

An Analysis of Adverbial Clause Found in Ernest Hemingway's Short Story Entitled "*Big Two-Hearted River*" and Its Application in Teaching Writing

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Abstract. In this world, there are millions of languages. Every country has different languages as their own identity. English is one of the official languages used by people around the world to communicate both in formal areas such as government, administration, education, justice, business, mass media and also for international diplomacy. As a universal language, English also has been taught in Indonesia in every level of education. In learning English, there are some skills that must be studied by the students. This study aims to find out types of adverbial clause in the Ernest Hemingway's short story entitled "Big Two-Hearted River" and to describe the application of adverbial clause in teaching writing in Senior High School's students. The researcher uses a descriptive qualitative method because the process of collecting the data, it is done by classifying types of adverbial clause in the short story. In addition, the researcher is as the key instrument of the research. The result shows that there are 55 adverbial clauses found in the short story. The researcher finds there are 30 adverbial clause of time (54,55%), 10 adverbial clause of manner (18,18%), 6 adverbial clause of place (10,91%), 4 adverbial clause of cause and effect (7,27%), and 5 adverbial clause of condition (9,09%). Besides that, there are three adverbial clauses that the researcher does not find in the short story. They are adverbial clause of concession, purpose, and comparison. In conclusion, the writer finds 5 types of adverbial clauses based on Carillo's theory. In addition, there are some functions of adverbs in writing, such as to modify adjective, modify adverb, modify verb, and modify prepositional phrase.

Keywords: writing, adverbial clauses, qualitative descriptive method, short story

1. Introduction

Language has a significant role in human life. Every people need a language to communicate, share, and exchange information. It is even impossible that people do not need communication in their life. By language, it can connect us to recognize and know each other people around the world. As a universal language that many people need to communicate with other people from all over the world, English can reunite people from different backgrounds, cultures, races, ethnicities, religions, and so on. In many countries, English becomes second language that can be taught from elementary school to university. By communicating using a universal language like English, everyone in the world can

communicate easily and exchange knowledge, thoughts, and even culture. In other aspect, English has benefits to some important sectors, such as business, science, finance, and technology. It helps people to get more opportunity to give contribution to their country.

As a universal language, English also has been taught in Indonesia in every level of education. It is started from primary up to university. For primary school, English is taught as a local content, when applied in secondary school, English becomes compulsory subject that must be learned and mastered by the students. While in the level of university, English is only applied as complementary subject. All of these are intended to prepare Indonesian facing global challenges in the future. There are many kinds of languages in the world. English is one of the languages and also the international language in this world.

In learning English, there are some skills that must be studied. Generally, these are divided into receptive skills (listening, and reading) and productive skills (speaking and writing). The language component is divided into three parts, which are phonology (which is related with language sound system), lexis/morphology (which is related with words or phrases that express concepts), and grammar (which is related with the ways words are put together to form meaningful and acceptable sentences or phrases).

In term of education aspect, grammar absolutely becomes the significance thing that must be mastered on language comprehension. By knowing grammatical concepts, the learners will be helped to understand the mechanics behind sentences construction and to decipher the meaning of written and spoken language more efficiently. In addition, grammar becomes the basic knowledge to learn English in making a good sentence structure.

Adverbial clause becomes one of English grammar that is important to be studied. It is because as Quanshah (2018) argues, adverbial grammar add rich detail information, context, explaining such as when, where, why, how, and what conditions an action happens. Furthermore, by using adverbial clause in a sentence, it makes sentences become more informative, precise, and varied.

Regarding to the statement above, the researcher is interested to analyse adverbial clauses that will be found in Ernest Hemingway's short story. Writing and studying adverbial clause are quite challenging for students, the researcher hopes that by learning these two subjects through short story will enhance students' comprehension.

2. Method

Cresswell (2014) states that research design is divided into three types. They are qualitative, quantitative, and mixed method. He states that qualitative method demonstrates a different approach to inquiry the data than methods of quantitative research. Maybe the process would be similar, but in qualitative methods rely on text and image data, have unique steps in data analysis and draw on diverse designs. In addition, the qualitative method section of a proposal requires attention to topics that are similar to a quantitative (or mixed methods) project. These involve telling the reader about the design being used in the study and, in this case, the use of qualitative research and its basic intent. It also involves discussing the sample for the study and the overall data collection and recording procedures. Further, in expanding

the data analysis steps and the methods used for presenting the data, interpreting it, validating it, and indicating the potential outcomes of the study.

This research uses descriptive qualitative method because the data is written using words or language rather than numbers. Moreover, the descriptive qualitative method is appropriate for this research.

Chaudary (2013) argues that data is a crucial component for decision-making across all sectors – business, government, research, and more. It can refer to qualitative or quantitative information that is recorded and analyzed. It can be seen that data is very important in every research. Because, it contains factual information such as measurements or statistic which is used as a basis of reasoning, discussion, or even calculation. Without data, the research will be not completely acceptable. Based on the statement above, the data source is short story entitled *Big Two-Hearted River* by Ernest Hemingway containing adverbial clause.

Kumar (2018) states that the unit of analysis is the person or object from which the business researcher collects data. Furthermore, it also influences the reseach problem definition, hypothesis development, sampling method, and data analysis. The unit analysis of this research is clause containing adverbial clause.

In conducting this qualitative research, the instrument is the researcher herself. According to Sugiyono (2012) which is stated in Fadila (2018), the researcher is the key instrument of qualitative research. He adds that the researcher determines focus of the research, selects subject of the research, collects data sources, analyzes data, interprets data, and makes a report of the research.

According to Sugiyono (2011), there are some techniques to collect the data in a research. They include observation, interview, documentations, and triangulation. The researcher uses written document to analyze and collect the data. Here are some steps of collecting data from Ernest Hemingway's short story:

1. Downloading a short story Big Two-Hearted River by Ernest Hemingway.
2. Reading the whole short story Big Two-Hearted River by Ernest Hemingway.
3. Finding the clause containing adverbial clause.

Creswell (2018), he states that there are six steps involved in analyzing and interpreting qualitative data. There are, preparing and organizing the data, exploring and coding the data, describing findings and forming themes, representing and reporting findings, interpreting the meaning, and validating the accuracy of the findings. However, in this research, the technique of analyzing data through the following steps:

1. Identifying the data;
2. Classfying the data;
3. Counting the data;
4. Applying the adverbial clause in teaching writing;
5. Drawing conclusion and suggestion.

3. Findings

In analyzing the data, the researchers use Carillo's theory. He explains that there are eight types of adverbial clause: 1) the adverbial clause of time, 2) adverbial clause of place, 3) adverbial clause of comparison, 4) adverbial clause of condition, 5) adverbial clause of purpose, 6) adverbial clause of concession, 7) adverbial clause of manner, 8) and adverbial clause of result. The finding of this research can be seen in the table below:

Table of Types of Passive Voice in Surah Al-Baqarah

No.	Types of adverbial clause	Sum of adverbial clause in the short story	Percentage (%)
1.	Time	30	54,55 %
2.	Concession	-	0 %
3.	Manner	10	18,18 %
4.	Place	6	10,91 %
5.	Cause and Effect / Result	4	7,27 %
6.	Condition	5	9,09 %
7.	Purpose	-	0 %
8.	Comparison	-	0%
	Total	55	100%

Based on the calculation above, the researcher may conclude that there are 5 types of adverbial clause found in the Ernest Hemingway's short story. There are 55 of adverbial clause with a total of the most dominant clause is adverbial clause of time (54,55%), then it followed by adverbial clause of manner in the percentage of 18,18 %. The less dominant of adverbial clause used in the short story is clause and effect. The last, the writer is seldom, and even, not using adverbial clause of concession, purpose, and comparison in the short story.

4. Discussion

Discussion is the most important part in this research. The researchers provide the results of adverbial clause found in "Big Two-Hearted River" by Ernest Hemingway's short story and its application in teaching writing. The detailed explanation is as follows:

a. Passive Voice found in English Version of Surah Al-Baqarah Translated by Abdullah Yusuf Ali

1) Adverbial Clause of Time

- a) "He ate the whole plateful before he remembered the bread". (P. 185 L. 10)
Here, the researcher gives a code to make it easy in her findings. Code (P.185 L.10) means that the adverbial clause is located on page 185 line 10. On the sentence above, there are two clauses. The main clause here is 'He ate the whole plateful'. It can stand for itself because it consists of subject 'he' and predicate 'ate'. The dependent clause is an adverbial clause 'before he remembered the bread'. At a glance, this clause would be appear as a main

clause, but actually this clause is independent clause because it consists of subject and predicate which preceded by subordinator conjunction. The subject here is 'he' and the predicate is 'remembered'. While the subordinator conjunction of this clause is 'before'. Therefore, the researcher conclude that the types of this adverbial clause is time.

b) **While Nick walked through the little stretch of meadow alongside the stream,** trout had jumped high out of the water. (P. 182 L. 24)

In this sentence, the main clause is obviously "trout had jumped high out of the water" because it has subject (trout), predicate (had jumped), and followed by object (out of the water). They can stand for themselves as a complete sentence. The dependent clause of this sentence is "While Nick walked through the little stretch of meadow alongside the stream". That dependent clause consists of subject 'Nick' and predicate 'walked'. The researcher concludes that the sentence above is an adverbial clause of time because it is preceded by the subordinating conjunction 'while', which shows two actions occurring simultaneously.

c) **At the edge of the meadow, before he mounted to a piece of high ground to make camp,** Nick looked down the river at the trout rising. (P. 182 L. 19)

In the second example of adverbial clause of time, here in the page 182, there are three clauses. The main clause (independent clause) is "Nick looked down the river at the trout rising" because it consists of subject and predicate which can stand for itself. The dependent clause of this sentence is "before he mounted to a piece of high ground to make camp". This is an adverbial clause of time because it explains when Nick looked at the river. The subject of this sentence is 'he' and the predicate is 'mounted'. The word 'before' indicates a subordinating conjunction that connects this adverbial clause to the main sentence. The dependent clause itself has function as an adverbial time for the main action in the sentence.

d) **When he had the ground smooth,** he spread his three blankets. (P. 183 L.2)

In the next example, the main clause here is "he spread his three blankets". It is because they can stand as a complete sentence perfectly. The dependent clause is of course "when he had the ground smooth" which introduced by subordinating conjunction 'when' to explain about time. While the subject 'he' and the predicate 'had the ground smooth' show about the pattern of independent clause itself. In addition, the word 'when' links the following action (spreading the blanket) to the initial circumstance (the ground was prepared).

e) **Nick walked around the shallow shelf near the swamp shore until he came out the shallow bed of the stream.** (P. 194 L. 28)

Based on the example above, the researcher concludes that this clause is categorized as adverbial clause of time because there are two clauses there. The first one, of course, is 'Nick walked around the shallow shelf near the swamp'. This clause is obviously included as a complete clause. Without the next sentence, it would be meaningful. On the contrary, the clause 'until he came out the shallow bed of the stream' is concluded as an incomplete

sentence (independent clause) because it has no meaning if it stands for itself. This independent clause consists of subject 'he' and predicate 'came'. In addition, the word 'until' is subordinating conjunction of this clause. Therefore, the conclusion from the findings about adverbial clause of time in the short story is to explain more information about the timing of the action in the main clause. Common subordinating conjunctions of time are when, while, after, before, until, since, etc.

2) Adverbial Clause of Manner

- a) *As far down the long stretch as he could see, the trout were rising, making circles all down the surface of the water, as though it were starting to rain.* (P. 182 L. 28)

Based on the researcher's understanding, this clause is concluded as adverbial clause of manner because it is marked by 'as though' which is one of characteristics of adverbial clause of manner. It answers the question 'how something is done' and also describes how the way in an action occurs. In this sentence, "as though it were starting to rain" tells us about the use how the trout's movement appeared by evoking a sensory image of gentle rain disturbing the water's surface. Its clause consists of subject 'it' and predicate 'were starting'.

- b) *He felt, vaguely, a little sick, as though it would be better to sit down.* (P. 193 L. 28)

In this sentence, there are some parts of sentence, which are:

He felt → subject (He) and predicate (felt)

Vaguely → single adverb of manner which describes about how he felt

A little sick → is complement

As though it would be better to sit down → adverbial clause of manner

"as though" is categorized as subordinating conjunction of adverbial of manner which It conveys how the character felt sick — in a way resembling the onset of physical exhaustion or dizziness, suggesting a strong sensory or bodily response.

3) Adverbial Clause of Place

- a) *Yes, it was black too, iridescent, where the back and head were dusty.* (P. 180 L. 20)

This sentence consists of two clause. The main clause is "Yes, it was black too, iridescent" and the dependent clause is "where the back and head were dusty". This is concluded as adverbial clause of place because it is preceded by 'where'. In addition, it also consists of subject (*the back and head*) and predicate (*were dusty*) which is complete clause. The clause also answers "where" question.

4) Adverbial Clause of Cause and Effect / Result

- a) *For years he had never enjoyed fried banana **because he had never been able to wait for them to cool.*** (P. 185 L. 3)

This sentence consists of two clauses. The main clause is "for years he had never enjoyed fried banana" which shows cause and the dependent clause is "because he had never been able to wait for them to cool" which explains effect. All of the structure of this sentence shapes about adverbial clause of cause and effect because it answers the question of "why had he never enjoyed fried banana?" → Because he had never been able to wait for them to cool. So, the reason was his impatience → and as a result he couldn't enjoy the fried banana.

- b) *Hop did not mind **because she was not his real girl.*** (P. 186 L. 21)

This is categorized as adverbial clause of cause and effect because "because she was not his real girl" conveys about reason of Hop's attitude. This clause consists of two clause which the subordinating conjunction here is because.

5) Adverbial Clause of Condition

- a) ***Unless they were of your party,** they spoiled it.* (P. 192 L. 15)

This is categorized as adverbial clause of condition because this sentence is preceded by the subordinating conjunction "unless" which indicates about negative condition. It provides the conditional context under which the action in the main clause ("they spoiled it") occurs.

b. The Application of Adverbial Clause Found in Ernest Hemingway's Short Story entitled 'Big Two-Hearted River' in Teaching Writing

After knowing the types of adverbial clause, the researcher would like to apply the result of the analysis to teach writing for senior high school students. The researcher would like to teach writing using these types of adverbial clause by identifying the different types of adverbial in the short story, explaining functions of adverbial clause and using sentence pattern in the writing. Moreover, students are able to identify the types of adverbial clause through some questions given.

5. Conclusion

The researchers draw some conclusions. First, there are 55 adverbial clauses found in the short story The Big Two-Hearted River by Ernest Hemingway. Based on the type, there are only 5 (five) types of adverbial clause. There are 30 adverbial clauses of time (54,55%), 10 adverbial clauses of manner (18,18%), 6 adverbial clauses of place (10,91%), 4 adverbial clauses of cause and effect (7,27%), 5 adverbial clauses of condition (9,09%). Unfortunately, the researcher does not find three types of adverbial clause, which are concession, purpose, and comparison. Second, the adverbial clauses that find in the short story can be applied in teaching writing by motivating students to

write more complex and varied sentences and encouraging them to use these clauses to add details. In addition, by applying adverbial clause in their writing, it helps students to get to know the relationship between ideas and make their writing more engaging.

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