

# SYNTACTIC ANALYSIS OF SENTENCE PATTERNS IN STUDENTS' ACADEMIC WRITING AT UNIVERSITY OF PGRI DELTA

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## Abstract

*This research analyzed types of phrases and sentence patterns that are used in students' academic writing at University of PGRI Delta. The objectives of this research are: (1) to identify types of phrases used in students' academic writing at University of PGRI Delta, (2) to describe sentence patterns used in students' academic writing at University of PGRI Delta. This research used the theory by Quirk et al. (2010) to analyze types of phrases and sentence patterns. The object of this research was students' academic writing. The researcher analyzed the background of the study from one of the student's theses with a minimum of plagiarism entitled: Types and Meaning of Conventional Implicature Found in Whatsapp Chats. The researcher used descriptive qualitative method to analyzed the data. The findings reveal that there were five types of phrases are used as follows: Noun Phrase (126 data), Verb Phrase (55 data), Adjective Phrase (4 data), Adverb Phrase (18 data), and Prepositional Phrase (63 data). There were seven basic sentence patterns are used as follows: SVO (23 data), SVA (9 data), SVC (8 data), SVOC (4 data), the SV (3 data), SVOA (3 data), and the last SVOO (0 data).*

**Keywords:** Syntactic Analysis, phrase, sentence pattern, academic writing

## Abstrak

*Penelitian ini menganalisis jenis-jenis frasa dan pola kalimat yang digunakan dalam tulisan akademis mahasiswa di Universitas PGRI Delta. Tujuan dari penelitian ini adalah: (1) untuk mengidentifikasi jenis frasa yang digunakan dalam tulisan akademis mahasiswa di Universitas PGRI Delta, (2) untuk mendeskripsikan pola kalimat yang digunakan dalam tulisan akademis mahasiswa di Universitas PGRI Delta. Penelitian ini menggunakan teori dari Quirk et al. (2010) untuk menganalisis jenis-jenis frasa dan pola kalimat. Objek penelitian ini adalah tulisan akademis mahasiswa. Peneliti menganalisis latar belakang penelitian dari salah satu skripsi mahasiswa dengan minimal plagiarisme yang berjudul: Types and Meaning of Conventional Implicature Found in Whatsapp Chats. Peneliti menggunakan metode kualitatif deskriptif untuk menganalisis data. Temuan penelitian menunjukkan bahwa ada lima jenis frasa yang digunakan sebagai berikut: Frasa Nomina (126 data), Frasa Verba (55 data), Frasa Adjektiva (4 data), Frasa Adverbial (18 data), dan Frasa Preposisional (63 data). Ada tujuh pola kalimat dasar yang digunakan sebagai*

*berikut: SVO (23 data), SVA (9 data), SVC (8 data), SVOC (4 data), SV (3 data), SVOA (3 data) dan yang terakhir SVOO (0 data).*

**Kata kunci :** Analisis Sintaksis, frasa, pola kalimat, karya tulis akademik

## INTRODUCTION

Sentence construction is very fundamental. Even though making sentences is basic, learners must know and have the ability to make sentences, so that they can be easily understood in communication. Gee (2014) emphasize that sentences are basic elements that not only convey meaning but also help form the macro structure of language, which then shapes social dynamics and interactions. It means that sentences are very important in the context of human communication, highlighting various aspects from referential functions to the role in shaping social relationships.

The study about the sentence of language is known as syntax in linguistics. Syntax is a branch of linguistics that studies the structure of sentences and phrases, focusing on the arrangement of words and their interactions (Carnie, 2013). It is essential to comprehending the meaning that language conveys. Beyond the meanings of individual words, syntax investigates the rules that guide the construction of sentences, it can be said that syntax is the way words, phrases, and clauses are arranged and related to one another to make sentences or longer constructs using grammatical rules.

In a sentence, every word has a distinct function like subject, verb, object, etc. Understanding these responsibilities is essential to understanding the grammatical structure of the phrase (Huddleston & Pullum, 2002). It means that as a group of words that often include subject and verb are used to express a statement, an inquiry, or an order.

Sentences must be used both when speaking and writing in a language. This indicates that language is a tool that people can use to increase their knowledge and learn new things, such as create an academic writing. The use of sentences can be demonstrated through an academic writing.

Sentence structure is very important in academic writing because it helps organize complex ideas and relationships between concepts, making it easier for readers to follow and understand the writer's argument. Academic writing itself is a formal writing style primarily used in academic and scholarly publications to convey information, present arguments, and advance knowledge in certain scientific disciplines. Moreover,

according to Flowerdew (2019), academic writing involves synthesizing existing literature, conducting empirical research, and presenting original insights in a structured format such as an essay, research paper, literature review, or dissertation. It means that the sentences in academic writing can be analyzed and studied by linguists, students or anyone who interested in doing it.

Individuals who lack understanding of syntax may have difficulty in comprehending complex texts or readings because mostly people only master the parts of speech like verbs, nouns, and adjectives. In line with Christianto (2018), he states that particularly in Indonesia, English learners are not sufficiently exposed to English sentence structures, they only have point-to-point mastery of the language. This shows that they are familiar with the word classes in English, which include articles or determiners, verbs, adjectives, adverbs, prepositions, as well as pronouns and nouns. However, even though the words were arranged correctly, the students could not understand the content of the sentences accurately. In short, they are unable to understand what they should understand. In that, sentence patterns in academic writing becomes increasingly important to study because sentence patterns in academic writing might lead to word misinterpretations when they are merged into sentences in the forms of sentence patterns construction.

Syntactic analysis can be done through many aspects, and each aspect has its own function to attract the reader. The researcher chooses to analyze types of phrases and sentence patterns in academic writing, especially in one of the students theses with a minimum of plagiarism at the University of PGRI Delta. The researcher chose the students' academic writing because there are many sentences that can be analyzed syntactically.

## **METHODS**

This study uses a descriptive-qualitative method to analyze the data. The object of the study is the academic writing of students at Universitas PGRI Delta. The researcher chose one of the student's thesis with minimal plagiarism as the object of the study. The data were analyzed using Quirk et al. (2010) theory on types of phrases and sentence patterns. The research instruments in this research are the researcher herself as the primary instrument, then notes and table as the secondary instrument. This research



involved collecting academic writing from University of PGRI Delta students, entitled "Analysis of Language Form and Meaning of Conventional Implicatures in Whatsapp Chats." The study involved deep reading, rewriting sentences, identifying words, phrases, and sentence patterns, and coding data. In order to support the data, the researcher used information from books, journals, and websites. The last step is classifying the data based on Quirk et al. (2010) theory.

The steps of qualitative data analysis include data reduction, data display, and conclusion drawing and verification (Miles, Huberman, & Saldana 2014). Data reduction involves the process of selecting, simplifying, and transforming raw data to identify essential patterns, themes, or dimensions. Data display is a condensed, well-organized compilation of data that enables inference and action, and the researcher come to a conclusion and verify it after doing data reduction and data display.

## **FINDINGS AND DISCUSSION**

. In these findings, the researcher analyzed various types of phrase and sentence patterns that appeared in students' academic texts with the least amount of plagiarism, especially in the research background of the study. The results are below:

### **1. Types of Phrases in Students' Academic Writing**

There are five types of phrases according to Quirk et al. (2010), namely noun phrase (NP), verb phrase (VP), adjective phrase (AdjP), adverb phrase (AdvP), and prepositional phrase. The total data of the types of phrases used in the text were 266 data. Below are the classifying types of phrases based on the theory Quirk et al. (2010).

**Table 4.1 Table of The Number Types of Phrases**

<b>Types of Phrases</b>	<b>The Number of Data</b>
<b>Noun Phrase</b>	126
<b>Verb Phrase</b>	55
<b>Adjective Phrase</b>	4
<b>Adverb Phrase</b>	18
<b>Prepositional Phrase</b>	63

<b>Total</b>	266
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From the total data analyzed, it was found that noun phrases dominate with 126 data, followed by prepositional phrases with 63 data and verb phrases with 55 data, adverb phrases only appear 18 times and adjective phrases are very minimal with only 4 data.

### *Noun Phrase*

A noun phrase (NP) is a phrase that has a noun as the head of the phrase, which can be surrounded by determiners, and adjectives as pre-modifiers or prepositional phrases as post-modifiers.

**Data 1:** "Language is part of a communication tool to convey information." (Datum from Anggraeni, 2024, p.1)

Language	Is	part of <u>a communication tool to convey information.</u>
		NP
		PP
<b>NP</b>	<b>VP</b>	<b>NP</b>

The noun phrase "**language**" functions as the subject of the sentence. The noun phrase "**part of a communication tool to convey information,**" which explains the complement of the predicate, with "**part**" as a head noun. This noun phrase consists of the prepositional phrase "of a communication tool to convey information," which provides additional information about the "part." Moreover, in the prepositional phrase there is "**a communication tool to convey information**" as a noun phrase, which "tool" as a head noun and "to convey information" is a post-modifiers.

### *Verb Phrase*

A verb phrase (VP) is a phrase that has a verb as its head, which can be surrounded by objects, adverbs, or prepositional phrases.

**Data 19:** “The existence of WhatsApp can make it easier to interact with other people without having to physically meet face to face.” (Datum from Anggraeni, 2024, p.4)

The existence <u>of WhatsApp</u> PP	can make	It	easier to interact with <u>other people</u> NP PP	without <u>having to physically meet face to face.</u> VP Adv P
NP	VP	NP	Adj P	PP

The verb phrase "**can make**" is the main predicate, with "**can**" as the modal verb and "**make**" is a main verb. "**Having to physically meet**" is a verb phrase that describes an action that does not need to be performed, with "**having**" as present participle, "**meet**" is a main verb, and "physically" as an adverb, which is modified the verb phrase.

#### *Adjective Phrase*

An adjective phrase (AdjP) is a phrase that has an adjective as its head, which can be surrounded by additional adverbs as pre-modifiers or prepositional phrases as post-modifiers.

**Data 19:** “The existence of WhatsApp can make it easier to interact with other people without having to physically meet face to face.” (Datum from Anggraeni, 2024, p.4)

The existence <u>of WhatsApp</u> PP	can make	It	easier to interact with <u>other people</u> NP PP	without <u>having to physically meet face to face.</u> VP Adv P
NP	VP	NP	Adj P	PP

The adjective phrase "**easier to interact with other people**" explains the purpose of the convenience mentioned, where "**easier**" is an adjective, functions as the head of the phrase, "to interact" is an infinitive phrase and "with other people" is a prepositional phrase that explains with whom the interaction occurs.

#### *Adverb Phrase*

An adverb phrase (AdvP) is a phrase that has an adverb as its head, which may be surrounded by additional adverbs or prepositional phrases.

**Data 6:** “Therefore, figurative language has an implied meaning and is not understood directly.” (Datum from Anggraeni, 2024, p.2)

Therefore,	figurative language	has	an implied meaning	and	is not understood	directly
<b>Adv P</b>	<b>NP</b>	<b>VP</b>	<b>NP</b>	<b>Conj.</b>	<b>VP</b>	<b>Adv P</b>

**"Therefore"** is an adverbial phrase that indicates a cause-and-effect relationship or conclusion from a previous statement. **"directly"** is an adverb phrase that provides information about the way of understanding.

### ***Prepositional Phrase***

A prepositional phrase (PP) is a phrase that has a preposition as its head, which is always followed by a noun phrase.

**Data 21:** “This is caused by several reasons.” (Datum from Anggraeni, 2024, p.4)

This	is caused	by <u>several reasons.</u>
<b>NP</b>	<b>VP</b>	<b>PP</b>

**"By several reasons"** is a prepositional phrase composed of the preposition **"by"** followed by the noun phrase "several reasons."

## **2. Sentence Patterns in Students' Academic Writing**

There are seven basic sentence patterns according to Quirk et al. (2010), namely SV (subject-verb), SVC (subject-verb-complement), SVA (subject-verb-adverb), SVO (subject-verb-object), SVOC (subject-verb-object-complement), SVOA (subject-verb-object-adverb), and SVOO (subject-verb-object-object). The total data of the sentence patterns used in the text were 50 data. Below are the classifying sentence patterns based on the theory Quirk et al. (2010).



**Table 4.2 Table of The Number of Sentence Patterns**

Sentence Pattern	The Number of Data
<b>SV</b>	3
<b>SVC</b>	8
<b>SVA</b>	9
<b>SVO</b>	23
<b>SVOC</b>	4
<b>SVOA</b>	3
<b>SVOO</b>	-
<b>Total</b>	50

Based on the table above, the results of sentence patterns showed that there were six out of seven sentence patterns used. Those pattern were SV, SVC, SVA, SVO, SVOC, and SVOA. The SVO sentence pattern appeared 23 times in the research background of students' academic writing. The second sentence pattern that frequently used was an SVA pattern wich appeared 9 times. The next was an SVC pattern that used 8 times, SVOC pattern 4 times, SV pattern 3 times, SVOA that also used 3 times, and the last SVOO which used 0 times.

***SV (subject-verb)***

**Data 8:** “According to Yudhistira (2021), conventional implicatures are implicatures whose meaning is generally known.” (Datum from Anggraeni, 2024, p.3)

whose meaning is generally known.

S

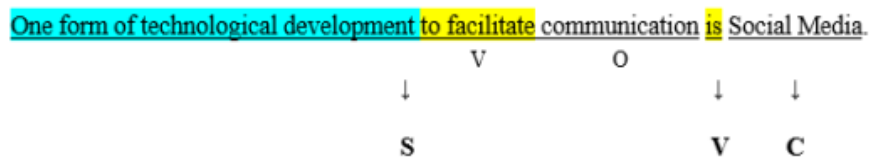
V

The clause "whose meaning is generally known" has an SV pattern. “Whose meaning” refers to the meaning being discussed as subject and “is generally known” is the verb states that the meaning is known.



### ***SVC (subject-verb-complement)***

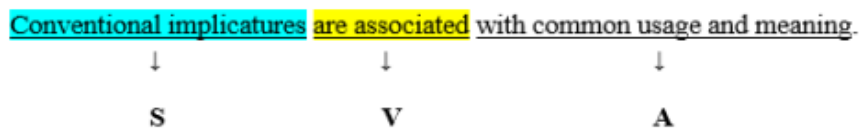
**Data 13:** “One form of technological development to facilitate communication is Social Media.” (Datum from Anggraeni, 2024, p.3)



The sentence has a subject-verb-complement (SVC) pattern. In this sentence, "One form of technological development to facilitate communication" functions as the subject (S), the word "is" functions as a connecting verb or copula (V), and "Social Media" functions as a complement (C), which explains or identifies the subject.

### ***SVA (subject-verb-adverb)***

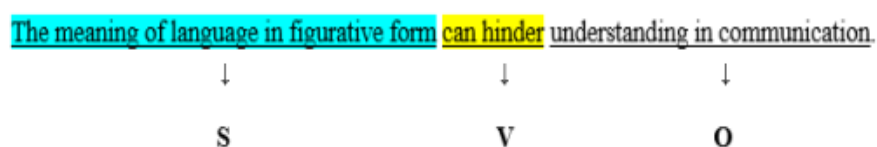
**Data 7:** “Conventional implicatures are associated with common usage and meaning.” (Datum from Anggraeni, 2024, p.3)



"Conventional implicatures are associated with common usage and meaning" is a simple sentence that matches the SVA (subject-verb-adverb) pattern (Quirk & Greenbaum, 2010). "Conventional implicatures" as the subject refers to the conventional implicature within discussion. The connecting verb "are associated" expresses the relationship or connection between a topic and something else. The adverb "with common usage and meaning" provides context for the subject.

### ***SVO (subject-verb-object)***

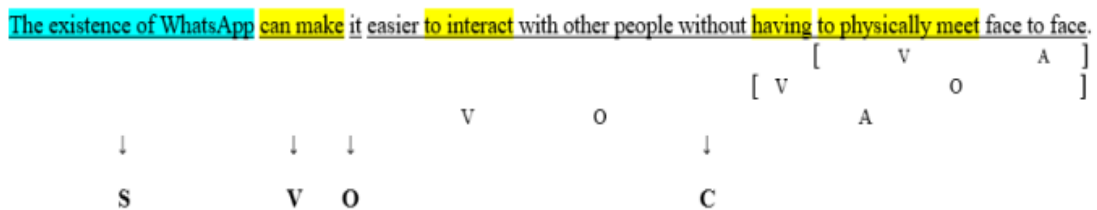
**Data 2:** “The meaning of language in figurative form can hinder understanding in communication.” (Datum from Anggraeni, 2024, p.1)



This sentence follows an SVO (subject-verb-object) pattern (Quirk & Greenbaum, 2010). "The meaning of language in figurative form" serves as both a comprehensive and detailed subject. The verb "can hinder" is a predicate that denotes the possibility or ability to hinder. "Understanding in communication" serves as the direct object of the verb "hinder," which is further characterized by the prepositional phrase "in communication."

### ***SVOC (subject-verb-object-complement)***

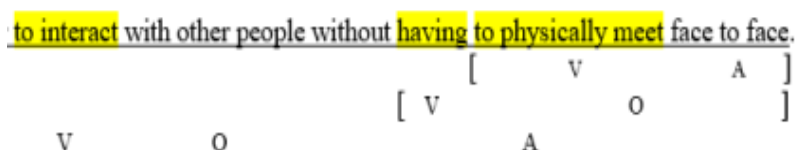
**Data 17:** "The existence of WhatsApp can make it easier to interact with other people without having to physically meet face to face." (Datum from Anggraeni, 2024, p.4)



This sentence has a (SVOC) sentence pattern. In this pattern, "the existence of WhatsApp" is the subject (S) of the sentence. The verb (V) is "can make," which indicates the ability or potential to perform an action. The object (O) of this sentence is "it". "Easier to interact with other people without having to physically meet face-to-face" serves as a complement (C) of the object, which provides information about how WhatsApp facilitates interaction without having to meet in person.

### ***SVOA (subject-verb-object-complement)***

**Data 17:** "The existence of WhatsApp can make it easier to interact with other people without having to physically meet face to face." (Datum from Anggraeni, 2024, p.4)



In the complementary unit (C) of the sentence, there is the clause "to interact with other people without having to physically meet face-to-face" which follows the SVOA (subject-verb-object-adverb) pattern. There is no explicit subject in the pattern, but it refers to the subject in the context before. The verb (V) "to interact" is a verb that indicates the action carried out by the subject. The object (O) "with other people" is the direct object that receives the action of the verb. Adverbial (A) "without having to physically meet face-to-face" is an adverbial phrase that describes the manner or conditions in which an action is performed.

## CONCLUSION

From the explanations above, it can be concluded that the researcher conducted to analyze types of phrases and sentence patterns used by students' in academic writing at the University of PGRI Delta syntactically. The results of the study on the types of phrases used in academic writings of students of University PGRI Delta show that the use of noun phrases dominates with 126 data, followed by prepositional phrases (63 data) and verb phrases (55 data). Meanwhile, adverb phrases and adjective phrases were only recorded at 18 and 4 data, respectively.

Subsequently, the results of sentence patterns showed that there were six out of seven sentence patterns used. Those patterns were SV, SVC, SVA, SVO, SVOC, and SVOA. The SVO pattern was the most frequent used with 23 data. On the other hand, the SVOO sentence pattern was not used at all in this students' academic writing. The SVO sentence pattern appeared 23 times in the research background of students' academic writing. The second sentence pattern that frequently used was an SVA pattern which appeared 9 times. The next was an SVC pattern that used 8 times, SVOC pattern 4 times, SV pattern 3 times, SVOA that also used 3 times, and the last SVOO which used 0 times.



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