CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The Compound Sentence

A compound sentence is a combination of a simple sentence and one or more independent clauses (Frank, 1972: 223).

A simple sentence is one that has only one subject and one predicate, or one that has only one finite verb, or a sentence that contains a single independent clause. *Birds fly* is an example of simple sentence, because it contains a single independent clause, made up of the subject *birds* and the verb *fly*. A simple sentence is not always short. It may contain few words or several words, for example: *The ostrich is the fastest bird on land*. It has only one subject *ostrich* and one verb *is*, it makes sense all by itself.

A compound sentence is a sentence that contains two principal or main clauses, with or without subordinate clauses (Miller, 1952: 255). The principal clause or independent clause is the clause that contains the principal verb of the sentence or a group of words that can make complete sense all by itself.

When you add a second complete thought to a simple sentence, the result is a compound sentence. A compound sentence is made up of two or more independent clauses joined by a coordinating conjunction (Laidlaw, 1987: 136). The common coordinating conjunction are *and, but, or, for, so, nor* and *yet*.

Simple sentence can always be joined to form compound sentence if they are related in meaning. The coordinating conjunction shows the relationship that exists between the simple sentence. Notice how each pair of simple sentences is joined to form a compound sentence. The relationship between each pair that the conjunction shows is given the parentheses after each compound sentence.
A compound sentence is used when you want to give equal value to two closely related ideas. The technique of showing that ideas have equal importance is called coordination. The two complete statements in a compound sentence are usually connected by a comma plus a joining, or coordinating word (for, and, nor, but, or, yet, so), or with a semicolon (;). Following are some compound sentences which contain two ideas that regard as equal in importance:

- Bill has stopped smoking cigarettes, but he is now addicted to chewing gum.
- I repeatedly failed the math quizzes, so I decided to drop the course.
- Stanley turned all the lights off, and then he locked the office door.

A subordinate clause or dependent clause is a group of words containing a subject and predicate that cannot stand by itself as a sentence. It serves as apart of a sentence and depends upon the independent clause to complete its meaning. Notice the example below:
The children were on their way home when the storm hit. 

*When the storm hit* is the dependent clause. A dependent clause often modifies a word in the independent clause, may be as a noun, an adjective, or an adverb clause (Miller, 1952: 255).

For example:

- I do not know what he wants. (Noun clause)
- The pen *that is in your hand* is mine. (Adjective clause)
- He will come *when he has finished*. (Adverb clause)

A compound sentence can be joined by coordinate or subordinate conjunction, punctuation of semicolon, and conjunctive adverb (Frank, 1972: 223).

Notice the examples below:

- The horse reared and the rider was thrown.
- We must eat to live, but we should not live to eat.
- He lives in Hongkong; she lives in Singapore.
- Henry moved to London; however, his mother stayed in Seattle.
- The road was wet and slippery; there were, consequently, many accidents.
- Harrison worked hard all years; as a result, he was promoted.
- Usually, Harrison travels by bus; however, yesterday he went on a picnic by car.

From the examples above we can draw some characteristics of the rules for forming punctuating compound sentence:

1. Be sure the sentence patterns that are connected are related in idea.
2. Place a comma before the coordinate or correlative conjunction in a compound sentence unless the sentences being joined are very short.
3. Use a semicolon to join sentences if the conjunction is omitted.

4. Use a semicolon before conjunctive adverbs, such as *however, therefore, nevertheless, as a result, in fact, etc.*

5. Use a comma after most conjunctive adverbs.

6. Treat transition expression as conjunctive adverbs.

7. In a compound sentence in which one of the sentences already contains one or more commas, use a semicolon instead of a comma before the coordinate or correlative conjunction.

2.1.1. Coordinate and Subordinate Conjunction

A conjunction is a word that joins together the parts and the divisions of sentences (Miller, 1952: 231). There are two general classes of conjunctions:

1. Coordinate conjunction

2. Subordinate conjunction

A coordinate conjunction is a conjunction that joins sentences of equal rank or it joins words that stand in the same relation to some other word in the sentence.

The following is a table of coordinate conjunctions that are used to form compound sentences:

<table>
<thead>
<tr>
<th>Coordinate conjunction</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td>Additional idea</td>
</tr>
<tr>
<td>But, yet</td>
<td>Contrast idea</td>
</tr>
<tr>
<td>For</td>
<td>Reason</td>
</tr>
<tr>
<td>Or</td>
<td>Choice of two possibilities</td>
</tr>
</tbody>
</table>
One clause is said to be subordinate to another, when it depends upon the other, that is, it forms a part of its construction with the force of a noun, an adjective, or an adverb.

A subordinate conjunction joins a clause to another on which it depends for its full meaning (Wren & Martin, 1990: 154).

1. Subordinating conjunction showing time: when, whenever, while, since, after, before, until.
   - I was sleeping when he came.
   - Before he left the house, he had finished his homework.
   - He was reading the newspaper while his wife was preparing breakfast in the kitchen.
   - Whenever I need you help, I will call you.
   - I have not been well since I return from Malaysia.

2. Subordinating conjunction showing place: where, wherever.
   - He followed me wherever I went.
   - Where the soil is fertile, they spread the seeds.
   - I have put it where I can find it again.
   - You can put it wherever you like.
   - Where you live, I will live.

3. Subordinating conjunction showing manner: as, as if, as though.
   - She talks as a teacher does.
She behaves *as if she is a movie star.*

He walked into the room *as though he owned the whole building.*

4. Subordinating conjunction showing reason: *because, as, since, for.*

- They work hard *because they want to increase productivity.*
- Prices increase *since demand for customer goods is high.*
- *Since they do not have enough food to eat,* the children are undernourished.

5. Subordinating conjunction showing condition: *if, whether, unless.*

- *If it benefits the students,* I will write the books.
- You have to do the job *whether you like it or not.*
- The villagers will have a better life *if their economy improves.*
- *Unless you work harder,* you will fail.
- *If you have tears,* prepare to shed them now.

6. Subordinating conjunction showing contrast/concession: *although, though, even if, even though.*

- *Although Indonesia is an agricultural country,* we still have to import many farm products.
- He failed in his business *even though he had tried hard.*
- *Though I am poor,* I am honest.
- *Even if it rains,* I shall come.
- *I would not do it even if you paid me.*

7. Subordinating conjunction showing purpose: *that, lest.*

- He drew his word *that he might defend himself.*
- *Lest ye fall,* strive night and day.
- Obey *lest ye be punished.*
• That he might be well fed, his mother starved herself.
• I die that France may live.

2.1.2. Punctuation of Semicolon

The semicolon (;) represents a pause of greater importance than that shown by a comma. A semicolon may appear before a coordinate conjunction to join clauses if there is already internal punctuation within one or more of the clauses. It is used:

1. To separate two independent clauses not linked by a common connecting word (and, but, or, nor, for, so, yet).

   For example: The match was over; everyone gone home.

2. To separate the clauses of compound sentence, when they contain a comma.

   For example: He was a brave, large-hearted man; and we all honored him.

3. To join two complete thoughts that include a transitional word such as however, otherwise, moreover, furthermore, therefore, consequently.

   For example: I will go, if you pay for me; otherwise I cannot go.

2.1.3. Conjunctive Adverb

The conjunctive adverbs which join independent clauses behave both as conjunctions and as adverbs. As conjunctions, they have the function of connecting grammatical structures. As adverbs they both provide transitional adverbial meanings and have the ability of filling adverbial positions (Frank, 1972: 226).

   The more common conjunctive adverbs are listed below under the relationship they show.
The conjunctive adverb used to link the ideas of the two independent clauses in a compound sentence shows a logical relationship between the ideas expressed in the second clause.

For example:

*Some people are using bicycles for transportation; furthermore, others are joining carpools or taking public vehicles to get to their destination.*

The first clause expresses an idea about bicycles as a form of transportation. The conjunctive adverb *furthermore* tells the reader that an additional idea about transportation will be given in the second clause.
2.2. Kinds of English Clause

Clause is a group of words that includes a subject and a verb, forming a sentence or a part of sentence” (Hornby, 2000: 123)

Clause is a group of words which forms part of a sentence, and contains a subject and a predicate” (Mudambadithaya, 1997: 111)

A clause, which gives complete meaning, is a main clause and the one, which does not give complete meaning, is a subordinate clause. Subordinate clauses can be divided into three types that create compound and complex sentence that are explained below.

2.2.1. Adjective Clause

An adjective clause is a dependent clause that a single-word adjective. It modifies a noun or pronoun in the independent clause to which it is attached. An adjectives clause has a subject and a predicate. But because it does not express a complete idea, it cannot stand-alone. To complete its meaning, an adjective clause must be connected to an independent clause. When it is connected, it becomes part of a complex sentence.

An adjective clause begins with the words who, whom, whose, which, or that. These words are relative pronoun. They are called that because they relate, or connect, the clause they begin to a noun or pronoun in the independent clause. Because an adjective clause begins with a relative pronoun, it is sometimes called a relative clause.

The relative pronoun in some adjective clauses is both connecting word and the subject of the clause.
Examples:

- Mark, who lives closest to the school, is always late.
- Gold, which is used in jewelry, is mined in the United States.

In other adjective clauses, the relative pronoun is the subject of the verb in the independent clause. Example:

- Fred Anders, whom we all remember, joined the Army last month.
- My aunt Melissa, whom you met last year, now works in St. Louis.

Like adverb clause, adjective clause allows you to write sentences containing more information. Short sentences can often be changed into adjective clauses and connected to independent clauses to form more mature sentences. Look at the examples:

1. The young lady, who is wearing a blue skirt, is the guest of honor.
   The simple sentence is “The young lady is the guest of honor”. The adjective clause extends the subject or adds meaning to the noun lady.

2. He is reading a letter, which he received from his mother.
   The simple sentence is “He is reading a letter”. The adjective clause explains the object or adds meaning to the noun letter.

2.2.2. Noun Clause

Noun clause is also a dependent clause, can be placed as an object in a complex sentence. As a matter of fact, noun clause can occupy several positions that are as subject, object of verb, or complement or verb be. Since this clause is a noun, it functions as a noun too (Campbell, 2004: 30).
This text emphasize clause (noun clause) placed as an object of verb since it is important point translation. Besides, clause as an object of verb is used broader context than noun as a subject of verb and as a complement of verb be.

Generally, clauses as a object of certain verb in English are: tell, believe, inform, say, ask, know, forget, imagine, explain, mention, decide, remember, etc. Relative words involved as part of noun clause are: that, which, who, whose, why, what, how, how many, how often, etc. The examples below show that noun clauses used as object of verb.

1. He forgot that he also came from the village.
2. Do you remember what he said to you last night?
3. I did not tell him how many book I bought from the bookstore.
4. He did not mention which courses he was taking.
5. I do not understand why he cannot get employment in the Department of manpower.

As has been write before that noun clause also can be used as subject of verb and complement of verb be. These are examples of noun clause used for the two positions:

1. That he is lazy is not a secret.
   “That he is lazy” is the subject of verb “is”.
2. How he solved the problem demands an explanation.
   “How he solved the problem” is the subject of verb “demands”.
3. His problem is that he is failure.
   “That he is failure” is complement of verb “is”
2.2.3. Adverb Clause

An adverb clause is a dependent clause that functions like a single-word adverb. An adverb clause modifies a verb, an adjective, or an adverb in the independent clause to which it is attached. Adverb clauses give the same kind of information that many single-word adverbs provide. They frequently answer the question *when, where, or how*.

Adverb clauses are always introduced by connecting words called **subordinating conjunctions**. These words show how the idea in the adverb clause is related to the idea in the independent clause. When an adverb clause begins a sentence, it is always separated from the rest of the sentence by a comma.