

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In writing, there will be some challenges that can be faced in choosing what types of sentences that we need to use. According to Andersen (2014), the writer should consider some factors that can be predicted before choosing the sentence, such as the ideas may benefit from concise statements rather than lengthy explanations. They can be categorized as either simple or complex sentence. Expressing the ideas clearly is crucial to avoid confusion in the reader's mind. Consider the target reader for the essay. These factors discuss the basic components, different types, and various functions of a sentence that can help the writers to write their essay.

According to Lane (2021), writing clearly doesn't mean to always keeping the sentences short and simple as it can. In the way to communicate or deliver the ideas, we may need to create complex and even lengthy sentences. The Complex sentence takes a big role for these challenges. By analysing the sentence, we can find out which sentence that is suitable for our reader and which one is not.

Complex sentence is one of the four types of sentences, another three types are simple sentence, compound sentence and compound-complex sentence. The complex sentence is a sentence which is having at least one independent clause and one or more subordinate clause that connected by subordinating conjunction. The analysis of the structure of words, phrases, and clauses in a sentence to make the

sentence meaningful is called Syntax. According to Miller (2002), Syntax cannot be isolated from other areas of language specially in the sentence. The word class, sentence types, clause types and also types of phrases are several elements related to Syntax. Choosing the right clause or phrase in a sentence will make a good impact for the readers.

The reading comprehension of the complexity of a sentence can be divided into who are the listener or the reader of the sentence, it happened because of the different levels of understanding. Nowadays there are a lot of alphabets, words or even sentences that we can found on social media. It doesn't matter how young or old the readers, as long as they can read the sentence, they will get what is the message that contains in it. This factor influences the different used or understanding of sentence in a language between the Old English that easier to understand and modern English that have a little bit complicated as the effect of the development of English language.

Nowadays, there are a lot of media that include many sentences in its content. Technological development is one of the most sectors that used by the writer around the world, this sector is including the Internet that can helps a lot of human jobs, such as searching for something, and even gain so much information or material from around the world. The news that usually we found on television or in newspaper, now can be appear in the Internet too. Videos platform and website are the tools that can we used to get the news. A newspaper plays an important role in disseminating current information and events and keeps its readers up-to-date.

E-newspaper or know as electronic newspaper is a new version of a traditional newspaper as the development of technology, According to Panda et al (2011), it contains and holds information electronically that we can found easier than traditional newspaper. The sentences that contained in a news are in the various form, it depends on what topic that the writer took. Some of the sentence of a several topics may not be understood by the young age reader, it usually happened because the types, structure or even the complicated clause of the sentence which make they difficult to catch the message that contains in the news. The way to understand the sentence that usually used in the news is to analyse the sentence based on its type and structure based on the sentence complexity. This study takes BBC e-news to analyse the sentence that contain on it. BBC e-news is the British broadcasting corporation operational business that responsible for the broadcasting of news and current affairs around the world and especially in the UK.

Additionally, this research aims to enhance the understanding of sentence complexity trough the examination of sentences in an e-news. Theoretically, this research is predicted that will shed more light on the study of syntactical complexity especially in relation of how to analyse sentences grammatically in an e-news. It is expected that this study will serve as a practical manual for anyone wanting to conduct perform of a similar kind.

1.2 Problem of the Study

Related to the background of the study described above, the problems of the study are as follow:

1. What are the subordinate clauses' function of complex sentence found in BBC news articles?
2. How are the constituent structure of subordinate clause constructs in complex sentence of BBC news article?

1.3 Objectives of the Study

The objectives of the study are as follow:

1. To find out the subordinate clauses' function of complex sentence found in BBC news articles.
2. To analyze the constituent structure of subordinate clause constructs in complex sentence of BBC news article.

1.4 Limitation of the Study

To limit the scope of this research as narrow as possible, the author focused on analysing the function of complex sentence's subordinate clause found in BBC News by using the theory from Aarts (2001), it is also analysed the constituent structure of that complex sentence by using hierarchical tree diagram from Brown and Miller (1991) theory.

1.5 Significances of the Study

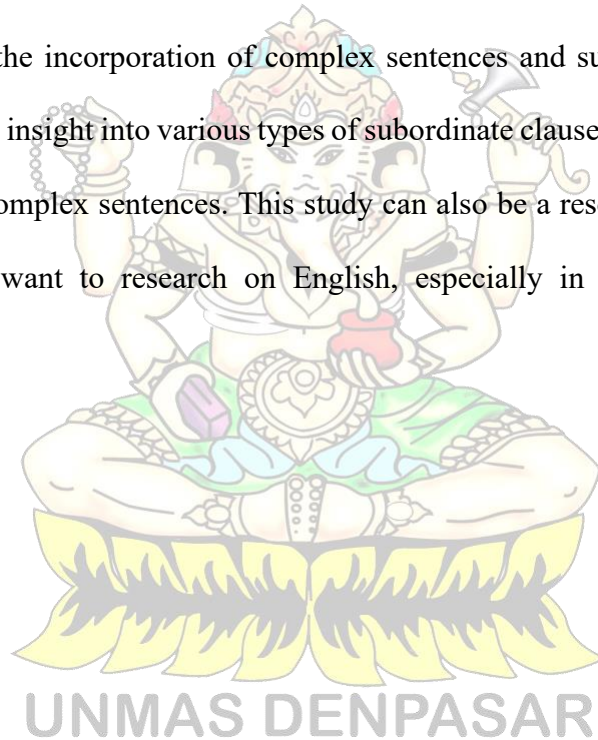
Theoretical significance and practical significance are relevant is separated into two categories in the study.

1.5.1 Theoretical Significance

Based on the purpose of the study above, the author gave some contribution for everyone who want to learn about understanding complex sentence and subordinate clause in sentence. The author also hopes that the readers can understand how the complex sentence's constituent structure.

1.5.2 Practical Significance

Practically, this research aims to offer readers guidance in crafting effective writing through the incorporation of complex sentences and subordinate clauses. Readers will gain insight into various types of subordinate clauses and the structural components of complex sentences. This study can also be a resource for the other academics who want to research on English, especially in complex sentence analysis.



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS AND THEORIES

In this chapter, several studies that took complex sentence as its topic are presented and explained. It is divided into several chapters, and a review of relevant literature, concepts, and theories are included. Five undergraduate papers were chosen as a survey of related literature. The next subchapters discuss E-News, Types of Sentences and Clauses as they apply to this research. And the last part is theories which is used to analyse the data.

2.1 Review of Related Literature

There are several studies that discuss Syntax Analysis, especially about the Sentence Complexity on Spoken or Written Sentences. They are the first thesis topic was entitled “An Analysis of The Students’ Sentence Complexity when Doing Debate” by Salsabila (2016). The study focuses on describing the students’ ability to produce complex sentence when doing debate, and to know how is the profile in mastering complex sentences and what are kinds of complex sentence produced. Descriptive method was used in this analysis. Some sentences that produced when doing debate by the fifth semester student in English Education Muhammadiyah University of Makassar are the source of the data considered in this research. This study used complex sentence theory by (Bram, 1995:40), and used types of clause theory by Jackson (1982:83). The findings of this study show that there were 275 complex sentences made by the student and the percentage of production of complex sentences uses 17.18%. The finding also shows that the kind of complex sentence which many produced is adverbial clause with 122 of quantities or 7.62%

percentage and followed by noun clause with 81 of quantities or 5.06% percentage and the last is adjective clause with 72 of quantities or 4.06% percentage.

The similarity of the Salsabila's study to this study is this study used the same topic analysis which is complex sentence, but this study takes the data from the sentences that produced by the students when doing debate. The theory of complex sentence in Salsabila's study is also different with this study, this study used the theory by Bram (1995).

Second is the thesis entitled "Syntactic Analysis on Sentence Patterns in "Bahasa Inggris" Text Book for Senior High School" by Pamungkas (2020). This study aimed to examine the sentence patterns utilized in the written text of the 'Bahasa Inggris' textbook and identify the predominant sentence patterns in the book. The researcher analyzed 9 chapters of the 'Bahasa Inggris' textbook for tenth-grade senior high school students. A qualitative research method with a descriptive qualitative design was employed. The sample comprised 12 texts from the 9 chapters of the book. As this research involved content analysis, data were collected through documentation. Pamungkas focused on complex sentences within the written texts. This study used Manik Joshi's theory for the types of sentences, and Baas Aarts's theory for the syntactical analysis, and the last one RadFord's theory for the tree diagram analysis. The findings of this study reveal that 18 distinct complex sentence patterns were employed in the written text of the "Bahasa Inggris" textbook. The most frequently used sentence pattern was pattern 1 (Pron/N + V + NP + Sub C), with a total of 9 sentences out of all the complex sentences. There are 3 similarities between Pamungkas's study and this study, they are (1) this

study used complex sentence to be analysed, (2) the data source taken from written text, and (3) the last this study used constituent structure to analyzed the structure of the sentence. The differences is the different theory used for analysing the types of sentences, the previous study used Manik Joshi's theory and the theory of constituent structure by Radford.

Third, an article entitled "Subordinate Clause Functioning as Direct Object in Complex Sentences Found in BBC News Instagram Caption by Wiryastuti and Maharani (2022)". This research aimed to investigate the role of subordinate clauses acting as direct objects in complex sentences within Instagram captions from BBC News. The study employed observation and qualitative descriptive analysis, based on Aarts' (2001) theory of subordinate clauses. The analysis incorporated tree diagrams based on Brown and Miller's (1991) theory to investigate sentence structures. The dataset consisted of 36 complex sentences featuring subordinate clauses as direct objects, drawn from 49 BBC News Instagram captions. Of these, 5 sentences were analyzed in detail to better understand the function of subordinate clauses as direct objects. The findings indicated variations in the use of complements to connect clauses: 6 out of the 36 sentences included complements, while the remaining 30 were linked without complements or with omitted complements.

There are 3 similarities between Wiryastuti and Maharani's study and this study. All of the theory that used in this study were same, starting from the theory of sentence types by Randolph Quirk (1985) and theory of subordinate clause by Aarts (2001). This study also used qualitative method to analyze the data. The significant

different that occur in our study is in the concept of analysis. In this study, there were more detail in the complex sentence rather than in subordinate clause. Meanwhile, Wiryastuti and Maharani's study put the detail in the function of subordinate clause that occur in the complex sentence.

Next, is article entitled "Complex Sentences used in English-Majored Students' essay writing; Pedagogical Implications" by Do Thanh Nhan & Trinh Quoc Lap (2023). The research examines how English-major students use complex sentences in their essays and discusses the implications for teaching to improve students' writing skills. They analysed 212 essays from Can Tho University, with 162 essays meeting the criteria for analysis. The study compared these essays to a previous corpus (Truong & Do, 2021) to understand similarities and differences in complex sentence usage. The findings highlight specific patterns in students' use of complex sentences, which could inform curriculum design and teaching practices aimed at improving essay writing. The research also suggests potential directions for future studies and practical applications in the classroom.

The similarity to this study only can be seen in the subject of analysis, which is Complex Sentence, but Nhan's study focused on the Complex Sentence in the students' essay writing meanwhile this study focused on the Complex Sentence in the E-News. The theory that used in Nhan's study was different with this study, Nhan's took theory from Truong & Do's (2021) to analyse the data.

And the lastly article by Andriani and Bram (2021) entitled "Syntactic Analysis of Sentence Patterns and Types of BBC News". The study focuses on sentence pattern and the types of sentences that occurred in BBC News's article. The

researcher utilized 10 BBC News articles published in October 2020 as the dataset for this study. Employing a descriptive-qualitative method, the study aimed to characterize the data. Quirk & Greenbaum's (1973) and Brown's (2000) theories were applied to analyze sentence patterns, while theories from Murcia and Freeman (1999), Morley (2000), Reyner (2016), and Bornstein (1977) were used to classify sentence types. The findings revealed five sentence patterns: S-V, S-LV-C, S-V-O, S-V-DO-OC, and S-V-IO-DO. The study identified four sentence types—simple, compound, complex, and compound-complex—with complex sentences being the most frequently used. The similarities between Andriani's study and this study can be seen in the data source that taken from the same source which is BBC news and the method of analysing the data which is qualitative method. The differences between our study are in the focused of the study and also in the data source. The focused of Andriani's study is on sentence pattern and the types of sentences that occurred in BBC News's article. For the data source, Andriani's study took 10 articles of BBC news, meanwhile this study took only 2 articles of BBC news.

2.2 Concepts

In conducting this research, the analysis of data is underpinned by various concepts drawn from relevant sources. Four key concepts were employed to support the data analysis, encompassing Complex Sentence, Subordinate Clause, News Text, and BBC News. These concepts were derived from diverse sources that have a direct connection to the subject matter of this study.

2.2.1 Complex Sentence

According to Quirk et al. (1985:987), a complex sentence is a sentence that consists of only one main clause and at least one or more subordinate clause functioning as an element of the sentence. A complex sentence shares similarities with a simple sentence, primarily includes a single main idea. However, unlike a simple sentence, a complex sentence relies on one or more subordinate clauses to support its main idea. The central concept is found in the main clause, while supplementary details are conveyed in the subordinate clause. Complex sentences typically introduce the subordinate clause with subordinating conjunctions like because, when, unless, that, since, so, if, before, after, although, how, and once. Nevertheless, in specific instances, the subordinating conjunction may be omitted.

2.2.2 Subordinate Clause

According to Quirk et al. (1985:989), a subordinate clause is a clause that has a relationship with the main clause (superordinate clause). The clause serves as an element or component of the main clause. It is incapable of independent existence because it lacks the completeness required to convey a full set of meaning or information on its own and it makes the subordinate clause can be found only when there is a main clause in a sentence. This clause can be placed at the beginning, middle and at the end of the main clause and sometimes started with a subordinating conjunction.

“I can’t go with you because I am studying this evening” (Quirk et al., 1985:992)

In the example provided above, there are two clauses: one main clause and one subordinate clause. The main clause in the sentence above is *I can't go with you*, and the subordinate clause is *because I am studying this evening*. The complex sentence mentioned as the example above includes a subordinate clause and began by the subordinating conjunction "because."

2.2.3 News text

According to Husein et al (2017), A news item is a textual form designed to update readers, listeners, or viewers on significant or noteworthy events of the day. It serves the primary function of conveying information about events considered important or newsworthy. The typical structure of a news item involves key elements: a headline (which succinctly conveys the main point using a reduced clause), a summary of the event (providing an overview of the primary occurrence to be reported), background information on the event (explaining the details of what transpired, including who, what, when, and where), and the information source (identifying someone providing details about the event).

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2.2.4 BBC News

BBC News is a department within the BBC (British broadcasting corporation) recognized as the globe's largest news broadcasting organization and a foremost public service broadcaster, assumes the responsibility of gathering and disseminating current news and affairs worldwide. Born in London on November 14, 1922, BBC News operates extensive daily radio and television broadcasts,

alongside comprehensive online news coverage, with its headquarters located in Washington DC (Kousha & Thelwall, 2017). BBC News offers global coverage, delivering precise and unbiased worldwide updates alongside insights into local and regional affairs. It covers a wide range of topics including entertainment, commerce, technology, learning, athletics, meteorology, and government. In the age of digitalization, BBC News is accessible through diverse channels, including radio, television, and the internet. For online content, the news outlet is available on multiple social media platforms like Facebook, YouTube, Twitter, and Instagram.

2.3 Theories

This research identifies specific issues, leading to the formulation of two research questions for discussion. To reinforce the validity and analysis of these problems, three theories are applied in this study. The first, the theory that conducted by Quirk et al. (1985) in his book "*A Comprehensive Grammar of the English Language*", it used to categorize the sentence types. The second theory, proposed by Aarts (2001) in his book entitled "*English Syntax and Argumentation*", it is used to categorize the types of subordinate clause' function found in complex sentences in BBC News. The last theory is from Brown & Miller (1991) in their book entitled "*A Linguistic Introduction to Sentence Structure*", addresses the last issue in this study by supporting the analysis of the constituent structure of complex sentences.

2.3.1 Sentence

According to Quirk et al. (1985), He define a sentence as the main point of grammatical unit, representing a set of words with a complete meaning. Sentences are formed by combining words into phrases, phrases into clauses, and clauses into sentences. Every sentence must include a subject and a predicate, starting with a capital letter and concluding with a full stop. There are four primary sentence types: imperative, declarative, interrogative, and exclamative. Furthermore, sentences can be categorized by structure into four types: simple sentences, compound sentences, complex sentences, and compound-complex sentences.

2.3.1.1 Simple sentence

According to Quirk et al (1985), a simple sentence is defined as a sentence comprising just one independent clause, without any dependent clauses. It contains a comprehensive idea present within its independent clause. The fundamental components employed in constructing a simple sentence include a subject, a predicate or verb, and a fully developed concept. Examples of simple sentences are also provided:

1. "They told the mayor" (Quirk et al., 1985:724)
2. "I like him" (Quirk et al., 1985:725)

2.3.1.2 Compound sentence

Quirk et al. (1985), He defined a compound sentence as comprising two or more main clauses of equal rank, which combine to form a unified syntactical unit in both meaning and intonation. These main clauses, known as coordinate clauses, are connected by coordination. A compound sentence can express multiple ideas through its main clauses, often linked by a coordinating conjunction. However, in some instances, these clauses may also be joined without a conjunction. Compound sentences include several examples such as:

1. “Keep in the refrigerator, the drug should remain effective for at least three months” (Quirk et al.,1985:995)
2. “I know that he’s cheating, I can’t do anything about it” (Quirk et al., 1985:1044)

2.3.1.3 Complex sentence

According to Quirk et al (1985), a complex sentence is a sentence that consists of only one independent clause and also one or more subordinate clause. The main idea of this sentence can be found in its independent clause, while the supporting idea or the additional information can be found in its subordinate clause. Complex sentences typically involve subordinate clauses, which are commonly linked by subordinating conjunctions like because, since, when, after, before, how, and so that. Here are a few examples of complex sentences:

1. “Although I admire her reasoning, I reject her conclusions” (Quirk et al., 1985:988)

2. “We can meet again tomorrow, if it is necessary” (Quirk et al., 1985:994)

2.3.1.4 Compound-Complex sentence

Quirk et al. (1985), He defined a compound-complex sentence as consisting of at least two main clauses and one or more subordinate clauses. Such sentences can convey multiple ideas since they involve more than one main clause. The main clauses in these sentences are connected by coordinating conjunctions, whereas subordinate clauses are incorporated using subordinating conjunctions. Examples of compound-complex sentences include:

1. “I don’t like singing and my sister doesn’t like swimming because she can’t swim” (Quirk et al., 1985)
2. “As I headed out for a walk, my doubts about doing so dissipated, and I was soothed by the gentle night air” (Quirk et al., 1985)

2.3.2 Function Type of Subordinate clause

According to Aarts (2001), a subordinate clause can be divided into four types on its grammatical function. The function of subordinate clause is categorized into subordinate clauses functioning as subject, clauses functioning as direct object, clauses functioning as adjunct and clauses functioning as complement within phrase.

2.3.2.1 Clause Functioning as Subject

Subject is a most important part of a sentence. The subject of a sentence determines which persons are involved with the verb. It typically consists of a noun

phrase or nominal clause. In declarative sentences, the subject is generally positioned before the verb, whereas in interrogative sentences, it comes after the operator. A subordinate clause has the potential to function as the subject in a sentence, as demonstrated by the following example in which a subordinate clause operates in the capacity of a subject:

[That Ken adores Nadia] annoys Jenny (Aarts, 2001:136)

The example above exemplifies a complex sentence that consists of a subordinate clause. The bracketed clause is classified as a subordinate clause that serves as the subject of the verb "annoys," commencing with the subordinating conjunction "that."

2.3.2.2 Clause Functioning as Direct Object

A subordinate clause can serve as the direct object of a verb in a complex sentence. The direct object is defined as the individual or entity receiving the action of a transitive verb, typically positioned after the verb. Additionally, in a passive voice construction, a direct object can transform into the subject. This is an example of subordinate clause function as direct object:

Tim thought [that Kate believed the story] (Aarts,2001:134)

The bracketed clause is identified as a subordinate clause serving as the direct object of the verb "thought." This subordinate clause is introduced by the coordinating conjunction "that."

2.3.2.3 Clause Functioning as Adjunct

In a complex sentence, the subordinate clause can serve as an adjunct, which functions as an adverbial by providing additional information such as place, time, attitude, or reason to modify a clause. When a subordinate clause in a complex sentence functioned as an adjunct, it is often connected by various conjunctions like since, if, where, and when. The following is an example of a subordinate clause functioning as an adjunct, as proposed by Aarts (2001):

I will repair it [when I return] (Aarts 2001:136)

The bracketed clause above is recognized as a subordinate clause serving as an adjunct. Its categorization as an adjunct stems from its role in furnishing additional information about the verb "repair.". The information that added by subordinate clause above is adding the time and the subordinate clause is begun by a conjunction *when*.

2.2.3.4 Clause Functioning as Complements Within Phrase

A complement is a clause which functioned to add more detail or information to a word such as a verb, noun, or adjective. In a complex sentence, a subordinate clause may have a function as a complement within phrase. Aarts (2001) provides one example of a subordinate clause functioning as a complement within a phrase. *The article was about [NP their realization **that all is lost**]* (Aarts, 2001). The sentence on the example above is categorized as a complex sentence because the sentence is conducted by two clauses. It consists of a main clause and also a subordinate clause that functions as a complement within a phrase. The

subordinate clause which is highlighted in bold is having a function as a complement to a head realization. It provides additional detailed information and also answered the question of the content expressed by the head.

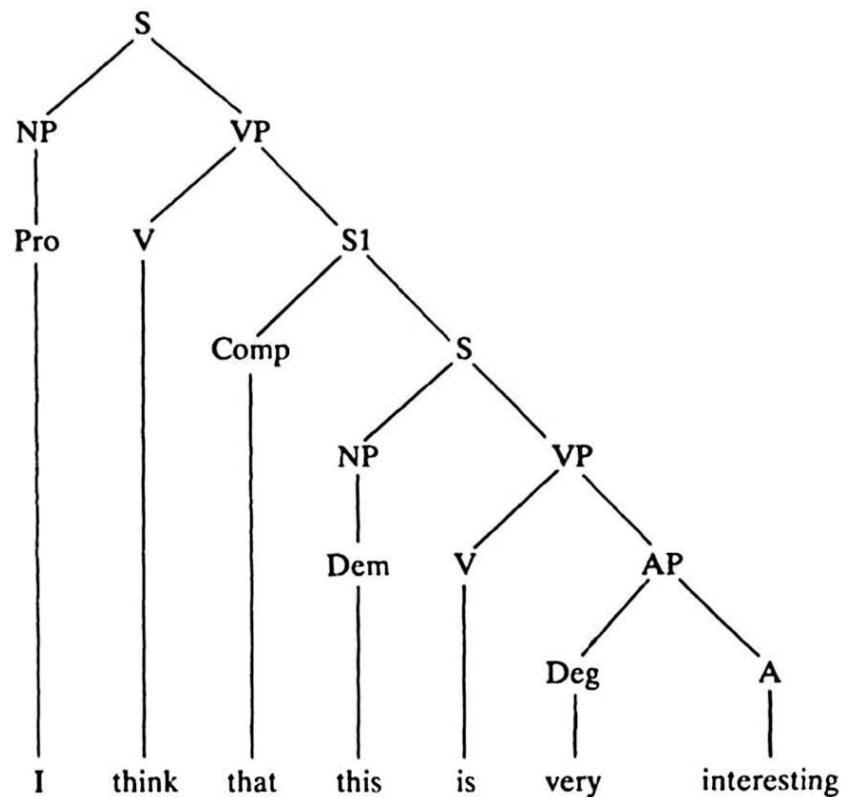
2.3.3 Constituent structure

According to Carnie (2008), the study of constituent structure explores the combination of words into phrases and sentences. Constituent structure provides the roadmap that determines which words can be combined with which other words. According to Brown & Miller (1991), the word constituent referred to a single phrase such as: the girl (NP) or the beautiful girl (NP). Every constituent possesses unique structural characteristics. As a result, there are multiple methods available to illustrate its constituent structure, including bracketing, labelling and tree diagrams. Brown & Miller (1991) advocate for tree diagrams as the most effective alternative for analyzing the constituent structure of a sentence. Here is an example of a tree diagram:



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I think that this is very interesting (Brown & Miller, 1991)



(Brown & Miller, 1991)

Figure 2.1 Tree diagram of Complex Sentence

From the example of constituent structure (tree diagram) above, we can see the sentence that used as the example is a complex sentence that consist of one main clause and also one subordinate clause. The subordinate clause in the example above begins with the complement "that." According to the constituent structure, the sentence (S) is the mother of a noun phrase (NP) and a verb phrase (VP). The (NP) is divided into two branches, a pronoun (Pro) "I," while the (VP) splits into a verb (V) "think" and a subordinate clause (S1). The (S1) stands for an embedded

subordinate sentence or subordinate clause (Brown & Miller 1991). (S1) is divided into two branches: the complementizer (Comp) "*that*" and the second sentence (S).

The second S is divided into 2 branches, they are noun phrase (NP) and verb phrase (VP). (NP) has a branch which is demonstrative (Dem) *this* and (VP) divided into two branches. They are Verb (V) which is *is* and adjective phrase (AP). (AP) divided into 2 branches, they are adverb of degree (Deg) *very* and an adjective (D) *interesting*.

