SYNTACTIC AND SEMANTIC CHARACTERIZATIONS OF INFANT UTTERANCES: THE CASE OF BEN IN "DADDY DAY CARE" FILM

THESIS

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THE STATE ISLAMIC UNIVERSITY OF MALANG

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THESIS

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APPROVAL SHEET

This thesis is to certify that the Sarjana's thesis of Fitriyatus Sholichah entittled **Syntactic and Semantic Characterizations of Infant Utterances: The Case of Ben in "Daddy Day Care" Film** has been approved by the thesis advisor for further approval by the Board of Examiners.

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MOTTO

قُلْ لَوْكَانَ ٱلْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّى لَنَفِدَ ٱلْبَحْرُ قَبْلَ اَنْ

تَنْفَدَ كَلِمَاتُ رَبِّى وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا. (الكهف:109)

"Say, 'if the sea were ink for (writing) the words of my Lord,
the sea would be exhausted before the words of my Lord were
exhausted, even if we brought the like of it as a supplement".
(Al Kahfi: 109)

*Words are not crystal, transparent, and unchanged:
they are the skin of living thoughts and may vary greatly
in color and content according to the circumstances and
time in which they are used.*
(Oliver Wendell Holmes)

DEDICATION

This thesis is proudly dedicated to:

My beloved parents,

H. Abdul Wachid Yasin & Hj. Isti'anah

Thanks for the everlasting love, endless prayers, and invaluable sacrifices.

All my beloved brothers and sisters,

Tahliliyatul Aslichah, S.Pd.

Mutikatus Sholichah, S.Pd.

Taufiqur Rohman, S.E.

Amilatus Sholichah, S.Pd.

Irnawatus Sholichah, S.Pd.

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Abdullah Fawaid

Thanks for always giving me love, spirit, and support.

My beloved husband,

Ir. Mochammad Haris Bachtiar

Thanks for always being beside me.

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ABSTRACT

Language is a fundamental instrument for communication and interaction. Those functions however are only found if the speakers are able to convey the ideas and messages to the hearers successfully. In relation to children's language, it is a long-standing and interesting topic to be discussed. Since the children language development topic has attracted many linguists and psychologists from a certain century, it appears many things in line with the children language in later time. Children's utterances have their own characteristics and uniqueness both in syntactic and semantic features. The problem statements which are carried out are: (1) What are the syntactic characterizations of infant utterances in some conversations of Ben (a 4 year old child) as found in "Daddy Day Care" film? and (2) What are the semantic characterizations of infant utterances in some conversations of Ben (a 4 year old child) as found in "Daddy Day Care" film?

To answer those two problems, the researcher studied the utterances of a child aged 4 year old in a certain film. Here, Ben as an exemplar case of the children utterances. The type of this research is embedded single case study focusing on the description of the syntactic and semantic characterization of infant utterances. The data of this research are the "Daddy Day Care" film itself and the utterances of the movie players especially Ben's utterances which become the main data. The example of syntactic and semantic characterizations of children utterances in early multi-word stage analysis given by Adrian Akmajian is very useful during the process of this research data analysis.

The findings shows that there are 8 syntactic characterizations which are: yes/no question, wh-question, negation sentence, subject+prepositional phrase, one/two constituents, noun phrase, verb phrase, and noun phrase+verb phrase. And there are 18 semantic characterizations whicha are: question (*confirmation/clarification, request/expectations, request/imperatives*, and *information request*), negation (*denial* and *rejection)*, location, request/imperatives, attribution, plurality, greeting, information, protest, ascertainment, replying greeting, appreciation, regretting, and justification.

Referring to the result of this research, the researcher expects all people who have academic or science purpose to study more about the children language development. The researcher also expects the parents who have a child in early age to understand more their children language. Children often fail in uttering words or sentences they actually intend to. In contrast, parents also often fail in understanding their children utterances.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, problem statements, objectives of the study, originality and significance of the study, and operational definition of the key terms.

A. Background of the Study

Human grows and learns through communication. Language, in such context, is the most perfect way to communicate. That is why "Language is fundamentally an instrument of communication. People talk as a way of conveying ideas to others-of getting than to grasp new facts, answer questions, register promises, and so forth. A language has not only a structure but also a function to which that structure is put".[1]

Children acquire and learn language from birth and it will gradually develop. Children learn language behavior quite early in life, and verbal behavior is, of all behavior probably the most resistant to the effects of sentility, drugs, and abnormal mental states. To be sure, language behavior has its complexity, but this is mostly because it is an aggregiation of numerous simple things. The phases of child language development also have traditionally attracted most attention of linguists, psychologists, and educators

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[1] Herbert H. Clark and Eve V. Clark, *Psychology and Language: an Introduction to Psycholinguistics*, Washington, D.C.: Harcout Brace Jovanovich, Inc, 1977, pp 7

because of the complexity of language and the apparent ease and swiftness of learning.[2]

There are theoretical approaches to child language acquisition. Each theory emphasize on certain aspects of language acquisition. The theories are therefore, still competing and debatable. The theories in brief and as follows: First, *the Cognitive theory* of Jean Piaget. A child first becomes aware of a concept, such as relative size, and only afterward do they acquire the words and patterns to convey that concept.

Second, *the behaviorist's point of view* by B. F. Skinner. "The child is endowed at birth with general learning abilities nut not with any language-specific knowledge, linguistic behavior is molded (externally reinforced) by adult speakers (a child 'learning' a language is corrected when *wrong* and rewarded when *right*) and imitation plays an important role".[3] In other words, children do imitate adults and learn by imitating and repeating what they hear.

Third, directly opposed to the behaviorist point of view is the theory proposed by Noam Chomsky the *innateness of certain linguistic features*. "Chomsky argues that language acquisition cannot be accounted for without positing a linguistically specific system of principles and parameters that every healthy child is genetically endowed by Universal Grammar (UG) and Language Acquisition Devices (LAD) systems".[4] It means that children are

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[2] Sol Saporta, *Psycholinguistics: A Book of Readings*, USA: Holt Rinehart and Winston, Inc, 1966, pp 331

[3] Adrian Akmajian, Richard A. Demers, Ann K. Farmer and Robert M. Harnish, *Linguistics: an Introduction to Language and Communication*, London: The MIT Press, 2001, pp 478-479

[4] Adrian Akmajian, Richard A. Demers, Ann K. Farmer and Robert M. Harnish, *Linguistics: an Introduction………………………..*

born with an innate capacity for learning human language. They discover the grammar of their language based on their own inborn grammar.

Those theories explicitly established both modes of linguistic communication and linguistic system included phonology, morphology, syntax, semantics, and later pragmatics. A child acquiring language must learn a system that can generate countless sentences and apply them approximately in conversations and the other social interactions of everyday life. Not only mastering the linguistic system (phonological, morphological, syntactic, semantic, and pragmatic patterns), but also the grammatical and communicative competence are needed to make children's utterances understandable under what circumstances a particular sentence is uttered.

Language acquisition is also natural, even effortless for parents. The process of acquiring language especially first language is relatively automatic. When children are playing with their toys and interacting with their parents or with other children, they involve in early significant language process. It helped children language acquisition by the typical behavior of the people in the home environment includes the parents, the adults, and other children. The statement that supports this: "A child growing up in the first two or three years requires interaction with other language-users in order to bring the 'language-faculty' into operation with a particular language".[5]

However, in contrast with the above statement, there is a strict opinion that language is not acquired by imitation. Children are creative with language

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[5] George Yule, *The Study of Language: an Introduction*, Great Britain: Cambridge University Press, 1994, pp 136

and certainly do not need to hear a particular sentence before saying it. They often utter sentences they have not heard before, and they know intuitively which sentences are possible and which are not, although all children go through periods when they make predictable mistakes.[6] While Samsuri argues:

> Orang banyak menyangka bahwa penguasaan tiap bahasa pertama seakan-akan tidak memerlukan usaha sama sekali pada pihak si anak. Pendapat itu tentulah kurang tepat. Hal yang sebenarnya ialah, bahwa hanya setelah bertahun-tahun dengan latihan yang tidak jemu-jemunya dan kesalahan-kesalahan yang dibetulkan berulang-ulang secara eksplisit maupun implisit si anak akhirnya dapat menguasai bahasa orang dewasa. Dan bagi manusia pada umumnya penguasaan bahasa merupakan suatu prestasi yang luar biasa selama hidupnya. Namun, penguasaan tiap bahasa tidaklah diluar kemampuan manusia pada umumnya, tiap manusia mempunyai potensi untuk menguasa tiap bahasa yang manapun juga di dunia ini.[7]
>
> (Many people thought that each first language acquisition seemed without any effort from the child. That opinion is definitely incorrect. The correct one is that after doing unstopped training for years and its mistakes which are repeatedly being corrected both explicitly and implicitly, the child will master the language as adults do. Generally for the human beings, the language mastery is valuable achievement for his life. But, the language mastery actually is not beyond its human beings ability. Every human being has his own potency to master any language in this world).

There have been many studies focusing on the child language acquisition which have resulted diverse findings based on the perspective and the theory approach the researchers used. Bokus and Wales from Institute of Psychology, University of Marshaw have conducted a research entitled *"What will a three-year-old say?: An Experimental Study of Situational Variation"*.

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[6] Edward Finegan, *Language: its structure and Use*, Massachusetts: Wadsworth, Thomson, 2004, pp 540

[7] Samsuri, *Analisis Bahasa: Memahami Bahasa Secara Ilmiah*, Jakarta: Erlangga, 1987, pp 3

The result of this research was the manifestation of children's communicative competence is situationally dependent. The children competencies to communicate related with their own abilities and the efforts from people around them.[8]

Another research was conducted by Langley from The Robotics Institute Carnegie-Mellon University Pittsburgh, Pennsylvania, USA on *"A Model of Early Syntactic Development"*. The researcher presented a model that attempts to explain the regularities in children's early syntactic development. The model is called AMBER (Acquisition Model Based on Error Recovery). In conclusion of this research is AMBER provides explanations for several important phenomena observed in children's early speech. The system accounts for the one-word stage and the child's transition to the telegraphic stage. Although AMBER and children eventually learn to produce all relevant content words, both pass through a stage where some are omitted. Finally, AMBER learns gradually enough to provide a plausible explanation of the incremental nature of first language acquisition.[9]

Hanifiyah has conducted the research on semantics "*Semantic Analysis in the Translation of 'Surah Maryam' by Marmaduke Pickthal*l" that resulted there are three kinds of meanings used in the translation. Lexical meaning dominated the number of the translation, and then followed by sentential meaning and the fewest was discourse meaning. She also found the

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[8] Olga L. King and King L. Martha (Eds), *Language, Children and Society: the Effect of Social Factors on Children Learning*, Oxford: Pergamon Press, 1981

[9] The researcher is from The Robotics Institute Carnegie-Mellon University Pittsburgh, Pennsylvania, USA. (http://portal.acm.org/citation.cfm?id=981290, viewed August 25, 2007)

messages involvement in the translation; that were moral, social, and religious message.[10]

The development of syntactic structures used by children is different individually and varies quite a lot based on many aspects surround the children. Concerning to the one opinion that: "The sentence is the fundamental unit of language, and even some rudiments of Syntax are inherent properties of the embryonic language 'cell' at the outset of the development" brought us to the significance of understanding the sentences produced by other people especially the children's utterances".[11]

When children produce words and sentences, it means that they send message to people they talked to, however, children in the early age just babbling and uttering unstructured sentences. In this situation, semantic feature plays role to interpret the word and the sentence meaning in different contexts. A language also contains a system of socially-shared meanings, which most of course be learned by the child. For example, the color terminology of a particular language may affect the child's ability to recognize and remember color differences. Concerning to the function of Semantics, there is an argumentation that "The end of language is the communication of meaning. People talk in order to express the meaning of their thoughts, and

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[10] Lina Hanifiyah, *Semantic Analysis in the Translation of 'Surah Maryam' by Marmaduke pickthall*, Thesis, 2003

[11] Arthur L. Blumenthal, *Language and Psychology: Historical Aspects of Psycholinguistics*, USA: John Wiley&Sons, Inc, 1970

they listen in order to discover the meaning of what others say. Without meaning, there would be no real point in language".[12]

The syntactic and semantic characteristics of infant utterances may differ among infants. It could be depend on the language development stages, the ages, the surroundings, and the infants themselves, but generally are almost same. Some syntactic and semantic characterizations of children utterances in early multi-word stage are shown in the table below with the words uttered as examples[13]:

Table 1.1: Some of syntactic and semantic characterizations of children utterances in early multi-word stage

Semantic characterization	Syntactic characterization	Forms	Examples
Nomination (naming, noticing)	Existential	Here it / There's / This see / That hi } +Noun	There book / That car / See doggie / Hi spoon
Possession	Noun Phrase	Noun / Pronoun } +Noun	My stool / Baby book / Mommy sock
Attribution	Noun Phrase Or predicate adjective	Adjective+ Noun / Noun / Pronoun } +Adj	Pretty boat / Party hat / Big step / Carriage broken / That dirty / Mommy tired
Plurality	Noun Phrase	Quantifier+ Noun	Two cups / All cars

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[12] Herbert H. Clark and Eve V. Clark, *Psychology and Language: an Introduction to…….………….…….,* PP 407

[13] Adrian Akmajian, Richard A. Demers, Ann K. Farmer and Robert M. Harnish, *Linguistics: an Introduction…….………….* pp 486-487

To verify or at least to enrich the limited existing findings of research in this topic, the researcher conducts a replicative study with other source of data under the title: **syntactic and semantic characterizations of infant utterances: the case of Ben in "Daddy Day Care" film**.

B. **Problem Statements**

Based on the background of the study above, the researcher formulates the problem statements of this research as follow:

1. What are the syntactic characterizations of infant utterances in some conversations of Ben (a 4 year old child) as found in "Daddy Day Care" film?

2. What are the semantic characterizations of infant utterances in some conversations of Ben (a 4 year old child) as found in "Daddy Day Care" film?

C. **Objectives of the Study**

In accordance with the problems stated above, the objectives of this research are:

1. To produce a descriptive knowledge on the syntactic characterizations of infant utterances, specifically a 4 year old child.

2. To produce a descriptive knowledge on the semantic characterizations of

    infant utterances, specifically a 4 year old child.

D. Originality and Significance of the Study

   The researcher has observed and browsed many researches and

literatures related with this research topic would be conducted. Having

observed several previous researches and related literatures, the researcher

discovered no complete description of both syntactic and semantic

characterization of a child in a certain age (a 4 year old child). Referring to the

previous studies in the children's language, syntax, and semantics, the

discussion about syntactic and semantic characterization of certain age of a

child has not been found yet. However, there have been many researches

related closely in the same topic.

   Realizing that the development of child language is a crucial part of

language acquisition in Psycholinguistics study, it needs the explanation and

description of syntactic and semantic characterizations. So theoretically, the

result of the research is expected to be able to provide valuable contribution to

linguistics field particularly in one branch of macro linguistics that is

Psycholinguistics.

   Practically, the result of the research is proposed to give a brief

explanation and information for those who are going to study further about

Linguistics on Psycholinguistics for academic purpose. The information of the

children's sentence structures (syntax) and its interpretation (semantics) which

would be provided in the research are also expected to help parents in understanding their child's linguistic behavior.

In addition, the result of this research will be one of important sources for the next researchers who will conduct a research on the same field.

E. Operational Definition of Key Terms

1. Syntactic Characterization

Syntactic characterization is a patterned relationship between words in language.

2. Semantic Characterization

Semantic characterization is a patterned relationship between words and meanings in language based on the social meaning.

3. Infant

Infant is a very young child especially under the age of eight.

4. Utterance

Utterance is the action of expressing ideas, words spoken: statement.

5. Daddy Day Care

Daddy Day Care is one of the names of films, which the main actor is Eddie Murphy who plays a busy father but finally he lost his job. He had to spend more time with his four-year-old son "Ben" since his wife returned to her old job as a lawyer. Daycare center for children finally

opened to fill his time while looking for and waiting for another job by

recruiting his two friends located in his own house.

6. **Film**

   Film is a story recorded as a set of moving pictures to be shown on

television or at the cinema.

CHAPTER II

THEORETICAL REVIEW AND RECENT STUDIES

A. Theoretical Concepts and Definition

1. Language

There are numerous definitions of the word "language". The word 'Language' is ambiguous in that it includes at least three distinct aspects which must be carefully distinguished and which are best differentiated by the French terms *langage*, *langue*, and *parole* ('language', 'tongue', and 'speech'). Language (langage) is the entire complex of phenomena associated with human vocal and auditory communication of emotions and ideas. It comprises each and every one of these phenomena from the first babblings of infant and the most rudimentary forms of human speech to the most highly developed types of man's utterance.

Langue (tongue), as distinguished from *langage* (language), is a specific form of speech which has been so 'evolved, conventionalized, and recognized by common usage at any given period in the history of the human race within a given community or within given communities that they are mutually intelligible to all approximately normal members thereof'.

The third aspect of language as a whole is *speech* or *parole*. This is, in essence, is the individual side of language, the sum total of the process whereby one individual expresses, and another comprehends, emotions, and

concepts formulated according to the conventions of a particular *langue* understood by both. It is, in other words, the individualistic aspect of *langage* in contrast with the social aspect of *langue.[14]*

The importance of understanding language as Langacker stated that: "Language is everywhere. It permeates our thoughts, mediates our relations with others, and even creeps into our dream. Most human knowledge and culture is stored and transmitted in language, which is so ubiquitous that we take it for granted. Without it, however, society as we know now it would be impossible".[15]

2. Linguistics

The simple definition of Linguistics is the study of human language. The more complete definition of Linguistics is stated by Finegan that: "Linguistics can be defined as the systematic inquiry into human language—into its language structures and uses and the relationship between them, as well as into the development and acquisition of language. The scope of linguistics includes both language structure (and the *grammatical competence* underlying it) and language use (and its underlying *communicative competence*)".[16]

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[14] Louis H. Gray, *Foundations of Language*, New York: the Macmillan Company, 1950, pp 15-18

[15] Ronald W. Langacker, *Language and its Structure: Some Fundamental Linguistic Concepts*, Washington, D.C.: Harcout Brace Jovanovich Inc., 1973, pp 3

[16] Edward Finegan, *Language: its structure and Use*, Massachusetts: Wadsworth, Thomson, 2004, pp 24

The branches of linguistic study are Phonology (patterns of speech sounds), Morphology (patterns of word structure), Syntax (patterns of sentence formation), Semantics (patterns of meaning), and Pragmatics (patterns of relationship between expression and meaning, on the one hand, and context and interpretation, on the other).

3. Children Language Acquisition

a. Language Acquisition Theories

There are three main theoretical approaches to child language acquisition:

1) Cognitive theory-*Jean Piaget*

A child first becomes aware of a concept, such as relative size, and only afterward do they acquire the words and patterns to convey that concept. Simple ideas are expressed earlier than more complex ones even if they are grammatically more complicated. Piaget's theory helps explain the order in which certain aspects of language are acquired, but his theory does not explain why language emerges in the first place.

2) Imitation and positive reinforcement-*Behaviorist*

Children learn by imitating and repeating what they hear. Positive reinforcement and corrections also play a major role in Language acquisition. Children do imitate adults. Repetition of new words and phrases is a basic feature of children's speech.

3) The innateness of certain linguistic features-*Noam Chomsky*

Children are born with an innate capacity for learning human language. Humans are destined to speak. Children discover the grammar of their language based on their own inborn grammar. Certain aspects of language structure seem to be preordained by the cognitive structure of the human mind. This accounts for certain very basic universal features of language structure: every language has nouns/verbs, consonants and vowels. It is assumed that children are pre-programmed, hard-wired, to acquire such things.

Yet no one has been able to explain how quickly and perfectly all children acquire their native language. Every language is extremely complex, full of subtle distinctions that speakers are not even aware of. Nevertheless, children master their native language in 5 or 6 years regardless of their other talents and general intellectual ability.

Acquisition must certainly be more than mere imitation; it also doesn't seem to depend on levels of general intelligence, since even a severely retarded child will acquire a native language without special training. Some innate feature of the mind must be responsible for the universally rapid and natural acquisition of language by any young child exposed to speech.

b. The Stages of Children Language Development

1) The pre-speech

Vocalizations, crying, cooing, and miscellaneous non-descript sounds of the first three or four months three or four months are probably most significant in this stage. Much of importance goes on even before the child utters his first word. Infants learn to pay attention to speech, pays attention to intonation and the rhythm of speech long before they begin to speak. Infants respond to speech more keenly than other sounds.

2) The babbling stage

It begins at several months of age. "The 'cooing' of the first several months gradually develops into a much more phonetically diversified type of random vocalization usually called *babbling*, with both vowels and consonants".[17] Akmajian also wrote that: "In this stage, which begins at around 5 to 6 months, the child utters sounds and sound sequences (syllables such as: *ba, ma, ga*) that are as yet meaningless but nevertheless recognizable as being more language-like than earlier infant cries".[18]

3) The one-word (holophrastic) stage

In the latter part of babbling period which lasts at around 7-9 months is recognition point of certain symbolic gestures, intonations, and words in understanding the native language. Infants may utter

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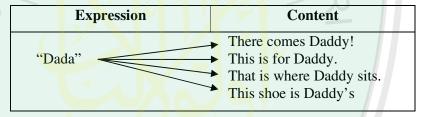[17] Sol Saporta, *Psycholinguistics: a Book of Readings*, USA: Holt, Rinehart and Winston, 1966, pp 337

[18] Adrian Akmajian, Richard A. Demers, Ann K. Farmer and Robert M. Harnish, *Linguistics: an Introduction to Language and Communication*, London: The MIT Press, 2001, pp 482

their first word as early as nine months: usually *mama*, *dada*. This stage is characterized by the production of actual speech signs. Often the words are simplified: "du" for duck, "ba" for bottle.

When the child has acquired about 50 words he develops regular pronunciation patterns. The first 50 words tend to be names of important persons, greetings, foods, highlights of the daily routine such as baths, ability to change their environment-*give, take, go, up, down, open*. The word "Dada" probably means as follow (Taken from Finnegan 2004)[19]:

Table 2.1: One-word utterance meanings

Expression	Content
"Dada"	There comes Daddy! This is for Daddy. That is where Daddy sits. This shoe is Daddy's

4) The two-word stage

From the one-word stage, children move on 2 utterances. Finnegan stated that: "At this age, utterances show a preference of combining a nounlike element with a predicatelike element, and children tend to verbalize in proportions—to name something and then say something about it".[20] Other forms also occur, the predicatelike precedes the noun.

Table 2.2: Two-word utterances' meaning

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[19] Edward Finegan, *Language: its Structure* ...., pp 545
[20] Edward Finegan, *Language: its structure* ....

Expression	Content
Daddy come	Daddy, (he is) com(ing)
Shoe mine	The shoe, (it's) mine
Apple me	The apple, (give it to) me
More juice	(I want) more juice
There Daddy	There (is) Daddy

(Source: adapted from Finnegan 2004)[21]

Finnegan pointed out that: "One striking fact about the two-word stage is that children from different cultures appear to express basically similar things in their proportions at this age".[22]

5) The Combining words (Multi-word) stage

This stage starts at around 18 months children. As a note that the exact age at which the children pass through is different individually among children. By two and a half years most children speak in sentences of several words, but their grammar is far from complete. This stage rapidly progresses into what has been termed a fifth and final stage of language acquisition. Examples of multi-word speech: *Him do it, What daddy doing?, Me want car, Where go?, Yesterday I go, Her falled me down, Me no like eat, etc.*

Table 2. 3: Syntactic and semantic characterizations of children utterances in early multi-word stage

No	Semantic characterization	Syntactic characterization	Forms	Examples
1.	Nomination (naming, noticing)	Existential	Here it There's +Noun This see That hi	There book That car See doggie Hi spoon
2.	Possession	Noun Phrase	Noun	My stool

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[21] Edward Finegan, *Language: its structure* ………………………..
[22] Edward Finegan, *Language: its structure* ………………………..

			Pronoun +Noun	Baby book Mommy sock
3.	Attribution	Noun Phrase Or Predicate adjective	Adj+ Noun $\left\{\begin{array}{l}\text{Noun}\\\text{Pronoun}\end{array}\right\}$+Adj	Pretty boat Party hat Big step Carriage broken That dirty Mommy tired
4.	Plurality	NP	Quantifier+ Noun	Two cups All cars
5.	Actor Action	a. S+P b. S+P c. P	N+V N+N V+P	Bambi go Mommy push (Sue) Airplane by Mommy (wash) jacket Lois (play) baby record Pick glove Pull hat Helping mommy
6.	Location - Object location - Action toward location	S+Prep Phrase V+ Prep Phrase	N+ Prep P V+ Prep P	Sweater chair Lady home Baby room Sat wall Walk street
7.	Request/ Imperatives	a. V+Object b. Quantifier+ Object	V+N $\left\{\begin{array}{l}\text{More}\\\text{'nother}\end{array}\right\}$+Noun	Want milk Gimme ball More nut 'nother milk
8.	Negation - Nonexistance - Rejection - Denial	Neg+sentence Neg+sentence Neg+sentence	Neg+$\left\{\begin{array}{l}\text{Noun}\\\text{Verb}\\\text{Adj}\end{array}\right\}$ Neg+$\left\{\begin{array}{l}\text{Verb}\\\text{Noun}\end{array}\right\}$ Neg+$\left\{\begin{array}{l}\text{Noun}\\\text{Verb}\\\text{Adj}\end{array}\right\}$	All gone milk No hot No more light Anymore play No dirty shop No meat No go outside No morning (it was afternoon) No daddy hungry No truck
9.	Question - Request& imperatives	Yes/no question	Some word order as statements&imperatives: signaled only by raising intonation	

	- Information request	Wh. Question	Fixed forms with Wh. Ex: What dat? What (NP) do? Where (NP) go?

(Source: based on the data from Foss and Hakes)[23]

6) The later (Multi-word) stage

Language development is rapid in all aspects. By the age of about 6, the average child has mastered all the phonemic distinctions of his language, and practically all its common grammatical forms and construction. In addition, the children are able to distinguish between sentence types: imperatives, negatives, interrogatives.

Akmajian has observed that in this stage, children begin to produce structured sentences and master the broader grammatical features of the language.[24] The categorization of communication skill is as follows: in early childhood (2-5 years) communication is with one person at a time; in later childhood (6-12 years) the child learns to communicate with groups; the adolescent (12-18 years) they communicate with the opposite sex and there is gradual change-over from intake to output of information.[25]

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[23] Adrian Akmajian, Richard A. Demers, Ann K. Farmer and Robert M. Harnish, *Linguistics: an Introduction to …………………………..,* pp 486-487

[24] Adrian Akmajian, Richard A. Demers, Ann K. Farmer and Robert M. Harnish, *Linguistics: an Introduction to …………………………..,* pp 484-485

[25] Sol Saporta, *Psycholinguistics: a Book of Readings*, pp 339

4. The process of Syntax Acquisition

a. The Nature of Syntax

The word syntax came originally from Greek and literally meant 'a setting out together' or 'arrangement'. In earlier approaches to the description of Syntax, there was an attempt to produce an accurate analysis of the sequence or the ordering 'arrangement' of elements in the linear structure of the sentence.[26]

The study of Syntax addresses the structure of sentences and their structural and functional relationship to one another. A simple sentence contains a single verb and any other expressions the verb requires as part of its structural characteristics. Finegan stated that: "From a syntactic point of view, the pivotal element in a sentence is the verb".[27]

1) Major Constituents of sentences

- **Noun Phrase and Verb Phrase**

A sentence consists of two principal constituents: Noun Phrase (NP) and Verb Phrase (VP).

NP	VP
1. [Alex]	[disappeared]
2. [Bob]	[spilled the potion]
3. [The nerd with the stud earring]	[won the bike in a contest]

Noun phrase and verb phrase can be identified by the slots they fill in a sentence and sometimes by their functions as well.

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[26] George Yule, *The Study of Language*, Great Britain: Cambridge University Press, 1985, pp 80

[27] Edward Finegan, *Language: its Structure and Use*, pp 147

Therefore, NPs *Alex*, *Bob*, and *The nerd with the stud earring* function as referring expression about which a predication is made. Similarly, *disappeared*, *spilled the potion*, and *won the bike in a contest* function alike; they make predications about an NP.

- **Active and Passive Sentences**

Many children who never heard of active and passive sentences can provide the passive version of an active sentence when a few model pairs have been illustrated for them. They implicitly know how a passive sentence is related to an active one.

Consider the sentences below, where in each pair the first sentence is active, and the second is passive:

1a. *Cathy auctioned the famous bed cover*. (active)

1b. *The famous bed cover was auctioned by Cathy*. (passive)

2a. *The mail truck crushed Billy's bike*. (active)

2b. *Billy's bike was crushed by the mail truck*. (passive)

On the basis of sentences above, the rule is "interchange the first word (Cathy) with the last two four (the famous bed cover) to change an active sentence to a passive sentence". The changing of an active sentence to a passive sentence involves constituent structure. The operation that relates active and passive sentence is a *structure dependent* operation.

2) Phrase-Structure rules

- **Expanding Noun Phrase**

    Certain Noun Phrase (NP) types:

➢ Noun (N): *Billy, grape, truth, justice, boxing*

➢ Determiner (Det) + Noun: *that spoon, a potion, some chairs, my shoes*

➢ Determiner + Noun + Prepositional Phrase (PP): *the book on the table, a rise in prices, the man behind the curtain*

➢ Determiner + Adjective (A) + Noun: *a dangerous potion, some beautiful chairs, my colorful shoes*

    The phrase-structure rules to represent these various NP patterns are:

a)   NP consists of Noun: NP = N

b)   NP consists of Det + N: NP = Det N

c)   NP consists of Det + N + PP: NP = Det N PP

d)   NP consists of Det + A + PP: NP =   Det A N

e)   NP consists of A + N: NP = A N

f)   NP consists of Det+ A + N + PP: NP = Det A N PP

    Noun (N) is the only constituent required in every Noun Phrase (NP) expansion: the others are optional.

- **Expanding Prepositional Phrase**

Prepositional phrases consist of a preposition (PREP) and, typically, a noun phrase (NP), so the phrase-structure rule for PP is: PP = **PREP** NP

Examples: *in the car, by the truck, in New York*

- **Expanding Sentence and Verb Phrase**

Sentence has two basics constituents' parts, and the formulation of the phrase-structure rule is S = NP VP

The following expansions of the frame for identifying VPs reveal that the structures on the right (those following Marie) are VPs; the labels under constituents of the VP indicate their categories.

    _VP_

1. Marie Cried   : VP = V

       V

    ____VP____

2. Marie won a bicycle   : VP = V NP

      V   NP

    _____VP_____

3. Marie won the bike in March   : VP = V NP PP

       V   NP   PP

V is the only constituent that occurs in all those rules. In contrast, NP and PP are optional.

- **Question Formation**

English has two principal kinds of questions: *yes/no question* and *information questions* which include *Wh-questions* (*Wh* is short for who, when, which, where, what, and how—words that in traditional grammar are called interrogative pronouns). To form yes/no questions, it requires moving the auxiliary verb (verbs such as will, shall, was, did, does, etc.) to a position before the subject NP. The rule is AUX NP VP

Information questions occur in two forms. One the form of statement as in the example: *He is boiling horsefeathers. He is boiling what?*

That question is used when someone has failed to hear something completely or cannot believe what he/she has heard. Another form is ordinary information question as in the example: *What is he boiling?*

b. Learning Process of Syntax

1) Mother's Role

A mother has an important role in syntactic development of children. In a dialogue with a child, a mother extends, expands, rephrases, or repeats a child's utterances. By doing this, a mother provides a child with valuable speech input and valuable feedback.

2) Two-word Combinations

Children age around 2, acquiring any language go through the stage of two-word combinations with positional patterns. Braine in Taylor 1990 explained that there are three kinds of positional patterns at two-word combinations. First, groping pattern; children are groping to express a meaning before they have acquired a set of rules for ordering words. Second, positional-associate pattern; word position is consistent without being productive: each word combination (e.g., All broke) is learned individually. Third, positional-produce pattern; a word combination pattern is both consistent and productive, that is, appears in several utterances. The bulk of the word combinations uttered by 2 year olds fall into positional-productive patterns which can be classified broadly according to their semantic contents and functional category as shown in table below[28]:

Table 2.4: Two-word utterances' pattern and function

Utterance	Positional Pattern	Content and function
See doggy	See + X	Draw attention to object
That ball	That + X	Identify something
Big ball	Big/little + X	Properties of object
Daddy shoe	X + Y	Possession
More sing/cookie	More + X	Recurrence
Two shoe	Two + X	Plurality
All-gone juice	All-gone + X	Disappearance
Mommy sit	X + Y	Actor-action
Milk in there	X + (in/on) here/there	Location
Want ball/more	Want + X	Request
No bed/wet	No + X	Negation

(Source: based on data of Braine)

3) Telegraphic Speech

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[28] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and Using Language*, London: Prentice Hall International, Inc, 1990, pp293

- *(The) man (was) clean(ing) (his) car.*
- *Where (does) (it) go?*

Those utterances are examples of telegraphic speech that lack most grammatical morphemes but maintain, more or less the correct word order. Telegraphic speech is comprehensible as long as its semantic content is simple.

Limitation of vocabulary is not a case of telegraphic speech, but children produce telegraphic speech because the missing words are short and frequent morphemes. Moreover, they posses only limited processing capacity which they exhaust in producing key content words.[29]

4) Learning Verb Inflection

Children's language initially includes no tenses, aspect, mood, and the like. When verb inflections start to emerge, they appear to indicate aspect (completed Vs continuous action) rather than tense (present, future, and past). And verb inflections are influenced by the types of verbs.

Children take some time to learn the inflections, going through three stages: Stage 1, children learn, item by item, by rote, only a few high-frequency, mostly irregular verbs (e.g., came, go, gave, looked, needed, took, went, etc.). Stage 2, children use a large number of past-tense verbs, the majority of which are regular. They have the rule for past tense (by adding -*ed*). Regularizing tendency also shown in this

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[29] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and ....*, pp 295

stage, that is, they add –*ed* to irregular verbs. Stage 3, children use the rule but do not apply it to the exceptions.[30]

5) Development of Sentence Structures

The following table is the analyzed data reveal a host trends in language development derived from empirical data from G. Wells which has modified by Taylor.[31]

Table 2.5: Preschoolers' syntactic development

Level	Sentence Structure	Utterance Examples
I 1;3	One constituent	Dog
II 1;9	(none given)	(none given)
III 2;0	Two constituent	Edwards out
IV 2;3	S+cop+C S+V+(O)	That's a blue triangle Jonathan want other one
V 2;6	S+cop+IC S+V+\<non-finite> S+aux+V+\<O/A> S+V+O+A Wh-+cop+`S	That's grey I want to see Jonathan I will pull that When I've picked the bricks up Where's my ball
VI 3;0	S+aux+cop+X S+aux+neg+V+(X) S+cop+A S+aux+V+O+A Aux+S+V+O/A	I will be a good boy I don't like them Its lights are round those When I've picked the bricks up Can I put one in my mouth?
VII 3;6	Aux+S+V+X+X Main cl+sub./main cl S+aux+aux+V+(X) S+V+\<finite> Any passive Main clause+tag Cop+S+X Wh-+aux+S+V	Can I put one in my mouth? I want my tea because I'm hungry We'll have to buy a plaster for it I thought Bonny was taking it Or they'll be slapped by their mothers I'll open properly, shall I? Is it Uncle Billy and Aunty Pat's trousers? Where did you find it?
VIII 4;0	Why interrogative 3-clause declarative	Why do you want that? I ringed the bell and waked them up, didn't I?

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[30] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and ....*, pp 298-299
[31] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and ....,* pp *304*

	Any relative clause S+V+IO+O Aux+S+V+< > Wh-+aux+S+V+X	You blow whichever way you want to blow it I'm making you one Don't you know why it did? Where did you find it?
IX **4;9**	S+cop+< > Aux+S+aux+V+X Polar interrog+sub. cl S+aux+neg+aux+V+(X)	That's where the drawings are Are you going to mend Granpy's car for my Gran? Shall I give you some playdoh to make his feet? They shouldn't have put that purple in, should they?
X **5;0**	Aux+neg+S+V+X Wh-+aux+S+aux+V+X	Don't you know why it did? (not observed)

Notes: Constituents: X = any nominal constituent; cop = copula; < > = embedded clause; IO = indirect object; <finite> = <subject+predicate>; A = adjunct; IC = intensive complement; <non-finite> = <predicate alone>

Referring to the children syntactic development, Taylor draws a

conclusion that:

> As their syntax develops, preschoolers increase the number of constituents and clauses, placing them in correct position in a sentence. Between ages 4 and 5, no further major syntactic development occurs, although individual children continue to add new structural types. Syntactic development occurs not only in the number of constituents and clauses but also in other aspects.[32]

6) Development of Sentence Comprehension

Along with ability to produce grammatical sentences, children

must develop the ability to use syntax as a clue in comprehending a

sentence. The production of passive sentence, for instance, emerged

in spontaneous speech and some children among 2-4 year olds began

by using only reversible passives, with the word order backwards, and

others by using only nonreversible instrumental passives.

In learning negative sentence, simple negation such as rejection

and comments emerge early between ages 1 and 2. Children may

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[32] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and ……..………., * pp 305

understand simple negative statements such as "Not now' or "No more cookie". But understanding a negative sentence in the absence of prosodic and contextual support is another matter.

The use of concrete what and where are also understood and produced early, whereas other abstract ones (e.g. why) are used later. Wh-question words vary in conceptual complexity. *What* is used to seek new names of objects, and where to locate lost playthings in the immediate environment. *Why, how*, and *when* have to wait until children develop interests in the abstract concepts of cause, manner, and time, respectively.[33]

The conclusion of the syntactic development is that "Between age 2 and 5, children learn to produce and comprehend a variety of sentence structures, progressing from simple structures with a few constituents to complex ones with several constituents. Their syntactic development at every stage comes under the influence of syntactic, pragmatic, and semantic complexity as well as input frequency".[34]

5. The Process of Semantic Acquisition

a. The Nature of Semantics

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[33] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and ………….……., *pp 317
[34] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and ……....……..., *pp 320

Semantics is the study of meaning in language. Then, what is 'meaning'? According to the most widely accepted theory of semantics, meaning is idea or concept that can be transferred from the mind of the speaker to the mind of the hearer by embodying them, as it were, in the form of one language or another.

1) **Linguistic Meaning**

Linguistic meaning includes *referential meaning* and *sense meaning*. Referential meaning is the real –world object or concept described by an expression. The referential meaning of *Nicole Kidman*, would be the person who goes by that name. The phrase *Cathy's cat* refers to domestic animal belonging to Cathy.

Words are not the only linguistic units to carry referential meaning. Sentences also have meaning because, like words and phrases, they refer to actions, states, and events in the world. *Emily is sitting on the chair* refers to the fact that person named Emily is currently sitting on furniture generally meant to be sat upon.

Not all expressions have referents, and we cannot equate the meaning of an expression with the referent of the expression. It has its own sense of meaning.

2) **Social Meaning**

Social meaning is the information about the social nature of the language user or of the context of utterance. Consider the following sentences:

1. *Y'all gonna visit over the holiday?*

2. *Great chow!*

In sentence 1, the pronoun *y'all* identifies a particular regional dialect of American English (Southern). And in sentence 2 indicates that the comment was made in an informal context. Social status, ethnicity, regional origin, and context are all social factors. In addition to linguistic meaning, therefore, every utterance also conveys social meaning, not only in the sentence but also in word choice (*y'all* and *chow*) and pronunciation (*gonna* or *nothin'*).

3) **Affective Meaning**

Affective meaning is what the language user feels about the content or about the ongoing context. Word choice is not the only way to communicate feelings and attitudes toward utterances and contexts. A striking contrast is provided by sentences that differ only in terms of stress and intonation.

The sentence "*Suzan is really smart*" can be uttered in a matter-of-fact way, without emphasizing any word in particular, in which case it will be interpreted literally as a remark acknowledging Suzan's intelligence. However, if the words *really* and *smart* are stressed in an exaggerated manner, the sentence may be interpreted

sarcastically to mean the opposite. Intonation can be used as a device to communicate attitudes and feelings, and it can override the literal meaning of a sentence.

The linguistic meaning of a word or sentence is frequently called its *denotation*, in contrast to the *connotation*, which includes both social and affective meaning.

b. Learning Process of Semantics

One theory of early semantic development was proposed by Nelson and Lucariello.[35] They stated that there is model of early semantic development that toddlers' words develop in three steps: *prelexical, denotational,* and *semantic system.*

Prelexical period (at the age of 1 year - 1 year 6 months). A prelexical form is a wordlike form that has little intrinsic meaning but is used in a specific situation for a specific purpose: "bye" only while putting a telephone receiver down and "papa only when a toddler hears the sound of the door. In such uses, words seem to refer to an entire event, and not to specific objects within the event.

Denotational, lexical period (at the age of 1 year 6 months - 2 years). A toddler, thanks to his ability to partition an event representation into discrete objects, maps object words to their concepts. He gains naming insight, that is, learns that things have names, and along with it,

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[35] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and ……..…….,* pp 265-267

a vocabulary spurt. Words de-contextualized from a specific event can be now used in a variety of situations, including as an answer to "What's that?". Once partitioned, object concepts can be mentally manipulated or combined, resulting in multiword utterances.

Semantic system (at the age of 2 years – 6 years). With a further analysis of concepts, the semantic system expresses the paradigmatic contrasts in lexical relations, such as synonymy, antonymy, and hyponymy (e.g., tulip-flower).

Field also noted that:

> According to the dual-semantic-feature hypothesis, children acquire perceptual features before abstract ones, accounting for some overextensions. According to the prototype hypothesis, children at first use a word to refer to a prototypical referent and later generalize to peripheral referents, accounting for underextension. In another model, initially children's words may be nonreferential and even bound, but later they become referential. What is incontrovertible is that a child keeps modifying his meaning of a word, sometimes narrowing and sometimes widening, until it matches that of an adult.[36]

1) Prelinguistic Communication

Infants/neonates starts communicating their physical and social needs from they are born. Prelinguistic communication means crying, gestures, and vocalization without any learning. Within a few

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[36] John Field, *Psycholinguistics (a resource book for students),* London: Routledge, 2003, pp 287

hours of birth, however, the neonate can vary its crying to signal two different kinds of discomfort, acute and mild. [37]

To develop this children phase of communication, a mother holds important role. Unintentionally, a mother will ease herself in communicating with her infant if she gradually makes significant touches, eye contact and involves the baby when the mother talks. This daily simple mother's activity will help the mother to understand the infant's different needs. The infant will tell the mother his different needs with different ways of communication (discomfort-cry, whimper, moan; call-cries and turns the head toward where the mother was; request-raise the cry). Poulson argued that a mother can increase the rates of her infant's cooing by providing social reinforcement—making eye contact, talking and touching.[38]

2) **One-Word Utterance**

Taylor stated: "A single-word utterance produced by a 1-2 year old is sometimes called *holophrasis* (holo='whole', phrasis='speech') because it appears to function as a full sentence, as judged from three kinds of cues: context, gesture, and intonation". Any one word may be interpreted in different ways by the infant, depending on the situational context. When a 1 year old said "mommy", it has several different functions such as: the infant wants

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[37] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and ………………., * pp 254
[38] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and ………..……….*

to suckle; wants to be picked up in someone's arms, wants to attract the mother's attention; or the child feels discomfort.[39]

Children single–word utterances are often accompanied by gestures. The word "milk" for "I want milk" is to be said with the lengthened hand points at where milk was; the word "bye" with the waving hand; the word "up" for "pick me up" with the raised arms; the word "ball" with looking at the ball to play it; and so on. Sometimes children also use the same word to show different purposes. Taylor again stated that: "Toddlers vary their intonation in using the same word, *mama*, for different purposes, raising it to mean 'Where are you, mama?' but dropping it to mean 'There you are, mama' ".[40]

Table 2.6: Communication using single word with gestures

Function	Word	Gesture	Context
Assertion	Ball	Look	At a ball
Request	Mama	Whine+reach	Toward any object desired
Denial	Star	Shake hand	Can't see the star
Protest	Iya (Japan 'no')	Shake hand	His wish not followed
Leave-taking	Bye-bye	Wave hand	At Daddy leaving

(Source: based on the data from Taylor)[41]

Beside that, the children must increase their vocabularies to express later complex and varied communicative function. Some children enlarges the vocabularies slowly and some rapidly. Moreover, children understand many more words than they can produce. To test comprehension, Taylor has observed that when a

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[39] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and ………….....…,* pp 255
[40] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and ….…….…….,* pp 256
[41] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and …..….……...*

child was asked: "Show me an orange," while there is an orange

along with a few distractors, such as a grapefruit, a cookie, and a toy

car. The child precisely showed the orange was. One can test how

precise the child's comprehension is of the given word by varying

the degree of similarity between the distractors and the target.[42]

Table 2.7: Common words children produced and its referent

Type of Referent	Word
People	Mama, dada, baby
Animal	Doggie, cat, duck
Food	Milk, cookie, juice
Toy	Ball, block, car
Personal-social	Hi, bye-bye, no
Movement	Go, down, up
Body part	Ear, eye, nose

(Source: based on the data from Benedict & Nelson)[43]

3) **Learning Words and Their Meanings**

To broaden the horizon of communication, children must build

the vocabularies, acquire the standard meanings of words, and learn

to use the words as adults do. All these aspects of semantic

development, even at a basic level, take a couple of years. Children

learn labels for object with the reinforcement from the mother. When

an infant utter a wordlike sound sequence such as *mamma*, the

mother rewarded him with food. This activity will help shaping the

infant's verbal behavior by selectively reinforcing a specific sound

sequence produced in the child's spontaneous vocalization.[44]

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[42] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and ……….....…,* pp 257
[43] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and ……………,* pp 258
[44] Insup Taylor and M. Martin Taylor, *Psycholinguistics: Learning and ……….......,* pp 260

An acquisition process more common than shaping is the association of labels with objects. By the time an infant is 3 or 4 months old, an adult begins to name the objects she brings to the infant. The adult is likely to say and repeat an individual word by itself, with clear enunciation and in the presence of the object the word refers to. Such a word should be easy for the infant to recognize and imitate because it contains ample acoustic signals, is provided with situational cues, and need not be extracted from a confusing speech stream.

Infants also often learn new words while reading books with pictures with their mothers. During the reading book activity, the mother can stimulate the infant by telling or asking about the pictures or the object. Once the infant produced words, the mother corrected all his wrong labels and confirmed his correct labels. An infant himself could initiate a label-learning routine with object related gestures such as pointing to an object, and extending an object toward his mother.

C. Review of Related and Recent Studies

Table 2.8: Conclusion of related and recent findings

No	Researcher	Title	Findings	Year
1.	Pat Langley	A Model of Early Syntactic Development	He used a model called AMBER (Acquisition Model Based on Error Recovery) to explain the regularities in children's early syntactic development. It was successfully explained several important phenomena observed in children's early speech. The system accounts for the one-word stage and the child's transition to the telegraphic stage. Although AMBER and children eventually learn to produce all relevant content words, both pass through a stage where some are omitted. Because it learns sets of conditions one at a time, the discrimination process explains the order in which grammatical morphemes are mastered. Thus the system constitutes a significant addition to the knowledge of syntactic development.	-
2.	Barbara Bokus & Grace Wales	What will a three-year-old say? *An Experimental Study of Situational Variation*	The manifestation of children's communicative competence is situationally dependent. The children competencies to communicate related with their own abilities and the efforts from people around them	1981
3.	Grant Goodal	The interaction of wh-movement and the positioning of verbal elements within the clause	He proposed the phenomenon of subject-auxiliary inversion that occurs in wh-questions in English. He has been exploring a superficially similar phenomenon in Spanish wh-questions, but the work indicates that the syntactic mechanisms underlying the English and Spanish cases appear to differ in fundamental ways.	-

D. Theoretical Conclusion

   Relating the several previous researches concluded above with the research topic would be conducted, the researcher found that there is relationship between children syntactic and semantic development and the research findings by Langley. He successfully explained the children' early syntactic development using the model called AMBER (Acquisition Model Based on Error Recovery) from the first stage of language development, the transition, and the later development. However, the focus of his research was not on the syntactic and semantic characterization of each language development level. Other research which conducted by Bokus and Wales also gave additional description of the children language about their communicative competence which is dependent.

   Understanding the existing findings and theories on the topic of children language from several researchers and related book writers, the tentative findings of this research are closely similar with the research findings written in the book "*Linguistics: An Introduction to Language and Communication*" by Adrian Akmajian and the team. However, the investigation of that research was children utterances in certain stage of children language development. The research will be different because the researcher focuses on one child at the age of 4 years.

CHAPTER III

RESEARCH METHOD

There are several points related to research method, they are: research design, research subject, data sources, research instruments, data gathering, and data analysis.

A. Research Design

Davies defined research design as "A design or strategy that justifies the logic, structure and the principles of the research methodology and methods and how these relate to the research questions, hypothesis or proposition"[45]. To conduct this research, the researcher uses descriptive qualitative research method because the data are in the form of words rather than numbers namely utterances that uttered by Ben in "Daddy Day Care" film.

The type of this research is embedded single case study focusing on the description of the syntactic and semantic characterization of infant utterances[46]. The researcher just focuses on the utterances of Ben to understand and to provide the description of the syntactic and semantic characterization. Even though there are many other children aged around 3 to

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[45] Victor Jupp, *The SAGE Dictionary of SOCIAL RESEARCH METHODS,* London: SAGE Publications Ltd, 2006, pp 265

[46] Robert K. Yin, *Case Study Research: Design and Methods*, Beverly Hills, CA: SAGE Publications, 1984

4 years old in the film, but the researcher picks one main child that is Ben as an exampler case of the children utterances.

B. Research Subject

This research concerns with the syntactic and semantic characterization of 4 year old child's utterances named Ben in "Daddy Day Care" film. The utterances of Ben in that film are able to represent natural daily communication which other children usually utter it in their real life especially in home, playground, and school surroundings where they can naturally interact with the parents, friends, and other people.

C. Data Sources

Because this research is concerned with the syntactic and semantic characterizations of infant utterances, therefore; the data sources of this research is obtained from Ben's utterances in different conversation and situation provided in the "Daddy Day Care" film as the primary data source. The other people's utterances and linguistic behaviors which involved in direct interaction with Ben especially his parents become the secondary data sources to support the findings of this research.

D. Research Instruments

The role of the researcher during the process of research is significant. Instead of observation the object, taking note of some important points and

data analysis are also the researcher's duties. The researcher is the key instrument during the research.

The PC (Personal Computer) system is also the important part in the process of research. There are always three types of "ware" in computerized work. They are: *the hardware, the software*, and the most important is the *brainware.* Here the researcher takes the function as the brainware and also opperates the Personal Computer system.

E. Data Gathering

Because the data of this research consist of utterances sentences in conversations produced by the movie players especially Ben's utterances; therefore, the researcher does some steps in gathering the data as follow:

1. Observing the utterances produced by Ben in several conversations while watching over the film till the end.

2. Browsing the full text of "Daddy day Care" film transcript.

3. Rechecking the transcript with the original conversation in the film.

4. Selecting and isolating the utterances primarily produced by Ben and other people who involved in different conversation with him.

F. Data Analysis

The example of syntactic and semantic characterizations of children utterances in early multi-word stage analysis given by Adrian Akmajian is very useful during the process of this research data analysis[47].

Having collected the data, the researcher comes to data analysis activity. The analyses are:

1. Identifying the data based on the syntactic structure.

2. Identifying the data based on the semantic features.

3. Determining syntactic characterizations from the utterances.

4. Determining semantic characterizations from the utterances and the context.

5. Drawing conclusion of both syntactic and semantic characterizations based on the result of data analysis to answer the problems.

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[47] Adrian Akmajian, Richard A. Demers, Ann K. Farmer and Robert M. Harnish, *Linguistics: an Introduction to Language and Communication*, London: The MIT Press, 2001

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and interpretation. In this chapter, the analysis of data is done in line with the formulated research problems. The data which are in the form of words/utterances are analyzed one by one from the beginning of the first Ben's utterance till the last utterance in the film. The continuity of the utterances used is intended to ease the process of analysis. Then, the result of the analysis of each utterance is gathered and concluded.

A. Data Description and Analysis

Datum 1:

Ben   : Good morning, Daddy! (C. 1)[48]

Charlie   : Hey, Ben, how you doing, man? Oh, god daddy's got to get

              ready for work.

This conversation took place in Charlie's working room (Ben's father). Ben approached and woke his father up by saying *"Good morning, Daddy"*. Children start to utter two words at around 1 half year of age, but children can clearly and appropriately utter this utterance if they are at the age of 2. In this context, Ben uttered the utterance appropriately when he woke his father up and it was morning. The syntactic characterization of this utterance is Noun

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[48] The letter C means *code* for abbreviation.

Phrase with the form (Adjective+Noun). The semantic characterization is greeting.

Datum 2:

Ben   : Can't you stay home? (C.2)
Charlie   : No. I got a real big day at work today.

Having told that the father had to go for work, Ben tried to keep his father from going out of the house. He said to his father "*Can't you stay home?*" asking him not to go for work. The structure of the sentence is Aux+neg+S+V. The syntactic characterization of this utterance is Noun Phrase and Verb Phrase in interrogative form. The semantic characterization of this utterance is request/expectation in the form of question.

Datum 3:

Charlie   : Kim, where's my cell phone?
Ben   : It's with my crayons. (C.3)
Charlie   : It's not supposed to be with the crayons.

Ben's utterance "*It's with my crayons*" is unexpected answer when his father asked where his cell phone was. Ben uttered that utterance naturally with the purpose of giving instruction to his father that the cell phone was with Ben's crayons. The syntactic characterization of this utterance is Subject+Prepositional Phrase. The semantic characterization of this utterance is location that indicates the object location.

Datum 4:

Kim   : Don't be late.

Charlie   : I will not be late.

Kim   : Promise?

Charlie   : I won't be late. See you later.

Ben   : Did he promise? (C.4)

Kim   : He sure did.

The conversation happened when the father was in hurry to get ready for work. Before leaving the house, the mother reminded the father that he has to be present and arrived on time for Ben's orientation in the preschool. Ben asked his mother whether the father has promised or has not that he would not be late to go to the preschool for the orientation. Ben wanted to convince his mother by uttering the sentence "*Did he promise*?" as he expects that the father would fulfill the promise. The syntactic characterization of this utterance is yes/no question. The semantic characterization of this utterance is question for confirmation/clarification.

Datum 5:

Kim   : Pooch, how was your first day at school?

Ben   : Okay. (C.5)

Kim   : Just okay?

Ben   : I don't know anybody there. (C.6)

Kim   : Give it some time. You'll make some friends.

The mother opened the conversation by asking Ben about his first day at school when they have dinner. The mother was not satisfied with Ben's

answer "*Okay*" with his unexpressed face instead of happy-expressed face.

Moreover, he did not seem to tell to his mother about his first experience in

the school because he was a new student and he did not have any friend yet.

He said "*I don't know anybody there*" showed that he was disappointed after

his mother asked for the second times in order to elicit further story from Ben.

Finally, his mother cheered Ben up by telling him that he needed some time to

get friends. The syntactic characterization of the utterance is negation

sentence. The semantic characterization of the utterance is negation/regret.

Datum 6:

Charlie   : Can you give a call; tell us what time you'll be back? Because
                 we'll be here waiting, just the two of us.

Ben   *: Bye, Mom.* (C.7)

Charlie   : Not too fast!

Kim   : See you later.

Ben   *: When's Mommy coming back?* (C.8)

Charlie   : She'll be back around dinnertime, Mommy.

       The father followed the mother walking out of the house to go for

work. The father warned her not to fast while driving the car. Ben said "*Bye,*

Mom" while his father carried him. After the mother left them, Ben asked his

father "*When's Mommy coming back?*". The syntactic characterization of the

utterance is Wh-question that indicates information request about the time

when the mother will go home. The father answered that the mother would be

back around dinnertime. The semantic characterization is question with the intention of information request

Datum 7:

Ben   : Is dinnertime soon? (C.9)
Charlie   : No, but don't you worry. We're going to have a lot of fun.

Realizing that he would spend the day without his mother, Ben asked his father "*Is dinnertime soon?*" whether the dinnertime would come soon or he has to wait any longer for his mother arrival. The father convinced Ben that they would have a lot of fun while waiting the mother coming back home. The syntactic characterization of this utterance is yes/no question. The semantic characterization is confirmation/clarification in the form of question.

Datum 8:

Ben   : But we need Mommy to have fun. (C.10)
Charlie   : Are you trying to just break me down in the driveway? Why you want to break your father down?
Ben   : I'm sorry. (C.11)
Charlie   : That's better. You broke me down smooth. My eyes welled up.
Ben   : I'm sorry. (C.12)
Charlie   : You made my eyes well up.

The answer that they would have a lot of fun given by the father, made Ben doubtful. Ben kept arguing to his father that they would have no fun without the mother by saying "*But we need Mommy to have fun*". The

syntactic characterization of this utterance is Noun Phrase and Verb Phrase.

The semantic characterization is protest. Getting such statement from Ben, the

father felt that it has long time he did not spend much time with Ben. The

father realized that Ben as his son did not feel happy; he felt sad; and

unintentionally his eyes welled up. Ben regretted for that by saying "*I'm*

sorry" two times.

Datum 9:

Ben   : *Okay, let's* (C.13)
Charlie   : Look at my eyes.
Ben   : *I see your eye twitching.* (C.14)
Charlie   : We're going to have fun!

Preventing the worse condition, Ben asked his father to have fun

"*Okay, let's*" (request/imperative). Before completing the sentence, the father

cut it and asked Ben to look at his eyes for the purpose of joke. Ben replied "*I*

see you eye twitching" as an attribution. The syntactic characterization is Noun

Phrase+Verb Phrase and the semantic characterization is attribution.

Datum 10:

Charlie   : Are you potty-trained?
Ben   : *Yes.* (C.15)
Charlie   : You got to go stinky?
Ben   : *Yes.* (C.16)
Charlie   : Then, go on. Go stinky, then.

In pantry, the father asked Ben whether he is potty-trained or not. Ben answered in short "*Yes*". Then the father asked him whether he wants to go stinky or does not, again Ben answered in short "*Yes*". Those utterances are justification in meanings. The syntactic characterization is one constituent as a short answer and the semantic characterization is justification.

Datum 11:

Ben   : *Remember when you broke my yo-yo?* (C.17)
Charlie   : I did not break your yo-yo.
Ben   : *Yes, you did.* (C.18)
Charlie   : I did not break your yo-yo. Your yo-yo was broke.

In the playground, Ben intended to clarify to his father by asking "*Remember when you broke my yo-yo?*". This utterance signaled that the syntactic characterization is in the form of yes/no question and semantic characterization is confirmation/clarification. Because the father avoided admitting it, Ben replied "*Yes, you did*" to show his ascertainment for his father's answer. The syntactic characterizations of Ben's second utterance are Noun Phrase and Verb Phrase. The semantic characterization is ascertainment.

Datum 12:

Ben   : *You're killing me. You're really killing me.* (C.19)

Still in the playground, Ben and his father were playing together. Ben

said "*You're killing me. You're really killing me*" because his father hugged

him too tight. Ben told his father that he hurted him. That utterance is a

response for his discomfortness as information. He uttered it two times as

repetition for emphasis. The syntactic characterization is Noun Phrase and

Verb Phrase. The semantic characterization is information.

Datum 13:

Charlie   : You said let's do this together.
Ben   *: No, Daddy!* (C.20)

     When the father asked Ben to do something, he denied with the

utterance *"No, Daddy!"*. It means that Ben rejected what the father wanted in

the form of negation. The syntactic characterization is Negation+sentence

(Noun) and the semantic characterization is rejection.

Datum 14

Charlie   : It's not rocket science. We applied for a license. It couldn't be
             any more simple.
Ben   *: Daddy.* (C.21)
Charlie   : What you want? The rocket ship? That's what you wanted, right?
Ben   *: Milk.* (C.22)
Charlie   : You wanted milk? I'm sorry. He wanted milk. Rocket man needs
             milk when he's flying. It's for strong bones, in case you crash. We
             understand each other. What you think about this?

     The situation that this conversation took place was Charlie (the father)

and Kim (the mother) were discussing about running a day care. Charlie

asked the permission and the agreement from his wife. In the middle of the

discussion, Ben pulled his father's cloth and said "Daddy". This utterance is

intended to ask attention from his father. The syntactic characterization is

Noun Phrase and the semantic characterization is request/imperatives.

Even though the father has asked what Ben wanted, but the father did

not give chance to answer, so he failed to do what actually Ben wanted.

Because of the misunderstanding about Ben's order, then Ben said "*Milk*".

The utterance indicated what actually Ben wanted. The syntactic

characterization of this utterance is Noun Phrase and the semantic

characterization is request/imperative.

Datum 15:

Charlie : Come on, Kim. I can't just sit around here. I got to try to do
something. Come on. I need this.

Kim : I guess you better start handing out those fliers.

Charlie : All right. It makes much more sense

Ben : *Me, too.* (C.23)

Charlie : Okay, you want me to give you a hug? Here's a big hug. Group
hug.

Looking at his parents hugged each other, he said "*Me, too*". This

utterance means that Ben also wanted to be given a hug altogether with the

mother and father. The syntactic characterization of this utterance is Noun

Phrase and the semantic characterization is request/imperative.

Datum 16:

Charlie   : Hey, little man.

Ben   *: Hey, Dad.* (C.24)

Charlie   : What are you up to?

Ben   *: Just trying to read a story.* (C.25)

Charlie   : Listen, man. I know I was really busy today taking care of those other kids. I know it probably wasn't easy for you sharing your toys and watching Daddy do rocket ship with everybody, but now it's just us, we can do whatever you want to do.

The father came to Ben's bedroom after he had a busy day in arranging and controlling the day care for the first day. He approached Ben in the bed and started the conversation "*Hey, little man*", Ben replied "*Hey, Dad*". When Ben was asked by the father what he was doing, Ben said "*Just trying to read story*". This utterance means that Ben told to his father what he will do. The syntactic characterization of this utterance is Verb Phrase and the semantic characterization is information.

Datum 17:

Ben   *: Can we read this story?* (C.26)

Charlie   : We sure can read this story. All right. "There once was a herd of elephants. Elephants young, elephants old, elephants tall and short, fat and thin. All were different, but all were happy, and almost all were the same color. And they all made the elephant sound." They all said…Let me hear you make that sound.

Ben asked his father to read the story for him by saying "*Can we read this story*". Then, his father took the book from Ben's hand and began reading

story. The syntactic characterization of this utterance is in the form of yes/no question and the semantic characterization is request/imperative.

Datum 18:

Ben   *: Do it again?* (C.27)

Charlie   : No, I can't do it again, because Daddy might have an aneurysm.

        Ben asked his father to make more sound of the elephant by saying "*Do it again?*". The syntactic characterization of this utterance is yes/no question and the semantic characterization is request/imperative

Datum 19:

Charlie   : Okay, what else?

Ben   *: Could we* (C.28)

Charlie   : What were you going to say, Ben? I can see you were going to say something. What is it, son?

        In the living room, altogether with other children, Charlie offered the activities or games children wanted to play. Ben wanted to speak up but he hesitated. He did not finish his utterance "*Could we*". The syntactic characterization of this utterance is yes/no question and the semantic characterization is request/imperative.

Datum 20:

Ben   *: More….drawing?* (C.29)

Charlie   : More drawings?

Finally he finished the utterance "*More--drawing*" but still in hesitancy. He could not state the correct order about plurality. The syntactic characterization of this utterance is noun phrase and two constituents. The semantic characterization is request/imperative and plurality.

Datum 21:

Ben   : *Yeah! Like pictures and stuff. It's really fun.* (C.30)
Charlie   : Okay, yeah, great. More drawings.

Ben expressed his happy feeling toward his request being agreed by his father and also other children. "*Yeah! Like pictures and stuff. It's really fun*". He uttered it with the intention of information about the drawings. The syntactic characterization of this utterance is Noun Phrase. The semantic characterizations are plurality and information.

Datum 22:

Ben   : *Where's Mommy?* (C.31)
Charlie   : Mommy had to work today.

When Ben and his father talked each other in the living room, Ben asked "*Where's Mommy?*". The syntactic characterization of this utterance is in the form of Wh-question and the semantic characterization is information request.

Datum 23:

Ben   : *Remember when you used to work all the times*? (C.32)
Charlie   : Yeah, back when I had a real job.

Getting the answer from his father that his mother was working at that day, Ben remembered when his father went to work by the utterance *"Remember when you used to work all the times?"*. The syntactic characterization of this utterance is in the form of yes/no question and the semantic characterization is confirmation/clarification.

Datum 24:

Ben   : *Do you miss work?* (C.33)
Charlie   : I guess. I suppose so. I miss it. But don't get me wrong. It's not like….I don't like hanging out with you guys. It's just that Daddy used to be a big shot down at work. I had my own office and a big, pretty view. Remember that big, pretty view Daddy had?

Again, Ben asked his father about his previous job. "*Do you miss work?*". The syntactic characterization of this utterance is in the form of yes/no question and the semantic characterization is confirmation/clarification.

Datum 25:

Ben   : *I like it when you spin me around in that cool chair.* (C.34)
Charlie   : Yeah, that's a cool chair. A lot of cool things about that job. Cool chair. I had people working underneath me and, just between you and I, the pay wasn't that bad either.

Ben uttered "*I like it when you spin me around in that cool chair*" as an indication that he was happy remembering his father's previous job. The syntactic characterization of this utterance is Noun Phrase and Verb Phrase (Embedded Clause) and the semantic characterization is information.

Datum 26:

Charlie   : Put that down. What do you think of that?
Ben   : What is it? (C.35)

The father asked Ben to stop his drawing and guess what kind of picture in the paper the father has drawn. Because of the picture was not clear enough, he asked "*What is it?*". The syntactic characterization of this utterance is in the form of Wh- question and the semantic characterization is information/request.

Datum 27:

Charlie   : What do you mean? It's a dog in the sunshine.
Ben   : It doesn't look like one. (C.36)
Charlie   : That's because it's abstract. You have to squint when you look at it. And when you see it like this, that's abstract.

When his father explained that the picture was a dog in the sunshine, Ben still considered that it was not a dog in the sunshine just like his father has said. He disputed with that by saying "*It doesn't look like one*". The syntactic characterization of this utterance is negation sentence (Noun Phrase+Verb Phrase) and the semantic characterization is negation/denial.

Datum 28:

Charlie   : Yeah? You see it? How about if you tilt your head to the side?
               No, the other way.

Ben   *: Still doesn't look like one.* (C.37)

The father kept convincing Ben by instructing him to see the picture with several ways. But still, Ben disputed that the drawing was the picture of a dog in the sunshine by saying "*Still doesn't like one*". The syntactic characterization of this utterance is verb phrase and the semantic characterization is negation/denial.

Datum 29:

Charlie   : Okay, well, what are you over there working on, Michelangelo?
               What is that? There's nothing abstract about that now, is it?

Ben   *: Thanks.* (C.38)

Charlie   : That's pretty good. You got Daddy's head looking kind of round,
               though. Is my head that round?

Ben   *: No. But I got your mustache.* (C.39)

Charlie   : Yeah, I see. A nice green mustache. That's all right, son.

Turning to Ben's drawing, the father really appreciated it. Ben said "*Thanks*". Looking at the drawing in detail, the father was little bit disappointed with the shape of his head in the picture. Ben rejected that the shape of his father's head was actually not same with the picture. Ben clarified that he did not forget drawing his father's mustache by saying "*No. But I got your mustache*". The syntactic characterizations are Noun Phrase and verb

Phrase and the semantic characterizations are negation/denial and information.

Datum 30:

Ben   : *That's right. No! The monster's going to get me!* (C.40)
Kim   : It's probably a nightmare.
Charlie   : Be right back.

Ben's utterance "*That's right. No! The monster's going to get me!*" was uttered unintentionally because he got nightmare. That utterance contains several meanings. The syntactic characterizations of that utterance are Negation, and Noun Phrase and Verb Phrase. The semantic characterizations are attribution, agreement and denial of something or information.

Datum 31:

Kim   : Okay, hurry up. Mommy's coming!
Ben   : *No, I want Daddy.* (C.41)

When the mother would come to Ben's bedroom, he said that he wanted the father who came to his bedroom by saying "*No, I want Daddy*".. The syntactic characterizations of this utterance are Negation+Noun Phrase and Verb Phrase. The semantic characterization is negation/denial.

Datum 32:

Ben   : *Can I go to work with you?* (C.42)
Charlie   : No, you can't go to work with me, but you can come visit me at work. And Daddy will be home at night and on the weekends.

We'll still have lots of fun together.

This conversation took place in Ben's bedroom. The father informed Ben that he and two his friend would not do the day care any more. They would return to their previous job and so did the father. Because of Ben has accustomed to play and do all things in the house together with the father, he pleaded with his father by saying "*Can I go to work with you?*". The syntactic characterization of this utterance is in the form of yes/no question and the semantic characterization is request/expectation.

Datum 33:

Ben : *Will Phil and Marvin still be here?* (C.43)
Charlie : No, I'm sorry, little man. They won't be around anymore.

This utterance indicates that Ben still expected his father and his two friends run the day care in his house. Ben said "*Will Phil and Marvin still be here?*" to tell his father that he wanted them to do the day care. The syntactic characterization of this utterance is in the form of yes/no question and the semantic characterization is request/expectation.

Datum 34:

Ben : *It's just for a while, right? Then you're going to come back and do Daddy Day Care again.* (C.44)
Charlie : No, this is from now on. Daddy Day Care, we're not doing that anymore, Ben.

Still expecting the father would do the day care, Ben convinced

himself and also his father that the day care would return in business so that he did not need to return to his previous preschool. Ben said "*It's just for a while, right? Then you're going to come back and do Daddy Day Care again*". This utterance is the longest one existed in the film. The syntactic characterizations of this utterance are yes/no question and Noun Phrase and Verb Phrase. The semantic characterization of this utterance is question/expectation.

Datum 35:

Charlie   : Let me explain it to you like this. If Daddy does this, I can get money for us. And I can use that money to take care of the house and to buy food and clothes and toys for you to play with.

Ben   : *I'll sell all my toys.* (C.45)

Again, Ben tried to persuade his father not to return to his previous job because he intended to help his father buy selling all his toys so the father did not need to work all day along. The syntactic characterization of Ben's utterance "*I'll sell all my toys*" is in the form of Noun Phrase and Verb Phrase. The semantic characterization is information.

Datum 36:

Charlie   : Why you want to sell all your toys?

Ben   : *If I don't have toys, we don't need money, and you can stay with me.* (C.46)

Charlie   : I wish it was that simple, Ben.

The father had no ideas about Ben's saying about selling all his toys.

The father then clarified it and Ben said "*If I don't have toys, we don't need money, and you can stay with me*". This utterance showed that Ben was able to produce conditional sentence. The syntactic characterization of this utterance is Noun Phrase and Verb Phrase. The semantic characterization of this utterance is expectation.

Datum 37:

Ben　　　: *And I made friends.* (C.47)
Charlie　　: That's right, little man, you made some friends. As of this
　　　　　　moment Daddy Day Care is back in business.

　　　Finally the father realized that what he wanted was to run the day care. He came to the preschool where most children who played in his past day care studied including his son, Ben. He announced that to teach children was not by giving them so many lessons but by understanding what they actually wanted and needed.

　　　He proved it by calling his children in his day care to convince people there that what he has said was true. When Ben had his turn to be called, he proudly said "*And I made friends*". The syntactic characterization of this utterance is Noun Phrase and verb Phrase. The semantic characterization is information.

Datum 38:

Charlie: Little man. I'd say this wasn't a bad tradeoff.
Ben　　　: *Yeah, Dad*. (C.48)

This Ben's final utterance was uttered in the bigger hall which a space available called *The Final Frontier* for real "Daddy Day Care" in business. The syntactic characterization is Noun Phrase. The semantic characterization of this utterance is justification.

B. Result of Analysis

The table below shows the syntactic and semantic characterization of Ben's utterances.

Table 4.1 Semantic and syntactic characterizations of Ben's utterances

No	Semantic Characterization	Syntactic Characterization	Forms	utterances
1.	Question • Request/ imperatives	Yes/no question	Aux+S++V+O V+O+Adv Aux+S	Can we read this story?(C.26) Do it again?(C.27) Could we(C.28)
	• Information request	Wh-question	Where interrogative When interrogative What interrogative	Where's Mommy?(C.31) When's Mommy coming back?(C.8) What is it?(C.35)
	• Clarification/ confirmation	Yes/no question	V (S+V+Adv) Aux+S+V Cop+S+Adj V (S+V+O) Aux+S+V+O	Remember when you used to work all the times?(C.32) Did he promise?(C.4) Is dinnertime soon?(C.9) Remember when you broke my yoyo?(C.17) Do you miss work?(C.33)

	• Request/ expectation	Yes/no question	Aux+S+cop+Adv	Will Phil and Marvin still be here?(C.43)
			Aux+neg+S+V	Can't you stay home?(C.2)
			Aux+S+V+pp	Can I go to work with you?(C.42)
			S+cop+PP	It's just for a while, right?(C.44)
			2 clauses ([S+V] and [V+O])	Then you're going to come back and do Daddy Day Care again.(C.44)
2.	Negation • Rejection	Negation sentence	Neg+Noun Neg+(S+V+O)	No, Daddy! (C.20) No, I want Daddy.(C.41)
	• Denial	Negation sentence	S+neg+V+O	I don't know anybody there.(C.6)
		Noun Phrase+Verb Phrase	S+neg+V+O	It doesn't look like one.(C.36)
		Verb Phrase	Neg+V+O	Still doesn't look like one.(C.37)
		Noun Phrase+Verb Phrase	Neg+(S+V+O)	No. But I got your mustache. (C.39)
		Noun Phrase+Verb Phrase	Neg+(S+V+O)	No! The monster's going to get me!(C.40)
3.	Location	Subject+Prepositional Phrase	S+cop+PP	It's with my crayons.(C.3)
4.	Request/ imperatives	One/two constituents	Verb Noun Noun Noun Quantifier+N	Okay, let's (C.13) Daddy. (C.21) Milk. (C.22) Me, too. (C.23) More….drawing? (C.29)
5.	Attribution	Noun Phrase+Verb Phrase	S+V+O (Adj)	I see your eye twitching.(C.14)
6.	Plurality	Noun Phrase	Quantifier+Noun Noun	More….drawing? (C.29) Yeah! Like pictures

				and stuff. (C.30)
7.	Greeting	Noun Phrase	Adj+Noun	Good morning, Daddy!(C.1)
8.	Information	Noun Phrase+Verb Phrase	S+V+O	You're killing me. (C.19)
			S+Adv+V+O	You're really killing me.(C.19)
		Verb Phrase	V+O	Just trying to read a story.(C.25)
		Noun Phrase	Noun	Yeah! Like pictures and stuff. (C.30)
		Noun Phrase+Verb Phrase	S+cop+Adv+Adj	It's really fun.(C.30)
		Noun Phrase+Verb Phrase (Embedded clause)	S+V+O+ (S+V+O+Adv)	I like it when you spin me around in that cool chair.(C.34)
		Noun Phrase+Verb Phrase	S+V+O	No. But I got your mustache. (C.39)
		Noun Phrase+Verb Phrase	S+cop+Adj	That's right. No! (C.40)
		Noun Phrase+Verb Phrase	S+V+O	The monster's going to get me!(C.40)
		Noun Phrase+Verb Phrase (3 clause declarative)	S+Aux+V+O	I'll sell all my toys.(C.45)
		Noun Phrase+Verb Phrase	S+neg+V+O, S+neg+V+O S+aux+V	If I don't have toys, we don't need money, and you can stay with me.(C.46)
		Noun Phrase+Verb Phrase	S+V+O	And I made friends. (C.47)
			Adjective S+V+O (Adj)	Okay.(C.5) I see your eye twitching.(C.14)
9.	Protest	Noun Phrase+Verb Phrase	S+V+O	But we need Mommy to have fun.(C.10)
10.	Ascertainment	Noun Phrase+Verb Phrase	S+V	Yes, you did.(C.18)
11.	Replying Greeting	Noun Phrase	Noun Noun	Hey, Dad.(C.24) Bye, Mom.(C.7)
12.	Appreciation	Noun Phrase	Noun	Thanks.(C.38)

13.	Regretting	Noun Phrase+Verb Phrase	S+cop+Adj	I'm sorry. (C.11&C.12)
14.	Justification	Noun Phrase	Adverb Adverb	Yes.(C.15&C.16) *Yeah, Dad.*(C.48)

C. Findings Discussion

The interpretation of the findings is needed to elaborate the phenomena found in the analysis. Here are the details of the discussion.

The syntactic and semantic characterizations appeared and found in the utterances of Ben in the "Daddy Day Care" film are diverse. Recognizing a child in the age of 4 year like Ben in the film apparently shows that the children language development in both the early multi-word stage and the later multi-word stage are different among children.

The researcher examines that some of the utterances of Ben in that film are structurally well-constructed and some are bad-constructed. Bad-constructed means that Ben sometimes utters incomplete sentences such as *"Still doesn't look like one"* (C.37) but his utterances are still understandable referring to his father's previous sentence. Another incomplete sentences produced by Ben are *"Just trying to read a story"* (C.25), *"Could we"* (C.28) and *"Okay, let's"* (C.13).

Beside that, there is grammatical error based on the context in his utterance such as "*More….drawing?"*. The context when Ben uttered that sentence is that he asked his father to do drawing activities as often as possible. It should be "*More….drawings?*" (C.29) in line with the plurality

rule which is directly corrected by his father in the following utterance. The inappropriateness of uttering and producing sentences, children often make failure in some rules when they construct sentences. Their language develops through the time and again it is different among children.

Instead of some previous mistake in uttering sentence, Ben successfully produced most sentences in the appropriate grammar rules such as: *"When's Mommy coming back?"* (C.8) shows information question rules using wh-question, *"If I don't have toys, we don't need money, and you can stay with me"* (C. 46) shows conditional sentence rules, *"And I made friends"* (C.47) shows active sentence rules, *"Can I go to work with you?"* (C.42) shows interrogative sentence rules using auxiliary 'can', *"Will Phil and Marvin still be here?"* (C.43) shows interrogative sentence rules using auxiliary 'will', *"I don't know anybody there"* (C.6) shows negative sentence rules, *"I like it when you spin me around in that cool chair"* (C.34) shows relative clause rules, and so on.

Summarizing the result of the analysis, it can be restated that the syntactic characterizations found in Ben's utterances in "Daddy Day care" film consists of 8 patterns which are stated in sequence order: **noun phrase+verb phrase, yes/no question, negation sentence, noun phrase, wh-question, <u>one/two constituents</u>, verb phrase, and <u>subject+prepositional phrase</u>.**

Semantic characterizations found in Ben's utterances in "Daddy Day care" film consist of 18 patterns which are also stated in sequence order:

question which includes (*confirmation/clarification, request/expectations, request/imperatives*, and *information request*), **information, negation** which includes (*denial* and *rejection),* **request/imperatives, justification, plurality, regretting, replying greeting, location, attribution, greeting, protest, appreciation, and ascertainment.**

As a note, the underlined words of each characterizations above are new characterizations of Ben's utterances as found in "Daddy Day Care" film. The rest of the characterizations which are not underlined are same with the characterizations given by Adrian Akmajian in his research result.

CHAPTER V

CONCLUSION AND SUGGESTIONS

Having presented the findings and discussion in the chapter before, the researcher makes conclusion and provides some suggestions in this chapter. The presentations of both conclusion and suggestion of the research are as follows.

A. Conclusion

For two problem statements stated in Chapter I, the researcher found that there are **8 syntactic characterizations** and **17 semantic characterizations** of Ben utterances as found in "Daddy Day Care" film. The 8 (eight) syntactic characterizations and the 18 (eighteen) semantic characterizations are mentioned below according to the sequences of each patterns occur.

The 8 (eight) syntactic characterizations of Ben's utterances are:

1. **Noun phrase+verb phrase.** The most patterns used by Ben in his utterances are noun phrase+verb phrase.

2. **Yes/no question.** Ben's utterances are dominated with these patterns of forming Yes/no question in the film.

3. **Negation sentence.** There are several negation sentences uttered by Ben in the film. The whole negation sentences are in the form of simple sentence.

4. **Noun phrase.** The simple pattern which mostly appeared in Ben's utterances is the pattern of noun phrase.

5. **Wh-question.** In the film, Ben utters three kinds of Wh-question that are Where, When, and What interrogative.

6. **One/two constituents.** Ben often utters single word to express his ideas.

7. **Verb phrase.** Another simple pattern which also appeared in Ben's utterances is the pattern of verb phrase.

8. **Subject+prepositional phrase.** Ben uses this pattern to show the location of certain stuff.

   The 18 (eighteen) semantic characterizations of Ben's utterances are:

1. **Question** (*confirmation/clarification*). Five utterances show clarification/confirmation in meaning which are formed in question pattern.

2. **Question** (*request/expectation*). Five utterances show request/expectation in meaning which are formed in question pattern.

3. **Question** (*request/imperatives*). Three utterances show request/imperatives in meaning which are formed in question pattern.

4. **Question** *(information request*). Three utterances show information request in meaning which are formed in question pattern.

5. **Information.** Fourteen utterances show information about something in meaning

6. **Negation** (*denial*). Five denial utterances show negation intention.

7. **Negation** (*rejection*). Two rejection utterances show negation intention.

8. **Request/imperatives.** Five utterances show direct request/imperatives in meaning.

9. **Justification.** Three utterances show justification of something in meaning.

10. *Plurality.* Two utterances show plurality in meaning

11. *Regretting.* Two utterances show regretting of something in meaning.

12. **Replying greeting.** Two utterances show replying greeting expression.

13. **Location.** One utterance shows location of something in meaning.

14. **Attribution.** One utterance shows attribution of something in meaning.

15. *Greeting.* One utterance show greeting expression.

16. *Protest.* One utterance show protest of something in meaning.

17. **Appreciation.** One utterance shows appreciation of something.

18. **Ascertainment.** One utterance shows ascertainment in meaning.

B. Suggestions

The result of this research is expected to be a valuable information and useful reference for people who involved in children development and also people who studied the academic courses in the related topic. In details, here the researcher recommends some suggestions related to the research has been conducted.

First, the researcher suggests the lecturers and students who concentrated on this topic especially Linguistics (Syntax and Semantics) and Psycholinguistics to pay attention more to the materials which discusses

children language development. It is necessary to observe directly children language instead of focusing on the theories only.

      Second, the researcher suggests the next movie makers (script writer, producer, and director) who will involve infants in their movie project to let their utterances in conversations flow naturally in every scene even it is not in accordance with the film script. The natural utterances produced by infants in early ages are able to reveal the originality and the spontaneity of infants' utterances. This also helps further researchers on the broad and challenging topic research that is children language development.

      Third, the researcher suggests the next researchers who are interested in conducting the research on the same topic to be more active and careful during the observance of the data. It will give more valuable science especially in Linguistics (Syntax and semantics) and Psycholinguistics, if there are researches on syntactic and semantic characterization of infants in other different ages. Real English native speaker infants or any real language native speaker infants are priority.

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Utterances: the Case of Ben in "Daddy Day Care" Film

Advisor   : Drs. Sakban Rosidi, S.Pd., M.Si.

THESIS GUIDANCE SCHEDULE

No	Date	Subject Matter	Signature
1	**February, 22 2007**	**Submission of thesis title**	
2	**March, 14 2007**	**Submission of thesis proposal**	
3	**April, 11 2007**	**Thesis proposal seminar**	
4	**September, 10 2007**	**Submission of chapter I+II**	
5	**September, 29 2007**	**Revision of chapter I+II**	
6	**September, 29 2007**	**Submission of chapter III+IV**	
7	**October, 9 2007**	**Revision of chapter I-IV**	
8	**October, 9 2007**	**Submission of chapter V**	
9	**October, 9 2007**	**Revision of all chapters and ACC for Final Revision**	

Malang, 7 December 2007

The Dean of the Faculty of Humanities and Culture

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Review of "Daddy Day Care" film

(Resumed from http://www.entertainyourbrain.com/daddydaycarerev.htm)

Charlie Hinton (Murphy) is a marketing professional who works in the health division of a food manufacturer. Along with his friend and marketing partner Phil (Jeff Garlin), they both work so hard that they tend to ignore the needs of their families. Their latest product is a vegetable-based cereal, and when it predictably flops with their focus group made up of children, their entire division is laid off.

Then, he has more time to spend with his four-year-old son Ben (Khamani Griffin), since his wife, Kim (Regina King), has returned to her old job of being a lawyer. Charlie continues trying to find another job himself, and after six weeks of looking, he becomes frustrated. He and Kim are also frustrated that there is not a decent daycare center in the neighborhood.

One day, while playing with Ben in the park, Charlie comes up with the perfect solution. Taking a suggestion from stay-at-home mom Peggy (Siobhan Fallon Hogan), which was that anyone who brought a decent daycare center to the neighborhood would make lots of money, he decides to do just that. It would solve their money problem and their daycare problem at the same time. He recruits Phil to join him in starting Daddy Day Care, based on the premise that the kids could benefit from a male influence.

After passing out flyers at strategic parental locations, they get a few kids to take care of in their new business, located in Charlie's house. After the first

day, they realize it is going to be much harder than they thought. They soon strategize, and it starts working.

It works so well in fact that they gain kids formerly going to Chapman, making Miss Harridan very mad. She tries to get them shut down by sending Mr. Dan Kubitz (Jonathan Katz) from Child Services to come and inspect them. One of the rules Mr. Kubitz insists they follow is to have a caretaker-to-child ratio of five-to-one, and they currently had eleven kids. To solve that problem, they hire their former mailroom co-worker Marvin (Steve Zahn), to join them. When the inspection fails to shut down Charlie's business, Miss Harridan, along with her assistant Jenny (Lacey Chabert), resort to measures that are more drastic. With the possibility of losing the business, plus the opportunity to get his old job back, and his observation of Ben's jealousy over the daycare kids, Charlie has to decide if he really wants to keep Daddy Day Care going.

Daddy Day Care Script

http://www.script-o-rama.com/snazzy/dircut.html

Ben   : Good morning, Daddy.
Charlie: Hey, Ben, how you doing, man? Oh, god daddy's got to get ready for work.
Ben   Can't you stay home?
No. I got a real big day at work today.

Charlie :Kim, where's my cell phone?
Ben   : It's with my crayons.
Charlie : It's not supposed to be with the crayons.
Kim   : There you go, sweetie.
Charlie : Okay, has anybody seen my beeper?
Charlie :Here it is. Right by the grape juice. I wonder how it got there. Are those my note cards that I've been working all night on? I've been up all night and now they're all sticky.
Kim   : Sorry, baby.
Charlie: Yeah.
Ben   : Sorry.
Charlie:Yeah.
Kim   : Bye-bye.
Charlie: Yeah, I'll see you later.
Kim   : Don't forget about the orientation today.
Charlie: The what?
Kim   : Chapman Academy? The preschool?
Charlie: Okay. Right. Is there any way we could reschedule that? Maybe we shouldn't. Maybe we should take care of business and be responsible parents. Don't worry.
Kim   : Don't be late.
Charlie: I will not be late.
Kim   : Promise?
Charlie: I won't be late. See you later.
Ben   : Did he promise?
Kim   : He sure did.

Kim   : I guess we better go in, Pooch. Your Daddy will come a little later. Come here, let me see you.
Charlie: I am so sorry, baby. Things got crazy at work. What's going on, man? Look at this place. It's Princeton for preschoolers.
Kim   : Let's hurry up so we won't be late for the orientation.
Charlie: What's the orientation about? It's a preschool, they'll be playing with blocks, right? Unbelievable.
Harridan : Language skills are a critical component here at Chapman. They're part of our core curriculum. You must be Charles.
Charlie: Call me Charlie. Nice to meet you.

Harridan :How do you do?

Charlie: This is my wife, Kim.

Harridan :Hi.

Kim   : Kimberly.

Harridan :I'm Miss Harridan, the headmistress.

Kim   : And this is Ben.

Harridan :How do you do, Benjamin?

Charlie: Come on, little man.

Harridan :It's a pleasure to meet you. Shall we begin?

Charlie: Look at their outfits. I like that.

Kim   : They're cute.

Harridan :We find uniforms reinforce the sense of structure.
Structure's good. Our philosophy is that a child is like a climbing vine. With structure to cling to, and the right gardener to tend them, they'll grow to the sky.

Charlie: Sorry.

Harridan : So, Mrs. Hinton, you're returning to work?Lawyer, I believe your file said.

Kim   : Actually, I haven't practiced yet. We just had Ben when I finished law school. Still a little nervous about leaving him.

Harridan : All mothers are. But you needn't worry. Our little seedlings are in very good hands.

Kim   : Turn the darn phone off.

Charlie: It's off.

Kim   : Are they doing SAT prep?

Harridan : It's never too early to start.

Kim   : I thought you turned your phone off.

Charlie: It's not my phone, it's my two-way. This is bad.

Kim   : Go ahead.

Charlie: Okay. Thank you, baby. I am terribly sorry. I have an emergency at work. I gotta go.

Harridan : I understand.

Charlie: I'm sorry. Hey, little man. Daddy's got to get going, but I'll see you later on, okay? You want to do the rocket ship? Let's do the rocket ship. Sorry about all the noise. Here you go. Go to Mommy. I'll see you later. Thank you for your time.

Kim   : I'm so sorry. He's trying out a new product at work.

Harridan : No need to apologize. Diligence always sets a fine example. Jenny. Just in time. Here's a copy of our curriculum and a list of your financial obligations.

Kim   : This is the price per year?

Harridan : Per month.

Kim   : Pooch, how was your first day at school?

Ben   : Okay.

Kim   : Just okay?

Ben   : I don't know anybody there.

Kim   : Give it some time. You'll make some friends. How was your day, baby?
Charlie: I lost my J-O-B.
Kim   : You lost your J-O-B?
Charlie: I got F-l-R-E-D. Me and 300 other people.
Kim   : They cannot do that! Can't Jim Fields do something?
Charlie: He's the one that pulled the trigger. He's not gonna do anything. When I found out it was him, I told him to take a flying
Kim   : Charlie!
Charlie: H-l-J-K-L-M-N-O-P. Don't worry about this. I'm in demand, and I'll have a new job in a week.

Kim   : All right, Charlie. Give up the keys.
Charlie: I don't know where the keys are.
Kim   : Don't even try it.
Charlie: Why don't you drive the minivan?
Kim   : No. We talked about this last night. You're staying home with Ben. I'm driving the Mercedes.
Charlie: You have me driving around town in the dumb minivan all day.
Kim   : Is the top down?
Charlie: You know what, Kim?Be careful. Don't just park it anyplace. Be careful getting in and out of the car. Don't get any dings in the door. Come here. Make sure you put good gas in there. If you put in the cheap stuff the engine will start knocking, and I don't want that.
Kim   : You don't leave milk in the car with the windows rolled up. Always buckle up the car seat. Don't park in the sun or the seats will get too hot. And no juice unless it's in a sippy cup. Bye, baby.
Charlie: Can you give a call, tell us what time you'll be back? Because we'll be here waiting, just the two of us.
Ben   : Bye, Mom.
Charlie: Not too fast!
Kim   : See you later.
Ben   : When's Mommy coming back?
Charlie: She'll be back around dinnertime, Mommy.
Ben   : Is dinnertime soon?
Charlie: No, but don't you worry. We're going to have a lot of fun.
Ben   : But we need Mommy to have fun.
Charlie: Are you trying to just break me down in the driveway? Why you want to break your father down?
Ben   : I'm sorry.
Charlie: That's better. You broke me down smooth. My eyes welled up.
Ben   : I'm sorry.
Charlie: You made my eyes well up.
Ben   : Okay, let's
Charlie: Look at my eyes.
Ben   : I see your eye twitching.
Charlie: We're going to have fun!

Charlie: Are you potty-trained?

Ben　: Yes.

Charlie:You got to go stinky?

Ben　: Yes.

Charlie: Then, go on. Go stinky, then.

Ben　: Remember when you broke my yo-yo?

Charlie: I did not break your yo-yo.

Ben　: Yes, you did.

Charlie:I did not break your yo-yo. Your yo-yo was broke.

Ben　: You're killing me. You're really killing me.

Kim　: I'm home!

Charlie: You said let's do this together.

Ben　: No, Daddy!

Kim　: What's going on here?

Kim　: A day care center. In our house?

Charlie: Yes, Phil's apartment's only a two-bedroom place.

Kim　: This is crazy on　different levels. What do you both know about running a day care?

Charlie: It's not rocket science. We applied for a license. It couldn't be any more simple.

Ben　: Daddy.

Charlie: What you want? The rocket ship? That's what you wanted, right?

Ben　: Milk.

Charlie: You wanted milk? I'm sorry. He wanted milk. Rocket man needs milk when he's flying. It's for strong bones, in case you crash. We understand each other. What you think about this?

Kim　: We're talking about other people's kids. Do you understand that responsibility?

Charlie: I'll be just as careful with them as I am with Ben.

Don't be rubbing your head into stuff. Watch where you're walking.

Kim　: What about when you get a real job? Just leave the parents hanging?

Charlie: We'll cross that bridge when we get to it. It won't be permanent. We won't get rich from this, but it might keep us out of bankruptcy.

Kim　: I don't know, Charlie.

Charlie: Come on, Kim. I can't just sit around here. I got to try to do something. Come on. I need this.

Kim　: I guess you better start handing out those fliers.

Charlie: All right.　It makes much more sense

Ben　: Me, too.

Charlie: Okay, you want me to give you a hug? Here's a big hug. Group hug.

Charlie:Hey, little man.

Ben　: Hey, Dad.

Charlie: What are you up to?

Ben   : Just trying to read a story.

Charlie: Listen, man. I know I was really busy today taking care of those other kids. I know it probably wasn't easy for you sharing your toys and watching Daddy do rocket ship with everybody, but now it's just us, we can do whatever you want to do.

Ben   : Can we read this story?

Charlie: We sure can read this story. All right. "There once was a herd of elephants. Elephants young, elephants old, elephants tall and short, fat and thin. All were different, but all were happy, and almost all were the same color. And they all made the elephant sound." They all said…Let me hear you make that sound.

Ben   : Do it again?

Charlie: No, I can't do it again, because Daddy might have an aneurysm.

Kim   : Hey, guys, sorry I'm late. I'm not cleaning this up.

Charlie: We'd like you to tell us what you'd like to get out of Daddy Day Care. We'd like you to tell us what you'd like to get out of Daddy Day Care. Help us to help you. Who'd like to start?

We need more learning about things.

Charlie: More learning about things?

Yes.

We're at a very critical age.

You have to feed our minds.

Charlie: All right. You want to write that down? "Feed our minds. Great. Okay, what else?

Dolphins. Dolphins are good.

Dolphins are fish.

No, they're not.

They live in water.

That doesn't mean they're fish.

Charlie: Calm down and talk about something else. What else would you like to talk about?

Where do babies come from?

Charlie: Let's go back to the dolphin subject and discuss dolphins or if there's anything else on someone's mind we can talk about other than that.

Write that down.

Charlie: Okay, what else?

Ben   : Could we

Charlie: What were you going to say, Ben? I can see you were going to say something. What is it, son?

Ben   : More--- drawing?

Charlie: More drawings?

Ben   : Yeah! Like pictures and stuff. It's really fun.

Charlie: Okay, yeah, great. More drawings.

Yeah!

More chasing bad guys.

Ben   : Where's Mommy?
Charlie: Mommy had to work today.
Ben   : Remember when you used to work all the times?
Charlie: Yeah, back when I had a real job.
Ben   : Do you miss work?
Charlie: I guess. I suppose so. I miss it. But don't get me wrong. It's not like….I don't like hanging out with you guys.
It's just that Daddy used to be a big shot down at work. I had my own office and a big, pretty view. Remember that big, pretty view Daddy had?
Ben   : I like it when you spin me around in that cool chair.
Charlie: Yeah, that's a cool chair. A lot of cool things about that job. Cool chair. I had people working underneath me and, just between you and I, the pay wasn't that bad either. Put that down. What do you think of that?
Ben   : What is it?
Charlie: What do you mean? It's a dog in the sunshine.
Ben   : It doesn't look like one.
Charlie: That's because it's abstract. You have to squint when you look at it. And when you see it like this, that's abstract.
Yeah? You see it? How about if you tilt your head to the side? No, the other way.
Ben   : Still doesn't look like one.
Charlie: Okay, well, what are you over there working on, Michelangelo? What is that? There's nothing abstract about that now, is it?
Ben   : Thanks.
Charlie: That's pretty good. You got Daddy's head looking kind of round, though. Is my head that round?
Ben   : No. But I got your mustache.
Charlie: Yeah, I see. A nice green mustache. That's all right, son.

Charlie: I just paid the mortgage, the car loan and the electric bill. Look at the balance in the checking account.
Kim   : 74 cents.
Charlie: Yeah. That's right, 74 cents.
Kim   : You are my Superman.
Charlie: You got that right. I've worked hard, and I think it's time to let off a little of my frustration. It's time for you to take care of your Superman.
Kim   : My Superman. Come here, baby.
Ben   : That's right. No! The monster's going to get me!
Kim   : It's probably a nightmare.
Charlie: Be right back.
Kim   : Okay, hurry up. Mommy's coming!
Ben   : No, I want Daddy.
Kim   : Did everything go okay?
Charlie: Yeah, everything's just fine. What's that face for?

Kim : Since when does he like you better than he likes me?
No, don't even trip. It's not like that. I've just been spending more time with him, so he wanted me. He's getting much more confident. Remember how he wouldn't play with anyone else at first? Now, he's even playing with that kid, Crispin.
Crispin happened to say "thank you" at lunch today without being told. And that little girl Becca, she can read.
She's just a baby. I seen her pick up a "Curious George" book, sit down and read like a grownup. What's that face?
Kim : I haven't seen you this excite about something in a long time.
Charlie: Yeah, I ain't going to front.

Ben   : Can I go to work with you?
Charlie: No, you can't go to work with me, but you can come visit me at work. And Daddy will be home at night and on the weekends. We'll still have lots of fun together.
Ben   : Will Phil and Marvin still be here?
Charlie: No, I'm sorry, little man. They won't be around anymore.
Ben   : It's just for a while, right? Then you're going to come back and do Daddy Day Care again.
Charlie: No, this is from now on. Daddy Day Care, we're not doing that anymore, Ben. Let me explain it to you like this:
If Daddy does this, I can get money for us. And I can use that money to take care of the house and to buy food and clothes and toys for you to play with.
Ben   : I'll sell all my toys.
Charlie: Why you want to sell all your toys?
Ben   : If I don't have toys, we don't need money, and you can stay with me.
Charlie: I wish it was that simple, Ben.

Harridan : Why don't you tell these people exactly how you help their children?
Charlie: Max over here is potty-trained now, okay?
I don't miss.
Charlie: That's right. And Becca learned how to read.
Yes, I did.
Charlie: And Crispin is the most polite kid you'd ever want to meet.
Thank you, Charlie.
Charlie: You are most welcome, Crispin.
Ben   : And I made friends.
Charlie: That's right, little man, you made some friends. As of this moment Daddy Day Care is back in business.

Charlie: Little man. I'd say this wasn't a bad tradeoff.
Ben   : Yeah, Dad.

And, action.
We can spend You know, we can't spend money without having it.
Hold on one second.

What, are you being beamed up?
It's Captain Kirk.
It is!