AN ANALYSIS OF SENTENCE STRUCTURE IN NARRATIVE PASSAGES OF THE ENGLISH TEXTBOOK "BAHASA INGGRIS KELAS X SMA/MA/SMK/MAK"

THESIS

Submitted in partial fulfillment of the requirement for the degree of Bachelor of Education in English Language Education Department



By: Khrisna Erlangga 1603046095

ENGLISH LANGUAGE EDUCATION DEPARTMENT EDUCATION AND TEACHER TRAINING FACULTY WALISONGO STATE ISLAMIC UNIVERSITY OF SEMARANG 2021

A THESIS PROJECT STATEMENT

I am, the student with the following identity:

Name : Khrisna Erlangga

Student Number : 1603046095

Department : English Education

Field of Research : English Syntax

Certify that thesis entitled

AN ANALYSIS OF SENTENCE STRUCTURE IN NARRATIVE PASSAGES OF THE ENGLISH TEXTBOOK "BAHASA INGGRIS KELAS X SMA/MA/SMK/MAK"

is definitely my work. I am completely responsible for the content of this thesis. Other researcher's opinions or findings included in this thesis are quoted or cited in accordance with ethical standards.

Semarang, 5 November 2021

The researcher



Khrisna Erlangga

NIM. 1603046095



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI WALISONGO FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl, Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang

50185 RATIFICATION

This thesis with the following identity:

Title

: AN ANALYSIS OF SENTENCE STRUCTURE IN NARRATIVE

PASSAGES OF THE ENGLISH TEXTBOOK "BAHASA

INGGRIS KELAS X SMA/MA/SMK/MAK"

Writer : Khrisna Erlangga

Student Number

1603046095

Major

English Education Department

had been examined in Munaqosyah session by the team of final project examiner of Education and Teacher Training Faculty of UIN Walisongo Semarang and has been accepted as a partial requirement for the degree of Bachelor of Education in English Education Department.

Semarang, 16 Desember 2021

THE BOARD OF EXAMINERS

Chairperson

Dr. Hj. Siti Mariam, M.Pd.

NIP.196507271992032002

Examiner I

Dr. H. Muhammad Nafi Annury, M.Pd.

NIP.197807192005011007

Secretary

1

Sayyidatul Fadlilah, S.Pd L, M.Pd.

NIP.198109082007102001

Examiner II

Dra. Hj. Ma'rifatul Fadhilah, M.Ed.

NIP.196208031989032003

1h

Savyidatul Fadlilah, S.Pd I., M.Pd.

Advisor

NIP.198109082007102001



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI WALISONGO FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty

Walisongo State Islamic University

Assalamu'alaikum Wr.Wb.

I have given guidance, briefing and correction to whatever extent necessary of the following

thesis:

Title : AN ANALYSIS OF SENTENCE STRUCTURE IN NARRATIVE

PASSAGES OF THE ENGLISH TEXTBOOK "BAHASA INGGRIS

KELAS X SMA/MA/SMK/MAK"

Name of Students

: Khrisna Erlangga

Students Number

: 1603046095

Department

: English Education Department

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University Semarang to be examined at Munaqosyah session.

Wassalamu'alaikum Wr.Wb.

Semarang, 5 November 2021

Advisor

Sayvidatul Fadlillah. M.Pd. NIP. 19810908 200710 2 001

MOTTO

Guidance is not attained except with knowledge and correct direction is not attained except with patient ~ Ibn Taymiyyah

Grieve not, surely Allah is with us (Q.S. At-Taubah, verse 40)

DEDICATION

Praise is given to Allah SWT, who has blessed the researcher so that he could finish the thesis.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, especially to my beloved family, and my beloved friends who always give support, motivation, and endless love.

ABSTRACT

Title : AN ANALYSIS OF SENTENCE STRUCTURE IN NARRATIVE PASSAGES OF THE ENGLISH TEXTBOOK "BAHASA INGGRIS KELAS X SMA/MA/SMK/MAK"

Writer: Khrisna Erlangga

SN : 1603046095

When we study English, we often face difficulties because of the variations between the mother tongue and the foreign language that they are learning. The differences can be made in vocabulary, grammar, etc. Sometimes, we often make mistakes when speaking or writing a sentence, paragraph, or text in English. The most common mistakes that occur are sentence structure errors or grammatical errors. This research conducted to explain the sentence structures, the dominant sentence structure used, and to explain syntactically analysis of every sentence in narrative passages of the English textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" published by the Ministry of Education and Culture Indonesia 2017 revision. This research was descriptive qualitative research and used content analysis as the research method. The researcher analyzed the data based on Creswell's theory, namely: preparing and organizing, coding, and representing the data. The result of this study 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. Through the discussion, the researcher found that the simple sentence mostly appears rather than a complex sentence, compound sentence, and compound-complex sentence.

Keywords: Sentence structure, Syntax, Tree diagram

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim.

First, I would like to thank to Allah SWT, who has given hidayah, inayah, and direction for me to complete my thesis.

Second, I always give Shalawat and Salam to the great Prophet Muhammad SAW. The last prophet among all prophets, prophet whose has brought us from the jahiliyyah era to the modern era. I hope that we can be his loyal followers who receive intercession on the day of Qiyamat.

I realize that I cannot complete this final project without the assistance, cooperation, support, and encouragement of many people. Therefore, on this occasion, I would like to thank everyone, especially to:

- 1. Dr. Lift Anis Ma"shumah, M. Ag, as the dean of Education and Teacher Training Faculty.
- 2. Sayyidatul Fadlilah, S. Pd. I, M.Pd, as the Head of English Language Education Department and thesis advisor for her patience and willingness to provide guidance, helpful corrections, advice, as well as a suggestion and encouragement during the consultation.
- 3. All lecturers in the English Education Department who provided input and advice to the researcher while conducting this study.
- 4. All of my family who always give me attention, affection, enthusiasm, support, and unceasing prayer, so the researcher could finish conducting this thesis.

5. All of my friends in PBI C 2016, all of my friends in teaching

internship of SMK Negeri 5 Semarang, and also my friends of KKN

Posko 32 Kelurahan Bangetayu Wetan, Kota Semarang. Thanks for

your support, motivation advice, and the best memories we made. God

bless you all.

6. My gorgeous WEC UIN Walisongo Semarang members, thanks for

always encouraging my motivation to do the thesis so that it can run

appropriately.

7. My beloved woman, Rohmadhani Nur Utami, who always

accompanies and supports me during conducting this study until the

researcher finished this thesis well.

8. People who have ever met and people who cannot be named one by

one, who have supported researchers to complete this thesis. The

researcher realizes that this thesis is not perfect.

Therefore, criticism and suggestions from you, for the perfection of

this thesis, we are always expecting. Finally, I expect that this thesis

would be useful for future research.

Semarang, 5 November 2021

The researcher,

Khrisna Erlangga

NIM. 1603046095

ix

LIST OF CONTENT

COVER		i
THESIS PROJE	ECT STATEMENT	ii
RATIFICATIO	N	ii
ADVISOR APP	PROVAL	iv
MOTTO		v
DEDICATION		vi
ABSTRACT		vii
ACKNOWLED	GEMENT	vii
LIST OF CONT	TENT	X
LIST OF ABBR	REVIATION	xii
CHAPTER I	INTRODUCTION	
	A. Background of the Research	1
	B. Research Question	10
	C. Objectives of the Study	10
	D. Significances of the Study	
	E. Limitation of the Research	12
	E. Research Method	12
CHAPTER II	REVIEW OF RELATED LITERAT	ΓURE
	A. Previous Researches	18
	B. Literature Review	26
	1. Syntax	27
	2. Word Class	
	3. Phrase structure	
	4. Clause structure	50
	5. Sentence structure	
	6. Content Analysis	
	7. Concept of Narrative Text	
СПУРТЕР П	I GENERAL OVERVIEW OF THE	
ENGLISH TE		
	A. Profile of the English Textbook	64
	B. Content of the English Textbook	

CURRICULUM VITAE

LIST OF ABBREVIATION

A : Adjective

AC : Adjective Clause

AP : Adjective Phrase

Adv : Adverb

AdvC : Adverb Clause

AdvP : Adverb Phrase

Art : Article

Aux : Auxiliary

Comp : Complement

Conj : Conjunction

DC : Dependent Clause

Det : Determiner

IC : Independent Clause

Inf : Infinitive

InfP : Infinitive Phrase

Int : Interjection

Mod : Modal

N : Noun

NC: Noun Clause

NP : Noun Phrase

Poss : Possessive

PossP: Possessive Phrase

PP : Prepositional Phrase

Prep : Preposition

PST : Phrase Structure Tree

S : Sentence

V : Verb

VP : Verb Phrase

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, research question, objective of the study,, significances of the study, limitation of the research, and research method.

A. Background of the Study

Humans cannot leave alone because they are social creatures who always communicate and share thoughts, ideas, opinions, and all kinds of other information with each other, both physically and verbally. In society life, human beings need to do interact or communicate with one another. Humans have a mind that can improve and can be improved by discussing or sharing ideas, opinions, or feelings with other people. The human being needs a "tool or medium" to interact with other people. The tool or medium used by the human being is called language. Language has an important function in all societies who used it because language is a way to interact with one another person, especially in communication. Language is most commonly defined as a form of communication that is no stereotyped and nonfinite; it is learned and created. Language is unlimited and speakers of a language can

¹Yuniati, A., Fadlilah, S., Annury, M. N. (2018). Directive speech acts in the movie "The message" by Moustapha Akkad. *Vision: Journal for Language and Foreign Language Learning*, 7(2), 82.

²Janah, N. D., Tarwiyah, S. (2016). Male and female speech in Pride and Prejudice novel by Jane Austen and its implication in teaching speaking. *Vision: Journal for Language and Foreign Language Learning*, 6 (2), 126.

produce and interpret an unlimited number of utterances that they have never heard before.³

Nowadays, using the language for communication with each other is necessary, when the speaker and hearer understand what they are talking about. It makes the best result for communication.⁴ People use at least one language to convey and express their thoughts, desires and feelings through a process of contact with others. Armstrong states that by language one can talk with others, express his desires, his feeling, and his ideas. Language is also a social phenomenon. It is a means of communication between individuals and it brings them into a relationship with the environment⁵.

People use language to make a phrase or sentence then use it to tell each other what they are talking about. The concept of a sentence has been proposed by some experts. Hornby states the sentence is a set of work expressing a statement, a question, or an order, usually containing a subject and a verb. Furthermore, according to Andersen, a sentence is a complete set of words that

³Masniati, A., Azwan. (2019). Ellipsis types in Stephenie Meyer's "The short second life of Bree Tanner" Using a syntactic analysis. *Eternal*, *5*(1), 66.

⁴Tutuarima, Z., Nuraeningsih, Rusiana. (2018). An analysis of speech act used in London Has Fallen' movie. *Vision: Journal for Language and Foreign Language Learning*, 7(2), 122-123.

⁵Amstrong, E. (2011). *Language, meaning, context, and functional communication*. ECU Publications. p. 5

conveys meaning. It can be concluded that a sentence is a group of words consisting of the subject and the verb

A sentence is generally classified into two types. According to Frank, as cited by Sari, Syarif, and Amri, a sentence can be divided by its function and its structure. The first is a function. These functions are divided into four category, they are declarative sentence, interrogative sentence, imperative sentence, exclamatory sentence. The first category is a declarative sentence. A declarative sentence is a sentence that states a fact and ends with a period or full stop (.). In other words, it makes a statement. For example, "The third essay is due Friday". It is using the full stop at the end of the sentence and shows a fact. The second one is an interrogative sentence. It asks a question and ends with a question mark (?). For example, "When is the third essay due?" This sentence is asking about a question and it is ended by a question mark (?). The third one is an imperative sentence. It is a command or a polite request. It ends with a period (.) unless the writer intends to show strength or strong emotion, then the sentence should be ended with an exclamation mark (!). For example, "The essay must be finished tonight!" The last one is an exclamatory sentence. It shows excitement or expresses strong feelings. It should be ended with an exclamation point (!). Exclamation utterances often embrace an emotional angle on the part of the speaker, that is usually described as a surprise; surprise is an attitude supported the assumption that something unexpected is the case. For example, "What a terrific essay you wrote!"

The second one is its structure. According to Murphy, sentence structure is divided into four category, they are simple sentence, compound sentence, complex sentence, and compoundcomplex sentence. The first one is a simple sentence. It is a sentence that has only a subject and predicate. The second one is a compound sentence. It is a sentence which consists of two or more independent clause. These clauses are connected by coordinate conjunction such as and, but, or, nor, for, yet, so, etc. The third one is a complex sentence. It is a sentence which consists of one main clause and one or more subordinate clause namely adjective clause, noun clause, adverbial clause. The independent clause is connected to the main clause by subordination conjunction. Subordinate involves two ideas, one of which is more important than the other. The more important idea is placed in the independent or main clause. These sentences can be joining by using adverb clauses such as when, while, because, although, if, so, an adjective clause such as who, whom, which, whose, that, and noun clauses such as that, whether, or if. The last one is a compound-complex sentence.

⁶ D'Avis, F. (2016). Different languages – different sentence types? on exclamative sentences. *Language and Linguistics Compass* 10/4, pp. 159–175, doi.org/10.1111/lnc3.12181

It is a sentence which consists of two or more independent clause and one or more independent clause ⁷

A sentence usually has a grammatically complete statement. The network of relations between the words of a sentence is called structure. The organization of a sentence is its syntactic structure.⁸ The syntactic structure of sentences in which a new word appears may provide listeners with cues to that new word's form class. In English, for example, a noun tends to follow a determiner (a/an/the), while a verb precedes the morphological inflection [ing]. The presence of these markers may assist students in identifying a word's form class and thus glean some information about its meaning⁹. In English grammar, the term sentence structure refers to the arrangement of terms, phrases and clause in a sentence. The grammatical sense of a sentence depends on this structural organization, which is often called syntax or syntactic structure. 10 Every single sentence plays an important role in the whole message, especially for written text. This means a meaningful sentence will be based on its structure, whether it is

_

⁷Sari, I. D., Syarif, H., Amri, Z. (2019). An analysis of compound sentences in students' writing. *Advances in Social Science, Education and Humanities Research*, 301. 341-342. doi.org/10.2991/icla-18.2019.57

⁸Fabb, N. (2005). *Sentence structure*. Routledge. p.2.

⁹ Ma, W., Zhou, P., Golinkoff, R. M., Lee, J., Hirsh-Pasek, K. (2019). Syntactic cues to the noun and verb distinction in Mandarin child-directed speech. *First Language*, *39*(*4*), 433–461. DOI: 10.1177/0142723719845175.

¹⁰Demirezen, M. (2019). Identification of sentences types for writing skill in teacher education. *Journal of Language and Linguistics studies*, 15(1). 98.

correct or incorrect. The part of a language is its structure. When analyzing sentence structure, it is explained more thoroughly in syntax, since the syntax is also correlated with the study of sentence structure. In linguistics, the study about the sentence of languages is syntax. Syntax (from Ancient Greek syn, "together", and taxis, "arrangement") is the study of concepts and guidelines for the creation of sentences in natural language. Chomsky states that Syntax is the study of the principles and processes by which sentences are constructed in particular languages. So, the syntax deals with how words can be combined to form phrases and sentences.

Analyzing a sentence is the method of defining subjects, predicates, direct and indirect objects, and the different forms of clauses and phrases. The wrong structure of the sentence in communication can make communication ineffective. In the communication process, the message conveyed by the speaker will be easily accepted by the listener if the speaker can produce phrases or sentences properly and correctly. Even in Al-Qur'an, we are instructed to speak properly and correctly as mentioned in the Qur'an Surah An-Nisa verse 9:

¹¹Utari, A. R. P. (2019). Students' Grammar and Sentence Structure of the Texts Written in Paragraph Writing Class, *Prominent Journal*, 2 (1). 117-118.

 $^{^{12}}$ Chomsky, N. (2002). *Syntactic structure* (2^{nd} ed). Mouton de Gruiter. p.1.

وَلْيَخْشَ ٱلَّذِينَ لَوْ تَرَكُواْ مِنْ خَلْفِهِمْ ذُرِّيَّة َ ضِعَفًا خَافُواْ عَلَيْهِمْ فَلْيَتَّقُواْ ٱللَّهَ وَلْيَقُولُواْ قَدْل َا سَدىدًا ۞

9. Let those (disposing of an Estate) have the same fear in their minds as they would have for their own if they had left a helpless family behind: Let them fear Allah, and speak appropriate words¹³.

Tafsir al-Jalalayn of this verse:

[4:9] **And let them fear**, let them be concerned for the orphans, *those who*, *if they*, are about to, *leave behind them*, that is, after their death, *weak offspring*, young children, *would be afraid for them*, that they are ruined; *let them fear God*, in the matter concerning orphans, and let them give what they would love for their own offspring after their death; *and speak*, to the one approached by death, *pertinent words*, the right [words], by enjoining him to give as voluntary almsgiving no more than the third [of the inheritance], and leave the remainder for the ones inheriting, so that they do not end up as dependants.¹⁴

In studying English, we often face difficulties because of the variations between the mother tongue and the foreign language that

¹³Ali, A. Y. (1987). *The Holy Qur'an: English translation of the meanings and commentary.* the King Fahd Holy Qur'an Printing Complex. p.208.

¹⁴Hamza, F. (2008). *Tafsir al-Jalalayn: Great commentaries on the Holly Qur'an*. Fons Vitae. p. 73.

they are learning. The differences can be made in pronunciation, phonology, vocabulary, grammar, etc. Sometimes, we often make mistakes when speaking or writing a sentence, paragraph, or text in English. The most common mistakes that occur are sentence structure errors or grammatical errors. As with most students in Indonesia, ranging from secondary to tertiary level, they sometimes make mistakes when they are asked to make sentences, paragraphs, or texts in English, one of which is narrative text. Many researchers are conducting research related to student errors in narrative text, and the findings are categories of errors that frequently occur, such as lexical errors, syntactic errors, grammatical errors. For examples in a study conducted by Eko Mulyono who examined "Errors in Narrative Text Committed by Students of Grade XI of Vocational High School State 4 Surakarta Academic Year 2014/2015", the findings show that the most dominant error is in syntactical error i.e. using simple present tense refers to simple past with the percentage 22.37%. Those errors are caused by four aspects, they are overgeneralization, incomplete application of rules, ignorance of rule restrictions, and false concept hypothesized.¹⁵

In English lessons, especially in writing skills, the structure is particularly important for the construction of English sentences and should be mastered by students. Students need to know how each

¹⁵Mulyono, E. (2017). Errors in narrative text committed by students of grade XI of Vocational High School State 4 Surakarta academic year 2014/2015, *Jurnal Penelitian Humaniora*, 18 (2). 25.

word works together with other terms when constructing English sentences. They need to understand that the construction of the English sentence involves essential structural laws. The students should master parts of sentences and forms of sentences. Before making any sentence, the students need to decide what kind of sentence they choose. A sentence can consist of a main clause and a sub clause. The main clause can be called a sentence, while the sub-clause cannot stand alone, so it cannot be called a sentence. Sub clauses are one of the materials that students must master.¹⁶ The researcher believes that by learning English structure especially on applying the subordinate clause, the students can improve their ability in sentence structure. The sentences they make will be various and natural if the students apply their hobby, custom, interest, or culture in general. The application of them can ease the arrangement of words in sentences. Hence, students need to understand grammar, what the rules are, what is accepted, and how to use the construction and its significance.

Based on the description above, the researcher is inspired to analyze the sentence structure used in narrative passages using a tree diagram, because the tree diagram is much easier to interpret sentence forms. Therefore, the researcher is interested to conduct this research entitled "An Analysis of Sentence Structure in

¹⁶Haryanti, S., Setyandari, A. (2019). Developing students'multicultural background in structure courses. *International Journal of Active Learning*, *4*(2). 146.

Narrative Passages of the English Textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK".

B. Research Question

Based on the background of the study above, the problems are formulated as follows:

- 1. What types of sentence structures do exist in narrative passages of the English textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" published by the Ministry of Education and Culture Indonesia 2017 revision?
- 2. What is the most dominant sentence structure used in narrative passages of the English textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" published by the Ministry of Education and Culture Indonesia 2017 revision?
- 3. How could every sentence in narrative passages of the English textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" published by the Ministry of Education and Culture Indonesia 2017 revision be analyzed syntactically?

C. Objective of the Study

Based on the research question above, the objective of the research as follow:

 To describe the sentence structures used in narrative passages of the English textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" published by the Ministry of Education and Culture Indonesia 2017 revision.

- To analyze the dominant sentence structure used in narrative passages of the English textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" published by the Ministry of Education and Culture Indonesia 2017 revision.
- 3. To explain syntactically analysis of every sentence in narrative passages of the English textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" published by the Ministry of Education and Culture Indonesia 2017 revision using the tree diagram.

D. Significance of the Study

The significance of this study is that it addresses as follows:

 Theoretically: this study provides beneficial and referential contributions in providing general knowledge on how to analyze the sentence structure of narrative passages using a tree diagram.

2. Practically:

- a. For the researcher, the research can provide training in developing his knowledge and skill in analyzing sentence structure used in narrative text passages.
- b. For the student, the research is expected to assist students of the English Education Department learn the structure of English sentence by analyzing narrative passages in Grammar or syntax classes. In addition, it is also expected that this research can be useful for students to practice drawing tree diagrams and identifying the rules of phrase

- structure (in the Syntax course at the university, for example).
- c. For other researchers, the result of this research can be used as a useful reference for people who are interested in researching syntactic analysis, especially in sentence structure analysis.

E. The Limitation of the Research

This research focuses on analyzing the structure of sentence in narrative passages of an English textbook. This study will discuss syntactically analysis of every sentence in narrative passages of the English textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" using tree diagram.

F. Research Method

1. Research Design

This research focuses on analyzing sentence structure used in the narrative passages of the English Textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" published by the Ministry of Education and Culture of Indonesia 2017 Revision. Since this research focuses on the sentence structure of narrative text passages, the researcher uses descriptive qualitative research to analyze the data. In this research, the researcher analyzes the sentence structure in the narrative passages of the English Textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" published by the Ministry of Education and Culture of Indonesia 2017 Revision. It means that this

research belongs to content analysis. Content analysis is a technique that allows researchers to study human behavior by analyzing their communication indirectly. The communication can be in the form of songs, textbooks, essays, editorials, graffiti, newspapers, articles, pictures, films, advertisements, electronic media, or scripts. This means that the document which can be used as the subject to be analyzed is in form of audio, recording, written, or visual documents. Therefore, the researcher used the narrative passages of the English Textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" published by the Ministry of Education and Culture of Indonesia 2017 revision to be analyzed to answer the research question.

G. Source of Data

Sources of data in qualitative research are words and actions, additional documents, etc. The data can be obtained from words and pictures. The four data sources of data in qualitative research are interviews, observations, documents, and audiovisuals. In this study, the data source is narrative passages of an English Textbook entitled "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" Published by the Ministry of Education and Culture of Indonesia 2017 revision.

 $^{^{17}}$ Fraenkel, J. R., Hyun, H., & Wallen, N. E. (2011). *How to design and evaluate research in education* (8^{th} ed.). McGraw-Hill. p.478.

¹⁸Creswell, J. W. (2017). *Qualitative inquiry & research design: Choosing among five approaches*) (2^{nd} ed.). SAGE Publications. p. 148.

H. Data Collection Technique

The data collection technique is the most important step in the research because the main purpose of the research is to get the data. In qualitative research, there are many kinds of data collection techniques. Here, the researcher used content analysis as a method to collect the data because the object that being analyze was narrative passages of an English Textbook that belongs to the document. In content analysis, the 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 selected passages three until four times to get familiar with the content of the passages and made some important notes to obtaining the data. The researcher used the narrative passages of the English Textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" Published by the Ministry of Education and Culture of Indonesia 2017 Revision.

I. Research Instrument

This is human instrument research. The key instrument of gathering data in this research was the researcher himself. The researcher had some ability and knowledge about the problems studied. In this research, the researcher used guidelines and note taking as a research instrument. The researcher organized what he got with the data such as find the data related to the limitation of the study (sentences which are in the narrative passages of an English Textbook entitled "Bahasa Inggris Kelas X SMA/MA/SMK/MAK").

J. Data Analysis Technique

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.¹⁹ The writer analyzed the data based on Creswell's theory. The data analysis techniques of this research are:

a. Preparing and Organizing

The researcher searched an English Textbook entitled "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" published by the Ministry of Education and Culture of Indonesia 2017 Revision. The researcher read and analyzed all sentences in the three narrative passages of the "Bahasa Inggris SMA/MA/SMK/MAK Kelas X" textbook whose sentences can be analyzed. The researcher chose two narrative text passages

¹⁹J.W. Creswell, *Qualitative inquiry and research design: Choosing among five approaches*, (California: Sage Publication, 2007) p.148.

from ten grade book. After that, the researcher wrote down all the sentences into the table and then analyzing them line by line.

b. Coding

After the researcher wrote all the sentences into the table and then analyzing it line by line, the researcher classified the types of sentence structures and put the code on the sentence. (Example: S is Sentence, N is Noun, V is a verb, NP is a noun phrase, etc). After that, the researcher drew all of the sentences based on the tree diagram theory.

c. Representing the Data

In the final step, the researcher presented the result of the classification types of sentence structure that has been found in narrative text passages into the table. After that, the researcher showed the tree diagram of each sentence that had been analyzed with the explanation.

K. Research Procedure

To get valid data, the researcher follows the procedures of research in the following steps as follows:

- 1. The researcher searched an English Textbook entitled "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" Published by Ministry of Education and Culture of Indonesia 2017 Revision.
- 2. The researcher read and analyzed all sentences in the three narrative passages of the "Bahasa Inggris

SMA/MA/SMK/MAK Kelas X" textbook whose sentences can be analyzed.

- 3. The researcher chose two narrative text passages of the English Textbook "Bahasa Inggris SMA/MA/SMK/MAK Kelas X".
- 4. The researcher wrote all the sentences into the table and then analyzing them line by line.
- 5. The researcher classified the types of sentence structures.
- 6. The researcher put the code on the sentence. (Example: S is Sentence, N is Noun, V is a verb, NP is a noun phrase, etc.)
- 7. The researcher drew all of the sentences based on tree diagram theory.
- 8. The researcher presented the result of classifying types of sentence structure that have been found in narrative text passages into the table. After that, the researcher shows the tree diagram of each sentence that had been analyzed with the explanation.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discussed some previous research and theories upon which the research was laid down. There were seven theories underlying this research. They included theories related to syntax, word class, phrase structure, clause structure, sentence structure, content analysis, and concept of narrative text.

A. Previous Study

There are several previous study which has the same subject, object, or technique, but in this study, the researcher takes some of the research related to this study:

2.1 The first previous research was a research journal written by Edy Lipson Simanjuntak, I Gede Putu Sudana, I Gede Sadia (2017), entitled "Sentence Structure in "The Lion, The Witch and The Wardrobe". The objective of this study was: to find out the types of sentences appearing in the novel "The Lion, the Witch, and the Wardrobe", and to describe the sentence structure using the tree diagram. The method used to collect data from this study is the documentation method using note-taking techniques and this study also used the purposive sampling method. The data source of this research was taken from an English novel entitled "The Lion, the Witch, and the Wardrobe" by C.S Lewis. The

²⁰Simanjuntak, E. L., Sudana, I. G. P., Sadia, I. G. (2017). Sentence structure in "the Lion, the Witch and the Wardrobe, *Humanis*, *Fakultas Ilmu Budaya Unud*, *19*(1). 180-187.

descriptive qualitative method was used to analyze the data and to classify the types of sentences based on the number of clauses and to portray the sentence structures based on the theory proposed by Quirk (1985). The results of this study indicate that the types of sentences that appear in the three chapters of the novel "Lion, Witch, and Wardrobe" include simple sentences, compound sentences, complex sentences, and complex compound sentences. The three chapters of the novel consist of 231 simple sentences, 76 compound sentences, 83 complex sentences, and 28 complex compound sentences. Second, after describing sentence structure using theories from Quirk (1985), Jim (2012) and (2002), Dwight (1975) and Ann (2004) in three chapters of the novel "The Lion, the Witch, and the Wardrobe, the author find variations in the sentence structure of each type of sentence including Subject + verb, subject + verb + object, subject + verb + complement, subject + verb + object + adverb and subject + verb + adverb and the sentence structure most often used in sentences in this novel is the subject + verb + complement because the sentences in this novel more often use auxiliary verbs as verbs in the sentences in the novel.

The similarities between this study and the researcher's study are in the method and the objective of the study. Both kinds of research used a qualitative method, used documentation method in collecting the data and analyzing the sentences using the tree diagram. The objectives of this study and the researcher's study are

to find out the types of sentences appearing in a text or passages and to explain the sentence structure using a tree diagram. The differences between this study and the researcher's study are on the object of the study. This research used an English novel entitled "the Lion, the Witch and the Wardrobe" as the object of study, while the researcher used narrative passages in the English Textbook entitled "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" as the object of study.

2.2 The second previous research was a research journal written by Wiyogo Purnomoadjie and Mulyadi (2019), entitled "A Syntactical Analysis on Sentence Structure Used in Two Adele's Songs". The purpose of this study was to describe the sentence structure through a tree diagram and to find the sentence structure appears in two Adele's song, especially in writing a descriptive text. This research employed a descriptive qualitative method. Two kinds of data collection were used to collect the data, those were observation and documentation. In observation, the researcher did something such as listening to the songs "Someone Like You" and "Don't You Remember" and listening to the songs again focusing on the lyrics. In the documentation, analyzing the lyrics from each song and writing down all the lyrics of two songs to be analyzed used tree diagram. After analyzed the data, the researchers found

²¹Purnomoadjie, W., Mulyadi. (2019). A syntactical analysis on sentence structure used in two Adele's songs, *Panyonara: Journal of English Education*, 1(1). 57-70.

sixty forms of the structure of the two of Adele's songs. From the two of Adele's songs used as the samples in this thesis, grammatical sentence mostly appears rather than an ungrammatical sentence. Through the discussion, the researcher also found the substandard English words, such as Ain't, you'd, I'll, you're, didn't, couldn't, isn't.

The similarities between this study and the researcher's study are on the method and the objective of the study. Both kinds of research used a qualitative method, used documentation method in collecting the data, and analyzing the sentences using a tree diagram. The objectives of this study and the researcher study are to describe the sentence structure through a tree diagram and to find the sentence structure that appears in an object. The differences between this study and the researcher's study are on the object of the study. This research used two of Adele's song lyrics as the object of study, while the researcher used narrative passages in the English Textbook entitled "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" as the object of study.

2.3 The third previous research was a research article by HodaSiavashi, Abbas Ali Ahangar, Ali Alizadeh (2019) entitled "A Syntactic Analysis of Persian Deverbal Nominals: An Exo-Sceletal Approach".²² The main purpose of this study attempts to analyze the underlying syntactic structures of Persian deverbal

²²Siavashi, H., Ahangar. A. A., Alizadeh, A. (2019). A Syntactic Analysis of Persian Deverbal Nominals: An Exo-sceletal Approach, *Lingua*, 221, 2019. 1-21.

nominals using Borer's (2013) Exo-skeletal framework. This study analyzed the underlying syntactic structure of Persian deverbal nominals adopting Borer's (2013) Exo-skeletal framework. The range of data under analysis is restricted to a single language i.e., Persian. This study analyzed the underlying syntactic structure of Persian deverbal nominals adopting Borer's (2013) Exo-skeletal framework. The range of data under analysis is restricted to a single language i.e., Persian. This article was present a syntactic analysis of Persian deverbal nominals following Borer's (2013) Exo-skeletal framework. The evidence from this study suggested the existence of both suffixal and prefixal deverbal nominals in Persian (19 deverbal suffixes and 7 deverbal prefixes appear in Persian deverbal nominals). Taken together, these findings implicate Borer's (2013) framework was applicable to those Persian deverbal nominals with the categorial suffixes; however, it did not provide any explanations for the prefixal deverbal nominals.

The similarities between this study and the researcher study are both research concern on analysis of syntactic structure that existed on sentences of a text/paragraph in a language. This study analyzed the underlying syntactic structure of Persian deverbal nominals adopting Borer's (2013) Exo-skeletal framework, while the researcher analyze the syntactic structure (sentence structure of sentences that existed in narrative passages of an English Texbook. Both the research was used descriptive qualitative method. The

differences between this study and the researcher study are this research used Persian deverbal nominals as object of the study, while the researcher study used narrative passages of The English Textbook entitled Bahasa Inggris Kelas X SMA/MA/SMK/MAK as object of the study.

2.4The fourth previous study was a research journal written by Riana Lie, I Gede Putu Sudana, Ni Made Ayu Widiastuti (2017) entitled "Syntactic Structure of Ditransitive Verbs Found in the Sentences Used in Eugene O'neill's One-Act Play". The objective of this research was: to identify verbs classified into ditransitive verbs in the data and to analyze the syntactic structures of sentences bearing ditransitive verbs analyzed in the data. This study used a qualitative descriptive method. The data source of this study was the sentences in Eugene O'Neill's one-act play script: A Wife for a Life. In collecting the data, the documentation method was applied. The method was applied to obtain the data of the one-act play script. The documentary method which was divided into finding and underlining techniques was applied to collect the data from a one-act play script. The collected data were analyzed and presented using qualitative and descriptive methods.

The result of this study shows that there were two types of ditransitive verbs found in the data source; (1) the ditransitive verb

²³Lie, R., Sudana, I. G. P, Sudana, Widiastuti, N. M. A. (2017). Syntactic structure of ditransitive verbs found in the sentences used in Eugene O'neill's one-act play: A wife for a life. *Humanis, Fakultas Ilmu Budaya Unud*, 19 (1). 165-172.

is immediately followed by an NPs with a previous example in the data: hand and give, and (2) a ditransitive verb allows the indirect object to be omitted and replaced by a prepositional phrase; the preposition concerned being indicated, with the previous example in the data: bring for and hand to. Besides, it was found that the sentences bearing ditransitive verbs have the structure for each type: such as ditransitive verbs are immediately followed by NPs, and a ditransitive verb allows the indirect object to be omitted and replaced by a prepositional phrase.

The similarities between this study and the researcher's study are on the research method. Both of the research used a qualitative descriptive method. In collecting the data, both of the research used the documentation method. Both of the research used tree diagram theory in analyzing the data source. The differences between this study and the researcher's study are on the object of the study and the objective of the study. This study used Eugene O'Neill's One Act-Play Script: A Wife for a Life as the object of the study, while the researcher used narrative passages of the English textbook. The objectives of this study are: (a) to identify verbs classified into ditransitive verbs in the data, and (b) to analyze the syntactic structures of sentences bearing ditransitive verbs analyzed in the data; while the objective of the researcher's study are: (a) to describe the sentence structures that used in Narrative Passages of The English Textbook "Bahasa **Inggris** Kelas X SMA/MA/SMK/MAK", (b) to describe the dominant sentence structure used in Narrative Passages of The English Textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK", (c) to explain syntactically analysis of every sentence in Narrative Passages of The English Textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" using Tree Diagram.

2.5 The fifth previous study was a research journal written by Y. Liu, X. Zhang, F. Huang et al (2019), entitled "Visual question answering via Attention-based syntactic structure tree-LSTM".²⁴ The objective of this study was to explain the encoding of the syntactic structure of the question sentence for embedding learning and to explain the correlation between the spatial structure of the image and the semantic information of the question. This study proposed a novel VQA model, i.e., Attention-based Syntactic Structure Tree-LSTM (ASST-LSTM). Specifically, a treestructured LSTM is used to encode the syntactic structure of the question sentence. A spatial-semantic attention model is proposed to learn the visual-textual correlation and the alignment between image regions and question words. This study conducted Experiments on three widely by using VQA benchmark datasets demonstrate the superiority of the proposed model compared with state-of-the-art approaches. The result of this study showed the superiority of the proposed ASST-LSTM model compared with the state-of-the-art approaches on three public datasets. It certifies that

²⁴Liu, Y., Zhang, X., Huang, F, et al., (2019). Visual Question Answering Via Attention-based Syntactic Structure Tree-LSTM, *Applied Soft Computing Journal*, 82. pp. 1-12.

encoding the syntactic structure information of the question sentence and exploring the fine-grained correlation between image regions and question words are beneficial for VQA.

The similarities between this study and the researcher's study is this study analyzes the syntactic structure of the question sentence using Attention-based Syntactic Structure Tree-LSTM (ASST-LSTM) while the researcher's study analyze the syntactic structure of in narrative passages of an English textbook using tree diagram. The difference between this study and the researcher's study are the object of this study is the visual question sentence, while the object of the researcher study are the sentences in narrative passages of an English textbook. The objectives of this study are: To explain the encoding of the syntactic structure of the question sentence for embedding learning and to explain the correlation between the spatial structure of the image and the semantic information of the question. While, the objectives of the researcher's study are to find out the types of sentences appearing in narrative passages of an English Textbook and to explain the sentence structures using tree diagram. This study used Experimental method while the researcher study used qualitative descriptive method.

B. Literature Review

The review of related literature is essentially needed to inspire as well as to support the author's idea in conducting this research. In this theoretical review the researcher will provide as many as possible the relevant theories and scientific academic papers to elaborate on the study of syntax, word class, phrase structure, clause structure, sentence structure, and concept of narrative text.

1. Syntax

Language, the precious element people needed to make an interaction with others as a member of society. Language is used to gain information and convey several kinds of messages like thoughts, emotions, and desires to others. Due to these facts, people realize that language plays an important role in everyday life. We use language as a media to communicate with other people. Here, the language we must be correct to avoid misunderstanding and misinterpretation. Therefore, to use language properly, people need to produce sentences.

A sentence can be considered as one of the most complex parts of the language. Lehman cited in Srijono asserted that "sentence is a sequence of selected syntactic items combined into a unit following with certain patterns of agreement, modification, and intonation in any languages". In the linguistics branch, the study of how sentences are formed is called syntax.

²⁵Srijono. D. (2001). *An introductory course of linguistics*. Muhammadyah University Press. p.65

a. The definition of the syntax

Syntax is one of the basic principles of grammar because there are two basic principles in grammar that are syntax and morphology. However, the existence between syntax and morphology do support each other. The syntax is one of the branches of linguistics that focuses on sentence structure. It studies the system of rules and categories which underlies sentence formation in human language.²⁶

Radford defines syntax as the study of how words are combined to form phrases and sentences.²⁷ Another definition from Chomsky, says that syntax is the study of the principles and processes of sentence formation in a particular language. The purpose of syntactic investigation in a particular language is to construct a grammar that can be considered as tool for generating and analyzing language sentences.²⁸

Based on those definitions of Syntax by some linguists, the writer concluded that syntax is one of the Linguistics branches which deal with the structures of language that studies how to put or arrange the words, string of words, or phrases and clauses together correctly to produce the correct and grammatical sentence.

²⁷Radford, A. (1997). *Syntactic theory and structure of English*. Cambridge University Press. p.531.

²⁶O'Grady, W., Dobrovolsky, M., Katamba, F. (1996). *Contemporary linguistics: An introduction*. Longman. p.732.

²⁸ Chomsky, N. (2002). *Syntactic structure* (2nded). Mouton de Gruyter. p.1.

b. The analysis of syntactic theory

There are many aspects of language that one might be interested in. One might study how it is acquired, how it reflects the nature of society, or how it is used in literature or propaganda of various kinds. The Syntactic theory deals with the ways words are combined to form sentences. Syntactic theory comes from the book Syntactic Structures by Noam Chomsky in 1957. On the one hand, it is concerned with developing precise descriptions of the syntactic aspects of various languages, how certain languages combine words to form sentences. On the other hand, it aims at developing a general theory of syntax, determining the similarities of language in these fields and how they can vary. This is often referred as the theory of universal grammar.

A rather different concept of language has sometimes been assumed within the syntactic theory. Chomsky defines language as a set of sentences. Chomsky argues not just that a language is a body of rules and principles in the mind of the speaker, but also that universal grammar is a body of principles and parameters which is an innate component of the mind. The former are operative in all languages, while the latter allows a limited amount of variation between languages. Thus, for Chomsky, the syntactic theory is ultimately about the human mind. Even if one isn't prepared to go all the way with Chomsky, it is reasonable to assume that syntactic theory can

offer some insight into the workings of the human mind. For many people, this is a major attraction of syntactic theory.

The syntactic theory is unlike traditional grammar in being concerned not just to describe specific languages but also to develop a general theory. This means that other languages are always potentially relevant when one is describing a particular language. It is quite clear that syntactic theory is important wherever a precise description of how words are combined to form sentences is needed. The analyses that syntacticians produce are not suitable for use in teaching. However, other things being equal, language teaching which is informed by the insights of syntactic theory will be more satisfactory than language teaching which is unaware of these insights.²⁹

c. Transformational generative grammar

The term Transformational Generative Grammar is used in Noam Chomsky's theory of Syntax. These theories were the first leap in the book Syntactic Structure, published in 1957. Chomsky tried to find certain rules that make good language sentences. According to Chomsky, his grammar is Generative, because it can be generated with basic or simple sentence or is called transformational grammar like "I write a letter", it can be changed or transformed into many sentences with the same

²⁹Borsley, R. D. (2003). *Syntactic theory: A unified approach*. Arnold. pp. 1-8.

meaning either into "A letter is written by me" or with different meanings.

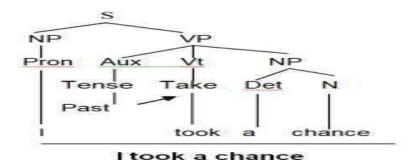
Such as:

Do I write a letter?

I write a letter, don't I?

I don't write a letter

In the framework of transformational generative grammar, the sentence structure is represented by a phrase structure tree, otherwise known as a phrase marker of a tree diagram. Such a tree-diagram provides information about the sentences that they represent by showing the hierarchical relations between their parts.³⁰ For example: "I took a chance".



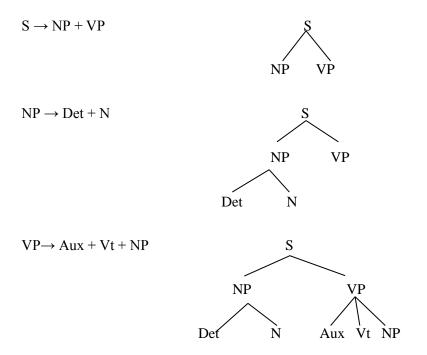
d. Tree diagram

One of the most common methods of creating a visual representation of the syntactic structure is through a tree diagram. Radford states that tree diagrams are a way to

³⁰Purnomoadjie, W. Mulyadi ... pp. 59-60.

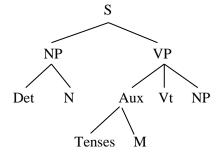
represent the syntactic structure of a phrase or sentence³¹. Another definition from Bornstein, a tree diagram represents the hierarchical structure of the sentence. The sentence is considered as the basis of the syntactic system. Bornstein starts with "S" which stands for sentence, the highest level, and goes down to the lower level. This process is called derivational of the sentence.

The steps of derivational in the sentences are:



³¹ Radford, A. *Syntactic theory and structure of English...* p. 533.

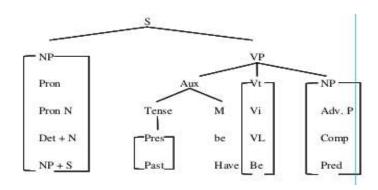
 $Aux \rightarrow Tenses/M$



From the tree diagram above, it can be described in more detail as follows:

- -S (sentence) consists of NP (noun phrase) and VP (verb phrase)
- -NP consists of Det (determiner/article) and N
- -VP consists of Aux plus V and NP
- -Aux consists of Tense and M (modal)

Rules of tree diagram by Bornstein:



The tree diagram also shows which words are constituents of a sentence.³²

Points of juncture in the tree diagram are called nodes. If one node is directly dominated by other nodes, it is called a daughter node. If one node is directly dominated by the same node, it is called the sister node. The nodes NP and VP are the daughters of S, and sister nodes of each other. NP is the left sister, while VP is the right sister.

2. Word class

Word classes are category of words that are syntactically distributed in the same way and for the most part, have the same morpho-syntactic characteristics. The classification of words into word classes (sometimes called form classes) is much the same as the more traditional classification of words into parts of speech, but the former prefers more stringent definition of distribution and disfavors characteristic notional ones.

There is no one correct way to analyze words into word classes. Commonly known are nouns, verbs, adjectives, adverbs, conjunctions (coordinators and subordinators), prepositions, and interjections. In recent times, the set of word

³²Bornstein, D. D. (1977). *An introduction to transformational grammar*. Winthrop Publisher Inc. Cambridge Massachusetts. pp. 39-44.

classes has expanded to include items such as complement, determinative, and determiner.³³

Every word belongs to a word class, such as noun, verb, adjective, article, conjunction, etc. Another name for a word-class is "category" or "part of speech". ³⁴ There are eight word-classes in English, they are:

a) Noun

Nouns is a word that describe who or what in a sentence, it can be a person, place, or thing. A "thing" can be anything like an animal, a device, a point, an object, an event, and so on. A noun is usually an essential part of any basic sentence. Usually about who or what the sentence is about, but other nouns are often also included in longer or more complex sentences. Example: **Trevor and Lance** were watching **a show** on **Animal Planet**.

Nouns in English can be classified into two types, they are:

1. Concrete nouns

Concrete nouns refer to things that we can sense. It can be classified into:

a. Common nouns

Common nouns are words for people, animals, places, or things. Commons nouns are not specific and don't require

³³Aarts, B., Chalker, S., Weiner, E. (2014). *The Oxford dictionary of English grammar*. Oxford University Press. p. 441.

³⁴Fabb, N. (2005). *Sentence structure*. Routledge. p. 11.

capitalization. For example baby, cat, dog, beach, bed, creatures, chair, iceberg, water, etc.

b. Proper nouns

Proper nouns are names for a particular person, place, or thing, and the first letter of a proper noun is always capitalized. For example Omar, Animal Planet, Alaska, Austin, Texas, America, January, Niagara fall, etc.

c. Material nouns

Material nouns are used to name all materials. Such as gold, iron, bronze, steel, silver, etc.

d. Collective nouns

Collective nouns are used to name a group. Such as family, team, nation, people, army, etc.

2. Abstract noun

The abstract noun refers to ideas or qualities, such as sad, happy, tired, hungry, handsome, etc.³⁵

b) Pronoun

Pronouns are word that replaces the common noun or proper noun. Pronouns can be used in place of nouns (when appropriate), and a pronoun operates just like a noun in a sentence. Pronouns can be divided into:

Purnomoadjie, W., Mulyadi, ... pp. 60-61.

- 1. Personal pronouns indicate whether a person is represented is speaking, being spoken to, or spoken of; I, me, you, he, him, she, her, it, we, us, they, them.
- 2. Possessive pronouns indicate possessive; mine, yours, him, hers, its, ours, theirs.
- 3. Reflexive pronouns indicate identify "self"; myself, yourself, himself, herself, ourselves, itself, themselves.
- 4. Relative pronouns are related to the antecedents, or the precedings noun or phrase; who, whose, whom, that, which, what.
- 5. Interrogative pronouns are used in asking a question; who, which, what.
- 6. Indefinite pronouns, these forms do not refer to one person or thing in particular such as each, every, either, neither, my, all, few, some, several, one, other, another, none, both, such.³⁶

c) Adjective

Adjectives are words that modify nouns or pronouns. A variety of adjectival forms must be understood for you to write accurately. Adjectives are divided into:

1. Descriptive adjective

³⁶Seaton, A. (2007). *Basic English grammar for English language learner*. Saddleback Educational Publishing. pp. 44-49.

Descriptive adjectives describe someone or something. The following list contains high-frequency descriptive adjectives. Consider what they tell about a noun they might modify. For example: beautiful, funny, tall, evil, hard, sad.

2. A predicative and attributive adjective

Adjectives are used mainly in two different ways: *predicatively* and *attributively*. A predicate adjective is an adjective that follows a linking verb and modifies a noun or pronoun "from a distance" that is, separated from the noun itself by the verb. Some commonly used linking verbs are **to be**, **to become**, **to get**, **to look**, **to seem**, **to smell**.

Subject +**linking** verb + **predicate** adjective

Example: Mr. Price is handsome.

Attributive adjectives, on the other hand, stand in front of nouns. Usually use more than one adjective to modify nouns in this position.

<u>Attributive adjective + subject +verb</u>

Example: The **young** officer came up to me.

3. Limiting adjective

There are nine types of limiting adjectives:

i. Definite and indefinite articles

The definite and indefinite articles illustrate this limitation function well. The definite article (**the**), determine *someone or something that has been known or*

mentioned. Indefinite articles (a, an) identify the unknown person or thing and people or things in general. For example, "The man on the corner is my friend". A specific man is a topic here. He is known to the speaker. ii. Possessive adjectives

Possessive adjectives limit the nouns they modify in terms of the ownership implied: **my**, **your**, **his**, **her**, **its**, **our**, and **theirs**. The possessive **whose**, which inquire into ownership, is also an interrogative adjective but belongs in this group, as well. Example: **My** new car is a Ford. *The ownership of the car is limited to me*.

iii. Demonstrative adjectives

The demonstrative adjectives (**this**, **that**, **these**, and **those**) limit the modified noun to the one identified by the speaker: **this one**, **that one**. The demonstrative adjectives denote *closeness* (**this**, **these**) or *distance* (**that**, **those**) in the same way as the demonstrative pronouns. Example: **This** book is difficult to understand. **That** remark was uncalled for.

iv. Indefinite adjectives

Indefinite adjectives provide general information about the nouns they modify. They often answer questions about *how much* or *how many?* Among the most common indefinite adjectives are **all**, **any**, **each**,

every, few, many, and some. Example: All work must be completed by noon. *How much work?*

v. Interrogative adjectives

The Interrogative adjectives are what, which, and whose (as noted earlier, whose is also a possessive adjective). They modify nouns in the same way as other limiting adjectives. What and which inquire into a choice between two persons or things and from among a group of persons or things. Whose asks about ownership. Example: What airline are you taking to China? Whose husband is a famous rap star?

vi. Cardinals adjectives

Cardinal adjectives are simply numbers used as adjectives. They limit the nouns they modify by specifying an amount. That amount can be as little as "zero" or as great as any number you can conceive of.

Example: **One** boy scraped his knee on the ground.

vii. Ordinal adjectives

Numbers are used in a slightly different adjectival form with ordinal adjectives. These adjectives limit the nouns they modify by specifying numerical order. Example:

The first question on the test was simple.

viii. Proper adjectives and nouns use an adjective

Proper adjectives are words that are proper nouns but act as modifiers of other nouns. Since proper nouns are capitalized, capitalization is also required when they are used as adjectives. A large category of proper adjectives comprises words that come from country or language names and that can be used both attributively and predicatively. Example: We read a **Shakespearean** play.

b) Adverb

Adverbs modify verbs, adjectives, or other adverbs. They can be individual words, phrases, or clauses.

Adverb + verb, adverb + adjective, adverb + adverb

There are several types of adverbs, namely:

1. Adverb of Manner

Adverb of manner forms a large category. They tell how something is done. They can be individual words or phrases. Example:

Martin drove **slowly**. How did he drive? Slowly Adverbs of manner tend to follow the predicate of a sentence.

<u>Subject + predicate + adverb of manner</u>

Example: Bill spoke to her **angrily**.

2. Adverb of time

Adverbs of time such as now, still, yesterday, just, finally, and Sunday, tell when something occurred. These adverbs of time are part of a category that

includes individual words, phrases, and clauses. For example: finally, recently, in the morning, after the game ended.

Adverbs of time can introduce a sentence or follow it.

<u>Subject + predicate + adverb of time</u>

Example: He left for work at seven.

Adverb of time + subject + predicate

Example: **Recently**, I bought a new laptop.

3. Adverb of frequency

Adverbs of frequency tell how often something occurs. They can be individual words or phrases. For example: never, sometimes, at times.

When an adverb of frequency is an individual word, it tends to stand just before the verb. If it is a phrase, it usually can either introduce the sentence or follow it. Example: **At times**, I just want to drop everything and go out.

4. Adverb of degree

Adverbs of degree tell to what extent something is done. Some of the most commonly used adverbs of degree are: adequately, perfectly, almost, practically, entirely, profoundly, extremely, really, greatly,

The adverbs in this category are used to modify verbs, adjectives, or other adverbs. The position of the adverb in a sentence is determined by the word it modifier:

- Verb: The children enjoyed the circus **immensely.**
- Adjectives: She was an **extremely** beautiful woman.
- Adverbs: They sang **really** badly.

5. Adverb of place

Adverbs of place tell where an action occurs. Some of these adverbs are single words. (Example: abroad, inside, anywhere, somewhere).

Other adverbs of the place appear in phrase form, particularly in prepositional phrases. (e.g.: next door, at home, in the restaurant, over there). Example: We spend a lot of time at home.

6. An adverb that makes a comment

Adverbs of viewpoint or comment commonly begin the sentence thought, some can follow the subject. For example:

Viewpoint+ subject + verb

Wisely, they left the stalled car and walked to town.

<u>Subject + viewpoint + verb</u>

She **clearly** has no intention of paying me back. Bob obviously overslept again.

One frequent exception to the rules is the placement of an adverb at the beginning of a sentence, rather than in its normal position, for emphasis.³⁷ For

³⁷Swick, E. (2009). *Practices makes perfect: English sentence builder*. The McGraw-Hill Companies. pp.80-101.

example: **Now** you finally come up with an answer to my question!

c) Verb

A verb is a word used in a sentence to describe what a noun (a person, place, or thing) is doing or to describe what's being done to a noun. It's usually an action word, but a verb or set of verbs can also describe an emotional/physiological response or action, (like "feel") or mental action or state (like "think") or a state of being, which may not typically be noticed or seen by others.

Yule states that verbs are words that refer to several kinds of actions (go, talk) and states (be, have) including people and things in events. Example: Ann is sick and she needs to go to the hospital. Tallerman also says that a verb communicates an event, action, process, or state. Verbs may be said to express processes which can be categorized in one of three ways. Firstly, they can denote actions, e.g. walk, draw, watch, work, feel (pulse), and sound (horn).

Verbs may not always be obvious action word, a verb of some sort (or set of verbs) is usually an essential element in any basic sentence. So, when in doubt whether a word is a verb or not, checks its meaning; usually the dictionary has the part of speech next to it.

When a verb (a word used to describe an action, state, or occurrence, such as hear, become, or happen) is active, the sentence constantly consists of the person or thing doing the action. This is followed by the verb, and then the person or things that on the receiving end of the action (the receiver). When a verb is passive, the receiver comes first, followed by the verb. The person might also additionally or might not then be included.³⁸

d) Preposition

Prepositions are words that connect one thing to another, showing how they are related. According to Yule as cited by Ma'arif and Pramudyawardhani, prepositions are words (at, in, on, near, with, without) that are used with nouns in phrases that provide information about time (at five o'clock, in the morning), place (on the table, near the window) and other relationships (with a knife, without a thought) including actions and things. For example, I wake up *at* five o'clock.

g) Conjunction

Conjunctions are linking words such as and, or, but.

Conjunctions are used to connect words or sentences.

According to Yule as cited by Ma'arif and Pramudyawardhani, conjunctions (Conj) are words (and, but,

³⁸ Carr, S. BA (Hons) MBA. (2016). Learning from linguistics: structuring our sentences sensitively, *Bereavement Care*, *35:1*, 31-35, DOI: 10.1080/02682621.2016.1160619

because, when) used to make correlations and show relationships between events. Example: Ann's sister was so kind and beautiful but she's very lazy when her mother invited her to study.

h) Interjection

Yule as cited by Ma'arif and Pramudyawardhani, states that interjections are described as word used to express the speaker's exclamation or emotional reaction but do not have any further lexical content like as *oh*, *wow*, *aha*, *ouch*, *alas*, *hey*, *golly*, *hell*, etc. The actual range of interjections is not, however, well-defined, but in any case, they are normally regarded as a minor class³⁹.

i) Determiner

Determiner included articles (a, an, the), demonstrative (this, that), possessive determiners (my, theirs), quantifiers (many, few), numerals, distributive (each, any) that appear along with a noun and serve to express the reference that noun in context.⁴⁰

³⁹ Ma'rif, A. A., Pramudyawardhani, S. R. (2017). A syntactic analysis on sentences found in the song lyrics of One Direction's album "Made in the A.M.", *Dialektika*, 5 (1). 5-7.

⁴⁰Khasanah, U. (2016). *The syntax analysis on declarative sentence in Ann Jungman's Lucy keep the wolf from the door*, Unpublished master's thesis, Faculty of Foreign Language and Culture, Universitas Muhammadiyah Semarang. p. 30.

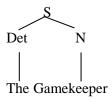
3. Phrase structure

Phrases are group of words that meaning, but not complete meaning. According to Baker, phrase structure is how a sentence is organized into smaller units. There are larger types of phrases are:

a) Noun phrase (NP)

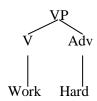
A noun phrase can be optimally modified by determiners and adjectives that are nouns (usually a proper noun, pronoun, mass noun, and plural).

e.g. The Gamekeeper.



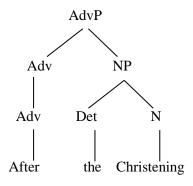
b) Verb phrase (VP)

Verb phrase consisting of a single verb with a noun phrase, adverb phrase, and prepositional phrase, e.g. "work hard"



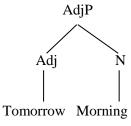
c) Adverbial Phrase (AdvP)

Adverb phrase of an adverb as a head, optionally and followed by modifying the element, e.g. "After the Christening"



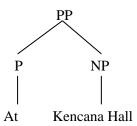
d) Adjective Phrase (AdjP)

Adjective Phrase consists of an adjective as head, optionally continued, and followed by modifying the element, e.g. "Tomorrow Morning".



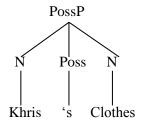
e) Prepositional phrase (PP)

A prepositional phrase consists of a preposition followed by a noun phrase, e.g. "at Kencana Hall".



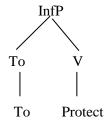
f) Possessive phrase (PossP)

Possessive phrase are form with an apostrophe before a noun phrase⁴¹. e.g. "Khris's Clothes".



g) Infinitival Phrase (InfP)

Baker states that an infinitival phrase is a phrase formed by "to", for example, "to protect"

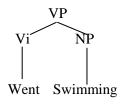


h) Gerundive Phrase

Baker states that the gerundive phrases can consist of a genitive NP and a present participle VP. 42 E.g. "went swimming".

⁴¹Khasanah, U. ... pp. 30-33.

⁴²Bakers, C. (1989). *English syntax*. MIT Press. pp. 82-147.



4. Clause structure

A clause is a group of words that contain both a subject and a verb. A clause is considered as a minimum unit because it consists of a verb and a complement. May consists of a verb, complement, and adjunct. Clauses can be divided into two kinds: a dependent clause or subordinate clause and an independent clause.

a) Dependent clause

A dependent clause is a clause that cannot stand alone. A dependent clause starts with a subordinator such as: when, before, even though, as soon as, since, if, although, that, because, for example as they had thought. Dependent clauses are also known as subordinate clause, a clause that relies upon information from an independent clause to form a complete and logical thinking. This means that the dependent clause cannot stand alone to form a sentence⁴³. In the dependent clauses, there are three main types of dependent clause such as noun clause, adjective clause, and

⁴³Puspitasari, N. (2018). A syntactic of sentence structure on a fairy tales by Akramula using generative transformational grammar, [Unpublished master's thesis], English Letter Department, Letters and Humanities Faculty of Syarif Hidayatullah State Islamic University, Jakarta. pp.16-17.

adverbial clause. The noun clause indicates the subject of a verb, the object of a verb or a preposition. Adjective clause modifies noun phrases. Most of the adjective clause begins with pronouns such as: whom, who, why, whose, where, and others. The adverbial clause modifies the main clause. This can happen at the beginning of a sentence, in the middle of a sentence, and at the end of the sentence.

b) Independent clause

Independent clauses are clause that can stand by itself. Independent clauses realize the speech functions that make a statement, ask a question, command, and exclamation⁴⁴. E.g. "You must flick this switch."

5. Sentence structure

Each language has similarities and differences in using the sentences as a syntactical system that studies the roles of sentence formation. Generally, a sentence is a group of words that express complete statements, ideas, or thoughts. It is the basic unit of spoken and written because it is the entity in communication. Furthermore, to become a sentence, there are main three characteristics in a group of words such as subject,

⁴⁴Fitroh, Z. (2019). A syntactical analysis of phrases used in Westlife song lyrics, Graduating Paper English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga.

predicate, and complete idea. Basically, the structure of an English sentence appears in the element of its sentence. The words in English sentence show that they have the rule for abbreviating or expanding sentences. Moreover, the sentence has a limit on the first-word begins with a capital letter, and the end last word is followed by terminal punctuation marks such as period, full stop, exclamation mark, and question mark. To know and understand more deeply about sentence structure, the following will describe the definition of a sentence and the types of sentence.

a. Definition of Sentence

Knapp states that a sentence is a group of words that make sense. Knapp and Watkins mention that four functions of sentences, namely making statements or declarative, asking questions or interrogatives, uttering commands or imperatives, and voicing exclamations or exclamations⁴⁶. According to Johnson, several important parts than can be learned about a sentence are part of speech, phrase structure, clause structure, types of sentences, and sentence patterns.

⁴⁵Sy, E. N. S., Reztia, A. D. (2019). A syntactical analysis of simple sentences in Kembhang Babur. *Promise: Journal of English Education and Applied Linguistics*, 8(2), 164-166.

⁴⁶Knapp, P., Watkins, M. (2005). *Genre, text, grammar*. University of South Wales Press LTD. p.63.

Therefore, a sentence is a set of words that works together to form a complete thought about something⁴⁷.

A sentence is the combination of words into a larger group called a phrase or a combination of phrases that becomes a clause. The sentences can be analyzed by the representation of syntactic structures. Representation of syntactic structures can be presented in three ways: statements of the correct sequence of the parts of speech (syntactic categories), by series of transformational rules, parsing diagrams. Syntactic categories and by indefinable sentences that are only those components that follow the words and do not undergo any change or transformation. The transformational rule is the sentence has begun to be determined syntactic structure simply by issuing two elements of the sentence. The two main elements are NP and VP. Parsing diagrams are parts of a sentence displayed graphically that emphasizes hierarchical relationships between the components of a sentence. The three representations of syntactic structures above can be used to analyze the components of the sentence. Several types of sentences and clauses can be analyzed such as simple

⁴⁷Johnson, K. (2007). *Introduction to transformational grammar*. University of Massachusetts Press. p.191.

sentences, compound sentences, complex sentences, noun clauses, and relative clauses.⁴⁸

b. Sentence types

There are many types of sentences. Sentences can be generated to be verbal, nominal, declarative, imperative, interrogative, exclamatory, simple, complex, compound, and compound-complex sentences. According to the number of clauses, there are four sentence types such as simple sentence, compound sentence, complex sentence, and compound-complex sentence.

1) Simple sentence

Simple sentences are the basis of English language sentence, which are indicated to have only one idea. Simple sentences have one subject-verb pair. The subject is known who or what is doing something, the verb tells the action (jump, work, think) or condition (is, was, seem, appear). Containing its sentence has one independent clause or main clause. The clause can stand on its own independent of other clauses in the sentence. Therefore, to be a complete sentence, there must be a main clause. A simple sentence has

⁴⁸Gustira, I., Eliza, Artika, F. S. (2019). An analysis of syntactic structures and error on the relative clause as found in students' academic writing at the sixth semester students of English department, *Advances in Social Science, Education and Humanities Research*, 411. p.317.

only one subject-verb combination and makes a single statement. For examples: Budi walks into his classroom.

2) Compound sentence

A compound sentence is a sentence that contains two independent clauses and two or more simple sentences. The word compound means that the sentence has two or more independent clauses. In other words, a compound sentence has two syntactic relations namely units of equal status and a similar form. A compound sentence makes two or more statements, has two or more independent clauses, and has two or more subject-verb combination. A compound sentence is composed of at least two simple sentences joined by a comma and a coordinating conjunction. There are seven coordinating conjunctions in English namely and, but, so, or, for, nor, yet, or so as well as 50. For examples: She invited me to come to her party, but I did not come.

⁴⁹Diana. (2017). *The syntactic of English sentence structure in Brad Bird' the Incredibles*, [Unpublished master's thesis], English Language Teaching Department Tarbiyah and Teacher Training Faculty Syekh Nurjati State Islamic Institute Cirebon. pp. 27-30.

⁵⁰Khodijah, S. (2015). An analysis of complex sentences translation in novel of Mirror Image from English into Indonesian. *Thesis*: English Letters Department, Adab and Humanities Faculty, State Islamic University Syarif Hidayatullah, Jakarta. pp. 14-15.

3) Complex sentence

A complex sentence is a sentence that has only one independent clause and at least one subordinate clause or one dependent clause. The word complex means that the sentence means one or more independent clauses. The dependent clause contains additional information to the independent clause. A complex sentence has an independent clause, has one or more dependent clauses functioning as modifiers. For example: The girl who wore a red dress stood in front of me.

4) Compound-complex sentence

A compound-complex sentence is the longest sentence possible in English. It is made from at least two independent clauses and one or more dependent clauses, all of which complete a full thought. In compound-complex structure, simple sentences are joined by conjunctions into complex sentences, which, in, turn are compound-complex sentences again by coordinate conjunction, correlative conjunctions, and subordinate conjunctions. This syntactic shape is essential in representing complex relationships, argumentative claims, and descriptive ideas.

Adjective clauses, adverb clauses, and noun clauses actively partake roles in their structure, and only in this makeup, they consist of two or more independent clauses and one or more dependent clauses. Co-ordinate conjunctions, conjunction, subordinate correlative conjunctions, and conjunctive adverbs ioin compound-complex sentences. The compound-complex sentence is so named because it shares the characteristics of both compound and complex sentences. A compoundcomplex sentence is a combination of one or more compound sentences and one or more complex sentences. The word compound means that the sentence has two or more independent clauses, and the word complex means that the sentence means one or more independent clauses.51

For examples: Carol loves her brother, and he loves her too because they are family.

6. Content Analysis

Content analysis is a social scientific methodology for creating sense of recorded human communication, including news media, policy documents, letters, and even video or novels-particularly, written text. In practice, content analysis involves breaking down texts into smaller units: paragraphs, sentences, phrases, or single words. These units are then categorized

⁵¹Demirezen, M. (2015). Determining the intonation contours of compound-complex sentences uttered by Turkish prospective teachers of English, *Procedia-Social and Behavioral Science*. 274–275. doi: 10.1016/j.sbspro.2015.04.116.

according to common meaning-codes. This methodology is often used to create at least three types of inferences, including those regarding the procedures of the texts, the messages within the texts themselves, and the audience for those texts. According to Clive Seale and Fran Tonkiss as cited by Brylla, content analysis generally involves the quantitative explanation of sample (e.g. of media texts) for the presence and frequency of specific terms, narratives or concepts. This method involves sampling (choosing the media texts), coding (textual analysis for common denominators) and interpretation (drawing conclusions according to the scope of the research). When used appropriately, content analysis can provide extremely useful insights about "texts"; however, since the term "content analysis" can be used in a variety of contexts, it is important to understand how the term is being used in each specific case.

7. Concept of Narrative Text

Human lives in the world and produces words in everyday life. When these words are put together to communicate meaning, a piece of text is created. When speaking or writing to communicate messages, there is composing the text. When

-

⁵² Baxter, J. (2020). Content analysis. *International Encyclopedia of Human Geography, 2nd edition,* 2. pp. 391-396. doi.org/10.1016/B978-0-08-102295-5.10805-4.

⁵³ Brylla, C. (2018). The benefits of content analysis for filmmakers, *Studies in Australasian Cinema*, *12:2-3*. pp.150-161. DOI: 10.1080/17503175.2018.1540097.

reading, listening, or viewing a piece of text, someone interprets its meaning. A human being can use a text as a way to express their own. It means that when the writer uses language to write, he is creating and compiling text. When the reader reads a text, he interprets the text. Text is formed by sentences, and each sentence consists of words that have been arranged according to syntactic rules. Each word also has its own formation rules. The meanings associated with words and the syntactic constructions that organize their appearance in a sentence help us understand the text as a whole into a coherent structure ⁵⁴. There are many types of text, one of which is narrative text.

a. Definition of Narrative Text

There are several classifications of text types according to its purpose and features. The narrative is one of them whose purpose is to tell a story or to entertain the readers. According to Pardiyono, narrative text is a type of text that is very appropriate to tell past activities or events, which highlight the problematic experiences and resolution to entertain and often intended to provide a moral lesson to the reader⁵⁵. On the other hands, Djuhari states that narrative text is a kind of text about a story or fairy tale that aims to entertain the reader. The main

⁵⁴ Cereda, P. R.M., Miura, N.K., Neto, J. J. (2018) Syntactic analysis of natural language sentences based on rewriting sistem and adaptivity, *Procedia Computer Science*, *130*. pp. 1102–1107

⁵⁵ Pardiyono. (2007). *Teaching genre-based writing*, Andi Yogyakarta. p.94.

characteristic of a narrative text is about a problem that becomes a solution. Narrative text content is about true fantasy stories or event to which some engineering story have been added⁵⁶.

Based on the above definition, narrative text is one type of text to tell a story from the past and the plot consists of a story climax (complications) followed by resolution.

b. Generic structure of the narrative text

A narrative can be fictional or true, as long as is clear and have correct grammar, spelling, and vocabulary. Narrative deals with problematic events, which lead to a crisis or turning some kind of change. According to Anderson and Anderson, they state that the generic structure of narrative text consists of four parts, namely:

1) Orientation

Orientation is the introduction of the text. This includes what is in the text, what the text talks about in general, who is involved in the text such as its character, when, and where it occurs.

2) Complication

Intricately, the text talks about what happened to the participants. A complication is the major element of the narrative. Without complication, the text is not narrative.

⁵⁶ Djuharie. (2008). Genre. CV. Yrama Widya. p. 41.

Conflict can be presented as natural, social, or psychological conflict.

3) Sequence of events

The sequence of events is where the narrator tells how the characters react to the complication. Events can be described in chronological order (the order in which they occurred) or by a flashback. The audience is given the narrator's point of view.

4) Resolution

Resolution is the end of the narrative text. This is the phase where the participants solve the problem that give rise to conflict. It doesn't matter whether the participants succeeds or fail. The point is the conflict is over.⁵⁷

c. Types of narrative text

Based on the type, narrative text can be divided into:

1) Legend

Legend is a narrative of human actions that are considered by the story teller and listeners to have occurred in human history. Usually, a legend is a short, traditional, and historicized narrative performed in a conversational mode. Some define legend as a folktale. The examples of the

⁵⁷Anderson, M & Anderson, K. (1997). *Text types in English*. Macmillan Education Australia. p.8.

legend in the narrative text are Malin Kundang, Sangkuriang, The story of Toba Lake, etc

2) Fairy Tale

A fairy tale is an English Language term for a type of short narrative corresponding to the French phrase "Conte de fee". A fairy tales usually feature folklore characters such as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or charms. The examples of the fairy tale in the narrative text are Cinderella, Pinocchio, Beauty and The Beast, Rapunzel, Snow White.

3) Fable

Fable is a short allegorical narrative that's put forwards a traditional moral point through animal characters that speak and act like human beings. Examples of fable in the narrative text are Mouse Deer and Crocodile, The Smartest Parrot, The story of Monkey and Crocodile.⁵⁸

d. Linguistic features.

The Narrative text has several linguistic features, namely: first, the story is written in the first person (I, we) or the third

⁵⁸Nurlaely, D. D. (2017), Teaching reading on narrative text using jigsaw technique at the Eight grade students of SMP Negeri 2 Jumantono in 2015/2016 academic year. [Unpublished master's thesis], English Education Study Program, Islamic Education and Teacher Training Faculty, State Islamic Institute of Surakarta. 42-43.

person (she, he, and they). Second, the verbs are in the past tense. (e.g. One day, a man and his son went to the jungle to hunt deer.). Third, Chronological (the flow of content has a chronology of events that occur in a certain order). So, that it is a sequence in time and use time connectives; once upon a time, then, finally. Connectives are widely used to move narratives and influence the reader. Fourth, Main participants are characters with recognizable qualities, are often specific and individual. The last is the processes that mostly occur in this kind of text is material, verbal, and mental.⁵⁹

⁵⁹Suhartini, V. T. (2016). An analysis of narrative text in textbooks used by eight grade students (Systemic functional linguistics perspective), *Journal of English and Education*, *4*(2). 116-117.

CHAPTER III

GENERAL OVERVIEW OF THE ENGLISH TEXTBOOK: "BAHASA INGGRIS KELAS X SMA/MA/SMK/MAK"

This chapter described textbook's profile and the content of the English Textbook "BAHASA INGGRIS KELAS X SMA/MA/SMK/MAK" published by the Ministry of Education and Culture Indonesia 2017 revision.

A. Profile of Textbook Entitled "BAHASA INGGRIS KELAS X SMA/MA/SMK/MAK"

An English textbook entitled "Bahasa Inggris Kelas X SMA/MA/SMK/MAK"" Third Edition is the main object of this research. This book is a student book prepared by the government in the context of the implementation of the 2013 curriculum. This book was compiled and reviewed by various parties under the coordination of the Indonesian Ministry of Education and Culture, and was used in the early stages of implementing the 2013 curriculum. This book aims to build attitude, knowledge, and the skills of communicating students through learning experience in the form of a variety of active communication activities, both through receptive productive activities. This book was published by the Ministry of Education and Culture, Revised Edition Jakarta, 2017. This book thickness is 224 pages. This book was written by Utami Widiastuti, Zuliati Rohmah, and Furaidah. This book was

reviewed by Helena I.R. Agustien, Emi Emilia, and Raden Safrina. The provision of publishing this book is the center of curriculum and reform, Balitbang, Ministry of Education and Culture. This book was printed by PT Thursina Mediana Utama.

B. Content of the English Textbook "BAHASA INGGRIS KELAS X SMA/MA/SMK/MAK"

1. Description of the textbook

An English textbook entitled "BAHASA INGGRIS KELAS X SMA/MA/SMK/MAK" is an English textbook prepared by the Ministry of Education and Culture of Indonesia in line with the implementation of new designed curriculum, 2013 curriculum. This book is distributed for free to all schools in Indonesia that have already applied 2013 curriculum and also available in the website of Ministry of Education and Culture for free download. This book aims to build attitude, knowledge, and the skills of communicating students through learning experience in the form of a variety of active communication activities, both through receptive and productive activities.

The presentation of content and learning experiences in this book refers to a text-based language learning approach, both spoken and written, using English as a means of communication. By understanding the social functions, text structure, and linguistic features of various texts as mandated by

the Content Standards in the 2013 Curriculum, students are expected to be able to express ideas, both orally and in writing, by following appropriate rhetorical rules and steps. In addition, the contents and learning experiences in each chapter in this book are generally arranged by following the stages in accordance with the basic principles of learning foreign language, namely the presentation or modeling stage, the practice stage, and the production stage.

The variety of texts in this book is adapted to the mandate of the basic competencies in the 2013 Curriculum for Class X, which includes short functional texts; essays in the form of recount, narrative, and descriptive; as well as texts in the form of conversations (interactional texts) that reflect various speech act. These various texts are presented through themes related to natural and social phenomena in Indonesia, which are intended to develop important characters such as love for Indonesian nature and an attitude of caring for it, as well as developing the character of loving others as the basis for the formation of positive social behavior. However, to broaden students' knowledge, some texts also take on a more global theme.

This book encourages the use of group learning in various forms, with the aim that students interact a lot, so that communication and work skills are developed in the team. Thus, students practice to participate in conveying their ideas

and thoughts related to the type of text being studied, which in turn can develop students' courage in expressing ideas or ideas. This book describes the minimum effort that students must make to achieve the expected competencies. In other words, students are invited to be brave in looking for other learning resources that are available and which are widely spread around them. The role of the teacher in improving and adjusting student absorption with the availability of activities in this book is very important. Teachers are expected to enrich the contents of this book with their creations and creativity in the form of other appropriate and relevant activities originating from the social and natural environment closest to the teaching context.

2. Content description of the English textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK"

As described above, this book aims to build students' attitudes, knowledge, and communication skills through learning experiences in the form of a variety of active communication activities, both through receptive and productive activities. The contents and learning experiences developed in it have been attempted to help students achieve the four core competencies (KI) in the 2013 Curriculum. The contents and learning experiences presented in each chapter in this book are organized under the following activity names: Warmer, Vocabulary Builder, Pronunciation Practice,

Reading, Text Structure, Vocabulary Exercises, Grammar Review, Speaking, Writing, Reflection, and Further Activities. Each section has its own purpose which is generally the initial stage for the next activity.

Warmer is intended as a preliminary activity to activate students' background knowledge and prepare students to follow the lessons in the chapter in question. Most of Warmer's activities are games that involve interaction between students so that by doing this activity, students' interest and positive attitudes are expected to be awakened. Vocabulary **Builder** is intended to build or enrich students' vocabulary. This vocabulary is taken from words in the reading text that are assumed to be new to students. Equivalent words in Indonesian are given with the aim of making it easier for students to memorize vocabulary. Activities to build and enrich vocabulary in Vocabulary Builder are followed by **Pronunciation Practice** which is intended to train students to pronounce English words with proper pronunciation, stress, and intonation. This Pronunciation Practice activity is strengthened by reading aloud, where students read aloud (reading aloud) the reading text in the next activity (**Reading**).

Reading activities aim to build various reading skills, such as the ability to understand main and supporting ideas, explicit and implicit information, and words, phrases and sentences. Reading activities are a means to provide language

input which is the basis for subsequent activities. After understanding the reading text, students also practice understanding rhetorical steps in various texts through identifying the structure used in the reading text being discussed (**Text Structure**). Knowledge of these rhetorical steps is useful for subsequent speaking and writing activities.

The **Vocabulary Exercises** section aims to strengthen the vocabulary that has been learned in the previous activity, and to train students to use the vocabulary in the context of new sentences. The next activity is **Grammar Review**. The grammar topic discussed is the dominant grammar used in the reading text so that the next student is able to use the grammar to communicate, for example to tell a story or describe something, both orally and in writing. In **Speaking and Writing** activities, students practice communicating activities to convey messages and practice or use vocabulary, grammar, and rhetorical steps that they have learned in previous learning activities.

In some chapters there are questions, for example in the form of **Points to Ponder** or included in the reading questions given to arouse students' awareness of their existence as divine beings who have the duty to do good for nature and nature each other. At the end of the chapter there is a REFLECTION section which contains several questions that can help students to do a self-assessment of their abilities in the chapter. If the results of

the reflection show that the student needs to re-learn a certain part of the chapter, therefore, the teacher can offer assistance outside of class hours.

This book consists of 15 chapters. Those are:

- a. Chapter I: Taking about self
- b. Chapter II: Congratulations and complimenting other
- c. Chapter III: Expressing Intentions
- d. Chapter IV: Which one is your best get-away?
- e. Chapter V: Let's visit Niagara Falls
- f. Chapter VI: Giving Announcement
- g. Chapter VII: My Idol
- h. Chapter VIII: The Battle of Surabaya
- i. Chapter IX: B.J.Habibie
- j. Chapter X: Cut Nyak Dien
- k. Chapter XI: Issunboshi
- 1. Chapter XII: Malin Kundang
- m. Chapter XII: The Wright Brothers
- n. Chapter XIV: Strong Wind
- o. Chapter XV: You've Got a Friend

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter described research findings and discussion, which elaborates description of research data, data analysis and the discussion of the research.

A. Description of research data

The data of this research was the sentences in 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 revision. Three narrative passage analyzed from this book are "Issumboshi", "Malin Kundang", and "Strong Wind". The types of sentences have been analyzed using Chomsky's theory in his book syntactic structure, generative grammar because it can generate or create an infinite number of sentences.

There were four types of sentence found in the English textbook entitled "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" published by the Ministry of Education and Culture Indonesia 2017 revision. They were simple sentences, compound sentences, complex sentences, and compound-complex sentences. The amounts of data were 141 sentences that consisted of 55 simple sentences, 35 compound sentences, 47 complex sentences, and 4 compound-complex sentences. One hundred and forty one sentences from 3 narrative

passages in this book were entered into a table based on the tittle of passage and then the type of sentence is searched. From 141 sentences contained in the 3 narrative passages in this book, the researcher took several sentences to be analyzed using tree diagram and the result of analysis described the sentence structure in detail.

B. Data Analysis

All sentences in the table above were analyzed using the theory of Chomsky's "syntactic structure" about transformational grammar.

The analysis are as follows:

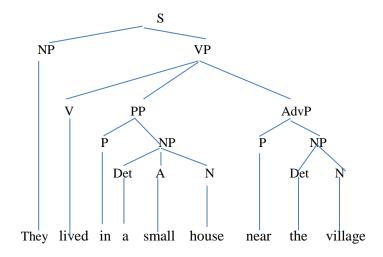
1. Simple sentence

Fifty-five sentences represent the type of simple sentence. The types of simple sentence derived from the table and tree diagram process based on the syntactic feature in the data from passage one until passage three.

Passage 1: Issumboshi

Datum no. 2: They lived in a small house near the village.

	main clause							
				noun phrase			noun	phrase
For	Noun	verb	Prepo	Deter	noun	prepos	Dete	noun
m			sition	mine		ition	rmin	
				d			er	
	They	live	In	a	small	near	the	villa
		d			house			ge
Fun	Subje	Pre		Objec	t	Adverbial		
ctio	ct	dica						
n		te						

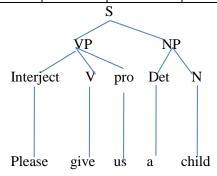


The sentence above is categorized as the type of simple sentence. This sentence has an S+P+O+Adv sentence pattern. The word "they" in this sentence functions as a subject, "lived" functions as an predicator, "in a small house" functions as an object, and "near the village" functions as an adverbial. The structure of this sentence is is S→ NP+VP. The NP consists of noun. The VP consists of V. past, and two PP. The word "They" is classified as a noun, "lived" is classified as an intransitive verb, "in" is classified as a preposition, "a small house" is classified as a noun phrase, "a" is classified as a determiner, "small" is classified as a determiner, "house" is classified as a noun, "near" is classified as a preposition, and "the village" is classified as an adverb of place. The word "they" in this sentence refers to the subject of the previous sentence "an old couple who didn't have a child". This sentence belongs to orientation section. This

sentence explains that the subject of the sentence "they" lived in a small house near the village.

Datum no.3: Please give us a child!

		main clause						
		noun phrase						
Form	Interjecti on	Verb	Pronoun	Determiner	noun			
	Please	Give	us	a	child			
Functi on	Adverbia 1	Predicate	Subject	objec	ct			

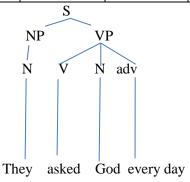


The sentence above is categorized as the type of simple sentence. This sentence has an Adv+P+S+O sentence pattern. The word "please" in this sentence functions as an adverbial, "give" functions as an predicator, "us" functions as a subject, and "a child" functions as an object. The formula of the diagram is: $S \rightarrow VP+NP$. This sentence consists of VP and NP; the VP consists of interjection, verb, and pronoun, while the NP consists of Noun. The word "please" is categorized as an interjection; "give" is categorized as a verb, "us" is categorized as a pronoun; "a" is categorized as a determiner, "child" is categorized as a

noun. The word "us" in this sentence refers to the subject of the previous sentence "an old couple who didn't have a child". This sentence belongs to orientation section

Datum no.4: They asked God every day.

	main clause						
Form	Noun	verb	noun	adverb of time			
	They	asked	god	every day			
Function	Subject	Predicator	object	adverbial			

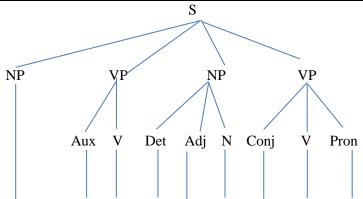


The sentence above is categorized as the type of simple sentence. This sentence has an S+P+O+Adv sentence pattern. The word "they" in this sentence functions as a subject, "asked" functions as an predicator, "god" functions as an object, and "every day" functions as an adverbial. The formula of the diagram is: $S \rightarrow NP+VP$. The NP consists of N. The VP consists of verb, noun, and adverb. The word "They" is classified as a noun, "asked" is classified as a verb 2, "God" is classified as a noun, and "every day" is classified as an adverb of time. The word "they" in this sentence refers to the subject of the previous

sentence "an old couple who didn't have a child". This sentence belongs to orientation section.

Datum no 12: Grandmother would make some big rice balls and encourage him.

		main clause								
				no	un phra	ase				
For m	Nou n	modal auxilia ry	Verb	Dete rmin er	adje ctiv e	noun	conj uncti on	verb	pron oun	
	Gran dmo ther	Would	Mak e	some	big	rice balls	and	enco urag e	him	
Fu nct ion	Subj ect	Predic	cator		Object	•	A	Adverbia	1	

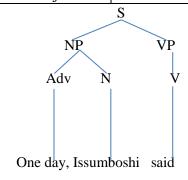


Grand mother would make some big rice bowl and encourage him
The sentence above is categorized as the type of simple sentence.
This sentence has an S+P+O+Adv sentence pattern. The word
"Grandmother" in this sentence functions as a subject, "would
make" functions as an predicator, "some big rice bowls"
functions as an object, and "encourage him" functions as an

adverbial. The formula of the diagram is: $S \rightarrow NP+VP+NP+VP$. The first NP consists of noun, and the second NP consists of determiners, adjective, and noun. The first VP consists of auxiliary and verb, while the second VP consists of conjunction, verb, and pronoun. The word "Grandmother" is classified as a noun, "would" is classified as an auxiliary, "make" is classified as verb 1, "some" is classified as determiner, "big" is classified as an adjective, "rice bowls" is classified as noun, "and" is classified as conjunction, "encourage" is classified as verb, and "him" is classified as pronoun. This sentence belongs to orientation section.

Datum no.14: One day, Issumboshi said,

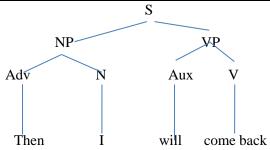
		main clause					
Form	adverb of time	noun	verb				
	One day	Issumboshi	said				
Function	Adverbial	Subject	Verb				



The sentence above is categorized as the type of simple sentence. This sentence has an Adv+S+P sentence pattern. The word "One day" in this sentence functions as an adverbial, "Issumboshi" functions as a subject, "said" functions as a predicator. The formula of the diagram is: S→ NP+VP. This sentence consists of NP and VP. The NP consists of adverb and noun, while the VP consists of verb. The word "one day" is classified as an adverb of time, "Issumboshi" is classified as a subject also as a noun, and "said" is classified as a verb. This sentence belongs to complication section.

Datum no.16: Then I will come back.

	main clause					
Form	adverb of time	noun	modal auxiliary	Verb		
	Then	I	will	come back		
Function	Adverbial	Subject	Predicator			

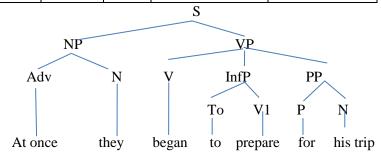


The sentence above is categorized as the type of simple sentence. This sentence has an Adv+S+P sentence pattern. The word "Then" in this sentence functions as an adverbial, "I"

functions as a subject, "will come back" functions as a predicator. The formula of the diagram is: S→ NP+VP. The NP consists of adverb and noun, while the VP consists of auxiliary and verb. The word "then" is classified as an adverb of time, "I" is classified as a noun, "will" is classified as an auxiliary, and "come back" is classified as a verb. The word "I" in this sentence refers to the subject of the previous sentence "Issumboshi". This sentence belongs to complication section.

Datum 18: At once, they began to prepare for his trip.

		main clause					
					preposit phra		
Form	adverb of time	noun	verb	to infiniti ve	prepositi on	noun	
	At once	They	began	to prepar e	For	his trip	
Functio n	Adverbi al	Subje ct	Predic	cator	Adver	bial	

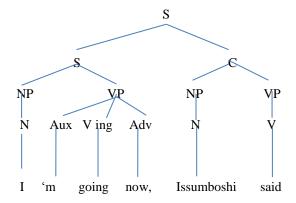


The sentence above is categorized as the type of simple sentence. This sentence has an Adv+S+P+O+Adv sentence pattern. The word "at once" in this sentence functions as an

adverbial, "they" functions as a subject, "began to prepare" function as a predicator, "for his trip" functions as an adverbial. The formula of the diagram is: S→ NP+VP. The NP consists of adverb and noun. The VP consists of verb, infinitive phrase and prepositional phrase. The word "at once" is classified as adverb of time, "they" is classified as a noun, "began" is classified as verb 2, "to prepare" is classified as to + infinitive, "for" is classified as preposition, and "his trip" is classified as noun. The word "they" in this sentence refers to "grandfather and grandmother". This sentence belongs to complication section.

Datum 20: I'm going now, Issumboshi said.

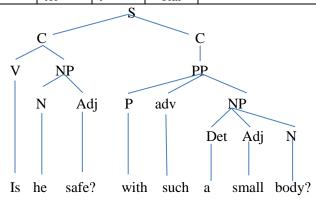
	main clause						
Form	noun	to be	verb.Ing	adverb of time	Noun	verb	
	I	'm	going	now	Issumbo shi	said	
Functi on	Subject	Predicator Adverbial					



The sentence above is categorized as a simple sentence. There are one sentence and one clause that the researcher found in this sentence. This sentence has an S+P+Adv sentence pattern. The word "I" in this sentence functions as a subject, "am going" functions as a predicator, "now, Issumboshi said" functions as an adverbial. The formula of the diagram is: S→ NP+VP+NP+VP. The sentence consists of NP and VP; the NP consists of Noun; and the VP consists of auxiliary, verb Ing, and adverb of time. The word "I" is categorized as a subject also as a noun; "am" is categorized as an auxiliary, "going" is categorized as a verb; "now" is categorized as an adverb of time. The clause consists of NP+VP; the NP consists of Noun; and the VP consists of verb. The word "Issumboshi" is categorized as a subject also as a noun, "said" is categorized as a verb. This sentence belongs to complication section.

Datum no. 21: Is he safe? with such a small body?

	main clause						
				prepositional phrase			
Form	auxilia ry	noun	adjecti ve	prep ositi on	adver b	dete rmin er	noun
	Is	he	safe	with	such	a	small body
Function	Predica tor	Subjec t	Adver bial	Adverbial			

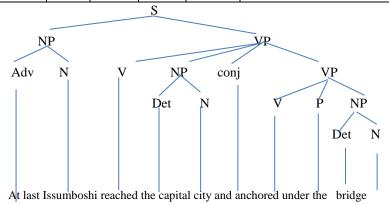


The sentence above is categorized as a simple sentence. There are two clauses that the researcher found in this interrogative sentence. The first clause "Is he safe?", and the second clause is "with such a small body?", This sentence has an P+S+Adv+Adv sentence pattern. The word "Is" in this sentence functions as a predicator, "he" functions as a subject, "safe" functions as an adverbial, and "with such a small body?" functions as an adverbial .The formula of the diagram is: S→ VP+NP+PP. The first clause consists of VP+NP; the VP consists of verb; and the NP consists of noun and adverb. The word "Is" is categorized as

verb; "he" is categorized as a noun, "safe" is categorized as an adjective. The second clause consists of PP; the PP consists of preposition and adverb, and NP. The word "with" is categorized as a preposition, "such" is categorized as an adverb, , "a" is categorized as a determiner, "small" is categorized as an adjective, and, "body" is categorized as a noun. The word "he" in this sentence refers to "Issumboshi". This sentence belongs to complication section.

Datum no.24: At last, Issumboshi reached the capital city and anchored under the bridge.

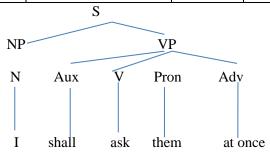
		main clause						
				noun phrase			prepos	sitional
Form	adve rb of time	noun	verb	noun	conj unct ion	verb	prep ositi on	noun
	at last	Issum boshi	reach ed	the capital city	and	anchor ed	unde r	the bridg e
Functi on	Adve rbial	Subje ct	Predi cator	Object		Adve	rbial	



The sentence above is categorized as the type of simple sentence. This sentence has an Adv+S+P+O+Adv sentence pattern. The word "At last" in this sentence functions as an adverbial, "Issumboshi" functions as a subject, "reached" functions as a predicator, "the capital city" functions as an object, and "anchored under the bridge" functions as an adverbial. The formula of the diagram is: S→NP+VP. The NP consists of adverb and noun. The VP consists of verb, noun phrase, and verb phrase. The word "at last" is classified as an adverb of time, "Issumboshi" is classified as a noun, "reached" is classified as a verb, "the capital" is classified as a noun, "and" is classified as conjunction, "anchored" is classified as a verb "under" is classified as a preposition, and "the bridge" is classified as noun. This sentence belongs to complication section.

Datum no 26: I shall ask them at once.

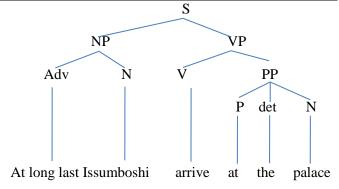
	main clause						
Form	Subject	modal	verb	Pronoun	adv. of time		
	I	shall	ask	Them	at once		
Functio n	Subject	Predicator		Object	Adverbial		



The sentence above is categorized as the type of simple sentence. This sentence has an S+P+O+Adv sentence pattern. The word "I" in this sentence function as a subject, "shall ask" functions as a predicator, "them" functions as an object, and "at once" functions as an adverbial. The formula of the diagram is: S→NP+VP. The NP consists of conjunction and noun. The VP consists of aux, verb, pronoun, and adverb. The word "I" is classified as a noun, "shall" is classified as an auxiliary, "ask" is classified as a verb, "them is classified as a pronoun, "at once" is classified as adverb of time. The word "I" refers to "Issumboshi". This sentence belongs to complication section.

Datum no 27: At long last, Issumboshi arrived at the palace.

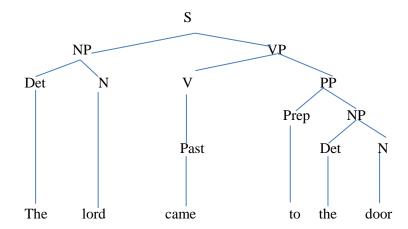
		main clause						
				prepositional phrase				
Form	Conjunct	noun	verb	Prepositio	noun			
	ion			n				
	At long	Issumbos	arrived	At	the palace			
	last	hi						
Functi	Adverbi	Subject	Predicato	Object				
on	al		r					



The sentence above is categorized as the type of simple sentence. This sentence has an Adv+S+P+O sentence pattern. The word "at long last" in this sentence functions as an adverbial, "Issumboshi" functions as a subject, "arrived" functions as a predicator, and "at the palace" functions as an object. The formula of the diagram is: S→NP+VP. The NP consists of adverb and noun. The VP consists of V and PP. The word " at long last" is classified as an adverb of time, "Issumboshi" is classified as a noun, "arrived" is classified as a verb, "at the palace" are merged into adverb of place, "at" is classified as a preposition, "the" is classified as a determiner, and "palace" is classified as a noun. This sentence belongs to complication section.

Datum no. 29: **The lord came to the door**

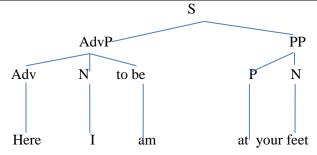
	main clause				
	noun prepositional phrase				
Form	noun	verb	prepositio	Prepositio	
			n	n	
	The lord	came	to	the door	
Functio	Subject	Predicato	Object		
n		r			



The sentence above is categorized as the type of simple sentence. This sentence has an S+P+O sentence pattern. The word "the lord" in this sentence functions as a subject, "came" functions as a predicator, "to the door" functions as an object. This sentence consists of NP+VP. The NP consists of determiner and noun. The VP consists of V and PP. The word 'the" is classified as determiner "lord" is classified as a noun, "came" is classified as a verb, "to the door" are merged into prepositional phrase, "to" is classified as a preposition, "the" is classified as a determiner, and "door" is classified as a noun. This sentence belongs to complication section.

Datum no.30: Here I am, at your feet.

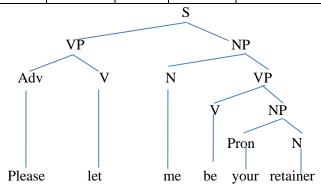
	main clause					
	prepositional phrase					rase
Form	Adv. of	noun	to be	preposit	prono	noun
	place			ion	un	
	Here	I	am	at	your	feet
Function	Adverbial	Subje	Predicat	Object		
		ct	or			



The sentence above is categorized as the type of simple sentence. This sentence has an Adv+S+P+O sentence pattern. The word "Here" in this sentence functions as an adverbial, "I" functions as a subject, "am" functions as a predicator, "at your feet" functions as an object. The formula of the diagram is: S→ AdvP+VP. The AdvP consists of adverb, noun, and to be; while the PP consists of preposition and noun. The word 'Here" is classified as adverb of place, "I" is classified as a noun, "am" is classified as to be, "at" is classified as a preposition, "your feet" is classified as a noun. This sentence belongs to complication section.

Datum no. 32: "Please let me be your retainer".

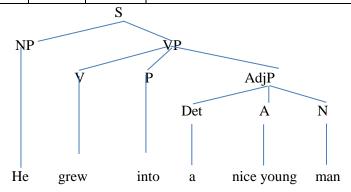
	main clause					
Form	adverb	verb	noun	verb	pronou n	noun
	Please	let	me	be	Your	retaine r
Functio	Adverbi	Predicat	Subje	predicat	Obj	ect
n	al	or	ct	or		



The sentence above is categorized as the type of simple sentence. This sentence has an Adv+P+S+P+O sentence pattern. The word "Please" in this sentence functions as an adverbial, "let" functions as a predicator, "me" functions as a subject, "be" functions as a predicator, "your retainer" functions as an object. The formula of the diagram is: S→VP+NP. The VP consists of adverb and verb. The NP consists of noun, verb, and noun phrase. The word "please" is classified as an adverb, "let" is classified as a verb, "me" is classified as a noun, "be" is classified as a verb, "your" is classified as a pronoun, and "retainer" is classified as a noun. This sentence belongs to complication section.

Datum no. 59: He grew into a nice young man.

Form	main clause				
			A	djectival P	hrase
	noun	verb	preposi	determi	noun
			tion	ner	
	Не	grew	into	a	nice young
					man
Funct	Subjec	Predica	Object		
ion	t	tor			

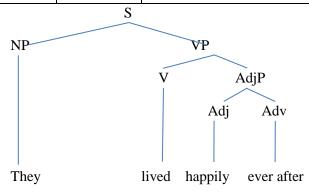


The sentence above is categorized as the type of simple sentence. This sentence has an S+P+O sentence pattern. The word "He" in this sentence functions as a subject, "grew" functions as a predicator, "into a nice young man" functions as an object. The formula of the diagram is: S→NP+VP. The NP consists of noun. The VP consists of verb, preposition and adjective phrase. The word "he" is classified as a noun, "grew" is classified as a verb "into" is classified as a preposition, "a" is

classified as a determiner, "nice and young" is classified as an adjective, "man" is classified as a noun. The word "he" in this sentence refers to the main character of the story "Issumboshi". This sentence belongs to resolution section.

Datum no. 62: They lived happily ever after.

Form	main clause				
	Adjectival Phrase				
	noun Verb		adjective	determiner	
	They	Lived	happily	ever after	
Function	Subject	Predicator	Adverl	oial	



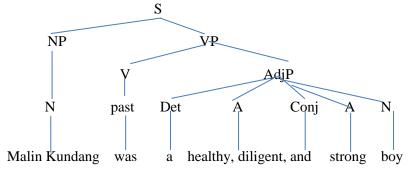
The sentence above is categorized as the type of simple sentence. This sentence has an S+P+Adv sentence pattern. The word "They" in this sentence functions as a subject, "lived" functions as a predicator, "happily ever after" functions as an adverbial. The formula of the diagram is: S→NP+VP. The NP consists of noun. The VP consists of verb and adjective phrase. The word "they" is classified as a noun, "lived" is classified as a

verb, "happily" is classified as an adjective, and "ever after" is classified as an adverb of time. The word "they" in this sentence refers to "Issumboshi and the Princess". This sentence belongs to resolution section.

Passage 2: Malin Kundang

Datum no .3: Malin Kundang was a healthy, diligent, and strong boy.

Form	main clause				
				noun phrase	
	noun	Verb	determi	noun	
			ner		
	Malin	Was	a	healthy, diligent, and	
	Kundang			strong boy	
Functi	Subject	Predicat		Object	
on		or			

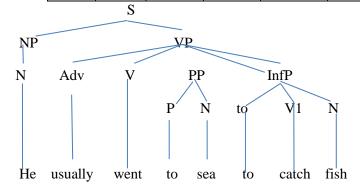


The sentence above is categorized as the type of simple sentence. This sentence has an S+P+O sentence pattern. The word "Malin Kundang" in this sentence functions as a subject,

"was" functions as a predicator, "a healthy, diligent, and strong boy" functions as an object. The formula of the diagram is: S→NP+VP. The NP consists of noun, while the VP consists of verb and adjective phrase. The word "Malin Kundang" is classified as a noun, "was" is classified as a verb 2, "a" is classified as a determiner, "healthy and diligent" is classified as an adjective, "and" is classified as a conjunction, "strong" is classified as an adjective, and "boy" is classified as a noun. This sentence belongs to orientation section.

Datum no.4: He usually went to sea to catch fish.

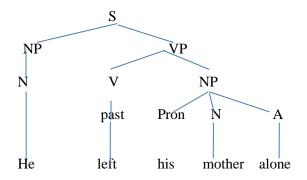
Form	main clause						
					phrase		
	noun	adverb	adv. of				
				place	purpose		
	Не	usually	went	to sea	to catch fish		
Funct	Subjec	Adverb	Predica	Object	Adverbial		
ion	t	ial	tor				



The sentence above is categorized as the type of simple sentence. This sentence has an S+Adv+P+O+Adv sentence pattern. The word "he" in this sentence functions as a subject, "usually" functions as an adverbial, "went" functions as a predicator, "to sea" functions as an object, "to catch fish" functions as an adverbial. The formula of the diagram is: S→NP+VP. The VP consists of adverb, V, PP, and InfP. The word "he" is classified as a subject, "usually" is classified as an adverb, "went" is classified as a verb 2, "to sea" is classified as an object (to is classified as preposition, and sea is classified as noun), "to catch fish are merged into adverb of manner. The word "to catch" is classified as to infinitive (to+V1), and "fish" is classified as a noun. The word "he" in this sentence refers to the main character of the story "Malin Kundang. This sentence belongs to orientation section.

Datum no. 10: He left his mother alone.

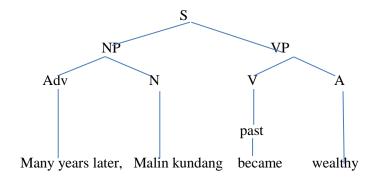
Form	main clause				
	noun	verb	noun	adjective	
	Не	left	his mother	alone	
Function	Subject	Predicator	Object	Adverbial	



The sentence above is categorized as the type of simple sentence. This sentence has an S+P+O+Adv sentence pattern. The word "he" in this sentence functions as a subject, "left" functions as a predicator, "his mother" functions as an object, "alone" functions as an adverbial. The formula of the diagram is: S→NP+VP. The NP consists of noun. The VP consists of V, NP, and adjective. The word "He" is classified as , "left" is classified as verb 2, "his mother" are merged into noun phrase; "his" is classified as pronoun, "mother" is classified as noun, and "alone" is classified as an adjective. The word "he" in this sentence refers to the main character of the story "Malin Kundang. This sentence belongs to complication section.

Datum no.11: Many year later, Malin kundang became wealthy.

Form	main clause								
	adverb of	noun	verb	adjective					
	time								
	Many years	Malin	became	wealthy					
	later	Kundang							
Function	Adverbial	Subject	Predicator	Object					

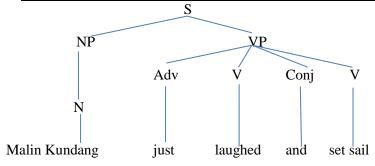


The sentence above is categorized as the type of simple sentence. This sentence has an Adv+S+P+O sentence pattern. The word "Many years later" in this sentence functions as an adverbial, "Malin kundang " functions as a subject, "became" functions as a predicator, "wealthy" functions as an object. The formula of the diagram is: S→NP+VP. The NP consists of adverb and noun. The VP consists of verb and adjective. The word "Many years later" are classified as an adverb of time,

"Malin Kundang" is classified as a noun, "became" is classified as a verb 2 and "wealthy" is classified as an adjective. This sentence belongs to complication section.

Datum no. 25: Malin Kundang just laughed and set sail.

Form		main clause							
	noun	adverb	conjunct	verb					
	Malin	just	laught	and	set sail				
	Kundang								
Function	Subject	Predi	cator	Adv	verbial				



The sentence above is categorized as the type of simple sentence. This sentence has an S+P+Adv sentence pattern. The word "Malin kundang" functions as a subject, "just laughed" functions as a predicator, "set sail" functions as an adverbial. The formula of the diagram is: S→NP+VP. The NP consists of noun. The VP consists of adverb, V, conjunction, and V. The word "Malin Kundang" is classified as a noun, "just" is classified as an adverb, "laughed" is classified as verb, "and" is classified as

conjunction, and "set sail" is classified as a verb. This sentence belongs to resolution section.

Datum no.27: He was thrown out to a small island.

Form	main clause								
	noun	auxiliary	preposition	noun					
	Не	was	thrown	to	a small				
			out		island				
Function	Subject	Predicator		Obje	ect				

S NP VP PP Aux N P Det adj N He small island was thrown out to a

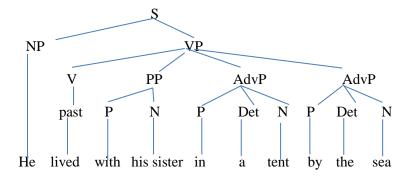
The sentence above is categorized as the type of simple sentence. This sentence has an S+P+O sentence pattern. The word "He" functions as a subject, "was thrown out" functions as a predicator, "to a small island" functions as an object. The formula of the diagram is: S→NP+VP. The VP consists of auxiliary, V, and PP. The word "he" is classified as a noun, "was" is classified as an auxiliary verb, "thrown out" is classified as a verb, "to a small island" are merged into an adverb of place. The word "to" is classified as a preposition, "a" is classified as a

determiner, "small" is classified as an adjective and "island" is classified as a noun. This sentence belongs to resolution section.

Passage 3: Strong Wind

Datum no. 2: He lived with his sister in a tent by the sea.

Form			main clause							
			prepos	itional	adverbial phrase					
			phr	ase						
	noun	verb	preposit	noun	adv. of place					
			ion							
	Не	lived	with	his	in a tent by the sea					
				sister						
Functi	Subje	Predic	Object		Adverbial					
on	ct	ator								

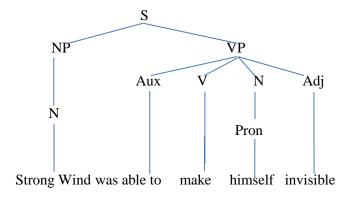


The sentence above is categorized as the type of simple sentence. This sentence has an S+P+O+Adv sentence pattern. The word "He" functions as a subject, "lived" functions as a

predicator, "with his sister" functions as an object, "in a tent by the sea" functions as an adverbial. The formula of the diagram is: S→NP+VP. The NP consists of noun. The VP consists of a verb, prepositional phrase, and two adverbial phrases. The word "he" is classified as a noun, "lived" is classified as a verb, "with his sister" are merged into a prepositional phrase. The word "with" is classified as a preposition, "his sister" is classified as a noun. The word "in a tent by the sea" are merged into an adverb of place, "in" is classified as a preposition, "a" is classified as a determiner, "tent" is classified as a noun, "by" is classified as a preposition, "the" is classified as a determiner, and "sea" is classified as a noun. The word "he" refers to the subject of previous sentence "Strong Wind". This sentence belongs to orientation section.

Datum no. 3: Strong Wind was able to make himself invisible.

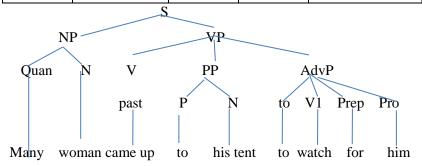
Form		main clause						
	noun	auxiliary	verb	pronoun	adjective			
	Strong Wind	was able to	make	himself	invisible			
Funct ion	Subject	Predicator		Object	Adverbial			



The sentence above is categorized as the type of simple sentence. This sentence has an S+P+O+Adv sentence pattern. The word "Strong Wind" functions as a subject, "was able to make" functions as a predicator, "himself" functions as an object, "invisible" functions as an adverbial. The formula of the diagram is: S→NP+VP. This sentence consists of NP and VP. The NP consists of noun. The VP consists of auxiliary, verb, noun, and adjective. The word "Strong Winds" is classified as a noun, "was able to" is classified as a modal auxiliary verb, "make" is classified as a verb 1, "himself" is classified as pronoun, and "invisible" is classified as an adjective. This sentence belongs to orientation section.

Datum no.6: Many woman came up to his tent to watch for him.

Form		main clause					
	noun	auxiliary	adverb of purpose				
	Many woman	came up	to his tent	to watch for him			
Function	Subject	Predicator	Object	Adverbial			

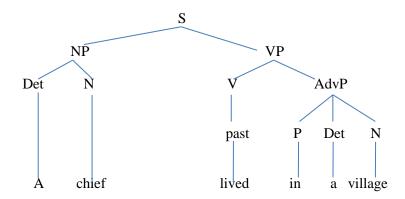


The sentence above is categorized as the type of simple sentence. This sentence has an S+P+O+Adv sentence pattern. The word "Many woman" functions as a subject, "came up" functions as a predicator, "to his tent" functions as an object, "to watch for him" functions as an adverbial. The formula of the diagram is: S→NP+VP. The NP consists of quantifier and noun. The VP consists of verb, prepositional phrase, and adverbial phrase. The word "many" is classified as a quantifier, "woman" is classified as a noun, "came up" is classified as a verb, "to his tent" are merged into an object. The word "to" is classified as a preposition, "his tent" is classified as a noun. The word "to watch for him" are merged into adverb of manner, "to watch" is

classified as to infinitive, "for" is classified as a preposition, and "him" is classified as a noun. The word "him" refers to "Strong Wind". This sentence belongs to orientation section.

Datum no.12: A chief lived in a village.

Form	main clause									
	noun phrase		main verb		noun ph	rase				
	determiner noun			preposit	determi	nou				
				ion	ner	n				
	A chief		lived	in	a	vill				
						age				
Functi	Subject		Predicator	Α	dverbial					
on										

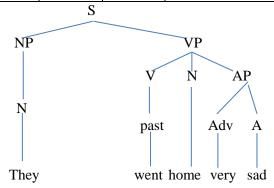


The sentence above is categorized as the type of simple sentence. This sentence has an S+Vi+DO sentence pattern. The word "a chief" in this sentence functions as a subject, "lived" functions as a predicator, "in a village" functions as a direct

object. The sentence structure of this sentence is: S→NP+VP. The NP consists of determiner and noun. The VP consists of verb and adverbial phrase. The word "a" is classified as a determiner, "chief" is classified as a noun, "lived" is classified as an intransitive verb, "in a village" is merged into an adverb of place. The word "in" is classified as a preposition, "a" is classified as determiner, and "village" is classified as a noun. This sentence explains that the subject of the sentence "a chief" has a house in a village. This sentence belongs to orientation section.

Datum no. 28: They went home very sad

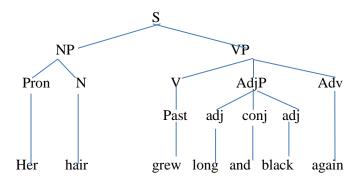
Form	main clause								
				adjectiva	al phrase				
	noun	main	noun	prepositi	determi				
		verb		on	ner				
	They	went	home	very	sad				
Functio	Subject	Predicat	Object	Adverbial					
n		e							



The sentence above is categorized as the type of simple sentence. This sentence has an S+ Vt+ DO+ Adv sentence pattern. The word "they" in this sentence functions as a subject, "went" functions as a predicator, "home" functions as an direct object, and "very sad" functions as an adverbial. The sentence structure of this sentence is: S→NP+VP. The NP consists of noun. The VP consists of V, NP and AdjP. The word "They" is classified as a noun, "went" is classified as a transitive verb, "home" is classified as a noun, and "very sad" is classified as an adjective. The word "they" in this sentence refers to the subject of the previous sentence "the chief's daughters". This sentence belongs to complication section. This sentence explains that the subject of the sentence "they" came home feeling very sad and disappointed because they couldn't see the Strong Wind.

Datum no. 47: Her hair grew long and black again.

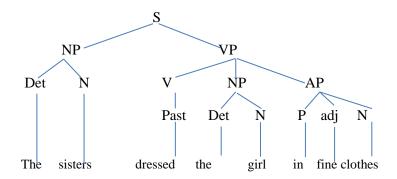
Form	main clause							
	noun	main	adjective	adverb				
		verb						
	Her hair	Her hair grew		again				
			black					
Function	Subject	Predicato	Object	Adverbial				
		r						



The sentence above is categorized as the type of simple sentence. This sentence has an S+ P+ O+ Adv sentence pattern. The word "her hair" in this sentence functions as a subject, "grew" functions as a predicator, "long and black" functions as an object, and "again" functions as an adverbial. The formula of the diagram is: S→NP+VP. The NP consists of pronoun and noun. The VP consists of V, adjectival phrase, and adverb. The word "Her hair" is classified as a subject, "Her" is classified as a pronoun, "hair" is classified as a noun, "grew" is classified as a verb past, "long and black " is classified as an adjective, "again" is classified as an adverb. This sentence belongs to resolution section.

Datum no. 48: The sisters dressed the girl in fine clothes.

The sisters	Dressed	the girl	in fine clothes
Subject	Predicator	Object	Adverbial



The sentence above is categorized as the type of simple sentence. The formula of the diagram is S: NP+VP. The NP consists of determiner and noun. The VP consists of verb, noun, and adverbial phrase. The word "The sister" is classified as a subject, "the" is classified as a determiner, "sisters" is classified as a noun, "dressed" is classified as a verb past, "the girl" is classified as an object, "the" is classified as a determiner, "girl" is classified as a noun, "in fine clothes" are merged into adverb of manner, "in" is classified as a preposition, "fine" is classified as an adjective, and "clothes" is classified as a noun.

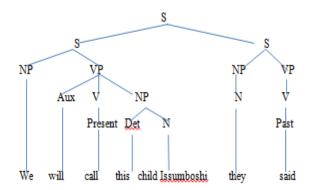
2. Compound sentence

There are 34 sentences represent the type of compound sentence. The type of simple sentence derived from the table and tree diagram process based on the syntactic feature in the data from passage 1 until passage 3.

Passage 1: Issumboshi

Datum no 8: We will call this child Issumboshi, They said

Form	main clause					main	clause
	noun	noun auxiliary verb pronoun noun					verb
	We	will	call	this child	Issumboshi	they	said
Function	Subject	Predicator		Object		Subject	Predicator

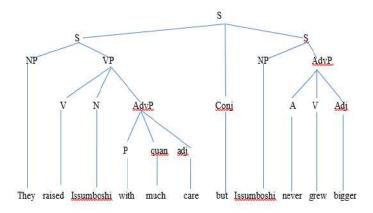


There are two sentences that the researcher found in this sentence. The first sentence is "We will call this child Issumboshi", and the second sentence is "They said". This sentence has an S+P+O+S+P sentence pattern. The word "We" in this sentence functions as a subject, "will call" functions as a predicator, "This child Issumboshi" functions as an object, , "they" in this sentence functions as a subject, "said" functions as a predicator. The sentence structure is S→S+S. The first sentence consists of NP+VP; the NP consists of Noun; and the VP consists of auxiliary, verb 1, and NP. The word "we" is categorized as a noun; "will" is categorized as an auxiliary, "call" is categorized as a

verb 1; "this " is categorized as a determiner, "child Issumboshi" is categorized as a noun. The second sentence consists of NP+VP. The word "they" is categorized as a noun, and "said" is categorized as a verb. This sentence belongs to orientation section.

Datum no. 9: They raised Issumboshi with much care, but Issumboshi never grew bigger

For	main clause						main cla	use	
m									
				adverbi al phrase			adverb	ial phra	ase
	no	ver	noun	adverb	conj	noun	adverb	ver	ad
	un	b		of	ucti		of	b	je
				manner	on		freque		cti
							ncy		ve
	Th	rais	Issu	with	but	Issu	Never	gre	bi
	ey	ed	mbos	much		mbos		w	gg
			hi	care		hi			er
Fun	Su	Pre	Obje	Adverb		Subj	Adver	Pre	Α
ctio	bj	dica	ct	ial		ect	bial	dica	dv
	ec	tor						tor	er
n	t								bi
									al

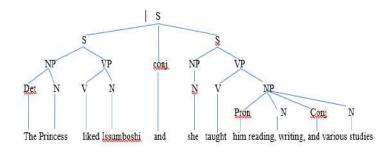


There are two sentences that the researcher found in this sentence. This is categorized as compound sentence because there is coordinate conjunction" but" that connect the first sentence to the second sentence. The first sentence is "They raised Issumboshi with much care", and the second sentence is "Issumboshi never grew bigger". This sentence has an S+Vt+DO+Adv + S+Adv+Vt+Adv sentence pattern. The word "they" in this sentence functions as a subject, "raised" functions as a predicator, "Issumboshi" functions as an direct object, "with much care" functions as an adverbial, "Issumboshi" in this sentence functions as a subject, "never" functions as an adverbial, "grew" functions as a predicator, and "bigger" functions as an adverbial. The sentence structure is $S \rightarrow S+S$. The first sentence consists of NP +VP; the NP consists of Noun; and the VP consists of verb 2, NP, and PP. The word "they" is categorized as a noun; "raised" is categorized as a transitive verb, "with much care" are merged into adverb of manner; "with" is categorized as a preposition; "much " is categorized as a quantifier, " care" is categorized as an adjective. The first sentence and the second sentence are connected with coordinate conjunction "but". The second sentence consists of NP+VP; the NP consists of Noun; and the VP consists of adverb, verb, and adjective. The word "Issumboshi" is categorized as a noun; "never" is categorized as an adverb of frequency, "grew" is categorized as a transitive verb; "bigger" is categorized as an adjective.

The word "they" in this sentence refers to "an old couple". This sentence explains that although the old couple had tried to raise Issumboshi with all their might, but Issumboshi couldn't grow up. He is still a tiny human. This sentence belongs to orientation section.

Datum no.40: The Princess liked Issumboshi, and she taught him reading, writing, and various studies.

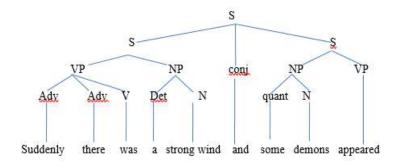
For		mair	clause)			main	clause	
m									
		un ase							noun phrase
	de ter mi ne r	no un	mai n ver b	No un	con juct ion	noun	main verb	pron oun	noun
	Th e	pri nc es s	like d	Issu mb oshi	and	she	taug ht	Him	reading, writing, and various studies.
Fu nct ion	Sub	ject	Pre dica tor	Obj ect		Subjec t	Predi cator	Obje ct	Adverbi al



There are two sentences that the researcher found in this sentence. This is categorized as compound sentence because there is coordinate conjunction "and" that connect the first sentence to the second sentence. The first sentence is "The sister liked Issumboshi", and the second sentence is "She taught him reading, writing, and various studies". This sentence has an S+Vi+DO+ S+Vt+IO+Adv sentence pattern. The word "the princess" in this sentence functions as a subject, "liked" functions as a predicator, "Issumboshi" functions as an direct object, "she" in this sentence functions as a subject, "taught" functions as a predicator, "him" functions as an indirect object, and "reading, writing, and various studies" functions as an adverbial. The sentence structure is $S \rightarrow S+S$. The first sentence consists of NP+VP; the NP consists of determiner and Noun; and the VP consists of verb and noun. The word "the" is categorized as a determiner, "princess" is categorized as a noun; "liked "is categorized as an intransitive verb, "Issumboshi" is categorized as a noun. The first sentence and the second sentence are connected with coordinate conjunction "and". The second sentence consists of NP+VP, the NP consists of Noun, and the VP consists of verb and NP. The word "She" is categorized as a noun, "taught" is categorized as a transitive verb, "him" is categorized as a pronoun, "reading, writing, and various studies" is categorized as a noun. This sentence explains that the princess like Issumboshi because Issumboshi was very cute and also brave. Then the princess taught Issumboshi reading, writing, and various study. This sentence belongs to resolution section.

Datum no.43: Suddenly there was a strong wind, and some demons appeared.

Form		main	clause			main c	lause
				noun phrase		noun phrase	
	adve rb	adverb	verb	noun	conj uctio n	noun	verb
	sudd enly	There	was	a strong wind	and	some demon s	appe ared
Funct ion	Adv	erbial	Predi cator	Subject		Subjec t	Predi cator



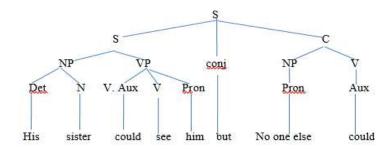
There are two sentences that the researcher found in this sentence. This is categorized as compound sentence because there is coordinate conjunction" and" that connect the sentence and the clause. The sentence is "Suddenly there was a strong wind", and the clause is "some demons appeared" This sentence has an AdV+P+S+S+P sentence pattern. The word "suddenly there" in this sentence functions as an adverbial, "was" functions as a predicator, "a strong wind"

functions as a subject, "some demons" in this sentence functions as a subject, "appeared" functions as a predicator. The sentence structure is S→S+S. The sentence consists of VP+NP; the VP consists of adverb of time, adverb of place, and verb, while the NP consists of determiner and Noun. The word "suddenly" is categorized as an adverb of time, "there" is categorized as an adverb of place, "was" is categorized as a verb; "a" is categorized as a determiner, "strong wind" is categorized as a noun. The sentence and the clause are connected with coordinate conjunction "and". The clause consists of NP+V, the NP consists of quantifier and noun. The word "some demons" is categorized as a noun, "some" is categorized as a quantifier, "demons" is categorized as a noun, "appeared" is categorized as a verb. This sentence belongs to resolution section.

Passages 3: Strong Wind

Datum no.4: His sister could see him, but no one else could.

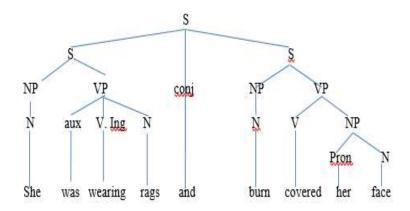
Form		mai	n clause				main	clause
	noun p	hrase						
	deter mine r	nou n	modal auxiliar y verb	main verb	prono un	Conj uncti on	pron oun	mod al auxil iary verb
	His	sist er	could	see	him	But	no one else	coul d
Funct ion	Subj	ect	Predic	ator	Obje ct		Subj ect	Predi cator



There are one sentence and one clause that the researcher found in this sentence. This is categorized as compound sentence because there is coordinate conjunction" but" that connect the sentence and the clause. The sentence is "His sister could see him", and the clause is "No one could". This sentence has an S+Vt+IO+ S+V. aux sentence pattern. The word "his sister" in this sentence functions as a subject, "could see" functions as a predicator, "him" functions as an indirect object, "no one else" in this sentence functions as a subject, "could" functions as a predicator. The sentence structure is S-S+C. The sentence consists of NP+VP; the NP consists of Pronoun and Noun; and the VP consists of auxiliary, verb 1, and NP. The word "his sister" is categorized as a noun phrase, "his" is categorized as a pronoun, "sister" is categorized as a noun; "could " is categorized as an auxiliary, "see" is categorized as a transitive verb, "him" is categorized as a pronoun. The sentence and the clause are connected with coordinate conjunction "but". The clause consists of NP +VP. The word "no one else" is categorized as a subject, "could" is categorized as an auxiliary verb. This sentence explains that no one can see the Strong Wind, except for her own sister. This sentence belongs to orientation section.

Datum no. 30: She was wearing rags, and burn covered her face.

Form		main clause					main		
								noun phr	ase
	noun	auxiliary verb	main verb	noun	conjunc tion	noun	main verb	determiner	noun
	She	Was	wearing	rags	and	burn	covered	her	face
Function	Subject	Pred	icator	Object		Subject	Predicato r	Objec	t



There are two sentences that the researcher found in this sentence.

This is categorized as compound sentence because there is coordinate conjunction "and" that connect the first sentence to the

second sentence. The first sentence is "She was wearing rags", and the second sentence is "Burn covered her face". The sentence structure is S→S+S. The first sentence consists of NP and VP; the NP consists of Noun; and the VP consists of auxiliary, verb, and noun phrase. The word "She" is categorized as a noun; "was" is categorized as an auxiliary verb, "wearing" is categorized as a transitive verb. The first sentence and the second sentence are connected with coordinate conjunction "and". The second sentence consists of NP+VP; the NP consists of Noun; and the VP consists of V and NP. The word "Burn" is categorized as a noun; "covered" is categorized as a transitive verb 2, "her face" is categorized as a noun. This sentence describes the characteristics of the chief's youngest daughter. The chief's youngest daughter was wearing rags and her face was covered with burns. This sentence belongs to complication section

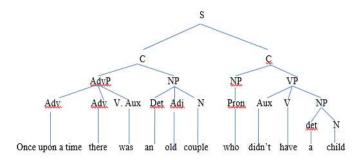
3. Complex sentence

There are 48 sentences represent the type of complex sentence. The type of complex sentence derived from the table and tree diagram process based on the syntactic feature in the data from passage 1 until passage 3.

Passage 1:Issumboshi

Datum no.1: Once upon a time there was an old couple who didn't have a child.

Form					main (clause					
	adverbia	ıl phrase		noun phrase			subordinate clause				
	adverb adverb of time of place		auxiliar y verb	deter noun miner		relative pronoun	auxiliar y verb	verb	deter miner	noun	
	Once upon a time	there	Was	an	old couple	who	didn't	have	a	child	
Function	Adve	erbial	Predica tor	Su	bject	Adverbial					

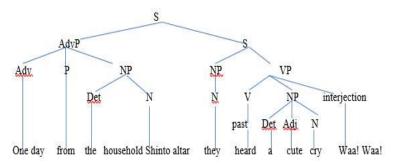


The sentence above is categorized as a complex sentence. There are two clauses that the researcher found in this sentence. The clause "Once upon a time there was an old couple" is an independent clause, while the clause "who didn't have a child" is a dependent clause. This sentence has an Adv+P+S+Adv sentence pattern. The word "once upon a time there" in this sentence functions as an adverbial, "was " functions as a predicator, "an old couple" functions as a subject, "who didn't have a child" functions as an adverbial. The sentence structure is S→IC+DC. The independent clause consists of

AdvP+NP; the VP consists of two adverb and verb, while the NP consists of determiner, adjective, and noun. The word "once upon a time" is categorized as an adverb of time; "there" is categorized as an adverb of place, "was" is categorized as an auxiliary verb; "an old couple" is categorized as noun phrase, "an" is categorized as a determiner, "old" is categorized as an adjective, and "couple" is categorized as a noun. The dependent clause consists of NP+VP; the NP consists of pronoun; and the VP consists of auxiliary, verb, and NP. The word "who" is categorized as a relative pronoun, "didn't" is categorized as an auxiliary, "have" is categorized as a verb, "a child" is categorized as noun phrase; "a" is categorized as a determiner, and "child" is categorized as a noun. This sentence is the opening sentence in the narrative passage "Issumboshi". This sentence belongs to the orientation section. This sentence describes the time and characters involved in the "Issumboshi" narrative passage.

Datum no.5: One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa! "

Form		main clause										
		Adverbia	al phrase	,								
	adverb of time	preposi tion		ncun	noun	verb	verb	interjection				
	One day	from	the Shinto	household altar	they	heard	a cute	Waa! Waa!				
Function		Adv	erbial		Subject	predicator	Object	Adverbial				



The sentence above is categorized as complex sentence. There are one Adverbial phrase and one sentence that researcher found in this sentence. The adverbial phrase is "One day, from the household Shinto altar", and the sentence is "they heard a cute cry, Waa! Waa!". This sentence has an Adv+S+P+O+Adv sentence pattern. The word "One day from the household Shinto altar" in this sentence functions as an adverbial, "they" functions as subject, "heard" functions as a predicator, "a cute cry" functions as an object, "Waa!Waa!" functions as an adverbial. The sentence structure is S→+AdvP+S. The adverbial phrase consists of adverb and preposition, and noun phrase. The word "one day" is categorized as an adverb of time, "from the household Shinto altar" is merged into adverb of place; "from" is categorized as a preposition, "the" is categorized as a determiner, "household Shinto altar" is categorized as a noun. The sentence consists of NP+VP; the NP consists of noun; and the VP consists of V, NP, and interjection. The word "they" is categorized as a noun; "heard" is categorized as a verb past, "a" is categorized as a determiner, "cute" is categorized as an adjective,

"cry" is categorized as a noun, and "waa! waa! is categorized as an interjection. The word "they" in this sentence refers to "Grandfather and Grandmother". This sentence belongs to the orientation section

Datum no.6: They looked and saw a crying baby who looked just like a little finger.

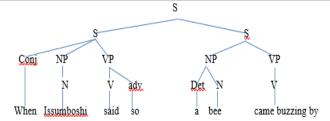
Form		main clau	se		subordinate clause					
			noun phrase					noun phrase		
	noun	verb	noun	conjun ction	verb	adverb	adjecti ve	noun		
	They	looked and saw	a crying baby	who	looked	just	like	a little finger		
Function	Subject	predicator	Object			Adverbial	l			
NP		S	conj	VP	c	NP				
N		oni V det	NP N	V adx		det N				
They	looked a	nd sawacry	ing baby who	looked jus	t like	a little fing	ger			

There are two clauses that the researcher found in this sentence. This is categorized as complex sentence because there is subordinate conjunction "who" that connect the independent clause and dependent sentence. The sentence "They looked and saw a crying baby" is an independent clause, while the clause "looked just like a little finger" is a dependent clause. This sentence has an S+P+O+Adv sentence pattern. The word "They" functions as subject, "looked and saw" functions as a predicator, "a crying baby" functions as an object, "who looked just like a little finger" functions as an adverbial. The sentence structure is S→IC+DC. The independent clause consists of

NP+VP; the NP consists of noun and the VP consists of two verb, conjunction, and noun phrase. The word "they" is categorized as a noun; "looked" is categorized as a verb, "and" is categorized as a conjunction, "saw" is categorized as a verb, "a crying baby" is categorized as an object also as a noun. The dependent clause consists of VP+NP; the VP consists of verb, adverb, adjective; and the NP consists of determiner and noun. The word "looked" is categorized as a verb, "just" is categorized as an adverb, "like" is categorized as an adjective "a little" is categorized as a determiner, and "finger" is categorized as a noun. The word "they" in this sentence refers to "Grandfather and Grandmother". This sentence belongs to the orientation section.

Datum no. 35: When Issumboshi said so, a bee came buzzing by.

Form		subordinate cla	iuse			main	clause
			verb	adverb	noun phrase		verb phrase
	subordinate conjunction	Noun			determiner	noun	verb
	When	Issumboshi	said	so	a	bee	came buzzing by
Function		Adverbial			subjec	t	Predicator

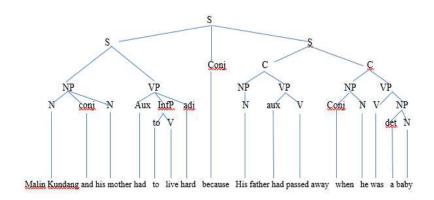


There are two clauses that the researcher found in this sentence. This is categorized as complex sentence because there is subordinate conjunction "when" at the beginning of the sentence. The sentence "When Issumboshi said so" is a dependent clause, while the sentence "a bee came buzzing by" is an independent clause. This sentence has adv+S+Vt sentence pattern. The word "When Issumboshi said so" in this sentence functions as an adverbial, "a bee" functions as a subject, "came buzzing by" functions as a predicator. The sentence structure is S DC+IC. The dependent clause consists of conjunction, NP and VP; the NP consists of noun and the VP consists of verb and adverb. The word "when" is categorized as a conjunction; "Issumboshi" is categorized as a noun, "said" is categorized as an intransitive verb; and "so" is categorized as an adverb. The independent clause consists of NP+VP; the NP consists of determiner and noun; and the VP consists of two verbs. The word "a" is categorized as a determiner, "bee" is categorized as a noun, "came buzzing by" is categorized as a transitive verb. This sentence belongs to the resolution section. This sentence describes the incident when Issumboshi was talking, suddenly a bee came and disturbing him.

Passage 2: Malin Kundang

Datum no.2: Malin Kundang and his mother had to live hard because his father had passed away when he was a baby.

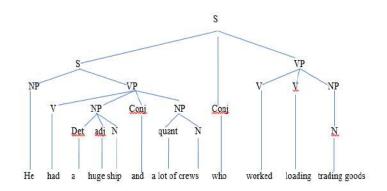
Form		main cl	ause		subordinate clause							
	NP	NP InfP				NP AdvP			dvP			
	noun	aux	verb	adi	soni	noun	aux	verb	Coni	nou	verb	noun
										n		
	Malin Kundang and his mother	had	to live	hard	becau se	his father	had	passe d away	when	he	was	a baby
Funct ion	Subject	Predic ator	Ob	ject		Subje ct	Pred	licator		Adv	verbial	



The sentence above is categorized as a complex sentence. There are two sentences that the researcher found in this sentence. The sentence "Malin Kundang and his mother had to live hard" is dependent clause, while the sentence "his father had passed away when he was a baby" is independent clause. This sentence has an S+P+O+S+P+Adv sentence pattern. The word "Malin Kundang and his mother" functions as subject, "had " functions as a predicator, "to live hard " functions as an object, "His father" functions as an subject, "had passed away " functions as a predicator, "to" functions as an object. The sentence structure is S→DC+IC. The dependent clause consists of

NP+VP; the NP consists of noun, conjunction, and noun, while the VP consists of verb, infinitival phrase, and adjective. The word "Malin Kundang and his mother" is categorized as a noun; "had" is categorized as an auxiliary, "to live" is categorized as to infinitive, "hard" is categorized as a noun. The dependent clause and independent clause is connected with subordinate conjunction "because". The independent clause consists of NP+VP+NP+VP; the first NP consists of noun, the first VP consists of auxiliary and verb, the second NP consists of conjunction and noun; and the second VP consists of verb and noun phrase. The word "His father" is categorized as a subject also as a noun, "had" is categorized as an auxiliary, "passed away" is categorized as a verb, "when" is categorized as a conjunction, "he" is categorized as a subject also as a noun, "was" is categorized as a verb, and "a child" is categorized as a noun. This sentence belongs to the orientation section.

Datum no.12: **He had a huge ship and a lot of crews who worked loading trading goods.**



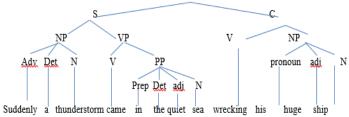
miner tion min	ŀ											
noun verb deter noun conjunc deter miner He had a huge and a lot ship of		Form			n	nain clau		subordinate clause				
He had a huge and a lot ship of	ſ											
He had a huge and a lot ship of	ſ		noun	verb	deter	noun	conjunc	deter	noun	relative	verb	noun
ship of	L				miner		tion	miner		pronoun		
			He	had	a	huge	and	a lot	crew	who	worked	trading
Function Subje Predica Object						ship		of			loading	goods
	ſ	Function	Subje	Predica			Object				adverbial	
ct tor	L		ct	tor								

The sentence above is categorized as complex sentence. There are one sentence and one phrase that researcher found in this sentence. The sentence "He had a huge ship and a lot of crew" is independent clause, and the phrase "worked loading trading goods" is dependent clause. This sentence has an S+Vt+DO+Adv sentence pattern. The word "he" in this sentence functions as a subject, "had" functions as a predicator, "a huge ship and a lot of crews" functions as an object, "who worked loading trading goods" functions as an adverbial. The sentence structure is S→IC+DC. The sentence consists of NP+VP; the NP consists of noun and the VP consists of verb, two noun phrases and a conjunction. The word "He" is categorized as a noun; "had" is categorized as a transitive verb, "a huge ship and a lot of crew" are categorized as a noun phrase; "a" is categorized as a determiner, "huge" is categorized as an adjective, "ship" is categorized as a noun, "and" is categorized as a conjunction, "a lot of" is categorized as a quantifier, and "crews" is categorized as a noun. There are subordinate conjunction "who" that connects the sentence and the phrase. The Verb phrase consists of V+V+N; the words

"worked" and "loading" are categorized as a verb, and "trading goods" is categorized as a noun. This sentence belongs to the complication section. This sentence describes the state of Malin Kundang after several years of sailing, Malin became wealthy, had a huge ship and a lot of crews who worked loading trading goods.

Datum no.26: Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship.

Form		main c	lause		รนโ	oordinate cla	use
		noun phrase		adverbial phrase			
	Adverb	noun	verb	adverb of place	verb	pronoun	noun
	suddenly	a thunderstorm	came	in the quiet sea	wrecking	his	huge ship
Function	Adverbial	Subject	Predicator	Object		adverbial	
			S				



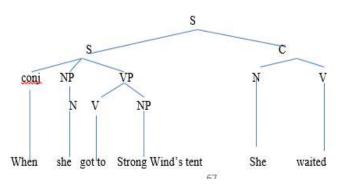
The sentence above is categorized as complex sentence. There are one sentence and one clause that the researcher found in this sentence. The sentence "Suddenly a thunderstorm came in the quiet sea" is independent clause, and the clause "wrecking his huge ship" is dependent clause. The sentence structure is S→IC+DC. The sentence consists of NP+VP; the NP consists of adverb, determiner and noun; and the VP consists of verb and prepositional phrase. The word "suddenly" is categorized as an adverb; "a thunderstorm" is

categorized as a subject also as a noun, "came" is categorized as a verb; "in" is categorized as a preposition, "the" is categorized as a determiner, "quiet" is categorized as an adjective, "sea" is categorized as a noun. The clause consists of V+NP. The word "wrecking" is categorized as a verb, "his" is categorized as a pronoun, "huge" is categorized as an adjective, "ship" is categorized as a noun.

Passage 3: Strong Wind

Datum no.32: When she got to Strong Wind's tent, she waited.

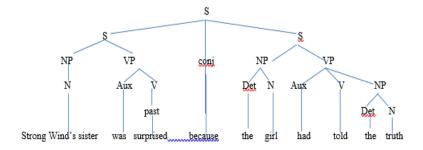
Form		Subord	inate claus	e	Main clause		
Ì				Noun phrase			
	Subordinate conjunction	Noun	Verb	noun	noun	Verb	
	When	She	got to	Strong Wind's tent	she	waited	
Function		Ad	lverbial	1	Subject	Predicator	



There are two clauses that the researcher found in this sentence. This is categorized as complex sentence because there is subordinate conjunction "when" in front of the sentence. The sentence "When she got to Strong Wind's tent" is a dependent clause, while the clause "she waited" is an independent clause. This sentence has an Adv+S+Vt sentence pattern. The word "when she got to Strong Wind's tent" in this sentence functions as an adverbial, "she" functions as a subject, "waited" functions as a predicator. The sentence structure is S-DC+IC. The dependent clause consists of conjunction, NP and VP; the NP consists of noun and the VP consists of V and NP. The word "when is categorized as a conjunction; "she" is categorized as a noun, "got to" is categorized as a transitive verb, "Strong Wind's tent" is categorized as a noun. The independent clause consists of VP+NP. The word "she" is categorized as a noun, "waited" is categorized as a transitive verb. This sentence belongs to the climax section. This sentence describes the event when the youngest daughter of the chief came to the tent to see the Strong Wind.

Datum no. 35: Strong Wind's sister was surprised because the girl had told the truth.

Form	main clause							subordinate clause		
					noun phrase				noun phrase	
	noun	auxili ary	noun	subordinate conjunction	deter miner	nou n	auxili ary	verb	deter miner	noun
	Strong wind's sister	was	surpri sed	because	the	girl	had	told	the	truth
function	Subject	Predicator		Adverbial						



There are two sentences that the researcher found in this sentence. This is categorized as complex sentence because there is coordinate conjunction "because" that connects the first sentence to the second sentence. The first sentence is "Strong Wind's sister was surprised", and the second sentence is "the girl had told the truth". This sentence has an S+Vi+Adv sentence pattern. The word "Strong Wind's sister" in this sentence functions as a subject, "was surprised" functions as a predicator, "the girl had told the truth" functions as an adverbial. The sentence structure is $S \rightarrow S+S$. The first sentence consists of NP+VP; the NP consists of noun; and the VP consists of auxiliary and verb. The word "Strong wind's sister" is categorized as a subject also as a noun; "was" is categorized as an auxiliary, "surprized" is categorized as intransitive erb. The first sentence and the second sentence are connected with coordinate conjunction "because". The second sentence consists of NP+VP; the NP consists of determiner and noun; and the VP consists of auxiliary, verb, and noun phrase The word "the girl" is categorized as a subject also as a noun; "had" is categorized as an auxiliary, "told" is categorized as a transitive verb, "the" is categorized as a determiner, and "truth" is categorized as a noun. This sentence belongs to the climax section.

This sentence describes the feeling of Strong Wind who was shocked after knowing that the girl had told the truth.

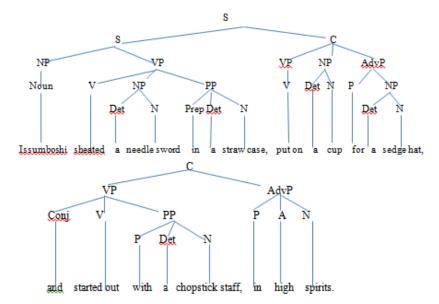
4. Compound-complex sentence

There are 4 sentences represent the type of compound-complex sentence. The type of compound-complex sentence derived from the table and tree diagram process based on the syntactic feature in the data from passage 1 until passage 3.

Passage 1: Issumboshi

Datum no.19: Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits.

Form	main clause												
					nour	ı phras	e	pr	epositio	nal phra	se	1	
	I	ioun		verb	deter miner	nou	n v		deter miner	noun	conjunc tion		
	Į	ssumbos	hi	sheated	a	need		1	a	straw	case		
function	n	Subject		Predicator	0	bject			Adv	erbial			
										,			
form													
		Noun	phrase	adv	erbial ph	rase			Prepo	sitional pl	ırase		rerbial irase
	verb	determ iner	nour	n prepo sition	deter miner	noun	conj unct ion	noun	prepo sition		noun	prep ositi on	noun
	put on	a	crib	for	a	sedge hat	and	starte d out	with	a	chopst ick staff	in	high spirit
							Adverbi						



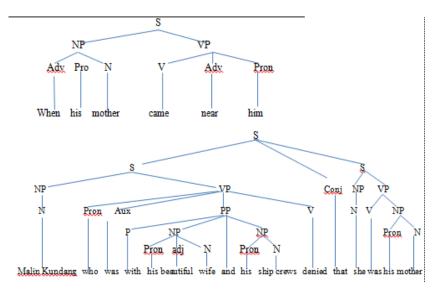
The sentence above is categorized as compound complex sentence. There one complex sentence and one clause that the researcher found in this sentence. The sentence is "Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat", while the clause is "and started out with a chopstick staff, in high spirits". This sentence has an S+Vt+DO+Adv+Adv sentence pattern. The word "Issumboshi" in this sentence functions as a subject, "sheated" functions as a predicator, "a needle sword" functions as direct object, "in a straw case" functions as an adverbial, "put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits" functions as an adverbial. The sentence structure is S→S+C+C. The sentence consists of NP+VP+VP+NP+AdvP; the first NP consists of noun, the first VP consists of verb, noun phrase, and prepositional

phrase, the second VP consists of verb, the second NP consists of determiner and noun, and the AdvP consists of preposition and noun phrase. The word "Issumboshi" is categorized as a subject also as a noun, "sheathed" is categorized as a verb, "a needle sword" is categorized as a noun, "in" is categorized as a preposition, "a straw case" is categorized as a noun, "put on" is categorized as a verb, "a cup" is categorized as a noun, "in" is categorized as a preposition, "for" is categorized as a preposition, "a sedge het" is categorized as a noun. The clause consists of VP+AdvP. The VP consists of conjunction, verb, and prepositional phrase; the AdvP consists of verb, adjective, and noun. The word "and" is categorized as a conjunction, "started out" is categorized as a verb, "with" is categorized as a preposition, "a chopstick staff" is categorized as a noun, "in high spirit" is categorized as an adverb of manner. This sentence belongs to the complication section. This sentence describes Issumboshi who is preparing the equipment used for his adventure to the capital.

Passages 2

Datum no. 19: When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother.

form												
		noun y	hrase							no	un phras	e
	adverb of time	noun	verb	adverb	prono un	noun	conj uncti on	aux iliar y	prepos ition	noun	conju nctio n	noun
	When	his mother	came	near	him	Malin Kundan g	who	W88	with	his beautiful wife	and	his ship crew
Functi on	Adverbial Subject Adverbial											
Form												
			no	noun phrase			noun phrase					
		verb	conjunc	tion	noun	auxiliary verb	nour	1				
		denied	that	1	she	W88	his r	nother				
Functio	n	Predicator			A	iverbial						

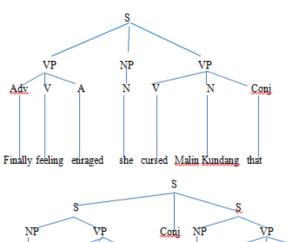


The sentence above is categorized as compound complex sentence. There are one clause and one complex sentence that the researcher found in this sentence. The clause is "When his mother came near him", while the sentence is "Malin Kundang who was with his beautiful wife and his ship

crews denied that she was his mother". This sentence has an Adv+S+Adv+Vt+Adv sentence pattern. The word "When his mother came near him" in this sentence functions as adverbial, "Malin Kundang" functions as a subject, "who was with his beautiful wife and his ship crews" functions as an adverbial, "denied" functions as an predicator, "she was his mother" functions as an adverbial. The sentence structure is $S \rightarrow C+S+S$. The clause consists of NP+VP; the NP consists of adverb and noun, while the VP consists of verb, adverb, and pronoun. The word "when" is categorized as an adverb, "Malin Kundang" is categorized as a subject also as a subject also as a noun, "came" is categorized as a verb, "near" is categorized as adverb, "him" is categorized as a pronoun. The sentence consists of NP+VP+NP+VP. The first NP consists of noun; the first VP consists of pronoun, auxiliary, prepositional phrase, and verb; the second NP consists of noun; and the second VP consists of verb and noun phrase. The word "Malin Kundang" is categorized as a subject also as a noun, "who" is categorized as a pronoun, "was" is categorized as an auxiliary, "with" is categorized as a preposition, "his beautiful wife" is categorized as a noun, "and" is categorized as a conjunction, "his ship crews" is categorized as a noun, "denied" is categorized as a verb, "that" is categorized as a conjunction, "she" is categorized as subject also as a noun, "was" is categorized as a verb, "his mother" is categorized as a noun. This sentence belongs to the complication section. This sentence describes the event when Malin Kundang's mother came and approached him, Malin who was with his beautiful wife, pretended he didn't recognize his mother, and told his mother to go far away.

Datum no. 24: Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her.

Form													
		noun	phrase									noun	phrase
	adve rb	verb	adje ctive	noun	verb	noun	conj unct ion	nou n	auxili ary	verb	prepos ition	determ iner	nour
	finall y	feeling	enra ged	she	curse	malin kunda ng	that	he	woul d	tum	into	a	stone
Functi on		Adverbis	1	Subje t	c Predic ator	object		Subj ect	Predica	itor		Object	
Form	\top											1	
Form	-			noun ph	ırase			noun	phrase]	
Form	con	njunctio	noun	1	ırase auxiliary verb	verb		noun prepor		prono	un		
Form	- 1	njunctio		Ī	auxiliary	verb apolo	gize			prono	un		



The sentence above is categorized as a compound-complex sentence. There are two sentences that the researcher found in this sentence. The first sentence is "Finally, feeling enraged, she cursed Malin Kundang", while the second sentence is "he would turn into a stone if he didn't apologize to her". This sentence has an Adv+S+Vt+DO+S+Vt+IO+S+Vt+IO sentence pattern. The word "Finally, feeling enraged" in this sentence functions as adverbial, "she" functions as a subject, "cursed" functions as a predicator, "Malin Kundang" functions as an object, "he" functions as an subject, would turn" functions as a predicator, "into a stone" functions as an object, "he" functions as an subject, "didn't apologize" functions as a predicator, "to her" functions as an object. The sentence structure is S

S+S. The first sentence consists of VP+NP+VP; the first VP consists of adverb, verb, and adjective, the NP consists of a noun, and the second VP consists of verb, noun, and conjunction. The word "finally" is categorized as an adverb, "feeling" is categorized as a verb, "enraged" is categorized as an adjective, "she" is categorized as a subject also as a noun, "cursed" is categorized as a verb, "Malin Kundang" is categorized as a noun. The first sentence and the second sentence are connected with the subordinate conjunction "that". The second sentence consists of NP+VP+NP+VP. The first NP consists of a noun; the first VP consists of an auxiliary, verb, and prepositional phrase; the second NP consists of a noun; and the second VP consists of an auxiliary, verb, and prepositional phrase. The word "he" is categorized as a subject also as a noun, "would" is categorized as a modal auxiliary, "turned" is categorized as a verb, "into" is categorized as a preposition, "a stone" is categorized as a noun, "if" is categorized as subordinate conjunction, "he" is categorized as a subject also as noun, "didn't" is categorized as an auxiliary verb, "apologize" is categorized as a verb, "to" is categorized as a preposition, "her" is categorized as a noun. This sentence belongs to the resolution section. This sentence describes the end of the story of Malin Kundang where Malin Kundang was cursed to be a stone because he was disobedient to his mother.

C. DISCUSSION

In brief, this research has found many types of simple sentences. Four types of sentences were 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 revision they are simple sentences, compound sentences, complex sentences, and compound-complex sentences. Total data found were 141 sentences that consisted of 55 simple sentences, 35 compound sentences, 47 complex sentences, and 4 compound-complex sentences. The researcher found the dominant type of sentence was a simple sentence, which of the 141 sentences from the three narrative passages in this book, 55 of them are simple sentences. The simple sentence mostly appears rather than a

complex sentence, compound sentence, and compound-complex sentence. From 141 sentences contained in the 3 narrative passages in this book, the researcher took several sentences to be analyzed using tree diagram, and the result of analysis described the sentence structure in detail. The result of the analysis show that, there were several sentence patterns contained in the three narrative passages of the English textbook "Bahasa Inggris Kelas x SMA/MA/SMK/MAK", which each type of sentence has a variety of sentence patterns. In simple sentence types, the often sentence patterns that appear were subject+predicator+object+adverbial. in the compound sentence the sentence patterns that often appear subject+predicator+object+coordinate conjunction+ subject+predicator+object. In the complex sentence types, the patterns that often sentence appear were subject+predicator+object+subordinate conjunction+adverbial. In the compound-complex sentence types, the sentence patterns that often adverbial appear were +subject+predicator+object+conjunction+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: IC+subordinate conjunction+ DC. 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 passage has a different level of difficulty.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions that explained from the whole discussion and analysis conducted in previous chapters of the research. It also presents the suggestions that concerning the study for students, lecturer, and the next researcher.

A. Conclusion

Having discussed the data, the next step is to draw a conclusion of syntactical study concerning the sentence structure of the three narrative passages in the English textbook entitled "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" published by the Ministry of Education and Culture Indonesia 2017 related to the theory of Syntax based on the theory of transformational grammar by Noam Chomsky. It was concluded that there were 4 types of 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 revision. They were simple sentences, compound sentences, complex sentence, and compound-complex sentence. The amount of data found were 141 sentences that consisted of 55 simple sentences, 35 compound sentences, 47 complex sentences, and 4 compound-complex sentences.

Through the discussion, the researcher found the dominant type of the sentence was the simple sentence, from the 141 sentences that have been found in the three narrative passages in this book, 55 of them were simple sentences. The simple sentence mostly appears rather than a complex sentence, compound sentence, and compound-complex sentence.

There were several sentence patterns and sentence structure contained in the three narrative passages of the English textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK". The results of the analysis also show that each passage has a different level of difficulty.

B. Suggestion

Based on the conclusion above, the sentence structure in the study of syntax is very important to learn and understand, so the researcher would like to give some conclusions:

1. for the students

The students should do a lot of practice analyzing sentences using tree diagrams. With a lot of practices drawing the tree diagram and identifying the rules of phrase structure and sentence structure, students will gain a deep understanding of the syntactic study.

2. for the lecturers

The lecturers should create a new learning model in syntax so that they can attract student's interest in learning Syntax. Lecturers can use passages from various texts to train students' understanding in analyzing sentences, especially in Syntax lessons.

3. for other researchers.

The other researcher should develop this study and find new topics that the researcher has not already observed.

BIBLIOGRAPHY

- Amstrong, E. (2011). Language, meaning, context, and functional communication. ECU Publications
- Aarts, B., Sylvia C., Edmund W., (2014). *The Oxford dictionary of English grammar*. Oxford University Press
- Anderson, M., & Anderson, K. (1997). *Text types in English*.

 Macmillan Education Australia.
- Bakers, C. (1989). English Syntax. MIT Press.
- Baxter, J. (2020). Content analysis. *International Encyclopedia* of Human Geography, 2nd edition, 2. doi.org/10.1016/B978-0-08-102295-5.10805-4.
- Brylla, C. (2018). The benefits of content analysis for filmmakers, *Studies in Australasian Cinema*, 12:2-3. doi.org/10.1080/17503175.2018.1540097.
- Bornstein, D. D. (1977). An introduction to transformational grammar. Winthrop Publisher Inc. Cambridge Massachusetts.
- Carr, S. BA (Hons) MBA. (2016). Learning from Linguistics: Structuring our sentences sensitively, *Bereavement Care*, 35:1, 31-35. doi.org/10.1080/02682621.2016.1160619

- Cereda, P. R. M., Miura, N.K., Neto, J. J. (2018) Syntactic analysis of natural language sentences based on rewriting system and adaptivity, *Procedia Computer Science*, 130.
- Christianto, D. (2018). *Syntactical analysis on sentence patterns* in *John Denver's song lyrics*. [Unpublished master's thesis]. Sanata Dharma University, Yogyakarta.
- Chomsky, N. (2002). *Syntactic structure* (2nd ed). Mouton de Gruyter.
- Creswell, J. W. (2007). *Qualitative inquiry and research design:*Choosing among five approaches. Sage Publication.
- D'Avis, F. (2016). Different languages different sentence types?. On exclamative sentences. *Language and Linguistics Compass*, 10(4). doi.org/10.1111/lnc3.12181
- Diana. (2017). The syntactic of English sentence structure in Brad Bird' the Incredibles [Unpublished master's thesis]. English Language Teaching Department Tarbiyah and Teacher Training Faculty Syekh Nurjati State Islamic Institute Cirebon.
- Demirezen, M. (2015). Determining the intonation contours of compound-complex sentences uttered by Turkish prospective teachers of English, *Procedia-Social and Behavioral Sciences*, 186. doi.org/10.1016/j.sbspro.2015.04.116

- Demirezen, M. (2019). Identification of sentences types for writing skill in teacher education, *Journal of Language* and *Linguistics studies*, 15(1).
- Djuharie. (2008). Genre. CV. Yrama Widya.
- Fabb, N. (2005). Sentence structure. Routledge.
- Fraenkel, J. R., Hyun, H., Wallen, N. E. (2011). How to design and evaluate research in education (8th ed). McGraw-Hill.
- Fitroh, Z. (2019). A syntactical analysis of phrases used in Westlife song lyrics [Unpublished master's thesis]. English Education Department of Teacher Training and Education Faculty, State Institute for Islamic Studies Salatiga.
- Gustira, I., Eliza, Artika, F. S. (2019). An analysis of syntactic structures and error on the relative clause as found in students' academic writing at the sixth semester *students* of English department, *Advances in Social Science*, *Education and Humanities Research*, 411, 317-327.
- Hamza, F. (2008). Tafsir al-Jalalayn: Great commentaries on the Holly Qur'an, Fons Vitae.
- Haryanti, S., Setyandari, A. (2019). Developing students'multicultural background in structure courses.

 International Journal of Active Learning, 4(2). 146.

- Janah, N. D., Tarwiyah, S. (2017). Male and female speech in pride and prejudice novel by Jane Austen and its implication in teaching speaking. *Vision: Journal for Language and Foreign Language Learning*, 6(2), 125-137. doi.org/10.21580/vjv6i21793
- Johnson, K. (2007). *Introduction to transformational grammar*. University of Massachusetts Press.
- Khasanah, U. (2016). The syntax analysis on declarative sentence in Ann Jungman's Lucy Keep The Wolf From The Door, [Unpublished master's thesis]. Faculty of Foreign Language and Culture, Universitas Muhammadiyah Semarang.
- Knapp, P., Watkins, M. (2005). *Genre, text, grammar*. University of South Wales Press LTD.
- Khodijah, S. (2015). An analysis of complex sentences translation in novel of Mirror Image from English into Indonesian. A Thesis: English Letters Department, Adab and Humanities Faculty, State Islamic University Syarif Hidayatullah, Jakarta.
- Lie, R., Sudana, I. G. P., Widiastuti, N. M. A. (2017). Syntactic structure of ditransitive verbs found in the sentences used in Eugene O'neill's one-act play: A wife for a life.

- Humanis, Fakultas Ilmu Budaya Unud, Vol 19(1). 165 172.
- Liu, Y., Zhang, X., Huang, F., Tang, X., Li, Z. (2019). Visual question answering via attention-based syntactic structure tree-LSTM, *Applied Soft Computing Journal*, 82. 1-12.
- Ma, W., Zhou, P., Golinkoff, R. M., Lee, J., Hirsh-Pasek, K. (2019). Syntactic cues to the noun and verb distinction in Mandarin child-directed speech. *First Language*, 39(4), 433–461. doi.org/10.1177/0142723719845175.
- Ma'arif, A. A., Pramudyawardhani, S. R. (2017). A syntactic analysis on sentences found in the song lyrics of One Direction's album "Made in the A.M.", *Dialektika*, 5(1), 1-14.
- Masniati, A., Azwan. (2019). Ellipsis types in Stephenie Meyer's "The short second life of Bree tanner" Using a syntactic analysis, *Eternal*, *5*(1). 66 74.
- Mulyono, E. (2017). Errors in narrative text committed by students of grade XI of vocational high school state 4 Surakarta academic year 2014/2015, *Jurnal Penelitian Humaniora*, 18 (2). 25 37. doi.org/10.23917/humaniora.v18i2.5189

- Nurlaely, D. D. (2017). Teaching reading on narrative text using jigsaw technique at the Eight grade students of SMP Negeri 2 Jumantono in 2015/2016 academic year. [Unpublished master's thesis]. English Education Study Program, Islamic Education and Teacher Training Faculty, State Islamic Institue of Surakarta.
- Tutuarima, Z., Nuraeningsih, R. (2018). An analysis of speech act used in London has fallen movie, *Vision: Journal for Language and Foreign Language Learning*, 7(2). 121-131. doi.org/10.21580/vjv7i23022
- O'Grady, W., M. Dobrovolsky, F. Katamba. (1996). Contemporary linguistics: An introduction. Longman.
- Pardiyono. (2007). *Teaching genre-based writing*. Andi Yogyakarta.
- Purnomoadjie, W., Mulyadi. (2019). A syntactical analysis on sentence structure used in two Adele's songs.

 Panyonara: Journal of English Education, 1 (1). 57-70.
- Puspitasari, N. (2018). A syntactic of sentence structure on a fairy tales by Akramula using generative transformational grammar, [Unpublished master's thesis]. English Letter Department, Letters and Humanities Faculty of Syarif Hidayatullah State Islamic University, Jakarta

- Radford, A. (1997). *Syntactic theory and structure of English*.

 Cambridge University Press.
- Sari, I. D., Syarif, H., Amri, Z. (2019). An analysis of compound sentences in students' writing, Advances in Social Science, Education and Humanities Research, 301. 341-342. doi.org/10.2991/icla-18.2019.57
- Siavashi, H., Ahangar. A. A., Alizadeh, A. (2019). A syntactic analysis of Persian deverbal nominals: An exo-sceletal approach, Lingua, 221, 2019. 1-21.
- Simajuntak. E. L., Sudana I. G. P., Sadia, I. G. (2017). Sentence structure in "The lion, the witch, and the wardrobe, *Humanis, Fakultas Ilmu Budaya Unud*, *19* (1), 165-172.
- Seaton, A. (2007). *Basic English grammar for English language learners.* Saddleback Educational Publishing
- Srijono, D. (2001). *An introductory course of Linguistics*. Muhammadiyah University Press.
- Suhartini, V. T. (2016). An analysis of narrative text in textbooks used by eight grade students (Systemic functional linguistics perspective), *Journal of English and Education*, 4 (2).
- Swick, E. (2009). *Practices makes perfect: English sentence builder*. The McGraw-Hill Companies.

- Sy, E. N. S., Reztia, A. D. (2019). A syntactical analysis of simple sentences in Kembhang Babur. *Promise: Journal of English Education and Applied Linguistics*, 8(2), 164-166.
- Utari, A. R. P. (2019). Students' grammar and sentence structure of the texts written in paragraph writing class, *Prominent Journal*, 2 (1). 117-118
- Yuniati, A., Fadhillah, S., & Annury, M. N. (2018). Directive speech acts in the movie "The message" by Moustapha Akkad. *Vision: Journal for Language and Foreign Language Learning*, 7(2). 82-95. doi.org/10.21580/vjv7i22803
- Yusuf, A. A. (1987). *The Holy Qur'an: English translation of the meanings and commentary*. King Fahd Holy Qur'an Printing Complex

APPENDIX

Table 4.1 The Syntactic feature of corpus data

Passage1: Issumboshi

No	Sentences	Syntactic
		features
1.	Once upon a time there was an old couple	Complex
	who didn't have a child.	sentence
2.	They lived in a small house near the village	Simple
	forest.	sentence
3.	"Please give us a child,"	Simple
		sentence
4	they asked God every day	Simple
		sentence
5	One day, from the household Shinto altar,	complex
	they heard a cute cry, "Waa! Waa!"	sentence
6.	They looked and saw a crying baby who	Complex
	looked just like a little finger.	sentence
7.	"This child must be a gift from God. Thanks	compound
	to God!"	sentence
8.	"We will call this child 'Issumboshi'," they	compound
	said.	sentence
9.	They raised Issumboshi with much care, but	Compound
	Issumboshi never grew bigger.	sentence
10	"Hey, Issumboshi, do you want to be eaten	Simple

	by a frog?"	sentence
11	Issumboshi was always being bullied by the	Complex
	children of the village and often went home	sentence
	feeling unhappy.	
12.	Grandmother would make some big rice	Simple
	balls and encourage him.	sentence
13.	"Eat a lot, and grow up quickly,"	Compound
	Grandmother said.	Sentence
14.	One day, Issumboshi said,	Simple
		sentence
15	"I will go to the capital to study and become	Complex
	a respectable person.	sentence
16	Then I will come back.	Simple
		sentence
17.	Grandfather and Grandmother were worried	Compound
	about him, but Issumboshi's mind would not	sentence
	be changed.	
18.	At once they began to prepare for his trip.	Simple
		sentence
19.	Issumboshi sheathed a needle sword in a	Compound-
	straw case, put on a cup for a sedge hat, and	Complex
	started out with a chopstick staff, in high	sentence
	spirits.	
20.	"I'm going now," Issumboshi said.	Simple
		sentence

21.	"Is he safe? With such a small body?"	Simple
		sentence
22	Grandfather and Grandmother asked as they	Simple
	saw him off.	sentence
23.	Issumboshi went on the trip with a big wish	Simple
	in a small body.	sentence
24.	At last Issumboshi reached the capital city	Simple
	and anchored under the bridge.	sentence
25.	Then he climbed up to the railing and	Simple
	viewed the town.	sentence
26.	"There is a fine palace over there. I shall ask	Simple
	them at once."	sentence
27.	At long last Issumboshi arrived at the	Simple
	palace.	sentence
28.	"Excuse me, but I want to meet the feudal	Compound
	lord."	sentence
29.	The lord came to the door, "What? Who's	Simple
	there?"	sentence
30.	"Here I am, at your feet."	Simple
		sentence
	"Oh. How small! Why do you want to meet	Simple
31.	me?"	sentence
32.	"Please let me be your retainer."	Simple
		sentence
33.	"I wonder if your very small body can do	Complex

	anything."	sentence
34.	I 'll stay in your pocket and guard you from	Simple
	all harm	sentence
35.	When Issumboshi said so, a bee came	Complex
	buzzing by.	sentence
36.	"Yhaa!" Issumboshi yelled, stabbing the	Simple
	bee.	sentence
37.	"Bravo! I employ you. It would be good if	Compound
	you became the Princess's man."	sentence
38.	"Oh! What a cute fellow he is!" said the	Complex
	Princess, putting Issumboshi on her palm.	sentence
39.	"I will defend you upon my life," said	Compound
	Issumboshi.	sentence
40.	The Princess liked Issumboshi, and she	Compound-
	taught him reading, writing, and various	sentence
	studies.	
41.	Further, Issumboshi practiced fencing very	Simple
	hard in order to be strong.	sentence
42.	One day the Princess went out to worship at	Simple
	the Kiyomizu Temple.	sentence
43.	Suddenly there was a strong wind, and some	Compound
	demons appeared.	sentence
44.	The leader of the demons tried to grab the	Simple
	Princess.	sentence
45.	"Help me!" she screamed.	Simple

		sentence
46.	Issumboshi tried to help her, but the demon	Compound
	caught him and threw him into his mouth.	sentence
47.	Issumboshi, who was swallowed, jabbed and	Complex
	jabbed the demon's stomach.	sentence
48.	The demon rolled over and spat out	Simple
	Issumboshi.	sentence
49.	Issumboshi jumped at the demon and	Simple
	stabbed his eyes.	sentence
50.	They ran away in great haste, but one	Compound
	demon, who was left behind, trembled while	sentence
	holding the magic hammer.	
51.	"Do you want me to stab your eyes, too?"	Simple
	Issumboshi asked.	sentence
52.	"Please, don't. This is the magic hammer	Compound
	that will grant you a wish.	sentence
53.	I give it to you, so please spare me."	Compound
		sentence
54.	And saying this, he ran off in a hurry.	Complex
		sentence
55.	"Thank you, Issumboshi. You have saved	Complex
	my life," the Princess said.	sentence
56.	"Princess, please wave this magic hammer	Complex
	and make a wish that I may become big,"	sentence
	said Issumboshi.	
	said Issumboshi.	

57.	The Princess waved it and asked, "May	Compound
	Issumboshi become big!"	sentence
58.	And then, strangely, before her eyes,	Simple
	Issumboshi began to grow.	sentence
59.	He grew into a nice young man.	Simple
		sentence
60.	They went back to the palace, and the	Compound
	Princess asked the King to let her marry	sentence
	Issumboshi.	
61.	The Princess and Issumboshi then got	Compound
	married, and they invited Grandfather and	sentence
	Grandmother to live with them in the palace.	
62.	They lived happily ever after.	Simple
		sentence

Passage 2: Malin Kundang

No	Sentences	Syntactic
		features
1.	A long time ago, in a small village near the	Complex
	beach in West Sumatra lived a woman and	sentence
	her son, Malin Kundang.	
2.	Malin Kundang and his mother had to live	Complex
	hard because his father had passed away	sentence
	when he was a baby.	
3.	Malin Kundang was a healthy, diligent, and	Simple

	strong boy.	Sentence
4.	He usually went to sea to catch fish.	Simple
		Sentence
5.	After getting fish he would bring it to his	Compound
	mother, or sell the caught fish in the town.	sentence
6.	One day, when Malin Kundang was sailing,	Complex
	he saw a merchant's ship being raided by a	sentence
	band of pirates.	
7.	With his bravery, Malin Kundang helped the	Complex
	merchant defeat the pirates.	sentence
8.	To thank him, the merchant allowed Malin	Complex
	Kundang to sail with him.	sentence
9.	Malin Kundang agreed in the hope to get a	Simple
	better life.	sentence
10.	He left his mother alone.	Simple
		Sentence
11.	Many years later, Malin Kundang became	Simple
	wealthy.	sentence
12.	He had a huge ship and a lot of crews who	Complex
	worked loading trading goods.	sentence
13.	He was also married to a beautiful woman.	Simple
		Sentence
14.	When he was sailing on his trading journey,	Complex
	his ship landed on a coast near a small	sentence
	village.	

15.	The local people recognized that it was Malin	compound
	Kundang, a boy from the area.	Sentence
16.	The news ran fast in the town; "Malin	Compound
	Kundang has become rich and now he is	sentence
	here".	
17.	An old woman, who was Malin Kundang's	Complex
	mother, ran to the beach to meet the new rich	sentence
	merchant.	
18.	She wanted to hug him to release her sadness	Simple
	of being lonely after a long time.	sentence
19.	When his mother came near him, Malin	Compound
	Kundang who was with his beautiful wife and	complex
	his ship crews denied that she was his mother.	sentence
20.	She had pleaded Malin Kundang to look at	Complex
	her and admit that she was her mother.	sentence
21.	But he kept refusing to do it and yelling at	Simple
	her.	sentence
22.	At last Malin Kundang said to her "Enough,	Compound
	old woman! I have never had a mother like	sentence
	you, a dirty and ugly woman!"	
23.	After that he ordered his crews to set sail to	Complex
	leave the old woman who was then full of	sentence
	sadness and anger.	
24.	Finally, feeling enraged, she cursed Malin	Compound
	Kundang that he would turn into a stone if he	complex

	didn't apologize to her.	sentence
25,	Malin Kundang just laughed and set sail.	Simple
		Sentence
26.	Suddenly a thunderstorm came in the quiet	Complex
	sea, wrecking his huge ship.	sentence
27.	He was thrown out to a small island.	Simple
		Sentence
28.	It was really too late for him to avoid his	Compound
	curse; he had turned into a stone.	sentence

Passage 3: Strong Wind

No	Sentences	Syntactic
		features
1.	Once there was a great warrior named	Simple
	Strong Wind.	Sentence
2.	He lived with his sister in a tent by the sea.	Simple
		Sentence
3.	Strong Wind was able to make himself	Simple
	invisible.	Sentence
4.	His sister could see him, but no one else	Compound
	could.	Sentence
5.	He had said he would marry the first woman	Complex
	who could see him as he came at the end of	sentence
	the day.	

6.	Many women came up to his tent to watch	Simple
	for him.	Sentence
7.	When his sister saw him coming, she would	Complex
	ask, "Do you see him?"	sentence
8.	Each girl would answer, "Oh, yes! I see	Compound
	him!"	sentence
9.	Then Strong Wind's sister would ask, "What	Complex
	is he pulling his sled with?"	sentence
10.	And then the girls would answer, "with a	Complex
	rope" or "with a wooden pole."	sentence
11.	Then Strong Wind's sister would know that	Complex
	they were lying, because their guesses were	sentence
	wrong.	
12.	A chief lived in a village.	Simple
		Sentence
13.	His wife had died, and he had three	Compound
	daughters.	sentence
14.	One was much younger than the other two.	Simple
		Sentence
15.	She was gentle, kind and beautiful, but her	Compound
	sisters were jealous of her and treated her	sentence
	badly.	
16.	They cut off her long black hair and they	Compound
	made her wear rags.	sentence
17.	They also burned her face with coals so that	Compound

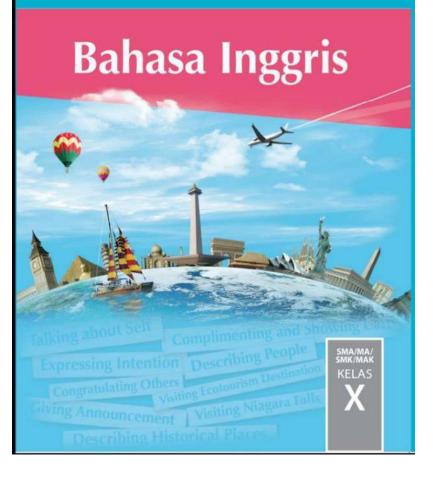
	she would be ugly.	Sentence
18.	They lied to their father that she did these	Compound
	things to herself.	sentence
19.	But she remained calm and gentle.	Simple
		Sentence
20.	The two older sisters also went to try and see	Simple
	Strong Wind.	Sentence
21.	When he was coming, Strong Wind's sister	Complex
	asked them, "Do you see him?"	sentence
22.	"Oh, yes! I see him!" Each of them	Compound
	answered.	Sentence
23.	"What is his bow made out of?" asked	complex
	Strong Wind's sister.	Sentence
24.	"Out of iron," answered one. "Out of wood,"	complex
	answered the other.	Sentence
25,	"You have not seen him," said Strong	Compound
	Wind's sister.	Sentence
26.	Strong Wind himself heard them and knew	Complex
	that they had lied.	sentence
27.	They went into the tent, but still they could	Compound
	not see him.	Sentence
28.	They went home very sad.	Simple
		Sentence
29.	One day the youngest daughter went to try	Simple
	and see Strong Wind.	sentence

30.	She was wearing rags, and burn covered her	Compound
	face.	sentence
31.	People laughed at her, but she kept going.	Compound
		sentence
32.	When she got to Strong Wind's tent she	Complex
	waited.	sentence
33.	When Strong Wind was coming, his sister	Complex
	asked the girl, "Do you see him?"	sentence
34.	"No," the girl answered. "I don't see him."	Complex
		sentence
35.	Strong Wind's sister was surprised because	Complex
	the girl had told the truth.	sentence
36.	"Now do you see him?" asked Strong	Complex
	Wind's sister.	sentence
37,	Yes," answered the girl. "Now, I do see him.	Complex
		sentence
38.	He is very wonderful.	Simple
		Sentence
39.	"What is his bow made of?" asked Strong	Complex
	Wind's sister.	sentence
40.	"The rainbow," answered the girl.	Simple
		Sentence
41.	"And what is the bowstring made of?" asked	Complex
	Strong Wind's sister.	sentence
42.	"Of Stars," answered the girl.	Simple

		Sentence
43.	Then Strong Wind's sister knew that the girl	Complex
	could really see him.	Sentence
44.	He had let her see him because she had told	Complex
	the truth.	sentence
45.	"You really have seen him," said Strong	Complex
	Wind's sister.	Sentence
46.	Then the sister washed the girl, and all the	Compound
	burns went away.	sentence
47.	Her hair grew long and black again.	Simple
		Sentence
48.	The sister dressed the girl in fine clothes.	Simple
		Sentence
49.	Strong Wind came and the girl became his	Compound
	wife.	sentence
50.	The girl's two older sisters were very angry,	Compound
	but Strong Wind turned them into aspen	sentence
	trees.	
51.	Ever since that day, the leaves of the aspen	Compound
	tree always tremble with fear wherever he	complex
	comes near, because they know he	sentence
	remembers their lying and meanness.	







Bahasa Inggris

Buku ini disusun dengan tujuan membangun sikap, pengetahuan, dan keterampilan berkomunikasi siswa melalui pengalaman belajar yang berbentuk beragam kegiatan berkomunikasi aktif. Isi dan pengalaman belajar yang dikembangkan dalam buku ini telah diupayakan agar dapat membantu siswa mencapai empat kompetensi inti (KI) dalam Kurikulum 2013.

Ketercapaian KI 1 disisipkan secara tersirat, namun demikian dalam beberapa bab dituangkan secara tersurat, dalam bentuk aktivitas pembelajaran yang menggiugah kesadaran siswa akan eksistensi dirinya sebagai makhluk yang bertuhan dan memiliki tugas untuk berbuat baik bagi alam dan sesamanya. Untuk KI 2, pengalaman belajar disajikan dalam bentuk kegiatan mandiri, berpasangan, dan berkelompok. Kegiatan ini diharapkan dapat membangun kemandirian belajar siswa, rasa toleransi, dan kebersaman dengan sesama, serta kompetensi sosial lainnya yang diperlukan dalam kehidupan. Ketercapaian KI 3 dan KI 4 dilakukan secara terpadu melalui bahan dan kegiatan pembelajaran menyimak, membaca, berbicara, dan menulis yang telah dikembangkan dengan merujuk pada langkah-langkah pembelajaran pendekatan saintifik.

Prinsip umum yang dirujuk dalam pengembangan buku ini adalah bahwa belajar bahasa asing memerlukan input bahasa berupa kosakata dan tatabahasa, memerlukan latihan dan pengulangan untuk retensi kosakata dan tatabahasa, serta memerlukan penyediaan kesempatan sebanyak mungkin untuk menggunakan bahasa tersebut secara aktif. Hanya dengan terlibat aktif dalam kegiatan berkomunikasi, siswa dapat membangun sikap, pengetahuan, dan keteramgilan berkomunikasi.

	ZONA 1	ZONA 2	ZONA 3	ZONA 4	ZONA 5
HET	Rp16.100	Rp16.800	ZONA 3 Rp17 400	Rp18.800	Rp24.100

ISBN: 978-602-427-106-0 (jilid lengkap) 978-602-427-107-7 (jilid 1)

Chapter 12

Issumboshi



Picture 12.1

Bahasa Inggris 155

```
respectable :/ri'spektabal/
anchor :/'æŋkar/
retainer :/ri'teɪnər/
stab :/stæb/
worship :/'ws:ʃɪp/
demon :/'di:mən/
```



READING COMPREHENSION

Task 1: Read the text carefully.

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday.

One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!"



Source: http://2.bp.blogspot.com/-1780kvbitAs/ Vvy47i9Cupl/AAAAAAAADk/0017om0bwTk/ a1600/IMG_20150520_232408.jpg Picture 12, 2

They looked and saw a crying baby who looked just like a little finger. "This child must be a gift from God. Thanks to God!"

"We will call this child 'Issumboshi," they said.

They raised Issumboshi with much care, but Issumboshi never grew bigger.

"Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was always being bullied by the children of the village and often went home feeling unhappy.

Grandmother would make some big rice balls and encourage him. "Eat a lot, and grow up quickly," Grandmother said.

One day, Issumboshi said, "I will go to the capital to study and become a respectable person. Then I will come back." Grandfather and Grandmother were worried about him, but Issumboshi's mind would not be changed. At once they began to prepare for his trip.

Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits.

"I'm going now," Issumboshi said.

"Is he safe? With such a small body?" Grandfather and Grandmother asked as they saw him off.

Issumboshi went on the trip with a big wish in a small body.

At last Issumboshi reached the capital city and anchored under the bridge. Then he climbed up to the railing and viewed the town.

"There is a fine palace over there. I shall ask them at once."

At long last Issumboshi arrived at the palace.

"Excuse me, but I want to meet the feudal lord."

The lord came to the door, "What? Who's there?"

"Here I am, at your feet."

"Oh. How small! Why do you want to meet me?"

"Please let me be your retainer."

"I wonder if your very small body can do anything."

"I'll stay in your pocket and guard you from all harm." When Issumboshi said so, a bee came buzzing by. "Yhaa!" Issumboshi yelled, stabbing the bee.

"Bravo! I employ you. It would be good if you became the Princess's man."



Source: https://goukanatokoro.files.wordpress.com/2012/04/ snap027.jpg?w=523 Picture 12.3

"Oh! What a cute fellow he is!" said the Princess, putting Issumboshi on her palm.

"I will defend you upon my life," said Issumboshi.

Kelas X SMA/MA/SMK/MAK

The Princess liked Issumboshi, and she taught him reading, writing, and various studies. Further, Issumboshi practiced fencing very hard in order to be strong

One day the Princess went out to worship at the Kiyomizu Temple. Suddenly there was a strong wind, and some demons appeared. The leader of the demons tried to grab the Princess. "Help me!" she screamed. Issumboshi tried to help her, but the demon caught him and threw him into his mouth. Issumboshi, who was swallowed, jabbed and jabbed the demon's stomach. The demon rolled over and spat out Issumboshi.

Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were frightened. They ran away in great haste, but one demon, who was left behind, trembled while holding the magic hammer.

"Do you want me to stab your eyes, too?" Issumboshi asked.

"Please, don't. This is the magic hammer that will grant you a wish. I give it to you, so please spare me." And saying this, he ran off in a hurry.

"Thank you, Issumboshi. You have saved my life," the Princess said.

"Princess, please wave this magic hammer and make a wish that I may become big," said Issumboshi. The Princess waved it and asked, "May Issumboshi become big!"

And then, strangely, before her eyes, Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to let her marry Issumboshi.

The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after.

(Adapted from Japanese Fairy Tales, 1987)

Task 2:

Create as many questions as you can based on the story. Use question words such as who, when, where, why, how. Then, exchange your questions with a

Example:

1. Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest.

Where did the old couple live?

Bahasa Inggris 159

Chapter 13

Malin Kundang



Picture 13.1

Bahasa Inggris 169



Read the following text, and then answer the following questions.

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang, Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his hage ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Taken with adaptation from: http://understandgiext.blogspot.com/2009/05/ parratove-analysis-on-makin-kundang.html

172 Kelas X SMA/MA/SMK/MAK

Chapter 14

Strong Wind



Source: http://ci Picture 14.1 854731/2014/09/E800s/000/5425873617707.grg

Bahasa Inggris 181



PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

```
wind :/wind/
a warrior :/a worrier/
a sled :/a sled /
invisible :/in'vizeb a i/
a rope :/e roup/
gentle :/'dgells/
rag :/rag/
coal :/koul/
remain :/ri'main/
bow :/bab/
burn :/bairn/
bowstring :/baustrin/
turn into :/birn intu /
tremble :/ tremble !/
fear :/fia/
meanness :/minnes/
```



READING COMPREHENSION

Task 1:

Read the story and fill in the blanks with the following words: tremble, lying, jealous, bow, long, fine, invisible, rope, gentle, rags.

STRONG WIND

Once there was a great warrior named Strong Wind. He lived with his sister in a tent by the sea. Strong Wind was able to make himself ______(1). His sister could see him, but no one else could. He had said he would marry the first woman who could see him as he came at the end of the day.

Bahasa Inggris

183

Many women came up to his tent to watch for him. When his sister saw him coming, she would ask, "Do you see him?"

Each girl would answer, "Oh, yes! I see him!"

Then Strong Wind's sister would ask, "What is he pulling his sled with?"

And then the girls would answer, "with a ______ (2)" or "with a wooden pole."

Then Strong Wind's sister would know that they were lying, because their guesses were wrong.

The two older sisters also went to try and see Strong Wind. When he was coming, Strong Wind's sister asked them, "Do you see him?"

"Oh, yes! I see him!" Each of them answered.

"What is his bow made out of?" asked Strong Wind's sister.

"Out of iron," answered one. "Out of wood," answered the other.

"You have not see him," said Strong Wind's sister.

Strong Wind himself heard them and knew that they had lied. They went into the tent, but still they could not see him. They went home very sad.

One day the youngest daughter went to try and see Strong Wind. She was wearing _______(5), and burn covered her face. People laughed at her, but she kept going. When she got to Strong Wind's tent she waited.

When Strong Wind was coming, his sister asked the girl, "Do you see him?"



Source: Dokumen Kemdikbud Picture 14.3

"No," the girl answered. "I don't see him."

Strong Wind's sister was surprised because the girl had told the truth. "Now do you see him?" asked Strong Wind's sister.

"Yes," answered the girl. "Now, I do see him. He is very wonderful."

"The rainbow," answered the girl. "And what is the bowstring made of?" asked Strong Wind's sister. "Of Stars," answered the girl. Then Strong Wind's sister knew that the girl could really see him. He had let her see him because she had told the truth. "You really have seen him," said Strong Wind's sister. Then the siste washed the girl, and all the burns went away. Her hair grew
"And what is the bowstring made of?" asked Strong Wind's sister. "Of Stars," answered the girl. Then Strong Wind's sister knew that the girl could really see him. He had let her see him because she had told the truth. "You really have seen him," said Strong Wind's sister. Then the sister
"Of Stars," answered the girl. Then Strong Wind's sister knew that the girl could really see him. H had let her see him because she had told the truth. "You really have seen him," said Strong Wind's sister. Then the siste
had let her see him because she had told the truth. "You really have seen him," said Strong Wind's sister. Then the siste
"You really have seen him," said Strong Wind's sister. Then the siste
washed the girl and all the house want army. Use heir grows
washed the giri, and an the ourns went away. Her hair grew
(7) and black again. The sister dressed the girl in (8
clothes. Strong Wind came and the girl became his wife.
The girl's two older sisters were very angry, but Strong Wind turned
them into aspen trees. Ever since that day, the leaves of the aspen tre
always (9) with fear wherever he comes near, becaus
they know he remembers their (10) and meanness.

Task 2: Answer the following questions:

- 1. Who is Strong Wind?
- 2. What was Strong Wind's special capability?
- 3. How would Strong Wind's sister know that the girls were lying?
- 4. Who burned the chief's youngest daughter?
- 5. Who could see Strong Wind and how could she do that?
- 6. How did the chief's youngest daughter regain her old face?
- 7. What did Strong Wind change into an aspen tree?
- Did Strong Wind know that the chief's elder daughters were rude to their youngest sister? Justify your answer.
- Why did Strong Wind decide to have the chief's youngest daughter as his wife?
- 10. If you were in the story, which role would you play? Why?

Bahasa Inggris

(taken from 'Using Folktales' by Eric K. Taylor).

CURRICULUM VITAE

Name : Khrisna Erlangga

Student Number : 1603046095

Place and Date of Birth : Kab. Semarang, 2 Januari 1997

Address : Perum Mustika Jati RT 003 RW 11

Bawen, Kab. Semarang

E-mail : krisnaerlangga96@gmail.com Phone number : 081568315122/085725006421

Educational Background:

1. SDN Sudirman Ambarawa (2003 – 2009)

2. SMPN 5 Ambarawa (2009 – 2012)

3. SMK N 1 Bawen (2012 – 2015)

4. UIN Walisongo Semarang (2016 – 2021)

Semarang, 5 November 2021

The researcher,

KHRISNA ERLANGGA

NIM. 1603046095