



## An in Depth Analysis of Five Basic Sentence Patterns Plus Adjuncts In English Grammar

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### Abstract

This research journal presents a comprehensive and systematic exploration of the five fundamental sentence patterns in English grammar—S-V, S-V-O, S-V-C, S-V-O-O, and S-V-O-O-C—with an additional focus on the function of adjuncts. The study was conducted over a five-month period with a group of senior high school students in Indonesia, analyzing how the understanding and mastery of sentence structures, alongside adjunct use, significantly impact syntactic awareness and written fluency. Each pattern is examined in terms of definition, function, structural characteristics, and usage through 15 examples (with and without adjuncts). The study employs both qualitative and quantitative methods to evaluate the effectiveness of targeted grammar instruction, offering insights into pedagogical implications for English language teaching. The findings confirm a marked improvement in students' sentence variety and syntactic control, laying groundwork for advanced grammar instruction and curriculum planning.

**Keywords :** *Sentence Patterns, English Grammar, Adjuncts, Syntactic Awareness, Written Fluency, Grammar Instruction, Senior High School Students, Qualitative Research, Quantitative Research, Curriculum Planning*

## INTRODUCTION

Mastery of sentence structure is a cornerstone of linguistic competence, particularly in the acquisition of English as a second language (ESL) (Hapsari, Sudarman, & Utami, 2022). Sentence patterns reflect the underlying syntactic architecture of language and enable learners to express a wide range of meanings clearly and efficiently (Suryanita, Kurniawan, & Sudana, 2020). This research focuses on five basic English sentence patterns—Subject-

Verb (S-V), Subject-Verb-Object (S-V-O), Subject-Verb-Complement (S-V-C), Subject-Verb-Indirect Object-Direct Object (S-V-O-O), and Subject-Verb-Object-Complement (S-V-O-C). Additionally, the role of adjuncts – optional elements that modify time, place, manner, etc. – is integrated into the analysis to highlight how sentences can be expanded for richer communication (Sianipar, Herman, & Purba, 2022).

Many learners struggle not only with identifying these structures but also with using them effectively in writing (Liu, Su, Li, & Liao, 2022). This research addresses this challenge through extensive instruction, classroom implementation, student writing sample analysis, and controlled exercises (Prasetyo, Martono, & Suparno, 2018). By presenting a systematic approach to sentence pattern instruction and incorporating real-world student data, this journal contributes to both theoretical and applied grammar studies (Darmayenti, Besral, & Yustina, 2021).

### **Purpose of the Study**

This paper aims to provide a comprehensive understanding of English sentence patterns, explore the function and integration of adjuncts, and illustrate their application in various contexts (Nikmah, 2020).

### **Scope and Limitation**

This study focuses on the five basic sentence patterns in English and the use of adjuncts. It does not cover complex grammatical forms such as subordinate clauses or passive constructions.

### **Method of Writing**

This paper uses descriptive methods, with references taken from grammar textbooks and academic sources, including examples and sentence analysis

## RESEARCH METHODS

This study employed a mixed-method research design combining qualitative and quantitative approaches (Wazeer, 2023).

Participants: 32 students from an eleventh-grade classroom participated over the course of five months (January–May 2025) (Rahman & Pandian, 2018).

Instruments (Saragih & Gultom, 2022):

1. Pre-test and post-test on sentence construction
2. Sentence pattern identification tasks
3. Writing samples
4. Observational field notes
5. Structured interviews with students

Procedure (Ninio, 2022):

1. Baseline data were collected through a pre-test on sentence pattern recognition and usage.
2. Weekly instruction focused on one sentence pattern, using visual diagrams, inductive grammar lessons, and guided writing.
3. Students practiced constructing sentences with and without adjuncts.
4. After five weeks, students completed a post-test and submitted written reflections.
5. Data were analyzed for accuracy, syntactic variety, and adjunct placement (Ismayanti & Kholiq, 2020).

Data Analysis: Descriptive statistics (mean score improvements, error types) were calculated (Lestari Kasih Grasella Nahampun, Herman, Christina Natalina Saragi, & Nanda Saputra, 2022). Qualitative data (student reflections and sentence samples) were coded thematically (Jia, Sun, Ma, & Looi, 2022).

## RESULTS AND DISCUSSION

This study was conducted over a period of eight months with 40 students from grade XI at a public senior high school in Indonesia (Du & Qian, 2022). The research involved pre-tests, structured classroom observations, students' written outputs, post-tests, and teacher interviews (Sermsook, Liamnimitr, Sermsook, Kanyakorn, et al. "An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students." *English Language Teaching*, vol. 10, no. 3, 2017, p. 101, & Pochakorn, 2022). Results showed significant improvement in the students' understanding and application of English sentence patterns (Syafiq, Rahmawati, Anwari, & Oktaviana, 2021).

### 1. Pre-test Findings:

1. Only 35% of students were able to identify basic sentence patterns correctly.
2. Most common errors included misplacing adjuncts, confusing object vs. complement, and omitting necessary sentence parts.

### 2. During Instruction:

1. Students were exposed to visual diagrams and guided through scaffolded writing activities (Lestari Kasih Grasella Nahampun et al., 2022).
2. Sample student writing showed steady improvement. For instance, an early attempt: "He happy very" was revised into "He is very happy today."

### 3. Post-test Results:

1. 82% of students correctly identified all five sentence patterns.
2. 76% successfully created their own complex sentences with adjuncts.
3. Error rates in identifying complements dropped from 47% to 12%.

### 4. Qualitative Data:

1. Students reported increased confidence in writing and speaking.
2. Teachers noted more grammatical diversity and clarity in students' essays and presentations (Nadirah, Tahir, & Asrifan, 2019).

## Discussion

The findings of this study highlight the pedagogical importance of explicit instruction in sentence pattern structures combined with adjunct usage (Simanjuntak, 2020). The significant improvement between pre-test and post-test scores indicates that structured teaching and consistent practice contribute effectively to mastering sentence patterns (Andriani, Yuniar, & Abdullah, 2021).

Students who initially relied on fragmented and ambiguous sentence constructions began to develop grammatically correct and contextually appropriate sentences. The use of adjuncts added semantic richness and communicative clarity (Muamaroh, Mukti, & Haryanti, 2020).

Some students still struggled with distinguishing complements from objects in S-V-O-C patterns, indicating the need for more visual and contextual examples. However, the inclusion of real-life examples and collaborative peer exercises helped minimize these errors (Berry, 2022).

### *Definition of Sentence Patterns*

Sentence patterns refer to the structural arrangement of words in a sentence, particularly the order of the subject (S), verb (V), object (O), complement (C), and adjunct (A). These patterns help to organize thoughts clearly and coherently in communication (Fitriana & Nurazni, 2022).

### **Function of sentences**

1. Help express complete ideas.
2. Provide grammatical accuracy.
3. Allow for variation in sentence style.
4. Serve as a blueprint for constructing meaningful statements.

### **Characteristics of Sentence Patterns**

1. Have fixed components: S, V, O, C, A.
2. Can be expanded with adjuncts.
3. Reflect both grammatical rules and the intended meaning.
4. Support sentence clarity and coherence.

### **Types of Sentence Patterns**

#### **1. Pattern 1: Subject + Verb (S + V)**

Definition: This pattern consists of a subject and an intransitive verb. The verb does not require an object or complement (Simanungkalit, Sipayung, & Silitonga, 2019).

Function:

1. To express a complete thought or action performed by the subject.
2. Common in narrative and descriptive writing.

Characteristics:

1. Verb is intransitive (does not need an object).
2. Sentence can stand alone and make sense.

How to Use:

1. Ideal for beginning sentences or expressing basic actions.
2. Often followed by an adjunct (optional) to add detail.

Examples without adjuncts:

1. She cried.
2. The dog barked.
3. He sleeps.
4. Birds fly.
5. Children laughed.
6. I swim.
7. The baby giggled.
8. They arrived.
9. The train stopped.
10. The sun rose.
11. She danced.
12. We waited.
13. He ran.
14. It rained.
15. They talked.

Examples with adjuncts:

1. She cried in the bathroom.
2. The dog barked all night.
3. He sleeps every afternoon.
4. Birds fly over the forest.
5. Children laughed during recess.
6. I swim in the lake.
7. The baby giggled at the clown.
8. They arrived late.

9. The train stopped suddenly.
10. The sun rose at dawn.
11. She danced under the moonlight.
12. We waited in silence.
13. He ran across the field.
14. It rained heavily.
15. They talked for hours.

**Pattern 2: Subject + Verb + Object (S + V + O)**

Definition: This pattern includes a subject, a transitive verb, and a direct object receiving the action (Schmidt-Fajlik, 2023).

Function:

To indicate that an action is being done to something or someone.

Characteristics:

1. Verb is transitive.
2. The object answers "what?" or "whom?"

How to Use:

1. Suitable for clear, action-oriented writing.
2. Easily modified with adjuncts for detail.

Examples without adjuncts:

1. She reads books.
2. He kicks the ball.
3. The cat chased the mouse.
4. They built a house.
5. She painted a portrait.
6. He drove the car.
7. I ate an apple.
8. The student wrote a letter.
9. The baby drank milk.
10. The dog bit the thief.
11. She opened the window.
12. He closed the door.
13. They watched a movie.
14. She answered the phone.
15. We caught a fish.

Examples with adjuncts:

1. She reads books every night.
2. He kicks the ball in the field.
3. The cat chased the mouse quickly.
4. They built a house in the village.
5. She painted a portrait at the studio.
6. He drove the car down the street.
7. I ate an apple after lunch.
8. The student wrote a letter for her mom.

9. The baby drank milk before bed.
10. The dog bit the thief in the leg.
11. She opened the window with ease.
12. He closed the door quietly.
13. They watched a movie last night.
14. She answered the phone angrily.
15. We caught a fish in the river.

**Pattern 3: Subject + Verb + Complement (S + V + C)**

Definition: This pattern features a subject, a linking verb, and a complement (often an adjective or noun) (Tarigan & Stevani, 2022).

Function:

To describe or rename the subject.

Characteristics:

1. Linking verbs like "be," "seem," "become."
2. Complement gives information about the subject.

How to Use:

Important for definitions and descriptions.

Examples without adjuncts:

1. She is tired.
2. The sky is blue.
3. He seems angry.
4. The baby is happy.
5. They are students
6. The weather is cold.
7. He became a doctor.
8. She looks beautiful.
9. It feels soft.
10. The soup smells good.
11. This is mine.
12. You are clever.
13. The road is narrow.
14. I am ready.
15. He appears confused.

Examples with adjuncts:

1. She is tired after work.
2. The sky is blue in the morning.
3. He seems angry at the meeting.
4. The baby is happy with the toy.
5. They are students at the university.
6. The weather is cold in December.
7. He became a doctor in 2010.
8. She looks beautiful tonight.

9. It feels soft on the skin.
10. The soup smells good in the kitchen.
11. This is mine from childhood.
12. You are clever in math.
13. The road is narrow around the bend.

**Pattern 4: Subject + Verb + Indirect Object + Direct Object (S+V+IO+DO)**

Definition: This pattern includes a subject, a verb, an indirect object (the recipient of something), and a direct object (the thing being given). It shows a transfer of something from one entity to another (Nurhayati, 2020).

Function:

To express an action where something is given or sent to someone or something. The indirect object typically precedes the direct object.

Characteristics:

1. Verbs used are usually transitive and ditransitive.
2. The indirect object answers "to whom" or "for whom" something is done.
3. Both objects follow the verb in a fixed order.

How to Use: The indirect object usually comes directly after the verb and before the direct object. Adjuncts can appear at the beginning or end.

Examples WITHOUT adjunct:

1. She gave him a book.
2. They sent the company a letter.
3. I taught the students grammar.
4. The coach showed the team the strategy.
5. We offered her a job.
6. He bought me a gift.
7. Sarah told her brother a secret.
8. The teacher handed us the assignment.
9. My friend baked me a cake.
10. The lawyer offered the client advice.
11. They granted her a scholarship.
12. He wrote me a message.
13. She sent him a package.
14. The university awarded him a medal.
15. Dad gave the baby a toy.

Examples WITH adjunct:

1. She gave him a book yesterday.
2. They sent the company a letter by email.
3. I taught the students grammar this morning.
4. The coach showed the team the strategy before the match.
5. We offered her a job last week.
6. He bought me a gift from Paris.
7. Sarah told her brother a secret in the hallway.
8. The teacher handed us the assignment after class.



9. My friend baked me a cake for my birthday.
10. The lawyer offered the client advice in the courtroom.
11. They granted her a scholarship in 2023.
12. He wrote me a message during the lecture.
13. She sent him a package via courier.
14. The university awarded him a medal at graduation.
15. Dad gave the baby a toy on the floor.

**Pattern 5: Subject + Verb + Object + Complement (S+V+O+C)**

Definition: This pattern includes a subject, verb, object, and object complement. The complement describes or renames the object and is necessary to complete the sentence's meaning (Pratiwi & Ayu, 2020).

Function:

To express an action that causes or describes a change or state in the object. The complement gives more information about the object.

Characteristics:

1. The complement may be a noun, pronoun, adjective, or infinitive.
2. Common verbs include: make, call, find, consider, elect, name, appoint.
3. The complement refers back to the object and not to the subject.

How to Use: Place the object after the verb, followed by a complement that describes what the object has become or is considered. Adjuncts may follow for more context.

Examples WITHOUT adjunct:

1. They elected him president.
2. She painted the wall blue.
3. The jury found the man guilty.
4. The teacher made the test difficult.
5. We called the cat Whiskers.
6. I consider her a genius.
7. They named the baby Emma.
8. The coach made the players tired.
9. The movie made me sad.
10. The team found the game exciting.
11. She called her son lazy.
12. He made the assignment interesting.
13. The manager appointed Jane supervisor.
14. I declared the work complete.
15. The news made us happy.

Examples WITH adjunct:

1. They elected him president last year.
2. She painted the wall blue on Sunday.
3. The jury found the man guilty after three hours.
4. The teacher made the test difficult for the students.
5. We called the cat Whiskers since it was small.
6. I consider her a genius in mathematics.

7. They named the baby Emma after their grandmother.
8. The coach made the players tired during practice.
9. The movie made me sad at the end.
10. The team found the game exciting to watch.
11. She called her son lazy because he didn't study.
12. He made the assignment interesting with creative prompts.
13. The manager appointed Jane supervisor on Monday.
14. I declared the work complete before lunch.
15. The news made us happy for the rest of the day.

### ***The Role and Function of Adjuncts***

#### **Definition and Function**

An adjunct is a word, phrase, or clause that adds extra information (time, place, manner, reason, frequency) but is not essential to the sentence structure (Husna & Multazim, 2019).

*Functions:*

1. Modify the verb.
2. Provide context (how, when, where, why).
3. Increase sentence richness and clarity.

#### **Types of Adjuncts**

1. Adjunct of Time (e.g., yesterday, in the morning)
2. Adjunct of Place (e.g., at school, in London)
3. Adjunct of Manner (e.g., carefully, quietly)
4. Adjunct of Frequency (e.g., often, rarely)
5. Adjunct of Reason (e.g., because of rain, due to traffic)

#### **Position of Adjuncts in Sentence Patterns**

*Adjuncts can appear:*

1. At the beginning: Yesterday, she called me.
2. In the middle: She often visits her grandmother.
3. At the end: She called me yesterday.

#### **Comparison: With vs. Without Adjunct**

An adjunct is an optional part of a sentence that adds information such as:

*Time:* when? (e.g., in the morning, yesterday)

*Place:* where? (e.g., at school, in the park)

*Manner:* how? (e.g., carefully, with a smile)

*Frequency:* how often? (e.g., always, twice a week)

*Reason:* why? (e.g., because he was late, due to illness)

*Adjuncts can appear:*

At the beginning of the sentence

In the middle (after the subject or verb)

At the end (most common)

#### **Pattern 1: S + V**

##### **With Adjuncts S+V+A**

1. She runs every morning. (Frequency)

2. He sleeps in his room. (Place)
3. The baby cries loudly. (Manner)
4. They arrived at 8 a.m. (Time)
5. The dog barked because it was scared. (Reason)
6. He jogs along the beach. (Place)

**Pattern 2: S+V+O**

**With Adjuncts S+V+O+A**

1. She reads books at night. (Time)
2. He drinks coffee every morning. (Frequency)
3. They play soccer in the park. (Place)
4. I study grammar carefully. (Manner)
5. She eats noodles because she is hungry. (Reason)
6. The teacher explains grammar in the classroom. (Place)

**Pattern 3: S+V+C**

**With Adjuncts S+V+C+A**

1. She is a doctor at the hospital. (Place)
2. He seems tired after the meeting. (Time)
3. They are happy with the result. (Reason/Manner)
4. The food tastes delicious with chili sauce. (Manner)
5. The air feels cold in the morning. (Time)
6. This is amazing for children. (Reason/Purpose)

**Pattern 4: S+V+O+O**

**With Adjuncts S+V+O+O+A**

1. He gave me a gift on my birthday. (Time)
2. She told them a story before bedtime. (Time)
3. I sent her a letter from the airport. (Place)
4. They showed us the way in the dark. (Manner)
5. We offered him help during the crisis. (Time/Reason)
6. The boss gave employees a bonus as a reward. (Reason)

**Pattern 5: S+V+O+C**

**With Adjuncts S+V+O+C+A**

1. They painted the wall blue last week. (Time)
2. She called him a genius in front of the class. (Place)
3. We found the movie interesting throughout the film. (Time/Extent)
4. He made me angry with his words. (Reason/Manner)
5. I consider this a problem at work. (Place)
6. They elected him president after the vote. (Time)

**Implications**

The study has several implications for English language instruction:

1. Curriculum Design: Teaching grammar through sentence pattern awareness should be embedded systematically into writing and speaking lessons.
2. Instructional Strategy: Teachers should incorporate visual charts, pattern-matching activities, and sentence expansion drills to reinforce understanding.

3. Assessment: Grammar evaluation should consider students' ability to construct and transform sentence patterns, not just recognize them.
4. Materials Development: Supplementary resources, such as sentence-building games or peer-reviewed sample writings, could aid in deepening understanding.

## CONCLUSION

This research affirms the effectiveness of detailed instruction in five English sentence patterns and adjunct use in improving students' grammar mastery. Over the eight-month intervention, students exhibited notable growth in both structural accuracy and expressive fluency. The findings confirm that consistent, pattern-based grammar teaching is crucial to advancing EFL learners' syntactic competence.

Moreover, the integration of real student writing, visual aids, and scaffolded exercises made abstract grammar concepts accessible. The improvement in student performance indicates a positive relationship between structured grammatical instruction and writing proficiency.

It is recommended that future research explore long-term retention, expand the sample to diverse educational settings, and investigate how adjunct use enhances learners' semantic precision.

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