

Syntactical Study Based on Character Education Values of Essay

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Abstract—This first-year research aims to describe (1) sentence types and (2) sentence structure based on character education values in essays of fourth-grade students in Buleleng Regency, Bali. The data were taken from the fourth-grade students' essays. Meanwhile, this study's objects are (1) sentence types and (2) sentence structure based on character education values in those essays. Data were collected by documentation method. Next, the researchers analyzed the data descriptive qualitatively. This study found two significant findings. First, the sentence types in fourth-grade students' essays can be classified by (a) the number of clauses; there are 205 single sentences, 91 compound sentences, and (b) the internal structure of the main clause; there are 277 sentences complete and 19 sentences incomplete. Second, the sentence structures, both single and compound, are quite varied in the fourth-grade students' essays. Meanwhile, the study results concerning the values of character education in fourth-grade students' essays in Buleleng regency, Bali, include religious, honest, hard work, fondness of reading, caring for the environment, social care, and responsibility. Considering the study's findings, the researchers recommended that students be aware of the type, unity, and sentence structures that contain the values of character education in writing essays for the effectiveness and preservation of the ideas conveyed.

Keywords—character education, essay, syntax

I. INTRODUCTION

One of the goals of learning Indonesian in elementary schools is that students can communicate effectively and efficiently following applicable ethics, both orally and in writing [1]. Communication skills intended here are language skills. These language skills cover four aspects, one of which is writing skills. In writing (writing), students use words to express their ideas, but some do not completely understand them. The incomplete understanding is shown by the absence of a Subject or Predicate. Students do not understand sentence elements as a tool to express their ideas [2]. Plus the lack of exercises on determining the elements of the sentence. This lack of understanding and practice will impact the poor quality of the language used in conveying ideas verbally and in writing.

In addition to the low quality of the language used in conveying ideas, also the sentences used do not reflect politeness and language ethics according to the context. In other words, the sentences used in conveying ideas lack of character. Therefore, it is deemed necessary to study students' written sentences from their syntactic aspects based on character education values. This makes student essays interesting to study in terms of sentence type, sentence unity, and sentence structure. These properties can improve our understanding of the study of syntax in student essays.

Considering the above ideas, the preparation of a syntax study and theory, specifically concerning the sentence type and sentence structure based on character education, is vital to be conducted. This research has a strategic position, can be applied as a foundation for further research and development, and can be utilized as a practical knowledge source in oral or written form. The problems examined in this study include the types of sentences and sentences structure based on the values of character education in fourth-grade students' essays in the Buleleng Regency, Bali.

Syntax is the order of words that make up understanding [3–5]. Meanwhile, other opinions say that syntax deals with the relationship of one word to other words in a sentence [6,7]. This inter-word relationship forms an understanding [8–10]. Syntax is a scientific discipline that focuses its study on word strands containing S-P-O and a complete understanding or idea unity [11–13].

Syntax studies sentences. Thus, syntactic research is inseparable from sentence theory. Sentences are strings of words that contain complete understanding [2,4,14]. In the word string, some ideas are expressed and represented minimally through the subject and predicate [15]. Sentence elements have their harmony between the former and the latter, between the subject and the predicate, between the predicate and the object, and between the predicate and the information [5,8]. Along with the harmony, other crucial aspects that need to be counted in the sentence are the type of sentence used, the sentence's unity, and the sentence structure used in expressing ideas [16,17].

Research related to syntactic studies, especially sentence elements, was carried out by Putrayasa [7]. His study examined the various elements of objects and information. The study found that students' abilities were low (average: 5.75) in specifying the sentence elements. It was because of the lack of students' comprehension of sentence concepts, the concepts of sentence-forming elements, both in terms of type, unity, and structure. The research carried out comprehensively is not yet integrated with character education values. Character education can be interpreted as a consistent personality that comes from an active and dynamic strengthening process characterized by the alignment of words and actions [18]. Indeed there have been many studies on character education [19,20], but the research was conducted separately. Therefore, this research will examine these two things in an integrated way, which combines the syntactic study based on character education values. The problems studied in this study are how: (1) sentence type and (2) sentence structure based on character education values contained in the fourth-grade students' essays in Buleleng Regency, Bali?

II. METHODS

This study followed a descriptive qualitative design. The data were taken from the essays written by fourth-grade elementary school students in the Buleleng Regency, Bali. In determining the sample, the area random sampling technique was used, which was random to elementary schools representing the regions of cities, suburbs, and villages. From that determination, only one schoolmate was taken representing each of the areas given the conditions that were not possible. From each school, 10 essays were taken randomly, so that the total data were 30 essays. These 30 essays were studied in terms of sentence types and sentence structures based on character education values.

The data collection method used in this study was documentation. Students' essays that the teacher has collected were analyzed based on the study's object. After the data were collected, inductive analysis was carried out [21]. Specifically, specific things found during the study were carried out, grouped, and then abstract [22].

III. RESULTS AND DISCUSSION

A. Essay Syntactic Study of Fourth-Grade Students in Buleleng Regency, Bali Province

1) Types of sentences available in essays of fourth-grade students in Buleleng Regency, Bali: This section presents the research results according to the problem under study, namely the sentence type based on the number of sentences and the internal structure of the main sentence contained in the essays of the fourth-grade students in Buleleng Regency, Bali.

The data examined was sourced from fourth-grade students' essays in the Buleleng regency Bali. The total number of essays is 30, consisting of 3 paragraphs. There were 296 sentences in total. This whole sentence is examined from the

number of clauses and the main clause's internal structure, as shown in the description below.

The sentence types in fourth-grade students' essays are shown in Table I.

TABLE I. TYPES OF SENTENCES IN ESSAYS OF FOURTH-GRADE STUDENTS IN BULELENG REGENCY, BALI

No	Sentence Types Based on		Frequency	Total
	Total Clause	Internal Structure Main Clause		
1.	Single Sentence	-	205	296
2.	Compound Sentences	-	91	
3.	-	Complete Sentences	277	296
4.	-	Incomplete Sentences	19	

Table I shows that, in terms of the number of clauses, this study found two types of sentences: 1) a single sentence amounted to 205 pieces and 2) compound sentences amounted to 91 pieces. Based on the main clause's internal structure, two sentence types are found: 1) complete sentences: 277 and 2) incomplete sentences: 19.

The identified sentence types in the essays of fourth-grade students in Buleleng Regency, Bali, use compound sentences, which can be said quite a lot, namely 91 sentences. This happens because students will be influenced by their oral language when communicating their ideas instead of paying attention to sentence writing rules, which are marked in capital letters at the beginning and ended with punctuation. The sentence becomes very long, consisting of several subjects and several predicates, as shown in the data quotation below.

.....
hari galungan dan kuningan ibuku membuat banten dan ayahku membersihkan pura dan aku membantu ibuku aku membersihkan kamar dan adikku bermain-main dan ibuku memanggil aku disuruh pergi ayah pergi untuk membeli barang yang disorong ibuku adikku membersihkan halaman (Kr.10/P1/SD5.BII).

The paragraph above is a collection of sentences from strands of words. When examined, it contains some subjects and predicates as long as they follow the writing sentence rules. The inaccuracy in using the writing sentences' rules makes the paragraph vague on its ideas unity. A similar finding was also found by Tai [23]. He found that the writings (the use of syntax) of second language learners are not accurate or unclear in their ideas unity, so that it takes some extra effort to understand them. To ensure that the writing has the unity of ideas, you must follow the structuring sentences' rules. The characteristics of sentences in terms of writing rules are marked with a capital letter at the beginning of the sentence and ended with punctuation: a period, paragraph, or an exclamation mark [5,8,24]. The sentences that compose the paragraph will be clear and have a unity of ideas if written by following the rules.

Moreover, fourth-grade students had a tendency to compose complex sentences in writing paragraphs. That happened accompanied by cognition and language growth. These conditions are aligned with the idea of Winch et al. [25], who said that there is a close connection between language growth and intellectual growth, thereby enhancing language ability, the ability to increase his thinking or intellectual. That idea is also reinforced by Batterink and Neville [15], who say that sentences that are processed and produced by adults tend to be compound sentences or complex sentences.

The next finding is that almost all sentences used in the essays of Grade IV students in Buleleng regency, Bali, are complete (277 sentences). Full sentences are sentences that contain complete clauses. The complete sentence can also be called a major sentence or a perfect sentence, consisting of a free clause [9].

2) *Sentence structure in the essay of class iv elementary school students in Buleleng Regency, Bali:* The data analysis found that the sentence structures in fourth-grade students' essays in Buleleng, Bali are as shown in Table II.

TABLE II. SENTENCE STRUCTURE IN THE ESSAY OF FOURTH-GRADE STUDENTS IN BULELENG REGENCY, BALI

No.	Sentence Structure	
	Simple	Compound
1	S – P	S-S-P-O-K
2	S – P – O	S-S-P-K
3	S – P – K	S-P-P
4	S – P – K – K	S-P-K-P
5	S – P – Pel	S-P / S-P
6	S – P – O – K	S-P / S-P-O
7	S – P – Pel – K	S-P / S-P-K
8	S – P – K – Pel	S-P-O / S-P
9	S – K – P	S-P-O / S-P-Pel
10	S – K – P – O	S-P-O / P-O

Table II shows that the sentence structures in the fourth-grade students' essays in Buleleng, Bali are various, with both single sentences and compound sentences. This difference in structure is exposed in the sentences expressing ideas through the essay. This change in sentence aims at avoiding monotony and communicating ideas effectively. These students' various sentence structures indicate that they have a high intellectual maturity and language skills. This is consistent with the view of Winch et al. [25], who said that the higher the level of intellectual maturity of a person, the higher the level of language ability. This means that a high level of language expression skills will also affect the various sentences that convey ideas.

B. Study the Values of Character Education in the Essay of Fourth-Grade Students in Buleleng Regency, Bali

Based on the study of the values of character education in fourth-grade students' essays in Buleleng Regency, Bali, the analysis results are as shown in Table III.

TABLE III. THE VALUES OF CHARACTER EDUCATION IN THE ESSAYS OF FOURTH-GRADE STUDENTS IN BULELENG REGENCY, BALI

No.	The Values of Character Education	Sample
1	Religious	When the bell rings, I go to the field to carry out the tri sandya (prayer).
2	Honest	Reno admitted his wrongdoing.
3	Hard work	He studied hard, he won.
4	Like to read	He likes reading books.
5	Environmental care	He met a bird whose wings were broken, then the bird he cared for.
6	Social care	The farmer distributed goods to incapacitated people.
7	Responsible	At home, I help mother sweep, mop, and wipe the glass.

Based on Table III, it can be described that the values of character education in the essays of fourth-grade students in Buleleng Regency, Bali, only 7 (seven) grades of character education or only 38% of the 18 (eighteen) are there as mentioned by the Ministry of Education and Culture [26], namely: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) Nationalism, (11) Love of the Motherland, (12) Respect for Achievement, (13) Friendly / Communicative, (14) Peace of Love, (15) Love of Reading, (16) Caring for the environment, (16) Caring for the environment, (17) Social Care, and (18) Responsibility.

The explanation above shows that the mastery of fourth-grade students in Buleleng Regency, Bali, on character education values is still very minimal or weak. Weak character education values are suspected because of several things as follows: (a) harmonization of the development of students' potentials that are not yet optimal between heart training (ethics), mind thinking (literacy), taste (aesthetic), and sports (kinesthetic); (b) the large population of students, teachers, and schools spread throughout Indonesia; (c) the not yet optimal synergy of responsibility for children's character education between schools, parents and the community; (d) the challenges of globalization, the negative influence of information and communication technology on adolescent lifestyles and the fading values of national religiosity and local wisdom; (e) limited parental assistance results in a crisis of identity and disorientation of the child's life goals; and (f) limited learning facilities and infrastructure [27]. These things indicate that the reinforcement of the values of character education needs to be improved through the program of strengthening character education (PPK) in each education unit, which is programmed by the Ministry of Education and Culture [26] with material as stated in Perpres No.87 2017 concerning Strengthening Character Education [28].

Character Strengthening Education is an educational program implemented in schools to shape students' character through activities to train feelings, bodies, and minds, which involve the participation of the community, other schools, and families. This Character Education Strengthening Program can be carried out in an integrated manner in intra-curricular, co-

curricular, and extracurricular activities and is carried out inside and/or outside the formal education unit environment.

In language learning (writing), character education values can be integrated into it. In writing, students use language to pay attention to the sentence's type and structure and correctly understand the best way to use language. Thus, language rules or guidelines emerge, known as politeness and language ethics [29]. These politeness and language ethics mirror the values of character education that must be used following the context of language or communication, both verbally and in writing (writing/writing). The language or communication context includes situations, goals, communication involved, actions, instruments, keywords, norms, and genres.

IV. CONCLUSION AND SUGGESTIONS

Seeing the results of the study, the following conclusions can be drawn: (1) the types of sentences contained in essays of grade IV elementary school students in Buleleng Regency, Bali can be classified according to (a) the number of clauses, there are 205 single sentences and 91 compound sentences, (b) the internal structure of the clause mainly, there are 277 complete sentences and 19 incomplete sentences. (2) The structure of sentences, both single and compound, in the essays of fourth-grade students in Buleleng Regency, Bali, are various. Meanwhile, the values of character education in the essays of grade IV elementary school students in Buleleng Regency, Bali, include (a) religious, (b) honest, (c) hard work, (d) fond of reading, (e) caring for the environment, (f) social care, and (g) responsibility. Thus, based on the study results, the students should be aware of the type and sentence structures that contain the values of character education in writing an essay to create the effectiveness and preservation of the ideas conveyed. Furthermore, it is suggested to other researchers to study sentences from other aspects.

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