

# Sentence Structure in the Essays of Grade IV Students in Elementary Schools In Padang

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## ABSTRACT

This research focuses on sentence structure in the essays of fourth grade students in the city of Padang based on basic sentence patterns of standard Indonesian grammar. This research is a qualitative descriptive. The process of data collection was done by providing a stimulus to the students with the help of model teacher and then students write essays based on drawings provided and in accordance with the theme of learning. The wide variety of sentence structures had been identified based on the basic sentence patterns of Indonesian language. This is a variation of the six basic sentence patterns: (1) S-P, S-P-P, P variation, S-P patterned; (2) S-P-O, P-O, S-P-P-O, S-P-O-P-O, P-S-P-O variation; S-P-O patterned (3) S-P-Pel, P-Pel variation, S-P-Pel patterned; (4) S-P-K, K-S-P, P-K-S-P, K-S-P-K, P-K variation; S-P-K patterned.; (5) S-P-O-Pel, S-P-O-P-O-Pel, P-O-Pel, S-P-O-P-Pel variation, S-P-O-Pel patterned; (6) S-P-O-K, K-S-P-O, K-S-P-O-K, K-P-O, S-P-K-P-O, S-K-P-O-K, K-S-P-O-P-O. In addition, there are several variations of the sentence structure that potentially bring about another basic sentence structure: (1) K-P-Pel, K-S-P-Pel, S-P-Pel-K, K-Pel-K, S-P-K-Pel, S-K-Pel, potentially have pattern S-P-Pel-K; (2) S-P-O-Pel-K, K-S-P-O-Pel-K, K-P-O-Pel-K, K-S-P-O-Pel, K-S-P-O-S-P-O-Pel potentially have a pattern S-P-O-Pel-K.

**Keywords:** Sentence structure; Basic Sentence Patterns.

## 1. INTRODUCTION

There are four aspects of language skills taught in schools so that students are able to communicate verbally and also could express their ideas in the form of written language. Delivery of ideas in the form of written language is part of the skill of writing. Writing skills are the most complex language skills as a manifestation of a variety of other skills. Iskandarwassid and Sunendar [1] say that writing skills are skills that are mastered at the end after listening, speaking, and writing.

Essay is one of the products of writing skills taught since elementary school. Writing an essay can not be regarded as an easy task because it involves a wide range of knowledge of language such as spelling, vocabulary, sentence structure, and others for the realization of clear information from the writer to the reader [2]

At the time of writing an essay, sometimes students tend to focus on the topic of the story to be told so that not too much attention given to the structure of the sentence in the delivery of ideas. This greatly affects the delivery of messages in an essay that affect the reader's understanding. If the sentence structure meets the

grammar, the messages will be easily understood by readers. Conversely, if the sentence structure seem chaotic or messy then readers will have difficulty to interpret it. Nurgiyantoro [3] states the importance of understanding vocabulary and sentence structure in the form of daily communication. This indicates that the structure of the sentence is one of the important things for the creation of effective communication between writer and reader.

Putrayasa [4] asserts that if someone is able to produce a sentence with clear and complete structure then it illustrates the patterns of thought which are arranged neatly in the delivery of the message. It also indicates that the successful transfer of messages poured in the form of writing can be observed from the presence of sentence structures and variations. If someone did not master the structure of the sentence, he will be less able to express an idea to others in the form of writing. It can be said that the sentence structure is one of the important things that should be considered in the delivery of ideas in writing.

Based on this, it is essential to investigate sentence structure specifically in this case, in fourth grade students' essays. Delivery of ideas through varied sentence structure also minimizes reader's boredom so

that the reader always has the desire to complete a reading. Subarna [5] states that the variations of sentence structure are necessary to embellish a writing and it also shows that the writer has a style that is also varied.

Putrayasa [6] in his research on the sentence structure of fourth grade students' essays in the province of Bali, stressed the importance of delivering ideas through varied sentence structure to avoid monotony, so the essays become more interesting. Moreover, he also emphasized that the structure used by the students shows the level of intellectual maturity and level of proficiency. This indicates that there is a correlation between variation of sentence structures with language level as a marker of a person's intellectual maturity.

Elements of sentence structure in this case are based on subject (S), predicate (P), object (O), complement (Pel), and adverb (K). The elements of the sentence is an analysis of the main syntactic function although its presence is not always there in one sentence (Putrayasa, 2010). The existence of a sentence is determined by the internal elements which build the sentence S, P, O, Pel, K (Soedjito and Saryono; 2014). Analysis of the sentence on the function element is the highest and most abstract level that is relational, that is the presence of an element can not be separated from the function of the other element [7]. In other words, the internal elements of sentence can not be seen by naked eye, as the form of a sentence in the essay, but the existence of these elements is recognized.

Pancarrani, Ghazali, and Nuchasanah examines the complexity of sentence of elementary students, grades 4-6. The complexity of sentences are categorized into two things: basic sentence and transformational sentence. The results of their research indicate that there are seven basic sentence structures that emerged. They were S-P, S-P-O, S-P-Pel, S-P-K, S-P-O-K, S-P-O-Pel, and S-P-Pel-K. The basic sentence he meant is a sentence that is limited in number and can be developed into a transformational sentence. In addition, students are able to construct a single transformational sentence by changing the order of sentence elements or changing the elements of the sentence.

The purpose of this study was to describe the variation of sentence structure in the fourth grade student essays. The great variation in the structure of sentences found, essentially can be identified based on the basic sentence patterns. In other words, the number of limited basic sentence patterns can be developed in a variety of

sentence structures in an unlimited number. Liusti [8] states that variations in sentence structure can be restored based on the basic sentence patterns. There are 6 basic sentence patterns based on the functional elements of Indonesian language, namely: (1). S-P; (2) S-P-O; (3) S-P-Pel; (4) S-P-K; (5) S-P-O-Pel; (6) S-P-O-K [9].

This research was conducted in primary school based on strong reasons that the teaching of languages in primary school is to lay a strong foundation of excellent language skills. Fourth grade students were chosen because, at the time, the students started to learn essay writings.

## 2. METHOD

This study is a qualitative descriptive and the source of data is from the essays of fourth grade students in the city of Padang, namely: *SD Negeri Percobaan*, *SDIT Adzkia 2*, *MIN 3*, and *SD Agnes*. These four elementary schools represent several types of primary schools in the city.

This research data are in the form of declarative sentences in the fourth grade student essays. The essay must contain at least 3 paragraphs. Data were drawn randomly, from 15 essays from each school. Thus, the total essays analyzed from four elementary school students were 60 fruit.

The procedures data collection and analysis are performed as follow. First, students were given a stimulus for 10-15 minutes by a model teacher. Model teacher in question is literacy teacher of Padang City in 2017. The provision of stimulus by the model teacher aimed to provide a positive stimulus for students to be ready to write an essay. In addition, the creation of a comfortable classroom atmosphere that encourages students to present a variety of ideas is conveyed through essays. All of these ways were used for the ease of writing the essays. Furthermore, students were asked to write down ideas in his mind based on drawings provided by the theme of "togetherness". The writing of the essays took place within two hours of lessons. The theme is tailored to the theme of learning the Indonesian language. The last one is the data analysis stage by identifying all the structure of the sentence in the student essay. All variations of the sentence structure were analyzed based on six Indonesian basic sentence patterns proposed by Alwi, et al [9].

### 3. RESULT AND DISCUSSION

Based on data analysis of the 60 students' essays, the following is the variety of the structural variations of the sentence in the essays. Sentence structure variations encountered in essence can be reformed into 6 Indonesian basic sentence patterns proposed by Alwi, et al [9].

**Figure 1. Variety of the Structural Variations**

Number	sentence structure	Basic Sentence Patterns
1	S-P, S-P-P, P	S-P
2	S-P-O, P-O, S-P-P-O, S-P-O-P-O, P-S-P-O	S-P-O
3	S-P-Pel, P-Pel	S-P-Pel
4	S-P-K, K-S-P, P-K-S-P, K-S-P-K, P-K	S-P-K
5	S-P-O-Pel, S-P-O-P-O-Pel, P-O-Pel, S-P-O-P-Pel	S-P-O-Pel
6	S-P-O-K, K-S-P-O, K-S-P-O-K, K-P-O, S-P-K-P-O, S-K-P-O-K, K-S-P-O-P-O	S-P-O-K
	K-P-Pel, K-S-P-Pel, S-P-Pel-K, K-Pel-K, S-P-K-Pel, S-K-Pel	
	S-P-O-Pel-K, K-S-P-O-Pel-K, K-P-O-Pel-K, K-S-P-O-Pel, K-S-P-O-S-P-O-Pel	

Based on the variations of the sentence structure, there are few things that can be drawn. **First**, the occurrence of a deletion of an element such as subject deletion. Variation of sentence structure consisting only of a predicate like Number 1, the presence of the subject can actually be felt, so that the variation of the sentence pattern becomes S-P. Variations of sentence structure contained in the numbers 2,3,4,5, and 6 also experienced subject deletion with the variation of P-O becomes S-P-O, P-Pel becomes S-P-Pel, P-K becomes S-P-K, P-O-Pel becomes S-P-O-Pel, and K-P-O becomes S-P-O-K. **Second**, the tendency of the predicate and object element that appears more than once in a single sentence, while other elements only once, examples; S-P-O-P-O-Pel, S-P-P-O, S-P-P, S-P-O-P-Pel, S-P-K-P-O, K-S-P-O-P-O. **Third**, elements of information can occupy a starting position, or middle, or end of a sentence with a variety of S-P-K, K-S-P, P-K-S-P, P-K. **Four**, elements of information may appear in the same sentence, while other elements just appear once, examples; K-S-P-K, K-S-P-O-K, S-K-P-O-K, K-Pel-K, K-S-P-O-Pel-K, K-P-O-Pel-K. **Five**, there is a repetition of S-P-O elements in one sentence with variations K-S-P-O-S-P-O-Pel. **Six**, it was found a variety of sentence structures that potentially raises the sentence patterns other than the six basic sentence patterns proposed by Alwi, et al [9]. Variations in the structure of the sentence K-P-Pel, K-S-P-Pel, S-P-Pel-K, K-Pel-K, S-P-K-Pel, S-K-Pel, potentially have a

S-P-Pel-K pattern. In addition, variations of the S-P-O-Pel-K, K-S-P-O-Pel-K, K-P-O-Pel-K, K-S-P-O-Pel, K-S-P-O-S-P-O-Pel, potentially have a S-P-O-Pel-K pattern. Thus, variations in the structure of the sentence in question in this case is the appearance of an element that can only move or the emergence of more than one time in one sentence and that variation refers to the pattern of basic sentences that have a standard arrangement that is suitable with the rules of grammar. This is the different concept of sentence structure variation with the patterns of basic sentence.

### 4. CONCLUSIONS

Sentence structure in fourth grade student essays vary greatly. Such variations can be seen from the total variations based on six Indonesian basic sentence patterns. The variations are in the form of the change of position and also the element that often appear in a sentence. In addition, there was a variety of sentence structures that potentially raise more basic sentence patterns. The variation of the sentence structure also suggests that the fourth grade students began to be able to pour their ideas in his mind to be expressed in written form as part of nonverbal communication that is taught in school.

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