

Adverbial Adjunct Clause Found in The Novel “The Happy Prince and Other Tales”: A Syntax Analysis

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Abstract. In the novel "The Happy Prince and Other Tales" by Oscar Wilde, published in 1888, adverbial adjunct clauses are frequently used to qualify the main clause process concerning agencies such as time, means, causes, and ends, often with elements that determine the nature of their relationship (Langacker 2008: 419–420). There are 93 sentences using adverbial adjuncts of different types, including time, place, reason or cause, manner, degree, and frequency. The novel is colorful with the use of these subordinate clauses. This analysis focuses on the use of adverbial adjunct clauses in the novel to convey the philosophical and idealistic meaning of human life and society. "The Happy Prince and Other Tales" is interesting to analyze because the language is very easy to understand and consists of no more than one hundred pages.**Keyword :** The Happy Prince and Other Tales, Oscar Wilde, adverbial adjunct clauses

1. BACKGROUND OF THE STUDY

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Complex sentences are sentences that consist of a main clause or independent clause and one or more subordinate clauses. According to Van Valin, JR, (2004:133) complex sentences are non-coordinated sentences that contain more than one clause or more than one VP. In complex sentences, the subordinate clause functions as a dependent rather than a co-head. There are three types of subordinate clauses; (a) complementary clauses, additional (or adverbial) clauses, and relative clauses.3
Complementary clauses and relative clauses are included in subordinate clauses because they occur in what are called complex clauses by Quirk, et, al (1985), Brown and Miller (1980), and Fromkin, et al (1984). Both involve conjunctions such as that, who, which, where, why, who, etc. as a complement to introduce a subordinate clause. However, in the complementary clause, the subordinate clause with the complement is licensed by the subcategorization of the verb and usually functions as a subject or object, from another clause which is referred to as a matrix clause but in a relative clause, the subordinate clause introduced by the complement functions as a modifier in NP. Adverbial clauses qualify the main clause process concerning agencies such as time, means, causes, and ends, often with elements that determine the nature of their relationship (Langacker 2008: 419-420).26
This analysis uses a novel entitled The Happy Prince and Other Tales, which is an interesting novel to analyze because the language is very easy to understand and consists of no

more than one hundred pages. The Happy Prince and Other Tales is a novel by Oscar Wilde published in 1888. The Happy Prince and Other Tales has a philosophical and idealistic meaning about human life and society. This novel analysis uses an adjunct approach to the subordinating clause of type adverbial clause.

2. THEORETICAL FRAMEWORK

1. Subordinate Clause

The subordinate clause functions as a dependent, rather than a co-head. The subordinate Clause has three basic types, the first one is Complement clauses, the second is Adjunct (Adverbial) clauses and the third is Relative Clauses. In this study, the researcher took adverbial adjunct clauses as the analysis topics. A sentence is a group of words that expresses a complete thought and you use it to communicate your ideas. Every sentence is formed from one or more clauses. A sentence must contain a subject and a finite verb. A sentence begins with a capital letter and ends with a full stop, question mark, or exclamation mark.

Then, Clauses are the building blocks of sentences. A clause is a group of words that contains (at least) a subject and a verb. There are two kinds of clauses: independent and dependent. An independent clause contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence. A dependent clause begins with a subordinator such as when, where, if, while, that, or who. A dependent clause does not express a complete thought and cannot stand alone as a sentence by itself.

2. Adjunct Clauses

An adjunct is a word, phrase, or clause that can be removed from a sentence without making it grammatically incorrect. An adjunct is used to add extra information to a sentence, which creates an extra meaning and makes the sentence more specific. Adjuncts have many functional purposes, but the primary attribute of an adjunct is it is used to modify another form, word, phrase, or clause. Its purpose as a modifier is to add specificity or meaning to a sentence. Although it may not be necessary to include in a sentence, the descriptive functions of adjuncts can add heightened understanding or context to a sentence.

There are three basic types of adverbial adjuncts. These are as follows: Adverbial adjuncts, Noun adjuncts, and Adjectival adjuncts. In this study, the researcher chooses the Adverbial Adjuncts as the topic.

a. Adverbial adjuncts

Typically, an adjunct is an adverb or adverbial phrase that modifies as a verb/action. An adverbial adjunct is not always an adverb, but it is a modifying phrase that establishes the

context in which the action described by the verb takes place. Adverbial adjuncts can have different functional meanings that they contribute to a phrase or sentence. When used for this purpose, an adjunct can indicate place, time, manner, degree, frequency, or reason. We will go through each of these and provide examples to explain why they are used to modify the verb in a sentence:

1) Adverb of Place

Place adjuncts can provide context as to where something being described in a sentence is occurring.

2) Adverb of Time

Time adjuncts can provide context about when something being described in a sentence is occurring.

3) Adverb of Manner

Manner adjuncts can provide context about how something being described in a sentence is occurring.

4) Adverb of Degree

Degree adjuncts can provide context about the extent of an action or event.

5) Adverb of Frequency

Frequency adjuncts can provide context as to how frequently something being described in a sentence is occurring. It differs from a Time adjunct, which measures when something is described in a sentence is occurring.

6) Reason

Reason adjuncts can provide context as to why something being described in a sentence is occurring.

3. RESEARCH METHOD

According to Bungin (2005: 40-41), there are three kinds of research methods based on the location of the research i.e library research, laboratory research, and field research. In doing the analysis the researchers apply library research. It is done by collecting some related theories and information about Adjunct adverbs from books, the internet, and other sources. This research uses a descriptive method.

After getting enough information, the researchers read the novel and bolded the sentence containing Adverbial adjuncts for each type. Then those data are classified into types of

Adjunct adverbs. Finally, the researchers will draw a discussion of the results and a conclusion from the analysis.

1. Data Source

The data is acquired from the novel *The Happy Prince and Other Tales* written by Oscar Wilde. The novel consists of 37 pages.

2. Data Collection Procedures

The researcher's data are from a novel. In choosing the number of samples, the researcher applies purposive sampling. It means that subjects or samples taken are not random, but based on personal direction because of a special intention. A purposive sample is done by choosing subjects that are not based on strata, random, or area but based on the specific purpose. Usually, this technique is done because of some consideration, for example, because of limited time, energy, and funds so it is impossible to take a bigger sample.

3. Data Analysis Procedures

During the research, the researcher reads the novel comprehensively. Then the researchers bolded words containing adverbial adjuncts. After that, the words that contain adverbial adjuncts are classified into different types. In order to get dominant Adverbial Adjunct Clauses the researchers use the Bungin formula (2005:171-172):

$$N = \frac{fx}{n} \times 100\%$$

Notes:

N = Percentage of type

Fx = Total types frequency based on their types

n = Total of Adverbial Adjunct each type

4. RESULTS AND DISCUSSION

A. Adverb of Time

1. In fact, it was only **yesterday** that I heard the farmer's wife say to her mother that she could not get a wink of sleep at night on account of us. (p.33)
2. "**When** I was alive and had a human heart," (p.2)
3. "Last summer, **when** I was staying on the river, (p.3)
4. **When** day broke he flew down to the river and had a bath. (p.4)

5. , and **when** he looked up he found the beautiful sapphire lying on the withered violets. (p.5)
6. and **when** the moon rose he flew back to the Happy Prince. (p.5)
7. He picked up crumbs outside the baker's door **when** the baker was not looking and tried to keep himself warm by flapping his wings. (p.7)
8. **When** I last heard of them they were quarrelling still. (p.8)
9. , and **when** she saw it she flew over to it, and lit upon a spray. (p.9)
10. "I shall feel very lonely **when** you are gone." (p.11)
11. **When** she had finished her song the Student got up, and pulled a note-book and a lead-pencil out of his pocket. (p.11)
12. And **when** the Moon shone in the heavens the Nightingale flew to the Rose-tree, and set her breast against the thorn. (p.11)
13. , like the flush in the face of the bridegroom **when** he kisses the lips of the bride. (p.12)
14. **When** he arrived he saw the children playing in the garden. (p.14)
15. They used to wander round the high wall **when** their lessons were over, and talk about the beautiful garden inside. (p.14)
16. but **when** it saw the notice-board it was so sorry for the children that it slipped back into the ground again, (p.14)
17. One morning the Giant was lying awake in bed **when** he heard some lovely music. (p.15)
18. But **when** the children saw him they were so frightened that they all ran away, and the garden became winter again. (p.15)
19. And the other children, when they saw that the Giant was not wicked any longer, (p.15)
20. And **when** the people were going to market at twelve o'clock they found the Giant playing with the children in the most beautiful garden they had ever seen. (p.16)
21. Every afternoon, **when** school was over, the children came and played with the Giant. (p.16)
22. And when he came quite close his face grew red with anger, and he said, (p.16)
23. And **when** the children ran in that afternoon, (p.17)
24. During the spring, the summer, and the autumn he was very happy, but **when** the winter came, (p.18)
25. 'for when people are in trouble they should be left alone, and not be bothered by visitors. (p.19)
26. , and **whenever** the young man made any remark, (p.20)

27. "The next day he was nailing up some honeysuckle against the porch, **when** he heard the Miller's voice calling to him from the road. (p.22)
28. ; and **when** he returned he was so tired that he went off to sleep in his chair, (p.24)
29. "Now it happened that one evening little Hans was sitting by his fireside **when** a loud rap came at the door. (p.25)
30. "'Little Hans is certainly a great loss to every one,' said the Blacksmith, **when** the funeral was over, (p.25)
31. **When** he saw her he sank upon one knee, and kissed her hand. (p.27)
32. **When** the three days were over the marriage was celebrated. (p.27)
33. , as you always know **when** they are going to appear, (p.28)
34. **When** she made her great public appearance she spun round nineteen times before she went out, (p.29)
35. "Of course; I knew I was discussing some interesting subject **when** I was so rudely interrupted. (p.29)
36. Really, **when** I begin to reflect on the importance of my position, (p.30)
37. , and **when** I soar up into the air I intend to tell the stars all about it. (p.30)
38. You will see them twinkle **when** I talk to them about the pretty bride." (p.30)
39. But **when** I think that they might lose their only son, I certainly am very much affected." (p.31)
40. "for he weeps **when** there is nothing at all to weep about"; (p.31)
41. They were extremely practical, and **whenever** they objected to anything they called it humbug. (p.31)
42. , **when** one wants to talk about oneself, as I do. (p.33)
43. **Whenever** we appear we excite great attention. I have not actually appeared myself, but **when** I do so it will be a magnificent sight. (p.35)
44. **when** suddenly two little boys in white smocks came running down the bank, with a kettle and some faggots. (p.35)
45. "and **when** we wake up the kettle will be boiled"; (p.35)

B. Adverb of Reason

1. "That is **because** you have done a good action," said the Prince. (p.4)
2. The Giant loved him the best **because** he had kissed him. (p.16)

3. He played very badly, but no one had ever dared to tell him so, **because** he was the King. (p.27)
4. "A person who, because he has corns himself, always treads on other people's toes," (p. 30)
5. "I am laughing because I am happy," replied the Cracker. (p. 30)
6. "I am not going to stop talking to him merely because he pays no attention. (p.34)

C. Adverb of Place

1. "**Where** shall I put up?" he said; (p.2)
2. , **where** sorrow is not allowed to enter. (p.2)
3. He passed by the cathedral tower, **where** the white marble angels were sculptured. (p.3)
4. **Wherever** he went the Sparrows chirruped, (p.4)
5. So they threw it on a dust-heap **where** the dead Swallow was also lying. (p. 8)
6. The young Student was still lying on the grass, **where** she had left him, (p. 11)
7. , **where** it fell into the gutter, (p.13)
8. "But **where** is your little companion?" he said (p.16)
9. But the children said that they did not know **where** he lived, (p.16)
10. , and little Hans could not see **where** he was going, (p.25)
11. Why, perhaps the Prince and Princess may go to live in a country **where** there is a deep river, (p.30)

D. Adverb of Frequency

1. **Every** day for three hours he rattled on the roof of the castle till he broke most of the slates, (p.14)
2. **Every** afternoon, when school was over, the children came and played with the Giant. (p.16)
3. The Giant was very kind to all the children, yet he longed for his first little friend, and **often** spoke of him. (p.16)
4. He lived in a tiny cottage all by himself, and **every** day he worked in his garden. (p. 18)
5. 'We often talked of you during the winter, Hans,' (p.20)
6. When she made her great public appearance she spun round **nineteen times** before she went out, (p.29)
7. I **often** have long conversations all by myself, and I am so clever that sometimes I don't understand a single word of what I am saying." (p.34)
8. "I am sure that he has not **often** got such a chance of improving his mind. (p.34)

E. Adverb of Manner

1. After they had gone he felt lonely, (p.1)
2. "but I love travelling, and my wife, **consequently**, should love travelling also." (p.2)
3. he said **softly** to himself as he looked round, (p.2)
4. The boy was tossing **feverishly** on his bed, (p.4)
5. Then he flew **gently** round the bed, (p.4)
6. She will dance so **lightly** that her feet will not touch the floor, (p.9)
7. The birds sat on the trees and sang so **sweetly** that the children used to stop their games in order to listen to them. (p.13)
8. He played very **badly**, (p.27)
9. , love each other very **dearly**. (p.28)
10. for I am **extremely** sensitive. (p.29)
11. In fact, it is **essentially** suburban. (p.34)
12. "she has a **decidedly** middle-class mind" (p.35)
13. As for domesticity, it ages one **rapidly**, and distracts one's mind from higher things." (p.35)

F. Adverb of Degree

1. He was **very much** admired indeed. (p.1)
2. so he enjoyed himself **very much**. (p.4)
3. It was easy enough to get in, (p.5)
4. Little Hans was **very much** distressed at times, (p.24)
5. It is **very much** in my way at home, (p.25)
6. I certainly am **very much** affected." (p.31)
7. Bad and Grand sound **very much** the same, (p.32)
8. My nerves are certainly **very much** shattered, and I require rest." (p.32)
9. He was **very much** annoyed that he could not get a word in. (p.33)
10. I have enjoyed our conversation **very much**, I assure you." (p.33)

From the analyzed data, the researcher found 93 sentences using adverbial adjuncts. There are 93 sentences using adverbial adjuncts. There are 45 sentences (48,38%) adverbial adjunct of time, 11 sentences (11,82%) adverbial adjunct of place, 6 sentences (6,45%) adverbial adjunct of reason or cause, 13 sentences (14%) adverbial adjunct of manner, 8

sentences (8,60) adverbial adjunct of frequency, and 10 sentences (10,75%) adverbial adjunct of degree.

No	Usage	Frequency	Percentage
1.	Adverb of time	45	48,38%
2.	Adverb of place	11	11,82%
3.	Adverb of degree	10	10,75%
4.	Adverb of frequency	8	8,60%
5.	Adverb of reason	6	6,45%
6.	Adverb of manner	13	14%
Total		93	100%

Based on the table above, it can be seen that the usage of Time in the adverbial adjunct clause is the most dominant usage from The Happy Prince and Other Tales novel. The percentage for time is 48,38%. The usage of reason in the adverbial adjunct clause is the less dominant usage from the Little Prince novel. the percentage for comparison is 41,93%.

5. CONCLUSION

Having finished analyzing the subordinate clause of type adverbial adjunct in the novel *The Happy Prince and Other Tales*, the writer comes to a conclusion that the novel is colorful with the use of the subordinate clause of type adverbial adjunct. Furthermore, all types of adverbial adjuncts (time, place, reason or cause, manner, degree, frequency) are found in this novel. There are 93 sentences using adverbial adjuncts. There are 45 sentences (48,38%) adverbial adjunct of time, 11 sentences (11,82%) adverbial adjunct of place, 6 sentences (6,45%) adverbial adjunct of reason or cause, 13 sentences (14%) adverbial adjunct of manner, 8 sentences (8,60) adverbial adjunct of frequency, and 10 sentences (10,75%) adverbial adjunct of degree. The most frequent use of subordinate clause of type adverbial adjunct in this novel is adverbial adjunct of time. As we can see from the table, the frequency of adverbial adjunct of time in this novel is 48,38% (45 sentences).

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