SYNTACTIC ANALYSIS OF SENTENCE STRUCTURES

IN HARRIS J'S SONG LYRICS IN THE ALBUM "*SALAM*"

THESIS

By

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JUNE 2022

ABSTRACT

ROIDATUN. 2022. *Syntactic Analysis of Sentence Structure in Harris J's Song Lyrics in The Album Salam*. Thesis, English Education Department, Education and Teacher Training Faculty, State Institute of Islamic Studies Ponorogo. Advisor Winantu Kurnianingtyas Sri Agung, S. S, M. Hum.

Keywords: *syntactic analysis, sentence structure, song lyrics, tree diagram, and Harris J*

Sentence is a construction of words in a very explicit sequence that is meaningful. Sentence constructions indicated the meaning of the sentence. The construction of sentences can be analysed by syntactic analysis. Syntactic analysis is the process of parsing which known as breaking down the sentence structures.

The purposes of this research were to figure out the sentence structure in Harris J's Salam Album Lyrics and present them in tree diagram forms through tree diagram theory of William O'Grady. It also can be a study material for improving the English skills and upgrading the understanding of English sentence structures.

This research applied qualitative approach and descriptive qualitative design. The research took the whole 12 song lyrics in Harris J's Salam Album then specified the data into 43 sentences of specific data. The data collection in the research was documentary technique with field note. The researcher collected the data then analysed and broke them down with tree diagram theory proposed by William O'Grady.

Breaking down the sentence structures resulting the classification of sentence types. The result of the research indicated that compound sentence with total 23 sentences, the simple sentence with 15 sentences in total, and complex sentence with 5 in total. Then, it could be concluded that there were three types of sentences namely simple sentence, compound sentence, and complex sentence. It is crucial for English teacher, students and readers to improve their English skills by upgrading the understanding of English sentence structures.

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Day	: Monday
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CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the background of the study, statements of the problem, the objectives of the study, the significances of the study, and the organization of the study.

A. Background of the Study

In this day and age, being attentive to the music has become the part of human modus for many individuals. Within the Western, people knowingly listen to music about 18 hours per week. The overwhelming presence of music in people lives will surely affect their way of life profoundly, such as the ways of how they feel, how they perceive, how they think, and how they behave.[1] It is such an obvious motive in why people have completely different purposes in listening to music as for distracting themselves from stress, reducing the loneliness feelings, seeking out profound emotional experiences, or even helping them to sleep.

Music is an inevitable product of human intelligence.[2] Music is not merely structured sounds.[3] Most people must believe that music is incredibly enticing lined with the structured-sounds, however it also may contain lyrics with language which able to simply attract people's attentions and convey information. Ethnomusicologists have documented an abundance of social functions for music: it expresses emotion, induces pleasure, accompanies dance, validates rituals and institutions, promotes social stability.[4] However, it is extremely useful for persuading and moving people's hearts as it is easily be recognized.

[1] Thomas Schäfer, 'The Goals and Effects of Music Listening and Their Relationship to the Strength of Music Preference', ed. Urs M Nater, *PLOS ONE* 11, no. 3 (17 March 2016): e0151634, https://doi.org/10.1371/journal.pone.0151634.

[2] Philip Ball, 'The Music Instinct: How Music Works and Why We Can't Do without It', *Choice Reviews Online* 48, no. 05 (1 January 2011): 48-2574-48–2574, https://doi.org/10.5860/CHOICE.48-2574.

[3] Ball.

[4] Ball.

Music can be used as a communicating tool as the wide-known fact that most music sometimes conveys information directed by the singer or the music creator. The 'talking drum' of African cultures are legendary, and may be used to convey quite specific information in intricate codes almost like Morse, which seem to be tied to the pitch structure of African tonal languages.[5]

Language is a uniquely human's mentally encoded attribute primarily used for written or spoken communication. When it is verbalized by a speaker, language consists of a stream of sounds that conveys a meaning that possibly be decoded by a hearer.[6] Uniquely, language is incredibly special that it is neither heard or seen because it involves the way in which the human mind goes concerning forming words, building sentences, and deciphering that means within the brain.[7] It implies that the language process is completely occurred within the human brains and language is possibly be expressed in many ways, through written language such as texts, messages, footage and symbols; and spoken language such as speech, daily conversation and through song lyrics/music.

Music often has song lyrics in it. Song lyrics' structures are quite special. It is not a poetic set of phrases and sentences however it expresses the inexpressibly feelings and meanings of life. According to Charles W. Kreidler in his book, sentence is a construction of a set of words in a very explicit sequence that is meaningful.[8] To avoid any misinterpretation of the sentence it is better to do a Syntax Analysis with parsing with parse-tree as well as known as syntax tree diagram as below.

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[5] Ball.

[6] Sylvia Chalker, Bas Aarts, and E. S. C. Weiner, *The Oxford Dictionary of English Grammar*, Second edition, Oxford Paperback Reference (Oxford: Oxford University Press, 2014).

[7] William O'Grady and John Archibald, eds., *Contemporary Linguistic Analysis: An Introduction*, Eighth edition (Toronto: Pearson, 2016).

[8] Charles W. Kreidler, *Introducing English Semantics* (London ; New York: Routledge, 2002).

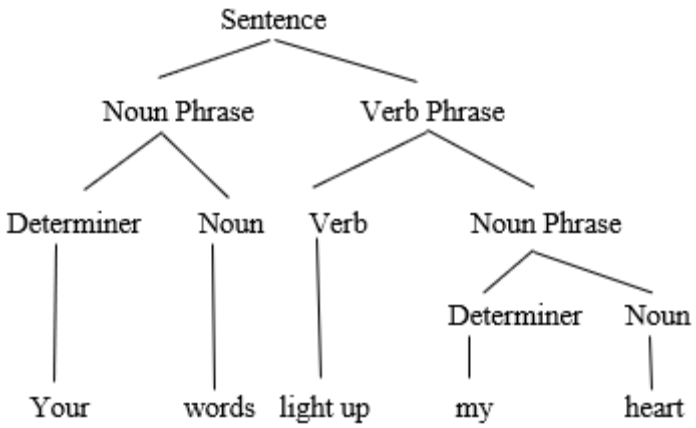

Figure 1. 1 Tree diagram

'Parsing' originated from 'parse' which mean is analyzing a linguistic unit of sentence, clause, phrase etc. into its constituents parts, and describe these grammatically.[9] The American Heritage Dictionary of the English language defines that 'parsing' is to break a sentence down into its every component of parts of speech with explaining the forms, functions, and syntactical relationships of each part; and to describe a word by stating its part of speech, form, and syntactical relationship in a sentence.[10]

In Indonesia, many people not get aware enough to English sentence patterns. People master the language solely in a point-to-point means.[11] They recognize most of the English word-classes such as noun, pronoun, verb etc. However, when those parts of speech are put into sentences most people are fairly troubled to interpret the meanings of the sentences properly. Based on those reason, the researcher inspired to analyze the sentence structures of Salam Album song lyrics to help the readers to analyze the sentence structures correctly in a fun way.

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[9] Chalker, Aarts, and Weiner, *The Oxford Dictionary of English Grammar*.

[10] Dinuk Putri Wulandari, "Syntactic Analysis of Mark Twain's about Barber on Leech Method," *Rainbow: Journal of Literature Linguistics and Cultural Studies*, ISSN: 2252-6463, (Agustus, 2015), 39. Source: https://journal.unnes.ac.id/sju/index.php/rainbow/article/download/7373/5087

[11] Danin Christianto, 'Syntactic Analysis on Sentence Patterns in John Denver's Song Lyrics', 2018.

This study focuses on analyzing the sentence structures used in Harris J's Salam Album song lyrics through tree diagram based on William O'Grady's theory. Salam Album has twelve songs which titles are *Salam Alaikum, Good Life, Rasool Allah, I Promise, The One, Worth It, Love Who You Are, Eid Mubarak, Let Me Breath, Paradise, My Hero,* and *You Are My Life*[12]. The researcher decides to adopt Harris J's *Salam* Album song lyrics as they deliver a substantive life values and messages which have a great impact for Muslims, also they contain some constituents and structures which can be syntactically analyzed as below.

[$_S$[$_{NP}$[$_N$ You]] [$_{Infl}$ can] [$_{VP}$[$_{VP}$[$_V$ try]] [$_{Con}$ and] [$_{VP}$[$_V$ turn off]] [$_{NP}$[$_{Det}$ the [$_N$ sun]]]]]

From the sentence above can be concluded that it is a compound sentence as it contains two independent clauses joined by conjunction.

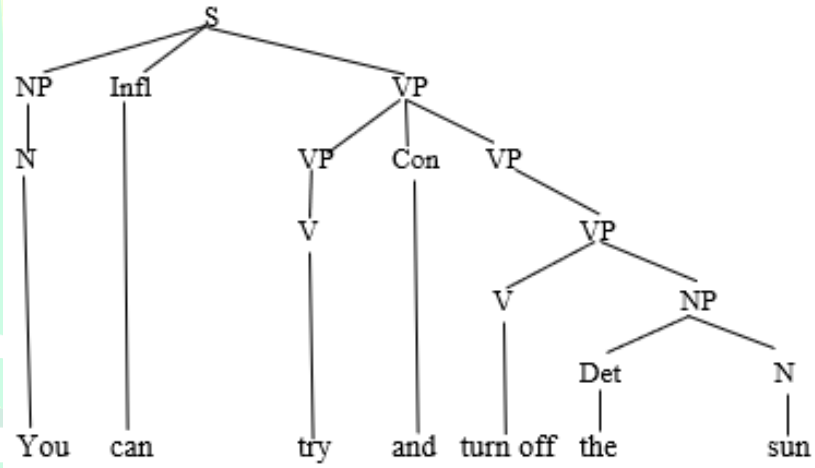

Figure 1. 2 Example 1

Harris J's birth name is Harris Jung. Harris is a talented young British Muslim actor, singer and songwriter which has a great contribution for entertainment world, especially for Muslim music lovers in Indonesia. He is a graduate of London's BRIT School of Performing Arts. He was the Champion of Awakening Talent Contest then signed to Awakening records and he once received a Platinum Award for his first album namely *Salam*, also was nominated as the Awesome Award 2016 in Greatest Guest

[12] Appendix

Star category in Indonesia. He released his first album "*Salam"* at 2015 which a big hit in Indonesian music world at a time that resulted in his special events in Indonesia such as *Music of the Day (MOTD): Spesial Harris J (2015), Let's Get Way! (2015), Salam Series (2016),* and *Music of the Day (MOTD): Spesial Harris J (2016).*[13]

The researcher hopes that through this research the readers are able to obtain more information and achieve deeper understanding about syntactic analysis on phrases and sentence structures. Therefore, based on the explanation above the researcher is going to conduct a research to discover the phrases and sentence structures in Harris J's selected song lyrics with the title **"Syntactic Analysis of Sentence Structures in Harris J's Song Lyrics in The Album *Salam*"**.

B. Statements of the Problem

1. What are the sentence structures in Harris J's song lyrics in the album *Salam*?
2. How do the sentences structures in Harris J's song lyrics in the album *Salam* be presented in the form of tree diagram?

C. Objectives of the Research

1. To identify the sentence structures in Harris J's song lyrics in the album *Salam*.
2. To present the sentence structures in Harris J's song lyrics in the album *Salam* in the form of tree diagram.

D. Significances of the Research

This research is expected to be able to contribute to English Education Study Program both theoretically and practically.

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[13] https://id.m.wikipedia.org/wiki/Harris_J

1. Theoretical significance

Generative grammar known as approach to the study of syntax that defines the syntactic structure of a language. In theoretical linguistics, generative grammar refers to a set of explicit rules that specify what combinations of basic elements will be produced in well-formed sentences.

2. Practical significance

a. The Readers

This research is expected that it can be useful to the readers for learning and understanding tree diagrams and identifying the phrase and pattern structure rules, also it is expected that it can be used as a reference for the future researchers who are interested in doing syntactic analysis research.

b. The Teachers

This research is expected to be useful for teachers and can be used as additional source for linguistics especially syntactic tree diagram. This helps teachers to explain part of speech, phrase, clause and sentences to the students.

c. The Students

The result of this study is expected to be able to motivate the students to master some phrases, and it can be used to comprehend the phrases and structures that is used in sentence. It can be used as syntax learning material for English Department students. This research is expected to assists the student in analyzing sentences.

E. Organization of the Research

To ease the reader in understanding the content of the research, the researcher organizes it into six chapters with different element in each.

Chapter one is introduction that describes background of the study, statements of the research problem, objectives of the study, significances of the study, and organization of the study.

The next chapter is previous research findings and review of related literature that describes some theories related to syntax analysis, sentence structure, tree diagram.

The third chapter is research method that describes the research design, research data and the source of data, data collection technique, and data analysis technique.

The fourth chapter is findings which presents the general and specific data as the answers of the research problem statements.

The fifth chapter is discussion where presents the whole analysis of the data, its elaborations, and discussions.

The last chapter is closure which presents the summary of the research systematically and; the suggestion and recommendation from the writer.

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CHAPTER II

PREVIOUS RESEARCH FINDINGS AND REVIEW OF LITERATURE

To begin with the first sub-chapter, the researcher writes down some previous research findings which substantiate the current research, and review of related literature that describes some theories related to syntax analysis, sentence structure, tree diagram in the second sub-chapter.

A. Previous Research Findings

Nowadays, conducting a research in the field of syntactical analysis is quite critical as to avoid any misinterpretation of the sentences, especially in the song lyrics. There are few researchers that conduct the syntactic analysis research on the song lyrics. Here are some relevant researches with the current research:

The first research is the graduating paper conducted by Zulia Fitroh, entitled "A Syntactical Analysis of Phrase Used in Westlife Song Lyrics".[1] This research was conducted in order to find out the phrases used in Westlife's song lyrics, and to find out the sentence patterns that have been used in Westlife's song lyrics using tree diagram theory by Bornstein. This research was conducted using qualitative analysis method. The researcher applied Creswell theory in collecting the data. Through this research, the researcher found out there were 5 types of phrases: Noun Phrase (NP), Verb Phrase (VP), Adjective Phrase (AP), Adverb Phrase (AdvP), and Prepositional Phrase (PP); and 5 sentence patterns: Pattern$_1$: S (NP) + VP, Pattern$_2$: NP (Det + N), NP (Pronoun or Noun), NP (NP + S), Pattern$_3$: VP (V + N), VP (V + Adv P), VP (M + V + NP), Pattern$_4$: Compound (S_1 + Conj + S_2), Pattern$_5$: PP (Prep + NP) in Westlife's song lyrics.

The second research is the graduating paper conducted by Danin Christianto, entitled "Syntactical Analysis on Sentence Patterns in John Denver's Song Lyrics".[2] The

[1] Zulia Fitroh, *'A Syntactical Analysis of Phrases Used in Westlife Song Lyrics'*, 2019.
[2] Danin Christianto, *'Syntactic Analysis on Sentence Patterns in John Denver's Song Lyrics'*.

researcher used the qualitative approach with content analysis method. This research was conducted in order to discover the sentence patterns that are used in John Denver's song lyrics by employing the theory of Quirk and Greenbaum (1973), and the theory of O'Grady, Dobrovolsky, and Katamba (1996) to represent the tree diagram. Through this research, the researcher found out that there were 8 out of 9 sentence patterns that were used in the song lyrics with the frequency of each pattern usage, namely pattern 1 (S + Lv + A) for 2 times, pattern 2 (S + Lv + SC) for 6 times, pattern 3 (S + Vt + dO) for 12 times, pattern 4 (S + Vt + dO + A) for 6 times, pattern 5 (S + Vt + dO + OC) for 4 times, pattern 7 (S + Vi) for 2 times, pattern 8 (S + (Emph) + Vi + (A)) for 1 time, and pattern 9 (S + Lv + SC + APC + A) for 1 time. However, there was no sentence which used pattern 6 (S + Vt + iO + + dO).

The third research is the graduating paper conducted by Novalinda Puspita A.S.P., entitled "A Syntactical Analysis of Sentence Structure on A Fairy Tales by Akramulla Using Generative Transformational Grammar".[3] The researcher used qualitative approach with descriptive qualitative method. This research is conducted in order to find out the types of sentences used in the fairy tales and the most frequent sentence used in it. The researcher used Noam Chomsky theory in order to analyze the types of the sentences and elaborate it into table and tree diagram to see the structure. Through this research, the researcher found out that there are 25 data collected from the fairy tales which classified into 3 types of sentences: 3 sentences of simple sentences, 8 sentences of compound sentence, and 14 sentences of complex sentence based on the table and tree diagram.

From the three relevant previous researches above, it can be concluded that the two of them have the similar aspect, that is the both of them are syntactic analysis. However, the data, theories, and the finding of those research are different. Danin Christianto (2018)

[3] Novalinda Puspita, *'A Syntactical Analysis of Sentence Structure on A Fairy Tales by Akramulla Using Generative Transformational Grammar'*. 2018.

took John Denver's song lyrics as the source of data to find out the patterns of sentences used in the lyrics, Zulia Fitroh (2019) analyzed Westlife's song lyrics which was the source of data of the research in order to find out what kind of phrases used in the lyrics, while Novalinda Puspita (2018) used the fairy tales as the source of data and Noam Chomsky theory to find out the types of sentences and the dominant types used in the fairy tales.

In this research, the researcher developed the research that has been conducted by the previous researchers in their projects. The objective of this research was to analyze the sentence types and patterns of Harris J's song lyrics in the album *Salam* lyrics applying the theory of Marcella Frank; and Quirk Randolph and Greenbaum Sidney; also representing the tree diagrams using the tree diagram theory of William O'Grady.

In conducting the research, the researcher employed the qualitative approach with content analysis method. Therefore, the researcher is not able to deny that the previous studies are such significant helps in finding the references of theory and conducting the research.

B. Literature Review

This sub-chapter of review of related literature describes some theories related to syntax analysis, sentence structure, tree diagram.

1. Word-level Categories

The most basic syntactic categories are word-level categories or commonly known as part of speech. William O'Grady divided them into two classes, they are Lexical categories and Non-lexical categories.

a. Lexical categories[4]

Lexical category is known as the word-level syntactic categories. It includes nouns (N), verbs (V), adjectives (A), prepositions (P), and adverbs (Adv).[5]

[4] O'Grady and Archibald, *Contemporary Linguistic Analysis*.
[5] O'Grady and Archibald.

William O'Grady stated that the lexical categories play a very important role in the sentence formation.

1) Noun (N)

Nouns are typically name of entities such as individual and objects,[6] for example:

- **Allah,** I want to thank You for the good **life**.[7]
- **Happiness** and **love** don't have a **price**.[8]

2) Verb (V)

Verbs typically indicate actions, sensations, and states,[9] such as:

- You **came** into this life.[10]
- Sometimes I **feel** just like these days and nights will never end.[11]
- Forever I won't **be** afraid.[12]

3) Adjective (A)

The typical function of adjectives is to indicate a property or attribute of the entities expressed by nouns,[13] for example:

- You are always **beautiful**.[14]

4) Preposition (P)

Prepositions are lexical category that function as the head of a prepositional phrase and occurs before its complement,[15] For example:

- I do it all **with** a smile.[16]

[6] O'Grady and Archibald.
[7] Appendix
[8] Appendix
[9] O'Grady and Archibald.
[10] Appendix.
[11] Appendix.
[12] Appendix.
[13] O'Grady and Archibald.
[14] Appendix.
[15] O'Grady and Archibald.
[16] Appendix.

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- Allah, I want to thank You **for** the good life.[17]

5) Adverb (Adv)

Adverbs represent properties and attributes of the actions, sensations, and states indicated by verbs,[18] for example:

- And one day when the tables **finally** turn.[19]
- I **really** love you.[20]

b. Non-lexical categories

Non-lexical are words whose meaning are harder to define and paraphrase than the lexical categories.[21] Below are the non-lexical categories and the examples:

1) Determiner (Det)

Determiners are functional categories that serve as the specifier of nouns.[22]

The, a, this, these, no (as in *no* books)

Examples:

- *The* watch in *the* showcase is expensive.
- I bought *a* new car.

2) Degree word (Deg)

Degree words are functional categories that serve as the specifier of prepositions or adjectives.[23]

Too, so, very, more, quite

Examples:

[17] Appendix.
[18] O'Grady and Archibald.
[19] Appendix.
[20] Appendix.
[21] O'Grady and Archibald.
[22] O'Grady and Archibald.
[23] O'Grady and Archibald.

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- The watch is *too* expensive to purchase.
- The one in white is *more* elegant.

3) Qualifier (Qual)

Qualifier is a group of words that attributes a quality to another word, or that modifies another word or phrase in some way.[24]

Always, perhaps, often, never, almost

Examples:

- Jane *always* leaves for school at 06.00.
- Students *often* make mistakes in the question details.

4) Auxiliary (Aux)

Auxiliary verbs are functional categories that serve as the specifier of verbs.[25]

Will, can, may, must, should, could

Examples:

- I *will* get the test result soon.
- You *can* call me in the break time.

5) Conjunction (Con)

Conjunctions are functional categories that join together two or more categories of the same type then forming a coordinate structure.[26]

And, or, but

Examples:

- I sit quietly *and* watch the TV.
- We can call John *or* Jane to assist us.

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[24] Chalker, Aarts, and Weiner, *The Oxford Dictionary of English Grammar*.
[25] William O'Grady, Michael Dobrovolsky, and Mark Aronoff, eds., *Contemporary Linguistics: An Introduction*, 3rd, U.S. ed ed. (New York, NY: St. Martin's Press, 1997).
[26] O'Grady, Dobrovolsky, and Aronoff.

2. Phrase Structure

Phrases are grammatical units composed of one or more words that function as unified parts of clauses.[27] Traditionally "phrase" is defined as "a group of words that does not contain a verb and its subject and is used as a single part of speech".[28] It means that phrases are not regarded as it contains both a subject and a predicate.

William O'Grady showed the basic organization of phrase structures as below:

a. Heads[29]

Heads of phrases are the words around which phrasal categories are built.[30]

NP	VP	AP	PP	(Phrase level)
N	V	A	P	(Word level)

1) Noun Phrase (NP)[31]

Reading Delahunty's book, the researcher found out and concluded that Noun phrases (NP) variates from a single-word noun phrase (NP) that consists of any kind of nominal to the multi-word noun phrases (NP) that are modified by other words and must contain a head word.

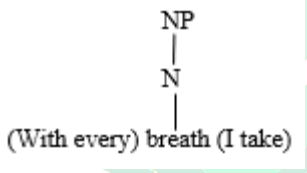

Figure 2. 1 Noun phrase

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[27] Gerald P. Delahunty and James J. Garvey, *The English Language: From Sound to Sense* (The WAC Clearinghouse; Parlor Press, 2010), https://doi.org/10.37514/PER-B.2010.2331.
[28] Delahunty and Garvey.
[29] O'Grady, Dobrovolsky, and Aronoff, *Contemporary Linguistics*.
[30] O'Grady, Dobrovolsky, and Aronoff.
[31] Delahunty and Garvey, *The English Language*.

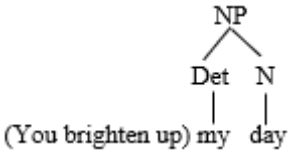

Figure 2. 2 Noun phrase

2) Verb Phrase (VP)[32]

Verb phrase (VP) contains a verb as the head word of a phrase,[33] then they can be modified by other words as modifier, like auxiliaries, do, or noun phrases.

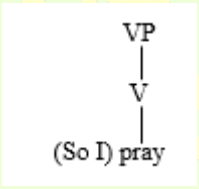

Figure 2. 3 Verb phrase

3) Adjective Phrase (AP)[34]

Adjective Phrases (AP) have three main functions: they may directly modify nouns, they may complement subject noun phrases (NP) which referred as predicative or subject complements, and they may function as an object complement, as the complement of the object of a clause.[35]

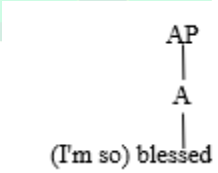

Figure 2. 4 Adjective phrase

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[32] Delahunty and Garvey.
[33] Delahunty and Garvey.
[34] Delahunty and Garvey.
[35] Delahunty and Garvey.

4) Prepositional Phrase (PP)[36]

Prepositions are often regarded as linking words. Prepositional phrases are relatively formed constructions of a preposition and the noun phrase (NP) that immediately follows it.

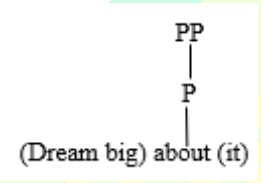

Figure 2. 5 Prepositional phrase

b. Specifiers[37]

Phrases sometimes consists of a head and a specifier. Semantically, specifiers make the meaning of the heads more precise. And syntactically, specifiers mark a phrase boundary.[38] Here are some specifiers commonly used:

Table 2.1 Some specifiers[39]

Category	Typical Function	Examples
Determiner (Det)	Specifier of N	The, a, this, those, no
Qualifier (Qual)	Specifier of V	Never, perhaps, often, always
Degree of word (Deg)	Specifier of A or P	Very, quite, more, almost

[36] Delahunty and Garvey.
[37] O'Grady, Dobrovolsky, and Aronoff, *Contemporary Linguistics*.
[38] O'Grady, Dobrovolsky, and Aronoff.
[39] O'Grady, Dobrovolsky, and Aronoff.

Examples:

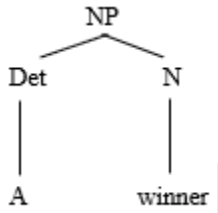

Figure 2. 6 Determiner

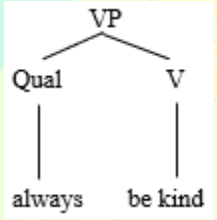

Figure 2. 7 Qualifier

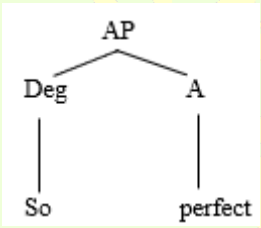

Figure 2. 8 Degree of word

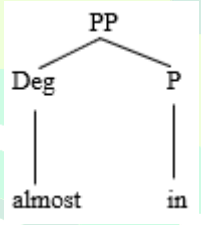

Figure 2. 9 Degree of word

c. Complement[40]

Actually, complements are themselves phrases, provide information about entities and locations whose existence is implied by the meaning of the head.[41] The specifier is attached in the left of the head while the complement is attached in the right[42] as summarized in the template below:

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[40] O'Grady, Dobrovolsky, and Aronoff.
[41] O'Grady, Dobrovolsky, and Aronoff.
[42] O'Grady, Dobrovolsky, and Aronoff.

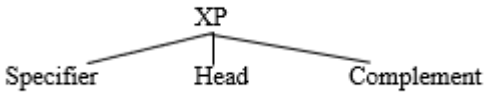

Figure 2. 10 Phrase template

Examples:

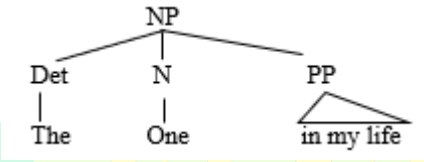

Figure 2. 11 Prepositional phrase complement

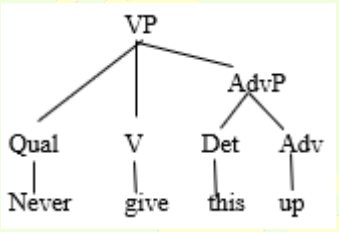

Figure 2. 12 Adverbial phrase complement

3. Clause

According to Marcella Frank, clauses are classified into two:

a. Independent clause[43]

According to the point of view, it is said that the independent clauses used alone in a simple sentence. The full predication of an independent clause may be joined coordinately by punctuations, coordinate conjunctions, or conjunctive adverbs.[44] Examples:

- I'm so blessed.[45]
- Your days at work began.[46]
- I swear.[47]

[43] Marcella Frank, *Modern English, a Practical Reference Guide.* (New Jersey: Prentice Hall Inc, 1972), 223.

[44] Marcella Frank.

[45] Appendix.

[46] Appendix.

[47] Appendix.

b. Dependent clause[48]

The full predication of a dependent clause is altered in the way that the clause must be attached to an independent clause.[49] Examples:

- When others aim for the sky.[50]
- Because I know it's worth it in the end.[51]

According to William O'Grady in his book, Contemporary Linguistics an Introduction: Third Edition, language allows sentence-like constructions (clauses) to function as complements.[52] These complements are called complement clauses while the larger phrase in which it is embedded is called matrix clause.[53] Words *that, if,* and *whether* are known as complementizers (Cs) which forming the complementizer phrase (CP).[54]

Example:

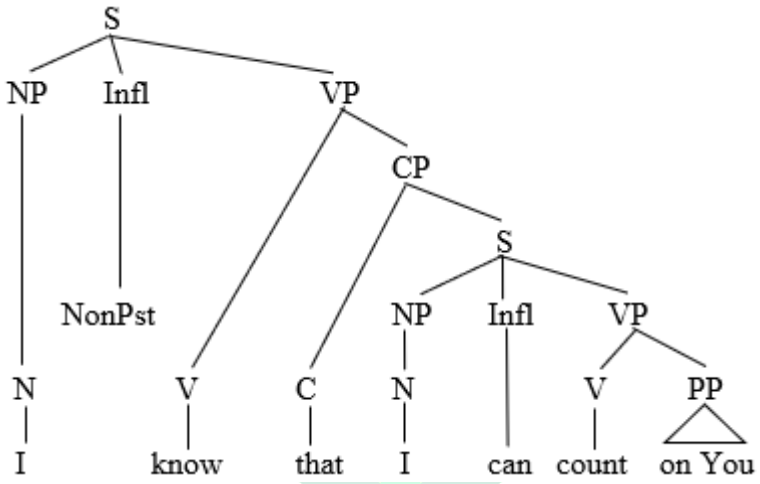

Figure 2. 13 Complementizer phrase in sentence

[48] Marcella Frank.
[49] Marcella Frank.
[50] Appendix.
[51] Appendix.
[52] O'Grady, Dobrovolsky, and Aronoff, *Contemporary Linguistics*.
[53] O'Grady, Dobrovolsky, and Aronoff.
[54] O'Grady, Dobrovolsky, and Aronoff.

4. Sentence[55]

There are many types of sentence patterns in English. Quirk and Greenbaum defined in their book, sentences are either simple or multiple. According to Quirk and Greenbaum, a simple sentence consists of a single independent clause, while a multiple sentence contains one or more clauses.[56]

According to Charles W. Kreidler, sentence is a construction of words in a particular sequence which is meaningful.[57] The network of relations between the works of a sentence is called its structure.[58] Structure or word orders determine the sentence meaning, where there is a difference in form, there is a different meaning.[59] For example:

a) Your words light up my heart.

b) My heart lights up your words.

While according to Marcella Frank in her book, traditional grammar defines 'sentence' in one of two ways: by meaning or by function.[60] The first one defines that sentence is a **complete thought**.[61] Yet this definition is inadequate as it carries vagueness of what makes a sentence **complete**. The second one defines that a sentence consists of a subject and predicate.[62] This definition is more satisfying as it is literally possible to identify the structural functions of subject and predicate in a sentence. Based on those definitions, Marcella Frank offers a definition that includes both functional and formal characteristic of a sentence: *a sentence is a full predication*

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[55] O'Grady, Dobrovolsky, and Aronoff.

[56] William O'Grady, ed., *Contemporary Linguistics: An Introduction*, 17. print, Learning about Language (Harlow: Longman ; Pearson Ed. Ltd, 2010).

[57] Charles W. Kreidler, "Introducing English Semantics," (Taylor & Francis e-Library: 2002).

[58] Khalil Hasan Nofal, "The Role of Syntax in Developing the Higher Order Thinking Skills of EFL/ESL Students*," British Journal of Education & Society Behavioural Science*, ISSN: 2278-0998, (2015).

[59]Khalil Hasan Nofal.

[60] Marcella Frank.

[61] Marcella Frank.

[62] Marcella Frank, *Modern English, a Practical Reference Guide.*

containing a subject plus a predicate with a finite verb.[63] Sentences are classified to four kinds based on the number of the full predications.[64]

The researcher concludes from Quirk's statement that simple sentence is an independent clause that does not contain any other clause, then multiple sentences can be classified as either compound or complex sentence.

a. Simple Sentence[65]

Simple sentences have only one full predication in the form of an independent clause. According to Quirk, term of 'simple sentence' is defined as an independent clause that does not contain any other clause.[66] Quirk refer simple sentence as a single independent clause that does not contain another clause. The researcher summaries the types of simple sentence (Quirk refers it as **clause structure**) found in Quirk's book:

1. Sentence 1

   S + V (Subject + Verb)

   NP + VP

   They are eating

2. Sentence 2

   SVO (Subject + Verb + Object)

   NP + VP + NP

   She will get a surprise

3. Sentence 3

   SVC (Subject + Verb + Complement)

   NP + VP + AP

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[63] Marcella Frank.
[64] Marcella Frank.
[65] Marcella Frank.
[66] Randolph Quirk, ed., *A Comprehensive Grammar of the English Language* (London ; New York: Longman, 1985).

He is getting angry

4. Sentence 4

   SVA (Subject + Verb + Adverbial)

   NP + VP + AdvP

   I live in the city

5. Sentence 5

   SVOO (Subject + Verb + Oi + Od)

   NP + VP + NP + NP

   You got me a splendid present

6. Sentence 6

   SVOC (Subject + Verb + Object + Complement)

   NP + VP + NP + AP

   Most friends have found her helpful

7. Sentence 7

   SVOA (Subject + Verb + Object + Adverbial)

   NP + VP + NP + AdvP

   You can put the book on the table

b. Compound Sentence[67]

Compound sentences have two or more full predications in the form of independent clauses.[68] It contains two or more coordinated main clause which have equivalent function.[69] The two main clauses must be equal constituent and linked by a coordinator in order to construct a compound sentence. Then the researcher can conclude that to build a compound sentence two independent clauses and a coordinator are needed.

[67] Marcella Frank, *Modern English, a Practical Reference Guide*. (New Jersey: Prentice Hall Inc, 1972), 223.

[68] Ibid.

[69] O'Grady, *Contemporary Linguistics*.

Plant one seed and you can grow a tree.[70]

c. Complex Sentence[71]

Complex sentences also have two or more full predications consist of one independent clause, and one or more dependent clauses.[72] A complex sentence can be seen one or more of its elements such as direct object or adverbial, are realized by a subordinate clause.[73] So, a complex sentence is like a simple sentence that contains one main clause, yet it has one or more subordinate clause. From the elaboration of Quirk his book, the researcher concludes that there are some types of complex sentences as bellow:

a. Sub C ~ SVO
b. Sub C ~ SVOC
c. Sub C ~ SVOA
d. Sub C ~ SVOO
e. SVA ~SVC
f. SVC ~ SVA

d. Compound-Complex Sentence[74]

Compound-complex sentences contain two or more independent clauses and one or more dependent clauses. Compound-complex sentences contain two or more independent clauses and one or more dependent clauses. in other words, compound-complex sentence is a combination of compound sentence and complex sentence.

You are the love I need, The One who is guiding me and You know my destiny.[75]

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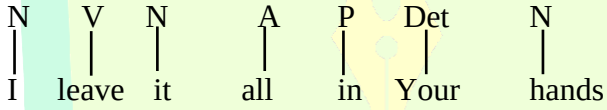
[70] Appendix
[71] Marcella Frank, *Modern English, a Practical Reference Guide*.
[72] Ibid.
[73] O'Grady, *Contemporary Linguistics*.
[74] Marcella Frank, *Modern English, a Practical Reference Guide*.
[75] Appendix.

5. Tree Structure[76]

The researcher hardly found the exact definition of tree diagram in William O'Grady's books, yet the researcher found some words which possibly mean it, such as **architecture**[77] of grammatical sentences, **structure**, and **tree structure** which mean diagrams that represent the details of words' or phrases' internal structures.

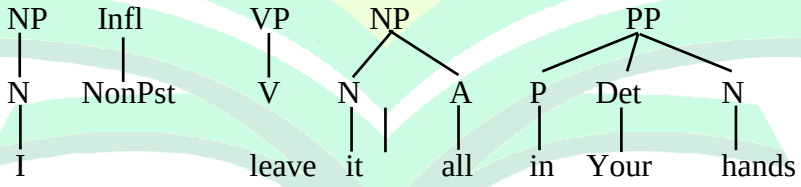
It is somewhat difficult to build a tree structure from scratch to analyze a new sentence, then William O'Grady recommended in his book to proceed in steps as follows:

a. Determining the word-level categories[78]



The first process is to identify every word in the sentence as the example above.

b. Adding the required phrase categories (XP-rules)



Then identify the phrases contained in the sentence as which above.

c. Completing the entire sentence

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[76] O'Grady, Dobrovolsky, and Aronoff, *Contemporary Linguistics*.
[77] O'Grady, Dobrovolsky, and Aronoff.
[78] O'Grady, Dobrovolsky, and Aronoff.

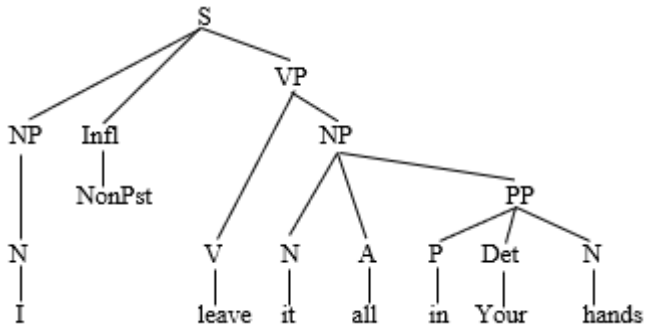

Figure 2. 14 The complete tree diagram of sentence analysis

And finally completing the whole sentence to finalize the sentence analysis as shown above.

Below is the list of technical abbreviations[79] often found in building tree diagram/structure:

A = Adjective

Adv = Adverb

AdvP = Adverb phrase

AP = Adjective phrase

C/Comp = Complementizer

CP = Complementizer phrase

DA = Demonstrative adjective[80]

Det = Determiner

Infl = Inflection

N = Noun

NP = Noun phrase

P = Preposition

PP = Prepositional phrase

[79] O'Grady, Dobrovolsky, and Aronoff.

[80] Anita Sulistiani and Winantu Kurnianingtyas, "Labelled Bracket in Constructing Noun Phrase of College Students' Narrative Composition", *Elite Journal: Journal Of English Linguistics, Literature, And Education*. December 2019. E-ISSN: 2580-9946.

S = Sentence

V = Verb

VP = Verb phrase

Tns = Tense

Agr = Agreement

sg = singular

pl = plural

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CHAPTER III

RESEARCH METHOD

Began with the first sub-chapter, the researcher written down the research approach and design used in the current research, the researcher elaborated the source of data and the data used in this research in the second sub-chapter, then explained the data collecting technique in the next sub-chapter, and finally the researcher elaborated the data analysis technique in the last sub-chapter.

A. Research Approach and Design

Research approaches are plans and the procedures for research that spanned the steps from broad assumptions detailed methods of data collection, analysis, and interpretation.[81] According to Patricia Leavy, qualitative approach was used to explore; to robustly investigate and learn about social phenomenon; to unpack the meanings people ascribe to activities, situations, events, or artifacts; or to build a depth of understanding about some dimension of social life; and it is generally appropriate when the primary purpose is to explore, describe, or explain.[82] While according to Donald Ary, qualitative researchers attempt to understand a phenomenon by focusing on the total picture rather than breaking the phenomenon down into variables, those with the goal of a holistic picture and depth of understanding rather than a numeric analysis of data.[83]

Research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research design.[84] It is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately, and economically.[85]

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[81] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, 2014).

[82] Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (New York ; London: Guilford Press, 2017).

[83] Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010).

[84] Creswell, *Research Design*.

[85] Dr Ranjit Kumar, *Research Methodology*, Third Edition (SAGE Publications, Inc, 2011).

Since this research focused on phrase and sentence structures analysis, it means the data are collected and analyzed in forms of descriptive rather than numerical data. So, the researcher applies the qualitative research with descriptive qualitative in conducting this research. Descriptive research was known as it includes surveys and fact-finding inquiries which with the purpose of describing the state of affairs as it exists at present.[86]

B. Data and Source of Data

1. Research Data

The data of this research will be the sentences found in Harris J's Salam album song lyrics. Salam album has 12 songs. Those songs are *Salam 'Alaikum, Good Life, Rasool Allah, I Promise, The One, Worth It, Love Who Yu Are, Eid Mubarak, Let Me Breath, Paradise, My Hero,* and *You Are My Life.*[87]

2. Source of Data

Source of data is the subject to find out where the data come from whether it is verbal (pictures, videos, diagrams, or concept maps) or non-verbal data source (interviews, survey, fieldnotes, personal diary notes, songs, etc.

a. General Data

According to Kothari, general data (primary data) is the data collected afresh and original in character.[88] That explains that primary data is the original data containing the research problem answers.

The primary data of the current research were collected from Harris J's Salam Album Song Lyrics which obtained from the website www.azlyrics.com. Collecting the data, the researcher aimed to find out the

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[86] C. R Kothari, *Research Methodology: Methods and Techniques.* (Daryaganj: New Age International Pvt. Ltd., Publishers, 2004).

[87] www.azlyrics.com.

[88] Kothari, *Research Methodology*.

sentence patterns and structures through syntactical analysis using tree diagram theory of William O'Grady.

b. Specific Data

Specific data had been through statistical process,[89] which means the data have been collected by someone else. The researcher obtained the specific data from books, journals, articles, and websites related to the study to support the current research. The main book used in this research is Contemporary Linguistics: An Introduction by William O'Grady et al and A Comprehensive Grammar of The English Language by Quirk Randolph and Greenbaum Sidney.

C. Data Collection Technique

"Data collection is considered as the most prominent step in research due to the fact that the main purpose of conducting a research is to obtain the needed data".[90] In conducting this study, the researcher applied documentary technique with field note to collect the data needed.

In order to collect the data needed, the researcher has to be involved herself in the process of data collection. Therefore, the instruments used by the researcher are called human instrument.[91] The researcher is surely involved in content analysis research, which is the most common way of collecting data in qualitative research.[92]

The researcher collected the data in the written form as the main discussion in the current research. However, the researcher collected the data involving the steps follow:

1. Obtaining the lyrics scripts of the 12 songs from www.azlyrics.com through internet.

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[89] Kothari.
[90] Zulia Fitroh, 'A Syntactical Analysis of Phrases Used in Westlife Song Lyrics', 2019, 95.
[91] Muhammad Adnan Latief. 2013. *Research Method on Language Learning, An Introduction.* Malang: Penerbit Universitas Negeri Malang (UM PRESS).
[92] Ary et al., *Introduction to Research in Education*.

2. Arranging the entire lyrics in MS Word.
3. Selecting and highlighting the sentences that are able to be analyzed.
4. Separating the sentences selected and arranging them based on each sentence's type.
5. Printing the data collected to ease the data analyzing process.

D. Data Analysis Technique

The way the researcher processed and analyzed the data depended on how the researcher planned to communicate the findings.[93] As the researcher applied descriptive qualitative approach, the researcher wrote the data analysis in a narrative format through content analysis. Content analysis basically means that the researcher analyzed the content of the data (Salam album songs' lyrics) in order to identify the sentences that could be analyzed through tree diagram.

Ranjit Kumar pointed a number of steps involved in the analyzing process, such identifying the main themes, assigning codes to the main themes, classifying responses under the main themes, and integrating themes and responses into the text of the report.[94] Enlightened by Ranjit's writings, the researcher adopted those points and took the effort to adapt it with the current study. The researcher went through several steps in order to be able to analyze the data thoroughly, as such:

1. Identifying the clauses and phrases in the selected data from Harris J's Salam album lyrics.

   The researcher carefully identifying the clauses, phrases and word classes of the words in the sentences selected from the whole 12 songs in Harris J's Salam Album lyric transcripts, then the researcher could continue to the next step.

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[93] Kumar, Research Methodology.
[94] Kumar.

2. Assigning codes through bracketing

The researcher assigned some codes that would be used often in the analyzing process. The codes used in the current study are most likely the technical abbreviation often found while building tree diagrams based on William O'Grady's theory which written in chapter II. Those codes were used in order to ease the researcher in identifying the word class of the sentence's constituents. For example, S stood for Sentence, NP stood for Noun Phrase, N stood for Noun, VP stood for Verb Phrase, V be stood for Verb be, Det stood for Determiner, Sub C stood for Subordinate Clause, and Comp stood for Complementizer.

[$_{S}$[$_{NP}$[$_{N}$ You]] [$_{VP}$[$_{V\ be}$ are] [$_{NP}$[$_{Pron}$ my] [$_{N}$ heat]]] [$_{SubC}$[$_{Comp}$ when] [$_{NP}$[$_{N}$ I]] [$_{VP}$[$_{V}$ be am] [$_{AP}$[$_{A}$ cold]]]]]

The bracketing of the sentence above shows that the sentence was constructed from NP, VP and Sub C.

3. Classifying those sentences based on its type

The researcher arranged tables to classify and organize the selected sentences based on its types right after concluding the pattern. There are four types of sentences:

a. Simple Sentence[95]

Simple sentences have only one full predication in the form of an independent clause.[96]

b. Compound Sentence[97]

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[95] Marcella Frank, *Modern English, a Practical Reference Guide.* (New Jersey: Prentice Hall Inc, 1972), 222.

[96] Ibid.

[97] Ibid.

Compound sentences have two or more full predications in the form of independent clauses.[98]

c. Complex Sentence[99]

Complex sentences also have two or more full predications consist of one independent clause, and one or more dependent clauses.[100]

d. Compound-Complex Sentence[101]

Compound-complex sentences contain two or more independent clauses and one or more dependent clauses.[102]

4. Breaking down the sentences' structures through tree diagrams.

The researcher analyzed and identified the sentences' structure through tree diagrams, then elaborated the results found narratively.

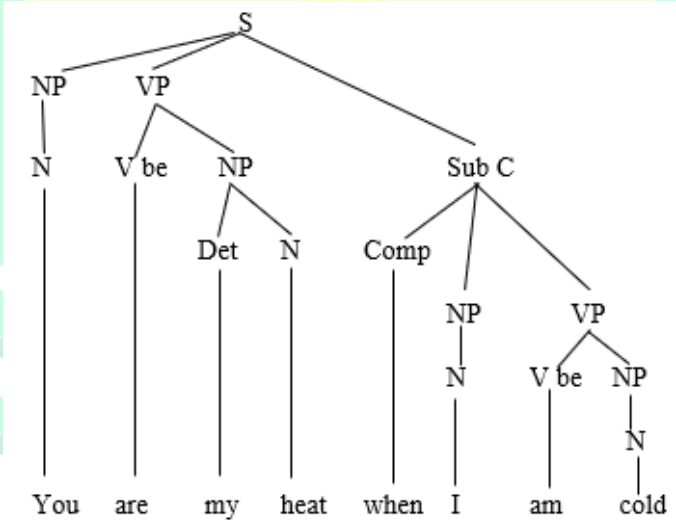

Figure 3. 1 Example

[98] Ibid.
[99] Ibid.
[100] Ibid.
[101] Ibid.
[102] Ibid.

The tree diagram indicated that the sentence was constructed from an independent clause *'you are my heat'* and a dependent clause *'when I am cold'*, that it is classified as complex sentence.

The tree diagram shows that the sentence S was broken down into NP + VP and Sub C which can be broken down into more specific constituents. NP can be broken down into N *you*, VP can be broken down into V be + NP *are my heat*, and the Sub C was broken down into complementizer *when* + NP of N *I* + VP *am cold.*

E. Research Procedures

In the qualitative research as it is, there were some procedures must be done in order to successfully conducting the research. Those procedures were **planning**, **researching**, and **reporting**.

1. Planning

   It is the very first step of the research where the researcher figured out the main topic of the research. The researcher conducted observation in order to decide the object, the data and where to obtain them at by reading books, articles, journal and etc. Then, the researcher was proposing the title of the research, defining the research problems and organizing a proposal to conduct the research.

2. Researching

   The researching stage was the most crucial step of a research activity as the researcher conducts main activities which are the most parts of the research completion. In this stage, the researcher collects the necessary data, analyzing the data obtained, discussing the analyzed data and drawing conclusions.

3. Reporting

In the reporting stage, the researcher definitely described the whole research activities in conducting the research in an organized report entitled Syntactic Analysis of Sentence Structures in Harris J's Song Lyrics in The Album "*Salam*".

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CHAPTER IV

FINDINGS

In this chapter, the researcher presents the data and analysis of the types of sentences found in Salam Album lyrics script.

A. General Data

The data of this research is the sentences in Harris J's Salam Album lyrics script. There are twelve songs in the album that will be analyzed, they are *Salam Alaikum, Good Life, Rasool Allah, I Promise, The One, Worth It, Love Who You Are, Eid Mubarak, Let Me Breath, Paradise, My Hero,* and *You Are My Life*.[103] Salam album was released in 2015 as Harris J's debut album by Awakening Records.[104]

'*Salam Alaikum*' tells us about the high-spirited person wanting to spread positive vibe, happiness, joy, and peace through *salam* or greetings "*Assalamu'alaikum*".[105] The next song, 'Good Life' shows us how humans should be grateful to Allah upon the good life He gave and be happy to begin every upcoming day as a brand new story with all blessings of Allah.[106] 'Rasool Allah' song shows us how prophet Muhammad s.a.w. became the singer's inspiration in music, and the message he brought humans became the singer's guidance of life. The song lyrics also tell us how prophet Muhammad changed the world with his kindness and Islam Religion.[107] 'I Promise' tells us about Allah's servant who wanted to be close with Him with fulfilling his will and also tells us how the God (Allah) has become everything for him. 'The One' song tells us how we should turn to Allah for everything

[103] Appendix.
[104] https://www.simonandschuster.com/books/Salam-Alaikum/Harris-J/9781481489386
[105] https://kumparan.com/berita-update/lirik-lagu-assalamualaikum-atau-salam-alaikum-harris-j-1v3NvbzNQ1K
[106] https://www.idntimes.com/life/inspiration/rahmadaniaenglishatyahoocoid/7-lagu-ini-akan-mengajarimu-makna-kehidupan-c1c2/1
[107] https://republika.co.id/berita/dunia-islam/islam-nusantara/17/12/01/p09c0e396-nabi-muhammad-sebagai-panutan-selebritas-dalam-berhijrah

in life as He was the one who always be beside us, gave us life, strength, guidance and everything we need. 'Worth it' song lyrics tell us to have faith in ourselves as every effort and prayer will someday shows its worth. Song lyrics of 'Love who you are' tell us that everyone shines with its own light, everyone is perfect in its own way, just love who you are. In 'Eid Mubarak' song lyrics, the researcher can tell about the happiness and merriment of eid al-fitr.

B. Specific Data

The researcher presented the data of the sentences that were found in Harris J's Salam Album lyrics. The current analysis includes the analysis of the sentence structure of the lyric transcript to identify its constituents in order to ease the classification of the sentence type. There are 43 sentences found in this current research, which syntactic structure types of sentences classified into 3 categories: simple sentence, compound sentence, complex sentence. Afterwards, the structures of those sentences will be drawn by using William O'Grady's theory written in his book, Contemporary Linguistics: An Introduction.

The sentences are showed consecutively and classified based on sentence patterns as below.

1. Simple Sentence

Here are the simple sentences found in the data:

a. We are having some fun today.

$[_{S}[_{NP}[_{N}$ We]] $[_{VP}[_{Aux}$ are] $[_{VP}[_{Ving}$ having] $[_{NP}[_{Det}$ some] $[_{N}$ fun] $[_{AdvP}[_{Adv}$ today]]]]]]

IAIN PONOROGO

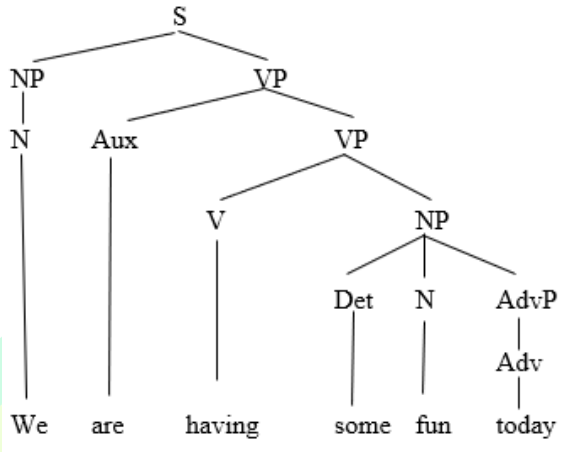

Figure 4. 1 Sentence 1

b. It is going to be alright.

[S[NP[N It]] [VP[Aux is] [Ving going] [infiniteP[Infinite to] [VP[V be] [AdvP [Adv alright]]]]]]

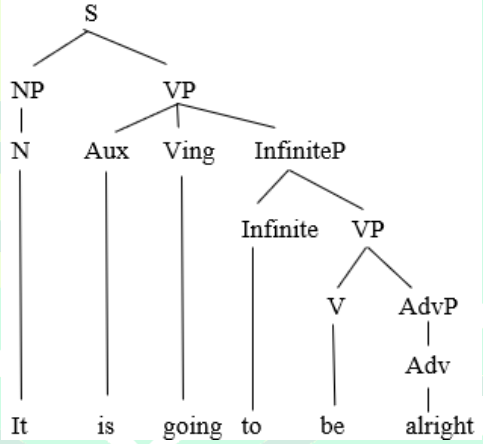

Figure 4. 2 Sentence 2

c. I love living in a brand new story.

[S[NP[N I]] [VP[V love] [NP[N living]] [PP[P in] [NP[Det a] [N brand] [AP[A new] [NP[N story]]]]]]

PONOROGO

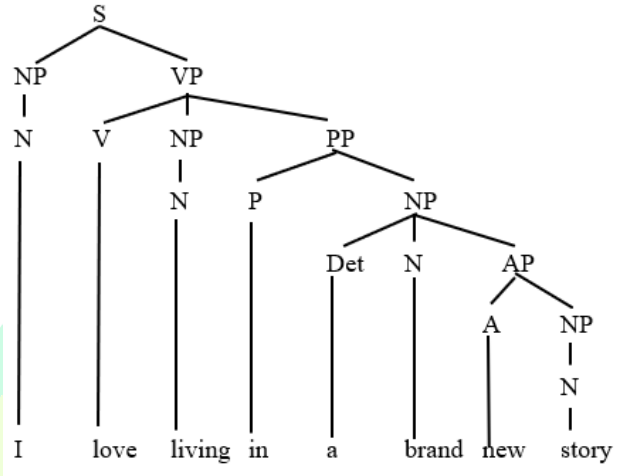

Figure 4. 3 Sentence 3

d. You have given me a good life.

[S[NP[N You]] [VP[Aux have] [+Pst] [VP[V given] [NP [N me] [NP[Det a] [AP[A good] [NP[N life]]]]]]]]

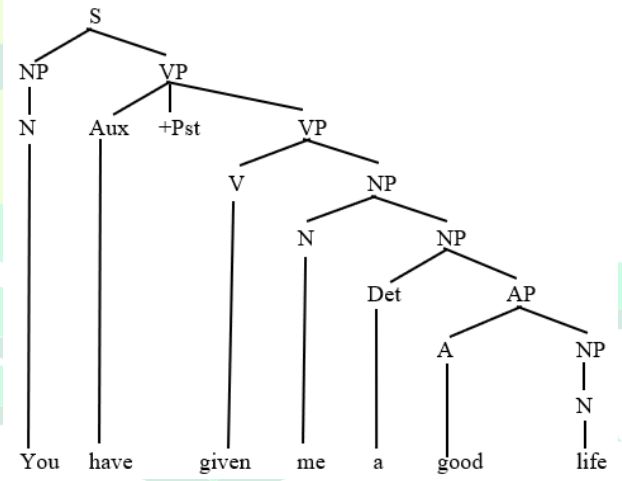

Figure 4. 4 Sentence 4

e. Your light is always showing me the way.

[S[NP[Det Your] [N light]] [VP[Aux is] [Adv always] [Ving showing] [NP [N me] [Det the] [N way]]]]

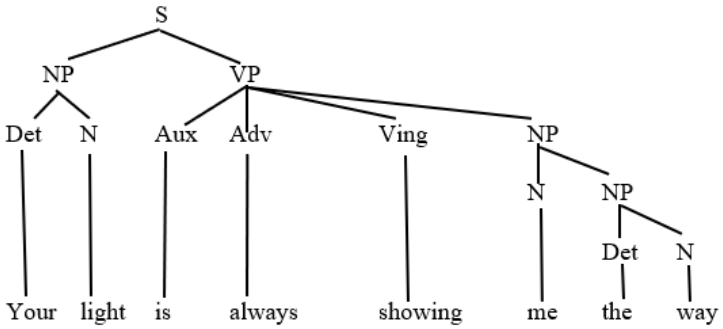

Figure 4. 5 Sentence 5

f. I'll (I will) never leave your way.

[S[NP [N I]] [VP[Aux will] [AdvP[Adv never]] [V leave] [NP[Det your] [N way]]]]]

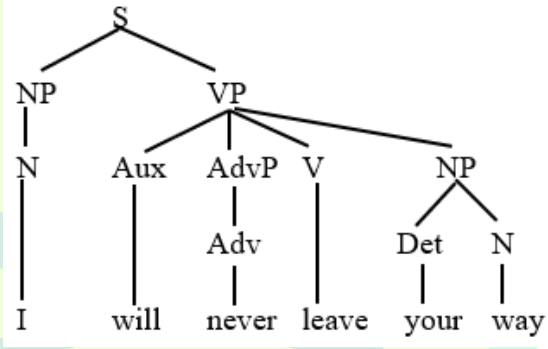

Figure 4. 6 Sentence 6

g. You are my circle of life, compass and guide.

[S[NP[N You]] [VP[Vbe are] [NP[Pron my] [N circle] [PP[P of] [NP [N life] [Coma ,] [NP[N compass] [Conj and] [N guide]]]]]]]

IAIN PONOROGO

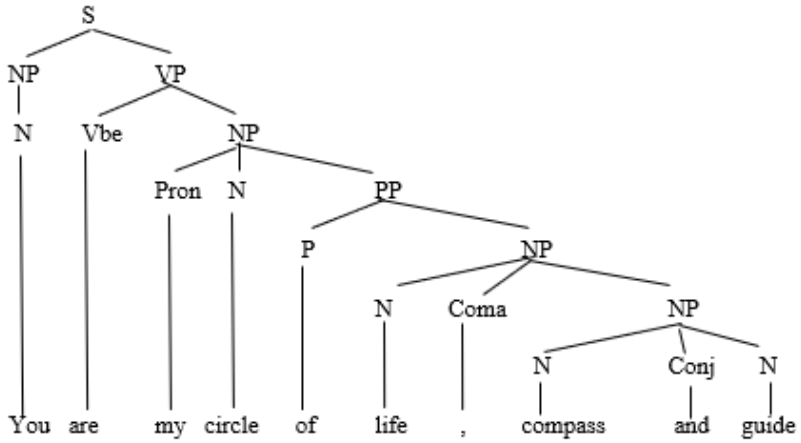

Figure 4. 7 Sentence 7

h. He wipes the sleep from his eyes.

[S[NP[N He]] [VP[V wipes] [NP[Det the] [N sleep] [PP [P from] [NP[Pron his] [N eyes]]]]]]

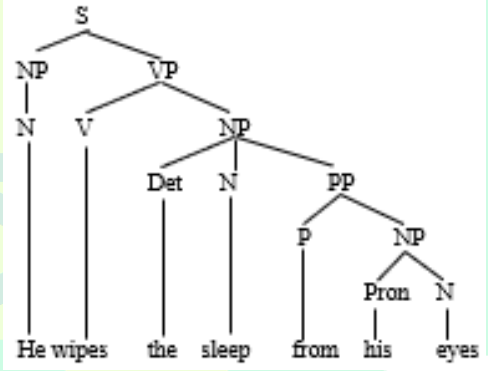

Figure 4. 8 Sentence 10

i. It's (it is) time to celebrate.

[S[NP[N It]] [VP[Vbe is] [AdvP[Adv time] [VP[Infin to] [V celebrate]]]]]

PONOROGO

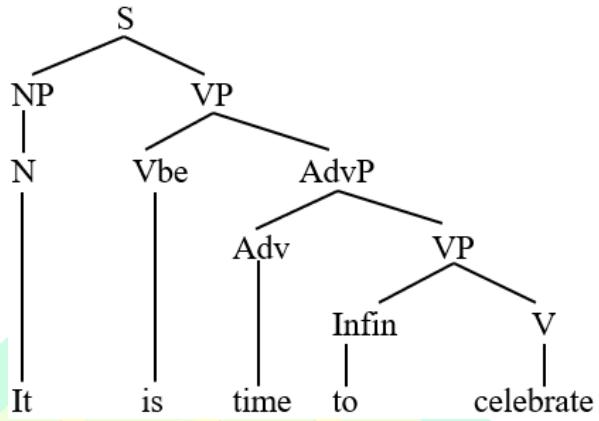

Figure 4. 9 Sentence 9

j. It's (it is) a really tough climb.

[S[NP[N It] [VP[Aux is] [NP[Det a] [AdvP[Adv really] [AP[A tough] [NP[N climb]]]]]]]

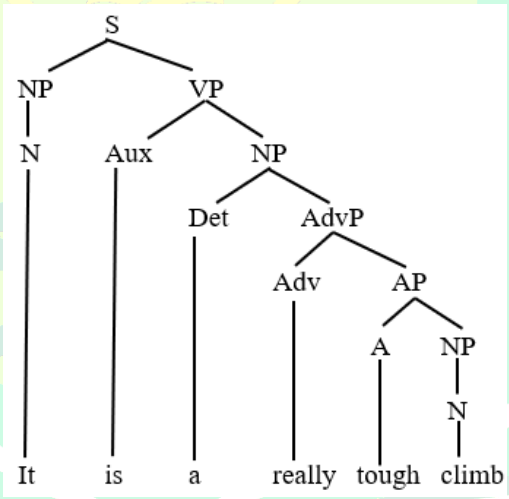

Figure 4. 10 Sentence 10

k. I'd (I would) go a million miles.

[S[NP[N I]] [VP[Aux would] [V go] [NP[Det a] [Num million] [N miles]]]]

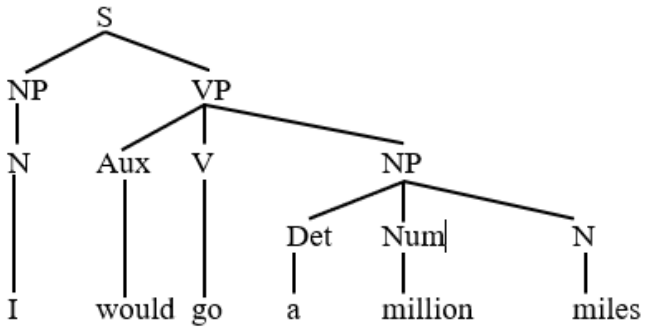

Figure 4. 11 Sentence 11

l. Paradise will come true.

[S[NP[N Paradise]] [VP[Aux will] [V come] [AP [A true]]]]

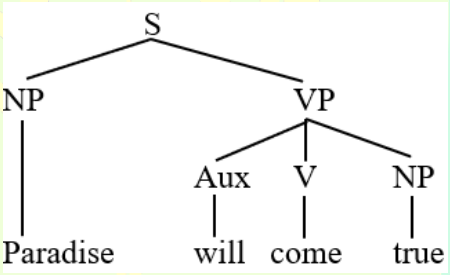

Figure 4. 12 Sentence 12

m. You are my hero till the end and from the very start.

[S[NP[N You]] [VP[Aux are] [NP[NP[Pron my] [N hero]] [AdvP[Adv till] [NP[Det the] [N end]]] [Conj and] [AdvP[Adv from] [NP[Det the] [AP[A very]] [N start]]]]]]

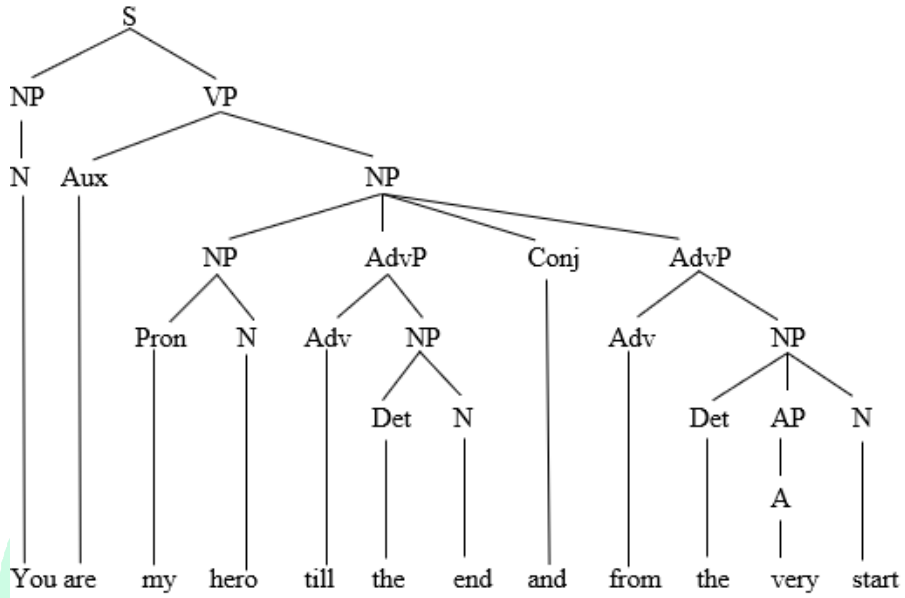

Figure 4. 13 Sentence 13

n. All good people that surround me everyday.

[S[AdvP[Adv All] [AP[A good] [NP[N people]]]] [VP[DA that] [VP[V surround] [NP[N me] [AdvP[Adv everyday]]]]]]

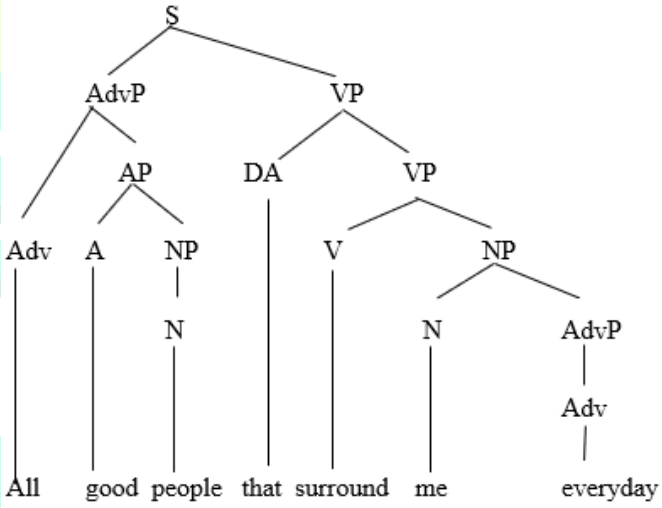

Figure 4. 14 Sentence 14

PONOROGO

o. All my faith in God that will make me strong.

[S[AdvP[Adv All] [NP[Pron my] [N faith]] [PP[P in] [NP[N God]]]] [VP[DA that] [Aux will] [V make] [NP[N me] [AP [A strong]]]]]

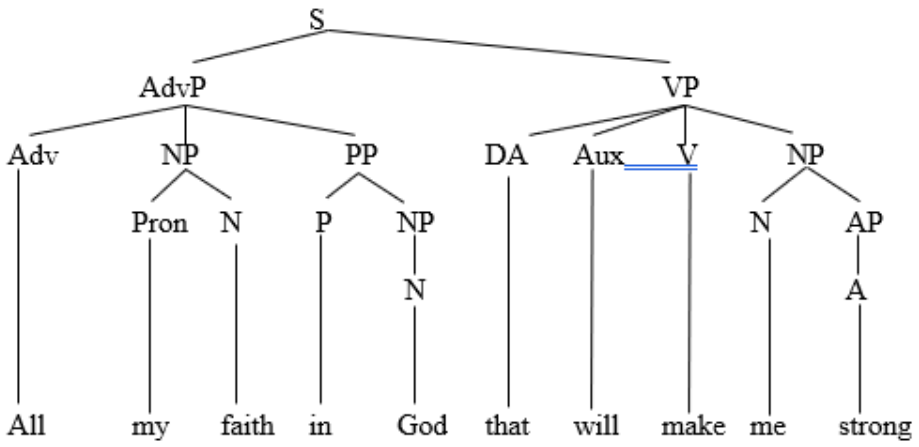

Figure 4. 15 Sentence 15

2. Compound Sentence

Here are the compound sentences found in the data:

a. I just want to spread love and peace.

[S[NP[N I]] [AdvP[Adv just]] [VP[V want] [Infinite to] [VP[V spread] [NP[NP[N love]] [Conj and] [NP[N peace]]]]]]

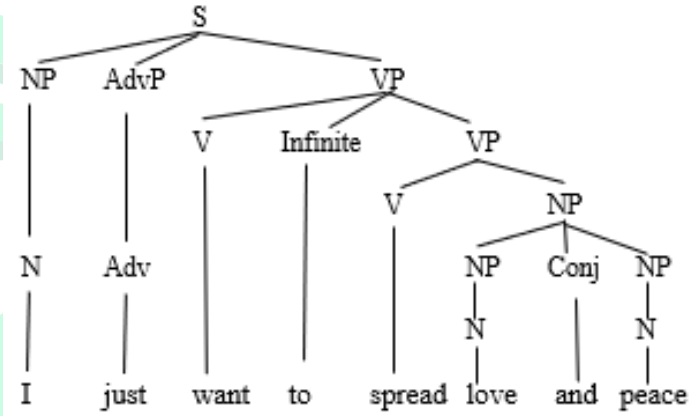

Figure 4. 16 Sentence 16

PONOROGO

b. I want to wake up in the morning with the sun.

[S[NP[N I]] [VP[V want] [InfiniteP[Infinite to] [VP[V wake] [Adv up] [PP[P in] [NP[Det the] [N morning]] [PP[P with] [NP[Det the] [N sun]]]]]]

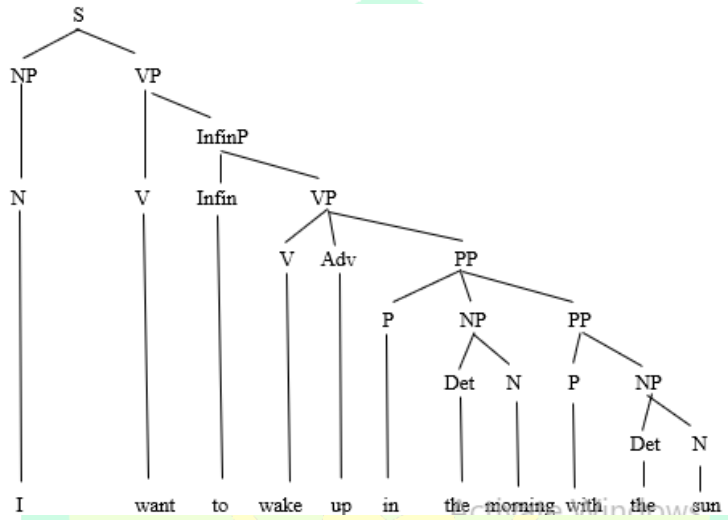

Figure 4. 17 Sentence 17

c. I love it when we love one another.

[S[S1[NP[N I]] [VP[V love] [NP[N it]]]] [S2 [Conj when] [NP[N we]] [VP[V love] [NP[N one] [AP[A another]]]]]

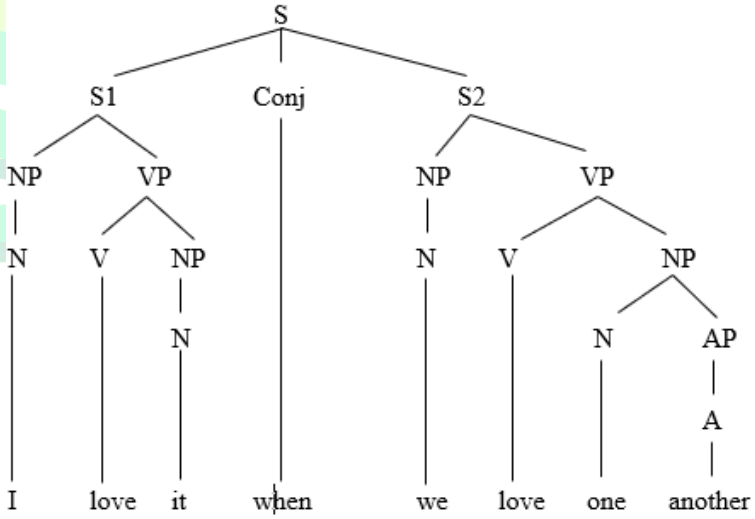

Figure 4. 18 Sentence 18

PONOROGO

d. It's (it is) about being thankful and trying to understand.

[S[NP[N It]] [VP[Aux is] [PP[P about]] [V'[VP[Ving being] [AP[A thankful]]] [Conj and] [VP[Ving trying] [VP[Infinite to] [V understand]]]]]]

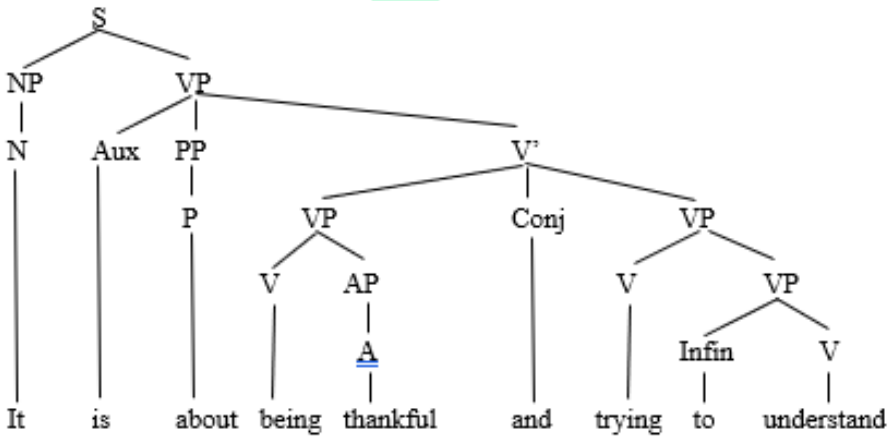

Figure 4. 19 Sentence 19

e. That the more I learn I want to leave it all in Your hands.

[S[S1[DA That] [NP[Det the] [N more]] [NP[N I]] [VP[V learn]]] [S2[NP[N I]] [VP[V want]] [Infinite to] [VP[V leave]] [NP[N it] [AdvP[Adv all] [PP[P in] [NP[Det Your] [N hands]]]]]]

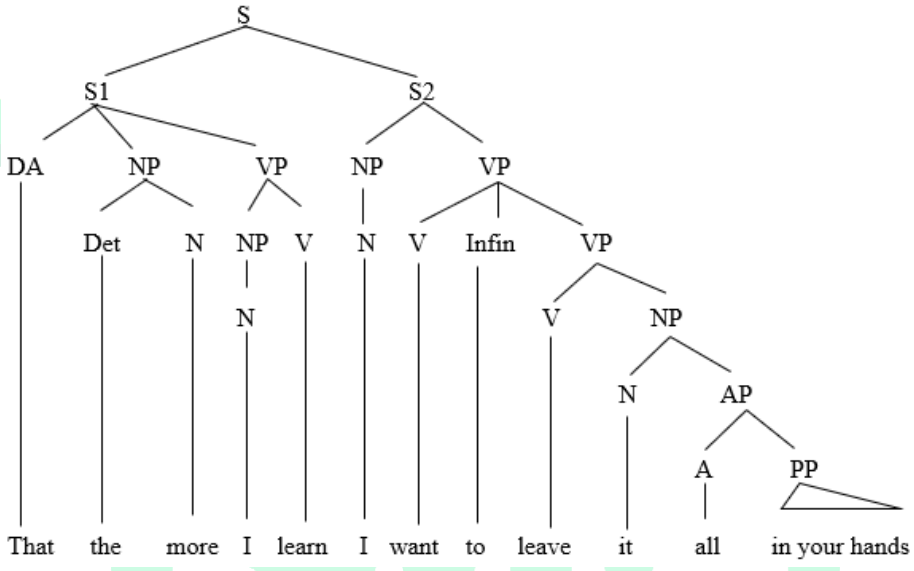

Figure 4. 20 Sentence 20

f. I'm (I am) longing for the day I see your face.

[S[S1 [NP [N I]] [VP [Aux am] [Ving longing] [PP [P for] [NP [Det the] [N day]]]]] [S2 [NP[N I]] [VP [V see] [NP[Det your] [N face]]]]]

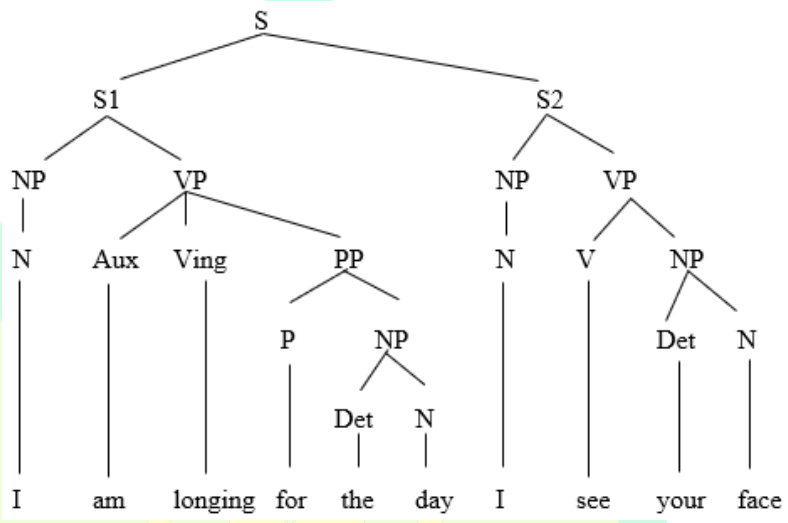

Figure 4. 21 Sentence 21

g. I'll (I will) always be there, like you've been there.

[S[NP[N I]] [VP[Aux will] [AdvP [Adv always] [Vbe be]] [AdvP[Adv there]] [Coma ,] [S2 [VP [V like]] [NP[N you]] [VP[Aux have] [V been] [AdvP[Adv there]]]]]

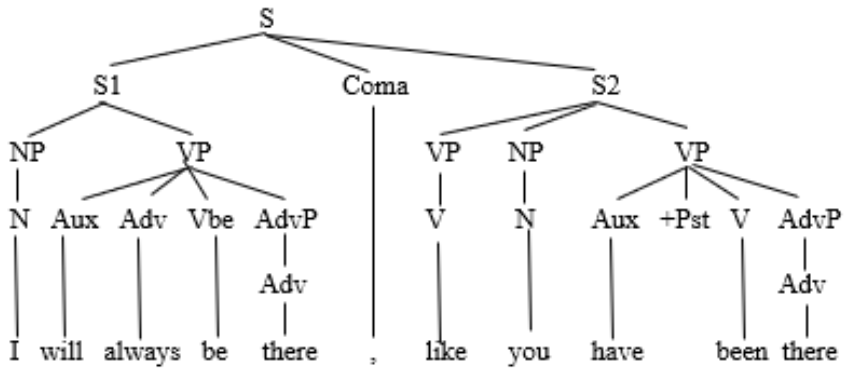

Figure 4. 22 Sentence 22

PONOROGO

h. Everything that I do is to make you proud.

[S[S1[NP[N Everything]] [NP[DA that] [N I] [VP[V do]]]] [S2[VP [Aux is] [Infin to] [VP[V make] [NP[N you] [VP[V proud]]]]]]]

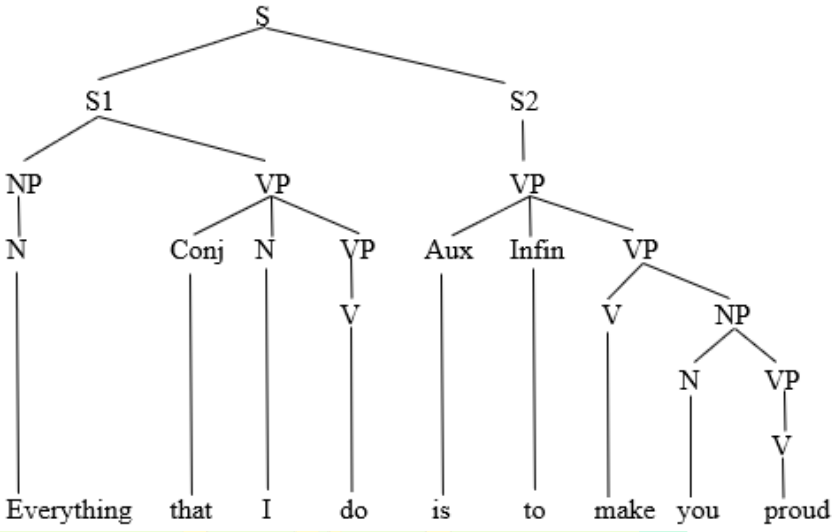

Figure 4. 23 Sentence 23

i. It's (it is) way too late, but I'm still wide awake.

[S [S1[NP[N It]] [VP[Vbe is] [NP[N way] [AdvP [Adv too] [AP[A late]]]]]] [Coma ,] [Conj but] [S2[NP[N I]] [VP[Aux am] [AdvP[Adv still] [VP[V wide] [AP[A awake]]]]]]]

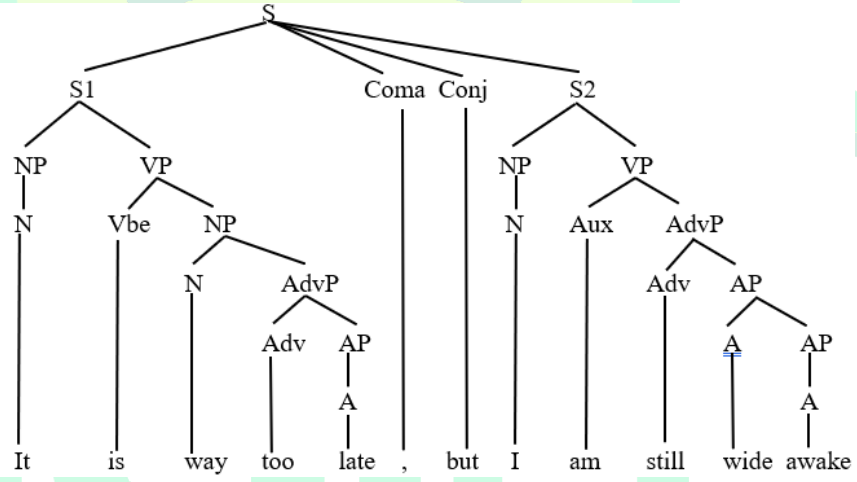

Figure 4. 24 Sentence 24

PONOROGO

j. I know sometimes I should relax my mind.

[S[NP[N I]] [VP[V know] [AdvP[Adv sometimes] [NP[N I] [VP[Aux should] [V relax] [NP[Pron my] [N mind]]]]]]]

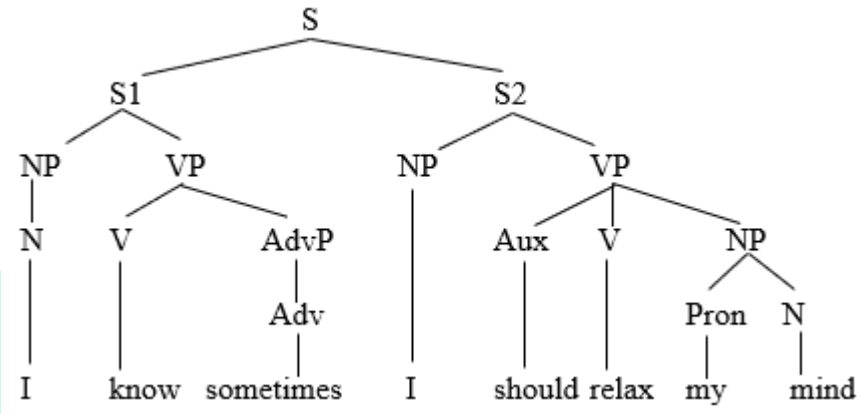

Figure 4. 25 Sentence 25

k. Plant one seed and you can grow a tree.

[S[S1[VP[V Plant] [NP[Num one] [N seed]]]] [Conj and] [S2[NP[N you]] [VP[Aux can] [V grow] [NP[Det a] [N tree]]]]]

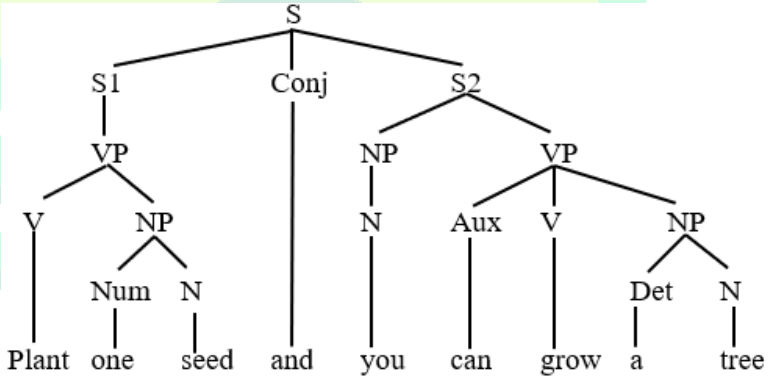

Figure 4. 26 Sentence 26

PONOROGO

l. He's (he has) lost in doubt, all he cares about is to find a way of fitting in.

[S[S1[NP[N He]] [VP[Aux has] [+Pst] [V lost] [PP[P in] [NP[N doubt]]]]] [Coma ,] [S2[AdvP[Adv all] [NP[N he]] [VP[V cares] [PP[P about] [VP[Vbe is] [Infin to] [V find] [NP[Det a] [N way] [PP[P of] [NP[N fitting in]]]]]]]]]

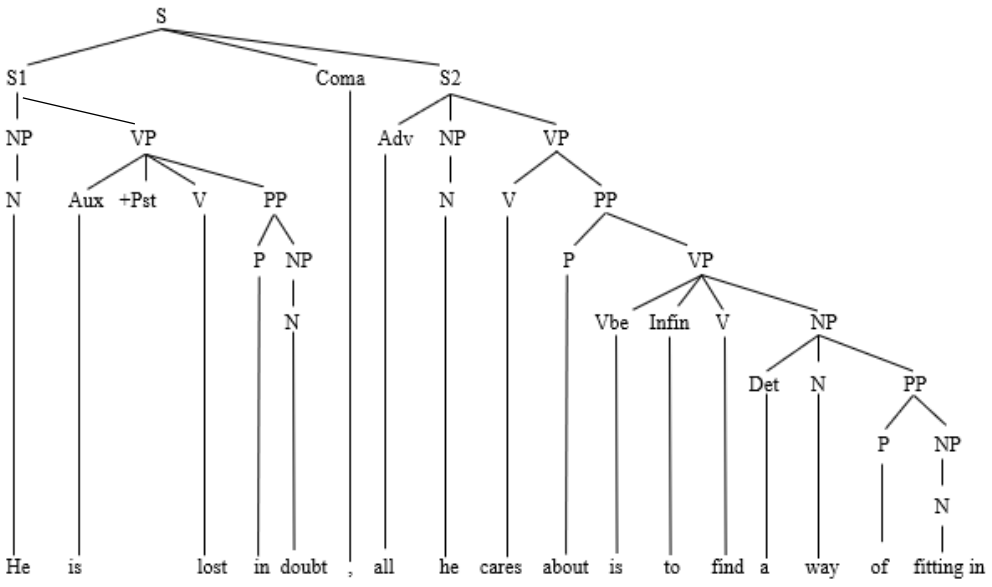

Figure 4. 27 Sentence 27

m. Let's (let us) make this day a day to remember.

[S[VP[V Let]] [NP[N us] [VP[V make] [DA this] [NP[N day] [S2[NP[Det a] [N day]] [VP[Infin to] [V remember]]]]]]]

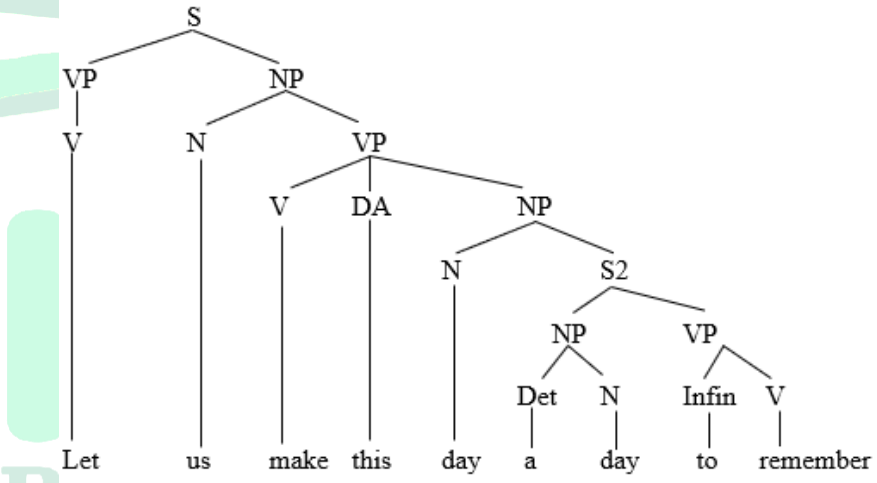

Figure 4. 28 Sentence 28

n. I know you've (you have) walked in my shoes.

[S[S1[NP[N I]] [VP[V know]]] [S2[NP[N you]] [VP[Aux have] [V walked] [PP[P in] [NP[Pron my] [N shoes]]]]]

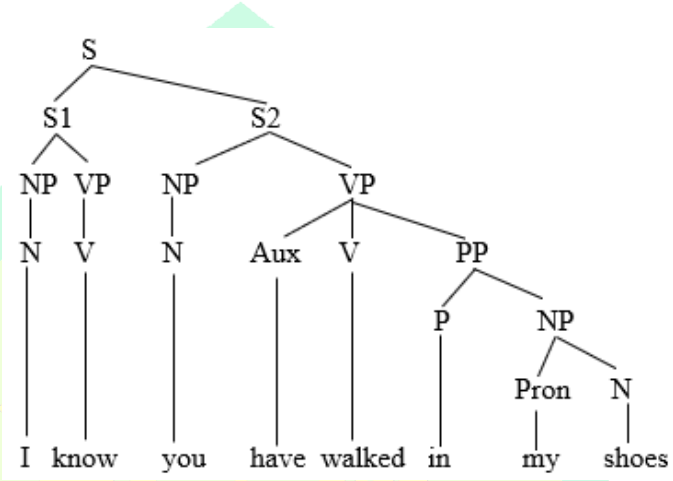

Figure 4. 29 Sentence 29

o. You don't (do not) need to solve all of my problems.

[S[NP[N You]] [VP[Aux do] [Neg not] [V need] [VP[Infin to] [V solve] [AdvP [Adv all] [PP[P of] [NP[Pron my] [N problems]]]]]]]

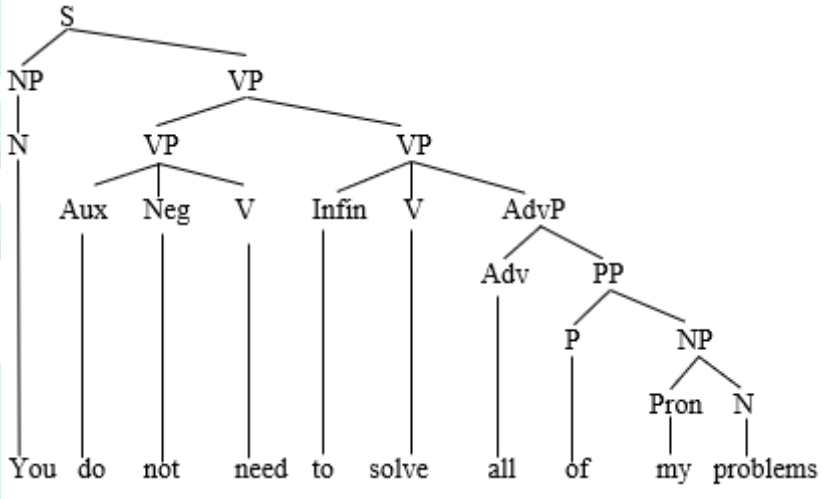

Figure 4. 30 Sentence 30

PONOROGO

p. I got a blessing in my life, I couldn't (could not) live without it.

[S[S1[NP[N I]] [VP[V got] [NP[Det a] [N blessing] [PP[P in] [NP[Pron my] [N life]]]]]] [Coma ,] [S2[NP[N I]] [VP[Aux could] [Neg not] [V live] [PP[P without [NP[N it]]]]]]

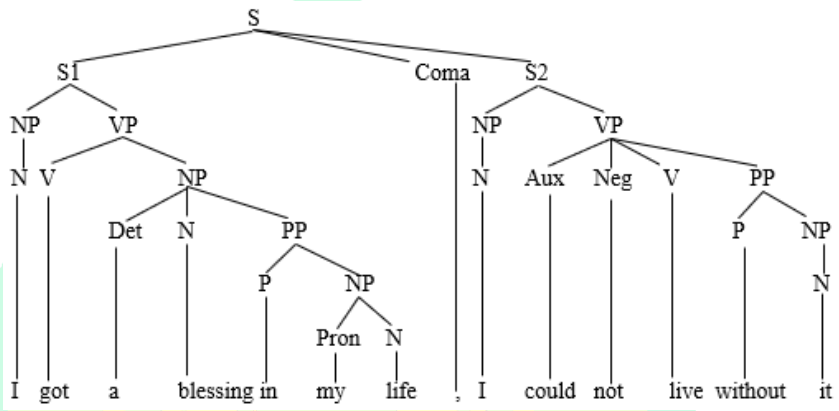

Figure 4. 31 Sentence 31

q. You broke the shackles and brought light.

[S[NP[N You]] [VP[VP[+Pst] [V broke] [NP[Det the] [N shackles]]] [Conj and] [VP[+Pst] [V brought] [NP[N light]]]]]

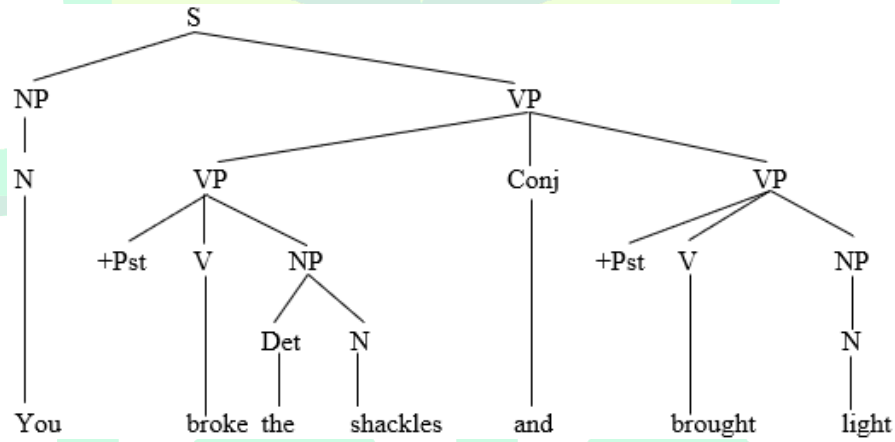

Figure 4. 32 Sentence 32

r. You're (you are) the reason I never give up.

[S[S1[NP[N You]] [VP[Aux are] [NP[Det the] [N reason]]]] [S2 [NP[N I]] [VP[Adv never] [V give up]]]]

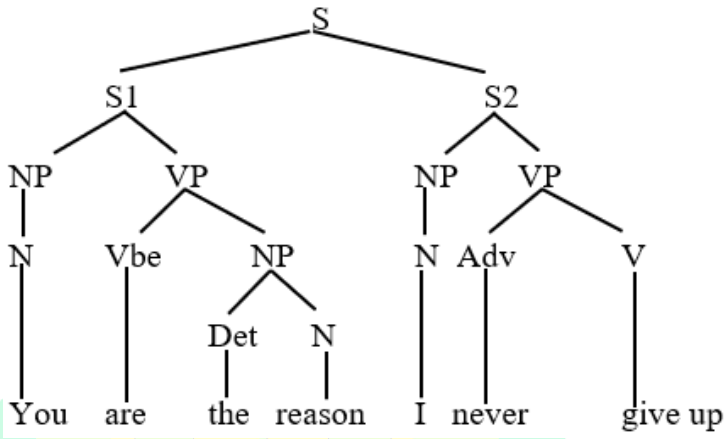

Figure 4. 33 Sentence 33

s. You're (you are) The One I try for, live my life for.

[S[NP[N You]] [VP[Vbe are] [NP[Det The] [N One]] [NP[N I]] [VP[V try] [PP[P for]]]] [SubC [Coma ,] [VP[V live] [NP[Pron my] [N life] [PP[P for]]]]]]

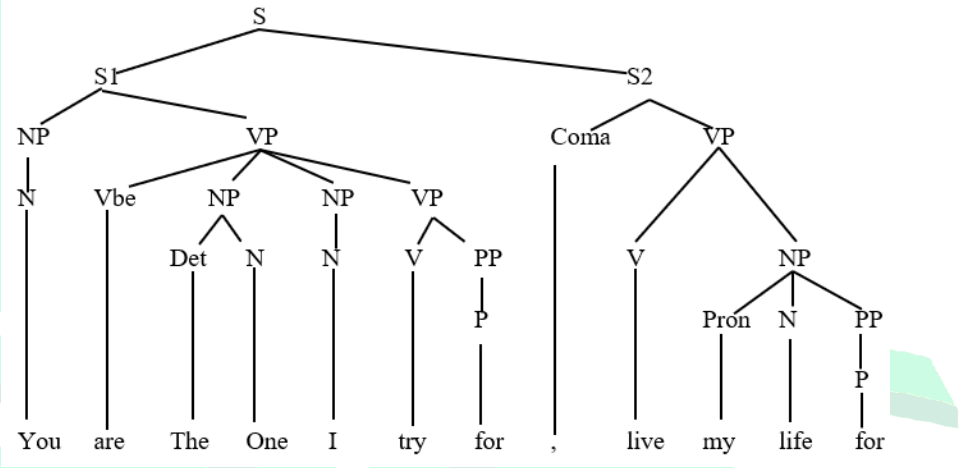

Figure 4. 34 Sentence 34

t. You are the love I need.

[S[NP[N You]] [VP[Aux are] [NP[Det the] [N love]] [S2[NP[N I]] [VP[V need]]]]]

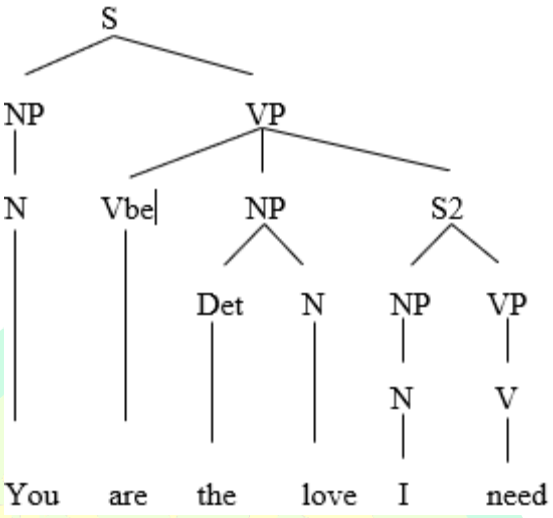

Figure 4. 35 Sentence 35

u. I know my life ain't (is not) perfect.

[S[NP[N I]] [VP[V know]] [S2[NP[Det my] [N life]] [VP[Aux is] [Neg not] [AP[A perfect]]]]]

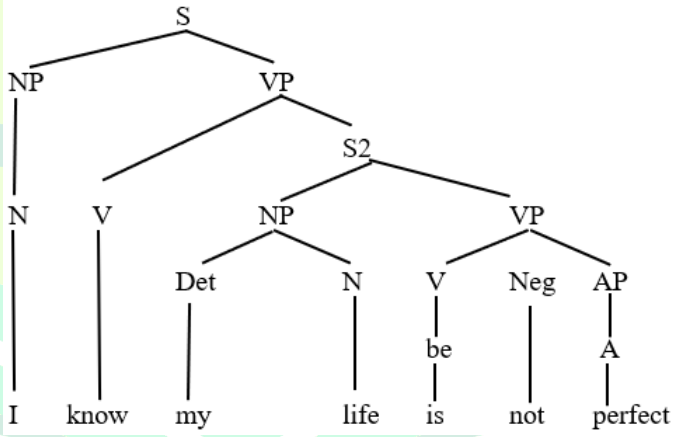

Figure 4. 36 Sentence 36

v. You called everyone to believe in Allah.

[S[S1[NP[N You]] [VP[+Pst][V called] [NP[N everyone]]]] [S2[VP[Infin to] [V believe] [PP[P in] [NP[N Allah]]]]]

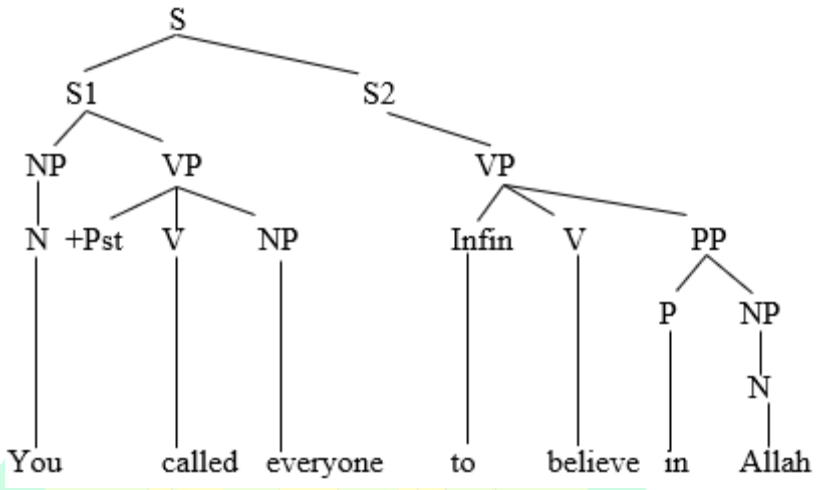

Figure 4. 37 Sentence 37

w. I'm (I am) not trying to break your trust.

[S[NP[N I]] [VP[Aux am] [Neg not] [Ving trying] [VP[Infin to] [V break] [NP[Pron your] [N trust]]]]]

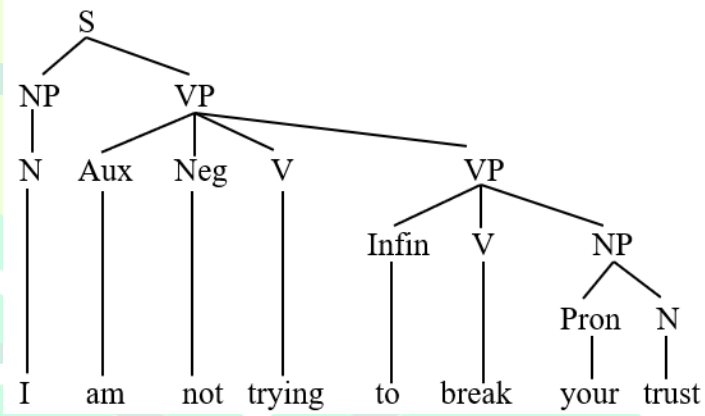

Figure 4. 38 Sentence 38

3. Complex Sentence

Here are the complex sentences found in the data:

a. There are things in life that money just can't (cannot) buy.

[S[AdvP[Adv There]] [VP[V[be are]] [NP[N things]] [PP[P in] [NP[N life]] [SubC[Comp that] [NP[N money]] [Adv just] [VP[Neg cannot] [V buy]]]]]]

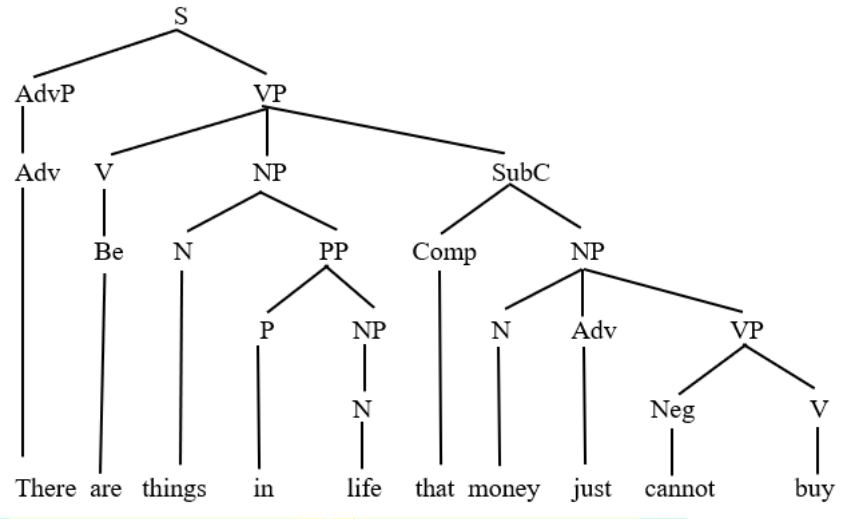

Figure 4. 39 Sentence 39

b. You showed just how much you cared.

[S[NP[N You]] [VP[+Pst][V showed] [AdvP [Adv just] [SubC[Comp how] [AP[A much] [NP[N you]] [VP[+Pst] [V cared]]]]]]]

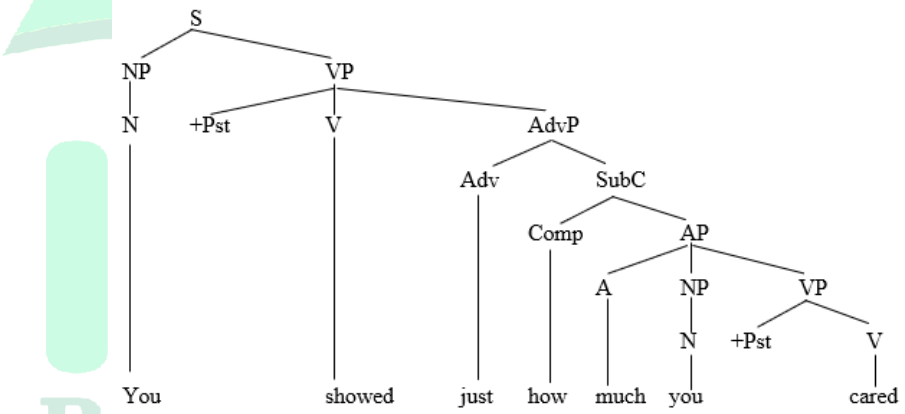

Figure 4. 40 Sentence 40

c. There are days when I just don't want to talk.

[S[AdvP[Adv There]] [VP[Aux are] [NP[N days]]] [SubC [Comp when] [NP[N I]] [AdvP [Adv just]] [VP[V do] [Neg not] [VP[V want] [Infin to] [V talk]]]]]

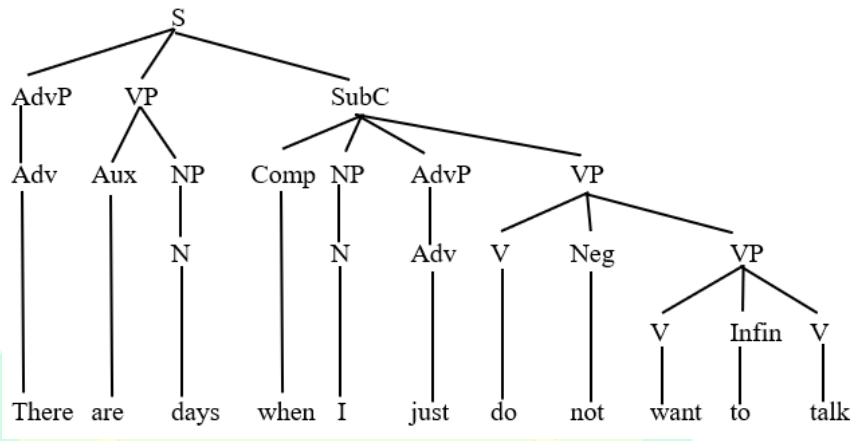

Figure 4. 41 Sentence 41

d. She's (she is) wondering how to fix her scarf.

[S[NP[N She]] [VP[Aux is] [Ving wondering] [SubC[Comp how] [VP[Infin to] [V fix] [NP[Pron her] [N scarf]]]]]]

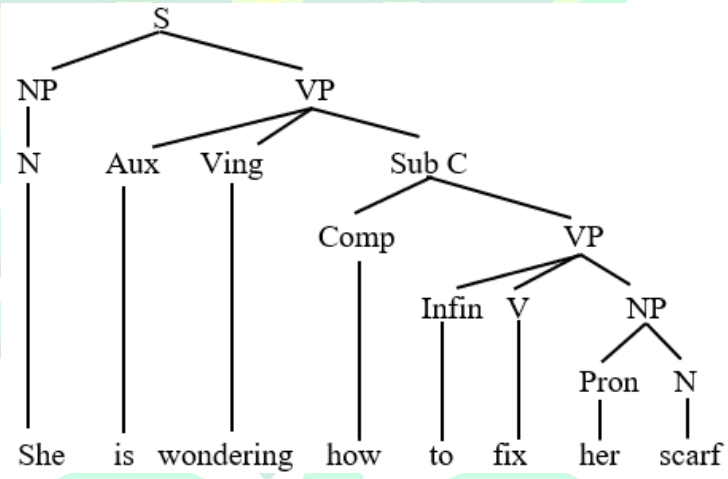

Figure 4. 42 Sentence 42

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e. It's (it is) your biggest dream that means you’ve got to strive.

[S[NP[N It]] [VP[Vbe is] [NP[Pron your] [AP [A biggest] [N dream]]]] [SubC[Comp that] [VP[V means] [NP[N you]] [VP[Aux have] [+Prf] [V got] [VP[Infin to] [V strive]]]]]]

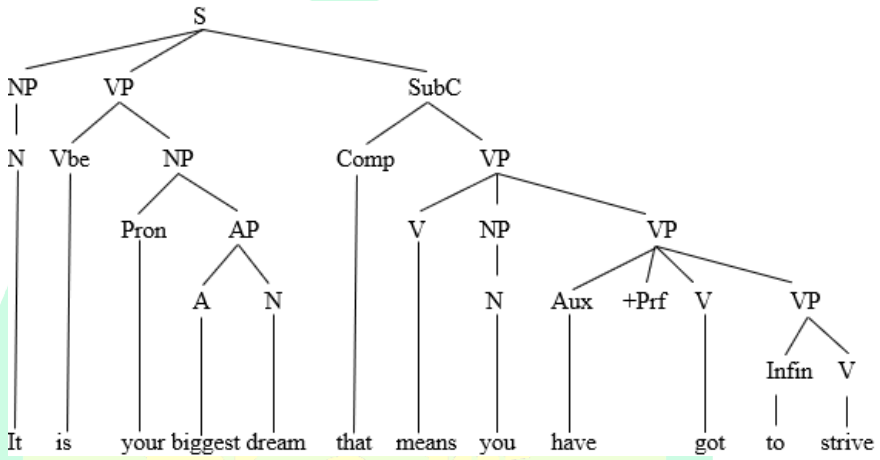

Figure 4. 43 Sentence 43

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CHAPTER V

DISCUSSION

In this chapter, the researcher gives explanation and description of the sentence constructions based on Harris J's Salam Album song lyrics.

A. Sentence Structures

Based on the findings of the research, it can be seen that the sentences have different structures. As discussed in chapter two, there are word categories and phrase structures that built sentence structures. Sentence is the largest unit of syntactic analysis.[1] In the previous chapter, the researcher broke down the sentence structures and classified them into three categories namely simple sentence, compound sentence and complex sentence. Breaking down the sentence structures surely ease presenting the tree diagrams.

1. Simple Sentences

a. [$_{S}$[$_{NP}$[$_{N}$ We]] [$_{VP}$[$_{Aux}$ are] [$_{VP}$[$_{Ving}$ having] [$_{NP}$[$_{Det}$ some] [$_{N}$ fun] [$_{AdvP}$[$_{Adv}$ today]]]]]]

The bracketing above shows the structure and the category of the whole lexemes, then the sentence could be classified into simple sentence that constructed from NP, VP and NP.

b. [S[NP[N It]] [VP[Aux is] [Ving going] [infiniteP[Infinite to] [VP[V be] [AdvP [Adv alright]]]]]]

Observing the analysed data above, it can be concluded that the sentence was simple sentence constructed from NP, VP, and AdvP.

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[1] O'Grady, et al. *Contemporary Linguistic Analysis: An Introduction*. Eighth edition. Toronto: Pearson, 2016.

c. [S[NP[N I]] [VP[V love] [NP[N living]] [PP[P in] [NP[Det a] [N brand] [AP[A new] [NP[N story]]]]]]

Observing the sentence structures analysed above, it can be concluded that the sentence was simple sentence formed from NP, VP, and PP.

d. [S[NP[N You]] [VP[Aux have] [+Pst] [VP[V given] [NP [N me] [NP[Det a] [AP[A good] [NP[N life]]]]]]]

Observing the bracketing above, it can be concluded that the sentence was simple sentence consists of NP, VP, and NP.

e. [S[NP[Det Your] [N light]] [VP[Aux is] [Adv always] [Ving showing] [NP [N me] [Det the] [N way]]]]

The analyzed sentence shows the structure and the category of the whole lexemes, although it looks quite complex the sentence could be classified into simple sentence. The sentence is built of NP, VP, and NP.

f. [S[NP [N I]] [VP[Aux will] [AdvP[Adv never]] [V leave] [NP[Det your] [N way]]]]]

Observing the sentence structure above, it can be concluded that the sentence was simple sentence consists of NP, VP, and NP.

g. [S[NP[N You]] [VP[Vbe are] [NP[Pron my] [N circle] [PP[P of] [NP [N life] [Coma ,] [NP[N compass] [Conj and] [N guide]]]]]]]

The bracketing of the word classes and phrase structures above shows that the sentence can be classified into simple sentence. It is constructed from NP, VP, and PP.

h. [S[NP[N He]] [VP[V wipes] [NP[Det the] [N sleep] [PP [P from] [NP[Pron his] [N eyes]]]]]]

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The sentence structure above shows each lexeme category. According to that, it can be concluded that the sentence was simple sentence formed from NP, VP and PP.

i. [S[NP[N It]] [VP[Vbe is] [AdvP[Adv time] [VP[Infin to] [V celebrate]]]]]

Observing the structures above, it can surely be concluded that the sentence was simple sentence built of NP, VP, and AdvP.

j. [S[NP[N It] [VP[Aux is] [NP[Det a] [AdvP[Adv really] [AP[A tough] [NP[N climb]]]]]]]

The sentence structure above shows that the sentence can be classified into simple sentence. The sentence is constructed from NP, VP, and AdvP.

k. [S[NP[N I]] [VP[Aux would] [V go] [NP[Det a] [Num million] [N miles]]]]

Based on the bracketing of the sentence structure above, it can be concluded that the sentence was simple sentence. It is formed from NP, VP, and NP.

l. [S[NP[N Paradise]] [VP[Aux will] [V come] [AP [A true]]]]

Observing the sentence construction above, it can be concluded that the sentence was simple sentence. The sentence above was built of NP and VP.

m. [S[NP[N You]] [VP[Aux are] [NP[NP[Pron my] [N hero]] [AdvP[Adv till] [NP[Det the] [N end]]] [Conj and] [AdvP[Adv from] [NP[Det the] [AP[A very]] [N start]]]]]]

In the first glance, the sentence looks longer and more complicated. By observing the sentence construction above, it can be concluded that the sentence was simple sentence. The sentence was built of NP, VP and AdvP.

n. [S[AdvP[Adv All] [AP[A good] [NP[N people]]]] [VP[DA that] [VP[V surround] [NP[N me] [AdvP[Adv everyday]]]]]]

The bracketing above shows that the sentence could be classified into simple sentence as it is constructed from AdvP, AP, and VP.

o. [S[AdvP[Adv All] [NP[Pron my] [N faith]] [PP[P in] [NP[N God]]]] [VP[DA that] [Aux will] [V make] [NP[N me] [AP [A strong]]]]]

Observing the construction of the sentence above, it can be concluded that the sentence was simple sentence as it is constructed from AdvP, NP, PP, and VP.

2. Compound Sentences

a. [S[NP[N I]] [AdvP[Adv just]] [VP[V want] [Infinite to] [VP[V spread] [NP[NP[N love]] [Conj and] [NP[N peace]]]]]]

Observing the analyzed data above, it can be concluded that the sentence was compound sentence formed by NP, AdvP, VP, VP and NP.

b. [S[NP[N I]] [VP[V want] [InfiniteP[Infinite to] [VP[V wake] [Adv up] [PP[P in] [NP[Det the] [N morning]] [PP[P with] [NP[Det the] [N sun]]]]]]

The sentence bracketing above shows the structure and the category of the whole lexemes, although it looks quite long the sentence could be classified into compound sentence. It is constructed from NP, VP, VP, and PP

c. [S[S1[NP[N I]] [VP[V love] [NP[N it]]]] [S2 [Conj when] [NP[N we]] [VP[V love] [NP[N one] [AP[A another]]]]]]

The sentence construction above shows the structure and the category of the whole lexemes, although it looks quite complex the sentence could be classified into compound sentence. It is constructed from S1 (NP and VP), Conjunction, and S2 (NP and VP).

d. [S[NP[N It]] [VP[Aux is] [PP[P about]] [V'[VP[Ving being] [AP[A thankful]]] [Conj and] [VP[Ving trying] [VP[Infinite to] [V understand]]]]]]

The sentence structure above shows the structure and the category of the whole lexemes, although it looks quite complex the sentence could be classified into compound sentence. It is constructed from NP, VP, and V' (VP, Conj, VP).

e. [S[S1[DA That] [NP[Det the] [N more]] [NP[N I]] [VP[V learn]]] [S2[NP[N I]] [VP[V want]] [Infinite to] [VP[V leave]] [NP[N it] [AdvP[Adv all] [PP[P in] [NP[Det Your] [N hands]]]]]]

The construction of sentence above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence that built of S1(DA, NP and VP) and S2 (NP and VP).

f. [S[S1 [NP [N I]] [VP [Aux am] [Ving longing] [PP [P for] [NP [Det the] [N day]]]]] [S2 [NP[N I]] [VP [V see] [NP[Det your] [N face]]]]]

The sentence construction above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence constructed from S1 (NP and VP) and S2 (NP and VP).

g. [S[NP[N I]] [VP[Aux will] [AdvP [Adv always] [Vbe be]] [AdvP[Adv there]] [Coma ,] [S2 [VP [V like]] [NP[N you]] [VP[Aux have] [V been] [AdvP[Adv there]]]]]]

The sentence bracketing above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence that formed from S1(NP and VP), Coma, and S2 (VP, NP and VP).

h. [S[S1[NP[N Everything]] [NP[DA that] [N I] [VP[V do]]]] [S2[VP [Aux is] [Infin to] [VP[V make] [NP[N you] [VP[V proud]]]]]]]

The sentence construction above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence that constructed from S1 (NP and VP), and S2 (VP).

i. [S [S1[NP[N It]] [VP[Vbe is] [NP[N way] [AdvP [Adv too] [AP[A late]]]]]] [Coma ,] [Conj but] [S2[NP[N I]] [VP[Aux am] [AdvP[Adv still] [VP[V wide] [AP[A awake]]]]]]

The tree sentence bracketing shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence that built of S1(NP and VP), Coma, Conjunction, and S2 (NP and VP).

j. [S[NP[N I]] [VP[V know] [AdvP[Adv sometimes] [NP[N I] [VP[Aux should] [V relax] [NP[Pron my] [N mind]]]]]]

The sentence construction above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence formed from S1 (NP and VP) and S2 (NP and VP).

k. [S[S1[VP[V Plant] [NP[Num one] [N seed]]]] [Conj and] [S2[NP[N you]] [VP[Aux can] [V grow] [NP[Det a] [N tree]]]]]

The tree construction of sentence shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence constructed from S1 (VP and NP), Conjunction, and S2 (NP and VP).

l. [S[S1[NP[N He]] [VP[Aux has] [+Pst] [V lost] [PP[P in] [NP[N doubt]]]]] [Coma ,] [S2[AdvP[Adv all] [NP[N he]] [VP[V cares] [PP[P about] [VP[Vbe is] [Infin to] [V find] [NP[Det a] [N way] [PP[P of] [NP[N fitting in]]]]]]]]

The sentence construction above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence. It was formed from S1 (NP and VP), Coma, and S2 (Adv, NP and VP).

m. [S[VP[V Let]] [NP[N us] [VP[V make] [DA this] [NP[N day] [S2[NP[Det a] [N day]] [VP[Infin to] [V remember]]]]]]]

The sentence bracketing above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence. The sentence is built of VP, NP, VP, and S2 (NP and VP).

n. [S[S1[NP[N I]] [VP[V know]]] [S2[NP[N you]] [VP[Aux have] [V walked] [PP[P in] [NP[Pron my] [N shoes]]]]]

The construction above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence formed from S1(NP and VP) and S2 (NP and VP).

o. [S[NP[N You]] [VP[Aux do] [Neg not] [V need] [VP[Infin to] [V solve] [AdvP [Adv all] [PP[P of] [NP[Pron my] [N problems]]]]]]]

The sentence construction above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence constructed from NP, VP, VP, and AdvP.

p. [S[S1[NP[N I]] [VP[V got] [NP[Det a] [N blessing] [PP[P in] [NP[Pron my] [N life]]]]]] [Coma ,] [S2[NP[N I]] [VP[Aux could] [Neg not] [V live] [PP[P without [NP[N it]]]]]]

The sentence construction above shows the structure and the category of the whole lexemes in the sentence. The sentence could be

classified into compound sentence. It is constructed from S1 (NP and VP), Coma, and S2 (NP and VP).

q. [S[NP[N You]] [VP[VP[+Pst] [V broke] [NP[Det the] [N shackles]]] [Conj and] [VP[+Pst] [V brought] [NP[N light]]]]]

The sentence construction above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence formed from NP, VP, and VP.

r. [S[S1[NP[N You]] [VP[Aux are] [NP[Det the] [N reason]]]] [S2 [NP[N I]] [VP[Adv never] [V give up]]]]

The sentence bracketing above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence built of S1 (NP and VP), and S2 (NP and VP).

s. [S[NP[N You]] [VP[Vbe are] [NP[Det The] [N One]] [NP[N I]] [VP[V try] [PP[P for]]]] [SubC [Coma ,] [VP[V live] [NP[Pron my] [N life] [PP[P for]]]]]]

The construction of sentence above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence. It is built of NP, VP, Coma, and S2 (VP).

t. [S[NP[N You]] [VP[Aux are] [NP[Det the] [N love]] [S2[NP[N I]] [VP[V need]]]]]

The sentence construction above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence formed from NP, VP, and S2 (NP and VP).

u. [S[NP[N I]] [VP[V know]] [S2[NP[Det my] [N life]] [VP[Aux is] [Neg not] [AP[A perfect]]]]]

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Observing the sentence structure above, it can be concluded that the sentence was compound sentence that constructed from NP, VP, and S2 (NP and VP).

v. [S[S1[NP[N You]] [VP[+Pst][V called] [NP[N everyone]]]] [S2[VP[Infin to] [V believe] [PP[P in] [NP[N Allah]]]]]

The sentence construction above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence constructed from NP, VP and VP.

w. [S[NP[N I]] [VP[Aux am] [Neg not] [Ving trying] [VP[Infin to] [V break] [NP[Pron your] [N trust]]]]]

The sentence construction above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into compound sentence. It is constructed from NP, VP, and VP.

3. Complex Sentences

a. [S[AdvP[Adv There]] [VP[V[be are]] [NP[N things]] [PP[P in] [NP[N life]] [SubC[Comp that] [NP[N money]] [Adv just] [VP[Neg cannot] [V buy]]]]]]

The construction of sentence above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into complex sentence. It is constructed from NP, VP, and SubC.

b. [S[NP[N You]] [VP[+Pst][V showed] [AdvP [Adv just] [SubC[Comp how] [AP[A much] [NP[N you]] [VP[+Pst] [V cared]]]]]]]

The sentence construction above shows the structure and the category of the whole lexemes. Although it seems simple, the sentence could be classified into complex sentence. It is formed from NP, VP, AdvP, and SubC.

c. [S[AdvP[Adv There]] [VP[Aux are] [NP[N days]]] [SubC [Comp when] [NP[N I]] [AdvP [Adv just]] [VP[V do] [Neg not] [VP[V want] [Infin to] [V talk]]]]]

The sentence construction above shows the structure and the category of the whole lexemes, although it looks quite complex the sentence could be classified into complex sentence. It is built of NP, VP, and SubC.

d. [S[NP[N She]] [VP[Aux is] [Ving wondering] [SubC[Comp how] [VP[Infin to] [V fix] [NP[Pron her] [N scarf]]]]]]

The construction of sentence above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into complex sentence. It is formed from NP, VP, and SubC.

e. [S[NP[N It]] [VP[Vbe is] [NP[Pron your] [AP [A biggest] [N dream]]]] [SubC[Comp that] [VP[V means] [NP[N you]] [VP[Aux have] [+Prf] [V got] [VP[Infin to] [V strive]]]]]]

The sentence bracketing above shows the structure and the category of the whole lexemes in the sentence. The sentence could be classified into complex sentence. It is built of NP, VP, and SubC.

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B. Tree Diagrams

1. Simple Sentences

Simple sentences have only one full predication in the form of an independent clause.[2] According to Quirk, term of 'simple sentence' is defined as an independent clause that does not contain any other clause.[3] Here are the simple sentences found in the research:

a. We are having some fun today.

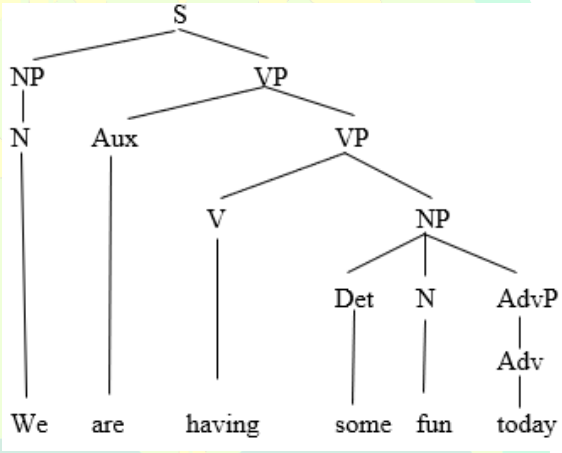

Figure 5. 1 Tree Diagram 1

The sentence was simple sentence of an independent clause, *'We are having some fun today'.*

The tree diagram indicated that S was being broken down into NP and VP. The construction of NP was broken down into N, *We*. The VP was broken down into auxiliary *are* and VP. The VP could be broken down into more specific constituents, such as the main verb was *having*, NP which constructed of Det, N and AdvP, *some fun today.*

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[2] Marcella Frank.
[3] Quirk, *A Comprehensive Grammar of the English Language*.

b. It is going to be alright.

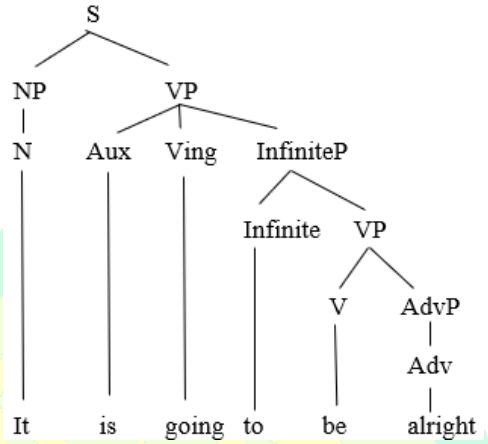

Figure 5. 2 Tree Diagram 2

The tree diagram indicated that the sentence was a simple sentence constructed from an independent clause, *'It is going to be alright'*.

The construction of the sentence could be broken down into NP and VP. The NP was constructed from N, *It*. The VP was constructed from auxiliary + verb, *is going* and infinitive phrase that could be broken down into infinitive and adverb, *to be alright*.

c. I love living in a brand new story.

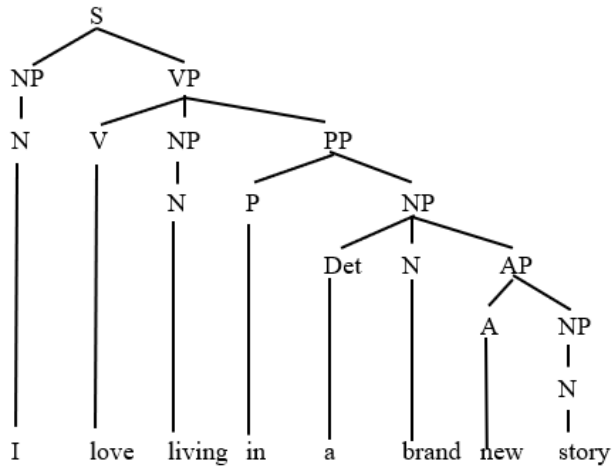

Figure 5. 3 Tree Diagram 3

The sentence was simple sentence of an independent clause, *'I love living in a brand new story'.*

The tree diagram can be broken down into NP and VP. The construction of NP can be broken down into N, *I*. The construction of VP can be broken down into V + NP + PP, *love living in a brand new story*. The main verb is indicated by V, *love*, the NP can be broken down into noun (gerund) living, and the PP can be broken down into P + NP, *in a brand new story*. The construction of PP was P *in*, and the NP constructed from Det + N + AP, *a brand new story*. The AP constructed from adjective and noun, *new story*.

d. You have given me a good life.

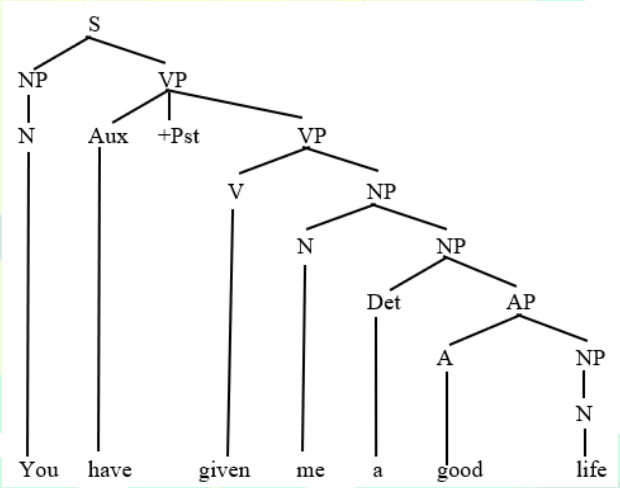

Figure 5. 4 Tree Diagram 4

The sentence contains one independent clause *'You have given me a good life'.* Based on the construction, it was included into simple sentence.

The tree diagram above indicated that S was being broken down into two constituents, NP and VP. The construction of NP was N *You*, and the construction of VP was Aux + V + NP, *have given me a good life*. The main verb was *given* preceded by auxiliary *have*. The NP *me a good life* could be broken down into more

specific constituents as it contained two nouns which took parts as the indirect and direct objects. The NP was constructed from N *me* and NP *a good life.*

e. Your light is always showing me the way.

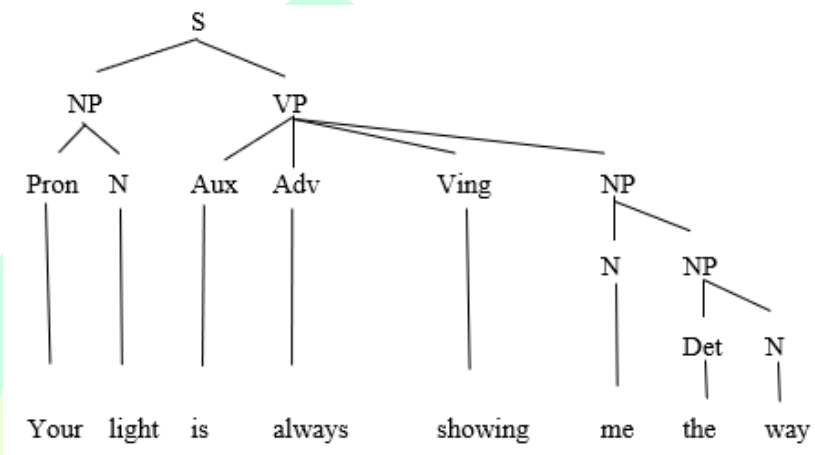

Figure 5. 5 Tree Diagram 5

The sentence contains one independent clause '*Your light is always showing me the way',* that it is classified as simple sentence.

The tree diagram showed that S was being broken down into two constituents, NP and VP. The construction of NP was Possessive pronoun and noun *Your light,* and the construction of the VP was Aux + Adv + Ving + NP *is always showing me the way*. From there the construction of the VP could be broken down into more specific constituents such the auxiliary was *is*, followed by the adverb of frequency *always*, and the main verb was *showing*, followed by NP *me the way*. The NP contains two nouns *me* and *the way* which took parts as the indirect and direct object in the sentence.

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f. I'll (I will) never leave your way.

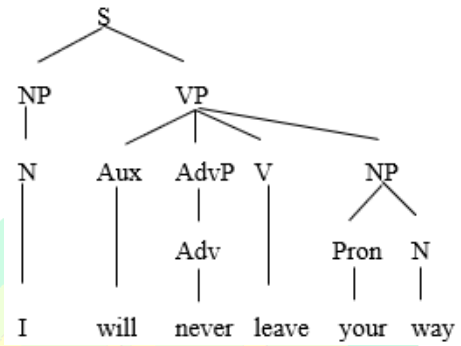

Figure 5. 6 Tree Diagram 6

In this sentence, there is one independent clause *'I will never leave your way'*. So, the sentence could be classified into simple sentence.

The tree diagram indicated that S was being broken down into NP and VP. The construction of NP was N, *I* and the construction of VP was Aux + AdvP + V + NP *will never leave your way*. The construction of VP could be broken down into more specific constituents such the auxiliary was *will,* followed by an adverb of frequency *never*, and the main verb was *leave*, followed by the NP *your way*. The construction of the NP was possessive pronoun *your* and noun *way*.

g. You are my circle of life, compass and guide.

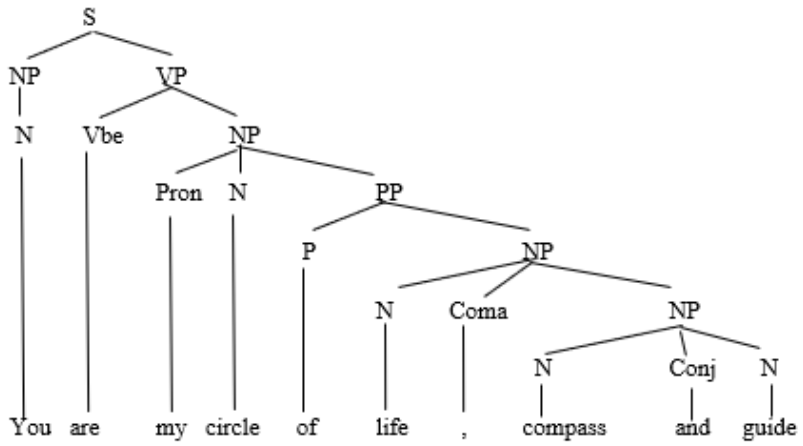

Figure 5. 7 Tree Diagram 7

The sentence above was constructed from one independent clause *'You are my circle of life, compass and guide'* that it is classified into simple sentence.

The tree diagram indicated that the sentence S was being broken down into NP and VP. The NP was constructed from N *You*. The VP was constructed from V be + NP *are my circle of life, compass and guide*. The VP could be broken down into more specific constituents such the main verb was verb be *is*, the NP was constructed from three nouns *my circle of life*, *compass* and *guide* which coordinated by coma and conjunction *and*.

h. He wipes the sleep from his eyes.

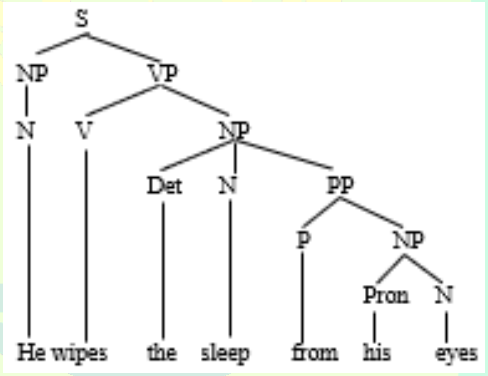

Figure 5. 8 Tree Diagram 8

The sentence was classified into simple sentence as it contains only one independent clause *'He wipes the sleep from his eyes'*.

The tree diagram indicated that S was being broken down into NP and VP. The NP was constructed from N, *I*. The VP was constructed from V + NP *wipes the sleep from his eyes*, which main verb was *wipes*. The NP could be broken down into more specific constituents of Det + N + PP, *the sleep from his eyes*. The determiner was *the*, the noun was *sleep*, and the PP was constructed from P *from* and NP *his eyes*.

PONOROGO

i. It's (it is) time to celebrate.

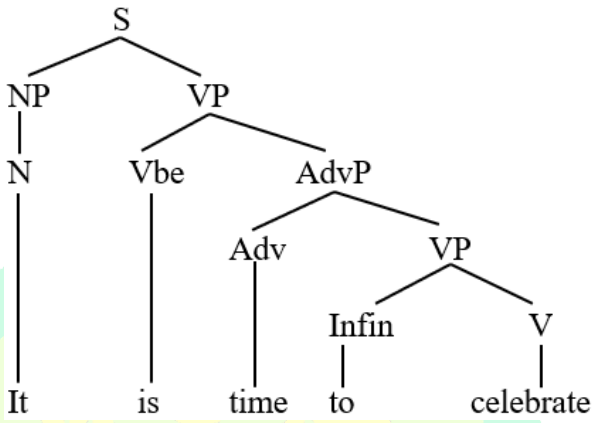

Figure 5. 9 Tree Diagram 9

The construction of the sentence indicated that it was classified into simple sentence. The sentence contains one independent clause *'It is time to celebrate'*.

The tree diagram showed that S was constructed from NP and VP. The NP could be broken down into N *It*, while the VP could be broken down into Vbe + AdvP *is time to celebrate*. The main verb of the sentence was V be *is*, the AdvP was broken down into Adv + VP *time to celebrate*.

j. It's (it is) a really tough climb.

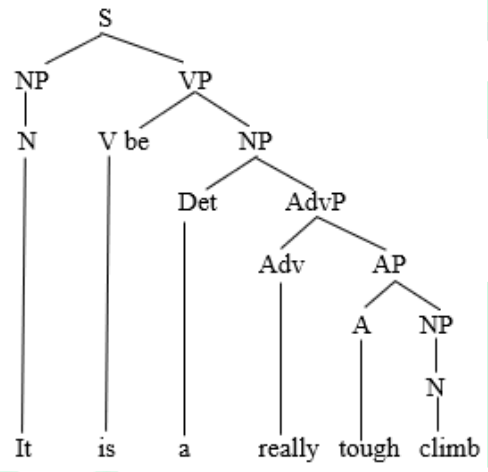

Figure 5. 10 Tree Diagram 10

PONOROGO

The sentence above was constructed from one independent clause *'It is a really tough climb'* that it is classified into simple sentence.

The tree diagram indicated that S was being broken down into NP and VP. The NP was constructed from N *it*, and the VP was constructed from V + NP *is a really tough climb.* The VP could be broken down into more specific constituents as the main verb was is, and the NP was constructed from Det + AdvP + AP + NP *a really tough climb*.

k. I'd (I would) go a million miles.

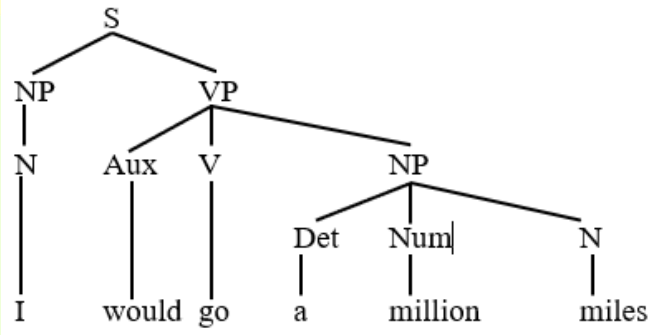

Figure 5. 11 Tree Diagram 11

In this sentence, there is one independent clause *'I would go a million miles'*. So, the sentence could be classified into simple sentence.

The tree diagram indicated that S was being broken down into NP and VP. The construction of NP was N *I*, while the construction of VP was Aux + V + NP *would go a million miles*. The construction of VP could be broken down into more specific constituents such the main verb was *go* preceded by auxiliary *would* and followed by NP *a million miles*.

PONOROGO

l. Paradise will come true.

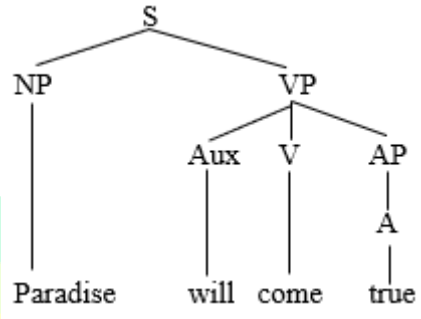

Figure 5. 12 Tree Diagram 12

In this sentence, there is one independent clause *'Paradise will come true'*. So, the sentence could be classified into simple sentence.

The tree diagram indicated that S was being broken down into NP and VP. The construction of NP was N *paradise*, and the construction of VP was Aux + V + AP *will come true*. The VP could be broken down into more specific constituents such the main verb was *come*, preceded by auxiliary *will*, and followed by AP of adjective *true*.

m. You are my hero till the end and from the very start.

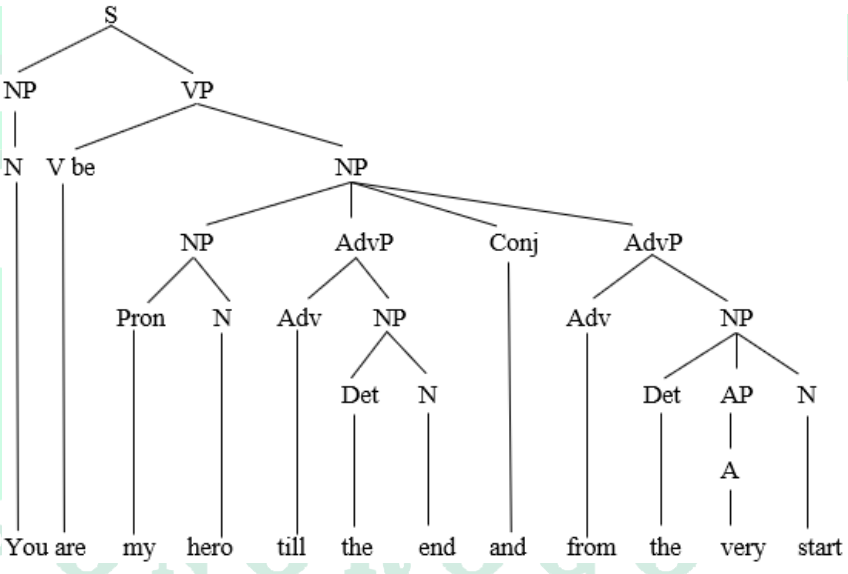

Figure 5. 13 Tree Diagram 13

The sentence above was constructed from one independent clause *'You are my hero till the end and from the very start'* that it is classified into simple sentence.

The tree diagram indicated that S was being broken down into NP and VP. The NP was constructed from N *You*, and the VP was constructed from V and NP. The main verb of the sentence was verb be *are*, while the NP could be broken down into more specific constituents such NP + AdvP + Conj + AdvP, *my hero till the end and from the very start*. The NP was constructed from possessive pronoun *my* and noun *hero*. There are two adverb phrases coordinated by conjunction *and*, they are AdvP *till the end* and AdvP *from the very start*.

n. All good people that surround me everyday.

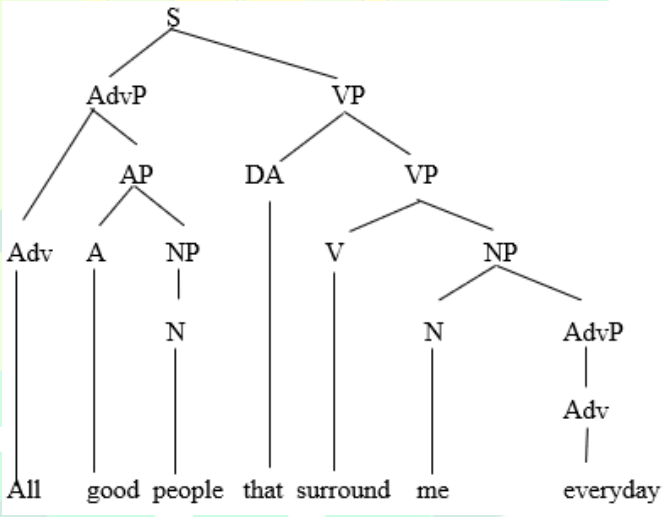

Figure 5. 14 Tree Diagram 14

In the sentence above, there is one independent clause *'All good people that surround me everyday'*. So, the sentence could be classified into simple sentence.

The tree diagram indicated that S was being broken down into AdvP and VP. The AdvP was constructed from Adv *All* and AP *good people*, while the VP was constructed from demonstrative adjective *that* and VP *surround me everyday*. The VP could be broken down into more specific constituents such the main verb was *surround*, followed by noun *me* and adverb *everyday*.

PONOROGO

o. All my faith in God that will make me strong.

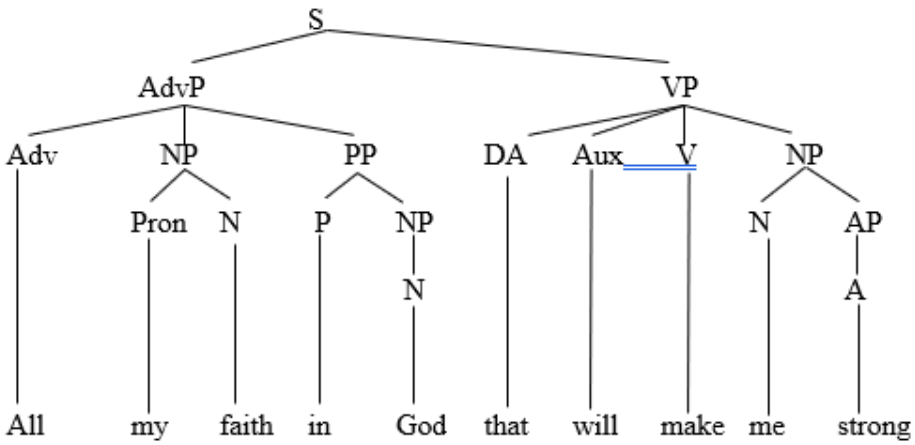

Figure 5. 15 Tree Diagram 15

In this sentence, there is one independent clause *'All my faith in God that will make me strong'*. So, the sentence could be classified into simple sentence.

The tree diagram indicated that S was being broken down into AdvP and VP. The construction of AdvP was Adv + NP + PP which could be broken down into more specific constituents such the adverb was *All*, the NP was constructed from possessive pronoun *my* and noun *faith*, then the PP was constructed from preposition *in* and noun *God*. The construction of VP was Aux + V + NP preceded by demonstrative adjective *that*. The main verb of the sentence was *make*, preceded by auxiliary *will*, then followed by NP of noun *me* and AP *strong* forming a complete VP *will make me strong*.

PONOROGO

2. Compound Sentence

Here are the compound sentences found in the data:

a. I just want to spread love and peace.

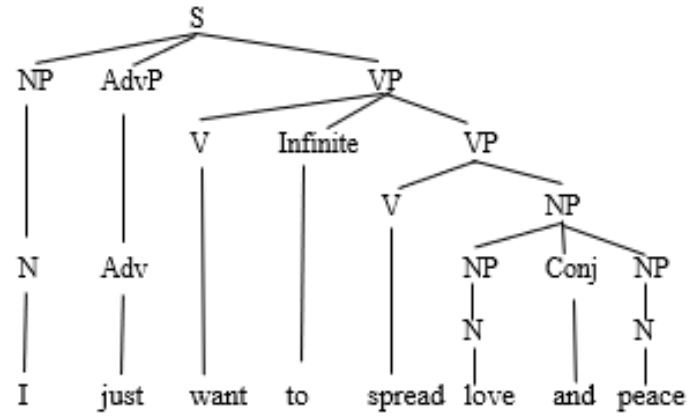

Figure 5. 16 Tree Diagram 16

The sentence above was compound sentence as it contains two main verbs, *'I just want to spread love and peace'*.

The tree diagram showed that S is constructed from NP, AdvP, and VP which could be broken down into more specific constituents. The NP could be broken down into N, *I*. The AdvP was constructed from Adv, *just*. The VP was the construction of verb *want*, infinitive *to spread*, and NP. The NP was the construction of two nouns connected by conjunction, *love and peace*.

PONOROGO

b. I want to wake up in the morning with the sun.

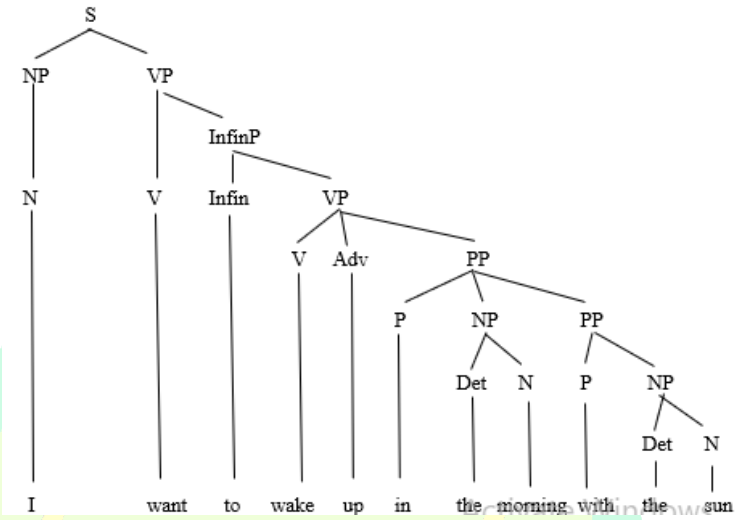

Figure 5. 17 Tree Diagram 17

The sentence construction indicated that it was compound sentence constructed from two main verbs ' *I want to wake up in the morning with the sun'*.

The tree diagram indicated that the sentence was broken down into NP and VP. The NP was constructed from N *I*, and the VP was constructed from verb *want*, infinitive *to* and VP which could be broken down into V + Adv + PP *wake up in the morning with the sun*. The verb was wake up, and the PP was broken down into P + NP + PP *in the morning with the sun*.

PONOROGO

c. I love it when we love one another.

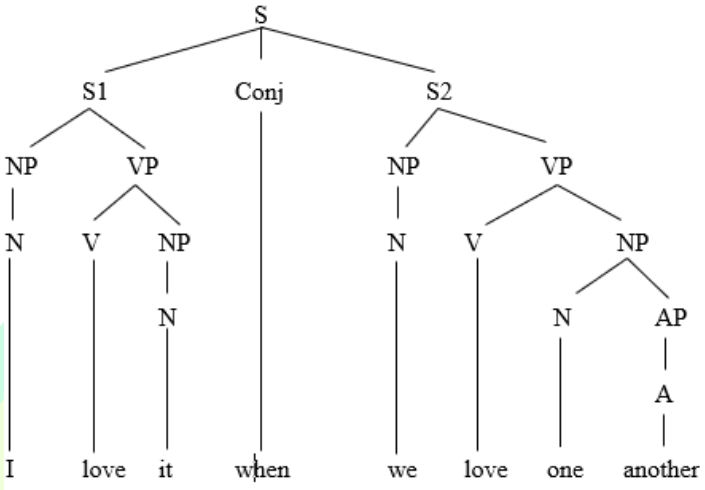

Figure 5. 18 Tree Diagram 18

In this sentence, there are two independent clauses *'I love it'* and *'we love one another'* coordinated by conjunction *when*. So, it could be concluded that the sentence was compound sentence.

The tree diagram indicated that the sentence S was constructed from S1 + Conj + S2, *'I love it when we love one another'*. The construction of S1 was NP + VP *'I love it'*, the NP was constructed from N *I*, the VP was constructed from V *love* and NP *it*. The conjunction was *when*. The construction of S2 was NP + VP *'we love one another'* which could be broken down into more specific constituents as the NP was constructed from N *we*, and the VP was constructed from V *love* and NP *one another*.

PONOROGO

d. It's (it is) about being thankful and trying to understand.

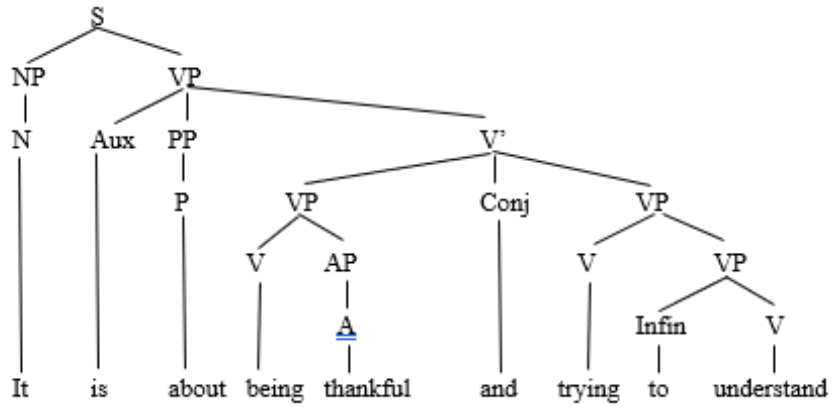

Figure 5. 19 Tree Diagram 19

The sentence above was quite complicated to explain. It clearly has two clauses *'it is about being thankful'* and *'and trying to understand'.*

The tree diagram indicated that the sentence S was broken down into NP and VP. The NP construction was N *it*, the VP construction was Aux + PP + V' *is about being thankful and trying to understand.* The second clause was part of the V' construction, VP *trying to understand*.

e. That the more I learn I want to leave it all in Your hands.

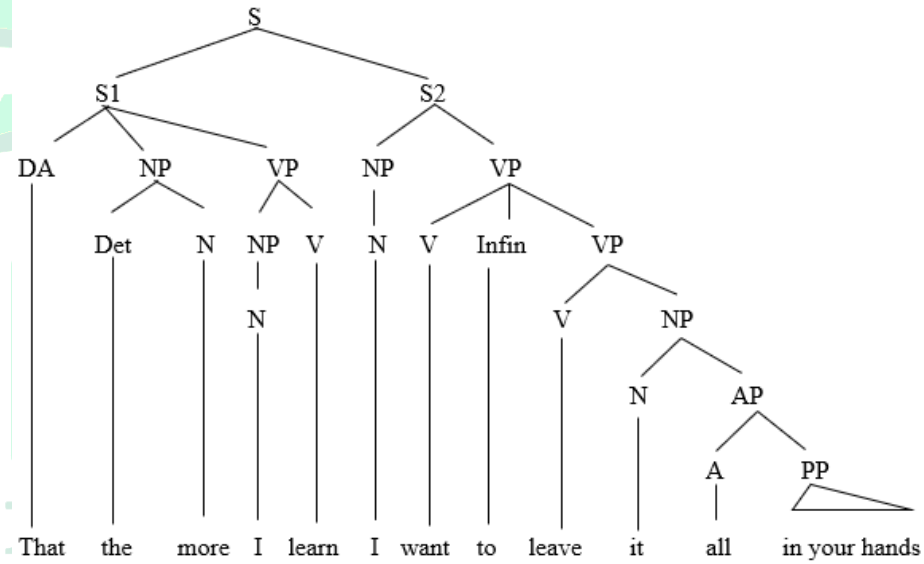

Figure 5. 20 Tree Diagram 20

The tree diagram shows that the sentence was compound sentence, consist of two sentences *'that the more I learn'* and *'I want to leave it all in your hands'*.

The tree diagram indicated that S1 was constructed from demonstrative adjective *that*, NP *the more* and VP *I learn*. And S2 was constructed from NP and VP which could be broken down into more specific constituents such NP was constructed from N *I*, and VP was constructed from V + Infinitive + VP + PP *want to leave it all in your hands*.

f. I'm (I am) longing for the day I see your face.

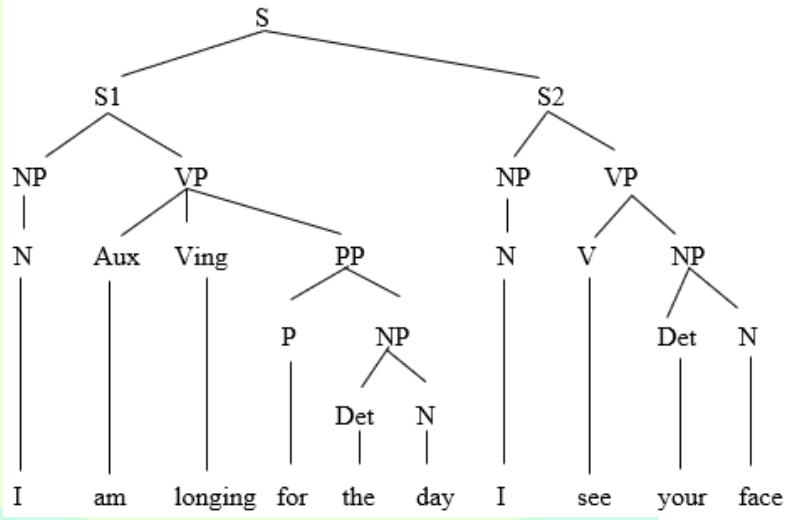

Figure 5. 21 Tree Diagram 21

This sentence contains two independent clauses *'I am longing for the day'* and *'I see your face'.* So, the sentence can be classified into compound sentence.

The tree diagram surely indicated that the sentence was broken down into S1 and S2. S1 was constructed from NP and VP which could be broken down into more specific constituents, such NP was constructed from N, *I*; VP was constructed from aux + Ving + PP *am longing for the day.* The VP could be broken down into Aux *am*, Ving *longing*, and PP *for the day*.

S2 was constructed from NP and VP that could be broken down into more specific elements. The NP could be broken down into N, *I*. The VP was constructed

from V + NP *see your face* which could be broken down into V *see* and NP *your face*.

g. I'll (I will) always be there, like you've been there.

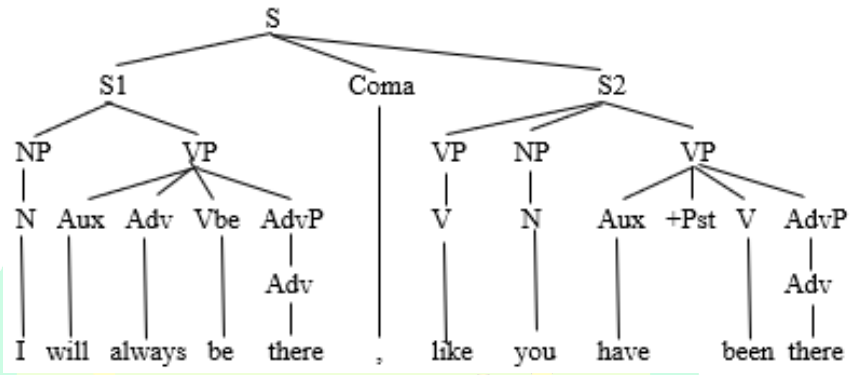

Figure 5. 22 Tree Diagram 22

This sentence also has two independent clauses which coordinated by coma. The first clause was *'I will always be there'*, and the second clause was *'like you have been there'*. Therefore. This sentence was classified as compound sentence.

The tree diagram clearly indicated that the sentence was broken down into S1 and S2. S1 was constructed from NP and VP that could be broken down into more specific elements. The NP could be broken down into N *I*, the VP could be broken down into Aux + Adv + V be + Adv P, *will always be there*. From there the VP could be specified more specifically as the Aux was *will*, followed by Adv of frequency *always*, then there came the main verb *be* which followed by Adv P *there*.

The coma obviously took part as the coordinator of the S! and S2, while the word *like* took part as the conjunction connecting the sentences.

S2 was constructed from NP + VP which could be broken down into more specific constituents. The NP was constructed from N *you*, and the VP was constructed from Aux + V be + Adv P *have been there*. Then, the VP could be

broken down into more specific constituents, the main verb was verb be *been*, preceded by auxiliary *have*, and followed by Adv P *there*.

h. Everything that I do is to make you proud.

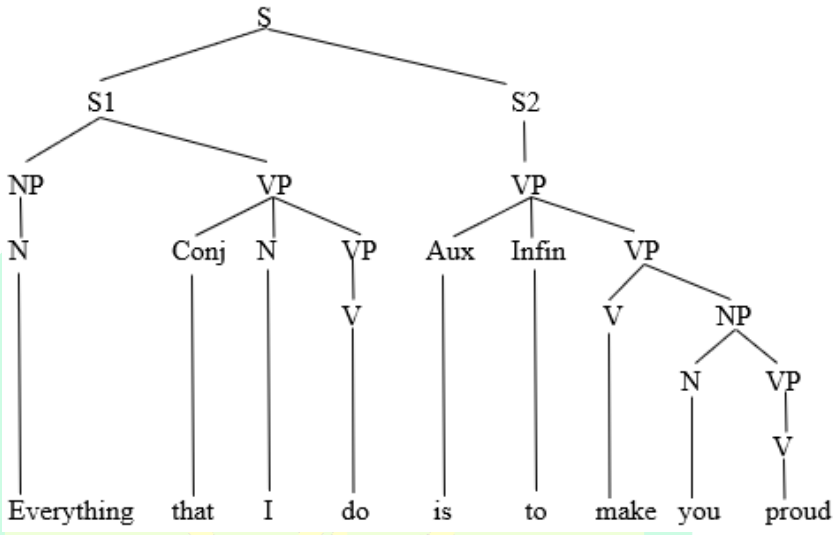

Figure 5. 23 Tree Diagram 23

There were two clauses in the sentence. The first clause was *'everything that I do'*, and the second clause was *'is to make you proud'*. So, the sentence could be classified into compound sentence.

Observing the tree diagram, it indicated that the sentence was consisted of S1 and S2 which each could be broken down into more specific elements. S1 was constructed from NP and VP, the NP was broken down into N, *everything* and the VP was broken down into DA + N + VP *that I do* which represent demonstrative adjective *that*, noun *I*, and verb *do*.

S2 was constructed from VP which broken down into V be + Infinitive + VP *is to make you proud*. The V be *is* was followed by infinitive *to make* and NP *you proud*.

i. It's (it is) way too late, but I'm still wide awake.

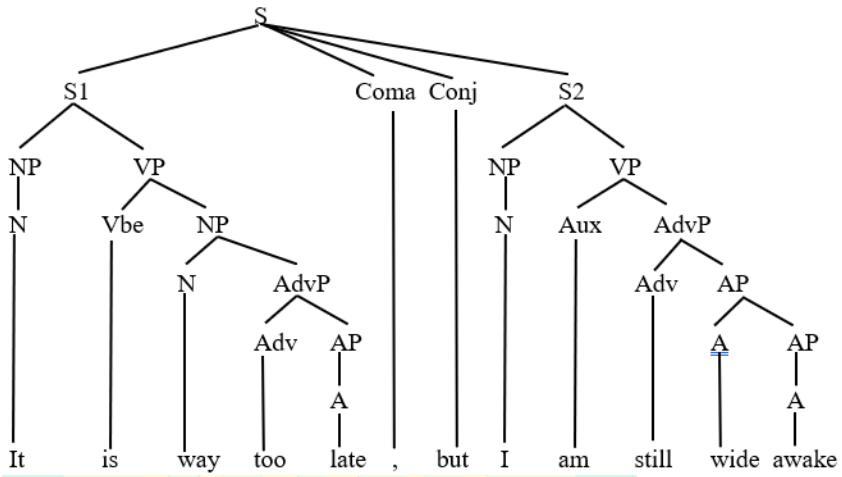

Figure 5. 24 Tree Diagram 24

Observing the sentence, there are two clauses *'it is way too late'* and *'but I am still wide awake'* which are coordinated by coma and conjunction *but*.

The tree diagram above indicated that the sentence was broken down to S1 + coma + conj + S2 which could be broken down into more specific elements. S1 was constructed from NP and VP, the NP was *it* and the VP was the construction of Vbe + NP *is way too late.* S2 was constructed from NP and VP either. The Np was the construction of N *I*, and the VP was the construction of Aux + AdvP *am still wide awake.*

PONOROGO

j. I know sometimes I should relax my mind.

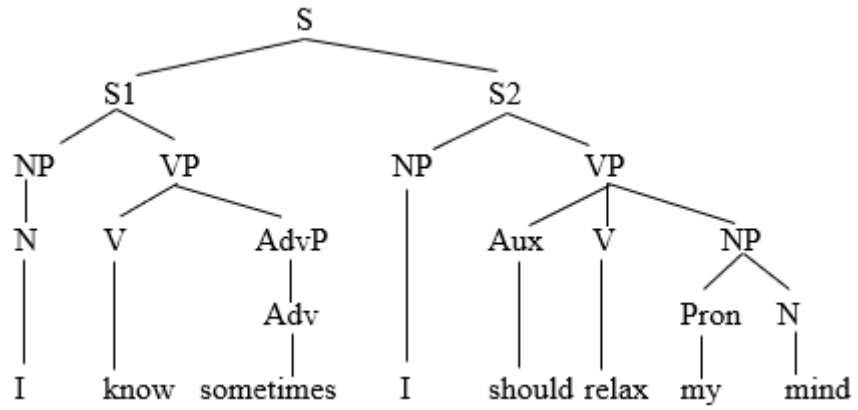

Figure 5. 25 Tree Diagram 25

The sentence contains two independent clauses, *'I know sometimes'* and *'I should relax my mind'*.

The tree diagram clearly indicated that the sentence S was constructed from S1 and S2. S1 was constructed from NP and VP which could be broken down into more specific constituents, such NP was broken down into N *I*, and VP was broken down into V and AdvP *know sometimes*. S2 was constructed from NP and VP which could be broken down into smaller units such NP was broken down into N *I*, VP was broken down into Aux + V + NP *should relax my mind.* The verb was *relax* preceded be auxiliary *should* and followed by NP *my mind*.

PONOROGO

k. Plant one seed and you can grow a tree.

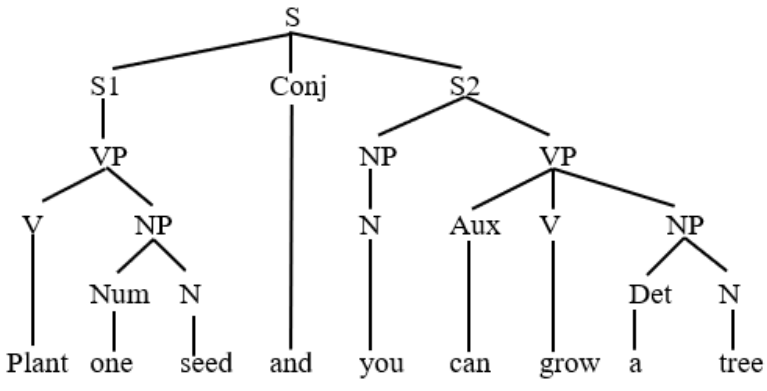

Figure 5. 26 Tree Diagram 26

There were two independent clauses coordinated by conjunction *and* in the sentence. The first clause was *'plant one seed'*, the second clause was *'you can grow a tree'*.

The tree diagram above indicated that the sentence S was constructed from S1 and S2. S1 was constructed from VP which could be broken down into V and NP *plant one seed*. S2 was broken down into NP and VP, the NP was constructed from N you and the VP was constructed from Auxiliary *can*, verb *grow* and NP *a tree*.

PONOROGO

l. He's (he has) lost in doubt, all he cares about is to find a way of fitting in.

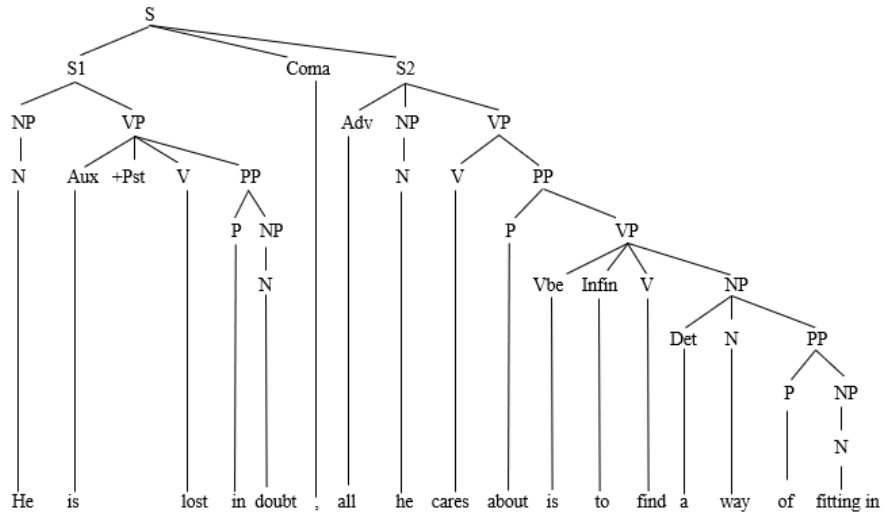

Figure 5. 27 Tree Diagram 27

The first clause of the sentence consists of two sentences, *'he is lost in doubt'* and *'all he cares about is to find a way of fitting in'*.

The tree diagram indicated that the sentence was constructed from S1 and S2. S1 was broken down into NP and VP, the NP construction was N *he*, and the VP construction was Aux + V + PP *is lost in doubt*. S2 was broken down into adverb phrase of adverb *all*, NP and VP. The NP was constructed from N *he*, and the VP was constructed from V + PP *cares about is to find a way of fitting in.*

PONOROGO

m. Let's (let us) make this day a day to remember.

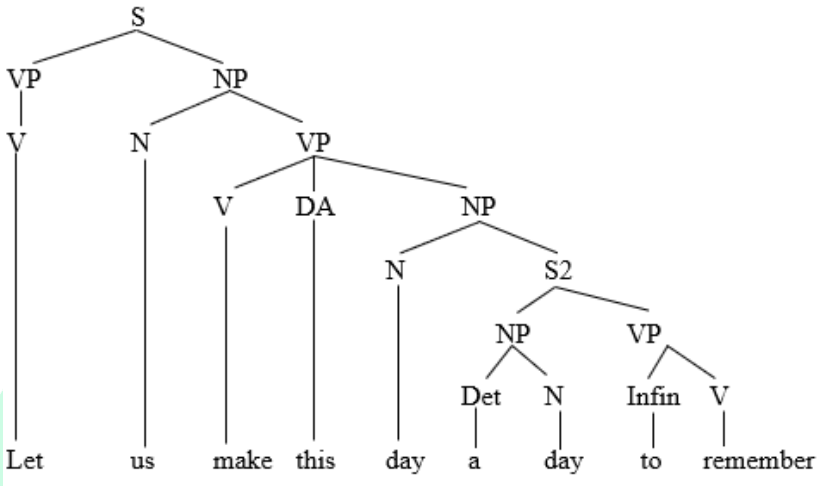

Figure 5. 28 Tree Diagram 28

The sentence above was classified into compound sentence as it contained 2 independent *clauses 'let us make this day'* and *'a day to remember'*.

The tree diagram indicated that the sentence S was constructed from VP, NP, and VP there was VP *let* at the beginning of the sentence, followed by NP *us*, the came the VP *make this day*. The S2 later came with the construction NP *a day* and VP *to remember*.

n. I know you've (you have) walked in my shoes.

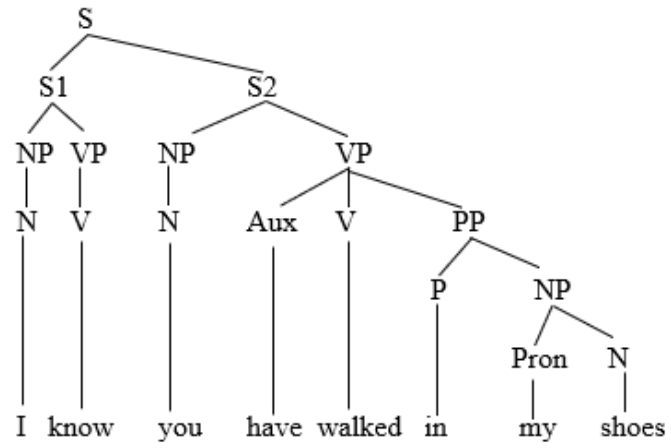

Figure 5. 29 Tree Diagram 29

The sentence contains two independent clauses *'I know'* and *'you have walked in my shoes'*. So, the sentence was classified into compound sentence.

The sentence S was constructed from S1 an S2 which each could be broken down into more specific constituents. S1 was constructed from NP of noun *I* and VP of verb *know*. S2 was constructed from NP and VP either. The NP was *you*, while the VP was broken down into Aux + V + PP *have walked in my shoes*.

o. You don't (do not) need to solve all of my problems.

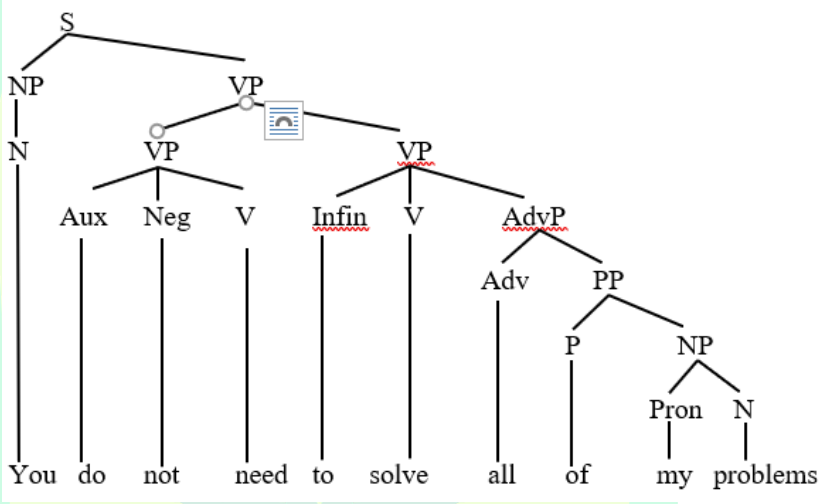

Figure 5. 30 Tree Diagram 30

The sentence above contained two heads of clauses *'you do not need'* and *'to solve all of my problems'*. The sentence could be classified as compound sentence since the clauses have the equal function.

The sentence S was broken down into NP and VP that could be broken down into more specific constituents. The NP was constructed from N *you*, and the VP was constructed from VP + VP *do not need to solve all of my problems*. The previous VP was constructed from Aux + Negative + V *do not need* and the later VP was constructed from Infinitive + V Adv P *to solve all of my problems*.

p. I got a blessing in my life, I couldn't (could not) live without it.

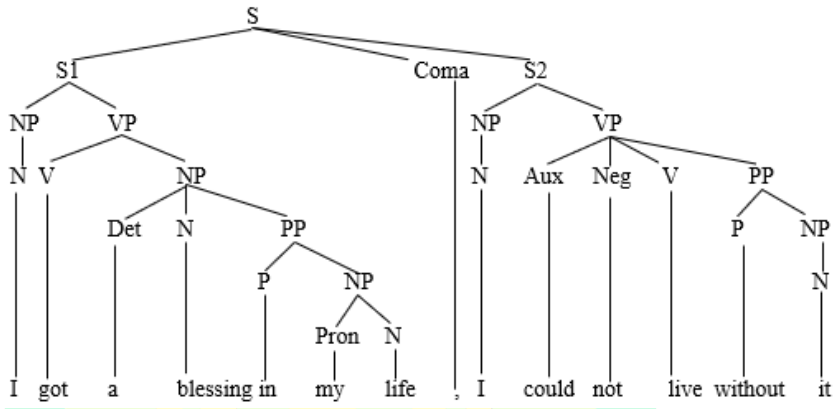

Figure 5. 31 Tree Diagram 31

There were two independent clauses coordinated by coma in the sentence. They were *'I got a blessing in my life'* and *'I could not live without it'*.

The tree diagram clearly shown that the sentence S was constructed from S1 and S2 which coordinated by coma. S1 and S2 could be broken down into more specific constituents. S1 was constructed from NP and VP, the NP was *I*, the VP was constructed from V and NP *got a blessing in my life*. S2 was constructed from NP and VP either, the NP was constructed from N *I*, and the VP was constructed from Aux + Neg + V + PP *could not live without it.*

q. You broke the shackles and brought light.

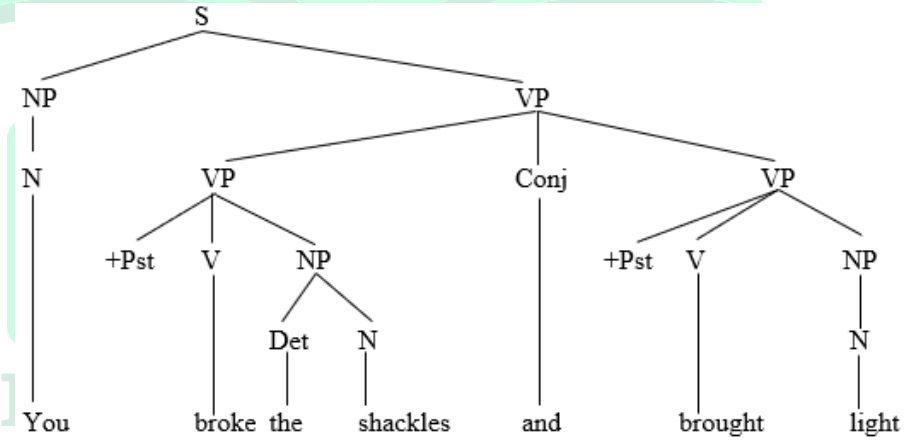

Figure 5. 32 Tree Diagram 32

The sentence above contained two main verbs as heads of clauses *'you broke the shackles'* and *'brought light'* which coordinated by conjunction *'and'*.

Observing the tree diagram, the sentence S was broken down into NP and VP. The NP was constructed from N *you*, and the VP was constructed from VP + Conjunction + VP *broke the shackles and brought light.* The VP construction could be broken down into more specific constituents such the previous VP was constructed from V and NP *broke the shackles*, then came the conjunction *and* in between, and the later VP was constructed from V and NP *brought light*.

r. You're (you are) the reason I never give up.

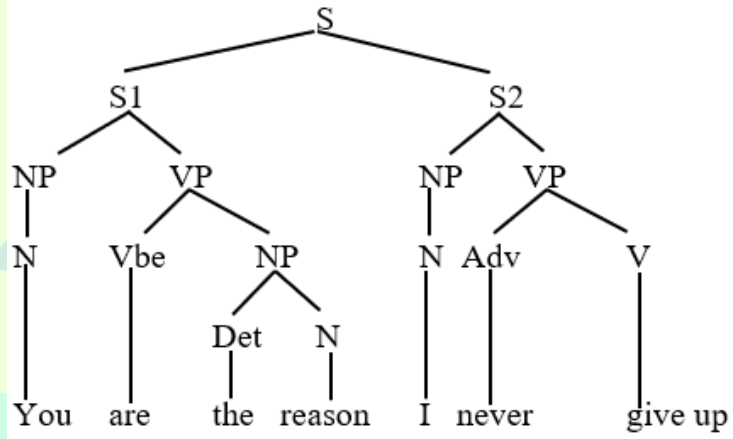

Figure 5. 33 Tree Diagram 33

The sentence above was compound sentence as it was consisted of two clauses *'you are the reason'* and *'I never give up'*.

The tree diagram shown that the sentence S was constructed from S1 and S2 which each could be broken down into more specific elements. S1 was constructed from NP and VP, the NP was *you* and the VP was broken down into Vbe + NP *are the reason*. S2 also was constructed from NP and VP, the NP was *I*, the VP was formed from adverb of frequency *never* and verb *give up*.

s. You're (you are) The One I try for, live my life for.

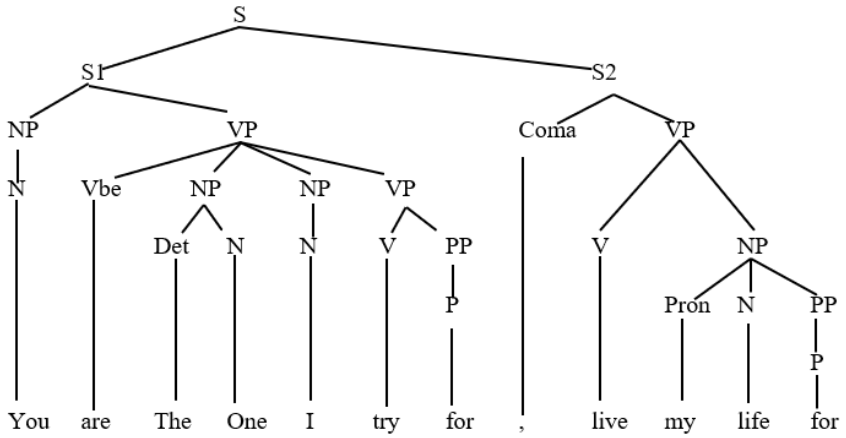

Figure 5. 34 Tree Diagram 34

The sentence above was constructed from two sentences *'you are the one I try for'* and *'live my life for'*.

The tree diagram showed the construction of each sentence. S1 was constructed from NP and VP. NP was broken down into N *you*, VP was broken down into Vbe + NP + VP *are the one I try for*. S2 was constructed from VP *live my life for*.

t. You are the love I need.

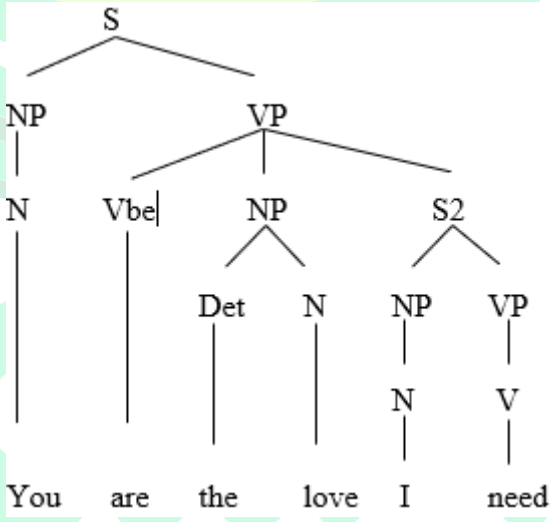

Figure 5. 35 Tree Diagram 35

PONOROGO

Observing the sentence, there are two clauses in the sentence. They are *'you are the love'* and *'I need'*.

The sentence S was constructed from NP and VP which could be broken down into more specific elements. NP was broken down into N *you*, VP was broken down into Vbe + NP + S2 *are the love I need*. The S2 came later after the NP and was constructed from NP *I* and VP *need*.

u. I know my life ain't (is not) perfect.

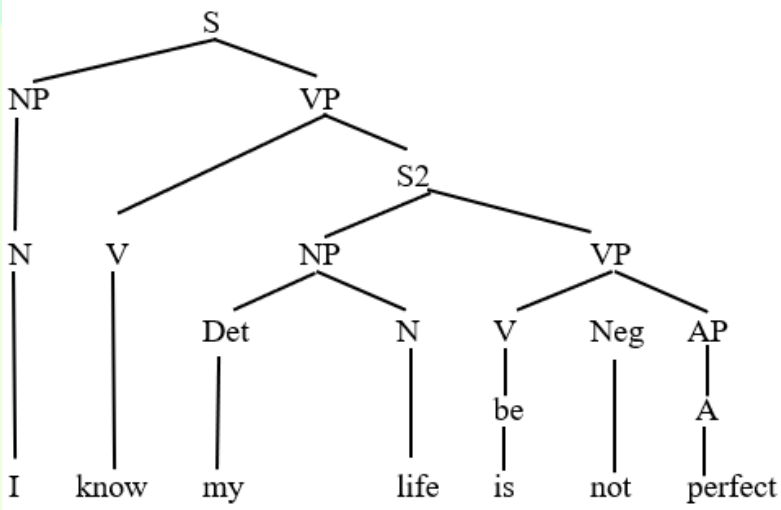

Figure 5. 36 Tree Diagram 36

This sentence is constructed from two clauses *'I know'* and *'my life is not perfect'*.

The tree diagram above indicated that the sentence S was constructed from NP, VP and S2. The NP construction was N *I*, the VP construction was V *know*, and the S2 construction was NP + VP *my life is not perfect*.

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v. You called everyone to believe in Allah.

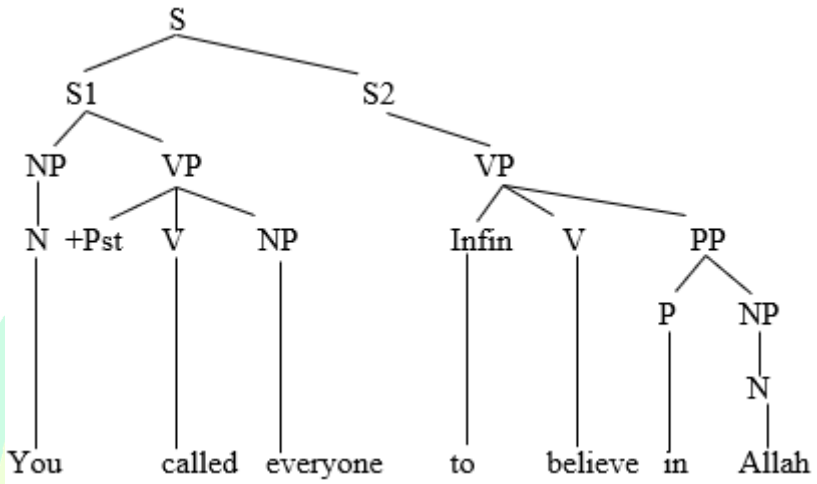

Figure 5. 37 Tree Diagram 37

The sentence above consists of two clauses, *'you called everyone'* and *'to believe in Allah'*. So the sentence could be classified into compound sentence.

The tree diagram shown the constructions of the sentence S. it is constructed from S1 and S2. The construction of S1 was NP *you* and VP *called everyone*. The construction of S2 was Infinitive + V +PP *to believe in Allah*.

w. I'm (I am) not trying to break your trust.

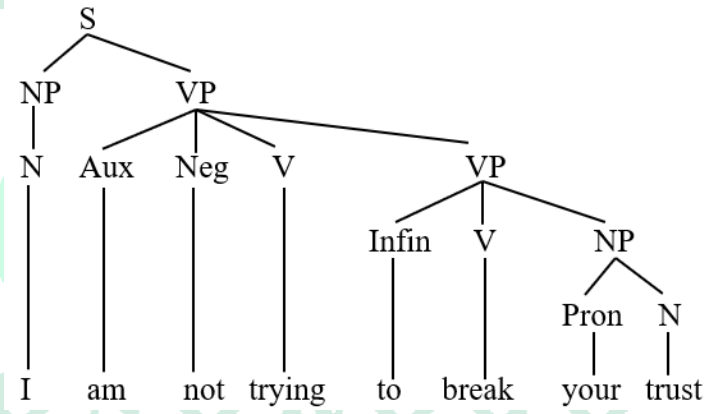

Figure 5. 38 Tree Diagram 38

This sentence is constructed from two clauses as well. There are two heads of phrases formed two equal clauses, *'I am not trying'* and *'to break your trust'*.

Observing the tree diagram, the sentence S was broken down into NP and VP which has construction in each. The NP was constructed from N *I*, and the VP was constructed from two verb phrases. The previous VP was constructed from Aux + Neg + V *am not trying*, and the later VP was constructed from Infinitive + V + NP *to break your trust*.

3. Complex Sentences

a. There are things in life that money just can't (cannot) buy.

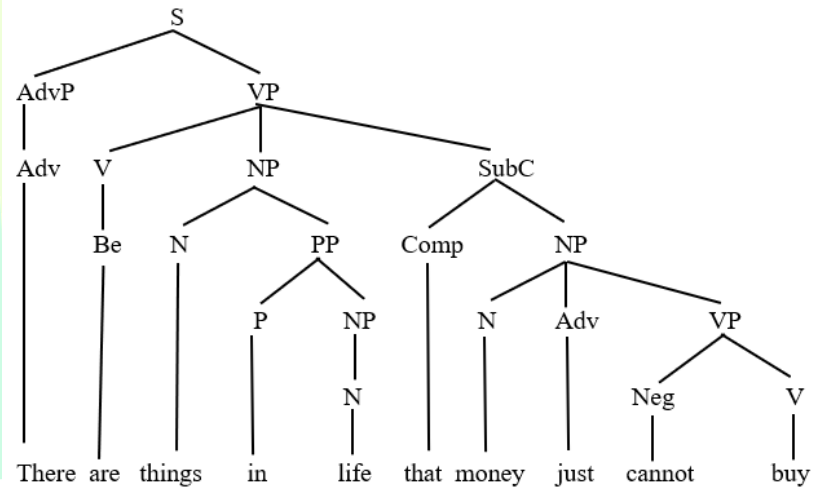

Figure 5. 39 Tree Diagram 39

In this sentence, there are one independent clause *'there are things in life'* and one dependent clause *'that money just cannot buy'*.

The tree diagram indicated that the sentence S was broke down into AdvP and VP. The construction of AdvP was Adv *there*, and the construction of VP was V + NP +SubC are things in life that money just cannot buy. The Vwas verb be *are*, the NP was N + PP *things in life*, and the construction of SubC was complementizer + NP + VP *that money just cannot buy*.

b. You showed just how much you cared.

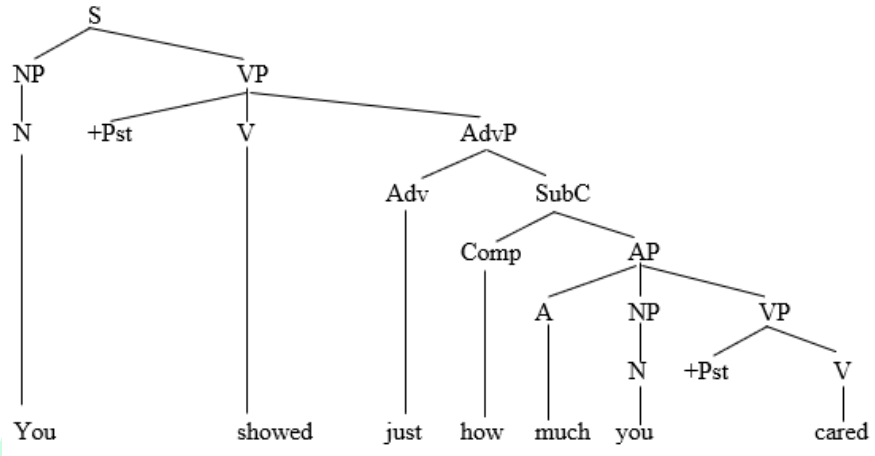

Figure 5. 40 Tree Diagram 40

In the sentence, there are two clauses of an independent and a dependent forming a complex sentence *'you showed just how much you cared'.*

The tree diagram indicated that the sentence S was constructed from NP, VP and SubC. The NP was constructed from N *you*, the VP was constructed from V + AdvP + SubC *showed just how much you cared*. The construction of SubC was complementizer + AP + VP *how much you cared.*

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c. There are days when I just don't want to talk.

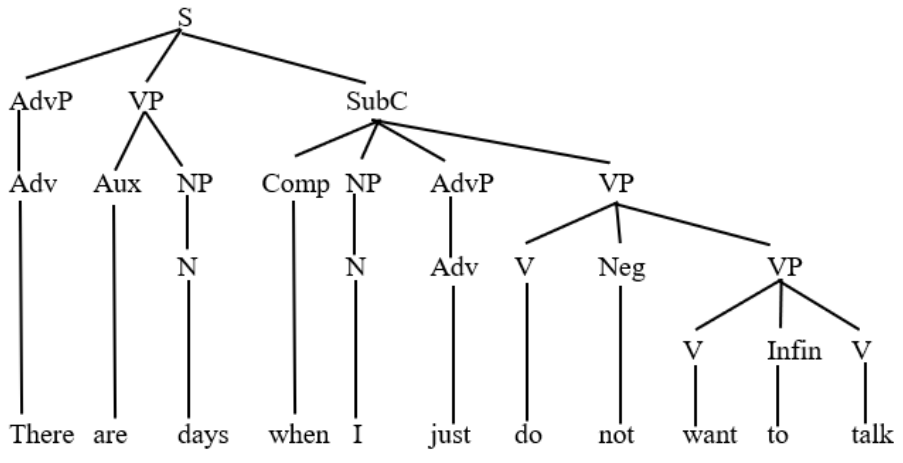

Figure 5. 41 Tree Diagram 41

There are two clauses in the sentence, an *independent 'there are days'* and a dependent clause in the sentence *'when I just do not want to talk'.*

The tree diagram above clearly indicated that the sentence S was constructed from AdvP, VP and SubC. The construction of AdvP was Adv *there*. The construction of VP was V + NP *are days*. The construction of SubC was complementizer + NP + AdvP + VP *when I just do not want to talk*.

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d. She's (she is) wondering how to fix her scarf.

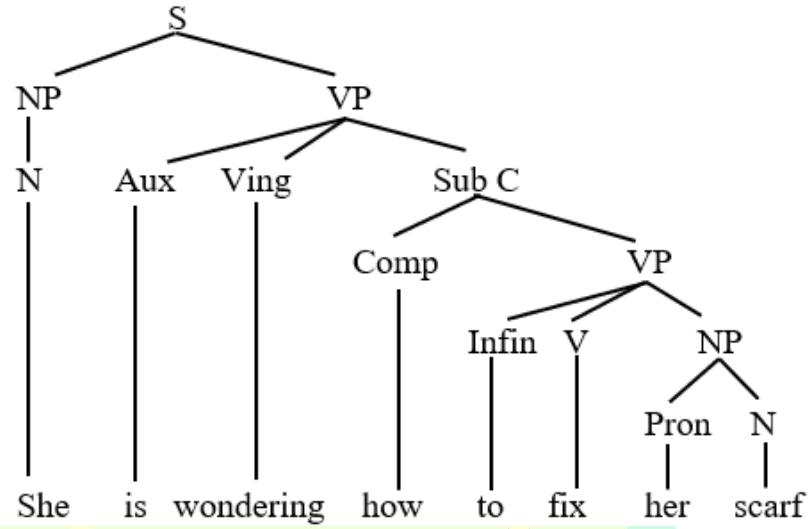

Figure 5. 42 Tree Diagram 42

In the sentence, there are two clauses of an independent and a dependent. The independent clause was *'she is wondering'* and the dependent clause was *'how to fix her scarf'*.

The tree diagram indicated that the sentence S was constructed from NP and VP. The NP was broken down into N *she*, the VP was broken down into Aux + Ving + SubC *is wondering hoe to fix her scarf.* The construction of the SubC was Complementizer + VP *how to fix her scarf.*

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e. It's (it is) your biggest dream that means you’ve got to strive.

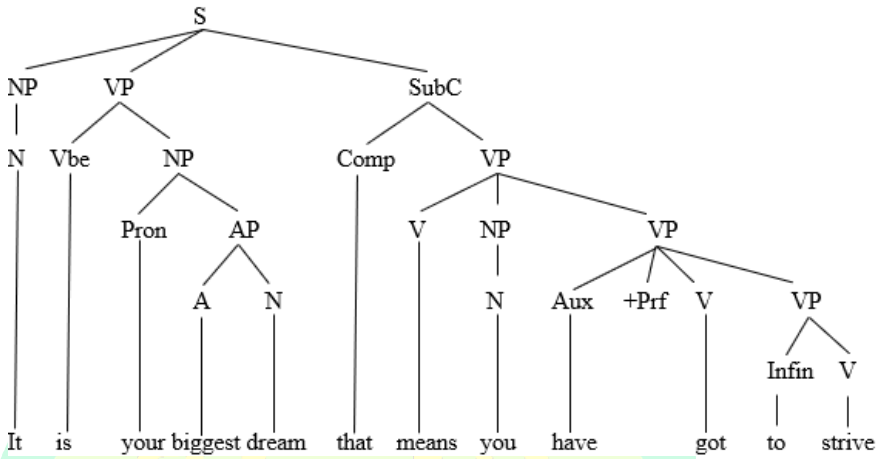

Figure 5. 43 Tree Diagram 43

In the sentence, there are two clauses, an independent *‘it is your biggest dream’* and a dependent *‘that means you have got to strive’*.

Observing the tree diagram above, the sentence was constructed from NP + VP + Sub C. NP was broken down into N, *it*; VP was broken down into V be and NP, *is your biggest dream*; the and Sub C was broken down into complement and VP, *that means you have got to strive*. The construction of Sub C could be broken down into more specific constituents, such the complement was that, and the VP was constructed from V + NP + VP *means you have got to strive*. The V was *means*, the NP was *you*, and the VP was broken down into Aux + V + VP *have got to strive*.

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CHAPTER VI

CLOSING

In this chapter, the researcher is going to conclude the result of the current research according to the findings and discussions. The researcher also writes suggestions and recommendations related to the analysed topic.

A. Conclusion

Based on the data analysis in the previous chapters, the researcher draws conclusion as below:

1. There are three major types of sentences of simple sentences, compound sentences and complex sentences found in the specific data. Simple sentence contains only one independent clause. Compound sentences contains two or more independents clause. Complex sentence contains an independent clause and one or more dependent clause.
2. Based on the discussion of the research, there are 43 sentences in the data. The sentence structures were compound sentence with total 23 sentences out of 43 sentences, simple sentence with total 15 sentences, then complex sentence with total 5 sentences.

B. Suggestions

Considering the importance of constructing and understanding the sentence structure in the daily life, the researcher would like to suggest the readers some points.

1. The English Teachers

   In this era, people might have gotten more familiar and more attracted to music and song. The teacher should figure more ways to attract the student interest to study English and show them that studying can be flexible, enjoyable and fun. The textbook is not the only source to study English sentence construction.

2. The Students

The students should know that studying sentence construction is very helpful in order to improve the four English skills and to minimize the misunderstanding and miscommunicating in daily life.

3. The future researchers

It is hoped that there will be students conduct research on related topic with different point of view, hoping there will be new findings dealing with syntactical study. The researcher wishes that the current research may be a help and guidance for those who are interested in learning and researching about syntactical topics.

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