

SENTENCE PATTERNS OF NARRATIVE TEXT ENGLISH TEXTBOOK IN INDONESIA

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Abstract

A language may change its type over time as has happened with English which in the old English period was a synthetic language with many inflections and now is a rather analytic language with few grammatical endings that needs to be known and investigated. This study was aimed to find the types of sentence and phrase structures found in the narrative texts in English textbook. Based on the result of analysis, the data showed that every type of sentences occurred. The data also showed that not every phrase was occurred. Finally, it could be concluded that narrative texts consisted of every types of sentences and phrases to convey the meaning and story to the readers.

Keywords: *sentence, pattern, and textbook*

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Introduction

A sentence is a group of words that are put together to mean something. A sentence is the basic unit of language which expresses a complete thought. It does this by following the grammatical rules of syntax. A complete sentence has at least a subject and a main verb to state (declare) a complete thought. Short example: Walker walks. A subject is the noun that is doing the main verb. The main verb is the verb that the subject is doing. In English and many other languages, the first word of a written sentence has a capital letter. The group of sentences may form a paragraph to express a main idea and supporting idea. Therefore, a sentence should contain words that work together to make an acceptable sentence. A sentence has some elements, such as subject, predicate, object and complement. Not all the words can be functioned as subject, predicate, object and complement in a sentence. They may have each function that can be divided into some classes. This class is named as “word class” or “parts of speech”.

One word can be functioned as one word class or more. For instance, “The students play football well” and “The students play near the well”. Those two sentences have the word “well” in them, but the word has different meanings depend on

the function of the word in the sentences. The word “well” in the first sentence functions as an adverb and its meaning is “in a good or proper or satisfactory manner or to a high standard”. On the other hand, the word “well” in the latter functions as a noun and its meaning is “a deep hole or shaft dug or drilled to obtain water or oil or gas or brine”. Therefore, Chomsky (1957, P. 27) states that linguistic description on the syntactic level is formulated in terms of constituent analysis (parsing). Furthermore, Miller (2002, p. 20) states that the arrangement of words into phrases, phrases into clauses and clauses into sentence is known as constituent structure. Payne (2011, p. 23) Sentence formation has constituents that can be broken down using a tree diagram.

It is very important that we need to understand and observe more about class of words before we decide the meaning of the word because an English word may have more than one meaning depends on its function in the sentence.

A sentence has many types according to the purpose and its clause used. Declarative sentence, imperative sentence, interrogative sentence and exclamative sentence are the types of sentences according to its purpose. While, simple sentence, compound sentence, complex

sentence and compound-complex sentence are the types of sentence according to the clauses used in the sentence.

A group of sentences can form a paragraph, then a group of paragraphs can form a text. There are some texts that are taught to the Indonesian students in their school, such as narrative text, report text, recount text, etc. Narrative text is one of the most common texts found in the students' textbook. It is used to tell a story which happened in the past like legends, fables and etc.

The more complicated the patterns of the sentences are, the more difficult we translate and comprehend the sentences. Therefore, in comprehending a text, the students have to know and understand the meaning of each sentence in the text. The writer observed that the students got confused at translating word per word in the sentence because sometimes the words may have various meanings because of their classes and they also may form a group of them called phrases.

Regarding to those reasons above, the writer analysed the sentences in the narrative texts to know more about the phrase structures and sentence types used in the narrative texts. The writer chose the textbook that was published by The Ministry of Education and Culture in 2015. Therefore, based on the explanation above, the writer was highly interested in doing a research on "*Sentence Patterns of English textbook in Indonesia*"

The writer analyzed the sentences found in the narrative text published by The Ministry of Education and Culture in 2015 because the writer found some students got confused at comprehending and translating them. This problem appeared for the lack of students' knowledge about words' meaning and their classes and the complexity of the sentences. If the students did not understand the sentences, then they could not understand the text. The writer specifically chose the book published by The Ministry of Education and Culture in 2015 which was for the second semester of tenth grade student. The writer only analyzed for the whole sentences in the narrative texts found in the textbook. Based on the consideration

above, the main problems of this study were formulated into following questions:

1. What phrase structures and types of sentences were found on sentences in the narrative texts in English textbook published by the Ministry of Education and Culture for tenth grade students.
2. What phrase structures and types of sentences most frequently occurred in the narrative texts in English textbook published by the Ministry of Education and Culture for tenth grade students.

Literature Review

Definition of Syntax

Ginting (2009, p. 98) Syntax is the set of rules, principles, and processes that govern the structure of sentences in a given language, specifically word order. Furthermore, there are various definitions stated by the experts regarding to the definitions of syntax. They are:

1. When we concentrate on the structure and ordering of components within a sentence, we are studying the syntax of a language. The word 'syntax' comes originally from Greek and literally means 'a putting together' or 'arrangement'. (Yule, 2006, p. 86)
2. According to Richard and Schmidt (2010, p. 579), syntax is a major component of the grammar of a language (together with lexicon, phonology, and semantics), syntax concerns the ways in which words combine to form sentences and the rules which govern the formation of sentences, making some sentences possible and others not possible within a particular language.
3. An utterance requires a certain structure. The study of that structure is Syntax, a word derived from two Greek elements that equated to *together* and *arrangement*. (Poole, 2000, p. 83).
4. Syntax has to do with how words are put together to build phrases, with how phrases are put together to build clauses or bigger phrases, and with how clauses are put together to build sentences. (Miller, 2002, p. 21)

5. Syntax describes the grammatical relations between words as they are put together in phrases, clauses and sentences (syntactic structures). (Knapp, 2005, p. 66)
6. According to Brinton and Brinton (2010:12), syntax is the study of the order and arrangement of words into larger units, as well as the relationships holding between elements in these hierarchical units.

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

Concept of Sentence

Greenbaum and Nelson (2002, p. 13) states that grammar deals with the rules for combining words into larger units that is described in grammar as sentence. Fabb (2005, p. 60) defines that sentence represents an action or an event or a state of affairs. Longknife and Sullivan (2002, p. 1) state that sentence expresses a complete thought and contains at least one subject-verb combination. The subject-verb combination is formed by words that can be classified by its class and able to create more complex idea (Isniah, 2014, p. 18)

According to Johnson (2007, p.191) There are several important parts that can be studied regarding sentence, they are part of speech, phrase structure, clause structure, types of sentences and sentences pattern. Therefore, sentence is a group of words that works together to form a complete thought about something. A very simple sentence must have a subject and predicate to make the sentence work properly. A sentence is the combinations of words that become a larger group called phrase or combination of phrases that becomes a clause.

Types of sentence

According to Aarts (2001, p. 58), sentences can be classified on the basis of their syntactic properties. We distinguish declarative, interrogative, imperative and

exclamative sentences. While, according to its clause, Sullivan (2002, p. 2), sentences can be classified as simple sentence, compound sentence, complex sentence and compound-complex sentence.

Knapp (2005, p. 63) states that a sentence is a group of words that makes complete sense. Knapp and Watkins mention that there are four functions of sentences, namely making statements or declaratives, asking questions or interrogatives, uttering commands or imperatives, and voicing exclamation or exclamatives.

Sentence Patterns

Sentence has various patterns in its construction. According to Kuzar (2012, p. 14), a sentence pattern (S-pattern) is a specific kind of a sentential construction. According to Longknife (2002, p. 6), there are twenty basic patterns of sentences that the writer used to add style and variety. In several kinds of text that mostly found by the readers, the writers often used various ways to combine sentences to make it more interesting to be read.

Concept of Narrative Text

There are some classification of text types according to its purpose and features. Narrative is one of them that its purpose is to tell a story or to entertain the readers. In a school textbook, narrative text is one of the text types that has to be studied. According to Collin (1990, p. 557), narrative is a written story. According to Richards and Schmidt (2010, p. 384), narrative is the written or oral account of a real or fictional story or the genre structure underlying stories. Siahaan and Shinoda (2008:73) state that narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Therefore, the writer concludes that narrative is a form that tells about fictional events by arranging the narrative statements. According to Knapp (2002, p. 20), the genre of narrating or narrative is one of the most commonly read, though least understood of all the genres. Therefore, narrative texts are often found in many genres of book considering its popularity as a way to tell a story.

Method of Research

Fraenkel, Jack and Wallen (2012, p. 478) state “Content analysis is a technique that enables researchers to study human behaviour in an indirect way, through analysis of their communication.” Furthermore, the analysis is just what its name implies: the analysis of the usually, but not necessarily, written contents of communication. Textbooks, essays, newspapers, novels, magazine articles, cookbooks, songs, political speeches, advertisements, pictures. Therefore, this research is conducted by using content analysis method in order to find and analyze the sentences in the narrative texts found in English textbook published by the Ministry of Education and Culture.

Technique for Collecting Data

Gray (2007, p. 2) states that systematic research in any field of inquiry involves two basic operations. The first is to observe, measure, and record information – in other words, data collection. The writer used documentation technique to collect the data. In collecting the data, the writer would read and collect all the texts in the book. After that, the writer determined and sorted the kinds of text. Then, the writer decided to pick for the narrative texts which is dominant genre in the book. Furthermore, the writer would make the lists of sentences in the narrative text to be analyzed.

Finding

After classifying the sentences, the writer grouped the types of sentence and kinds of phrase structure. After grouping the sentences based on their types, the writer found that there are 141 sentences. There are 58 simple sentences, 52 complex sentences, 23 compound sentences and 6 compound-complex sentences. Therefore, simple sentence is most frequently occurred in the narrative texts found in the textbook. Knapp and Watkins (2005:63) state that simple sentence has only one clause that makes a complete sense. Simple sentence contains a subject and a verb, and it expresses a complete thought. In 3 narrative texts found in the textbook entitled “Malin Kundang”, “Strong Wind” and “Issumboshi”, there are 141 sentences found

in the texts. Simple sentence found from text 1 consists of 12 sentences, text 2 consists of 21 sentences, and text 3 consists of 25 sentences. So, the total number of the simple sentences found were 58 with its percentage for 40.84%.

Knapp and Watkins (2005:63) state that complex sentence is a sentence that has one main clause and one or more subordinate clauses. Complex sentence found from text 1 consists of 10 sentences, text 2 consists of 22 sentences, and text 3 consists of 21 sentences. Knapp and Watkins (2005:63) state that compound sentence is a sentence that has two or more clauses that are coordinated or linked in such a way as to give each equal status as a statement. Compound sentences found from text 1 consists of 3 sentences, text 2 consists of 9 sentences, and text 3 consists of 13 sentences. So, the total number of the complex sentences found were 25 with its percentage for 17.61%. So, the total number of the complex sentences found were 52 with its percentage for 37.32%. Compound-Complex sentence is a sentence that has one or more coordinate clause and one or more subordinate clause. Compound-complex sentences found from text 1 consists of no compound-complex sentences, text 2 consists of 1 sentence, and text 3 consists of 5 sentences. So, the total number of the compound-complex sentences found were 6 with its percentage for 4.23%. After grouping the phrases based on their types, the writer found there are 620 phrases. There were 302 verb phrases, 209 noun phrases, 99 prepositional phrases, 10 adjective phrases and no adverb phrases found.

The writer concluded that verb phrases were most frequently occurred. The main word in a noun phrase is a noun or a pronoun. It may contain determiners and modifiers. The writer found 209 noun phrases in the texts. There are some constructions of noun phrase found in the three texts. The most frequently patterns or constructions occurred were determiner + noun with its total number was 149, while pre-modifier + noun pattern is 6 phrases, determiner + pre-modifier + noun pattern is 47 phrases, determiner + noun + post modifier pattern is 4 phrases, determiner + pre-modifier + noun + post-modifier pattern

is 3 phrases and no phrases found for noun + post-modifiers and pre-modifier + noun + post-modifier. In the narrative texts.

Conclusions

Based on the result of the analysis, the writer concluded that the narrative texts consists of four types of sentences. They are simple sentence, complex sentence, compound sentence, and compound-complex sentence. The texts also have various types of phrases. They are noun phrases, verb phrases, adjective phrase, and prepositional phrase. With some of the grammatical features of the narrative texts, the writer conveyed the message and the meaning of sentences through various types of sentences and phrases to make the reader being interested in reading them.

By reading this result, it showed that it is really important for the students to learn the types of sentence and phrase structures and how to differentiate them among others. This will broaden their knowledge about sentences and phrase structure and affect their ability in writing and reading because they know how to create an acceptable sentence by arranging words into phrase well and another elements of sentence. Therefore, the teachers or lecturers need to broaden some examples of sentences and phrases taken from the texts from the textbooks in order to make the students get more understandings about sentences and phrases.

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