

**ANALYSIS OF THE CLEFT AND PSEUDO CLEFT  
SENTENCE SYNTACTICALLY IN SHORT STORY  
REBECCA OF SUNNYBROOK FARM BY KATE  
DOUGLAS WIGGIN**

**A PAPER**

Submitted to the school of Foreign Language – JIA as a partial fulfilment of requirements for the undergraduate degree in English Literature Programme



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2018**

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**THE IMPROVEMENT SHEET**

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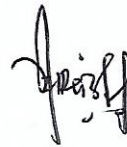
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## **MOTTO AND DEDICATION**

### **MOTTO:**

“Don’t you ever stop till you can reach your dream....”

When your brain has been filled by knowledge, you may be able to fly without wings, because  
it allows you to find the real world

*(Anonymous)*

### **DEDICATION**

I dedicated this thesis to:

My beloved Allah S.W.T

My beloved mother and father

*(Sarnih and Uri S)*

Who have given their endless support, prayer and motivation to face my bright future.

CLEFT AND PSEUDO CLEFT SENTENCE IN THE SHORT STORY THE  
REBECCA OF SUNNYBROOK FARM BY KATE DOUGLAS WIGGIN

EUIS SUSILAWATI

ABSTRACT

This research purpose to find out the structure of cleft and pseudo-cleft sentence and know the highlight elements of cleft and pseudo-cleft sentence that contained in the short story The Rebecca of sunny brook farm by Kate Douglas Wiggin. This research has 15 data analyzed found in the short story The Rebecca of sunny brook farm by Kate Douglas Wiggin. This analysis implied the theory by Aarts and used qualitative description method. Refers to the data collection technique, this research used for classifying data including cleft, the type of pseudo-cleft (cleft wh, th cleft, and all cleft), outlined the structure of sentence, and looked for highlight element of each sentence. The result of this research found as 15 namely the highest data is cleft (9 data), all cleft (1 data), wh cleft (5data). In this case the author of the novel used more cleft sentences convey her messages. In addition for the reader of the short story is advised to understand the structure of sentences within the novel in order to understand the messages delivered by the author.

Keywords: cleft, syntax, sentence.

KALIMAT CLEFT DAN PSEUDO CLEFT PADA SHORT STORY THE  
REBECCA OF SUNNY BROOK FARM DARI KATE DOUGLAS WIGGIN

EUIS SUSILAWATI

ABSTRAK

*Penelitian ini bertujuan untuk mengetahui struktur kalimat cleft dan pseudo cleft serta mengetahui bentuk unsur penting di dalam kalimat cleft dan pseudo cleft yang terdapat pada short story The Rebecca of sunny brook farm dari Kate Douglas Wiggin. Penelitian ini memiliki 15 data yang dianalisis yang ditemukan di dalam short story The Rebecca of sunny brook farm dari Kate Douglas Wiggin. Data dianalisis menggunakan teori Aarts dan menggunakan metode kualitatif deskripsi. Adapun teknik pengambilan data, Penelitian ini untuk mengelompokan data yang termasuk cleft, jenis dari pseudo cleft (wh cleft, th cleft dan all cleft), menguraikan struktur kalimat, dan mencari unsur pokok dari setiap kalimat. Hasil dari penelitian ini di temukan sebanyak ..data dan paling banyak data yang ditemukan adalah cleft ( 9 data), all cleft (1 data), dan wh cleft (5 data). Dalam hal ini penulis short story lebih banyak menggunakan kalimat cleft dalam menyampaikan pesannya. Sebagai tambahan bagi para pembaca short story disarankan untuk memahami struktur kalimat dalam short story supaya bisa lebih memahami pesan yang disampaikan oleh penulis short story.*

*Kata kunci: cleft, sintak, kalimat*

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During the research, the writer encountered a lot of hardship and difficulties both finding the data and arranging it into an accepted scientific paper. Therefore, the writer would like to take this opportunity to express her thankfulness to all the following people who have advised and supported data and information to finish this paper, especially to:

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4. Inta M. Sinaga, SS., M. Pd as the second examiner for giving correction and suggestion.
5. Drs. H. Sudjianto, M.Hum, the chairman of the school of Foreign Language STBA - JIA Bekasi.
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9. All librarians who have given permission to get privilege in using the require reference.
10. Last but not least, for all of you who were not mentioned for their helps and concerns.

The writer realizes that this paper is still far from being perfect because of limited capability. However, the writer hopes this paper will be useful especially for her and generally for everyone who reads it.

Bekasi, 11<sup>th</sup> August 2018

(ES)

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Research**

Linguistics is an important communication medium, it is communicative. Every science contains benefit for human life. So just like linguistics, this science, at least can provide direct benefits for those who are desire in language, linguists themselves, translators, book compilers, journalists, dictionary composers, or even politicians. Linguistic knowledge is very important, both from the sub disciplines of phonology, morphology, syntax, semantics, to the knowledge of language relations with society and culture.

Linguistic is concerned with human language as several and recognize part of human behavior and of the human abilities. Linguistic is competence as being a person potentially to speak a language, his or her linguistic performance as the realization of that potential. Linguistic deals with broad area such as language form (structure), language meaning, and language in context. General linguistic generally describes the concept and categories of a particular language or among all language. It also provides analyzed theory of the language. Linguistic is divided into several branches, one of which is syntax.

Language is the most important in the world, without language people cannot communicate. Language as a means of expression and communication develops into a logical thought possible to develop all its potential, because

language is also important for human to communicate each other, with their partner, their friends, their parents and etc. Language has means of conveying information as a concept.

Language also describes as arbitrary of symbol system, which is used by members of community to work together, interact, and identify themselves. Language is used as a system of communication and interaction in a society. By studying language, one can get a better understanding of how the human mind process the language.

Language can also serve as a liaison among the member of society in social and cultural activities, but the style of language in literature is different from the language used in everyday conversation. Literary language is different from the language of political speech, newspaper, or textbook.

Language is also system, that is, the language formed by a number of components that are fixed and can be patterned on the rules. Language systems like a sound such as symbols, each symbol language symbolizes something that called meaning or concept. Because each symbol sounds that expresses a concept or meaning, it can be concluded that every utterance has meaning. Thus the language is spoken verbal, verbal arbitrarily. Symbols and signs in language imply relating to the situation of human life and real experience.

English is also very important to human in the world, the most widely language in the world. Everyday millions of people speak English in the workplace as well as in social life. When people from different nations meet each other, English is the only language used. Most of the countries in Asia use

English as a second language after their national language, who want to be ahead of people generally, must be master in English.

Learning some English text or sentence will make the readers know about the structure or sentence structure form. For language learner, there is a special discussion about structure of a sentence. The discussion is called syntax.

The branch of linguistics which studies about the structure sentence is syntax. In another word that studies the grouping of word phrase and sentence. Syntax reviews how the sentence is in the form and use of language using a variation that allows forming elements in a sentence.

Syntax is the study of principles and processes by which sentence are constructed in particular languages. Syntax investigation of a given language has as its goal the construction of a grammar that can be viewed as a device of some sort for producing the sentence of the language under analysis. Syntax study consists of words or phrases which arranged from the language under analysis to the creation of a clause or sentence. The sentence must follow the grammatical rules, means the sentence should be started by subject, predicate, object, and ended by remarks if it is necessary.

Besides talking about the rules of grammatical, syntax is also discussing about context. Related to the context, syntax gives the emphasis message by another way, namely the cleft and pseudo cleft sentence. Refers to Collins (1991) cleft and pseudo cleft distinguish the sentence which is element as the concentrate and which is the element as the independent clause or relative clause. (p.2) .



Syntactically we can learn the cleft and pseudo cleft. In cleft and pseudo cleft we will know how to make sentences that use element giving emphasis namely subject, object, adverbial, cleft sentence used '*it or what*', Relative clause '*that, who, whom*'.

If pseudo cleft make a sentence used element giving emphasis namely on the phrase '*what-clause*'. Furthermore for the example the writer found the sentence from the short story:

1. It was Rebecca who had done a wonderful job (C.5 P.51 L.7)

This sentence has two clauses, namely *it was Rebecca* as main clauses, and *who had done a wonderful job* as a relative clause. The relative clause refers to noun phrase *was Rebecca* with the relative pronoun is who.

This sentence is within it-cleft sentence. We can refer to the part a cleft as follow. Where *it* is cleft pronoun, the copula be is *is*. The pronoun *it* in this sentence has no meaning or expletive, it is just the point to the entity. This sentence in it-cleft has the meaning that *Rebecca had done a wonderful*.

In this type of cleft sentence which has a highlight element of cleft constituent is *Rebecca*, and a cleft clause is *who had done a wonderful*. The cleft or highlight element is a noun phrase *Rebecca* and as head of the relative clause *who had done a wonderful*. Furthermore, since the head of cleft is the noun phrase *Rebecca* so the relative pronoun is who. As stated by Geoffrey Leech (2006) this sentence has the structure: first segment: It + be + complement (*it + was + Rebecca*), second segment: that/who/which/zero + relative clause. (*who had done a wonderful job*). (p.18).

According to the formula of cleft sentence by Collins (1991): This sentence has the structure. Corresponding to the 'simple' or 'non-cleft' sentence, there are in English sentences of the type and (commonly referred to in formal grammars as 'pseudo-clefts' and 'clefts' respectively) (p.1.2).

2. a. Who was it that sold the soap to Mr. Ladd in North Riverboro.

(C.10 P.94 L.1)

b. It was coming out, though, and that made Rebecca feel better.

(C.8 P.72 L.3)

By contrast, in both and material is divided into two distinct sections, assigned to different clauses. The part immediately following the copula within the subordinate clause in both and, which normally consists of or contains a stressed item, is often referred to in the literature as the 'focus'. In order to avoid any confusion with Halliday's use of the term,<sup>1</sup> I shall refer to this constituent informally as the 'highlighted element'.<sup>2</sup> The constituent introduced by the relative pronoun, often referred to as the 'presupposition', I shall refer to as the 'relative clause'.

Cleft focusing is often accompanied by a special intonation. As well as some of functions cleft and pseudo cleft sentence imply in daily life those are: first it can give information, it means that the speaker or writer expects their hearer or reader might not already know about the things. The last it can be inferable information. It means information that the speaker or writer may expect the hearer or reader to be able to infer either from world knowledge or from previous discourse.

As syntax studies the constituent sentence, so the structure of the sentence can be learned deeply, in analysis syntactically, a constituent a word or a group of words that functions as a single unit within a hierarchical structure. According to Halliday revised by Matthiesen (2004), this explanation shows that the evaluation of the clause in English, as a thematic resource of the message whatever the way of the writer wants. This is what the formal grammar called Cleft and pseudo-cleft construction.(p.70.71)

The directly advantages of understanding of the structure sentence in the short story comprehensively are enjoy when read the novel, and get the satisfaction about the whole of the story in the novel, even more to know the emphasis the message that author had conveyed. That is the reason why the writer took the topic of this paper cleft and pseudo cleft. At last the writers interested in choosing a title of this paper “Cleft and Pseudo Cleft Sentence in *Rebecca Sunny brook farm* short story by Kate Douglas Wiggin.

## **B. The Questions and scopes of the Research**

This research just focuses on analyzing sentence of the cleft and pseudo cleft in *Rebecca of Sunny Brook Farm* short story, it can be analyzed how author conveyed her messages which used cleft and pseudo cleft sentence in *Rebecca of sunny brook farm* short story.

This problem will go into question of the research, namely:

1. What kind of complex sentences exist in the *Rebecca Of Sunny brook Farm* short story that used by author?

2. How are the structures of the complex sentences consisting cleft and pseudo cleft that the author used in the short story?
3. What cleft and pseudo cleft elements which create those complex sentence in the short story?

## **C. The Objective and Significance of the Research**

### **1. The Significance of the Research**

Hopefully this writing and research paper can be useful, not only for the writer but also to the readers, who have relation to English in the daily activities. For the writer, the writer hopes to add the writer knowledge about differences of the cleft and pseudo cleft kinds. For the reader, the writer hopes this writing to give the reader a reference and information how to study and understand the cleft and pseudo cleft.

### **2. The Objective of the Research**

Based on the problem of the study which are explained above, the objectives of this research are:

- a. The research is for knowing the existences of the complex sentences which are used by author in the *Rebecca of sunny brook farm* short story.
- b. The research is for understanding the structures of the sentences consisting cleft and pseudo cleft that the author used in short story.
- c. The research is for finding out the cleft and pseudo cleft elements which create those complex sentences in the short story.

## **D. Operational Definitions**

### **1. Analysis**

Attitude or attention to things object, fact, phenomena. To being able to arrange into parts.

### **2. Syntax**

The rules of writing sentence to be understood by the programming language.

### **3. Cleft**

Creating sentences that use elements giving emphasis namely subject, object, adverbial, cleft sentence used '*it or what*', Relative clause '*that, who, whom*'.

### **4. Pseudo cleft**

Creating a sentence used element giving emphasis namely on the phrase '*what-clause*'.

## **E. The Systematization of the Paper**

The systematization of the paper means to present a paper composition, the writer arranged this paper into five chapters, they are:

Chapter I introduction describes about the background of the study, the objectives of the study, the scopes of the study, operational definitions and the systematization of the paper.

Chapter II theoretical description explains about syntax, cleft and pseudo cleft, sentence, and short story.

Chapter III research methodology contains method of the research, procedure of the research, technique of the data collection, technique of the data analysis, sources of the primary and secondary data.

Chapter IV analysis data shows data description, data analysis, interpretation of the research findings.

This Chapter V conclusion and suggestion. The conclusion relates to hypothesis discussion and the suggestion relates to significance of the research.

## **CHAPTER II**

### **THEORITICAL DESCRIPTION**

This paper going to analyze of cleft and pseudo cleft sentence in the Rebecca of sunny brook farm short story. Therefor it is needed theories to support this research. This chapter expresses the theories which have been taken for basic of this research. Linguistic have expounded their theories about cleft and pseudo cleft and element which support to this research. Consequently, some theories have been taken within this chapter. Those theories get into six sub titles, namely: A. analysis B. Syntax, C. Short story.

#### **A. Analysis**

Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it. And the activity of summarizing g a large amount of raw, data and then categorize or separate the relevant component and sections to relate the data collected to answer the problem. Data analysis is the search pattern on the data that appears, the data include objects or images. Patterns are identified and interpreted more generally. According to Creswell (2009), data analysis is a process of collects open-ended data, by request of general question and development of analysis provided by participants. (p. 184) In addition, data analysis is a process of investigation and management data that researchers collect to improve the

understanding of the data, and enable researcher to present what has been found in the object of the researcher.

Analysis of data can also be interpreted as activities that are done to change data from the results of research into information that can later be used to draw conclusions. Data analysis is a very important part, because with the analysis of data can be given meaning useful for research problem. Data that has been collected by researcher will not be of any use if not analyzed first.

Krippendorff (2004), content analysis is a research technique or making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. As a technique, content analysis involves specialized procedures. It is learnable and divorceable from the personal authority of the researcher. As a research technique, content analysis provides new insights, increases a researcher understands of particular phenomena, or informs practical actions. Content analysis is a scientific tool. (p. 18)

## **B. Syntax**

Syntax has several major components of grammar, namely: lexicon, phonology, and semantics, and some syntax concerning the ways in which words combine to form sentences and rules governing the formation of sentences, make a few sentences possible and impossible in a particular language (Schmidt and Richard, 2010, p. 578). According to Trask (2007)



“syntax is the branch of linguistics which studies about sentence structure”. This sentence divides into subject and predicate (p. 289). Kroeger (2005) his book has *An Analyzing Grammar an Introduction*, has small different opinion he said, “syntax is arrangement of word in a sentence”, it usually is relevant to aspect of the grammar” (p.1)

Meanwhile, Crystal (2008) defined, “a traditional term for the study of the rules governing the way words are combined to form sentence in a language. In this use, syntax is opposed to morphology, the study of word structure (p. 471). An alternative definition (avoiding the concept of ‘word’) is the study of the interrelationship between element of sentence structure, and of the rules governing the arrangement of sentence.

Based on Yule (2010) if concentrating on the structure and ordering of components within a sentence, people are studying what is technically known as syntax of language. The word syntax came originally from Greek and literally means a putting together or arrangement (p. 80). Moreover Brinton (2000) in his book *The Structure Modern a Linguistic Introduction* stated,

Syntax is the study of the order and arrangement of words into large units, as well as the relationships holding between elements in these hierarchical units. It studies the structure and types of sentence (such as question or command), of clauses (such as relative or adverbial clauses), and of phrases (such as prepositional or verbal phrase) (p.1).

Meanwhile the structure of syntax is proposed by Yule in fourth edition (2010), “Syntax comes originally from Greek and literally means a putting

together or arrangement. It means that syntax is the study of the structure and arranging of component into a sentence". (p. 96) Baker in *The Handbook of Linguistics* edited by Aronoff and Miller Describe more detail by the statement (2001) "Syntax can be defined as the branch of linguistic that studies how the words of language can be combined to make large units, such us phrase, clause, and sentence." It concern with the relationship between the finite and infinite. The words can be put together to make an infinite number of sentences. There are rules and pattern that can be used in a dynamic way to create and understand new English sentences. Syntax studies of these rules and patterns (p.265).

According to Morley (2000) "Syntactic structure can be approached in two ways: formal and functional". (p. 22) Formal syntax deals with how words can combine to create large units of form and eventually sentence. One can perhaps visualize this as an orientation towards unit building, with a progression upwards from the word to the sentence. Functional syntax, on the other hand, handle the way in which sentence are structured in terms of smaller functional element and eventually words.

Carnie (2006) said that, syntax can also the study of the science of linguistics, the study of how the sentence are put together, the sentence made of by the defining structure (P. 3). Part of a communication is a strong scientific basis for this categorization. A set of traditional grammar. This is part of the

speech (syntactic category). Namely: nouns, verbs, adverbs and adjectives. The sentence structure consists of the tree structure around the unit, the tree structure is to represent units with a group of lines, the hierarchical structure is a constituent group of words that function together as a unit. Constituents do not float in space. Instead the constituents are embedded with each other to form large constituents. The hierarchical constituent structure can also be represented by brackets representing constituents. Rules and Trees, in generative grammar, generalizations about structures are represented by rules. These rules are said to produce trees in the mind. The rules will be considered in this case which is called the sentence structure rule because it produces the sentence structure of the sentence. Fromkin and Rodman (2009) stated that syntax is the part of grammar that represents a speaker's knowledge of sentence and their structure. The aim is to show what syntactic structure looks like and familiarize with some of the rules that determine them (p.77).

Another opinion from Tallerman (2015) said that syntax means sentence construction': how words group together to make phrase and sentence. Some people also use the term grammar to mean the same syntax, although most linguists follow the more recent practice whereby the grammar of a language includes all of its organizing principles: information about the sound system, about the form of words, how we adjust language according to context, and so on; syntax is only one part of this grammar (p. 1).

Generally syntax is explained by Fromkin, Rodman and Hyam in ninth edition (2009) that syntax is the study of understanding and knowledge of sentence of the speaker and understanding about the structure of sentence, this study is included in grammar. They also represented the rules of syntax are to form the sentence by combining the words, to represent about the order of the words into a group to connect their meaning in the sentence, to expound the grammatical of the sentence. Syntax set arrangement of the other structure of the sentence which must be obeyed, such as for some the words as a verb must be followed the object and some verbs must not be followed the object.

Consequently, those rules can form the correct sentences in accordance with the English grammar. If the sentence has good rule of grammar the sentence is called grammatical or well formed. However, if the sentence has not good rule of grammar the sentence is called ungrammatical or ill formed ( pp. 118-122). GreenBaum S and Gerald N (2009) said “syntax is the word grammar to refer to the set of rules that allow us to combine words in English into larger units, Another term for grammar in this sense” (p. 1).

Furthermore Crisma and Longobardi (2009) said traditionally, historical linguistics is presented as the study of language change. Hence, a volume devoted to historical syntax is expected to deal with syntactic change; describing and possibly explaining it. In a sense, this is what the chapter of the present volume do, the address the problem from various angles, but mostly

within the framework that we may term the ‘abstract bio linguistics approach.’(p.1)

Meanwhile, Radford et.al (2009) present that the term syntax means the study of how words are combined together to form phrase, clause, and sentence. (p.4) Also Miller (2002), “he says in his book *An Introduction in English syntax*, syntax has to do with how words are put together to build phrase, with how phrase are put together to build sentence. In small and familiar situations, human could communicate using single words and many gestures, particularly when dealing with other members of the same social grouping (nuclear family, extended family, clan and so on). But complex messages for complex situation or complex ideas require more than just single words; every human language has devices with which its speakers can its speakers can construct phrase and clause” (p. xii).

Based on explanation of syntax above, it can be concluded that sentence is always formed from the words which are organized by a certain rule. Syntax refers to the rules that govern the ways in which word combine to form phrase, clause, and sentence. If a word is combined in other words in English language and form of syntactic structure, there will be a wide range of structure with various group that make up the structure of the word.

## 1. Syntax element.

Classification of syntax element distinguishes by type into the cleft and pseudo cleft, namely: word, phrase, clause and sentence.

### a. Word

Morley (2000) stated that words are traditionally allocated to one of word classes namely: noun, pronoun, article, verb, adjective, adverb, preposition, conjunction and interjection, Some grammars. (p. 31)

#### 1) Noun

Nelson (2002) A noun is a word that can be the only or main word in a noun phrase. We cannot identify all nouns only with their form, but certain suffixes can be added to verbs or adjectives to create a nouns. (p. 88) Nouns are common or proper.

Example: names, specific people, places, or occasions.

#### 2) Verb

A verb is a word that can be the main word in a verb phrase and is often the only verb. Certain suffixes are added to nouns or adjectives to create a verbs.

The variations of the verb work below:

Ex: write, walk, reveal, and understand.

#### 3) Adjective

An adjective is a word that can be the only or main word in an adjective phrase. A large number of suffixes are added to nouns and verbs to create a adjectives.

Ex: sad, young, happy, and true.

4) Adverb

An adverb is a word that can be the only or main word in an adverb phrase.

These include: in particular, most time adverbs (now, today, Yesterday, tomorrow), space adverbs (here, there, outside, inside), and 'linking adverbs' (therefore, however).

5) Pronouns

Pronouns are essentially special nouns and are the main words in a noun phrase or the only word in a noun phrase.

Example:

- a) Personal pronouns: I, you, we, they
- b) Possessive pronouns: my, mine, your, yours
- c) Reflexive pronouns: myself, yourself
- d) Demonstrative pronouns: this, these, that, those
- e) Reciprocal pronouns: each other, one another
- f) Interrogative pronouns: who, what, which
- g) Relative pronouns: which, who, that.

h) Indefinite pronouns: some, none.

## b. Phrase

Morley (2000) explained that phrase is regarded as a grouping of one or more words which focus around a headword element and which together perform the grammatical role which in other circumstances could be expressed by a single word. (p. 53)

In the presentation of the different phrase classes which follows, the focal headword of the phrase is underlined:

### 1) Nominal phrase

The nominal phrase has a noun or pronoun as its headword. I prefer the term 'nominal' phrase to 'noun' phrase for several reasons. Example:

They are on holiday.

This is the way.

### 2) Verbal phrase

Verbal phrases have a verb headword, which is a main verb. It may be preceded by an infinitive particle to and/or one or more auxiliary verbs. Example:

Starts; started.

To start; to have started; to have been started.



## 3) Adjectival phrase

Adjectival phrases have an adjective headword. They may be modified (premodified) by a preceding adverb and qualified (postmodified) by a following adverb, prepositional phrase or subordinate clause. Example:

Quick;

Fairly quick;

Very quick indeed.

## 4) Adverbial phrase

Adverbial phrases have as their headword an adverb. This headword adverb may also be premodified by an adverb and qualified by a following adverb, prepositional phrase or subordinate clause. Example are:

Quickly.

Fairly quickly.

Quite quickly enough.

## 5) Prepositional phrase

The prepositional phrase comprises a preposition as the headword plus a second, complement or completive element which is integral to the structure of the phrase. This complement element is most typically realized by a nominal phrase. Example:

In the morning; at the beginning (nominal phrase)

In brief for sure (adjectival phrase)

After tomorrow; until fairly recently (adverbial phrase)

From off the shelf; to by the tree (prepositional phrase)

6) Subordinator phrase

Subordinating conjunctions serve to introduce subordinate clauses. Halliday himself (1985/1994) briefly outlines the 'conjunction group', but generally the concept of a unit (group/phrase) above word has not been recognized for conjunction/subordinator. Example:

Only if...; even though ...; ever since...; just when.

Merely because ...; immediately after ...; almost until

**c. Clause**

Morley (2000) With respect to their formal grammatical composition, clauses consist of one or more phrases:

What a mess! Enter! Out! (one phrase each)

She | left. (two phrases)

Clauses which include a verbal phrase are called major clauses and those without a verbal phrase are called minor clauses.

Major clause:

Minor clause:

Rita has come.

What a mess!

The technician explained.

Yes please.

1) Main and subordinate clauses

In terms of their relationships of grammatical dependency, clauses are traditionally classed as main or subordinate.

Main clause

A main clause is one which, whether or not it can stand on its own without the assistance of a subordinate clause, is not dependent grammatically on a higher node (a node is a position in a diagram of the syntactic structure) or superordinate clause. The main clause is itself a top node clause, as illustrated in the underlined sections of the examples below:

I'm going to town.

I'm going to town when I've finished this job.

When I've finished this job I'm going to town.

2) Subordinate clause

In a main clause is connected to another clause which is not a main clause, the other clause is a subordinate clause dependent upon the main clause, which is then the superordinate clause.

Main                      subordinate

I've discovered *why this light doesn't work*

Subordinate      main

How we get there *is not important*

3) Nominal clause

Nominal clauses (in traditional grammar known as noun clauses) are subordinate clauses which usually play an integral role in relation to the superordinate clause:

How you do it is your business

What you need is a computer. .

4) Adjectival clause

Adjectival clauses are also known as relative clauses, though there is one type of relative clause which is better regarded as an adverbial:

Relative pronoun:

The people who led the march carried huge banners.

Relative adverb:

The building where I used to work has been knocked down.

Relative clauses:

Relative clause is reduced in that not only is the relative word omitted but also the verb is in a non-finite participle or infinitive form and therefore without an auxiliary:

The people leading the march carried huge banners.

## 5) Adverbial clause

Subordinate clauses which fulfil an integral adverbial function mark the circumstances surrounding the main or superordinate clause.

Ex: We 'll set off when Ruth arrives home

## 6) Relative Clause

The relative clause is reduced in that not only is the relative word omitted but also the verb is in a non-finite participle or infinitive form and therefore without an auxiliary.

“syntactic structure can be approached in two ways : formal and functional” *Morley* (2002:22). Formal syntax deals with how words can combine to create large units of form and eventually sentences. One can perhaps visualize this as an orientation towards unit building, with a progression upwards from the word to the sentence. Functional syntax, on the other hand, handle the way in which sentences are structured in terms of smaller functional elements and eventually words.

Fromkin and Rodman (2013) stated that syntax is the part of grammar that represents a speaker’s knowledge of sentence and their structure. The aim is to show what is syntactic structure look like and to

familiarize with some of the rules that determine them. (p. 77) the syntactic rules are:

1. Sentence structure

The writer writes a template that describes the structure of an English sentence. Like the following Det-N-V-Det-N. This template says that a determiner is followed by a noun, which is followed by a verb and so on.

2. Constituent test

The natural grouping or parts of a sentence. The first test is the stand alone, if a group of words can stand alone. The second test is replacement by pronoun.

The third test is move as unit, if a group of words can be moved, they form a constituent.

3. Phrase structure rules

Phrase structure trees represent three aspects of syntactic knowledge:

- a. The linear order of the words in the sentence
- b. The identification of syntactic categories of words and groups of words.
- c. The hierarchical organization of the syntactic categories as determined by the X-bar schema

The writers can explained that syntax formed to make a sentence with structure elements. There are categories, constituent, phrase, and heads and modifiers. With the basic of the structure in the sentences can be standard to provide the sentence.

#### **d. Sentence**

GreenBaum and Nelson (2002) Stated that, Sentence is grammar deals with the rules for combining words into larger units. The largest unit that is described in grammar is normally the sentence. However, defining a 'sentence' is notoriously difficult, for the reasons we'll now discuss. It is sometimes said that a sentence expresses a complete thought. This is a notional definition: it defines a term by the notion or idea it conveys. The difficulty with this definition lies in fixing what is meant by a 'complete thought' (p.13).

Verspoor (2000) A sentence is a group of words that in writing starts with a capital letter and ends with a full stop, question mark or exclamation mark, some sentence consist of only one clause. A clause also expresses a whole event or situation with a subject and a predicate (p.34). Examples :

- She helped my mom
- Until they come

Both of those examples are clauses because each of them has a subject and a predicate. The first clause has a subject (she) and a predicate (helped). The second clause has a subject (they) and a predicate (come) each of them is different, the first clause is independent clause and the second is dependent clause.

Leech (2006) clause A major unit of grammar, defined formally by the elements it may contain: subject (S), verb phrase (V), object (O), complement and adverbial (p.17). A sentence may also consist of compound subject or compound predicate. A compound subject has two or more subject that have the same predicate. A compound predicate has two or more verbs that have the same subject (p.34).

Examples:

1. Rangga and his friend came to the night club yesterday.

Subject      Subject    Verb

2. The ugly captain slapped and punched that soldier.

Subject                  Verb                  Verb

Nevertheless, Newson, Hordos, Pap, Szecsenyi, Toth, Vincze (2004) noted that there is sentence in the sentence, even can more than one sentence within a sentence. That is to say a sentence is not simply as the description above, further they gave explication of a sentence widely (p.58). As well they cited (2004), "In fact there should be no limit to



how many sentence can be contained one within the other.” It means that the sentence can be more long than only has subject and predicate. It can increase with the other sentence within the sentence. These sentence which is in the sentence are meant the clauses that become subordinate clause in the sentence (p.58).

1) Classification of sentence types

Nelson (2002), There are four major types of sentences (p. 15):

a. Declaratives (or declarative sentences)

She was attracted to an open-air job.

The new proposals have galvanized the normally disparate community into a potent fighting force.

b. Interrogatives (or interrogative sentences)

Do you have internet access at home?

Where will you be going for your holiday?

c. Imperatives (or imperative sentences)

Open the door for me.

Take a seat.

d. Exclamatives (or explanative sentences)

How well you look!

What a good friend you are!

2) Positive and negative sentences

Sentences are either positive or negative. If an auxiliary ('helping') verb is present, we can usually change a positive sentence into a negative sentence by inserting not or not after the auxiliary.

Positive: Nancy has been working here for over a year.

Negative: Nancy has not been working here for over a year.

3) Active and passive sentences

Sentences are either active or passive. We can often choose whether to make a sentence active or passive. The choice involves differences in position and differences in the form of the verb:

Active: Charles Dickens wrote many novels.

Passive: Many novels were written by Charles Dickens.

4) According to structure, sentences are divided into four classes:

a. Simple Sentence.

A simple sentence is a sentence that consist of one clause. According to Greenbaum S and Nelson G (2009), a simple sentence is when you find a sentence that contains only the subject and the verb. A simple sentence is a basic element if you want to make a good sentence. Simple sentence can

contain clauses. You can add adjectives and adverbs or some phrases. (p. 267)

b. Compound Sentence

GreenBaum and Nelson (2009), “Compound Sentence is a sentence containing two or more clauses linked by one of the coordinating conjunction (and, or, but)”. (p. 110)

There are 4 functions or purposes of compound sentence.

- 1) To combine similar ideas. That we know this uses and between two independent clauses.
- 2) To compare or contrast ideas. That we know this uses.
- 3) To convey cause and effect.
- 4) To elaborate on a claim or extend reasoning.

c. Complex Sentence

According to Baum and Nelson (2009), “Complex Sentence is a multiple sentence in which one or more subordinate clauses are embedded.” (p. 110)

- 1) Everyday knows that she is a superb administrator.
- 2) He saw the trouble that idle gossip can cause.
- 3) I am glad that you are joining our company.

d. Compound complex sentence

Compound complex sentence is one or dependent clauses, it's be combined with two or simple sentence to form a compound-complex sentence.

The first kind of the dependent clause functions as adverbial. In the sentence, the first clause can stand on its own, but the second one cannot because it starts with the connecting word *because* :

Whales cannot breathe under water (main clause) because they have lungs instead of gills ( Dependent clause functioning as adverbial )

The second type of dependent clause is not a sentence constituent, but part of a sentence constituent. It modifies one particular noun.

The third type of dependent clause function as subject, object, or subject attribute of a sentence, and since these are necessary parts of a sentence, there is no complete main clause left when they are left off. One way to tell if the dependent clause functions as subject or object is to replace the whole clause with the word *it*.

Leech G ( 2006) Simple sentence see predicate; sentence; subject  
(p. 107) A simple sentence is the first type of sentence one learns to

speak”. It is the first type of sentence that children learn to speak, remaining by far the most common type of sentence in the spoken and written language. The basic English language sentence is called a simple sentence. Primarily, it requires a subject and a verb. Simple sentence is a sequence of related words in a syntactic formation whose first word starts with a capital letter and whose last words is a followed by an end punctuation mark period/full stop, question mark or exclamation mark. A sentences composed of one clause is called a simple sentence, and its structure is the same as that of a clause. One way to categorize sentence is by the clauses they contain. The classification in the analysis of sentence is made according to how many clauses there are in the utterance, not according to the form in which a thought is put. Sentence, then, have a structure described in the terms of clauses. A similar definition is given as any sense making piece of writing that begins with a capital letter and ends with a period, with three dots, with a question mark or an exclamation point. A simple sentence has one independent clause that can stand on its own with a complete meaning. In many cases, the simple sentence structure starts with the subject. The subject is commonly the noun and its modifiers, but this isn't always the case. A simple sentence is an independent clause which must have a verb. There are five basic simple sentence structures in English:

### **1. Subject + Verb**

GreenBaum S (2002) The subject tells who or what about the verb. Simple sentence with subject and verb structures is very common in English sentence structure. They are made with intransitive verbs which do not require an object (p. 23)

Example:

- I swim

- Jack walks

### **2. Subject + Verb + Object**

Some verbs have an object which is generally always a noun or pronoun. The object is the person or thing affected by the action described in the verb. An object as a single complement follows a verb immediately. When compared with the first case, it is seen that having an object in a sentence is optional. Examples:

- Joe became a doctor

- I drive a car

### **3. Subject+ Verb+ Complement**

The complement completes the meaning of the subject. That's why it is described as the subject complement. This type of clause uses a special type a verb, linking verb, such as be (is, am, are) become, remain, seem, feel, look, grow, appear, turn, appear, taste,

sound, and smell. Subject complements are generally made from the linking verbs.

Examples:

- I am busy

- Mother looks tired

#### **4. Subject+ Verb+ Indirect Object+ Direct Object**

Many times, the indirect object is found by asking to whom? Or to what? After the verb and the direct object. Indirect objects are placed immediately after the verb. Direct objects that are noun phrase follow the indirect object. The indirect object is the second recipient of the action of a transitive verb. That's why some sentence contain two complement types in form of direct object and indirect object. The indirect object refers to a person or thing who receives the direct object.

Active : the science jury has awarded him a scholarship

Passive : he was awarded a scholarship by the science jury

#### **5. Subject + Verb + Object + Complement**

Example:

- I left the door open

- We elected him president

### e. Cleft

Akmajian (2001) Text communication is not limited by the amount of the words or phrase. The speaker can produce the sentence as long as she wants, indeed appropriate the rules of syntax. As describe in his book:

“As native speakers of a language, are able to produce and comprehend an unlimited number of phrase and sentence of that language, many of which we have never heard or produced before. Speaker of a language are enormously creative in their production of novel sentence. We are not just uttering the same sentence over and over.”

In this case, English novels have spreader in the world. The abundant sentence can be found, even the sentences never heard before, since the sentence of novel are imaginative in accordance with the author wants. Some of the infrequently sentences which are found habitually are cleft and pseudo cleft sentences. Indeed for the one who has English as the second language those terms disconcert. (p.151)

A similarity of cleft that had been described by Teschner and Evans (2007) cleft is fronting of the word as the emphasis to the front of the sentence in syntactic pattern. There are two syntactic pattern that one





The most important element of a cleft construction is the complement, which is called the ‘focus’. The second segment is similar to a relative clause, and consists of a relative pronoun followed by the rest of a clause from which the focus has been extracted. Thus example above is based on a more straightforward sentence my uncle gave this book to Sue. Other cleft constructions based on the same sentence would make the focus not the subject, but the object or adverbial:

(b) It was this book that my uncle gave to Sue.

(c) It was to Sue that my uncle gave this book.

The second segment of a cleft construction is often presented as if it were already known or presupposed to be true. Hence the cleft constructions, although they do not differ in basic content, ‘tell the same story’ in different ways, and would be appropriate to different situations (pp.18-19).

Sidney G (2013) Cleft sentences in a cleft sentence the sentence is divided into two and one part is given greater prominence:

It was Thomas Edison who (or that) invented the electric lamp.

In a cleft sentence, the subject is it, the verb is a form of be, and the emphasized part comes next. The rest of the sentence is usually introduced by that:

It was an American *flag* that he was waving.

It was in 1939 that (*or when*) the Second World War started.

It was *after I spent a summer working for a butcher* that I decided to become a vegetarian.

It was in Paris that Bob and Fiona fell in love (p.115).

Arts (2001) Our next constituency test involves so-called Cleft and Pseudo cleft sentences, examples of which are given below:

Frank washed his shirts yesterday.                      ‘Regular’ sentence

It was Frank who washed his shirts yesterday.              Cleft

It was his shirts that Frank washed yesterday.              Cleft

It was yesterday that Frank washed his shirts.              Cleft

### **Cleft**

It +form of be + FOCUS + who/that...

It        was                Frank        who washed his shirts yesterday

Both Clefts and Pseudo clefts always contain a form of the copular verb be (is/was/were). The position following this copular verb is called the focus position. The elements that occur here receive special prominence. Different elements are able to occupy the focus position in Clefts and Pseudo clefts, and for this reason a sentence can have more than one Cleft or Pseudo cleft version. (p. 226)

## f. Pseudo-Cleft

### 1) Definition Pseudo-Cleft

The structure which related with cleft is pseudo cleft. As description by Wekker and Hageman (1985) a process closely related to cleft is that of pseudo-cleft. This involves the use of what to form sentences. The using *What* in the sentence is the description of pseudo cleft by Weaker and Hageman, as *what jane did was give this book to bill on Saturday* (p.18).

Same as the cleft that function of pseudo cleft gives the focus item within the sentence. As like Gelderen (2010) cited, “The pseudo cleft focuses on a phrase by doubling it through a *wh*-word and then having the focused phrase come after the copula.” It means that the element as focus of sentence is placed in the end of the sentence as *What he threw away was the winning lottery ticket*, so focus of that sentence is *the winning lottery ticket* (p.208).

Matthiessen (2004) follow statement above that the identifying construction can be reverse pseudo cleft however the attribute construction can't be reverse pseudo cleft. As mention above that the attribute has one entity as the subject and the other as the attribute of entity. (p.114) In addition, Sidney (2009) Pseudo-cleft sentences

have a similar purpose, but the emphasize part comes at the end. The first part is normally a nominal relative clause (p.115).

Nelson (2002) Pseudo-cleft sentences have a similar purpose, but the emphasized part comes at the end. The first part is normally a nominal relative clause introduced by *what*. The verb *be* links the two parts of this SVC structure, (p.131):

What I want is a good sleep.

What he did was open my letters.

What I'm going to do is see the principal.

Aarts (2001) Our next constituent test involves so-called Cleft and Pseudo-cleft sentences, examples of which are given below:

Frank washed his shirts yesterday. 'Regular' sentences.

What Frank washed yesterday was his shirts. Pseudo - cleft.

What Frank did yesterday was wash his shirts. Pseudo - cleft.

What Frank did was wash his shirts yesterday. Pseudo - cleft.

Pseudo cleft

Pseudo-clefts are special constructions in English which enable language users to highlight a particular string of words in a sentence. Pseudo-clefts are easily recognizable, because pseudo-cleft have a typical structure. They always start with the same word: *what* (a few

other Wh-items) in the case of the Pseudo-cleft. The skeletal structures of Pseudo-clefts are as follows (pp. 226-227) :

Pseudo-cleft

Wh-item + ... + form of be +FOCUS

What Frank did was wash his shirts yesterday

As well as pseudo cleft is focus within the sentence, in addition describe explicitly by Collins (1991) that pseudo cleft is part directly follows copula within superordinate which contain stressed item as the highlight element in the sentence, for instance *What Tom did was offer sue a sherry*. As mentioned above about cleft, the highlight element in pseudo cleft also comes after copula within superordinate and related with subordinate which follow it.

Hereafter the description of pseudo cleft according to the statement by linguists can be conclude that pseudo cleft is a apart or a phrase which comes after copula directly as the highlight element and using the Wh-word as the relative pronoun in the relative clause which is placed at the beginning. It means the structure of sentence is begun by relative clauses which begin by the relative clause which begin by the relative pronoun wh-word then follow the copula and the highlight element ( pp. 1-2).

The subordinate clause describes the head of clause then wh-word of the clause must relate to the head. The wh-word can be used in the pseudo cleft sentence according to the superordinate clause. As well Collins (1991) explained the construction of pseudo cleft below:

{	What/the (Adv) thing (that/ (prep) which/Ø)
	Who/the(Adv)one(that/who/prep)whom/(prep)Whom/(prep)which/Ø)
	Where/the (Adv) place (that/ where/prep) which/Ø)
	When/the (Adv) time (that / when/ prep) which/Ø)
	Why/the (Adv) reason (that /why/prep) which/Ø)
	How/the (Adv) way that/ (prep)which /Ø)
	All

[ (Modal) (NEG) (have)] [be] [NEG] (Adv)] [C<sub>i</sub>]

Notes:

- (i) With pseudo-clefts of the type *What happens is...* and *the thing is...*, S=C<sub>i</sub>
- (ii) 3 and 5 tend to be mutually exclusive.
- (iii) The structural change required to convert a basic pseudo cleft.

Regarding construction pseudo cleft Collins continued to cite (1991), “As identifying construction, cleft and pseudo cleft need to be distinguished from superficially similar attributive construction.” Identifying is relationship two entities and both of them can be subject within the sentence (p.2). Meanwhile attribute is relationship an entity and attribute that is ascribed it. Forward Collins gave the reason of it (1991), “Because the distinction between identification

and attribution is fundamental to the task of defining the class of pseudo cleft”, The identifying can be inverted where in the entities can be subject and complement (p.37).

Collins (1991) the highlighted element and relative clause of pseudo cleft may be inverted. The construction is usually called reverse pseudo cleft. The highlight element is placed at the end of the sentence within pseudo cleft, however the highlight element is placed at the beginning of the sentence within reverse pseudo cleft. As the highlight element in both sentence below is *a sherry*, for example in the sentences (p.3) :

*What Tom offer sue was a sherry* becomes

*a sherry was what Tom offer Sue*

Describe in more detail Collins (1991),

“Identification is a relationship between two entities, the one serving to define the identity of the other (p.2).

## 2) Class of pseudo cleft

The highlight element within pseudo cleft sentence is delimited by class pseudo cleft. Base on Collins (1991) that there are three sub classes of pseudo cleft, namely: wh-cleft, th-cleft, all-cleft. Each of the classes are explained as follows (p. 26) :

### a. Wh-cleft and th-cleft



This class has explained by Collins (1991) to distinguish both of them, Collins noted that pseudo cleft with headed by relative clause wh-word is called wh-cleft and pseudo cleft with headed by relative clause th-word is called th-cleft. Pseudo-cleft sentence (also called wh-clefts) are similar in function with cleft sentence, but they are formed with the pronoun *what (=the thing(s) that/which)*. The emphasis in a pseudo-cleft sentence is on the phrase after *what-clause + be*. (p. 27)

b. All clefts

This subclass corresponds with th-cleft which has the relative clause headed by the only thing. As well as the subclass of th-cleft, wh-cleft and all-cleft are related by semantic. Since Collins cited (1991) from Halliday an terminology that *Only* is part of proportional semantic if it is used to conveyed the asserted exclusiveness. Meanwhile this paper will not analyze semantic of the sentence, but it only analyzed the syntactic structure of the sentence, but it only analyzed the syntactic structure of the sentence (p. 33). Here is Collins (1991) gave the formula of all-cleft (p. 27):

[All] [S-C<sub>i</sub>] [(Modal) (NEG) (have)] [be] [(NEG) (Adv)] [C<sub>i</sub>]  
 1      2                                      3                                      4                                      5                                      6

For instance: *All the car needs is a new battery*

1        2        4        6

The example above shows the pseudo cleft sentence which is started by all in the relative clause. There are mutually exclusive in the formula after S-C<sub>i</sub> namely number 3 and 5. It same as the formula of wh-cleft and th-cleft above. As described in detail about cleft and pseudo cleft with the kind of pseudo cleft by using Collin's theories with the result that this paper is going to analyzed cleft and pseudo cleft sentences in the short story Rebecca sunny brook farm using by Collin's theories.

### C. Short Story

Based on the book is a glossary of literary terms by Abrams (1999), A short story is a brief work of prose fiction, and most of the terms for analyzing the component elements, the types, and the various narrative techniques of the novel are applicable to the short story as well.

The short story like the novel, it organizes the action, thought, and dialogue of its characters into the artful pattern of a plot. But there are differs from the novel in the dimension that Aristotle called "magnitude", and this limitation of length imposes differences both in the effect that the story can

achieve and in the choice, elaboration, and management of the elements to achieve those effect.

The short story is generally considered and indigenous American art form. A short story is a piece of prose fiction which can be read at a single sitting. It ought to combine objective matter-of-fact description with poetic atmosphere. It ought to present a unified impression of tone, color and effect “unity of effect”. It mostly shows a decisive moment of life. There is often little action, hardly any character development, but we get a snapshot of life.

Its plot not every complex ( in contrast to the novel), but it creates a unified impression and leaves us with a vivid sensation rather than a number of remember facts. There is close connection between the short story and the poem as there is in both a unique union of idea and structure. There is a limited set of characters, one single action and simple plot (often: exposition, complication, crisis, sad/happy ending. A short story is restricted to one setting only (fixed place and time, social surrounding). (p. 286)

Besides Malcom in his book “*British and Irish short story*” (2008) defined short story as the essays in the first part of demonstrate, the short story in the late nineteenth and early twentieth centuries took several forms. Very rapidly it continued developments in the high Victorian period and diversified over a wide genre spectrum – psychological studies, social criticism and commentary, detective fiction, supernatural tales, proto science fiction, and

stories of imperial adventure. In addition, the modernist writers Joseph Conrad and Virginia Woolf offered radical experiments in narration, narrative, and language use in their short fiction. (p.10)

In addition, Bendixen in his book "*A Companion to the American Short story*" (2010) defined the short story as an American invention, and arguably the most important literary genre to have emerged in the United States. Before Washington Irving created the two masterpieces that may be said to have inaugurated this new literary form, "Rip Van Winkle" and "The Legend of Sleepy Hollow" there certainly were an abundance of prose forms that contained some of the elements that characterize the short story. Storytelling is after all, one of the oldest human activities, and oral narratives, especially fairy tales and folk tales, have played a significant role in most cultures. Various other kind of narratives also contributed to the nation political and domestic life for instance, the histories written during the early national period often provided strong characters sketches as well as imaginative episodes designed to illuminate some moral virtue or quality. (p. 3)

Based on the explanation above, it can be said that short story is a fiction narrative in prose of considerable length showing character in action with more or less close adherence to the principle of realism, developed in Europe and it had not known to the Arab in their classical literature. By the middle of Arab influenced by European literature, attempted this new form in their language. It

was natural that the first attempt at writing the narrative story would be an extension. The early story writers were not prepared to follow western models in their entirety.

#### **D. The research of relevance**

The writer has tried to find the relevance research in English S1 programmer. The writer finds the same title in the STBA-JIA library. The titles are needed because this research in order to make the research better.

First, the writer found relevance by Inay inayah in her thesis in Sekolah tinggi Bahasa asing JIA with the title *“The cleft and pseudo cleft sentence in the novel “Daughter of Eden by Charlotte Bingham.* Different in the object, cause In addition from the reader of novel is advised to understand the structure of sentence within the novel in order to understand the message delivered by the author. This research used Collins’s theory for classifying data. The result of this research found as many 51 namely the highest data is cleft (32 data), all cleft (9 data), wh cleft (8 data), and at least the data found is th cleft (1 data). In this case the author of the novel used more cleft sentences to convey her message.

Diana (2012) *The analysis of compound sentence in Economic column or The Jakarta post* used compound sentence by looking into their coordination conjunctions. She used David Crystal, Strauss-Corbin, and so on to be used as

reference of her research. The result are a semicolon, 37 coordinating conjunctions, 12 transtitions.

Syariffudin (2014) is a STBA-JIA student who graduated in 2014. *Tree Diagram Analysis of complex sentence in A Fandi's Novel The Land of Five Towers* used complex sentences to be analyzed in this research. He used Tree diagram to analyze the complex sentence each parts of speech. He used Andrew Carnie, Fromkin, Andrew Radford, etc. the result are; 10 subordinate conjunctions of noun clause (what, that, how), 16 subordinate conjunctions of adverb clause, and 14 subordinate conjunctions of adjective clause. The percentage of subordinate clause of complex sentence are; Noun Clause (25%), Adverb Clause (40%), and Adjective Clause (35%).

Athulya aravind is a Institute of technology. *Syntactic and Pragmatic Factors in children's cleft constructions* and it is submitted a series of experiments investigating English – speaking children's comprehension of *it*-cleft and *wh*-pseudocleft. The sameness is about the main theme of the title and different in the data object, and kind of the data object.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Method of the Research**

##### **1. Time and Place of the Research**

In collecting the data of the research, the writer did the research from beginning of March 2018 and finished in July 2018. It has been done for several times to conduct and to collect the data. The writer tried to find the references as the basic and theory of the research. The references were collected from many sources such as some books which the writer read from STBA JIA library and other university library, these places also become where the writer compiled the research. The writer also looks for some reference from e-book, and the other source internet.

##### **2. Kind of the Research**

This research uses the qualitative method. This research needs some steps to make an analysis. One of them is collecting data. The collecting data is important for the research. It can be used to obtain the intricate details about through process, feeling, and emotion that are difficult to extract or learn about through conventional research.

The focus of qualitative research is exploration, which is descriptive and tends to use analysis with inductive approach. In conducting qualitative research, the researcher conducted on the basis of the data he possessed by utilizing the theory as a

reference material and ending with the discovery of a 'Theory'. The resulting theory is the end result of all conclusions that are taken based on the data and statements obtained during the study period.

Creswell (2014), Qualitative methods show different approaches to behavior. Although the process is similar, there are several methods that exist in data analyzes, and take advantage of various designs. Make the method for qualitative research proposal partially require educating the reader on the purpose of qualitative research, with specific design terms, carefully reflecting on the role played in this study, derived from a growing list of data sources. The use of special protocols for recording data, analyzes of information through multiple stages of analysis, and assessment to document the accuracy or validity of data of a nature. (p. 183)

According to Mackey (2005) The term qualitative research is taken to refer to research based on irregular on descriptive data in the use of statistical procedures. There are several characteristic of the qualitative research describe now.

- a. Rich description; The purpose of qualitative research often involves some careful and detailed descriptions that are strongly contrary to the quantification of data through measurements, frequencies, scores, and ratings.
- b. Natural and holistic representation, It's ordinary qualitative researchers tend to have more interest in presenting a natural and holistic picture of some the phenomena being studied.
- c. Few participants, rather than using a large group of (generally randomly selected) participants with the goal of generalizing to a larger population like quantitative



researchers, qualitative researchers tend to work more intensively with fewer participants, and are less concerned about issues of generalizability.

- d. Emic perspectives: Qualitative researchers purpose to interpret phenomena in terms of the meanings people attach to them. That, adopt an emic perspective, or the use of categories that are meaningful to members of the speech community under study.
- e. Cyclical and open-ended processes: Qualitative research is often process oriented, or open ended, with categories that emerge.
- f. Possible ideological orientations: Whereas most quantitative researchers consider impartiality to be a goal of their research, some qualitative researchers may consciously take ideological positions.
- g. The research the oriented or glued to the general and open ended and hypotheses can be generated as a result of qualitative research rather than in the early stages of the study. (p 162-164)

The phrase of the qualitative methodology refers in the broadest sense to research that produces descriptive data people's own written or spoken words and observable behavior. In addition that qualitative methodology is more referenced by describing behavior or also analyzing problems with a particular person or community. (Taylor, 2016 p7)

Ghony (2012), explained about Qualitative researchers move from the description of historical events or social settings to a more general interpretation of meaning. Data analysis includes testing, selecting, sorting, categorizing, evaluating,

comparing, synthesizing, and reflecting on recorded data, as well as reviewing raw and recorded data. (p. 246).

In this research collecting data is very important to support the analysis process. This research is qualitative purely because it involves the analysis, description, and evaluation of collecting data. This method can be used to obtain the intricate details about phenomena such as feeling, thought process, and emotion that are difficult to extract or learn about through more conventional research.

## **B. Procedure of the Research**

Several procedures were conducted to achieve the research result. These procedures, besides involving the researcher, were also gaining some other's perspective and suggestions from various resources to achieve an accurate data, analysis and also research result. Here are the details of procedures of the research:

### **1. Preparation**

- a. Determining the novel which is as the object of the research, that is *The Rebecca of sunny brook farm, by Kate Douglas Wiggin*.
- b. Formulating and limiting in the problem.
- c. Discussing with the counselor.
- d. Collecting the data that will be the object of the research.
- e. Preparing all of the things which needed for collecting the data such as papers, pen, text liner, dictionary, computer and printer.

## **2. Implementation**

- a. Reading the short story “Rebecca Sunnybrook farm by Kate Douglas Wiggin”  
classifying of cleft and pseudo cleft sentence
- b. Collecting the data from short story
- c. Processing and analyzing the data
- d. Obtain the result of the research.
- e. Discussing with counselors

## **3. Finishing**

- a. Composing the analyzed data
- b. Formulating the problem
- c. Concluding the system
- d. Discussing with the counselor
- e. Revising the result
- f. Concluding the result

## **C. Technique of the Data Collection**

The data were collected by observing thoroughly the cleft and pseudo cleft in short story *Rebecca of sunny brook farm* . The first step was by reading the short story closely thus the content and context of the texts were gained. All the existing

the cleft and pseudo cleft in source and its arranged in a different sheet and was done in every chapter, began with the first chapter of the source and continued with its first chapter arrange the cleft and pseudo cleft kinds got, and then continued the same way. Every unclear data were underlined, noted and listed in different sheets to then be discussed with the counselor. The data that have been listed are the data for the analysis.

#### **D. Technique of Data Analysis**

In this research, the writer analyzed data in the *Rebecca of Sunny brook farm* short story by Kate Douglas Wiggin. There are some steps that writer has done to analyze the data:

##### **1. Collecting the data.**

First, this step is done by reading and reviewing, all the data, so the research can identify the data which are needed.

##### **2. Selecting the data**

Second, after the collecting data, the writer selects and classifies the data .

##### **3. Identifying the data**

Then the writer identifies the cleft and pseudo cleft sentence in the short story, and classifies them based on their types.

##### **4. Result**

Finally, the writer analyzes cleft and pseudo cleft sentence with making table to find the most which occurred in *The Rebecca of sunny brook farm* short story.

## **E. Sources of the primary and secondary Data**

Kutha (2010) gives statement that the data is divided into 2 types, namely quantitative and qualitative data. Qualitative data, in the form of non-numbers (categorization), such as job satisfaction, education level, character traits and a character and so forth. Data sources, both for the type of quantitative and qualitative there are two kinds: (p. 143)

### **1. Primary data sources.**

Primary data sources of this research are it needs to understand syntax structure of the sentence on cleft and pseudo cleft sentence syntactically data which are taken from *The Rebecca of sunny brook farm* short story by Kate Douglas Wiggin. So, the objects data of them research are cleft and pseudo cleft sentence and the data source is *The Rebecca of sunny brook farm* short story by Kate Douglas Wiggin.

### **2. Secondary data sources**

Secondary data source are the other source which have been exist before the research is done, and explain those primary data, like articles in social media, text books, research result, group discussion, and the secondary data support the primary data.

## **CHAPTER IV**

### **DATA ANALYSIS**

#### **A. Data Description**

The problem of the research will be answered in this chapter. This chapter presents the data analysis and the interpretation of research findings. The data are taken from *Rebecca of sunny brook farm* short story by Kate Douglas Wiggin analysis consisting of seventeen parts of Chapter, they are: Chapter 1 consist of 2 data, Chapter 2 consist of 2 data, Chapter 4 consist of 1 data, Chapter 5 consist of 1 data, Chapter 8 consist of 3 data, Chapter 10 consist of 2 data, Chapter 12 consist of 2 data, chapter 13 consist of 1 data, chapter 17 consist of 1 data. Consists of all of them are 17. The writer finds 15 data for all the chapters.

Finding data in the *Rebecca of sunny brook farm* short story by Kate Douglas Wiggin are analyzing according to some steps. In the beginning step, choosing the *wh* cleft sentences based on the data provided. Second step *th* cleft, The last all cleft.

#### **B. Data Analysis**

In the data of the research, they are analyzed from the three subtitles, two subtitles of *the Rebecca of sunny brook farm* Short story by Kate Douglas Wiggin which contains complex sentences describing clefting and pseudo clefting of that complex sentence. The listed in the three chapters of this *the Rebecca of sunny*

*brook farm* short story by Kate Douglas Wiggin to make data interpretation of the data analysis easily.

### Chapter 1: The Riverboro Stagecoach

#### Datum 1

(C.1.P.3)

It was so warm that it felt more like midsummer than mid-may. **Cleft**

**Regular Sentence:** it felt more like so warm midsummer than mid-may.

structure	Cleft	Regular Sentence
It	It	it felt more like so warm midsummer than mid-may.
Be	Was	
Focus	So warm	
Subordinate clause	that it felt more like midsummer than mid-may.	

On the sentence above is a cleft sentence which has the structure syntactically. It consists of two clauses, namely the word *It* as subject. The word *was* as verb. Then Cleft sentence Focus on *Object* is *So warm* because *So warm* is feeling and *that it felt more like midsummer than mid-may* as the complement in

the sentence. The word *that* is relative pronoun to connect to relative clause *that it felt more like midsummer than mid-may* and noun phrase is *that*. In this case word *that* is also *Object* pronoun in the relative clause. Base on the formula of cleft this sentence has the structure follows:

It	be	focus	that/who + clause
It	Was	So warm	That it felt more like midsummer than mid-may

Following to this formula, the sentence can be described into part of cleft, *it* is a cleft, *was* is the copula/be, *so warm* is focus on the sentence Cleft, *that* is relative pronoun, *that it felt more like midsummer than mid-may* is subordinate clause. Furthermore, refers to the analysis above that found the noun phrase *so warm* as the highlight element in this cleft sentence.

## Chapter 1= The Riverboro Stagecoach

### Datum 2

(C.1.P3)

All I wanted to say was that it is a journey.

**Pseudo Cleft**

**Regular Sentence**= I wanted to say it is journey

structure	Pseudo Cleft	Regular Sentence
All	all	I wanted to say it is journey
Subordinate	I wanted to say	



clause	
Be	Was
Focus	That it is a journey

This sentence belongs to the class of all pseudo clefts because the relative clause introduced by the word *all*. This all cleft sentence has the structure syntactically, namely the relative clause *All I wanted to say* is the subject in the sentence, the word *was* is the verb and *that it is a journey* is the complement in the sentence. Based on the formula of all cleft the sentence has the structure as follows:

All -item	SC	form of be	Focus
All	I wanted to say	Was	that it is a journey

Following this formula, the sentence can be described into parts of an all cleft, namely *all* identifies the pseudo cleft, *I wanted to say* is the subordinate clause. The copula verb *be* is *was*. And *that it is a journey* is the constituent. And *Journey* is the thing on the sentence Pseudo Cleft. Finally, referring to the analysis above, the writer found the pronoun *that* as the highlighted element in this all cleft sentence.

## Chapter 2: We Are Seven

### Datum 3

(C.2.P.5)

**Cleft:** it was so small that she flew up into the air every time the coach hit a bump.

**Regular Sentence:** she was so small, she flew up into the air every time the coach hit a bump.

structure	Cleft	Regular Sentence
It	It	she was so small, she flew up into the air every time the coach hit a bump.
Be	Was	
Focus	So small	
Subordinate clause	that she flew up into the air every time the coach hit a bump.	

On the sentence above is a cleft sentence which has the structure syntactically. It consists of two clauses, namely the word *It* as subject. The word *was* as verb. Then Cleft sentence Focus on *Object* is *So small* because *So small* is noun and that she flew up into the air every time the coach hit a bump as the

complement in the sentence. The word *that* is relative pronoun to connect to relative clause *that she flew up into the air every time the coach hit a bump* noun phrase is *that*. In this case word *that* is also *Object* pronoun in the relative clause.

Base on the formula of cleft this sentence has the structure follows:

It	Form of be	Focus	that/who + clause
it	was	so small	that she flew up into the air every time the coach hit a bump

Following to this formula, the sentence can be described into part of cleft, *it* is a cleft, *was* is the copula/be, *so small* is focus on the sentence Cleft, *that* is relative pronoun, *that she flew up into the air every time the coach hit a bump* is subordinate clause. Furthermore, refers to the analysis above that found the noun phrase *so small* as the highlight element in this cleft sentence.

## Chapter 2: We Are Seven

### Datum 4

(C.2.P.10)

**Cleft:** But it's scratched because fanny chewed it when I wasn't looking.

**Regular Sentence:** she is scratch because fanny chewed it, I wasn't looking

structure	Cleft	Regular Sentence
Conjunction	but	she is scratch because fanny chewed
It	it	it, I wasn't looking

Be	is
Focus	scratched
Subordinate clause	when I wasn't looking

From both clauses above is a cleft sentence. It consists of two clauses, namely the word *It* as subject. The word *is* as verb. Then Cleft sentence Focus on *Object* is *time* and *when I wasn't looking* as the complement in the sentence. The word *when* is relative clause not connected relative pronoun and noun clause is *when*. In this case word *when* is *Object* in the relative clause. Base on the formula of cleft this sentence has the structure follows:

	It	Form of be	Focus	that/when + clause
But	It	Is	scratched	when I wasn't looking

Following to this formula, the sentence can be described into part of cleft, *it* is a cleft, *is* is the copula/be, *scratched* is focus on the sentence Cleft, *when* is relative clause, *when I wasn't looking* is subordinate clause. Furthermore, refers to the analysis above that found the noun clause *scratched* as the highlight element in this cleft sentence.

## Chapter 4: Wisdom's Ways

### Datum 5

(C.4.P.28)

**Pseudo cleft:** When the weather was good and the dew wasn't heavy on the grass, the girls took a shortcut.

**Regular Sentence:** the weather good and the dew wasn't heavy on the grass, the girls took a shortcut.

structure	Pseudo Cleft	Regular Sentence
When	When	the weather good and the dew wasn't heavy on the grass, the girls took a shortcut.
Subordinate clause	The weather	
Be	Was	
Focus	The dew wasn't heavy on the grass	

This sentence belong the class Wh pseudo clefts because the relative clause introduce by the word Wh. This wh cleft sentence has the structure syntactically namely the relative clause When the weather was good is the subject in the sentence, the word *was* is verb and The dew wasn't heavy on the grass is

the complement in the sentence. Base on the formula of wh cleft the sentence has the structure as follows:

Wh-item	Sc	form of be	Focus
When	the weather	was	the dew wasn't heavy on the grass

Following to this formula, the sentence can be described into part of wh cleft, namely *wh* is identify of pseudo cleft, *the weather* is subordinate clause. The copula verb be is *was*. And he dew wasn't heavy on the grass is constituent and the weather is Time on the sentence Pseudo Cleft. Finally, refers to the analysis above the writer found the pronoun *when* as the highlight element in this all cleft sentence.

## Chapter 5: Friday Fun

### Datum 6

(C.5.P.51)

**Cleft:** It was Rebecca who had done a wonderful job.

**Regular Sentence:** Rebecca had done a wonderful job.

structure	Cleft	Regular Sentence
It	It	Rebecca had done a wonderful job.
Be	Was	
Focus	Rebecca	

Subordinate clause.	Who had done a wonderful job
------------------------	---------------------------------

This sentence above is a cleft sentence which has the structure syntactically. It consists of two clauses, namely the word *It* as subject. The word *was* as verb. Then Cleft sentence Focus on *Subject* is *Rebecca* because *Rebecca* is someone and *who had done a wonderful job* as the complement in the sentence. The word *who* is relative pronoun to connect to relative clause *who had done* and noun phrase *Rebecca*. In this case word *who* is also subject pronoun in the relative clause. Base on the formula of cleft this sentence has the structure follows:

It	Form of be	Focus	that/who + clause
It	Was	Rebecca	Who had done a wonderful job

Following to this formula, the sentence can be described into part of cleft, *it* is a cleft, *was* is the copula/be, *Rebecca* is focus on the sentence Cleft, *who* is relative pronoun, *who had done a wonderful job* is subordinate clause. Furthermore, refers to the analysis above that found the noun phrase *Rebecca* as the highlight element in this cleft sentence.

## Chapter 8: Daydreams lead to trouble

### Datum 7

(C.8.P.72)

**Cleft:** It was coming out, thought, and that made Rebecca feel better.

**Regular Sentence:** It coming out, thought, and made Rebecca feel better.

structure	Cleft	Regular Sentence
It	It	It coming out, thought, and made Rebecca feel better.
Be	Was	
Focus	coming out, thought,	
Subordinate clause	That made Rebecca feels better.	

From both clauses above is a cleft sentence. It consists of two clauses, namely the word *It* as subject. The word *was* as verb. Then Cleft sentence Focus on *Object* is *place* and *that made Rebecca feel better* as the complement in the sentence. The word *that* is relative pronoun to connected relative clause *That made Rebecca feels better* and relative pronoun is *that*. In this case word *that* is *Object* in the relative clause. Base on the formula of cleft this sentence has the structure follows:



It	Form of be	Focus	that/who + clause
It	Was	Coming out, thought	That made Rebecca feels better

Following to this formula, the sentence can be described into part of cleft, *it* is a cleft, *was* is the copula/be, *coming out* is focus on the sentence Cleft, *that* is relative clause, that made Rebecca feel better is subordinate clause. Furthermore, refers to the analysis above that found the noun phrase coming out as the highlight element in this cleft sentence.

### Chapter 8: Daydreams lead to trouble

#### Datum 8

(C.8.P.72)

**Pseudo cleft:** When she was done, she read it out loud to the Cobbs, who enjoyed it immensely.

**Regular Sentence:** she done, she read it out loud to the Cobbs, who enjoyed it immensely.

structure	Pseudo Cleft	Regular Sentence
When	When	she done, she read it out loud to the Cobbs, who enjoyed it immensely.
Subordinate clause	she was done	
Be	Was	

Focus	Who enjoyed it  immensely
-------	---------------------------------

This sentence belongs to the class Wh pseudo clefts because the relative clause introduced by the word Wh. This wh cleft sentence has the structure syntactically namely the relative clause When she was done is the subject in the sentence, the word *was* is verb and *who enjoyed it immensely* is the complement in the sentence. Based on the formula of wh cleft the sentence has the structure as follows:

Wh-item	SC	form of be	Focus
When	She	Was	Who enjoyed it

Following to this formula, the sentence can be described into part of wh cleft, namely *wh* is identify of pseudo cleft, *she was done* is subordinate clause. The copula verb be is *was*. And *who enjoyed it immensely* is constituent and *she was done* is Time on the sentence Pseudo Cleft. Finally, refers to the analysis above the writer found the pronoun *when* as the highlight element in this all cleft sentence.

## Chapter 8: Daydreams Lead to Trouble

### Datum 9

(C.8.P75)

**Pseudo cleft:** What she didn't know was that there was some trouble with the well.

**Regular sentence:** she didn't know was that there was some trouble with the well

structure	Pseudo Cleft	Regular Sentence
What	What	she didn't know was that there was some trouble with the well
Subordinate clause	she didn't know was	
Be	Was	
Focus	That there was some trouble with the well.	

This sentence belongs to the class Wh pseudo clefts because the relative clause is introduced by the word Wh. This wh cleft sentence has the structure syntactically namely the relative clause What she didn't know was is the subject in the sentence, the word *was* is verb and That there was some trouble with the

well is the complement in the sentence. Base on the formula of wh cleft the sentence has the structure as follows:

Wh-item	SC	form of be	Focus
What	she didn't	was	that there was some trouble

Following to this formula, the sentence can be described into part of wh cleft, namely *wh* is identify of pseudo cleft, *she didn't know* is subordinate clause. The copula verb be is *was*. And *that there was some trouble with the well* is constituent and *she didn't know* is Time on the sentence Pseudo Cleft. Finally, refers to the analysis above the writer found the pronoun *that* as the highlight element in this all cleft sentence.

### Chapter 10: The wonderful Lamp

#### Datum 10

(C.10.P.88)

**Cleft:** It was nearly five o'clock when she finally asked her aunt Miranda if she could go to the Simpsons' house.

**Regular Sentence:** she finally asked her aunt Miranda if she could go to the Simpsons house nearly five o'clock

structure	Cleft	Regular Sentence
it	It	she finally asked her aunt Miranda if
Be	Was	she could go to the Simpsons house

		nearly five o'clock.
Focus	Nearly five o'clock	
Subordinate clause	when she finally asked her aunt Miranda if she could go to the Simpsons' house	

From both clauses above is a cleft sentence. It consists of two clauses, namely the word *It* as subject. The word *was* as verb. Then Cleft sentence Focus on *Object* is *time* and *when she finally asked her aunt Miranda if she could go to the Simpsons' house* as the complement in the sentence. The word *when* is relative clause not connected relative pronoun and noun clause is *when*. In this case word *when* is *Object* in the relative clause. Base on the formula of cleft this sentence has the structure follows:

It	was	nearly five o'clock	when she finally
It	Form of be	Focus	when

Following to this formula, the sentence can be described into part of cleft, *it* is a cleft, *was* is the copula/be, *nearly five o'clock* is focus on the sentence Cleft, *when* is relative clause, *when she finally asked her aunt Miranda* is

subordinate clause. Furthermore, refers to the analysis above when found the noun clause *nearly five o'clock* as the highlight element in this cleft sentence.

## Chapter 10: The Wonderful Land

### Datum 11

(C.10.P.94)

**Pseudo Cleft:** Who was it that sold the soap to Mr. Ladd in North Riverboro, was it the Simpsons sister or was it you.

**Regular Sentence:** the soap was sold Mr. Ladd in North Riverboro was it the Simpsons sister or was it you.

structure	Pseudo Cleft	Regular Sentence
Who	Who	the soap was sold Mr. Ladd in North Riverboro was it the Simpsons sister or was it you
Subordinate clause	It that sold the soap to Mr. Ladd	
Be	Was	
Focus	that sold the soap to Mr. Ladd in North Riverboro	

This sentence belongs to the class Wh pseudo clefts because the relative clause introduced by the word Wh. This wh cleft sentence has the structure syntactically namely the relative clause *Who was it* is the subject in the sentence, the word *was* is verb and *the Simpsons sister or was it you* is the complement in the sentence. Based on the formula of wh cleft the sentence has the structure as follows:

Wh-item	SC	form of be	Focus
Who	was it that sold the soap	was	the Simpsons sister

Following to this formula, the sentence can be described into part of wh cleft, namely *wh* is identify of pseudo cleft, *It that sold the soap to Mr. Ladd* is subordinate clause. The copula verb be is *was*. And *the Simpsons sister or was it you* is constituent and *it that sold the soap* is someone on the sentence Pseudo Cleft. Finally, refers to the analysis above the writer found the pronoun *the* as the highlight element in this all cleft sentence.

## Chapter 12: Rebecca represents the family

### Datum 12

(C.12.P.106)

**Pseudo cleft:** What a wonderful man he was, and I knew I must have done the right thing, Aunt Miranda.

**Regular Sentence:** he was wonderful man, and I know I must have done the right thing, Aunt Miranda

structure	Pseudo Cleft	Regular Sentence
What	What	he was wonderful man, and I know I must have done the right thing, Aunt Miranda.
Subordinate clause	a wonderful man he was	
Be	Was	
Focus	I knew I must have done the right thing, Aunt Miranda	

This sentence belongs to the class Wh pseudo clefts because the relative clause introduced by the word Wh. This wh cleft sentence has the structure syntactically namely the relative clause *What a wonderful man he was* is the subject in the sentence, the word *was* is verb and *That there was some trouble with the well* is the complement in the sentence. Based on the formula of wh cleft the sentence has the structure as follows:



Wh-item	SC	form of be	Focus
What	a wonderful man he	was	and I knew

Following to this formula, the sentence can be described into part of wh cleft, namely *wh* is identify of pseudo cleft, *a wonderful man he was* is subordinate clause. The copula verb be is *was*. And *I knew I must have done the right thing* is constituent and *a wonderful man he was* is Someone on the sentence Pseudo Cleft. Finally, refers to the analysis above the writer found the pronoun *I* as the highlight element in this all cleft sentence.

### Chapter 12: Rebecca Represents the family

#### Datum 13

(C.12.P.99)

**Cleft** = It was during this time that Reverend Amos Burch and his wife returned to Riverboro.

**Regular Sentence:** Reverend Amos Bruch and his wife returned to Riverboro during this time.

structure	Cleft	Regular Sentence
It	It	Reverend Amos Bruch and his wife returned to Riverboro during this time.

Be	Was
Focus	During this time
Subordinate clause	that Reverend Amos Burch and his wife returned to Riverboro.

From both clauses above is a cleft sentence. It consists of two clauses, namely the word *It* as subject. The word *was* as verb. Then Cleft sentence Focus on *Object* is *during this time* because *during this time* is *time* and *that Reverend Amos Burch and his wife returned to Riverboro* as the complement in the sentence. The word *that* is relative pronoun to connect to relative clause *that Reverend Amos Burch and his wife returned to Riverboro* and noun phrase is *that*. In this case word *that* is also *Object* pronoun in the relative clause. Base on the formula of cleft this sentence has the structure follows:

It	Form of be	Focus	that/who + that
It	was	during this time	that Reverend Amos Burch

Following to this formula, the sentence can be described into part of cleft, *it* is a cleft, *was* is the copula/be, *during this time* is focus on the sentence Cleft, *that* is relative pronoun, *that Reverend Amos Burch and his wife returned to*

*Riverboro* is subordinate clause. Furthermore, refers to the analysis above that found the noun phrase *during this time* as the highlight element in this cleft sentence.

### Chapter 13: Days at a New School

#### Datum 14

(C.13.P.111)

**Cleft:** It was taught by Miss Emily Maxwell, a young teacher who was also a published writer.

**Regular Sentence:** the young teacher a taught, also a published writer by Miss Emily Maxwell

structure	Cleft	Regular Sentence
It	It	the young teacher a taught, also a published writer by Miss Emily Maxwell
Be	Was	
Focus	Taught	
Subordinate clause.	who was also a published writer	

This sentence above is a cleft sentence which has the structure syntactically. It consists of two clauses, namely the word *It* as subject. The word *was* as verb. Then Cleft sentence Focus on *Subject* is *taught by Miss Emily Maxwell* because is someone and *who was also a published writer* as the complement in the sentence. The word *who* is relative pronoun to connect to relative clause *who was also a published writer* and noun phrase *taught by Miss Emily*. In this case word *who* is also subject pronoun in the relative clause. Base on the formula of cleft this sentence has the structure follows:

It	Form of be	Focus	that/who +clause
It	was	Taught	who was also a published writer

Following to this formula, the sentence can be described into part of cleft, *it* is a cleft, *was* is the copula/be, *Taught* is focus on the sentence Cleft, *who* is relative pronoun, *who was also a published writer* is subordinate clause. Furthermore, refers to the analysis above that found the noun phrase *taught* as the highlight element in this cleft sentence.

## Chapter 17: The Vision Splendid

### Datum 15

(C.17.P.135)

**Cleft:** It was just Emma Jane and Rebecca who took the train during the warmer months and boarded in the winter.

**Regular Sentence:** The train just took Emma Jane and Rebecca during the warmer months and boarder in the winter.

structure	Cleft	Regular Sentence
It	It	The train just took Emma Jane and Rebecca during the warmer months and boarder in the winter.
Be	Was	
Focus	Emma jane and Rebecca	
Subordinate clause	Who took the train during the warmer months and boarded in the winter.	

This sentence above is a cleft sentence which has the structure syntactically. It consists of two clauses, namely the word *It* as subject. The word *was* as verb. Then Cleft sentence Focus on *Object* is *Emma jane and Rebecca* because *Emma jane and Rebecca* is someone and *Who took the train during the warmer months and boarded in the winter.* as the complement in the sentence. The word *who* is relative pronoun to connect to relative clause *Who took the train*

*during* and noun phrase *Emma jane and Rebecca*. In this case word *who* is also subject pronoun in the relative clause. Base on the formula of cleft this sentence has the structure follows:

It	Form of be	Focus	that/who +clause
It	was	just Emma Jane and Rebecca	who took the train

Following to this formula, the sentence can be described into part of cleft, *it* is a cleft, *was* is the copula/be, *Emma jane and Rebecca* is focus on the sentence Cleft, *who* is relative pronoun, *Who took the train during the warmer months and boarded in the winter* is subordinate clause. Furthermore, refers to the analysis above that found the noun phrase *Emma jane and Rebecca* as the highlight element in this cleft sentence.

### C. Interpretation of the Research Findings

According to the analyzed which have been analyzed in the three chapter of Rebecca of sunny brook farm short story by Kate Douglas Wiggin. This contains complex sentence. Chapter 1,2 data in Chapter 2,2 data in Chapter 4,1 data in Chapter 5,1 data in Chapter 8,3 data in Chapter 10,2 data in Chapter 12,2 data in Chapter 13,1 data in Chapter 17,1.. The total of the data are twenty five found in those seventeen short story chapter. The interpretation of the data is formed in the following tables:

Table of C.17.C1

The Result Of The complex sentence found in the seventeen /chapter of this *Rebecca of sunny brook farm* by *Kate Douglas Wiggin*.

No	Complex sentence	The Number of Chapter 1 s/d 17		Total	Percentage
1	It		9	9	45%
2	Wh		5	5	25%
3	All		1	1	5%
				15	75%

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

It has been concluded that there are some structures of cleft and pseudo-cleft sentences in the short story by Kate. All of the structure of cleft and pseudo-cleft which found in short story *Rebecca of sunny brook farm*, kind of cleft and pseudo-cleft sentence. It can be seen that classification of the cleft and pseudo-cleft which has 15 data analysis of cleft and pseudo-cleft sentence. Then, from the analysis can be taken the cleft and pseudo-cleft conclusion, there are:

1. According to the first question and the analysis in the chapter four, it can be said What kind of complex sentences exist in the *Rebecca Of Sunny brook Farm* short story that used by Author are what, when, while, who etc.
2. From the research done, How are the structures of the complex sentences consisting cleft and pseudo cleft that the author used in the short story. They can be as *it* and *what*.
3. Moreover, based on the question of number three about What cleft and pseudo cleft elements which create those complex sentence in the short story, it found that highlight element namely: subject, object and adverbial.



4. The students able to understand faster if the students have understood the language the students read grammatically.
5. Indeed the reader needs the time to learn grammatical system of language even may be needed more time to understand deeply.
6. Sentences which are created from cleft and pseudo cleft must be the kinds of complex sentences not compound sentences.
7. Complex sentences are not only complex from its creation but also it is complex to understand.

## **B. Suggestion**

After analyzing the data from the short story “Rebecca of sunny brook farm”, the write would like to give some suggestion that may be useful in the future for:

1. For the readers

Cleft and Pseudo cleft are used to focus and emphasis specific parts of a sentence, which consist of a subject, object, and adverbial, can be found on a short story or novel. The reader must understand about the cleft and pseudo cleft, because it's quite difficult to understand its grammar.

2. For the researcher

For the people and general, it is suggest the researchers of English department will have understanding about what the cleft and pseudo cleft sentences.

3. For the student

This research is useful for the student who learned syntax. The student who interested in the same research could develop the theory and take object of the research in the speaking form. In this case it can be compared the highlight element in the text and how to pronounce it.

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Her hobby is Travelling. She likes traveling because when she go to another places, she will get new friends and also get unforgettable story to herself. And work feels boring, travelling becomes an exciting and encouraging adventure after returning to work.