

**AN ANALYSIS OF SENTENCE STRUCTURE IN A SHORT
STORY USING TRANSFORMATIONAL GENERATIVE
GRAMMAR**

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining
the Bachelor's Degree in English Language Education



By:

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Wassalamu'alaikum wr. wb.

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DEDICATION

Praise is given to Allah SWT who has blessed the researcher so that the researcher could finish the thesis. This research is done because of many supports and motivations. This thesis is completed to be dedicated to:

1. My beloved mom and dad constantly support me with material, prayer, love, and patience. They are the best supporter of the researcher
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3. All of my friends who always support me in finishing this research
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MOTTO

“Follow your dream like breaker.

Even if it breaks down,

Don't ever run backwards, never.

Because the dawn right before the sun rises is the darkest”

“The morning will come again.

No darkness, no season is eternal”

BTS 방탄소년단 – Spring Day

ABSTRACT

Title : An Analysis of Sentence Structure in a Short Story using Transformational Generative Grammar

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The aims of this research were to find out the sentence structures, the dominant sentence structure used, and to explain syntactically analysis of every sentence in short story by Akramulla. This research used content analysis with a descriptive qualitative approach. The researcher used Chomsky's theory namely Transformational Generative Grammar to analyzed the data. The result showed that there were 34 sentences collected from the short story. These collected data show four types of sentence structure namely simple sentences consisting of 14 sentences, compound sentences consisting of 8 sentences, complex sentences consisting of 9 sentences, and compound-complex consisting of 3 sentences which are portrayed in the tree diagram. Through the discussion, the researcher found that the simple sentence mostly appears rather than a complex sentence, compound sentence, and compound-complex sentence.

Keywords: *Syntax, Tree diagram, Sentence structure, Short story*

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At last, criticism and suggestion are appreciatively accepted with the purpose of improving this research and being helpful for further research and for everyone who needs additional information related to the topic of this research.

Semarang, 07 October 2022
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CHAPTER I

INTRODUCTION

This chapter explains the research's background, the reason for choosing the topic, the research questions, the research objective, the research's limitations, and the significance of the research.

1.1 Background of the Research

Human is social creatures that need to interact and communicate. They use language as a communication tool to understand each other. Language is an inborn factor, it means that humans are born with a set of rules about language. Based on Chomsky's theory "language is termed nativist, in the strongest sense of mentalism"(Chomsky, 1989)¹. When children learn about language, they acquire language in a natural way such as from the adult surrounding them. It subconsciously recognizes what their language looks like. The environment teaches them to understand language without grammatical rules.

Generally, language is the most effective communication tool to convey ideas, thoughts,

¹ Chomsky, N. (1989). (*The convergence series.*) New York: Praeger, 1986. Pp. xxix, 307. 6, 213–231.

information, and goals to others. In addition, the function of language has an important role in establishing social relationships and cooperation in human life. Communication can be a success if someone conveys clearly both orally and in writing that has a purpose so it not to cause confusion. Moreover, Expression in conveying goals is also important in communication. This will support a situation that does not give rise to misunderstandings. Body language and eye contact are also part of an expression. Speakers who can control their expression will be easier to understand the intent and purpose.

According to Keraf (1997)², the function of language is not only as a means of communication and self-expression but also has certain functions according to human needs such as a tool to regulate and adapt to social integration. Good interaction will provide feedback between the speaker and his interlocutor.

Understanding the function of language as communication, the definition of language itself is very diverse in linguistics. The following are several theories of experts about the meaning of language:

² keraf, G. (1997). *Komposisi: Sebuah Pengantar Kemahiran Bahasa*. Nusa Indah.

Aristotle stated that “language (λόγος) is to indicate the advantageous and the harmful, the right and the wrong, while animals can only emit voice to indicate painful and pleasant things”(Modrak, 2009)³. Here the meaning of language is not from the human voice but is determined by the way of interpretation. Language is only understood by humans while other creatures such as animals, according to them, language is to communicate with sound to express their intentions. This point is clear to distinguish the use of human language from other animals.

Jack C. Richards and Richard Schmidt define that “language is a system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances”(Richards & Schmidt, 2010)⁴. Agreeing with Aristotle, they developed a further definition of language as human communication that is more complex and structured with human communication

³ Modrak, D. K. W. (2009). *Aristotle's theory of language and meaning*. Cambridge University Press.

⁴ Richards, J. C., & Schmidt, R. (2010). Dictionary of language teaching and applied linguistics. In *Proceedings of the 21st Asian Pacific World Science Society (APWSS) Conference, 2-6 October 2007, Colombo, Sri Lanka*.

systems. When compared to animals, the word "language" refers to a non-human system of communication. Animals have a different communication system than humans. Human languages are generally universal with common characteristics that can be understood in all languages. "Human languages have something similar to this communication, but has a major difference compared to both" (GEE, 1993)⁵. There are two types of animal communication systems, namely bees which can tell the distance where the nectar is, and monkeys which produce a lot of sounds in a variety of situations to convey messages to their group.

Edward Sapir believes that "Language is primarily a cultural or social product and must be understood as such"(Sapir, 1929)⁶. Language is part of culture because language represents a country and has a relationship with behavior and customs. Allah says in the Qur'an about the diversity of languages

وَمِنَ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْلَافَ السِّنْيَةِ وَالْوَنُكُرَ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

⁵ GEE, J. P. (1993). *An Introduction to Human Language: Fundamental Concepts in Linguistics*. Prentice Hall, 1993.

⁶ Sapir, E. (1929). The Status of Linguistics as a Science. *Language*, 5(4), 207.

“And one of His signs is the creation of the heavens and the earth, and the diversity of your languages and colors. Surely in this are signs for those of ‘sound’ knowledge”. (Ar-Rum: 22)

The sura above describes the diversity of languages that exist on earth. Humans who are born have their mother tongue according to the location where they were born. To broaden their view of the world, they must learn a foreign language. One of the most popular and widely used foreign languages is English.

English is one of the most widely used foreign languages in the era of globalization. It has an important role in building international relations. For example business, politics, student exchange, lingua franca, international communication, state relations, etc. English is widely spoken by the community both as a mother tongue and as a second language. As a foreign language, sometimes English is misinterpreted by ordinary people who cannot distinguish English as a foreign language and English as a second language. A significant difference between the two is that English as a foreign language (EFL) is not widely spoken by people or the language is not dominantly used in a country such as Japan, while

English as a second language (ESL) is a country where English is daily used like Australia.

Regarding the function of English as a foreign language, it is very important to be taught to the students. Language skills such as reading, writing, listening, and speaking will be effective to develop students' communicative competence and the ability to use English to gain access to social, vocational, educational, or professional opportunities. This is the reason why English is important to teach in school. In Indonesia, the English language is taught when students begin studying in elementary school until college.

In elementary school, students are taught the alphabet, greetings, colors, etc. Then in high school, students are taught what are grammar, tenses, part of speech, narrative text, and so on. Learning English as a foreign language continues until tertiary institutions, especially for students who are interested in studying further and entering the English language study program. One of the materials taught in universities is syntax. Syntax is the study of linguistics that focused on sentence structure.

The term "syntax" is from Greek syn- (together) and taxis (arrangement). It means the basic rules for

constructing sentences in a language. Syntax refers to the basic rules directly that determine the sentence structure of any own language. Thus, it concludes that human beings use grammar to create complete messages.

Chomsky (1957)⁷ stated that “Syntax is the study that how to combine words into the bigger linguistic unit, especially to conceive phrase or sentence”. Syntax as a part of linguistics is the study of the structure of sentences that words are put together to form phrases and sentences. Syntax deals with the rules of grammar to arrange and relate between words, phrases, and clauses forming sentences. Haegeman & Wekker (1985)⁸ define “syntax as determining the relevant componential parts of a sentence”. Gleason states that “syntax may be roughly defined as the principles of arrangement of the constructions (words) into larger constructions of various kinds” (Djoko Srijono, 2010)⁹. “Syntax is the system of rules and categories that underlies sentence formation in

⁷ Chomsky, N. (1957). Syntactic Structures. In *Language* (Vol. 33, Issue 3).

⁸ Haegeman, L., & Wekker, H. (1985). *A modern course in English syntax*. Routledge.

⁹ Djoko Srijono. (2010). *An Introductory Course of Linguistics*. Muhammadiyah University Press.

human language“(O’Grady et al., 1997)¹⁰. “Syntax is more narrowly defined as the structure of sentences, clauses, and phrases” (Bloomer et al., 2005)¹¹.

According to the definitions of the syntax above, it concluded that syntax is the relation between words, phrases, and clauses forming sentences based on grammatical rules. Learning syntax is important since it studies how sentences are formed and arranged based on the grammatical rule. Students who arrange the correct sentences can make good communication and writing.

Regarding sentence structure, it is particular grammar. Farlex (2009)¹² stated that sentence structure is the grammatical arrangement of words. In syntax, sentence structure is explained more detail. Because syntax and sentence structure are frequently compared.

Sentence structure can be formed in two ways: phrase structure (constituent structure) and tree diagram. A tree diagram with syntactic category information is called a phrase structure tree that provides a sentence as

¹⁰ O’Grady, W., Dobrovolsky, M., & Katamba, F. (1997). *Contemporary linguistics*. St. Martin’s.

¹¹ Bloomer, A., Merrison, A. J., Griffiths, P., & Merrison, A. (2005). *Introducing language in use: A course book*. Psychology Press.

¹² Farlex. (2009). The Farlex Grammar Book: Complete English Grammar Rules. In *Farlex International*.

both a linear string of words and a hierarchical structure with phrases nested in phrases. The tree diagram is representing speaker knowledge. Sometimes we speak without realizing that the sentences we are making have a certain form. However, it can examine the actual study that focuses on speech production and comprehension.

Grammar is the form of sentence and utterance (Carter & McCarthy, 2006)¹³. There are two principles of grammar namely syntax and morphology. Therefore, the basic element that includes in them is structure. Any language's grammatical patterns are referred to as "structures," and each structure is made up of elements. Sentence structure may be used in morphology as a tool to measure the sentence. It indicates if a sentence is grammatically or not (Berry, 1977)¹⁴.

A sentence is the fundamental grammatical unit in grammar. It expresses a whole notion with a collection of words. Subject and predicate are the two parts of a sentence. Based on structure, sentences have four types of sentence structure: simple, compound, complex, and

¹³ Carter, R., & McCarthy, M. (2006). *Cambridge grammar of English: a comprehensive guide; spoken and written English grammar and usage*. Cambridge: Cambridge, 973.

¹⁴ Berry, M. (1977). *An introduction to systemic linguistics-2. Levels and links*. New York: St (p. 4). Martin's Press.

compound-complex. Rozakis (2003)¹⁵ says that in “English sentence there are four sentence types: 1) simple sentence, 2) compound sentence, 3) complex sentence, and 4) compound-complex sentence”.

A basic sentence in the English language is a simple sentence. It's implied that it only has one concept. One independent clause, or main clause, follows from its contents. Its clause is independent of the other clauses in the sentence and can stand alone. Freeman (1999)¹⁶ explains that a “simple sentence contains at least one subject and one verb and can stand alone as an independent clause”. Based on Bornstein’s book, there are four types of simple sentences such as positive emphatic sentence, negative sentence, interrogative sentence, and an imperative sentence.

The second type of sentence structure is a compound sentence. This sentence contains two independent clauses and two or more simple sentences. Downing & Locke (2006)¹⁷ define that a “Compound

¹⁵ Rozakis, A. (2003). *English grammar for the utterly confused*. McGraw-Hill.

¹⁶ Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The Grammar Book (2nd Heinle \& Heinle Publishers*.

¹⁷ Downing, A., & Locke, P. (2006). *English grammar: A university course*. Routledge.

sentence has two syntactic relations that are unit of equal status and similar form”. In a compound sentence, the main clause connects with coordinating conjunction: for, and, nor, but, or, yet and so.

A complex sentence has only one independent clause and at least one subordinate clause or one (or more) dependent clause. A complex sentence is a type of multiple sentences. According to Diessel (2004)¹⁸, “complex sentences are grammatical constructions consisting of multiple clauses”. Kroeger (2005)¹⁹ stated that the “subordinate clause functions as a dependent, rather than a co-head”. Leech (2006)²⁰ explain that subordinate clauses can be divided into two categories that are tensed subordinate clauses and tense less subordinate clauses. The subordinate clause gives a fuller description and detail of the main clause. Based on the definition above, it can be concluded that a complex

¹⁸ Diessel, H. (2004). *The acquisition of complex sentences* (Vol. 105). Cambridge University Press.

¹⁹ Kroeger, P. R. (2005). *Analyzing grammar: An introduction*. Cambridge University Press.

²⁰ Leech, G., Deuchar, M., & Hoogenraad, R. (2006). *English Grammar for Today: A New Introduction*. Macmillan Education UK.

sentence is sentence consists of one independent clause and at least one dependent clause connect with subordinate conjunction.

The last type is a compound-complex sentence. This sentence has at least two independent clauses and at least one dependent clause. A compound-complex sentence is a combination between compound and complex sentences.

Usually, people speak or write without caring about the structure of their language used. It is normally when they are children or people that have not understood all of the structure of language. However, for the student of a university, it has to be better than all of them. Especially students in English Language Department should be able to identify and know the structure of languages such as morphology, syntax, semantics, pragmatics, and phonology. Students must be trained adequately in the structure of language. Moreover, the student has to be able to identify the basic structure of the sentence correctly such as subject, verb, adjective, adverb, etc. Therefore, the students learn about grammar from the first semester until the fourth semester.

Then, syntax subject in the fifth semester to know and comprehend the structure of language. In syntax,

students learn the structure in more detail and specifically. Also identify the structure such as clause, phrase, etc. Students have to know the structure as well by identifying the sentence.

For students, learning English as a second language is common to find learners who have problems constructing the correct sentence structure. It is caused because many students still don't understand kinds of the sentences. When they write something, they just write things without knowing the type of sentences that they used. Students are conscious of how to make a good sentence and sometimes not exactly in the placement of punctuation and conjunction in their writing; however, they must deeply consider whether their sentence is appropriate or inappropriate. So, they will need to know sentence errors to develop their writing correctly.

Regarding the description above, the researcher wants to describe and analyze the syntactic of sentence structures such as simple sentences, compound sentences, complex sentences, and compound-complex sentences. Based on the background above, the researcher wants to do research about:

“An Analysis of Sentence Structure in A Short Story using Transformational Generative Grammar”

1.2 Research Questions

The problem going to be discussed in this paper can be started as follow:

1. What type of sentence structures do exist in short story of *“The wolf and the lamb”* & *“The fox and the grapes”*?
2. What is the most dominant sentence structures used in short story of *“The wolf and the lamb”* & *“The fox and the grapes”*?

1.3 Research Objective

According to the research questions, the objectives of the research can be stated as follow:

1. To find out the type of sentence structures in short story of *“The wolf and the lamb”* & *“The fox and the grapes”*
2. To analyze the dominant sentence structure used in short story of *“The wolf and the lamb”* & *“The fox and the grapes”*

1.4 Significance of the Research

- **Theoretical benefit**

The researcher wishes that this result of the study will give additional information to the readers

- **Practical benefit**

The findings of the study are expected to give a contribution as follows:

a) For the student

This research can be used as additional knowledge for the students to know the types of sentence structure also can be useful for students to practice drawing tree diagrams and identifying the rules of phrase structure in the Syntax course.

b) For the lecturer

This research can be used as additional information in teaching syntax subjects, especially in sentence structure and tree diagrams.

c) For the future researchers

The study results can be very useful as a reference for other researchers with the same study interest.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents several theories related to this research. This theory is used as the basis for solving problems in this research. This chapter presents several main points: a review of previous research, a review of related literature: Syntax, Word class, Phrase structure, Clause structure, Sentence structure, Short story.

2.1 Review of Previous Research

Here the researcher chooses some previous researchers who are related to the analysis of syntax:

The first study was conducted by Novalinda Puspita, English Education 2018 State Islamic University of Syarif Hidayatullah Jakarta. Her title is *A Syntactic Analysis of Sentence Structure on A Fairy Tales by Akramulla Using Generative Transformational Grammar*. The writer used the qualitative analysis method. The objectives of her study are to find out the types of sentences used in fairy tales and the dominant type of sentences used in fairy tales. The researcher also used Noam Chomsky's theory to analyze the types of sentences into table and tree diagram.

The similarities of this study know the types of sentences used in the akramulla short story and portrayed in the

table and tree diagram. The difference from this study is the title of short story.

The Second Previous Study which also discussed the syntax analysis had been conducted by Khrisna Erlangga (2021) with the title is *An Analysis of Sentence Structure in Narrative Passages of The English Textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK"*. The writer used descriptive qualitative research with content analysis as the research method. He analyzed the data based on Creswell's theory, namely: preparing and organizing, coding, and representing the data. The result showed that there were 141 sentences that consisted of 55 simple sentences, 35 compound sentences, 47 complex sentences, and 4 compoundcomplex sentences found in the three narrative passages of the English textbook entitled "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" published by the Ministry of Education and Culture Indonesia 2017. The simple sentence mostly appears rather than other sentences.

The similarities of this study are to find out type of sentences and dominant sentence structures then portrayed in tree diagram. The different of this study is the researcher using Chomsky's theory to analysis the sentences.

The third study was conducted by Journal of English Language Education Literature (2019) with the title is *A Syntactic Analysis on Sentences Found in the English Textbook for the Tenth Grade Students Entitled "Bahasa Inggris Kelas X" (2017 revised edition) Published by Ministry of Education and Culture Republic of Indonesia*. This journal focused only on the discussion covering the identification of types of sentences and sentence structure. In addition, this journal uses a syntactic approach that is portrayed in the tree diagram. The finding of this journal shows that the English textbook has all types of sentences, based on both several clauses and their syntactic properties.

The similarities of this study are knowing the types of sentence structure portrayed in the tree diagram. The difference from this study is the researcher also analyzed the dominant type of sentence structures.

The fourth previous study was conducted by Lia Oktisa 2019, English Education study Program, IAIN Bengkulu University. The title is *THE ANALYSIS OF SYNTACTICAL ERRORS MADE BY STUDENTS' OF TBI IAIN BENGKULU IN WRITING THESIS ABSTRACTS (A Content Analysis on The Students' SI Thesis Abstracts of TBI IAIN Bengkulu Graduated at March 2018 Period)*. Her study aims to investigate the

syntactical errors, the dominant syntactical errors, and the factors that influence the students' syntactical errors in writing thesis abstracts in TBI IAIN Bengkulu. The researchers used content analysis with a descriptive qualitative approach. The data were collected through a datasheet. She found there were ten syntactical errors made by undergraduate students in writing their thesis abstract. The dominant syntactical errors made by the students were syntactical errors in using verbs.

The similar to this study is using syntactic analysis and used content analysis with a descriptive qualitative approach. The difference is the writer not only focuses on syntactical errors but also dominant syntactical errors made by students meanwhile the researcher to find out type of sentence structures portrayed in the tree diagram.

The fifth study was conducted by Hanifah, Pradhita Ali (2018), State Islamic University of Walisongo Semarang. Her title is *Syntactic analysis of inversion found in Jakarta Post: on Wednesday 19th of July 2017*. Her study aims to find out what the kinds of Inversion found in Jakarta Post are and what the contribution of the research to the English Language Education Department Program. This research employed qualitative research which used a content analysis method that described the kind of English inversion found in The

Jakarta Post. She collects the data using syntactical analysis data in the book, journal, and other documents. The result showed that Inversion found in Jakarta Post are 11 types of inversions.

Similar to this study it uses syntactic analysis and qualitative research. The differences are she found out the kinds of inversion and what the contribution of the research to the English Language Education Department Program meanwhile the researcher focused on what kinds the types of sentences structure and dominant sentence structure used in short story.

The last previous study was conducted by Azizah, Nur (2017) State Islamic University of Walisongo Semarang. Her title is A syntactic analysis of translation shift on Abdullah Yusuf Ali's translation of *sūrah al-Wāqī'ah*. This study aimed to find out the kinds of translation shifts which were introduced by Catford (1965) found in the English translation of *sūrah al-Wāqī'ah* in *The Holy Qur'an, Text, Translation and Commentary* (1934) by Abdullah Yusuf Ali. This study used qualitative study. The data were collected through documentation. The method was descriptive percentage analysis. This study focused on the syntactic analysis of translation shift on Abdullah Yusuf Ali's translation of *sūrah al-Wāqī'ah* which has 96 verses. The result of this

study showed that equivalence held the highest number with total numbers 40. Then, the most frequently found shift types occurred in Abdullah Yusuf Ali's translation of *sūrah al-Wāqī'ah* (Arabic into English) were Unit Shift and Structure Shift with the percentage of both is 44% (31) and 24% (17) from the total number of shift is 70. The other three shift types did not show any significant level of number of shift. Class Shift held 16% (11). Then Level Shift held 13% (9). And the lowest number of shift was Intra-System Shift which only held 2% (2).

The similarity of this study is used qualitative study in syntactic analysis. The difference from this study is the writer find out the kinds of translation shifts meanwhile the researcher find out types of sentence structures portrayed in the tree diagram.

According to the previous research, the researcher see that many researchers gain about Syntax. The researcher also interested to analyze the sentence structure. However, it is a different field. In this study, the researcher focused on type of sentence structures and dominant sentence structures used in short story. Then portrayed in tree diagram.

2.2 Review of Related Literature

Based on the previous related research findings above, this research discusses the types of sentence structure and dominant sentence structures used in short story by Akramulla using transformational generative grammar. The theoretical review below contains an explanation of this research. The previous study contains a description of the theory and findings from previous research that assists in preference and research activities. The discussion is presented under the following subheadings:

- 1) Syntax
- 2) Short story

2.2.1 Syntax

In linguistics, syntax is a study of the sentence of the language. Syntax is one of the major components of grammar. According to the traditional view, grammar is interrelated to the study of morphology and syntax. Morphology contributes to the understanding of words through the root word or the suffix and prefix that may be added. Syntax analyzes the meaning of the words within the sentence structure.

Radford (1988)²¹, states that “grammar is traditionally subdivided into two different but interrelated areas of study morphology and syntax. Morphology is the study of the formation of words (called morphemes) and syntax is the study of the construction of meaningful phrases, clauses, and sentences out of words”. In addition, syntax is a study of principles and processes by which sentences are constructed in a particular language (Chomsky, 2002)²².

According to Richard (1985)²³ “syntax is the study of how words are combined to form sentences and the rules which govern the formation of sentence”. Syntax describes the functions of noun, verb, adjective, adverb, preposition phrase, and adjectives clauses. Furthermore, syntax has part of speech consisting of a noun, a pronoun, a verb, an adjective, an adverb, a preposition, a conjunction, an interjection, and a determiner.

²¹ Radford, A., & Anderson, S. R. (1988). *Transformational grammar: A first course* (Vol. 1). Cambridge University Press.

²² Chomsky, N. (2002). Syntactic structures . Berlin: Mouton. *De Gruyter. Collins, MF (2010). ELL Preschoolers English Vocabulary Acquisition from Storybook Reading. Early Childhood Research Quarterly, 25*(1), 84–97.

²³ Richard, J., Platt, J., & Weber, H. (1985). Longman dictionary of applied linguistics. *Hongkong: Longman Group Ltd, 284.*

Based on the definition above, the researcher concludes that syntax is a study of grammatical units (phrases, clauses, and sentence syntactic structure) and word classes (part of speech).

1) **The analysis of syntactical theory**

Noam Chomsky's theory in his book syntactic structure (1957)²⁴, argues generative grammar of a language attempts to give a set of rules that will correctly predict which combinations of words will form grammatical sentences. Transformational Generative Grammar consists of three types of rules: phrase structure rules, transformational rules, and morphophonemic rules.

- **Phrase-structure rules**

Phrase-structure rules are a type of rewrite rule used to describe a given language's syntax and are closely associated with the early stages of transformational grammar (Chomsky, 1957).

Phrase structure rules are also called constituent structure rules because words, phrases, and sentences can all be constituents in a larger combination. The sentence "The girl can make

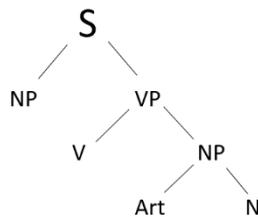
²⁴ Chomsky, N. (1957). Syntactic Structures. In *Language* (Vol. 33, Issue 3).

cookies” is generated by applying the following rules:

- S → NP + VP
- VP → Verb + NP
- NP → Det + N
- Verb → Aux + V
- Det → the, a, ...
- N → Cookies, girl, ...
- Aux → Will, can, ...
- V → Make, watch, ...

- **Transformational rules**

Transformational rules try to determine which sentences are related to one another and which are well-formed sentences. Transformational rules take a specific part of the structure, like a branch of the tree, away from one part of the tree diagram and attach it to a different part. For example:



Anya reads a novel

Transformational rules consist of deep structure and surface structure. Deep structures are the input to the semantic component, which describes their meaning. Surface structures are the input to the phonological component, which describes their sound.

- **Morpheme**

Morpheme is the smallest component of a word that contributes to its meaning. Morpheme is the smallest meaningful unit. The meaning can be grammatical (part of speech, tenses, etc.) and lexical (the dictionary meaning). There are two types of morphemes, namely free morpheme and bound morpheme.

- ✓ Free morpheme

A free morpheme is a morpheme that can stand alone as a word. For example: open, cat, read, happy.

Free morpheme is divided into two types: Lexical morphemes (*nouns, verbs, adjectives, and adverbs*) and functional morphemes (*conjunctions, prepositions, articles, pronouns, auxiliary verbs, modals, and quantifiers*).

- ✓ Bound morpheme

Bound morpheme can't stand alone and are usually tied to another morpheme. Bound morphemes are also called affixes (prefixes, suffixes, and infixes). For example:

Reuse: (Re + use) = Prefix + root

2) Word Classes

Word classes or part of speech is words are divided according to their function in a sentence. Some words belong to more than one-word class. For example: “help” can be a noun or a verb.

It looks like they need some help (Noun)

Could you please help me? (Verb)

There are eight parts of speech, namely:

- ✓ Noun: cat, car, Tom, etc.
- ✓ Pronoun: he, she, etc.
- ✓ Verb: walk, run, sleep, etc.
- ✓ Adjective: sad, smart, etc.
- ✓ Adverb: recently, very, etc.
- ✓ Preposition: by, in, from, etc.
- ✓ Conjunction: and, but, or, etc.
- ✓ Interjection: well, oh, um, etc.

Parts of speech are divided into open classes and closed classes. Open classes include nouns, verbs,

adjectives, and adverbs. The closed classes include pronouns, prepositions, conjunctions, articles/determiners, and interjections.

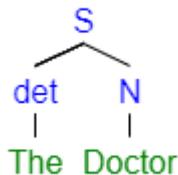
3) Phrase structure

In syntactic categories, types of constituent structure refer to: Noun phrase (NP), Verb phrase (VP), Adjective phrase (ADJ P), etc. According to Baker (1995)²⁵, phrase structure is how a sentence is organized into smaller units. Here are the types of phrases, as follow:

a) Noun phrase (NP)

A noun phrase can be optimally modified by determiners and adjectives that are nouns (usually a proper noun, pronoun, mass noun, and plural).

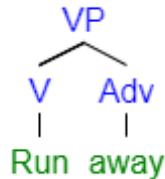
For example: The doctor



b) Verb phrase (VP)

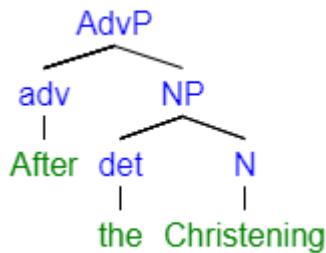
²⁵ Baker, C. L. (1995). *English syntax*. Mit Press.

Verb phrase consisting of a single verb with a noun phrase, adverb phrase, and prepositional phrase. For example: Run away



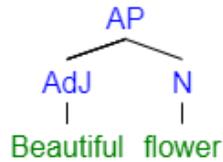
c) Adverbial Phrase (AdvP)

Adverb phrase of an adverb as a head, optionally and followed by modifying the element. For example: after the christening



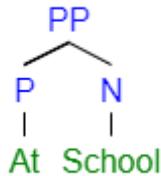
d) Adjective Phrase (AP)

Adjective Phrase consists of an adjective as head, optionally continued, and followed by modifying the element. For example: beautiful flower



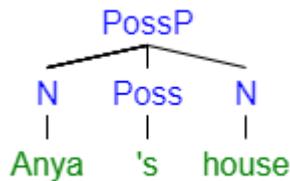
e) Prepositional phrase (PP)

A prepositional phrase consists of a preposition followed by a noun phrase. For example: at school



f) Possessive phrase (PossP)

Possessive phrase is form with an apostrophe before a noun phrase. For example: Anya's house



4) **Grammatical units**

Grammatical units in English are word, phrase, clause, and sentence.

- **Word**

According to Norman C. Stageberg, “A word is a free morpheme or a combination of morphemes that together form a basic segment of speech”.

According to O’Grady, (1993)²⁶ “a word is a free form”. A word is the smallest unit of sentence.

A word can be defined as a group of letters that has meaning. Its representation in writing and speech sound. A word can combine to form larger structures (phrase, clause, or sentence). For example: chair, mom, good, run, etc.

- **Phrase**

Phrase is a group of word that has one meaning and it is part of sentence. A group of words that express a single idea but do not form a complete sentence. Sometimes phrase does not include a subject and verb. In English grammar, a phrase is divided into four phrases, namely noun phrase, verb phrase, adjective phrase, and adverb phrase.

- **Clause**

Clause is a grammatical unit consisting of a subject and predicate. Every sentence must consist of one or more clauses. According to

²⁶ O’Grady, William. (1993). *Contemporary Linguistics an Introduction*. New York: Bedford/St. Martin’s.

Oshima (1991)²⁷, Clause is the building block of a sentence. Clause is a group of words that contains (at least) a subject and a verb. There are two kinds of clauses namely independent clause and dependent clause.

✓ Main Clause (Independent clause)

The main clause or independent clause contains a subject and a verb, and it expresses a complete thought. It can stand alone as a sentence by itself. Every main clause will follow this pattern: subject + verb + complement.

✓ Subordinate Clause (Dependent clause)

Independent clause begins with a subordinator such as when, while, who, whose, if, that, etc. followed by a subject, verb, and complement. It does not express a complete thought and cannot stand by itself as a sentence. There are three kinds of dependent clauses namely adjective, noun, and adverb.

• **Sentence**

²⁷ Oshima, A., & Hogue, A. (1991). *Writing Academic English. United States of America*. Addison-Wesley Publishing Company, Inc.

Oshima (1991) stated that a sentence is the largest linguistics unit that is held together by rigid grammatical rules. A sentence is a group that has at least one subject and one predicate that contains perfect meaning (Muntaha, 2009)²⁸. There are basically four kinds of sentence structure in English: simple sentence, compound sentence, complex sentence, and compound-complex sentence.

✓ Simple Sentence

Simple sentence is a sentence that contains one independent clause:

a) My brother goes to England

b) I enjoy studying English at home

Those sentences just contain one subject and predicate.

✓ Compound Sentence

Compound sentence consists of two or more independent clauses joined together. Each clause is of equal importance and could stand alone.

Compound sentence can be formed with:

²⁸ Muntaha, alimin. (2009). *Mastering English Grammar*. Panlanta , 2009.

Independent clause + coordinator +
Independent clause.

In compound sentence, there is a comma
after the first independent clause.

✓ Complex Sentence

Complex sentence contains one
independent clause and at least one
dependent clause. Unlike a compound
sentence, however, a complex sentence
contains clauses that are not equal.

Consider the following examples:

- ❖ Although my friend invited me
to a party, I do not want to go
- ❖ Men who are not married are
called bachelors.

A complex sentence is very different
from a simple sentence or a compound
sentence because it makes clear which
ideas are most important.

✓ Compound- complex sentence

Compound-complex sentence is a
combination of two or more independent
clauses and one or more dependent
clauses.

2.2.2 Short story

Kurtus (2007)²⁹ stated that a short story is fictional narrative prose that consists of 2000 to 7500 words. Menrath, (2003)³⁰ presented some characteristics of a short story that make this literary genre different from a novel or other narrative literary texts. A short story is a narrative prose that can be read in a single sitting. Among the differences, short story also has similarities with other narrative literary texts. Short story presents unique union of ideas and structures which describe the objective facts, both of them are presented in the texts with the combination of the poetic atmosphere. Considering the length of the texts, short story is usually limited to one setting, simple plot, single action, and also limited characters.

Since short story is shorter than novels, then the authors must compress the intrinsic elements of story and choose each word with great care. Short story is one of the most popular and familiar literary works and literary forms. Short story is a

²⁹ Kurtus, R. (2007). *Tricks for Good Grades. Strategies to Succeed in School*. Sfc Publishing Co.

³⁰ Menrath, J. (2003). *Definition of the Short Story*.

fictional prose narrative and short stories tend to be more concise and to the point than longer works of fiction such as novel. Short story tends to be less complex than novels.

CHAPTER III

RESEARCH METHOD

This chapter contains the research design, source of data, instrument of the research, data collection technique, and data analysis.

3.1 Design of the Research

This research used content analysis with a qualitative approach. According to Fraenkel (2012)³¹, Content analysis is a technique that enables researchers to study human behavior indirectly, through an analysis of their communications. Many types of communication can be analyzed, for example, written content communication such as Textbooks, essays, newspapers, novels, magazine articles, cookbooks, songs, political speeches, advertisements, and pictures.

In addition based on McCusker & Gunaydin (2015)³², qualitative methods are used to answer questions about "what", "how", or "why" on a phenomenon, while quantitative methods answer the question "how many, how much". The qualitative method

³¹ Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (Vol. 7). McGraw-hill New York.

³² McCusker, K., & Gunaydin, S. (2015). Research using qualitative, quantitative or mixed methods and choice based on the research. *Perfusion*, 30(7), 537–542.

is used for investigating a population or sample whereas data collecting uses a research instrument and data analysis is in form of qualitative.

Descriptive qualitative is applied in this research because the researcher expects to find out, describe and explain the topic of this study. The reason to use this method is that the data are words, phrases, clauses, sentences, and paragraphs coming from the short story.

3.2 Source of data

In this paper, the primary data are words, phrases, clauses, sentences, and paragraphs in a short story. The short story is taken from 100 morals stories by Akramulla Syed (2017)³³. The writer takes two stories, "*The wolf and the lamb*" and "*The fox and the grapes*". This primary data will be analyzed and classified into types of sentence structure then portrayed in tree diagram by the researcher. This data helps the researcher to find out the types of sentence structure used in the short story and the dominant sentence used in the short story.

3.3 Instrument of the research

³³ Syed, A. (2017). *100 Moral Stories*. CreateSpace Independent Publishing Platform.
<https://books.google.co.id/books?id=RZqaswEACAAJ>

The instrument of this research was the researcher herself. In this research, the researcher used guidelines and note taking as a research instrument. The researcher organized what she got with the data such as find the data related to the limitation of the study.

3.4 Technique of data collection

As mentioned before, this research used content analysis to help the researcher analyze data. Content analysis is one of the techniques used in qualitative research. According to Mayring as cited by Louis Cohen, the content analysis focused on language and linguistic features, meaning in context, is systematic and verifiable (e.g. in its use of codes and categories), as the rules for analysis are explicit, transparent, and public (Cohen et al., 2002)³⁴. Further, as the data are in a permanent form (texts), verification through reanalysis and replication is possible.

It means the object that being analyze was two short stories of 100 moral stories by Akramulla that belongs to the document. In content analysis, the

³⁴ Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. routledge.

researcher used notes taking and reading as the technique of collecting data. Notes taking are contemporaneous notes of observations or conversations taken during the conduct of qualitative research. The researcher read the whole stories and made some important notes to obtaining the data.

3.5 Data Analysis

In this section, the researcher used Creswell's theory to analysis the data. Based on Creswell(2016)³⁵ "Data analysis in qualitative research consists of preparing and organizing the data (i.e., text data as in transcripts, or image data as in photographs) to be analyzed, then reducing the data to themes through the coding process and compressing the codes, and finally representing the data in figures, tables, or discussion". Here are the steps that the researcher took to analyzed the data:

a) Preparing and organizing

The researcher searched the short story. Then read and analyzed whole sentences. The researcher chose two titles of the short story. After that, the researcher wrote down all the

³⁵ Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications

sentences into the table and then analyzing them line by line.

b) Coding

The next step, the researcher classified the types of sentence structures and put the code on the sentence. For example: S is Sentence, V is a verb, VP is a verb phrase, and so on. After that, the researcher drew whole sentences based on the tree diagram theory.

c) Representing the data

In the last step, the researcher presented the result of the classification types of sentence structure found in the short story into the datasheet/table. Then, each sentence portrayed in the tree diagram that had been analyzed with the explanation.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains the findings of the research and discussion regarding analysis of sentence structure in short story using transformational generative grammar.

4.1 Finding

In this section, the researcher will discuss the object of the studies. The data will be analyzed using Chomsky's theory of the syntactic structure of transformational grammar. The sentences are categorized based on the types of sentences found in the short story. The short story consists of two stories, the titles are "*the fox and the lamb*" & "*the fox and the grapes*". As follow:

4.1.1 Simple sentence

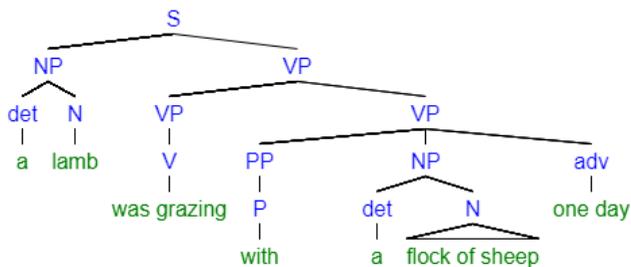
There are fourteen sentences that represent the types of simple sentences in the datasheet. Number 1, 2, 3, 6, 10, 18, 20, 24, 25, 26, 27, 29, 32 and 34.

- a) Datum no. 1: *A lamb was grazing with a flock of sheep one day*

<i>A lamb</i>	<i>was grazing</i>	<i>with a flock of sheep</i>	<i>one day</i>
S	V	O	Adv of time

In the sentence above, it has an S + P + O + Adv sentence pattern. *A lamb* is classified as a subject, *was grazing* is classified as a verb, *with a flock of sheep* is classified as an object, and *one day* is classified as an adverb of time. This is categorized as the type of simple sentence because contain only one verb and can stand independently as a sentence. The structure of this sentence is $S \rightarrow NP+VP$. The NP consists of noun. The VP consists of verb. The word “*A lamb*” is classified as a noun, *was grazing* is classified as an intransitive verb, *with* is classified as a preposition, *a flock of sheep* is classified as a noun phrase, *a* is classified as determiner, *flock of sheep* is classified as a noun, and *one day* is classified as an adverb of time.

Here is the tree diagram:

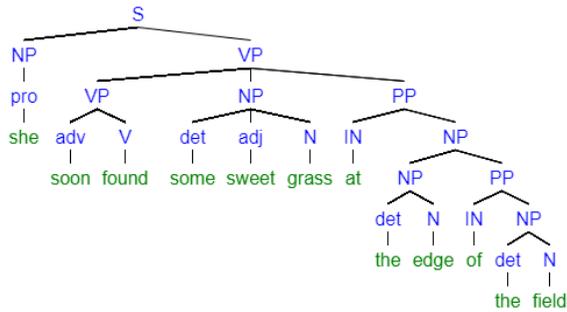


b) Datum no. 2: *She soon found some sweet grass at the edge of the field.*

<i>She</i>	<i>Soon</i>	<i>Found</i>	<i>some sweet grass</i>	<i>at the edge of the field</i>
S	Adv of time	V	O	Adv of place

In the sentence above, it has a S+Adv+V+O+Adv. *she* is classified as a subject, *soon* is classified as an adverb of time, *found* is classified as a verb, *some sweet grass* is classified as an object, and *at the edge of the field* is classified as an adverb of place. This sentence is categorized as the type of simple sentence because contains only one verb and can stand independently as a sentence. The formula of the diagram is: $S \rightarrow NP+VP$. The NP consists of Noun. The VP consists of VP, NP, PP. *She* is classified as a noun, *soon* is classified as an adverb of time, *found* is classified as transitive verb. *some sweet grass* is categorized as a noun phrase. *some* is classified as determiner, *sweet* is classified as adjective, *grass* is classified as noun, *at* is classified as preposition, *the edge of the field*

is classified as noun phrase. *the* is classified as determiner, *edge* is classified as noun, *of* is classified as preposition, *the* is classified as determiner, *field* is classified as noun. Here is the tree diagram:



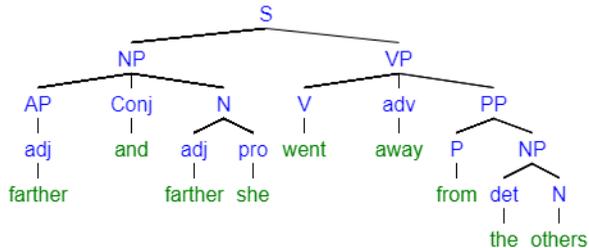
c) Datum no. 3: *Farther and farther she went, away from the others*

<i>Farther and farther</i>	<i>She</i>	<i>Went</i>	<i>away from the others</i>
Adverb of place	Subject	Verb	Object

The sentence above is categorized as a simple sentence because there is no conjunction word that connects to each other. This sentence has Adv+S+V+O sentence pattern. *Farther and farther* is classified as an adverb of place, *she* is classified as subject, *went* is classified as a verb,

and away from the others is classified as an object.

The formula of the diagram is: $S \rightarrow NP + VP$. The NP consists of AP, Conj, N. The VP consists of V, Adv, PP. *Farther and farther* is classified as a noun phrase. *Farther* is classified as adjective, *and* is classified as conjunction, *farther* is classified as adjective, *she* is classified as noun. *went away from the others* is categorized as verb phrase. *went* is classified as intransitive verb, *away* is classified as adverb of place, *from* is classified as preposition, *the* is classified as determiner, *others* are classified as noun. Here is the tree diagram:

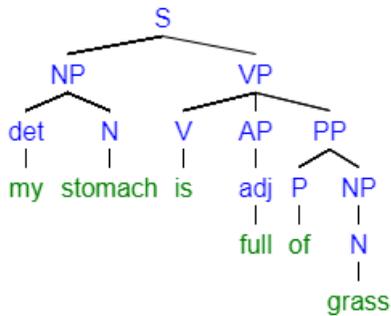


d) Datum no. 6: *My stomach is full of grass*

<i>My stomach</i>	<i>Is</i>	<i>full of grass</i>
Subject	Verb	Object

In the sentence above, it has a S+V+O sentence pattern. *my stomach* is categorized as a subject, 'is' is categorized as a verb, and *full of grass* is categorized as an object. The formula of diagram is $S \rightarrow NP+VP$. The NP consists of det, N. The VP consists of V, AP, PP. *my stomach* is categorized as a noun phrase. *is full of grass* is categorized as a verb phrase. *My* is classified as determiner, *stomach* is classified as noun, *is* is classified as auxiliary verb, *full* is classified as adjective, *of* is classified as preposition, *grass* is classified as noun.

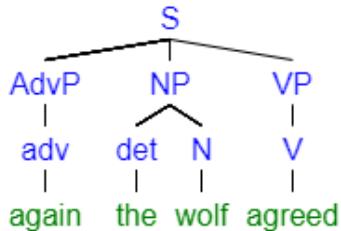
The tree diagram is as follows:



e) Datum no. 10: *Again the wolf agreed*

<i>Again</i>	<i>the wolf</i>	<i>agreed</i>
Adv of time	Subject	Verb

The sentence above has a Adv+S+V sentence pattern. *again* is categorized as an adverb of time, *the wolf* is categorized as a subject, and *agreed* is categorized as a verb. The formula of diagram is S → AdvP + NP+ VP. The AdvP consist of adverb. The NP consists of det, n. The VP consists of verb. *again* is classified as adverb phrase, *the* is categorized as *determiner*, *wolf* is categorized as noun, *agreed* is categorized as intransitive verb Here is the tree diagram:

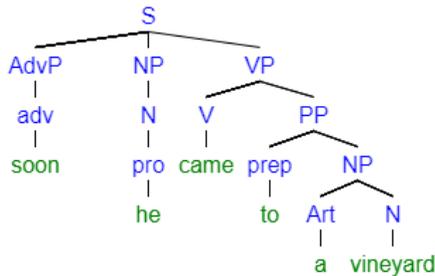


f) Datum no. 18: *Soon he came to a vineyard*

<i>Soon</i>	<i>he</i>	<i>Came</i>	<i>to a vineyard</i>
Adv of time	Subject	Verb	Object

The sentence above is classified as a simple sentence. This sentence has a Adv+S+V+O sentence pattern. *Soon* is categorized as an adverb

of time, *he* is classified as a subject, *came* is classified as a verb and *to a vineyard* is classified as an object. The formula of diagram is S → AdvP + NP + VP. The AdvP consist of adverb. The NP consists of noun. The VP consists of V+PP. *Soon* is categorizes as adverb of time, *he* is categorized as noun, *came* is categorizes as intransitive verb, *to* is categorizes as preposition, *a* is categorizes as article, *vineyard* is categorized as noun. Here is the tree diagram:



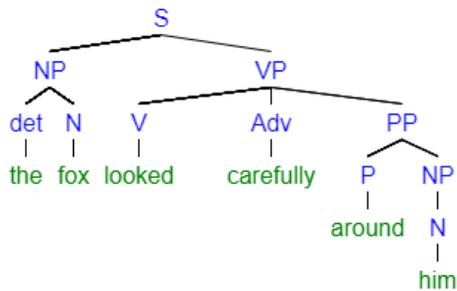
g) Datum no. 20: *The fox looked carefully around him*

<i>The fox</i>	<i>looked</i>	<i>Carefully</i>	<i>around him</i>
Subject	Verb	Adverb of manner	Object

In the sentence above, it has a S+V+Adv+O sentence pattern. *the fox* is categorized as a subject, *looked* is categorized as a verb, *carefully*

is categorized as an adverb of manner, and *around him* is categorized as an object. The formula of diagram is $S \rightarrow NP + VP$. The NP consist of det, n. The VP consist of V, Adv, PP. *The fox* is categorized as noun phrase, *looked carefully around him* is categorized as verb phrase. *The* is classified as determiner, *fox* is classified as noun, *looked* is classified as intransitive verb, *carefully* is classified as adverb of degree, *around* is classified as preposition, *him* is classified as noun

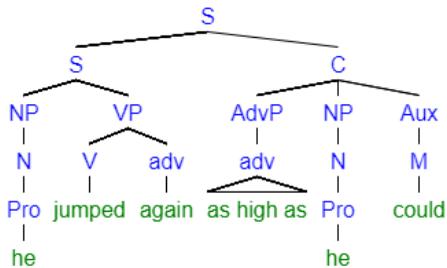
The tree diagram is as follows:



h) Datum no. 24: *He jumped again as high as he could*

<i>He</i>	<i>jumped</i>	<i>Again</i>	<i>as high as he could</i>
Subject	Verb	Adv of time	Adv of manner

In the sentence above, it has a S+V+Adv sentence pattern. *He* is categorized as subject, *jumped* is categorized as a verb, *again* is categorized as an adverb of time, *as high as he could* is categorized as an adverb of manner. The formula of diagram is S→NP+ VP+ Clause. The NP consists of noun. The VP consists of V, Adv. The Clause consists of AdvP, NP, Aux. *He* is categorized as noun, *jumped* is categorized as intransitive verb, *again* is categorized as adverb. *as high as he could* is categorized as clause. *as high as* is categorized as adverb phrase, *he* is categorized as noun, *could* is categorized as auxiliary verb. Here is the tree diagram:

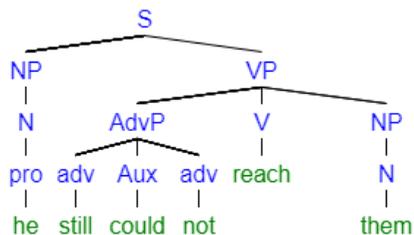


i) Datum no. 25: *He still could not reach them*

<i>He</i>	<i>Still</i>	<i>could not reach</i>	<i>them</i>
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Subject	Adv of time	Verb	Object
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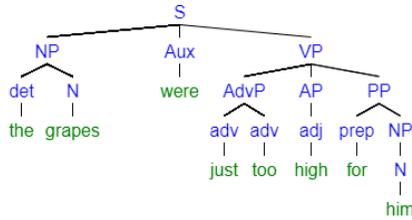
The sentence above is classified as a simple sentence. This sentence has a S+Adv+V+O sentence pattern. *He* is categorized as a subject, *still* is categorized as an adverb of time, *could not reach* is categorized as a verb, and *them* is categorized as an object. The formula of diagram is $S \rightarrow NP + VP$. The NP consists of noun. The VP consist of AdvP, V, NP. *He is categorized as noun phrase. still could not reach them* is categorized as verb phrase. *He* is classified as a noun, *still* is categorized as adverb, *could* is categorized as auxiliary verb, *not* is categorized as adverb, *reach* is categorized as transitive verb, *them* is categorized as noun. The tree diagram is as follows:



j) Datum no. 26: *The grapes were just too high for him!*

<i>The grapes</i>	<i>were</i>	<i>just too high</i>	<i>for him</i>
Subject	Verb	Adv of degree	Object

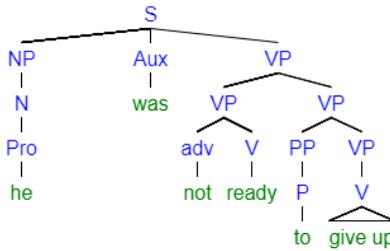
In the sentence above has a S+V+Adv+O sentence pattern. *the grapes* are categorized as a subject, *were* is categorized as a verb, *just too high* is categorized as an adverb of degree and *for him* is categorized as an object. The formula of this sentence is S→NP+ VP. The NP consist of det, noun. The VP consist of AdvP, AP, PP. *the grapes* are categorized as a noun phrase. *were just too high for him* is categorized as verb phrase. *the* is classified as, *grapes* are classified as noun, *were* is classified as auxiliary verb, *just* is classified as adverb of degree, *too* is classified as adverb of degree, *high* is classified as adjective, *for* is classified as preposition, *him* is classified as noun. The tree diagram is as follows:



k) Datum no. 27: *He was not ready to give up*

<i>He</i>	<i>was not ready</i>	<i>to give up</i>
Subject	Verb	Phrasal verb

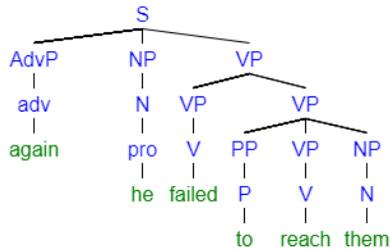
In the sentence above, it has a S+V sentence pattern. *he* is categorized as a subject, *was not ready* is categorized as a verb, and *to give up* is categorized as a phrasal verb. The formula of diagram is $S \rightarrow NP + VP$. The NP consists of noun. The VP consist of two verbs. *He* is classified as a noun phrase. *was not ready to give up* is classified as a verb phrase. *He* is categorized as noun, *was* is categorized as auxiliary verb, *not* is categorized as adverb, *ready* is categorized as transitive verb, *to* is categorized as preposition, *give up* is categorized as phrasal verb. Here is the tree diagram:



l) Datum no. 29: *Again he failed to reach them.*

<i>Again</i>	<i>he</i>	<i>failed</i>	<i>to reach</i>	<i>them</i>
Adv of time	Subject	V1	V2	O
			Object	

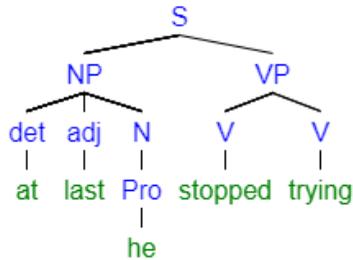
The sentence above has a Adv+S+V+O sentence pattern. *again* is categorized as an adverb of time, *he* is categorized as a subject, *failed* is categorized as a verb1, *to reach* is categorized as a verb2, and *to reach them* is categorized as an object. This sentence is classified as a simple sentence. The formula of diagram is $S \rightarrow AdvP + NP + VP$. The AdvP consist of adverb. The NP consists of noun. The VP consists of V, PP, VP, NP. *Again* is categorized as adverb, *he* is categorized as noun, *failed* is categorized as transitive verb, *to* is categorized as preposition, *reach* is categorized as transitive verb, *them* is categorized as noun. Here is the tree diagram:



m) Datum no. 32: *At last he stopped trying*

<i>At last</i>	<i>He</i>	<i>Stopped</i>	<i>trying</i>
Adv of time	Subject	V1	V2

In the sentence above has a Adv+S+V sentence pattern. *At last* is categorized as adverb of time, *he* is categorized as a subject, *stopped* is categorized as verb1, *trying* is categorized as verb2. This sentence is classified as a simple sentence. The formula of diagram is S→ NP+ VP. The NP consists of det, adj, n. The VP consists of two verbs. *At last he* is classified as a noun phrase, *stopped trying* is classified as a verb phrase. *At* is categorized as determiner, *last* is categorized as adjective, *he* is categorized as noun, *stopped* is categorized as transitive verb, *trying* is categorized as transitive verb. The tree diagram as follow:

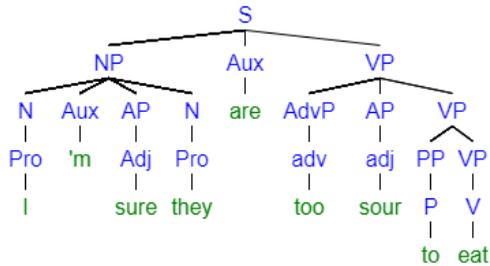


n) Datum no. 34: *I'm sure they are too sour to eat*

<i>I'm</i>	<i>sure</i>	<i>They</i>	<i>are</i>	<i>too sour</i>	<i>to eat</i>
S1	Adj	S2	V1	Adv of degree	V2

In the sentence above is classified as a simple sentence. This sentence has a S+Adj+S+V+Adv+V sentence pattern. *I'm* is categorized as subject1, *sure* is categorized as an adjective, *they* are categorized as subject2, '*are*' is categorized as verb1, *too sour* is categorized as an adverb of degree, and *to eat* is categorized as verb2. The formula of diagram is S→ NP+ VP. The NP consists of n, aux, AP, n. The VP consists of aux, AdvP, AP, VP. *I'm sure they* are classified as a noun phrase. *are too sour to eat* is classified as a verb phrase. *I* is categorized as noun, '*m*' is categorized as auxiliary verb, *sure* is

categorized as adjective, *they* is categorized as noun, *are* is categorized as auxiliary verb, *too* is categorized as adverb of degree, *sour* is categorized as adjective, *to* is categorized as preposition, *eat* is categorized as transitive verb. Here is the tree diagram:



4.1.2 Compound sentence

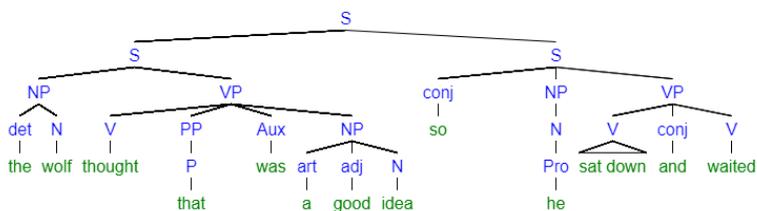
There are eight sentences that represent the types of compound sentences in the datasheet. Number 8, 14, 15, 16, 17, 23, 28, and 30.

- a) Datum no. 8: *The wolf thought that was a good idea, so he sat down and waited*

<i>The wolf</i>	<i>Thought</i>	<i>that was a good idea</i>	<i>so</i>	<i>he</i>	<i>sat down</i>	<i>and</i>	<i>waited</i>
S	V	O	Conj	S	Phrasal Verb	conj	V

There are two sentences that the writer found in this sentence. This sentence is classified as a

compound sentence because there is coordinating conjunction between two independent clauses. The sentence has S+V+O+Conj+S+V+Conj+V sentence patterns. In the first sentence '*the wolf thought that was a good idea*', *the wolf* is categorized as a subject, *thought* is categorized as a verb, and *that was a good idea* is categorized as an object. *So* is categorized as a coordinating conjunction. In the second sentence '*he sat down and waited*', *he* is categorized as a subject, *sat down* is a phrasal verb, *and* is categorized as a conjunction, and *waited* is categorized as a verb. The sentence structure is S→S+S. The first sentence consists of NP, VP. *The wolf* is categorized as a noun phrase. *thought that was a good idea* is categorized as a verb phrase. The second sentence consists of conj, NP, VP. *So* is categorized as coordinate conjunction, *he sat down and waited* is categorized as verb phrase. The tree diagram is as follows:

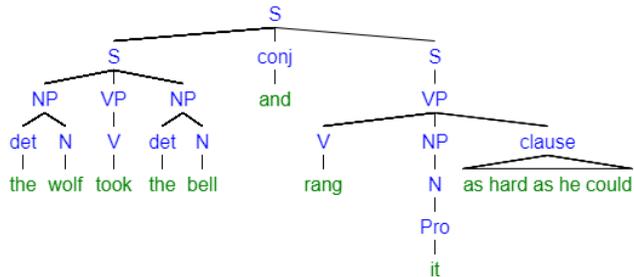


b) Datum no.14: *The wolf took the bell and rang it as hard as he could*

<i>The wolf</i>	<i>took</i>	<i>the bell</i>	<i>And</i>	<i>rang</i>	<i>It</i>	<i>as hard as he could</i>
S	V	O	Conj	V	O	Adv of manner

This sentence is classified as a compound sentence because there are two independent clauses and coordinating conjunction. The sentence pattern is S+V+O+Conj+V+O+Adv. In the first sentence, 'The wolf took the bell', the wolf is categorized as a subject, took is categorized as a verb, and the bell is categorized as an object. And is categorized as a coordinating conjunction. In the second sentence rang it as hard as he could, rang is categorized as a verb, it is categorized as an object, and as hard as he could is categorized as an adverb of

manner. The sentence structure is $S \rightarrow S+S$. the first sentence consists of NP, VP, NP. *The wolf* is classified as a noun phrase. *took the bell* is classified as a verb phrase. *The* is classified as determiner, *wolf* is classified as a noun, *took* is classified as transitive verb, *the* is classified as determiner, *bell* is classified as a noun. in the second sentence consist of VP. *and* is categorized as coordinating conjunction, *rang* is categorized as intransitive verb, *it* is categorized as noun, *as hard as he could* is categorized as clause. Here is the tree diagram:



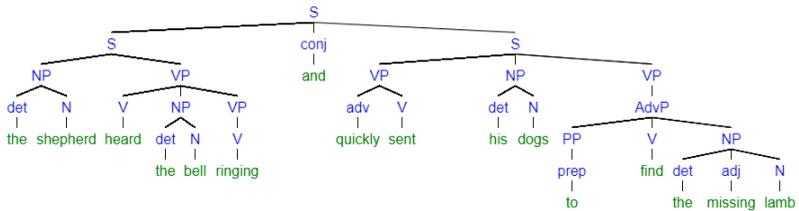
c) Datum no. 15: *The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb.*

<i>The shepherd</i>	<i>heard</i>	<i>the bell</i>	<i>ringing</i>	<i>And</i>	<i>quickly</i>	<i>sent</i>	<i>his dogs</i>	<i>to find</i>	<i>the missing lamb</i>
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S	V	O	V	Conj	Adv of manner	V	O	V	O
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In the sentences above, it has S+V+O+V+Conj +Adv+V+O+V+O sentence pattern. *the shepherd* is categorized as a subject, *heard* is categorized as a verb, *the bell* is categorized as an object, *ringing* is categorized as a verb, *and* is categorized as a coordinating conjunction, *quickly* is categorized as an adverb of manner, *sent* is categorized as a verb, *his dogs* is categorized as an object, *to find* is categorized as a verb, *the missing lamb* is categorized as an object. The sentence structure is S→S+S. The first sentence consists of NP, VP. *The shepherd* is classified as noun phrase. *heard the bell ringing* is classified as verb phrase. *The* is categorized as determiner, *shepherd* is categorized as noun, *heard* is categorized as transitive verb, *the* is categorized as determiner, *bell* is categorized as noun, *ringing* is categorized as intransitive verb. The second sentence consist of VP, NP, VP. *and* is categorized as coordinating conjunction. *quickly sent* is classified as verb phrase, *his dogs* are classified as noun phrase, *to find the missing*

lamb is classified as verb phrase. *quickly* is categorized as adverb of degree, *sent* is categorized as transitive verb, *his* is categorized as determiner, *dogs* are categorized as noun, *to* is categorized as preposition, *find* is categorized as transitive verb, *the* is categorized as determiner, *missing* is categorized as transitive verb, *lamb* is categorized as noun. The tree diagram is as follow:

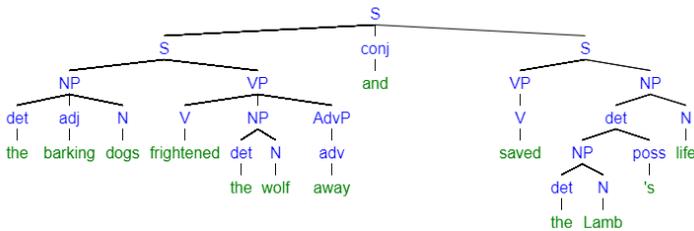


d) Datum no. 16: *The barking dogs frightened the wolf away and saved the lamb's life.*

<i>The barking dogs</i>	<i>frightened</i>	<i>the wolf</i>	<i>Away</i>	<i>And</i>	<i>saved</i>	<i>the lamb's life</i>
Subject	Verb	Object	Adv of place	Conj	Verb	Object

In the sentence above has a S+V+O+Adv+Conj+V+O sentence pattern. *the barking dogs* is categorized as a subject, *frightened* is categorized as a verb, *the wolf* is categorized as an object, *away* is categorized as an adverb of place, *and* is categorized as a

coordinating conjunction, *saved* is categorized as a verb, *the lamb's life* is categorized as an object. The sentence structure is S→S+S. The first sentence consists of NP, VP. *The barking dogs* is classified as noun phrase. *frightened the wolf away* is classified as verb phrase. *The* is categorized as determiner, *barking* is categorized as intransitive verb, *dogs* are categorized as noun. The second sentence consist of conj, VP, NP. *and* is categorized as coordinate conjunction, *saved* is categorized as transitive verb, *the* is categorized as determiner, *lamb* is categorized as noun, *'s* is categorized as determiner, *life* is categorized as noun. The tree diagram is as follow:

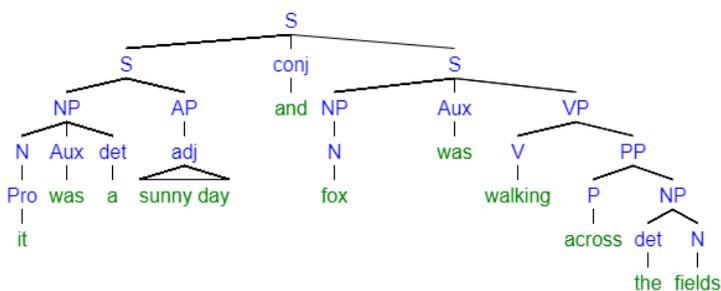


e) Datum no. 17: *It was a sunny day and fox was walking across the fields*

<i>It</i>	<i>was</i>	<i>a sunny day</i>	<i>and</i>	<i>Fox</i>	<i>was walking</i>	<i>across the fields</i>
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S	V	Adv of time	Conj	S	V	O
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In the sentence above has S+V+Adv+Conj+S+V+O sentence pattern. *It* is categorized as a subject, *was* is categorized as a verb, *a sunny day* is categorized as an adverb of time, *and* is categorized as a coordinating conjunction, *fox* is categorized as a subject, *was walking* is categorized as a verb, *across the fields* is categorized as an object. The sentence structure is S→S+S. The first sentence consists of NP, AP. *It was a* is classified as noun phrase. *sunny day* is classified as adjective phrase. *It* is categorized as noun, *was* is categorized as auxiliary verb, *a* is categorized as article, *sunny day* is categorized as adjective. The second sentence consists of NP, aux, VP. *And* is classified as coordinating conjunction. *Fox* is categorized as noun phrase, *was walking across the fields* is categorized as verb phrase. *Fox* is categorized as noun, *was* is categorized as auxiliary, *walking* is categorized as transitive verb, *across* is categorized as preposition, *the* is categorized as determiner, *fields* is categorized as noun. Here is the tree diagram:

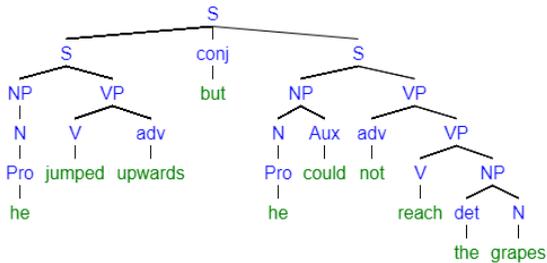


f) Datum no. 23: *He jumped upwards but he could not reach the grapes*

<i>He</i>	<i>jumped</i>	<i>Upwards</i>	<i>But</i>	<i>he</i>	<i>could not reach</i>	<i>the grapes</i>
S	V	Adv of place	Conj	S	V	O

In view of the word, the word *upwards* is a basic word plus prefix –up. This sentence is classified as a compound sentence because there is a conjunction to connect each other. The sentence has a S+V+Adv+Conj+S+V+O sentence pattern. *He* is categorized as a subject, *jumped* is categorized as a verb, *Upwards* is categorized as an adverb of place, *but* is categorized as a coordinating conjunction, *he* is categorized as a subject, *could not reach* is categorized as a verb, *the grapes* are categorized as an object. The

sentence structure is $S \rightarrow S+S$. The first sentence consists of NP, VP. *He* is classified as noun phrase, *jumped upwards* is classified as verb phrase. *He* is categorized as noun, *jumped* is categorized as intransitive verb, *upwards* is categorized as adverb of place. The second sentence consist of NP, VP. *But* is categorized as coordinate conjunction, *he* is classified as noun phrase, *could not reach the grapes* is classified as verb phrase. *He* is categorized as noun, *could* is categorized as auxiliary, *not* is categorized as adverb, *reach* is categorized as transitive verb, *the* is categorized as determiner, *grapes* are categorized as noun. Here is the tree diagram:



g) Datum no. 28: *He backed off, took some running steps and leapt into the air towards the grapes*

<i>He</i>	<i>backed</i>	<i>Took</i>	<i>some running</i>	<i>and</i>	<i>leapt</i>	<i>into the</i>	<i>towards</i>	<i>the</i>
	<i>off</i>		<i>steps</i>			<i>air</i>		

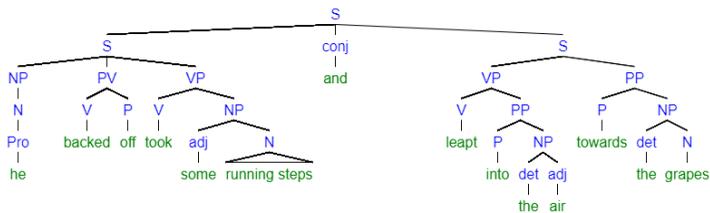
								<i>grapes</i>
S	V1	V2	O	Conj	V	O	Adv of place	O

This sentence is classified as a compound sentence with a “phrasal verb” because the word *backed off* is categorized as a phrasal verb and there is conjunction to connect each other.

The sentence has S+V+O+Conj+V+O+Adv+O sentence pattern. In the first sentence, *He* is categorized as a subject, *backed off* is categorized as a verb1, *took* is categorized as a verb2, *some running steps* are categorized as an object, *and* is categorized as a coordinating conjunction, *leapt* is categorized as a verb, *into the air* is categorized as an object, *towards* is categorized as an adverb of place, *the grapes* are categorized as an object.

The sentence structure is S→S+S. The first sentence consists of NP, VP. *He* is categorized as noun phrase, *backed off took some running steps* is categorized as verb phrase. *He* is categorized as noun, *backed* is categorized as verb, *off* is categorized as preposition, *backed off* is also categorized as phrasal verb, *took* is categorized as

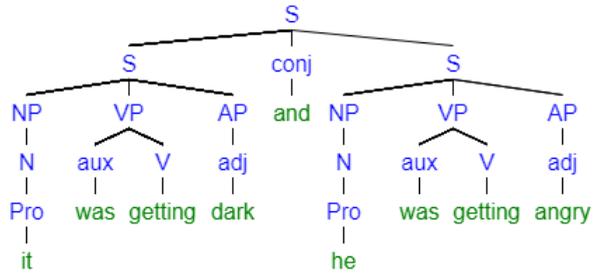
transitive verb, *some* is categorized as adjective, *running steps* is categorized as noun. The second sentence consists of VP, PP. *and* is categorized as coordinating conjunction. *leapt into the air* is categorized as verb phrase, *towards the grapes* is categorized as prepositional phrase. *leapt* is categorized as intransitive verb. *into* is categorized as preposition, *the* is categorized as determiner, *air* is categorized as adjective, *towards* is categorized as preposition, *the* is categorized as determiner, *grapes* are categorized as noun. Here is the tree diagram:



h) Datum no. 30: *It was getting dark, and he was getting angry*

<i>It</i>	<i>was getting</i>	<i>dark</i>	<i>And</i>	<i>he</i>	<i>was getting</i>	<i>angry</i>
Subject	Verb	Adjective	Conjunction	Subject	Verb	Adjective

In the sentence above, it has a S+V+Adj+conj +S+V+Adj sentence pattern. *it* is categorized as a subject, *was getting* is categorized as a verb, *dark* is categorized as an adjective, *and* is categorized as a coordinating conjunction, *he* is categorized as a subject, *was getting* is categorized as a verb, *angry* adjective. This sentence is classified as a compound sentence. The sentence structure is S→S+S. The first sentence consists of NP, VP, AP. *It* is classified as noun phrase, *was getting* is classified as verb phrase, *dark* is classified as adjective phrase. *It* is categorized as noun, *was* is categorized as auxiliary verb, *getting* is categorized as transitive verb, *dark* is categorized as adjective. The second sentence consists of NP, VP, AP. *And* is categorized as coordinating conjunction, *he* is classified as noun phrase, *was getting* is classified as verb phrase, *angry* is classified as adjective phrase. *he* is categorized as noun, *was* is categorized as auxiliary verb, *getting* is categorized as transitive verb, *angry* is categorized as adjective. Here is the tree diagram:



4.1.3 Complex sentence

There are nine sentences that represent the types of complex sentences in the datasheet. Number 7, 9, 11, 12, 13, 19, 21, 22, and 31.

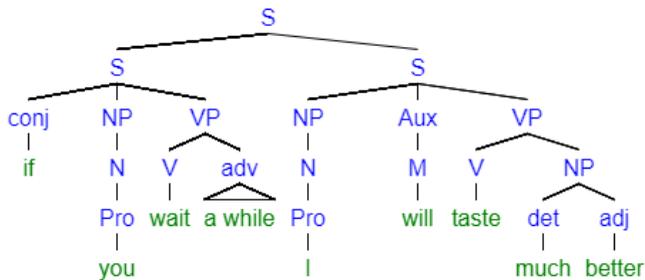
- a) *Datum no. 7: If you wait a while, I will taste much better*

<i>If</i>	<i>You</i>	<i>Wait</i>	<i>a while</i>	<i>I</i>	<i>will taste</i>	<i>much better</i>
Conj	S	V1	Adv of time	S	V2	Adv of degree

The sentence above, it has Conj+S+V+Adv +S+V+Adv. *if* is categorized as subordinate conjunction, *you* is categorized as a subject, *wait* is categorized as a verb1, *a while* is categorized as an adverb of time, *I* is categorized as a subject, *will taste* is categorized as a verb2, *much better* is

categorized as an adverb of degree. This sentence is a type of complex sentence because this sentence consists of one independent clause and at least one dependent clause. The sentence structure is $S \rightarrow S+S$. The first sentence consists of Conj, NP, VP. *If* is categorized as subordinate conjunction, *you* is classified as noun phrase, *wait a while* is classified as verb phrase. *you* is categorized as noun, *wait* is categorized as transitive verb, *a while* is categorized as adverb of time. The second sentence consist of NP, aux, VP. *I* is classified as noun phrase, *will* is classified as auxiliary verb, *taste much better* is classified as verb phrase.

The tree diagram is as follows:



b) Datum no. 9: *After a while, the lamb said, "If you allow me to dance, the grass in my stomach will be digested faster."*

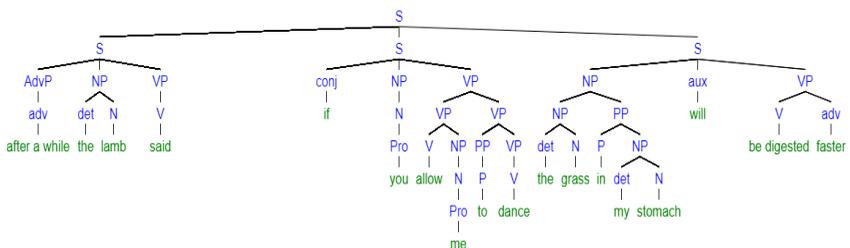
<i>After a while</i>	<i>the lamb</i>	<i>said</i>	<i>If</i>	<i>You</i>	<i>allow</i>	<i>Me</i>	<i>to dance</i>	<i>the grass</i>	<i>in my stomach</i>	<i>will be digested</i>	<i>faster</i>
<i>Adv of time</i>	<i>S</i>	<i>V</i>	<i>Conj</i>	<i>S</i>	<i>V</i>	<i>O</i>	<i>V</i>	<i>S</i>	<i>O</i>	<i>V</i>	<i>adv</i>

There are three clauses in this sentence

- ✓ *After a while, the lamb said* (dependent clause)
- ✓ *If you allow me to dance* (dependent clause)
- ✓ *the grass in my stomach will be digested faster* (independent clause)

The sentence above has a Adv+ S+V+Conj+ S+V+O+V+S+O+V+Adv sentence pattern. *after a while* is categorized as an adverb of time, *the lamb* is categorized as a subject, *said* is categorized as a verb, *If* is categorized as subordinate conjunction, *you* is categorized as a subject, *allow* is categorized as a verb, *me* is categorized as an object, *to dance* is categorized

as a verb, *the grass* is categorized as a subject, *in my stomach* is categorized as an object, *will be digested* is categorized as a verb, *faster* is categorized as an adverb (because it modifies a verb). This sentence is classified as a complex sentence. The sentence structure is S→S+S+S. The first sentence consists of AdvP, NP, VP. *After a while* is classified as adverb phrase, *the lamb* is classified as noun phrase, *said* is classified as verb phrase. The second sentence consists of conj, NP, VP. *If* is classified as subordinate conjunction, *you* is classified as noun phrase, *allow me to dance* is classified as verb phrase. The third sentence consist of NP, aux, VP. *the grass in my stomach* is classified as noun phrase, *will* is classified as auxiliary verb, *be digested faster* is classified as verb phrase. The tree diagram is as follows:



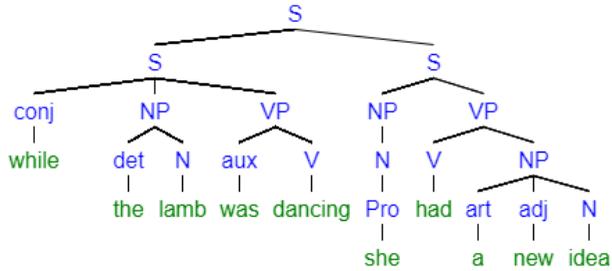
c) Datum no. 11: *While the lamb was dancing, she had a new idea*

<i>While</i>	<i>the lamb</i>	<i>was dancing</i>	<i>She</i>	<i>had</i>	<i>a new idea</i>
Conj	S	V	S	V	O

In the sentence above has a Conj+S+V+S+V+O sentence pattern. *While* is categorized as subordinate conjunction, *the lamb* is categorized as a subject, *was dancing* is categorized as a verb, *she* is categorized as a subject, *had* is categorized as a verb, and *a new idea* is categorized as an object. The sentence structure is S→S+S. The first sentence consists of conj, NP, VP. *While* is classified as subordinate conjunction, *the lamb* is classified as noun phrase, *was dancing* is classified as is classified as verb phrase. *the* is categorized as determiner, *lamb* is categorized as noun, *was* is categorized as auxiliary verb, *dancing* is categorized as intransitive verb. The second sentence consists of NP, VP. *She* is classified as noun phrase, *had a new idea* is classified as verb phrase. *She* is categorized as noun, *had* is categorized as transitive verb, *a* is

categorized as determiner, *new* is categorized as adjective, *idea* is categorized as noun.

The tree diagram is as follows:

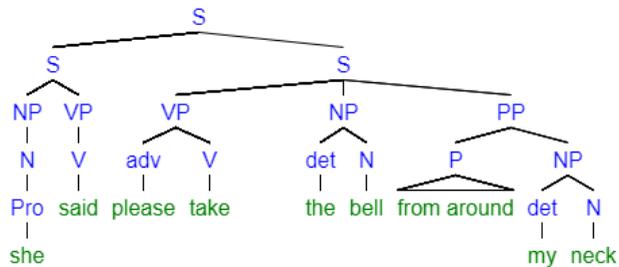


d) Datum no. 12: *She said, "Please take the bell from around my neck"*

<i>She</i>	<i>Said</i>	<i>Please</i>	<i>Take</i>	<i>the bell</i>	<i>from around my neck</i>
S	V1	Adv	V2	S	O

This sentence has two clauses. The first sentence is categorized as a dependent clause and the second sentence is categorized as an independent clause. This sentence is classified as a complex sentence. The sentence pattern is S+V+Adv+V+S+O. *She* is categorized as subject, *said* is categorized as verb1, *Please* is categorized as an adverb (as an interjection in polite requests), *take* is categorized as verb2, *the bell* is categorized as

subject, and *from around my neck* is categorized as an object. The sentence structure is S→S+S. The first sentence consists of NP, VP. *She* is classified as noun phrase, *said* is classified as verb phrase. *She* is categorized as noun, *said* is categorized transitive verb. The second sentence consists of VP, NP, PP. *Please take* is classified as verb phrase, *the bell* is classified as noun phrase, *from around my neck* is classified as preposition phrase. *Please* is categorized as adverb, *take* is categorized as transitive verb, *the* is categorized as determiner, *bell* is categorized as noun, *from around* is categorized as preposition, *my* is categorized as determiner, *neck* is categorized as noun. Here is the tree diagram:



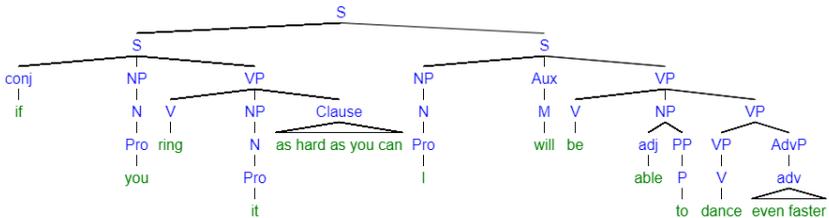
- e) Datum no. 13: *If you ring it as hard as you can, I will be able to dance even faster.*

<i>If</i>	<i>you</i>	<i>ring</i>	<i>it</i>	<i>as hard as you can</i>	<i>I</i>	<i>will be able to dance</i>	<i>even faster</i>
Conj	S	V	O	Adv of manner	S	V	adv

In the sentence above, it has a Conj+S+V+O+Adv +S+V+Adv sentence pattern. *If* is categorized as subordinate conjunction, *you* are categorized as subject, *ring* is categorized as a verb, *it* is categorized as an object, *as hard as you can* is categorized as an adverb of manner, *I* is categorized as subject, *will be able to dance* is categorized as a verb, *even faster* is categorized as an adverb. The sentence structure is S→S+S. The first sentence consists of conj, NP, VP. *If* is classified as subordinate conjunction, *you* is classified as noun phrase, *ring it as hard as you can* is classified as verb phrase. *you* are categorized as noun, *ring* is categorized as intransitive, *it* is categorized as pronoun, *as hard as you can* is categorized as clause. The second sentence consists of NP, aux, VP. *I* is classified as noun phrase, *will* is classified as auxiliary verb, *be able to dance even faster* is classified as verb phrase. *I* is categorized as noun, *will* is

categorized as auxiliary verb, *be* is categorized as verb, *able* is categorized as adjective, *to* is categorized as preposition, *dance* is categorized as intransitive verb, *even faster* is categorized as adverb.

Here is the tree diagram:

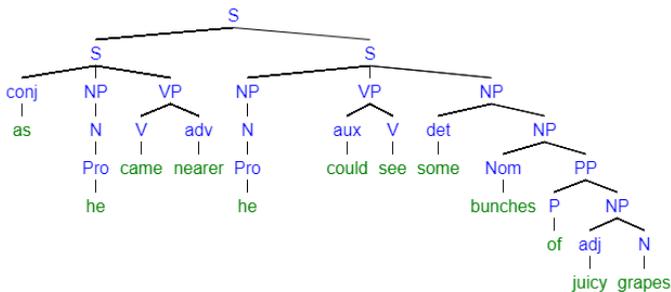


f) Datum no. 19: *As he came nearer, he could see some bunches of juicy grapes*

<i>As</i>	<i>he</i>	<i>Came</i>	<i>Nearer</i>	<i>he</i>	<i>could see</i>	<i>some bunches of juicy grapes</i>
Conj	S	V1	Adv of place	S	V2	O

In the sentence above, it has Conj+S+V+Adv+S+V+O sentence pattern. *as* is categorized as subordinate conjunction, *he* is categorized as subject, *came* is categorized as verb, *nearer* is categorized as adverb of place, *he* is categorized as subject, *could see* is categorized as verb, *some bunches of juicy grapes* are categorized as an object. The sentence structure is S→S+S. The

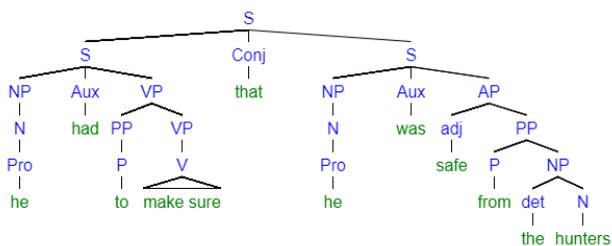
first sentence consists of conj, NP, VP. *As* is classified as subordinate conjunction, *he* is classified as noun phrase, *came nearer* is classified as verb phrase. *he* is categorized as noun, *came* is categorized as intransitive verb, *nearer* is categorized as adverb of place. The second sentence consists of NP, VP, NP. *he* is classified as noun phrase, *could see* is classified as verb phrase, *some bunches of juicy grapes* are classified as noun phrase. *he* is categorized as noun, *could* is categorized as auxiliary verb, *see* is categorized as transitive verb, *some* is categorized as determiner, *bunches* are categorized as nominal, *of* is categorized as preposition, *juicy* is categorized as adjective, *grapes* are categorized as noun. Here is the tree diagram:



g) Datum no. 21: *He had to make sure that he was safe from the hunters*

<i>He</i>	<i>had to make sure</i>	<i>That</i>	<i>he</i>	<i>was safe</i>	<i>from the hunters</i>
S	V	Conj	S	V	O

In the sentence above has S+V+Conj+S+V+O sentence pattern. *He* is categorized as a subject, *had to make sure* is categorized as a verb, *that* is categorized as subordinate conjunction, *he* is categorized as a subject, *was safe* is categorized as a verb, *from the hunters* is categorized as an object. The sentence structure is S→S+S. The first sentence consists of NP, aux, VP. *He* is classified as noun phrase, *had* is classified as auxiliary, *to make sure* is classified as verb phrase. The second sentence consist of NP, aux, AP. *he* is classified as noun phrase, *was* is classified as auxiliary, *safe from the hunters* is classified as adjective phrase. The tree diagram is as follow:

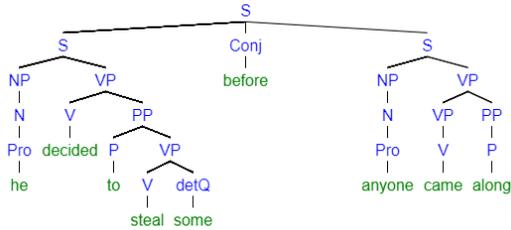


h) Datum no. 22: *He decided to steal some before anyone came along*

<i>He</i>	<i>decided to steal</i>	<i>some</i>	<i>before</i>	<i>anyone</i>	<i>came along</i>
S	V	O	Conj	S	V

In the sentence above, it has S+V+O+Conj+S+V sentence pattern. *He* is categorized as a subject, *decided to steal* is categorized as a verb, *some* are categorized as an object, *before* is categorized as subordinate conjunction, *anyone* is categorized as a subject, and *came along* is categorized as a verb. The sentence structure is S→S+S. The first sentence consists of NP, VP. *He* is classified as noun phrase, *decided to steal some* is classified as verb phrase. The second sentence consist of NP, VP. *Before* is classified as subordinate conjunction, *anyone* is classified as pronoun,

came along is classified as verb phrase. Here is the tree diagram:



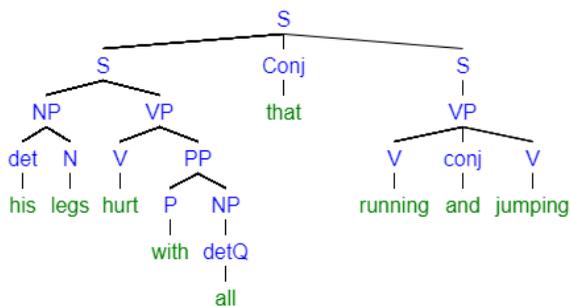
i) Datum no. 31: *His legs hurt with all that running and jumping*

<i>His legs</i>	<i>hurt with all</i>	<i>that</i>	<i>Running</i>	<i>and</i>	<i>jumping</i>
S	V	Conj	V	Conj	V

In the sentence above has S+V+Conj+V+Conj+V sentence pattern. *His legs* are categorized as subject, *hurt with all* is categorized as a verb, *that* is categorized as conjunction, *running* is categorized as verb and *and* is categorized as conjunction, *jumping* is categorized as verb. The sentence structure is S→S+S. The first sentence consists of NP, VP. *His legs* is classified as noun phrase, *hurt with all* is classified as verb phrase. The second sentence consist of VP. *that* is

classified as subordinate conjunction, *running and jumping* is classified as verb phrase.

The tree diagram is as follow:



4.1.4 Compound complex sentence

There are three sentences that represent the types of compound-complex sentences in the datasheet. Number 4, 5, and 33.

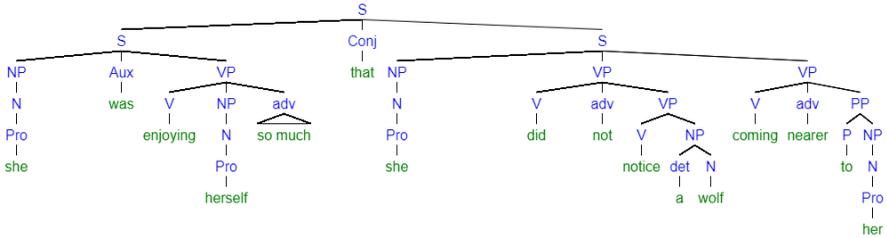
- a) Datum no. 4: *She was enjoying herself so much that she did not notice a wolf coming nearer to her*

<i>She</i>	<i>was</i> <i>enjoying</i>	<i>herself</i>	<i>so</i> <i>much</i>	<i>That</i>	<i>she</i>	<i>did not</i> <i>notice</i>	<i>a</i> <i>wolf</i>	<i>coming</i>	<i>nearer</i>	<i>to</i> <i>her</i>
S	V	O	Adv of degree	Conj	S	V	S	V	Adv of place	O

This sentence is classified as a compound-complex sentence because the sentence has three clauses consisting of two independent clauses and one dependent clause. There is a conjunction connecting each other. The sentence has an S+V+O+Adv+Conj+S+V+S+V+Adv+O sentence pattern. In the first sentence, '*she was enjoying herself so much*'. *She* is categorized as a subject, *was enjoying* is categorized as a verb, *herself* is categorized as an object, and *so much* is categorized as an adverb of degree. The second sentence, '*that she did not notice*'. *That* is categorized as subordinate conjunction, *she* is categorized as a subject *did not notice* is categorized as a verb and the last sentence '*a wolf coming nearer to her*', *a wolf* is categorized as subject, *coming* is categorized as a verb, *nearer* is categorized as an adverb of place and *to her* is categorized as an object. The sentence structure is S→S+S. The first sentence consists of NP, VP. *She* is classified as noun phrase, *was* is classified as subordinate conjunction, *enjoying herself so much* is classified as verb phrase. The second sentence consists of NP, VP, VP. *that* is classified as subordinate conjunction, *she* is

classified as noun phrase, *did not notice a wolf coming nearer to her* is classified as verb phrase.

Here is the tree diagram:

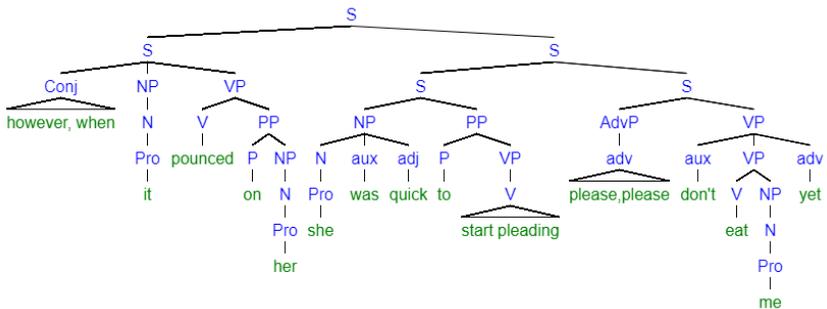


b) Datum no. 5: *However, when it pounced on her, she was quick to start pleading, “Please, please don’t eat me yet.*

<i>However, when</i>	<i>it</i>	<i>Pounced</i>	<i>on her</i>	<i>she</i>	<i>was quick to start pleading</i>	<i>Please, please</i>	<i>don’t eat</i>	<i>me</i>	<i>yet</i>
Conj	S	V	O	S	V	Adv	V	O	Adv of time

This sentence has Conj+S+V+O+S+V+Adv+V +O+Adv sentence pattern. *However and when* is categorized as a conjunction, *it* is categorized as subject, *pounced* is categorized as a verb, *on her* is categorized as an object, *she* is categorized as subject, *was quick to start pleading* is categorized

as a verb, *Please, please* is categorized as an adverb, *don't eat* is categorized as a verb, *me* is categorized as an object and *yet* is categorized as an adverb of time. The sentence structure is $S \rightarrow S+S$. The first sentence consists of conj, NP, VP. *However, when* is classified as subordinate conjunction, *it* is classified as noun phrase, *pounced on her* is classified as verb phrase. The second sentence consists of two sentences. The first one consists of NP, PP. *she was quick* is classified as noun phrase, *to start pleading* is classified as preposition phrase. the second consists of AdvP, VP. *Please, please* is classified as adverb phrase, *don't eat me yet* is classified as verb phrase. Here is the tree diagram:

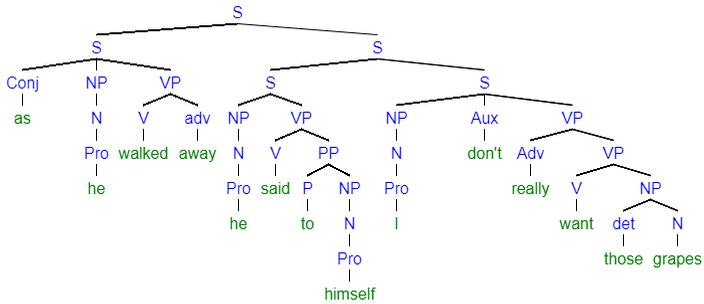


c) Datum no.33: *As he walked away, he said to himself, "I don't really want those grapes."*

<i>As</i>	<i>he</i>	<i>walked</i>	<i>away</i>	<i>he</i>	<i>said</i>	<i>to</i> <i>himself</i>	<i>I</i>	<i>don't</i> <i>really</i> <i>want</i>	<i>those</i> <i>grapes</i>
Conj	S	V	Adv of place	S	V	O	S	V	O

In the sentence above has Conj+S+V+Adv+S+V+O+S+V+O sentence pattern. *As* is categorized as conjunction, *he* is categorized as a verb, *walked* is categorized as a verb, *away* is categorized as an adverb of place, *he* is categorized as a verb, *said* is categorized as a verb, *to himself* is categorized as an object, *I* is categorized as a subject, *don't really want* is categorized as a verb, *those grapes* are categorized as an object. The sentence structure is S→S+S. The first sentence consists of conj, NP, VP. *as* is classified as subordinate conjunction, *he* is classified as noun phrase, *walked away* is classified as verb phrase. The second sentence consists of two sentences. The first one consists of NP, VP. *he* is classified as

noun phrase, *said to himself* is classified as verb phrase. the second consists of NP, VP. *I* is classified as noun phrase, *don't really want those grapes* are classified as verb phrase. The tree diagram is as follow:



4.2 Discussion

In summary, this study discovered many types of sentences. Four types of sentences were found in the short story 100 moral stories by Akramulla. they are simple sentences, compound sentences, complex sentences, and compound-complex sentences. Total data found were 34 sentences that consists of 14 simple sentences, 8 compound sentences, 9 complex sentences, and 3 compound-complex sentences. The researcher found the dominant type of sentence was a simple sentence, which of the 14 sentences from the short story. The researcher analyzed whole sentences using tree diagram, and the result of analysis described the sentence structure in

detail. The result of the analysis showed that, there were several sentence patterns contained in the short story which each type of sentence has a variety of sentence patterns. In simple sentence types, the sentence patterns that often appear were subject+predicate+object+adverb. in the compound sentence types, the sentence patterns that often appear were subject+predicate+object+coordinate conjunction+subject+predicate+object+adverb. In the complex sentence types, the sentence patterns that often appear were subordinate conjunction +subject+predicate+object+subject +predicate+ object. In the compound-complex sentence types, the sentence patterns that often appear were conjunction +subject+predicator+object +adverbial. In addition, each type of sentence also has various pattern of sentence structure. In simple sentence types, the sentence structure that often appears was S: NP+VP. In compound sentence types, the sentence structure that often appears was S: S+coordinate conjunction+ S. In complex sentence types, the sentence structure that often appears was S: S+subordinate conjunction+ S. In compound-complex sentence types, the sentence structure that often appears was S: C+ S+S. The results of the analysis also show that each sentence has a different level of difficulty.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides conclusions and suggestions. A conclusion is drawn based on the answers obtained from the data regarding sentence structure in short story. Then, as a suggestion, this research provides some useful information for the next researchers.

5.1 Conclusion

This research describes sentence pattern and sentence structure in short story related to syntax based on the theory of transformational grammar by Noam Chomsky. Based on the finding of the data analysis presented in the previous chapter, the researcher concludes this research:

The types of sentence structure found in two of Akramulla's short stories are simple sentences, compound sentences, complex sentences, compound-complex sentences. simple sentences consisting of 14 sentences, compound sentences consisting of 8 sentences, complex sentences consisting of 9 sentences, and compound-complex consisting of 3 sentences.

The researcher also found the dominant type of the sentence was the simple sentence, from the 34 sentences that have been found in the short story, 14 of them were simple sentences. The simple sentence mostly appears

rather than a complex sentence, compound sentence, and compound-complex sentence.

5.2 Suggestion

5.2.1 For the next researchers

This study can be useful as a reference for other researchers who have the same study interest. The researcher also hoped that the next researchers will find new and different angles dealing with syntactical study.

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APPENDICES

A. The wolf and the lamb

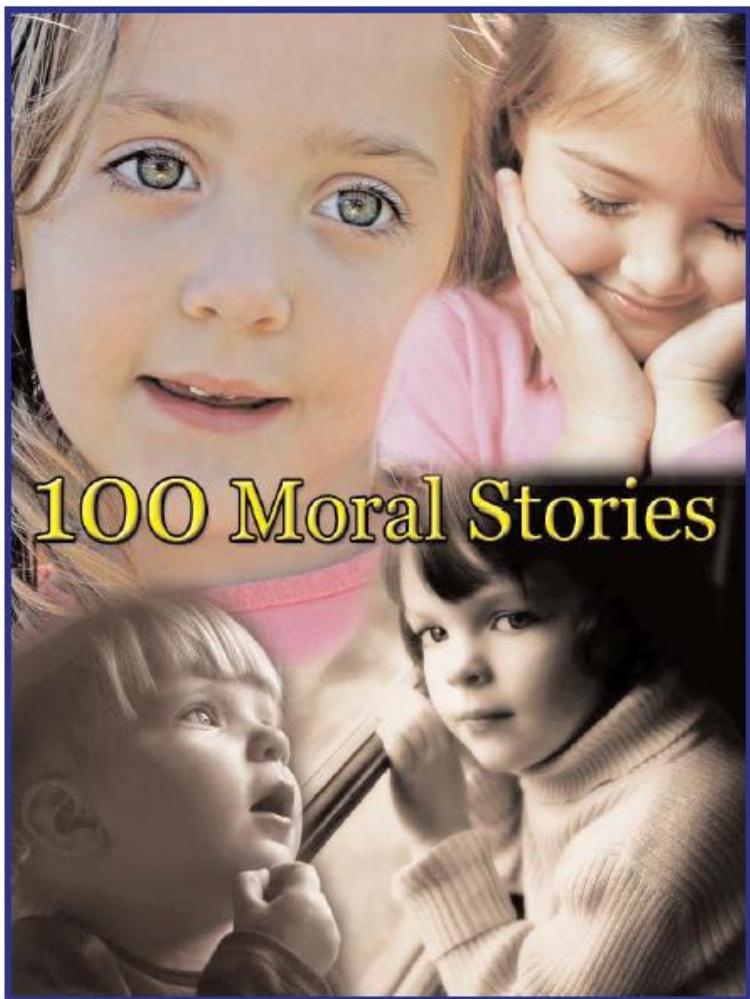
No	Corpuses	Syntactic Features
1	A lamb was grazing with a flock of sheep one day	Simple sentence
2	She soon found some sweet grass at the edge of the field.	Simple sentence
3	Farther and farther she went, away from the others.	Simple sentence
4	She was enjoying herself so much that she did not notice a wolf coming nearer to her.	Compound complex
5	However, when it pounced on her, she was quick to start pleading, “Please, please don’t eat me yet.	Compound complex
6	My stomach is full of grass.	Simple sentence
7	If you wait a while, I will taste much better.”	Complex sentence
8	The wolf thought that was a good idea, so he sat down and waited	Compound sentence
9	After a while, the lamb said, “If you allow me to dance, the grass	Complex sentence

	in my stomach will be digested faster.”	
10	Again the wolf agreed	Simple sentence
11	While the lamb was dancing, she had a new idea.	Complex sentence
12	She said, “Please take the bell from around my neck.	Complex sentence
13	If you ring it as hard as you can, I will be able to dance even faster.”	Complex sentence
14	The wolf took the bell and rang it as hard as he could.	Compound sentence
15	The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb	Compound sentence
16	The barking dogs frightened the wolf away and saved the lamb’s life.	Compound sentence

B. The fox and the grapes

No	Corpuses	Syntactic Features
1	It was a sunny day and fox was walking across the fields	Compound sentence
2	Soon he came to a vineyard	Simple sentence
3	As he came nearer, he could see some bunches of juicy grapes	Complex sentence
4	The fox looked carefully around him.	Simple sentence
5	He had to make sure that he was safe from the hunters	Complex sentence
6	He decided to steal some before anyone came along	Complex sentence
7	He jumped upwards but he could not reach the grapes.	Compound sentence
8	He jumped again as high as he could.	Simple sentence
9	He still could not reach them.	Simple sentence
10	The grapes were just too high for him!	Simple sentence
11	He was not ready to give up.	Simple sentence
12	He backed off, took some running steps and leapt into the air towards	Compound sentence (with

	the grapes.	phrasal verb)
13	Again he failed to reach them.	Simple sentence
14	It was getting dark, and he was getting angry	Compound sentence
15	His legs hurt with all that running and jumping	Complex sentence
16	At last he stopped trying	Simple sentence
17	As he walked away, he said to himself, "I don't really want those grapes.	Compound complex
18	I'm sure they are too sour to eat."	Simple sentence



THE FOX AND THE GRAPES

It was a sunny day and fox was walking across the fields. Soon he came to a vineyard. As he came nearer, he could see some bunches of juicy grapes.

The fox looked carefully around him. He had to make sure that he was safe from the hunters. He decided to steal some before anyone came along.

He jumped upwards but he could not reach the grapes. He jumped again as high as he could. He still could not reach them. The grapes were just too high for him!

He was not ready to give up. He backed off, took some running steps and leapt into the air towards the grapes. Again he failed to reach them.

It was getting dark, and he was getting angry. His legs hurt with all that running and jumping. At last he stopped trying.

As he walked away, he said to himself, "I don't really want those grapes. I'm sure they are too sour to eat."

**Sometimes when we cannot get what we want,
we pretend that it is not worth having.**



THE WOLF AND THE LAMB

A lamb was grazing with a flock of sheep one day. She soon found some sweet grass at the edge of the field. Farther and farther she went, away from the others.

She was enjoying herself so much that she did not notice a wolf coming nearer to her. However, when it pounced on her, she was quick to start pleading, "Please, please don't eat me yet. My stomach is full of grass. If you wait a while, I will taste much better."

The wolf thought that was a good idea, so he sat down and waited. After a while, the lamb said, "If you allow me to dance, the grass in my stomach will be digested faster." Again the wolf agreed.

While the lamb was dancing, she had a new idea. She said, "Please take the bell from around my neck. If you ring it as hard as you can, I will be able to dance even faster."

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb's life.

The gentle and weak can sometimes be cleverer than fierce and strong.



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