

K A N D A I

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**ELEMENTARY SCHOOL TEACHERS ABILITY IN WRITING
INDONESIAN LANGUAGE SENTENCES STRUCTURE
(Kemampuan Guru Sekolah Dasar dalam Menulis Struktur Kalimat
Bahasa Indonesia)**

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Abstrak

Penelitian ini bertujuan mendeskripsikan kemampuan menulis guru SD Kabupaten Mahakam Ulu dalam menulis struktur kalimat bahasa Indonesia. Penelitian ini merupakan penelitian kualitatif deskriptif. Strategi pengumpulan data menggunakan survei. Subjek penelitian ini terdiri atas 20 orang guru SD Kabupaten Mahakan Ulu. Instrumen penelitian berupa soal. Instrumen soal berupa perintah membuat tiga kalimat dengan struktur: (1) S-P-O; (2) S-P-O-K; (3) K-S-P-O. Keabsahan data diperoleh dengan menggunakan triangulasi. Hasil penelitian menunjukkan bahwa kemampuan menulis guru-guru Mahakam Ulu, Kalimantan Timur masih tergolong kurang. Hal ini dapat dilihat dari kesesuaian kalimat-kalimat yang diproduksi dengan instruksi yang diminta. Kalimat yang sesuai instruksi sebanyak 36,7%, sedangkan persentase kalimat yang tidak sesuai dengan instruksiberjumlah 63,3%. Persentase kesesuaian kalimat dengan pola (1) adalah 55%, sedangkan kalimat yang tidak sesuai dengan pola sebanyak 45%; persentase kesesuaian kalimat yang sesuai dengan pola (2) adalah 30%, sedangkan yang tidak sesuai adalah 70%; persentase kesesuaian kalimat yang sesuai dengan pola (3) berjumlah 25%, sedangkan yang tidak sesuai berjumlah 75%. Kesalahan yang dilakukan para guru meliputi kesalahan fungsi objek, kesalahan fungsi keterangan, kesalahan fungsi pelengkap, dan 4) kesalahan tanda baca, kata depan, dan diksi.

Kata-kata kunci: kemampuan, menulis, kalimat

Abstract

This research aims to describe the Mahakam Ulu District elementary school teachers ability in writing sentence structure of Indonesian language. This research is adescriptive qualitative research. The subject of this study consisted of 20 elementary school teachers in Mahakan Ulu District. The data were collected by surveys. The instrument was in the form of an instruction to make three sentences with structure of: 1) S-P-O; 2) S-P-O-K; 3) K-S-P-O. The data validity was obtained trough triangulation. The results show that the writing ability of teachers in Mahakam Ulu, East Kalimantan is still lacking. This can be seen from the conformity of the sentences produced with the instructions given. The sentences that correspond to the instructions are 36.7%, while the percentage of sentences that do not correspond to the instructions is 63.3%. The instruction is to make sentences with S-P-O, S-P-O-K, and K-S-P-O patterns. Sentences correspond to the S-P-O pattern are 55%, while the percentage of sentences that do not correspond to the S-P-O pattern is 45%. The sentences correspond to the S-P-O-K pattern are 30%, while the sentences that do not correspond to the S-P-O-K pattern are 70%. The sentences correspond to the K-S-P-O pattern are 25%, while the sentences that do not correspond to theK-S-P-O pattern are 75%. Errors made by teachers are: 1) errors in objectfunction; 2) errors in adverbfunction; 3) errors in complementfunction; and 4) errors in punctuations, prepositions, and dictions.

Keywords: ability, writing, sentences

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INTRODUCTION

Teachers are the most dominant factor in the educational process and in the teaching and learning process (Sugiyono, 2002). Furthermore, the teachers are one of the educators who are theoretically representatives of the educators (Sulistiyono, 2014). According to Law Number 14 of 2005, a teacher is a professional educator who has a role in developing students fully through learning, which means that indirectly the teachers must have an understanding in writing proper Indonesian sentences conform to structure and sentence patterns. Understanding the structure and sentence patterns is very important for teachers, especially elementary school teachers because according to Law no 20 of 2003, primary education is an education level implemented to develop the basic knowledge, abilities, and skills needed by students for the next level. One form of ability that needs to be developed in order to demonstrate teacher professionalism as an academic community is the writing ability (Riswanda, 2016).

Mahakam Ulu District is one of the new districts in the province of East Kalimantan, Indonesia. The legal basis for the establishment of Mahakam Ulu District is Law Number 2 of 2013 (Indonesia, 2013). As a new district, Mahakam Ulu District is included in the category of underdeveloped regions, including in the education field. This is shown from the interviews conducted to 20 respondents, in which the education level of the elementary school teachers is mostly at the high school level, only a small percentage of teachers who have a qualification obtained from Open

University. Teachers as the spearhead of education are the determinants of education quality in an area. As explained, the writing ability is very needed by the teachers in teaching students the habit of writing proper Indonesian sentences conform to the structure and sentence patterns of Indonesian language (Suyatinah, 2005). Therefore, this research aims to describe the ability of the Mahakam Ulu teachers in writing simple sentences conform to proper structure of Indonesian language. The simple sentence is chosen because it can represent a person's basic writing ability.

THEORETICAL FRAMEWORK

Writing is a manifestation form of the language skills that is the most latter being mastered by language learners. Writing is an activity in an effort to convey ideas, thoughts, and feelings in written form so that readers can understand it. (Brown, 2007) stated that writing ability is skills in deciding what to write, how to write things, and the power to place written ideas in order to be accepted by others or readers. The success of the language as a communication tool cannot be separated from the development of communicative competence of the language usage (Mustadi, 2014).

One of the rules in language is syntax. Syntax is a part of grammar that study the basics and process of forming sentences in a language (Keraf, 1984). Syntax has several aspects of discussion, one of them is structure and sentence patterns. Understanding the rules of grammar, form, and structure of sentence is important for teacher to enable them to

teach writing proper Indonesian sentences.

RESEARCH METHOD

This research is a descriptive qualitative research which aims to describe the ability of Mahakam Ulu Elementary School Teachers in writing proper sentence structure in Indonesian language. This research was conducted in Yogyakarta when Mahakam Ulu teachers attended training at Sanata Dharma University in 2017. The subject of this study consisted of 20 teachers of Mahakam Ulu District from various elementary schools. The teachers were chosen as the subject of research because, based on researches knowledge, there had never been any research on those teachers' writing ability. The elementary school institutions where the respondents come from varies, covering various sub-districts in Mahakam Ulu District and is presented in Table 1.

Table 1. Distribution of Respondents School Institutions

No.	Elementary School Location	Number of Respondents / Resource Persons
1.	SDN 02 Muara Ratah, Muara Ratah	1 Teacher
2.	SDN 002 Datah Bilang, Kecamatan Long Hubung	1 Teacher
3.	SDN 003 Long Penaneh, Tiong Arong	1 Teacher
4.	SDN 008 Mamahak Besar, Kecamatan Long Bagun	2 Teachers
5.	SDN 003 Long Tuyuq, Kecamatan Long Pahangai	1 Teacher
6.	SDN 005 Long Lunuk, Kecamatan Long Pahangai	1 Teacher
7.	SDN 007 Mamahak Teboq, Kecamatan Long Hubung	1 Teacher
8.	SDN 011 Long Hurai, Kecamatan Long Bagun	1 Teacher

9.	SDN 004 Noha Silat, Kecamatan Long Apari	1 Teacher
10.	SDN 004 Datah Bilang Ulu, Kecamatan Long Hubung	2 Teachers
11.	SDN 003 Long Bagun Ilir	1 Teacher
12.	SDN 002 Ujoh Bilang, Kecamatan Long Bagun	2 Teachers
13.	SDN 001 Laham, Kecamatan Laham	1 Teacher
14.	SDN 002 Long Pahangai	1 Teacher
15.	SDN 001 Tiong Bu'u, Kecamatan Long Apari	1 Teacher
16.	SDN 001 Long Hubung, Kecamatan Long Hubung	1 Teacher
Total		20 Teachers

. The education level of elementary school teachers in this research is presented in Table 2.

Table 2. Respondents' education data

Teachers' Respondent education data	
SPG (Teacher Education Institution equal to High School level)	5 Teachers
High School	9 Teachers
SMEA/Vocational High School	2 Teachers
Bachelor degree from Open University	4 Teachers

Data collection technique used were writing tests and interview. The question instrument in the form of an instruction to make three sentences with Subjek/S (Subject), Predikat/P (Predicate), Objek/O (Object), Keterangan/K (Adverb) with the structure of S-P-O, S-P-O-K, and K-S-P-O. To determine the validity of the data, data verification criteria were needed in the form of criteria for the degree of trust. Validation used to maintain this credibility was triangulation. The analysis carried out in this research consisted of three activities that run simultaneously which were: (1) data reduction, the process of selecting,

focusing, attention to simplifying, abstracting, and transforming rough data from written records in the field; (2) data presentation, the presentation of information that has been arranged which was possibly provide conclusions; and (3) drawing conclusions/verification, in this activity the researcher searched for meaning, records sequences, and patterns from the beginning of data collection.

DISCUSSION

This research focused on looking at the ability of Mahakam Ulu Elementary School teachers in writing proper simple sentence structures in Indonesian language.. Based on the question sheet, the answers are shown in Table 3.

Table 3. Sentences Made by Respondents

Res pon dent numb er	Instruction: Make a sentence with the following pattern!		
	S-P-O	S-P-O-K	K-S-P-O
	Answer		
1	Ani pergi kepasar (Ani goes to the market)	Ani pergi kepasar membeli sayur-sayuran. (Ani goes to market buying vegetables)	Sayuran banyak terdapat di Pasar Senin. (Vegetables are found many inSenin Market.)
2	Agus memancing di sungai (Agus fishes in the river)	Agus memancing di sungai dan mendapat ikan. (Agus fishesin the river and gets fish.)	Ikan ini didapat oleh agus yang memancing di sungai (This fish is got by Agus who is fishing in the river)
3	Saya ingin pergi ke pasar (I want to go to the market)	Mereka pergi kepantai untuk berenang (They go to the beach to swim)	Agar dapat tidur nyenyak, Pak Nsir membeli obat lelap diapotek (In order to be able to sleep well, Mr. Nsir buyssleeping pills in the pharmacy)
4	Agus membeli sebuah sepatu (Agus buys a shoe)	Budi mengunjungi Candi Borobudur pada hari Minggu (Budi visits Borobudur Temple on Sunday)	Pada tanggal 02 Agustus 2015 Para Guru magang melakukan studi budaya ke Candi Prambanan (On 2August 2015 the apprentice teachers conducted a cultural study at Prambanan Temple)
5	Borobudur tujuan wisata saya (Borobudur is my vacation destination)	Mereka berangkat ke Candi Prambanan pada sore hari (They go to Prambanan Temple in the afternoon)	Pada malam hari mereka memakai lampu senter. (At night they use flashlights.)
6	Ali menendang bola. (Ali kicks the ball.)	Ali menendang bola ke gawang. (Ali kicks the ball into the goal.)	tidak dijawab (No answer)
7	Ani memukul bola (Ani hits the ball)	Adi bermain bola di halaman. (Adi plays the ball in the yard.)	Ani membantu ibu membersihkan rumah. (Ani helps the mother clean the house.)

8	Bunga meraih gelar sarjananya di Universitas Sanata Dharma. (Bunga got her bachelor degree at Sanata Dharma University.)	Ririn melakukan studi budaya ke Candi Badut yang terletak di Jawa Timur. (Ririn conducts a cultural study at Badut Temple located in East Java.)	Tidak dijawab (No answer)
9	Adik minum susu (Sister is drinking milk)	Ibu sedang memasak nasi (Mother is cooking rice)	Tadi pagi Ibu memasak nasi di dapur (This morning mother cooked rice in the kitchen)
10	Saya memasak nasi. (I cook rice.)	Saya sedang belajar dikamar. (I am studying in the room.)	Kemarin Tina tidak turun kesekolah karena sakit. (Yesterday Tina didn't goto school because of sickness.)
11	Adik sedang makan kue. (Sister is eating cake.)	Adik sedang makan kue bolu. (Sister is eating sponge cake.)	Kue bolu sedang dimakan adik. (The sponge cake is being eaten by sister.)
12	Saya makan nasi (I eat rice)	Kakak bermain bola di halaman (Sister plays ball in the yard)	Tadi pagi Ibu memasak nasi (This morning mother cooked rice)
13	Ima memasak nasi. (Ima cooks rice.)	Ima memasak nasi di dapur. (Ima cooks rice in the kitchen.)	Jogja merupakan tujuan wisata. (Jogja is a tourist destination.)
14	Ibu sedang pergi ke pasar. (Mother is going to the market.)	Ratna sedang membaca buku Bahasa Indonesia (Ratna is reading an Indonesian language book)	Bapak bepergian bersama ibu (Father travels with mother)
15	Anita membaca koran (Anita reads newspaper)	Anita membaca koran di halaman rumah. (Anita reads the newspaper in the veranda)	Di halaman rumah Anita membaca koran (In the veranda Anita reads the newspaper)
16	Tidak menjawab (No answer)	Tidak menjawab (No answer)	Tidak dijawab (No answer)
17	Saya membaca buku (I read book)	Saya menonton TV di kamar (I watch TV in the room)	Di lapangan sepak bola kami memungut sampah yang berhamburan (At the soccer field we pick up scattered garbage)
18	Ayah sedang duduk. (Daddy is sitting.)	Ayah sedang duduk di teras. (Daddy is sitting on the terrace.)	Kemarin ayah mencangkul di sawah. (Yesterday my father hoed in the field.)
19	Saya mau menonton Televisi (I want to watch television)	Anak-anak itu bermain di halaman sekolah (Those children play on the school yard)	Sekolah tersebut memperoleh sebuah penghargaan berupa piagam (That school received an award in the form of a charter)
20	Farel membaca buku di perpustakaan (Farel reads book in the library)	Ani rajin belajar diruangan depan. (Ani studies diligently in the front room.)	Keindahan dapat dirasakan apabila rumah kita selalu bersih. (Beauty can be felt if our house is always clean)

Source: Analisis Data, 2016

The respondents' sentences are rewritten without any changes, in term of spelling, letters, and punctuation. Based on the answers, the sentences that correspond to the instruction are marked with a black block. The sentences that correspond to the instruction are 22 sentences. Sentences that do not correspond to the instruction are 38 sentences. The percentage of sentences that correspond and not correspond to instruction is presented in Figure 1.

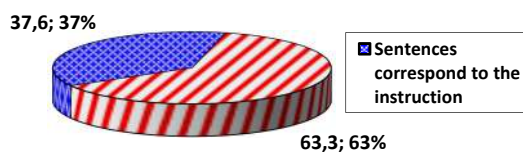


Figure 1. Diagram of the Percentage of Sentences that Correspond and Not Correspond to the Instruction

The percentage of sentences that do not correspond to the instruction is much bigger than the percentage of sentences that correspond to the instruction. The percentage is presented in Figure 2.

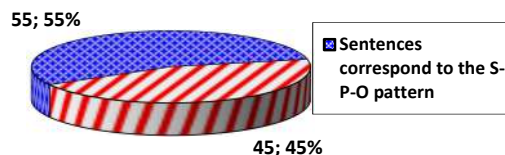


Figure 2. Diagram of the Percentage of Sentences that Correspond and Not Correspond to the S-P-O pattern

The percentage of sentences that correspond and not correspond to the S-P-O-K pattern is presented in Figure 3.

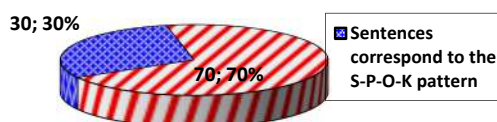


Figure 3. Diagram of the Percentage of Sentences that Correspond and Not Correspond to the S-P-O-K pattern

The percentage of the number of sentences that not correspond to the S-P-O-K pattern is much bigger than the one that correspond to the S-P-O-K pattern. The percentage of sentences that correspond and not correspond to the K-S-P-O pattern is presented in Figure 4.

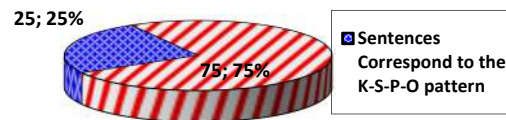


Figure 4. Diagram of the Percentage of Sentences that Correspond and Not Correspond to the K-S-P-O pattern

DISCUSSION

Mastery of structures and sentence patterns is very important for teachers, especially elementary school teachers. Delivery of concepts and ideas related to the learning material presented to students needs to be supported by an understanding on vocabulary and sentence structure. The teachers' mastery on the sentence structure indirectly will make it easier for them to provide habituation in students, especially in writing sentences conform to Indonesian language rules. (Nurgiantoro, 2005) stated that children's language development is in line with the development of intellectual and personality aspects. By habituating students, especially writing in accordance with the development of intellectual and personality aspects, it is very possible for a person to be skilled in language both receptively and expressively.

In the elementary school competency standard of Indonesian subject on the writing aspect, it is expected that students have the competence to do various types of writing activities to express thoughts, feelings, and information in the form of

simple essays, instructions, letters, announcements, dialogues, forms, speech text, reports, summaries, paraphrases, and also various literary works for children in the form of stories, poems, and rhymes. Indeed, if this is what the government demands, teachers must master writing skills, especially the ability to write sentence structures. Based on the results of the data obtained, the number of sentences that correspond to the instructions is only 36.7%. This shows low result. In other words, the ability of the Mahakam Ulu teachers to write the sentences structure in Indonesian language shows low criteria. The low ability in writing the proper sentence structure is due to the mistakes made by teachers in writing sentences correspond to the instructed sentence patterns functions. This is very concerning. One form of ability that needs to be developed in order to show teachers professionalism as an academic community is the writing ability (Riswanda, 2016). The research results show that teachers professionalism tends to be low.

Error function of sentence patterns written by respondents can be analyzed in a grammatical structure. Grammatical structure analysis on the sentence produces a description of the function of the subjek (subject), predikat (predicate), objek (object) and other functions. In addition to having to pay attention to the function limit itself one must also pay attention to the characteristics of each grammatical structure in the sentence (Suhardi and Setiawan, 1997). Finoza (2008) stated that the sentence element is a grammatical structure in sentences which in old grammar books are commonly called jabatan kata (word positions) and are now called peran kata

(word roles), i.e ubyek/S (Subject), Predikat/P (Predicate), Objek/O (Object), Pelengkap/Pel (complement), and Keterangan/K (Adverb). The standard sentence consists of at least two elements, S and P. Other elements (O, Pel, and Ket) can be required to present, not required to present, or must not be presented in a sentence.

Errors made by teachers in writing sentence structures can be classified into: 1. Error in *objek* function; 2. Error in *keterangan* function; 3. Error in *pelengkap* function; Another mistakes made by the teachers are spelling, punctuation, and diction. More details can be explained as follows:

Error in Objek Function

Objek (object) is not mandatory element in sentences. Its existence is generally located after a predicate categorized as transitive verb. *Objek* is sentences constituent that its presence is demanded by a transitive verb in an active sentence. The location is always after predicate. *Objek* is usually *nomina* (noun) or *frasa nomina* (noun phrase). In addition to units in the form of *nomina* and *frasa nomina*, *objek* constituent can also be clauses (multilevel compounds of object expansion). *Objek* in the transitive active sentence will be the subject if the sentence is made into a passive one. Broadly speaking the characteristics of *objek* are: 1. in the form of nouns; 2. not preceded by the preposition; 3. following directly behind the transitive predicate; 4. the answers on what or who that located behind the transitive predicate; 5. occupying the subject function if the sentence is a passive one.

Table 4. Objek Function Errors in Sentences

Instruction and Respondents' Answers					
No.	S-P-O Pattern	No.	S-P-O-K Pattern	No.	K-S-P-O Pattern
Errors 1		Errors 2		Errors 3	
1	Ani pergi kepasar (S-P-K)	5	Saya sedang belajar dikamar. (S-P-K)	9	Sayuran bayak terdapat di Pasar Senin. (S-P-K)
2	Agus memancing di sungai (S-P-K)	6	Ayah sedang duduk di teras. (S-P-K)	10	Bapak bepergian bersama ibu (S-P-K)
3	Saya ingin pergi ke pasar (S-P-K)	7	Anak-anak itu bermain di halaman sekolah (S-P-K)	11	Kemarin ayah mencangkul di sawah. (K-S-P-K)
4	Ibu sedang pergi ke pasar. (S-P-K)	8	Ani rajin belajar diruangan depan. (S-P-K)	12	Keindahan dapat dirasakan apabila rumah kita selalu bersih. (S-P-K)

The 12 sentences above do not have *objek*, while the instruction given is to make sentences using the S-P-O, S-P-O-K, and K-S-P-O patterns. Each respondent was instructed to make three sentences which all three must have *objek*. Table 4 shows that the respondents are wrong in the *objek* function, that is the *objek* function is replaced by *keterangan* function. The instruction given was to make sentences with the S-P-O pattern, but respondents made S-P-K pattern. For example is sentences number 1 and 2 below.

1. $\frac{\text{Ani}}{S} \frac{\text{pergi}}{P} \frac{\text{ke pasar}}{K. tempat}$
2. $\frac{\text{Agus}}{S} \frac{\text{memancing}}{P} \frac{\text{di sungai}}{K. tempat}$

The two examples above show respondents' errors in identifying *objek* function. Respondents have misconceptions between *objek* and *keterangan*. Respondents do not well understand the function of *objek* and *keterangan* in Indonesian sentences. Similar errors appear in the sentences in table 4.

Another error that appears from the sentences in table 4 is the phrase concept that can occupy certain functions. Some respondents assume that the function of sentence patterns is based

on words. This can be seen from the following examples.

1. $\frac{\text{Saya}}{S} \frac{\text{sedang belajar}}{P} \frac{\text{di kamar}}{K. tempat}$
2. $\frac{\text{Ayah}}{S} \frac{\text{sedang duduk}}{P} \frac{\text{di teras}}{K. tempat}$

The instruction given to the respondents was to make sentences with the S-P-O-K pattern, but the respondents' made sentence with the S-P-K pattern. This shows misconception about words and phrases. Based on interviews with respondents, it was said that the word "sedang" in the example above was considered to occupy the predicate function and the word "duduk" as an *objek*. This errors occurs because the respondent's lack in understanding the concepts of words and phrases. Some respondents do not understand that phrases can occupy a particular function in the sentence structure or pattern.

Error in Keterangan Function

Keterangan (adverb) is a further explanation in the pattern and arrangement of sentences. *Keterangan* explains how, when, and where the work was carried out. *Keterangan* can be in the form of information on places such

as houses, schools, markets, roads, fields, offices, and so on. *Keterangan* of time such as, afternoon, night, daytime, dusk, etc. In addition, there are *keterangan* that adapts to the context of the sentence such as *keterangan cara* (method) such as, very quickly, more effectively, easier and so on.

Errors in the *keterangan* function made by the teachers are adding *keterangan* in the S-P-O sentence, not giving *keterangan* in the S-P-O-K sentence, and replacing the function of *objek* (O) with *keterangan*. The following is a summary of errors made by the resource people.

Table 5. Keterangan Function Errors in Sentences

Instruction and Respondents' Answers					
No.	S-P-O	No.	S-P-O-K	No.	K-S-P-O
Errors 1		Errors 2		Errors 3	
1	Bunga meraih gelar sarjananya di Universitas Sanata Dharma. (S-P-O-K)	2	Mereka pergi kepantai untuk berenang (S-P-K-K)	8	Agar dapat tidur nyenyak, Pak Nsir membeli obat lelap diapotek (K-S-P-O-K)
		3	Mereka berangkat ke Candi Prambanan pada sore hari (S-P-K-K)	9	Kemarin Tina tidak turun kesekolah karena sakit. (K-S-P-K-K)
		4	Ibu sedang memasak nasi (S-P-O)	10	Jogja merupakan tujuan wisata. (S-P-Pel)
		5	Adik sedang makan kue bolu. (S-P-O)	11	Sekolah tersebut memperoleh sebuah penghargaan berupa piagam (S-P-O)
		6	Ratna sedang membaca buku Bahasa Indonesia (S-P-O)	12	Ani membantu ibu membersihkan rumah. (S-P-O-K)
		7	Ani pergi kepasar membeli sayur-sayuran. (S-P-K-K) (Majemuk)		

There are some *keterangan* function errors in sentence pattern. In the first instruction, the respondents were asked to write sentence with the S-P-O pattern, but instead they added the K (*keterangan*) function. This shows that the respondents lack in understanding the *keterangan* function in which *keterangan* is not a must in a sentence. The next mistake, when the respondents were asked to make a sentence with the S-P-O-K pattern, the respondents actually wrote the sentence with the pattern of (S-P-K-K) and (S-P-O). S-P-K-K pattern error is in the sentence number 2 *Mereka pergi kepantai untuk berenang* (S-P-K-K); sentence number 3 *Mereka berangkat ke Candi Prambanan*

pada sore hari (S-P-K-K). S-P-O pattern errors: sentence number 4 *Ibu sedang memasak nasi* (S-P-O); Sentence number 5 *Adik sedang makan kue bolu.* (S-P-O); *Ratna sedang membaca buku Bahasa Indonesia* (S-P-O). The error shows that the respondents do not well understand the function of *keterangan* in the sentence.

The instruction was to make sentence with K-S-P-O pattern, but they wrote the sentence with *keterangan* function in it therefore the structure becomes K-S-P-O-K, for example: *Agar dapat tidur nyenyak, Pak Nasir membeli obat lelap diapotek* (K-S-P-O-K), in addition to the structural errors, there is also a misuse of preposition *di*. In that

sentence *diapotek* should be *di apotek*. Sentence number 9, *Kemarin Tina tidak turun kesekolah karena sakit* has a pattern of K-S-P-K-K, which did not comply the instruction given. In addition to sentence structure errors, there is also an error in the preposition *ke-*. In the sentence, it is written *kesekolah*, which should be *ke sekolah*. The diction selection in the sentence is also not right. Phrase *tidak turuin* in the context of this sentence means *tidak masuk*. This case is influenced by the local language. Sentence number 10, *Jogja merupakan tujuan wisata* has the S-P-Pel sentence pattern which is not in accordance with the instruction given. In addition to the respondents not knowing the *keterangan* function, in the sentences there are also *pelengkap* function errors. The phrase of *tujuan wisata* in the sentence is *pelengkap*, not *objek*. Sentences number

11 and 12 also experience misuse of *keterangan*.

Error in Pelengkap Function

Pelengkap (complement) is a sentence element that complements other elements, to add or clarify meaning or *keterangan*. *Pelengkap* in a sentence functions the same as *objek* (O), but the difference is that complement cannot be made or changed into *subjek* (S) when the sentence made into passive sentence. The *pelengkap* is usually located after the predicate or after the *objek*.

The use of *pelengkap* in a sentence is often confusing. *Pelengkap* is often reversed with *objek* functions. The error of this *pelengkap* function was also experienced by the respondents. Based on the data collected, there are 4 errors related to the *pelengkap*.

Table 6. Pelengkap Function Errors in Sentences

Instruction and Respondents' Answers					
No.	S-P-O	No.	S-P-O-K	No.	K-S-P-O
Error 1		Error 2		Error 3	
1	Borobudur tujuan wisata saya (S-P-Pel)	2	Adi bermain bola di halaman. (S-P-Pel-K)	4	Jogja merupakan tujuan wisata. (S-P-Pel)
		3	Kakak bermain bola di halaman (S-P-Pel-K)		

There is a lack of understanding from the respondents toward the instructions. The first instruction was to make sentences using the S-P-O pattern, the respondent answered with the S-P-Pel pattern (sentence number 1) which is a passive sentence. In passive sentences, generally the function after the predicate is *pelengkap*. The second instruction was to make a sentence with the S-P-O-K pattern, there was no instruction to add *pelengkap* function. The respondents answered with the S-P-

Pel-K pattern (sentences number 2 and 3). Sentences number 2 and 3 are incorrect as they use predicate with prefix *ber-*. Such predicate must be followed by *pelengkap* function. This is not in accordance with the instruction, in which to make sentence with the S-P-O-K pattern. The third instruction was to make sentence with the K-S-P-O pattern, the respondents answered with S-P-Pel pattern (sentence number 4). Respondents experienced misconceptions about the function of the

requested sentence pattern. This can be seen from the significant differences between instructions and answers.

Errors in Punctuation, Prepositions, and Dictions

In addition to errors in sentence patterns, mistakes made by the respondents included spelling and

punctuation. An example is the use of period. Table 3 is the original data without additions and subtractions in terms of punctuation, letters, or word choices. It can be seen that there are 24 sentences that have correct period punctuation use from a total of 60 sentences made. This is shown in Table 7.

Table 7. Errors in Punctuation

Res pon dents numb er	Instruction: Make a sentence with the following pattern!		
	S-P-O	S-P-O-K	K-S-P-O
Jawaban			
1	Ani pergi kepasar	Ani pergi kepasar membeli sayur-sayuran. ✓	Sayuran banyak terdapat di Pasar Senin.
2	Agus memancing di sungai	Agus memancing di sungai dan mendapat ikan. ✓	Ikan ini didapat oleh agus yang memancing di sungai
3	Saya ingin pergi ke pasar	Mereka pergi kepantai untuk berenang	Agar dapat tidur nyenyak, Pak Nsir membeli obat lelap diapotek
4	Agus membeli sebuah sepatu	Budi mengunjungi Candi Borobudur pada hari Minggu	Pada tanggal 02 Agustus 2015 Para Guru magang melakukan studi budaya ke Candi Prambanan
5	Borobudur tujuan wisata saya	Mereka berangkat ke Candi Prambanan pada sore hari	Pada malam hari mereka memakai lampu senter. ✓
6	Ali menendang bola. ✓	Ali menendang bola ke gawang. ✓	tidak dijawab
7	Ani memukul bola	Adi bermain bola di halaman. ✓	Ani membantu ibu membersihkan rumah. ✓
8	Bunga meraih gelar sarjananya di Universitas Sanata Dharma. ✓	Ririn melakukan studi budaya ke Candi Badut yang terletak di Jawa Timur. ✓	Tidak dijawab
9	Adik minum susu	Ibu sedang memasak nasi	Tadi pagi Ibu memasak nasi di dapur
10	Saya memasak nasi. ✓	Saya sedang belajar dikamar. ✓	Kemarin Tina tidak turun kesekolah karena sakit. ✓
11	Adik sedang makan kue. ✓	Adik sedang makan kue bolu. ✓	Kue bolu sedang dimakan adik. ✓
12	Saya makan nasi	Kakak bermain bola di halaman	Tadi pagi Ibu memasak nasi
13	Ima memasak nasi. ✓	Ima memasak nasi di dapur. ✓	Jogja merupakan tujuan wisata. ✓

14	Ibu sedang pergi ke pasar. ✓	Ratna sedang membaca buku Bahasa Indonesia	Bapak bepergian bersama ibu
15	Anita membaca koran	Anita membaca koran di halaman rumah. ✓	Di halaman rumah Anita membaca koran
16	Tidak menjawab	Tidak menjawab	Tidak dijawab
17	Saya membaca buku	Saya menonton TV di kamar	Di lapangan sepak bola kami memungut sampah yang berhamburan
18	Ayah sedang duduk.	Ayah sedang duduk di teras.	Kemarin ayah mencangkul di sawah. ✓
19	Saya mau menonton Televisi	Anak-anak itu bermain di halaman sekolah	Sekolah tersebut memperoleh sebuah penghargaan berupa piagam
20	Farel membaca buku di perpustakaan	Ani rajin belajar diruangan depan.	Keindahan dapat dirasakan apabila rumah kita selalu bersih. ✓

The table above shows period punctuation error. The right use of the periods in the table above is marked by a check (✓). The number of errors is a lot, which is 36 errors. The use of the period is very important in a sentence. Without

the period punctuation, it cannot be called a sentence. It is a clause.

There are many errors in the use of prepositions in sentences produced by respondents. Here are the sentences that have errors in prepositions.

Table 8. Errors of *kata depan* (preposition)

No.	Incorrect	Corret
1	Ani pergi <i>kepasar</i>	Ani pergi <i>ke pasar</i>
2	Ani pergi <i>kepasar</i> membeli sayur-sayuran.	Ani pergi <i>ke pasar</i> membeli sayur-sayuran.
3	Mereka pergi <i>kepantai</i> untuk berenang	Mereka pergi <i>ke pantai</i> untuk berenang
4	Agar dapat tidur nyenyak, Pak Nsir membeli obat lelap <i>diapotek</i>	Agar dapat tidur nyenyak, Pak Nsir membeli obat lelap <i>di apotek</i>
5	Tadi pagi Ibu memasak nasi <i>didapur</i>	Tadi pagi Ibu memasak nasi <i>di dapur</i>
6	Saya sedang belajar <i>dikamar</i> .	Saya sedang belajar <i>di kamar</i> .
7	Kemarin Tina tidak turun <i>kesekolah</i> karena sakit.	Kemarin Tina tidak turun <i>ke sekolah</i> karena sakit.
8	Ani rajin belajar <i>diruangan</i> depan.	Ani rajin belajar <i>di ruangan</i> depan.

Errors in the prepositions *di-* and *ke-* are due to misconceptions about the function of preposition and affix. In writing, the prepositions should be separated from the word after it, while the affix is attached. The eight examples above are the incorrect use of the

preposition of which it is attached to the word afterwards.

In addition to the errors above, there are also a diction selection error. Wrong selection of diction is due to the influence of local languages. As an example: *Agar dapat tidur nyenyak, Pak Nsir membeli obat lelap diapotek*. The

word *obat lelap* is not commonly used in Indonesian. It should be *obat tidur*. *Kemarin Tina tidak turun ke sekolah karena sakit*. The word *tidak turun* is not commonly used in Indonesian. It should be *tidak masuk* or *tidak berangkat*. Making this error as an elementary school teachers is very concerning. Nurgiantoro (2005: 213) stated that children's language development is in line with the development of intellectual and personality aspects. By habituating students, especially in writing accordance with development intellectual and personality aspects, it is very possible for a person to be skilled in language both receptively and expressively. When the teacher, who is expected to give good writing habits, makes very basic linguistic mistakes then it will cause concern for the intellectual development of the children taught by that teacher. This is also in accordance with what Suyatinah stated (2005: 406) that the writing ability is very important for the teachers because it can help teachers teach their students a habit of writing proper Indonesian sentences according to the structure and sentence patterns in Indonesian language. The teacher is a very dominant factor in the education process and in the teaching and learning process (Sugiyono, 2002: 115).

CONCLUSION

The writing ability of Mahakam Ulu teachers, East Kalimantan is still lacking. This can be seen from the conformity of the sentences produced with the instruction given. The sentences that correspond to the instructions are 36.7%, while the percentage of sentences that do not correspond to the instructions is 63.3%. The instruction given was to make sentences with S-P-O, S-P-O-K, and K-S-P-O patterns. Sentences that

correspond to the S-P-O pattern are 5%, while the percentage of sentences that do not correspond to the S-P-O pattern is 45%. Sentences that correspond to the S-P-O-K pattern are 30%, while the percentage of sentences that do not correspond to the S-P-O-K pattern is 70%. Sentences that correspond to the K-S-P-O pattern are 25%, while the percentage of sentences that do not correspond to the K-S-P-O pattern is 75%. Errors made by teachers are errors in *objek* function, errors in *keterangan* function, errors in *pelengkap* function, errors in punctuations, prepositions, and dictions. The recommendations after this study were the provision of writing and literacy training to elementary school teachers.

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