Essays Written by Primary School Students at Grade Six in Tabanan Regency, Bali Province: A Syntactic Approach

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Abstract— **This study aimed to describe types, unity, and structures of sentences contained in the essays written by primary schools students at grade six in Tabanan regency, Bali province. The method used to collect the data was document recording and analyzed by a descriptive analysis technique. The results showed that (1) there were 199 declarative sentences, 79 simple sentences, 120 compound sentences, 176 verbal sentences, 23 nominal sentences, 180 active sentences, and 19 passive sentences. (2) The unity of the sentence was indicated by the existence of Subject and Predicate. a) There were 185 sentences categorized as having a clear unity of ideas; b) 7 sentences did not have a clear unity of ideas; c) 4 sentences without a subject, and (d) 3 sentences without a predicate. (3) According to the structure of sentences, there were simple and multiple sentences in the essays and they were quite varied.**

Keywords—essay; structure; syntax; type; unity.

I. INTRODUCTION

One of the skills in Indonesian language learning is writing skills. In writing, there are necessary devices of the language such as a sentence. Sentences are put together. Bu, it should be noted that when the sentences put together contain unclear types, unclear unity of ideas and sentence structure, it makes the ideas conveyed cannot properly understood. Therefore, in presenting ideas, having competency on sentence construction is very important both in written and spoken.

A succession of words that form a complete idea can be defined as a sentence [1, 2, 3, 4]. However, the word strings are often used in communications, both orally and in writing meaninglessly. One of the examples can be seen in students' essays. An essay consists of several interconnected sentences which contain ideas. This article reviewed the sentences by students in their writing compositions. Word strings were used in composing essay by students to express their ideas. However, some of the word strings do not contain complete thoughts. This is demonstrated by the word strings that do not have a subject or predicate. This is what makes the essays interesting to be examined from the aspects of sentence types, sentence unity, and sentence structure. These aspects can sharpen the syntactic study of student essays. In his research on syntax, [5] revealed that students still have difficulty in specifying the function of words in sentence structure, as subject, predicate, object, complement or description in the sentence.

The previous researches that have been done unable to provide detailed description relating to sentence type, sentence unity, and sentence structure. A study by reference [5] was conducted in the city of Singaraja, which only examines the subject and predicate in the students' sentence arrangements using qualitative and quantitative approaches. In 2010, the research on the syntactic study was conducted, but it only examined the ability of students to distinguish object and complement.

A fairly comprehensive study was related to the analysis syntactically, in particular, the elements of sentences but performed separately. This was also conducted by reference [6]. His research investigated differences in object aspects and descriptions. The results obtained that in the students' ability in deciding the aspects of the sentences was low (mean= 5.75). This was caused by the lack of understanding and less exercises in determining sentence elements. The low knowledge and the lack of exercises will reduce the quality of language used to convey ideas, both in oral and written communications.

Based on the background above, the formulation of the problem of the study and theories of syntax, particularly those related to sentence type, sentence unity, and sentence structure, a study of these aspects may be urgent to be done. This study has a significant contribution as the base for conducting further research and its results can be used as a reference in expressing ideas orally and in writing. Based on the formulation of the problem statements from the previous experts and researchers, mastery of the syntax (especially sentences) can be understood l at least from three aspects of the study, namely sentence type, sentence unity, and sentence structure. The problems of this research were formulated as follows: (1) what types of sentences were found in the essays written by primary schools students at grade six in Tabanan regency, Bali province; (2) How was the unity of sentences found in the essays written by primary schools students at grade six in Tabanan regency, Bali province; (3) How were

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the structures of sentences written by primary schools students at grade six in Tabanan regency, Bali province?

II. RESEARCH METHODS

This study was conducted in April until June 2019 using a qualitative descriptive research design. The data were the sentences in the essays written by primary schools students at grade six in Tabanan regency, Bali province. This study used a random sampling area technique. A random selection of primary schools representing the city area, the rural area, and the suburb in Tabanan regency. Each of them was represented by 1 primary school. From each primary school, 10 students were selected. Thus, there are a total of 3 primary schools and 30 essays written by students selected as ample as shown in the table I below.

TABLE I. SCHOOL SAMPLES AND STUDENT ESSAYS

No.	Regency	Number of Elementary Schools	Number of Student Essays
1	Tabanan	1	10
		1	10
		1	10
Total		**3**	**30**

The study used a document recording method to collect data. Cards were used for this purpose. The collected data were analyzed using inductive analysis.

III. RESULTS AND DISCUSSION

A. *Sentence Types in the Essays Written by the Sixth Grade Students of Primary Schools in Tabanan Regency, Bali Province*

In this section, the results were presented in accordance with the problems of the study. The types of sentences based on (1) contents, (2) number of clauses, (3) predicator, and (4) the nature of the actors' relationships in the essay sentences written by primary schools students at grade six in Tabanan regency, Bali province.

The data came from the essays written by primary schools students at grade six in Tabanan regency, Bali province. The total number of essays was 30 and each of them consists of 3 paragraphs. The total number of sentences was 199. Each of the sentences was examined from the aspects of its content, the number of the clauses, predicate, and the nature of the actor's relationship as shown in the table II.

TABLE II TYPES OF SENTENCES IN THE ESSAYS WRITTEN BY PRIMARY SCHOOLS STUDENTS AT GRADE SIX IN TABANAN REGENCY, BALI PROVINCE

No	Sentence type based on...				Fre-qu-ency	Total
	Content	Number of Clauses	Establish-ment Predicate	The nature of actor-action relation-ships		
1	Declara-tive Sentence	-	-	-	199	199
2	Interoga-tive Sentence	-	-	-	0	
3	Impera-tive Sentence	-	-	-	0	
4		Single Sentence	-	-	79	199
5		Compo-und Sentence	-	-	120	
6			Verbal Sentence	-	176	199
7			Nominal Sentence	-	23	
8				Active Sentence	180	199
9				Passive Sentence	19	

From the table above the following things can be described. Based on the contents, there was only one type of sentence, namely declarative (199). Based on the number of clauses there were two types of sentences, namely 1) simple sentence (79) and 2) compound sentence (120). Based on the predicate there were two types, namely 1) verbal sentence (176) and 2) nominal sentence (23). Based on the nature of actor-action relationship there were 2 types of sentences, namely active sentence (180) and 2) passive sentence (19)

In the explanation above, there was only one type of sentence found in the essays written by primary schools students at grade six in Tabanan regency, Bali province, which was declarative (119). This is natural because the students need to inform the reader descriptions of objects or personal experiences to the reader to make the reader know what the students as writers think or feel. The only tool to convey this information is a declarative sentence. This is in accordance with reference [7, 8, 9, 10, 11] that declarative sentences are sentences used to convey news or information. This declarative sentence was the most common sentence used everyday in daily interactions and academic discourses.

Some sentence data related to Table II above can be stated as follows.
1) Declarative Sentence
   a. *Pada hari Minggu saya ke pantai.*
   b. *Saya berlari-lari.*
   c. *Kami beristirahat.*
   d. *Saya dan keluarga makan-makan.*
   e. *Saya mandi.*

2) Single Sentence
    a. *Keluarga kami sangat senang.*
    b. *Setiap pagi kami ke sekolah.*
    c. *Saya pergi dengan teman.*
    d. *Sekolah kami jauh.*
    e. *Pekerjaan rumahnya diperiksa.*

3) Compound Sentence
    a. *Kemarin kami pergi dan melakukan kegiatan.*
    b. *Pagi tadi kami mengepel lantai, membersihkan*
    c. *halaman.*
    b. *Minggu depan kami bertamasya, membawa bekal*
    c. *Saya dan teman-teman sekolah berenang*
    d. *Ibu guru memberi tugas dan mengumpulkannya*
    a. *besok pagi.*

4) Verbal Sentence
    a. *Kami berolah raga.*
    b. *Kakek mencangkul di kebun.*
    c. *Adiknya menangis.*
    d. *Pekerjaan ibu memasak.*
    e. *Ayahnya menanam pohon.*

5) Nominal Sentence
    a. *Aku sedih.*
    b. *Makanannya jatuh.*
    c. *Ibunya sakit.*
    d. *Nilai ulangannya kecil.*
    e. *Lantai rumahku kotor.*

6) Active Sentence
    a. *Kakak memukul temannya.*
    b. *Nenek menengok cucunya.*
    c. *Kami mengerjakan pekerjaan rumah.*
    d. *Teman-teman kami berenang.*
    e. *Paman saya makan.*

7) Passive Sentence
    a. *Buah mangga itu dilempari.*
    b. *Pohon-pohonnya disiram.*
    c. *Ikannya dimakan kucing.*
    d. *Halaman rumahnya sudah dibersihkan.*
    e. *Uangnya ditabungkan di sekolah.*

The second finding is related to the use of compound sentences. The sixth-grade students of primary schools in Tabanan regency, Bali province used more compound sentences in their essays (100 sentences). This happened because in conveying their ideas, the students were influenced by their spoken language. They did not pay attention to the rules of writing, which are marked by the use of capital letters at the beginning of the sentence and ended with punctuation at the end [9]. In the students' essays the sentences were long, consisting of several subjects and several predicates as shown in the data excerpt below.

…...
setelah istirahat saya dan sekeluarga kembali ke tempat semula dan membuka alakadarnya yang dibawa ibu dan bapak makanan ringan berupa senek, nasi, sayur, lauk-pauk dan air dan langsung sekeluarga makan bersama-sama setelah makan saya dan keluarga istirahat sejenak untuk menurunkan makanan yang kita makan bersama. (Kr.1/P2/SD4.Tbn.).

The result of analysis showed that the string words consisted in paragraph above contained several subjects and several predicates. However, there was some ideas which is not united caused obscurity. This finding supports the results of research done by [12] which shows that the use of syntax by the second language learners is less accurate, or less clear in terms of the unity of ideas so that the writing is difficult to understand. To make a paragraph have the unity of ideas, the writer of the paragraph has to follow the rule of writing a good sentence which states that the sentence should start with a capital letter and ends with a full stop, a question mark or an exclamation mark [3, 9, 13]. When a writer follows this rule, his or her sentences will become clear and the paragraph which consists of such sentences will be effective.

In addition, along with the development of cognition and language, primary school students will write paragraphs using increasingly complex sentences. This phenomenon is explained by [14] who states that intellectual growth and language development are related closely with one another. Increased language skill goes hand in hand with increased thinking or intellectual ability. This view is also supported by [15] who say that the sentences processed and produced by older children tend to belong to complex sentences.

The next finding showed that all of the sentences used in the essays written by primary schools students at grade six in Tabanan regency, Bali province are verbal sentences (199). A verbal sentence is a sentence whose predicate is a verb. In the use of everyday language, more verbs are predicated. No exception with the sentence in the essay of by primary schools students at grade six in Tabanan regency, Bali province. This showed that human activities in daily life are doing work. Therefore, the sentence used in communicating everyday is a verbal sentence. This is in accordance with the opinion of [9] which says that the type of sentence that is most widely used in everyday communication is verbal sentences, which are characterized by predicates of verbs. This statement is also supported by the results of research conducted by [16, 8] which reveal that in everyday life most people do is work. In language, this work is characterized by verbal or types of verbs.

The last finding is that the use of sentences contained in the essays written by the sixth-grade students of primary schools in Tabanan regency, Bali province belong to active sentence type (180). In expressing ideas, the students used more active sentences. This happened because in expressing something it is preferred that the subject does the work. Therefore, the sentences produced are active. An active sentence is a sentence whose subject is doing work [13].

B. Sentence Unity in Essays Written by the Sixth Grade Students of Primary Schools in Tabanan Regency, Bali Province

Based on the data analysis carried out, it was found the unity of the sentences contained in essays written by sixth-grade students of primary school as shown in Table III below.

TABLE III   UNITY OF SENTENCES IN ESSAYS WRITTEN BY PRIMARY SCHOOLS STUDENTS AT GRADE SIX IN TABANAN REGENCY, BALI PROVINCE

No.	Unity of Sentence	Frequency	Total
1	The existence of a subject (S) and predicate (P)	185	185
2	Without S and P	7	7
3	Without S (contains the only P)	4	4
4	Without P (contains the only S)	3	3
Total			199

Table III shows that almost all data (214 sentences) fulfilled the unitary elements of the sentence namely the elements of the subject and predicate.7 sentences do not fulfill the unitary element, which does not contain S and P, 4 sentences without S or only contains P, and 3 sentences without P or only contains S. Considering the number of sentences that fulfill the unitary element, this indicates that students have competency in expressing ideas so that the ideas conveyed can be understood by the reader well. The ideas in the sentence must contain a complete understanding. In order to deliver a complete understanding of a sentence that must be consisted of a subject and predicate. This is consistent with the opinion of [3, 13] which reveals that a sentence must contain a subject and predicate. With the existence of a subject and predicate in a sentence, the idea will be easy to be understood because it already contained a complete understanding. This statement was supported by the results of research conducted by [9, 17] which revealed that good sentences are sentences that contain elements of Subjects and Predicates.

However, word strings that did not contain elements of the subject and predicate, which only contained the element S or the element P can be quoted as presented in the example below. (Full data can be seen in the attachment).

1) does not contain S and P elements:
    - *di rumah nenek yang sempit.*
    - *di kolam renang.*
    - *sebungkus nasi basi.*
    - *pada tempatnya.*
    - *di kebun belakang.*
    - *halaman sekolah.*
    - *bagian samping taman.*
    - *setelah ayahnya pulang.*
    - *ketika matahari terbenam*
    - *sejak tadi pagi.*
      (Kr.5/P1/SD4.Tbn.).

2) does not contain S (contain only P):
    - *berlari-lari dengan riang.*
    - *bermain-main di halaman.*
    - *membersihkan kamar mandi.*
    - *menyiapkan alat-alat tulis.*
    - *sangat menikmatinya.*
    - *akan melaporkan ke pak guru.*
    - *sedang beristirahat.*
    - *mengumpulkan tugas.*
    - *menjemur pakaian.*
    - *mengepel lantai.*
      (Kr.6/P2/SD4.Tbn.).

3) does not contain P (contain only S):
    - *teman-teman kelas VI SD.*
    - *bapak dan ibu guru.*
    - *kami sekeluarga.*
    - *saya dan saudara.*
    - *seorang kakek.*
    - *seorang murid yang pandai.*
    - *semua teman sekolah.*
    - *ayah dan ibu.*
    - *seorang pegawai administrasi.*
    - *aku dan teman-temanku.*
      (Kr.7/P3/SD4.Tbn).

The above examples are strings that did not contain complete meanings, because there is no S and P elements (in example 1), there is no element S (in example 2), and there is no element P (in example 3). The three-word strands in the examples above are not in the form of sentence, because they did not contain complete meanings. For the word strand to contain the complete meaning, it should have S and P elements. This is in accordance with the opinion [1, 2, 18] which states that sentences are strands that contain complete meanings. The characteristic of the complete meaning consists with elements S and P.

C. Sentence Structure in Essays Written by the Sixth Grade Students of Primary Schools in Tabanan Regency, Bali Province

Based on the data analysis carried out, it was found the structure of the sentence in essays written by primary schools students at grade six in Tabanan regency, Bali province as shown in Table IV below.

TABLE IV. SENTENCE STRUCTURE IN ESSAYS WRITTEN BY SIXTH GRADE STUDENTS OF SCHOOLS IN TABANAN REGENCY, BALI PROVINCE

No.	Sentence Structure	
	Single	Compound
1	S – P	S-S-P
2	S – P – O	S-S-P-O
3	S – P – K	S-S-P-Pel
4	S – P – K – K	S-P-P
5	S – P – Pel	S-P / S-P
6	S – P – O – K	S-S-P-O / P-O
7	P – S	S-P-O-K / S-P-O-K
8	P – S – K	S-P-O / S-P / S-P-K / S-P
9	K – S – P	S-P-P-P-O-K
10	K – P – S	S-P-O / S-P / K-S-P-K / K-S-P / S-P
11	K – K – S – P	P-S / S-P-O-K-K
12		P-S / S-P-P
13		P-S-K / S-P-K
14		P-S / S-P-Pel / P-S
15		P-P-P-S-K

Table IV shows that the sentence structure contained in essays written by primary schools students at grade six in Tabanan regency, Bali province is quite varied, both those found in single sentences and compound sentences. The variability of this structure is reflected in the sentences used to express ideas through the essay. The variability of the sentence structure is used to avoid the monotony and make the ideas conveyed effectively. The variability of the sentence structure used by these students shows that the level of intellectual maturity and level of language ability is quite high. This is in accordance with the views of [14] who said that the higher the level of one's intellectual maturity, the higher the level of language ability. This means that the high level of a person's language skills will also influence the high variety of sentences used in conveying ideas.

Some sentence data related to Table 4 above can be stated as follows.

1) Single sentence structure
   a. *Saya makan.*
   b. *Ayah memotong rumput.*
   c. *Nenek mencuci di sungai.*
   d. *Ibu memasak tadi pagi di dapur.*
   e. *Kami bermain bola.*
   f. *Teman-teman mengerjakan tugas di kelas.*
   g. *Menangis adiknya.*
   h. *Dikerjakan PR-nya tadi pagi.*
   i. *Kemarin kakek berkunjung.*
   j. *Seminggu lagi dimulai ulangannya.*

2) Compound sentence structure
   a. *Ayah dan ibu makan.*
   b. *Saya dan teman-teman menyapu halaman.*
   c. *Saya dan teman-teman bermain bola.*
   d. *Ibu mencuci dan menjemur.*
   e. *Kakak menyapu, adik mengepel.*
   f. *Kami dan teman-teman mengepel lantai, mengatur bangku.*
   g. *Kakek menggali tanah di belakang rumah, nenek memasak nasi di dapur.*

h. *Bukunya dipinjam temannya, pensilnya disimpan.*
i. *Kami sekeluarga merencanakan, menentukan, dan menetapkanan tempat berlibur di rumah nenek.*
j. *Kebunnya disiram oleh kakak, adiknya menyapu.*

IV. CONCLUSION

This study aimed to describe types, unity, and structures of sentences contained in the essays written by primary schools students at grade six in Tabanan regency, Bali province. Based on the explanation above, it can be concluded as follows:

(1) the types of sentences contained in the essays written by primary schools students at grade six in Tabanan regency, Bali province can be divided based on (a) contents, there are 199 declarative sentences; (b) based on the number of clauses, there are 79 single sentences, 120 compound sentences; (c) based on the predicate, there are 176 verbal sentences and 23 nominal sentences; and (d) based on the nature of the actor's relationships, there are 180 active sentences and 19 passive sentences.

(2) based on the unity of the sentence indicated by the existence of (a) Subject (S) and Predicate (P): 185 sentences can be categorized as clear unity of ideas; (b) 7 sentences as sentences that do not a clear related to the unity of ideas. The sentence whose unity of ideas is unclear is caused by the absence of S and P. It is only in the form of information; (c) 4 sentences without S, each only contains P, and (d) 3 sentences without P, each only contains S.

(3) in terms of the structure of sentences, both single and multiple are found in the essays written by primary schools students at grade six in Tabanan regency, Bali province. The structures are quite varied. Based on the results obtained, it is suggested that students should always pay attention to the type, unity, and structure of sentences in writing essays for the clarity of the ideas presented.

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