

# The Ability of Early Childhood Education Teachers in Tambrauw District of Papua in Writing Indonesian Language Sentences Viewed from Educational Linguistics

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**Abstract**—This research aims to describe the ability of Early Childhood teachers in Tambrauw District to write sentences according to the sentence structure of the Indonesian language. This research design was qualitative descriptive. The data was Indonesian sentences construction collected from questionnaires given to respondents of twenty-nine Early Childhood teachers from Tambrauw District. Instrument in this research were task. Data validity was by triangulation. The results showed that the writing ability of Early Childhood teachers in Tambrauw District of Papua Province are still relatively low. It can be seen from the percentage of sentences made by the teachers that correspond to the instruction is 24%. While the sentences that not correspond to the instruction is 76%. For the S-P-O sentence pattern, the results sentence that correspond to the instruction is 31%, while sentences that not correspond to the instruction is 69%. For the S-P-O-K pattern, the results sentence that correspond to the instruction is 28%, while sentences that not correspond to the instruction is 72%. Finally, the K-S-P-O pattern shows results sentences that correspond to the instruction is 14% and those that are not correspond to the instruction is 86% and all of sentences made there were 37% identified as the teacher's misunderstanding of the concept.

**Keywords**—abilities, writing, sentences

## I. INTRODUCTION

Writing is an activity that involves language skills. Meanwhile, the writing ability is an ability to decide something that want to be expressed and how someone express something in a writing [1]. Furthermore, Keraf in [2] stated that writing activity is a manifestation of language skills mastered by language users after the ability to heed, speak, and listen. From these two opinions it can be said that the writing ability is an important ability mastered by every person, especially the teachers, because in writing one can deliver and develop a concept that occur in their mind so that the idea can be read and understood by others. To develop the writing ability, someone needs a knowledge related to the principle and rules of language usage which are related to grammar, form, and sentence order. Levison in [3] stated that the use of language as a communication tool in pragmatics has rules that must be obeyed by speakers and

speech partners. One of the rules in language that needs to be mastered in order to write is the syntax field. Keraf in [2] stated that syntax is part of grammar that discusses the basis and process of forming sentences in a language. One aspect of syntax is sentence structure and pattern. Carter in [4] said “Without studying the structure of the sentence, and without studying the mastery of vocabulary is can’t be conveyed anything”. From this opinion it can be said that a person needs the ability to master the sentence structure to express concepts and ideas that want to be informed to other people or readers. Indonesian sentences in an official range, both oral and written, require the sentence structure of *Subyek/S* (Subject) and *Predikat/P* (Predicate). As the basic element, (S) and (P) can be developed if the author feels that it is deficient in explaining the concepts and ideas need to be convey.

Tambrauw District is one of the districts located in the Papua province. Tambrauw District is the result of the proliferation of Sorong and Manokwari districts in Papua. The legal basis for the establishment of Tambrauw adistrict is the Law of the Republic of Indonesia Number 56 of 2008 with amendments to Article 3 paragraph 1 and the Decision of the Constitutional Court of the Republic of Indonesia Number 127 / PUU-VII / 2009 dated 25 January 2009 which was inaugurated on 29 October 2008. As one of the new districts in Indonesia, Tambrauw District is one of the areas that is underdeveloped, especially in the education sector. This can be seen from the school facilities and infrastructure as well as the graduates of educators in the district. From the results of interviews conducted by researchers, most of the educators in the district have a high school diploma and a few of bachelor graduates.

Suharti and Sudirman in [5] described the *Pendidikan Anak Usia Dini/ PAUD* (early childhood education In essence, efforts to help children to grow and develop children and according to the level of development. According to the Law on National Education System Number 20 of 2003, *Pendidikan Anak Usia Dini/PAUD* (early childhood education) is an effort to nurture children from birth to six years old by providing educational stimulation in order to help the growth and development,

both physically and spiritually, with the aims that children has readiness to enter further education and is able to improve the human development index. Furthermore, according to the Regulation of the Minister of the National Education number 58 of 2009, early childhood teachers or early childhood educators are those who tasked with carrying out the learning process, assessing learning outcomes, as well as conducting guidance, nurturing, and protecting students. Therefore, it is necessary for teachers who have four competency standards, i.e. pedagogic competence, professional competence, social competence, and personality competence.

Teachers as the spearhead of education that are obliged to facilitate students in the learning process requires the ability to communicate. One aspect of communication that needs to be mastered by early childhood educators is the writing ability. The mastery of sentence structure and patterns is the main thing for teachers in providing a material in learning, especially for early childhood teachers. Therefore, this research aims to describe the ability of early childhood teachers, especially in Tambrauw District of Papua Province, in writing simple sentence structure in Indonesian using a simple sentence pattern. This was chosen by the researcher because one of the main points of early childhood teachers is to introduce simple letters, words, and sentences to students. In addition, using a simple sentence pattern is enough to present the basic skills of early childhood teachers' writing ability.

The rest of this paper is organized as follow: Section II describes proposed research method. Section III presents the obtained results and following by discussion in section IV. Finally, Section V concludes this work.

**II. PROPOSED METHOD**

This research was descriptive qualitative research. The purpose of this study was to describe the ability of early childhood teachers in Tambrauw District in West Papua to write sentence structure in Indonesian. Research subjects were twenty-nine teachers who work in Tambrauw District, while the research object was the writing ability. Data collection and data processing were carried out when the teachers from Tambrauw took part in a training in Yogyakarta. The training was carried out by the Education and Sports Office of Tambrauw District in collaboration with Sanata Dharma University.

TABLE I. DISTRIBUTION OF RESPONDENT'S SCHOOL INSTITUTIONS

School Name	Total Respondent/ Interviewees
PAUD Arani Kebar	1 Teacher
PAUD Imanuel Sukwes	1 Teacher
PAUD Arefet Kebar	1 Teacher
PAUD Kalvari	1 Teacher
PAUD Emaus Baun	2 Teachers
PAUD Permata	1 Teacher
PAUD Siloam Bikar	1 Teacher
PAUD Sion Dela	1 Teacher
PAUD Imanuel Werur	1 Teacher
PAUD YPK Maranatha	1 Teacher
PAUD Santo Yosef	1 Teacher
PAUD Permata Tambarw Anjai 2	1 Teacher
PAUD Baitul Maqdis Sausapor	2 Teachers
PAUD Maranatha	1 Teacher

School Name	Total Respondent/ Interviewees
PAUD Jesuah	1 Teacher
Not mentioning the school	12 Teachers
Total	29 Teachers

From Table I above, the school's distribution of research subject's origin in this research covers various regions in Tambrauw Papua. Although there are some subjects that do not mention their schools, when seen from the distribution of the subject sample, it can be said as representing the entire school population in the Tambrauw District of Papua Province. The education level of early childhood teachers in this research can be seen from the Table II as follows:

TABLE II. EDUCATION LEVELS OF RESPONDENTS

Education Level	Total Respondent/ Interviewees
SPG (Teacher Education Institution equal to High School level)	2
High School	17
Diploma II of Early Childhood Teacher Education	1
Bachelor of Primary School Teacher Education	3
Bachelor of Catholic Religious Education	1
Bachelor of Christian Religion	1
Bachelor of Early Childhood Teacher Education	2
Bachelor of Non-Educational	2

Table II above provides an overview of the education level of all respondents. From the data, the largest number of education levels are high school graduates with a total of 17 teachers, the other are 2 graduates of *Sekolah Pendidikan Guru/SPG* (Teacher Education Institution equal to High School level), 1 teacher from Diploma II of Early Childhood Teacher Education, 3 teachers graduated from Bachelor of Primary School Teacher Education, 1 teacher graduated from Bachelor of Catholic Religious Education, 1 teacher graduated from Bachelor of Christian Religion, 2 teachers with Bachelor of Non Educational, and 2 teachers from Bachelor of Early Childhood Teacher Education.

The data collection technique used in this study was by a written test that was conducted to all respondents with the instrument in the form of short answers ,with the command to make sentences contained *Subyek/S* (Subject), *Predikat/P* (Predicate), *Obyek/O* (Object), *Keterangan/K* (Adverb) with the pattern of S-P-O, S-P-O-K, and K-S-P-O. The validity of the data used the trust degree criteria. This was done with the aim of maintaining the credibility of the research results conducted by researcher. To maintain credibility, researcher used triangulation validation. The research analysis was carried out in three stages: first was data reduction, which was done by the process of selecting, focusing, simplifying, abstracting, and transforming rough data that seen from written records when conducting field research; second was the presentation of data. The presentation of data was carried out by presenting the information that has been arranged which allows in drawing conclusions; third was verification or drawing conclusion by looking for meaning, recording sequences, and patterns from the beginning of data collection.

III. RESULTS

This research has a focus in the teacher's ability to write sentence structure in Indonesian. In order to find out the ability, the researcher distributed the test sheet with the command to make three sentences that contained *Subyek/S* (Subject), *Predikat/P* (Predicate), *Obyek/O* (Object), *Keterangan/K* (Adverb) with the pattern of: first S-P-O; second S-P-O-K; third K-S-P-O. Based on these test, found answers that can be seen in the following Figure 1:

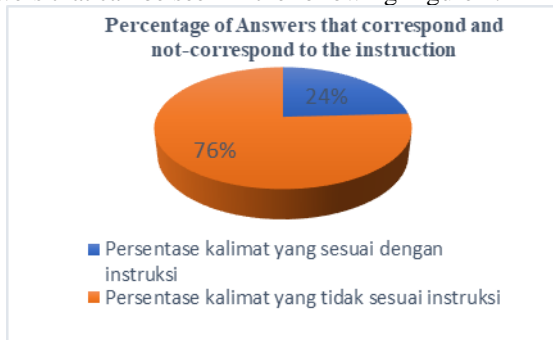


Fig. 1. Percentage diagram of sentences that correspond and not correspond to the instruction

Figure 1 above shows that the percentage of sentences that not-correspond to instruction is bigger than the sentences that correspond to instruction. The percentage of sentences correspond to the instruction is 24%, while the percentage of sentences that not-correspond to the instruction is 76%. The following is the description of the results of the answers that correspond to the instruction and not-correspond to the instruction.

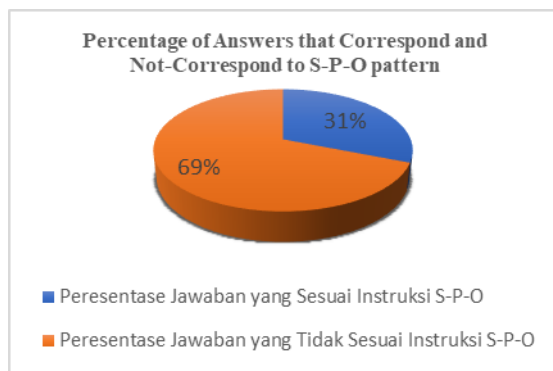


Fig. 2. Percentage diagram of sentences that correspond and not-correspond to instruction with the S-P-O pattern

Figure 2 above illustrates the percentage of sentences that correspond and not-correspond to instruction with the S-P-O pattern. In the figure, the percentage of sentences that correspond to the instruction pattern is 31%. This is less than the percentage of sentences that not-correspond to instruction, which is 69%. Following, the percentage of sentences that are that correspond and not-correspond to instruction with the S-P-O-K pattern. The percentage of sentences that correspond and not-correspond to instruction with the S-POK pattern is presented in Figure 3:

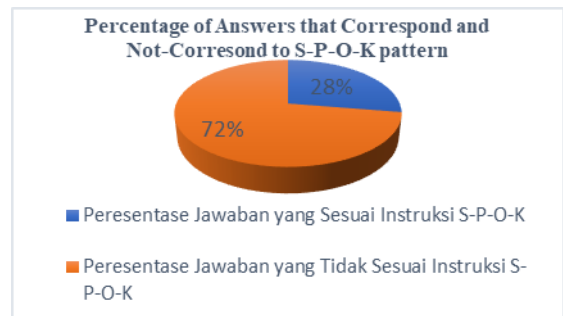


Fig. 3. Percentage diagram of sentences that correspond and not-correspond to instruction with the S-P-O-K pattern

Figure 3 above illustrates the percentage of sentences that correspond and not-correspond to instruction with the pattern. In the figure, the percentage of sentences that correspond to the instructed pattern is 28%. This is less than the percentage of sentences that not correspond to instruction, which is 72%. The final instruction is with the K-S-P-O pattern. The following is the percentage of sentences made by respondents with the instruction of K-S-P-O pattern.

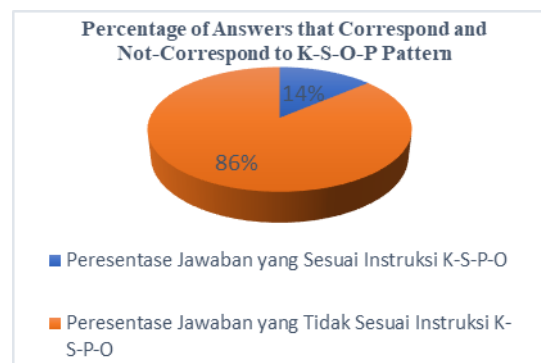


Fig. 4. Percentage diagram of sentences that correspond and not-correspond to instruction with the K-S-P-O pattern

Figure 4 above illustrates the percentage of sentences that correspond and not-correspond to instruction with the K-S-P-O pattern. In the Figure 4, the percentage of the sentences that correspond to instruction is 14%, while the sentences that not correspond to instruction is 86%.

IV. DISCUSSION

Mastery of structure and sentence patterns is necessary for teachers, especially early childhood teachers, because it will be easier for teachers to express concepts and ideas related to the learning material that need to be conveyed to students. As in the previous explanation, Early Childhood Education (PAUD) is an effort to nurture children from birth to six years old, which is done by providing educational stimulation to help both physical and spiritual growth and development, with the aims that children have readiness to enter further education. In addition to this, ages 0-6 years old is called the Golden Age. It is because in that age range the children will easily absorb whatever knowledge and language in their environment. At this stage, according to Montessori, is the most influential and decisive stage in the success of the next stage. At this stage the child begins to learn to actualize himself through language [6]. Therefore,

teachers must have language skills, at least knowing the structure and pattern of basic sentences, in order to provide habituation in using proper language. Thus, children will get basic knowledge and, in the future, will be accustomed to using language with proper rules.

Based on the results of processing data obtained from the sentences that correspond and not-correspond to instruction in the instrument, it can be seen that the percentage of the sentences that correspond to the instructions is 24%, while those that do not correspond to the instruction is 76%. From these results, it can be concluded that the ability of early childhood teachers in Tambrauw District is low. The following is a description of various errors related to the function of the *subjek*, *predikat*, *obyek*, and others made by the teachers

A. Errors in Placement and Function of Subyek in Sentences

*Subyek* (Subject) is mandatory in every sentence because the subject is the main element. Generally, *subyek* is in the form of *kata benda* (noun) that function to represent certain activities and actions in a sentence. Errors in the function and placement of the *subyek* can obscure the meaning of a sentence. Here are the mistakes made by the teachers in making sentences.

TABLE III. ERRORS IN PLACEMENT AND FUNCTION OF *SUBYEK* IN SENTENCES

Problem: Make a sentence with the following pattern!	
S-P-O-K	K-S-P-O
Hari ini anak-anak PAUD permata akan belajar membatik di sekolah mereka	Tempat sekolah kami dekat dengan pantai
	Dapur adalah tempat ibu memasak

Table III above contains errors made by teachers related to the function and placement of *subyek* in sentences. From all sentences made by the teachers, there are 3 sentences that show errors. First seen in the sentence with instruction for making sentence with the S-P-O-K pattern where the sentence is

<u>Hari ini</u>	<u>anak-anak PAUD permata</u>	<u>akan belajar</u>
<u>K</u>	<u>S</u>	<u>P</u>
<u>O</u>	<u>K</u>	
<i>membatik di sekolah mereka</i>		

The sentence above shows the respondent's error in identifying the placement of the *subyek*. The instruction was to make the sentence with the S-P-O-K pattern, while the respondent made a sentence with the K-S-P-O pattern. The error lies in the sentence "hari ini anak-anak PAUD" it shows that respondents are still experiencing confusion to determine the phrase as a *subyek* or *keterangan*.

In the third column of the first row, it is found that the *subyek* placement error was made in making sentences with the K-S-P-O instruction. Below is further explanation of the sentence.

<u>tempat sekolah kami</u>	<u>dekat</u>	<u>dengan pantai</u>
<u>S</u>	<u>P</u>	<u>Pel</u>

From the sentence pattern made by the respondent above, it is in the form of the S-P-Pelengkap/Pel (complement) pattern while the instruction was K-S-P-O. From this answer, it can be identified that the respondent experienced confusion over the function of the *subyek*. The respondent thinks that the phrase "tempat sekolah" is considered as *keterangan* while "kami" is considered as a *subyek* and "dengan pantai" is considered as an *obyek*. It can be concluded that respondent is still experiencing confusion in determining the *subyek* function and *subyek* placement.

Dapur adalah tempat ibu memasak

<u>S</u>	<u>Kopula</u>	<u>Pel</u>
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When viewed from the sentence pattern made by the respondent, the S-Kopula (copula)-Pel pattern is found, while the instruction was to make K-S-P-O sentence. From the answers, it can be identified that the respondent experienced misconceptions about the function of the *subyek*, in which the word "dapur" is considered as *keterangan* and "tempat ibu" is considered as *subyek*.

B. Errors in Placement and Function of Predikat in Sentences

*Predikat* (predicate) can be said as an activity or action taken by the *subyek*. The following *predikat* errors are made by the respondent

TABLE IV. ERRORS IN PLACEMENT AND FUNCTION OF *PREDIKAT* IN SENTENCES

Problem: Make a sentence with the following pattern!
S-P-O-K
Murid saya paling keras kepala

Table IV above shows an error sentence made by the teacher. The table shows the *predikat* function error. The sentences in table 4 do not have *predikat* and only consist of *Subyek* and *Keterangan*, while the instruction given to respondents was to make the sentence in S-P-O-K pattern. From this sentence it can be seen that the *predikat* function seems to be replaced by *keterangan* function. The mistake made by respondents in identifying *predikat* function means that they are still experiencing confusion between *predikat* and *keterangan* functions.

C. Errors in Placement and Function of Obyek in Sentences

*Obyek* (object) in a sentence is element that not a must. The place of the *obyek* is always after the *predikat* that has a *verba transitif* (transitive verb) category. *Obyek* is a part of sentence that the appearance is influenced by the *predikat* of a *verba transitif* in an active sentence. When it is used in a passive sentence, the *obyek* can change into a *subyek*. The *obyek* is generally in the form of *frasa nomina* (noun phrase). However, *obyek* can also be *klausula* (clause). The following sentence errors made by respondent related to the *obyek* function

TABLE V. ERRORS IN PLACEMENT AND FUNCTION OF *OBYEK* IN SENTENCES

Problem: Make a sentence with the following pattern!		
S-P-O	S-P-O-K	K-S-P-O
saya pergi ke Jokja	saya pergi ke jokja untuk mengikuti magang	Jam 07.30 Anak-anak PAUD sudah berada di dalam kelas
	Saya pergi ke PAUD untuk mengajar	saya pergi ke kebun

Table V above shows the errors made by the teacher related to the function error in the sentence pattern. The instruction given to the teachers was to make S-P-O, S-P-O-K, and K-S-P-O patterns. Overall errors made are because of teachers' lack of understanding in the function of the *obyek*, in which the teachers cannot distinguish between *obyek* and *keterangan*. This is shown in the first, second, and third instructions. In the first instruction, teacher was asked to make sentence with the S-P-O pattern, but the answer was in S-P-K pattern. In the second instruction was to make sentence with the S-P-O-K pattern, but the answer was two sentences in S-P-K -Pel. The last instruction is that the teacher was asked to make sentence with the K-S-P-O pattern, but the teacher's answers were K-S-P-K and S-P-K patterns. From these answers it can be concluded that the teacher still does not understand the *obyek* function. In addition to these errors the researcher also found an error in the diction, the word "jokja" should be "Jogja".

D. Error in Placement and Function of *Keterangan* in Sentences

*Keterangan* (adverb) is an explanatory element in a sentence arrangement. The following are various mistakes made by the teachers when making an S-P-O, S-P-O-K, and K-S-P-O patterns.

TABLE VI. IN PLACEMENT AND FUNCTION OF *KETERANGAN* IN SENTENCES

Problem: Make a sentence with the following pattern!					
No	S-P-O	No	S-P-O-K	No	K-S-P-O
1	Iwan mengambil crayon kemudian mewarnai gambar yang sudah dibentuk	1	Hari ini anak-anak PAUD permata akan belajar membatik di sekolah mereka	1	Watidi sedang bermain main bola kaki di depan halaman rumahnya
2	Saya mempunyai murid banyak sekali	2	setiap hari Jumat di sekolah saya mengadakan senam bersama semua siswa	2	Dapur adalah tempat memasak
3	Saya berjalan ke Pasar	3	saya pergi berburu rusa	3	Saya ke Pasar untuk membeli sayur di Pasar dll
4	Saya jalan-jalan ke Jogjakarta	4	saya pergi ke kebun sayur	4	saya makan nasi

Problem: Make a sentence with the following pattern!					
No	S-P-O	No	S-P-O-K	No	K-S-P-O
5	Setiap hari Jumat di sekolah saya mengadakan senam			5	semua siswa mengadakan senam pada hari Jumat

The Table VI shows the errors made by the teachers related to the *keterangan* function. Some errors made by the teachers in the *keterangan* function are replacing the *obyek* function with *keterangan*, misplaced *keterangan*, difficulty in distinguishing *pelengkap* and *keterangan*. This errors are shown in the first instruction, in which the teachers were asked to make sentence using the S-P-O pattern, but from the results of the data processing, some errors were made, i.e. the addition of *keterangan* in the answers. This is shown in the answers number 1, 2, and 5. In addition to these errors, the teachers still do not understand the *keterangan* function, the function of the *obyek* seems to be replaced by a *keterangan* function. This is shown in the answers numbers 3 and 4. In the second instruction, the teachers were asked to make sentence with the S-P-O-K pattern, but from the results of the data processing it was found that there were some teachers answers it with the K-S-P-O pattern as shown in answers number 1 and 2, while number 3 shows the pattern of S-P-O. Number 4 shows the S-P-K pattern. This is can be identified that the teachers still do not understand about *keterangan* placement and function.

The final instruction is that the teacher was asked to write sentence with the K-S-P-O pattern, but instead make sentences using the S-P-O-K pattern as in the answer number 1. It shows that the teacher still does not understand the *keterangan* placement. In answer number 2, the sentence structure made is S-P-Pel. This shows that the teacher has not been able to distinguish between *keterangan* and *pelengkap*. In answer number 3 the sentence pattern written by the teacher is S-K-P-O-K. it shows that the teacher is lack of understanding about the concept of sentence structure and the *keterangan* function. This is indicated by the answers that do not match to the instruction, while the misunderstanding of the sentence structure concept is shown in the placement of *keterangan* after the *subyek*. The error is then shown in answer number 4, in which the teacher makes a sentence with the S-P-O pattern. It means that the teacher is lack of understanding about the *keterangan* function. I the answer number five of the sentence's structure is S-P-O-K. This is showed the teacher's incomprehension in *keterangan* placement.

E. Errors in Placement and Function of *Pelengkap* in Sentences

*Pelengkap* (complement) functions to complement other elements in the sentence. The *pelengkap* is almost the same as the *obyek*, but the difference is that the *pelengkap* cannot be changed into a *subyek* when the sentence is converted into a passive sentence. In general, the *pelengkap* is placed after the *predikat* or after the *obyek*. Many people find it difficult to distinguish between *pelengkap* function and *obyek* function. Difficulties in understanding this *pelengkap* function is also experienced by early childhood teachers in Tambaui. Based on the results data, there are several errors

related to *pelengkap* function errors. The following is a table of *pelengkap* function errors.

TABLE VII. ERRORS IN PLACEMENT AND FUNCTION OF *OBJEK* IN SENTENCES

Problem: Make a sentence with the following pattern!		
S-P-O	S-P-O-K	K-S-P-O
Anak murid sedang bermain bola	Anak murid sedang bermain bola di lapangan (kesalahan fungsi pelengkap) jensep jadi taoi masih bingung konsep objek dan pelengkap	Di lapangan anak murid sedang bermain bola
Anak-anak bermain bola kaki	Adik bermain boneka di kamar	Watidi sedang bermain main bola kaki di depan halaman rumahnya
Bunda-bunda PAUD sukanya bermain	Anak-anak bermain bola di Lapangan	Di lapangan anak-anak bermain bola kaki

The Table VII above shows that there are teachers' lack of understanding in the instructions given especially in *pelengkap* function. This is indicated by the nine sentences of the teachers' answers. The nine sentences are not correspond to the instructions of making sentences in S-P-O, S-P-O-K, and K-S-P-O patterns because the nine sentences made by the teachers are *intransitif* (intransitive) sentences. One of the characteristics of *intransitif* sentences is that the *predikat* has a prefix *ber-* and has a S-P-Pel pattern. From the results of these answers it can be concluded that the teachers are unable to distinguish between *pelengkap* function and *obyek* function.

F. Lack of Understanding about the Concept, Patterns, and Diction of Indonesian Sentences

The low writing ability of early childhood teachers in Tambrauw District is influenced by many factors. One of these factors is the low quality of education in the Papua Province, including Tambrauw District. As previously explained, Tambrauw District is a new district in Indonesia. The low quality of education in Papua is due to several factors including the lack of qualified teaching staff. This is shown from the sample in table 2, in which the teachers education level is dominated by high school graduates. Systemic failures that occur in secondary schools in Papua resulted in illiterate graduates, that worsen by those graduates that can become teachers and administrative staff. The low quality of teachers, especially in the errors and incomprehension of the concept of sentence structure and pattern can be seen in the following table.

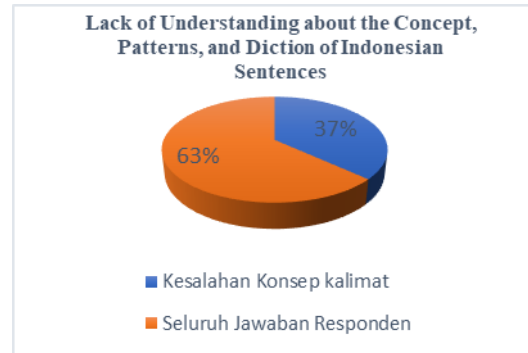


Fig. 5. Lack of Understanding about the Concept, Patterns, and Diction of Indonesian Sentences

Figure 5 above illustrates the percentage of sentences that shows errors made by the teachers in relation to the teachers' incomprehension of concept of sentence structure and pattern, especially the function of the *subjek*, *predikat*, *objek*, *keterangan*, and *pelengkap*. This can be seen from the significant differences between the instructions given and the sentences' structure and patterns made by the teachers. In addition to the lack of understanding of the sentence structure concept as errors made in the sentences in Figure 5, there are also errors in the selection of diction. Errors in the choice of sentence structure and diction cannot be separated from the influence of local languages. Dulay, Burt and Krashen in [7] stated that "Error is a part of a conversation that deviates from some selected norm of nature language performance". The following are errors in sentence structure and diction cause by the influence of local languages:

*Bunda-bunda harus memperhatikan murid atau anak-anak PAUD, Kita disana atau di Katama PAUD ada pisang atau makan pisang, anak-anak PAUD makan pisang, Anak saya minta diambil makan, anak suka ingin tahu suka yang terjadi, anak banyak makan dan tidur, saya suka belajar yang saya tidak tahu menjadi tahu, Seorang pria orangnya rajin, seorang pria orangnya kaya, kamu semua patuh orang tua punya, ko mau kemana.*

V. CONCLUSION

The writing ability of early childhood teachers in Tambrauw District in Papua Province is still relatively low. It can be seen from the sentences they have made, in which the sentences correspond to the instructions given in the questionnaire are just 24%. While the sentences that not-correspond to the instructions are 76%. The instructions in the questionnaire are asked the teachers to make simple sentences using the S-P-O, S-P-O-K, and K-S-P-O patterns. For the S-P-O sentence pattern, the results shows that answers correspond to the instruction is 31%, while the sentences not-correspond to the instruction is 69%. For the S-P-O-K pattern, the results correspond to the instruction is 28%, while the sentences not-correspond to the instruction is 72%. Finally, the K-S-P-O pattern shows results of sentences correspond to the instruction is 14% and the sentences not-correspond to the instruction is 86% and all of sentences made there were 37% identified as the teacher's misunderstanding of the concept.

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