Sentences of Elementary School Student Book in 2019 Literature Readings

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Abstract

We can find many reading books for low grade elementary school (SD) age in bookstores. However, these books have not been equipped with the sentence structure used. Therefore, a study is needed to determine the structure of the sentence structure used. The purpose of this study is to find out the sentence structure in the 2019 literacy reading book for elementary students published by the Language Development and Development Agency in 2019. According to Indonesian Standard Grammar, the sentence structure in question is the type of sentence based on the number of clauses, the type of predicate, the category of syntax, and completeness of the elements. In this paper, the intended sentence structure is only limited by the sentence structure based on the type of predicate. The research method uses a qualitative descriptive approach, namely by noting the sentence structure of fourteen 2019 literacy reading books for elementary school students to see the type of predicate. The results of the study are expected to be able to show the types of sentence structure in the 2019 literacy reading books for elementary students. The results of this study are also expected to be used as a reference for teachers, parents, and book writers in selecting and writing appropriate reading books for elementary school-aged children.

Key words: elementary school students, reading books, sentence structure.

Introduction

The world of education in Indonesia is no different from other countries which have been suspended due to the Covid-19 pandemic. However, the results announced by UNESCO cannot be left alone. Based on data from UNESCO, the literacy rate in Indonesia is among the highest in the Asia Pacific region from 1990 to 2015 (Mental, 2021). However, in the development of UNESCO education, Indonesia ranks 69th out of 127 countries (Arifin, 2022). This shows that Indonesia is actually capable of literacy, especially reading and writing, but the perpetrators of this literacy have not touched books. Therefore, when providing a reading material, it is also necessary to know the type of sentence structure in the reading material. Thus, literacy actors must also know the contents of reading literacy materials.

According to the National Literacy Movement Guidelines, reading and writing literacy is the knowledge and skills to read, write, search, search, process, and understand information to analyze, respond to, and use written texts to achieve goals, develop understanding and potential, and participate in social environment (Kemendikbud, 2017).
Therefore, to guard the realization of reading and writing literacy among novice readers, the Language Development and Development Agency (Badan Bahasa) has compiled a book for elementary school students in the form of a 2019 Literacy Reading Material.

This study aims to determine the sentence structure of literacy reading materials compiled by the Language Agency. The sentence structure referred to in Standard Indonesian Grammar is the type of sentence based on the number of clauses, the type of predicate, the syntactic category, and the completeness of the elements. In this paper, the sentence structure referred to in this reading material book is only the predicate category sentence structure so that it can answer the problem of sentence structure in the literacy reading material for elementary school students.

**Literature Review**

**Sentence**

According to the Language Agency in Indonesian Standard Grammar (TBBBI), a sentence is the largest grammatical unit that contains a predicate and expresses a thought. In the spoken form, the sentence is marked by the final intonation. In the form of written Latin letters, sentences begin with a capital letter and end with a period, exclamation mark, or question mark (BPPB, 2017).

Sentence types can be viewed from the point of (1) the number of clauses, (2) the predicate, (3) the syntactic category, and (4) the completeness of the elements. If described, these types of sentences can be classified as follows.

<table>
<thead>
<tr>
<th>Number of Predicate Clauses</th>
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<tbody>
<tr>
<td>(a) simple sentence</td>
</tr>
<tr>
<td>(b) complex sentences</td>
</tr>
<tr>
<td>(c) compound sentence</td>
</tr>
<tr>
<td>(d) complex compound sentences</td>
</tr>
</tbody>
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<tr>
<th>Category Syntax</th>
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<tr>
<td>(a) declarative sentence</td>
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<tr>
<td>(b) imperative sentences</td>
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<tr>
<td>(c) interrogative sentence</td>
</tr>
<tr>
<td>(d) exclamative sentences</td>
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</tbody>
</table>

<table>
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<tr>
<th>Completeness of Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) complete sentence</td>
</tr>
<tr>
<td>(b) incomplete sentences</td>
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</table>

Meanwhile, according to Sasangka, a sentence is the smallest unit of language that can express a complete thought or every utterance that can reveal a complete information (Sasangka, 2014). Meanwhile, Putrayasa said that a sentence is a string of words that contains a complete meaning and is characterized by the presence of a subject and a predicate, and if behind the arrangement (inverted) it does not change the original meaning (Putrayasa, 2013). This opinion is complemented by Abdul Chaer who defines that a sentence is a unit of language that contains a complete thought or mandate (Wdiatmoko, 2021). With some understanding of the sentence can be put together that the sentence is the smallest unit of language that contains a thought.

In this paper, the author limits the problems that describe only simplex sentences from the point of view of the predicate. In TBBBI it is stated that the predicate is the main element accompanied by the subject on the left and, if there is an object, complement, and/or mandatory information element on the right (BPPB, 2017). Meanwhile, in the Big Indonesian Dictionary Online it is stated that the predicate is the part of the sentence that marks what the speaker said about the subject; designation (in sentences) (KBBI Online, 2022).

In a different book, Sasangka states that the predicate is one of the functions in the sentence which is part of the clause which is the main element in the sentence. According to him, the location of the predicate is usually to the right of the subject. Predicates in Indonesian can be in the form of a verb (verb) or a group of verbs (verbal phrases), adjectives (adjectives) or groups of adjectives (adjective phrases), or nouns (nouns) or groups of nouns (nominal phrases) (Sasangka, 2013).

**Elementary Students**

Elementary school students are referred to as the first part of basic education which should form a strong foundation for the next level of education (Ummul Khair, 2018). Related to this opinion, Ani said that elementary school students are students who start elementary school by considering age, starting from the age of six years. Government Regulation on Basic Education. In chapter VIII of the regulation it is stated that in Article 15 paragraph 1 a person can be accepted as an elementary school student must be at least 6 years old. Based on the same regulation in Chapter I Article 2, it is stated that Basic Education is a nine-year education, consisting of a three–year education program in Junior High Schools, and it can be concluded that elementary school students are aged between 6–12 years (Ani, 2014).
According to the book Learning Indonesian in Elementary School High Class, grades 4 to 6 are categorized as high grade, while grades 1 to grade 3 are categorized as low grade (Yarmi and Kaban, 2015). Therefore, the grading is considered in accordance with the ability of elementary school students to read.

**Literacy Reading Book**

Good reading books provide educational value, respect children's rights, respect religion, and have literary or artistic qualities (Santoso, 2011). The classification of children's reading books is divided into 3, namely fairy tales, educational books and comics (Winarti et al., 2022).

The structure of literacy reading books has orientation, intrigue, climax, anticlimactic, resolution, and coda, each of which has a different delivery method. Children's literacy reading books are written using themes about the world of children. Third, the context of the content is based on the psychology of child development. Both in terms of language, cognitive, intellectual, social and so on. Not too many characters (not more than 6 actors). The plot, which is found in literacy reading books, contains a plot that is linear and centered on one story so as not to confuse children. The story settings that are widely used are the home environment, schools, playgrounds, zoos, and others (Khomsiyatun, 2019).

**Method**

The research method uses a qualitative descriptive approach, namely by noting the sentence structure of the predicate category, namely sentences with verbal predicate, adjective predicate, nominal predicate, numeral phrase predicate, and prepositional predicate 14 elementary school students' books from 137 books available in 2019 Literacy Reading Materials. Primary data in this study is a record of the predicate category of sentence grammar, while the secondary data is a record of words that function as predicates and which use affixes or do not use affixes.

**Results & Discussion**

**Based on Data Collection on the Sentences**

Used in Literacy Reading Books, the Following Results Were Obtained. Sentences with verbal predicate are 728 sentences, sentence types are predicated with adjective 163 sentences, sentence types are nominally predicated as many as 51 sentences, sentence types are predicated with numeral as many as 2 sentences, and sentence types are predicated in propositional phrases as many as 12 sentences.

Examples of types of verbal predicate sentences.

1. Boring! I have to go to work with my dad on vacation
2. But, you can meet new friends, Yuni.
3. Coming home from the market, mother buys sponge.
4. Anna likes to put things in her backpack.
5. However, Abida would not listen.

Examples of types of sentences with adjective predicate.

1. Wow, Riri's bag zipper is broken.
2. One day at the office, Kak Adi's father was upset because he was bored.
3. Oops, apparently my mother's shopping bag is too heavy.
4. Apparently, not at all easy.
5. My sister is very happy

Examples of types of sentences with nominal predicates are as many as.

1. I am Ika
2. I'm Yuni
3. You are brave.
4. And the curls, Rahman.
5. Wow, fun is Dini's favorite food.

Examples of types of sentences with numeral predicate.

1. Besides, it's three in the morning. You're still sleeping," said Danil.
2. "Look, there are a lot of skipping fish!" cried Daniel.
Words that function as predicates

From collecting data about sentences, it is known that there are words that occupy the position as predicates. These words are in the form of basic words, affixed words, or words that form complex sentences. Examples of sentences that use the root word as a predicate.

a. Take a coconut leaf.
b. Friends, may I join?
c. Mother was also surprised.
d. The atmosphere seems busy in the classroom
e. Koko sat in the corner of the room.

Examples of sentences using affixes as predicates.

a. I helped carry it.
b. All children play paper folding.
c. His friends screamed too.
d. The children looked at each other.
e. Mother washes Nina's ribbon.

Examples of sentences that use words that form complex sentences.

a. After laying eggs, the mother turtle will leave her eggs on the beach
b. "I'm scared," said Tukik while looking for a place to hide.
c. Borrowing must be permitted, but Ata does not do so
d. They always play, practice, and win competitions together
e. Lede always tells his friends that he is very busy.

Discussion

Condition of Reading Books

Of the fourteen literacy reading books that are used as primary data sources, it is known that these books are part of the Non–Text Lesson Book Leveling. From the grading, it is known that the classification of the book is known to include the yellow level, namely the Early Reading level (Puskurbuk, 2018).

Through this leveling, it is also known that language is part of the description of the leveling of non–text books (content, language, and graphics), namely

a. Development of frequently used vocabulary;
b. Vocabulary can be patterned and rhymed;
c. Punctuation marks are introduced as required;
d. Simple but varied sentences;
   e. Sentences consisting of two to eight words; and

From the description, it is known that item (e) of the sentence consists of two to eight words, has not been consistently implemented by the author of the book. The following is an example sentence consisting of more than eight words.

   a. Mama often reminded Hasta not to play, eat, and drink in the room, but Hasta ignored it.
   b. Until one day Hasta was afraid, his body seemed to shrink, shrink, and keep getting smaller.
   c. Hasta often wakes up in the middle of the night because of itching all over his body.
   d. "Here are the colorful fruit vegetables that have been made into a hodgepodge and fruit ice," said Mother.
   e. Sentences consisting of two to eight words; and
   f. The yellow fruit is used to cure canker sores, right?" Doni said.

**Elementary School Students**

From previous research, Budihastuti stated that the way the teacher introduced students to 2019 literacy reading materials on the Language Agency page: students were asked to open the Language Agency page; parents are asked to open the Language Agency page for their children; students are asked to study in groups; and the teacher opens the page and asks students to read (Budihastuti, 2021). So, in this paper, it is also expected to know the types of sentences that elementary school students must recognize according to the level of non-text books.

(Trading Indonesian in Elementary School)

Reading books as one of the non–textual textbooks and have become important in the learning process at school, are often not used optimally in the educational process at school (Najichah et al., 2018). Agreeing with that statement, Tarigan (1985: 67) says that a society who likes to read (reading society) will give birth to a learning society (learning society). Reading, according to Susilowati, is not only a mandatory activity but through reading children can also receive a lot of information from reading books that children read (Susilowati, 2016).

Similarly, the opinion of Apriliya et al. In his book, it is said that children's reading in an integrated manner is expected to develop mathematical abilities, language, and character of elementary school students (Apriliya et al., 2015). Therefore, teaching Indonesian in elementary schools is the basis for learning to read and write literacy.

According to Christantiowati, (1994) a good reading book is a reading book that has the following criteria below.

   a. Can add positive value to the reader.
   b. Presented in simple language, easy to read and the author seems to want to share with the reader, not patronize.
   c. His writing style is not explosive.
   d. Using the applicable Indonesian language rules, not using many foreign terms which actually have their equivalents in Indonesian (Santoso, 2011).

That is what is expected to be in the 2019 literacy reading material made for elementary school students.

**Conclusion**

From the description above, it can be concluded that the use of sentence structure in writing books for elementary school students must follow the curriculum standards in schools. It is necessary to avoid the use of affixes that have not been taught in school. With also with sentences. It is better to avoid using complex compound sentences. Hopefully the results of this study can be recommended for book writers, teachers, or parents in choosing books for elementary school children.

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