AN ANALYSIS OF SYNTACTICAL FEATURES ON SENTENCE PATTERN IN “ECLIPSE” NOVEL
BY STEPHENIE MEYER

A GRADUATING PAPER
Submitted to the Board of Examiners as a Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
In the English and Educational Department

By:
SITI KHOTIMATUN
11310100

ENGLISH DEPARTMENT OF EDUCATIONAL FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (STAIN)
SALATIGA
2015
DECLARATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the Most Gracious and the Most Merciful

Hereby the writer declares that this graduating paper is made by the writer herself and it is not containing materials written or has been published by other people and people’s idea except the information cited from the references.

The writer is capable to account her graduating paper if in the future it can be proved of containing other’s idea or in fact, the writer imitates the other’s graduating paper. Likewise, the declaration is made by the writer and she hopes that this declaration can be understood.

Salatiga, January 13th 2015
The writer,

Siti Khotimatun
11310100
Sari Famularsih, M.A.
The Lecturer of English Department
State Institute of Islamic Studies Salatiga

ATTENTIVE COUNSELOR NOTES
Case: Siti Khotimatun’s Graduating Paper

Dear
The Head of State Institute of
Islamic Studies of Salatiga

Assalamu’alaikum Wr. Wb.

After reading and correcting Siti Khotimatun’s Graduating Paper entitled **AN ANALYSIS OF SYNTACTICAL FEATURES ON SENTENCE PATTERNS IN “ECLIPSE” NOVEL BY STEPHENIE MEYER.** I have dedicated and would like to propose that if it could be accepted by educational faculty. I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Consultant,

Sari Famularsih, M.A.
NIP: 198109112011012004
GRADUATING PAPER

AN ANALYSIS OF SYNTACTICAL FEATURES ON SENTENCE PATTERN IN "ECLIPSE" NOVEL

BY STEPHENIE MEYER

CREATED BY:
SITI KHOTIMATUN
NIM: 11310100

Has been brought to the board of examiners of English and Education Department State Institute for Islamic Studies (STAIN) Salatiga on February, 21st 2015, and hereby considered to completely fulfillment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I).

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Salatiga, March 9th 2015

Head of STAIN Salatiga

Dr. Rahmat Hariyadi, M.Pd
NIP. 19670112 199203 1 005
MOTTO

“Death is peaceful. Life is harder”

-Stephenie Meyer-

“It’s not the face, but expression on it. It’s not the voice, but what you say. It’s not how you look, in that body, but the thing you do with it. You’re beautiful.”

-Stephenie Meyer-

“Alone we are smart. Together we are brilliant”

-Steven Anderson, Educator-
DEDICATION

This graduating paper is preciously dedicated to:

1. My beloved Mother and Father (Mrs. Mi’ah and Alm. Mr. Busri), who teach me to love Allah SWT and knowledge, thank you for your sacrifices, thank you for everything.

2. My dearest brothers and sisters (Mas Arif, Mbak Barokah, Mbak Zum, Mbak Umi, Mas Sholihin, Mas Nurul), thank you for your motivation, kindness, and love.

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7. My second family at STAIN Salatiga, Unyu Family (Mamam Endhar, De Ririn, De Fita), thank you for our love journey.

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Finally, may Allah receive all their kindness and also repay all of those who have helped the writer during finished this graduation paper. Hopefully, this paper could give beneficial for the readers.

Salatiga, January 13th 2015

The writer

Siti Khotimmatun
ABSTRACT


**Keywords**: Syntactical Features, Tree Diagram. Novel

The aim of this research are to know what kind of syntactical features that use in “Eclipse” Novel, what is the implication of using an analysis of syntactical features in the Novel in English Language Learning. This research is qualitative study by a decomposition of documentary data.

The writer analyzes about syntactical features in Eclipse Novel by Stephenie Meyer. The research use 75 data of sentences then classified and analyzed the data based on classification of sentence by number of full predication that are simple sentence, compound sentence, and complex sentence and also tree diagram. From the analysis, the writer concludes that are 35 sentences about simple sentence, 18 sentences about compound sentence, and 22 sentences about complex sentence. All of the sentences consist of syntactical features, starting from structural nodes for example Noun Phrase and Verb Phrase or the branches for example Verb, Noun, Adverb.

The result of this research can be implicated on English Language Learning. The teacher can use this research as an authentic material to teach grammar (e.g. simple sentence, compound sentence, and complex sentence).
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# LIST OF ABBREVIATION

1. **S** = Sentence  
2. **NP** = Noun Phrase  
3. **VP** = Verb Phrase  
4. **PP** = Prepositional Phrase  
5. **AdjP** = Adjective Phrase  
6. **AdvP** = Adverbial Phrase  
7. **GP** = Gerund Phrase  
8. **N** = Noun  
9. **V** = Verb  
10. **P** = Preposition  
11. **D** = Determiner  
12. **Adj.** = Adjective  
13. **Adv.** = Adverb
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CHAPTER I
INTRODUCTION

A. Background of the Study

People always interact with their environments by using language. The use of languages is very important in our life, since by the use of language we are able to deliver our message with others, and we can make an interaction with others particularly in our position as the member of society. Language, as Bloomfield conceived it, is a set signals, and the structure of the set can be studied by the linguist without commitment to any theory about what there is to signal or how it is possible for human beings to signals (Dinneen, 1967:244). Furthermore, based on Kridalaksana and Djoko Kentjono, Language is an arbitrary system of sound symbols that used in the member of society to cooperation, communication, and identifying themselves (Chaer, 2003:32).

Language has a close relation to the society and it makes people use language everyday. There are many functions of language. According to Poedjosoedarmo (2003:170), the functions of language are:

1. Language as a communication tool
2. Language as a transmitter of politeness
3. Language as a transmitter of respect
4. Language as a self-recognition tool
5. Language as the tool conveys a sense of solidarity
6. Language as the support of the nation’s independence
7. Language as a means of expressing of steam

8. Language as the nation’s civilization visualization

People get many informations and values from what they read, for example magazines, newspapers, articles, journals, and books. Reading have many influences for the reader such as: to develope the knowledge, to get new experiences, to be creative, to guide for critical thingking, and to grow a good moral, social, and religious. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis.

One of the reading sources is literature. Literature helps us to be realistic, mature, wise, and human. It helps understand human sentiments, human interests, human problems, human values, etc. It brings us closer to other human beings of different nationalities, cultures, human values, etc. Literature gives us knowledge of other peoples, nations, histories, lands, etc. Literature graces us with a new outlook that we can imagine our conclusions and interpretations about behavior in life. We may also learn new emotions, new values, new appreciation, new methods of literary writing. Literature is generally divided into three groups, respectively prose, drama, and poetry. Prose uses the language not only in verse form, e.g. novels, short stories, novellas, etc. Drama is played with its act(s) and its its scenes in dialogues, conversations, comedies, tragedies, tragig-comedies, etc. Poetry is the art of poets, poems, in verse form, e.g. ballads, epics, lyrical poetry, etc. (Risdianto, 2011:5). Furthermore, based on
Sumardjo’s opinion as cited in Franlina (2013:1), the meaning of novel is the most popular literary work in the world. This form of literature is considerably published and publicized, since the wide potency of community in a society.

In this study, the writer would like to discuss about the novel entitled “Eclipse”. The story is very interesting. In this case, the writer would like to discuss about grammatical analysis in the novel. There are many rules of grammar that applied in the novel. The grammar represents our linguistics competence. Every grammar is equally complex and logical and capable of producing an infinite set of sentences to express any thought. Every sentences has a noun phrase subject and a verb phrase predicate. According to Bloomfield, the sentence is the largest unit of grammatical description (Lyons, 1968:172). A sentence is a grammatical unit between the constituent parts of which distributional limitations and dependencies can be established, but which can itself be put into no distributional class. This is equivalent to saying that the notion of distribution, which is based on substitutability, is simply not applicable to sentence. A sentence is grammatical, it means that sentence conforms to the rules of both grammar, conversely, an ungrammatical (starred) sentence deviates in some way from the rules (Fromkin, 1988:13). According to Noam Chomsky, the fundamental aim in the linguistic analysis of a language is to separate the grammatical sequences which are sentences of from the ungrammatical sequences which are not sentences of
and to study the structure of the grammatical sequences (Fromkin, 1988:162).

For this purpose, there is a term called syntax. In detail, based on Fromkin and Rodman’s opinion, syntax is the part of the grammar that concerns the structure of phrases and sentences (1988:162). Furthermore, from Fromkin and Rodman’s point of view (1988:166), syntactic rules in a grammar must at least account for:

1. The grammatically of sentences
2. The ordering of words and morphemes
3. Structural ambiguity
4. The fact that the sentences with different structures can have the same meaning
5. The grammatical and logical relations within a sentence
6. Speaker’s creative ability to produce and understand any of an infinite set possible sentences.

According to Parker, there are syntactical features in syntax, that is categories or part of speech; constituent structures that include phrases, clauses, and sentences; and transformation is an operation that moves a phrasal category (e.g. NP, VP, PP) from one location to another within the structure (1946:54). Therefore, the writer tried to analyze the syntactical features in one of the trilogy twilight novels entitled “Eclipse” written by Stephenie Meyer. Many people in the world know about the great novel which has an awesome imagination with a thrills, chills, and romance.
The writer hopes that this research can help to the readers to solve their problems and the writer would like to emphasize the importance of learning about grammatical sentences. So for such purposes the writer is interested in conducting a research entitled “An Analysis of Syntactical Features On Sentence Pattern In “Eclipse” Novel By Stephenie Meyer”.

B. Statement of the Problem

In this research, the writer intends to focus in the following problems:

1. What kind of syntactical features that use in “Eclipse” Novel?
2. What is the implication of using an analysis of Syntactical Features in the Novel for English Language Learning?

C. The Objective of the Study

Based on the statement of the problems above, the objectives of the study are as follows:

1. To know what kind of syntactical features that use in “Eclipse” Novel.
2. To know the implication of using an analysis of Syntactical Features in the Novel for English Language Learning.
D. The Benefits of the Study

The benefits expected by the writer in conducting this study are divided in two parts as follows:

1. Theoretically

   The writer expects that the result of this study can contribute toward the literary, especially about grammatical sentences, that is syntax. So the readers can more understand about syntax.

2. Practically

   The writer hopes that the findings of this study are beneficial to be used to:
   a. To develop literary study, particularly for STAIN Salatigas’ students especially for English Department’s students.
   b. To make the readers more interested to read books and to learn more about the contents of books that they have read.
   c. To motivate the teachers to use analysis of syntactical features in novel for language teaching.

E. Limitation of The Study

In syntax, there are many kinds of features that can be analyzed and discussed. It is impossible to analyze all of them. Thus, this research is limited on the problems by analyzing some sentences, that is indirect sentences. It is appropriate with the sentence patterns of language in
“Eclipse” Novel. It is based on classification of sentence by number of full predications.

F. Literature Review

The writer believes that this research is not the first. There are people ever wrote about syntactical analysis. The first is Romiyati graduated from State Institute for Islamic Studies of Salatiga (2003), with the title “A SYNTACTICAL ANALYSIS OF ENGLISH ADVERTISING ON TV PROGRAM”. In this research she analyzed the english advertising on TV program based on sentence pattern. While the second researcher is As’ad Romadlon graduated from State Institute for Islamic Studies of Salatiga (2003), entitled “A CONTRASIVE ANALYSIS OF ENGLISH AND INDONESIAN PRONOUNS (A STUDY OF THE SYNTACTICAL FUNCTION)”. In that research he analyzed about the similarities and the differences between English and Indonesian pronouns viewed from the syntactical function. And then the third researcher is Ghozali graduated from State Institute for Islamic Studies of Salatiga (2005), entitled “A COMPARATIVE STUDY OF SYNTACTIC USAGE OF ENGLISH AND ARABIC PLURAL NOUN”. He analyzed the form of English and Arabic’s plural nouns, especially the similarities and the differences it in syntactical usage.
G. Definition of Key Term

This research contains some key terms which is necessary to be explained briefly. The writer would like to clarify some following main terms to avoid the mistakes of title consideration:

a. Analysis

Analysis is a careful examination of something in order to understand it better (Harlow, 2003:55).

b. Syntax

According to Carnie, syntax is about the study of sentence structure (1969:63). According to Parker (1986:47), Syntax is the study of the architecture of phrases, clauses, and sentences; that is the way they are constructed. Syntax is one of the better understood areas within linguistics. The element of syntax can begin by considering some observations that we can make about the structure of phrases, clauses, and sentences.

c. Eclipse

Eclipse is a novel by Stephenie Meyer which is part of the Twilight novel series (series of novels) and Twilight (novel). This novel is the third novel after a series of both New Moon (novel) and will continue on the fourth series Breaking Dawn. This series describes the main character, Isabella "Bella" Swan, a teenager who moves to the town of Forks, Washington whose life changed when he met with Edward Cullen, a vampire 'vegetarian' (do not drink human blood).
d. Novel

The novel is a work of fiction written prose narrative, usually in the form of a story. The word is derived from the Italian novel novella which means "a story or a piece of news". Longer novel (at least 40,000 words) and more complex than a short story, and is not restricted structural limitations and metrical play or poem. Generally a novel tells the story of the characters and their behavior in life, with a focus on the odd sides of the narrative (www.wikipedia.com). Novel is a long written story in which the characters and events are usually imaginary (Harlow, 2003:1309).

e. Stephenie Meyer

Stephenie was born on December 24th 1973 in Connecticut, USA. Her family was settled in Phoenix by the time she was four. The unusual spelling of her name came from her father, Stephen(+ie). Stephenie went to high school in Scottsdale, Arizona. She was awarded a National Merit Scholarship, and she used it to pay her way to Brigham Young University, in Provo, Utah. She majored in English. Twilight is her very first novel. New Moon is the second book in the series, Eclipse is the third. The fourth book is Breaking Dawn.

H. Research Methodology

In this part the writer describes research approach, research object, data source, technique of data collection, and data analysis.
1. **Research Approach**

   In this research the researcher used descriptive approach. Descriptive research is the study intended to investigate the situation, condition, circumstances, events, and other activities, and the result presented in the form of the research report (Arikunto, 2010:3).

2. **Research Object**

   The research object in this study is indirect sentences. It observed words, phrases, clauses, and sentences that are contained the syntactical features in “Eclipse” Novel. This part is focusing on types of the sentences.

3. **Data Source**

   Data source is divided into primary and secondary source.

   a. **Primary Source**

      It is a source of original data and a basis of research. The primary source is taken from “Eclipse” Novel.

   b. **Secondary Source**

      It is a data source, which is used to support and complete the primary data. The data is taken from any kinds of books and relevant materials such as books literature theories and syntax.

      The writer accomplished the research within three months namely in August, September, and October 2014. Besides, she only take the data from the novel for some chapters, that is chapter 1, chapter 2, chapter 7, and chapter 11 in English novel.
4. Technique of Data Collection

In collecting data, the researcher does some following steps:

a. Collecting the data from books and academic writing that is related with this research.

b. Reading and analyzing “Eclipse” Novel.

c. Writing down the important note in “Eclipse” Novel and other books.

d. Finding the part of sentences.

e. Rearranging the data into several parts, which are related with the problem of study.

f. Concluding the data.

5. Data Analysis

In data analysis, the researcher tries to analyze the sentences of the novel in order to know the contents of the novel, that is syntactical features. The technique of data analysis in this study is descriptive by following the steps:

a. Looking for the chapter, try to know how many pages of the chapter. Choosing some chapters that have many pages.

b. Analyzing the sentences based on syntactical theories, viewed from sentence pattern.

c. Concluding based on the data analysis.
I. Graduating Paper Outline

To make easier to the reader in understanding the whole contents of the thesis, the writer organizes it into five chapters as following.

Chapter one is introduction, containing background of the study, statements of the problem, the objectives of the study, the benefits of the study, the clarification of key terms, research methodology, and thesis outline.

Chapter two presents theoretical review. It consists of description of the syntactical features and authentic material.

Chapter three presents synopsis of the novel, the biography of the author, analysis literary elements of the novel, and the data presentation.

Chapter four is analysis of the data that is about syntactical features in the novel and the implication of the research.

Chapter five is closure, it presents conclusion and suggestion.

The last part is bibliography.
CHAPTER II
THEORETICAL FRAMEWORK

A. Syntactic Analysis

Grammar is traditionally subdivided into two different areas of study, they are morphology and syntax. Morphology is the study of how words are formed out of smaller units (traditionally called morphemes), and so addresses questions such as ‘What are the various component parts (=morphemes) of word like desireability (consist of three morphemes: desire, able, ity), and what kinds of principles determine the ways in which the parts are combined together to form the whole? Syntax is concerned with the ways in which words can be combined together to form phrases and sentences, and so addresses questions like ‘Why is it OK in English to say Who did you see Mary with?, but not OK to say *Who did you see Mary and?'

According to Lyons, the word is the unit par excellence of traditional grammatical theory. It is the basis of the distinction which is frequently drawn between morphology and syntax and it is the principal unit of lexicography or ‘dictionary-making’. According to a common formulation of distinction between morphology and syntax, morphology deals with the internal structure of words and syntax with the rules governing their combination in sentences. The very term morphology and syntax, and the way in which they are applied, imply the primacy of the word. Etymologically speaking, ‘morphology’ is simply ‘the study of forms’ and ‘syntax’ the theory
of ‘putting together’: it was taken or granted by traditional grammarians that forms treated in grammar are the forms of words and that words are the units which are put together, or combined in sentences (1968: 194).

Syntax is concerned with the organization of meaningful elements within the sentence (Walker, 2013:6a). Such a view implies that a large part of morphology should be considered part of syntax. In line with tradition, the word is the minimal of syntactic analysis. In modern grammar two approaches to the analysis of syntactic structures have contributed to an understanding of how such structures are used to build up sentences (Frank, 1972:231). Both are based on different conceptions of what the sentence is. According to one view, the sentence represents an expansion of the subject-verb-complement core. This is known as structural grammar. For example: The boy’s arrest for murder shocked his parents. The subject arrest is expanded by the preceding modifier the boy’s and the following modifier for murder. This kind of emphasis on physical arrangement of elements in sentence. In the second view, the sentences represent a changed form of simple, basic sentence, or a combination of such changed forms. For example: The boy’s arrest for murder shocked his parents consists of two simple sentences, the first of which is The boy was arrested for murder, has been changed do that it can become the subject of the second. This kind of grammar, which concerned with the process by which basic sentences are changed to fit into larger sentences, is called transformational grammar. The structural grammar and the transformational grammar offer insight into the
way complex structures are used in sentences. In this text, the structural arrangement of words has already been considered to some extend in connection with the part of speech that function as the central core of sentence and those that function as their modifiers. It is now important to analyze syntactic structure in terms of predications contain within them and to see what kinds of change have been made from simple sentences to permit them to combine into large sentences.

B. Syntactic Features

1. Sentence: sentence is a full predication containing a subject plus a predicate with a finite verb. Sentence is a complete thought (Frank, 1972:220). Sentence is a group of words that expressed some idea (Hidayat, 2006:209).

Example:

- The scout has become favorite extracurricular in this school.
- Susan will go abroad tomorrow.
- You should work hard.

a. Classification of Sentences by Types

1) Declarative Sentence (Statement)

Declarative sentence is the sentence that the subject and predicate have normal word order (Frank, 1972:221). The sentences can be positive sentence or negative sentence.

Example:
• The child ate his dinner.
• Jane and Susan meet after a long time.
• I am not a doctor.

2) Interrogative Sentences (Question)

Interrogative sentence is the sentence that ends with a question mark (or, interrogation point in writing, in the spoken language, most yes-no questions end with a rise in pitch (Frank, 1972:221).

Example:
• Did the child eat his dinner?
• Are you still studying English?
• Doesn’t he play badminton well?

3) Imperative Sentences

According to Hidayat point of view, imperative sentence is sentence that expressed for command, invitation, exhortation, entreaty, and prayer. It is end with exclamation mark (1972:217).

Example:
• Eat your dinner!
• Don’t be stupid!
• Tell her to come in!

4) Exclamatory Sentences (Exclamation)

The exclamatory sentence is followed by the subject and the predicate, it ends with an exclamation mark (Frank, 1972:221).

Example:
What a good dinner that was!
What a lovely day!
How nice you are!

b. Classification of sentences by Number of Full Predications

1) Simple Sentences

Such sentences have only one full predication in the form of an independent clause (Frank, 1972:223).

Example:
- The man stole the jewelry.
- He spoke English very well.
- Anne writes a letter.

2) Compound Sentences

Such sentences have two or more full predications in the form of independent clauses (Frank, 1972:223).

Example:
- The man stole the jewelry and hid it in his home.
- They are poor but they are honest.
- Give me the money or I will kill you.

3) Complex Sentences

Such sentences have two or more full predications. One of these is an independent clause (or, main clause) that similar to the form of simple sentence, and one more of these are dependent clauses (or, subordinate clauses) (Frank, 1972:223).
Example:

- The man who stole the jewelry hid it in his home.
- He sold his car when the price was expensive.
- I will tell you when I see you.

4) Compound-Complex Sentences

Compound-complex sentences contain two or more independent clauses and one or more dependent clauses.

Example:

- The man stole the jewelry and he hid it in his home until he could safely get out of town.
- Her mother went to the market but Agnes stayed as she was ill.
- Andrew didn’t answer when Donna called him on telephone, but Donna know he was there.

c. Component of Sentences

1) Subject

The subject of the sentence is the part about which something is being said (Warriner, 1982:7).

Example:

- A long line of people waited to see Poitier’s movie. 
  \textit{Subject}
- A thick fog covered the airport. 
  \textit{Subject}
- Standing in the line were several groups of students. 
  \textit{Subject}
2) Predicate

The predicate of the sentence is the part which says something about the subject (Warriner, 1982:9).

Example:
- My whole family | heard Marian Anderson sing.
  *Predicate*
- Asma Nadia | wrote many books.
  *Predicate*
- The movie star | signed autographs for hours.
  *Predicate*

3) Object

According to Warriner point of view, object is a complement that affected by an action of the verb (1982:112).

Example:
- Najma delivered telegram.
  *Object*
- Mr. Luis told us many interesting stories about his childhood.
  *Object*
- The guide gave me clear directions.
  *Object*

4) Complement

A complement is a word or group of words that completes the meaning begun by the subject and verb (Warriner, 1982:110).

Example:
- Jody redecorated her room. (Room completes the meaning by telling what Jody redecorated.)
I asked what he wanted. (The group of words *what he wanted* completes the meaning by telling *what* I asked.)

My Aunt sent me a postcard from Amsterdam. (*Me* and *postcard* complete the meaning by telling *what* was sent and *to whom*).

5) Adverb

An adverb is a word used to modify a verb, an adjective, or another adverb (Warriner, 1982:57).

Example:

a) Adverb of time:
   - I will come back *tomorrow*.
   - I saw him *yesterday*.
   - *Today* is busy day.

b) Adverb of place:
   - I will go *there* for you.
   - The fire started *here*.
   - The couple was married *nearby*.

c) Adverb of manner:
   - He runs *quickly*.
   - The accident occurred *suddenly*.
   - The train stopped *abruptly*.

d) Adverb of frequency:
   - She *always* breakfast before go to office.
• Often they have trouble with the internet connection.

• We should never give up.

d. Basic Sentence Pattern

According to Hidayat (2006:220), there are many kinds of sentence pattern:

1) S + V (Subject + Predicate)

Example:

• The sun shines.
  S  P

• The child cried.
  S  P

• She laughs.
  S  P

2) S + V + A (Subject + Predicate + Adverbial)

Example:

• Susan spoke very softly.
  S  P  A

• The child cried loudly.
  S  P  A

• They arrived yesterday.
  S  P  A

3) S + V + C (Subject + Predicate + Complement)

Example:

• This cookies smell good.
  S  P  C

• She has become an actress.
  S  P  C
4) S + V + O (Subject + Predicate + Object)

Example:

- My father bought a new car.
  \[S \ P \ O\]

- The man killed the snake.
  \[S \ P \ O\]

- Caterpillar ruin spinach.
  \[S \ P \ O\]

5) S + V + O + O (Subject + Predicate + Direct Object+ Indirect Object)

Example:

- She told me the secret.
  \[S \ P \ DO \ IO\]

- She brought us some food.
  \[S \ P \ DO \ IO\]

- My father sent me some money.
  \[S \ P \ DO \ IO\]

6) S + V + O + C (Subject + Predicate + Object + Complement)

Example:

- The sun keeps us warm.
  \[S \ P \ O \ C\]

- The meeting elected Susan as secretary.
  \[S \ P \ O \ C\]

- She found her house lonely.
  \[S \ P \ O \ C\]
7) S + V + O + A (Subject + Predicate + Object + Adverbial)

Example:

- Janet sings a song beautifully.
  
  S       P         O         A

- The milkman carries the bottles in a crate.
  
  S              P            O            A

- My brother plays piano very well.
  
  S            P       O          A

2. Clauses

A clause is a group of words that contains verb and its subject and is used as a part of sentence (Warriner, 1982:93).

a. Adjective clause

An adjective clause is a subordinate clause used as an adjective to modify a noun or pronoun (Warriner, 1982:98).

Example:

- He paid the money to the man who had done the work.
- This is the year when the Olympic Games are held.
- Give me one good reason why you did that.

b. Adverb clause

Adverb clause is clause that used as adverbial function (Warriner, 1982:102).

Example:

- We worked until we were completely worn out.
- There was a great sea wave when the volcano erupted.
Once she makes up her mind, she never changes it.

c. Noun clause

Noun clause is clause that used as nominal function (Frank, 1972:283).

Example:

- I know *that coffee grows in Brazil*.
- We talk about *what a pretty girl she was*.
- He suggest *that I write the letter soon*.

3. Phrases

A phrases is a group of related words that used as a single part of speech and does not contain a verb and its subject (Warriner, 1982:76).

a. Prepositional phrase

It is a group of words that begins with a preposition and usually ends with a noun or pronoun (Warriner, 1982:76).

Example:

- *During the night* the horse ran off.
- We prepared treats *for them*.
- The dish is filled *with nuts and rice cookies*.

b. Adjective phrase

It is a prepositional phrase that modifies a noun or pronoun (Warriner, 1982:78).

Example:
The beacon *from the light house* stayed on all night. (The adjective phrase modify the beacon, telling that the beacon stayed on all night.)

The players *on their versity* are bigger than our players. (The adjective phrase modify the players, telling that the players are bigger than our players.)

I met some students *from Asia*. (The adjective phrase modify the student, telling the student from Asia.)

c. Adverb phrase

It is a prepositional phrase that modifies a verb, adjective, or an adverb (Warriner, 1982:81).

Example:

- The snow fell *like feathers*. (The adverb phrase modifies the verb fell, telling how the snow fell.)
- Her dress is too long in the back. (The adverb phrase modifies the adjective long, telling where the dress is too long.)
- We arrived early in the morning. (The adverb phrase modifies the adverb early, telling when we were early.)

d. Verbal phrase

It is formed from verb and modifies by adverbs and may have complement (Romiyati, 2003:20).

Example:

- Inne *was finished her study by the time*.
• David gave Mary a book.
• A fat man put the jewelry in the box.

e. Gerund phrase

It is contain verbs ending in –ing and any modifiers, objects, complements. It acts as a noun in sentence (Frank, 1972:314).

Example:
• Her cleaning the house every day is not necessary. (Subject of verb)
• Her husband appreciates her cleaning the house every day. (Object of verb)
• What her husband insist on is her cleaning house every day. (Subjective complement / predicate noun)

f. The participle phrase

It is a group of related words that contains a participle an that acts as an adjective (Warriner, 1982:88).

Example:
• It stood in front of the mirror, watching its image closely. (participle with adverb modifier closely)
• Students arriving late will not be permitted to enter the lecturer hall. (arriving late limits reference of students)
• The family left early, forgetting to lock the back door of the house. (participle with subject modifier early)
g. Infinitive phrase

An infinitive phrase consist of an infinitive together with its subject, complements and modifier. It function as a noun, adjective, or adverb (Frank, 1972:328).

Example:

- *To see his children again* will make him very happy. (this infinitive phrase is used as a noun, as the subject in sentence)
- *He is a good man for you to know.* (this infinitive phrase is used as adjective)
- *Her husband wants her to clean the house every day.* (this infinitive phrase is used as object of verb)

h. Noun phrase

It is a group of words that ends with a noun and it can contain determiners (Andrew, 2008:66).

Example:

- The big box of crayons.
- His yellow binder with the red stipe.
- A thick book of poems.

C. Authentic Material

In this era, there are many activities and innovations that used in language teaching and learning. Many teachers advanced strategies and materials to help their students understand about language skills. It became to
make learners enjoy the study and easy to be understood what they have learned. Many kinds of materials used in learning activity such as videos, songs, pictures, literature, etc. Those kinds of materials taken from the real life used in teaching and learning activity often called authentic materials. In this study, the Novel entitiled “Eclipse” can be one choice to be authentic materials especially to teach syntax. In this novel there are many sentences that belong to syntactic features, so this novel can be authentic materials to give understanding to the students about syntax.

There are different definitions for the authentic materials, but they do have something in common. All the definitions highlight the fact that authentic materials mean “exposure to real language and its use in its own community” (Widdowson, 1990) as cited by Tamo, D, (2009:1). According to Sanderson, as cited by Tamo, D, (2009:1) in his journal entitle The Use of Authentic Materials in Classrooms, Authentic materials are materials that we can use in the classroom and that have not been changed in any way for ESL students.

According to Heitler (2005:5) authentic materials are any texts written by native English speakers for native English speakers. Wallace (1992:145) as cited by Berardo (2006:2) on his journal entitled The Use of Authentic Materials in the Teaching of Reading, defines authentic materials as real-life texts, not written for pedagogic purposes. They are therefore written for native speakers and contain “real” language. They are materials that have been produced to fulfill some social purpose in the language community.
Furthermore based on American Institute for Research (Ianiro, 2007: 1) define authentic materials as print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic. Authentic materials help students bridge the gap between classroom and the outside world. Bringing authentic materials into the classroom can be motivating for the students, as it adds a real-life element to the student’s learning experience. Authentic materials used as learning media to help the students get more understanding. In short, “authentic materials are materials that can be used by the teacher with the students in the classroom and that have not been changed in any way for ESL students. A classic example would be a newspaper article that’s written for a native-English speaking audience” (Sanderson, 1999) cited by Tamo, D. (2009:2) on his journal entitle The Use of Authentic Materials in Classrooms.

According to Ianiro from American Institute for Research (2007:1) there are two main categories of authentic materials, they are:

1. Authentic print materials

   Authentic print materials are real printed materials used as the learning materials. Here are some examples of the many types of authentic print materials included, utility bills, packing slips, order forms, atm screens, atm receipts, web sites, street signs, coupons, traffic
tickets, greeting cards, calendars, report cards, television guides, food labels, magazines, newspapers.

2. Authentic auditory materials

Authentic auditory materials are authentic audio in real life used as the learning materials such as, audio recording, phone messages, radio broadcasts, podcasts, e-books, movies, videos and dvds, television programs, etc.

Furthermore, according to Heitler (2005:5) there are some advantages of using authentic materials in language teaching and learning:

a. Authentic materials bring learners into direct contact with a reality level of Business English.

b. Authentic materials drawn from periodicals are always up-to-date and constantly being updated.

c. Authentic materials from a particular source, such as The Economist, tend to work in consistent areas of language, so, after while, students who practice reading The Economist will become experts in reading English language business publications.

d. Authentic materials provide us with a source of up-to-date materials that can be directly relevant to business English learners’ needs.

The result of this study can be authentic materials in teaching and learning. The sentences in the novel can be the printed authentic materials.
CHAPTER III

LITERARY ELEMENTS AND DATA PRESENTATION

In this chapter the writer explores about synopsis of the novel, literary elements, and show the data of syntactical features on Eclipse Novel especially based on sentence types.

A. Synopsis of the Novel

_Eclipse_ is the third novel in the _Twilight Saga_ by Stephenie Meyer. It
continues the story of Bella Swan and her vampire love, Edward Cullen. The
novel explores Bella's compromise between her love for Edward and her
friendship with shape-shifter Jacob Black, along with her dilemma of leaving
her mortality behind in a terrorized atmosphere, a result of mysterious

_Eclipse_ opens with a preface in which Bella and "her protector" in
great peril. They are trapped by an unknown enemy. We learn that a war is
raging somewhere, but that Bella does not believe she will live to learn the
outcome.

Flashback to Bella's home in Forks, Washington. She reads a letter
from Jacob, a werewolf, in which he tells her that they can not be friends
anymore. She misses him. Bella's father Charlie urges her to hang out with
some friends other than her (vampire) boyfriend Edward – Jacob, for
example.
Charlie informs Bella and Edward of a killing spree in Seattle. Edward reveals to Bella that his family thinks bloodthirsty newborn vampires have committed the killings. Jacob becomes a sore point for Edward and Bella. Bella demands to see Jacob, but Edward sabotages her attempts to run off to see him.

Edward convinces Bella to visit her mom in Florida. After their return, Jacob shows up at Forks High and reveals to Bella that evil vampire Victoria, who is set on killing Bella, has returned. The hunt for the bad vampire has caused a run-in between the Cullens, Edward's good vampire family, and the Quileute werewolves, including Jacob. Bella makes Edward promise to stop being so overprotective of her.

Bella escapes the supervision of Edward's sister Alice and sneaks off to see Jacob. When she returns, Edward is livid, but she has had enough of the hostilities between vampires and werewolves. Rosalie, Edward's other vampire sister, tells Bella her life story and her dream of having a baby. Becoming a vampire against her will destroyed that dream forever. She urges Bella to not give up her mortality.

Jacob appears on a motorcycle at Forks High to kidnap Bella from Alice's supervision. Bella seizes the moment and takes off with him. Jacob tells Bella that he had be a better choice for her than Edward, but Bella tells him she loves Edward. He clues Bella in to imprinting, which is like love at first sight for werewolves. Some of his friends have already imprinted, but he
has not yet. When Bella reveals that she will be transformed into a vampire after graduation, Jacob loses his temper and says he had rather see her dead.

When she returns from seeing Jacob, Bella is surprised to hear that Edward has decided to allow her to visit Jacob to show his trust in her. When Bella notices that some of her clothes are missing, Edward confirms that an unknown vampire has been snooping around her house. Jacob arrives to pick up the unknown scent for the werewolves to track. Edward tells Bella that the killing spree in Seattle has worsened, leading the Cullens to believe that someone is building an army of vicious newborn vampires.

With graduation just one week away, Bella realizes she will soon be transformed into a vampire and gets cold feet. She still wants Edward to change her, but she cringes at the idea of marrying him, because she has concerned about what her parents and the people in Forks will think of her. During a gathering of the Cullen family regarding the newborn vampires all over Seattle, Jasper, Edward's brother, reveals that he was transformed into a vampire to serve in an army, created by a vampire named Maria, to expand her feeding territory. He explains that newborn vampires have enormous strength, but are not yet skilled fighters. The Cullens decide to stop the newborn vampires in Seattle before the Volturi, a powerful group of Italian vampires, do so, because their visit might lead them to check if Bella is still human.
Jacob declares his love to Bella. He forces her into a kiss. She punches him and breaks her hand in the process. At Bella's house, Edward confronts Jacob. Their fight for Bella is officially on.

Bella realizes that her earlier unknown vampire visitor and the vampire army are connected. She believes that someone is creating a vampire army just to kill her. Jacob and his werewolf buddies Embry and Quil show up to Bella's graduation party at the Cullen house. Bella forgives Jacob for kissing her. When Alice, who can see the future, has a vision of the vampire army marching toward Forks, the werewolves and Cullen vampires form an alliance against their common enemy. They meet in the woods where Jasper tells both his family and the werewolves how to kill newborn vampires. Bella makes Edward promise to stay with her, because she can not stand losing him. Edward was agree.

Edward and Jacob come up with a plan to hide Bella from the vampire army in the woods, far away from the scene of battle. Jacob decides to have his cousin Seth, a young werewolf who is new to the pack, guard her during the fight.

Bella confides to Edward that the one human experience she wants to have before her transformation is to make love to him. Edward refuses for fear that he might hurt or even kill her. After a heated argument, they come to a compromise: Edward will try, but only after Bella marries him. He gives her an engagement ring and proposes.
The night before the battle, Edward, Bella, and Jacob decide to sleep in a tent in the woods. A snowstorm rages outside. Bella is freezing to death, so Edward (whose skin is always ice cold) grudgingly agrees to let Jacob warm Bella. Edward and Jacob have a heart-to-heart in which Edward says that he would let Bella go without a fight if she chose Jacob.

Moments before the battle, Jacob learns that Edward and Bella are getting married. He has crushed and tells Bella that he's going to kill himself in battle. Bella pleads with him. They kiss. This time, Bella loses her self-control and realizes that she is in love with Jacob.

Bella feels horribly guilty, but Edward forgives her. The fight goes smoothly, until out of the blue, Victoria and her companion vampire Reilly appear. Edward takes on Victoria. Seth attacks Reilly. It's a close fight but, in the end, Edward and Seth prevail by working as a team. The Volturi arrive at the scene of battle, awed that all their work has been taken care of by the Cullens (as they do not know about the existence of the werewolves).

Bella visits Jacob, who has been wounded in battle. He promises Bella that he will let her go, but that he will always be waiting in the wings, maybe even after she turns into a vampire.

After leaving Jacob, Bella experiences an emotional breakdown. Yet she believes she has made the right choice. Though she also has been upset about getting married, she makes peace with the idea, because she feels that she owes it to her parents to share this important human tradition with them before becoming a vampire. She even agrees to let Alice plan a big wedding.
When Jacob receives Bella's wedding invitation, he has devastated, Even more, he has enraged. He turns into wolf form and disappears into the woods, thinking to himself, "I would never go back…I pushed my legs faster, letting Jacob Black disappear behind me" (Epilogue.629).

B. Literary Elements

1. Intrinsic Elements

a. Character

Characterization is often listed as one of the fundamental elements of fiction. A character is a participant in the story, and is usually a person, but may be any persona, identity, or entity whose existence originates from a fictional work or performance (Risdianto, 2011:15). According to Di Yanni, character in fiction can be classified as major and minor, static and dynamic (2004:54).

1) Major character

A major character is an important figure at the center of the story’s action and theme. The major character in this novel is Issabella “Bella” Swan. Almost all of the stories are told by her.

My dad sat down at the table with a grunt and unfolded the damp newspaper there; within seconds he was clucking his tongue in disapproval. “I don’t know why you read the news, Dad. It only ticks you off”. He ignored me, grumbling at the paper in his hands. (page 8)

2) Minor character
The function of minor character is partly to illuminate the major characters. Here the minor characters that support the role of major character.

- Edward Cullen
  
  Edward’s is Bella’s boyfriend. He always protect Bella every time. He is vampire man.

- Jacob Black
  
  Jacob is Bella’s friend. Actually Bella’s father very agree if Jacob become Bella’s boyfriend, because he is not vampire.

- Charlie Swan
  
  Charlie always seems to be same kind of guy and father. He clearly loves Bella, but has no clue what’s going on her lie, so it seems at least.

- Ranee
  
  Ranee is Bella’s mother. She love Bella very well.

3) Static character

  Static character or unchanging remains the same from the beginning of a work to the end. The static character on the novel is Charlie swan. He always stay love to Bella so clearly in every condition.
4) Dynamic character

Dynamic character exhibit some kind of changing the attitude, purpose, and behavior as the story progress.

The dynamic character on the novel is Edward Cullen. As long as the story flowed, he always in process protect and love Bella every time.

b. Plot

Plot or storyline, is often listed as one of the fundamental elements of fiction. It is rendering and ordering of the events and actions in the story. Plot refers to the series of events that give a story its meaning and effect (Risdianto, 2011: 16).

c. Setting

According to Rozelle, setting is the location and time of the story, is often listed one of the fundamental elements of fiction. Sometimes setting is referred to as milieu, to include a context (such a society) beyond the immediate surroundings of the story (Risdianto, 2011: 19). The setting in the Eclipse novel is in Forks, Washington (most of the story plays out) with a short jump to Jacksonville, Florida, where Bella visits her mother.

d. Theme
Theme is the meaning or concept we are left with after reading a piece of fiction (Risdianto, 2011:20). In this novel the theme is about true love, friendship, tolerance (even though Jacob and Edward hated each other, they still worked together), making difficult decisions, bravery, jealousy.

e. Point of View

Point of view is simply who is telling the story (Risdianto, 2011:23). It refers to the narrator of the story. In Eclipse novel there are some Point of View:

- First Person Point of View
  
  The author disappears into one of the characters. Shares the limitation of third person limited. Uses the pronouns “I” and “we”.

- Second Person Point of View
  
  Uses the pronoun “you”.

- Third Person Point of View
  
  The story is told in third person but from the view point of character in the story. Point of View is limited to the character’s perceptions and shows no direct knowledge of what other characters are thinking, feeling, or doing.

- Omnicient Point of View
The story told in third person by narrator who has unlimited knowledge of events and characters.

- Objective Point of View

  Records only what is seen and heard. In its purest form, Objective Point of view would consist of only dialogue. Force the author to refrain from interpretation.

f. Style

  Style is not so much what is written, but how it is written and interpreted. Style in fiction refers to language conventions used to construct the story or article. Every writer has his or her own unique style or voice (Risdianto, 2011:22).

g. Symbol

  Symbol is something that means more than what it suggests on the surface. Can be a name, object, action, etc. Symbols serve to reinforce and add to the meaning of the story (Risdianto, 2011:24).

2. Extrinsic Elements

   Biography of the Author

   Stephenie Meyer was born on December 24, 1973 in Connecticut. She grew up in Phoenix, Arizona and attended Brigham Young University in
Provo, Utah. She married in 1994 and has three sons, and is a member of The Church of Jesus Christ of Latter-Day Saints.

The inspiration for *Twilight* came to her after a dream on June 2, 2003, that involved a human girl and a sparkling vampire sitting in a meadow. (This would become Chapter 13 of *Twilight.*) She wrote what would be *Twilight* - which originally was titled *Forks* - and signed a three-book deal with Little, Brown and Company. *Twilight* was published in 2005 to great success and critical acclaim. The second book in the *Twilight* series was 2006's *New Moon*, followed by *Eclipse* in 2007. The last book in the series, *Breaking Dawn*, is set for 2008, as is a companion novel *Midnight Sun*, which tells the story of the first book *Twilight* from the perspective of Edward Cullen. The *Twilight* series has earned a strong and dedicated fan following, and a movie adaptation of the first book is set to be released in 2008. Meyer has also published a science fiction romance, *The Host*, in 2008 ([http://thebestnotes.com/booknotes/Twilight_Meyer/](http://thebestnotes.com/booknotes/Twilight_Meyer/ Twilight_Study_Guide05.html)).

Meyer invented the plot during the day through swim lessons and potty training, and wrote it out late at night when the house was quiet. Three months later she finished her first novel, *Twilight*. With encouragement from her older sister (the only other person who knew she had written a book), Meyer submitted her manuscript to various literary agencies. *Twilight* was picked out of a slush pile at Writer's House and
eventually made its way to the publishing company Little, Brown where everyone fell immediately in love with the gripping, star-crossed lovers.

*Twilight* was one of 2005's most talked about novels and within weeks of its release the book debuted at #5 on *The New York Times* bestseller list. Among its many accolades, *Twilight* was named an "ALA Top Ten Books for Young Adults," an Amazon.com "Best Book of the Decade...So Far", and a Publishers Weekly Best Book of the Year.


On August 2, 2008, the final book in the Twilight Saga, *Breaking Dawn* was released at 12:01 midnight. Stephenie made another appearance on "Good Morning America" and was featured in many national media outlets, including *Entertainment Weekly*, *Newsweek*, *People Magazine* and *Variety*. Stephenie headlined the Breaking Dawn Concert Series with Justin Furstenfeld (lead singer of Blue October) to celebrate the release in four major markets across the US. *Breaking Dawn*
sold 1.3 million copies in its first 24 hours. The Twilight movie, directed by Catherine Hardwicke and starring Robert Pattinson and Kristen Stewart, was released on November 21, 2008. Twilight debuted at #1 at the box office with $70 million, making it the highest grossing opening weekend for a female director. Stephenie lives in Arizona with her husband and three sons. ([http://stepheniemeyer.com/bio.html](http://stepheniemeyer.com/bio.html)).

C. The Data Presentation

It was the data of syntactical features in “Eclipse” Novel, especially based on the sentence types. It can be in the form of simple sentence, compound sentence, and complex sentence in indirect style. It will be analyzed deeper on the next chapter:

**Table 3.1. Syntactical features in “Eclipse” Novel based on the sentence types**

<table>
<thead>
<tr>
<th>No.</th>
<th>Sentences</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Charlie watched my adjustments with pursed lips.</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Afternoon were the hardest part of my day.</td>
<td>7</td>
</tr>
<tr>
<td>3.</td>
<td>I felt my face harden.</td>
<td>9</td>
</tr>
<tr>
<td>4.</td>
<td>My voice and eyebrows shot up.</td>
<td>10</td>
</tr>
<tr>
<td>5.</td>
<td>We stared at each other for a long moment.</td>
<td>11</td>
</tr>
<tr>
<td>6.</td>
<td>Before Edward’s return, my school friends had polarized into two groups.</td>
<td>11</td>
</tr>
<tr>
<td>7.</td>
<td>He made a face, but shook his head.</td>
<td>13</td>
</tr>
<tr>
<td>8.</td>
<td>Charlie shoved his chair away from the table and stretched as he got to his feet.</td>
<td>15</td>
</tr>
<tr>
<td>9.</td>
<td>I didn’t believe that.</td>
<td>17</td>
</tr>
<tr>
<td>10.</td>
<td>Edward smiled up at Charlie and his voice was friendly.</td>
<td>20</td>
</tr>
<tr>
<td>11.</td>
<td>I snorted and shoved the papers side.</td>
<td>22</td>
</tr>
<tr>
<td>12.</td>
<td>I whispered on the off chance that Charlie wasn’t completely lost in his game.</td>
<td>23</td>
</tr>
<tr>
<td>13.</td>
<td>His voice was low and cold.</td>
<td>25</td>
</tr>
<tr>
<td>14.</td>
<td>We wouldn’t even pay attention to the situation if it wasn’t</td>
<td>26</td>
</tr>
</tbody>
</table>
going on so close to home.

15. I took a deep breath. 28
16. He laughed quietly. 29
17. I wanted to deny it, but another image slowed my rebuttal. 30
18. I got up, and walked around the table. 32
19. I put my hand against his cold face and waited until he sighed and opened his eyes. 33
20. He sounded utterly confident that this wouldn’t be a problem. 34
21. I was sure he was right. 34
22. I tried to not think of it. 36
23. Angela asked when Edward and I sat down at our table. 36
24. Angela and Ben laughed, but Alice grimaced in real disappointment. 38
25. It didn’t take long to determine where my restlessness stemmed from. 38
26. I frowned at the table. 39
27. I muttered as Edward held the passenger door for me. 41
28. He would have to be alone with me soon enough. 42
29. He didn’t give me a chance to recover. 43
30. I exhaled a little dizzily. 44
31. He smiled crookedly and disentangled himself. 44
32. Jacob is fine. 46
33. I didn’t answer, for fear my voice would shake. 47
34. I took a deep breath and answer in a flat voice. 48
35. He flashed a brilliant smile. 48
36. I shook my head. 49
37. My imagination was sadly out of control. 50
38. Charlie seemed to already be in a good mood when he got home. 51
39. I kept my eyes on the plat as I retrieved it. 52
40. My father struggled to compose himself before he answered. 54
41. I waited to begin until we were safely in his car. 55
42. He met my gaze for a second before shifting his eyes to the floor. 58
43. My eyes were just beginning to adjust as I shoved my keys in the ignition. 62
44. Her eyes shifted to the stripped bed and back to my couch. 152
45. I shuddered at the memory. 153
46. I waited while she stared out the window. 154
47. She looked at me with unfathomable eyes. 156
48. It was hard to tell in the moonlight, but it looked like her bone white face for paler. 158
49. They scattered all over the street. 159
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>50.</td>
<td>He screamed when he saw me.</td>
</tr>
<tr>
<td>51.</td>
<td>Her words sent a thrill of fear through me.</td>
</tr>
<tr>
<td>52.</td>
<td>We sat in silence for a moment, and she didn’t seem inclined to go on.</td>
</tr>
<tr>
<td>53.</td>
<td>It was a few moments before I was brave enough to break into her reverie.</td>
</tr>
<tr>
<td>54.</td>
<td>Her smile was kind now.</td>
</tr>
<tr>
<td>55.</td>
<td>When I did sleep, I had a nightmare.</td>
</tr>
<tr>
<td>56.</td>
<td>When the bell rang, I got up without much enthusiasm.</td>
</tr>
<tr>
<td>57.</td>
<td>I look at Mike quickly.</td>
</tr>
<tr>
<td>58.</td>
<td>I felt great to be free.</td>
</tr>
<tr>
<td>59.</td>
<td>He flipped the homemade skewer across the circle.</td>
</tr>
<tr>
<td>60.</td>
<td>His wondering eyes made me see new things about her.</td>
</tr>
<tr>
<td>61.</td>
<td>Jacob scooted back beside me, where I rested against a low ridge of rock.</td>
</tr>
<tr>
<td>62.</td>
<td>Billy ignored it and went on with the legend.</td>
</tr>
<tr>
<td>63.</td>
<td>He knew that Taha Aki would be waiting for the chance to tell his story.</td>
</tr>
<tr>
<td>64.</td>
<td>Sam whispered back to Quil.</td>
</tr>
<tr>
<td>65.</td>
<td>I shrank a little closer to Jacob’s side.</td>
</tr>
<tr>
<td>66.</td>
<td>My mind was a thousand years away.</td>
</tr>
<tr>
<td>67.</td>
<td>I was still under his arm, but wasn’t on the ground anymore.</td>
</tr>
<tr>
<td>68.</td>
<td>I reached for the door handle.</td>
</tr>
<tr>
<td>69.</td>
<td>I can’t even explain it.</td>
</tr>
<tr>
<td>70.</td>
<td>Icy droplets spattered against my face as the rain began to fall.</td>
</tr>
<tr>
<td>71.</td>
<td>My eyes were too weak.</td>
</tr>
<tr>
<td>72.</td>
<td>I broke into a run, but found myself moving in the frustrating slow motion of dreamers.</td>
</tr>
<tr>
<td>73.</td>
<td>I cringed away from the knife, and my eyes snapped open to quiet darkness of my bedroom.</td>
</tr>
<tr>
<td>74.</td>
<td>If it wasn’t so frightening, it would be seriously annoying.</td>
</tr>
<tr>
<td>75.</td>
<td>The book could have fallen open to any page.</td>
</tr>
</tbody>
</table>
CHAPTER IV
DATA ANALYSIS AND RESEARCH FINDING

This chapter concerns with data analysis viewed from syntactical features based on classification of sentence by number of full predications, that are simple sentence, compound sentence, complex sentence, and discussion of finding.

A. Data Analysis

The writer analyze the data based on the component of a sentences and the syntactical features based on a simple theory of sentence structure that are included a notion of constituent, which is a group of words that functions as a unit (e.g. NP’= Noun Phrase, VP’= Verb Phrase, PP’= Prepositional Phrase, AdvP’= Adverbial Phrase, AdjP= Adjective Phrase, etc.) and also labels (part of speech), it can be use to describe the part of the units (e.g. N’= Noun, V’= Verb, Adv.’= Adverb, Adj.’= Adjective, D’= Determiner, etc.). For syntactical features analysis, the writer use the tree diagram. In the tree diagram, a Sentence is formulated of Noun Phrase and Verb Phrase. It can be written as S -----> NP – VP.

1. Analysis based on simple sentence

a. Charlie watched my adjustments with pursed lips. (page 5)

• The sentence consist of subject is “Charlie”, predicate is “watched”, and the object is “my adjustments with pursed lips”. So, it can be called as simple sentence.
b. Afternoon were the hardest part of my day. (page 7)

- The sentence consist of subject is “afternoon”, the predicate is “were”, and the object is “the hardest part of my day”. So, it can be called as simple sentence.

- The tree diagram of sentence (b).

Figure 4.2 Simple Sentence
c. I felt my face harden. (page 9)
   - The sentence consists of subject “I”, the predicate “felt”, and the object “my face harden”. So, the sentence can be called a simple sentence.
   - The tree diagram of sentence (c).

   ![Figure 4.3 Simple Sentence](image)

---

d. My voice and eyebrows shot up. (page 10)
   - The sentence consists of subject “my voice and eyebrows” and the predicate “shot up”. So, it can be called a simple sentence.
   - The tree diagram of sentence (d).

   ![Figure 4.4 Simple Sentence](image)
e. We stared at each other for a long moment. (page 11)

- The sentence consist of the subject is “we”, the predicate is “stared”, the object is “at each other”, and the adverb is “for a long moment”. So, the sentence can be called as simple sentence.

- The tree diagram of sentence (e).

```
S
  NP
    N  V  PP  P  AdvP
        stared  at each other  for  a long moment
```

**Figure 4.5 Simple Sentence**

d. I didn’t believe that. (page 17)

- The sentence consist of subject is “I”, the predicate “didn’t believe”, and the object is “that”. So, it can be called as simple sentence.

- The tree diagram of sentence (f).

```
S
  NP
    N  past tense (-)  V  N
        I  didn’t  believe  that
```

**Figure 4.6 Simple Sentence**
g. His voice was low and cold. (page 25)

- The sentence consist of subject is “his voice”, the predicate is “was”, and the adverb is “low and cold”. So, the sentence can be called as simple sentence.

- The tree diagram of sentence (g).

![Tree Diagram for g](image)

**Figure 4.7 Simple Sentence**

h. I took a deep breath. (page 28)

- The sentence consist of subject is I, the predicate is “took”, and the object is “a deep breath”. So, it can be called as simple sentence.

- The tree diagram of sentence (h).

![Tree Diagram for h](image)

**Figure 4.8 Simple Sentence**
i.  He laughed quietly. (page 29)
   - The sentence consist of subject is “he”, the predicate is “laughed”,
     and the adverb is “quietly”. So, it can be called as simple sentence.
   - The tree diagram of sentence (i).

```
S
   NP  VP
      N  Aux V     Adv.
        He past tense laugh quietly
```

**Figure 4.9 Simple Sentence**

j.  I was sure he was right. (page 34)
   - The sentence consist of subject is “I”, the predicate is “was sure”,
     and the object is “he was right”. So, it can be called as simple sentence.
   - The tree diagram of sentence (j).

```
S
   NP  VP
      N V N VP
         I was sure he was right
```

**Figure 4.10 Simple Sentence**
k. I tried to not think of it. (page 36)

- The sentence consist of subject is “I”, the predicate is “tried”, and the complement is “to not think of it”. So, the sentence can be called as simple sentence.
- The tree diagram of sentence (k).

```
S
 NP    VP
  N    V  VP
    I  tried  to not think of it
```

Figure 4.11 Simple Sentence

l. I frowned at the table. (page 39)

- The sentence consist of subject is “I”, the predicate is “frowned”, and the adverb is “at the table”. So, it can be called as simple sentence.
- The tree diagram of sentence (l).

```
S
 NP    VP
  N    V  AdvP
    I  frowned  at the table
```

Figure 4.12 Simple Sentence
m. He would have to be alone with me soon enough. (page 42)

- The sentence consist of subject is “he”, the predicate is “would have to be”, the object is “alone with me”, and the adverb is “soon enough”. So, it can be called as simple sentence.
- The tree diagram of sentence (m).

![Tree Diagram for Sentence (m)](attachment:image)

\textbf{Figure 4.13 Simple Sentence}

n. He didn't give me a chance to recover. (page 43)

- The sentence consist of subject is “he”, the predicate is “didn’t give”, the object is “me”, and the complement is “a chance to recover”. So, it can be called as simple sentence.
- The tree diagram of sentence (g).

![Tree Diagram for Sentence (g)](attachment:image)

\textbf{Figure 4.14 Simple Sentence}
o. I exhaled a little dizzily. (page 44)
   - The sentence consist of subject is “I”, the predicate is “exhaled”, and the adverb is “a little dizzily”. So, it can be called as simple sentence.
   - The tree diagram of sentence (o).

\[
\text{S} \\
\text{NP} \quad \text{VP} \\
\text{N} \quad \text{V} \\
\text{S} \quad \text{exhaled} \\
        \quad \text{a little dizzily}
\]

*Figure 4.15 Simple Sentence*

p. Jacob is fine. (page 46)
   - The sentence consist of subject is “Jacob”, the predicate “is”, and the complement is “fine”. So, it can be called as simple sentence.
   - The tree diagram of sentence (h).

\[
\text{S} \\
\text{NP} \quad \text{VP} \\
\text{Jacob} \quad \text{is fine}
\]

*Figure 4.16 Simple Sentence*
q. He flashed a brilliant smile. (page 48)
   - The sentence consist of subject is “he”, the predicate is “flashed”, and the object is “a brilliant smile”. So, it can be called as simple sentence.
   - The tree diagram of sentence (q).

   ![Figure 4.17 Simple Sentence](image)

r. I shook my head. (page 49)
   - The sentence consist of subject is “I”, the predicate is “shook”, and the object is “my head”. So, it can be called as simple sentence.
   - The tree diagram of sentence (r).

   ![Figure 4.18 Simple Sentence](image)
s. My imagination was sadly out of control. (page 50)

- The sentence consist of subject is “my imagination”, the predicate is “was”, and the complement is “sadly out of control”. So, the sentence can be called as simple sentence.

- The tree diagram of sentence (s).

```
S
   /\ 
  /  \ 
NP   VP
   /\   /\ 
  /  \ /  \ 
 N   V NP
   /\   /\ 
  /  \ /  \ 
My imagination was sadly out of control
```

**Figure 4.19 Simple Sentence**

t. I shuddered at the memory. (page 153)

- The sentence consist of subject is “I”, the predicate is “shuddered”, and the object is “at the memory”. So, it can be called as simple sentence.

- The tree diagram of sentence (t).

```
S
   /\ 
  /  
NP   VP
   /\   /\ 
  /  \ /  \ 
 N   V NP
   /\   /\ 
  /  \ /  \ 
I shuddered at the memory
```

**Figure 1.20 Simple Sentence**
u. She looked at me with unfathomable eyes. (page 156)

- The sentence consist of subject is “she”, the predicate is “looked”, the object is “at me”, and the adverb is “with unfathomable eyes”. So, it can be called as simple sentence.

- The tree diagram of sentence (u).

```
S
  NP       VP
   N       NP     AdvP
  She     looked  at me with unfathomable eyes
```

**Figure 4.21 Simple Sentence**

v. They scattered all over the street. (page 159)

- The sentence consist of subject is “they”, the predicate is “scattered”, and the complement is “all over the street”. So, the sentence can be called as simple sentence.

- The tree diagram of sentence (v).

```
S
  NP       VP
   N       NP
  They   scattered  all over the street
```

**Figure 4.22 Simple Sentence**
w. Her words sent a thrill of fear through me. (page 164)

- The sentence consist of subject “her words”, the predicate is “sent”, and the object is “a thrill of fear through me”. So, it can be called as simple sentence.
- The tree diagram of sentence (w).

![Figure 4.23 Simple Sentence](image)

x. Her smile was kind now. (page 167)

- The sentence consist of subject “her smile”, the predicate is “was kind”, and the adverb is “now”. So, it can be called as simple sentence.
- The tree diagram of sentence (x).

![Figure 4.24 Simple Sentence](image)
y. I look at Mike quickly. (page 170)

- The sentence consists of subject “I”, the predicate “look”, and the object “at Mike quickly”. So, it can be called as simple sentence.
- The tree diagram of sentence (y).

![Figure 4.25 Simple Sentence](image)

z. I felt great to be free. (page 171)

- The sentence consists of subject “I”, the predicate “felt”, and the complement “great to be free”. So, it can be called as simple sentence.
- The tree diagram of sentence (z).

![Figure 4.26 Simple Sentence](image)
aa. He flipped the homemade skewer across the circle. (page 240)

- The sentence consist of subject is “he”, the predicate is “flipped”, and the object is “the homemade skewer across the circle”. So, it can be called as simple sentence.

- The tree diagram of sentence (aa).

```
     S
   /    \
  NP    VP
   |    /  \ 
  N   V   NP  PP
 /  \   /  \   /  \ 
He flipped the homemade skewer across the circle
```

Figure 4.27 Simple Sentence

bb. His wondering eyes made me see new things about her. (page 242)

- The sentence consist of subject is “his wondering eyes”, the predicate is “made”, and the object is “me see a new thing about her”. So, it can be called as simple sentence.

- The tree diagram of sentence (bb).

```
     S
   /    \
  NP    VP
   |    /  \ 
  GP   V   NP
 /  \   /  \   /  \ 
His wondering eyes made me see a new thing about her
```

Figure 4.28 Simple Sentence
cc. Sam whispered back to Quil. (page 251)

- The sentence consist of subject is “Sam”, the predicate is “whispered”, and the complement is “back to Quil”. So, the sentence can be called as simple sentence.

- The tree diagram of sentence (cc).

```
S
  / \  
NP  VP
  /   /  
N   V   PP
 /    /    
Sam whispered back to Quil
```

**Figure 4.29 Simple Sentence**

dd. I shrank a little closer to Jacob’s side. (page 253)

- The sentence consist of subject is “I”, the predicate is “shrank”, and the complement is “a little closer to Jacob’s side. So, the sentence can be called as simple sentence.

- The tree diagram of sentence (dd).

```
S
  /  
NP  VP
  /   /  
N   V   Adj. PP
 /    /    /    
I shrank a little closer to Jacob’s side
```

**Figure 4.30 Simple Sentence**
ee. My mind was a thousand years away. (page 260)

- The sentence consists of subject “my mind”, the predicate is “was”, and the complement is “a thousand years away. So, the sentence can be called as simple sentence.

- The tree diagram of sentence (ee).

```
S
  NP   VP
     N   V
         NP
    My mind was a thousand years away
```

Figure 4.31 Simple Sentence

ff. I reached for the door handle. (page 261)

- The sentence consists of subject “I”, the predicate is “reached”, and the object is “the door handle”. So, it can be called as simple sentence.

- The tree diagram of sentence (ff)

```
S
  NP   VP
     N   V
         P   NP
        I reached for the door handle
```

Figure 4.32 Simple Sentence
gg. I can’t even explain it. (page 262)

- The sentence consist of subject is “I”, the predicate is “can’t even explain”, and the object is “it”. So, the sentence can be called as simple sentence.
- The tree diagram of sentence (gg).

![Figure 4.33 Simple Sentence](image)

hh. My eyes were took weak. (page 263)

- The sentence consist of subject is “my eyes”, the predicate is “were took”, and the complement is “weak”. So, the sentence can be called as simple sentence.
- The tree diagram of sentence (hh).

![Figure 4.34 Simple Sentence](image)
ii. The book could have fallen open any page. (page 266)

- The sentence consist of subject is “the book”, the predicate is “could have fallen open”, and the object is “any page”. So, the sentence can be called as simple sentence.
- The tree diagram of sentence (ii).

```
S
   NP         VP
   |          |
   N         VP          NP
   |     |     |
The book could have fallen open any page
```

**Figure 4.35 Simple Sentence**

2. Analysis based on compound sentence

a. He made a face, but shook his head. (page 13)

- This sentence consist of two main clause, the first is “he made a face” and the second is “he shook his head”. There are some coordinate conjunction that is “but”. So, the sentence can be called as compound sentence.
- The tree diagram of sentence (a).

```
S
   (1) Main clause + but + (2) Main clause
```

**Figure 4.36 Compound Sentence**
b. Charlie shoved his chair away from the table and stretched as he got to his feet. (page 15)

- This sentence consists of two main clauses, the first is “Charlie shoved his chair away from the table” and the second is “Charlie stretched as he got to his feet”. There are some coordinate conjunction that is “and”. So, the sentence can be called compound sentence.

- The tree diagram of sentence (b).
Edward smiled up at Charlie and his voice was friendly. (page 20)

- This sentence consists of two main clauses, the first is “Edward smiled up at Charlie” and the second is “his voice was friendly”. There are some coordinate conjunction that is “and”. So, the sentence can be called compound sentence.
- The tree diagram of the sentence (b).
d. I snorted and shoved the papers side. (page 22)

- The sentence consist of two main clause. The first is “I snorted the papers side” and the second is “I shoved the papers side”. There are some coordinate conjunction that is “and”. So, the sentence can be called compound sentence.

- The tree diagram of sentence (d).
e. I wanted to deny it, but another image slowed my rebuttal. (page 30)

- This sentence consists of two main clauses. The first is “I wanted to deny it” and the second is “another image slowed my rebuttal”. The coordinate conjunction is “but”. So, the sentence can be called as compound sentence.

- The tree diagram of sentence (e)
f. I got up, and walked around the table. (page 32)

- The sentence consists of two main clauses. The first is “I got up” and the second is “I walked around the table”. There are some coordinate conjunction that is “and”. So, the sentence can be called as compound sentence.

- The tree diagram of sentence (f)

```
S
   (1) main clause + and + (2) main clause
```

Figure 4.51 Compound Sentence
g. I put my hand against his cold face and waited until he sighed and open his eyes. (page 33)

- The sentence consist of two main clause. The first is “I put my hand against his cold face” and the second is “I waited until he sighed and open his eyes”. The coordinate conjunction is “and”. So, the sentence can be called as compound sentence.

- The tree diagram of sentence (g).

```
S
  |   (1) main clause +   and   + (2) main clause
```

Figure 4.54 Compound Sentence
h. Angela and Ben laughed, but Alice grimaced in real disappointment.

The sentence consists of two main clauses. The first is “Angela and Ben laughed” and the second is “Alice grimaced in real disappointment”. The coordinate conjunction is “but”. So, the sentence can be called as compound sentence.

- The tree diagram of sentence (h).
i. He smiled crookedly and disentangled himself. (page 44)

- The sentence consist of two main clause. The first is “he smiled crookedly” and the second is “he disentangled himself”. The coordinate conjunction is “and”. So, the sentence can be called as compound sentence.
- The tree diagram of sentence (i).

```
S
   /
(1) main clause + and + (2) main clause
```

**Figure 4.60 Compound Sentence**
j. I didn’t answer, for fear my voice would shake. (page 47)

- The sentence consist of two main clause. The first is “I didn’t answer” and the second is “my voice would shake”. The coordinate conjunction is “for”. So, the sentence can be called as compound sentence.

- The tree diagram of sentence (j).

```
S
  /   \
(1) Main clause + for + (2) main clause
```

Figure 4.63 Compound Sentence
k. I took a deep breath and answer in a flat voice. (page 48)

- The sentence consists of two main clauses. The first is “I took a deep breath” and the second is “I answer in a flat voice”. The coordinate conjunction is “and”. So, the sentence can be called a compound sentence.

- The tree diagram of sentence (k).

```
S
   /\   
  (1) main clause + and + (2) main clause
```

**Figure 4.64 Main Clause**

**Figure 4.65 Main Clause**

**Figure 4.66 Compound Sentence**
Her eyes shifted to the stripped bed and back to my couch. (page152)

- The sentence consist of two main clause. The first is “her eyes shifted to the stripped bed” and the second is “her eyes back to my couch”. The coordinate conajunction is “and”. So, the sentence can be called as compound sentence.
- The tree diagram of sentence (1)

```
(1) main clause + and + (2) main clause
```

**Figure 4.69 Compound Sentence**
m. It was hard to tell in the moonlight, but it looked like her bone white face for paler. (page 158)

- The sentence consist of two main clause. The first is “It was hard to tell in the moonlight” and the second is “it looked like her bone white face for paler”. The coordinate conjunction is “and”. So, it can be called as compound sentence.

- The tree diagram of sentence (m).

```
S
   (1) Main clause + and + (2) Main clause
```

Figure 4.72 Compound Sentence
n. We sat in silence for a moment, and she didn’t seem inclined to go on.

(page 165)

- The sentence consist of two main clause. The first is “we sat in silence for a moment” and the second is “she didn’t seem inclined to go on”. The coordinate conjunction is “and”. So, it can be called as compound sentence.

- The tree diagram of sentence (n).

```
S
  + (1) Main clause + and + (2) Main clause
```

Figure 4.75 Compound Sentence
Figure 4.76 Main Clause

Figure 4.77 Main Clause

Billy ignored it and went on with the legend. (page 246)

- The sentence consists of two main clauses. The first is “Billy ignored it” and the second is “Billy went on with the legend”. The coordinate conjunction is “and”. So, it can be called as compound sentence.

- The tree diagram of sentence (o).
I was still under his arm, but wasn’t on the ground anymore. (page 261)

- The sentence consist of two main clause. The first is “I was still under his arm” and the second is “I wasn’t on the ground anymore”. The coordinate conjunction is “but”. So, it can be called as compound sentence.
- The tree diagram of sentence (p).

```
S
  \(1\) Main clause + but + \(2\) Main clause
```

**Figure 4.81 Compound Sentence**
I broke into a run, but found myself moving in the frustrating slow motion of dreamers. (page 263)

- The sentence consists of two main clauses. The first is “I broke into a run” and the second is “I found myself moving in the frustrating slow motion of dreamers”. The coordinate conjunction is “but”. So, it can be called a compound sentence.

- The tree diagram of sentence (f)

```
S
  (1) Main clause + but + (2) Main clause
```

Figure 4.84 Main Clause
r. I cringed away from the knife, and my eyes snapped open to quiet darkness of my bedroom. (page 264)

- The sentence consist of two main clause. The first is “I cringed away from the knife” and the second is “my eyes snapped open to quiet darkness of my bedroom”. The coordinate conjunction is “and”. So, it can be called as compound sentence.

- The tree diagram of sentence (r).
3. **Analysis based on complex sentence**

   a. Before Edward’s return, my school friends had plarized into two groups. (page 11)

   - This sentence consist of one of main clause and one of subordinate conjunction. The main clause is “my school friends had plarized into two groups” and the subordinate clause is “Edward’s return”. The subordinate conjunction is “before”. So, it can be called as complex sentence.
The tree diagram of main clause.

```
Main clause
   NP
     N
My school friends
   VP
     PP
   in two groups
     VP
     had polarized
```

**Figure 4.91 Main Clause**

The tree diagram of subordinate clause.

```
Subordinate clause
   NP
   Edward
   VP
   was return
```

**Figure 4.92 Subordinate Clause**

b. I whispered on the off chance that Charlie wasn’t completely lost in his game. (page 23)

This sentence consist of one of main clause and one of subordinate conjuction. The main clause is “I whispered on the off chance” and the subordinate clause is “Charlie wasn’t completely lost in his game”. The subordinate conjunction is “that”. So, it can be called as complex sentence.

```
S
Main clause + that + Subordinate clause
```

**Figure 4.93 Complex Sentence**
• The tree diagram of main clause.

```
  Main clause
    NP
      N
      I
    VP
      V
      whispered
    PP
      on the off chance
```

Figure 4.94 Main Clause

• The tree diagram of subordinate clause.

```
  Subordinate clause
    NP
      N
      Charliw
    VP
      wasn’t completely lost
    PP
      in his game
```

Figure 4.95 Subordinate Clause

c. We wouldn’t even pay attention to the situation if it wasn’t going on so close to home. (page 26)

• This sentence consist of one of main clause and one of subordinate conjunction. The main clause is “We wouldn’t even pay attention to the situation” and the subordinate clause is “it wasn’t going on so close to home”. The subordinate conjunction is “if”. So, it can be called as complex sentence.
d. He sounded utterly confident that this wouldn’t be a problem. (page 34).

- This sentence consist of one of main clause, and two of subordinate clauses. The main clause is “He sounded utterly confident”. The
subordinate clause is “this wouldn’t be a problem”. There are some subordinate conjunction that is “that”. So it can be called complex sentence.

```
[185x718]subordinate clause is “this wouldn"t be a problem” There are some subordinate conjunction that is “that”. So it can be called complex sentence.

Main clause + that + Subordinate clause

Figure 4.99 Complex Sentence

- The tree diagram of main clause.

He sounded utterly confident

Figure 4.100 Main Clause

- The tree diagram of subordinate clause.

This wouldn’t be a problem

Figure 4.101 Subordinate Clause

e. Angela asked when Edward and I sat down at our table. (page 36)
This sentence consists of one main clause and two subordinate clauses. The main clause is “Angela asked”. The subordinate clause is “Edward sat down at our table” and “I sat down at our table”. There are some subordinate conjunctions that are “when”. So it can be called a complex sentence.

Figure 4.102 Complex sentence

The tree diagram of the main clause

Figure 4.103 Main Clause

The tree diagram of the subordinate clause

Figure 4.104 Subordinate clause
f. It didn’t take long to determine where my restlessness stemmed from.

- This sentence consists of a main clause and a subordinate clause. The main clause is “It didn’t take long to determine”. The subordinate clause is “my restlessness stemmed from”. There are some subordinate conjunctions that are “where”. So, it can be called a complex sentence.

![Tree diagram of main clause]

**Figure 4.106 Complex Sentence**

- The tree diagram of the main clause.

![Tree diagram of main clause]

**Figure 4.107 Main Clause**
The tree diagram of subordinate clause

Subordinate clause

NP
N
My restlessness

VP
V
steemed

P
from

Figure 4.108 Subordinate Clause

g. I muttered as Edward held the passenger door for me. (page 41)

This sentence consist of main clause and subordinate clause. The main clause is “I muttered”. The subordinate clause is “Edward held the passenger door for me”. There are some subordinate conjuction that is “as”. So, it can be called complex sentence.

Main clause + as + Subordinate clause

Figure 4.109 Complex Sentence

The tree diagram of main clause.

Main clause

NP
N
I

VP
V
muttered

Figure 4.110 Main Clause
• The tree diagram of subordinate clause.

![Subordinate Clause Diagram]

**Figure 4.111 Subordinate Clause**

h. Charlie seemed to already be in a good mood when he got home. (page 51)

• This sentence consist of main clause and subordinate clause. The main clause is "Charlie seemed to already be in a good mood". The subordinate clause is "he got home". There are some subordinate conjunction that is "when". So, it can be called complex sentence.

![Complex Sentence Diagram]

**Figure 4.112 Complex Sentence**

• The tree diagram of main clause.

![Main Clause Diagram]

**Figure 4.113 Main Clause**
i. I kept my eyes on the plat as I retrieved it. (page 52)

- The sentence consist of main clause and subordinate clause. The main clause is “I kept my eyes on the plat” and the subordinate clause is “I retrieved it”. The subordinate conjunction is “as”. So, it can be called as complex sentence.

Figure 4.115 Complex Sentence

- The tree diagram of main clause.

Figure 4.116 Main Clause
j. My father struggled to compose himself before he answered. (page 54)

- The sentence consist of main clause and subordinate clause. The main clause is “my father struggled to compose himself” and the subordinate clause is “he answered”. The subordinate conjunction is “before”. So, it can be called as complex sentence.

Figure 4.118 Complex Sentence

- The tree diagram of main clause.

Figure 4.119 Main Clause
The tree diagram of subordinate clause.

Subordinate clause

NP  VP
N  V
He  answered

**Figure 4.120 Subordinate Clause**

I waited to begin until we were safely in his car. (page 55)

The sentence consist of main clause and subordinate clause. The main clause is “I waited to begin” and the subordinate clause is “we were safely in his car”. The subordinate conjunction is “until”. So, it can be called as complex sentence.

**Figure 4.121 Complex Sentence**

The tree diagram of main clause.

**Figure 4.122 Main Clause**
The tree diagram of subordinate clause.

Subordinate clause

NP
N V Adj. PP
We were safely in his car

Figure 4.123 Subordinate Clause

1. He met my gaze for a second before shifting his eyes to the floor.

(page 58)

The sentence consist of main clause and subordinate clause. The main clause is “he met my gaze for a second” and the subordinate clause is “he shifting his eyes to the floor”. The subordinate conjunction is “before”. So, it can be called as complex sentence.

Main clause + before + subordinate clauses

Figure 4.124 Complex Sentence

The tree diagram of main clause

Main clause

NP
N
He

VP
met my gaze

PP
for a second

Figure 4.125 Main Clause
• The tree diagram of subordinate clause

```
Subordinate clause
   NP
      N
He
```
```
   VP
```
```
      PP
```
```
shifting his eyes
to the floor
```

**Figure 4.126 Subordinate Sentence**

m. My eyes were just beginning to adjust as I shoved my keys in the ignition. (page 62)

• The sentence consist of main clause, that is “My eyes were just beginning to adjust” and the subordinate clause is “I shoved my keys in the ignition”. The subordinate conjunction is “as”. so, it can be called as complex sentence.

```
Main clause + as + subordinate clause
```

**Figure 4.127 Complex Sentence**

• The tree diagram of main clause

```
Main clause
   NP
```
```
      VP
```
```
      PP
```
```
My eyes
```
```
were just beginning
to adjust
```

**Figure 4.128 Main Clause**
n. I waited while she stared out the window. (page 154)

- The sentence consists of a main clause and a subordinate clause. The main clause is “I waited” and the subordinate clause is “she stared out the window”. The subordinate conjunction is “while” at the beginning of the sentence. So, it can be called a complex sentence.

Figure 4.130 Complex Sentence

- The tree diagram of the main clause.

Figure 4.131 Main Sentence
The tree diagram of subordinate clause.

Subordinate clause

NP       VP
N       VP       N
She    stared out the window

Figure 4.132 Subordinate Clause

He screamed when he saw me. (page 163)

The sentence consist of main clause and subordinate clause. The main clause is “He screamed” and the subordinate clause is “he saw me”. The subordinate conjunction is “when” at the beginning sentence. So, it can be called as complex sentence.

Main clause + when + subordinate clause

Figure 4.133 Complex Sentence

The tree diagram of main clause.

Main clause

NP       VP
N       V
He screamed

Figure 4.134 Main Clause
The tree diagram of subordinate clause.

Subordinate clause

NP  
|   |
N   V   N

He  saw  me

Figure 4.135 Subordinate Clause

The sentence consist of main clause and subordinate clause. The main clause is “It was a few moments” and the subordinate clause is “I was brave enough to break into her reverie”. The subordinate conjunction is “before” at the beginning sentence. So, it can be called as complex sentence.

S

Main clause + before + subordinate clause

Figure 4.136 Complex Sentence

The tree diagram of main clause

Main clause

NP  
|   |
N   V   NP

It  was  a few moments

Figure 4.137 Main Clause
• The tree diagram of subordinate clause.

Subordinate clause

NP

<table>
<thead>
<tr>
<th>N</th>
<th>VP</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was brave enough to break into her reverie</td>
</tr>
</tbody>
</table>

Figure 4.138 Subordinate Clause

q. When I did sleep, I had a nightmare. (page 169)

• The sentence consist of main clause and subordinate clause. The main clause is “I had a nightmare” and the subordinate clause is “I did sleep”. The subordinate conjunction is “when” at the beginning sentence. So, it can be called as complex sentence.

S

| When + Subordinate clause + main clause |

Figure 4.139 Complex Sentence

• The tree diagram of main clause

Main clause

NP

<table>
<thead>
<tr>
<th>N</th>
<th>VP</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>had a nightmare</td>
</tr>
</tbody>
</table>

Figure 4.140 Main Clause
r. When the bell rang, I got up without much enthusiasm. (page 169)

- The sentence consist of main clause and subordinate clause. The main clause is “I got up without much enthusiasm” and the subordinate clause is “the bell rang”. The subordinate conjunction is “when” at the beginning sentence. So, it can be called as complex sentence.

```
S
  When + subordinate clause + main clause
```

**Figure 4.142 Complex Sentence**

- The tree diagram of subordinate clause.

```
Subordinate clause
  NP
    N
      I
did sleep

The bell
  VP
    rang
```

**Figure 4.143 Subordinate Clause**
The tree diagram of main clause

Main clause

NP
N
I

VP
V
got up

PP
without much enthusiasm

Figure 4.144 Main Clause

The sentence consist of main clause and subordinate clause. The main clause is “Jacob scooted back beside me” and the subordinate clause is “I rested against a low ridge of rock”. The subordinate conjunction is “where”. So, it can be called as complex sentence.

S
Main clause + where + subordinate clause

Figure 4.145 Complex Sentence

The tree diagram of main clause.

Main clause

NP
N
Jacob

VP
scooted back

AdvP
beside me

Figure 4.146 Main Clause
The tree diagram of subordinate clause.

Subordinate clause

NP  VP
N   VP  PP
I   rested against a low ridge of rock

Figure 4.147 Subordinate Clause

t. He knew that Taha Aki would be waiting for the chance to tell his story. (page 248)

The sentence consist of main clause and subordinate clause. The main clause is “he knew” and the subordinate clause is “Taha Aki would be waiting for the chance to tell his story”. The subordinate conjunction is “that”. So, it can be called as complex sentence.

S

Main clause + that + subordinate clause

Figure 4.148 Complex Sentence

The tree diagram of main clause

Main clause

NP  VP
He  knew

Figure 4.149 Main Clause
- The tree diagram of subordinate clause

```
Subordinate clause
   NP
      N
Taha Aki
   VP
      PP
would be waiting for the chance to tell his story
```

**Figure 4.150 Subordinate Clause**

- The sentence consist of main clause and subordinate clause. The main clause is “icy droplets spattered against my face” and the subordinate clause “the rain began to fall”. The subordinate conjunction is “as”. So, it can be called as complex sentence.

```
S
   Main clause + as + Subordinate clause
```

**Figure 4.151 Complex Sentence**

- The tree diagram of main clause

```
Main clause
   NP
      N
Icy droplets
   VP
       PP
separated against my face
```

**Figure 4.152 Main Clause**
The tree diagram of subordinate clause

Subordinate clause

NP  VP

The rain  began to fall

Figure 4.153 Subordinate Clause

v. If it wasn’t so frightening, it would be seriously annoying. (page 265)

The sentence consists of a main clause and a subordinate clause. The main clause is “it would be seriously annoying” and the subordinate clause is “it wasn’t so frightening”. The subordinate conjunction is “if”. So, it can be called as a complex sentence.

S

If + Subordinate clause + Main clause

Figure 4.154 Complex Sentence

The tree diagram of subordinate clause

Subordinate clause

NP  VP

N

It wasn’t so frightening

Figure 4.155 Subordinate Clause
The tree diagram of main clause

```
          Main clause
           NP       VP
             N       VP  AdjP
                It    would be seriously annoying
```

**Figure 4.156 Main Clause**

**B. Implication of the finding to English Language Learning**

The findings can be used as the authentic materials for English Language Learning especially for learning about grammar that focusing in sentence structure. The result of the research found some example of sentences types based on number of full predications and syntactical features in the real life. For example:

Simple sentence:

Charlie watched my adjustments with pursed lips. (page 5)

Based on the sentence there are some component of sentence and it is consist of syntactical features.
CHAPTER V
CLOSURE

After conducting, presenting, and analyzing the data, in this chapter the writer would like to present the conclusion and suggestion.

A. Conclusion

After analyzing the data of syntactical features, the writer accomplished to the conclusion as follows:

1. Syntax is the study about how the words can be combined together in a sentence. There are many approaches to analyze syntactical features, they are: traditional grammar, structural grammar, and transformational grammar. The writer only focused on structural grammar that related with sentence structure.

   In “Eclipse” Novel, the writer takes 75 sentences that are 35 sentences about simple sentence, 18 sentences about compound sentence, and 22 sentences about complex sentence. All of sentences consist of the syntactic features, starting from structural nodes (e.g. NP and VP) or the branches (e.g. V, N, Adv., etc).

2. The result of this research can be implicated on the English Language Learning. The teacher can use this research as an authentic material to teach grammar. For example: sentence types, especially about Simple Sentence, Compound Sentence, and Complex sentence.
B. Suggestion

After analyzing the data and discussing the result, the writer gives some suggestions to those who might benefit to the result of this research, they are English teacher, English Department students and further research.

a. English teacher

The writer hopes the English teacher can use this study as the authentic material to teach English grammar or structure, e.g. syntax. As we know that grammar is a core in English Language Learning.

b. English Department Students

The writer hopes this research could be one of the references for English Department students in studying syntax especially to more understanding about sentence structure. It can be found in literature, e.g. Novel, Newspaper, Magazine. English Department Students can get some benefits of using Novel for English Language Learning. Novel is not only functioned a reading material, but also as a media of English Language Learning, for example: to increase vocabulary mastery and learn structure.

c. The Further Research

This research could be one of the references in studying syntax and for the other researcher, the writer advice to use the title or topic, but which has not conducted yet. Possibly, the research have same object but have different topic.
Bibliography


http: stepheniemeyer.com/bio.html
CURRICULUM VITAE

Name: Siti Khotimatun

Place/Date of Birth: Kab. Semarang, January 9th 1991

Address: Jl. Wali Ibrohim Rt.02 Rw.03 Pabelan, Kec. Pabelan, Kab. Semarang

Email Address: siti.khotimatun@gmail.com

Phone Number: +6285 640 558 906

Educational Background:
2003 passed from MI Ma’arif Pabelan
2006 passed from SMP N 3 Tuntang
2009 passed from SMK N 1 Salatiga

Organization Experiences:
1. Leader of PIK Sahajasa STAIN Salatiga (2012-2014)

This curriculum vitae has written seriously and be able to responsibility by the writer.

Salatiga, January 14th 2015

The Writer

Siti Khotimatun
NIM: 11310100