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ANALYSIS OF ENGLISH CLAUSE PATTERNS:
(A Qualitative Analytical on Clause Pattern in Novel)

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ABSTRACT

This research entitled *Analysis of English Clause Patterns: A Qualitative Analytical on Clause Pattern in Novel.* The aim of this research is to give an explanation in syntactic analysis of the three clause patterns and to give an explanation of each of them in "Fox Evil"novel by Minette Walters. Clauses can be categorized by the verb used in it. There are two verbs, transitive and intransitive verb. Transitive verb devided into two, monotransitive verb is verb has only one object that called as direct object and ditransitive verb has two objects namely direct object and indirect object. The method that the researcher used in this research is descriptive qualitative as its method to analyze and describe entire data. The data are taken from "Fox Evil" novel by Minette Walters. After getting the data, the researcher analyzed it syntactically. In addition, it is able to be concluded this research those sentence that using transitive verb can analyze based on syntactic unit perspective. Based on the data findings, the writer found that there are 30 data, those are analyzed syntactically based on the clause patterns. The entire three clause patterns were found in the novel fox evil, with details: clause pattern S + V + O as much as 10 data (33,3%), clause pattern S + V + C as much as 10 data (33,3%), clause pattern S + V + AD as much as 10 data (33,3%).

Keywords: Transitive verb, monotransitive and ditransitive Clause, Clause patterns, and Syntax

INTRODUCTION

Language is something that important used for human communication, everyone needs a language to communicate each other, with a language we can share anything we can know what everyone says clearly. As defined by (Stockwell, 2013) "language is system of symbols that are meaningful and

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articulate sound (generated by said tool), that are arbitrary and conventional, which is used as a means of communication by a group of men to give birth to feelings and thought". So, language is a tool or system in human to communication. Besides that, there are so many international languages such as Arabic, Chinesse, English, Germany, Portugese, etc. All languages is covered by Linguistics including English. Linguistics means deal with language. Linguistics tells over languages in the world. According to Bloomfield, (1956) stated that "linguistics is a science, as well as physics and chemistry is a science".

In comparing with the former research, there some research dealing with clause patters. The first is an article entitled *Using online databases in the linguistics classroom: dealing with clause patterns* written by Comelles, Laso, Castaño, Feijóo, & Verdaguer, 2013. This study was conducted in Spain and this article aims at illustrating an application of an online corpus database for the teaching and learning of clause patterns. So as to serve this purpose, a continuous assessment task, especially designed for the undergraduate course Grama`tica Descriptiva de l'Angle`s II (GDAII) ''Descriptive Grammar of English II'' was presented, as well as a description of the questionnaire that was carried out among participants aimed at assessing their satisfaction towards the newly designed online database and the effectiveness of the task.

The second previous study is an article journal written by Rahman & Asfah in 2018. This journal talks about "Some Effects of Explicit Grammar Instruction and Syntactic Priming on Students' Written Language Production". This study aims to [1]. Exposure to English structures through explicit instruction is reported to have inconclusive results. [2] Reported that explicit and implicit grammar instruction ends up with automatization. This study reexamines the effect of syntactic priming and explicit grammar instruction on students' writing. Finally, the students were assigned to write a short essay. Sentences with similar structures which the students had been exposed to were extracted from the students' essays. Out of 40 test items, only 59.86% in average could be answered correctly, and all of the grammatical features to which the students were previously exposed were contained in their essays. However, in average only eight out of 18 sentences were grammatically constructed. It can be concluded that although priming method with explicit instruction leads the students to use similar syntactic features in their writing, it seems to have little impact on students' grammatical knowledge for immediate use in written language production.

Then, there are so many ways to learn English effectively, some learners learn English by games, listening English music, social media, novel, video, etc (Nurrina, Helmie, & Halimah, 2018). Some of them try to imitate based on what they like. Learning English by those are able to enrich the English vocabularies. They will know how to make English sentence grammatically, and will know about diction. Even, some of them try to go to course to learn English effectively. There are so many advantages learn English by those ways effectively as

presented above. But, so many people love reading English text such as reading novel, reading English magazine, reading short story and also reading English newspapers. But, a lot of learners love reading English novel because the novel is made by using words romantically. Novel is a fiction prose that written narratively in a form of story (Giustolisi, Mereghetti, & Cecchetto, 2017). Simply, the reader likes reading novel so that the reader will imagine into its story then without aware the reader will be deepen his or her knowledge about English literally.

In the novel, there are so many phrases, dictions, idioms even registers also. When we read English novel, we will find out the variety of word in that novel then we will try to translate it into target language. Besides that, in novel contains variety of word with difference word class category grammatically, such as noun, adjective, verb, adverb, pronoun, preposition, interjection, and conjunction (Nassaji, 2015). Those words have difference types of word. In addition, in writing text in English consists of word, phrase, clause, and sentence. But in making sentence simply we should put subject, predicate, and object. That pattern calls sentence (Helmie Jauhar; Suganda Dadang; Heriyanto, 2020). Then, clause is divided into two. Which are: dependent clause and independent clause. Dependent clause means clause cannot stand alone. Independent clause opposite from dependent clause. It means clause that can stand alone.

In this section, the researcher classifies the terms of this paper to avoid misunderstanding on the readers.
1. Syntax is the branch of linguistics that studies about structure (Nordquist, 2019)
2. Clause is a group of word consisting of a subject and predicate (Hasselgård, 2015).
3. Noun clause is a noun clause means a dependent clause that can occurs in the same place as noun or no sentence (Hasselgård, 2015).
4. Verb clause is clause encodes proposition that has two types, simple and complex (Helmie, 2015).
5. Novel of Fox Evil is a novel by British crime-writer Minette Walters. It won the crime Writers Association Gold Dagger in 2003, making her one of the few writers to win the award more than once (Muzzayanah, 2015).

THEORETICAL FRAMEWORKS

Syntax

In linguistics, syntax refers to the rules that organize the ways in which words combine to the form of phrases, clauses, and sentences. In the other words, syntax can be stated as a branch of linguistics which is studying about patterning words into phrases, clauses, and sentences. Etymologically the word

syntax comes from the Greek words *syn* which means "together" and *taxis* which means "arrangement", so it can be concluded syntax is arranging together words to be phrase, clause, or sentence.

Syntax is needed for students in developing their English skills to make them capable to speak and write accurately (D, Ampa, & Junaid, 2013). The study of syntax is the study of how words combine to phrases and ultimately sentences in languages. Because it consists of phrases that are put together in a particular way, a sentences has a structure. The structure consists of way in which the words are organized into phrases and the phrases are organized into larger phrases. The study of phrases and sentences structure is sometimes called grammar (Scott-Phillips, 2016).

Fromkin, Rodman, & Hyams (2011) as cited in Misir defined syntax as the part of the grammar that represents a speaker's knowledge of sentences and their structures . Syntax is frequently interpreted as word order and sentence structure. Every sentence is a sequence of words, but not every sequence of words is a sentence because syntactic structures make language speaking well-formed or grammatical whereas violating them causes ill-formed and ungrammatical speaking (Mısır, 2017).

From several definitions of syntax that given by some experts, it can be said that syntax is the rule of sentence pattern and its structure that organizes the way words in a sentence arranged. In this case, it explains how words are arranged become phrases and clauses for constructing sentence.

Phrase

Phrase is a part of a sentence consists of two or more words. A phrase is a word or a group of words that form a particular meaning grammatically (D & Halijah, 2018). In linguistic analysis, a phrase is a group of words (or possibly a single word) that functions as a constituent in the syntax of a sentence, a single unit within a grammatical hierarchy (Farooq, Mansoor, Nongaillard, Ouzrout, & Abdul Qadir, 2017). The English phrases dealt with categories and functions. The categories included noun phrase, verb phrase, adjective phrase, adverb phrase, and prepositional phrase, and the functions included subject, predicate, object, complement, and adjunct (D *et al.,* 2013). Based on those definitions, it can be concluded that phrase is a group words which having no predicate and subject.

Phrases and clauses are groups of words that act as a unit and perform a single function within a sentence. A phrase may have a partial subject or verb but not both, it is different with clause which may have both (McMurray, 2016). Generally, the English phrases consist of five types: noun phrase (NP), verb phrase (VP), adjective phrase (Adj P), adverbial phrase (Adv P), and

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prepositional phrase (Prep P), those five kinds are explained below:

Noun Phrase

In English, a noun phrase is a phrase which a noun is the head. Noun phrase can be a subject, object, or complement in a clause or sentence. Noun phrase potentially constructed by a pre-modifier, a head, and a post-modifier, but sometimes noun phrase can also a single head word only. Noun phrase has four major components occurring in a fixed order:

1. The determiners

   The determiners are those constituent which determines the reference of the noun phrase in its linguistic or situational context. The example of determiners are *the, that, a, an, etc.*

2. Pre-modifier

   Pre-modifier comprises all the modifying or describing constituents before the head, other than the determiners. For example: possessive pronoun, such as *my, your, our, their, his, her, its.*

3. The head

   The head is the main unit of the phrase. For example: an <u>apple</u>, the word *apple* is the head of the phrase.

4. Post modifier

   Those which comprise all the modifying constituents placed after the head.

Verb Phrase

Verb phrase is a phrase which verb is the head. It consists of auxiliary verbs (such as to be and modals) and main verbs. Verb phrase can be a single phrase (only consists of auxiliary verbs and main verbs) or can be added complements and modifiers. The English verb phrase (VP) is generally constructed by auxiliary and lexical verb (D et al., 2013).

For examples: <u>*Sleep tight*</u>
                    V   Mod.

I <u>Do not recognize</u> her
                    Verb Phrase

Adjective Phrase

Adjective phrase is a phrase which adjective is the head. The adjective phrase may contain modifier or complement to complete its meaning before or after the head. Here is an example of adjective phrase in a sentence:

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Maya lost her <u>dark brown</u> wallet.
Adj P

The soup is <u>tasty enough</u>
Head   Mod.

She is <u>much smarter</u> than I
Mod. Head

Prepositional Phrase

Prepositional phrase is a phrase which preposition is the head. Prepositional has a noun or pronoun which called the object of preposition. The examples of prepositional phrase in sentences:

She is sleeping <u>on the carpet</u>

My brother always speaks <u>in a loud voice</u>

The kids were laughing <u>at the joker</u>

My parents lived <u>in a peace country for several years</u>

Adverbial Phrase

The adverbial phrase has two definitions; some say it is a group of adverbs (very quickly), while others say it is any phrase (usually a prepositional phrase) that acts as an adverb. There are five kind of adverbs; adverbs of time (*yesterday, two minutes ago, early, now, etc.*), manner (*clearly, correctly, suddenly, etc.*), degree (to state the level or degree of an event or activity, for instance completely), modality (*hopefully, likely, perhaps, etc.*), frequency (*often, daily, rarely, etc.*), and place (*nearby, here, above, etc.*).

Here are the following examples of adverbial phrase:
They walked <u>along the wall</u>

The racer was running <u>very fast</u>

Nisa stayed in <u>a nice house</u>

You cook the dinner <u>well</u>

Clause

Clause is a kind of syntactic unit which higher than phrase but still not the highest. Clause is a smaller unit compared to sentence. Clauses are basic for several reasons. First, you need only one of them to make a sentence, though, of course, sentences may consist of an indefinite number of clauses. Second, in actual communication, shorter utterances are usually reconstructed   and

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understood by reference to clauses (Delahunty & Garvey, 2010). Clause is a group of words consisting of a subject and a predicate.

Types of Clause
There are two types of clause: Independent Clause and Dependent Clause. Independent clause is a clause that can stand alone by itself in a sentence forming and still make sense. It is a kind of simple sentence because independent clause has a complete structure and can be a major sentence.
The example of independent clause:
She runs quickly.
N V Adv.

Meanwhile, dependent clause is a clause that cannot stand alone by itself and it depends on independent clause to make a sentence makes sense. It does not have a complete structure and usually followed by subordinating conjunctions such as after, while, wherever, as if, unless, etc.
The example of dependent clause:

We won't be able to play *unless the min stops by noon.*
Indep. Clause   Sub. Conj   Dep. Clause

Clause Patterns
The English language has seven basic sentence (or clause) patterns. Here are the seven patterns in clause with the examples according to Delahunty and Garvey (2010):

1. **S + V = John / laughed.**

   Formally, this pattern comprises subject and verb. Subject is one of the syntactic functions and comes before verb phrase. It is normally a noun or noun phrase. Verb is the main part in English sentence. It is a kind of word class categories that shows an action of a subject. There are two kinds of verb: main verb and auxiliary verb. This pattern contains an NP with a VP whose head verb is intransitive. The clause can contain no objects or complements. Note that all of the clause patterns require a subject.

2. **S + V + O = John / loved / Jane.**

   The second pattern contains a VP consisting of a transitive verb and an NP as subject and object. Object is a part of sentence that refers to

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someone or something involved in the subject's "performance" of the verb or who is the receiver of the action doing by the subject. There are two kinds of object: direct and indirect. Direct object is the object who gets the action of the subject. Indirect object is the affected participant in the event, indirect object cannot stand alone, it must attach to direct object.

3. S + V + Co = John / is / tall.

This pattern construction is having three basic elements. They are subject, verb, and complement. Complement is a part of sentence to complete other parts of the sentence, such as subject, verb, or object. In this pattern, the complement has a role to describe the subject (subject complement). This pattern is slightly complicated by the fact that two different forms can act as subject complement: a noun phrase or an adjective phrase.

4. S + V + O + O = John / gave / Jane / a present

This basic clause pattern involves a head verb followed by two functions, as the formula indicates subject + verb + indirect object + direct object. Indirect object can be moved after the direct object by inserting preposition to or for. The indirect object cannot stand alone by itself, but the direct object can.

5. S + V + O + Comp. = John / made / Jane / angry.

The object complement pattern may be viewed as a combination of pattern 2, and pattern 3. Just as pattern 3 includes a subject complement, pattern 5 adds a complement to its direct object. The object complement can be a noun, pronoun, or adjective which gives more information about the direct object.

6. S + V + Adv. = John / sat / up.

This pattern shows respectively an entity as being in a location and an entity moving to a goal (which, of course, is a location to or toward which something moves or is moved).

7. **S + V + O + Adv. = John / put / the bag / down**.

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The last pattern represents the subject is moving an object to or toward a goal. Besides that, this pattern also shows how subject is doing an action, it gives more information about the situation of the clause. Most simple and complex (but not compound) clauses are one of these patterns no matter how long the clauses are. For example, the following two sentences are essentially of the same pattern.

Jane / bought / fruit. (SVO)

My long lost sister Jane / has been buying / a variety of fruit. (SVO)

Sentence

Sentence is the largest syntactical unit which Halliday and Matthiessen stated that the sentence is the highest unit of punctuation on the graphological rank scale and has evolved in the writing system to represent the clause complex as the most extensive domain of grammatical structure (Halliday & Matthiessen, 2014). A sentence contains at least one subject and one predicate. In constructing a sentence; the grammatical rule should be applied (Farooq et al., 2017). A sentence is a grammatical unit comprising a group of words that separates from other grammatical construction and usually consist of one subject with its predicate contains a finite verb or verb phrase.

Simple Sentence

A simple sentence has one independent clause with one or more subjects and one or more predicate (v) and there is no dependent clause. The term "simple" refers to the fact that the sentence contains only an independent clause.

Compound Sentence

Compound sentence joining two independent clauses or sentences that could stand on their own linked by the co-ordinating conjunctions, and separate with a comma (,) or semicolon (;). The co-ordinating conjunctions are for, and, nor, but, or, and yet, so (abbreviated fanboys) to join these independent clauses. The compound sentence consists basically of two main clauses, linked in relationship of coordination (Downing & Locke, 2006).

Complex Sentence

A complex sentence is an independent clause joined by one or more dependent clauses. A subordinating conjunction begins the dependent clauses. A dependent clause that begins a sentence must be followed by comma (,). Khasanah, (2016) said that complex sentence is one sentence containing at least two clauses: an independent and one or more dependent clauses.

Compound-Complex Sentence

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A compound-complex sentence is a sentence that has at least two independent clauses and at least one dependent clause. Compound-complex sentences are a combination of complex and compound sentences (Delahunty & Garvey, 2010). The same subordinating conjunctions are used to introduce the dependent clauses. The same coordinating conjunctions are used for joining the independent clauses.

METHOD

In this part the writer elaborates the methodology which was used in this study to investigate how the processes of clause pattern are realized in the novel and also in this chapter, the researcher presents regarded about methodology employed

Research Design

This research used a descriptive qualitative as a method to analyze and to explain all data that obtained in the novel of fox evil that published in 2002 by Minette Walters. According to Creswell (2012), a research design has the purpose of accomplishing a complete comprehension of the contextt being studied. Qualitative research is emphasis on understanding phenomena in their own right, open, exploratory research questions, unlimited, emergent description options, and use of special strategies for enhancing the credibility (Crossman, 2018).

Data Source

Those data were copied from novel of fox evil were written by Minette Walters published in 2002. This novel used simple language and easy to read so that everyone is able to read simply and understand well what the novel about. Then, in that novel there so many clause patterns. But this research used three patterns of clause such as subject + verb + object, subject + verb + complement, and subject + verb + adverb.

Research Instrument

As told before that in this research the researcher analyzed the novel about clause patterns which are subject + verb + object, subject + verb + complement, and subject + verb + adverb.

Data Collection

To collect all data, the researcher read first carefully before analyzing the data. Then, the researcher choosen the three clause patterns as told before. After that all the data are going to analyze and explain later on chapter.

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Data Analysis

   To analyze the data in this research, the researcher has several steps. The first step is the researcher reads the novel carefully and clearly to find out kinds of clause in Fox Evil novel. The second is the researcher analyzes the data that found in Fox Evil novel by using tree diagram. The third after found the data. Then, the researcher describes the data based on the theory of syntactically study.

FINDINGS AND DISCUSSIONS
Analysis of English clause pattern S + V + O
Data 1
   He had no such fear of the smell of burning tobacco. (Chapter 1, page 1:8th lines)
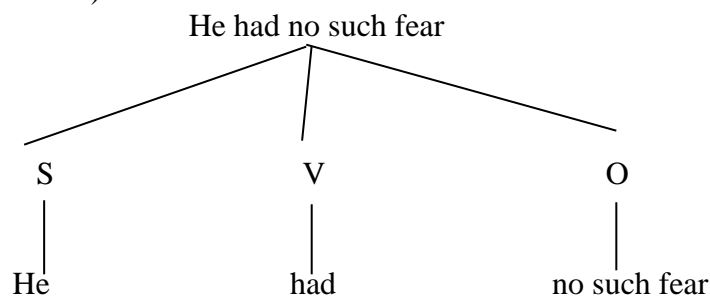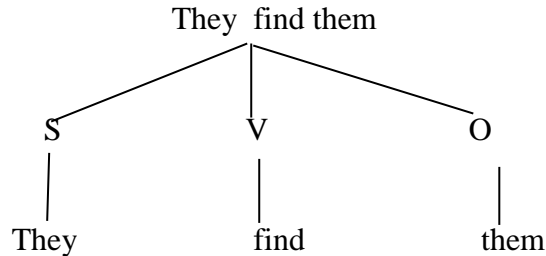

He had no such fear
S V O

Analysis:

   Syntactically, from the data 1, the writer assumed that this clause consists of three phrases, they are two noun phrase and one verb phrase. The first noun phrase is *He* and the second noun phrase is *no such fear*. The first noun phrase is a single head word and the second noun phrase consists of pre-modifier *no* as an article, *such* as an adjective, and *fear* as a head word. In addition, this clause consists of verb phrase namely *had*.

   From the data we know that the word *He* as subject of the sentence, word *had* as verb that including an action verb, the function of this verb as the main verb of the sentence. This verb is categorized in terms of transitivity, because verb *had* takes two arguments, *He* and *no such fear.* So, the verb *had* is one of transitive verb. Then, *no such fear* as object is noun phrase that concerned as the direct object of the sentence. So, it can called as mono transitive verb clause.

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Data 2
> *They find them* they'll take you away. (Chapter 2, page 6:8th lines)

They find them

S   V   O

They   find   them

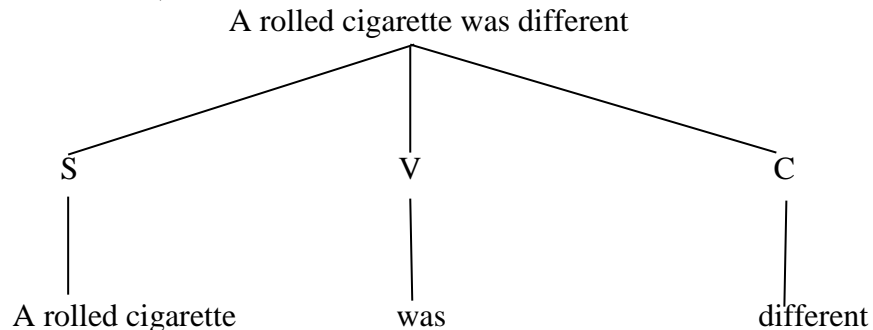They find them
S   V   O

Analysis

Syntactically, from the data 2, the writer assumed that this clause consists of three phrases, they are two noun phrase and one verb phrase. The first noun phrase is *They* and the second noun phrase is *them*. The first noun phrase is a single head word and the second noun phrase t*hem* as a head word. In addition, this clause consists of verb phrase namely *find them*.

From the data we know that the word *they* as subject of the sentence, word *find* as verb that including an action verb, the function of this verb as the main verb of the sentence. This verb is categorized in terms of transitivity, because verb *find* takes two arguments, *they* and *find them.* So, the verb *find* is one of transitive verb. Then, *them* as object is noun phrase that concerned as the direct object of the sentence. So, it can called as mono transitive verb clause.

Analysis of English clause pattern S + V + C
Data 3
> *A rolled cigarette was different* from the pipe he was used to. (Chapter 1, page 2:1th lines)

A rolled cigarette was different

S   V   C

A rolled cigarette   was   different

A rolled cigarette was different
S   V   C

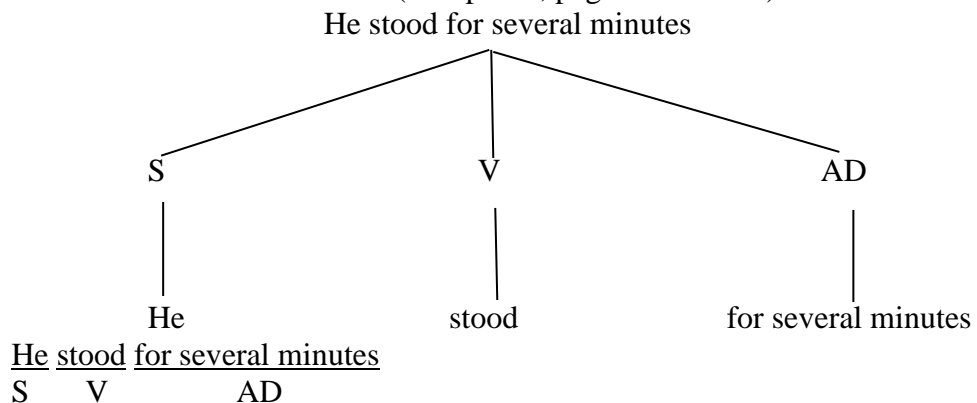Authors: Helmie, J., Kurniawati, N., Waroka T.S.

Analysis:

Syntactically, from the data 1, the writer assumed that this clause consists of three phrases, they noun phrase, verb phrase and adjective phrase. The first noun phrase is *A rolled cigarette* and the second noun phrase is *different* . The first noun phrase is a single head word and the second noun phrase *was* as a head word. In addition, this clause consists of verb phrase namely *different*.

From the data we know that the word *A rolled cigarette* as subject of the sentence, the word *was* as verb that includes a linking verb, the function of this verb as the main verb of the sentence. This verb is categorized as copular verb, because it links the subject *A rolled cigarette* and its complement *different.* So, the verb *was* is one of copular verb. Then, *different* as complement is adjective phrase that is linked by the verb *was*. So, it can be called as a copular verb clause.

Analysis of English clause pattern S + V + AD
Data 4

He stood for several minutes. (Chapter 2, page 7:6th lines)

He stood for several minutes

```
              He stood for several minutes
             /          |           \
            S           V            AD
            |           |             |
            He        stood    for several minutes
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He stood for several minutes
S   V   AD

Analysis:

Syntactically, from the data 1, the writer assumed that this clause consists of three phrases, they are noun phrase, verb phrase and adverbial phrase. The noun phrase is *He* and the adverbial phrase is *several minutes*. In addition, this clause also consists of verb phrase namely *stood.*

From the data we know that the word *He* as subject of the sentence, the word *stood* as verb that includes a intransitive verb, the function of this verb as the main verb of the sentence. This verb is categorized as intransitive verb, because it is not followed by any objects. So, the verb *stood* is one of intransitive verb. Last but not least, the adverbial phrase in this clause is just a complement that can be omitted without causing any effects to the clause. So, this clause can be called as an intransitive verb clause.

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CONCLUSIONS AND RECOMMENDATION
Conclusion

The conclusions of the paper are as follows:

1. Transitive verb can be analyzed syntactically by using tree diagram analysis in the paragraph that can explain a clause more details based on it phrase.
2. Syntactically, each data, the writer found that that clause consists of some phrases. It can be as noun phrase, verb phrase, adverb phrase, adjective phrase or preposition phrase.
3. In addition, it also can be analyzed by looking at syntactic unit perspective in order to explore a sentence based on a part of sentence.
4. From the data we know that there are word as subject of the sentence, verb that including an action verb and as the main verb of the sentence. Besides, we know about verb that categorized in terms of transitivity, it can be as mono transitive or distransitive.
5. Transitive verb also can analyze semantically by using related and function meaning to describe in denotative or connotative meaning.

Recommendation

Based on the result of the research and conclusion the writer proposes some suggestions as follows:

1. The writer suggest for another researcher to find the data in some source of data such as news paper, corpus, article or book.

2. The writer suggest for another researcher to analyze the other verb in English such as Intransitive verb and Complex transitive.

3. The writer suggest for other researcher to use tree diagram to make data more clearly and easier to understand.

   Finally, the writer realizes that the writer needs more knowledge to understand about transitive verb. This research could represent how far the ability of the writer in understanding transitive verb especially in analyze transitive in syntactically and semantically

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