

SENTENCE PATTERNS IN DESCRIPTIVE TEXT OF SENIOR HIGH SCHOOL ENGLISH TEXTBOOK

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Abstract

This research is aimed at the Sentence Patterns in Descriptive Text of Senior High School English Textbook. Focusing on the problem statements, there are two cases in this research. They are "What types of sentence patterns are found in Descriptive Text of Senior High School English Textbook and what are the found of each elements of the sentence patterns in Descriptive Text of Senior High School English Textbook. This research, applied descriptive qualitative method. The data is collected by documenting. The data is taken from Descriptive Text of Senior High School English Textbook. The procedure of analyzing the data start by analyzing about sentence patterns types based on Brown's theory. Then find the dominant of the sentence patterns types of Descriptive text of Senior High School English Textbook and the elements of Sentence Pattern in English textbook. Based on the results, the researchers found out 5 patterns which were used in the descriptive text of senior high school English textbook. The sentence pattern which is was frequently used was pattern: S + V + SC and the elements used in the sentence pattern was Phrase namely, Noun Phrase. Finally, the researchers hope that the results can help English learners to improve their understanding on sentence patterns and the elements of the sentence patterns.

Abstrak

Penelitian ini adalah tentang Pola-Pola Kalimat dalam Teks Deskriptif pada Buku Pelajaran Bahasa Inggris SMA. Berfokus pada masalah, ada dua kasus yang terdapat pada penelitian ini, yaitu, "Apa jenis-jenis pola-pola kalimat yang ditemukan dalam Teks Deskriptif pada Buku Pelajaran Bahasa Inggris SMA dan apa elemen-elemen pada pola-pola kali dalam Teks Deskriptif pada Buku Pelajaran Bahasa Inggris SMA. Penelitian ini menggunakan metode deskriptifkualitatif. Data dikumpulkan melalui dokumentasi. Data diambil dari Teks Deskriptif pada Buku Pelajaran Bahasa Inggris SMA. Prosedur analisis dimulai dengan menganalisis tentang jenis pola-pola kalimat menurut teori Brown. Kemudian menemukan jenis pola-pola kalimat yang dominan dalam Teks Deskriptif pada Buku Pelajaran Bahasa Inggris SMA. Berdasarkan hasil penelitian, peneliti menemukan 5 pola-pola kalimat yang digunakan dalam Teks Deskriptif pada Buku Pelajaran Bahasa Inggris SMA. Pola kalimat yang sering digunakan adalah: S + V + SC dan elemen yang digunakan pada pola kalimat adalah Frasa Benda. Akhirnya, para peneliti berharap agar hasil dari penelitian dapat membantu pengajar Bahasa Inggris untuk memperbaiki pemahaman mereka pada pola-pola kalimat dan elemen-elemen pada pola-pola kalimat.

INTRODUCTION

The process of communication itself can divide into two parts, there are oral communication and written communication. The oral communication is the process of communication in which messages or information is exchanged or communicated within sender and receiver through the word of mouth. On the other hand, written communication is the process of communication in which messages or information is exchanged or communicated within sender and receiver through written form. In this case, the researchers focuses in written communication that is conduct to the study.

The way of people use language can be classified in several forms. Text is one of the language forms that is often used by people to communicate. There are many kinds of texts that taught in school and learned by students, such as; spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion.

From many kinds of the text that taught in school and learned by students, the writers choose descriptive text as the topic. Because in descriptive text has the simple generic structure to understand. It is easy to analyze the description of that text. In descriptive text, there are so many sentences arranged in the text itself. Sentence is one of the basic terms in grammar and yet its definition is complex. A sentence is used to state an existence of a person or an animal together with an action of the person or the animal in their relevant contexts of situation. The sentences have sentence patterns in each element. Every sentence that is exist in descriptive text have the own sentence pattern. It has the elements of the sentence pattern. So in this case, the researchers will find out what is the sentence pattern exist in the text and what the elements of the sentence pattern of the descriptive text.

Based on the researcher's assumption, the sentence pattern that is found in descriptive text of senior high school English textbook has the same type each grade. From the first grade up to the third grade of senior high school, the descriptive text of the English textbook has the same types. It is not find the differences of the sentence patterns that is exist in each descriptive text itself. But actually, there is a difference of the sentence patterns in descriptive text of senior high school English textbook started from first grade up to the third grade. For that reason, the researchers look for the types of the sentence patterns and the elements of the sentence pattern itself. The researchers will analyze the sentence patterns in descriptive text of senior high school English textbook. From the information above, the researchers are interesting in writing a research which entitled Sentence Pattern in Descriptive Text of Senior High School English Textbook. In relation with the background of the research, the problems are formulated in the form question as follows:

1. What types of sentence patterns are found in Descriptive Text of Senior High School English Textbook?
2. What are the found of each elements of the sentence patterns in Descriptive Text of Senior High School English Textbook?

There are two of the objectives of the study which relate to the problem as follow:

1. To find out types of sentence patterns used in descriptive text of Senior High School English Textbook.
2. To find out types each elements of sentence patterns of the sentence patterns in descriptive text of Senior High School English Textbook.

RESEARCH METHOD

This research is conducted by using descriptive qualitative design. Descriptive Qualitative Research is a form of interpretive approach in where researchers make an interpretation of what is seen, heard, and understand, and interpretation of the researchers can not be separated from the background, history, context, and prior understandings, the research process related with the appearance of questions and procedures, data obtained from a circumstances of certain participants, build inductive data analysis of special themes towards something that is common, and researcher making interpretation of the meaning derived from the data obtained (Creswell, 2009). The choice of descriptive qualitative research was due to the fact that study deals with Sentence Pattern in Descriptive Text of Senior High School English Textbook.

The research subject in this research is the *Sentence Patterns* in "Descriptive Text". The research object in this research is all aspect that becomes target in the research. The object of this research is the *Descriptive Text* of Senior High School English textbook in first grade up to third grade.

The data of this research is the sentence patterns in Descriptive Text of Senior High School English textbook. The sources of data was taken from first grade up to the third grade of senior high school. The researchers took the data from **Senior High School English textbook based on curriculum 2013.**

1. Grade X: 1). Title: *Buku Guru Bahasa Inggris/ Kementrian Pendidikan dan Kebudayaan Republik Indonesia* Author: Utami Widiati, Zuliati Rohmah, dan Furaidah, Publisher: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. Tahun 2017. 2). Title: "*English On Target*". Author: Utami Widiati, Zuliati Rohmah, dan Furaidah, Publisher: Erlangga. Tahun 2016
2. Grade XI: Title: *Buku Guru Bahasa Inggris/ Kementrian Pendidikan dan Kebudayaan Republik Indonesia* Author: Nurhasanah, Mahrukh Bashir, dan Sonya Sinyanyuri, Publisher: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. Tahun 2014. 2). Title: "*English On Target*". Author: Utami Widiati, Zuliati Rohmah, dan Furaidah, Publisher: Erlangga. Tahun 2016
3. Grade XII: Title: *Buku Guru Bahasa Inggris/ Kementrian Pendidikan dan Kebudayaan Republik Indonesia* Author: Utami Widiati, Zuliati Rohmah, dan Furaidah, Publisher: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. Tahun 2015. 2). Title: "*English On Target*". Author: Utami Widiati, Zuliati Rohmah, dan Furaidah, Publisher: Erlangga. Tahun 2016

In this research, the researchers collected the data by documenting technique, a technique that prepare data trough writing on data card, then continuing by classification which written in senior high school English textbook. The researchers read the descriptive text of senior high school English textbook, choose the text that analyzed, and then analyzed of sentence pattern from the descriptive text.

The techniques of analyzing the data are:

1. Reading all sentences of Descriptive Text on senior high school English textbook.
2. Identifying the sentence patterns by underlining the sentences.
3. Classifying the types of sentence patterns which used in Descriptive Text of Senior High School English Textbook.
4. Classifying the elements of the sentence patterns in Descriptive Text of Senior High School English Textbook.

DATA ANALYSIS AND RESEARCH FINDINGS

The data is taken from English textbook in Erlangga and Kemendikbud grade X, XI, and XII. Based on the data

there are 6 texts which taken from the sources. This research is to find out the type of sentence patterns in Descriptive text of senior high school English textbook based on Brown theory.

Brown (2000:3) there are five types of sentence patterns, namely: Subject (S) + Verb (V), Subject (S) + Verb (V) + Object (O), Subject (S) + Verb (V) + Subject Complement (SC), Subject (S) + Verb (V) + Indirect Object (IO) + Direct Object (DO), Subject (S) + Verb (V) + Direct Object (DO) + Object Complement (OC).

The Types of Sentence Patterns in Descriptive Text

S + V (Subject + Verb)

Data 1:

Autumn comes after summer

The data above was taken from Erlangga book on third grade. The sentence belongs to an example of pattern **S + V** as the one type of sentence patterns. In the sentence above "*Autumn*" is subject because its stated in front of the sentence and it can give an answer of who the verb explained. "*Comes*" is a verb because it tells about what will happen from the subject.

Data 2:

The leaves in the trees go brown then they fall of.

The data above was taken from Erlangga book on third grade. The sentence belongs to an example of pattern **S + V** as the one types of sentence patterns, because in the sentence above "*The leaves*" is subject because it's stated in front of the sentence and it can give an answer of what the verb explained. "*Go*" is a verb because it explained the changes of the subject.

Data 3:

She married twice.

The data above was taken from Kemendikbud book on first grade. The sentence belongs to an example of pattern **S + V** as the one types of sentence patterns, because in the sentence above, the action is married, so *married* is the verb. The simple subject is the word that act or causes action. To find simple subject, ask yourself, "who or what married?" The simple subject is "*She*", the word that answers this question.

S + V + DO (Subject + Verb + Direct Object)

Data 6:

It must be refined to make useful fuels and chemicals.

The data above was taken from Kemendikbud book on third grade. The sentence belongs to an example of pattern **S + V + DO** as the one type of sentence patterns. In the sentence above, it is begin by finding the verb, "what happened?" Somebody *must be refined to make*. To find the subject, ask who or what did the action. Somebody did, so Somebody is the subject. To find a direct object, ask whom or what? After the verb. It must be refined to make useful fuels and chemicals, so useful fuels and chemicals is the direct object. Thus the subject does the action, and the direct object receives the action.

Data 7:

The oil vaporizes and passes up the fractionating column. The data above was taken from Kemendikbud book on third grade. The sentence belongs to an example of pattern **S + V + DO** as the one type of sentence patterns, because in the sentence above, it is begin by finding the verb, what happened? Somebody "*vaporizes and passes up*". To find the subject, ask who or what did the action. The oil did, so "*The oil is the subject*". To find a direct object, ask whom or what? After the verb. The oil vaporizes and passes up the fractionating column, so

the fractionating column is direct object. Thus the subject does the action, and the direct object receives the action.

Data 8:

We should go to Camp Leakey to see Orangutan which is located in the heart of Tanjung Putting National Park.

The data above was taken from Erlangga book on first grade. The sentence belongs to an example of pattern **S + V + DO** as the one type of sentence patterns, because in the sentence above, "*we*" is a Subject because its stated in front of the sentence and it tells to answer the question "who". "*Should go*" is a verb because it tells about the action of the subject. "Orangutan" is DO because it complete and tells about what the action Verb has explained.

S + V + SC (Subject + Verb + Subject Complement)

Data 11:

Tanjung Putting National Park is an internationally famous ecotourism destination.

The data above was taken from Erlangga book on first grade. The sentence belongs to an example of pattern **S + V + SC** as the one type of sentence patterns, for "*Tanjung Putting National Park*" is a subject "because it stated in front of the sentence and it can answer the question who." "*Is*" as the Linking verb in that sentence so linking verb also include to the verb that tells something about the subject. "*Internationally famous ecotourism destination*" is a SC because it follows by Linking Verb "*is*"

Data 12:

She is my father's eldest sister.

The data above was taken from Kemendikbud book on first grade. The sentence belongs to an example of pattern **S + V + SC** as the one type of sentence patterns, because in the sentence above, "*my father's eldest sister*" tells something about the subject, "*she*". The *verb* is links the word "*she*" to my father's eldest sister. These verbs are linking verbs only when they connect the subject to a word that renames or describes it.

Data 13:

Aunt Dolores is in her late sixty years.

The data above was taken from Kemendikbud book on first grade. The sentence belongs to an example of pattern **S + V + SC** as the one type of sentence patterns, because in the sentence above, *in her late sixty years* tells something about the subject, *Aunt Dolores*. The *verb* is linked the word *Aunt Dolores* join her late sixty years. These verb are linking verbs only when they connect the subject to a word that renames or describes it.

S + V + IO + DO (Subject + Verb + Indirect Object + Direct Object)

Data 16:

We started polluting our waters and air and have been releasing greenhouses gases that contribute to global warming. The data above was taken from Erlangga book on second grade. The sentence belongs to an example of pattern **S + V + IO + DO** as the one type of sentence patterns, because in the sentence above, "We" is Subject because its stated in front of the sentence and it can give an answer of who the verb explained. "Have been releasing" is a verb phrase that tells something about the subject do in that sentence. "*Green houses gases*" is IO because it tells what the verb did by the action verb, so something like an effect of what subject did. "*Contribute*" to global warming" is DO because it tells what the subject do after the action "verb" "*Contribute*".

Data 17:

It can also lift leaves and puts them into its mouth.

The data above was taken from Erlangga book on second grade. The sentence belongs to an example of pattern **S + V + IO + DO** as the one type of sentence patterns, because in the sentence above, the subject is "it". The verb we make "lift leaves" "*put*" and then the indirect object is "them" Because it follow the verb. And direct object is "into its mouth" we mean.

Data 18:

She always tell me to not give up so easily

The data above was taken from Erlangga book on third grade. The sentence belongs to an example of pattern **S + V + IO + DO** as the one type of sentence patterns, because in the sentence above, the subject is "she". The verb we make "tell" and then the indirect object is "not give up so easily" Because it follows the verb. And direct object is "me" we mean.

S + V + DO + OC (Subject + Verb + Direct Object + Object Complement)

Data 19:

Visitors from foreign countries come to this park because of its amazing nature

The data above was taken from Erlangga book on first grade. The sentence belongs to an example of pattern **S + V + DO + OC** as the one type of sentence patterns, because in the sentence above, "Visitors" from another Countries is a Subject" because it stated in front and it tells the question who that Come from the park? "Come" is Verb because it tells about the action of subject. "This park" is Direct object because it tells about whom after action verb "come". "Amazing nature" is OC because it follows the linking verb "is" to complete the DO in that sentence.

Data 20:

The shifting weather patterns have made it difficult for farmers to grow crops.

The data above was taken from Erlangga book on first grade. The sentence belongs to an example of pattern **S + V + DO + OC** as the one types of sentence patterns. In the sentence above, "The shifting weather pattern" is the subject because it is stated in front of the sentence and it can give an answer of who the verb explained. "Have made" is a Verb because it tells about the action of the subject. "It" is DO because it tells about what the subject do after the action-verb "have made". "Difficult for farmer to grow crops" is OC because it tells to complete the Direct Object.

Data 21:

I like my Aunt Dolores the best.

The data above was taken from Kemendikbud book on first grade. The sentence belongs to an example of pattern **S + V + DO + OC** as the one type of sentence patterns, because in the sentence above, the *verb* is like. To find the subject, ask, "Who or what like?" The answer is I like, so I is the *subject*. Now ask, "whom or what did I like?" I like My Aunt Dolores, so My Aunt Dolores is the *Direct Object*. Any word following the direct object that renames or describes the direct object is an object complement. I like my Aunt Dolores the best, so the best is the *object complement*.

The Elements of Sentence Patterns found in Descriptive Text.

Nelson (2001:78), there are five types of phrase, namely noun phrase, verb phrase, adjective phrase, adverb phrase, and prepositional phrase.

Noun Phrase

Data 24:

My Mother's name is Lucinta

The data above was taken from Kemendikbud book on first grade. The sentence is belong to a phrase, because in the sentence above "*My mother's name*" is a phrase namely noun phrase.

Data 25:

The elephant is a very intelligent animal.

The data above was taken from Kemendikbud book on second grade. The sentence is belong to a phrase, because in the sentence above "*the elephant*" is a phrase namely noun phrase.

Data 26:

Climate change is apparent every where

The data above was taken from Kemendikbud book on third grade. The sentence belongs to a phrase, because in the sentence above "*climate change*" is a phrase namely noun phrase.

Verb Phrase

Data 29:

She never stops to support me.

The data above was taken from Kemendikbud book on first grade. The sentence is belong to a phrase, because in the sentence above "*never stops*" is a phrase namely verb phrase.

Data 30:

The elephant draws up water by its trunk and can squirt it all over its body like a shower bath.

The data above was taken from Kemendikbud book on second grade. The sentence is belong to a phrase, because in the sentence above "*draws up*" is a phrase namely verb phrase.

Data 31:

It can also lift leaves and puts them into its mouth.

The data above was taken from Kemendikbud book on second grade. The sentence is belong to a phrase, because in the sentence above "*can also lift*" is a phrase namely verb phrase.

Adjective Phrase

Data 34:

She is little fat

The data above was taken from Kemendikbud book on first grade. The sentence is belong to a phrase, because in the sentence above "*little fat*" is a phrase namely adjective phrase.

Data 35:

An elephant is the largest and strongest of all animals.

The data above was taken from Kemendikbud book on second grade. The sentence is belong to a phrase, because in the sentence above "*the largest and strongest of all animals*" is a phrase namely adjective phrase.

Data 36:

Tanjung Putting National Park is an International famous ecotourism destination.

The data above was taken from Erlangga book on first grade. The sentence is belong to a phrase, because in the sentence above "*an International famous ecotourism destination*" is a phrase namely adjective phrase.

Adverb Phrase

Data 38:

The temperature in the spring is warmer than before, we also have a lot of rain.
The data above was taken from Erlangga book on third grade. The sentence belongs to a phrase, because in the sentence above "*the temperature in the spring*" is a phrase namely adverb phrase.

Data 39:

The impact of climate change is not noticeable throughout Asia-Pasific, either during hot days or too much rain accompanied by wind and thunderstorm
The data above was taken from Erlangga book on second grade. The sentence belongs to a phrase, because in the sentence above "*throughout Asia-Pasific,*" is a phrase namely adverb phrase.

Data 40:

Visitors from foreign countries come to this park because of its amazing nature.
The data above was taken from Erlangga book on first grade. The sentence belongs to a phrase, because in the sentence above "*to this park*" is a phrase namely adverb phrase.

Prepositional Phrase

Data 43:

The elephant draws up water by its trunk and can squirt it all over its body like a shower bath
The data above was taken from Kemendikbud book on second grade. The sentence belongs to a phrase, because in the sentence above "*by it's trunk*" is a phrase namely prepositional phrase.

Data 44:

It can also lift leaves and puts them into its mouth.
The data above was taken from Kemendikbud book on second grade. The sentence is belong to a phrase, because in the sentence above "*into its mouth*" is a phrase namely prepositional phrase.

Data 45:

Visitors from foreign countries come to this park because of its amazing nature.
The data above was taken from Erlangga book on first grade. The sentence is belong to a phrase, because in the sentence above "*of its amazing nature*" is a phrase namely prepositional phrase.

RESEARCH FINDINGS

The Findings

The finding of analysis:

1. There are five types of sentence patterns based on Brown theory used on Descriptive Text in Senior High School English Textbook. They are Subject (S) + Verb (V), Subject (S) + Verb (V) + Direct Object (DO), Subject (S) + Verb (V) + Subject Complement (SC), Subject (S) + Verb (V) + Indirect Object (IO) + Direct Object (DO), Subject (S) + Verb (V) + Direct Object (DO) + Object Complement (OC).

The most types of sentence patterns used in Descriptive text of senior high school English textbook is **S + V + SC** pattern. The pattern "**S + V + SC**" is dominantly used in descriptive text which is found in Erlangga and Kemendikbud book for first grade up to third grade.

Table 1
Descriptive Text of Senior High School English Textbook

No.	Grade		Sentence Patterns				
			S+V	S+V+ DO	S+V+ SC	S+V+ IO+DO	S+V+ DO+OC
1.	X	Erlangga	-	3	2	-	1
		Kemendikbud	-	1	3	-	-
2.	XI	Erlangga	-	1	5	1	1
		Kemendikbud	-	1	2	1	-
3.	XII	Erlangga	2	4	3	-	-
		Kemendikbud	1	1	1	-	-
Total			3	11	16	2	2

2. There are two elements of sentence patterns which used to analyze the data. They are phrase and clause. And the phrase divide into five types based on the Nelson theory, they are Noun Phrase, Verb Phrase, Adjective Phrase, Adverb Phrase, and Prepositional Phrase. In the descriptive text of senior high school, the most elements is the phrase namely **“Noun Phrase”**. The element “Noun Phrase” is dominantly used in descriptive text which is found in Erlangga and Kemendikbud book for first grade up to third grade.

Table 2
Descriptive Text of Senior High School English Textbook

No.	Grade		Elements of Sentence Patterns						
			Phrase					Clause	
			NP	VP	AP	AdvP	PrePh	Main Clause	Subordinate Clause
1.	X	Erlangga	1	1	-	-	1	-	-
		Kemendikbud	2	-	1	-	1	4	4
2.	XI	Erlangga	3	2	2	-	2	1	1
		Kemendikbud	5	2	2	1	2	3	3
3.	XII	Erlangga	1	1	-	2	-	2	2
		Kemendikbud	3	4	2	6	-	2	2
Total			15	10	7	9	6	12	12

The Interpretations of the Finding

After considering all the data, there are five types of sentence patterns. They are Subject (S) + Verb (V), Subject (S) + Verb (V) + Direct Object (DO), Subject (S) + Verb (V) + Subject Complement (SC), Subject (S) + Verb (V) + Indirect Object (IO) + Direct Object (DO), Subject (S) + Verb (V) + Direct Object (DO) + Object Complement (OC). The dominant sentence patterns which used in Descriptive text was Subject (S) + Verb (V) + Subject Complement (SC) pattern.

For example: “She is beautiful” Where beautiful is subject complement of the subject.

From the English textbook first grade of senior high school is found Subject (S) + Verb (V) + Subject Complement (SC) dominantly. In second grade of senior high school English textbook is found Subject (S) + Verb (V) + Subject Complement (SC) dominantly, and third grade of senior high school English textbook is found S + V + DO dominantly.

The most elements of the sentence patterns found in Descriptive text is **Noun Phrase**. The phrase is dominantly used in Descriptive text than a clause. It is found in the first grade of Descriptive text of senior high school English textbook that Noun Phrase. In the second grade Noun Phrase is dominantly than the clause, and third grade of senior high school English textbook is also Phrase namely Adverb Phrase dominantly than the clause.

In Descriptive text of senior high school English textbook can conclude that the sentence patterns used in first-third grade dominantly is **S + V + SC** than (S) + (V), (S) + (V) + (DO), (S) + (V) + (IO) + (DO), (S) + (V) + (DO) + (OC). And the elements of the sentence patterns itself used in Descriptive text of senior high school English textbook in first-third grade is **Noun Phrase** than the clause.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings of this study, the conclusions of the study are:

1. There are five types of sentence patterns which found in Descriptive text of senior high school English textbook based on Brown theory, namely; Subject (S) + Verb (V), Subject (S) + Verb (V) + Direct Object (DO), Subject (S) + Verb (V) + Subject Complement (SC), Subject (S) + Verb (V) + Indirect Object (IO) + Direct Object (DO), Subject (S) + Verb (V) + Direct Object (DO) + Object Complement (OC).
2. There are five types of phrase based on Napitupulu theory, namely; Verb Phrase, Noun Phrase, Adjective Phrase, Adverb Phrase, Prepositional Phrase. And there are 2 clause based on that theory, namely Independent clause (Main Clause) and Dependent Clause (Subordinate Clause).
3. In the English textbook of first up to third grade of senior high school, the sentence patterns in Descriptive text is used **S + V + DO** pattern. And the elements of the sentence patterns used in Descriptive text of senior high school English textbook is Noun Phrase. The source of collecting the data took from Erlangga and Kemendikbud book.

Suggestions

Related to the findings, it is well suggested to:

1. For the readers, this research can enrich the knowledge about sentence patterns of descriptive text used by the senior high school English textbook in first grade up to the third grade, and this research also can improve the written of sentence patterns in descriptive text of senior high school English textbook in first grade up to third grade, even the English textbook has the different source.
2. For the next researchers who wants to observe this study deeply, it is suggested that this study would be placed as the references in order to make a further research that significant to the problem by using sentence patterns.

3. Sentence patterns is better for the teacher candidates to use it in teaching English grammar in class if the students do not know English grammar well in writing sentences. So it can make the students get what the teachers mean and teaching process doing well.

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