



Examining Ömer Seyfettin's "Ant" Story in Terms of Sentence Elements

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Abstract: Language has been at the center of thinking, knowing, and questioning processes from ancient times to the present day, emphasizing its significance in human life. Due to its inherently multidimensional nature, language exhibits a complex structure. As a result of this complexity, it is associated with different fields, and various terms and definitions are used to describe the syntax of language structures. Although significant research has been conducted on Turkish syntax within the scope of Turkish grammar studies, the lack of a solid theoretical framework has hindered the ability to achieve the expected impact on language education. Therefore, diverse perspectives have emerged in language teaching, leading to debates on grammar. In this study, Ömer Seyfettin's story titled "Ant" has been analyzed in terms of sentence elements. The study adopts a qualitative approach, and the elements of the sentence are identified through document analysis. Based on the findings, the frequent use of short sentences and the higher density of verbs compared to other sentence components are explained. After eliminating ellipses, 90 subjects (11.5%), 230 verbs (29.44%), 134 objects (17.15%), 100 locative complements (12.8%), 98 adverbs (12.54%), 55 covert subjects (7.04%), and 74 elements outside the sentence structure (9.47%) were identified, totaling 781 sentence elements. As a result of the study, a total of 316 sentences and 1724 words were tabulated to present the numbers and percentages of verbs, subjects, covert subjects, objects, locative complements, adverbs, and elements outside the sentence structure in the story.

Keywords: Elements of the sentence; Language; Tale; Turkish grammar; Syntax

Introduction

"Language is a natural tool that enables communication among people, a living entity with its own rules, and a hidden system of agreements laid down in unknown times, which develops only within the framework of these rules. It is a social institution woven from sounds." (Ergin, 2002). Language is the way living beings, primarily humans, express themselves and reveal their emotions and thoughts. Due to the inherent nature of each living being, there are different language methods and forms of expression.

Despite his short life, Ömer Seyfettin, who left a mark on numerous literary works, was born in Balıkesir in 1884 and passed away in Istanbul in 1920. He is one of the prominent story writers in Turkish literature and Ömer Seyfettin is the founding name of Turkish short storytelling. Additionally, he is one of the founders of the Turkism movement and is among the advocates of simplification in.

A sentence is a meaningful sequence of words that expresses a statement, question, exclamation, or command. It is a unit of communication that conveys emotions, thoughts, events, and desires through one or more words.

In his work titled "Türk Dil Bilgisi" (Turkish Grammar), Ergin (2002) discusses the concept of the sentence in the final chapter. According to Ergin (1999), the elements of a sentence are seen as verb, subject, object, locative complement, adverb, and element outside the sentence structure. Words that bear the main functions for the sentence to be properly understood are referred to as the elements of the sentence. Ergin differentiates from others by calling the predicate a "verb" and the subject a "doer." Additionally, he aligns with Karahan (2017) in terms of the element outside the sentence structure. Furthermore, both of them refer to the adverbial complement as an "adverb." Also, Muharrem Ergin does not use the term "indirect object" and considers it as a locative complement.

Ergin (2009) divides non-sentence elements into subordinating conjunctions and interjections, or interjection groups. Ergin (1999) considers interjections as non-sentence elements.

Ergin (1999) did not address the sentence that Tahir Nejat Gencan interpreted as ellipsis of words, where the predicate is not visible, and the sentence that Ediskun (2004) evaluated as elliptical. Karahan (1999) and Güneş (2002) also did not discuss such sentences.

In defining sentences, researchers have not fallen into disagreements as they have in word groups; they have made definitions of the sentence using similar expressions.

Ergin has defined the sentence as "a word group that expresses an idea, a thought, an action, a feeling, or an event as a whole" (Karahan, 2017).

Karahan has defined the sentence as follows by stating the expression of judgment: "A word or a sequence of words that conveys a thought, a feeling, a situation, or an event by making a statement" (Karahan, 2017).

Atabay, Özel, and Çam (2003) have approached the sentence under the title of "Sentence" and explained it as "A declarative expression unit consisting of one or more words".

In Korkmaz's Grammar Terminology Dictionary, the definition of a sentence is expressed as follows: "A word group that conveys an idea, a feeling, and a thought, fully in the form of a judgment, and for the existence of a sentence, there must be at least one inflected verb" (Korkmaz, 1992).

In this study, Ömer Seyfettin's story "Ant" has been analyzed in terms of sentence elements according to Ergin (1993). The story "Ant" was published in the magazine "Genç Kalemler" in April 1912. The story narrates the blood brotherhood of children who drink each other's blood and make sacrifices for each other in difficult times. The protagonist, who narrates how his blood brother, whom he took an oath with, lost his life while trying to protect him, reminisces about the past years with great longing, and the story is told in a simple and straightforward manner. Ömer Seyfettin's stories still find a place in many textbooks today.

Related Studies

In this section, the conceptual findings that constitute the fundamental topics of the study are presented. While identifying the sentence elements, the following expressions have been taken into consideration.

Muharrem Ergin has identified the elements of a sentence as verb, subject, object, place complement, and adverb. Along with these five elements, he also emphasizes non-sentence elements (Ergin, 1993). The most important basic element of the sentence, its main element, is the verb.

The structure of the sentence is built around the verb. Other elements complement the verb. The main element of the sentence, which is the verb, always appears at the end. The verb represents the action, occurrence, state, event, or judgment in the sentence (Ergin, 2013).

"Object; it is the sentence element that represents the person, object, or thing affected by the verb. Verbs are divided into two parts: transitive and intransitive. One of these parts indicates 'doing,' while the other indicates 'being.' The action that directs the verb to an object is expressed as 'doing.' The action directed towards the subject, on the other

hand, indicates 'being.' Transitive verbs require an object. The object element is connected to the verb in the accusative case. This accusative can be either suffixed or unsuffixed." (Ergin, 2013).

Ergin has defined the indirect complement, which he called "Place of verb": "It is a sentence element that indicates the location and direction of the verb. It is connected to the verb with dative, locative, and ablative suffixes." (Ergin, 2013). However, this view has been criticized by linguists who emphasize function.

In Ergin's evaluations regarding sentence elements, structure holds an important place. The elements in the sentence are evaluated not only based on their functions but also on whether they are inflected or not. The suffixes on the elements in the sentence usually play a determining role.

Ergin (2002) has stated how the adverbial element should be determined as follows: The adverb should be an uninflected sentence element and must be directly connected to the verb. The suffixes of means, equality, and direction found at the end of the adverb are used not for a relationship but directly as adverbial suffixes.

Elements that are not related to the verb and are added to the sentence only as additional elements, located at the beginning, end, or in the middle of the sentence, are called non-sentence elements (Ergin, 2013). Ergin also considers interjections and subordinating conjunctions as non-sentence elements within the sentence. Some syntax authors also use Ergin's evaluations regarding sentence elements (Karaörs, 1993; Cemiloğlu, 1994; Erkul, 2004).

Purpose and Method of the Study

The study is generally a textual analysis within the scope of document analysis. The analysis is based on the elements of the sentence. Ergin's (1993) work has been used as a reference for determining the sentence elements in this research.

In this study, the elements of the sentence are classified as verb, subject, object, adverb, place complement, and non-sentence elements, and their locations within the text are identified. The entire story consists of 316 sentences and 1724 words. **Forty-two** sentences with 13% ellipses in the text of the story were not taken into consideration as they were not considered complete sentences. However, they are included separately at the end of the story. These sentences contain 408 words. In the evaluated complete sentences, there are 1316 words. The obtained data are summarized in a table and presented with calculated percentages. Furthermore, comments are made based on the results obtained from the table.

The population of the study consists of the works of Ömer Seyfettin, and the sample of the research is Ömer Seyfettin's story titled "Ant".

The data were obtained through the document analysis method. Detailed scans were conducted in the story to collect the data. The study was prepared using the data analysis method, which is one of the qualitative research methods. Document analysis is a technique used to analyze the content of written documents with precision and systematically (Wach, 2013). To reach the findings in the study, each sentence in the story was examined individually, and the elements of the sentence were analyzed and presented in tabular form.

Abbreviations

(v.) : verb

(subj.): subject

(obj.) : object

(adv.) : adverb

(Pl. Comp.) : place complement

(Non-sent. El.): non-sentence element

(Hid. Subj.): hidden subject

(e. sent.): elliptical sentence

Findings and Comments

I (subj.) was born (v.) in Gönen (Non-sent. El.). This town (subj.) that I haven't seen for twenty years (Non-sent. El.) has now (adv.) become (v.) blurred in my mind (Non-sent. El.). (Hidden subject) It (subj.) has become (v.) like an old and distant dream (obj.) that many places have forgotten (Non-sent. El.).

(First-person subj.) At that time, along with my father, who was a young captain (obj.), I (subj.) now (adv.) try to recall (v.) the Çarşı Mosque, (Non-sent. El.) the small and ruined fountain (Non-sent. El.) opposite it, the river stream (Non-sent. El.) with thousands of log rafts floating in it, and the deep pool (Non-sent. El.) of the hot and watery bathhouse where we sometimes went to bathe. However, (non-sentence element) a white haze of oblivion (obj.) gathers (v.) in front of me (Non-sent. El.) (first-person subj.). After long journeys abroad (Non-sent. El.), when a man (obj.) returns to his homeland (Non-sent. El.), and cannot see the horizon (obj.) of the place where he was born (Non-sent. El.) due to dense fog (obj.) and cannot see the things he loves (obj.) from afar as soon as he would like (Non-sent. El.), he feels sorrow (v.) just like that, (Non-sent. El.) I (subj.) also feel (v.) a pain (obj.) similar to curiosity and impatience (Non-sent. El.). (First-person subj.) I can only (adv.) visualize (v.) our home and the school (obj.) in front of my eyes (Non-sent. El.).

In the mornings (adv.), my mother (subj.) would place me at the window sill like a baby (v.), make me review my lessons (v.), and give me my milk (obj.) to drink (v.). On the other side of the courtyard visible from this window, there was a large, earth-colored building (subj.) with only one window (obj.) without glass and cover (v.). This black hole (subj.) scared me (v.) a lot (adv.). (First-person subj.) In the terrifying and endless stories that our servant Abil

Ana (subj.), who cooked our meals, washed our clothes (obj.), cleaned our boards (obj.), and fed my father's horse and took care of the hunting dogs (obj.), told me every night, I (subj.) would feel as if I (subj.) saw (v.) the bear (obj.) from those stories in this dark window (Non-sent. El.) (first-person subj.). And (non-sentence element) as I (subj.) kept saying (v.) that I (subj.) would become a great man (obj.), a great bey (obj.), a great pasha (obj.), and that no one would do harm to me (subj.), how happy (adv.) I (subj.) would be! (v.).

(First-person subj.) How did I (subj.) used to walk on the streets (Non-sent. El.) and with whom (obj.)? The school (subj.) was a one-story (obj.) building (subj.) and (non-sentence element) its walls (obj.) were without paint (adj.). Upon entering the door, there was a covered courtyard (subj.) (v.). Boys and girls (subj.) were all mixed up (v.), they were sitting (v.), reading (v.), and playing together (v.). The person we called "Big Teacher" (subj.) was a henna-haired, bald, hunchbacked, tall, elderly, and forgetful woman (v.). (Hidden subject) With her blue eyes (obj.) shining fiercely, a hooked and yellow beak-like nose, and feathers falling out, she resembled (v.) a treacherous and sick seagull (obj.). The "Little Teacher" (subj.) was a man (v.) and (non-sentence element) he was the son (obj.) of the "Big Teacher" (subj.). The children (subj.) were not afraid (v.) of him (Non-sent. El.) at all (adv.). Perhaps (non-sentence element) he was a bit (adv.) foolish (v.). (First-person subj.) I (subj.) used to sit (v.) in the back rows (Non-sent. El.) where the "Big Teacher" (subj.) couldn't reach with her longest stick (obj.). The girls (subj.), probably because of my light blonde hair, always (adv.) called me "Ak Bey" (obj.). The boys (subj.), when they grow up, either say my name (obj.) or call me "Yüzbaşıoğlu" (obj.).

The major wrongdoers (subj.), even the girls (subj.), would receive a beating (obj.). And there was no one (subj.) who wasn't afraid (v.) or trembling (v.) of the beating (obj.). The punishment (obj.) for the minor wrongdoers (subj.) was disproportionate and excessive (adj.). (Hidden subject) Whoever (non-sentence element) happened to be around (obj.) would certainly (adv.) exaggerate (v.). I (subj.) had never (adv.) been beaten (v.). Perhaps (non-sentence element) they were showing favoritism (v.). Only (non-sentence element) once (adv.), the "Big Teacher" (subj.) pulled my left ear (obj.) because I (subj.) lied with my dry and bony hands (obj.). (Hidden subject) He pulled (v.) it (pronoun) so fast (adv.) that even (non-sentence element) the next day (adv.), it was still (adv.) hurting (v.), and (non-sentence element) it was bright red (adj.). (First-person subj.) However (non-sentence element), I (subj.) was not guilty (adj.). (First-person subj.) I had told the truth (adj.). The faucet (obj.) of the ablution barrel in the garden had been broken (v.). The "Big Teacher" (subj.) was looking (v.) for the one (subj.) who committed this wrongdoing (obj.). (Hidden subject) It was this child (subj.) in the blue tunic, with a red belt, sick, and weak (adj.). (First-person subj.) I reported (v.) it (pronoun). (Hidden subject) He was going to be subjected to beating (v.). (Hidden subject) He denied (v.) it (pronoun). Then (non-sentence element) another child (subj.) came forward (v.). (Hidden subject) He said (v.) that he (pronoun) had done it (pronoun), that it (pronoun) wasn't the other child's fault (obj.), and (non-sentence element) he laid down on the ground (v.). (Hidden subject) He took (v.) the blows (obj.) screaming (adv.). At that moment (adv.), the "Big Teacher" (subj.) pressed (v.) my ear to my face (pronoun) and scolded (v.), "Why are you lying and falsely accusing this poor child?" (Hidden subject) He wrinkled his face (v.) in displeasure (adj.).

(I, subj.) I cried (v.). (I, subj.) I cried (v.). (I, subj.) Because (non-sentence element) I wasn't lying (v.). (I, subj.) Yes (non-sentence element), while (non-sentence element) breaking the faucet (obj.), I had seen it (v.) with my own eyes (obj.). In the evening call to prayer (non-sentence element), I grabbed the child who received a beating:

—"I (subj.) had broken it (v.). "

—No (non-sentence element), you (subj.) didn't break it (v.). I (subj.) saw it (v.) with my own eyes (obj.) that the other child broke it (v.)."

(He, hidden subject) couldn't insist (v.). (He, hidden subject) looked at my face (obj.). For a moment, he stood still like that (v.). And if (non-sentence element) I promised (v.) not to tell the teacher (obj.), he wouldn't hide it (v.). (He, hidden subject) would tell (v.). I (subj.) immediately (adv.) made the promise (v.). (I, subj.) I was curious (v.):

—Ali (subj.) broke the faucet (obj.), he said (v.), I (subj.) already knew (v.) that. But he (subj.) is very weak (adj.) and sick (adj.). (He, hidden subject) can't endure (v.) the beating (obj.). (He, hidden subject) might die (v.). He just got out of bed (v.).

—But (non-sentence element) why did you (subj.) take the beating (obj.) in his place (v.)?

—Why not (non-sentence element)? We (subj.) had taken an oath (obj.) with him (non-sentence element). He (subj.) is sick (v.) today, I (subj.) am healthy and strong (v.). I (subj.) saved him (v.), you see (v.).

I (subj.) didn't quite understand (v.). I asked again (v.).

—What is oath (v.)?

-Don't you know (v.)?

—I don't know (v.)!

Then (adverb) he laughed (v.). And (non-sentence element) moving away from me (obj.), he replied (v.):

-We (subj.) drink each other's blood (obj.). They call it oath (v.). Those who take oath (v.) become blood brothers (obj.). They help each other (v.) until death (non-sentence element), come to each other's aid (v.).

Then (adverb) I noticed (v.), many of the children at school (subj.) had become blood brothers (obj.) with each other (non-sentence element). Even (non-sentence element) some girls (subj.) had taken oath (v.) among themselves (non-sentence element). One day (non-sentence element), I also saw (v.) how this newly learned tradition was performed. Again (non-sentence element), we were at the back desks. Little Hoca (subj.) had gone outside to perform ablution (v.). Big Hoca (subj.) turned his back to us (non-sentence element) and, slowly (adverb) and as slow as a snail (non-sentence element), he was performing his prayer (obj.). Two children (subj.) drew their arms (obj.) with a wooden-handled knife (obj.). They smeared the large, red droplet (obj.) that came out onto the lines on their arms (non-sentence element), mixing their blood (obj.). Then (adverb), they sucked each other's arms (obj.). This made me (v.) wonder. If (non-sentence element) I also had a blood brother (obj.), he wouldn't make me (v.) get my ear pulled by the teacher (non-sentence element), and when (non-sentence element) I might go to the falaka (obj.), he would save me (v.). In the big school (non-sentence element), I thought (v.) I was all alone (non-sentence element), friendless (non-sentence element), and without a protector (non-sentence element), so I told my mother (non-sentence element) my idea (obj.).

and that I wanted to take an oath (obj.) with someone (non-sentence element). And (non-sentence element) I described the oath (obj.) to her (non-sentence element). She didn't approve (v.).

However (non-sentence element), I didn't listen (v.). I had set my mind (v.) on taking an oath (obj.), but with whom (non-sentence element)? A coincidence (obj.), an unexpected accident (obj.) brought me (v.) my blood brother (obj.). On Fridays (non-sentence element), all the neighbor's children (subj.) were gathering in our backyard (non-sentence element), and we were playing together (v.) until evening (non-sentence element). When I said (v.) this word (obj.), it seemed as if I was delighted (v.) and I would always repeat it (v.). It was so harmonious (adjective) and melodious (adjective). The girls (subj.) would recite rhymes (obj.) composed for this beautiful name, Mıstık (obj.), whenever they saw him (non-sentence element) in the garden or on the street (non-sentence element). It is still in my memory (non-sentence element):

Mustafa Mıstık, (ellipsis in the sentence)

We cornered the cart, (ellipsis in the sentence)

We lit three candles,

We admired his appearance!

they were shouting (ellipsis in the sentence), clenching their fists (non-sentence element) against him (non-sentence element). Mıstık (subj.) were never getting angry (v.). He was laughing (v.). We (subj.) were also repeating (v.) these couplets (obj.) by shouting (non-sentence element), and we were having fun (v.).

These two tiny couplets (obj.) even had an impact on my imagination (non-sentence element). In my dream (non-sentence element), I was seeing many mischievous girls (subj.) squeezing him (non-sentence element) into a large migrant cart (non-sentence element), and they were lighting three candles (non-sentence element) around him (non-sentence element) and watching his appearance (non-sentence element). Why did Mıstık (subj.) behave so well (non-sentence element)? He was stronger (adjective) than all of us (non-sentence element). And every Friday morning in summer (non-sentence element), he was bringing a large bundle of willow branches (non-sentence element). We (subj.) were making ourselves (non-sentence element) lances from these branches (non-sentence element) and were playing javelin (non-sentence element), competing (v.) against each other (non-sentence element). He (subj.) was always the winner (non-sentence element). In the race (non-sentence element), he (subj.) always surpassed all of us (non-sentence element). We (subj.) couldn't catch him (non-sentence element) at all. So, on another Friday (non-sentence element), Mıstık (subj.) came with willow branches (non-sentence element) again. I (subj.) reserved the longest one (non-sentence element) for myself (non-sentence element). I (subj.) distributed the others (non-sentence element) to the other kids (non-sentence element). Using a knife (non-sentence element), we (subj.) were cutting the tips of these branches (non-sentence element) and making ears and a nose (non-sentence element) from their bark, resembling a horse's head (non-sentence element). I (subj.) was the best (non-sentence element) at doing this.

I (subj.) was making my own horse. Mıstık and the other kids (subj.) were waiting for their turns. Suddenly, without realizing it, the bark of the willow (non-sentence element) split open (non-sentence element), and the knife (non-

sentence element) slipped through, cutting my left index finger (non-sentence element). A watery and red blood (non-sentence element) started to flow. I forgot about the pain in my finger (non-sentence element) and said to Mistik (non-sentence element):

—"Come on, my hand (non-sentence element) is already cut. Let's become blood brothers (non-sentence element)." He hesitated (non-sentence element). But finally, he nodded (non-sentence element) his big round head (non-sentence element), looking down with his black eyes (non-sentence element), and agreed,

—"What harm can it do?" I insisted, "It's just blood, right? It's all the same." He agreed (non-sentence element). With the knife he took from me, he cut his arm (non-sentence element), even a bit deep. His blood (non-sentence element) was so dark that it didn't flow, just swelled up in a single drop (non-sentence element) and grew. We mixed our blood (non-sentence element). First, I sucked on it (non-sentence element). It tasted salty and warm. Then he (non-sentence element) sucked on my finger (non-sentence element) too.

I don't know how much time has passed. (subj.) I had almost forgotten that Mistik and I were blood brothers. (subj.) We were playing together again and walking home from school together. (subj.) One day, the weather was very hot. The Big Hoca granted us partial freedom. (subj.) Mistik and I were walking slowly in the dust of the street. (subj.) My face was soaked because I couldn't wipe my sweat. (subj.) We were crossing a big and wide road. (subj.) There were the foundations of a collapsed wall on the side. (subj.) Suddenly, a large black dog came from the opposite side, running towards us. (subj.) Behind it, a few men were chasing it with thick sticks. (subj.) We were scared. (subj.) We were stunned. (subj.) We froze like that. (subj.) The dog attacked him. (subj.) At first, they collided with each other rapidly. (subj.) Then, they wrestled with each other, throat to throat. (subj.) The dog had also stood up. (subj.)

And after a little fighting like that, both of them (subj.) fell to the ground. Mistik's small hat and blue scarf fell off. This battle (subj.) seemed quite long to me (Pl. Comp.). I (subj.) was trembling. People with sticks (subj.) arrived. They struck the dog with all their strength, several times. Mistik (subj.) managed to escape. Poor thing, blood was flowing from his arms and nose. The dog, tucking its tail between its legs, ran away, at full speed. They took it back to its home. I (subj.) immediately ran home, and I (Non-sent. El.) told my mother what had happened (obj.). Abil Ana made me (subj.) lie down on the ground. She pressed my lower abdomen and the veins of fear (Pl. Comp.). Then, after that, she blew on my face while reciting a prayer (adv.), and I (Non-sent. El.) sneezed from the smell of garlic (Pl. Comp.).

The next day, (adv.) Mistik (subj.) hadn't come to school. I went to Hacı Budaklar (Pl. Comp. y.t.) to see Mistik (obj.) and told my mother (subj.). She said (v.), "He's sick, my child (Non-sent. El.). Hopefully (adv.), when he gets better, you can play again (e. sent.). It's not right to bother him now (e. sent.)." After that, every morning (adv.), I went to school hoping (v.) to find Mistik (obj.) recovered (e. sent.).

The dog (subj.) was rabid (v.). They took Mistik (obj.) to Bandırma (Pl. Comp. y.t.) to have him checked (v.). They were going to send him (subj.) from there (Pl. Comp. y.t.) to Istanbul (Pl. Comp. y.t.).

The early and cloudless mornings (subj.) that I wake up to, like everyone else, remind me of my childhood (obj.). I want (v.) to bring the place where I was born (obj.), which remains in my memory like an eternal and purple dawn city, to the forefront of my mind (Pl. Comp. y.t.). And (c.d.u.), unconsciously, (z.) I look at the index finger of my left hand (Pl. Comp. y.t.). This small scar (subj.) still standing in the first joint is, in my opinion (Non-sent. El.), very (z.) sacred (v.).

I hear again (v.) the warm lips (obj.) of my heroic blood brother who died for the oath, destroying his life, and struggling with the wild, big, mad, and black shepherd dog to save me. I see (v.) in my imagination the lion and brave hero (obj.), who fought with that dog.

"(It, Hidden subject) consoles and makes me happy (v.)."

Elliptical Sentences in the Story

Every evening, the dusty and stoneless roads filled with flocks of sheep and cows, moss-covered and black-tiled roofs, towering walls that seem like they might collapse, small wooden bridges, endless fields, and low fences all dissolve into this haze... (e. s.)

A large garden... (e. s.) In the middle, a snow-white house built in the mansion style... (e. s.) On the right, the white-curtained room where we always sit... (e. s.)

I don't know... (e. s.)

Further ahead, a small and treeless garden... (e. s.) At the end of the garden, a footpath and a very large ablution barrel... (e. s.)

The "came, went" sign swinging on the unopened wing of the classroom door looks at us like a flat and lifeless face, while the dim light entering through the narrow windows near the ceiling of the thick walls seems to weigh heavier and blur with the incessant and sharp screams of children reading aloud... (e. s.)

There was only one form of punishment at school: Beating

The heavy slap of Little Hoca... (e. s.) The long cane of Big Hoca... (e. s.)

—"Why did you make me a liar?" I said, "You hadn't torn the faucet."... (e. s.)

Oathing to become blood brothers... (e. s.)

The owners of the houses behind us, the Hacı Budak family, had a child almost my age whose name I liked the most: Mistik... (e. s.)

Why didn't he suddenly leap and slap these girls, and free himself from the suffocating smell of tar in the car... (e. s.)

As if, just like its name, everything about him was round; his head, arms, legs, body... even his hands... He could defeat all the children in wrestling... (e. s.)

At that moment, an idea came to my mind: Swearing an oath... (e. s.) You too, cut... (e. s.)

— Is it possible? No way... (e. s.) To swear an oath, you have to cut your arm... (e. s.) Whether from the arm or the finger... (e. s.) Come on, come on... (e. s.)
Maybe six months... (e. s.) Maybe a year... (e. s.)
Just like every Thursday... (e. s.)
He didn't come the next day either... (e. s.)
Mıstık said, "It's nothing... (e. s.) It doesn't hurt... (e. s.) Just a little scratch... (c.d.u.)"
But alas... (e. s.) He never came back... (e. s.)
And finally, one day we heard that Mıstık had died... (e. s.)

As we drifted away from our ethnicity, from the genuine Turkish spirit, we found ourselves sinking into the dark abyss of this hell, full of immorality and corruption, ingratitude and dishonesty, malice and indolence, and in that hopeless and desperate state, a mirage of a lost paradise, far from reality, opens up before me... (e. s.)

For hours, with the memory of Mıstık, I become enchanted with the sweet and melancholic pain that only increases in value as this noble and dignified grief grows old and forgotten... (e. s.)

With this fear, for my poor mother who is curious about listening to dreams and interpreting them, I make up vivid nightmares every morning, telling her how a big and angry bear took me and brought me to the mountains, locked me in its den, tied my arms, ate my nose and lips, and then threw me into the watermill wheel on the way to Bayramiç, making her say "May it be well, God willing..." (c.d.u.)

And she would warn me, saying: "I don't want any misbehaviors. Don't you dare do that... (e. s.)"

They yelled at us: "Run, run, it's going to bite... (e. s.)" First, I tried to gather myself and said, "Let's run away... (e. s.)" But the dog, with eyes shining like fire, had already caught up to us. That's when Mıstık shouted, "Hide behind me... (e. s.)" and stood in front of me.

Colors fade, shapes disappear... (e. s.)

I had placed my handkerchief under my fez... (e. s.)

As seen in Table 1, there are a total of 316 sentences and 1724 words in the text. This indicates that the sentences are approximately five words long. The use of short sentences explains the higher density of verbs compared to other sentence elements. After removing elliptical sentences, 90 subjects (11.5%), 230 verbs (29.44%), 134 objects (17.15%), 100 place complements (12.8%), 98 adverbs (12.54%), 55 hidden subjects (7.04%), and 74 non-sentence elements (9.47%) were identified. A total of 781 elements were found. Thus, it can be observed that there are abundant clusters of elements in the story. The higher frequency of verbs compared to other elements in the scanned sentences is thought to be due to the author's writing style and the subject of the story. The prevalence of elliptical sentences in the story can be attributed to the author's intention to leave much of the imagination to the reader's mind. Another interesting point is the abundance of hidden subjects. This could be considered as a way for the author to save on space and time in the story.

Table 1*Number and Percentage Values of Usage of Sentence Elements in Ant Story*

Order	Name of Sentence Elements	Number of Uses	%
1	Subject	90	11,50
2	Verb	230	29,44
3	Object	134	17,15
4	Place complement	100	12,80
5	Adverb	98	12,54
6	Hidden Subject	55	7,04
7	Non-sentence element	74	9,47
Total	Number of Scanned Words	1316	
Gneral	Total Word Count	1724	
Total			

Conclusion and Discussions

Ömer Seyfettin's work titled "Ant" has been analyzed by Ergin in terms of sentence elements such as verb, subject, object, adverb, place complement, and non-sentence elements. It was found that nearly one-fourth of the text consists of incomplete and elliptical sentences, and element groups are extensively used to give movement to the story, with a significant presence of verbs. Furthermore, the abundant use of verbs makes the sentences in the text more understandable for the target audience, which is children. This situation is believed to add motion and pace to the story. The author's intention to create a text that is easy to comprehend is evident from the use of short sentences, averaging five words each. The abundance of elliptical sentences and non-sentence elements in the story leaves room for the reader's imagination, but at the same time, the heavy use of elliptical sentences may create some gaps in meaning.

Ergin differs from other linguists in terms of adverb and place complement. In some parts of the story, certain words indicate a location but do not take any suffixes, and therefore, they are considered as adverbs. For example, in the sentence "Küçük hoca abdest almak için dışarı çıktı" ("The young teacher went outside to perform ablution"), the word "dışarı" (outside) indicates a place. According to other linguists, since it answers the question "where," it is considered a place complement. However, due to being an uninflected word, Ergin classifies it as an adverb.

It is thought that an increase in similar studies will contribute to determining the syntax and weights of sentence elements in Turkish. Because "The more terms there are in a branch or field related to that branch or field, the more it develops, and scientific studies related to that branch or field increase." (Aydın, 2017, p. 267). Turkish literature is very rich in terms of short stories; however, there haven't been enough studies conducted on it similar to this work. As a result of this study, not only literary classification and analysis but also linguistic analyses such as syntax on our literature's short stories are necessary. With the increase of such studies, it will open the way for comparative research among the works carried out.

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