

**ANALYSIS OF THE FUNCTION AND THE MEANING
OF CONJUNCTIONS IN THE COMPLEX
SENTENCES IN *BLOSSOM STREET BRIDES NOVEL*
BY *DEBBIE MACOMBER***

A PAPER

**Submitted to the school of Foreign Language-JIA as a partial fulfillment of
requirements for the undergraduate degree in English Literature
Programme**



**INDAH FAJARWATI
043131510143027**

**ENGLISH LITERATURE PROGRAMME
SCHOOL OF FOREIGN LANGUAGES-JIA
BEKASI
2018**

THE APPROVAL SHEET


ANALYSIS OF THE FUNCTION AND THE MEANING OF CONJUNCTIONS IN THE COMPLEX SENTENCES IN BLOSSOM STREET BRIDES NOVEL BY DEBBIE MACOMBER

Indah Fajarwati
043131510143027

Supervised and Approved by:

Advisor I

Advisor II



Imron Hadi S.S., M.Hum
NIDN.0430076401



Yeni Norvatin S.S., M.Hum
NIDN.0425028105

The Chairman of STBA JIA



Drs. H. Sudjianto, M. Hum
NIP. 195906051985031004

INTELECTUAL PROPERTY STATEMENT FORM

Name : Indah Fajarwati
Student Number : 043131510143027
Programme : English Literature
Title : Analysis Of The Function And The Meaning Of The
Conjunctions In The Complex Sentences In Blossom
Street Brides Novel By Debbie Macomber

This is to certify that my paper is my own original work and no portion of my paper has been copyrighted previously unless properly referenced. If there is a breach of item above, I will take full responsibility for any illegal action that might be caused.

Bekasi, 11 Agustus 2018



Indah Fajarwati
NIM.043131510143027

THE IMPROVEMENT SHEET

ANALYSIS OF THE FUNCTION AND THE MEANING OF CONJUNCTIONS IN THE COMPLEX SENTENCES IN *BLOSSOM STREET* *BRIDES* NOVEL BY *DEBBIE MACOMBER*

Indah Fajarwati
043131510143027

Supervised and Approved by

Examiner I





Ade Surista, M.Pd
NIDN.0425127503

Examiner II



Inta Masni Sinaga, SS, M.Hum
NIK.43D118170.

The Chairman of STBA JIA



Drs. H. Sudjianto, M. Hum
NIP. 195906051985031004

MOTTO AND DEDICATION

MOTTO:

“There are many roads even though you have only one destination”

DEDICATION:

This paper is dedicated to my father, my mother, my brother, and my little sister

**ANALYSIS OF THE FUNCTION AND THE MEANING OF
CONJUNCTIONS IN THE COMPLEX SENTENCES IN
BLOSSOM STREET BRIDES NOVEL BY DEBBIE
MACOMBER**

INDAH FAJARWATI

ABSTRACT

The aim of this paper is to explain what the function and the meaning of conjunction in the complex sentences which is exist in Blossom Street novel by Debbie Macomber. The method used in the research is qualitative method. This research has been done from the beginning of March 2018 to the end of August 2018. The object data of this research are 44 data taken from in Blossom Street novel by Debbie Macomber. After the data is collected then the data is analyzed and created a table to find out the result of analyzing. From the analysis it can be concluded that the conjunction in the complex sentences found in in Blossom Street novel is found in 8 chapters. The conjunctions are whereas, when, after, because of, while, that, once, since, because, before, although, as if, so, if, and as though.

Keyword: Conjunction, complex sentences, and novel.

***ANALYSIS OF THE FUNCTION AND THE MEANING OF
CONJUNCTION IN THE COMPLEX SENTENCES IN BLOSSOM
STREET BRIDES NOVEL BY DEBBIE MACOMBER***

INDAH FAJARWATI

ABSTRAK

Tujuan dari makalah ini adalah untuk menjelaskan apa fungsi dan makna konjungsi dalam kalimat kompleks yang ada dalam novel Blossom Street oleh Debbie Macomber. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Penelitian ini telah dilakukan sejak awal Maret 2018 hingga akhir Agustus 2018. Data objek penelitian ini adalah 44 data yang diambil dari novel Blossom Street oleh Debbie Macomber. Setelah data dikumpulkan maka data dianalisis dan dibuat tabel untuk mengetahui hasil analisis. Dari analisis dapat disimpulkan bahwa kata penghubung dalam kalimat kompleks yang ditemukan dalam novel Blossom Street ditemukan dalam 8 bab. Kata penghubungnya adalah, ketika, setelah, karena, sementara, bahwa, sekali, karena, karena, sebelumnya, meskipun, seolah-olah, jadi, jika, dan seolah-olah.

Kata kunci: kata penghubungan, kalimat kompleks, dan novel.

ACKNOWLEDGEMENT

First of all, the writer would like to thank to Allah SWT, for all the blessing and loving. Without Him, it is impossible to accomplish this paper. The making of this paper is to fill one of the requirements for taking undergraduate program (S1) of English Department of school of Foreign Language JIA.

During the research, the writer uncounted a lot of hardship and difficulties both finding the references and arranging it into a scientific paper. Therefore, the writer would like to take this opportunity to express the deepest and sincerest gratitude for all the following parties who have advised and supported to finish the paper, especially to:

1. Imron Hadi, S.S,M.Hum, as the head of S1 English Literature Department and as the first advisor for counseling, discussing, giving motivation, idea, and knowledge.
2. Yeni Noeryatin, S.S, M.Hum, as the second advisor for her patient in giving advice, suggestions, and corrections.
3. Drs. H. Sudjianto, M.Hum, the chairman of School of Foreign Language JIA.
4. All the lecturers and staffs of Scholl of Foreign Language JIA for the guidance during the study.
5. My parents, my brother and my sister for giving love, prays, motivations, and supports.
6. Renny Kusuma Yuniarty Gumay, S.T, as my boss of PT. Tiga Energi Solusi for her support, help, and understanding during the study.
7. All the lovely friends in STBA-JIA, especially all of students of English Literature for the motivation, help, support, and friendship.
8. Last not least, writer also gives deep gratefulness to some other who cannot be mentioned for their concerns.

Finally, the writer hopes this paper will be useful especially for the writer and generally for everyone who reads it.

Bekasi, 11 Agustus 2018

IFW

TABLE OF CONTENTS

Title.....	
The Approval Sheet	ii
Intellectual Property Statement Form.....	iii
The Improvement Sheet	iv
Motto and Dedication	v
Abstrak.....	vi
Abstract.....	vii
Acknowledgments.....	viii
Table Of Content.....	ix
List of Table.....	xi

CHAPTER 1 INTRODUCTION

A. Background of the Research	1
B. Questions and Scopes of the Research	6
C. The Objectives and Significances of the Research	7
D. The Operational Definition	8
E. The Systematization of the Research	9

CHAPTER II THEORETICAL DESCRIPTION

A. Definition of Analysis	10
B. Definition of Grammar.....	11
C. Definition of Syntax.....	22
D. Definition of Semantic.....	37
E. Definition of Novel	38
F. Research of The Relevance.....	40

CHAPTER III METHODOLOGY OF THE RESEARCH

A. Method of The Research	43
B. Procedure of The Research	45

C. Technique of The Data Collection	47
D. Technique of The data Analysis	47
E. Sources of the Primary and Secondary Data.....	48

CHAPTER IV DATA ANALYSIS

A. Data Description	50
B. Data Analysis.....	51
C. Interpretation of the research findings	81

CHAPTER V CONCLUSION AND SUGGESTION

A. The Conclusion	85
B. Suggestion	86

Bibliography

Appendices

Biography

LIST OF TABLE

No.	Table	Page
1	Table 4.1	83

CHAPTER I

INTRODUCTION

A. Background of the Research

Linguistic is the study of language which is very useful for human life. Language is such a central feature of being a human while linguistics has intellectual connections and overlaps with many other disciplines in the humanities, the social sciences, and the natural sciences.

Linguistic is the science that the language become an object of study. Linguistic is very influential on human life as social beings that need each other and always associated with interaction. With interaction, every human being needs a linguistic knowledge. By studying linguistics, language will be more organized, because linguistics is the study of languages generally, while other science does not.

Linguistic is often associated with the object of linguistic studies, and it will give you ease in understanding the circumstances of the language itself. Linguistic has a broad reach and focus on matters of subject matter than language science itself.

Language is one of the most important things in human live. People live in a world of language. By using the language, people can talk and write to other people in the society. People talk to their friends, their associates, their teachers, their parents, their wives and husbands, and even their enemies. Hardly a moment of our waking lives is free from words.

When people know a language, people can speak and be understood by others who know that language. This means everyone has the capacity to produce sound that signify certain meanings and to understand or interpret the sound produced by others.

Most everyone knows at least one language. The ability to carry out the simplest conversation requires profound knowledge that most speakers are unaware of. Through language human can communicate with others easily. Besides, language has rules which involve word structure, grammar, and sentences structure (syntax).

People must know how to assemble words in ways that make sense to them. It is the pattern by which words are combined that linguistics called syntax. In syntax, grammar is important element to be analyzed and understood.

Studying syntax is relevant to a lot of subject areas in linguistics. People must study syntax to understand how people acquire their language, how people start constructing sentences and what stage do they learn the tacit syntactic rules of the language. It is also good to study syntax so we can understand how bilingual and multilingual speakers are able to construct their sentences despite having different structures for different languages. Studying syntax gives us many answers which are necessary for understanding how languages work, as well as being the doorway to future research and theories on all aspects of linguistics.

Every human being who speaks a language uses the grammar. Grammar is the foundation for communication. the better the grammar, the clearer the message, the more likelihood of understanding the message has intent and meaning. That is what communication is all about. It would be impossible to learn language without knowing the grammar since it is the glue of the words.

Grammar can help people to learn a language more quickly and efficiently. With the use of incorrect grammar sentences can be meaningless and their message is unclear. Misunderstanding cannot will not able to be avoided. This means that people are not be able to communicate effectively and the person who is reading or talking to us may be going to be quite confused to our meaning. The communication will not go on well. Grammar is still important although all languages change over time. In grammar, people should know the structure of the sentences.

Learning about grammar, will be learnt also complex sentences. Based on DeCapua (2008), “complex sentences are sentences that consist of a main clause and a subordinate clause .” (p. 305). A complex sentence combines one independent clause or main clause with at least one dependent clause. A clause is a group of words that has both a subject and a verb. An independent clause forms a complete thought. A dependent clause, also called a subordinate clause, does not form a complete thought and is dependent upon an independent clause for meaning. A complex sentence is combine using a conjunction.

Based on Alternberg and Vago (2010), “conjunctions are connectors.” (p. 69) conjunctions divided into: Coordinating conjunctions, subordinating conjunctions, and correlative conjunction. Coordinating conjunctions, the coordinators are *and*, *or* and *but*. They. Subordinating conjunctions, the subordinators has a function to introduce subordinate clause. (that, if, whether, because, when, etc). Correlative conjunctions are two-part conjunctions(both/and, either/or, if/then, neither/nor).

Conjunctions are an integral part of the English language. If used properly, they can improve almost any type of writing. From business writing to academic writing, conjunctions help create better sentences. A conjunction has function as a connector between two sentences, clauses, phrases, or words

To understand more about function and meaning of conjunctions in the complex sentences, the writer takes some sentences in Debbie Macomber’s Novel: *Blossom Street Brides*. The reason why the writer uses sentences in Debbie Macomber’s Novel: *Blossom Street Brides* is the writer finds many conjunctions in complex sentence form. Such as, when, while, when, because, and etc.

Different conjunctions are used to show different relationships between the independent and the dependent clause. People often get misunderstanding how to put the conjunctions in the complex sentences, there for people get wrong about meaning of sentence.

Those factors above make the writer gives two samples of the above data from *Blossom Street Brides* Novel By Debbie Macomber :

1. **While** she might have that mind set, Max was all too aware that Grant didn't. (C. 4, P. 37, L. 24)

Based on this complex sentence above consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *Max was all too aware that Grant didn't*. The subordinate clause is: *While she might have that mind set*. Those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kind which is used. In this case, the conjunction *While* is refer to as adverbial clauses of contrast. It means that she still remembers that case, or needs time to remember that case, but Max is so sure, and Max has understood that case, so those clauses use the *while* as its conjunctions which has direct difference or the opposite meanings.

2. **Although** meal service was offered on the flight home, he'd turned it down.(C.23, P.239, L.26)

The sentence above is a complex sentence, due to the sentence consists of two clauses, those clauses as the coordinate clause and the subordinate clause. The coordinate clause means as the main clause, that is: *he'd turned it down*. The subordinate clause is: *Although meal service was offered on the flight home*. Both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it

mean through the function of the conjunction kind which is used. In this case, the conjunction *Although* is refer to as adverbial clauses of contrast, means the subordinate clause : *Although meal service was offered on the flight home*, it means that he refused his own meal service in the flight home, means he wasted his chance having meal, while he had, so those clauses use *although* as its conjunction which has contrast or opposite meaning with the real situation where he wasted his chance.

From the above explanation, the writer chooses the title of the paper:
ANALYSIS OF THE FUNCTION AND THE MEANING OF
CONJUNCTIONS IN THE COMPLEX SENTENCES IN *BLOSSOM
STREET BRIDES NOVEL BY DEBBIE MACOMBER.*”

B. Questions and Scopes of the Research

1. Questions of the Research

- a. What kinds of the conjunctions which exist in the complex sentences in *Blossom Street Brides Novel* by Debbie Macomber ?
- b. What are the meanings and the functions of the conjunctions of the complex sentences in the novel?
- c. What kinds of conjunctions found mostly in in the novel ?

2. Scope of the Research

In this research, the analysis just focuses on how to analyze the function and the meaning of the conjunctions in the complex sentences that writer took eight chapters from 35 chapters in *Blossom Street Brides* Novel by Debbie Macomber. The writer tries to explain the meaning and functions of those conjunction words grammatically which are interrelated among the dependent and the independent clauses with the conjunctions which are used. The theories used are from Andrea DeCapua, Sidney Greenbaum and Gerald Nelson . By classifying and analyzing those clauses and conjunctions, people can understand about the complex sentences and its meanings and functions of those conjunctions which are used.

C. The Objectives and Significance of the Research

1. Objectives of the Research

- a. This research is for explaining the conjunctions that exist in the complex sentences in *Blossom Street Brides* Novel by Debbie Macomber.
- b. This research is for explaining the meaning and the function of the conjunctions of the complex sentences in the novel.
- c. This research is for finding out the conjunctions found mostly in the novel.

2. Significance of the Research

Hopefully this writing and research paper can be useful not only for the writer herself, but also for the readers mainly who learn at least who have relation with English in their activities. The Significance of the writing is described as follow.

a. For the writer

The writer hopes that this writing can add the writer's knowledge and know more about the function and the meaning of conjunctions in the complex sentences.

b. For the readers

The writer hopes that this writing can help give information for the readers how to study and understand the function and the meaning of conjunctions in the complex sentences.

D. Operational Definitions

After having read and understood many theories of the title components, the writer can conclude and give explanation that :

1. Analysis

The investigation of an event like an article, action, etc. Analysis is the procces of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it.

2. Grammar

The set of rules that allows us to combine words in our language into larger units or the elements of morphology and Syntax which can create clause or sentence.

3. Syntax

Sentence construction how words group together to make phrases, clauses and sentences.

4. Semantic

The systematic study of meaning and linguistic semantics as the study of how language organize and express meaning.

5. Novel

A book length story in prose, whose author tries to create the sense that while we read, we experience actual life.

E. The Systematization of the Paper

The systematization of the research means to present the research well edited composition. This research is divided into five chapters as follow

Chapter: I Introduction explains about the background of the research, the questions and the scopes of the research, objectives and significances of the research, Operational definitions and the Systematization of the research.

Chapter: II Theoretical description consists of the definition of analysis, Grammar, Syntax, Semantic and Novel.

Chapter: III Methodology of the research contains about the Method of the Research : 1. Time and Place of the Research 2. Kinds 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 Data Analysis presents data description, Data Analysis, and Interpretation of the Research Findings.

Chapter V Conclusion (relates to hypothesis discussion) and Suggestion (relates to significances of the Research).

CHAPTER II

THEORETICAL DESCRIPTION

This paper would like to analyze the function and the meaning of conjunctions in the complex sentence in the novel “*Blossom Street bride*” by Debbie Macomber. That is way this paper needs some theories to support the research. In this chapter the theories are taken as the basic of the research. Those theories are about:

A. Analysis

Analysis is a methods discussion in a qualitative proposal needs which also to specify the steps in analyzing the various form of qualitative data. In general, the intention is to make sense text and image data. It involves segmenting and taking apart the data (like Peeling back the layers of an onion) as well as putting get together. The discussion in proposal about qualitative data analysis might begin with several general point about the overall process. Data analysis in qualitative research will proceed hand-in-hand with other parts of developing the qualitative study, namely, the data collection and the write-up of findings. (Creswell, 2014, p. 245)

According to Ghony and Almanshur (2012), process of data analysis begins by examining all existing data from various sources written in research records and so on. The first step is to find the data, after researched and studied carefully, the next step the researcher make the data reduction, which is done by the way of abstraction. Abstraction is an attempt to make a core

summary. The process of data analysis is a core part of the research. After all the data collected and has been analyzed the next stage is to make it a research report with a good and correct arrangement. (pp. 245-246)

Based on Rosenwasser and Stephen (2009), analysis is a kind frame of mind, an attitude toward experience. It is a form of detective work that typically take on something puzzling, something which is sought to understand rather than something that is already sure about the answer. Analysis finds questions where there seemed not to be any, and it makes connections that might not have been evident at first. (p. 6)

According to Krippendorff (2004), content analysis has its own approach to analyzing data that stems largely from how the object of analysis, content, its understand. It is also can be defined that content analysis is a research technique for making replicable and valid inferences from texts (or other meaning full matter) to the context of their use. (p. 18)

From the explanation above, it can be defined that analysis is a frame of mind that usually pursues an object or a matter that is still confusing and analysis finds questions where there seemed not to be any, then it makes connections that might not have been evident at first.

B. Grammar

Grammar is important because it is the language that makes it possible for us to talk about language. Grammar is the structural foundation of people ability to express themselves. The more people are aware of how it works, the

more people can monitor the meaning and effectiveness of the way someone and others use language. Kroeger (2005) described that, grammar is the term which is often used to refer to the complete set of rules needed to produce all the regular patterns in a given language and sometimes used means roughly, all the structural properties of the language except sound structure(phonology). They are words, phrases, sentences, texts, etc. (p. 5).

Aarts (2001) described that, grammar is a set of rules which are arranged to make up language and it is a vast domain of inquiry and it will be necessary to limit ourselves to a subdomain.(p. 3). Furthermore, Hazen (2015) explained that, grammar started as an ancient Greek term for the *art of writing*, and the term maintained that meaning for centuries. (p. 14)

According to Dykes (2007, p. 5) also explained about grammar.

Grammar is a language to talk about language'. Just as one cannot explain how a motor engine functions (or is failing to function) without naming words for its parts and their specific actions, so it is impossible to explore the function of words and the part they play in forming meaningful language without a naming procedure.

Based on Yule in his book *The study of Language* (2010), "The process of describing the structure of phrases and sentences in such a way that we account for all the grammatical sequences in a language and rule out all the ungrammatical sequences is one way of defining grammar" (p. 81). The study of grammar all by itself will not necessarily make someone a better writer, but by gaining a clearer understanding of how our language works, it should also gain greater control over the way it shape words into sentences and sentences into paragraph.

Based on Crystal (2008), stated that” grammar is a central term in linguistics, but one which covers a wide range of phenomena, being used both in mass noun and count noun senses (as ‘grammar in general’ and ‘a grammar in particular’). Several types of grammar can be distinguished.” (p. 217)

Cowan (2008) also has the same definition with yule. Cowan said that “grammar is set of rules that describes how words and groups of words can be arrange to form sentences in a particular language.” (p. 3). Greenbaum and Nelson (2002) described that grammar is the set of rules that allow us to combine words in our language into larger units. Some combinations of words are possible in English, while others are not possible. Every native speaker of English can easily judge that Home computers are now much cheaper is a possible English sentence, whereas Home computers now much are cheaper is not, because people know that much is wrongly positioned in the second example. The ability to recognise such distinctions is evidence that in some sense native speakers already know the rules of grammar, even if people have never formally studied grammar. (p.1)

Huddleston and Pullum (2005) stated that grammar deals with the form of sentences and samller units such as clauses, phrases, and words. Standart English in grammar is much more stable and it is uninform than its pronunciation or word stock, there is remarkably little dispute about what grammatical (in compliance with the rules of grammar). (p. 1). Moreover, Michael swan (2005) , “ grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. ”(p. xix)

In the grammar, part of speech will be studied. Based on Trask (2007) explained that, part of speech is any one of the grammatically characterized classes into which the words of a language are grouped. They are grouped into a small number of classes. (p. 206)

According to Crystal (2008, p. 352) also explained about the parts of speech.

Part of speech is the traditionally term for a grammatical class of words. The main part of speech recognized by most school grammar s derive from the work of the ancient Greek and Romans grammarian, primarily the noun, pronoun, verba, adverb, adjective, preposition, conjunction, and interjection, with article, participle, and other often added.

Based on the definition above, part of speech is divided into:

1. Noun

Based on Yule (2010), “Nouns are words used to refer to people (boy), objects (backpack), creatures (dog), places (school), qualities (roughness), phenomena (earthquake) and abstract ideas (love) as if they were all “things.” (p. 82). Moreover, Arts (2001) said that noun is a great number of words unaccounted for, it is also called to belong the class of nouns, but which don’t denote people, animals, things, or places. The words that include the denote is abstract ideas or concept, emotional states, bodily sensation and a host of others. Noun can also be preceded by adjectives. For example nice, strong (such as a nice person, a strong box). (p. 27)

According to Leech (2006), “Noun is very large class of words which refer to entities (persons, things, substances, places, and

abstraction, and various kinds). ‘’ (p.72). Whereas, Trask (1999, p.206) stated that, Noun is the part of speech which includes words like girl, tree and happiness. Like any part of speech, nouns can be adequately defined only in terms of their grammatical characteristics. The most of them can appear in two grammatical forms, called singular and plural. Most English nouns form their plural by adding –s, as in girl/girls and tree/trees, but some have irregular plurals, as in child/children, goose/geese, sheep/sheep, and radius/radii. Moreover, Altenberg and Vago (2010, p. 3), “Nouns are commonly defined as words that refer to a person, place, thing, or idea”.

2. Articles

Based on Yule (2010), “articles are words (a, an, the) used with nouns to form noun phrases classifying those “things” (You can have a banana or an apple) or identifying them as already known (I’ll take the apple)”. (p. 82). Moreover, Altenberg and Vago (2010), “Articles give us information about a noun; they indicate whether or not the noun is a specific one known to both the speaker and listener”. (p. 46) Meanwhile, Leech (2006) states that, “articles are the two words the and a (an before vowels), known respectively as the definite article and the indefinite article. (p. 12)

Crystal (2008) in his book *A Dictionary of Linguistics and Phonetics* explained that.

A term used in some models of grammatical description, referring to a class of items whose main role is to co-occur with nouns to express a wide range of semantic contrasts, such as quantity or number. The articles, when they occur in a language, are the main subset of determiners (e.g. the/a in English); other words which can have a determiner function in English include each/every, this/that, some/any, all of which have a distribution which includes the article position, e.g. the/this/some . . . cake. Some linguists extend the application of this term to include other types of word within the noun phrase (e.g. adjectives, predeterminers), and sometimes even to include modifiers in other parts of the sentence. In some generative grammar theories, determiner is regarded as the head in combination with a noun, to produce a determiner phrase (DP). The DP hypothesis is the proposal that noun phrases are projections of the determiner. (p. 140)

3. Adjectives

According to Yule (2010), adjectives are words used, typically with nouns, it is provide more information about the things referred to (happy people, large objects, a strange experience). (p. 82). Aarts (2001) also said that adjectives are gradable, it means they can be preceded by words such as very, extremely, less, etc. (e.g very hopeful, extremely nasty, less interesting), which indicate the extent to the adjective applies combines with the word it. Sometime, adjectives can be identified through certain formal characteristics when combine with nouns. (p. 32). Hence, Leech (2006),”adjectives are a large class of words (for example, good, bad, new, accurate, careful) which define more precisely the reference of a noun or

pronoun. (p. 6) . Altenberg and Vago (2010) also give an idea “ adjective is a word that refers to a characteristic of a noun.” (p. 58)

4. Verbs

According to Yule (2010), verbs are words used to refer to various kinds of actions (go, talk) and states (be, have) involving people and things in events (Jessica is ill and has a sore throat so she can't talk or go anywhere). (p. 82) In the same opinion, Aarts (2001) verbs is an action words. For example, the bulders *worked* for many days. The ending *-ed* has been appended to the word work. (p. 34) Moreover, Altenberg and Vago (2010) stated that, “verbs are words that usually express an action. Here are two easy ways to identify a verb; you can use either one“ (p. 23)

Leech (2006) in his book *A Glossary of English Grammar* explained that.

verb is a large class of words which indicate events and states of affairs, or which help qualify the reference of other verbs. Verbs are divided into two main classes: the class of main verbs, which has a very large membership (for example, appear, drop, end, understand, revivify) and the class of auxiliary verbs, which has a small membership of important verbs (be, have, do, will, can, may, shall, would, could, might, should and must). (pp. 118-119)

5. Adverbs

Yule (2010), adverbs are words used, typically with verbs, to provide more information about actions, states and events (slowly, yesterday). Some adverbs (really, very) are also used with adjectives to modify information about things (Really large objects move

slowly. I had a very strange experience yesterday). (p. 82).
 Meanwhile, Aarts (2001) adverbs are the modified words of verbs, adjectives, or other adverbs. From the definition, there are examples of the words class of adverbs; merrily, extremely, very, and hard. In the sentence :

- 1) Our colleague from Paris merrily marks student essays in his bath.
- 2) The teachers are extremely unimpressed by his efforts.
- 3) Our new professor works very hard.

The ending *-ly* which we find tagged onto the adjectives merry and extreme in (1) and (2) is a typical adverb ending. (p. 44) Moreover, Altenberg and Vago (2010) described, adverbs generally indicate information about location, time, degree, and manner. They provide extra information about the action in a sentence, about adjectives and about other adverbs. (p. 103)

Leech (2006) in his book *A Glossary of English Grammar* explained that,

Adverbs are a major class of words, mainly consisting of words which modify verbs, adjectives and other adverbs, for example adverbs of time (now, then and so on), of place (there, somewhere and so on), of manner (well, carefully and so on), of degree (so, very and so on), and a wide range of other words which do not fit into such easily defined categories: just, either, however, actually and so on. (pp. 7-8)

6. Prepositions

In Yule (2010), prepositions are words such as : at, in, on, near, with, without that used with nouns in phrases providing information about time (at five o'clock, in the morning), place (on the table, near the window) and other connections (with a knife, without a thought) involving actions and things. Pronouns are words (she, herself, they, it, you) used in place of noun phrases, typically referring to people and things already known (She talks to herself. They said it belonged to you). (p. 82)

Aarts (2001), prepositions tend to be very short, often consisting of only two or three letters. In this book, the word class of prepositions can not easily be defined by making references to formal characteristic. Prepositions also don't have typical endings like the parts of speech that have been discussed above. For example; at, behind, beside, by, for, etc. (p. 44).

Leech (2006) also gives an idea" preposition is a word which typically comes in front of a noun phrase, for example of, in, with in of milk, in the building, with all the good intentions I had at the beginning of the year." (p. 90). Moreover, Altenberg and Vago (2010) stated that, "The prepositions are underlined in the following sentences." (p. 65)

7. Conjunctions

According to Yule (2010), conjunctions are words used to make connections and indicate relationships between events. The example of conjunctions and, but, because, when. In sentence like : Chantel's husband was so sweet and he helped her a lot because she couldn't do much when she was pregnant. (p. 83). In Aarts (2001), conjunctions is a closed class of words that have a linking function. In the conjunctions, there are two types. The first type is coordinating conjunctions such as that, it, whether, for, because, although, when, etc. The characteristic of this type is that they link unit of equalsyntactic status, like phrases and sentences. The second type is subordinating conjunctions are elements that introduce subordinate clauses, that define provisionally as sentences within sentences. (p. 46)

Leech (2006) defines “ conjunction is a term which refers generally to words that have a conjoining or linking role in grammar.” (p. 26). In practice, ‘conjunction’ refers to two rather different classes of words: coordinating conjunctions (and, or, but and sometimes nor) and subordinating conjunctions (if, when, because and so on). These are sometimes called ‘coordinators’ and ‘subordinators’ respectively. Meanwhile, Altenberg and Vago (2010) stated that, ”Conjunctions are connectors. They are words, such a sand, that join words, phrase” s and sentences together.” (p. 69)

Based on Greenbaum and Nelson (2009), conjunctions divided into:

1. Coordinating conjunctions

The coordinators are *and*, *or* and *but*. They have function to link units of equal status:

e.g

- 1) I enjoy novels *and* short stories best of all.
- 2) You may pay by cash *or* credit card.
- 3) He was apologetic *but* he refuse to intervene.

2. Subordinating Conjunctions

The subordinators has a function to introduce subordinate clause. Here are some of the most common subordinators: after, although, as, because, before, if, since, that, when, where, etc.

e.g

1. The negotiations succeeded *because* both sides bargained in good faith.
2. *If* you like the service, tell the manager.

In the definition above, all of the parts of speech are useful for identifying most forms in a language like an English. But, they are not completely reliable. A different approach might focus on some other properties of it. For example, a noun can be defined as a form that comes after an article (a, the) and can take inflections for possessive (-'s) and plural (-s). Of course, not all nouns (e.g.

information, mud) have all these characteristics. Moreover, these characteristics are unlikely to be true of nouns in other languages that we might want to describe. In this research the writer just focused on parts of speech (adjectives and verbs).

From the statement above the writer took a result that grammar is a set of rules. Grammar determines words arrange to form meaningful language units. Grammar a set of rules to form the language to have meaning or can be understood

C. Syntax

Yule (2010) explained “syntax is an analysis when a sentence must account for all the grammatically correct phrases, sentence, only those grammatically correct phrase, and sentence in whatever language analyzed”.(p.97)

Tallerman (2011, p. 1) stated that, Syntax means ‘sentence construction’ how words group together to make phrases and sentences. According to Trask (2007, p. 289), syntax is the branch of linguistic which studies about sentence structure . This sentence divides into subject and predicate.

Meanwhile, Carnie (2011, p. 3) states that “Syntax is the scientific study of sentence structure. There are two important parts to this definition: science and sentence structure. Let’s look at each of these parts in some detail”.

Burton (2011) stated that syntax is knowledge of a more fundamental and systematic kind than knowledge of the meaning of individual words. (p. 6)

According to Brinton (2000, p. 11) described that syntax is the study of the order and arrangement of words into larger units, as well as the relationships holding between element in these hierarchical units. It studies the structure and types of sentences(such as questions or commands), of clauses(such as relative or adverbial clauses) and of phrase(such as prepositional or verbal phrase).

In other hand, Aart (2001) defined that, syntax is the part of grammar that concerns itself with the structure of sentences. In his book explained that a string of words that begins in a capital letter and ends in a full stop, typically used to express a state of affairs in the world called is sentence. But the definition is not unproblematic, it will surface for present purpose. There are kinds of issues syntax deals with. First of all, the process of the order of words is one of the principal concerns of syntax. (p. 3)

Moreover, Radford et.al (2009, p. 4) present that the term syntax means the study of how word are combined together to form phrase, clause, sentences. Therefore Miller (2002, p. xii) finds that syntax relates with words are put together to build phrase, with words are put together to build clause, with clauses to builds sentences. Meanwhile, Saeed (2003), "Syntax is the study of how words can be combined into sentences." (p. 3)

Crystal (2008) defined that a traditional term for the study of the rules governing the way words are combine to form sentences in a language. In this

use, syntax is opposed to morphology, the study of word structure. An alternative definition (avoiding the concept of word) is the study of the interrelationship between elements of sentence structure, and of the rules governing the arrangement of sentences in sequences. (p. 471)

Fagan (2009) defined that syntax is deals with the structure of sentences. Syntax also deals with categories of words and the rules of combining these categories to term the sentences of a language. In this book explained that the system of the rules the underlies sentence formation in any language allows speakers to produce recognized and comprehend the grammatical sentences of that language. (p. 115) In other hand, Akmajian, Demersh, Farmer, and Harnish (2010) said that “syntax is the subfield of linguistics that studies the internal structure of sentences and the relationship among their component parts.” (p. 15)

Mayer (2009) described that syntax means how words are grouped and ordered within sentences, clauses, and phrases. For instance, English places adjectives before nouns (e.g. beautiful house) rather than after them (house beautiful), a feature of English syntax that distinguishes Germanic languages from Italic languages, which generally favor the placement of adjectives after the nouns that they modify (e.g. Italian casa bella ‘house beautiful’). (p. 111)

The syntactic rules of a grammar also account for the fact that even though the following sequence is made up of meaningful words, it has no meaning.

From some the definitions above, the writer concludes that sentences is the arrangement of word which consists a subject plus predicate by beginning a capital letter and ending a full stop.

Syntax refers to the rules that govern the ways in which word combine to form words, phrases, clauses, and sentences.

1) Word

Akmajian, Demers, Farmer, and Harnish (2010), words are playing an integral role in the human ability to use language creatively. Far from being a static repository of memorized information, a human vocabulary is a dynamic system. People can be add words at will. People also can even expand their meanings into new domains. (p. 13). Bloomfield said that word is a minimum free form. He meant that the word is smallest meaningful linguistic unit that can be used on its own. It is a form that cannot be divided into any smaller units that can be used independently to convey meaning. (as cited on Katamba, 1994, p. 6)

Based on Delahunty (2010) stated that words are the units from which phrases are constructed. It usually in written english, words are generally separated from each other by spaces. All the items separated by spaces in this paragraph are words. (p. 75). Moreover, Art (2001) said about the word is a closer look at the smallest building blocks of syntax. (p. 25)

2) Phrase

Crystal (2008, p. 367) presents that phrase is A term used in grammatical analysis to refer to a single element of structure typically containing more than one word, and lacking the subject–predicate structure typical of clauses); abbreviated as P in such combinations as NP (= noun phrase), PP (= prepositional phrase), etc. In addition, Trask (2007, p. 218) states that phrase is an element of sentence which consists more than one word but it is smaller than clause. It is used to denote a grammatical unit. For instance, *the author, a novel, a dream, a famous author, so on.*

3) Clause

Based on Trask (2007, P. 37) denotes.

The largest grammatical unit smaller than sentence. The clause is a traditional and fundamental unit of sentences structure, though the term is not used by all grammatical exactly the same way. Traditionally, a clause is a grammatical unit consisting of a subject and a predicate, end every sentence must consist of one or more clauses. In the following examples, each clause is marked off by brackets.

It reach conclusion that clause is an element of grammar which consist subject and predicate but is smaller than sentence. A simple sentence consists only of a single clause: [Susie has bought a skirt]. A compound sentence consists of two or more clauses of equal rank, usually joined by a connecting word like and, or or but:[Susie wants children], but [her career won't allow them]. A complex sentence consists of two or more clauses where one outranks the others, which are subordinated to it: [After she got her promotion], [Susie bought a new house]. A clause which is the highest-

ranking, or only, clause in its sentence is a main clause; a clause which is subordinated to another is a subordinate clause.

According Trask (2007, p. 38), there are several types of subordinate clause:

- a) An adverbial clause is related to its higher clause like an adverb: [Susie develops a rash [whenever she eats strawberries]].
- b) A complement clause is attached to a preceding word (usually a verb or a noun) and ‘completes’ the sense of that word: [Susie has decided [that she will look for a new job]]; [The rumour [that Susie is quitting] is not true]. An embedded question is a question buried in a larger sentence: [Susie has not decided [what she is going to do]].
- c) A relative clause modifies a noun: [The skirt [that Susie bought] is too short].

4) Sentences

According to Brinton (2000) explained that sentence is the study of individual word to the study of sequences of words. (p. 163). Sentences are not simply strings of words, they have a hierarchical structure, that is group of words combine into increasingly larger units. (Fagan, 2009, p. 116)

Another opinion Huddleston and Pullum (2005), “sentences are made up from words in regular ways, and it is possible to describe the regularities involved by giving general statements or rules that hold for all the sentences in the language.” (p. 11)

Based on Greenbaum and Nelson (2009), “The largest unit that is described in grammar is normally the sentence.” (p. 102). Classification of sentence distinguishes into two part. It is based on the type and combining sentences.

a. Classification of sentence by type

Based on Greenbaum and Nelson (2009) explained that, there four major types of sentences: declaratives , interrogatives, imperatives, and exclamatives. (p. 105)

1. Declaratives

Greenbaum and Nelson (2009) stated that, “Declaratives are the basic sentence type. Generally they have a subject–verb structure, regardless of any other sentence elements that may be present (p. 13):

- a) The sky (S) darkened (V).
- b) No one (S) really enjoyed (V) that movie.
- c) On Wednesdays, we (S) usually visit (V) the Browns. (p. 105)

2. Interrogatives

There are two main types of interrogative sentences (‘questions’):

- a. Yes–no questions begin with a verb. They require subject–operator inversion: that is, a reversal of the order of subject and verb (the order that is normal in declaratives).

- *Should (op) the government (S) cut income taxes?*

- *Does (op) this shop (S) open 24 hours a day?*

They are called yes–no questions because they expect the answer yes or no. They may in fact be answered in other ways; for example, Certainly; Perhaps; I don't know; What do you think?

- b. Wh-questions begin with an interrogative word or phrase:

Example:

- Why should the government cut income taxes?
- On which days does this shop open 24 hours?

They are called wh-questions because most of the interrogative words begin with wh(the exception is how).The interrogative phrases contain an interrogative word such as which in On which days. The interrogative word in wh-questions represents a missing piece of information that the speaker wants the hearer to supply. Wh-questions generally require subject–operator inversion too. The exception occurs when the interrogative word or phrase is the subject, and in that case the normal subject–verb order applies: Who has taken my car? (subject = who) Which bus goes to Chicago? (subject = which bus)

- c. Declarative questions have the form of a declarative sentence but the force of a question. They have the declarative subject–verb

order, but their interrogative force is signalled by a rising intonation in speech and by a question mark in writing:

- You know my name? He's got the key?

d. Alternative questions present two or more choices, and the hearer is expected to reply with one of them. One type of alternative question resembles the form of yes–no questions:

- Should the government reduce its deficit by raising income taxes or by cutting expenditure?

The other type resembles wh-questions:

- Which do you want, coffee or tea?

e. Tag questions are attached to sentences that are not interrogative.

They invite the hearer to respond in agreement with the speaker:

- The government should cut income taxes, shouldn't it? You haven't said anything yet, have you?

Tag questions have the form of yes–no questions. They consist of an operator and a pronoun subject that echo the operator and subject of the main sentence. The tag question is usually negative if the sentence is positive, and positive if the sentence is negative.

f. Rhetorical questions do not expect a reply since they are the equivalent of forceful statements. If the rhetorical question is positive it has negative force, and if it is negative it has positive

force. The questions may resemble either yes–no questions or wh-questions:

- Is there anything more relaxing than a hot bath? ('Surely there isn't . . .')
- Haven't you eyes? ('Surely you have eyes.')
- Who could defend such a view? ('Surely no one could . . .')

3. Imperative

Imperative sentences usually do not have a subject. If there is no auxiliary, the verb has the base form:

e.g *Take a seat.*

Pass me the bottle.

Make me an offer.

4. Exclamation

Exclamatives begin with what or how. What introduces noun phrases (3.2); how is used for all other purposes. The exclamative word or (more commonly) phrase is fronted:

e.g *What a good show it was!* ('It was an extremely good show.')

What a mess you've made! ('You've made quite a mess.')

How hard she works! ('She works very hard.')

b. Classification of sentence by combining sentences

Based on Alternberg and Vago (2010) explained that, sentence is divided into:

1. Simple sentences

According to Alternberg and Vago (2010), he stated that “A sentence that contains only one clause, that is, one subject and one verb phrase, is called a simple sentence .” (207)

e.g:

That magazine looks interesting.

The officer followed the rules.

She greeted me at the door.

Meanwhile, Greenbaum and Nelson (2009) stated that, “A sentence that does not contain another clause within it is a simple sentence. “ (p. 104)

2. Compound sentences

Alternberg and Vago (2010) defines “A sentence that is made up of two or more sentences (clauses) joined by a coordinating conjunction (most commonly and, or, and but) is called a compound sentence.” (p. 210) ,a sentence can contain more than one sentence with in it, for

e.g:

- Jane put the glass vase on the table *and* her mother pick edit up.

Greenbaum and Nelson (2009) agreed that a compound sentence is a sentence containing two or more clauses linked by one of the coordinating conjunctions (and, or, but). Each clause has independent status and they could be complete sentences on their own, they are as clauses because they are elements within a larger sentence. (p. 110)

Teschner and Evans (2007) described that, a compound sentence consists of two clauses or more, each of which can break off into a separate independent clause that can constitute an independent sentence. These independent sentences can stand alone as separate sentences because each one constitutes a clause, so each one has its own subject and its own verb phrase. (p. 183) Here are some examples of compound sentences and of the independent sentences they break off into:

1) (compound) I went to bed and I fell asleep.

(independent) I went to bed.

I fell asleep.

2) (compound) They made a profit but they still went under.

(independent) They made a profit.

They still went under.

3) (compound) It began to rain when the sun was shining.

(independent) It began to rain.

The sun was still shining.

4) (compound) He wanted me to arrive early.

(independent) He wanted [something].

I [should] arrive early.

3. Complex sentences

According to Alternberg and Vago (2010), "A complex sentence consists of at least two sentences (clauses): a main clause and a

dependent clause.” (p. 214). Klammer and schulz (2000, p. 282), stated that” The result from contains one independent clause and one dependent clause become one sentence called a complex sentence”. Moreover.

Based on DeCapua (2008), “complex sentences are sentences that consist of a main clause and a subordinate clause.” (p. 281) The subordinate clause is dependent upon the main clause.

a. Types of Complex Clauses

The Adverbial clauses have many types. They give an information in the main clause. Adverbial clauses are subcategorized according to type. The basic categories of adverbial clauses are: time, contrast, place, cause, result, purpose, conditional, and manner. The type of an adverbial clause is determined by its subordinator.

1) Adverbial Clauses of Time

Common Time Subordinators						
Before	after	until	while	when	since	as

Example:

- *Before* Bree leaves, she’ll call you.
- Lynn called *while* we were eating.
- *When* Lynn called, we were eating.

2) Adverbial Clauses of Contrast

Contrast Subordinators			Type
Although	even though	though	unexpected result
While	whereas	inasmuch as	direct opposition

Example:

- *Although* it was raining, we took a walk.
- We took a walk, *although it was raining*.

3) Adverbial Clauses of Place

Where

Example:

- The lamb goes *where Mary goes*.

4) Adverbial Clauses of Cause

Common Cause Subordinator		
Because	since	as
Whereas	inasmuch as	

Example:

- *Although* it was raining, we took a walk.
- We took a walk, *although it was raining*.

5) Adverbial Clauses of Result

Such	+	(adjective)	+	noun	+	that
So	+	adjective or adverb	+	that		
So	+	many, few, much, little	+	that		

Example:

- This is such a bad mistake *that* I don't know how to fix.
- We have so much fun *that* we never want to leave.

6) Adverbial Clauses of Purpose

So that

Example:

- Peggy studied hard *so that* she would do well on test.

7) Adverbial Clauses of Condition

Conditional sentences	
<i>If</i> clause	conditional clause
- <i>If</i> Dino paid his bills,	he wouldn't be in trouble

8) Adverbial Clauses of Manner

as if	as though
-------	-----------

Example:

- Finally I could see a sort of patch of gray light ahead of us,
as though there were a cleft in the hills.
- It looks *as though* it is going snow. (pp. 288-306)

4. Sentences with relative clauses

Based on Alternberg and Vago (2010), "A relative clause (adjective clause) is a kind of dependent clause; it provides additional information about a noun phrase in the main clause" (p. 221)

Like other clauses, a relative clause has its own subject and verb phrase.

- 1) She transferred the plate to the tray that she just washed.
- 2) Blanche thought about the man who was living in Italy at the time.
- 3) He called the company that usually supplies the pipes.

5. Compound-complex sentences

Altenberg and Vago (2010) stated that, “ a compound-complex sentence is a combination of a compound and a complex sentence :it has at least two main clauses and at least one dependent clause. “ (p. 229)

Example:

- His friends were always there for William, and he appreciated the help that they often gave him.

From the definitions above, it can be define that syntax is not only the part of grammar that represents a speaker’s knowledge of these structures and their formation, also , science which used to reserch and analyze structure of sentence. There are some of part structure of sentence which will be explained, such subject, predicate, verb, modifier, complement and conjunction.

D. Semantic

Semantics is the systematic study of meaning and linguistic semantics as the study of how language organize and express meaning. It means that, meaning in linguistic semantics was very needed for us to limit ourselves to the expression of meaning in a single language. Based on Finegan (2008, p. 179) “Semantics is a branch of linguistics that examines word and sentence meaning while generally ignoring context . By contrast pragmatic pays less

attention to the relationship of word meaning to sentences meaning and more attention to the relationship of utterance to its context”.

Based on Saeed (2003), “ Semantics is the study of the meanings of words and sentences” . (p. 3). Meanwhile, Saeed (2016),”Semantics is the study of meaning communicated through language.” (p. 3) Yule (2010) agreed that semantics is the study of the meaning of words, phrases and sentences in language. In semantic analysis common, it is always focused on what the words mean in a sentence conventionally, rather than what speakers mean in an utterance(like George carlin) might want them to mean on particular occasion. This approach is concerned with objective or general meaning and avoids trying to account for subjective or local meaning. Doing semantics is attempting to spell out what it is we all know when we behave as if we share knowledge of the meaning of a word, a phrase, of a sentence in a language. (p. 113)

Semantic is the study of meaning, as explained by Hurford, Heasley and Smith (2007, p.1) state that, “Semantics is the study of meaning in language”. Moreover, Kreidler (2002) defined that, “Semantics is the systematic study of meaning, and linguistic semantics is the study of how language organize and express meanings.” (p. 3) Meanwhile, Brinton (2000) state that,” Semantics is the study of linguistic meaning”. (p. 129)

E. Novel

Meanwhile, Eagleton (2005, p. 1) a novel is a piece of prose fiction of a reasonable length. The truth is that the novel is a genre which resist exact definitions. The point about the novel, however, is not just that it eludes definitions, but that it actively undermines them. The novel is an anarchic genre since its rule is not to have rules. An anarchist is not just someone who breaks rules, but someone who breaks rules as a rule.

Abrams (1999, p. 190) defined that, the term “novel” is now applied to a great variety of writings that have in common only the attribute of being extended works of fiction written in prose. As an extended narrative, the novel is distinguished from the short story and from the work of middle length called the novelete; its magnitude permits a greater variety of characters, greater complication of plot (or plots), ampler development of milieu, and more sustained exploration of character and motives than do the shorter, more concentrated modes. The term fiction itself refers to any narrative, in prose or in verse, which is wholly or in part the product of the imagination. From some definitions of the novel above, it can be concluded that novel is a fictitious prose narrative that is usually long, complex, and deals, especially with human experience through a description of actions and characters.

The novel, however, arises from the desire to depict and interpret human character. The reader of a novel is both entertained and aided in a deeper perception of life’s problem. The word “novel” (which wasn’t even used the

end of the 18th century) is an English transliteration of the Italian word “novella”-used to describe a short, compact, broadly realistic tale popular in the medieval period (e.g. *The Decameron*). The roots of the novel come from a number of sources:

1. Elizabethan prose fiction.
2. French heroic romance-vast baroque narratives about thinly disguised contemporaries (mid-17th century) who always acted nobly and spoke high-flown sentiment.
3. Spanish picaresque tales-strings of episodic adventures held together by the personality of the central figure; *Don Quixote* is the best known of these tales.

From the definitions above, the writer can conclude that a novel is a book-length story in prose, whose author tries to create the sense that, while we read, we experience actual life.

F. Research of the Relevance

The writer has tried to find the relevance research in English S1 programmed. The writer finds the same title in Universitas Widyatama. The first title is *ANALISIS AMBIGUITAS STRUKTUR YANG DISEBABKAN OLEH ATTRIBUTE MODIFIER DAN COORDINATE CONJUNCTION DALAM NOVEL THE RANCH KARYA DANIELLE STEEL* written by Widarti Sihalo in Universitas Widyatama, 2012. The title above is about structure ambiguity caused by modifier attribute and coordinate conjunction,

the theories which are used: James R Hurford, William O'Grady and Marcella Frank. Its data object setting is novel. The above title means about structure, especially for the ambiguity cases.

While the writer wrote about Conjunction too, but function of conjunction in the complex sentences. The writer tries to find the meanings of the conjunction in the complex sentence grammatically, the theories that writer uses are: Andrea DeCapua, Sidney Greenbaum and Gerald Nelson, Evelyn P. Altenberg and Robert M. Vago, and the setting of the object data is a novel too.

The second title is *TREE DIAGRAM ANALYSIS OF COMPLEX SENTENCE IN A.FUADI'S NOVEL THE LAND OF FIVE TOWERS* written by Syafrudin in STBA JIA, 2014. The title above is about tree diagram and to determine the main clause and subordinate clause, the theories which are used: Marcella Frank, Hadumod Busman and Laurel J Brinton. Its data object setting is novel. The above title means about finding syntactic categories by using tree diagram and to determine the main clause and subordinate clause.

While the writer wrote about Conjunction too, but function of conjunction in the complex sentences. The writer tries to find the meanings of the conjunction in the complex sentence grammatically, the theories that writer uses are: Andrea DeCapua, Sidney Greenbaum and Gerald Nelson, Evelyn P. Altenberg and Robert M. Vago, and the setting of the object data is a novel too.

The third title is *A CORPUS-BASED STUDY OF CONJUNCTIONS IN MOHSIN HAMID'S NOVEL* in journal written by Ammara khan dan Aisha Choudhary in Lecturer, Govt College University, Faisalabad, 2017. The title above is about concentrates on the analyzing occurrence of conjunction devices but also focuses on the use and importance of conjunction devices for comprehensive writings moreover clarify how conjunctions link the components in a unified, actual and compound writing, the theories which are used: C. Donnelly, S. Eggins, Halliday, M. A. K. & Hassan, R . Its data object setting is novel.

While the writer wrote about Conjunction too, but function of conjunction in the complex sentences. The writer tries to find the meanings of the conjunction in the complex sentence grammatically, the theories that writer uses are: Andrea DeCapua, Sidney Greenbaum and Gerald Nelson, Evelyn P. Altenberg and Robert M. Vago, and the setting of the object data is a novel too.

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 August 2018. It has been done for several times to conduct and 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 others university library, these places also become places where the writer compiled the research. The writer also looks for some references from e-book, and the other sources from 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.

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

- 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; Its ordinary qualitative researchers tend to have more interest in presenting a natural and holistic picture of some of 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 large population like quantitative researchers.
- d. Emic perspectives; Qualitative researchers aim to explain the phenomenon in interpreting an inherent meaning to them that is to adopt an emic perspective, or by the use of meaningful categories for the group or community of speeches examined.

- e. Cyclical and open-ended processes; Its usual quantitative research tends to be processed, or open, with emerging categories.
- f. Possible ideological orientations; where as most quantitative researchers consider impartiality to be a goal of their research, some qualitative researchers may consciously take ideological positions.
- g. The research questions are 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. (pp. 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 methodologies are more referenced by describing behaviors or also analyzing problems with a particular person or community. (Taylor, 2016, p 7)

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).

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 *Blossom Street Brides* Novel by *Debbie Macomber*
- b. Discussing with counselors.
- c. Collecting the data that will be the object of the research.
- d. Determining the sample of the research to restrict 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 *Blossom Street Brides* novel.
- b. Collecting the data from the novel.
- c. Processing and analyzing the data.
- d. Obtaining the result of the research.
- e. Discussing with counselors.

3. Finishing

- a. Composing the analyzed data
- b. Formulating the problem and concluding the system.
- c. Discussing with the counselors

- d. Revising the result.
- e. Concluding the result

C. Technique of the Data Collection

The writer uses observation technique in collecting data. Before the data are collected, the writer reads and searches the function and the meaning of conjunction in the complex sentences in the novel. The first step is to read all the pages in the novel. When the writer gets the data, those data are given marks, after the data have been given a sign then the data one by one, the writer identifies the function and the meaning of conjunction in the complex sentences in the novel. After all data have been collected, those data are ready for the analyses.

D. Technique of the Data Analysis

In this research, the writer analyzed data in the *Blossom Street Brides* novel. There are some steps that the 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 researcher can identify the data which are needed.

2. Selecting the data

Second, after collecting data, the writer selects them and classifies the data into their own function.

3. Identifying the data

Third, the writers read *Blossom Street Brides Novel* by *Debbie Macomber*. then, the writer identifies the function and the meaning of conjunction in the complex sentences in the novel.

4. Result

Finally, the writer analyzes the function and the meaning conjunction in the complex sentences in the novel.

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 divide into are two kinds; (p. 143)

1. Primary data sources

Primary data sources of this research are the function and the meaning of conjunction which are taken from *Blossom Street Brides* novel by *Debbie Macomber*. So, the object data of them research are the function and the meaning of conjunction and the data source is *Blossom Street Brides* novel by *Debbie Macomber*.

2. Secondary data sources

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

CHAPTER IV

DATA ANALYSIS

A. Data Description

As the subject in this research, the writer gives a brief description about *Blossom Street Brides Novel*. The novel was written by *Debbie Macomber*. She is an American author of romance novels and contemporary women's fiction. Six of her novels have made as TV movies and her *Cedar Cove* series of novel was adapted into the television series of the same name. She was the inaugural winner of the fan-voted Quill Award for romance in 2005 and has been awarded both a RITA Award and a lifetime achievement award by the Romance Writers of America.

Blossom Street Brides Novel tells about friendship and love. Lauren Elliott has waited years for her long term boyfriend, Todd, to propose, yet he seems more focused on his career than their relationship. When Lauren learns that her younger sister is pregnant before she herself even has an engagement ring, Bethanne Scranton is blissfully in love. But with Max's job in California and Bethanne's in Seattle, their long-distance marriage is becoming difficult to maintain. Lydia Goetz, too, is wonderfully happy with her husband, Brad, though lately she worries about the future of A Good Yarn. As three women's lives intersect in unexpected ways, Lydia, Lauren, and Bethanne realize that love heals every heart, and the best surprises still lay ahead.

Last step is, analyzing the data found by explaining those data and how those words can be mentioned as the function and the meaning of conjunction in the complex sentences of the data analysis, the data is presented below.

B. Data Analysis

The data of the research are analyzed from *Blossom Street Brides Novel* by *Debbie Macomber*. The description listed in *Blossom Street Brides Novel* by *Debbie Macomber* that contains the function and the meaning of conjunction in the complex sentences of the data analysis easily.

Chapter 1 : *Blossom Street Brides Novel*

Datum 1

Lauren didn't have big career ambitions, *whereas* carol worked as a program designer for a large software company out of California. (C.1, P.2, L.30)

The complex sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *Lauren didn't have big career ambitions*. The subordinate clause is: *whereas carol worked as a program designer for a large software company out of California*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kind which is used. In this case, the conjunction *Whereas* is as adverbial clauses of

contrast. The subordinate clause : *whereas carol worked as a program designer for a large software company out of California*, means that lauren is not an ambitious woman , or she does not have big dream , but Carol is an ambitious woman and has a big career as a program desainer in a large company, they are so contrast, so those clauses use *whereas* as its conjunctions which has direct difference or the opposite meanings.

Datum 2

Gary was the company expert *when* it came to men's and women's watches. (C.1, P.5, L.9)

This sentence above is a complex sentence. It consists of two clauses, they are coordinate clause and subordinate clause. *Gary was the company expert* as the main clause or coordinate clause. And *when it came to men's and women's watches* as the subordinate clause. The Both clauses have interrelated relation mean and the both clauses can be understood what does it mean through the function of the conjunction kind which is used. In this complex sentence , the conjunction is *When*. It is as adverbial clauses of time. The subordinate clause : *when it came to men's and women's watches* has meaning that he become an expert when he explains about men's and women's watches, means Gary understood and has knowledge about it. *When* as its conjunctions which has time meaning.

Datum 3

After one taste, she grimaced.(C.1, P.9, L17)

From both clauses above, it is describing about complex sentence, the sentence consists of two clauses, they are *she grimaced* as coordinate clause and *After* one taste as subordinate clause. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. The conjunction *after* refers to adverbial clause of time. The subordinate clause : *After one taste*, it means that she has tasted (hot coffee) then she started to grimace, so those clauses use the *after* as its conjunctions which has time meaning.

Datum 4

Because of their connection, Todd had done a human-interest story on the boys that played on the local evening news. (C.1, P.11, L.9)

On the above sentence, it refers to complex sentence. The sentence consists of two clauses that combined by conjunction word. *Because of* as subordinate conjunctions is word which are used to link subordinate clauses with the main clauses in the complex sentence above. Coordinate clause means as the main clause, that is: *Todd had done a human-interest story on the boys that played on the local evening news*. The subordinate clause is: *Because of their connection*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does

it mean through the function of the conjunction kinds which is used. In this case, the conjunction *because of* refers to adverbial of cause, means the subordinate clause : *Because of their connection* , it means that he has connection with the boys, he has done a human interest story that played by the boys on the local evening news. According to the explanation above, those clauses use the *because of* as its conjunctions which has cause meaning.

Datum 5

Laurent suspected Katie might have been pregnant *when* she was in Seattle for spring break the previous month. (C.1, P.12, L7.)

The sentence above is a complex sentence, due to the sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *Laurent suspected Katie might have been pregnant*. *Laurent suspected Katie might have been pregnant* as main clauses can stand alone do not depend on subordinate clauses, while *when she was in Seattle for spring break the previous month* as subordinate clauses can not stand alone, should depend on the main clauses. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *When* as time subordinator, means the subordinate clause : *when she was in Seattle for spring break the previous month*, it means that she thought that she might be pregnant in seattle, means she is not surprise now,

so those clauses . The usage is to express or illustrate the situation of an event.

Chapter 2 : *Blossom Street Brides Novel*

Datum 1

When the yarn runs out, the project is finished and the last person knitting needs to bring the scraf to the shop. (C.2, P.19, L.20)

According to this sentence above is called as complex sentence, due to the sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *the project is finished and the last person knitting needs to bring the scraf to the shop*. And the subordinate clause is: *When the yarn runs out*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kind which is used. In this case, the conjunction *When* as adverbial clause of time, means the subordinate clause : *When the yarn runs out*, it means that the project is finished by the time the yard runs out means the last person knitting have to bring the scraf to the shop, so those clauses use the *when* as its conjunctions which time meaning.

Datum 2

After Grant moved out, she'd struggled to hold on to the house. (C.2, P.20, L.18)

On the sentence above is a complex sentence, due to the sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: she'd struggled to hold on to the house. And the subordinate clause is: *After* Grant moved out. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *after* adverbial clause of time meaning, means the subordinate clause : *After* Grant moved out, it means he had moved out from his house and he could not barely make it stay, means he has hard time to keep the house, so those clauses use the *after* as its conjunctions which has time meaning.

Datum 3

Bethanne was proud *that* she'd survived those first torturous months following her divorce.(C.2, P.20, L.18)

This complex sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *Bethanne was proud* And the subordinate clause is: *that she'd survived those first torturous months following her divorce*. Between those both clauses and the conjunction have interrelated relation mean the

both clauses can be understood what does it mean through the function of the conjunction kind which is used. In this case, the conjunction *that* as Adverbial Clauses of Result, means the subordinate clause : *that she'd survived those first torturous months following her divorce* , it means that she is proud of herself for the success of survive after she is divorced, means she can pass all the hard times for months, so those clauses use the *that* as its conjunctions which has result meaning.

Datum 4

Once inside the kitchen, she put on water for tea.(C.2, P.20.L.23)

This complex sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *she put on water for tea*. And the subordinate clause is: *Once* inside the kitchen. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *Once* as adverbial clauses of time. So, from the above sentence, it means that she make herself a cup of tea when she is arrived at the kitchen, so those clauses use the *once* as its conjunctions which has time meanings.

Datum 5

It'd been a lot of years *since* this house had heard a baby's cry.(C.2, P.21, L.2)

From both clauses above, it is describing about complex sentence, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *It'd been a lot of years*. And the subordinate clause is: *since this house had heard a baby's cry*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *since* as adverbial clauses of time . So from the above sentence, it can describe that the house has been silent for quite a long time from baby's cry, so those clauses use the *since* as time meanings.

Datum 6

While she currently had two or three projects going, she would put them all aside and immediately start the baby blanket once the yarn arrived.(C.2, P.21, L.8)

From both clauses above, it is describing about complex sentence, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *she would put them all aside and immediately start the baby blanket once the yarn arrived*. And the subordinate clause is: *While she currently had two or three projects going*.

Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kind which is used. In this case, the conjunction *While* as adverbial clauses of time, the subordinate clause : *While* she currently had two or three projects going , it means that she left all her projects to knitt the baby's blanket when the yarn arrived, so those clauses use the *while* as its conjunctions which has direct difference or the opposite meanings.

Chapter 3 of *Blossom Street Brides Novel*

Datum 1

After a sleepless night mulling this decision over, Lauren was fairly certain she knew what she wanted.(C.3, P.28, L.29)

The sentence above is a complex sentence, due to the sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *Lauren was fairly certain she knew what she wanted*. And the subordinate clause is: *After a sleepless night mulling this decision over*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *after* as adverbial clauses of time , means the subordinate clause : *After* a sleepless night mulling this decision over, it means that she had been thinking all night long and now she knows

what she wants right now, so those clauses use the *after* as its conjunctions which has time meanings.

Datum 2

Since receiving her sister's news, Lauren knew what have to be done.(C.3, P.29, L.9)

This complex sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *Lauren knew what have to be done*. And the subordinate clause is: *Since* receiving her sister's news. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *since* as adverbial clauses of time , means the subordinate clause : *Since* receiving her sister's news, it means that she has planned something to do when she heard the news from her sister, so those clauses use the *while* as its conjunctions which has time meanings.

Datum 3

I wish I had told you, *because* you might have talked some sense into me.(C.3, P.29, L.13)

The sentence above is a complex sentence, due to the sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *I wish I had told you*.

And the subordinate clause is: *because* you might have talked some sense into me. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *because* as adverbial clauses of cause, means the subordinate clause : *because* you might have talked some sense into me, it means that she would actually tell her for her to always give her advice, so those clauses use the *because* as its conjunctions which has cause and effect meanings.

Chapter 4 : *Blossom Street Brides Novel*

Datum 1

He didn't trust Grant Hamlin for an inch *when* it came to Bethanne.(C.4, P.35, L.11)

This complex sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *He didn't trust Grant Hamlin for an inch*. And the subordinate clause is: *when* it came to Bethanne. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *When* as adverbial clauses of time , means the subordinate clause : *when* it came to Bethanne, it means that he never will trust Grant Hamlin even for a little when it comes to Bethanne, so those clauses use the *when* as its conjunctions which has time meanings.

Datum 2

When she didn't call, it left his mind open to speculation.(C.4, P.35, L.18)

The sentence above is a complex sentence, due to the sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *it left his mind open to speculation*. And the subordinate clause is: *When she didn't call*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kind which is used. In this case, the conjunction *When* as adverbial clauses of time, means the subordinate clause : *When she didn't call*, it means that his mind is making speculation the way she did not give a call for him, so those clauses use the *when* as its conjunctions which has time meanings.

Datum 3

Before I knew it, the entire day had evaporated and it was after six.(C.4, P.36, L.8)

This complex sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *the entire day had evaporated and it was after six*. And the subordinate clause is: *Before* I knew it. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be

understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *before* as adverbial clauses of time , means the subordinate clause : ***Before*** I knew it , it means that the subject is day dreaming until the day has started to get dark and the clock said it was six in the evening, so those clauses use the *before* as its conjunctions which has time meanings.

Datum 4

After a disastrous second marriage, Grant had realized what a huge mistake he'd made leaving Bethanne and their family.(C.4, P.37, L.5)

On the sentence above is a complex sentence, the sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *Grant had realized what a huge mistake he'd made leaving Bethanne and their family.* And the subordinate clause is: ***After*** a disastrous second marriage. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *after* as time meaning, means the subordinate clause : ***After*** a disastrous second marriage, it means that when he married for the second time , it makes him regret about leaving her wife and her family, so those clauses use the *after* as its conjunctions which has time meanings.

Datum 5

While she might have that mind set, Max was all too aware that Grant didn't. (C. 4, P. 37, L. 24)

On the sentence above is a complex sentence. The sentence consists of two clauses, they consist of a coordinate clause and a subordinate clause. Coordinate clause means as the main clause, that is: *Max was all too aware that Grant didn't*. And the subordinate clause is: *While she might have that mind set*. Those both clauses and the conjunction (subordinator) have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kind which is used. In this case, the conjunction *While* as contrast subordinator, means the subordinate clause : *While she might have that mind set*, it means that she still remembers that case, or needs time to remember that case, but Max is so sure, means Max has understood that case, so those clauses use the *while* as its conjunctions which is used to convey the notion of direct opposition and in the information in the subordinate clause is direct opposite of the information in the main.

Chapter 5: *Blossom Street Brides Novel***Datum 1**

Lauren noticed *that* she hadn't progressed far. (C.5, P.48, L.22)

The sentence above is a complex sentence, due to the sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause.

Coordinate clause means as the main clause, that is: *she hadn't progressed far*. And the subordinate clause is: *Lauren noticed that*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *that* as adverbial clauses of result, means the subordinate clause : *Lauren noticed that*, it means that she realizes and understands about his condition now, means she has not good enough and ordinary results, so those clauses use the *that* as its conjunctions which has result meaning.

Datum 2

“*When* I asked her what the word meant, she had me look it up in the dictionary.” (C.5, P.50, L.11)

On the sentence above is a complex sentence, the sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *she had me look it up in the dictionary*. And the subordinate clause is: *When I asked her what the word meant*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *When* as adverbial clauses of time, means the subordinate clause : *When I asked her what the word meant*, it means that in that time person 1 asked to person 2 for meaning of the word because person

1 did not know the meaning, but person 2 also did not know and suggested person 1 to look up in dictionary, so those clauses use the *when* as its conjunctions which has time meanings.

Datum 3

We adopted Casey *when* she was twelve. (C.5, P.52, L.5)

This complex sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *We adopted Casey*. And the subordinate clause is: *when she was twelve*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *When* as adverbial clauses of time, means the subordinate clause : *when she was twelve* , it means that in that time, since Casey was twelve years old, she had been adopted by them, so those clauses use the *when* as its conjunctions which has time meanings.

Datum 4

She listens to Mom's stories *as if* they are new everytime. (C.5, P.52, L.15)

From both clauses above, it is describing about complex sentence, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *She listens to Mom's stories*. And the

subordinate clause is: *as if they are new everytime*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction as if as adverbial clauses of manner, means the subordinate clause : *as if they are new everytime*, it means that mom's stories are not new, mom always tells the same stories, but the daughter keeps listening to mom with her enthusiastic because she appreciate her mom. so those clauses use the as if as its conjunctions which has manner meaning.

Datum 5

It seemed she got better *after* Casey come into our lives. (C.5, P.53, L.13)

The sentence above is a complex sentence, due to the sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *Casey come into our lives*. And the subordinate clause is: *It seemed she got better after*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *after* as time meaning, means the subordinate clause : *It seemed she got better after* , it means that the time that Casey stay with them, Casey has changed everything

and has made the woman feeling better because of her condition, so those clauses use the after as its conjunctions which has time meanings.

Datum 6

She was about to add something more *when* Lauren heard the irritating sound of motorcycles roaring down the street. (C.5, P.53, L.26)

From both clauses above, it is describing about complex sentence, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *She was about to add something more*. And the subordinate clause is: *when Lauren heard the irritating sound of motorcycles roaring down the street*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *when* as adverbial clauses of time, means the subordinate clause : *when Lauren heard the irritating sound of motorcycles roaring down the street*, it means that by the time laurent was irritated by the noisy sound of motorcycles roaring so she did not add something more. So those clauses use the *when* as its conjunctions which has time meanings.

Datum 7

Blossom Street tended to be a more reserved neighborhood, *so* the piercing sound of the motorcycle engines took her by surprise. (C.5, P.53, L.30)

On this complex sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *Blossom Street tended to be a more reserved neighborhood*. And the subordinate clause is: *so the piercing sound of the motorcycle engines took her by surprise*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *so* as adverbial clauses of purpose. the subordinate clause : *so the piercing sound of the motorcycle engines took her by surprise*, it means that the reason for which people choose blossom street for staying because it is peaceful and restful, the voice of motorcycle is very noisy and disturbing, so those clauses use the *when* as its conjunctions which has purpose meanings.

Datum 8

When Max is ready to sort this out, he'll contact me. (C.5, P.54, L.13)

Based on this complex sentence above consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *he'll contact me*. And the subordinate

clause is: *When Max is ready to sort this out*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *when* as adverbial clauses of time, means the subordinate clause : *When Max is ready to sort this out* , it means that he is waiting for max's call, means that Max is ready to explain, so those clauses use the *when* as its conjunctions which has time meanings.

Datum 9

Then they were kissing and hugging and clinging to each other *as if* the world had suddenly been set right again. (C.5, P.54, L.31)

Due to this complex sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *as if the world had suddenly been set right again*. And the subordinate clause is: *Then they were kissing and hugging and clinging to each other*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *as if* as adverbial clauses of manner, means the subordinate clause : *as if the world had suddenly been set right again*, it means that when they were expressed their love with kissing, hugging, and clinging, it was kind like destiny and had been arranged for them, so those clauses use the *when* as its conjunctions which has manner meanings.

Datum 10

Although she hardly knew Bethanne, she felt the other woman's joy and relief. (C.5, P.55, L.3)

The sentence above is a complex sentence, due to the sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *she felt the other woman's joy and relief*. And the subordinate clause is: *Although she hardly knew Bethanne*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *Although* as adverbial clauses of time contrast, means the subordinate clause : *Although she hardly knew Bethanne*, it means that the woman could feel what Bethanne felt that Bethanne was happy and joy, even though there was nothing idea about Bethanne. So those clauses use the *although* as its conjunctions which has direct contrast.

Datum 11

If any man was the complete opposite of Todd, it was this one. (C.5, P.56, L.4)

From both clauses above, it is describing about complex sentence, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *it was this one*. And the subordinate clause

is: *If any man was the complete opposite of Todd*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunctions *if* as adverbial clauses of condition. The subordinate clause : *If any man was the complete opposite of Todd*, it means that Todd was totally different with that man, means there was no the same thing which make him similar of Todd, so those clauses use the *if* as its conjunctions which has condition meanings.

Chapter 6: *Blossom Street Brides Novel*

Datum 1

It'd been a year *Since* he'd gone farther than a couple hundred miles on his motorcycles in a single stretch.(C.6, P.57, L.4)

The sentence above is a complex sentence, due to the sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *since he'd gone farther than a couple hundred miles on his motorcycles in a single stretch*. And the subordinate clause is: *It'd been a year*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *since* as adverbial clauses of time . The subordinate clause : *since he'd gone farther than a couple hundred miles on his motorcycles in a single stretch*, it means that in one year the man did

not stay in one place, means he had gone around the places using his motorcycle, so those clauses use the *since* as its conjunctions which has time meanings.

Datum 2

He remembered *when* Max first met Bethanne. (C.6, P.59, L.17)

From the sentence above this could recognize as the complex sentence. Because it consists of two clauses, they are coordinate clause and subordinate clause. Max first met Bethanne as the main clause or coordinate clause. Meanwhile, *He remembered when* as the subordinate clause. The Both clauses have interrelated relation mean and the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this complex sentence above , it has *when* as the conjunction. The subordinate clause : *He remembered when* has meaning that he indeed knew everything that happen with Max and Bethanne, in the first time they met each other, means. *When* as its subordinate conjunction which has time meaning.

Datum 3

When Lauren said the restaurant was small, she wasn't kidding. (C.6, P.64, L.26)

This sentence above is a complex sentence. It consists of two clauses, they are coordinate clause and subordinate clause. *Gary was the company*

expert as the main clause or coordinate clause. And *when Lauren said the restaurant was* as the subordinate clause. The Both clauses have interrelated relation mean and the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this complex sentence , the conjunction is *When*. The subordinator *when* indicate time reference, and *when* should be used with the simple past to refer to something the single event or action. The subordinate clause : *When Lauren said the restaurant was small* has meaning that the restaurant is not big and large, means in the time that she said the restaurant was small, she said seriously and told the truth. So, in the complex sentence above, *When* as its a subordinate conjunction which has time meaning.

Datum 4

After discussing the wine options, they chose a bottle of savignon blanc.
(C.6, P.65, L.1)

From both clauses above, it is describing about complex sentence, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *they chose a bottle of savignon blanc*. The subordinate clause is: *after discussing the wine options*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *after* as a subordinating conjunction(adverbial clauses of time). The subordinate clause : *after*

discussing the wine option which has meaning that in that time following talked about what the wine would they wanted to chose to drink, then they ordered a bottle of savignon blanc, means that they have savignon blanc is the favorit drink for them following step of discussing. So, those clauses use *after* as its subordinator which can refer to time meaning.

Datum 5

When they'd finished, he insisted on paying and left a generous tip in cash. (C.6, PP.65-66, L.33-1)

On this complex sentence above consists of two clauses, they are coordinate clause and subordinate clause. *He insisted on paying and left a generous tip in cash* as the main clause or coordinate clause. And *when they'd finished* as the subordinate clause. The two clauses in the sentence are not equa; subordinate clause, is dependant upon the other part, the coordinate clause or main clause. The Both clauses have interrelated relation mean and the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this complex sentence , the conjunction is *When*. *When* is as a subordinating conjunction(adverbial clauses of time). The subordinate clause : *when they'd finished* has meaning that they has done for their meals , means in the time they have to pay for the meal and the man demanded on paying. He also gave for a tip. The usage *When* in the complex sentence above, as a subordinator which has time meaning.

Datum 6

Before he could ask, she supplied the answer. (C. 6, P. 67, L.27)

The sentence above is a complex sentence, due to the sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *she supplied the answer*. And the subordinate clause is: *before he could ask* . Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *before* as a subordinating conjunction(adverbial clauses of time). The subordinate clause : *before he could ask*, it means that he conveys the question, she told the answer and the information in advance, means she did not have to try found out for the answer that he wants to know. So those clauses use the *before* as a subordinator which has time meaning.

Datum 7

If it makes you uncomfortable, I apologize. (C.6, P.68, L.3)

The sentence above is called as a complex sentence, due to the sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *I apologize*. And the subordinate clause is *If it makes you uncomfortable*. Between those both

clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the subordinate conjunction *if* refer to adverbial clauses of condition, means the subordinate clause : *If it makes you uncomfortable*, it means that she worry in case he will not enjoy and feel bad, means that condition make her to have apologize, so she can avoid for not good situation. So those clauses use the *if* as its subordinate conjunctions which has conditional meaning.

Chapter 7: *Blossom Street Brides Novel*

Datum 1

Lydia wondered *when* the humorous part of this story was coming. (C.7, P.71, L.15)

This complex sentence consists of two clauses, they are coordinate clause and subordinate clause. *The humorous part of this story was coming* as the main clause or coordinate clause. Meanwhile, *Lydia wondered when* as the subordinate clause. The Both clauses have interrelated relation mean and the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this complex sentence , the subordinate conjunction is *When* (adverbial clauses of time). The subordinate clause : *Lydia wondered when* has meaning that she cannot wait and full of question on what time the humorous part of this story will come. *When* as its conjunctions which has time meaning.

Datum 2

While grateful that her mother was alive, Lydia worried about Mary Lou's quality of life. (C. 7, P. 73, L. 11)

The sentence above is a complex sentence. The sentence consists of two clauses, they consist of a coordinate clause and a subordinate clause. Coordinate clause means as the main clause, that is: *Lydia worried about Mary Lou's quality of life*. And the subordinate clause is: *While grateful that her mother was alive*. Those both clauses and the conjunction (subordinator) have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *While* as adverbial clauses of contrast, means the subordinate clause : *While grateful that her mother was alive*, it means that she was thank god and grateful that she could meet her mother again and she still alive, but she has another thinking about condition and quality of her mother's life, means she felt complicated about her feelings, so those clauses use *while* as its conjunctions which is used to convey the notion of direct opposition and in the information in the subordinate clause is direct opposite of the information in the main clause.

Datum 3

When she walked into the house, the scent of simmering tomatoes with italian spices confirmed her suspicious. (C.7, P. 75, L. 4.)

Due to this complex sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *the scent of simmering tomatoes with italian spices confirmed her suspicious*, as main clauses can stand alone do not depend on subordinate clauses, while *When she walked into the house*, as subordinate clauses can not stand alone, should depend on the main clauses. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *When* as adverbial clauses of time. The subordinate clause : *When she walked into the house*, it means that in the time she entered the house, she smelt the scent of delicious food which was cooking on, she did not know what food smell of it, then she looking for answer for her suspicious. So those clauses use *when* as a subordinate conjunction which is time meaning.

Chapter 8: *Blossom Street Brides Novel***Datum 1**

Her eyes were all over him *as though* even now she couldn't believe he was with her. (C. 8, P. 77, L.9.)

Based on this complex sentence above consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *Her eyes were all over him*, as main clauses can stand alone do not depend on subordinate clauses, while *as though even now she couldn't believe he was with her*, as subordinate clauses can not stand alone and should depend on the main clauses. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *When* as adverbial clauses of manner, means the subordinate clause : *as though even now she couldn't believe he was with her*, it means that she acted like she couldn't believe that she with him, so she kept on eye to him. So those clauses use *as though* as a subordinate conjunction which is manner meaning.

Datum 2

Max's feelings matched her, ***although*** he felt they needed to discuss a number of issues. (C.8, P. 77, L. 11)

The sentence above is a complex sentence, due to the sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *Max's feelings matched her*. And the subordinate clause is: *although he felt they needed to discuss a number of issues*. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it

mean through the function of the conjunction kinds which is used. In this case, the conjunction *Although* as subordinating conjunction (adverbial clauses of contrast). The subordinate clause : *although he felt they needed to discuss a number of issues*, it means that Max has same feeling with the woman, but he need talk a something important with her to make all what he think are clear and have the answer, even though there was nothing idea about Bethanne. so those clauses use the *although* as its conjunctions which has direct contrast.

Datum 3

When the kiss ended, they simply looked at each other. (C. 8, P. 78, L. 9.)

Due to this complex sentence consists of two clauses, those clauses as the coordinate clause and subordinate clause. Coordinate clause means as the main clause, that is: *they simply looked at each other*, as main clauses can stand alone, do not depend on subordinate clauses while *When the kiss ended* , as subordinate clauses can not stand alone, should depend on the main clauses. Between those both clauses and the conjunction have interrelated relation mean the both clauses can be understood what does it mean through the function of the conjunction kinds which is used. In this case, the conjunction *When* as adverbial clauses of time, means the subordinate clause : *When the kiss ended*, it means that by the time they stopped doing kiss, they

8	Since		1	1			1			3	7%
9	Because			1						1	2%
10	Before				1		1			2	5%
11	Although					1			1	2	5%
12	As if					2				2	5%
13	So					1				1	2%
14	If					1	1			2	5%
15	As though								1	1	2%
Total										43	100%

From *Blossom Street Brides Novel* By *Debbie Macomber* are found many kinds of conjunctions. The total of data is 43 which produce from eight chapters. They are *whereas*, *when*, *after*, *because of*, *while*, *that*, *once*, *since*, *because*, *before*, *although*, *as if*, *so*, *if*, and *as though*. *Whereas* is found in the chapter 1, the total is 1 datum. *When* is found in the chapter 1(2 data), 2(1 datum), 4(2 data), 5(4 data), 6(3 data), 7(2 data), 8(1 datum) and the total is 15 data. *After* is found in the chapter 1, 2, 3, 4, 5,6 , and the total is 6 data. *Because of* is found in the chapter 1, the total is 1 datum. *While* is found in the chapter 1, 2, 4 and the total is 3 data. *That* is found in the chapter 2(1 datum), 5(1 datum), the total is 2 data. *Once* is found in the chapter 2, the total is 1 datum. *Since* is found in the chapter 2, 3, and 6 the total is 3 data. *Because* is found in the chapter 3, the total is 1 datum. *Before* is found in the chapter 4(1 datum), 6(1 datum), the total is 2 data. *Although* is found in the chapter 5, 8(1

datum), chapter 8(1 datum) the total is 2 data. As if is found in the chapter 5, the total is 2 data. *So* is found in the chapter 5, the total is 1 datum. *If* is found in the chapter 5(1 datum), 6(1 datum), the total is 2 data. *As though* is found in the chapter 8, the total is 1 datum. From the data above is found that the percentage of *whereas* is 2%, *when* is 35%, *after* is 14%, *because of* is 2%, *while* is 7%, *that* is 5%, *once* is 2%, *since* is 7%, *because* is 2%, *before* is 5%, *although* is 5%, *as if* is 5%, *so* is 2%, *if* is 5%, *as though* is 2%. Those make the total of data is 100%. And the most presentation of conjunctions data found from eight chapters of *Blossom Street Brides Novel* By *Debbie Macomber* is *when* which consist of 43 data.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter will discuss about conclusion for all the chapters, particularly between the questions of the research in the chapter one and the analysis in the chapter four. After having analysis the chapters before, it can be said that all of the questions above have been answered. Complex sentences are made up of at least one dependent clause introduced by subordinate conjunction. For the further conclusion, the writer explains as follows:

1. According to the first question and the analysis in the chapter four, it can be concluded that kinds of the conjunctions which exist in the complex sentences in *Blossom Street Brides* Novel by Debbie Macomber are whereas, when, after, because of, while, that, once, since, because, before, although, as if, so, if.
2. From the research which is done, writer can identify what do the meanings and the functions of the conjunctions in the complex sentences in the novel. The function that is found in the novel are as time, place, cause, condition, contrast, purpose, result, condition, and manner.
3. Moreover, based on the question of number three about the kind of conjunctions found mostly in the novel and after doing analysis on the six chapter in *Blossom Street Brides* Novel by Debbie Macomber, the kinds

of conjunction which found mostly in the novel is “when”. There are nine data.

4. Complex sentences depends on the type of the its conjunctions. If the conjunction change so it will change the meaning and function of the sentence.
5. Complex sentences are not only complex from its creation but also it is complex to understand.
6. In conjunction, the relationship between a subordinate clause and a coordinate clause is not only explaining about grammatically, but also explaining about the semantics. It is because by using conjunctions will define a new meaning.

B. Suggestion

1. For Readers. They should be more aware that the function and the meaning of conjunctions in the complex sentences is an important in a language which they may not realize yet so far. It gives readers knowledge how to make and arrange language form, especially how to make and arrange form a sentence. We must be able to distinguish kinds of sentences in order to convey good and correct language form. This knowledge can be more specific in the future to enrich this kind of field.
2. For Teachers. Hopefully, they should present to students that the function and the meaning of conjunctions in the complex sentences plays a important role in studying meaning which involve grammars and

semantics. Teacher should give detail explanations about structural of ambiguity.

3. For next researchers. Since conjunctions in the complex sentences employs in spoken and written language, they could use different subjects such as novel, magazine, newspaper, news website, recorded sounds, or film in making a research. Hopefully, next researchers can understand a language form and they can identify the meaning and the function of conjunctions in complex sentence. The next researchers should give correct explanation about it.

BIBLIOGRAPHY

- Aarts, B. 2001. *English Syntax and Argumentation* (2th Edition). New York: Palgrave.
- Abrams, M.H. 2003. *A Glossary of Literary Terms*. Massachusetts: Heinle & Heinle.
- Akmaijan, A., Demers, R.A., Farmer, A.K., Harnish, R.M. 2010. *Linguistics: An Introduction to Language and Communication*. Massachusetts: MIT Press.
- Altenberg, E. P. and Vago, R. M. 2010. *English Grammar: Understanding the Basics*. New York: Cambridge University Press.
- Brinton, L.J. 2002. *The Structure of Modern English: A Linguistic Introduction*. Amsterdam: John Benjamins Publishing.
- Carnie, A. 2011. *Modern Syntax: A Coursebook*. New York: Cambridge University Press.
- Cowan, R. 2008. *The Teacher's Grammar of English*. New York: Cambridge University Press
- Creswell, J.W. 2014. *Research Design*. California: Sage Publications, Inc.
- Crystal, D. 2008 *A Dictionary Linguistic and Phonetics* (6th Edition). Victoria: Blackwell Publishing Ltd.
- DeCapua, A.D. 2008. *Grammar for Teachers: A Guide to American English for Native and Non-Native Speakers*. New York: Springer
- Delahunty, G.P. & Garvey, J.J. 2010. *The English Language: From Sound to Sense*. Colorado: The WAC Clearing House.
- Denham, K. & Lobeck, A.2014. *Navigating English Grammar: A guide to Analyzing Real Language*. West Sussex: Blackwell Publishing.
- Downing, A. & Locke, P. 2006. *English Grammar: A University Course* (2nd Edition). Oxford: Routledge.
- Dykes, B. 2017. *Grammar for Everyone*. Victoria: Acer Press

- Eagleton, T. 2005. *The English Novel: An Introduction*. Victoria: Blackwell Publishing.
- Fagan, S.M.B. 2009. *German: A Linguistic Introduction*. New York: Cambridge University Press.
- Finegan, E. 2008. *Language: Its Structure and Use*. Boston: Thomson Wadsworth.
- Ghony. 2012. *Emethodologi penelitian kualitatif*. Ar-Ruzz Media.
- Greenbaum, S. & Nelson, G. 2002. *An Introduction to English Grammar (2nd Edition)*. London: Longman.
- _____ 2013. *An Introduction English Grammar (3th Edition)*. Oxford: Routledge.
- Hazen, K. 2015. *An Introduction to Language*. West Sussex: Black Publishing
- Huddleston, R. & Pullum, G. K. 2007. *A Student's Introduction to English Grammar*. New York: Cambridge University Press.
- Hurford, J.R., Heasley, B., & Smith, M.B. 2007. *Semantic: A Course Book*. New York: Cambridge University Press.
- Khuta, N. 2010. *Methodologi Penelitian: Kajian Budaya dan Ilmu Social humaniora pada umumnya*. Pustaka pelajar.
- Katamba, F. 2005. *English Word*. New York: Routledge.
- Kreidler, C.W. 1998. *Introducing English Semantics*. London: Routledge.
- Krippendorff, K. 2004. *Content Analysis: An Introduction to Its Methodology*. California: Sage Publications, Inc.
- Kroeger, P. R. 2005. *Analyzing Grammar an Introduction*. New York: Cambridge University Press.
- Leech, G. 2006. *A Glossary of English Grammar*. Edinburgh: Edinburgh University Press.
- Mackey A. 2005. *Second Language Research Methodology and Design*. New Jersey: Lawrence Erlbaum Associates, inc, Publisher
- Meyer, C.F. 2009. *Introducing English Linguistics*. New York: Cambridge University Press.

- Miller, Jim. 2002. *An introduction to English Syntax*. Edinburgh: Edinburgh University Press.
- Rossenwasser, D. & Stephen, J. 2009. *Writing Analytically (6th Edition)*. Boston: Wadsworth
- Radford, A., & Friends. 2009. *Linguistics: An Introduction*. New York: Cambridge University Press.
- Saeed, J.I. 2003. *Semantics (2nd Edition)*. Victoria: Blackwell Publishing.
_____ 2016. *Semantics (4th Edition)*. West Sussex: Blackwell Publishing.
- Swan, M. 2005. *Practical English Usage*. Oxford: Oxford University Press.
- Taylor, S. J. , Bogdan, & DeVault, M.L. 2016. *Uintroductio Qualitative Research Methods: A guide and Resource (4rd Edition)*. New Jersey: John Wiley & Sons, Inc..
- Teschner, R.V & Evans, E.E.. 2007. *Analyzing the Grammar of English (3rd Edition)*. Washington: Georgetown University Press
- Trask, R. L. 2007. *Language and Linguistics (2th Edition)*. Oxford: Routledge.
- Yule, G. 2010. *The Study of Language (4th Edition)*. New York: Cambridge University Press.

BIOGRAPHY



The writer was born in Garut on 15 July 1984, her mother is Titin Kartini and father is Iwan Syafriadi. She is the eldest daughter of three children and educated at Rawa Endah in Elementary School in Bogor in 1990. She continued studying to SEJAHTERA II Junior High School in 1996. The writer took Science class when she was in SMUN 1 Cileungsi Senior High School in 2000-2002. During her job as a marketing at PT.Tiga Energi Solusi, she interested to join English Department of School of Foreign Language – JIA in Bekasi in 2014. She hope will be graduated this year.