

A SYNTACTIC ANALYSIS ON A DESCRIPTIVE TEXT USING TREE DIAGRAMS

A RESEARCH PAPER

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STATEMENT

I hereby certify that this research paper entitled “**A Syntactic Analisi on A Descriptive Text Using Tree Diagrams**” is completely my own work, except where due references are made in the text and that contains no material which has been submitted for the awards of any other Degree or Diploma in any University or Institution. I am fully aware that I have cited some statements and ideas from many sources, and all of the citations are properly acknowledged. If any claims related to this paper persist in the future, I will be fully responsible for clarification.

Cimahi, September 2017

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A SYNTACTIC ANALYSIS ON A DESCRIPTIVE TEXT

USING TREE DIAGRAMS



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ABSTRACT

This paper discusses syntactic patterns using tree diagrams in descriptive text “Jeju Islands”. The writer uses Thomas’ syntax theory (1993). The main objective of this paper is to describe what syntactic patterns found in a descriptive text using Tree Diagrams. The method in this research is qualitative method or more specifically using descriptive method. The data are collected by finding descriptive text about Jeju Islands, reading descriptive text about Jeju Islands, analyzing and presenting it as the data. The results of this research shows that there are four syntactical patterns from nineteen sentences in descriptive text “Jeju Islands”. They are one of S-inv (inversion sentence) consists of verb phrase followed by noun phrase and verb phrase, fifteen of sentences consists of noun phrase and followed by verb phrase, two of sentences consists of noun phrase followed by verb phrase and verb phrase, and one of sentence consists of noun phrase followed by verb phrase, noun phrase and verb phrase. In conclusion, noun phrase is dominant because the description text describes things or place. There are a lot of noun phrases in the text, such as noun, adjective, determiner, preposition, conjunction and adverb.

Keywords: *Syntax, Descriptive Text*

PREFACE

Alhamdulillahirobil'alamin. Firstly, the writer thanks to Allah SWT, The Most Gracious The Most Merciful. All praises be to Allah SWT who has given strength and health. Peace and salutation are always for Rasulullah SAW. Finally the writer is able to accomplish the research paper entitled "A Syntactic Analysis on A Descriptive Text Using Tree Diagrams".

The paper is submitted in partial fulfillment of the requirements for the Sarjana Pendidikan Degree of English Education Study Program, STKIP Siliwangi Bandung.

The research paper will never be accomplished without any support and guidance of the supervisors who had spent their time to guide the writer to finish this research paper.

The writer realizes that this paper is far from being perfect. Therefore the writer expects any comments and criticisms to improve the paper in the future. The writer hopes that this research paper may give a great contribution to all people who are interested in this topic.

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Desra Syanti Nurlaela

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MOTTO AND DEDICATION

“Do your best at any moment that you have”

This research paper is dedicated for:

 *My beloved parents and big family*

AUTOBIOGRAPHY



The writer was born in Bandung on December 28th 1994. Her name is Desra Syanti Nurlaela. She is the only one child from Nani Sumarni and Alm Sapur Budi Sopyan. Formal education which is gone through is SDN Padasuka, Cianjur graduated in 2001. Then she continued to Junior High School SMPN 4 Cibinong, Cianjur graduated in 2007. After that she continued she continued her study in SMA Muhammadiyah 4 Bandung and graduated in 2013. On 2013, she register as a student of English Education Study Program in STKIP Siliwangi Bandung.

She like joined organization in campus. In 2013 she joined UKM Korps Protokoler Mahasiswa (KPM) STKIP Siliwangi Bandung, and in 2014 she elected as the head of KPM STKIP Siliwangi period 2014-2015.

CHAPTER 2

LITERATURE REVIEW

This chapter presents theoretical framework from some literature reviews of experts about syntax, descriptive text, tree diagrams and previous study.

A. Theoretical Framework

1. Syntax

a. Definition of Syntax

The word “syntax” comes originally from Greek and literally means “a putting together” or “arrangement” (Yule, 2006:96). Finegan (2003:140) explains that syntax is the part of grammar that governs the form of strings by which language users make statement, ask questions, give directives, and so on. Then, Fromklin, Rodman, Hyams (2011:78) says that the part of grammar that represents a speaker’s knowledge of sentences and their structure is called syntax.

In addition, Gleason (1961:128) states that syntax as the principles of arrangement of the construction formed by the process of derivation and inflection (word) into larger constructions of various kinds. Radford (1997:1) also says that syntax is concerned with the way in which words can be combined together to form phrases and sentences. Bornstein (1977:246) explain that syntax is the processes by which words and grammatical categories are combined to form phrase, clause and sentences in language.

From the definitions above, the writer concludes that syntax is a part of language that represents sentences and their structure. Syntax can be used to analyzing sentence pattern in a sentence.

b. Syntactic Categories

There are two categories of syntax, they are lexical and non-lexical. Lexical consists of words that have meaning (semantic content), words that can be inflected and includes nouns, verbs, adjectives, adverbs, and prepositions (Radford, 2006:6).

Lexical categories typically have particular kinds of meanings associated with them. For example, verbs usually refer to actions, events, and states (e.g. kick, marry, love); adjectives to qualities or properties (e.g. lucky, old), common nouns to general entities (e.g. dog, elephant, house); and proper nouns to particular individuals or places or other things that people give names to, such as commercial products (e.g. coca cola).

Non lexical consists of words whose meaning is harder to define, words that have a grammatical function and includes determiners (article a, an, the), auxiliary verbs (verbs have, had, be, was and were), degree words, and conjunctions (Fromkin, Rodman, Hyams, 2011:88-89).

So, the writer concludes that syntactic categories consist of two. The first is lexical, it is the words that have meaning. The second is non-lexical, it is the words that have a grammatical function.

c. Syntactic Analysis

Languages are by nature extremely complex and describing a language, any language, is not an easy task. There are many ways to describe and analysis it, such as phonology, which looks at and describes the sound system of a language. morphology, which looks at the way words are formed, semantics and pragmatics which study meaning, and in this research the writer using syntax, which seeks to describe the way words fit together to form sentences or utterances (Thomas, 1993:1).

The purpose of syntactic analysis is to determine the structure of the input text. This structure consists of hierarchy of phrases, the smallest of which are the basic symbols and the largest of which is the sentence. The structure can be described by a tree with one node for each phrase. Basic symbols are represented by values stored at the nodes. The root of the tree represents the sentence. The purpose of syntax itself is to discover the ways in which constituents combine to form the structure of sentences (Wekker and Haegamen, 1985:1).

According to Wekker and Haegamen (1985:2-5), there are some ways in representing sentence structure in analyze syntax, such as bracketing, labeled bracketing and tree diagrams. The tree diagram is a notational device which is entirely equivalent to labeled bracketing; although it looks different it provides the same information about the syntactic structure of a sentence.

The tree diagrams provides the analysis of sentence down to word level (determiner, noun, verb, etc.) it would also be possible to stop at phrase level

(Noun Phrase/NP, Verb Phrase/VP, etc.) or to go beyond word level and indicate the morphological structure of each of the words. So in this research the writer can analyze detailed as possible.

From the definitions above, it can be concluded that with using the syntactic analysis the writer can find out the patterns or structures that contained in the sentence in a text.

2. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text which focuses on the characteristic features of particular thing, e.g. animal, book (Priyana, Irjayanti and Renitasari, 2008:18). According to Heffernan and John (1986:83), description is writing about the way persons, animals, or things appear. Berry (1974:109) states that successful description makes the readers see, hear, smell, taste or feel as the particular situation demands (Ramadani, 2013:22).

Descriptive writing creates an impression in the reader's mind of an event, a place, a person or mood. In addition, descriptive text is describing something in detail that if the reader sees it, the readers will recognize it. Descriptive writing will bring words to life and make the text interesting (Puteri, 2013:19). Oshima and Hogue (2007:61) also say that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description

is a word picture; the reader can imagine the object, place or person in his or her mind.

So, descriptive text is a text that describe things, people or place. It told how something looks, feel, smell, tastes or sound, so that the readers can imagine the object, place or person in his or her mind.

b. Generic Structure and Language Features of Descriptive Text

There are generic structure and language features in descriptive text. According to Puteri (2013:20), generic structure of descriptive text consists of two. The first is identification, it is identifying the phenomenon (example: person, thing, or place) to be described. The second is description, it is describing the phenomenon (example: person, thing, or place) in parts, qualities, or/and characteristics.

In language features descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past Tense if the thing to be described doesn't exist anymore. Significant grammatical features:

Table 2.1

Language Features in Descriptive Text

No	Language Features	Example
1	Focus on specific participants	My English teacher, Andini's cat, My favorite place
2	Use of Simple Present Tense	I live in Jakarta
3	Use of Simple Past Tense (sometimes)	The teacher came
4	Verbs of being and having (Relational processes)	My mom is really cool, She has long black hair
5	Use of descriptive adjectives	strong legs, white fangs
6	Use of detailed Noun Phrase to give information about the subject	a very beautiful scenery, a sweet young lady, very thick fur
7	Use of action verbs 'Material Processes	it eats grass, it runs fast
8	Use of adverbials to give additional information about behavior	fast, at tree house
9	Use of figurative language	John is as white as chalk

Based on the details above, it can be concluded that descriptive text has generic structure and language features. Generic structures of descriptive text consist of two. They are identification and description. Generally language features in

descriptive text used Simple Present Tense because descriptive text describe and talks about facts, but can also use Simple Past Tense. Behind that, descriptive text also used Adjective because it is talking about entities' characteristics.

3. Theory of Tree Diagram

a. Tree Diagram

According to Bornstein (1977:39-46) in Transformational Grammar (TG), that phrase structure rules are illustrated by means of tree diagrams that called phrasemakers, which show the hierarchical structure of sentence. It is named a "tree diagram" because the classic representation resembles a tree, even though the cart is generally upside down compared to an actual tree, with the "root" at the top and the "leaves" at the bottom. Tree diagram provide us visual representation of the constituents of the corresponding expressions. Following table show some symbols used in tree diagram.

Table 2.2

Symbols in Tree Diagrams

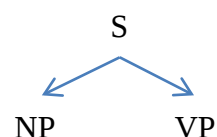
S	Sentence
D or Det	Determiner
Adj	Adjective
Adv	Adverb
N	Noun

V	Verb
Pro	Pronoun
Prep	Preposition
Aux	Auxiliary verb
PP	Prepositional Phrase
Adv.P	Adverb Phrase
Adj.P	Adjective Phrase
NP	Noun Phrase
VP	Verb Phrase

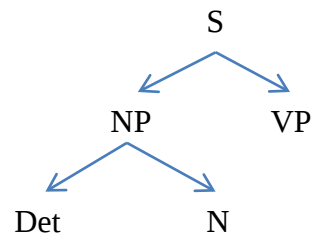
In transformational grammar, phrase structure rules are described by means of tree diagram called phrase-makers which show the hierarchical structure of the sentence. Tree diagrams begun with S (Sentence) as the highest level, and go down to the lower levels until the writer get to maximally specific of terminal level where no additional symbols that can be written. This process is called a derivation of a sentence.

Here are the steps of derivation of a sentence according to Thomas (1993:17-30):

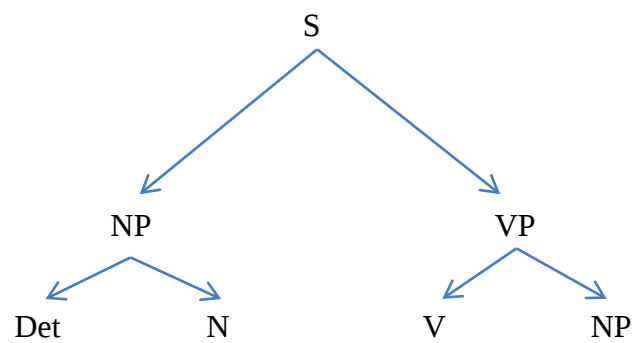
$S \rightarrow NP + VP$



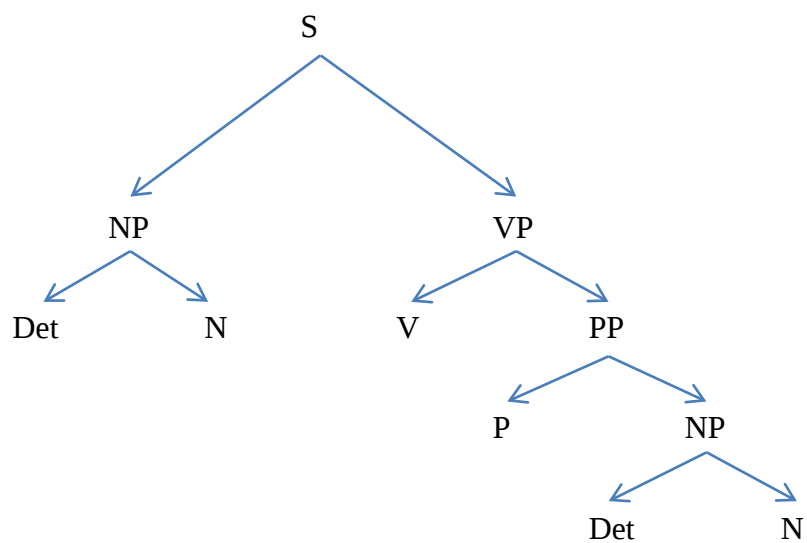
$NP \rightarrow Det + N$



$VP \rightarrow V + NP$



$PP \rightarrow P + NP$



The tree diagram above can be explained more detail as follows:

- S consist of NP and VP
- NP consists of Det/determiner and N

- VP consists of Verb and Noun Phrase
- PP consists of Preposition and Noun Phrase

Based on the description above, the writer concludes that tree diagram is a way to representation structure of sentence. It gives detail information by using symbols.

b. Phrase

A phrase is two or more words that do not contain the subject-verb pair necessary to form a clause. Phrases can be very short or quite long. Here are two examples: (After lunch after slithering down the stairs and across the road to scare nearly to death Mrs. Philpot busy pruning her rose bushes).

Certain phrases have specific names based on the type of word that begins or governs the word group: noun phrase, verb phrase, prepositional phrase, infinitive phrase, participle phrase, gerund phrase, and absolute phrase (Salim, 2016).

1) Noun Phrase

A noun phrase consists of determiner and a noun. It includes a noun—a person, place, or thing. Noun phrases can also contain adjectives, prepositional phrases, and relative clause (Muler, 2016:63). Noun phrase consists of a noun as the head word and other words which come after or before the noun. Example: *a cat that refused to meow* (cat = noun; a, that refused to meow = modifiers).

2) Verb Phrase

The simple verb phrase (VP) says that a verb phrase can consists of an obligatory verb (V) followed by an optional noun phrase (NP) and then any number of prepositional phrase (PP) or an subject (Kim and Sells, 2007:23).

Sometimes a sentence can communicate its meaning with a one-word verb. Other times, however, a sentence will use a verb phrase, a multi-word verb, to express more nuanced action or condition. Example: *should have been writing* (should, have, been = auxiliary verb; write = main verb; ing = verb ending).

3) Prepositional Phrases

According to Muller (2016:71), prepositional phrase (PP) normally consists of a preposition and a noun phrase whose case is determined by that preposition. At the minimum, a prepositional phrase will begin with a preposition (in, of, by, from, for, etc.) and end with a noun, pronoun, gerund, or clause, the "object" of the preposition. The object of the preposition will often have one or more modifiers to describe it. Example: *in* the room, *of* the people, *from* the teacher.

4) Infinitive Phrases

An infinitive phrase contains an infinitive (for example, to sleep, to have slept, to consider, to throw) and its objects and modifiers. Infinitive phrases usually functions as nouns, though they can be used as adjectives and adverbs. There are some examples of infinitive phrases:

- *To sleep all night* was his only wish. In that sentence, *to sleep all night* is an infinitive phrase acting as a noun. It is the subject of this sentence.
- The representatives didn't want *to take an unpopular stand*. Here, *to take an unpopular stand* is an infinitive phrase acting as noun. It is the direct object of the predicate *didn't want*.
- He had plenty of money *to spend foolishly*. In that sentence, the infinitive phrase *to spend foolishly* acts as an adjective modifying the noun *money*.
- After the confrontation, she drove miles *to clear her mind*. In that sentence, the infinitive phrase *to clear her mind* acts as an adverb modifying *drove*. It answers the question "Why did she drive?"

5) Participial Phrases

A participle phrase will begin with a present or past participle. If the participle is present, it will dependably end in *ing*. Likewise, a regular past participle will end in a consistent *ed*. Irregular past participles, unfortunately, conclude in all kinds of ways. Since all phrases require two or more words, a participle phrase will often include objects and/or modifiers that complete the thought. Like participle alone, participial phrases are used as adjectives (Nur Salim, 2016). For example:

- *Sniffing the fresh air*, Jim realized he had found paradise. In the preceding sentence, the present participle *sniffing* introduces the participial phrases, which includes the participle's object (*air*) and its modifiers (*the, fresh*). This participial phrase acts as an adjective modifying the subject of the sentence (*Jim*).

- The soldiers, *trapped by the enemy*, threw down their guns. Here, the past participle *trapped* introduces the participial phrase *trapped by the enemy*. The entire phrase acts as an adjective modifying the subject of the sentence (*soldiers*). Notice the phrase-within-a-phrase here. *By the enemy* is a prepositional phrase modifying the participle *trapped*. Remember that phrases can act as modifiers in other phrases.

6) Gerund Phrases

A gerund phrase may look like a participle phrase because gerund phrases begin with the –ing form of a verb (reading, seeing, talking, etc.) and have objects and modifiers. But a gerund phrase always acts as a noun in a sentence, not as an adjective. Like other nouns, a gerund phrase can serve as a subject of a sentence, the object of a verb or preposition, or the complement of a linking verb. There are some examples of gerund phrases:

- *Riding the black stallion* terrified Hugh. In this example, the gerund phrase *riding the black stallion* acts as a noun and is the subject of the verb *terrified*.
- The police officer reported *seeing the suspect*. In this sentence, the gerund phrase *seeing the suspect* is the direct object of the verb *reported*. Notice that the entire phrase, not just the word *suspect*, is the direct object.
- The senator made his reputation by *talking often and loudly*. Here, the gerund phrase *talking often and loudly* is the object of the preposition *by*.
- *Calling Uncle Roberto is asking for trouble*. In this example, *calling Uncle Roberto* is a gerund phrase acting as the subject of the sentence. *Asking for*

trouble is a gerund phrase acting as a complement of the linking verb *is* (Nur Salim, 2016).

7) Absolute Phrases

An absolute phrase combines a noun and a participle with any accompanying modifiers or objects (Nur Salim, 2016). The pattern looks like this:

Noun + participle + optional object (s) and/or modifiers

Example: *her fingers flying over the piano keys* (fingers = noun; flying = participle; her, over the piano keys = modifiers).

From the explanation above, it conclude that phrase is a group of words within a sentence. It can be very short or quite long. There are seven parts of phrase, they are noun phrases, verb phrases, prepositional phrases, infinitive phrases, participial phrase, gerund phrases and absolute phrases.

c. Sentence

A sentence is a group of words that you use to communicate your ideas. Every sentence is formed from one or more clauses and expresses a complete thought (Oshima & Hogue, 1998: 155). There are basically four kinds of sentences in English: simple, compound, complex, and compound-complex. The kind of sentence is determined by the kind of clauses used to form it.

1) Simple Sentence

According to Oshima and Hogue (1998:155) a simple sentence is one independent clause. It has the most basic element that makes it a sentence: a subject, a verb, and completed thought, a simple sentence can also be referred to as an independent clause. For example: *Old-growth forests in the United States are disappearing.*

2) Compound Sentences

According to Oshima & Hogue (1998: 155), compound sentence is two or more independent clauses joined together. There are three ways to join the clauses:

1. With a coordinator	I enjoy tennis, but I hate golf
2. With a conjunctive adverb	I enjoy tennis; however , I hate golf
3. With a semicolon	I enjoy tennis; I hate golf

3) Complex Sentences

According to Oshima and Hogue (1998:160) a complex sentence contains one independent clause and one (or more) dependent clause (s). A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence. For example: *Because old-growth forests in the United States are fast disappearing, citizens must act now.* (*Because old-growth forests in the United States are fast disappearing*=subordinate clause beginning with subordinating conjunction; *citizens must act now*=independent clause).

4) Compound-Complex Sentence

A compound-complex sentence is a combination of two or more independent clauses and one (or more) dependent clauses (Oshima and Hogue, 1998:162). Many combinations are possible, and their punctuation requires careful attention. Here is an example of a compound-complex sentence: *I wanted to travel after I graduated from college; however, I had to go to work immediately.*

From the explanation above, the writer concludes that a sentence is a group of words that contains one or more clauses. There are four kinds of sentence; they are simple sentence, compound sentence, complex sentence, and compound-complex sentence.

d. Transformational Grammar

Transformational grammar generates the deep structures of a language and converts this to the surface structures by means of transformation. In transformational grammar, there are two levels for each sentence. Those are a deep structure that represents the meaning and a surface structure that represents the sound. Yule (1985: 82) says that surface structure is the syntactic form taken as an actual English sentence, whereas deep structure is an abstract level of structural organization in which all the elements determining structural interpretation are represented.

The concept of deep structure plays an important role in transformational grammar. The deep structures are derivations of a context-free language. These trees are then transformed by a sequence of tree rewriting operations

(—transformations) into surface structure. In other words, deep structures and surface structures are produced by two types of rules. Phrase structure rules generate the sentences that are found in the deep structure. Transformational rules change around these sentences, making them into surface structure (Bornstein, 1977:37).

Bornstein (1977: 39-99) says that transformations bring about various kinds of changes; they can rearrange elements in a string of symbols, add elements that were not there before, delete elements, and substitute one element for another.

From the explanation above, the writer concludes that transformational grammar is theory of grammar that has two levels for each sentence. It is deep structure and surface structure.

B. Previous Study

This research has been conducted by other writers. This writer is Alfiani Isya Putri, with her studies entitled “A Syntactic Analysis on the English Translation of Surah Al Qiyamah Using Tree Diagrams” at Antasari State Institute for Islamic Studies Banjarmasin 2016. The result shows that there are twenty four syntactical patterns, consists of sixteen patterns of sentence, one pattern of noun phrase, three patterns of verb phrase, two patterns of adjective phrase, one pattern of prepositional phrase and one pattern of compliment phrase.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the writer discusses about research methodology. It consists of research design, research method, subject of the research, research instrument, data collection techniques and data analysis.

A. Research Design

Research is defined as “a systematic approach to finding answers to questions” (Hatch and Farady, 1982: 1). There are three key words in a research, they are questions/problems, systematic approach and answers (Kaswan and Suprijadi, 2013:1).

Research design stated by Tavakoli (2012:546-7) refers to the architectural plan of a research project. Decisions regarding what, when, where, how much by what means concerning an inquiry or a research study constitute a research design (Kaswan and Suprijadi, 2013:10). They also say that a research design is the arrangement of condition for collection and analysis of data in manner that aims to combine relevance to the research purpose. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data. As such, the design includes an outline of what the writer will do from the formulation of the research questions and hypotheses to reporting the research findings. In general,

the research designs can be classified into three broad research categories: (1) quantitative research designs, (2) qualitative research designs, and (3) mixed method research design (Kaswan & Suprijadi, 2013:9-10). Thus in this research, the writer chose qualitative research design.

B. Research Method

In conducting a research, it is important for a writer to determine the research method to use. A method is a kind of systematical work plan in order to make the research work become easier, so that it can be achieved its main purpose.

The writer use descriptive qualitative research method. Qualitative research is concerned with developing explanations of social phenomena.

C. Subject of the Research

The subject of this research is a descriptive text about Jeju Islands from English LKS Class X, first semester curriculum 2013 Revise (Puteri:2013).

D. Research Instrument

According to Tavakoli (2012), instrument is any device which is used to collect the data. Instruments can be presented in written, audio, or visual format (Kaswan & Suprijadi, 2013:107).

Instrument is the important things for obtaining the data in the research. Therefore, in this research descriptive text about Jeju Islands used as the instrument because the writer read descriptive text about Jeju Islands for syntactic patterns analysis.

E. Data Collection Techniques and Data Analysis

1. Data Collection

There are some steps to collect the data in this research. The first is finding descriptive text about Jeju Islands in English LKS Class X, first semester curriculum 2013 Revise by Rizkina Puteri 2013. The second is reading descriptive text about Jeju Islands and the last is presenting it as the data.

2. Data Analysis

After collecting the data, several steps are done as follows: First, drawing tree diagram of descriptive text about Jeju Islands. Second, analyzing the data Using Thomas' theory of tree diagrams. Third, describing the diagrams. Fourth, finding and mentioning the syntactic patterns used in the data. Finally, making final conclusion. In this analysis, the writer using Thomas' syntax theory (1993).

CHAPTER 4

RESULTS AND DISCUSSION

In this chapter the writer describes the syntactic patterns in descriptive text about Jeju Island by Rizqina Puteri in the tenth grade English LKS using Tree Diagrams proposed by Linda Thomas (1993) as stated in her book entitled *Beginning Syntax*.

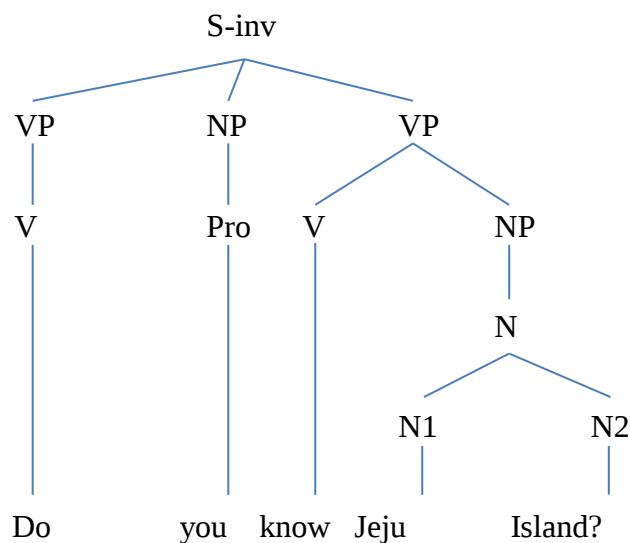
This chapter is divided into two sections: (1) results, and (2) discussion. The detailed explanation can be seen as follows:

A. Results

Based on the analysis, there are four syntactical patterns from nineteen sentences.

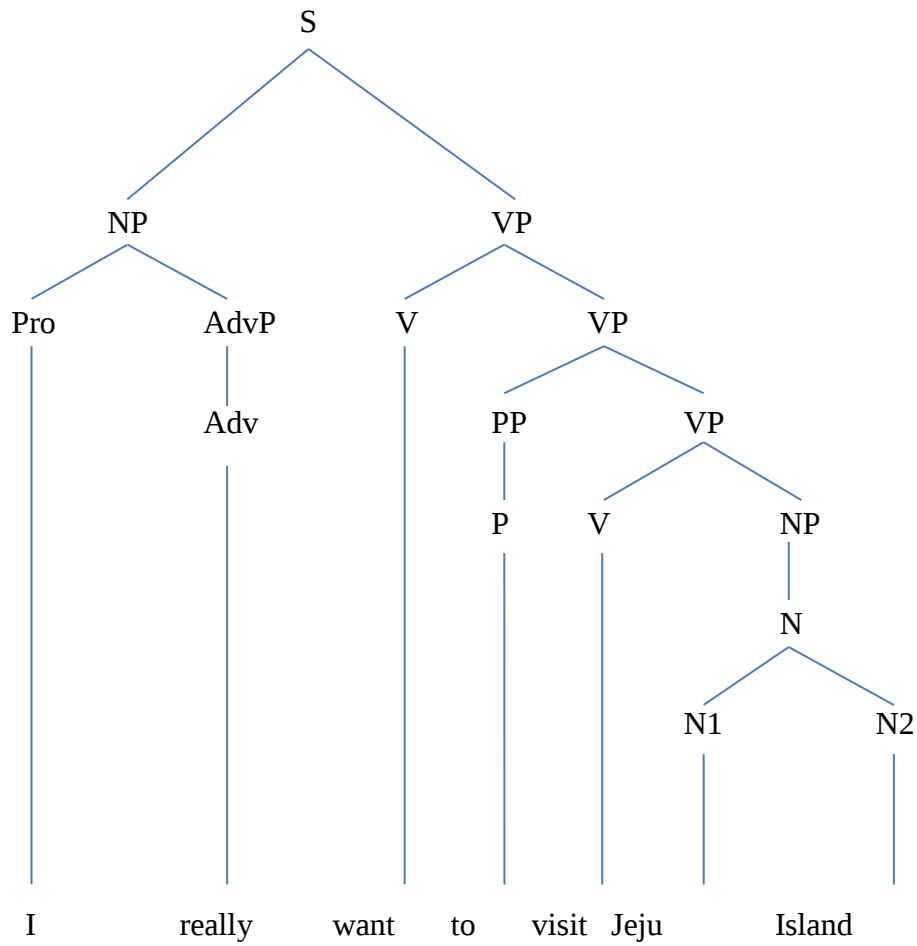
- The first is one of S-inv→VP+NP+VP, such as:

Do you know Jeju Island?



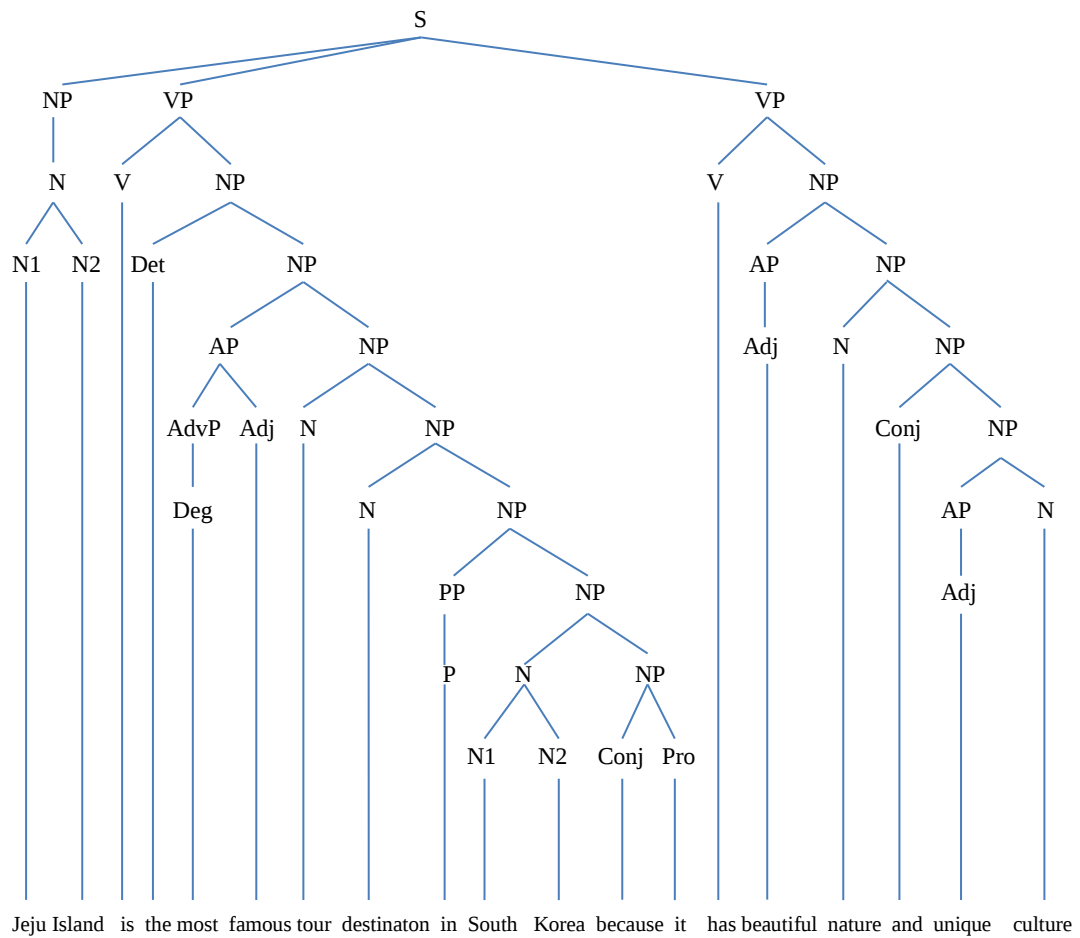
- The second is fifteen of $S \rightarrow NP+VP$, such as:

I really want to visit Jeju Island



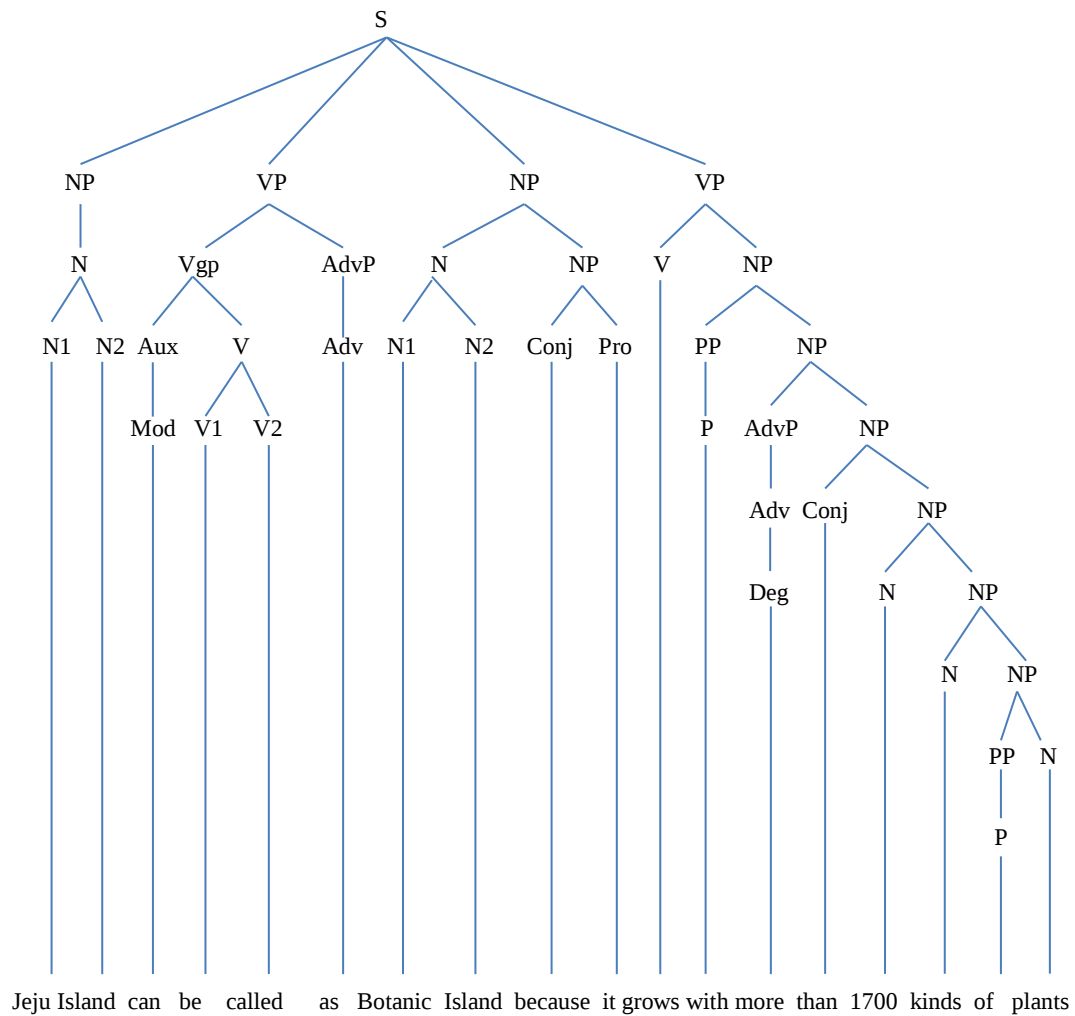
- The third is two of $S \rightarrow NP+VP+VP$, such as:

Jeju Island is the most famous tour destination in South Korea because it has beautiful nature and unique culture

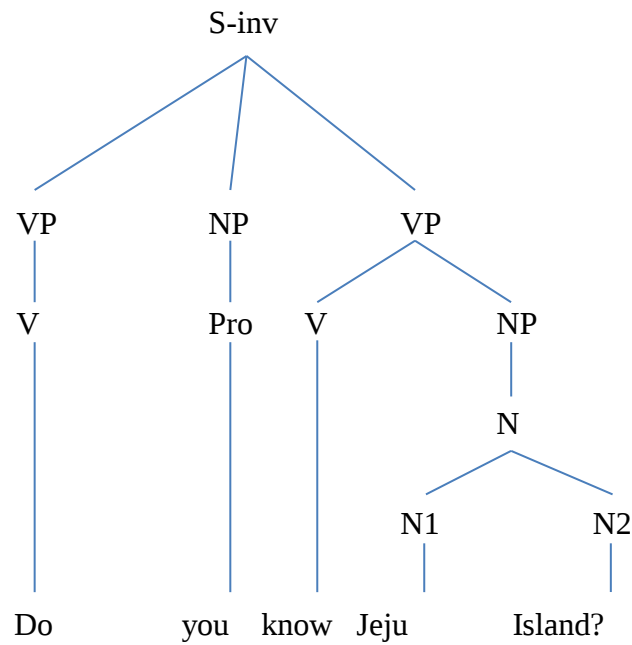


- And the last is one of $S \rightarrow NP+VP+NP+VP$

Jeju Island can be called as Botanic Island because it grows with more than 1700 kinds of plants



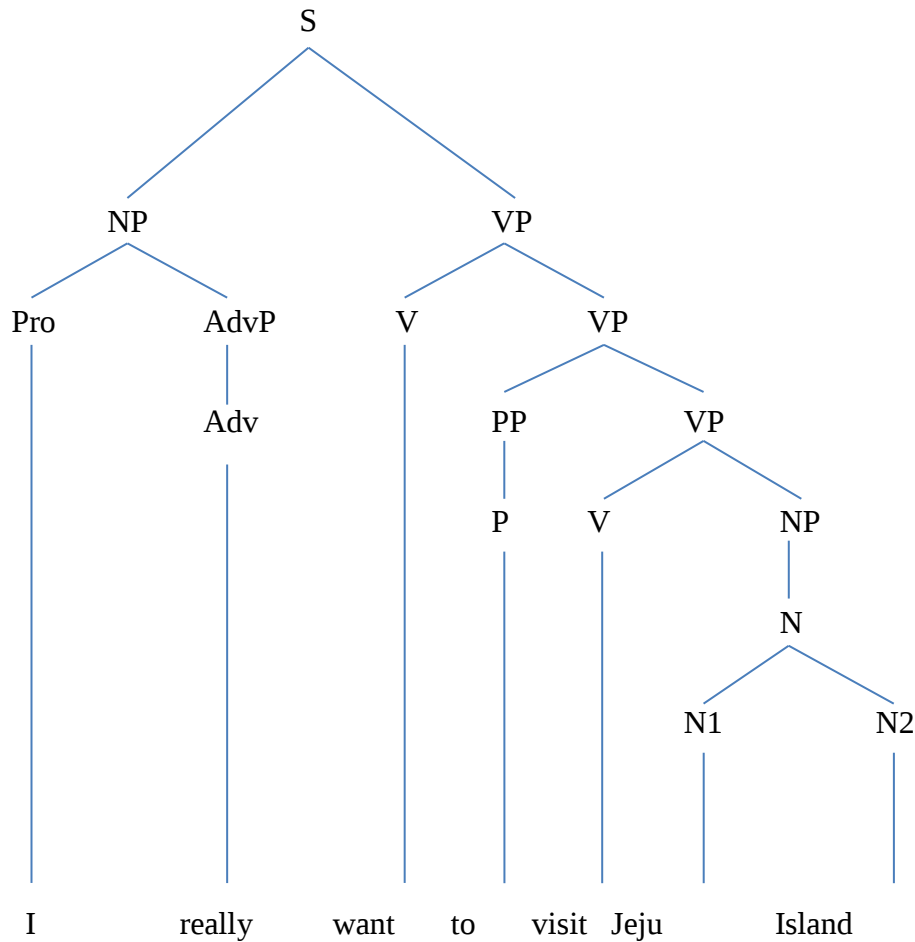
Sentence 1: Do you know Jeju Island?



The formula of the diagram: S-inv $\rightarrow$ VP + NP + VP

This sentence was an inversion sentence (S-inv) composed of verb phrase “do” as verb, noun phrase “you” as pronoun, and verb phrase “know” as verb, followed by noun phrase “Jeju” as N1 and “Island” as N2.

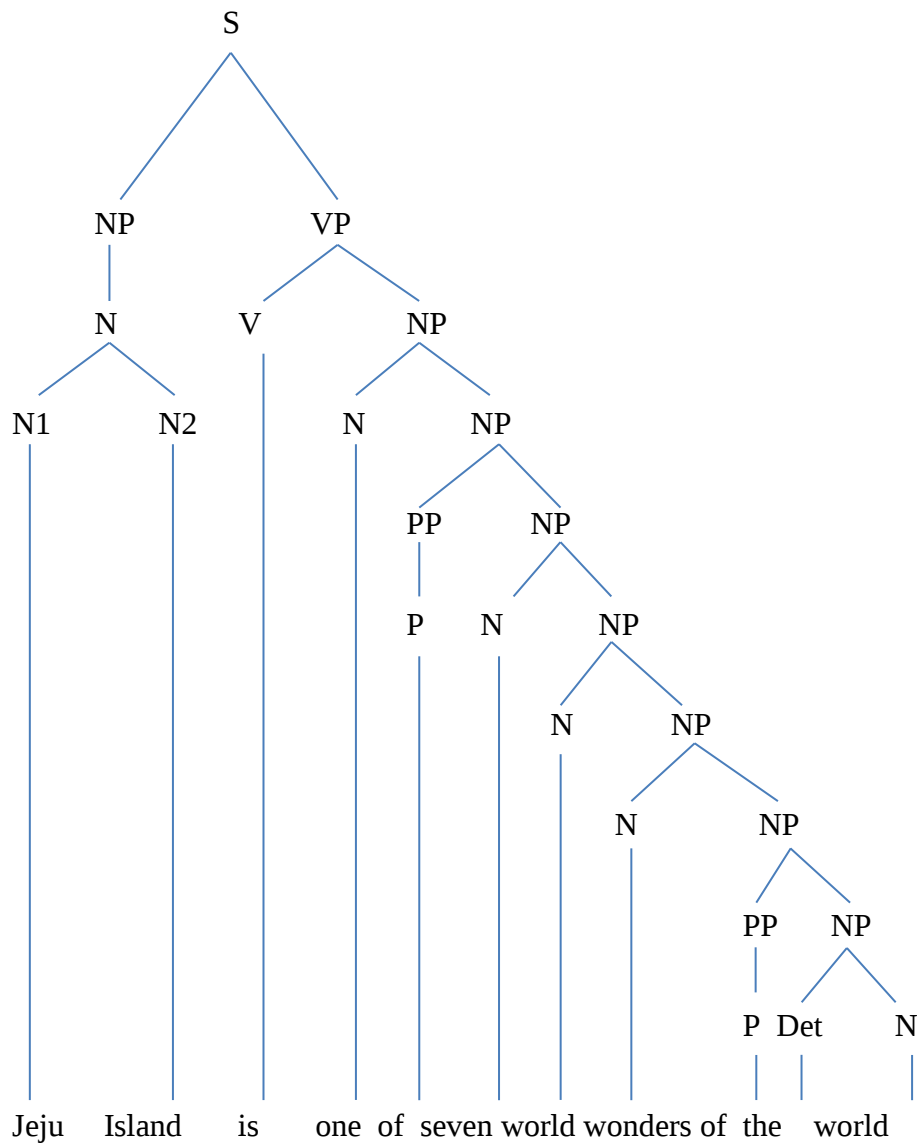
Sentence 2: I really want to visit Jeju Island



The formula of the diagram: $S \rightarrow NP + VP$

The pattern of the sentence consisted of noun phrase and verb phrase. Noun phrase consisted of pronoun “I” and adverb “really”. Verb phrase consisted of “want” as verb, “to” as preposition, “visit” as verb, and followed by noun phrase “Jeju” as N1, “Island” as N2.

Sentence 3: Jeju Island is one of seven world wonders of the world

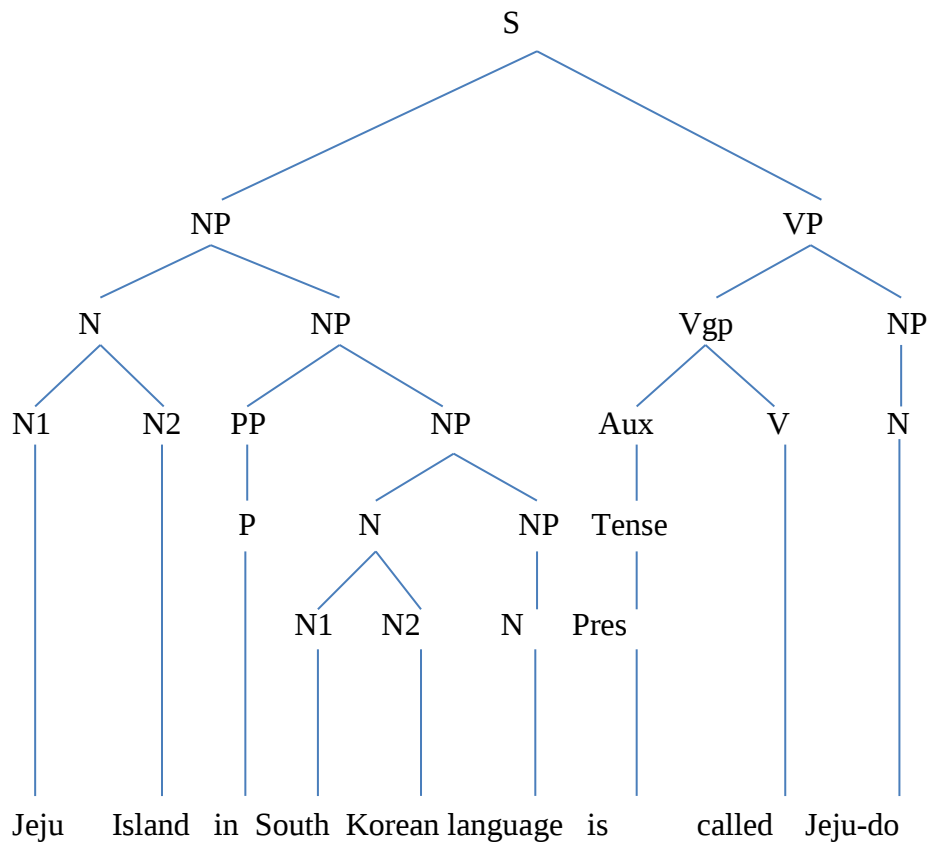


The formula of the diagram: $S \rightarrow NP + VP$

The pattern of the sentence consisted of noun phrase and verb phrase. Noun phrase consisted of “Jeju” as N1 and “Island” as N2. Verb phrase consisted of “is” as verb, and followed by noun phrase “one” as noun, “of” as preposition, “seven” as

noun, “world” as noun, “wonders” as noun, “of” as preposition, “the” as determiner, and “world” as noun.

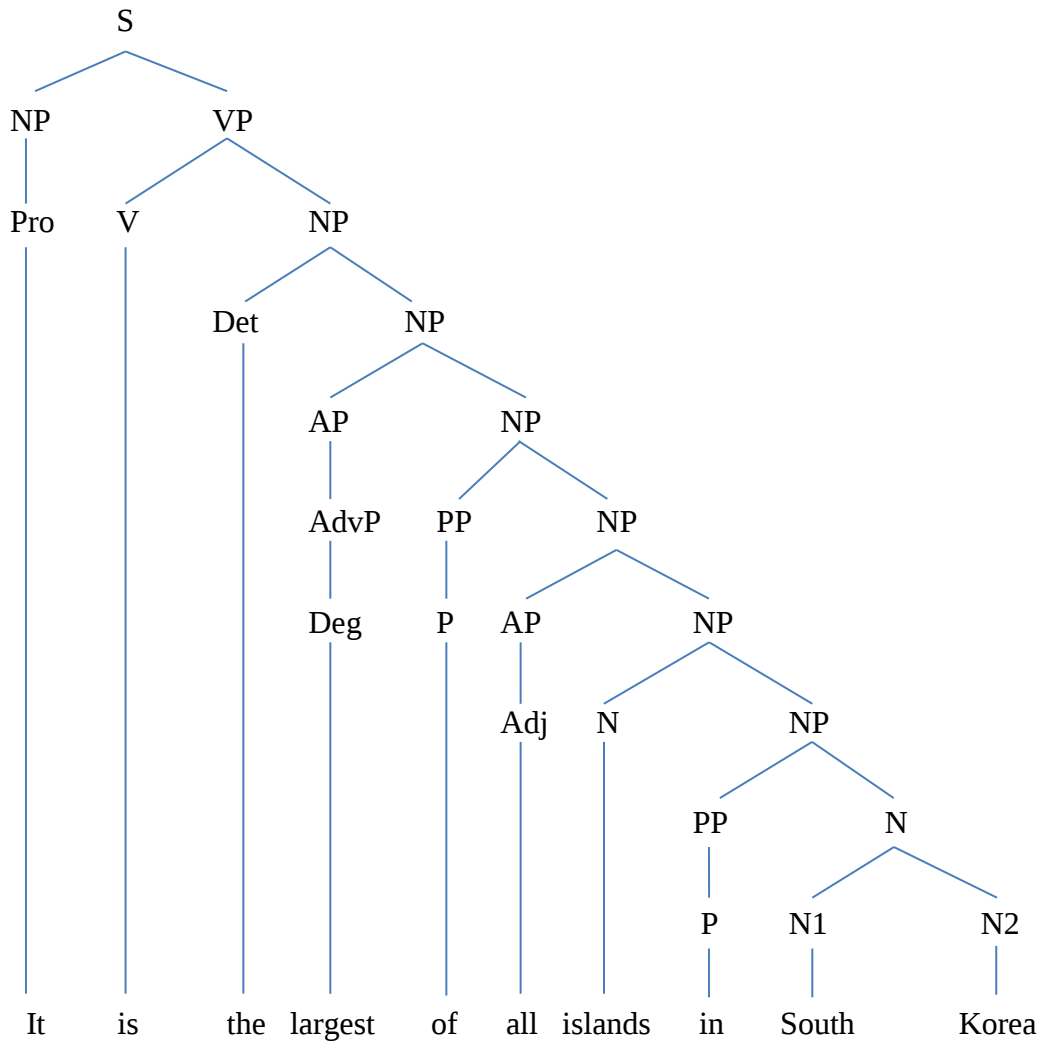
Sentence 4: Jeju Island in South Korean language is called Jeju-do



The formula of the diagram: $S \rightarrow NP + VP$

The pattern of the sentence consisted of noun phrase and verb phrase. Noun phrase consisted of “Jeju” as N1, “Island” as N2, “in” as preposition, “South” as N1, “Korean” as N2 and “language” as noun. Verb phrase consisted of verb group “is” as auxiliary (present tense), “called” as verb and followed by noun phrase “Jeju-do” as noun.

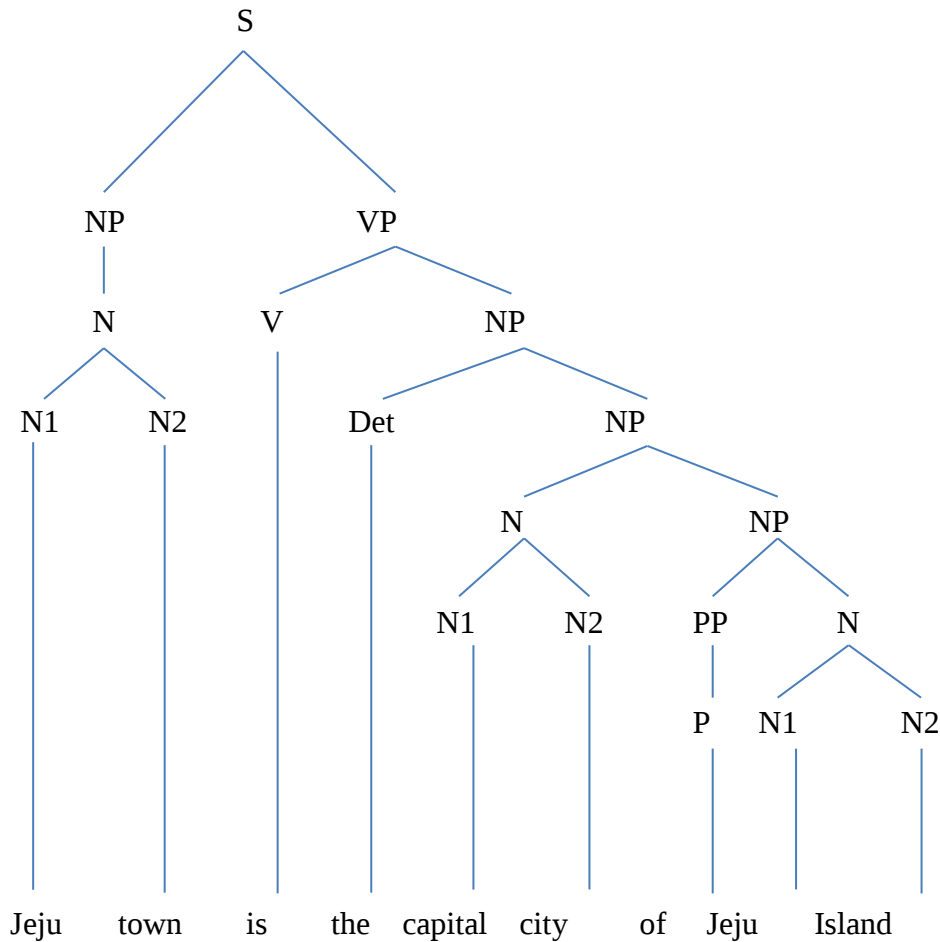
Sentence 5: It is the largest of all islands in South Korea



The formula of the diagram: $S \rightarrow NP + VP$

The pattern of the sentence consisted of noun phrase and verb phrase. Noun phrase consisted of pronoun “it”. Verb phrase consisted of verb “is” and followed by noun phrase “the” as determiner, “largest” as degree adverb, “of” as preposition, “all” as adjective, “Island” as noun, “in” as preposition, “South” as N1, and “Korea” as N2.

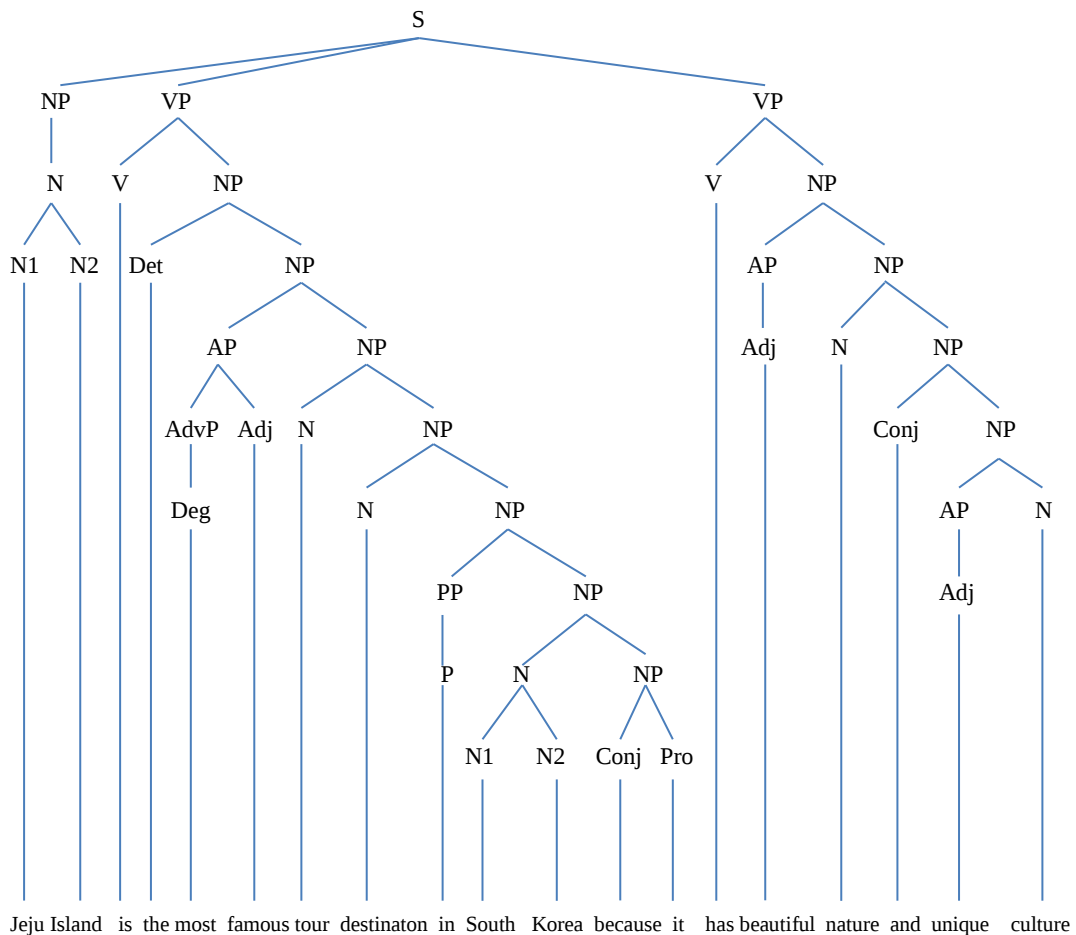
Sentence 6: Jeju town is the capital city of Jeju Island



The formula of the diagram: $S \rightarrow NP + VP$

The pattern of the sentence consisted of noun phrase and verb phrase. Noun phrase consisted of N1 “Jeju” and N2 “Island”. Verb phrase consisted of verb “is” and followed by noun phrase “the” as determiner, “capital” as N1, “city” as N2, “of” as preposition, “Jeju” as N1, and “Island” as N2.

Sentence 7: Jeju Island is the most famous tour destination in South Korea because it has beautiful nature and unique culture

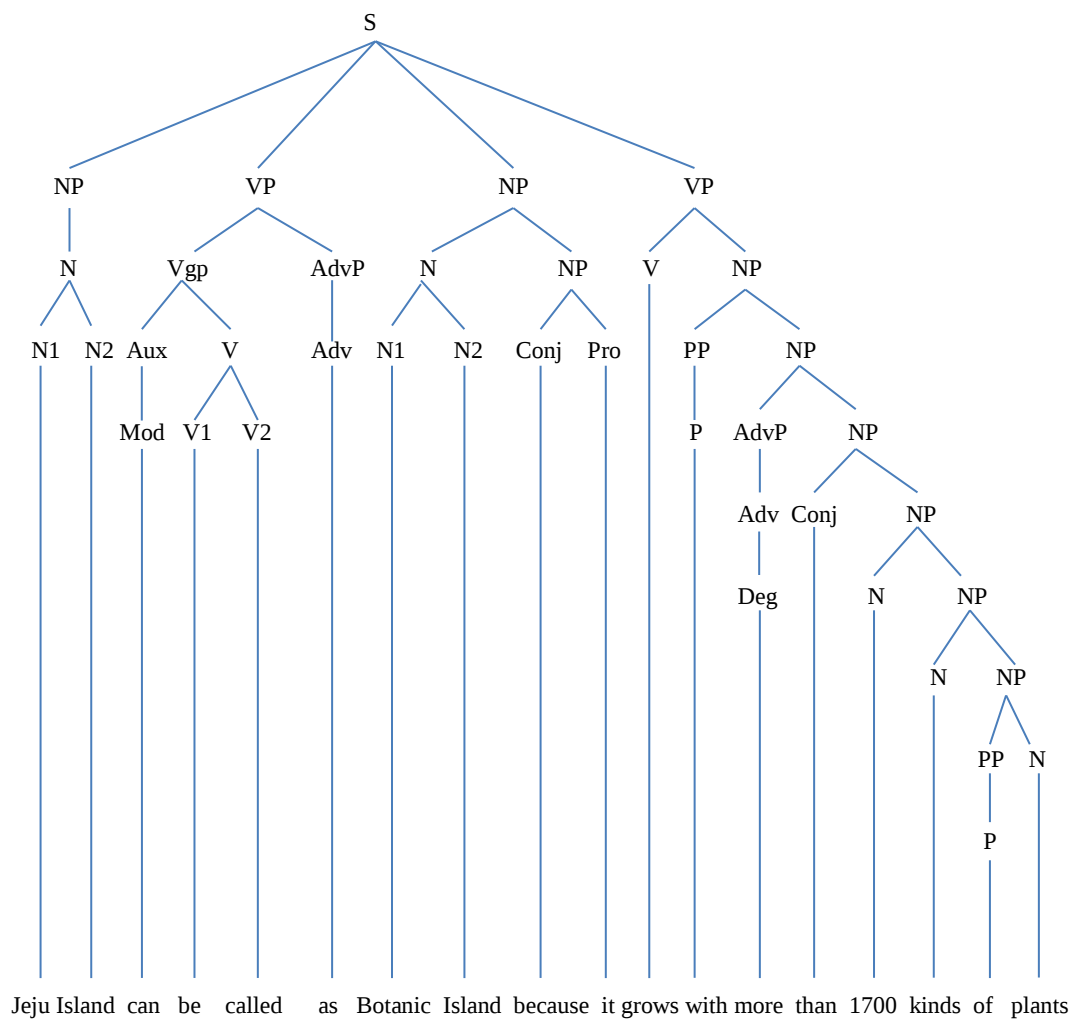


The formula of the diagram: $S \rightarrow NP + VP + VP$

The pattern of the sentence consisted of noun phrase, verb phrase and verb phrase. The first is noun phrase, consisted of N1 “Jeju” and N2 “Island”. The second is verb phrase, consisted of verb “is” and followed by noun phrase “the” as determiner, “most” as degree adverb, “famous” as adjective, “tour” as noun, “destination” as noun, “in” as preposition, “South” as N1, “Korea” as N2, “because” as conjunction, and “it” as pronoun. The last is verb phrase, consisted of verb

“has”, followed by noun phrase “beautiful” as adjective, “nature” as noun, “and” as conjunction, “unique” as adjective, and “culture” is noun.

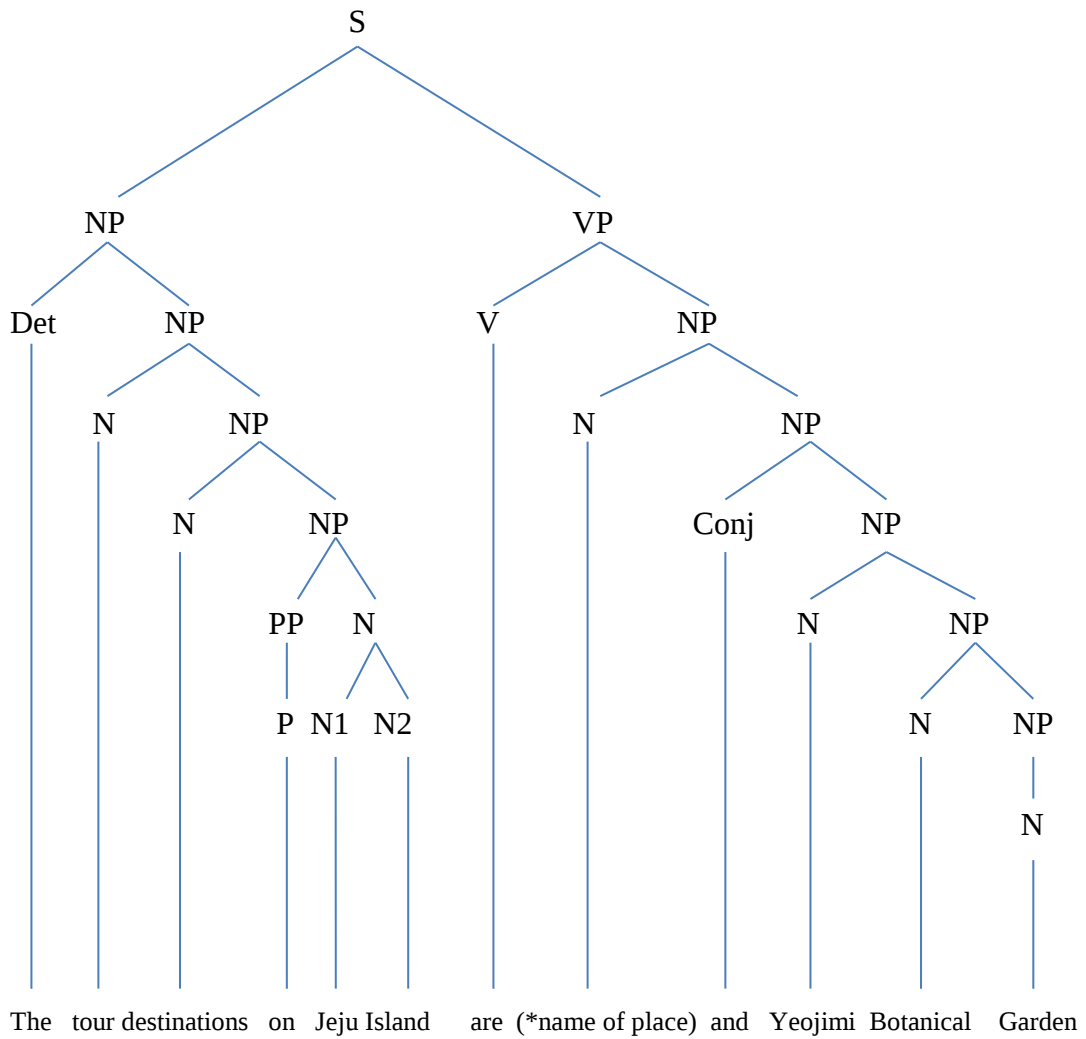
Sentence 8: Jeju Island can be called as Botanic Island because it grows with more than 1700 kinds of plants



The formula of the diagram: $S \rightarrow NP + VP + NP + VP$

The pattern of the sentence consisted of noun phrase, verb phrase, noun phrase and verb phrase. The first is noun phrase, consisted of noun “Jeju” as N1 and “Island” as N2. The second is verb phrase, consisted of verb group “can” as modal auxiliary, “be” as V1, “called” as V2 and followed by adverb phrase “as” adverb. The third is noun phrase, consisted of noun “botanic” as N1, “Island” as N2, “because” as conjunction and “it” as pronoun. The last is verb phrase, consisted of verb “grows” and followed by noun phrase “with” as preposition, “more” as degree adverb, “than” as conjunction, “1700” as noun, “kinds” as noun, “of” as preposition and “plants” as noun.

Sentence 9: The tour destinations on Jeju Island are Seongsan Ilchulbong, Halla Arboretum, Manjanggul, Cheonjeyon Waterfall, Jeongbang Waterfall, Sanbang Mount, and Yeojimi Botanical Garden.

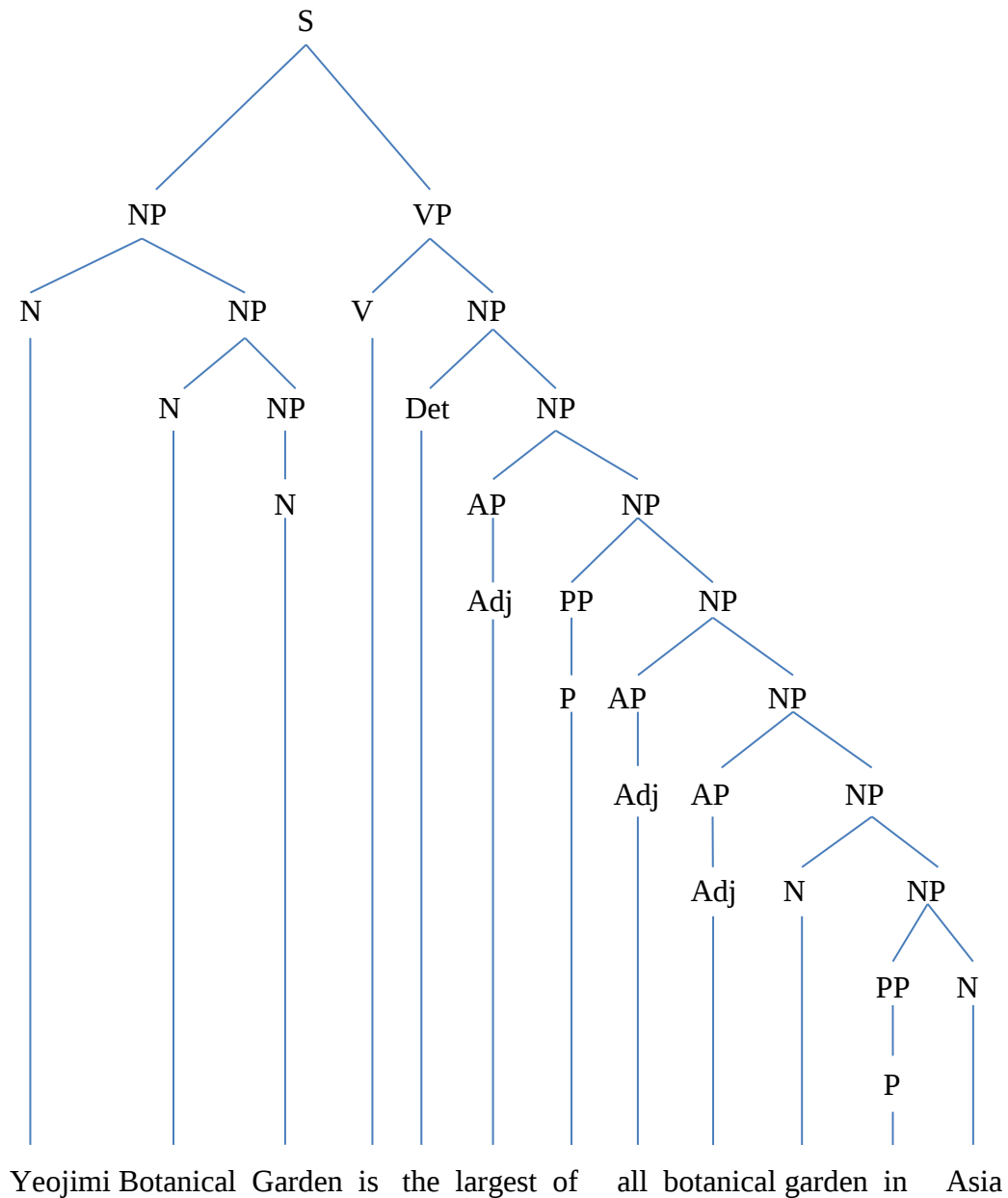


* Seongsan Ilchulbong, Halla Arboretum, Manjanggul, Cheonjeyon Waterfall, Jeongbang Waterfall, Sanbang Mount

The formula of the diagram: $S \rightarrow NP + VP$

The pattern of the sentence consisted of noun phrase and verb phrase. Noun phrase consisted of “the” as determiner, “tour” as destination, “destinations” as noun, “on” as preposition, “Jeju” as N1 and “Island” as N2. Verb phrase consisted of verb “are” and followed by noun phrase “Seongsan Ilchulbong, Halla Arboretum, Manjanggul, Cheonjeyon Waterfall, Jeongbang Waterfall, Sanbang Mount” as noun, “and” as conjunction, “Yejimi” as noun, “Botanical” as noun and “garden” as noun.

Sentence 10: Yeojimi Botanical Garden is the largest of all botanical garden in Asia.

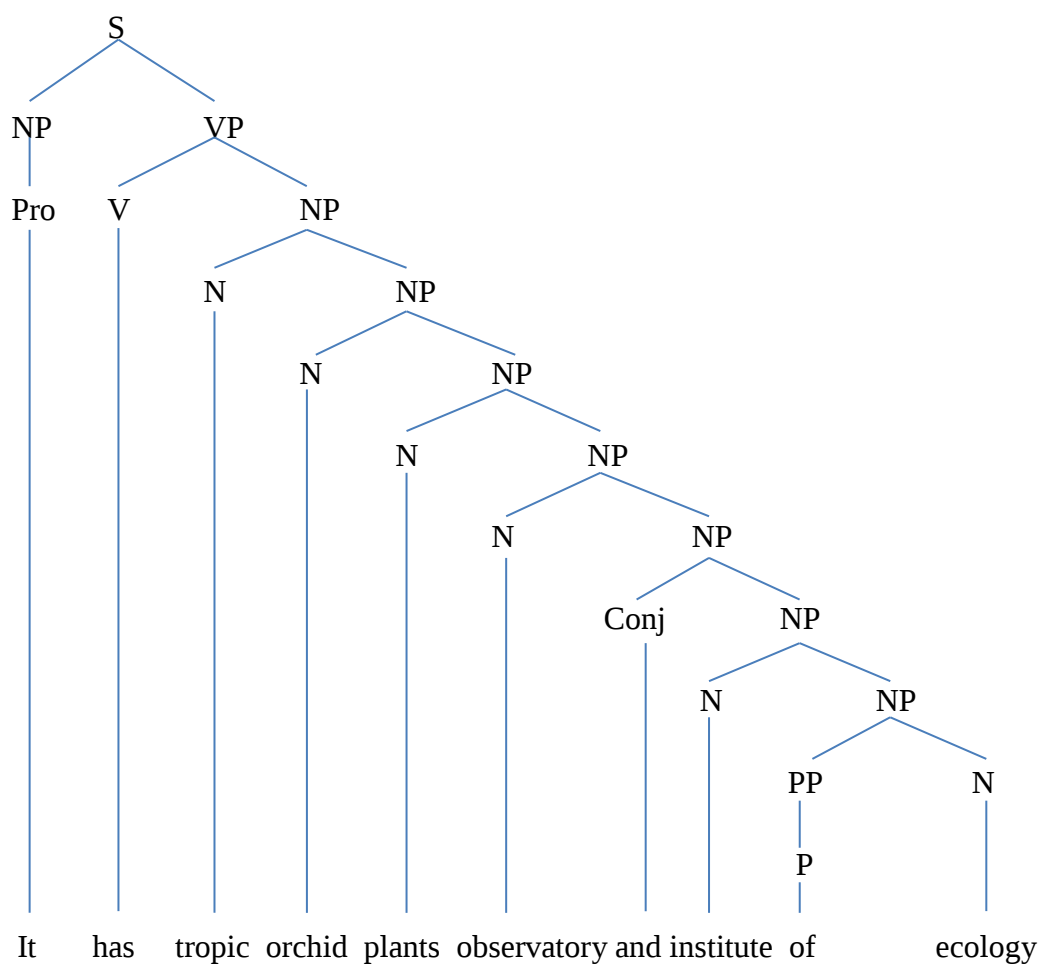


The formula of the diagram: $S \rightarrow NP + VP$

The pattern of the sentence consisted of noun phrase and verb phrase. Noun phrase consisted of “Yeojimi” as noun, “Botanical” as noun, and “garden” as noun. Verb

phrase consisted of verb “is” and followed by noun phrase “the” as determiner, “largest” as adjective, “of” as preposition, “all” as adjective, “botanical” as adjective, “garden” as noun, “in” as preposition, and “Asia” as noun.

Sentence 11: It has tropic orchid plants, observatory and institute of ecology

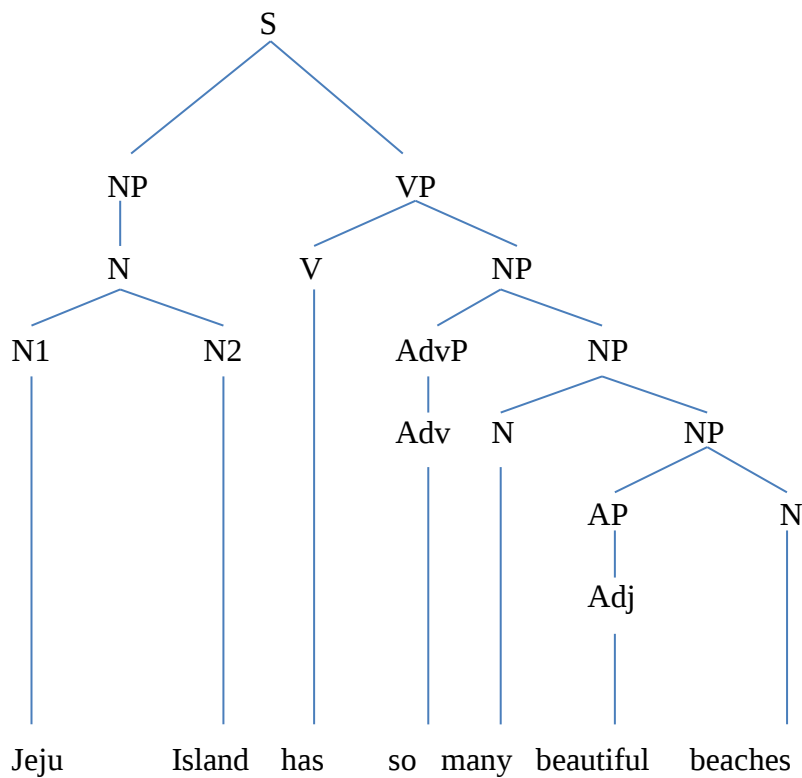


The pattern of the sentence: $S \rightarrow NP + VP$

The pattern of the sentence consisted of noun phrase and verb phrase. Noun phrase consist of pronoun “it”. Verb phrase consisted of verb “has” and followed by “tropic” as noun, “orchid” as noun, “plants” as noun, “observatory” as noun,

“and” as conjunction, “institute” as noun, “of” as preposition, and “ecology” as noun.

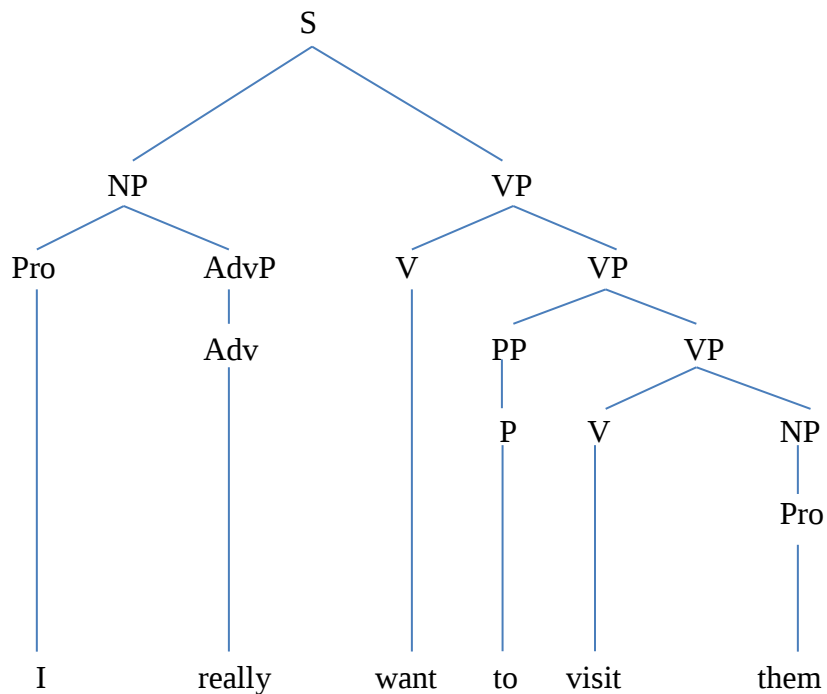
Sentence 12: Jeju Island has so many beautiful beaches



The formula of the diagram: $S \rightarrow NP + VP$

The pattern of the sentence consisted of noun phrase and verb phrase. Noun phrase consist of noun “Jeju” as N1 and “Island” as N2. Verb phrase consisted of verb “has” and followed by noun phrase “so” as adverb, “many” as noun, “beautiful” as adjective and “beaches” as noun.

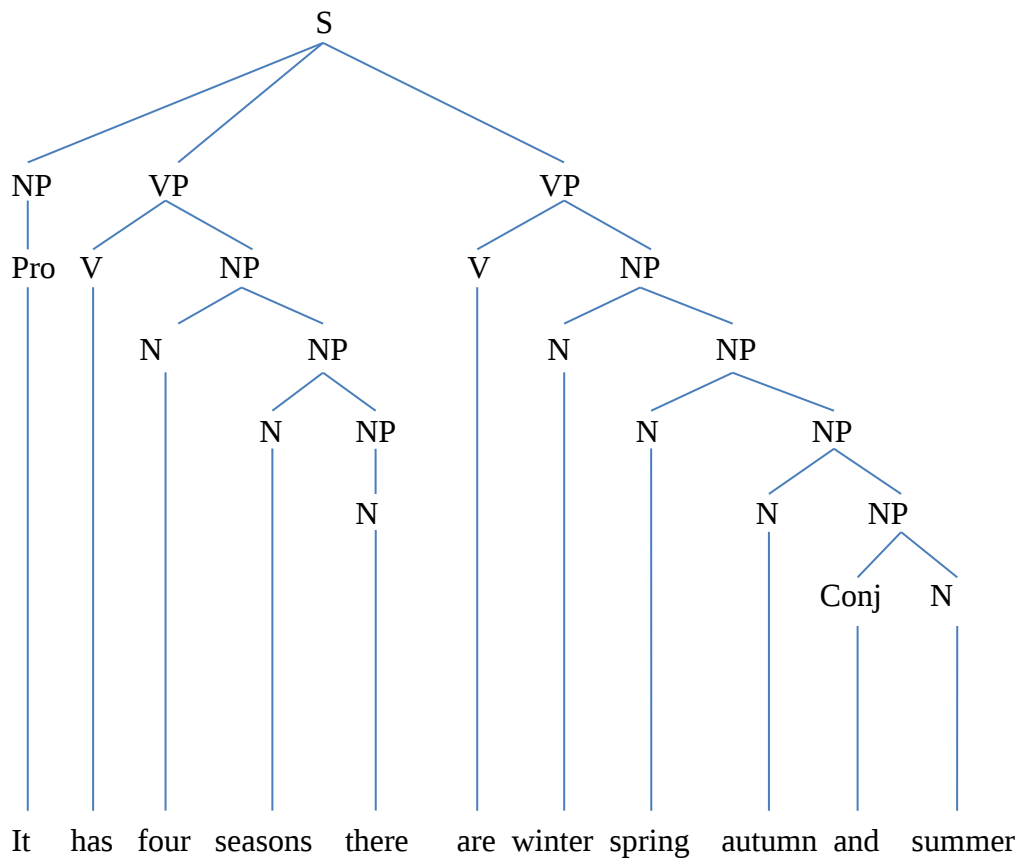
Sentence 13: I really want to visit them



The formula of the diagram: $S \rightarrow NP + VP$

The pattern of the sentence consisted of noun phrase and verb phrase. The first is noun phrase consisted of pronoun "I" and adverb "really". The second is verb phrase consisted of verb "want", preposition "to", verb "visit" and followed by noun phrase "them" as pronoun.

Sentence 14: It has four seasons, there are winter, spring, autumn, and summer.

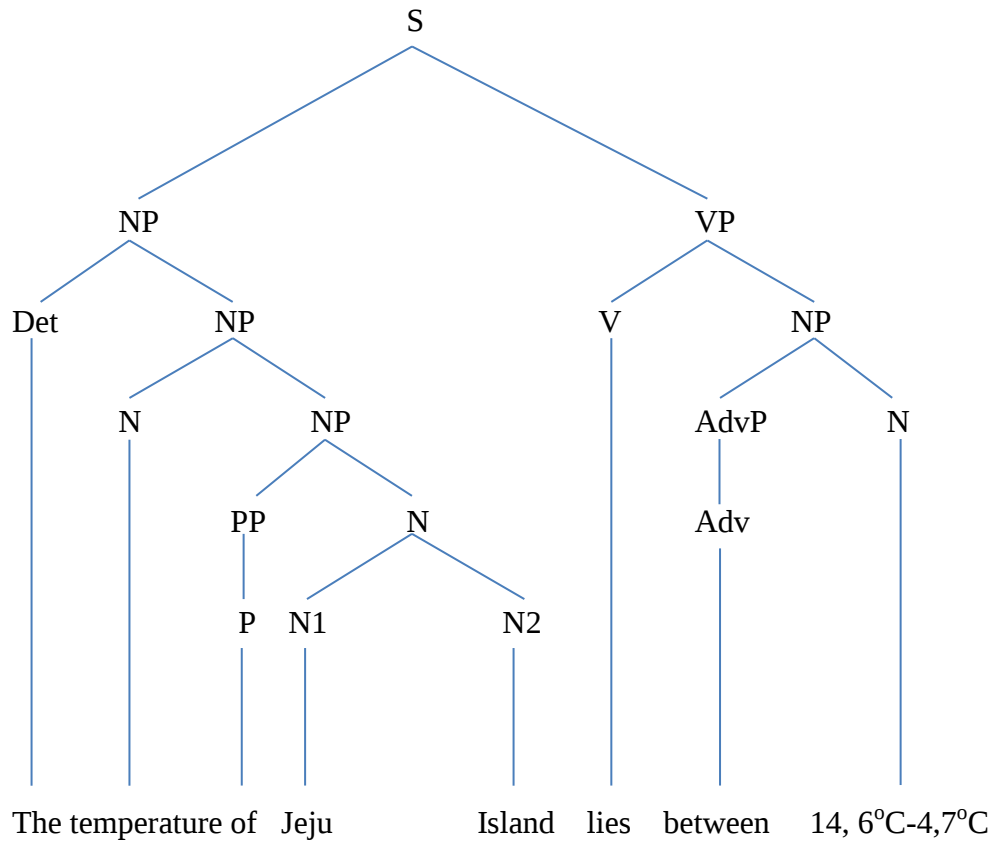


The formula of the diagram: $S \rightarrow NP + VP + VP$

The pattern of the sentence consisted of noun phrase, verb phrase and verb phrase.

The first is noun phrase, consisted of pronoun “it”. The second is verb phrase, consisted of verb “has” and followed by noun phrase “four” as noun, “seasons” as noun, and “there” as noun. The last is verb phrase, consisted of verb “are” and followed by noun phrase “winter” as noun, “spring” as noun, “autumn” as noun, “and” as conjunction, and “summer” as noun.

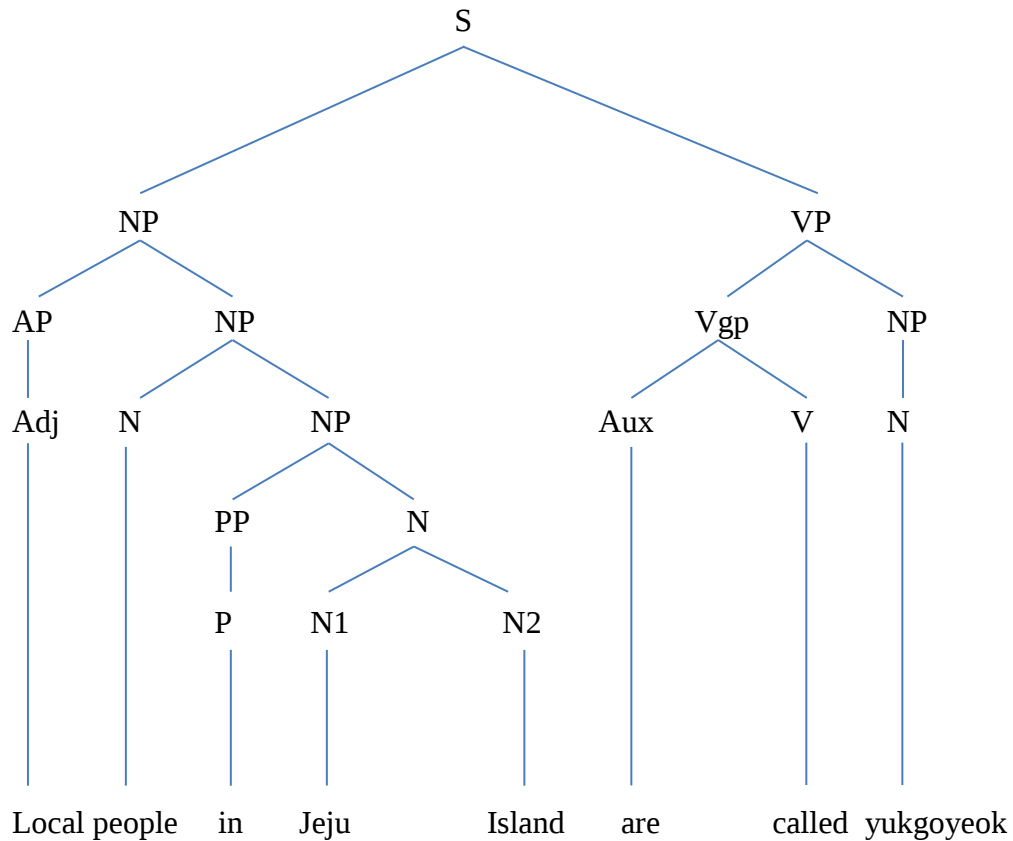
Sentence 15: The temperature of Jeju Island lies between 14,6°C-4,7°C



The formula of the diagram: $S \rightarrow NP + VP$

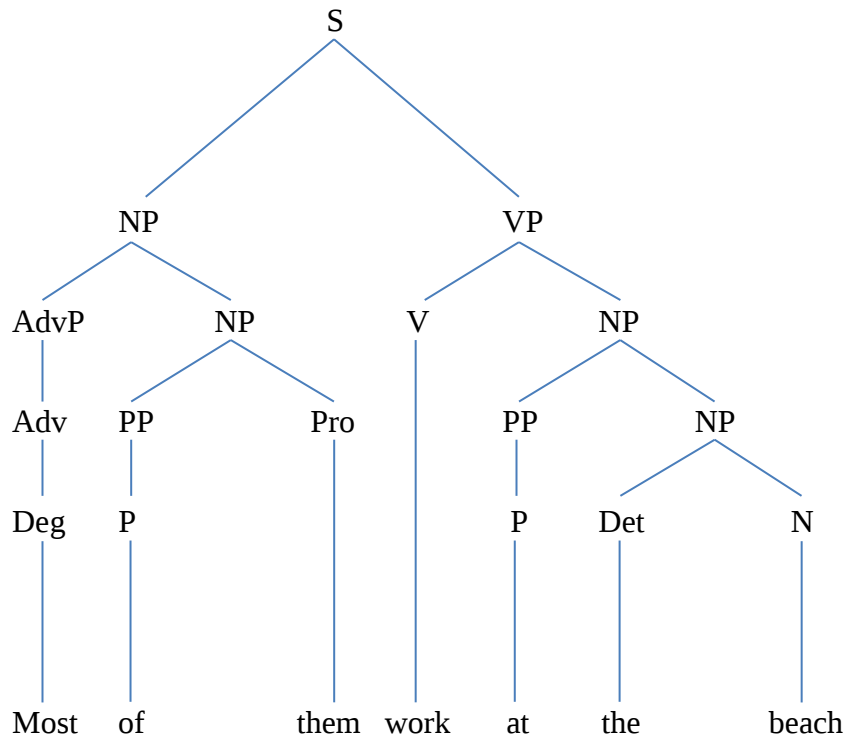
The pattern of the sentence consisted of noun phrase and verb phrase. Noun phrase consisted of “the” as determiner, “temperature” as noun, “of” as preposition, and “Jeju” as N1, “Island” as N2. Verb phrase consisted of verb “lies” and followed by noun phrase “between” as adverb, and “14,6°C-4,7°C” as noun.

Sentence 16: Local people in Jeju Island are called yukgoyeok



The formula of the diagram: $S \rightarrow NP + VP$

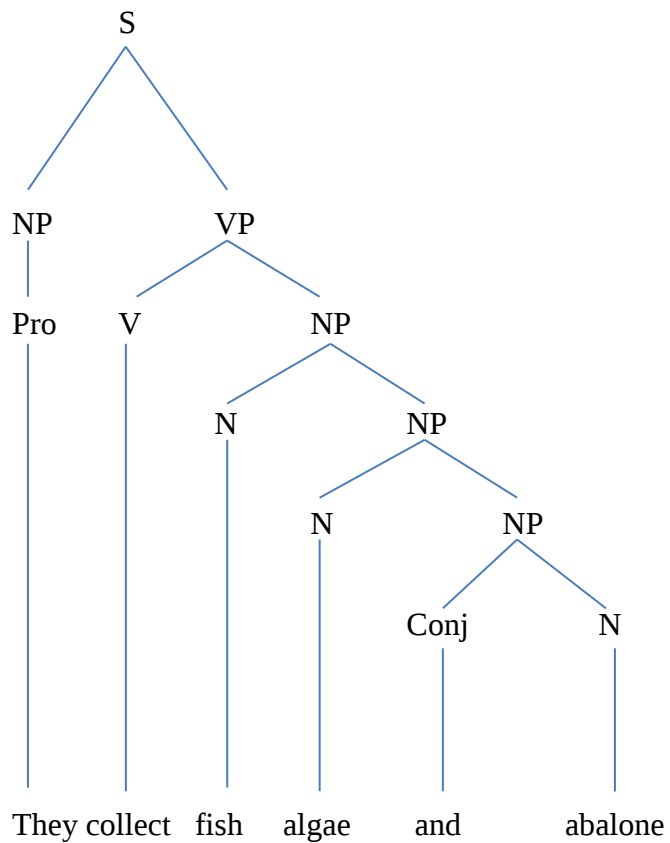
The pattern of the sentence consisted of noun phrase and verb phrase. Noun phrase consisted of adjective “local”, noun “people”, preposition “in”, N1 “Jeju” and N2 “Island”. Verb phrase consisted of verb group “are” as auxiliary, “called” as verb and followed by noun phrase “yukgoyeok” as noun.

Sentence 17: Most of them work at the beach

The formula of the diagram: $S \rightarrow NP + VP$

The pattern of the sentence consisted of noun phrase and verb phrase. Noun phrase consisted of “most” as degree adverb, “of” as preposition and “them” as pronoun. Verb phrase consisted of verb “work” and followed by noun phrase “at” as preposition, “the” as determiner, and “beach” as noun.

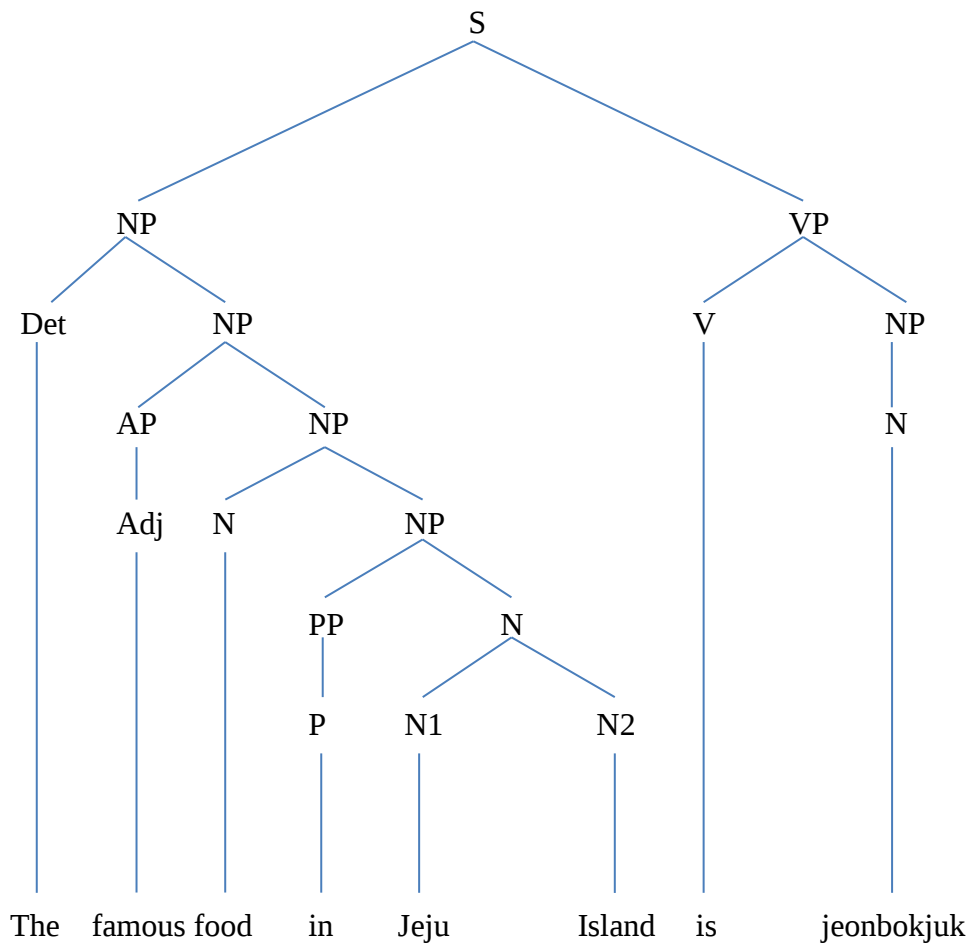
Sentence 18: They collect fish, algae, and abalone



The formula of the diagram: $S \rightarrow NP + VP$

The pattern of the sentence consisted of noun phrase and verb phrase. Noun phrase consisted of pronoun “they” and verb phrase consisted of verb “collect” and followed by noun phrase “fish” as noun, “algae” as noun, “and” as conjunction, and “abalone” as noun.

Sentence 19: The famous food in Jeju Island is jeonbokjuk



The formula of the diagram: $S \rightarrow NP + VP$

The pattern of the sentence consisted of noun phrase and verb phrase. Noun phrase consisted of “the” as determiner, “famous” as adjective, “noun” as food, “in” as preposition, “Jeju” as N1 and “Island” as N2. Verb phrase consisted of verb “is” and followed by noun phrase “jeonbokjuk” as noun.

B. Discussion

Based on the analysis above, the writer found four syntactical patterns from nineteen sentences. There are one of $S\text{-inv} \rightarrow VP + NP + VP$, fifteen of $S \rightarrow NP + VP$, two of $S \rightarrow NP + VP + VP$, and one of $S \rightarrow NP + VP + NP + VP$.

The pattern of the sentences appeared in four position as follow:

1. S-inv (inversion sentence) consisted of verb phrase followed by noun phrase and verb phrase.
2. Sentence consisted of noun phrase and followed by verb phrase.
3. Sentence consisted of noun phrase followed by verb phrase and verb phrase, and
4. Sentence consisted of noun phrase followed by verb phrase, noun phrase and verb phrase.

Table 4.1

The results of syntactic analysis in Descriptive Text “Jeju Islands”

Sentence	Syntactical Patterns
Sentence 1	$S\text{-inv} \rightarrow VP + NP + VP$
Sentence 2	$S \rightarrow NP + VP$
Sentence 3	$S \rightarrow NP + VP$
Sentence 4	$S \rightarrow NP + VP$
Sentence 5	$S \rightarrow NP + VP$
Sentence 6	$S \rightarrow NP + VP$
Sentence 7	$S \rightarrow NP + VP + VP$

Sentence 8	$S \rightarrow NP + VP + NP + VP$
Sentence 9	$S \rightarrow NP + VP$
Sentence 10	$S \rightarrow NP + VP$
Sentence 11	$S \rightarrow NP + VP$
Sentence 12	$S \rightarrow NP + VP$
Sentence 13	$S \rightarrow NP + VP$
Sentence 14	$S \rightarrow NP + VP + VP$
Sentence 15	$S \rightarrow NP + VP$
Sentence 16	$S \rightarrow NP + VP$
Sentence 17	$S \rightarrow NP + VP$
Sentence 18	$S \rightarrow NP + VP$
Sentence 19	$S \rightarrow NP + VP$

Furthermore, in this research noun phrase is dominant because the description text describes things or place. There are a lot of noun phrase in the text, such as noun, adjective, determiner, preposition, conjunction and adverb.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

In this chapter the researcher attempts to draw conclusions dealing with the syntactic patterns found in descriptive text about *Jeju Island* by Rizqina Puteri in the tenth grade English LKS by using tree diagrams. The conclusions are done based on the analysis discussion in the previous chapter.

A. Conclusion

Based on the results of syntactical analysis on descriptive text about *Jeju Island*, the writer found four syntactical patterns as follows:

1. S-inv $\rightarrow$ VP + NP + VP (S-inv/inversion sentence consisted of verb phrase followed by noun phrase and verb phrase).
2. S $\rightarrow$ NP + VP (Sentence consisted of noun phrase and followed by verb phrase).
3. S $\rightarrow$ NP + VP + VP (Sentence consisted of noun phrase followed by verb phrase and verb phrase).
4. S $\rightarrow$ NP + VP + NP + VP (Sentence consisted of noun phrase followed by verb phrase, noun phrase and verb phrase).

So, noun phrase is dominant because the description text describes things or place. There are a lot of noun phrase in the text, such as noun, adjective, determiner, preposition, conjunction and adverb.

B. Suggestions

After some consideration according to the importance of understanding the sentence structure especially in syntactic analysis, the writer would like to give some suggestions for the readers. For readers who are willing to conduct a research on the same topic, hopefully it will be a contribution and an additional source about syntax which can give clear understanding in analyzing kinds of material especially sentence in descriptive text or other using syntactical analysis.

The writer suggested to future researchers who are interested in conducting the same fields in syntax to use other theories that is able to support the theory which researcher already used. The writer hope if there are other researchers who will conduct study on the same topic with different materials, they will get new findings of knowledge dealing with syntactic study.

CHAPTER I

INTRODUCTION

This chapter consists of background of the research, research questions, objectives of the research, limitation of the problem, benefits, definition of key terms and organization of the research paper.

A. Background of the Research

Each human language is a complex of knowledge and abilities enabling speakers of the language to communicate with each other, to express ideas, hypotheses, emotions, desires, and all the other things that need expressing. Linguistics is the study of these knowledge systems in all their aspects: how is such a knowledge system structured, how it is acquired, how is it used in the production and comprehension of messages.

Linguistics has four branches upon which the study is built. The four branches of linguistics are phonology, morphology, syntax and semantics. The part of grammar that represents a speaker's knowledge of sentences and their structure is called syntax (Fromkin, Rodman, Hyams, 2011:78). Furthermore, Wekker and Haegemen (1985:3) say that syntax or syntactic analysis may be defined as: a)

determining the relevant component parts of a sentence, b) describing these parts grammatically.

In addition, Johnson (2004:7) states that syntax can be described as that sub discipline of linguistics which seeks to discover what speakers know about how arrange the words of their language into meaningful sentences. Radford (2006:1), also says that syntax is the study of the way in which phrases and sentences are structured out of words.

According to the definitions of syntax above, it is concluded that syntax is the arrangement and relationship of words in a sentence based on grammatical rule. Sometimes, the use of language will be ambiguous which causes the meaning of the sentence cannot be understood easily. In this case, studying syntax is important since it studies how sentences are formed and arranged based on the grammatical rule. If people arrange the correct sentences, they can arrange a good writing and can make good communication. Furthermore, the hearers or readers can understand the meaning of the sentence easily.

In this research, the writer selects Tree Diagrams to analyze sentences. Yule (2006:99) states that Tree Diagrams is one of the most common ways to create a visual representation of syntactic structure. Tree diagrams help to understand the grammatical structure of a sentence in a better way. There are some advantages of Tree Diagrams, such as enable us to see at a glance the hierarchical structure of sentences, easier to see the parts of sentences in a tree diagrams.

The writer selects a descriptive text about Jeju Islands from the tenth grade English LKS by Rizqina Puteri 2013 as the subject of this research. The writer wants to know the structure of the sentences of a descriptive text about Jeju Islands because descriptive text gives some information about things. The students learn about this text in the first grade of senior high school. They learn to describe a particular thing, place, animal, person or other.

The writer chooses a description about Jeju Islands because this text is a material contained in the tenth grade English LKS by Rizqina Puteri, S.S 2013. Jeju Islands is one of the most popular destinations in South Korean. It can increase knowledge about the place that exists in other country.

Based on the explanation above, the writer tries to do a study under the title **“A Syntactic Analysis on A Descriptive Text Using Tree Diagrams”**.

B. Research Question

According to the background of the research, the research problem proposed is “What syntactic patterns are found in a descriptive text using tree diagrams?”

C. Objective of the Research

Based on the problem of the study stated above, the objective of the study is to describe what syntactic patterns are found in a descriptive text using tree diagrams.

D. Limitation of the Research

In this research, the writer limits the discussion on analyzing the sentence, noun phrase, verb phrase, prepositional phrase, and adjective phrase based on the surface structure of each sentence in a descriptive text entitled Jeju Islands contained in an English LKS.

E. Benefits

The benefits of this research are:

1. To know syntactic patterns found in a descriptive text about Jeju Islands.
2. To add insight, knowledge and master literature well so capable of creating quality of learning.
3. To increase knowledge on sentence structure, syntax and descriptive text.

F. Definition of Key Terms

1. Syntax

Yule (1996:4) defines syntax as the study of the relationships between linguistic forms, how they are arranged in sequence, and which sequences are well formed.

2. Tree Diagram

A tree diagram is a way of representing the hierarchical nature of a structure in a graphical form. Finegan (2003:141) says that it is a useful way to represent syntactic relationships

3. Descriptive Text

Descriptive text is a text that describes the feature of someone, something, or a certain place (Wardiman, Jahur & Djusma, 2008:16).

G. Organization of the Research Paper

In this research, the writer presents the research paper organization. They include:

1. Chapter 1 Introduction

This chapter consists of background of the research, research questions, objectives of the research, limitation of the problem, benefits, definition of the keys term and organization of the research.

2. Chapter 2 Literature Review

This chapter deals with theoretical frameworks and previous studies.

3. Chapter 3 Research Methodology

This chapter describes the methodology which applies in this research. It consists of research design, research method, research subjects, instruments, data collection techniques and data analysis.

4. Chapter 4 Result and Discussion

This chapter contains result and discussion of the research.

5. Chapter 5 Conclusion and Suggestions

In this chapter, the writer defines the conclusion and suggestion as the result of the research.

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