

# The Absence Manifestation of the Use of Indonesian Language Basic Syntactic Function Found in Master Program Student's Journal Articles

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## ABSTRACT

The main problem discussed in this research is the absence of the use of basic syntactic functions in Bahasa Indonesia. This is urgent to be discussed because one of the main problem debated over ineffective sentences in Bahasa Indonesia is the absence of these basic syntactic functions. This study is a qualitative research. This research participants were the students of Master's Program of Indonesian Language Education in one of university in Yogyakarta. The data in this research are all the sentences in master's student journal articles that not present the basic syntactic functions. The sentences that are not present the basic syntactic functions are found in all sections of the article, both sentences found in the abstract, and in the body of the article. That data were collected by using freely intensive reading and note taking techniques done by the researchers in the anthology of journal articles entitled *Jurnal Kajian Antropolinguistik Bahasa dan Budaya* that contains 16 articles. Data analysis were done by the method *agih* and *lesap* technique from Sudaryanto. The results showed that 72 sentences from 16 articles didn't display the basic syntactic functions properly. It consists the absence of required basic syntactic elements like subject and the predicate, as well as the absence of its syntactic functioning of the subject and the predicate itself. These absence manifestations of the use of Bahasa Indonesia basic syntactic functions are described in this study. The results of this study are very useful in improving the quality of journal articles published, especially done by master program students, as well as the other published general scientific work.

**Keywords:** *Syntactic functioning absences, Bahasa Indonesia sentences, journal articles*

## 1. INTRODUCTION

Writing skills are a person's ability to express their ideas in writing properly and correctly so that what is informed can be understood and accepted by readers (Murni, 2017). Journal article is one of writing skills and expressive product of research and thought that requires the writer's accuracy. Lecturer, researcher, teacher, writer, and anyone who is known as academics, deal with journal article making. In addition, students are not the exception. Morizkavenlia and Sudarmini (2019) state that language user needs to follow the language rule, such as its syntax, morphology, phonology, and spelling. Therefore, composing journal article does not only concern on its writing structure but also the language aspect. The concern of language aspect on scientific article becomes an urgency that needs to be reviewed because journal article has its own writing standard.

Kurniadi in Nurwicaksono and Amelia (2018) says that language errors at the syntactic level like non-subject and non-predicated sentences, non-predicated sentences, multiplication of subjects, between the predicate and the inserted object. If we discussing about sentence structure, it means analyzing its functor. In Indonesian, it such as *Subject (S)*, *Predicate (P)*, *Object (O)*, *Keterangan (K)*, and *Pelengkap (P)*. From the functor, there are two functors that must be used in a sentence. (Suhardi, 2013) mentions that the compulsory functor is the core sentence functor. The functors that must be used in a sentence are *Subject (S)* and *Predicate (P)*. The first compulsory functor is *Predicate* while the second compulsory functor is *Subject*.

*Subject* has some characteristics, (1) it is written before *P* in a coherent sentence structure (not an inversion), (2) It is categorized as nominal for its words, phrase, and clause, and (3) *S* used in an active transitive

can be classified as *Pel* if the sentence is changed into passive. Sugono (2019) states that the understanding of *subject* consists of 4 aspects, (i) grammatical concept, (ii) word class concept, (iii) semantic concept, and (iv) pragmatic concept. Each concept highlights *subject* from the syntax structure, word category, semantic rule, and information delivery aspect. In Indonesian, nominal phrases, verbs (+*itu*), adjectives (+*itu*), and nominal clauses can fill the function of the subject. Sugono (2019) in his book explained that the nominal phrases of the filler of the subject function include nouns +*extensions* and nouns. For example, we can see in the phrase *kemampuan menulis* on sentence *kemampuan menulis menjadi tujuan pelajaran ini*. The noun category that makes up the phrase is the word *kemampuan*. That word becomes the core or center of the noun phrase. An example of the *Subject* (S) which consists of the +*verb* category is *merokok itu tidak baik untuk kesehatan*. The phrase *merokok itu* is a subject which consists of a word categorized as a verb (*merokok*) and that word which is not *taktakrif*. This is akin to *lambat itu belum tentu malas*. The word *lambat* is a word with adjective category.

Different to *subject*, *predicate* has its own characteristics, (1) it is written after *S* on the left and followed by *O*, *Pel*, and/or *K* on the right, (2) *P* can be either verbal or non-verbal word or phrase. Non-verbal word or phrase may be in the form of nominal word/phrase (noun), adjective word/phrase, numeric word/phrase, or prepositional phrase. Alwi, Dardjowidjojo, Hans, and Moeliono (2003) imply that *Copula* is categorized as *Predicate* when it is composed in a sentence. The *Copula* are *adalah*, *ialah*, *yaitu*, and *yakni*. Ramlan (2005) adds that *predicate* (*P*) is an element of a clause that is always there and is the center of the clause. It can be said that because *P* or *Predicate* has a relationship with other elements, namely with *S*, *O*, and *K*. *Subject* and *Predicate* can be exchanged. *S* can be written before *P* or vice versa, *P* can be written before *S*.

However, its rule and requirement cannot guarantee that there will be no error in composing journal article. In fact, researcher still finds some language use errors in students' scientific article. The error is found on its syntax, specifically on its structure. Mackey, as cited in Afinita, Eriska and Asshadiyah, (2018), proposes that the cause of the error is the influence of first language when someone wants to use the scheme of the second language. It is found in the language irrelevancy which is not appropriate for the standard of Bahasa Indonesia. Selinker, as cited in Pranowo (2014), states that five error language factors are transfer, transfer of training, second language learning strategy, interpersonal communication strategy, and over generalization. Transfer is caused of transferring the elements of first language that have fossilized into the second language. Transfer of training is a mistake occurs during teacher's

teaching. Second language learning strategy happens because of the learner' approach on the second and first language which is supposedly different. Communication error is between the learner and the interlocutor, while over generalization exists because of too much generalization.

Thus, language error, specifically the absence of compulsory functor in the scientific article writing in Indonesian, should be an attention for academics to pay more attention on the language rule. The research on the absence of compulsory functor will be explained on this writing. The purpose is to help academics recognize the language issue on composing journal article and then implement it on the writing process.

## 2. METHODS

This research is categorized as the qualitative research. Ali and Yusof (2011) states that qualitative research is any investigation which does not make use of statistical procedures. So, qualitative research focuses on analyzing the use of language according to the researcher's perspective supported by relevant theories.

The sources from the research is the student of Master's Program of Indonesian Language Education. The data is collected by *simak* method with *simak bebas libat cakap* technique and *catat* technique. In *simak bebas libat cakap*, Sudaryanto (2015) said that researchers paid attention to or examined the available data. It means, the researcher is not directly involved in determining the candidate data, but only becomes an observer of the speech that appears in linguistic events that are outside himself. In this case, the researcher looked at the sentences in the anthology of journal articles entitled *Jurnal Kajian Antropolinguistik Bahasa dan Budaya* that contain 16 journals article titles which doesn't have a compulsory functor written on it. The data that has been found then recorded in the data tabulation.

The collected data is analyzed with *agih* method and *lesap* technique. According to Sudaryanto (2015), *Agih* method is a method using its own language as the determinant. In this stage, researcher removes or selects the sentence components contained in the data tabulation, such as words or phrases that cause the loss of the core function of the sentence, provides justification for corrections and then write the correct sentences. This method and technique are used in order to figure out the syntax error on the sentence provided in the data tabulation.

## 3. FINDINGS AND DISCUSSION

Research on language errors has been done previously by several researchers, such as Ramaniyar (2017) regarding the analysis of errors in Indonesian

language on students mini research, Morizkavenlia and Sudarmini (2019) regarding language errors in the *Jurnal Karimah* and their relation to learning, research by Azmi and Bahry (2018) on language errors in journal articles, Research by Nurwicaksono and Amelia (2018) regarding analysis of errors in Indonesian in student scientific texts, and Mariyana's (2019) research regarding sentence errors in education and teacher training journal articles.

If the above research discusses language errors in general, this study discusses language errors more specifically. The error is the absence of the core functions of the sentences, namely the *Subject (S)* and *Predicate (P)*. The errors found were in the form of sentences that have no subject, sentences that are not have predicated, and sentences that are both not have subject and predicate. The absence of mandatory or core functions in language construction is a form of language error. A function in the syntactic level means a position which has a functional relationship. The functional relationship in question is a relationship of interdependence between one element and another.

In the data analysis, researcher finds 72 error sentences. From the data, 31 data do not have *Subject (S)* functor, 29 data have no *Predicate* and 12 data with both no *subject* and *predicate*. The absence of compulsory factor is a language deviation explained as follows.

### **3.1. Non-existence Subject Functor**

From 72 data, there are 31 data with no *subject (S)* functor on its sentence structure. Arifin in Mariyana (2019) states that a sentence consists of at least a *Subject (S)* and *Predicate (P)*, except for a command sentence or an utterance which is an answer to question. Here are some constructs with no *Subject (S)* found in the data.

- 1) *Maka untuk memahami makna dari kedua tembang atau serat tersebut perlu menggunakan pisau analisis yang tepat.*
- 2) *Untuk mengkaji tembang macapat durma ini yaitu dengan mencari surface meaning (makna permukaan) dan deeper meaning sebagai pemaknaan yang mendalam.*
- 3) *Termasuk memiliki rasa terima kasih kepada ari-ari (saudara kandung) yang telah berjasa dalam proses pertumbuhan dan perkembangan bayi selama dalam kandungan.*
- 4) *Mengklasifikasikan dan mendeskripsikan leksikon pakaian adat yang digunakan dalam kesenian.*

In the first construct, there are two things that should be corrected. First, the word *maka* is a conjunction of *intrakalimat*, so it should not be placed in the beginning of the sentence. Besides, *maka* in syntax construct does not affect the meaning of the sentence, thus, it can be omitted. In addition, the syntax construct does not have

function of *Subject (S)*. The phrase *untuk memahami makna dari kedua tembang atau serat tersebut* has a function as the adverb because it is started with the preposition *untuk*. The phrase *perlu menggunakan* is a *predicate*, and *pisau analisis yang tepat* is an *Object*.

In the second construct (2), the phrase *untuk mengkaji tembang macapat durma ini* can be categorized as complement because of the preposition *untuk* which shows that the phrase is not a *subject* but an adverb of purpose. It is related with the statement from Arifin in Mariyana (2019) that usually, a sentence that the *Subject* is not clear caused by a sentence predicated on a transitive active verb in front of the *subject* with a preposition. The *subject* of the active sentence which is preceded by the words *pada, di, dari, kepada, untuk, melalui, bagi, dalam, dengan* and *tentang*, will cause the loss of the status of the subject, so the meaning becomes unclear, blurred, and can even lead to various interpretations.

In the third construct (3), it can be defined as no *subject (s)* function because it is basically a continuity of the previous sentence. Therefore, both sentences should be combined. Then, *S* function can be added while omitting the word *termasuk*.

In the fourth construct (4), there is only a verb which fills the *predicate (p)* function if it is put in a sentence. The verbs are *mengklasifikasikan* and *mendeskripsikan*. From the language construct, it needs a *subject* to define who is classified or described in the sentence. Thus, the language construct with no *S* function can be revised with several alternative as follow.

- 1) *Untuk memahami makna dari kedua tembang atau serat tersebut, peneliti perlu menggunakan pisau analisis yang tepat.*
- 2) *Tembang macapat durma ini dikaji dengan mencari surface meaning (makna permukaan) dan deeper meaning sebagai pemaknaan yang mendalam.*
- 3) *Upacara mendhem ari-ari mengajarkan kita bahwa manusia harus memiliki rasa terima kasih terhadap siapapun, apapun, kapanpun, dan dimanapun, termasuk kepada ari-ari (saudara kandung) yang telah berjasa dalam proses pertumbuhan dan perkembangan bayi selama dalam kandungan.*  
*Or*  
*Upacara mendhem ari-ari juga mengajarkan kita bahwa manusia harus memiliki rasa terima kasih kepada ari-ari (saudara kandung) yang telah berjasa dalam proses pertumbuhan dan perkembangan bayi selama dalam kandungan.*
- 4) *Peneliti mengklasifikasikan dan mendeskripsikan leksikon pakaian adat yang digunakan dalam kesenian.*

### 3.2. Non-existence Predicate Functor

From 72 data, there are 29 data with no *predicate* (*P*) functor on its sentences. Here is the explanation of its language construct.

- 1) Masyarakat yang ada kaitannya dengan sengkolo, maka berhubungan dengan Bhatara Kala sebagai pihak penghegemoni yang mendorong mereka melakukan ruwatan agar terhindar dari sengkolo tersebut.
- 2) Bahasa yang hidup dan berkembang dalam masyarakat sebagai ceminan masyarakat yang hidup di lingkungannya.
- 3) Leksikon-leksikon tersebut sebagai wujud representasi yang khas bagi masyarakat Sunda.
- 4) Kesenian sastra seperti prosa (tombo nunduk, tombo turuk, dan sebagainya), mantra, puisi (pepatah peribahasa), dan syair lagu.

Because of the word *maka* in the first language construct, the phrase *Masyarakat yang ada kaitannya dengan sengkolo* cannot be classified as a clause and it has no specific function. Besides, *berhubungan dengan Bhatara Kala sebagai pihak penghegemoni yang mendorong mereka melakukan ruwatan agar terhindar dari sengkolo tersebut* also has no function as the *predicate* (*p*) so it cannot be defined as a sentence. For this reason, words *maka* should be removed so that these forms can be called sentences.

It almost works the same with the second (2) and third (3) language constructs. It can be seen that the construct has no *predicate* (*p*) function. The absence of this functor is caused by the beginning word *sebagai*. In order to have *predicate* function, the word *sebagai* can be replaced with the verb *merupakan*. In the fourth construct (4), from the analysis, there is only *subject* functor. The *subject* is not the doer but it only states things. Sugono (2019) gives additional concept of *subject* which is “what have been mentioned”. In this case, the construct of *kesenian sastra* can be classified as *subject* when it is composed in a construct of sentence. However, a verb is needed to make it clearer so the language construct has the function of *predicate*.

Ermanto and Emidar in Syukur and Emidar (2019) said that *predicate* should not be lost in sentences. The *predicate* is a principal and mandatory constituent in a sentence. The use of inappropriate *predicate* will result ambiguous sentences and it wouldn't be easy to understand. The word that only contain *predicate* elements have become sentences, but are not yet true sentences. These followings are some alternative revision of the constructs.

- 1) Masyarakat yang ada kaitannya dengan sengkolo berhubungan dengan Bhatara Kala sebagai pihak penghegemoni yang mendorong mereka melakukan ruwatan agar terhindar dari sengkolo tersebut.

- 2) Bahasa yang hidup dan berkembang dalam masyarakat merupakan ceminan masyarakat yang hidup di lingkungannya.
- 3) Leksikon-leksikon tersebut merupakan wujud representasi yang khas bagi masyarakat Sunda.
- 4) Kesenian sastra yang dimaksud yaitu prosa (tombo nunduk, tombo turuk, dan sebagainya), mantra, puisi (pepatah peribahasa), dan syair lagu.

### 3.3. Non-existence Subject and Predicate Functor

In the data analysis, researcher also finds 12 language constructs with no *subject* and *predicate*. Most of the data occur because there is a particle or word class that contain of preposition, conjunction, interjection, and article on the beginning of the sentence. These following are some language constructs with non-existent *subject* and *predicate* functor.

- 1) Seperti para ksatria secara bersama-sama membangun tekad agar dapat menegakkan kebenaran dan menciptakan kebaikan.
- 2) Mulai dari upacara neloni, mitoni, mendhem ari-ari, brokohan, puputan, sepasar, dan selapanan.
- 3) Selain itu, dalam konteks suku, kata, identitas, agensi, bahkan kehadiran partisipan berpotensi menciptakan masalah.
- 4) Dikarenakan sebagai sebuah studi tentang seluk beluk budaya dari kajian bahasa atau memahami kebudayaan melalui bahasa dari sudut pandang linguistik.

In the first construct (1), it can be seen that it has no *subject* and *predicate* because of the word *seperti*. It is an adverb which shows similarity. If the word *seperti* is still used in the construct, it makes the construct becomes an adverb of comparison without *subject* and *predicate*. Therefore, the word *seperti* should be omitted in order to compose a good sentence.

Meanwhile, the second construct (2) is a construct that needs to be combined with the previous sentence. The phrase *mulai dari upacara neloni, mitoni, mendhem ari-ari, brokohan, puputan, sepasar, and selapanan* requires information in the form of *subject* and *predicate* beforehand.

In the third construct (3), there are no *subject* and *predicate* since there is the word *dalam* with a function as an adverb. It works similarly to the fourth construct (4) with the word *dikarenakan*. Its word causes the absence of *subject* and *predicate*. “dikarenakan” is also an incorrect form. “Sebab” can be added because it is a noun. “Karena” cannot be added since it is a conjunction. There is no “mengarenakan”. So, several alternative revisions on the language constructs are as follow.

- 1) Para ksatria membangun tekad bersama-sama agar dapat menegakkan kebenaran dan menciptakan kebaikan
- 2) Dalam siklus kelahiran, masyarakat Jawa memiliki berbagai macam ritual, mulai dari upacara neloni, mitoni, mendhem ari-ari, brokohan, puputan, sepasaran, dan selapanan.
- 3) Selain itu, konteks suku, kata, identitas, agensi, bahkan kehadiran partisipan berpotensi menciptakan masalah.
- 4) Hal tersebut merupakan sebuah studi tentang seluk beluk budaya dari kajian bahasa atau memahami kebudayaan melalui bahasa dari sudut pandang linguistik.

#### 4. CONCLUSION

Based on the data analysis, there are 72 data for the absence of *subject* and *predicate* function in a sentence on the students' scientific article. From 72 data, 31 language constructs data do not have *subject*, 29 data have no *predicate*, and 12 construct without both *subject* and *predicate*.

If we see the percentage of language errors in the form of the absence of the core function of the sentence, the most neglected function is the *subject*. Although *subject* function is the second core function, the non-existent *subject* does not follow the rule of elimination so it makes the language construct becomes imperfect.

The absence of *predicate* functor follows *subject* as the most error found in the data. There are 29 data with the percentage of 20.88%, meanwhile the construct without both *subject* and *predicate* found in 12 data ( 8.64%). The total and percentage can be seen from Table 1.

**Table 1.** The absence of *predicate* functor follows *subject* as the most error

No.	Non-existent Functor	Data Found	Percentage
1.	Subject	31	22.32%
2.	Predicate	29	20.88%
3.	Subject dan Predicate	12	8.64%
<b>Total</b>		<b>72</b>	<b>100%</b>

With this research, we can see that there are still quite a few basic errors in sentences. Knowledge of sentence structure and conditions will help students develop more complex logic. The results from this research can be used as an evaluation and knowledge to improve better quality of journal articles published, especially done by master program students, as well as the other published general scientific work.

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