb which is formed from base word by placing a nasal sound (Coolsma, 1985: 114). Active verb in Sundanese grammar has 17 classes which classified by its affixes (derivation). However, passive verb is formed only from several classes only.

First passive verb is formed from class one verbs until class five. This passive verb is derived from active verb by replacing the first nasal sound. For example, "minuhan" become "dipinuhan". The forms of first passive verb is given as follow:

1. Verb with nasalization (without suffix). There are four kinds of nasal sound that are used in this type of verb: *n*, *ny*, *m*, and *ng* (*nga*) which replaces the first sound

of base word. For example, *tenjo* becomes *nenjo*, *sawah* become *nyawah*, *penta* becomes *menta*, and *anjang* becomes *nganjang*. In order to make a passive verb, these nasal sounds are replaced with prefix “*di-*” which combined with base word and resulting new form “*di*+base word (kecap asal)”. As for an example, the verb *ngaruksak* (break) as active verb become *diruksak* (is broken) as passive verb. this type of passive verb is transitive. However, there are several base verb that still have active meaning even when they use prefix *di-*. This happen for words such as *diajar* (learn), *digawe* (work), *disabuk* (wearing belt), *dicukur* (hair cutting), etc (Sudaryat et al, 2007: 98)

2. Verb with nasalization and suffix *-an*. This verb is transitive. Its passive form is written “*di*+base verb+*an*”. For example, the word *tambah* (base word) that becomes *nambah* (active verb) is changed into *ditambahan* as passive verb.
3. Verb with nasalization and suffix *-keun*. This verb is causative. It has passive form “*di*+base verb+*keun*”. For example, *terang* (base word) that becomes *nerangkeun* (active verb) is changed into *diterangkeun* as passive verb.
4. Verb with prefix *mang-* and suffix *-keun*. This verb is formed from base word and verb class one, two and three. In class three, the suffix *-keun* is not repeated. This verb shows that the subject do the action by someone else. It has passive form “*di*+*pang*+base word+*keun*”. For example, *meuli* (base word) that becomes *mangmeulikeun* (active verb) is changed into *dipangmeulikeun* as passive verb.
5. Verb with prefix *nyang-*, with or without suffix *-an* or *-keun*. Prefix *nyang-* is used for verb which doesn't use nasal sound *nga-*. For example, *hareup* (front) doesn't change into verb *ngahareup*, but change into *nyanghareup*. In addition, this prefix is only formed from base word that begin with h,n,r,l,j,y,ny,m, g, and ng which has nasal sound *nga-* at the first syllable.

Passive shows that someone or something get some experience caused by something else. Object and subject in a sentence change their position which in Sundanese language, “*ku*” is added before subject (English passive sentence usually use “*by*”). However, some sentences do not always use *ku* word as in the sentence “*kelenci dihakan maung*” (rabbit is eaten (by) tiger).

There is also passive verb that using prefix *ka-*, this verb has three form :

1. Verb with nasalization (without suffix). The form of its passive is “ka-+base word”.

For example, *tenjo – nenjo* (active verb) – *katenjo* (passive)

2. Verb with nasalization with suffix –an. The form of its passive is “ka-+base word+-an”.

For example, *tambah – nambahan* (active) – *kata tambahan* (passive)

3. Verb with nasalization with suffix –keun. The form of its passive is “ka-+base word+-keun”.

For example, *paeh– maehkeun* (active) – *kapaehkeun* (passive)

The difference between *di-* and *ka-* in passive sentence is in their intention. Passive that using *di-* usually use for verb that is done intentionally. Meanwhile, passive that use *ka-* is usually for verb that is done unintentionally or accidentally. There is also passive verb that use suffix *-eun* which is used for verb that need to be done. For example, word *pikirananeun* (*pikiran* (thought)+ *-eun*) means that something is need to be thought. There is also passive verb that use affix *pika-+eun* which become an adjective.

Semantic Roles

Understanding a sentence means that to understand its proposition. Proposition is an abstract but meaningful thing. If a sentence can be described through syntax analysis, then proposition is described through semantic analysis (Kreidler, 1998: 62:64). Semantic analysis has two main role: predicator and argument (Hurford et al, 2007: 48). Predicator is the core of a sentence and provide specific contribution to the meaning. Argument role is word that has referring expression. Every argument has different semantic function and different role in a proposition. The role is depend on the meaning in its predicator.

Kreidler (1998:67) propose the theory called the valency of predicate. This theory propose the classification of argument and roles of predicators. According to this theory, there are three kinds of Valency : Valency zero (zero argument predicate), valency one (one argument predicate), and valency two and three (sentence with two or more argument). Hurford (2007:50) propose similar theory called the degree of predicate that classified sentences based on the number of their arguments.

Kriedler (1998:69) explained terms of argument roles as follow: Actor, Affected, Affecting, Agent, Associate, Effect, Place and Theme. In its relation to semantic role, Finegan (2008: 198) mentioned that “Semantic role refers to the way in which the referent of the noun phrase contributes to the state, action, or situation described by the sentence. The semantic role of a noun phrase differs from its syntactic role (as subject, object, and so on)...”. These theory of semantic roles will be used as reference in analyzing participants’ sentences in the research.

Gender

Gender is an unavoidable concept which exist in social life that consist of male and female. Eckert and McConnell-Ginet (as cited in Wardhaugh, 2006: 316) said that “The force of gender categories in society makes it impossible for us to move through our lives in a non-gendered way and impossible not to behave in a way that brings out gendered behavior in others”.

There are three meanings of gender which can be comprehended differently. First meaning is gender which based on biological term that refers to sex. It is differentiate between male and female. Second, gender meaning in grammatical perspective. This meaning differentiate between masculine and feminine in noun classification in certain language. The third meaning of gender is based on the concept of social perspective. This third meaning refers to the role and function of male and female in social life in their relation to its culture (Yule, 2006: 222-223). Gender is human role which is caused by male and female placement in masculine and feminine concept (Hamdani, 2008: 146).

In language, gender is associated with concept of culture or behavior that based on male or female in certain society. The study of gender is study about the diversity between man and woman especially in language production (Aarts &McMahon, 2006: 276). Farris (1991), showed that girls tend to behave more mature and learn language quickly both verbally and non-verbally. Boys tend to be more childish and interact briefly and simply. This imply that male and female use language differently. This happen because male and female has different ways and roles in living. This difference is natural and not need to be debated (Robson & Stockwel, 2005: 2).

Gender concept in passive sentence production for children is not to determine which one is better. The study is intended to see difference and similarity in their production stages so that language treatment to them both can be adjusted based on their ability so that their communication and their language can develop well.

Methodology

Qualitative study is used in this research to explore a particular case (bounded system) through data analysis towards some children which use passive sentence in Sundanese language as their first language. Therefore, this research is a case study which is one of the approaches in qualitative research beside biography, fenomenology, grounded theory and ethnographic study. (Cresswell, 2007:11).

Case study is used as the method to study a case that involve some individuals that use Sundanese language as their mother tongue and still live in Sundanese neighborhood. Their age also between 3 until 5 years old which consist of two boys and two girls. Researcher uses descriptive analysis to explain the research based on its natural behavior of the data since descriptive method is a method which describe things as the way they are (Sudaryanto, 1993:62). This descriptive method is in line with the purpose of this research whic to describe and potrays about children's language acquisition of passive sentence in Sundanese language.

Data collection is done through observation by the researcher. Researcher observes directly the participants and collect the data in form of passice sentences in Sundanese language (Creswell, 2007: 14). Therefore, this research is included into field research since data corpus used in this research is an oral text which takes form as some spoken sentensec that contains passive verbs in it.

The participant consists of two boys and two girls which use Sundanese language as their mother tongue. Participant 1 is a 4.1 years old boy which use Sundanese as his first language. He was born in Ciamis and live in Kabupaten Bandung with a Sundanese family that use Sundanese language. Participant 2 is five years old boy that was born in Bandung and use Sundanese language as his mother tongue and his first language. Participant 3 is a three years old girl which was born in Purwakarta and live with Sundanese family from Bandung. She uses Sundanese language as her daily language.

Participant 4 is 4.7 years old girl and live with original Sundanese family and use Sundanese language as her mother tongue and her daily language.

The research has done in six months randomly in each participants' home (Bandung and Purwakarta). The sources of data in this research is conversation or sentences that was spoken by participants in passive form using any pattern of Sundanese language. These sentences is natural data which spoken by participant spontaneously and in natural situation. Seventy-five passive sentences in Sundanese language is taken to be analysed by the researcher.

In observing participant, researcher presents among the participant and listen to them while they speak to anyone, anywhere and any activity spontaneously. Sentences that is considered as research data is noted to be analysed later on. This observation technique is done using recording device and observation notes based on the time, place, and transcript of passive sentences that is spoken by participants.

Embedded analysis (Creswell, 2007: 75) is used to analyse the mastery process of passive sentences production based on semantic role, verb classification in Sundanese grammar, and its similarity based on gender. This analysis is based on the following three research questions: 1) what kind of semantic role that is involved in passive sentence which produced by 3-5 yearls old children, 2) how is the mastery process of passive sentences production in 3-5 yearls old children, and 3) what is the similarity and difference of passive production between boys and girls. The analysis process consist of three stages:

1. Data classification based on its semantic role (predictator role and argument role) for every collected data. data which has predictator role is divided and classified based on passive verb classes in Sundanese grammar. any data which included as argument role is also being classified more, based on the number of argument used. After being classified, particular data is taken and analysed by criteria which has determined before.
2. Determine the stages of passive acquiremnet in Sundanese langauge based on passive verb classes and semantic role according to frequency level of data appearance.
3. Describe the similarity and differences of passive acquirement stages between boys and girls.

Results And Discussions

This research acquired the data from the utterance of four children as participants. These children use Sundanese language as their first language. Their utterances are produced from their interaction with people around them such as mother, grandmother, brothers, sisters, aunties, etc. The data is acquired as follow:

1. 24 passive sentences in Sundanese from 3.1 years old girl in her natural situation in her home.
2. 7 Sundanese passive sentences from 4.1 years old boy in his natural situation in his home.
3. 26 Sundanese passive sentences from 4.7 years old girl in various natural situation in her home.
4. 18 Sundanese passive sentences from 5 years old boy in various natural conversation in his home.

All children use actional verb in their passive sentence production. Even though Thatcher et al (2008) mentioned that 5 years old children are able to use non-actional verbs, however, children tend to use words that can be comprehended easily, including passive sentences usage.

The analysis of passive verb classes in Sundanese Grammar.

Predicator role in the data is in verb form. Verb that is used is Sundanese passive verb which makes the analysis is based on passive verb classes in Sundanese grammar. There are two general type of passive in Sundanese: 1. Passive that use prefix di- and 2. Passive that use prefix ka-.

Passive that use prefix di- is divided into five classes:

1. Passive Verb with prefix di- as in the following sentence: “*kumpulkeun we da moal diemam ku teteh na ge*”
2. Passive Verb with prefix di- and suffix –an, as follow: “*Amih si dudeng dicarekan ku adel yeuh*”
3. Passive Verb with prefix di- and suffix –keun, as follow: “*umah rumputna ditempelkeun kadieu*”
4. Passive Verb with prefix dipang- and suffix –keun, as follow: “*acukna dipangmeserkeun ku ateu*”

5. Passive Verb with prefix disang- and suffix -an/-keun, as in “*disanghareupan*”.

However, this class of passive is not acquired in the data.

In the other hand, passive that use prefix ka- is divided as follow:

1. Passive verb that use prefix ka- , as in the following sentence: “konstruksi
“*Umah, dede bayi pernah kagencet ku eta tapi teu nanaon da*”
2. Passive verb that use prefix ka- and suffix -an, as follow: “*calik abah ih bisi
katutungan, kabrengseng*”
3. Passive verb that use prefix ka- and suffix -keun. This class of passive is not found in the data.

The details of passive sentence that have been spoken by children is given in table 1 as follow:

Table 1. Data of participants’ passive sentence and its classification

Passive type	Passive class	Adel (3.1 y.o.)	Adit (4.1 y.o.)	Ani (4.7 y.o.)	Aris (5 y.o.)	Example of the sentence	Total
I	1	11	2	8	8	“ <i>kumpulkeun we da moal <u>diemam</u> ku teteh na ge</i> ”	29
	2	6	2	5	4	“ <i>Amih si dudeng <u>dicarekan</u> ku adel yeuh</i> ”	17
	3	4	2	6	4	“ <i>hoyong <u>diendog-</u> <u>endogkeun</u> rambutan na</i> ”	16
	4	2	-	3	-	“ <i>acukna <u>dipangmeserkeun</u> ku ateu</i> ”	5
	5	-	-	-	-	-	0
II	1	1	1	2	2	“ <i>Umah, dede bayi pernah <u>kagencet</u> ku eta tapi teu nanaon da</i> ”	6
	2	-	-	2	-	“ <i>calik abah ih bisi <u>katutungan</u>, kabrengseng</i> ”	2
	3	-	-	-	-	-	0
Total		24	7	26	18	75 passive construction	

From table 1 above, it can be seen that passive class 5 of type I and class 3 of type II are not produced by children. This can be happen caused by several factors such as children's limit in passive verb usage and the complication of its meaning especially for children. This class 5 of passive is also hard to use since it's formed with base word that begin with voiced sound so that its usage is not flexible. However, the number of other passive sentences frequency can represent the process or stages in passive production mastery.

Every passive verb that participant use is predicate for every sentence and has role as predicator. Semantically, every word has their own meaning and has influence in determining argument role in this passive sentence.

Semantic role analysis

Semantic role is related with the role of predicator and argument role. The data showed that the verbs are actional. Argument role is very various which its numbers and types is determined by verb usage. Every class has different meaning and different necessity of argument role.

Since all the verbs are actional or physical, the argument which exist will be agent or the one who responsible for an act and his action influence another entity. In other interpretation, it can be assured that there will be no argument experiencer role as argument used in non-actional verb. Actor role will not emerge since actor role is argument role which is not influence other entity even tough is usually appear for actional verb. In addition, since passive sentence is transitive and causative, therefore patient argument or effect become semantic role that always appear.

Based on Kriedler (1998), Transitive verb is included into valency two category or predicate which has two argument in minimal. Hurford (2007) mentioned this as two-place predicate and three-place predicate. This shows that semantically, every passive construction has at least two arguments. However, based on the result of observation, children are o always perform argument roles in their speeches or in surface structure that has been seen. Even more, if children are able to convey the meaning through body language. Children tend to use simple words based on their own perspective.

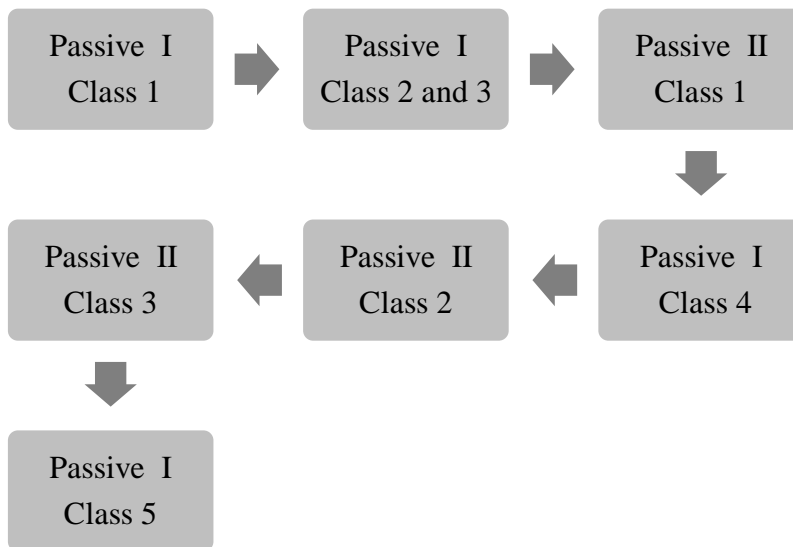
According to the entire data acquired by the researcher, passive sentence which produced by participants can be classified based on their argument roles as follow:

- a. One argument sentence
 1. Only patient role mentioned as important role in passive sentence.
 - a) Noun as referring expression
 - b) Demonstrative word as referring expression
 2. Non patient role sentence
- b. Sentence with Two argument or more
- c. Sentence with no argument mentioned

Table 2. Data of classified argument role

1 argument			2 or more argument	0 argument
Patient		Non-patient role		
Noun	Demonstrative word	sentences		
12	7	18	15	23
<i>"hoyong diendog-endogkeun rambutanna"</i>	<i>"tah ieu ge sok dicelup-celup"</i>	<i>"engke dibalikeunna ku Ani nya"</i>	<i>"Amih dipangmasakeun ku Adel nya"</i>	<i>"wios dicoo oge"</i>

The table above shows that the number of sentences which not mentioning the argument in its construction is bigger than any other sentence. There are only 15 Sentences that use two or more arguments in its sentences. The sentences which use only its patient or other role only consist of 37 sentences totally. According to this, it can be made a flowchart of production stages of passive sentence in Sundanese language as follow:



Conclusions

According to the data and analyses done by the researcher, it can be concluded that passive construction of Sundanese language as mother tongue is already acquired and produced by children since 3-5 years old.

The passive sentences spoken by children is part of semantic study which has significant basic role in language acquisition. Predictor role in passive construction produced by children as participants has taken form as passive verbs. These verbs consists of first passive verbs and second passive verbs. First passive verbs in the first class until fourth class. Second passive verbs consists of first class and second class only. These classes are based on verb classes of passive in Sundanese language. In the other hand, argument role consist of the following roles: patient, agent, instrument, cause, and benefactive. There is also non-argument passive construction which was shown when the participant did not mention the role of his argument at all.

Based on the frequency level of appearance and sentence usage accuration, the production stages of passive sentences consist of three stages: 1) non-argument construction which a sentence construction withoute any argument role, 2) one-argument construction which mention one argument only, and 3) more than one argument constructon which a complete passive sentence construction.

There are similarties of passive sentence acquisition between participant in their passive sentence production. Participants tends to start their passive sentence from first

class of first type of passive in Sundanese grammar. In addition, most of the participant use simple pattern and speak to the point. They convey meaning more through gestures and non-verbal language. Therefore, most of passive sentence is spoken without its argument (predictator only) or used only when it's very necessary.

In the other hand, there are some differences occurred in passive sentence acquisition. Boys tend to speak limited sentences and mostly use non-verbal language. Meanwhile, girls tends to speak or use verbal language rather than boys. Therefore, passive sentence production is done more by girls than boys.

It can be concluded that 3-5 years old children are able to produce complex sentences including passive sentence. Children with their natural ability are able to absorb many information through their interaction with adults. With their individual similarity and differences, children are able to produce complex language and convey particular and complex meaning. This ability also make them survive in bigger social environment through their language and communication ability which grow and develop by age.

REFERENCES

- Aarts, bas & McMahon, April. 2006. *The Handbook of English Linguistics*. Oxford: Bleckwell Publishing.
- Alcock, Katherine J., et al. 2011. *Early production of the passive in two Eastern Bantu languages*. Downloaded from *fla.sagepub.com* at Universitas Pendidikan Indonesia on November 13, 2014.
- Allen, Shanley E.M and Martha B. Crago. 1996. *Early Passive Acquisition in Inuktitut*. Journal Child Language 23, Cambridge University Press.
https://www.sowi.uni-kl.de/fileadmin/ewiss/pdf/Early_Passive_Acq__Allen_1995.pdf.
07 Agustus 2015.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.
- Beedham, Christopher. 2005. *Language and Meaning: The Structural Creation of Reality*. Amsterdam: John Benjamin Company Publishing.
- Bloomfield, Leonard. 1933. *LANGUAGE. Terjemahan Indonesia*. Jakarta: PT. Gramedia Pustaka Utama.
- Brown, Roger. 1973. *A First Language, The Early Stages*. Cambridge, Massachusetts: Harvard University Press.
- Chaer, Abdul. 2003. *Psikolinguistik, Kajian Teoretik*. Jakarta: Rineka Cipta.
- Clark, Eve. V. 2009. *First Language Acquisition*. New York: Cambridge University Press.
- Coolsma, S. 1985. *Tata bahasa Sunda*. Jakarta: Penerbit Djambatan.
- Cresswell, John.W. 2007. *Qualitative Inquiry and Research Design, Choosing Among Five Traditions*. Second edition. United State of America: Sage Publication.
- Cruse, Alan. 2000. *Meaning in Language, An Introduction to Semantics and Pragmatics*. New York: Oxford University Press.
- Cummings, Louise. 2007. *Pragmatik, Sebuah Perspektif Multidisipliner*. Terjemahan. Yogyakarta: Pustaka Pelajar.
- Djojoseuroto, Kinayati & Sumaryati. 2000. *Prinsip-prinsip Dasar Penelitian Bahasa dan Sastra*. Bandung: Yayasan Nuansa Cendekia.
- Eriksson, Marten, dkk. 2012. *Differences between girls and boys in emerging language skills: Evidence from 10 language communities*. British Journal of

- Developmental psychology.
<http://libgen.io/scimag/get.php?doi=10.1111/j.2044-835x.2011.02042.x>. Sabtu,
16 Januari 2016.
- Farris, Catherine S. 1991. *The Gender of Child Discourse: Same Sex-Peer Socialization Through Language Use in Taiwanese Preschool*. Volume 1, Issue 2. *Journal of Anthropology*. University of Northern Iowa.
<http://libgen.io/scimag/get.php?doi=10.1525/jlin.1991.1.2.198&>. Sabtu 16
Januari 2016.
- Finegan, Edward. 2008. *Language Its Structure and Use*. Fifth Edition. Boston: Thomson Wadsworth.
- Fitzgerald, Kathleen J. 2012. *A Sociology of Race/Ethnicity Textbooks: Avoiding White Privilege, Ahistoricism, and Use of the Passive Voice*. Routledge Taylor & Francis Group.
- Fletcher, Paul & Garman, Michael. 1986. *Language Acquisition, Studies in First Language development*. New York: Cambridge University Press.
- Gagarina, Natalia dan Insa Gunzow. 2008. *The Acquisition of Verbs and Their Grammar: The Effect of Particular Languages*. Dordrecht: Springer.
- Griffiths, Patrick. 2006. *An Introduction to English Semantics and Pragmatics*. Edinburgh: Edinburgh University Press.
- Hamdani, Agus. 2008. Representasi Gender dalam Teks Berita. *Bahasa dan Sastra*. Vol.8, h 97-203.
- Hurford, James R, dkk. 2007. *Semantics, A Course Book*. 2nd edition. New York: Cambridge University Press.
- Ingram, David. 1989. *First Language Acquisition, Method, Description and Explanation*. Cambridge: Cambridge University Press.
- Jabbari, Mohammad Jafar, et.al. 2012. *Theme-Rheme Organization in Turkish A functional-pragmatic approach*. Proquest Vol. 8 No.26 e-ISSN 1857-7431.
- Kirby, Susannah. 2010. *Passive in First Language Acquisition: What Causes the delay?*. Proceedings of the 33rd Annual Penn Linguistics Colloquium, University of Pennsylvania.
- Kothari, C.R. 2004. *Research Methodology, Methods and Techniques*. New Delhi: New Age International.
- Kreidler, Charles W. 1998. *Introducing English Semantics*. London and New York: Routledge.

- L. G, Alexander. 1990. *Longman English Grammar Practice for Intermediate Students*. Longman: New York.
- Lust, Barbara. 2006. *Child Language Acquisition and Growth*. Cambridge University Press: Cambridge.
- Mardalis. 2003. *Metode Penelitian (Suatu Pendekatan Proposal)*. Ed I, cet 6. Jakarta: Bumi Aksara.
- Moleong, Lexy. J. 2007. *Metodologi Penelitian Kualitatif*. Rosda: Bandung.
- Muliawati, Hesti. 2010. *Cara Pemerolehan dan Bentuk Kalimat Bahasa Sunda (Studi Kasus Anak Kelas A TK Sejahtera Banjar)*. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta. <http://core.ac.uk/download/files/335/11065561.pdf>. 07/08/2015.
- Nick, Riemer. 2010. *Introducing Semantics*. Cambridge: Cambridge University Press.
- Panitia Kamus lembaga Basa jeung Sastra Sunda. 2007. *Kamus Umum Basa Sunda*. Bandung: CV. Geger sunten.
- Perovic, Alexandra & Wexler, Kenneth. 2010. *Development of Verbal Passive in Williams Syndrome*. Vol. 53 . 1294–1306. American Speech-Language-Hearing Association.
- Pinker, Steven, dkk. 1987. *Productivity and Constraints in The Acquisition of The Passive*. Elsevier Science Publishers B.V.
- Polinsky, Maria and Eric Potsdam. 2013. *Austronesian Syntax*. Bill Palmer *oceania*. Berlin: Mouton. http://scholar.harvard.edu/files/mpolinsky/files/a_syntactic_overview_of_austronesian_languages.010213.pdf?m=1413497827. Sabtu 16 Januari 2016.
- Riches, Nick G. 2013. *Treating the passive in children with specific language impairment: A usage-based approach*. Downloaded from sagepub.co.uk/journalsPermissions.nav at 09 September 2013.
- Robson, Mark & Stockwell, Peter. 2005. *Language in Theory*. New York: Routledge English language Introductions.
- Sudaryanto. 1993. *Metode dan Teknik Analisis Bahasa*. Yogyakarta: Duta Wacana.
- Sudaryat, yayat. 1991. *Pedaran Basa Sunda*. Bandung: CV Geger Sunten.
- Sudaryat, yayat. dkk. 2007. *Tata Basa Sunda Kiwari*. Bandung: Yrama Widya.
- Tamsyah, Budi Rahayu. 2001. *Galuring Basa Sunda*. Bandung: CV Pustaka Setia.

- Tarigan, Henry Guntur. 1988. *Pengajaran Pemerolehan Bahasa*. Bandung: Angkasa.
- Thatcher, Katherine., Branigan, McLean dan Sorace. 2008. *Children's Early Acquisition of The Passive: Evidence from Syntactic Priming*. University of Edinburgh. Child Language Seminar, University of Reading.
- Van Dijk, Teun A. 1977. *Text and Context, Explorations in the semantics and pragmatics of discourse*. London and New York: Longman.
- Wardhaugh, Ronald. 2006. *An Introduction to Sociolinguistics*. 5th ed. New York: Blackwell Publishing Group.
- Yuan-ying, Wang. 2010. *Negative Transfer and Acquisition of Non-agentive Passive Voice*. *Studies in Literature and Language*. Vol.1, no.7, pp.76-81.
<http://www.cscanada.net/index.php/sll/article/viewFile/j.sll.1923156320100107.007/1464>. 07 Agustus 2015
- Yule, George. 2006. *The Study of Language*. Third edition. New York: Cambridge University Press.