

ADDITIVE CONJUNCTION CHOICE IN ENGLISH CHILDREN SHORT STORIES: A SYNTACTIC AND SEMANTIC ANALYSIS

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ABSTRACT

The main problem that English as a foreign language (EFL) learners face in reading is to understand the text. To improve this situation, the present writer aims to investigate one of the linguistic devices that is, additive conjunction choice since it can help to understand a unity of the text. Furthermore, this study aims to (1) find kinds of additive conjunctions, (2) describe their semantic functions, and (3) describe the unit of additive conjunction that constructed in sentences in Four English Children Short stories which were written by Enid Blyton. A collection of four short stories was obtained from his works in order to be investigated in terms of Halliday and Hasan's (1976) taxonomy of conjunction. In order to reach the goal, the present writer drawn implications for Syntactic and Semantics study which were offered by Morley (2000), Lyons (1977), Quirk et.al (1992) and Borsley (1992). In addition, the descriptive qualitative method was applied. The Result of this study showed that the simple additive relation was identified, namely; and (additive). Furthermore, the unit of additive conjunction which is constructed in the sentences was noun phrases, verb phrases, adjective phases and sentences. Finally, the results of this study are expected to gain understanding of texts.

KEYWORDS: Additive Conjunction Choice, Syntax, Semantics, English Children Short Story

INTRODUCTION

Basically, we often spend our time by reading some stories in our daily activity since one type of reading is for pleasure in which the activity of reading for enjoyment, and the habit of reading the story has been started since we were kids, whether it is in books, novels, or other. But in fact, sometimes we find some difficulties in understanding the text itself. Especially to understand how the words in the text are arranged so that the text can be understood. It can be caused a sentence that is related to the other sentence in a text will produce a texture or being a good text.

Because of its importance, many aspects of reading have been investigated. And one of linguistic

devices which can help to understand a unity of the text is conjunction. According to Halliday and Hasan (1967), there are four basic types of conjunction. These four categories are additive, adversative, causal and temporal. Yet, in this article the present writer only focuses on how various types of additive conjunction play an important role in establishing the proper link in the organization of a texture and in signalling logical relations in a written text and increase the readability of it.

Several studies, such as Awatade (2013), Hamed (2014) have been done their research in cohesive devices (additive, adversative, causal and temporal). As the present writer explained earlier, this article just focuses on the additive conjunction choice in English children short stories which written by Enid Blyton.

To answer the research questions above, the present writer applies the theory of conjunction which is offered by Halliday and Hasan (1976) that describe how to classify the types of additive conjunctions while Morley (2000), Lyons (1977), Quirk et.al (1992), and Borsley (1992) which are about syntactic and semantic analysis.

Thus, the results of this study are expected to be significant both theoretically and practically. Theoretically, the results would greatly contribute to enrich the theory of additive conjunction. Practically, the results of this study are expected to gain understanding of texts.

LITERATURE REVIEW

Syntactic Approach

Richard et al (1985: 284) states that the study of how words are combined to form sentences and the rules which govern the formation of sentences are called syntax. In addition, Aarts (2001:3) states that syntax concerns with the part of grammar that concerns itself with the structure of sentences. In another words, Syntax deals with the way words are combined into phrases, sentences and supra-sentential constructions and texts. It starts with words as the smallest units, pattern into phrases, phrases into clauses, and clauses pattern into sentences. Further, the purpose of Syntax is to disclose and formulate the rules of the correspondence between the plane of content and the plane of expression in the process of utterance-formation. In a language unit, there is a relationship among the elements that need to be analyzed by syntax. Matthews (1982: 1) in Valin (2001:1) says,

“The term syntax is from the Ancient Greek syntaxis, a verbal noun which literally means ‘arrangement’ or ‘setting out together’. Traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence”.

Syntactic Unit

Syntactic unit is always a combination that has at least two constituents: a wordgroup, a clause, a sentence, and a text. In addition, Nida and Taber (1969:203) quote “Syntax is part of grammar which deals with the structure of phrases, clauses, and sentences.

Sentence

According to Richard (1985: 253) sentence is the largest unit of grammatical organization within which parts of speech (e.g. nouns, verbs, adverbs and grammatical classes (e.g. word, phrase, clause) and said to functions). Furthermore, Sentence is a grammatical unit that is syntactically independent and has a subject that is expressed or, as in imperative sentences, understood and a predicate that contains at least one finite verb. Sentence is the unit that stretches from a beginning capital letter to a concluding full-stop.

According to Morley (2000 : 34) "The sentence is a textual unit which it has been convenient to adopt as the largest grammatical unit for the purposes of syntactic analysis. In meaning terms, the typical role of the sentence is to express one or more ideas or 'propositions' from the ideational component, each proposition being realized by a clause."

For example :

- (1) \\\After John has finished his exams, he is planning a trip abroad.\\\
(Morley 2000:23)

Phrase

Based on Hodges (1961:14), a phrase is a group of related words, without subject and predicate, functioning as a verb, a noun, an adjective or an adverb. In line with Richard (1985:285), a phrase is a group of words which form a grammatical unit. Phrase can be divided to four. They are Adjective phrase, noun phrase, adverbial phrase, verb phrase, and preposition phrase.

Adjective phrase

An adjective phrase is a phrase with an adjective as a head. In addition, Deterding and Poedjosoedarmo (2001:68) states that it a constituent which has an adjective as its head.

For example:

- (2) She was so *very happy*.
Adjective phrase

In example above, *very happy* is an adjective phrase with *happy* as its head.

Noun Phrase

Noun phrases consist of head which is typically a noun and of elements which (either obligatory or optionally) determine the head and modify the head, or complement another element in the phrase.

For example:

- (3) I know *Lucy's Parents*
Noun Phrase

Adverbial Phrase

Adverb phrases are similar to adjective phrases in their structure except that they have an adverb instead of an adjective as their head.

For example:

- (4) I spoke to him *quite often* indeed
Adv phrase

Prepositional Phrase

Prepositional phrase consists of a preposition followed by a prepositional complement which is normally a noun phrase.

For example:

(5) I came here *for coffee*

Prep Phrase

Verb Phrase

Deterding and Poedjosoedarmo (2001:70) states that verb phrases consist of the head of verb together with any auxiliaries.

For example:

(6) We *will have finished* by Tuesday.

Verb phrase

In example above, *will have finished* is a verb phrase with *finished* as its head.

Syntactic Categories

A syntactic category is a set of words and/or phrases in a language which share a significant number of common characteristics. The classification is based on similar structure and sameness of distribution (the structural relationships between these elements and other items in a larger grammatical structure), and not on meaning. In addition, Morley (2000: 31) quotes “*Words are traditionally allocated to one of the following range of word classes: noun, pronoun, article, verb, adjective, adverb, preposition, conjunction and interjection*”.

Conjunctions and their Unit

The conjunction is a word to connect words, phrases, clause or sentences, and so on. Conjunction is not associated with the object, does not explain the word, conjunctions just connect words or sentences and so on. According to Morley (2000 : 43) “ *Traditionally, conjunctions have been seen as grammatical connectors and are classified into two subtypes: coordinating and subordinating conjunctions*”. In addition, Aarts (2001: 46) mentions that Conjunctions belong to a closed class of words that have a linking function. There are two types of conjunctions: coordinating conjunctions (e.g. and, or, but) and subordinating conjunctions (e.g. that, if, whether, for, because, although, when, etc.).

For example:

7. (7) (I bought) [NP[NP a computer] **and** [NP a keyboard]
 8. (8) (These articles were) [AP[AP old] **and** [AP useless]]
 9. (9) [S[S they arrived at 10 a.m] **and** [S they left at 6 P.M]]
- (Aarts, 2000)

Based on the example above, in (7) the conjunction *and* links two unit of noun phrases, while in (8) has coordinated adjective Phrases, respectively. Then, in (9) sentences (Ss) are linked. In details, *and* are referred to as coordinating conjunctions. Aarts (200: 46) says “*The units that are being coordinated we will call conjoins*”. Further, a defining characteristic of conjunctions of this type is that they link units of equal syntactic status, e.g. phrases and sentences. Besides, sentence, noun phrase, and adjective phrase there is another unit such as prepositional phrase, adverb phrase

and verb phrase. Let's see the example as follow:

7. (10) (She) [VP [VP likes tea] but [VP hates coffee]]
8. (11) (The books are) [PP [PP on the table] or [PP in the cupboard]]
9. (12) (He killed the fly) [AdvP [wilfully] and [AdvP quite mercilessly]]
(Aarts, 2000)

Conjunctions can be realized in the form of internal and external. Halliday and Hasan (in Martin, 1992: 180) says "what have been characterized as rhetorical relations here as internal; these relations obtain in the organization of the text itself rather than the organization of the world the text describes. The experiential relations are referred to as external, oriented to what is going on outside the text". Internal relations are rhetorical relations within a text, this relations includes the entire text itself. While external relations are the linkage of a text with something that is outside the text. Internal conjunction is a conjunction that connects two ideas in simplex sentences or ideas in a paragraph, while the external conjunction is a conjunction that connects two ideas in a clause complex.

Semantic Approach

Semantics is the science that studies the meaning of language as stated by Lyons (1977: 1) "*Semantics is generally defined as the study of meaning*". In the dictionary we see that sometimes one word has many meanings, but when the word is used in a sentence, we will know the meaning of the word clearly.

Intuitively, semantic interpretation should help syntactic disambiguation, and joint syntactic–semantic analysis has a long tradition in linguistic theory. In linguistics, semantic analysis is the process of relating syntactic structure, from the level of phrases, clauses, sentences and paragraphs to the writing level as a whole, to their language-independent meaning.

The meaning of Conjunction

Conjunction serves to connect two or more elements of the language. In a story the events describe in one sentence often follow the events described in the previous sentence. If a story is not connected by appropriate and clear conjunctions, the reader will find it difficult to understand a text. According to Paltridge (2000: 135) "*the term conjunction refers to words such as 'and', 'but', 'however', 'finally', 'then', and 'in conclusion' that join phrases, clauses, or sections of a text in ways that express their logical-semantic relationship*".

Conjunctions are categorized by Halliday and Hasan (1976) as additive, adversative, causal, and temporal. Different types of conjunctions link information in different ways. It is important to know which conjunctions establish which types of links.

Additive conjunctions simply add more information to what is already there. Adversative conjunctions is contrary to expectation, it means that adversative conjunction indicate that what follows in some sense opposed to, or contrasted with, what has come before. The causal conjunction indicates the cause or reason of what is being stated in the first of the two sentences. The temporal conjunction indicate events taking place in advance of the others, there are two

events taking place simultaneously, the event occurred during another event or events that take place after the other occurred.

Based on Halliday and Hasan (1976:227) with conjunction, on the other hand, we move into a different type of semantic relation, one which is no longer any kind of a search instruction, but a specification of the way in which what is to follow is systematically connected to what has gone before.

Additive Conjunction

Based on Halliday and Hassan (1976:249), additive conjunctions simply add more information to what is already there. In addition, the additive devices—*and*, *furthermore*, *for instance*, and *similarly* are used to link discourse units of semantic similarity. The additives introduce discourse units which repeat and emphasise the key point or add relevant new information to the previously mentioned expressions.

Further, it has some types. They are (1) Simple additive relation (External and Internal), (2) Complex additive relation (Internal) or emphatic, (3) Complex additive relations (Internal) or de-emphatic, (4) Comparative relation (Internal), and Appositive relations (Internal).

Types of Conjunction

1. (1) Simple additive relation (External and Internal)

Additive : and; and also, and...too.

Negative : nor; and not, not either, neither.

Alternative: or; or else

The words and, or and nor are all used cohesively, as conjunctions; and all of them are classified here as additive. While, the correlative pairs both.....and, either.....or and neither....nor do not in general occur with cohesive function; they are restricted to structural coordination within the sentence.

For example:

(10) She went to the kitchen ***and*** cooked some food.

In the example above additive conjunction *and* is used to add one statement to another. It shows the simple addition relation, the first clause '*She went to the kitchen*' and the second clause '*She cooked some food*' becomes cohesive because there is a conjunction '*and*'. It doesn't express ideas such as contrast, choice or inference. In addition, the coordination relation which is represented by the word *and* may obtain between pairs (or among sets) of items functioning more or less anywhere in the structure of the language. They may be nouns, or nominal groups; verbs, or verbal groups; adverbs, or adverbial or prepositional groups; or they may be clauses. A pair or a set of items which are joined by coordination functions as a single Complex element of structure: as noun complex, nominal group complex, verbal group complex, clause complex, and so on.

1. (2) a. Complex additive relation (Internal): Emphatic
Additive: further (more), moreover, additionally, besides that, add to this, in addition, and another thing.
Alternative: alternatively
- b. b. Complex additive relations (Internal) : De-emphatic
Afterthought: incidentally, by the way
1. (3) Comparative relations (Internal)
Similar : likewise, similarly, in the same way, in (just)
Dissimilar : on the other hand, by contrast, conversely.
1. (4) Appositive relations (Internal)
Expository : that is, I mean, in other words, to put it another way.
Exemplificatory : for instance, for example, thus.

RESEARCH QUESTIONS

Based on the background of the study above, the present writer attempts to investigate the additive conjunction choice in English children short stories which written by Enid Blyton. Hence, the following questions were investigated in this study:

1. What kinds of additive conjunctions are used in English children short stories?
2. What are the semantic functions of additive conjunction used in English children short stories?
3. What are the units of additive conjunction constructed in the sentences of English children short stories?

METHODOLOGY

This study basically uses a qualitative approach in term of descriptive analysis. According to Neuman in Natrio, (2013:446) "*when data are in the form of words, sentences, and paragraphs rather than number, it refers to qualitative research*". Further, it relates to the data of this study based on words and sentences of additive conjunction in English Children Short Stories. Moreover, the data will be taken from Four English Children Short Stories books (*The Astonishing Ladder and Other Stories*) written by Enid Blyton in 2006 . Those four stories are *Mr. Wumble's Treasure*, *Angelina and Toy Balloon* ,*The Seven Crosspatches* and *The Dog, the Cat and the Duck* .

In collecting the data, the researcher does some steps: *firstly*, read some English children short stories written by Enid Blyton. *Secondly*, highlight the the sentences in the Enid Blyton's English children short stories which contain the additive conjunction. *Then*, the characteristics of additive conjunction in the Enid Blyton's English short stories are classified. *Finally*, analyze and describe

the findings.

RESULTS AND DISCUSSION

The collected data were analyzed descriptively based on the theory of conjunction, proposed by Halliday and Hasan, in their book entitled *Cohesion in English* (1976). The analysis starts to find conjunctions types of conjunctions used in the English children short stories by Enid Blyton. And then it is followed by analyzing how the conjunctions are presented. Further, In this type of conjunction, there are only two kinds of item which can be noted from the data source, such as *and* and *andnot*.

Additive Conjunction 'and' as Simple Additive Relation

As the writer explained, the additive devices are used to link discourse units of semantic similarity. The additives introduce discourse units which repeat and emphasise the key point or add relevant new information to the previously mentioned. In details, it can be drawn in the following example of data:

Sentences as the unit of additive conjunction

Data 1:

He took the tin of gold pieces to his wife and she exclaimed in the greatest delight.

[S[S He took the tin of gold pieces to his wife] *and* [S she exclaimed in the greatest delight]].

(Mr. Wumble's Treasure)

The line '*and she exclaimed in the greatest delight*', is an additional information what the speaker has said already. This is an addition to '*He took the tin of gold pieces to his wife*'. This additional information is added to the main information with the help of an additive '*and*'. In addition to this, same kind of relationship is established between two sentences as its unit. the next data are found and they are explained more details as follow:

Data 2

I was digging in the garden, and I found a thin full of gold.

[S[S I was digging in the garden] *and* [S I found a thin full of gold]].

(Mr. Wumble's Treasure)

Based on the example of data above, the conjunction *and* also links two sentences. In line '*I found a thin full of gold*' is an additional information what speaker has said already. Furthermore, this is an addition to '*I was digging in the garden*'. Further, the main information is added by the additional information of the additive conjunction *and*.

The example of data above shows that when *and* is used alone as a cohesive item, as distinct from and then, it often seems to have the sense of "there is something more to be said "or" an alternative interpretation "(Halliday and Hasan, 1976: 245). It can be seen clearly in the following example:

Data 3

The cat would scratch, the dog would bite *and* the duck would pick if you ever tried to make friend with them.

[S[S The cat would scratch, the dog would bite] *and* [S the duck would pick if you ever tried to make friend with them]]

(the dog, the cat and the duck)

The example above shown that the final sentence do not modify any element in the first sentence. It merely adds further information to what as been mentioned in the previous sentence, a kind of discourse, which is linked by conjunction *and*.

In the following data, the present writer also finds the additive conjunction 'and' but the data indicates the different unit of construction. If in the previous data, the unit of discourse is constructed by Sentences, in this data the unit of discouse are constructed by the phrase, that is adjective phrase.

Adjective Phrase as the unit of additive conjunction

Data 4

The balloon got smaller *and* smaller.

(the balloon got) [AP[AP smaller] *and* [smaller]]

(Angelina and the toy balloon)

Data 5

It felt warm *and* comfortable.

(it felt) [AP[AP warm] *and* [comfortable]]

(the dog, the cat and the duck)

Data 6

Everyone wanted to do that because the seven old Danes were mean, bad tempered *and* selfish.

(Everyone wanted to do that because the seven old Danes were) [AP[AP mean] [AP bad tempered] *and* [selfish]]

(the seven crosspatches)

In the example of data (4), (5), and (6) above, the adjective phrase are used alternatively whereas two phrases have been joined by 'and'. such as *smaller* and *smaller*, *warm* and *comfortable* and *bed tempered* and *selfish*. Besides, verb phrase and noun phrase unit construct the additive conjunctions as the following data:

Verb Phrase and Noun Phrase as the unit of additive conjunction

Data 7

Auntie Nora has come *and* wants to see you

(Auntie Nora) [VP [VP has come] *and* [VP wants to see you]]

(Angelina and the toy balloon)

Data 8

She could see the houses and gardens

(she could see) [NP[NP the houses] *and* [NP gardens].

(the seven crosspatches)

Data 9

There were seven chairs *and* a table in one room *and* seven small beds in the other.

(There were) [NP[NP seven chairs] and [a table in one room] *and* [seven small beds in the other]]
(the seven crosspatches)

In data (7), (8), and (9), the use of additive conjunction *and* indicates that the two verb phrase and noun phrase are linked as the element. Further, the data (7) explained that the verb phrase 'wants to see you' is an additional information what speaker has stated previously. while, Auntie Nora has come is the main information.

CONCLUSION

Based on the result of the research of additive conjunction choice in Four English Children Short stories which were written by Enid Blyton, it is concluded that the writer uses only the simple additive relation that is *and* (additive) in his short stories. As the result, the unit of additive conjunction which is constructed in the sentences is noun phrases, verb phrases, adjective phrases and sentences. To conclude, the additive conjunctive relation used by the writer plays a very important role in the organization of text. The present writer also suggests that the future research can be done by analyzing other kinds of conjunctions such as adversative conjunction, causal conjunction and temporal conjunction.

Limitations of the study

This research is going to investigate one of the linguistic devices that is additive conjunction choice used by Enid Blyton at Four English Children short stories. The focus is on the analysis about the kinds of additive conjunctions, semantic functions, and the unit of additive conjunction that constructed in sentence. According to Halliday and Hasan (1976) conjunction can be divided into four namely adversative conjunction, additive conjunction, causal conjunction and temporal conjunction. However, as the writer explained before, this study just focuses on the second types of conjunction, which is additive conjunction.

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