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## **Types and Sentences Structure Charged with Character Education Values Essays of Grade IV Elementary School Students in Bali Province: A Syntactic Study**

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**Abstract**--The main objective of this descriptive-qualitatively designed study is to describe (1) types of sentences and (2) sentence structures based on character education values contained in the essays of grade IV elementary school students in Bali province. The subject of this study is the essay of grade IV elementary school students in Bali province, while the objects are (1) types of sentences and (2) sentence structures based on character education values contained in the essays of grade IV elementary school students in Bali province. Data is collected by the method of recording documents. Furthermore, the collected data are analyzed descriptively-qualitatively. The results showed that: (1) the types of sentences contained in the essays of grade IV elementary school students in Bali province can be divided based on (a) the number of clauses, there are 804 single sentences, 494 compound sentences, (b) the internal structure of the main clause, there are 1209 complete sentences and 89 incomplete sentences. (2) The sentence structure, both single and compound, contained in the essays of grade IV elementary school students in Bali province is quite varied. Meanwhile, the results of studies related to the values of character education in the essays of grade IV elementary school students in Bali province include (a) religious, (b) honest, (c) hard work, (d) love to read, (e) care for the environment, (f) social care, and (g) responsibility. Based on the results obtained, it is recommended to students to always pay attention to the type and structure of sentences that contain character education values in writing essays for the sake of effectiveness and preservation of the ideas conveyed.

**Keywords**---character education, essay, structure, syntax, type.

## Introduction

In *Badan Standar Nasional Pendidikan* (2006), it is stated that one of the learning objectives of Indonesian in elementary schools is for students to have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing. The ability to communicate is intended here is language skills. These language skills cover four aspects, one of which is writing skills. In writing (composing), students use strings of words to express their ideas. The string of words is in the form of sentences. However, there are strings of words in the form of sentences that do not contain a complete meaning. This incomplete sense is shown without the presence of a Subject or Predicate. Students do not understand the elements of sentences as a tool to express their ideas (Putrayasa, 2018b). In addition, students lack exercises on how to determine the elements of the sentence. With the lack of understanding and these exercises, it has an impact on the low quality of the language used in conveying ideas, both orally and in writing.

In addition to the low quality of the language used in conveying ideas, the sentences used also do not reflect the politeness and ethics of the language according to the context. In other words, the sentences used in conveying the idea are less characterful. Therefore, it is considered necessary to examine the sentences written by students from the syntactic aspects based on the values of character education (Was et al., 2006; Birhan et al., 2021). This is what makes students' essays interesting to study from the aspect of sentence type and sentence structure. These aspects can sharpen the study of syntax in student essays (Hitt et al., 2000).

Based on the description above, the preparation of a study and theory of syntax, especially regarding sentence types and sentence structures based on character education values, may be urgent to do (Pane & Patriana, 2016). This study has a strategic position as the basis for further research development and can practically be used as a reference for knowledge in conveying ideas orally or in writing. The problems studied in this study include the types of sentences and sentence structures based on character education values found in the essays of grade IV elementary school students in Bali province.

Syntax is the sequence of words that make up the sense (Reyner, 2016; Collins & Stabler, 2016; Robert-Burton, 1997). Another opinion says that syntax is the relationship between one word and another (Putrayasa, 2017; Putrayasa 2018a). These relationships form an understanding (Putrayasa, 2014a; Putrayasa, 2014b; Putrayasa, 2014c). Syntax is a scientific discipline whose study is focused on strings of words consisting of S-P-O which contain a complete sense or unity of ideas (Putrayasa, 2013, Putrayasa, 2015, Putrayasa, 2018c).

One syntactic study is sentences. Therefore, the study of syntax cannot be separated from the theory of sentences themselves. A sentence is a string of words containing a complete sense (Collin & Stabler, 2016; Osborne et al., 2012; Putrayasa, 2018b). In the string of words there is an idea conveyed, which is represented minimally through the subject element and predicate (Batterink & Neville, 2013). The elements of the sentence have harmony among their shapers,

the harmony of the subject with the predicate, the harmony of the predicate with the object, the harmony of the predicate with the caption (Robert-Burton, 1997; Putrayasa, 2014a). In addition to such harmony, other aspects to be considered in sentences are the type of sentence and sentence structure used in expressing ideas (Clifton & Frevier, 2010; Putrayasa, 2019).

There are several studies related to syntactic studies, especially sentence elements but carried out separately, also conducted by Putrayasa (2016). His research examines the differences in object elements and descriptions. The results showed that students' abilities were still low (average: 5.75) in determining the elements of the sentence. This is due to students' low understanding of the concept of sentences, the concept of sentence-forming elements, both in terms of type and structure (Katz, 1999; Vu & Stewart, 2000). On the other hand, the research carried out quite comprehensively has not been integrated with the values of character education. Character education is a stable personal attitude resulting from a process of progressive and dynamic consolidation, integration of statements and actions (Khan, 2010). Indeed, there has been a lot of research on character education (Turan & Ulutas, 2016; Prince et al., 2010), however, the study was conducted separately. Therefore, this research will examine these two things in an integrated manner, which combines syntactic studies based on character education values. The problems studied in this study are how: (1) types of sentences and (2) sentence structures based on character education values contained in the essays of grade IV elementary school students in Bali province?

## Method

The design of this study is descriptive qualitative. The source of the data is the essay of grade IV elementary school students in Bali province. In determining the sample, the random sampling area technique is used, which is random against elementary schools representing the North, South, West, and East Bali regions. Each of these regions is represented by the Regencies of Buleleng (North Bali), Tabanan and Kodya Denpasar (South Bali), Jembrana (West Bali), and Karangasem (East Bali). From each district and kodya were taken 3 primary schools each with good, medium, and less categories. From each elementary school, 10 student essays were taken. Thus, there are 15 elementary schools and 150 student essays as sample members as shown in the table below.

Table 1  
School Samples and Student Essays

No.	District	Number of Elementary Schools	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 method of recording documents. That is, student essays that have been collected by the teacher are analyzed based on the object of study. After the data was collected, an inductive analysis was carried out (Lincoln & Guba, 1985). That is, the specific things that were discovered during the study were carried out, grouped together, and then abstracted (Bogdan & Biklen, 1990).

## Results and Discussion

### Syntactic Study by Grade IV Elementary School Students in Bali Province

#### Types of Sentences Found in the Essays of Grade IV Elementary School Students in Bali Province

In this section, the results of the study are stated in accordance with the problem studied, 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 grade IV elementary school students in the province of Bali. The data studied was sourced from the essays of grade IV elementary school students in Bali province. The total number of essays is 150, of which each essay consists of 3 paragraphs. The total number of sentences is 1298. It is this whole sentence that is examined in terms of the number of clauses and the internal structure of the main clause, as shown in the description below. Based on the data analysis carried out, it was found the types of sentences contained in the essays of grade IV elementary school students as shown in the table below.

Table 2  
Types of Sentences Found in Grade IV Elementary School Student Essays in Bali Province

No.	Sentence Types Based on...		Frequency	Sum
	Number of Clauses	Internal Structure Main Clauses		
1.	Single Sentence	-	804	1298
2.	Compound Sentences	-	494	
3.	-	Complete Sentences	1209	1298
4.	-	Incomplete Sentences	89	

From the table above, it can be described as follows. Based on the number of clauses, two types of sentences were found, namely: 1) single sentences totaling: 804 pieces and 2) compound sentences totaling: 494 pieces. Based on the internal structure of the main clause, two types of sentences were found, namely: 1) complete sentences: 1209 and 2) incomplete sentences: 89.

In the presentation above, the type of sentence found in the essays of grade IV elementary school students in Bali Province is the use of compound sentences which can be said to be quite a lot, namely 494 sentences. This happens because students in conveying their ideas are influenced by their spoken language, do not pay attention to the rules of writing sentences, which are marked by the use of uppercase letters and end with punctuation. From this, the sentences become

long, consisting of several subjects and several predicates, as shown in the data excerpt 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 a string of words, which actually if you look at it consists of several subjects and several predicates as long as they follow the rules of sentence writing. Due to the lack of careful use of sentence writing rules, the paragraph above is not clear about the unity of the idea. This is in line with the results of research conducted [Tai \(2015\)](#), which shows that the results of writing (the use of syntax) of second language learners are less accurate or less clear in the unity of their ideas, making the writing difficult to understand. In order to be clear about the unity of the idea, the rules of phrasing must be met. Sentence characteristics in terms of writing rules should be marked with an uppercase letter at the beginning of the sentence and end with punctuation: period, question, or exclamation ([Putrayasa, 2012](#); [Robert-Burton, 1997](#); [Nordquist, 2018](#)). By following the existing rules, the sentences that make up the paragraph become clear the unity of the idea and the paragraph becomes effective.

In addition, grade IV elementary students tend to compose complex sentences in paragraphs. This happened along with the development of his cognition and the development of his language. These conditions are in line with the views of [Winch & Ross-Johnston \(2006\)](#), which says that between language growth and intellectual growth the two are closely intertwined. The more his language skills improved, the more his thinking or intellectual abilities increased. This view is also supported by [Batterink & Neville \(2013\)](#), who say that sentences that are processed and produced by adult children tend to take the form of compound sentences or complex sentences.

The next finding is that almost all sentences used in the essays of grade IV elementary school students in Bali Province are complete sentences (1209 sentences). A complete sentence is a sentence that contains a complete clause. A complete sentence can also be called a major sentence or a perfect sentence, that is, a sentence whose basis consists of a free clause ([Cook & Walter 1971](#); [Putrayasa, 2012](#)).

### **Sentence Structure Contained in the Essays of Grade IV Elementary School Students in Bali Province**

Based on the data analysis carried out, sentence structure was found in the essays of grade IV elementary school students in Bali Province as shown in Table 3 below.

Table 3  
Sentence Structure Contained in Student Essays  
Grade IV Elementary School in Bali Province

No.	Sentence Structure	
	Single	Compound
1	S - P	S-S-P-O-K
2	S - P - O	S-S-P-K
3	S - P - K	S-P-P
4	S - P - K - K	S-P-K-P
5	S - P - Pel	S-P / S-P
6	S - P - O - K	S-P / S-P-O
7	S - P - Pel - K	S-P / S-P-K
8	S - P - K - Pel	S-P-O / S-P
9	S - K - P	S-P-O / S-P-Pel
10	S - K - P - O	S-P-O / P-O
11	S - K - P - Pel	S-P-O / K-S-P
12	S - K - P - K	S-P-O / K-S-P / S-P-O
13	S - O - P - K	S-P-K / P-K
14	P - S	S-P-K / S-P / S-P
15	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 in single sentences and compound sentences. The variability of this structure is reflected in the sentences used to express ideas through his essays. This variability in sentence structure is used to avoid monotony and streamline the ideas presented (Britsyn et al., 2021). The variety of sentence structures used by these students shows that the level of intellectual maturity and the level of language ability are quite high. This is in accordance with the view of Winch & Ross-Johnston (2006), which says that the higher the level of intellectual maturity of a person, the higher the level of his language ability. This means that a person's high level of language skills will also affect the high variety of sentences used in conveying ideas.

### Study of Character Education Values by Grade IV Elementary School Students in Bali Province

Based on the study of the values of character education in the essays of grade IV elementary school students in Bali Province, the results of the analysis were obtained as shown in the table below.

Table 4  
Values of Character Education Contained in Student Essays  
Grade IV Elementary School in Bali Province

No.	Character Education Values	Sample Data
1	Religious	- When the bell rang I went to the field carry out <i>tri sandya</i> (prayer).
2	Honest	- Reno admitted his misdeeds.
3	Strive	- He studied diligently, he won the championship.
4	Love to Read	- He likes to read books.
5	Care for the Environment	- He met a bird whose wings were broken, then The bird is cared for by him.
6	Social Care	- Farmers distributes goods to people can't afford it.
7	Responsibility	- At home I helped mom sweep, mopping, and wiping the glass.

Based on the table above, it can be described that the values of character education contained in the essays of Grade IV elementary school students in Bali Province are only 7 (seven) character education values or only 38% of the existing 18 (eighteen) as mentioned by the [Ministry of Education and Culture \(2020\)](#), namely: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National Spirit, (11) Love of the Motherland, (12) Respect for Achievement, (13) Friendly/Communicative, (14) Peace-Loving, (15) Fond of Reading, (16) Caring for the Environment, (17) Social Care, and (18) Responsibility. The presentation above shows that the mastery of grade IV elementary school students in Bali Province over the values of character education is still very minimal or weak. The weak values of character education are suspected due to the following: (a) harmonization of the development of students' potential that is not optimal between sports (ethics), thinking sports (literacy), taste sports (aesthetics), and sports (kinesthetic); (b) the large population of students, teachers, and schools spread throughout Indonesia; (c) the lack of optimal synergy of responsibilities 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 the lifestyle of adolescents and the fading of the nation's values of religiosity and local wisdom; (e) limited parental assistance results in an identity crisis and disorientation of the child's life goals; and (f) limited learning facilities and infrastructure ([Indonesian Education Management, 2017](#)). These things show that strengthening the values of character education

needs to be improved through character education strengthening programs (PPK) in each education unit, which is programmed by the Ministry of Education and Culture (2020) with material as stated in Presidential Regulation No.87 of 2017 concerning Strengthening Character Education.

Strengthening Character Education is an educational program in schools to strengthen the character of students through the harmonization of sports, sports, thought sports, and sports with the support of public involvement and cooperation between schools, families, and communities that are part of the National Movement for Mental Revolution. This Character Education Strengthening Program can be organized by being integrated in intracurricular, co-curricular, and extracurricular activities, and is carried out inside and/or outside the formal education unit environment (Culicover & Jackendoff, 2006; Pustejovsky, 1991).

In language learning (writing/composing), the values of character education can be integrated into it. In writing, students use language not only paying attention to the type and structure of its sentences, but also correctly understanding how to best use language (Cinque, 2004; Kuperberg, 2007). On this basis, language rules or guidelines emerged which became known as language politeness and language ethics (Abidin, 2012). This politeness and language ethics is one of the mirrors of character education values that must be used according to the language context or communication context, both orally and in writing (composing/writing). The context of language or communication includes situations, objectives, communication engagements, actions, instruments, keywords, norms, and genres.

### **Conclusions and Suggestions**

Based on the explanation above, it can be concluded as follows: (1) the types of sentences contained in the essays of grade IV elementary school students in Bali province 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 main clause, there are 1209 complete sentences and 89 incomplete sentences. (2) The sentence structure, both single and compound, contained in the essays of grade IV elementary school students in Bali province is quite varied. Meanwhile, the results of studies related to the values of character education in the essays of grade IV elementary school students in Bali province include (a) religious, (b) honest, (c) hard work, (d) love to read, (e) care for the environment, (f) social care, and (g) responsibility. Based on the results obtained, it is recommended to students to always pay attention to the type and structure of sentences that contain character education values in writing essays for the sake of effectiveness and preservation of the ideas conveyed.

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