

The Essays of Fourth Grade Elementary School Students

A Syntactic Study Based on Character Education Values

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ABSTRACT

The main objectives of this research are to describe (1) sentence types, (2) sentence unity, and (3) The essays of fourth-grade elementary school students in the Buleleng regency were structured according to the values of character education found in their essays. Data were collected by document recording method. The data collected were analyzed descriptively qualitatively. The findings revealed that: (1) the types of sentences contained in the essays could be classified based on (a) the number of clauses, with 205 single sentences and 91 compound sentences, and (b) the internal structure of the main clause, with 277 complete sentences and 19 incomplete sentences. (2) the presence of a Subject (S) and a Predicate (P) indicates sentence unity: It's easy to understand the unity of thought in all 277 sentences; (b) only in the form of statement 4, without S or P; (c) 10 sentences without S; and (d) 5 sentences without P. Singular and compound sentence structures are used extensively throughout the essays. Meanwhile, the results of studies concerning the values of character education in the essays include (a) religious, (b) honest, (c) hard work, (d) love of reading, (e) care for the environment, (f) social care, and (g) responsibility.

Keywords: *Syntax, Character Education, Essay*

1. INTRODUCTION

In the document ([1] BSNP, 2006) it is stated that the purpose of learning Indonesian in elementary schools is for students to have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing. The meaning of the ability to communicate here is equated with language skills. This language skill includes four aspects, namely: listening, reading, speaking, and writing. Students express their ideas through writing (composing) by stringing together words. The string of words required a complete understanding. However, the fact shows that there are words that do not contain a complete meaning. Without the presence of a subject and a predicate, this incomplete meaning is demonstrated. Students do not understand the sentence elements as a tool to express their ideas, plus the lack of exercises on how to determine the elements of the sentence [2]. Due to a lack of understanding and these exercises, the language used to convey ideas, both orally and in writing, will be of poor quality.

The low quality of the language used in conveying these ideas is also supported by the use of sentences that do not reflect politeness and language ethics

according to the context. In other words, the sentences used in conveying ideas lack character. Therefore, it is deemed necessary to examine the sentences written by students from the syntactic aspect based on the values of character education. This is what makes student essays interesting to study from the aspect of sentence types, sentence unity, and sentence structure. These aspects can sharpen the study of syntax in student essays.

Based on the description above, the preparation of a study and theory on syntax, especially regarding sentence types, sentence unity, and sentence structure based on character education values, would be urgent to do. As a strategic foundation for future research, this study serves as a useful reference point for conveying ideas orally or written down. Sentence types, sentence unity, and sentence structure were examined in this study using character education values found in the essays of fourth-grade elementary school students in Buleleng regency.

Syntax is a set of words that together form a meaning [3], [4], [5]. Meanwhile, another opinion says that the relationship between one words and others is known as syntax [6], [7]. The relationship

between these words forms an understanding [8], [9], [10]. Syntax is a branch of linguistics that focuses on the study of word strands (S-P-O) that contain a full understanding or unity of ideas [11], [12], [13].

Sentences are a syntactic study. As a result, it is impossible to study syntax without also studying the theory of the sentence. Sentences are strings of words that contain complete meaning (Collin & Stabler, 2016, [14] Osborne, et.al, 2012; [15] Putrayasa, 2018b). In these words, there are ideas conveyed, which are represented at least through the subject and predicate elements ([16] Batterink & Neville, 2013). The elements of the sentence have harmony between their constituents, compatibility of the subject with the predicate, the compatibility of the predicate with the object, the compatibility of the predicate with the description (Robert-Burton, 1997; Putrayasa, 2014a). In addition to this harmony, other aspects that must be considered in sentences are the types of sentences used, sentence unity, and sentence structures used in expressing ideas ([17] Clifton & Frevier, 2010; [18] Putrayasa, 2019).

Several studies related to syntactic studies, especially sentence elements but carried out separately, were also carried out by Putrayasa ([23] 2016). His research examines the differences between object and description elements. The students' ability to identify the elements of a sentence (average: 5.75) was found to be low. A lack of understanding the elements that makes sentences, in terms of type, unity, and structure. It is to blame for this. On the other hand, this comprehensive research has not been integrated with the values of character education. Character education is a stable personal attitude resulting from a progressive and dynamic process of consolidation, integration of statements and actions ([24] Khan, 2010). Indeed, many studies have been produced on character education ([25] Turan., at.al. (2016; [26] Kort, CP, Edward, A.Ho., and Hansen, SB (2010), but these studies were conducted separately). Therefore, this research will examine these two things in an integrated manner, which combines syntactic studies based on character education values. The problems studied in this study are how: (1.1) sentence types, (1.2) sentence unity, and (1.3) sentence structure, and (2) Syntactic analysis of the essays of fourth-grade elementary school students from Buleleng regency based on character education values?

2. METHOD

This study used a qualitative descriptive design. The data of this study were sourced from the essays of fourth grade elementary school students in Buleleng regency. In determining the sample, the area random sampling technique was used, namely random to

elementary schools representing urban, suburban, and rural areas. From each elementary school, 10 students' essays were taken. It is shown in the table below that there are three elementary schools and 30 student essays included in the first-year sample.

Table 1. School Samples and Student Essays

No.	Regency	Number of Elementary Schools	Number of student essays
1	Buleleng	1. SD 1 Banyuasri	10
		2. SD 5 Banyuasri	10
		3. SD 1 Baktiseraga	10
Jumlah		3	30

The document recording method was used to collect information. That is, student essays that have been collected by the teacher are analyzed based on the object of study. After the data was collected, it was analyzed inductively ([27] Lincoln and Guba, 1985). That is, specific things found during the research are grouped together, then abstracted ([28] Bogdan & Biklen, 1990).

3. RESULTS AND DISCUSSION

3.1 Study of Syntax of 4th Grade Elementary School Students in Buleleng Regency

3.1.1 Types of Sentences in the Essays of Class IV Elementary School Students in Buleleng Regency

According to the problems studied, the type of sentences based on number of clauses and internal structure of the main clause, as found in the essays of fourth-grade elementary school students in the Buleleng regency, are presented in this section of the research findings.

The data for this study came from fourth-grade elementary school students in Buleleng regency's essays. There are a total of 30 essays, each of which contains three paragraphs. There are 296 sentences in total. All of these sentences are examined in terms of their clause count and the internal structure of the main clause, as detailed below.

The data analysis revealed the following types of sentences in fourth-grade elementary school students' essays.

Table 2. Types of Sentences in the Essays Fourth Grade Elementary School Students in Buleleng Regency

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

Using the table above, we can deduce the following. Based on how many clauses are in a sentence, there are two types of sentences: 1) simple sentences (205 pieces) and 2) compound sentences (91 pieces). Two types of sentences were discovered based on the internal structure of the main clause: 1) complete sentences (277) and 2) incomplete sentences (19).

The number of compound sentences found in the essays of fourth-grade elementary school students in Buleleng regency is 91, according to the above explanation. Due to the way they express themselves verbally, students tend to forget about the rules of writing sentences, which are distinguished by capital letters and punctuation marks. As a result, the sentences become longer, with multiple subjects and predicates, as shown in the data quote 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.Bll).

As long as the rules of sentence writing are followed, the paragraph above is a collection of sentences that occur from a string of words, which actually consists of several subjects and several predicates. The preceding paragraph lacks cohesion of thought as a result of inaccuracies in the application of sentence writing rules. This is consistent with the findings of a study [29] Yu Tai (2015), which discovered that second language learners' writing results (use of syntax) are less accurate or their ideas are unclear, making the writing difficult to understand. The rules for constructing the sentence must be followed in order to demonstrate the unity of the idea. Punctuation marks, such as periods, questions, and exclamation points, should appear at the beginning and end of sentences, respectively, according to standard writing conventions ([30] Putrayasa, 2012; Robert-Burton, 1997; [31] Nordquist, 2018). The paragraph is more effective when the sentences that make up the paragraph follow the established rules and are clear on the unity of the idea.

Students in 4th grade are more likely to write complex sentences in paragraphs than their peers in 3rd grade. This happens concurrently with the development of cognition and language. This situation accords with the views of [32] Winch, G., et al. (2006), who contend that language and intellectual development are inextricably linked. His thinking or intellectual abilities will improve as his language skills improve. This viewpoint is backed up by Batterink, L., and Neville, H.J. (2013), who claim that sentences processed and process and produce sentences in the form of compound and complex sentences.

The following discovery is that nearly all sentences used in the essays of fourth grade elementary school students in Buleleng regency are complete sentences (277 sentences). A complete sentence is one that includes a complete clause. A complete sentence can also be called a major sentence or a perfect sentence, which is a sentence that basically consists of an independent clause ([33] Cook, 1971; Putrayasa, 2012).

3.1.2 Unity of Sentences in the Essays of Class IV Elementary School Students in Buleleng Regency

According to the results of the data analysis, the sentence unity contained in the essays of fourth grade elementary school students is as shown in the table below.

Table 3. Unity of Sentences in the Essays of Class IV Elementary School Students in Buleleng Regency

No.	Unit Sentence	Frequency	Total
1	Presence of S and P	277	277
2	Without S and P	4	4
3	No S (contains P only)	10	10
4	No P (contains S only)	5	5
Total		296	296

Almost all of the data (277 sentences) meet the elements of sentence unity, which are represented by the Subject and Predicate elements, as shown in the table above. There are four sentences that do not meet the unitary element, namely those that do not contain S and P, ten sentences that do not contain S or only contain P, and five sentences that do not contain P or only contain S. It's clear from the number of sentences in which the unity element is met that students have a good grasp of how to convey their thoughts clearly to the reader. Of course, ideas conveyed in sentences must be fully understood. The sentence conveyed must have a subject and a predicate in order to have a complete meaning. This is in accordance with the views of Robert-Burton (1997) and Nordquist, R. (2018), who both assert that a sentence must contain both a subject and a predicate to be considered complete. When a sentence contains a subject and a predicate, the sentence is simple to understand because it already contains a complete meaning. This viewpoint is supported by the findings of Putrayasa's (2017a, b) research, which reveals that sentences that are easy to understand contain elements of Subject and Predicate. The elements of the Subject and Predicate are what provide complete understanding, ensuring the idea's unity. According to the table above, almost all of the data (277 sentences) meet the elements of sentence unity, namely

The elements of the Subject and Predicate There are four sentences that do not meet the unitary element, namely those that do not contain S and P, ten sentences that do not contain S or only contain P, and five sentences that do not contain P or only contain S. According to the number of sentences that meet the unity element, this demonstrates that Students understand very well how to express ideas so that the

reader can understand them well. Of course, ideas conveyed in sentences must be fully understood. The sentence conveyed must have a subject and a predicate in order to have a complete meaning. Robert-Burton (1997) and Nordquist, R. (2018) agree that a sentence must have a subject and a predicate, and this is consistent with their views. When a sentence contains a subject and a predicate, the sentence is simple to understand because it already contains a complete meaning. This viewpoint is supported by the findings of Putrayasa's (2017a, b) research, which reveals that sentences that are easy to understand contain elements of Subject and Predicate. The elements of the Subject and Predicate are what provide complete understanding, ensuring the idea's unity.

Meanwhile, as shown in the example below, strings of words that do not contain subject and predicate elements, only contain S elements, and only contain P elements can be quoted. (Full data is available in the attachment.)

- 1) tidak mengandung unsur S dan P:
 - Sungguh hari yang sangat indah bagi keluargaku. (Kr.3/P2/SD5.Bll).
- 2) tidak mengandung S (hanya mengandung P):
 - Selama liburan sangat bermanfaat. (Kr.1/P2/SD5.Bll).
- 3) tidak mengandung P (hanya mengandung S):
 - Pada malam kemudian paman dan bibi. (Kr.5/P3/SD1.Bll).

The examples above are strings of words that do not contain a complete meaning, because there are no elements of S and P (in example 1), there is no element of S (in example 2), and there is no element of P (in example 3). The three words in the examples above are not sentences, because they do not contain a complete meaning. In order for the word strand to contain a complete meaning, it should contain elements of S and P. With the elements of S and P, the word strand is classified as a sentence. This is in accordance with the opinion (Reyner, 2016; Collins & Stabler, 2016; and Clifton & Frevier, 2010) which states that a sentence is a string of words that contains a complete meaning. The presence of elements S and P characterizes this complete understanding.

3.1.3 Sentence Structures in the Essays of Fourth Grade Elementary School Students in Buleleng Regency

According to the data analysis, the sentence structure in the essays of fourth grade elementary school students in Buleleng regency was as shown in table 4 below.

Table 4. Sentence Structures in Students' Essays Fourth Grade Elementary School in Buleleng Regency

No.	Sentence Structure	
	Single	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
11	S – K – P – Pel	S-P-O / K-S-P
12	S – K – P – K	S-P-O / K-S-P / S-P-O
13	S – O – P – K	S-P-K / P-K
14	P – S	S-P-K / S-P / S-P
15	K – S – P – Pel	K-S-S-P
16	K – S – P – K	K-S-S-P-Pel
17	K – S – P – O – K	K-S-S-P-O
18	K – S – P – K – K	K-S-P-P
19	K – K – P – S	K-S-P-P-O

Table shows that fourth-grade elementary school students in Buleleng regency use a wide range of sentence structures when writing their essays, both in single and compound sentences. The structure of his essay is reflected in the variety of sentences used to express ideas. To avoid monotony and to streamline the message, this sentence structure variation is used. When it comes to sentence structure, these students demonstrate an advanced level of language proficiency. This is in line with the findings of Winch, G., et al. (2006), who claim that the more intellectually mature a person is, the more fluent their

language skills are. As a result, the variety of sentences used to convey ideas will be influenced by a person's high level of language proficiency.

3.2 Study of Character Education Values in the Essays of IV Grade Elementary School Students in Buleleng Regency

Based on the study of the values of character education in the essays of fourth grade elementary school students in Buleleng regency, the results of the analysis are obtained as shown in the table below.

Table 5. Character Education Values Found in Student Essays Fourth Grade Elementary School in Buleleng Regency

No.	Values of Character Education	Sample Data
1	Religious	- Saat bel berbunyi saya ke lapangan melaksanakan <i>tri sandya</i> (sembahyang).
2	Honest	- Reno mengakui kesalahan perbuatannya.
3	Hard work	- Ia belajar dengan tekun, ia mendapat juara.
4	Like to read	- Dia suka membaca buku.
5	Environmental care	- Dia bertemu burung yang sayapnya patah, lalu burung itu dirawatnya.
6	Social care	- Pak Tani membagikan barang-barang kepada orang-orang tidak mampu.
7	Responsibility	- Di rumah saya membantu ibu menyapu, mengepel, dan mengelap kaca.

Based on the table above, it can be described that the values of character education contained in the essays of Grade IV elementary school students in Buleleng regency are only 7 (seven) values of character education or only 38% of the 18 (eighteen)

that exist as stated by the Ministry of Education and Culture ([34] 2020), namely: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National Spirit, (11) Love for the Homeland, (12) Appreciating Achievements, (13) Friendly/Communicative, (14) Love for Peace, (15) Loves to Read, (16) Cares for the Environment, (17) Social Care, and (18) Responsibility.

The explanation above shows that the mastery of fourth grade elementary school students in Buleleng regency on character education values is still very minimal or weak. The weak values of character education are suspected to be due to several things as follows: (a) harmonization of student potential development that is not optimal between heart (ethics), thought (literacy), taste (aesthetics), and sports (kinesthetic); (b) the large population of students, teachers, and schools spread throughout Indonesia; (c) the synergy of responsibility for children's character education is not optimal yet between schools, parents, and the community; (d) the challenges of globalization, the negative influence of information and communication technology on the lifestyle of teenagers and the fading of the values of religiosity and local wisdom of the nation; (e) limited parental assistance resulting in an identity crisis and disorientation of the child's life goals; and (f) limited learning facilities and infrastructure ([35] Indonesian Education Management, 2017). These things show that the strengthening of character education values needs to be improved through the character education strengthening program (PPK) in each educational unit, which is programmed by the Ministry of Education and Culture (2020) with materials such as those contained in [36] Presidential Decree No.87 Year 2017 concerning Strengthening Character Education.

Strengthening Character Education is an educational program in schools to strengthen the character of students through harmonization of heart, taste, thought, and sports with the support of public involvement and cooperation between schools, families, and communities that are part of the National Movement for Mental Revolution. This Character Education Strengthening Program can be implemented in an integrated manner in intra-curricular, co-curricular, and extra-curricular activities, as well as carried out inside and/or outside the formal education unit environment.

In language learning (writing/composing), character education values can be integrated into it. In writing, students use language not only pay attention to the type, unity, and sentence structure, but also understand the best way to use language. On this basis, language rules or guidelines emerged which were then known as language politeness and language

ethics ([37] Abidin, 2012). This politeness and language etiquette is a reflection of the values of character education that must be used in accordance with the context of language or the context of communicating, both orally and in writing (composing/writing). The context of language or communication includes situations, goals, communication involvement, actions, instruments, keywords, norms, and genres.

4. CONCLUSIONS AND SUGGESTIONS

The following conclusions can be drawn from the above explanation: Essays by elementary school students in Buleleng regency's fourth grade can be classified into (a) single sentences and (b) compound sentences by (a) number of clauses and (b) internal structure. There are 277 full sentences and 19 incomplete sentences in the main text. A) Subject (S) and Predicate (P): 1209 sentences clearly indicate a unity of idea; (b) without the presence of S and P, only in the form of statement 4; (c) without S or only containing P: 10 sentences; and (d) without P or only containing S: 5 sentences. (a) Third-grade students in the Buleleng regency's elementary schools write a wide range of sentences, both singular and compound, in their essays. The essays of fourth-grade elementary school students in Buleleng regency, Indonesia, show that they are (a) religious, (b) honest, (c) hardworking, (d) a fan of reading, and (e) concerned about the environment, (f) social care, and (g) responsibility. Based on the findings, students should always pay attention to the type, unity, and structure of sentences that contain character education values when writing essays for the effectiveness and retention of the ideas conveyed.

The implication of this study is that it is necessary to conduct research that discusses similar topics. These topics are related to strengthening student character education through increasing knowledge of language politeness and language skills.

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