

## ABSTRACT

### FIRST MENTION AND SECOND MENTION REFERENCE IN ORAL NARRATIVES BY BILINGUAL ELEMENTARY SCHOOL CHILDREN

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In producing oral narratives, we commonly choose particular referential expressions so that our interlocutor can understand the information we convey. The choice of referential expressions for the characters, objects, and other entities are very crucial during the oral narrative process. When this task is introduced to children, there is a possibility that they may choose referential expressions that are not supposed to be used for first mention reference. This happens because they might think that the interlocutor has shared the same information with them.

This paper addresses how bilingual elementary students use first mention and second mention reference for five protagonists in the film *The Pear Story*. The respondents are 49 students from two elementary schools in Gunung Kidul, 65 km south of Yogyakarta, aged between 6 to 12 years old. The students' first language is Javanese. In this area, Indonesian is normally introduced to children when they start going to pre-school at the age of 4 or 5 years old. However, it is assumed that the children pick up Indonesian almost simultaneously with Javanese, as they have been continuously exposed to the language through radio and television, and also through communicative interaction with their surrounding.

For the stimulus, firstly the children watched a silent six-minute film, *The Pear Story*, and then they had to tell the story in two languages, Javanese and Indonesian. They could choose in which language they prefer to initiate the task. Their narrations were recorded and then transcribed. First-mention and second-mention referential expressions for the five protagonists in the story were coded and analyzed.

Earlier findings of this project indicate that the children often do code-mixing and code-switching in both narrations. Out of 49 students, only two could successfully tell all the episodes in the story. While previous investigations were mainly focused on the children's acquisition of the two languages, in this study the focus is more on the linguistic aspects of first-mention and second-mention referential choice.

In this paper, I will answer the following research questions:

- 1) How do the students use referential expressions for both first-mention and second-mention reference for the protagonists in the story?
- 2) What grammatical features of the NP are used for referentiality in the two languages?