



Syntax Competence for Grade 8 Students Manifest in Basic Sentence Patterns

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Abstract. Syntax competence has a role in the success of communication. Syntax competence is manifested in the performance in composing sentences. According to the theory of transformation, sentences are divided into basic sentences and transformation sentences. Basic sentences have a basic phrase structure pattern, while transformation sentences have a pattern of changing basic sentences. The syntactic competence, which is manifested in the basic sentences of Indonesian, consists of five patterns, namely FN1+FN2, FN+FV, FN+FA, FN+FNum, FN+FPprep.

Keywords: syntactic competence, 8th-grade students, basic sentence patterns

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INTRODUCTION

Syntax competence is competence related to sentence arrangement. Syntax competence contains the knowledge of the rules of the sentence formation system. The components of a sentence consist of words, phrases, and clauses. The components are arranged using syntactic rules to produce acceptable sentences. Acceptable sentences play a role in communication. Therefore, syntactic competence is one of the components of communicative competence (Canale, M & Swain, 1980; Dhurkari, 2017). Hymes, (1971) states that competence depends on two things, namely knowledge (innate) and usage (the ability to use innate knowledge). Hymes' opinion shows that a person's competence is seen through the real use of knowledge. Furthermore, McNamara, (1995) views competence as an ideal performance model. To be able to measure competence, an analysis of performance is needed (Binson & Lev-Wiesel, 2018).

Measuring syntactic competence means measuring performance in composing sentences. Sentence consists of semantic interpretation and phonological interpretation. Semantic interpretation is determined by inner structures, whereas outer structures determine the phonological interpretation. Thus, a sentence consists of a semantic component and a phonological component. Syntactic units determine the two components (Chomsky, 1957, 1965; Zamroni, Muslihati, Lasan, & Hidayah, 2020). Research on syntactic competence embodied in this basic sentence pattern contributes at least to the following two objectives. First, to map students' competences in mastering basic rule patterns in their mother tongue. Second, it provides an overview of the syntactic development manifested in basic sentence patterns when students are in the junior high school level (adolescence).

LITERATURE REVIEW

Definition of Syntax Competence

The definition of syntactic competence is described in advance based on the constituent words, namely competence and syntactic. The separation of the meaning of the term syntactic competence is carried out to provide clarity of the concept of syntactic competence used in this study. The term competence in the context of the transformational theory is distinguished by performance. Competence is a speaker's knowledge of his language. Knowledge of this language rule system is limited, but from this limited knowledge, speakers can produce and understand an unlimited number of sentences. Meanwhile, performance is defined as the actual use of competencies. Competence can be illustrated through performance. A person's language performance can be seen in language production, both spoken and written.

Concerning competence and performance, (Newby, 2011; Yilmaz & Gurler, 2014) language is a cognitive phenomenon through the use of codes (performance), which are controlled by basic knowledge

stored in the minds of speakers (competence). A person's competence is seen in a performance. That means that someone's grammatical knowledge can be seen when he uses language. A person's language performance is a portrait of his / her language competence. Competence as a cognitive phenomenon is concerned with processing information in producing sentences. Cognitive phenomena in language competence are manifested in the perception of information through listening and reading activities. Furthermore, the information is packaged in language production through speaking and writing activities.

Since its introduction by Chomsky in 1965, the definition of competence has evolved. There are three statements regarding competency definitions that are closely related. First, competence is a cognitive phenomenon that uses linguistics as a code. Second, linguistic description involves not only mental processes but also spoken language and cultural communities. Third, the view that language analysis must involve not only systems and general rules in spoken language, but also a process of human discourse that continues to develop and be updated when conveying spoken language (Y. M. Chen, Liu, & Chiu, 2017; Newby, 2011).

In connection with these three assumptions, this syntactic competency research becomes a study that reveals competence as a cognitive phenomenon that uses spoken language as code. Cognitive phenomena described in this study indicate the processing of information from internal structures to outer structures (transformation structures) (Alousque, 2014; Hymes, 1971). Competence depends on two things, namely knowledge (innate) and usage (the ability to use innate knowledge). Hymes' opinion shows that a person's competence is seen through the real use of knowledge. Furthermore, competence as an ideal performance model (McNamara, 1995; Tempelaar, Rienties, & Giesbers, 2009). Therefore, to be able to measure competence, performance analysis is needed. The syntax is a branch of linguistics that deals with the rules of sentence formation. The field of syntactic science is the preparation of sentence components consisting of phrases and clauses. Sentences that are arranged according to grammatical rules in a language are said to be accepted (M.-R. A. Chen & Hwang, 2020; Zamroni, Hanurawan, Hambali, Hidayah, & Triyono, 2020). Competence to produce sentences that are accepted is called syntactic competence.

Components of syntactic competence

The syntactic competency component can be separated from the language component in the syntax field. The syntactic competence component includes competence to master basic structural rules (basic sentences) and transformation patterns (transformation sentences). Sentence consists of a semantic interpretation and a phonological interpretation (Chomsky, 1965; Terms, 2015). Semantic interpretation is determined by inner structures, whereas outer structures determine the phonological interpretation. Thus, a sentence consists of a semantic component and a phonological component. Syntactic units determine the two components.

The sentence is the highest aspect of syntactic studies. Sentences can be defined from two aspects. First, a sentence is defined based on the meaning (content) contained in the sentence. Second, sentences are defined from the formal characteristics of the sentence (Sumadi, 2013). Sentence as a linguistic unit that contains a complete idea and consists of elements arranged according to a specific sequence and intonation (Moeliono, A.M., Lapoliwa, H., Alwi, H., Sasangka, S.S.Tj.W., 2017; Nofal Dr., 2012). In this definition, the elements contained in a sentence are structure and intonation. Other definition sentence as a proposition that has a part in the form of a subject and explanation (Samsuri, 1985). The central part is called the subject, and the subject description is called the predicate. Two essential elements of the sentence in the definition are the subject or subject and the explanation (explanation). Moeliono, et al. defines a sentence as the most significant grammatical unit that contains a predicate and expresses a thought (Jeynes, 2017; Moeliono, A.M., Lapoliwa, H., Alwi, H., Sasangka, S.S.Tj.W., 2017; Zamroni, Hanurawan, Muslihati, Hambali, & Hidayah, 2020). In the spoken form, sentences are marked by the final intonation. In Latin script, sentences start with a capital letter and end with a period (.), Exclamation point (!), Or a question mark (?). Grammatically, a sentence consists of a subject and a predicate that can be followed by an object, complement, and/or description.

Tarigan, (2015) limits sentences with four main characteristics, namely language units, which are relatively independent, have a final intonation pattern and consist of clauses. Within these limits, sentences must be in the form of a language unit that can stand on its own, verbally with the final tune, and consist of a minimum of subject and predicate. Ramlan, (1996)states that sentences are determined by intonation, namely the existence of a long pause in a dissertation by a falling or rising final tone. In this definition, the sentence is viewed from the medium of spoken language (speech).

The definition of the sentence as stated above shows that the sentence can be viewed from the oral and written aspects. From the oral aspect, sentences are marked by intonation, while from the written aspect, they are marked by the use of capital letters at the beginning of the sentence and ending with punctuation. The basic characteristic of a sentence is a grammatical unit that contains a complete and

independent idea. Therefore, in this study, sentences in the context of written language are considered the same as speech in the context of spoken language.

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Samsuri, (1985) defines a sentence as a proposition that has a part in the form of a subject and explanation. The main part is called the subject and the subject description is called the predicate. Two important elements of the sentence in the definition are the subject or subject and the explanation (explanation). Moeliono, A.M., Lapoliwa, H., Alwi, H., Sasangka, S.S.Tj.W., (2017) defines a sentence as the largest grammatical unit that contains a predicate and expresses a thought. In the spoken form, sentences are marked by the final intonation. In Latin script, sentences start with a capital letter and end with a period (.), Exclamation point (!), Or a question mark (?). Grammatically, a sentence consists of a subject and a predicate that can be followed by an object, complement, and/or description.

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The definition of the sentence as stated above shows that the sentence can be viewed from the oral and written aspects. From the oral aspect, sentences are marked by intonation, while from the written aspect, they are marked by the use of capital letters at the beginning of the sentence and ending with punctuation. The basic characteristic of a sentence is a grammatical unit that contains a complete and independent idea. Therefore, in this study, sentences in the context of written language are considered the same as speech in the context of spoken language. The sentence limits in this study consist of three things. First, its main characteristic is initial silence and final silence. Second, sentences don't always have S and P. Third, sentences don't always have meaning. There are sentences that only have a function (Sumadi, 2013).

Basic sentences are part of the syntactic component which contains the rules of the (basic) phrase structure. This rule is divided into two things, namely the category rule and the lexicon rule. The category rule generates basic sentence and structural descriptions for each sentence called base phrase markers. This basic phrase marker is an element of the inner structure (Chomsky, 1957, 1965). The internal structure is the overall grammatical functions and the relationship between lexical elements that give the meaning of the sentence.

The basic sentence in this study is the basic structure that undergoes zero transformation. That is, the inner structure is the same as the outer structure of the sentence, there is no use of a transformation pattern in the basic sentence. The characteristics of the basic sentence are (1) only have one verb, (2) do not contain elements that are connected by conjunction with other elements, (3) the subject, object, and predicate of the basic sentence have minimum specifications, and (4) do not contain secondary operators such as negation, orders, questions, and modalities (Silitonga, 1976).

The characteristics of the sentence stated by Lapoliwa above, especially point (1) cannot be applied in Indonesian language rules. In the Indonesian language structure, a sentence may not have a verb. For example, the sentence Karima won second. The sentence does not contain a verb, the pattern is FN + FN and the sentence is accepted in Indonesian. Moeliono, A.M., Lapoliwa, H., Alwi, H., Sasangka, S.S.Tj.W., (2017) provides basic sentence boundaries with four characteristics. The four characteristics are (1) consisting of one clause, (2) the elements are complete, (3) the arrangement of the elements according to the most general order, and (4) do not contain questions, orders, exclamations, or denials. This basic sentence is identical to the affirmative declarative single sentence.

Tarigan uses the term core sentence which is adopted from the concept of the kernel sentence as expressed by (Chomsky, 1965). Kernel sentences are sentences that are generated by the use of obligatory transformation patterns. Kernel sentences are simple structural sentences and form the basis for all sentences generated by the mandatory and optional transformation patterns.

Tarigan, (2015) states that the core sentence has five characteristics. The five characteristics are (1) singular, (2) perfect, (3) statement, (4) active, and (5) affirmative. The characteristics of these basic sentences are based on the reference that the basic sentences are kernel sentences. If a sentence does not fulfill these five characteristics, then the sentence is not included in the main sentence. Suparno, (2013)

uses the term core sentence as opposed to transformational sentences. The core sentence has six characteristics. These characteristics are complete, simple, active, statement, positive, and coherent. The completeness of the basic sentence is determined by the elements that must be present in a clause, namely the subject and predicate. The elements that must be present can be accompanied by objects, complements, and information (Burgers, Renardel de Lavalette, & Steen, 2018; Moeliono, A.M., Lapoliwa, H., Alwi, H., Sasangka, S.S.Tj.W., 2017).

The characteristics of the basic sentence that have been described in the previous section indicate that a basic sentence must be complete, simple, positive, coherent, active, and a statement. A sentence that does not have this characteristic means that it is a derivative sentence or a sentence of transformation. The lexicon rule is a list of all existing morpheme information and all information required for semantic, syntactic, and phonological interpretation (Samsuri, 1985; Silitonga, 1976; Suhardi, 2017). The information includes the types of words, elements, or forms that precede or follow in the sentence, concrete or abstract must be reflected or listed in the lexicon concerned. Likewise, special features that distinguish similar morphemes must be listed in the lexicon concerned. The lexicon rule in this study is used to determine syntactic categories, namely noun phrases, verb phrases, adjective phrases, numerals phrases, and prepositional phrases.

Basic sentence patterns in Indonesian are divided into five, namely: (1) Noun Phrase + Noun Two Phrases, (2) Noun Phrases + Verb Phrases, (3) Noun Phrases + Adjective Phrases, (4) Noun Phrases + Numeral Phrases, and (5) Noun Phrases + Prepositional Phrases (Samsuri, 1982: 148; Sumadi, 2013: 161; Suhardi, 2017: 91). These five basic sentence patterns are used to analyze the syntactic competence of oral Indonesian language students in grade 8 SMP (Public Middle School).

RESULTS AND DISCUSSION

The results of research on the syntactic competence of oral Indonesian for grade 8 junior high school students which is manifested in the basic sentence pattern show that the syntactic competence of oral Indonesian for grade 8 junior high school students is patterned FN1 + FN2, FN + FV, FN + FA, FN + FNum, and FN + FPrep. In connection with the results of this study, the following discussion was conducted.

The results of research on the syntactic competence of oral Indonesian for grade 8 junior high school students are manifested in basic sentence patterns according to the theory of oral language grammar proposed by Leech (2000: 695). The grammar of the spoken language has a short average of phrases, especially noun phrases. Short phrases are found in all coaster fillers. This characteristic of spoken language can be seen in all sentences, both with the pattern FN1 + FN2, FN + FV, FN + FA, FN + FNum, and FN + FPrep. In the basic sentence of the FN1 + FN2 pattern, the characteristics of short phrases can be seen, for example, in a sentence (B79) Karima won second place (*Karima juara dua*). In the basic sentence of the FN + FV pattern, the characteristics of short phrases can be seen, for example, in the sentence (K5) I passed (*Saya lewat*). In the basic sentence the FN + FA pattern can be seen in short phrases, for example in the sentence (P6) You're stingy (*Kau pelit*). In the basic sentence, the FN + FNum pattern can be seen, for example, in the sentence (E16) yellow rice one (*Nasi kuning satu*). In the basic sentence the FN + FPrep pattern can be seen, for example, in the sentence (V5) The shoe place is here (*Tempat sepatu di sini*).

The results of research on the syntactic competence of oral Indonesian for grade 8 junior high school students which are manifested in this basic sentence pattern are in accordance with the transformational generative theory (TGT) proposed by Chomsky. Based on the TGT, the basic sentence (kernel sentence) is a sentence that has simple, declarative, and active characteristics (Chomsky, 1957: 80). These characteristics are found in all basic sentence patterns in Indonesian spoken by students in grade 8 SMP (Public Middle School). This means that students in grade 8 SMP (Public Middle School) already have syntactic competence in compiling basic sentences that have complete, simple, positive, declarative, active, and coherent characteristics. The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences that have simple characteristics can be seen, for example, in the sentence (U1) I am hungry (*Saya lapar*). A simple characteristic is shown by the use of a clause structure in the 8th-grade junior high school students' oral syntactic competence in using basic sentences that have declarative characteristics that can be seen, for example, in the sentence (P45) Homyped SD children's shoes (*Homyped sepatu anak SD*). The syntactic competence of oral Indonesian students in grade 8 SMP (Public Middle School) in using basic sentences that have active characteristics can be seen, for example, in a sentence (B56) We compete there (*Kita bersaing di situ*).

The results of the research on the syntactic competence of oral Indonesian for grade 8 junior high school students with the patterns FN1 + FN2, FN + FV, FN + FA, FN + FNum, and FN + FPrep are also in accordance with the syntactic theory of Indonesian according to Moeliono, et al. (2017: 443). Moeliono, et al. a statement that the basic sentence is a sentence which (1) consists of one clause, (2) the elements are

complete, (3) the elements are arranged according to the most general order, and (4) does not contain questions, orders, exclamations or denials. These four characteristics can be packaged in a simple, complete, complete, firm, declarative, and positive way. This means that grade 8 SMP (Public Middle School) already has the syntactic competence of spoken Indonesian which is manifested in sentence patterns that contain simple, complete, coherent, declarative, and positive characteristics. The syntactic competence of oral Indonesian for grade 8 junior high school students in basic sentences which have simple characteristics can be seen, for example, in sentence (T28) I understand (*Saya paham*). The syntactic competence of oral Indonesian for grade 8 junior high school students in basic sentences which have complete characteristics can be seen, for example, in sentence (B79) Karima won second place (*Karima juara dua*). The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences that have coherent characteristics can be seen, for example, in sentence (V5) The place of shoes is here (*Tempat sepatu di sini*). The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences that have declarative characteristics can be seen, for example, in sentence (B113) The first winner went up to the national level in Jakarta (*Juara satu itu naik ke nasional di Jakarta*). The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences which have positive characteristics can be seen, for example, in sentence (U4). Today's international youth (*Hari ini hari remaja internasional*).

The results of research on the syntactic competence of oral Indonesian for grade 8 junior high school students which are manifested in basic sentences are also in accordance with the theory of speech development stages (Musfiroh 2017: 77). According to the theory of speech development, children aged 12-14 years are at an advanced stage. This stage is obtained after the child has mastered telegraphic speech and morphemes. In the advanced stage, students have the competence to compose sentences using various syntactic constructs so that sentences become longer. In the advanced stage, 8th-grade students of junior high school are able to compile basic sentences using a combination formed from basic words, affix words, particles, clitics, and articles. The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences consisting of a combination in the form of basic words can be seen, for example, in the sentence (K5) I passed (*Saya lewat*). The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences consisting of a combination in the form of affixed words can be seen, for example, in the sentence (CC5) Gian faces LGBT people (Lesbian, Gay, Bisexual, and Transgender) (*Gian menghadapi kaum LGBT (Lesbian, Gay, Biseksual, dan Transgender)*). The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences consisting of a mixture in the form of particles can be seen, for example, in a sentence (S20) Every person's opinion is different (*Setiap pendapat orang itu beda*). The syntactic competence of oral Indonesian for 8th-grade junior high school students in using basic sentences consisting of a combination in the form of possessive pronouns can be seen, for example, in Mam Yuni's sentence (R7), my elementary school sports teacher from grade 4 to grade 5 (*Mam Yuni itu guru olahraga SD-ku dari kelas 4 sampai kelas 5*). Syntactic competence in oral Indonesian 8th-grade students of junior high school in using basic sentences consisting of a combination in the form of articles can be seen, for example, in a sentence (B6) Ki Hajar Quiz only starts from preparation (*Kuis Ki Hajar saja mulai dari persiapan*).

The results of research on the syntactic competence of oral Indonesian for grade 8 junior high school students which are manifested in these basic sentences are also in accordance with the theory of sustainability (The Continuity Theory). Based on the theory of sustainability, children are able to form complete syntactic representations from the early stages of syntactic development. The language acquisition process occurs continuously. Language acquisition tools analyze experiences that have the same meaning and relationship from each stage of development (Gallagher et al., 2017; O'Grady, 1997). The two main assumptions in continuity theory are parameter setting and vocabulary acquisition. The syntactic competence of the 8th-grade junior high school students in the continuity theory review is shown by the integrating filler. Some of the basic sentences in Indonesian spoken by grade 8 junior high school students are filled with two words, some are filled with three words, some are filled with four words, some are even filled with twelve words. The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences consisting of two words can be seen in the sentence (T28) I understand (*Saya paham*). The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences consisting of three words can be seen in the sentence (E16) rice yellow one (*Nasi kuning satu*). The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences consisting of four words can be seen in the sentence (H14) I eat fried rice (*Saya makan nasi goreng*). The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences consisting of five can be seen in the sentence (U4) Today is International Youth Day (*Hari ini hari remaja internasional*). The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences consisting of seven words can be seen in the sentence (R12) SDN 5 Banteng close

to Fadlan's house (*SDN 5 Banteng dekat dengan rumah Fadlan*). The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences consisting of eight words can be seen in the sentence (B113) The second winner went up to the national level in Jakarta (*Juara dua itu naik ke nasional di Jakarta*). The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences consisting of twelve words can be seen in the sentence (R7) Mam Yuni, my primary school sports teacher from grade four to grade five (*Mam Yuni itu guru olah raga SD-ku dari kelas empat sampai kelas lima*).

The results of research on the syntactic competence of oral Indonesian language students in grade 8 SMP (Public Middle School) which are manifested in basic sentences are also in accordance with the theory put forward by Chomsky, (1965). The basic sentence used by grade 8 junior high school students is a representation of the deep structure. Chomsky states that basic sentences are sentences produced through obligatory transformational rules. The mandatory transformation rule requires the presence of a basic phrase marker. This basic phrase marker is the basic unit for forming the inner structure. The syntactic competence of oral Indonesian for grade 8 junior high school students in using sentences that have the same inner structure and surface structure can be seen, for example in sentences (E82) My name is Jevon (*Nama saya Jevon*). The sentence has an inner structure, namely a noun phrase and a noun phrase. The surface structure of the sentence (E82) is filled with a noun phrase, which is my name and a noun phrase, namely Jevon. The syntactic competence of oral Indonesian for grade 8 junior high school students in using sentences that have the same inner structure and surface structure can also be seen, for example, in the sentence (H14) I eat fried rice (*Saya makan nasi goreng*). The sentence has an inner structure, namely a noun phrase and a verb phrase. The surface structure of the sentence (H14) is filled with a noun phrase, namely me and a verb phrase, namely eating fried rice.

The results of research on the syntactic competence of oral Indonesian for grade 8 junior high school students which are manifested in basic sentence patterns are also in accordance with the principles of syntactic development put forward by Vavra, (2000). According to Vavra, syntactic development follows three principles, namely reduction, expansion, and subordination. The principle of syntactic development that occurs in students up to the age of 11 years is reduction and expansion. The syntactic competence of Indonesian spoken Indonesian students in grade 8 SMP (Public Middle School) in using basic sentences which indicate the principle of expansion can be seen, for example, in the sentence (CC5) Gian faces LGBT people (lesbian, gay, bisexual, transgender). The principle of expansion is demonstrated by the development of an FV filler to FV + FN (facing LGBT people). Likewise in the FN1 + FN2 pattern, the principle of expansion can be seen, for example, in the sentence (R7) Mam Yuni is my elementary school sports teacher from grade four to grade five. The principle of expansion in the sentence (R7) is shown by the FN2 combiner which consists of FN2 + FPrep.

The results of the research on the syntactic competence of oral Indonesian for grade 8 junior high school students which manifested in basic sentence patterns did not fully correspond to the characteristics of the basic sentences put forward by Lapoliwa. Lapoliwa (Dastmard, Razmjoo, & Salehi, 2012) suggests that the basic sentence is the equivalent of the kernel sentence which was first introduced and developed by (Amonoo, Harris, Murphy, Abrahm, & Peteet, 2020; Chomsky, 1965; Harris, 2013). Basic sentences can also refer to the atomic sentence concept introduced by Stockwell (Stephan, Patterson, Kelly, & Mair, 2016). The characteristics of basic sentences according to Lapoliwa are (1) it only has one verb; (2) does not contain elements connected by conjunction with other elements; (3) the subject, object, and predicate of the basic sentence have minimum specifications; and (4) does not contain secondary operators such as negation, command, and question. This happens because in Indonesian the sentence predicate is not always a verb (Samsuri, 1985). Samsuri explained that a basic sentence is a sentence marked by a noun phrase followed by another phrase. Other phrases can be in the form of noun phrases to form FN1 + FN2 patterns, verb phrases to form FN + FV patterns, adjective phrases to form FN + FA patterns, numeral phrases to form FN + FNum patterns, and prepositional phrases to form FN + FPrep patterns. The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences with predicates in the form of noun phrases can be seen, for example, in the sentence (U4) Today is an international youth day (*Hari ini hari remaja internasional*). The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences with the predicate in the form of an adjective phrase can be seen, for example, in the sentence (X39) Pak Sofyan was very busy (*Pak Sofyan sibuk sekali*). The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences with predicates in the form of numeral phrases can be seen, for example in the sentence (F13) Mineral water one (*Air mineral satu*). The syntactic competence of oral Indonesian for 8th-grade junior high school students in using basic sentences with predicates in the form of prepositional phrases can be seen, for example in the sentence (V5) Shoe place here (*Tempat sepatu di sini*).

The results of research on the syntactic competence of oral Indonesian for grade 8 junior high school students which are manifested in basic sentence patterns in accordance with the characteristics put forward by Lapoliwa can be seen in the second, third and fourth characteristics, namely that they do not contain elements that are connected by conjunctions with other elements; the subject, object, and predicate of the basic sentence have minimum specifications; and does not contain secondary operators such as negation, command, and question. The syntactic competence of oral Indonesian for grade 8 junior high school students in using basic sentences with features that do not contain elements that are connected by conjunctions with other elements can be seen, for example, in the sentence (T28) I understand (*Saya paham*). The syntactic competence of oral Indonesian for 8th-grade junior high school students in using basic sentences with the characteristics of the subject, object, and predicate of the basic sentence has minimum specifications, for example, in the sentence (U15) I became the skipper (*Saya jadi nakhoda*). use basic sentences with characteristics not containing secondary operators such as negation, commands, and questions can be seen, for example, in the sentence (B56) We compete there (*Kita bersaing di situ*).

The results of research on the syntactic competence of oral Indonesian for grade 8 junior high school students which are manifested in basic sentence patterns have similarities with the research conducted by Mulyadi (1987). The research entitled "The Order of Acquisition of Indonesian Sentences Written by Junior High School Students in the Javanese Language". The focus of this research is the order of acquiring written Indonesian sentences. The results of this study indicate that the basic sentences have been mastered by junior high school students, both students who live in cities, in half cities, and in villages. The basic sentences obtained have the patterns FN1 + FN2, FN + FV, FN + FA, FN + FNum, and FN + FPrep. The five basic sentence patterns obtained by the students did not have differences in the order between students who lived in cities, semi-cities, and villages.

Research on the syntactic competence of oral Indonesian for grade 8 junior high school students has similarities with the results of this study. The equation is that junior high school students already have the competence to compile basic sentences using the five basic sentence patterns in Indonesian. The results of the research on the syntactic competence of grade 8 junior high school students which are manifested in basic sentences show that students who speak Indonesian as their mother tongue have been able to compose basic sentences using the same five patterns as the basic sentence patterns in Indonesian composed by junior high school students who speak Javanese as their mother tongue.

The difference between the results of the research on the syntactic competence of spoken Indonesian in grade 8 SMP (Public Middle School) and the results of the research on the order of acquisition of written Indonesian sentences of junior high school students who speak Javanese is that in the syntactic competency research of junior high school students, the order of acquisition of basic sentence patterns was not examined, while in the research the order of acquiring sentences Written Indonesian which is in the mother tongue of Javanese is examined for the order of acquisition.

Another difference between the results of the research on the syntactic competence of Indonesian spoken Indonesian students in grade 8 SMP (Public Middle School) and Mulyadi's research lies in the media used. Research on the syntactic competence of oral Indonesian for grade 8 junior high school students used spoken language media, while Mulyadi's research used written language media. The written text chosen in Mulyadi's research used Javanese which was translated into Indonesian. Thus, the research on the order of acquisition of written Indonesian spoken Indonesian sentences of junior high school students whose mother tongue is Javanese is included in the second language acquisition research, while research on the syntactic competence of spoken Indonesian in grade 8 SMP (Public Middle School) can be categorized as first language acquisition research.

Research on basic sentence patterns in Indonesian has also been conducted by Suciati, (2014). The results of the study, entitled "Types of Basic Indonesian Sentences: A Transformational Grammar Study" show that the types of basic Indonesian sentences can be simplified into two types. The two types are FN + FV and FN + FA. The other three basic sentence patterns, namely FN1 + FN2, FN + FNum, and FN + FPrep, are not basic sentences, but derivative sentences (derivatives). The basic sentence patterned FN1 + FN2 is a derivation of FN1 + (FV) + FN2. The basic sentence with the pattern FN + FNum is a derivation of FN + (FV) + FNum. The basic sentence patterned FN + FPrep is the derivation of FN + (FV) + FPrep.

The results of the research on the syntactic competence of oral Indonesian for grade 8 junior high school students were different from this research. The difference lies in the basic sentence patterns found. The basic sentence patterns found in the research on the syntactic competence of Indonesian spoken Indonesian for grade 8 junior high school students consisting of five patterns, namely FN1 + FN2, FN + FV, FN + FA, FN + FNum, FN + FPrep. Based on the research results, the use of the FN1 + FN2 sentence is not a derivation of the FN1 + (FV) + FN2 pattern because sentences with the FN1 + FN2 pattern show the characteristics of basic sentences, namely complete, simple, positive, statement, active, and coherent. This characteristic can be seen, for example, in the sentence (B79) Karima won second place (*Karima juara dua*).

FN2 is a predicate (identification of FN1 as the subject, namely Karima) so that FV does not need to be present in the FN1 + FN2 pattern. The use of the basic sentence with the FN + FNum pattern in Indonesian is not a derivation of FN + (FV) + (FNum). This happens because the sentence with the FN + FNum pattern shows the characteristics of the basic sentence, namely complete, simple, positive, statement, active, and coherent. This characteristic can be seen, for example, in the sentence (E16) Rice yellow one (*Nasi kuning satu*). Numerals (one) in the sentence is a predicate that describes the subject, namely FN (yellow rice). Num (one) represents the amount of FN (yellow rice). The addition of FV between FN and FNum is arbitrary. The use of the basic sentence with the pattern of FN + FPrep is not a derivation of FN + (FV) + FPrep. This happens because the sentence with the FN + FNum pattern has shown the characteristics of the basic sentence, namely complete, simple, positive, active, and coherent. This characteristic can be seen, for example, in the sentence (V5) The shoe place here (*Tempat sepatu di sini*). In this sentence, there is a subject, namely FN (shoe holder) and a predicate, namely FPrep (here).

The results of the research on the syntactic competence of oral Indonesian for grade 8 junior high school students which is manifested in basic sentence patterns also have similarities with the research conducted by Suyanti, et al. (2017). The research entitled "Single Sentence Patterns in the Descriptions of Class VII Students of SMP Negeri I Pondok Kelapa Bengkulu Tengah in the 2016/2017 academic year". The results of research by Suyanti, et al. show that the basic sentences have been mastered since the students were in grade 7. This is shown by the competence of grade 7 students in forming sentences using category rules. S functions in the category of nouns and noun phrases. The P functions are categorized as nouns, noun phrases, verbs, verb phrases, adjective phrases, and numerical phrases. O functions into the categories of nouns, noun phrases, and numerical phrases. Pel functions by noun categories, and noun phrases. Functions Category prepositional phrases. The similarity of research on the syntactic competence of oral Indonesian for grade 8 junior high school with single sentence pattern research in the descriptive text of seventh-grade students of SMP 1 Pondok Kelapa Bengkulu is that all basic sentences found in oral Indonesian for grade 8 junior high school students have all of the above categories. The subject function is filled by N or FN. The predicate functions are filled by FN, FV, FA, FNum, and FPrep. The object function is filled by FN. The information function is filled by FPrep. However, there are differences in results between the research on syntactic competence of 8th-grade students of SMP and Suyanti's research, at al.

The difference between research on oral Indonesian syntactic competence in grade 8 SMP (Public Middle School) and research on single sentence patterns in the descriptive text is the language medium used. Research Suyanti, et al. using written language, while this research uses spoken language media. In addition, research by Suyanti, et al. has a research focus on single sentences. Single sentences can be formed using a single transformation rule that is applied to basic sentences. Therefore, in the study of Suyanti, et al. You can find a single sentence consisting of a basic sentence and a single transformation sentence.

CONCLUSIONS

The syntactic competence of oral Indonesian for grade 8 SMP (Public Middle School) which is manifested in basic sentence patterns consists of five patterns, namely FN1 + FN2, FN + FV, FN + FA, FN + FNum, and FN + FPrep. The five basic sentence patterns have the characteristics of simple, complete, active, positive, declarative, and coherent. The FN1 + FN2 pattern has a structure in the form of a noun phrase and a noun phrase. The FN + FV pattern has a structure in the form of a noun phrase and a verb phrase. FN + FA pattern has a structure in the form of a noun phrase and an adjective phrase. The FN + FNum pattern has a structure in the form of noun phrases and numeral phrases. The FN + FPrep pattern has a structure in the form of noun phrases and prepositional phrases.

The results of research on the syntactic competence of oral Indonesian for grade 8 junior high school students which are manifested in basic sentence patterns used in formal and informal situations. The results of this study have implications for classroom learning. The teacher can combine the use of basic sentences in both formal and informal situations. In formal situations such as classroom learning activities, teachers can use basic sentence patterns as teaching material and analyze sentences based on basic sentence patterns. In informal situations such as conversations outside the classroom, students and teachers can use basic sentences to express and understand students' thoughts and feelings.

The results of research on the syntactic competence of oral Indonesian for grade 8 junior high school students which is manifested in basic sentences can also be applied in an effort to build students' speaking proficiency. Student competencies that can be developed based on the results of this study are syntactic competencies in composing oral sentences with basic patterns that represent internal structures. The structure of student thinking that can be expressed through deep structural patterns is a complete description of the speech. Basic sentences become a measure to be able to understand students' thinking patterns. Through the use of basic sentences, students can express their thoughts and feelings effectively.

Thus, communication can occur well between students and teachers, students and students, and students with other people around them.

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