

# CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH DAN  
EKSPRESI KREATIF ILMU PENDIDIKAN**

**Pendidikan Budi Pekerti dalam Teori Behavioristik:  
Membangun Karakter Unggul Melalui  
Proses Pembelajaran Berbasis Perilaku**

**An Analysis on the Types of Sentences Formulated  
in the Foreword of the Novel**

**Penerapan Model *Problem Based Learning* berbasis  
*Higher Order Thinking Skills* untuk Meningkatkan  
Hasil Belajar Matematika pada Materi Statistika  
SMP Plus Asy Syukur Sembon**

**Upaya Meningkatkan Hasil Belajar Matematika Persamaan  
melalui Model Double Loop Problem Solving**

**Adobe Flash Berbasis Kontekstual pada Materi Segiempat  
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6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
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# CAKRAWALA PENDIDIKAN

## Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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### Daftar Isi

Pendidikan Budi Pekerti dalam Teori Behavioristik: Membangun Karakter Unggul Melalui Proses Pembelajaran Berbasis Perilaku .....	1
Ekbal Santoso	
An Analysis on the Types of Sentences Formulated in the Foreword of the Novel .....	10
<i>Feri Huda</i>	
Penerapan Model <i>Problem Based Learning</i> berbasis <i>Higher Order Thinking Skills</i> untuk Meningkatkan Hasil Belajar Matematika pada Materi Statistika SMP Plus Asy Syukur Sembon .....	26
<i>M. Khafid Irsyadi, Suryanti, Risha Purnama Fitria</i>	
Upaya Meningkatkan Hasil Belajar Matematika Persamaan melalui Model Double Loop Problem Solving.....	37
<i>Nur Chomarudin, Kristiani, Riki Suliana</i>	
Adobe Flash Berbasis Kontekstual pada Materi Segiempat Kelas VII SMP IT Sunan Kalijaga Tahun Ajaran 2022/2023 .....	45
<i>Riki Suliana, Cicik Pramesti, Suryanti, Ayu Silvi Lisvian Sari</i>	

## AN ANALYSIS ON THE TYPES OF SENTENCES FORMULATED IN THE FOREWORD OF THE NOVEL

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**Abstrak:** Sebagian besar siswa mengalami kesulitan membuat kalimat, menerjemahkan kalimat, dan membedakan jenis kalimat karena belum menguasai pengetahuan dasar tata bahasa. Pola kalimat merupakan bagian dari tata bahasa, oleh karena itu dalam penelitian ini peneliti tertarik untuk menganalisis jenis-jenis kalimat yang dirumuskan dalam kata pengantar novel. Penelitian ini mempunyai dua tujuan, yaitu untuk mengetahui jenis-jenis kalimat, dan mengetahui bagaimana jenis-jenis kalimat dirumuskan dalam kata pengantar novel. Jenis penelitian yang digunakan adalah Analisis Deskriptif Kualitatif. Peneliti menggunakan metode purposive random sampling. Populasi mencakup seluruh jenis kalimat pada sepuluh kata pengantar novel terlaris. Kuota dilakukan dengan mengambil tiga paragraf setiap kata pengantar. Data yang dikumpulkan peneliti untuk mengidentifikasi berbagai macam jenis kalimat yang terdapat dalam kata pengantar novel, mengetahui persentase frekuensi dari total penghitungan dan untuk mendapatkan hasil akhirnya. Ada empat jenis kalimat dalam kata pengantar novel, yaitu kalimat sederhana, kalimat majemuk, kalimat kompleks, dan kalimat majemuk-kompleks. Hasil analisis dapat diringkas sebagai berikut: kalimat sederhana memiliki jumlah kemunculan tertinggi sebesar 28,87%, berikutnya kalimat majemuk-kompleks sebesar 28,17%, peringkat ketiga kalimat kompleks sebesar 21,83%, dan peringkat keempat kalimat majemuk sebesar 21,13%. Dari hasil penelitian di atas dapat disimpulkan bahwa jenis kalimat yang paling sering digunakan dalam kata pengantar novel adalah kalimat sederhana.

**Kata kunci:** analisis, jenis kalimat, kata pengantar, novel

**Abstract:** Most students have difficulty making sentences, translating sentences, and distinguishing types of sentences because they have not mastered the basic knowledge of grammar. Sentence patterns are part of grammar, therefore in this study researcher are interested on analysing the types of sentences formulated in the foreword of the novel. This research has two objectives, namely to find out the types of sentences, and to find out how the types of sentences are formulated in the foreword of the novel. The type of research used is Qualitative Descriptive Analysis. Researcher used a purposive random sampling method. The population includes all types of sentences in the ten best-selling foreword of the novel. The quota is done by taking three paragraphs for each foreword. The data collected by researchers was to identify various types of sentences contained in the novel's foreword, to find out the frequency percentage of the total calculation and to get the final results. There are four types of sentences in the introduction to a novel, namely simple sentences, compound sentences, complex sentences, and compound-complex sentences. The results of the analysis can be summarized as follows:

simple sentences have the highest number of occurrences at 28.87%, next are compound-complex sentences at 28.17%, third are complex sentences at 21.83%, and the fourth are compound sentences at 21.13%. From the results of the research above, it can be concluded that the type of sentence most often used in novel introductions is simple sentences.

**Keywords:** analysis, type of sentences, foreword, novel

## INTRODUCTION

Every body in the world speaks a language or even some languages. There is no normal person who lives in society who does not speak a language. We also use language everyday and every night. Generally, language is a means of communication with the purpose of sending ideas, opinion suggestion, information feeling, and etc. (Agung, 2001). Brown (2000:5) also states that language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. Based on the two meanings of language above, they have the similar function for human communication. In this field, Brown (2004) also states:

“Language, in the proper sense of the term, is peculiar to man; so that, without a miraculous assumption of human powers, none but human beings can make words the vehicle of thought. An imitation of some of the articulate sounds employed in speech may be exhibited by parrots,

and sometimes by domesticated ravens, and we know that almost all brute animals have their peculiar natural voices, by which they indicate their feelings, whether pleasing or painful. But language is an attribute of reason, and differs essentially not only from all brute voices, but even from all the chattering, jabbering, and babbling of our own species, in which there is not an intelligible meaning, with division of thought, and distinction of words.” (2004:70)

English is the first foreign language in Indonesia which is very useful for development of science, technology, art, and culture to communicate people other countries in the world (Depdiknas, 1994). Because of the importance of English, it is hoped that the students are able to increase their abilities in English. In studying the language, the students will meet the sentences because they speak in sentences not in words. Principally, there are the similar elements between Indonesia sentence and English sentence. Both of them

have two elements (Subject and Predicate) in a simple sentence. Sentence is a part of grammar. In traditional grammar defines a sentence in one of two ways. By meaning, a sentence is a “complete thought”. By function, a sentence consists of a subject and a predicate.

Frank (1972) classified the sentence into four types namely, simple sentence, compound sentence, complex sentence and compound-complex sentence. One of these is an independent clause (or, main clause) that is similar to the form of the simple sentence, and one or more of these are dependent clauses (or, subordinate clause), and compound-complex sentence: sentences contain two or more independent clause and one or more dependent clauses.

Most of the students have the difficulties in making sentences, translating sentences, and

differentiation of types of sentences because they don't understand yet about the basic knowledge of some key grammar terms. Therefore, this problem needs special attention in order to master in English language/subject can be going well and maximal.

### A. Simple Sentence

A simple sentence contains a subject (noun/noun phrase) and a predicate (verb/verb phrase). It communicates one complete idea as an independent clause. It is a complete sentence and it requires only one punctuation mark at the end (a full stop, exclamation or question mark). Franks (1993), states that there are four forms of simple sentence. They are a statement sentence, a question sentence, a request and command, and exclamatory sentence.



**Figure 1. Pattern of Simple Sentence**

#### 1. A Statement Sentence or Declarative Sentence

A statement is a sentence that tells something. Frank (1972), states that in a declarative sentence the

subject and predicate have normal word order. The sentence ends with a period in writing and a drop in pitch in speech.

Examples:



**Figure 2. Garden**

- Some people like to work outdoors.
- The community garden looks colorful this month

## **2. A Request and Command (Imperative Sentence)**

Richard Nordquist (2013) states that imperative sentence is a type of sentence that gives advice or instructions or that expresses a request or command. The simple form of the verb is used for requests, commands, or instructions. An imperative sentence usually begins with an action word and ends with a period. These are the examples according to *Marcella Franks in Modern English part II sentences and complex structure*.

Examples:

- Second person, singular and plural:
  - Don't open the door.
  - Open the door.
- First and second person together:

- Let's open the door.

- Let's not open the door.

(Here the request takes the form of a suggestion)

- An adverb may precede the imperative verb:

- Always open the door slowly.

- Don't ever open that door.

Formulas of politeness are *please, will (or would) you please* often accompany requests.

## **3. A Question Sentence**

A question sentence is a sentence that asks a question. A question sentence ends with a question mark. Frank in her book (1972) says that, in an interrogative sentence the subject and auxiliary are often reserved. The sentence ends with a question mark (or interrogation point) in writing. In the spoken language, most yes-no questions end with a rise in pitch and most interrogative-word questions end with a fall in pitch.

Examples:





Figure 3. Home

- How long have you lived there?
- When will you be home?

#### 4. An Exclamatory Sentence

An exclamatory sentence is a sentence that expresses strong feeling. Frank (1972) says that such sentences begin with an exclamatory phrase consisting of *what* or *how* plus a part of the predicate. The exclamatory phrase is followed by the subject and the balance of the predicate. In writing, the exclamatory sentence ends with an exclamatory mark (or exclamatory point). Sometimes a period is used to lessen the force of the exclamation. In speech, the most important word in the exclamatory phrase may received a stronger degree of stress and be accompanied by a rise in pitch. These are the example according to *Franks in Modern English part II sentences and complex structure*.

Examples:

- what –a noun ends the exclamatory phrase

- What delicious fruit this is!

- What delicious pineapples this is!

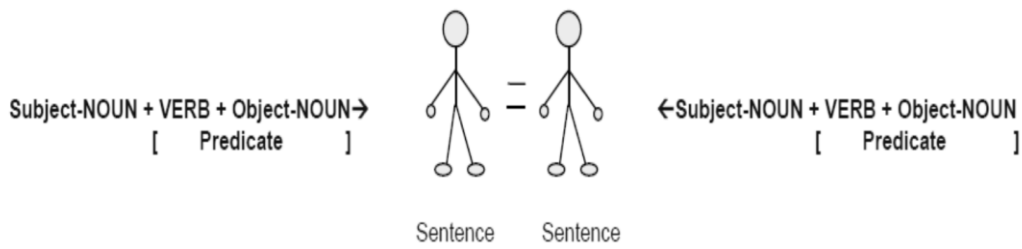
- What a delicious pineapple this is!

- How—an adjective or adverb ends the exclamatory phrase
  - How graceful she is!
  - How gracefully she dances!

The subject and the verb in an exclamatory sentence retain normal word order except in poetic or literary—How green was my valley!

#### B. Compound Sentence

According to Wikipedia (Accessed on April 10<sup>th</sup>, 2013) a compound sentence is composed of at least two independent clauses. It does not require a dependent clause. According to Franks (1972) compound sentences are joined into one by punctuation alone, punctuation alone and a conjunctive adverb, and a coordinate conjunction (*and, or, but, yet, so, far*).



**Figure 4. the Pattern of Compound Sentence**

**1. Punctuation Alone**

According to <http://en.wikipedia.org/wiki/Punctuation> punctuation marks are symbols that indicate the structure and organization of written language, as well as intonation and pauses to be observed when reading aloud. Semicolon punctuation is one way to create

the compound sentence. Franks (1972) says that a semicolon replaces the period that separated the independent clauses. The first word in the clause after the semicolon begins with a small letter. Usually no more than two independent clauses are joined with a semicolon unless the clauses are parallel.

**Table 1 Summary Of Semi-Colon**

Punctuation Marks	Name	Examples
-----;	Semi-colon	- I do not often go <i>swimming</i> ; I prefer to play tennis. - John was <i>sick</i> ; he didn't come to school.

**2. Coordinate Conjunction (and, or, but, yet, so, for)**

The theory of Simmons (1997) states that coordinating

conjunctions are referred to as FANBOYS. Notice how a comma is used with a coordinating conjunction.

**Table 2. Summary of Comma**

Punctuation Marks	Name
-----,	Comma

The pattern for coordination conjunction looks like this:

main clause, + coordinating conjunction + main clause

The examples:

F = for → He couldn't go *home*, *for* he had no place to go.

A = and → I took a *taxi*, *and* she drove home.

N = nor → He didn't want *help*, *nor* did she offer it.

B = but → I wanted to go *late*, *but* she wanted to go on time.

O = or → She cooked *dinner*, *or* she went out to a restaurant.

Y = yet → She owned a *car*, *yet* she didn't know how to drive it.

S = so → John was *sick*, *so* he didn't come to school.

### 3. Conjunctive Adverb

A conjunctive adverb connects two independent clauses or sentences. Other adverbs modify or add to a word, but a conjunctive affects two sentences. Each clause can stand on its own as a sentence. The first clause is followed by a semicolon. According to Franks (1972) a semicolon replaces the period that separated the two sentences. The conjunctive adverbs which join independent clauses behave both as conjunctions and as adverbs. As conjunctions, they have the function of connecting grammatical structures. The more common conjunctive adverbs are listed below under the relationship they show.

**Table 3. List of Conjunctive Adverbs Grouped According to Function**

No	Function	Conjunctive adverbs
1	Addition	in addition, next, still, also, moreover, besides, and again
2	Condition	otherwise, conversely, if
3	Concession/contrast	however, still, nevertheless
4	Result	therefore, consequently, accordingly, hence,
5	Comparison	also, likewise, similarly
6	Emphasis	indeed, certainly
8	Illustration	namely, thus,
9	Time	before, meanwhile, furthermore, now, since, lately, thereafter, subsequently
10	summarize	finally, in summary, that is, all in all

The pattern for conjunctive adverb looks like this:

main clause, + conjunctive adverb, + main clause

Here are a few examples to further illustrate what they do for sentences.

- I wanted to see a scary movie; *however*, my friend wanted to see a comedy.
- You need to concentrate on your studies; *otherwise*, you will fail the class.
- The thunder and lightning were intense; *consequently*, the crowd dispersed.
- He enjoyed getting a new tie; *nevertheless*, a sports car would have been a better gift.
- We really need to go to the mall; *in addition*, we should see a movie.

### C. Complex Sentence

Complex sentence contains one or more dependent clause. A dependent clause contains a full subject and predicate beginning with a word that attaches the clause to an independent clause (called the main clause). According to Marcella Frank (1972) there are three kinds of complex sentence namely; adjective clause, Noun clause, and Adverbial clause.

#### 1. Adjective Clause

An adjective clause is a dependent clause that modifies a noun. It describes, identifies, or gives further more information about noun. An adjective clause is also called "relative clause". An adjective clause uses pronouns to connect the dependent clause to the independent clause. The adjective clause pronouns are who, whom, which, that, and whose (Azar, 1999).

Frank (1972), states that the adjective clause modifies a preceding noun or a pronoun being modified is called the *antecedent*. Besides, Franks (1972) also state that introductory word also performs one of the three functions in the adjective clause itself:

#### 2. Noun Clause

Frank (1972) says that noun clause is a clause that has subject and predicate and adding a special introductory word changes the structure. A noun clause is a subordinate clause that functions as a noun in sentence. Noun clauses are often introduced by *that* and are therefore often called *that-clauses*, but not all noun clauses are *that-clauses*. A noun clause can not stand alone as a sentence it must be connected to an independent (a main clause). In a noun clause, the subject and the verb are retained, but the structure is changed by the addition of special introductory word, special word order or by both. The changes will not change its function like an ordinary noun. Noun clause may be as a subject, an object of verb or preposition, and a complement (Ananingsih, 2006).

These are the examples:

- A major concern is *how* fast these changes are taking place (Complement)
- *Why* you should refuse is not clear (Subject)
- *That* the job market is changing is obvious (Subject)

- Statistic shows *that* white collar jobs are increasing (Object of verb)
- We are concerned about *how* fast these changes are taking place (Object of preposition)

### 3. Adverbial Clause

Frank (1972) defines that in adverbial clause, a special introductory word is added to a full subject-predicate structure. This introductory word requires the clause to be attached to another full predication, the main clause. Most types of adverbial clause are considered as modifying the verb of the main clause, some more loosely than other. A few types, such as clauses of time or clause of place, are sometimes interpreted as modifiers of the entire sentence.

Azar (1999:359) emphasizes that adverb clauses are dependent clauses. They cannot stand alone as a sentence in written English. They must be connected to an independent clause. The word that introduces adverb clauses are called "subordinating conjunctions."

Adverb clause is a clause which starts with subordinate conjunction in general adverb which occurs in a final, initial, or medial position within, the main clause (Hasibuan 2000).

#### 1. Initial position

Pattern:

Conjunction + Subject + Verb + (Object), Subject + Verb + (Object)

Or

Conjunction + Subject + Verb + (Object), Verb (Imperative verbs)

Examples:

- *After* I finished my work, I will come here.
- *Before* you go, come to my office.

#### 2. Middle position

Pattern:

Subject, Conjunction + Subject + Verb + (Object), Verb

Example:

- War, *when* (*it*) happened for a long time, can destroy the morale of a country.

#### 3. Final position

Pattern:

Subject + Verb + (Object), Conjunction + Subject + Verb + (Object)

Examples:

- Rino didn't come to your party *because* he was very busy.
- Ririn wants to stop, *whereas* I want to continue.

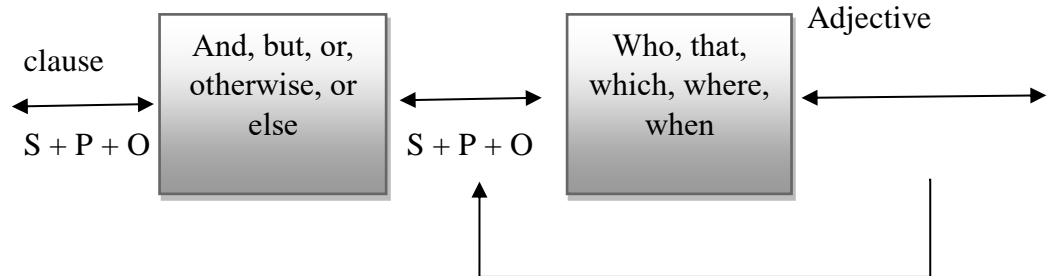
### D. Compound-Complex Sentence

Frank (1972) defines that compound-complex sentence contains two or more independent clauses and one or more dependent clauses. Pardiyono (2006) state, compound-complex sentences are the form of composite sentence between compound sentence and complex sentence. On the other words,

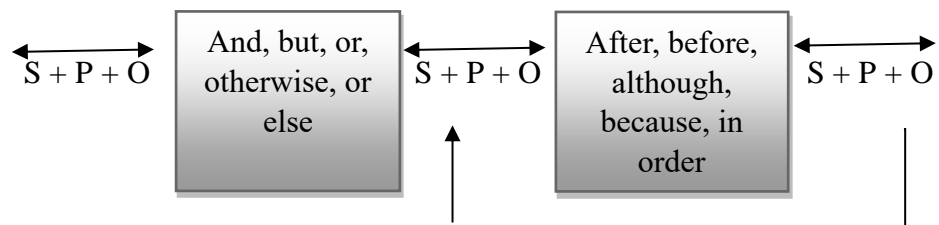
compound-complex sentences form compound sentence that one of main clauses form as complex sentence. Because of composite form, so

employing conjunction and relative pronoun are important. We can use some combinations of conjunction and relative pronoun.

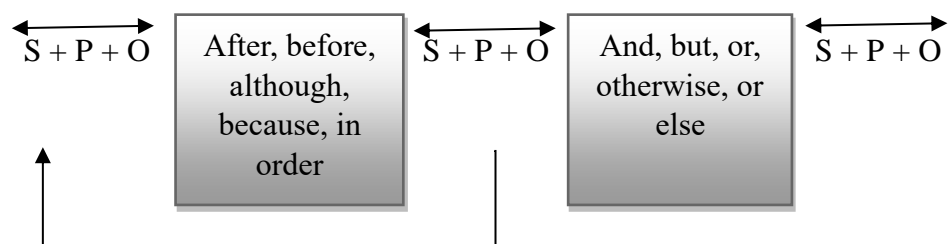
**Figure 5. The Combination of Conjunction and Relative Pronoun I**



**Figure 6. The Combination of Conjunction and Relative Pronoun II**



**Figure 7. The Combination of Conjunction and Relative Pronoun III**



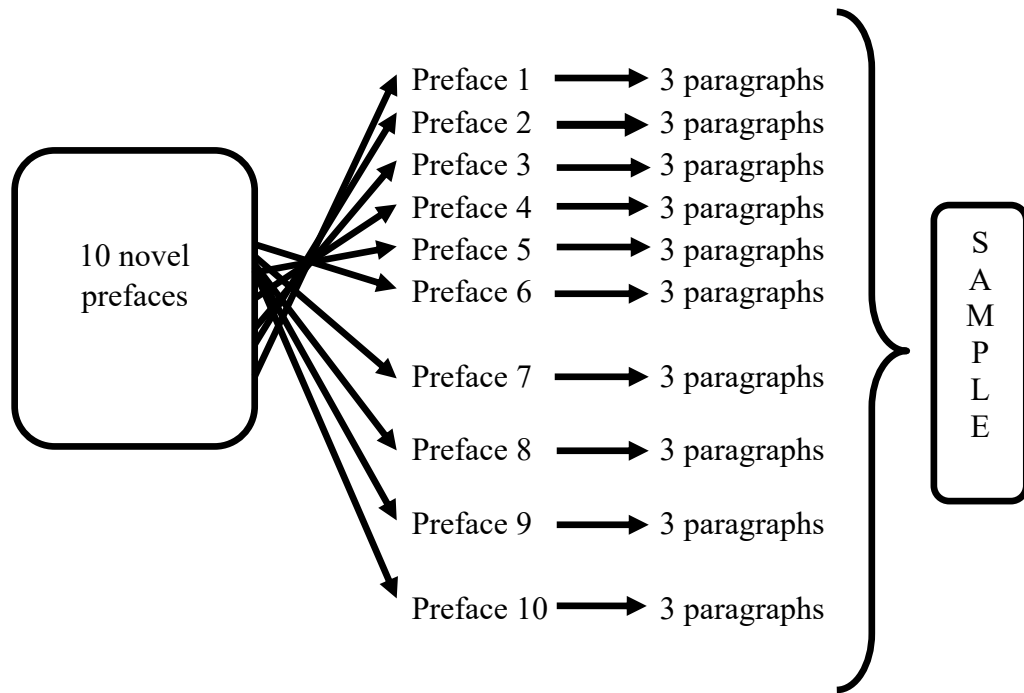
Examples:

1. The government **has increase** the price of some fuel products and decreased the financial aid *that is actually needed by most people*.
2. Both the management board and the worker **have launched** the campaign of

- not smoking *which is very bad for their health* during the working day.
3. Most tourists **like to visit** the city during the school holyday but some others don't like it *because they think that it is very crowded*.
4. All classes **were canceled** because the weather was



**Figure 8. Population and Sample**



**Data Collecting**

The writer collects the data from ten novel prefaces; all the data that will be analysed have been employed here. Table 4 below is used

to analyse the data in terms of simple sentence, compound sentence, complex sentence, and compound-complex sentence.

**Table 4. Classification of Paragraphs**

No	Paragraph	Content
1		
2		

**Table 5. Classification of Sentences**

No	Paragraph	Sentence	Sentence Type	Introductory word
1				
2				

**Coding**

Here are the codes that used to analyse the novel prefaces



**Table 6. List of Coding**

Name	Coding
Simple Sentence	S
Compound Sentence	Cp.S
Complex Sentence	Cx.S
Compound-Complex	C.C.S

**Data Analysis**

After collecting the data, the first things that the writer does is to analyze the data according to the number of sentence types, the kind of sentence types, and the ones frequently appear in novel prefaces. Furthermore, summing up the data according to the simple sentence, compound sentence, complex

sentence, compound-complex sentence. Then take the percentage of the data, which are taken from total sum of the form of sentences types.

To make it easy for the writer to collect the data, the frequency distribution table is used. The Percentage will be counted by using the following formula:

$$\frac{A}{B} \times 100 \%$$

A = sum of the sentence types

B = total sum of the sentence types

**DISCUSSION**

The findings of this research to find out the types of sentences, and to find out how the types of sentences are formulated in the foreword of the novel. Based on the analysis of the

four types of sentences, namely, simple sentence, compound sentence, complex sentence, and compound-complex sentence, taken in novel prefaces. The table below shows the occurrence of the usage of the sentence types is shown in the following sentences

**Table 7. Type and Number of Sentence Type**

No	Novel	S	Cp.S	Cx.S	C.C.S
1	The Land of Five Towers	7	9	6	0
2	The Other Side of Midnight	12	2	8	12
3	Tiger's Voyage	5	6	5	5
4	A History of Adventurer	3	2	0	8
5	Lolita	6	3	4	6
6	You Can Heal Your Life	1	3	3	1

No	Novel	S	Cp.S	Cx.S	C.C.S
7	Letters Summer 1926	5	2	2	2
8	Stranger in a Stranger Land	0	1	3	2
9	Harry Potter the Deathly Hallows	2	2	0	4
10	Eclipse	6	2	2	0
Total		41	30	31	40

**Table 8. Percentage of Sentence Type Frequency**

No	Sentence Type	Tally	Percentage
1	Simple sentence (S)	41	28,87%
2	Compound sentence (Cp.S)	30	21,13%
3	Complex sentence (Cx.S)	31	21,83%
4	Compound-complex sentence (C.C.S)	40	28,17%
<b>Total</b>		<b>142</b>	<b>100%</b>

From the table above it can be summarized that the sentence types which frequently appear in novel prefaces, there are simple sentence as the highest number of occurrences 28,87%, then followed by defining compound-complex sentence 28,17%, the third is defining complex sentence 21,83%, and the fourth is compound sentence 21,13%.

### CONCLUSIONS

After analysing the sentence types in novel prefaces in the previous chapter carefully, the writer states several propositions based on the research finding and discussion. The results of the analysis can be summarized as follows: simple sentences have the highest number of occurrences at 28.87%, next are compound-complex sentences at 28.17%, third are complex sentences at 21.83%, and the fourth are compound sentences at 21.13%. From the results of the research above, it can be concluded that the type of sentence most often

used in novel introductions is simple sentences.

### SUGGESTIONS

With reference to the conclusion, the researcher provides suggestions to the teachers and students.

#### 1. Teachers

The teachers should be considered the importance of the types of sentences, because it is a part of grammar where it will influence the process of English mastering. Most of the students have the difficulties in differentiation of sentence types, because they do not master yet about the basic knowledge of grammar. Therefore, the teachers are also suggested to pay more special attention to the students' problem in construction of sentence types in order they can increase their abilities and master the sentence types maximally.

## 2. Students

As the suggestion for teachers above, students are also suggested to pay more special attention to construction of sentence types in their study to improve their English skill. They should increase the frequency of practicing on sentence type's constructions to sharpen their abilities. Besides, they are also suggested to read more grammar books to enrich their knowledge in sentence types and apply them both in speaking and writing.

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