The Deletion of Syntactic Function in Sentence Written By Students of Class III, IV, V, And VI Elementary School

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A R T I C L E I N F O

A B S T R A C T

This study aims to describe the deletion of syntactic function in sentences written by students of class III, IV, V, and VI elementary schools. This research data in the form of sentences in class III, IV, V, and VI elementary students. The data were collected from data sources in the form of essays from a number of third-grade students, IV, V, and VI elementary school target of this study. The results showed three things. First, there are sentences found in all classes, namely (1) the constituent sentence essentially present with the basic sentence patterns (a) S-P, (b) S-P-O, (c) S-P-Pel, and (d) S-P-Ket; and (2) a sentence whose constituents are essentially not present with a sentence type whose S constituent is not present. Second, there are sentences found in certain classes, ie (1) sentences whose constituent P is absent only found in class V, and (2) sentences whose S and P constituents are absent are found only in class IV, V, and VI. Thirdly, even though the sentence that his S-constituent is not present is found in all classes, the sentence pattern in each level is different.

INTRODUCTION

Writing ability is the basic ability each student should possess. That's why writing skills must be owned by all students at all levels because most of the task and the school activity makes the writing as the medium. Moreover, writing is a manifestation of language skills and skills most recently mastered by language learning after listening, speaking and reading skills (Iskandarwassid & Sunendar, 2011:248).

Writing activities are closely related to sentences. This is because the sentence is a form of writing activity. If it is agreed that writing is an act of pouring ideas, thoughts, and ideas, then the sentence is a concrete manifestation of the pouring of ideas, thoughts, and ideas. That is, ideas, thoughts, and ideas can be known through sentences written so that the delivery of ideas, thoughts, and ideas well should be supported one of them by the mastery of a good sentence structure (Carter & McCharty, 1988: 42).

This study was conducted with three considerations. The following are the considerations of this study.

First, as Sumadi (2013) points out, the essence of language is making sentences. Therefore, a person's ability to make sentences can actually reflect a person's language skills. For example, if a person can produce a good sentence, it can be assumed that the person has the ability and a good understanding of the linguistic rules. In addition, if a person is incapable of producing a good sentence, then he will not be able to express his opinion well so that what he discloses will be difficult to understand by others.

Second, the ability of a person in making sentences can also show a person's reasoning ability. For example, if there are people who can make sentences coherently and logically, it can be assumed that the person has a good reasoning pattern as well. In fact, a person's ability to develop sentences can also show the person's ability to reason.

Thirdly, in relation to elementary students, research on sentences in elementary school students is interesting because at that age, the child is still in the acquisition stage of the language Selinker (1969) calls the intermediate language. The use of language at this stage certainly has interesting special characteristics to be studied further.

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Fourth, there is a tendency that children prefer to produce simple sentences rather than complex sentences. This is consistent with the findings of Scontras, et al. (2014) which states that children tend to produce simple sentences rather than complex sentences because the production of complex sentences requires more effort to understand the proposition to be produced of sentences begins with understanding. Therefore, the results of this study as well as research findings Scontras, et al. this can be used as a basis for the preparation of sentences used in the writing of textbooks level elementary school. That is, the information from the findings of this study will show the pattern of sentences commonly produced by children so that such sentence patterns can be used as a sentence in writing textbooks. If the sentences used in the textbook are in line with the usual student sentence pattern, it is likely that the sentence will be easier for students to understand so that the students will more easily understand the teaching material presented in the textbook.

Based on the views that have been raised, it is necessary to do research on sentences prepared by students at each level of school to find out the patterns of sentences produced by students. The results of this research can then be used in the preparation of sentences to present the material or materials/textbooks at each level.

Situations, as has been disclosed, would be very interesting to be studied in order to develop the language scholarship, especially the science of Indonesian. Therefore, the considerations that have been put forward underlie the importance of conducting this research.

This study was conducted on sentences in class III, IV, V, and VI of elementary students. However, this study is essentially not a research study, but language research in use. Therefore, this study does not describe the aspects of learning related to sentences in the student essay. This study is solely viewed from a linguistic standpoint.

Research similar to this research has actually been done. Sumadi (2009) conducted a research with the title of *Indonesian Sentence in the Discourse of Students Write Class VI of Elementary School*. The results showed eight things. First, the Indonesian sentence (KBI) in the discourse of writing grade sixth-grade elementary school is in the form of clauses and clauses in the form of a clause. Secondly, the KBI in the discourse of writing grade sixth-grade elementary school there are constituents essentially present a complete and there are constituents essentially present incomplete. Thirdly, the structure of simple sentences in the discourse of writing grade 6 students of elementary school varies, namely structured S-P, S-P-Ket, S-P-Ket-Ket, S-P-Ket-Ket, S-P-O, S-P-O-Ket, S-P-O1-O2-Ket, S-P-Pel, and S-P-Pel-Ket. Fourth, the number of Ket in a simple sentence in the discourse of writing grade VI of elementary school is not more than three. Fifth, in a broad sentence consisting of two clauses, a broad sentence of equal and unequal broad sentence is found. Sixth, in broad sentences consisting of 5 and 6 clauses, they are all mixed sentences. Seventh, KBI in the writing discourse of the sixth graders of elementary school at most consist of 6 clauses. Eighth, in the discourse of writing grade VI of elementary school, found a broad sentence that clauses parallel and broad sentences that clauses are not parallel.

Another study was conducted by Ruspitayanti, et al. (2015) with the title of *Indonesian Sentence Structure in Writing Student Deaf in Indonesian Language Learning at SMALA-B Negeri Singaraja*. The results showed two three. First, the basic sentence structure of the Indonesian language that appears in the student's paper is deaf consists of the basic sentence structure KB + KK (noun + verb), KB + KS (noun + adjective), and KB + KB (noun + word object). Secondly, the development of the basic pattern of the Indonesian sentence is only limited to the extension of the sentence's core predicate, namely (a) extension with place description, (b) extension to the patient object, (c) extension with time description, (d) extension with tool description, (e) expansion with the description of destination, (f) expansion with the object said ahead, and (g) extension with explanation of cause.

Other research has been done by Kumalaningrum (2012) with the title of *Sentence Story Sentence Autistic Child: A Case Study of Three Autistic Children Age 8-11 Years*. The results showed that when the story, the subject of research has been able to single sentences, compound sentences, and compound sentences equivalent to variations in sentence patterns. In addition, it is also found that the use of nouns and verbs in sentences are made. Conjunctions have also been used to link between clauses and sentences with various relationships.

This study has similarities and differences with the three previous studies. The equation of this study with the two previous studies lies in the focus of research, which are both examine the sentence in the essay. When it is related to Sumadi's research, this research and Sumadi's research both examine sentences on Indonesian language essay for elementary school students. However, Sumadi examines the sentences in the Indonesian language of grade VI elementary school students, whereas this research sentences in the Indonesian language textbook of elementary school students class III, IV, V, and VI. In addition, in addition to researching the form of a sentence, Sumadi also examines the acts that played the sentence in the discourse of writing grade VI elementary schools. Meanwhile, when compared with research Ruspitayanti, et al., This research attempts to examine the sentences in Indonesian essay of elementary students who do not have special needs, while research Ruspitayanti, et al. examine the sentences in Indonesian language high school students with special needs (deaf). Finally, when compared with Kumalaningrum's research, this study attempts to examine Indonesian sentences in normal students (not with special needs), while Kumalasari research examines sentences produced by autistic students. Based on the exposure, this research is important to do.

METHOD

This research is done by using qualitative research approach, while the research type is descriptive research. In this study, researchers act as data collectors only and do not provide any treatment to students. This is done to get natural data.

This research data in the form of sentences in class III, IV, V, and VI elementary students. The data were collected from data sources in the form of essays from a number of students of class III, IV, V, and VI of SDN Ardirejo 1,

SDN Kedungpedaringan 1, SDN Kepanjen 2, and SDN Cepokomulyo 1 Kepanjen District Malang Regency which became the target of this research.

In order to obtain accurate data, not all the collected articles used as data sources. The essay used as a source of data is an essay that fulfills several criteria, namely (a) essay has complete identity (at least there are names and levels of the author's class), (b) essays have an adequate level of legibility given handwritten essay, and (c) essay written in class by students (not taken home as homework).

FINDINGS AND DISCUSSION
Findings

Based on the exposure of data that has been put forward, can be put forward seven research findings. The seven research findings are presented below.

First, based on the exposure data of syntactic function in the third grade of elementary school, it can be said that the sentence produced by the third grade students of elementary school is (1) sentence whose constituent is essentially present consisting of simple sentences with basic sentence (a) S-P, (b) S-P-O, (c) S-P-Pel, and (d) S-P-Ket; and (2) a sentence whose constituents are essentially absent with a sentence type whose S constituent is not present. Sentences not found in third-grade students are (1) sentences whose constituent P is absent, and (2) sentences whose S and P constituents are absent.

Second, based on the exposure data of syntactic function in the fourth grade students, it can be said that the sentence produced by fourth grade students of elementary school is (1) sentence of constituent essentially present consisting of simple sentences with basic sentence (a) SP, (b) SPO, (c) SP-Pel, and (d) SP-Ket; and (2) a sentence whose constituents are essentially absent consisting of (a) a sentence whose S constituent is absent, and (b) a sentence whose S and P constituents are absent. The sentence not found in the fourth-grade student essay is a sentence whose constituent P is absent.

Third, based on the exposure data of syntactic function in class V student essay, it can be said that the sentence produced by grade V element of elementary school is (1) sentence of constituent essentially present consisting of simple sentence with basic sentence (a) S-P, (b) S-P-O, (c) S-P-Pel, and (d) S-P-Ket; and (2) a sentence whose constituents are essentially absent consisting of (a) a sentence whose S constituent is absent, (b) a sentence whose constituent P is absent, and (c) a sentence whose S and P constituents are not present. These findings indicate that all types of sentences are found in student essay class V Elementary School.

Fourth, based on the exposure data of syntactic function in the form of grade VI students, it can be said that the sentence produced by the students of grade VI of elementary school is (1) a sentence whose constituents are essentially present consisting of simple sentences with basic sentence (a) S-P, (b) S-P-O, (c) S-P-Pel, and (d) S-P-Ket; and (2) a sentence whose constituents are essentially absent consisting of (a) a sentence whose S constituent is absent, and (b) a sentence whose S and P constituents are absent. Sentences not found in the sixth-grade students' essay are sentences whose constituent P is absent.

Fifth, based on the comparison of exposure data, the data of the syntactic function in class III, IV, V, and VI sentences can be stated that there are sentences found in all classes. The sentence is (1) the constituent sentence essentially present with the basic sentence (a) S-P, (b) S-P-O, (c) S-P-Pel, and (d) S-P-Ket; and (2) a sentence whose constituents are essentially not present with a sentence type whose S constituent is not present.

Sixth, based on the comparison of exposure data of the syntactic function in the sentence sentences of the students of class III, IV, V, and VI Elementary School can be stated that there are sentences found in certain classes. The sentence is a sentence whose constituent is essentially absent with the type (1) sentence whose constituent P is absent found only in class V, and (2) a sentence whose S and P constituents are absent only found in class IV, V, and VI.

Seventh, even though the sentence with which S constituent is not present is found in all classes, the sentence pattern in each class is different: (1) the sentence whose S-constituent is not presently found in class III is a sentence with pattern (a) Ket-P, and (b) Ket-P-Pel; (2) a sentence whose constituent S is not presently found in class IV is a sentence with the pattern (a) Ket-P-Pel, and (b) Ket-P-O; (3) sentences whose S-present constituents found in class V are sentences with patterns (a) P-O, (b) P-Ket, (c) Ket-P, and (d) Ket-Ket-P-O; and (4) sentences whose S-constituents are not presently found in class VI are sentences with patterns (a) PO, (b) P-Ket, (c) Ket-P-Pel, (d) Ket-P, (e) Ket-PO, and (f) Ket-P-Ket.

To clarify the differences in the deletion of syntactic function of sentences in class III, IV, V, and VI elementary students, table 1 is presented.

Table 1 The Deletion of Syntactic Functions in Class III, IV, V, and VI Elementary Student Sentences

NO	TYPE OF SENTENCES	GRADE			
		III	IV	V	VI
1	The sentence that the essential constituent is complete	The basic sentence pattern • S-P • S-P-O • S-P-Pel • S-P-Ket	The basic sentence pattern • S-P • S-P-O • S-P-Pel • S-P-Ket	The basic sentence pattern • S-P • S-P-O • S-P-Pel • S-P-Ket	The basic sentence pattern • S-P • S-P-O • S-P-Pel • S-P-Ket
2	The sentence				

	that the essential constituent is not complete			
a.	Sentences that his S constituents are not present	Pola • Ket-P • Ket-P-Pel	Pola • Ket-P-Pel • Ket-P-O	Pola • P-O • P-Ket • Ket-P • Ket-Ket-P-O	Pola • P-O • P-Ket • Ket-P-Pel • Ket-P • Ket-P-O • Ket-P-Ket
b.	Sentences that his P constituents are not present	-	–	Pola • S-Ket	-
c.	Sentences that his S and P constituents are not present	-	Pola • Ket	Pola • Ket • Ket-Ket • O	Pola • Ket • Ket-Ket-Ket

Discussion

The results of the analysis indicate that the sentences produced by the students have varied. This is marked by the emergence of a sentence whose constituents are essentially present with complete sentences and constituents whose essence is presently incomplete. The results of the analysis also show that the constituent sentence is present in all classes with the same pattern, namely S-P, S-P-O, S-P-Pel, and S-P-Ket. Meanwhile, sentences whose constituents are essentially incomplete also appear in all classes. However, the emerging patterns are the same and different in each grade. Sentences whose constituents are essentially absent are sentences whose S-constituents are absent appearing at all levels of class, sentences whose constituent P is absent appearing in class IV, and sentences whose S and P constituents are absent appear in class IV, V, and VI. In connection with these findings, some views may be presented.

Against the discovery of a constituent sentence is essentially present more than a sentence whose constituents are essentially absent can be understood that it is related to the type of essay written by the student. Based on data analysis, almost all articles written by students in four levels and four schools are the narrative type. There are only three essays of students who are not in the form of narrative essays. The use of this essay in writing implies that in the sentences of students almost certainly there are S and P because the essay is essentially an article that attempts to tell an event or event so that it appears as if the reader sees or experiences the event itself (Keraf, 2007:135). This essay has three main elements, namely the presence of characters, the background or space and time, and the existence of the sequence of events. The existence of a character who becomes the main marker of this essay form brings implications to the existence of S in a sentence that mostly filled by the perpetrator and the P in the sentence which is mostly filled with events, deeds, activities, properties, numbers, or even circumstances.

The written essay is a narrative essay consisting mostly of stories of students' experiences. Most of the essays contain a narrative of student activities while on vacation: starting from his departure from departure, on the way, at the destination, to returning home. That is why S and P constituents are almost always present in the students' sentences because they tell themselves when they do their activities, circumstances, nature, or numbers. This also proves that the students already have the basic ability in composing essays which according to Temple, et al. (1988) one of which is the children have known the form and function of the essay so that he is able to realize the interests of self, the reader, and the purpose of the essay.

With regard to the presence of S and P constituents in the student sentence, it can be explained also that the students already have perfect communicative competence. That is, students can already use the language in the communication activities are natural and spontaneous. Related to this, Dawud (2008:19) suggests that to be able to speak pragmatically and communicatively, students need to apply the rules of language. One of them deals with the correctness of the grammatical rules of the language form used. Fokker (1980) argues that basically a sentence consists of two complementary parts and one that can not be thought of without the other, that is a conversation called S and which is spoken about that thing called P. In this case, most students tells herself so much that my constituent S is filled by me, me, us, us, and my family and the conversation is the student activity while on vacation so that the constituent P is filled with words describing the student's activities. For this reason, in order for the sentences constructed by the student to be used for the interaction function, the resulting phrase must contain at least S and P constituents.

The discovery of a sentence whose constituents are essentially present, especially P, indicates that the student already understands that the sentence's core is P (Parera, 2002; Alwi, et al., 2003). P is very important in a sentence because if P does not exist, a sentence will not be formed because P has several purposes, which are making statements, asking, giving commands, even expressing themselves. That is why, if in a sentence the constituent P is not present, the "set of words" will be difficult to accept in the mind of the reader/hearer, even cannot be said as a sentence.

In addition to the sentence that constituents essentially present with a complete, also found a sentence that constituents essentially present with incomplete. Sentences that are essentially incomplete constituents include sentences whose S constituents are absent, sentences whose constituent P is absent, and sentences whose S and P constituents are absent. Sentences whose constituents are essentially absent can be viewed from the variety of languages used by students in writing essays. Although essays written by students are essays for the purposes of schoolwork that should use a variety of standard languages, in fact, many students use a variety of consultative languages, namely the variety of languages that are not fully standardized. That is, the variety of this language is a mixture of languages are not standard with a variety of standard languages. Because it uses a variety of consultative languages, students generally use standard languages but are still mixed with non-standard languages that are marked by the absence of sentence core constituents, either one or all of the core constituents. When viewed from the channel that is spoken the language and written language, student essay is using written language. However, the written language is still mixed with spoken language that is marked by not raising any or all of the sentence's core constituents. In spoken language, the core constituents do not always have to arise because the context of the conversation can help participants to understand the conversation even if the core constituents are not present.

The absence of the sentence core constituents in the student essay can also be explained by the competence and performance dichotomy as suggested by Chomsky. According to Chomsky, everyone has an "ideal" language competence in the brain/nervous thinking. This competence is then manifested in the form of speech called performance. Only, in the performance will be wrong, the transfer of rules, or any change. In other words, competence is an "ideal" form, while performance is a reflection of competence that is not in reality ideal because it is influenced by mental situations and real circumstances called extralinguistic phenomena, such as memory limitations, carelessness, carelessness, etc. (Parera, 2009: 109). Therefore, for the resulting performance to be an ideal reflection of competence, extralinguistic phenomena need to be avoided. Thus, the absence of the core constituents in the student sentence can be said to be an unfavorable form of performance caused by extralinguistic symptoms. Conversely, the presence of a core constituent in a student sentence can be said to be an ideal form of performance caused by the lack or absence of extralinguistic symptoms.

Although the core constituents of sentences produced by the students are not all present, some are not present at all, the sentences produced by the students are still understandable. This can be understood from the dichotomy of the deep structure and the structure of the structure (also known as Chomsky). Inner Structure is the place of the actual/mentalistic language process; while the structure of the birth/surface is the outward form which is transformed from the inner layer. According to Chomsky, the inner structure is obtained first before the structure is born. Therefore, before uttering an utterance, the proposition that is in the mind of a person (the child) is actually already complete/ideal. However, due to various limitations, the resulting speech that appears in its birth structure is sometimes imperfect, the eg absence of one or all of the sentence's core constituents. However, in the minds of speakers, the sentence's core constituents have actually existed or even been expressed in other speech/sentence before or after. Therefore, the utterance/sentence mentioned earlier can still be understood if it is associated with speech/sentence before and/or afterward.

Chomsky also distinguishes acceptable sentences and grammatical sentences. According to Chomsky (1967:10), a grateful sentence is a natural and understandable sentence without any paper and pencil to analyze it, while a grammatical sentence is a sentence that corresponds to grammatical rules. Associated with the sentence of students whose constituents are essentially absent, but understandable, it means that although the student sentence is not grammatical, the student sentence is a grateful sentence.

The results of the analysis show that in a sentence whose constituents are essentially incomplete, more sentences appear to be a sentence whose S is absent rather than a sentence whose P is absent. Sentences that are not present appear at all levels of the class, while the sentences whose P is not present only appear in class IV only. This indicates that the students have understood that the core element of the sentence is P so that its presence in the sentence is necessary. Therefore, it is very rare to find a sentence whose P is dissipated in the student sentence. These findings are in line with Son's findings (2013) in his research which also found that P is rarely dissipated.

Related to the discovery of a sentence consisting only of Ket (its S and P constituents are absent), it can be explained that the student has actually brought up S and P sentences. However, due to the limited knowledge of linguistic rules, students have not been able to arrange the sentences well so that the functions of S and P are placed in different sentences so that Ket is separated from S and P which is the sentence core constituent. Finally, the sentence produced by the students is a sentence that seems to consist of Ket only. In fact, S and P are also present, but his presence lies in the previous sentence.

CONCLUSIONS

Based on the results of research and discussion of research results can be raised the following conclusion of research results. Research on the imprint of syntactic function in sentences by third-grade students, IV, V, and VI indicate that there are sentences found in all levels of class there are sentences found in a certain level of course. The sentences found in all classes are (1) the constituent sentence essentially present with the basic sentence patterns (a) S-P, (b) S-P-O, (c) S-P-Pel, and (d) S-P-Ket; and (2) a sentence whose constituents are essentially not present with a sentence type whose S constituent is not present. Meanwhile, a sentence that is found at a particular class level is a sentence whose constituents are essentially absent with the type (1) sentence whose constituent P is absent only found in class V, and (2) a sentence with its S and P constituents not present only found in classes IV, V, and VI. These findings

indicate that (1) students have been able to produce sentences creatively, and (2) students' language skills are perfect but limited.

Based on the conclusions of this study, further can be put forward some suggestions. The suggestion is addressed to scientists and language researchers, Indonesian language teachers, and the author of Indonesian language textbooks. To the language scientist or subsequent researcher, it is suggested to further examine the sentence in the child's essay. The findings of this study can serve as a basis for reviewing and obtaining other findings of the sequence of children's sentence acquisition in Indonesian. To teachers and learners of Indonesian language, especially Indonesian language teachers Elementary School, it is recommended to use the results of this study as a learning material in the school, especially learning to write. Indonesian teachers can also utilize the results of this research to select and sort out appropriate types and sentence patterns to be taught to the students according to their grade level. To the author of the Indonesian language textbook, especially the author of textbooks for students class III, IV, V, and VI Elementary School, it is advisable to use and consider the results of this research in writing textbooks. The complexity of a sentence, for example, needs to be taken into consideration in order for the sentences used in the textbooks to be written to fit the students' thinking, The hope, the textbook can contribute greatly in improving the quality of learning.

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