

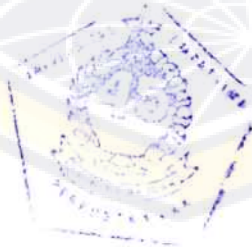
**AN ANALYSIS OF VERB GROUPS IN DORIS LESSING
“THROUGH THE TUNNEL”**



Thesis

**Presented to the Faculty of Letters University “45” Makassar in Partial
Fulfilment of the Strata One (S1) Degree at English Department**

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**FACULTY OF LETTERS
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HALAMAN PENERIMAAN

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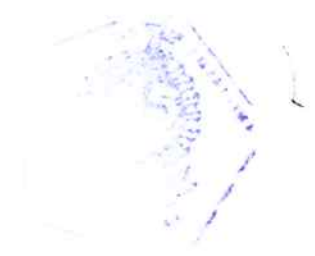
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MAY ALLAH GIVE THE BEST FOR US



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Nurhayati Suwakul

ABSTRAK

"AN ANALYSIS OF VERB GROUPS IN THE DORIS LESSING'S SHORT STORY *"THROUGH THE TUNNEL"*", merupakan judul skripsi ini. Tujuan dari penelitian untuk menemukan dan menjelaskan kategori – kategori dari verb group apa saja yang digunakan dalam kalimat – kalimat yang terdapat pada cerpen ini.

Proses pengumpulan data menggunakan penelitian kepustakaan, dengan mengumpulkan data – data yang di dapat dari buku – buku yang dianggap relevan sesuai dengan objek penelitian ini serta mencari di internet. Teknik yang digunakan oleh penulis dalam penelitian ini adalah Purposive Random Sampling, yakni penulis mengambil kalimat – kalimat secara acak sebagai data, kemudian menganalisisnya sesuai dengan fungsi dan kategori dari verb group.

Setelah menganalisis fungsi dan kategori tersebut, maka dapat disimpulkan bahwa terdapat kalimat – kalimat yang cukup rumit untuk dianalisis dan dikategorikan dalam kelompok verb group, akan tetapi kesulitan itu tidak terlalu sehingga masih bisa membedakan jenis dari verb group tersebut. Akhirnya semua dari jenis kategori tersebut bisa dianalisis dalam cerpen ini. Kelompok itu adalah; Transitive 14%, Intransitive 30%, Ditransitive 10%, Intensive 25%, Complex transitive 5%, dan Prepositional 16%. Dan di antara keenam jenis verb group ini yang paling tinggi frekuensinya adalah Intransitive Verb Group.

PAGE OF ABBREVIATION

1. A : Adjective
2. Aa : Adjunct Adverbial
3. Adv : Adverb
4. Aux : Auxiliary
5. AdvP : Adverb Phrase
6. AP : Adjective Phrase
7. Art : Article
8. Comp : Complex transitive
9. Det : Determiner
10. Dem : Demonstrative
11. Ditrans : Ditransitive
12. dO : Direct Object
13. Intens : Intensive
14. Intrans : Intransitive
15. iO : Indirect Object
16. Mod : Modal
17. NP : Noun Phrase
18. Nom : Nominal
19. oP : Object Predicative
20. Pass : Passive

21. PC : Prepositional Complement
22. PP : Prepositional Phrase
23. Past : Past Tense
24. Perf : Perfect
25. Poss : Possessive
26. Prep : Preposition
27. Pres : Present
28. Prog : Progressive
29. P : Preposition
30. S : Sentence
31. sP : Subject Predicative
32. Trans : Transitive
33. V : Verb
34. Vgp : Verb Group
35. VP : Verb Phrase
36. ʘ : Zero

Data Source: Burton and Robert in Analyzing Sentences Book (1986:)

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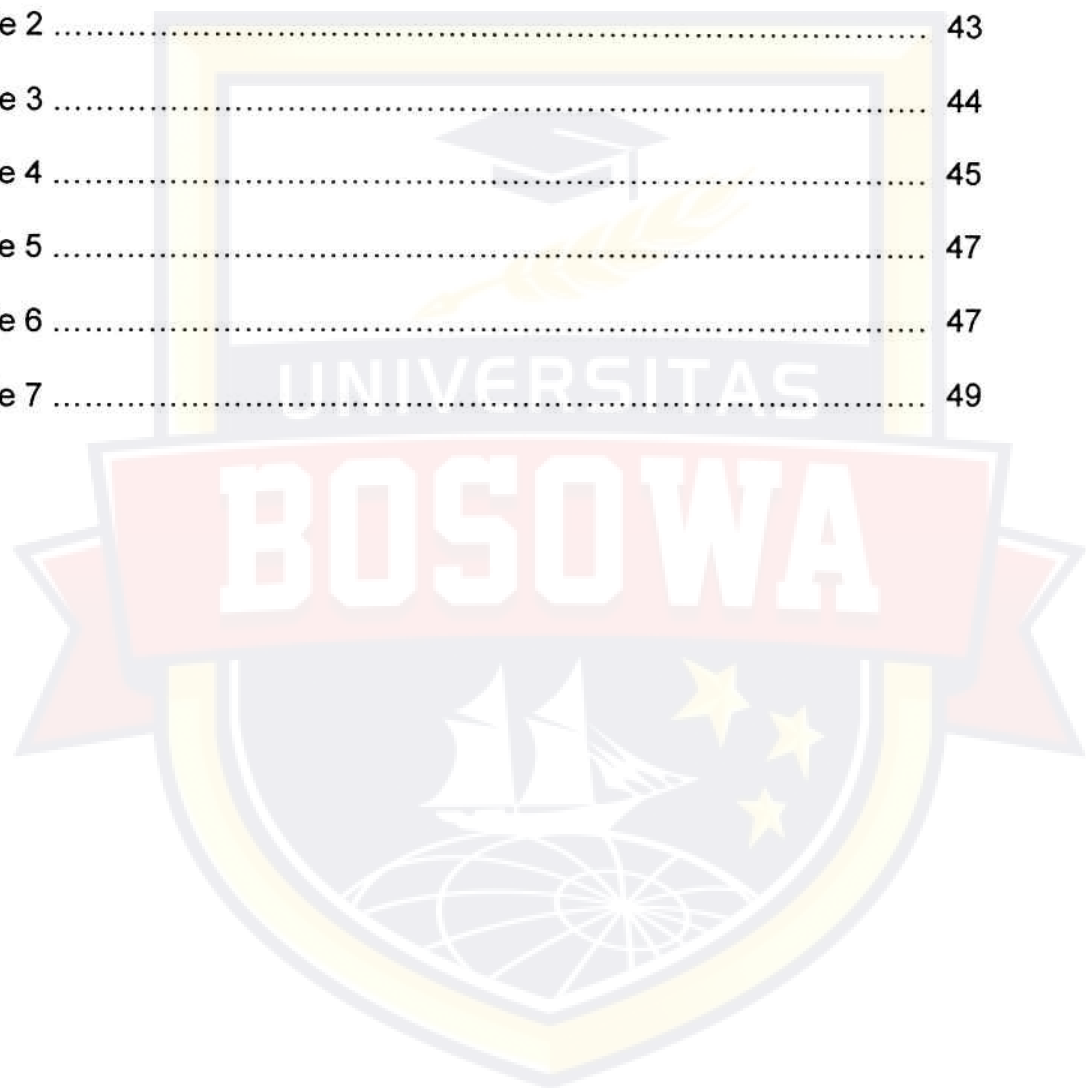


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CHAPTER I

INTRODUCTION

1.1 Background

Linguistics is concerned with “language science” or the science of language. The word of linguistics was derived from Latin word “lingua”. Latin word are still seen in many of languages that come from Latin, such as France (langue, langage), Italy (lingua) or Spanish (lengun) and in English ever borrows from France “language”. Thus, linguistic is study of language that involves phonetic, phonology, morphology and syntactic. From the fourth level and the last second in high hierarchy are morphology and syntactic, which is called grammatical, Verhaar (1990:1-7).

Every nation in this world has its own language and each language has its special rule. Two languages may be similar in aspect such as phonology, but difference in syntactic and morphology. Based on the differences, a language becomes a unique subject to know. Therefore, it becomes an interesting to be studied and researched.

Syntax is the study of language structure. Abdul Chaer (1994:206) states that syntax involves function, categories, role and devices that used to build the structure. This statement is similar with

Ramlan (1986:21), who states that "part of language that talks about the structure of sentence, clause and phrase is syntax". While according to Chomsky (1971:14), syntax is the study of the principle and process by which sentences are constructed in a particular language. It can be concluded that syntax is a study of sentence structure that consists of word classes such as noun, verb, adjective, adverb, determiner, preposition, etc. The base of syntactic component is a system of rules that generate a highly restricted (perhaps finite) set of basic string, each with an associated structural description called a base phrase-marker.

Based on the statement above, syntax is a knowledge that difficult to study and we must have knowledge to analyse it, what else that analyzed is verb group, which is a part of syntactic and more specific is including verb phrase. Verb group consists of a verb and auxiliary verb or modal auxiliary. There are some categories of verb group that will be analyzed by the writer, they are; Transitive, Intransitive, Ditransitive, Intensive, Complex transitive and Prepositional verb groups.

Therefore, the writer wants to analyse the sentences in verb groups and tries to find their forms or categories in every sentence in the literary work. "Through the Tunnel".

1.2 Identification of The Problem

After the writer explain about the reason for choosing the title.

The writer tries to identify some problem that will be the main objectives in this writing, as follows:

1. The categories or types of verb group as found in short story.
2. The function of each verb group in the short story.
3. The syntactic rule in every sentence.
4. The phrase-marker representation of verb group in the sentences.

1.3 Scope of The Problem

To analyze the structure of sentences or short form is syntactic is considered too wide. Thus the writer will limit the problem on the following:

1. The categories of verb group as found in short story.
2. The function of each verb group in the sentences.
3. The phrase-marker representation of verb group in the sentences.

1.4 Formulation of The Problem

Based on the statement above, the writer formulates the problem in question form as follows:

1. What are categories of verb groups in sentences found in short story "Through the Tunnel"?
2. What are functions of the verb group in each sentence?
3. How describe the phrase-marker representation of verb group in the short story?

1.5 Objective of The Research

There are three main objectives in this research, namely:

1. To get a clear view of the categories of verb groups.
2. To explain the functions of the verb groups.
3. To describe the sentences in diagram form that is called a phrase-marker.

1.6 Benefit of The Research

There are some benefits in this writing, as follows:

1. To know the structure of the sentences in the short story "Through the Tunnel".
2. As reference to another writer in development the research that takes the same object and can become source of information in language analysis.

1.7 Methods of Research

Method used in writing is very essential to find a good result of a research. There are some methods used in this research as follows:

1.7.1 Library Research

This method is done by the writer to collect the complement data which is obtained from books whose relevant of research objectives. The writer also employ note-taking from reading data sources. Data will be collected and classified according to the purpose of this analysis.

1.7.2 Method of Analysis

In analyzing the data, the writer uses descriptive method. That is describing the suitable data in accordance with function of verb groups in sentences then describe in diagram form or base on component that is called "phrase-marker". The sentences are chosen randomly and will be explained about the categories and function in term of verb group.

1.8 The Population and Sample

1.8.1 The Population

In this research, the method is used by the writer is Purposive Randomly Sampling. The method is purposed to consider the verb groups as the object research. The data are taken from a short story that is authored by Doris Lessing entitled "Through the Tunnel".

1.8.2 Sample

There are thirty sentences that have been selected and analyzed by the writer in this research. The samples taken from the sentences in this short story randomly and can fulfil the research purposes, which are the various of verb group.

CHAPTER II

REVIEW OF LITERATURE

Syntax is a part of language that studies the structural form in sentence. The structural forms are formed by a noun phrase as subject and a verb phrase as predicate where verb phrase must contain the verb group. In relating to this title, the writer wants to reveal several definitions that relate to this research.

2.1 Verbs

Every sentence in English has two parts to form the whole meaning and has related with another, they are; a subject contains a noun and predicate that gives the statement of subject or predicate contains a verb. Burton – Roberts (1986:71).

Frank (1972:47), states that the verb is the most complex part of speech. Verb has grammatical properties of person and number, properties which require agreement with the subject.

Fika at all (1991:2), states that verb has the action word or the verbs that give us information about something occur. In addition, the verb can reveal a state of being of things. Generally, verbs refer to action, event and process, *e.g. speak, run, ask, hear, see, etc.* The verbs like

these do not increase anything including the changes of time (tenses) or increasing of prefixes and suffixes.

According to Hariyanto and Rudy Hariyono (2003:98). There are six kinds of verb as follows:

1. Infinitive Verb

Infinitive verb has not change anything is caused the change of time or increase *s/es*.

Example: (1) they met her

(2) I like lemon

The examples above do not increase something such as tenses form or prefixes and suffixes. In English grammar, infinitive verbs are grouped becomes, they are:

a) Infinitive with *to*

Generally, infinitives with *to* or it called to infinitives are used for:

- Reveal the reason or purposes.

Example: They came here *to rest*

- As complement and placed after adjective or noun

Example: I am afraid *to tell* the news (Adjective)

He helps him to paint the car (Noun)

b) Infinitive without to

Atomically, it is independent verb without using of *to*. In English, the kind of verbs like this are used:

- After the auxiliary verb except to be (am, is, are).

They are: modal auxiliary (can, may, must, should will, have).

Example: (3) He *can* sing a song

(4) She *may* go home

- After the certain of verbs such as *tell, watch, make, discuss, etc.*

Example: (5) I hear she *tell* about the love story

(6) I *watch* the action movie

- Before the word of *need* and *dare* in negative sentence and interrogative sentence.

Example: (7) We *need not* it again

(8) She *dare not* do that

- Before the verb of *to have, to let* and *to make* in sentence has mean "*caused*"

Example: (9) *Let* him go!

2. Regular and Irregular Verb

Regular and Irregular verbs undergo some of change form that influenced by time (tense).

a) Regular verb

Generally, the verbs normally ruled with added *-d* or *-ed* in infinitive. Fika at all (1991:15).

Example: (10) last night, he *danced* with me

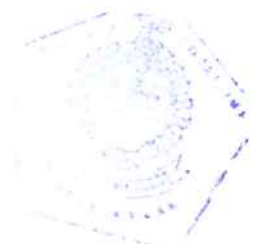
(11) We watched the movie in the cinema
yesterday

b) Irregular verb

A form of verb that formed by past tense (verb II) and past participle (verb III), fluctuate is irregularly and has its rules.

Fika at all (1991:16), explain about irregular verb and grouped become four groups, they are:

- All verbs have same form (verb I, verb II and verb III). It does not change in its form.
- All verbs have two same forms (verb II and verb III)



- All verbs have three difference forms (verb I, verb II and verb III)
- All verbs have two same forms (verb I and verb III)

To more clearly, Fika at all (1991:16) explain its terms, let us to look at the under table bellow:

	Verb I	Verb II	Verb III
A	Cost	cost	cost
	Outspread	outspread	outspread
B	Buy	bought	bought
	Catch	caught	caught
C	Drink	drank	drunk
	Drive	drove	driven
D	Overcome	overcame	overcome
	Run	Ran	run

3. Transitive and Intransitive Verb

a) Transitive verb

The verb which need object to complete sentence meaning. The objects such as noun, pronoun, etc.

Example: (12) She buys a novel that titled "Ayat – ayat cinta"

The word *buy* has no meaning if it is not added with object *a novel* that is direct object, *ayat – ayat cinta* as

predicate of the novel. Thus, to complete the meaning, the sentence must be added noun or pronoun as object.

b) Intransitive verb

It is different with transitive verb, if transitive verb need an object to complete the meaning, intransitive verb no need object as complement and the verbs always in active formed.

Example: (13) His hands were shaking

His hands as subject, while the word of *were shaking* as verb to complete meaning in the sentence.

4. Full Verb

Full verb is the verb that used to reveal an action. This verb can independent and has complete meaning without using *to*.

Verb is formed by the full verb. It is called ordinary verb, main verb, lexical verb, principal verb, meaningful verb and national verb, e.g. *sing, laugh, make, take, bring, etc*

There are two characteristics of full verb, as follows:

- a) The form can change, based on the subject or change of time, depends on the context

Example: (14) she *makes* a cake

- b) It is used to form interrogative or negative sentences and auxiliary verb such as *do*, *does* or *did*, are used to form the kinds of sentences.

Example: (14) She *does not* (doesn't) *make* a cake

(15) Did he bring his books?

5. Auxiliary Verb

The verbs are used together with other verbs to form a complete sentence. These verbs can be called "*helping verb, special verb, and special finite or syntactical operators*".

Todd and Lan Hancocky (1986:68) state that an auxiliary (also known as an auxiliary verb) which is used with other verbs to make aspectual, modal or temporal distinctions.

There are some auxiliary verbs in English grammar, as follows:

- a) To be (present: am, is, are; past: was and were)

Be is used to express progressive aspect. Involve progressive or continuous aspect because they emphasise the continuity and duration of an action. e.g. *is practising, were struggling*.

Be is used also in the expression of the passive. ie. *were followed, were robbed*

- b) Modal auxiliary (can, could, will, would, shall, should, may, might). Which are used in the expression of ability, futurity, insistence, intention, obligation, permission, possibility, and willingness. *e.g. can swim, will arrive, must go.*
- c) *Have* is the present tense of perfect auxiliary. This can be confirmed by changing the subject noun phrase to a third person singular (*e.g. he, she or Max*) and noting that *have* would then need to change to *has*. While *had* is identical in form with the past time (past perfect). Burton and Robert (1986:120). *e.g. they have gone, she has given her book to me.*
- d) There are auxiliary verb, *do* (*does* to third subject), *did*) which is often called the *do*-auxiliary because although it is syntactically significant it has little semantic rule. *Do* is used to form negative and interrogative. *e.g. Does he sing? (Interrogative), she does not sing (interrogative negative).*

6. Linking Verb

Linking verbs function as a link between subject and pronoun or adjective that explains the subject.

Example: (16) she *looks around* to find someone else (looks

around refer to subject *she*, while *someone else* as pronoun)

2.2 Verb Phrase

Subject

John

It

This book

Predicate

frightens me

is fascinating

is expensive

The subject may assume various forms, somewhere more complex than other, but all of them are referring expression, that is to point out some entity, such as *John* point out the individual named John; *it* points out something that the hearer is assumed to know; *this book* points out a particular book. Since a sentence contains at least one noun or pronoun, it is called **Noun Phrase**.

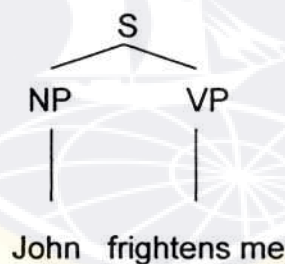
The predicate is a relating expression in that it relates the subject to some action or some property. Since the predicate always

contains at least a verb; it is called **Verb Phrase**. Fromkin and Rodman (1973:75).

Phrase is unit of syntactic which pattern into words form. This means that phrases may be described in terms of the classes of words that have function in them.

According to Burton and Roberts (1986:14), state that phrases are sequences of words that can function as constituents in the structure of sentences. A phrase is a syntactic structure that consists of more than one word. (<http://en.wikipedia.org/wiki/litotes>)

Tree diagram is intended to represent structure by marking which sequences of words in a sentence are its constituent phrases, such diagram are called **PHRASE MARKER**. Below is a diagram form of phrase.



The basic sentence consists of a Noun Phrase as subject and a Verb Phrase as predicate.

There are two senses for verb phrase:

1. In traditional terminology, a verb phrase is a phrase that has syntactic role of a simple verb and composed of main verb and auxiliary verbs or verbal particles related syntactically to the verb.
2. In generative grammar, a verb phrase is a syntactic unit that corresponds to the predicative. In addition to the verb, this includes auxiliaries, objects, object complements, and other constituents apart from the subject. (<http://en.wikipedia.org/wiki/litotes>).

According to Jackson (1982:72), a verb phrase contains one lexical verb as head and may have up to four auxiliary verbs, besides the negative word *not* as modifier.

The lexical verb is always the last element in the verb phrase. e.g. *may not have being interrogated*, in which the lexical verb is *interrogate* and the other elements auxiliary verbs together with *not*.

The lexical verb carries the primary reference of the verb phrase, relating to an action, process or event in extra linguistic reality, while the auxiliary verbs distinguished between primary auxiliaries (*be, have, do*) and modal auxiliaries (*can, may, will, must, etc*).

Hariyanto and Rudy Hariyono (2003:18), states that verb phrase is group between auxiliary verb and verb that formed by one tense certain. e.g. *I can walk, she has gone*. *Can* as the modal auxiliary increased the verb *walk* (infinite), while *has* as primary auxiliary increased the third verb that influenced by tense.

Ramlan (1986:159), states that verb phrase has a similar distribution with verb. The similar distribution can be known clearly from this sentences that explain it.

Example: (17) Ani and Ana are reading a new book in the library

(18) I read a new book in the library

The phrase *are reading* on the clause has similar distribution with word *read*. The word of *read* include verb and the phrase *are reading* include too verb.

In linguistic, a verb phrase or VP (for the sort) is a syntactic structure composed of the predicative elements of a sentence and functions in providing information about the subject of the sentence. While in the generative grammar, the verb phrase is a phrase by a verb. A verb phrase may be constructed from a single verb, often the verb phrase will consist of various combinations of the main verb and any auxiliary verbs, plus optional specifies, complements and adjuncts.
(<http://en.wikipedia.org/wiki/litotes>)

Based on the definitions, the writer can conclude that verb phrase consists only of main verbs, auxiliary verbs, and other infinitive or participle constructions. To know clearly, look the examples that consider the following this sentences.

Example: (19a) Yankee batters hit the ball to win their first World Series since 2000

(20a) Mary saw the man through the window

(21a) John gave Mary a book

Point (19a) contains the verb phrase made up only of the verb *to hit*, point (20a) contains the main verb *see*, the noun phrase (NP) complement *the man*, and the prepositional phrase (PP) adjunct *through the window*. Additionally, point (21a) contains the main verb *gave* and two complements, the noun phrase *Mary* and *a book*, both selected by the verb in the case.

2.3 The Combination of Verb Phrase

A verb phrase is a combination of a verb and preposition, a verb and adverb, or verb with an adverb and preposition, etc. This combination is one characteristic to extend its intention phrase which increased by new component. According this statement in Krohn's book

(1971:25-27), explains the combination between verbs with other components, as follow:

(20) Verb + Preposition + Object

He called on them

= Verb (called) + Preposition (on) + Object (them)

(21) Verb + Noun Phrase + Verb

I see him go

= Verb (see) + Noun Phrase (him) + Verb (go)

(22) Verb + Adverb

They answered correctly

= Verb (answered) + Adverb (correctly)

(23) Verb + to + Verb

George wants to go

= Verb (wants) + to + Verb (go)

(24) Verb + Adverb + Preposition

He got up from the seat he was occupying

= Verb (got) + Adverb (up) + Preposition (from) + Object (the seat he was occupying)

2.4 Functions and Categories of Verb Phrase

2.4.1 The Functions of Verb Phrase

Verhaar (1990:70-71), states that to complete the meaning in sentence is certain consists of functions and categories. Its functions consists *subject, object, complement, adverb* etc. While the categories consist, such as *noun, verb, adjective, preposition*, etc.

Therefore, the writer employed the explanation about functions in sentence.

1. As subject

Subject is a phrasal constituent that marked by Noun Phrase (NP).

The Subject as noun phrase in the sentence can be realised by the following forms:

- a) A determiner. Noun phrase introduced by a determiner is usually called a determiner phrase

Example: (22) The large car stopped outside our house

- b) A gerund. This can be shown to behave in many respects

Example: (23) Eating is a pleasure

- c) An infinitive. This can be shown to behave many respects as embedded clauses

Example: (24) To read is easier than to write

- d) A full clause, introduced by the complementizer *that*, itself containing a subject and a predicate

Example: (25) That he had travelled the world was known by everyone

2. As object

An object in grammar is a sentence element and part of sentence predicate.

Example: (26) Bobby kicked the ball

In sentence, *Bobby* is the subject, while *kick* is the action, and *ball* is the object.

There are three type of objects in sentence, they are; direct objects, prepositional objects and non-prepositional objects.

Example: (27) We threw knives, *knives* is the **direct object** of the verb *threw*

(28) We listened to the radio, *the radio* is the object of the preposition *to*, and the **prepositional object** of

(29) They sent him a postcard; *him* is the
(non-Prepositional) indirect object of the verb *sent*
 which uses a double - object construction

Commonly, there are forms of object in sentence, as follows:

a) A noun or noun phrase

Example: (30) I remembered *her advice*

b) An infinitive

Example: (31) I remembered *to eat*

c) A gerund

Example: (32) I remembered *being there*

d) A declarative content clause

Example: (33) I remembered *that he was blond*

e) An interrogative content clause

Example: (34) I remembered *why she had felt*

f) A fused relative clause

Example: (35) I remembered *what she wanted me to*

3. As complement

The term complement is used with different meaning. The meaning of complement is a word, phrase or clause which is necessary in a

sentence to complete its meaning. It can be found the complements as a sentence element.

- a) Subject complement. A subject complement tells more about the subject by means of the verb. The elements in sentence are *Subject + Verb + Complement*.

Example: (36) Mr Jenner is a management consultant
(a predicative nominal)

- b) Object complement. An object complement tells more about the object by means of the verb. The elements in sentence are *Subject + Verb + Object + Complement*.

Example: (37) We elected him chairman
(a predicative nominal)

- c) Adverbial complement. Adverbial central to the meaning of a sentence are usually adjunct. Adverbial complement often occurs with a form of the copula be acting as a clause's verb. The contents structure is *Subject + Verb + Adverbial Complement*.

Example: (38) John is in the garden

4. As adverb.

In linguistics adverb or adjunct is a sentence element that establishes the circumstances in which the action or state expressed by the verb take place. The following sentence uses adverb of time and place

Example: (39) Yesterday, Lorna saw the dog in the garden.

Yesterday is adverb of time, while *in garden* is adverb of place

2.4.2 The Categories

The relation between categories and function can not be separated, because function elements can be only filled by category of certain word or phrase. The category is divided in two word class, which is open and closed class.

1. Open Class

Huddleston (1988:24) reveal that Open class are called because they readily accommodate the addition of new embers as the vocabulary of the language adapts itself to the changing need of its speaker.

The categories in open class, as follows:

a) Noun

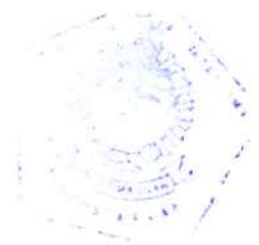
The noun is one of the most important part speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the *head* word in many structure of modification. Frank (1972: 6).

Frank (1990:1), states that the functions of noun can shape subject, object, preposition, and complement.

Generally, noun refers to "things" in the broadest sense. The class of nouns is divided into a number of subclass; they are proper nouns and common nouns. Proper noun refer to unique *things*, (such as people, places or institutions), while common nouns do not refer to unique things, but it divided into subclass again, they are concrete and abstract.

b) Verb

Verbs refer to actions, event and processes. They typically have a number of distinct forms; infinitive (*to walk*), third



person singular (*walks*), present tense (*walking*), past tense (*walked*).

According to Jackson (1982:62) says that, the main division among verbs is that between auxiliary verb and lexical verb.

Auxiliary verbs are closed subclass and have many grammatical functions that include *be*, *have* and *do* in certain uses of these verbs, and additionally the modal verbs, i.e *can*, *could*, *will*, *would*, *shall*, *should*, *may*, *might*, and *must*. While the lexical verb a distinction between transitive and intransitive.

c) Adjective

Frank (1972:109), states that the adjective is a modifier that has the grammatical property of comparison. Its position usually is before the noun it modifies and the position is well.

According to Hariyanto and Rudy Hariyono (2003:60-61), states that adjective is the word used to give adjective for the thing.

In English grammar, there are two using of adjective in a sentence, as follows:

- **Attributive adjective.** In this position, adjective used to explain the word directly.

Example: (40) Lazy student

(41) Fat man

- **Predicate adjective.** It is used to explain the word indirectly.

Example: (42) She is very happy

(43) They are strong

d) Adverb

Jackson (1982:63), states that adverbs represent a very diverse set of word. Basically, there are two kinds; refer to circumstantial information about the action, event or process, such as the time, the place or the manner of it, and other serve to intensify other adverbs and adjectives.

In meaning, adverb having a strong lexical content that describe the action of the verb or those that indicate such meanings as time and place to those that are used merely for emphasis.

- **Time.** Time form has two kinds to reveal adverb, which is definite time and indefinite time. **Definite**

time, the adverb have a fixed boundary in time, such as yesterday, today, tomorrow, while **Indefinite time**, has not fixed boundary, the words like as *recently, now days, soon, already, still, just, immediately*. And the words denoting a sequence in time such as *now, then, before, after (wards), next, first, and later*.

Example: (44) He works night and sleep days

- **Place.** Among the adverbs of place and direction may be included some prepositional forms appearing after the verb, the words such as hither (*here*), thither (*there*), yonder (*over there*), hence (*from here*), thence (*from there*), and whither (*where*).

Example: (45) He came in

(46) They walked down

- **Manner.** The manner adverb has the most characteristic adverbial form (an *-ly* ending added to a descriptive adjective).

Example: (47) he can speak English with fluently

2. Closed Class

That include the closed class are:

a. Pronoun

The traditional definition of a pronoun as *a word that takes the place of a noun* is applicable to some types of pronoun but not to others. Pronoun as the name implies have the main function of substituting for nouns, once a noun has been mentioned in a particular text.

There are several subclasses. The central subclass is that of *personal pronoun, reflexive pronoun, and possessive*. Another subclass is that of *interrogative pronoun, relative pronoun and demonstrative pronoun*.

b. Numeral

Numerals are of three kinds, they are ordinal, cardinal, and fraction.

- **Ordinal numerals.** The name indicates specify the order of an item and comprise the series, such as *first, second, third, fourth etc.*

- **Cardinal numerals** do not specify order, but merely quantity and comprise the series such as, *one two, three, four, etc.*
- **Fractions**, such as $1/2$ (*a half*), $1/3$ (*a third*), $1/4$ (*a fourth or a quarter*), $1/5$ (*a fifth*), etc.

c. Determiner

Determiners are a class of words that are used with nouns and have the function of defining the reference of the noun in some way. The class is divided into two broad groups, they are:

1. **Identifier.** That is including three subclasses, they are:
 - Article (*the, a, and an*)
 - Possessive (*my, your, his, her, its, their, our*)
 - Demonstrative (*this, that, those, these*)

2. **Quantifier.**

Quantifiers are expression of indefinite quantity and this class has some members in common with that of indefinite pronouns. That includes in quantifier are a *lot of, many, few, several, little.*

Example: (48) a lot of cheese

(49) Few ideas

d. Preposition

Prepositions have as their chief function that of relating a noun phrase to another unit. The relationship may be one of **time** (e.g. *after the meal*), **place** (e.g. *in front of the bus*) or **logic** (e.g. *because of his action*).

According to Todd and Lan Hancocky (1986:366), state those prepositions are word like *at, in, with* which preceded noun, noun phrases and pronouns to form a unit.

The other function of prepositions is to be tied to a particular verb or adjective and to link that verb or adjective with its object.

e. Conjunction

Frank (1972: 206) mentions that there are two types of conjunction coordinate and subordinate. **Coordinate conjunction** such as *and, or, but* which join two items on an equal footing.

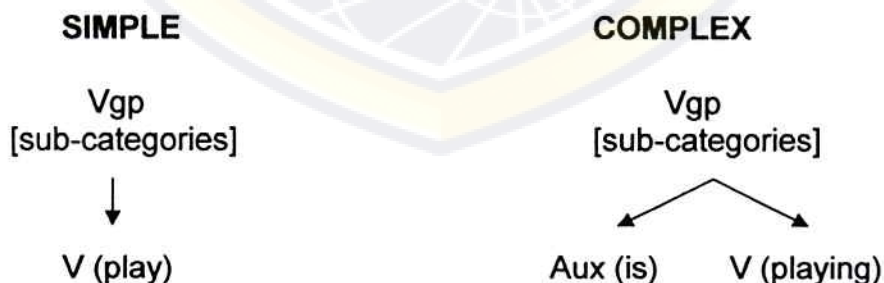
Example: (50) George studied in the library, *and* Paul
watched a movie

While **Subordinating conjunction** such as *when, if, why, whether, because, since* which subordinate one item to another in some way.

Example: (51) John will stay home *if* the weather is not nice

2.5 Verb Group

Burton – Roberts (1986:116) states that, a Verb Group consists of just a head verb without auxiliary modification, it called a Simple Verb Group, while a Verb Group with modification by auxiliary verb, it called Complex. A simple Vgp just have a lexical verb (V) as its daughter, while a complex Vgp has two daughters, Auxiliary (AUX for short) and V. To more clear, look the under explanation of Vgp that marked by phrase.



There are six kinds of verb group, they are:

1. Transitive Verb Group

Fika at all (1991:13), explain that transitive is a verb that used in active sentence and must have complement, it is object. e.g. *read, answer, ask, find, build, etc.* in sentence, *I send the letter to my cousin.* This point showing us that the word of *send* is transitive verb and *to my cousin* is complement as an object.

The explanation similar with Hariyanto and Rudy Hariyono (2003:118), both of them state that transitive is a verb that requiring object to complete its meaning. In other words, this verb can not independent without noun or pronoun as an object.

While, according to Hartanto at all (1986:188), transitive verb is verb which need object in sentence.

Example: (52) He killed a snake,

(53) She ate rice

They explain too about the forms of object, they are:

a) Noun

(54) He killed *a snake*

(55) They kick *a ball*

b) Pronoun

(56) That snake bit *her*

c) Infinitive

(57) He desires to success

d) Gerund

(58) I disliked hunting

e) Phrase

(59) She does not know *how to on computer*

f) Clause

(60) They do not know *what he wants*

As the explanation about the definitions of transitive, the writer concludes according to her opinion that transitive which need an object as complement in sentence and the object can shape of noun, pronoun, infinitive, clause, etc.

2. Intransitive Verb Group

Todd and Lan Hancocky (1986:253), states that transitive is the term that applied to verb which do not take an object. *e.g. she arrived.*

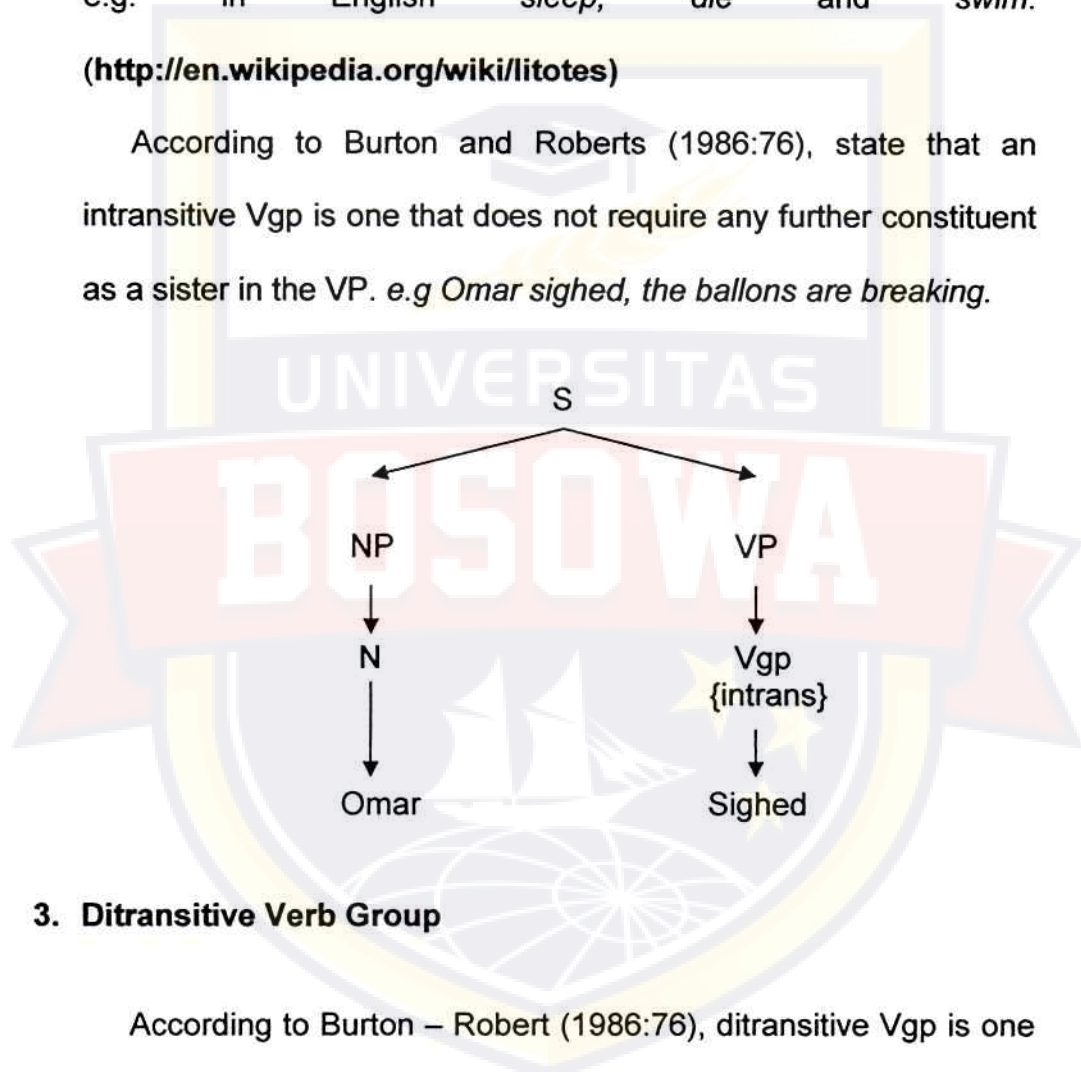
Hartanto at all (1986:192), mention that intransitive is verb which does not require an object to complete the mean. *e.g horse run, river flow, bird fly.*

Fika at all (1991:13), Intransitive is a verb which used in active sentence and does not require the object.

An intransitive verb has a subject but does not have an object, e.g. in English *sleep*, *die* and *swim*.

(<http://en.wikipedia.org/wiki/litotes>)

According to Burton and Roberts (1986:76), state that an intransitive Vgp is one that does not require any further constituent as a sister in the VP. e.g *Omar sighed*, *the ballons are breaking*.



3. Ditransitive Verb Group

According to Burton – Robert (1986:76), ditransitive Vgp is one which requires two NPs as its complement. The first complement NP is functioning as indirect object, while the second complement

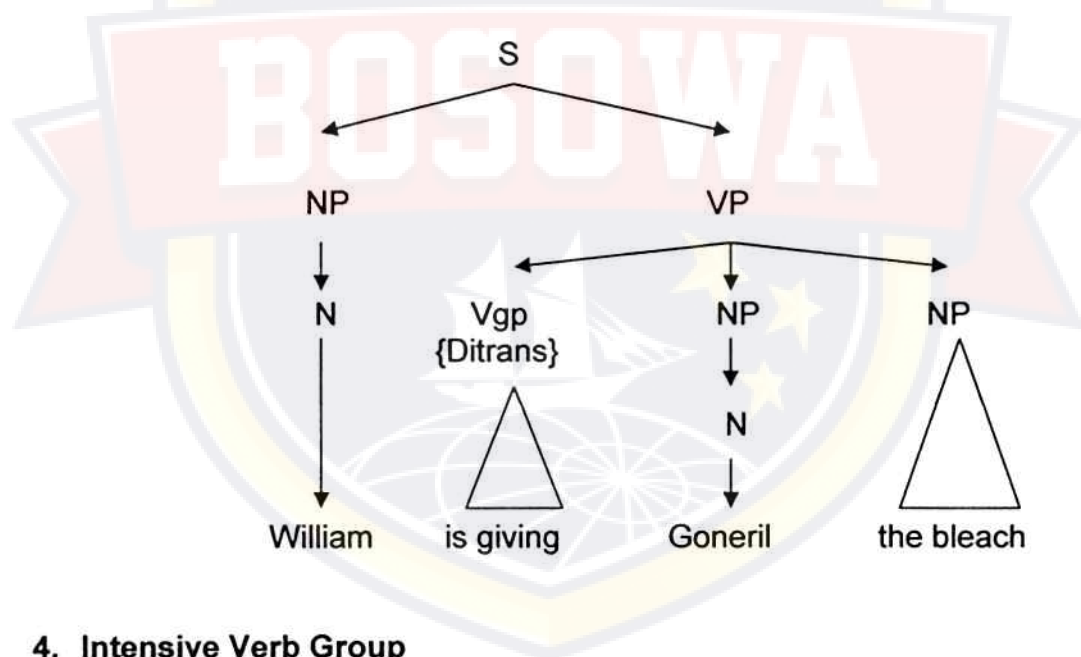
NP is functioning as the direct object. As example, look the under sentences:

(61a) William is giving **Goneril** *the bleach*

(62a) The staff have sent the **general** *a message*

(63a) Max will buy **his butler** *a salami-slicer*

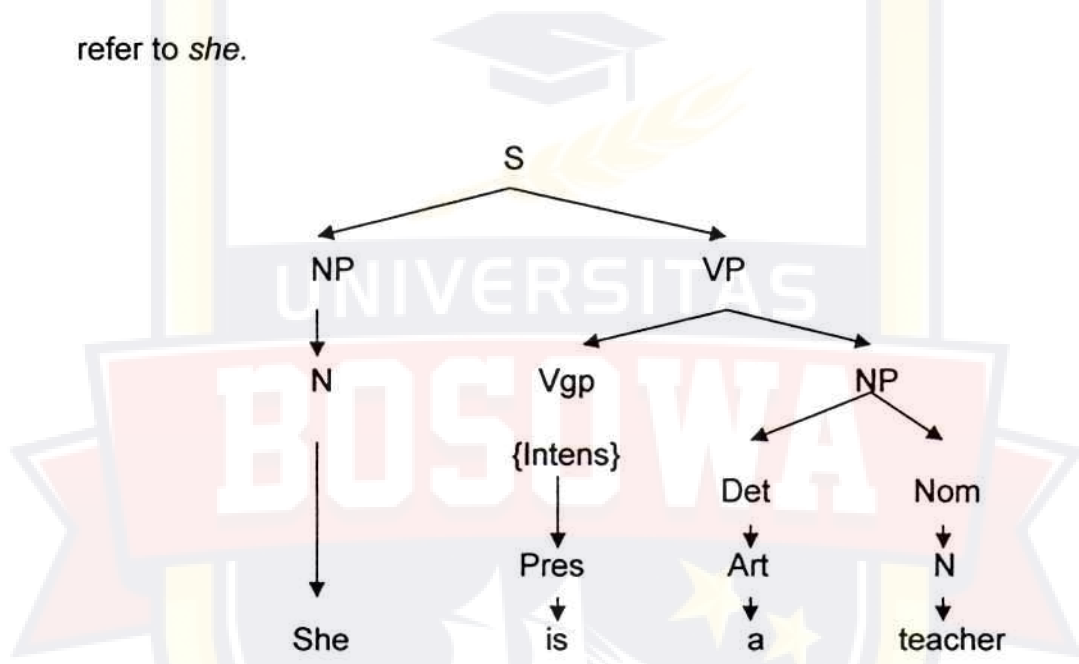
In (61a) – (63a) the first complement NP (in bold) is said to function as the Indirect Object of the ditransitive verb. The second complement NP (in italics) functions as the Direct Object. Here is a Phrase – Marker of a ditrans (for the short).



4. Intensive Verb Group

Intensive verb group is sentence structure where object of sentences may function as complement subject.

Burton and Roberts (1986:78) states that an intensive Vgp differs from monotransitive and a ditransitive verb in that it can be complemented by a single Adjective Phrase, or Noun Phrase, or Prepositional Phrase. Example: (64) She is a teacher. In sentence, *she* as a subject, while *a teacher* as its subject predicative that refer to *she*.



5. Complex transitive Verb Group

According to Burton and Roberts (1986:81), Complex transitive Vgps combine monotransitive complementation with intensive complementation. In other words (like monotransitive) complex transitives are complemented by an NP functioning as a direct

object and (like intensive) an NP, an AP, or a PP functioning as a predicative.

Complex Vgp is which combine with an object predicative or an obligatory adverbial in addition to the subject and a direct object.

Example: with object predicative:

(65) He made her happy

(66) She found it interesting

With obligatory adverbial:

(67) She put the books in her bag

(68) They keep the diamonds in a safe

6. Prepositional Verb Group

The word preposition derives ultimately from Latin *Praepone*, that is meaning *to put in front of* and Latin *Prels* always preceded and governed a noun phrase. Todd and Hancocky (1986:366).

Preposition is verb showing connection between noun, pronoun, and other words in sentences. Prepositional verb is a unit consisting of a verb + a preposition. *e.g. she went into labour.*

Burton and Roberts (1986:82), state that Prepositional verbs must be complemented by a prepositional phrase. Prepositional

phrase is phrase that completed by a preposition. e.g. *at, on, in, front of, to, etc.*



CHAPTER III

DATA ANALYSIS

As the explanation of previous chapter, all data in this research were taken from a short story written by Doris Lessing and entitled "Through the Tunnel". The sentences were taken randomly with use Purposive Randomly Sampling Technique that had been explained previously.

After the all data had taken through this short story, finally there are thirty sentences that taken randomly and expected can fulfil this research, which are the various of verb groups.

3.1 The Grouping and Explanation of Sentences Based on Categories and Function of Verb Group.

Data are taken from a short story and then grouped based on the function and categories of verb group that is a research object. As we know that in the Chapter II, it had been explained about verb group that there are six kinds of verb groups, namely:

1. Transitive Verb Group or Monotransitive (Trans)
2. Intransitive Verb Group (Intrans)
3. Ditransitive Verb Group (Ditrans)

4. Intensive Verb Group (Intens)
5. Complex-transitive Verb Group (Complex)
6. Prepositional Verb Group (Prep). (See page: 32 – 37)

Those sentences that found in this short story then arranged in relating to the verb group. This grouping too can help us to see the of each verb group used.

1.1.1 Transitive Verb Group

It is called Monotransitive is a verb group (Vgp) which requires a single Noun Phrase to complement it. The Noun Phrase that complements a transitive verb is said to function as its direct object.

Table 1

No. Pg	No	Sentences	Function
16	1	The English boy swam toward them, and kept his distance at a stone's throw	<u>The English boy</u> <u>swam</u> <u>toward</u> S V Aa <u>them</u> <u>and</u> <u>kept</u> <u>his distance</u> Conj V O <u>at a throw</u> P
45	2	He could see the hole	<u>He</u> <u>could see</u> <u>the hole</u> S V dO
59	3	The big boys had made the passage while he counted a hundred and	<u>The big boys</u> <u>had made</u> <u>the</u> S V <u>passage</u> <u>While</u> <u>he</u> <u>counted</u> dO Comp S V

		sixty	<u>a hundred</u> P	<u>and</u> Conj	<u>sixty</u> P
79	4	He could see the local boys diving and playing half a mile away	<u>He</u> S	<u>could see</u> V	<u>the local boys</u> dO
			<u>diving</u> V	<u>and</u> Conj	<u>playing half a</u> V P
			<u>away</u>		

Data sources: paragraph 16, 45, 59 and 79.

3.1.2 Intransitive Verb Group

Intransitive does not require any further constituent as sister in the verb phrase. In other words, it does not require object as its complement, but without object it is to be a complete sentence.

Table 2

No. Pg	No	Sentences	Function		
24	1	They looked down gravely, frowning	<u>They</u> S	<u>looked down gravely,</u> V	<u>frowning</u> V
9	2	She was thinking	<u>She</u> S	<u>was thinking</u> V	
66	3	His hands were shaking	<u>His hands</u> S	<u>were shaking</u> V	
62	4	He was frightened	<u>He</u> S	<u>was frightened</u> V	
53	5	His chest was hurting	<u>His chest</u> S	<u>was hurting</u> V	

51	6	He saw that the sun was low	<u>He</u> <u>saw</u> <u>that</u> <u>the sun</u> <u>was</u> S V Comp S V <u>low</u> AP
74	7	His head was swelling, his lungs crackling	<u>His head</u> <u>was swelling</u> , <u>his</u> S V S <u>lungs</u> <u>crackling</u> V
75	8	He felt he was dying	<u>He</u> <u>felt</u> <u>he</u> <u>was dying</u> S V S V
85	9	She was worried	<u>She</u> <u>was worried</u> S V

Data sources: paragraph 9, 24, 51, 54, 62, 66, 74, 74 and 85

1.1.2 Ditransitive Verb Group

A ditransitive is Vgp which requires two Noun Phrases as its complement. The first NP is said to function as the indirect object of the ditransitive verb. The second complement NP function as the direct object.

Table 3

No. Pg	No	Sentences	Function
7	1	She gave the idea her attention	<u>She</u> <u>gave</u> <u>the idea</u> S V dO <u>her attention</u> iO
50	2	He could hear the movement of blood in his	<u>He could hear</u> <u>the movement</u> S V iO

		head	<u>of blood</u> iO	<u>in his head</u> dO
23	3	He could see nothing the stinging salt water but the blank rock	<u>He</u> S	<u>could see</u> V
			<u>stinging water</u> iO	<u>nothing the</u> iO
				<u>but</u> Conj
			<u>the blank rock</u> dO	

Data sources: paragraph 7, 23 and 50

1.1.3 Intensive Verb Group

Intransitive Vgp differs from transitive and a ditransitive verb in that it can be complemented by a single Adjective Phrase, or Noun Phrase, or Prepositional Phrase.

Table 4

No. Pg	No	Sentences	Function
3	1	She looked patient, then smiled	<u>She</u> S
			<u>looked</u> V
			<u>patient, then</u> AP
			<u>smiled</u> V
10	2	He was an only child, eleven years old	<u>He</u> S
			<u>was an only child, eleven</u> V
			<u>years old</u> sP
10	3	She was a widow	<u>She</u> S
			<u>was</u> V
			<u>a widow</u> sP
9	4	I must be careful	<u>I</u> S
			<u>must be</u> V
			<u>careful</u> A

13	5	He was a good swimmer	<u>He</u> S <u>was</u> V <u>a good swimmer</u> sP
39	6	It was like a water dance	<u>It</u> S <u>was like</u> V <u>a water dance</u> sP
85	7	He can swim like a fish	<u>He</u> S <u>can swim</u> V <u>like a fish</u> sP
75	8	He was no longer quite conscious	<u>He</u> S <u>was no</u> V <u>longer quite</u> AP <u>conscious</u> AP

Data sources: paragraph 3, 9, 10, 13, 75 and 85

1.1.4 Complex Transitive Verb Group

It is one Vgp which combine transitive complementation with intensive complementation. In other words, (like transitive) complex transitive are complemented by a NP functioning as a direct object and (like intensive) are complemented by an NP, or AP, or PP functioning as a predicative.

50	3	He looked down into the blue of water	<u>He looked down into the blue</u> S V PC <u>of water</u>
36	4	He understood that he must swim down to the base of rock from the surface of the water	<u>He understood that he must</u> S V Comp S V <u>swim down to the base of rock</u> Aa <u>from the surface of the water</u> Aa
80	5	In a short while, Jerry swam to shore and climbed slowly up the path to the villa	<u>In a short while, Jerry swam</u> PC S V <u>to shore and climbed</u> PC Conj V <u>slowly up path to the villa</u> Aa

Data sources: paragraph 1, 36, 50, 53 and 80

3.2 The Percentage of the Appearance of Each Verb Group

There are thirty sentences that taken from this short story. All of the categories of verb group can representative to fulfil this research. They are Transitive (Monotransitive), Intransitive, Ditransitive, Intensive, Complex transitive, and Prepositional. The detailed summary of the percentage of data can be seen as follows:

Table 7

No	Verb Group	Frequency	Percent
1	Transitive Verb Group	4	14 %
2	Intransitive Verb Group	9	30%
3	Ditransitive Verb Group	3	10%
4	Intensive Verb Group	8	25%
5	Complex transitive Verb Group	1	5%
6	Prepositional Verb Group	5	16
		30	100%

From the above of data clearly shows that Intransitive Verb Group is the most frequently appeared and dominated another verb group. The

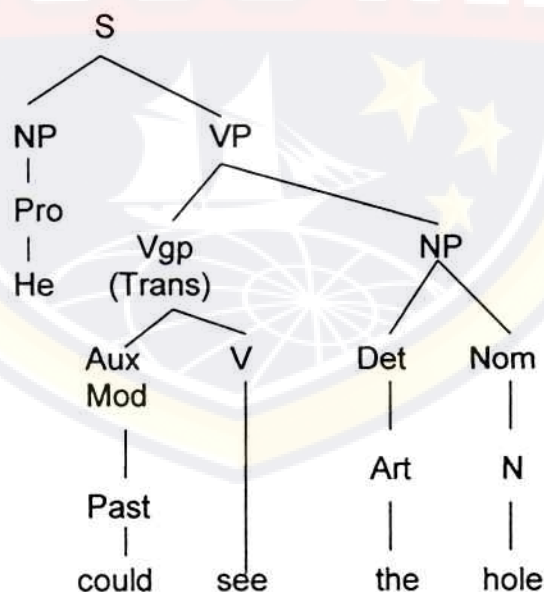
second is Intensive Verb Group, while the low position of verb group is Complex Verb Group.

3.3 The Analysis of the Data Based on Phrase Marker

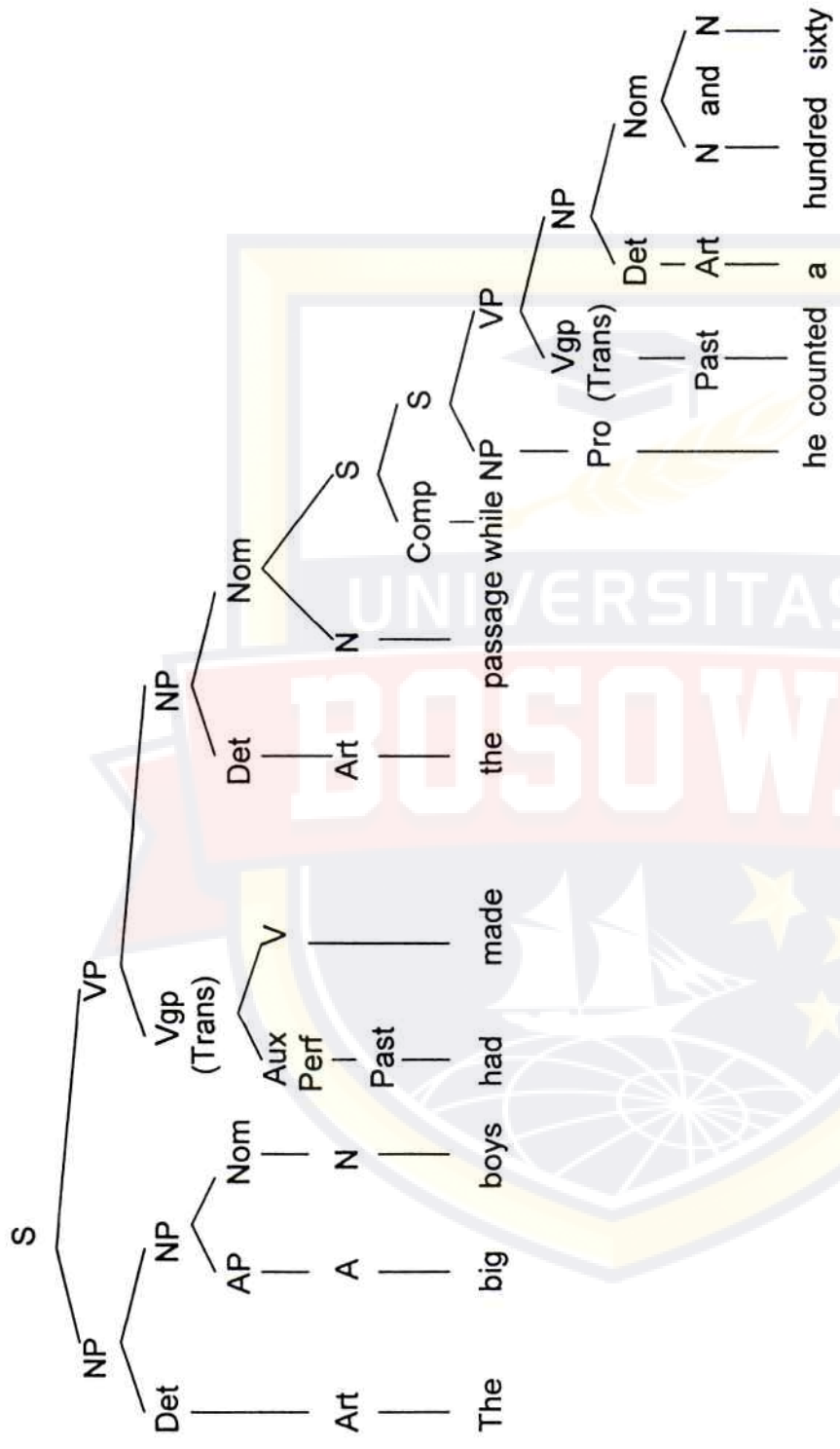
This analysis is intended to show the categories and function of verb group that are marked by Phrase Marker. It proposed to know clearly about verb group in each constituent of sentences. The following tree-diagrams of verb group are derived from Burton and Robert's book *Analyzing Sentence* (1986).

3.1.1 Transitive Verb Group

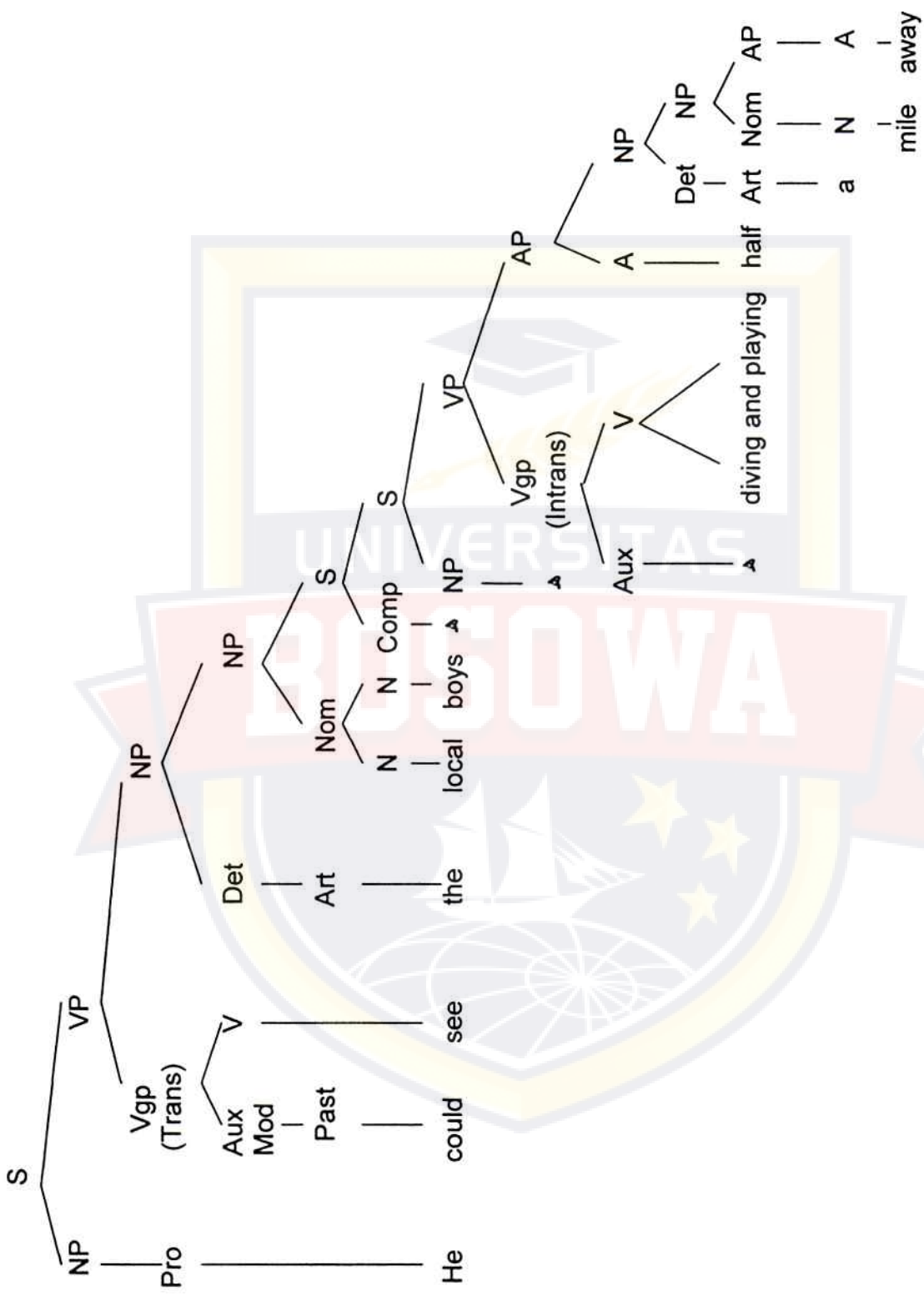
1) Sentence: He could see the hole



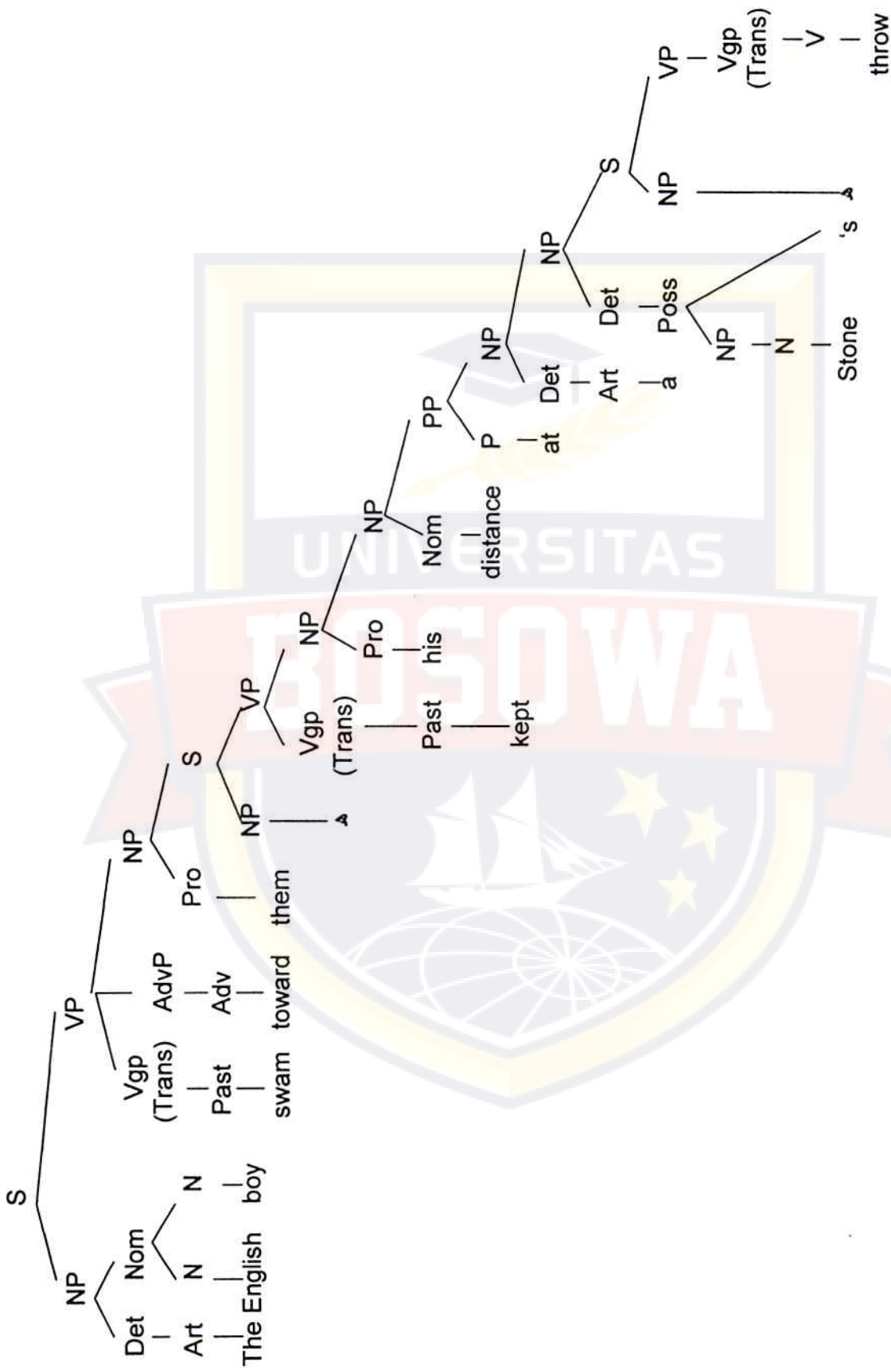
2) Sentence: The big boys had made the passage while he counted a hundred and sixty



3) Sentence: He could see the local boys diving half a mile away

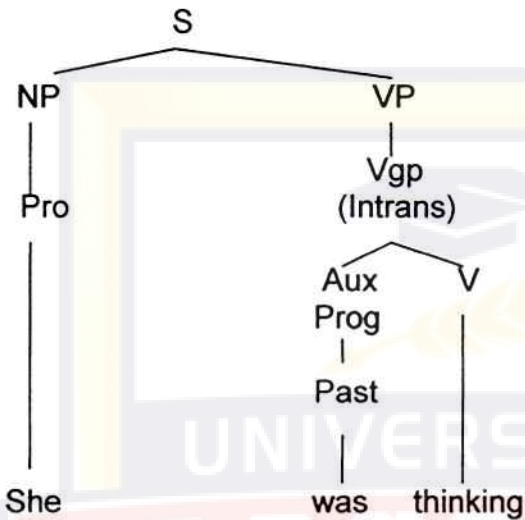


4) Sentence: The English boy swam toward them and kept his distance a stone's throw

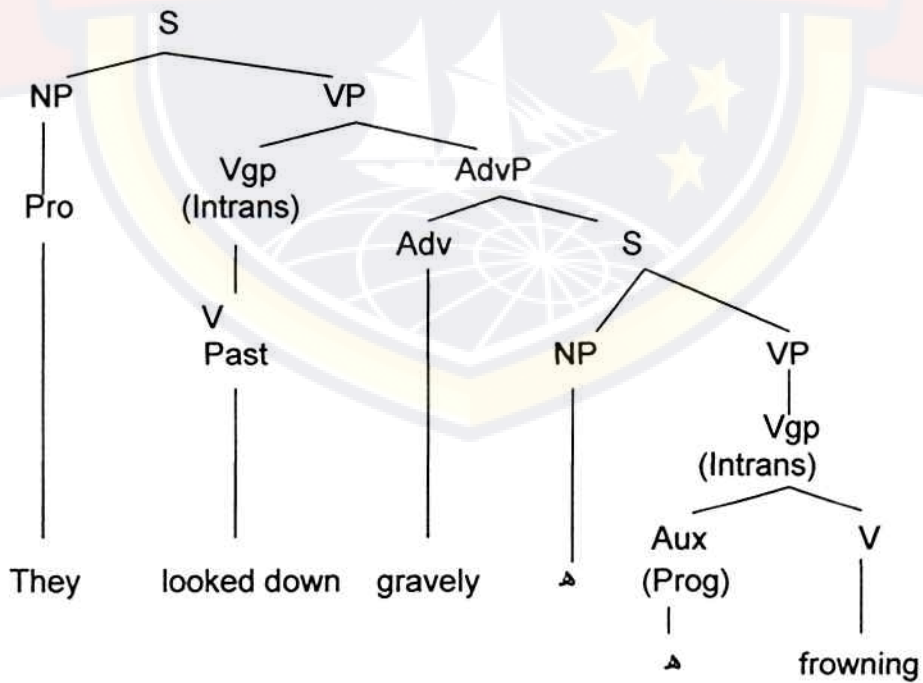


3.1.2 Intransitive Verb Group

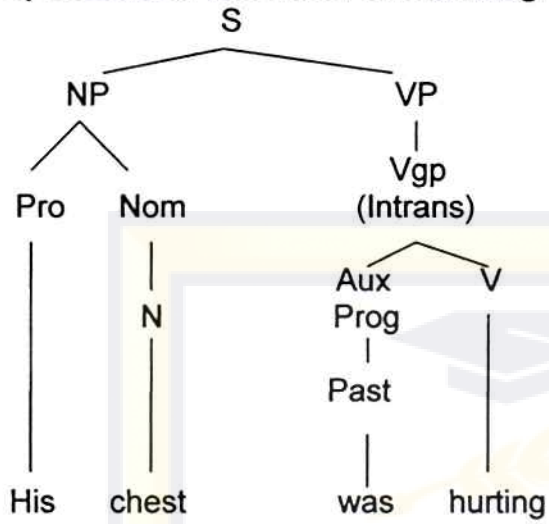
1) Sentence: She was thinking



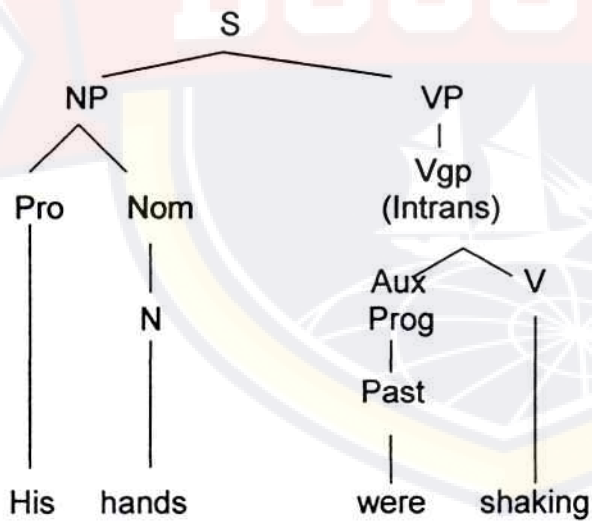
2) Sentence: They looked down gravely, frowning



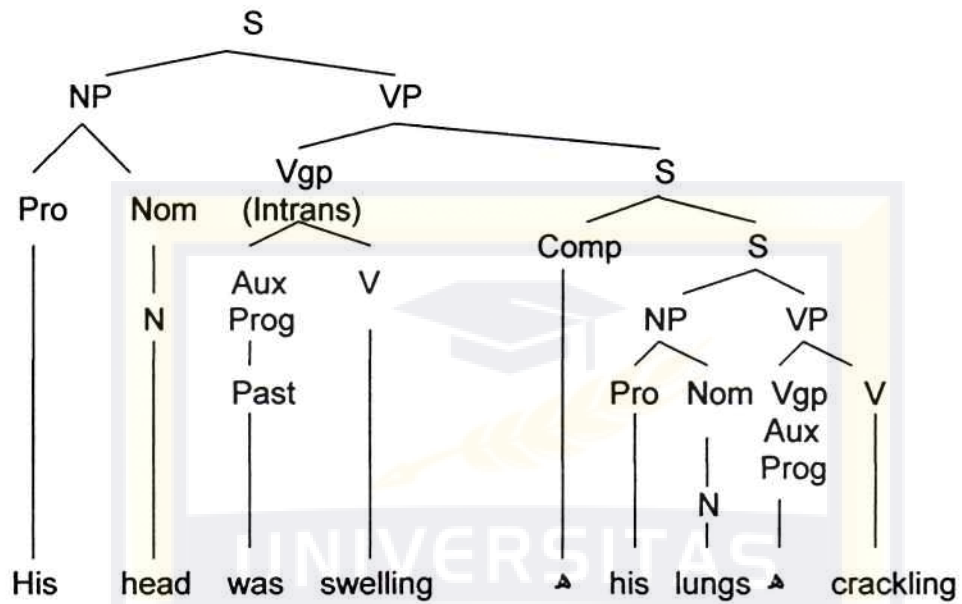
3) Sentence: His chest was hurting



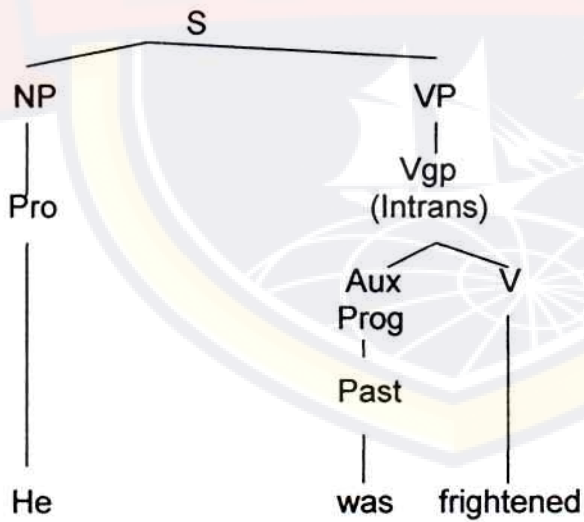
4) Sentence: His hands were shaking



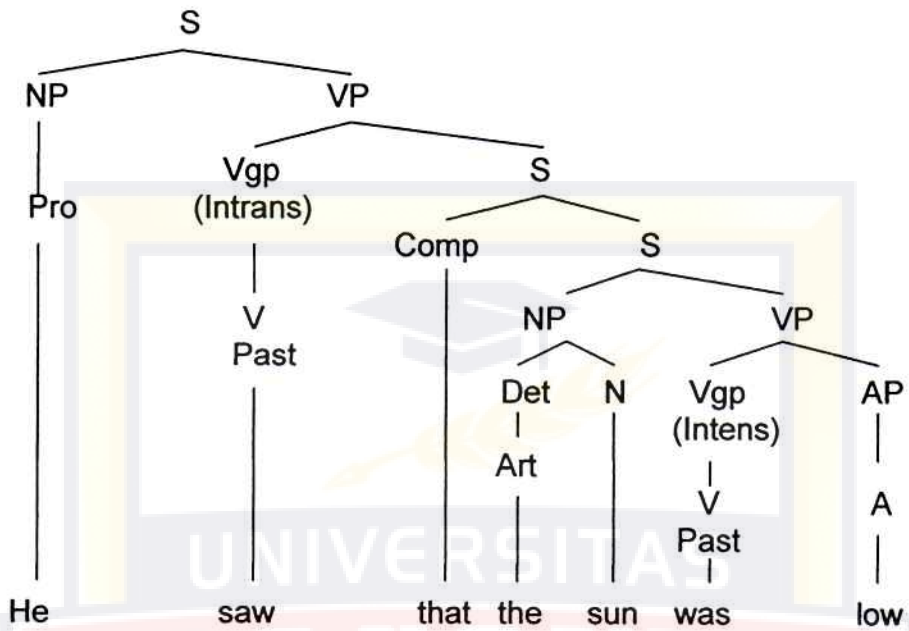
5) Sentence: His head was swelling, his lungs crackling



6) Sentence: He was frightened

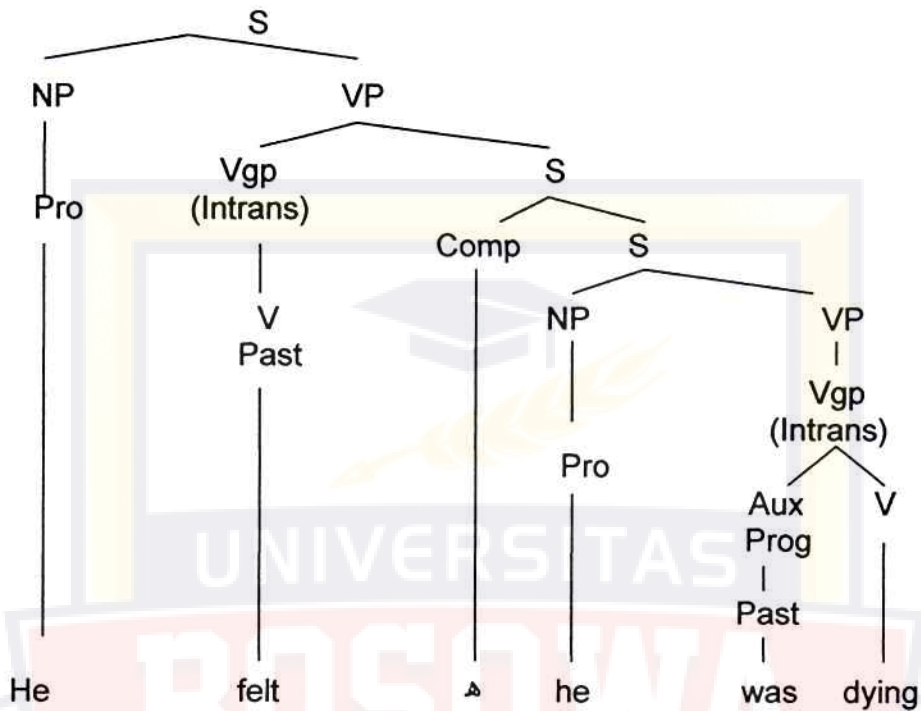


7) Sentence: He saw that the sun was low

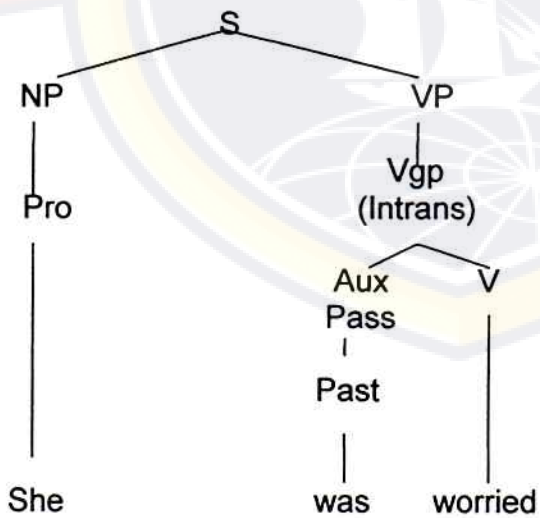


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8) Sentence: He felt he was dying

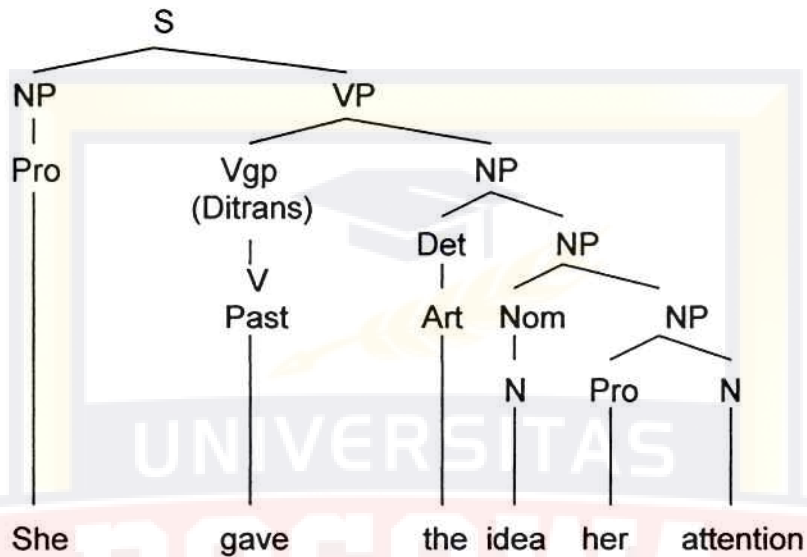


9) Sentence: She was worried

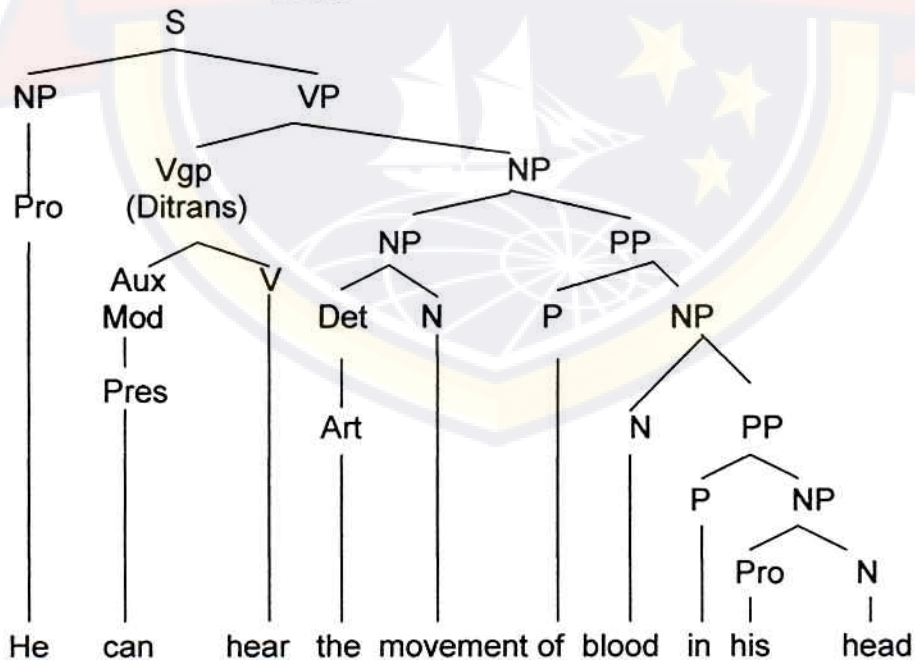


3.1.3 Ditransitive Verb Group

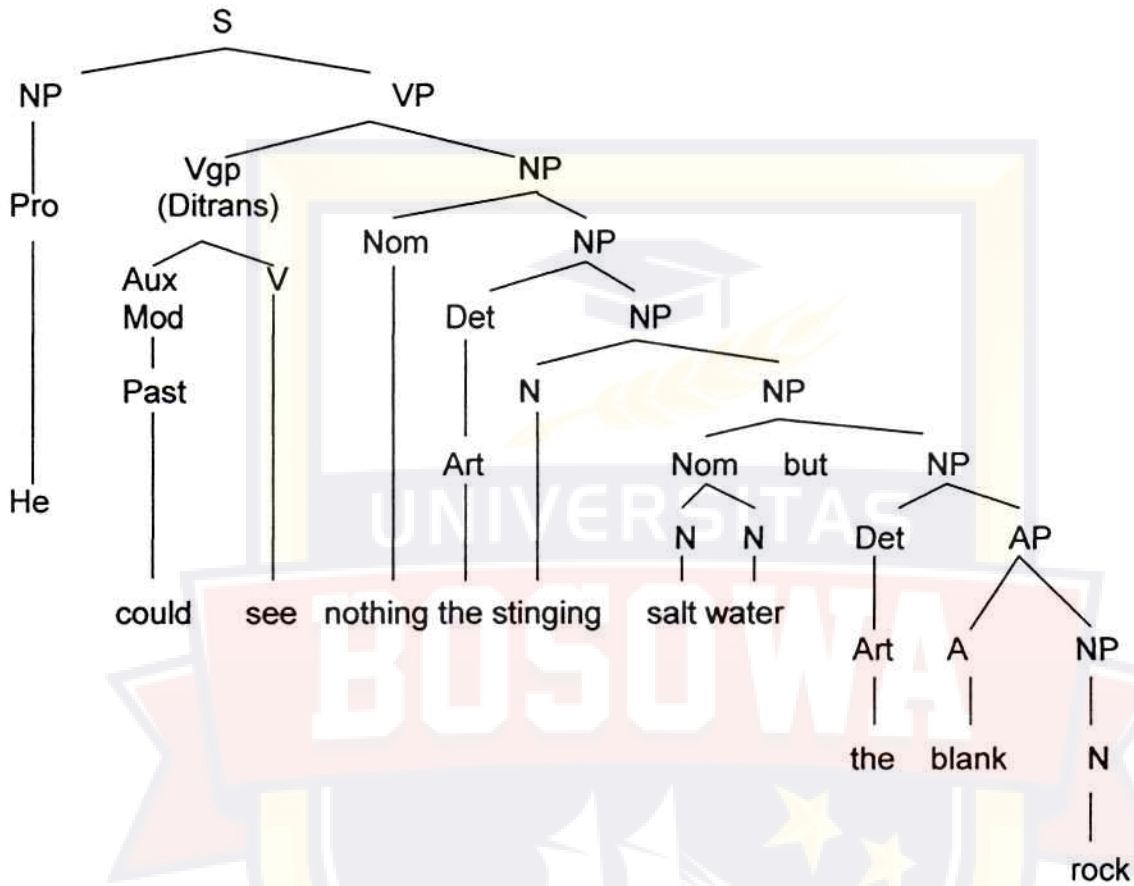
1) Sentence: She gave the idea her attention



2) Sentence: He could hear the movement of blood in his head

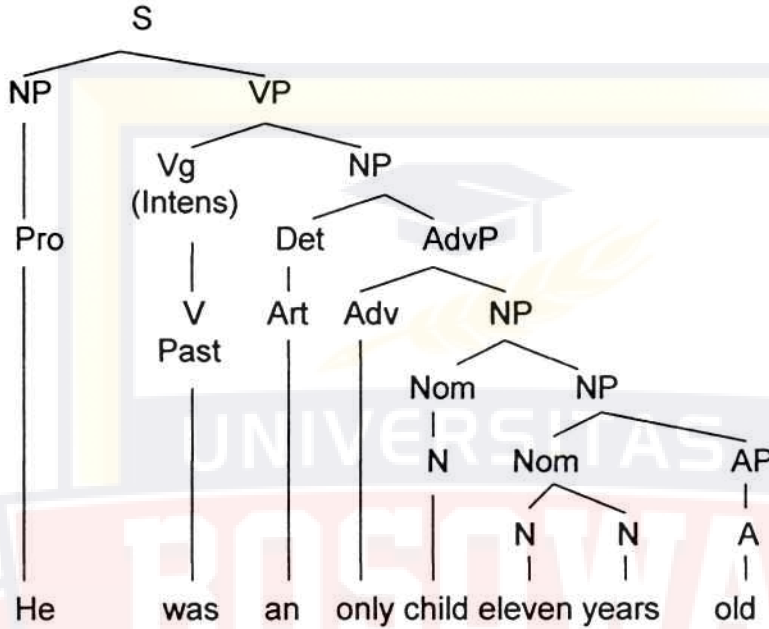


3) Sentence: He could see nothing the stinging salt water but the blank rock

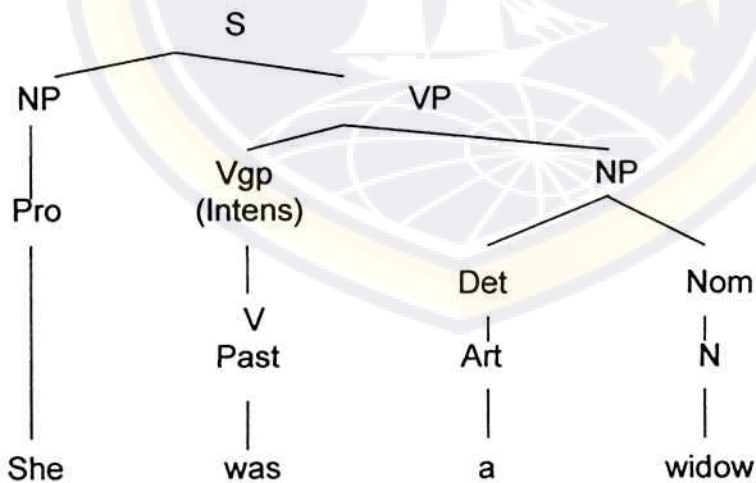


3.1.4 Intensive Verb Group

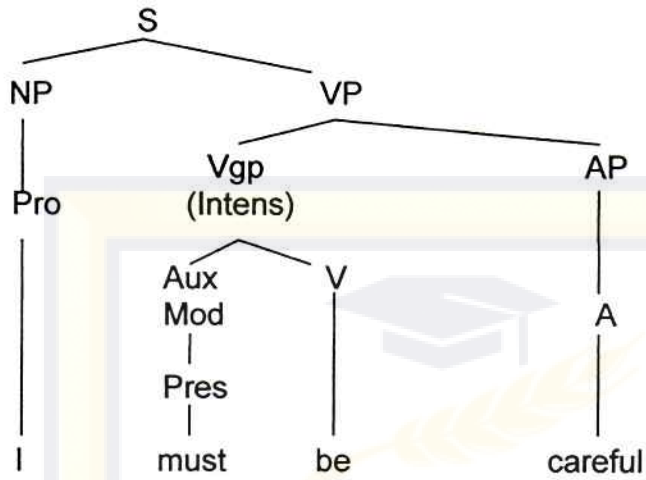
1) Sentence: He was an only child, eleven years old



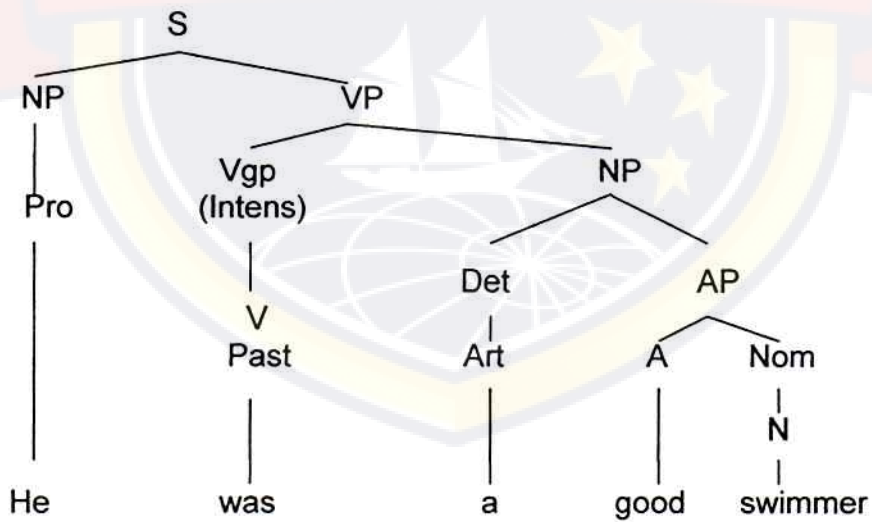
2) Sentence: She was a widow



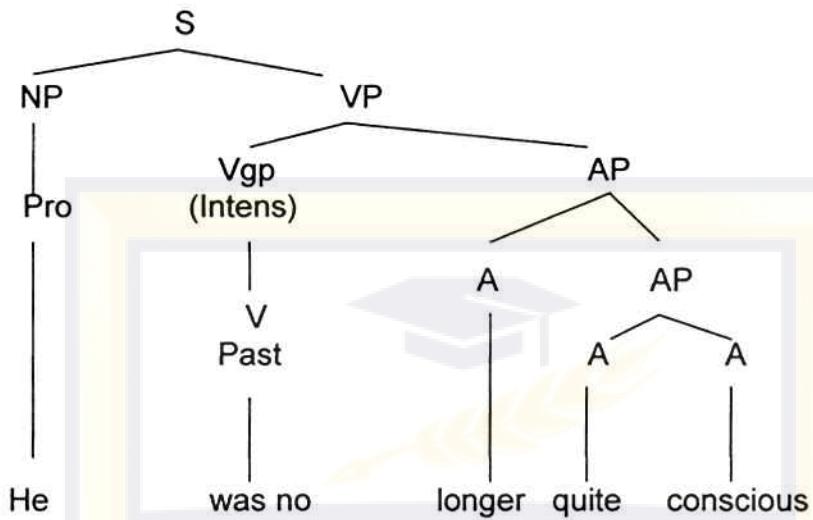
3) Sentence: I must be careful



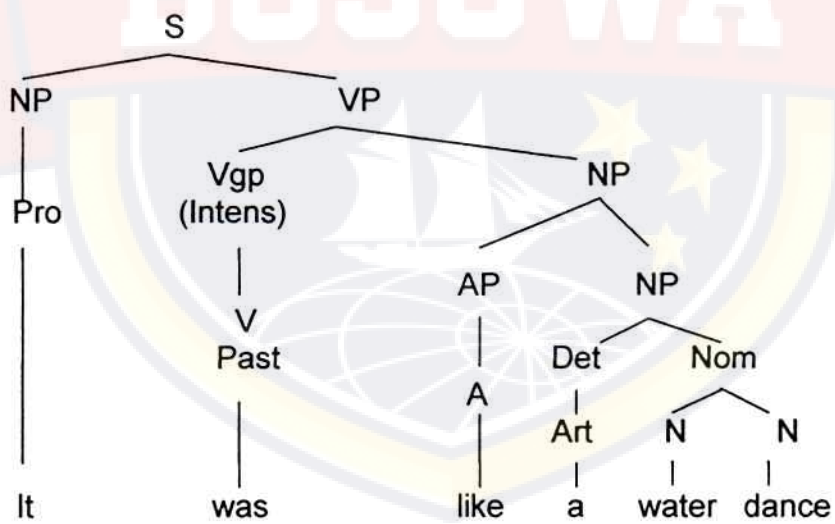
4) Sentence: He was a good a swimmer



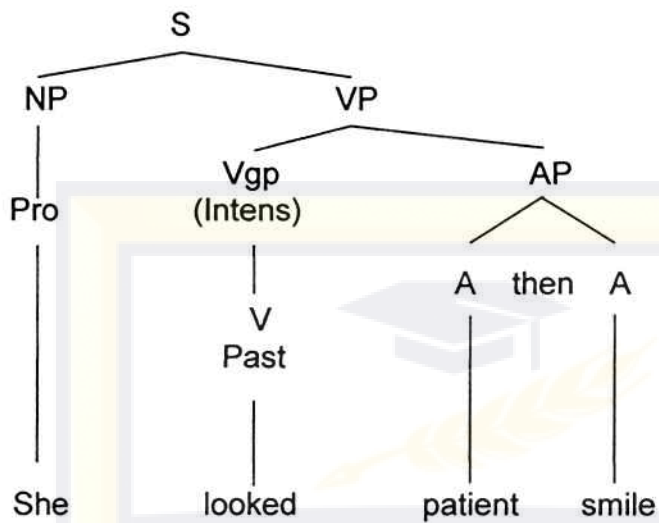
5) Sentence: He was no longer quite conscious



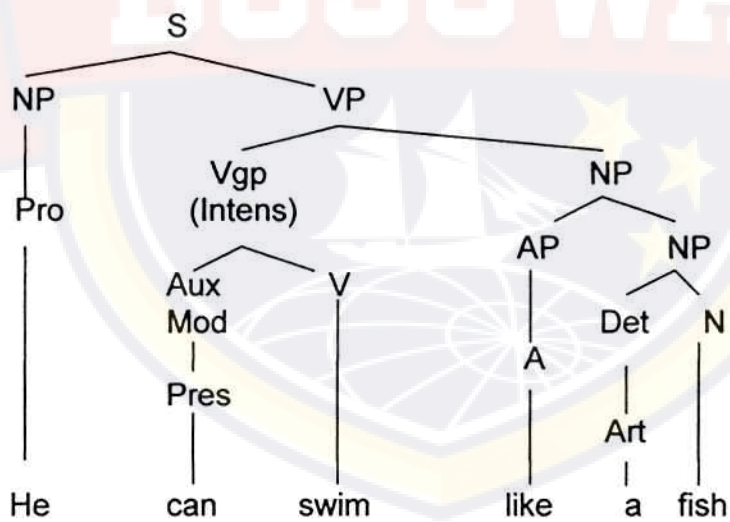
6) Sentence: It was like a water dance



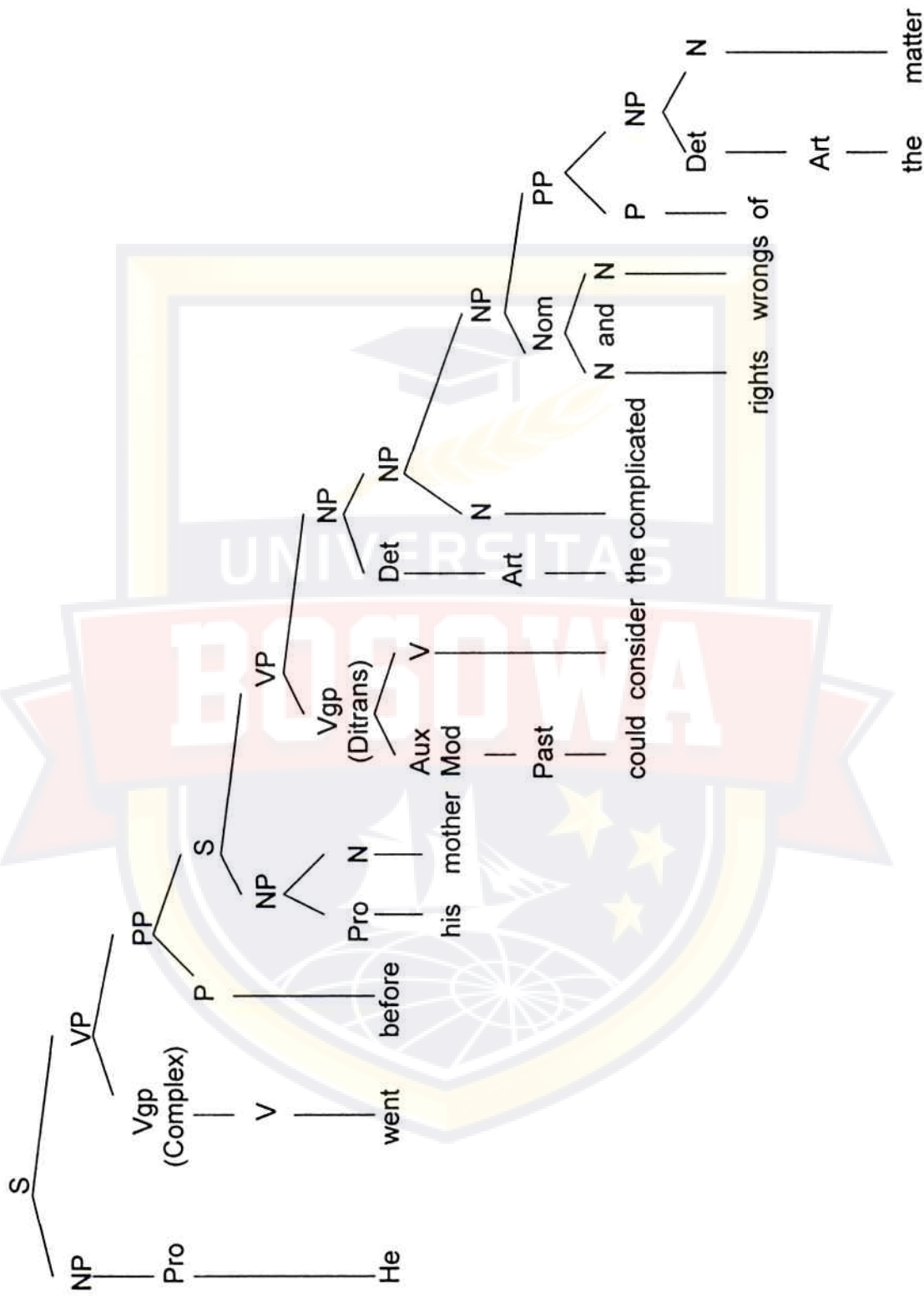
7) Sentence: She looked patient, then smile



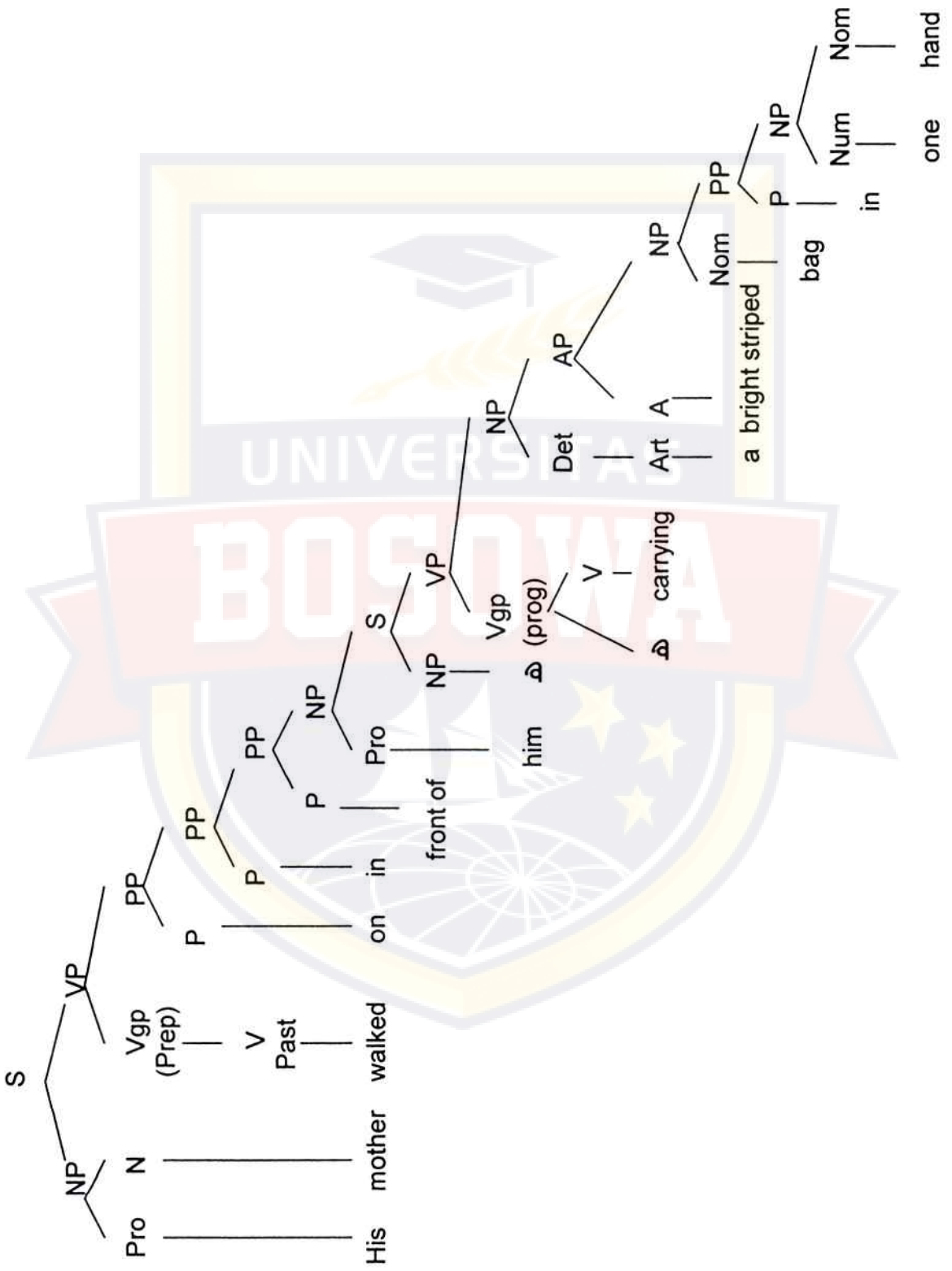
8) Sentence: He can swim like a fish



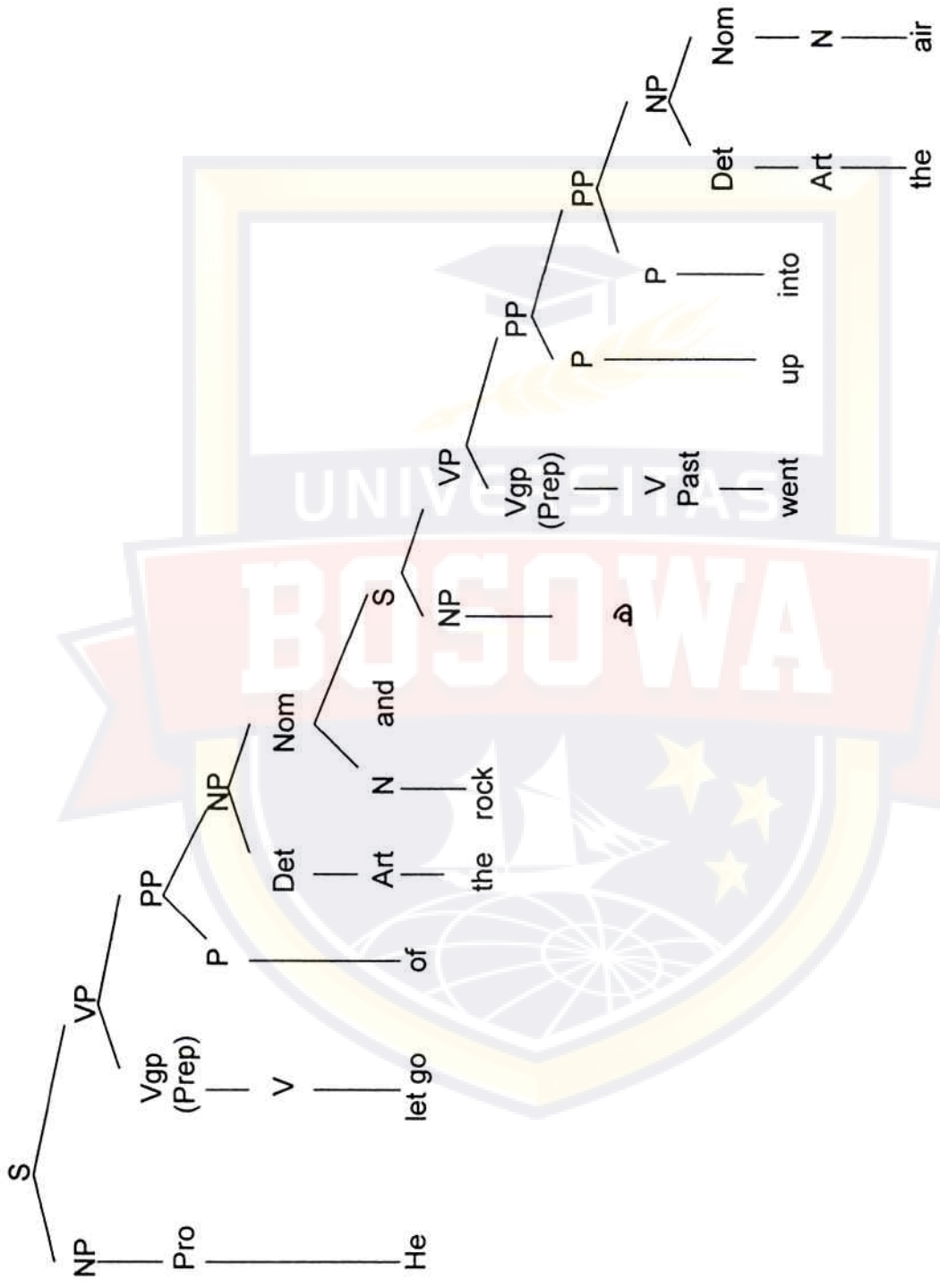
1) Sentence: He went before his mother could consider the complicated rights and wrongs of the matter



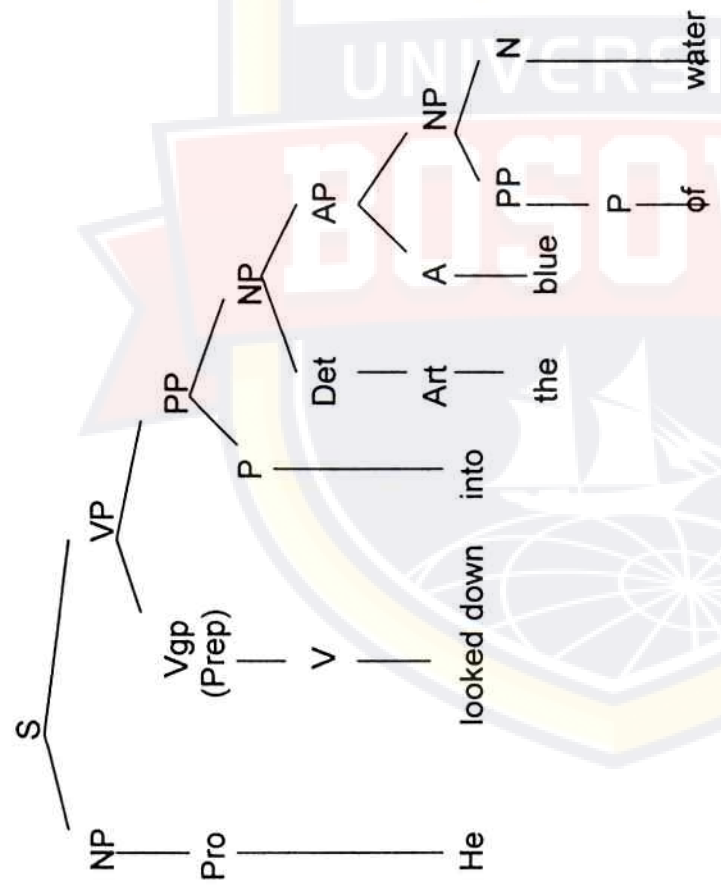
1) Sentence: His mother walked on in front of him, carrying a bright striped bag in one hand



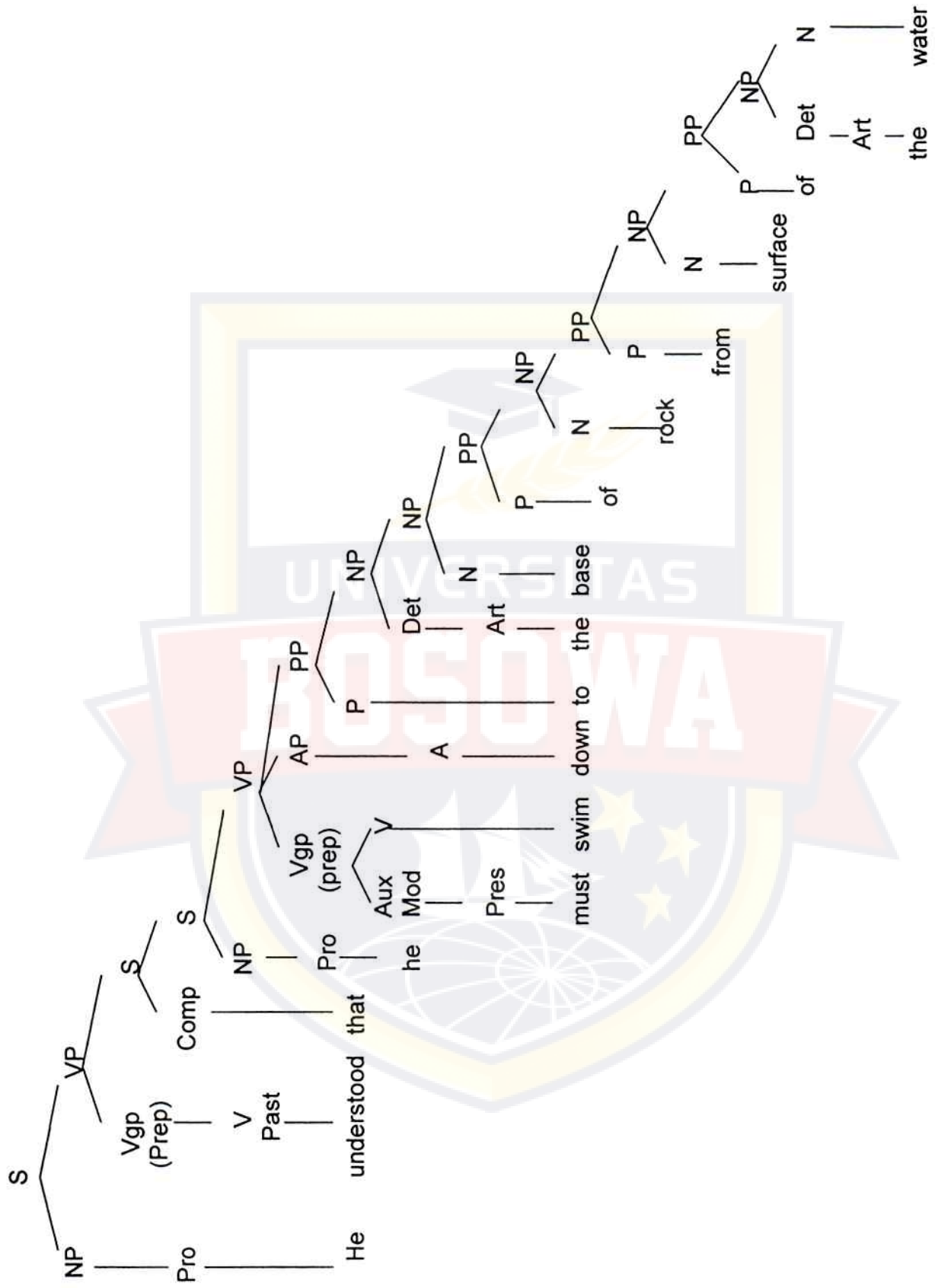
2) Sentence: He let go of the rock and went up into the air



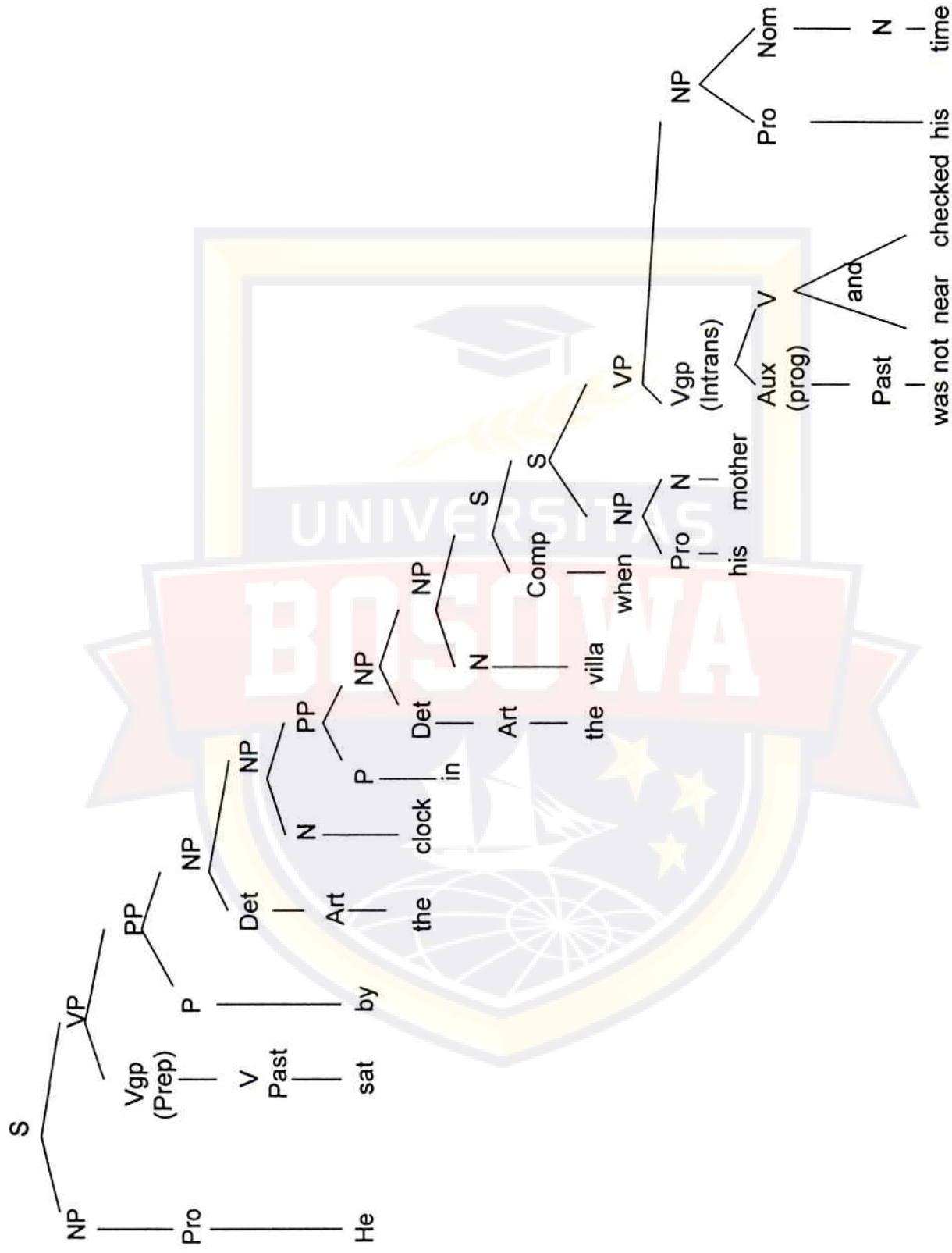
3) Sentence: He looked down into the blue of water



4) sentence: He understood that he must swim down to the base of rock from the surface of the water



c) sentence: He sat by the clock in the villa, when his mother was not near and checked his time



CHAPTER IV

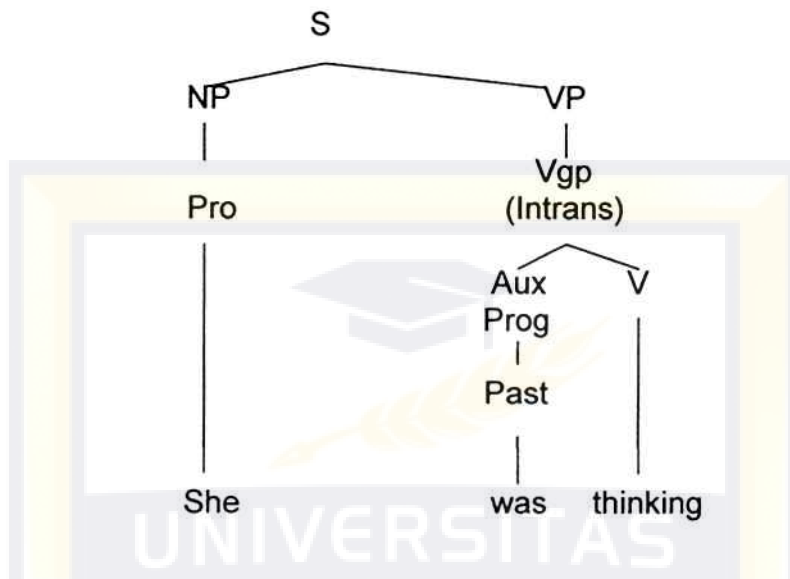
CONCLUSION AND SUGGESTION

4.1 Conclusion

After the writer analysis the verb group according to their functions and categories then describe in form phrase marker or tree diagram, so the writer can conclude in this chapter, as follows:

- 1) Purposive Random Sampling is method used in this analysis. The method is purposed to consider the verb groups as the object research, which takes sentences randomly then explain according to function and categories.
- 2) There are thirty sentences that analyzed in relating to their function and categories, they are Transitive (four sentences), Intransitive (nine sentences), Ditransitive (three sentences), Intensive (eight sentences), Complex transitive (one sentence), and Prepositional Verb Groups (five sentences).
- 3) The high frequency are used in each verb group in this short story is Intransitive Verb Group. There are nine sentences that analyzed according to function then described in tree diagram term.

Example: She was thinking
 S V



4.2 Suggestion

This purposes research is to understand language use structural approach or syntax. This approach, we would know about structure in sentences that build by Noun Phrase and Verb phrase. Based on the explanation, it was suggested to language learners have to study and never stop thinking and find the information from anywhere that has related subject language analysis.

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