CHAPTER I

INTRODUCTION

This chapter introduced the research background, focus, objectives, significance, delimitation, and definition of keywords.

1.1 Research Background

English had been known as an International Language. Gunantar (2016) stated that English has become the most spoken language by world citizens. The claim was substantiated by the fact that almost 380 million people communicate in English, which serves as evidence of English's widespread global usage. In addition, it is the most studied language in the world. In Indonesia, English has also been used in the academic sector, international politics, domestic and foreign trade, etc (Alek, 2023). These reasons made the Indonesian Government consider all the Indonesian people's capability in competing globally. Thus, to enhance Indonesian people's ability to use English, the Indonesian Government had set up English as a mandatory education subject in Indonesia.

The execution of the *Kurikulum Merdeka* emphasized numerous aspects of English education. One of these was the *Membaca-Memirsa* branch. One of the accomplishments of this aspect was having the capacity to detect and assess certain details in texts (*Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia*, 2023). This goal was intended to be gotten by reading. Reading

was an understanding process in which readers combine the details they wanted to see in a reading text with their background knowledge to create meaning. Johnson (in Bara, 2011) stated that in reading, students must also master grammar. Grammar was an element of composition theory that analyzed form, structure, and rules for structuring text based on general agreement. Those who wanted to receive meaning in a text might be aware of the pattern of the text so they could fully comprehend its meaning. People with grammar difficulties would also find it difficult to learn reading comprehension. Therefore, mastering grammar was also mandatory for enhancing reading proficiency.

Even though it was essential, many EFL Learners found learning grammar difficult. Richard (in Wu & Garza, 2014) stated that the grammatical structure of an EFL learner's first language differs from that of English as a second language. This caused students to find it challenging to remember the grammar structure when learning a particular foreign language, especially English. Grammar had different structures and rules for each language. He (in Paputungan, et al., 2022) added that one of the problems in grammar learning was the suitability of learning strategies. Therefore, appropriate strategies are needed in studying English grammar structures.

EFL learners could learn the structure of a sentence through syntactical analysis. Syntax was a scientific discipline that investigates the principles that regulated the arrangement and organization of sentences within a particular language. To ascertain the specific components of a structure, people engaged in the examination of a sentence's syntax through the process of syntactical analysis.

Syntactical analysis referred to identifying and categorizing categories of syntax and their respective functions (Junaid, 2018). Acquiring knowledge of the syntactical analysis method was anticipated to assist students in recognizing the grammatical structure within a sentence.

The structure of grammar consisted of several units. A phrase was a constituent element inside the grammatical structure of a phrase. According to Laia (2023), a phrase was an assortment of words that function as a single grammatical unit. Phrases could serve multiple functions in a sentence, including subject, object, complement, modifier, or adverb. Therefore, students could enhance their text comprehension by comprehending the phrase's purpose.

Prepositional phrases were one of the constituents of a phrase. According to Binantari et al. (2017), a prepositional phrase represented a sentence element that demonstrated a particular connection among the words in a sentence, contributing to the sentence's coherence and comprehensibility. This phrase included a preposition accompanied by a prepositional complement. It indicated many aspects, such as time, place, and location. A prepositional phrase could be classified into two types: simple prepositional phrase and complex prepositional phrase (Downing 2015). A simple prepositional phrase was a phrase that comprises a single preposition followed by a modifier or complement. Complex prepositions comprised two or three prepositional words and were typically modified through a noun, noun group, adverb, adjective phrase, preposition, conjunction, or simple phrase.

According to Putri et al. (2020), prepositional phrases had a crucial role in communicating concepts similar to those given by adverbs and adjectives phrases, such as location, time, manner, and comparison. These expressions could also convey the significance of the reasons or the identity of individuals. Understanding prepositional phrases by analyzing their syntactic structure facilitated understanding the prepositional phrase and the elements of the words or phrases that make it up. Consequently, students who comprehend prepositional phrases could articulate more exact significances and circumvent errors in conveying and retrieving information.

The researcher was primarily concerned with identifying a textbook's syntactic structure of prepositional phrases. According to *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi* (2022), textbooks provided additional, detailed, and additional materials to the main content found in student books. Textbooks consisted of texts modified to align with the prescribed curriculum, *Kurikulum Merdeka*.

The researcher made *Bahasa Inggris: Work in Progress* as the object of research. *Bahasa Inggris: Work in Progress* was a textbook published by *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi* as a learning medium for English learning in tenth grade SMA/SMK/MA. This book was applied all the objectives (*Capaian Pembelajaran)* and the learning aspects (*Alur Tujuan Pembelajaran)* of English learning based on *Kurikulum Merdeka*. This made the students had to be interested in learning this book.

In this book, there were several reading sections, such as the narrative and descriptive texts, which were contained in *Bahasa Inggris: Work in Progress*. Oshima and Hogue (2016) stated that narrative text was a text that states events in the order as how the events had happened. On the other hand, descriptive text was a text that described the characteristics of a subject (Oshima & Hogue, 2016). These texts were provided as the materials which were needed to be learned by the tenth grade of SMA/SMK/MA. These texts aimed as the examples of each text genre which visually teaching the students of the visible distinctions between narrative and descriptive.

This research was limited in analyzing the syntactical of the prepositional phrase contained in the narrative and descriptive texts. This was because the function of narrative text was to provide entertainment for its readers, helped readers to be able to think critically, provided implied moral messages, and evoked emotions (Pardosi et al., 2019). The researcher also considered that descriptive would be an interesting medium to strengthen students' skill in examining detailed description of something. Therefore, the researcher argued that using narrative and descriptive texts in this research might also increase students' desire to learn grammar structure, especially prepositional syntax structure in the text.

The teacher could invite students to read and understood the texts in *Bahasa Inggris: Work in Progress* while introducing the syntax elements of prepositional phrases in the form of tree diagrams. By investigating and introducing students to the syntax of phrases contained in the text, especially prepositional phrases, it was hoped that it would make it easier for students to try and understand other English

texts. It was also expected to provoke students to expand their knowledge in understanding complete and well-structured sentences using English. Therefore, the researcher conducted research entitled **"A SYNTACTICAL ANALYSIS OF PREPOSITIONAL PHRASE FOUND IN NARRATIVE AND DESCRIPTIVE TEXTS OF BAHASA INGGRIS: WORK IN PROGRESS GRADE TENTH TEXTBOOK".**

1.2 Research Problem

Based on the background, the following research question was formulated: what were the types of prepositional phrase and their syntactic analysis found in narrative and descriptive texts of *Bahasa Inggris: Work in Progress Grade Tenth* textbook?

1.3 Research Objectives

Based on the research question, the objective of this research was to describe the types of prepositional phrase and their syntactic analysis found in narrative and descriptive texts of *Bahasa Inggris: Work in Progress Grade Tenth* textbook.

1.4 Research Significance

The significances of this research were formulated as following:

1. Theoretically

   The benefits of this research aimed to enrich knowledge in the field of linguistics, especially about structural patterns in constructing prepositional phrases. This research results also aimed to enrich the knowledge of the syntactical analysis of prepositional phrases in narrative and descriptive texts. Thus, this research results could give a greater understanding of the role that prepositional phrase elements in the overall readability and flow of texts (reading comprehension).

2. Practically

   1) For teachers, the results of this research could help teachers develop teaching materials about prepositional phrase in narrative and descriptive texts. These texts were regulated to be learned by the tenth-grade students per *Kurikulum Merdeka*. Thus, the teaching materials could also fulfil the *Kurikulum Merdeka* regulation while giving interesting improvisations, such as knowing the syntactical structures of prepositional phrases in tree diagrams.

   2) For students or in general for English learners, the results of this research were expected as reference in enriching their knowledge about structural patterns in understanding prepositional phrases in narrative and descriptive texts. These texts were regulated to be learned by thetenth-grade students per *Kurikulum Merdeka*. Thus, the students might become familiar easily with the teaching-learning

variations of learning syntactical structures of prepositional phrases found in the narrative and descriptive texts, visualized in the tree diagram.

3) For the next researchers, the results of this research would be a reference to conduct another research with same field.

1.5   Research Delimitation

The researcher limited the research to investigate the syntactic structures of prepositional phrases in *Bahasa Inggris: Work in Progress* textbook. The researcher chose this book because it was regulated as one of the learning materials at the tenth-grade students in several schools in Indonesia. This book was qualified by the *Kurikulum Merdeka* regulation for English for Foreign Language teaching-learning.

The selection of narrative texts and descriptive texts in the research were to see the differences in the forms and syntactic constructions in the tree diagram of prepositional phrases used by these two different text types. The researcher chose both narrative and descriptive texts because these text genres were regulated to be learned in the tenth-grade curriculum. The narrative texts were *Little Red Riding Hood (Traditional Version)* on pages 135-136 and *Little Red Riding Hood (A Fractured Fairy Tale)* on pages 137-140. On the other hands, the descriptive texts are *Christiano Ronaldo* on pages 11-12 and *The Paralympic Heroes* on page 27.

1.6   Definition of Keywords

Some keywords are clarified to avoid misunderstanding as following:

1. Syntactical Analysis

   Syntactical analysis meant an analysis of the logical meaning of the parts of prepositional sentences found in the Narrative and Descriptive Texts of the English textbook Work in Progress.

2. Prepositional Phrases

   A prepositional phrase was a combination of words that contains a preposition at the beginning and ends with a noun, pronoun, or noun phrase that was the preposition's object contained in Narrative and Descriptive Texts from the textbook English: Work in Progress. Prepositional phrases might transform or define nouns, pronouns, adjectives, adverbs, and verbs.

3. Textbook

   A textbook was a book used for learning a specific subject. People used textbooks to learn facts and methods about a particular subject. Textbooks sometimes included questions to assess the learner's knowledge and comprehension.

4. *Bahasa Inggris: Work in Progress* Textbook

   Bahasa Inggris: Work in Progress was an English textbook for grade tenth designed to meet the learning objectives set by the latest curriculum; Merdeka Curriculum, developed in response to the rapid and disruptive changes we are experiencing today. The textbook presented learning materials that had been carefully organized to expose, albeit modestly, students to multimodal texts, the text genre of the

century. This book was published by the book center of the education standards, curriculum, and assessment agency of the ministry of education, culture, research, and technology in 2022.