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PROCEEDINGS

THE 3RD UAD TEFL INTERNATIONAL CONFERENCE

“ELT MATERIALS DEVELOPMENT IN ASIA
AND BEYOND: DIRECTIONS, ISSUES,
AND CHALLENGES”

**CAVINTON HOTEL YOGYAKARTA
SEPTEMBER 17 – 18, 2014**

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN

**THE THIRD UAD TEFL INTERNATIONAL CONFERENCE
PROCEEDINGS**

“ELT Materials Development in Asia and Beyond: Directions, Issues, and Challenges”

September 17 – 18, 2014

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CONFLICTING GRAMMATICAL TERMS AND SENTENCE PATTERNS IN THE TEACHING OF ENGLISH

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Abstract. Grammar plays an important role in the teaching of English. However, some grammatical terms are used differently. This condition leads to confusion among students and teachers. In a sentence analysis, for example, a grammarian prefers to use the term *subject* for a sentence element whereas other grammarians tend to use the term *nounphrase* for the same thing. Surprisingly, the term *nounphrase* can be used to represent a single word. To most grammarians a phrase is always a group of words.

A similar situation exists in the use of the term *sentencepattern*. Many grammarians use that term while certain grammarians use *clausepattern* for the same condition. Every grammarian has certain reasons to support his terms. This paper tries to discuss the use of different grammatical terms. Standard terms are encouraged that they prevent from confusion among users.

Key word: *Noun Phrase, Clause Pattern, Sentence Pattern, Adverbial*

A. Introduction.

It is a matter of fact that the terms *sentence* and *clause* are used in almost the same way. Most grammarians consider a clause as a part of a sentence whereas other grammarians treat it the same as a sentence. Quirk and Greenbaum (1985:) use the term *clause* to represent both a sentence and a sentence element consisting of a subject and a verb. Gelderen (2010:), in her explicit sentence analyses, marks it with the term *sentence*.

The term *phrase*, furthermore, gets its different views. Grammarians know that a phrase is a group of words. Miller (2002:1) says: 'The second idea is that words are grouped into phrases and that groupings typically bring together heads and modifiers.' In a different version a phrase is said to be something built round a lexical word. Thus, a noun phrase is something built round a noun. A verb phrase is something built round a verb. An adjective phrase is something built round an adjective. An adverb phrase is something built round an adverb. And a prepositional phrase is something built round a preposition (Gelderen, 2010:36). Those five kinds of phrases represent the content words, which cover a noun, verb, adjective, adverb, and a preposition. They become the heads in the phrase i.e. the most important part of the phrase. Apart from these facts, a pronoun is said to be a phrase though it consists of one word only. This is due to the fact that the pronoun represents a noun and this fulfils the idea of something built round a

noun. In short, the term *phrase* is used in different way that may lead to a confusion unless it is used properly.

This paper tries to present some of the same grammatical terms viewed from different points of view. By presenting those terms with their different notions, we can understand them clearly and we can prevent confusion among students using those terms.

B. Conflicting Grammatical Terms.

Before discussing further about grammatical terms, in relation to their different uses in syntax, it is important to note that certain elements in a linguistic unit may be embedded i.e. one unit is included in another unit (Leech, 2006:37). This is because in syntax words are composed so as to form a larger unit. The following sentence indicates an embedding process.

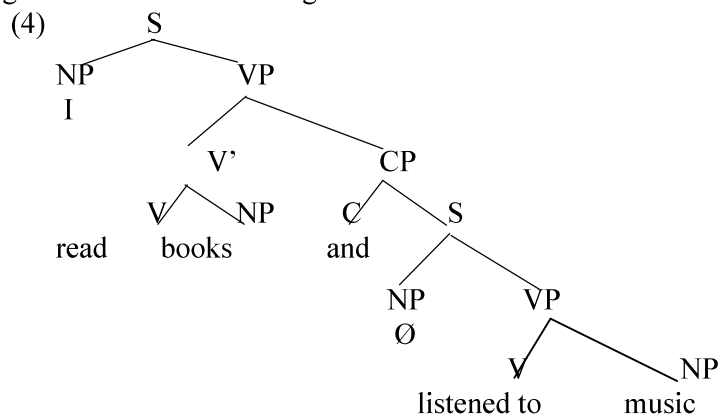
(1) I read books and listened to music.

The above mentioned sentence may be analyzed into:

(2) I read books.

(3) And I listened to music.

The same part i.e. the noun phrase in (1) is understood to have double functions. The first, it functions as the subject of the verb phrase *readbooks*. And the second, it functions as the subject of the verb phrase *listenedtomusic*. The sentence may be diagrammed as the following:

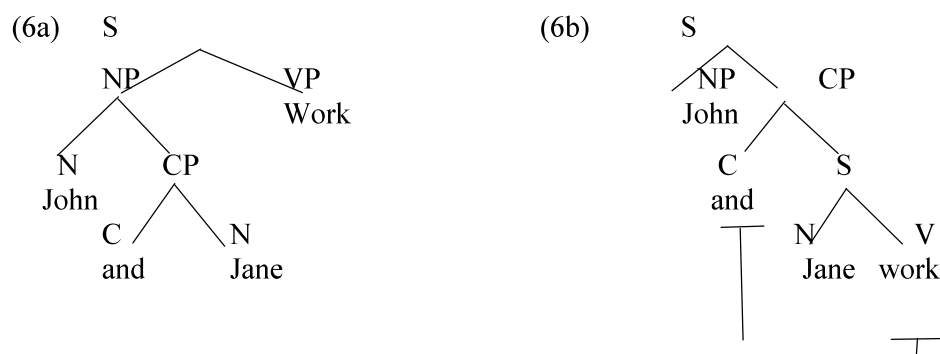


In (4), the connector phrase (CP) *andlistenedtomusic* consists of a connector *and* followed by a verb phrase *listenedtomusic*, which syntactically contain a sentence with a null (Ø) noun phrase and the verb phrase. The null noun phrase is understood to be the same as the first NP *I*. Thus, the sentence can be considered as two sentences combined together.

A similar case of an embedded sentence can be found in the following sentence:

(5) John and Jane work.

The sentence may be analyzed and diagrammed into the followings:



The above mentioned diagrams show different analyses of the same sentence. In (6a) the NP consists of two coordinated nouns *John* and *Jane*, while in (6b) two different NPs share the same VP *work*. The diagram in (6b) shows an embedded sentence where the diagram in (6a) doesn't imply any idea of embedding process. The concord between the NPs and the VP in (6b) is shown by the presence of the coordinator *and* for the NPs.

From the short discussion above, we find a symbol *S*, which represents a sentence. For most structuralists, it is strange to include a sentence in another sentence. They tend to name it a clause. This proves that certain grammatical terms are used differently. Their uses may exceed one after another that the use of a certain grammatical term may spoil the same term used by other grammarians. In the following section, some conflicting grammatical terms are discussed.

1. Sentence and Clause.

The term sentence and clause has been used ambiguously as seen in the following quotation. Leech (201: 104) says, 'A sentence consists of one or more **clauses**. A clause consists of one or more **phrases**. A phrase consists of one or more **words**. A word consists of one or more morphemes.' When a sentence consists of one clause, it is itself a clause and a sentence. Börjar (2010:190) says, 'When a clause is not part of any larger clause, that clause forms a sentence and can also be called a main clause.' The idea of a main clause as a single sentence seems improper because there is no comparison in it. In other words, there is no superiority and inferiority. Thus, the idea of sentence and clause becomes obscure.

Now let us turn to another idea of a sentence proposed by Börjar. She (2010:190) says, 'Until now, we have said that a sentence is the unit formed around a lexical verb, containing all the bits that the verb requires as well as any optional bits the speaker has chosen to include.' According to the above mentioned quotation, the main element of a sentence is the presence of a lexical verb with its complements. The idea of complements here includes anything that accomplish the verb such as a noun phrase, adverbial phrase, adjective phrase, and a prepositional phrase. As an illustration, the verb *kill* requires the presence of at

least two noun phrases. The first precedes it and the second follows it. Thus, we may find a sentence:

(7) Martha killed a fly.

The verb *killed* in (7) requires the presence of NP1 *Martha* and NP2 *a fly*. The presence of an NP1 before a VP in English becomes the standard requirements of a sentence. This is clear in the following sentence.

(8) There are tigers in this forest.

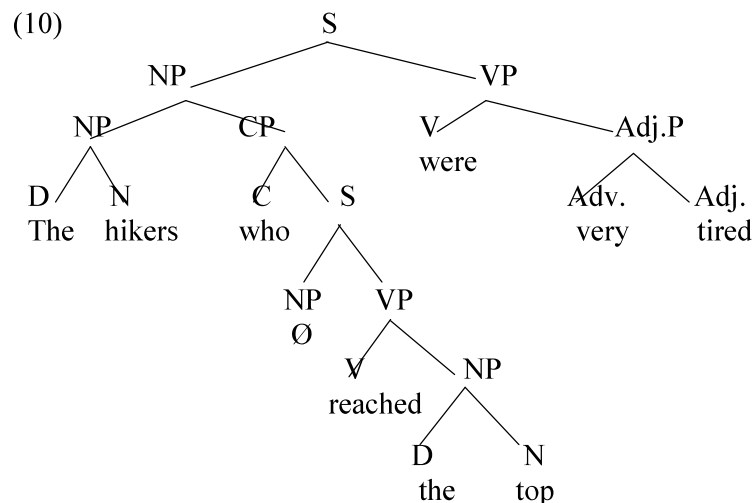
The only NP in the sentence is *tigers in the forest*. Due to the lack of an NP before the VP there appears a substitute of NP i.e. the word *there* as a representation of an NP1. Furthermore, the real NP *tigers in the forest* becomes an NP functioning as a complement. Thus, the sentence fulfils the criterion of an NP preceding a VP or an NP1 and a VP.

2. Relative Pronoun and Relative Conjunction.

Traditionally a relative clause is a clause, which consists of a relative pronoun with a dependent clause. The term *dependent* and *independent clause* are now no longer appropriate because they are represented by the term sentence. The term *relative pronouns*, that is the words which refer back to the antecedent, linking the relative clause to it (Quirk, 2006, 100) are also called *relativizer* (Conrad, Susan, et.al., 2003). Crystal (:102) classifies it as a connective. He says a connective is a term used in the grammatical classification of words to characterize words or morphemes whose function is primarily to link linguistic units at any level. The connective in the following sentence is *who*.

(9) The hikers, who reached the top, were very tired.

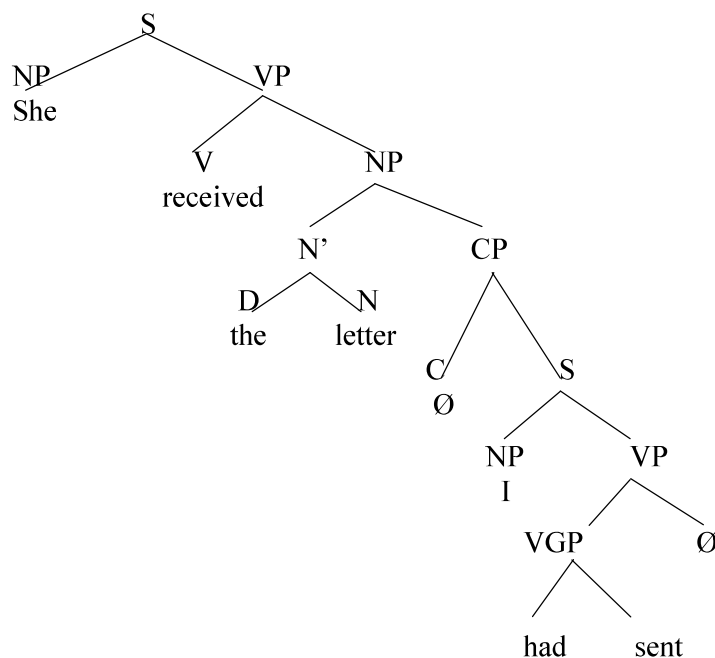
The word *who* is said to be a relative pronoun because it represents the NP *the hikers*. It is said to be a relativizer because it joins a relative clause to the noun head. The term *connective* or *connector* is more general than the term *relative pronoun* or *relativizer*. It is better to put aside different terms and use the general term *connector* or *connective* because it shows the joining function. The function can be seen in the following diagram.



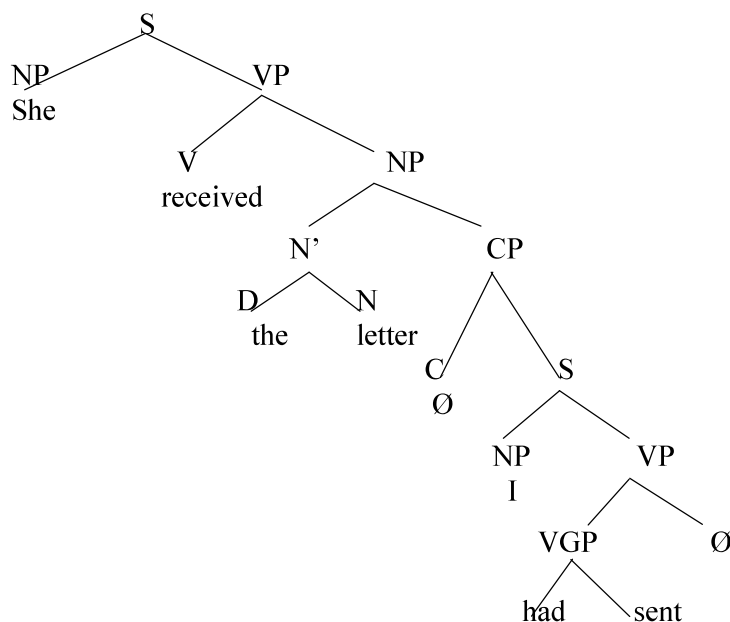
The diagram above shows the word *who* functioning as a connector rather than as a pronoun. Nevertheless, the relationship between that word and the noun head of the NP can still be seen for the head cannot take a connector *which*. It is this point of view, which leads to the idea of classifying it as a pronoun. This paper emphasizes more on the function of connector.

The presence of connector in a certain case is optional. This is seen in the following sentences.

(11a) She received the letter I had sent.



(11b) She received the letter which I had sent.



The difference between (11a) and (11b) is that in the former the connector (C) is not present or null (Ø) while in (11b) it is really expressed by the word *which*. Although *which* is not present in (11a) the function of connector is clearly understood.

3. Non-finite Clause and Verbless Clause.

A non-finite clause includes those clauses, which have non-finite verb phrases (Quirk, 71) either with or without a connector. These clauses may come before or after the main clause. When finite clauses are said to be sentences preceded by a connector either expressed or omitted such as in (11a) so do the non-finite clauses. They are sentences with non-finite verbs because the subjects are embedded with other sentences. These sentences may precede or follow other sentences such as the followings.

- (11) When he was leaving the room, he slammed the door.
- (12) When leaving the room, he slammed the door.
- (13) Leaving the room, he slammed the door.
- (14) Because he was tired and hungry, he ate up the meal.
- (15) Being tired and hungry, he ate up the meal.
- (16) Tired and hungry, he ate up the meal.

4. Complement.

The term *complement* has been used in two different ways. First, it is used in a sentence pattern serving as subject complement and object complement. In (8) the NP, *tigers in the forest*, to some grammarians is called a complement. In

(7) the NP, *a fly*, is also called a complement. The use of the term complement therefore becomes unclear. In order to overcome the problem the use of NP is advisable. Thus, the use of the terms *subject* and *object* are avoided.

5. Conclusion.

From the brief discussion, we can conclude that grammatical terms should be used correctly and consistently. The use of the terms adopted from different views results in ambiguity. Recent developments show correct use of the terms, therefore, we should leave misleading terms.

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CERTIFICATE

This is to certify that

Drs. Japen Sarage, M.A.

has participated as

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Dr. H. Kasiyarno, M.Hum.

Rector of Universitas Ahmad Dahlan

Yogyakarta, 18th September, 2014



Ani Susanti, M.Pd.B.I.

Chairperson

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c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	4,5		3,5
d. Kelengkapan unsur dan kualitas penerbit (30%)	4,5		4
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Magelang, 8 Januari 2015

Reviewer

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KARYA ILMIAH : *PROSIDING*

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Penulis Makalah : Drs. Japen Sarage, M.A.
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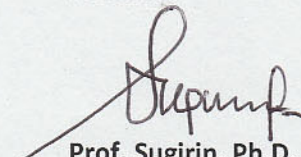
Kategori Publikasi makalah : ☒ *Prosiding* Forum Ilmiah Internasional
(beri v pada kategori yang tepat) ☐ *Prosiding* Forum Ilmiah Nasional

Hasil Penelitian *Peer Review*

Komponen Yang Dinilai	Nilai Maksimal Prosiding 15		Nilai Akhir Yang Diperoleh
	Internasional <input checked="" type="checkbox"/>	Nasional <input type="checkbox"/>	
a. Kelengkapan unsur isi buku (10%)	1,5		0.9
b. Ruang lingkup dan kedalaman pembahasan (30%)	4,5		2.4
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	4,5		2.4
d. Kelengkapan unsur dan kualitas penerbit (30%)	4,5		2.7
Total = 100 %	15		8.4

Yogyakarta, 8 Januari 2015

Reviewer


Prof. Sugirin, Ph.D.

NIP 194911271984031001

Unit kerja : Universitas Negeri Yogyakarta

Jabatan Fungsional : Guru Besar

Bidang Ilmu : Language and Language Teaching