



The diagram illustrates a hierarchical tree structure. The root node is a red line. It branches into two main categories: a yellow line on the left and a green line on the right. The yellow line branches into two sub-categories, each represented by a yellow vertical line. The green line branches into three sub-categories: a green vertical line, a blue line, and a magenta line. The blue line branches into two sub-categories, each represented by a blue vertical line. The magenta line branches into two sub-categories, each represented by a magenta vertical line. The blue line further branches into three sub-categories: a light green line, an orange line, and a cyan line. The orange line branches into two sub-categories, each represented by an orange vertical line. The cyan line branches into four sub-categories, each represented by a cyan vertical line. The light green line branches into two sub-categories, each represented by a light green vertical line.

Mungkap Mangapul Siahaan

SYNTACTIC STRUCTURE
PATTERNS OF ANALYZING
THE ELEMENTS IN SENTENCES

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Mungkap Mangapul Siahaan



SYNTACTIC STRUCTURE PATTERNS OF ANALYZING THE ELEMENTS IN SENTENCES

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KATA PENGANTAR

Mata kuliah Syntactic Structure merupakan mata kuliah wajib pada program Studi Pendidikan Bahasa Inggris. Secara umum, mata kuliah wajib ini disajikan pada tahun ajaran kedua pada program kuliah berjalan seorang mahasiswa. Oleh karena itu, pengontrakan mata kuliah ini harus dilaksanakan setelah mahasiswa terlebih dahulu menyelesaikan beberapa mata kuliah di awal tahun pertama sehingga mahasiswa berhak mengontrak mata kuliah Syntactic Structure.

Buku Syntactic Structure disusun secara sederhana, menarik dan penuh dengan berbagai format diagram pohon sebagai bentuk analisis terhadap frasa, kalimat maupun klausa dalam bahasa Inggris. Penyajian berbagai diagram pohon dalam contoh-contoh yang terdapat pada frasa, kalimat maupun klausa akan sangat membantu mahasiswa mengenal, mengingat, melatih dan memahami tata cara menganalisa setiap elemen di dalam frasa, kalimat maupun klausa. Juga terdapat berbagai latihan untuk melatih meningkatkan kemampuan pemahaman mahasiswa terhadap elemen bahasa. Sehingga akhirnya, pemahaman akan keempat elemen bahasa akan semakin baik.

Sebagai karya perdana dalam pengenalan dan analisa elemen bahasa, buku ini masih memerlukan masukan saran dan kreatifitas sehingga ke depan akan semakin baik. Semoga dengan kehadiran buku dapat mempermudah dan menolong untuk memahami dan mengenal elemen-elemen dalam bahasa.

Pematangsiantar, 14 Juni 2022

Penulis

DAFTAR ISI

KATA PENGANTAR.....	i
DAFTAR ISI	ii
MEETING I INTRODUCTION TO PARTS OF SPEECH	1
A. Noun.....	1
B. Pronoun	2
C. Verb	4
D. Adjective.....	5
E. Adverb	8
F. Conjunction	10
G. Preposition	11
H. Interjection.....	12
MEETING II STRUCTURE OF PREDICATION.....	13
MEETING III STRUCTURE OF PREDICATION FROM PHRASES	17
MEETING IV STRUCTURE OF PREDICATION FROM CLAUSES.....	33
MEETING V STRUCTURE OF MODIFIER.....	39
MEETING VI STRUCTURE OF VERB AS HEAD.....	49
MEETING VII STRUCTURE OF VERB DEVELOPMENT AS HEAD	59
MEETING VIII VERBS IN TREE DIAGRAM.....	69
MEETING IX LINKING VERB + COMPLEMENT	87
MEETING X LINKING VERB + ADJECTIVE.....	91
MEETING XI ANALYZING SINGLE WORDS THROUGH TREE DIAGRAMS	95
MEETING XII ANALYZING PHRASES THROUGH TREE DIAGRAMS.....	103

MEETING XIII TREE DIAGRAMS IN CLAUSES OR SENTENCES.....	111
REFERENCES	140
OTOBIOGRAPHY.....	141



MEETING I

INTRODUCTION TO PARTS OF SPEECH

An introduction of studying Syntactic Structure starts with understanding about the definition of each part of parts of speech, their positions, their functions and the formulation. The first meeting gives that information to help student through the next meetings. Therefore, exploring parts of speech will be very helpful to enrich information as the first step to analyze every word or parts in a phrase and sentence.

A. Noun

1. Noun is a word which names an object. It names a person, place, things or ideas. It is normally placed before the verb, the linking verb or the verb transitive.

Ex. Noun comes before the verb

- a. **John** goes to school every day.
- b. **Mary and Martha** fly to Jakarta every holiday.

Ex. Noun comes before the linking verb

- a. **John** is a student
- b. **Mary and Martha** are teachers.

Ex. Noun comes before the verb transitive

- a. **John** studies Syntactic Structure
- b. **Mary and Martha** learns Syntactic Structure

2. The place of a noun can be in the position of an object. The position of noun can be seen as the sample below:
 - a. Mr. Joel visits **her mother** every month.
 - b. Ms. Kezia and Ms. Selyne buy **some books** every June.

3. The place of a noun as an object complement may be seen in the sentences below:
 - a. Mr. Joel calls him **friend**
 - b. Ms. Kezia and Ms. Selyne buy him **some books**.
4. Noun Derivation, it is can be seen in the sentences below:
 - a. Friend + ship = Friendship
 - b. Teach + er = Teacher
 - c. Kind + ness = Kindness
 - d. National + ty = Nationality
5. Noun Inflection, it is written in the words below:
 - a. Table + s = Tables
 - b. Toy + s = Toys
6. Noun stress, the words are seen below:
 - a. Import
 - b. Export

Questions and responses to the explanation above.
Write some sentences showing the uses of nouns!

B. Pronoun

The Pronoun is as the agent of preparing a place which is taken from a noun. The existence of a Pronoun is taking the place of a noun. It replaces of a noun. Pronoun can act all the noun acting and well as the place. Pronoun replaces a person, place, thing or idea. These are different types of pronouns, as:

No.	<SP*>	<OP*>	<PA*>	<PP*>	<RPN*>	<DP*>
1.	I	Me	My	Mine	Myself	This
2.	You	You	Your	Yours	Yourself/ Yourselves	That
3.	He	Him	His	His	Himself	These
4.	She	Her	Hers	Hers	Herself	Those
5.	It	It	Its	Its	Itself	
6.	We	Us	Our	Ours	Ourselves	
7.	They	Them	Their	Theirs	Themselves	

Information:

SP = Subject Pronoun;

OP = Object Pronoun;

PA = Possessive Adjective

PP = Possessive Pronoun;

RPN = Reflexive Pronoun;

DP = Demonstrative Pronoun

The positions of the items in table may be seen in the sample below:

1. **We** were playing football.
2. **She** loves watching movie, especially if **they** invite **her**.
3. Can **you** help **me**?
4. **That** book is **mine**.
5. **That** is **my** car.
6. **He** calls **me**.
7. **They** buy food **themselves**.
8. Mr. Mark watches the movie **himself**.
9. **I** teach students English **myself**.
10. **She** gives you **her** life.
11. Does **anybody** knock the door?
12. **Somebody** invites me for a dinner.
13. She does not care **whoever** joins the board.
14. Look! **Other** takes the present.
15. **Which** one do you like best, swimming or hiking?

Questions and responses to the explanation above.

Write some sentences showing the functions of Pronoun!

C. Verb

An action or verb is the center of a sentence. It is the central part of a sentence. How a sentence is formed or formulated based on the presence of a verb. A mutual understanding produces a product such as an idea, appointment, concern, understanding, passion or problem because of the combination of the verb with other words in its unit. And the product will be achieved if the writer or speaker organizes the words correctly. Grammatically, the presence of a verb is to be the most important part to build the sentence. Verb existence and presence physically explain actions someone or something taking in the every situation. Through the appearance of the verb may be analyzed by using question of what does it do or mean becomes clear. These are some samples to the information, as:

1. Get ball game **is** very much popular in my town.
2. A kiwi bird **steps** slowly.
3. Some students **are** not ready to face online learning.
4. The children of the dormitory **are playing** volley ball.

In the sentences above, students may see the position of a verb and the function of it to form a sentence. Look at the samples below to show the students the function of verbs in sentences.

1. I teach English in the university (action)
2. They look happy with the new car (state)
3. A board is home for a player (presence)
4. There was no player presence in the field (absence)

Below is stated the function of verb, as:

Action

- A little boy **walks** to his school.
- Some girls of a village **run** fast to their school because they are late.
- The guests of a party **drink** tea.

State of Being

- A grandmother **feels** tired of doing her habit activities.
- The English teacher **looks** great!
- The disciples **believe** in Him.

Possession

- The bag **belongs** to me.
- The headmaster **has** a good idea.
- Mark and Tim **own** a car.

Questions and responses to the explanation above.

Write down some sentences showing the functions of Verbs!

D. Adjective

This word is used to describe or giving attribute to other words. Adjective also function to add information to a noun, to modify or reform the meaning of a noun.

The position of a noun

Here are the positions or the existence of an adjective, as:

Mrs. Nita is a **nice** girl  an adjective before a noun

He is an **intelligent** boy  an adjective before a noun

If two or more adjectives arise before a noun, they usually disjointed by a “comma”, as:

There is a **large round** table  an adjective before a noun

The company needs a **short fair pretty** girl  an adjective before a noun

If the last two are adjectives of color, they usually parted by “and”, see the sentences below:

The young man saw a **black** and **white** cow in the forest.

The woman bought a **red** and **blue** ball for his children.

Sometimes a writer or a speaker puts adjective after the noun for the sake of emphasis, as:

Once upon a time, in a rural distance lived a very **strong and wicked** old man

An adjective may come after the noun as:

Time **immemorial**

Heir **apparent**

God **Almighty**

President **elected**

When an adjective describe a noun it is used to describe feeling or qualities as:

He is a **lovely** man

They are **honest**

Give nationality or originality

I heard a **French** song

This clock is **German**

Adjective is also used to tell us more about a thing's characters as:

Tell us about an age, size, color, shape, something is made of, expressing a judgment or value

The adjective derivation

Verb + ing (suffix)	: He is so charming
Noun + ish (suffix)	: Marry is still childish
Verb + less (suffix)	: This closet is useless
Verb + active (suffix)	: A teacher should be talkative
Noun + like (suffix)	: Mia is so ladylike
Noun + ous (suffix)	: Jacob is so adventurous
Verb + able (suffix)	: can you make this format changeable
Verb + ent (suffix)	: I know I am different
Verb + ed (suffix)	: The ice cream is melted

The adjective inflection

Inflection of adjective is called comparison or degrees of comparison as passive, comparative, superlative. Inflection of adjective is also used to show plurality.

Ex: What is the use of philosophy; if all it does is unable you talk. Philosophy is not only about some abstruse question of logic, etc. but it does also improve your thinking about the important question of everyday life.

Questions and responses to the explanation above.

As it is mentioned above and before every student continues to the next word classifications, it is instructed to every student to write two sentences as the representative of Adjective as explained above.

E. Adverb

An adverb is function to give an additional information about a sentence, phrase or clause as to change, modify or qualify several types of words such as **adjective**, a **verb**, a **clause**, another **adverb**. There are some approaches to know Adverb as:

- 1) Functions
- 2) Types
- 3) Forms
- 4) Positions.

1. The functions are classified into three parts as:

Adverb as modifier of a verb as:

Ex. Mr. Hartono Walks **slowly**

Ex.: Mr. Budi and Ms. Ani talk **loudly**.

Adverb as modifier of an adjective

Ex.: John is **very handsome**

Ex.: Martha and Mary are **very beautiful**

Adverb as a modifier of another adverb.

Ex.: Randy **sings very beautifully**.

Ex.: Mark and Butet **study very diligently**.

Adverb as modifier of an entire sentence.

Ex.: **Fortunately**, Irma jumped very quickly

Ex.: **Unexpectedly**, they met the treasure.

2. Types of Adverb is divided into two parts as Classified by meaning and Classified by functions.

Classified by meaning

No.	Adverb of time	Adverb of manner	Adverb of degree	Adverb of place	Adverb of directions	Adverb of frequency
1.	Today	Quickly	Very	Over there	Left	Always
2.	Yesterday	Politely	Fairly	There	Right	Usually
3.	Afterwards	Smoothly	Rather	Here	Toward	Often
4.	Later on	Slowly	Almost	Over here	Down	Rarely
5.	Tomorrow	Patiently	Completely	Every where	Sideward	Ever

Classified by functions

No.	Sentence Adverb	Conjunctive Adverb	Explanatory Adverb	Relative Adverb	Interrogative Adverb	Exclamatory Adverb
1.	Actually	Cause and effect	as	When	Why	Affirmative adverb
2.	Presumably	Addition	example	Why	When	Negative adverb
3.	Fortunately	Contrast	i.e	How	How	
4.	Presumably	Comparison	viz	Where	Where	
5.	Probably	Time relationship	that is			

3. Forms of Adverb

No.	Adverb Formations	Comparison of Adverb
1.	Adverb of manner	Er/r
2.	Adjective = Adverb	More
3.	Adjective ≠ Adverb	Irregular
4.	Suffixes	
5.	Affixes	

4. Positions of Adverb

No.	• = most usual position - v = other possible position			
	Types of adverbs	Initial Position	Mid Position	Final Position
1	Adverb of manner	v	v	*
2	Adverb of place	v	----	*
3	Adverb of direction			
4	Adverb of time: definite and indefinite	v *	---- v	* v
5	Adverb of frequency	v	*	v
6	Adverb of degree	Before the word intensified		
7	Sentence adverbs	*	v	v
8	Conjunctive adverbs	*	*	v

The adverb derivation

Questions and responses to the explanation above.

As it is mentioned above and before every student continues to the next word classifications, it is instructed to every student to write two sentences as the representative of Adverb as explained above.

F. Conjunction

Conjunction is as a bridge to connect word to word, phrase to phrase, sentence to sentence or any part in order to produce a complete meaning. Normally, a writer uses a conjunction to unite the goal or meaning of an idea. There are kinds or classification of conjunctions in English such as, and, but, or, nor, etc.

There are three classifications in conjunction as, Coordinating Conjunctions, Subordinating Conjunctions and Correlative

Conjunctions. One of the very popular ways to remember Conjunction is named with **FANBOYS** as For, And, Nor, But Or, Yet and So.

Read the questions and give your responses to the explanation above.

As it is mentioned above and before every student continues to the next word kinds, it is ordered to every student to write two sentences as to show the representative of the Conjunction as explained above.

G. Preposition

No.	Functions	Forms	Uses
1.	Connecting Nouns	Single Word Prepositions	Independent uses
2.	Connecting Verbs	Compound Prepositions	Fixed Uses: a. Fixed to verbs b. Fixed to Adjectives c. Fixed to Nouns d. Fixed to Participles
3.	Connecting Adjectives	Phrasal Prepositions	Idiomatic Uses: Prepositions vs verb-participles.
4.	Connecting Participle		
5.	Connecting Verb Participle		

As it is mentioned above and before every student continues to the next word, it is asked to every student to write two sentences as the representative of the Preposition as explained above.

H. Interjection

See the interjection below:

1. Oh! I have lost my bag!
2. Alas! Finally, the greedy man was killed in that accident.
3. Hurrah! We success at last!
4. Hush! Don't make so much noise.
5. Ah! There they are!

There are also some interjection words that are familiar, as:

1. By golly!
2. By jove!
3. Bullshit!
4. Oh, my God!
5. Thanks to God!
6. For heaven's sake!
7. Good heavens!
8. Damn it!

As it is mentioned above and before every student continues to the next word, it is asked to every student to write two sentences as the representative of the Preposition as explained above.

MEETING II

STRUCTURE OF PREDICATION

The word syntax comes from Greek word ***syntaxes*** which means arrangement. Syntax presence is to give principles to help learners constructing correct grammatical formation. Besides, it also shows process of analyzing every part of a word, phrase, clause and sentence to be accepted logically. Syntax defines as rules organizing system or formation process building a sentence, clause and phrase grammatically. Syntax shows logic orders of formation sentence, clause and phrase. Syntax works are included with process of selecting words, grammar, matching number, punctuation and proper arrangement. There are 4 kinds of Syntactic Structure as:

- 1) <Structure of predication>
- 2) <Structure of modification>
- 3) <Structure of Complementation>
- 4) <Structure of Coordination>

Basic pattern:

1. Birds fly in the sky
2. Joel is an English lecturer of the university of HKBP Nommensen Pematangsiantar
3. The students are sometimes lazy
4. You do your exercises
5. There are 34 students in this classroom.

These are some syntactic structure definition from different people.

Dwira May Situmorang: *Syntactic Structure is a knowledge of sentence arrangement which goal is to know what kind of word to write in every part of sentences.*

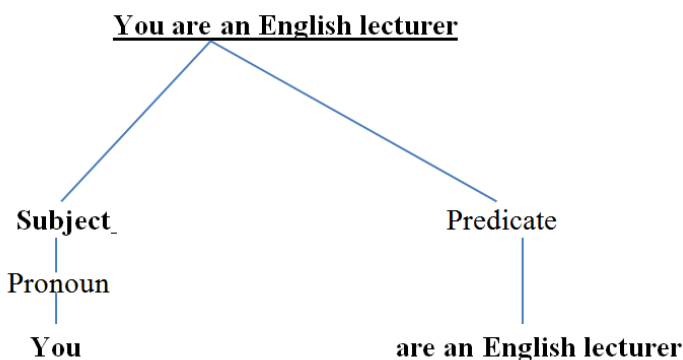
Priscilia Grace Dorlya Hulu: *Syntactic Structure is a skill to dissect sentences which purpose is to give the students exercises of arranging words into correct sentences.*

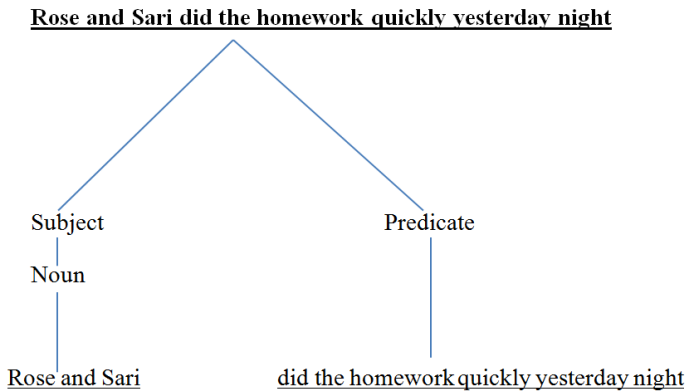
Kesia Rahelin Simanjuntak: *Syntactic Structure is a study of analyzing sentences. The object of this lesson is to have knowledge of structures inside a sentence to be arranged grammatically.*

Kristiani Siagian:

Syntactic Structure is word, phrase, clause or sentence that contains a tree diagram and words. Syntactic Structure prioritizes tree diagrams rather than explanations. The purpose of the study is to have competence of composing any sentence correctly using a tree diagram

Structure of Predication





Write some tree diagrams based on the explanation above!

You have noticed the Subject of the sentences above. Write some sentences with the different Subjects, as three sentences with Subject Pronoun, three sentences with Common noun as subjects, three sentences with abstract noun as subjects, three sentences with Noun phrases as subjects, and three sentences with demonstrative pronoun as subjects. Good luck.



MEETING III

STRUCTURE OF PREDICATION FROM PHRASES

Butterflies fly in the sky.

N V Modifier

John is an English Student of the University of HKBP
Nommensen Pematangsiantar.

N LV Noun Phrase

The children are sometimes lazy to study.

N LV Modifier Adj. Noun Phrase

They do the exercises on the sea shore.

Pro V C. Noun Prep. Phrase

The youth elected Mr. Ronald leads the team.

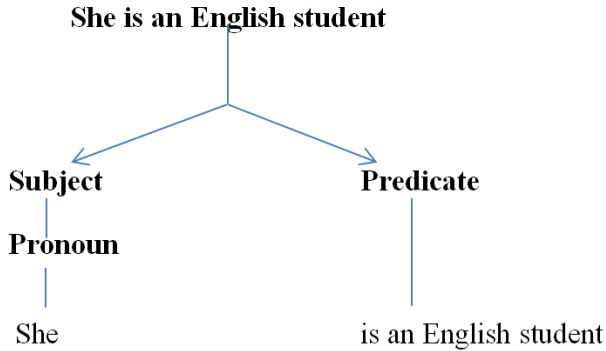
N1 V N2 V2 Comp.

My father sent my brother some money

N1 V N2 N3

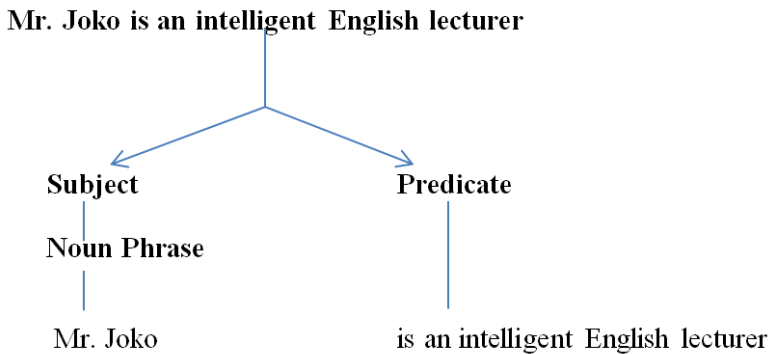
This is to review the students' memory and understanding about Structure of Predication, as shown in the sentences below!

<u>She</u>	<u>is</u>	<u>an English student</u>
Subject	LV	Complement



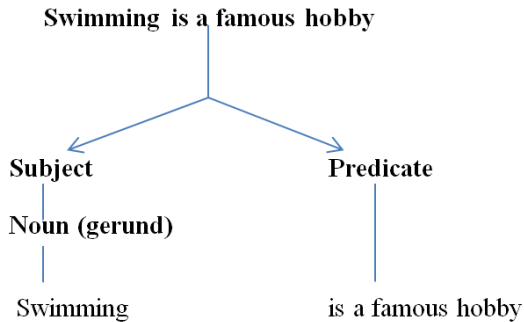
Note: In the sentence above, it is known that the subject is Pronoun

Mr. Joko is an intelligent English lecturer
Subject LV Complement



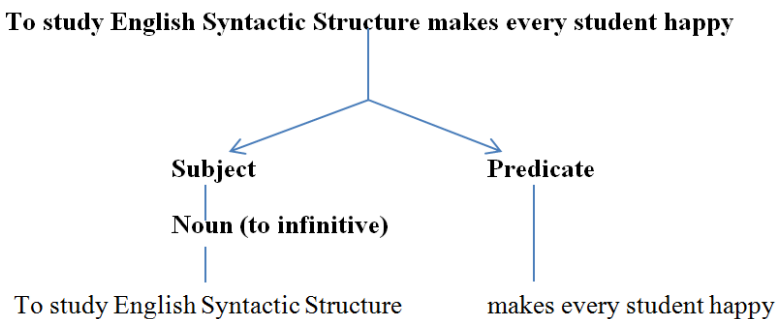
Note: In the sentence above, it is seen that the subject is a Proper Noun

Swimming **is** **a famous hobby**
Subject **LV** **Complement**



Note: In the sentence above, it is seen that the subject is a Noun gerund.

To study English Syntactic Structure **makes every student** **happy**
Subject **V** **Complement**



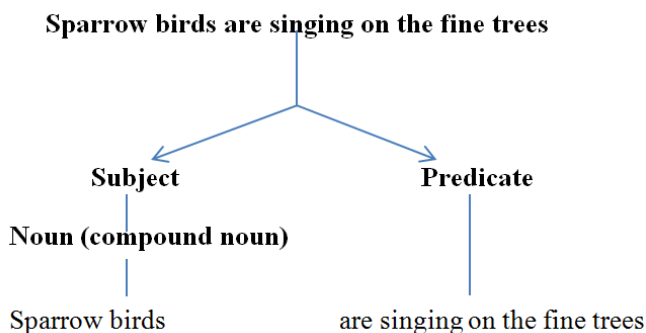
Note: In the sentence above, it is seen that the subject is a Noun to infinitive.

Sparrow birds are singing on the fine trees

Subject

V

Complement



Note: In the sentence above, it is seen that the subject is a compound noun.

Extension Structure of Predication through the methods as:

1. Noun + Verb

Example: fish jumps
Randy teaches
Mark studies

2. Noun + Linking Verb + Adjective

Example: Selyne is diligent
Randy is smart
Mark is high

3. Noun + Linking Verb + Noun

Example: Mr. Bob is an English teacher
Randy is a student
Mark and John are friends

4. Noun + Linking Verb + Adverb

Example: Rita is here

Randy is in the school

Mark and John are in the dining room

5. Pronoun + Verb

Example: He plays

They work

It barks

6. Pronoun + Linking Verb + Adjective

Example: She is humble

We are happy

I am lucky

7. Pronoun + Linking Verb + Adverb

Example: It is on the tree

They are in the house

He is on the roof

8. Noun + Verb + Noun

Example: A woman buys an apple

Randy is watching a movie

Mark has studied English since 2015

9. Gerund + Verb

Example: Singing makes happy

Jogging is healthy

Studying helps people