

An Analysis of Sentence Structure on A Game “Speak It Up!”: Systemic Functional Linguistic Study

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Abstract

A linguistic study about Systemic Functional linguistics commonly analyzes the text in an article, journal, magazine, novel, or headline in a newspaper. However, the texts from a board game will be examined in this study. This study analyzed the mood system and sentence structure. The theories that Halliday and Matthiessen, 1992 on mood Analysis and the theory of Oshima and Hogue, 2007 are used to analyze the sentence structure. This study was qualitative research. The data are the text in every flash card in the “Speak It Up!” board game. The results of the study are, first, the declarative sentence was dominantly found in the study. Second, the results showed that the simple sentence was dominantly found. That means the language in every flash card is appropriate for children because the language is easy to understand.

Keywords: Sentence Structure; Board Game; Systemic Functional Linguistics; Linguistics

1. INTRODUCTION

Language is a complex system of habits, which can be divided into five main subsystems: the grammatical system, phonological system; morphophonemic system; semantic system; and the phonetic system

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(Hockett. 1958:137-138). Language allows us to communicate, to express our feelings, thoughts, ideas, and experiences (Goldstein, 2008). From the definitions above, the researcher concludes that language is a way for humans to communicate by using speech and hearing tools to communicate with each other and express their ideas and feelings. Language is studied in Linguistics. Linguistics is a science that deals with the structure or form of language, which focuses on the rules followed by speakers (or listeners) of that language (Fromkin, 2001). This science sees language from two sides: internal and external. Its inner side is called microlinguistics. Microlinguistics is centered on the language without regard to its relationship with other scientific fields and its application in daily routine. Its branches include phonetics, phonology, morphology, syntax, and semantics.

On the other hand, the outer side of language is called macro linguistics. Macrolinguistics is concerned with the relationship of language with other scientific fields and its application in everyday life. Its branches include stylistics, historical linguistics, sociolinguistics, and psycholinguistics.

This linguistics study focused on the structure of sentences and how they are formed. A sentence combines words in a statement, question, or command, usually containing one subject and one verb. In English, a sentence begins with a capital letter. It ends with a period (.), a question mark (?). (Miller 2002:76) The traditional definition of a sentence states that a sentence is a grammatical unit composed of smaller units (words and phrases). In line with Miller's opinion, Elson and Pickett (1962:82) also state that a sentence begins with the merger of the smallest morphemes, which continues to creep up to include larger structures.

Sentence structure is the way sentences are structured grammatically. Compared to sounds and words, sentence structures are abstract.

Nonetheless, the structure of the sentences still plays an essential role in every sentence (Fernandez & Cairns, 2011). The structure itself depends on the language used by the sentence maker. Aarts & Aarts (1982) classify sentence structure into three types: simple, complex, and compound. A simple sentence is a sentence in which none of its functions are occupied by a subordinate clause (dependent/subordinating clause). This sentence only consists of one independent clause that can stand alone. Complex sentences consist of one independent clause and one or more independent clauses. These clauses are connected by subordinating conjunctions—meanwhile, the sentence. A compound is a sentence in which two or more sentences (conjoins) are connected. Each conjoins independent (can stand alone), and each of these clauses is connected by a coordinating conjunction.

Speak It Up is a board game used in speaking class. It encourages students to speak English actively. The board game can be applied in a speaking class to stimulate students to be interested in speaking English and improve their speaking proficiency. Smith (2006) states that boardgame is not random. Nevertheless, it is limited by specific contexts, usually structured and controlled by rules. This board game primarily involves a moving-maker that moves along the way on the board game. We often find examples of the most popular boardgame in Indonesia, such as; Monopoly and Snake & Leader. In addition, some of these board games imitate real-life situations. Playing it can create a joyful and fun environment for students to learn English, especially speaking skills.

Several previous studies are related to the use of board games in teaching speaking. For example, Putri et al. (2018) conducted a study on the effectiveness of using boardgame in speaking. The experimental research

results revealed that using board games could improve students' speaking skills.

In the same year, Fung & Min (2016) conducted a study entitled the effect of using board games on speaking skills for students with low proficiency levels. The findings of this study reveal that board game is a helpful tool for engaging students' class participation and improving the speaking ability of low proficiency students.

In addition, Rohdiana (2017) conducted developmental research on communicative boardgame for speaking on descriptive text. Respondents of the study were junior high school students. The results of this study indicate that students show positive responses and agree that board games benefit them in learning English, especially in the context of descriptive texts.

Furthermore, Analisti (2016), Putrayasa, et al. (2018), and Cahyani (2020) analyzed the sentence structure in academic text. The studies used the qualitative method. There are several gaps between this study with the previous studies. First, this study used a text from a board game. Secondly, this study used systemic functional linguistics as an approach of study.

2. LITERATURE REVIEW

2.1. Meta function

Language meta function is a term created by Halliday used to describe three different ways occurring simultaneously. It consisted of experiential, interpersonal, and textual meaning simultaneously appears when language is used. The meta function in question is a device language that appears and is used in the study of linguistic semiotics to describe and explain the (semantic) meaning of when language (text) is interpreted and interpreted. It has been mentioned, LSF in reviewing the meaning of the text does it in a way study the meaning of various language functions

(Language meta function). Meta function Experiential study the meaning of the text based on language functions by means of describe the reality of nature, because one of the functions of language is observing function.

Language reflects what is real occurs in the real world (language as reflection). The interpersonal meta function is to study the meaning of the text based on the language function as an interchangeable tool when someone interact with others to communicate the experience it has. In this function, language plays a role as an action (language as action).

Meanwhile, the third meta function is textual meta function, which is defined as language function that facilitates both the previous meta function, i.e. meta function experiential and interpersonal meta functions to be translated into text.

Halliday's view of the study Discourse analysis is different from theories other functional. Systemic functional theory have a paradigm, that functional properties language is realized through meta function language consisting of meta functions experiential, interpersonal meta function and textual meta function.

These three meta functions encoded lexicogrammatically (lexis and grammar) which constructs the text. Text what this lexicogrammatically realizes encode the meaning for each one meta function level. According to LSF there are three main functions language, because language is built for three main objectives, namely; 1) talk about what is, will be and what has happened; 2) to interact or communicate ideas; 3) For produces both of the above functions in a comprehensive coherence. Three functions This is what is called a meta function simultaneously realized in a clause or text.

Interpersonal Meaning

Language as action or action represented in interpersonal functions. This interpersonal function or meaning is the realization of the exchange of

experiences (experiential meaning) humans as social beings. In general, this function explain how in a communication occurs interactions that involve speaker and listener exchange experience.

In this activity, on basically there are only two events happening namely giving (giving) and asking (demand) both information and goods and services. These two events, semantically represented in in the form of a statement, questions, offers and orders or what known as the speech function. The four actions (protoactions) realized by three tones of conversation on technical level of grammar linguistically called mood or mode (declarative, interrogative, and imperative). Besides that, when exchanging experiences or interaction occurs, speakers often give their opinion or opinion. In this case the modality is used as device for expressing consideration or the speaker's opinion. (Halliday, 1994, 2005, Halliday and Matthiessen, 2004, Thompson 1996, Eggins, 2004, Saragih, 2006.)

2.3 Mood Type

Mood is the first element in an interpersonal component. In a mood there is a subject and a finite. This is explained by Halliday and Matthiessen (2004:111) “It is called the Mood element, and it consist of two parts: (1) the Subject, which is a nominal group, and (2) the Finite operator, which is part of a verbal group”. Based on the quote it can be understood that a subject and a finite belong to a mood and the following are explanation of subject and finite.

a. Subject

Subjects are usually marked by a nominal group such as explained by Halliday and Matthiessen (2004:111) “The Subject, when it first appears, may be any nominal group”. The quote is understandable that a subject can

be marked with 'person' or 'thing' noun which is the main role in a clause which is group names.

b. finite

Finite is the second element of the mood element. Based on Halliday and Matthiessen (2004:111) “The Finite element is one of a small number of verbal operators expressing tense”. A finite too shows a time, grammatically called primary tense and can also be called modality.

The first finite verbal operators are temporal indicates a time; past (past), present (present), and the future (future). Here is an example of temporal:

Past	Present	Future
Did	Does	Will

The following is an example of a clause indicating a subject and temporal finite.

Dirga will shoot the deer

Dirga	Will	shoot	the deer
Subject	Finite (future)		

The example above explains that Dirga plays a role in a subject because 'Dirga' is a nominal person (person) and 'will' is a verb that is temporal finite verbal operator that shows the time in the future (future).

2.4 Sentence Structure

Simple sentences are consisted of subjects and verbs that can be combined with other elements such as objects, complements, and adverbs, but those elements are optional (Oshima & Hogue, 2007). However, Alwi et al.'s (2003) explained that simple sentences only have one subject-verb pair (Subject-Verb). Compound sentences are structured of at least two simple sentences or two independent clauses that are joined by coordinators (e.g. and, but, so, and or) (Oshima & Hogue, 2007). Complex

sentences are a sentence type that combines one independent clause and one or more dependent clause(s) that are connected by subordinators (Oshima & Hogue, 2007). Compound-complex sentences are sentence type that has at least three clauses that consist of any combination of dependent and independent clauses. Coordinators and subordinators connect this sentence type. In addition, there are rules for using commas in the complex sentences: 1) the use of commas for separating clauses when a dependent clause comes first and 2) the use of commas when an independent clause comes first.

2.5 Speak It Up Board Game

“Speak It Up” is a board game to encourage the students to speak English confidently. It can be offered as joyful media to teach and learn English. Rohdiana (2017) stated that a board game is a conventional game created by using stiff paper or wood as a medium to play. It is a kind of game with a fun rule that can be used for language learning. It can be used as a medium to teach speaking. One of the popular board game is Snakes and ladders. It is a popular board game among children and people worldwide. Snake-and-ladder game is a kind of educational game that exercises students' rapidity in speaking. This game requires some kind of tools, among others board. Snake and ladder are equipped with image paper and dice. The board consists of twenty command squares and must be played by more than one player. In this case, each square contains the command modified to describe anything, person, place, or activity that can be adjusted to the learning materials. Practically in applying this game, the students are demanded to be active in the class because they are the center of the teaching-learning process.

3. METHODS

The study is categorized as descriptive qualitative research. Creswell (2013:4) explained that qualitative research is used to explore and understand the meaning of groups or individuals related to human or social problems. The aim of qualitative study was to get deeper understanding of the specific data (Ary et al., 2009:29).

The data in this study is taken from every flashcard of *Speak It Up!* Game. While for the data that used are the sentences, which are in the form of clauses.

The sentences of the flash card should be collected to be examined. Then the next step is to identify the structure using systemic functional linguistics. Then, I divided the sentences based on the structure. After that, the data are elaborated on in the discussion.

This study used the qualitative analysis method to analyze and discuss the interpersonal meaning of the flash card. The analysis covers how the sentence structure is applied in the flash card of *Speak It Up!* Game. The steps to analyze the data started from specifying the data based on the categories that would be discussed. The next step is analyzing and discussing the sentence structures found in the flash card. Then, in the final section, concluding the results are found in the flash card.

4. RESULTS

4.1 Mood Types

Table 2. Type of Sentence

<i>Mood Types</i>	<i>Frequency</i>	<i>(%)</i>
Declarative	96	90%
Interrogative	5	10%
Imperative	0	0%
Total	101	100%

Two mood types were found. They are declarative and interrogative. They consist of 101 sentences: 95 declarative sentences and five interrogative sentences.

4.1.1 Declarative

The game author used the declarative mood to give information or express statements to the hearer. For the reader, they could acknowledge or contradict the sentence. Declarative mood usually contained subject and finite. Therefore, it could be decided that a clause has a declarative mood by seeing its structure: subject + finite, as in the following sentences.

There's an insect in the noodles.

There	's	An insect	In the noodles
Subject	Finite	Complement	Adjunct
Mood		Residue	

That sentence is categorized as a declarative sentence. The speaker used the sentence to inform that there is an insect in the noodles. It is also contained subject and finite in the structure.

4.1.2 Interrogative

The interrogative mood is used for asking questions or demanding information. The structure or element of the interrogative can be divided into two structures such as polar and WH-question. The polar question is composed with finite + subject structure. The WH-question is structured with WH/subject +finite structure.

What should I do?

What	Should	I	Do?
Wh/ Complement	Finite	Subject	Predicator
Re-	Mood		-sidue

That sentence indicated an interrogative sentence. The speaker used the sentence to ask the reader if there was something to do. It is also contained W/H question word, subject, and finite in the structure.

4.2 Sentence Structure

Table 3. Sentence Structure.

<i>Type Of Sentence</i>	<i>Frequency</i>	<i>(%)</i>
Simple	54	53%
Compound	29	28%
Complex	18	19%
Compound-Complex	0	0%
Total	101	100%

4.2.1 Simple Sentence

The simple sentence is structured by subject and finite. It did not need conjunction or another clause. For example:

Your customer isn't happy

Your customer	Isn't	Happy
Subject	Finite	Complement
Mood	Residue	

The sentence above is categorized as a simple sentence. The sentence has a subject and finite in the structure. The simple sentence made the reader easy to comprehend the message of the sentence.

4.2.2 Compound Sentence

Compound sentence consisted of two clauses. It has two subjects and two finites. It is more difficult than the simple sentence. for example:

My English Teacher gave me a lot of books to read but I don't like books to read

My English Teacher	Gave	Me a lot of books to read	
Subject	Finite	Predicator	Complement
Mood	Residue		

but I don't like books to read

But	I	Don't	Like	Books to read
Conjunction	Subject	Finite	Predicator	Complement
Re-	Mood	-sidue		

The sentence is classified as a compound sentence. The sentence has a subject and finite in a mood structure. The compound sentence made the reader.

4.2.3 Complex Sentence

Complex sentence is more complicated than simple or compound sentence. It has two or more clause. For example:

If they are found smoking both at school and outside the school,

If	They	are	found	Smoking	both at school and outside the school
Conjunction	Subject	Finite	Predicator	Complement	Adjunct

they will get severe sanctions

They	will	Get	severe sanctions
Subject	Finite	Predicator	Complement

The sentence is classified as a complex sentence. This is because the sentence has two subjects and two finites in the structure. Therefore, the complex sentence indicated a higher level for the learner who can solve it.

5. DISCUSSION

Based on the results, the declarative sentences were dominantly found in this study. That means the sentences described the situation in the board game. The declarative sentences are arranged to draw the situation in the

student's daily routine. For example, asking for a thing, apologizing, asking for help, or giving a compliment.

The imperative sentence is not found in this study. It means that the imperative sentence is not considered to be used as a sentence to draw the situation in the game.

The simple sentences are primarily found in this study. They are used to ease the reader to understand the message of the flash cards. The simple language also provided the readers a short time to understand the flash card. The more accessible language made them understand faster and save time.

The compound-complex sentences are not discovered. The compound-complex sentences tend to make the readers understand easily. However, they took longer than the simple, compound, or complex. The sentences in every flash card were considered to be situated with the student's competency level. The simple, compound, and complex are seemed to be at a lower level than the compound-complex sentences.

The result of this study is in line with Rohdiana (2017). The result indicated that the declarative sentence in every flash card is simple and understandable. That is very helpful in learning English, especially in the context of descriptive texts.

In addition, the simple sentences used in the flash card could draw a situation to be fun. Therefore, those sentences can save time. Furthermore, it deals with Fung & Min (2016), which could attract class participation and improve the speaking ability of low proficiency students.

6. CONCLUSION

In Conclusion, The declarative sentences are found at 90%, the Interrogative sentences at 10%, and the 0% imperative sentences. The findings indicated that declarative sentences are appropriate for the

students learning English. Besides being easy to understand, it saves time and more efficiency for the learners.

The simple sentences are mostly found. It is 53% of all of the data. The next is compound sentences (28%). Then, the complex sentence is 19%. There is no complex-compound sentence. The simple sentence helped the reader to understand easily. it also could attract the participation from beginner to advanced. Then, the games can be more fun.

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