CHAPTER I

INTRODUCTION

A. Background of the Research

Communication deals with words, phrases, clauses and sentences. When words are combined into a phrase or clause, then sentences can be formed in order to create a complete meaning. The words compiled into well-structured unit called constituent. It makes to utter the utterances that our mind communicate first in order to have a clear meaning and to make it less complicated for listener to interpret what we said. The sentence would be created when these constituents be allied.

The constituents have an important function for structural analysis. They consist a grouping of one or more words functioning as a unit called phrase. The types of phrases are classified into Noun Phrase (NP), Verb Phrase (VP), Prepositional Phrase (PP), Adverbial Phrase (AdvP), and Adjectival Phrase (AP). Those types are phrase structure grammars that belong to syntactic categories.

Syntactic categories have to do with phrases. They discuss about the word classes with each word. Every syntactic category can replace each other without resulting in grammaticality loss. The phrases can make up a sentence and the sentence consist clauses. In a clause, there is a grammatical relationship between constituents called grammatical relation or syntactic function.

The syntactic functions can be divided into some types. The subject-predicate means the obligatory for the functional relation between the

constituents of sentence, noun phrase, and verb phrase. Another obligatory to complete the phrase meaning called complement. And the last one is the optional that usually do not stand between the verb and its complements because it depends on heads called modifier.

Syntax exists to make sentences clear and consistent because it is about sentence structure. Sentence structure means the setting up of words, phrases, and clauses in a sentence. The simple sentence, the compound sentence, the complex sentence, and the compound-complex sentence are the types of sentence structure. The word order commonly includes Subject-Verb-Object which the object is used to complete the predicate as the complement.

The complement can appear at most once with a given predicate. They are commonly divided into subject complement and object complement. The subject complement follows the linking verb that relates to the subject. Meanwhile the object complement, follows the action verb as the direct object gets the action result and the indirect object that defines the action of whom or what to presented the verb.

The verbs in English are divided into two kinds. Auxiliary verb which is a very restricted set of verbs that used to help deliver the main verb's tense. It is *to be*, *have*, *do*, which can also be lexical and *can/could*, *will/would*, *shall/should*, *may/might*, *must*, and *need*. Contrast with the auxiliary verb, lexical verb means the main verbs that is indefinitely large general vocabulary of the language but that is not an auxiliary verb. When the grammatical meaning is delivered by auxiliary verbs, the predicate meaning such as an action or state is

conveyed by lexical verbs that are sub-categorized into six kinds: transitive, intransitive, ditransitive, intensive, complex transitive, and prepositional.

The subcategories of lexical verbs are in terms to the required complements. As mentioned above, there is object complement that is divided into direct and indirect object. The subcategories of lexical verbs in which there are direct-indirect object is ditransitive verb. Ditransitive verbs demand two noun phrases as complement functions as direct object and indirect object.
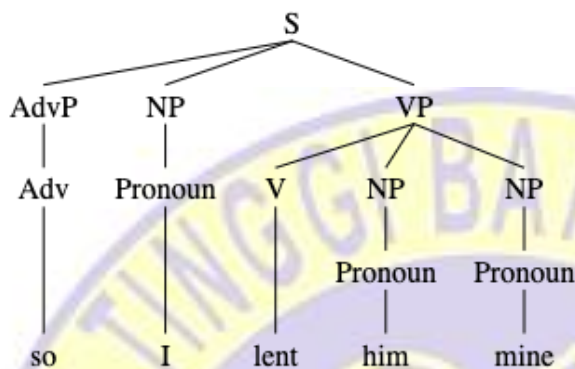
Ditransitive verb is a type of verb that is rarely discussed and mentioned in English learning. There are still many who wonder whether a sentence can have 2 objects or not. Therefore, this type of verb also needs to be introduced and discussed so that every sentence contained in a ditransitive verb is well-structured and can be understood. Even when typing in ditransitive keywords on the internet, what often comes up is about transitive verbs, which are verbs that require a noun phrase as a direct object, and intransitive verbs, which are verbs that do not require an object as a complement.

From the mentioned explanation above, the researcher wants to give two sample data of the thesis main data taken from one of 13 selected short stories by Lucy Maud Montgomery.

1. "…so I lent him mine."

Figure 1.1

Tree Diagram of Example Analysis 1

The sentence *"…so I lent him mine."* is categorized into a sentence that contains ditransitive verb followed by two NPs (*him*, *mine*). The verb "lent" is the type of verb that allows an indirect object which the verb "lent" is included in **verbs that inherently signify acts of giving**. In the sentence above, the node S dominates three daughter nodes labelled AdvP (*so*), NP (*I*) and VP (*lent him mine*). The VP expands into V (*lent*), and two NPs consist of terminal node Pronoun (*him, mine*). The verb "lent" handed acts as a ditransitive verb followed by two NPs (*him* and *mine*) since its verb has the structure rule VP [V NP NP].

The sentence structure is defined below:

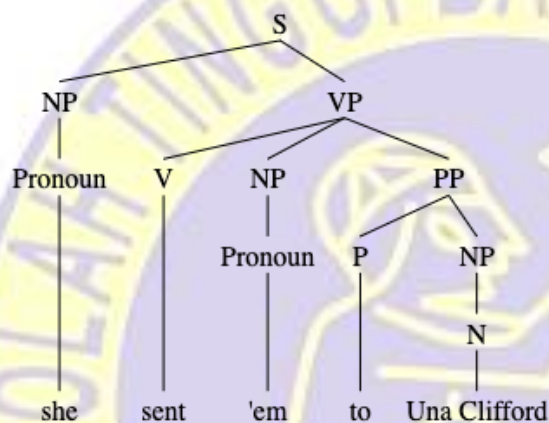S → AdvP + NP + VP

AdvP → Adv

NP → Pronoun

VP → V + NP + NP

NP → Pronoun

NP → Pronoun

2. "…she sent 'em to Una Clifford…"

Figure 1.2

Tree Diagram of Example Analysis 2

The sentence *"…she sent 'em to Una Clifford…"* is categorized into a sentence that contains ditransitive verb followed by two NPs (*'em, Una Clifford*). The verb "sent" is the type of verb that allows an indirect object which the verb "sent" is included in **verbs of sending**. In the sentence above, the node S dominates three daughter nodes labelled NP (*she*) and VP (*sent 'em to Una Clifford*). The VP expands into V (*sent*), NP consist of terminal node Pronoun (*'em*), and PP (*to Una Clifford*). The PP consists of terminal node P (*to*) and NP consists of terminal node N (*Una Clifford*). The verb "lent" handed acts as a ditransitive verb followed by two NPs (*him* and *mine*) since its verb has the structure rule VP [V NP NP].

The sentence structure is defined below:

$$S \rightarrow NP + VP$$

$$NP \rightarrow Pronoun$$

$$VP \rightarrow V + NP + PP$$

$$NP \rightarrow Pronoun$$

$$PP \rightarrow P + NP$$

$$NP \rightarrow N$$

The main topic of the paragraph length explanation above is syntax. Syntax discusses about the structure and formation of sentences. In other words, it is the rules for arranging words into meaningful sentences. Syntax is commonly marked as a tree diagram which is used to make it easier to name the part of speech when examined one by one. To make a tree diagram, it is required the ability to compare words, phrases, and clauses. Those three things can help analyze each part to create a perfect and meaningful sentence.

Syntax belongs to the branch of linguistics. Linguistics means the study of language specifically language form, language meaning, and also language in context. It is really helpful in language learning because language is something that exists in all domains of human existence. Language involves the rules that arrange the structured system used by all human communities for communication.

According to Chaer in Muliastuti (2014) mentioned that "based on the breadth of the object study, linguistics can be divided into general linguistics and specific linguistics" (pp. 17-18). General linguistics means the study of

linguistics in general without focus on one language only but languages. Contrast with the specific linguistics means focusing its studies on one language only. But, sometimes linguistics is also called general linguistics.

The researcher uses a short story as the data object. Short story means a brief narrative containing characters, a simple plot, and a conflict which leads to a climax and swift conclusion. It is not only a fiction but it can also contain an experience that actually happened. Short story has a simple conflict that is not as complex as the conflict in the novel. It can be read in just a few minutes and focus on building strong feelings from the readers.

This research obtains understanding and is done because it is interesting to analyze verbs because every sentence has a predicate which is a verb phrase. It means that every sentence is ultimately structured around a verb which the verb involves an important class and belongs to the part of speech that commonly indicates an action, occurrence, or state of being. This research was conducted to explore and analyze various types of ditransitive verbs and its structures which the source data were taken from 13 selected short stories by Lucy Maud Montgomery.

B. Questions and Scopes of the Research

1. Questions of the Research

a. What are the types of ditransitive verbs found in the 13 selected short stories by *Lucy Maud Montgomery*?

b. How are the syntactic structures of sentences containing ditransitive verb analyzed in the data?

2. **Scopes of the Research**

The limitation of the scope of discussion is needed to avoid the broadness and uncontrolled discussion. Based on the background of the research stated above, this research focuses on the analysis of ditransitive verbs in the sentences found in the 13 selected short stories of 3 short stories books which are collection 1902-1903, 1905-1906, and 1909-1922 that is written by *Lucy Maud Montgomery* and the syntactic structure of sentences bearing ditransitive verbs. This research used the theory proposed by some experts in linguistics field, Gropen et. al (1989) quoted by Beavers and Koontz-Garboden (2020) to find out the type of verbs that belongs to ditransitive and Burton-Roberts (2016) to analyze the syntactic structures of sentence containing ditransitive verbs.

C. **Objective and Significance of the Research**

1. **Objective of the Research**

a. The researcher wants to identify type of verbs which are classified into ditransitive verbs in the 13 selected short stories by *Lucy Maud Montgomery.*

b. The researcher wants to analyze the syntactic structures of sentences containing ditransitive verbs in the 13 selected short stories by *Lucy Maud Montgomery.*

2. Significance of the Research

The researcher hopes this research can give contribution to the English learning. It has two major significances i.e.: practical and theoretical significances. For the theoretical significance, the researcher hopes that this research will give a better understanding of the ditransitive verbs and an improvement to the development of the linguistic field especially in the study of syntax.

Further, for the practical significance, the learners can be able to receive something new to enrich the syntax study, through this research the learners also will have broader knowledge about ditransitive verbs in their language learning. The research can also give additional information for other researcher who wants to conduct further research on the related field.

D. Operational Definitions

1. Ditransitive verb

Ditransitive verb means the verbs that demand the complements in the form of two noun phrases or objects. They can use the direct and indirect object simultaneously.

2. Short story

Short story means a story composed that focuses only on one event that tells of experiences or events that actually happened or just fiction. The content of short stories is usually solid so that it is easy for the reader to understand and goes straight to the point of the story.

E. Systematization of the Research

Systematization of the research means to exist the research well-editing compositions and in order to make this research easy to read. The research is divided into five chapters as follow:

Chapter I Introduction consists background of the research and reason why the researcher choses the research, questions and scopes of the research, objective and significance of the research, operational definitions, and systematization of the research which contains the resume of the research as a whole.

Chapter II Theoretical Description contains the theories used by the researcher to analyze data which consist of syntax, complements, ditransitive verbs, types of ditransitive verbs, etc. and research of the relevance which shows the previous researches that had been conducted.

Chapter III Research Methodology involves method of the research which consists the time, place and kind of the research, and next there are procedure of the research, technique of data collection, technique of data analysis, and data source.

Chapter IV Research Findings and Discussion discusses about data description in the short story, analysis of the data where the researcher analyzes all the data that the researcher found in the corpus data, data interpretation and the discussion.

Chapter V Conclusion and Suggestion consists the summary of the conclusion which relates to hypothesis of discussion, and suggestion which relate to significance of the research.