

## Analysis of Sentence Types Found in Stephen Crane's Short Story *A Dark Brown Dog*

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**Abstract.** English is a global language for communication, and it's essential to develop four critical skills: listening, speaking, reading, and writing. In writing, using the right words and sentence structure is crucial. This research analyzed the sentence structures in Stephen Crane's short story *A Dark Brown Dog*. The study employs a descriptive and qualitative approach to explore the roles of different sentence types within the narrative and their potential applications in writing instruction. The data for this analysis was derived from Stephen Crane's short story *A Dark Brown Dog*. The results showed that there are four types of sentences in the story. Out of 144 sentences, 69 are simple (47.22%), 11 are compound (7.64%), 51 are complex (35.41%), and 14 are compound-complex (9.72%). These sentence types can help teach writing.

**Keywords:** Sentence types, Short story, Teaching writing

### 1. INTRODUCTION

Language plays a crucial role in our lives, enabling people to interact and communicate with one another. Language can unite people from different tribes, races, regions, and religions. In this world, people can find various kinds of language, one of which is English.

English is a global language spoken by people from various countries who want to communicate with one another. It is utilized in numerous fields, such as education, science and technology, entertainment, and literature. English has specific aspects like grammar, vocabulary, and pronunciation in education [1], [2].

English writing requires careful attention to word choice, syntax, coherence, and general organization. Practical word choice, grammar, coherence, and generic structure should all be considered in written English writings. Grammar is one of the linguistic components that students must grasp to increase the precision and originality of the language they use for communication [3]-[5]. It will facilitate reading the material. It concerns every single sentence that makes up a paragraph, not just the paragraphs as a whole. Every sentence in a paragraph should support the main idea of the paragraph because a sentence type completes a sentence effectively, it cannot be deleted from the language [6]-[8].

Words and structure are essential in language learning, as they reflect the accuracy of the language. English learners should grasp grammatical aspects such as verbs, adjectives, nouns, articles, prepositions, and gerunds. A strong understanding of these elements will enable students to construct meaningful sentences and communicate effectively [9], [10].

Students need help with writing in English classrooms, particularly when analyzing short stories. Many students need help with vocabulary and sentence construction. The researcher is eager to explore a short story in this thesis. Short stories typically use more straightforward vocabulary than novels, making them more accessible for students. As a result, short stories can become a valuable tool for educators to teach English, especially in writing. In this thesis, Stephen Crane's short story will be examined.

### 2. LITERATURE REVIEW

#### *Sentence Types*

A sentence is a collection of words with at least one subject and verb expressing a whole notion [11], [12]. There are four categories for sentences: There are four types of sentences: simple, compound, complicated, and compound-complex.

### ***Simple Sentence***

Simple sentences have a subject and a verb. Examples of optional but appropriate extras are adverbs, complements, and objects. There are verbs which demonstrate that simple sentences feature extra patterns, such as Subject-Verb Verb and Subject-Subject-Verb Verb, indicates that simple sentences only have one subject-verb combination (Subject-Verb). A statement like "Transformers film entertained and thrilled audiences everywhere" would still be considered essential when using the Subject-Verb-Verb structure. On the other hand, it may be viewed as a complex sentence from another angle [13].

A simple sentence consists of one subject and one predicate, although either or both may be compound. For example, the lines *Kana, Kartina, Kartono, and Danu have many topics.*

Two or more simple phrases or two separate clauses united by coordinators (such as and, but, so, and or) creating a compound sentence. A compound sentence comprises two or more independent clauses, each of which might constitute a simple phrase. In essence, it is a statement made up of several separate provisions.

Three conjunctions are used in compound sentences: a. semicolon (;) as punctuation; b. they are coordinating conjunctions, which include for, and, nor, but, or, still, so, and c. Conjunctive adverbs include the following: also, likewise, moreover (addition), otherwise (condition), accordingly, accordingly, thus, then, therefore (outcome), then (time), nevertheless, still (concession).

The line, "Part of the search party went to the right; the rest went to the left," is an example of how to use this concept. Another example of a conjunctive adverb is *Mike not attending school because he was ill.* In addition, "*Mike was sick, so he didn't come to school*" makes use of a coordinating conjunction. These examples show how semicolons, conjunctive adverbs, and conjunctions are used in compound sentences to join two or more simple phrases.

### ***Complex Sentence***

Sentences with one independent clause and one or more dependent clauses are called complex sentences. Relative pronouns or subordinates are used to connect these sentences. One component of a complicated sentence is autonomous and self-contained, whereas the second clause depends on the main clause for meaning. A problematic sentence has numerous predications since each phrase has its subject and predicate. The dependent clause requires the main clause to fully understand the independent (or primary) clause, which operates similarly to a simple phrase. Relative pronouns like "who," "which," or "that," as well as subordinating conjunctions like "although," "because," "if," "when," and "since," are used to link dependent clauses to the main sentence.

Dependent clauses can function as adverbs, adjectives, or nouns. Finally, a complicated sentence is one independent clause that uses a subordinate conjunction or relative pronoun:

*The farmer did not spot the hoe he had left there the day before when he arrived at his property.*

*Henry and Mary had a drink in the adjacent café shortly after they had finished their studies.*

It is clear from the explanation and examples of complex sentences that a complex sentence consists of two different kinds of clauses: the subordinate (or dependent) clause, which adds details but is unable to stand alone, and the principal (or independent/central) clause, which expresses a complete idea. In conveying a whole concept, each phrase's subject, predicate, and finite verb must be united.

### ***Compound – Complex Sentence***

Sentences with at least three clauses that may blend independent and dependent clauses are called compound-complex sentences. Both coordinating and subordinating conjunctions are used to join these phrases.

Furthermore, there are guidelines for punctuating complicated statements with commas: When a dependent clause appears first, a comma should be used to separate the clauses. They are using a comma to separate independent clauses when they appear first. A compound-complex sentence is the combination of a complicated sentence and a compound sentence with one or more dependent clauses.

*While many students drive their automobiles to college, others choose to use public transit instead of paying for parking on campus.*

*Students must purchase a permit in order to park on campus; otherwise, the campus will tag their vehicles.*

As the first phase demonstrates, "because" presents a reason, but the coordinating conjunction "but" implies opposition. Generally, a comma comes before a coordinating conjunction, particularly in longer sentences. Experienced English listeners frequently notice a small break in the second phrase.

### ***Teaching Writing***

Finish their tasks and homework, especially for elementary and intermediate students [14]-[16]. During a learning exercise in the classroom, the instructor usually spends time discussing the material while the students pay attention and take notes [17]-[19]. This point of view is frequently called a conventional or teacher-centered approach to education. In contrast, the view is that learning is a productive process in which students actively generate their information instead of passively absorbing it from the instructor [20].

Consequently, this standard instruction approach is rejected by Piaget and Dewey's theory because educational solutions focusing on active learning could be more efficacious [20] [21]. Therefore, the instructor must decide on and use the best teaching strategy to teach the subject. For teachers, it is crucial to specify the strategy to be employed in the classroom because it shapes their viewpoint on the learning process [22]-[24]. As a result, the effectiveness of writing instruction in the school can be significantly impacted by the choice of approach. The two main categories of learning approaches are the teacher-centered approach [25], [26].

### ***Short Story***

A short story is a narrative that is difficult to read in one sitting and usually lasts between thirty and two hours. This is not the case with novels. Short stories concentrate on one succinct facet of fiction., Short stories are typically literary works between 750 and 10,000 words long that take the style of fictitious prose. The story's components demonstrate their cohesiveness and are comparatively brief and narrowly focused [27].

In this study, the authors analyzed the intrinsic elements in short stories. The aspects composing the literary work are intrinsic elements [28], [29]. When reading a scholarly work, these features become apparent as they are fundamental to its nature. The theme, narrative, characterization and character development, background or location, point of view, linguistic style, and moral lesson are examples of intrinsic aspects [29]-[31].

### ***Related Research***

Sentence Types analysis has been the subject of some research. The first previous study. To understand their frequency, this study examined the different kinds of sentences in News Item texts [33]. The study discovered that simple sentences and usage of compound sentences.

In the second study was aimed to identify and compare the types of sentences used in conference abstracts and determine their percentages [34]. the next study was about to find the intrinsic meaning in the sentence [34]-[36],

## **3. Research Method**

### **Research Design**

Descriptive research aims to accurately describe current practices, including how teachers teach, how students learn, and how the classroom looks at a specific time [38]. Because of its topic, the research reported falls within the category of descriptive qualitative study.

### **Data Source**

In the study, data refers to all of the activities involved in carrying out the study; it is not just data or figures [39]. This covers the transcripts of interviews, research findings, daily notebooks, images, and paperwork. The short story *A Dark Brown Dog* by Stephen Crane serves as the study's data source. The data in this study is made up of the many sentence forms that can be found in this story.

### **Unit of Analysis**

In research, one component being measured or investigated is referred to as the unit of analysis[40]. In this research, the sentence serves as the analytical unit, with an emphasis on the many kinds of sentences found in the text.

### ***Instrument of the Research***

In qualitative research, the researcher is usually viewed as the primary instrument. Since the study examines ill-defined features with unclear challenges and expected outcomes, the researcher is crucial to data collection, analysis, and interpretation. The primary tool for this investigation is, therefore, the researcher herself [40].

### ***Technique of Collecting and Analyzing Data***

The researcher first researched the short story *A Dark Brown Dog* Internet to gather data. After carefully reading the narrative, the researcher chose sentences for analysis that included a variety of sentence forms. In the meanwhile, the researcher used the following steps to analyze the data; identifying the sentences that belong to the four sentence types, categorizing the sentence types found, counting the number and the percentage of the sentence types found, and applying the findings in teaching writing.

## **4. FINDINGS AND DISCUSSION**

In this part, the researcher uses Ozhima and Hague's theory to examine sentence types. Among the identified sentence types are simple sentences, compound sentences, complex sentences, and compound-complex sentences. The objectives of certain sentence forms are listed in the following table.

Table 1. Types of Sentence found in *A Dark Brown Dog*

No	Sentence Types	Quantity of Sentence Types	Percentage (%)
1	Simple Sentence	68	47,22%
2	Compound Sentence	11	7,64%
3	Complex Sentence	51	35,41%
4	Compound-Complex Sentence	14	9,72%
Total		144	1005

The primary component of this research is discussion. Here, the researcher presents the findings from her study, identifying the sentence types of the theory-based short tale. The researcher discusses the sentence forms seen in Stephen Crane's short novel *A Dark Brown Dog* and how they might be used to instruct writing.

The sentence structures in *A Dark Brown Dog*, a short tale by Stephen Crane

### **Simple Sentence**

*A child was standing on the corner of the street (P, L1)*

"A child was standing on a street-corner" is recognized as a simple sentence based on the previous phrase. It has three parts: an adverbial phrase ("on a street-corner"), a verb ("was standing"), and a subject ("A child"). This sentence structure illustrates a basic subject-verb-noun construction, where the verb is modified by the optional adverbial aspect that indicates the action. Page one is denoted by the code P1, and Line one by the symbol L1.

*Trucks that were clanging together passed past it vaguely. (P1, L4)*

The statement "Clattering trucks moved with indistinctness through it" is a simple sentence based on the previous line. The sentence has two prepositional phrases (through it and with indistinctness) that serve as adverbial constructions to give details about the place and mode of the action of moving, together with a subject (clanging trucks) and a verb (moved).

*The child stood dreamily gazing (P1, L4)*

On this sentence, the sentence “*The child stood dreamily gazing*” is a simple sentence. The sentence composed of a subject (*The child*), a verb (*stood*), an adverb (*dreamily*) that modified the verb, and a present participle (*gazing*) that complements the verb by describing the action in more detail.

### **Compound Sentence**

*He came to a stop in front of the youngster, and they looked at each other (P1, L8).*

In the compound sentence above, *He stopped in front of the youngster, and the two looked at each other*. This statement consists of two separate components. The coordinating conjunction and connects the two sentences.

*After a brief period of hesitation, the dog moved his tail a bit forward (P1, L8).*

Regarding this phrase *After a brief period of hesitation, the dog moved his tail a bit forward* in complex sentences. This statement consists of two separate components. The two separate sentences are joined by the word *but*.

*Although she had clothespins stuck in her mouth, she let out a kind of outcry with her arms (P2, L50).*

Regarding the preceding phrase *Although her mouth was full with clothespins, her arms released a complex phrase that seemed to be an exclaim*. This statement consists of two separate components. Through a coordinating conjunction *and*.

### **Complex Sentence**

*The dog's enthusiasm increased during the conversation, culminating in his joyful cawings (P1, L11).*

This sentence is considered complicated since it consists of one independent clause and one dependent clause. The dependent clause is then joined to the subordinating conjunction until it is no longer able to function as a full sentence on its own. A sentence *With each passing second of the interview, the dog's enthusiasm increased; eventually, he grew so delighted that he threatened to topple the child, which is a dependent clause*.

*During one of these pauses, he observed the little, dark-brown dog that appeared to be following him (P1, L27).*

This sentence consists of one independent clause and one dependent clause. A complex sentence is created when the dependent phrase joins with the relative pronoun *who*. A phrase *He observed the little, brown dog* is an independent clause. A dependent clause has the feel of a footpad and comes after the sentence's main body.

*The boy repeatedly turned and thrashed the dog on the way to his house, announcing with naive movements that he thought the dog was worthless and inconsequential, only valuable for a fleeting moment. (P1, L33)*

One independent clause, one dependent clause, and one subordinating conjunction to connect the dependent clause make up this phrase. A sentence *The boy repeatedly turned and thrashed the dog* in an independent clause on the way to his house.

### **Compound-Complex Sentence**

*Sunshine beat upon the cobbles, and a lazy summer wind raised yellow dust which trailed in clouds down the avenue (P1, L2).*

Two separate clauses join with the subordinating conjunction *and* in this sentence. One dependent clause follows. The two independent phrases in dispute are "a lazy summer wind raised yellow dust" and "Sunshone beat upon the cobbles." A dependent clause is one that followed the clouds down the avenue.

*He took the blows with great humility, and after the youngster had done it, he immediately forgave his companion and prepared to stroke the child's hand with his tiny red tongue (P3, L67).*

The coordinating conjunction and connects the two separate clauses in the previous phrase. Section *He took the blows with great humility, and after the youngster had done it, he immediately forgave his buddy and prepared to stroke the child's hand with his tiny red tongue* a move known as an independent clause. Additionally, one of the independent sentences states that he was prepared to touch the child's hand with his little red tongue and that he immediately forgot his friend once the youngster finished.

### ***The application of Sentence Type found in Stephen Crane's Short Story A Dark Brown Dog in Teaching Writing***

Teaching involves guiding students through a study material. Teachers can make writing lessons more engaging by using various media. One effective type of media is the short story, which can particularly inspire students and enhance their understanding of English.

When teaching writing, the teacher introduces the subject by using a short story as an example. The teacher explains different sentence types, their functions, and how to apply them in sentences, providing examples as needed. Students are then assigned to find and identify sentence types in the short story. Specifically, the teacher explains the various sentence types found in Stephen Crane's short story *A Dark Brown Dog* to the students.

In this discussion, the teacher used the material on sentence types to motivate teaching writing. As a resource for clarification and facilitation, the teacher provided Stephen Crane's short story *A Dark Brown Dog* as the media for the lesson. The teacher then asked the students to identify and analyze the different sentence types found in the short story.

A lesson plan is essential for any qualified teacher, serving as a detailed guide for educating students. The researcher aims to create a lesson plan to implement teaching writing about sentence types. The lesson plan is provided here.

## **5. CONCLUSION**

Based on the data analysis and conclusions, the researcher identifies four types of sentences in Stephen Crane's short story *A Dark Brown Dog*: 68 simple sentences (47.22%), 11 compound sentences (7.64%), 51 complex sentences (35.41%), and 14 compound-complex sentences (9.72%). Simple sentences are the most frequently used type of short story.

The analysis of sentence types in Stephen Crane's short story *A Dark Brown Dog* can be effectively applied in teaching writing. A short story can serve as a valuable tool for writing practice. Teachers can use the material on sentence types to help students practice and enhance their writing skills.

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