Syntactic Study Based on Character Education Values Essays of Fourth Grade Elementary School Student in Bali Province

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Abstract

The main purpose of this first-year research is to describe (1) sentence types, (2) unity of sentences, and (3) sentence structure based on character education values contained in essays of fourth-grade elementary school students in the province of Bali. The data source used as the subject in this study was the essay of fourth-grade students in the province of Bali. Meanwhile, the objects of this study are (1) sentence types, (2) unity of sentences, and (3) sentence structure based on character education values contained in essays of fourth-grade elementary school students in the province of Bali. Data was collected by document recording method. Next, the data collected was analyzed descriptively qualitatively. The results showed that: (1) the types of sentences contained in the essays of grade IV elementary school students in the province of Bali can be divided based on (a) the number of clauses, there are 804 single sentences, 494 compound sentences, (b) internal structure of the main clause, there are 1209 sentences complete and 89 sentences incomplete.

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1 Introduction

One of the goals of learning Indonesian in elementary schools is that students can communicate effectively and efficiently by applicable ethics, both orally and in writing (Pendidikan, 2006). 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 words do not contain a complete understanding. This incomplete understanding is demonstrated without the presence of a Subject or Predicate. Students do not understand sentence elements as a tool to express their ideas (Putrayasa et al., 2018). Plus the lack of exercises on how to determine the elements of the sentence. This lack of understanding and practice will have an impact on the poor quality of the language used in conveying ideas, both 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 character. Therefore, it is deemed necessary to study students' written sentences from their syntactic aspects based on the values of character education. This is what makes student essays interesting to study in terms of the type of sentence, the unity of the sentence, and the structure of the sentence. These aspects can sharpen the study of syntax in student essays (Maimunah, 2014; Zaharija et al., 2013).

Based on the description above, the preparation of a study and theory of syntax, especially concerning the type of sentence, the unity of the sentence, and the structure of the sentence based on the values of character education, would be urgent to do. This study has a strategic position as a basis for further research development and can be practically used as a reference for knowledge in conveying ideas orally or in writing. The problems examined in this study include the types of sentences, the unity of sentences, and the structure of sentences based on the values of character education contained in the essays of fourth-grade elementary school students in the province of Bali.

The syntax is the order of words that make up understanding (Rayner & Liversedge, 2011; Collins & Stabler, 2016). Meanwhile, other opinions say that syntax is the relationship between one word and another (Putrayasa, 2017; Putrayasa et al., 2018). This inter-word relationship forms an understanding (Putrayasa & Novitasari, 2012; Putrayasa & Susana, 2007; Putrayasa, 2014). The syntax is a scientific discipline whose study is focused on word strands consisting of S-P-O which contain a complete understanding of the unity of ideas (Putrayasa, 2013; Putrayasa, 2015; Putrayasa et al., 2018).

One syntactic study sentence. Therefore, the study of syntax cannot be separated from sentence theory itself. Sentences are strings of words that contain complete understanding (Collin & Stabler, 2016; Osborne et al., 2012). In the word string, some ideas are conveyed, which are represented minimally through elements of the subject and predicate (Batterink & Neville, 2013). The sentence elements have harmony between the formers, the harmony of the subject with the predicate, the harmony of the predicate with the object, the harmony of the predicate with the information (Putrayasa, 2014). In addition to the harmony, other aspects that must be considered in the sentence are the type of sentence used, the unity of the sentence, and the structure of the sentence used in expressing ideas (Clifton et al., 2010; Putrayasa, 2019).

Research related to syntactic studies, especially sentence elements but carried out separately, was also carried out by Putrayasa (2016). His research examines the different elements of objects and information. The results show that students' abilities are still low (average: 5.75) in determining the sentence elements. This is due to the lack of students' understanding of the concept of sentences, the concepts of sentence-forming elements, both in terms of type, unity, and structure. On the other hand, the research carried out quite comprehensively is not yet 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 (Khan, 2010). Indeed there have been many studies on character education (Turan & Ulutas, 2016; Prince et al., 2010), 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 the values of character education. The problems studied in this study are how: (1) sentence type, (2) unity of sentences, and (3) sentence structure based on character education values contained in the essays of fourth-grade elementary school students in the province of Bali?

2 Materials and Methods

The design of this research is descriptive qualitative. The data source was written by fourth-grade elementary school students in the province of Bali. In determining the sample the area random sampling technique was used, which is random to elementary schools representing the regions of North, South, West, and East Bali. Each of these regions is represented by Buleleng Regency (North Bali), Tabanan and Denpasar Municipality (South Bali), Jembrana (West Bali), and Karangasem (East Bali) (Marinellie, 2004; Jiang et al., 2019). From each regency and sub-regency, 3 elementary schools were taken, each in good, moderate, and fewer categories. From each elementary school, 10 essays were taken. Thus, there are a total of 15 elementary schools and 150 students' essays as sample members of the first year as shown in the table below.

Table 1
School samples and student essays

No.	Regency	Number of SD	Number of student essays
1	Buleleng	3	10
2	Tabanan	3	10
3	Kodya Denpasar	3	10
4	Jembrana	3	10
5	Karangasem	3	10
Total		15	150

The method used in collecting data is the document recording method. That is, student essays that have been collected by the teacher are analyzed based on the object of study. After the data are collected, an inductive analysis is carried out (Lincoln & Guba, 1985). That is, specific things that are found during the study are carried out, grouped, then made an abstract (Bogdan & Biklen, 1990).

3 Results and Discussions

1. Essay syntactic study of class IV elementary students in Bali Province
1.1 Types of sentences available in essays of class IV elementary students in Bali Province

In this section, the results of the study are presented by the problem under study, namely the type of sentence based on the number of clauses and the internal structure of the main clause, which is contained in the essays of fourth-grade elementary school students in Bali province. The data examined was sourced from essays of fourth-grade students in the province of Bali. The total number of essays is 150, each of which consists of 3 paragraphs. The total number of sentences is 550. This whole sentence is examined from the aspect of the number of clauses and the internal structure of the main clause, as shown in the description below. Based on the data analysis, found the types of sentences contained in the essays of fourth-grade elementary school students as shown in the following table.

Table 2
Types of sentences available in essays of class IV elementary students in the Province of Bali

No.	Sentence Types Based on …		Frequency	Total
	Total Clause	Internal Structure Main Clause		
1.	Single Sentence		804	1298
2.	Compound Sentences		494	
3.		Complete Sentences	1209	1298
4.		Incomplete Sentences	89	

From the table above, things can be described as follows. Based on the number of clauses found two types of sentences, namely: 1) a single sentence amounted to: 804 pieces and 2) compound sentences amounted to: 494 pieces. Based on the internal structure of the main clause, two types of sentences are found, namely: 1) complete

sentences: 1209 and 2) incomplete sentences: 89. In the explanation above, the type of sentences found in the essays of fourth-grade students in Bali Province is the use of compound sentences which can be said quite a lot, namely 494 sentences (Mantra, 2017; Astawa et al., 2018). This happens because students in conveying their ideas are influenced by their spoken language, not paying attention to the rules of writing sentences, which are marked by the use of uppercase letters and ending with punctuation. From this, the sentences become 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.Bll).*

The paragraph above is a collection of sentences that occur from strands of words, which actually when examined consists of several subjects and several predicates as long as they follow the rules of writing sentences. Because of the inaccuracy in using the rules of writing sentences, the above paragraph is not clear on the unity of ideas. This is in line with the results of research conducted by Tai (2015), which shows that the results of writing (the use of syntax) of second language learners are less accurate or unclear in their unity of ideas so that their writing is difficult to understand. To be clear on the unity of his ideas, the rules of structuring the sentence must be met. Sentence characteristics in terms of writing rules are marked with pampering at the beginning of the sentence and end with punctuation: period, ampe, or exclamation (Putrayasa & Atif, 2009; Nordquist, 2014). By following the rules, the sentences that make up the amper ph become clear unity of ideas and paragraphs to be effective.

In addition, fourth-grade elementary school students tend to arrange complex sentences in paragraphs. This happened along with the development of cognition and the development of language. These conditions are in line with the view of Winch & Johnston (2006), which says that language growth and intellectual growth both are closely intertwined. Increasing the ability of the language, the ability to increase his thinking or intellectual. This view is also supported by Batterink & Neville (2013), which 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 Bali Province are complete (506 sentences). Full sentences are sentences that contain complete clauses. The complete Kallimat can also be called a major sentence or a perfect sentence, that is, a sentence that consists of a free clause (Cook, 1978; Putrayasa & Novitasari, 2012).

1.2 Unity of sentences available in essays of class IV elementary students in the Province Bali

Based on the data analysis, it was found that the whole sentence contained in the essays of fourth-grade elementary school students is shown in the table below.

Table 3
The unity of sentences in the essays of class IV elementary students in the Province of Bali

No.	The Unity of Sentences	Frequency	Total
1	The existence of S and P	1209	1209
2	Without S and P	33	33
3	Without S (only Contains P)	31	31
4	Without P (only Contains S)	25	25
	Total		1298

The table above shows that almost all of the data (1209 sentences) meet the elements of the unity of the sentence, namely the elements of Subject and Predicate. 33 sentences do not meet the elements of unity, namely do not contain S and P, 31 sentences without S or only contain P, and 25 sentences without P or only contain S. Judging from the number of sentences that meet the element of unity, this shows that students understand how to express ideas so that the ideas conveyed can be understood well by the reader. Of course, ideas conveyed with sentences must contain complete understanding. For the sentence to be conveyed that contains a complete understanding that must contain a subject and a predicate. This is consistent with the opinion of Nordquist (2014), which revealed that a sentence must

contain a subject and a predicate. With the presence of subjects and predicates in a sentence, the sentence is easily understood because it already contains a complete understanding. This opinion is supported by the results of research conducted by Putrayasa (2017), which reveals that sentences that are easily understood are sentences that contain elements of Subject and Predicate. The Subject and Predicate elements provide complete understanding so that the unity of ideas is clear.

   Meanwhile, word strands that do not contain a subject and predicate elements, which only contain S elements, and which only contain P elements can be cited as shown in the example below. (Complete data can be seen 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 ke sana. (Kr.5/P3/SD1.Bll).

The examples above are strings of words that do not contain the complete understanding because there are no S and P elements (in example 1), no S elements (in example 2), and no P elements (in example 3). The three strings of words in the examples above are not sentences, because they do not contain complete understanding. So that the word strand contains a complete understanding, it should contain S and P elements. The existence of S and P elements is that the word strings are classified as sentences. This is consistent with the opinions (Reyner, 2016; Collins & Stabler, 2016; Clifton & Frevier, 2010), which state that sentences are strings of words that contain complete meaning. This complete understanding is characterized by the presence of elements S and P.

1.3 Sentence structure in the essay of class IV elementary school students in Bali Province

Based on the data analysis carried out, was found the sentence structure in the essays of fourth-grade students in Bali Province is shown in Table 4 below.

Table 4
Sentence structure in the essay of class IV elementary school students in Bali Province

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
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	P – S – K	S-P-Pel / K-S-P / K-S-P
16	K – S – P	S-P-Pel-K / P-O
17	K – P – S	S-P / P-S
18	K – S – P – O	P-S /S-P-Pel
19	K – S – P – Pel	K-S-S-P
20	K – S – P – K	K-S-S-P-Pel

21	K – S – P – O – K	K-S-S-P-O
22	K – S – P – K – K	K-S-P-P
23	K – K – P – S	K-S-P-P-O
24		K-S-P-O / P-S
25		K-S-P-O / P-O-K
26		K-S-P-K / S-P-K-K / S-P-Pel
27		K-S-P-P-Pel / P-K
28		K-S-P-O / S-P-O / S-P-O
29		K-S-P-O-K / S-P-K
30		K-S-P / S-P

The table above shows that the sentence structure contained in the essays of grade IV elementary school students in Bali Province is quite varied, both found in single sentences and compound sentences. The variance of this structure is reflected in the sentences used to express ideas through their essays. Variation in the structure of this sentence is used to avoid monotony and make the ideas conveyed effectively. The variety of sentence structures used by these students shows that the level of intellectual maturity and the level of language skills is quite high. This is consistent with the views of Winch & Johnston (2006), which say that the higher the level of intellectual maturity of a person, the higher the level of language ability. This means that the high level of one's language ability will also affect the high variety of sentences used in conveying ideas.

2. Study the values of character education in the essay of fourth-grade students in the Bali Province

Based on the study of the values of character education in the essays of fourth-grade students in the Province of Bali, the results of the analysis are as shown in the table below.

Table 5
The values of character education in the essays of fourth-grade students in the Province of Bali

No.	The Values of Character Education	Sample
1	Religious	- Saat bel berbunyi saya ke lapangan melaksanakan tri sandya (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	Responsible	- Di rumah saya membantu ibu menyapu, mengepel, dan mengelap kaca.

Based on the above table, it can be described that the values of character education contained in the essays of Class IV elementary school students in the Province of 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 ([34] 2020), 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 grade IV elementary school students in Bali Province on the values of character education is still very minimal or weak (Westera et al., 2018; Lanauze & Snow, 1989). 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 (Indonesian Education Management, 2017). 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 (2020) with material as stated in Perpres No.87 2017 concerning Strengthening Character Education (Tong & McBride, 2017; Rapaport, 1994).

Strengthening Character Education is an education program in schools to strengthen the character of students through the harmonization of heart training, exercise, thought, and sports with the support of public engagement and cooperation between schools, families, and communities that are part of the National Mental Revolution Movement. This Character Education Strengthening Program can be carried out in an integrated manner in extracurricular, co-curricular, and extracurricular activities, and is carried out inside and/or outside the formal education unit environment (Martínez, 2018; Haegeman, 2010; Jo, 2021).

In language learning (writing/writing), the values of character education can be integrated into it. In writing, students use language not only to pay attention to the type, unity, and structure of the sentence but also to understand correctly the best way to use language. Based on this, language rules or guidelines emerge which are then known as politeness and language ethics (Abidin, 2012). This politeness and language ethics is a mirror of the values of character education that must be used by the context of language or the context of communication, both verbally and in writing (writing/writing). The language or communication context includes situations, goals, communication involved, actions, instruments, keywords, norms, and genres.

4 Conclusion

Based on the explanation above, it can be concluded as follows: (1) the types of sentences contained in essays of grade IV elementary school students in the province of Bali can be divided based on (a) the number of clauses, there are 804 single sentences and 494 compound sentences, (b) the internal structure of the clause mainly, there are 1209 complete sentences and 89 incomplete sentences. (2) the unity of sentences indicated by the existence of: (a) Subject (S) and Predicate (P): 1209 sentences are categorized as a unit of ideas; (b) in the absence of S and P, only in the form of statement 33; (c) without S or only containing P: 31 sentences, and (d) without P or only containing S: 25 sentences. (3) The structure of sentences, both single and compound contained in the essays of fourth-grade students in Bali province is quite varied. Meanwhile, the results of the study concerning the values of character education in the essays of grade IV elementary school students in the province of Bali include (a) religious, (b) honest, (c) hard work, (d) fondness for reading, (e) caring for the environment, (f) social care, and (g) responsibility. Based on the results obtained, it is recommended that students always pay attention to the type, unity, and structure of sentences that contain the values of character education in writing essays for the effectiveness and preservation of the ideas conveyed.

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