

Syntactic analysis on simple sentence patterns in the 'Talk Active' English textbook of Merdeka Curriculum for the tenth grade at SMAN 13 Maros

Mujahidah Adawiah ^①, Warsidi ^②, Sulviana ^③

^{①③} English Education Department, Universitas Islam Makassar, Makassar, Indonesia

^② English Literature Department, Universitas Islam Makassar, Makassar, Indonesia

 mujahidahadawiah08@email.com

Abstract

This study aims to analyze simple sentence patterns and the structure of phrases in reading texts in the Talk Active textbook for 10th grade students at SMAN 13 Maros. This study focuses on identifying syntactic sentence patterns and syntactic structures of phrases in the sentences. A total of 140 simple sentences from 14 chapters were analyzed using the classification of simple sentence patterns according to Quirk et al., (1985), phrase structure rules theory according to Bornstein (1984), and syntactic tree diagram representation according to Aarts (2001). The results showed that the most dominant sentence patterns were SVC and SVO, followed by SVOA and SVA, while complex patterns such as SVOO and SVOC rarely appeared, and the simplest pattern SV did not appear at all. Noun phrases (NPs) were dominated by Pronoun and Determiner + Noun, while verb phrases were dominated by linking verbs (VI) with complements and transitive verbs (Vt) with objects and additional adverbials, supporting the dominance of SVC, SVO, and SVOA patterns. These findings indicate that the textbook tend to feature more descriptive sentences where sentence patterns are used to explain or identify subjects and express actions or events.

Keywords

simple sentence patterns, noun phrase, verb phrase, syntactic analysis, textbook

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Introduction

Understanding sentence structure is an essential part of syntactic analysis, because sentence is not just a collection of words, but units of words that are arranged according to grammatical rules. Aarts (2001) explains that sentences are constructed systematically according to syntactic rules, while Miller (2002) states that syntax examines how words combine to form phrases, phrases form clauses, and clauses form complete sentences. At SMAN 13 Maros, the curriculum used is the *Merdeka Curriculum*. The textbook used for English language learning is *Talk Active English Textbook*. However, based on interviews with English teacher, it is known that teacher use various references in teaching, not just focusing on one textbook. Additionally, the researcher has read the textbook and found no detailed explanation of sentence structure. Therefore, a more detailed explanation of sentence structure in the textbook could provide useful insights for the teacher as supporting material in teaching sentence and guiding students to recognize the types of sentences they frequently encounter in reading texts. This condition indicates the need for a more in-depth study of the patterns and structures of sentences in the textbook as supporting material for teachers in guiding students to understand sentence construction more effectively.

Various previous studies have been conducted to analyze sentence patterns in different types of texts and learning contexts. Pamungkas (2020) analyzed complex sentence patterns in the 2013 English Curriculum textbook and found 18 complex patterns, with the most dominant pattern being Pronoun/Noun + Verb + Noun Phrase + Subordinate Clause. Napitupulu & Manihuruk (2020) analyzed descriptive texts in English textbook for high school students using the 2013 curriculum and found that the Subject + Verb + Subject Complement (SVC) pattern was the most frequent, with Noun Phrases (NP) being the most dominant grammatical element. The study by Octavia et al., (2023) on Aesop's fables found five types of phrase structures, namely Noun Phrase, Verb Phrase, Adjective Phrase, Adverbial Phrase, and Prepositional Phrase, with Noun Phrase being the most dominant form.

Sentence pattern analysis is also conducted in song lyrics. Nenojata et al., (2023) found that the S + Vt + DO pattern was most dominant in Callum Scott's song lyrics, while Rizkiyah et al., (2023) found that the S + Vt + dO pattern appeared most frequently in Taylor Swift's songs. Another study by Rahmawati & Rachmi (2021) on The Jakarta Post news texts found nine sentence patterns, while Andriani & Bram (2021) on BBC News stories found that the S + V + O pattern and complex sentences were used most frequently. Arham (2020) also found six dominant sentence patterns in Tempo.co news headlines, with the S + Lv + SC pattern being the most frequently used. Additionally, research by Kusnadi et al., (2024) on EFL student writing showed that the SVA pattern was the most frequently used, while research by Warsidi (2023) found a tendency to use active voice in research articles in the fields of history and law.

From various previous studies, it can be concluded that the study of sentence patterns has been widely conducted on various types of texts, such as from textbooks, narrative texts, song lyrics, to news articles. However, most of these studies focus on books based on the 2013 Curriculum or specific genres, and they emphasize identifying sentence patterns without discussing their internal structure in detail. Additionally, previous studies have generally not combined the analysis of phrase structures such as Noun Phrases (NPs) and Verb Phrases (VPs) within a broader syntactic context. The use of tree diagrams as a visualization tool to illustrate the structural relationships between syntactic elements is still rarely applied in the study of textbooks.

Based on these conditions, this study was conducted to fill the research gap in the study of syntactic analysis in English textbooks based on the *Merdeka Curriculum*. This research employs a comprehensive syntactic approach by integrating three main theoretical frameworks: (1)

Quirk et al., (1985) theory of seven basic sentence patterns, (2) Bornstein (1984) theory of phrase structure, and (3) Aarts (2001) theory of syntactic representation using tree diagrams. This approach allows for a more thorough analysis of simple sentence construction and the relationships between phrases in the reading texts of the Talk Active textbook. This study aims to investigate two important research questions: (1) what are the syntactic patterns of simple sentence used in the reading texts of the Talk Active textbook for 10th-grade students at SMAN 13 Maros, and (2) what is the syntactic structure of noun phrases and verb phrases in the simple sentences within these reading texts?

Answering these two questions may contribute to: (1) This study provides references for syntactic analysis and supports previous studies by showing how sentence structure can be analyzed through descriptive explanations and visual representations such as tree diagram, (2) For practical benefit, the findings of this study contribute to the teaching and learning process by serving as a supporting material for teachers to understand syntactic patterns and adapt them into grammar and writing lessons.

Method

Research Design

This study used a descriptive qualitative approach with content analysis methods to analyze sentence patterns and phrase structures in the reading text of the Talk Active textbook. This approach was chosen because the data being examined consists of words and sentences, not numbers, so the analysis is conducted descriptively. Creswell & Guetterman (2019) explain that qualitative research focuses on a deep understanding of phenomena through the collection of textual or documentary data. In this context, content analysis is used because it is appropriate for objectively and systematically examining textual data. Miles et al., (2014) state that content analysis involves three main stages: data reduction, data display, and conclusion drawing and verification. The research object of this study is the reading text in the English textbook Talk Active used by 10th grade students at SMAN 13 Maros. This study specifically examines simple sentences in reading texts and analyzes the sentence patterns as well as the noun phrase and verb phrase structures found within them.

Data Sets and Data Collection

The data in this study were obtained through the documentation method, as the data source consisted of written documents. The data collected by reading and selecting reading texts found in each chapter of the Talk Active textbook. All sentences classified as simple sentences were collected as primary data. Sentence pattern identification refers to the theory of seven basic English sentence patterns from Quirk et al., (1985), while phrase structure analysis is based on Bornstein (1984) theory, which explains the rules of phrase structure formation at the syntactic level.

Data Analysis

Data analysis was conducted in several stages. First, the researcher collected and selected simple sentences from reading texts in the Talk Active textbook. Second, each sentence was analyzed by breaking down its elements using Aarts (2001) tree diagram theory to show the syntactic relationships between sentence elements. Next, the researcher assigned grammatical labels to each element to identify sentence patterns based on the theory of Quirk et al., (1985) and phrase structure based on Bornstein (1984). The final step is drawing conclusions based on

the results of sentence pattern and phrase structure classification found in the data. Therefore, the analysis results not only describe the types of sentence patterns that appear, but also explain how phrase elements form the syntactic structure in simple sentences in the textbook.

Results

Syntactic Sentence Patterns in the Textbook

A total of 140 simple sentences found from various reading texts in the Talk Active textbook for 10th grade. The analysis was conducted based on seven basic sentence patterns proposed by Quirk et al., (1985) and found 6 of the 7 patterns namely, SVO (Subject + Verb + Object), SVC (Subject + Verb + Complement), SVA (Subject + Verb + Adverb), SVOO (Subject + Verb + Indirect Object + Direct Object), SVOC (Subject + Verb + Object + Complement), and SVOA (Subject + Verb + Object + Adverb). The following is the distribution of the results of the analysis of simple sentence patterns found in the textbook.

Table 1. The Analysis Results of Sentence Patterns found in the Textbook

Chapters	SVO	SVC	SVA	SVOO	SVOC	SVOA	Total
Text Talking about Past Action	-	-	1	-	-	-	1
Narrative Text	1	2	-	-	-	2	5
Text Talking about Past Action	1	2	2	1	-	6	12
Article about Future Prediction	3	-	1	-	-	-	4
Report Text	-	-	1	-	-	1	2
Report Text	-	1	3	-	1	-	5
Famous Gamer Profile	5	8	3	-	-	6	22
Text About Third Conditional	2	1	1	-	1	1	6
Discussion Text	-	8	-	-	-	-	8
Interview Text	4	3	1	-	-	2	10
Descriptive and Explanation Text	7	11	2	-	-	2	22
Dialogue about Third Conditional	1	2	-	-	-	1	4
Article about Teenagers' Hopes and Fears	3	1	-	-	-	1	5
Expository Text about Poetry	11	12	8	-	-	3	34
Total	38	52	23	1	2	24	140
Percentage	27%	37%	16%	1%	1%	17%	100%

Table. 1 presents the sentence patterns found in simple sentences in the analyzed textbook. From the total of 140 sentences analyzed, the most frequently used pattern is SVC, with a total of 52 sentences, commonly used to describe or identify the subject through a complement. The second most frequent pattern is SVO with 38 sentences, which indicates a direct relationship between the subject and the object. Other patterns such as SVOA with 24 sentences, and SVA with 23 sentences are also quite frequently used, particularly to provide additional information about time, place, or manner. Meanwhile, more complex patterns like SVOO in 1 sentence and SVOC in 2 sentences rarely appear, and the SV pattern was not found at all. These findings were then further examined in terms of their distribution in each chapter to identify their connection with the text types discussed.

The distribution analysis shows that the sentence patterns used in the textbook follow the characteristics of each text types. Texts that discuss past actions (Chapters 1 and 3) tend to use the SVA and SVOA patterns to emphasize information related to time and place. Narrative texts (Chapter 2) feature variations of SVC, SVO, and SVOA patterns because they combine actions,

characters, and situations. Future prediction texts (Chapter 4) are dominated by SVO patterns that emphasize the subject's action. In the report texts in Chapters 5 and 6, SVA and SVOA patterns appear more frequently to present factual information accompanied by additional explanations. Meanwhile, the profile text in Chapter 7 is dominated by SVC pattern, because its aim to describe the identity and characteristics of the figures.

Several chapter like Chapter 8 (text about third conditional) and Chapter 13 (articles about teenagers) are dominated by SVO pattern, reflecting the emphasis on cause-and-effect relationships and character's experiences. Chapter 9 (discussion), Chapter 11 (descriptive and explanatory), and Chapter 14 (poetry expository text) are dominated by the SVC pattern, which is in line with the descriptive and analytical purposes of these texts. Chapter 10 (interview) shows a combination of SVO and SVC patterns due to its questions-and-answer format, while Chapter 12 (dialogue about third conditional) also features SVC because it is used to illustrate the structure of the conversation.

In general, the analysis shows that descriptive, expository, profile, dialogue about third conditional, and discussion texts dominant to use the SVC pattern; narrative, past action, interview, and article about future prediction are dominated by the SVO and SVOA pattern, while third conditional text show variations in the patterns used.

Syntactic Structures of Phrases

The results of phrase structures analysis of 140 simple sentences show that noun phrases (NP) and verb phrases (VP) have various structural forms, ranging from simple to complex structures. Understanding these structures is important because dominant sentence patterns such as SVC, SVO, and SVOA are formed from specific combinations of these phrases. By analyzing noun phrases (NPs), we can see how subjects are formed and function as the main structure of a sentence, while verb phrases (VPs) show how predicates connect subjects with objects, complements, or additional information. The structural variations in these two types of phrases will be explained in detail in the following section.

Syntactic Structures of Noun Phrases

Table 2. Phrase Structure of Noun Phrases in Simple Sentences

NP structure	Total	Percentage
Pronoun	53	38%
Determiner + Noun	28	20%
Proper Noun	17	12%
Noun	8	6%
Adjective + Noun	9	6%
Determiner + Adjective + Noun	5	4%
Determiner + Noun + PP	6	4%
Adjective + Noun + PP	5	4%
Determiner + PP	4	3%
Determiner + Adjective + Noun + PP	3	2%
Noun + PP	1	1%
Determiner + Noun + to-Infinitive	1	1%
Total	140	100%

Table 2 shows various noun phrase (NP) structures found in simple sentences in the analyzed textbook. From the total of 140 sentences analyzed, the most frequent NP structure was

Pronoun, appearing in 53 sentences. The second most frequent structure is Determiner + Noun, found in 28 sentences, and Proper Nouns also appear quite frequently, appearing in 17 sentences, describing the use of people's names, places, or institutions as the main subject in sentences. Other structures that appear frequently include Noun (8 sentences), Adjective + Noun (9 sentences), Determiner + Adjective + Noun (5 sentences), Determiner + Noun + PP (6 sentences), Adjective + Noun + PP (5 sentences), Determiner + PP, and Determiner + Adjective + Noun + PP (3 sentences each). Meanwhile, more complex structures like Noun + PP and Determiner + Noun + Infinitive Phrase only appeared once.

Syntactic Structures of Verb Phrases

Table 3. Phrase Structure of Verb Phrases in Simple Sentences

Verb Types	VP structure	Total	Percentage
Linking Verb	VI + NP	23	16%
	VI + AdjP	22	16%
	VI + PP	9	6%
	Aux + VI + PP	4	3%
	Aux + VI + AdvP + PP	3	2%
	Aux + VI + AdjP	2	1%
	VI + to-infinitive	1	1%
	VI + PP + to-infinitive	1	1%
Transitive	Vt + NP	12	9%
	Vt + NP + PP	9	6%
	Aux + Vt + NP + PP	8	6%
	Vt + to-infinitive	6	4%
	Adv + Vt + NP	6	4%
	Aux + Adv + Vt + NP	5	4%
	Aux + Vt + NP	4	3%
	Adv + Vt + to-infinitive	4	3%
	Vt + to-infinitive + PP	4	3%
	Aux + Vt + NP + to-infinitive	3	2%
	Vt + NP + to-infinitive	2	1%
	Aux + Passive V + PP	9	6%
	Aux + Passive V + to-infinitive	2	1%
Passive	Aux + Adv + Passive V + NP	2	1%
Total		140	100%

Table 3 shows the variation in verb phrase structures found in simple sentences in the textbook. It can be seen that verb phrase that the most often appear in the form of linking (copular) verb and transitive verb, while intransitive verb is not found at all in the data. This indicates that most simple sentences in the textbook emphasize the relationship between the subject and its complement or object, rather than on action that stands alone without any complement or additional adverbial. In addition, verb phrase structures with two objects (transitive) and object complements (complex-transitive) are also found, although in smaller numbers.

The most dominant structure is VI + NP appearing in 23 sentences, followed by VI + AdjP which appears in 22 sentences, and VI + PP which appears in 9 sentences. Other structural variations with linking verbs such as VI + to-infinitive appearing in 1 sentence, Aux + VI + AdjP in 2 sentences, VI + PP + to-infinitive in 1 sentence, Aux + VI + AdvP + PP in 3 sentences, and Aux + VI + PP in 4 sentences.

Meanwhile for transitive verbs, the most common form is Vt + NP, which appears in 12 sentences, other structures that appear quite frequently are Vt + NP + PP, which appears in 9 sentences, Aux + Vt + NP + PP in 8 sentences, and Vt + to-infinitive and Adv + Vt + NP both found in 6 sentences. More complex structures such as Aux + Adv + Vt + NP appeared in 5 sentences, Adv + Vt + to-infinitive in 4 sentences, Vt + to-infinitive + PP in 4 sentences, and Aux + Vt + NP + to-infinitive in 3 sentences

Meanwhile, the structure with passive verbs were also found, although they were not dominant. The structure Aux + Passive V + PP appeared in 9 sentences, while Vt + NP + to-infinitive Aux + Passive V + to-infinitive, and Aux + Adv + Passive V + NP each appeared in only 2 sentences. Overall, these results show that the most frequently used verb phrases are linking verbs and transitive verbs with noun or adjective complements. The dominance of the VI + NP and VI + AdjP structures.

Representation of Syntactic Analysis in Simple Sentences Using Tree Diagram

The analysis of sentence patterns and phrase structures provides an understanding of the variations in syntactic structures used in reading texts. To understand the syntactic structures of these patterns, a visual representation is essential to illustrate the hierarchical relationships among the constituent elements of a sentence. An example of a tree diagram illustrating the syntactic structure of representative sentences is presented below. This diagram makes it easier to understand how verb phrases (VPs) and noun phrases (NPs) are linked and arranged to create particular sentence patterns. The following tree diagram examples were selected based on the most dominant syntactic sentence patterns and syntactic structures of phrases in the data.

[1] She is a beautiful woman

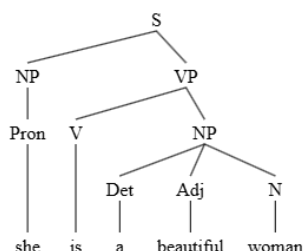


Figure 1. Tree diagram of sentence [1]

The sentence “She is a beautiful woman” consists of two main phrases, namely a noun phrase (NP) and a verb phrase (VP). The subject element in the form of the NP “She” is a pronoun that is one of the simplest and most dominant NP structures found in the data. The use of pronouns as subjects reflects the textbook’s tendency to present sentences with simpler subject structures. The verb phrase “is a beautiful woman.” consist of the main verb “is,” which is a linking verb (VI) in the simple present tense. Linking verbs do not indicate action but serve to connect the subject with its complement. This VP structure is in the form of VI + NP, which is one of the most dominant verb phrase structures found in the research findings. The complement of the sentence, NP “a beautiful woman,” functions as a subject complement (C) that describes or identifies the subject. The internal structure of NP consists of the determiner “a,” followed by the premodifier adjective “beautiful,” and ending with the head noun “woman.” This structure illustrates how complements in the SVC pattern are generally NPs that provide descriptive information about the subject. Therefore, the sentence “She is a beautiful woman” represents the S + V + C (SVC) pattern, with NP → Pron, and VP → VI + NP.

[2] My mother has many talents

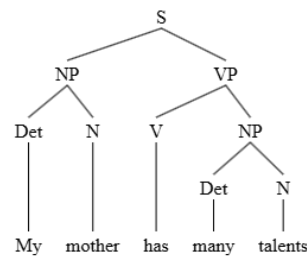


Figure 2. Tree diagram of sentence [2]

The sentence "My mother has many talents" consists of a noun phrase (NP) and a verb phrase (VP). The subject of the sentence, NP "My mother," is the second most dominant noun phrase structure found in the data, namely Determiner + Noun (Det + N) structure. The determiner "my" functions as a possessive determiner that indicates ownership, while "mother" becomes the head noun of the NP. The verb phrase (VP) "has many talents" is constructed by the verb "has," which is a transitive verb (Vt). As a transitive verb, "has" must be followed by a direct object to complete its meaning. The direct object of this sentence is in the NP structure "many talents," which consists of the quantifier "many," which functions as a determiner that indicates quantity, and the plural noun "talents" as the head noun. Overall, this VP structure follows the Vt + NP pattern. Therefore, the sentence "My mother has many talents" is a representative example that illustrates the dominance of the SVO pattern, while also showing the most frequently occurring forms of NP and VP, namely NP → Det + N and VP → Vt + NP.

Discussion

Syntactic Sentence Patterns in the Textbook

Based on the analysis of 140 simple sentences found in the textbook *Talk Active*, six of the seven basic sentence patterns according to Quirk et al., (1985) were found. The most dominant sentence pattern was SVC with 52 sentences, followed by SVO with 38 sentences, SVOA with 24 sentences, and SVA with 23 sentences. Meanwhile, the SVOC and SVOO patterns only appeared in two and one sentence, respectively, while the SV pattern was not found at all.

The distribution of these sentence patterns also shows a correlation with the type of text in each chapter. Descriptive, expository, character profile, and discussion texts tend to use the SVC pattern, because its main function is to describe or identify the subject through complements. Meanwhile, narrative texts, articles, and texts that focus on actions or events tend to use SVO and SVOA patterns, which emphasize the direct relationship between the subject and object and the aspects of the action or event. In conditional text and the dialog, there are variations in sentence patterns that are adapted to the context of the conversation and the cause-and-effect relationship between ideas.

The dominance of the SVC pattern in the textbook *Talk Active* shows that the text is mostly used to explain the identity or characteristics of the subject. This is in line with the grammatical function of the subject + linking verb + complement pattern, which provides additional information or descriptions about the subject. The SVO and SVOA patterns, which also appear frequently, indicate that this book is dominated by descriptive sentences and sentences that express action.

These findings show the dominant pattern of textbook in using simple but communicative sentences, which is also supported by several previous studies. Previous studies that also examined the seven basic sentence patterns from Quirk et al., (1985) were conducted by Arham (2020), Rizkiyah et al., (2023), Nenojata et al., (2023), and Kusnadi et al., (2024). Arham (2020) analyzed sentence patterns in Tempo.co headlines and found that the SVC pattern was the most dominant. This indicates that the SVC pattern is commonly used in text types aimed at providing clear and factual information, both in mass media and in textbooks.

However, the study was conducted by Rizkiyah et al., (2023), which analyzed sentence patterns in songs from Taylor Swift's album, found that the SVO pattern was the most dominant, as did study conducted by Nenojata et al., (2023), which analyzed Callum Scott's song lyrics and also found the SVO pattern to be the dominant pattern. Songs tend to contain more direct actions using transitive verbs.

Meanwhile, the study was conducted by Kusnadi et al., (2024) analyzing student writing found a dominance of SVA patterns. In this case, although the research context is different, the findings support that SVA patterns are common in texts that describe situations or events. The study that directly examined texts in textbooks was conducted by Napitupulu & Manihuruk (2020), who analyzed sentence patterns in descriptive texts in textbooks and also found that the dominant pattern was SVC. These findings show that the results of this study are consistent with previous studies that also focused on texts in textbook. This similarity supports the use of the SVC pattern as a common characteristic in the writing of descriptive texts in English textbook. Therefore, the similarities and differences in sentence patterns between this study and previous studies indicate that sentence structure variation is highly dependent on the type of text, context, and communicative purpose of each.

These findings have practical implications for teachers and students. For teachers, the results of this analysis can be used as supporting material to explain basic sentence patterns in grammar and writing instruction. Teachers can use examples of SVC and SVO sentences found in the book as additional learning media to help students more easily recognize sentence structure. For students, understanding the variations in simple sentence patterns helps them write sentences with correct and meaningful structures. The results of this study indicate that the Talk Active textbook uses simple sentence structures with a dominant SVC and SVO pattern, which supports the communicative purpose of the descriptive and expository texts within it. These findings are in line with previous theories and research and are highly relevant to English language learning in high schools.

Syntactic Structures of Phrases

From 140 simple sentences analyzed based on phrase structure rules, 13 noun phrase structures and 22 verb phrase structures were found with various variations, from the simplest to the most complex structures. Of the 13 NP structures found, the most dominant structure was pronoun and determiner + noun, while of the VP structures found, the structure with linking verbs was the most dominant, followed by the structure with transitive verbs as the second most dominant structure. The dominance of these structures is in line with the dominance of the SVC pattern using linking verbs and the SVO and SVOA patterns using transitive verbs, with simple noun phrase structures.

Noun phrase structure has an important role in various syntactic structures in sentences. The structure consists of several components that influence their function in sentences. As stated by Verspoor & Sauter (2000) noun phrases consist of a head noun and may include determiners, pre-modifiers, and post-modifiers. Pre-modifiers are words or phrases that appear before nouns and serve to provide information or modify the meaning of the noun. Pre-modifiers are generally

adjectives or numerals. Meanwhile, a post-modifier is a word, phrase, or clause that appears after the noun and serves to provide additional information or clarify the meaning of the modified noun. Post-modifiers are usually prepositional phrases or relative clauses.

From this explanation, it can be concluded that simple noun phrase structures such as Pronoun and Determiner + Noun are most commonly used in simple sentences in textbooks. However, there are also some noun phrases with more complex structures, such as those using pre-modifiers and post-modifiers. This indicates that textbook not only use simple structures but also have complex structures, even though the sentences are still categorized as simple sentences.

NP structures function as subjects in sentences, followed by verb phrases (VP), which form predicates that connect subjects with objects, complements, or adverbs. Based on the structure and type of verbs, the verb phrases in this data can be classified into three types: linking, transitive, and passive. Verb phrase that the most often appear in the form of linking (copular) verb with complement and transitive verb with direct object and additional adverbial, passive verb appear rarely, while intransitive verb is not found at all in the data. This indicates that most simple sentences in the textbook emphasize the relationship between the subject and its complement or object, rather than on action that stands alone without any complement or additional adverbial.

The diversity of verb phrase structures in the data shows that although most sentences appear simple, the variation in the use of verb phrases still reflects functional complexity that is consistent with the sentence patterns used. In general, verb phrases in the textbook consist of verbs followed by various types of phrases, such as noun phrase (NP), prepositional phrase (PP), adjective phrase (AdjP), adverbial phrase (AdvP), and infinitive phrases. Based on the data, noun phrase (NP) and prepositional phrase (PP) appear as the most dominant forms, followed by to-infinitive phrase and adjective phrase (AdjP). Each of these phrases has a different syntactic function, such as an object, complement, or modifier, which together form sentence patterns such as SVC, SVO, SVA, SVOA, SVOO, and SVOC.

To-infinitive phrases were also occurring frequency, generally following transitive verbs and linking verbs. In this structure, infinitive phrases can function as direct objects, subject complements, object complements, or adverbials of purpose. As stated by Frank (1972), that infinitive phrase can act as noun, adjective, or adverb, and the findings of this study reflect these roles clearly. This variety of functions shows that infinitive phrases provide syntactic flexibility that allows simple sentences to have more complex and varied internal structures.

The structure of verb phrases in the data shows variations in form, from the simplest to the most complex, such as the use of modals (can, may, will) and auxiliary verbs (be, have, do). The addition of modals and auxiliaries has a direct effect on the tense and aspect of a sentence. This shows that tense in a sentence is not only formed by the main verb, but also by additional elements in the verb phrase. As stated by Herring (2016) that A verb phrase is formed by an auxiliary verb and a main verb, or by a verb together with its modifiers, objects, or complements. It is used to construct perfect and continuous tenses, express modality, or function as part or the entirety of the predicate. The most dominant tense in the data is the simple present tense. This is because the textbook is dominated by descriptive and explanatory texts.

This result is also consistent as shown in several previous studies. The study by Octavia et al., (2023) shows that noun phrases are the most dominant phrases in narrative texts such as Aesop's fables. Arham (2020) research also found diversity in NP and VP structures in news texts, both in simple forms such as Proper Nouns and complex forms such as NP + PP and VP with auxiliaries/modals. Pamungkas (2020) study, which analyzed complex sentences in the K-

13 textbook, showed the dominance of NP structures such as pronouns and head nouns as subjects. Although different from this study, which only analyzed simple sentences, the dominant pattern of noun phrase pronouns as subjects in sentences is the main similarity that supports the findings.

From this comparison, it can be concluded that the appearance of simple noun phrase structures such as pronouns, determiners + nouns, and proper nouns is a common pattern that appears in various types of English texts, whether narrative, expository, or informative. Verb phrases in sentences typically contain main verbs such as transitive verbs or copular verbs and may also be accompanied by auxiliary or modal verbs. All of these are part of the predicate. The main difference lies in the context and type of text being analyzed. Although the sentences are relatively simple, the analysis results still show that noun phrases and verb phrases can have complex structures. This indicates that the sentences in the textbook present a variety of phrase structures, both in simple sentences and sentences with more complex syntactic structure.

Conclusion

Based on the results of the study on the syntactic patterns used in reading texts, the analysis shows that the reading texts in the Talk Active textbook use six of the seven simple sentence patterns according to Quirk et al. (1985), namely SVC, SVO, SVOA, SVA, SVOC, and SVOO, while the SV pattern did not appear at all. The dominance of SVC pattern shows that most sentences in the textbook are descriptive and used to explain or identify the subject, while the SVO pattern is used to express actions or events. These patterns indicate that the textbook presents various sentence patterns that support different types of texts and communicative purpose.

The results of the analysis for the second question regarding the phrase structure used in simple sentences show that the noun phrase (NP) structure in this book is dominated by simple forms such as Pronoun (Pron) and Determiner + Noun (Det + N), although there are also NP structures with pre-modifiers and post-modifiers. The verb phrase (VP) structure generally uses linking verbs (VI + NP, VI + AdjP) and transitive verbs (Vt + NP, Vt + NP + PP). These structures are consistent with the dominance of SVC, SVO, and SVOA sentence patterns in the data, where sentences with these patterns use linking verbs and transitive verbs.

This study has several limitations. First, it only focusses on simple sentences and does not analyze compound, complex, or compound-complex sentence structures that may also be found in the textbook. Second, the data sources are limited to reading texts and do not cover other sections such as dialogues, questions, or exercises that may provide variations in syntactic sentence patterns. Third, this study only focuses on the analysis of noun phrase (NP) and verb phrase (VP) without conducting an in-depth analysis of other phrase types such as adjective phrase (AdjP), adverbial phrase (AdvP), or prepositional phrase (PP), so that the overall syntactic structure has not been explained in depth for other phrase structures.

Based on these limitations, further research could expand the scope by analyzing sentence structures in other parts of the textbook or comparing several *Merdeka* Curriculum textbooks. Research could also involve classroom observation to see how teachers use the textbook and how students comprehend the sentence structures within it. Thus, further research could provide a more comprehensive understanding of syntactic instruction in the context of English language learning.

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Authors' Biography

The principle author is a graduate student at Universitas Islam Makassar, majoring in English Education. During this study, some helps have been provided by both supervisors.