

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

Journalistic texts provide readers with the latest information on events occurring in their immediate surroundings. In today's complex and globalized culture, it is more important than ever to be informed about events occurring beyond one's local community. We learn more about how journalism functions when we examine the historical birth and development of form and style conventions. It demonstrates how journalistic text functions as "social maps," how meaning is constructed, how social worlds are articulated, and how communities are built. It focuses on how social reality is represented in journalistic media and how this shapes societies. Professional norms and practices, as well as the writings that result from them, reflect the cultural and ideological ideals of a society at a certain time. We may also say that doing the same is necessary to comprehend society (Broersma, 1880).

As a highly functional text, the comparable text in the journalistic category is very interesting to analyze. Texts in the same language that are collected together and are similar in terms of content, style, purpose, or context, allowing for meaningful comparison and analysis, are called comparable texts. Text pairs may be comparable because they share propositional content, i.e. say the same things about the same entities (e.g. two news reports describing the same event) or they may exhibit similarity in genre. (Barker & Gaizauskas, 2012). In practice, it is possible to search the Internet for documents that are similar to a set of source documents, however, this method raises concerns about guaranteeing the caliber of the documents that are retrieved. When it comes to news data, comparable text is derived from the fact that stories reported in one language are frequently reported in another, as well as from the duplication of information across languages. If the source text cannot be located in its native language, it is frequently possible to locate content in the target language that is either

historically or thematically similar to the same story. This text can be categorized as comparable to the source text. This comparable text phrase can be a translation of the source text phrase, even if the text itself is not parallel (Snover, Dorr & Schwartz, 2008).

In comparable texts, especially in English journalistic texts, usually, the text is concise and clear and has several types of sentences. In contrast to a simplex, which is a clause by itself, a complex sentence is made up of multiple clauses connected in particular, systematic, and meaningful ways. A complex sentence has one independent clause and one or more dependent clauses. An independent clause is a set of words that represents a full notion by containing a subject and verb. A dependent clause is a group of words that has a verb and a subject but doesn't express the entire idea. At least one subordinating conjunction will appear in a complex statement.

Oshima & Hogue (2007) explain that when the dependent clause appears first in a complex sentence, a comma should be used to divide the clauses. Do not separate them if the independent clause comes first. A complex sentence is a developed form of a simple sentence with one independent clause, one or more dependent clauses (subordinate clauses), and a very close relationship between them.

Typically, the dependent clause is introduced by subordinate conjunctions such as because, whom, which, who, which, and so on. A comma should be used to separate the dependent and independent clauses when they are preceded by the same subordinating conjunction (connection word) in the dependent clause. There should be no comma before or after the subordinating conjunction (connection word) in an independent sentence that is followed by a dependent (subordinate) phrase. Clauses with subordination are dependent. They begin with a unless subordinating conjunction, which prevents them from standing alone as complete sentences. Independent clauses, however, are capable of functioning as whole sentences on their own.

This research tried to explore the distribution of sentences in comparable texts. A comparable text has the same proportions of texts from the same genres

and domains in the same language, as well as other elements that were collected using the same sample frame and with a similar degree of balance and representativeness. The writer took some texts in English language, written by native speakers from cnn.com and non-native speakers from antaranews.com. Three texts were taken from native speakers and three other texts from non-native speakers.

The writer analyzed the types and compared the distribution of the sentences from the comparable journalistic texts written by native and non-native speakers of English. The writer selected six texts from two news platforms, CNN and ANTARA. These sources were chosen for their diverse perspectives and comprehensive coverage of global events. This selection provided a robust foundation for examining the differences and similarities in journalistic practices between native and non-native speakers of English. By comparing texts from native and non-native speakers, the writer can identify distinct patterns in grammar. Native speakers often have an intuitive grasp of idiomatic expressions and complex grammatical structures, while non-native speakers might exhibit different patterns influenced by their first language. The reason for choosing journalistic texts is that the process of writing journalistic texts entails gathering, confirming, synthesizing, and presenting data in a way that is suitable for publishing (Martin, 2017). Once produced, journalistic texts are frequently republished in a variety of formats and on some platforms to reach a larger audience. Translation is essential to ensuring that journalists' work is reachable by a wide range of language users. To reach a global audience, journalistic texts are frequently translated from their original language into another language. To faithfully translate the meaning and tone of the original text, they must possess linguistic skills, cultural sensitivity, and an awareness of the subtle differences between the source and target language. Based on the explanation above, the writer entitles this thesis is *An Analysis of Sentences in Comparable Journalistic English Texts*.

## **1.2 Theoretical Framework**

The theoretical framework serves as the researcher's guide for conducting research. This chapter refers to comparable texts, characteristics of journalistic texts, types of sentences: Simple Sentence, Compound Sentence, Complex Sentence (Dependent clause types: Adjective, Adverb, Noun clause), and Compound-Complex Sentence. Types in here also include Sentence Usage such as Sentence Patterns and Quotation or Direct Speech.

### **1.2.1 Comparable Texts**

For academics, it can be difficult to compile a comparable text of historically translated news texts. It would be customary up until the early nineteenth century to transport newspapers and translate them for readers abroad. Despite their similarities, the texts were modified to fit the target language's and culture's particular journalistic style (Valdeón, 2015).

The definition of comparable texts can be seen in the explanation from McEnery and Xiao (2007) "In contrast, a comparable corpus includes elements that were gathered according to the same sampling frame, with comparable representativeness and balance, such as the same ratios of texts belonging to the same genres in the same domains in a variety of languages during the same sampling period. In other words, a comparable text has the same balance and sample frame as another text, it is not a translation of the other text.

One of the most common types of text that is used is comparable text. The lack of comparable text examples has led to a lack of consensus over the nature of the similarity. A comparable text can be used to compare several languages or dialects in comparable communication situations while eliminating the distortion that translations of a parallel text inevitably introduce.

### **1.2.2 Characteristics of Journalistic Text**

Journalistic texts are viewed as primary mediators between the sender and the recipient rather than rationally crafted texts with unique characteristics. A journalistic text is produced during actualization, or contact with the recipient,

according to the philosophy of communication (Uralova, 2023). Journalistic texts can provide readers with the necessary cultural competence to live in a world where they coexist with people they do not understand. The study examines the results of an exploratory focus group that contrasts readers' reactions to news reports translated using the standard domesticating translation techniques with readers' reactions to the same reports translated using an experimental "foreignized" approach. (Scammel and Bielsa, 2022). News tends to represent the global interconnectivity and heightened internationalization of reality and is a major factor in the construction of that reality.

News is an example of journalistic text. News from distant events may reach our homes almost instantly thanks to important advancements like satellite technology, the internet, and the telegraph in the last decades of the twentieth century. However, removing physical distance has not meant eliminating cultural barriers, and news translation studies can make their most significant multidisciplinary contribution by describing how cultural distance is transmitted (Baker and Saldanha, 2019).

In simpler terms, journalistic texts typically portray a shared understanding of the world by imitating how people live and react in society. The main goal of these journalistic articles is to show how society is changing. They affect all aspects of our social life, influencing how we think and creating a broad civic standpoint. Therefore, journalism has a role in both teaching and transforming society (Uralova, 2023).

### **1.2.3 Sentences in English**

A group of words with at least one subject and one verb is called a sentence. People frequently have a tendency to create a series of clauses out of the original clause, with the main clause acting as the central idea of the message and the coordinate or subordinate clauses acting as its ancillary information. This is a common way that people expand their arguments outward. Based on their structure, sentences can be divided into four groups: Substances can be classified

as simple, compound, complex, or compound-complex, contingent on the complexity of the structure (Zulprianto, 2022). According to Tallerman (2019), sentence construction is the process of placing words in groups to form phrases and sentences. We can gain knowledge about word categorization, word placement within phrases and sentences, and the grammatical structures of phrases and sentences. Simply said, a sentence is differentiated by the quantity of coordinative and subordinate clauses present in a phrase. A sentence must at the very least have a subject, a verb, and a predicate.

The workings of language when it is used to communicate with other people are referred to in a sentence as structure, also known as grammar. Word construction is accomplished by grammar. The essential component of language that connects meaning to sound is known as grammar. Language must be translated into words that are put together by grammatical rules, and these words are then communicated through sounds (Leech, Hoogenraad, and Deuchar, 1982). The writer has researched the type of sentences based on their structure, or as known as traditional grammar theory. Traditional grammar refers to the branch of grammatical research that was carried out before contemporary linguistics. The classic definition of grammar is the study of the construction and arrangement of words and sentences, frequently without much consideration of their sound or meaning. In more modern linguistics, grammar refers to the study of a language's entire interrelated system of structures, including sounds, words, meanings, and sentences.

After reading about grammar theory from many books by scholars, the writer decided to use the theory from Sauter and Verspoor (2000). It is because the writer analyzes the sentences in detail from the structure and most understandable way. In the writer's book, he parsed the construction of compound sentences, which are harder to understand, and finally complex sentences. Sentence construction is also covered in most chapters, progressing from simple to compound and complex sentences. The writing process and punctuation are also covered in detail in these chapters. They gradually develop a streamlined method for parsing English sentences. The writer has found 4 types of sentences

such as simple sentence, compound sentence, complex sentence and compound-complex.

#### 1.2.4 Types of Sentences

Sentences are classified into four types by Sauter and Verspoor (2000): simple, compound, complex, and compound-complex sentences. Each type of sentence will be explained below.

##### 1.2.4.1 Simple Sentences

A simple sentence consists of a single main clause. This does not imply, however, that the sentence must be extremely short (Sauter & Verspoor, 2000). For example, in a sentence:

*She must work very hard on the night shift*

This example, which is general and language-specific, is taken straight from the grammatical structure. The sentence that follows is an example of a simple sentence because it doesn't have any dependent clauses. One independent clause, consisting of a subject (she) and a predicate (must work very hard on the night shift), is all that is needed to make a simple sentence.

In English, nouns and verbs work together to form the sentence's subject and object, respectively. As a result, a simple sentence is a typical term to describe sentence formation. Nouns and verbs, which serve as the subjects and verbs, respectively, often make up at least two components of a simple sentence. In larger structures, a simple sentence typically consists of five components: the subject (S), verb (V), object (O), complement (C), and adverbial (A). No single sentence must contain all three of the last (Zulprianto, 2022).

##### 1.2.4.2 Compound Sentences

There are two or more main clauses in a compound sentence. The sentence:  
*She cooks in the kitchen and brings the food to the table.*

This sentence is compound because it consists of two independent

clauses joined by the coordinating conjunction "and." Coordination suggests that the elements have equal grammatical rank, meanwhile, subordination indicates inequality and describes the relationship between a dependent (the subordinate element) and a head (the superordinate one). The meaning of a compound sentence cannot be changed by altering the order of its clauses. When you reverse the clauses, you'll notice that the sentence becomes semantically abnormal, and a question mark is added (Sauter & Verspoor, 2000).

When a compound sentence has three or more independent parts, coordinators are only used to join the final clauses. It is typical not to repeat the subject if it appears in both of the independent clauses. Typically, the second clause's topic is not repeated (Zulprianto, 2022). To be more precise, a compound sentence is made up of two independent clauses. Coordination conjunctions (for, and, nor, but, or, yet, so) often join two distinct sentences and are followed by a comma.

#### **1.2.4.3 Complex Sentences**

A sentence is considered a complex sentence if it has one independent clause and at least one dependent clause with a separate subject and predicate. A dependent clause begins with a word such as "although," "because," "if," "who," "where," "when," "that," and so on. A compound sentence differs from a complex sentence in that each of its elements is essentially a basic, independent clause. In a complex sentence, the dependent clause functions as a constituent (subject, object, adverbial, or attribute) of the main phrase and, in certain cases, is only an element of another sentence because it cannot stand alone. (Sauter & Verspoor, 2000). For example, the sentence:

*She calls him while eating dinner*

This sentence is a complex sentence. It contains one independent clause and one dependent (subordinate) clause. The independent clause is "She calls him," which can stand alone as a complete sentence. The dependent clause is "while eating dinner," which cannot stand alone and relies on the independent clause for meaning.



A complex sentence consists of a series of messages with multiple thematic structures if the clause is a single message. A clause complex is a logical combination of clauses because, if a sentence represents a single language occurrence, a clause complex reflects a sequence of linguistic phenomena logically related by semantic links. Clause complexes are found in the lexicogrammatical stratum and realize some sections of the semantics stratum - semantic relations - as well as elements from the phonological stratum. By referring to clause complexes rather than sentences, the analysis can transcend the limitations of written language and observe clause combinations in spoken speech. (Nguyen, 2012).

According to Finegan (2014), coordination occurs when a complex sentence has equal syntactic standing for each clause. The discussion of subordination will now proceed. A subordinate clause is in some manner dependent upon another clause. The depth of a subordinate clause is typically not limited to one embedded clause. Theoretically, complex sentences can contain as many subordinate clauses as they want in the majority of languages (though probably not in all). The verb in the topmost matrix clause, often referred to as the root clause, of complex sentences, which may contain several clauses, must also be finite. But many subordinate sentences only utilize non-finite verb forms (to believe, to be here).

According to Haryanti and Setyandari (2018), subordinate clauses or dependent clauses consist of an Adjective clause, Adverb clause, and Noun clause. These clauses play a crucial role in adding detail and complexity to sentences, providing additional information about nouns, verbs, or entire sentences.

### **1. Adjective Clause**

An adjective clause is distinguished by the use of a relative pronoun that connects it to the main clause or, to be more precise, the head noun (Zulprianto, 2022). Adjective clause, also known as relative clause, shares syntactic function with an adjective—a word that modifies a noun. Relative pronouns like "who," "whose," "which," and "that" come first in an adjective sentence. Particularly in

limiting clauses, the words whom, which (object), and that (object) can be removed. For example:

*Sasha bought a board game which was interesting*

The clause "which was interesting" is an adjective clause. In this case, "which was interesting" describes the noun "board game," providing more information about it. Specifically, it tells us what kind of board game Sasha bought. Therefore, "which was interesting" is an adjective clause modifying "board game."

## 2. Adverb Clause

Next is the adverbial clause. An adverbial clause is a dependent clause that changes the primary verb. For an adverbial clause to make sense and form a complete sentence, it must always begin with a subordinating conjunction and link to an independent clause. The queries where, when, how, and why are addressed by adverbial clauses. For instance:

*Gabriel came after Nicole came*

The clause: "After Nicole came" functions as an adverbial whose meaning is also related to time contained in the subordinator 'after'. It modifies the verb "came" in the main clause "Gabriel came." It tells us when Gabriel came, providing information about the timing of the action.

## 3. Noun Clause

Lastly is the noun clause. A noun clause is one kind of dependent clause that functions as a noun. We only need to understand the purpose of a clause to distinguish noun clauses from other types of clauses. The phrase functions as a noun clause when it is employed as S, OV, OP, SC, or App.; nevertheless, it is an adjective clause when it modifies a noun, and an adverb clause when it modifies a verb or sentence. For example:

*Jonathan believes that she will keep her promise*

The clause "that she will keep her promise" is a noun clause. Here, "that she will keep her promise" is the direct object of the verb "believes," providing an

answer to the query "What does Jonathan believe?" It therefore serves as a noun clause.

#### **1.2.4.4 Compound-Complex Sentence**

Compound sentence and complex sentence are combined to form a compound-complex sentence. One or more complex sentences and several compound sentence clauses combine to form a compound-complex sentence. Sentence structure can be aided by the use of nouns, adverbs, and adjective clauses. This sentence consists of one or more independent clauses and at least one dependent clause. In compound-complex sentences, some conjunctions serve as coordinators and subordinators. The coordinating conjunctions for, and, nor, but, or, still, and so are instances (Sauter & Verspoor, 2000).

Subordinating conjunctions are typically used at the beginning of a clause. Alternate, even though, as, because, before, but, yet, like, once, whereupon, while; in that, so that, in order, except that; as long as, as soon as; instead of, etc. are examples of subordinating. As an example above, many of the subordinating conjunctions are written as multiple words (Leech, Hoogenraad & Deuchar, 1982). In the sentence:

*He threw my spoon while I was eating, but he doesn't feel guilty*

This sentence consists of two independent clauses with a coordinating conjunction (but) and a subordinating conjunction (while).

#### **1.2.5 Usage of Sentence**

The usage of a sentence refers to how it is structured, formed, and employed within language to convey meaning, express ideas, and communicate effectively. It encompasses various aspects, including sentence patterns and direct speech, which are integral components of constructing and understanding sentences.

### 1.2.5.1 Sentence Patterns

People communicate for four main purposes: to inform someone about something (declarative), to elicit information from someone (interrogative), to convince someone to take action (imperative), and to voice one's opinion about something (exclamatory). Each of these communicative functions has a typical sentence pattern or mood (Sauter & Verspoor, 2000).

#### 1. Declarative

A declarative sentence is the most commonly used pattern because it provides details regarding circumstances or occurrences by the speaker or writer. It is common for persons describing the same event or circumstance to use different words because they may find different details of the scene to be captivating. The speaker's choice of words reveals which elements of the scenario, at that time, are most appropriate, relevant, or effective (Sauter & Verspoor, 2000). A declarative sentence presents an idea or makes a statement. It can be used to explain things, give opinions, or transmit information. Declarative sentences can vary in length and complexity and usually conclude with a period (.). The sentence:

*Nana is cooking*

It provides information about what Nana is doing. It states the action that is currently taking place, that Nana is engaged in cooking. Declarative sentences end with a period, and "Nana is cooking." follows this rule.

#### 2. Interrogative

Interrogative sentence is a sentence that poses a question. It is employed to elicit information, ask clarifying questions, or get a reaction from the reader or listener. A question mark (?) usually appears after an interrogative statement. Depending on the kind of question being posed, they might have different structures and tones. It's a question meant to elicit an answer or information from the individual it's addressed to. This sets interrogative sentences apart from other

kinds of sentences. For instance:

*Is Nana cooking?*

The sentence inquires about whether or not Nana is engaged in cooking. The purpose of the sentence is to obtain confirmation or denial regarding Nana's activity. Interrogative sentences often start with a verb ("Is") followed by the subject ("Nana"). Interrogative sentences end with a question mark, and "Is Nana cooking?" follows this rule.

### **3. Imperative**

An imperative sentence issues a directive, makes a request, or offers advice. It's used to direct, offer advice, or tell someone what to do. Depending on the tone and urgency of the order or request, imperative sentences might terminate with either a period (.) or an exclamation point (!). There are many situations in which imperative sentences are appropriate, including asking for something, giving a command, extending an invitation, and giving an instruction. For example:

*Just cook in the kitchen!*

The sentence instructs someone to perform a specific action, which is to cook in the kitchen. Imperative sentences often have an implied subject, which is "you." In this case, the command is directed at the person being spoken to. While imperative sentences typically end with a period, they can also end with an exclamation mark to convey urgency or emphasis, as seen here.

### **4. Exclamatory**

An exclamatory sentence conveys the speaker's viewpoint or shows a strong expression toward something (Sauter & Verspoor, 2000). Exclamatory sentence is a sentence that exhibits intense emotions, excitement, surprise, or emphasis. It is used to express emotions or reactions and to show the intensity of the feeling, it usually finishes with an exclamation point (!). Although the form and tone of exclamatory sentences might vary, they frequently express fervor, amazement, excitement, fury, or other strong emotions. Interjections can be used

in exclamatory statements. There are two methods for punctuating sentences when using interjections. Either an exclamation mark follows the interjection and a full stop or a question mark follows the sentence, or a comma follows the interjection and an exclamation mark follows the sentence. For instance:

*Wow, Nana is cooking!*

The sentence expresses strong emotion or surprise. The word "Wow" at the beginning adds emphasis and conveys excitement or amazement about the fact that Nana is cooking. Exclamatory sentences often end with an exclamation mark to highlight the intensity of the emotion being expressed.

#### **1.2.5.2 Quotation or Direct Speech**

In the media, direct speech or quotation is a unique and important occurrence. Quotations may usually be easily recognized by their formal markers. When a quote appears in media writing, it is easier to recognize it because quotation marks and other visual signals set it apart from the surrounding text (Haapanen & Perrin, 2017).

Direct speech refers to the representation of a speaker's words verbatim within quotation marks. It allows writers to convey dialogue or direct statements made by characters or speakers in a narrative or informational text. Direct speech adds realism, immediacy, and authenticity to writing, enabling readers to hear characters' voices directly and engage more deeply with the text.

### **1.3 Review of Previous Studies**

There have been studies related to the use of sentences such as complex sentences in comparable texts. To help the analysis of this research, the writer found other relevant research. The study of clause complexes consists of general concepts that are useful for increasing the writer's understanding of analyzing. The writer might use the studies published in journals as references to make this research more pertinent.

The first study is entitled Syntactic analysis of sentence patterns and type of BBC news by Andriani & Bram (2021). This study most likely focuses on examining the language patterns and syntactic structures present in BBC news items related to various news categories or genres. Examining common language patterns, such as simple, compound, complex, and compound-complex sentences, in BBC news articles may be one aspect of the study. Furthermore, the researchers might investigate how different news article categories—like breaking news, feature articles, opinion pieces, or investigative reports—have varied sentence structures. The study intends to provide light on the linguistic elements and stylistic patterns used in journalistic writing by one of the top news organizations in the world by doing a syntactic analysis of BBC news items.

The second is entitled Comparative journalism studies by Hanitzsch (2009). This study, which focuses on comparative journalism, most certainly belongs in the field of journalism studies. An overview of comparative journalism studies, which compare journalistic practices, conventions, structures, and roles across various nations, cultures, or media systems, is given in the chapter written by Thomas Hanitzsch. The chapter may cover a range of comparative journalism research methodologies, including content analysis of news coverage, cross-national comparisons of media systems, and comparative examinations of journalistic professionalism or ethics. The goal of the research is to improve our comprehension of the dynamics, similarities, and differences across various journalistic situations worldwide by analyzing journalism from a comparative standpoint.

The third article is Functional Analysis of Clause Complex in the Language of News Websites Text: A Comparative Study of Two Articles by Mr. Fahd Mohammed Sagheer Eid (2016). This research aims to analyze clause complexes found in news texts. In analyzing the data, the writer of this research used Systemic Functional Grammar. The methods that are applied in this research are descriptive and analytical. The data of this research are two news texts, selected from two news websites; [www.AlJazeera.net](http://www.AlJazeera.net) and [www. AlArabiya.net](http://www.AlArabiya.net). The finding of this study shows that the Al Jazeera article has a higher

hypotactic percentage than the Al Arabiya article. Meanwhile, based on types of projection Al Jazeera article has more hypotactic projection than Al Arabiya article. Next, the Al Arabiya article has more parataxis than the Al Jazeera article. In conclusion, the total hypotaxis found in the Al Jazeera article is 74% and in the Al Arabiya article is 63%. The total parataxis found in the Al Jazeera article is 26% and the Al Arabiya article is 37%.

The fourth article is *The Analysis of Clause Complex in the Students' Casual Conversation* by Nur Ifadloh and Zahratun Nufus (2017). This study investigates the clause complexity in the students' casual conversation transcripts. The data taken by the writers for this research is the transcripts of the students' conversations during three minutes. The writers of this research use the Systemic Functional Linguistics perspective. The theories that are applied in this study are proposed by Halliday (1994), Halliday & Matthiessen (2004), and Eggins (2004). This study found that the students' usage of semantic relations in conversation was evolving in a good direction. The finding of this study shows that the clause complexes that are produced by the students (37,71%) and simple complexes (62,29%).

The fifth article is *Complex Sentences in English Legislative Text: Pattern and Translation Strategies* by Abdul Fattah Abu-Ssaydeh and Najib Jarad (2017). The main elements of the English legislative complex sentence are examined in this study, as well as how these main elements are rearranged in the Arabic translations of United Nations papers. The results of this study demonstrated that some grammatical elements are preserved in the translation. The translation of complex sentences is the subject of this study. The writers gave an interesting critique of the United Nations translators after analyzing the data based on the grouping of clauses. This previous study has similarities with the writer's research, namely analyzing complex clauses in a text. the difference in this previous study is in the data studied.

These studies can be used as guides to comprehend about types of sentences better. These studies are related to my research because they use sentences as the object to analyze their data. The writer can conduct a thorough



analysis of types of sentences based on previous studies. The word ‘types’ here include the sentence mood of the sentences and the use of quotations in the comparable journalistic texts.

#### **1.4 Research Question**

The purpose of this study is to respond to the following research question:

1. What are the types of sentences found in the selected comparable journalistic texts written by native and non-native English writers?
2. What are the types of dependent clauses used in the complex sentences found in the comparable journalistic text?
3. Are there any noticeable differences in the usage of sentences between the comparable journalistic texts?

#### **1.5 Objective of the Study**

This study sheds light on the ins and outs of comparable texts of journalistic texts written in English. In particular, this study observed the distribution and the types of sentences in the selected texts, determined the types of dependent clauses used in the complex sentences found in the comparable journalistic text, and identified differences in the usage of sentences between the comparable journalistic texts.

#### **1.6 Scope of the Study**

The data of the research were taken from [cnn.com](http://cnn.com) and [antaranews.com](http://antaranews.com). The data taken was in the same language and genre (comparable), but another one was written by non-native speakers of English. Here the writer uses the Traditional Grammar theory to analyze the distribution of sentences in comparable journalistic texts.