THE CORRELATION BETWEEN THE CHILDREN’S GENDER AND THEIR COMMUNICATIVE COMPETENCE AT KUMON VILA NUSA INDAH

A Thesis
Submitted to Letters and Humanities Faculty
In Partial Fulfillment of the Requirement for
The Strata One Degree

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ABSTRACT


According to some researches, the development of children’s language is influenced by some factors, and one of them is gender factor. The purpose of this thesis is to predict “the significant correlation between the childrens’ gender and their communicative competence at Kumon Vila Nusa Indah”. Communicative competence in this thesis is only limited on children’s competence to convey information effectively. The last researches indicated that girls were more conspicuous than boys in verbal competence. Based on the result of those researches were assumed that girl’s and boy’s competence to convey information would be different, so the girl should be more informative than the boy. Data collecting was conducted by recording every student’s word description at communicative competence test. Then, the writer asked to the evaluator to evaluate how informative are the students’ word description. To prove the correlation between the childrens’ gender and their communicative competence, the writer used phi coefficient.

The result of this research indicated that there are no significant differences between girl’s words descriptions and boy’s words descriptions. It means that there are no significant correlation between the childrens’ gender and their communicative competence at Kumon Vila Nusa Indah.
APPROVEMENT

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LEGALIZATION

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The thesis has been defended before the Letters and Humanities Faculty’s Examination Committee on August 25, 2011. The thesis has already been accepted as a partial fulfillment of the requirements for the degree of Strata 1 (S1) in English Letters Department.

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I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the text.

Jakarta, August 2011

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In the Name of Allah, Most Gracious, Most Merciful

First and foremost, the writer would be especially grateful to Allah SWT, the Lord of human and everything in the sky and the earth. Peace and salutation be upon the Greatest Prophet Muhammad SAW who has guided to be a good and successful man in this world.

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Jakarta, August 2011

The Writer
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is quintessentially human. We use spoken language every day, face-to-face, as a means of communication and written language allows us to record and hold on to our history across generations. Language allows us to express innumerable ideas, describe events, tell stories, recite poems, buy, sell, or bargain in markets, administer legal systems, make political speeches, and do the myriad other activities that make up the societies we live in. It allows us to coordinate what we do with others, relay information, find out answers, and carry out every day activities. Language calls for an intricate web of skills we usually take for granted. It is an integral part of everyday life that we relay on to convey wants and needs, thoughts, concerns, and plans. Using language seems as natural as breathing or walking.

However, the people commonly don’t think that using language is a very complex competence. Using language seems usual because a baby will grow together with his language competence development although nobody teaches him. A baby begins produce a sound that can be identified as a word since he at 1-1, 5 years of age. This one word of utterance will increase to two words and finally it increase to be complex sentence toward 4 or 5 years of age.
Getting adult, we use language as if unthinkingly. When we want to convey something, we produce the sound that is language at that time. If we really reflect on it, we will feel that the language using is the reflection of the only human’s competence. Based on statement above, there are two important aspects, first, the acquisition how a person especially the children are getting language. Second, the application, it means using language by an adult normally.

Language acquisition describes a process where the children are being the first user of their language. This process can be described as a learning process how to convey their opinion, so it can be understood, or it is called ‘learning how to mean’. To convey the opinion is not easy for children (sometimes for the adult also). The difficulties are caused by some matters, among of them is know absolutely nothing about grammatical structure or limited vocabularies. In the book The Language and Thought of the Child, Piaget suggested another case why the children have difficulties to convey their opinion informatively. He suggested that it’s caused by the children egocentric.

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2 Piaget proposed the egocentric behavior in his some books, as in The Language and Thought of the Child (1923), that was excerpted in Vygotsky (1962: 11-20) translated and edited by Eugenia Hanfmann and Gertrude Vakar.

Jean Piaget (9 August 1896 – 16 September 1980) was a Swiss philosopher and natural scientist, and is well known for his work studying children. His theory of cognitive development and epistemological view is together called "genetic epistemology.

He laid great importance to the education of children that made him declare in 1934 in his role as Director of the International Bureau of Education that ’only education is capable of saving our societies from possible collapse, whether violent, or gradual’. In 1955 he created the International Centre for Genetic Epistemology in Geneva and directed it until 1980. According to Ernst von Glasersfeld, Jean Piaget is “the great pioneer of the constructivist theory of knowing.” (http://en.wikipedia.org/wiki/Jean_Piaget, may,8, 2009)
The egocentric describes about a person disability to understand his interlocutor’s point of view. Generally, we can find this behavior at the children that is caused by the children preference to consider all of people in the world have same perception with them or in other word ‘overestimate’ of shared knowledge between him and the audience. The egocentric will decrease in accordance with the children become older. The decrease of egocentric causes the increasing of the ability to consider the audience’s point of view. So, the ability to convey the information effectively will increase too. According to Krauss and Glucksberg in “The Development of Communicative Competence as a Function of Age.” Child Development it was called as ‘communicative competence’\(^3\). We can conclude, therefore, communicative competence expand in accordance with the person become older. It needs the ability to produce the utterance at certain form and situation which are able to convey the speaker’s ideas to the audience.

The development of communicative competence is one of language acquisition aspects. The one of thing that is being the attention is the differences at communicative competence development system because of gender difference. If the gender difference influences the language acquisition development of children, so the gender has to influence the communicative competence development.

Some of psychology researches showed that there is difference between girl and boy. The girl is inclined to communicate using the words faster than the boy. Physically, the girl is getting adult faster than the boy; and because of the

intellectual aspects development depend on related physic structure development, it can be called that some of competences development are develop faster at the girl. At these researches, it can be expected that the development of communicative competence at the boy is different with the development of communicative competence at the girl.

B. Focus of the Study

Based on the background of study above, it can be assumed that the children communicative competence development is closely related with gender difference factor. The study is focused on searching empiric evidences effort related to the correlation between the childrens’ gender and their communicative competence at Kumon Vila Nusa Indah Bogor. The communicative competence in this study is specified on the children competence to convey the information (description) effectively at communicative competence measuring test at Kumon Vila Nusa Indah Bogor.

C. Questions of the Research

The formulation of problem in this paper is formulated as follows “Is there significant correlation between the children’s gender and their communicative competence at Kumon Vila Nusa Indah?”.
D. Objectives of the Study

Generally, the study aims to get the empirical data about the correlation between the children’s gender and their communicative competence at Kumon Villa Nusa Indah Bogor.

E. Significances of the Study

Theoretically, the study result is expected to be able to enrich the knowledge at psycholinguistic. In social point of view, the study is also expected to give an input to the parents in order to be more understand about their children’s development that have same age with the children at Kumon Villa Nusa Indah Bogor.
CHAPTER II
THEORETICAL FRAMEWORK, CONCEPTUAL FRAMEWORK, AND HYPOTHESIS

A. Language Development of Children

When babies were born, they were crying. This birth cry is their reaction for the transition of condition and their discomfort. They express at some conditions; when they are hungry, at sudden change (for example when they were taken a bath, and were gone into bath tub) or even, they cry to express their dislike to some people around them. This cry is their first communication to the world.¹

According to George A. Miller in the book Language and Communication, the birth cry is evidence that the baby enters the world with the rudimentary respiratory and laryngeal equipment he will need later for speaking, and it is produced as well by a child without a cerebrum as by a child with one.² At the beginning of their life, they began to indicate their reaction for the sounds that they heard. The first reaction can be a crying (example, when they heard loud sound) or trying to follow source sound with their eyesight. They began to indicate their happiness after they get their willingness (example, after they were given a bottle of milk when they were hungry).

Commonly, a mother can understand what the meaning of this crying with taking a note of the crying patterns: whether it is crying of hungry or crying of

¹ Abdul Chaer, Psikolinguistik Kajian Teoretik, (Jakarta: PT. Rineka Cipta, 2003), p. 226
discomfort. Sound pattern, intonation, and pitch for the mother have certain meaning. It can be said that it is a based communication form, on the other hand the one makes a statement, and the other one understands it. Bloomfield concluded in his book, Language, that language enables one person to make a reaction (R) when another person has the stimulus (S).

1. The Language Acquisition Stages of Children

There are so many studies that discuss the stages in language acquisition, among them Fromkin (1978), Clark (2003), and Baraja (2007). The development of language acquisition can be divided into some stages. This division is based on age. Nevertheless, this age distribution is not absolute, because the development of every child as an individual is different. The age limitation is purposed to make the division of the language acquisition development easily. The division of language acquisition stages is based on the language development generally also.

The first year is paralinguistic stage, because before age one, most of children has not said one word anymore. This stage includes 3-10 months at around. Clark explained that infant don’t produce their first words until age one or later, but when they get three or four years of age, they can talk quite fluently about some topics. This development is one we take as much for

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3 Ibid, p. 231
The paralinguistic stage is divided into cooing stage and babbling stage. Cooing stage is the stage where the very young baby utters far more vowels than consonants and the sound that is like velar sounds /k/ and /g/. This stage persists at 3-6 months of age. When the baby gets 8-11 months of age, he goes into the next step, is babbling stage. The main characteristic of this stage is the syllable reduplication, for example babababa, dadadada, or mamamama. The sound produced by baby in this period can be called as the sound play.

The parents usually consider that these utterances as like as they are conversing with their babies. The baby is considered as the active addressee although they haven’t produced the understanding utterances. The conversational exchange between an infant and a parent may be minimal at first, in the sense that the adult participant may be effectively to supply all the turns, as in the “exchange” between three-month-old Ann and her mother (Snow 1977:12):

```
Mother and Ann (aged three months)
Ann: (smiles)
Mother: oh, what a nice little smile
    Yes, isn’t that nice?
    There
    There’s a nice little smile
Ann: (burps)
Mother: what a nice little wind as well
    Yes, that’s better, isn’t it?
    Yes
```

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Yes
Ann: (vocalizes)
Mother: there's a nice noise

The mother considers that the sound is produced by her baby is the answers of her questions. This interaction between the mother and the baby is very important for the development of children language.

The paralinguistic stage is followed by the holophrastic stage. This stage persists at 12-18 months of age. In this stage, the children begin to use the same string of sounds repeatedly to mean the same thing. By this time, children have learned that sounds are related to meanings, and they are producing their first words. Most children seem to go through the one word = one sentence stage. These one-word “sentences” are called holophrastic sentence (from holo “complete” or “undivided” and phrase “phrase” or “sentence”) because the one word that is uttered by children can be a phrase. For example the word [Pu] for “cat” can have the meaning ‘look, a cat’, ‘there’s a cat,’ or the question ‘is that a cat?’ Phonologically, the children first words were generally monosyllabic with a CV (consonant-vowel) form; the vowel part may be diphthongal, depending on the language being acquired.

Children sometimes overextend or underextend the meanings of the words they use. Their earliest words typically refer to objects that interest them. As explained by Lester and Cheryl in their book "Psychology" that in using words, the children exhibit overextension, applying words too broadly.

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6 Ibid, p. 30
Consider a child who refers to her cat as "kitty". If she also refers to dogs, cows, horses, and other four-legged animals as "kitty", she would be exhibiting overextension. In contrast, if she refers to her cat, but no other cats, as "kitty", she would be exhibiting underextension, applying words too narrowly. As children gain experience with objects and language, they rapidly learn to apply their words to the correct objects.⁸

After the holophrastic stage, the children enter to the next stage, is the two-word stage. This stage is begun at the age around month 18th up to month 20th. In this stage, the children begin to put two words together. There are no syntactic or morphological markers—that is, no infections for number, person, tense, and so on. Pronouns are rare, although many children use me to refer to themselves, and some children use other pronouns as well. For example, two nouns can be used to show a subject-locative relation, as in sweater chair to mean "the sweater is on the chair," or to show conjunction, to man "sweater and chair."⁹

When the children begin to produce more than two words, they begin to enter into the next step, is telegraphic speech stage. The characteristic of speech in this stage is longer than two word speeches; consist of morpheme-morpheme lexical and the function words (grammatical morphemes) such as to, the, can, is, and so on are missing; only the words that carry the main message—the open-class content words—occur. Through utterances are described as telegraphic, the child does not deliberately leave out the no

content words as does an adult sending a telegram. The sentences reflect the child's grammar at that particular stage of language development. They begin to use syntactic or grammatical function words and also to acquire the inflectional and the derivational morphemes of the language. And finally the children produce sentences that more and more closely approximate the adult grammar.

2. The Growth of Vocabulary

The growth of vocabulary includes language acquisition development. The children's vocabularies grow rapidly after the first year of age. At the last of age 1, generally, a child can use 10 words. At the second year, the children's vocabularies grow about 300 words. The figure below shows the increase in vocabulary size during the preschool years.

On the following figure, the number on horizontal line shows the age at years and months and the number on vertical line shows the average of words. We can see the growth of children vocabulary from 1 until 6-year-old. The fastest growth is between 1, 5 and 2-year-old, which the vocabulary grows until teen times increase (from 30 words at 1, 5 year old and 300 words at 2-year-old).

\[10\] Ibid, p. 326-327
After children enter school, their vocabularies grow rapidly, owing to
direct teaching, new experiences, leisure reading, and radio and television
listening. It is estimated that the average first grader knows between 20,000
and 24,000 words, or 5 to 6 percent of the words in a standard dictionary. The
sixth grader knows approximately 50,000 words, and the child entering high
school about 80,000 words, or 22 percent of the words in a standard
dictionary.12

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11 Laila Fidelina, *Pengaruh Gender pada Perkembangan Kompetensi Komunikatif*, (Depok: Universitas Indonesia, 1995), p. 27
Individual differences in vocabulary size at every age are due to differences in intelligence, environmental influences, learning opportunities, and motivation to learn. According to Miller in the book Language and Communication, although there are large individual differences, in the average child the vocabulary appears to increase rather slowly at first, then rapidly between the ages of two and eight years, and then more slowly until maturity. Girls on the average, it has been reported, have larger vocabularies and also have the speech was better than boys’.

3. The Acquisition of Concept

The concept, according to Vygotsky, is an active part of the intellectual process, constantly engaged in serving communication, understanding, and problem-solving. It also can be explained as one thing that has the correlation with another thing. There is no understood concept without understanding its relationship with another concept. For example; if the one is asked to explain the word ‘tomato’, he will explain that tomato is a fruit that has red color, fresh, and can be eaten. To understand these explanations, we had to have the understanding for the concept ‘fruit’, ‘red’, ‘eat’, ‘fresh’, etc.

Generally, the children’s concepts are formed by his everyday experience, while the adult’s concepts are referred to principles and definition.

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It can be said that the child’s concepts have the idiosyncratic meaning and the focus is the special event which correlates with the word.\(^\text{15}\)

In this case, we can take the example of ‘fish’ concept acquisition. At the first time, may be the children assumed that fish is the animal in the water that can be eaten as like as chicken. This concept is based on their everyday experience. After their age became increasingly, they would begin to understand the general concept of ‘fish’ word. Let’s discuss two definition of ‘fish’ word below that was given by two 7-year-old students in communicative competence measure test of Kumon Vila Nusa Indah students:

\[\text{Fathur: I like chicken, have tail, have eyes, I can find it in the water, it is animal, I can eat this animal}\]

\[\text{Tyas: the color is blue, it’s animal, it’s in the water, I can eat this animal}\]^\(\text{16}\)

In his description, Fathur described that fish is the animal like chicken and he can eat it. And as we know, fish is very different with chicken. Whereas Tyas described that fish is the animal that has blue color. These two definitions cannot be conducted generally because it has the idiosyncratic meaning; not social meaning that is common knowledge.

Concept can change according to the development of science or everyday experience. According to Vygotsky, concepts change from overall

\(^{15}\) Ibid, p. 84
\(^{16}\) The children’s description word at Communicative Competence Test of Kumon Villa Nusa Indah.
similarity categories to especial characteristic categories. It can be occurred to the children in the holophrastic stage.

As in the explanation above, the children at 12-18–month-old are inclined to exhibit overextension, applying words too broadly. Consider a child who refers to her cat as "kitty". If she also refers to dogs, cows, horses, and other four-legged animals as "kitty", she would be exhibiting overextension. These animals have overall similarity. The example, all of these animal have four-legged. With the increasing of their age, they will able to distinguish every animal based on its characteristics.

4. The Others Influent Factors in Children Language Development

The children language development is influenced by some factors, among of them is the children ordinal position in the family. Age for age, the speech of firstborns is superior to that of later-born in the same family. This is because parents can spend more time teaching and encouraging them to talk than they can for later-born children.17

The information that is related to this factor cannot be reached from the data of communicative competence measure test of Kumon Vila Nusa Indah. So, in this thesis process of writing, that factor wasn’t included. And it was assumed that the student communicative competence of Kumon Vila Nusa Indah was not influenced by this family ordinal position factor.

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17 Elizabeth B. Hurlock (1978), op.cit.
The other factor is socioeconomics status. Hurlock explained that:

*Children from the higher socioeconomic groups learn to talk earlier, they express themselves better, and they talk more than those from the lower socioeconomics groups. This is mainly because those from the higher groups are given more encouragement to talk and more guidance in learning how to do so.*\(^{18}\)

As like the ordinal position factor above, the information about socioeconomics status cannot be reached from the data of communicative competence measure test of Kumon Vila Nusa Indah students. So, it can be assumed that this factor didn’t correlated to children communicative competence in Kumon Vila Nusa Indah.

**B. The Egocentricity of Children**

Most of the young child’s speech is egocentric. Hurlock has explained that in egocentric speech, the children make no attempt to exchange ideas or to pay attention to the other person’s point of view. In other word, the egocentric speech is monologue and there is no real communication present.\(^{19}\)

Firstly, the egocentric theory was introduced by Piaget. According to him, the egocentricity is the characteristic of the children at 2 until 7 –year-old. After 7

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\(^{18}\) *Ibid.* p. 171

\(^{19}\) *Ibid.* p. 176
year-old, the egocentricity will decrease. This egocentric theory refers to two factors:

a. The children are not able to differentiate their viewpoint with their environment and the people around them. For example, if a child sees that there is candy in a box, he assumes that someone else walking into the room also knows that there is candy in that box. He implicitly reasons that "since I know it, you should too".

b. The children inclination to consider that the world is revolving around them. For example, a child said that the moon is walking to follow him.

It caused children aren’t able to understand the point of view of other people. The children are unaware that the people point of view is influenced by the position of that people to things. The child assumed that what he sees is same with the other sees.

To investigate the children egocentrism, Piaget did a test that was called the three mountains problem. He put children in front of a simple plaster mountain range and then asked them to pick from four pictures the view that he, Piaget, would see. Younger children before age 7 picked the picture of the view they themselves saw and were therefore found to lack the ability to appreciate a viewpoint different from their own. In other words, their way of reasoning was

egocentric. Only when entering stage at age 7-12, children became capable of decentring and could appreciate viewpoints other than their own. In this case, it’s clearly enough that a child’s ability to describe something is not only influenced by his ability to understand the viewpoint of other people but also is influenced by his knowledge about that thing.

C. Communicative Competence

1. The Definition of Communicative Competence

The term of communicative competence was introduced by Hymes. He explained that to take communication, it’s not enough if we just understand the linguistics of language. But, we must have the ability how to use language appropriately. Explaining what communicative competence definition, Gleason and Ratner described, “Communicative competence is the ability to use language appropriately and strategically in social context. That is, it involves knowing what, where, how, and with whom one should communicate.”

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21 Ibid.
In language acquisition process, the children not only get ability to apply and use grammatical rules, but also to form correct utterances, and know how to use these utterances appropriately.

“....a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner.”  

Canale and Swain (1980) defined communicative competence in terms of four components:

1. Grammatical competence: words and rules

It was seen to encompass “knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology”.

2. Sociolinguistic competence: appropriateness

It was defined as involving knowledge of the sociocultural rules of language and of discourse.


3. Discourse competence: **cohesion** and **coherence**

It was defined as the ability to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances.

4. Strategic competence: appropriate use of communication strategies

It was seen to refer to “the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence” (Canale & Swain, 1980, p. 30).

There are some important communicative behaviors for children to acquire communicative competence, because it helps children succeed in school, predicts later literacy skills and also it is associated with popularity among peers. And those communicative behaviors include routines, polite terms, conversational skills, and language varieties such as dialects and registers.\(^{26}\)

2. **The Development of Communicative Competence of Children**

Every child is different in the stage of language acquisition development, it includes the ability to communicate effectively. Actually, acquiring communicative competence is difficult, but children have some help. There are a number ways families and schools contribute to the acquisition

\(^{26}\) *Ibid.*
process. Furthermore, children’s knowledge and their efforts to learn about communication also facilitate their communicative development.

D. Gender

1. The Definition of Gender

Sally Wehmeier had described the definition of gender in Oxford Advanced Learner’s Dictionary. According to him, gender is fact of being male or female. And although “gender” is popularly used interchangeably with “sex”, actually, social scientists distinguish between sex differences and gender differences. If sex differences refers to biological differences between males and females, so gender differences refers to culturally imposed differences in the roles and behavior of males and females.

Based on the description above, the gender is classified into two aspects. These two aspects are gender identity and gender role. Gender identity is sense to be male or female, which is gotten by most of children at three years of age. In other words, gender identity is how a person identifies him/her self in terms of their gender. It is not necessarily based on the person's sexual orientation. Gender identity may be male or female, or neither.

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Meanwhile, gender role is set of expectation that prescribes how male and female should think, act, and feel.\textsuperscript{30} It refers to the attitudes and behaviors that class a person's stereotypical identity, e.g. women cook and clean, men fix cars, women make good nurses, men make good mechanics, etc.

2. The Influences of Gender in Language Development of Children

Some researchers in psychology have observed that generally, boys lag behind girls in language acquisition. Boys and girls grow up in different worlds of talk (parents, siblings, peers, teachers, and others talk with boys and girls differently). Girls begin to talk at earlier age than boys. At every age, boys’ sentences are shorter and less grammatically correct, their vocabularies are smaller, and their pronunciations are less accurate than girls’\textsuperscript{31}.

In other side, boys have faster motor skills development. Boys are generally more active than girls. This is certainly cultural and hormonal, but it may be neurological as well, because young girls’ brains seem to mature faster than those of young boys even before birth.

E. Conceptual Framework

Language is a form of communication, both spoken and written, that is based on a system of symbols. We need language to speak to others, listen to others, read, and write. Our language enables us to describe past events in detail.

\textsuperscript{30} Ibid.
\textsuperscript{31} Elizabeth B. Hurlock (1978), \textit{op.cit.171}
and to plan for the future. Language lets us pass down information from one generation to the next and to create a rich culture heritage.

To take communication, it’s not enough if we just understand the linguistics of language. But, we must have the ability how to use language appropriately and how to convey the information effectively. And in other word, it can be called as communicative competence. Communicative competence develops together with a person becomes older.

The development of communicative competence is one of language acquisition aspects. The one of thing that is being the attention is the differences at communicative competence development system because of gender difference. If the gender difference influences the language acquisition development of children, so the gender has to influence the communicative competence development.

Some of psychology researches showed that there is difference between girl and boy. The girl is inclined to communicate using the words faster than the boy. Physically, the girl is getting adult faster than the boy; and because of the intellectual aspects development depend on related physic structure development, it can be called that some of competences development are develop faster at the girl.
F. Hypothesis

Based on the conceptual framework, the writer formulates the hypothesis of this research as follows:

1. Null Hypothesis (Ho) = there is no correlation between the childrens’ gender and their communicative competence.

2. Alternative Hypothesis (Ha) = there is a correlation between the childrens’ gender and their communicative competence.
CHAPTER III
RESEARCH METHODOLOGY

A. Method of the Research

In writing this research, the writer used a survey method through correlational technique. She analyzed the research by using Phi Coefficient to know the result.

B. Place and Time of the Research

The research was conducted at Kumon Vila Nusa Indah Ruko Vila Nusa Indah 2, Blok W3 No.18 Gunung Putri, Bogor 16969. It was carried out from February – April 2011.

C. Population and Sample of the Research

The population of the study are the whole students either girls or boys who were 7-9 years of age at Kumon Villa Nusa Indah Bogor. The writer picked 5 couples girls and boys of every level of age (30 students) from 150 students of Kumon Villa Nusa Indah Bogor. It is 20% of the research population. Suharsimi has explained in his book, that:

_Selanjutnya, jika jumlah subjeknya besar dapat diambil antara 10-15% atau 20-25% atau lebih, tergantung setidak-tidaknya dari:

a. Kemampuan peneliti dilihat dari waktu, tenaga, dan dana._
b. *Sempit luasnya wilayah pengamatan dari setiap subjek, karena hal ini menyangkut banyak sedikitnya data.*

c. *Besar kecilnya resiko yang ditanggung peneliti. Untuk penelitian yang resikonya besar, tentu saja jika sampel besar, hasilnya akan lebih baik.*

So, because of the researcher’s time, fund, and power limitedness, she took 20% of the research population only.

**D. Variable of the Research**

There are two variable in this research:

1. Independent variable is the variable that influences another variable. In this research, the independent variable is gender of the children at Kumon Villa Nusa Indah Bogor.

2. Dependent variable is the variable that is influenced by another variable. In this research, the dependent variable is communicative competence (informative description) of children at Kumon Villa Nusa Indah Bogor.

**E. Instrument of the Research**

To collect the data, the writer used communicative competence test to measure the competence of understanding and producing the utterance communicatively.

---

F. The Technique of Data Collecting

At Kumon Vila Nusa Indah, there is English English (EE) program. This program is designed for the students that use the English as mother language everyday. The English English (EE) program consists of 18 levels; begin from 7A level until L level. At every level, the students were allowed to get communicative competence measure test. The researcher recorded the descriptions that were given by the students in communicative competence measure test and use it as the corpus of the research. She used this test as the corpus of the research because in this test some of children 7-9 years of age were asked to define daily vocabularies. Their communicative competence to convey the information effectively can be seen from every definition.

Data collecting was conducted with recording every student’s description and noting their identity. From collected data, the researcher chose the definition of things of two students that are same at the age but different at gender. Then, every definition was transcribed and grouped according to their age and gender. Then, the writer asked to the evaluator to give grade for every description.

The evaluator were asked to read the description and to grade how informative the descriptions are (on a scale 1-5; 1 being the least informative description and 5 being the most informative description).

The evaluator were chosen randomly and if they were not native speaker, they had to have ‘good’ level English competence at the least (see the example of questioner answer sheet below). The grade of English competence was submitted to the evaluator, in other words, they were asked to make certain about how good
of their English competence. English competence less than good were considered could influence the evaluator grade to the description at the questionnaire. The researcher didn’t use evaluator who had homogeneity English background, it caused that every one had different English background.

In this research, the evaluator profession was assumed wouldn’t influence their evaluation to the students’ description. Thus, the evaluator could come from various background included student, teacher, lecturer, worker, etc. It wasn’t limited on State Islamic University scope.

G. The Technique of Data Analysis

This analysis is to see whether there is correlation between children’s gender and their communicative competence.

In this analyze, the writer used Phi coefficient correlation formula.²

The formula is: \[ \phi = \frac{X^2}{N} \]

Note:

\( \phi \) = correlation coefficient between children’s gender and their communicative competence.

\( X^2 \) = the chi-squared statistic

\( N \) = the total number of observations

Significant critical value : 5% and 1%

Criteria: if $\emptyset > rt$ means there is correlation and $Ha$ is accepted, $Ho$ is rejected.

If $\emptyset < rt$ means there is no correlation and $Ha$ is rejected, $Ho$ is accepted.

$Ho$: there is no significant correlation between children’s gender and their communicative competence.

$Ha$: there is a significant correlation between children’s gender and their communicative competence.
A. Data Description

As mentioned in the previous chapter, to get the data, firstly the writer conducted the communicative competence test to the students of Kumon Vila Nusa Indah. The collected data from the students of Kumon are the description of 35 words by 47 students. In this thesis, the researcher used some words by some couples of students with different gender but in the same age. After collecting some words, the researcher got 20 words by 30 students that fulfilled the terms of the thesis necessity.

These words are: sun, cow, carrot, fish, rabbit, bee, banana, orange, cat, ear, ice cream, umbrella, chair, book, apple, bag, horse, elephant, star, and shoes. The description of every word above that was conveyed by the children would be followed by the evaluator’s evaluation. The evaluation of evaluators was used to account the value of description informativeness (communicative competence) of every children on a scale 1-5; 1 being the least informative description and 5 being the most informative description.

In this case, student’s gender is as independent variable (X) and student’s communicative competence is as dependent variable (Y). To know it, the writer gave communicative competence test to 30 students as a sample. The following table describes the result of test about student’s communicative competence.
Table 1.

Students’ Gender (Variable X) & Grades of Students’ Communicative Competence (Variable Y)

<table>
<thead>
<tr>
<th>N</th>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Girl</td>
<td>60</td>
</tr>
<tr>
<td>1.</td>
<td>Boy</td>
<td>68</td>
</tr>
<tr>
<td>3.</td>
<td>Girl</td>
<td>71</td>
</tr>
<tr>
<td>4.</td>
<td>Boy</td>
<td>73</td>
</tr>
<tr>
<td>5.</td>
<td>Girl</td>
<td>78</td>
</tr>
<tr>
<td>6.</td>
<td>Boy</td>
<td>72</td>
</tr>
<tr>
<td>7.</td>
<td>Girl</td>
<td>65</td>
</tr>
<tr>
<td>8.</td>
<td>Boy</td>
<td>60</td>
</tr>
<tr>
<td>9.</td>
<td>Girl</td>
<td>89</td>
</tr>
<tr>
<td>10.</td>
<td>Boy</td>
<td>83</td>
</tr>
<tr>
<td>11.</td>
<td>Girl</td>
<td>70</td>
</tr>
<tr>
<td>12.</td>
<td>Boy</td>
<td>70</td>
</tr>
<tr>
<td>13.</td>
<td>Girl</td>
<td>79</td>
</tr>
<tr>
<td>14.</td>
<td>Boy</td>
<td>59</td>
</tr>
<tr>
<td>15.</td>
<td>Girl</td>
<td>58</td>
</tr>
<tr>
<td>16.</td>
<td>Boy</td>
<td>62</td>
</tr>
<tr>
<td>17.</td>
<td>Girl</td>
<td>71</td>
</tr>
<tr>
<td>18.</td>
<td>Boy</td>
<td>64</td>
</tr>
</tbody>
</table>
From the table above, we can see the total grade from 30 respondents is 2013. And the mean is 67.1.

B. Data Analysis

The writer analyzed the data to see the correlation between student’s gender and their communicative competence by applying the formula of Phi Coefficient Correlation. In this case, both the students’ gender and students’ communicative competence are correlated by using Phi coefficient correlation.
Based on the data above, students’ communicative score were grouped into every gender. The data is described on the following table:

**Table 2.**

Students’ Communicative Competence Value According to Every Gender

<table>
<thead>
<tr>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>57</td>
</tr>
<tr>
<td>60</td>
<td>57</td>
</tr>
<tr>
<td>62</td>
<td>59</td>
</tr>
<tr>
<td>63</td>
<td>60</td>
</tr>
<tr>
<td>64</td>
<td>61</td>
</tr>
<tr>
<td>65</td>
<td>62</td>
</tr>
<tr>
<td>65</td>
<td>63</td>
</tr>
<tr>
<td>66</td>
<td>64</td>
</tr>
<tr>
<td>69</td>
<td>66</td>
</tr>
<tr>
<td>70</td>
<td>68</td>
</tr>
<tr>
<td>71</td>
<td>68</td>
</tr>
<tr>
<td>71</td>
<td>70</td>
</tr>
<tr>
<td>78</td>
<td>72</td>
</tr>
<tr>
<td>79</td>
<td>73</td>
</tr>
<tr>
<td>89</td>
<td>83</td>
</tr>
</tbody>
</table>
Criteria: if students’ communicative competence value < 67 means the student is not competent.

If students’ communicative competence value > 67 means the student is competent.

Girl: Competent  7 students
      Not competent  8 students

Boy: Competent  6 students
      Not competent  9 students

Then, the data is inputed on the following 2x2 contingency table:

Table 3.
Contingency Table of Data

<table>
<thead>
<tr>
<th></th>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Not Competent</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Based on the data above, the writer can count Pearson’s Chi-Squared test with the following formula\(^1\):

\[
x^2 = \frac{(f_0-f_t)^2}{f_t}
\]

\(^1\) http://eprints.undip.ac.id/6796/1/CHI-KUADRAT.pdf, accessed on October 21, 2011.
Then, it can make the table of Pearson’s Chi-Squared statistic:

**Table 4.**

The Table of Chi-Squared Statistic

<table>
<thead>
<tr>
<th>Sel</th>
<th>fo</th>
<th>ft</th>
<th>((f_0-f_t))</th>
<th>((f_0-f_t)^2)</th>
<th>(x^2 = \frac{(f_0-f_t)^2}{f_t})</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>6,5</td>
<td>-0,5</td>
<td>0,25</td>
<td>0,038462</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>8,5</td>
<td>0,5</td>
<td>0,25</td>
<td>0,029412</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>6,5</td>
<td>0,5</td>
<td>0,25</td>
<td>0,038462</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>8,5</td>
<td>-0,5</td>
<td>0,25</td>
<td>0,029412</td>
</tr>
<tr>
<td>total</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0,033937</td>
</tr>
</tbody>
</table>

Based on the table above, Pearson’s Chi-Squared statistic is:

\[
x^2 = \frac{(f_0-f_t)^2}{f_t}
\]

\[
x^2 = 0,033937
\]

Determining Chi-Squared distribution table in 1 degree of freedom and significance level 5% = 3.841 and level 1% = 6.635. Comparing the Chi-squared statistic with each values of the degree of significance, the result is 3.841 > 0.033937 < 6.635. It means there is no significant differences of communicative competence between girls and boys.
Then, the writer has to seek the correlation between childrens’ gender and their communicative competence by using formula Phi coefficient correlation as follow:

\[
\phi = \sqrt{\frac{X^2}{N}}
\]

\[
= \sqrt{\frac{0.033937}{30}}
\]

=0.033634

To know the correlation between variables in 5% and 1% significance, the writer used “r” table with df formula.

\[
df = N - nr
\]

df : degrees of freedom

N : total number of respondets

nr : number of variables (x and y)

df = N - nr \rightarrow df = 30 - 2 = 28 (“r” value consultation table)

df = 28

at the degree of significance of 5% = 0.361

at the degree of significance of 1% = 0.463
5% = 0 : rt = 0.033634 < 0.361

1% = 0 : rt = 0.033634 < 0.463

Phi (0) is smaller than r table obtained from the result of calculating, so Ha is rejected and Ho is accepted.

C. The Interpretation of Data

In this paper, the writer used the degree of significance of 5% and 1%. In the table of significance, df 5% = 0.361 and df 1% = 0.463 and comparing to with each values of the degree of significance, the result is 0.361 > 0.033634 < 0.463. According to the axplanation about the analysis of the result on the tables above, we can interpret that there is no significant correlation between childrens’ gender and their communicative competence.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data that have been collected from the test hypothesis and analysis, the writer concludes that there is no significant correlation between childrens’ gender and their communicative competence. It means that alternative hypothesis (Ha) of the research is rejected and null hypothesis (Ho) is accepted. In other words, there was no correlation between childrens’ gender and their communicative competence at Kumon Vila Nusa Indah.

At the last time, some researches indicated that there are some differences in the pattern of communicative competence development between girls and boys. These differences include some language aspects, for example commonly; the girls begin to talk earlier than the boys. But, based on the writer research at Kumon Vila Nusa Indah, the childrens’ gender did not influence their communicative competence. Perhaps, it is caused by the Kumon Method. The Kumon Method is an individualized learning method. The starting point for each Kumon student is determined individually. Students start with the level where they can attain a perfect score by studying on their own. So, all of students can develop their communicative competence release from their gender differences.
B. Suggestions

After the writer made conclusion, she tried to make suggestion especially to the teachers, the students, and the parents. There are some factors that influence the development of language acquisition of children, among of them are gender and age. When children become older, their language acquisition will also develop. Commonly, the girl’s development of language acquisition is faster than boy’s development of language acquisition. But, the parents shouldn’t let their children’s development of language acquisition without guidance, because it should influence their communicative competence. And also, as adult, we must lead the children around us to increase their potential according to their competence.

The writer is aware that so many things were not discussed in this study because of the limitedness of time and place. The other studies were still able to do to measure the influence of social economy class and intelligence on the development of communicative competence.

Besides that, this study’s result prevails to Kumon Vila Nusa Indah only. The same result has not sure to prevails to others children. The study with same approach can be done with using the other corpuses to know will these differences of communicative competence development prevail to other children. This study’s result is expected to interest another researcher to do the same study in order to study the influence of gender on the development of language acquisition.


Fidelina Laila, *Pengaruh Gender pada Perkembangan Kompetensi Komunikatif*, (Depok: Universitas Indonesia, 1995)


Santrock, John W. *Life-Span Development, Perkembangan Masa Hidup, ed ke-5*, (Jakarta: Erlangga, )
Vygotsky, L. S. *Thought and Language*, (Massachusetts: The M.I.T Press, 1962)


**WEBSITE**


Profile of Kumon

The Kumon Method that began from a father's love for his child is now available in 46 countries and regions with 4.23 million subject enrollments (as of March 2009). The Kumon Method has remained consistent for over fifty years and has been accepted in many countries despite differences in lifestyle, educational system, and culture. Kumon is an individualized method suitable for all ages. Placing great importance on the ability of each student, Kumon aims to foster and nurture each individual's character and learning potential. The first Kumon Center outside of Japan was set up in New York in 1974. Since then, Kumon Centers have spread to 46 different countries and regions.

1. Kumon’s Mission

By discovering the potential of each individual and developing his or her ability to the maximum, Kumon aims to foster sound, capable people and thus contributes to the global community.

2. Kumon’s Long Term Vision

Kumon wishes all people in all countries and regions in the world will have the opportunity to learn with the Kumon Method, and each individual in the world will be enthusiastically self-learning and making efforts towards realizing his or her goals and dreams.
3. Kumon’s Center Flow

The Kumon Method is an individualized learning method. The starting point for each Kumon student is determined individually. Students start with the level where they can attain a perfect score by studying on their own. The following are Kumon’s center flows:

a. Diagnostic test,
b. Go to Kumon enter twice a week,
c. The instructor support self learning,
d. The worksheets are completed by students independently, and
e. Enjoy doing homework daily.

Kumon Method has three program studies. They are Math Program, English English (EE) Program, and English Foreign Language (EFL) Program. Because of the sample of research were the students of English English Program, so the writer discussed about English English Program only. English English program for native speakers aims to improve student’s reading comprehension skills and nurture an interest in reading, which will enable them to read widely and with confidence. The EE Program begins by enriching student’s vocabulary and teaching basic reading skills. Students go on to learn about sentence structure, paragraph building, summarization and critical reading.
The below is organization structure of Kumon Vila Nusa Indah:

- **THE INSTRUCTURE** (Tyas Anggraini)
  - MATHEMATIC COORDINATOR (Annimatuz Zakdiyah) - 15 Assistants
  - ENGLISH COORDINATOR (Esther Katarina) - 3 Assistants
<table>
<thead>
<tr>
<th>Item</th>
<th>Responden (Gender: Girl and Boy)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G B G B G B G B G B G B G B G B G B G B G B G B G B G B G B G B G B G</td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>4 3 4 5 4 4 3 3 4 3 5 5 5 4 4 4 4 5 5 3 3 2 2 1 4 2 3 3 4 4 3 2 4 2 3</td>
<td></td>
</tr>
<tr>
<td>Cow</td>
<td>2 3 2 2 5 5 2 1 5 4 3 3 4 3 4 3 4 3 4 3 2 3 2 1 3 3 3 4 2 3 2 5 2 2 2</td>
<td></td>
</tr>
<tr>
<td>Carrot</td>
<td>3 3 5 3 4 2 2 2 5 2 4 2 3 2 2 2 4 3 3 2 3 3 3 4 4 4 2 1 2 3 3 3 4</td>
<td></td>
</tr>
<tr>
<td>Fish</td>
<td>2 2 2 2 3 5 1 2 2 4 4 5 2 3 5 4 4 2 3 2 2 3 4 2 2 4 3 3 1 3 3 4 3</td>
<td></td>
</tr>
<tr>
<td>Rabbit</td>
<td>3 5 5 5 4 2 5 2 5 3 5 3 5 3 2 3 2 5 3 4 3 5 4 3 2 4 2 3 1 5 2 4 3</td>
<td></td>
</tr>
<tr>
<td>Bee</td>
<td>3 3 5 5 5 4 3 5 4 5 2 5 4 3 3 3 4 2 3 3 4 4 2 4 3 4 5 3 4 3 4 3</td>
<td></td>
</tr>
<tr>
<td>Banana</td>
<td>5 3 3 3 4 4 5 5 5 5 5 5 4 5 5 4 3 2 4 5 5 5 3 4 4 3 4 5 3 4 3 4</td>
<td></td>
</tr>
<tr>
<td>Orange</td>
<td>2 5 5 5 5 5 3 2 4 4 4 3 4 3 2 3 4 4 3 2 2 2 4 5 2 2 2 3 3 4 3 4</td>
<td></td>
</tr>
<tr>
<td>Cat</td>
<td>5 4 2 5 4 5 3 5 5 5 5 5 5 4 4 2 2 5 5 2 4 4 5 3 3 3 5 4 3 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Ear ice cream</td>
<td>5 4 5 3 3 2 4 3 5 3 4 4 4 5 3 5 5 3 3 5 3 4 3 3 2 2 2 4 3 5 2 1 2 3 3</td>
<td></td>
</tr>
<tr>
<td>Umbrella</td>
<td>1 3 5 3 5 5 1 2 5 4 3 2 5 4 3 2 5 4 2 5 4 3 4 1 2 2 3 3 3 4 5 2 3 2 4 2</td>
<td></td>
</tr>
<tr>
<td>Chair</td>
<td>5 3 4 4 3 4 4 3 4 4 4 3 4 2 3 3 2 3 3 3 4 5 3 3 2 3 4 3 4 3 4 2 4 4</td>
<td></td>
</tr>
<tr>
<td>Book</td>
<td>3 4 1 2 2 3 3 4 5 3 4 4 5 2 3 3 5 3 3 4 2 3 5 2 3 3 4 5 3 2 3 4 5 3 2</td>
<td></td>
</tr>
<tr>
<td>Apple</td>
<td>5 2 3 3 4 4 3 3 4 4 4 3 4 3 3 4 4 4 2 3 3 4 4 3 3 3 4 2 2 3 3 4</td>
<td></td>
</tr>
<tr>
<td>Bag</td>
<td>1 1 4 3 4 2 3 5 4 3 3 4 3 1 3 5 2 3 2 3 1 3 5 3 2 1 4 3 3 3 3 2 3</td>
<td></td>
</tr>
<tr>
<td>Horse</td>
<td>3 2 4 5 3 2 2 2 3 3 3 2 2 1 2 3 2 3 3 4 5 3 2 2 2 3 4 2 3 2 3 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Elephant</td>
<td>5 5 3 2 5 5 5 3 4 4 2 4 4 4 4 5 5 3 4 3 5 2 3 2 5 5 4 3 2 5 5 3 2 4</td>
<td></td>
</tr>
<tr>
<td>Star</td>
<td>1 4 3 5 2 4 3 3 4 4 2 3 5 3 2 3 3 2 3 5 4 4 4 2 4 5 3 4 3 4 3 4</td>
<td></td>
</tr>
<tr>
<td>Shoes</td>
<td>2 5 4 3 5 3 4 3 5 5 3 4 5 2 2 4 2 2 3 2 4 4 5 2 5 4 3 1 3 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Skor total</td>
<td>60 68 71 73 78 72 65 60 89 83 70 70 79 59 58 62 71 64 63 63 64 66 69 57 65 68 66 61 62 57 67.1</td>
<td></td>
</tr>
</tbody>
</table>
The Transcribe of Children’s Informative Word Description

1. Wiyah
   My name is Wiyah. I’m eight years old.
   Wiyah: the sound is….the sound…
   Mrs. Ester: you can chance the description
   Wiyah: the sound is guggug
   Mrs. Ester: guggug, okey…
   Wiyah: it is eat a meat.
   Mrs. Ester: ooh, I see. It must be a dog. Isn’t it?
   Wiyah: yes.
   Mrs. Ester: okey, you can try another one.

   Wiyah: I am drink it.
   Mrs. Ester: drink. Okey, continue.
   Wiyah: ehm, ehm…
   Mrs. Ester: how about the taste?
   Wiyah: …..
   Mrs. Ester: okey, you can say pass if you want to pass. And miss lisa will give another picture. Do you want to pass?
   Wiyah: pass.
   Mrs. Ester: okey. That’s okey.

   Wiyah: the sound is mooo.
   Mrs. Ester: the sound is mooo. Okey.
   Wiyah: it is eat the grass.
   Mrs. Ester: it eats the grass. Ehm, okey, I got it. It must be a cow.
   Wiyah: yes.

   Wiyah: it is like running.
   Mrs. Ester: like to run. Okey, continue.
   Wiyah: and he lives in the forest.
   Mrs. Ester: he lives in the forest. Okey. Give one more sentence please.
   Wiyah: the sound is….ehm…
   M: is it barking? Is it hissing?
   W: the sound is hissing.
   M: hissing. Oh, that must be a snake. Wrong? What? okey, you can continue to another explanation.
   W: it is eat the grass.
   M: oow, I know, it must be a horse.
   W: yes.
   M: yes, good.

   M: okey, continue. And you can pass if you are not sure.
   W: pass. it is a thing in the bathroom.
   M: a thing in the bathroom. What for?
   W: this…
M: what do use for?
W: it has a bubble.
M: ehm, it has a bubble. Okey, it’s a bath. Is it a bath?
W: no.
M: no? it has bubble. Okey, I know it. It is a soap.
W: yes.

M: okey, one more sentence please. I’m not get it yet.
W: it is in the wash tafel.
M: is it a thing? Wastafel is thing?
W: is it a plug? No?okey, water.
W: no.
M: okey, continue.
W: he has a…
M: okey, you can find it in the thing. Ooh, okey, is it to dry your hand?
W: yes.
M: oow, I see. It is in thing. Is it a towel?
W: yes.

M: it is hearing.
M: it is something to hear. Okey, and then…. How many do you have?
W: two.

M: it is something to hear. It must be an ear.
W: yes.
M: yes? Okey.
W: it is to smell.
M: oow, okey. It something to smell. To smell and I only have one. Correct?
W: yes.
M: it is my nose.
W: yes.
M: okey. Enough. Thanks wiyah…

A: my name is akbar. I’m 9 years old. Ehmm…
M: what’s the food?
A: the grass.
M: the grass. Okey, Is it the food or animal?
A: ehm…
M: what else…apalagi yang akbar inget?
A: ehm…
M: is it big or small animal?
A: big.
M: how is the sound? What is the sound?
A: ehm…
M: good… enough…
A: okey.

3. Dyas

D: my name is Dyas.
M: how old are you?
D: nine.
M: okey.
D: ehmm…fat
M: fat, continue…
D: ehmm, white, brown
M: okey
D: ehmmm…
M: is it an animal? Plant? Or human?
D: animal.
M: animal!! Okay, continue.
D: ehmm.
M: where does the animal lives?
Where does he lives?
D: pass.
M: okay.

D: tall, pony tail, and fat.
M: is it animal? pony tail. Is it horse?
D: yes.
M: okay. Thank you.
    Yupz, another one.
D: white, and healthy, and smart.
M: smart. Is it also animal?
D: drink.
M: smart, white, drink. Is it a boy or an animal?
D: animal.
D: white, drink, and bisa bikin pinter.
M: make you smart. Oow, I see. Is it a cow?
D: no, it’sn’t.
M: no? an animal that makes you smart.
D: berasal dari binatang.
D: made of animal.
M: okay. Is it any flavor to that?
D: yes.
M: okay, I know. That’s must be milk.
D: yes.
M: okay.

D: white, clean the body, udah.
M: just that? Oh, miss butuh lagi…give description again.
D: ehmm..
M: where can you find it?
D: in the bathroom.
M: ooh, I see. In the bathroom. It has any smell? Smell good?
D: yes.
M: okay. It is soap.
D: yes.
M: okay. Thank you. You can say, smell good in the bathroom.

D: ehm, white, and hearing.
M: hearing. Okay. You wear hearing. Is it part of your body?
D: it is part of the face.
M: ooh, it is part of the face. And you wear for hearing.
D: yes.
M: ehm, it is ear.
D: yes.

D: it is a yellow, in the sky.
M: ehm, yellow thing in the sky. Okay. You find it in the afternoon or in the night time?
D: in the afternoon.
M: in the afternoon... okay, it must be the sun.
D: yes.

D: this is oval, and orange, and ehm...
M: oval, orange, is it fruit or animal?
D: this is fruit.
M: fruit. Okay. How is the taste?
What about the taste?
D: ahm, asem…
M: oh, it is asem. Sour.

D: yes, sour.
M: ehm, it is an orange.

D: this is a white.
M: heemh…
D: ear is long, and foot is long
M: foot is long. Ehm, is it has long feet and long ears. Is it an animal?
D: yes.
M: it is a rabbit.
D: no.
M: no, okay, continue.
D: white, nose is oval, foot is small
M: the legs are small. It is animal, the nose is oval. Okay. I have not get it.
Do you want to add some words or pass?
D: pass.
M: okay.

D: it is the pink, pillow and ….
M: pillow, and …ehm, you can find it in the bedroom?
D: yes.
M: it is a bed.

D: it is white, drink
M: white and drink. Okay, continue. What else. What else you can tell me.
D: white, drink, seperti mirror.
M: like a mirror.
D: yes.
M: is it snow?
D: no.
M: no?
D: pass.

D: the water. Breathe with insang.
M: is it a big animal?
D: yes.
M: And where you can find it? In the water, in the river or where?
D: ehm, in the water.
M: whale?
D: no.
M: okay. Animal in the water.
D: small animal.
M: small animal in the water. Is it a fish?
D: yes.
M: okay.

A: hi, my name is Andreas. I’m seven years old.

Ehm, this a big, has four leg and tail and has on the had ehm…hair
M: it is a human or an animal?
A: an animal
M: it is an animal with hair on the head, it is big, has four legs. It is a horse. Right?
A: yes
M: okay. That’s good.

A: it is emmm…
M: you can say only pass if you can explain that.
A: emmm…pass
It has a brush.
M: it has a brush. Okay, continue.
A: it is small.
M: it is small, has brush, what else?
A: emmm…
M: what this thing for? When you used it?
A: when in the bathroom.
M: in the bathroom, has brush. Toothbrush?
A: no.
Is it big or small? How is its smell?
Is smell good or smell bad?
A: smell good.
M: smell good. Ooww, and you use it in the bathroom? It has smell good. It must be soap.
A: yes.
M: okay.
A: it is left and right foot. Eh…..no
M: left and right tooth?
A: bukan, muka.
M: face.
A: yes, face.
M: part of face, and on left and right.
Cheek?
A: no.
M: no?
A: emmmm….
M: what is used for? is it to smell?
To see? Or what?
A: it is to listen.
M: oow, to do listening. It is ears.
A: yes.
A: it is face, smell.

M: oow, to smell. Part of the face to smell. It must be nose.
A: yes.
A: it is on the sky, color is yellow. It is circle.
It’s thing on the sky.
M: okay, sorry. Repeat.
A: it is on the sky.
M: in the sky. What is its shape?
Round, square, or circle.
A: circle.
M: oow, circle. When you can find it? Night time or morning time.
A: emm, morning time,
M: hemm, that must be sun. sun, sun…
A: it is ….bisa dilihat di mana-mana
M: you can find it anywhere.
A: this animal can you find it anywhere. this ehmm..has tail.
M: has tail. Okay. Is it a good or bad animal?
A: bad.
M: bad. Okay. Can you find it in your house?
A: no. find in the garbage.
M: oow..in the garbage. Is it fly?
A: no.
M: in the garbage. I can not fly.
A: it is walking.
M: it is walking? What else…
   It is enemy of…
A: it is enemy of mouse.
M: oow, cat..
   You can find it in the garbage…
hehehe…

A: it has four legs. An animal.
M: it has four legs and it is an
animal.
A: it has one tail. Big animal, this
animal has milk.
M: oow. I know. Because I like milk,
that must a cow.
A: yes.
M: okay, good. Thank you.

5. anya
A: my name is anya. I’m nine years
old.
M: okay.
A: it is animal. It eats grass and
ehmm..
M: animal eats grass. Okay. Is it big
or small animal?
A: big. Big animal.
M: and it eats grass. What the color,
anya?
A: ehm, brown and white.

M: big animal and eats grass. Is it
cow?
A: yes.
M: okay.
A: it is a drink.
M: it is a drink. Okay.
A: its color white and brown.
M: what’s the taste? Is it sweet,
sour?
A: it is sweet.
M: sweet. Kind of drink, sweet, and
the color is white or brown.
   Oow, I like the chocolate one.
Milk?
A: yes.
A: it is white. Use for bath.
M: you use it for taking bath?
A: it is in the bathroom.
M: there are toothbrush,…, or what?
A: ehmm…
M: is it smell good or smell bad…
A: smell good.
M: smell good…is it shampoo?
A: no
M: is it for taking a bath?
A: yes.
M: oow.. it must be a soap

A: it is for listen to the music.
M: listen to the music. Okay, continue.
A: left or right of head.
M: oow.. that is easy. That must be ears. Yes?
A: yes.
A: it is so hot, and it is on the…
M: it is hot?
A: it is on the …
M: when can you see it?
A: in the afternoon.
M: where you can find it?
A: in the sky.
M: in the sky? Oow, that is the sun
A: yes.
A: it is for sleep, soft,…
M: soft, and then…
You can try another picture.
A: it is in the water. It is for food.
M: it is for food, okay…
A: smell is…
M: smell bad or good?
A: smell bad.
M: small bad in the water. It is for food. Oow..is it animal anya?
A: yes.
M: it is fish.
A: yes.
A: it is animal. It has long trunk. It is big animal and has long tail.
M: long tail and long trunk. Haha…I know it…that is an elephant.
A: yes.

6. Josie
J: my name Josie. I’m 7 years old
M:milk, okay. what else? Milk, is it the plan? Animal?
J: animal
M: animal, milk. Haha…easy. Is it a cow?
J: yes
J: fast, has small ears
M: fast, has small ears, what else?
J: has hair
M: has hair, small, and fast. Animal, fast. Rats? No rats? What else?
What is the food?
J: grass
M: oow, the food is the grass, so..It is horse.
Continue.
J: cow.
M: cow?
J: drink.
J: yes
M: haha. Milk.

J: ehm...smooth bubbles.
M: smooth, bubbles, yes. Ehmm, where can you find it?
J: in...bathroom.
M: bathroom, in the bathroom. Ehmm, smooth, and bubbles. So it is soap.

J: listen.
M: listen, then, what else?
J: small.
M: ha?
J: small
M: small. Listen, small. Where is it?
J: in your face
M: in your face? Ehmm, I have. Part of face for listening. Okay, that is ears.
J: yes.

J: ehm, kiss
Apa?
M: is it to smell?
J: yes, to smell.

M: where is it?
J: in your face.
M: in your face, to smell. Nose.
J: yes
M: brightly, in the clouds.
M: brightly in the clouds. What else?
J: yellow.
M: what is
J: hot
M: hot. Okay, brightly, yellow, and hot. That is son
J: yes
M: finish. Thank you.

7. Icha
I: my name is icha. I am nine years old.
This is father of doggy. It eats bone. There are big animal and small animal.
M: big animal and small animal eat bone. Is it the dog?
I: yes.

I: it is a big animal. She...eh, it made milk.
M: oow, produce milk.
I: yes.
M: oow, it is a cow.
I: this is a big animal, it running fast.
M: big animal, running fast. Horse.

I: this is a drink. Kids always drink it.
M: kids always drink it. Haha, I like it too. It is milk.

I: this is for taking shower and its smell is good.
M: smell is good. Haha, it is shampoo.
I: no
M: please explain another one.
I: ehm...the shape is describable.
M: the shape is...sorry?
I: bermacam-macam
M: ehm, many kinds of the shape.
I: yes.
M: oow, many kind of shape. It must be soap.

I: this is for hear something.
M: hear something. Where is it?
Where is the location?
I: the location is in head.
M: hear something. It is ears.

I: this is so hot and very bright.
M: hot and very bright.
I: in the sky.
M: in the sky. It is sun.

I: this is ehh…
M: you can pass if you aren’t sure.
I: pass.

This is a fruit.
M: the fruit.
I: the color is red and green.
M: red and green. What the taste?
I: the taste is sweet and sour.
M: apple.

I: people always sleep in here and this is soft.
M: bed.

I: this is huge animal. It can be ridden by people.
M: it can be ridden
I: it can be ridden by people and has trunk.
M: elephant.

I: every body can sit in there. And it can be....
M: every body can sit there.
I: this is strong
I: wood
M: chair. Thank you.
8. Putri.
   P: My name is lucky. I'm nine years old.
   M: Louder, please.
   P: An animal can bark and keep the home.
   M: Okay, can guard the house. Dog.
   P: Animal that... can... louder, please.
   M: If you are not sure you can say pass.
   P: Pass.
   M: Drink, sometimes from the cow, and... louder, please.
   P: Drink from the cow. And how is the taste?
   M: Okay, that must be milk. Good.
   P: The taste is sweet.
   M: Any flavors? Flavors? Vanilla,....
   P: The taste is chocolate and strawberry.
   M: Pass.
   P: A thing from the space that shine.
   M: When?
   P: When night.
   M: When night time. It is moon.
   P: No
   M: No? What else?
   P: A clothes that we can wear after we finish take a bath.
   M: What the use of this clothes?
   P: To dry my body.
   M: Ohm, to dry your body, that is towel.
   P: A part of my body that can hear voice.
   M: A part of my body that can hear voice. Ears.
   P: A part of my body that... pass.
   M: Big thing that shine to the earth.
   P: On the space.
   M: On the space. Sun may be?
   P: Yes.
   M: Pass.
   P: The fruit, the taste is sweet. The color is sometimes green or red.
   M: Apple.
   P: A thing from the space that shine.
P: ehm, it is small.
M: it small one, ehm...it must be star.

P: an animal that can life in the water.
M: fish.
P: yes.
M: thank you.

D: my name is dava. I’m seven years old.
Dari mana? Lamp?
Pass.
It is vegetables.
M: vegetables. What the color?
D: orange
M: what is the taste?
D: the taste is good
M: the taste is good? Ehm..that must be carrot?
D: yes.

D: dibawa apa? Go to school.
Bentuknya..
M: it is big or small?
D: small.
M: what can you put inside?
D: book…
M: book, what else?
D: pencil, sharpener.
D: apa ya? Warnanya taunya? Apa ya? Shoes. In the school. The color is brown,
M: the color is brown, where?
Make’nya di mana?
D: yak an tadi udah in the school.
M: how many?
D: how many? How many days in the weeks?
M: hahahaha…..

Ehm, you use it on the head? Or on the hand?
D: on the leg.
M: ooh, on the leg. You go to school and you wear it on the leg. I see it is a sock.
D: no. it is shoes.
M: shoes.

D: in a rain. The color is orange.
M: is it umbrella?
D: yes.

D: the taste is good.
M: the taste is good. Okay.
D: it is cold.
M: it is cold.

Okay. Do you like it dava?
D: yes.
M: does miss lisa like it?
D: no. you don’t like it.
M: this is had any flavor? Chocolate, vanilla?
D: yes.
M: so it must be ice cream. Miss lisa like it.

H: it is small animal.
M: is it the enemy of the cat?
H: no. it is has a wing. It has a honey.
M: oow. It is a bee.
H: yes.
H: it is thick.
M: louder.
H: it is thick.
M: thick. It is thick. Okay, what else?
H: it has…it is orange. It is vegetables.
M: it’s vegetables. Color is orange.
H: it is rabbit.
M: oow, rabbit like to eat it. It is carrot.

H: it like mouse. It’s black and white. It likes carrot.
M: is it also vegetable? Vegetable or fruit?
H: it is animal.
M: hemm, it is animal. Rabbit.
H: yes.
H: it is animal. It is green. It has long trunk.
M: long what? Long nose, long leg,…

10. Zahra
Z: my name is Zahra. I’m seven years old.

It is orange..

11. Hanun
H: my name is hanun. I’m eight years old.

It’s red. it’s pretty, grill.
M: is it a toy Hanun?
H: Pass.

This is animal.
M: it is animal, okay. Is it big or small animal?
H: ehm, pass

H: it is square.
M: do you find it in the house?
H: in the school
M: in the school. Is it windows?
H: no
M: what can you keep inside?
H: ehm, pencil, book.
M: oow, that is bag. School bag.

12. salwa

S: my name is salwa. I’m eight years old.

That is animal. The animal is making honey. A lot of honey.
M: oow, that is a bee.
S: yes.
M: you can only say pass if you are not sure.
S: pass.

That is vegetable. The color is orange. And rabbit love to eat that.
M: is it vegetable or fruit?
S: vegetable
M: that is carrot.
S: yes

S: that is animal. The animal has long ears.
M: long ears. Okay.

S: and the animal is jumping.
M: jumping. What is the food of this animal?
S: carrot.
M: that is rabbit.
S: yes.
S: that… pass.

It has… sorry, pass
This, that, it is for to write. And has an eraser in the top.
M: pencil.
S: yes.

I wear it on the feet.
M: sorry.
S: I wear it on the feet.
M: what is the color?
S: brown and black.
M: oow, it is shoes.
S: yes.

Its taste is good. It’s cold.
M: are there any flavors? Chocolate?
S: yes.
M: another?
S: strawberry, vanilla.
M: all of you like it?
S: yes
M: it is ice cream.

13. Timothy

T: my name is timothy. I’m eight.
This is animal. It is cat. It eats cat.
M: the enemy this is enemy?
T: yes, it has four leg, one head.
M: how sound? if you can not explain, you can say pass.
T: pass.

T: it is a drink, and...
M: any color?
T: any color is chocolate, strawberry, and vanilla
M: okay, milk.
T: yes.
   It’s circle, his color is yellow.
M: the color is yellow. When can you find it?
T: I find it at morning, and... and... and... and what...
M: when can you see it? In the morning or in the night?
T: in the morning and afternoon.
M: in the morning and afternoon.
   Where is it? Anywhere? Or in up?
T: in up
M: up where? Sky?
T: yes.
M: oow, it is sun.
T: it is a fruit. The color is yellow.
M: what is the taste?
T: the taste is ..... 
M: sweet or sour?
T: sweet. I can eat it.
M: is it orange?
T: no, it is yellow.
M: Who is like it? What kind of animal likes to eat it?
T: the animal that likes to eat banana is....
M: hemm....
T: I can sit it...ehm, ehm...ehm...
M: you can say only pass if you are not sure.
T: pass.

14. atika
A: the color is yellow. It is in the sky.
And it likes the earth.
M: where can you find it? Is in the sky? Or...
A: I can see it in the sky. I can see it in the day, in the morning until..
M: it is sun.

A: it is red. The tail is little bit of lofty. It is a carnivore. And it lives in the jungle. And it is ehm... kalo termasuk dari binatang kelompok anjing itu gimana?
It is an animal like dog but it lives in the jungle and it is carnivore.
M: I see that is fox.

15. eky

E: my name is Eky. I’m nine years old.

It is a fruit. The color can be green and red.
M: what is the taste?
E: The taste is sweet.
M: oow, I know, it is apple.

E: it is fruit. The taste is sweet. The color is yellow. The fruit is eaten by monkey.
M: that is banana

E: it is an animal. It lives in water. Size can be long and short.
It can big and small.
M: can you eat it?
E: yes, I can eat.
M: I think this is a fish.
E: yes

E: it is an animal. It eats meat. Its color is orange. There was scratch red on his body.
M: can you make this animal be your pet?
E: no
M: it has sharp nail?
E: yes.
M: is it tiger?
E: it is a thing that we can read. It will be thick and thin.
M: when you can bring it?
E: every time.
M: what is the shape? Square or…
E: rectangle.
M: ehm, you can read something in.
   It must be a book.
E: yes.

16. fatur

F: my name is fatur. I’m seven years old.

Cirri-cirinya apa ya?
M: is it animal or Vegetable?
F: bite sharp.
M: is it animal or vegetable?
F: animal.
M: where you can find it?
F: binatangnya ya?
   Eh, kertas apa ya?
M: paper.
F: thick paper.
M: what is the shape?
F: the shape is rectangle.
M: when you bring it? When you go to school?
F: eh, jangan yang ini deh.

F: the color is orange.
M: vegetable or animal?
F: vegetable.
M: do you like to eat it?
F: yes
M: what is the taste?
F: good. Good.
M: what kind of animal that likes to eat it?
F: I like chicken. Have tail. Have eyes.

Sirip bahasa inggrisnya apa?
M: where it can live? In the ground or in the water?
F: in the water.
M: in the water?
F: animal.
M: can you eat it?
F: yes
   It is fish.

F: it is rectangle. Eh, kok rectangle lagi. Bukan, bukan yang ini.
M: can you drive it?
Do you have it? It is vehicle?
F: I have two car. One motor. Motor apa ya motor? Oh, I have one motor cycle.

17. atika
a: my name is atika. I’m nine years old.
Ehm… people use it when it was rain.

M: what is the shape?
A: the shape is has a stick.
M: I know it. That is an umbrella.
A: people use it to eat. It was ….ehm, aduuh…

18. dyas.
D: my name is dyas. I’m seven.
M: what do you see?
D: what do you see? Fruit.
M: what is the color?
D: Its color…color is green.
M: what is the taste?
D: the taste is good.
M: do you like it?
D: yes. Apple.
D: the color is yellow. The taste is good.
M: the fruit that the color is yellow. And the taste is good. Ehm, it’s banana.

D: Its color is orange. The taste is good. The shape is circle. The color is yellow. In the sky.

M: when you see?
D: is morning
M: is it sun?
D: yes

D: the color is blue.
M: what kind of this? Is it fruit or animal?
D: it is animal. Is in the water.
M: the animal in the water. Can you eat this animal?
D: yes
M: oow, I see. It is fish.
D: yes.

Z: hello, my name is Zahra. I’m seven years old.

This is circle. It is yellow. Di siang hari, di pagi hari.

M: in the morning.
Z: I see it in the morning.
M: it is cold or hot?

Z: it is cold or hot…
M: is it in the sky?
Z: yes
M: is it the sun?
Z: yes.

Z: it is yellow
M: what kind of this? animal or fruit?
Z: it is fruit.
M: is it banana?
Z: yes.

Z: it is orange. It is has rabbit. It is vegetable.
M: ehm, vegetable, orange. Oow, is it carrot?
Z: yes.

Z: it is long. It is animal. It is brown.

Ehmm…..
M: is it snake?
Z: yes.

19. Zahra

Z: hello, my name is Zahra. I’m seven years old.

Z: in the morning.
Z: I see it in the morning.
M: it is cold or hot?

20. mimah.

Mi: my name is mimah. I’m seven years old.

Mi: in English. It is animal.
Gug…gug…
M: is it the dog?
21. rana
r: my name is rana. I’m nine years old.
It’s a fruit. The color is orange.
M: what is the shape?
R: shape? The shape is circle.
M: ehm, is it an orange?
R: yes.
R: it lives in the river.
M: in the river. What kind of this?
R: it is an animal.
Eat this animal.
M: is it a fish?
R: yes.
R: the tail, it eats a fish.
M: animal?
R: yes.
M: I think that is a cat.

22. hana
h: my name is hana. I’m eight years old.

23. kia
k: my name is kia. I’m eight years old.
It’s fruit. It’s sweet. And the color can green and red.
M: green and red. Apple?
K: yes.
It is animal. The animal can swimming.
M: where can you see this animal?
K: in the sea.
M: can you see it in the river?
K: yes.
M: can you eat this animal?
K: yes.
M: what is its smell? Good or bad?
K: good.
M: good? It has any color?
K: it can orange, yellow, red.
M: hemm, it is beautiful animal.
Haha.. I see. That animal can swimming in the sea and the river?
K: yes.
M: it’s fish.
K: it can cleaning the body.
M: can cleaning the body?
K: it has smell good.
M: when do you use it?
K: I can see it in the bathroom.
M: that can clean the body, has smell good, in the bathroom. That’s soap.
K: yes.
M: continue.
K: it is in the face.
M: what for?
M: is it for hear, or smell, or see?
K: it is for smell
M: the thing for smell. Ehm, that is nose.
K: it is animal
M: that is animal.
K: it can running
M: it can running? What is the sound?
K: gug, gug, gug...
M: that is dog
K: yes
K: it is animal. It eats fish.
M: it eats fish? What sound?
K: miauw..miauw..
M: miauw...miauw...
Is it the mouse’s enemy?
K: yes. Cat.
K: it’s food. It’s sweet. And the color is brown.
M: sweet. What the shape?
K: square.
M: ehm, food, brown, sweet, square.
Can you give the sample of the name of this food?
K: like “silverqueen”
M: is it chocolate?
K: yes.
K: it’s sweet. It’s food. It’s cold. And the color can brown, white, and pink.
M: is it hot or cold?
K: cold.
M: food, cold, brown, white, chocolate, pink.
Is it ice cream?
K: yes.
K: it’s toy. It can …the color can red, blue, yellow, and green. It can long or short.
M: long or short. The boy or the grill that use it.
K: the grill.
M: is it beautiful?
K: yes.
M: ooh.. yes, that is dress.
K: it is vegetable. The color is orange.
M: what is the taste?
K: the taste is good.
M: is it long or short?
K: long.
M: is there animal that often eat this vegetable?
K: rabbit.
M: rabbit likes to eat this vegetable. And it is orange. Carrot.
K: yes.
M: thanks.

24. rani
r: my name is rani. My year is eight years old.

It is…we can see this thing every morning, afternoon, and evening.
M: where is it?
R: it is in the sky. It has light.
M: what the shape?
R: the shape is circle.
M: it is cold or hot?
R: it is hot.
M: hot. So, what is the color?
R: the color is yellow
M: hemm, it’s circle, hot, yellow, and in the sky. I see. It is the sun.
R: yes.

R: it is a fruit.
M: yes, a fruit.
R: the color is orange. Its shape is circle.
M: what the taste of this fruit?
R: ehm…
M: is it fresh and sweet?
R: yes.
M: yes, I see. That is orange.

R: it is rectangle. It has a road.
M: how many?
R: for roads. It has a door and window.
M: how many windows? It has many windows?
R: yes
M: is it for private or for public?
R: public.
M: how often you see this vehicle.
R: every I’m going to school.
M: everyday you go to school by this vehicle?
R: no. I see this.
M: oow, I see it. It is bus.
R: it shape is rectangle. There is story in a paper
M: can you read it?
R: yes.
M: do you often bring this thing to school?
R: everyday,
M: everyday? It is rectangle. Is it thick or thin?
R: ehm, thick.
M: is it a book?
R: yes.
M: okay thank you Ranny.

25. Faiz
F: my name is Faiz. I'm 9 years old. The colour is chocolate (brown). It is for sit the shape is rectangle.
M: heemm it is for sit...yes...it is chair. Yes?
F: yes. The colour is red, orange, and blue. For reading, the shape is rectangle.
M: ehm, when you bring it? When you bring these things?
F: pass
F: the colour is red. It is for eat...the shape is circle.
M: circle, red, ehm...it is fruit or...
F: fruit.
M: ehm, red, fruit, circle...is it stowberry? No?
F: no.
M: it is sweet or sour?
F: sweet
M: hemm...it is apple. Yes?
F: yes.
F: the colour is yellow. It is for see. The shape is circle
M: when do you see this thing?
F: at night
M: the shape? It is big or small?
F: small
M: you can see it at night, the colour is yellow. Heeemmm it is star.
F: yes.
F: the colour is gray. It is for school. The shape is rectangle.
M: okey. You can use it. What for?
F: to bring book, pencil, and eraser.
M: it is bag. Right.
F: it is gray. It is big.
M: it is fruit or animal.
F: animal.
M: it is animal, big, the colour is gray. Heemm, what is the food of this animal?
F: hemmm...
M: okay. Do this animal has big ears, long nose?
F: yes.
M: it must be elephant.
F: the colour is brown, it is medium for...
M: it is animal?
F: yes, the colour is brown.
M: what the food of this animal?
F: ehm, the food is the grass and it is for “delman”
M: for delman? Yes? It must be horse.
F: yes. It is black and gray. It is for feet.
M: where do you use it? On feet, on your hand, or on your...
F: on feet.
M: it is shoes? Yes?
26. Eva (8 years)
E: my name is Eva. I'm 8 years old.
This is an animal. It eats carrot and...
M: the colour?
E: the colour is black and white.
M: animal eats carrot. How about its ear? It has long ear or long nose
E: it has long ears and short nose
M: i know, that is rabbit.
E: this is an animal. It likes honey and...
M: this animal flying or swimming?
E: the animal is flying.
M: the animal likes honey, flying, is it bird? No?
E: no
M: how about the colour?
E: the colour is orange and black.
M: it is bee. It must be bee.
E: yes
M: good
E: it is food. It is a fruit.
M: fruit. How about the taste?
E: the taste is sweet and sour. The colour is yellow.
M: yellow, fruit, sweet, and sour. Ehmm, how about the shape? Is it rectangle or circle?
E: rectangle.
M: rectangle? Circle may be.
E: i dont know.
M: is the shape like a moon?
E: yes.
M: it must be banana.
E: yes. It is a fruit. The colour is orange. It's sweet and sour. The shape is circle.
M: that's orange. Do you like it?
E: yes. It is an animal, It eats fish.
M: an animal eats fish.
E: the colour is black and chocolate.
M: how about the sound? Cook a dooldle?
E: no.
M: miaw miaw?
E: yes.
M: heemm, that must be cat. Cat is look funny.
E: it is....ehmm,we can hear.
M: you can hear.
E: we can be hearing music, we can hearing ringing bell
M: ehm, where do you find it? On your foot? On your hand?
E: on my face.
M: your face? How many?
E: two
M: for hearing. Hearing music...himm, that is ear.
E: it is a food
M: himm food. How about the taste?
E: the taste is sweet and the colour is chocolate and blue.
M: ehm, any flavour? Strawerry may be?
E: yes, strawerry.
M: it is hot or...
E: it is cool
M: that is food. Heemmm, i’m hungry now. Where can you buy this food?
E: at the mall
M: how about the shape?
E: the shape is...like a triangle.
M: what is it? Do you know? It is cool. Yes?
E: yes.
M: himm, it must be ice cream.
Finish. Thank you.
27. Andre
A: my name is Andre. I’m 9 years old.
This is a thing, you can take this because it’s rain.
M: rain. I can use it when rain, yes?
A: yes.
M: what the colour
A: ehm...
M: many colour?
A: yes. Ehm, orange, yellow, green, and blue.
M: it is long or short?
A: ehm, sometime short and long sometime.
M: is it umbrella?
A: yes. This is a thing. You can sit on this thing. It has 4 legs
M: has 4 legs and you can sit on this thing.
A: yes.
M: bed?
A: the colour is brown.
M: from wood, yes?
A: yes.
M: it’s chair
A: yes. This is a thing. You can read this thing. The colour is red, orange and blue.
M: you can read it?
A: yes.
M: can i write on this thing?
A: yes.
M: oh, i know. That is book.
A: yes.
A: this is a fruit. The fruit’s colour is red. It is circle. The taste is sour.
M: any colour other red?
A: yes, red and green.
M: the fruit, red, and green...sour. is it sweet too?
A: yes.
M: hem, that’s apple.
A: yes.
M: is it moon? No?
A: no.
M: is it big or small?
A: big
M: what is the shape?
A: ehm...
M: what is the colour?
A: yellow and white.
M: star may be?
A: yes.
A: this is a thing in the sky. It’s in the night. Can flash.
M: is it moon? No?
A: no.
M: is it big or small?
A: big
M: what is the shape?
A: ehm...
M: what is the colour?
A: yellow and white.
M: star may be?
A: yes.
A: this is a thing and in this thing you can put a book, pencil, and eraser.
M: when will you bring this thing?
A: you can bring this thing to go to the school...
M: ehm, i know that is bag.
A: it is an animal. It’s big. It has big ears and long nose. It has a tale.
M: what is the food of this animal?
A: fruit and grass.
M: grass?
A: yes.
M: what is its colour?
A: the colour is gray.
M: big, has big ears, long nose, and gray. Eats grass and fruit. Ehm...it must be elephant.
A: it is an animal. It has 4 legs, it has hair. It ha a tale.
M: what is the sound of this animal?
A: ooh...i don’t know. I know but i can’t sound it.
M: it is noo problem. You can try it.
A: hihihi...
M: oh, i know that is horse.
A: yes..
A: this thing, you can take this before you go to the school. It’s small. You can bring it to school or what....it can black, gray, and white.
M: what for?
A: ehm, for walking.
M: where can i use it? On my hand or on my....
A: on your legs.
M: oohh, i know that is shoes.
A: yes.

28. Putri
P: my name is putri. My years is 8 years old.
P: animal, carrot.
M: the animal that eats carrot. Yes?
P: yes. It has long ears.
M: ooh, the animal has long ears. Hemm, i see. That is rabbit
P: yes
P: white
M: what else. is it animal?
P: yes.
M: an animal
P: can fly.
M: hemm, an animal that can fly.
P: honey.
M: hem, honey. This animal likes honey or this animal has so many honey.
P: has so many honey.
M: is it bee?
P: yes.
P: it is fruit. Long.
M: fruit, long. How about the taste? Is it sweet?
P: yes.
M: are there any animal that likes to eat this fruit? What kind of animal that like to eat this animal?
P: monkey.
M: monkey? Ehm, i know that is banana.
P: orange.
M: is it fruit?
P: yes.
M: what is the shape of this fruit?
P: round
M: and how about the taste?
P: sweet.
M: hemm, fruit, orange, round, sweet.
M: what is the shape of this fruit?
P: round
M: that is orange.
P: that is an animal.
M: what is this animal food? What do this animal eat?
P: fish.
M: oh, this animal eats fish. How about the sound?
P: miaw, miaw.
M: oh, miaw miaw...that is cat.
P: ehm.....ehm...
M: you can say pass if you don’t know this picture. Is it fruit? No?
P: food.
M: do you like this food?
P: yes. sweet
M: are there any flavor? What flavor do you like?
P: chocolate.
M: food, sweet, and chocolate. Is it chocolate?
P: no.
M: hem...is it hot or cold?
P: cold.
M: food, cold, chocolate, and sweet.
Is it ice cream?
P: yes...

29. Azan
A: my name is Azan. I’m 8 years old.
   It has long ears and it has four legs.
M: is it animal?
A: yes.
M: what is the food of this animal?
A: the food of this animal is fruit.
M: what is kind of this fruit?
A: ehm, carrot.
M: oh, i know that is rabbit.
A: it has the wing. And he has the...
M: what...this animal can give you what?
A: honey.
M: what is the colour of this animal?
A: orange.
M: What other colour? Just orange?
A: black.
M: hemm, orange and black, yes? Is it bee?
A: yes.
A: the colour is yellow. It is a fruit.
M: what the taste of this food? Sweet or sour.
A: sweet.
M: is it an orange? No
A: no. The colour is yellow.
M: the shape is long or circle?
A: long
M: what is the animal that likes to eat this fruit?
A: monkey.
M: hemm, that is banana.
A: that is orange. and the taste is sweet.
M: orange, the taste is sweet. Is it food or fruit?
A: fruit.
M: oh, fruit. What is the shape?
A: round.
M: round. Do you like to eat this fruit?
A: yes.
M: ahaa...i thing i like to eat this fruit too. That is orange.
A: yes.
A: it has a tale, for leg.
M: is it an animal?
A: yes.
M: what the food of this animal?
A: it likes to eat fish.
M: animal eats fish, has tale, four legs. Hemm, what is the sound of this animal?
A: miaw miaw..
M: woow, that is cat. Yes?
A: yes. No, it is kitty.
M: oow, kitty is same with cat.
A: haaa..
M: is it animal too?
A: no. It is for hearing.
M: where do you can find it? On your head? On your leg?
A: on my face.
M: ooh, i see. That is ear.
A: it has a cone.
M: is it food? Yes?
A: yes.
M: do you like this food?
A: yes. The taste is sweet.
M: food, cone, sweet. Is it hot or cold?
A: cold.
M: any flavor of this food? Do you like vanilla, strawberry, chocolate?
A: chocolate.
M: waah, i see. It is ice cream?
A: yes.m:
M: okay, finish. Thank you.

30. Shelly
S: hello.. my name is Shelly. I’m 8 years old.
This is an animal. It has long ears. This has 4 legs.
M: what is the food of this animal? Grass? Fish?
S: no
M: long nose?
S: no.
M: carrot?
S: yes.
M: oh, this animal eats carrot. I think that is rabbit.
S: yes.
S: this can fly
M: ehm, can fly? What is the colour?
S: yellow and black
M: ehm, yellow and black, can fly. What kind of thing that you can take from this animal? Honey?
S: yes.
M: is it bee?
S: yes.
M: what is this? Is it animal?
S: no.
M: food?
S: yes
M: what kind of food? Fruit or...
S: fruit.
M: what is the colour of this food?
S: yellow
M: yellow? What is the taste of this fruit? Is it sweet or sour?
S: sweet.
M: what is the shape of this fruit? Is it circle, or long, or rectangle? What is the shape? Long?
S: yes.
M: what is the animal that like to eat this fruit?
S: monkey.
M: wow..monkey...hemm, is it banana?
S: yes.
S: it is fruit.
M: what is the colour?
S: orange.
M: is it sweet or sour? Do you like to eat this fruit?
S: no.
M: what is the shape of this fruit? Is it circle?
S: yes.
M: hemm, this fruit, orange, sweet, and sour, the shape is circle. Is it orange?
S: yes.

S: this is animal.
M: oh, animal. What is the shape of this animal?
S: fish.
M: this animal eats fish. How many leg of this animal?
S: four.
M: what is the soound of this animal?
S: miaw miaw.
M: miaw miaw?
S: yes
M: is it eat?
S: yes
M: what is this? An animal?
S: no
M: what kind of this? Can you use itu?
S: pass.
M: what is this? You can eat this?
S: yes
M: is it fruit?
S: no. It is food.
M: what is the flavour? What is your favourite flavour? Strawbery, vanilla, or what?
S: chocolate.
M: is it chocolate?
S: no.
M: is it hot or cold?
S: cold
M: it has cone?
S: yes
M: is it ice cream?
S: yes
M: okay.
31. Vina
V: my name is Vina. I’m 8 years old.
This is an animal. This animal eats carrot. It has long ears.
M: is it rabbit, yes?
V: yes.
Ehm...
M: is this animal too?
V: yes.
M: what does this animal give to you?
V: pass.
M: is it still the animal?
V: it is fruit.
M: oh, fruit. what is the colour of this fruit?
V: yellow.
M: hemm, what kind of animal that like to this fruit?
V: pass.
V: the colour is orange.
M: what the taste of this fruit? Sweet or sour? Hemm, do you like this fruit?
V: yes.
M: is it sweet? Yes? what the shape of this fruit?
V: circle.
M: is it orange? Yes?
V: yes.
M: what do you see?
V: animal.
M: what the sound of this animal?
V: miaw miaw.
M: that is cat. Yes?
V: yes.
M: is it animal or food? Or another thing? What for? Where can you find this thing?
V: it is two.
M: what is the use of this thing? Is to smell?
V: no.
M: is it to hear?
V: yes.
M: it is ear.
M: what is that? Food?
V: yes.
M: what is your favourite flavor? Is it sweet or cold?
V: cold.
M: do you like this food?
V: yes.
M: is it ice cream? Yes?
V: yes.

32. Ina
I: hello. My name is ina. I'm 7 years old.

An animal in the water.
M: this animal can swim.
I: yes. This animal can swim.
M: is it fish?
I: yes.
I: this is an animal.
M: what is the sound of this animal?
This animal has leg? Has tale?
I: yes.
M: what is the food of this animal?
This animal eats fish? This animal eats fruit?
I: no.
M: so... eat grass?
I: no. It eats meat.
M: hemm, what the sound of this animal? Miaw miaw?
I: no.
M: hauuumm.
I: yes
M: what is the colour of this animal?
I: orange.
M: another colour?
I: black.
M: orange and black. Is it tiger?
I: yes.
I: this an animal. Big nose.
M: is this big animal or small animal?
I: big animal.
M: how about the ear? Big or small?
I: small.
M: what is the food of this animal?
Eats carrot?
I: no.
M: eats meat?
I: no
M: it has long nose, big ears. Yes?
I: no
M: how about the colour?
I: white and black.
M: what kind of thing that can this animal give to you Ina?
I: water.
M: water?
I: milk.
M: it is cow.
I: yes.
M: is it animal too?
I: no.
M: is it fruit?
I: no
M: you can say pass.
I: pass
I: it is an animal...
M: it has four legs?
I: yes.
M: what is the food of this animal?
Grass?
I: no
M: meat
I: yes.
M: what is the sound of this animal?
I: ehmm
M: gug gug gug?
I: yes
M: it is dog.
I: yes

I: this is food
M: how about the flavour? Sweet?
I: yes
M: how about the colour?
I: orange.
M: this fruit or food?
I: fruit.
M: ina like this fruit?
I: yes
M: is this orange?
I: no.
M: how about this shape? Is this round, or short, or long?
I: long
M: what kind of animal that eats this? Animal that eats this, what?
I: rabbit.
M: hemm...this is carrot.
I: yes.
I: this is long
M: what for? Do you to write?
I: to write.
M: is it pencil?

33. Rizky (9 years)
R: my age is 9 years. The thing is colourfull.
M: what kind of colour?
R: the colour is green, orange, yellow, and blue.
M: okay. What is the use of this thing?
R: i can use when it is raining.
M: raining, colourful. What is the shape?
R: the shape is...
M: round, circle?
R: circle.
M: is it umbrella?
R: yes.
R: it has been made from wood. The colour is brown.
M: is it the animal?
R: no
M: fruit?
R: no. It is a thing.
M: what can you use it?
R: for sitting
M: ahaa, that is a chair.
R: yes.
R: the colour is red, orange and blue.
It has many papers in it. It is used to reading.
M: for reading. Ehmm, where can you bring it?
R: at home an to school.
M: what is the shape of this thing?
R: the shape is square.
M: square? Aha, I know that is book.

R: the colour is red. The shape is circle. It is a fruit. And in the center of this fruit is a leave.
M: on this fruit. Do you like this fruit?
R: yes.
M: how about this taste?
R: the taste is sweet.
M: is it apple?
R: yes.

R: the colour is yellow. It can shine.
M: where can you find this thing?
R: i can find this thing in the sky.
M: yellow, can shine. And how about the shape?
R: the shape is ...
M: it is big or small?
R: big.
M: when can you find it?
R: in the night.
M: hem, that is star.

R: when I go to school.
M: it is bag?
R: yes

R: the colour is gray. This is an animal.
M: what is the food of this animal?
R: the food of this animal is grass. Pass.

R: the colour is brown. It can be used to ride by people. It has tale. Pass.

R: the colour is gray and black. It is used to walk. We can bring it to home and to school.
M: it is shoes?
R: yes.

34. Aisya (8 years)
A: my name is Aisya. I’m 8 years old.

It is an animal. It has long ears.
M: what is the food of this animal?
A: carrot.
M: It is funny animal. do you like this animal?
A: yes.
M: this animal can jump?
A: yes.
M: it is rabbit, isn’t it?
A: yes.
A: it is an animal. This animal can fly.
M: what is the colour of this animal?
A: yellow and black.
M: what is the thing that this animal can give to you?
A: honey.
M: that is bee?
A: yes.
A: it is a fruit. The colour is yellow.
M: what is the shape of this fruit? It is circle?
A: it is long.
M: what is the animal that like to eat this fruit?
A: monkey.
M: hem, it is banana?
A: yes.
A: this is fruit. The colour is orange.
M: orange, fruit. Do you like to eat this fruit?
A: yes.
M: how about the taste?
A: yummy.
M: yummy... sweet, yes?
A: yes.
M: ehm, the shape of this fruit is circle?
A: yes.
M: is it orange?
A: yes.
A: this is an animal. It is very cute.
The colour is yellow and black.
M: what is the colour of this animal?
A: yellow and black.
M: what is the sound of this animal?
Cook a doodle doo?
A: no. Miaw miaw.
M: miaw miaw?
A: yes.
M: that is cat.
A: yes.
A: that is part of the body.
M: what can you use it? It is to hear?
To see?
A: no.
M: for hearing?
A: yes.
M: how many do you have this?
A: two.
M: that is ear?
A: yes.
A: this is for eat. The colour is green and yellow.
M: how about the taste?
A: heemm yummy.
M: it is food?
A: yes.
M: it is hot or cold?
A: cold.
M: what is your favourite flavour?
Chocolate? Strawbery?
A: chocolate.
M: It has a cone?
A: yes
M: is it ice cream?
A: yes.

35. Joshia (9 years)
J: my name is joshia. I’m 9 years old.

36. Audry (9 years)
A: my name is audry. I’m 9 years old. This is a thing.
M: when do you use this thing?
A: i use this thing when it is raining.
M: what is the shape of this thing?
A: round. It is colourful.
A: i can use this thing when i’m sitting.
M: what is the colour of this thing?
A: the colour is brown.
M: this thing is made from wood?
A: yes.
M: you can use this thing for sitting, it is brown, it is made from wood. It is chair?
A: yes.
A: i can use this thing when i read or write.
M: what is the shape?
A: square.
M: it can use to read or write. When you will bring this thing?
A: when i go to school.
M: it is book, yes?
A: yes
A: i can use this thing when i eat.
M: can you eat this thing?
A: yes
M: what kind of this thing?
A: it is fruit.
M: what is the shape of this fruit?
A: round.
M: what is the colour of this fruit?
A: red.
M: do you like to eat this fruit?
A: yes.
M: how about the taste?
A: good.
M: are there any colour other red?
A: no.
M: is it strawbery?
A: no
M: is it apple?
A: yes.

A: the thing is...
M: it is still fruit?
A: yes.

M: what is the colour of this fruit?
A: the colour is yellow.
M: oh, yellow. Do you like to eat that fruit too?
A: no.
M: are there any animal that like to eat this fruit?
A: i dont know.
M: you can say pass if you can’t discribe this picture.
A: pass
A: i use this thing when i go to school.
M: what for?
A: to bring book.
M: just book?
A: no, there are pencils, eraser.
M: is this colorful?
A: It is gray.
M: hem, to bring book, pencil, and eraser. Is this bag?
A: yes.

A: it is an animal. It is big.

M: it is big animal. What is the colour of this animal?
A: the colour is gray.
M: how about its ear, nose?
A: it has big ear.
M: hem, big animal, gray, has big ears. Do this animal has long nose?
A: yes.
M: how many leg of this animal?
A: four.
M: what is the food of this animal?
A: grass.
M: it is elephant?
A: yes.
A: it is animal. The colour is brown.
It has four legs.
M: what is the food of this animal?
A: grass.
M: what is the sound?
A: heeee...it is difficult.
A: this thing i bring when go to school.
M: where do you use it?
A: on foot.
M: you use it on your foot, go to the school. That is shoes.
A: yes.

37. Asoka
A: hi...my name is asoka. It is animal in the water. I can eat this animal.
M: is it fish?
A: yes.

A: it is animal.
M: it has four legs?
A: yes. This animal has four legs. Hehehehe...

M: Hemm, how about the taste? Is this sweet? Sour? Are there another colour?
W: just red.
M: do you like to eat this ruit?
W: yes.
M: how about the shape?
W: ehhh, circle.
M: is it an apple? Yes?
W: yes.

M: it is animal. No?
W: no. It is a thing. You can write on this thing.
M: You can read, write on this thing. What is the colour? Brown? It has four legs?
W: no.
M: when can you bring this thing?
W: to school.
M: can you write on this thing?
W: yes.
M: you can write on this thing, you bring to go to school. It is bag?
W: yes.

M: hem.,what is this?it is animal?
W: no, it is fruit.
W: what the colour of this animal?
W: red.
W: it is an animal. The colour is brown.
M: do you often see this animal?
W: yes.
M: this animal has hair?
W: yes.
M: what is the food of this animal?
W: grass.
M: is it a horse?
W: yes.
M: thank you wildan?

39. Avi 8 years
A: hello. My name is avi. I’m 8 years old.
M: is it animal?
A: yes.
M: what is the food of this animal?
A: carrot. It has long ears.
M: hemm, animal, has long ears, eat the carrot. That is rabbit.
A: yes.
M: is this animal?
M: is it bee?
A: yes.

M: how about the taste?
I: sweet. And it is yellow.
M: how about the shape?
I: it is long.
M: is it banana?
I: yes.
I: it is fruit. Orange.
M: how about the taste?
I: sweet.
M: irene like to eat this fruit?
I: yes.
M: is it an orange?
I: yes.
I: this is animal. It is funny.
M: what is the food of this animal?
I: fish
M: how about the sound is?
I: miauw miauw.
M: that is cat.
I: it is food.
M: do you like this food?
I: yes.
M: it is so delicious. Yes?
I: yes.
M: is it hot or cold?
I: cold.

I: it is fruit.

40. Avi (8 years)
A: my name is Avi.
M: how old you are?
A: 8 years. It is animal, long ears, and eats carrot.
M: what is the colour of this animal?
A: black and white.
M: is it rabbit?
A: yes.
A: animal can fly and give honey.
M: oh, i see that is bee.
A: it is fruit.
M: how about the colour?
A: yellow.
M: how about the taste?
A: sweet.
M: how about the shape?
A: long.
M: what is the animal that like to eat this fruit?
A: monkey.
M: is it banana?
A: yes.
A: it is fruit. The colour is orange.
M: woow, orange...that is so fresh.
What is the shape?
A: it is round.
M: how about the taste?
A: sweet and sour.
M: is it orange?
A: yes.
A: it is animal
M: animal?
A: yes, it is cute animal.
M: cute animal? Woow..how about the sound?
A: miaw.. M: do you like this animal?
A: yes.
M: what is the food of this animal?
A: fish.
M: fish..woow..cute animal. How about the colour?
A: it is colourful?
M: colorful. Is it cat?
A: right.
M: is it small animal?
A: no. It is par of body.
M: what can you do with this part of body? What is the use of this?
A: for....pass.
A: nyummy...
M: is it still animal?
A: no, it is food.
M: do you like to eat this food?
A: yes. It is cold.
M: cold. What is your favourite flavor? Strawbery, vanilla, chocolate.
A: bubble.
M: that is ice cream?
A: yes.
BIODATA

PERSONAL DETAILS

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<tr>
<td>Full Name:</td>
<td>Nailis Sa’adah</td>
</tr>
<tr>
<td>Place, Date of Birth:</td>
<td>Pati, April 25th, 1986</td>
</tr>
<tr>
<td>Sex:</td>
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</tr>
<tr>
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<td>Watching movie, listening to the music, and reading</td>
</tr>
<tr>
<td>Address:</td>
<td>Jl. Kemang Selatan XII no.16 Cipete Cilandak Selatan</td>
</tr>
<tr>
<td></td>
<td>Jakarta Selatan (12410)</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:lissaa_java@yahoo.com">lissaa_java@yahoo.com</a></td>
</tr>
<tr>
<td>FaceBook:</td>
<td><a href="mailto:lissaa_java@yahoo.com">lissaa_java@yahoo.com</a></td>
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EDUCATIONAL BACKGROUND

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<td>2001—2003</td>
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<td>Pati, Central Java</td>
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<tr>
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<td>Improving Skill Class</td>
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<tr>
<td></td>
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<td>Ciputat Tangerang, Banten</td>
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</table>
WORKING EXPERIENCE

2007 - 2010  PBNU (International Conference of Islamic Scholar)
             Staff of Secretariat  Kramat Raya Central Jakarta

2006-2008  Al-Bayan Kindergarten
           Teacher  Ciputat Tangerang, Banten

ORGANIZATION EXPERIENCE

2010-2015  Religion Department of Central Board of Fatayat NU Indonesia

2004-2007  HIQMA UIN Syarif Hidayatullah Jakarta

2002 - 2003  Language Department of OSIS at MA Mathali’ul Falah Pati Central Java

1999 – 2000  Treasurer of OSIS at SLTP N 1 Margoyoso Pati Central Java

1995 – 1998  Pramuka Siaga and Penggalang at SDN 01 Cebolek Kidul Margoyoso Pati Central Java
 CHAPTER I

INTRODUCTION

Language is quintessentially human. We use spoken language every day, face-to-face, as a means of communication and written language allows us to record and hold on to our history across generations. Language allows us to express innumerable ideas, describe events, tell stories, recite poems, buy, sell, or bargain in markets, administer legal systems, make political speeches, and do the myriad other activities that make up the societies we live in. It allows us to coordinate what we do with others, relay information, find out answers, and carry out every day activities. However, the people commonly don’t think that using language is a very complex competence. Using language seems usual because a baby will grow together with his language competence development although nobody teaches him. A baby begins produce a sound that can be identified as a word since he at 1-1, 5 years of age. This one word of utterance will increase to two words and finally it increase to be complex sentence toward 4 or 5 years of age.

Getting adult, we use language as if unthinkingly. When we want to convey something, we produce the sound that is language at that time. If we really reflect on it, we will feel that the language using is the reflection of the only human’s competence. Based on statement above, there are two important aspects, first, the acquisition how a person especially the children are getting language. Second, the application, it means using language by an adult normally.
Language acquisition describes a process where the children are being the first user of their language. This process can be described as a learning process how to convey their opinion, so it can be understood, or it is called ‘learning how to mean’. To convey the opinion is not easy for children (sometimes for the adult also). The difficulties are caused by some matters, among of them is know absolutely nothing about grammatical structure or limited vocabularies. In the book The Language and Thought of the Child, Piaget suggested another case why the children have difficulties to convey their opinion informatively. He suggested that it’s caused by the children egocentric.

The egocentric describes about a person disability to understand his interlocutor’s point of view. Generally, we can find this behavior at the children that is caused by the children preference to consider all of people in the world have same perception with them or in other word ‘overestimate’ of shared knowledge between him and the audience. The egocentric will decrease in accordance with the children become older. The decrease of egocentric causes the increasing of the ability to consider the audience’s point of view. So, the ability to convey the information effectively will increase too. According to Krauss and Glucksberg in “The Development of Communicative Competence as a Function of Age.” Child Development it was called as ‘communicative competence’. We can conclude, therefore, communicative competence expand in accordance with the person become older. It needs the ability to produce the utterance at certain form and situation which are able to convey the speaker’s ideas to the audience.
The development of communicative competence is one of language acquisition aspects. The one of thing that is being the attention is the differences at communicative competence development system because of gender difference. Some of psychology researches showed that there is difference between girl and boy. The girl is inclined to communicate using the words faster than the boy. Physically, the girl is getting adult faster than the boy; and because of the intellectual aspects development depend on related physic structure development, it can be called that some of competences development are develop faster at the girl. At these researches, it can be expected that the development of communicative competence at the boy is different with the development of communicative competence at the girl.

Based on the background of study above, it can be assumed that the children communicative competence development is closely related with gender difference factor. The study is focused on searching empiric evidences effort related to the correlation between the childrens’ gender and their communicative competence at Kumon Vila Nusa Indah Bogor. The communicative competence in this study is specified on the children competence to convey the information (description) effectively at communicative competence measuring test at Kumon Vila Nusa Indah Bogor.

The formulation of problem in this paper is formulated as follows “Is there significant correlation between the children’s gender and their communicative competence at Kumon Vila Nusa Indah?”.
Generally, the study result is expected to be able to enrich the knowledge at psycholinguistic. In social point of view, the study is also expected to give an input to the parents in order to be more understand about their children’s development that have same age with the children at Kumon Villa Nusa Indah Bogor.
CHAPTER II

In analyzing the data, the writer uses some theories. Such as: language development of children, the egocentricity of children, and communicative competence.

A. Language Development of Children

When babies were born, they were crying. This birth cry is their reaction for the transition of condition and their discomfort. This cry is their first communication to the world.

1. The Language Acquisition Stages of Children

The development of language acquisition can be divided into some stages. This division is based on age. The first year is paralinguistic stage, because before age one, most of children has not said one word anymore. This stage includes 3-10 months at around. The paralinguistic stage is divided to cooing stage and babbling stage. Cooing stage is the stage where the very young baby utters far more vowels than consonants and the sound that is like velar sounds /k/ and /g/. This stage persists at 3-6 months of age. When the baby gets 8-11 months of age, he goes in to the next step, is babbling stage. The main characteristic of this stage is the syllable reduplication, for example babababa, dadadada, or mamamama. The sound produced by baby in this period can be called as the sound play.

The paralinguistic stage is followed by the holophrastic stage. This stage persists at 12-18 months of age. In this stage, the children begin to use the same string of sounds repeatedly to mean the same thing. By this time,
children have learned that sounds are related to meanings, and they are producing their first words. Most children seem to go through the one word = one sentence stage. These one-word “sentences” are called holophrastic sentence (from holo “complete” or “undivided” and phrase “phrase” or “sentence”) because the one word that is uttered by children can be a phrase. For example, the word [Pu] for “cat” can have the meaning ‘look, a cat’, ‘there’s a cat,’ or the question ‘is that a cat?’ Phonologically, the children first words were generally monosyllabic with a CV (consonant-vowel) form; the vowel part may be diphthongal, depending on the language being acquired.

After the holophrastic stage, the children enter to the next stage, is the two-word stage. This stage is begun at the age around month 18th up to month 20th. In this stage, the children begin to put two words together.

When the children begin to produce more than two words, they begin to enter into the next step, is telegraphic speech stage. The characteristic of speech in this stage is longer than two word speeches; consist of morpheme-morpheme lexical and the function words (grammatical morphemes) such as to, the, can, is, and so on are missing; only the words that carry the main message—the open-class content words—occur.

2. The Growth of Vocabulary

The children vocabularies grow rapidly after the first year of age. At the last of age 1, generally, a child can use 10 words. At the second year, the children vocabularies grow about 300 words. It is estimated that the average first grader knows between 20,000 and 24,000 words, or 5 to 6 percent of the
words in a standard dictionary. The sixth grader knows approximately 50,000 words, and the child entering high school about 80,000 words, or 22 percent of the words in a standard dictionary.

3. The Acquisition of Concept

The concept, according to Vygotsky, is an active part of the intellectual process, constantly engaged in serving communication, understanding, and problem-solving. It also can be explained as one thing that has the correlation with another thing. There is no understood concept without understanding its relationship with another concept. For example; if the one is asked to explain the word ‘tomato’, he will explain that tomato is a fruit that has red color, fresh, and can be eaten. To understand these explanations, we had to have the understanding for the concept ‘fruit’, ‘red’, ‘eat’, ‘fresh’, etc.

Generally, the children’s concepts are formed by his everyday experience, while the adult’s concepts are referred to principles and definition. It can be said that the child’s concepts have the idiosyncratic meaning and the focus is the special event which correlates with the word.

B. The Egocentricity of Children

Most of the young child’s speech is egocentric. Hurlock has explained that in egocentric speech, the children make no attempt to exchange ideas or to pay attention to the other person’s point of view. In other word, the egocentric speech is monologue and there is no real communication present.

Firstly, the egocentric theory was introduced by Piaget. According to him, the egocentricity is the characteristic of the children at 2 until 7 –year-old. After 7
year-old, the egocentricity will decrease. This egocentric theory refers to two factors:

a. The children are not able to differentiate their viewpoint with their environment and the people around them.

b. The children inclination to consider that the world is revolving around them.

It caused children aren’t able to understand the point of view of other people. The children are unaware that the people point of view is influenced by the position of that people to things. The child assumed that what he sees is same with the other sees.

C. Communicative Competence

The term of communicative competence was introduced by Hymes. He explained that to take communication, it’s not enough if we just understand the linguistics of language. But, we must have the ability how to use language appropriately. Explaining what communicative competence definition, Gleason and Ratner described, “Communicative competence is the ability to use language appropriately and strategically in social context. That is, it involves knowing what, where, how, and with whom one should communicate.” Canale and Swain (1980) defined communicative competence in terms of four components:

1. Grammatical competence: words and rules
2. Sociolinguistic competence: appropriateness
3. Discourse competence: cohesion and coherence
2. The Development of Communicative Competence of Children

Every child is different in the stage of language acquisition development, it includes the ability to communicate effectively. Actually, acquiring communicative competence is difficult, but children have some help. There are a number ways families and schools contribute to the acquisition process. Furthermore, children’s knowledge and their efforts to learn about communication also facilitate their communicative development.

D. Gender

Sally Wehmeier had described the definition of gender in Oxford Advanced Learner’s Dictionary. According to him, gender is fact of being male or female. And although “gender” is popularly used interchangeably with “sex”, actually, social scientists distinguish between sex differences and gender differences. If sex differences refers to biological differences between males and females, so gender differences refers to culturally imposed differences in the roles and behavior of males and females.

Based on the description above, the gender is classified into two aspects. These two aspects are gender identity and gender role. Gender identity is sense to be male or female, which is gotten by most of children at three years of age. In other words, gender identity is how a person identifies him/her self in terms of their gender. It is not necessarily based on the person's sexual orientation. Gender
identity may be male or female, or neither. Meanwhile, gender role is set of expectation that prescribes how male and female should think, act, and feel. It refers to the attitudes and behaviors that classify a person's stereotypical identity, e.g. women cook and clean, men fix cars, women make good nurses, men make good mechanics, etc.

Some researchers in psychology have observed that generally, boys lag behind girls in language acquisition. Boys and girls grow up in different worlds of talk (parents, siblings, peers, teachers, and others talk with boys and girls differently). Girls begin to talk at earlier age than boys. At every age, boys’ sentences are shorter and less grammatically correct, their vocabularies are smaller, and their pronunciations are less accurate than girls’. In other side, boys have faster motor skills development. Boys are generally more active than girls. This is certainly cultural and hormonal, but it may be neurological as well, because young girls’ brains seem to mature faster than those of young boys even before birth.

E. Conceptual Framework

Language is a form of communication, both spoken and written, that is based on a system of symbols. We need language to speak to others, listen to others, read, and write. Our language enables us to describe past events in detail and to plan for the future. Language lets us pass down information from one generation to the next and to create a rich culture heritage.
To take communication, it’s not enough if we just understand the linguistics of language. But, we must have the ability how to use language appropriately and how to convey the information effectively. And in other word, it can be called as communicative competence. Communicative competence develops together with a person becomes older.

The development of communicative competence is one of language acquisition aspects. The one of thing that is being the attention is the differences at communicative competence development system because of gender difference. If the gender difference influences the language acquisition development of children, so the gender has to influence the communicative competence development.

F. Hypothesis

Based on the conceptual framework, the writer formulates the hypothesis of this research as follows:

1. Null Hypothesis (Ho) = there is no correlation between the childrens’ gender and their communicative competence.

2. Alternative Hypothesis (Ha) = there is a correlation between the childrens’ gender and their communicative competence.
CHAPTER III
RESEARCH METHODOLOGY

In writing this research, the writer used a survey method through correlational technique. She analyzed the research by using Phi Coefficient to know the result. The research was conducted at Kumon Vila Nusa Indah Ruko Vila Nusa Indah 2, Blok W3 No.18 Gunung Putri, Bogor 16969. It was carried out from February – April 2011.

The population of the study are the whole students either girls or boys who were 7-9 years of age at Kumon Villa Nusa Indah Bogor. The writer picked 5 couples girls and boys of every level of age (30 students) from 150 students of Kumon Villa Nusa Indah Bogor.

There are two variable in this research:

1. The independent variable is gender of the children at Kumon Villa Nusa Indah Bogor.

2. The dependent variable is communicative competence (informative description) of children at Kumon Villa Nusa Indah Bogor.

To collect the data, the writer used communicative competence test to measure the competence of understanding and producing the utterance communicatively. The researcher recorded the descriptions that were given by the students in communicative competence measure test and use it as the corpus of the research. She used this test as the corpus of the research because in this test
some of children 7-9 years of age were asked to define daily vocabularies. Their communicative competence to convey the information effectively can be seen from every definition.

Then, every definition was transcribed and grouped according to their age and gender. The writer asked to the evaluator to give grade for every description. The evaluator were asked to read the description and to grade how informative the descriptions are (on a scale 1-5; 1 being the least informative description and 5 being the most informative description). The evaluator were chosen randomly and if they were not native speaker, they had to have ‘good’ level English competence at the least.

In this analyze, the writer used Phi coefficient correlation formula to see whether there is correlation between childrens’ gender and their communicative competence.

The formula is: \[ \phi = \sqrt{\frac{X^2}{N}} \]

Note:

\[ \phi \] = correlation coefficient between children’s gender and their communicative competence.

\[ X^2 \] = the chi-squared statistic

\[ N \] = the total number of observations

Significant critical value : 5% and 1%

Criteria: if \[ \phi > rt \] means there is correlation and Ha is accepted, Ho is rejected.
If \[ \phi < rt \] means there is no correlation and Ha is rejected, Ho is accepted.
CHAPTER IV

RESEARCH FINDING

A. Data Description

The collected data from the students of Kumon are the description of 35 words by 47 students. In this thesis, the researcher used some words by some couples of students with different gender but in the same age. After collecting some words, the researcher got 20 words by 30 students that fulfilled the terms of the thesis necessity.

In this case, student’s gender is as independent variable (X) and student’s communicative competence is as dependent variable (Y). The following table describes the result of test about student’s communicative competence:

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From the table above, we can see the total grade from 30 respondents is 2013. And the mean is 67.1.

**B. Data Analysis**

The writer analyzed the data to see the correlation between student’s gender and their communicative competence by applying the formula of Phi Coefficient Correlation. Based on the data above, students’ communicative score were grouped into every gender. The data is described on the following table:

<table>
<thead>
<tr>
<th></th>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>57</td>
<td></td>
</tr>
</tbody>
</table>

N=30 2013
Mean 67.1
Criteria: if students’ communicative competence value < 67 means the student is not competent.
If students’ communicative competence value > 67 means the student is competent.

Girl: Competent 7 students
Not competent 8 students

Boy: Competent 6 students
Not competent 9 students

Then, the data is inputed on the following 2x2 contingency table:

<table>
<thead>
<tr>
<th></th>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Not Competent</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>
Based on the data above, the writer can count Pearson’s Chi-Squared test with the following formula:

\[ x^2 = \frac{(f_0 - f_t)^2}{f_t} \]

Then, it can make the table of Pearson’s Chi-Squared statistic:

<table>
<thead>
<tr>
<th>Sel</th>
<th>fo</th>
<th>ft</th>
<th>(f₀−fₜ)</th>
<th>(f₀−fₜ)²</th>
<th>( x^2 ) = ( \frac{(f₀−fₜ)^2}{f_t} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>6.5</td>
<td>-0.5</td>
<td>0.25</td>
<td>0.038462</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>8.5</td>
<td>0.5</td>
<td>0.25</td>
<td>0.029412</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>6.5</td>
<td>0.5</td>
<td>0.25</td>
<td>0.038462</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>8.5</td>
<td>-0.5</td>
<td>0.25</td>
<td>0.029412</td>
</tr>
<tr>
<td>total</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td></td>
<td>0.033937</td>
</tr>
</tbody>
</table>

Based on the table above, Pearson’s Chi-Squared statistic is:

\[ x^2 = \frac{(f_0 - f_t)^2}{f_t} \]

\[ x^2 = 0.033937 \]

Determining Chi-Squared distribution table in 1 degree of freedom and significance level 5% = 3.841 and level 1% = 6.635. Comparing the Chi-squared statistic with each values of the degree of significance, the result is 3.841 > 0.033937 < 6.635. It means there is no significant differences of communicative competence between girls and boys.
Then, the writer has to seek the correlation between childrens’ gender and their communicative competence by using formula Phi coefficient correlation as follow:

$$\phi = \sqrt{\frac{X^2}{N}}$$

$$= \sqrt{\frac{0.033937}{30}}$$

$$= 0.033634$$

C. The Interpretation of Data

In this paper, the writer used the degree of significance of 5% and 1%. In the table of significance, df 5% = 0.361 and df 1% = 0.463 and comparing to with each values of the degree of significance, the result is 0.361 > 0.033634 < 0.463. According to the explanation about the analysis of the result on the tables above, we can interpret that there is no significant correlation between childrens’ gender and their communicative competence.
A. Conclusions

Based on the data that have been collected from the test hypothesis and analysis, the writer concludes that there is no significant correlation between children’s gender and their communicative competence. It means that alternative hypothesis (Ha) of the research is rejected and null hypothesis (Ho) is accepted. In other words, there was no correlation between children’s gender and their communicative competence at Kumon Vila Nusa Indah.

B. Suggestions

After the writer made conclusion, she tried to make suggestion especially to the teachers, the students, and the parents. There are some factors that influence the development of language acquisition of children, among of them are gender and age. When children become older, their language acquisition will also develop. Commonly, the girl’s development of language acquisition is faster than boy’s development of language acquisition. But, the parents shouldn’t let their children’s development of language acquisition without guidance, because it should influence their communicative competence.

The writer is aware that so many things were not discussed in this study because of the limitedness of time and place. The other studies were still able to
do. Besides that, this study’s result prevails to Kumon Vila Nusa Indah only. The same result has not sure to prevails to others children. The study with same approach can be done with using the other corpuses to know will these differences of communicative competence development prevail to other children. This study’s result is expected to interest another researcher to do the same study in order to study the influence of gender on the development of language acquisition.