

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF CONSECUTIVE CLAUSE ON *THE LAST LECTURE*  
NOVEL OF RANDY PAUSCH**

**By :**

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**DEPARTMENT OF ENGLISH EDUCATION FACULTY  
TARBIYAH AND TEACHER TRAINING**

**STATE INSTITUTE ISLAMIC (IAIN) METRO  
1443 H/ 2022M**

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF CONSECUTIVE CLAUSE ON *THE LAST LECTURE*  
NOVEL OF RANDY PAUSCH**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

By :  
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**STATE INSTITUTE ISLAMIC (IAIN) METRO  
1443 H/2022 M**



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**APPROVAL PAGE**

*Assalaamu'alaikum Wr. Wb*

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*Wassalaamu'alaikum Wr. Wb*

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*Assalamu'alaikum, Wr. Wb*

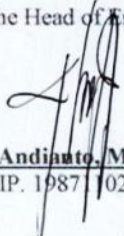
We have given guidance and enough improvement to research thesis script which is written by:

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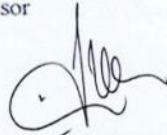
It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr.Wb*

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*Assalamualaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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**RATIFICATION PAGE**

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**ANALYSIS OF CONSECUTIVE CLAUSE ON *THE LAST LECTURE*  
NOVEL OF RANDY PAUSCH**

**ABSTRACT**

By :Wahyu Safitri

This study aims to analyze the use of the consecutive clause in the novel by Randy Pausch entitled *The Last Lecture* and to find out the types of dominant consecutive clauses in the novel *The Last Lecture*. The researcher analyzes this phenomenon because the researcher wants to raise the phenomenon of the use of grammatical material in literary works. Therefore, this research is expected to be useful for learning grammar in teaching English so that students become more interested.

This research method is a qualitative research in the form of library research which is examined from the novel *The Last Lecture* by Randy Pausch. The main source of this research is the entire chapter consisting of chapters I-VI of the novel *The Last Lecture* by Randy Pausch. Researchers use documentation in collecting data.

In addition, the results of the first study regarding the use of consecutive clauses in *The Last Lecture* novel concluded that the use of consecutive clauses in *The Last Lecture* novel was dominated by inappropriate use because the largest presentation (61%) referred to inappropriate use. Furthermore, the results of the second study are about the types of dominant consecutive clauses in *The Last Lecture* novel, namely the type *so*.

***Keywords: consecutive clause, literary works, library research.***

# **ANALISIS KLAUSA BERURUTAN PADA NOVEL *THE LAST LECTURE* KARYA RANDY PAUSCH**

## **ABSTRAK**

By :Wahyu Safitri

Penelitian ini bertujuan untuk menganalisis penggunaan *consecutive clause* dalam novel karya Randy Pausch yang berjudul *The Last Lecture* dan untuk mengetahui macam-macam tipe dominan *consecutive clause* yang ada dalam novel *The Last Lecture*. Peneliti menganalisis fenomena tersebut karena peneliti ingin mengangkat fenomena penggunaan materi grammar pada karya sastra. Oleh karena itu, penelitian ini diharapkan bermanfaat bagi pembelajaran grammar dipengajaran bahasa Inggris sehingga siswa menjadi lebih tertarik.

Metode penelitian ini adalah penelitian kualitatif yang berupa *library research* yang diteliti dari novel *The Last Lecture* karya Randy Pausch. Sumber utama penelitian ini adalah keseluruhan bab yang terdiri dari bab I-VI dari novel *The Last Lecture* karya Randy Pausch. Peneliti menggunakan dokumentasi dalam mengumpulkan data.

Selain itu, hasil penelitian yang pertama adalah tentang penggunaan *consecutive clause* dalam novel *The Last Lecture* disimpulkan bahwa penggunaan *consecutive clause* pada novel *The Last Lecture* didominasi oleh penggunaan yang tidak tepat dikarenakan presentasi terbesar (61%) mengacu pada penggunaan yang tidak tepat. Selanjutnya, hasil penelitian kedua adalah tentang macam-macam tipe dominan *consecutive clause* dalam novel *The Last Lecture* novel yakni tipe *so*.

***Kata Kunci: klausu berurutan, karya sastra, riset perpustakaan.***



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Wahyu Safitri

St. Number : 1701070148

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It state that this undergraduate thesis is originally the result of the writer's research, in expectation of certain parts which are expected from the bibliography mentioned.

Metro, June 28<sup>th</sup> 2022  
The Writer,



WahyuSafitri  
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## ORISINALITAS PENELITIAN

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Nama : Wahyu Safitri  
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 28 Juni 2022  
Yang Menyatakan,



Wahyu Safitri  
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## MOTTOS

أَطْلُبُوا الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّحْدِ

**“Seek knowledge from the cradle to the grave.”**

*(Mahfudhat: Imam Syafi'i)*

*There is no point in being sad all the time since Allah is always with you, so there is no need to be worry and be afraid.*

*(Wise Word)*

## **DEDICATION PAGE**

I dedicate this undergraduate thesis to:

1. Allah SWT, because without Him I am nothing so I can finish my thesis
2. My beloved parents, Mr. Syamsuddin, and Mrs. Sanimah who always give me support, motivation, inspiration, and their prayer in the process of writing and counseling this undergraduate thesis.
3. My dear brothers, Wahyuda and Jaymuda who are the references so that I can be the best role model for them.
4. My beloved all of my family.
5. My best friends, they are, Ayu Suryani Tohir, Arikah Husna, Linatul Khasanah, Ayu Sufi Nuria, Eka Nurrohmah, Pungky Galuh Adityas, and Rohawa Sari who always help me and support me in finishing this thesis.
6. My almamater IAIN Metro.

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*Bismillahirrohmanirrohim.*

Praise and gratitude, thanks to God, the researcher expresses the presence of Allah SWT who has bestowed His grace and guidance, so that the researcher can complete the writing of this proposal, with the preparation of a thesis entitled: An Analysis of Consecutive Clause, as one of the requirements to complete undergraduate education.

In the completion of this thesis, it is undeniable that it took hard work, persistence and patience to complete the work of this thesis. However, without realizing it, this work would not have been completed without the beloved people around me who support and help. My deepest thanks go to:

1. Mrs. Dr. Siti Nurjanah, M. Ag., PIA Rector of the State Islamic Institute (IAIN) Metro.
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May all goodness and help all get the blessing of Allah SWT. However, the author realizes that the preparation of this proposal has not yet reached perfection. Therefore, the researcher humbly expects criticism and suggestions from various parties for its perfection. Hopefully this proposal can be useful for researchers themselves and for readers in general.

Metro, June 28<sup>th</sup> 2021  
Writer,



**Wahyu Safitri**  
St. Number 1701070148

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Language consist of two types, namely spoen language and spoken language write. Spoken language is the type of language that we always use when interacting with other people. Spoken language is spontaneously without the concept of correct sentence structure. However, this is fine as long as the speech and the speech partner are mutually exclusive understand and the information that can be conveyed by correct.

Learning a language means learning to use the language to communicate both in oral form (listening and speaking) and written form (reading and writing). Learning a language particulary learning english, involves four basics skill. Beside the language skills, english has some aspect which can be taught to the students. Those aspect are vocabulary, pronunciation and grammar. They are called language aspect. In order to learn English well, both the language skill and language aspects are interrelated each other.

In learning english, language skill and language aspects cannot be separated. Language aspects can complite the language skills. To learn english the students should be able to use appropriate basic structural patterns and master grammar and vocabulary. Grammar is structure and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate

because they intuitively know the grammar system of that language that is, the roles of making meaning. Student who are the native speakers have already knew about english grammar and how to use it properly. They recognize the sounds of english words, the meaning of those words, and the different ways of putting words together to make meaningful sentences. However, no matter how good the students in english, they still need to learn how to transfer they knowledge of grammatical concept from spoken to written language.

The main function of grammar is so that we can make sentences correctly neat word structure, making it easier for people to understand what we mean. Grammar is used in official platforms where grammar is very helpful for making official writings such as newspapers, scientific riches, magazines that are standard in nature. Grammar is also useful in official speeches as well as world leaders giving speeches.

Grammar is one of the important components in english that absolutely should not be ignored. In order to have good english skills, we must learn grammar. Along with a good mastery of vocabulary and phrases, grammar is a support in speaking and writing english. Some of the benefits of learning grammar are easy to understand sentences and paragraphs in english, can communicate well and fluently, without obstacles in formal interests, and by mastering grammar we can give color to every word and writing.

One of the grammar material is clause. In grammar, a clause is the smallest grammatical unit that can express a complete proposition. A typical clause consists of a subject and a predicate, where the predicate is typically a



verb phrase – a verb together with any objects and other modifiers. A clause is a sentence or a part of sentence having a subject and a finite or principal verb. A clause is a group of related words containing a subject and a verb. A clause can be usefully distinguished from a phrase, which is a group of related words that does not contain a subject-verb relationship.<sup>1</sup>

One of the important topics of grammar material in writing is the consecutive clause. A Consecutive clause is a form of conjunction which expresses an opposite condition between the two words or sentences. Consecutive clause functions to combine words with words, phrases with phrases, sentences with sentences, clauses with clauses and paragraphs with paragraphs. Consecutive clauses are grouped into 2 forms, namely, intra-sentence, and the relationship between sentences.

This research begins by reading the novel the last lecture, in the first few pages the consecutive clause of the type of *so* has been found and the author thinks that in the next chapter there will be a lot of inappropriate use of consecutive clauses in *the novel The Last Lecture*.

In line with the explanation above, the writer intends to examine more deeply the use of consecutive clauses, so that the writer will conduct a qualitative library research entitled *An Analysis of Consecutive Clause on the Last Lecture Novel of Randy Pausch*.

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<sup>1</sup>Mohammad Mozammel Haque, "Clause and Sentence: Correlation and Correspondence," *International Journal of Innovation and Research in Educational Sciences*, no.2 (2017):123.

## **B. Research Questions**

The writer determined some research questions, as follow:

1. How is the use of the consecutive clause in the last lecture novel?
2. What is the most dominant type consecutive clause used in the last lecture novel?

## **C. Objective and Benefits of the Study**

### 1. Objectives of the Study

Based on the research question, the writer determines the objectives of this research, among others:

- a. To analyze the use of the consecutive clause in the last lecture novel
- b. To identify the most dominant type of consecutive clause in the last lecture novel

### 2. Benefits of the Study

The writeris expected to provide benefits is not only to writers but also to novel readers and other writers.

#### a. For the Readers

This research is useful for readers to inform them about the use of the consecutive clause in the last lecture and the most dominant type of consecutive clauses in the last lecture. By knowing this, readers can respond to it by understanding the concept of consecutive clause well and practicing applying it to get better quality literary writing.

b. For the OtherWriter

This research is expected to provide benefits to other writers in providing information related to the same research topic, namely the consecutive clause in the novel. Through this research, other Writer are expected to obtain user input related to consecutive clause not only in the form of the theory but also at the technical level of consecutive clauses research in novels. Therefore, this research is expected to be a useful reference for other writers.

#### **D. Prior Research**

This research will be conducted by considering several prior type of researches. The first prior research was conducted by Daisy O. Almaden with the title research *Analysis Of The Topical Structure Of Paragraphs Written By Filipino Students*.<sup>2</sup>The method used in the research is qualitative library research and the research objectives are to investigates the topical progression in paragraphs written by Filipino ESL students. While the research results are it was found that parallel progression was most frequently used in the paragraphs, followed by extended and sequential progressions. The extended sequential progression was least used.

This research has similarities and differences with the first prior research. The similarity between these two studies lies in the research method, namely the qualitative library research. While the difference lies in the

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<sup>2</sup>Daisy O. Almaden, "An Analysis Of The Topical Structure Of Paragraphs Written By Filipino Students," *The Asia-Pacific Education Research* 15, no.1 (2006), p.197.

objective research. This is because this study aims to analyze the use of the consecutive clause in the last lecture novel and to identify the types of the consecutive clause in the last lecture novel. Meanwhile, the objectives of the first prior research include. This study investigates the topical progression in paragraphs written by Filipino ESL students.

The second prior research was conducted by Indstrom et al with the title of research *Consecutive Clause Combinations in Instructing Activities: Directivities and accounts in the context of physical training.*<sup>3</sup> The method used in the research is qualitative library research and the research objectives are to investigate the formatting of instructions in physical training with personal trainers or physiotherapists. While the research results are instructions are grammatically formed of consecutive clause combinations in which the directive part is declarative or an imperative.

This research has similarities and differences with the second prior research. The second equation of this research lies in the research method, namely the qualitative library research. While the difference lies in the research objectives. This is because this study aims to analyze the use of the consecutive clause in the last lecture novel and to examine the types of the consecutive clause in the last lecture novel, while the objectives of the second prior research include: investigates the formatting of instructions in physical training with personal trainers or physiotherapists.

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<sup>3</sup> Jan Lindstrom et al, "Consecutive Clause Combinations in Instructing Activities : Directivities and accounts in the context of physical training," *Journal of pragmatics* 32, no.9 (2020):

The third prior research is carried out by Luís Filipe Cunha, António Leal, and PurificaçãoSilvano by the research title *Some Issues On Quantification In Consecutive Clauses*.<sup>4</sup>The method used in this research is a qualitative library research, the research objective is aimed in this paper is to propose a semantic analysis of finite subordinate consecutive sentences in European Portuguese grounded on quantificational issues. While the research results are the data suggest the existence of three different types of quantificational consecutive sentences corresponding to quantification over individuals (objects).

The research has similarities and differences with the third prior research. The similarity between these two studies lies in the research method, namely the qualitative library research, and the difference lies in the research objective, this is because this study aims to analyze the use of the consecutive clause in the last lecture novel and to identify the types of the consecutive clause in the last lecture novel. While the objectives of the third prior research, among others, aim in this paper is to propose a semantic analysis of finite subordinate consecutive sentences in European Portuguese grounded on quantificational issues.

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<sup>4</sup>Luís Filipe Cunha, António Leal and PurificaçãoSilvano, "Some Issues On Quantification In Consecutive Clauses," *verbum* 39, no. 3, (2007): 319-333.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. The Concept of Literature

##### 1. The Definition of Literature

The term literature has come to describe competence in a specialfield, such as computer or math literacy, and includes many types or multiple literacies, such as visual, media, cultural, and workplace, to name a few<sup>5</sup>. In other word, literature not only contains expressions of human in the form of written or oral works based on thoughts, opinions, experiences, and feelings but literature also covers various aspect such as in the fields of computers and mathematics which are divided into several points of view such as media, visual cultural and work plane.

Literature is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literature is the ability to read and write with understanding a simple statement related to one's daily life. It involves a continuum of reading and writing skills, and often includes also basic arithmetic skills (numeracy)<sup>6</sup>. That means Literature is the ability to understand simple things that occur in everyday life that involve basic arithmetic so that students are able to developed writing and reading skills

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<sup>5</sup>Nancy L.C, Joan P. Gipe, and Marcy M, Literacy In Grades 4-8 Best Practice for A Comprehensive Program (New York: Holcomb Hathaway, 2017), 2.

<sup>6</sup>Norelkys Espinoza Matheus and MariCarmen Pérez Reyes, 2009, A Literacy Integral Definition, *Human Aspects of Technology*,5, 2446



by utilizing printed and written media so that students can easily understand, identify, interpret and communicate well.

Literature is a key element to reducing gender inequality. Adult literature is critical for the healthy development and education of children. Literature is a key element for human and economic development, given the deep impact these skills can have on economic performance and literature is vital for promoting health and fighting diseases, such as malaria, cholera and AIDS.<sup>7</sup> That mean, literature is a key education and healthy child development in order to increase performance and economic development, with adequate education, the level of student intelligence can prevent gender inequality, because all students have the same rights in the world of education and with this intelligence, the students have skills in promoting positive things about health and how to prevent diseases such as malaria, cholera and AIDS which are very disturbing in society.

Literature is a human right and is a fundamental part of the human experience. Literature is not a trait that resides solely in the individual person. It requires and creates a relationship with others. Literature is the collective responsibility of every individual in the community; that is, to develop meaning making with all human modes of communication to transmit and receive information.<sup>8</sup> Proficiency may be a human right and could be a fundamental part of the human involvement. Proficiency isn't a

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<sup>7</sup>UNESCO Institute for Statistics, THE NEXT GENERATION OF LITERACY STATISTICS: Implementing the Literacy Assessment and Monitoring Programme (LAMP) (Canada: UNESCO-UIS ,2009), 16

<sup>8</sup>Elizabeth B. Keefe and Susan R. Copeland, 2011, What Is Literacy?The Power of a Definition, Research & Practice for Persons with Severe Disabilities, 3-4, 97.

characteristic that dwells exclusively within the person. It requires and makes a association (relationship) with others. Education is the collective obligation of each person within the community; that's to create meaning making with all human modes of communication to transmit and to get data.

From the explanation above, it can be concluded that literature is a form of written or oral work that includes several aspects such as in the field of computers and mathematics so that students can develop writing and reading skills by utilizing printed and written media to improve achievement and the economy and to prevent gender inequality because in expressing literary works it is a right. Human rights and education are the obligations of everyone in society

## **2. The importance of Literature**

The importance of literature are useful and fun. It can be explained more clearly as follows:<sup>9</sup>

- a. Literature involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.
- b. Literature is as the basis for positive social transformation, justice, and personal and collective freedom.
- c. Literature suggests concrete actions through which policymakers and program providers might more effectively address the needs of learners

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<sup>9</sup> Unesco, *The plurality of literacy and its implications for policies and programmes*, (France:UNESCO Education Sector Position Paper, 2004)' 13

- d. Literature is as a key element of lifelong learning in its lived context.
- e. Literature is as a mere stand-alone skill, but instead as a social practice contributing to broader purposes of lifelong learning.
- f. Literature has different purposes in different situations, all of which are shaped by culture, history, language, religion and socio-economic conditions.
- g. Literature involves oral, written, visual and digital forms of expression and communication, Literature efforts conceived in terms of the plural notion of literature intend to take account of the ways in which these different processes interrelate in a given social context.

From the explanation above, the researcher concluded that literature works contain elements of education, in literaryworks there are values, of the nation's cultural traditions from generation to generation that can enrich the intellectual knowledge of readers from ideas, thoughts, ideas, and people's lives depicted in the work.

## **B. The Concept of Novel**

### **1. The Definition of Novel**

The word novel is considered to have been derived from the *Latin* word *novellus*, Italian word *novella* (which meant a little new thing) and French word *novella*.<sup>10</sup> The novel has its roots in Latin, medieval, early modern Rome, and the *novella* tradition. *Novella* is a term in Italian to

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<sup>10</sup>Choeda, The Origin and Development of English Novel: A Descriptive Literature Review, 2019, *International Journal of English, Literature and Social Science (IJELS)*, 4, 4, 1100

describe a short story, which has been used as a term in English today since the 18th century.

A novel is a piece of prose fiction of a reasonable length. The novel is a sign of our freedom.<sup>11</sup> A novel is a prose narrative that is created with a long series of stories of a person's life with those around him and usually through a series of events related to involving a group of people in a certain setting by highlighting the character and nature of the actor. A novel is also a literary work created with freedom of thought in every creation.

Novel is the literary variation of art in the era of technological reproducibility.<sup>12</sup> The novel is a form of literature that is very popular in the world, especially in the current era of technology, where the production of this novel which is a literary work is the most widely circulated and printed because of the very broad literary power of the community, in addition to the story that attracts the literary work of this novel there are many values, cultural, social, educational, and moral.

The novel is a genre of fiction, that can be defined as the art, through the author's word of the representation of human life.<sup>13</sup> In other words, a novel is one of the fiction essays which is a series of words by the author that tells the story of human life.

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<sup>11</sup> Terry Eagleton, *The English Novel An Introduction* (Australia: Blackwell Publishing, 2005), 1-11.

<sup>12</sup> Nathan Gorelick, "What Is The Novel? The Fundamental Concepts of a Literary Phenomenon", *Continental Thought & Theory A Journal Of Intellectual Freedom*, Vol.2 No. 3 (2019), 145.

<sup>13</sup> Chih-Shin Tsai, "Students' Perceptions of Using a Novel as Main Material in the EFL Reading Course", *Canadian Center of Science and Education*, Vol.5 No.8 (2012), 103

From those definitions, it can be concluded that the novel comes from the Latin word *Novellus*. The novel is a popular fiction literary work that has many values, cultural, moral, educational dan social which is played by an actor who tells the story of human life.

## 2. The Function of Novel

Novel has several functions, as follow:

- a) The novel is as a sign of the modern human subject
- b) The novel is as the great vernacular literary art, which draws upon the resources of ordinary speech rather than some specialized literary language.
- c) Novels present us with what look like objective images of the world, yet we know for a fact that these images are subjectively shaped.
- d) The novel is as a sign of our freedom. In the modern world, the only rules which are binding are those which we invent for ourselves.
- e) Novel is as a model of this creative act.
- f) The novel is the product of an alienated world.
- g) The novel is one of the few objects in a reified society which manifests in its every objective detail the subjective freedom in which it was born.<sup>14</sup>
- h) The novel also names a modality of the literary, then it is the task of literary criticism to respond to the question of the novel before the concept of the novel is put to use.

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<sup>14</sup> Terry Eagleton, *The English Novel An Introduction*(Australia: Blackwell Publishing, 2005), 12

- i) Novel can be constituted as a group according to the origin all these disparate examples share.
- j) The novel according to its importance to the development of the concept of literature, and second, by situating the theoretical history of the novel with respect to this concept.<sup>15</sup>

From the explanation above, the researcher concluded that the novel serves to entertain the readers. The novel is a story that is also intended to provide entertainment for the reader, the novel is an expression of the description of human life in an age that is faced with life's problems.

## C. The Concept of Grammar

### 1. The Definition of Grammar

Etymologically according to the Oxford Advance Learner's dictionary, the word "Grammar" means rules for forming words and making sentences. Grammar should be taught inductively.<sup>16</sup> In the other words, grammar is rule in language to change the form of words in a sentence or in a sentences.

The term "grammar" refers to a set of rules operating in the mind of the native speakers of a language.<sup>17</sup> That means grammar skill are very important for native speakers where everything is related social life, work and education.

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<sup>15</sup>Nathan Gorelick, "What Is The Novel? The Fundamental Concepts of a Literary Phenomenon", *Continental Thought & Theory A Journal Of Intellectual Freedom*, Vol.2 No. 3 (2019).

<sup>16</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press. 1986). 23

<sup>17</sup>Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu. 2008) 25.



According to Brown that Grammar is the system of rule governing the conventional arrangement and relationship of word in the sentence.<sup>18</sup> In other words grammar is a set of rules that organize its constituent parts that determine how word are arranged to form meaningful words.

Grammar includes two aspects, the arrangement of words and the internal structure of words.<sup>19</sup> Grammar has two aspects consisting of the arrangement of words or commonly called syntax and internal structure of words or commonly called morphology. Grammar is defined as a systematic way of accounting for and predicting an ‘ideal’ speakers knowledge of the language.<sup>20</sup> In other words grammar is one of the systematic ways that can be used to practice speaking calculations ideally so that humans have knowledge of language.

Grammar is the set of rules that describes how words and groups of words can be arrange to form sentence in a particular language.<sup>21</sup> In other words Grammar is a provision that explains how words and groups of words can be formed so that they can communicate them in several languages.

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<sup>18</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edition, (New York: Longman Pearson Education. 2001) 362

<sup>19</sup>Graham Lock, *Functional English Grammar an Introduction for Second Language Teacher*, (United Kingdom: Cambridge University Press. 2011) 4

<sup>20</sup>James E Purpara, *Assesing Grammar*, (United Kingdom: Cambridge University Press. 2004) 6.

<sup>21</sup> Ron Cowan, *The teacher’s Grammar of English A Course Book and Reference Guide*, (Delhi: Cambridge university press, 2008), 3.

From explanation above the writer concluded that grammar is rules for forming words and making sentences, grammar includes two aspects, the arrangement of words and the internal structure of words.

## **2. The Importance of Grammar**

To communicate intelligently, to make sense with sentence learner should know the grammar of the target language. English grammar is the key to understanding the language and using it to communicate.<sup>22</sup> It means that the key to learning and understanding English is to understand grammar. By understanding grammar properly and correctly, it will make it easier to communicate with other people, especially foreign people.

Grammar is one aspect of adult language learning on which instruction can have a lasting effect.<sup>23</sup> That means Grammar skills are very useful in every aspect of life, even adults should be able to understand grammar because they will be the first teacher for their children who will learn English. Apart from being in the family, grammar is also important for leaders, from the informal to state officials.

According to Penny UR “Grammar does not only affect how units of language are combined in order to ‘look right’, it also affects their meaning”. Supporting his opinion, Knapp and Watkins state that “Grammar is a name for resources available to users of a language system for producing texts. A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to conscious manipulation

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<sup>22</sup>Ibid .p.2

<sup>23</sup>Ibid.p 3

of language and choice of appropriate text”.<sup>24</sup> Therefore, just like when we learn Indonesian from a young age, at first we don't really care about the grammar rules. Until finally people get used to the Indonesian language itself and catch subconsciously how the grammar is used. From here people can finally imitate and use grammar in speech and writing as people have heard and seen. This process is referred to as 'language acquisition' or 'language acquisition'. This process often occurs unconsciously. By learning the standard and standard rules of grammar, people can use them more flexibly to refer to the right conditions or ideas. People can also build our conceptual map of the structure of the English language. What people say and write is not just out, but also structured. People can also improve our ability to use effective styles to practice our expressions in speaking and writing.

From that statement, it is clear that grammar is one of the important things in English because it is not just make the sentence good but also it will refers to its meaning.

### **3. Grammatical Units**

There are four fundamental units of grammatical structure: word, phrase, clause, and sentence.<sup>25</sup>

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<sup>24</sup>Petter Knapp and Megan Watkins, *Genre, TEXT, Grammar: Technologies for Teaching And Asesing Writing* , p.32

<sup>25</sup>Dedi Irwansyah, *English Grammar For Tadris Bahasa Inggris*, (Yogyakarta: Idea Pres Yogyakarta, 2019), p.2

a. Word

Word is a language unit that contains meaning and consists of one or more morphemes. In other words, the word can be defined as the smallest element in language that can be spoken or written and is a relation of the unity of feelings or thoughts used in language. group or combination of words will become phrases, clauses and sentences.

There are several types of words in English, among which the most common are nouns, verbs, adjectives, adverbs and pronouns. These types of words are known as word class or part of speech.

b. Phrase

Phrase is a combination of various words in English that have meaning but does not include *subject* and verb, a phrase cannot have a limit on the number of words, but certainly the phrase is more than one word. In other words, a phrase is a group of words that stand together as a unit that gives additional meaning to a sentence in English.

In general, there are five types of phrases in English: noun phrases, prepositional phrases, verb phrases, adjective phrases, and adverb phrases.

c. Clause

Clause is a series of words that at least consists of a subject (I, you, we, they, she, *he*, it) and a verb. In other words, a clause is a group of words in which there must be a subject and a predicate. A

clause consists of at least a subject and a verb. In many cases, a clause is often accompanied by an object or complement

#### d. Sentence

A *sentence* is a language unit in the form of words or a series of words that can stand alone and express a complete meaning. Sentence is the smallest unit of language that expresses a complete thought, both orally and in writing. In other words, a series of words that at least consist of a subject and a predicate, so that it has perfect meaning and understanding.

From the explanation above the meaning of grammatical itself is a word that changes according to the context (dealing with the situation, namely the place, time, and environment of the use of the language of the user).

### D. The Concept of Consecutive Clause

#### 1. Definition of Consecutive Clause

A clause is a group of words containing a subject and a verb.<sup>26</sup> In other words clause is a unit in language consisting of several words, at least it consists of a subject and predicate and has the potential to become a sentence.

Consecutive clause or the clause of result is a kind of clause that takes the subjunctive introduced by *so that* or by a relative pronoun or

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<sup>26</sup> Betty SchramperAzar, *Understanding and using English Grammar*(New York: Pearson Educatuon, 2001), 239.

relative adverb.<sup>27</sup> consecutive clause is one of the clauses told by so that or a relative adverb that is used to describe a noun or relative pronoun that functions as a subject, direct object, or possessive.

Consecutive subordinate clause is a kind of clause that marks the consequence of something and is introduced by the following expressions, *so that, such that, if. . .that, so much. . . that, such. . . that.*<sup>28</sup> That means consecutive clause is one of the conjunctions in which one element of the word or sentence is the result of the previous word or sentence. Examples of words from this conjunction like so, so that, such that.

Consecutive clause is a clause that has the main subordinators that introduce purpose clauses are so and in order.<sup>29</sup> That means, Consecutive clause could be a clause that has the most subordinators that present reason clauses are so and in order.

Consecutive clause is also called the resultative clause which consists of accordingly, *consequently, so, therefore, thus, as a consequence, in consequence* and *a saresult*<sup>30</sup> In other words consecutive clause is additionally called the resultative clause which comprises of in like manner, *thus, so, hence, hence, as a result* and *in result*.

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<sup>27</sup> Joseph Henry Allen and James Breadstreet Greenough, *Allen and Greenough's New Latin Grammar for School and Collages*, ( San Francisco: Gin and Company, 1916), 346

<sup>28</sup> Malcolm Offord, *A Student Grammar of French*, (New York: Cambridge university press, 2006), 353

<sup>29</sup> *Ibid.* p. 553.

<sup>30</sup> Serpil Ucar & Ceyhan Yukselir, 2017 : Corpus-Based Study on the Use of the Logical Connector 'Thus' in the Academic Writing of Turkish EFL Learners, *English Language Teaching*, Vol 10, No 2, Hal 65

From explanation above, it can be concluded that consecutive clause or result is a type of clause that gives a reason for an effect presented by a conjunction such as, so... that, such... that, so, therefore, in order and so on.

## 2. The Function of Consecutive Clause

Consecutive clause has function to inform the results listed in the sub-clause as the effect of the main clause.<sup>31</sup> In other words consecutive clause tells the readers what results from something happening and introduced by *that* and linked to a *so* or *such* in the main clause.

## 3. The Types of Connectors Used in Consecutive Clause

The Types of Consecutive Clause are as follow:

### a. *So*

*So* is an adverb and is used before adverbs and with adjectives which are *so followed* by their nouns, example: The snow fell *so fast* that our footsteps were soon covered up. His speech went on for so long a people began to fall asleep.

*So* is used even when much and many are followed by nouns, example: There was *so much* dust that we couldn't see what was happening. *So many* people complained that they took the program off.<sup>32</sup>

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<sup>31</sup>Ibid. p. 346

<sup>32</sup> A. J. Thomson and A. V. Martinet, *A Practical English Grammar*, (Auckland: Oxford University Press, 1986), p.212

We use *so* to express a result. *So* is a conjunction. It comes at the beginning of clause. Example: It hasn't rained for ages, *so* the ground is very dry. It rained **so** much that the garden was flooded.

*So* occurs in the compound sentence that has position between the main clauses with the use of comma before *so*.

b. Therefore

*Therefore* is a little formal. It often goes in mid position, but it can go in front or end position or after the subject. Example: There has been no rainfall for some time. The ground is *therefore* very dry.<sup>33</sup> That function of *therefore* as a connecting word in English that can be used as a transition word in sentence and paragraph. This word shows cause and effect between several independent clause, so it cannot be used to start a paragraph or be included as part of an independent sentence.

c. Such..... that

*Such..... that* is an adverbial clause of result that inform what results from something happening. Adverbial clauses of result are introduced by *that* and are linked to a *so* or *such* in the main clause: It rained *so* much *that* the garden was flooded. There was *such* a demand for the tickets *that* they sold out within half an hour.<sup>34</sup> Actually *such... that* is almost the same as *so... that*, the difference is in its use *such... that* must mention a noun as parable, usually *such* is followed by “as”

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<sup>33</sup>John Eastwood, *Oxford Guide To English Grammar* (Toronto: Oxford University Press, 2002), p. 326

<sup>34</sup>George Davidson, *Phrases, Clause and Sentence* (Singapore: Learners Publishing Pte Ud, 2006), p. 74



## d. So... that

*So...that* is more common than *in order that*, especially in an informal style. They are normally followed by modal auxiliary verbs as *can* or *will*, *may* is more formal example: *It rained so much that the garden was flooded.*

*So that* also expresses *purpose* it expresses the same meaning as *in order to*. The word "that" is often omitted, especially in speaking.

## e. In Order that

*In order that* is a connector that has the same meaning as *so that* but is less commonly used. Example: I turned off the TV in order that my roommate could in peace and quiet. Both *so... that* and *in order that* introduce adverb clauses.<sup>35</sup> *So in order that* is generally used in formal situations such in speech or writing a paper or essay.

From the explanation above, it can be concluded that there are five types in consecutive clauses, including: *so, therefore, such...that, so...that and in order that*. *So* is a word that is flexible in its use because it can be used as an adverb, a conjunction, and also a pronoun, *therefore* is used to connect two sentences, *such...that and so...that* is used to show a fact followed by the result/result of the fact and *in order that* is generally used in formal situations.

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<sup>35</sup>Ibid. p. 393

## CHAPTER III

### RESEARCH METHOD

#### A. The Type and Characteristics of Research

In this case, the writer considers the use of consecutive clause in novel. The writer decides to use research library to *analyze consecutive clause in the last lecture novel of Randi Paush's*.

Library research is an integral part of inquiry in any field, allowing writers to determine what related work has already been done and how experts have assessed it.<sup>36</sup> Library research is a type of research that used in collecting information and data directly through various literatures, books, notes, magazines, other references, as well as the results of previous studies that relevant, to get answers and theoretical basis regarding the problem to be researched.

In this case, this research is included in library research because it only examines phenomena that concerns in the main library source, namely the last lecture novel completed by the other relevant references.

The characteristic in this research focuses on descriptive qualitative research. The writer will take a case study that can be used to describe phenomena and summarize. The aim of using a survey for descriptive research is to get a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive

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<sup>36</sup>Mary G. George, *The Element of Library Research What Every Student Need to Know*, (New Jersey: Princeton University Press, 2008), p. 22

qualitative research is useful because it can provide important information regarding the average member of a group.<sup>37</sup>In other words, descriptive qualitative research produces an accurate picture of a group, describes the mechanism of a process or relationship, provides a complete picture in verbal or numerical form, presents basic information about a relationship, creates a collection of categories and classifies research subjects.

In line with the explanation above, the purpose of this research is want to describe the type of consecutive clause on *the Last Lecture* novel of Randy Pausch.

## **B. Data Sources**

In this research, the writer divides the sources into two items. They are primary and secondary.

### **1. Primary Sources**

What is distinctive about interpretive approaches, however, is that they see people, and their interpretations, perceptions, meanings, and understandings, as the primary data sources.<sup>38</sup>In the other words, primary data is a source of research data obtained directly from the source in the form of interviews, polls from individuals or groups (people) as well as the results of observations of an object, event, or test result (object).

Primary sources are original phenomena on which the research is based. It is testimony or direct evidence about a topic that is being

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<sup>37</sup>Geoffrey Marcy, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), p.16.

<sup>38</sup>Jennifer Mason, *Qualitative Researching*, ( New Delhi: Sage Publications, 2002), p. 56

researched and considered. Primary sources present the information in its original form and are not interpreted or summarized or evaluated by other writers. The main source of this research is a novel entitled *The Last Lecture written by Randy Pausch*. In this research, the writer will analyze all of chapters in *The Last Lecture* novel which consists of 6 chapters with a total of 3 parts of chapter 1, 8 parts of chapter 2, 11 parts of chapter 3, 5 parts of chapter 4, 31 parts of chapter 5, and 3 parts of chapter 6.

## 2. Secondary Sources

Secondary sources offer interpretation or analysis based on primary sources. They may describe the main source and often use it to support a particular argument or to convince the reader to accept a certain point of view. Secondary sources in this study are documentation, journals, and e-books related to research.

### C. Data Collection Technique

Data collection is taken from the process of analyzing data into theory or interpretation. Creswell says that "in many qualitative studies investigations collect different forms of data and transmit considerable time in natural settings to gather information".<sup>39</sup> In other words, data collection is the accumulation of specific evidence that will enable the writer to correctly analyze the results of all activities through his research design and procedures.

These data are needed in the research work to be used as raw materials for making data. It provides definite direction and definite answers to research

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<sup>39</sup>John W. Creswell, *Research Design* (California: Sage Publications, 2000), p.84.

investigations. Any investigation must provide a definite answer to an investigation. Data is very important for scientific research. In addition, data is needed to support various arguments in the research findings. Qualitative writers also have a toolbox for data collection techniques, including participant observation, and document analysis. The writer in this study will use documents to collect data. The writers will take documents from the results of the use of the *Consecutive Clause in the Last Lecture Novel of Randy Pausch*.

In the data collection process, the writer will collect the results of consecutive clause analysis on the novel in *the last lecture* to analyze and identify the use of the consecutive clause in the novel. In this study, the writer will use one data collection techniques namely documentation.

The writer used document techniques to collect data. Documents can be a valuable source of information in qualitative library research. Creswell cites that the documents represent both public and private documents. Public documents are provided in the form of meeting minutes, official memos and newspapers. Examples of personal documents are personal journals and diaries, letters, and personal notes.<sup>40</sup> Therefore, secondary data needed as a data source is in the form of documentation. Furthermore, the writer will get data in the form of documents resulting from the *analysis of the use of consecutive clauses in the last lecture novel by Randy Pausch*.

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<sup>40</sup>John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: Pearson Education, 2002),223

#### D. Data Analysis Technique

The important part of the research study is analyzing data because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The writer must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes two aspects, the aspects consist of text analyze and involve developing a description and themes.

The researcher will apply Mary's Maxim model to analyse the data.<sup>41</sup>

The components of this analysis model are pictured by this figure.



Figure 1: Diagram of the Library Research Process

<sup>41</sup> Mary W. George, the elements of library research, ( New Jersey: princeton university press, 2008) p.18

Based on the table above the writer will explain the flow of the data collection process as follows: After selecting the research topic, the writer determines the research questions and prepares a research plan by determining the research instruments. After that, the writer will look for the main data sources and supporting data that will answer research questions related to the consecutive clause in the novel. These are all reference books and journals related to the consecutive clause and also the main source in the form of the last lecture novel itself. In this case, the writer will evaluate these sources based on the insight from the research question, which is related to the use of the consecutive clause in the last lecture novel; and the most dominant consecutive clause type used in the last lecture novel. After that the writer will take the essence of the answer to the research question and provide an argument against the answer to the research question.

## CHAPTER IV

### RESULT OF THE RESEARCH AND DISCUSSION

#### A. Description of Research Result

##### 1. Description of Research Source

Randy Pausch is a professor of Computer Science, Human Computer Interaction, and Design at Carnegie Mellon University from 1988 to 1997. He taught at the University of Virginia. He is an award-winning teacher and researcher, and has worked with Adobe, Google, Electronic Arts (EA), and Walt Disney Imagineering, and pioneered the non-profit Alice project. He lives in Virginia with his wife, three children and Jeffrey Zaslow from the daily Wall Street Journal.

This novel tells the struggle of a professor of computer science at Carnegie Mellon University located in Pittsburgh, Pennsylvania, United States who faced pancreatic cancer at the end of his life without losing his love, support and sense of humor for his family, friends, friends and colleagues. At the end of his historical lecture, he still had time to deliver a lecture entitled "Really Achieving Your Childhood Dreams". Randy told what his childhood dreams were, from getting the biggest teddy bear on the night market, becoming one of the Walt Disney imagineering animation designers, feeling like being in a vacuum, writing articles for the World Encyclopedia, playing for the NFL (National Football League), and as Captain Kirk in Star Trek. Amazingly, almost all childhood dreams come true in their own unique way. For some people, maybe those dreams



are just “little” dreams. But then it was precisely those dreams that changed Randy's life, making him a different person. How he tries to help everyone he knows, especially his students, to be able to realize their childhood dreams, and how we can make sense of life if we know that we only have a few opportunities, and those opportunities will soon run out. “If you lead your life the right way, the karma will take care of itself. The dreams will come to you.” That was one of Randy's messages, and that was the belief that would lead Randy to the end of his life. Randy's last lecture was phenomenal, not because it was someone who was dying of cancer, but because what he delivered was truly inspiring. Recordings of this last lecture quickly circulated on youtube, then also went into a book. He has inspired many people who watch or read his book. Randy himself recorded his last lecture not for mere memory. But for his three children, Dylan (6 years), Logan (3 years) and Chloe (18 months). Randy knew very well that in the future, his three children might not remember clearly what his father was like. They will only know his father through photos and stories. What Randy wants is that his children will not only remember him through the recording of that last lecture, but also believe that their father will always love them. Through the recording of the last lecture, Randy wants to teach his children, "how to live this life through achieving your childhood dreams". The lecture record was deliberately made by Randy for his three children. He no longer has enough time to accompany his three children to grow up. The lessons in his last lecture were lessons

about the life he wanted to pass on to his children. An inexhaustible inheritance, in exchange for the time he would never get to accompany them to grow up. Randy gave his last lecture on September 18, 2007. On Friday, July 25, 2008, Prof. Randy Pausch, finally defeated by his illness. However, Randy has left a great legacy, not only for his children but also for all those who knew him even through his books and recordings of his latest lectures, on how to make sense of life and living, how to make dreams come true, and lessons about hope. “Brickwalls are there for a reason. They give us a chance to show how badly we want something. Only those who want it so badly can scale that brickwall., ...Experience is what you get when you didn't get what you wanted” (Randy Pausch, 2007). This novel was published in the United States on April 8, 2008 in the non-fiction genre, published by Hyperion Books, ISBN: ISBN 1-4013-2325-1 and has 224 pages.

## **2. Description of Research Result**

The description of the results of this research includes an explanation of the results of the analysis that the researcher got from the documentation process of the last lecture novel by concentrating on answering the research objectives in the form of an explanation of the use of consecutive clauses in the last lecture novel and the most dominant type in the last lecture novel. The research results are described in the following description:

### a. The Use of Consecutive Clause in the Last Lecture Novel

The use of consecutive clauses in the last lecture novel is analyzed from the perspective of appropriation and the inappropriate use of consecutive clauses in the last lecture novel.

The description of the use of consecutive clauses in the last lecture novel is presented by describing the results of using consecutive clauses in each chapter by providing some data.

#### 1) The Appropriate Use of Consecutive Clause

The correct use of consecutive clauses in *The Last Lecture* novel is explained in the following description, by explaining the correct use in each of the following chapters:

##### a) Chapter I

In chapter I, the researcher found 5 correct use of consecutive clauses consisting of 4 correct uses of *so* and 1 correct use of *so that*. The results of the research data are described in the following sentences:

- (1) *I was told that a poster the lecture had to be printed, so I'd have to decide on a topic.*
- (2) *I've always been a visual thinker, so I knew the talk would have no text-no word script.*
- (3) *I had to get to Pittsburgh a day early, so at 1:30 p.m. on September 17, the day Jai turned forty-one, I kissed her and the kids goodbye, and drove to the airport.*
- (4) *You'll have to decide that on your own," she said, and encouraged us to really listen to each other, so we could make the right decision fo both of us.*

The use of *so* in this sentence is appropriate because *so* is placed between the main clause and the sub clause and the use of *so* is completed with the use of a comma before *so*. This is in line with the theory expressed by A. J. Thomson and A. V. Martine which explains that the correct use of *so* is between the main clause and sub clause and is marked by the use of a comma before *so*. Therefore, the use of *so* in the sentence is said to be appropriate.

(5) *We had just moved from Pittsburgh to South eastern Virginia so that after my death, Jai and the kids could be near her family.*

The use of *so...that* in this sentence is appropriate because the placement between the sentences *so* and *that* must be followed by an adjective or an adverb. This is in line with the theory forward by George Davidson which explains that the sentence *so...that* is to express cause and effect, the use of *so...that* in the sentence is said to be appropriate.

#### b) Chapter II

In chapter II, the researcher found 7 correct use of consecutive clauses consisting of 4 correct uses of *so* and 3 correct use of *so that*. The results of the research data are described in the following sentences:

- (1) *We did the letters backwards, **so** it seemed as if We'd imprisoned someone up there and he was scratching out an S.O.S.*
- (2) *We lived in a ranch house it was just one level, **so** I was doing a bit of fantasizing to imagine six floors?*
- (3) *I always liked the story of Pandora's box, **so** Tammy and I painted our version of it.*
- (4) *Few people bother doing that now a days, **so** the expression has started to feel outdated.*

The use of *so* in this sentence is appropriate because *so* is placed between the main clause and the sub clause and the use of *so* is completed with the use of a comma before *so*. The correct use of *so* is between the main clause and sub clause and is marked by the use of a comma before *so*. Therefore, the use of *so* in the sentence is said to be appropriate.

- (5) *I was in that midrange level just respectable enough but **not so famous that I'd turn them down.***
- (6) *It's a photoin which I'm in my pajamas, learning on my elbow, and it's **so obvious that** I was a kid who loved to dream big dreams.*
- (7) *Randy, it's **such a shame that** people perceive you as being so arrogant.*

The use of *so...that* in this sentence is appropriate because the placed between the sentences so and that must be followed by an adjective or an adverb. Because that the sentence of *so...that* is to express cause and effect. Therefore, the use of *so...that* in the sentence is said to be appropriate.

c) Chapter III

In chapter III, the researcher found 6 correct use of consecutive clauses consisting of 1 correct uses of *so* and 5 correct use of *so that*. The results of the research data are described in the following sentences:

(1) *It was Dylan's sixth birthday, so there was a celebration.*

The use of *so* in this sentence is appropriate because *so* is placed between the main clause and the sub clause and the use of *so* is completed with the use of a comma before *so*. The correct use of *so* is between the main clause and sub clause and is marked by the use of a comma before *so*. Therefore, the use of *so* in the sentence is said to be appropriate.

(2) *I could have been so stricken that I'd have been no help in the operating room.*

(3) *She could have gotten so hysterical that she'd thrown herself into shock.*

(4) *She was bleeding **so profusely that** I realized there was no time to even call an ambulance.*

(5) *I ended up being **so glad I'd spilled that** soda.*

(6) *Your baby is doing **so well that** we moved him upstairs to an open-air bassinette.*

The use of *so...that* in this sentence is appropriate because the placedbetween the sentences so and that must be followed by an adjective or an adverb. Because that the sentence *so...that* is to express cause and effect. Therefore,the use of *so...that* in the sentence is said to be appropriate.

d) Chapter IV

In chapter IV, the researcher found 5 correct use of consecutive clauses consisting of 5 correct uses of *so* and 0 correct use of *so that*. The results of the research data are described in the following sentences:

(1) *I always use a speaker phone, **so** my had are free to do something else.*

(2)*I also like to have something in view on my desk that I want to do, **so** I have the urge to wrap things up with the caller.*

(3)*I waited until I was thirty-nine to get married, **so** my wife and I are going away for a month.*

(4) *They could serve him well, **so** I asked him to join our research team.*

(5) *My colleague Don Marinelli had started an awesome tradition of taking students on a trip out west every year, so they could check out entertainment and high-tech companies.*

The use of *so* in this sentence is appropriate because *so* is placed between the main clause and the sub clause and the use of *so* is completed with the use of a comma before *so*. The correct use of *so* is between the main clause and sub clause and is marked by the use of a comma before *so*. Therefore, the use of *so* in the sentence is said to be appropriate.

e) Chapter V

In chapter V, the researcher found 10 correct use of consecutive clauses consisting of 5 correct uses of *so* and 5 correct use of *so that*. The results of the research data are described in the following sentences:

(1) *I could never adequately pay him back, so I just have to pay it forward.*

(2) *This staff member held no sway over her application, so this was not a suck-up note.*

(3) *That's not something you can control, so don't let it eat at you.*

(4) *It's just that they only awarded fifteen of these fellowships nationwide, so I thought it an honor that would be relevant.*

(5) *My daughter is just eighteen months, so I can't tell her this now, but when she's old enough.*



The use of *so* in this sentence is appropriate because **so** is placed between the main clause and the sub clause and the use of *so* is completed with the use of a comma before *so*. The correct use of *so* is between the main clause and sub clause and is marked by the use of a comma before *so*. Therefore, the use of *so* in the sentence is said to be appropriate.

(6) *I am so appreciative of my mother on **so many fronts that** if she wants to burden me with an unnecessary.*

(7) ***So that's** what he did. He vowed not to complain, even if fans spit on him.*

(8) *Others were **so full of themselves that** they'd belittle their partners.*

(9) *I originally called it "The Best Failure Award," but failure has **so many negative connotations that** students couldn't get fast the word itself.*

(10) *It's just that they only awarded fifteen of these fellowships nationwide, **so** I thought it an honor that would be relevant.*

The use of *so...that* in this sentence is appropriate because the place between the sentences *so* and *that* must be followed by an adjective or an adverb. Because *that* the sentence *so...that* is to express cause and effect. Therefore, the use of *so...that* in the sentence is said to be appropriate.

## f) Chapter VI

In chapter VI, the researcher found 1 correct use of consecutive clauses consisting of 1 correct uses of *so* and 0 correct use of *so that*. The results of the research data are described in the following sentences:

(1) *I've meet him,so I can make the introduction.*

The use of *so* in this sentence is appropriate because *so* is placed between the main clause and the sub clause and the use of *so* is completed with the use of a comma before *so*. Therefore, the use of *so* in the sentence is said to be appropriate.

## 2) The Inappropriate Use of Consecutive Clause

The incorrect use of consecutive clauses in the last lecture novel is explained in the following description, by explaining the incorrect use in each of the following chapters:

## a) Chapter I

In chapter I, the researcher found the incorrect use of consecutive clauses consisting of 2 incorrect uses of *so* and 0 incorrect use of *so...that*.

(1) *And so, with Jai's green light, I had a challenge before me.*

(2) *I kept my leptop on mybelly so I could continue to fiddle.*

The use of *so* in this sentence is inappropriate because *so* is placed at the beginning of the sentence and the use of *so* is

not accompanied by the use of a comma before *so*. This is in line with the theory put forward by AJ Thomson and AV Martine who explained that the correct use of *so* is between the main clause and sub clause and is marked by the use of a comma before *so*, however, in the sentence above *so* is placed at the beginning of the sentence without a comma before the sentence *so*. Therefore, the use of *so* in the sentence is said to be inappropriate.

b) Chapter II

In chapter II, the researcher found 20 the incorrect use of consecutive clauses consisting of 19 incorrect uses of *so* and 1 incorrect use of *so...that*.

- (1) *So he thought my wall-painting adventure was a great idea.*
- (2) *So I painted a simple rocket ship with fins.*
- (3) *So inside my paint box, I wrote the word "Hope".*
- (4) *So we're going to work on what those other twenty-one guys are doing.*
- (5) *Even so, if that kind of incident happened today.*
- (6) *It saddens me that many kids today are so coddled.*
- (7) *On a football field, a player will move his head one way so you'll think he's going in that direction.*
- (8) *I learned so much by watching this guy in action.*

- (9) *And so I had some of my students walk in from the wings of the stage.*
- (10) *I was so engaged in everything.*
- (11) *The guy who showed up in their lives every month or so to help them look at their world from strange new angles.*
- (12) *So my time with Chris and Laura has become even more precious.*
- (13) *I was trying to remain calm so I could assess the situation.*
- (14) *So often, everyone pretends that husbands have an actual role when babies are born.*
- (15) *In so many words, they told parents that your child is special.*
- (16) *She was so struck by the sight of me.*
- (17) *Randy has left so he can have the highest quality of life.*
- (18) *And so I had some of my students walk in from the wings of the stage.*

The use of *so* in this sentence is not appropriate because it is placed at the beginning of the sentence and its usage is not accompanied by the use of a comma before *so*. Therefore, the use of *so* in the sentence is said to be inappropriate.

(19) *So that makes twenty-two.*

The use of *so...that* in this sentence is inappropriate because it is placed at the beginning of the sentence without being followed by an adjective or adverb. This is in line with the theory put forward by George Davidson which explains that the sentence *so...that* states cause and effect, but in this sentence the use of *so...that* above is placed at the beginning of the sentence without being followed by an adjective or adverb first. Therefore, the use of *so...that* in the sentence above is said to be inappropriate.

c) Chapter III

In chapter III, the researcher found 7 the incorrect use of consecutive clauses consisting of 7 incorrect uses of *so* and 0 incorrect use of *so...that*. The results of the research data are described in the following sentences:

- (1) *So we were always making weirdly shaped animal pancakes.*
- (2) *So successfully did this soldier administer medical attention that all the wounded were evacuated successfully.*
- (3) *He was always so full of life and his belonging spoke of his adventures.*
- (4) *So my time with Chris and Laura has become even more precious.*

(5) *So successfully **did** this soldier administer medical attention that all the wounded were evacuated successfully.*

(6) *So he had **forced** me to prove that I was being honest.*

(7) *So I didn't **pressure** her, and she did agree to a first step.*

The use of *so* in this sentence is inappropriate because *so* is placed at the beginning of the sentence and the use of *so* is not accompanied by the use of a comma before *so*. The correct use of *so* is between the main clause and sub clause and is marked by the use of a comma before *so*, however, in the sentence above *so* is placed at the beginning of the sentence without a comma before the sentence *so*. Therefore, the use of *so* in the sentence is said to be inappropriate.

#### d) Chapter IV

In chapter IV, the researcher found 6 the incorrect use of consecutive clauses consisting of 6 incorrect uses of *so* and 0 incorrect use of *so...that*. The results of the research data are described in the following sentences:

(1) *So I swiped my credit card again and started over.*

(2) *So in his mind, that meant he was almost in the text higher quartile.*

(3) *So, meal after meal, I'd lean back and she'd repimand.*

(4) *So I came up with the perfect phone message.*

(5) *I used to have a photo of Jackie Robinson hanging in my office, and it saddened me that **so** many students couldn't identify him, or knew little about him.*

(6) ***So** students think they're using Alice to make movies or create video games.*

The use of *so* in this sentence is not appropriate because it is placed at the beginning of the sentence and its usage is not accompanied by the use of a comma before *so*. Therefore, the use of *so* in the sentence is said to be inappropriate.

e) Chapter V

In chapter V, the researcher found 13 the incorrect use of consecutive clauses consisting of 10 incorrect uses of *so* and 3 incorrect use of *so...that*. The results of the research data are described in the following sentences:

(1) ***So** I wanted my students to know. Everyone has to contribute to the common good.*

(2) *I just was **so** taken with the way he put it.*

(3) ***So** we decided to thank them by polling our allowances and getting them a present.*

(4) *As I see it, the reason cliches are repeated **so** often is because they're so often right on the money.*

(5) ***So** the sixteen of us headed down to Florida in a large van.*

(6) ***So** we went back to the store and we didn't lie.*

(7) *I still try to handwrite notes when it's important to do **so**.*

(8) *By doing **so**, as I saw it, we were telling him he was welcome to remain as a student.*

(9) ***So** I walked over to the smiling Disney monorail attendant and said: "Excuse me, could the three of us please sit in the front car?"*

The use of *so* in this sentence is not appropriate because it is placed at the beginning of the sentence and its usage is not accompanied by the use of a comma before *so*. Therefore, the use of *so* in the sentence is said to be inappropriate.

(10) ***So many graduating seniors have this notion that** they should be hired because of their creative brilliance.*

(11) *And **so it's easy to envision that** a child today would be out of luck, sent out of a store with empty hands.*

The use of *so...that* in this sentence is inappropriate because it is placed at the beginning of the sentence without being followed by an adjective or adverb. This is in line with the theory put forward by George Davidson which explains that the sentence *so...that* states cause and effect, but in this sentence the use of *so...that* above is placed at the beginning of the sentence without being followed by an adjective or adverb



first. Therefore, the use of *so...that* in the sentence above is said to be inappropriate.

f) Chapter VI

In chapter VI, the researcher found 6 the incorrect use of consecutive clauses consisting of 6 incorrect uses of *so* and 0 incorrect use of *so that*. The results of the research data are described in the following sentence:

- (1) *So there nothing weak or selfish about taking some fraction of your day to be alone, recharging your batteries.*
- (2) *So I'm building separate lists of my memories of each of the kids.*
- (3) *So as I prepared to give my last lecture, I made a decision.*
- (4) *So it saddens us that we won't get to experience this richness in our marriage for the next thirty or forty years.*
- (5) *So today's talk was about achieving childhood dreams.*

The use of *so* in this sentence is not appropriate because it is placed at the beginning of the sentence and its usage is not accompanied by the use of a comma before *so*. Therefore, the use of *so* in the sentence is said to be inappropriate.

Based on the entire description above, the results of research on the use of consecutive clauses in the last lecture novel can be briefly illustrated in the following table:

**Table 3.1**  
**The use of consecutive clause in The Last Lecture Novel**

No.	The conjunction used in consecutive clause	The use of consecutive clause	
		The Appropriate Use	The Inappropriate Use
1.	So	20	50
2.	So...that	14	3
Total		34	53

**Table 3.2**  
**The Use of each consecutive clause in The Last Lecture Novel**

No.	The Use of Consecutive Clause	The Frequency	The Percentage
1.	The Appropriate Use	34	39 %
2.	The Inappropriate Use	53	61 %
Total		87	

Based on the information in the table above, it can be concluded that the use of consecutive clauses in the last lecture novel is dominated by inappropriate use as indicated by the percentage of 61%. The proper use consists of 50 uses of *so* and 3 uses of *so...that*.

**b. The Most Dominant Type of Consecutive Clause in the Last Lecture Novel**

In analyzing the dominant consecutive clause type found in the last lecture novel, the researcher used an observation sheet. In this case, the researcher observes the use of consecutive clauses in all chapters of the last lecture which consists of VI chapters. The description of the dominant consecutive clause types used in the last lecture is described in the following description:

## 1) So

The process of analyzing the use of consecutive clauses in all chapters of the last lecture novel, the researcher found the use of conjunction *so* as one of the connectors used in the consecutive clause as many as 70, consisting of 20 correct uses and 50 incorrect uses. The description of the use of conjunction *so* in the consecutive clause, among others:

## a) Chapter 1

In chapter I, the researcher found 4 correct uses of *so* and 1 incorrect uses of *so*. The data containing the connector *so* statement is shown in the following sentence:

- (1) *I was told that a poster the lecture had to be printed, so I'd have to decide on a topic.*
- (2) *I've always been a visual thinker, so I knew the talk would have no text- no word script.*
- (3) *You'll have to decide that on your own," she said, and encouraged us to really listen to each other, so we could make the right decision fo both of us.*
- (4) *I had to get to Pittsburgh a day early, so at 1:30 p.m. on September 17, the day Jai turned forty-one, I kissed her and the kids goodbye, and drove to the airport.*
- (5) *And so, with Jai's green light, I had a challenge before me.*

## b) Chapter II

In chapter II, the researcher found 4 correct uses of *so* and 19 incorrect uses of *so*. The data containing the connector *so* statement is shown in the following sentence:

- (1) *We did the letters backwards, so it seemed as if we'd imprisoned someone up there and he was scratching out an S.O.S.*
- (2) *I always liked the story of Pandora's box, so Tammy and I painted our version of it.*
- (3) *We lived in a ranch house it was just one level, so I was doing a bit of fantasizing to imagine six floors?*
- (4) *Few people bother doing that now a days, so the expression has started to feel outdated.*
- (5) *She was so struck by the sight of me.*
- (6) *So today, right now, well this is a wonderul day.*
- (7) *Randy has left so he can have the highest quality of life.*
- (8) *I was so engaged in everything.*
- (9) *And so I had some of my students walk in from the wings of the stage.*
- (10) *I learned so much by watching this guy in action.*
- (11) *So we're going to work on what those other twenty-one guys are doing.*
- (12) *It saddens me that many kids today are so coddled.*

- (13) *On a football field, a player will move his head one way so you'll think he's going in that direction.*
- (14) *Even so, if that kind of incident happened today.*
- (15) *I was trying to remain calm so I could assess the situation.*
- (16) *So often, everyone pretends that husbands have an actual role when babies are born.*
- (17) *In so many words, they told parents that your child is special.*
- (18) *So my time with Chris and Laura has become even more precious.*
- (19) *So he thought my wall-painting adventure was a great idea.*
- (20) *So I painted a simple rocket ship with fins.*
- (21) *So inside my paint box, I wrote the word "Hope".*
- (22) *She was so struck by the sight of me.*

c) Chapter III

In chapter III, the researcher found 1 correct uses of *so* and 7 incorrect uses of *so*. The data containing the connector *so* statement is shown in the following sentence:

- (1) *It was Dylan's sixth birthday, so there was a celebration.*
- (2) *So he had forced me to prove that I was being honest.*

(3) *So successfully did this soldier administer medical attention that all the wounded were evacuated successfully.*

(4) *So we were always making weirdly shaped animal pancakes.*

(5) *He was always so full of life and his belonging spoke of his adventures.*

(6) *So my time with Chris and Laura has become even more precious.*

(7) *So I didn't pressure her, and she did agree to a first step.*

d) Chapter IV

In chapter IV, the researcher found 5 correct uses of *so* and 6 incorrect uses of *so*. The data containing the connector *so* statement is shown in the following sentence:

(1) *I always use a speaker phone, so my had are free to do something else.*

(2) *I waited until I was thirty-nine to get married, so my wife and I are going away for a month.*

(3) *I also like to have something in view on my desk that I want to do, so I have the urge to wrap things up with the caller.*

(4) *They could serve him well, so I asked him to join our research team.*

- (5) *My colleague Don Marinelli had started an awesome tradition of taking students on a trip out west every year, so they could check out entertainment and high-tech companies.*
- (6) *So students think they're using Alice to make movies or create video games.*
- (7) *I used to have a photo of Jackie Robinson hanging in my office, and it saddened me that so many students couldn't identify him, or knew little about him.*
- (8) *So I came up with the perfect phone message.*
- (9) *So I swiped my credit card again and started over.*
- (10) *So, meal after meal, I'd lean back and she'd repimand.*
- (11) *So in his mind, that meant he was most in the text higher quartile.*

e) Chapter V

In chapter V, the researcher found 5 correct uses of so and 10 incorrect uses of so. The data containing the connector so statement is shown in the following sentence:

- (1) *That's not something you can control, so don't let it eat at you.*
- (2) *My daughter is just eighteen months, so I can't tell her this now, but when she's old enough.*

- (3) *This staff member held no sway over her application, **so** this was not a suck-up note.*
- (4) *I could never adequately pay him back, **so** I just have to pay it forward.*
- (5) *It's just that they only awarded fifteen of these fellowships nationwide, **so** I thought it an honor that would be relevant.*
- (6) ***So** we went back to the store and we didn't lie.*
- (7) ***So** I wanted my students to know. Everyone has to contribute to the common good.*
- (8) ***So** the sixteen of us headed down to Florida in a large van.*
- (9) *I still try to handwrite notes when it's important to do **so**.*
- (10) *By doing **so**, as I saw it, we were telling him he was welcome to remain as a student.*
- (11) *As I see it, the reason clichés are repeated **so** often is because they're so often right on the money.*
- (12) *I just was **so** taken with the way he put it.*
- (13) ***So** we decided to thank them by polling our allowances and getting them a present.*
- (14) *That's not something you can control, **so** don't let it eat at you.*



(15) *So I walked over to the smiling Disney monorail attendant and said: "Excuse me, could the three of us please sit in the front car?"*

f) Chapter VI

In chapter VI, the researcher found 1 correct uses of *so* and 6 incorrect uses of *so*. The data containing the connector *so* statement is shown in the following sentence:

- (1) *I've met him, so I can make the introduction.*
- (2) *So I'm building separate lists of my memories of each of the kids.*
- (3) *So as I prepared to give my last lecture, I made a decision.*
- (4) *So there's nothing weak or selfish about taking some fraction of your day to be alone, recharging your batteries.*
- (5) *So it saddens us that we won't get to experience this richness in our marriage for the next thirty or forty years.*
- (6) *So today's talk was about achieving childhood dreams.*
- (7) *So there's nothing weak or selfish about taking some fraction of your day to be alone, recharging your batteries.*

**Table 3.3**  
The use of consecutive clause "so" in each chapter in The Last Lecture Novel

No	Chapter of Novel	So	
		Appropriate	Inappropriate
1	Chapter I	4	2
2	Chapter II	4	19

3	<i>Chapter III</i>	1	7
4	<i>Chapter IV</i>	5	6
5	<i>Chapter V</i>	5	10
6	<i>Chapter VI</i>	1	6
<i>Total</i>		20	50

## 2) *So...that*

The process of analyzing the use of consecutive clauses in all chapters of the last lecture novel, the researcher found the use of conjunction *so...that* as one of the connectors used in the consecutive clause as many as 17, consisting of 14 appropriate uses and 3 inappropriate uses. The description of the use of conjunction *so... that* in the consecutive clause, among others:

### a) Chapter I

In chapter I, the researcher found 1 correct uses of *so...that* and 0 incorrect uses of *so...that*. The data containing the connector *so...that* statement is shown in the following sentence:

(1) *We had just moved from Pittsburgh to South eastern Virginia so that after my death, Jai and the kids could be near her family.*

## b) Chapter II

In chapter II, the researcher found 3 correct uses of *so... that* and 0 incorrect uses of *so...that*. The data containing the connector *so...that* statement is shown in the following sentence:

- (1) *It's a photo in which I'm in my pajamas, leaning on my elbow, and it's **so obvious that** I was a kid who loved to dream big dreams.*
- (2) *Randy, it's **such a shame that** people perceive you as being so arrogant.*
- (3) *I was in that midrange level just respectable enough but not **so famous that** I'd turn them down.*

## c) Chapter III

In chapter III, the researcher found 5 correct uses of *so...that* and 0 incorrect uses of *so...that*. The data containing the connector *so...that* statement is shown in the following sentence:

- (1) *She could have gotten **so hysterical that** she'd thrown herself into shock.*
- (2) *I could have been **so stricken that** I'd have been no help in the operating room.*
- (3) *I ended up being **so glad I'd spilled that** soda.*

(4) *She was bleeding **so profusely that** I realized there was no time to even call an ambulance.*

(5) *Your baby is doing **so well that** we moved him upstairs to an open-air bassinette.*

d) Chapter IV

In chapter IV, the researcher found 0 correct uses of *so...that* and 0 incorrect uses of *so...that*.

e) Chapter V

In chapter V, the researcher found 5 correct uses of *so...that* and 3 incorrect uses of *so...that*. The data containing the connector *so...that* statement is shown in the following sentence:

(1) *I am so appreciative of my mother on **so many fronts that** if she wants to burden me with an unnecessary.*

(2) ***So that's** what he did. He vowed not to complain, even if fans spit on him.*

(3) *They become **so angry that** they want to destroy it.*

(4) *Others were **so full of themselves that** they'd belittle their partners.*

(5) *I originally called it "The Best Failure Award," but failure has **so many negative connotations that** students couldn't get fast the word itself.*

(6) *And so it's easy to envision that a child today would be out of luck, sent out of a store with empty hands.*

(7) *It's just that they only awarded fifteen of these fellowships nationwide, so I thought it an honor that would be relevant.*

(8) *So many graduating seniors have this notion that they should be hired because of their creative brilliance.*

f) Chapter VI

In chapter VI, the researcher found 0 correct uses of *so...that* and 0 incorrect uses of *so...that*.

**Table 3.4**

**The use of consecutive clause “so...that” in each chapter in The Last Lecture Novel**

No	Chapter of Novel	So...that	
		Appropriate	Inappropriate
1	Chapter I	1	-
2	Chapter II	3	-
3	Chapter III	5	-
4	Chapter IV	-	-
5	Chapter V	5	3
6	Chapter VI	-	-
<i>Total</i>		14	3

All research results related to the use of the dominant type of consecutive clause in *The Last Lecture* novel are briefly illustrated in the following table:

**Table 3.5**  
**The Most Dominant Type of Consecutive Clause in The Last Lecture Novel**

No.	The Conjunction Used in Consecutive Clause	Frequency	Percentage
1.	So	70	81%
2.	Therefore	-	-
3.	Such...that	-	-
4.	So...that	17	20%
5.	In order that	-	-

Based on the above information, it is known that the most dominant consecutive type is *so* which is indicated by the percentage of 81%.

## **B. Discussion**

The discussion of the results of this study aims to sharpen the results of research related to the use of the consecutive clause and the most dominant type of consecutive clause in the last lecture novel by discussing it referring to relevant theories *so* that in the end the researcher can draw the right conclusions related to the results study. The results of the research discussion consist of:

### **1. The Use of Consecutive Clause in The Last Lecture Novel**

The use of consecutive clauses in the last lecture novel was analyzed based on documentation. The analysis was carried out by studying intensively by applying data analysis techniques starting from coding to the use of consecutive clauses contained in chapter VI of the novel the last lecture, while the use of consecutive clauses in each type of researcher was taken from theory. J. Thomson and A. V. Martinet, A Practical English Grammar.

Based on the results of the documentation, it can be seen that the use of consecutive clauses in the last lecture novel includes appropriate and inappropriate use, the correct use consists of 34 uses (39%) which are shown in the use of connectors *so* and *so...that*. While the use of consecutive clauses that are not appropriate is 53 uses (61%) indicated by the connector *so* and *so...that*.

Therefore, it can be concluded that the use of consecutive clauses in the last lecture novel is dominated by inappropriate use because the largest presentation (61%) refers to proper use.

## **2. The Most Dominant Type Of Consecutive Clause Used In The Last Lecture Novel.**

The most dominant type of consecutive clause in the last lecture novel was analyzed using documentation technique. The analysis was carried out by analyzing the frequency of each type contained in the entire chapter of the last lecture novel, which amounted to VI chapters. The types of consecutive clauses are taken from John Eastwood's theory which includes *so*, *therefore*, *such...that*, *so...that* and *in order that*.

Based on the results of the study, it can be seen that the use of the consecutive clause type in the last lecture novel is *so* and *so...that*. the use of *so* in the last lecture novel is 70 (81%) while the use of *so...that* is 17 (20%), therefore it can be concluded that the type of consecutive clause is the most dominant in the last lecture novel. is type *so*.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter, the researcher briefly describes the conclusions of the researcher who provided the research results. The first is about the use of the consecutive clause in the last lecture novel. Based on the results of the documentation, it can be seen that the use of consecutive clauses in *the last lecture* novel is dominated by inappropriate usage (53 uses or 61%) which is indicated by the use of *so* and *so...that* connectors.

Furthermore, the result of the second study is the most dominant type consecutive clause used in the last lecture novel. Based on the results of the study, it can be seen that the use of the consecutive clause type in the last lecture novel is dominated by the *so* type (70 usage or 81%). Therefore, it can be concluded that the most dominant type of consecutive clause in the last lecture novel is type *so*.

#### B. Suggestion

The researcher provides several suggestions for readers and other researchers which include: first, it is recommended for the readers of this thesis to relate the concept of consecutive clauses to the practice of writing practice in everyday life. And for other researchers to be able to develop and relate it in the realm of education so that there is a link between literature and education.



**C. Recommendation**

1. English Department: as an alternative for the students to use novels as a medium for learning grammar.
2. College Students: it is recommended to be more active and creative in using grammar material sources not only from grammar books but also from novels particularly the material of consecutive clause.

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# **APPENDICES**

## 1. Blue Print of Data Analysis

The purpose of using the blue print of data analysis is to know the use of the consecutive clause in the last lecture novel and the most dominant type of consecutive clause used in the last lecture novel.

No	Aspect	Sub Aspect	References
1.	The use of the consecutive clause in the last lecture novel.	a) The Apropriate use b) The inappropriate Use	A. J. Thomson and A. V. Martinet, <i>A Practical English Grammar</i> , (Auckland: Oxford University Press, 1986), p.212
2.	The most dominant type consecutive clause used in the last lecture novel	Types of Consecutive Clause: a) So b) Therefore c) Such...that d) So....that e) In order that	John Eastwood, <i>Oxford Guide To English Grammar</i> (Toronto: Oxford University Press, 2002), p. 326  George Davidson, <i>Phrases, Clause and Sentence</i> (Singapore: Learners Publishing Pte Ud, 2006), p. 74

## 2. Blue Print Table Of Analysis

### The use of consecutive clause on the last lecture novel of Randy Pauch

No	Data	Sentences	Type of Consecutive Clause	Appropriate	Inappropriate
1	Chapter I	I was told that a poster the lecture had to be printed, <i>so</i> I'd have to decide on a topic.	So	√	
		You'll have to decide that on your own," she said, and encouraged us to really listen to each other, <i>so</i> we could make the right decision fo both of us.		√	
		And <i>so</i> , with Jai's green light, I had a challenge before me.			√
		I've always been a visual thinker, <i>so</i> I knew the talk would have no text-no word script.		√	
		I had to get to Pittsburgh a day early, <i>so</i> at 1:30 p.m. on September 17, the day Jai turned forty-one, I kissed her and the kids goodbye, and drove to the airport.		√	
		I kept my leptop on my belly <i>so</i> I could continue to fiddle.			√
			Therefore		
			Such...that		
		We had just moved from Pittsburgh to Southeastern Virginia <i>so that</i> after my death, Jai and the kids could be near her family.	So....that	√	
	In order that				
2	Chapter II	<i>So</i> he tought my wall-painting adventure was a great idea.	So		√

	We lived in a ranch house it was just one level, <b>so</b> I was doing a bit of fantasizing to imagine six floors?		√	
	<b>So</b> I painted a simple rocket shop with fins.			√
	<b>So</b> inside my paint dora's box, I wrote the word "Hope".			√
	We did the letters backwards, <b>so</b> it seemed as if we'd imprisoned someone up there and he was scratching out an S.O.S.		√	
	I always liked the story of Pandora's box, <b>so</b> Tammy and I painted our version of it.		√	
	<b>So</b> we're going to work on what those other twenty-one guys are doing.			√
	Even <b>so</b> , if that kind of incident happened today.			√
	It saddens me that many kids today are <b>so</b> coddled.			√
	On a football field, a player will move his head one way <b>so</b> you'll think he's going in that direction.			√
	I learned <b>so</b> much by watching this guy in action.			√
	And <b>so</b> I had some of my students walk in from the wings of the stage.			√
	I was <b>so</b> engaged in everything.			√
	Randy has left <b>so</b> he can have the highest quality of life.			√
	<b>So</b> today, right now, well this is a wonderful day.			√
	She was <b>so</b> struck by the sight of me.			√



		Few people bother doing that now a days, <b>so</b> the expression has started to feel outdated.		√	
		The guy who showed up in their lives every month or <b>so</b> to help them look at their world from strange new angles.			√
		<b>So</b> my time with Chris and Laura has become even more precious.			√
		I was trying to remain calm <b>so</b> I could assess the situation.			√
		<b>So</b> often, everyone pretends that husbands have an actual role when babies are born.			√
		In <b>so</b> many words, they told parents that your child is special.			√
			Therefore		
		Randy, it's <b>such a shame that</b> people perceive you as being so arrogant.	Such...that	√	
		It's a photoin which I'm in my pajamas, learning on my elbow, and it's <b>so obvious that</b> I was a kid who loved to dream big dreams.	So...that	√	
		I was in that midrange level just respectable enought but not <b>so famous that</b> I'd turn them down.		√	
		<b>So that</b> makes twenty-two.			√
			In order that		
3	Chapter III	<b>So</b> we were always making weiredly shaped animal pancakes.	So		√
		He was always <b>so</b> full of life and his belonging spoke of his adventures.			√
		<b>So</b> successfully did this			√

		soldier administer medical attention that all the wounded were evacuated successfully.			
		<b>So</b> my time with Chris and Laura has become even more precious.			√
		<b>So</b> successfully did this soldier administer medical attention that all the wounded were evacuated successfully.			√
		it was Dylan's sixth birthday, <b>so</b> there was a celebration.		√	
		<b>So</b> he had forced me to prove that I was being honest.			√
		<b>So</b> I didn't pressure her, and she did agree to a first step.			√
			Therefore		
			Such...that		
		I ended up being <b>so glad I'd spilled that</b> soda.	So...that	√	
		She was bleeding <b>so profusely that</b> I realized there was no time to even call an ambulance.		√	
		Your baby is doing <b>so well that</b> we moved him upstairs to an open-air bassinet.		√	
		She could have gotten <b>so hysterical that</b> she'd thrown herself into shock.		√	
		I could have been <b>so stricken that</b> I'd have been no help in the operating room.		√	
			In order that		
<b>4</b>	<b>Chapter IV</b>	<b>So</b> I swiped my credit card again and started over.	So		√
		I always use a speaker phone, <b>so</b> my hands are free to do something else.		√	
		I also like to have something in view on my desk that I want to do, <b>so</b> I have the		√	

		urge to wrap things up with the caller.			
		<b>So</b> , meal after meal, I'd lean back and she'd repimand.			√
		<b>So</b> I came up with the perfect phone message.			√
		I waited until I was thirty-nine to get married, <b>so</b> my wife and I are going away for a month.		√	
		<b>So</b> in his mind, that meant he was lmost in the text higher quartile.			√
		I used to have a photo of Jackie Robinson hanging in my office, and it saddened me that <b>so</b> many students couldn't identify him, or knew little about him.			√
		They could serve him well, <b>so</b> I asked him to join our research team.		√	
		My colleague Don Marinelli had started an awesome tradition of taking students on a trip out west every year, <b>so</b> they could check out entertainment and high-tech companies.		√	
		<b>So</b> students think thet're using Alice to make movies or create video games.			√
			Therefore		
			Such...that		
			So...that		
			In order that		
<b>5</b>	<b>Chapter V</b>	My daughter is just eighteen months, <b>so</b> I can't tell her this now, but when she's old enough.	So	√	
		I just was <b>so</b> taken with the way he put it.			√
		<b>So</b> we decided to thank them			√

	by polling our allowances and getting them a present.			
	As I see it, the reason cliches are repeated <b>so</b> often is because they're so often right on the money.			√
	This staff member held no sway over her application, <b>so</b> this was not a suck-up note.		√	
	<b>So</b> the sixteen of us headed down to Florida in a large van.			√
	I could never adequately pay him back, <b>so</b> I just have to pay it forward.		√	
	<b>So</b> we went back to the store and we didn't lie.			√
	That's not something you can control, <b>so</b> don't let it eat at you.		√	
	It's just that they only awarded fifteen of these fellowships nationwide, <b>so</b> I thought it an honor that would be relevant.		√	
	<b>So</b> I wanted my students to know. Everyone has to contribute to the common good.			√
	I still try to handwrite notes when it's important to do <b>so</b> .			√
	By doing <b>so</b> , as I saw it, we were telling him he was welcome to remain as a student.			√
	<b>So</b> I walked over to the smiling Disney monorail attendant and said: "Excuse me, could the three of us please sit in the front car?"			√
	<b>So</b> I wanted my students to know. Everyone has to contribute to the common good.			√
		Therefore		

			Such...that		
		I am so appreciative of my mother on <b>so many fronts that</b> if she wants to burden me with an unnecessary.	So...that	√	
		<b>So that's</b> what he did. He vowed not to complain, even if fans spit on him.		√	
		They become <b>so angry that</b> they want to destroy it.			√
		Others were <b>so full of themselves that</b> they'd belittle their partners.		√	
		I originally called it "The Best Failure Award," but failure has <b>so many negative connotations that</b> students couldn't get past the word itself.		√	
		<b>So many graduating seniors have this notion that</b> they should be hired because of their creative brilliance.			√
		And <b>so it's easy to envision that</b> a child today would be out of luck, sent out of a store with empty hands.			√
		It's just that they only awarded fifteen of these fellowships nationwide, <b>so I</b> thought it an honor that would be relevant.		√	
			In order that		
<b>6</b>	<b>Chapter VI</b>	<b>So</b> there nothing weak or selfish about taking some fraction of your day to be alone, recharging your batteries.	So		√
		I've met him, <b>so</b> I can make the introduction.		√	
		<b>So</b> I'm building separate lists of my memories of each of the kids.			√

		<b>So</b> as I prepared to give my last lecture, I made a decision.			√
		<b>So</b> there's nothing weak or selfish about taking some fraction of your day to be alone, recharging your batteries.			√
		<b>So</b> it saddens us that we won't get to experience this richness in our marriage for the next thirty or forty years.			√
		<b>So</b> today's talk was about achieving childhood dreams.			√
			Therefore		
			Such...that		
			So...that		
			In order that		
Total				<b>34</b>	<b>53</b>

### 3. Research Data Result Of Consecutive Clause

#### The most dominant type of consecutive clause on the last lecture novel of Randy Pausch

No	Data	Sentences	Type of Consecutive Clause				
			So	Therefore	Such...that	So...that	In order that
1	Chapter I	I was told that a poster the lecture had to be printed, <i>so</i> I'd have to decide on a topic.	√				
		You'll have to decide that on your own," she said, and encouraged us to really listen to each other, <i>so</i> we could make the right decision fo both of us.	√				
		And <i>so</i> , with Jai's green light, I had a challenge before me.	√				
		I've always been a visual thinker, <i>so</i> I knew the talk would have no text-no word script.	√				
		I had to get to Pittsburgh a day early, <i>so</i> at 1:30 p.m. on September 17, the day Jai turned forty-one, I kissed her and the kids goodbye, and drove to the airport.	√				
		I kept my laptop on mybelly <i>so</i> I could continue to fiddle.	√				
		We had just moved from Pittsburgh to Southeastern Virginia <i>so that</i> after my death, Jai and the kids could be near her family.				√	
2	Chapter II	<i>So</i> he tought my wall-painting adventure was a great idea.	√				
		We lived in a ranch house it was just one level, <i>so</i> I was doing a bit of fantasizing to imagine six floors?	√				
		<i>So</i> I painted a simple rocket	√				

	shop with fins.					
	<b>So</b> inside my paint dora's box, I wrote the word "Hope".	√				
	We did the letters backwards, <b>so</b> it seemed as if we'd imprisoned someone up there and he was scratching out an S.O.S.	√				
	I always liked the story of Pandora's box, <b>so</b> Tammy and I painted our version of it.	√				
	<b>So</b> we're going to work on what those other twenty-one guys are doing.	√				
	Even <b>so</b> , if that kind of incident happened today.	√				
	It saddens me that many kids today are <b>so</b> coddled.	√				
	On a football field, a player will move his head one way <b>so</b> you'll think he's going in that direction.	√				
	I learned <b>so</b> much by watching this guy in action.	√				
	And <b>so</b> I had some of my students walk in from the wings of the stage.	√				
	I was <b>so</b> engaged in everything.	√				
	Randy has left <b>so</b> he can have the highest quality of life.	√				
	<b>So</b> today, right now, well this is a wonderful day.	√				
	She was <b>so</b> struck by the sight of me.	√				
	Few people bother doing that now a days, <b>so</b> the expression has started to feel outdated.	√				
	The guy who showed up in their lives every month or <b>so</b> to help them look at their world from strange new	√				



		angles.					
		<b>So</b> my time with Chris and Laura has become even more precious.	√				
		I was trying to remain calm <b>so</b> I could assess the situation.	√				
		<b>So</b> often, everyone pretends that husbands have an actual role when babies are born.	√				
		In <b>so</b> many words, they told parents that your child is special.	√				
		Randy, it's <b>such a shame that</b> people perceive you as being so arrogant.			√		
		It's a photo in which I'm in my pajamas, leaning on my elbow, and it's <b>so obvious that</b> I was a kid who loved to dream big dreams.				√	
		I was in that midrange level just respectable enough but not <b>so famous that</b> I'd turn them down.				√	
		<b>So that</b> makes twenty-two.					√
3	<b>Chapter III</b>	<b>So</b> we were always making weirdly shaped animal pancakes.	√				
		He was always <b>so</b> full of life and his belonging spoke of his adventures.	√				
		<b>So</b> successfully did this soldier administer medical attention that all the wounded were evacuated successfully.	√				
		<b>So</b> my time with Chris and Laura has become even more precious.	√				
		<b>So</b> successfully did this soldier administer medical	√				

		attention that all the wounded were evacuated successfully.					
		it was Dylan's sixth birthday, <b>so</b> there was a celebration.	√				
		<b>So</b> he had forced me to prove that I was being honest.	√				
		<b>So</b> I didn't pressure her, and she did agree to a first step.	√				
		I ended up being <b>so glad I'd spilled that</b> soda.				√	
		She was bleeding <b>so profusely that</b> I realized there was no time to even call an ambulance.				√	
		Your baby is doing <b>so well that</b> we moved him upstairs to an open-air bassinet.				√	
		She could have gotten <b>so hysterical that</b> she'd thrown herself into shock.				√	
		I could have been <b>so stricken that</b> I'd have been no help in the operating room.				√	
<b>4</b>	<b>Chapter IV</b>	<b>So</b> I swiped my credit card again and started over.	√				
		I always use a speaker phone, <b>so</b> my hands are free to do something else.	√				
		I also like to have something in view on my desk that I want to do, <b>so</b> I have the urge to wrap things up with the caller.	√				
		<b>So</b> , meal after meal, I'd lean back and she'd reprimand.	√				
		<b>So</b> I came up with the perfect phone message.	√				
		I waited until I was thirty-nine to get married, <b>so</b> my wife and I are going away for a month.	√				
		<b>So</b> in his mind, that meant he was almost in the top higher quartile.	√				

		I used to have a photo of Jackie Robinson hanging in my office, and it saddened me that <b>so</b> many students couldn't identify him, or knew little about him.	√				
		They could serve him well, <b>so</b> I asked him to join our research team.	√				
		My colleague Don Marinelli had started an awesome tradition of taking students on a trip out west every year, <b>so</b> they could check out entertainment and high-tech companies.	√				
		<b>So</b> students think they're using Alice to make movies or create video games.	√				
5	Chapter V	My daughter is just eighteen months, <b>so</b> I can't tell her this now, but when she's old enough.	√				
		I just was <b>so</b> taken with the way he put it.	√				
		<b>So</b> we decided to thank them by polling our allowances and getting them a present.	√				
		As I see it, the reason cliches are repeated <b>so</b> often is because they're so often right on the money.	√				
		This staff member held no sway over her application, <b>so</b> this was not a suck-up note.	√				
		<b>So</b> the sixteen of us headed down to Florida in a large van.	√				
		I could never adequately pay him back, <b>so</b> I just have to pay it forward.	√				
		<b>So</b> we went back to the store and we didn't lie.	√				
		That's not something you can control, <b>so</b> don't let it eat at you.	√				

	It's just that they only awarded fifteen of these fellowships nationwide, <b>so</b> I thought it an honor that would be relevant.	√				
	<b>So</b> I wanted my students to know. Everyone has to contribute to the common good.	√				
	I still try to handwrite notes when it's important to do <b>so</b> .	√				
	By doing <b>so</b> , as I saw it, we were telling him he was welcome to remain as a student.	√				
	<b>So</b> I walked over to the smiling Disney monorail attendant and said: "Excuse me, could the three of us please sit in the front car?"	√				
	<b>So</b> I wanted my students to know. Everyone has to contribute to the common good.	√				
	I am so appreciative of my mother on <b>so many fronts that</b> if she wants to burden me with an unnecessary.				√	
	<b>So that's</b> what he did. He vowed not to complain, even if fans spit on him.				√	
	They become <b>so angry that</b> they want to destroy it.				√	
	Others were <b>so full of themselves that</b> they'd belittle their partners.				√	
	I originally called it "The Best Failure Award," but failure has <b>so many negative connotations that</b> students couldn't get fast the word itself.				√	
	<b>So many graduating seniors have this notion that</b> they should be hired because of their creative brilliance.				√	

		And <b>so it's easy to envision that</b> a child today would be out of luck, sent out of a store with empty hands.				√	
		It's just that they only awarded fifteen of these fellowships nationwide, <b>so</b> I thought it an honor that would be relevant.	√				
6	Chapter VI	<b>So</b> there nothing weak or selfish about taking some fraction of your day to be alone, recharging your batteries.	√				
		I've met him, <b>so</b> I can make the introduction.	√				
		<b>So</b> I'm building separate lists of my memories of each of the kids.	√				
		<b>So</b> as I prepared to give my last lecture, I made a decision.	√				
		<b>So</b> there's nothing weak or selfish about taking some fraction of your day to be alone, recharging your batteries.	√				
		<b>So</b> it saddens us that we won't get to experience this richness in our marriage for the next thirty or forty years.	√				
		<b>So</b> today's talk was about achieving childhood dreams.	√				
Total						17	
			70				

#### 4. The Documentation Of The Research



*IAIN METRO library building, Lampung*



*Submission of research permit to IAIN METRO librarian, Lampung*



*IAIN METRO library room condition*

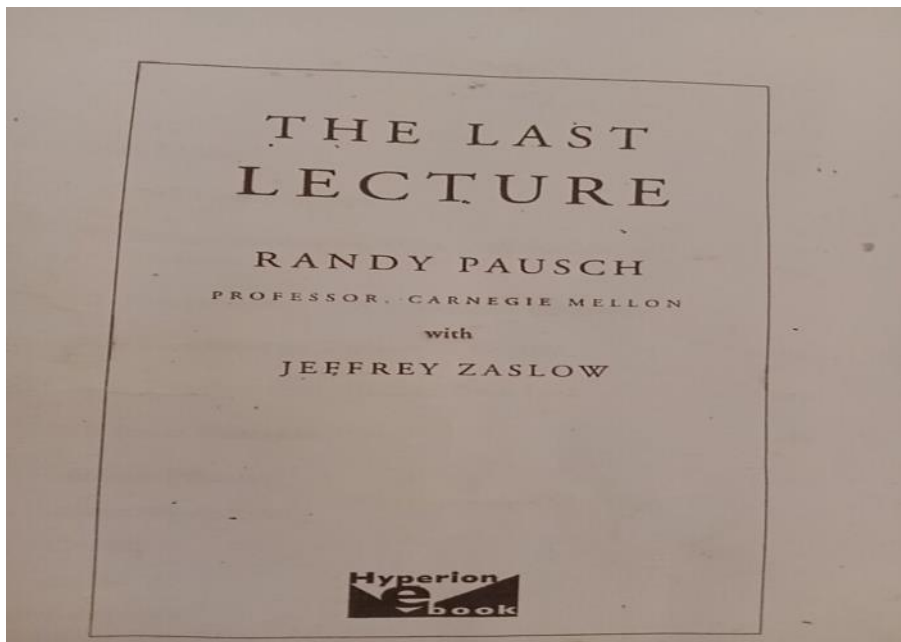


*Research on "The Last Lecture Novel" by the researcher (1)*



*Research on “The Last Lecture Novel” by the researcher (2)*

## 5. The Condition Of Novel The Last Lecture



*Cover the novel “The Last Lecture”*



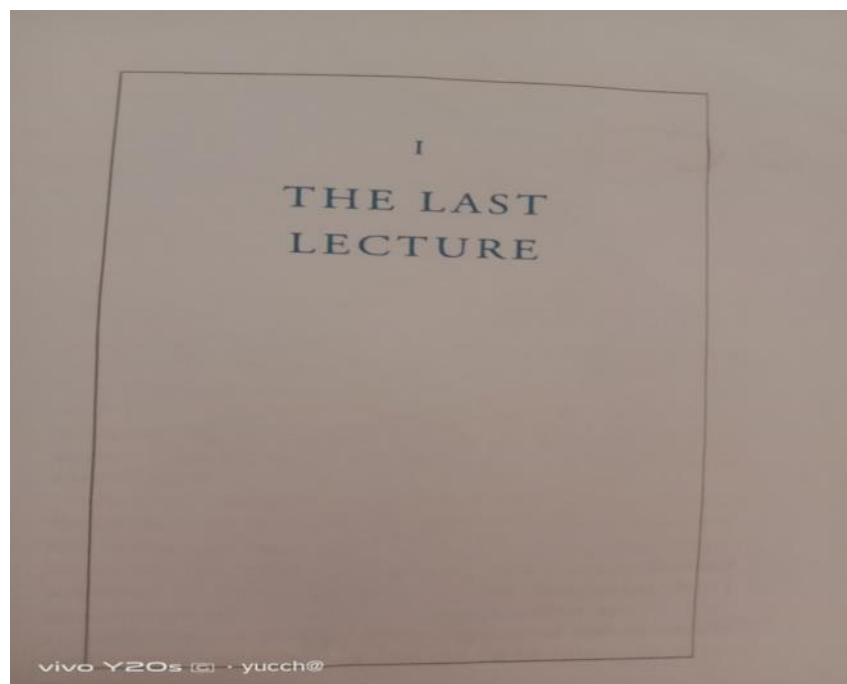
*Contents*

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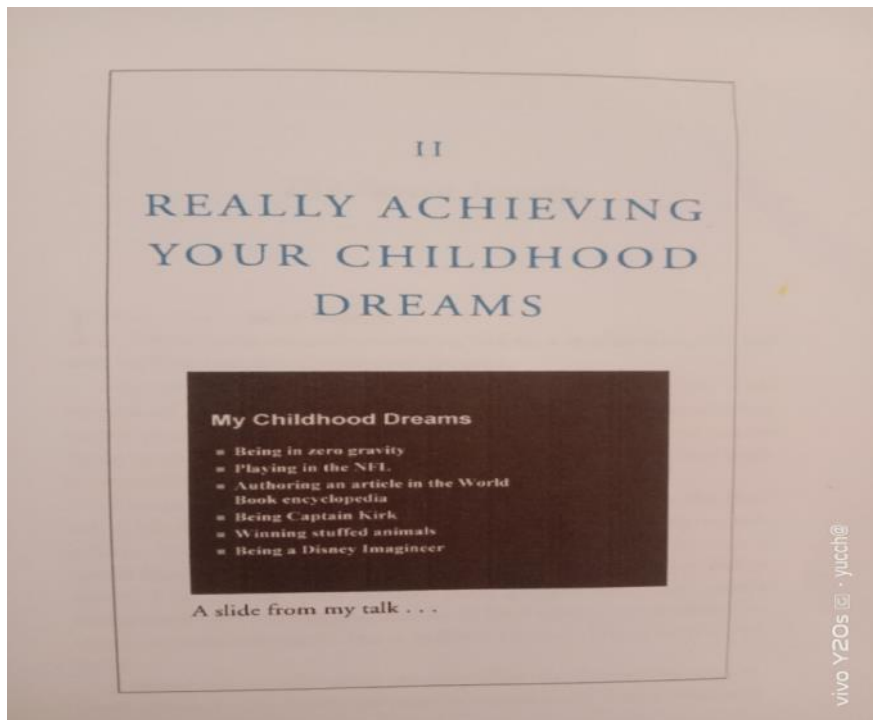
<i>Introduction</i>	<i>iv</i>
I. THE LAST LECTURE	<i>1</i>
II. REALLY ACHIEVING YOUR CHILDHOOD DREAMS	<i>19</i>
III. ADVENTURES . . . AND LESSONS LEARNED	<i>55</i>
<b>IV. ENABLING THE DREAMS OF OTHERS</b>	<i>105</i>
V. IT'S ABOUT HOW TO LIVE YOUR LIFE	<i>129</i>
VI. FINAL REMARKS	<i>189</i>
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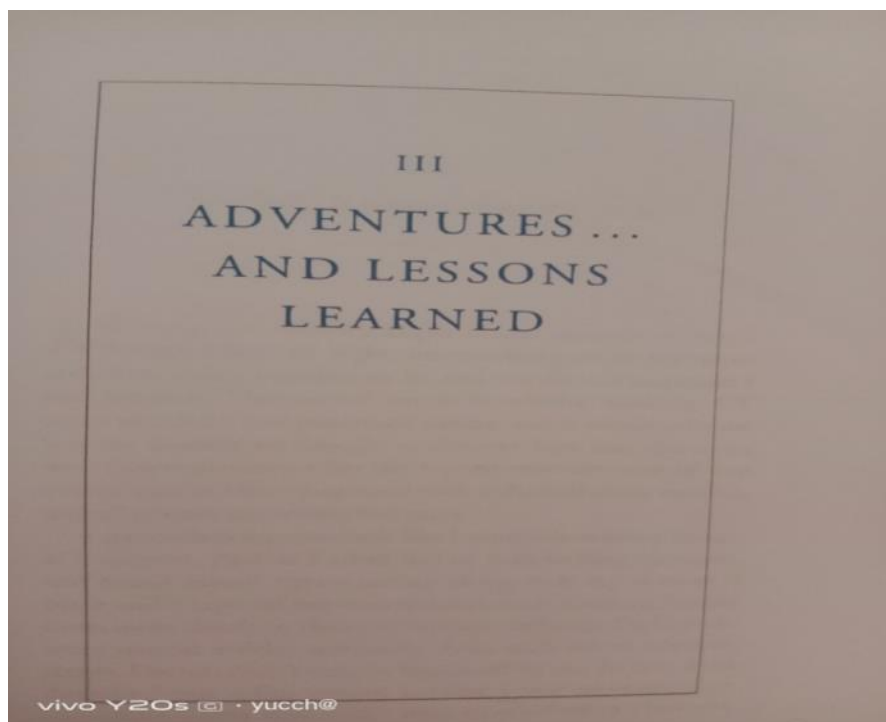
*Table of content the novel "The Last Lecture"*



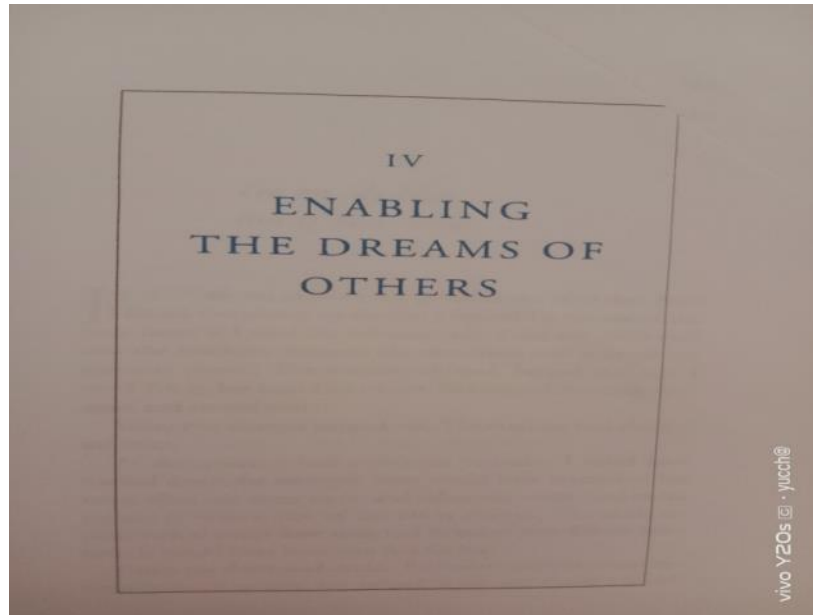
*Chapter I of novel "The Last Lecture"*



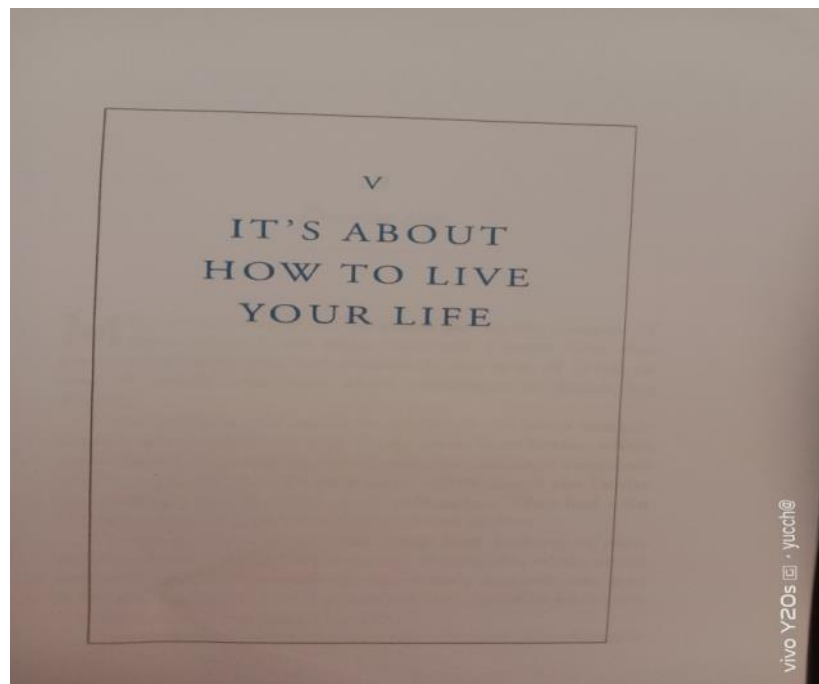
*Chapter II of novel "The Last Lecture"*



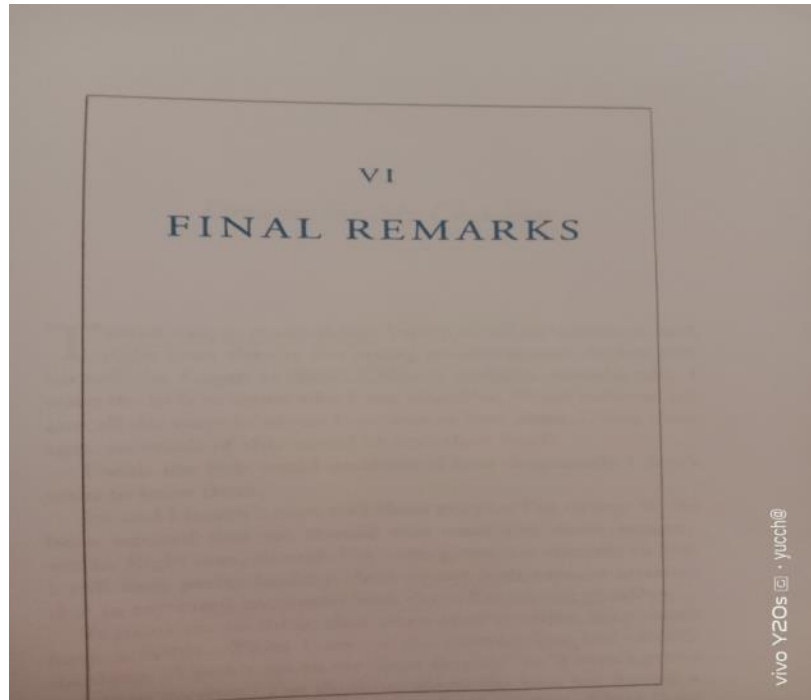
*Chapter III of novel "The Last Lecture"*



*Chapter IV of novel "The Last Lecture"*



*Chapter V of novel "The Last Lecture"*



*Chapter VI of novel "The Last Lecture"*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Wahyu Safitri  
NPM : 1701070148

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
		I		
1	Kamis 8/7 <sup>2021</sup>		Acc judul	
2.	Selasa 3/8 <sup>2021</sup>		Chapter I & II	
3.	Jum'at 1/9 <sup>2021</sup>		Chapter 2.	
4.	Rab'ul 6/10 <sup>2021</sup>		Chapter 1, 2.	
5.	Jum'at 15/10 <sup>2021</sup>		Acc for Proposal Seminar	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102 2015031 004

Dosen Pembimbing I

**Dr. Aria Septi Anggraira, M.Pd**  
NIP. 197909292005022006



**KEMENTRIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**

Nama : Wahyu Safitri  
NPM : 1701070148

Jurusan : TBI  
Semester : X /2022

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1	Friday, 22-04-22	Result of the Research	
2	Thursday, 19-05-22	Discussion	
3	Monday, 30-5-22	Recomendation	
4	Friday, 10-06-22	Chapter I, II, III, IV whole chapters.	
5	Monday, 13-06-22	Acc for Final / Munadabah	

Mengetahui,  
Kepala Jurusan TBI

**Andianto, M.Pd**  
NIP. 198711022015031004

Pembimbing I,

**Dr. Aria Septi Anggraira, M.Pd**  
NIP. 197909292005022006





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-0714/In.28/J/TL.01/03/2021  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA PERPUSTAKAAN IAIN  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

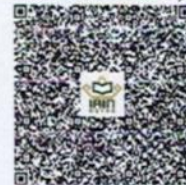
Nama : **WAHYU SAFITRI**  
NPM : 1701070148  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ANALYSIS OF CONSECUTIVE CLAUSE ON THE  
LAST LECTURE NOVEL OF RANDY PAUSCH

untuk melakukan *prasurvey* di PERPUSTAKAAN IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *prasurvey* tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 12 Maret 2021  
Ketua Jurusan,



**Ahmad Subhan Roza M.Pd.**  
NIP 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN IZIN RISET  
Nomor : P.22/In.28/U.1/OT. 1/03/2021**

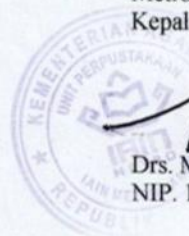
Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Nomor : B-0714/In.28/J/TL.01/03/2021 tanggal 12 Maret 2021 tentang Permohonan izin prariset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

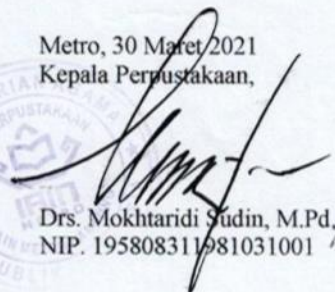
Nama : WAHYU SAFITRI  
NPM : 1701070148  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan pra-riSET penelitian yang berjudul : "AN ANALYSIS OF CONSECUTIVE CLAUSE ON THE LAST LECTURE NOVEL OF RANDY PAUSCH" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 30 Maret 2021  
Kepala Perpustakaan,



  
Drs. Mokhtaridi Sudin, M.Pd.,  
NIP. 195808311981031001





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Nomor : B-1298/In.28.1/J/TL.00/04/2022  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Aria Septi Anggaira (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **WAHYU SAFITRI**  
NPM : 1701070148  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : **AN ANALYSIS OF CONSECUTIVE CLAUSE ON THE LAST LECTURE NOVEL OF RANDY PAUSCH**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 07 April 2022  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-599/ln.28/S/U.1/OT.01/05/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

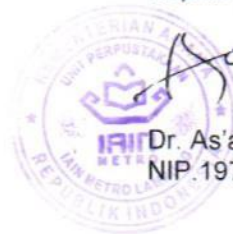
Nama : Wahyu Safitri  
NPM : 1701070148  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070148

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Oktober 2021  
Kepala Perpustakaan



*As'ad*  
Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002



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**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Wahyu Safitri  
NPM : 1701070148  
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Juni 2022

Ketua Jurusan TBI



Andhanto, M.Pd.

NIP. 1987 1102 201503 1 004





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**SURAT TUGAS**

Nomor: B-1862/In.28/D.1/TL.01/05/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **WAHYU SAFITRI**  
NPM : 1701070148  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CONSECUTIVE CLAUSE ON THE LAST LECTURE NOVEL OF RANDY PAUSCH".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 19 Mei 2022

Mengetahui,  
Pejabat Setempat

Dr. A. Saad, S.Ag., S.Hum., M.H. &  
NIP. 197505052001121002

Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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Nomor : B-1861/In.28/D.1/TL.00/05/2022  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA PERPUSTAKAAN IAIN  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1862/In.28/D.1/TL.01/05/2022, tanggal 19 Mei 2022 atas nama saudara:

Nama : **WAHYU SAFITRI**  
NPM : 1701070148  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan *research/survey* di PERPUSTAKAAN IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CONSECUTIVE CLAUSE ON THE LAST LECTURE NOVEL OF RANDY PAUSCH".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 19 Mei 2022  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003



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**SURAT KETERANGAN IZIN RISET  
Nomor : P.36/In.28/U.1/OT. 1/05/2022**

Berdasarkan Surat Wakil Dekan Akademik dan Kelembagaan Nomor : B-1861/In.28/D.1/TL.00/05/2022 tanggal 19 Mei 2022 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : WAHYU SAFITRI  
NPM : 1701070148  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF CONSECUTIVE CLAUSE ON THE LAST LECTURE NOVEL OF RANDY PAUSCH" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 30 Mei 2022  
Kepala Perpustakaan,



Dr. As'ad, S.Ag., S.Hum., MH.  
NIP. 197505052001121002



# AN ANALYSIS OF CONSECUTIVE CLAUSE ON THE LAST LECTURE NOVEL OF RANDY PAUSCH

*by* Wahyu Safitri 1701070148

---

**Submission date:** 19-Jun-2022 06:04PM (UTC-0700)

**Submission ID:** 1850486837

**File name:** Wahyu\_Safitri-170107148.docx (2.52M)

**Word count:** 15389

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**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF CONSECUTIVE CLAUSE ON THE LAST LECTURE  
NOVEL OF RANDY PAUSCH**

**By :**

**WAHYU SAFITRI  
Student Number : 1701070148**



2  
21-06-22

**DEPARTMENT OF ENGLISH EDUCATION FACULTY  
TARBIYAH AND TEACHER TRAINING**

**STATE INSTITUTE ISLAMIC (IAIN) METRO  
1443 H/ 2022M**



# AN ANALYSIS OF CONSECUTIVE CLAUSE ON THE LAST LECTURE NOVEL OF RANDY PAUSCH

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## **CURICULUM VITAE**



The name of researcher is Wahyu Safitri. She was born in Tebing, February 22, 1997. She is the first child of married couple Mr. Syamsuddin and Mrs. Sanimah.

She was enrolled her study at SD Negeri 2 Tebing on 2003-2009. She continued her study at SMP Negeri 1 Melinting on 2009-2012. She continued her study at MA Al-Madinah / Madinah Islamic Boarding School on 2012-2016.

After graduating from MA AL-Madinah, the researcher continued her study at Metro. In 2017, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the researcher takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro.