

CHAPTER I

INTRODUCTION

In this chapter, the researcher will explain the research context, research focus, research objective, research significance, definition of key terms, previous study, and review of related literature that contains a topic and summarizes which is taken by books, journals, documents, and website to support and comparing with the research.

A. Research context

Languages is a tool for communication. Language can be a spoken language and written language. Language have an important part in human daily life to communicate with other people. Language not just a tool to communicate with others. Language is one of the differences between human and animals.¹ Animals may have a language but, not complex as human language.² Gorys Keraf described language is a group of symbol and that produce by a system of sounds that can communicate people each other. Then, Wardaugh expressed that language is a system of arbitrary vocal symbol used for human communication. Language is a systematic way to expresses an idea and feelings using symbols, gestures, and sounds that have a meaning, based on

¹Leonard Bloomfield, *Language* (London: Compton Printing, 1933), 3.

²ed. Stefanie Jannedy, Robert Poletto, and Tracey L. Weldon, *Language File 6th editions*. (Columbus: Ohio State University Press, 1994), 23.

Webster International dictionary of English Language.³ From all definitions here, it can conclude that language have main function that is a tool for communication between humans and it builds from a group of symbol, gestures, and sound that have a meaning. When people communicate, they do so for various reasons; the four main reasons are: to tell someone of something, to get information from someone, to get someone to do something, and to express one's attitude about something.⁴

Every country in this world has their own language with their own uniqueness. One of the most popular languages is English. In today's global world, the importance of English can not be ignored because English is the most widely spoken universal language.⁵ English is one of universal languages, these language is spoken by people in this entire world. English is known as international languages used for such as in the bussiness and for study abroad. In Indonesia, English is known as foreign language. English is learned by almost everyone in Indonesia. They learned English for some reasons, such as for planning for study abroad.⁶

While in Indonesia there are a lot of *bahasa daerah* or vernacular language and Javanese is one of it. Javanese language is a language that used in East Java province, Central Java, and other region in Indonesia such as West

³Gorys Keraf, Wardaugh, and Webster International Dictionary of English language in Siminto, *Pengantar Linguistik* (Semarang: Cipta Prima Nusantara, 2013), 2 – 3.

⁴MarjolijnVerspoor and Kim Sauter, *English Sentence Analysis: An Introductory Course*. (Amsterdam / Philadelphia: John Benjamins Publishing Company, 2000), 16 - 17.

⁵RjathuraiNishanthi, " Important of Learning English in Today World" *IJTSRD* 3, no. 2456-6470 (November- December, 2018) : 871 DOI: 10.31142/ijtsrd19061.

⁶Fitriyani, D. P. Ramendra, and I. W. Swandana, "A Contrastive Analysis Of Simple Sentences In English And Javanese Language," *LEJU* 1, No. 2 (July, 2018): 63.

Java, Bali, and etc. According to Wedhawati, Javanese language has 75,5 million native speakers and it is in 11th positions of the largest number of speakers of the world.⁷

Sentence is the largest unit of grammar. Sentence is consist of some words that arrangeto form a desire meaning. The word “sentences” is from Latin for “ to feel”. The adjective form of the word “ sentential”. Sentence, traditionally defined as a word or groups of words that expresses a complete idea and that includes a subject and predicate.⁸ Simply, sentence is a group of words that at least have subject and predicate to express complete thought.

Each languages commonly have sentence structure. Structure is the arrangement of amount of elements and relations between the parts or elements of something complex. Sentence structure is an arrangementof some words to make a complete meaning called sentence. Both in English and Javanese language also have sentence strucuture. A group of words can be called as sentence if at least have subject and predicates.

In learning every language, the learners may have some difficulties. Talk about English and Javanese the differences of vocabulary, how to pronounce the alphabet, and based on this research, both language may have a differences on sentence structure. So that, the learners may confused because of this differences.

⁷Wedhawati et al, *Tata Bahasa Jawa Mutakhir (Edisi Revisi)*. (Jakarta : Pusat Bahasa Departemen Pendidikan Nasional, 2006).

⁸MarjolijnVerspoor and Kim Sauter, *English Sentence Analysis: An Introductory Course*. (Amsterdam/Philadelphia: John Benjamins Publishing Company, 2000). 33.

Beside the differences between both languages, in English and Javanese language may have a similarities on their sentence structure. Because of this reason, the researcher interest to analyze the sentence structure of both languages. The aim of this research is to find the similarities and the differences of both sentence structure or can called “ Contrastive Analysis” (the explanation of Contrastive Analysis will be explain later). This research emphasize of the differences between English and Javanese language, which is the main point of the research. Since we know there are various types of sentence, in this research, the researcher will use one type of sentence that is complex sentence. This type of sentence is based on the number of clauses. This research will also use the written expression or written language since the spoken language may not gramatically then the written language. This research can be a new research that can be a reference for other researcher or can be studied by people that have good knowledge of sentence structure.

B. Research Focus

Based on the research context above, the researcher can formulate following the research problem namely:

1. What are the identification of English and Javanese complex sentence structure?
2. What are the similarities and differences between English and Javanese complex sentence structure?

C. Research Objective

Research objective is to find the goal of research and solving the problem encountered by researcher. This statement used in qualitative research to achieve the study.

Based on the research focus above, the researcher state the research the objective the study namely:

1. To know what are the identification of English and Javanese complex sentence structure.
2. To know what are the similarities and differences between English and Javanese complex sentence structure.

D. Significance of Study

The significance of study presents the significance of research in scientific or even in social significant. Scientific significant on develop of science while for social significant is used to improve the issue in the next period⁹. The significant of study is formulated as follows:

1. Theoretical

The researcher hopes the result of this research can help English learners (or the readers) especially Javanese students to reduce their misunderstanding about English sentence structure. Also, to provide more knowledge about English and Javanese sentence structure.

⁹Tim penyusun, *Pedoman Karya Tulis Ilmiah (edisi revisi 2020)*, (Pamekasan: IAIN MADURA, 2020), 31.

2. Practical

a. For the reader

Hopefully this research can be a reference to know what are the similarities and differences of English and Javanese sentence structure and to improve knowledge about it. This research also expected to useful for readers that interest to learn about sentence structure.

b. For the researcher

The result of this study can be used by the researcher for references and to develop knowledge about English and Javanese sentence structure. For the other researcher, it expected can be a reference to make another research about the same topic or the other aspects of English and Javanese language or maybe the other language.

E. Definition of Key Term

Key terms are some word as the key of this research to find the meaning and needed to explain to avoid misunderstanding of the research. Key term is including some words which related with the topic of the research.¹⁰

To avoid misunderstanding for the readers in classifying about the key term, the researcher would like to explain the term use in this research. They are as follows:

¹⁰Ibid

1. Contrastive analysis is an activity to find out the similarities and differences between two languages by comparing both languages in systematic ways.
2. Sentence structure is an arrangement of several elements or words to build a sentence with desired meaning.
3. Complex sentence is a sentence that contains at least one independent and one dependent clause.

F. Previous Study

This research is not new research. Actually, the researcher found several studies that correlated and could be used as a reference to conduct this research.

Lutfia Humaira, conducted a study titled “A Contrastive analysis between English and Indonesian general sentences pattern”, this research was aimed to find the similarities and differences of general sentences pattern in English and Indonesian. The result of this research is in English there are 16 tenses that used in general sentence pattern while in Indonesian did not use tenses, but using adverb of time.¹¹

Another similar study was conducted by Fitriani, D. P. Ramendra, and I. W. Swandana, this is an article, and the title is “A contrastive analysis of simple sentences in English and Javanese language”. The researchers use contrastive analysis to compare and find out the similarities and differences

¹¹Lutfia Humaira, “A Contrastive Analysis Between English And Indonesian General Sentences Pattern”, (Thesis, Universitas Muhammadiyah Sumatera Utara, Medan, 2015)

of both languages simple sentence. The data was collected from English textbooks and Javanese magazines. The result of their research showed there were similarities and differences between Javanese and English simple sentences there are:

(1) Some of simple sentence has similar patterns were SP for verbal sentence and SPO patterns. (2) The major elements were subject and predicator. (3) Javanese language had SP pattern for nominal, adjectival, prepositional, and numeral sentence. While in English there was no pattern. (4) In English, predicator must be in verb phrase: auxiliary verbs, linking verbs, or action verbs. However, In Javanese language, the predicator of a sentence might be in verb phrase, adjectival phrase, and prepositional phrase.¹²

The third previous study is a research titled “Contrastive Analysis between English and Javanese Verbal Sentence,” that has been done by Uswatun Hasanah. The research also want to find out the similarities and differences of English and Arabic verbal sentence. The result of the study are;

1. The similarities between English and Arabic verbal sentence is both of them has a tenses verb, verb that are change based on the time of an activity is done;
2. The differences between English and Arabic are the basic word order. In Arabic structure there are imperative verb, two kinds of pronoun that is connected with verb and separated with verb, verb must in rafa' condition and the object must in nasab condition, and Arabic passive

¹²Fitriyani, D.P. Ramendra, I.W. Swandana, “A Contrastive Analysis of Simple Sentences in English and Javanese Language,” *LEJU 1*, No. 2, (July 2018): 63.

verb where the rules to change active verb to passive is modified with harakat.¹³

The last previous study was conducted by Ike Apriliana Ernawati. The title is "A contrastive study of imperative sentence in English and Javanese language". This research also has the same goals that are to find out the similarities and differences between English and Javanese imperative sentences. The result of this study are both of this language has similarities based on the functions (there are to give a command, a request, an advice, and to express a prohibition) and based on markers (both of them use *please* to show a request, using marker *should* to show an advice, and using *don't* to show a prohibition). While the differences also based on the functions (such as, to express a command, in English using imperative verb while Javanese using imperative verb added by suffix {-a}, {-na}, {-ana}, and {-en}) and based on the markers (such as, in English there is no marker in command while in Javanese there is markers to indicate a command they are suffix {-a}, {-na}, {-ana}, and {-en}).¹⁴

There are the similar previous studies about this research. They have similarities with this study that is all of those studies are used contrastive analysis to compare two languages (1. English and Indonesian, 2. English and Javanese, 3. English and Arabic (verbal sentence), and 4. English and Javanese imperative sentence)) also this research will use contrastive analysis to compare English and Javanese language. While the differences between the

¹³Uswatun Hasanah, " Contrastive Analysis Between English and Arabic Verbal Sentences" (Thesis, IAIN Metro, Lampung), 06.

¹⁴Ike Apriliana Ernawati, "A Contrastive Study of Imperative Sentence in English and Javanese Language"(Thesis, STAIN Tulungagung, Tulungagung), 14 -15.

previous studies and this research lies in the object of the study that are the first studies focus on the general sentence pattern, the second studies focus on simple sentence, the third studies focus on verbal sentence, and the last studies focus on imperative sentence, while this studies will focus on English and Javanese sentence structure of complex sentence. As the researcher said above that this is not a new research since there are a lot of contrastive study, but the research about English and Javanese sentence structure is rarely discussed. So, the researcher interested to discuss this material to be a thesis.

G. Review of Related Literature

1. Linguistics

Since the research is analyzing sentence structure, this cannot be separated from linguistics studies. Linguistics is scientific study of language and branch of linguistics that are phonology, phonetics, morphology, syntax, semantic, and pragmatics.¹⁵ Language is really complex so that linguist makes this disciplines. The word “linguistics” is from Latin word *lingua* that means “language”. Lyons stated that linguistic is scientific study of language. It means that linguistic, like the others science studies, scientific here is meant that the way in investigating and observing its subject is using controlled and empirically verified references to some general theory of language structure.¹⁶

Another expert said, “ *Linguistik adalah ilmu tentang bahasa atau*

¹⁵Suhardi, *Pengantar Linguistik Umum* (Yogyakarta: Ar Ruz Media, 2013), 13.

¹⁶ John Lyons, *Introduction To Theoretical Linguistics* (Cambridge: Cambridge University Press, 1968), 1.

penyelidikan bahasa secara ilmiah,” as stated by Kridalaksana.¹⁷ It can be concluded, the main point of linguistics is a scientific study of language. Language has many features, such as how to produce it, how to arrange some words into a good sentence so that the language can be understandable, and how its words are constructed. By learning linguistics, the learners can know about language deeply. As explained above that linguistics is observing and investigating the features or parts of language.

Sentence structure is one of linguistics subfields, in linguistics can be called as syntax. Syntax is a study of the way sentences are constructed from smaller units and how sentences are related to each other.¹⁸ Syntax comes from Greek that means “a putting together” or “arrangement” of elements in the structure of a sentence. George Yule said that, syntax is focused on the underlying rule system to produce or generate a sentence.¹⁹ Another definition of syntax as stated by Kridalaksana is “*syntax adalah pengaturan dan hubungan antara kata dengan kata, atau dengan satuan yang lebih besar, atau antara satuan-satuan yang lebih besar itu dalam bahasa, satuan terkecil dalam bidang ini adalah kata. Syntax juga dianggap bagian dari gramatika.*”²⁰ According to Jim Miller, syntax has to do with how words are put together to build phrases, how phrases become a clause or bigger phrases, and how clauses and

¹⁷Harimurdi Kridalaksana, *Kamus Linguistik* (Jakarta: Gramedia, 1982), 99.

¹⁸Stefanie Jannedy, *Language Files 6th edition* (Ohio State University press: 1994), 169.

¹⁹George Yule, *The Study of Language 4th edition* (New York: Cambridge University Press, 2010), 96.

²⁰Harimurdi Kridalaksana, *Kamus Linguistik* (Jakarta: Gramedia, 1982), 154.

phrases build together as a sentence.²¹ By learning syntax learners may know how to construct a sentence grammatically to express a complete thought. From all definition of syntax, it can be seen that syntax is a study about how to construct words, phrases, and clauses into a sentence. There are so many theories about syntax, the researcher choose to use theory from George Yule as in Language File, because the researcher have studied used this theory before.

There are various language in this world with their own uniqueness. Linguistics exists to study this uniqueness of a language. Each language may not have similarities in terms of phonetic, morphology, semantic, and in this case is terms of syntax of English and Javanese language. As a language teacher, they must have this knowledge in order to be able to provide precise and clear explanations regarding the language being taught.

Both English and Javanese have their own explanations about the language in linguistics, for example the use of auxiliary verb "to be" in English and in Javanese there is no auxiliary verb "to be". So that's why linguistics have an important roles in learning a language.

2. Contrastive Analysis

Contrastive analysis was proposed by Charles C. Fries on 1945, he declared that “ the most effective materials are those that are based upon a scientific description of the language to learn, carefully compared with a parallel description of the native language of the learner.” Then, Robert Lado made his book titled *Linguistics Across Culture* that become a classic manual

²¹Jim Miller, *An Introduction to English Syntax* (Edinburgh: Edinburgh University Press, 2002), xii.

for practical contrastive studies.²² Contrastive analysis in simple way can be defined as a systematic studies of comparing two or more language to find out the similarities and differences from both language.

Robert Lado claimed that, "The plan of the book rests on the assumption that we can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student."²³

Contrastive analysis have two version, there are strong and weak version. The strong version was claimed by Robert Lado above. This version claimed that contrastive analysis can predict the difficulties of the second or foreign language. In reality this version have difficulties in practice and many errors are not predicted by this version.

While the weak version is proposed by Ronald Wardaugh. The apriori prediction (strong version) of a specific degree of difficulty is not implied by the weak version. This version said that teacher can apply their knowledge to understanding about the difficulties of the target language faced by the learners. It is contrast to the strong version which claimed CA can predict the difficulties of learning second or foreign language. So they suggest the weak version of CA that is contrastive analysis as explanatory function not as the

²²Endang Fauziati, "Contrastive Analysis, Transfer Analysis, Error Analysis, and Interlanguage: Four Concepts One Goal", *ADJES* 1, no. 1-2 (September, 2014): 10.

²³Ronald Wardaugh, " The Contrastive Analysis Hypothesis", *TESOL Quarterly* 4, No. 2(March, 1970): 3.

predictive function or strong version.²⁴²⁵ Also in this research, result of this research expected can explain the difficulties in learning English faced by learners that Javanese as their native language. As explained above teachers can help their students to understanding this difficulties with their knowledge about native and foreign language. So that this research also used the weak version of contrastive analysis to reach the goal that is as explanatory function againts the strong version that is to predict the difficulties in learning other language whether second or foreign language. Since that time, CA is important or needed by both teachers and learners in teaching learning process to ease the difficulties of learning foreign language.

3. Sentence

As stated above in the research context, sentence is a group of words that arrange together to form a desire meaning. In order to produce a good sentence, the sentence has several constituent elements, there are subject, predicate, object, complement, and adverb. Both English and Javanese language have the elements mentioned above. Here are the explanation of each elements in English and Javanese language.

a. Elements of sentence in English

1) Subject

Is usually appear in the first of sentence except in a question sentence. Subject can be a noun (there are person, idea, place, and

²⁴Endang Fauziati, "Contrastive Analysis, Transfer Analysis, Error Analysis, and Interlanguage: Four Concepts One Goal" *ADJES* 1, no. 1-2 (September, 2014), 11.

²⁵Ronald Wardaugh, " The Contrastive Analysis Hypothesis" *TESOL Quarterly* 4, No. 2 (March, 1970), 7.

thing) or noun phrase and pronoun. Its function is as a performer of action, the do-er, or agent in a sentence. Subject is the answer of a question "who" and "what". In conclusion, subject is part of sentence that came first before the other element such as predicate and it can be noun, noun phrase, and pronoun. Example: *She* give me money.

2) Predicate

Is the part of sentence that said something about the subject and usually expresses an action of the subject. In English, predicate is usually consists of verb (it can be main verb, linking verb, and auxiliary verb). Predicate can be a word or a group of words or verb phrase. This element is always come after the subject in a sentence. Example: My mother *go to* the market.

3) Object

Is a word that receives the action of the verb performed by the subject. It usually comes after the verb. Object can be noun and noun phrase. Objects comes into types there are direct object (person or thing as the receiver of the action performed by subject) and indirect object (person or thing that receives the action of the direct object). Object in passive form turns to be the subject. It can conclude that object is a word that receives the action performed by the subject, it comes after the verb or predicate whether direct and indirect object. Example: Johnny eat *rice*.

4) Complement

Complement in English is divided into three, there are subject complement, verb complement, and object complement.

Subject complement is a word or phrase that follows a linking verb (to be: is, am, are, will have been, appear, seem, look, taste, smell, sound, etc) and identifies or explains the subject. Subject complement can be a noun, pronoun, or adjective. Example: Mr. Hendery is a teacher.

Verb complement have a function as an object of action verb. It can be direct or indirect object. Verb complement is a word, phrase, or clause that follows the verb to add more information. Without a verb complement a sentence looks incomplete. This kind of complement appear after a verb or after an object if the verb is transitive verb. Example: She loves dancing.

Object complement is a word that follows a direct object to rename it or state what it has become. Example: She made me sad.²⁶

5) Adverbial

Is a word that will tell us about the place, time, manner, and etc of an action. This element have its own uniqueness, unlike the others element, this element can come in the middle, beginning or ending of a sentence. Example: Ayu arrived *last night*.²⁷

²⁶ Josue Panameno, "Object Complement", LanGeek, accessed from <https://langeek.co/en/grammar/course/667/object-complements> on 4 March 2023 at 12. 31 WIB.

²⁷ ---, "Elements of a Sentence", English Tips blog, accessed from <https://englishtipsblog.wordpress.com/elements-of-a-sentence/> on 4 March 2023 at 12.26 WIB.

b. Elements of sentence in Javanese

Same with English language or sentence, Javanese also have the elements subject, predicate, object, complement, and adverb. In Javanese is named by *jejer* or subject, *wasesa* or predicate, *lesan* or object, *geganep* or complement, and *katrangan* or adverb. Each of this element have the same definition and usage. The differences is in predicate of Javanese sentence it can be verb or verb phrase, adverb, adjective, noun phrase, and prepositional phrase.²⁸ For example:

In English:

She is beautiful, the pattern is S + P (auxiliary verb) + adjective.

While in Javanese: *Dheweke ayu*, have the S + P pattern since in Javanese there is no auxiliary verb as a predicate in English.

The other differences is *geganep* or complement in Javanese, there are just noun and adjective. Also in Javanese complement can be used or not. Complement in Javanese is used when the verb doesn't have an object, used when using an action verb, and appear after an adjective or *tembung kahanan*.

c. Types of sentence in English and Javanese

There are two types of sentences based on the functions and based on the number of clause. Based on the function, there are four sentence types: Declarative, imperative, interrogative, and exclamatory sentence.

While based on the number of clause in English namely simple

²⁸Fitriyani, D.P. Ramendra, I.W. Swandana, A Contrastive Analysis of Simple Sentences in English and Javanese Language. LEJU, Vol.1 No. 2, July 2018. 63.

sentence, compound sentence, complex sentence, and compound - complex sentence. While in Javanese it is namely *ukara lamba* or simple sentence, *ukara camboran sejajar* or compound sentence, *ukara camboran susun* or complex sentence, *ukara camboran raketan* or compound - complex sentence.²⁹

Both in English and Javanese language those sentence have same definition. There are as follows:

1) Simple sentence or *ukara lamba* is sentence that contains one independent clause which can stand alone. This sentence at least have one subject and predicate. Example: My mother is a teacher and *Ibuku kuwi guru.*

2) Compound sentence or *ukara camboran sejajar* is a sentence that have two or more independent clause that combined with coordinating conjunction or semicolon. Each clause can be stand alone or not the part of the other clause. The main clause that followed by the coordinating conjunction can not be moved without changing the meaning or the sentence may not grammatically formed. Example:

- Fira is reading and Ayu is watching television.
- Fira maca buku lan Ayu ndelok televisi.

3) Complex sentence or *ukara camboran susun* is a sentence which have an independent clause and a dependent clause as a constituent

²⁹Rian Damariswara, *Belajar Bahasa Daerah (Jawa)*, (Karanganyar: Surya Pustaka Ilmu, 2020), 95 – 102.

of the main clause and can not stand alone. In this sentence, the dependent clause may have subject and predicate but do not yet have a clear meaning. This sentence is combined with subordinative conjunction. Example:

- I will visit my grandmother after I bake the cookies.

- Udane deres banget akibate tanduran padha rusak.

4. Compound – complex sentence or *ukara camboran raketan* is a sentence that has two complete main clauses connected by the coordinate conjunction ‘and’ and each of these has a dependent clause. Example:

- A tone is what you hear in music and a note is the symbol that you write down for a tone.

4. Complex sentence structure in English language

As explained above both in English and Javanese have the same explanation of the complex sentence. Based on the English Sentence Analysis book³⁰, there are three different types of dependent clause. There are as follows:

a. Dependent clause as adverbial

" Whales cannot breath underwater because they have lungs instead of gills."

³⁰Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis: An Introductory Course* (Amsterdam / Philadelphia: John Benjamins Publishing Company, 2000), 37 - 40.

In this example the dependent clause is the answer why whales cannot breath underwater. The main clause may be can stand alone but the dependent clause is necessary to explain the main clause.

b. Dependent clause as a part of sentence constituent

In this type, the dependent clause modifies the particular noun. The dependent clause is say something about the subject and it must occurs after the subject.

"John, who always kicked the ball hard, is the most popular player"

The sentence "who always kicked the ball hard" can be separate from the sentence and it will still acceptable sentence that contains subject and predicate.

c. Dependent clause as the subject, object, and subject complement or attributes

In this type the main clause is arranged by two dependent clause, so that there is no main clause left when they are left off.

"We all know that John kick the ball hard"

" We all know" as dependent clause as a subject and "that John kick the ball hard" as a direct object.

5. Complex sentence structure in Javanese language

Complex sentence in Javanese is called *ukara camboran susun* that means *kalimat majemuk bertingkat* in Indonesia.

Based on the *Tata Bahasa Jawa Mutakhir*³¹ book, in complex sentence structure in Javanese language there is two relationship between the main or independent clause and the dependent clause. There are syntactic - structural and syntactic - semantic. Here are the characteristics of these two relationship:

a. The characteristics of syntactic - structural relationship:

1) The dependent clause is the part of the main clause, this

point is divided into three types there are:

a) *ukara camboran susun 1*: it contains one main clause and

one dependent clause and here the dependent clause is the part of the main clause.

Example: *Ngatini meruhi menawa Sadewa lagi lara.*

(Ngatini knows that Sadewa is sick)

In this sentence the main clause "*Ngatini meruhi*" and the dependent clause is "*Sadewa lagi lara*". The dependent clause here have a function as object of the main clause.

b) *ukara camboran susun 2*: it contains 1 main clause and

two dependent clause, both of the dependent clause is in the same position.

³¹ Wedhawati, et.al, *Tata Bahasa Jawa Mutakhir* (Jakarta: Pusat Bahasa, 2001)

Example: *Merga ibu tanpa daya, Ibu ora bisa selak nadyan panjenengan ewis sepuh* (karena ibu tidak berdaya, ibu tidak bisa menghindar meskipun ibu sudah tua). The researcher use Indonesian translation because it have the closest structure.

Here, there are three clause, that are one main clause "*Ibu ora bisa selak*" and two dependent clause "*Merga ibu tanpa daya*" and "*nadyan panjenengan ewis sepuh*". The dependent clause here have a function as adverb of the main clause.

c) *ukara camboran susun 3*: in Javanese language there is one more types of complex sentence which is have two dependent clause in difference grades.

Example: *Fira ora bisa turu sebab dheweke kuwatir yen tugase durung mari* (Fira can not sleep because she's worried that her task would not be finished).

Here the first and second dependent clause "*sebab dheweke kuwatir*" and "*yen tugase durung mari*" can not separate each other because the second dependent clause related with the first dependent clause, then both of the dependent clause depends on the main clause "*Fira ora bisa turu*". So that why it called *kalimat majemuk berjurai atau bersusun* because the two of dependent clause are part of the main clause and the second dependent clause is part of the first dependent clause.

2) In a complex sentence the position of the subordinating clause exists can be moved, but some cannot be moved.

Example: a. *Ayu ngomong yen wetenge luwe* (Ayu said that she is hungry)

- *Yen wetenge luwe, Ayu ngomong*

b. *Sambi nangis, Wati numpak sepeda* (while crying, Wati rides bicycle)

- *Wati numpak sepeda sambi nangis*

In sentence A the subordinate clause can not be moved because it will makes nonsense sentence. While the sentence B the subordinate clause can be moved because it still a good sentence.

3) In a complex sentence it may contain "*acuan atau rujukan kataforis*"

Example: *Angger dheweke dipepetake bab katresnan, Nendar mesthi banjur nggiwar.* (Asal dia dipepetkan bab cinta, Nendar pasti lalu menghindar)

The word " dheweke" refers to " Nendar". "*Referensi kataforis adalah referensi yang merujuk silang pada suatu kata atau anteseden yang disebutkan kemudian.*"³²

³²Gusni, "Penggunaan Pemarkah Anaforis Dan Kataforis Dalam Novel Tenggelamnya Kapal Van Der Wijck" (Thesis, Universitas Muhammadiyah Makassar, Makassar, 2015), 11.

b. The characteristics of syntactic - semantic relationship:

1) The dependent clause contains an explanation or secondary information of the main clause.

Example: *Aku dadi curiga aja-aja kowe kepencut Pak Aji* (Saya menjadi curiga jangan-jangan kamu terpikat Pak Aji)

The dependent clause "*aja – aja kowe kepencut Pak Aji*" contain the explanation about the main clause "*aku dadi curiga*".

2) The dependent clause can be replaced with other word that refers the same discussion.

Example: *Ranti uwis teka nalika Ibu duning tindak* (Ranti sudah datang ketika Ibu belum pergi), change to, *Ranti uwis teka wingi* (Ranti sudah datang kemarin)

The subordinate clause "*nalika Ibu duning tindak*", replaced by "*wingi*" that still explain the subordinate clause.

In addition, the syntactic - semantic relationship of the main clause and dependent clause is based on the subordinate conjunction and the meaning of each clause. For example:

a) *Pak Jimin budhal mulang sawise anake mara.*

(Pak Jimin berangkat mengajar sesudah anaknya datang)

b) *Pak Jimin budhal mulang senajan anake mara*

(Pak Jimin berangkat mengajar meskipun anaknya datang)

Sentence A and sentence B are discuss the same condition, but each sentence have different conjunction that are "*sauwise*"and "*senajan*". In sentence A the subordinate conjunction shows adverb of time, while in the sentence B shows an opposite terms.