

**SYNTACTIC ANALYSIS ON SENTENCE PATTERNS IN “BAHASA INGGRIS” TEXT
BOOK FOR SENIOR HIGH SCHOOL**

THESIS



By

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ABSTRACT

PAMUNGKAS, ALVIAN CATUR. 2020. *Syntactic Analysis on Sentence Pattern in 'Bahasa Inggris' Textbook for Senior High School.* Thesis, English Education Department, Tarbiyah and Teachers Training Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Winantu Kurnianingtyas Sri Agung, S.S, M.Hum.

Keywords: *syntactic analysis, sentence pattern, and textbook*

Sentence can be considered as the most complex part of the language. A sentence had a particular pattern which showed that the sentence was meaningful. Sentence pattern can be analyzed using syntactic analysis. Syntactic analysis is the process of breaking down the sentence into its constituents.

The purposes of this research were to find out the sentence patterns used in the written text of 'Bahasa Inggris' textbook, and the dominant sentence pattern used in the book. It also can develop English material in senior high school. This research uses Bas Aarts' theory.

This research applied qualitative research and used descriptive qualitative design. This research took 9 chapters of the book entitled 'Bahasa Inggris' for tenth-grade senior high school. The sample were 12 written texts in 9 chapters. Because this research was a content analysis research, the data were collected through documentation. The researcher took the data from the complex sentences in the written text. To analyze the data, the researcher used the tree diagram proposed by Bas Aarts. The researcher read and learned the data carefully, and broke down the constituents of the sentence through the tree diagram. According to Bas Aarts, tree diagram was a visual representation of a hierarchical linguistic structure.

After breaking down the constituents by using tree diagram, the researcher marked the main characteristic of sentences to decide the sentence types. The results of the research showed that there were 18 similar sentence patterns of complex sentence in the written text, they were (1) Pron/N + V + NP + Sub C, (2) Pron + V + Sub C, (3) Pron/N + Sub C + V + VP, (4) N + Aux + Adv + V + Sub C, (5) N + Sub C + V + Adj/Adv, (6) NP + Adj/Adv + Aux + V + Adv + Sub C, (7) Pron/N + Aux + V + Adv + Sub C, (8) Sub C + Pron/N + V + Adv, (9) Sub C + N + Adj + V + Adj, (10) Adv + N + Aux + V + NP + Sub C, (11) Pron/N + V + Adv + Sub C, (12) Pron/N + V + CC + V + Adv + Sub C, (13) Pron/N + Aux + Spec + V + NP + Sub C, (14) Sub C + N + V + Sub C, (15) Pron + V + Sub C + Sub C, (16) N + V + NP + Adv + Sub C, (17) Adv + Pron/N + V + Sub C, (18) N + Adv + V + NP + Sub C. There were 9 sentences in pattern 1, 5 sentences in pattern 2, 1 sentence in pattern 3, 5 sentences in pattern 4, 2 sentences in pattern 5, 1 sentence in pattern 6, 4 sentences pattern 7, 4 sentences in pattern 8, 1 sentence in pattern 9, 2 sentences in pattern 10, 1 sentence in pattern 11, 1 sentence in pattern 12, 1 sentence in pattern 13, 1 sentence in pattern 14, 1 sentence in pattern 15, 1 sentence in pattern 16, 1 sentence in pattern 17, and 1 sentence in pattern 18.

It could be concluded that there were 18 different complex sentence patterns used in the written text of "Bahasa Inggris" textbook. The dominant sentence pattern was pattern 1 with the total of 9 sentences from total complex sentences. It is important for the teacher to optimize the students learning program to develop their knowledge in sentence construction, or sentence pattern because the students indirectly studied about the sentence construction from the book.

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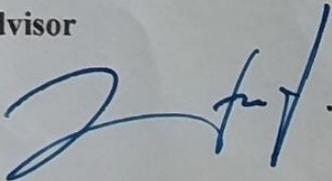
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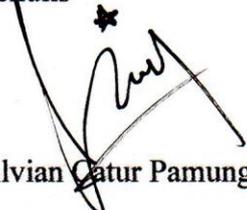
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CHAPTER I

INTRODUCTION

This chapter contains the background of the study, research focus, statement of the problems, research objectives, and organization of the study.

A. Background of the Study

In language learning process, making a sentence is one of basic lesson. The learners must have an ability to construct the sentence, in order to communicate with each other. Jan Firbas stated that the element towards which a sentence is oriented to conveys the information that completes the development of communication taking place within the sentence.¹ It means that people have to produce sentences before communicate with others. Without a sentence, people could not deliver the information completely because sentence have the most important role in development of communication.

Sentence can also be considered as the most complex parts in language. It can be defined as a set of words expressing a statement, a question or an order, usually containing a subject and a verb.² In addition sentence means a group of words that contain at least subject and verb and has a complete thought or meaning.³ It means to produce a sentence people have to formulate at least subject that can be a noun or pronoun and predicate or verb to express meaning clearly, for example, “*he eats*”. It can be called as a sentence

¹ Jan Firbas, *Functional Sentence Perspective in Written and Spoken Communication* (New York: Cambridge University Press, 1992), 6.

² Diana Kusuma Sari, “Syntactic Analysis of Noun Phrase in the text of developing English competencies book for X grade of senior high school”, *Journal of Education*, (2013), <http://eprints.ums.ac.id/21099/>.

³ Hanna Sundari, “Mastery of Simple Sentence Pattern in Writing Class (A Case Study of Third Semester College Students)”, *Journal of Education*, (2013), https://www.researchgate.net/publication/317951860_Mastery_of_Simple_Sentence_Patterns_in_Writing_Class_A_Case_Study_of_Third_Semester_College-Students.

because 'he' stands as subject in the form of pronoun and 'eats' stands as a predicate in the form of verb. Based on its pattern, it is called as a simple sentence pattern.

Sentence pattern is one of a basic lesson that has to be studied in study of language, especially in English because it make people will be able to use ESL skills to understand English.⁴ Sentence pattern can be considered as an arrangement of words which needs the correct grammatical order to form a meaningful sentence.⁵ It means that sentence pattern is a group of words that contain subject and verb based on some rules. There are 4 sentence patterns in English, they are simple sentence, compound sentence, complex sentence and compound complex sentence.

Simple sentence can be considered as a sentence which has one subject and one predicate that have expressed the complete thought.⁶ According to Manik Joshi, a simple sentence consist of one independent clause.⁷ It means that simple sentence can also be classified as an independent clause because it can stand alone, and express a complete thought of the speaker or writer although it only consist of subject and verb. It is usually has a pattern 'S + V', but sometimes, according to Marcella Frank, it needs to add a direct object (dO) if the verb is transitive or a verb that that need an object to make the sentence complete.⁸ In case of two simple sentence or independent clauses which have a relation of each, it will be more effective if the clause being joined by using the coordinating conjunction, and this process form a new pattern of sentence called compound sentence.

⁴ [Talktocanada.com](https://www.talktocanada.com/blog/why-esl-learners-cant-live-without-sentence-patterns), "Why ESL Learners can't live without Sentence Patterns", (2006), <https://www.talktocanada.com/blog/why-esl-learners-cant-live-without-sentence-patterns>.

⁵ [Aresearchguide.com](https://www.aresearchguide.com/sentence-patterns.html), "Sentence Patterns – What they are and how to use them", (2009), <https://www.aresearchguide.com/sentence-patterns.html>.

⁶ Manik Joshi, *Simple, Compound, Complex, Compound-Complex Sentences: English Sentence Form*, (2014).

⁷ Ibid.

⁸ Marcella Frank, *Modern English: A Practical Reference Guide* (Englewood Cliffs: New Jersey, 1972), 220.

Compound sentence means a sentence that consist of two or more independent clause joined together using coordinating conjunction (CC).⁹ It is usually happened when two or more independent clause have a relationship within the sentences, for example, *“I think you would enjoy the party, but I don’t mind if you stay at home”*. The pattern of this sentence is ‘S + V + dO + VP + CC + S + aux + not + V + dO + VP’. Each clause which is written has a complete meaning, and it can stand alone, but the conjunction ‘*but*’ shows a clear relationship between two independent clauses. That is what makes compound sentence is different with complex sentence.

Complex sentence means a sentence that contains one independent clause joined with one or more dependent clause¹⁰. Dependent clause cannot stand alone, that is why it needs an independent clause to stand with which is joined by subordinating conjunction (SC), for example *“My father laugh because I told a joke”*. The pattern of this sentence is ‘S + V + SC + S + V + dO’. The conjunction ‘*because*’ connect the clause with a complex relationship between the two. It is indicating which one is dominant and which is subordinate. The difference between compound and complex sentence is very clear, but it can also be joined become one sentence which is called as compound-complex sentence.

Compound-complex sentence consist of more than one independent clause joined with one or more dependent clause¹¹. It means that compound-complex sentence is a combination of compound sentence and subordinate clause, for example, *“I entered the class when the teacher came, but my friend did not join the class”*. The pattern of the sentence is ‘S + V + dO + SC + S + V + CC + S + aux + not + V + adv’. The sentence are joined by both coordinating conjunction and subordinating conjunction. In case to learn

⁹ Manik Joshi, *Simple, Compound, Complex, Compound-Complex Sentences: English Sentence Form*, (2014).

¹⁰ Ibid.

¹¹ Ibid.

about all this kind of sentence, textbook is used to facilitate the teachers and the students to study about English sentences deeply. In this case, the book is entitled 'Bahasa Inggris'.

The book has fifteen chapters which does not explain about the sentence pattern. The researcher has read the book and each chapter only explain about vocabulary and part-of-speech such as noun, pronoun, verb, preposition, adjective, etc. as the result, the students are only able to define the part-of-speech that is used in the sentence, but they cannot define the sentence pattern that is used in the written text because they do not get familiar with sentence pattern. This make the students could not avoid to make a choppy paragraph when they do a writing practice at school.

According to the case above, explaining sentence patterns material is important in order to make the students get familiar with sentence patterns. Studying sentence patterns from the written texts in the book is the fastest way to make the students have a clear examples of how to construct a sentence. Because there are no material that explains about the sentence patterns, syntactic analysis process is needed to analyze the sentence patterns in the written texts that are written in the book. It is a process of determining the relevant parts of a sentence and describe it grammatically.¹²

The researcher choose this book because this book is one of the material that has been prepared by the government to implement the curriculum of 2013. The book are used in almost all of tenth grade students in Ponorogo. The book is written by Utami Widiarti, Zuliati, and Furaidah, and Published in 2017 by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

Based on those explanation, the researcher decided to conduct the research to the book entitled 'Bahasa Inggris' to develop the students' knowledge about sentence pattern and make them increase their English ability in writing and speaking. The researcher conducted the research about syntactic analysis on sentence pattern using tree diagram based on Bas

¹² Noam Chomsky, *Syntactic structure: second edition*, (Mounon de Gruyter Berlin: New York), 1.

Aart's theory. Tree diagram are visual representations of hierarchical linguistic structure.¹³

The researcher used this theory because tree diagram are the completed way of representing syntactic structure of the sentence graphically.

B. Research Focus

Based on the background of the study, this study focus on analyzing the sentence pattern of complex sentence in written text in chapters 1 - 9 of text book entitled "Bahasa Inggris" for tenth grade senior high school students that is written by Utami Widiarti, Zuliati, and Furaidah, and Published in 2017 by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. The researcher focus in analyzing complex sentence pattern using tree diagram based on Bas Aarts theory.

C. Statement of the Problem

Based on background of the study and research focus, the researcher has conducted the statement of the problem as follows:

1. What are the sentence patterns used in the textbook of 'Bahasa Inggris' for tenth grade senior high school?
2. What is the dominant sentence pattern in the textbook of 'Bahasa Inggris' for tenth grade senior high school?

D. Objective of the study

Based on the statement of the problem, the researcher has conducted the research objectives as follows:

1. To identify and classify what sentence pattern are used in the textbook of Bahasa Inggris' for tenth grade students written text.

¹³ Bass Aarts, *English Syntax and Argumentation; Second Edition*, (England: University College London, 2001), 63.

2. To identify what the dominant sentence pattern in the textbook of Bahasa Inggris' for tenth grade students written text.

E. Significance of the Study

By conducting this study, the researcher hopes that it may be useful to give a contribution in education system theoretically and practically.

1. Theoretically

- a. This research will help educational environment to develop the education system for senior high school.
- b. For the future researcher that interested in studying about syntactic analysis on sentence pattern

2. Practically

- a. The researcher get knowledge about syntactic analysis on sentence pattern process.
- b. The teacher can develop their material in teaching learning process based on the text in the book itself.
- c. The students can get more material in studying English from the book.

F. Organization of the Study

This research is divided into six chapters to make the researcher get easier in writing thesis. The first chapter contains the introduction of the research. This chapter will introduce the whole content of the research which involves; background of the study, research focus, statement of the problem, objective of the study, significances of the study and organization of the study.

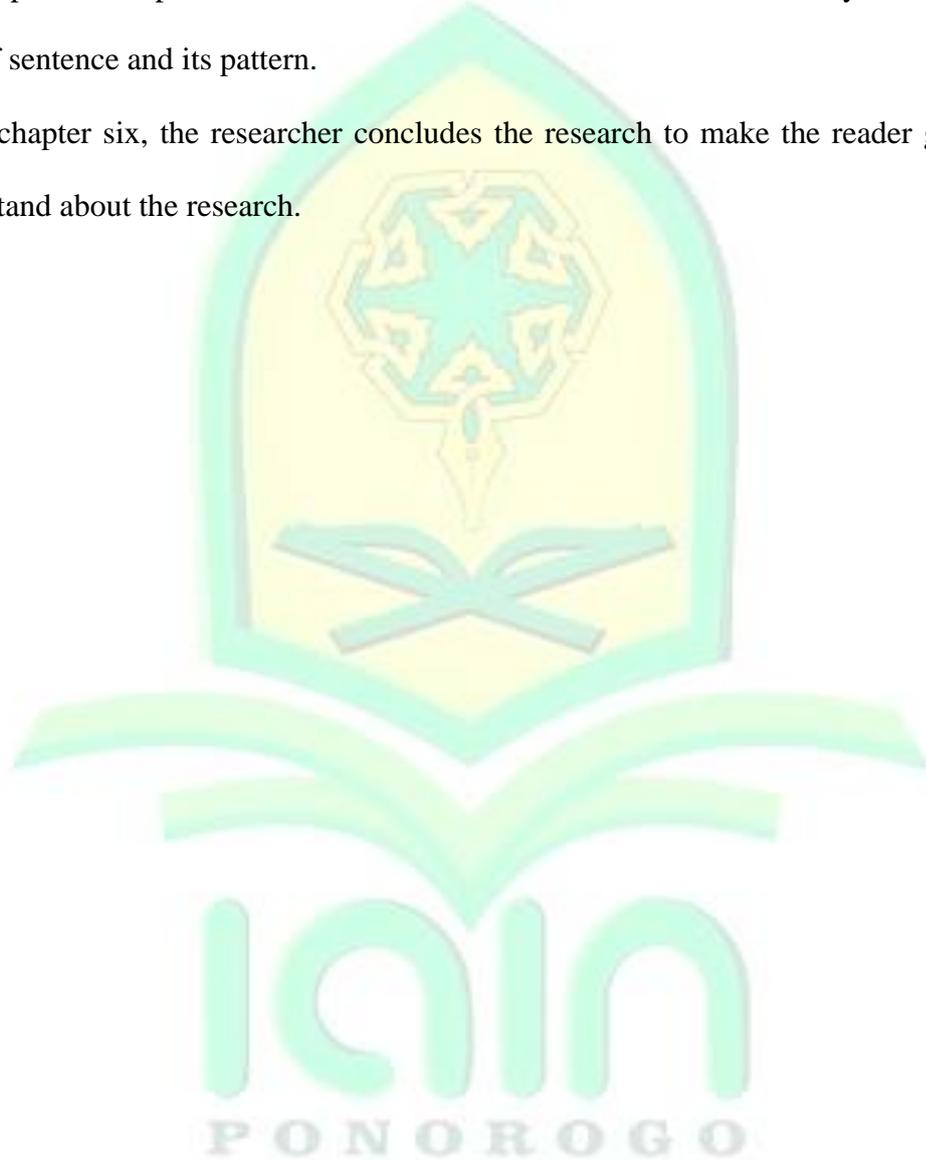
In chapter two, the researcher explains about the findings of a previous research and the theoretical background that the researcher use when conducting this research.

In chapter three, the researcher explains about the method that the researcher use when conducting the research. It consist of research design, researcher role, data source, data collection technique, data analysis technique, data credibility, and research procedure.

In chapter four, it discusses about the data that the researcher found in general data description and specific data description.

Chapter five explains about the discussion derived from the data analysis. They are the type of sentence and its pattern.

In chapter six, the researcher concludes the research to make the reader get easy to understand about the research.



CHAPTER II

REVIEW OF RELATED LITERATURE AND PREVIOUS RESEARCH

FINDINGS

To make this thesis clear and easier to be understood by the reader, the researcher explains some theories and previous research findings that related to the research problems. The theory that being explained are the definition of sentence, sentence types based on its pattern, syntactic analysis, tree diagram, and definition of textbook.

A. Review of Related Literature

1. The Definition of Sentence

Sentence can be considered as the most complex parts in language. It is also one of important element in communication to convey the information both in written and spoken text.¹⁴ It is consist of several word, usually contains a subject and predicate that arranged in grammatical order to express the complete meaning.

According to Hacken and Thomas, sentence is a set of words expressing a statement, a question or an order, usually containing a subject and a verb,¹⁵ for example, *'He runs'*. It is can be defined as a sentence because *'He runs'* fulfill the sentence requirement which has a pattern 'S + V'. Meanwhile, according to Marcella Frank, sentence is a full predication containing a subject plus a predicate with a finite verb, it may symbolized as S V O (subject + verb + object) or N V N (noun + verb + noun).¹⁶ This shows that sometimes a sentence needs an object to express full meaning, for

¹⁴ Jan Firbas, *Functional Sentence Perspective in Written and Spoken Communication*, (New York: Cambridge University Press, 1992), 6.

¹⁵ Pius ten Hacken and Claire Thomas, *The Semantics of Word Formation and Lexicalization*, (Edinburgh: Edinburgh University Press 2013).

¹⁶ Marcella Frank, *Modern English: A Practical Reference Guide*, (Englewood Cliffs: New Jersey, 1972), 220.

examples, 'John rides a motorcycle.' This sentence contains an object 'motorcycle' which shows the information about what is ridden by John.

Based on the explanation above, the researcher concludes that a sentence is a group of words that contains at least a subject and verb which is arranged based on the grammatical order.

2. Sentence Types Based on Its Pattern

As stated before, the basic pattern of a sentence is S + V which may construct a simple sentence. In order to convey the information in detail for the development of communication, the pattern of the sentence may develop according to the information that being spoken the speaker.¹⁷ According to the explanation, new sentence patterns are constructed when the speaker or writer wants to convey a complete information to make the reader or listener understood and catch it clearly.

Sentence pattern can be considered as an arrangement of words which needs the correct grammatical order to form a meaningful sentence.¹⁸ It means that the speaker or the writer could arrange the words without changing the rule in order to fulfill the needs in conveying the information clearly. According to Manik Joshi, there are 4 types of sentence based on its pattern, they are simple sentence, compound sentence, complex sentence, and compound-complex sentence.

a. Simple sentence

Simple sentence can be considered as a sentence which has one subject and one predicate that have expressed the complete thought.¹⁹ Manik Joshi stated

¹⁷ Jan Firbas, *Functional Sentence Perspective in Written and Spoken Communication*, (New York: Cambridge Press, 1992), 11.

¹⁸ Aresearchguide.com, "Sentence Patterns – What they are and how to use them," (2009), <https://www.aresearchguide.com/sentence-patterns.html>.

¹⁹ Manik Joshi, *Simple, Compound, Complex, Compound-Complex Sentences: English Sentence Form*, (2014).

that a simple sentence is consist of one independent clause. On the other hand, Marcella Frank also stated that a simple sentence is a sentence that have only one full predication in the form of an independent clause.²⁰ From that explanation, the researcher concludes that a simple sentence is equal with an independent clause, for example:

'I saw her yesterday.'

This group of word is containing subject which is 'I' and verb which is 'saw'. Based on the explanation above this group of word can be classified as a simple sentence. In order to make the sentence complete, the direct object 'her' is added because the verb is transitive. The word 'yesterday' stands as an adverb of time which shows when the event is occurred. Based on this explanation, and the definition of simple sentence, this group of word stands as a simple sentence in the form of past tense.

b. Compound Sentence

Compound sentence means a sentence that have two full predication in the form of independent clause.²¹ In addition compound sentence means sentence that consist of two or more independent clause. These clause are connected together by coordinate conjunction (CC) such as *and, but, or, nor, for, yet, so, etc.*²² Based on these explanation, the researcher concludes that compound sentence is two simple sentence that being joined become one sentence by using coordinating conjunction, for example:

'Magic lies in mind, but my blade follows my heart.'

²⁰ Marcella Frank, *Modern English: A Practical Reference Guide*, (Englewood Cliffs: New Jersey, 1972), 223.

²¹ Ibid, 224.

²² Ika Dirgasari, et al, "An analysis of Compound Sentence in Students' Writing," *ICLA Journal of Education and Humanities Research*, ISSN 2352-5398, Vol 301 (March 2018), <https://doi.org/10.2991/icla-18.2019.57>.

The group of words ‘magic lies in mind’ and ‘my blade follows my heart’ contain a subject which is ‘magic’ and ‘my blade’ and verb which is ‘lies’ and ‘follows’ which mean that these group of words stand as simple sentence that could stand alone. Based on the explanation before, simple sentence is equal with independent clause. The example shows that the independent clause are being joined with the coordinating conjunction which is ‘but’. Based on the explanation, and the definition of compound sentence, the sentence ‘*Magic lies in mind, but my blade follows my heart*’ is a compound sentence.

c. Complex Sentence

Marcella Frank stated that a complex sentence is a sentence that have two or more full predication, one of these is an independent clause (or main clause) and one or more of these are dependent clauses (or subordinate clause) that begin with a subordinating conjunction.²³ In addition, Azar stated that a sentence is said to be a complex sentence if it consists of one independent clause and one or more dependent clause.²⁴ It means that complex sentence is one or more simple sentence or independent clause that being joined with a dependent clause by using subordinating conjunction, for example:

‘Because I like music, I joined a band in my school.’

The group of words ‘because I like music’ contains a subject which is ‘I’ and verb which is ‘like’ which mean that this group of word can be classified as a sentence, but it also contains a subordinate conjunction ‘because’. It can be concluded if the group of word ‘because I like music’ is a sentence, but does not express the complete meaning, so it can be classified as a dependent clause

²³ Marcella Frank, *Modern English: A Practical Reference Guide*, (Englewood Cliffs: New Jersey, 1972), 223.

²⁴ Betty Schramper Azar, *Understanding and using English Grammar*, (Binarupa Aksara, Jakarta 2001), 263.

or subordinate clause. In order to complete the meaning, the independent clause is added which is 'I joined a band in my school'. This sentence contains a subject which is 'I' and verb 'joined' without a subordinate conjunction. It means that this sentence is a simple sentence or independent clause which expresses a complete thought. According to the explanation and the definition of complex sentence, the relation between the sentences above formed a complex sentence.

According to Gijn and Haude, there are three types of subordinate clause which is adverbial clause, adjective clause, and noun clause.²⁵ It is affecting the construction of complex sentence such the use of the subordinate conjunction of dependent clause. In line, Azar also stated that there are 3 forms of subordinate clause, they were adjective clause, noun clause and adverbial clause.²⁶

d. Compound-complex Sentence

Frank stated that compound-complex sentence is a sentence with coordinating conjunction which connects two or more independent clauses, at least one of which should have a dependent clause within.²⁷ On the other hand, Manik Joshi stated that compound-complex sentence consists of more than one independent clause joined with one or more dependent clauses²⁸. Based on these explanations, the researcher concludes that compound-complex sentence is a combination of compound sentence and subordinating clause for example:

'She gives you a letter in your desk, but she just leave when you come'

The sentence 'she gives you a letter in your desk, but she just leave' can be classified as a compound sentence because the relation of each independent

²⁵ Rik van Gijn et al, *Subordination in Native South American Language*, (John Benjamins Publishing: Amsterdam, 2011) 109.

²⁶ Betty Schramper Azar, *Understanding and Using English Grammar: Second Edition*, (Binarupa Aksara, Jakarta 2001), 238, 268, 330.

²⁷ Marcella Frank, *Modern English: A Practical Reference Guide*, (Englewood Cliffs: New Jersey, 1972), 223.

²⁸ Manik Joshi, *Simple, Compound, Complex, Compound-Complex Sentences: English Sentence Form*, (2014)

clause are being joined by coordinating conjunction, but the dependent clause 'when you come' could not stand alone. It needs the main clause, in this case is 'she just leave', to express the meaning completely which means that the compound sentence are being joined by subordinate clause. It makes the relation between each clause has a complete meaning, and formed a compound-complex sentence.

3. Syntactic Analysis

Syntactic analysis may be defined as the process of determining the relevant parts of a sentence and describe it grammatically.²⁹ In addition, syntactic analysis is the process of breaking the constituents or component of sentence down.³⁰ It means that syntactic analysis is the process of breaking down the constituents from the sentence and named them as the part-of-speech based on the grammatical rules.

According to Bass Aarts, every sentence can be analyzed at four distinct form levels. They are the word level, phrase level, the clause level, and the sentence level.³¹ There are several methods to analyze the sentence in syntax. They are labelled bracketing and tree diagram method.

Labelled bracketing method is a notation method where words that belong together in a constituent are enclosed in square brackets. The formal status of the constituent is indicated by attaching a subscript label the leftmost bracket.³² It means that labelled bracketing method is the way of breaking down the sentence's constituent by putting the words inside the square bracket, and marks it with the part-of-speech of the words

²⁹ Noam Chomsky, *Syntactic structure: second edition*, (Mouton de Gruyter Berlin, New York), 1.

³⁰ Liliane Heageman and Herman Wekker, *A Modern Course in English Syntax*, (Croom Helm Ltd: London), 5.

³¹ Bass Aarts, *English Syntax and Argumentation; Second Edition*, (England: University College London, 2001), 56.

³² *Ibid*, 60.

in the left side of the bracket. To make it understandable, here is the example of labelled bracketing method.

My father laugh because I told a joke.

Word Level

[N My father] [v laugh] [Comp because] [N I] [v told] [Det a] [N joke]

Phrase Level

[NP [N My father]] [VP [v laugh] [Comp because] [NP [N I]] [VP [v told] [NP [Det a] [N Joke]]]

Clause level

[MC [NP [N My father]] [VP [v laugh] [Sub C [Comp because] [NP [N I]] [VP [v told] [NP [Det a] [N Joke]]]]]

Sentence level

[S/MC [NP [N My father]] [VP [v laugh] [Sub C [Comp because] [NP [N I]] [VP [v told] [NP [Det a] [N Joke]]]]]

S = sentence, N(P) = Noun (phrase), V(P) = Verb (phrase), Comp= complement, MC = Matrix Clause, Sub C = Subordinate clause.

Each lower level of labelled bracketing are included in the higher level of it. It is difficult to read the clause and sentence levels because of the details contained in labelled bracketing method. This is the reason why the researcher choose tree diagram method in representing the syntactic structure of a sentences because it has the clearer representation and easy to be understood even without giving the level of each.

4. Definition of Tree Diagram

Tree diagram is one of the common way in breaking down a sentence into its constituent. It is a visual representation of hierarchical linguistic structure.³³ On the other hand, Radford stated that tree diagram is a way to represent syntactic structure

³³ Ibid, 63.

and make a specific claim about how sentence was structured.³⁴ Based on these explanation, the researcher conclude that tree diagram is the way to represent a sentence into its constituent based on syntactic rules.

Tree diagram is a very clear way to represent a syntactic structure graphically, but it has a massive disadvantage. According to Bass Arts, the major disadvantage of tree diagram is that they take up a lot of space on the printed page.³⁵ To make it clear, here is an example for tree diagram represent the complex sentence 'Tim thought that Kate believe the story'.³⁶

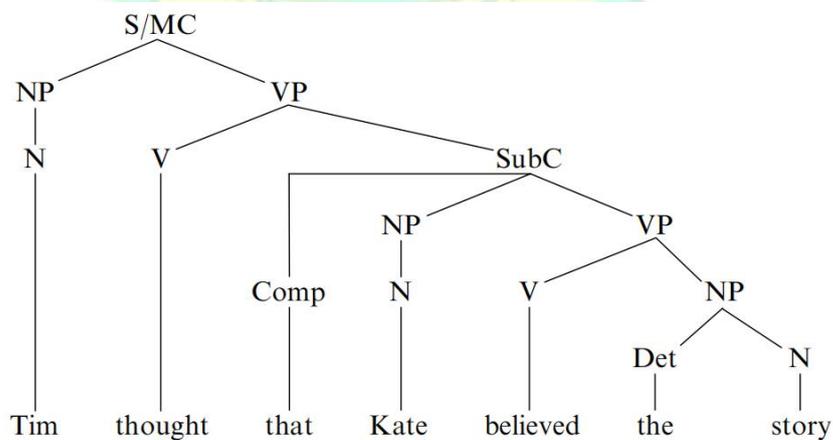


Figure 2.1 Tree Diagram

This tree shows the constituents of the complex sentence correctly, and shows the relation between each words in the sentence construction clearly. It shows the relation between the element of the tree, for example, S/MC refers to sentence or matrix clause that dominates the NP (nounphrase) and VP (verbphrase).³⁷ The line indicates 'consist of' to shows if the S/MC consist of NP and VP which mean that NP and VP has the same level which is the constituent of S/MC. N (noun), V (verb), and SubC (subordinate clause) has the same level which is N is the constituent of NP, and V and

³⁴ Andrew Radford, *Syntactic Theory and the Structure of English: A Minimalist Approach*, (Cambridge University Press: Cambridge, 1992), 102.

³⁵ Bass Aarts, *English Syntax and Argumentation; Second Edition*, (England: University College London, 2001), 65.

³⁶ Ibid, 65.

³⁷ Ibid, 65.

SubC is the constituent of VP. It means N, V, and SubC is also the constituent of S/MC, etc. According to Haegeman and Wekker, this is called as 'top to bottom' analysis.³⁸

The other way in representing the syntactic structure of a sentence is by using tree diagram is use the triangles (sometimes called as clothes-hangers) if the structure of particular constituent were not interesting,³⁹ for example:

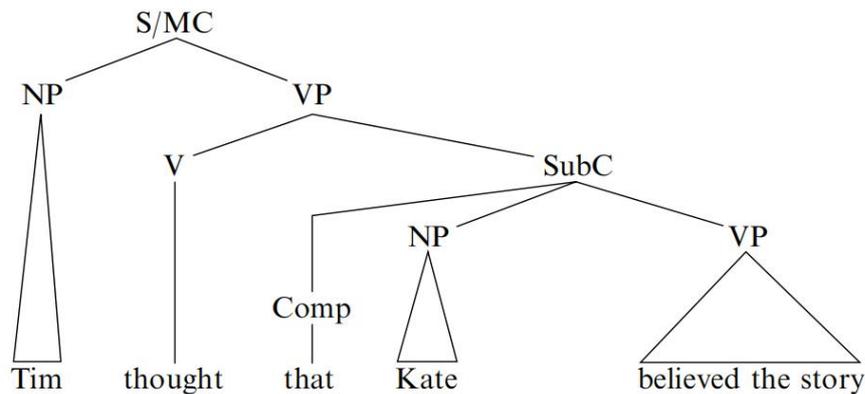


Figure 2.2 Tree diagram with triangles or clothes hanger in phrase

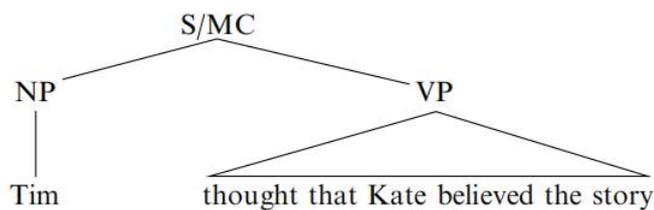


Figure 2.3 Tree diagram with triangles or clothes hanger in clause

The trees are different with the first one because there are the triangles or clothes hanger to represent the constituent which is not broken down into a specific constituents. The major different from the tree in 4.2 and 4.3 with 4.1 is there are no part-of-speech needed in 4.2 and 4.3 tree diagrams to make sure about what the phrase and the clause consist of. These method can decrease the major disadvantage of using tree diagram, but it does not give a clear representation of each constituent.

Based on those reason, the researcher decided to use 4.1 tree diagram in this research in case to make the sentence are being broken down clearly.

³⁸ Herman Wekker and Liliane Heageman, *A Modern Course in English Syntax*, (Croom Helm Ltd: London, 2009).

³⁹ Bass Aarts, *English Syntax and Argumentation; Second Edition*, (England: University College London, 2001), 66.

5. Textbook

a. Definition of Textbook

In teaching learning process, textbook mean to be a tool to facilitate the teacher and the learners to get the material that being taught. It is a comprehensive compilation of content in a branch of study. Textbooks are produced to meet the needs of educators, usually at educational institutions and Schoolbooks are textbooks and other books used in schools.⁴⁰ According to Cunningsworth, textbook is the material that being prepared and have already set, in order to fulfill the learners needs in school.⁴¹

Based on those explanation, the researcher conclude that textbook is a written material that being prepared by education department to fulfill the students need.

b. Category of Textbook

As known before, book is one kinds of literature which is a written forms of an idea.⁴² In literature, there are 2 categories of a written text which is fiction and nonfiction. Fiction literature refers to literature which is created from the writer's imagination.⁴³ It means that the plot, settings, and the characters is created by the writer based on the writer's imagination. There are many kinds of fictional literature such as, mysteries, fantasy, science fiction, etc.

Nonfiction is a literature that happened based on the fact.⁴⁴ It is a factual stories that focused in actual events and people. Nonfiction literature can be delivered in

⁴⁰ Oxford Dictionary Online, "Definition of schoolbook in English from the Oxford dictionary," (2016).

⁴¹ Alan Cunningsworth, *Choosing your course book*, (Macmillan Education: Australia, 1995), 7.

⁴² Jim Meyer, "What is Literature? A Definition Based on Prototypes," *Journal of Education*, (1997), https://www.researchgate.net/publication/234618484_What_Is_Literature_A_Definition_Based_on_Prototypes/link/5b310c960f7e9b0df5c7f0be/download.

⁴³ "Fiction vs Non-Fiction," (2020), www.hooverlibrary.org/faq/fiction_vs_nonfiction.

⁴⁴ Ibid.

form of article or book. It means that textbook is one of a kinds of nonfictional literature.

In case of choosing a good textbook to use in school, there are some criterias that have to be considered.

c. Criteria of Textbook

According to Cunningsworth, there are eight criterias of a good textbook which is used in school, which is:

1. Aim and approaches, the book's aim must have a corespond closely with the aim of learning process.⁴⁵ It means the book's aim has to be in line with the syllabus that applied in school.
2. Design and organization, this characteristic is closely related to the component that make up the total course package.⁴⁶ It means that the material of the book are related one another between each chapter.
3. Language content, the textbook have to cover the main grammar items appropriate in each level of the learners.⁴⁷ It means that the book have to cover the grammar and many aspect to become the foundation in the process of language learning.
4. Skill, which the book has to covered the skill that being learned based on the learners' need and the syllabus.⁴⁸ It means the book have to cover all four skill in language learning such as listening, writing, speaking, and reading based on the students' level.

⁴⁵ Alan Cunningsworth, *Choosing your course book*, (Macmillan Education: Australia, 1995), 7.

⁴⁶ Ibid, 7.

⁴⁷ Ibid, 7.

⁴⁸ Ibid, 7.

5. Topic which is closely related to the sufficient material of the genuine interest to students that are contained in the book.⁴⁹ It deals with non-linguistic aspect. The learning topic usually emphasize the students' interest.
6. Methodology which closely related to the approaches of learning process in the book.⁵⁰ It means that the book's writer has a view about how language is learned and how it is best to taught.
7. Teacher's book which closely related to the guidance for the teacher that used the book.⁵¹ The guidance guide the teacher about how to teach the material of the book properly.
8. Practical consideration, which is related to the good value of the book for the students.⁵² It also related to the whole package of the book where all of the criterias are fulfilled, and the book can be considered as a good textbook.

Based on the previous research about content analysis in textbook entitled Bahasa Inggris, this book is 78,9% fulfilled the criteria of a good textbook,⁵³ but in this research, the researcher does not want to analyse the good criterias in the content of a textbook. The researcher only focusing on analysing the sentence patterns in the written text of the book.

B. Previous Research Findings

In this research the researcher took several previous study. The first one is written by Diana Kusuma Sari entitled A Syntactic analysis of noun phrase in the text of

⁴⁹ Ibid, 7.

⁵⁰ Ibid, 8.

⁵¹ Ibid, 8.

⁵² Ibid, 8.

⁵³ Lutfi Habibi, "An Analysis on The Textbook 'Bahasa Inggris' Used by Tenth Grade Senior High School," *Thesis*, (2017), <http://etheses.iainponorogo.ac.id/2103/>.

developing English competencies book for X grade of senior high school. This research deals with noun phrase in the genre text of developing English competencies book by Achmad Doddy. The aims of this research are to identify the constituent of noun phrase and to describe the structural ambiguities of the noun phrase in the genre text. The type of this research is descriptive qualitative. The researcher collect the data by using documentation. The researcher get the data by taking 145 data of noun phrase in the book of 'Developing English Competencies'. The data analyzing technique is by referring to the context of syntax by using tree diagram in the theory of phrase structure rules then presenting phrase structure rules and phrase makers. The finding of this research is there are six constructions of the constituent of noun phrase in the text of developing English competencies book for X grade of senior high school. They are (Adj + N), (Det + NP), (Adj + NP + PP), (Det + NP + Adjunct), (Det + NP + Complement), (Possessive / pronoun + NP).⁵⁴

The second research was written by Anita Sulistiani and Winantu Kurniyaningtyas Sri Agung from IAIN Ponorogo entitled 'Labelled Bracket in Constructing Noun Phrase of College Students' Narrative Composition'. This research applied qualitative approach and used descriptive research design. The subject of this research were students from fourth semester of english department students of TBI. A class at IAIN Ponorogo, which had 24 students. The researcher got the data from documentation. The form of the data were students' worksheet, narrative text. To analyze the data, the researcher used labbeled bracketing. To collect the data, the researcher read and learns students narrative text carefully, then break down the constructions of noun phrase into smaller units by adding the brackets to mark of the constituents, then labbeled each constituents based on grammatical category and interpreted the constructions of noun

⁵⁴ Diana Kusuma Sari "A Syntactic analysis of noun phrase in the text of developing English competencies book for X grade of senior high school," *Journal of Teacher Education*, (2012), http://eprints.ums.ac.id/21099/22/JURNAL_PUBLIKASI_JADI.pdf.

phrase based on Lesley's theories. The result of data analysis showed that from 479 sentences in students' writing compositions, the researcher found four types of noun phrase constructions. They were 469 sentence from premodifier and head, 453 sentences from head itself, 25 sentences from head and post modifier and 113 sentences from premodifier, head and postmodifier. Then the percentage of noun phrase constructions in premodifier and head was 44%, in head itself was 43%, in head and post modifier was 2% and in premodifier, head and postmodifier was 11%.⁵⁵

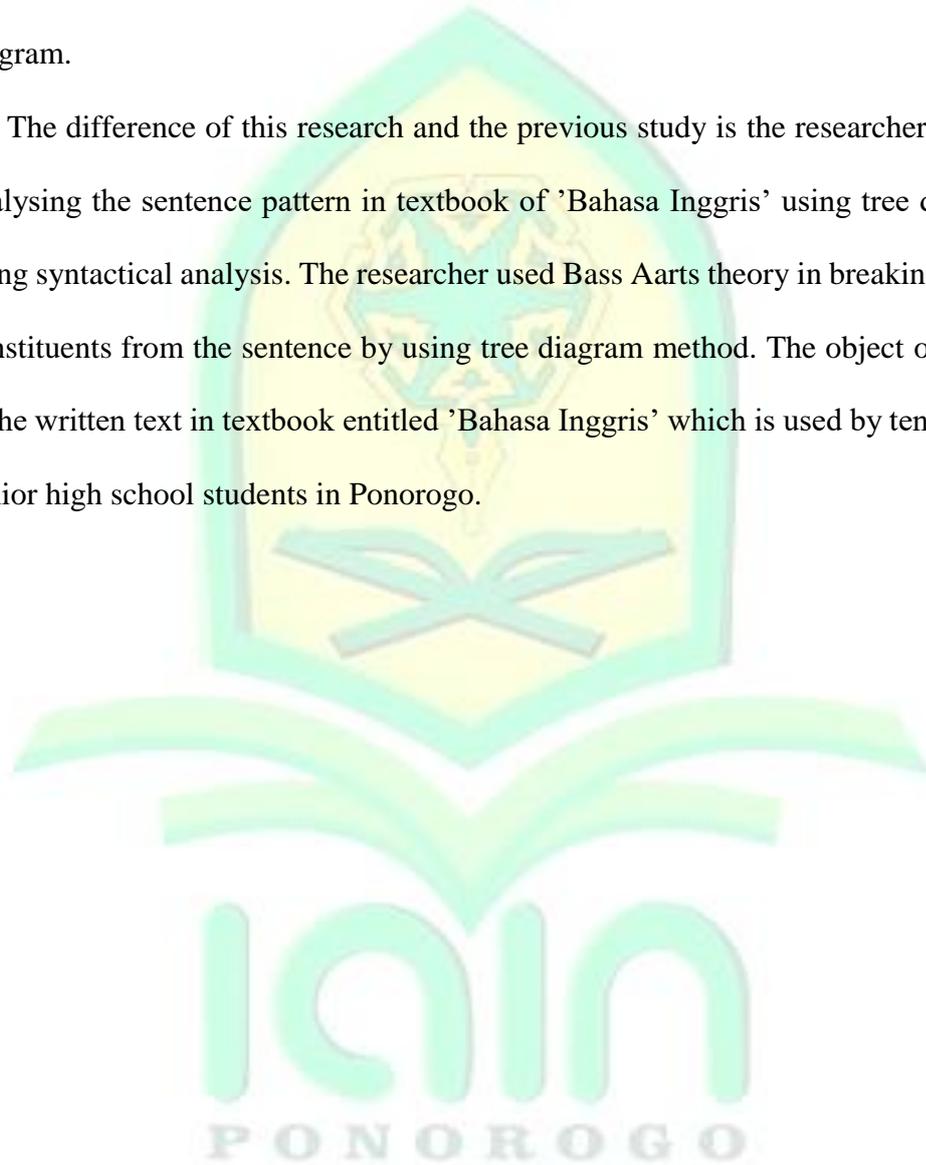
The third research was conducted by Arina Nihayatul A from IAIN Ponorogo entitled 'Complex Sentence and Its Tree Diagram in Thomas Hardy's The Woodlanders.' The research approach of this research was descriptive qualitative approach or the library research. The primary data source was the Woodlanders novel and the secondary data source was the book that relevant with the theory of syntactic analysis. The researcher collected the data by documentation technique. It was done by read, analyze both the novel and also measurement the result of the analysis. Based on the data analysis, it concluded that complex sentence found in Thomas Hardy's The Woodlanders was 226 complex sentences. There were subordinate word, relative word, and question word. The dominant of complex sentence is complex sentence that used relative pronoun. The rule of tree diagram in this research is make the analysis more detail, because with the tree diagram the researcher can explain the rule of each complex sentence, the researcher found the conclusion of this thesis that the complex sentence was more complete sentence, interesting sentence and more easy when read than simple and compound sentence because the complex sentence there is dependend clause (sub clause). It cannot stand alone but it has function when connected with

⁵⁵ Anita Sulistiani and Winantu Kurniyanyingtyas Sri Agung "Labelled Bracket in Constructing Noun Phrase of College Students' Narrative Composition," *Journal of English Linguistic, Literature and Education*, ISSN 2580-9946, Vol. 1, No. 2. (December 2019), <https://www.elitejournal.org/index.php/ELITE/article/view/22>.

independent clause. The function of dependent clause is make independent clause have more clearly and complete though.⁵⁶

The equation of this research and the previous research is the researcher and the previous researcher use syntactic analysis approach to analyse the phrases and sentences in the book or student's writing by using labelled bracketing method or tree diagram.

The difference of this research and the previous study is the researcher focuses in analysing the sentence pattern in textbook of 'Bahasa Inggris' using tree diagram by using syntactical analysis. The researcher used Bass Aarts theory in breaking down the constituents from the sentence by using tree diagram method. The object of the study is the written text in textbook entitled 'Bahasa Inggris' which is used by tenth grade of senior high school students in Ponorogo.



⁵⁶ Arina Nihayatul "Complex Sentence and Its Tree Diagram in Thomas Hardy's The Woodlanders," *Thesis*, (2015). <http://etheses.iainponorogo.ac.id/996/>.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method used to analyze the data. It includes research design, researcher role, source of the data, technique of collecting data, technique of analyze data, and research procedure.

A. Research Approach

The researcher used qualitative research design in this research because the data was words and it was analyzed using description, not a statistical number. Qualitative research is a research that concerned with qualitative phenomenon or phenomena that related to quality or kind.⁵⁷

On the other hand, qualitative research is a research that seeks out the ‘why’ of the topic through the unstructured information analysis.⁵⁸ In addition, qualitative research focused on understanding phenomena from the perspective of human participants in natural setting.⁵⁹

The researcher used descriptive qualitative research method in this research. It is a fact-finding research which had a purpose to describe of the state of affairs as it exist at present.⁶⁰ It means that descriptive qualitative research stood to find the fact and describe it in the form of description data which related to the state of affairs in the present time. The researcher chose this method because the data analysis were

⁵⁷ C. R. Kothari, *Research Methodology: Method and Techniques*, (New age international: New Delhi, 2004), 3.

⁵⁸ L P U, *Research Methodology* (excel book private, 2012)

⁵⁹ Ary Donald et al, *Introduction to Research in Education* (Wads Wordth: USA, 2010).

⁶⁰ C. R. Kothari, *Research Methodology: method and techniques*, (New age international: New Delhi, 2004), 5.

presented descriptively in order to find the fact about the research problem which explained before.

Based on those explanation, qualitative research tried to explain about the unstructured information of the phenomena that related to quality or kinds in form of words data in order to find the facts from the perspective of human participant. In this research, the aim was to identify the sentence pattern and the dominant sentence patterns used in textbook Bahasa Inggris for tenth grade senior high school.

B. Researcher Role

In qualitative research, the researcher needs to talk with people, observes their activity, read their document and their records, and records this information in field notes and journals because qualitative research studies about human experiences and situations.⁶¹ It means that all of the activity related to the data collection was done by the researcher self. The statement above indicate that in qualitative research, the researcher stood as the key instrument of the research.

C. Source of Data

Data sources were the data which going to be used or collected from the process of documentation, observation, interview, and questionnaire.⁶² Walliman stated that there are 2 kinds of data in the research which was primary data and secondary data.⁶³

1. Primary Data

Primary data is the data that already observed, experienced, or recorded close to the event which has the answer of the truth.⁶⁴ On the other hand,

⁶¹ Ary Donald et al, *Introduction to Research in Education*, (Wads Wordth: USA, 2010).

⁶² Ismail Suwardi Wekke, *Metode Penelitian Pendidikan Bahasa*, (Gawe Buku: Yogyakarta, 2019).

⁶³ Nicholas Walliman, *Research Method: the Basics*, (Routledge: New York, 2018).

⁶⁴ Ibid.

primary data is the data that was collected afresh for the first time and it happened to be original in character.⁶⁵ It means that primary data is the original data which has the answer of the research problem.

In this research the primary data were collected from the written text in textbook entitled 'Bahasa Inggris' for tenth grade senior high school. The researcher aimed to observe the sentence pattern used in the textbook through syntactical analysis using tree diagram method.

2. Secondary data

Secondary data means the data which have been collected by someone else. The data had been passed through the statistical process.⁶⁶ In this research, the researcher took the secondary data from book, journals, articles, and from the website which related to the study. The book used in this research to support the main data related to the syntactical analysis of sentence pattern by using tree diagram is English Syntax and Argumentation: Second edition by Bas Aarts.

D. Technique of Data Collection

Data collection is a process of gathering and measuring information on variables of interest that enables to answer the research question.⁶⁷ It was the process when the researcher was collecting the data based on the approaches of the research in order to answer the research question.

There were several technique of data collection in qualitative research. In this research, the researcher collected the data through documentation because this research

⁶⁵ C. R. Kothari, *Research Methodology: Method and Techniques*, (New age international: New Delhi, 2004), 17.

⁶⁶ Ibid, 17.

⁶⁷ Syed Muhammad S. K., *Basic Guidelines for Research: An Introductory Approach for All Disciplines*, (Book Zone Publications: Chittagong, 2016), 201.

involved in a content analysis research.⁶⁸ It is one of the most common ways of collecting data in qualitative research.⁶⁹

The researcher gathered data from reading the textbook 'Bahasa Inggris' for tenth grade senior high school. The collected data were in form of written text as the main discussion in each chapter.

E. Technique of Data Analysis

Data analysis is a process of resolving data into its constituent component to reveal its characteristic elements and structure.⁷⁰ Reducing, organizing, synthesizing, and searching for the significant patterns of the data were involved in the process of data analysis.⁷¹ In this research, the researcher will breaking down the data based on what the researcher saw, and read, then made an explanation based on the theory which was written before.

The researcher analyzed the data through syntactical analysis. Syntactic analysis is the process of breaking down the constituents from the sentence and named them as the part-of-speech based on the grammatical rules.

Based on the explanation above, the researcher the researcher would analyze the data as follows:

1. Collecting the data.

The researcher read the textbook entitled Bahasa Inggris and read the book in order to collect the sentence in the book.

⁶⁸ Ary Donald et al, *Introduction to Research in Education*, (Wads Wordth: USA, 2010).

⁶⁹ Ibid.

⁷⁰ Ismail suwardi wekke, *Metode Penelitian Pendidikan Bahasa*, (Gawe Buku: Yogyakarta, 2019).

⁷¹ Ary Donald et al, *Introduction to Research in Education*, (Wads Wordth: USA 2010).

2. Analyze the data.

In this step, the researcher brook down the sentence into its constituents through tree diagram theory by Bas Aarts and labeled each constituent grammatically in order to identify the sentence pattern used in a sentence. For example: *Susan said that Alice studied phonology.*

The researcher separated each word from the S/MC stood for Sentence/Matrix Clause which was the sentence itself, and analyze the part of speech of each word from the sentence using dictionary.⁷² Based on Bass Arts theory of three diagram, S/MC consist of two main constituents which is NP stands for Noun Phrase and VP stands for Verb Phrase.⁷³

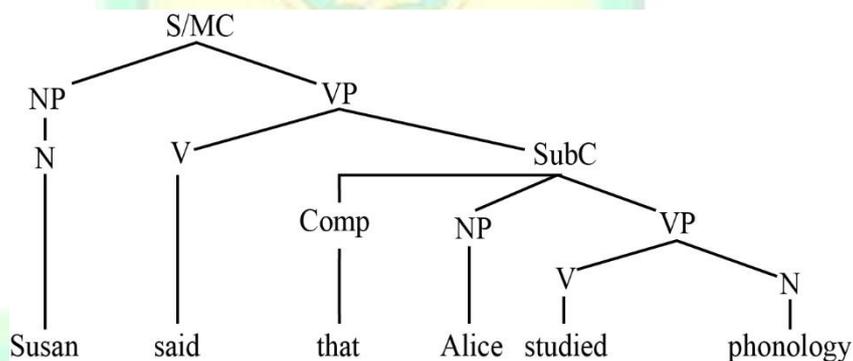


Figure 3.1 Data Analysis Example

The tree indicated if the sentence pattern used in the sentence was N + V + Comp + N + V + N (N stood for Noun, V stood for Verb, Comp stood for Complement) or can be simply said S + V + Sub C + S + V + O (S stood for Subject, V stood for Verb, Sub C stood for Subordinate Clause, O stood for Object). Based on its pattern, the sentence was included in complex sentence.

3. Draw a conclusion.

In this step, the researcher made a conclusion about the sentence pattern used in the book and identify the dominant sentence pattern used in the book.

⁷² Bass Aarts, *English Syntax and Argumentation; Second Edition*, (England: University College London, 2001), 56.

⁷³ Ibid, 56.

According to Miles and Huberman, there are three steps of analyzing the qualitative data presented in the following:

1. Data Reduction

Reduction is a process of choosing, focusing, synthesizing, abstracting and transforming the data which occurred in the research field.⁷⁴ As noted before, the qualitative data that the researcher got was quite a lot, so it is necessary for data analysis through data reduction in order to make summarize of the data from the field.

In this step, the researcher was:

a. Choosing the data

The researcher chooses the data from the textbook entitled Bahasa Inggris for tenth grade senior high school.

b. Focusing the data

The researcher focuses on syntactic analysis on sentence pattern of written text in the textbook.

c. Synthesizing the data

The researcher marks the constituents of the sentence as their part-of-speech in order to make the researcher got easier in analyzing the pattern.

d. Abstracting the data

The researcher draws a tree diagram to find the sentence construction and conclude the pattern.

e. Transforming the data

The researcher transforms the gotten data into syntactic analysis on sentence pattern and report it in form of thesis.

⁷⁴ Ismail Suwardi Wekke, *Metode Penelitian Pendidikan Bahasa*, (Gawe Buku: Yogyakarta, 2019).

2. Data Display

Data display was directed to make the result of the data reduction arranged in some pattern, so the data was understandable.⁷⁵ Qualitative research data could be presented in the form of a brief description, relationship between categories, flowcharts, and many others. In this research, the researcher display the data in the form of flowcharts of the sentence pattern by using tree diagram based on Bas Aarts theory as follows:

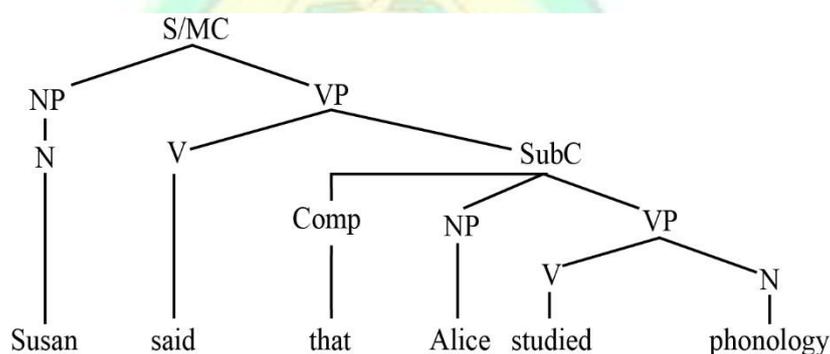


Figure 3.2 Data Display

3. Withdrawal Conclusion.

The conclusion of qualitative research is a new finding that had not been there. The finding could be a description or the object representation. The conclusion of the data can be in the form of clause or interactive relationship, hypothesis or theory.⁷⁶

In this research, the researcher conclude the data based on the research objective which was to identify the dominant sentence pattern in the textbook 'Bahasa Inggris'. The researcher used percentage to identify the dominant sentence pattern as follows:

$$X = \frac{N}{\Sigma N} \times 100\%$$

⁷⁵ Ibid.

⁷⁶ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2011).

X = percentage of sentence pattern

N = specific sentence pattern in total.

$\sum N$ = Total number of sentence found in the book

F. Research Procedure

In qualitative research there were some steps or procedures of research. They were Planning, Research, and Reporting.

1. Planning

This stage is an early stage in the research, where researchers conducted observations to the object of research, in this case the researcher read the textbook entitled Bahasa Inggris in order to make the researcher got familiar with the data. After that, the researcher were proposing the title of the research, defined the research problems and made proposal of the research.

2. Research

The research phase is the core of a research activity because at this stage the researchers looked for and collect the necessary data. At this stage, the researchers conducted several activities, such as collecting data which related to the sentence pattern, analyze the data, and making conclusion from the gotten data.

3. Report Speaking Phase

At this stage the researchers described all of the research conducted in written form from all the planning of the study, the data collected and the data analysis and conclusions of research undertaken about the Syntactic Analysis on Sentence Pattern in Textbook 'Bahasa Inggris' for Senior High School.

CHAPTER IV

FINDINGS

In this chapter, the researcher presents findings of the study in order to answer the research questions which were formulated in chapter 1.

A. Data Description

The data of this research were the sentences from 9 chapters of textbook 'Bahasa Inggris' for tenth grade senior high school. The book was written by Utami Widiarti, Zuliati, and Furaidah, and it was published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017.

The book elaborates lot of material for tenth grade students such vocabulary, grammar review, and pronunciation practice for each chapter. Chapter 1 elaborates about how to introduce student selves in the letter. Chapter 2 elaborates about how to congratulate and complementing others in the form of spoken text. Chapter 3 elaborates about how to telling and asking about intensions of doing something to develop interactional communication with others. Chapter 4 and chapter 5 elaborates about descriptive text and how to describe a particular place. Chapter 6 and chapter 7 elaborates about announcement and how to give and ask an information. Chapter 8 and chapter 9 elaborates about recount text and how to retell a story from past event.

According to Herwi Ratnani, English teacher of SMKN 1 Jenangan, stated that the book was prepared by the government to implement the 2013 curriculum in Indonesia. The book contains a lot of material which covered almost all of the material for the particular grade, especially tenth grade. In line, Rahajeng Drianing Wulan, English teacher of SMAN 1 Jenangan, also stated that the book was

prepared by the government, and it contains the material which was in line with the curriculum of 2013.

B. Data Specific

In this research, the researcher found 215 sentences from 12 written text in 9 chapters of the book, which contain syntactic structure of the sentence. There are 4 types of sentence which was simple sentence, compound sentence, complex sentence and compound-complex sentence. In the other hand, this research only analyzed the complex sentence with Bass Aarts theory of tree diagram. There are at least 42 complex sentences out of 215 sentences in 12 written text of each chapter and in this part, the researcher shows the tree diagrams, and sentence patterns of complex sentence in details. The sentences are showed consecutively according to the chapter of the books.

1. She told me that you sent her an email telling her that you would like to have more pen pals from US.

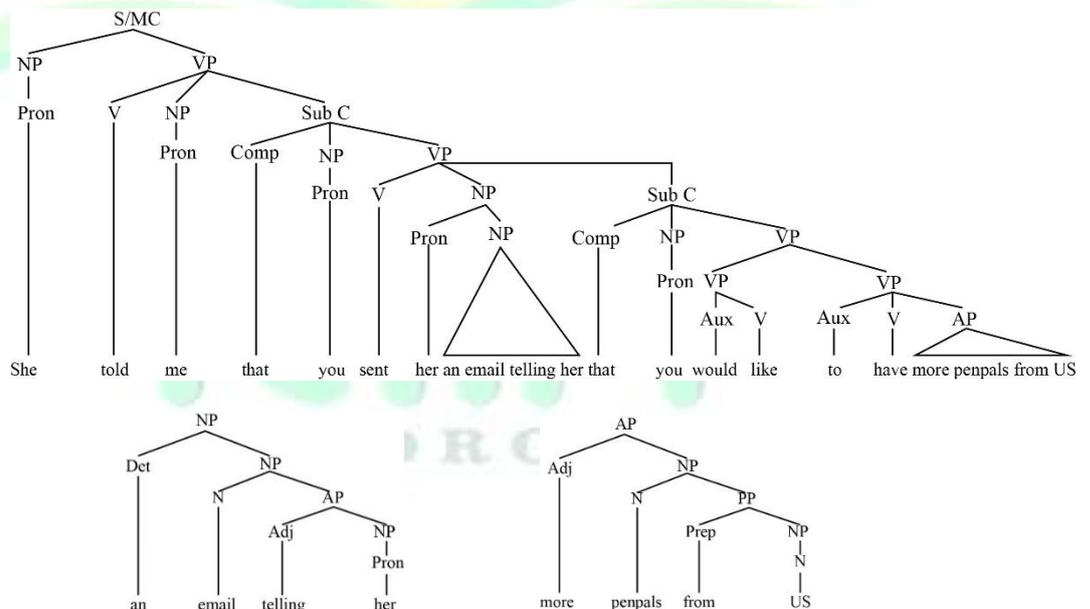


Figure 4.1 Sentence 1

Table 4.1 Pattern of Sentence 1

NP	VP
Pronoun	V + NP + Sub C

2. I guess I would better tell you something about myself.

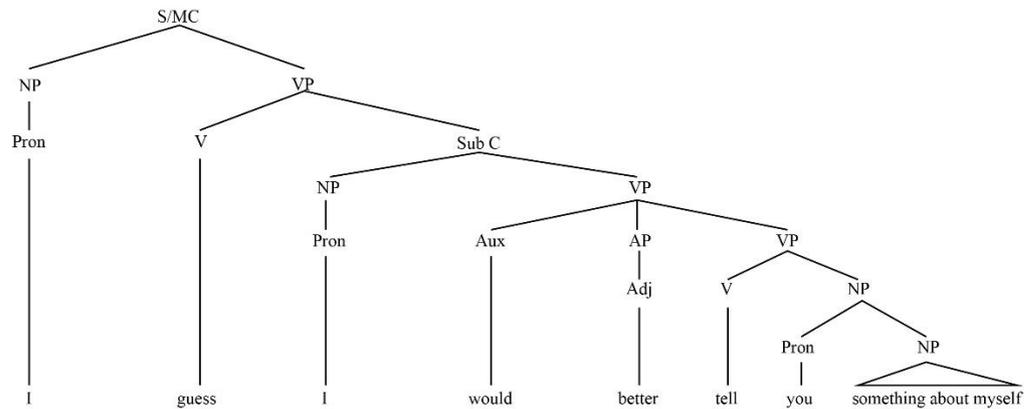


Figure 4.2 Sentence 2

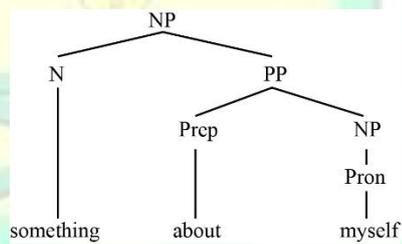


Table 4.2 Pattern of sentence 2

NP	VP
Pron	V + Sub C

3. They need a lot of attention as you can imagine

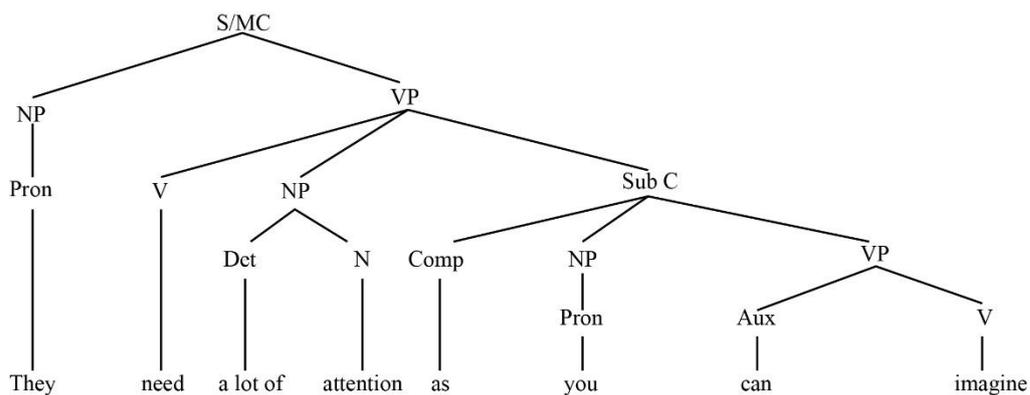


Figure 4.3 Sentence 3

Table 4.3 Patterns of Sentence 3

NP	VP
Pronoun	Verb + NP + Sub C

4. My dream when I was older, is to be a writer of science fiction book.

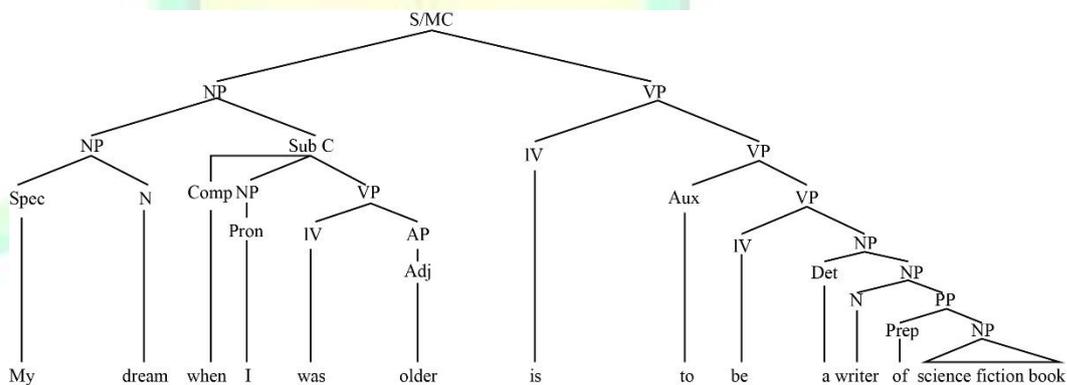


Figure 4.4 Sentence 4

Table 4.4 Pattern of Sentence 4

NP	VP
Spec + N + Sub C	IV + VP

5. Alif is finally appointed as the director of national company where he works

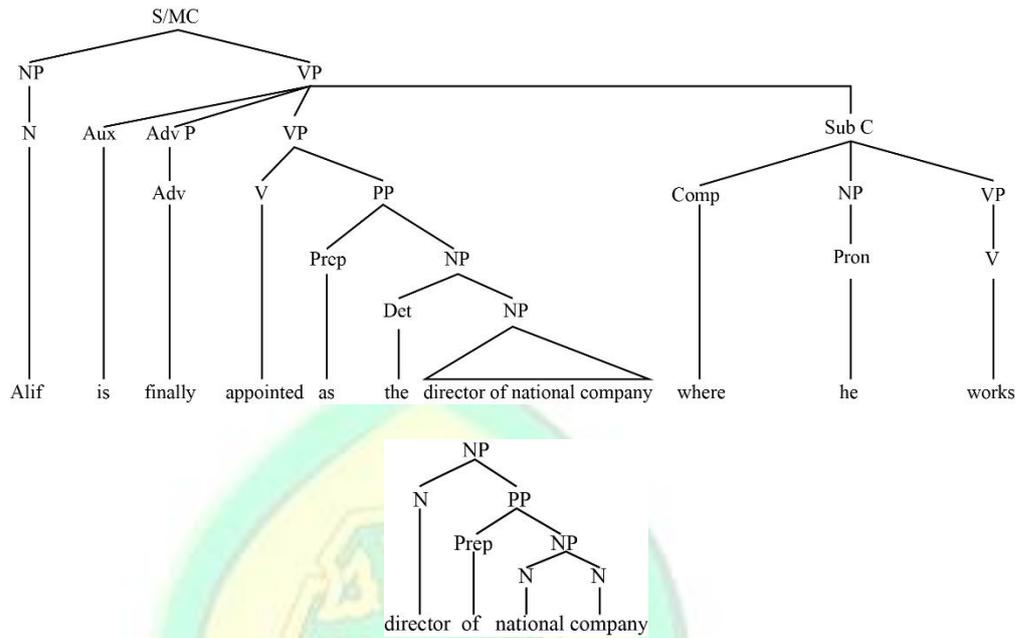


Figure 4.5 Sentence 5

Table 4.5 Pattern of Sentence 5

NP	VP
Noun	Aux + Adv + V + Sub C

6. This is because you always help me

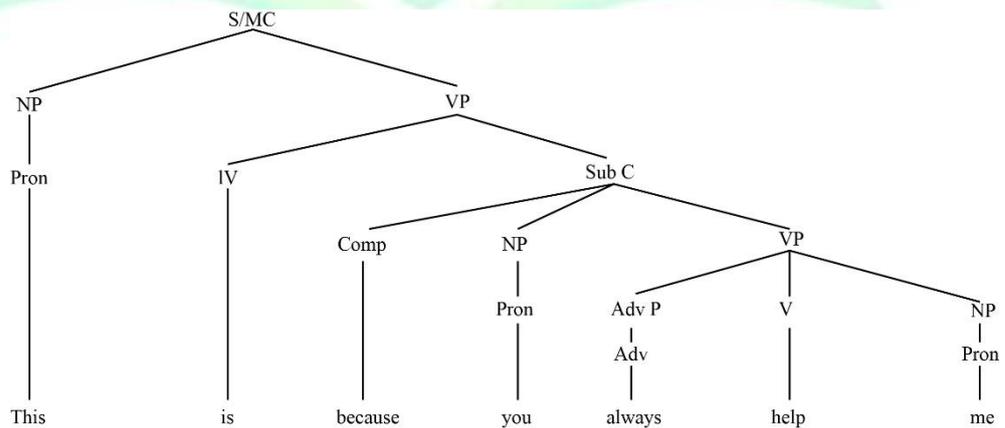


Figure 4.6 Sentence 6

Table 4.6 Patterns of Sentence 6

NP	VP
Pron	IV + Sub C

7. I heard that you will be the representative of our school in story telling competition.

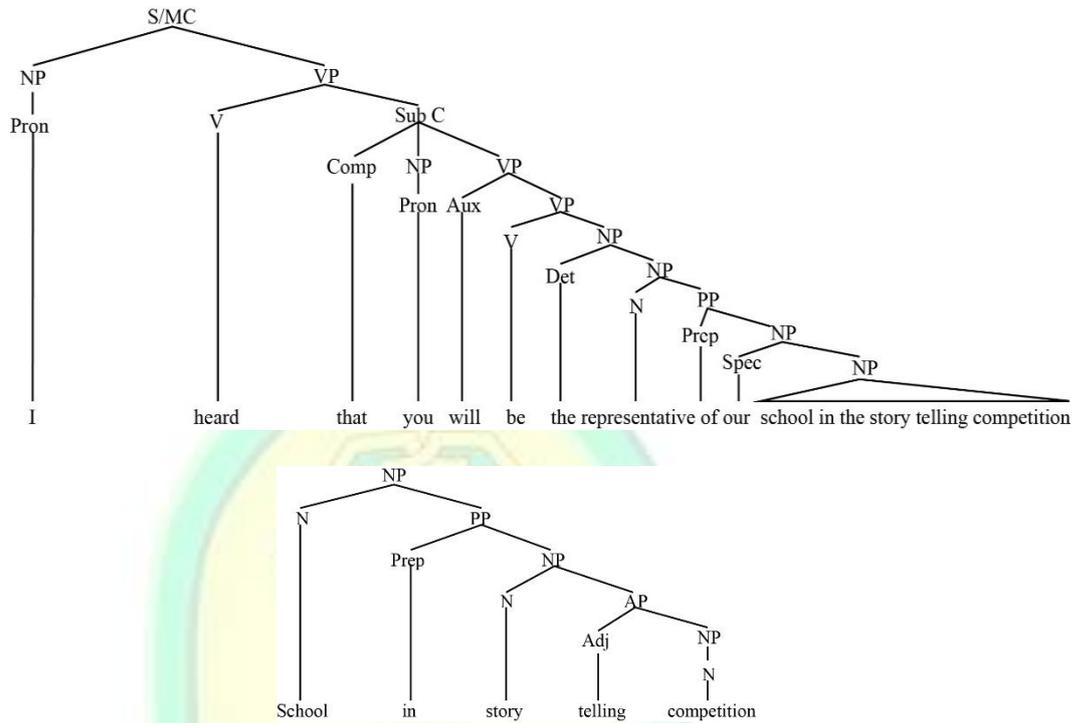


Figure 4.7 Sentence 7

Table 4.7 Pattern of Sentence 7

NP	VP
Pronoun	V + Sub C

8. I think I might stay at home

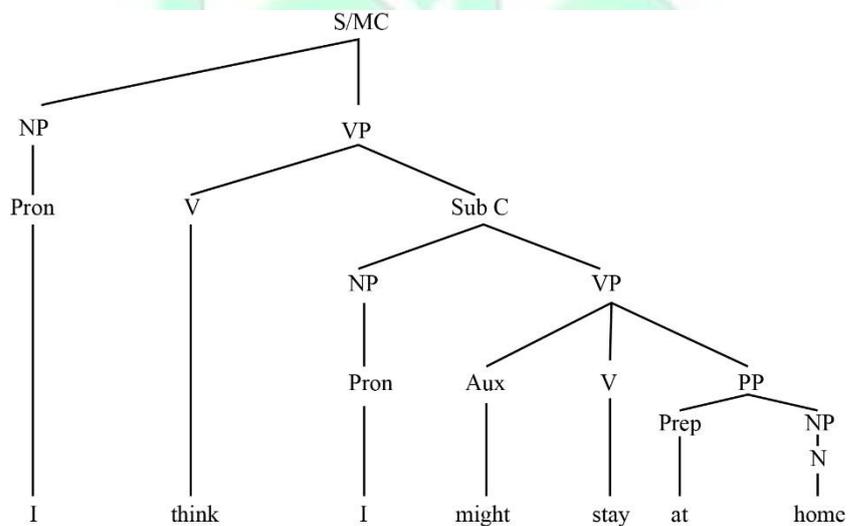


Figure 4.8 Sentence 8

Table 4.8 Pattern of Sentence 8

NP	VP
Pron	V + Sub C

9. Orangutans which literally means the man of forest is the largest arboreal animal on the planet.

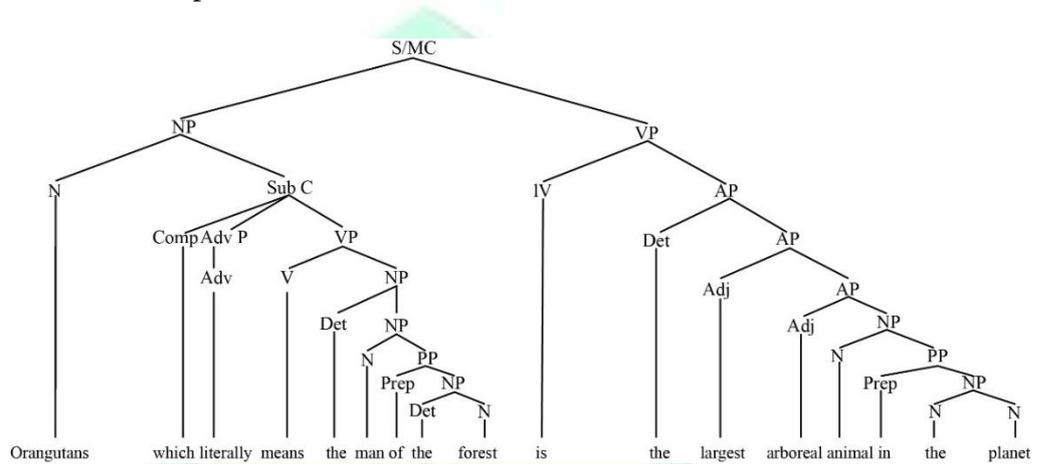


Figure 4.9 Sentence 9

Table 4.9 Patterns of Sentence 9

NP	VP
N + Sub C	IV + AP

10. Most of their live are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms

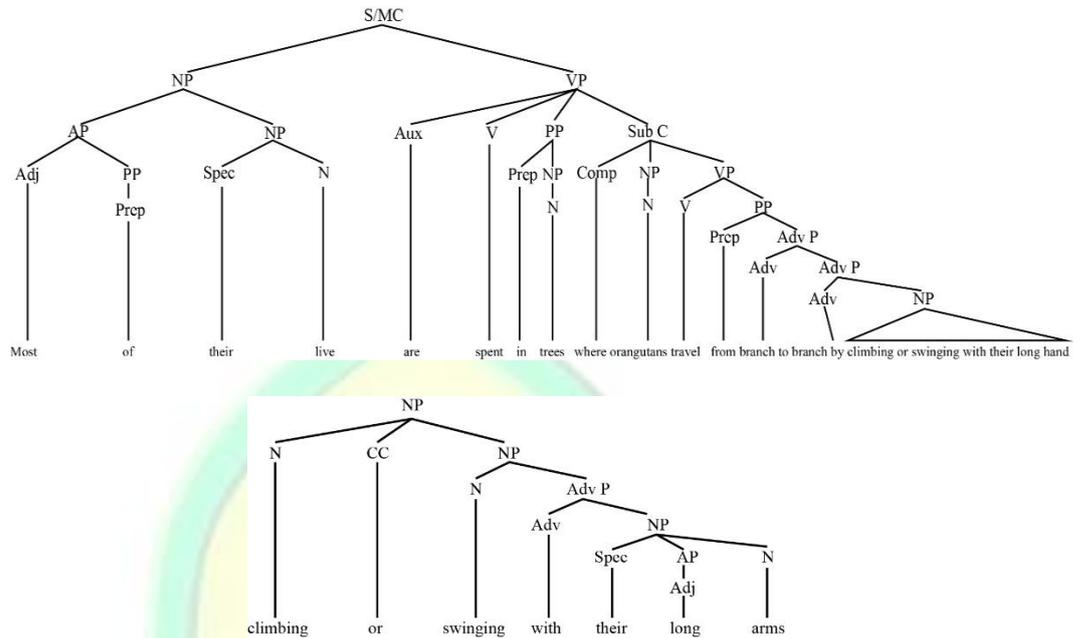


Figure 4.10 Sentence 10

Table 4.10 Pattern of Sentence 10

NP	VP
AP + NP	Aux + V + PP + Sub C

11. The boat is popularly called as perahu klotok which is a boathouse that can accommodate four people

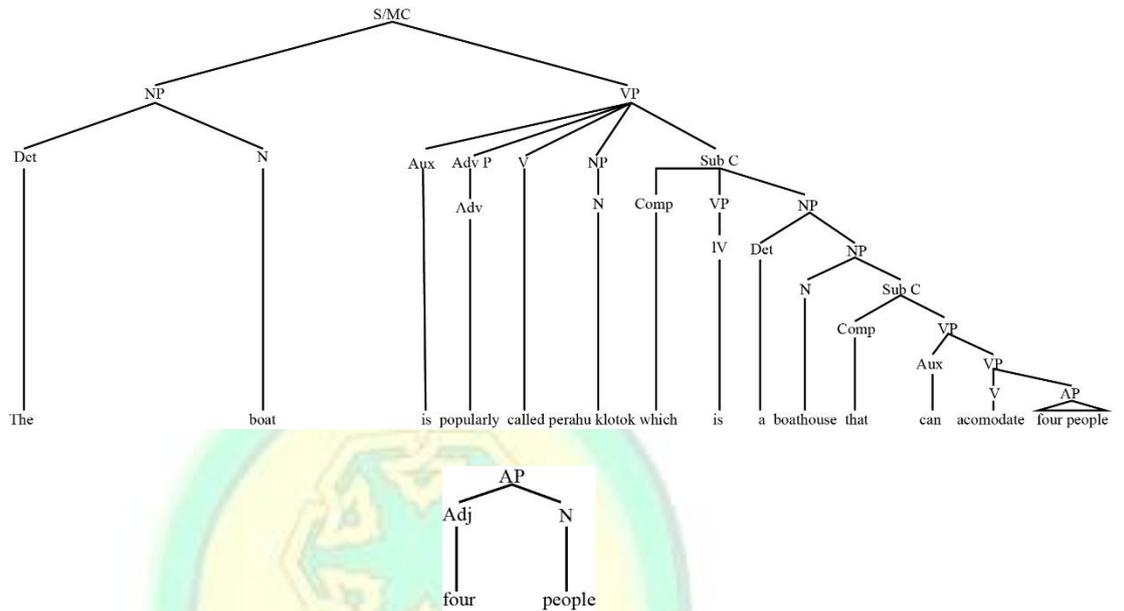


Figure 4.11 Sentence 11

Table 4.11 Pattern of Sentence 11

NP	VP
Det + N	Aux + Adv + V + NP + Sub C

12. The name Taj Mahal was derived from the name of Shah Jahan's wife Mumtaz Mahal which means crown of palace.

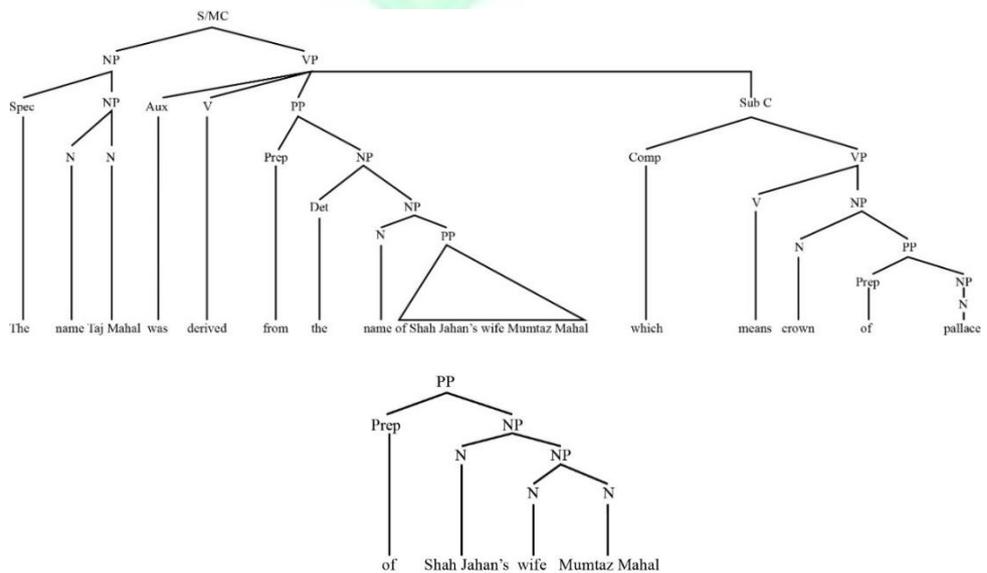


Figure 4.12 Sentence 12

Table 4.12 Pattern of Sentence 12

NP	VP
Spec + NP	Aux + V + PP + Sub C

13. The white marble is inlaid with semi-precious stones that form the incinerate design.

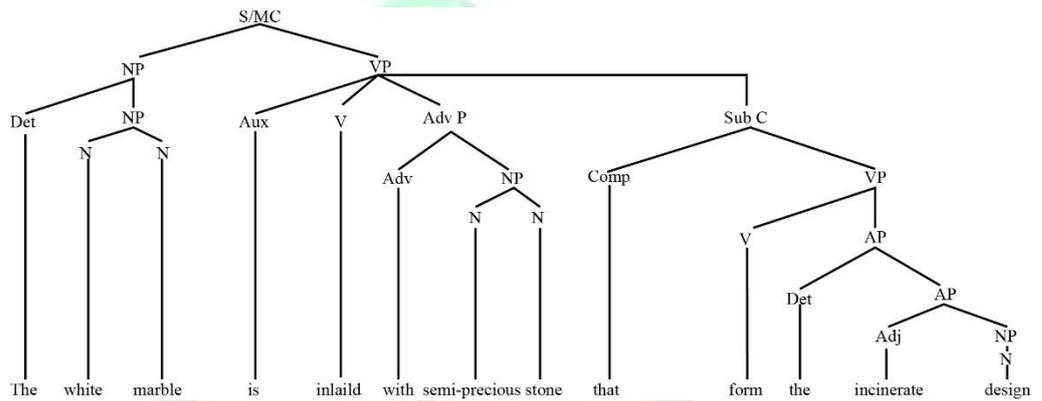


Figure 4.13 Sentence 13

Table 4.13 Pattern of Sentence 13

NP	VP
Det + NP	Aux + V + Adv + Sub C

14. When the first ray of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace

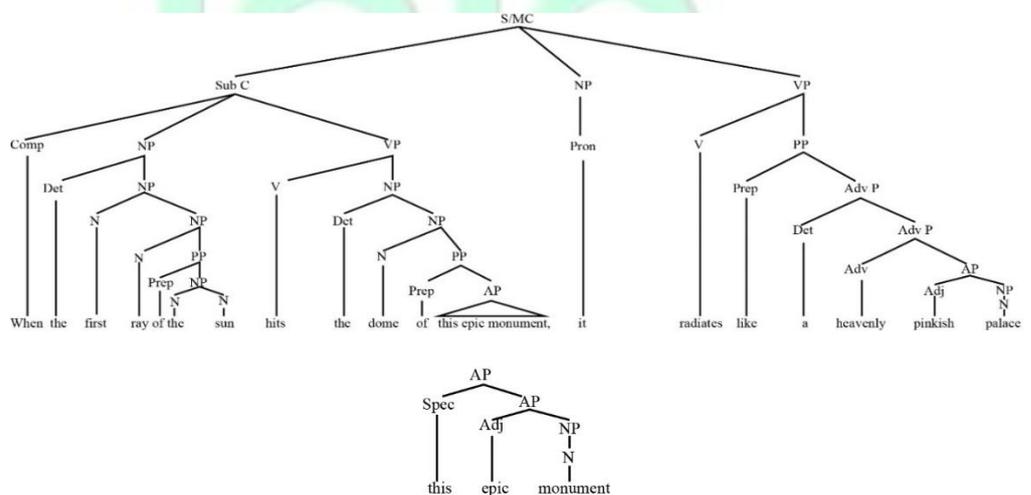


Figure 4.14 Sentence 14

Table 4.14 Pattern of Sentence 14

Sub C	NP	VP
Comp + NP + VP	Pron	V + PP

15. When the sky is bright and clear, the Taj looks milky white

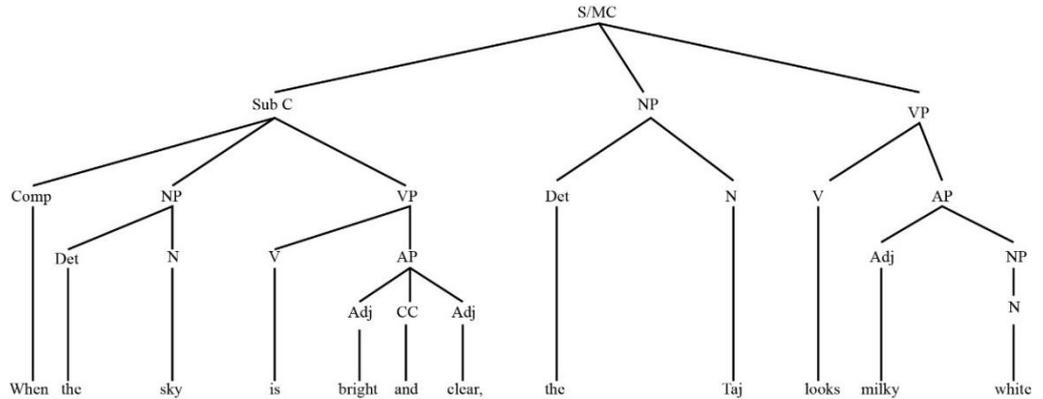


Figure 4.15 Sentence 15

Table 4.15 Pattern of Sentence 15

Sub C	NP	VP
Comp + NP + VP	Det + N	V + AP

16. When the full moon rays fall in the glistening white marble, the cool moon rays reflect back from the white marble

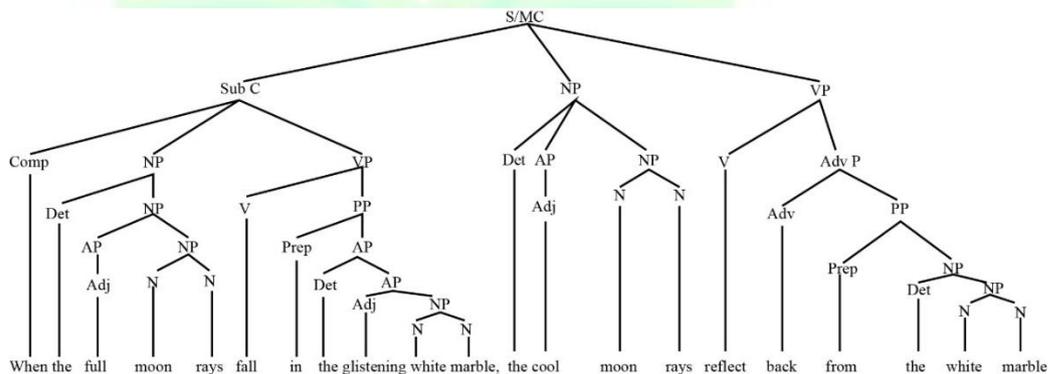


Figure 4.16 Sentence 16

Table 4.16 Pattern of Sentence 16

Sub C	NP	VP
Comp + NP + VP	Det + AP + NP	V + Adv

17. Niagara falls is the collective name for three waterfalls that cross the international border between the Canadian border of Ontario and the USA's state of New York

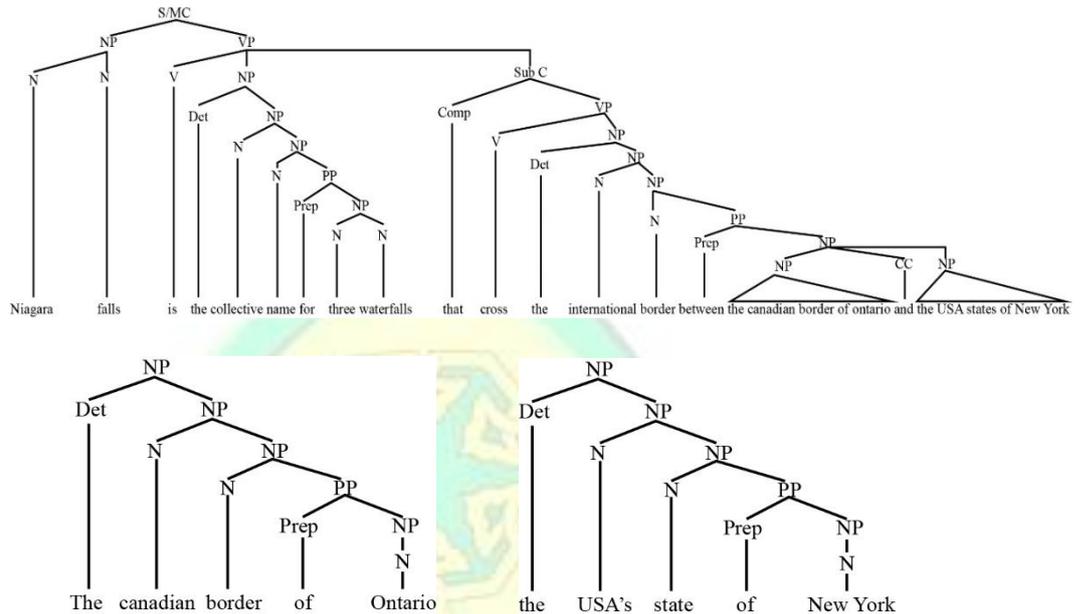


Figure 4.17 Sentence 17

Table 4.17 Pattern of Sentence 17

NP	VP
N + N	V + NP + Sub C

18. People can get soaked on the hurricane deck where they just feet from thundering water.

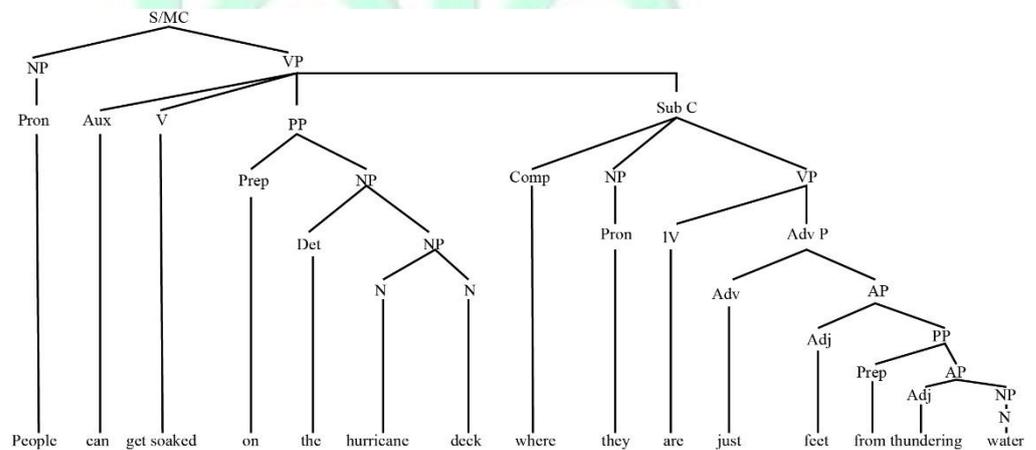


Figure 4.18 Sentence 18

Table 4.18 Pattern of Sentence 18

NP	VP
Pron	Aux + V + PP + Sub C

19. A trip at night when the falls are illuminated in a rainbow of color is really amazing.

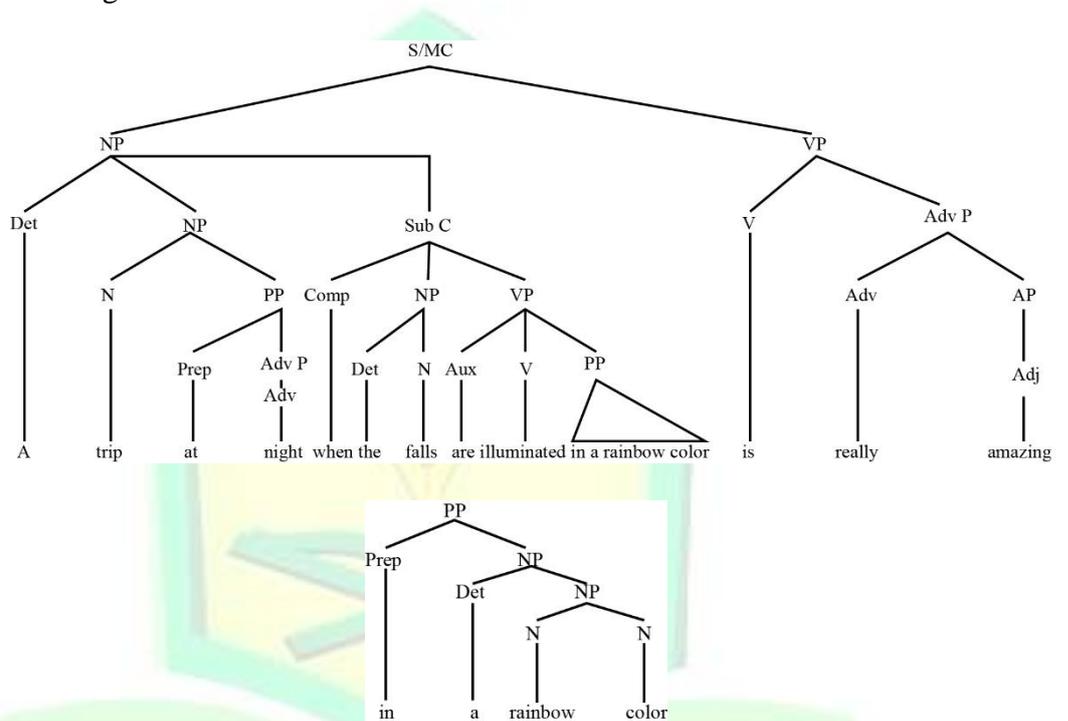


Figure 4.19 Sentence 19

Table 4.19 Pattern of Sentence 19

NP	VP
Det + NP + Sub C	V + Adv

20. Here tourist may enjoy the most powerful and involving film experience that brings reality to life on a 45 feet screen.

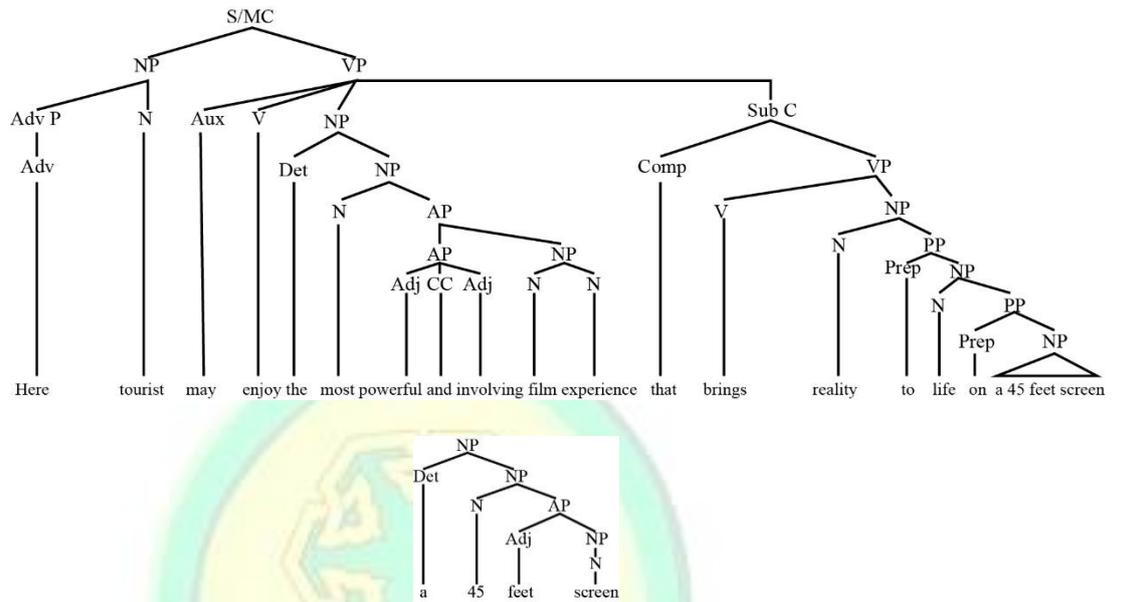


Figure 4.20 Sentence 20

Table 4.20 Pattern of Sentence 20

NP	VP
Adv + N	Aux + V + NP + Sub C

21. This is an official announcement to inform everyone that we have just been notified by CJes entertainment.

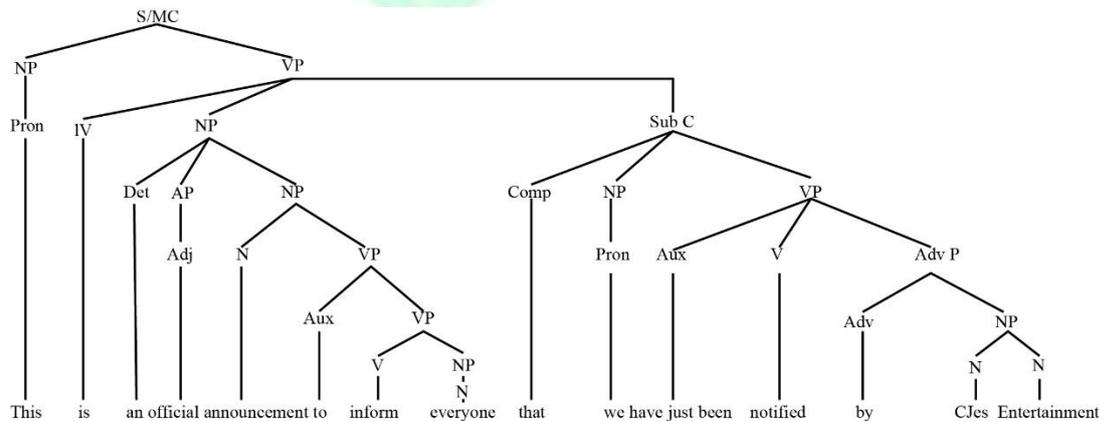


Figure 4.21 Sentence 21

Table 4.21 Pattern of Sentence 21

NP	VP
----	----

Pron	IV + NP + Sub C
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22. It is a tool that will help human being to fly!

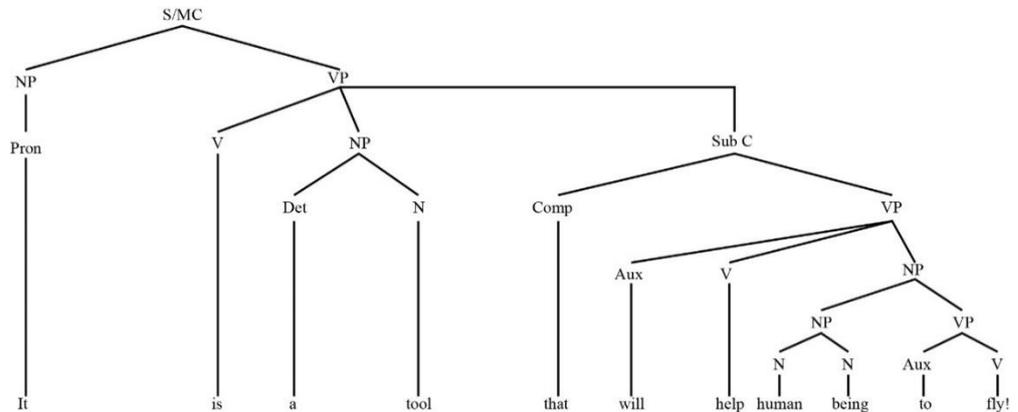


Figure 4.22 Sentence 22

Table 4.22 Pattern of Sentence 22

NP	VP
Pron	V + NP + Sub C

23. Our dad gave us a toy helicopter that flew with the help of rubber bands.

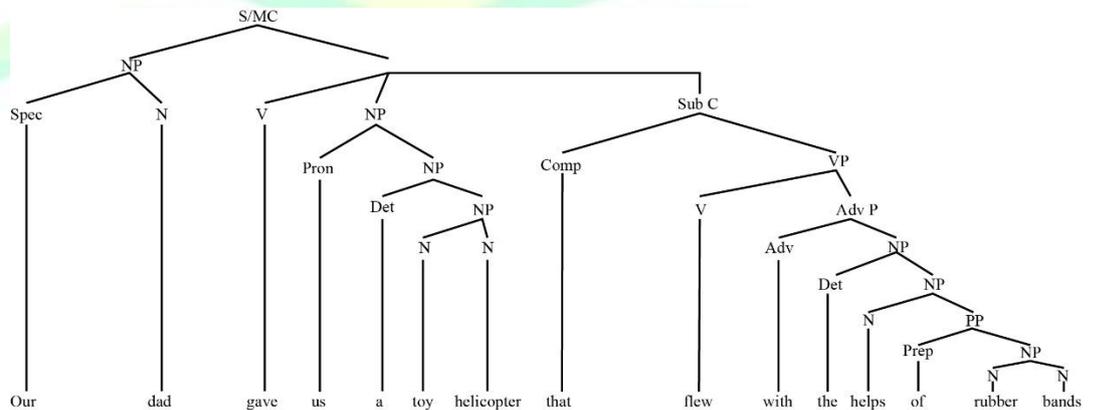


Figure 4.23 Sentence 23

Table 4.23 Pattern of Sentence 23

NP	VP
----	----

Spec + N	V + NP + Sub C
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24. I took a newly designed airplane that we called the flyer II for the first flight lasting over 5 minutes.

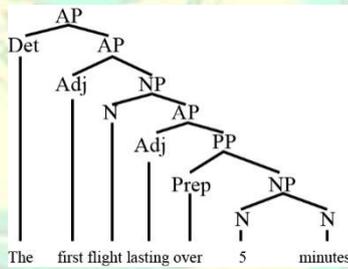
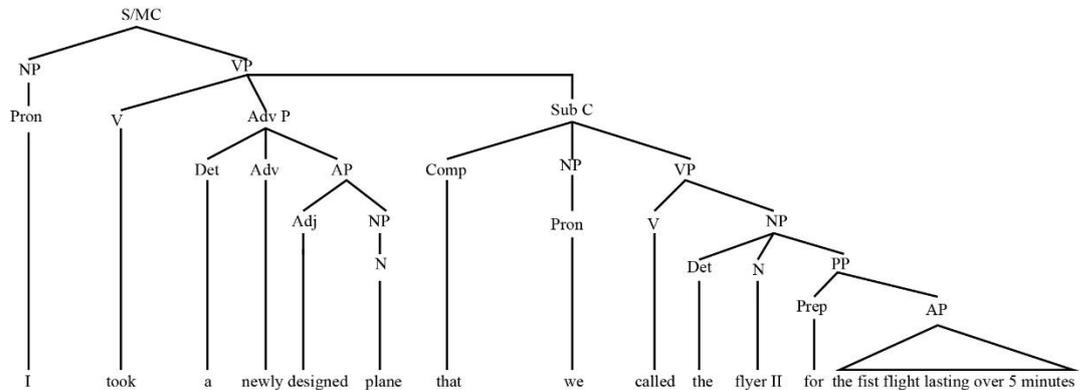


Figure 4.24 Sentence 24

Table 4.24 Pattern of Sentence 24

NP	VP
Pron	V + Adv + Sub C

25. I had always been thinking of how I would feel when I meet him.

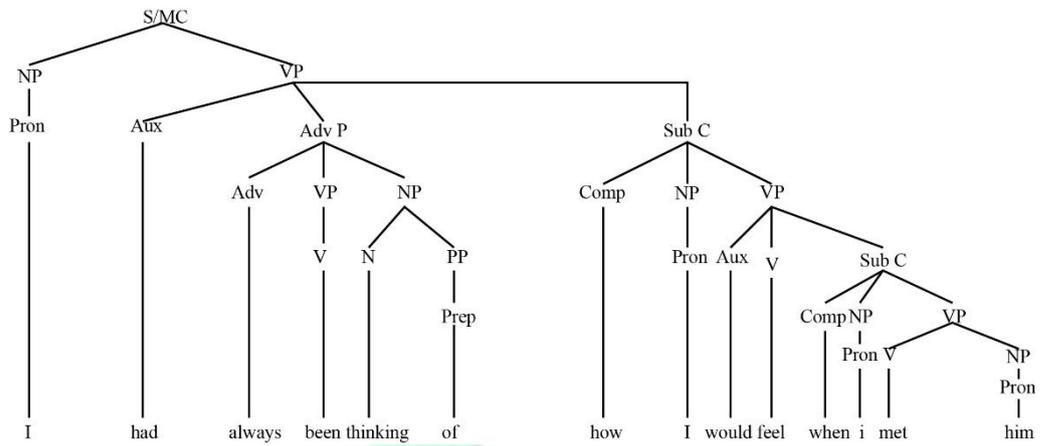


Figure 4.25 Sentence 25

Table 4.25 Pattern of Sentence 25

NP	VP
Pron	Aux + Adv + V + N + Sub C

26. I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in local auditorium.

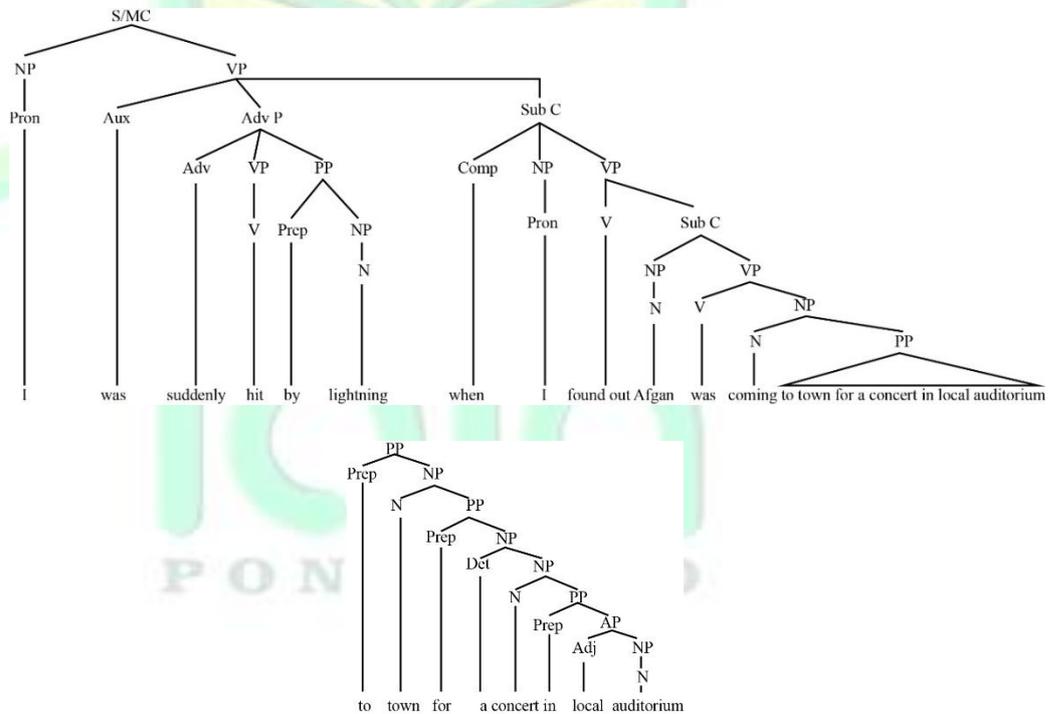


Figure 4.26 Sentence 26

Table 4.26 Pattern of Sentence 26

NP	VP
----	----

Pron	Aux + Adv + V + Sub C
------	-----------------------

27. He smiled and waved to all afganism who had been waiting excitedly.

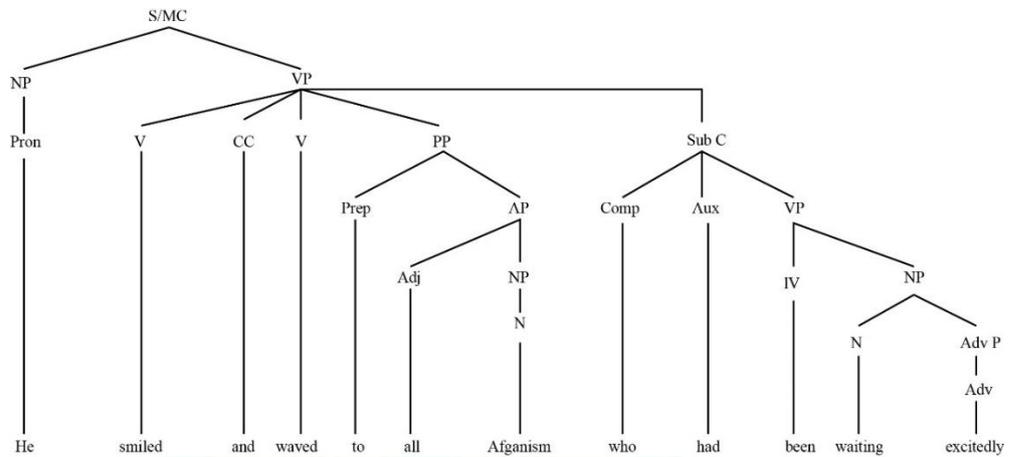


Figure 4.27 Sentence 27

Table 4.27 Pattern of Sentence 27

NP	VP
Pron	V + CC + V + PP + Sub C

28. I could not take my eyes off this amazing singer who had released three albums.

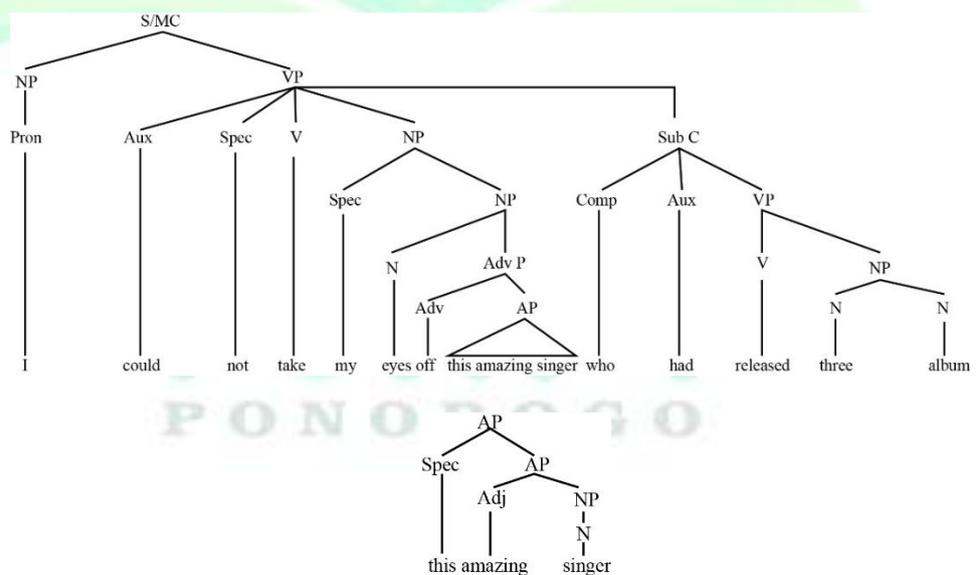


Figure 4.28 Sentence 28

Table 4.28 Pattern of Sentence 28

NP	VP
----	----

Pron	Aux + Spec + V + NP + Sub C
------	-----------------------------

29. When he was finished with the song, the host announced that it was time for autographing memorabilia

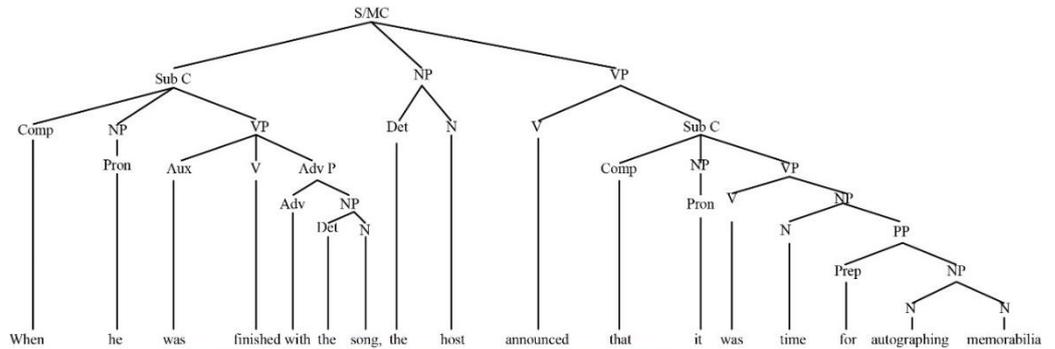


Figure 4.29 Sentence 29

Table 4.29 Pattern of Sentence 29

Sub C	NP	VP
Comp + NP + VP	N + N	V + Sub C

30. When I was arrived, I was speechless

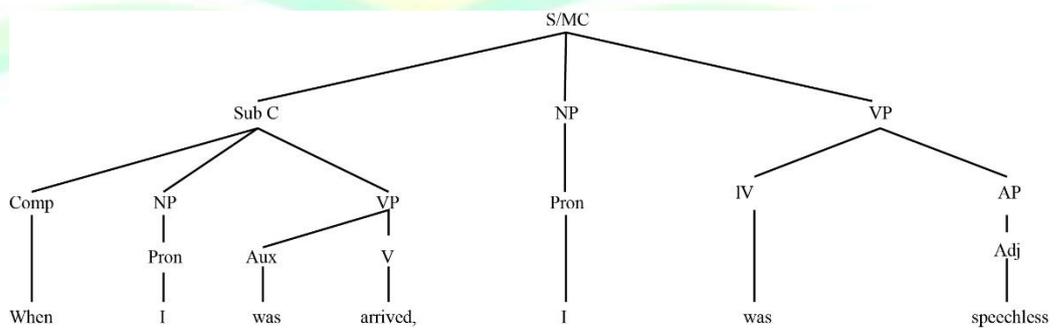


Figure 4.30 Sentence 30

Table 4.30 Pattern of Sentence 30

Sub C	NP	VP
Comp + NP + VP	Pron	V + AP

31. I thought it was really cool seeing him like that because he just like a normal person which was awesome.

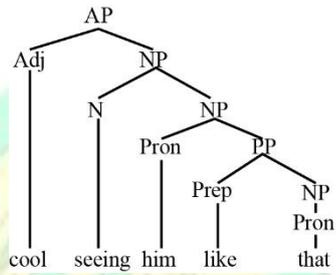
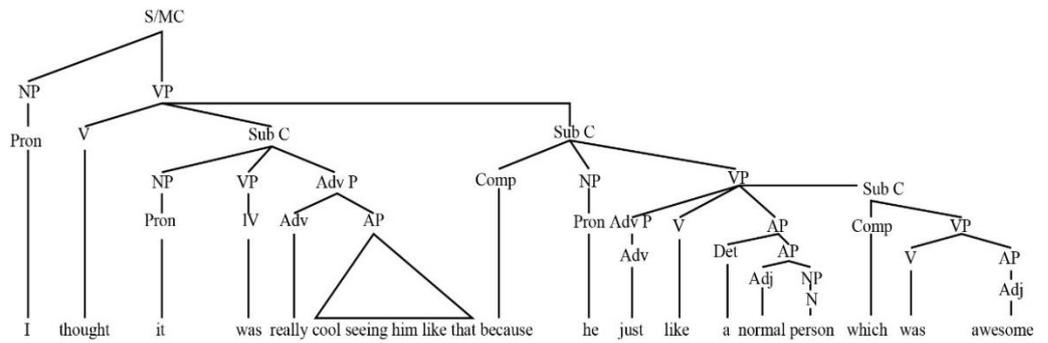


Figure 4.31 Sentence 31

Table 4.31 Pattern of Sentence 31

NP	VP
Pron	V + Sub C + Sub C

32. He asked my name so that he can write it on the CD's

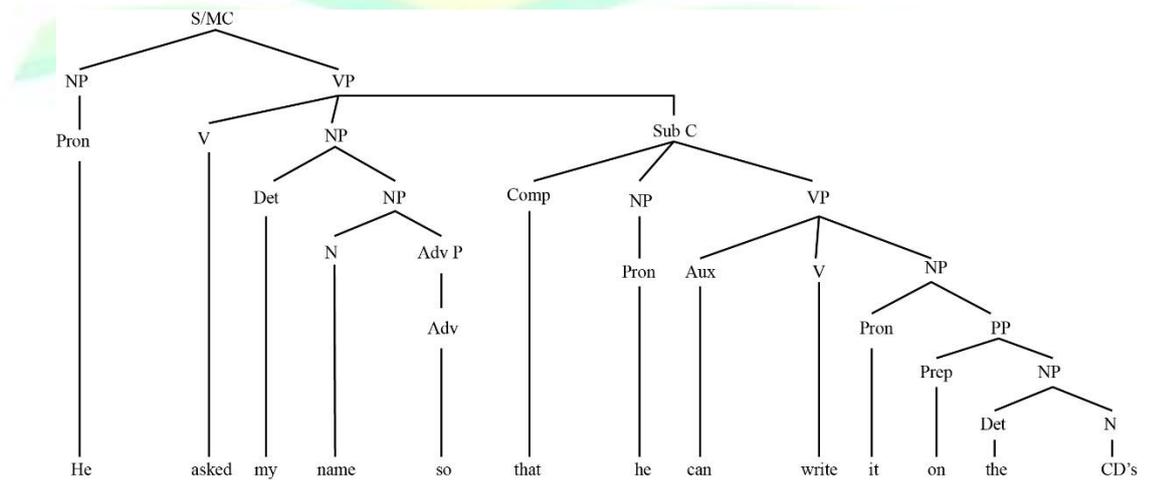


Figure 4.32 Sentence 32

Table 4.32 Pattern of Sentence 32

NP	VP
Pron	V + NP + Sub C

33. Indonesia celebrates hari pahlawan or heroes day in remembrance of the battle of Surabaya which started on that very date in the year of 1945

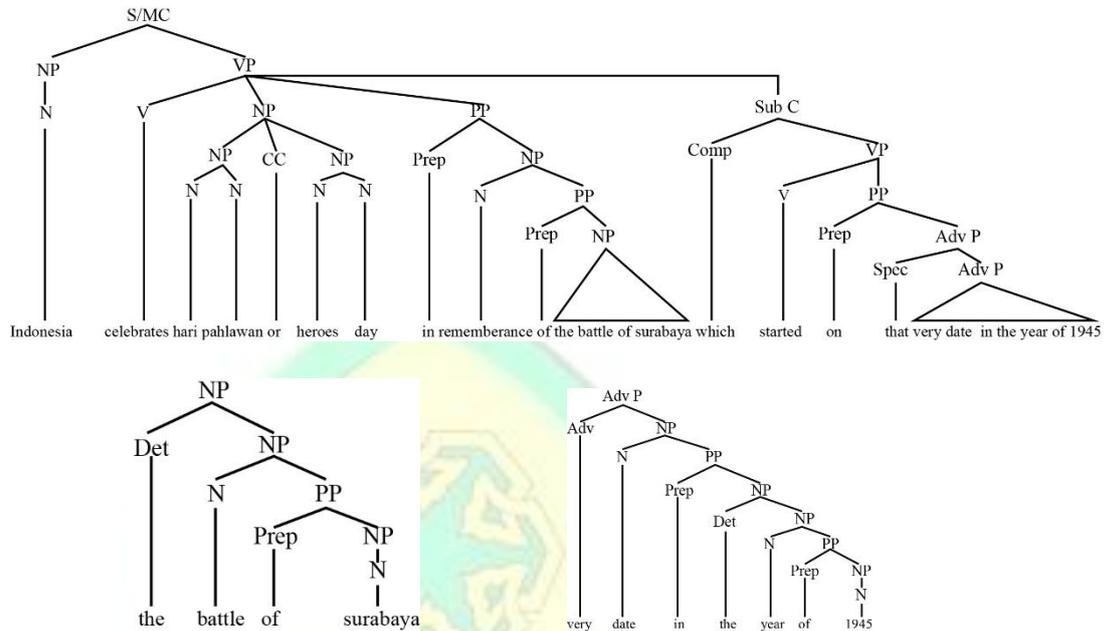


Figure 4.33 Sentence 33

Table 4.33 Pattern of Sentence 33

NP	VP
N	V + NP + PP + Sub C

34. The bloody battle took place because Indonesians refuse to surrender their weaponry to British army.

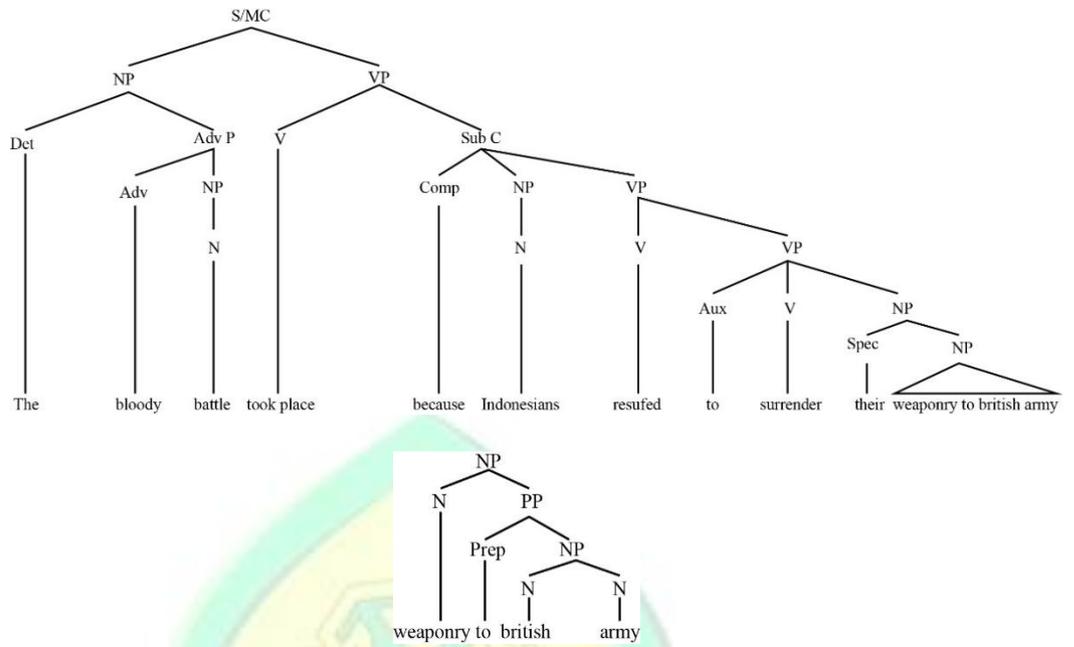


Figure 4.34 Sentence 34

Table 4.34 Pattern of Sentence 34

NP	VP
Det + Adv + N	V + Sub C

35. The defiant Bung Tomo is well-known revolutionary who played a very important role in this battle.

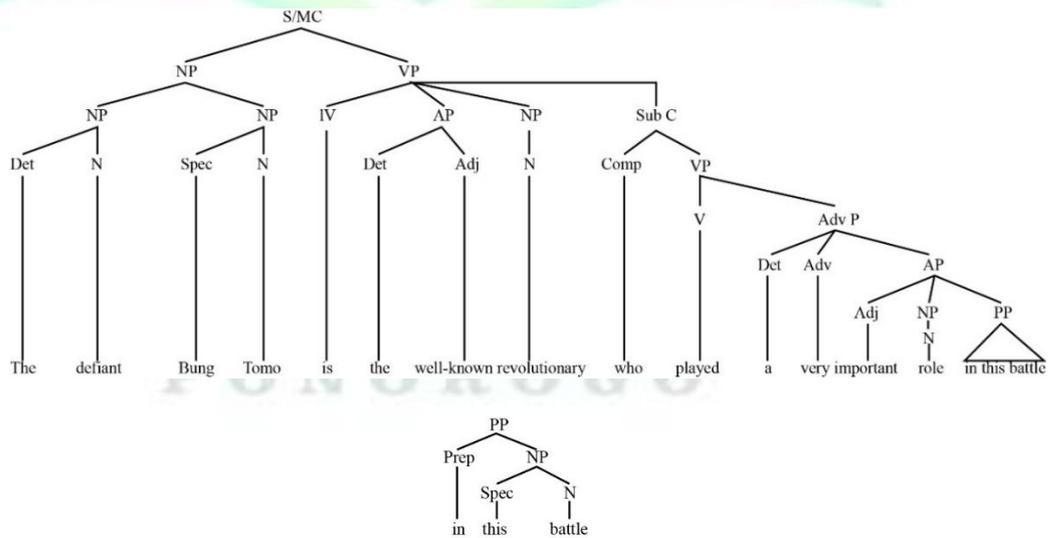


Figure 4.35 Sentence 35

Table 4.35 Pattern of Sentence 35

NP	VP
Det + N + Spec + N	IV + AP + NP + Sub C

36. The agreement stated that British would not ask Indonesian and militia to surrender their weapon.

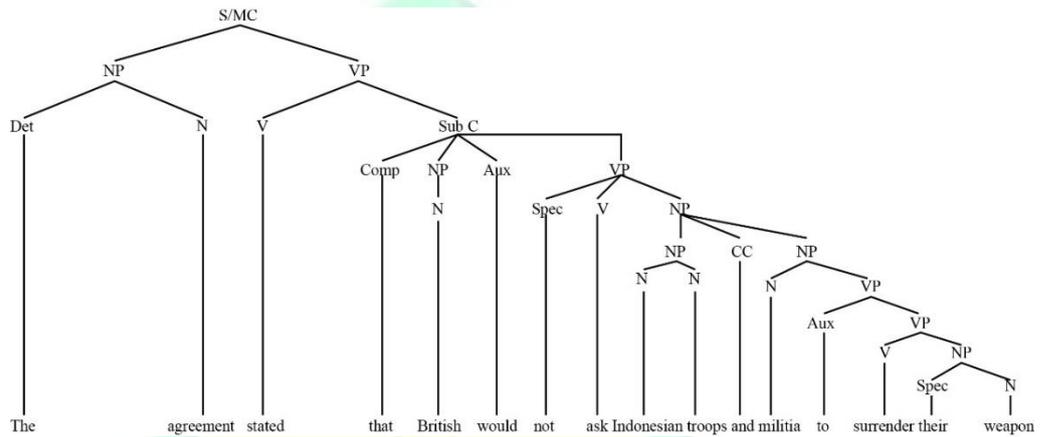


Figure 4.36 Sentence 36

Table 4.36 Pattern of Sentence 36

NP	VP
Det + N	V + Sub C

37. This action provoked the Indonesian troops and militia leaders because they felt betrayed.

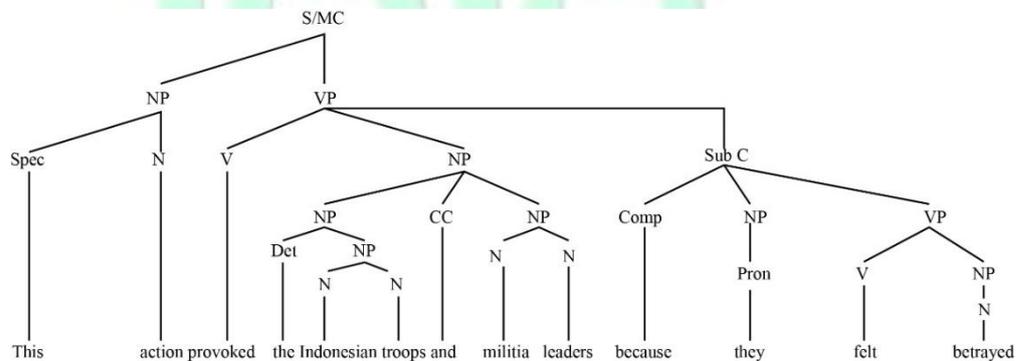


Figure 4.37 Sentence 37

Table 4.37 Pattern of Sentence 37

NP	VP
Spec + N	V + NP + Sub C

38. Brigadier Mallaby was killed as he was approaching the British troops' post near jembatan merah or red bridge.

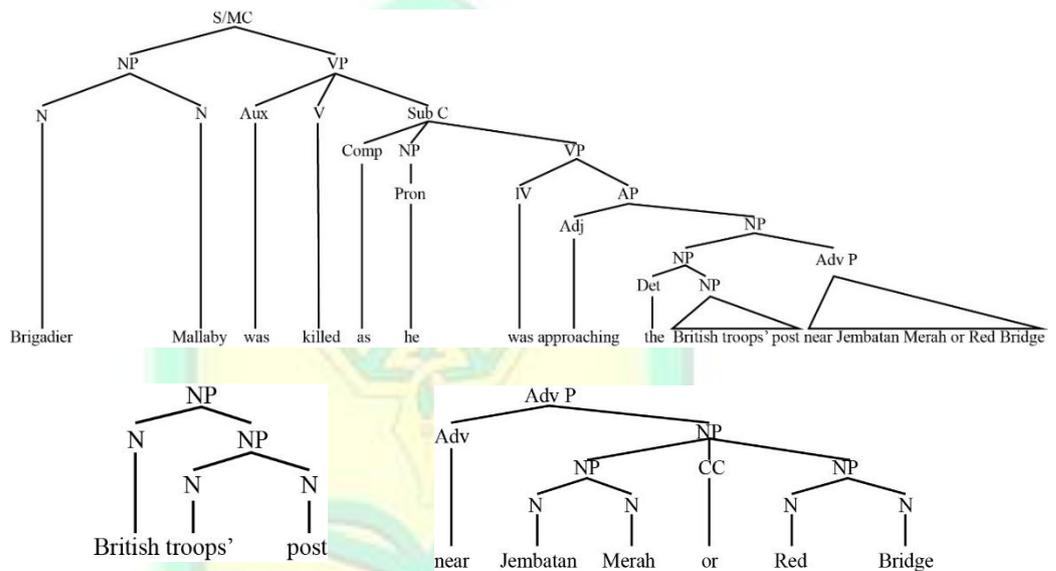


Figure 4.38 Sentence 38

Table 4.38 Pattern of Sentence 38

NP	VP
N + N	Aux + V + Sub C

39. Although Indonesian defended the city heroically, the city was conquered within 3 days.

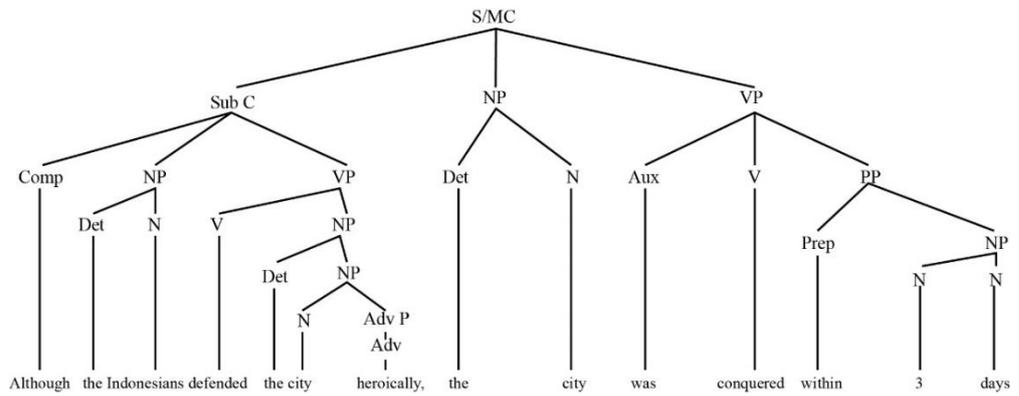


Figure 4.39 Sentence 39

Table 4.39 Pattern of Sentence 39

Sub C	NP	VP
Comp + NP + VP	Det + N	Aux + V + PP

40. In total, between 6000 and 16.000 Indonesian died while casualties on the British side were about 600 to 2000

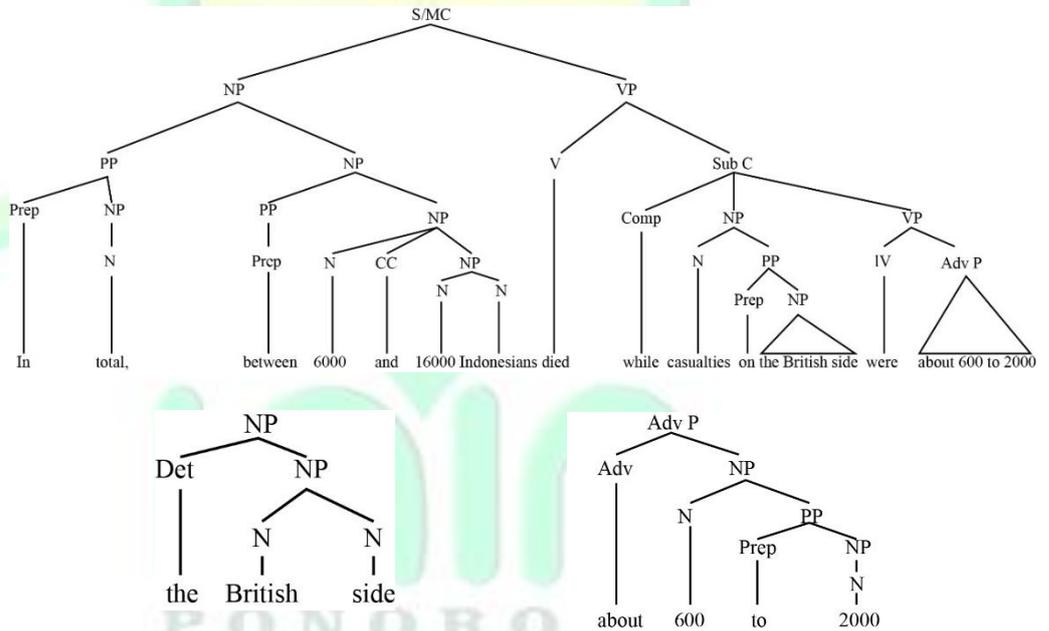


Figure 4.40 Sentence 40

Table 4.40 Pattern of Sentence 40

NP	VP
PP + NP	V + Sub C

41. Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle.

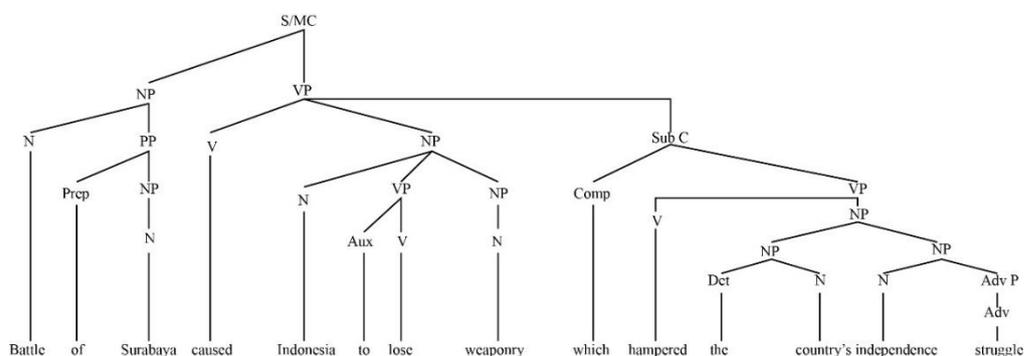


Figure 4.41 Sentence 41

Table 4.41 Pattern of Sentence 41

NP	VP
N + PP	V + NP + Sub C

42. The battle provoked Indonesians and international mass which made this battle especially important for Indonesian national revolution

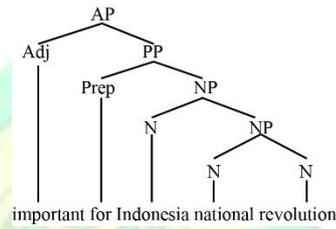
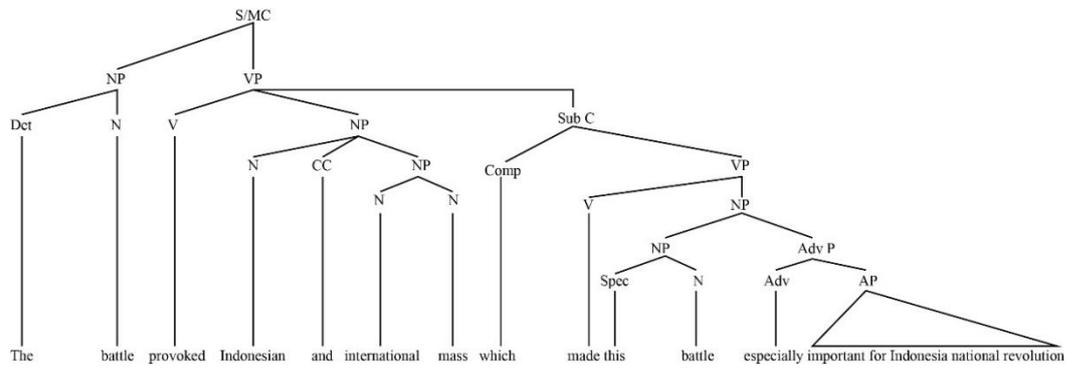
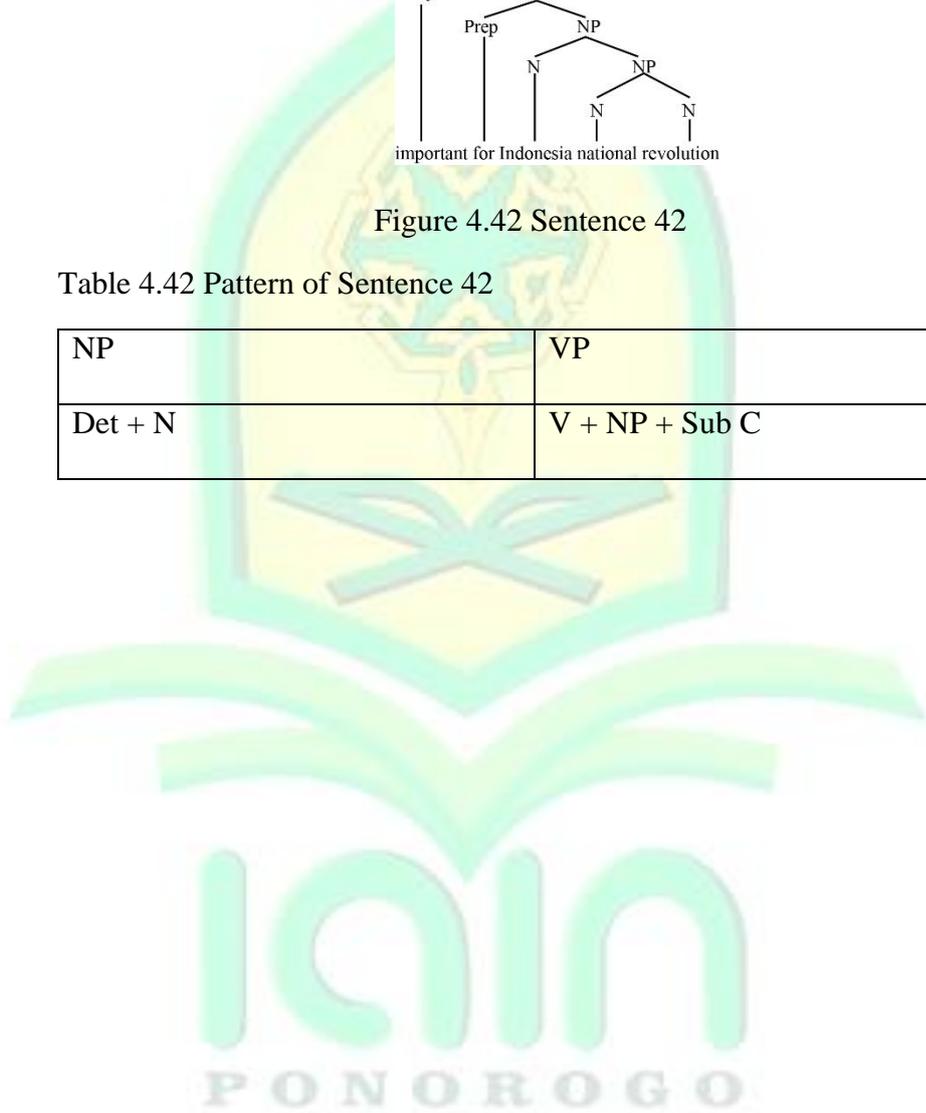


Figure 4.42 Sentence 42

Table 4.42 Pattern of Sentence 42

NP	VP
Det + N	V + NP + Sub C



CHAPTER V

DISCUSSION

In this chapter, the researcher gives explanation and describes the complex sentence construction of “Bahsa Inggris” textbook by using the tree diagram.

A. Construction of Complex Sentences

In previous chapter, the researcher brook down the complex sentences through tree diagram based on Bas Aarts theory. There were 42 complex sentences out of 215 sentences from 12 written text from 9 chapters of textbook ‘Bahasa Inggris’.

1. She told me that you sent her an email telling her that you would like to have more pen pals from US.

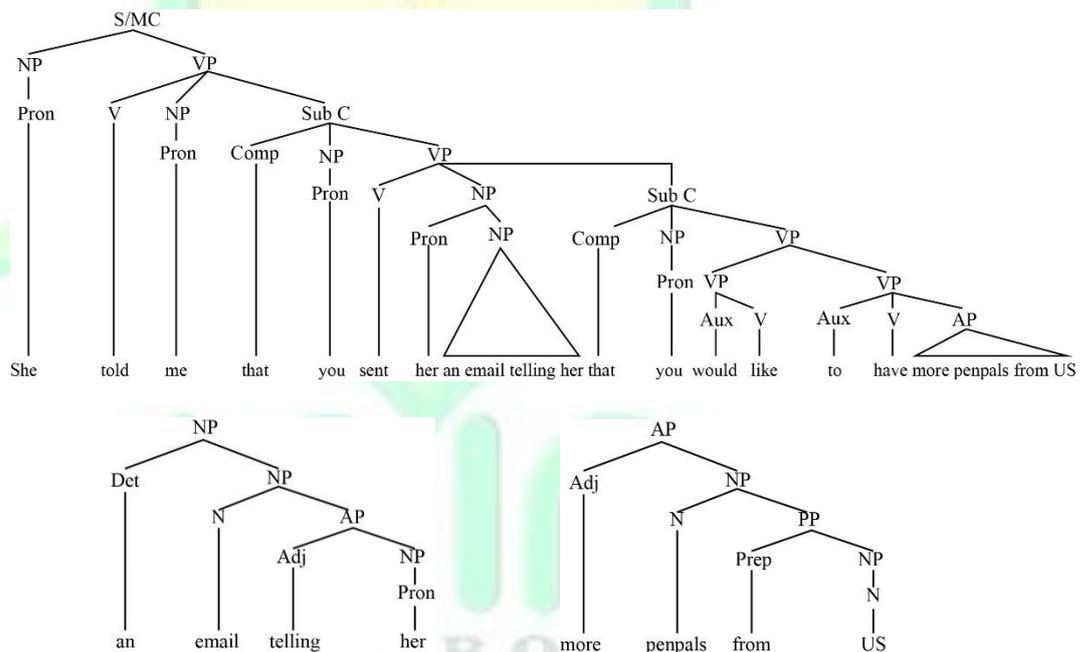


Figure 5.1 Sentence 1

The sentence consists of one independent clause ‘She told me’ and two dependent clauses ‘that you sent her an email telling her’, and ‘that you would like to have more pen pals from US’. Based on the construction, the sentence was included in complex sentence.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was Pronoun *She*, and the construction of the verb phrase was V + NP + Sub C *told me that you sent her an email telling her*. From there, the constituents of VP could be broken down into more specific constituents like the main Verb was *told*, NP was broken down into pronoun *me*, and Sub C was broken down into Comp + NP + Sub C *that you sent her an email telling her that you would like to have more pen-pals from US*. The constituents of Sub C could be broken down again into specific constituents like the complement was *that*, NP was broken down into pronoun *you*, and the Sub C was broken down into Comp + NP + VP, and it can be broken down into more specific constituents like the Complement was *that*, NP was broken down into pronoun, *you*, and VP was broken down Aux + V + AP, *would like to have more pen-pals from US*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Pron + V + NP + Sub C.

According to Azar, that as a conjunction might be used in both people and things. It has no meaning in itself when the word that was introduced a noun clause in the first subordinate clause of the sentence.⁷⁷ Meanwhile in the second subordinate clause, it introduced the adjective clause which showed the purpose of the first subordinate clause in the sentence.

2. I guess I would better tell you something about myself.

⁷⁷ Betty Schramper Azar *Understanding and Using English Grammar; Second Edition*, (Binarupa Aksara, Grogol Jakarta, 2000), 238 & 270.

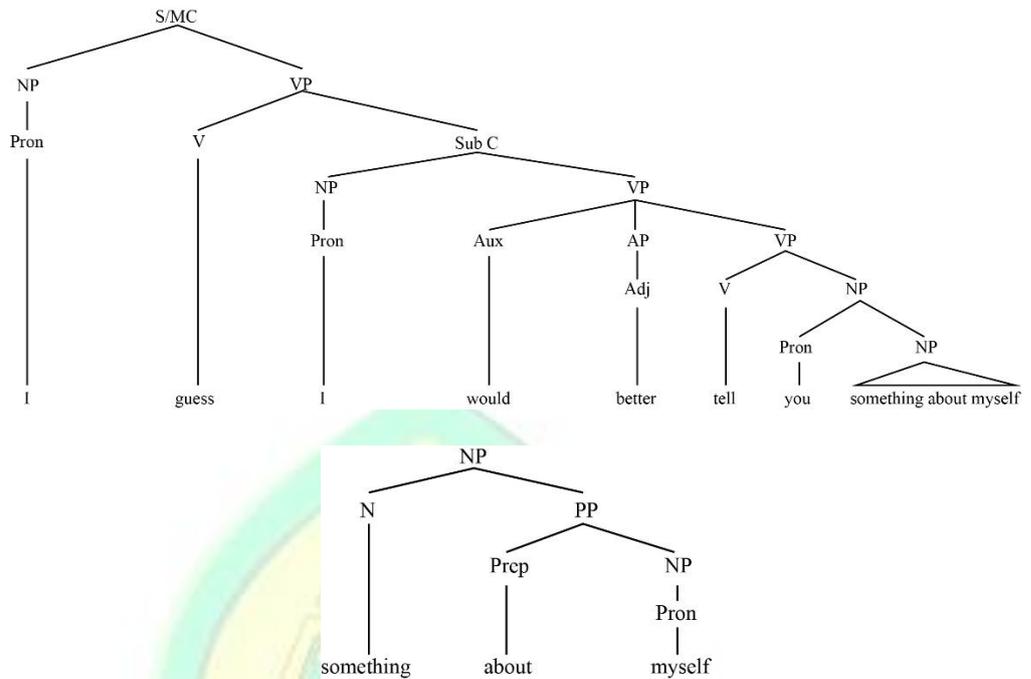


Figure 5.2 Sentence 2

The sentence was included in complex sentence although it had no subordinate conjunction because there are independent and dependent clause in this sentence. The clause ‘I guess’ is the independent clause, and ‘I would better tell you something about myself’ is the dependent clause. The subordinate clause was modified into personal pronoun in order to make the context of the text more formal.⁷⁸ It was done by leaving out the subordinate conjunction without affecting the meaning of the sentence.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was Pronoun *I*, and the construction of the verb phrase was V + Sub C *guess I would better tell you something about myself*. From there, the constituents of VP could be broken down into more specific constituents like the main verb was *guess*, and the Sub C was broken down into NP and VP. The constituents of Sub C can be broken down into more specific constituents like NP was broken down into pronoun, *I*,

⁷⁸ Ibid, 249.

and VP was broken down into Aux + Adj + VP *would better tell you something about myself*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Pron + V + Sub C.

3. They need a lot of attention as you can imagine

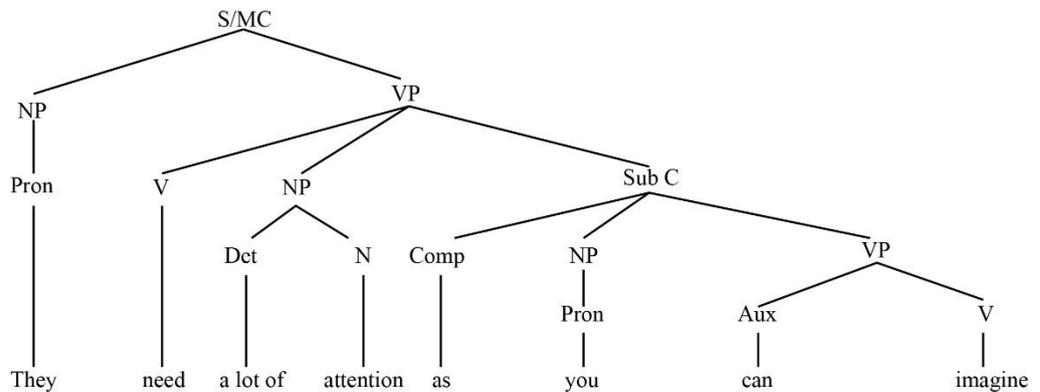


Figure 5.3 Sentence 3

The sentence was included in complex sentence because there were one independent clause and one dependent clause or subordinate clause in it. The independent clause is ‘*They need a lot of attention*’ and the subordinate clause was ‘*as you can imagine*’.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was Pronoun *They*, and the construction of the verb phrase was V + NP + Sub C *need a lot of attention as you can imagine*. From there, the constituents of VP could be broken down into more specific constituents like the main verb was *need*, NP was broken down into pronoun, *you*, and the Sub C was broken down into Comp + NP + VP. The constituents of Sub C can be broken down into more specific constituents like the complement was *as*, NP was broken down into pronoun, *you*, and VP was broken down into Aux + V, *can Imagine*. The word ‘as’ in this sentence was identified as the conjunction because it was used to connect

two clauses which mean ‘in the way that’.⁷⁹ From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Pron + V + NP + Sub C.

4. My dream when I was older, is to be a writer of science fiction book.

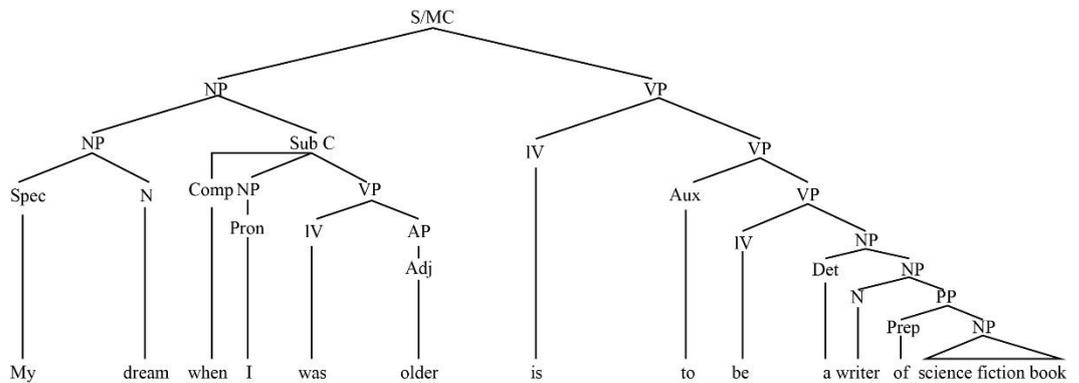


Figure 5.4 Sentence 4

This sentence was included in complex sentence with one subject ‘*My dream*’. The sentence consist of one dependent clause, ‘*My dream when I was older*’ and one independent clause, ‘*My dream is to be writer of science fiction book*’. The subject removal in the second clause was necessary in case to avoid the word repetition and made this sentence make more sense.⁸⁰

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP broken down into NP + Sub C, *My dream when I was older*, and the construction of the verb phrase was V + VP *is to be a writer of science fiction book*. From there, the constituents of NP could be broken down into more specific constituents like NP was broken down into Spec + N, *My dream*, and the Sub C was broken down into Comp + NP + VP. The constituents of Sub C can be broken down into more specific constituents like the complement was *when*, NP was broken

⁷⁹ Cambridge Dictionary, The Definition of as as a Conjunction, <https://dictionary.cambridge.org/grammar/british-grammar/as>.

⁸⁰ Betty Schramper Azar *Understanding and Using English Grammar; Second Edition*, (Binarupa Aksara, Grogol Jakarta, 2000), 243.

down into pronoun, *I*, and VP was broken down into IV + Adj, *was older*. The main verb of the sentence was, *is*, which was in the constituent of the VP. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Spec + N + Sub C + V + VP.

The conjunction *when* is used in an adjective clause to modify a noun of time.⁸¹ In this case, the writer wanted to inform the reader about when he would become a writer.

5. Alif is finally appointed as the director of national company where he works

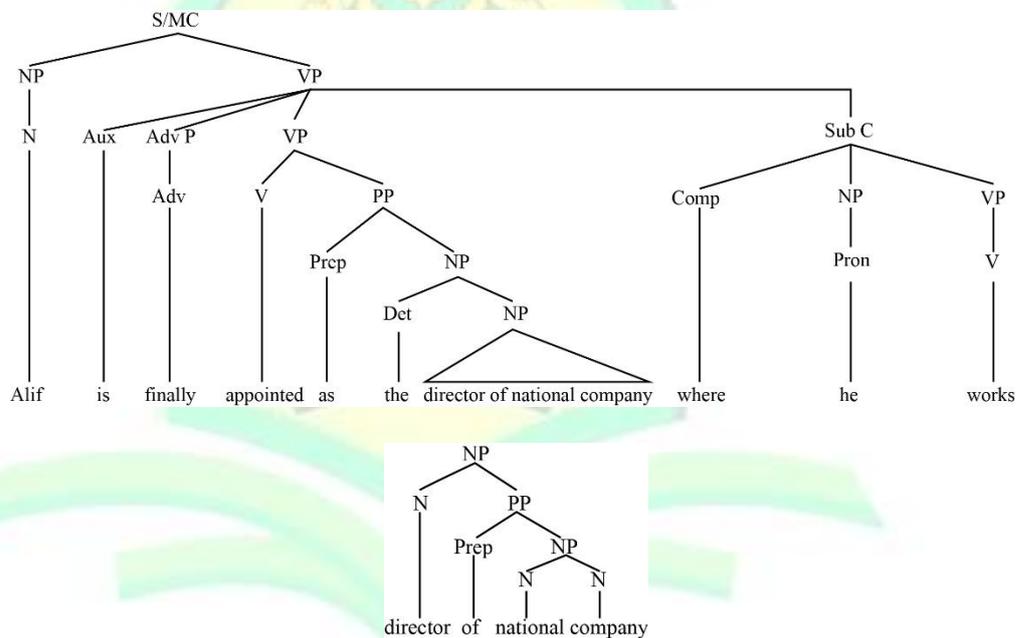


Figure 5.5 Sentence 5

The sentence is identified as complex sentence with one independent clause '*Alif is finally appointed as the director of national company*', and one dependent clause '*where he works*'. In this sentence, *is* was not act as the linking verb because it followed by adverb and verb 3 which indicates that the first clause is passive voice. It act as to be auxiliary.⁸²

⁸¹ Ibid, 242.

⁸² Ibid, 120.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was noun, *Alif*, and the construction of VP was Aux + Adv + VP + Sub C, *is finally appointed as the director of national company where he works*. From there, the constituents of VP could be broken down into more specific constituents like VP was broken down into V + PP, *appointed as the director of national company*, and the Sub C was broken down into Comp + NP + VP, *where he works*. The constituents of Sub C can be broken down into more specific constituents like the complement was *where*, NP was broken down into pronoun, *he*, and VP was broken down into V, *works*. The main verb of the sentence was, *is*, which was in the constituent of the VP. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was N + Aux + Adv + V + NP + Sub C.

The word where in this sentence act as the conjunction which modify the noun of place. It refers to Alif working place which is National Company.

6. This is because you always help me

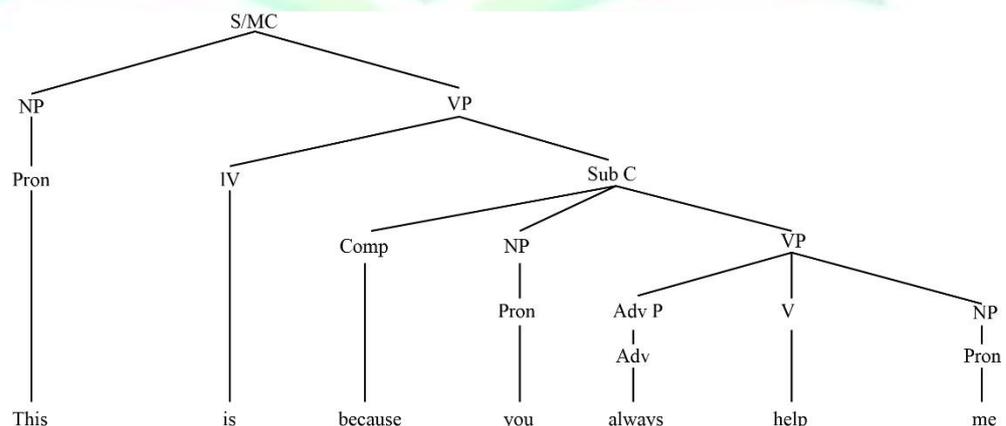


Figure 5.6 Sentence 6

This sentence was identified as complex sentence with one independent clause and one dependent clause. The independent clause 'This is' is usually followed with noun, pronoun, adverb or adjective to complete the meaning of

the sentence, but in this sentence, the independent clause was followed by subordinate clause *'because you always help me'* to indicate that the sentence had a complete meaning.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was pronoun, *this*, and the construction of VP was IV + Sub C, *is because you always help me*. From there, the constituents of VP could be broken down into more specific constituents like the main verb was *is*, and the Sub C was broken down into Comp + NP + VP, *because you always help me*. The constituents of Sub C can be broken down into more specific constituents like the complement was *because*, NP was broken down into pronoun, *you*, VP was broken down into Adv + V, *always help* and NP was broken down into pronoun, *me*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Pron + IV + Sub C.

The word *because* used as the conjunction which connect the each clause, and it showed the cause and effect law from the action. It means the clause *'because you always help me'* is the causes of the main clause.



7. I heard that you will be the representative of our school in story telling competition.

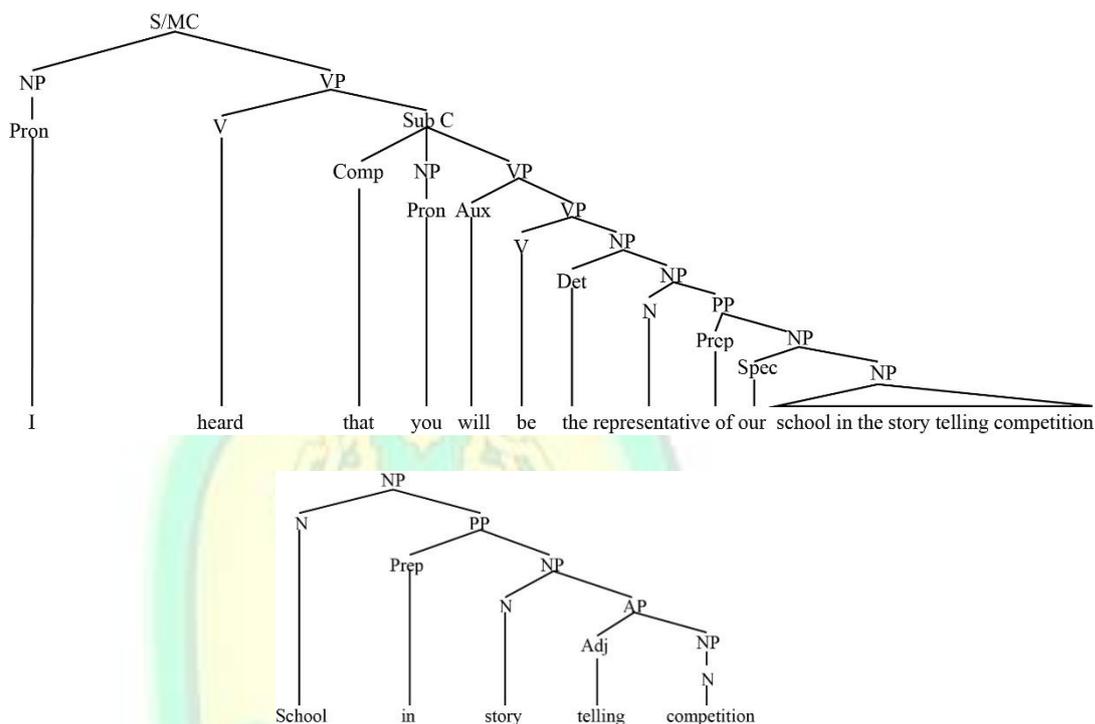


Figure 5.7 Sentence 7

The sentence was identified as complex sentence with one independent clause and one dependent clause. The independent clause '*I heard*' was usually followed by an object because the verb was transitive.⁸³ In this sentence, the object was replaced by the subordinate clause '*that you will be the representative of our school in telling story competition*' in case to make the sentence make more sense, and have a complete meaning.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was pronoun, *I*, and the construction of VP was V + Sub C, *heard that you will be the representative of our school in story telling competition*. From there, the constituents of VP could be broken down into more specific constituents like

⁸³ Betty Schramper Azar *Understanding and Using English Grammar; Second Edition*, (Binarupa Aksara, Grogol Jakarta, 2000), 120.

the main verb was *heard*, and the Sub C was broken down into Comp + NP + VP, *that you will be the representative of our school in story telling competition*. The constituents of Sub C can be broken down into more specific constituents like the complement was *that*, NP was broken down into pronoun, *you*, VP was broken down into Aux + VP, *will be the representative of our school in story telling competition*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Pron + V + Sub C.

8. I think I might stay at home

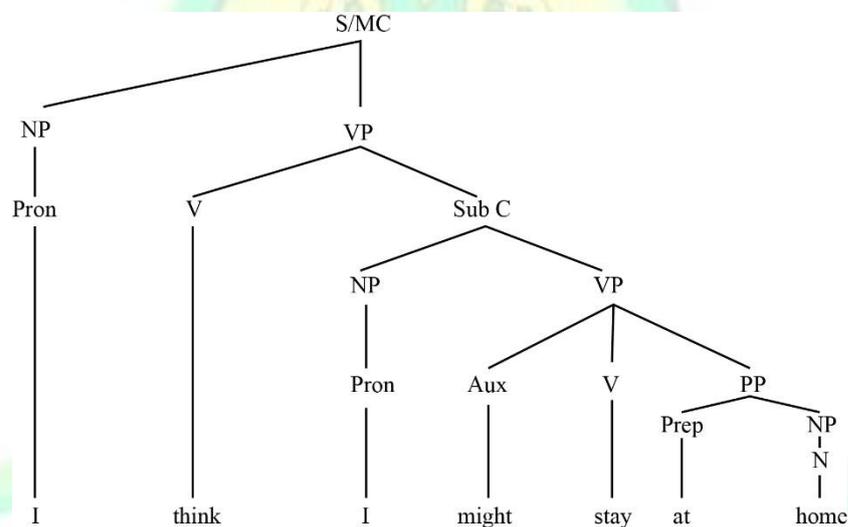


Figure 5.8 Sentence 8

The sentence was included in complex sentence although it had no subordinate conjunction between each clause. It had one independent clause '*I think*' which usually followed by an object because the verb was the transitive verb, and one dependent clause '*I might stay at home*' without subordinate conjunction. It is included in complex sentence even without the subordinate conjunction because the context of the text is spoken text from the dialog.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was pronoun, *I*, and the construction of VP was V + Sub C, *think I might stay at home*. From

there, the constituents of VP could be broken down into more specific constituents like the main verb was *think*, and the Sub C was broken down into NP + VP, *I might stay at home*. The constituents of Sub C can be broken down into more specific constituents like NP was broken down into pronoun, *I*, VP was broken down into Aux + V + PP, *might stay at home*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Pron + V + Sub C.

9. Orangutans which literally means the man of forest is the largest arboreal animal on the planet.

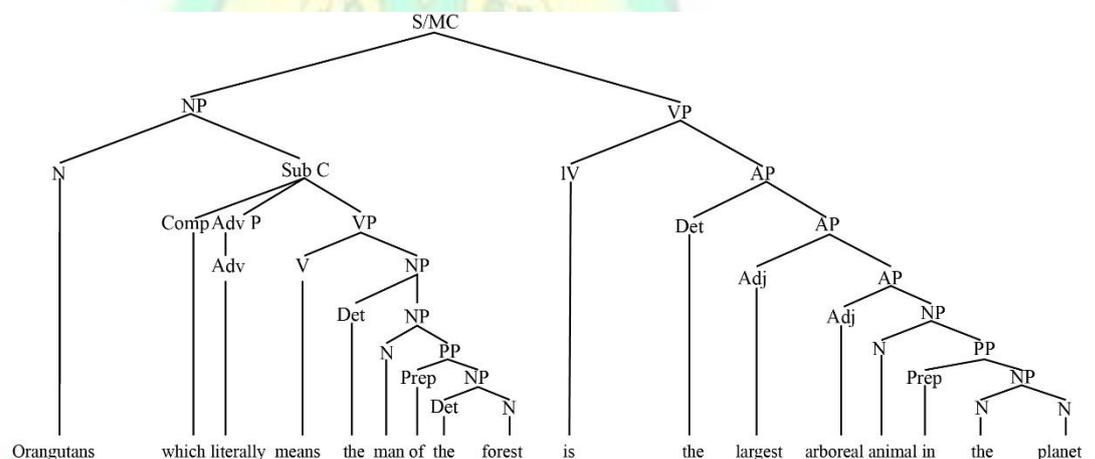


Figure 5.9 Sentence 9

The sentence was included in complex sentence with one dependent clause '*Orangutans which literally means the man of forest*' and one independent clause '*is the largest arboreal animal on the planet*'.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP broken down into N + Sub C, *Orangutans which literally means the man of the forest*, and the construction of the verb phrase was V + AP *is the largest arboreal animal in the planet*. From there, the constituents of NP could be broken down into more specific constituents like NP was broken down into N, *Orangutans*, and the Sub C was broken down into Comp + Adv + VP, *which literally means the*

man of the forest. The constituents of Sub C can be broken down into more specific constituents like the complement was *which*, Adv P was broken down into Adv, *literally*, and VP was broken down into V + NP, *means the man of the forest*. The main verb of the sentence was, *is*, which was in the constituent of the VP. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was N + Sub C + IV + Adj.

The word *which* in the subordinate clause stood as the conjunction of the sentence. *Which* is usually used to modify the noun in the form of a thing. In this sentence, the thing was the *orangutans* which included in the wild animal species.

10. Most of their live are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms

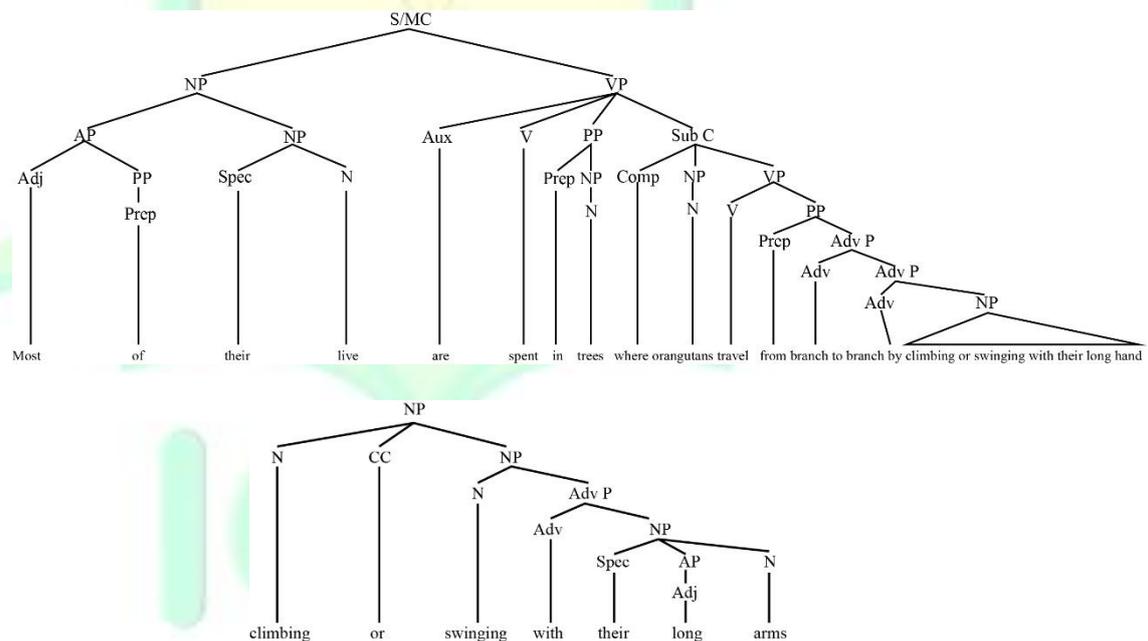


Figure 5.10 Sentence 10

The sentence consist of one independent clause '*Most of their live are spent in trees*' and one dependent clause '*where orangutans travel from branch to branch by climbing or swinging with their long arms*'. Based on the construction, the sentence was identified as a complex sentence.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into AP + NP, *most of their life* and the construction of VP was aux + V + PP + Sub C, *are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms*. From there, the constituents of VP could be broken down into more specific constituents like the main verb was *spent*, and the Sub C was broken down into Comp + NP + VP, *where orangutans travel from branch to branch by climbing or swinging with their long arms*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was NP + AP + Aux + V + Adv + Sub C.

The word where in this sentence act as the conjunction which modify the noun of place. In the sentence, the word that being modified was 'tree'.

11. The boat is popularly called as perahu klotok which is a boathouse that can accommodate four people

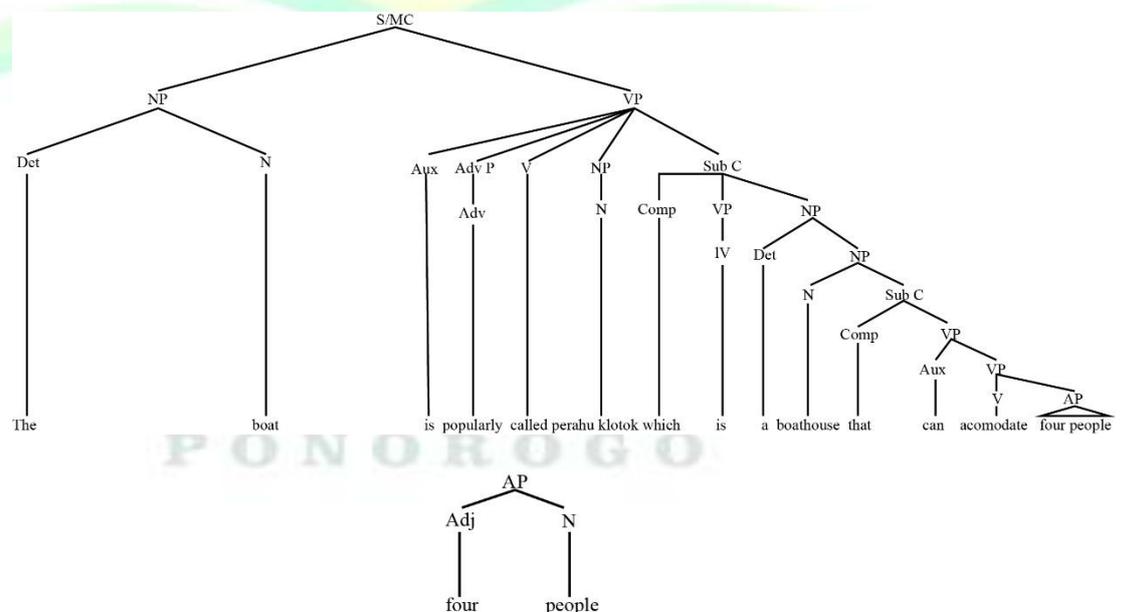


Figure 5.11 Sentence 11

The sentence consist of one independent clause '*the boat is popularly called as perahu klotok*', and two dependent clause '*which is a boathouse*', and '*that*

can accommodate four people'. Based on the construction, the sentence was identified as the complex sentence.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into Det + N, *the boat*, and the construction of VP was aux + Adv + V + NP + Sub C, *is popularly called as perahu klotok which is a boathouse that can accommodate four people*. From there, the constituents of VP could be broken down into more specific constituents like the main verb was *is*, the adverb was *popularly*, and the Sub C was broken down into Comp + VP + NP, *which is a boathouse that can accommodate four people*. The constituents of Sub C can be broken down into more specific constituents like the complement was *which*, VP was broken down into verb, *is*, NP was broken down into Det + NP + Sub C, *a boathouse that can accommodate four people*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Det + N + Aux + Adv + V + NP + Sub C.

12. The name Taj Mahal was derived from the name of Shah Jahan's wife Mumtaz Mahal which means crown of palace.

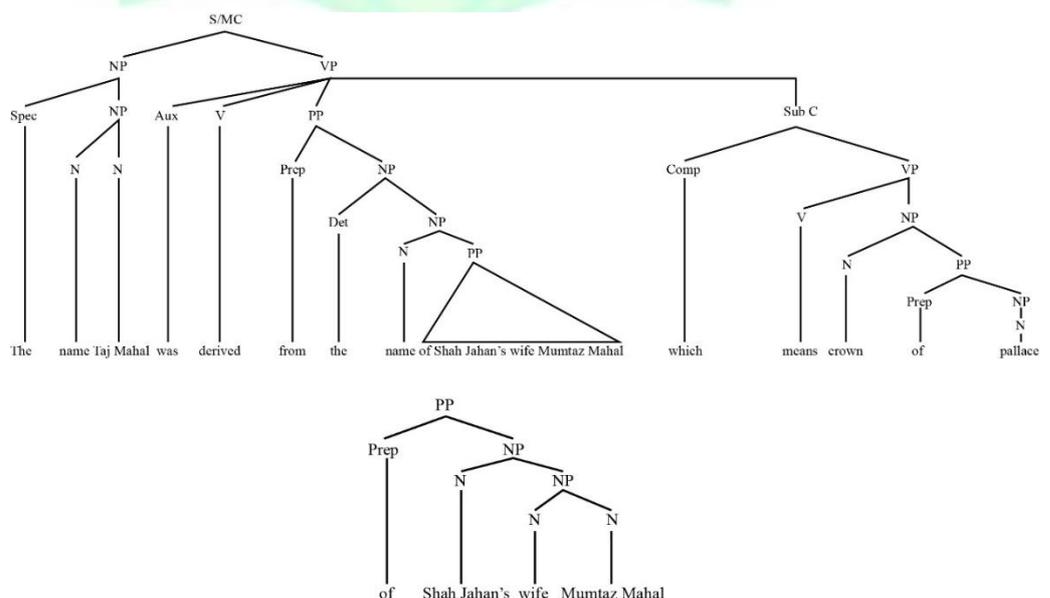


Figure 5.12 Sentence 12

The sentence consist of one independent clause '*the name Taj Mahal was derived from the name of Shah Jahan's wife Mumtaz Mahal*', and one dependent clause '*which means crown of palace*'. Based on the construction, the sentence was identified as the complex sentence.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into Spec + N, *the name Taj Mahal*, and the construction of VP was Aux + V + PP + Sub C, *was derived from the name of Shah Jahan's wife Mumtaz Mahal which means crown of palace*. From there, the constituents of VP could be broken down into more specific constituents like the main verb was *derived*, the PP was *From the name of Shah Jahan's wife Mumtaz Mahal*, and the Sub C was broken down into Comp + VP + NP, *which means crown of palace*. The constituents of Sub C can be broken down into more specific constituents like the complement was *which*, VP was broken down into verb, *means*, NP was broken down into N + PP, *Crown of palace*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Spec + N + Aux + V + PP + Sub C.

13. The white marble is inlaid with semi-precious stones that form the incinerate design.

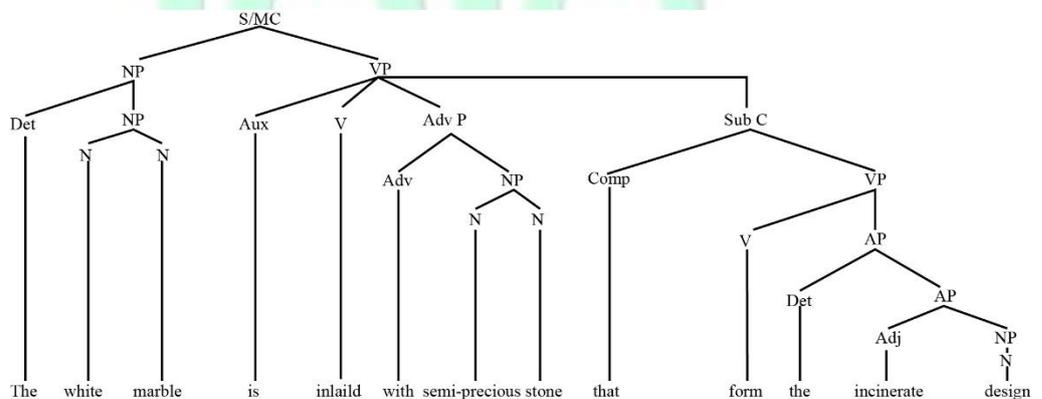


Figure 5.13 Sentence 13

The sentence consists of one independent clause ‘*The white marble is inlaid with semi-precious stones*’, and one dependent clause ‘*that form the incinerate design*’. Based on the construction, the sentence was identified as the complex sentence.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into Det + N, *white marble*, and the construction of VP was Aux + V + Adv + Sub C, *is inlaid with semi-precious stone that form the incinerate design*. From there, the constituents of VP could be broken down into more specific constituents like the main verb was *is*, the Adv P was broken down into Adv + NP, *with semi-precious stone*, and the Sub C was broken down into Comp + VP, *that form the incinerate design*. The constituents of Sub C can be broken down into more specific constituents like the complement was *that*, VP was broken down into V + AP, *form the incinerate design*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Det + N + Aux + V + Adv + Sub C.

14. When the first ray of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace

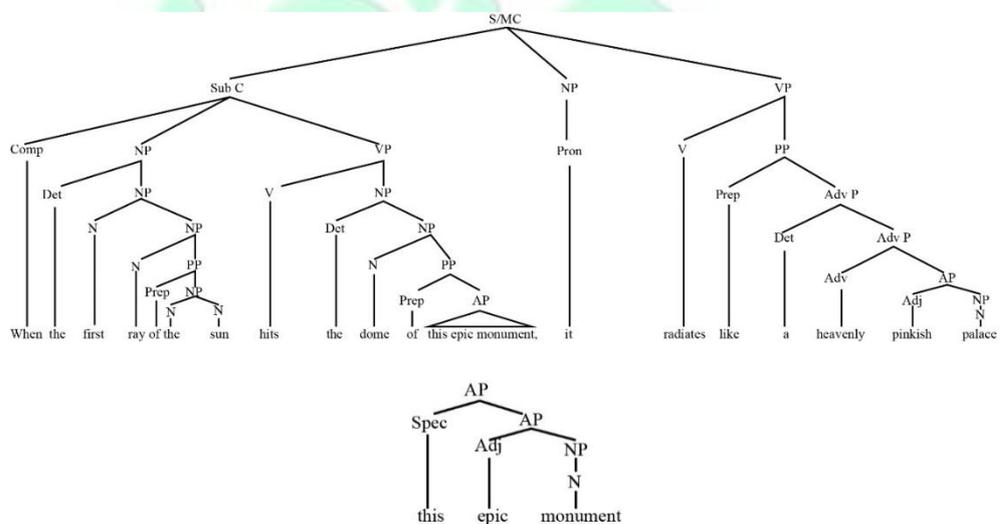


Figure 5.14 Sentence 14

The sentence consists of one dependent clause *'when the first ray of the sun hits the dome of this epic monument'*, and one independent clause *'it radiates like a heavenly pinkish palace'*. Based on the construction, the sentence was identified as the complex sentence.

The tree diagram indicated that S/MC was being broken down into three constituents which was Sub C, NP and VP. The construction of the Sub C was broken down into Comp + NP + VP, *when the first ray of the sun hits the dome of this epic monument*. The constituents of Sub C can be broken down into more specific constituents like the complement was *when*, the NP was broken down into Det + NP, *the first ray of the sun*, and the VP can be broken down into V + NP, *hits the dome of this epic monument*. The construction of NP which was the constituents of S/MC was broken down into pronoun, *it*, and the construction of VP was V + PP, *radiates like heavenly pinkish palace*. From there, the constituents of VP could be broken down into more specific constituents like the main verb was *radiates*, the PP was *like heavenly pinkish palace*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Sub C + Pron + V + PP.

15. When the sky is bright and clear, the Taj looks milky white

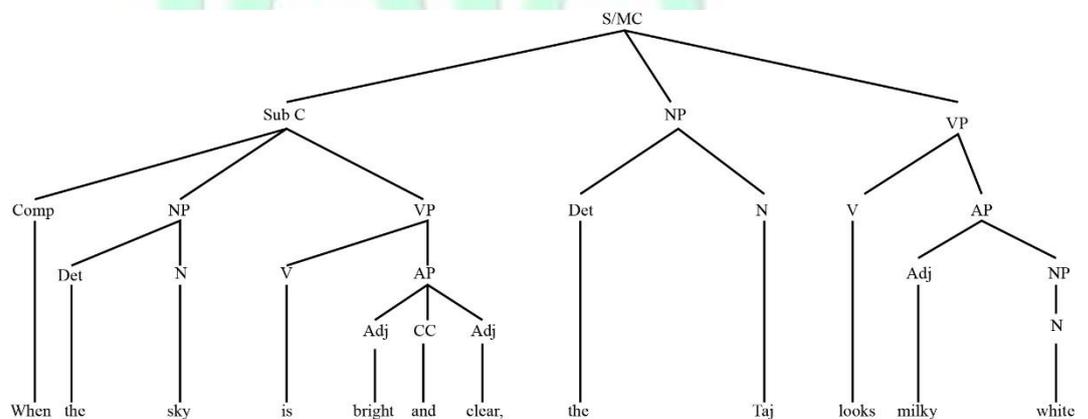


Figure 5.15 Sentence 15

The sentence consist of one dependent clause ‘*when the sky is bright and clear*’, and one independent clause ‘*the Taj looks milky white*’. Based on the structure, the sentence was identified as complex sentence.

The tree diagram indicated that S/MC was being broken down into three constituents which was Sub C, NP and VP. The construction of the Sub C was broken down into Comp + NP + VP, *when the sky is bright and clear*. The constituents of Sub C can be broken down into more specific constituents like the complement was *when*, the NP was broken down into Det + N, *the sky*, and the VP can be broken down into V +AP, *is bright and clear*. The construction of NP which was the constituents of S/MC was broken down into Det + N, *the Taj*, and the construction of VP was V + AP, *looks milky white*. From there, the constituents of VP could be broken down into more specific constituents like the main verb was *looks*, the Adj was *milky white*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Sub C + Det + N + V + Adj.

16. When the full moon ray fall in the glistening white marble, the cool moon ray reflect back from the white marble

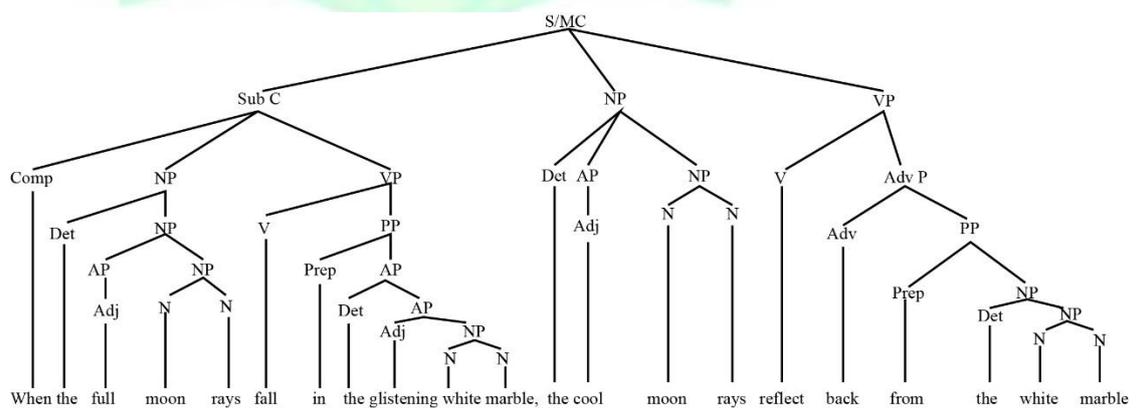


Figure 5.16 Sentence 16

The sentence consists of one dependent clause ‘*when the full moon ray fall in the glistening white marble*’, and one independent clause ‘*the cool moon ray*

reflect back from the white marble'. Based on the construction, the sentence was identified as the complex sentence.

The tree diagram indicated that S/MC was being broken down into three constituents which was Sub C, NP and VP. The construction of the Sub C was broken down into Comp + NP + VP, *when the full moon rays fall in the glistening white marble*. The constituents of Sub C can be broken down into more specific constituents like the complement was *when*, the NP was broken down into Det + NP, *the full moon rays*, and the VP can be broken down into V + NP, *fall in the glistening white marble*. The construction of NP which was the constituents of S/MC was broken down into Det + Adj + NP, *the cool moon rays*, and the construction of VP was V + Adv P, *reflect back from the white marble*. From there, the constituents of VP could be broken down into more specific constituents like the main verb was *reflect*, the Adv P was broken down into Adv + PP, *back from the white marble*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Sub C + Det + Adj + NP + V + Adv.

17. Niagara falls is the collective name for three waterfalls that cross the international border between the Canadian border of Ontario and the USA's state of New York

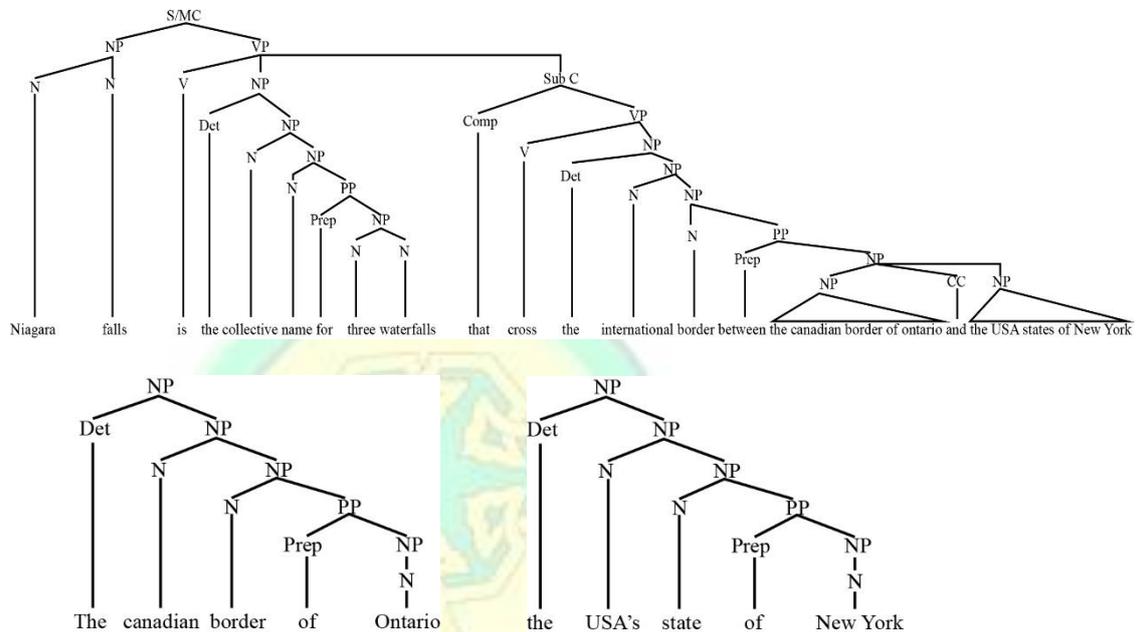


Figure 5.17 Sentence 17

The sentence consists of one independent clause *'Niagara falls is the collective name for three waterfalls'*, and one dependent clause *'that cross the international border between the Canadian border of Ontario and the USA's State of New York'*. Based on the structure, the sentence was identified as complex sentence.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into N + N, *Niagara falls*, and the construction of VP was V + NP + Sub C, *is the collective name for three waterfall that cross the international border between the Canadian border of Ontario and the USA's state of New York*. From there, the constituents of VP could be broken down into more specific constituents like the main verb was *is*, the NP was broken down into Det + NP, *the collective name for three waterfall*, and the Sub C was broken down into

Comp + VP, *that cross the international border between the Canadian border of Ontario and the USA's state of New York*. The constituents of Sub C can be broken down into more specific constituents like the complement was *that*, VP was broken down into V + NP, *cross the international border between the Canadian border of Ontario and the USA's state of New York*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was N + V + NP + Sub C.

18. People can get soaked on the hurricane deck where they just feet from thundering water.

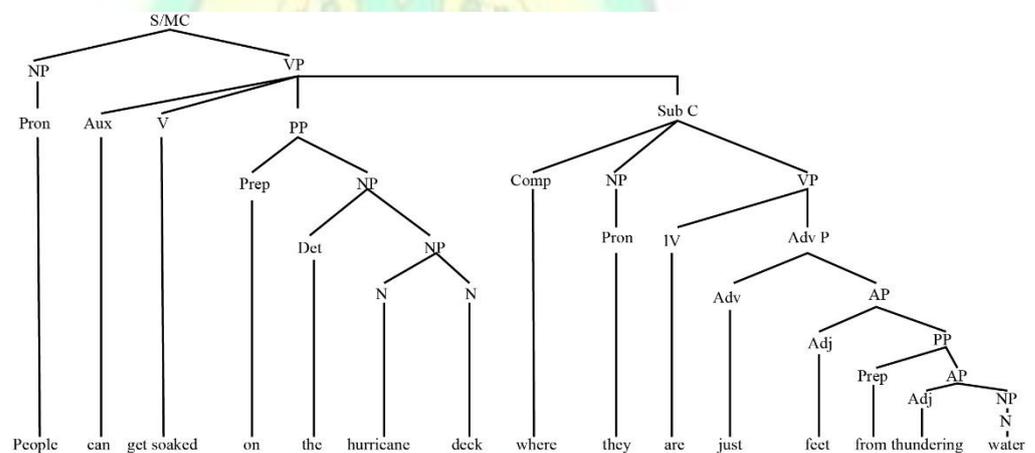


Figure 5.18 Sentence 18

The sentence consists one independent clause '*People can get soaked on the hurricane deck*', and one dependent clause '*where they just feet from thundering water*'. Based on the structure, the sentence was identified as complex sentence.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into pronoun, *people*, and the construction of VP was Aux + V + PP + Sub C, *can get soaked on the hurricane deck where they are just feet from thundering water*. From there, the constituents of VP could be broken down into more specific constituents like the main verb was *get soaked*, the PP was

broken down into Prep + NP, *on the hurricane deck*, and the Sub C was broken down into Comp + NP +VP, *where they are just feet from thundering water*. The constituents of Sub C can be broken down into more specific constituents like the complement was *where*, NP was broken down into pronoun, *they*, and VP was broken down into V + Adv P, *are just feet from thundering water*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Pron + Aux + V + PP + Sub C.

19. A trip at night when the falls are illuminated in a rainbow of color is really amazing.

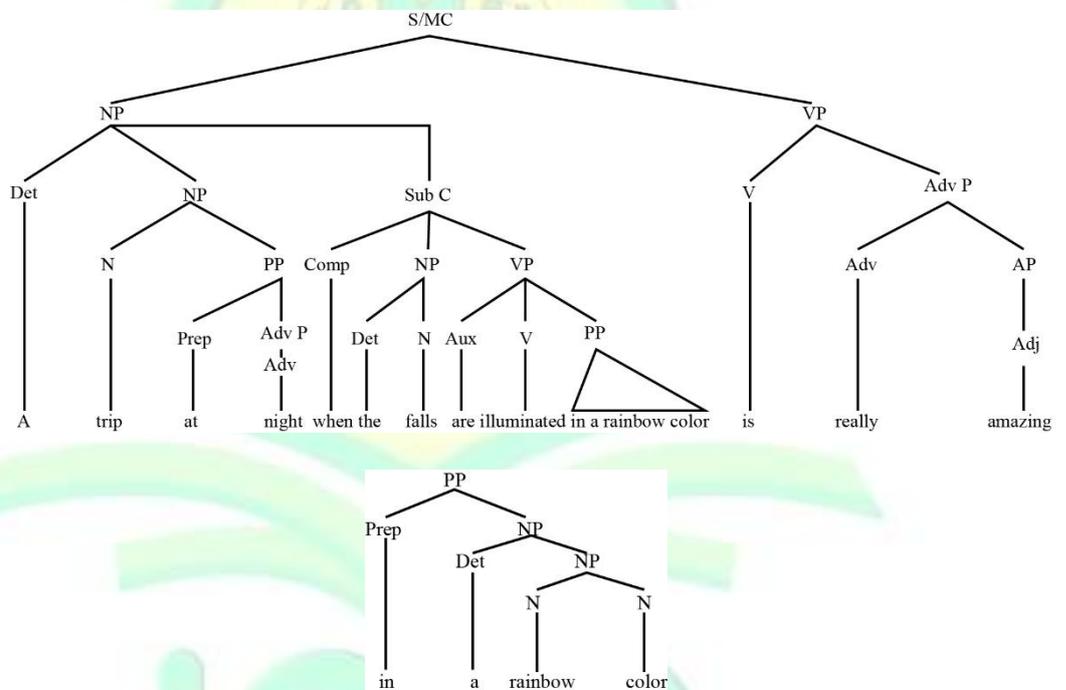


Figure 5.19 Sentence 19

The sentence was a complex sentence with one dependent clause, '*A trip at night when the fall are illuminated in a rainbow of color,*' and one independent clause '*A trip at night is really amazing*'. There was a subject removal in the second clause.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP broken down into NP + Sub C, *A trip at night when the falls are illuminated in a rainbow*

color, and the construction of the verb phrase was V + Adv P, *is really amazing*. From there, the constituents of NP could be broken down into more specific constituents like NP was broken down into NP + PP, *A trip at night*, and the Sub C was broken down into Comp + NP + VP, *when the falls are illuminated in a rainbow color*. The constituents of Sub C can be broken down into more specific constituents like the complement was *when*, NP was broken down into Det + N, *the falls*, PP was broken down into Prep + Adv, *at night*, and VP was broken down into Aux + V + NP, *are illuminated in a rainbow color*. The main verb of the sentence was, *is*, which was in the constituent of the VP which was the constituents of S/MC. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Det + NP + Sub C + V + Adv.

20. Here tourist may enjoy the most powerful and involving film experience that brings reality to life on a 45 feet screen.

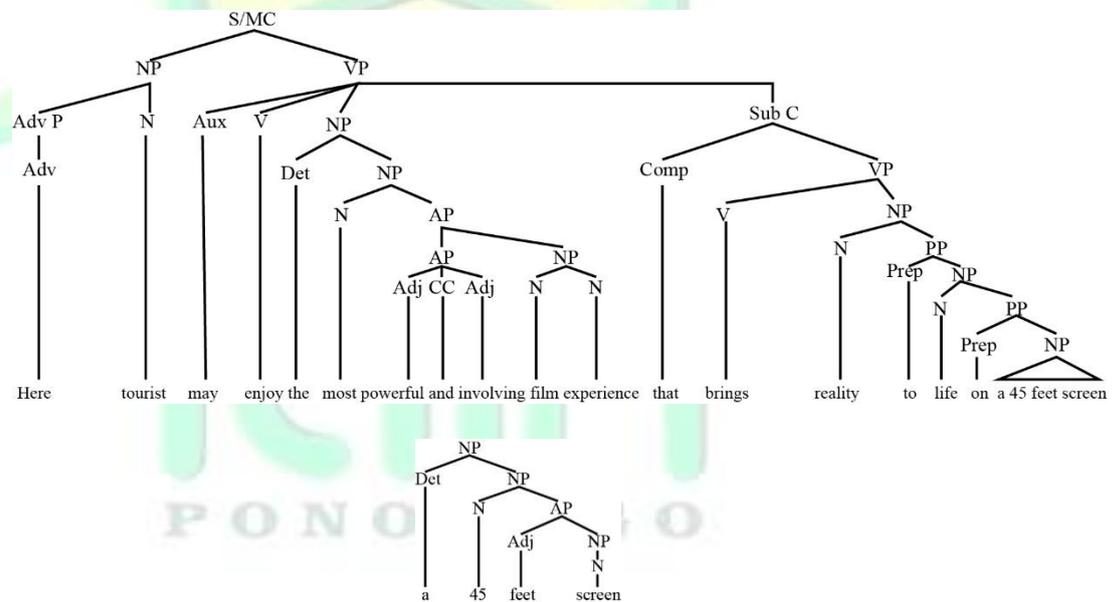


Figure 5.20 Sentence 20

The sentence consisted one independent clause '*here tourist may enjoy the most powerful and involving film experience*' and one dependent clause '*that*

brings reality to life on a 45 feet screen'. Based on the characteristic, the sentence was identified as a complex sentence.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into Adv + N, *Here tourists*, and the construction of VP was Aux + V + NP + Sub C, *may enjoy the most powerful and involving film experience that brings reality to live on a 45 feet screen*. From there, the constituents of VP can be broken down into more specific constituents like the main verb was *enjoy*, the NP was broken down into Det + NP, *the most powerful and involving film experience*, and the Sub C was broken down into Comp + VP, *that brings reality to live on 45 feet screen*. The constituents of Sub C can be broken down into more specific constituents like the complement was *that*, VP was broken down into V + NP, *brings reality to live on a 45 feet screen*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Adv + N + Aux + V + NP + Sub C.

21. This is an official announcement to inform everyone that we have just been notified by CJes entertainment.

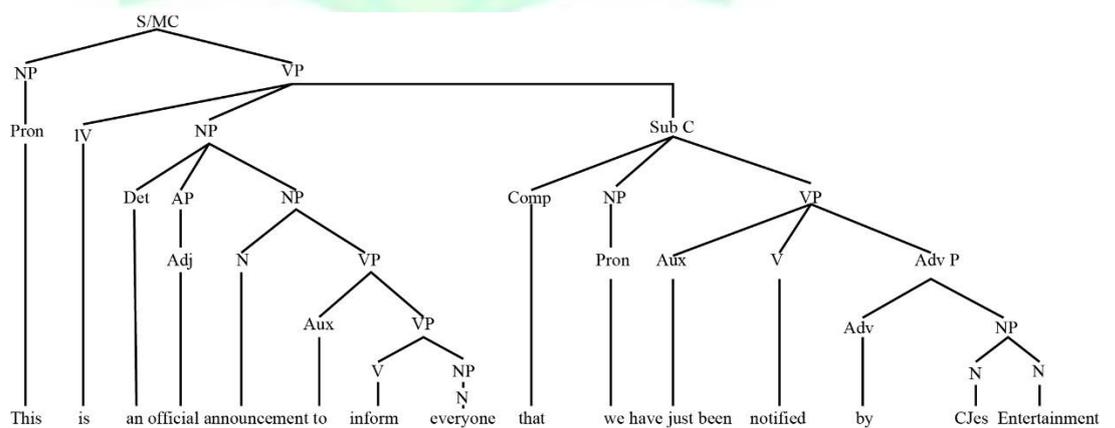


Figure 5.21 Sentence 21

The sentence was a complex sentence with one independent clause '*this is an official announcement to inform everyone*', and one dependent clause '*that we have just been notified by CJes entertainment*'.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into pronoun, *This*, and the construction of VP was V + NP + Sub C, *is an official announcement to inform everyone that we have just been notified by CJes entertainment*. From there, the constituents of VP can be broken down into more specific constituents like the main verb was *is*, the NP was broken down into Det + Adj + NP, *an official announcement to inform everyone*, and the Sub C was broken down into Comp + NP + VP, *that we have just been notified by CJes entertainment*. The constituents of Sub C can be broken down into more specific constituents like the complement was *that*, NP was broken down into pronoun, *we*, and VP was broken down into aux + V + Adv P, *been notified by CJes entertainment*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Pron + V + NP + Sub C.

Based on the subordinate conjunction used in the sentence, the subordinate clause is identified as noun clause because the subordinate conjunction was followed by pronoun or subject.⁸⁴

⁸⁴ Betty Schramper Azar *Understanding and Using English Grammar; Second Edition*, (Binarupa Aksara, Grogol Jakarta, 2000), 270.

22. It is a tool that will help human being to fly!

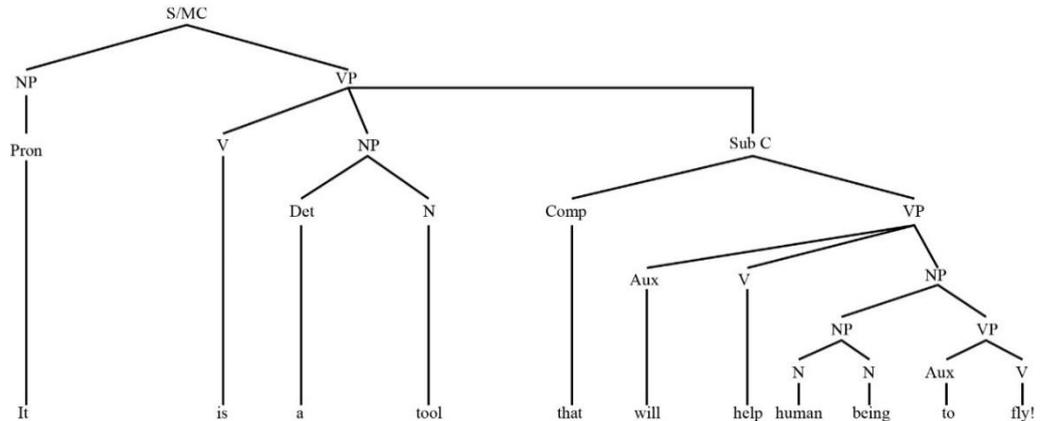


Figure 5.22 Sentence 22

The sentence was a complex sentence with one independent clause *'It is a tool'*, and one dependent clause *'that will help human being to fly'*.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into pronoun, *it*, and the construction of VP was V + NP + Sub C, *a tool that will help human being to fly*. From there, the constituents of VP can be broken down into more specific constituents like the main verb was *is*, the NP was broken down into Det + NP, *a tool*, and the Sub C was broken down into Comp + VP, *that will help human being to fly*. The constituents of Sub C can be broken down into more specific constituents like the complement was *that*, VP was broken down into Aux + V + NP, *will help human being to fly*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Pron + V + NP + Sub C.

23. Our dad gave us a toy helicopter that flew with the help of rubber bands.

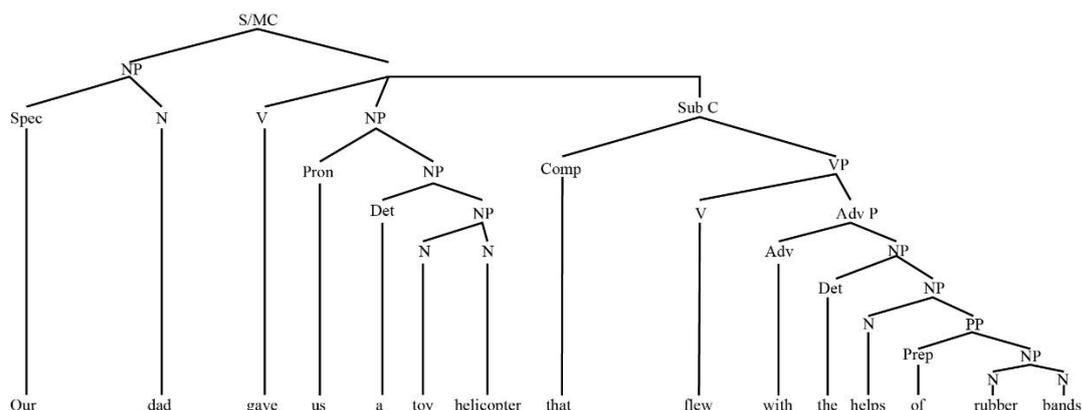


Figure 5.23 Sentence 23

The sentence was a complex sentence with one independent clause '*Our dad gave us a toy helicopter*', and one dependent clause '*that flew with the help of rubber bands*'.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into Spec + N, *Our dad*, and the construction of VP was V + NP + Sub C, *gave us a toy helicopter that flew with the help of rubber bands*. From there, the constituents of VP can be broken down into more specific constituents like the main verb was *gave*, the NP was broken down into Pron + NP, *us a toy helicopter*, and the Sub C was broken down into Comp + VP, *that flew with the help of rubber bands*. The constituents of Sub C can be broken down into more specific constituents like the complement was *that*, VP was broken down into V + NP, *flew with the help of rubber bands*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Spec + N + V + NP + Sub C.

24. I took a newly designed airplane that we called the flyer II for the first flight lasting over 5 minutes.

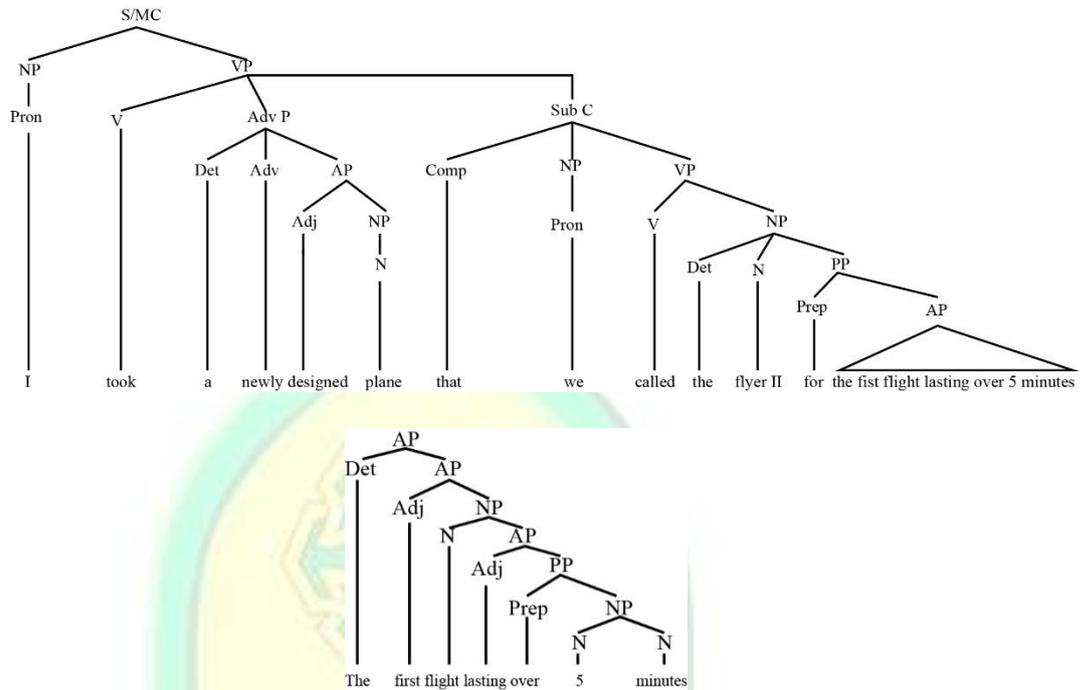


Figure 5.24 Sentence 24

The sentence was a complex sentence with one independent clause *'I took a newly designed airplane'*, and one dependent clause *'that we called the flyer II for the first flight lasting over 5 minutes'*.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into Pronoun, *I*, and the construction of VP was V + Adv P + Sub C, *took a newly designed plane that we called the flyer II for the first flight lasting over 5 minutes*. From there, the constituents of VP can be broken down into more specific constituents like the main verb was *took*, the Adv P was broken down into Det + Adv + AP, *a newly designed airplane*, and the Sub C was broken down into Comp + NP + VP, *that we called the flyer II for the first flight lasting over 5 minutes*. The constituents of Sub C can be broken down into more specific constituents like the complement was *that*, NP was broken down into pronoun, *we*, VP was broken down into V + NP, *called the flyer II for the first*

flight lasting over 5 minutes. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Pron + V + Adv + Sub C.

25. I had always been thinking of how I would feel when I meet him.

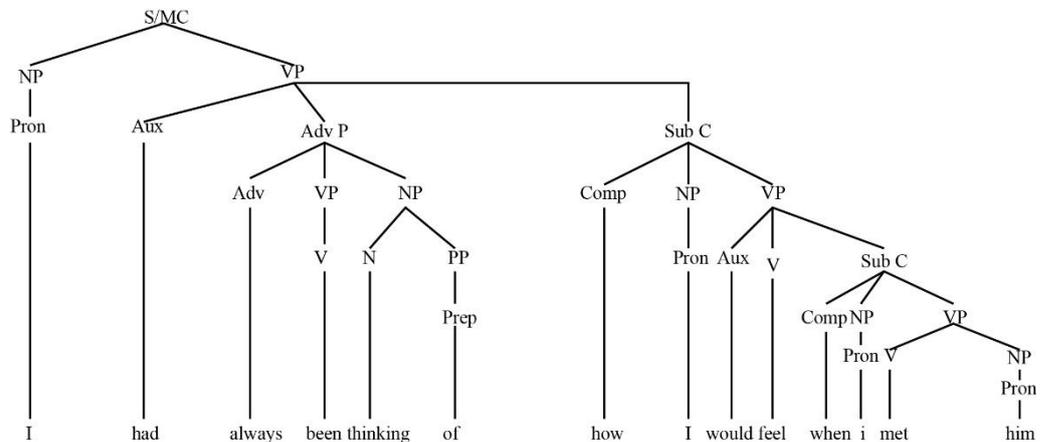


Figure 5.25 Sentence 25

The sentence consists of one independent clause '*I had always been thinking of*', and two dependent clause '*how I would feel*', and '*when I meet him*'. The characteristic showed from the sentence that the sentence was complex sentence.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into Pronoun, *I*, and the construction of VP was Aux + Adv + V + NP + Sub C, *had always been thinking of how I would feel when I met him*. From there, the constituents of VP can be broken down into more specific constituents like the adverb was *always*, the main verb was *been*, the NP was broken down into N + PP, *thinking of*, and the Sub C was broken down into Comp + NP + VP + Sub C, *how I would feel when I met him*. The constituents of Sub C can be broken down into more specific constituents like the complement was *how*, NP was broken down into pronoun, *I*, VP was broken down into Aux + V + Sub C, *would feel when I met him*. From the explanation above, to make it more

town for a concert in local auditorium. From there, the constituents of VP can be broken down into more specific constituents like the Auxiliary was *was*, adverb was *suddenly*, the main verb was *hit*, the PP was broken down into Prep + N, *by lightning*, and the Sub C was broken down into Comp + NP + VP, *when I found out Afgan was coming to town for a concert in a local auditorium.* The constituents of Sub C can be broken down into more specific constituents like the complement was *when*, NP was broken down into pronoun, *I*, VP was broken down into V + Sub C, *found out afgan was coming to town for a concert in local auditorium.* From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Pron + Aux + Adv + V + Sub C.

27. He smiled and waved to all afganism who had been waiting excitedly.

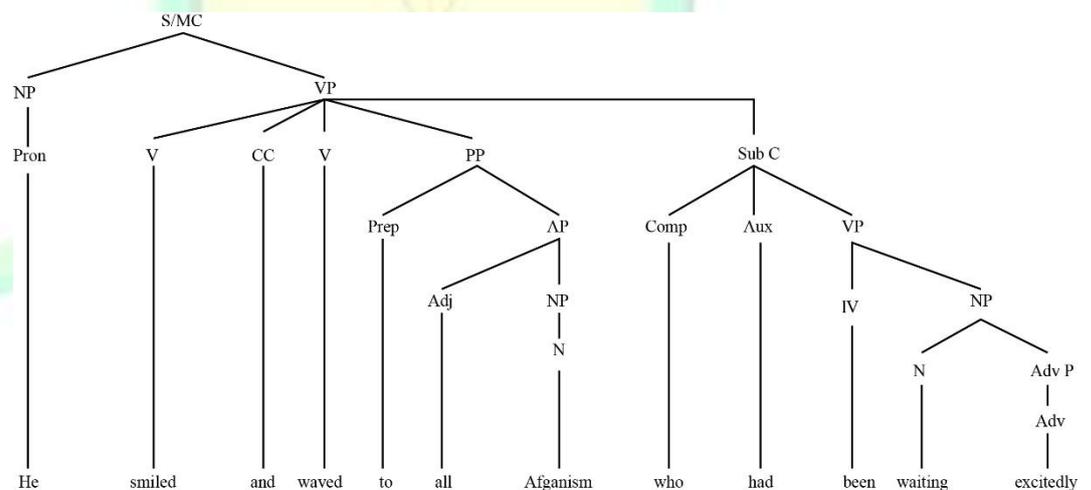


Figure 5.27 Sentence 27

The sentence was complex sentence with one independent clause '*He smiled and waved to all afganism*', and one dependent clause '*who had been waiting excitedly*'.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into Pronoun, *He*, and the construction of VP was V + CC + V + PP + Sub C, *smiled and waved to all Afganism who had been waiting excitedly.* From

there, the constituents of VP can be broken down into more specific constituents like the main verb was *waved and smiled*, the PP was broken down into Prep + NP, *to all afganism*, and the Sub C was broken down into Comp + Aux + VP, *who had been waiting excitedly*. The constituents of Sub C can be broken down into more specific constituents like the complement was *who*, the auxiliary was *had*, VP was broken down into V + NP, *been waiting excitedly*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Pron + V + CC + V + PP + Sub C.

28. I could not take my eyes off this amazing singer who had released three albums.

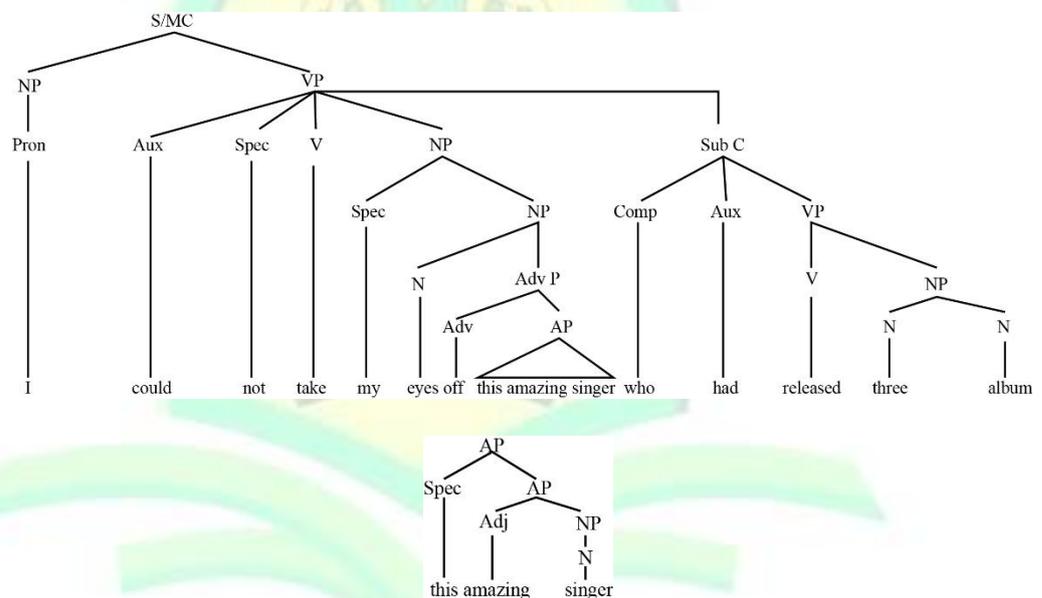


Figure 5.28 Sentence 28

The sentence consist of one independent clause '*I could not take my eyes off this amazing singer*', and one dependent clause '*who had released three album*'. Based on the construction, the sentence was identified as the complex sentence.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into Pronoun, *I*, and the construction of VP was Aux + Spec + V + NP + Sub C, *could not take my eyes of this amazing singer who had released three*

albums. From there, the constituents of VP can be broken down into more specific constituents like the auxiliary was *could*, main verb was *take*, the NP was broken down into Spec + N + Adv + AP, *my eyes off this amazing singer*, and the Sub C was broken down into Comp + Aux + VP, *who had released three albums*. The constituents of Sub C can be broken down into more specific constituents like the complement was *who*, the auxiliary was *had*, VP was broken down into V + NP, *released three album*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Pron + Aux + Spec + V + NP + Sub C.

29. When he was finished with the song, the host announced that it was time for autographing memorabilia

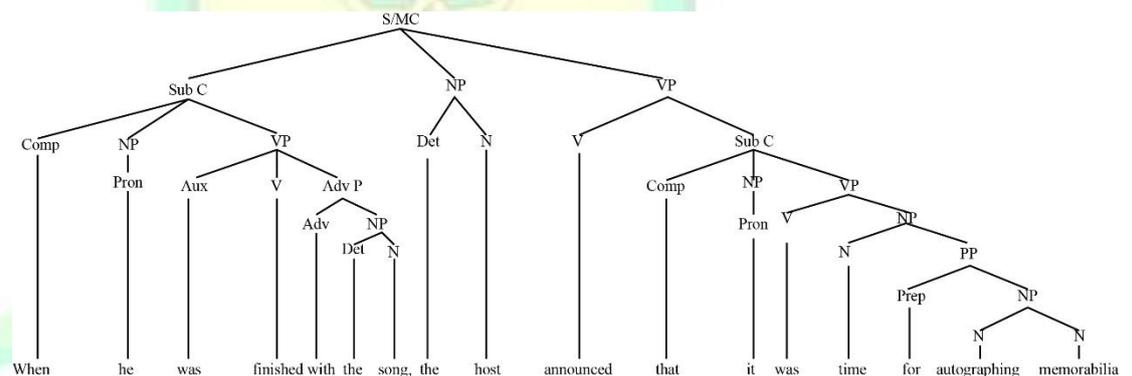


Figure 5.29 Sentence 29

The sentence consist of two dependent clause '*When he was finished with the song*', and '*that it was time for autographing memorabilia*', and one independent clause '*the host announced*'. Based on the construction, the sentence was identified as the complex sentence.

The tree diagram indicated that S/MC was being broken down into three constituents which was Sub C, NP and VP. The construction of the Sub C was broken down into Comp + NP + VP, *when he was finished with the song*. The constituents of Sub C can be broken down into more specific constituents like the complement was *when*, the NP was broken down into pronoun, *he*, and the

VP can be broken down into Aux + V + AdvP, *was finished with the song*. The construction of NP which was the constituents of S/MC was broken down into Det + N, *the host*, and the construction of VP was V + Sub C, *announced that it was time for autographing memorabilia*. From there, the constituents of VP could be broken down into more specific constituents like the main verb was *announced*, and the Sub C was broken down into Comp + NP + VP, *that it was time for autographing memorabilia*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Sub C + N + V + Sub C.

30. When I was arrived, I was speechless

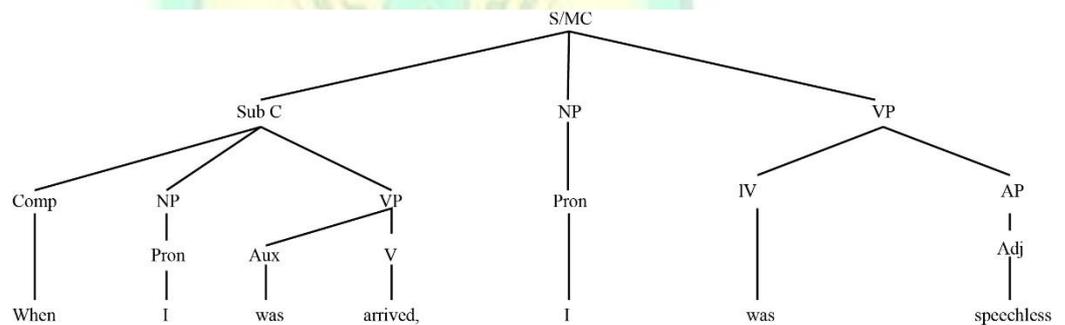


Figure 5.30 Sentence 30

The sentence was a complex sentence with one dependent clause '*when I was arrived*', and one independent clause '*I was speechless*'.

The tree diagram indicated that S/MC was being broken down into three constituents which was Sub C, NP and VP. The construction of the Sub C was broken down into Comp + NP + VP, *when I was arrived*. The constituents of Sub C can be broken down into more specific constituents like the complement was *when*, the NP was broken down into Pronoun, *I*, and the VP can be broken down into Aux + V, *was arrived*. The construction of NP which was the constituents of S/MC was broken down into Pronoun, *I*, and the construction of VP was V + AP, *was speechless*. From there, the constituents of VP could be broken down into more specific constituents like the main verb was *was*, the

Adj was *speechless*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Sub C + Pron + V + Adj.

31. I thought it was really cool seeing him like that because he just like a normal person which was awesome.

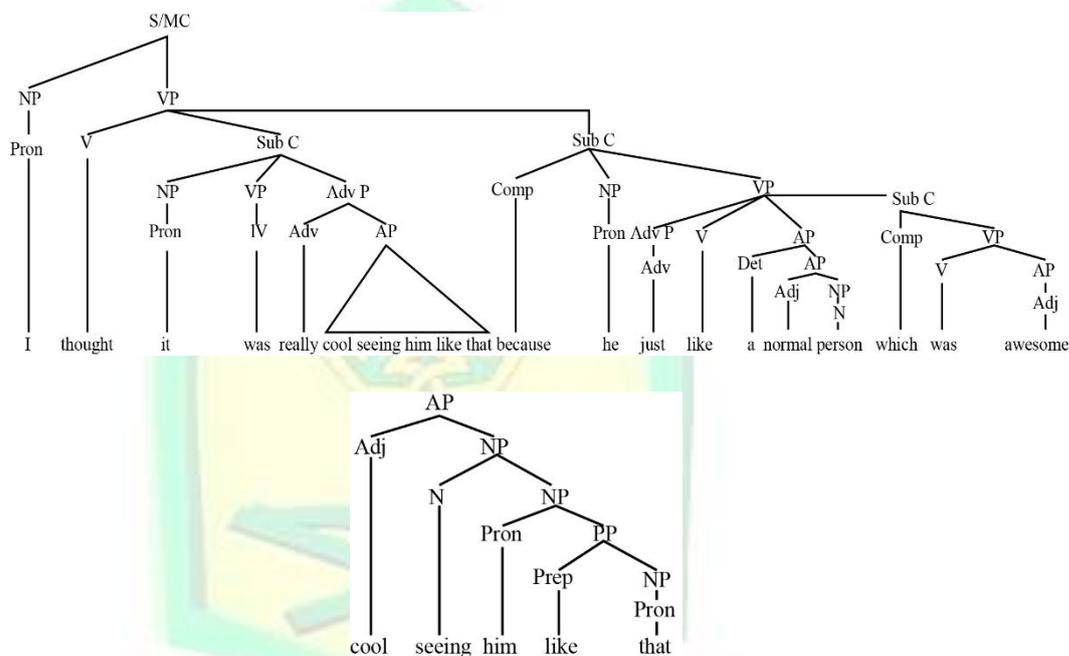


Figure 5.31 Sentence 31

The sentence was a complex sentence with one independent clause ‘*I thought*’, and three dependent clause ‘*it was really cool seeing him like that*’, ‘*because he just like a normal person*’, and ‘*which was awesome*’. The second dependent clause occurred without subordinate conjunction because it was an adjective clause that modify the indefinite pronoun.⁸⁶

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into Pronoun, *I*, and the construction of VP was V + Sub C + Sub C, *thought it was really cool seeing him like that because he just like a normal*

⁸⁶ Betty Schramper Azar *Understanding and Using English Grammar; Second Edition*, (Binarupa Aksara, Grogol Jakarta, 2000), 249.

person which was amazing. From there, the constituents of VP can be broken down into more specific constituents like the main verb was *thought*, the Sub C1 was broken down into Comp + IV + Adv + NP, *it was really cool seeing him like that*, and the Sub C2 was broken down into Comp + NP + VP, *because he just like a normal person which was awesome*. The constituents of Sub C1 can be broken down into more specific constituents like the NP was broken down into Pronoun, *it*, VP was broken down into Verb, *was*, and the Adv P was broken down into Adv + AP, *really cool seeing him like that*. The constituents of Sub C2 can be broken down into more specific constituents like the complement was *because*, NP was broken down into pronoun, *he*, VP was broken down into Adv + V + AP + Sub C, *just like a normal person which was awesome*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Pron + V + Sub C + Sub C.

32. He asked my name so that he can write it on the CD's

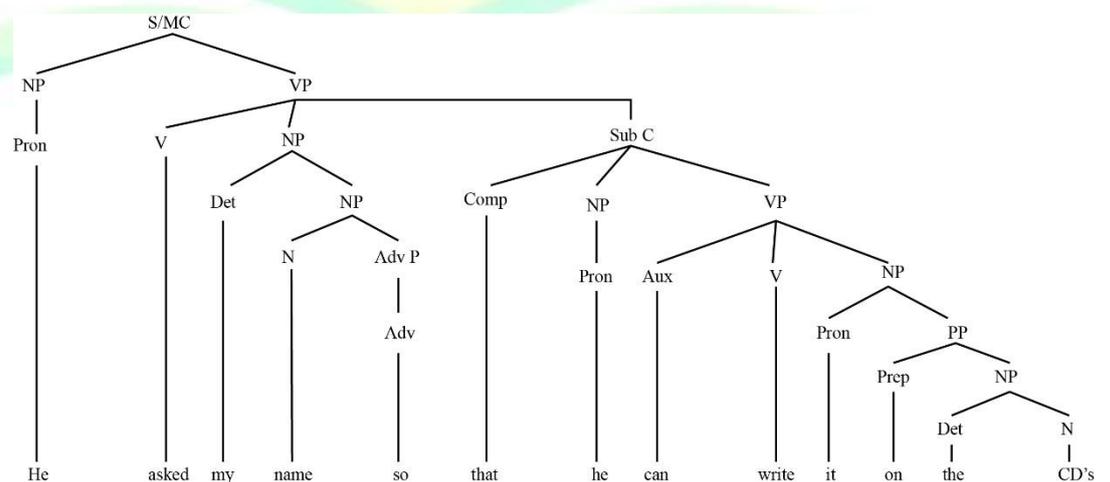


Figure 5.32 Sentence 32

The sentence was a complex sentence with one independent clause '*he asked my name so*', and one dependent clause '*that he can write it on the CD's*'.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken

down into Pronoun, *He*, and the construction of VP was V + NP + Sub C, *asked my name so that he can write it on the CD's*. From there, the constituents of VP can be broken down into more specific constituents like the main verb was *asked*, the NP was broken down into Det + N + Adv, *my name so*, and the Sub C was broken down into Comp + NP + VP, *that he can write it on the CD's*. The constituents of Sub C can be broken down into more specific constituents like the complement was *that*, the NP was broken down into pronoun, *he*, and VP was broken down into Aux + V + NP, *can write it on the CD's*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Pron + V + NP + Sub C.

33. Indonesia celebrates hari pahlawan or heroes day in remembrance of the battle of Surabaya which started on that very date in the year of 1945

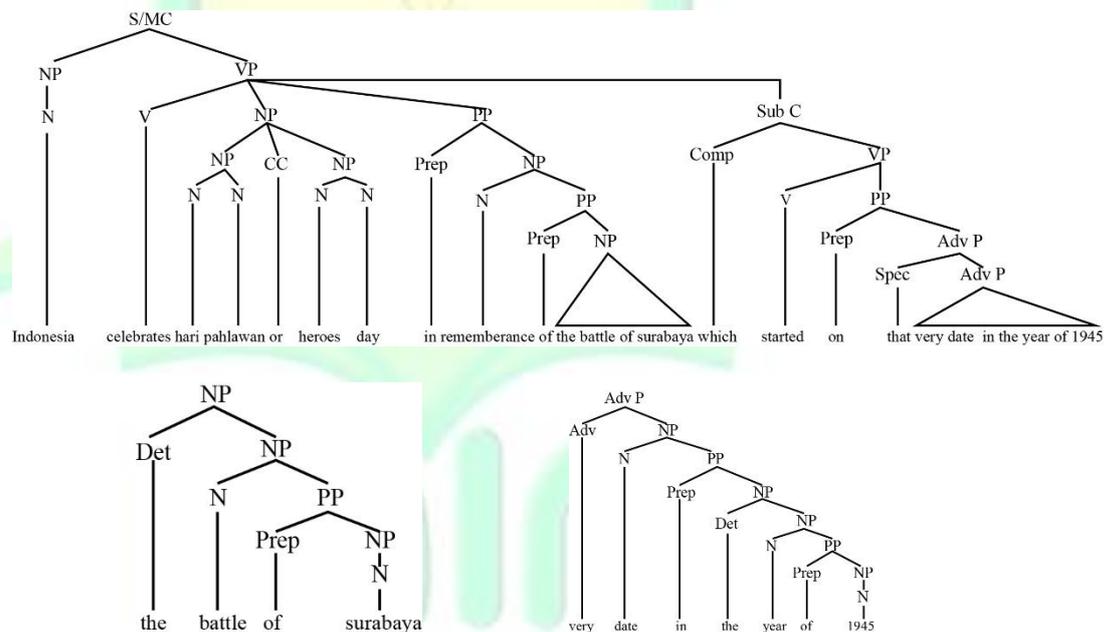


Figure 5.33 Sentence 33

The sentence was a complex sentence with one independent clause '*Indonesia celebrates hari pahlawan or heroes day in remembrance of the battle of Surabaya*', and one independent clause '*which started on that very date in the year of 1945*'.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into Noun, *Indonesia*, and the construction of VP was V + NP + PP + Sub C, *celebrates hari pahlawan or heroes day in remembrance of the battle of Surabaya*. From there, the constituents of VP can be broken down into more specific constituents like the main verb was *celebrates*, the NP was broken down into NP + CC + NP + PP, *hari pahlawan or heroes days in remembrance of the battle of surabaya*, and the Sub C was broken down into Comp + VP, *which started on that very date in the year of 1945*. The constituents of Sub C can be broken down into more specific constituents like the complement was *which*, VP was broken down into V + PP, *started on that very date in the year of 1945*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was N + V + NP + PP + Sub C.

34. The bloody battle took place because Indonesians refuse to surrender their weaponry to British army.

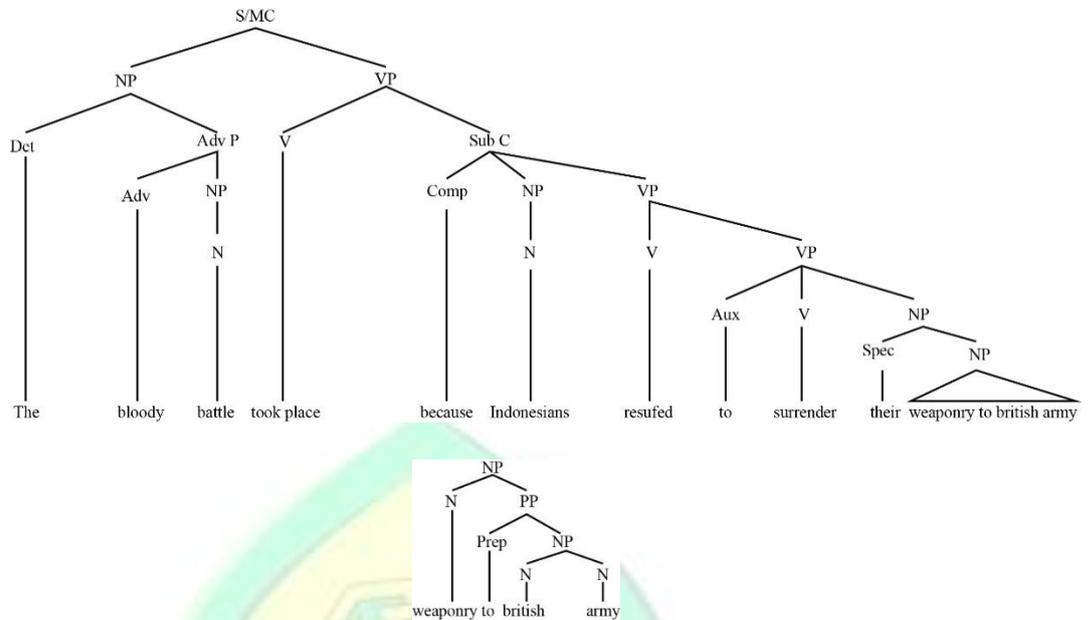


Figure 5.34 Sentence 34

The sentence was a complex sentence with one independent clause '*The bloody battle took place*' and one dependent clause '*because Indonesians refuse to surrender their weaponry to British army*'.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into Det + Adv + N, *the bloody battle*, and the construction of VP was V + Sub C, *took place because Indonesian refused to surrender their weaponry to British army*. From there, the constituents of VP can be broken down into more specific constituents like the main verb was *refused*, and the Sub C was broken down into Comp + NP + VP, *because Indonesian refused to surrender their weaponry to British army*. The constituents of Sub C can be broken down into more specific constituents like the complement was *because*, NP was broken down into Noun, *Indonesian*, and VP was broken down into V + VP, *refused to surrender their weaponry to British army*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Det + Adv + N + V + Sub C.

35. The defiant Bung Tomo is well-known revolutionary who played a very important role in this battle.

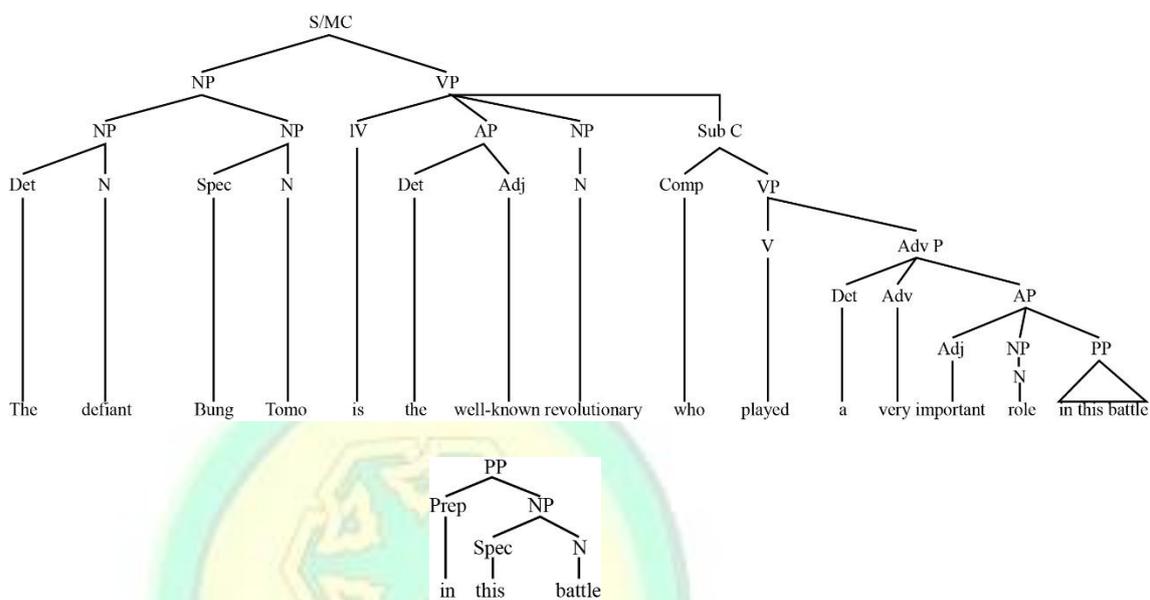


Figure 5.35 Sentence 35

The sentence was a complex sentence with one independent clause '*The defiant Bung Tomo is well-known revolutionary*', and one dependent clause '*who played a very important role in this battle*'.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into NP + NP, *the defiant bung tomo*, and the construction of VP was V + Adj + NP + Sub C, *is the well-known revolutionary who played a very important role in this battle*. From there, the constituents of VP can be broken down into more specific constituents like the main verb was *is*, the AP was broken down into Det + Adj, *the well-known*, NP was broken down into Noun, *revolutionary*, and the Sub C was broken down into Comp + VP, *who played a very important role in this battle*. The constituents of Sub C can be broken down into more specific constituents like the complement was *who*, and VP was broken down into V + Adv P, *played a very important role in this battle*. From

the explanation above, to make it more understandable, the researcher concluded that the sentence construction was NP + V + Adj + NP + Sub C.

The word who is the subordinate conjunction which used to describe a human subject. In the sentence, the subject that being described was the defiant Bung Tomo.

36. The agreement stated that British would not ask Indonesian and militia to surrender their weapon.

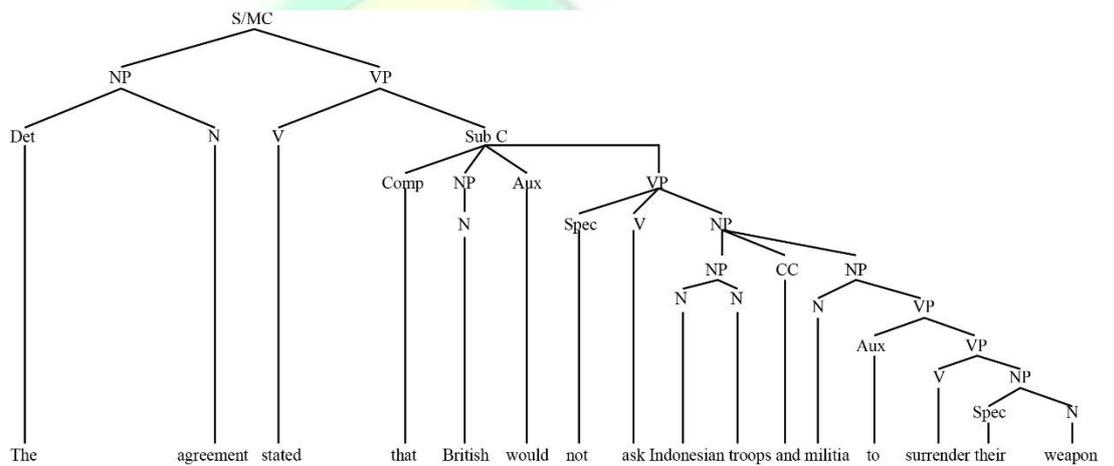


Figure 5.36 Sentence 36

The sentence was a complex sentence with one independent clause '*The agreement stated*', and one dependent clause '*that British would not ask Indonesian and militia to surrender their weapon*'.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into Det + N, *The agreement*, and the construction of VP was V + Sub C, *stated that British would not ask Indonesian and militia to surrender their weapon*. From there, the constituents of VP can be broken down into more specific constituents like the main verb was *stated*, and the Sub C was broken down into Comp + NP + Aux + Spec + VP, *that British would not ask Indonesian and militia to surrender their weaponry*. The constituents of Sub C can be broken down into more specific constituents like the complement was

that, NP was broken down into Noun, *British*, and VP was broken down into Aux + Spec + V + NP, *would not ask Indonesian and militia to surrender their weaponry*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Det + N + V + Sub C.

37. This action provoked the Indonesian troops and militia leaders because they felt betrayed.

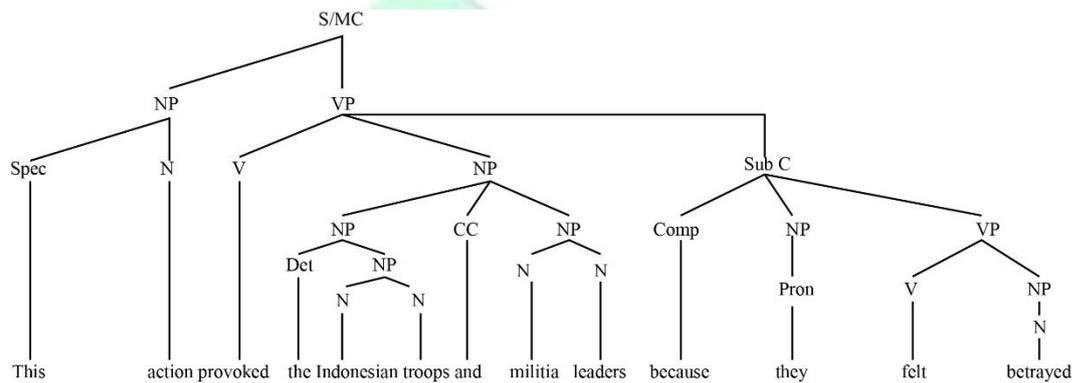


Figure 5.37 Sentence 37

The sentence was a complex sentence with one independent clause '*This action provoked the Indonesian troops and Militia leaders*', and one dependent clause '*because they felt betrayed*'.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into Spec + N, *This action*, and the construction of VP was V + NP + Sub C, *provoked the Indonesian troops and militia leaders because they felt betrayed*. From there, the constituents of VP can be broken down into more specific constituents like the main verb was *provoked*, the NP was broken down into NP + CC + NP, *the Indonesian troops and militia leaders*, and the Sub C was broken down into Comp + NP + VP, *because they felt betrayed*. The constituents of Sub C can be broken down into more specific constituents like the complement was *because*, NP was broken down into pronoun, *they*, and VP was broken down into V + N, *felt betrayed*. From the explanation above, to

make it more understandable, the researcher concluded that the sentence construction was Spec + N + V + NP + Sub C.

38. Brigadier Mallaby was killed as he was approaching the British troops' post near jembatan merah or red bridge.

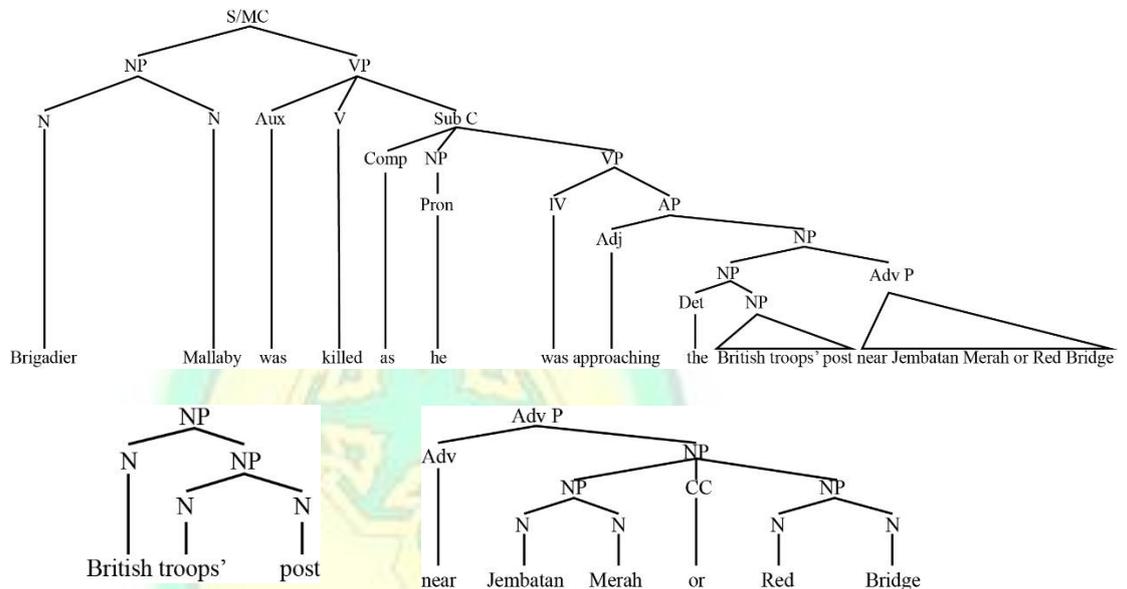


Figure 5.38 Sentence 38

The sentence was a complex sentence with one independent clause '*Brigadier Mallaby was killed*', and one dependent clause '*as he was approaching the British troops' post near jembatan merah or Red Bridge*'.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into N + N, *Brigadier Mallaby*, and the construction of VP was Aux + V + Sub C, *was killed as he was approaching the British troops post near jembatan merah or red bridge*. From there, the constituents of VP can be broken down into more specific constituents like the auxiliary was *was*, the main verb was *killed*, and the Sub C was broken down into Comp + NP + VP, *as he approaching the British troops post near jembatan merah or red bridge*. The constituents of Sub C can be broken down into more specific constituents like the complement was *as*, NP was broken down into pronoun, *he*, and VP was

broken down into V + AP, *was approaching the british troops post near jembatan merah or red bridge*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was N + N + Aux + V + Sub C.

39. Although Indonesian defended the city heroically, the city was conquered within 3 days.

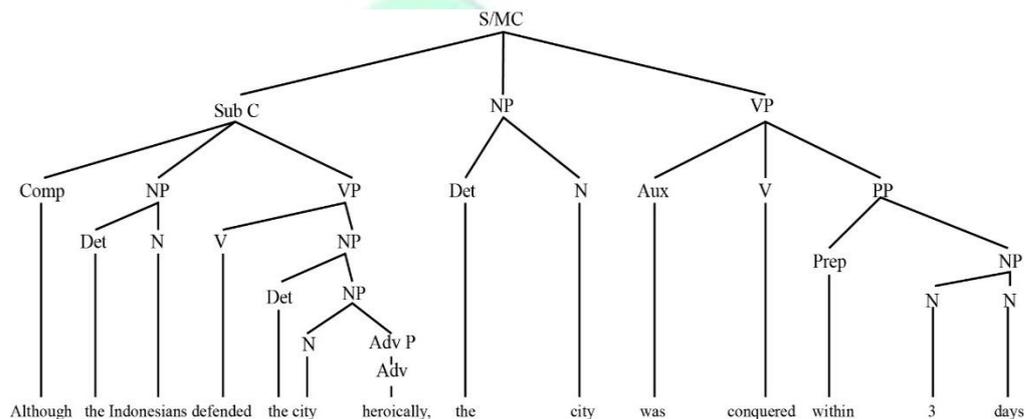


Figure 5.39 Sentence 39

The sentence was a complex sentence with one dependent clause '*Although Indonesian defended the city heroically*', and one independent clause '*the city was conquered within 3 days*'.

The tree diagram indicated that S/MC was being broken down into three constituents which was Sub C, NP and VP. The construction of the Sub C was broken down into Comp + NP + VP, *Although the Indonesian defended the city heroically*. The constituents of Sub C can be broken down into more specific constituents like the complement was *although*, the NP was broken down into Det + N, *the Indonesian*, and the VP can be broken down into V + NP + Adv, *defended the city heroically*. The construction of NP which was the constituents of S/MC was broken down into Det + N, *the city* and the construction of VP was Aux + V + PP, *was conquered within 3 days*. From there, the constituents of VP could be broken down into more specific constituents like the auxiliary

was *was*, the main verb was *conquered*, and PP broken down into Prep + NP, *within 3 days*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Sub C + Det + N + Aux + V + PP.

40. In total, between 6000 and 16.000 Indonesian died while casualties on the British side were about 600 to 2000

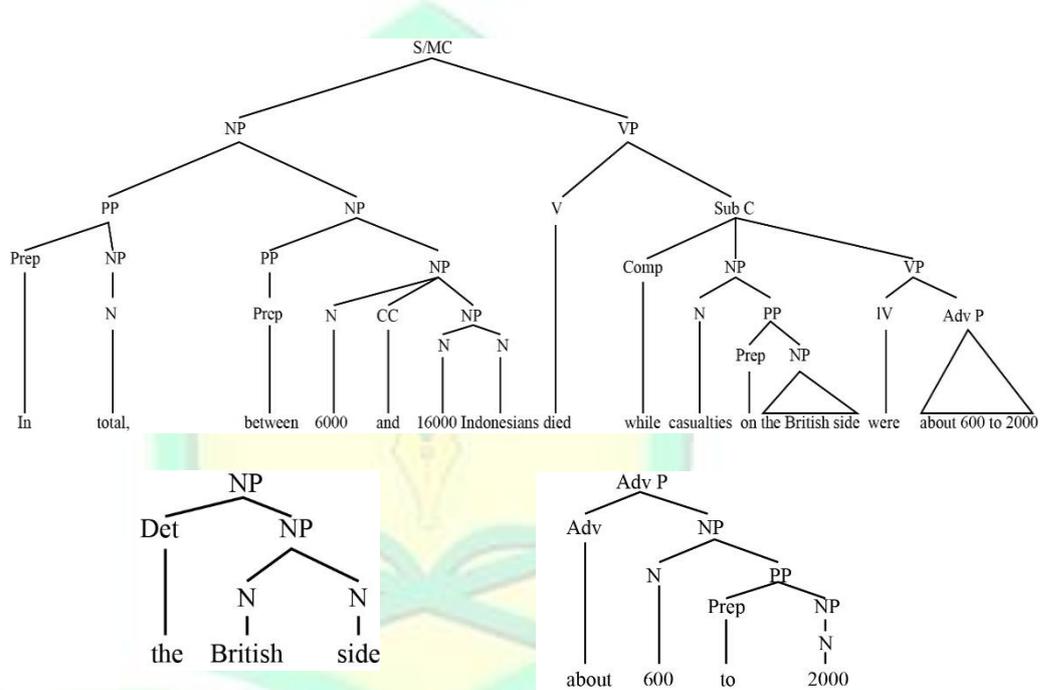


Figure 5.40 Sentence 40

The sentence was a complex sentence with one independent clause '*In total, between 6000 and 16.000 Indonesian died*', and one dependent clause '*while casualties on the British side were about 600 to 2000*'.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into PP + NP, *in total between 6000 and 16000 Indonesian*, and the construction of VP was V + Sub C, *died while casualties on the British side were about 600 to 2000*. From there, the constituents of VP can be broken down into more specific constituents like the main verb was *died*, and the Sub C was broken down into Comp + NP + VP, *while casualties on the british side were*

about 600 to 2000. The constituents of Sub C can be broken down into more specific constituents like the complement was *while*, NP was broken down into NP + PP, *casualties on the British side*, and VP was broken down into V + Adv P, *were about 600 to 2000*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was PP + NP + V + Sub C.

The word *while* in the sentence stood as the subordinate conjunction with had a purpose to compare the subject between first clause and second clause. In this sentence, the subject was supposed to be casualties.

41. Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle.

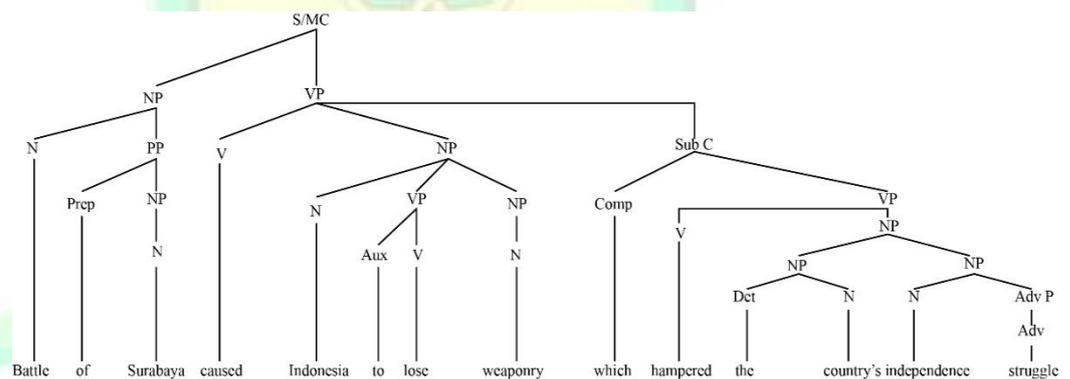


Figure 5.41 Sentence 41

The sentence was a complex sentence with one independent clause '*Battle of Surabaya caused Indonesia to lose weaponry*', and one dependent clause '*which hampered the country's independence struggle*'.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into N + PP, *Battle of Surabaya*, and the construction of VP was V + NP + Sub C, *caused Indonesia to lose weaponry which hampered the country's independence struggle*. From there, the constituents of VP can be broken down into more specific constituents like the main verb was *caused*, NP was broken

down into N + VP + N, *Indonesia to lose weaponry*, and the Sub C was broken down into Comp + VP, *which hampered the country's independence struggle*. The constituents of Sub C can be broken down into more specific constituents like the complement was *which*, and VP was broken down into V + NP, *hampered the country's independence struggle*. From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was N + PP + V + NP + Sub C.

42. The battle provoked Indonesians and international mass which made this battle especially important for Indonesian national revolution

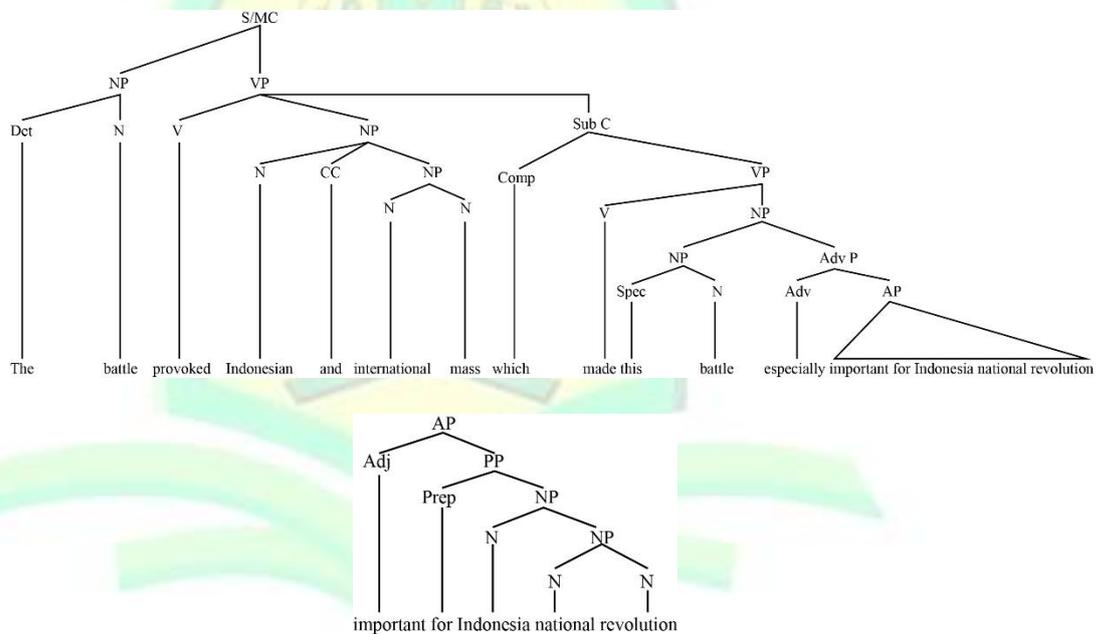


Figure 5.42 Sentence 42

The sentence was a complex sentence with one independent clause ‘*The battle provoked Indonesians and international mass*’, and one dependent clause ‘*which made this battle especially important for Indonesian national revolution*’.

The tree diagram indicated that S/MC was being broken down into two constituents which was NP and VP. The construction of the NP was broken down into Det + N, *The battle*, and the construction of VP was V + NP + Sub C, *provoked Indonesians and international mass which made this battle*

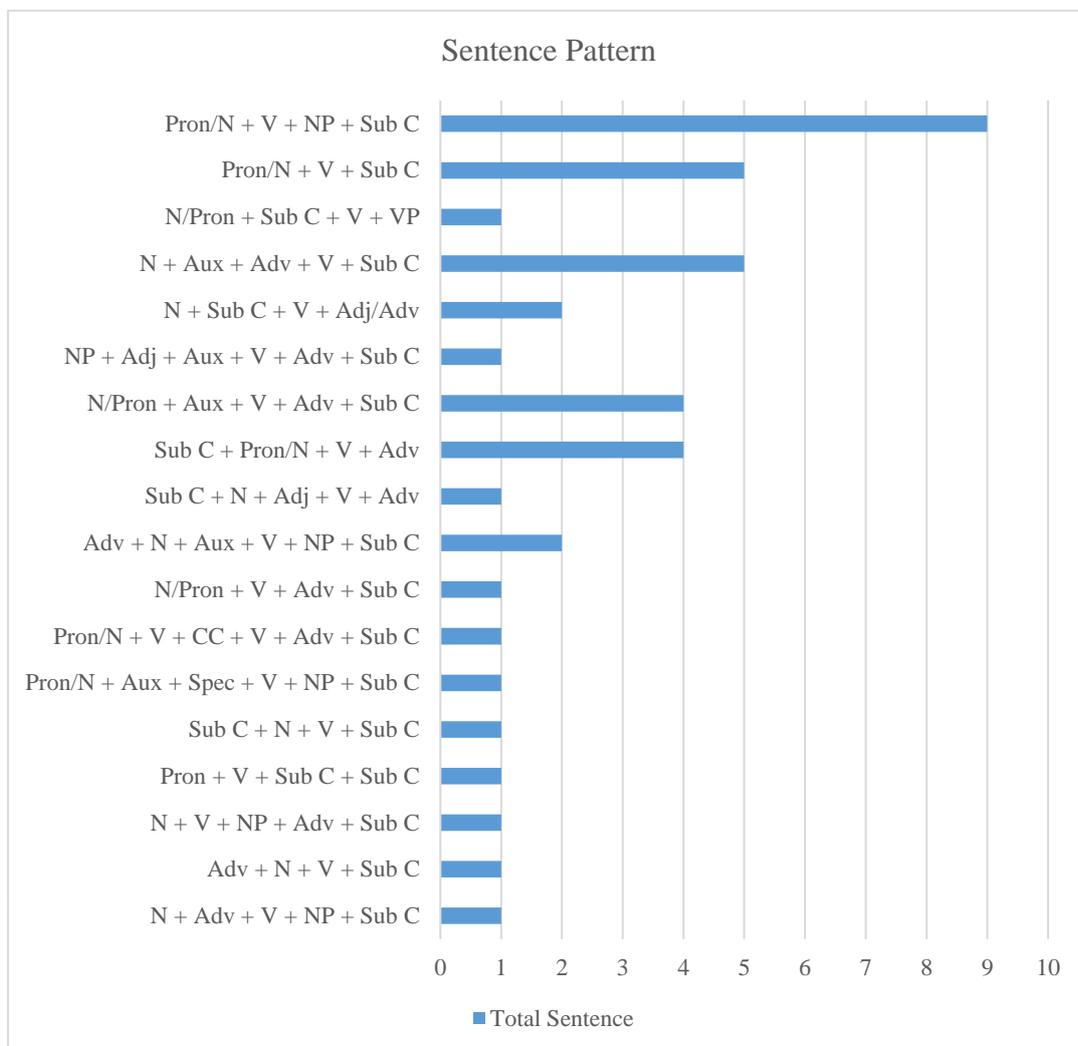
especially important for Indonesian national revolution. From there, the constituents of VP can be broken down into more specific constituents like the main verb was *provoked*, NP was broken down into N + CC + NP, *Indonesia and international mass*, and the Sub C was broken down into Comp + VP, *which made this battle especially important for Indonesian national revolution.* The constituents of Sub C can be broken down into more specific constituents like the complement was *which*, and VP was broken down into V + NP, *made this battle especially important for Indonesian national revolution.* From the explanation above, to make it more understandable, the researcher concluded that the sentence construction was Det + N + V + NP + Sub C.

B. Dominant Sentence Pattern

After analyze the data, the researcher found that there are 18 similar sentence construction used in the written text of Bahasa Inggris text book which are (1) Pron/N + V + NP + Sub C, (2) Pron + V + Sub C, (3) Pron/N + Sub C + V + VP, (4) N + Aux + Adv + V + Sub C, (5) N + Sub C + V + Adj/Adv, (6) NP + Adj/Adv + Aux + V + Adv + Sub C, (7) Pron/N + Aux + V + Adv + Sub C, (8) Sub C + Pron/N + V + Adv, (9) Sub C + N + Adj + V + Adj, (10) Adv + N + Aux + V + NP + Sub C, (11) Pron/N + V + Adv + Sub C, (12) Pron/N + V + CC + V + Adv + Sub C, (13) Pron/N + Aux + Spec + V + NP + Sub C, (14) Sub C + N + V + Sub C, (15) Pron + V + Sub C + Sub C, (16) N + V + NP + Adv + Sub C, (17) Adv + Pron/N + V + Sub C, (18) N + Adv + V + NP + Sub C. There were 9 sentences in pattern 1, 5 sentences in pattern 2, 1 sentence in pattern 3, 5 sentences in pattern 4, 2 sentences in pattern 5, 1 sentence in pattern 6, 4 sentences pattern 7, 4 sentences in pattern 8, 1 sentence in pattern 9, 2 sentences in pattern 10, 1 sentence in pattern 11, 1 sentence in pattern 12, 1 sentence

in pattern 13, 1 sentence in pattern 14, 1 sentence in pattern 15, 1 sentence in pattern 16, 1 sentence in pattern 17, and 1 sentence in pattern 18.

Based on the description above, the total of the sentences in each pattern is in the diagram below.



Based on the findings, the researcher concluded that the dominant complex sentence pattern was pattern 1, Pron/N + V + NP + Sub C with total of 9 sentences using this pattern. It was necessary to classify the complex sentence patterns and identify the dominant sentence pattern for the teacher, because the teachers should know about what their students learned from the book.

From the findings, the teachers could recognize the complex sentence patterns and explain it to the students in teaching learning process to make sure that the students could construct the sentences by themselves in the correct way. It was very important

to avoid the students' misinterpretations of words when they were combined into a sentences in a written text.

For the language learners, the findings could help them to understand better about sentence patterns and types of English sentences. In addition, the students could also draw tree diagrams, and comprehend the phrase structures involved within the diagram.



CHAPTER VI

CLOSING

In this chapter the researcher presents the conclusion of the findings and discussions.

A. Conclusions

Based on data analysis, the researcher concluded that:

1. There are three main constructions of complex sentence which is the noun phrase, the verb phrase, and the subordinate clause. Noun phrase usually acts as the subject or the object of the sentence while the verb phrase contains the main verb of the sentence in order to make the sentence has the complete meaning, and the subordinate clause has 3 different types. They were adjective clause, noun clause, and adverbial clause. The researcher found that there are 18 similar sentence patterns which is (1) Pron/N + V + NP + Sub C, (2) Pron + V + Sub C, (3) Pron/N + Sub C + V + VP, (4) N + Aux + Adv + V + Sub C, (5) N + Sub C + V + Adj/Adv, (6) NP + Adj/Adv + Aux + V + Adv + Sub C, (7) Pron/N + Aux + V + Adv + Sub C, (8) Sub C + Pron/N + V + Adv, (9) Sub C + N + Adj + V + Adj, (10) Adv + N + Aux + V + NP + Sub C, (11) Pron/N + V + Adv + Sub C, (12) Pron/N + V + CC + V + Adv + Sub C, (13) Pron/N + Aux + Spec + V + NP + Sub C, (14) Sub C + N + V + Sub C, (15) Pron + V + Sub C + Sub C, (16) N + V + NP + Adv + Sub C, (17) Adv + Pron/N + V + Sub C, (18) N + Adv + V + NP + Sub C. From 42 complex sentences, the researcher found that pattern 1 used in 9 sentences, pattern 2 used in 5 sentences, pattern 3 used in 1 sentence, pattern 4 used in 5 sentences, pattern 5 used in 2 sentences, pattern 6 used in 1 sentence, pattern 7 used in 4 sentences, pattern 8 used in 4 sentences, pattern 9 used in 1 sentence, pattern 10 used in 2 sentences, pattern 11 used in 1 sentences, pattern 12 used in 1 sentence,

pattern 13 used in 1 sentence, pattern 14 used in 1 sentence, pattern 15 used in 1 sentence, pattern 16 used in 1 sentence, pattern 17 used in 1 sentence, pattern 18 used in 1 sentence.

2. From the statement above, the researcher concluded that the dominant complex sentence pattern was pattern 1 which was used in 9 sentences or 21.5% from total complex sentences.

B. Recommendations

From the conclusion above, the researcher would like to give suggestions. The suggestions are presented below:

1. The English teacher

From the results above, it indicates that the student indirectly studied about sentence pattern from the book. The teacher should optimize the students learning program to develop their knowledge in sentence pattern, or sentence construction.

2. The students

The student should study about sentence construction, and learns the sentence pattern in order to improve the writing skills and avoid a choppy paragraph.

3. The future researcher.

The researcher hopes that the future researcher who interested in a syntactic analysis study could expand and improve the research. Also, the researcher expects that this research could be the inspiration for future researchers.

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