CHAPTER II

THEORETICAL REVIEW

On this chapter, the writer tries to explain about theories that being used to analyze all data's. There are divided into syntactic and semantics. Those theories were taken from various resources; on internet, syllabus, and original dictat.

The readers can follow this theories below, using those resources, and many from this information has been used to complete the data's on chapter 4.

2.1 Syntax

Syntax seeks for the way that words are formed, by looking how words combine together in a language (in this case, English) to form sentences. One way to study syntax is to look at sentences which already known to be considered syntactically 'well-formed' sentence to the speakers of that language.

Perhaps the best way to make this clear to study it by looking at some of English sentence. The sentence used will be based on written rather than spoken language. This is because written language tends to be more explicit and complete. According to Austin (1962 : 60), sentence are made up of units and that at one level these units are words. A sentence consists of words or alternatively words are constituents of a sentence. In other words, it says that to make a syntactically well-formed English sentence is string together a series of words.

2.1.1 Sentence Function

In linguistics, sentence function refers to a speaker's purpose in uttering a specific sentence, phrase, or clause. This chapter analysis the sentence function based on the syntactic analytic sentence function; there are Subject, Verb, Object, Complement, Adverb, and Adjective.

According to Furman (2016 : 1), part of sentence function desribed as:

SUBJECT: Who or what the sentence is about. The noun, pronoun, or group of words acting as a noun, that performs the action indicated in the predicate of the sentence or clause. *EX: **Katie** is going downtown. **Stopping at a red light** is always a good idea.*

PREDICATE: Basically, the rest of the sentence or clause other than the subject; it usually has a verb, and thus indicates some action, but may have other functions such as modifying the subject. *EX: Katie **is going downtown.** Stopping at a red light **is always a good idea.***

OBJECT: A word or group of words which receives the action of a verb or that completes the description or statement being made about the subject.

ADVERB: word or set of words that modifies verbs, adjectives, or other adverbs. Adverbs answer *how*, *when*, *where*, *why*, or *to what extent—how often* or *how much* (e.g., *daily*, *completely*).

COMPLEMENT: word or phrase that completes the sense of a subject, an object, or a verb.

2.1.2 Phrase

A phrase is two or more words that do not contain the subject-verb pair necessary to form a clause. Phrases can be very short or quite long, according to Jake (1990 : 32). Based on Quirk (1985 : 56). There are two types of phrases that functions as modifiers of nouns are following:

1. Phrases composed of a preposition + noun.

2. Phrases composed of a present participle (-ing form) + noun.

Certain phrases have specific names based on the type of word that begins or governs the word group; which in this sections, the present writer explain about phrases that mostly found in the data's, there are decribes as:

A. Noun Phrase

A noun phrase is a group of words that work together to name and describe a person, place, thing, or idea. Noun phrase can be treat as a common noun. Like all nouns, a noun phrase can be a subject, object, or complement. The pattern looks like this:

Optional Modifier (S) + Noun + Optional Modifier (S)

Here are some examples:

1. The shoplifted pair of jeans

Pair = noun; **the**,**shoplifted**, **of jeans** = modifiers.

1. A cat that refused to meow

Cat = noun; **a**, **that refused to meow** = modifiers.

B. Verb Phrase

Verb phrase consists of an auxiliary, or helping verb and a main verb. The helping verb always precedes the main verb. The pattern looks like this:

Auxillary Verbs + Main Verb + Verb ending when necessary

Some of the examples are:

1. Uma **is coming** with us to the movie.

(*Is coming* is the verb phrase. *Is* is the helping verb, and *coming* is the main verb.)

2. We **will distribute** pamphlets as part of our presentation.

(*Will distribute* is the verb phrase. *Will* is the helping verb, and *distribute* is the main verb).

C. Prepositional Phrase

Prepositional phrase is a group of words that lacks either a verb or a subject, and that functions as a unified part of speech. It normally consists of a preposition and a noun or a preposition and a pronoun. These are the patterns for a prepositional phrase:

Preposition + Noun, Pronoun, Gerund or Clause

Preposition + Modifier (S) + Noun, Pronoun, Gerund or Clause

Some of the examples are:

1. The cupcake *with sprinkles* is yours.
2. The cupcake *with colorful sprinkles* is yours.
3. We climbed *up the hill*.
4. We climbed *up the very steep hill*.
5. The rabbits hopped *through the garden*.

2.2 Semantic

Semantic is the study of meaning, based on Kreidler (1998 : 2), stands at the very centre of the linguistics quest to understand the nature of language and human language abilities. According to his theory, the writer develop a research about one of the major of semantics; that is transfer pnd pathredicate. Meanwhile, transfer predicate is predicates that describes the movement of some entity, concrete or abstract. The entity from which the movement originates has the semantic function of source and the entity which represents the end of movement has the funtion of goal. Predicates of transition have arguments in te roles of theme or actor, source, goal and path.

2.2.1. Constituents of Semantic

Constituents of semantic that discussess in this research are theme, source, goal, and path.

A. Theme

Theme is the object that is located or relocated in space.

Example:

(i) a The glass is on the table

b The glass fell from the table

(ii) a The glass is mine

b John gave the glass away

The glass is a theme both in (i)a (location) and (i)b (relocation).

The interpretation of thematic roles has been generalized in terms of 'abstract space'; then, a theme is what is in a state or in a change of state, and the notion applies to *the glass* in (ii)a (state) and (ii)b (change of state) as well.

B. Source

The place of origin (with verbs of motion, locomotion, and propulsion)

- The entity from which a physical sensation emanates (with verbs of sensation, attention, and speech)
- The original owner in a transfer (with verbs of acquisition, transfer, and grab)

Examples:

- As the place of origin:

- John fell off *the chair*.(with a motion verb)
- The baby crawled from *the kitchen* to the door. (with a locomotion verb)
- *John* threw the knife into the box. (with a propulsion verb)
- NOTE: With propulsion verbs, the source is coreferential with the agent.

- As the entity from which a physical sensation emanates:
  - John smelled the odor of *onions.* (with a sensation verb)
  - The people watched the performance of *the dancers.* (with an attention verb)
  - *The mother* told her child a story. (with a speech verb)

C. Goal

Goal is the semantic constituent of the:

- Place to which something moves
- Thing toward which an action is directed

Examples:

- John swam to *the raft*
- He threw the book at *me*

D. **Path**

Path is constituent of semantic that:

- A **non discontinuous linear trajectory** between two non adjacent concepts in the map network, subtended by all path composing concepts and the connecting relations.
- A specific concept concatenation that represents a particular cognitive aspect in the map.
- A complex regular expression (or proposition).
- A semantic search resulting perspective, a map view.
- A qualified thinking path.
- A description of the higher level relation between two non directly connected (distant) concepts.

- Can be considered as part of a **subconscious reasoning**; an implicit reasoning in fundamental cognitive processes.

Roughly speaking, this is an expression of some kind of motion through space.

Example:

The children walked along the river.

– Motion proceeding along a trajectory roughly parallel to a given landmark (the river).

– No specification of the starting point or the end-point of the journey.

– No information about the direction of the movement

2.2.2. Transfer Predicate

Transfer predicate is a changing of meaning of a predicate that takes names of properties into new names that denote properties to which they functionally correspond. Transfer predicate has two charateristics:

2.2.2.1 Transition of Argument

Express the going or coming from one place to another.

Predicates of transition:

a. The bus goes from London to Stratford.

b. Marlo came to this country from Italy.

Those two examples above shows a pattern of resources from which the transition before, and after; that is why it called predicate of transition.

a. The bus goes from London to Stratford by way of Compton.
theme *source* *goal* *path*

This example shows transfer predicate that focused on source, goal and path; *from London* focusing on source is indicated by preposition *from,* and describes the original place where the bus is come; *to Stratford* focused on goal is indicated by preposition *to,* and its shows the destination of the bus; *by way of Compton* focused on path is indicated with preposition *by way* and show the pattern or direction of the bus.

Other expression shows the moving of something from one place another

Predicate of transfer:

c. Michael drives the bus from Texas to Kansas.

d. Anna rowed the boat from one side of the river to the other.

2.2.2.2. Putting or Removing of Object

a. Squirrels are stashing nuts in that oak tree.
source

b. Thieves stole some jewelery from the jewel box.
source

The sentence on example (b) shows some action that focused on source, that indicated by preposition *from,* in the clause *from the jewel box*. The action that been done by thieves has a goal to stole and focused on source in where is the jewelery being kept.

Giving and taking away:

a. Andy gave Amy some flowers.

b. The accident deprived Sonny of his livelihood.

Communicating something to someone through language is also a form of transfer:

a. Mother told the children a story.

b. Susan is writing her mother a letter.

The thematic structure, or role structure of a predicate is clearly related to its meaning, and predicates with similar meanings have similar thematic structure. From the theory by Kreidler (1998 : 116), predicate of transition have arguments in the roles of theme or actor, source, goal, and path. Predicates of transfer have the same argument roles plus and agent.

2.2.3. Semantic Roles

Different predicates—verbs, adjectives, prepositions—can be described according to the number of referring expressions, or arguments, that can occur with them and the roles these arguments have.

There are some of semantic roles that can be found in the position on an argument based on Krediler (1998: 70):

Actor : The role of an argument that performs some actions without affecting any other entity.

Affected : The role of an argument that undergoes a change due to some event or is affected by some other entity.

Affecting : The role of an argument that, without any action, affects another entity.

Agent : The role of an argument that by its actions affects some other entity.

Associate : The role of argument that tells the status or identity of another argument.

Effect : The role of argument that comes into existence through the action of the predicate.

Place : The role of an argument that names the location in which the action of the predicate occurs.

Theme : The role of an argument that is the topic of a predicate that does not express action – a stative predicate.