**CHAPTER 1**

**INTRODUCTION**

This chapter presents the background of the study, formulation of the research problem, purpose of the study, significance of the study, limitation of the study, definition of key terms, and organization of the study.

1. **Background of the Study**

Language is a means of communication between individuals. It is used to convey message or meaning from someone to others, from writers to readers or speakers to listeners. It is a fact that English is an international language. As an international language, it is undeniable that English has an important role in our lives. Gimson (1998:90) stated that over 300 millions of people now speak English as a first language. Moreover, almost all matters related to our lives such as trade, diplomacy, cinematography, and science require English. Furthermore, we are in globalization era, we will be left if we do not know the development of this world. Therefore, it requires us to master English.

Being so significant, English is taught and learnt in many countries. Hutchinson (1947:6) stated that people want to learn English, not just for the pleasure or prestige, but because English was the key of international currencies of technology and commerce. In Indonesia, English is taught and learnt since kindergarten level up to university level. In kindergarten, English has been introduced to the students. Then, it becomes a compulsory subject in elementary, junior, and senior high school. In University level, English is also a course offered as a required subject.

If it is related to the role of English and world-wide needs, now days many boos are written in English, including “*SPHERE* *Project*” (Humanitarian Charter and Minimum Standards in Humanitarian Response) that is very important for the people who work for humanity. SPHERE (2011:6) The “*SPHERE* *Project*” hand book is a book designed to use in disaster response, and may also be useful in disaster preparedness and humanitarian advocacy. It is applicable in a range of situations where relief is required, including natural disasters as well as armed conflict.

The “*SPHERE* *Project*” is well known for introducing considerations of quality and accountability to humanitarian response. Because it is not owned by one organization, the handbook enjoys broad acceptance by the humanitarian sector as whole. It has become one of the most widely known and internationality recognize sets of standards for humanitarian response and is used as an inter-agency communication and coordination. Basically, this book contains information of sciences related to disaster and health field which always develops through the progress of the sciences in this era.

Unfortunately, it is a fact the PMI (Indonesian Red Cross) rarely utilizes the textbook written in English. Many of them still choose the textbooks written in Bahasa Indonesia. They want to absorb knowledge from those books without having great difficulty. This condition should be avoided since we are in globalization era that demands us to take more attention in the development of science in the world and to take more active participation in the world activities.

As an inter-agency communication which informs science related to disaster, health, and humanity field, the “*SPHERE* *Project*” must be presented in good sentences. It means that, the book consists of various sentences for the purpose of having or informing important ideas. Moreover, the context may also determine in using a certain types of sentence.

In a scientific writing, it requires the writer to be careful in using types of sentences. The purpose is not only to present idea in various types of sentences but also to strengthen a certain message. The readers in general can get different sense of understanding the sentences when they are presented in different types and pattern. For the “*SPHERE* *Project*” book is written for delivering a certain purpose, the use of different types and patterns of sentences are needed.

Therefore, the writer is interested in analyzing the types of sentences types in “*SPHERE* *Project*” textbook written by native speaker. It is expected that this study can encourage both the researcher and the people to read and understand the “*SPHERE* *Project*” using structural approach for the purpose of absorbing the knowledge maximally and easily.

The researcher chooses this book because she wants to show that the writer of that book has a certain way in writing or expressing something in the “*SPHERE* *Project*” hand book. There must be types of sentences used by the writer.

1. **Formulation of the Research Problem**

The formulation of the study can be formulated as follow:

1. What types of sentences are used in “*SPHERE* *Project*” book?
2. In what contexts are the types of sentences used in “*SPHERE* *Project*” book?
3. **Purpose of the Study**
4. To know the types of sentences used in the “*SPHERE* *Project*” book.
5. To know in what contexts the types of sentences are used in “*SPHERE* *Project*” book.
6. **Significance of the Study**

This study is expected to give valuable contribution for first both learners and teachers for regarding and supporting to teaching and learning in this globalization era in Indonesia that demands us not to be left with the development of sciences through the medium of English. The findings of this study are resulted in some descriptions of the types of sentences and the patterns of each type of sentences. Therefore, this result is quite helpful for the learners who want to study sciences with the medium of English. Meanwhile, the trainers in PMI area are also beneficial because this structural approach on analyzing sentences can help them to easily and maximally explain and transfer the knowledge from “*SPHERE* *Project*” hand book that is written in English to the people who are faced the difficulty of absorbing the knowledge through the reading activity using this kind of books. When the researcher knew the result of this study, she will know that types of sentences have influence to the meaning in every sentence. Because in minimum knowledge about language will make the people get difficulties in studying the material. And the result of the study can be useful for other people exactly volunteer in PMI (Indonesian Red Cross), scout, people in BPBD (Badan Penanggulangan Bencana Daerah), people in BNPB (Badan Nasional Penanggulangan Bencana) or people in others organization.

1. **Limitation of the Study**

This study is limited to find the types of sentences based on their classifications by the number of full predication, and the patterns of each of them. Furthermore, this study also limited to find how those types of sentences used in “*SPHERE* *Project*” hand book focusing on page 79-138 (**Minimum Standards in Water Supply, Sanitation and Hygiene Promotion)**

This book is generally required to be studied for the people who are closely related to the Red Cross organization, they might be doctor, a nurse, a farmer, a student, and others occupation.

1. **Definition of Key Terms**

To avoid misunderstanding of some terms used in their study, those terms need to be defined as follows:

1. Sentence

A sentence is a complete thought that consist of subject and predicate (Marcella Frank, p. 220). A sentence also has meaning a group or words that express a statement, questions, etc. (Oxford learners pocket dictionary, p. 400)

1. “*SPHERE* *Project*” hand book

The *SPHERE* *Project* – or ‘*SPHERE*’ – was initiated in 1997 by a group of humanitarian non-governmental organizations (NGOs) and the International Red Cross and Red Crescent Movement. Their aim was to improve the quality of their actions during disaster response and to be held accountable for them. They based *SPHERE*’s philosophy on two core beliefs: first, that those affected by disaster or conflict have a right to life with dignity and, therefore, a right to assistance; and second that all possible steps should be taken to alleviate human suffering arising out of disaster or conflict. (*SPHERE* *Project*, p. 4)

1. **Organization of the Study**

To make a good thesis, it is necessary to arrange it systematically. The organization of this thesis provides the organization of the main issues discussed. This thesis is divided into five chapters as follows:

1. Chapter I: Introduction

It presents the background of the study, formulation of the research problems, purpose of the study, significance of the study, limitation of the study, definition of key terms, and organization of the study.

1. Chapter II : Review of related literature

It consists of theories which support the analysis of the study, focusing the discussion on clause, sentence, and syntactic structure.

1. Chapter III : Research method

This chapter covers the description of research design, data collecting method and research instrument, source of the data, subject of the study, and data analysis.

1. Chapter IV: Research Findings

This chapter shows the research findings of this study.

1. Chapter V : Finding and discussion

This chapter presents the findings and the discussion of the study.

1. Chapter IV : Conclusion and Suggestion

It presents the conclusion based on the study of the types of sentence used in “*SPHERE* *Project*” hand book and suggestion for the reader.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This second chapter presents the theories which support the analysis of the study, focusing the discussion on clause, sentence, and syntactic structures.

1. **Clause**
2. The definition of clause

A clause is a group of words containing (at least) a subject and a verb. (Lee Kok Cheong, p. 130)

These are clause:

 Ecology is a science.

 …who was accepted by the university…

These are not clause:

 to protect the environment

 after working all day in the language laboratory

1. Kinds of clause

There are two kinds of clause. (Alice Hosima, p. 121)

1. Independent Clause

Independent clause is a group of words that has a subject and verb. It is used as a part of sentence but it is grammatically independent and could therefore stand alone.

An independent clause is formed with:

Subject + verb (+ complement)

The following underline sentence show the example of independent clauses:

Students normally spend four years in college.

I will declare my major now, but I may change it later.

Foreign students suffer from culture shock when they come to the United States

I’ll see you on Friday (Martin parrot, p. 251)

1. Dependent Clause

A dependent clause is one which is not complete sentence but which performs a single function in a sentence. A dependent clause begins with a subordinator such as *when, while, if, that or who,* followed by a subject, verb, and complement. Because of that, it is also called as a subordinator clause. This clause cannot stand alone because the subordinator signals the need for an independent clause to complete the meaning of sentence.

A dependent clause can be formed with:

Subordinator + subject + verb + (complement)

Linda Gerot and Peter Wignell stated in their book that:

A major dependent clause must EITHER

be initiated by a

* Subordinating relator : e.g. since, if, although, because

e.g. as he had thought

* A relator Wh-word: e.g. who, which, when

e.g. **which** made John rather indignant

* Relative word that

e.g**. (that)** he was doing them a favour

OR

The verbal group functioning as the predicator of the dependent clause must be in one of the two following forms:

Perfective (infinitive) to to + verb

Imperfective (participial) ing verb + ing

(Linda and Gerot, p. 86)

The following underlined sentences show the example of dependent clauses:

* …to get the other connection
* …to keep sandwiches in
* …cooking meals from dawn to dusk
* … hiding himself in the ticket

Each of the above clauses is dependent since each of them express only a part of a complete thought and is therefore a fragment (an incomplete sentence). In order to form a grammatically complete sentence, each of those clauses must be joined to an independent clause. (Alice Hoshima, p. 122)

These are three types of dependent clauses, named according to their function in the sentence, as follows:

1. Adverbial Clause (AVC)

The adverbial clause is the clause that has a function like an adverb which can modify the verb, the adjective, the adverb itself, or the main clause as a whole. (Lee Kok Cheong, p. 138)

e.g.: the class was cancelled because the teacher became ill.

In that sentence above, the underlined clause modifies the verb cancelled.

According to the meaning expressed, adverbial clauses ca be divided into clauses of time, place, cause, purpose, result, condition, contrast, manner, and degree. (Lee Kok Cheong, p. 138). The meaning intended is usually indicated by the connective though it sometimes has to be inferred from the sentence as a whole. Here are the connectives or introductory words of each type of adverbial clauses: (Marcella Frank, p. 236)

**Introductory Words of Adverbial Clause**

|  |  |
| --- | --- |
| **Introductory Words** | **Illustrative Sentence** |
| AVC of timeWhen(ever)WhileSinceBeforeAfterUntilTillAsAs soon asAs long asNow (that)Once | You may begin when(ever) you are readyWhile he was walking home, he saw an accidentThey have become very snobbish since they moved into their expensive apartmentShut all the windows before you go out.After she finished dinner, she went right to bed.Until Mr. Smith got a promotion in our company, I had never notices him.We’ll do nothing further in the mater till we hear from youAs he was walking in the park, he noticed a very pretty girl.I’ll go to the post office as soon as I wrap this package.Sister, you may keep my book as long as you need.Now (that) the time has arrived for his vacation, he doesn’t want to leave.Once she makes up her mind, she never changes it. |
| AVC of PlaceWhereWherever |  She lives where the Johnson used to liveThey sat down wherever they could find empty seats. |
| AVC of ContrastAlthoughThoughEven thoughWhileEven ifWhateverWhereas | We couldn’t met the deadline, although we work day and night.Though he had always preferred blondes, he married a brunetteEven though she dislike the movies, she went with her husband to please him.While I don’t like that artist personally, I admire his workEven if he’s unreliable at times, he’s still the best man for the jobWhatever she has done, he is still your friend and needs help Soccer is a popular sport in England, whereas in the United States it is football that attracts large audience. |
| AVC of ClauseBecauseSinceAsNow (that)Inasmuch asAs (or so) long asOn the ground(s) that | They had to move because their building was to be torn downSince he couldn’t take his wife with him, he decided not to go to the conference.As he was in hurry, he healed the nearest cab.Now (that) he’s inherited his father’s money, he doesn’t have to work anymore.Inasmuch as every effort is being made to.As long it’s raining, I won’t go out tonightHis application for the job was rejected on the ground that he had falsified some on the information. |
| AVC of ResultSo… thatSuch (a)…that So (that) | She is so emotional that every little thing upsets her.This is such an ugly chair that I am going to give it awayThey spent their vocation at the seashore, so (that) when they came home they were quite tan. |
| AVC of Purpose(in order) thatSo (that)In the hope thatTo the end that | He decided to take a trip around the world (in order) that he might learn about different people and their customs.The flowers will be delivered as late in the evening as possible so (that) they will be fresh for the partyThey are working night and layTo the end that justice may be served, the defendant will be offered every opportunity to establish his innocence.  |
| AVC of ConditionIfEven ifUnlessIn caseProvided (that)On condition (that)As (or so) long asIf onlySuppose (that)Whether…or (whether)  | If I see him, I’ll invite him to our party tomorrow.Even if I had known about the meeting, I couldn’t have come.Unless it rains, we’ll go to the beach tomorrow.In case robbery occurs in the hotel, the management must be noticed at once.We will be glad to go with you to the theater tonight provided (that) we can get a baby-sitter.The company will agree to arbitration on condition (that) the strike is called off at once.As (or so) as someone was willing to treat her, she would go to movies.She would forgive her husband everything, if only he would come back to the movies.Suppose (that) your house burns down, do you have enough insurance to cover such a loss?Whether she is at home or whether she visits others, she always has her knitting with her. |
| AVC of ExceptionException thatBut thatOnly (that)Other than (the fact) That | The building would have already been finished excepting that a trucking strike had delayed delivery of some materials.But that his assailant’s pistol failed to fire, he would surely be dead now. This antique vase is in very good condition, only that there is a little crack near the top.Other than (the fact) that he is now in good financial condition, I have no news to report. |
| AVC of MannerAs ifAs thoughAs | They all treat he as if he were a king.He walked around as though he was in a daze.She always does as her husband tells her. |
| AVC of DegreeAs…asSo…asAdj.or adv. + -erMore…thanLess…than  | The new machine is just as efficient as the old one.The new machine works just so efficiently as the old one.My ruler is longer than yours.The new machine works efficiently than the old one.The new machine is less expensive than the old one. |

1. Adjective clause

Adjective clause is the clause that has a function like adjective which can modify noun and pronoun (Lee Kok Cheong, p. 130). An adjective clause modifies a noun. It describes or give information about a noun. The noun and pronoun being modified is called the *antecedent*.(Marcella Frank, p. 276)

e.g.: The woman whom I called gave me some information.

In the sentence above, the underlined clause modifies the noun *the woman.*

 An adjective clause may be classified according to the antecedent that the introductory word refers to. The introductory words of the adjective clauses are: (Marcella Frank, p. 277)

**Introductory words of Adjective Clause**

|  |  |
| --- | --- |
| Introductory words | Illustrative sentence |
| Noun Antecedent Meaning *A person*WhoWhomWhoseThat | He paid the money to the man who had done the work He paid the man from whom he had borrowed moneyThis is girl whose picture you sawHe paid the man that he had hired |
| Noun Antecedent Meaning *A Thing*WhichThat | Here is a book which describes animalsThe chair that he broke is being repaired |
| Noun Antecedent Meaning *A time*When | There is the year when the Olympic Games are held |
| Noun Antecedent Meaning *A Place*Where | Here is the house where I live |
| Noun Antecedent Meaning *A Reason*Why | Give me one reason why you did that  |

1. Noun clause

Noun clause is the clause that has a function like noun which can be a subject of verb, subjective complement, direct object of verb, object of preposition, or objective complement.

e.g.: I don’t know whether you are still alone.

The underlines clause is called noun clause which functions as the direct object of know.

Here are the introductory words of noun clause: (Marcella Frank, p. 238)

**Introductory Words of Noun Clause**

|  |  |
| --- | --- |
| Introductory Words | Examples |
| -that-whether;If-question words:WhoWhatWhichWhenWhereWhyHow -compound words:WhoeverWhateverWhicheverWheneverWhereverHowever -quoted speech | It is well known *that* coffee grows *in Brazil*The question is *whether he will get the money.*Do you know *if he will get the money?**Who can finish the task earliest* will get reward from the teacher*What he had dedicated for this* *country* gives the spirit to the young generation to take care the country.*Which place you have preferred* will be the destination for our vacation.*When he will come home* is really hoped by his mother.I know *where he lives*.I don’t know *why Ahmad didn’t come to your party last night*.We were concerned about *how he would get the money.*He gives money to *whoever needs it*.*Whatever the students have reached* should be appreciated by the teacher.*Whichever decision you have made* will get the agreement from them. *Whenever he will come back home* is always waited by her.*Wherever he hid* will be found by his brother.*However she cooks the food* will be interested us to join her in cooking activity.“*there will be no school tomorrow*,” the teacher announced  |

1. **Sentence**
2. The definition of sentence

Traditional grammar defines a sentence in one of two ways:

1. By meaning

According to this definition, a sentence is a complete thought.

1. By function

According to this definition, a sentence consists of a subject and predicate.

From the two definitions above, we can conclude that a sentence is a complete thought that consists of subject and predicate. (Marcella Frank, p. 220)

1. The basic pattern of sentence

In English, we use a limited number of basic sentence patterns and a large number of sub-patterns. Any sentence we speak or write will probably be based on any one of these patterns.

1. Subject of verb
2. Subjective complement
3. Direct object of verb
4. Indirect object of verb
5. Objective complement
6. Predicator (=verb)

Below, these are the various basic patterns to be found in English. They are classified according to the kind of verb used as the main verb of sentence. Of course, there are many other types, but these are the basic ones. They allow us to write many other sentences (Lee Kok Cheong, p. 106)

1. Subject + intransitive verb. Example: Ducks swim
2. Subject + linking verb + subjective complement (predicative adjective). Example: The sugar taste sweet.
3. Subject +be + subjective complement (predicative adjective). Example: Sky is blue.
4. Subject + linking verb + subjective complement (predicative noun). Example: Boys become man.
5. Subject + be + subjective complement (predicative noun). Example: Roses are flowers.
6. Subject + be + subjective complement (predicative adverbial). Example: Betty is inside.
7. Subject + transitive verb + direct object. Example: Farmers grow vegetables.
8. Subject + transitive verb + indirect object. Example: she gives a pen.
9. Subject + transitive verb + objective complement. Example: they called him John. They elected him chairman. They considered him foolish.
10. Subject + transitive verb + complement of measure. Example: Rendy walks miles.
11. Subject + transitive verb + 2 direct objects. Example: He taught me French. He told me lie.
12. Subject + prepositional verb + object. Example: They looked at the house. They looked up George. They looked George (him) up.
13. Types of sentences

Based on the number of full predication, there are four types of sentences, as follows: (Marcella frank, p. 222)

1. Simple sentence

A simple sentence has only one full predication in the form of independent clause.

e.g.: The woman bought a basket.

1. Compound sentence

A compound sentence has two or more full predications in the form of independent clause.

e.g.: the woman bought a basket and put it in her room.

In compound sentence, each clause is of equal important and could stand alone. One basic way of combining two clauses is simple coordination. Those clauses can be joined coordinately by: (Marcella Frank, P. 223)

1. Coordinating conjunction

There are seven coordinators in the acronym *fanboys:* *for, and, nor, but, or, yet,* and *so.* A compound sentence can be formed with:

Independent clause, + coordinator + Independent clause

Notice that there is a comma after the first independent clause.

Example:

India has 900 million of people, *and* it is expected to reach 1 billion by 2000.

1. Sentence connectors

The independent clauses of a compound sentence can also be joined by a sentence connector such as furthermore, however, otherwise, therefore, others. This types of connective often actually joins the two sentences, but it may also appear later in the second sentence. Punctuate the sentence by placing a semicolon (;) after the first clause and comma (,) after the sentence connector. A compound sentence is formed with:

Independent clause; + sentence connector, + Independent clause

Examples:

The doctor was sick; therefore, he didn’t come to hospital.

Beliana was full; therefore, she didn’t eat anything when dinner

Here are the connectors of the compound sentences: (Marcella Frank, p. 227).

**The Sentence Connectors**

|  |  |
| --- | --- |
| **Meaning** | **Connectors** |
| Cause and ResultContrastConditionTimeAddition | So, accordingly, consequently, hence, thus, therefore,However, nevertheless, stillOtherwiseAfterwards, earlier, later, thenBesides, likewise, moreover, furthermore, also |

1. Punctuation

The independent clauses in compound sentence may also be joined by a semicolon only. This kind of sentence occurs when the two independent clauses are closely related. If they weren’t closely related, they would be written as two simple sentences, separated by a period.

Examples:

I like swimming; I hate running.

1. Complex sentence

These kinds of sentences also have two or more full predications.

One of these is an independent clause (or, main clause) that is similar to the form of the simple sentence, and one or more of these are dependent clauses (or, subordinate clauses) (Marcella Frank, p. 223). The dependent clause is introduces with a subordinator (or, in the last discussion of dependent clause, it is called introductory word), such as *when, where, who, because, as, if, even though, so that,* and others.

A complex sentence is formed with:

Independent clause + dependent clause

Or,

Dependent clause, + independent clause

1. Compound-complex sentence

Compound complex sentence contain two or more independent clauses and one or more dependent clauses.

1. **Syntactic Structure**

There are four basic types of syntactic structure. All large structures are simply combinations of these; no matter how complicated a structure may be it can always be analyzed in term of four syntactic structures. In the discussion that follows, a simple system of diagramming will be used to represent graphically the various structures which are encountered in English syntax. The system used here will leave the words in the order in which they appear. It is intended to be a graphic representation of structure based on two main principles: (1) English syntax is a many-layered organization of relatively few types of basic units; (2) every structure may be divided into its **immediate constituents (**often abbreviated IC’s by linguistics), almost always two, each of which may it turn be divided and subdivided until **ultimate constituents** (in grammar, the words) are reached. This graphically indicated by enclosing each ultimate constituent in box and drawing large boxes around the immediate constituents of each of the increasingly complex structures into which they combine. The result is something like those famous “Chinese Boxes” (Nelson Francis, p.293) that fit within another. The difference is that each of our syntactic boxes contains not one but usually two smaller boxes, thus:

A B

**CHAPTER III**

**RESEARCH METHOD**

This chapter covers the description of research design, variable, data and data sources, data collecting method and research instrument, object of the study, and data analysis.

1. **Research Design**

This study belonged to descriptive research design since it was aimed to describe the data related to the types of sentences. Moreover, this study used qualitative aproach since it was aimed at describing objectively the types and the structures of sentences used in “*SPHERE project*”. The study also belonged to library study. Applying this design the researcher analyzed the types of sentences used in “*SPHERE project*” book. Dealing with this approach, Bodgan and Taylor as quoted by Moleong (2002:3) stated that qualitative is used as research procedure which results in descriptive data in the form of written or spoken words.

1. **Variable**

According to Arikunto (2010:234) variable is an object of research or what is the focal point of a research. In this study, the researcher used a single variable that was types of sentences used in “*SPHERE project*” hand book.

1. **Data and Data Sources**

Data is record the facts or particulars will be processed in research activities. In this study, the writer used sentences used in “*SPHERE project*” hand book as the data. Since the data were in the forms of words or descriptions, the data belonged to qualitative data. Meanwhile, the data source of this study was the English “*SPHERE project*” handbook processed by a group of humanitarian non-governmental organizations and International Red Cross and Red Crescent. This handbook entitled ***SPHERE project* (Humanitarian Charter and Minimum Standards in Humanitarian Response, 2011)**

1. **Data Collecting Method and Research Instrument**
2. Data collecting method

In the previous part it was stated that in this study the researcher described the data related to the types of sentences used or found in the “*SPHERE project*” hand book. Since the study was also library study in nature, the data were taken from the printed materials, documentary method was used to collect the needed data.

Sugiyono (2008:240) stated that documentary method is the method of collecting data from the document which can be in written form, picture, or monumental works of someone.

1. Research Instrument

Library study belongs to qualitative study. In this study, the main instrument of this study was the researcher herself. She spent her time to read the book and analyzed the types of sentences used in this book.

1. **Object of the Study**

The object of this study was “*SPHERE project*” hand book 2011, page 79-138 Chapter **Minimum Standards in Water Supply, Sanitation and Hygiene Promotion.** From the selected object, the researcher read every sentence and analyzed it in the terms of finding and on the types of sentences.

1. **Data Analysis Procedures**

Data analysis done in this study covered the following procedures:

1. Selecting the chapter to be analyzed

The researcher found the chapter to be analyzed. She found good chapters that were Minimum Standards in Water Supply, Sanitation and Hygiene Promotion.

1. Reading the selected chapter

After doing the first procedure, the researcher read the chapter that was chosen to understand the content.

1. Identifying and classifying the types of sentences

The researcher identified the types of sentences that were used in “*SPHERE project*” hand book to classify the types of sentences used. In this classification, sentences were classified based on the number and kinds of clauses within the sentences whether the sentence was simple sentence, compound sentence, complex sentence, or compound complex sentence. To show the variety of types of sentences used, each type was counted and it was given sample of sentences.

The identification of each type of sentence used were presented in he form of a table consisted of number, description of sentence, total of each of sentences used and examples of sentences of every type of sentence.

**Table 3.1.Types of sentences**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Types of Sentences** | **Total number** | **Example of Sentences** |
| **1** | Simple sentence |  |  |
| **2** | Compound sentence |  |  |
| **3** | Complex sentence |  |  |
| **4** | Compound complex sentence |  |  |
|  | **TOTAL** |  |  |

1. Analyzing the patterns of the types of sentences

The researcher started to analyze the patterns of the sentences that were used in the “*SPHERE project*” book. She analyzed the sentences one by one to determine whether the sentence is simple sentence, compound sentence, complex sentence, or compound complex sentence.

1. Interpreting the types of sentences based on the context how they are used in the sentences.

The researcher interpreted the finding. This way was intended to know why the sentences are written in such types of sentences.

 The following were presented the detail of tables used by the researcher in analyzing the patterns of every type of sentence.

1. Simple sentence

A simple sentence was classified based on its patterns of the sentences. The following table was used to count the frequency on the occurrences of the simple sentence found in the book.

**Table 3.2.Simple Sentence Patterns**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Simple Sentence Patterns** | **Total numbers** | **Example of Sentences** |
| 1 | S+Vi |  |  |
| 2 | S+ LV+SC(predicative adjective) |  |  |
| 3 | S+be+SC(predicative adjective) |  |  |
| 4 | S+LV+SC(predicative noun) |  |  |
| 5 | S+be+SC(predicative noun) |  |  |
| 6 | S+be+SC(predicative adverbial) |  |  |
| 7 | S+Vt+DO |  |  |
| 8 | S+Vt+IO+DO |  |  |
| 9 | S+Vt+OC |  |  |
| 10 | S+Vt+Complement of measure |  |  |
| 11 | S+Vt+2DO |  |  |
| 12 | S+Prepositional Verb+O |  |  |
| 13 | S+Vt+>3DO |  |  |
| 14 | Passive form |  |  |
| TOTAL |  |  |

1. Compound sentence

Compound sentences were analyzed based on the number of independent clauses, the patterns of independent clauses, and the transition signals used to connect the clauses. For finding the frequency of the occurrences of compound sentence found in the book the following tables were used.

**Table 3.3.The number of Independent Clause**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Number of Independent Clause** | **Tally** | **Example of Sentences** |
| 1 | 2 independent clauses |  |  |
| 2 | 3 independent clauses |  |  |
| 3 | >3 independent clauses |  |  |
| **TOTAL** |  |  |

1. Complex sentence

The classification of the complex sentences was based on the number of dependent clauses, the patterns of dependent clauses, the kinds of dependent clauses. The following table was used to count frequency occurrence of complex sentence found in the book.

**Table 3.4.The number of Dependent Clause**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Number of Dependent Clause** | **Total numbers** | **Example of Sentence** |
| 1 | 1 Dependent clause  |  |  |
| 2 | 2 Dependent clause |  |  |
| 3 | 3 Dependent clause |  |  |
| 4 | >3 Dependent clause |  |  |
| **TOTAL** |  |  |

**Table 3.5.The kinds of dependent clause**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Kinds of Clause** | **Total numbers** | **Example of sentence** |
| 1 | Noun Clause |  |  |
| 2 | Adjective Clause |  |  |
| 3 | Adverbial Clause |  |  |

1. Compound complex sentence

These sentences were analyzed based on the number of independent and dependent clauses, the patterns of independent clauses, the transition signals used to connect the independent clauses, the kinds of dependent clauses, the words used to introduce the dependent clauses, and the functions of their dependent clauses. The following table was used to count frequency occurrence of compound complex sentences found in the book.

**Table.3.6.The Number of Dependent Clauses and Independent Clauses**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Number of Dependent and Independent Clauses** | **Total numbers** | **Example of Sentences** |
| 1 | 2IC+1DC |  |  |
| 2 | 2IC+2DC |  |  |
| 3 | 2IC+3DC |  |  |
| 4 | 2IC+>3DC |  |  |
| 5 | 3IC+1DC |  |  |
| 6 | 3IC+2DC |  |  |
| 7 | 3IC+3DC |  |  |
| 8 | 3IC+>DC |  |  |
| 9 | >3IC+1DC |  |  |
| 10 | >3IC+2DC |  |  |
| 11 | >3IC+3DC |  |  |
| 12 | >3IC+>3DC |  |  |
| 13 | 1 IC+>3DC |  |  |
| 14 | 1IC+2ID |  |  |
|  | **TOTAL** |  |  |

**CHAPTER IV**

**RESEARCH FINDINGS**

This chapter presents the findings of this study.

As the result of the analysis, the presentations of the findings are based on the procedure of data analysis provided in Chapter III.

1. The findings of the types of sentences used in “*SPHERE Project*” book, and the patterns of each found types of sentences.

In this study, the classifications of sentences used in “*SPHERE project*” handbook are based on the number of full predication. The types of sentences and their numbers are presented in the following table.

**Table.4.1. Types of Sentences**

|  |  |  |
| --- | --- | --- |
| **NO** | **TYPES OF SENTENCES** | **TOTAL**  |
| **1** | Simple sentence | 175 |
| **2** | Compound sentence | 30 |
| **3** | Complex sentence | 166 |
| **4** | Compound complex sentence | 19 |
|  | **TOTAL** | **390** |

From the finding above, it can be seen that there are four found types of sentences based on the number of full predication. Those are simple sentence, compound sentence, complex sentence, and compound complex sentence.

The result means that in “*SPHERE project*” hand book, the simple sentences are the most often used that the others although it is not same in every chapter. Here are the examples of the types of sentences in “*SPHERE project*” hand book:

1. The six core standards are cover participation, initial assessment, response, targeting, monitoring, evaluation, aid worker performance and supervision, and support to personnel.
2. WASH needs of the affected population are met and users are involved in the design, management and maintenance of the facilities where appropriate.
3. Discuss with the shelter cluster and the affected population whether additional non-food items, such as blankets, which are not included in the basic hygiene items are required.
4. People may choose to sell the items provided if their priority needs are not appropriately met and so people’s livelihoods need to be considered when planning distribution.

From the example above, it can be identified that (a) is the type of simple sentence, because it has only one full predication in the form of an independent clause. Sentence (b) is compound sentence since it has at least two independent clauses. In this sentence, the two independent clauses are joined coordinately by coordinate conjunction, *and.* The next sentence (c) is the complex sentence since it consists of one independent clause, and at least one dependent clause, which is connected by subordinate conjunction, *which.* Then the last sentence (d) is compound complex sentence because it consists of at least two independent clauses, and one dependent clause.

The types of sentences used in the “*SPHERE Project*” book are elaborated as follows:

* 1. Simple Sentence

The frequency of occurrence of sentence patterns in simple sentence can be seen as follows.

**Table.4.2.Sentence Pattern of Simple Sentence**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Simple Sentence Patterns** | **Total numbers** | **Example of Sentences** |
| 1 | S+Vi | 6 | 1. The location of facilities in central, accessible and well-lit areas with good visibility of the surrounding area can contribute to ensuring the safety of users.
2. In such cases, advocate strongly for extra space.
3. Large-scale disposal of waste should be carried out off-site through either controlled tipping or sanitary landfill.
 |
| 2 | S+ LV + SC (predicative adjective) | 23 | 1. An adequate amount of safe water is necessary to prevent death from dehydration, to reduce the risk of water-related disease and to provide for consumption, cooking and personal and domestic hygienic requirements.
2. Many of the standards in the other chapters are relevant to this chapter.
3. However, support for people’s coping strategies, resilience and recovery capacities is essential.
4. Hygiene promotion is vital to a successful WASH intervention
5. The focus on hygiene promotion is general and specific.
 |
| 3 | S+LV+SC (predicative noun) | 16 | 1. As such, it is part of the guarantees essential for human survival. States and non state actors have responsibilities in fulfilling the right to water and sanitation.
2. The minimum standards in this chapter are not a full expression of the right to water and sanitation.
3. Water and sanitation are critical determinants for survival in the initial stages of a disaster.
 |
| 4 | S+be+SC(predicative adverbial) | 6 | 1. The emphasis should not be solely on individual behavioral change but also on social mobilization and working with groups.
2. There is at least one washing basin per 100 people and private laundering and bathing areas available for women.
 |
| 5 | S+Vt+DO | 44 | 1. Everyone has the right to water and sanitation.
2. Simply providing sufficient water and sanitation facilities will not, on its own, ensure their optimal use or impact on public health.
3. In order to minimise these risks, and to provide a better quality of response, it is important to ensure women’s participation in water supply and sanitation programmes.
4. Each technical chapter, therefore, requires the companion use of the Core Standards to help attain its own standards. In particular, to ensure the appropriateness and quality of any response, the participation of disaster-affected people – including the groups and individuals most frequently at risk in disasters – should be maximised.
5. From these general rights flow a number of more specific entitlements.
 |
| 6 | S+Vt+OC | 1 | Disasters can make pre-existing inequalities worse. |
| 7 | S+Vt+2DO | 5 | 1. An effective WASH programme relies on an exchange of information between the agency and the disaster-affected population in order to identify key hygiene problems and culturally appropriate solutions.
2. Microbiological water quality: 2. Faecal coliform bacteria (>99 per cent of which are E. coli) are an indicator of the level of human and/or animal waste contamination in water and the possibility of the presence of harmful pathogens.
3. The use of communal water and sanitation facilities, for example in refugee or displaced situations, can increase women’s and girls’ vulnerability to sexual and other forms of gender-based violence.
 |
| 8 | S+Prepositional Verb+O | 7 | 1. The term ‘sanitation’, throughout the Sphere Handbook, refers to excreta disposal, vector control, solid waste disposal and drainage.
2. Basic hygiene items: 1. A basic minimum hygiene items pack consists of water containers (buckets), bathing and laundry soaps, and menstrual hygiene materials.
3. Maximum numbers of people per water source: 5. The number of people per source depends on the yield and availability of water at each source.
4. Preparedness includes contingency planning, stockpiling of equipment and supplies, emergency services and stand-by arrangements, personnel training and community-level planning training and drills.
 |
| 9 | S+Vt+>3DO | 6 | 1. The six Core Standards cover participation, initial assessment, response,targeting, monitoring, evaluation, aid worker performance, and supervision and support to personnel.
2. Such strategies will include eliminating breeding sites, reducing the mosquito daily survival rate and restricting the habit of biting humans.
3. Preparedness includes contingency planning, stockpiling of equipment and supplies, emergency services and stand-by arrangements, personnel training and community-level planning training and drills.
 |
| 10 | Passive form | 61 | 1. In times of armed conflict, for example, it is prohibited to attack, destroy, remove or render useless drinking water installations or irrigation works.
2. Better disaster response in public health is achieved through better preparedness.
3. For a response to be effective, close coordination and collaboration are required with other sectors
4. This section is designed to be read in conjunction with, and to reinforce, the Core Standards.
5. Community mobilisers may also be employed as daily workers, on a contract or on a voluntary basis, and in accordance with national legislation
 |
| **TOTAL** | **175** |  |

Those various basic sentence’s patterns are S+Vi, S+LV+SC (predicative adjective), S+LV+SC (predicative noun), S+be+SC (predicative noun), S+be+SC (predicative adverbial), S+Vt+DO, S+Vt+OC, S+Vt+2DO, S+ prepositional verb+O, S+Vt+>3DO and passive form.

* 1. Compound Sentence

This classification is based on the number of independent clause.

**Table 4.3. Number of Independent Clause**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Number of Independent Clause** | **Total** | **Example of Sentences** |
| 1 | 2 independent clauses | 30 | 1. This right is recognized in international legal instruments and provides for sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic uses and accessible sanitation facilities.
2. The Sphere standards reflect the core content of the right to water and sanitation and contribute to the progressive realisation of this right globally.
3. It is based on an analysis of risks and is well linked to early warning systems.
4. Progress in achieving standards in one area often influences and even determines progress in other areas.
5. In general terms, hygiene promotion is integral to all of the sections and is reflected in the indicators for water supply, excreta disposal, vector control, solid waste management and drainage.
 |
| **TOTAL** | **30** |  |

The table above shows us that the finding of compound sentence was two independent clauses.

* 1. Complex Sentence

Complex sentence is classified based on the number of dependent clause.

**Table 4.4 Number of Dependent Clause**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Number of Dependent Clause** | **Total** | **Example of Sentences** |
| 1 | 1 Dependent clause  | 122 | 1. These include the rights to participation, information and non-discrimination that form the basic of the Core Standards, as these specific rights to water, sanitation, food, shelter and health that underpin these and the minimum standards in this Handbook.
2. Founded on the principle of humanity, and reflected in international law, these principles include the right to life and dignity, the right to protection and security and the right to receive humanitarian assistance on the basis of need.
3. A list of key legal and policy documents that inform the Humanitarian Charter is available for reference in Annex 1(see page 356), with explanatory comments for humanitarian workers
4. Although states are the main duty-bearers with respect to the rights set out above, humanitarian agencies have a responsibility to work with disaster-affected populations in a way that is consistent with these rights.
 |
| 2 | 1. Dependent clause
 | 36 | 1. the Sphere standards reflect the core content of the right to water and sanitation and contribute to the progressive realisation of this right globally.
2. It is based on an analysis of risks and is well linked to early warning systems.
3. Progress in achieving standards in one area often influences and even determines progress in other areas.
4. In general terms, hygiene promotion is integral to all of the sections and is reflected in the indicators for water supply, excreta disposal, vector control, solid waste management and drainage.
 |
| 3 | 3 Dependent clause | 8 | 1. Treatment is needed; and its feasibility, including the existence of any social, political or legal factors concerning the source.
 |
| 4 | >3 Dependentclause | 2 | 1. As WASH standards and key actions are implemented, a vulnerability and capacity analysis helps to ensure that a disaster response effort supports those who have a right to assistance in a non-discriminatory manner and who need it most.
 |
| **TOTAL** | 168 |  |

Complex sentence consists of 1 independent clause, and at least 1 dependent clause. The findings show the same rule that there are 1 independent clause and minimally 1 dependent clause in complex sentence.

The table bellow is about the kind of dependent clause.

 **Table 4.5.The kind of dependent clause**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Kinds of Clause** | **Total** | **Example of sentences** |
| 1 | Noun Clause | 29 | An equitable participation of women and men in planning decision-making and local management will help to ensure that the entire affected population has safe and easy access to water supply and sanitation services, and that services are appropriate. |
| 2 | Adjective Clause | 116 | Nevertheless the principles reflect universal Humanitarian concerns which should guide action at all times |
| 3 | Adverbial Clause | 81 | For example, where nutritional standards have not been met, the urgency to improve the standard of water and sanitation is greater as people’s vulnerability to disease will have significantly increased. |
| **TOTAL** | 226 |  |

The findings above show that there are three kinds of dependent clause of complex sentence. They are noun clause, adjective clause, and adverbial clause.

* 1. Compound Complex Sentence

Compound complex sentence were analyzed based on the sentence patterns used, kinds of dependent clause, words introducing noun clause, words introducing adjective clause, words introducing adverbial clause, function of noun clause, function of adjective clause, function of adverbial clause transition signals used and the number of independent clause and dependent clause. But in this study, the writer just wrote the number of dependent and independent clause.

**Table 4.6. Number of Dependent and Independent clauses**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Number of Dependent and Independent Clauses** | **Total** | **Example of Sentences** |
| 1 | 2IC+1DC | 12 | 1. If consultation with any group of vulnerable people is not possible, this should be clearly stated in the assessment report and addressed as quickly as possible.
2. These triggering factors need to be taken into account when designing promotional activities and must be effectively incorporated into the design and siting of facilities in conjunction with the engineering team.
3. Priority needs people may choose to sell the items provided if their priority needs are not appropriately met and so people’s livelihoods need to be considered when planning distributions.
4. Palatability Taste is not in itself a direct health problem (e.g. slightly saline water does not pose a health risk), but if the safe water supply does not taste good, users may drink from unsafe sources and put their health at risk.
 |
| 2 | 2IC+2DC | 3 | 1. Note that while animal excreta is not as harmful as human excreta, it can contain micro-organisms, such as cryptospodium, giardia, salmonella, campylobacteria, caliviruses and other common causes of human diarrhea, and therefore present a significant health risk.
 |
| 3 | 1 IC+2 DC | 1 | 1. People may choose to sell items provided if their priority needs are not appropriately met and so people’s livelihoods need to be considered when planning distributions.
 |
| 4 | 2IC | 3 | 1. The following highlight some of the key areas that will ensure that the rights and capacities of all vulnerable people are considered.
2. Hygiene promotion involves ensuring that people make the best use of the water, sanitation and hygiene-enabling facilities and services provided and includes the effective operation and maintenance of the facilities
 |
| **TOTAL** | **19** |  |

From the finding above, we can know that compound complex sentences are rarely used in “*SPHERE Project”* book. The patterns used are 2IC+1DC, 2IC+2DC, 1 IC+2 DC, and 2IC.

1. The findings on the context the types of sentences used in ”*SPHERE Project*”.

The types of sentences has different role. The simple sentence in the “*SPHERE Project*” rarely used to explain about the main idea of a paragraph. The simple sentence is often used in controlling idea to discourse and giving illustration about the material covered in the chapter. To show the main idea of the material or the paragraph is the role of other types of sentences. Commonly used are complex sentence. Compound sentence and complex sentence are used too, but the frequency is not often. This is the example of the context:

**Water sources selection:** The following factors should be considered in water source selection: availability, proximity and sustainability of sufficient quantity of water, whether treatment is needed; and its feasibility, including the existence of any social, political, or legal factors concerning the source. (complex sentence, 2 adjective clause and 1 adverbial clause). Generally groundwater sources and/or gravity-flow supplies from springs and preferable, as they require less treatment and no pumping. (complex 1 adverbial clause). In disasters, a combination of approaches and sources is often required in the initial phase. (simple passive voice). All sources need to be regularly monitored to avoid over-exploitation. (simple S+Vt+DO)

**CHAPTER V**

**DISCUSSION**

This chapter is devoted to the presentation of discussion of the result of the analysis of the data. The researcher exposes data deals with an analysis on the types of sentences used in “*SPHERE Project*” book.

1. Discussion on the types of sentences used in “*SPHERE Project*” book.

In this study, there are four sentences found by different forms, types and structure. They are combined by phrases, sentence connector and clauses. After analyzing the types of sentences in the previous, there are many things that will be discussed here about types of sentences as followings:

1. Simple sentence

Large-scale disposal of waste should be carried out off-site through either controlled tipping or sanitary landfill.

The type of sentence above is the type of simple sentence, because it has only one full predication in the form of an independent clause.

1. Compound sentence

It is based on an analysis of risks and is well linked to early warning systems.

The sentence is compound sentence since it has at least two independent clauses. In this sentence, the two independent clauses are joined coordinately by coordinate conjunction, *and.*

1. Complex sentence

These include the rights to participation, information and non-discrimination that form the basic of the Core Standards, as these specific rights to water, sanitation, food, shelter and health that underpin these and the minimum standards in this Handbook.

is the complex sentence since it consist of one independent clause, and at least one dependent clause, which is connected by subordinate conjunction, *that.*

1. Compound complex sentence

People may choose to sell items provided if their priority needs are not appropriately met and so people’s livelihoods need to be considered when planning distributions.

This sentence is compound complex sentence because it consists of at least one independent clause, and two dependent clauses.

Based on theory of types of sentences in Modern English written by Frank (1972), sentence (a) is the type of simple sentence, because it has only one full predication in the form of an independent clause. Sentence (b) is compound sentence since it has at least two independent clauses. In this sentence, the two independent clauses are joined coordinately by coordinate conjunction, *and.* The next sentence (c) is the complex sentence since it consist of one independent clause, and at least one dependent clause, which is connected by subordinate conjunction, *which.* Then the last sentence (d) is compound complex sentence because it consists of at least two independent clauses, and one dependent clause.

**Simple sentence**

Simple sentence is divided into 14 patterns, they are: twelve are the various basic sentence patterns on the theory of Cheong (1980), and the two patterns as the addition. Those various basic sentence’s patterns are S+Vi, S+LV+SC (predicative adjective), S+be+SC (predicative adjective), S+LV+SC (predicative noun), S+be+SC (predicative noun), S+be+ SC (predicative adverbial), S+Vt+DO, S+Vt+IO+DO, S+Vt+OC, S+Vt+Complement of measure, S+Vt+2DO, S+ prepositional verb+O, S+Vt+>3DO and passive form.

1. The location of facilities in central, accessible and well-lit areas with good visibility of the surrounding area can *contribute* to ensuring the safety of users.

The sentence has the pattern S+Vi, since the verb *contribute* is intransitive verb that does not need an object*.*

1. An adequate amount of safe water is necessary to prevent death from dehydration, to reduce the risk of water-related disease and to provide for consumption, cooking and personal and domestic hygienic requirements.

The sentence above is the example of the pattern S + LV + SC.

1. As such, it is part of the guarantees essential for human survival. States and non state actors have responsibilities in fulfilling the right to water and sanitation.

This pattern’s sentence is S+LV+SC (predicative noun)

1. the emphasis should not be solely on individual behavioral change but also on social mobilization and working with groups.

This sentence has pattern S+be+SC(predicative adverbial) since *should not be* as be, and *on individual behavioral change* as SC or subject complement.

1. In order to minimise these risks, and to *provide* a better quality of response, it is important to ensure women’s participation in water supply and sanitation programmes.

This sentence has pattern S+VT+DO, since the verb *provide* is transitive that need *a better quality of response* as its object.

1. Disasters can make pre-existing inequalities worse.

This sentence’s pattern is S+Vt+OC.

1. An effective WASH programme relies on an exchange of information between the agency and the disaster-affected population in order to identify key hygiene problems and culturally appropriate solutions.

The sentence above has pattern S + Vt +2 DO

1. The term ‘sanitation’, throughout the Sphere Handbook, refers to excreta disposal, vector control, solid waste disposal and drainage.

The sentence above has pattern S+Prepositional Verb+O, since *refers to* as the prepotitional verb and *excreta disposal, vector control, solid waste disposal and drainage* as the object of prepositional verb.

1. Preparedness includes contingency planning, stockpiling of equipment and supplies, emergency services and stand-by arrangements, personnel training and community-level planning training and drills.

The sentence above has pattern S+Vt+>3DO, as *includes* as verb transitive, and *contingency planning, stockpiling of equipment and supplies, emergency services and stand-by arrangements, personnel training and community-level planning training and drills* as >3 direct object of includes.

1. In times of armed conflict, for example, it is prohibited to attack, destroy, remove or render useless drinking water installations or irrigation works.

The sentence above has the pattern passive voice since it is formed by *be+past participle.*

From the discussion above, tells us that not all of the patterns used in “*SPHERE Project*” book. The pattern which are not used such as S+Vt+Complement of measure, S+Vt+IO+DO, S+be+SC(predicative noun), S+be+SC(predicative adjective).

**Compound Sentence**

From the theory of Frank (1972), the compound sentence is divided into two independent clauses, three independent clauses, more than there independent clauses. Compound sentence divided based on the number of independent clause. From the “*SPHERE Project*” book there is just two independent clauses.

1. This right is recognized in international legal instruments and provides for sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic uses and accessible sanitation facilities.

The compound sentence above is formed by two independent clauses which are underlined.

**Complex Sentence**

Complex sentence is classified based on the number of dependent clause.

As Frank stated in Modern English (1972), complex sentences consists of 1 independent clause, and at least 1 dependent clause. The findings show the same rule that there are 1 independent clause and minimally 1 dependent clause in complex sentence.

1. Founded on the principle of humanity, and reflected in international law, these principles include the right to life and dignity, the right to protection and security and the right to receive Humanitarian assistance on the basis of need.

The sentence above is formed from 1 Dependent clause.

1. The Sphere standards reflect the core content of the right to water and sanitation **and** contribute to the progressive realisation of this right globally.

The sentence above is formed from two dependent clauses. It has *and* as conjunction.

1. Treatment is needed**;** and its feasibility**,** including the existence of any social**,** political or legal factors concerning the source.

The sentence above is formed from three dependent clauses. It used punctuation alone (;) and comas.

1. As WASH standards and key actions are implemented, a vulnerability and capacity analysis helps to ensure that a disaster response effort supports those who have a right to assistance in a non-discriminatory manner and who need it most.

>3 Dependent clause

These are the example of kind of clause such as noun clause, adjective clause, and adverbial clause.

1. An equitable participation of women and men in planning decision-making and local management will help to ensure that the entire affected population has safe and easy access to water supply and sanitation services, and that services are appropriate.

Noun clause

1. Nevertheless the principles reflect universal Humanitarian concerns which should guide action at all times.

Adjective clause

1. For example, where nutritional standards have not been met, the urgency to improve the standard of water and sanitation is greater as people’s vulnerability to disease will have significantly increased.

Adverbial Clause

**Compound Complex Sentence**

The patterns of compound complex sentences are:

2IC+1DC, 2IC+2DC, 2IC+3DC, 2IC+>3DC, 3IC+1DC, 3IC+2DC, 3IC+3DC, 3IC+>DC, >3IC+1DC, >3IC+2DC, >3IC+3DC, >3IC+>3DC, 1 IC +>3DC, 1 IC+2 DC, and 2IC.

From the finding above, we can know that compound complex sentences are rarely used in “*SPHERE Project”* book. The patterns used are 2IC+1DC, 2IC+2DC, 1 IC+2 DC, and 2IC

1. *These triggering factors need to be taken into account* when *designing promotional activities and must be effectively incorporated into the design and siting of facilities* in conjunction with the engineering team.

The sentence above has patterns 2IC+1DC.

1. *Note that while animal excreta is not as harmful as human excreta*, it can contain micro-organisms, such as cryptospodium, giardia, salmonella, campylobacteria, caliviruses and other common causes of human diarrhea, and therefore present a significant health risk.

The sentence above has the pattern 2IC+2DC,

1. *People may choose to sell items provided* if their priority needs are not appropriately met and so people’s livelihoods need to be considered when planning distributions.

The sentence above has the pattern 1 IC+2 DC since the italic sentence is independent clause, and the underlined sentences are dependent clauses.

1. The second finding is about what the context are the types of sentences used in”*SPHERE Project*”. The types of sentences has different role. The simple sentence in the “*SPHERE Project*” rarely used to explain about the main idea of a paragraph. The simple sentence is often used in controlling idea to discourse and giving illustration about the material covered in the chapter. To show the main idea of the material or the paragraph is the role of other types of sentences. Commonly used are complex sentence. Compound sentence and complex sentence are used too, but the frequency is not often.

**CHAPTER VI**

**CONCLUSSION AND SUGGESTION**

1. **Conclusion**

From the analysis in Chapter IV, the researcher takes conclusion as follows:

1. There are four types of sentences based on the number of full predication; those are simple sentence, compound sentence, complex sentence, compound complex sentence.
2. Simple sentence has only one full predication in the form of an independent clause. There are various basic sentence patterns, they are S+Vi, S+LV+SC (predicative adjective), S+be+SC (predicative adjective), S+LV+SC (predicative noun), S+be+SC (predicative noun), S+be+ SC (predicative adverbial), S+Vt+DO, S+Vt+IO+DO, S+Vt+OC, S+Vt+Complement of measure, S+Vt+2DO, S+ prepositional verb+O, and passive form.
3. Compound sentence has two or more full predications in the form of independent clauses. In compound sentences, each clause is of equal important and could stand alone. The clauses of compound sentences can be joined coordinately by coordinating conjunctions, sentence connectors, and punctuation alone.
4. Complex sentence has one independent clause and at least one or more dependent clause.
5. Compound complex sentence contains two or more independent clauses and one or more dependent clauses.
6. In “SPHERE Project” hand book written by native speaker, it is found that the using of simple sentences has the biggest frequency of occurrence that is from the whole 390 sentences. The next are the using of complex sentence, compound sentences and the last is compound complex sentence.
7. In simple sentence, the sentence patterns which are used in “*SPHERE Project*” are S+Vi, S+ LV + SC (predicative adjective), S+LV+SC(predicative noun), S+be+SC(predicative adverbial), S+Vt+DO, S+Vt+OC, S+Vt+2DO, S+Prepositional Verb+O, S+Vt+>3DO, and passive form.
8. In compound sentence, the researcher found two independent clauses that often used by the native.
9. In compound complex sentence, the researcher found 1 Dependent clause, 2 dependent clause, 3 dependent clause, >3 Dependent clause.
10. The second finding is about what the context are the types of sentences used in”*SPHERE Project*”. The types of sentences has different role. The simple sentence in the “*SPHERE Project*” rarely used to explain about the main idea of a paragraph. The simple sentence is often used in controlling idea to discourse and giving illustration about the material covered in the chapter. To show the main idea of the material or the paragraph is the role of other types of sentences. Commonly used are complex sentence. Compound sentence and complex sentence are used too, but the frequency is not often.
11. **Suggestion**

This study is expected to give valuable contribution for first both learners and teachers for regarding and supporting to teaching and learning in this globalization era in Indonesia that demands us not to be left with the development of sciences through the medium of English. The findings of this study are resulted in some descriptions of the types of sentences and the patterns of each type of sentences. Therefore, this result is quite helpful for the learners who want to study sciences with the medium of English. Meanwhile, the trainers in PMI area are also beneficial because this structural approach on analyzing sentences can help them to easily and maximally explain and transfer the knowledge from “*SPHERE* *Project*” hand book that is written in English to the people who are faced the difficulty of absorbing the knowledge through the reading activity using this kind of books. When the researcher knew the result of this study, she will know that types of sentences have influence to the meaning in every sentence. Because in minimum knowledge about language will make the people get difficulties in studying the material. And the result of the study can be useful for other people exactly volunteer in some organizations. For you are who want to use this English text book, don’t be afraid. You can if you want to study about English. And in “*SPHERE Project*” book there are so many sciences that can we take and share to others.

**CONCLUSIONS AND SUGGESTION**

This chapter presents the conclusion of the research findings and the sugesstion concerning the correlation between students’ raeding habit in English and reading comprehension. the conclusion are mainly derived from the research finding, while suggestion are made for the English teacher, the students and the further researcher based on the reserach findings.

1. **Conclusions**

The conclusions of this study deals with “The Correlation between Reading Habit in English and Reading Comprehension of Second Semester at State Islamic Instate Tulungagung in Academic Year 2013/2014”.

The students’ habit in English of good enough in which the highest score 84 and the lowest score is 57 and the mean score is 69.4. it means that English education program at IAIN Tulungagung have quite habit in reading English.

Meanwhile, the students reading comprehension is in level of good enough with the higest score 95 and the lowest score is 45 and the mean score is 74.2. it means that most of the second semester of students English education program at IAIN Tulungaung have good enough ability in reading comprehension skill.

The result of coefficient correlation between both of those variables is 0.642. That result indicates that there is significant correlation between students reading habit in English and reading comprehension. Additionally, this result (*r*value) was highest than the “rvalue” (0.642>0.349 in significant level 5% and >0.499 in significant level 1%). It showed that the null hypothesis (Ho) “There is no significant correlation between reading habit in English and reading comprehension” is rejected and the alternative hypothesis (Hi), “there is significant correlation between reading habit in English and reading comprehension” is accepted.

In conclusion, there is positive or significant correlation between reading habit in English and reading comprehension of second semester of students English education program at IAIN Tulungagung, academic year 2013/2014.

1. **Suggestions**

 Based on the finding of the researcher, some suggestion addressed to the students, the teacher, and the future, research to improve students’ ability in English especially reading skill.

1. **For the English teacher**

Due to the result of the study, in the form of correlation between students’ reading habit in English and reading comprehension, English teacher are expected to motivate their students to spend much time to read. One way for reading to reader is by reading habit in English. Reading to English is one of the ways to improve students reading comprehension, because habit in English is a medium which is easily got and content authentic vocabularies from the reader.

 It is suggested to the teacher to give their students texts popular English. This might be interesting for teacher to use it in reading English, because they do not only reading but also study English. Moreover, the teacher makes the learning situation more enjoyable and fun, far from being stress and threatened situation which is usually faced by students in the classroom.

1. **For the students**

 For the students, the researcher hope that students will be keep their habit in English. Because it has been proven that in English can make them having sensitivity of reading English words. Reading habit in English, moreover, can also increase their both vocabularies and pronunciation. At last, habit in English is an enjoyable learning media for students’ knowledge.

1. **For the future researcher**

The researcher wishes that other researcher could conduct the same study on wider area so the result would be more advantages and could be applied in a large area.