

Sense Relations in Restrictive Appositives

Hero Gunawan*, Puspita Sari

Department of English, Faculty of Languages, Widyatama University, Indonesia

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Abstract Restrictive appositives are constituents that cannot be separated from the anchor. However, this type of appositive can be analyzed both syntactically and semantically. In this article, syntactically, restrictive appositives are viewed from the two perspectives: the features and the construction. Semantically, restrictive appositives are viewed from the sense relations both syntagmatic and paradigmatic ones. Therefore, this research serves three aims: 1) to explain the features of restrictive appositives, 2) to analyse the construction of restrictive appositives, and 3) to explain the sense relations built in the anchor and appositive both *in presentia* relation (syntagmatic relation) and *in absentia* relation (paradigmatic relation). The data sources are taken from three English printed media: 1) daily news *The Jakarta Post*, 2) weekly magazine *TIME*, and 3) monthly magazine *Reader's Digest*. The Data are analysed through employing the method of qualitative research, that is, the method producing descriptive data, both written and oral data. To analyse such descriptive data, the distributional method of analysis with the following techniques is used: deleting, extracting, and intruding. The results indicate that: 1) restrictive appositives are full-strict, full-weak, partial-strict, and partial-weak, in features; 2) the appositional constructions, in which there are restrictive appositives, are formed on the noun-based constituents, namely noun phrase and noun clause both finite and nonfinite in nature; 3) the appositional construction has two sense relations, that is, syntagmatic and paradigmatic ones. By syntagmatic relation, appositional construction has syntactic linear relatedness. By paradigmatic relation, the constituents in the construction of apposition have sense closeness so as they are substitutable.

Keywords Restrictive Appositives, Anchor, Sense Relation, Syntagmatic, Paradigmatic

1. Introduction

Appositive, as suggested by Djajasudarma (2006), is a part of linguistic studies. Appositive as a research object,

constructionally, are mainly part of syntactic study. Therefore, appositive, both in the form of phrases and clauses, can be analysed either from the syntactic viewpoint or from the semantic viewpoint. From the two points of view, this study is expected to provide comprehensive understanding dealing with appositive both from the construction and sense relations in it.

The central attention of this article is restrictive appositive viewed from the two perspectives: syntactic and semantic ones. The syntactic perspective will focus on how appositional construction is formed, while the semantic perspective will focus on the sense relations between appositive and its anchor. The data used as the samples of the analysis are taken from three types of printed media: the daily news *The Jakarta Post*, the weekly magazine *Time* and the monthly magazine *Reader's Digest*. The academic reasons for choosing such the data sources are, as suggested by Alwi (1992:25), that: 1) written data indicate more consistent language use in nature compared with the oral/spoken data both in terms of sentence structure and in terms of vocabularies used, 2) written data tend to be the so called standard language. Besides, the use of English in printed media tends to be standar, natural, and popular.

From the brief background above, the problems under discussion can simply be formulated in three research questions:

- 1) What is/are the nature of restrictive appositive found in the research data?
- 2) How is the appositional construction formed found in the research data?
- 3) What is the sense relations between appositive and its anchor in the appositional constructions found in the research data?

The three problems are approached through employing relevant linguistic theories, namely: the first and second problems can be handled by using related syntactic theories covering appositives as the 'main course' of study, grammatical hierarchies, and syntactic function underlying the data analysis. The theories related to appositive will carefully disussed ranging from the types of appositive to the general concept of appositive as

suggested by Quirk *et al.* (1999).

The third problem is approached through using the semantic theories particularly the ones that are related to sense relations in the appositional constructions. The theories related to these semantic aspects are taken from Quirk *et al.* (1999), Cruse (2000), de Vries (2002), Cowan (2008), dan Heringa (2012), Anyi (2017), Cao (2018), Chianese, (2018), Anwar, (2018).

2. Methodology

This research deals with the particular aspects of linguistics providing careful and systematic descriptions, namely, natures of appositive, appositional constructions, and sense relations. Therefore, the method employed in this research must be clear and systematic, as suggested by Djajsudarma (2006), saying that method is careful, systematic ways of thinking to obtain scientific objectives in the development of science; systemic techniques to conduct scientific activities of which the objectives have been determined.

This research is descriptive in nature because the data used are not evaluated or judged to be true-false but they are viewed as the true phenomena as they are, ...*determines and describes the way the things are through collecting data to answer questions about the current subject of study* (Gay, 2009: 601). It is in line with Suryabrata's (2010: 75) notions, saying that the objectives of descriptive research are to make systematic, factual, and accurate description regarding the facts and certain accumulated natures (Ahmed, Umrani, Qureshi & Sarmad, 2018; Ali & Haseeb, 2019; Haseeb, Abidin, Hye, & Hartani, 2018; Haseeb., 2019; Suryanto, Haseeb, & Hartani, 2018).

The method used in this research is qualitative research method, that is, the method producing descriptive data, both written and oral data (Djajsudarma, 2006; Davidovitch & Belichenko, 2018; De, et.al. 2018). To analyse such descriptive data, the distributional method of analysis with the following techniques is used: deleting, extracting, intruding, and substituting (Sudaryanto, 2015; Dandan & Marques, 2017; Cihan, 2018; Çoban & Yildirim, 2018).

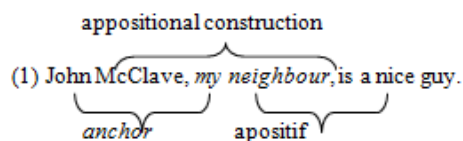
Based on this method, the author depicts the existing phenomena explicitly covering collecting and identifying the data, defining, and explaining the problems naturally (Seliger, 1989: 125), and as carefully and comprehensively as possible (Fraenkel, 1990:11). This method is not dedicated to find out the relationship among variables or causalities (Lodico, 2006:173). This descriptive research enables to do comparison between one context and another (Gay, 2009: 376).

3. Literature Review

When reading, it is common for readers to find

appositives in English sentences or in a text in a broader context. The existence of appositives is to provide additional information and limitation so as the message I the sentence become clear. Quirk *et al.* (1999:1300), in relation to the definition of appositive, explaining that *apposition is primarily, and typically, a relation between noun phrases*. Hence, appositives have close relatedness with noun phrases. Therefore, it is obvious that appositives, in general, indicate the existence of coordination to the antecedent (de Vries, 2002).

The coordination between appositive and its antecedent is called, by Heringa (2012:1), appositional construction. Then it is described that in the appositional construction, there are two constituents: anchor and appositive itself as shown in the illustration below.



The first constituent *John McClave* in that construction is called *anchor* as the core element, while the second constituent *my neighbour* is called appositive. This indicates that in appositional construction, there are two elements having the same reference, the same syntactic function, and grammatical acceptability.

3.1. Restrictive Appositive Vs Nonrestrictive Appositive

It is called restrictive appositive if the reference is identified through the provided explanation in the appositive itself, and this, at the same time, indicates the existence of limitation of the reference from the anchor, for example:

(2) *Mr Campbell the lawyer* was here last night.

The construction puts *Mr Campbell* as the *anchor*, and *the lawyer* as appositive. In written language, this kind of appositive does not use the punctuation comma (.). The noun phrase *the lawyer* cannot be omitted, and it becomes the definer of any other *Mr Campbell* that we know. Therefore, it is obvious that restrictive appositive construction, in the constituents (anchor and appositive), has the same unit meaning.

Unlike restrictive appositive construction, in nonrestrictive appositive construction, the two constituents (anchor and appositive) have independent meaning, and the information in the appositive is only additional in nature, as in the following:

(3) *Mr Campbell, a lawyer*, was here last night.

(3a) *A lawyer* was here last night.

Sentence (3) indicates that *Mr Campbell* as the anchor, and *a lawyer* as the appositive. In written language, this kind of appositive uses the punctuation comma (.). The noun phrase *a lawyer* can be ommisable because it is only additional information, and it has independent meaning as

shown in (3a).

Therefore, from the two samples above (2) and (3), it can be identified that the indicator of restrictive appositive is the existence of the same unit of meaning which cannot be separated each other. In other words, the appositive becomes the definer of the anchor. On the contrary, the indicator of nonrestrictive appositive is that the two constituents have independent meaning.

3.2. Restrictive Appositive

Since appositives have four basic features, namely, full, partial, strict, and weak as shown in Table 3.1 below, restrictive appositives have also four types.

Table 3.1. Basic Features of Appositive and Its Indicators

NO	FEATURE	INDICATOR
1	Full	Having grammatical acceptability, the same syntactic function, and the same referent (coreference)
2	Partial	Not fulfilling the requirements as the full features
3	Strict	The two constituents (anchor and appositive) have the same syntactic class
4	Weak	The two constituents (anchor and appositive) have the different syntactic class

From the Table 3.1 above, the four features of restrictive appositive can be derived: 1) full-strict restrictive appositive, 2) full-weak restrictive appositive, 3) partial-strict restrictive appositive, and 4) partial-weak restrictive appositive.

1) Full-Strict Restrictive Appositive

The sample of this kind of appositive can be seen in (4). It is categorized into full because of being grammatically acceptable despite the fact that one of the two constituents (anchor and appositive) is omitted as in (4a) and (4b). The other features of being full are that the two constituents have the same syntactic functions and the same referents (coreference) as in (4c).

- (4) *My friend Anna* was here last night.
- (4a) *Anna* was here last night. (acceptable, subject)
- (4b) *My friend* was here last night. (acceptable, subject)
- (4c) *Anna is my friend.* (coreferential)

Sentence (4) is also categorized into strict because the two constituents, the anchor *my friend* and the appositive *Anna*, have the same syntactic class, that is noun phrase. Being restrictive, the two constituents (anchor *my friend* and appositive *Anna*) have the same unit of meaning, and cannot be separated each other.

2) Full-Weak Restrictive Appositive

The sample of this kind of appositive can be seen as in (5). It is categorized into full because of being grammatically acceptable despite the fact that one of the two constituents (anchor and appositive) is omitted as in (5a) and (5b). The other feature of being full is that the

two constituents have the same syntactic functions and the same referents (coreference) as in (5c).

- (5) The question whether to confess or not troubled the girl.
- (5a) Whether to confess or not troubled the girl.
- (5b) *The question* troubled the girl.
- (5c) The question is whether to confess or not.

Sentence (5) is also categorized into weak because the two constituents, the anchor *the question* and the appositive *whether to confess or not*, have the different syntactic class (noun phrase and nonfinite clause). Being restrictive, the two constituents (the anchor *the question* and the appositive *whether to confess or not*) have the same unit of meaning, and cannot be separated each other.

3) Partial-Strict Restrictive Appositive

The sample of this kind of appositive can be seen in (6). It is categorized into partial because it does not meet the requirements as the full appositive, and as aforementioned in Table 3.1, there are three requirements to be the full appositive: 1) grammatical acceptability, 2) the same syntactic function, and 3) the same referent. Related to this sample, the requirement that cannot fullfilled is grammatical acceptability. Sentence (6) becomes ungrammatically acceptable when one of the two constituents (anchor and appositive) is omitted as in (6b) in spite of being grammatically acceptable as in (6a). The two other features of being full are that the two constituents 1) have the same syntactic functions (as subjects) as in (6a), and as in (6c) with simple correction and 2) have the same referents (coreference) as in (6d) with the simple correction.

- (6) Next Saturday, *financial expert Tom Timber* will begin writing a weekly column on the national economy.
- (6a) Next Saturday, *Tom Timber* will begin writing a weekly column on the national economy. (berterima)
- (6b) *Next Saturday, *financial expert* will begin writing a weekly column on the national economy. (unacceptable)
- (6c) Next Saturday, [*the*] *financial expert* will begin writing a weekly column on the national economy. (unacceptable)
- (6d) Tom Timber is [a] financial expert.

Sentence (6) is also categorized into strict because the two constituents, the anchor *financial expert* and the appositive *Tom Timber*, have the same syntactic class, that is, a noun phrase. Being restrictive, the two constituents (anchor *financial expert* and appositive *Tom Timber*) have the same unit of meaning, and cannot be separated each other.

4) Partial-Weak Restrictive Appositive.

The sample of this kind of appositive can be seen as in (7). It is categorized into partial because it does not meet the requirements for being the full appositive, and as aforementioned in Table 3.1, there are three requirements to be the full appositive: 1) grammatical acceptability, 2)

the same syntactic function, and 3) the same referent. Related to this sample, the requirement that cannot be fulfilled is being coreferential (the same referents), the anchor *his claim* is considered as a demand, while the appositive *that he couldn't see the car* is considered as a fact as in (7a) and (7b). The two other features of being full are that the two constituents 1) have the same syntactic functions (as subjects) as in (7a) and (7b), and 2) have the same grammatical acceptability as in (7a) and (7b).

(7) His claim that he couldn't see the car was unconvincing.

(7a) *His claim* was unconvincing. (as a subject, as a demand, as a noun phrase)

(7b) *That he couldn't see the car* was unconvincing. (as a subject, as a fact, and as a clause)

Sentence (7) is also categorized into weak because the two constituents, the anchor *his claim* and the appositive *the fact that he couldn't see the car*, have the different syntactic class (noun phrase and clause). Being restrictive, the two constituents (the anchor *his claim* and the appositive *the fact that he couldn't see the car*) have the same unit of meaning, and cannot be separated each other.

3.3. Syntagmatic Sense Relations

Syntagmatic sense relation is understood as the sense relation which occurs among constituents within the same sentence, particularly the sentence which holds the syntactic relatedness, (Djajasudarma, 2013: 141). Hence, it is obvious that sense relations focus more on syntactic relations in which the sense relations construct, for examples:

(8) *The girl ran across the field.* (normal and acceptable)

(8a) *The girl sat across the field.* (abnormal and unacceptable)

(8b) *The smell ran across the field.* (abnormal and unacceptable)

The combination of the prepositional phrase *sat across* in (8a), and the subject and verb *the smell ran* in (8b) do not show the existence of syntactic relatedness.

3.4. Paradigmatic Sense Relations

Syntagmatic sense relation does not stand alone, it relates closely to paradigmatic sense relation. If syntagmatic sense relation is illustrated as a horizontal axis, then paradigmatic sense relation is as vertical one. Paradigmatic sense relation is a kind of sense relation of certain structural expressions which is operationally constructed through mechanism of choice (Djajasudarma, 2013: 113&141). Because of this, paradigmatic sense relation is called *in absentia* sense relation, as shown in (9) below:

(9) He bought a bottle of liquid.

Conceptually, in English, anything that is drinkable is categorized into liquid so that the constituent *liquid* can be substituted with any other names of drinking, e.g., *milk, juice, beer, lemonade, brandy*, and many other drinking names, for examples:

(9a) He bought a bottle of [milk, juice, beer, lemonade, brandy].

Therefore, construction (9) has paradigmatic (*in absentia*) sense relation since one of the constituents in it enables to experience the substitution process with any other words having the same concept.

4. Result and Discussion

With respect to the aforementioned features of the appositive in the appositional constructions and the relatedness between anchor and appositive, this analysis mainly focuses on 1) to which features the appositive belong, 2) the construction of apposition, and 3) the sense relations between anchor and appositive. Therefore, this analysis may uncover the features attached in appositives, how the appositional constructions are built, and what sense relations can be found between anchor and its appositive.

Data of appositional constructions in which one of the constituents is restrictive appositive is understood that the two constituents (anchor and appositive) have the same unit of meaning. Four samples of the data related to the restrictive appositives are analysed. The four data (data 10 through 13) have certain features and contents.

(10) One in 5 women with breast calcifications ended up with coronary heart disease, says *lead researcher Dr. Peter Schnatz* from the Reading Hospital and Medical Center in Pennsylvania.

Data (10) above is the appositive with the content of proper noun (personal) and this is classified into partial-strict restrictive appositive. It is categorized into partial because it does not meet the requirements for being the full appositive, and as aforementioned at Table 3.1, there are three requirements to be the full appositive: 1) grammatical acceptability, 2) the same syntactic function, and 3) the same referent. Related to this data, the requirement that cannot be fulfilled is grammatical acceptability. Sentence (10) becomes ungrammatically acceptable when one of the two constituents (anchor and appositive) is omitted as in (10a) in spite of being grammatically acceptable as in (10b). The two other features of being full are that the two constituents 1) have the same syntactic functions (as subjects) as in (10a) with simple correction, and as in (10b), and 2) have the same referents (coreference) as in (10c) with the simple correction.

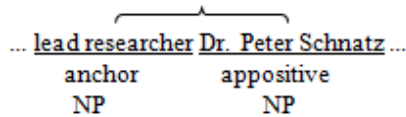
(10a) *One in 5 women with breast calcifications ended up with coronary heart disease, says [the] *lead researcher* from the Reading Hospital and Medical Center in Pennsylvania.

(10b) One in 5 women with breast calcifications ended up with coronary heart disease, says *Dr. Peter Schnatz* from the Reading Hospital and Medical Center in Pennsylvania.

(10c) *Dr. Peter Schnatz is* [the] *lead researcher*.

Data (10) is also categorized into strict because the two constituents, the anchor *lead researcher* and the appositive *Dr. Peter Schnatz*, have the same syntactic class, that is, a noun phrase. Being restrictive, the two constituents (the anchor *lead researcher* the appositive *Dr. Peter Schnatz*) have the same unit of meaning, and cannot be separated each other.

The appositional construction is formed from the two united constituents: the anchor and its appositive with the same grammatical hierarchy, that is, a noun phrase, and the position of the two constituents are in coexistent without punctuations as illustrated below.



The appositive *lead researcher* in the appositional construction *lead researcher Dr. Peter Schnatz* has syntagmatic relation in the form of profession/position referring to a proper name (personal). The two constituents indicate syntactic closeness between profession/position and person.

Perceiving the existence of syntagmatic relation above, the appositive *lead researcher* in (10) enables to be replaced by another profession referred to a proper noun (personal). In other words, substitution process may occur in the syntactic cooccurrence. The substitution process can be done through replacing the word *researcher* with another related word such as the word *observer* so we can have *lead observer Dr. Peter Schnatz*. Therefore, the appositive *lead researcher* has paradigmatic relation (*in absentia*) because there will be possible for doing the substitution process so that the sense relation made indicates the existence of syntactic closeness in the appositional construction. However, if the word *researcher* is replaced by the name of object such as *computer*, so as it becomes *lead computer Dr Peter Schnatz*, then such an appositional construction becomes abnormal.

(11) A few weeks after Greene woke from his coma, *his sister Suzanne* arrived for a visit.

Data (11) above is the appositive with the content of proper noun (personal) and this is classified into full-strict restrictive appositive. It is categorized into full because it has met the three criteria for being full appositive: 1)

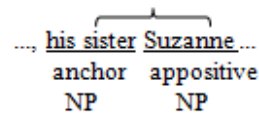
being grammatically acceptable despite the fact that one of the two constituents (anchor and appositive) is omitted as in (11a) and (11b); 2) having the same syntactic functions, *i.e.*, as a subject; and 3) having the same referents (coreference) as in (11c).

(11a) A few weeks after Greene woke from his coma, *his sister* arrived for a visit.

(11b) A few weeks after Greene woke from his coma, *Suzanne* arrived for a visit.

Sentence (11) is also categorized into strict because the two constituents, the anchor *his sister* and the appositive *Suzanne*, have the same syntactic class, that is noun phrase. Being restrictive, the two constituents (anchor *my friend* and appositive *Anna*) have the same unit of meaning, and cannot be separated each other.

The appositional construction is formed from the two united constituents: the anchor and its appositive with the same grammatical hierarchy, that is, a noun phrase, and the position of the two constituents are in coexistent without punctuations as illustrated below.



The appositive *Suzanne* in the appositional construction *his sister Suzanne* has syntagmatic relation in the form of proper name (personal namer) referring to a certain family relation. The two constituents indicate syntactic closeness between family relation and name of a person.

Perceiving the existence of syntagmatic relation above, the appositive *Suzanne* in (11) enables to be replaced by another name of person. In other words, substitution process may occur in the syntactic cooccurrence. The substitution process can be done through replacing the name *Suzanne* with another related personal name such as the name *Nancy* so we can have *his sister Nancy* or even the phrase *his sister* can be replaced by another relevant family relation, for example, *his daughter* so as it becomes *his daughter Suzanne*. Therefore, the appositive *his sister Suzanne* has paradigmatic relation (*in absentia*) because there will be possible for doing the substitution process so that the sense relation made indicates the existence of syntactic closeness in the appositional construction. However, if the personal name *Suzanne* is replaced by nonpersonal name, or if the phrase *his sister* is replaced by other nonpersonal, it will become abnormal, for example, *his computer Suzanne*, or *his sister Grammar*.

(12) *The fact that medical professionals in Malaysia are well-versed in English, Mandarin, Chinese dialects and Malay* helps immensely in building a patient's level of comfort.

Data (12) above is the appositive with the content of person qualified in a profession, and this is classified into full-weak restrictive appositive. It is categorized into full

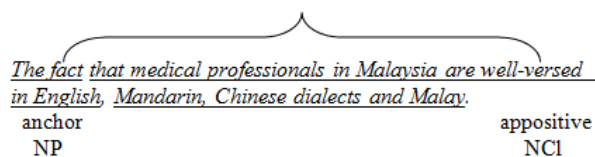
because it has met the three criteria for being full appositive: 1) being grammatically acceptable despite the fact that one of the two constituents (anchor and appositive) is omitted as in (12a) and (12b); 2) having the same syntactic functions, *i.e.*, as a subject; and 3) having the same referents (coreference) as in (12c).

(12a) *The fact* helps immensely in building a patient's level of comfort.

(12b) That medical professionals in Malaysia are well-versed in English, Mandarin, Chinese dialects and Malay helps immensely in building a patient's level of comfort.

Sentence (12) is also categorized into weak because the two constituents, the anchor *the fact* and the appositive *that medical professionals*, have the different syntactic class (noun phrase and clause). Being restrictive, the two constituents (the anchor *the fact* and the appositive *that medical professional*) have the same unit of meaning, and cannot be separated each other.

The appositional construction is formed from the two united constituents: the anchor and its appositive with the same grammatical hierarchy, that is, a noun phrase, and the position of the two constituents are in coexistent without punctuations as illustrated below.



The appositive that medical professionals in Malaysia are well-versed in English, Mandarin, Chinese dialects and Malay in the appositional construction the fact that medical professionals in Malaysia are well-versed in English, Mandarin, Chinese dialects and Malay has syntagmatic relation in the form of person qualified in a profession referring to a certain reality (fact). The two constituents indicate syntactic closeness between professional person and a fact.

Perceiving the existence of syntagmatic relation above, the appositive *that medical professional in Malaysia are well-versed in English, Mandarin, Chinese dialects and Malay* in (12) enables to be replaced by another name of person. In other words, substitution process may occur in the syntactic cooccurrence. The substitution process can be done through replacing the word *professionals* dan *well-versed* in the appositional construction *the fact that medical professionals in Malaysia are well-versed in English, Mandarin, Chinese dialects and Malay* can respectively be replaced with *specialists* and *knowledgeable*, so that it becomes *the fact that medical specialists in Malaysia are knowledgeable in English, Mandarin, Chinese dialects and Malay*. Therefore, the appositive *that medical professionals in Malaysia are well-versed in English, Mandarin, Chinese dialects and Malay* has paradigmatic relation (*in*

absentia) because there will be possible for doing the substitution process so that the sense relation made indicates the existence of syntactic closeness in the appositional construction.

However, if the word *professional* in the appositive is replaced by something that is nothing to do with person qualified in a profession such as *mountain*, so as it becomes *the fact that medical mountains in Malaysia are well-versed in English, Mandarin, Chinese dialects and Malay*, then such an appositional construction becomes abnormal.

(13) And that's one of the reasons why I talk about her.

Data (13) above is the appositive with the content of explanation of a cause, and this is classified into partial-weak restrictive appositive. It is categorized into partial because it does not meet the requirements for being the full appositive, and as aforementioned in section III, literature review, there are three requirements to be the full appositive: 1) grammatical acceptability, 2) the same syntactic function, and 3) the same referent. Related to this data, the requirement that cannot fullfilled is being coreferential (the same referents), the anchor *one of the reasons* is considered as explanation of a cause as in (13a), while the appositive *why I talk about her* is considered as effect as in (13b). The other evidence that it is not coreferential is that the anchor and the appositive have no copulative relationship as shown in (13c). The two other features of being full are that the two constituents 1) have the same syntactic functions (as subject complement) as in (13a) and (13b), and 2) have the same grammatical acceptability as in (13a) and (13b).

(13a) And that's one of the reasons.

(13b) And that's why I talk about her.

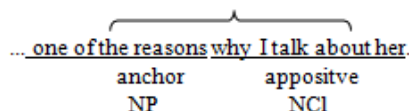
(13c) One of the reasons *is* why I talk about her. (*not coreferential*)

Another additional illustration, through using imaginary data, for example: *Your loyalty to me is one of the reasons why I love you*. The content of reason is not *why I love you*, and *why I love you* is not the reason. The actual content of the reason of the question *why I love you* is *your loyalty to me*.

Sentence (13) is also categorized into weak because the two constituents, the anchor *one of the reasonhe fact* and the appositive *why I talk about her*, have the different syntactic class (noun phrase and clause). Being restrictive, the two constituents (the anchor *one of the reasonhe fact* and the appositive *why I talk about her*) have the same unit of meaning, and cannot be separated each other. This implies that there are more that one *reasons* related to the reason why, but the reason why in this context of data (13) is *the reason why I talk about her* (*alasan tentang mengapa saya berbicara tentang dia*). Therefore, such a specific reason is restrictive in nature, limiting one reason from any other reasons.

The appositional construction is formed from the two united constituents: the anchor and its appositive with the

different grammatical hierarchy, *i.e.*, noun phrase at the anchor, noun clause at the appositive. The position of the two constituents is in coexistent without punctuations as illustrated below.



The appositive *why I talk about her* in the appositional construction *one of the reasons why I talk about her* has syntagmatic relation in the form of explanation of a cause referring to a reason. The two constituents indicate syntactic closeness between explanation of a cause and a reason.

Perceiving the existence of syntagmatic relation above, one of the elements, *e.g.* the word *talk*, in the appositive *why I talk about her* in (13) enables to be replaced by another related verb, for example the word *discuss* so that it becomes *one of the reasons why I discuss about her*. In other words, substitution process may occur in the syntactic cooccurrence. However, if another element of the appositive, for example, the word *why* is replaced by any other clause connector such as *where*, so as it becomes *one of the reasons where I talk about her*, then such an appositional construction becomes abnormal.

5. Conclusions and Suggestion

5.1. Conclusions

After conducting the analysis on the previous section, it can be concluded that: 1) restrictive appositives are full-strict, full-weak, partial-strict, and partial-weak, in features; 2) the appositional constructions, in which there are restrictive appositives, are formed on the noun-based constituents, namely noun phrase and noun clause both finite and nonfinite in nature; 3) the appositional construction has two sense relations, that is, syntagmatic and paradigmatic ones. By syntagmatic relation, appositional construction has syntactic linear relatedness. By paradigmatic relation, the constituents in the construction of apposition have sense closeness so as they are substitutable.

5.2. Suggestion

Based on the conclusion above, theoretically, it is obvious that the central attention of this research is on the appositional constructions which consist of anchor and noun-based appositives as an unseparated unit. Therefore, to facilitate the comprehensive understanding towards the complexity of appositives, it is necessary to create similar sustainable research. This sustainability is expected that effective and informative appositional constructions can

provide good sentence-understanding which in turns, can help understand a discourse.

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