# CAKRAWALA PENDIDIKAN

## FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

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## Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat-syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

# Petunjuk Penulisan Cakrawala Pendidikan

1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
2. Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud, 1987)*
3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 – 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

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.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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**Daftar Isi**

# AN ANALYSIS OF TYPES OF SENTENCES FOUND IN KangGURU VOICES  IN KangGURU MAGAZINES

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**Abstrak:** Bahasa merupakan dasar untuk berkomunikasi dengan tujuan menyampaikan gagasan, memberi sugesti, mengungkapkan perasaan, dan lain-lain. Salah satu bahasa tersebut adalah bahasa Inggris. Sebagai bahasa asing di Indonesia, bahasa Inggris menempati posisi pertama dibandingkan bahasa asing lainnya. Artinya berguna untuk mengembangkan ilmu pengetahuan, teknologi, seni, dan budaya agar dapat berkomunikasi dengan masyarakat negara lain di dunia. Studi ini memiliki dua tujuan. Yaitu untuk mengetahui jenis-jenis kalimat yang terdapat dalam suara KangGURU di majalah KangGURU dan untuk mengetahui jenis-jenis kalimat yang sering muncul dalam Suara KangGURU di majalah KangGURU. Dengan mengetahui macam-macam jenis kalimat guru dan siswa mendapat lebih banyak pengetahuan, informasi tentang pendidikan dan pembangunan suatu negara. Desain penelitian ini adalah Analisis Kualitatif Deskriptif dan objek penelitiannya adalah jenis-jenis kalimat yang terdapat dalam KangGURU Voices di majalah KangGURU. Untuk mengumpulkan data penulis mengidentifikasi jenis-jenis kalimat yang terdapat pada Suara KangGURU di Majalah KangGURU, mencari persentase frekuensi dari penjumlahan dan akhirnya mendapatkan hasil. Dari masing-masing jenis tersebut penulis mendapatkan hasil yang berbeda-beda. Dari hasil di atas, kalimat sederhana memiliki jumlah kemunculan tertinggi Hasil analisis dapat diringkas sebagai berikut: kalimat sederhana (50,69%), kalimat majemuk (10,96%), kalimat kompleks (31,50%) , dan kalimat majemuk kompleks (6,85 %). Dari hasil di atas, kalimat sederhana memiliki jumlah kemunculan tertinggi. Berdasarkan hasil analisis dapat disimpulkan bahwa pembaca KangGURU Indonesia (KGI) menggunakan kalimat sederhana dalam artikelnya untuk menyampaikan ide dan pendapatnya tentang kegiatan KGI di Indonesia.

**Kata kunci: Analisis, jenis kalimat, Majalah Kang GURU**

**Abstract:** Language is basic for communication with the purpose of sending ideas, giving suggestion, showing feeling, and etc. One of the languages is English. As foreign language in Indonesia, English occupied in the first foreign language than others. It's mean that usefull for developing of science, technology, art, and culture in order to be able to communicate with the people of other countries over the world. The study has two objectives. They are to find out the kinds of types sentences found in KangGURU voices in KangGURU magazines and to find out the types frequently appeared in KangGURU Voices in  KangGURU magazines. With knowing kinds about types of sentences the teacher and students received more knowledge, information about education and development a country. The research design is Descriptive Qualitative Analysis and the object of the study is types sentences found in KangGURU Voices in KangGURU

magazine. To collect the data the writer identifies the types of sentences found in KangGURU Voices in KangGURU Magazine, find out the precentage of frequency from the total finally get the result. From the each type the writer get the different result from it. From the result above, simple sentence has the highest number of occurance The result of the analysis can be summarized as follows: simple sentence (50,69 %), compound sentence (10,96%), complex sentence (31,50 %), and compound complex sentence (6,85 %). From the result above, simple sentence has the highest number of occurence. Based upon the result of the analysis, it can be concluded that readers of KangGURU Indonesia (KGI) used simple sentence in their articles  to send their ideas and opinion about the activity of KGI in Indonesia.

**Keywords** : **Analysis,  type of sentences, Kang GURU Magazines**

## INTRODUCTION

Language is a foundation of a communication. These are does not separate with each other because they are completing. According Noel Borton – Roberts (1997: 284) *" Language is a system of communication". "A language is a set of sentences".*

If language is a set of sentences, then the job of describing a language consists in indicating, for every sequence of words, whether or not that sequence counts as a grammatical sentence of the language. Noel Borton – Roberts (1997: 287-288)

A language consists of sentences. Basically the elements of Indonesia sentence and English sentence is the same. In Indonesia a simple sentence has two basic elements, subject and predicate, a complex sentence has two more independent clauses and two more dependent clauses. A sentence it self consist of subject, verb, object (complement) and adverb. Its called complete sentence because there are any complete elements.

Sentences are divided into four types. They are: a Simple sentence contains full subject and predicate,  compound sentence contains two independent clause joined by a coordinator and a complex sentence contains one or more dependent (or subordinate) clauses. Marcella Frank (1972:01). These types of sentences are used in four basic skills in English, namely, speaking, listening, reading and writing.

A sentence contains an independent clause (main clause) and a dependent clause (sub clause). An independent clause is a complete sentence. It contains the main subject and verb of a sentence. A dependent clause is not complete sentence. It must be connected to an independent clause.

In the different analysis, the researcher take a result of research in the readers Hello Magazine about identifies various kinds of the types of sentence found in it. It identifies

about one type of sentence that is complex sentence. There are 8 kinds of complex sentence which found in that magazine. They are follows: noun clause statement, defining adjective clause (person), defining adjective clause (thing), adverbial clause of time, defining adjective clause (time), non-defining adjective clause (thing). From that research noun clause statement has the highest number of occurrence 65 (58,03 %), then followed by defining adjective clause (thing) that is 19 (16,965%), defining adjective clause (person) 15 (13,39%), adverbial clause of time 8 (7,14%), defining adjective clause (place) 2 (1,78 %), non-defining adjective clause (thing), and adjective clause time has same score those are 1 (0,87%). In this study the researcher will examine the types of sentences in some of KangGURU Voices in KangGURU Magazines.

**Sentence**

Basically, sentences are composed of elements termed as grammatical functions and they hold various kinds of types. This clasification is based on the number and kind of clauses within a sentence. A clause may be defined in the same way as a sentence: it is a full predication that contains a subject and a predicate with a finite verb. There are two kinds of clauses, independent clause and dependent clause. The independent clause is a full predication that may stand alone as a sentence ; the independent clause has a special introductory word that

makes the predication " depend " on an independent clause.

**Classification of Sentences by Types**

1. Declarative Sentences (statements)
   *The child ate his dinner.*
   In declarative sentence the subject and predicate have normal word order. The sentence ends with a period in writing and a drop in pitch in speed.

2. Interrogative Sentences (subjects)
   *Did the child eat his dinner?*
   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 and with a rise in pitch ; most interrogative-word questions end with a fall in pitch.

3. Imperative Sentences (Commands, Request)
   *Eat your dinner.*
   In imperative sentence, only the predicate is expressed. The simple form of verb is used, regardless of person or tense. The imperative sentence ends with a period in writing and a drop in pitch in speech.

4. Exclamatory Sentences (Exclamations)
   *What a good dinner that was!*
   Such sentence begin with an exclamatory phrase consisting of **what** or **how** plus a part of a predicate. The exclamatory

phrase is followed by the subject and the balance of the predicate.
**What** (a) is used whena noun terminates the exclamatory phrase.
*What beautiful hair she has!*
**How** is used when an adjective or an adverb terminates the exclamatory phrase.
*How beautiful she is!*

## Classification of Sentence by Number of Full Predictions

1. Simple Sentence
   Such sentences have only one full predication in the form of an independent clause.
   *The headmaster takes a notebook*
2. Compound Sentence
   Such sentences have two or more full predications in the form of independent clauses.
   *The headmaster takes a notebook and he bring it to his office.*
3. Complex Sentence
   Such sentences also have two or more full predications. One of these is an independent clause (or, main clause) that is similar to the form of the simple sentence, and one or more of these are dependent clauses (or, subordinate clauses)
   *The headmaster who takes a notebook bring it to his office.*
4. Compound-Complex Sentence
   Compound-Complex Sentence contain two or more independent clauses and one or more dependent clauses.

The independent clause in all four classes of sentences may take the form of a statement, question, request, exclamation.
*The headmaster takes a notebook and he bring it to his office because one hour later meeting will begin.*

## Simple Sentence

Before we study further, we have to know about simple sentence first. Simple sentence have only one full predication in the form of an independent         clause         . (Frank,1972:223) or explicitly as stated by R A Close (1975) simple sentence contains only one finite clause, so that the stucture of a finite clause is identical with that of a simple sentence.

## Types of Simple Sentence

All sentences need a subject and a verb. Some sentences do not need anything else to complete them. But with most sentences, a subject and a verb are not enough. This is seven basic types of simple sentence:

**1. SUBJECT + VERB (only)**
   [S]: SUBJECT + [V]: VERB
   [S] Maria [V] is working.
   [S] They [V] talked.
   [S] It [V] has been raining.
   Of course, we can add extra information if we want to:
   Maria is working very hard these days.
   They talked about hockey.
   It has been raining for days.
   But the extra information is not necessary to make a good sentence.

2. **SUBJECT + VERB + NOUN PHRASE**
   [S]: SUBJECT + [V]: VERB + [N]: NOUN PHRASE
   [S] We [V] have found [N] a house.
   [S] John [V] is [N] the best player.
   [S] The teacher [V] saw [N] me.
   These sentences are not complete without the noun phrase.

3. **SUBJECT + VERB + ADJECTIVE**
   [S]: SUBJECT + [V]: VERB + [A]: ADJECTIVE
   [S] The noise [V] was [A] terrible.
   [S] She [V] looked [A] beautiful.
   [S] The food [V] tasted [A] lovely.
   You can also make sentences of this type with these verbs:
   **become**, **get**, **feel**, **seem**, **smell**, **sound**.

4. **SUBJECT + VERB + NOUN PHRASE + PLACE**
   [S]: SUBJECT + [V]: VERB + [N]: NOUN PHRASE + [P]: PLACE
   [S] John [V] put [N] the book [P] on the table.
   [S] He [V] left [N] his bag [P] on the train.
   We must complete a sentence with **put** this way.

5. **SUBJECT + VERB + NOUN PHRASE + NOUN PHRASE**
   [S]: SUBJECT + [V]: VERB + [N]: NOUN PHRASE + [N]: NOUN PHRASE
   [S] She [V] gave [N] John [N] a watch.
   (gave a watch **to** John)
   [S] John [V] bought [N] Maria [N] a present.

(bought it **for** Maria)
[S] They [V] showed [N] us [N] the garden.
(showed the garden **to** us)
[S] He [V] told [N] me [N] a joke.
(told a joke **to** me)
[S] I [V] lent [N] him [N] my car.
(lent my car **to** him)
You can also make sentences of this type with these verbs:
**ask**, **bring**, **find**, **leave**, **make**, **offer**, **owe**, **pay**, **promise**, **read**, **sell**, **send**, **take**, **teach**, **wish**.

6. **SUBJECT + VERB + NOUN PHRASE + ADJECTIVE**
   [S]: SUBJECT + [V]: VERB + [N]: NOUN PHRASE + [A]: ADJECTIVE
   [S] I [V] painted [N] the house [A] red.
   [S] They [V] kept [N] the man [A] warm.
   [S] She [V] made [N] him [A] angry.
   You can also make sentences of this type with these verbs:
   **call**, **find**, **get**, **hate**, **have**, **leave**, **like**, **prefer**, **want**.

7. **SUBJECT + VERB + to + BASE FORM OF VERB**
   [S]: SUBJECT + [V]: VERB + to + [BF]: BASE FORM OF VERB
   [S] Everybody [V] had to [BF] go.
   [S] I [V] want to [BF] leave.

**Compound Sentence**

A compound sentence has two or more clauses which are linked by co-ordination in the same way as the separate parts of a single clause as Frank stated is:

a) Punctuation alone
   Example: The weather was very bad; all classes were cancelled.
b) Punctuation and a conjunctive adverb
   Example: The weather was very bad; therefore all classes were canceled.
c) A coordinator conjunction (and, or, but, yet, so, for)
   Example: The weather was very bad so all classes were canceled.

When such sentences are joined coordinately, they are each called independent clause.

## Complex Sentence

According to Marcella Frank, in her book " Modern English Exercise For Non-Native Speakers Part II", Complex sentence is sentence contains one or more dependent clause (or subordinate) clauses. 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). There are form clause in complex sentence:

## Adverbial Clause

An adverbial clause is a dependent clause used as an adverb; it therefore can modify a verb, an adjective, a verbal, another adverb, or a sentence. Its mean that adverbial clause cannot stand alone as a sentence. They must be joined or added in main clauses. A simple sentence (e.g. a main clause) has several sentential elements like subject, predicate, and adverb. These elements can be occupied by nouns or pronouns fot the subject, verbs for the predicate, and adverbs for adverbs.

As adverb clauses basically serve as adverbs in a sentence, adverb clause can occupy the positions of adverb in a sentence. So, adverb clause can function as adverb.

1. **Change from Full Subject-Predicate Form**
   In an adverbial clause, a special introductory word is added to full subject – predicate structure. This introductory word requires the clause to be attached to another full predication, the main clause. Example: John could not come to Benny's party because he was ill. (because he was ill, modifies the verb could not come)

2. **Function of Adverbial Clauses**
   The function of adverbial clause is modifying the verb of the main clause.

3. **The Position and Punctuation of Adverbial Clauses**
   Like the adverb, adverbial clause has three possible positions:
   a. Initial position
      Here the adverbial clause adds one means of variety to a sentence opening. An introductory adverbial clause is usually set of by commas, especially if the clause is long. (However, there are variations in usage, sometimes even by the same writer.) This position givesmore emphasis to the adverbial clause; it may also relate the clause more closely to the ceding sentence. Generally, a long adverbial

clause before a short main clause should be avoided to prevent the sentence from appearing "topheavy."

Example: John walked as long as the garden, therefore he feels very tired.

b. Mid-position (often the subject of the main clause)

Clauses introducing sentences are followed by a comma.

Example: Although you may not agree, I must make my report today.

Clauses interrupting sentences are set off by two commas.

Example: Once, as I was strolling downtown, I saw the president go by.

Clauses following main clause are governed by the following rules:

- If the clause is necessary to the meaning of the sentence, no comma is used.

Ex: She study hard because she wanted to continue her study abroad.

- If the clauses is unnecessary, included as additional information, a comma is used. These subordinate conjunctions are usually preceded by commas: *although, even though, though, even if, no matter if, as (causal), since, (causal), whereas, while (contrast).*

Ex:

1. John was losed in this game, although he had tried.

2. He was interested in this movie, since he had read the story first.

**Types Adverbial Clause**

Adverbial Clauses are commonly distinguisable according to the conjunctions. There are ten types of adverbial clauses:

| Function Of Clause | Subordinate Conjunction Beginning the Clause | Sentences |
|---|---|---|
| Time | When | My Father come at home when I finish my homework. |
| | While | I was walking home while it began rains. |
| | Since | I haven't seen him since he left this morning. |
| | Before, after | I will leave before he comes. |
| | Until, Till | We walked to the market until we tired. |
| | As soon as, once | As soon as it stops raining, we will leave |
| Function of Clause | Subordinate Conjunction Beginning the Clause | Sentences |
| | As long as, | I will never come again as long as I |

| Function Of Clause | Subordinate Conjunction Beginning the Clause | Sentences |
|---|---|---|
|  | so long as | am here. |
|  | By the time (that) | By the time arrived, we had already left |
|  | Whenever, everytime | Whenever I come to your house, I bring your book. |
| Place | Where | We looked a scenery where the bus stopped. |
|  | Wherever | We will meet wherever the contest begin. |
| Manner | As | I will do as I have been instructed. |
|  | as if | He acted as if he became an actor. |
| Comparison | As | I don't swim as well as he does. |
|  | Than | She does her homework better than her brother does. |
| Result | So+adj, or adv,+ that such (a) + noun+that | The story wa so interesting that I read it in one night. |
|  |  | It was such an interesting book that I read it in one night. |
| Function Of Clause | Subordinate Conjunction Beginning the Clause | Sentences |
|  |  | His skill was such that he solved the problem very rapidly. |
| Contrast | Although | Although Bill had much money, he was not lazy man. |
|  | Even though | My grades were always  excellent, eventhough I was often absent. |
|  | Though | Though he still felt ill, he decided to go to work. |
|  | While | Please watch my baggage while I purchase my train ticket |
|  | Even if | John walked to the garden even if the gate was not open. |
|  | Whenever | You may begin whenever you are ready. |
|  | Wherever | Wherever I sat in class, my teachers always made sure I could hear. |
|  |  | Whatever I may achieve, my fellow students and teachers |

| Function Of Clause | Subordinate Conjunction Beginning the Clause | Sentences |
|---|---|---|
| | Whatever | |
| Function Of Clause | Subordinate Conjunction Beginning the Clause | Sentences |
| | As much as | deserve a lot of credit. As much as I needed special attention, people were always helpful. |
| | Whereas | Whereas a handicap can be an, to me it was a reason for trying harder. |
| Purpose | That, in order that, so, so that, for the purpose that | They climbed higher that they get a better view. |
| Condition | If | If I see him, I'll invite him to our party tomorrow. |
| | Even if | Even if I had known about the meeting I couldn't have come. |
| | Unless | We won't have the picnic unless the weather is good. |
| | Whether….or | Whether she is at home or whether she visits others, she always has her knitting with her. |
| Cause | Because, Since, As, | He could not come because he was ill. |

**Adjective Clause**

Adjective clause are also called relative clause. An Adjective Clause consists of a subject and predicate that modifies a preceding noun or pronoun (its antecedent). A clause of this kind is essential to the clear understanding of the noun. There are three kinds of relative clauses: defining, non defining and connective.

**Defining Relative Clause**

These describe the preceding noun in such a way as to distinguish it from other nouns of the same class. A clause of this kind is essential to the clear understanding of the noun. In the sentence:

*The man who told me this refused to give me his name.*

' who told me this ' is the relative clause. If we omit this, it is not clear what man we are talking about. Notice that there is no comma between a noun and a defining relative clause.

Defining relative clause usually follow **the** + noun, but they can also he used with **a/an** + noun, plural nouns without **the** and the pronouns **all, none, somebody, anybody,** etc. and **those.**

Clauses following a/an + noun plural nouns without **the** and **somebody/**

**something/someone** sometimes define their noun/pronoun only indirectly. The noun/pronoun in these cases is usually the object of averb or preposition:

*I met someone who said he knew you.*

*The book is about a girl who falls in love with…..*

Sometimes these clauses are separated from their noun/pronoun by a word or phrase:

*There's a man here who wants….*

*I saw something in the paper which would interest you.*

But normally relative clauses should be placed directly after their noun or pronoun:

*The noise that he made work everyday up.*

*She was annoyed by something that I had said.*

Relative pronouns used in defining relative clauses

The forms are as follow:

|  | Subject | object | possessive |
|---|---|---|---|
| For persons | *who* | *whom/who* | *whose* |
|  | *that* | *that* |  |
| For things | *which* | *which* | *whose/of which* |
|  | *that* | *that* |  |

The explanation of kinds of defining relative clauses:

1. Defining relative clauses: persons
   a. Subject: who or that
   Who is normally used:

   *The man who robbed you has been arrested.*

   *The girl who serve in the shop are the owner's daughters.*

   But that is possible alternative after all, everyone, everybody, no one, nobody, and those:

   *Everyone who/ that knew him liked him.*

   *Nobody who/that watched the match will ever forget it.*

   b. Object of verb; whom or who or that
   The object form is whom, but this is considered very formal. In spoken English we normally use who or that (that being more usual than who),

   and it is still more common to omit the object pronoun altogether:

   *The man whom I saw told me to come back today or*

   *The man who I saw ….. or The man that I saw…or*

   *Yhe man I saw ……* (relative pronoun ommited)

   c. With a preposition: whom or that
   In formal speech, however, it is more usual to move the preposition to the end of the clause. Whom then is often replaced by that, but it is still more common to omit the relative altogether:

   *The man who/whom I spoke to or*

   *The man that I spoke to or the man I spoke to*

d.  Possessive
    Whose is the only posibble form:
    *People whose rents have been raised can appeal.*
    *The film is about a spy whose wife betrays him.*
2.  Defining relative clauses: things
    a.  Subject
        Either which or that. Which is the more formal.
        *This is the picture which/that caused such a sensation.*
        *The stairs which/that lead to the cellar are rather slippery.*
    b.  Object of a verb
        Which or that, or no relative at all:
        *The car which/that I hired brokedown* or *The car I hired….*
        Which is hardly ever used after all anything, little, much, none, no and compounds of no, or after superlatives. Instead we used that, or omit the relative altogether, if it is the object of a verb:
        *All the apples that fall are eaten by the pigs.*
        *This is the best hotel (that) I*
    c.  Object of a preposition
        The formal construction is preposition + which, but it is more usual to move the preposition to the end of the clause, using which or that or omitiing the relative altogether:

*The ladder on which I was standing began to slip* or
*The ladder which/that I was standing on began to slip* or
*The ladder I was standing began to slip*

d.  Possessive
    Whose + a clause is possible but with + phrase  is more usual:
    *A house whose walls were made of glass a house with glass walls*
e.  Relative adverbs: when, where, why
    Note that when can replace in/on which (used of time):
    *The year when*      (=in which) *he was born*
    *The day*              (=on which) *they arrived*

**Non - Defining Relative Clauses**

Non – defining relative clauses are placed after nouns which are definite already. They do not therefore define the noun, merely add something to it by giving some more information about it. Unlike defining relative clauses, they are not essential in the sentence and can be ommited without causing confusion. Also unlike defining relatives, they are separated from their noun by commas. Th epronoun can never be ommited in a non-defining relative caluse. The construction is fairly formal and more common in written than spoken English.

Relative pronouns used in no - defining relative clauses
The forms are as follow:

|  | Subject | object | possessive |
|---|---|---|---|
| For persons | *who* | *whom/who* | *whose* |
| For things | *which* | *which* | *whose/of which* |

The explanation of kinds of non - defining relative clauses: persons

1. Subject: who
   No other pronoun is possible. Note the commas:
   > *My neighbour, who is very pessimistic, says there will be no apples this  year.*

   This sentence used in English written but if in spoken we would be more likely to say:
   > *My neighbour is very pessimistic and says……*

2. Object: whom, who
   The pronoun cannot be ommited. Whom is the correct form, though who is sometimes used in conversation:
   > *Peter, whom everyone suspected, turned out to be innocent.*

   As note above, a non – defining clause in this position is unusual in spoken English. We would be more likely to say:
   > *Everyone suspected Peter, but he turned ot to be innocent.*

3. Object of preposition: whom
   The pronoun cannot be ommited. The preposition is normally placed before whom:

   > *Mr. Jones, for whom I was working, was very generous about overtime payments.*

   It is however possible to move the preposition to the end of the clause. This is commonly done in conversation, and who then usually takes the place of whom:
   > *Mr. Jones, who I was working for….*

4. Possessive: whose
   The explanation of kinds of non - defining relative clauses: things

1. Subject: which
   > *That block, which cost $5 million to build, has been empty for years*

   In speech we would be more likely to say:
   > *That block  cost $5 million to build and has been empty for years*

2. Object: which
   That is not used here, and the which can never be ommited:
   > *She gave me this jumper, which she had knitted herself*

   or
   > *She gave me this jumper; she had knitted herself* .

3.  Object of preposition
    The preposition comes before which, or (more informally) at the end of the clause:
    > *His house, for which he paid $10,000, is now worth $ 50,000 or*
    > *His house, which he paid $10,000 for, is now……..*

**Connective Relative Clause**

The pronouns are *who, whom, whose, which.* Commas are used as with non-defining clauses. Connective clauses do not describe their nouns but continue the story. They are usually placed after the object of the main verb:
> *I told Peter, who said it wasn't his bussiness.*

Or after the preposition + noun:
> *I threw the ball to Tom, who threw it to Ann.*

They can replaced by and/but + he/she etc..:
> *I threw the ball to Tom, and he threw it …..*

Sometimes it may be difficult to say whether a clause in this position is non- defining or connective, but there is no need for students tomake this distinction, as the two forms are the same.

**Noun Clause**

Noun clause belong to subordinate clauses or dependent clauses. They cannot stand alone. They must be joined or added in main clauses. A simple sentence (e.g. a main clause) has several sentential elements like subject, direct objects indirect objects, and complements. These elements can be occupied by nouns or pronouns. As noun clauses basically serve as noun in a sentence, noun clauses can occupy the positions of noun in a sentence. So, noun clauses can function as subject, direct objects indirect objects, and complements.

1.  **Change from Full Subject-Predicate Form**

    In a noun clause, the full subject and predicate are retained, but the structure is changed by the addition of a special introductory word, by a special word order, or by both. These changes permit the noun clause to fill the same positions and to serve the same functions as nouns.

2.  **Types and Functions of Noun Clause**

    Noun clauses may be classified according to the kinds of sentences from which they are derived-statements, questions, requests, exclamations. The following chart illustrates these four types of noun clause, with examples of their uses in different nominal functions.

    Noun clauses first function as grammatical subjects. Subjects are words, phrases, and clauses that perform the action of or act upon the verb. The following italicized noun clauses are example of subject:

    1.  *That is daughter stole his car surprise me.*
    2.  *That coffee grows in Brazil is well known to all.*

    Next, noun clauses secondly function as subject complements.

Subject complement are words, phrases, and clauses that follow copular verbs and describe the grammatical subject. The following italicized noun clauses are example of subject complement:

1. *The reason you failed the test was that you did not study the eight grammatical forms.*
2. *The thief will be whoever has blue ink on their hands.*

Both fifnite and non finite noun clauses can function as subject complement.

Additionally, noun clauses thirdly function as direct objects. Direct object are words, phrases, and clauses that follow and receive the action of transitive verbs. The following italicized noun clauses are example of direct object:

1. *Give the man what is in this envelope*
2. *I consider what you have said a great insult.*

**3. Question Words as Clause Marker**

A noun clause is a dependent clause and cannot stand alone as asentence. It must be connected to an independent clause,  a main clause. A noun clause has its own subject and verb. It can begin with a question word. It can begin with if or whether. And it can begin with that.

Noun clauses can be identified through the use of question words. The following question words can be used to introduce anoun clause: *when, where, why, how, who, whom, what, which, whose.*

1. *We know who wrote the latter*
2. *We know what they needed.*
3. *I know where his houseis*
4. *We understand why she is tired and hungry.*
5. *I remenber when he was very young.*

The noun clauses in the preceding examples are all direct objects of the verb in the noun + verb + noun sentence pattern. Other verbs after which these clauses commonly appear are *ask, guess, see,* and *explain.* Noun clauses may also be used as complements after the linking verb *be*, and sometimes *become* in the noun + linking verb + noun/adjective pattern.

**Compound - Complex sentence**

Compound Complex sentence contain two or more independent clauses and one or more dependent clauses. (Frank:1972)

**RESEARCH DESIGN**

This research employed a descriptive and qualitative design. This research the way to get the answer about the types of sentences are there and  how many each types of sentences frequently appear in KangGURU Voices in KangGURU magazines. This KangGURU Voices were written by both the writters from local people and foreign people. This research design regarded descriptive in nature as this is aimed at finding out the types of sentences in the twenty five voices.

Qualitative research refers to meaning, concept, definitions, characteristics, metaphor, symbols, and description of things. There are many of methodologies of research which is used in this research they are descriptive method and experimental methods. To analysis the data, the researcher uses the descriptive method.

This research is concerned with the twenty five kang guru voices from which the data of this research are derived. The twenty five KangGURU voices are treated as they are. The KangGURU voices are the result of various writers' concepts and thought, on different topics.

**FINDINGS AND DISCUSSION**

The following is the result of the analysis of the types of sentences used in each KangGURU Voices in KangGURU magazines. The data are taken from KangGURU Voices in KangGURU magazines.

**Table First Sentences in KangGURU Voices in KangGURU magazines**

| No | Sentences | Type of Sentence | Introductory Word/ Clause Marker | Noun Antecedent Meaning | Function Of Clause | Types of Clause |
|---|---|---|---|---|---|---|
| 1. | My name is Zamzami *and* I am a student of State Islamic studies arRaniry Aceh (TEN) | CPndS | and | - | - | - |
| 2. | I'm glad *that*…<br><br>I met Ayu in Bone *so that*…..<br>I got more information<br><br>about KGI *and* | CPnd CPlxS | That,<br><br>so that,<br><br><br>and | - | The complement of subject, result,<br><br>object of verb | NCS,<br><br>AdvClrslt, |
| 3. | I'm more motivated. | SS | - | - | - | - |
| 4. | I have been your active member since 2002. | SS | - | - | - | - |
| 5. | My name is Fitri Fauziyah. | SS | - | - | - | - |
| 6. | Talking about life Down Under, there are so many question I have. | SS | - | - | - | - |
| 7. | I am Ahdi | SS | - | - | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Hidayat Al-Qoyyimi. I'm undergraduate student now at the State University of Malang. | | | | | |
| 8. | My name is Yusuf Pohan. | SS | - | - | - | - |
| 9. | I am a new member of this | SS | - | - | - | - |
| 10. | forum. I realize how | SS | - | - | - | - |
| 11. | important the earth. | CPndS | But | - | - | - |
| 12. | Happy Birthday Kang Guru *but* unfortunately I am in Perth now doing my Ph.D in curtin University *so* I can't join your party. | CPndS | So And | - | - | - |
| 13. | Quick Fix gives me new information about diction | CPlxS | When | - | Time | AdvClt |
| 14. | *and* which words are the night ones to use in the sentence. I was pretty curious *when* I first saw the Life Down Under. I am very pleased to write *and* say I have again been able to enjoy the excellent | CPndS | And | - | - | - |
| 15. | Programming of KGI via shortwave radio (RRI Jakarta) I am very happy *that* KGI has a new service | CPlxS | that | - | statement | NCS |

| 16. | called podcast audio. | SS | - | - | - | - |
| 17. | Thank you Kang Guru Indonesia! You have been my frien since 2005. | CplxS | When | - | Time | AdvClt |
| 18. | I just want to ask about KONVOI (students celebrating) *when* they have passed senior high school. *Though* sometimes it's easy to translate English into Indonesia we often get confused Translating Indonesian into English. | CPlxS | Though | - | Contrast | AdvCl Con |
| 19. | Last year I visited IALF Bali and found the KGI magazine. | SS | - | - | - | - |
| 20. | I've received the Sept edition *and* I like reading it *because* it is full with interesting | CPnd CplxS | and | - | - | - |
| | | | because | cause | - | AdvClc |
| 21. | pictures and information. | SS | - | - | - | - |
| 22. | My name Maria Savio Binter. | CPnd CPlxS | After | Time | - | AdvClt |
| | I feel so impressed *after* reading the Reflections of personalities *who* have worked for KGI from the | | Who | A person | Subject | AdjClp |
| 23. | beginning  its establishment | SS | - | - | - | - |
| 24. | (KGI the Sept 2009 edition). | SS | - | - | - | - |
| 25. | Hello, My name is Tias. | SS | - | - | - | - |

| | I study in SMP Sw St Franssiskus Aek Tolang. Today I received the Sept 2009 magazine. | | | | | |
|---|---|---|---|---|---|---|

**Table Middle Sentences in KangGURU Voices in KangGURU magazines**

| No | Sentences | Type of Sentence | Introductory Word/Clause Marker | Noun Antecedent Meaning | Function Of Clause | Types of Clause |
|---|---|---|---|---|---|---|
| 1. | We can now speak English well *because* of Kang Guru. | CPlxS | because | cause | - | AdvClc |
| 2. | He stopped asking me again *because* maybe he didn't understand me. | CPlxS | because | cause | - | Adv Clc |
| 3. | I got information from your website *that* Kang Guru has CDs and cassettes. | CPlxS | that | A thing | Object of verb | NCT |
| 4. | *That* year became my special year at SMPN 3….*because* I was the only one…*who* got the perfect mark in the final English examination. | CPlxS | that<br><br>because<br>who | A thing<br><br>Cause<br>A person | Subject of verb<br>-<br>Subject | NCT<br><br>AdvClc<br>AdjClp |
| 5. | I am just curious if there are local people *who* live below the poverty. | CPlxS | who | Aperson | Subject | AdjClp |
| 6. | I always listen to your program *because* it is helping me improve my English. | CPlxS | because | cause | - | AdvClc |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7. | I like idiom Inggris. | SS | - | - | - | - |
| 8. | I'll be glad *if* you send me KGI magazine regularly. | CPlxS | if | condition | - | AdvClc |
| 9. | I expect this forum help me improve my English. | SS | - | - | - | - |
| 10. | *When* I read the Dec. 2008 magazine, I realized how important it is to save our earth. | | when | Time | - | AdvClt |
| 11. | Kang Guru inspired me to do this research…*after* you sent three KGI staff to visit Pemalang.. *and* meet with our local English teacher. | CPnd ClxS | After | time | - | AdvClt |
| | | | And | - | - | - |
| 12. | I have learned English for eight years *but* I still am not an expert in using the words. | CPlxS | but | Contrast | - | AdvClc on |
| 13. | *Then* I searched in the KGI website to find out what Life down under means. | CPlxS | then | Time | - | AdvClt |
| 14. | Secondly, a very big | SS | - | - | - | - |
| 15. | congratulations on KGI's impressive 20th Anniversary! | SS | - | - | - | - |
| 16. | It is very interesting for improving my listening skills. | CPlxS | Because | Cause | - | Adv Clc |
| 17. | I was a lucky Kang Guru-ite *because* I was chosen to study | SS | - | - | - | - |

| No. | Sentence | | | | | |
|---|---|---|---|---|---|---|
| 18. | American culture and English at Ohio University for two months (April to May 2009). | SS | - | - | - | - |
| 19. | What's your opinion about KONVOI? And it is to help you that this dictionary is made. Tora is famous and so funny. | SS | - | - | - | - |
| 20. | I need them *because* in my campus the lab facilities are low | CPlxS | because | cause | - | AdvClc |
| 21. | KGI is my daily meal. | SS | - | - | - | - |
| 22. | Here I want to send them my faithful salutation and | SS | - | - | - | - |
| 23. | wish them All the best for their lives. | CPlxS | sinec | time | - | AdvClt |
| 24. | It is a great chance to know this cool magazine *since* I find this is interesting. | SS | - | - | - | - |
| 25. | He teaches us to write letters to Kang Guru. I like reading your magazine than reading it on the computer. | SS | - | - | - | - |

**Table Final Sentences KangGURU Voices in KangGURU magazine**

| No | Sentences | Type of Sentence | Introductory Word/Clause Marker | Noun Antecedent Meaning | Function Of Clause | Types of Clause |
|----|-----------|------------------|---------------------------------|-------------------------|--------------------|-----------------|
| 1. | He stopped asking me again because maybe he didn't understand me. | CPlxS | because | cause | - | AdvClc |
| 2. | Can I them for my new club?I like | SS | - | - | - | - |
| 3. | Thanks to God for this month *when* I can help Pak Bowo do my English activity by presenting the KGI program in banyuwangi on Radio Suara Habibullah. | CPlxS | when | time | - | AdvClt |
| 4. | | SS | - | - | - | - |
| 5. | I am always waiting for the magazine. Do their children need to take a job to help support the family? | SS | - | - | - | - |
| 6. | Please add my name *and* my address to your mailing list...*so* I can magazine regularly. | CPndS | And | - | - | - |
| | | | so | - | - | - |
| 7. | Being a KGI subcriber gives me many advantages *and* I can improve my english. | CPlxS | and | - | - | - |
| 8. | | SS | - | - | - | - |
| 9. | I'm waiting for your reply. | SS | - | - | - | - |
| 10. | Don't wait until our earth breaks down! I will soon write *and* share my experiences with | CPndS | and | - | - | - |

| No. | Sentence | | | | | |
|---|---|---|---|---|---|---|
| | teachers in Indonesia in order to motivate them to study more…. | | | | | |
| 11. | Kang Guru just gives a little quick Fix in the magazine *but* little by little I am learning more. | CPlxS | but | contrast | - | AdvClcon |
| 12. | | CPlxS | that | a thing | Object of verb | NCT |
| 13. | I was very dissapointed to miss *that* one. | SS | - | - | - | - |
| 14. | Was certainly one of the highlights of my times listening to shortwave radio. | CPlxS | That | A thing | Object of verb | NCT |
| 15. | I hope *that* this program will always exist. | CPndS | - | - | - | - |
| 16. | I do want to see Kang Guru *and* all of your activities on Facebook. | SS | - | - | - | - |
| 17. | What do students in Australia do to celebrate passing senior high school ? It's fantastic. | SS | - | - | - | - |
| 18. | So I think it's important for me to take more listening exercise with english *and* I | CPnd CplxS | And That | - A thing | - Object of verb | - NCT |
| 19. | trust *that* your | SS | - | - | - | - |
| 20. | CDs can help me. | SS | - | - | - | - |
| 21. | KGI is the best. | SS | - | - | - | - |
| 22. | Thank you very much. Thanks a lot. And today our topic is about *Our Forest, Our* | CPndS | and | - | - | - |

| 23. | *Life, so* I think Kang Guru must do more about this topic. I enjoy it. | SS | - | - | - | - |
|-----|---|---|---|---|---|---|

Note:
1. SS              : Simple sentence
2. CPndS         : Compound sentence
3. CPlxS          : Complex sentence
4. CPndCPlxS   : Compound Complex sentence
5. NCT           : Noun clause (thing)
6. NCS           : Noun Clause (statement)
7. AdvClt        : Adverb clause of time
8. AdvClc        : Adverb clause of cause
9. AdvClco      : Adverb clause of condition
10. AdvClcon    : Adverb clause of contrast
11. AdjClp       : Adjective caluse (person)

**Table  Types of Sentences**

| No. | Types of Sentences | Number |
|-----|---|---|
| 1. | Simple Sentence | 37 sentences |
| 2. | Compound Sentence | 8 sentences |
| 3. | Complex Sentence | 23 sentences |
| 4. | Compound Complex sentence | 5 sentences |
|  | Total | 73 senttences |

**Analyzing the data**

After the data have been analyzed, they are calculated by using distribution  table in order to know the number of types of sentences and the frequency of types of sentences found in Kang Guru Voices in KangGURU  magazine, this is  a table of all the readers of Kang Guru Voices.

**Table The Percentage of Types of Sentences in KangGURU Voices**

| No. | Types of Sentences | Number | Percentage |
|-----|---|---|---|
| 1. | Simple Sentence | 37 sentences | 50,69% |
| 2. | Compound Sentence | 8 sentences | 10,96% |
| 3. | Complex Sentence | 23 sentences | 31,50% |
| 4. | Compound Complex sentence | 5 sentences | 6,85% |
|  | Total | 73 sentences | 100% |

**Table Total Number of Sentences**

| No | Types of Sentences | First sentence Kang Guru Voices | Middle sentence Kang Guru Voices | Final sentence Kang Guru Voices |
|---|---|---|---|---|
| 1. | SS | 14 | 11 | 12 |
| 2. | CPndS | 4 | - | 4 |
| 3. | CPlxS | 4 | 13 | 6 |
| 4. | CPndCPlxS | 3 | 1 | 1 |
| | Total | 25 | 25 | 23 |

## CONCLUSIONS

After analyzing and take the summary the data, finally front of the KangGURU Voices in KangGURU magazines the researcher, found the types of sentences which frequently appear in it. The types are searched is simple sentence, compound sentence, complex sentence, and compound-complex sentence. From each type has different result which is seen in percentage in chapter 4.

From KangGURU Voices in KangGURU magazines, the types of sentences which frequently appear, include then followed by simple sentence (50,69%), compound sentence (10,96%), complex sentence (31,50%), and compound complex sentence (6,85%). The result showed that simple sentence has an highest result from this research, the second is complex sentence, the third is compound sentence, and the lowest result is compound complex sentence.

## SUGGESTIONS

Some suggestions are needed to this research, from the result of the findings researcher would like to give some suggestions which are useful for the readers and learners, and the teacher.

For the learners, it is hoped that they understand about each types of sentences and recognize types of sentences followed the subordinate or co-ordinate conjunction which is any in the sentence. Beside that, the leraners used simple sentence, compound sentence but also complex sentence and compound complex sentence. So they understand how to use each types of sentence well.

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