ANALYSIS OF STRUCTURE AND TEXTURE OF THE TEXT AS A REVIEW THE WORTHINESS OF A CHILD'S FABLE SERIES OF *KESETIAAN MERPATI* BY M. SYAFII MASYKUR

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Abstract

Keywords*:*
Discourse Analysis, Language Worthiness, The Structure of The Text, The Texture of The Text

This research was intended to identify the structure and text texture in a child's story *Kesetiaan Merpati* by M. Syafii Masykur in addition to reviewing the language worthiness which is used by children under five years of age. This research conducted to give the benefit in developing language theory and research treasure about the discourse fabled series of children. Moreover, it focused on the structure and text texture. Practically this research can give the description about structure and the text texture in the book story of children *Kesetiaan Merpati* by M. Syafii Masykur. Thus, this research finding can be used as the data or reference for the further researcher, also can give the insight for the reader, researcher, and the linguist. The design of this research was qualitative descriptive research using the discourse analysis approach. The source of data in this research was the children's book story *Kesetiaan Merpati,* the data from this research was a lingual unit of words, clauses, or sentences found in children's book story *Kesetiaan Merpati.* To fulfill the aim of this research the data was taken by using techniques in referential amount, this technique is used to identify and analyze the area of language error. The method of language error analysis has a procedure. The procedure consists of three main stages that are introduction, decryption, and fault explanation and verification. The research found in the texture of the text of the book story *Kesetiaan Merpati* there is orientation, complications, evaluation, resolution, and coda. Meanwhile, text texture in the children's story *Kesetiaan Merpati* consisted of grammatical and lexical. The narration of *Kesetiaan Merpati* found 45 grammatical errors; among these were ineffective sentence in 5 sentences, lack of punctuation in 4 sentences, uneconomical use of the words as 4, inaccurate use of words as 4, phonological error as 3, morphological error as 1, the conjunction error as 3, double subject as 2, the prepositional error as 1, the negative clause as 2, vocabulary as 8, nominalization as 6, technical term as 2, and the type of sentence used were paratactic and hypotactic complex. Hereinafter, on lexical of narration in 56

sentences. From the identification grammatical error of the book story *Kesetiaan Merpati* by M. Syafii Maskur can be said that it was not worthy to be given to a child under 5 years of age. This was seen in the many grammatical errors of a vocabulary that is difficult and uneasily understood by children of that age, as well as the clauses and metaphors.

Kata Kunci:	**Abstrak**
Analisis Wacana, Kelayakan Bahasa, Struktur Teks, Tekstur Teks	Penelitian ini bertujuan untuk mengidentifikasi struktur dan tekstur teks dalam cerita anak *Kesetiaan Merpati* karya M. Syafii Masykur serta meninjau kelayakan bahasa yang digunakan untuk anak usia di bawah 5 tahun. Penelitian ini dilakukan agar dapat memberikan manfaat untuk pengembangan teori kebahasaan dan khasanah penelitian tentang wacana cerita anak seri fabel. Terlebih memokuskan perhatiannya pada struktur dan tekstur teks. Sementara itu secara praktis penelitian ini dapat memberikan deskripsi mengenai struktur dan tekstur teks dalam buku cerita anak *Kesetiaan Merpati* karya M. Syafii Masykur. Dengan demikian, hasil penelitian ini juga dapat dijadikan sebagai data atau acuan bagi peneliti selanjutnya, dapat menambah pengetahuan bagi pembaca, peneliti, serta para pemerhati linguistik. Penelitian ini termasuk jenis penelitian deskriptif kualitatif dengan pendekatan analisis wacana. Sumber data dalam penelitian ini adalah buku cerita anak *Kesetiaan Merpati*, data dalam penelitian ini adalah satuan lingual berupa kata, klausa atau kalimat yang terdapat dalam cerita anak *Kesetiaan Merpati*. Untuk memenuhi tujuan penelitian data diambil menggunakan teknik pada referensial, teknik ini digunakan untuk mengidentifikasi dan menganalisis bidang kesalahan berbahasa. Metode analisis kesalahan berbahasa memiliki prosedur. Adapun prosedur terdiri dari tiga tahapan utama, yaitu: pengenalan, pendeskripsian, dan eksplanasi kesalahan serta verifikasi. Hasil penelitian menemukan dalam tekstur teks cerita anak *Kesetiaan Merpati* terdapat orientasi, komplikasi, evaluasi, resolusi dan coda. Sementara itu, tekstur teks dalam cerita anak *Kesetiaan Merpati* terdiri dari tata gramatika dan tata leksikal. Narasi *Kesetiaan Merpati* terdapat kesalahan gramatika sebanyak 45, di antaranya ketidakefektifan kalimat sebanyak 5 kalimat, kekurangtepatan tanda baca 4 kalimat, ketidakekonomisan penggunaan kata 4, ketidaktepatan pemakaian kata 4, kesalahan fonolgi 3, kesalahan morfologi 1, kesalahan konjungsi 3, double subjek 2, kesalahan preposisi 1, kalusa negatif 2, kosakata 8, nominalisasi 6, istilah teknik 2 dan jenis kalimat yang digunakan yaitu kalimat kompleks parataktik dan hipotaktik.

Selanjutnya untuk tata leksikal narasi sebanyak 56 kalimat. Dari hasil identifikasi kesalahan bahasa pada buku cerita *Kesetiaan Merpati* karya M Syafii Maskur belum layak diberikan pada anak usia di bawah 5 tahun. Hal tersebut dilihat dari banyaknya kesalahan gramatika berupa kosakata yang sulit dan tidak mudah dipahami anak-anak usia tersebut, serta klausa maupun kalimat yang menggunakan gaya bahasa metafora.

INTRODUCTION

The development of literature in Indonesia nowadays has its ups and downs. The literary works that appear are also diverse, ranging from romances, novels, short stories, poems, drama, and other kinds of literature. Literary works also changed concerning the development of time, similarly the literature for children. Many litterateurs have recently dabled in children's literature with their respective characteristics, one of them being language style used, content, theme, and so on. But litterateur of children's literature is still very little in comparison with litterateur of novels for a teenager even adult. Thus, child literature in Indonesia is still very much lacking in the translation of children's literature.

Pshycolinguistically, children's stories have an impression on emotional development, imagination, and children creativity. Through listening and reading the children's stories, spontaneously children will start to use their ability in telling the story. Children's stories are not all about goodness, but they can also be told of talking animals, stories of betrayal, pride, and laziness. The researcher chose the book story *Kesetiaan Merpati* by M. Syafii Maskur because this fable contained the story about the faithful of a dove to the king. In this story, the character is used as an animal. The animal character showed that this book was fabled series which usually used for children of the ages 1-5. The animal character showed that this book was fabled series which usually used for children of the ages 1-5. The animal character in general stimulates the imagination of children in understanding the moral value contained in the story. Children were more interested in the animal characters as well as their personal identification. Therefore, moral value in a child's story is critical to highlighting, normally shown up at the end of the story. To form a child's creativity, children's book stories that are packed with a draw and a children's conversational style are needed.

This is so helpful for children to understand the storyline that it needs appropriate language to the children's age goals.

This study needs to be done to give insight into the reader, especially the parents to be more selective about reading material that is appropriate for the children's needs. In addition, it could also provide evaluation material for child story writers to pay more attention to Grammatics. So far the research relating to children's stories has been of considerable interest to linguists. This may be because a child's reading contributes greatly to both a reader and an attitude toward the child as a reader or a writer. This condition attracted linguists to do it. The study of previous fabled stories has been done by Juanda (2018), entitled "Field Value Exploration As An Alternative Means Of Student Education" in the study Juanda focused only on the exploration of educational value and character in the fabled story. Additionally, the fabled story has also been studied by Agung Prasetyo Wibowo (2015), entitled "Critical Discourse Analysis On The Picture Of The K*ura-Kura Si Penjaga Samudra* (Turtle The Guard Of The Ocean)". The study focused on the power of language on micro and macro figures. Further research on children's stories was also done by Mila Roysa (2017), entitled "A Reading Book Analysis Studying While Raising Chickens On A Structural Approach." This Mila Roysa study analyzed text learning stories while raising appropriate chickens to optimize children's cognitive. Analysis based on the storyline, the degradation and emotional development of children at personality and format. In the meantime, a similar study is carried out by Eka Mei Ratnasari and Enny Zubaidah (2019), entitled "The Influence Of The Use Of A Picture Book On Speaking Children". This study raised a problem related to the learning process to see how is the use of a picture book of media can affect the speech ability of a child of 4-5 years old. Moreover, similar research was done by N.L.M.T. Pratiwi (2017) entitled "The Development Of Children's Book By Informing Local Culture In My Favorite Subject For Elementary School Teaching". The study reviews the development of children's storybooks based on attitudes and early literacy on my favorite themes and knows the effectiveness of learning. Next, from Djatmika and Agus Hari Wibowo (2017) entitled "Indonesian Quality From The Story Of Tulisan Anak Indonesia." The study discussed the quality of Indonesian language from stories written by Indonesian children in the series of Kecil-Kecil Punya Karya. In

the study, several books were selected for analysis with two quality aspects, the structure and the texture of the story. Analysis shows that children as writers already have good skills in constructing stories shown by the right types and structure of discourse units. They are also capable of exploiting the construction of grammar and storytelling selections. Only one grammatical flaw of the children is that many simple sentences begin with the conjunction. It relates to the fact that they fabricated the story in figures of speech instead of writing. Next, a study of the illustrated book has also been done on Juni Mahsusi (2019), entitled "The Comparative Ability To Tell Stories In The Javanese Of A 15-Year-Old To The Story With The Picture "Frog Were You." The study focused on the Java vocabulary quality assessment with textual structure and textual texture analysis. Moreover, research on the story of the fable series is also conducted by Ernawati, Mayong and Usman (2010), entitled "Analysis Of The Structure Of The Fable Text Of The Students In Junior High School At Class VII Makassar." The study conducted by Ernawati and her friends describes the textual structure of the fairy tale on the text of the seventh grade in Junior High School. Research finding on the textual structure was orientation, complications, resolution, and coda. Similar research has also been done by I Wyn Sudiasa, I Wyn Rasna, and Md Sri Indriani (2015), entitled "The Ability To Write False Stories In The Indonesian Study Of SMPN 06 Singaraja: A Grammatical Review". The study contrasts in describing the students' ability to write fable stories and in describing the challenges students face in writing the fable story text in indigenous language studies. Meanwhile, a study conducted by Agustina Putri Ristanti (2017) was entitled "Language Error Analysis In Writing Fable Stories By The Eighth Grade Of E At The Muhammadiyah Junior School Of Surakarta". This research focused on what needs to be analyzed is the types of errors that children write about by students. Further, describe the margin of error on the fabled story written by the eighth grades of E at the Muhammadiyah junior school of Surakarta.

Based on the review above, researchers provided many opportunities to analyze the fable children's stories that specifically view the textual structure of the regulatory order. In addition, they mended the textual texture of grammatical errors which researchers had never discussed before, the ineffectiveness of sentences, the

selection of words and grammatical errors, and the occurrence of syllables, the occurrence of derivatives, the occurrence of words and sentences, and the use of vocabulary, nomination, technical terms, and types of sentences.

In this child's storybook entitled *Kesetiaan Merpati* was found several problems that need to be identified were; (1) how is the structure and texture of the text in the child's story *Kesetiaan Merpati* by M. Syafii Masykur? (2) Is the language used in the child's book story entitled *Kesetiaan Merpati* worthy for children of the age under 5? In this observation, the researcher used some theories as a reference to digging deeper into the problem.

Theoretically, this research conducted to give the benefit in developing language theory and research treasure about the discourse fabled series for children. Moreover, it focused on the structure and text texture. Meanwhile, practically this research can give the description about structure and the text texture in the book story of children Kesetiaan Merpati by M. Syafii Masykur. Thus, this research finding can be used as the data or reference for the further researcher, also can give the insight for the reader, researcher, and the linguist.

Narrative Text

The narrative is a type of text that contains a story of interesting and exciting experiences. The narrative text must not always be fictitious. Djatmika (2014:121) stated that what is categorized as a text with a type of narrative is not to be arbitrary or fictional, such as folklore, fable, and so forth. A factual event that happens to one person or one's personal experience can also be an interesting story as long as this text is packed with an appropriate discourse unit containing a conflict that is, at last, getting a solution. Beyond that, Djatmika (2014: 122) added that the function of a narrative text was created to provide entertainment and pleasure related to factual events or personal experiences of a long time ago that dealt with problems or conflicts that ran into a crisis and eventually found a solution.

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Structure of the Text

Santosa (2011:60) defined that the structure of the text is a unified form (symbol/technic) and meaning (explosive, logic, and rhetoric or interpersonal) a text that overall indicates the social purpose/function of the text. In line with this Djatmika (2014) said that related to social and function of narrative text must be made by arranging some discourse units to attend and other units are optional. The discourse unit that starts a narrative text is called orientation, this part of its nature must exist because the unit describes the setting (place and time) of the events to be told. Furthermore, the orientation part is complications, which describes the conflict that happened to an individual who was involved. The problem or conflict, in turn, has a solution packed into the discourse called resolution. The resolution presents a problem solving for a crisis or the ultimate event of a crisis. Next, the unnecessary discourse unit was explained by Djatmika (2014:128) that the latter part of the narrative text was moral. This unit is optional, which means not all narrative text presents this part for the reader or the listener. Thus, it can be understood that narrative discourse is a type of discourse that tells or relates the events in a sequence of occasions. The narrative always begins with an orientation sequence, complication, resolution, and coda (Moral).

The elements mentioned above occur sequentially (chronological order), which is one element being characterized by the other and appearing repeatedly to form a narrative schematic structure.

The texture of the Text

Djatmika and Widodo (2016:202) said that the texture of the text is part of the grammatical construction of each sentence built and how it is chosen to build the story text. While Slamet (2014: 159) added that in language we often find language errors. The grammatical errors often involve the ineffectiveness of sentences, the selection of words and the mistake of punctuation, the infrequent spelling of words, the symptom of word and sentence contamination, the use of vocabulary, nomination, technical terms, and types of sentences.

According to (Slamet, 2014:159) in language, we often find language flaws. The linguistic mistakes involved include many things:

1. The ineffective sentence.

The ineffective language of other anatomic sentences is seen on the subject as a preposition, a construction of blank subjects, objects with prepositions, the use of forms *di mana, dalam mana,* and *yang mana,* construction *adalah/ialah vs yaitu/yakni,* conjunction, parallel structures, the construction is lined up.

2. Word select

The problems of verbal selection are among other things: less verbal use, less economic use in word ignorance, more verbal awareness.

3. Punctuation error

Punctuation errors include the following: the use of comma punctuation (,) is often a sentence that lacks a dot (.), an exclamation point (!), or a question mark (?).

4. Inaccuracy in writing derivative words

The occurrence of this derivative word is marked generally in a specific term in which one element is used only in combination. The combined elements of such words are often written separately when they should be put together.

5. Signs of contamination of words and sentences.

The symptom of the contamination of words and sentences is characterized by combining word form, phrase, structure, and set of individual language codes and thereby building up a new and unusual form.

6. Vocabulary

The vocabulary, in this case, is the one where children find difficult to understand, such as the word *Roman*, *antah barantah,* etc.

7. Nomination

The nomination process is a nominal formation process derived from another morpheme. Based on the possible combination of variations, successive nouns can be divided over forms varying from here to here in the prefix, *ke-, pe- (peN-)* and *per-*, suffix *an,* confix *ke-an, pe-an, per-an*. Process nomination with *si* and *san*. Nomination process with *yang*.

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8. Technical terms

A technical term is a word that has a particular meaning in a scientific field. The word has the sense of relating to that scientific field. For example, there are technical words in economics, education, politics, and so forth.

9. Kind of a simplex/complex sentence

The English form of sentences is divided into two types of sentences, that is, complex sentences and simple sentences. Complex sentences are sentences that have more than one structure and one main verb because this sentence contained more than one action (predicate), event, or circumstance. In complex sentences, there are two sentence structures usually associated with a conjunction, but sometimes they are connected only by a comma not even indicated by punctuation or any conjunction. Complex sentences are divided into two types of complex paratactic sentences and complex hypotactic sentences. The paratactic complex phrase is a structured reference to two structures that have equal or even parallel meaning, example for the conjunction of the paratactic complex phrase is "and," "but" and "or." In the meantime, the complex hypotactic sentences are sentences that have two structures of unequal or parallel meaning that are incorporated into one sentence with such conjunction as "if," if, "because," and "when." While a simple sentence consists of only one structure with one main verb. Usually, a simple sentence is merely a pattern of S-P- O or S-P-O-K.

METHOD

This study used qualitative descriptive methods with a discourse analysis approach. As Sutopo (2002:35) put it in qualitative research the data that was collected consist primarily of words, sentences, or pictures that possess means more than just numbers or frequencies. The basis of this method of research is intended to describe and reveal the texture and texture of the story of the child's fable *Kesetiaan Merpati* by M. Syafii Maskur. The source of the data in this study was the book story *Kesetiaan Merpati* by M. Syafii Maskur. The data in this study was a combination of words, sentences, or clauses in the child's storybook the fable of *Kesetiaan Merpati* by M. Syafii Maskur. The padding method with a referential padding technique was used to identify and analyze language areas of error. The method of language error analysis has

a procedure. The procedure consists of three main stages, namely: introduction, description, and fault explanation (Corder in Reistanti: 2017). Next was the language error analysis procedure, which is 1. Compiling error data of paragraphs, sentences, phrases, and words from the compiling of the story structure by M. Syafii Maskur, 2. Identifying errors in the book story by M. Syafii Maskur, 3. Classifying into the wrong type, 4. Sort errors based on frequency. The validity of data in this study employed the triangulation of source data and the triangulation of theory.

FINDINGS AND DISCUSSION

Structure of the Text

The book story *Kesetiaan Merpati* by M. Syafii Masykur is narrative genre. This is because the children's book story *Kesetiaan Merpati* tells or reveals about the faithful of a dove. Besides, this book story fulfills the order of narrative text, they are orientation, complication, evaluation, resolution, and coda.

In the following Table 01, the sequence of discourse unit is found in the child's story of the *Kesetiaan Merpati* by M. Syafii Masykur.

Tabel 1. Discourse unit sequence

Kesetiaan Merpati	Title
Hujan deras telah menghancurkan kerajaan antah barantah. Banyak orang meninggal di sana sini. Bangunan-bangunan hancur. Tinggallah sang raja dan beberapa anggota keluarganya dan salah seorang penasihatnya masih hidup. Mereka menyelamatkan diri dengan sebuah perahu yang memang sudah dipersiapkan sejak lama untuk mengantisipasi hujan. Rasa sedih yang amat dalam menyelimuti hati mereka. Istana yang megah dan rakyat yang setia telah tidak ada lagi. Mereka meninggalkan tempat tersebut mengarungi air bah yang sudah seperti samudera.	Orientation
Hari berganti hari, namun ternyata mereka belum bisa menemukan daerah yang agak tinggi yang tidak terendam air. Perasaan khawatir sudah merasuk ke dalam hati mereka. *"ayahanda, kapan perahu ini akan mendarat?" tanya putri raja kepada ayahnya.* *"entahlah putriku, ayah juga tidak tahu. Semua daratan sudah menjadi lautan. Kita hanya bisa pasrah kepada Sang Pencipta. Semoga kita bisa menemukan tempat tinggal yang baru."* *"kanda, bekal kita sudah hampir habis. Mungkin untuk makan sehari ini sudah tidak cukup. Kalau sampai besok kita belum menemukan tempat berlabuh berarti kita tidak bisa makan," kata permaisuri.* *"kita harus bersabar. Barangkali ini adalah bencana yang ditimpakan Tuhan untuk memperingatkan aku. Selama menjadi raja, kita tidak pernah merasa kekurangan dan kelaparan. Kita belum terbiasa. Nah sekarang kita baru akan*	Complications

merasakan betapa susahnya lapar dan dahaga. Beginilah manusia, di kala senang lupa Tuhan dan lupa rakyat. Dan dikala susah baru teringat".	

"baiklah, kalau memang demikian aku tidak bisa mencegahmu."
      Setelah raja mengijinkan, merpati pun terbang tinggi. Ia berkelana mencari tempat yang bisa didiami raja beserta pengikutnya. Akhirnya ia menemukan tanah pengunungan yang tidak terendam oleh air. Ia hinggap pada sebatang pohon.
      "ada baiknya aku melihat-lihat tempat ini sebentar agar tahu apakah tempat ini berbahaya bagi raja dan keluarganya ataukah tidak."
      Merpati terbang dan hinggap dari pohon ke pohon. Ternyata tempat itu memang aman. Tidak ada binatang buas seperti harimau, singa, dan ular di sana. Kemudian ia mencari apakah ada sumber air di sana ataukah tidak. Dan alangkah terkejutnya ia ketika ia melihat angsa sedang bermain-main di sana. ....
      ...... "ah, sudahlah marilah kita bersenang-senang di sini. Semua makanan yang ada di sini kita makan berdua sepuasnya tidak akan habis," kata angsa.
      "agaknya kamu memang pura-pura lupa," kata merpati.
	Evaluation

.... lalu merpati terbang sendirian mencari perahu yang dinaiki raja dan keluarganya. Sampai di sana merpati melaporkan apa yang telah ditemuinya kepada raja. Namun, ia tidak melaporkan tentang angsa....................
      .... "Ampun Baginda, bagaimanapun juga kak angsa adalah saudara saya. Jangan bunuh dia. Kalau dia mati hamba tidak punya kakak lagi. Kalau baginda mau membunuhnya bunuh pula hamba," kata merpati menagis memohon ampun raja.
      "Baiklah, karena kebaikan hati merpati aku memaafkanmu. Tapi, kamu aku kutuk. Semoga kedua sayapmu tidak bisa kau gunakan terbang untuk selamanya. Demikian pula keturunanmu. Dan kau, merpati, karena kesetiaanmu, semoga kau tetap bisa terbang tinggi dan tetap menjadi burung yang paling setia."
	Resolution

Nah demikianlah, hingga sekarang burung merpati selalu berusaha pulang kerumah karena kesetiaannya kepada majikannya dan angsa sudah tidak bisa terbang lagi.	coda/moral

Orientation is found in the text of the child's story *Kesetiaan Merpati*, depicted in the opening paragraph. A speaker or a writer tries to bring the imagination of the reader to a circumstance that follows the back of a story. Like the following description;

> *Hujan deras telah menghancurkan kerajaan antah barantah. Banyak orang*
>
> *meninggal di sana sini. Bangunan-bangunan hancur. Tinggallah sang raja*
>
> *dan beberapa anggota keluarganya dan salah seorang penasihatnya masih*
>
> *hidup. Mereka menyelamatkan diri dengan sebuah perahu yang memang*
>
> *sudah dipersiapkan sejak lama untuk mengantisipasi hujan. Rasa sedih*
>
> *yang amat dalam menyelimuti hati mereka. Istana yang megah dan rakyat*

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yang setia telah tidak ada lagi. Mereka meninggalkan tempat tersebut mengarungi air bah yang sudah seperti samudera.

The quotations on the narrative above are an orientation that begins the story. The writer tried to describe the initial circumstances of a kingdom. The story quotes above point to Settings and figures.

Next on the complications is built from paragraph two;

Hari berganti hari, namun ternyata mereka belum bisa menemukan daerah yang agak tinggi yang tidak terendam air. Perasaan khawatir sudah merasuk ke dalam hati mereka.

"ayahanda, kapan perahu ini akan mendarat?" tanya putri raja kepada ayahnya.

"entahlah putriku, ayah juga tidak tahu. Semua daratan sudah menjadi lautan. Kita hanya bisa pasrah kepada Sang Pencipta. Semoga kita bisa menemukan tempat tinggal yang baru."

"kanda, bekal kita sudah hampir habis. Mungkin untuk makan sehari ini sudah tidak cukup. Kalau sampai besok kita belum menemukan tempat berlabuh berarti kita tidak bisa makan," kata permaisuri.

"kita harus bersabar. Barangkali ini adalah bencana yang ditimpakan Tuhan untuk memperingatkan aku. Selama menjadi raja, kita tidak pernah merasa kekurangan dan kelaparan. Kita belum terbiasa. Nah sekarang kita baru akan merasakan betapa susahnya lapar dan dahaga. Beginilah manusia, di kala senang lupa Tuhan dan lupa rakyat. Dan dikala susah baru teringat". ....

..........."kalau memang saya harus mati saya rela. Jika tidak banginda tolong, saya sudah mati sejak kemarin. Saya berjanji akan segera kembali akan segara kembali jika sudah menemukan tempat tersebut."

After that, the evaluation can be seen in the following quotations;

"baiklah, kalau memang demikian aku tidak bisa mencegahmu."

Setelah raja mengijinkan, merpati pun terbang tinggi. Ia berkelana mencari tempat yang bisa didiami raja beserta pengikutnya. Akhirnya ia menemukan tanah pengunungan yang tidak terendam oleh air. Ia hinggap pada sebatang pohon.

"ada baiknya aku melihat-lihat tempat ini sebentar agar tahu apakah tempat ini berbahaya bagi raja dan keluarganya ataukah tidak."

Merpati terbang dan hinggap dari pohon ke pohon. Ternyata tempat itu memang aman. Tidak ada binatang buas seperti harimau, singa, dan ular di sana. Kemudian ia mencari apakah ada sumber air di sana ataukah tidak. Dan alangkah terkejutnya ia ketika ia melihat angsa sedang bermain-main di sana. ....

...... "ah, sudahlah marilah kita bersenang-senang di sini. Semua makanan yang ada di sini kita makan berdua sepuasnya tidak akan habis," kata angsa.

"agaknya kamu memang pura-pura lupa," kata merpati. The next phase is the resolution, that is;

.... lalu merpati terbang sendirian mencari perahu yang dinaiki raja dan keluarganya. Sampai di sana merpati melaporkan apa yang telah ditemuinya kepada raja. Namun, ia tidak melaporkan tentang angsa....................

.... "Ampun Baginda, bagaimanapun juga kak angsa adalah saudara saya. Jangan bunuh dia. Kalau dia mati hamba tidak punya kakak lagi. Kalau baginda mau membunuhnya bunuh pula hamba," kata merpati menagis memohon ampun raja.

"Baiklah, karena kebaikan hati merpati aku memaafkanmu. Tapi, kamu aku kutuk. Semoga kedua sayapmu tidak bisa kau gunakan terbang untuk selamanya. Demikian pula keturunanmu. Dan kau, merpati, karena kesetiaanmu, semoga kau tetap bisa terbang tinggi dan tetap menjadi burung yang paling setia."

And the last phase is coda/moral value, that is;

> *Nah demikianlah, hingga sekarang burung merpati selalu berusaha pulang kerumah karena kesetiaannya kepada majikannya dan angsa sudah tidak bisa terbang lagi.*

Grammatical:

Based on the observation, it was found some grammatical errors in the story of *Kesetiaan Merpati.* Some of them were the mistake of language used, that was ineffective language.

In the following Table 02, the identification of grammatical errors in the child's story of the *Kesetiaan Merpati* by M. Syafii Masykur.

Tabel 02. The Identification of Grammatical Errors

Book Title	Grammatical		The Total of Grammatical Errors	The Total of sentences
Dove's Faithfulness by M. Syafii Masykur.	Ineffective Sentences	5 Sentences	45	56 Sentences
	Lack of Punctuation	4		
	Uneconomical use of the word	4		
	Inaccurate use of words	4		
	Phonological error	3		
	Morphological error	1		
	Conjunction error	3		
	Double subject	2		
	Prepositional error	1		
	Negatif Clause	2		
	Vocabulary	8		
	Nominalization	6		
	Technical terms	2		
	Type of Sentence	Complex		

Based on table 02, the identification of grammatical errors above described that in the child's story of the *Kesetiaan Merpati* by M. Syafii Masykur there were many grammatical errors in the Indonesian language usage, as in the sentence below.

> *Tinggallah sang raja bersama beberapa anggota dan salah seorang penasihatnya masih hidup.*
>
> *Istana yang megah dan rakyat yang setia **telah** tidak ada lagi.*
>
> *Nah, sekarang kita baru akan merasakan betapa susahnya lapar dan dahaga.*

Then on page 7, besides the ineffective sentence of the sentence also less of the comma:

> *Tapi **kita pagi tadi** sudah makan sedangkan merpati dan angsa ini beberapa hari tidak makan," kata raja memotong ucapan anaknya.*

Furthermore, ineffective sentences are found on pages 3 and 5.

> *Baginda, selama menjadi rakyat, saya merasakan baginda sudah **arif dan bijaksana***

It should be:

> *Tinggallah sang raja bersama beberapa anggota dan salah seorang penasihatnya **yang** masih hidup.*
>
> *Tidak ada lagi istana yang megah dan rakyat yang setia.*
>
> *Nah, sekarang kita baru akan merasakan betapa susahnya **menahan** lapar dan dahaga.*
>
> *Tapi **tadi pagi kita** sudah makan, sedangkan merpati dan angsa ini beberapa hari tidak makan," kata raja memotong ucapan anaknya*
>
> *Baginda, selama menjadi rakyat, saya merasakan baginda sudah **bijaksana***

The next is uneconomical word and infrequent uses of words. Among these can be seen in page 1 as follows:

> *Mereka menyelamatkan diri dengan sebuah perahu yang **memang** sudah dipersiapkan sejak **lama** untuk mengantisipasi hujan.*
>
> *Hari berganti hari, namun ternyata mereka belum menemukan daerah yang agak tinggi **yang** tidak terendam air.*

Then can be seen on page 16:

> ***Dan** kau, merpati, karena kesetiaanmu, semoga kau tetap bisa terbang tinggi dan tetap menjadi burung yang paling setia.*

Then, uneconomical word also found in page 14, as follow:

> *Alangkah terkejutnya mereka karena mereka melihat angsa sedang bersenang-senang*

It should be: *mereka menyelamatkan diri **menggunakan** sebuah perahu yang sudah dipersiapkan sejak **dulu** untuk mengantisipasi hujan.*

> *Hari berganti hari, namun mereka belum menemukan daerah yang agak tinggi **dan** tidak terendam air.*

> *Alangkah terkejutnya mereka karena melihat angsa sedang bersenang-senang.*

> ***Sementara** merpati, karena kesetiaanmu, semoga kau tetap bisa terbang tinggi dan tetap menjadi burung yang paling setia.*

Beside that, there found infrequent punctuations that the use of full stop and comma in page 3.

> *Beginilah manusia, di kala senang lupa tuhan dan lupa rakyat. Dan di kala susah baru ingat.*

It should be: *Beginilah manusia, di kala senang lupa Tuhan dan lupa rakyat, dan di kala susah baru ingat.*

Then, in page 4, it was found the lack of koma, such as:

> *Bukankah sebagai raja aku hanya bisa menyelamatkan diri dan tidak bisa menyelamatkan seluruh rakyatku?*

Next, it can be seen on page 8:

> *Telah lama angsa terbang namun ia tidak juga kembali.*

Moreover, on page 16:

> *Kalau baginda mau membunuhnya bunuh pula hamba," kata merpati menangis memohonkan ampunan raja.*

It should be: *Bukankah sebagai raja, aku hanya bisa menyelamatkan diri dan tidak bisa menyelamatkan seluruh rakyatku?*

> *Telah lama angsa terbang, namun ia tidak juga kembali.*

> *Kalau baginda mau membunuhnya, bunuh pula hamba," kata merpati menangis memohonkan ampunan raja.*

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Then, it was found the error of letter usage or the error of phonology in word **ijinkanlah** and **mengijinkan** on pages 5, 7, and 10

> *Baiklah, hinggaplah bersama kami,” kata raja* **mengijinkan**.

It should be: *Baiklah, hinggaplah bersama kami,” kata raja* **mengizinkan**.

After that, it was found the error of morphology in page 7:

> *“Anakku,* **ambillah** *makanan untuk merpati dan angsa ini. Kasihan mereka lapar,” kata raja memerintah anaknya.*

It should be : *“Anakku,* **ambilkan** *makanan untuk merpati dan angsa ini. Kasihan mereka lapar,” kata raja memerinta anaknya.*

Furthermore, the error of conjunction and double subject in the sentence, it was found in page 12. Conjunction can not be used to represent a single sentence, like the sentence below:

> **Dan** *alangkah terkejutnya* **ia** *ketika* **ia** *melihat angsa sedang bermain-main di sana.*

In page 16 : **Dan** *kau, merpati, karena kesetiaanmu, semoga kau tetap bisa terbang tinggi dan tetap menjadi burung yang paling setia.*

Then, on page 14:

> *Alangkah terkejutnya* **mereka** *karena* **mereka** *melihat angsa sedang bersenang-senang*

It should be: *Alangkah terkejutnya ia ketika melihat angsa sedang bermain-main di sana.*

> *Alangkah terkejutnya mereka karena melihat angsa sedang bersenang-senang.*

> **Sementara** *merpati, karena kesetiaanmu, semoga kau tetap bisa terbang tinggi dan tetap menjadi burung yang paling setia.*

Hereinafter, the mistake in using preposition was found in this sentence:

> *Perahupun kemudian* **di arahkan** *ke pegunungan tersebut.*

It should be*: Perahupun kemudian* **diarahkan** *ke pegunungan tersebut.*

Moreover, many sentences that is difficult to be understood by children, such as sentences that used metaphor:

> *Mengarungi air bah yang sudah seperti samudra.*

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Then, on the last page was found clause and sentence that contained negative meaning. Clause and negative sentences were not good for the emotional development of children. It can be seen in the example below:

> *Karena keselahanmu, demi keadilan akan **kupenggal lehermu**, " kata raja marah.*

And in the sentence, *"kalau baginda mau **membunuhnya bunuh** pula hamba,"*.

a. Vocabulary: it was found some vocabularies that were not suitable for children from the children's book *Kesetiaan Merpati,* some of them:

> *antah berantah, mengantisipasi, menyelimuti, budi baik, roman, berkelana, bunuh, dan kutuk.*

b. Nominalization: in the story, *Kesetiaan Merpati* was found the descent nominalization process that has affix and prefix *ke-, pe- (peN-)* as follow:
    In page 3: kekurangan dan kelaparan. Then, in page 8: keselamatan dan kelelahan. And in page16: keturunan dan kesetiaanmu.

c. Technical terms: terbang dan hinggap.

d. The type of sentence: the type sentence of the story *Kesetiaan Merpati* was complex. It can be seen on page 16:

> ***Dan** kau, merpati, **karena** kesetiaanmu, semoga kau tetap bisa terbang tinggi **dan** tetap menjadi burung yang paling setia.*

The example above shows that the type of sentence was a complex paratactic sentence and hypotactic, it was marked by the form of conjunction *karena* and conjunction *dan.*

Besides that, the sentence that showed us a complex sentence was on pages 3,5,7, and 8.

The conducted research has led to several things that researchers have never found before. The analysis of language errors done by Agustina Putri Reistanti (2017) found several linguistic errors, among them phonology, morphological errors, and syntax errors. To find fault lies in interlingual transfers and intralingual transfers. Then on research done by Djatmika and Wibowo (2017) found one grammatical flaw that children have as story writers, with many simple sentences beginning with a conjunction. It related to the fact that they fabricated the story in figures of speech instead of writing. In contrast with structure and textual texture analysis of fable

story *Kesetiaan Merpati* by M Syafii Maskur. The study found that the text structure in the fable series *Kesetiaan Merpati* by M Syafii Maskur was a narrative text because it contained orientation, complications, evaluation, resolution, and coda. This discovery had never been specifically discovered by researchers before. In turn, the second finding of textual texture is the grammatical error of sentences, grammatical ineffectiveness, word-usage, inappropriate using words, phonology error, morphology error, double subject, prepositional error, negative clause, vocabulary, nomination, technical terms, and there is also affixation nominalization, sentence types and lexical structure.

CONCLUSION

From the discussion above, it can be concluded that the structure of the text in the book story *Kesetiaan Merpati* by M. Syafii Masykur was narrative text because it contained orientation, complications, evaluation, resolution, and coda.

Moreover, the text texture of *Kesetiaan Merpati* had some grammatical errors and lexical errors. The grammatical errors were found in the story of *Kesetiaan Merpati* as many as 45 sentences, among these were 5 ineffective sentences, 4 lack of punctuations, 4 uneconomical use of the words, 4 inaccurate use of words, 3 phonological errors, 1 morphological error, 3 conjunction errors, 2 double subject, 1 prepositional error, 2 negative clauses, 8 vocabularies, 6 nominalizations, 2 technical terms. Besides that, there was the error of nominalization such as confix-affixation *ke-an*. The sentences widely used were paratactic and hypotactic complex. For lexical of the story was 56 sentences and there was no found language loan. Thus, the book story of *Kesetiaan Merpati* by M. Syafii Maskur was not worthy to be given to a child under 5 years of age. This was seen in the many grammatical errors of a vocabulary that was difficult and uneasily understood by children of that age, as well as the clauses and metaphors.

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