

AN ANALYSIS OF ADJECTIVE CLAUSES IN THE NOVEL “ANOTHER PIECE OF MY HEART” BY JANE GREEN AND ITS CONTRIBUTION TO THE TEACHING OF GRAMMAR

AYU NUR HIDAYAH
Jurusan Bahasa dan Sastra Inggris,
Universitas PGRI Semarang
ayuhidayah@gmail.com

Dikirim: 27 Januari 2020

Diterima: 15 Maret 2021

Abstract

Adjective clause is a dependent clause that modifies a noun. It describes, identifies or gives further information about a noun. In this case, the writer analyzes the novel named Another Piece of My Heart by Jane Green because it contains a lot of adjective clauses and gives the contribution for teaching grammar. This study aimed to find out the kinds adjective clauses in the novel, the dominant adjective clauses in the novel and the contributions of adjective clauses to the English grammar teaching. The writer used the adjective clause theory of Thomson and Martinet which defining relative pronouns used in the adjective clauses namely refer to persons, things, places, times and reason. The research design of this study was qualitative research. The writer collected all the required data from Jane Green's novel entitled Another Piece of My Heart. The data is sentences that contain adjective clauses. There are about 413 adjective clauses found in the novel as the data sources consist of 197 adjective clauses referring to a person with percentage 47.7%. 161 adjective clauses referring to a thing with 39%, 32 adjective clauses referring to a time with percentage 7.7%, 20 adjective clauses referring to a place with 4.8% and 3 adjective clauses referring to a reason with percentage 0.8%. The adjective clauses referring to a person by using relative pronoun who is the most dominant used in the Jane Green's novel Another Piece of My Heart with a percentage of 43.6%. The writer also takes conclusions that the result of this research can be used by the teachers in the teaching grammar. The data samples which are found in this research can be used when the teacher is delivering the lesson to the students.

Kata Kunci: Grammar, Adjective Clause, Types of Adjective Clause, Novel

INTRODUCTION

Language is the most important thing in making interactions with other people in all parts of the world (Lorena & Sadiku, 2015). People can communicate with others either spoken or written language by making statements, explaining report, and expressing ideas. Without language, people will have never been able to have a relation with others. This definition stresses the social functions of language and the fact that humans use it to express themselves and to manipulate objects in their environment (Taverniers, 2005).

An adjective clause is also called relative clause. Torres-Martínez (2017) said that there are three kinds of relative clauses, they are defining relative clauses, non-defining relative clauses and connective relative clauses. The relative pronouns used in the adjective clauses can refer to persons, things, places, times and reason. Those relative pronouns can take different functions in an adjective clause; they are relative pronoun as subject, relative pronoun as object of verb, relative pronoun as object of preposition and relative pronoun as possessive.

Many people are fairly comfortable with the idea of adjectives, but they might not feel so confident when it comes to the idea of an adjective clause. Adjective clauses come in a variety of forms; therefore, breaking down the study into its basic components is essential to the proper learning of the form (Newmeyer, 2003). Using adjective clauses in everyday speech is a fairly common practice, as adjective clauses add often crucial information to sentences. In this case, the writer decided to choose the novel named *Another Piece of My Heart* because it contains a lot of adjective clauses. The writer wanted to know what the dominant of adjective clause found in the novel is, and also, the writer realized that

from this research, the English learners would know what is adjective clause and how important the adjective clause in their writing because by adding adjective clauses to our writing is a good way to provide additional detail about the nouns and pronouns in your work. This extra description would enrich your writing and help the reader understand our message more clearly.

There were several reasons why the writer is interested in doing this research. The reasons were based on the following considerations:

The writer was interested to know how adjective clauses appear in the novel.

The writer had capability of doing this research in terms of ability and affordable time of the research.

This study was related to the writers major.

Based on the background of the study above, the writer formulated the statements of the problem as follows:

How many kinds of adjective clauses are found?

What is the most dominant adjective clause found?

What are the contributions of adjective clauses to the English grammar teaching found?

The objectives of this study could be stated as follows:

To find out the kinds adjective clauses in the novel.

To find out the dominant adjective clauses in the novel.

To find out the contributions of adjective clauses to the English grammar teaching.

There were two aspects of significance of this research, namely theoretical and practical.

The researcher expects this research can enrich knowledge and information about adjective clauses. Furthermore, the result of this research can be a reference

for other researchers who want to conduct research in the same field.

The researcher expects that the result of this research can help the readers to get more information about the grammatical parts in English especially about the adjective clauses.

Literature

According to Evans & Levinson (2009), literature is a term to describe written texts marked by careful use of language, including features such as creative metaphors, well-turned phrases, elegant syntax, rhyme, alliteration, which are aesthetically read or intended by the author to be aesthetically read and are deliberately somewhat open in interpretation. Fry (2012) stated: "literature is simply another way we can experience the words around us through our imagination."

Novel

The novel is a branch of fiction that developed late in history; but relish for stories seems to be as old as recorded humanity (Boulton, 2014). The novel is different from other kinds of literary works such as drama and short story. Drama relates to fiction that is played by characters in the play, while short story is a novel but the story shorter than novel. Chodat (2015) stated that novel is generally thought of as containing about forty-five thousand words or more, because being longer than short story. A novel can reveal further development of characters and have more scenes and setting.

Grammar

Murphy (2012) stated that grammar is a person's subconscious language knowledge. The structure of expressions consists of the structure of words, phrases, clauses and sentences. Clause comes from

the combination of words. Words are divided into different kinds or classes, called parts of speech, according to their use; that is, according to the work they do in a sentence. Hodgson (2020) stated that the Parts of Speech are eight in number they are noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection. Phrase is a group of words that functions in a sentence as a single part of speech. It does not have a subject or a verb. Rozakis (2003) the United States public school system stopped formal instruction in English grammar and consequently created a legion of students and professionals notoriously weak in writing and language skills.

English Grammar for the Utterly Confused is a must-have for anyone who gets that "deer-in-the-headlights" look when asked to recognize a misplaced modifier or even find the verb in a sentence. This user-friendly, witty guide helps everyone—from students taking the GED to professionals writing business plans—learn the structures of English grammar and how to use them easily and proficiently. Demystifying grammar once and for all, this handbook will help all readers acquire the ability to speak and write competently, correctly, and confidently. Key features include: Exercises throughout to develop facility in writing skills Clear explanations of complex concepts Handy icons More than 200 solved problems and examples Test Yourself section in each chapter,"author":{"dropping-particle":"","family":"Rozakis","given":"Laurie","non-dropping-particle":"","parse-names":false,"suffix":""},"container-title":"McGraw-HillCompanies","id":"ITEM-1","issued":{"date-parts":[["2003"]]},"title":"English Grammar for Utterly Confused","type":"book"},"uris":["http://www.mendeley.com/documents/?uuid=2e98afcf-1441-4823-a424-be9bf77972cf"]}],"me

ndeley”:{“formattedCitation”:(Rozakis, 2003 said that phrase consists of prepositional phrase, adjective phrase, adverbial phrase, appositive phrase, verbal phrase, participle phrase, gerund phrase, and infinitive phrase.

Characteristics of Effective Teacher

Azar (2002:220)Leiha Macauley -- Trustee appointment and succession / Dennis R. Delaney, Kurt F. Somerville -- Trustee’s duties / Eric P. Hayes, Trustee’s powers / Eric P. Hayes -- Trustee’s liability / Colin M. Korzec -- Trustee’s responsibility for investments / Thomas E. Bator -- Trustee’s responsibility for special assets / Jeremy Weir -- Trustee’s responsibility for real estate / Ellen M. Harrington -- Trust distribution issues / Suma V. Nair -- Funding of marital trusts / Jennifer Collins -- Funding generation-skipping trusts / Deborah L. Giambanco, Samuel C. Sicho, Craig A. Standish -- Trustee’s duty to account / Ellen Cope-Flanagan, Eric P. Hayes -- Trust principal and income / Arnold W. Hunnewell -- Obtaining the court’s assistance in trust administration / Thomas P. Jalkut -- Termination of the trust / Matthew R. Hillery, Laura A. Kelly -- Charitable split-interest trusts / Martin Hall -- Administering Charitable trusts / Evelyn V. Moreno -- Trustee’s duties relating to income tax / Jeremiah W. Doyle IV -- Trustee’s duties relating to generation-skipping transfer tax / Richard B. James -- Lawyer as trustee / Eric P. Hayes, William B. Perkins -- Representing a trustee / Eric P. Hayes, Frederick D. Royal.”;”author”:[{“dropping-particle”:"",”family”:"Azar”,”given”:"B. S.”,”non-dropping-particle”:"",”parse-names”:false,”suffix”:"}],”container-title”:"Executive’s Guide to COSO Internal Controls”,”id”:"ITEM-1”,”issued”:{“date-parts”:[["2002"]]},”title”:"Understanding andUsingEnglishGrammarThirdEdition”,

”type”:"book"},”uris”:[“http://www.mendeley.com/documents/?uuid=29f20347-8310-431a-9b39-5d4873f049ea”]},”mendeley”:{“formattedCitation”:(Azar, 2002 said that a clause is a structure that has a subject and a verb. There are two kinds of clauses: independent clause and dependent clause. An independent clause is a complete sentence. It contains the main subject and verb of a sentence. It can stand alone as a sentence. It is also called a main clause. A dependent clause is not a complete sentence. It must be connected to an independent clause. A dependent clause cannot stand alone as a sentence.

Adjective Clause

Wallwork (2013) pointed out that an adjective clause is used to form one sentence from separated sentences. On the other hand, an adjective clause is used to combine a main clause and a relative clause, whose subject and object of those sentences are the same.

The pronouns that can be used in adjective clause are which, who, whom, whose, that. Adjective may also be introduced by subordinate conjunctions when, where, and why (Percy, 2017)English and attitudes towards it were changing rapidly. Samuel Richardson’s English had particularly ambiguous status because of his fiction’s subject matter and his limited education. Since he revised his texts constantly, Richardson presents an excellent subject for exploring standardising practices and precepts. In turn, understanding something about the contexts within which he wrote can help us to understand more about the texts as literature. This chapter will consider three elements in Richardson’s fiction: grammar, vocabulary, and the status of the vernacular. Grammars and Pamela As Richardson began writing fiction, an ideology of correct English was becoming more pro-

minent. Especially after 1710, grammars and correct grammar were publicised in fashionable periodicals such as the *Tatler* and the *Spectator*. In the 1730s, the number of new grammars increased remarkably. Richardson's many revisions to *Pamela* reflect this climate of linguistic prescriptivism. His revisions also reflect critics' reactions to a social-climbing servant protagonist: he aimed to make *Pamela* and Mr B worthy of each other. The most salient changes were lexical: for instance, *Pamela* had deferentially made low Curchees to a seeming Debooshee in the first edition, but in the second edition the unetymological spellings of these words were consistently corrected. Richardson also moved in the direction of standardising grammar. For example, contractions, which had been criticised by Swift, as well as mentioned in the *Spectator*, 135 (1711). After providing these materials, the readers are hoped to be able to understand the adjective clause correctly. The pronouns that can be used in adjective clause are:

Who. It is used for people as the subject. For examples:

The girl was happy. She won the race. The girl **who** won the race was happy

I thanked the man. He helped me yesterday.

The taxi driver was friendly. He took me to the airport. The taxi driver **who** took me to the airport was friendly.

Whom. It is used for people as the object. For examples:

The man is Mr. Jones. I saw him. The man **whom** I saw is Mr. Jones.

I like the women. I meet her at the party last night.

I like the woman **whom** I meet at the party last night.

The people were rich. We visited them yesterday.

The people **whom** we visited yesterday

were rich.

Whose. It is used to show possession. For examples:

I know the man. His bicycle was stolen.

I know the man **whose** bicycle was stolen.

The people were nice. We visited their house. The people **whose** house we visited were nice.

Which. It is used for things or animals. For examples:

I am using a sentence. It contains an adjective clause. I am using a sentence **which** contains an adjective Clause.

The picture was beautiful. She was looking at it. The picture at **which** she was looking at was beautiful. The picture **which** she was looking at was beautiful.

The building is very old. He lives there. The building **which** he lives in is very old. The building in **which** he lives is very old.

That can be used to replace who, whom, which. For example:

The girl **that** won the race was happy

The man **that** I saw is Mr. Jones

The dog **that** lay under the tree is Tom's.

The picture **that** she was looking at was beautiful.

Previous Study

To support this study, the writer collected some references from previous studies. There were some previous studies that the writer found. Some of the studies are as follows:

The first study was taken from the research paper written by Syah (2011) entitled "An Analysis of Clauses Applied on Online Newspaper Named THE TELEGRAPH". In that paper, Ilham shows and explains the clauses that appear in that newspaper. The research conducted is to find the type of bound clause, number of clauses, and the most dominant clause in the Telegraph E - Paper dated February 12,

2012. Noun clause is a bound clause in the form of a noun so that it can function as a subject, object, and so on. Adjective clause is an adjective clause so that its function is to explain nouns or people's pronouns. And the adverb clause is a bounded clause that provides more information about verbs than a free clause. After being analyzed and researched, the writer comes to a conclusion. The conclusion is that these three clauses were found in the Telegraph E-Paper dated February 12, 2012. There are 160 bound clauses found; 57 is a Noun Clause clause with a percentage of 35.6%, an Adjective Clause type consists of 45 clauses with a percentage of 28.1%, and an Adverb clause is the most dominant bound clause with a total of 58 clauses and the percentage is 36.3%.

The second previous study was conducted by Carolina (2012), entitled "A Study of Adjective Phrase in the Old Man and the Sea by Ernest Hemingway". This discusses the result of a study which deals with adjective phrase. The main data are derived from adjective phrase used in the novel *The Old Man and the Sea*. The forms of adjective phrases are discussed in detail such as adjective, intensifier + adjective, adjective + preposition, adjective + infinitive, prepositional phrase, infinitive, present participial phrase and past participial phrase. The functions of adjective phrases are also discussed in details such as pre-modifier, post-modifier, subject complement and object complement.

The third study was taken from the journal written by Ramadhan et al., (2019) entitled "An Analysis on Adjective Clause in Daniel Defoe's *Robinson Crusoe*". This study aims to show the dominant function and type of adjective clause. In addition, this research is also conducted to show the fragmentary differences between Early Modern English and Modern English. The

researcher used the adjective clause theory of Oshima and Hogue which included 6 functions and 2 types of adjective clause. The method used in this study is library qualitative or in other words library research. From this study, it can be concluded that 94 clauses data with functions and types of adjective clause were found and the dominant function of the adjective clause was relative pronoun as object 35 data equivalent to 37.23%. The difference in fragment between Early Modern English and Modern English is occurred in the use of suffix -st, -est, and -t, the use of do auxiliaries, the use of pronoun thou, the use of the word will vs shall and the use of demonstrative pronoun.

In conclusion, the previous research had explained the analysis that related in the clause sentences and the writer focuses on the adjective clauses in English. There are some differences between this study and the three previous studies mentioned earlier. Previous research focused on the adjective clauses which appeared on the research object but did not classify each kind of adjective clause. The writer used the adjective clause theory of Thomson and Martinet which defining relative pronouns used in the adjective clauses namely refer to persons, things, places, times and reason. Meanwhile, this study is not only focused to in writing. In addition, this study also classifies each kind of adjective clauses for example to person, thing, time and place rather than the previous study.

METHOD

Research Design

This study belonged to qualitative research. The writer will collect the data in the form of words rather than number. Qualitative research is connected with qualitative phenomenon, i.e, phenomena relating to or involving quality or kind (Kothari, 2004).

Subject of Research

The object of the study was the adjective clauses found in the novel. In this study the writer took data from the number of sentences from the novel. In the sentences which the adjective clauses found, the writer gave some analysis and explanations related to each sentence. In this case the writer focused on analyzing the adjective clauses.

FINDINGS AND DISCUSSION

From the finding above it could be seen that there were five kinds of adjective clauses found in the novel. To get the total of adjective clauses found in the novel the writer sums all adjective clauses found in the novel from each kind of adjective clauses found in the novel. For further information about kinds of adjective clauses found in the novel and the total of adjective clauses could be seen in following table.

Table 1. The number of adjective clauses

No	Noun Meaning	Relative Pronouns	Total
1	A Person	Who	180
		Whom	8
		Whose	5
		That	4
2	A Thing	Which	55
		That	106
3	A Time	When	32
4	A Place	Where	20
5	A reason	Why	3
TOTAL			413

To get the percentage of adjective clauses used in the novel, the writer uses the Nawawi's formula (1991:150) as the following:

X = Number of adjective clauses
 Y = Total number of all data

Table 2. The percentage of adjective clauses

No	Noun Meaning	Relative Pronouns	Formula	Percentage
1	A Person	Who	$180/413 \times 100\% =$	43,6%
		Whom	$8/413 \times 100\% =$	1,9%
		Whose	$5/413 \times 100\% =$	1,2%
		That	$4/413 \times 100\% =$	1,0%
2	A Thing	Which	$55/413 \times 100\% =$	13,3%
		That	$106/413 \times 100\% =$	25,7%
3	A Time	When	$32/413 \times 100\% =$	7,7%
4	A Place	Where	$20/413 \times 100\% =$	4,8%
5	A Reason	Why	$3/413 \times 100\% =$	0,8%
TOTAL				100%

N = Percentage of the adjective clauses

From the table above, we could see that the adjective clause refers to a person by using relative pronoun 'who' is the most dominant used in the Jane Green's novel *Another Piece of My Heart* with a percentage of 43,6%.

In teaching grammar, three areas have to be considered namely grammar as rules, grammar as form, and grammar as resource. For many learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar (Dahlmeier & Ng, 2011). Teachers often believe that this will provide the generative basis on which learners can build their knowledge and will be able to use the language eventually (Ferris, 2016).
 Ferris, 2016. Furthermore, the result of adjective clauses analysis found in Jane Green's novel *Another Piece of My Heart* could be an alternative media to teach grammar. The teacher could apply some procedures to achieve a good result. Firstly, the teacher distributed some clauses from Jane Green's novel *Another Piece of My Heart*. Its novel contained five kinds of adjective clauses such as adjective clauses refer to person, thing, time and place. Then, the teacher gave questions about the adjective clause concept. It had purposes to know the ability of students in mastering the topic like the definition, func-

tion, kinds, and use of adjective clauses. The teacher instructed the students to work in groups. The students needed to find out the adjective clause concept such as the definition, function, kinds, and use which is being learned from Jane Green's novel *Another Piece of My Heart*. The model of learning activities nowadays was about to build the collaboration value. So, the students were needed to make a good cooperation each other. After that, the teacher asked the students to write the result of investigation and presented their answers in front of the class. This step purposed to train the leadership of students. Next, teacher guided the students' understanding of the adjective clause and then concluded it. Lastly, the teacher gave the exercises to the students and discussed together about the exercises.

Moreover, the students will be more enthusiastic to study grammar by using Jane Green's novel *Another Piece of My Heart*. Furthermore, the teacher has to deliver the material in an interesting way in order to make the students engaged to the topic. And the teacher also can modify with the other media to help students in understanding the topic.

CONCLUSION AND SUGGESTION

Conclusion

The writer found 413 adjective clauses in the Jane Green's novel *Another Piece of My Heart*. The 413 adjective clauses consist of 197 adjective clauses referring to a person with percentage 47.7%. 161 adjective clauses referring to a thing with 39%, 32 adjective clauses referring to a time with percentage 7.7%, 20 adjective clauses referring to a place with 4.8% and 3 adjective clauses referring to a reason with percentage 0.8%.

The adjective clauses referring to a person by using relative pronoun who is

the most dominant used in the Jane Green's novel *Another Piece of My Heart* with a percentage of 43.6%.

The writer also takes conclusions that the result of this research can be used by the teachers in the teaching activity. The data samples which are found in this research can be used when the teacher is delivering the lesson to the students.

Suggestion

After completing this paper, the writer would like to present some suggestions such as:

For students

Especially the beginners, it is important to understand adjective clauses in order to be able to make accepted sentences.

For the teachers

The writer hopes that this research will make the teachers will be easier to know the adjective clauses, its classification and the sample of each adjective clause.

For the readers

The writer hopes this paper can enrich knowledge about the usage and function of adjective clauses in English. The writer also hopes the readers can get much information about adjective clauses from this paper.

REFERENCES

- Azar, B. S. (2002). *Understanding and Using English Grammar Third Edition*. In *Executive's Guide to COSO Internal Controls*.
- Carolina, M. D. (2012). A Study of Adjective Phrase in the *Old Man and the Sea* by Ernest Hemingway. *Journal of Language and Linguistics*, 100721021.
- Chodat, R. (2015). The novel. In *The Routledge Companion to Philosophy of Literature*. <https://doi.org/10.4324/9781315708935-7>
- Dahlmeier, D., & Ng, H. T. (2011). Grammatical error correction with Alternating Structure Optimization. *ACL-HLT 2011 - Proceedings of the 49th Annual Meeting of the Association for Computational Linguistics: Human Language Technologies*.
- Evans, N., & Levinson, S. C. (2009). The myth of language universals: Language diversity and its importance for cognitive science. In *Behavioral and Brain Sciences*. <https://doi.org/10.1017/S0140525X0999094X>
- Ferris, D. (2016). *Treatment of Error in Second Language Student Writing, Second Edition* (2th ed.). University of Michigan Press. <https://doi.org/10.3998/mpub.2173290>
- Fry, P. H. (2012). Theory of literature. In *Theory of Literature*. <https://doi.org/10.2307/585969>
- Hodgson, J. (2020). How to teach grammar. *English in Education*. <https://doi.org/10.1080/04250494.2020.1780827>
- Kothari, C. . (2004). Research methodology methods and techniques. In *New Age International* (2nd ed.). New Age International (P) Limited.
- Lorena, C., & Sadiku, M. (2015). *The Importance of Four Skills Reading , Speaking , Writing , Listening in a Lesson Hour*. 1(1), 29–31.
- Muhammad Ramadhan, S, N. M. W., & Rejeki, S. (2019). An Analysis on Adjective Clause in Daniel Defoe's *Robinson Crusoe*. *Journal of Language and Linguistics*, 1(9), 1689–1699.
- Murphy, R. (2012). English Grammar in Use. In *Cambridge University Press*. <https://doi.org/Estante de Casa 1a prateleira>
- Newmeyer, F. J. (2003). Grammar is grammar and usage is usage. In *Language*. <https://doi.org/10.1353/lan.2003.0260>
- Percy, C. (2017). The English language. In *Sam-*

- uel Richardson in Context*. <https://doi.org/10.1017/9781316576755.022>
- Rozakis, L. (2003). English Grammar for Utterly Confused. In *McGraw-Hill Companies*.
- Syah, I. (2011). An Analysis of Clauses Applied on Online Newspaper Named The Telegraph. *Journal of Language and Linguistics*, 26(6), 2011.
- Taverniers, M. (2005). Subjecthood and the notion of instantiation. *Language Sciences*. <https://doi.org/10.1016/j.langsci.2005.07.003>
- Torres-Martínez, S. (2017). Applied Cognitive Construction Grammar: A usage-based approach to the teaching of phrasal verbs (and other constructions). *European Journal of Applied Linguistics*, 6(2), 279–314. <https://doi.org/10.1515/eujal-2016-0012>
- Wallwork, A. (2013). English for Academic Research: Grammar Exercises. In *English for Academic Research: Grammar Exercises*. <https://doi.org/10.1007/978-1-4614-4289-9>