

The Variation of Sentence Structure in the Dyslexic Children's Speech

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Abstract— This study aims to describe the variation of sentence structure generated in the speech of dyslexic children. The design of this research is descriptive-qualitative with positivistic approach of interpretive phenomenology of naturalistic model. The research subjects were nine dyslexic children who used Indonesian as the first language and aged 8 to 10 years. The method used is listening and speaking method. In practice, the distributional method used by researcher are the IC technique. As an aid, the IC technique is supported by special techniques as an advanced techniques: Deletion, Substitution, Paraphrase, Perversion, and Expansion. From the research, it concluded that the Indonesian sentences produced by dyslexic children are dominated by incomplete sentences (59.61%), while complete sentences (40.39%) are the rest. Most complete sentences are basic sentences, while some are derivative sentences. From the basic sentence that appears, 38.66% basic sentence predicated verbs with the pattern of NP + VP, predicated noun patterned NP1 + NP2 with percentage 26.66%, predicated adjective with NP + AP pattern of 23.55%, predicate the preposition patterned NP + PP of 5.78%, and the last predicate numeral with NP + NumP pattern of 4.88%. The derivation sentence is dominated by single sentence with percentage value 97,62%, compound sentence equal to 0,44%, and multi-story sentence equal to 1,94%. The incomplete sentences conveyed by DC consist of the SUBJ only structure pattern, PRED only, OBJ only, ADJ only, or combined functions of SUBJ-OBJ, SUBJ-ADJ, PRED-OBJ, PRED-ADJ, and PRED-OBJ-ADJ.

Keywords: dyslexic children, Indonesian, sentence structure, complete sentence, incomplete sentence

1. Introduction

From a neurological point of view, dyslexic child (DC) is a child with a brain disorder in the primary cortex section of a language processor. This case can be caused by genetic factors or because of injury to the brain that control how to read and write (Fisher and Deb Fries, 2002: 10). Similarly, dyslexia is a disorder of reading and writing skills derived from neurological factors (Morkena, 2017). It is characterized by difficulty in accuracy and fluency to recognize written words, as well as describing and spelling out those words (The Dyslexia Association International, 2002). Despite having sufficient intelligence, education, and socioeconomic background to learn to read, DC have difficulty with regard to accuracy and fluidity (APA, 2014; Shaywitz, 1998; Morris, & Shaywitz, 2008; Snowling & Hulme, 2012).

Dyslexic children (DC) are children with biological disorders (neurogenetics) manifested in the form of learning difficulties in reading and spelling despite adequate education and adequate intelligence (Snowling in Mercer 1989: 51). Furthermore, the difficulties experienced by DC are not only in terms of reading, but also in terms of spelling, writing, producing speech, and understanding / interpreting speech. They have difficulty in learning the components of words and sentences, experiencing delays in language development, and are almost always problematic in studying representational systems pertaining to mass, direction, and time (Byrne 1981: 14). They experience difficulties from the field of phonology, morphology, syntax (Reggiani, 2012: 10).

Based on the above explanation, this study aims to describe the variation of sentence structure generated in the speech of DC.

2. Theoretical Background

Based on its internal structure, sentences can be distinguished over complete sentences and incomplete sentences. The complete sentence is a sentence that has a complete syntactic function of all the syntactic functions that should exist. Complete sentences are also commonly referred to as major sentences. Keraf (1991:182) further explains that the complete sentence contains at least two core elements, namely SUBJ and PRED. In the discussion of the types of sentences that include normal sentences, inversion sentences, active sentences, passive sentences, single sentences, and complex sentences, Alwi et al. (2010: 363) states that the sentences discussed it is a complete sentence. Thus, the terminology of complete sentences can include basic sentences, normal sentences, inversion sentences, active sentences, passive sentences, single/ simplex sentences, and complex sentences (coordinative and subordinative).

3. Research Method

The form of this research is descriptive-qualitative research and use the positivism approach of interpretive phenomenology with naturalistic model. The choice of this approach is based on the consideration of its superiority, which is able to provide an in-depth description of the reality and phenomenon of language usage as it is, natural, not partial, and not artificial. With this approach, it is expected that the resulting description can provide a systematic, factual, and accurate description of the data, properties, and relationships of the phenomena to be studied (Moleong, 2008: 5).

The type of data used in this study can be divided into two, namely primary data and secondary data. The subject of this study are children with dyslexia who use the Indonesian language



as the first language. They numbered nine children. They are taking private lessons learning to read and write. They attended elementary school grade 2 and 3, both in the regular elementary school, as well as in inclusion element, Gresik and Surabaya, and their age range between 8 to 10 years. This age determination is based on the Critical Age Hypothesis, which is the age range of children in the most sensitive developmental stage for language learning (Lenneberg in Dardjowidjojo, 2000:58).

In this study, researchers used the method of listening and speaking. In practice, researchers only listen to the conversation between a dyslexic child with his teacher, with his friend, or with his parents. On another occasion, the researcher only entrusted the voice recorder to the teacher to document the conversation. After the recording was obtained, the researcher transcribed it on the data card.

The method of analysis that makes part of the phenomenon of the language examined as a determinant of analysis. In practice, this distributional method is performed by the basic technique for the direct element (IC) to divide lingual units in sentences analyzed by its direct element. The IC technique is then aided by special techniques as a follow-up technique: Deletion technique, substitution technique, submission technique, reversal technique (permutation), and expansion technique.

4. Discussion

As a syntactic unit constructed from several constituents, the sentence has several structural variations. Variations in sentence structure appear as a result of the presence or absence of constituents as the supporting elements of the construction of the sentence. There is a sentence with a complete structure, in the sense that all components must be present, and there is a sentence with an incomplete structure, in the sense that not all mandatory components are present in the construction of the sentence. On that basis, dichotomous sentences can be grouped into complete sentences and incomplete sentences (ellipses).

Complete Sentence Structure in DC's Speech

Sentences can be classified into basic sentences and derivation sentences (Chomsky, 1965). Here is an explanation of the basic sentences and derivation sentences that appear in the speech of the dyslexic child.



Basic Sentence in DC's Speech

The basic sentence is the most simple sentence form of any complete sentence that forms the basis for forming infinite long sentences (Robins, 1992: 267). Alwi et al. (2010: 319) states that the basic sentence has the following characteristics: (1) consists of one clause, (2) the core elements are complete, (3) the constituent order follows the most prevalent order, and (4) does not contain question or denial.

Sentences are constructed from the word string according to the rules of the phrase structure. The word, as a sentence design, has categories, functions, and roles. Category refers to word classes (verbs, nouns, adjectives, etc.); function refers to the syntactic function (SUBJ, PRED, OBJ, COMP, and ADJ), while the role refers to the semantic behavior of words in the sentence, whether as agent (Ag), patient (Ps), theme (Tm) or others.

On the basis of the structure of its functions and categories, found some basic sentences that appear in the DC's speech. Based on the functional structure of the SUBJ-PRED, the basic phrases appearing in DC's speech can be classified into five categories, namely (1) NP + VP, (2) NP1 + NP2, (3) NP + AP, (4) NP + PP, and (5) NP + NumP.

Based on the frequency of occurrence, the five basic sentence patterns can be sorted as in the following table.

Table of Basic Indonesian Sentence Patterns in DC's Speech

No.	Example of sentences	Pattern SUBJ – PRED	Frequency of Occurrence	Percentage (%)
1.	<i>Aku pulang.</i> (I am home.)	NP + VP	87	38,66
2.	<i>Adikku laki-laki.</i> (My brother is a boy.)	NP1 + NP2	60	26,66
3.	<i>Nasinya panas.</i> (The rice is hot)	NP + AP	53	23,55
4.	<i>Ibu di rumah.</i> (Mom at home)	NP + PP	13	5,78
5.	<i>Pensilku dua.</i> (My pencil is two)	NP + NumP	11	4,88
Total			225	100

The table above shows that the basic phrase with NP + VP pattern has the highest frequency of occurrences. From the 225 basic sentences that appear in DC's speech, there are 87 (38.66%) basic sentences that are patterned NP + VP. For the following sequential sentences NP1 + NP2 has 60



sentences (26.66%), NP + AP contains 53 sentences (23.55%), NP + PP contains 13 sentences (5.78%), and the last NP + NumP contained 11 sentences (4.88%).

(1) Basic Sentence with Verbs Predicate

Basic sentence predicated verbs or verbal phrases are basic Indonesian sentences that appear in DC's speech formed by nominal or nominal phrase as the first constituent to fill the function of SUBJ and V or VP as the second constituent that fills the PRED function. In other words, this sentence has a NP + VP pattern. Here are some examples.

(5-1) *Bonekanya jatuh.*

'The doll fell.'

(5-2) *Balonnya meletus.*

'The balloon erupts.'

In the data (5-1) - (5-2) above, the basic sentence is formed by the NP constituent as the filler of the subject function of *bonekanya* (the doll) and *balonnya* (the Balloon), followed by the VP constituent as the predicate function filler including *jatuh* (fall) and *meletus* (erupt). Sentences with predicate functions filled by verbs or verbal phrases like this are commonly referred to as verbal sentences (Givon, 1984).

(1.a) Intransitive Sentence

The intransitive sentence is a sentence whose predicate function is filled by the intransitive verb category. In the intransitive sentence, the verb as a function of the sentence predicate requires the presence of a core argument acting as the subject of a sentence. The only argument or participant in the intransitive sentence functionally occupies the grammatical function of the SUBJ (Artawa, 1996: 13; Arka, 1998: 17).

The existence of intransitive sentences in the DC classified as high. From the 540 complete sentence data collected, there are 212 (39,25%) intransitive sentences. Some examples can be seen in the data below.

(5-3) *Bapakku kerja.*

'My father works.'

(5-4) *Dia pulang.*

'He came home.'

(5-5) *Adik mandi.*

'My brother take a bath.'



- (5-6) *Mama datang.*
'Mama is coming.'
- (5-7) *Kodoknya melompat.*
'The frog jumps.'
- (5-8) *Mama belanja.*
'Mama is shopping.'
- (5-9) *Aku minum.*
'I drink.'
- (5-10) *Kucingnya nangis, Ma.*
'The cat is crying, Ma.'
- (5-11) *He..., berenang bebeknya.*
'He ..., the duck was swimming.'
- (5-12) *Pergi ayah.*
'Father go away.'

From the ten sentence data shown, only two have affixes verbs, ie *melompat* (jumping) and *berenang* (swimming) verbs at (5-7) and (5-11). The other eight sentences are basic verbs, ie *kerja* (work), *pulang* (came home), *mandi* (take a bath), *datang* (coming), *belanja* (shopping), *minum* (drinking), *menangis* (crying), and *pergi* (go away). If this is related to the transitory level of a verb that the use of affixes can increase the degree of transitivity of the sentence, then it can be stated that the number of basic verbs in the sentences spoken by DC can cause the high occurrence of intransitive sentences in the DC's speech.

(1.b) Transitive Sentence

The transitive sentence refers to a predefined verb with two core arguments. In terms of its functional structure, the two core arguments serve as SUBJ and OBJ. Especially for the core argument that fills the OBJ function that arises in DC's speech has a semantic role as patient / patient, actor, and theme, as seen in the following data.

- (5-13) *Kakek makan bubur.*
'Grandfather ate porridge.'

As a predicate, the transitive verbs in the above sentence define two core arguments, namely *kakek* 'grandfather' as the Agent (who eats) and *bubur* 'the porridge' as the Patient (eaten) in the sentence (5-13).



Based on the frequency of its use, the existence of transitif sentence in DC's speech pertained quite high. From the 540 complete sentence data collected, there are 98 (18.14%) transitif sentences. Another interesting point to consider in this section is that there are so many phenomena of using transitive verbs in the DC's speech. Only, transitive verbs do not necessarily form a transitive sentence. This is because the transitive verb is not followed by the OBJ core argument that should be accompanying it. Sentences with predicates of transitive verbs not accompanied by OBJ core arguments are grouped into intransitive sentences (Alwi et al., 2010: 352).

(1.c) Betransitive Sentence

Betransitive sentences are sentences with predicate verbs accompanied by three core arguments. In terms of its functional structure, the three core arguments serve as SUBJ, OBJ, and OBJ Theta, while in terms of their semantic role, the three core arguments are each agent, beneficial, and theme.

An interesting phenomenon that should be noted in relation to the dwitransitif sentence is the absence of that type of phrase in the DC's speech. A sentence expressing the meaning of 'to others' (benefactive), is expressed in a linear construct of a transitive sentence with a description of purpose, as shown in the following data.

(5-15) a. *Ibu membuat **bubur** untuk **adik**.*

NP₁ NP₂

'Mother makes porridge for sister.'

b. *Ibu **membuatkan adik bubur**.*

NP₂ NP₁

'Mom makes a porridge sister.'

In fact, the sentence (5-15a) can have another form as a result of the morphosyntax process that makes NP1 switch to NP2, as shown in (5-15b). However, other sentences with the same structure are not found in the DC's speech.

It can be expressed closely related to the development of cognition in DC. In accordance with Peaget's statement (Brown, 1973) that child language development reflects the development of child cognition. DC experience delays in cognitive development so that they have difficulty producing betransitive sentences that have more complex syntactic structures. Alternatively, they produce a transitive sentence that has a linear syntactic construction so that the structure is more simple with almost the same meaning.



(2) Basic Sentence with Nominal Phrase Predicate

The basic sentence with nominal predicate (NP) is the basic sentence of the Indonesian language spoken by DC formed by N or NP as the first constituent to fill the subject function or as the second constituent that fills the predicate function. Therefore, this basic sentence has an NP1 + NP2 pattern like the example data below.

(5-16) *Papaku polisi.*

‘My father is a policeman.’

In the data (5-16) above, the subject NP1 constituent is the *papaku* ‘my father’, whereas the constituent NP2 as the predicate filler is *polisi* ‘the policeman’. From the data (5-16) above it is also apparent that both NP1 as the function constituent of the subject function and NP2 as the predicative function filler constituent in the DC’s speech have not undergone much expansion so that each constituent is filled by only one or two words.

(3) Basic Sentence with Adjective Phrase Predicate

The basic sentence with adjective phrase (AP) predicate has the NP-AP pattern, the basic sentence formed by N or NP as the first constituent to fill the subject function, while the second constituent that fills the predicate function is the adjective (A) or AP. The sample data is below.

(5-17) *Bajunya kotor.*

‘Her clothes are dirty.’

In the data (5-17) above, which becomes the subject NP constituent is *bajunya* ‘her clothes’. Meanwhile, the AP constituent as a function of the predicate is *dirty*. Predicate *dirty* on the sentence above occupy the right position SUBJ her clothes.

Conjugated constituent predicative patterns can also be altered. In addition to occupying the right position or after SUBJ, predicative predicate can also occupy the left position or before the SUBJ. In any language spoken by the DC, it often happens: the adjective predicate often occupies the left position or before the SUBJ. Therefore, the above sentences (5-17) may appear in the following order patterns.

(5-17a) *Kotor bajunya.*

‘Her clothes are dirty.’

Based on the constituent pattern data in the sentence (5-17) above along with the structural alternation at (5-17a), it can be stated that the SUBJ argument in the stative sentence is not always in



the position before the predicate (left predicate position), but can also be position after predicate (right position of predicate). In the DC's speech, repetition of such sequences often occurs.

(4) Basic Sentences with Prepositional Phrases Predicate

The basic sentence PP predicate has the NP + PP construction pattern, ie the basic sentence formed by N or NP as the first constituent to fill the subject function and followed the prepositional phrase (PP) as the second constituent that fills the predicate function. The PP predicate always has a head of category P. Without the presence of the preposition category, prepositional phrases will not be formed.

When compared with standard Indonesian language, the Indonesian language spoken by DC has its own peculiarities, ie its preposition elements are sometimes subjected to an impression. In the conversation between DC and his friend during school break, the following speeches appear.

(5-18) a. *Rumah nenekmu di mana?*

'Where's your grandmother's house?'

b. *Rumahnya Jakarta.*

'Her house Jakarta.'

Rumahnya di Jakarta.

'Her house at Jakarta'

Rumahnya ☉ Jakarta.

'Her house ☉ Jakarta.'

The preposition settlement at (5-18b) lies between the word of his house and Jakarta. The existence of such preposition settlements is abstractly understood by the DC because they can understand when spoken to using the three prepositions in another context.

(5) Basic Sentence with Numeral Phrases Predicate

In general the numerals contained in the DC speech can be classified into two groups, namely numerals general/ principal and numeral level. Some numerals are found in the study of DC speeches such as the following example.

(5-19) *Kamarnya tiga.*

'The rooms are three.'

From the above sentence data (5-19) it can be seen that NP as the first constituent to fill the function of the subject is formed by the derived noun through its affixation process, ie the room, while NumP as the second constituent that fills predicate function is formed by the basic numerical



category, three. From the example above data it appears that the FNum that appears as a sentence predicate in DC's speech is still very simple, both in quantity and in expansion of the phrase.

Derivation Sentences in Dyslexia Children's Speech

Although most of the complete sentences produced by the army are in the form of a basic sentence, some of them are derivation sentences, the basic sentences that have undergone changes, either through extensions or other changes. The expansion of basic sentences is likely to result in two types of sentence structures, namely (1) expanding base sentences, but still having a clause pattern often known as a single sentence (simplex), while (2) the base sentence has expanded to form two clause patterns or more, commonly called compound sentences (complex sentences).

(1) Single Sentence

As mentioned above that a single sentence is a basic expression that has undergone an expansion. However, the extension is limited to the phrase level and not to form a new clause. Here is an example.

- (5-20) a. *Ida bersembunyi.*
'Ida is hiding.'
b. *Ida bersembunyi di bawah tempat tidur.*
'Ida hid under the bed.'

Sentence (5-20a) informs that there is a child named *Ida* is doing a hiding activity. Although only composed of compulsory elements, namely *Ida* (SUBJ) and *hide* (PRED), the sentence (5-20a) already has a complete meaning. However, to get more information, there is information that can be added, so that information about the place of the act of hiding is done, ie under the bed (5-20b), which serves as ADJ.

(2) Compound Sentences

Compound sentences are divided into two relationship patterns, namely coordinative (equivalent compound sentence) and subordinative (multi-story compound). (Alwi et al., 2010: 398).

From all the coordinative conjuncture types, none of them appear in the DC's speech. DC only uses "*terus*" (then) as an oral conjunctive instead of the conjunctive "*kemudian*" (later) to clarify the combined clause that denotes the semantic 'sustainable time' relationship, as seen in the data (5-21).



(5-21) *Tidurnya jam 1, terus bangunnya jam 2.*

‘Sleep at 1, then awake at 2 o'clock.’

In the sentence (5-21) above, there are two clauses which have a SUBJ-PRED-Konj-SUBJ-PRED structure. To relate the two clauses, a “*terus*” (then) conjunction is used which states the semantic relationship 'time of sustainability'.

The relation between-clauses in multi-tiered compounds in D speech is generally characterized by the use of conjuncers or explicit relationships. Only very few did not use conjunctors. It found 0.44% equivalent compound sentence and 1.94% multi- compound sentence from all data of this research. The subordinate conjunctor that appears in the DC’s speech is *yang* (is/ are), *setelah* (after), *pas* (when), *ketika* (when), *habis* (after), *karena* (because), and *sampai* (until). The conjunctor that is always implicit is *bahwa* (that).

(3) Sentence Structured Topics-Comments

A sentence structure can be seen as a composition consisting of two parts, namely topics and comments. In the data collected from DC’s speech there are several patterns of topic-comments structure, as in the following sentence.

(5-22) *Ayah kerjanya malam.*

‘Father works night.’

The father's constituency at (5-22) is a topic for being the subject. The constituents that follow, ie works night, give an explanation of the subject matter so called a comment. From the data it appears that the topic is not a clause, which consists of SUBJ only, while the comment is a clause that has a structure pattern SUBJ-PRED. Thus, the phrase topic-comment structure in the DC’s speech can be viewed as a complex sentence because it consists of two clauses.

Incomplete Sentence Structure in Dyslexia Children's Speech

Most of the sentences produced by DC are incomplete sentences (59.61%), while the remaining 40.54% are complete sentences. The number of incomplete sentences in the research data is actually relatively small when compared with incomplete sentence data actually found in the field. Incomplete sentences which are either "yes" or "no" answers or in the form of gestures accompanied by unclear sounds, which are almost triplet from the data collected, are not counted as data in this study.

According to Alwi, et al. (2010: 371), incomplete sentences are sentences that have no subject and or predicate functions. The syntactic function that should be there is experiencing a



deletion. When viewed from the internal structure, the incomplete sentences conveyed by the DC have only the SUBJ structure pattern, PRED only, OBJ only, ADJ only, or a combination of functions SUBJ-OBJ, SUBJ-ADJ, PRED-OBJ, PRED-ADJ, and PRED- OBJ-ADJ. Each of these functional structure patterns is described below.

(1) Sentence with SUBJ Structure Patterns

Incomplete sentences that have the functional structure of SUBJ alone are quite numerous in the DC's speech. Here's an example of the data.

- (5-23) a. *Apanya yang rusak?* 'What is broken?'
b. *Sadelnya.* 'The saddle.'

When telling the incomplete sentence above, in fact the DC wanted to convey his intent completely. Because they assumed that their interlocutor had understood what he was trying to say, the DC did not give his full sentence or full meaning.

(2) Sentences with PRED Structure Patterns

Incomplete sentences consisting only of sentence center elements PRED alone are also quite numerous in the DC's speech. Here's an example of the data.

- (5-24) a. *Kamu pakai baju renang?* 'Are you wear a swimsuit?'
b. *Pakai.* 'Wear.'
c. *Saya pakai baju renang ini.* 'I wear this swimsuit.'

From the above data it can be stated that the incomplete sentence on (5-24b) is subject to the deletion of the function element of SUBJ *saya* (i) and OBJ *baju renang* (swimsuit) at 5-24c.

(3) Sentences with OBJ Structure Patterns

The following are incomplete sentences in DC's speech that have OBJ function structure only.

- (5-25) a. *Dik. Mama tadi makan apa?* 'Bro. What did Mama eat?'
b. *Tempe sambal.* 'Tempeh sambal.'
c. *Mama makan tempe sambal.* 'Mama ate tempeh sambal.'

Based on the above sentence it can be stated that the incomplete sentence at (5-25b) experiences the imprinting function of SUBJ *mama* and PRED *makan* (ate) at 5-25c.



(4) Sentences with ADJ Structure Patterns

The incomplete sentences produced by DC also consisted mostly of ADJ functions only. Here is an example.

- (5-26) a. *Papa pergi ke mana?* ‘Where did Papa go?’
b. *Ke sana.* ‘There.’
c. *Papa pergi ke sana.* ‘Papa went there.’

Based on the above sentence it can be stated that the incomplete sentence at (5-26b) is experiencing the imprinting of the functional elements of SUBJ *papa* and PRED *pergi* (went) at 5-26c.

The interesting thing that needs to be discussed here is related to the use of the preposition elements in FP. When the FP fills the ADJ function, the preposition is sometimes used, as in data (5-26) above and sometimes not used, as in data (5-27) below, in incomplete sentence versions. Conversely, when the FP fills the PRED function, the preposition is always used in incomplete sentence versions, as shown by the data (5-28) below.

- (5-27) a. *Kamu duduk di mana?* ‘Where are you sitting?’
b. *Kursi ini.* ‘This chair.’
c. *Aku duduk di kursi ini.* ‘I’m sitting in this chair.’

- (5-28)a. *Di mana rumah Rina?* ‘Where is Rina's house?’
b. *Di sana.* ‘There.’
c. *Rumah Rina di sana.* ‘Rina's house at there.’

All ADJ functions in the sentence data (5-27b) above are actually occupied by PP formed by the preposition element and nominal/ nominal phrase. However, the preposition element in the PP construction has never appeared in an incomplete sentence. On the other hand, the PRED function in the sentence data (5-28b) above is also filled by the FP constituents formed by the preposition element and the nominal noun / phrase element. However, the element of the preposition always appears in an incomplete sentence. This confirms the existence of PP as a constituent unity that fills both the PRED function and the central element of the sentence.

(5) Sentences with Composite Structure Patterns

The incomplete sentences that have the PRED-OBJ structure also appear in the DC’s speech. Here is an example of the data.

- (5-29) a. *Opahmu bisa apa?* ‘What your opah can do?’
b. *Menyembuhkan orang.* ‘Heal people.’



c. *Opahku bisa menyembuhkan orang.* ‘My opah can heal people.’

The incomplete sentence-forming component at (5-29b) above which occupies the PRED function is *menyembuhkan* (heal), while the occupant of the OBJ function is *orang* (people). Based on the context of its use, the incomplete sentence above has the complete sentence form as seen in the data (5-29c).

The incomplete sentences that have the PRED-ADJ structure also appear in the DC’s speech. Here is an example of the data.

- (5-30) a. *Habis sekolah trus ngapain?* ‘After school then what?’
 b. *Ngaji di Baitus.* ‘Reciting in Baitus.’
 c. *Aku ngaji di Baitus.* ‘I am reciting in Baitus.’

The incomplete sentence-forming component at (5-30b) above which occupies the PRED function is *ngaji* (reciting), while the ADJ function is *di Baitus* (in Baitus). Based on the context of its use, the incomplete sentence above has the complete sentence form as it appears in the data (5-30c).

Based on the above explanation it can be concluded that the incomplete sentence speech produced by the DC has the only SUBJ structure pattern, PRED only, OBJ only, ADJ only, or a combination of functions SUBJ-OBJ, SUBJ-ADJ, PRED-OBJ, PRED-ADJ, and PRED-OBJ-ADJ. This phenomenon occurs because the data taken comes from the oral data DC. The context of the verbal variety calls for a second person / friend to speak. In the process, verbal communication is supported by motion, mimic, outlook, nod, intonation, and situations of speech to understand the message conveyed. Therefore, the core parts of the sentence that occupy grammatical functions such as SUBJ and OBJ are stated can sometimes be left off (Arifin and Tasai, 2010: 21-24) so there is a possibility of occurrence.

In addition, the DC also has difficulty in reading which in the medical world is associated with impaired neurophysiological function (Kirk and Gallagher, 1989), although vision, hearing, intelligence is normal (Purwandari, 2001). Studies have also shown that most dyslexic children have short-term memory, making it difficult to remember what they want to say. The limitation of DC memory also confirms the reason for 59.61% of short and incomplete speech sentence data. The imposition of syntactic elements in the DC’s speech also corresponds to one of the characteristics of DC that often do not write letters or words in words or sentences in full (Pratamawati et al., 2015).



5. Conclusion

Indonesian sentences produced by dyslexic children are dominated by incomplete sentences with a percentage of 59.61% of the total research data, while the rest is complete sentence with a percentage of 40.39%. However, incomplete sentences that are either "yes" or "no" or in the form of mute gestures accompanied by sound are unclear, almost triple the data collected and not included as data in this study. Most complete sentences produced by dyslexic children are the basic sentences, while a small part of the speech is a derivation sentence.

From the basic sentences that appear in the DC's speech, there are 38.66% basic sentences predicated verbs with the pattern NP + VP. The next sequence in a row is the basic sentence noun predicate patterned NP1 + NP2 with the percentage of 26.66%, the basic sentence predicated adjective with the pattern of NP + AP of 23.55%, the basic sentence predicated preposition patterned NP + PP of 5, 78%, and the last basic sentence numeral predicate with NP + NumP pattern of 4.88%. The derivation sentence produced by dyslexic children is dominated by single sentence with percentage of 97,62%, followed by equal compound sentence with percentage of 0,44%, and multi level compound sentence equal to 1,94%. The incomplete sentences conveyed by DC have only the SUBJ structure pattern, PRED only, OBJ only, ADJ only, or combined functions of SUBJ-OBJ, SUBJ-ADJ, PRED-OBJ, PRED-ADJ, and PRED-OBJ-ADJ.

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