CHAPTER I
INTRODUCTION

1.1 Background of the Study

One of the media commonly used to disseminate information is mass media. Through mass media, the publication of various information from several news sources such as newspapers, television, and the internet is carried out. News articles are an example of mass media that is common for the public to obtain information. News articles are created with the aim of providing information and knowledge to readers about the latest events or incidents that are relevant to their world (Qorib & Saragih, 2018). As many people prefer to access news digitally, news companies are making a strategy to add online news articles as one of their major features. Therefore, competition among news companies has become increasingly fierce, with great efforts to create interesting and informative news in order to maintain the interest of their readers.

A news writer applies various methods in an effort to attract readers' interest in their news, one of which is by creating interesting headlines. The position of the headline itself has a key role in a news article because it is the first thing the reader sees. Its presence is also very influential in determining whether readers are interested in reading the entire article or not. Another function of the news headline is as a brief description of the entire content of the article which reveals the essence of the news and is a determining factor in the attractiveness of a news article (Goyal, 2020). Thus, the words chosen to make news headlines must be carefully designed

to reflect the various concepts, ideas, or messages that the news writer wants to convey (Bornstein, 1997; McGregor, 2009).

This is in line with the opinion from Ludwig & Gilmore (2005) which stated that good headlines have to be headlines that both inform and sell, that is, in the sense of telling the reader quickly about the content of the news and at the same time persuading the reader that the news is worth reading to the end. Realizing the importance of a headline, news writers have to be well-versed in one of the linguistic sciences in order to create interesting headlines, namely syntax. Syntax is a part of linguistics that studies how sentences are formed in a particular language (Chomsky, 1957). For this reason, news writers can develop their ability to arrange words through syntax to create headlines that are sellable.

In the context of syntax, news writers can apply several strategies to build an interesting headline, one of which is choosing appropriate patterns. Generally, a good sentence in English consists of at least one subject and predicate (Bornstein, 1997). Then, the sentence pattern can be expanded by adding other elements in an effort to convey a deeper meaning. Aitchison (2008) argues that a writer cannot carelessly arrange words to form understandable English sentences. Therefore, in English, several basic patterns were created that can be used to construct sentences such as SV, SVA, SVC, SVO, SVOA, SVOO, and SVOC.

Furthermore, these patterns are then formed through the use of smaller units to describe each component in more detail (O'Grady, 2010). These small units are known as phrases, which are the combinations of one or more words that have a specific core or meaning. In English, there are four types of phrases based on their

role and function, namely noun phrases, verb phrases, adjective phrases, and adverb phrases (House & Harman, 1950). Each type of phrase also has a different function and core, for example, noun phrases have a noun as the main core or focus (Matthews, 1981). Likewise, verb phrases, adjective phrases, and adverb phrases have different cores or meanings based on their respective roles and categories.

Often in practice, a news writer seems to ignore the principles of good structure when designing a news headline. Ernawati (2014) also believes that various types of patterns can be used to create news headlines that are diverse and not monotonous. Considering that a news headline functions as a summary of the entire content of an article but must be presented in limited quantities, news writers must be smart and careful in applying and choosing the right pattern to create short, concise, and interesting headlines. For this reason, sometimes some news headlines have very diverse pattern structures that are difficult to identify.

Apart from sentence patterns, news writers must also pay attention to the choice of sentence types they use when designing news headlines. Morley (2000) explains that there are four types of sentences in English, namely simple sentences, compound sentences, complex sentences, and compound-complex sentences which then really depend on the writer's preferences. In composing this sentence, there are also requirements that have to be fulfilled in order to be considered as a complete sentence, which is at least one subject and one predicate. However, mainly when composing news headlines, a news writer often decides to eliminate one of these mandatory elements in order to create a selling headline. For example, a news headline may look like a complete sentence, but upon further analysis, it is actually

just a phrase. Although this does not always happen, this phenomenon is often exploited by news writers to increase the attractiveness of news headlines.

Both structure and pattern were significant tools for framing news articles to suit the writer's wishes so that the reader and writer had the same idea in mind. However, there were unique exceptions when it came to headlines in terms of structure and pattern, where eye-catching headlines were those that often prioritized attention-grabbing over conventional syntax rules. Therefore, this study analysed the news headline structure found on the BBC News Account. BBC News Account was chosen because this news site is known for maintaining a high standard of journalism and linguistic consistency. The BBC News commitment to clarity and professionalism in its headlines makes it a suitable choice for studying syntactic structures.

1.2 Problems of the Study

Based on the background above, two problems were discussed in this study:

1. What are the types of structure found in BBC News Headlines?

2. How are the constituent structure that composed the headlines found in BBC News?

1.3 Objectives of the Study

The aim of this study is to find answers to the problems described above. Which are then mention as follows:

1. To find out the types of structure found in BBC News Headlines.

2. To analyse the constituent structures that composed the headlines found in BBC News.

1.4 Limitation of the Study

Based on the background and research problems, research limitations were then created. The limitations of this study are to determine the types of structures found in BBC News headlines based on the theories of Morley (2000) and to analyse the constituent structures of news headlines based on the tree diagram theory proposed by Brown & Miller (1991).

1.5 The Significance of the Study

This study could provide useful information for students and researchers. Theoretical and practical significance was also provided in this study, as explained below.

1.5.1 Theoretical Significance

This study can provide a positive contribution to the development of science, especially in the field of linguistics and knowledge of issues related to sentence structure, especially the structure types and patterns.

1.5.2 Practical Significance

This study can be used as a contribution of thought for students in mastering syntax, especially patterns and types of structures. In addition, it can also provide a guide to understand how to organize the constituents of a particular

sentence. This study can also be utilized as a reference in further research related to

syntax, especially structure types and constituent structures for future researchers.

CHAPTER II
REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

In this chapter, several theoretical highlights and opinions from linguistic experts related to this study are presented. These explanations included a literature review of several related studies, concepts, and theories.

2.1 Review of Related Literature

In this section, five related previous studies are presented, including two theses and three published articles from previous researchers. In its elaboration, a brief description is given regarding several aspects, namely its relevance, similarities, and differences with this current study.

The first previous research related to this research is a thesis entitled "A Syntactical Analysis of Compound Declarative Sentence Found in CBS News" which was researched by Budiarta (2022). This previous thesis aimed to analyse the types of coordinating clauses found in CBS News and explain the structure of the constituents that form declarative compound sentences in several CBS News articles. The research employing qualitative descriptive methods based on Davidson's (2002) theory for analysing coordinate clauses and Brown & Miller's (1991) approach for determining constituent structure. The analysis of 38 data points revealed that 4 involved coordinate clauses without conjunctions, while the remaining 34 featured coordinate clauses with conjunctions. Based on this explanation, there were several differences between the previous study and this study. The previous study solely focused on compound sentences and coordinating

7

clauses in CBS News, while this study focused on structure types found in BBC News. However, both studies shared a similarity in their use of the theory of Brown & Miller (1991) to analyse constituent structure.

The second previous research is a thesis entitled "Recognizing English Clickbait Headlines: A Syntactical Analysis of English Clickbait Headlines in Online News Media" by Setiawati (2022). This previous research aims to analyse what features generally appear in The Jakarta Post, Tempo, and Republika news and explain the language structure used in English clickbait headlines from these news accounts. In a qualitative research study, headlines from prominent online news sources such as The Jakarta Post, Tempo, and Republika were utilized as the primary data source. The analysis involved the application of tree diagrams and a syntactic approach to examine the structure of each news headline. The findings revealed that over half of the 21 analysed headlines employed clickbait techniques, with exaggeration, inflammatory language, and teasing being the most prevalent types, often expressed through simple sentence structures utilizing noun phrases and adjective phrases as clickbait markers. Therefore, it was evident that this study and the previous study shared similarities in choosing news headlines on online news accounts as a data source and describing the constituent structure through a tree diagram. However, the previous study solely focused on analysing the features found in English clickbait headlines, while this study focused on patterns and types of structure in BBC News headlines.

Apart from using the thesis as related literature, this study also reviewed several articles related to this study. The first article is entitled "A Syntactic Analysis

of The Sentence Pattern in Online News Article at The Jakarta Post's Website" researched by Rahmawati & Rachmi (2021). The previous research aimed to analyze sentence patterns in Jakarta Post news articles and identify their constituent structures, making a valuable contribution to linguistics. The well-defined problem formulations were successfully addressed in the research results. Randomly selected data from October to November 2021 were descriptively explained, with a focus on a syntactic approach during the analysis process. The findings revealed diverse sentence patterns in Jakarta Post news articles, including subject, predicate, object, complement, and adjunct, all organized coherently. Among the 9 identified sentence patterns, 4 were basic, while the remaining 5 were complex. The difference between the previous study and this study was that the previous study took news articles in the Jakarta Post as the data source, while this study focused on BBC News Headlines as the data source. On the other hand, the similarity between the previous study and this study was that both identified sentence patterns found in the news and described their constituent structures through tree diagrams.

The next previous research is "A Syntactical Analysis of Headlines Education Topic News on The CNA Website" by Zulhakim & Ma'mun (2023) which aims to analyse the types of sentences found in the headlines of The CNA Website and describe the constituent structure that forms news headlines via tree diagram. The previous research utilized a qualitative descriptive method that suited the nature of this study. The selected theories, including Noam Chomsky's transformational generative grammar (TGC) (1965), were drawn from leading linguistic experts and proved to be highly relevant to the study. The findings

obtained from the analysis of the 28 headlines revealed that simple sentences were the most common, 21 times, followed by complex sentences 5 times, and compound sentences 2 times. A detailed explanation of the sentence types is presented through a tree diagram based on Noam Chomsky's theory (1965). From this explanation, the previous study shared similarities and differences with this study. The similarity was that both studies discussed types of sentences using syntactic analysis. The differences lay in the fact that the previous study used news headlines from The CNA Website as the main data source, analysed in a tree diagram based on Noam Chomsky's theory (1965), while this study used news headlines from BBC News as the primary data source and analysed them based on Brown & Miller's theory (1991).

Lastly, previous research related to this research is research by Quasimus & Maharani (2023) with the title "Syntactical Analysis of Simple Sentences Found in Jakarta Post Website's Article". The previous study specifically examined the types of simple sentences in articles on the Jakarta Post website, using a qualitative descriptive method guided by Johnson's (2007) theory. Focusing only on simple sentences, this study identified 10 examples categorized into declarative forms of 9 sentences and interrogative as 1 sentence. The research provides a comprehensive understanding through the use of tree diagrams and descriptive explanations based on Brown & Miller's (1991) theory, which shows a well-written and organized presentation of the data analysis in a thorough and detailed manner. Several differences were found between the previous study and this study. The previous study solely focused on simple sentences, while this study concentrated on patterns

and types of structures in general. However, in terms of similarities, both studies used Brown & Miller's (1991) theory to analyse their constituent structures.

2.2 Concepts

In this section, several concepts and opinions from experts were explained, used as guidelines for analysing data. These concepts were news headlines and structure.

2.2.1 News Headlines

The headline is the first thing readers see, so it is a very crucial aspect of a news article (Steele, 2021). According to the Cambridge Dictionary, a headline is the title of a news article which is usually bolded and located at the top of the news. The main purpose of making news headlines is as bait to attract readers to read the entire news content. Usually, news headlines are written by copy editors, but sometimes they can also be written by news writers depending on the importance. News headlines can also bias readers' thoughts towards a certain interpretation of a news article. Therefore, in general, a news headline can be said to be a summary of the news content underneath which is then used as the attraction of a news article

2.2.2 Structure

According to Fasold & Linton (2006), in a linguistic context, structure involves how words and other components are organized and connected to create a complete meaning in a sentence. Meanwhile, structure according to the Cambridge Dictionary refers to the arrangement or organization of elements in an entity. Hence, it can be concluded that structure, in the context of linguistics and grammar, refers

to the specific way in which words, phrases, and clauses are arranged in a sentence to form a coherent and grammatically correct expression. It covers the rules and principles that govern the word order, the relationship between the various parts of a sentence, and the overall composition of a sentence in a given language.

2.3 Theories

This study applied the theory proposed by Morley (2000) in identifying the types of structures and patterns found in BBC headlines. Furthermore, the second theory applied to analyse the constituent structure of the headlines is proposed by Brown & Miller (1991).

2.3.1 Syntax

Syntax is roughly a sequence or combination of words that form a single unit. This is also reinforced by the opinion of Mariani et al. (2019) who say that syntax is the study of the order of words which then become phrases, clauses, sentences, or syntactic constructions. Fromkin et al. (2014) also argue that syntax is a part of grammar that represents the writer's knowledge through a sentence. Meanwhile, according to Chomsky (1965), syntax is related to studies that study the principles and processes used to build sentences in a particular language. Based on the opinions of several linguistics, it can be concluded that syntax can mean how a combination of words combine into one unit and then form phrases, clauses, and sentences that are meaningful and can describe the author's knowledge. In the analysis, several things need to be considered, one of which is the types of

structures. The following describes the types of structures that are related to syntactic analysis, which include sentence structure and phrase structure.

2.3.1.1 Sentence

The sentence is the largest unit of syntax, serving as the primary focus of syntactic analysis. As described by Chaer (2009), a sentence represents a fundamental syntactic unit that can consist of one or more clauses. Spears, as cited in Purnomoadjie & Mulyadi (2019) defines a sentence as a composition of words that convey independent thoughts, typically consisting of a subject and a predicate. Chomsky (1965) further expounded on the nature of sentences asserting that they can be considered grammatical when both syntactically and semantically well-structured. Therefore, it is evident from these scholarly perspectives that a sentence stands as the largest element in the syntactic domain, encompassing one or more clauses that are capable of expressing independent ideas.

In addition to conventional sentences, there are also elliptical sentences in language. An elliptical sentence involves the omission of certain elements, often verbs or other words, because they can be inferred from the surrounding context or a preceding clause (Cook, 1982). Elliptical sentences demonstrate the efficiency of language, conveying meaning concisely by omitting redundant information. In the context of syntax, a sentence can be classified based on its structure and function. Sentence types based on their structure can be divided into four: simple sentence, compound sentence, complex sentence, and compound-complex sentence (Morley, 2000). Meanwhile, sentences based on their function can be divided into four: declarative sentence, exclamatory sentence, interrogative sentence, and imperative

sentence (Aarts, 2001). However, this study only focused on sentences based on their structure.

1. Types of Sentences Based on Its Structure

    The easiest way to determine sentence type is to count the multiple clauses that compose the sentence. This count also includes the main clause as well as the modifying clause. In general, sentence types based on its structure are divided into four: simple sentence, compound sentence, complex sentence, and compound-complex sentence (Morley, 2000). The following is an explanation of each type of sentence along with examples.

    a. Simple Sentence

        According to Morley (2000), a simple sentence is a sentence that consists of only one main clause or one independent clause. It is called a simple sentence because this sentence can only consist of one subject and one predicate. But on some occasions, an object or other modification can also be added. Therefore, it can be said that a simple sentence is a sentence that consists of one independent clause and can express the whole thought. Below are some examples of simple sentences based on Morley's (2000) theory.

        •   I'm off to town now. (Morley, 2000: 69).

        •   Did you get a newspaper? (Morley, 2000: 69).

        •   Do tell me the story of the red monk. (Morley, 2000: 69).

    b. Compound Sentence

        Compound sentence means a sentence that consists of two or more independent clauses (Morley, 2000). Each clause in a compound sentence can be

connected by a coordinator conjunction, comma, or semicolon. Compound sentences are used to convey different ideas into a sentence. Interestingly, if the link between clauses is removed, the clauses can form a completely new sentence. Examples of compound sentences are outlined below.

- She is playing hockey and then she is going to the theatre. (Morley, 2000: 69).

- I've tried all day but I still can't get through. (Morley, 2000: 69).

- Would you like chicken or do you prefer beef? (Morley, 2000: 69).

c. Complex Sentence

The next type of sentence is a complex sentence. Morley (2000) explains that a complex sentence is a combination of one independent clause and one or more subordinate clauses. Subordinate clauses can also be called dependent clauses, which are clauses that cannot stand alone and need an independent clause as their mother. In contrast to simple sentences, complex sentences are made to express ideas that require multiple explanations in a sentence. Each clause in a complex sentence is connected by a subordinating conjunction. The following are examples of complex sentences.

- The line is to be closed which does not surprise me. (Morley, 2000: 69).

- She bought three bars because she adores the taste. (Morley, 2000: 69).

- We went via Birmingham in order to save time. (Morley, 2000: 69).

d. Compound-Complex Sentence

A sentence consisting of one or more independent clauses and one or more subordinate clauses is called a complex-compound sentence (Morley, 2000). A compound-complex sentence must fulfil the conditions of a compound sentence and

a complex sentence before it is combined into a complete sentence. Compound-complex sentences are generally written to convey several different pieces of information in a more smooth and effective way. Each clause in a compound-complex sentence is connected by a coordinator conjunction for compound sentences and a subordinator conjunction for complex sentences. Morley (2000) provides examples of compound-complex sentences which are outlined in the following.

- If you need a hand, give me a call, and I'll pop round. (Morley, 2000:70).

- Our plans are now complete and an order will be placed as soon as we have received the quotations. (Morley, 2000:70).

2. Sentence Patterns

In general, a sentence pattern is how word by word is arranged in a sentence so that it forms a grammatical sentence. Each sentence has a different pattern depending on the language used by the writer of the sentence. In English, a good sentence is a sentence that consists of at least one subject and one predicate. Morley (2000) explains in his book entitled *Syntax in Functional Grammar* about several basic patterns that can form a sentence. Below are presented the basic grammatical elements that are generally found in an English sentence.

a. Subject

The subject of a sentence is the actor of a particular event or activity (Morley, 2000). Inherently, a subject is closely related to the specification of a certain entity whether abstract or concrete. Therefore, it can be said that syntactically, it usually refers to the nominative case. Usually, subjects in English

can be either nouns or grammatical pronouns. The following are some examples of subjects in a sentence that are marked with italicized words.

- *She* is a good cook. (Morley, 2000: 93)

- *John* was the best attempt. (Morley, 2000: 94)

- *The University of Strathclyde's* is quite elaborate. (Morley, 2000: 94).

b. Predicate

Morley (2000) argues that predicates are types of processes in a sentence. In English, a predicate is a mandatory element that must be present in a sentence in line with the subject. Grammatically, the predicate has a relationship with a verb or verb phrase. Therefore, it can be said that the predicate is the action of the sentence. If a sentence only has a verb as a predicate, it can be called a simple predicate. However, if it consists of a verb or verb phrase with other modifying words, it is called a complete predicate. The following is an example of a predicate in a sentence based on the theory of Morley (2000).

- Jean *is* a student now. (Morley, 2000: 95).

- Jill *has washed* the clothes already. (Morley, 2000: 95).

- We *shall be climbing* Ben Nevis on Tuesday. (Morley, 2000: 95).

c. Object

According to Morley (2000), objects can represent an entity, just like subjects. However, the object cannot control the predicate like the subject, but the object is dominated directly by the predicate in a sentence. Even though it is not an obligatory element of a sentence, on several occasions an object is needed to complete the predicate to form a coherent sentence. An object can also turn into a

subject. However, in the process, it must change the sentence structure and change the form of the predicate from active to passive. Some examples of objects in sentences are presented in the examples below.

- I gave Jill *the book*. (Morley, 2000: 115).

- We enjoyed *the concert*. (Morley, 2000: 115).

- We enjoyed *what we heard*. (Morley, 2000: 115).

d. Complement

Complement in an English sentence means general circumstances or scope (Morley, 2000). Complements can also be answers related to the subject placed after the verb. Unlike objects, complements cannot change position to become subjects. The way that can be used to detect complements in sentences is by referring to the function that is fulfilled after the verb. The complement itself can be a noun or an adjective depending on the need. Below are examples of the use of complements in English sentences.

- Mary is *a doctor*. (Morley, 2000: 100).

- Mary is *very unwell*. (Morley, 2000: 100).

- This is *what I need*. (Morley, 2000: 100).

e. Adjunct

The next basic element that forms a sentence is an adjunct. Morley (2000) argues that adjuncts are closely related to adverbials or prepositional phrases. Generally, adjuncts in a sentence are labelled with the letter A. The adjunct itself can consist of information about time, place, method, quantity, or circumstances. When writing a sentence, adjuncts are often added to give colour or meaning to the

sentence. In other words, this element is not part of the mandatory elements of an English sentence. Uniquely, adjuncts can also be deleted in a sentence without making the sentence grammatically incorrect. Morley (2000) also provides several examples of the use of adjuncts which are presented below.

- They left *before it got dark*. (Morley, 2000: 105).

- The match was abandoned *because it was raining*. (Morley, 2000: 105).

- *If you listen*, you can hear a blackbird singing. (Morley, 2000: 105).

2.3.1.2 Phrase

In the syntactic hierarchical structure, phrases are in a higher position than word classes. This means that a phrase also plays an important role in forming a sentence structure. Crystal (2001) defines a phrase as a single element in a sentence structure that usually consists of one or more words. In the sentence structure itself, a phrase refers to a grammatical unit that does not contain a finite verb and does not have a combination of subject and predicate structures (Murphy, 1991). Although it cannot stand alone, a phrase is needed to provide a more complex understanding of a syntactic structure. For this reason, Richard (1985) grouped phrases as a grammatical unit. From those explanation, it can be concluded that a phrase is a grammatical unit that consists of one or a combination of words and does not contain a combination of subject and predicate so it cannot provide a complete thought. However, the existence of a phrase is also very important in a clause or sentence because it can make the clause or sentence livelier and more meaningful.

1. Types of Phrases

In a modern understanding, as explained by Morley (2000) in the book entitled *Syntax in Functional Grammar*, a phrase is considered a grouping of one or more words that focuses on the head element of the word. In some situations, the head element of the word can be expressed through just one word. If a phrase only consists of one word, that word automatically becomes the headword. However, if it consists of a group of words, the headword is the word that functions as the main focus. The head of the word itself also functions as a determinant of the type of phrase. Morley (2000) groups types of phrases into several parts, namely as follows.

a. Nominal Phrase (NP)

In general, nominal phrases are terms used in linguistics to describe word or groups of words that centre on nouns or pronouns (Morley, 2000). A nominal phrase usually includes the noun or pronoun itself along with any words or modifiers that add additional information to the nominal phrase. When viewed from the number of words, nominal phrases can vary according to their complexity. Starting from the simplest which only consists of one word to the more complicated ones with the addition of modifying words to give a more complex meaning. Below are examples of the use of nominal phrases marked with italicized words.

- *They* are on holiday. (Morley, 2000:54).

- *Six* have accepted. (Morley, 2000:54).

- *Jones the butcher*. (Morley, 2000:54).

b. Verb Phrase (VP)

According to Morley (2000), a verb phrase is a combination of one or a group of words with the verb as the headword. In grammatical construction, a verb phrase consists of a main verb and related elements which may include auxiliary verbs, adverbs, complements, and objects. The verb phrase itself functions as one of the minimum requirements for a sentence that conveys the action or state of the subject of the sentence. Verb phrases can vary in complexity and can include various components that provide additional information about the action or state expressed by the main verb. The following is an example of the use of the verb phrase, which is as follows.

- *starts; started*. (Morley, 2000:55).

- *was started; is being started; might have been being started*. (Morley, 2000:55).

- *switch on; put off; turn down; give in; find out*. (Morley, 2000:55).

c. Adjective Phrase (AdjP)

A combination of one or more groups of words that have an adjective as the headword is called an adjective phrase (Morley, 2000). In linguistics, adjective phrases include adjectives as the main focus as well as any words or phrases that modify or complete the headword. The main function of an adjective phrase is to provide more information about the noun or pronoun in a sentence by describing or qualifying it. Adjective phrases serve to add detail and specificity to nouns, making writing clearer and more informative. Below are several examples of the use of adjective phrases, namely as follows.

- *Quicker* than me. (Morley, 2000:55).

- *Fond* of animals. (Morley, 2000:55).

- Very *quick* indeed. (Morley, 2000:55).

d. Adverbial Phrase (AdvP)

The main function of adverbial phrases is to add detail, context, or method to an action and explain how, when, where, why, or to what extent something happened. These phrases play an important role in providing information about the circumstances surrounding an action or event. For this reason, Morley (2000) classifies adverbial phrases as phrases consisting of an adverb and related words or phrases that modify or provide additional information about a verb, adjective, adverb, or entire clause in a sentence. Below are examples of the use of adverbial phrases, namely as follows.

- *Quickly*. (Morley, 2000:55).

- Quite *quickly* enough. (Morley, 2000:55).

- More *quickly* than me. (Morley, 2000:55).

e. Prepositional Phrase (PrepP)

Prepositional phrases include preposition words as headwords as well as other complementary elements that complete the preposition word (Morley, 2000). Often these complementary elements are realized by nominal phrases. However, on some occasions, these complementary elements can also be adjectives or adverbs. The function of prepositions in prepositional phrases is as words that show the relationship between nouns or pronouns with other words in the sentence. Additionally, prepositional phrases often indicate location, direction, time, or other

relationships in a sentence. Examples of the use of prepositional phrases are presented below, namely as follows.

- *In* the morning. (Morley, 2000:56).

- *In* brief. (Morley, 2000:56).

- *After* tomorrow. (Morley, 2000:56).

f. Subordinator Phrase (SubP)

Subordinator phrases refer to subordinator conjunctions, namely language tools used to connect subordinate clauses with main clauses in complex sentences, and are divided into two main types, namely adverbializers and nominalizers (Morley, 2000). An adverbializer is a subordinating conjunction used to introduce an adverbial subordinate clause. Meanwhile, a nominalizer is a subordinating conjunction used to introduce nominal subordinate clauses. Although many subordinating conjunctions consist of just one word, they can often be modified with additional adverbs or nominal phrases, thus forming a group of phrases. Therefore, these subordinating conjunctions can be considered constituents of phrases and should be treated as part of a larger phrase. As in the example given below regarding the use of subordinate phrases.

- Frank will come only *if* he can be back by 6 p.m. (Morley, 2000:57).

- I realized the mistake immediately *after* they had gone. (Morley, 2000:57).

- Shortly *before* she left, she gave Tom a letter. (Morley, 2000:57).

g. Genitive Phrase (GenP)

Genitive phrases are also known as possessive phrases, namely grammatical constructions that show ownership or the relationship between two

nouns (Morley, 2000). These phrases usually indicate that one noun possesses or is related to another noun that it possesses. The way to form genitive phrases is by using 's' or an apostrophe as a marker of possession. Genitive phrases can also be more complex, involving many nouns and relations depending on the context of the sentence. This phrase is a fundamental part of English grammar and is used to express ownership, attribution, and relationships between objects or concepts. Examples of the use of genitive phrases are listed below as follows.

- *The Principal of the University's* appointment. (Morley, 2000:57).

- *The children's* department. (Morley, 2000:57).

- *The director of finances'* account. (Morley, 2000:58).

2.3.2   Constituent Structure

In the book entitled Syntax: A Linguistic Introduction to Sentence Structure, Brown & Miller (1991) argue that every element in a sentence no matter how small it is can be a constituent. The process of breaking down each component into constituents is called constituent structure analysis (Brown & Miller, 1991:11). There are several ways that can be used to analyse constituent structures, namely brackets, labels and brackets, and tree diagrams. Analysing with brackets may show the constituent structure of a sentence but omits information about the type of constituents. Furthermore, analysis using labels and brackets has the disadvantage that the analysis is difficult to read and requires high accuracy to understand the analysis. Therefore, analysis using tree diagrams is the most widely used because it is easy to read and easy to understand.
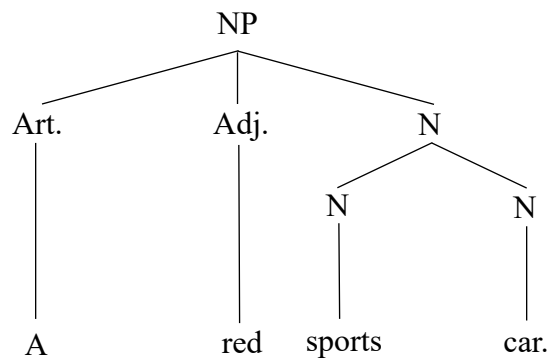
2.3.3 Tree Diagram

Tree diagrams are also commonly referred to as hierarchical structures due to their descending form. Hierarchical structure analysis must consider the relationship of each constituent as a whole in the tree diagram (Brown & Miller, 1991). Therefore, tree diagrams help the process of detecting each constituent and its patterns and types in a sentence. Tree diagrams also break down each sentence-forming component to the smallest form, namely the word class, making each analysis more detailed. The following is an analysis of a sentence using a tree diagram based on Brown & Miller's (1991) theory.
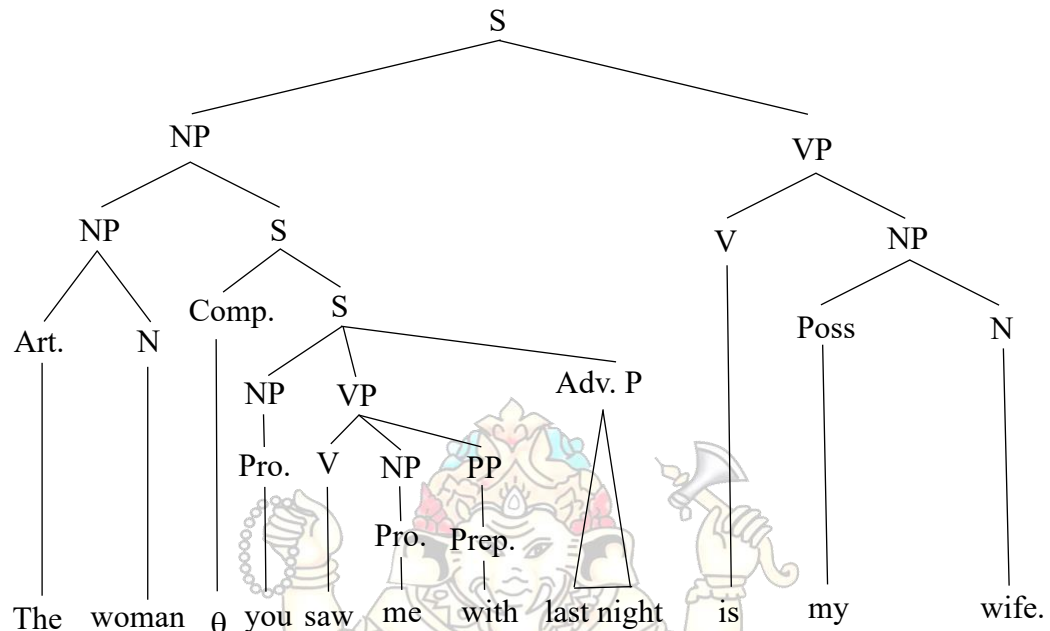
- The boy chased Fido.
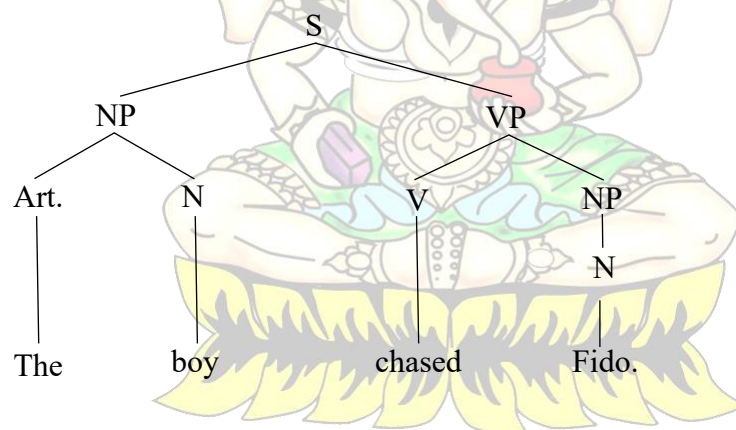
(Brown & Miller, 1991: 45).

- A red sports car.

(Brown & Miller, 1991: 79).

• The woman (who) you saw me with last night is my wife.

(Brown & Miller, 1991: 138).

Based on the tree diagram above, it can be seen that the omitted element in the sentence is the conjunction subordinator who. The omission of this element is marked by the symbol 'θ' which replaces the position of the conjunction in the tree diagram structure. It is intended to form an efficient and effective sentence.