



Use of Greeting Words in Indonesian Sentences among Junior High School Students

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ABSTRACT

Ability to understand the use of greeting words in sentences in class VII students at State Junior High School 7 Baubau. The aim of this research is to describe the use of spoken words in Indonesian sentences among junior high school students. This research was conducted using quantitative descriptive methods. Quantitative research emphasizes analysis on numerical data (numbers) which are processed using statistical methods. Descriptive research is creating systematic, factual and accurate descriptions, images or paintings regarding the facts being investigated. The results of this research show that the ability to understand the use of greetings in Indonesian sentences in class VII students at State Junior High School 7 Baubau is classically in the very capable category. This can be proven by the student achievement percentage of 85.71%. Students' ability to understand the use of greetings in each aspect can be concluded as follows: 1) The ability to understand the use of greetings in the personal pronoun aspect is 95.23%, in the very capable category; 2) The ability to understand the use of greetings in the aspect of kinship terms is 90.47% in the very capable category; 3) The ability to understand the use of greetings for aspects of personal names is 61.90% in the quite capable category.

Kata Kunci: *Greetings, Greetings, Personal Pronouns, Sentences, Language*

1. Introduction

Language has a set of rules or conventions. There are rules or maxims that are unique and universal. Rules or conventions are unique, meaning that each language has its own characteristics that other languages do not have. (Lestari, 2021) states that the unique characteristics of language can involve the sound system, word formation system, sentence formation system or other systems. Language is also universal, which means that every language in the world has the same characteristics. Universal rules or conventions in language include rules in the field of phonology, morphology, syntax and semantics. These rules or conventions apply to every language, and it is hoped that language speakers can master them well. In essence, every speaker of a language is able to realize the system or rules that he

knows (Simpuruh, 2021) (Perkasa et al., 2022). This is in accordance with opinion. Chomsky in (Fatkuriyah & Sun-Mi, 2021) states the difference between competence and performance.

Competence is a person's knowledge of the rules of a language, while performance is a person's actual use of language in real situations. Language speakers are expected to have competence and performance in realizing the rules of a language well (Journal et al., 2017) (Sopian et al., 2021) (Intan et al., 2022) (Nurjanah et al., 2022). By having both, communication will run smoothly without any misunderstandings. Talking about communication, language is a means of communication between humans. The means of communication are carried out in two ways, namely: 1) Oral communication is the delivery of messages from one person to another using a variety of spoken languages; 2) Written communication is the delivery of messages from one person to another using a variety of written languages (Syarifuddin & Seprina, 2021).

Written communication is the main subject matter at school, where students are expected to be able to master and use these two forms of communication well (Sanjaya et al., 2021). So that students can master and use them, students are given language skills. Language skills have four components, namely listening skills, speaking skills, reading skills and writing skills (Hasibuan & Ramadhan, 2019). (Hidayah et al., 2019) states that these four skills are classified based on two forms of communication, namely oral communication includes listening skills and speaking skills, while written communication includes reading skills and writing skills. Of the two forms of communication, the one that will be studied in this study is written communication, especially writing skills. Writing skills are productive skills, the skills of arranging morphemes into words or sentences.

This skill links the ability of hand movements in writing with the ability to think. Arranging words or sentences requires knowledge of syntax grammar and the ability to express thoughts effectively and systematically so that something abstract becomes concrete. In accordance with the description above, there is one example of material in learning writing skills, namely writing greetings in sentences. Greetings are words used in the speech system (Frona & Dolandolan, 2022) (Fathur, 2019) (Refizal & Nastiti, 2021). In other words, greetings are words used in oral communication. This material is related to oral communication that is changed into written form. Writing greetings in sentences is material in learning Indonesian for grade VII students of Junior High School 7 Baubau.

This material is in accordance with the curriculum at the level of educational units, namely the indicator of writing greetings in Indonesian sentences. Students are expected to be able to know the greeting words that occupy an important position in communication (Fitriana & Lestari, 2019). The use of appropriate greeting words greatly affects the success of the communication process (Bakti, 2018). This is in line with the choice of words or diction in communication (Nurbaya & Fitria, 2017). So is the choice of appropriate greeting words in a communication. In greeting words, there are several types of greeting words that are influenced by environmental factors, age, status, and familiarity. One type of greeting word that is influenced by the status factor, which is grouped in the use of personal pronouns. Personal pronouns are pronouns that function to replace people (Nugraha, 2022). (Mufidah & Furqoni, 2019) mentions personal pronouns with the term personal pronouns. Personal pronouns are divided into three, namely, first person pronouns, second

person pronouns, and third person pronouns. Personal pronouns will be studied in this study.

From the description above, a study will be conducted on the ability to understand the use of greeting words in sentences in class VII students of Junior High School 7 Baubau. Another factor that underlies this research is that at Junior High School 7 Baubau, especially class VII, they have not been given maximum learning about greeting words. This can be seen in the learning outcomes of students who have not reached the minimum completeness criteria (KKM) for Indonesian language set by the school. The lack of interest of students in reading knowledge books results in a decrease in students' ability to use good and correct Indonesian language. In addition, students still have difficulty in writing greetings in sentences, as a result the community is less satisfied with the quality and quality of Junior High School 7 Baubau. Therefore, it is necessary to conduct a review of grade VII students of Junior High School 7 Baubau regarding the use of correct grammar, especially greetings.

2. Methods

This research was conducted using quantitative descriptive methods. Quantitative research emphasizes its analysis on numerical data (numbers) processed using statistical methods. This research provides the most accurate data possible regarding the ability of seventh grade students of Junior High School 7 Baubau in understanding the use of greetings in Indonesian sentences, then explaining and predicting the results obtained through focused data collection from numerical data. Descriptive research is making a description, picture or painting systematically, factually and accurately regarding the facts being investigate (Setianingsih, 2017) (Yediarani et al., 2019) (Nurasiah & Wahyudi, 2022). This research aims to describe or describe the main things regarding students' understanding of the use of greetings. In other words, this research was conducted to obtain information and descriptions of the ability to understand the use of greetings in Indonesian sentences in seventh grade students of Junior High School 7 Baubau.

This research is classified as field research because the researcher meets face to face with the object being studied, field research can be conducted at school, in the family, in the community, in the hospital, as long as everything leads to achieving educational goals and the researcher is directly involved in the field to observe, obtain and collect all the data needed during the research. This study took place at Junior High School 7 Baubau, South Buton Regency, the researcher conducted direct observation and careful review at the research location. This was done so that the researcher could get an accurate picture of the ability of grade VII students of Junior High School 7 Baubau in understanding the use of greetings. The subjects in the study were more than 100, so the author took 20% as a sample, namely $105 \times 20\% = 21$ students. So the number of samples taken in the study regarding the ability to understand the use of greetings in Indonesian sentences in grade VII students of Junior High School 7 Baubau was 21 students.

Data as useful information in the research process is obtained by exploring through the data collection process. The data collection techniques used in this study are (Garcia & Bual, 2022): 1) Observation is used to find out several things related to the research location, both the internal social environment of the

school, the condition of teachers, and students and their administration. In addition, it is also necessary to explain the condition and physical environment of the school related to the condition of the building and the environment around the school. And the most important thing is to observe students' understanding of the use of greetings to determine the most practical and efficient methods and media for their use; 2) The test technique used in this study is a written test in the form of a performance test, carried out by asking students to make news sentences using greetings (personal pronouns, kinship terms, and proper names).

The data analysis technique used in this study is descriptive, namely describing data in research on the ability to understand the use of greetings in sentences (Setianingsih, 2017). After the data on the ability to understand the use of greetings in sentences is obtained, the data is then processed in the following manner:

Individual abilities are processed using the formula:

$$Np = \frac{R}{SM} \times 100\%$$

Information:

NP = Percentage value

R = Score achieved

SM = Maximum score

100% = Constants

Classical abilities are processed using formulas:

$$KK = \frac{\text{Number of students who completed the grade obtained the percentage} \geq 65}{\text{Total number of students}} \times 100\%$$

After the calculation is done, the ability category or qualification is determined (Tapidingan & Paseru, 2020). The ability category used in the research:

Table 1. Categories of Ability to Understand the Use of Greetings in Indonesian Sentences

Ability	Information
85% - 100%	Very Capable
65% - 84%	Capable
40% - 64%	Quite Capable
20% - 39%	Less Capable
0% - 19%	Not Capable

The table above illustrates the level of ability based on the percentage of achievement. In the range of 85% - 100%, individuals are categorized as Very Capable, indicating very good mastery of the task or material. The range of 65% - 84% reflects the Capable level, where individuals can complete most tasks well. Fairly Capable is in the range of 40% - 64%, where mastery of the material or task is quite adequate, although there are still shortcomings. The range of 20% - 39% is called Less Capable, indicating that individuals have many difficulties. Meanwhile, individuals who are below 19% are considered Not Capable, indicating very low or almost no mastery.

3. Findings and Discussion

3.1 Findings

Data on the ability to understand the use of greetings in Indonesian sentences in grade VII students of Junior High School 7 Baubau, from the results of descriptive analysis and statistical analysis. Descriptive analysis aims to describe the level of students' ability to understand the use of greetings which includes three aspects, namely: personal pronouns, kinship terms, and proper names. Statistical analysis aims to determine the percentage of ability or correctness of understanding the use of greetings in Indonesian sentences in grade VII students of Junior High School 7 Baubau. The value of the ability to understand the use of greetings in Indonesian sentences in grade VII students of Junior High School 7 Baubau is described as follows:

Table 2. Ability to Understand the Use of Greetings in Indonesian Sentences

Ability	Category	Frequency	Percentage of Students
85% - 100%	Very Capable	13	61,90%
65% - 84%	Capable	5	23,80%
40% - 64%	Quite Capable	3	14,28%
20% - 39%	Less Capable	0	0
0% - 19%	Not Capable	0	0
Amount		21	100%

Based on the table above, it is known that among the 21 students who were sampled in this study, there were 13 students or 61.90% who were in the very capable category, 5 students or 23.80% who were in the capable category, 3 students or 14.28% who were in the fairly capable category, and no students were in the less capable or unable category in understanding the use of greetings. After the number of students who obtained a score of ≥ 65 in understanding the use of greetings was known, the data was then entered into the formula for the ability to understand the use of greetings classically as follows. Based on the calculation results above, the ability of class VII students of Junior High School 7 Baubau in understanding the use of greetings classically is in the very capable category, this can be proven by the value obtained of 85.71%. Description of the Value of the Ability to Understand the Use of Greetings in Sentences for Each Aspect of the Assessment.

Ability to understand personal pronouns

Based on the results of the analysis, it was found that students' scores were obtained in the aspect of their ability to understand personal pronouns as shown.

Table 3. Students' Abilities in the Personal Pronoun Aspect

No	Initials of Name	Scor	Percentage (%) Mark ($Np = \frac{R}{SM} \times 100\%$)	Ability				
				SM	M	CM	KM	TM
1.	WDW	3	100%	SM				
2.	HZM	3	100%	SM				
3.	AFR	3	100%	SM				
4.	HRS	2	66,66%		M			
5.	LDH	2	66,66%		M			
6.	PTR	3	100%	SM				

7.	WDN	2	66,66%	M	
8.	EDF	3	100%	SM	
9.	WDI	2	66,66%	M	
10.	HAA	3	100%	SM	
11.	ISR	1	33,33%		KM
12.	WSN	3	100%	SM	
13.	WDR	2	66,66%	M	
14.	LDR	3	100%	SM	
15.	AFF	2	66,66%	M	
16.	WDFN	3	100%	SM	
17.	LDL	2	66,66%	M	
18.	WDII	3	100%	SM	
19.	FSA	3	100%	SM	
20.	AMU	2	66,66%	M	
21.	NYR	2	66,66%	M	
Amount		11	9	1	

From the results of the data analysis seen in the table above, it can be stated as follows: 1) Students who are in the category of very capable in understanding the use of greetings in the aspect of personal pronouns are 11 students (52.38%); 2) Students who are in the category of capable in understanding the use of greetings in the aspect of personal pronouns are 9 students (42.85%); 3) There are no students who are in the category of quite capable in understanding the use of greetings in the aspect of personal pronouns; 4) Students who are in the category of less capable in understanding the use of greetings in the aspect of personal pronouns are 1 student (4.76%); 5) There are no students who are in the category of unable to understand the use of greetings in the aspect of personal pronouns. For more details regarding the achievement of students in the category of ability to understand the use of greetings in Indonesian sentences in the aspect of personal pronouns, it can be seen in the following table:

Table 4. Ability to Understand the Use of Greetings in Indonesian Sentences in the Personal Pronoun Aspect

Ability	Category	Frequency	Percentage of Students
85% - 100%	Very Capable	11	52,38%
65% - 84%	Capable	9	42,85%
40% - 64%	Quite Capable	0	0
20% - 39%	Less Capable	1	4,76%
0% - 19%	Not Capable	0	0
Amount		21	100%

Based on the table above, it is known that among the 21 students sampled in this study, there were 11 students or 52.38% who were in the very capable category, 9 students or 42.85% who were in the capable category, no students were in the fairly capable category, 1 student or 4.76% who were in the less capable category and no students were in the unable category in understanding the use of greetings in the personal pronoun aspect. After knowing the number of students who obtained a score of ≥ 65 in understanding the use of greetings in the personal pronoun aspect, the data was then entered into the formula for the ability to understand the use of greetings in the personal pronoun aspect

classically as follows. Based on the calculation results above, the ability of class VII students of Junior High School 7 Baubau in understanding the use of greetings in the personal pronoun aspect classically is in the very capable category, this can be proven by the value obtained of 95.23%.

Ability to understand the use of greetings in the aspect of kinship terms.

Based on the results of the analysis, it was found that students' scores were obtained in the aspect of their ability to understand kinship terms as shown.

Table 5. Ability to Understand Kinship Terms

No	Initials of Name	Scor	Percentage (%) Mark ($N_p = \frac{R}{SM} \times 100\%$)	Ability				
				SM	M	CM	KM	TM
1.	WDW	5	100%	SM				
2.	HZM	5	100%	SM				
3.	AFR	5	100%	SM				
4.	HRS	1	20%				KM	
5.	LDH	1	20%				KM	
6.	PTR	5	100%	SM				
7.	WDN	4	80%		M			
8.	EDF	5	100%	SM				
9.	WDI	5	100%	SM				
10.	HAA	4	80%		M			
11.	ISR	4	80%		M			
12.	WSN	5	100%	SM				
13.	WDR	5	100%	SM				
14.	LDR	4	80%		M			
15.	AFF	4	80%		M			
16.	WDFN	5	100%	SM				
17.	LDL	5	100%	SM				
18.	WDII	5	100%	SM				
19.	FSA	5	100%	SM				
20.	AMU	4	80%		M			
21.	NYR	4	80%		M			
Amount				12	7		2	

From the results of the data analysis presented in the table above, it is evident that the majority of students demonstrate a high level of understanding regarding the use of greetings in the aspect of kinship terms. Specifically, 12 students (57.14%) fall into the very capable category, indicating their strong comprehension and correct application of kinship-related greetings. Additionally, 7 students (33.33%) are categorized as capable, showing a good but slightly less proficient grasp of the concept. These findings suggest that most students have successfully internalized the appropriate use of kinship terms in greetings. On the other hand, a small portion of students still face challenges in this aspect. While there are no students in the quite capable category, meaning none showed partial or inconsistent understanding, 2 students (9.52%) fall into the less capable category, indicating some difficulty in comprehending and using kinship terms appropriately. However, it is noteworthy that no students were categorized as unable, implying that all students possess at least a basic awareness of kinship-related greetings. These results highlight the overall

effectiveness of the instructional approach while also pointing to a need for additional support for the less capable students.

Table 6. Ability to Understand the Use of Greetings in Indonesian Sentences in the Aspect of Kinship Terms

Ability	Category	Frequency	Percentage of Students
85% - 100%	Very Capable	12	57,14%
65% - 84%	Capable	7	33,33%
40% - 64%	Quite Capable	0	0
20% - 39%	Less Capable	2	9,52%
0% - 19%	Not Capable	0	0
Amount		21	100%

Based on the table above, it is known that among the 21 students sampled in this study, there were 12 students or 57.14% who were in the very capable category, 7 students or 33.33% who were in the capable category, no students were in the fairly capable category, 2 students or 9.52% who were in the less capable category and no students were in the unable category in understanding the use of greetings in the aspect of kinship terms. After knowing the number of students who obtained a score of ≥ 65 in understanding the use of greetings in the aspect of kinship terms, the data was then entered into the formula for the ability to understand the use of greetings in the aspect of kinship terms classically as follows. Based on the results of the calculations above, the ability of class VII students of Junior High School 7 Baubau in understanding the use of greetings in the aspect of kinship terms classically is in the very capable category, this can be proven by the value obtained of 90.47%.

Ability to understand the use of greetings in the aspect of proper names

Based on the results of the analysis, it was found that students' scores were obtained in the aspect of their ability to understand proper names as shown.

Table 7. Ability to Understand Proper Names

No	Initials of Name	Scor	Percentage (%) Mark ($Np = \frac{R}{SM} \times 100\%$)	Ability				
				SM	M	CM	KM	TM
1.	WDW	2	100%	SM				
2.	HZM	1	50%			CM		
3.	AFR	2	100%	SM				
4.	HRS	1	50%			CM		
5.	LDH	2	100%	SM				
6.	PTR	2	100%	SM				
7.	WDN	2	100%	SM				
8.	EDF	2	100%	SM				
9.	WDI	1	50%			CM		
10.	HAA	1	50%			CM		
11.	ISR	1	50%			CM		
12.	WSN	2	100%	SM				
13.	WDR	2	100%	SM				
14.	LDR	2	100%	SM				
15.	AFF	1	50%			CM		
16.	WDFN	1	50%			CM		

17.	LDL	2	100%	SM
18.	WDII	2	100%	SM
19.	FSA	2	100%	SM
20.	AMU	2	100%	SM
21.	NYR	1	50%	CM
Amount		13	8	

From the results of the data analysis seen in the table above, it can be stated as follows: 1) Students who are in the category of very capable in understanding the use of greetings in the aspect of proper names are 13 students (61.90%); 2) There are no students who are in the category of capable in understanding the use of greetings in the aspect of proper names; 3) Students who are in the category of quite capable in understanding the use of greetings in the aspect of proper names are 8 students (38.09%); 4) There are no students who are in the category of less capable and unable to understand the use of greetings in the aspect of proper names.

For more details regarding the achievement of students in the category of ability to understand the use of greetings in Indonesian sentences in the aspect of proper names, it can be seen in the following table:

Table 8. Ability to Understand the Use of Greetings in Indonesian Sentences in the Aspect of Proper Names

Ability	Category	Frequency	Percentage of Students
85% - 100%	Very Capable	13	61,90%
65% - 84%	Capable	0	0
40% - 64%	Quite Capable	8	38,09%
20% - 39%	Less Capable	0	0
0% - 19%	Not Capable	0	0
Amount		21	100%

Based on the table above, it is known that among the 21 students sampled in this study, there were 13 students or 61.90% who were in the very capable category, no students were in the capable category, there were 8 students or 38.09% who were in the fairly capable category, no students were in the less capable and incapable category in understanding the use of greetings in the aspect of proper names. After knowing the number of students who obtained a score of ≥ 65 in understanding the use of greetings in the aspect of proper names, the data was then entered into the formula for the ability to understand the use of greetings in the aspect of proper names classically as follows: Based on the calculation results above, the ability of class VII students of Junior High School 7 Baubau in understanding the use of greetings in the aspect of proper names classically is in the fairly capable category, this can be proven by the value obtained of 61.90%.

3.2 Discussion

Based on the results of the study, the ability to understand the use of greetings in Indonesian sentences in grade VII students of Junior High School 7 Baubau showed quite encouraging results. In the aspect of the use of personal pronouns, the level of student understanding reached 95.23%, which means they are in the very capable category. This shows that students have a very good understanding of using the right greetings according to the context of

everyday conversation. The correct use of personal pronouns, such as "I," "you," "he," and so on, is very important in building good social interactions, and this level of mastery reflects students' readiness to communicate more effectively. Furthermore, in the aspect of the use of greetings related to kinship terms, students' abilities are also in the very capable category, with an understanding level reaching 90.47%. This shows that students understand well the important role of kinship terms in Indonesian language culture. Terms such as "father," "mother," "older brother," and "younger sibling" not only function as family terms but also reflect social and cultural values. With this high level of understanding, students can be more precise in applying greetings based on family relationships in various situations.

In terms of the use of greetings related to personal names, the level of student understanding is in the fairly capable category with a percentage of 61.90%. This shows that there are still some difficulties faced by students in using greetings based on personal names appropriately. The use of personal names often involves an understanding of local politeness, customs, and habits, so that a lack of understanding in this aspect can affect the way students interact in more formal situations or in a wider environment. Therefore, improving understanding in this aspect needs to be the focus of future teaching. Overall, the results of this study provide a fairly positive picture of the ability of seventh grade students of Junior High School 7 Baubau in understanding and using greetings in Indonesian. Although the aspect of the use of personal names requires improvement, the high level of understanding in the aspect of personal pronouns and kinship terms shows that students already have a strong foundation in communicating politely and according to norms. More in-depth and contextual learning about the use of greetings in various everyday life situations can help improve students' overall abilities, especially in aspects that require more attention.

The results of the analysis that have been carried out, concluded that one of the obstacles that affect student learning achievement is the lack of availability of textbooks in the school library, especially those related to the material of greetings. The books available are often inadequate in providing examples of the use of greetings that are relevant to students' needs. This deficiency has a direct impact on students' understanding of the more complex types of greetings, which they often encounter in everyday communication and in lesson materials. In addition, teachers have an important role in addressing this gap by improving their teaching performance. One step that can be taken is to pay more attention to the use of greetings in sentences that have a high level of difficulty. Greetings that are not understood by students, or that they have never heard or seen before, need to be introduced more systematically. Thus, students will be interested in learning more about the greetings and their curiosity about the newly introduced words will increase. This will not only improve their understanding, but also encourage greater interest in learning the language as a whole. In addition to constraints in terms of material, factors from the students themselves are also a challenge in achieving optimal learning achievement. Often, students are less serious in studying, both in class and at home. This lack of seriousness can be caused by various factors, such as lack of internal motivation, distractions from the surrounding environment, or lack of support from parents. These factors make students less focused and reluctant to try to understand material that is considered difficult, including greetings.

Therefore, collaborative efforts are needed between teachers, students, and schools to overcome these obstacles. Teachers must provide interesting stimuli through innovative learning methods, such as the use of interactive media or contextual learning that links the use of greetings to everyday life. On the other hand, students also need to be encouraged to be more serious in learning, by involving them in the active learning process and giving awards for the efforts they show. With this synergy, it is hoped that student learning achievement will increase, especially in understanding and using greetings.

4. Conclusion

Based on the results of data analysis, it can be concluded that the ability to understand the use of greetings in Indonesian sentences in class VII students of Junior High School 7 Baubau is classically in the very capable category. This can be proven by the percentage of student achievement of 85.71%. For the ability of class VII students of Junior High School 7 Baubau in understanding the use of greetings individually, it can be concluded as follows: 1) Students who are in the very capable category in understanding the use of greetings are 13 students (61.90%); 2) Students who are in the capable category in understanding the use of greetings are 5 students (23.80%); 3) Students who are in the fairly capable category in understanding the use of greetings are 3 students (14.28%). Meanwhile, the ability of class VII students of Junior High School 7 Baubau in understanding the use of greetings in each aspect can be concluded as follows: 1) The ability to understand the use of greetings in the aspect of personal pronouns in class VII students of Junior High School 7 Baubau is 95.23%, in the very capable category; 2) The ability to understand the use of greetings in the aspect of kinship terms in class VII students of Junior High School 7 Baubau is 90.47% in the very capable category; 3) The ability to understand the use of greetings in the aspect of proper names in class VII students of Junior High School 7 Baubau is 61.90% in the fairly capable category.

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