AN ANALYSIS OF ENGLISH SENTENCE STRUCTURE IN ENGLISH TEXTBOOK FOR THE FIRST GRADE OF SENIOR HIGH SCHOOL STUDENTS

THESIS

Presented to the Study Program of English Education of the Department of Tarbiyah of the Islamic State College of Palangka Raya in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam

by:

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THE ISLAMIC STATE COLLEGE OF PALANGKA RAYA
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THE STUDY PROGRAM OF ENGLISH EDUCATION
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To, Director of the Islamic State
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Peace be unto you God's mercy and blessing as well,

By reading and analyzing of your thesis' revision, we think that your thesis in the name of:

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Thank you for your attention,

Peace be with you and God's blessing.

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ABSTRACT

Rini Handayani, 2009. An Analysis of English Sentence Structure in English Textbook for the First Grade of Senior High School Students. Thesis. The Department of Tarbiyah of Study Program of English Education of Islamic State College of Palangka Raya, advisors: 1) Ristati, M.Hum.
2) Siminto, M.Hum.

This study research has main goal to help the students, especially in senior high school student, to understand their material English study especially in grammar or structure. In addition, many students cannot understand about the structure from their reading textbook. Because of that, through this study the researcher does analysis about: (a) what are the kinds of sentence (sentences based on their structure) applied in English textbook for the first grade of senior high school student. (b) What are the simple sentence patterns applied in English textbook for the first grade of senior high school student.

As approach method, this research used content analysis and constituent structure rules to describe the result of analysis. Subject of this study research is textbook entitled "Look Ahead an English Course for Senior High School Student Year X". In this textbook, there are twenty-three reading texts. And based on the results of this research were found out as below:

1. The kinds of sentence based on their structure applied in English textbook were:
   a. Simple sentences consist of 118 sentences.
   b. Compound sentences consist of 90 sentences.
   c. Complex sentences consist of 82 sentences.
2. There were eight simple sentence patterns found, they were:
   a. Noun + Verb + Adverbial (1)
   b. Noun + Verb + Adverbial (2)
   c. Noun + Verb + Noun
   d. Noun + Adverbial + Verb
   e. Noun + Linking verb + Adjective
   f. Noun + Linking Verb + Noun
   g. Noun + Linking Verb + Adverb
   h. Noun + Linking Verb + Adverb.

ABSTRAK

Rini Handayani, 2009. Sebuah Analisis terhadap Struktur Kalimat dalam Buku Teks Bahasa Inggris untuk Siswa kelas pertama Sekolah Menengah Atas. Skripsi. Jurusan Tarbiyah Program Studi Pendidikan Bahasa Inggris Sekolah Tinggi Agama Islam Negeri Palangka Raya, Pembimbing: 1) Ristati, M.Hum. 2) Siminto, M.Hum.

Penelitian ini mempunyai tujuan utama untuk menolong siswa- siswa, khususnya untuk siswa SMA, agar mereka memahami materi pelajaran bahasa Inggris khususnya tata bahasanya. Sebagai tambahan banyak siswa tidak dapat mengerti tentang struktur dari buku teks bacaan mereka. Oleh sebab itu melalui penelitian ini, peneliti melakukan analisis tentang: (a) Apa saja jenis kalimat (kalimat-kalimat berdasarkan struktur mereka) yang dipakai di dalam buku teks bahasa Inggris untuk siswa kelas satu SMA? (b) Apa saja pola kalimat sederhana yang dipakai dalam buku teks bahasa Inggris untuk siswa kelas satu SMA?

Metode pendekatan penelitian ini menggunakan analisis isi dan *Constituent Structure Rules* untuk mengambarkan hasil analisisnya. Subjek penelitian adalah buku teks berjudul "Look Ahead an English Course for Senior High School Student Year X". Dalam buku teks ini terdapat dua puluh tiga teks bacaan. Berdasarkan hasil penelitian didapatkanlah sebagai berikut:

1. Jenis kalimat berdasarkan struktur mereka yang dipakai di dalam buku teks bahasa Inggris adalah:
   a. Kalimat sederhana terdiri atas 118 kalimat.
   b. Kalimat majemuk terdiri atas 90 kalimat.
   c. Kalimat sempurna terdiri atas 82 kalimat.
2. Ada delapan pola kalimat sederhana telah ditemukan, yaitu:
   a. Noun + Verb + Adverbial (1)
   b. Noun + Verb + Adverbial (2)
   c. Noun + Verb + Noun
   d. Noun + Adverbial + Verb
   e. Noun + Linking verb + Adjective
   f. Noun + Linking Verb + Noun
   g. Noun + Linking Verb + Adverb
   h. Noun + Linking Verb + Adverb.

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In the name of Allah, the Most Merciful, the Most Gracious. Praise to God the almighty, for his mercy and blessing, so the researcher is able to complete her thesis entitled: **AN ANALYSIS OF ENGLISH SENTENCE STRUCTURE IN ENGLISH TEXTBOOK FOR THE FIRST GRADE OF SENIOR HIGH SCHOOL STUDENTS.**

First, the researcher would like to express her deepest gratitude to:

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3. Drs. H. Abdul Qodir, M.Pd., as the coordinator of the English Education Study Program;
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Second, she truly deeply sincere, expresses her deepest thank fullness to those who are unforgettable in her life, for their support and prayer to the Allah SWT. Therefore, the researcher got spirit to finish this thesis.

Palangka Raya, February 28, 2009

Rini Handayani

DECLARATION OF AUTHENTICATION

In the name of Allah

I myself make declaration that this thesis entitles *AN ANALYSIS OF ENGLISH SENTENCE STRUCTURE IN ENGLISH TEXTBOOK FOR THE FIRST GRADE OF SENIOR HIGH SCHOOL STUDENTS* is truly my own writing. If it is not my own writing, so it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis, so I am ready to be given an academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, February 28, 2009
Own Declaration,

RINI HANDAYANI
NIM. 0401120146

MOTTO

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ ۝١

The meaning: 1) Proclaim! (Or read!) In the name of thy Lord and Cherisher, who created- (F. Amira Zrein Matraji, 1999: 1611-1612)

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LIST OF ABBREVIATION

Adj.	: Adjective
Adv.	: Adverb
AP	: Adjective Phrase
Art	: article
Aux.	: Auxiliary
Comp.	: Complementizer
Conj.	: Conjunction
Det.	: Determiner
Expl.	: Expletive
Interj.	: Interjection
N	: Noun
NP	: Noun Phrase
O	: Object
P	: Predicate
PN	: Proper Noun
PP	: Preposition Phrase
Prep.	: Preposition
Pron.	: Pronoun
Rel. Pron.	: Relative Pronoun
S	: Subject/ Sentence
S (C)	: Subject (Complement)
To-Inf.	: To Infinitive

VI	: Verb Intransitive
VP	: Verb Phrase
VT	: Verb Transitive

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DEDICATION

This thesis is dedicated to

My beloved parents Talmi Sani S.Pd.i and Rabiatul Badriah

My brother and sister Rina, Riska, Rima and Ridho

Lovely Penjaga hati, you are my spirit

My soul mate Umi Faizah and Dian Rizqi you are true friends for me

And for all of friends in academic 2004.

May Allah always bless we

CHAPTER I

CHAPTER I

INTRODUCTION

A. Background of the study

As we know language is used for communication, it is made up of sounds, and how are the sounds related to the words, the words to sentences. In addition, the researcher as candidate English teacher is interested in relationships, because when we begin to see these relationships, we can understand how a language works.

As candidate English teacher, who will teach at elementary school, junior high school or senior high school has to master every element of English teaching material. In English, there are four language skills that should be mastered by English language learners, they are listening, speaking, reading, and writing.

In the four skills above, the appropriate constructed sentences are done grammatically. The analysis of the sentences into their constituents (component parts) and the grammatical description of these constituents can be operated by mastering sentence structure grammar. An analysis of sentence structure is included into syntax. Syntax is a scientific study of language that focuses on sentence structure.[1] Syntax is compulsory subject for advanced students or university English students. But for junior and senior high schools, sentence structure is included into structure course. At the time, structure is implied in textbook form. Textbook is a teaching material, which presents the subject matter

[1] Keith Brown and Miller, *Syntax*, London, 1994, p. 11.

defined by the curriculum.[2] Textbook has the function as the statement below. According to Tarigan and Guntur said that: *"Buku teks berfungsi sebagai penunjang belajar dalam mata pelajaran tertentu"*[3] *(The textbook has function as supporting learning activities in decided subject)* .However, in English textbook or based on the KTSP (operational curriculum that is arangged and implemented by each education unit) for senior high school, structure is not taught directly, it is implied in many types of texts. They are narrative (e.g. Letter, song, myth, fairy tale, and legend), procedure (e.g. instruction, recipe, and manual), spoof/recount (e.g. orientation and twist), report, news item, descriptive, and expositive. Students are persuaded not only reading the text but also deducing the meaning of word from text, understanding the forms and meaning of word non-idiomatic phrase, recognizing and understanding the rhetorical structures, and understanding sentence meaning through syntactical structure. In this case, the English teachers should have skill how to teach English structure, particularly the operation how to break sentences down into their constituent parts, or categories (parts of speech) which are combined to form sentences.

As preliminary study in sentence structure, especially in syntax, the researcher had interviewed the students of senior high school students (SMA 2 Jekan Raya Palangkaraya) and students who programmed teaching practice one (PM I) in STAIN, on April 1st 2008. To get the prior description on their mastery as the teaching of English sentence structure implied in many types of texts or

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[2] Talk, Textbook in http://www.carnet.ar/reteraini/obrazouni/en/ion/littexbook/def(online 8th ,March 2008)

[3] Jago Tarigan, and Heary Guntur Tarigan, *Telaah Buku Teks SMTA, Buku Materi Pokok dan Hakikat Buku Teks SMTA.* Jakarta: Karunika Universitas Terbuka, 1991, p. 20.

English sentence structure. The researcher prepared two questions, they are: (1) teaching of English structure is implied in many types of texts. You should have ability to analyze them, to know the part of speech, kinds of sentences, the distribution or position of word class in sentences. Do you still have problems in analyzing English sentences in ant English text? (2) Do your English teachers teach you how to break the sentences down into their constituent parts grammatically? Most of them answered "Yes", for the first question, and they answered "No" for the second question. So from this interview, the writer takes conclusion students and English teachers still have opportunity to explore linguistics on analyzing sentences grammatically and cause of grammar did not teach directly but imply in reading, writing, speaking, and listening. As it is indicated by KTSP that grammar is taught implicitly through the texts. Base on characteristics KTSP that said developmentally appropriate practice and learner centered curriculum. [4] KTSP used Communicative Approach as teaching method. It can be proven with Communicative Approach method meaning, Communicative Approach is activity based, interactive, and learner centered.[5]

From the students answered and the reasons above, the researcher want to present the knowledge of syntax that will give an ease in giving understanding how sentences in a reading texts are constructed grammatically. From this case, the researcher is interested in analyzing the sentence structure in the textbook for the first grade of senior high school students. For analyzing the sentence structure, the appropiate rules are needed. There are two types of rules in syntax; they are

[4] Masnur Muslich, *KTSP: Pembelajaran Berbasis Kompetensi dan Kontekstual*, Bumi Aksara, Malang, 2007, p. 20-21

[5] *http:www.tki.org.nz/r/language/curriculum/Chinese/communicative/index-e.php*

constituent structure rules and transformation rules. In addition, the researcher will use constituent structure rules to analyze the English sentences, because the researcher has capability of the rule (constituent structure rules).

In syntax, constituents are mostly known and is well-known for structure course. In relation to the explanation above, the tables are given below:

1. Simple sentence patterns

Table 1.1
Sentence Pattern: Noun + Verb

Noun Phrase	**Verb phrase**
Noun	**Intransitive verb**
The sun	dimmed
She	smiled
They	sing

Explanation: sentence above is constructed of Noun Phrase and Verb Phrase. Noun Phrase contains noun and Verb Phrase contains intransitive verb or in constituent structure rules the form is :

Sentence (S) : NP + VP

Verb Phrase VP : VI

Table 1.2
Sentence Pattern: Noun + Verb + Adverb

Noun phrase	**Verb Phrase**	
Noun	**Transitive verb**	**Adverb**
Prof. Ober	worked	hard
The Man	walked	quickly
I	love	you

Explanation: sentence above is constructed of Noun Phrase and Verb Phrase. Noun Phrase contains Noun and Verb Phrase contains Transitive verb and adverb or in constituent structure rules, form is:

Sentence (S) : NP + VP

Verb Phrase (VP) : VT + Adv.

Table 1.3
Sentence Pattern: Noun + Verb + Linking verb + Adjective

Noun phrase	**Verb Phrase**	
Subject	**Linking verb**	**Subjective complement**
Noun		**Adjective**
Water	is	necessary
He	is	smart
They	is	evil

Explanation: sentence above is constructed of Noun Phrase and Verb Phrase. Noun Phrase contains Noun as Subject and Verb Phrase contains Linking verb and adjective as subjective complement. In constituent structure rules are:

S : NP + VP

NP : N

VP : Aux. + Adj.

2. Kinds of sentences

a. Simple sentence

Examples: - Run!

- Ice melts.

- Move!

b. Compound sentence

Examples: - Bali is a beautiful island **and** there are many visitors.

- Millions of people study English **but** only few succeed.
- I will marry him **if** I love him.

c. Complex sentence

Examples: - Although my friend invited me to a party, I do not want to go.

- When I had returned the book, he said hello to me.
- Mr. Ryan whose secretary is very beautiful works more than 8 hours a day.

d. Compound-complex sentence

Examples: - The package arrives in the morning, but the currier left before I could check the contents.

- Nicole whose father is an English teacher takes a driving course although she still studies at the second class of senior high school, which is located in Jalan Jendral Sudirman
- I just visited Mr. Lee who was taken to the hospital three days ago and brought him a bunch of flower which my son bought from a flower-shop near my office.

To give explanation more above how constituent structure rules is worked. The researcher analyzes one of the texts that are found in English textbook of the first senior high school students use constituent structure rules, the text is:

I have a new neighbor. Her name is Erika Damayanti. She was born on June 20 in the capital city of West Java, twenty-two years ago. She lives not far from me, precisely at Jalan Teuku Umar 62 Semarang. She has just got her diploma on accounting. But since one and half year ago, she has worked part times as cashier at a shoe shop. Now she wants to have a better job. She likes reading and listening to music.[6]

The analysis of the example given above:

1. The Sentence Patterns

Table 1.4 (Erika Damayanti)

Simple Sentence Patterns

Sentence pattern: Noun + Linking Verb + Noun

Noun Phrase	**Verb Phrase**	
Subject		**Subjective Complement**
Noun	**Linking Verb**	**Noun**
Her name	is	Erika Damayanti
She	wants to have	a better job

Sentence Pattern: Noun + Linking Verb + Adverbial

Noun Phrase	**Verb Phrase**	
Subject	**Linking Verb**	**Subjective Complement**
Noun		**Adverbial (s)**
She	Was born	on June 20 in the capital of West Java

Sentence Pattern: Noun + Verb +Adverb

Noun Phrase	**Verb Phrase**	
Noun	**Verb**	**Adverb**
She	Lives	not far from me , precisely at Jln. Teuku Umar 62 Semarang
She	has worked	part time as a cashier at a shoe shop

[6] M. Purwati, and Marta Yuliani, *English for Better Life XI*, Bandung: 2005, p. 177.

Sentence pattern : Noun + Verb + Noun		
Noun phrase	**Verb phrase**	
Subject	**Verb**	**Object**
Noun		**Noun**
I	have	a new neighbor
She	likes	reading and listening to music
She	has just got	her diploma an accounting

2. Kind of Sentences

a. I have a new neighbour = Simple sentence
S P O

b. Her name is Erika Damayanti = Simple sentence
S P (LV) C

c. She was born on June 20 in the capital city of West Java twenty years
S P C (Adverbials)

= Simple sentence

d. She lives not far from me, precisely at Jalan Teuku Umar 62 = simple
S P C (Adverbials)
sentence

e. She has just got her diploma on accounting = Simple sentence
S P O

f. But since one and half year ago, she has worked part time as a cashier
(Adverbials) S P Adv. O

at a shoe shop = Simple sentence
(Adv)

g. Now she wants to have a better job = Simple sentence
(Adv) S P to- Inf. O

h. She likes reading and listening to music = Simple sentence
S P O

Based on scientific reason of this study, the researcher is interested in making a research entitled: **"AN ANALYSIS OF ENGLISH SENTENCE STRUCTURE IN ENGLISH TEXTBOOK FOR THE FIRST GRADE OF SENIOR HIGH SCHOOL STUDENT"**

This study is done for the first grade of senior high school students in acedemic year 2007/2008.

B. The Problems of the Study

1. What are the kinds of sentence (sentences based on their structure) applied in English textbook for the first grade of senior high school students?
2. What are the simple sentence patterns applied in English textbook for the first grade of senior high school students?

C. The Objectives of the Study

1. To describe the kinds of sentence (sentences based on their structure) applied in English textbook for the first grade of senior high school students.
2. To describe the simple sentence patterns applied in English textbook for the first grade of senior high school students.

D. The Significance of the Study

1. As contribution for the first grade of senior high school student to know the simple sentence patterns and kinds of sentence that applied in Look Ahead an English Course for Senior High School Student Year X.
2. As the reference for next researchers who want to make the same research.
3. As the knowledge, for students who want to improve their English structure.

4. As contribution for the English teachers in senior high school who teach English sentence structure.

E. Definition of the Concept

The concept of this study is an analysis of English textbook for the first year of senior high school students. The objective of this study is the English sentences in English textbook. The sentences in reading text are analyzed. The analysis involves the category (parts of speech) and kinds of sentence, which are applied in the text of the English textbook.

Before going to the next discussion, the researcher explains the definition of analysis based on website in Wikipedia-org:

> *"Dalam ilmu linguistik, analisa atau analisis adalah kajian yang dilaksanakan terhadap sebuah bahasa guna meneliti struktur bahasa tersebut secara mendalam"[7] (In linguistics, analysis is a study that carried on a langugage to research the language structure deeply.)*

The other opinions are stated as below: "Analysis is the process of breaking a complex topic of substance into smaller parts to gain a better understanding of it."[8] "Analysis in a study is aimed to narrow and limit discoveries to be a regular data arranged and more valuable,"[9]

So from the definition above is concluded, that the analysis not only analyze to find out errors from the object study but also to make a certain unit into detailed parts. So the entire component from the object of study is understood well in the context the researcher analyzes the sentences to identify. Therefore, the researcher gets result.

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[7] http://id.wikipedia-org/wiki/analisistonline 8th march 2008)

[8] http://en.wikipedia.org/wiki/analisis#linguisticstonline 8th march 2008)

[9] Marzuki, *Metodologi Riset*, Yogyakarta: Bagian Penerbit Fakultas Ekonomi(BIFE) Universitas Islam Indonesia(UII) Yogyakarta, 2000, p. 87.

F. Research of methodology

1. Design of the research

A content analysis is applied as approach method in this research; there are some definitions of content analysis.

According to Wuradji:

> *Penelitian yang berusaha menganalisa dokumen untuk diketahui dan makna yang terkandung dalam dokumen tersebut. Macam-macam dokumen antara lain: karangan tertulis, gambar, grafik, lukisan karton, biografi, fotografi, laporan, buku teks, surat kabar, film, drama, buku harian, majalah dan bulletin.*[10] *(An analysis that make effort to analyze document to know the meaning and containing of it. Kinds of document such as: article, picture, grafic, painting, carton, biography, photography, report, textbook, newspaper, film, drama, dyari, magazine and bulletin).*

According to Weber who is quoted by, Moleong States:

> *Metodologi penelitian yang memanfaatkan seperangkat prosedur untuk menarik kesimpulan yang, sahih dari sebuah buku atau dokumen.*[11] *(Reseach metodology that exploit a set of procedure to take valid conclusion from a book or document).*

According to Klaus:

> *Analisis isi adalah suatu teknik penelitian untuk membuat inferensi-inferensi yang dapat ditiru (replicable) dan sahih data dengan memperhatikan konteksnya.*[12] *(Content Analysis is a technique research to make inferences that replicable and validity of data without ignored the contexts).*

According to Earl Babbie states: content analysis (sometimes called textual analysis when dealing exclusively with text) is a standard methodology the social

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[10] Wuradji, *Methodology Penelitian Sastra*.yogyakarta: PT.Hanindika Graha widya, 2001, p.1.

[11] Lexy J. Moleong, MA, *Metodologi Penelitian Kualitatif*, Bandung: PT Remaja Rosdakarya, 2004, p.163.

[12] Klaus Krippendorff, *Analisis Isi : Pengantar Teori dan Metodologi,* Jakarta : PT. Raja Grafindo Persada, 1993, p. 15.

sciences for studying the content of communication, or the study of recorded human communications, such as books, websites, paintings and laws.[13]

In relation to the statements above, this research uses a content analysis as suitable approach method, which analysis the content of the book and describes the finding. The researcher uses qualitative descriptive, because the results of this research are describing data. Not in statistical method.

2. Subject of the Study

The researcher chose English textbook entitled: Look Ahead an English Course for Senior High School Student Year X. All of the reading texts are twenty-three texts.

3. Data Collection Procedure

In collecting the data, the technique above document was used. The following procedures are: The researcher reads the document, to look for the data that needed in this research.

a. The researcher analyzes the data that have been found.
b. The researcher analyzes the data and classified them into categories or parts of speech.
c. The researcher find out the kinds of sentences applied in the English textbook.

4. Data Analysis Procedure

To analyze the data that have been collected before, some procedures are:

a. After collecting the data, the researcher analyzes them.

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[13] Earl Babbie, Content Analysis.*http://en.wikipedia.org/wiki/content analysis(online* 8th march 2008)

b. The sentences as the data are classified based on the categories, use the constituent structure rule. Those are simple sentence, compound sentence, complex sentence, and compound-complex sentence.

c. After all of the data are classified into categories, so the researcher will be easier to see the content of data, the data will be provided in description form, to make it clear.

d. The last procedure, the writer makes conclusion of the research study result.

e. To calculating the percentage of frequency kinds of sentences and simple sentence patterns by the formula as follows:

$$P=\frac{f}{N}\times 100\%$$

N.B:

P = Percentage of score

F = frequency (number of item)

N = Total sentences[14]

G. Frame of Thinking

At the present teaching material there are many applied in textbooks form. One of them is English textbook. In English textbook content of kinds of reading text as like narrative texts, descriptive texts, recount texts, procedure texts, expositive texts and news item texts.

Reading texts consist of sentences as like simple sentences, compound sentences, complex sentences, and compound-complex sentences. As one of

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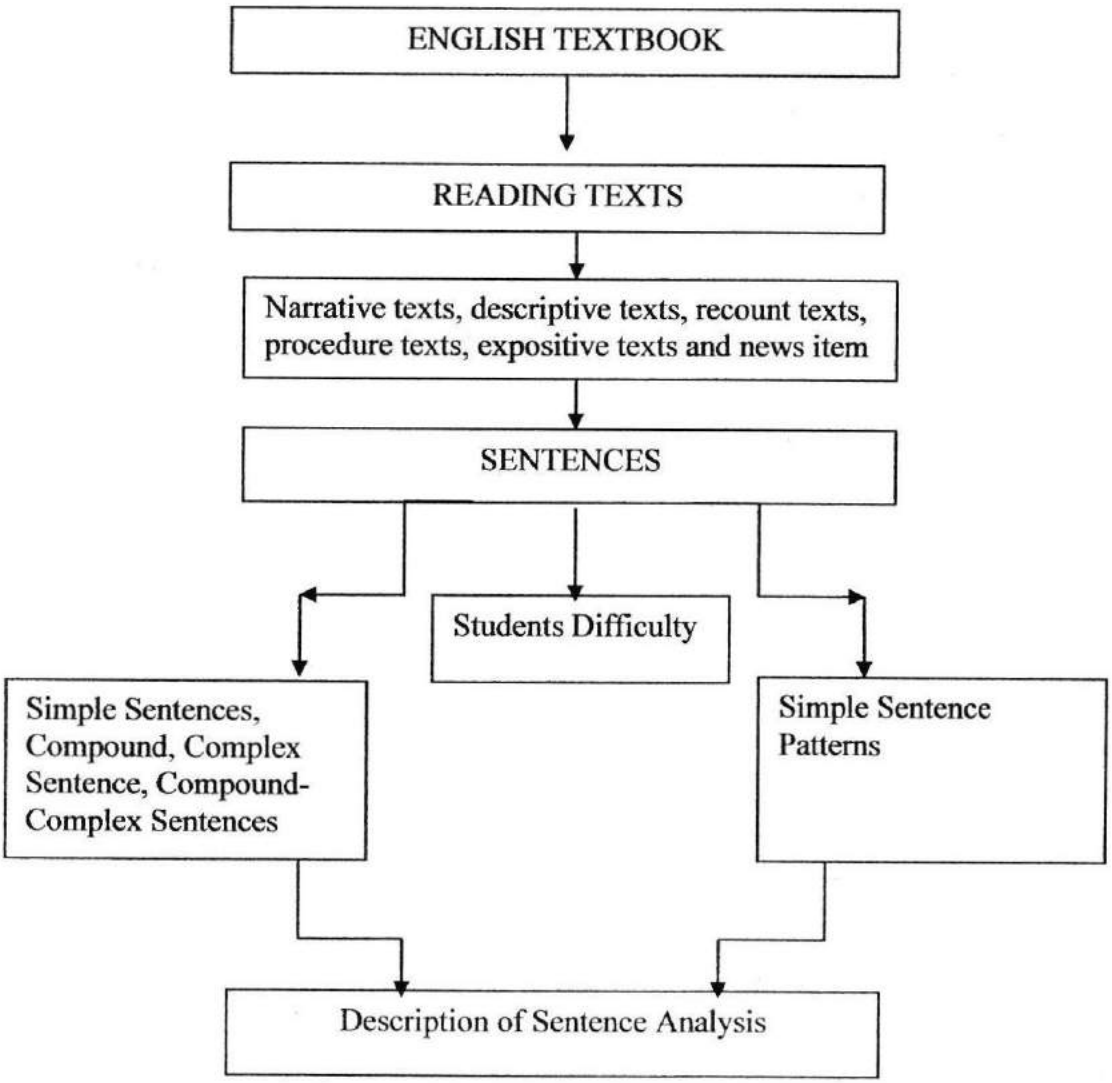
[14] Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Jakarta : PT. Raja Grafindo Persada, 2005, p. 43.

teaching material, students not only persuaded to read reading texts but also should know what the structure and what kinds of sentences not only should be mastered by teachers but also students. In fact the English teacher still have less how to break sentences down into their categories, so students have difficulty to understand what kinds of sentence and what simple sentence patterns in their English textbook. To solve this problem was need an analysis, to define kinds of sentences and simple sentence patterns that applied in English textbook. To be clear about this problem, it can be seen as below



CHAPTER II

CHAPTER II

SENTENCE, CONSTITUENT OF STRUCTURE RULE, AND ENGLISH TEXTBOOK

A. Review of Related Study

Some studies have related to the study. They were:

1. The study entitled **"An Analysis of English Sentences in the Legend of the Temple of Lara Jongrang"**. The writer is Henriani Tourina (AAA 198027) alumnus from University of Palangka Raya (UNPAR), the Faculty of Teacher Training and Education Palangka Raya 2003. The Result of Study: The classification of English sentences in The Legend of the Temple of Lara Jonggrang, are declarative sentences, interrogative sentences, and imperative sentences. And the basic sentence patterns of English sentences of the book are: Noun + Verb, Noun + Verb + Noun, Noun + Verb + Noun + Noun, Noun + Verb + Noun + to phrase, Noun + Verb + Adverbial (1), Noun + Verb + Adverbial (2), Noun + Linking Verb + Adjective, Noun + Linking Verb + Noun, Noun + Verb + Noun + Adverbial. Mean while the other basic sentence patterns, such as: Noun + Verb + Noun + Noun/adjective (1), and Noun + Verb + Noun + Noun/adjective (2) are not found in the book. The basic sentence patterns of English sentences in "The Legend of the temple of Lara Jonggrang" are:

1. Noun + Verb
2. Noun + Verb + Noun
3. Noun + Verb + Noun + Noun
4. Noun + Verb + Noun + to phrase

5. Noun + Verb + Adverbial (1)
6. Noun + Verb + Adverbial (2)
7. Noun + Linking Verb + Adjective
8. Noun + Linking Verb + Noun
9. Noun + Linking Verb + Adverbial

2. The study entitled "An Analysis on The Content of English Textbook" Bahasa Inggris kelas I SMK" Published by Saka Mitra Kompetensi Based on Competence-Based Curriculum". Written by Makhriffansyah (AAA 101084) alumnus from The University of Palangka Raya, the Faculty of Teacher Training and Education in English Education Study Program 2006.

Result:

1. In the find of the knowledge Bahasa Inggris kelas I SMK does not fulfill the demand of learning description of competence Based curriculum for vocational high school
2. In the field of the skill"Bahasa Inggris kelas I SMK" also does not fulfill the demand of learning description of competence Based curriculum for vocation high school.

B. Sentence

There are some definitions of sentence whom quoted from some linguists, such as: According to Kam Chuan and Kam Kai Hui, a sentence is a group of words makes sense because the words are constructed and arranged according to

the grammatical rules for expressing statements, question or commands.[15] According to Hook and Crowell, stated, "Sentence is a group of words that expresses a complete through.[16] According to Hornby, sentence is a set of words expressing a statement, a question or a command sentence usually contains a subject and verb.[17]

It can be concluded that sentence is a group of words that have meaning, contains subject, predicate, and object or adjunct. There are some kinds of sentences based on their structure. They are: (1) Kinds of sentences based on their structure: (a) Simple sentence, according to Johan Simple sentence is "kalimat yang dianggap mempunyai satu subjek dan satu predikat"[18]. (A sentence that only has one subject and one predicate). According to Fuad Mas'ud simple sentence is *Kalimat yang mengandung satu verb utama (satu main clausee- kalimat induk) yang mencerminkan adanya satu gagasan.*[19] *(The sentence that has one main verb (one main clause) those explain about one idea).*

Examples:

1) They read the book
   S P O

2) She will go soon
   S P C (adv of time)

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[15] Kam Chuan Aik and Kam Kai Hui, Longman *Dictionary of Grammar and Usage*, Singapore: Addison Wesley Longman Singapore Pte Ltd, 1999, p. 128.

[16] JN Hook and Michael G. Crovell, *Modern English Grammar for Teachers*, New York: The Ronald Press, 1970, p. 34.

[17] Hornby, A. S. *Oxford Advanced Learner's Dictionary of Current English*, New York: Oxford University Press, 1995, p. 1071.

[18] A. Ghani Johan, *Reading and Translation*, Yogyakarta: Pustaka Pelajar bekerjasama dengan Universitas Ahmad Dahlan Yogyakarta, 1994, p. 80.

[19] Fuad Mas'ud, *Essential of English Grammar*,Yogyakarta: BPFE Yogyakarta, 1991, p. 18.

3) She is smart
S P C (Adj.)

From the examples above, each of sentences only has one subject (S), one predicate (P), and object (O) or complement (C) such adverb and adjective. (b) Compound sentence, according to Johan compound sentence is:

> *"kalimat yang merupakan gabungan dua atau lebih kalimat tunggal (induk kalimat) dengan kata-kata penghubung yang menghubungkan hal-hal yang setara pula, seperti AND, BUT,OR, SO.*[20] *(A compound sentence consists of two or more independent clauses (or simple sentence) joined by coordinating conjunctions like "and", "but", and "or", so).*

According to Fuad Mas'ud Compound sentence is:

> *Kalimat yang mengandung dua verb (kata kerja utama atau lebih (dua main clauses atau lebih) yang mencerminkan adanya dua gagasan (idea) atau lebih, dan diantara masing-masing gagasan itu dihubungkan dengan sebuah kata sambung (conjunction).*[21] *(The sentence that has two verbs (two main clauses) explains two ideas or more, and between them correlated by conjunction).*

Examples:

1) Simple : Canada is a rich country
S LV (P) C

2) Simple : Still, it has many poor people

S V (P) O

3) Compound : Canada is a rich country, **but** still it has many poor people
S P C conj. S (C) P O

4) Simple : Bali is beautiful island
S P C

5) Simple : There are many visitors there
Expl. P S Adv.

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[20] A. Ghani Johan, *Reading and Translation*, p. 81.
[21] Fuad Mas'ud, *Essential of English Grammar*, p. 18.

6) Compound : Bali is beautiful island **and** there are many
S P C conj. Expl. P

visitors there.
S Adv.

7) Simple : Learning a foreign language is a special
S P C
accomplishment.

8) Simple : talent is innate.
S P C

9) Simple : the two can be matched.
S P

10) Compound : Learning a foreign language is a special accomplishment,
S P C
talent is innate, **but** the two can be matched.
S P C conj. S P

In sentences number 1, 2, 4, 5, 7, 8, and 9 are simple sentences, when two or more simple sentences are combined with conjunctions, so will be compound sentence as in sentences number 3, 6 and 10.

(c) Complex sentence

According to Johan complex sentence is:

"kalimat yang mempunyai lebih dari satu subyek dan predikat yang terjadi karena adanya anak-anak kalimat / subklausa di samping induk kalimat / klausa utama. Subklosa tersebut mungkin pula subklosa benda."[22] *(Sentence that has more than one subject and predicate happened because there are subordinate clause beside main clause. The subordinate clause maybe in form noun clause subordinate).*

According to Fuad Mas'ud complex sentence is

Complex Sentence adalah kalimat yang mengandung satu main clause (kalimat induk) dan satu atau lebih dependent clause (subordinate clause – anak kalimat yang tergantung pada main clause), yang antara keduanya dihubungkan dengan menggunakan "relative pronoun" atau kata ganti

[22] A. Ghani Johan, *Reading and Translation*, p .82.

penghubung: who, whom, which, that, dan whose yang berarti "yang".[23] *(Complex sentence is sentence that has one main clause and one or more dependent clauses, which between them both correlated by relative pronoun: who, whom, which, that, and whose).*

From statement above we can conclude if complex sentence contains one independent clause at least one dependent clause. Unlike a compound sentence, however, a complex sentence contains clauses, which are not equal.

Examples:

1) Simple : My friend invited me to a party. I do not want to go.

2) Compound : My friend invited me to a party, **but** I do not want to go.

3) Complex : Although my friend invited me to a party, I do not want to go.

From examples above simple and compound sentence at number 1 and 2, if they are joined will be complex sentence at number 3

1) Independent clause : The course sometimes does not suit their talent and ability.
S Adv. P O

2) Dependent clause : The students take.
S P

3) Complex sentence : The course that the students take sometimes does not suit their talent and ability

Base on the examples above, independent clause and dependent clause that are joined with relative pronoun (that) is called complex sentence too. (d) Compound-Complex is a sentence that consists of multiple independent clauses,

[23] Fuad Mas'ud, *Essential of English Grammar*, p. 19.

at least one of which has at least one dependent clause.[24] According Fuad Mas'ud compound-complex sentence is:

> *Kalimat majemuk sempurna yang mengandung satu atau lebih main clause dan satu atau lebih dependent clause. (Merupakan gabungan antara kalimat majemuk dengan kalimat sempurna).*[25] *(Compound-complex sentence that has one or more main clauses and one or more dependent clauses. (It is combination between compound-complex sentence and complete sentence).*

Examples:

1) Independent clause	: The package arrived in the morning.
2) Independent clause	: I could check the contents.
3) Dependent clause	: The currier left before.
4) Compound- complex sentence	: The package arrived in the morning, **but** the currier left before I could check the contents.
5) Independent clause	: Bali is a beautiful island.
6) Independent clause	: I will be there.
7) Dependent clause	: From which he comes.
8) Compound- Complex sentence	: Bali, from which he comes, is a beautiful island **so**, one day I will be there.

The sentences number 1, 2, 5, and 6 are Independent clauses and the sentences at number 3 and 7 are dependent clause. If independent clauses and dependent clauses are combined with relative pronoun and conjunction, so the sentence be a compound- complex sentence form such as at number 4 and 8.

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[24] http://en.wikipedia.org/wiki/sentence_(linguistics)#classification_by_purpose(online 8th march 2008)

[25] Fuad Mas'ud, *Essential of English Grammar*, p. 19.

(2) Simple sentence patterns, especially for simple sentence, it has some patterns, such as:

Table 2.1
Sentence Pattern : Noun + Verb

NOUN PHRASE	VERB PHRASE
Noun	**Verb**
Thunder	Sounded
The earth	shook and trembled
Trees	tell
A hurricane	had begun
Birds	cried[26]

From the table above, was explained every sentence consists of noun phrase and verb phrase. Noun phrase contained noun and verb phrase contained verb.

Table 2.2
Sentence Pattern: Noun + Verb + Adverb

NOUN PHRASE	VERB PHRASE	
Noun	**Verb**	**Adverb**
He	has been working	all day
She	will stop	soon
He	will drive	home
I	will drive	fast
He	will dine	quietly[27]

[26]. George E. Wishon and Julia M. Burks, *Let's Write* English, revised edition, New York: Litton Educational Publishing International, 1980, p. 2.
[27]. *Ibid,* p. 8.

The table above explained that every sentence consists of noun phrase and verb phrase too. But in this table noun phrase contained noun and verb phrase contained verb and adverb.

Table 2.3
Sentence Pattern : Noun + Verba + Prepositional Phrase

NOUN PHRASE	**VERB PHRASE**	
Noun	**Verb**	**Prepositional phrase**
The passengers	had waited	in the terminal
The departure	was announced	over the loudspeaker
They	walked	the gate
They	will fly	for three hours
I	will arrive	at the airport[28]

From this table was known, if all of sentences consist of noun phrase and verb phrase. Noun phrase contained noun and verb phrase contained verb and prepositional phrase.

Table 2.4
Sentence Pattern : Noun + Verba + Noun

NOUN PHRASE	**VERB PHRASE**	
Subject	**Verb**	**Direct object**
Noun		**Noun**
The professor	is reading	a new book
She	enjoys	books
She	teaches	geography
Her students	like	her lecturers
They	take	many tests[29]

[28]. *Ibid*, p. 14.
[29]. *Ibid*, p. 24.

Sentences in the table above consist of noun phrase and verb phrase. Noun phrase contained noun as subject and verb phrase contained verb and noun as direct object.

Table 2.5
Sentence Pattern: Noun + Verbal + Noun + Noun

NOUN PHRASE	**VERB PHRASE**		
Subject	**Verb**	**indirect object**	**Direct object**
Noun		**Noun / pronoun**	**Noun**
Tim	cold	his fried	something
The university	had awarded	Tim	a scholarship
The letter	gave	him	the detail
He	must pay	the university	the tee
Tim	showed	me	the latter[30]

Sentences in table 2.5 consist of noun phrase and verb phrase. Noun phrase contained noun as subject and verb phrase contained verb, noun/pronoun as indirect object and noun as direct object.

Table 2.6
Sentence Pattern: Noun + Verb + Noun + Adjective

NOUN PHRASE	**VERB PHRASE**		
Subject	**Verb**	**Direct object**	**Objective complement**
Noun		**Noun**	**Adjective**
They	found	the people	different
They	thought	their speech	peculiar
The climate	made	the people	easy going
Time	has made	the krimskys	less critical
They	find	their new home	different[31]

[30]. *Ibid*, p. 42.
[31]. *Ibid*, p. 60.

Sentences in table 2.6 consist of noun phrase and verb phrase too. Noun phrase contained noun as subject and verb phrase contained noun as direct object and adjective as objective complement.

Table 2.7
Sentence Pattern: Noun + Linking Verb + Adjective

NOUN PHRASE	**VERB PHRASE**	
Subject	**Linking**	**Subjective complement**
Noun	**verb**	**Adjective**
Water	as	Necessary
Crops	are	poor
Water	can be	dangerous
Use	is	important
Natural resources	are	precious[32]

The table above consists of noun phrase and verb phrase. Noun phrase contained noun as subject and verb phrase contained linking verb and adjective as subjective complement.

Table 2.8
Sentence pattern: Noun + linking verb + adverbial

NOUN PHRASE	**VERB PHRASE**	
Subject	**Linking**	**Subjective complement**
Noun	**verb**	**Adverbial**
Dorothy	is not	here now
She	is	an her way downtown
The office	is	on the corner
She	must be	there soon
She	should be	home in time for dinner[33]

[32]. *Ibid*, p. 68.
[33]. *Ibid*, p. 71.

The table above consists of noun phrase and verb phrase, noun phrase contained noun as subject and verb phrase contained linking verb and adverbial as subjective complement.

Table 2.9
Sentence pattern: Noun + linking verb + noun

NOUN PHRASE	**VERB PHRASE**	
Subject	**Linking verb**	**Subjective complement**
Noun		**Noun**
My name	is	Rein
I	am	a student
I	am going to be	a teacher
He	won't be come	anything
He	will remain	a student[34]

Sentences in table 2.9 consist of noun phrase and verb phrase. Noun phrase contained noun as subject and verb phrase contained linking verb and noun as subjective complement.

C. Constituent Structure Rules

Constituent structure rules are one of the types of rule in syntax. The other name of constituent is component part. Example: "He ate meat". He ate, and meat are constituent or component part of sentence. According Widdowson state that, syntax is the study of the structure of phrase, clauses, and sentences[35]. Hornby said syntax is the rules of grammar for the arrangement of words into phrase and/or phrases into sentences[36]. In syntax the words are described as detail,

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[34] . *ibid*, p. 77.
[35] . H.G Widdowson ed, *Linguistic*, Oxford New York: Oxford University Press, p. 48.
[36]. Hornby, *AS Oxford Advanced*, p. 1212.

about they are constructed. Syntax has function as coupling devices of words to be sentences, phrases, and clauses. With syntax, we can indicate a possible state relation of words. For example: "artist live in gothic church". We identify 'artist' and 'church' as noun and so potentially subject or object. 'Gothic' looks like an adjective and 'live' is a verb. Besides, to describe the words, syntax can also be taken as the description of the native speaker's syntactic competence.

Syntax has two principles or rules; they are constituent structure rules and transformational rule. In this study, the researcher uses constituent structure rules. The constituent structure rules are also called phrase structure rules. In addition, constituent structure rules are an operation that moves a phrasal category (e.g. NP, VP, and PP) from one location to another within a structure.[37] The processing of nouns and verbs through their systems had to be coordinated.[38] This rule describes a sentence detail. Such a rule describes the internal composition of syntax units. Sentences have internal composition and are formed from words; the words have to be uttered one by one.

For example: The artist is living. "The artist" we can say that the **noun phrase** and "is living" as **verbs phrase.** The noun phrase is consisting of a noun as headword, and markers as number and definiteness. In addition, the definiteness is called **article**. Articles are not the only class of words, which can figure at the beginning of a noun phrase, but we can also have demonstratives like this, that, these, those and possessives are classified as **determines** and is constituent structure in marked **Det**.

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[37] Nirmala Sari, *An Introduction Linguistics*, Depdikbud, Jakarta, 1988, p. 70.
[38] *Ibid,* p. 50.

To more clearly above form of constituent's structure rule as below:

1. The boy will buy a new book.

S	= **NP**	+	**VP**	
	The boy		will buy a new book	
NP	= **Det (art)**	+	**N**	
	The		boy	
VP	= **(Aux. V) VT**	+	**NP**	
	Will buy		a new book	

2. The artist was living at 1897.

S	= **NP**	+	**VP**	
	The artist		was living at 1897	
NP	= **Det.**	+	**N**	
	The		artist	
VP	= **(Aux. V) VT**	+	**PP**	
	was living		at 1897	

3. He puts his bag on the table.

S	= **NP**	+	**VP**
	He		put his bag on the table
PN	= **N**		
	He		
VP	= **VT**	+	**NP**
	Put		his bag on the table

4. Christian bought a new car.

S	= **NP**	+	**VP**
	Christian		bought a new car
VP	= **VT**	+	**NP**
	Bought		a new car

5. My sister wears a beautiful new golden necklace.

S = **NP** + **VP**
My sister wears a beautiful new necklace

N = **Pron.** + **N**
My sister

VP = **VT** + **NP**
Wears a beautiful new golden necklace

NP = **Det.** + **AP** + **N**
A beautiful new golden necklace

6. Ben is fatter than John.

S = **NP** + **VP**
Ben is fatter than John

VP = **Aux.** + **AP** + **PN**
Is fatter than John

7. His love is much stronger and deeper.

S = **NP** + **VP**
His love is much stronger and deeper

NP = **Pron.** + **N**
His love

VP = **Aux.** + **Quantitative** + **AP** + **Conj.** + **AP**
Is much stronger and deeper

8. Why does Febri go to London?

S = **NP** + **VP**
Febri go to London

VP = **VI** + **PP**
Go to London

N = Why

Aux. = does

9. The book was given to Ann by Jane.

S = **NP** + **VP** + **NP**
The book was given to Ann by Jane

N = **Det.** + **N**
The book

VP = **Aux.** + **VT (past participle)**
was given

N = **Prep.** + **PN** + **Det** + **N**
to Ann by Jane

10. I don't understand with you.

S = **NP** + **VP**
I don't understand with you

VP = **Aux** + **N** + **VT**
Do not understand

PP = **Prep.** + **Pron.**
With you

The principles of constituent structure rules can produce elaborate combinations and permutations of all kinds of words. Therefore, the sentence will be the large number unit of words.

D. English Textbook

The title of the book is "Look Ahead an English course for senior high school student year X", written by Th. M. Sudarwati and Eudia Grace and the publisher is PT. Gelora Aksara Pratama in year 2007. Look Ahead an English course for senior high school student year X is the book that based a KTSP curriculum. KTSP (*kurikulum Tingkat Satuan Pendidikan*) *is kurikulum operasional yang disusun dan dilaksanakan oleh masing-masing satuan*

pendidikan.[39] *(Operational curriculum that is arangged and implemented by each education unit).*

KTSP was developed base on principles as like:

(1) Berpusat pada potensi, perkembangan, kebutuhan, dan kepentingan peserta didik dan lingkungannya. (2) beragam dan terpadu. (3) tanggap terhadap perkembangan ilmu pengetahuan, teknologi dan seni. (4) relevan dengan kebutuhan kehidupan (5) menyeluruh dan berkesinambungan (6) belajar sepanjang hayat (7) seimbang antara kepentingan nasional dan kepentingan daerah. ((1) concentrate on potential, developing, needing, and importance of student and them circle. (2) Various and unity. (3) Respond of Knowledge developing. (4) Relevant with needing of life. (5) Comprehensive and continues (6) study all of the time. (7) Balance between national importance and region importance.)[40]

There are some characteristics of KTSP:

(1) Berbasis kompetensi dasar (curriculum-based competencies) bukan mata pelajaran, (2) bertumpu pada pembentukan kemampuan yang dibutuhkan oleh siswa (developmentally-appropriate practice) bukan penerusan materi pelajaran, (3) berpendekatan atau berpusat pembelajaran (learner centered curriculum) bukan pengajaran, (4) berpendekatan terpadu atau intergratif (integrative curriculum atau learning across curriculum) bukan diskrit, (5) bersifat diversifikatif,pluralistis, dan multikultural, (6) bermuatan empat pilar pendidikan kesejagatan, yaitu belajar memahami (learning to know), belajar berkarya (learning to do), belajar menjadi diri sendiri (learning to be oneself), dan belajar hidup bersama (learning to live together) (7) berwawasan dan bermutan manajemen berbasis sekolah.[41] *((1) curriculum-based competencies not subject study, (2) rest on ability formation that was needed by student (developmentally appropriate practice) not continuation subject study, (3) learner centered curriculum not teaching, (4) integrative curriculum or learning across curriculum not discrete, (5) diversification, pluralities, and multicultural characteristic (6) contained four pillars of universal education, they are learning to know, learning to do, learning to be oneself, learning to live together (7) have a conception and contained of management based- schooling.*

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[39] *Peraturan Pemerintah RI.* PP RI no. 19 tahun 2005, p.11.

[40] BNSP, *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*, BNSP, Jakarta, 2006, p. 3.

[41] Masnur Muslich, *KTSP: Pembelajaran Berbasis....* p. 20-21.

The schools use KTSP curriculum in teaching English material, some of the schools are:

a. SMA 1 Jekan Raya Palangka Raya.

b. SMA 2 Jekan Raya Palangka Raya

c. SMA 3 Jekan Raya Palangka Raya (SMA Plus)

d. MAN Model Palangka Raya

Some of schools have accreditations A (excellent). They are: Jekan Raya 3 Palangka Raya (SMA Plus) and MAN Model Palangka Raya. One of the reasons Look Ahead an English course for senior high school student year X was using by them because the material of that textbook are suitable with the KTSP. To prove this information the writer includes the syllabus of SMA into appendix pages 115-120.

Kinds of English texts have been taught for the first grade students are:

a. Texts for the first semester

There were thirteen texts, they are:

1) Kernel three (recount)

2) Earth quake (recount)

3) Remembering kevyn (recount)

4) Picasso (biographical recount)

5) Batara Kala (narrative)

6) Deadalus and Icarus (narrative)

7) Thumbelina (narrative)

8) A Greedy dog (narrative)

9) A Fly and The Bull (narrative)

10) Bandung Bondowoso and Roro Jonggrang (narrative)

12) Tea Time (Narrative)

13) The Hole game (procedure)

14) The Gift (narrative)

b. Texts For the second semester

There were ten texts and the text's kinds. They were:

1) Among pets (descriptive text)

2) New chef at Shang palace (news item text)

3) Jakarta City (descriptive text)

4) Debby (descriptive text)

5) The Borobudur Temple (descriptive text)

6) Fore word (descriptive text)

7) Twenty-one killed in road accident (news item text)

8) He's a she' spares Thai drug dueler (news item text)

9) The newspaper headlines (expositive text)

10) S'pore to double arts, media by Zolz (expositive text)

CHAPTER III

CHAPTER III

RESULT OF STUDY

A. Description of the Data

After the researcher analyzes the data, the writer has got result from reading texts. The writer analyzes the reading using constituent structure rule that suitable with data analysis procedure. The writer analyzed Twenty-three texts. The writer describes the data text by text without writing the pages where the texts found out. All of the texts were analyzed basic their kinds, such as simple sentence, compound sentence, complex sentence and compound-complex sentence. However, not all of the kinds of sentence can be found in reading texts.

B. Description of the Data based on Kinds of Sentences in English textbook with title "Look Ahead an English Course for Senior High School Student Year X".

Based on the result of the research was found data of kinds of sentences in English textbook with title "Look Ahead an English Course for senior High School Student Year X". There are 290 sentences have been classified into kinds of sentences. The classification of the sentences in tables below:

Table 3.1
Description of percentage to reading text Kernel Three

Kinds of sentences	Number of sentence	Percentages
Simple sentence	8	16.67%
Compound sentence	2	16.67%
Complex sentence	2	66.67%
Total :	12	100%
Examples:		
Simple sentence	I lived in Suburb.	
Compound sentence	He liked hitting and pulling my head.	
Complex sentence	I think my first memories began when I started school at above five years old.	

Table 3.2
Description of percentage to reading text Earthquake

Kinds of sentences	Number of sentence	Percentages
Simple sentence	6	50%
Compound sentence	5	41.67%
Complex sentence	1	8.33%
Total :	12	100%
Examples:		
Simple sentence	I will tell you about my experience.	
Compound sentence	The rocks come tumbling across the road and I had to get out the car	
Complex sentence	When I got back to town, well as I said, there was not much left.	

Table 3.3
Description of percentage to reading text remembering Kevyn

Kinds of sentences	Number of sentence	Percentages
Simple sentence	3	25%
Compound sentence	9	56.25%
Complex sentence	4	18.75%
Total :	16	100%
Examples:		
Simple sentence	My older sister, Liza Minnelli, introduced us in 1991.	
Compound sentence	I got into a cab and kissed him good-bye.	
Complex sentence	Over the years, I'd also buy Allure every month to read his column.	

Table 3.4
Description of percentage to reading text Picasso

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	8	72.73%
Compound sentence	1	9.09%
Complex sentence	2	18.18%
Total :	11	100%
Examples:		
Simple sentence	He is best known for his paintings.	
Compound sentence	Among his well-known cubist painting are "The Three Musicians" and "The man with a guitar" which depict the destruction of a Spanish town.	
Complex sentence	Then he entered what was called the Blue Period.	

Table 3.5
Description of percentage to reading text Batara Kala

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	12	44.44%
Compound sentence	12	44.44%
Complex sentence	3	11.12%
Total :	27	100%
Examples:		
Simple sentence	The story is about 'Batara Kala', a myth from Java.	
Compound sentence	Batara Kala was not invited because he was evil.	
Complex sentence	Because anyone drinks this water, he or she will live forever.	

Table 3.6
Description of percentage to reading text Daedalus and Icarus

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	3	50%
Compound sentence	1	16.67%
Complex sentence	2	33.33%
Total :	6	100%
Examples:		
Simple sentence	Daedalus was a skilled Athenian craftsman and inventor.	
Compound sentence	As punishment for the crime, Minos imprisoned Deadalus and his young son, Icarus, in the Labyrinth.	
Complex sentence	His work includes the Labyrinth, a mazelike building, which imprisoned a monster called the Minotaur (half man, half bull).	

Table 3.7
Description of percentage to reading text Thumbelina

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	6	25%
Compound sentence	8	33.33%
Complex sentence	10	41.67%
Total :	24	100%
Examples:		
Simple sentence	The woman made Thumbelina a bed from a walnut shell.	
Compound sentence	The toad picked up the walnut shell and hopped out through the window into the garden.	
Complex sentence	There was once a woman who wanted a small child but didn't know where to get one.	

Table 3.8
Description of percentage to reading text A Greedy

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	2	27.28%
Compound sentence	6	54.54%
Complex sentence	3	18.18%
Total :	11	100%
Examples:		
Simple sentence	A dog was feeling very proud of himself.	
Compound sentence	He quickly carried it in his mouth and ran off to find a place to eat it.	
Complex sentence	He came to a stream, which had very clear water.	

Table 3.9
Description of percentage to reading text A Fly and the Bull

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	7	43.75%
Compound sentence	2	12.5%
Complex sentence	7	43.75%
Total :	16	100%
Examples:		
Simple sentence	He felt proud of himself.	
Compound sentence	The little fly down and buzzed around the bull's head.	
Complex sentence	There was once a little fly who thought he was very important.	

Table 3.10
Description of percentage to reading text Bandung Bondowoso and Roro Jongrang

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	6	28.57%
Compound sentence	6	28.57%
Complex sentence	9	42.86%
Total :	21	100%
Examples:		
Simple sentence	I will lose against Bandung."	
Compound sentence	Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than me.	
Complex sentence	Once, there was a beautiful Javanese princess whose name was Roro Jonggrang.	

Table 3.11
Description of percentage to reading text Tea Time

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	13	72.22%
Compound sentence	1	5.56%
Complex sentence	4	22.22%
Total :	18	100%
Examples:		
Simple sentence	Tea is also important in Japan.	
Compound sentence	In China, for example, tea is always served when people get together.	
Complex sentence	The Japanese have a special way of serving tea, called a tea ceremony.	

Table 3.12
Description of percentage to reading text The Hole Game

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	2	25%
Compound sentence	-	-
Complex sentence	6	75%
Total :	8	100%
Examples:		
Simple sentence	You must dub (click marbles together).	
Compound sentence	You must check that the marbles are in good condition and are nearly worth the same value.	

Table 3.13
Description of percentage to reading text The Gift

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	5	20.83%
Compound sentence	15	62.5%
Complex sentence	4	16.67%
Total :	24	100%
Examples:		
Simple sentence	Della and Jim Young are very poor newly married couple.	
Compound sentence	Della always noticed sadly, when Jim looked at his watch.	
Complex sentence	"I sold my watch to buy this comb for your hair! Isn't that funny?".	

Table 3.14
Description of percentage to reading text Among Pets

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	7	46.66%
Compound sentence	4	26.67%
Complex sentence	4	26.67%
Total :	15	100%
Examples:		
Simple sentence	I have a wonderful dog.	
Compound sentence	Volvo eats dog's food, fresh meal and uhm… drinks fresh milk.	
Complex sentence	He always barks loudly and noisily when there is a stranger coming to my house.	

Table 3.15
Description of percentage to reading text New Chef at Shang Palace

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	2	40%
Compound sentence	-	-
Complex sentence	3	60%
Total :	3	100%
Examples:		
Simple sentence	Shang Palace is also famous for its sumptuous Dim Sum.	
Complex sentence	Shang Palace promises that Liu will bring a fresh and new spirit to the restaurant.	

Table 3.16
Description of percentage to reading text Jakarta City

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	10	76.92%
Compound sentence	3	23.08%
Complex sentence	-	-
Total :	13	100%
Examples:		
Simple sentence	Jakarta is the capital city of Indonesia.	
Compound sentence	Rainfall occurs throughout the year, although it is the heaviest from November to May.	

Table 3.17
Description of percentage to reading text Debby

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	9	64.29%
Compound sentence	2	14.28%
Complex sentence	3	21.43%
Total :	14	100%
Examples:		
Simple sentence	Debby Putri is a model from Surabaya.	
Compound sentence	Debby has a beautiful voice and her favorite singer is Kris Dayanti.	
Complex sentence	Debby became a famous model when she won the competition of teenage Model 2005 and YTV Jrang-Jreng 2004.	

Table 3.18
Description of percentage to reading text Borobudur Temple

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	3	33.33%
Compound sentence	-	-
Complex sentence	6	66.67%
Total :	9	100%
Examples:		
Simple sentence	Its is located near Magelang, on the island of java, Indonesia.	
Complex sentence	Borobudur is a Hindu-Buddhist temple built in the 9 century under the Syailendra dynasty of java.	

Table 3.19
Description of percentage to reading text foreword

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	1	25%
Compound sentence	1	25%
Complex sentence	2	50%
Total :	4	100%
Examples:		
Simple sentence	Through this booklet, one will have a glimpse at Purna Bhakti Pertiwi.	
Compound sentence	Purna Bhakti Pertiwi Museum is a place to preserve the historical evidence of Mr soeharto's struggle and service to the country and nation from early independence up to the era of national development.	
Complex sentence	Through this booklet, one will have a glimpse at Purna Bhakti Pertiwi. It covers the meaning and material of the existing collections, consisting of various kinds and forms of the works of art, which makes this museum appealing to visit.	

Table 3.20
Description of percentage to reading text Twenty-one killed in road accident

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	1	33.33%
Compound sentence	1	33.33%
Complex sentence	1	33.33%
Total :	3	100%

Examples:	
Simple sentence	Saudi Arabia: Twenty-one people were killed when two vehicles collided on a highway near the Red Sea port city of Jeddah, a newspaper reported on Saturday.
Compound sentence	Al-Riyadh newspaper said the accident occurred on Friday when a vehicle carrying 14 Yemenis and two Saudi tried to avoid a police checkpoint by going around it, and rammed into an incoming car carrying five passengers from Saudi Arabia, Egypt and Sudan.
Complex sentence	Around 4,000 people die each year in road accidents in Saudi Arabia mainly due to recklessness-Reuters.

Table 3.21
Description of percentage to reading text He's a she spares Thai drug dealer

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	3	42.86%
Compound sentence	1	14.28%
Complex sentence	3	42.86%
Total :	7	100%
Examples:		

Simple sentence	Mongkon's passport identified her as a male.
Compound sentence	District Judge Bala Reddy sentenced Mongkon to the jail term after she pleaded guilty to trafficking in 1. 52 grams of cocaine and 25 tablets containing 2.5 grams of ketamine.
Complex sentence	Thai law does not recognize a sex change, which Mongkon underwent 10 years ago.

Table 3.22
Description of percentage to reading text The Newspaper Headlines

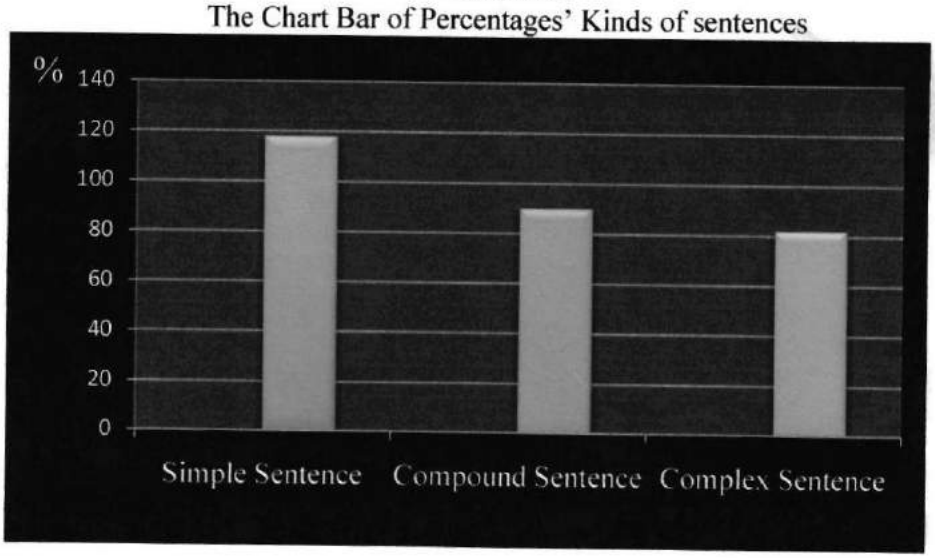
Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	2	20%
Compound sentence	6	60%
Complex sentence	2	20%
Total :	10	100%
Examples:		
Simple sentence	Headlines are the sort of 'titles' above newspaper articles.	
Compound sentence	The headlines in English language newspaper can be sometimes very difficult to understand.	
Complex sentence	One reason for this is that newspaper headlines are often written in special style, which is very different from ordinary English.	

Table 3.23
Description of percentage to reading text Spore to Double Arts Media by 2012

Kinds of sentences	Number of sentence (f)	Percentages
Simple sentence	-	
Compound sentence	4	100%
Complex sentence	-	
Total :	10	100%
Example:		
Compound sentence	Singapore's government has set aside more than S$200 million (US$116 million) over the next five years to invest in the arts sector, Lee said, without giving details.-AP	

To make them clear, in a part the data was described as result from analyze English reading text of textbook entitles Look Ahead an English Course for Senior High School Student Year X in chart bar. The writer classified the sentences that were found in English textbook, simple sentence: 118 sentences, Compound sentences: 90 sentences, Complex sentence: 82 sentences.

Table 3.24
The Chart Bar of Percentages' Kinds of sentences



C. Description of the Data based on Simple Sentence Patterns in English textbook with title "Look Ahead an English Course for Senior High School Student Year X".

In this part, the result of the data analysis was classified into simple sentence patterns. There were nine simple sentence patterns, they are:

1. Noun + Verb
2. Noun + Verb + Adverbial (1)
3. Noun + Verb + Adverbial (2)
4. Noun + Verb + Noun
5. Noun + Adverbial + Verb
6. Noun + Linking verb + Adjective
7. Noun + Linking Verb + Noun
8. Noun + Linking Verb + Adverb
9. Noun + Linking Verb+ Adverbial

However, in syntax simple sentence patterns only divided in two patterns, they are NP + VP and NP + VP + NP, from the data above the patterns number 2, 3, 4, 5, 6, 7, 8, and 9 could be classified into NP + VP + NP pattern. So the data above would be brief into these patterns. In tables below were describing the percentages of simple sentence patterns in two patterns.

Table 3.25
Description of simple sentence patterns of percentage to reading text Kernel three

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	8	100%
Total:	8	100%
Example:		
NP + VP + NP	I remember playing in a big garden.	

Table 3.26
Description of simple sentence patterns of percentage to reading text Earthquake

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	6	100%
Total:	6	100%
Example:		
NP + VP + NP	My God, that was a nightmare.	

Table 3.27
Description of simple sentence patterns of percentage to reading text Remembering Kevyn

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	2	66.67%
NP + VP + NP	1	33.33%
Total:	3	100%
Examples:		
NP + VP	Spending time with Kevyn was like being hugged.	
NP + VP + NP	We instantly hit it off.	

Table 3.28
Description of simple sentence patterns of percentage to reading text Picasso

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	8	100%
Total:	8	100%
Example:		
NP + VP + NP	Picasso was one of the most outstanding and important artist of the 1900's	

Table 3.29
Description of simple sentence patterns of percentage to reading text Batara Kala

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	12	100%
Total:	12	100%
Example		
NP + VP + NP	Immediately both of them reported to Batara Vishnu, the keeper god of the Universe	

Table 3.30
Description of simple sentence patterns of percentage to reading text Daedalus and Icarus

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	2	100%
Total:	2	100%
Example:		
NP + VP + NP	Daedalus helped Mino's daughter, Ariadne with Theseus, the slayer of Minotaur.	

Table 3.31
Description of simple sentence patterns of percentage to reading text Thumbelina

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	6	100%
Total:	6	100%
Example:		
NP + VP + NP	The woman made Thumbelina a bed from walnut shell.	

Table 3.32
Description of simple sentence patterns of percentage to reading text A Greedy Dog

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	2	100%
Total:	2	100%
Example:		
NP + VP + NP	He had found a big, juicy bone at the market.	

Table 3.33
Description of simple sentence patterns of percentage to reading text The Fly and the Bull

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	7	100%
Total:	7	100%
Example:		
NP + VP + NP	Immediately both of them reported to Batara Vishnu, the keeper god of the Universe	

Table 3.34
Description of simple sentence patterns of percentage to reading text Bandng Bondowoso and Roro Jonggrang

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	6	100%
Total:	6	100%
Example:		
NP + VP + NP	Approaching midnight, the work was nearly done.	

Table 3.35
Description of simple sentence patterns of percentage to reading text Tea Time

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	13	100%
Total:	13	100%
Example:		
NP + VP + NP	In different countries, people have very different ideas about drinking tea.	

Table 3.36
Description of simple sentence patterns of percentage to reading text The Hole Game

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	2	100%
Total:	2	100%
Example:		
NP + VP + NP	The first player carefully throws his or her marble towards the hole.	

Table 3.37
Description of simple sentence patterns of percentage to reading text
The Gift

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	5	100%
Total:	5	100%
Example:		
NP + VP + NP	It was fixed to button-hole of his coat by a common old leather strap.	

Table 3.38
Description of simple sentence patterns of percentage to reading text
Among Pets

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	7	100%
Total:	7	100%
Example:		
NP + VP + NP	He has grayish-white fur, small ears, and a shaped mouth.	

Table 3.39
Description of simple sentence patterns of percentage to reading text
New Chef at Shang Palace

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	2	100%
Total:	2	100%
Example:		
NP + VP + NP	The award-winning Shang Palace restaurant has appointed Liu Ching Hai as its new executive Chinese chef.	

Table 3.40
Description of simple sentence patterns of percentage to reading text Jakarta City

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	10	100%
Total:	10	100%
Example:		
NP + VP + NP	Surrounding the square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.	

Table 3.41
Description of simple sentence patterns of percentage to reading text Debby

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	9	100%
Total:	9	100%
Example:		
NP + VP + NP	Debby is the first daughter of Mr. Fajar Putti and Mrs. Ana Karaeng.	

Table 3.42
Description of simple sentence patterns of percentage to reading text Borobudur Temple

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	1	100%
Total:	1	100%
Example:		
NP + VP + NP	The entire edifice is crowned by a large stupa at the center of the top circle.	

Table 3.43
Description of simple sentence patterns of percentage to reading text
Foreword

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	1	100%
Total:	1	100%
Example:		
NP + VP + NP	Through this booklet, one will have a glimpse at Purna Bhakti Persiwi.	

Table 3.44
Description of simple sentence patterns of percentage to reading text
Twenty-one killed in road accident

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	1	100%
Total:	1	100%
Example:		
NP + VP + NP	Around 4,000 people die each year in road accidents in Saudi Arabia mainly due to recklessness-Reuters.	

Table 3.45
Description of simple sentence patterns of percentage to reading text
He's a She' spares Thai drug dealer

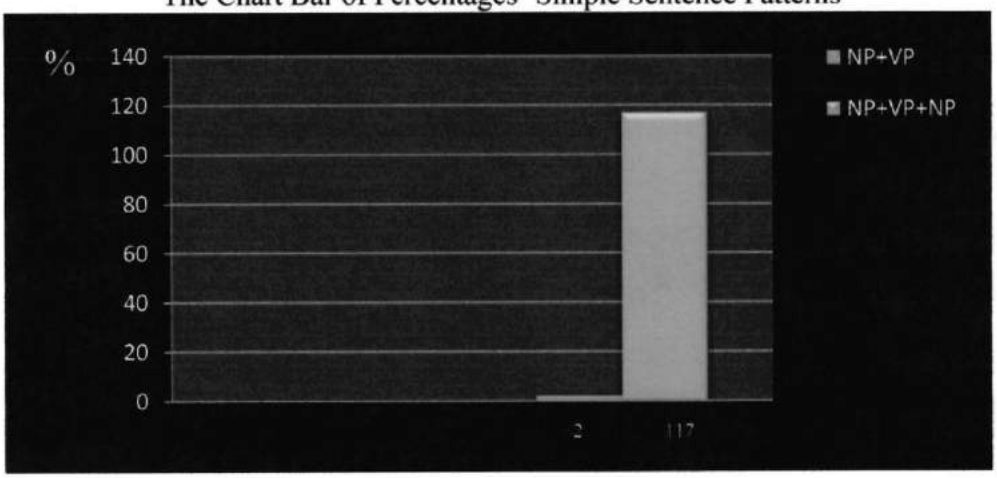
Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + NP	3	100%
Total:	3	100%
Example:		
NP + VP + NP	Prostitute Mongkon Pusuwan, 37, was charged with drug trafficking last month, an offense carrying a caning punishment for males.	

Table 3.46
Description of simple sentence patterns of percentage to reading text
The Newspaper Headlines

Simple Sentence Patterns	Number of sentence (f)	Percentages
NP + VP	-	-
NP + VP + VP	2	100%
Total:	2	100%
Example:		
NP + VP + NP	Newspaper headlines often follow rather different grammatical rules from other kinds of writing.	

From the result of this research above base on simple sentence patterns was found that NP + VP = 2, NP + VP + NP = 117. For the percentages as general could be described in chart bar as below:

Table 3.47
The Chart Bar of Percentages' Simple Sentence Patterns



D. The last Result of Analysis English textbook entitled "Look Ahead and English Course".

As the last result, was made general formula in Constituent structure rules. This formula is conclusion from all of sentences that found out in English textbook. They are:

1. S : NP + VP + NP

NP : VI

VT

NP : Art. + N

PN

Pron.

Examples:

a. Kevyn taught me.

b. The rocks came tumbling.

c. Debby Putri is a model.

2. S : NP + VP + AP

VP : VT

AP : Adj. + Prep. + Pron.

Art. + Adj. + N

NP : Art. + N

PN

Pron.

Examples:

a. I had a happy childhood.

b. He felt proud of himself.

1. S : NP + VP + PP

VP : VI

VT

PP : Prep. + N

Prep. + Art. + N

Examples:

a. I lived in Suburb of Sydney.

b. I remembered playing in a big garden.

2. S : PP + VP + NP

PP : Prep. + Art. + N

Prep. + Pron.

VP : VT

VI

Examples:

a. In the United State, people drink tea.

b. She sailed.

5. S : AP + VP

AP : Art. + Adj. + N

Adj. + N

VP : VT

Examples:

a. The little fly flew down.

b. Short words save space.

CHAPTER IV

CHAPTER IV

CLOSING

A. Conclusion

1. Based on the data analysis it was found 290 sentences in 23 texts written in English textbook entitled Look Ahead an English Course for senior High School Students' Year X. The sentences were classified based on their kinds, such as:

a. Simple sentences consisted of 118 sentences.

b. Compound sentences consisted of 90 sentences.

c. Complex sentences consisted of 82 sentences.

d. Compound- complex sentence consisted of zero sentences or there is no.

2. There were eight simple sentence patterns as follows:

a. Noun + Verb + Adverbial (1)

b. Noun + Verb + Adverbial (2)

c. Noun + Verb + Noun

d. Noun + Adverbial + Verb

e. Noun + Linking verb + Adjective

f. Noun + Linking Verb + Noun

g. Noun + Linking Verb + Adverb

h. Noun + Linking Verb + Adverb.

b. The grammatical description of these constituents

this describe how constituents differ from each other, how each type is constructed, how they combine with each other, what order they can, or must, occur in, and soon. This will involve naming the different types of constituent so that they can be identified.[42]

B. Suggestion

After conclusion was got from this research, there are some suggestions above how important to learn about sentences in English textbook, especially English textbook that was used in school, as like English textbook Look Ahead an English Course for Senior High School Students Years X. They are:

1. Base on the study result of this research, apparently this textbook is good and it is recommended to continue of using it.
2. English teachers of Senior High School not only teach material that there is in English textbook but also should be added up the points like kinds of sentences and tenses that used at every discussion of reading material.
3. Teachers should not only use one textbook as teaching material but also add up with the other textbooks.
4. The next researcher can develop this study research to be the new research that may be very useful to education word.

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[42] Keith Brown and Miller, *Syntax*, p. 12.

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APPENDIXES

A. READING TEXTS

Texts for the first semester:

Text 1 (page: 9)

Kernel Three

I think my first memories began when I started school at about five years old. I lived in suburb of Sydney. I had a happy childhood. I remember playing in a big garden. I fell from a big tree and broke my hand. I remember I had a naughty friend named Giant-O, because he was fat. He liked hitting and pulling my head. It was so pathetic. One day I hit him over the head with my bag. His parents were very angry with me. But I didn't feel sorry at all at that time. Nevertheless, since then Giant-O has become my good friend. It was such an unforgettable childhood.

(Adapted from: Kernel Three)

Text 2 (page: 13)

Earthquake

Has everybody here heard of an earthquake? Do you know what it is like when it happens? Well, I once experienced it. I will tell you about my experience. Listen. I was driving along the coast road when the car suddenly lurched to one side. You know what happened. At first, I thought a tire had gone flat but then I saw telegraph poles collapsing like matchsticks. It is terrible, isn't it? Next, guess what! The rocks came tumbling across the road and I had to get out the car. When I got back to town, well as I said, there was not much left. My God, that was a nightmare.

Text 3 (page: 14)

Remembering Kevyn

I had the great honor of being able to call Kevyn Aucoin, my friend. He was not only a magnificent artist, but more important, a magnificent human being. My older sister, Liza Minnelli, introduced us in 1991. We instantly hit it off.

Kevyn did my make-up for photo shoots with my sister and for the 1993 Tony Awards. But I will always remember the day we spent together in my bathroom. Kevyn taught me how to do my own make-up. He told me to stop plucking my eyebrows every five minutes and, as we were finishing, he made a list of what he used. I asked him to come to Bloomingdale's with me, fully expecting him to say "No", but he said he'd love to and off we went. By 6.30 p.m., we had shopped our brains out and laughed so much that we were exhausted. I got into a cab and kissed him good-bye.

Over the years, I'd also buy Allure every month to read his column. His work has truly made make-up as important as fashion. Spending time with Kevyn was like being hugged. He was an angel and all of us who knew him were lucky.

Lorna luft

Beverly Hills

Text 4 (page: 26)

Picasso

Picasso was one of the most outstanding and important artists of the 1900's. He is best known for his paintings. Almost every style in modern art is represented in Picasso's works.

Picasso was born in 1881 in Malaga, Spain as the son of an art teacher. He studied painting with his father and also in Madrid. From about 1895 to 1901, he painted realistic works in a traditional style. Then he entered what was called the Blue Period. During this time, he only used shades of blue in his paintings show poverty he saw in Barcelona.

After 1907, he entered into the style of cubism. Among his well-known cubist painting are "The Three Musicians" and "The man with a guitar" which depict the destruction of a Spanish town. Picasso died in France in 1973.

(Adapted from: Golden Home encyclopedia, p. 4751)

Text 5 (page: 44-45)

Batara Kala

Well, my friends, I have a very interesting story. The story is about 'Batara Kala', a myth from Java. Have you heard about it? No? Never? Please be quit and listen carefully. You know, Batara Kala is an evil giant. He always killed people, especially children. His hire was made from fire. Everybody was frightened of him.

One day Batara Guru, the chief of God invited all the Gods and Goddesses to drink secret water in paradise. The water was called Tirta Amertasari. It means "The water of immortality". You know why? Because anyone drinks this water, he or she will live forever. He or she will never die.

You know what? Batara Kala was not invited because he was evil. Then, secretly, he flow into paradise andstole some of the water. Batara Surya, the God of Sun and Batari Chandria, the Goddess of Moon knew what he did.

Immediately, both of them reported to Batara Vishnu, the keeper God of the universe.

Then Batara Vishnu took his fatal weapon, Cakra and shot it at Batara Kala. While Batara Kala was drinking the water, the Cakra hit him on the neck. Batara Kala's body was separated from the head at once. But since he had drunk the secret water, his head was alive. He was very furios with Batara Surya and Batari Chandra and swore to take revenge on them.

He chased Batara Surya and Batari Chandra, chaugh them both and swallowed them up. Fortunately, Batara Surya and Batari Chandra could escape from Batara Kala's throat because he no longer had a body. So, Batari Chandra and Batara Surya were safe everytime Batara Kala swallowed them up.

That's why when there is solar eclipse or lunar eclipse, Javanese people believe that batara Kala I swallowing Batara Surya or Batari Chandra. It's interesting. Isn't it?

Text 6 (page: 47)

Daedalus and Icarus

Daedalus was a skilled Athenian craftsman and inventor. Daedalus took his nepweh Perdix (Talos) ho was a brilliant craftsman with Daedalus to Crete.

Minos, the king of Crete, hired Daedalus who created many ingenious inventions while in the ruler's service. His work includes the Labyrinth, a mazelike building, which imprisoned a monster called the Minotaur (half man, half bull).

Daedalus helped Mino's daughter, Ariadne escape with Theseus, the slayer of Minotaur. As punishment for the crime, Minos imprisoned Deadalus and his young son, Icarus, in the Labyrinth.

(Adapted from: www.myth.com)

Text 7 (page: 49)

Thumbelina

There was once a woman who wanted a small child but didn't know where to get one. So, she went to a witch for help "A little child?" said the witch, "that's easy. Here's magic seed. Plant it in a flower pot and see what happens!"

The woman thanked the witch, paid her with a piece of silver, and went home to plant the magic seed. As soon as it touched the soil, the seed grew into a tulip, whose flower opened with a pop. In the middle of the flower sat a tiny girl.

"Why, the pretty little thing is hardly as big as my thumb!" cried the woman. "I am going to call her Thumbelina." The woman made Thumbelina a bed from a walnut shell. Instead of going out, Thumbelina played on the kitchen table. Her favorite game was sailing across a bowl of water in a boat made from a tulip leaf. As she sailed, she sang in a high, sweet voice.

One night, an old toad got in through an open window and hopped down onto the kitchen table. "Just the wife for my son!" the toad declared when it saw Thumbelina sleeping in her tiny bed. The toad picked up the walnut shell and hopped out through the window into the garden. At the bottom of the garden, there was a stream with muddy banks, and that was where the old toad lived with her son. He was even damper and uglier than his mother. When he saw the little

pretty girl asleep in the walnut shell, all he could say was, "Ribbik! Ribbik!". " Not so load!" whispered the old toad. "If you wake her up, she'll run away. Well put her on a water-lily leaf in the middle of the stream so she won't be able to escape. Then we can clear out the best room for the wedding."

In the morning, when she woke up, Thumbelina was startled to find herself on a big green leaf in the middle of a stream.

(Taken from: www.storytell.com)

Text 8 (page: 55)

A GREEDY DOG

A dog was feeling very proud of himself. He had found a big, juicy bone at the market. He quickly carried it in his mouth and ran off to find a place to eat it. He came to a stream, which had very clear water. He started to walk across it, taking his own sweet time. He was thinking what a wonderful time he would have when he could eat the whole juicy bone, all by himself.

Suddenly he stopped and looked down into the water. He saw a dog there looking back at him, also with a bone in his mouth. He did not know he was looking at himself. He said to himself, "That dog's bone looks bigger than mine. I'll grab his bone and run away as fast as I can!"

(Taken from: Angel's moral stories)

Text 9 (page: 56-57)

THE FLY AND THE BULL

There was once a little fly flew down and buzzed around the bull's head. The bull did not him he went on chewing grass.

Text 9 (page: 56-57)

THE FLY AND THE BULL

There was once a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him. The little fly down and buzzed around the bull's head. The bull did not him he went on chewing grass.

The fly then buzzed right inside the bull's ear. The bull continued chewing grass. The fly thought, "What a stupid animal!"

Now the fly decided to land on one of the bull's horns to make the bull notice him. He waited for the bull to say something, but the bull kept quiet. The fly then shouted angrily, "Oh bull, if you find that I am too heavy for you, let me know and I'll fly away!"

The bull laughed and said, "Little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone."

(Taken from: Angel's moral story)

Text 10 (page: 59-60)

Bandung Bondowoso and Roro Jonggrang

(The Legend of Prambanan Temple)

Once, there was a beautiful Javanese princess whose name was Roro Jonggrang. Roro Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, an evil king.

One day, a handsome young man with super natural power, named Bandung Bondowoso, defeated and killed Prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.

Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father. But she was also afraid of Bandung. So, to refuse politely, she made a condition. "I will marry you but ypu have to build one thousand temples in one night as a wedding gift," requested Roro Jonggrang. Bandung agreed with this condition.

Helped by the spirits of demons, Bandung Bondowoso started building the temples. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than me. I will lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.

Bandung Bondowoso got frustrated because he failed to complete the thousandth temple. "The princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have cheated me. Now, the thousandth temple is you!"

At once, the princess turned into a statue. Knowing this, Bandung Bondowoso regretted this and he went away into a far land. From then, people called the temple Prambanab Temple and the princess statute, Roro Jonggrang statue.

Text 11 (page: 67)

Tea Time

All around the world, people drink tea. But tea does not mean the same thing to everyone. In different countries, people have very different ideas about drinking tea. In China, for example, tea is always served when people get together. The Chinese drink it any time of day, at home, or in a tea house. Yhey prefer their tea plain, with nothing else in it.

Tea is also important in Japan. The Japanese have a special way of serving tea, called a tea ceremony. There is even a special room for it in Japanese homes. Another tea drinking country is England. In England, the late afternoon is 'tea time'. Almost everyone has a cup of tea then. The English usually make tea in a teapot and drink it with cream and sugar. They also eat cakes, cookies and little sandwiches at teatime.

In the United States, people drink tea mostly for breakfast or after meals. Americans usually have tea in teapots. In the summer, many Americans drink cold tea- called 'iced tea'. They sometimes drink tea from cans, like soda.

Text 12 (page: 84)

The Hole Game

Two players, one marble per person, a hole in ground, a line (distance) to start from.

1. You must dub (click marbles together)
2. You must check that the marbles are in good condition and are nearly worth the same value.

3. Dig a hole in the ground and draw a line, a fair distance away from the hole.

4. The first player carefully throws his or her marble towards the hole.

5. Then the second player tries to throw his or marble closer to the hole than his or her opponent.

6. The player whose marble is closer to the hole tries to flick his/her marble into the hole. If successful, this player tries to flick his or her opponent's marble into the hole **wins** and **gets** to keep both marbles.

*(Taken from: www.the **holegame.com**)*

Text 13 (page: 106)

The Gift

By O'Henry

Well, here is the story. Della and Jim Young are very poor newly married couple. Jim's wage was enough to rent only a very small apartment. But there were two things of which each were extremely proud: Della had the longest and most beautiful hair in all of New York, and Jim possessed a magnificent gold pocket watch, given to him by his father.

New Year's Day was drawing near, and Jim and Della began to think what present they could afford to give each other. Della always noticed sadly, when Jim looked at his watch. It was fixed to buttonhole of his coat by a common old leather strap. He really needed a gold chain for his watch. And Jim often thought, as he looked at Della combing her long hair. "How nice it would if only he could buy her a jeweled hair- comb for her hair." But a gold watch-chain and a jeweled hair-comb would have cost far more money than they could afford.

Then suddenly Della had a wonderful idea! Quicly she ran down the street to the shop with the notice 'Hair Bought.' She went in and an hour later walked out of the shop with $ 15 in her hand, but with shot-cut hair! On the way home she stopped at a watchmaker's shop and found exactly the right chain for Jim's watch.

Returning home, Della wrapped the precious gift in a piece of colored paper, then she curled her short hair. When Jim arrived home and saw her hair, he was speechless.

"Oh, Jim, don't look at me like that!" said Della. "It will grow again, sure I will." She handed a parcel to Jim. "You see, I had to sell it to get some money for your present. Happy New Year, Jim darling,"

Jim opened the parcel. He dropped into a chair and laughed until tears came out of his eyes, "I think we'd better put this present away for a while," he said gently at last. "You see," he continued, taking a small package from his pocket. "I sold my watch to buy this comb for your hair! Isn't that funny?"

Nodding, as the tears rose in her eyes too Della gave Jim a brave smile and said, "Our present are the best presents in the world, you know."

Texts for the second semester:

Text 14 (page: 115)

Among pets

Among pets, I like dogs the best because they are tame animals and they can be trained as a man's friend. I have a wonderful dog. I named him Volvo.

You know, Volvo is a male dog. He is a Pomeranian dog and is about . . . uhm... two years old. That's right, two years old.

My dog is great. He has grayish-white fur, small ears, and a shaped mouth. His paws are strong.

Well, my dear Volvo is a clever dog. He always barks loudly and noisily when there is a stranger coming to my house. You know what? He also can do many things such as sitting down quietly, bringing the newspaper to me, standing on his two hind feet, and shaking my hand.

I always take him to a grooming salon twice a month to have him bathed and to trim his fur neatly. Volvo eats dog's food, fresh meal and uhm... drinks fresh milk. I don't let him eat bones because they are not good for him.

Text 15 (page: 126)

New Chef at Shang Palace

The award-winning Shang Palace restaurant has appointed Liu Ching Hai as its new executive Chinese chef. Named by Jakarta Kilni magazine as the most popular Chinese restaurant in town. Shang Palace promises that Liu will bring a fresh and new spirit to the restaurant.

Shang Palace is also famous for its sumptuous Dim Sum. Starting his career at the age of 15, Liu has more than 20 years of culinary experience. Liu won the "Best Culinary Skill Award" competition organized by the Hong Kong Tourism Association in 1989.

Text 16 (page: 133)

JAKARTA CITY

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung River. Jakarta dominates Indonesian's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia. With a population of about 9 million, Jakarta has more people than any other cities in Indonesia. The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. The average annual precipitation in Jakarta is 1,790 mm. the city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

Kota is the city's oldest commercial area. It is located south of the old Sunda Kelapa harbour. Glodok, the south of Kota is a banking, retail and residential neighbourhood with a large Chinese population. Merdeka Square with monas (The National Monument) dominates the city's central district. Surrounding the square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

Adapted from Microsoft Encarta

Text 17 (page: 160)

Debby

Debby Putri is a model from Surabaya. Now she is a student of State Senior High School 71 Surabaya. Debby is the first daughter of Mr. Fajar Putti and Mrs. Ana Karaeng. Debby became a famous model when she won the competition of teenage Model 2005 and YTV Jrang-Jreng 2004.

Debby is brown-skinned. She is tall and slender. She is 17 years old. Debby has wavy, short, black hair, a pointed nose and rather big ears. Her face is oval and her cheeks are dimpled when she smiles.

Debby is an attractive girl in her blue jeans. She likes her because she is a humorous and creative girl. She gets on well with other people and she never forces her opinions on others. But sometimes Debby is short-tempered when she loses her personal things. Her hobbies are cooking Japanese food, shoppin and singing. Debby has a beautiful voice and her favorite singer is Kris Dayanti.

Text 18 (page: 167)

The Borobudur Temple

Borobudur is a Hindu-Buddhist temple built in the 9 century under the Syailendra dynasty of java. Its is located near Magelang, on the island of java, Indonesia.

Abandoned in the 11th century and partially excavated by archaeologists in the early 20th century, Borobudur temple is well known all over the world. Influenced by the Gupta architecture of India, the temple is constructed on hill

46m (150 ft) high and consists of eight-step like stone terraces, one on top of the other.

The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper three are circular, each with a circle of bell-shaped stupas (Buddhist shrines).The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passages and stairways.

The design of Borobudur, a temple mountain symbolizing the structure of the universe, is similar to the temples built at Angkor, Cambodia. The Borobudur temple, rededicated, as an Indonesian national monument in 1983, is a valuable treasure for Indonesian people.

Text 19 (page: 168)

Foreword

Purna Bhakti Pertiwi Museum is a place to preserve the historical evidence of Mr soeharto's struggle and service to the country and nation from early independence up to the era of national development.

As a tourist object, this museum also houses a number of the finest works of art presented to Mr. and Mrs. Soeharto by friends as well as colleagues from all corners of the world.

Through this booklet, one will have a glimpse at Purna Bhakti Pertiwi. It covers the meaning and material of the existing collections, consisting of various kinds and forms of the works of art, which makes this museum appealing to visit.

(Taken from booklet Purna Bhakti Museum)

Text 20 (page: 179)

Twenty-one killed in road accident

SAUDI ARABIA: Twenty-one people were killed when two vehicles collided on a highway near the Red Sea port city of Jeddah, a newspaper reported on Saturday.

Al-Riyadh newspaper said the accident occurred on Friday when a vehicle carrying 14 Yemenis and two Saudi tried to avoid a police checkpoint by going around it, and rammed into an incoming car carrying five passengers from Saudi Arabia, Egypt and Sudan. Around 4,000 people die each year in road accidents in Saudi Arabia mainly due to recklessness-Reuters.

The Jakarta Post, August 6, 2006

Text 21 (page: 181)

He's a she' spares Thai drug dealer

SINGAPORE. A sex change operation spared a Thai drug dealer a caning but not six years in a Singapore jail, news reports said Friday. Prostitute Mongkon Pusuwan, 37, was charged with drug trafficking last month, an offense carrying a caning punishment for males. The problem, according to The Straits Times, was Mongkon looked every inch like a woman.

Mongkon's passport identified her as a male. Thai law does not recognize a sex change, which Mongkon underwent 10 years ago. A doctor in Singapore confirmed her female gender. District Judge Bala Reddy sentenced Mongkon to

the jail term after she pleaded guilty to trafficking in 1. 52 grams of cocaine and 25 tablets containing 2.5 grams of ketamine. –DPA

Text 22 (page: 182)

THE NEWSPAPER HEADLINES

Headlines are the sort of 'titles' above newspaper articles. The headlines in English language newspaper can be sometimes very difficult to understand. One reason for this is that newspaper headlines are often written in special style, which is very different from ordinary English. In this style, words are used in unusual ways, and there are some specials rules of grammar.

Short words save space, and so they are very common in newspaper headlines. Some of the short words in headlines are unusual in ordinary English (e.g. curb meaning restriction), but they are very common in newspaper headlines. Some are used in special senses, which they do not often have in ordinary language (e.g. bid meaning 'attempt'). Other words are chosen because they sound dramatic (e.g. blaze, meaning 'fire').

Newspaper headlines often follow rather different grammatical rules from other kinds of writing. For examples, headlines are not always complete sentences and they often contain there, four, or more nouns.

Text 23 (page: 195)

S'Pore to double arts, media by 2012

SINGAPORE: The Singapore government wants to double the size of the country's media, design and art industries to six percent of the economy by 2012, a minister said on Saturday. The target came as officials said they want the

country to move away from its stuffy, rule-bound image and embrace more creativity as it seeks ways to sustain its economic growth.

"The creative industries are poised to play a significant role in transforming our economy and society," Lee Boon Yang, Minister for Information, Communication and the Arts, told a graduation ceremony for fine arts students. Singapore's government has set aside more than S$200 million (US$116 million) over the next five years to invest in the arts sector, Lee said, without giving details.-AP

(Taken from: Singapore Strait Times, 2004)

B. Description of the Data based on Simple Sentence Patterns in English textbook with title "Look Ahead and English Course".

Table 3.24 **(Kernel Three)**

<table>
<tr><th>No</th><th>Sentence</th><th>Simple Sentence Pattern</th></tr>
<tr><td>1.</td><td>I lived in suburb of Sydney.</td><td>Noun + Verb + Adverbial (2)
<table><tr><td>Noun phrase</td><td colspan="2">Verb phrase</td></tr><tr><td>Subject
Noun</td><td>Verb</td><td>Prepositional phrase</td></tr><tr><td>I</td><td>lived</td><td>in suburb of Sydney</td></tr></table></td></tr>
<tr><td>2.</td><td>I had a happy childhood.</td><td>Noun + Verb + Noun
<table><tr><td>Noun phrase</td><td colspan="2">Verb Phrase</td></tr><tr><td>Subject
Noun</td><td>Verb</td><td>Direct object
Noun</td></tr><tr><td>I</td><td>had</td><td>a happy childhood</td></tr></table></td></tr>
<tr><td>3.</td><td>I remember playing in a big garden.</td><td>Noun + Verb + Adverbial (2)
<table><tr><td>Noun phrase</td><td colspan="2">Verb phrase</td></tr><tr><td>Subject
Noun</td><td>Verb</td><td>Prepositional Phrase</td></tr><tr><td>I</td><td>remember playing</td><td>in a big garden</td></tr></table></td></tr>
<tr><td></td><td></td><td>Noun + Linking verb + Adjective</td></tr>
</table>

4.	It was so pathetic.	Noun + Linking Verb + Subjective Complement Noun phrase (Subject / Noun): It Linking Verb: was Subjective Complement (Adjective): so pathetic
5.	One day I hit him over the head with my bag.	Noun + Verb + Noun Noun phrase (Subject / Noun): I Verb Phrase: Verb: hit; Direct object (noun): him over the head with my bag
6.	But I didn't feel sorry at all that *time*.	Noun + Verb + Adverbial (1) Noun phrase (Subject / Noun): I Verb phrase: Verb: didn't feel sorry; Adverb: at all that time
7.	Nevertheless, since then Giant-O has become my good friend.	Noun + Verb + Noun Noun phrase (Subject / Noun): Giant- O Verb Phrase: Verb: has become; Direct object (Noun): my good friend
8	It was such an unforgettable childhood.	Noun + Linking Verb+ Adjective Noun phrase (Subject / Noun): It Verb Phrase: Linking Verb: was; Subjective Complement (Adjective): such an unforgettable childhood

Table 3.25 (**Earthquake**)

No	Sentence	Simple Sentence Patterns
1.	Has everybody here heard of an earthquake?	Noun + Verb + Noun Noun Phrase (Subject / Noun): Has everybody here Verb Phrase: Verb: heard of; Direct object (Noun): an earthquake
2.	Well, I once experience it.	Noun + Linking Verb + Noun Noun Phrase (Subject / Noun): Well, I Verb Phrase: Linking Verb: once experience; Direct object (Noun): it
3.	I will tell you	Noun + Verb + Noun

	about my experience.	Noun Phrase: Subject / Noun: I — Verb Phrase: Verb: will tell — Direct object / Noun: about my experience
4.	It is terrible isn't it?	Noun + Linking Verb + Adjective: Noun Phrase: Subject / Noun: It — Verb Phrase: Linking Verb: is — Subjective complement / Adjective: terrible
5.	Next, guess what!	Noun + Verb + Noun: Noun Phrase: Subject / Noun: (next) hidden subject — Verb Phrase: Verb: guess — Direct object / Noun: what!
6.	My God, that was a nightmare.	Noun + Linking Verb + Noun: Noun Phrase: Subject / Noun: My God, that — Verb Phrase: Linking Verb: was — Direct object / Noun: about my experience

Table 3.26 (**Remembering Kevyn**)

No	Sentence	Simple Sentence Patterns
1.	My older sister, Liza Minnelli, introduced us in 1991.	Noun + Verb + Noun: Noun Phrase: Subject / Noun: My older sister, Liza Minnelli — Verb Phrase: Verb: introduced — Direct object / Noun: about my experience
2.	We instantly hit it off.	Noun + Adverbial + Verb: Noun phrase: Subject / Noun: We — Verb phrase: Adverb: instantly — Verb: hit it off
3.	Spending time with Kevyn was like being hugged.	Noun + Verb: Noun Phrase: Noun: Spending time with Kevyn — Verb Phrase: Verb: was like being hugged

BLANKO SERAH TERIMA SKRIPSI

NAMA : RINI HANDAYANI
NIM : 040112 0146
JURUSAN : Tarbiyah
PRODI : TBI
JUDUL : An analysis of English Sentence structure in English Textbook for the first Graduate of Senior High School Students.

		Paraf	Banyaknya	Tanggal	Ket
JURUSAN	:		1	30/4 09	
PEMBIMBING I	:		1	30/4 09	
PEMBIMBING II	:		1	30/4 09	
PERPUSTAKAAN/ MIKWA	:		1	30/4-09	

Yang menyerahkan,

Rini Handayani

Table 3.27 **(Picasso)**

No	Sentence	Simple Sentence Patterns
1.	Picasso was one of the most outstanding and important artists of the 1900's.	Noun + Linking Verb + Noun Noun Phrase: Subject Noun = Picasso; Verb Phrase: Linking Verb = was; Direct object Noun = one of the most outstanding and important artist of the 1900's
2.	He is best known for his paintings.	Noun + Verb + Noun Noun phrase: Subject Noun = He; Verb Phrase: Verb = is best known; Direct object Noun = for his painting
3.	Almost every style in modern art is represented in Picasso's works	Noun + Verb + Noun Noun phrase: Subject Noun = Almost every style in modern art; Verb Phrase: Verb = is represented; Direct object Noun = In Picasso's works
4.	Picasso was born in 1881 in Malaga, Spain as the son of an art teacher.	Noun + Verb + Adverbial (1) Noun phrase: Subject Noun = Picasso; Verb phrase: Verb = was born; Adverb = in 1881 in Malaga, Spain as the son of an art teacher.
5.	He studied painting with his father and also in Madrid	Noun + Verb + Noun Noun phrase: Subject Noun = He; Verb Phrase: Verb = studied; Direct object noun = painting with his father and also in Madrid
6.	From about 1895 to 1901 he painted realistic works in a traditional style	Noun + Verb + Noun Noun phrase: Subject Noun = From about 1895 to 1901 he; Verb Phrase: Verb = painted; Direct object noun = realistic works in a traditional style.

7.	After 1907, he entered into the style of cubism.	Noun + Verb + Noun Noun phrase | Verb Phrase Subject | Verb | Direct object Noun | | noun After 1907, he | entered | into the style of cubism
8.	Picasso died in France in 1973	Noun + Verb + Adverbial (1) Noun Phrase | Verb Phrase Subject | Verb | Adverb Noun | | Picasso | died | France in 1973

Table 3.28 **(Batara Kala)**

No	Sentence	Simple Sentence Patterns
1.	Well, my friends, I have a very interesting story.	Noun + Verb + Noun Noun phrase | Verb Phrase Subject | Verb | Direct object Noun | | noun Well my friends, I | have | a very interesting story
2.	The story is about 'Batara Kala', a myth from Java	Noun + Linking Verb + Noun Noun Phrase | Verb Phrase Subject | Linking Verb | Direct object Noun | | Noun The story | is | about 'Batara Kala', a myth from Java.
3.	He always killed people, especially children	Noun + Verb + Noun Noun phrase | Verb Phrase Subject | Verb | Direct object Noun | | noun He always | killed | People especially children
4.	His hair was made from fire	Noun + Verb + Noun Noun phrase | Verb Phrase Subject | Verb | Direct object Noun | | noun His hair | was made | from fire
5.	Everybody was frightened of him.	Noun + Verb + Noun Noun phrase | Verb Phrase Subject | Verb | Direct object Noun | | noun Everybody | was frightened | of him

6. The water was called Tirta Amertasari

Noun + Verb + Noun

Noun phrase	Verb Phrase	
Subject	Verb	Direct object
Noun		noun
The water	was called	Tirta Amertasari

7. It means "The Water of Immortality"

Noun + Verb + Noun

Noun phrase	Verb Phrase	
Subject	Verb	Direct object
Noun		noun
It	means	"The Water of Immortality

8. You know why?

Noun + Verb + Adverbial (1)

Noun Phrase	Verb Phrase	
Subject	Verb	Adverb
Noun		
You	know	why?

9. He or she will never die

Noun + Verb + Adverbial (1)

Noun Phrase	Verb Phrase	
Subject	Verb	Adverb
Noun		
He or she	will	never die

10. You know what?

Noun + Verb + Adverbial (1)

Noun Phrase	Verb Phrase	
Subject	Verb	Adverb
Noun		
You	know	what?

11. Immediately both of them reported to Batara Vishnu, the keeper god of the Universe

Noun + Verb + Noun

Noun Phrase	Verb Phrase	
Subject	Verb	Direct object
Noun		Noun
Immediately both of them	reported	to Batara Vishnu, the keeper god of the Universe

12. Batara Kala's body was separated from the head at once

Noun + Verb + Adverbial (1)

Noun Phrase	Verb Phrase	
Subject	Verb	Adverb
Noun		
Batara Kala's body	was separated	from the head at once

Table 3.29 **(Deadalus and Icarus)**

<table>
<tr><th>No</th><th>Sentence</th><th>Simple Sentence Patterns</th></tr>
<tr><td>1</td><td>Daedalus was a skilled Athenian craftsman and inventor.</td><td>Noun + Linking Verb + Noun
<table>
<tr><td>Noun Phrase</td><td colspan="2">Verb Phrase</td></tr>
<tr><td>Subject</td><td rowspan="2">Linking Verb</td><td>Direct object</td></tr>
<tr><td>Noun</td><td>Noun</td></tr>
<tr><td>Daedalus</td><td>was</td><td>a skilled Athenian craftsman and inventor</td></tr>
</table></td></tr>
<tr><td>2</td><td>Daedalus helped Mino's daughter, Ariadne with Theseus, the slayer of Minotaur</td><td>Noun + Verb + Noun
<table>
<tr><td>Noun Phrase</td><td colspan="2">Verb Phrase</td></tr>
<tr><td>Subject</td><td rowspan="2">Verb</td><td>Direct object</td></tr>
<tr><td>Noun</td><td>Noun</td></tr>
<tr><td>Daedalus</td><td>helped</td><td>Mino's daughter, Ariadne with Theseus, the slayer of Minotaur.</td></tr>
</table></td></tr>
</table>

Table 3.30 **(THUMBELINA)**

<table>
<tr><th>No.</th><th>Sentence</th><th>Simple Sentence Patterns</th></tr>
<tr><td>1.</td><td>So she went to a witch for help.</td><td>Noun + Verb + Noun
<table>
<tr><td>Noun Phrase</td><td colspan="2">Verb Phrase</td></tr>
<tr><td>Subject</td><td rowspan="2">Verb</td><td>Direct Object</td></tr>
<tr><td>Noun</td><td>Noun</td></tr>
<tr><td>she</td><td>went</td><td>to a witch for help</td></tr>
</table></td></tr>
<tr><td>2.</td><td>Here's a magic seed.</td><td>Noun + Linking Verb + Noun
<table>
<tr><td>Noun Phrase</td><td colspan="2">Verb Phrase</td></tr>
<tr><td>Subject</td><td rowspan="2">Linking Verb</td><td>Direct object</td></tr>
<tr><td>Noun</td><td>Noun</td></tr>
<tr><td>Here</td><td>is</td><td>a magic seed</td></tr>
</table></td></tr>
<tr><td>3.</td><td>In the middle of the flower sat a tiny girl.</td><td>Noun + Verb + Noun
<table>
<tr><td colspan="2">Noun Phrase</td><td colspan="2">Verb Phrase</td></tr>
<tr><td colspan="2">Subject</td><td rowspan="2">Verb</td><td>Direct object</td></tr>
<tr><td colspan="2">Noun</td><td>Noun</td></tr>
<tr><td colspan="2">In the middle of the flower</td><td>sat</td><td>a tiny girl</td></tr>
</table></td></tr>
<tr><td>4.</td><td>The woman made Thumbelina a bed from walnut shell.</td><td>Noun + Verb + Noun
<table>
<tr><td>Noun Phrase</td><td colspan="2">Verb Phrase</td></tr>
<tr><td>Subject</td><td rowspan="2">Verb</td><td>Direct object</td></tr>
<tr><td>Noun</td><td>Noun</td></tr>
<tr><td>The woman</td><td>made</td><td>Thumbelina a bed from walnut shell</td></tr>
</table></td></tr>
</table>

5.	He was even damper and uglier than his mother.	Noun + Linking verb + Adjective Noun phrase / Subject / Noun: He Linking Verb: was Subjective Complement / Adjective: Even damper and uglier than his mother
6.	Then we can clear out the best room for the wedding.	Noun + Verb + Noun Noun Phrase / Subject / Noun: We Verb Phrase / Verb: can clear out Verb Phrase / Direct object / Noun: the best room for the wedding.

Table 3.31 **(A GREEDY DOG)**

No	Sentence	Simple Sentence Patterns
1.	A dog was feeling very proud of himself.	Noun + Verb + Adverbial (1) Noun Phrase / Subject / Noun: A dog Verb Phrase / Verb: was feeling Verb Phrase / Adverb: very proud of himself
2.	He had found a big, juicy bone at the market.	Noun + Verb + Noun Noun Phrase / Subject / Noun: He Verb Phrase / Verb: had found Verb Phrase / Direct object / Noun: a big, juicy bone at the market

Table 3.32 **(THE FLY AND THE BULL)**

No	Sentence	Simple Sentence Patterns
1.	He felt proud of himself.	Noun + Verb + Noun Noun Phrase / Subject / Noun: He Verb Phrase / Verb: felt Verb Phrase / Direct object / Noun: proud of himself
2.	He saw a bull grazing in a field.	Noun + Verb + Noun Noun Phrase / Subject / Noun: He Verb Phrase / Verb: saw Verb Phrase / Direct object / Noun: a bull grazing in a field

3.	The bull did not bother him.	Noun + Verb + Noun Noun Phrase | Verb Phrase Subject | Verb | Direct object Noun | | Noun The bull | did not bother | him
4.	*He went on* chewing grass.	Noun + Verb + Adverbial (2) Noun phrase | Verb phrase Subject / Noun | Verb | Prepositional phrase He | went on | Chewing grass
5.	Immediately both of them reported to Batara Vishnu, *the keeper god* of the Universe	Noun + Verb + Adverbial (1) Noun Phrase | Verb Phrase Subject / Noun | Verb | Adverb The fly | (then) buzzed | right inside the bull's ear.
6.	The bull continued chewing grass.	Noun + Verb + Noun Noun Phrase | Verb Phrase Subject / Noun | Verb | Direct object / Noun The bull | Continued | chewing grass
7.	The fly thought, "What a stupid animal!"	Noun + Verb + Noun Noun Phrase | Verb Phrase Subject / Noun | Verb | Direct object / Noun The fly | thought | "What a stupid animal"

Table 3.33 **(Bandung Bondowoso and Roro Jonggrang)**

No	Sentence	Simple Sentence Pattern
1.	But she was also afraid of Bandung.	Noun + Linking Verb+ Adjective Noun phrase | Verb Phrase Subject / Noun | Linking Verb | Subjective Complement / Adjective (but) She | was | also afraid of Bandung
2.	Bandung agreed with this condition.	Noun + Verb + Adverbial (2) Noun phrase | Verb phrase Subject / Noun | Verb | Prepositional phrase Bandung | agreed | with this condition
3.	Approaching	

	midnight, the work was nearly done.	Noun + Linking Verb+ Adjective Noun phrase | Verb Phrase Subject Noun | Linking Verb | Subjective Complement Adjective The work | was | nearly done
4.	I will lose against Bandung.	Noun + Verb + Adverbial (2) Noun phrase | Verb phrase Subject Noun | Verb | Prepositional phrase I | will lose | against Bandung
5.	Suddenly she got an idea.	Noun + Verb + Noun Noun Phrase | Verb Phrase Subject Noun | Verb | Direct object Noun (suddenly)she | got | an idea
6.	At once, the Princess turned into a statue.	Noun + Verb + Adverbial (2) Noun phrase | Verb phrase Subject Noun | Verb | Prepositional phrase (At once) the Princess | turned | into a statue

Table 3.34 **(TEA TIME)**

No	Sentence	Simple Sentence Pattern
1.	All around the world, people drink tea.	Noun + Verb + Noun Noun Phrase | Verb Phrase Subject Noun | Verb | Direct object Noun (All around the world) people | drink | tea
2.	But tea does not mean the same thing to everyone.	Noun + Verb + Noun Noun Phrase | Verb Phrase Subject Noun | Verb | Direct object Noun (But) tea | Does not mean | the same thing to everyone
3.	In different countries, people have very different ideas about *drinking* tea.	Noun + Verb + Adverbial (1) Noun Phrase | Verb Phrase Subject Noun | Verb | Adverb (In different countries) people | have | very different ideas about drinking tea.

4. The Chinese drink it at any time of day, at home or in a teahouse.

Noun + Verb + Noun

Noun Phrase	Verb Phrase	
Subject	Verb	Direct object
Noun		Noun
The Chinese	drink	it at any time of day, at home or in a teahouse.

5. They prefer their tea plain, with nothing else in it.

Noun + Verb + Noun

Noun Phrase	Verb Phrase	
Subject	Verb	Direct Object
Noun		Noun
They	prefer	their tea plain, with nothing else in it.

6. Tea is also *important in* Japan.

Noun + Linking Verb+ Adjective

Noun phrase	Verb Phrase	
Subject	Linking Verb	Subjective Complement
Noun		Adjective
Tea	is	also important in Japan

7. There is even a special room for it in Japanese homes.

Noun + Linking Verb+ Adjective

Noun phrase	Verb Phrase	
Subject	Linking Verb	Subjective Complement
Noun		Adjective
There	is	even a special room for it in Japanese homes.

8. Another tea drinking country is England.

Noun + Linking Verb + Noun

Noun Phrase	Verb Phrase	
Subject	Linking Verb	Subjective complement
Noun		Noun
Another tea drinking country	Is	England

9. In England, the late afternoon is 'tea time'.

Noun + Linking Verb + Noun

Noun Phrase	Verb Phrase	
Subject	Linking Verb	Subjective complement
Noun		Noun
In England the late afternoon	Is	'tea time'

10. Almost everyone has a cup of tea then.

Noun + Verb + Noun

Noun Phrase	Verb Phrase	
Subject	Verb	Direct object
Noun		Noun
Almost everyone	has	a cup of tea then.

11.	They also eat cakes, cookies and little sandwiches at teatime.	Noun + Verb + Noun Noun Phrase: Subject / Noun: They (also) — Verb: eat — Verb Phrase: Direct object / Noun: cakes, cookies and little sandwiches at teatime.
12.	In the United States, people drink tea mostly for breakfast or after meals.	Noun + Verb + Noun Noun Phrase: Subject / Noun: (In the United States,) people — Verb: drink — Verb Phrase: Direct object / Noun: tea mostly for breakfast or after meals.
13.	Americans usually have tea in teapots.	Noun + Verb + Noun Noun Phrase: Subject / Noun: Americans (usually) — Verb: have — Verb Phrase: Direct object / Noun: tea in teapots .

Table 3.35 **(The Hole Game)**

No	Sentence	Simple Sentence Patterns
1.	You must dub (click marbles together).	Noun + Verb + Noun Noun Phrase: Subject / Noun: You — Verb: must dub(click — Verb Phrase: Direct object / Noun: marbles together)
2.	The first player carefully throws his or her marble towards the hole	Noun + Verb + Noun Noun Phrase: Subject / Noun: The first player — Verb: carefully throws — Verb Phrase: Direct object / Noun: his or her marble towards the hole

Table 3.36 **(The Gift)**

No	Sentence	Simple Sentence Patterns
1.	Well, here is the story.	Noun + Linking Verb + Noun Noun Phrase: Subject / Noun: (well,) here — Linking Verb: is — Verb Phrase: Subjective Complement / Noun: the story

2.	Della and Jim Young are a poor newly married couple.	Noun + Linking Verb+ Adjective
3.	It was fixed to button-hole of his coat by a common old leather strap.	Noun + Verb + Adverbial (1)
4.	He really needed a gold chain for his watch.	Noun + Verb + Noun
5.	She handed a parcel to Jim.	Noun + Verb + Noun

Noun phrase	Verb Phrase	
Subject Noun	Linking Verb	Subjective Complement Adjective
Della and Jim Young	are	a poor newly married couple.

Noun Phrase	Verb Phrase	
Subject Noun	Verb	Adverb
It	was fixed	to button-hole of his coat by a common old leather strap.

Noun Phrase	Verb Phrase	
Subject Noun	Verb	Direct object Noun
He (really)	needed	a gold chain for his watch

Noun Phrase	Verb Phrase	
Subject Noun	Verb	Direct object Noun
She	handed	a parcel to Jim

Table 3.37 **(Among Pets)**

No	Sentence	Simple sentence Patterns
1.	I have a wonderful dog	Noun + Verb + Noun
2.	I named him Volvo	Noun + Verb + Noun
3.	That is right, two years old.	Noun + Linking Verb + Adverb

Noun Phrase	Verb Phrase	
Subject Noun	Verb	Direct object Noun
I	have	a wonderful dog

Noun Phrase	Verb Phrase	
Subject Noun	Verb	Direct object Noun
I	named	him Volvo

Noun Phrase	Verb Phrase	
Subject Noun	Linking Verb	Subjective Complement Adverbial (s)
That	is	right, two years old

4.	My dog is great.	Noun + Linking Verb+ Adjective
5.	He has grayish-white fur, small ears, and a shaped mouth.	Noun + Verb+ Adjective
6.	His paws are strong.	Noun + Linking Verb+ Adjective
7.	Well, my dear Volvo is a clever dog.	Noun + Linking Verb+ Noun

Noun phrase	Verb Phrase	
Subject Noun	Linking Verb	Subjective Complement Adjective
My dog	is	great

Noun phrase	Verb Phrase	
Subject Noun	Verb	Subjective Complement Adjective
He	has	grayish-white fur, small ears, and a shaped mouth.

Noun phrase	Verb Phrase	
Subject Noun	Linking Verb	Subjective Complement Adjective
His paws	are	strong

Noun phrase	Verb Phrase	
Subject Noun	Linking Verb	Subjective Complement Noun
(well,) my dear Volvo	is	clever dog

Table 3.38 (**New Chef at Shang Palace**)

No	Sentence	Simple Sentence Patterns
1.	The award-winning Shang Palace restaurant has appointed Liu Ching Hai as its new executive Chinese chef.	Noun + Verb + Noun
2.	Shang Palace is also famous for its sumptuous Dim Sum.	Noun + Linking Verb+ Adverbial

Noun Phrase	Verb Phrase	
Subject Noun	Verb	Direct object Noun
The award-winning Shang Palace restaurant	has appointed	Liu Ching Hai as its new executive Chinese chef.

Noun phrase	Verb Phrase	
Subject Noun	Linking Verb	Subjective Complement Adverbial (s)
Shang Palace	is	also famous for its sumptuous Dim Sum

Table 3.39 **(JAKARTA CITY)**

<table>
<tr><th>No</th><th>Sentence</th><th>Simple Sentence Patterns</th></tr>
<tr><td>1.</td><td>Jakarta is the capital city of Indonesia.</td><td>Noun + Linking Verb+ Noun
<table>
<tr><td>Noun phrase</td><td colspan="2">Verb Phrase</td></tr>
<tr><td>Subject</td><td rowspan="2">Linking Verb</td><td>Subjective Complement</td></tr>
<tr><td>Noun</td><td>Noun</td></tr>
<tr><td>Jakarta</td><td>is</td><td>the capital city of Indonesia</td></tr>
</table></td></tr>
<tr><td>2.</td><td>It is centrally located within the country on the northwest coast of Java island at the mouth of the Ciliwung River.</td><td>Noun + Verb + Adverbial (1)
<table>
<tr><td>Noun Phrase</td><td colspan="2">Verb Phrase</td></tr>
<tr><td>Subject
Noun</td><td>Verb</td><td>Adverb</td></tr>
<tr><td>It</td><td>is (centrally) located</td><td>within the country on the northwest coast of Java island at the mouth of the Ciliwung River.</td></tr>
</table></td></tr>
<tr><td>3.</td><td>With a population of about 9 million, Jakarta has more people than any other cities in Indonesia.</td><td>Noun + Verb + Adverbial (1)
<table>
<tr><td>Noun Phrase</td><td colspan="2">Verb Phrase</td></tr>
<tr><td>Subject
Noun</td><td>Verb</td><td>Adverb</td></tr>
<tr><td>(With a population of about 9 million,) Jakarta</td><td>has</td><td>more people than any other cities in Indonesia.</td></tr>
</table></td></tr>
<tr><td>4.</td><td>The climate is hot and humid year-round.</td><td>Noun + Linking Verb + Adjective
<table>
<tr><td>Noun Phrase</td><td colspan="2">Verb Phrase</td></tr>
<tr><td>Subject</td><td rowspan="2">Linking Verb</td><td>Subjective complement</td></tr>
<tr><td>Noun</td><td>Adjective</td></tr>
<tr><td>The climate</td><td>Is</td><td>hot and humid year-round</td></tr>
</table></td></tr>
<tr><td>5.</td><td>The average annual precipitation in Jakarta is 1,790 mm.</td><td>Noun + Linking Verb+ Noun
<table>
<tr><td>Noun phrase</td><td colspan="2">Verb Phrase</td></tr>
<tr><td>Subject</td><td rowspan="2">Linking Verb</td><td>Subjective Complement</td></tr>
<tr><td>Noun</td><td>Noun</td></tr>
<tr><td>(The average annual precipitation in) Jakarta</td><td>is</td><td>1, 790 mm</td></tr>
</table></td></tr>
</table>

6.	Kota is the city's older commercial area.	Noun + Linking Verb+ Noun Noun phrase | Verb Phrase Subject | Linking Verb | Subjective Complement Noun | | Noun Kota | is | the city's older commercial area.
7.	It is located south of located south of the old Sunda Kelapa harbour.	Noun + Verb + Adverbial (1) Noun Phrase | Verb Phrase Subject | Verb | Adverb Noun | | It | is located | south of located of the old Sunda Kelapa harbor.
8.	Glodok, the south of Kota is a banking, retail and residential neighborhood with a large Chinese population.	Noun + Linking Verb+ Noun Noun phrase | Verb Phrase Subject | Linking Verb | Subjective Complement Noun | | Noun Glodok, the south of Kota | is | a banking, retail and residential neighborhood with a large Chinese population.
9.	Merdeka Square with Monas (The National Monument) dominates the city's central district.	Noun + Verb + Noun Noun Phrase | Verb Phrase Subject | Verb | Direct object Noun | | Noun Merdeka Square with Monas (The National Monument) | dominates | the city's central district
10	Surrounding the square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.	Noun + Linking Verb + Noun Noun Phrase | Verb Phrase Subject | Linking Verb | Direct object Noun | | Noun Surrounding the square | are | Istana Merdeka, the presidential palace, the National Museum and the Istiqlal Mosque.

Table 3.40 **(Debby)**

No	Sentence	Simple Sentence Patterns
1.	Debby Putri is a model from Surabaya.	Noun + Linking Verb+ Noun Noun phrase | Verb Phrase Subject | Linking Verb | Subjective Complement Noun | | Noun Debby Putri | is | a model from Surabaya

2. Now she is a student of state Senior High School 71 Surabaya.

Noun + Linking Verb+ Noun

Noun phrase	Verb Phrase	
Subject	Linking Verb	Subjective Complement
Noun		Noun
(Now) she	is	a student of state Senior High School 71 Surabaya.

3. Debby is the first daughter of Mr. Fajar Putti and Mrs. Ana Karaeng.

Noun + Linking Verb+ Noun

Noun phrase	Verb Phrase	
Subject	Linking Verb	Subjective Complement
Noun		Noun
Debby	is	the first daughter of Mr. Fajar Putti and Mrs. Ana Karaeng.

4. Debby is brown-skinned.

Noun + Linking Verb+ Adjective

Noun phrase	Verb Phrase	
Subject	Linking Verb	Subjective Complement
Noun		Adjective
Debby	is	brown-skinned

5. She is tall and slender.

Noun + Linking Verb+ Adjective

Noun phrase	Verb Phrase	
Subject	Linking Verb	Subjective Complement
Noun		Adjective
She	is	tall and slender

6. She is 17 years old.

Noun + Linking Verb+ Adverbial

Noun phrase	Verb Phrase	
Subject	Linking Verb	Subjective Complement
Noun		Adverbial (s)
She	is	17 years old

7. Debby has wavy, short, black hair, a pointed nose and rather big ears.

Noun + Verb+ Adjective

Noun phrase	Verb Phrase	
Subject	Verb	Subjective Complement
Noun		Adjective
Debby	has	wavy, short, black hair, a pointed nose and rather big ears.

8. Debby is an attractive girl in her blue jeans.

Noun + Linking Verb+ Noun

Noun phrase	Verb Phrase	
Subject	Linking Verb	Subjective Complement
Noun		Noun
Debby	is	an attractive girl in her blue jeans .

9.	Her hobbies are cooking Japanese food, shopping and singing.	Noun + Linking Verb+ Noun

Noun phrase	Verb Phrase	
Subject	Linking Verb	Subjective Complement
Noun		Noun
Her hobbies	are	cooking Japanese food, shopping and singing.

Table 3.41 **(Borobudur Temple)**

No	Sentence	Simple Sentence Patterns
1.	Its is located near Magelang, on the island of Java, Indonesia.	Noun + Verb + Adverbial (1)
2.	The entire edifice is crowned by a large stupa at the center of the top circle.	Noun + Verb + Adverbial (2)
3.	The way to the summit extends through some 4.8 *km of passages* and stairways.	Noun + Verb + Adverbial (2)

Noun Phrase	Verb Phrase	
Subject Noun	Verb	Adverb
Its	is located	near Magelang, on the island of Java, Indonesia.

Noun phrase	Verb phrase	
Subject Noun	Verb	Prepositional phrase
The entire edifice	is crowned	by a large stupa at the center of the top circle.

Noun phrase	Verb phrase	
Subject Noun	Verb	Prepositional phrase
The way to the summit	extends	through some 4.8 km of passages and stairways.

Table 3.42 **(Foreword)**

No	Sentence	Simple Sentence Patterns
1.	Through this booklet, one will have a glimpse at Purna Bhakti Persiwi.	Noun + Linking Verb+ Noun

Noun phrase	Verb Phrase	
Subject Noun	Linking Verb	Subjective Complement Noun
Through this booklet, one	will have	a glimpse at Purna Bhakti Persiwi.

Table 3.43 (**Twenty-one killed in road accident**)

<table>
<tr><th>No</th><th>Sentence</th><th>Simple Sentence Patterns</th></tr>
<tr><td>1.</td><td>Around 4,000 people die each year in road accidents in Saudi Arabia mainly due to recklessness-Reuters.</td><td>Noun + Verb + Adverbial (1)
<table>
<tr><th>Noun Phrase</th><th colspan="2">Verb Phrase</th></tr>
<tr><th>Subject
Noun</th><th>Verb</th><th>Adverb</th></tr>
<tr><td>(Around) 4,000 people</td><td>die</td><td>each year in road accidents in Saudi Arabia mainly due to recklessness-Reuters.</td></tr>
</table></td></tr>
</table>

Table 3.44 (**He's a she' spares Thai drug dealer**)

<table>
<tr><th>No</th><th>Sentence</th><th>Simple Sentence Patterns</th></tr>
<tr><td>1.</td><td>Prostitute Mongkon Pusuwan, 37, was charged with drug trafficking last month, an offense carrying a caning punishment for males.</td><td>Noun + Verb + Adverbial (2)
<table>
<tr><th>Noun phrase</th><th colspan="2">Verb phrase</th></tr>
<tr><th>Subject
Noun</th><th>Verb</th><th>Prepositional Phrase</th></tr>
<tr><td>Prositue Mongkon Pasuwan, 37</td><td>was charged</td><td>with drug trafficking last month, an offense carrying a caning punishment for males</td></tr>
</table></td></tr>
<tr><td>2.</td><td>Mongkon's passport identified her as a male.</td><td>Noun + Verb + Noun
<table>
<tr><th>Noun Phrase</th><th colspan="2">Verb Phrase</th></tr>
<tr><th>Subject
Noun</th><th>Verb</th><th>Direct object
Noun</th></tr>
<tr><td>Mongkon's passport</td><td>identified</td><td>her as a male</td></tr>
</table></td></tr>
<tr><td>3.</td><td>A doctor in Singapore confirmed her female gender.</td><td>Noun + Verb + Noun
<table>
<tr><th>Noun Phrase</th><th colspan="2">Verb Phrase</th></tr>
<tr><th>Subject
Noun</th><th>Verb</th><th>Direct object
Noun</th></tr>
<tr><td>A doctor in Singapore</td><td>confirmed</td><td>her female gender</td></tr>
</table></td></tr>
</table>

Table 3.45 **(THE NEWSPAPER HEADLINES)**

<table>
<tr><th>No</th><th>Sentence</th><th>Simple Sentence Patterns</th></tr>
<tr><td>1.</td><td>Headlines are the sort of 'titles' above newspaper articles.</td><td>Noun + Linking Verb+ Adverbial
<table>
<tr><td>Noun phrase</td><td colspan="2">Verb Phrase</td></tr>
<tr><td>Subject</td><td rowspan="2">Linking Verb</td><td>Subjective Complement</td></tr>
<tr><td>Noun</td><td>Adverbial (s)</td></tr>
<tr><td>Headlines</td><td>are</td><td>the sort of 'titles' above newspaper articles</td></tr>
</table></td></tr>
<tr><td>2.</td><td>Newspaper headlines often follow rather different grammatical rules from other kinds of writing</td><td>Noun + Verb + Adverbial (1)
<table>
<tr><td>Noun Phrase</td><td colspan="2">Verb Phrase</td></tr>
<tr><td>Subject
Noun</td><td>Verb</td><td>Adverb</td></tr>
<tr><td>Newspaper headlines (often)</td><td>follow</td><td>rather different grammatical rules from other kinds of writing.</td></tr>
</table></td></tr>
</table>

C. Description of the Data based on Kinds of Sentences in English textbook with title "Look Ahead and English Course".

Table 3.1

Topic: Kernel Three

S														
NP	**VP**	**NP**			**VP**		**N**	**VP**	**NP**	**PP**		**AP**		
Pron.	**VI**	**Pron.**	**Adj.**	**N**	**VT**	**Conj.**	**Pron.**	**VT**	**N**	**Prep.**	**Prep.**	**Adj.**	**N**	**Adj.**
I	think	my	first	memories	began	when	I	started	school	at	about	five	years	old
Kind of sentence: complex sentence														

S					
NP	**PV**	**PP**			
Pron.	**VT**	**Prep.**	**N**	**Prep.**	**N**
I	lived	in	Suburb	of	Sydney
Kind of sentence: simple sentence					

S				
NP	**PV**	**AP**		
Pron.	**VT**	**art**	**Adj.**	**N**
I	had	a	happy	childhood
Kind of sentence: simple sentence				

S						
NP	**VP**		**PP**			
Pron.	**VT**	**N**	**Prep.**	**Art.**	**Adj.**	**N**
I	remember	playing	in	a	big	garden
Kind of sentence: simple sentence						

S											
NP	**VP**	**PP**				**Conj.**	**VP**	**NP**	
Pron.	**VT**	**Prep.**	**Art.**	**Adj.**	**N**		**VT**	**Pron.**	**N**
I	fell	from	a	big	tree	and	broke	my	hand
Kind of sentence: compound sentence									

S												
NP	**VP**	**NP**	**VP**	**AP**			**VP**		**Conj.**	**NP**	**VP**	
Pron.	**VT**	**Pron.**	**VT**	**Art.**	**Adj.**	**N**	**VT**	**PN**		**Pron.**	**Aux.**	**Adj. (CS)**
I	remember	I	had	a	naughty	friend	named	Giant-O	because	he	was	fat
Kind of sentence: complex sentence												

S						
NP	**VP**		**Conj.**	**NP**		
Pron.	**VT**	**N**		**N**	**Pron.**	**N**
He	liked	hitting	and	pulling	my	head
Kind of sentence: compound sentence						

S			
NP	**VP**	**Conj.**	**Adj.**
Pron.	**Aux.**		
It	was	so	pathetic
Kind of sentence: simple sentence			

S										
NP		**NP**	**VP**	**Pron.**	**PP**			**Conj.**	**NP**	
N	**N**	**Pron.**	**VT**		**Prep.**	**Art.**	**N**		**Pron.**	**N**
One	day	I	hit	him	over	the	head	with	my	bag
Kind of sentence: simple sentence										

S								
Conj.	**NP**	**VP**		**Adj.**	**PP**			
	Pron.	**Aux.**	**VT**		**Prep.**	**Adj.**	**Det.**	**N**
But	I	didn't	feel	sorry	at	all	that	time
Kind of sentence: simple sentence								

S									
Conj.			**NP**	**VP**		**AP**		
	Conj.	**Adv.**	**PN**	**Aux.**	**VT**	**Pron.**	**Adj.**	**N**
Nevertheless	since	then	Giant-O	has	become	my	good	friend
Kind of sentence: simple sentence								

S					
NP	**Aux.**	**AP**			
Pron.		**Adj.**	**Art.**	**Adj.**	**N**
It	was	such	an	unforgettable	childhood
Kind of sentence: simple sentence					

Table 3.2

Topic: Earthquake

S						
Aux.	**NP**	**Adv.**	**VP**	**PP**		
	Pron.		**VT**	**Prep.**	**Art.**	**N**
Has	everybody	here	heard	of	an	earthquake
Kind of sentence: simple sentence						

S									
Aux.	**NP**	**VP**	**N**	**Pron.**	**Aux.**	**Prep.**	**Conj.**	**Pron.**	**PV**
	Pron.	**VT**							**VI**
Do	you	know	what	it	is	like	when	it	happens
Kind of sentence: compound sentence									

S				
Adv.	**NP**	**Adv.**	**VP**	
	Pron.		**VT**	**Pron.**
Well	I	once	experienced	it
Kind of sentence: simple sentence				

S						
NP	**VP**		**NP**	**PP**		
Pron.	**Aux.**	**VT**		**Prep.**	**Pron.**	**N**
I	will	tell	you	about	my	experience
Kind of sentence: simple sentence						

S																		
NP	**VP**		**Adv. of time**				**Pron.**	**NP**		**Adv.**	**VP**	**PP**		
Pron.	**Aux.**	**VT**	**Adv.**	**Art.**	**N**	**N**		**Art.**	**N**		**VT**	**Prep.**	**N**	**Adv.**
I	was	driving	along	the	coast	road	when	the	car	suddenly	lurched	to	one	side
Kind of sentence: compound sentence														

S			
NP	**VP**	**N**	**VP**
Pron.	**VT**		**VI**
You	know	what	happened
Kind of sentence: compound sentence			

S																		
PP		**NP**	**VP**	**NP**		**VP**		**NP**	**Conj.**	**Adv**	**NP**	**VP**	**NP**					
Prep.	**N**	**Pron.**	**VI**	**Art.**	**N**	**Aux.**	**IV**	**N**			**Pron.**	**VI**	**N**	**N**	**N**	**Prep.**	**N**
At	first	I	thought	a	tire	had	gone	flat	but	then	I	saw	telegraph	poles	collapsing	like	matchsticks
Kind of sentence: compound sentence																		

S					
NP	**VP**	**Adj.**	**VP**		**NP**
Pron.	**Aux.**		**Aux.**	**N**	**Pron.**
It	is	terrible	is	not	it
Kind of sentence: simple sentence					

S		
Adv.	**VP**	**N**
	VT	
Next,	guess	what!
Kind of sentence: simple sentence		

S												
NP		**VP**			**NP**		**Conj.**	**NP**	**VP**	**Prep.**	**VP**		**NP**	
Art.	**N**	**VI**	**N**	**Prep.**	**Art.**	**N**		**Pron.**	**VT**		**VI**	**N**	**Art.**	**N**
The	rocks	came	tumbling	across	the	road	and	I	had	to	get	out	the	car
Kind of sentence: compound sentence														

S											
Conj.	**NP**	**VP**		**Conj.**	**NP**	**VP**	**Adv.**	**VP**		**PV**	
	Pron.	**VI**	**N**		**Pron.**	**VT**		**Aux.**	**N**	**VT**	
When	I	got back	town	well as	I	said	there,	was	not	left	
Kind of sentence: complex sentence											

S				
NP		**Det.**	**PV**	**NP**
Pron.	**N**		**Aux.**	**Art.**	**N**
My	God	that	was	a	nightmare
Kind of sentence: simple sentence					

Table 3.3

Topic: Remembering Kevyn

S											
NP	**VP**	**NP**				**VP**			**NP**		
Pron.	**VT**	**Art.**	**N**	**N**	**Prep.**	**Aux.**	**Adj.**	**VT**	**PN**	**Pron.**	**N**
I	had	the	great	honor	of	being	able	call	Kevyn Aucoin	my	friend
Kind of sentence: complex sentence											

S												
NP	**VP**		**Conj.**	**NP**			**Conj.**	**AP**		**NP**		
Pron.	**Aux.**	**N**		**Art.**	**Adj.**	**N**		**Adj.**	**Adj.**	**Art.**	**Adj.**	**N**
He	was	not	only	a	magnificent	artist	but	more	important	a	magnificent	human being
Kind of sentence: compound sentence												

S							
NP				**VP**		**PP**	
Pron.	**Adj.**	**N**	**PN**	**VT**	**Pron.**	**Prep.**	**N**
My	older	sister	Liza Minnelli	introduced	us	in	1991
Kind of sentence: simple sentence							

S				
NP	**Adv.**	**VP**	**NP**	
Pron.		**VT**	**Pron.**	**N**
We	instantly	hit	it	off
Kind of sentence: simple sentence				

S															
NP	**VP**	**NP**		**Prep.**	**NP**		**Prep.**	**NP**		**Conj.**	**PP**			
PN	**VT**	**Pron.**	**N**		**N**	**N**		**Pron.**	**N**		**Prep.**	**Art.**	**N**	**N**
Kevyn	did	my	make-up	for	photo	shoots	with	my	sister	and	for	the	1993	Tony Award
Kind of sentence: compound sentence														

S												
Conj.	**NP**	**VP**		**VP**	**NP**		**NP**	**PV**		**PP**		
	Pron.	**Aux.**	**Adv.**	**VT**	**Art.**	**N**	**N**	**VT**	**Adv.**	**Prep.**	**Pron.**	**N**
But	I	will	always	remember	the	day	we	spent	together	in	my	bathroom
Kind of sentence: compound sentence												

S									
NP			**Adv.**	**Prep.**	**VP**	**NP**		
PN	**VT**	**Pron.**			**TV**	**Pron.**	**N**	**N**
Kevyn	taught	me	how	to	do	my	own	make-up
Kind of sentence: complex sentence								

S													
NP	**PV**	**NP**	**Prep.**	**PV**	**NP**			**AP**			**Conj.**	**Prep.**	**NP**
Pron.	**VT**	**Pron.**		**VT**	**N**	**Pron.**	**N**	**Adj.**	**N**	**N**			**N**
He	told	me	to	stop	plucking	my	eyebrows	every	five	minutes	and	as	we

VP		**NP**	**VP**	**NP**				**NP**	**PV**
Aux.	**VT**	**Pron.**	**VT**	**Art.**	**N**	**Prep.**	**N**	**Pron.**	**VT**
were	finishing	he	made	a	list	of	what	he	used
Kind of sentence: compound sentence									

S																	
NP	**VP**		**Prep.**	**VP**	**PP**				**Adv.**	**PV**		**Prep.**	**PV**	
Pron.	**VT**	**Pron.**		**VI**	**Prep.**	**N**	**Prep.**	**Pron.**		**VT**	**Pron.**		**VT**	**N**
I	asked	him	to	come	to	Bloomingdale's	with	me	fully	expecting	him	to	say	"No"

Conj.	**NP**	**VP**	**NP**	**PV**		**Adv.**	**Conj.**	**NP**		**PV**
	Pron.	**VT**	**Pron.**	**Aux.**	**VI**			**N**	**Pron.**	**VI**
but	he	said	he	would	love	too	and	off	we	went

Kind of sentence: compound sentence

S														
PP		**NP**	**PV**		**NP**			**Conj.**	**PV**	**Adv.**	**Rel. pron.**	**NP**	**VP**	
Prep.	**N**	**Pron.**	**Aux.**	**VI**	**Pron.**	**N**	**Adv.**		**VI**			**Pron.**	**Aux.**	**Adj.**
By	6. 30 p. m	we	had	shopped	our	brains	out	and	laughed	so much	that	we	were	exhausted

Kind of sentence: compound sentence

S						
NP	**VP**	**PP**		**Conj.**	**PV**	
Pron.	**VT**	**Art.**	**N**		**VT**	**Pron.**	**N**
I	got	a	cab	and	kissed	him	good-bye

Kind of sentence: compound sentence

S														
Adv.	**NP**		**NP**		**Adv.**	**VP**	**NP**			**Prep.**	**VP**	**NP**	
	Art.	**N**	**Pron.**	**Aux.**		**VT**	**N**	**Adv.**	**N**		**VT**	**Pron.**	**N**
Over	the	years	I	would	also	buy	Allure	every	month	to	read	his	column

Kind of sentence: complex sentence

S									
NP		**VP**	**Adv.**	**VP**	**NP**				
Pron.	**N**	**VT**		**TV**	**N**	**Conj.**	**Adj.**	**Conj.**	**N**
His	work	has	truly	made	Make-up	as	important	as	fashion
Kinds of sentence: Complex Sentence									

S						
NP		**Conj.**	**NP**	**VP**	**Prep.**	**VP**
N	**N**		**PN**	**Aux.**		**Aux.** **VT**
Spending	time	with	Kevyn	was	like	being hugged
Kind of sentence: simple sentence						

S										
NP	**VP**	**NP**		**Conj.**	**NP**			**Rel. Pron.**	**VP**	**NP**	**VP**	**Adj.**
Pron.	**Aux.**	**Art.**	**N**		**N**	**Prep.**	**Pron.**		**VT**	**Pron.**	**Aux.**	
He	was	an	angel	and	all	of	us	who	knew	him	were	lucky
Kind of sentence: compound sentence												

Table 3.4

Topic: Picasso

S												
NP	**VP**	**NP**					**Conj.**	**AP**				
PN	**Aux.**	**N**	**Prep.**	**Art.**	**Adv.**	**Adj.**		**Adj.**	**N**	**Prep.**	**Art.**	**N**
Picasso	was	one	of	the	most	outstanding	and	important	artists	of	the	1900's
Kind of sentence: simple sentence												

S						
NP	**VP**	**Adj.**	**VP**	**PP**		
Pron.	**Aux.**		**VT**	**Prep.**	**Pron.**	**N**
He	is	best	known	for	his	painting
Kind of sentence: simple sentence						

S											
Adv.	**AP**		**PP**			**VP**		**PP**			
	Adj.	**N**	**Prep.**	**Adj.**	**N**	**Aux.**	**VT**	**Prep.**	**N**	**N**	
Almost	every	style	in	modern	art	is	represented	in	Picasso's	works	
Kind of sentence: simple sentence											

S													
NP	**VP**		**PP**				**NP**						
PN	**Aux.**	**VT**	**Prep.**	**N**	**Prep.**	**N**	**N**	**Adv.**	**Art.**	**N**	**Prep.**	**Art.**	**N**	**N**
Picasso	was	born	in	1881	in	Malaga	Spain	as	the	son	of	an	art	teacher
Kind of sentence: simple sentence														

S								
NP	**VP**	**NP**	**Prep.**	**NP**		**Conj.**	**Adv.**	**PP**
Pron.	**VI**	**N**		**Pron.**	**N**			**Prep.** **N**
He	studied	painting	with	his	father	and	also	in Madrid
Kind of sentence: simple sentence								

S												
PP					NP	VP	AP		PP			
Prep.	**Adv.**	**N**	**Prep.**	**N**	**Pron.**	**VT**	**Adj.**	**N**	**Prep.**	**Art.**	**N**	**N**
From	about	1895	to	1901	he	painted	realistic	works	in	a	traditional	style
Kind of sentence: simple sentence												

S								
Adv.	**NP**	**VP**	**N**	**VP**		**NP**	
	Pron.	**VT**		**Aux.**	**VT**	**Art.**	**N**
Then	he	entered	what	was	called	the	Blue Period
Kind of sentence: complex sentence							

S											
Adv.	**NP**		**NP**		**VP**		**PP**		**PP**		
	Det.	**N**	**Pron.**	**Adv.**	**VT**	**N**	**Prep.**	**Adj.**	**Prep.**	**Det.**	**N**
During	this	time	he	only	used	shades	of	blue	In	this	paintings

VP	**Prep.**	**VP**		**NP**	**VP**	**PP**	
Aux.		**VT**	**N**	**Pron.**	**VT**	**Prep.**	**N**
are	to	show	poverty	he	saw	in	Barcelona
Kind of sentence: compound sentence							

S								
AP		**NP**	**VP**	**PP**				
Adj.	**N**	**Pron.**	**VT**	**Prep.**	**Art.**	**N**	**Prep.**	**N**
After	1907	he	entered	into	the	style	of	cubism
Kind of sentence: simple sentence								

S														
PP					VP	NP			Conj.	NP				
Prep.	**Pron.**	**Adj.**	**N**	**N**	**Aux.**	**Art.**	**Adj.**	**N**		**Art.**	**N**	**Conj.**	**Art.**	**N**
Among	his	well-known	cubist	painting	are	"The	Three	Musicians"	and	"The	man	with	a	guitar

Rel. Pron.	**VP**	**NP**					
	VT	**Art.**	**N**	**Prep.**	**Art.**	**N**	**N**
which	depict	the	destruction	of	a	Spanish	town
Kind of sentence: complex sentence							

S					
NP	**VP**	**PP**			
PN	**VI**	**Prep.**	**N**	**Prep.**	**N**
Picasso	died	in	France	in	1973
Kind of sentence: simple sentence					

Table 3.5

Topic: Batara Kala

S							
Adv.	**NP**		**NP**	**VP**	**NP**			
	Pron.	**N**	**Pron.**	**VT**	**Art.**	**Adj.**	**Adj.**	**N**
Well,	my	friends,	I	have	a	very	interesting	story
Kind of sentence: simple sentence								

S								
NP		**VP**	**PP**		**NP**			
Art.	**N**	**Aux.**	**Prep.**	**PN**	**Art.**	**N**	**Prep.**	**N**
The	story	is	about	'Batara Kala'	a	myth	from	Java
Kind of sentence: simple sentence								

S						
Aux.	**NP**	**VP**	**PP**			
	Pron.	**VT**	**Prep.**	**Pron.**	**Adj.**	**Adv.**
Have	you	heard	about	It	No?	never?
Kind of sentence: Simple sentence						

S					
Interj.	**VP**	**Adj.**	**Conj.**	**VP**	**Adv.**
	Aux.			**VI**	
Please	be	quiet	and	listen	carefully
Kind of sentence: compound sentence					

S						
NP	**VP**	**NP**	**VP**	**NP**		
Pron.	**VT**	**PN**	**Aux.**	**Art.**	**Adj.**	**N**
You	know	Batara Kala	was	an	evil	giant
Kind of sentence: complex sentence						

S					
NP	**Adv.**	**VP**	**NP**	**Adv.**	**NP**
Pron.		**VT**	**N**		**N**
He	always	killed	people,	especially	children
Kind of sentence: simple sentence					

S				
NP	**VP**		**PP**	
Pron.	**Aux.**	**VI**	**Prep.**	**Pron.**
Everybody	was	frightened	of	him
Kind of sentence: simple sentence				

S																
Adv.	**N**	**NP**	**NP**			**VP**	**AP**			**Conj.**	**NP**			**AP**		
		PN	**Art.**	**N**	**N**	**VT**	**Adj.**	**Art.**	**N**		**N**	**Prep.**	**VT**	**Adj.**	**N**	**Prep.**	**N**
One	day	Batara Guru	the	chief	god	invited	all	the	god	and	goddesses	to	drink	sacred	water	in	Paradise
Kind of sentence: compound sentence																	

S				
NP		**VP**		**NP**
Art.	**N**	**Aux.**	**VT**	**N**
The	water	was	called	Tirta Amertasari
Kind of sentence: simple sentence				

S					
NP	**VP**	**NP**			
Pron.	**VT**	**Art.**	**N**	**Prep.**	**N**
It	means	"the	water	of	immortality"
Kind of sentence: simple sentence					

S		
NP	**VP**	**N**
Pron.	**VT**	
You	know	why?
Kind of sentence: simple sentence		

S										
Conj.	**NP**	**Rel. Pron.**	**VP**	**NP**		**NP**			**VP**		**Adv.**
	Pron.		**VT**	**Pron.**	**N**	**Pron.**	**Conj.**	**Pron.**	**Aux.**	**VT**	
Because	anyone	who	drinks	this	water	he	or	she	will	live	forever
Kind of sentence: complex sentence											

S					
NP			**VP**	**Adv.**	**N**
Pron.	**Conj.**	**Pron.**	**Aux.**		
He	or	she	will	never	die
Kind of sentence: simple sentence					

S		
NP	**VP**	**N**
Pron.	**VT**	
You	know	what?
Kind of sentence: simple sentence		

S							
NP	**VP**			**Conj.**	**N**	**VP**	**Adj.**
PN	**Aux.**	**N**	**VT**		**Pron.**	**Aux.**	
Batara Kala	was	not	invited	because	he	was	evil
Kind of sentence: compound sentence							

S											
Conj.	**Adv.**	**NP**	**VP**	**PP**		**Conj.**	**VP**	**Adv.**	**PP**		
		Pron.	**VT**	**Prep.**	**N**		**VT**		**Prep.**	**Art.**	**N**
Then	secretly	he	flew	into	Paradise	and	stole	some	of	the	water.
Kind of sentence: compound sentence											

S														
NP						**Conj.**	**NP**					**VP**	**NP**		**Aux.**
PN	**Art.**	**N**	**Prep.**	**Art.**	**N**		**PN**	**Art.**	**N**	**Prep.**	**N**	**VT**	**N**	**Pron.**	
Batara Surya	the	god	of	the	Sun	and	Batari Chandra	the	goddesses	of	Moon	knew	what	he	did
Kind of sentence: compound sentence															

S												
Adv.	**AP**			**VP**	**PP**		**NP**					
	Adj.	**Prep.**	**Pron.**	**VT**	**Prep.**	**PP**	**Art.**	**N**	**N**	**Prep.**	**Art.**	**N**
Immediately	both	of	them	reported	to	Batara Vishnu	the	keeper	god	of	the	Universe
Kind of sentence: simple sentence												

S										
Conj.	**NP**	**VP**	**N**	**AP**		**N**	**Conj.**	**VP**	**N**	**PP**	
	N	**VT**		**Adj.**	**N**			**VT**	**Pron.**	**Prep.**	**PN**
Then	Batara Vishnu	took	his	fatal	weapon	Cakra	and	shot	it	at	Batara Kala
Kind of sentence: compound sentence											

S												
Conj.	**NP**	**VP**		**NP**		**NP**		**VP**	**N**	**PP**		
	PN	**Aux.**	**VT**	**Art.**	**N**	**Art.**	**N**	**VT**	**Pron.**	**Prep.**	**Art.**	**N**
While	Batara Kala	was	drinking	the	water	the	cakra	hit	him	on	the	neck
Kind of sentence: compound sentence												

S									
NP			**VP**		**PP**			**PP**	
PN	**Poss. Pron.**	**N**	**Aux.**	**VT**	**Prep.**	**Art.**	**N**	**Prep.**	**Adv.**
Batara Kala	's	body	was	separated	from	the	head	at	once
Kind of sentence: simple sentence									

S												
Conj.	**Adv.**	**NP**	**VP**		**NP**			**NP**		**VP**	**Adj.**	
		Pron.	**Aux.**	**VT**	**Art.**	**Adj.**	**N**	**Pron.**	**N**	**Aux.**		
But,	since	he	was	drunk	the	sacred	water	his	head	was	alive	
Kind of sentence: compound sentence												

S														
NP	**VP**	**AP**		**PP**		**Conj.**	**NP**	**Conj.**	**VP**	**Prep.**	**VP**	**N**	**PP**	
Pron.	**Aux.**	**Adj.**	**Adj.**	**Prep.**	**PN**		**PN**		**VT**		**VT**		**Prep.**	**Pron.**
He	was	very	furious	with	Batara Surya	and	Batari Chandra	and	swore	to	take	revenge	on	them
Kind of sentence: compound sentence														

S													
NP	**VP**	**NP**	**Conj.**	**NP**	**VP**			**Conj.**	**VP**		
	VT	**PN**		**PN**	**VT**	**Pron.**	**Adj.**		**VT**	**Pron.**	**Prep.**
He	chased	Batara Surya	and	Batari Chandra	caught	them	both	and	swallow	them	up
Kind of sentence: compound sentence											

S															
Adv.	**NP**	**Conj.**	**NP**	**VP**		**PP**			**Conj.**	**NP**			**VP**	**NP**	
	PN		**PN**	**Aux.**	**VI**	**Prep.**	**PN**	**N**		**Pron.**	**N**	**Adj.**	**VT**	**Art.**	**N**
Fortunately,	Batara Surya	and	Batari Chandra	could	escape	from	Batara Kala's	throat	because	he	no	longer	had	a	body
Kind of sentence: compound sentence															

S											
Adv.	**NP**	**Conj.**	**NP**	**VP**	**AP**			**NP**	**VP**	**NP**	
	PN		**PN**	**Aux.**	**Adj.**	**Adj.**	**N**	**PN**	**VT**	**Pron.**	**Prep.**
So,	Batari Chandra	and	Batara Surya	were	safe	every	time	Batara Kala	swallowed	them	up
Kind of sentence: compound sentence											

S												
Pron.	**VP**	**N**	**Conj.**	**N**	**VP**	**NP**		**Conj.**	**NP**		**NP**		**VP**
	Aux.				**Aux.**	**N**	**N**		**N**	**N**	**N**	**N**	**VT**
That	is	why	when	there	is	solar	eclipse	or	lunar	eclipse	Javanese	people	believe

Rel. pron.	**NP**	**VP**		**NP**	**Conj.**	**NP**
	PN	**Aux.**	**VT**	**PN**	or	**PN**
that	Batara Kala	is	swallowing	Batara Surya		Batari Chandra
Kind of sentence: complex sentence						

Table 3.6

Topic: Daedalus and Icarus							
S							
NP	**VP**	**AP**				**Conj.**	**N**
PN	**Aux.**	**Art.**	**Adj.**	**N**	**N**		**N**
Daedalus	was	a	skilled	Athenian	craftsman	and	inventor
Kind of sentence: simple sentence							

S													
NP	**VP**	**NP**			**Rel. pron.**	**VP**	**AP**			**PP**		**PP**	
PN	**VT**	**Pron.**	**N**	**PN**		**Aux.**	**Art.**	**Adj.**	**N**	**Prep.**	**PN**	**Pron.**	**N**
Daedalus	took	his	nephew	Perdix (Talos)	who	was	a	brilliant	craftsman	with	Daedalus	to	Create
Kind of sentence: complex sentence													

S															
NP	**NP**				**VP**	**NP**	**Rel. Pron.**	**VP**	**Adv.**	**AP**		**Conj.**	**NP**			
	Art.	**N**	**Prep.**	**N**	**VT**	**PN**		**VT**		**Adj.**	**N**		**Prep.**	**Art.**	**N**	**N**
Minos	the	king	of	Crete	hired	Daedalus	who	created	many	ingenious	inventions	while	in	the	ruler's	Service

VP	**NP**					
VT	**Art.**	**PN**	**N**	**N**	**N**	**N**
called	the	Minotaur	(half	man	half	bull)
Kind of sentence: complex sentence						

S									
NP		**VP**	**NP**		**NP**			**Rel. Pron.**	**VP**	**NP**	
Pron.	**N**	**VT**	**Art.**	**N**	**Art.**	**N**	**N**		**VT**	**Art.**	**N**
His	work	included	a	labyrinth	a	mazelike	building	which	imprisoned	a	monster

S										
NP	**VP**	**NP**		**NP**	**PP**		**NP**			
PN	**VT**	**PN**	**N**	**PN**	**Prep.**	**PN**	**Art.**	**N**	**Prep.**	**PN**
Daedalus	helped	Mino's	daughter	Ariadne	with	Theseus	the	slayer	of	Minotaur
Kind of sentence: simple sentence										

S															
PP		**PP**				**VP**	**NP**	**Conj.**	**NP**				**PP**		
Prep.	**N**	**Prep.**	**Art.**	**N**	**PN**	**VT**	**PN**		**Pron.**	**Adj.**	**N**	**PN**	**Prep.**	**Art.**	**N**
as	punishment	for	the	crime	Minos	imprisoned	Daedalus	and	his	young	son	Icarus	in	the	labyrinth
Kind of sentence: compound sentence															

Table 3.7

Topic: THUMBELINA

S																
N	**VP**	**Adv.**	**NP**		**Rel. Pron.**	**VP**	**AP**			**Conj.**	**VP**		**Adv.**	**Prep.**	**VP**	
	Aux.		**Art.**	**N**		**VT**	**Art.**	**Adj.**	**N**		**Aux.**	**VT**			**VT**	**N**
There	was	once	a	woman	who	wanted	a	small	child	but	didn't	know	where	to	get	one
Kind of sentence: complex sentence																

S					
Adv.	**NP**	**VP**	**Prep.**	**NP**	**PP**
	Pron.	**VT**		**Art.** **N**	**Prep.** **N**
So,	she	went	to	a witch	for help
Kind of sentence: simple sentence					

S							
NP			**VP**	**NP**		**Rel. Pron.**	**VP**	**Adj.**
Art.	**Adj.**	**N**	**VT**	**Art.**	**N**		**Aux.**	
"A	little	child?"	said	the	witch	that	is	easy
Kind of sentence: compound sentence								

S				
Adv.	**VP**	**NP**		
	Aux.	**Art.**	**N**	**N**
Here	is	a	magic	seed
Kind of Sentence: Simple Sentence				

S								
VP	**NP**	**PP**			**Conj.**	**VP**	**N**	**VP**
VT	**Pron.**	**Art.**	**N**	**N**		**VT**		**VI**
Plant	it	in	flower	pot	and	see	what	happens!
Kind of sentence: complex sentence								

S																		
NP		**VP**	**NP**		**VP**		**PP**					**Conj.**	**VP**	**NP**	**VP**		**NP**		
Art.	**N**		**Art.**	**N**	**VI**	**Pron.**	**Prep.**	**Art.**	**N**	**Prep.**	**Adj.**		**VT**	**N**	**Prep.**	**VT**	**Art.**	**N**	**N**
The	woman	thanked	the	witch	paid	her	with	a	piece	of	silver	and	went	home	to	plant	the	magic	seed
Kind of sentence: complex sentence																			

S																	
Adv.	**NP**	**VP**	**NP**		**NP**		**VP**	**PP**			**Rel. pron.**	**N**	**VP**	**PP**		
	Pron.	**VT**	**Art.**	**N**	**Art.**	**N**	**VT**	**Prep.**	**Art.**	**N**			**VT**	**Prep.**	**Art.**	**N**
As soon as	it	touched	the	soil	the	seed	grew	into	a	tulip	whose	flower	opened	with	a	pop
Kind of sentence: complex sentence																

S								
PP					VP	AP		
Prep.	**Art.**	**Prep.**	**Prep.**	**N**	**VT**	**Art.**	**Adj.**	**N**
In	the	middle	of	flower	sat	a	tiny	girl
Kind of sentence: simple sentence								

S												
N	AP				**VP**	**Adv.**	**Conj.**	**Adj.**	**Conj.**	**NP**	**VP**	**NP**
	Art.	**Adj.**	**Adj.**	**N**	**Aux.**					**Pron.**	**N**	**VI**	**Art.**	**N**
Why	the	pretty	little	thing	is	hardly	as	big	as	my	thumb	cried	the	woman
Kind of sentence: complex sentence														

S				
NP	**VP**		**NP**	
Pron.	**Aux.**	**VT**	**Pron.**	**PN**
I	am going to	call	her	Thumbelina
Kind of sentence: complex sentence				

S								
NP		**VP**	**NP**	**NP**		**PP**		
Art.	**N**	**VT**	**PN**	**Art.**	**N**	**Prep.**	**N**	**N**
The	woman	made	Thumbelina	a	bed	from	walnut	shell
Kind of sentence: simple sentence								

S									
PP		VP		NP	VP	PP			
Adv.	Prep.	VT	Adv.	PN	VT	Prep.	Art.	N	N
Instead	of	going	to	Thumbelina	played	on	the	kitchen	table
Kind of sentence: complex sentence									

S																	
NP			VP		PP								VP	PP			
Pron.	Adj.	N	Aux.	VI	Prep.	Art.	N	Prep.	N	Prep.	Art.	N	VT	Prep.	Art.	N	N
Her	favorite	game	was	sailing	across	a	bowl	of	water	in	a	boat	made	from	a	tulip	leaf
Kind of sentence: complex sentence																	

S							
PP		VP	NP	VP	PP		AP	
Prep.	Pron.	VI	Pron.	VT	Prep.	Art.	Adj.	Adj.	N
As	she	sailed	she	sang	in	a	high	sweet	voice
Kind of sentence: Compound sentence									

S															
Adv.	AP			VP	PP		AP			Conj.	VP	PP			
	Art.	Adj.	N	VT	Prep.	Prep.	Art.	Adj.	N		VI	Prep.	Art.	N	N
One night	an	old	toad	got	in	through	an	open	window	and	hopped down	onto	the	kitchen	table
Kind of sentence: compound sentence															

S																	
Adv.	**NP**		**PP**			**NP**		**VP**	**Conj.**	**NP**	**VP**	**NP**		**PP**			
	Art.	**N**	**Prep.**	**Pron.**	**N**	**Art.**	**N**	**VT**		**Pron.**	**VT**	**PN**	**N**	**Prep.**	**Pron.**	**Adj.**	**N**
Just	the	wife	for	my	son	the	toad	declared	when	it	saw	Thumbelina	sleeping	in	her	tiny	bed
Kind of sentence: compound sentence																	

S													
NP		**VP**	**NP**			**Conj.**	**VP**	**PP**			**PP**		
Art.	**N**	**VI**	**Art.**	**N**	**N**		**VI**	**Prep.**	**Art.**	**N**	**Prep.**	**Art.**	**N**
The	toad	picked up	the	walnut	shell	and	hopped out	through	the	window	into	the	garden
Kind of sentence: compound sentence													

S													
PP						**Adv.**	**PV**	**NP**			**PP**		
Prep.	**Art.**	**N**	**Prep.**	**Art.**	**N**		**Aux.**	**Art.**	**N**		**Prep.**	**Adj.**	**N**
At	the	bottom	of	the	garden	there	was	a	stream		with	muddy	banks

Conj.	**Pron.**	**VP**	**Adv.**	**PP**			**VP**	**PP**		
		Aux.		**Art.**	**Adj.**	**N**	**VT**	**Prep.**	**Pron.**	**N**
and	that	was	where	the	old	toad	lived	with	her	son
Kind of sentence: complex sentence										

S								
NP	**VP**	**Adv.**	**Adj.**	**Conj.**	**Adj.**	**Conj.**	**NP**	
Pron.	**Aux.**						**Pron.**	**N**
He	was	even	damper	and	uglier	than	his	mother
Kind of sentence: Simple sentence								

S													
Adv.	**NP**	**PV**	**AP**				**PP**				**Adv.**	**Pron.**	
	Pron.	**VT**	**Art.**	**Adj.**	**N**	**Adj.**	**Prep.**	**Art.**	**N**	**N**			
When	he	saw	the	pretty	girl	asleep	in	the	walnut	shell	all	he	

VP		**Interj.**	**N**	**Adv.**	**Adj.**	**VP**	**AP**		
Aux.	**VT**					**VT**	**Art.**	**Adj.**	**N**
could	say	Ribbik! Ribbik!	not	so	load	whispered	the	old	toad
Kind of sentence: complex sentence									

S							
Conj.	**NP**	**VP**	**NP**		**NP**	**VP**	**Adv.**
	Pron.	**VT**	**Pron.**	**Prep.**	**Pron.**	**Aux.** **VT**	
If	you	wake	her	up	she	will run	away
Kind of sentence: Compound sentence							

S																		
NP	**VP**		**NP**	**PP**				**PP**						**Conj.**	**NP**	**VP**		**Prep.**	**VP**
Pron.	**Aux.**	**VT**	**Pron.**	**Prep.**	**Art.**	**N**	**N**	**Prep.**	**Art.**	**N**	**Prep.**	**Art.**	**N**		**Pron.**	**Aux.**	**Adj.**		**VT**
We	will	put	her	on	a	water-lily	leaf	in	the	middle	of	the	steam	so	she	won't be	able	to	escape
Kind of sentence: compound sentence																			

S									
Adv.	**NP**	**VP**			**NP**			**PP**		
	Pron.	**Aux.**	**VT**	**N**	**Art.**	**Adj.**	**N**	**Prep.**	**Art.**	**N**
Then	we	can	clear	out	the	best	room	for	the	wedding
Kind of sentence: simple sentence										

S											
PP			Adv.	NP	VP		NP	VP		Prep.	VP
Prep.	Art.	N		Pron.	VT	Prep.	PN	Aux.	TV		VT
In	the	morning	when	she	woke	up	Thumbelina	was	startled	to	find

Pron.	PP									
	Prep.	Art.	Adj.	Adj.	Prep.	Art.	N	Prep.	Art.	N
herself	on	a	big	green	in	the	middle	of	a	steam
Kind of sentence: compound sentence										

Table 3.8

Topic: A GREEDY DOG

S								
NP		VP		Adv.	PP		
Art.	N	Aux.	VT		Adj.	Prep.	Pron.
A	dog	was	feeling	very	proud	of	himself
Kind of sentence: simple sentence								

S									
NP	VP		AP		AP		PP		
Pron.	Aux.	VT	Art.	Adj.	Adj.	N	Prep.	Art.	N
He	had	found	a	big	juicy	bone	at	the	market
Kind of sentence: simple sentence									

S																		
NP	**Adv.**	**VP**	**NP**	**PP**			**Conj.**	**VP**		**Prep.**	**VP**	**NP**		**Prep.**	**VP**	**NP**
Pron.		**VT**	**Pron.**	**Prep.**	**Pron.**	**N**		**VT**	**Prep.**		**VT**	**Art.**	**N**		**VT**	**Pron.**
He	quickly	carried	it	in	his	mouth	and	ran	off	to	find	a	place	to	eat	it
Kind of sentence: compound sentence																		

S									
NP	**VP**	**Prep.**	**NP**		**Rel. pron.**	**VP**	**Adv.**	**AP**	
Pron.	**VT**		**Art.**	**N**		**VT**		**Adj.**	**N**
He	came	to	a	stream	which	had	very	clear	water
Kind of sentence: complex sentence									

S										
NP	**VP**	**Prep.**	**VP**	**PP**		**VP**	**NP**			
Pron.	**VT**		**VT**	**Prep.**	**Pron.**	**VT**	**Pron.**	**Pron.**	**Adj.**	**N**
He	startled	to	walk	across	it	taking	his	own	sweet	time
Kind of sentence: complex sentence										

S											
NP	**VP**		**N**	**AP**			**NP**	**VP**		**Adv.**	**NP**
Pron.	**Aux.**	**VT**		**Art.**	**Adj.**	**N**	**Pron.**	**Aux.**	**VT**		**Pron.**
He	was	thinking	what	a	wonderful	time	he	would	have	when	he

VP		**AP**				**N**	**PP**	
Aux.	**VT**	**Art.**	**Adj.**	**Adj.**	**N**		**Prep.**	**Pron.**
could	eat	the	whole	juicy	bone	all	by	himself
Kind of sentence: compound sentence								

S									
Adv.	**NP**	**VP**	**Conj.**	**VP**		**PP**			
	Pron.	**VT**		**VT**	**Adv.**	**Prep.**	**Art.**	**N**	
suddenly	he	stopped	and	look	down	into	the	water	
Kind of sentence: compound sentence									

S														
NP	**VP**	**NP**		**Adv.**	**VP**		**PP**		**Adv.**	**PP**					
Pron.	**VT**	**Art.**	**N**		**VT**	**N**	**Prep.**	**Pron.**		**Prep.**	**Art.**	**N**	**Prep.**	**Pron.**	**N**
He	saw	a	dog	there	looking	back	at	him	also	with	a	bone	in	his	mouth
Kind of sentence: complex sentence															

S					
NP	**VP**		**NP**	**VP**	**PP**
Pron.	**Aux.**	**VT**	**Pron.**	**Aux.**	**Prep.** **Pron.**
He	didn't	know	he	was looking	at himself
Kind of sentence: compound sentence					

S											
NP	**VP**	**PP**		**NP**				**VP**	**Adj.**	**Conj.**	**Pron.**
Pron.	**VT**	**Prep.**	**Pron.**	**Det.**	**N**	**Poss. Pron.**	**N**	**VT**	**Adj.**		**Pron.**
He	said	to	himself	"That	dog	's	bone	looks	bigger	than	mine
Kind of sentence: compound sentence											

S												
NP	**VP**		**NP**		**Conj.**	**VP**		**Conj.**	**adj.**	**Conj.**	**NP**	**VP**
Pron.	**Aux.**	**VT**	**Pron.**	**N**		**VT**	**Adv.**				**Pron.**	**Aux.**
I	will	grab	his	bone	and	run	away	as	fast	as	I	can
Kind of sentence: compound sentence												

Table 3.9

Topic: A FLY AND THE BULL

S											
Adv.	**VP**	**Adv.**	**AP**			**Rel. pron.**	**VP**	**NP**	**VP**	**Adv.**	**Adj.**
	Aux.		**Art.**	**Adj.**	**N**		**VT**	**Pron.**	**Aux.**		
There	was	once	a	little	fly	who	though	he	was	very	important
Kind of sentence: complex sentence											

S			
NP	**VP**	**AP**	
Pron.	**VT**	**Adj.**	**Prep.**	**Pron.**
He	felt	proud	of	himself
Kind of sentence: simple sentence				

S												
NP	**Adj.**	**NP**	**NP**	**VP**	**Adv.**	**VP**	**Conj.**	**N**	**VP**		**NP**	
N		**N**	**Pron.**	**VT**		**VT**			**Prep.**	**VI**	**Prep.**	**Pron.**
One	sunny	morning	he	flew	around	looking	for	someone	to	talk	to	him
Kind of sentence: complex sentence												

S							
NP	**VP**	**NP**			**PP**		
Pron.	**VT**	**Art.**	**N**	**N**	**Prep.**	**Art.**	**N**
He	saw	a	bull	grazing	in	a	field
Kind of sentence: simple sentence							

S								
NP	**VP**	**VP**			**VP**		**NP**	
Pron.	**VT**	**Prep.**	**VT**	**Prep.**	**Prep.**	**VI**	**Prep.**	**Pron.**
He	decided	to	fly	down	to	talk	to	him
Kind of sentence: complex sentence								

S											
AP			**VP**		**Conj.**	**VP**	**Adv.**	**NP**			
Art.	**Adj.**	**N**	**VT**	**Prep.**		**IV**		**Art.**	**N**	**Poss. Pron.**	**N**
The	little	Fly	flew	down	and	buzzed	around	the	bull	's	head
Kind of sentence: compound sentence											

S					
NP		**VP**			**NP**
Art.	**N**	**Aux.**	**N**	**VT**	**Pron.**
The	Bull	did	not	bother	him
Kind of sentence: Simple sentence					

S				
NP	**VP**	**PP**		
Pron.	**VT**	**Prep.**	**N**	**N**
He	went	on	chewing	grass
Kind of sentence: simple sentence				

S							
NP		**Adv.**	**VP**	**Adv.**	**NP**		
Art.	**N**		**VI**		**Art.**	**N**	**N**
The	fly	then	buzzed	right inside	the	bull's	ear
Kind of sentence: simple sentence							

S				
NP		**VP**	**NP**	
Art.	**N**	**VI**	**N**	**N**
The	Bull	continued	chewing	grass
Kind of sentence: simple sentence				

S						
NP		**VP**	**N**	**AP**		
Art.	**N**	**VT**		**Art.**	**Adj.**	**N**
The	Fly	thought	what	a	stupid	animal
Kind of sentence: simple sentence						

S																		
Adv.	**NP**		**VP**	**Prep.**	**VP**	**PP**							**Prep.**	**VP**	**NP**		**VP**	**NP**
	Art.	**N**	**VT**		**VT**	**Prep.**	**N**	**Prep.**	**Art.**	**N**	**Poss. Pron.**	**N**		**VT**	**Art.**	**N**	**VT**	**Pron.**
Now	the	fly	decided	to	land	on	one	of	the	bull	's	horns	to	make	the	Bull	notice	him
Kind of sentence: complex sentence																		

S									
NP	**VP**	**Prep.**	**NP**		**Prep.**	**VP**	**N**	**Conj.**	**NP**		**VP**	**Adj.**
Pron.	**VT**		**Art.**	**N**		**VT**	**Pron.**		**Art.**	**N**	**VT**	
He	waited	for	the	bull	to	say	something	but	the	bull	kept	quiet
Kind of sentence: complex sentence												

S													
NP		**Adv.**	**VP**	**Adv.**	**Interj.**	**N**	**Conj.**	**N**	**VP**	**Det.**	**NP**	**VP**	**Adv.**	**Adj.**
Art.	**N**		**VT**					**Pron.**	**VT**		**Pron.**	**Aux.**		
The	Fly	then	shouted	angrily	oh	bull	if	you	find	that	I	am	too	happy

Prep.	**NP**	**VP**	**Pron.**	**VP**	**Conj.**	**NP**	**VP**		**Adv.**
	Pron.	**VT**		**VT**		**Pron.**	**Aux.**	**VT**	
for	you	let	me	know	and	I	will	fly	away
Kind of sentence: complex sentence									

S													
NP		**VP**	**Conj.**	**VP**	**AP**		**NP**	**VP**		**Conj.**	**NP**	**VP**	**Conj.**	**VP**
Art.	**N**	**VI**		**VT**	**Adj.**	**N**	**Pron.**	**Aux.**	**N**		**Pron.**	**VT**		**VT**
The	bull	laughed	and	said	little	fly	I	don't	care	if	you	stay	or	leave
Kind of sentence: compound sentence														

S												
NP	**VP**	**Adv.**	**Adj.**	**Det.**	**NP**		**VP**			**AP**		**Prep.**	**Pron.**
Pron.	**Aux.**				**Pron.**	**N**	**Aux.**	**N**	**VT**	**Adj.**	**N**		
You	are	so	tiny	that	your	weight	does	not	make	any	difference	to	me

Conj.	**VP**		**Adj.**	**Conj.**	**VP**	**Pron.**
	VI	**Aux.**			**VT**	
so	please	be	quiet	and	leave	me
Kind of sentence: complex sentence						

Table 3.10

Bandung Bondowoso and Roro Jonggrang

S										
Adv.	**N**	**VP**	**AP**				**Rel. Pron.**	**N**	**VP**	**NP**
		Aux.	**Art.**	**Adj.**	**Adj.**	**N**			**Aux.**	**PN**
Once	there	was	a	beautiful	Javanese	princess	whose	name	was	Roro Jonggrang
Kind of sentence: complex sentence										

S																
NP	**Rel. Pron.**	**N**	**VP**	**Adv.**	**Adj.**	**PP**			**VP**	**NP**				**AP**		
PN			**Aux.**			**Prep.**	**Art.**	**N**	**Aux.**	**Art.**	**N**	**Prep.**	**PN**	**Art.**	**N**	**N**
Roro Jonggrang	whose	beauty	was	very	famous	in	The	land	was	the	daughter	of	Prabu Baka	an	evil	king
Kind of sentence: complex sentence																

S																		
Adv.	**AP**				**Prep.**	**AP**			**VP**	**NP**	**VP**	**Conj.**	**VP**	**NP**
	Art.	**Adj.**	**Adj.**	**N**		**Adj.**	**Adj.**	**N**	**VT**	**PN**	**VT**		**VT**	**PN**
One day	a	handsome	young	man	with	super	natural	power	named	Bandung Bandowoso	defeated	and	killed	Prabu Baka
Kind of sentence: complex sentence														

S														
NP					**NP**	**VP**	**PP**		**Conj.**	**VP**	**Prep.**	**VP**	**Pron.**
Prep.	**N**	**N**	**PN**	**N**	**PN**	**VI**	**Pron.**	**N**		**VT**		**VT**	
On	seeing	princess	Roro Jonggrang's	beauty	Bandung Bandowoso	fell	in	love	and	wanted	to	marry	her
Kind of sentence: complex sentence													

S											
Conj.	**NP**		**VP**	**Adj.**	**Conj.**	**Prep.**	**NP**				
	N	**PN**	**VI**				**Art.**	**N**	**Prep.**	**Pron.**	**N**
Meanwhile	princess	Roro Jongrang	felt	sad	due	to	the	death	of	her	father
Kind of sentence: complex sentence											

S												
NP	**VP**			**Prep.**	**VP**	**NP**	**Conj.**	**NP**	**VP**		**NP**	
Pron.	**Aux.**	**N**	**VT**		**VT**	**PN**		**Pron.**	**Aux.**	**VT**	**Pron.**	**N**
She	did	not	want	to	marry	Bandung	because	he	had	killed	her	father
Kind of sentence: compound sentence												

S						
Conj.	**NP**	**VP**	**Adv.**	**Adj.**	**PP**	
	Pron.	**Aux.**			**Prep.**	**PN**
But	she	was	also	afraid	of	Bandung
Kind of sentence: simple sentence						

S							
Conj.	**Prep.**	**VP**	**Adv.**	**NP**	**VP**	**NP**	
		VT		**N**	**VT**	**Art.**	**N**
So	to	refuse	politely	she	made	a	condition
Kind of sentence: complex sentence							

S									
NP	**VP**		**NP**	**Conj.**	**NP**	**VP**	**VP**	**NP**	
Pron.	**Aux.**	**VT**	**Pron.**		**Pron.**	**Aux.**	**VT**	**N**	**N**	**N**
I	will	marry	you	but	you	have to	build	one	thousand	temples

	PP		**Prep.**	**NP**			**VP**	**NP**
Prep	**N**	**N**		**Art.**	**N**	**N**	**VT**	**PN**
in	once	night	as	a	wedding	gift	requested	Roro Jonggrang
Kind of sentence: compound sentence								

S				
NP	**VP**	**Prep.**	**Pron.**	**N**
PN	**VI**			**PN**
Bandung	agreed	with	this	condition
Kind of sentence: simple sentence				

S							
VP	**Prep.**	**NP**		**NP**	**VP**	**NP**	**NP**
VT		**N**	**N**	**PN**	**VT**	**N**	**Art.**	**N**
Helped	by	spirit	demons	Bandung Bondowoso	started	building	the	temples
Kind of sentence: complex sentence								

S						
AP		**NP**		**VP**	**Adv.**	**Adj.**
Adj.	**N**	**Art.**	**N**	**Aux.**		
Approaching	midnight	the	work	was	nearly	done
Kind of sentence: simple sentence						

S												
NP	**VP**	**Conj.**	**VP**	**N**	**VP**	**NP**	**VP**	**NP**	**VP**	**AP**		
PN	**VT**		**VT**		**Aux.**	**Pron.**	**VT**	**PN**	**Aux.**	**Adj.**	**Conj.**	**Pron.**
Roro Jonggrang	knew	and	thought	"What	shall	I	do?	Bandung	is	smarter	than	me
Kind of sentence: compound sentence												

S				
NP	**VP**		**Prep.**	**NP**
PN	**Aux.**	**VT**		**PN**
I	will	lose	against	Bandung
Kind of sentence: simple sentence				

S			
Adv.	**NP**	**VP**	**NP**
	Pron.	**VT**	**Art.** / **N**
Suddenly	she	got	an / idea

Kind of sentence: simple sentence

S																
NP	**VP**		**Adj.**	**NP**		**PP**			**Conj.**	**VP**	**Pron.**	**Prep.**	**VP**	**AP**		
Pron.	**VT**	**Prep.**		**Art.**	**N**	**Prep.**	**Art.**	**N**		**VT**			**VT**	**Art.**	**Adj.**	**N**
She	woke	up	all	the	women	in	the	palace	and	ordered	them	to	make	the	noisy	sounds

Prep.	**NP**		**Conj.**	**Det.**	**NP**		**VP**		**Prep.**	**VP**	**Adv.**	**Adv.**
	N	**N**			**Art.**	**N**	**Aux.**	**VT**		**VT**		
of	grinding	rice	so	that	the	roosters	would	think	it	had	already	down

Kind of sentence: complex sentence:

S											
NP	**VP**		**Conj.**	**NP**	**VP**	**Prep.**	**VP**	**NP**		
PN	**VT**	**Adj.**		**Pron.**	**VT**		**VT**	**Art.**	**N**	**N**
Bandung Bondowoso	got	frustrated	because	he	failed	to	complete	the	thousandth	temple

Kind of sentence: compound sentence

S																
NP		**VP**		**Pron.**	**VP**	**NP**		**NP**	**VP**	**NP**	**NP**	**VP**		**Pron.**
Art.	**N**	**Aux.**	**VT**		**VT**	**Pron.**	**Adj.**	**Pron.**	**VT**	**PN**	**Pron.**	**Aux.**	**VT**	
The	princess	has	deceived	me	following	his	anger	he	cursed	Roro Jonggrang	you	have	cheated	me

Kind of sentence: compound sentence

S												
PP		**NP**		**VP**	**PP**							
Prep.	**Adv.**	**Art.**	**N**	**VT**	**Prep.**	**Art.**	**N**					
At	once	the	princess	turned	into	a	statue					
Kind of sentence: simple sentence												

S												
NP		**NP**	**VP**	**Pron.**	**Conj.**	**NP**	**VP**	**Adv.**	**PP**			
N	**Pron.**	**PN**	**VT**			**Pron.**	**VI**		**Prep.**	**Art.**	**Adv.**	**N**
Knowing	this	Bandung Bandowoso	regretted	this	and	he	went	away	into	a	far	land
Kind of sentence: compound sentence												

S														
PP		**NP**	**VP**	**NP**				**Conj.**	**NP**			**NP**		
Prep.	**Adv.**	**N**	**VT**	**Art.**	**N**	**N**	**N**		**Art.**	**N**	**N**	**PN**		**N**
From	then	people	called	the	temple	Prambanan	Temple	and	the	princess	statue	Roro Jonggrang		statue
Kind of sentence: complex sentence														

Table 3.11

TEA TIME						
S						
AP		**NP**		**N**	**VP**	**N**
Adj.	**Adv.**	**Art.**	**N**		**VT**	
All	around	the	world	people	drink	tea
Kind of sentence: simple sentence						

S									
Conj.	**N**	**VP**			**NP**			**PP**	
		Aux.	**N**	**VT**	**Art.**	**Adj.**	**N**	**Prep.**	**N**
But	tea	does	not	mean	the	same	thing	to	everyone
Kind of sentence: simple sentence									

S										
PP			**N**	**TV**	**Adv.**	**AP**		**Conj.**	**NP**	
Prep.	**Adj.**	**N**		**VT**		**Adj.**	**N**		**N**	**N**
In	different	countries	people	have	very	different	ideas	about	drinking	tea
Kind of sentence: simple sentence										

S											
PP		**PP**		**N**	**VP**			**Adv.**	**N**	**VP**	**Adv.**
Prep.	**N**	**Prep.**	**N**		**Aux.**	**Adv.**	**VT**			**VT**	
In	China	for	example	tea	is	always	served	when	people	get	together
Kind of sentence: compound sentence											

S														
NP		**VP**	**Pron.**	**PP**					**PP**		**Conj.**	**PP**		
Art.	**N**	**VT**		**Prep.**	**Adj.**	**N**	**Prep.**	**N**	**Prep.**	**N**		**Art.**	**N**	**N**
The	Chinese	drink	it	any	time	of	day	at	home	or	in	a	tea	house
Kind of sentence: simple sentence														

S									
NP	**VP**	**NP**			**Conj.**	**NP**		**PP**	
Pron.	**TV**	**Pron.**	**N**	**Adj.**		**N**	**Adv.**	**Prep.**	**Pron.**
They	prefer	their	tea	plain	with	nothing	else	in	it
Kind of sentence: simple sentence									

S				
N	**VP**	**Adv.**	**Adj.**	**PP**
	Aux.			**Prep.** **N**
Tea	is	also	important	in Japan
Kind of sentence: simple sentence				

S												
NP		**VP**	**AP**			**PP**			**VP**	**NP**		
Art.	**N**	**VT**	**Art.**	**Adj.**	**N**	**Prep.**	**N**	**N**	**VT**	**Art.**	**N**	**N**
The	Japanese	have	a	special	way	of	serving	tea	called	a	tea	ceremony
Kind of sentence: complex sentence												

S										
Adv.	**VP**	**Adv.**	**AP**			**PP**		**PP**		
	Aux.		**Art.**	**Adj.**	**N**	**Prep.**	**N**	**Prep.**	**N**	**N**
There	is	even	a	special	room	for	it	in	Japanese	homes
Kind of sentence: simple sentence										

S					
AP				VP	N
Adj.	**N**	**N**	**N**	**Aux.**	
Another	the	drinking	country	is	England
Kind of sentence: simple sentence					

S							
PP		AP			VP	NP	
Prep.	**N**	**Art.**	**Adj.**	**N**	**Aux.**	**N**	**N**
In	England	the	late	afternoon	is	tea	time
Kind of sentence: simple sentence							

S						
Adv.	**N**	**VP**	**NP**		**PP**		**Adv.**
		VT	**Art.**	**N**	**Prep.**	**N**	
Almost	everyone	has	a	cup	of	tea	then
Kind of sentence: simple sentence							

S													
NP		Adv.	VP	N	PP			Conj.	VP		PP		Conj.	N
Art.	**N**		**VT**		**Prep.**	**Art.**	**N**		**VT**	**Pron.**	**Prep.**	**N**		
The	English	usually	make	tea	in	a	teapot	and	drink	it	with	cream	and	sugar
Kind of sentence: complex sentence														

S										
NP	**Adv.**	**VP**	**N**	**N**	**Conj.**	**AP**		**PP**		
Pron.		**VT**				**Adj.**	**N**	**Prep.**	**N**	**N**
They	also	eat	cakes	cookies	and	little	sandwich	at	the	time
Kind of sentence: simple sentence										

S											
PP			**N**	**VP**	**N**	**Adv.**	**PP**		**Conj.**	**PP**	
Prep.	**Art.**	**N**		**VT**			**Prep.**	**N**		**Prep.**	**N**
In	the	United States	people	drink	tea	mostly	for	breakfast	or	after	meals
Kind of sentence: simple sentence											

S				
NP	**Adv.**	**VP**	**N**	**PP**
N		**VT**		**Prep.** **N**
Americans	usually	have	tea	in teapots
Kind of sentence: simple sentence				

S										
PP			**AP**		**VP**	**AP**		**VP**	**NP**	
Prep.	**Art.**	**N**	**Adj.**	**N**	**VT**	**Adj.**	**N**	**VT**	**N**	**N**
In	the	summer	many	American	drink	cold	tea	called	iced	tea
Kind of sentence: complex sentence										

S								
NP	**Adv.**	**VP**	**NP**		**PP**		**AP**	
Pron.		**VT**	**N**	**N**	**Prep.**	**N**	**Adj.**	**N**
They	sometimes	drink	iced	tea	from	cans	like	soda
Kind of sentence: complex sentence								

Table 3.12

The Hole Game

S														
AP		**AP**		**PP**		**NP**		**PP**		**NP**		**Prep.**	**VP**	**Prep.**
Adj.	**N**	**Adj.**	**N**	**Prep.**	**N**	**Art.**	**N**	**Prep.**	**N**	**Art.**	**N**		**VT**	
Two	player	one	marble	per	person	a	hole	in	ground	a	line	to	start	from
Kind of sentence: complex sentence														

S				
NP	**VP**		**VP**	**N**	**Adv.**
Pron.	**Aux.**	**VT**	**VT**		
You	must	dub	(click	marbles	together)
Kind of sentence: simple sentence					

S																
NP	**VP**		**Rel. pron.**	**NP**		**VP**	**PP**			**VP**	**Adv.**	**Adj.**	**AP**		
Pron.	**Aux.**	**VI**		**Art.**	**N**	**Aux.**	**Prep.**	**Adj.**	**N**	**Aux.**			**Art.**	**Adj.**	**N**
You	must	check	that	the	marbles	are	in	good	condition	are	nearly	worth	the	same	value
Kind of sentence: complex sentence															

S																	
VP	**NP**		**PP**			**Conj.**	**VP**	**NP**		**AP**			**Adv.**	**PP**		
VT	**Art.**	**N**	**Prep.**	**Art.**	**N**		**VT**	**Art.**	**N**	**Art.**	**Adj.**	**N**		**Prep.**	**Art.**	**N**
Dig	a	hole	in	the	ground	and	draw	a	line	a	fair	distance	away	from	the	hole
Kind of Sentence: complex																	

S										
AP			**Adv.**	**VP**	**Pron.**	**Conj.**	**NP**		**Prep.**	**NP**	
Art.	**Adj.**	**N**		**VT**			**Pron.**	**N**		**Art.**	**N**
The	first	player	carefully	throws	his	or	her	marble	towards	the	hole
Kind of sentence: simple sentence											

S									
Adv.	**AP**			**VP**	**Prep.**	**VP**	**Pron.**	**Conj.**	**NP**	
	Art.	**Adj.**	**N**	**VT**		**VT**			**Pron.**	**N**
Then	the	second	player	tries	to	throws	his	or	her	marble

Adj.	**PP**			**Conj.**	**Pron.**	**Conj.**	**NP**	
	Prep.	**Art.**	**N**				**Art.**	**N**
closer	to	the	hole	than	his	or	her	opponent
Kind of sentence: complex sentence								

S																	
NP		**Rel. pron.**	**N**	**VP**	**Adj.**	**PP**			**VP**	**Prep.**	**VP**	**NP**		**PP**		
Art.	**N**			**Aux.**		**Prep.**	**Art.**	**N**	**VT**		**VT**	**Pron.**	**N**	**Prep.**	**Art.**	**N**
The	player	whose	marble	is	closer	to	the	hole	tries	to	flick	his/her	marble	into	the	hole
Kind of sentence: complex sentence																	

S											
Conj.	**Adj.**	**AP**		**VP**	**Prep.**	**VP**	**Pron.**	**Conj.**	**NP**		
		Adj.	**N**	**VT**		**VT**			**Pron.**	**N**	**N**
If	successful	this	player	tries	to	flick	his	or	her	opponent's	marble

	PP		**VP**	**Conj.**	**VP**	**Prep.**	**VP**	**conj.**	**N**
Prep.	**Art.**	**N**	**VT**		**VT**		**VT**		
into	the	hole	win	and	gets	Prep.	keep	both	marbles
Kind of sentence: complex sentence									

Table 3.13

The Gift

S				
Interj.	**Adv.**	**VP**	**NP**	
		Aux.	**Art.**	**N**
Well	here	is	the	story
Kind of sentence: simple sentence				

S								
NP	**Conj.**	**NP**	**VP**	**AP**		**Adv.**	**NP**	
PN		**PN**	**Aux.**	**Art.**	**Adj.**		**N**	**N**
Della	and	Jim Young	are	a	poor	newly	married	couple
Kind sentence: simple sentence								

S											
NP		**VP**	**Adv.**	**Prep.**	**VP**	**Adv.**	**AP**				
PN	**N**	**Aux.**			**VT**		**Art.**	**Adv.**	**Adj.**	**N**	
Jim's	wage	was	enough	to	rent	only	a	very	small	apartment	
Kind of sentence: complex sentence											

S										
Conj.	**Adv.**	**VP**	**NP**		**Prep.**	**Rel. Pron.**	**Pron.**	**VP**	**Adv.**	**Adj.**
		Aux.	**N**	**N**				**Aux.**		
But	there	were	two	things	of	which	each	were	extremely	proud

NP	**VP**	**AP**		**Conj.**	**Adv.**	**AP**		**PP**			
PN	**VT**	**Art.**	**N**			**Adj.**	**N**	**Prep.**	**Adj.**	**Prep.**	**N**
Della	had	the	longest	and	most	beautiful	hair	in	all	of	New York

	PN	**VT**	**Art.**	**Adj.**	**N**	**N**	**N**	**VT**	**Prep.**	**Pron.**	**Prep.**	**Pron.**	**N**
and	Jim	possessed	a	magnificent	gold	pocket	watch	given	to	him	by	his	father
Kind of sentence: compound sentence													

S											
AP			**VP**		**Adv.**	**Conj.**	**NP**	**Conj.**	**NP**	**VP**	**Prep.**	**VP**
Adj.	**N**	**N**	**Aux.**	**VT**			**PN**		**PN**	**VT**		**VT**
New	Year's	Day	was	drawing	near	and	Jim	and	Della	began	to	think

NP		**Pron.**	**VP**		**Prep.**	**VP**	**PP**	
N	**N**		**Aux.**	**VT**		**VT**	**Pron.**	**Pron.**
what	present	they	could	afford	to	give	each	other
Kind of sentence: compound sentence								

S									
NP	**Adv.**	**VP**	**Adv.**	**Conj.**	**NP**	**VP**	**PP**		
PN		**TV**			**PN**	**TV**	**Prep.**	**Pron.**	**N**
Della	always	noticed	sadly	when	Jim	looked	at	his	watch
Kind of sentence: compound sentence									

S											
Pron.	**VP**		**Prep.**	**NP**	**Prep.**	**NP**		**Prep.**	**AP**				
	Aux.	**VT**				**Pron.**	**N**		**Art.**	**Adj.**	**Adj.**	**N**	**N**
It	was	fixed	to	button-hole	of	his	coat	by	a	common	old	leather	strap
Kind of sentence: simple sentence													

S							
NP	**Adv.**	**VP**	**NP**			**PP**		
Pron.		**VT**	**Art.**	**N**	**N**	**Prep.**	**Pron.**	**N**
He	really	needed	a	gold	chain	for	his	watch
Kind of sentence: simple sentence								

S												
Conj.	**NP**	**Adv.**	**VP**	**Prep.**	**NP**	**VP**	**PP**		**VP**	**NP**		
	PN		**VT**		**Pron.**	**VT**	**Prep.**	**N**	**VT**	**Pron.**	**Adj.**	**N**
And	Jim	often	thought	as	he	looked	at	Della	combing	her	long	hair
Kind of sentence: compound sentence												

S														
Interj.	**AP**		**VP**	**Conj.**	**Adv.**	**NP**	**VP**		**Pron.**	**NP**			**PP**		
	Adj.	**Pron.**	**Aux.**			**Pron.**	**Aux.**	**VT**		**Art.**	**N**	**N**	**Prep.**	**Pron.**	**N**
How	nice	it	would	if	only	he	could	buy	her	a	jeweled	hair-comb	for	her	hair
Kind of sentence: complex sentence															

S																							
Conj.	**NP**			**Conj.**	**NP**			**VP**		**NP**				**Conj.**	**Pron.**	**VP**	
	Art.	**N**	**N**		**Art.**	**N**	**N**	**Aux.**	**VT**	**N**	**Adj.**	**Adv.**	**N**			**Aux.**	**VT**
But	a	gold	watch-chain	and	a	jeweled	hair-comb	would	have	cost	far	more	money	than	they	could	afford
Kind of sentence: compound sentence																	

S																					
Adv.	**Adv.**	**NP**	**VP**	**AP**			**Adv.**	**NP**	**VP**		**NP**		**Prep.**	**NP**		**Conj.**	**NP**		
		PN	**VT**	**Art.**	**Adj.**	**N**		**Pron.**	**VT**	**Pron.**	**Art.**	**N**		**Art.**	**N**		**Art.**	**N**	**N**
Then	suddenly	Dell	had	a	wonderful	idea	quickly!	she	ran	down	the	street	to	the	shop	with	the	notice	'Hair-Bought'
Kind of sentence: compound sentence																			

S											
NP	**VP**		**Conj.**	**N**	**Adv.**	**VP**		**Prep.**	**AP**		
Pron.	**VI**	**Prep.**				**VI**	**Prep.**		**Art.**	**Adj.**	
She	Went	in	and	hour	later	walked	out	of	the	stopped	

	PP			**Conj.**	**VP**	**Adv.**	**AP**		**PP**			
Prep.	**Art.**	**N**	**N**		**VT**		**Art.**	**N**	**Prep.**	**PN**	**N**	**N**
at	a	watchmaker's	shop	and	found	exactly	the	right	chain	for	Jim's	watch
Kind of sentence: compound sentence												

S																					
NP		**NP**	**VP**	**AP**			**PP**						**Adv.**	**NP**	**VP**	**NP**		
N	**N**	**PN**	**VT**	**Art.**	**Adj.**	**N**	**Prep.**	**Art.**	**N**	**Prep.**	**N**	**N**		**Pron.**	**VT**	**Pron.**	**Adj.**	**N**
Returning	home	Della	wrapped	the	precious	gift	in	a	piece	of	colored	paper	then	she	curled	her	short	hair
Kind of sentence: compound sentence																		

S										
Adv.	**NP**	**VP**	**N**	**Conj.**	**VP**	**NP**		**NP**	**VP**	**Adj.**
	PN	**VI**			**VT**	**Pron.**	**N**	**Pron.**	**Aux.**	
When	Jim	arrived	home	and	saw	her	hair	he	was	speechless
Kind of sentence: compound sentence										

S									
Interj.	**NP**	**VP**			**PP**		**Prep.**	**Pron.**	**VP**	**NP**
	PN	**Aux.**	**N**	**VT**	**Prep.**	**Pron.**			**VT**	**PN**
Oh	Jim	do	not	look	at	me	like	that	said	Della
Kind of sentence: complex sentence										

S					
NP	**VP**		**Adv.**	**Adj.**	**NP**	**VP**
Pron.	**Aux.**	**VT**			**Pron.**	**Aux.**
It	will	grow	again	sure	I	will
Kind of sentence: compound sentence						

S					
NP	**VP**	**NP**		**PP**	
Pron.	**VT**	**Art.**	**N**	**Prep.**	**Pron.**
She	handed	a	parcel	to	Jim
Kind of sentence: simple sentence					

S																
NP	**VP**	**NP**	**VP**		**NP**	**Prep.**	**VP**	**Adv.**	**N**	**PP**		
Pron.	**VT**	**Pron.**	**Aux.**	**VT**	**Pron.**		**VT**			**Prep.**	**Pron.**	**N**
You	see	I	had to	sell	it	to	get	some	money	for	your	present
Kind of sentence: compound sentence												

S							
AP			**NP**		**NP**	**VP**	**NP**	
Adj.	**Adj.**	**N**	**PN**	**N**	**PN**	**VT**	**Art.**	**N**
Happy	New	Year	Jim	darling	Jim	opened	the	parcel
Kind of sentence: compound sentence								

S																
NP	**VP**	**Prep.**	**NP**		**Conj.**	**VP**	**Conj.**	**N**	**VP**		**Prep.**	**NP**		**NP**	**VP**
Pron.	**VT**		**Art.**	**N**		**VI**			**VI**	**Prep.**	**Prep.**	**Pron.**	**N**	**Pron.**	**VT**
He	dropped	into	a	chair	and	laughed	until	tears	came	out	of	his	eyes	I	think

NP	**VP**	**Adj.**	**VP**	**NP**		**Adv.**	**PP**			**Pron.**	**VP**	**Adv.**	**PP**	
Pron.	**Aux.**		**VT**	**Pron.**	**N**		**Prep.**	**Art.**	**conj.**		**VT**		**Prep.**	**N**
we	would	better	put	this	present	away	for	a	while	he	said	gently	at	last
Kind of sentence: compound sentence														

S											
NP	**VP**	**NP**	**VP**	**N**	**AP**			**PP**		
Pron.	**VT**	**Pron.**	**VT**		**Art.**	**Adj.**	**N**	**Prep.**	**Pron.**	**N**
You	see	he	continued	taking	a	small	package	from	his	pocket
Kind of sentence: compound sentence										

S																			
NP	**VP**	**NP**		**Prep.**	**VP**	**NP**		**PP**			**VP**		**Pron.**	**Adj.**					
Pron.	**VT**	**Pron.**	**N**		**VT**	**Pron.**	**N**	**Prep.**	**Pron.**	**N**	**Aux.**	**N**							
I	sold	my	watch	to	buy	this	comb	for	your	hair	is	not	that	funny					
Kind of sentence: complex sentence																			

S																			
N	**Prep.**	**NP**			**PP**			**Adv.**	**NP**	**VP**	**NP**	**AP**			**Conj.**				
		Art.	**N**	**N**	**Prep.**	**Pron.**	**N**		**PN**	**VT**	**PN**	**Art.**	**Adj.**	**N**					
Nodding	as	the	tears	rose	in	her	eyes	too	Della	gave	Jim	a	brave	smile	and				

VP	**NP**		**VP**	**AP**			**PP**			**Pron.**	**VP**
VT	**Pron.**	**N**	**Aux.**	**Art.**	**Adj.**	**N**	**Prep.**	**Art.**	**N**		**VT**
said	our	presents	are	the	best	presents	in	the	world	you	know
Kind of sentence: compound sentence											

Table 3.14

Among Pets

S													
PP		**NP**	**VP**	**N**	**AP**		**Conj.**	**NP**	**VP**	**AP**			
Prep.	**N**	**Pron.**	**VT**		**Art.**	**Adj.**		**Pron.**	**Aux.**	**Adj.**	**N**		
Among	pets	I	like	dogs	the	best	because	they	are	tame	animals		

Conj.	**NP**	**VP**		**PP**			
	Pron.	**Aux.**	**VT**	**Prep.**	**Art.**	**N**	**N**
and	they	can be	trained	as	a	man's	friend
Kind of sentence: compound sentence							

S				
NP	**VP**	**AP**		
Pron.	**VT**	**Art.**	**Adj.**	**N**
I	have	a	wonderful	dog
Kind of sentence: simple sentence				

S			
NP	**VP**	**NP**	
Pron.	**VT**	**Pron.**	**PN**
I	named	him	Volvo
Kind of sentence: simple sentence			

S						
NP	**VP**	**NP**	**VP**	**AP**		
Pron.	**VT**	**PN**	**Aux.**	**Art.**	**Adj.**	**N**
You	know	Volvo	is	a	male	dog
Kind of sentence: complex sentence						

S										
NP	**VP**	**NP**			**Conj.**	**VP**	**Adv.**	**Interj.**	**NP**		
Pron.	**Aux.**	**Art.**	**N**	**N**		**Aux.**			**N**	**N**	**N**
He	is	a	Pomeranian	dog	and	is	about	uhm..	two	year	old
Kind of sentence: complex sentence											

S					
Pron.	**Adv.**	**VP**	**NP**		
		Aux.	**N**	**N**	**N**
That	is	right	two	years	old
Kind of sentence: simple sentence					

S			
NP		**VP**	**Adj.**
Pron.	**N**	**Aux.**	
My	dog	is	great
Kind of sentence: simple sentence			

S										
NP	**VP**	**AP**			**AP**		**Conj.**	**NP**		
Pron.	**VT**	**Adj.**	**Adj.**	**N**	**Adj.**	**N**		**Art.**	**N**	**N**
He	has	grayish	- white	fur	small	ears	and	a	shaped	mouth
Kind of sentence: simple sentence										

S			
NP		**VP**	**Adj.**
Pron.	**N**	**Aux.**	
His	paws	are	strong
Kind of sentence: simple sentence			

S														
Interj.	**NP**				**VP**	**AP**								
	Pron.	**Adj.**		**N**	**Aux.**	**Art.**	**Adj.**		**N**					
Well,	my	dear		Volvo	is	a	clever		dog					
Kind of sentence: simple sentence														

S														
NP	**Adv.**	**VP**	**Adv.**	**Conj.**	**Adv.**	**Conj.**	**Adv.**	**VP**	**NP**			**Prep.**	**NP**	
Pron.		**VT**						**Aux.**	**Art.**	**N**	**N**		**Pron.**	**N**
He	always	barks	loudly	and	nosily	when	there	is	a	stranger	coming	to	my	house
Kind of sentence: complex sentence														

S												
NP	**VP**	**Adj.**	**Pron.**	**Adv.**	**VP**		**AP**		**Prep.**	**NP**		**Adv.**
Pron.	**VT**				**Aux.**	**VT**	**Adj.**	**N**		**N**	**Prep.**	
You	know	what	He	also	can	do	many	things	such as	sitting	down	quietly

NP			**Prep.**	**Pron.**	**NP**		**NP**				**Conj.**	**NP**		
N	**Art.**	**N**			**N**	**Prep.**	**Pron.**	**N**	**Adj.**	**N**		**N**	**Pron.**	**N**
bringing	the	newspaper	to	me	standing	on	his	two	hind	feet	and	shaking	my	hand
Kind of sentence: compound sentence														

S										
NP	**Adv.**	**TV**	**pron.**	**Prep.**	**NP**			**Adv.**	**NP**	
Pron.		**VT**			**Art.**	**N**	**N**		**Art.**	**N**
I	always	take	him	to	a	grooming	salon	twice	a	month

Prep.	VP	Pron.	Adj.	Conj.	Prep.	VP	NP		
	VT					VT	Pron.	N	Adv.
to	have	him	bathed	and	to	trim	his	fur	neatly
Kind of sentence: complex sentence									

S									
NP	VP	NP		AP		Conj.	Interj.	VP	AP	
PN	VT	N	N	Adj.	N			VT	Adj.	N
Volvo	eats	dog's	food	fresh	meal	and	uhm..	drinks	fresh	milk
Kind of sentence: compound sentence										

S											
Pron.	VP		Pron.	VP	N	Conj.	Pron.	VP		Adj.	PP	
	Aux.	VT		VT				Aux.	N		Prep.	Pron.
I	don't	let	him	eat	bones	because	they	are	not	good	for	him
Kind of sentence: compound sentence												

Table 3.15

New Chef at Shang Palace

S												
NP				VP		NP	Prep.	Pron.	AP			
Art.	N	N	N	Aux.	VT	PN			Adj.	Adj.	N	N
The	award-winning	Shang Palace	restaurant	has	appointed	Liu Ching Hai	as	its	new	executive	Chinese	food
Kind of sentence: simple sentence												

S												
VP	Prep.	NP			Prep.	AP					PP	
VT		N	N	N		Art.	Adv.	Adj.	N	N	Prep.	N
Named	by	Jakarta	Kilni	magazine	as	the	most	popular	Chinese	restaurant	in	town

NP	VP	Rel. pron.	NP	VP		AP		Conj.	AP		Prep.	NP	
N	VT		PN	Aux.	VT	Art.	Adj.		Adj.	N		Art.	N
Shang Palace	promises	that	Liu	will	bring	a	fresh	and	new	spirit	to	the	restaurant
Kind of sentence: complex sentence													

S							
NP	VP	Adv.	Adj.	PP			
N	Aux.			Prep.	Pron.	Adj.	N
Shang Palace	is	also	famous	for	its	sumptuous	Dim Sum
Kind of sentence: simple sentence							

Adj.	NP		PP					NP	VP	Adv.	Conj.	NP		Prep.	AP	
	Pron.	N	Prep.	Art.	N	Prep.	N	PN	VT			N	N		Adj.	N
Starting	his	career	at	the	age	of	15	Liu	has	more	than	20	years	of	culinary	experience
Kind of sentence: complex sentence																

S															
NP	VP	AP						VP	Prep.	NP				PP	
PN	VT	Art.	Adj.	Adj.	N	N	N	VT		Art.	N	N	N	Prep.	N
Liu	won	the	"Best	Culinary	Skill	Award"	competition	organized	by	the	Hong Kong	Tourism	Association	in	1989
Kind of sentence: complex sentence															

Table 3.16

JAKARTA CITY

S						
N	**VP**	**NP**			**Prep.**	**N**
	Aux.	**Art.**	**N**	**N**		
Jakarta	is	the	capital	city	of	Indonesia
Kind of sentence: simple sentence						

S										
NP	**VP**	**Adj.**	**VP**	**Prep.**	**NP**		**Prep.**	**AP**		
Pron.	**Aux.**		**VT**		**Art.**	**N**		**Art.**	**Adj.**	**N**
It	is	centrally	located	within	the	country	on	the	northwest	coast

Prep.	**NP**		**PP**			**Prep.**	**NP**		
	N	**N**	**Prep.**	**Art.**	**N**		**Art.**	**N**	**N**
of	Java	island	at	the	mouth	of	the	Ciliwung	river
Kind of sentence: simples sentence									

S							
NP	**VP**	**NP**		**N**	**AP**		**Conj.**
N	**VT**	**N**	**Adj.**	**N**	**Adj.**	**N**	
Jakarta	dominates	Indonesian's	administrative	economy	cultural	activities	and

VP	**AP**			**Conj.**	**NP**		**PP**	
Aux.	**Art.**	**Adj.**	**Adj.**		**N**	**N**	**Prep.**	**N**
is	a	major	commercial	and	transportation	hub	within	Asia
Kind of sentence: compound sentence								

S																	
Prep.	**NP**		**PP**				**N**	**VP**	**Adv.**	**N**	**Conj.**	**Pron.**	**Adj.**	**N**	**PP**		
	Art.	**N**	**Prep.**	**Prep.**	**N**	**N**		**VT**							**Prep.**	**N**	
With	a	population	of	about	9	million	Jakarta	has	more	people	than	any	other	cities	in	Indonesia	
Kind of sentence: simple sentence																	

S								
NP		**VP**	**Adj.**	**Conj.**	**AP**			
Art.	**N**	**Aux.**	**Adj.**		**Adj.**	**N**	**N**	
The	climate	is	hot	and	humid	Year- round		
Kind of sentence: simple sentence								

S														
NP	**VP**	**PP**			**Prep.**	**Pron.**	**VP**	**AP**		**Prep.**	**N**	**Prep.**	**N**	
	VI	**Prep.**	**Art.**	**N**			**Aux.**	**Art.**	**Adj.**					
Rainfall	occurs	throughout	the	year	although	it	is	the	heaviest	from	November	to	May	
Kind of sentence: compound sentence														

S							
NP				**PP**		**VP**	**N**
Art.	**N**	**Adj.**	**N**	**Prep.**	**N**	**Aux.**	
The	average	annual	precipitation	in	Jakarta	is	1,790 mm
Kind of sentence: simple sentence							

S																			
NP		**VP**	**PP**			**AP**		**Conj.**	**VP**	**Adj.**	**Prep.**	**N**	**Prep.**	**NP**			
Art.	**N**	**IV**	**Prep.**	**Art.**	**Adj.**	**Adj.**	**N**		**Aux.**					**N**	**Prep.**	**Adj.**	**N**
The	city	lies	on	a	flat	low	plain	and	is	prone	to	flooding	during	periods	of	heavy	rainfall
Kind of sentence: compound sentence																			

S					
NP	**VP**	**NP**			
N	**Aux.**	**Art.**	**N**	**Adj.**	**Adj.**	**N**
Kota	is	the	city's	older	commercial	area
Kind of sentence: simple sentence						

S												
NP	**VP**		**N**	**Prep.**	**AP**		**Prep.**	**AP**				
Pron.	**Aux.**	**VI**			**Adj.**	**N**		**Art.**	**Adj.**	**N**		**N**
It	is	located	south	of	located	south	of	the	old	Sunda Kelapa		harbor
Kind of sentence: simple sentence												

S																	
NP	**NP**				**VP**	**NP**		**N**	**Conj.**	**NP**		**Prep.**	**AP**				
N	**Art.**	**N**	**Prep.**	**N**	**Aux.**	**Art.**	**N**			**N**	**N**		**Art.**	**Adj.**	**N**	**N**	
Glodok	the	south	of	Kota	is	a	banking	retail	and	residential	neighborhood	with	a	large	Chinese	population	
Kind of sentence: simple sentence																	

S											
NP		PP		NP			VP	NP			
N	Adj.	Prep.	N	Art.	Adj.	N	VT	Art.	N	N	N
Merdeka	Square	with	Monas	(The	National	Monument)	dominates	the	city's	central	district
Kind of sentence: simple sentence											

S														
Adj.	AP		VP	NP		AP			AP			Conj.	NP		
	Art.	Adj.	Aux.	N	N	Art.	Adj.	N	Art.	Adj.	N		Art.	N	N
Surrounding	the	square	are	Istana	Merdeka	the	presidential	palace	the	National	Museum	and	the	Istiqlal	Mosque
Kind of sentence: simple sentence															

Table 3.17

Debby

S					
NP	VP	NP		PP	
PN	Aux.	Art.	N	Prep.	N
Debby Putri	is	a	model	from	Surabaya
Kind of sentence: simple sentence					

S											
Adv.	NP	VP	NP		PP						N
	Pron.	Aux.	Art.	N	Prep.	N	N	Adj.	N	N	
Now	she	is	a	student	of	state	Senior	High	School	71	Surabaya
Kind of sentence: simple sentence											

S																			
NP	**VP**	**AP**			**Prep.**	**NP**	**Conj.**	**NP**											
PN	**Aux.**	**Art.**	**Adj.**	**N**		**PN**		**PN**											
Debby	is	the	first	daughter	of	Mr. Fajar Putti	and	Mrs. Ana Karaeng											
Kind of sentence: simple sentence																			

S																			
NP	**VP**	**AP**			**Conj.**	**NP**	**VP**	**NP**								**Conj.**	**NP**		
PN	**VT**	**Art.**	**Adj.**	**N**		**Pron.**	**TV**	**Art.**	**N**	**Prep.**	**Adj.**	**N**	**N**				**N**	**N**	
Debby	became	a	famous	model	when	she	won	the	competition	of	Teenage	Model	2005	and			YTV jrang-Jreng	2004	
Kind of sentence: complex sentence																			

S			
NP	**VP**	**AP**	
PN	**Aux.**	**Adj.**	**N**
Debby	is	brown	skinned
Kind of sentence : simple sentence			

S				
NP	**VP**	**Adj.**	**Conj.**	**Adj.**
Pron.	**Aux.**			
She	is	tall	and	slender
Kind of sentence: simple sentence				

S				
NP	**VP**	**NP**		
Pron.	**Aux.**	**N**	**N**	**N**
She	is	17	years	old
Kind of sentence: simple sentence				

S											
NP	**VP**	**Adj.**	**Adj.**	**AP**		**AP**			**Conj.**	**Adv.**	**AP**	
PN	**VT**			**Adj.**	**N**	**Art.**	**Adj.**	**N**			**Adj.**	**N**
Debby	has	wavy	short	black	hair	a	pointed	noise	and	rather	big	ears
Kind of sentence: simple sentence												

S											
NP		**VP**	**Adj.**	**Conj.**	**NP**		**VP**	**N**	**Conj.**	**NP**	**VP**
Pron.	**N**	**Aux.**			**Pron.**	**N**	**Aux.**			**Pron.**	**VT**
Her	face	is	oval	and	her	cheeks	are	dimpled	when	she	smiles
Kind of sentence: complex sentence											

S								
NP	**VP**	**AP**			**PP**			
PN	**Aux.**	**Art.**	**Adj.**	**N**	**Prep.**	**Pron.**	**Adj.**	**N**
Debby	is	an	attractive	girl	in	her	blue	jeans
Kind of sentence: simple sentence								

S														
NP	**VP**	**Prep.**	**Adv.**	**Conj.**	**Adj.**	**N**	**Conj.**	**NP**	**Adv.**	**VP**	**NP**		**PP**	
Pron.	**VT**							**Pron.**		**VT**	**Pron.**	**N**	**Prep.**	**Adj.**
She	gets	on	well	with	other	people	and	she	never	forces	her	opinions	on	others
Kind of sentence: compound sentence														

S											
Conj.	**Adv.**	**NP**	**VP**	**AP**		**Conj.**	**NP**	**VP**	**NP**		
		PN	**Aux.**	**Adj.**	**Adj.**		**Pron.**	**VT**	**Pron.**	**Adj.**	**N**
But	sometime	Debby	is	short- tempered		when	she	loses	her	personal	things
Kind of sentence: complex sentence											

S								
NP		**VP**	**NP**			**N**	**Conj.**	**N**
Pron.	**N**	**Aux.**	**N**	**N**	**N**			
Her	hobbies	are	cooking	Japanese	food	shopping	and	singing
Kind of sentence: simple sentence								

S											
NP	**VP**	**AP**			**Conj.**	**NP**			**VP**	**NP**	
PN	**VT**	**Art.**	**Adj.**	**N**		**Pron.**	**Adj.**	**N**	**Aux.**	**PN**	
Debby	has	a	beautiful	voice	and	her	favorite	singer	is	Krisdayanti	
Kind of sentence: compound sentence											

Table 3.18

Borobudur Temple

S															
NP	**VP**	**NP**			**VP**	**PP**				**Prep.**	**NP**				
N	**Aux.**	**Art.**	**N**	**N**	**VT**	**Prep.**	**Art.**	**N**	**N**		**Art.**	**PN**	**N**	**Prep.**	**N**
Borobudur	is	a	Hindu-Buddhist	Temple	built	in	the	9	century	under	the	Syailendra	dynasty	of	Java
Kind of sentence: complex sentence															

S									
NP	**VP**		**Prep.**	**N**	**PP**				**N**
Pron.	**Aux.**	**VT**			**Prep.**	**Art.**	**N**	**Prep.**	**N**	
Its	is	located	near	Magelang	on	the	island	of	Java	Indonesia
Kind of sentence: simple sentence										

S												
Adj.	**PP**				**Conj.**	**Adv.**	**VP**	**PP**		**PP**		
	Prep.	**Art.**	**N**	**N**			**VT**	**Prep.**	**N**	**Prep.**	**Art.**	**Adv.**
Abandoned	in	the	20^{th}	century	and	partially	excavated	by	archaeologists	in	the	early

		NP		VP	Adj.	VP	AP			
N	**N**	**N**	**N**	**Aux.**		**VT**	**Adj.**	**Prep.**	**Art.**	**N**
20^{th}	century	Borobudur	Temple	is	well	known	all	over	the	world
Kind of sentence: complex sentence										

S															
VP	**Prep.**	**NP**					**NP**		**VP**		**PP**				
VT		**Art.**	**N**	**N**	**Prep.**	**N**	**Art.**	**N**	**Aux.**	**VT**	**Prep.**	**N**	**N**		**Adj.**
Influenced	by	the	Gupta	architecture	of	India	the	temple	is	constructed	on	hill	46m (150ft)		high

Conj.	**VP**	**NP**		**Prep.**	**NP**		**NP**						
	VI	**N**	**N**		**N**	**N**	**N**	**Prep.**	**N**	**Prep.**	**Art.**	**Adj.**	
and	consist of	eight	step	like	stone	terraces	one	on	top	of	the	other	
Kind of sentence: complex sentence													

S																
NP				**VP**	**Adj.**	**conj.**	**VP**	**PP**		**VP**	**Conj.**	**NP**				
Art.	**N**	**N**	**N**	**Aux.**			**VT**	**Prep.**	**N**	**VT**		**N**	**N**	**N**		
The	first	five	terraces	are	square	and	surrounded	by	walls	adorned	with	circle	Buddhist	sculpture		

PP			**AP**			**VP**	**Adj.**	**Pron.**	**Prep.**	**NP**				
Prep.	**N**	**N**	**Art.**	**Adj.**	**N**	**Aux.**				**Art.**	**Prep.**	**N**	**N**	**N**
in	bass- relief		the	upper	three	are	circular	each	with	a	of	bell -	shaped	stupas (Buddhist shrines)
Kind of sentence: complex sentence														

S																
AP			**VP**		**Prep.**	**AP**			**PP**			**Prep.**	**NP**			
Art.	**Adj.**	**N**	**Aux.**	**VT**		**Art.**	**Adj.**	**N**	**Prep.**	**Art.**	**Adj.**		**Art.**	**N**	**N**	
The	entire	edifice	is	crowned	by	a	large	stupa	at	the	center	of	the	top	circle	
Kind of sentence: simple sentence																

S													
NP		**Prep.**	**NP**		**VP**	**Prep.**	**AP**				**Conj.**	**N**
Art.	**N**		**Art.**	**N**	**VT**		**Adj.**	**N**	**Prep.**	**N**		
The	way	to	the	summit	extends	through	some	4. 8 km	of	passages	and	stairways
Kind of sentence: simple sentence												

S												
NP				**NP**				**NP**				
Art.	**N**	**Prep.**	**N**	**Art.**	**N**	**N**	**N**	**Art.**	**N**	**Prep.**	**N**	**N**
The	design	of	Borobudur	a	temple	mountain	symbolizing	the	structure	of	the	universe

VP	**Adj.**	**Prep.**	**NP**		**VP**	**PP**		**N**
Aux.			**Art.**	**N**	**VT**	**Prep.**	**N**	
is	similar	to	the	temples	built	at	Angkor	Cambodia
Kind of sentence: complex sentence								

S										
NP			**VP**	**Prep.**	**NP**				**PP**	
Art.	**N**	**N**	**VT**		**Art.**	**N**	**N**	**N**	**Prep.**	**N**
The	Borobudur	temple	rededicated	as	an	Indonesian	national	monument	in	1983

VP	**AP**			**Prep.**	**NP**	
Aux.	**Art.**	**Adj.**	**N**		**N**	**N**
is	a	valuable	treasure	for	Indonesian	People
Kind of sentence: complex sentence						

Table 3.19

Topic: Foreword

S											
NP		**VP**	**NP**		**Prep.**	**VP**	**NP**			**PP**		
N		**Aux.**	**Art.**	**N**		**VT**	**Art.**	**Adj.**	**N**	**Prep.**	**PN**	**N**
Purna Bhakti Pertiwi Museum		is	a	place	to	preserve	the	historical	evidence	of	Mr. Sueharto's	struggle

Conj.	**PV**	**Prep.**	**NP**		**Conj.**	**NP**					**PP**					
	VT		**Art.**	**N**		**N**	**Prep.**	**Adj.**	**N**	**Prep.**	**Prep.**	**Art.**	**N**	**Prep.**	**Adj.**	**N**
and	service	to	the	country	and	nation	from	early	Independence	up	to	the	era	of	national	development
Kind of sentence: compound sentence																

S															
PP				**NP**		**Adv.**	**NP**			**Prep.**	**AP**					**VP**
Prep.	**Art.**	**N**	**N**	**Pron.**	**N**		**N**	**Art.**	**N**		**Art.**	**Adj.**	**N**	**Prep.**	**N**	**VT**
As	a	tourist	object	this	museum	also	houses	a	number	of	the	finest	works	of	art	presented

Prep.	**N**	**Conj.**	**NP**		**Prep.**	**N**	**Conj.**	**N**	**PP**			**Prep.**	**NP**	
			N	**N**					**Prep.**	**Adj.**	**N**		**Art.**	**N**
to	Mr.	and	Mrs.	Soeharto	by	friends	as well as	colleagues	from	all	corners	of	the	world
Kind of sentence: complex sentence														

S									
PP			**N**	**VP**		**NP**		**PP**	
Prep.	**Det.**	**N**		**Aux.**	**VT**	**Art.**	**N**	**Prep.**	**N**
Through	this	booklet	one	will	have	a	glimpse	at	Purna Bhakti Persiwi
Kind of sentence: simple sentence									

S													
NP	**VP**	**NP**		**Conj.**	**NP**					**VP**		**AP**	
Pron.	**VT**	**Art.**	**N**		**N**	**Prep.**	**Art.**	**N**	**N**	**VI**	**Prep.**	**Adj.**	**N**
It	covers	the	meaning	and	material	of	the	existing	collections	consisting	of	various	kinds

Conj.	**NP**						**Rel. pron.**	**VP**	**NP**			**Prep.**	**VP**
	N	**Prep.**	**Art.**	**N**	**Prep.**	**N**		**VT**	**Pron.**	**N**	**N**		**VT**
and	forms	of	the	works	of	art	which	makes	this	museum	appealing	to	visit
Kind of sentence: complex sentence													

Table 3.20

Twenty- one killed in road accident

S											
NP			**VP**		**Conj.**	**NP**		**VP**	**PP**		
N	**N**	**N**	**Aux.**	**TV**		**N**	**N**	**VI**	**Prep.**	**Art.**	**N**
Saudi Arabia	Twenty - one	people	were	killed	when	two	vehicles	collided	on	a	highway

Adv.	**NP**						**NP**		**VP**	**PP**	
	Art.	**N**	**N**	**N**	**Prep.**	**N**	**Art.**	**N**	**VT**	**Prep.**	**N**
near	the	Red Sea	port	city	of	Jeddah	a	newspaper	reported	on	Saturday
Kind of sentence: complex sentence											

S													
NP		**VP**	**NP**		**VP**	**PP**		**Conj.**	**NP**				
N	**N**	**TV**	**Art.**	**N**	**VT**	**Prep.**	**N**		**Art.**	**N**	**N**	**N**	**N**
Al-Riyadh	newspaper	said	the	accident	occurred	on	Friday	when	a	vehicle	carrying	14	Yemenis

conj.	NP		VP	Prep.	VP	NP			PP		Adv.	Pron.	conj.	VP
	N	N	VT		VT	Art.	N	N	Prep.	N				VT
and	two	Saudi Arabia	tried	to	avoid	a	police	checkpoint	by	going	around	it	and	rammed

Prep.	AP						PP		N	Conj.	N
	Art.	Adj.	N	Adj.	N	N	Prep.	N			
into	an	incoming	car	carrying	five	passengers	from	Saudi Arabia	Egypt	and	Sudan
Kind of sentence: compound sentence											

S														
Adv.	NP		VP	AP		PP					Adv.	Adj.	Pron.	N	N
	N	N	VT	Adj.	N	Prep.	N	N	Prep.	N					
Around	4,000	people	die	each	year	in	road	accidents	in	Saudi Arabia	mainly	due	to	recklessness	reuters
Kind of sentence: simple sentence															

Table 3.21

He' s a she spares Thai drug dealer												
S												
NP	NP		VP	N	VP	NP						
N	Art.	N	VT		VT	Art.	N	N	N	Art.	N	
Singapore	A	sex	change	operation	spared	a	Thai	drug	dealer	a	caning	

Conj.	NP			PP				NP		VP	N
	N	N	N	Prep.	N	N	N	N	N	VT	
but	not	six	years	in	a	Singapore	jail	news	reports	said	Friday
Kind of sentence: complex sentence											

S						
NP		N	VP		Conj.	NP	
N	PN	N	Aux.	VT		N	N
Prostitute	Mongkon Pusuwan	37	was	charged	with	drugs	trafficking

Adv.	N	NP						PP	
		Art.	N	Adj.	Art.	N	N	Prep.	N
last	month	an	offense	carrying	a	caning	punishment	for	males
Kind of sentence: simple sentence									

S												
NP		VP		NP		Aux.	NP	VP	Adv.	N	Prep.	NP	
Art.	N	VI	Prep.	Art.	N		PN	VT				Art.	N
The	problem	according	to	the	Straits Times	was	Mongkon	looked	every	inch	like	a	woman
Kind of sentence: complex sentence													

S					
NP		VP	Pron.	Conj.	NP	
PN	N	VT			Art.	Adj.
Mongkon's	passport	identified	her	as	a	male
Kind of sentence: simple sentence						

S													
NP		VP			NP			Rel. pron.	NP	VP	NP		Adv.
N	N	Aux.	N	VT	Art.	N	N		PN	VT	N	N	
Thai	law	does	not	recognize	a	sex	charge	which	Mongkon	underwent	10	year	ago
Kind of sentence: complex sentence													

S													
NP		PP		VP	NP								
Art.	N	Prep.	N	VT	Pron.	Adj.	N						
A	doctor	in	Singapore	confirmed	her	female	gender						
Kind of sentence: simple sentence													

S																			
NP		NP	VP	NP	Prep.	NP			Prep.	NP	VP	Adj.							
N	N	PN	VT	PN		Art.	N	N		Pron.	VT								
District	Judge	Bala Reddy	sentenced	Mongkon	to	the	jail	term	after	she	pleaded	guilty							

PP		PP					Conj.	NP		VP	NP								
Prep.	N	Prep.	N	N	Prep.	N		N	N	VT	N	N	Prep.	N	N				
to	trafficking	in	1. 52	grams	of	cocaine	and	25	tablets	containing	2.5	grams	of	ketamine	-DPA				
Kind of sentence: compound sentence																			

Table 3.22

THE NEWSPAPER HEADLINES

S								
NP	VP	AP				Prep.	NP	
N	Aux.	Art.	Adj.	Prep.	N		N	N
Headlines	are	the	sort	of	'titles'	above	newspaper	articles
Kind of sentence: simple sentence								

S												
NP		PP				VP		Adv.	Adv.	Adj.	Prep.	VP
Art.	N	Prep.	N	N	N	Aux.	VI					VT
The	headlines	in	English	language	newspaper	can	be	sometimes	very	difficult	to	understand
Kind of sentence: compound sentence												

S									
NP		PP		VP	Rel. pron.	NP		VP	Adv.	VP
N	N	Prep.	Pron.	Aux.		N	N	Aux.		VT
One	reason	for	this	is	that	newspaper	headlines	are	often	written

PP			Rel. pron.	VP	Adv.	Adj.	PP		
Prep.	Adj.	N		Aux.			Prep.	Adj.	N
in	special	style	which	is	very	different	from	ordinary	English
Kind of sentence: complex sentence									

S															
PP			N	VP		PP			Conj.	Adv.	VP	Adv.	AP		
Prep.	Det.	N	N	Aux.	VT	Prep.	Adj.	N			Aux.		Adj.	N	Prep.	N
In	this	style	words	are	used	in	unusual	ways	and	there	are	some	special	rules	of	grammar
Kind of sentence: compound sentence																

S											
AP		VP	N	Conj.	Prep.	NP	VP	Adv.	Adj.	PP		
Adj.	N	VT				Pron.	Aux.			Prep.	N	N
Short	words	save	space	and	so	they	are	very	common	in	newspaper	headlines
Kind of sentence: compound sentence												

S								
Adv.	**Prep.**	**AP**			**PP**		**VP**	**Adj.**
		Art.	**Adj.**	**N**	**Prep.**	**N**	**Aux.**	
Some	of	the	short	words	in	headlines	are	unusual

PP							Conj.	NP	VP	Adv.	Adj.	PP		
Prep.	**Adj.**	**N**	**N**	**N**	**N**	**N**		**Pron.**	**Aux.**			**Prep.**	**N**	**N**
in	ordinary	English	(e.g.	curb	meaning	restriction)	but	they	are	very	common	in	newspaper	headlines
Kind of sentence: compound sentence														

S							
Adv.	**VP**		**PP**			**Rel. pron.**	**NP**	**VP**	
	Aux.	**VT**	**Prep.**	**Adj.**	**N**		**Pron.**	**VT**	**N**
some	are	used	in	special	senses	which	they	do	not

Adv.	VP	PP						
	VT	**Prep.**	**Adj.**	**N**	**N**	**V**	**N**	**V**
often	have	in	ordinary	language	(e.g.	bid	meaning	'attempt')
Kind of sentence: complex sentence								

S										
AP		**VP**		**Conj.**	**NP**	**VP**	**AP**			
Adj.	**N**	**Aux.**	**VT**		**Pron.**	**VI**	**Adj.**	**N**	**N**	**N**	**N**
Other	words	are	chosen	because	they	sound	dramatic	(e.g.	blaze	meaning	fire
Kind of sentence: compound sentence											

S													
NP		**Adv.**	**VP**	**Adv.**	**AP**			**PP**		**NP**			
N	**N**		**VT**		**Adj.**	**Adj.**	**N**	**Prep.**	**Adj.**	**N**	**Prep.**	**N**	
newspaper	headlines	often	follow	rather	different	grammatical	rules	from	other	kinds	of	writing	
Kind of sentence: simple sentence													

S																
PP		**N**	**VP**		**Adv.**	**AP**		**Conj.**	**NP**	**Adv.**	**VP**	**NP**		**Conj.**	**Adv.**	**N**
Prep.	**N**	**N**	**Aux.**	**N**		**Adj.**	**N**		**Pron.**		**VT**	**N**	**N**			
For	examples	headlines	are	not	always	complete	sentences	and	they	often	contain	three	four	or	more	nouns
Kind of sentence: compound sentence																

Table 3.23

Spore to double arts, media by 2012

S															
NP	**NP**			**VP**	**Prep.**	**Adj.**	**NP**		**Prep.**	**NP**			**N**	**Conj.**	
N	**Art.**	**N**	**N**	**VT**			**Art.**	**N**		**Art.**	**N**	**N**			
Singapore	the	Singapore	government	wants	to	double	the	size	of	the	country's	media	design	and	

NP		**PP**						**PP**				**VP**	**PP**	
N	**N**	**Prep.**	**N**	**N**	**Prep.**	**Art.**	**N**	**Prep.**	**N**	**Art.**	**N**	**VT**	**Prep.**	**N**
art	industries	to	six	percent	of	the	economy	by	2012	a	minister	said	on	Saturday
Kind of sentence: compound sentence														

S																
NP		**VP**	**Prep.**	**N**	**VP**	**NP**	**VP**	**NP**		**Prep.**	**VP**	**Adv.**	**PP**		
Art.	**N**	**VT**			**VT**	**Pron.**	**VT**	**Art.**	**N**		**VT**		**Prep.**	**Pron.**	**Adj.**
The	target	came	as	officials	said	they	want	the	country	to	move	away	from	its	stuffy

NP			Conj.	VP	Adv.	N	Prep.	Pron.	VP	N	Prep.	VP	NP		
N	N	N		VT					VT			VT	Prep.	N	Adj.
rule- bound		image	and	embrace	more	creativity	as	it	seeks	ways	to	sustain	its	economic	Growth
Kind of sentence: compound sentence															

S									
NP			VP		Prep.	VP	AP		
Art.	N	N	Aux.	VT		VT	Art.	Adj.	N
The	creative	industries	are	poised	to	play	a	significant	Role

PP				Conj.	N	NP				
Prep.	N	Pron.	Adj.			PN	N	Prep.	N	N
in	transforming	our	economy	and	society	Lee Boon Yang	Minister	for	Information	Communication

Conj.	NP		VP	NP			Prep.	AP		
	Art.	N	VT	Art.	N	N		Adj.	N	N
and	the	Arts	told	a	graduation	ceremony	for	fine	arts	Students
Kind of sentence: compound sentence										

S															
NP		VP	N	Adv.	Adv.	Conj.	NP				Prep.	NP			
N	N	VT					N	N	N	N		Art.	Adv.	N	N
Singapore's	government	has	set	aside	more	than	S$200	million	(US$116	million)	over	the	next	five	Years

Prep.	VP	PP				NP	VP	Prep.	NP		
	VT	Prep.	Art.	N	N	PN	VT		N	N	N
to	invest	in	the	arts	sector	Lee	said	without	giving	details	-AP
Kind of sentence: compound sentence											

SILABUS

Nama Sekolah : SMA .....
Mata Pelajaran : Bahasa Inggris
Kelas : X
Semester : 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan						(14 x 45)	
1 Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	1.1 Merospon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji	○ **berkenalan, bertemu/berpisah** *mis. A: Pleased to meet you!* *B: Pleased to meet you too!* ○ **menyetujui ajakan/tawaran/ undangan** *mis. A: Come to my party.* *B: Thanks for the invitation* ○ **menerima janji** *mis. A: I'll get you the book.* *B: It's very kind of you.* ○ **membatalkan janji** *mis. A: I'm sorry I can't make it.* *B: That's OK. We'll do it some other time.*	• Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan berbagai tindak tutur lain yang dapat digunakan dalam percakapan yang didengar secara berpasangan. • Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar secara berkelompok	• Mengidentifikasi makna tindak tutur berkenalan • Merespon tindak tutur berkenalan • Mengidentifikasi makna tindak tutur menyetujui tawaran/undangan/ ajakan • Merespon tindak tutur menyetujui tawaran/undangan/ ajakan • Mengidentifikasi makna tindak tutur menerima janji • Merespon tindak tutur menerima janji • Mengidentifikasi makna tindak tutur membatalkan janji • Merespon tindak tutur membatalkan janji	Kuis Ulangan tertulis Tugas	1 x 45' 2 x 45' 3 x 45'	www. Esl-lab Kaset CD
Berbicara							
3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.	3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji		• Bermain peran secara berpasangan • Melakukan *tourist hunting* dan merekam percakapannya*	• Menggunakan tindak tutur berkenalan • Melakukan percakapan Interpersonal • Menggunakan tindak tutur tawaran/undangan/ajakan • Menggunakan tindak tutur menyetujui ajakan/ tawaran/ undangan dalam percakapan • Menggunakan tindak tutur berjanji • Menggunakan tindak tutur menerima janji • Menggunakan tindak tutur membatalkan janji	**Performans**	**4 x 45'** 2 x 45'	

* Kegiatan Pembelajaran ini dilakukan di daerah yang merupakan daerah kunjungan wisata mancanegara.

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan						(14 x 45)	
1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	1.2 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi	o mengungkapkan perasaan bahagia *mis. A: I'm so happy to get a scholarship.* *B: I'm happy for you.* o menunjukkan perhatian *mis. A: You look fantastic.* *B: Thank you.* o menunjukkan simpati *mis. A: Please accept my condolences.* *B: Thank you so much.* o memberi instruksi *mis. A: Open the window!* *B: OK*	• Mendengarkan percakapan interpersonal/ transaksional melalui *tape* secara individu. • Mendiskusikan tindak tutur yang digunakan dalam percakapan yang didengar secara berpasangan. • Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar	• Mengidentifikasi makna tindak tutur mengungkapkan perasaan bahagia • Merespon tindak tutur mengungkapkan perasaan bahagia • Mengidentifikasi makna tindak tutur menunjukkan simpati • Merespon tindak tutur menunjukkan simpati • Mengidentifikasi makna tindak tutur menunjukkan perhatian • Merespon tindak tutur menunjukkan perhatian • Mengidentifikasi makna tindak tutur memberi instruksi • Merespon tindak tutur memberi instruksi	Kuis Ulangan tertulis Tugas	1 x 45 2 x 45 2 x 45	www.englishdaily626.com www.esl-lab.com Kaset CD
Berbicara							
3.Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.	3.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi		• Secara berpasangan menggunakan tindak tutur dan responnya. • Bermain peran secara berkelompok	• Menggunakan tindak tutur mengungkapkan perasaan bahagia • Menggunakan tindak tutur menunjukkan simpati • Menggunakan tindak tutur menunjukkan perhatian • Memberi instruksi lisan • Melakukan interview • Melakukan pertunjukan drama	Tugas Performans	3 x 45 4 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan 2 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount, narrative* dan *procedure* dalam konteks kehidupan sehari-hari	2.1 Merespon makna secara akurat, lancar dan berterima dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dalam berbagai konteks kehidupan sehari-hari	• Pengumuman lisan • Kosa Kata yang terkait dengan pengumuman	• Mengidentifikasi beberapa pengumuman lisan di tempat umum secara berkelompok. • Mendengarkan pengumuman melalui tape secara klasikal. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok	• Mengidentifikasi topic sebuah pengumuman lisan • Mengidentifikasi informasi tertentu dari pengumuman • Mengidentifikasi tujuan dari pengumuman yang didengar.	Tugas Kuis Ulangan tertulis	(8 x 45) 1 x 45 1 x 45 2 x 45	www.esl-lab.com Kaset CD
Berbicara 2 Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk recount, narrative dan procedure sederhana dalam konteks kehidupan sehari-hari	2.2 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan dalam berbagai konteks kehidupan sehari-hari.		• Membuat pengumuman lisan secara berpasangan dan menyampaikannya di depan kelas.	• Memberi pengumuman lisan • Menyampaikan undangan lisan • Menggunakan bahasa lisan	Performans	2 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Membaca 5. Memahami makna teks tulis fungsional pendek esei sederhana berbentuk *recount, narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan **Menulis** 6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount, narrative*, dan *procedure* dalam konteks kehidupan sehari-hari	5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount, narrative*, dan *procedure* 6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount, narrative*, dan *procedure*	Teks tulis berbentuk *recount* *Past Tense* • *Jim Carrey had a trip to Bunaken.* • *Who went to Bunaken?* • *He went to Bunaken yesterday.* *Yesterday, he went to Bunaken.* *To Bunaken, he went yesterday.* Teks tulis berbentuk *Narrative* Teks tulis berbentuk *Procedure*	• Membaca nyaring bermakna teks *narrative* secara individu • Mendiskusikan berbagai aspek dari teks seperti isi dan struktur teks, secara berkelompok. • Berlatih menggunakan kalimat *past tense* untuk menyatakan peristiwa dan kalimat *imperative* untuk menyatakan petunjuk. • Membuat *draft* teks *narrative, recount* atau *procedure* dengan melakukan *chain writing*. • Melakukan koreksi teman sejawat untuk menyempurnakan *draft*. • Menyempurnakan *draft* berdasarkan koreksi teman.	• Mengidentifikasi main idea dari sebuah paragraph. • Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi variasi susunan kalimat dalam teks berbentuk: *recount, narrative*, dan *procedure* • Mengidentifikasi tokoh dari cerita yang dibaca • Mengidentifikasi urutan peristiwa dalam teks • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca • Menggunakan kalimat *past tense* dalam menyampaikan sebuah peristiwa • Menggunakan kalimat *imperative* dalam membuat sebuah resep atau petunjuk • Menggunakan kalimat langsung dan tak langsung dalam menulis sebuah narasi • Menghasilkan teks berbentuk *recount* • Menghasilkan teks berbentuk *narrative* • Menghasilkan teks berbentuk *procedure*	Kuis Ulangan tertulis Tugas Tugas Performans	(14 x 45) 2 x 45 2 x 45 2 x 45 2 x 45 2 x 45 2 x 45	ESOL ONLINE English online English K-6 modules Jakarta Post

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan 2. Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount, narrative* dan *procedure* dalam konteks kehidupan sehari-hari	2.1 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: *recount, narrative,* dan *procedure*	• Teks lisan berbentuk *recount* • Teks lisan berbentuk *narrative* • Teks lisan berbentuk *procedure*	• Mendengarkan cerita/petunjuk melakukan sesuatu untuk menemukan berbagai informasi secara individu • Mendiskusikan perbedaan penggunaan bahasa secara lisan dan tertulis secara berkelompok.	• Mengidentifikasi *main idea* dari teks yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi urutan peristiwa dalam teks • Mengidentifikasi kejadian dalam teks yang didengar • Mengidentifikasi bahan yang digunakan dalam teks *procedure* yang didengar • Mengidentifikasi tujuan komunikasi teks yang didengar	Kuis Ulangan tertulis Tugas	(14 x 45) 3 x 45 3 x 45	www.Esl-lab.com Kaset CD
Berbicara 4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk *recount, narrative* dan *procedure* sederhana dalam konteks kehidupan sehari-hari	4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: *recount, narrative,* dan *procedure*		• Berdiskusi secara berkelompok untuk membuat sebuah cerita dan bercerita secara sambung menyambung. • Membuat sebuah cerita secara individu dan menceritakannya kepada teman sekelas	• Menggunakan kalimat *past tense* dalam menyampaikan sebuah peristiwa • Melakukan monolog untuk menceritakan pengalaman • Melakukan monolog untuk menyampaikan sebuah *procedure* • Mendongeng	Performans	2 x 45 4 x 45	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
						(8 x 45)	
Membaca 5. Memahami makna teks tulis fungsional pendek dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	pengumuman, iklan, undangan dll	• Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok	• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topik dari teks yang dibaca	Kuis Ulangan tertulis	2 x 45 2 x 45	English Online Jakarta Post
Menulis 6. Mengungkapkan makna dalam teks tulis fungsional pendek dalam konteks kehidupan sehari-hari	6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks		• Membuat pengumuman tertulis secara berpasangan dan mempublikasikannya di kelas /sekolah	• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat draft, merevisi, menyunting • Menghasilkan teks fungsional pendek	Performans	2 x 45	

DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.15/5/PP.00.09//00 /2008
Hal : **Persetujuan Judul dan Penetapan Pembimbing**

Palangka Raya, 29 Januari 2008

Kepada
Yth. Sdr. **Rini Handayani**
NIM. 0401120146

Assalamu'alaikum Wr, Wb.

Setelah membaca, menalaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

"Teaching Classification of Words into Categories Using Constituent Structure Rules at the First Year Students of SMAN-1 Samuda"

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Ristati, M.Hum sebagai Pembimbing I
2. Siminto, M.Hum sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,

Dra. HAMDANAH. HM, M. Ag
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Ristati, M.Hum sebagai Pembimbing I
3. Yth. Siminto, M.Hum sebagai Pembimbing II

DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 22 September 2008

Nomor : Sti.15.8/TL.00/ 1321 /2008
Lampiran : 1 (Satu) Proposal.
Perihal : **Mohon Ijin Observasi/Penelitian.**

Kepada

Yth. 1. Kepala Badan Perpustakaan Dan Arsip Daerah Propinsi Kalimantan Tengah.
2. Kepala MAN Palangka Raya
3. Kepala SMA Jekan Raya 3 Palangka Raya
4. Kepala SMA 2 Pahandut Palangka Raya

di -
Palangka Raya

Sehubungan dengan salah satu tugas mahasiswa untuk mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya adalah membuat Skripsi, maka dengan ini kami mohon kiranya Bapak berkenan memberikan Izin Penelitian Lapangan kepada :

N a m a	:	Rini Handayani
N I M	:	040 1120146
Jurusan/Prodi	:	Syari'ah /TBI.
Jenjang	:	Strata 1 (S.1)
Lokasi Penelitian	:	1. Perpustakaan Daerah Palangka Raya 2. Perpustakaan MAN Palangka Raya 3. Perpustakaan SMA Jekan Raya 3 P. Raya 4. Perpustakaan SMA 2 Pahandut P.Raya
Judul Skripsi	:	"AN ANALYSIS OF ENGLISH SENTENCE STRUCTURE IN ENGLISH TEXKBOOK FOR THE FIRST GRADE OF SENIOR HIGH SCHOOL STUDENT"
Metode	:	Observasi, Interview dn Dokumentasi
Waktu Pelaksana	:	2 (Dua) bulan, terhitung sejak tanggal 13 Oktober s/d 13 Desember 2008

Sebagai bahan pertimbangan terlampir Proposal Penelitian, demikian atas perhatian dan pertimbangan Bapak disampaikan terima kasih.

An. K e t u a
Pembantu Ketua I

Drs. SARDIMI, M.Ag.
NIP. 150 265 103.

Tembusan :

PEMERINTAH KOTA PALANGKA RAYA
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SEKOLAH MENENGAH ATAS NEGERI 3 JEKAN RAYA
Alamat : Jalan Tingang Km. 3,5 Telepon (0536) 3327131 Palangka Raya 73112
Email : sman3jrplk@yahoo.co.id
Website : www.sman3je.org

SURAT KETERANGAN

No : 420/687/IV.421/SMAN.3/JR/KM/2008

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas Negeri 3 Jekan Raya, Palangka Raya menerangkan bahwa :

N a m a	: **RINI HANDAYANI**
NIM	: 040 1120146
Jurusan / Prodi	: SYARI'AH / TBI
Jenjang	: Strata 1 (S.1)

Telah melaksanakan Observasi / penelitian di SMA Negeri 3 Jekan Raya dengan ijin penelitian berdasarkan surat dari Dinas Pendidikan, Pemuda dan Olah Raga Kota Palangka Raya Nomor : 420/4028/070/SMA//X/2008 tanggal 8 Oktober 2008 dengan Judul Skripsi :

" AN ANALYSIS OF ENGLISH SENTENCE STRUCTURE IN ENGLISH TEXKBOOK FOR THE FIRST GRADE OF SENIOR HIGH SCHOOL STUDENT "

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Palangka Raya
Pada Tanggal : 17 Desember 2008

Kepala Sekolah,

DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA ★ SMA NEGERI 3 JEKAN RAYA ★ KOTA PALANGKA RAYA

Drs. HADRIANSYAH
NIP. 131 412 586

Tembusan kepada Yth :

1. Kepala Dinas Pendidikan, Pemuda dan Olah Raga Kota Palangka Raya Di Palangka Raya
2. Ketua Sekolah Tinggi Agama Islam Negeri Palangka Raya Cq. Pembantu Ketua I di Palangka Raya
3. Sdr. RINI HANDAYANI

PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
SEMESTER GANJIL TAHUN AKADEMIK 2008/2009
STAIN PALANGKA RAYA
Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 3239447, 3226356, 2321438 Fax 3222105 Palangka Raya 73112

SURAT KETERANGAN

No: 02/PAN-SPSM/SG/IX/2008

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa:

N a m a	:	RINI HANDAYANI
N I M	:	040 112 0146
Jurusan/Prodi	:	TARBIYAH/TBI
Judul Proposal	:	AN ANALYSIS OF ENGLISH SENTENCE STRUCTURE IN ENGLISH TEXTBOOK FOR THE FIRST GRADE OF SENIOR HIGH SCHOOL STUDENT

telah melakukan Seminar Proposal Skripsi pada tanggal 10 September 2008 di Ruang Aula STAIN Palangka Raya dengan Penanggap Utama: SABARUN, M.Pd dan moderator: Hj. APNI RANTI, M.Hum dan dinyatakan lulus/dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 15 September 2008

PANITIA

Ketua,

PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA STAIN PALANGKA RAYA

GITO SUPRIADI, M.Pd
NIP. 150 300 082

Sekretaris,

ABDUL AZIS, M. Pd
NIP. 150 300 083

PEMERINTAH KOTA PALANGKA RAYA
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
Jalan RA. Kartini Telp. (0536) 3222372 Fax. (0536) 3221654
e-mail : disdik_plk_ktg@yahoo.com
WebSite : http://diknas.palangkaraya.net

Palangka Raya, 8 Oktober 2008.

Nomor : 420/ 4028 / 070 / SMA / X / 2008.
Lampiran : -
Hal : Ijin Mengadakan Observasi / Penelitian a.n. **RINI HANDAYANI**

Kepada
Yth. Ketua Sekolah Tinggi Agama Islam Negeri Palangka Raya
cq. Pembantu Ketua I
di -
PALANGKA RAYA

Menunjuk surat saudara nomor : Sti.15.8/TL.00/1321/2008 tanggal, 22 September 2008, perihal mohon diberikan ijin mengadakan Observasi/Penelitian yang akan dilaksanakan oleh :

Nama	: **RINI HANDAYANI**
NIM	: 040 1120146
Jurusan / Prodi	: SYARI'AH / TBI
Jenjang	: Strata 1 (S.1)
Lokasi Penelitian	: 1. SMA Negeri – 3 Jekan Raya 2. SMA Negeri – 2 Pahandut
Judul Skripsi	: " AN ANALYSIS OF ENGLISH SENTENCE STRUCTURE IN ENGLISH TEXKBOOK FOR THE FIRST GRADE OF SENIOR HIGH SCHOOL STUDENT " .
Metode	: Observasi, Interview dan Dokumentasi

pada prinsipnya dapat kami ijinkan pada lokasi seperti di atas, dengan memperhatikan hal-hal sebagai berikut :

1. Pelaksanaannya diatur dengan Kepala Sekolah terkait agar tidak mengganggu pelaksanaan tugas dan proses belajar mengajar di sekolah yang bersangkutan.
2. Apabila telah selesai melaksanakan observasi/penelitian agar membuat laporan tertulis dan menyerahkan 1 (satu) eksemplar hasil dari kegiatan penelitian tersebut kepada Kepala Dinas Pendidikan Pemuda dan Olah Raga Kota Palangka Raya dan kepada Sekolah yang bersangkutan.
3. Surat ijin melaksanakan observasi/penelitian ini berlaku sejak tanggal, 13 Oktober s/d 13 Desember 2008.

Demikian disampaikan, atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Kepala Dinas

PEMERINTAH KOTA PALANGKA RAYA
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA

GUNTUR TALAJAN, SH, M.Pd
Pembina Tingkat I
NIP. 050 059 026

Tembusan Yth.
1. Walikota Palangka Raya di Palangka Raya (sebagai laporan)
2. Kepala SMA Negeri – 3 Jekan Raya di Palangka Raya
3. Kepala SMA Negeri – 2 Pahandut di Palangka Raya
4. Mahasiswa yang bersangkutan (Sdr. **RINI HANDAYANI**)

PEMERINTAH KOTA PALANGKARAYA
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SEKOLAH MENENGAH ATAS NEGERI 2 PAHANDUT
Alamat: Ji. KS. Tubun No. 2 Palangka Raya ☎/fax (0536)3222466 e-mail:
sman2palangkaraya@yahoo.com

SURAT KETERANGAN

Nomor : 493/I.25.60/SMAN 2/PL/2008

Berdasarkan surat Kepala Dinas Pendidikan Pemuda dan Olahraga kota Palangka Raya Nomor: 420/4028/070-SMA/X/2008, tanggal 08 Oktober 2008 perihal Ijin Mengadakan Observasi Penelitian, dengan ini Kepala SMAN 2 Pahandut Palangka Raya menerangkan bahwa:

Nama	: RINI HANDAYANI
NIM	: 040 1120146
Jurusan	: Syari'ah/TBI
Jenjang	: Strata 1 (S-1)
Lokasi penelitian	: SMAN 2 Pahandut Palangka Raya

Telah mengadakan penelitian di SMAN 2 Pahandut Palangka Raya yang berkaitan dengan tugasnya untuk menulis Skripsi yang berjudul: AN ANALYSIS OF ENGLISH SENTENCE STRUCTURE IN ENGLISH TEXTBOOK FOR THE FIRST GRADE OF SENIOR HIGH SCHOOL STUDENT..

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Palangkaraya, 18 Desember 2008
Kepala SMAN 2 PAHANDUT,

SMA NEGERI
SEKOLAH MENENGAH ATAS
PAHANDUT
KOTA PALANGKA RAYA

DRS. DIANY LEIDEN
NIP 130 814 873

DEPARTEMEN AGAMA
MADRASAH ALIYAH NEGERI MODEL
TERAKREDITASI "A"
Jalan Tjilik Riwut Km 4,5 Palangka Raya 73112
Telepon (0536) 3231286 Faks (0536) 3231969
e-mail : manmodel_plk @ yahoo.co.id / Website : www.manmodel-palangkaraya.sch.id

SURAT KETERANGAN
Nomor : Ma.15.6/PP.00.6/ 805/2008

erdasarkan Surat Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya Nomor : sti.18/TL.00/1321/2008 tanggal 22 September 2008 tentang Mohon Izin Observasi / Penelian, maka dengan ini menerangkan dengan sesungguhnya bahwa :

Nama	:	**Rini Handayani**
NIM	:	0401120146
Jurusan	:	Tarbiyah
Program Studi	:	Tadris Bahasa Inggris
Jenjang	:	Strata 1 (S.1)

Telah menyelesaikan tugasnya mengadakan Ovservasi/Penelitian di MAN Model Palngka Raya selama 2 (dua) bulan terhitung sejak tanggal 13 Oktober 2008 s.d 13 Desember 208 dengan judul Skripsi **" AN ANALYSIS OF ENGLISH SENTENCE STRUCTURE IN ENGLISH TEXBOOK FOR THE FIRST GRADE OF SENIOR HIGH SCHOOL STUDENT ".**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Palangka Raya, 17 Desember 2008
Kepala,

DEPARTEMEN AGAMA MADRASAH ALIYAH NEGERI MODEL PALANGKA RAYA

Mulyono, S.Pd. M.Pd
NIP. 150233052

Tembusan :
1. Ketua STAIN Palangka Raya di Palangka Raya;
2. Kepala Dinas Pendidikan dan Kebudayaan Prop. Kalteng Up. Kabid Dikmenti di Palangka Raya;
3. Kakanwil Depag Prop. Kalteng Up. Kabid Mapenda Islam di Palangka Raya;
4. Kepala Dinas Pendidikan Kota Palangka Raya Up. Kasubdin SLTP-SM di Palangka Raya;
5. Kakandepag Kota Palangka Raya Up. Kasi Mapenda Islam di Palangka Raya;
6. Pokjawas Tingkat Menengah Kandepag Kota Palangka Raya di Palangka Raya.