

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents some theories about the sentences. To make them clear, the researcher would like to explain the definition of sentences, sentence patterns, types of sentences, definition of complex sentences and previous study.

#### A. Sentence

Sentence is a group of words that represent a complete sense. Further, sentence is a group of words that contains at least one subject and one verb and expresses a complete thought (Oshima, 2007). Many people use sentences to communicate each other conveying their messages to the listener. A sentence is a self-contained grammatical unit, usually contains subject and verb that conveys to the listener or reader a meaningful assertion, question, command, or exclamation. So, the sentence is a meaningful statement that has subject and predicate. It means that the utterance, which has subject and predicate, can be called as a sentence. Then, Graff states that a sentence is a coherent word combination, expressing a complete thought (Graff, 2001). Another approach by defining a sentence as a string of words beginning with a capital (upper case) letter and ending with a full stop (period). This is a formal definition: it defines a term by the form or shape of what the term refers to. Therefore, we can use the definition of the traditional grammar to identify the definition of sentence. They said that a sentence is defined in two ways: (1) By meaning; a sentence is a complete thought. (2) By function, a sentence consists of a



Example:

- The flag ceremony starts at seven.  
V
- He gives me a cake.  
V

### 3. Object

According to Owen Watson, Object is a noun or substantive that directly or indirectly receives the action of a verb, or one that governed by noun phrase and prepositional phrase (Susanti, 2009). Object is divided into two kinds; they are direct object (DO) and indirect object (IO).

Example:

- I have a new book  
O
- He gives me a golden ring.  
IO DO

### 4. Complement

Complement is a word or group of word used to complete the meaning of the predicate (verb) (Susanti, 2009).

Example:

- We are in the living room  
C

## B. Types of Sentences

According to Houge, a sentence is a group of words that has a subject and a verb and expresses a complete thought. For example:

They arrived, it is easy, and stop! (Houge, 2003).

### 1. Simple sentence

A simple sentence has one subject-verb pair. The subject tells who or what did something. The verb tells the action (jump, work, think) or condition (is, was, seem, appear). A simple sentence can have one of several possible "formulas." Here are four possibilities. The subjects in each sentence are underlined with one line. The verbs are underlined with two lines

1. The Star Wars movies were international hits. (S+V)
2. Young people and adults enjoyed them. (S+S+V)
3. The films entertained and thrilled audiences everywhere. (S+V+V)
4. Luke Skywalker and his friends battled evil and made us laugh at the same time. (S+S+V+V)

That the subject in a simple sentence may have two or more items (sentences 2 and 4). The verb may have two or more items (sentences 3 and 4). These are all simple sentences because there is only one subject-verb pair.

## 2. Compound sentence

Another kind of sentence is a compound sentence. A compound sentence has two or more subject-verb combinations. A compound sentence is composed of at least two simple sentences joined by a comma and a coordinating conjunction. There are seven coordinating conjunctions in English: and, but, so, or, for, nor, yet, or so as well as Ann Hague (2007). An easy way to remember these coordinating conjunctions is

FANBOYS. Have your child create his own FANBOYS poster to help him remember. Example: The gold disappeared with the mice, so the greedy man got nothing. (S+V+Coord.conj+S+V).

### 3. Complex sentence

A complex sentence is a combination of one independent clause and one (or more) dependent clauses (Oshima, 2007).

Example:

- Anna left the party early because she was tired.

(Indep.Clause+Dep.Clause)

- Hold the cat's mouth closed while you count to ten.

(Indep.Clause+Dep.Clause)

### 4. Compound-complex sentence

A compound-complex sentence consists of a combination of a compound sentence and a complex sentence. Complex-compound sentences are made up of two independent clauses and at least one or more dependent clause (Oshima, 2007).

Example:

- Because grammar is easy, I learned it quickly, but it took me several years to master writing.

## C. Complex Sentences

### 1) Definition of Complex Sentence

According to Steffani complex sentence joins one or more dependent clauses to an independent clause; the dependent clauses can be found at the beginning or end of the sentence, or embedded

within it; these sentences usually have a subordinating conjunction (e.g., because, when, although) or relative pronoun (e.g., that, which, who) (Steffani, 2007). Meanwhile, based on Rule a complex sentence, when the dependent clause comes first, separate the clauses with a comma. When the independent clause comes first, do not separate them (Rule, 2007).

It means complex sentence is a developed simple sentence, in which consist of one independent clause and one or more dependent clauses (subordinate clause), and the relation between them is very tight. The dependent clause usually is introduced by a subordinate conjunction like who, which, that, whom, because, and so on.

## **2) Types Clause of Complex Sentence**

### **a. Complex Sentence with Adjective (Relative) Clause**

According to Oshima “adjective clauses are dependent clauses. They called adjective clauses because, like adjectives, they modify nouns and pronouns. They begin with the words who, whom, which, and that, among others. These words are called relative pronouns, and adjective clauses are also called relative clauses. An adjective clause joined to an independent clause makes a complex sentence (Oshima, 2007). Adjectives clauses can be necessary or extra information. Use the same comma rule. Use commas to separate an extra information adjective clause from the rest of the sentence. Do not use

commas with necessary adjective clauses. Example of Necessary: Every culture in the world has special days **that people observe with traditional food, customs, and events.**

In this sentence, the clause that people observe with traditional food, customs, and events is an adjective clause modifying the noun days. Since it is necessary to identify which days the writer is discussing, the clause is necessary and commas are not used.

That always introduces a necessary clause. Example of Extra Information: Another example of a modern holiday with pagan origins is Halloween, **which is on October.** In this sentence, the clause which is on October 31 is an adjective clause modifying the noun Halloween. The clause is unnecessary to identify Halloween; it merely gives extra information about it. Therefore, commas are used. Which, who, and whom introduce extra information clauses.

Adjective clauses (also called relative clauses) function much like single adjectives and adjective phrases do, describing nouns and pronouns (Brannan, 2003), for example:

*I drive a truck that is old.*

Adjective clauses can begin with several cue words, including *whose*, *when*, *where*, and *why*, but usually begin with one of these relative pronouns: *who*, *which*, and *that*.

**Table I.1**  
**Common Cue Words That Begin Adjective Clauses**  
 The table will be displayed in appendix.

**Note:** These words also sometimes introduce noun clauses.

- Essential adjective clauses do not use a comma, because if removing them could alter the main idea Brannan (2003).

*Gina Caldarello is the woman who is responsible for the accident.*

- Nonessential adjective clauses can be removed from sentence without significantly changing the meaning, so the commas are set off whether they appear in the middle of the main clause or at the end. As in the following example Brannan (2003):

*Tara Farnsworth, who is an exceptional student, is a fine athlete.*

*I stayed out too late last night, which caused me to oversleep my 8:00.*

#### **b. Complex Sentence with Adverb Clause**

Adverb clause is a clause which explains sentence. There are nine types of adverb clauses (Oshima, 2007).

1. Adverb of time. Example: “I was studying when John came in.”
2. Adverb of place. Example: “I will meet you where we meet yesterday.”
3. Adverb of clause or reason. Example: “Since there is no fruit here, I will go to the market.”



4. Adverb of condition. Example: “Only if you finish the work,  
he will give you the money.”
5. Adverb of concession. Example: “John came to school  
although he had a cold.”
6. Adverb of contrast. Example: “The train never appears while  
many people wait for it.”
7. Adverb of result. Example: “John was so lazy that many  
people hate him.”
8. Adverb of comparison. Example: “Fenny sings more  
beautifully than Amga does.”
9. Adverb of manner. Example: “Denny speaks as though he  
were unhappy.”

Adverb clauses function like single adverbs and adverbs phrases, describing verbs, adjectives, and other adverbs. They give additional information about a main clause, telling *when*, *why*, *where*, *how*, and to what extent, as in the following example:

- *when the carolers came to our house, we served them hot chocolate. (when)*

- *because it began to rain, the party headed indoors. (why)*

- *where Amanda and her friends go, trouble is sure to follow. (where)*

- *As if he had not eaten for week, Brad wolfed down his hamburger. (how)*

- *until he could stand it no more, Max listened to the meaningless lecturer. (extent)*

Adverb clauses, like other adverbs, are flexible parts of sentences and frequently be moved. For example: the subordinate and main clauses in any of the above examples could be reversed easily, such as:

*We serve them hot chocolate, when the carolers came to our house.*

Clauses beginning with *though*, *although*, and *even though* usually do use a comma even when they follow a main clause because these subordinating words announce strong contrast (Oshima, 2007). Adverbs clauses always begin with a subordinating conjunction. Here is list of common subordinating words: after, as though, in order that, so that, whenever, although, because, now that, though, where, as, before, once, till, whereas, as if, even though, rather than, until, wherever, as long as, if, since, when, while.

**Table I.2**  
**Common Subordinating Words for Adverb Clauses**

The table will be displayed in the appendix.

Note: some of these words can also introduce prepositional phrases, noun clauses, and adjective clauses.

### c. **Complex Sentence with Noun Clause**

Noun clauses are subordinate clauses that function the same way single noun and noun phrases do in a sentence and are frequently used as subjects Brannan (2003), for example:

- What the candidate said surprised everyone.

Noun clause is a clause which functioned as noun.

The functions of noun clause are divided into four, they are (Oshima, 2007).

1. Noun clause as subject. Example: “What you did yesterday made other people confused.”
2. Noun clause as object. Example: “I know where she lives.”
3. Noun clause as complement. Example: “The fruit is what I need.”
4. Noun clause as preposition’s object. Example: “Based on what all of you said just now, we can conclude it.”

Because noun clauses are an essential part of sentences unlike adverb and adjective clauses they are not set off with commas, and perhaps for this reason do not usually cause punctuation problems. Here is a list of common cue words that begin noun clauses: who, that, whatever, what, where, whether, which, whose, whoever, when, why, how.

**Table I.3**  
**Common Cue Word That Begin Noun Clauses**  
 The table will be displayed in the appendix.

**Note:** some of these words can also introduce adjective and adverb clauses (Brannan, 2003).

#### **D. PREVIOUS STUDIES**

There are several previous study related to the study. There are:

1. Siti Khodijah (2015), “And analysis of complex sentences translation in novel of Mirror Image from English into Indonesia”. The objectives of the research are: (1) To identify the types of complex sentences used in novel Mirror Image translated into Indonesian which become other types of sentence in the target language. (2) To find out the translation procedures applied to complex sentence from source language into target language. The method of research that the writer used is qualitative method based on the relevant theories and data from other supporting theories. The steps for analyzing data technique of this research are; (1) Reading the entire contents of the novel Mirror Image and its Indonesia translation (2) Giving a sign on the sentence that contain complex sentence in the novel Mirror Image and its Indonesian translation (3) Interpreting the complex sentence that contained in the novel Mirror Image and matches with its Indonesian translation (4) Classifying the sentences based on the type of complex sentences (5) Concluding the data. In this research the writer found that there were three type of translation complex sentence which applied by translator to translate the novel, i.e. Complex Sentence of Adjective (relative)

Clause, Complex Sentence of Adverb Clause, and Complex sentence with noun clause.

2. The second one is Arina Nihayatul (2015), "Complex sentences and its Tree Diagram in Thomas Hardy's *The Woodlanders*". Based on the data analysis, it concluded that complex sentence found in Thomas Hardy's *The Woodlanders* was 226 complex sentences. There were subordinate word, relative word, and question word. The dominant of complex sentence is complex sentence that used relative pronoun. The rule of tree diagram in this research is make the analysis more detail, because with the tree diagram the researcher can explain the rule of each word in the structure of complex sentence.
3. The last one is Artita Fauzi (2008), "An analysis on students' structure competence in complex sentences". based on the analysis and description of data, it can be conclude that: (1) many students have problem in constructing complex sentence because based on the data the writer got from her research that 98,85% of the students made errors in arranging jumbled words, 73,21% of them made errors in forming indirect speech which used complex sentence, and 69,99% of them made errors in completing the sentence with subordinate clauses. So, there are 80,68% of them who had problems in constructing complex sentences and there are only 19,32% of them who could construct complex sentences correctly. (2) based on the data writer got from her research that 87,14% of the students still

couldn't distinguish between noun, adjective, and adverb clauses. So, there are only 12,86% who could distinguish between noun, adjective and adverb clauses.

While, the writer has similar analyzing but the data and data source is different. In this research, the writer focuses on the analysis of complex sentence on brothers grimm's fairytale entitled "Two Brothers". The differences between the study that conducted by the researcher and the others are the researcher used short story or fairytale. In this study the researcher use method qualitative approach. Thus method mostly same with another researcher on previous study. The difference between Khodijah, Nihayatul and Fauzi in the way their analyzed. Khodijah identify of complex sentence used in Mirror Image and translate into Indonesia. Fuazi analyze about students' structure competence in complex sentences, and the last one is Nihayatul she analyzed about complex sentence and its tree diagram in Thomas Hardy's The Woodlanders".