

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In linguistic studies, syntax addresses the internal organization of sentences, particularly the ways in which words are structured into phrases and clauses. From a generative perspective, syntax does not merely classify sentence types, but explains the underlying structural relations that allow linguistic units to combine meaningfully (Chomsky, 2002). In this sense, syntactic analysis focuses on how grammatical relations such as subordination and coordination operate within sentence structure.

One important syntactic relation is coordination, which involves the combination of two or more constituents of equal grammatical status. Coordination is not limited to sentence classification; rather, it reflects how independent syntactic units are structurally linked within a single construction. At the level of clause coordination, compound sentences emerge when independent clauses are linked either by syndetic coordinating conjunction (*FANBOYS*) or by asyndetic coordinating conjunction (punctuation, commas, or semicolon). Because each clause in a compound sentence has equal syntactic weight, the coordination between them provides insight into how syntactic symmetry and clause-level relations are realized in natural language.

From a theoretical standpoint, compound sentences are interesting not only because of their surface structure, but also because they illustrate how coordination operates within phrase structure rules. The analysis of compound sentences

therefore contributes to a deeper understanding of syntactic relations, clause boundaries, and constituent organization. Tree diagrams are particularly useful in this respect, as they visually represent how coordinated clauses are generated within a syntactic framework.

Previous studies on compound sentences have largely concentrated on identifying their forms and frequencies in grammar textbooks, students' academic writing, or classical literary texts. These studies have contributed valuable descriptions of compound sentences. However, they tend to treat compound sentences primarily as sentence types rather than as manifestations of syntactic relations. In contrast, fewer studies have explored how coordination functions structurally within contemporary literary discourse, especially in young adult novels. Nevertheless, such texts often employ conversational syntax and flexible coordination patterns that may differ from more formal written genres.

This gap becomes particularly evident in studies of modern young adult fiction, where syntactic choices are influenced by narrative voice and dialogic interaction. While emotional content has frequently been discussed in relation to young adult literature, the syntactic behavior of coordination within this genre has received limited attention. Therefore, there is a need for research that examines compound sentences not only structurally, but also in terms of how coordination operates within contemporary narrative contexts.

The novel *You've Reached Sam* (2021) by Dustin Thao is selected as the data source for the present analysis. Frequent coordination of clauses appears throughout the narration and dialogue, making the text suitable for syntactic

analysis. Rather than emphasizing emotional content alone, this study considers the novel as a linguistic resource in which coordination patterns reflect modern narrative syntax. The presence of naturally occurring compound sentences allows for an examination of how independent clauses are structurally connected in contemporary young adult discourse.

A compound sentence can be observed in the line “*They say moving on becomes easier with time, but I could barely hold a photo without my hands trembling.*” Two independent clauses are linked by the conjunction *but*, forming a coordination relation at the clause level.

In line with this focus, the present study examines the syntactic structure and coordination patterns of compound sentences in *You’ve Reached Sam*. The analysis applies Brown and Miller’s (1991) syntactic framework, with tree diagrams used to illustrate hierarchical structures and coordination relations between clauses. By employing this analytical approach, the study provides a more detailed account of how compound sentences are constructed in contemporary young adult fiction.

1.2 Problem of the Study

Based on the focus of this study, the following research questions are proposed.

1. What types of coordination are employed in compound sentences found in the novel *You’ve Reached Sam* by Dustin Thao?
2. How are the constituent structures of compound sentences constructed in the novel *You’ve Reached Sam* by Dustin Thao?

1.3 Objectives of the Study

In accordance with the background and research problems, the objectives of this study are set out below.

1. To identify and analyze the types of coordination occurring in the compound sentences of *You've Reached Sam* by Dustin Thao.
2. To examine the structural composition of compound sentences found in the novel.

1.4 Limitation of the Study

In the context of syntactic studies, this research examines compound sentences employed in Dustin Thao's *You've Reached Sam*. Referring to the research problems and objectives, the analysis focuses on two main aspects: the types of coordination and the constituent structures of compound sentences. The types of coordination are classified based on Quirk and Greenbaum's (1973) explanation in *A University Grammar of English*, which distinguishes coordination into syndetic and asyndetic forms. Syndetic coordinating conjunction involves the use of coordinating conjunctions such as *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*, while asyndetic coordinating conjunction refers to the connection of clauses without conjunctions, typically using punctuation such as commas.

To describe the structural formation of compound sentences, this study adopts the tree diagram framework proposed by Brown and Miller (1991) in *A Linguistic Introduction to Sentence Structure*. Tree diagrams are used to illustrate the hierarchical relationships between constituents within compound sentences.

This study is limited solely to syntactic analysis of compound sentences. It does not include the analysis of complex or compound–complex sentences. In addition, semantic, pragmatic, and stylistic interpretations are excluded from the scope of this research. The analysis focuses only on sentence structure and coordination patterns, without considering meaning interpretation, discourse function, or stylistic effects.

1.5 Significance of the Study

This research aims to improve readers’ understanding of compound sentences, especially for those interested in syntactic analysis. It additionally describes the various types of coordinating conjunctions as well as the constituent structures of compound sentences. This study’s significance is grouped into two categories that will be discussed in the following section:

1.5.1 Theoretical Significance

Theoretically, this study contributes to syntactic theory by providing a focused analysis of coordination in compound sentences using authentic literary data. By applying Quirk and Greenbaum’s classification of coordinating conjunctions and Brown and Miller’s tree diagram framework, this study supports existing syntactic theories on clause coordination and constituent structure. The findings help demonstrate how theoretical models of coordination operate in contemporary narrative texts, particularly young adult fiction. Therefore, this study extends previous syntactic discussions by reinforcing established theories through systematic analysis of compound sentences in a modern literary context.

1.5.2 Practical Significance

Practically, this study provides clear and concrete examples of syntactic analysis that can benefit undergraduate students studying syntax, especially in understanding coordination and constituent structures through tree diagrams. The visual representation of sentence structures offers practical guidance for students in learning how compound sentences are analyzed step by step. In addition, this study may assist lecturers as supplementary teaching material and serve as a reference for future researchers who intend to conduct syntactic studies on compound sentences using similar analytical frameworks.

CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

This chapter discusses a number of earlier theses and journal articles connected to the present study, comprising two theses and three articles. The concepts and theories relevant to the topic are also explained in this chapter. These reviews and explanations are provided to support the analysis process and help address the issues found in the data source.

2.1 Review of Related Literature

This section reviews previous theses and journal articles that are relevant to the present study. The reviewed studies are systematically discussed by presenting their research objectives, theoretical frameworks, methodologies, and main findings, followed by an evaluative comment highlighting their relevance and limitations. This approach allows the identification of research gaps that justify the necessity of the current study.

Krismayanti (2022), in her thesis entitled “A Syntactical Analysis of Compound Sentences Found in *The Bucket List Story* on Wattpad by Neve Adams,” aimed to identify the types of coordination and analyze the constituent structures of compound sentences. The study applied Quirk and Greenbaum’s (1973) theory to classify coordinating conjunctions and Brown and Miller’s (1991) hierarchical structure theory to analyze constituent structures using tree diagrams. The findings revealed two types of coordination, namely syndetic and asyndetic, with syndetic coordination, particularly the conjunction *and*, occurring most frequently.

Although the study provides a useful classification of coordination types and presents structural representations, the analysis primarily focuses on identifying conjunction categories rather than critically examining how coordination operates within clause-level syntactic hierarchy. The discussion of structural relations remains largely descriptive, with limited exploration of how coordinated clauses interact within broader phrase structure rules. Furthermore, the quantitative findings are presented in terms of frequency distribution without extensive interpretation of their syntactic implications.

In contrast, the present study not only applies a similar theoretical framework but also places greater emphasis on the structural relationship between coordinating conjunctions and clause-level hierarchy within contemporary young adult fiction. By integrating quantitative distribution with detailed structural analysis, this study aims to provide a more comprehensive account of how coordination functions syntactically in narrative discourse.

Sugiantara (2022) conducted a study entitled “Syntactic Analysis of English Compound Sentences Found in Colleen Hoover’s Novel *It Ends with Us*.” The study aimed to identify types of coordination and analyze constituent structures in compound sentences. Similar to Krismayanti’s research, this study applied Quirk and Greenbaum’s (1973) classification of coordination and Brown and Miller’s (1991) hierarchical structure theory to examine constituent structures through tree diagrams. The findings indicated that syndetic coordination occurred more frequently than asyndetic coordination in the analyzed data.

Although the study employs similar theoretical frameworks and analytical tools, its discussion primarily concentrates on identifying coordination types and presenting structural representations without extensively examining the interaction between coordinating conjunctions and clause-level syntactic hierarchy. The structural analysis, while present, remains largely descriptive and does not fully explore the broader syntactic implications of coordination within narrative discourse. Furthermore, the quantitative findings are reported in terms of frequency distribution without deeper comparative interpretation of how coordination patterns function within the text.

In contrast, the present study not only applies comparable theoretical foundations but also places greater emphasis on analyzing the relationship between coordinating conjunctions and hierarchical clause structure within contemporary young adult fiction. By integrating quantitative distribution with detailed structural interpretation, this research aims to provide a more comprehensive account of how coordination operates syntactically in modern narrative contexts.

Maharani et al. (2024), in their article entitled “The Syntactical Analysis of Compound Sentences Found in *Crazy Rich Asians* Novel,” investigate the types of compound sentences and their constituent structures. Using Oshima and Hogue’s (1998) framework for sentence classification alongside Brown and Miller’s (1991) hierarchical structure theory, the study represents syntactic organization through tree diagrams. The results indicate that most compound sentences are linked by coordinating conjunctions, whereas a smaller proportion are connected through punctuation or conjunctive adverbs.

The emphasis of the study lies predominantly in distinguishing sentence categories and describing their structural representation. While this approach provides a useful overview of compound sentence distribution, the analysis does not specifically foreground the syntactic behavior of individual coordinating conjunctions within clause-level structure. As a result, the functional relationship between particular conjunction types and the hierarchical organization of coordinated clauses receives limited attention.

Building on this foundation, the present study directs its analysis more narrowly toward the syntactic roles of coordinating conjunctions and their interaction with independent clauses. Rather than treating conjunctions merely as markers of sentence type, this research considers them as structural elements that shape coordination patterns within contemporary narrative discourse.

Hastini et al. (2023), in their study entitled “A Syntactic Analysis of Constituent Structure in Sentences Written by EFL Students,” investigate the use of conjunctions in learner-produced sentences. The research seeks to determine the most frequently used conjunctions, identify those that present the greatest difficulty, and examine factors contributing to learners’ challenges. Employing a qualitative approach supported by statistical analysis, the study draws upon theoretical perspectives from Burhanuddin (2020), Debata (2013), and Allen (1972). The findings indicate that *and* appears most frequently in student writing, whereas correlative conjunctions such as *either...or* are reported as the most problematic for learners.

In contrast with studies focusing on structural representation, this study approaches conjunctions primarily from a pedagogical and usage-based perspective. The analysis emphasizes frequency patterns and learner difficulty rather than examining the hierarchical organization of coordinated clauses. Consequently, the internal constituent structure of compound sentences is not systematically represented through tree diagram analysis.

The present research shifts the focus from conjunction usage in learner production to the structural configuration of compound sentences in literary discourse. By employing tree diagrams to analyze clause-level hierarchy, this study contributes to a more detailed structural account of coordination within a generative syntactic framework.

Reztia A. et al. (2019), in their article entitled “A Syntactical Analysis of Simple Sentences in *Kembhang Babur*,” examine the types of simple sentences and compare their structural patterns in English and Madurese. The study adopts a qualitative approach and utilizes several syntactic theories to describe sentence structures, including representation through tree diagrams. The findings highlight structural differences between English and Madurese interrogative constructions.

By concentrating on simple sentence formation and cross-linguistic comparison, the research offers insight into basic clause structure and syntactic variation. However, its analytical scope remains confined to single-clause constructions, leaving multi-clausal coordination unaddressed. The structural mechanisms that govern the interaction between independent clauses, central to compound sentence formation, are therefore beyond the focus of the study.

The present research builds upon this structural foundation by shifting attention from single-clause analysis to clause-level coordination in compound sentences. Through detailed tree diagram representation, this study seeks to account for the hierarchical organization and syntactic relations that emerge when independent clauses are structurally combined in contemporary narrative discourse.

2.2 Concepts

This study applies several key concepts that are directly relevant to the analysis of compound sentences in the selected novel. These concepts function as a conceptual foundation to support the discussion and ensure clarity in the analytical process. The concepts discussed in this section include syntax, sentence, compound sentence, novel, and story, as defined by established linguistic scholars. This section outlines the fundamental concepts that underpin the analysis of compound sentences, providing a conceptual foundation for the theoretical framework discussed in the following section. The definitions of each concept are explained as follows:

2.2.1 Syntax

According to Radford (2004), syntax is concerned with the principles and processes by which sentences are constructed in particular languages. It investigates hierarchical structure, constituent relationships, and grammatical patterns within sentences. Similarly, Fromkin, Rodman, and Hyams (2018) define syntax as the study of how words are combined to form phrases and sentences according to the rules of a language. Syntax focuses not only on word order but also on structural relationships among sentence elements. In addition, Quirk and Greenbaum (1973) emphasize that syntax involves the analysis of clause structure and the functional

relationships between sentence constituents, including subjects, verbs, objects, and complements.

2.2.2 Sentence

Quirk's (1985) theory proposed that sentences can be categorized as either simple or multiple. The classification is determined by the structure of clauses within a sentence. In syntactic terms, a simple sentence contains only one independent clause, whereas a multiple sentence is made up of one or more clauses that function as the sentence's principal components. Multiple sentences are divided into three types, such as compound, complex, and combination of compound–complex sentences. A compound sentence includes two or more independent clauses that express complete ideas. A complex sentence consists with a minimum one of independent clause combined with at least a single dependent clauses, whereas a combination of compound–complex sentence merges two or more independent clauses with a minimum of one dependent clause.

1.2.3 Clause

A clause is a syntactic unit consisting minimally of a subject and a predicate (Quirk & Greenbaum, 1973). Clauses are classified into independent clauses, which can stand alone as complete sentences, and dependent clauses, which require a main clause to complete their meaning (Carter & McCarthy, 2006). Clauses serve as the fundamental structural components in the formation of compound sentences.

2.2.4 Compound Sentence

Oshima and Hogue's (1998:165) theory explain there is one type of multiple sentence is the compound sentence, which consists of two independent clauses

joined by a coordinating conjunction. This kind of sentence is unique because it only contains independent clauses, typically connected through coordinating conjunctions, commas, semicolons, or conjunctive adverbs, and does not include any dependent clauses. As stated by Oshima and Hogue (1998:155), a compound sentence links two or more independent clauses using coordinating conjunctions known as FANBOYS (for, and, nor, but, or, yet, so). For example: *I enjoy tennis, but I hate golf* (Oshima and Hogue, 1998:165). In this example, there are two independent clauses, the sentences *I enjoy tennis* and *I hate golf* are joined by the coordinating conjunction *but*. Each clause is an independent sentence that can stand alone without altering its meaning.

2.2.5 Coordination

According to Quirk and Greenbaum (1973), coordination involves the connection of linguistic units that are syntactically equivalent. In clause-level coordination, two independent clauses are joined to form a compound sentence. The coordinated elements share equal structural importance and are not dependent on one another. Carter and McCarthy (2006) explain that coordination typically involves coordinating conjunctions such as *and*, *but*, and *or*, which signal the logical relationship between the linked elements. However, coordination may also occur without an overt conjunction, relying instead on punctuation or contextual interpretation. From a structural perspective, coordinated elements function at the same syntactic level, meaning that neither element is subordinated to the other. This distinguishes coordination from subordination, where one clause depends on another.

2.2.6 Coordinating Conjunction

According to Quirk and Greenbaum (1973), coordinating conjunctions are used to join units that are structurally equivalent, particularly independent clauses in compound sentences. The most common coordinating conjunctions in English include *and*, *but*, *or*, *nor*, *for*, *yet*, and *so*. These conjunctions signal logical relationships such as addition, contrast, alternative, cause, or result. Carter and McCarthy (2006) explain that coordinating conjunctions operate at the same structural level, meaning that each clause linked by a coordinating conjunction can stand independently. This characteristic distinguishes coordination from subordination, in which one clause depends grammatically on another. In compound sentences, coordinating conjunctions serve as essential connectors that combine independent clauses into a single syntactic structure while maintaining their equal status.

2.3 Theories

Based on the research problems, this study employs two main theoretical frameworks to analyze compound sentences in the selected novel. The first framework is derived from Quirk and Greenbaum (1973) in *A University Grammar of English*, which is used to identify and classify the types of coordinating conjunctions involved in the coordination of independent clauses in compound sentences. This theory provides the basis for distinguishing forms of coordination, particularly syndetic and asyndetic coordinating conjunction.

The second framework is adopted from Brown and Miller (1991) in *A Linguistic Introduction to Sentence Structure*. This theory is applied to analyze the

constituent structures of compound sentences through a hierarchical approach. Tree diagrams are used to represent the structural relationships between clauses and their constituents, allowing a clear visualization of sentence structure. By applying these two theories, the study systematically examines both the coordination types and the internal syntactic structure of compound sentences found in the data source.

2.3.1 Compound Sentence

Within grammatical analysis, a compound sentence refers to the combination of two independent clauses connected through coordination. Carter and McCarthy (2006) explain that coordinating conjunctions such as *and*, *but*, and *or* join clauses that have equal grammatical status to form compound sentences. This type of sentence only contains independent clauses and is typically connected using coordinating conjunctions, commas, semicolons, or conjunctive adverbs. Compound sentences do not include any dependent clauses.

2.3.2 Coordination Theory

In grammatical structure, a compound sentence arises from the combination of two or more independent clauses, which are connected through coordinating conjunctions to produce a complete sentence. Quirk and Greenbaum (1973:253) classify coordinating conjunctions into two types: syndetic and asyndetic coordinating conjunction. These two types are described in detail below:

- a. **Syndetic coordinating conjunction** refers to the type of coordination that uses words as conjunctions, commonly known as FANBOYS (for, and, nor, but, or, yet, so). Quirk and Greenbaum (1973:254) provide the following example of a compound sentence that employs syndetic coordinating

conjunction:

John plays his guitar and his sister plays the piano.

Based on the example above, that sentence used *and* as coordination conjunction to connect or linked the main clause and the second clause. The main clause is *John plays his guitar*, it means in this clause explained that John is the main subject who playing the guitar. And the second clauses is *his sister plays the piano*, in this sentence showed that John's sister playing the piano. But in this case, if there is no coordination conjunction *and* the sentence would lack structural cohesion and not apparent because *his* refers to *John* in the main clause.

- b. **Asyndetic coordinating conjunction** is a type of coordination that does not use conjunction words but instead connects clauses with punctuation marks such as commas (,) or semicolons (;). Quirk and Greenbaum (1973:254) provide an example of a compound sentence that applies asyndetic coordinating conjunction as follows:

John plays his guitar: his sister, moreover, plays the piano.

In the example above, there are the used of *comma* (,) and *semicolon* (;). The main clause is *John plays his guitar* and the second clause is *his sister, moreover, plays the piano*. Those of clauses are apparent because shows the used of asyndetic coordinator and *moreover* to create a clear and complete meanings.

2.3.3 Constituent Structure Theory

Constituent structure is how words in a sentence are grouped together to form meaningful parts. In a constituent structure, there is a process in analyzing the data source namely parsing. Parsing is the process of examining a series of tokens to ascertain a program's grammatical structure, sometimes referred to as syntactic analysis. This process organizes a sequence of tokens generated by a tokenizer or lexical analyser into a syntax tree, also known as a parsing tree. According to Richard Nordquist (2019), the term *parsing* originates from the Latin word *pars*, meaning “part (of speech).” Parsing is a grammatical process that breaks a text’s parts of speech while explaining their forms, functions, and syntactic relationships to make the text easier to understand. As explained by Brown and Miller (1991:11), in linguistics, each of these “component parts” of a sentence is referred to as a “constituent,” and the overall process is known as “constituent structure analysis.” In analysing constituent structures, several methods can be used to represent the information, including bracketing, labelling, and tree diagrams.

1. By Bracketing

By bracketing is a technique used to analyse sentence patterns from a complete sentence. It is usually marked with brackets. Then in the explanation of the analysis, sentence patterns and phrases of each word that makes up a sentence will be explained. For example: *The dog frightened the child* (Brown & Miller, 1991:17)

((The) (dog) (frightened) (the) (child)))

According to the example above, that is how to represent an information of constituent structure in a sentence by bracketing. Each of those words are constituent and has its own meaning and part of speech. However, the whole words are enclosed by a pair of brackets. Bracketing is the way to easier for understanding the word component in a sentence by its part of speech, even though it will omit the information about the types of constituent.

2. By Labelling

Similar to bracketing, labelling is also a method to determine the sentence pattern and phrase of each word that forms an independent sentence. However, in the labelling method, each word marked with brackets will be given a sentence pattern label before the word. An example: *The dog frightened the child* (Brown & Miller, 1991:17)

S (NP (Art (The) N (dog)) VP (frightened) NP (Art (the) N (child)))

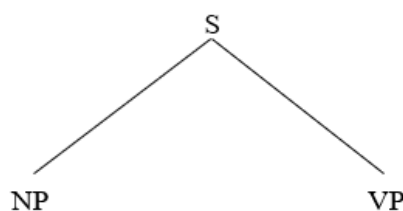
In that example, labelling shows that how to represent component in a sentence by its constituent. Labelling ways is not easy to understand by reading because the whole words are enclosed by a pair of brackets and also its constituent. Therefore, the reader must be able to understand the whole component and constituent in constituent structure. It will be clear and easy to understand by tree diagram method.

3. By Tree Diagram

A tree diagram is one of the simplest and clearest ways to represent constituent structures, as it visually illustrates the syntactical organization of a sentence. It breaks down each component of the sentence according to its constituent parts. Brown and Miller (1991:35) state that the most commonly used tree diagram structure for sentence construction follows the pattern $S = NP + VP$, where S represents a clause or main clause in a compound sentence, NP stands for noun phrase, and VP stands for verb phrase. The following examples demonstrate how tree diagrams are applied to both simple and compound sentences:

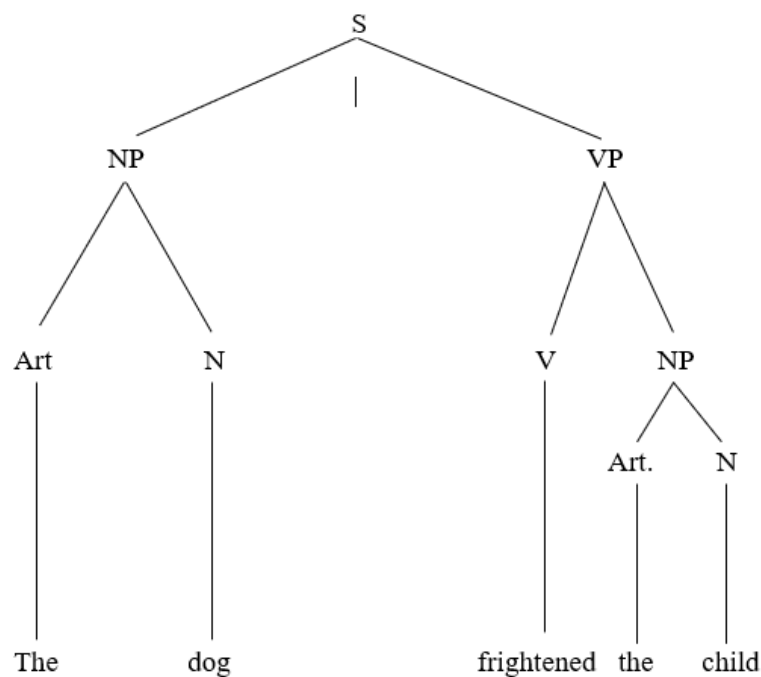
a. Simple Sentence

A simple sentence consists with a minimum one of independent clause that can stand alone as a complete sentence. However, a simple sentence could be include of two or more predicates to modify the subject in it, it called a simple sentence with compound sentence and compound predicate. For example *my mother likes cooking and painting*. The subject is *my mother* which modified by two predicates such as *cooking and painting*.



The diagram above is the pattern of simple sentences. The S refers to an independent clause. The NP stands for noun phrase which is made up of a noun and its modifiers. And the VP stands for verb phrase which is made up of a verb and its modifiers. Brown and Miller (1991:19) explain that the concept of family tree

terminology, which integrates the relationships of dominance, constituency, and order, is often applied to illustrate structural connections. Here is an example of a simple sentence tree diagram analysis: *The dog frightened the child* (Brown & Miller, 1991:17)

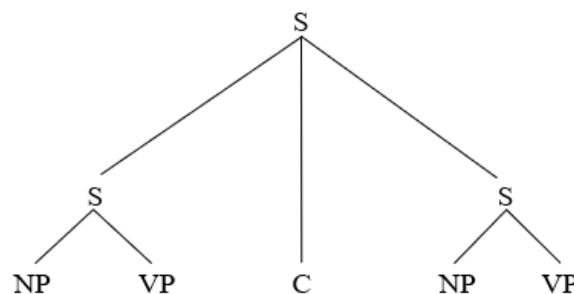


The diagram above is called tree diagram. Tree diagram is a way to represent constituent structures using diagram by determining each word in its constituent. According to Brown & Miller (1991:35), the common forms of tree diagram which frequently used to construct the sentence is $S = NP + VP$.

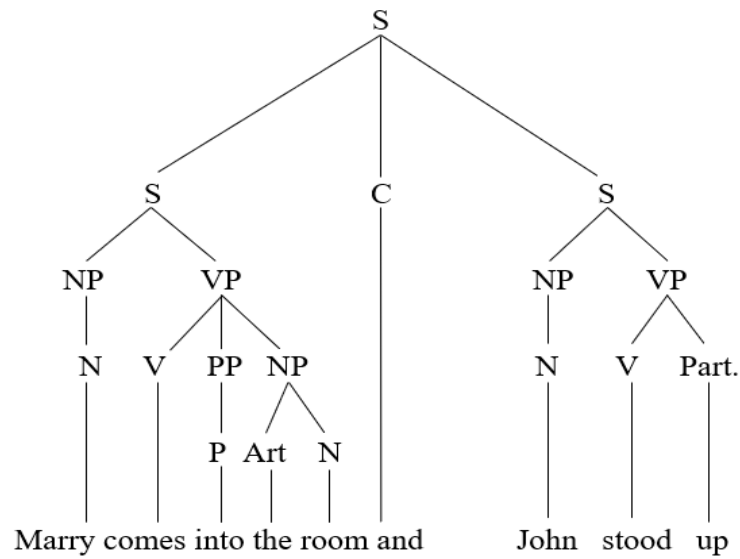
b. Compound Sentence

A sentence that made up with a minimum two or more independent clauses is compound sentence which connected by either syndetic or asyndetic coordinating conjunction. Brown and Miller's (1991:148) theory state that the

coordination in compound sentences can be formed using conjunctions known as FANBOYS (for, and, nor, but, yet, so), which represent syndetic coordinating conjunction. In contrast, asyndetic coordinating conjunction is shown through punctuation marks such as commas and semicolons. A compound sentence contains two independent clauses that express complete thoughts, each capable of standing alone as a separate sentence without losing its meaning.



The diagram above is the pattern of compound sentences. The first *S* which the top one is the main clause that completed the whole information in the sentences. The *S* on the left is the first independent clauses which has one completed thoughts. The *C* stand for coordination conjunction which connecting both of independent clauses. And the *S* on the right is second independent clauses that also has its completed meanings. An example: *Marry come into the room and John stood up* (Brown & Miller, 1991:149)



As illustrated above, the main clause is *Marry comes into the room and John stood up*. The whole sentences are connecting by syndetic conjunction such as *and*. The first clauses on the left is *Marry comes into the room*. *Marry* determined as a NP which is noun without modifier. *Comes into the room* determined as a VP. The VP modified by PP and NP, such as *comes* is a verb, *into* is PP or prepositional phrase, *the* is an article, and *room* is a noun.

The second clauses on the right is *John stood up*. *John* determined as NP which is noun without modifier. The VP modified by another verb, such as *stood* determined as V which is verb in past form and *up* determined as a particle to modified the verb.