



## Syntax: The Grammar of Kindergarten Fairytale Storytelling

Millatir Rodiyah; Djatmika Djatmika; FX. Sawardi

Universitas Sebelas Maret Surakarta, Indonesia

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### **Abstract**

This study examines the grammatical structure of kindergarten teachers in storytelling activities at Pandaan Pasuruan. The source of the data in this study was the utterances of kindergarten teachers who were telling stories in front of the class. The research data is in the form of transcribed recorded sentences. The data is then analyzed using structural syntax theory. Methods of data analysis in this study using the method for direct elements. The researcher divides the lingual data unit into several parts according to the classification of the grammatical processing. Grammatical processing in this study is studied based on the analysis of functions, categories, roles, and the complexity of the sentences. The complexity of the sentences in this study was reviewed based on the number of clauses in the sentence, as well as the use of subordinating conjunctions and coordinating conjunctions in the sentence. The results of the study show that kindergarten teachers tend to use sentences consisting of one clause. This indicates that kindergarten teachers use appropriate language for early childhood, so that the content and message in the fairy tales can be conveyed properly.

**Keywords:** *Fairytale; Sentence Complexity; Role Category Function*

### **Introduction**

Storytelling in the classroom is a complex activity because it relates to the teacher's knowledge and skills regarding the content and methods of storytelling. Apart from that, storytelling is also related to the conducive atmosphere in the classroom, as well as related to the facilities available in order to attract the attention of kindergarten children. Reading fairy tales from books using props such as hand puppets and then adding musical instruments may look interesting, but storytelling orally using natural ideas from every teacher can hone the teacher's creativity. In fact, every teacher has a different creativity in presenting each story. There are several factors that are referred to as the ideal form in storytelling, but the use of language that is easy to understand is the key.

Each teacher has a different way of storytelling and the use of language, among which teachers tend to use direct sentences, indirect sentences, imperative sentences, interrogative sentences, exclamatory sentences, single sentences, even compound sentences. Teachers also tend to use single sentences to make it easier for children to understand the contents of fairy tales. In addition, the use of the declarative mode in the context of character recognition, as well as the interrogative mode with polar and non-polar questions used to attract children's attention are more dominant in storytelling activities in the classroom.

Researchers have flocked to discuss the benefits of storytelling as a form of language skills (Amalia, 2019), (Pebriana, 2017), vocabulary mastery (Muharomah & Muzaki, 2019), character building (Anjarsari, 2018), increasing children's discipline (Nurhayati & Faijin, 2019), as well as increasing children's interest in reading (Syafrina, 2020). In addition, previous research states that the main factor for success in storytelling is only the teacher's creativity and innateness in storytelling (Piscayanti, Wedhanti, & Utami, 2020). How does the teacher use methods A, B, C to attract the attention of the audience, how high and low the teacher's voice is when telling stories, what media and props are used when telling stories, and so on. However, those researchers have not yet discussed grammar, which can further be referred to as the language skills of kindergarten teachers as one of the success factors for storytelling.

In terms of linguistics, the use of Indonesian in storytelling activities by kindergarten teachers is very varied and interesting to study in order to describe the grammar skills of kindergarten teachers in storytelling activities. Therefore, to explain the phenomena of language in storytelling, it is not enough to just examine its benefits, but to detail the selection of diction, the use of clauses, phrases, the choice of sentences, and the use of sentence modes. By utilizing the syntactic approach, the teacher's grammar practice can be identified in detail by examining the mode of the sentence to find out the speaker's attitude towards what is being said. Study of the function of the role categories in each sentence was also carried out to find out the sentence structure used by the teacher. To measure the teacher's tendency to use sentences, it is deemed necessary to study the complexity of sentences. Thus, this study also discusses the frequency of sentence use based on sentence complexity analysis which includes single sentences, equivalent compound sentences, multilevel compounds, dense compounds, and complex compounds.

Function, category, and role are analytical terms at the syntactic level (Sudaryanto, 1994: 12; Ramlan, 1996: 90; Alwi, et al. 1988: 319; Verhaar, 2001: 72). Function involves two characteristics, namely emptiness and relational (Verhaar, 2001: 78). Therefore, functions do not have certain forms, but must have certain meanings, but must be filled with forms, namely categories. These functions also do not have a specific meaning, but must be filled with a certain meaning, namely the role.

The grammatical function of a grammatical unit will appear if the grammatical unit appears in one construction, for example a word in a phrase, a phrase in a clause. Kridalaksana (2002:49) limits the notion of grammatical function as a relationship of interdependence between elements of a device in such a way that the device becomes a whole and forms a structure. Syntactic functions include subject (S), predicate (P), object (O), complement (Pel), and description (K). These five elements are not always required to be present together in a clause. Usually, the elements that are always present in a clause are S and P. Therefore, some experts call these two elements mandatory elements. The inner word class categories (Hasan et al., 2010) are divided into eleven types. The eleven words categories include (1) verbs; (2) nouns; (3) pronouns; (4) numerals; (5) adjectives; (6) adverbs; (7) prepositions; (8) conjunctions; (9) interjection; (10) articles; and (11) particles. In this study, syntactic categories were analyzed based on the phrases in each sentence.

In the formation of a sentence construction, each element has a share in forming the overall meaning. In other words, constituents have their own semantic role. The role of syntax is the meaning of the argument to the verb in such a way that the meaning is rooted in the verb. The role of syntax in a sentence is a generalization about the participants in the events indicated by the verb. Syntactic role representation will reduce the meaning of the verb through a set of roles assigned to the argument.

Research on the analysis of role category functions has been carried out by (Wahyuni, 2019). The research object is a single sentence in the Kompas daily newspaper. This research only focuses on single sentences, without examining equivalent compound sentences, multilevel compounds, dense compounds, or complex compounds. Meanwhile, this research does not only examine single sentences, but other compound sentences.

Sentence complexity can be seen from the use of sentence forms in storytelling. The use of single, compound, and complex sentences should be the teacher's attention in storytelling. Because the use of

sentences that are not appropriate for the child's age will have a negative impact on children's language development. Instead of understanding the message to be conveyed through fairy tales, the message from fairy tales will simply sublimate because the language used by the teacher is too complex or difficult to digest. Previous research regarding sentence complexity was conducted by Sunaringati (2019) in terms of the number of clauses and the number of words in the sentence. The object of the research is the speech of the Tarbiyatul Athfal Kindergarten teacher during one meeting. Complexity in this research is only classified into simplex sentences and complex sentences. The results of this study indicate that kindergarten teachers tend to use simplex sentences rather than complex sentences in one meeting.

### **Method**

The type of research used in this research is qualitative. Qualitative research is complex and plural, so that it often cannot be understood only with proportional and discursive knowledge (Santosa, 2017: 32). Researchers use intuitive knowledge that reflects the focus on research, starting from separating facts from data and not data, analyzing, then conceptualizing the phenomenon. In this study, the researcher served as the key instrument because the researcher best knew the materials and data that had to be sought in order to answer the formulation of the problem formulation that had been previously described.

This study will describe the sentence structure and sentence complexity used by kindergarten teachers in storytelling activities. Thus, this research is descriptive because it contains narratives about various linguistic phenomena found in storytelling. This data is a video recording when the teacher tells a story directly using their speech media. Next, the data is transcribed so that it becomes written data. The method of providing data in this study is the listening method. Techniques for providing the data include free-lance viewing, recording, and note taking (Sudaryanto, 2015). Researchers in the engagement-free listening technique are capable of not being directly involved in determining the formation and emergence of candidate data, the researcher only acts as an observer.

The data analysis method in this study uses the distribution method. The agih method is an analytical method in which the determining element comes from the language itself (Sudaryanto, 2015). The advanced analysis technique uses the technique for direct elements (BUL). The instrument used in analyzing the data is the function analysis of role categories and sentence complexity.

### **Results and Discussion**

Broadly speaking, sentence complexity is marked by how many clauses are used in a sentence. In addition, the complexity of sentence patterns and clauses also determines the complexity of sentences. The grouping of compound sentences can be seen from the use of subordinating, coordinating conjunctions, or the use of both conjunctions in one sentence. The data tabulation below summarizes the use of sentences based on the number of clauses and the complexity of the sentence pattern.

<b>Kinder- garten</b>	<b>Sabilal Hidayah</b>	<b>Tunggul Wulung</b>	<b>KB Wardah</b>	<b>Mutiara Ilmu</b>	<b>Total</b>
<b>Complexity</b>					
<b>Simplex</b>	31	77	16	35	159
<b>Equivalent Compound</b>	7	24	12	11	54
<b>Multilevel Compound</b>	18	11	15	8	52
<b>Meeting Compound</b>	5	9	4	3	21
<b>Complex Compound</b>	23	22	9	13	67
<b>Total</b>	84	146	68	70	368

In Sabial Hidayah Kindergarten and Tunggul Wulung Kindergarten, the use of single sentences or simplex sentences dominates the research findings. In contrast to KB Wardah, who used more multilevel compound sentences in all of his fairy tales, only 15 single sentences were found, a difference of one sentence with multilevel compounds. Meanwhile, there are 18 multilevel compound sentences in SH and 11 sentences in TW. The following is a description of the simplex sentences found in the data source.

<b>Form</b>	Temannya	banyak
<b>Function</b>	S	P
<b>Category</b>	N	Num
<b>Role</b>	Pelaku	Ukuran
<b>Complexity</b>	TW03/K101/Sim	TW03/ S- P

The data from the Tunggul Wulung Kindergarten above is included in the single sentence or simplex sentence category because it consists of only one clause. The sentence has an S-P pattern without any connecting words, there is only an anaphoric marker as a word that refers to the subject in the previous sentence, namely the sentence: *Arif ini punya teman namanya Adam, namanya Yunus* ‘Arif has a friend named Adam, his name is Yunus’ (Pola: TW 02/ S- P- O- Pel). The P function in the TW/03/S-P data above is filled by the word class numeralia.

<b>Form</b>	Setiap	hari	Arif, Yunus, Adam	berangkat	bersama- sama	belajar	sama- sama
<b>Function</b>	Ket		S	P	Pel	P	Pel
<b>Category</b>	FPep		FN	V	Adv	V	Adv
<b>Role</b>	Waktu		Pelaku	Tindakan	Penyerta	Tindakan	Penyerta
<b>Complexity</b>	TW 05/ K102/ MRap			TW 05/ Ket- S- P- Pel- P- Pel			

TW 05/ K102/ MRap data from the Tunggul Wulung Kindergarten are included in the compound sentence category, because the sentence above consists of two clauses. The first clause is: *setiap hari Arif, Yunus, Adam berangkat bersama-sama* ‘every day Arif, Yunus, Adam departed together’, the second clause is: *belajar bersama-sama* ‘study together’. If explained, then the sentence above was actually born from two functioning clauses K-S-P-Pel-(S)-P-Pel, namely:

- 5a) *Setiap hari Arif, Yunus, Adam berangkat bersama-sama*. ‘Every day Arif, Yunus, Adam departed together’
- 5b) *Setiap hari Arif, Yunus, Adam belajar bersama-sama*. ‘Every day Arif, Yunus, Adam study together’

The above data includes complex compound sentences because the function K and function S in the second clause are closed together, finally the functions S and K are only located in the first clause.

The next complexity review is equivalent compound sentences. Equivalent compound sentences are sentences that come from two independent clauses that can stand alone. Following is a detailed description of the findings of equivalent compound sentences in the research data corpus.

<b>Form</b>	Airnya	penuh	habis	hujan	airnya	penuh
<b>Function</b>	S	P	Ket		S	P
<b>Category</b>	N	Adj	FV		N	Adj
<b>Role</b>	Sumber	Kejadian	Waktu		Sumber	Kejadian
<b>Complexity</b>	TW79/K102/ MSet				TW 79/ S-P-Ket-S-P	

TW79/KI02/MSet data consists of two clauses that can stand alone into sentences as below:

79a) *Airnya penuh* ‘The water is full’

79b) *Habis hujan airnya penuh* ‘After the rain the water is full’

Fungsi sintaksis pada kalimat 79a adalah S-P, kemudian pada 79b adalah K-S-P. Kedua kalimat di atas bisa berdiri sendiri karena masing-masing klausa memiliki fungsi P. The conjunction between clauses in the sentence above is the word *setelah* ‘after’, but it is pronounced in Javanese as the word *habis* ‘ends’. The conjunction after is a feature of the use of equivalent compound sentences.

The next complexity is multilevel compound sentences. A multilevel compound sentence is a sentence that consists of a main clause and a subordinate clause. The clause cannot stand as an independent sentence because it depends on the main clause. The subordinate clause (subordinate clause) is usually an extension of the main clause, therefore it cannot separate itself into a single sentence. Multilevel compound sentences are also called complex sentences. The following is an example of multilevel compound sentence findings.

Itulah	akhir	dari cerita	asal mula	pohon	wangi	yang	berasal	dari	kebaikan	seekor kelinci
S	P	Ket	Pel			P		Ket		Pel
Pron	Adj	FPrep	FN	FN	FV		FPrep	FN		
Pelaku	Keadaan	asal			pemilikan		penyerta	pelaku		
KW68/KI02/MBer				KW68/S-P-Ket-Pel-P-Ket-Pel						

KW68 data consists of two clauses and belongs to the multilevel compound sentence category. The first clause is the main clause, while the second clause is a subordinate clause or clause. Constituent *yang berasal dari kebaikan seekor kelinci* ‘that comes from the kindness of a rabbit’ merupakan perluasan dari klausa induk *itulah akhir dari cerita asal mula pohon wangi* ‘that is the end of the story of the origin of the fragrant tree’. Constituent *yang berasal dari kebaikan seekor kelinci* cannot stand alone to be a standalone sentence, because the clause is an extension of the main sentence KW68.

Complex compound sentences are advanced forms of complex sentences or multilevel compound sentences. If a complex sentence has two or more clauses, a complex compound sentence consists of three or more clauses. Two of the clauses in this sentence stand as the main clause. Meanwhile, other clauses function as subordinate clauses whose job is to expand the main clause. Below is an explanation of complex compound sentences found in the data corpus.

<b>Form</b>	Di jalan	ia	bertemu	dengan	aya m,	si ayam	terkaget	da n	sempe t	berlar i	untu k	bersembunyi
<b>Function</b>	ket	S	P	O		S	P				Pel	
<b>Category</b>	FPrep	Pron	V	FN		N	FV				FV	
<b>Role</b>	tempat	pelaku	tindakan	sasaran		pelaku	proses	tindakan		penyerta		
<b>Complexity</b>	KW51/KI03/MKom					KW51/Ket-S-P-O-S-P-P-Pel						

The sentence KW51/KI03/MKom is a complex compound sentence because it consists of three clauses, namely:

51a) *Di jalan ia bertemu dengan ayam* ‘On the way he met a chicken’

51b) *si ayam terkaget* ‘the chicken was shocked’

51c) *dan sempat berlari untuk bersembunyi* ‘and ran to hide’

The sentence above is patterned Ket-S-P-O-S-P-P-Pel. The first clause 51a) consists of the K-S-P-O pattern, the second clause pattern is 51b) S-P, and the third clause pattern is P-Pel. Conjunctions

between clauses are found between the second clause and the third clause, namely coordinating conjunctions; *dan* ‘and’. Besides coordinating conjunctions, there are also subordinating conjunctions; *untuk* ‘for’, contained in the third clause. Thus, it is clear that the KW51 data is included in the complex compound complex category.

The main clause in the KW51 sentence is a clause 51a) *Di jalan ia bertemu dengan ayam* ‘On the way he met a chicken’, the subordinate clause is clause 51b) *si ayam terkaget* ‘the chicken was shocked’. While 51c) *dan sempat berlari untuk bersembunyi* ‘and ran to hide’, is a subordinate clause as an extension of clause 51b).

The next discussion concerns the structure or sentence patterns used by kindergarten teachers in storytelling activities. Sentence structures or patterns are used to form word components into correct and effective sentences according to Indonesian spelling. Based on the basic pattern, (Hasan et al., 2010) revealed patterns of (1) SP, (2) S-P-O, (3) S-P-Pel, (4) S-P-Ket, (5) S-P-O-Pel, (6) S-P-O- Ket. The six basic patterns can be derived into unlimited variants as from 26 Latin letters it is derived into unlimited Indonesian written words. In this study, broad sentences were found that were more complex than the general basic sentence pattern.

The findings of various sentence patterns show that sentence patterns are not only limited to the six basic patterns, but are more varied but still effective and can be understood by listeners and readers. Findings of ineffective complex sentence patterns will be discussed further in the next sub. This research does not only examine sentence patterns based on their function, but in terms of their categories and syntactical roles. The following are variations of sentence patterns outside of the six basic sentence patterns proposed by Hasan et al., (2010).

The sentence above consists of three clauses patterned Ket-P-O-S-P-O-P-O. *Di hutan itu* ‘In that forest’ included in the adverb function in the noun phrase category. The word *banyak* ‘many’ belong to the P function and belong to the class of adjectives that describe the O function, namely *makanane monyet* ‘monkey food’. The noun phrase *makanane monyet* included in the O function, the word *ada* ‘there is’ belongs to the P function and belongs to the class of transitive verbs. Then, the next function O is the word *pisang dan buah-buahan* ‘bananas and fruits’. In the sentence above there is no function S, but the absence of function S does not make the sentence ambiguous or unacceptable.

The syntactic category used in the sentence above is a prepositional phrase – *di hutan* ‘in the forest’, noun phrase – *makanane monyet* ‘monkey food’, verb – *ada* ‘ther is’, noun – *pisang* ‘banana’, and noun phrases – *buah-buahan* ‘fruits’. When analyzed from its syntactical role, the function K in the sentence above is included in the role of place because it mentions where the monkey's food is. The first P function shows the role of size because it specifies the quantity of objects. All of the O functions in the sentence above are included in the target, and the P function in the second and third clauses is included in the ownership role because it indicates the presence of something.

<b>Form</b>	Di hutan	itu	banyak	makanane	monyet	ada	pisang	ada	banyak	buah-buahan
<b>Function</b>	Ket		P	O		P	O	P	O	
<b>Category</b>	FPrep		Adj	FN		FV	N	V	FN	
<b>Role</b>	Tempat		Ukuran	Sasaran		Pemilikan	Sasaran	Pemilikan	Sasaran	
SH10/ Ket-P-O-S-P-O-P-O										

## Conclusion

The results of sentence analysis based on the function category role show that the function P is not only in the category of verbs, but also in the category of nouns, adjectives, and even numerals. The S function is also not always in the noun category, but in the adverbial and numeral categories. Based on the role analysis in this study, the function of P does not only act as an action, but also as a state, process, ownership, and quantity. The S function acts as an actor and a responder. The O function does not only act as a target, but also as a result, reach, source, and size. The function Pel acts as a companion. The function of K in this study is not only as a tool, but also as a place, time, and possibility. The category findings in this study were verb phrases, noun phrases, adjective phrases, prepositional phrases, numeral phrases, and adverb phrases.

The complexity of sentences in storytelling activities by Kindergarten teachers in Pasuruan shows that single sentences dominate the research findings. However, the second most common finding is complex compound sentences consisting of three or more clauses. Sentences that consist of two clauses include equivalent compound sentences, multilevel compounds and compound sentences. Apart from looking at the number of clauses in the sentence, the grouping can be seen from the use of subordinating or coordinating conjunctions in the sentence.

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