

## ABSTRACT

This research discusses the use of linguistic units in Indonesian composition composed by sixth grade students of elementary school. According to the theory of language acquisition, children aged 10 to 13 years have mastered the grammar comprehensively and also they have had the ability of productive written language, therefore, they are able to compose a composition which represents their ideas. This study aims to find the answer of three main questions, they are (1) types of composition based on its constituent, (2) non-standard forms which are used, and (3) correlation between children's background with the performance of composition.

This research was conducted through the framework of the structure theory of standard Indonesian and the theory of psycholinguistics, particularly the theory of child language development. Material of this research is the composition composed by sixth grade students of elementary school who were born and live in the administrative area of Sleman regency. The selection of the area of research was considered by the topography and the existing of diglossic situation where the Javanese language used as the low language (Low) and the Indonesian as the high language (High).

The result of research shows that there are several types of composition which can be classified into four categories, namely A, B, C and D. All of them have different general characteristics. Students who got A were assumed as students who have mastered the Indonesian with a good structure, then used the language in composing the composition correctly, and they were also able to distinguish the use of standard Indonesian, non-standard Indonesian, Javanese language, and English. Moreover, students who got B were assumed as students who have learned some forms of linguistic units of standard Indonesian, however they have not mastered the whole structure of standard Indonesian so the structure of non-standard Indonesian or Javanese language, sometimes, influenced the sentences which were composed. Meanwhile, students who got C were assumed as students who have not mastered the structure of standard Indonesian, therefore the Javanese vocabulary and structure are found in the composition. Students who got D were assumed as students who have not mastered the standard Indonesian even the productive written language.

In addition, there were non-standard forms used in the composition which include the use of letters, the use of punctuation, the writing of words and the application of structure. It was also identified a correlation between children's background with the performance of composition. Children's background include geographical location, passions and habits, the use of information technology/communication and social network, as well as motivation.

Keywords: composition, Indonesian language, sixth grade, language development.