

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In literary texts, syntax plays a crucial role in shaping meaning, establishing tone, and creating sentence variety that reflects an author's stylistic choices. As a core area of linguistics, syntax examines how words are organized into larger units such as phrases, clauses, and sentences. According to Carnie (2002;3), syntax is fundamental to the way language functions. Supporting this, Miller (2002) describes syntax as the systematic arrangement of words to form coherent grammatical structures. Together, these views emphasize that syntax is not only structural but also deeply connected to how meaning is communicated in both every day and literary language.

A sentence typically consists of a subject, a predicate, and an object, and ends with punctuation (Oshima and Hogue, 1998). For English learners, mastering grammar is essential for enhancing their ability to comprehend texts. Learners can better understand sentence construction by studying four types of sentences are identified: simple sentences, which consist of a single independent clause; compound sentences, which include two independent clauses typically joined by a coordinating conjunction, a semicolon, or a conjunctive adverb; complex sentences, which combine one independent clause with one or more dependent clauses; and compound-complex sentences, which contain two independent clauses and at least one dependent clause.

Among these types, compound sentences stand out due to their structural complexity, as they combine two independent clauses using coordinating conjunctions and require proper punctuation. In literary texts, these structures are significant because they help convey rhythm, tone, and narrative pace, allowing authors to express relationships between ideas more effectively. Oshima and Hogue (1998;155) define a compound sentence as one that joins two or more main clauses with a coordinating conjunction, a semicolon, or a conjunctive adverb. Coordinating conjunctions such as *for, and, nor, but, or, yet, and so* (FANBOYS) are commonly used. Additionally, compound sentences may be linked using a semicolon or a conjunctive adverb, which gives writers more control over tone and emphasis. Unlike subordination, which creates a hierarchical relationship between clauses, coordination presents ideas of equal weight and often contributes to balance, clarity, and stylistic rhythm in narrative writing. This study specifically focuses on identifying the kinds of connectors used in compound sentences and analysing their constituent structures. Understanding how these connectors function within compound sentences provides deeper insight into syntactical relationships and sentence construction.

Syntax and sentence play a significant role not only in understanding the structure and meaning of literary works but also in revealing an author's stylistic choices and voice. Compound sentences allow writers to present ideas of equal importance, build rhythm, and control the pacing of narration—features that contribute to the tone and flow of literary expression. This study examines compound sentence in “The Adventures of Huckleberry Finn” by Mark Twain,

focusing on the types of connectors employed and their constituent structures. Rather than merely advancing the plot, Twain's use of syntax—especially his frequent use of compound sentences—reflects the informal, conversational tone of the narrator and captures the fluidity of spoken language. His writing style, marked by colloquial diction, vivid description, and authentic dialogue, reinforces regional dialects and cultural context. Humour and satire are also expressed through complex sentence constructions, which subtly critique societal norms. This analysis explores how the use of coordinating connectors shapes the syntactic structure of compound sentences and how these relationships are represented through tree diagrams.

The analysis draws on examples from the novel to illustrate the structural diversity and syntactical roles of compound sentences. For instance:

1. *He leaned his back up against a tree, and stretched his legs out till one of them most touched mine.*
(*The Adventures of Huckleberry Finn*, p. 17, line 13)
2. *I couldn't get up the chimbley; it was too narrow.*
(*The Adventures of Huckleberry Finn*, p. 46, line 16)

These examples demonstrate two ways of constructing compound sentences: the first uses a coordinating conjunction such as 'and', while the second is joined by a semicolon. This study employs a qualitative approach, specifically content analysis and syntactic annotation, to identify and examine the types of connectors used in compound sentences and to represent their constituent structures through tree diagrams. A total of 214 compound sentences were collected from the novel using purposive sampling, with selection based on the presence of coordinating conjunctions, semicolons, or conjunctive adverbs across various chapters. By

analysing their grammatical functions, the research explores how these sentence patterns support the coherence and rhythm of Twain's storytelling. Ultimately, the study offers insight into how compound sentences enrich the narrative and reflect Twain's syntactic style, contributing to the novel's distinctive voice. Furthermore, this research addresses a gap in previous syntactic analyses by combining both functional and structural perspectives, unlike prior works such as Carnie (2002), which focused solely on syntactic structure, or Halliday (1994), which emphasized functional roles in discourse, but did not integrate both aspects and providing a detailed exploration of how coordination is used to express narrative tone, rhythm, and regional voice in Twain's work.

1.2 Problems of the Study

This research examines two main research questions derived from the issues presented in the background. The problems can be formulated as follows.

1. What kinds of connectors are used in the compound sentences in Mark Twain's novel "The Adventures of Huckleberry Finn"?
2. How are the constituent structures of the compound sentences found in "The Adventures of Huckleberry Finn" novel by Mark Twain?

1.3 Objectives of the Study

This study has two objectives which are related to the problems based on investigation. The objectives of the study are outlined below:

1. To analyze the different types of connectors used in compound sentences in the Mark Twain's novel "The Adventures of Huckleberry Finn"
2. To investigate the constituent structures of the compound sentences found in "The Adventures of Huckleberry Finn".

1.4 Limitation of the Study

The limitation of this study focuses on identifying the kinds of connectors used in compound sentences found in "The Adventures of Huckleberry Finn" by Mark Twain, based on Oshima and Hogue's (1998) theory, and analyzing their constituent structures using tree diagrams according to Brown and Miller's (1991) theory. The selection of these theories is justified due to Oshima and Hogue's framework offering clarity and applicability in classifying connectors within compound sentences in literary texts, while Brown and Miller's approach effectively visualizes syntactic structures, making it suitable for this study's analytical needs.

By focusing exclusively on compound sentences, this study deliberately excludes other sentence types, such as simple, complex, and compound-complex sentences. Compound sentences are selected due to their syntactic richness and their frequent use in literary narration, especially in conveying rhythm, balance, and stylistic emphasis. This focus enables a deeper exploration of connectors and

structures in compound sentences. Future research could expand by studying compound-complex sentences or applying findings to a corpus of 19th-century American novels. However, this narrower scope means that other syntactic phenomena and broader analyses of sentence variety are not addressed, which may limit the generalizability of the findings—particularly in terms of syntactic diversity and their application to other literary genres or educational contexts.

1.5 Significance of the Study

The significance of this study lies in its contribution to syntactic theory by examining the use of connectors and the structural composition of compound sentences in literary texts. The findings are expected to support further linguistic analysis, particularly in understanding how coordination functions within complex sentence construction. It is intended that this study would be useful for future research, observation, analysis, and instruction in both theoretical and practical senses.

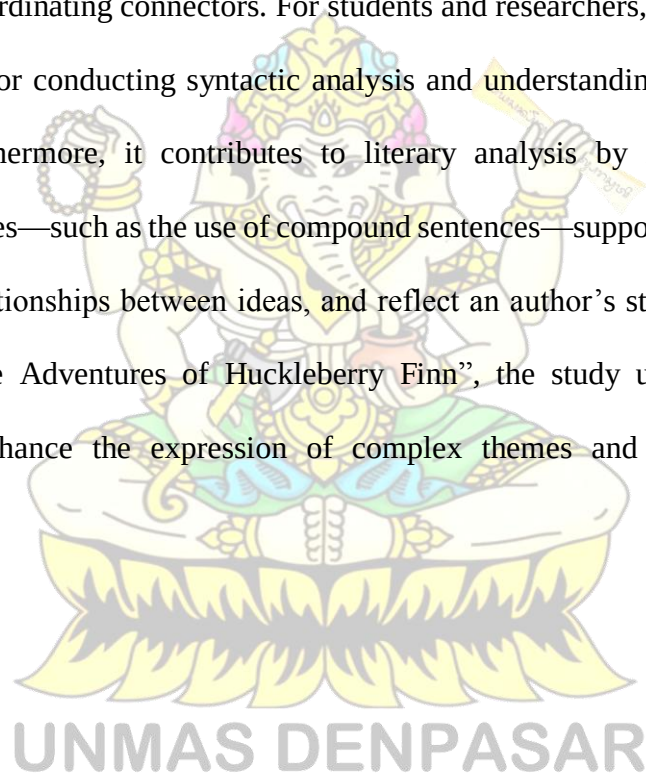
1.5.1 Theoretical Significance

The theoretical significance of this study lies in enhancing the understanding of syntax, particularly in the classification of connectors and the analysis of constituent structures in compound sentences, while addressing a gap in the application of syntactic analysis to literary texts. By applying tree diagrams to analyze compound sentences in a literary context, this research aims to advance syntactic theory and contribute practical examples of how connectors function within compound sentences and how their structures are visualized. This study

provides a deeper understanding of the syntactic patterns of literary texts, enhancing both theoretical discussions and practical applications of syntax analysis.

1.5.2 Practical Significance

This study offers practical insights into the use of compound sentences by examining their structure and the types of connectors they employ. The findings may assist language educators in teaching sentence construction, particularly the function of coordinating connectors. For students and researchers, the study serves as a resource for conducting syntactic analysis and understanding sentence-level meaning. Furthermore, it contributes to literary analysis by illustrating how syntactic choices—such as the use of compound sentences—support narrative flow, emphasize relationships between ideas, and reflect an author’s stylistic voice. By analysing “The Adventures of Huckleberry Finn”, the study underscores how syntax can enhance the expression of complex themes and deepen literary interpretation.



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

2.1 Review of Related Literature

In this chapter, there are five related studies dealing with syntax. Two theses and three articles are reviewed to help the researcher understand compound sentences. This research is intended to aid in analyzing compound sentences in Mark Twain's "The Adventures of Huckleberry Finn."

The first study, entitled "A Syntactical Analysis of Compound Sentence Found in *The Jungle Book* Novel by Rudyard Kipling," is a thesis by Parwata (2021) that aims to identify the types of compound sentences in *The Jungle Book* and analyze their structures using tree diagrams. This qualitative research applies the theories of Oshima and Hogue (1998) to classify sentence types and Brown and Miller (1991) to examine constituent structures. The study found 85 compound sentences, with the majority (78.82%) using coordinators, while others involved semicolons and conjunctive adverbs. It also analyzed the use of single and mixed connectors. Although this current study adopts a similar theoretical approach, it differs in its data source, focusing on "The Adventures of Huckleberry Finn" by Mark Twain. The uniqueness of this study lies in its deeper syntactic analysis and in highlighting how Twain's use of connectors contributes to narrative rhythm and literary style, which was not the focus in Parwata's research.

The second study, the thesis entitled "The Syntactical Analysis of Compound Sentence Found in *Crazy Rich Asians* Novel by Kevin Kwan," was

conducted by Putra (2022). The research aimed to (1) identify the different types of compound sentences in *Crazy Rich Asians* and (2) analyze their components within the text. The study used qualitative methods, applying Oshima and Hogue's (1998) framework for sentence type identification and Brown and Miller's (1991) framework for tree diagram analysis. Data were presented both formally, through tree diagrams, and informally, using descriptive explanations. Findings revealed 34 compound sentences using coordinators, 2 using semicolons or commas, and 2 using conjunctive adverbs. The study shares a similar analytical approach with the current research, which also utilizes Brown and Miller's and Oshima and Hogue's theories. However, unlike Putra's study, which focused on *Crazy Rich Asians*, this study analyzes compound sentences in "The Adventures of Huckleberry Finn," offering a unique contribution by applying syntactic analysis to a classic 19th-century literary novel, thereby highlighting how sentence structure supports narrative style and period-specific language use.

The third study, entitled "Compound Sentences in TripAdvisor Reviews," was conducted by Wiguna et al. (2021). The study aimed to analyze the types of coordination and their syntactical arrangements in compound sentences found in reviews of Padma Legian Resort and Padma Ubud Resort on TripAdvisor, collected between June and September 2019. The research used a combination of quantitative and qualitative methods, applying Quirk and Greenbaum's (1973) framework to identify coordination types and Brown and Miller's (1991) framework to analyze syntactical structure using tree diagrams. The results were presented in both formal and informal formats. Findings revealed three forms of coordination: asyndetic

coordination (24%), syndetic coordination (67%), and a combination of both (9%). This study shares similarities with this research, particularly in analyzing compound sentences and utilizing Brown and Miller's theory. However, the data sources differ, as Wiguna's study focused on TripAdvisor reviews, while the current study offers a unique contribution by analyzing compound sentences within a classic literary novel, thus providing deeper insight into syntactic choices in a literary context.

The fourth study is an article entitled “Syntactic Coordination of Compound Sentences Found in the Novel *The Hobbit* by J.R.R. Tolkien,” conducted by Winarta et al. (2022). The research had two main objectives: (1) to identify the forms of coordination in compound sentences in *The Hobbit*, and (2) to explore the syntactical structures of these sentences. The study focused on the different coordination types and their syntactical representation in the novel. It employed tree diagrams and used the frameworks of Brown and Miller (1991) and Quirk and Greenbaum (1973) for identifying coordination types, following a descriptive qualitative approach. While both Winarta's study and this research analyze compound sentences using novels as their data source, they differ in the theories applied—Winarta's study relied on Quirk and Greenbaum's theory, whereas the current study adopts Oshima and Hogue's (1998) theory for its clarity and suitability in analyzing coordinating conjunctions in literary texts, unlike the more technical model of Quirk and Greenbaum.

The fifth article, titled “The Study of the Compound Sentence Structure in *The Ephemeral: Breeder*,” was conducted by Safitri and Utami (2023). The study aims to examine the structure of compound sentences in the Wattpad story *The*

Ephemeral: Breeder using tree diagram analysis. Data was gathered through an observational technique from 13 selected chapters of the story. The authors employed a qualitative approach to analyze the foundational structure of compound sentences, applying Moeller's (2021) sentence structure theory and Brown and Miller's (1991) tree diagram classification theory for component analysis. The study identified 88 data points, with coordinating conjunctions being the most common type. While Safitri's previous research focused on *The Ephemeral: Breeder*, this study uniquely contributes to the field by analyzing compound sentences in "The Adventures of Huckleberry Finn," a classic literary novel, offering deeper insights into syntactic patterns and narrative style that were not explored in earlier works.

2.2 Concepts

This section elaborates on several important details, including syntactical analysis, compound sentences, and the novel, to give the reader a comprehensive understanding of the material being discussed.

2.2.1 Syntactical Analysis

The study of syntax involves examining how sentences are structured to ensure grammatical correctness. According to Bergmann (2007), syntactical analysis is the process of analyzing a sentence's structure to identify its constituent parts by examining the roles of phrases, word classes, and clauses that combine to form a complete and meaningful sentence.

2.2.2 Compound Sentence

A compound sentence is a sentence consisting of at least two independent clauses that are connected by a coordinating conjunction, a conjunctive adverb, or a semicolon. Miller (2002) explains that compound sentences contain multiple clauses, primarily independent ones. Complementing this, Oshima and Hogue (1998:165) describe compound sentences as constructions that may involve coordinators, conjunctive adverbs, and semicolons to link independent clauses cohesively.

2.2.3 Novel

A novel is a literary work that narrates a story while emphasizing the development of its characters. Goodyer (2008) defines the novel as a form of communication that explores innovative ways to entertain and to reflect on human nature. It engages readers by drawing them into unfamiliar situations and characters, while simultaneously offering insights into others and themselves.

2.3 Theories

This section utilizes several theories to support the objectives of the study. The first theory is derived from Oshima and Hogue's (1998) discussion of sentence forms in general, which covers four types of sentence structures: Compound, Simple, Complex, and Compound-Complex. Additionally, Brown and Miller's (1991) theory is used as a supporting framework for constructing the constituent structure.

2.3.1 Types of Sentences

A sentence is a syntactic unit consisting of one or more clauses that are structured to convey a complete thought, typically containing a subject and a predicate, and marked by appropriate punctuation. Oshima and Hogue (1998:164-172) categorize sentences into four types based on their structure: simple, compound, complex, and compound-complex.

2.3.1.1 Simple Sentence

A simple sentence conveys its meaning through a single independent clause, containing just one subject and one verb. An illustrative example of a simple sentence is:

Freshwater boils at 100 degrees Celsius at sea level (Oshima and Hogue 1998:165).

2.3.1.2 Compound Sentence

A compound sentence is comprised of a minimum of two independent clauses that are linked by a semicolon, a coordinating conjunction, or a conjunctive adverb (Oshima and Hogue, 1998:165). For example, a compound sentence might be:

Salt water boils at a higher temperature than freshwater, so food cooks faster in salt water (Oshima and Hogue, 1998:165).

2.3.1.3 Complex Sentence

A complex sentence contains at least one dependent clause in addition to one independent clause. The subordinate clause first conveys the central idea, then follows with the additional information. A case in point of a complex sentence is:

Although women in the United States could own property, they could not vote until 1920 (Oshima and Hogue, 1998:172).

2.3.1.4 Compound-Complex Sentence

Oshima and Hogue (1998) define a compound-complex sentence is consists of at least two independent clauses and one or more dependent clauses. An example of a compound-complex sentence is:

I am not sure where I should work or when I should succeed; at first, I did nothing (Oshima and Hogue, 1998:174).

2.3.2 Type of Compound Sentence

Compound sentences consist of a connector, such as a semicolon, coordinating conjunction, or conjunctive adverb, which link two or more independent clauses. According to Oshima and Hogue (1998:165), the acronym FANBOYS is a compound phrase made up of seven coordinating conjunctions: *for*, *and*, *nor*, *but*, *or*, *yet*, *so*. Moreover, conjunctive adverbs and semicolons, which are explained below, can also be used to join compound sentences.

2.3.2.1 Compound Sentence with Coordinator

The structure of a compound sentence formed with a coordinator can be represented as follows:

Independent clause + Coordinator + independent clause

There are seven coordinating conjunctions represented by the acronym FANBOYS: *for*, *and*, *nor*, *but*, *or*, *yet*, *so*. Below are examples of compound sentences using each of these coordinators:

Table 2.1 Examples of Compound Sentence with Coordinator

No	Coordinating Conjunction	Sentence Examples
1.	for	Irish people live more peacefully than in most other countries, for they have a healthful environment.
2.	and	They eat meals, and they also eat a lot.
3.	nor	They do not like Korean dramas, nor do they enjoy Korean music.
4.	but	The car is stunning, but the wheel is in bad condition.
5.	or	We can buy pizza or French fries.
6.	yet	Paris is a beautiful city, yet it is very expensive.
7.	so	We love to play football, so we sometimes play together.

(Oshima and Hogue, 1998 & Quirk, 1972)

Oshima and Hogue (1998:166) categorized each coordinator based on their functions: “for” is used to provide a reason; “and” adds a similar or equal idea; “nor” adds a negative equivalent; “but” introduces an opposing idea; “or” presents an alternative option; “yet” implies an unexpected or astonishing progression, while “so” presents a foreseeable consequence.

2.3.2.2 Compound Sentence with Semicolon

Compound sentences can also be linked by a semicolon, serving as a conjunction between independent clauses. The structure can be represented as:

Independent clause + ; + independent clause

Example:

He likes to gamble; he became poor (Oshima and Hogue, 1998:165).

The compound sentence above consists of two independent clauses connected by a semicolon (;).

2.3.2.3 Compound Sentence with Conjunctive adverb

Compound sentences can also be formed by using a conjunctive adverb to connect two independent clauses. The structure can be represented as:

Independent clause; + conjunctive adverb, + independent clause

Example:

A student's interest in mathematics is low; on the other hand, a student's interest in English subjects is high (Oshima and Hogue, 1998:169).

Oshima and Hogue (1998:169) identify various transitional signals that can function as conjunctive adverbs, such as (on the other hand), (as a result), and (for instance), which connect two independent clauses using a semicolon and a comma.

2.3.3 Constituent Structure

According to Brown and Miller (1991), constituent structure is a key component of structural theory. It emphasizes the organization of words and phrases within a sentence to create meaning. In syntactic analysis, the arrangement of constituents, such as heads and modifiers, is crucial for understanding sentence structure. Adjectives, prepositional phrases, and relative clauses, for example, serve as modifiers that can alter the meaning of a noun like "insane" in English.

There are additional methods of representing constituent structure, including labeling, bracketing, tree diagrams, and vine diagrams; however, only tree diagrams were used in this study.

According to Brown and Miller (1991:44), The rule applies to sentence build examples. The example is “The bird frightened Fido”

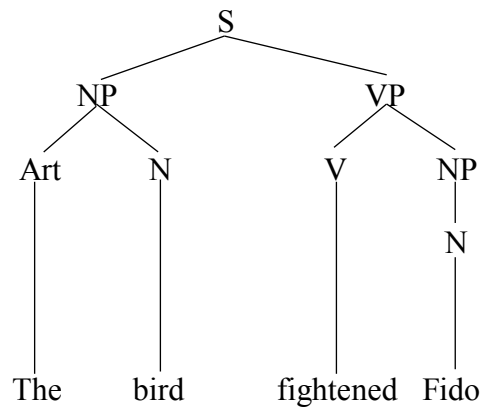


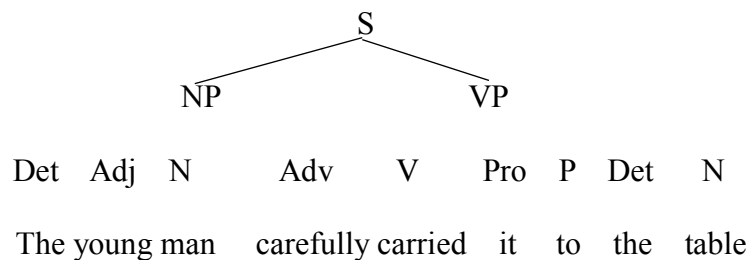
Figure 2.1 Tree Diagram of a Simple Sentence

According to Carnie (2002), there are two ways to draw a tree diagram, one of which is the Top-down method. This method starts from S (Sentence) at the top and moves downward, breaking it into NP (Noun Phrase) and VP (Verb Phrase). This aligns with Brown & Miller (1991)'s constituent structure analysis, which emphasizes the hierarchical organization of syntactic elements.

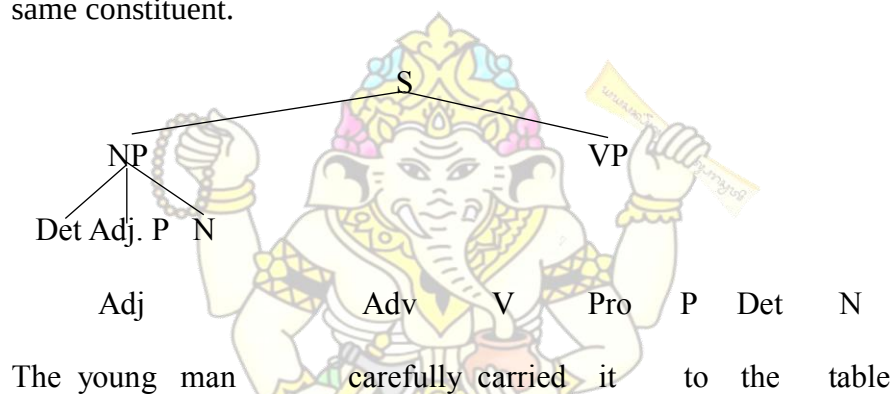
1. This method starts out the same way as the other. Write out the sentence and identify the part of speech of the words.

Det	Adj	N	Adv	V	Pro	P	Det	N
The	young	man	carefully	carried	it	to	the	table

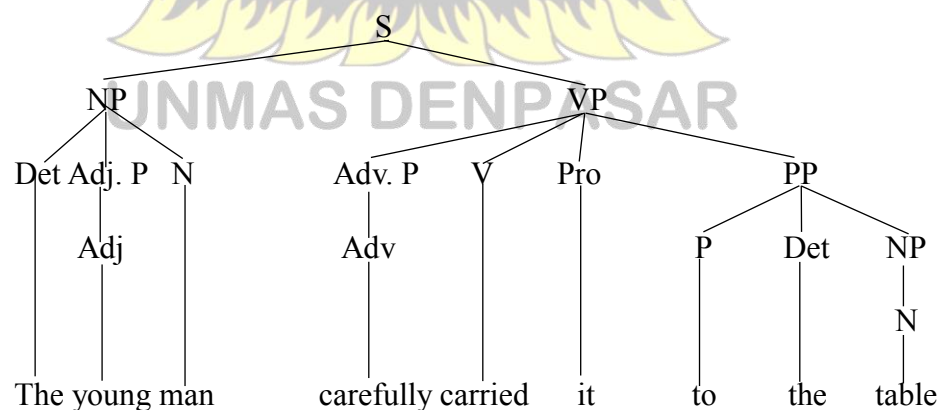
2. Next draw the S at the top of the tree, and write the subject NP and VP under it.



3. Using the NP rule, flesh out the subject NP. The subject NP in this structure consists of a Determiner (Det), an Adjective Phrase (AdjP), and a Noun (N): *The young man*. Since there is an adjective (*young*), it forms an AdjP, modifying the noun *man*. If additional modifiers were included, such as a Prepositional Phrase (PP), it would also be part of the NP. Remember the principle of modification: elements that modify one another are part of the same constituent.



4. Next do the constituent inside the VP, including object Adv.P, PP, and NP inside them.



According to Brown and Miller (1991:154), here is an example of tree diagram of compound sentences.

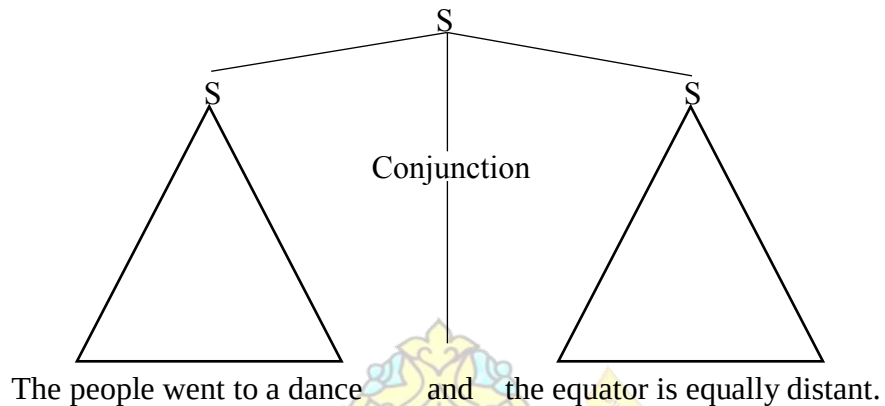


Figure 2.2 Example of Tree Diagram of Compound Sentences

(Quirk, 1972:470)

The compound statement above contains two independent clauses: “The people went to a dance” and “the equator is equally distant.” The conjunction “and” is used to connect these clauses.

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