

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

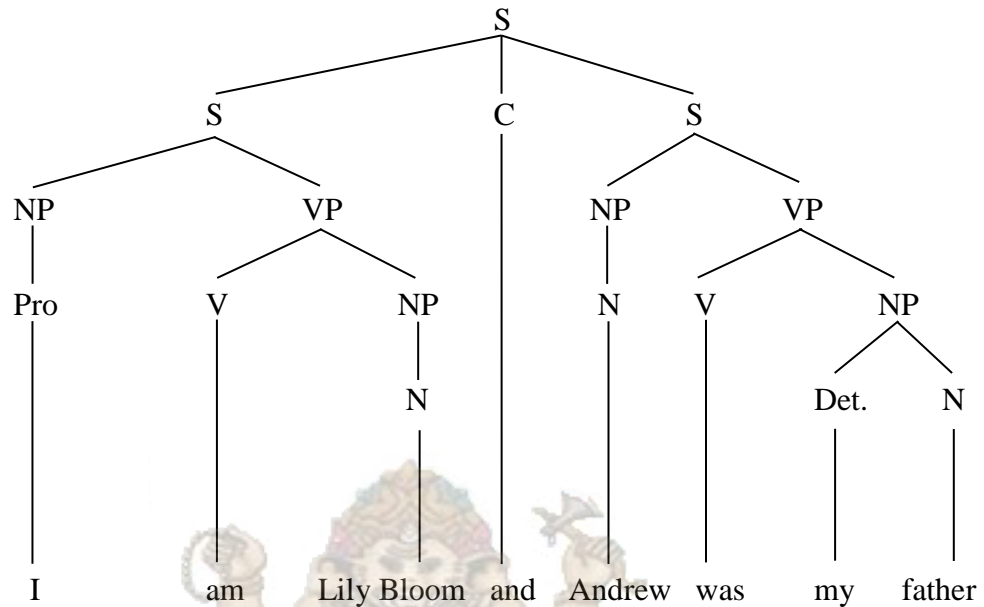
Linguistics is the scientific study of language and concerned with the nature of language and communication. Linguistics has several branches including phonetics, phonology, morphology, semantics, sociolinguistics, pragmatics, and syntax. One of the branches that focuses on how language works and how language structures is syntax. Syntax, according to Chomsky (2002:1), is the study of processes and methods used to create sentences in a specific language. Syntax is the study of words are grouped to build phrases, phrases become clauses, and clauses become sentences.

Hornby (2015) states, a sentence is a group of words that conveys a statement, a question or an order. Simple or multiple sentence sentences, according to Quirk (1985:791). A single independent clause makes up a simple sentence, whereas one or more clauses make up a multiple sentence. Complex sentence and compound sentence are examples of multiple sentence. A compound sentence consists of two independent clauses followed by a coordinating conjunction, whereas a complex sentence consists of one independent clause and one or more dependent clauses.

Coordinating conjunctions are used to link two independent clauses into one. Merging two ideas and can help articulate the relationship between two ideas. According to Quirk and Greenbaum (1973) there are two types of coordination, there are syndetic and asyndetic coordination. Syndetic coordination use to bridge the sentence followed by for, and, nor, but, or, yet, and so. While asyndetic coordination usually using marks coma (,) and semicolon (;) to bridge the sentences. The use of coordinating conjunction is something commonly used in various literatures, one of them is novel.

Novels have many genres, one of which is a romance novel, where used in this study. The entitled of this novel is "It Ends with Us" by Colleen Hoover. The novel depicts a woman's conflict to break the habit of abuse and rise to build a safe life for herself and her child. The data source including compound sentence, which has a different pattern in its construction. The construction is very different from a simple sentence, when using a tree diagram it can be made up of two simple sentences followed by a conjunction. Analysis through tree diagrams to determine the syntactic category of part of speech or sentences. This topic is very interesting because compound sentences have interesting patterns that need to be analyzed. In addition, the syntactic categories of compound sentences can be identified by using a tree diagram as an explanation. Examples of syntactic structure analysis of compound sentences are below:

- “I’m Lily Bloom, and Andrew was my father.” (*Chapter 1, Page 8*)



According to the data above, it can be classified as compound sentence, because it has two independent clauses that are linked by *syndetic coordination*. First clause is “I’m Lily Bloom”, and the second clause is “Andrew was my father”, both of them are connected by *and*.

The sentence above has three branches in the equal line such as S (first clause), C (coordinating conjunction), and S (second clause). Noun phrase (NP) and verb phrase (VP) are separated into two parts in the first clause. Noun phrase (NP) is constructed with pronoun “I”. Verb phrase (VP) followed by verb “am” and noun phrase (NP). Noun phrase has a single branch as noun “Lily Bloom”. Meanwhile, the second clause has the same branches with the first clause. Second clause divided into two: NP and VP. NP stand alone as noun “Andrew”. Verb phrase (VP) has two

parts such as verb and noun phrase (NP). Noun phrase divided into two branches as determiner “my” and noun “father”.

The topic is chosen because compound sentences has unique patterns that need to be analyzed as mentioned above. The unique is compound sentence have to made up at least two independent clauses without dependent clause. Both of the independent clauses in compound sentence bridge with coordinating conjunction. Thus, the writer wants to big deeper understanding towards the variation of coordination in compound sentences from reviews. Moreover, the syntactical categories of a compound sentence can be determined using tree diagrams based on Brown and Miller's tree diagram theory (1991).

## **1.2 Problems of the Study**

Two problems could be investigated in this research based on the study's context. The problems could be as follows:

1. What types of coordination in compound sentences are found in the “It Ends with Us” Novel by Colleen Hoover?
2. How the syntactic structures of compound sentences are found in the “It Ends with Us” Novel by Colleen Hoover?

### **1.3 Objective of the Study**

This research has two objectives, which are related to the background and problems. The objectives could be determined:

1. To find out the types of coordination in compound sentences found in the “It Ends with Us” Novel by Colleen Hoover.
2. To analyze the syntactical structures of compound sentences found in the “It Ends with Us” Novel by Colleen Hoover.

### **1.4 Limitation of the Study**

The study's limitation focused on the various types of coordination in compound sentences. The types of coordination are classified into two types such as syndetic coordination and asyndetic coordination based on the theory from Quirk and Greenbaum (1973). In addition, this thesis used tree diagram to analyzing the process of the syntactic categories of compound sentence based on the theory from Brown and Miller (1991). The data source is found in novel entitled “It Ends with Us” by Colleen Hoover.

## **1.5 Significances of the Study**

From this study, the researcher hoped it could be useful to readers seeking information on this topic. Furthermore, it has both theoretical and practical implications for future education, observation, analysis, and research.

### **1.5.1 Theoretical Significance**

The theoretical significance of this research is to enhance the understanding and the information about syntax, especially compound sentences. Furthermore, show the constituent structure of compound sentences using tree diagrams that can reference the readers to analyze syntax especially compound sentences.

### **1.5.2 Practical Significance**

The information obtained in this research is designed to assist people who read and interested in syntax to make another research. In addition, the data could be useful in teaching material on syntax, especially the compound sentences found in the novel.

## CHAPTER II

### REVIEW OF RELATED LITERATURE, CONCEPT, AND THEORIES

Generally, this chapter explained three sub-topics, which are review of related literature, concept, and theories. The review of related literature is about the previous studies about sentence structure. The concept is about the relevance of theories in finding solutions study problems. Meanwhile, the theories which are applied in this thesis are the compound sentence and theory of sentence structure.

#### 2.1 Review of Related Literature

The first thesis was taken from a study "A Syntactical Analysis of Compound Sentence found in The Jungle Book Novel by Rudyard Kipling" written by Parwata (2021). This study has two objectives: to determine the types of compound sentences and to investigate the constituent structure of compound sentences found in Rudyard Kipling's novel The Jungle Book, which is represented in tree diagrams. The data were analyzed qualitatively and described descriptively. To analyze the type of compound sentence, the author uses the theory of Oshima & Hoggue (1998). Meanwhile, to analyzing the constituent structure of compound sentences used the theory from Brown & Miller (1991). In presenting the finding presentation, the author applies both formal and informal methods. The formal method was applied through tree diagrams and informal method was applied through word explanation to explain the syntactical categories of compound sentences. According to the

findings of this study, there are 85 sentences categorized as compound sentences consisting of coordinator 67 data or (78.82%), compound sentences by conjunctive adverb 1 data or (1.17%), compound sentences formed by semicolon 7 data or (8.23%), compound sentence formed by coordinator + coordinator 7 data or (8.23%), compound sentence by semicolon + coordinator 2 data or (2.35%), compound sentence formed by coordinator – semicolon + coordinator 1 data or (1.17%). The similarities between this recent study and the previous thesis is both analyzed the syntactical structure use the theory that proposed by Brown and Miller (1991) and the data source from novel. The differences are that the previous thesis examined the types of compound sentences using the theory from Oshima and Hogue (1998), while the theory used in current study is Quirk and Greenbaum (1973).

The second thesis was written by Wiadnyana (2019) entitled “Syntactic Analysis of Elliptical Sentence Found in TripAdvisor Reviews of The Seminyak Beach Resort and Spa”. The objective of this thesis were to find out the types of elliptical sentences and to investigate the syntactic structure in the TripAdvisor reviews of the Seminyak Beach Resort and Spa. The previous study used the theory from Quirk and Greenbaum (1973) supported by Stern (2003) to determine the first problem, and Brown and Miller's (1991) tree diagram theory to analyze syntactic structure, particularly elliptical sentences. It was analyzed by using qualitative method. From the results of the study, there were sixty (60) sentences that contains as elliptical sentences found in TripAdvisor reviews of The Seminyak Beach Resort and Spa. As the result, ellipsis of predicate and predicator came out as the most



dominant occurrence with 34 data, hence ellipsis of whole predication and ellipsis of adverbial was the least with only 1 data. This recent study and the previous thesis shared similarities in that they both examined syntactical structure. The differences were the types of the sentence, the previous thesis focused on elliptical sentence, its structures while this recent study focused on compound sentences and its structures.

The last study was an article written by Danin Christianto (2018) entitled “Syntactical Analysis on Sentence Patterns in Jhon Denver’s Song Lyrics”. The research used Quirk and Greenbaum (1973) theory to analyze the sentence pattern, and O’brady, Dobrovolsky, and Katamba (1991) theory to represent the tree diagram and phrase structure rules. According to the results of the syntactical analysis on Jhon Dever's script of song lyrics, 8 out of 9 patterns were used in the song lyrics. The most frequent sentence pattern which occurs in Jhon Dever’s lyrics was pattern 3: S + Vt + dO occur 12 sentences. The previous article used the same theory from Quirk and Greenbaum (1973) with recent study. The differences is shows from the data source and the theory tree diagram. The researcher used O’brady, Dobrovolsky, and Katamba (1996).

## **2.2 Concept**

There are four concepts that are explained in this study, which provides the general terms that are related to discussion such as sentence, compound sentence, syntactic analysis, and novel. The explanation can be as follow:

### **2.2.1 Sentence**

Hornby (2015) states, a sentence is a group of words that conveys a statement, a question or an order. Simple or multiple sentence sentences, according to Quirk (1985:791). A single independent clause makes up a simple sentence, whereas one or more clauses make up a multiple sentence. Complex sentence and compound sentence are examples of multiple sentence. A compound sentence consists of two independent clauses followed by a coordinating conjunction, whereas a complex sentence consists of one independent clause and one or more dependent clauses.

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### **2.2.2 Compound Sentence**

Based on Brown (2002), compound sentences are made of two or more clauses joined by a conjunction. The clauses are independent clauses, it means the independent clause can stand alone, it expresses a complete thought. The two or more independent clauses are equal constituents of the structure.

### **2.2.3 Syntactic Analysis**

One of the branches of linguistics that focuses on how language works and how language structures is syntax. Syntax, according to Chomsky (2002:1), is the study of processes and methods used to create sentences in a specific language. Syntax is the study of words are grouped to build phrases, phrases become clauses, and clauses become sentences. Syntactic analysis is an analysis of the structure of the sentences to break down its component part of speech with an explanation of the form, function, and syntactic relation of each part (Bergamnn, 2007).

### **2.2.4 Novel**

Novel is defined by Goodyer (2008) as a tool to communicate of art that occurs to find new ways to discover human behaviour and to tell stories, to attract people in and give them the opportunity to enjoy foreign situations and personalities, and take lessons about themselves and someone else.

### **2.3 Theories**

Based on the problem of the study, there are two main theories that used to analyzing the problem. The first theory is about clause, phrase, coordination in a compound sentence, and the explanation about part of speech that proposed by Quirk and Greenbaum (1973). The second theory about tree diagram that use to break down the syntactic structure that proposed by Brown and Miller (1991).

### 2.3.1 Clause

A clause is a form of words that includes a subject and a verb. A clause is responsible to complete of a sentence (an idea or a statement that can stand alone). A main clause, also known as an independent clause, is a complete thought. The example explained below:

I like John and John likes me (Quirk and Greenbaum, 1973:309)

The example above shows, *I like John* is the main clause, and *John likes me* is the coordinate clause. Both of them bridge with the conjunction *and*. However, a clause also might be dependent clause. In addition, they cannot stand alone as an independent clause, but they must be joined with an independent clause to be grammatically correct. The example explained below:

I like John because John likes me (Quirk and Greenbaum, 1973:309)

Here, the sentence above consist an independent clause as open sentence (*I like John*). Then, *because* John likes me is a dependent clause that cannot stand alone.

### 2.3.2 Phrase

According to Quirk and Greenbaum (1973), there are five categories of phrase, they are Noun Phrase (NP), Verb Phrase (VP), Adjective Phrase (Adj.P), Adverb Phrase (Adv.P) and Preposition Phrase (PP). In addition, phrase is a set of words that does not include a subject and verb.

### 2.3.3 Coordination in Compound Sentence

Coordination is a complex syntactic structure that links together two or more elements. The function is to connect two independent clauses into one. In other words, merging two ideas can help articulate the relationship between two ideas. There are two coordination that discussed in this study such as syndetic coordination and asyndetic coordination proposed by Quirk and Greenbaum (1973:253). Those types of coordination are explained as follows.

#### 2.3.3.1 Syndetic Coordination

Syndetic coordination use to coordinate conjunction to bridge the sentence such as for, and, nor, but, or, yet, and so. Example, *John plays the guitar, and his sister plays the piano* (Quirk and Greenbaum, 1973:254). This sentence uses coordinate and to bridge the sentence, and shows the contrast between the first clause and the second clause.

Based on the book entitled “A University Grammar of English” written by Quirk and Greenbaum (1973:257), the conjunction (coordinating conjunction) that are *and*, *but*, and *or* has different semantic implications in explaining the relationship between the clauses. The explanation are explained below:

##### A. The function of coordinator “*And*”

- The event in the second clause is a result or consequence of the event in the first clause. For the example, “He heard an explosion and he (therefore) phone the police” (Quirk and Greenbaum, 1973:257).

- The case in the second clause is sequence of event in the first clause. For the example, “She washed the dishes and (then) she dried them” (Quirk and Greenbaum, 1973:257).
- The second clause introduce contrast. Coordinator *and* can be modified by *but* when there is an inference. For the example, “Robert is secretive and (in contrast) David is candid” (Quirk and Greenbaum, 1973:257).
- The second clause reaction to the previous clause. For the example, “They dislike John and that is not surprising” (Quirk and Greenbaum, 1973:257). Second clause show the comment of dislike John by saying that is not surprising and it refers to the first clause.
- In view of the first clause's content, the second clause conveys of surprise. For the example, “He tried hard and (yet) he failed” (Quirk and Greenbaum, 1973:257).
- The first clause is the form of the second. For the example, “Give me some money and (then) I will help you escape” (Quirk and Greenbaum, 1973:257). The implication showed by paraphrase “Give me some money, if you do, (then) I will help you escape”. It is common for the conditional implication to apply when: (a) the second clause has a modal auxiliary. (b) The verb of the first clause is an imperative or contains modal auxiliary.
- The second clause is simply an extension of the first. For the example, “He has long hair and (also) he wears jeans” (Quirk and Greenbaum, 1973:257).

- The second clause makes a point similar to the first. For the example, “A trade agreement should be no problem, and (similarly) a cultural exchange could be arranged” (Quirk and Greenbaum, 1973:257).

### **B. The function of coordinator “*But*”**

- The contrast caused of the statement in second clause is unexpected in view of what is said in the first clause. For the example, “He is poor but he is happy” (Quirk and Greenbaum, 1973:259). In addition, “He didn’t want their help, but he had to accept it” (Quirk and Greenbaum, 1973:259).
- The contrast could be a reaffirmation of what was said previously. For the example, “John does not waste his time in the week before exam, but he study hard every evening” (Quirk and Greenbaum, 1973:259).

### **C. The function of coordinator “*Or*”**

- Generally, or is unique, indicating that only one of several options can be noticed. For the example, “You can sleep on the couch, or you can go to hotel, or you can go back to London tonight” (Quirk and Greenbaum, 1973:258).

The sentence above shows that is only one possibility can be chosen, the person who is mentioning in the sentence can choose one option instead to the other. Meanwhile he chooses to sleep on the couch, he cannot sleep in

the hotel or when he chooses to sleep in the hotel, he cannot back to London.

When the content of the sentence allow the realization of more than one alternative, we can exclude by adding either: “You can either boil an egg, or you can make some cheese sandwiches” (Quirk and Greenbaum, 1973:258). The sentence shows two alternatives can be chosen. The adding of either has impact through the meaning of the sentence. The person which is mentioning in the sentence can choose both of alternative in the same time. He can choose boil an egg while make some sandwiches.

Even though, a third clause could be introduced that clearly permits both options: “You can either boil an egg, or you can make some cheese sandwiches, or you can do both” (Quirk and Greenbaum, 1973:258). Some speaker avoid a sentence such as the last, because of normative teaching that insists on only two options.

- Also "or" can be said to be inclusive, permitting the addition of other combinations. Therefore, we can add the third clause as the new option. For the example, “You can boil egg, or you can make some sandwiches, or you can do both” (Quirk and Greenbaum, 1973:258).
- The options conveyed by is a reiteration or clarification of what was stated in the first conjoin. For the example, “He began his educational career, or the other word he started to attend the local kindergarten” (Quirk and Greenbaum, 1973:258). In addition, “They are enjoy themselves, or at last



they appear to be enjoying themselves” (Quirk and Greenbaum, 1973:258).

- Or might be describes a negative statement. For example: Give me your money or I will shoot you. It could be: “Give me some money. If you don’t, I will shoot you” (Quirk and Greenbaum, 1973:257).

The application of or is the negative of and, but (unlike and) it does not require the use of modal auxiliary in the first clause: They liked the apartment or they would not have stayed so long.

### 2.3.3.2 Asyndetic Coordination

Asyndetic coordination usually using marks coma (,) or semicolon (;) to bridge the sentences. For the example, “John plays guitar; his sister, moreover, plays piano” (Quirk and Greenbaum 1973:254). This sentence use semicolon and coma to bridge the sentence. It shows the contrast between the first clause and the second clause. The Adding of adverb *moreover* to make the sentence clearer. Using asyndetic coordination to avoid the repetition of the coordinate conjunction.

### 2.3.4 Part of Speech

There are two kinds of speech, closed-system items and open-class items that were proposed by Quirk and Greenbaum (1973). Those are type of speech are described below.

### A. Closed-system items

Closed-system items, which are groups of items, are closed in the context that they cannot commonly be advanced by the new items. (Quirk and Greenbaum, 1973:19).

Example:

- Article → the, a (n)
- Demonstrative → that, this
- Pronoun → they, he, she, which
- Preposition → on, at, in, without, behind, between
- Conjunction → and, or, but, although, yet
- Interjection → ah, oh, ugh

### B. Open-class items

Open-class items that are the items belong to a class in that they have the same grammatical properties and structural possibilities as other members of the class, but the class is “open” in the sense that it is indefinitely extendable. (Quirk and Greenbaum, 1973:19)

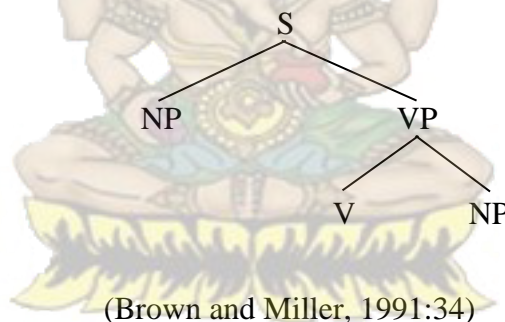
Example:

- Noun → John, door, pencil, helmet, book
- Adjective → Better, happy, friendly, shy
- Adverb → Very, really, then
- Verb → Like, sleep, write, speak

### 2.3.5 Syntactic Structure

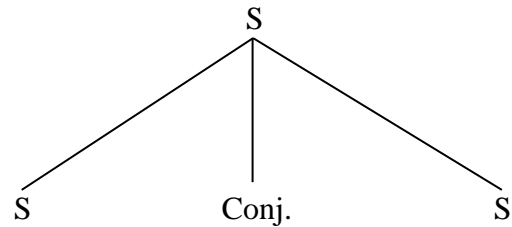
The syntactic categories of a sentence can be determined using a tree diagram. The analysis's hierarchical structure demonstrates what appears to be a universal principle of human language organization: they have hierarchical syntactic structure (Brown and Miller 1991:19). In analyzing syntactic categories of compound sentence, the theory from Brown and Miller (1991) about constituent structure and the way to construct the structure using tree diagram is used.

The general type of tree diagram that is commonly used to construct the sentence appear like, S: NP+VP (Brown an Miller, 1991:35)



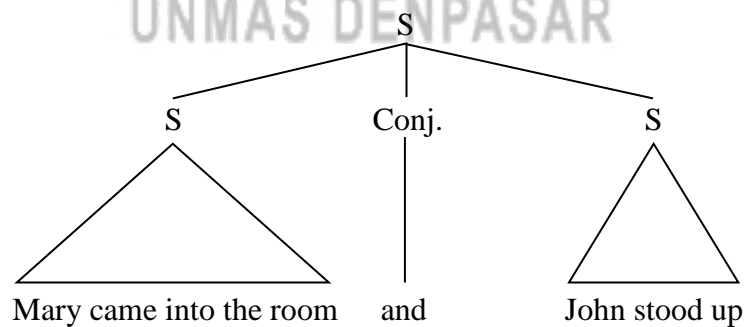
The structure above shows, S is the mother of NP and VP. Then V and rightmost NP are the daughters of VP. The relation between V and NP as a sister. The leftmost NP is also as a sister of VP (both of them are the daughters of S).

The structure of compound sentence:



(Brown and Miller, 1991:194)

Here's an example of a compound sentence to figure out its syntactic structure. “*Mary came into the room and John stood up*” (Brown and Miller, 1991:149). The example belongs to a compound sentence because it has two independent clauses, first, *Mary came into the room*, second, *John stood up*, and bridge with conjunction *and*. Here the syntactic structure.



(Brown and Miller, 1991:149)