

**GROUPING ANALYSIS AS ONE OF THE THREE  
SYNTACTICAL ASPECTS OF THE SIMPLE SENTENCES IN  
THE TWO SONGS BY WESTLIFE SYNTACTICALLY**

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# GROUPING ANALYSIS AS ONE OF THE THREE SYNTACTICAL ASPECTS OF THE SIMPLE SENTENCES IN THE TWO SONGS BY WESTLIFE SYNTACTICALLY

LASROHA MARIA RUSLI NARTIANA

## ABSTRACT

This study is aimed to know how to classify the phrase kinds in the paper entitled: *Grouping analysis as one of the three syntactical aspects of the simple sentences in the two songs by Westlife syntactically*. To find phrase categories, to create tree diagrams, labeling and bracketing. This research was done from the beginning of February until July 2016. This research uses qualitative method as the procedure of the research : library study and literary study. The method of the analysis data are as the following methods: (1) preparation of the collecting data, (2) process of collecting data, (3) sort data, (4) analyze data, (5) drawing the data conclusion. Those steps will generate the conclusion of classifying the phrase kinds in Westlife lyrics. According to research classifying, there are the noun phrases which found are about 39, verb phrases which found are about 17, and the prepositional phrase which found are 8. Finally, it is concluded that in the literature works, especially in lyric, there must contain this research for developing reference in other literature studies, such as poetry, movie and others.

Keywords: grouping syntax, phrase kinds, tree diagram and labeling and bracketing.

# **GROUPING ANALYSIS AS ONE OF THE THREE SYNTACTICAL ASPECTS OF THE SIMPLE SENTENCES IN THE TWO SONGS BY WESTLIFE SYNTACTICALLY**

*Lasroha Maria Rusli Nartiana*

## **ABSTRAK**

*Penelitian ini bertujuan untuk menjelaskan bagaimana menyusun urutan dari jenis frase dari penelitian "Grouping analysis as one of the three syntactical aspects of the simple sentences in the two songs by Westlife syntactically". Untuk menemukan kategori dari jenis frase, untuk membuat diagram pohon serta penamaan dan memberi tanda kurung pada frase yang ada. Penelitian ini dikerjakan sejak awal Februari sampai dengan Juli 2016. Penelitian ini menggunakan metode penelitian kualitatif dengan tata cara pembelajaran dari buku perpustakaan dan pembelajaran yang diberikan dari kampus. Metode penelitian ini berdasarkan dengan urutan (1) mempersiapkan dan mengumpulkan data, (2) memproses hasil dari pengumpulan data, (3) memisah-misahkan data, (4) menganalisis data, (5) menggambar hasil dari data. Langkah - langkah penelitian ini akan menghasilkan hasil akhir dari penggolongan jenis frase berdasarkan lirik dari Westlife. Berdasarkan penggolongan dari penelitian terdapat 39 jenis frase kata benda, 17 jenis frase kata kerja, dan 8 jenis frase kata depan. Akhirnya, pada bacaan khususnya dalam lirik lagu, di sana berisi pengembangan dari isi yang mengacu pada bacaan dari para ahli, seperti yang ada dalam puisi, film dan yang lainnya.*

*Kata kunci: grup, sintak, frase, diagram pohon, label dan tanda kurung.*

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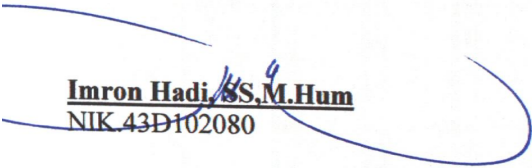
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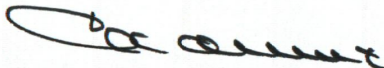


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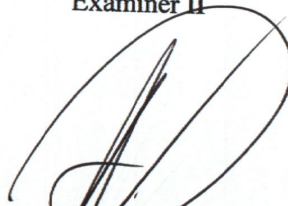
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## MOTTO AND DEDICATION

MOTTO:

“WILL ALWAYS STAND UP”

DEDICATION:

This paper is dedicated to my mother and father, my best leader office, my sister, and my friends.



## ACKNOWLEDGEMENT

First and foremost, the writer would like to gratitude to Jesus Christ for always blessing, giving health, spirit, and happiness, and love, until the writer is able to finish this proposal. It is impossible for the writer to finish it without the permission and opportunity that has been given by Jesus Christ.

This paper is written as the last assignment to fulfill one of the requirements for taking undergraduate program (S1) of English Department of School of Foreign Languages-JIA. In this paper, the writer explains and analysis about phrases kinds in some of the lyrics song, which could be taken in the syntax structure.

During the process of making this paper, the writer encountered a lot of hardship and difficulties both in finding the data and arranging it into an accepted scientific paper. Therefore, the writer would like to take this opportunity to express his thankfulness to all the following people who have advised and supported the data and information to finish this paper, also for them having prayed for his success, especially to:

1. Her beloved father Mr. S R Pakpahan, her beloved mother Mrs. Rusmi Manik, and her beloved sister for their endless love, support and prayers.
2. Drs. H. Sujianto M.Hum, the chairman of the School of Foreign language-JIA Bekasi.
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4. Elsan Arvian, S.S, M.Hum as the first examiner, Sukandar S.S, M.Pd as the second examiner for their correction on the writer's paper and develop this paper into something better.
5. All the lecturers, librarians, and staffs of STBA JIA for their guidance during the study.

6. All the lovely friends in STBA JIA for their motivation, support, laugh and cry.
7. Last but not least, she also gives her deep thankfulness to some others who could not be mentioned for their concerns.

At last, the writer really hopes this paper will be useful especially for her, and generally for everyone reading it.

Bekasi, 29 July, 2016

LMRNP

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## CHAPTER I

### INTRODUCTION

#### A. Background Of The Research

The linguistic is a system from the outset assume that speakers of the language are able to produce and understand number of expressions. According to Crystal (1997:225) "Linguistics is the scientific study of language". As an academic discipline, the development of this subject has been recent and rapid, having become particularly widely known and taught in the 1960 s. This reflects partly an increased popular and specialist interest in the study of language and communication in relation of human beliefs and behavior (e. g in theology, philosophy, information theory, literary criticism), and realization of the need for a separate discipline to deal adequately with the range and complexity of linguistic phenomena. Partly the impact of the subject's own internal development at this time, arise largely out of the work of the American linguist Chomsky and his associates. It is more sophisticated analytic techniques and more powerful theoretical claims which gave linguistics an unprecedented scope and applicability.

Linguistic is an empirical science, thus it is like physics and unlike mathematics. Linguistics cannot be limited to the documentation of what is said and how it is. Linguistic has long recognized the heterogeneity of linguistic phenomena and so has divided themselves interact with other cognitive systems and processes in analysis.

traditional education, the grammar and other linguistic instruction in the school confines itself to hand on the traditional notion. Many people have difficulty at the beginning of language study, not in grasping the methods or result. A great deal of human co-operation is effected without language. Linguistic meanings are more specific than the meaning of non-linguistic acts. Linguistic form, however, result, for the most part, in far more accurate, specific, and delicate co-ordination than could be reached by non-linguistic mean. Many linguistic form are used for more than typical situation. The analysis of linguistics forms into words is familiar to us because we have to custom of leaving spaces between words in our writing and printing.

The process of linguistics change has never been directly observed, the people shall see that such observation with our present facilities. The people are assuming that method of classification which work well, reflects the actual factors of change that produced our data. The assumption that the simplest of the observation is common to all science, it is well to remember that the observed facts of the data, the results of the linguistics change as they show themselves in etymologies resisted all comprehension until our method came upon the scene.

Linguistic helps toward the understanding and controlling of human events, for every practical feature that receive expression in the shape of a word or phrase. "*Linguistics is defined as the study of language system*" (Brinton, 2000:10). For the purposes of study language, linguistics is divided into levels or components. We learn about components which can help us to understand what is language in detailed. These components are conventional and

arbitrary division of linguistics investigation, they are interrelated in complex ways in the system of language. The components are phonology, morphology, syntax, semantics and pragmatics.

Language plays a great part in life. Perhaps because of its familiarity, rarely observe it, taking it rather for granted, and doing for breath or walk. Language can make a communication to human develop and to make sure what people know things near them. Important lessons have been learned from attempts to teach human how to use forms of language. The people can think of the human baby in its few years as a living example of some automatic set of development and the complexity of the young child's language have led some scholar to look for something more powerful of language. Language simply is not a confined set of squeaks and grunts that have fixed meaning. It is an everyday occurrence that can produce and understand utterances that probably have never been produced before. The human head is not big enough to contain this amount of knowledge, there still is not the room for an amount of linguistic knowledge. So, people has to recognize the number in constitute language.

The process to change in language that the general process of change are the same in all languages and tend in the same direction. Even, very specific types of change occur in much the same way, but independently, in the most diverse languages. These things, too, will some day, when our knowledge is wider, lend themselves to a systematic survey and fruitful generalization. Strangely enough, people without linguistic training devote a great deal to effort the discussion of

this topic without progressing to the study of language, which alone could give them the key.

The method for the language provide an analysis of a language, try to adhere to the "all and only". This means that our analysis must account for all the grammatically correct phrases and the sentences and only those grammatically correct phrases and sentences in whether language are analyzing. In other words, when write rules for the creation of well-formed structures, have to check that those rules, when the applied logically, won't also lead to ill-formed structures. For example, it might say informally that in English, put a preposition (near) before a noun (London) to form a prepositional phrase (near London). However, when use this as a rule of grammar to create a structures, clearly need to be more careful in forming this rule. It might have more success with a rule stating that we put a preposition before a noun phrase not just a noun. It has an effective rule such as "a prepositional phrase in English consists of a preposition followed by a noun phrase," imagine that can an extremely large number of English phrases that could be produced using this rule. In fact, the potential number is unlimited. This reflects another goal of syntactic analysis, which is have a small and finite set of rules that will be capable of producing a large and potentially infinite number of well-formed structures.

In syntax, sentence begins with a noun as the subject. Every subjects is followed by a verb. Some sentences have a second noun the direct object after the verb. Every though to speak, to write, to hear, and to read such new sentences continually, new sentences rarely catch our attention unless include



or new words. Presumably, because the most basic elements of sentences structure are relatively few and very, very familiar.

Syntax concerns sentence structure, and sentence may be said to have three aspects : grouping, function and word order. In the grouping the words into meaningful and functional phrases, which are members, or constituents, of larger phrases. Grouping recognized in the above sentence are the sentence itself (S), noun phrase (NP), verb phrase (VP), and prepositional phrase (PP). In language other than English, word order may often be different even when grouping and functions are the same. In word order expressed in the tree diagram by the linear, left-to-the right, arrangement of words on the page, which parallels the temporal order of these elements in speech.

In some language there may be a lot of freedom of word order for main constituents subject, verb, and direct object or other complement of the verb. Function concerns the relationship of the noun phrases to the verb and to other words and word groups in the sentences. It can provide into grammatical relations, parts of speech, heads and modifiers. Grouping analyze with component in tree diagram and systematical of the sentence. When grouping analyze be sure of the sentence pattern in subject + verb + object. Subject of the sentence represented by the noun, single noun like *John*, and the noun phrase like *the car*, the subject appearances in the member or constituents of the phrase. Predicate or verb phrase and object of the represented too with member and constituent. In order to, the sentence is the simple sentence, which is the subject can be one or more than one, but in the verb only one to provide the sentence. For analyzing, the structure from

of the member and constituent form, should be made in tree diagram from the top to above. All constituent could be for tree diagram, and its given by the name of the node or branch form the constituent to make the large sentence.

The writer gives the sample of the above data :

Datum 1 : I have a dream a song to sing ( *I have a dream*, L.1)

The simple sentence from the Westlife lyrics is using the base of the simple sentence, which is the simple sentence consists of the subject and the verb. The subject is *I* and the verb is *have*, and the last is complement to tie the sentence. The simple sentence gives the phrases. It is clear that in the simple sentence has a phrase like in the noun phrase, verb phrase, prepositional phrase, and the others.

Based on *Burton* explanation that syntax is the name given to study of the form, positioning, and grouping of the elements that go to make up the sentences. The discussion for the syntax of the simple sentence is structure description of the sentence. As soon as the sentence structures want to explain even the simplest things about the sentence. It is necessary to go beyond the idea that sentences simply consists of words strung together in the line. Each word gives the different analysis. There are several different ways of doing that. By the categories, constituent to make the structure of the syntax.

From those above explanation, therefore the writer chooses the title : *Grouping Analysis As One Of The Three Syntactical Aspects In The Two Songs by Westlife Syntactically.*

## **B. The Scope Of The Research**

In this research the analyst focuses on how to analyze the grouping of words which creates some simple sentences, tries to recognize phrase kinds of those simple sentence constituents and designs them into branching points in the tree diagram. Fromkin and Rodman (2013 : 87) purposed that constituent structure and grammatical categories how the phrases and sentences of language are constructed, the tree diagram builds that concern the branches will have category labels to identify each constituent. Burton (2011 : 3) mentioned that the concept of structure is fundamental to the study of syntax, the sentence has constituent, function, and the grouping structure. The data which are formed in those simple sentences are taken from the two songs by Westlife.

## **C. The Question Of The Research**

From the above explanations, the problem which will be analyzed is grouping as one of the three syntactical aspects syntactically.

1. How are the nodes or the branching points are represented in the tree diagrams?
2. What kinds of the phrases which create the simple sentences in the two songs by Westlife syntactically?

## **D. Objective Of The Research**

Knowing the data in the research, can give the writer skill to understand the grouping analysis from the three syntactical aspects, and it will be analyzed.

1. To know the kinds of the phrases which create the simple sentences in the two songs by Westlife syntactically.
2. To understand the representation of those nodes or branching points in its tree diagrams.

#### **E. The Significance Of The Research**

1. For the writer
  - a. The research will enlarge writer's syntax knowledge
  - b. The research will give thorough understanding for the writer about grouping analyzed as one of the three syntactical aspects
  - c. The research will identify the nodes or the branching points in the tree diagrams
  - d. The research will explain about background information the singer "Westlife" and their songs
2. For the reader
  - a. The research will enlighten readers more about syntax
  - b. The research will give more knowledge when the reader read a work of linguistics
  - c. The research will give readers more understanding about the grouping analysis from the three syntactical aspects
  - d. The research will explain the readers about the nodes or the branching points are represented in the tree diagrams

## **F. The Systematic of The Paper**

The systematic of the paper means to present the paper in well edited composition. The systematic of the paper is divided into 5 chapters as follows.

The chapter I explains about background of the research, the scope of the problems, the questions of the research, the objectives of the research, the significant of the research, the systematic of the research.

The chapter II explains about the definition of analysis, syntax, sentences aspects of the syntax, tree diagram, and songs.

The chapter III explains about the setting of the research, subject of the research, method of the research, instrument of the research, technique of data analysis, and procedure of the research.

The chapter IV explains about the research findings and discussion which explains about the analyzes, the data description, table of analysis, the analysis of the data, the data interpretation and the discussion.

The chapter V explains about conclusion and suggestion which explain about the summary of all chapters and some suggestion through then whole of this research and also several advices concerned about making the similar research in the future to the research.

## CHAPTER II

### THEORITICAL DESCRIPTION

This paper would like to analyze of grouping as one of the three syntactical aspects in the two songs by Westlife syntactically. That is why this paper needs some theories to support the research. In this chapter the theories are taken as the basic of the research. Those theories are about:

#### A. Analysis

Analysis is a systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their interrelationship (opposite of synthesis). As in *The New Lexicon Webster's Dictionary* (1995:32). "Analysis is the process of analyzing."

Analyzing qualitative data requires understanding how to make sense of the text and images so that you can form answers to your research questions. In this chapter, will learn about six steps involved in analyzing and interpreting qualitative data : preparing and organizing the data, exploring and coding the data base, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings, *Creswell* (2008: 243).

Organizations of data is critical in qualitative research because of the large amount of information gathered during a study. The extensive data that an interview yields often surprises new researches. The further process of analyzing text of image in qualitative research begins when you code the data, coding is the

process of segmenting and labeling text to form descriptions and broad themes in the data. The next method is describing findings and forming themes from the data, it consist of answering the major research questions and forming an in depth understanding of the central phenomenon through description and thematic development. The primary form for representing and reporting finding in qualitative research is a narrative description. A narrative description is a written passage in a qualitative study in which authors summarize, in detail, the findings from their data analysis. Interpretation in qualitative means that the researcher steps back and forms some larger meaning about the phenomenon based on personal views. Throughout the process of the data collection and analysis, we need to make sure that our findings and interpretation are accurate. And the last method is validating of the findings, validating findings means that the researcher determines the accuracy or credibility of the findings through strategy such as member checking or triangulation.

Sugiyono (2014:9) also stated that qualitative research mentioned as a method which underlines meaning than generalization. Flick, Kardorff, Steinke described qualitative research as a claim to describe life worlds 'from the inside out' from the point of view of the people who participate (2004:3). As stated by Flick (2009:433) explains, "The data qualitative can come from various sources such as collecting or producing relevant data, memoing producing evidence through writing, analysis through coding, identifying structure, reducing complexity, and developing a theoretical model."

From all the definitions above, analysis refers to find interest object that using mechanism of process and test to get the report.

## **B. Syntax**

“Syntax is traditionally the name given to the study of the form, positioning, and grouping, of the sentences” *Burton* (2011: 3) . In studying a language, there is of course a lot else to talk.

### 1. Constituent of the sentence structure

The concept of structure is fundamental to the study of syntax. When the structure can be analyzed, there are the way to consider structure like :

- a. It is divisible into parts (called constituents)
- b. There are different kinds of parts (different categories of constituents)
- c. The constituents are arranged in a specifiable way
- d. That each constituent has a certain specifiable function in the structure of the thing as a whole

In short, while sentence certainly contains words, they do not consist of words, but consist of phrases. Phrase is a sequence of words that can function as a constituent in the structure of sentences. Constituents of the structure are involved to know the category and the function of the constituents.

### 2. Functions of the sentence structure

A systematic analysis is best begun, not by immediately considering the words contained in the sentence, but by first indentifying the very largest



phrases – those phrases which are immediate constituents, not of any other phrase, but of the sentence itself. The relationship between constituents, categories and functions will concern the functions and categories of immediate constituents of the sentence itself. The function of this structure, like:

a. Subject and predicate, be sure to identify constituent in the sentence.

b. Other function components:

1). Noun Phrase (NP) is all the subjects that looked at have one thing in common, they all contain, and are centered on, the same category of word. The single words that can replace them are all nouns or pronouns.

2). Verb Phrase (VP) is the phrases functioning as predicates, on the other hand, all contain, and are centered on a verb, predictably all replaceable by single word verb.

3). Dependency and function in discussing the functions of constituents, some of terminology to describe relationship between them. When two constituent nodes are immediately dominated by the same single node as is the case with B and C they are said to be sisters, and B and C as daughters of A, the node that immediately dominates them. And A is the mother of B and C. It is relationship of sister that concerns here. Sister constituents are represented at the same level of structure in phrase markers. Constituents have their functions in respect of their sister constituents. Thus, in each of the sentence considered so far, the subject NP and the predicate VP are sisters and as such are represented

at the same level of structure. An NP only functions as a subject in the presence of a sister VP, and a VP only functions as a predicate in the presence of a sister NP. The two of them together are required to form a complete sentence, neither can be omitted in complete and well formed sentence. They are both obligatory in the structure of sentences.

- 4). Head, the head of a phrase is the element that the phrase is centred on. It is the one essential or obligatory element in that phrase. So, it is the category of the head of a phrase that determines the category of the phrase.
- 5). The modifiers are optional (omissible). Some modifiers precede and some follow the heads modify.

### 3. Grouping of the sentence structure

a. Noun is the name of a person, place or thing. When the noun phrases including the pronoun, it is used to stand in place of complete noun phrases (NPs). Here are some further examples of pronouns :

- 1). Definite pronouns : *she/her, I/me, we/us, you, they/them*
- 2). Reflexive (definite) pronouns : *myself, itself, ourselves, etc*
- 3). Indefinite pronouns : *something, someone, anything, anyone*
- 4). Demonstrative pronouns : *this, that, these, those*
- 5). Interrogative (questions) pronouns : *who, which, what*
- 6). Possessive pronouns : *mine, yours, his, hers, ours, theirs*

## b. Lexical and phrasal categories

### 1). Noun and noun phrase

An Noun Phrase consists of a simple noun and its modifiers. Noun phrase is a phrase that contain, and is centred on a noun. Noun phrases, of course, may contain more than one noun. But only one noun in a Noun Phrase can function as its head. In each of the following sentences, first identify the subject NP and then all the nouns contained in those subject NPs, indicating which is the head noun.

### 2). Adjectives and adverbs

Adjective : many adjectives have characteristic endings, such as – *able, -al, -ate, -ful, -ic, -ing, -ish, -ive, -less, -ous, -y*. Examples are : *capable, economical, Italianate, beautiful, microscopic, surprising, priggish, inventive, hopeless, eponymous, fluffy*.

Adverbs : degree adverbs as a category, since the main function is to modify adjectives, for example : *very, quite, so, too, slightly, hardly, moderately, completely, increasingly, incredibly, somewhat, etc.*

Adjective Phrase (AP) are centred on adjective, and like NPs, an AP can consist of an unmodified head, a simple adjective. In phrase markers employ the label degree for the degree adverb.

Adverb Phrase (AdvPs) to construct a labeled phrase marker of the phrase, starting to the top. First, it is an adjective phrase (AP). Its immediate constituents are the (head) adjective (A) artificial and the (pre-modifying) adverb phrase (AdvPs).

Prepositional Phrase (PPs), beside is a prepositional (P) and it is the head of the whole phrase. So, the whole phrase is a prepositional phrase (PP). Within a PP, the relation between a preposition and the following Noun Phrase is a head complement relation. Prepositions are generally short words that express relation, often locational relations in space or time.

“Syntactic structure can be approached in two ways : formal and functional” *Morley* (2000 : 22). Formal syntax deals with how words can combine to create larger units of form and eventually sentences. One can perhaps visualize this as an orientation towards unit building, with a progression upwards from the word to the sentence. Functional syntax, on the other hand, handle the way in which sentences are structured in terms of smaller functional elements and eventually words. Syntax is the study of the science of linguistics, the study of how the sentence are put together *Carnie* (2001: 3). The sentence made of by the defining structure. Part of speech is actually a good solid scientific basis for this categorization. A set of traditional grammar. These are the part of speech (also called syntactic categories).

The most important of these are the noun, verb, preposition, adverb and adjective. Structure of the sentence consists of square brackets around units, a tree structure is to represent the units with a group of lines, constituents is a group of words that functions together as a unit. Constituents do not float out in space. Instead constituents are imbedded one inside another to form larger and larger constituents, it called hierarchical structure. Hierarchical constituent structure can also be represented with a brackets [ ] represent a constituent. Rules and Tree, in generative grammar, generalizations about structure are represented by rules. These rules are said to generate the tree in the mind. The rules are going to consider in this things called phrase structure rules (PSRs) because it generate the phrase structure tree of sentence.

Fromkin and Rodman (2013 : 87) stated that syntax is the part of grammar that represents a speaker's knowledge of sentences and their structure. The aim is to show what is syntactic structure look like and to familiarize with some of the rules that determine them. The syntactic rules are:

#### 1. Sentence structure

To write a template that describe the structure of an English sentence. Like the following Det-N-V-Det-N. This template says that a determiner is followed by a noun, which is followed by a verb and so on.

#### 2. Constituents test

The natural groupings or parts of a sentence. The first test is the stand alone, if a group of words can stand alone. The second test is replacement by pronoun.

The third test is move as unit, if a group of words can be moved, they form a constituent.

### 3. Phrase structure rules

Phrase structure trees represent three aspects of syntactic knowledge:

- a. The linear order to the words in the sentence
- b. The identification of syntactic categories of words and groups of words
- c. The hierarchical organization of the syntactic categories as determined by the X-bar schema

The writers can explained that syntax formed to make a sentence with structure elements. There are categories, constituents, phrases, and heads and modifiers. With the basic of the structure in the sentences can be standard to provide the sentence.

### C. Sentences

“Sentence is a group of words that in writing starts with a capital letter and ends with a full stop, question mark or exclamation mark” *Verspoor and Sauter* (2000: 34). A grammatically complete sentence expresses at least one complete whole event or situation with a subject and predicate. Sentences may have different degrees of complexity. They may consist of one or more main clauses or they may consist of one or main clauses with one or more dependent clauses. They are called simple, compound, complex or compound-complex sentences, depending on the types of clauses they contain. Each type is explained in detail below.

### 1. Simple sentences

A simple sentence consists of one main clause only. However, this does not mean that the sentence has to be very short. The following is an example of a long sentence that is simple because it does not contain any dependent clauses. Even the last adverbial is not a full dependent clause because it does not have a full verb. Example :

The waitress / are basking / in the sun / like a herd of skinned seals, their/  
pinky-brown bodies shining with oil

### 2. Compound sentences

A compound sentence consists of two or more main clauses. The sentence *Whales cannot breathe under water for they have lungs instead of a gills* is an example of a compound sentence because both clauses are independent and may stand on their own. The connecting word *for*, which expresses reason, connects these two clauses and expresses what these two situations have to do with each other. One feature of compound sentence is that the clauses have a fixed order, so they cannot be moved without changing their meaning.

### 3. Complex sentences

A complex sentence is a sentence that contains at least one full dependent clause with its own subject and predicate. A dependent clause is a clause that starts with a subordinator, a word like *because*, *although*, *if*, *who*, *where*, *when*, *that*, and so on. The difference between a compound and complex sentence is that in a compound sentences, both parts are really

simple, independent sentences. In a complex sentence, the dependent clause cannot stand on its own and functions as a constituent (subject, object, adverbial, or attribute) of the main clause, or in some cases it is only a part of another sentence constituent. There are three different types of dependent clauses.

The first kind of the dependent clause functions as adverbial. In the sentence, the first clause can stand on its own, but the second one cannot because it starts with the connecting word *because* :

Whales cannot breathe under water (main clause) **because** they have lungs instead of gills ( Dependent clause functioning as adverbial )

The second type of dependent clause is not a sentence constituent, but part of a sentence constituent. It modifies one particular noun.

The third type of dependent clause function as subject, object, or subject attribute of a sentence, and since these are necessary parts of a sentence, there is no complete main clause left when they are left off. One way to tell if the dependent clause functions as subject or object is to replace the whole clause with the word *it*.

Prof. Demirezen (2012: vol 2, no 3). "A simple sentence is the first type of sentence one learns to speak". It is the first type of a sentence that children learn to speak, remaining by far the most common type of sentence in the spoken and written language of people of all ages. The basic English language sentence is called a simple sentence. Primarily, it requires a subject and a verb. Simple sentence is a sequence of related words in a syntactic



formation whose first word starts with a capital letter and whose last words is a followed by an end punctuation mark (period/full stop, question mark or exclamation mark. A sentence composed of one clause is called a simple sentence, and its structure is the same as that of a clause. One way to categorize sentence is by the clauses they contain. The classification in the analysis of sentence is made according to how many clauses there are in the utterance, not according to the form in which a thought is put. Sentences, then, have a structure described in the terms of clauses. A similar definition is given as any sense making piece of writing that begins with a capital letter and ends with a period, with three dots, with a question mark or an exclamation point. A simple sentence has one independent clause that can stand on its own with a complete meaning. In many cases, the simple sentence structure starts with the subject. The subject is commonly the noun and its modifiers, but this isn't always the case. A simple sentence is an independent clause which must have a verb. There are five basic simple sentence structures in English

#### 1. Subject + Verb

The subject tells who or what about the verb. Simple sentence with subject and verb structures are very common in English sentence structure. They are made with intransitive verbs which do not require an object.

Example :

- I swim

- Jack walks

## 2. Subject + Verb + Object

Some verbs have an object which is generally always a noun or pronoun.

The object is the person or thing affected by the action described in the verb. An object as a single complement follows a verb immediately. When compared with the first case, it is seen that having an object in a sentence

is optional. Examples :

- Joe became a doctor

- I drive a car

## 3. Subject + Verb + Complement

The complement completes the meaning of the subject. That's why it is described as the subject complement. This type of clause uses a special type of verb, linking verb, such as be (is, am, are) become, remain, seem, feel, look, grow, appear, turn, appear, taste, sound, and smell. Subject complements are generally made from the linking verbs.

Examples :

- I am busy

- Mother looks tired

## 4. Subject + Verb + Indirect Object + Direct Object

Many times, the indirect object is found by asking to whom? Or to what?

After the verb and the direct object. Indirect objects are placed immediately after the verb. Direct objects that are noun phrases follow the indirect object. The indirect object is the second recipient of the action of a

transitive verb. That's why some sentences contain two complement types

in form of direct object and indirect object. The indirect object refers to a person or thing who receives the direct object.

Active : the science jury has awarded him a scholarship

Passive : he was awarded a scholarship by the science jury

#### 5. Subject + Verb + Object + Complement

Examples :

- I left the door open

- We elected him president

### D. Elements Of The Syntax

Here are the aspects of the syntax which are divided in :

#### 1. Grouping

“Grouping is the grouping of words into meaningful and functional phrases, which are members, or constituents, of larger phrases” *Hudson*, (2000: 88). Grouping recognized in the above sentence are the sentence itself (S), noun phrase (NP), verb phrase (VP), and prepositional phrase (PP). Each of these is represented as a ‘node’, or branching point, in the tree diagram. Notice that in this sentence the prepositional phrase is include in or is a constituent of lower noun phrase.

#### 2. Function

“Function concerns the relationship of the noun phrases to the verb and to other words and word groups in the sentences” *Hudson*, (2000: 90) .

There are three different kinds of functions in the sentence above :  
grammatical relations, parts of speech, and relations of head and modifier.

1. Grammatical relations, concern certain major types of phrases recognized by the grammar, apparent in their location in a tree diagram, and include the following traditionally recognized aspects of grammar :
  - a. Subject, the noun phrase (NP) immediately under S
  - b. Predicate, the verb phrase (VP) immediately under S
  - c. Direct object, the noun phrase (NP) immediately under VP, and
  - d. Object of preposition, the noun phrase (NP) immediately under PP

The grammatical relations include "subject" and "direct object".

People know what the subject and direct object of sentence are when they speak, even if they do not understand or do not even know these words. English speaker, for example, choose a present tense verb when with an appropriate suffix. We can make those numerous spontaneous and instantaneous determinations when we speak and when we someone speak to us is often very clear in formal grammar, through the phrase structure rules and the structures which they specify.

2. Parts of speech, also recognized in the tree diagram are word types, including the traditionally recognized parts of speech :
  - a. Determiner (Det)
  - b. Adjective (Aj)
  - c. Noun (N)
  - d. Verb (V)

#### e. Preposition (P)

In our formal grammar with phrase structure rules, the parts of speech such as determiner, noun, and verb appears as the "terminal codes" at the bottom of the tree. We can partially understand or knowledge of the parts of speech, then, as of tree diagrams. In the diagram provided in the words appropriately, basic requirement of the grammar are fulfilled.

### 3. Heads and Modifiers

A third sort of function presented by the tree diagram is head and modifier. Except for S, each word-group of the sentence is made up of a head and its modifiers. The head of a phrase is the word necessary for the phrase, which gives the phrase its name, the noun of an NP, the verb of a VP, and the preposition of a PP. The other words are the modifiers (or specifiers and modifiers) of the head. The head of the phrase is always the included word of the category of the phrase, and the other words are specifiers or modifiers. Thus the head of an NP is its N, of VP its V. There is an ambiguity when we talk about subject, object, etc: the subject of a sentence is the highest NP of that sentence, and the head of that NP.

### 3. Word Order

"Word order is the temporal or linear sequence of words of the sentence" *Hudson* (2000: 91) Word order is expressed in the tree diagram

by the linear, left-to-right, arrangement of words on the page, which parallel the temporal order of these elements in speech.

### **E. Tree diagram**

The tree diagram from *Yule* (2010:99), one of the most common ways to create a visual representation of syntactic structure is through tree diagram. We can use the symbol Art (article), N (noun), NP (noun phrase), V (verb), VP (verb phrase), S (sentence) to label parts of the tree as we try to capture the hierarchical organization of those parts in the underlying structure of phrases and sentence. So, we can take the information in a labeled and bracketed format, shown on the left, and present it in a tree diagram, shown on the right. Although this kind of “tree”, with its “branches”, shown on the right, seems to grow down rather than up, it functions rather well as a diagram representing all the grammatical information found in the other analysis on the left.

Bottom up tree, this method for tree drawing often works. The first is write out the sentence and identify the part of speech, second identify what modifies what, third start linking together items that modify one another. It often helps to start the right edge. If the modifier is modifying a noun, then the rule must apply in the NP rule. If the modifier is modifying an adjective then the rule must apply in AP rule.

The top down method of drawing trees, this method starts out the same way as the other, write out the sentence and identify the part of speech.

Labeled and bracketed sentences type of diagram is designated to show the constituents in sentence structure can be marked off by using labeled brackets.

### **Line marking**

[[[ = sentence boundary

[[ = clause boundary which is not also a sentence boundary

[ = phrase boundary which is not also a clause boundary

### **Labeling**

S = Sentence

Phrase :

NP = Nomina Phrase

AdjP = Adjective Phrase

PP = Prepositional Phrase

VP = Verb Phrase

AdvP = Adverbial Phrase

SubP = Subordinator Phrase

## F. Song

In human life, we ever heard about song. However we occasionally listen and sing it. From <http://en.wikipedia.org/wiki/Song> A song is an artistic form of expression based on sound, generally considered a single (and often stand alone) work of music with distinct and fixed pitches, pattern, and form. It can be wordless or with words, but must include some form of vocalization. A song is short piece of music with words that you sing (Oxford Learner Pocket Dictionary Third Edition (2003). Written words created specifically for music or for which music is specifically created, are called lyrics. The song has types (see <http://www.buzzle.com/articles/types-of-songs.html> they can be mentioned as follow:

### 1. Classical Songs

As the named suggest, classical songs are those in which traditional music has a main role. For examples:

- a. Cannon in D major – Johann Pachelbel
- b. Symphony No.9: Ode To Joy – Ludwig Van Beethoven
- c. The Four Seasons – Antonio Vivaldi
- d. Hallelujah – Katherine Jenkins
- e. Heart of Courage – Two Steps From Hell

### 2. Pop songs

Pop songs are those which have contemporary lyrics and an upbeat rhythm, basically for the youth culture. The composition of pop songs



concentrates more on music technology and recording instead of live performances. Rhythm and effects are two important elements in pop.

Examples:

- a. Bye Bye Bye – N Sync
- b. Beat It – Michael Jackson
- c. I want It That Way – Backstreet Boys
- d. Baby One More Time – Britney Spears
- e. Every Breath You Take – The Police

### 3. Rock Songs

Rock songs are most popular among teenagers and youngsters. They consist of clear pieces of lead guitar, drums, and keyboards as some of main instruments. When the instruments are played in sync, they sound energetic along with the vocals. Examples:

- a. The Final Countdown – Europe
- b. Jump – Van Halen
- c. Smoke On The Water – Deep Purple
- d. Stairway to Heaven – Led Zeppelin

### 4. Metal Songs

Metal songs are a bit more hard – sounding than rock songs. These songs have high pitches and streaming vocals, heavy guitar leads, and solid drum work. In a majority of metal songs, power chords and riffs are used. They many consist of random lyrics, are the primary focus is on the music. Some of

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

This chapter discusses about the methodology of the research that is used in doing this research. Setting of the study, subject of the study, method of the research, instruments of the study, techniques of data analysis, and procedure of the study

#### A. The Setting of the Research

As already mentioned above, this paper has some references as the theory of the research. The references are taken by looking for the books directly and searching in the electronic source. It means the collecting references are taken by some books in STBA JIA library, e-books and the other source from the internet. This research was begun in the beginning of March 2016 and will be finished in the middle of July 2016.

#### B. The Subject of the Research

In this research the subject will be analyzed is the songs lyric of Westlife. Westlife is an Irish boy band, formed in July 1998 and disbanded in June 2003. Originally signed by Simon Cowell and managed by Louis Walsh, the group's final line up consisted of Nicky Byrne, Kian Egan, Mark Feehily, and Shane Filan, Brian McFadden was a member from July 1998 until his departure in March 2004.

Westlife sold over 50 million records worldwide, a total that included studio albums, singles, video releases, and compilation album. The group

accumulated 14 number one singles in the United Kingdom. They achieved a total of 26 UK top ten singles over their 14 years career. In 2012, the official Charts Company listed Westlife 34<sup>th</sup> amongst the biggest selling singles artists in British music history. Despite their success worldwide, Westlife never managed to break into U.S Market, achieving only one hit single in 2000.

I have a dream single is from Westlife album, released on 6 December 1999, from the first time Westlife became a boyband from Irish. *I have a dream* is a song remarked by Swedish pop group ABBA. It was featured on the group's sixth studio album *Voulez-Vous* and released as a single in December 1979. The single became a big hit, topping the charts in many countries and peaking at No.2 in the UK over the Christmas week in 1979.

*Coast to coast* was the second album of Westlife, and it was released on 6 November 2000 by RCA Records. Six hit single released from the album : "Against All Odds, My Love, What Makes a Man, I Lay My Love On You, When You're looking Like That, and Uptown Girl". Uptown Girl was recorded on March. Uptown Girl is a song written and performed by American musician Billy Joel. It was released on September 29, 1983. The lyrics describe a working class downtown man attempting to woo wealthy "uptown girl". The Westlife version is slightly shorter than Billy Joel version because the one of the verses was repeated in the Billy Joel version which was not repeated in the Westlife version.

### **C. The Method of the Research**

This research needs some steps to make an analysis. One of them is collect the data. The collecting data is important for the research. This research uses the qualitative method. It can be used to obtain the intricate details about feeling, thought process, and emotion that are difficult to extract or learn about through conventional research.

Sugiyono (2014: 9) stated that qualitative research is mentioned as a method which underlines meaning than generalization. Qualitative research claims to described life worlds 'from the inside out', from the point of view of the people who participate (Flick, Kardoff, Steinke, 2004: 3). As stated by Flick (2009: 433) explains, "The data qualitative can come from various sources such as collecting or producing relevant data, memoing producing evidence through writing, analysis through coding, identifying structure, reducing complexity, and developing a theoretical model." Therefore, the writer applies documentation technique in collecting the data.

### **D. The Instrument of the Research**

The instrument of the research is the tool which used for accumulating research data. This research is dealing with the process of analyzing the grouping of aspect syntax from the songs lyric of Westlife: *I have a dream and Uptown Girl*. The writer is the instrument in the data analysis, participates to the research and observes the objects. The main instrument of

this research is the writer itself. The supporting instruments to collect the data is documents of the song.

#### **E. Technique of Data Analysis**

In this research the writer tries to analyze the data by collecting some references as books and e-books which are related to this paper. There are some steps that the writer had done to analyze the data : In analyses the data, there are some steps that the writer had done and it is explained in the following. First, the technique of collecting data, the writer collects the multiple data through documents, in this case, Westlife's songs. The data is a reason that the writer chose documents as the data collecting type, the writer can obtain the language of data, can access everywhere and every time, represent data have given which are compiling and it can save the writer's time and expense. It means, the writer read the lyrics in the website that contain aspect. Then, these sentences are reviewed, collected and sorted based on the published data by making a table.

Second, looking for the type of aspects which happened in the songs. After the aspect are found in the simple sentences and sorted based on the data, these simple sentences are ready to be analyzed. Then the writer began to identify the simple sentences that have been found in the lyrics and also designing the tree diagram. Third, explained the meaning of the tree diagram in the phrase kinds. The last step is put the simple sentence in the labeled and bracketed and to show the constituents in the sentence structure.

## **F. The Procedure of the Research**

The writer has taken the data through two steps, they are library and literary study. In this research the writer does some procedures as follow :

### **a. Preparation**

The several basic things that the research works during the writing are to identify the problem, select the fix title, formulate and limit the statement of the research and consider what advantage later. Then books research correlated to what the writer analyzes and also what the method of the research that she uses that finish to prove and strengthen the analysis. Accordingly, she always consultations with the first and the second counselor related to the process of writing routinely.

### **b. Implementation**

To obtain the research well, implementation present of the processing analyzing the data from the simple sentences with the design of the tree diagram, how the phrase kinds see in the tree diagram, it could give the result for the collect data, and arranging the result to make report the result.

### **c. Finishing**

#### **a. Composing the analyzed data.**

Before reported the result to be finished the paper, the research need to compose the data analysis and after giving mark, gathering the classification of the phrase kinds with the constituent and categories function of the simple sentence, make the table to show the good result.

**b. Discussing with counselor**

Discussing with the first and second counselor has been done every time whether the research found the difficult and did not understand about the procedure and material this research.

**c. Revising the result**

During the analysis, the important role for the research is consultation about everything with the first and the second counselors. The counselors give some correction and criticize any mistakes in the material or technical in writing. Revising mistake in this paper is hoped to minimize some errors and make this paper better.

**d. Concluding the Result**

The final phase to make the readers understand the main focus easily is the research arranged conclusion from all chapters. She guides and explained Syntax element in the simple sentence.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSING

#### A. The Data Description

The problem of the research will be answered in this chapter. This chapter presents the analysis of the research findings and discussions. The data are taken from Westlife album, Coast to coast album, and by Westlife.

Finding data in those two songs of lyrics by Westlife album are analyzed according to some steps. In the beginning step, choosing two songs in the simple sentence which exist in the two songs. Second step, describing those data based on finding the phrases kind of those two songs lyrics. The last step, analyzing the data found by explaining those data and by segmenting to find it categories which one the head and the modifier of the phrases, designing its in the labeling and bracketing, and the tree diagram. Those data are presented as below. Those songs which are analyzed : *I have a dream, Uptown girl*. The data are taken from [http :  
http://www.songlyrics.com/westlife/](http://www.songlyrics.com/westlife/)

#### B. The Data Analysis

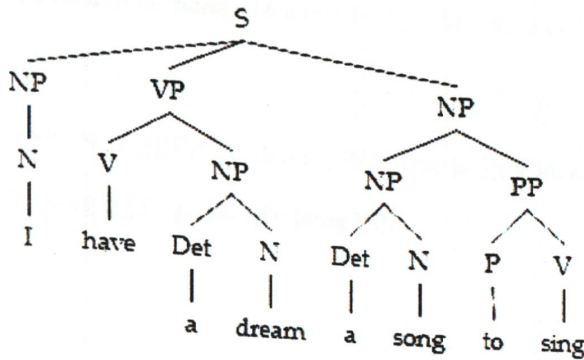
In the data of the research, they are analyzed from Westlife song lyrics which contain phrase kinds from its simple sentence. The description is listed in the two song lyrics. Which contains categories of those phrase kinds. To make the interpretation of the data analysis easily.



# 1. I Have A Dream Lyric

Datum 1: I have a dream a song to sing (*I have a dream*, L.1)

The tree diagram practice to find the rules syntactical structures. The simple sentence is attached to determine, and all the branches in the tree have a connecting word.



Based on tree diagram above, the constituents of the sentence consists of *I*, *have*, *a dream*, *a song*, *to sing*. Therefore, the categories of the sentence have the noun phrase, the verb phrase and the prepositional phrase.

Meanwhile, the phrase structure rules of the sentence

NP = N

NP = Det N

NP = NP PP

VP = V NP

PP = P V

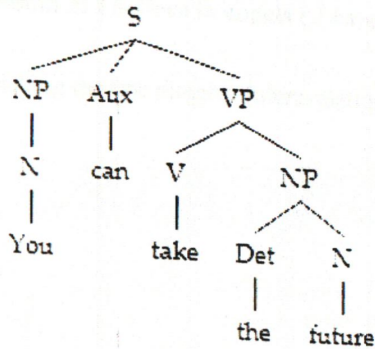
The sentence from the analysis has three noun phrases, one verb phrase and the prepositional phrase. The noun phrases are: the first is *I* as noun, the second is *a dream*, the head of the phrase is *dream*, and the modifier is *a*, and the third is *a song*, the head of the phrase is *song* and the modifier is *a*. The verb phrase is *have a dream*, the verb (have) + noun phrase (a dream), the verb connect with the noun phrase. The prepositional phrase is *to sing*, the prepositional shows in the front of the noun which relation between other words in the sentence.

The labeled

[S [NP [N [I ]]]][VP [V [have ]]][NP [Det [a ]][N [dream ]]]][NP [NP [Det [a ]][N [song ]]]][PP [P [to ]][V [sing ]]]]

**Datum 2: You can take the future (*I have a dream*, L.4)**

Starting to make the tree diagram be able to draw easily until the literally do.



2. **The tree diagram**

The constituents of the sentence are: you, can, take, the future. The categories of the sentence has two noun phrases and one verb phrase.

Meanwhile, the phrase structure rules of the sentence

NP = N

NP = Det N

VP = V NP

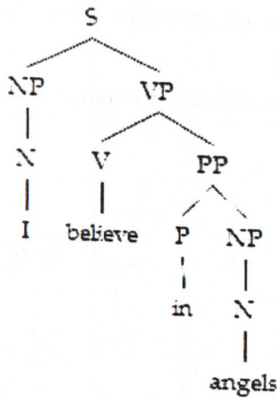
The noun phrases are the first noun phrase is *you* and does not have a modifier, the second noun phrase is *the future*, the word *future* is a head, and the word *the* is a modifier of the phrase. The verb phrase is *can take the future*, the word *can* fills as an auxiliary, the verb is *take* and *the future* is the noun phrase.

The labeled

[S [NP [N [You ]]]][Aux [can ]][VP [V [take ]][NP [Det [the ]][N [future ]]]]]

**Datum 3: I believe in angels ( *I have a dream*, L. 6 )**

Making the tree diagram interpretation



### 3. The tree diagram

The constituent of the sentence are *I*, *believe*, *in*, *angels*. The categories of the sentence has noun phrases, verb phrase and the prepositional phrase.

Meanwhile, the phrase structure rules of the sentence

NP = N

VP = V PP

PP = P NP

The noun phrases are the first *I* as noun and does not has a modifier and the second is *angels* as noun without a modifier. The verb phrase is *believe in angels*, the word verb is *believe* and it followed with the prepositional phrase. The prepositional phrase is *in angels* always begins with the preposition *in* and ends with the noun *angels*.

The labeled

[S [NP [N [I ]]]][VP [V [believe ]][PP [P [in ]][NP [N [angels ]]]]]

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

It has been concluded that there are some phrase kinds of syntactical construction in the simple sentences which found in the two songs by Westlife. The phrase kinds which found in those songs are almost noun phrases. It can be seen that the classification of the noun phrases which found are about 39, verb phrases which found are about 17, the prepositional phrase which found are 8, the adjective phrase which found 9, and the adverbial phrase are about 2. Then, from the analyses can be taken the implicit conclusion, they are in the simple sentence that the writer analyzed consists of subject and verb clearly. It found in the Westlife songs lyrics, phrase kinds seems after the design of the sentence by the tree diagram. In the noun phrase has a noun or pronoun as its headword. Noun phrase gives it common function with a nominal unit. Verb Phrase has a verb as headword, which is main verb, the scope of the verbal phrases is strictly limited to the verb. Prepositional phrase comprises as the headword, complement element which is the structure of the phrase. The complement element is most typically by a noun phrase. Adjective phrases have an adjective headword. Adverbial phrases have as their headword an adverb.

It helps to classify the syntax categories phrase kinds in the simple sentence from the Westlife lyrics songs. The simple sentence automatically has noun and verb to tie the sentence.

## **B. SUGGESTION**

For the student who study linguistic, especially in the syntax subject. It is expected to have a good concept in word and meaning, in speaking and writing that is heard and seen. By knowing the sentence, then the student knows the next steps in the syntax structure in the tree diagram branch and making the labeled and the bracketed from sentence. The student understands where is the phrases function in the sentence form. It can be in the noun phrase, verb phrase, prepositional phrase, adjective phrase, or in the adverbial phrase place in the that sentence correctly.

For the teachers who teach linguistic in the university, it can be helpful to share the students some examples about the correct sentence in the word and meaning. The teachers know how to differentiate the phrases kind in the structure of the syntax. It is also as an assignment for the students to find the phrase in the phrases kinds and analyzing the phrases in the some text books.

For the general readers who interested in linguistics. It will help them to analyze the sentence in the simple sentence by reading this paper before. It also can help the next researcher who would like to take another research about linguistics especially in part is syntax. Particularly, it can be found in the poem, movie, songs, or the others.

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