

การจำแนกประเภทของการตีความเชิงอรรถศาสตร์ของวิเศษณานุกรมประโยค:
มุมมองจากนวนิยายภาษาอังกฤษ

CLASSIFICATIONS OF SEMANTIC DENOTATIONS OF ADVERBIAL CLAUSES:
PERSPECTIVES FROM NOVELS IN ENGLISH

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บทคัดย่อ

งานวิจัยนี้ศึกษาการจำแนกประเภทของการตีความเชิงอรรถศาสตร์ของวิเศษณานุกรมประโยคจากนวนิยายภาษาอังกฤษ งานวิจัยที่เกี่ยวข้องก่อนหน้านี้ให้ความสำคัญกับการจำแนกประเภทการตีความเชิงอรรถศาสตร์ของวิเศษณานุกรมประโยคในงานเขียนของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ ตำราอาหารภาษาอังกฤษและหนังสือพิมพ์รายวันภาษาอังกฤษ (Durant, Brenchley & Clarkson, 2020; Wongkittiporn, 2021) เพื่อนำเสนอมุมมองที่แตกต่างออกไป การศึกษาการจำแนกประเภทการตีความเชิงอรรถศาสตร์ของวิเศษณานุกรมประโยคในงานวิจัยครั้งนี้จึงให้ความสำคัญกับนวนิยายภาษาอังกฤษ ชุดข้อมูลเก็บรวบรวมมาจาก *Robinson Crusoe* (Defoe, 2013), *Naked Lunch* (Burroughs, 2016) *Wide Sargasso Sea* (Rhys, 2016) และ *The War of the Worlds* (Well, 2018) ซึ่งเป็นนวนิยายขายดี จำนวนประมาณ 200,000 คำของชุดข้อมูลจากนวนิยาย 4 เล่มประกอบด้วย 50 ตัวอย่างวิเศษณานุกรมประโยค การวิเคราะห์ข้อมูลวิเศษณานุกรมประโยคทำตามแบบของ Swan (2016) ซึ่งจำแนกประเภทของวิเศษณานุกรมประโยคออกเป็นแปดประเภทคือวิเศษณานุกรมประโยคที่เกี่ยวข้องกับเวลา วิเศษณานุกรมประโยคที่เกี่ยวข้องกับความขัดแย้ง วิเศษณานุกรมประโยคเชิงจุดประสงค์ วิเศษณานุกรมประโยคที่เกี่ยวข้องสถานที่ วิเศษณานุกรมประโยคที่เกี่ยวข้องลักษณะ วิเศษณานุกรมประโยคเชิงเหตุผล วิเศษณานุกรมประโยคเชิงเปรียบเทียบและวิเศษณานุกรมประโยคที่เกี่ยวข้องเงื่อนไข หลังจากการวิเคราะห์ข้อมูล นักภาษาศาสตร์จำนวนสามท่านดำเนินการตรวจสอบการวิเคราะห์ข้อมูลวิเศษณานุกรมประโยคเพื่อความถูกต้องและแม่นยำ ผลการศึกษาแสดงให้เห็นว่าวิเศษณานุกรมประโยคที่เกี่ยวข้องกับเวลาในนวนิยายภาษาอังกฤษปรากฏในความถี่ที่สูงซึ่งคิดเป็นร้อยละ 68 ซึ่งสามารถอธิบายได้โดยหลักการของลำดับเหตุการณ์และหลักการนำหนักปลาย ผู้วิจัยหวังเป็นอย่างยิ่งว่างานวิจัยครั้งนี้จะมีตัวอย่างเกี่ยวกับวิเศษณานุกรมประโยคเพิ่มมากขึ้นเพื่อก่อให้เกิดประโยชน์ต่อผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศและผู้เรียนภาษาอังกฤษเป็นภาษาที่สองในการประยุกต์ใช้โครงสร้างวิเศษณานุกรมประโยคในนวนิยายภาษาอังกฤษได้อย่างถูกต้องและเหมาะสม

คำสำคัญ

โครงสร้างวิเศษณานุกรมประโยค การตีความเชิงอรรถศาสตร์ การจำแนกประเภท นวนิยายภาษาอังกฤษ

ABSTRACT

This study examines the classifications of semantic denotations of adverbial clauses in novels in English. While related previous studies concentrated on the classifications of semantic denotations of adverbial clauses in the materials of EFL writing, English cookbooks and English daily newspapers (Durant, Brenchley & Clarkson, 2020; Wongkittiporn, 2021), this study contributes to the field by examining their use in novels in English in order to present the new perspective of semantic denotations of adverbial clauses. The sources of data were gathered from *Robinson Crusoe* (Defoe, 2013), *Naked Lunch* (Burroughs, 2016) and *Wide Sargasso Sea* (Rhys, 2016) and *The War of the Worlds* (Well, 2018) due to their high sales volumes (www.amazon.com). The approximate number of data collection in this study is 200,000 words which provide 50 tokens referring to sentences. According to the data analysis, the classifications of semantic denotations of adverbial clauses follow Swan (2016), who proposed eight classifications of adverbial clauses. The classifications are temporal adverbial clauses, concessive adverbial clauses, adverbial clauses of reason, manner adverbial clauses, adverbial clauses of comparison, adverbial clauses of purpose, adverbial clauses of place and adverbial clauses of condition. Three English linguists were asked to validate the data analysis via the process of inter-rater reliability to ensure the accuracy of the data analysis. The results of this study reveal that the semantic denotations of temporal adverbial clauses occur the highest at 68 percent. This is explainable by the principle of *iconicity of sequence* and *end-weight principle*. It is expected that the results of this study will be beneficial for learners of English as a Foreign Language (EFL) to use adverbial clauses in narrative writing appropriately.

KEYWORDS

Adverbial clauses, Semantic denotations, Classifications, Novels in English

Introduction

At the present time, globalization broadens our internationalization. It is undeniable that English has become an increasingly important language of the world. This claim could be supported by the popularity of the English language, given that it is ranked in the top three most spoken languages around the world (Melchers & Shaw, 2013). It is, therefore, important for everyone in the 21st century to know English in order to increase their ability of international communication. This could lead one to having better opportunities in life, such as the chance of higher education overseas and more challenging jobs and higher salary. Accordingly, knowing English as a Foreign Language (EFL) or English as a Second language (ESL) could be a pathway for future progress and achievement.

Radford (2009) suggests that to know a language is to know its grammar. As such, grammar is considered a necessary mechanical tool, which allows us to master languages accurately and appropriately. Although the traditional way to teach grammar is Grammar-Translation Method, this is regarded as being old-fashioned and ineffectively helps develop English language learners' *communicative competence* (Larsen-Freeman, et al. 2016).

It is necessary for us to boost our *grammatical competence*, or the ability to use language effectively and efficiently (Radford, 2009) in order to receive those better opportunities aforementioned.

While the study of English via old-fashioned methods seemed to pay a lot of attention to grammar, technically known as *focus on form* (Kim, 2005), we are now in the era of *communicative competence* (Savignon, 2018) in English language teaching. The study of the English language in the present time has a high tendency to avoid traditional methods, such as *audio-lingual* approach. Instead, we are now focusing on form and meaning of the English language simultaneously. This way of English language learning allows the English language learners to apply the use of the English language more practically and consistently. Accordingly, English language learners' *communicative competence* could be supported and they can improve their English language proficiency faster. With this belief, syntactic structures and semantic denotations of the English language should be encouraged to be learned concurrently (Wongkittiporn, 2021).

Although grammar is important to support our communicative communication (Radford, 2009; Syvak, 2018), numerous EFL and ESL learners are faced with difficulties in learning adverbial clauses (Altenberg & Tapper, 2014), such as (1).

(1)

- (a) *After I finished my dinner*, I went for a walk.
- (b) Peter watched a movie *before he went to bed*.

Example (1) represents adverbial clauses in English, which are dependent clauses. Dependent clauses are clauses which cannot stand alone (Swan, 2016). In examples (1a) and (1b), *after I finished my dinner* and *before he went to bed*, are examples of adverbial clauses. Adverbial clauses in English are grammatically known as adjuncts referring to place, manner and time. Thus, omitting this piece of information does not have an impact on the grammaticality of the sentence.

Since adverbial clauses are grammatically interpreted as adjuncts (Radford, 2009), they can be situated in different syntactic positions either at the beginning or at the end of the sentence. So there are several ways to use adverbial clauses as illustrated in (2).

(2)

- (a) After I finished my dinner, I went for a walk.
- (b) After finishing my dinner, I went for a walk.
- (c) I went for a walk after I finished my dinner.
- (d) I went for a walk after finishing my dinner.

Example (2) shows the grammaticality of different ways of writing adverbial clauses, which are all semantically the same. Even if the positions of adverbial clauses are located either at the beginning or the end of the sentence, the semantic denotations of each counterpart remain identical. This raises a question as to when and why one variant of adverbial clause is used over the other.

As mentioned earlier, this study focuses on the classifications of semantic denotations of adverbial clauses in English. There are eight semantic denotations of adverbial clauses in English that English language learners are supposed to know, such as temporal adverbial clauses, concessive adverbial clause and adverbial clauses of reasons, such as (3).

(3)

- (a) *After I finished my dinner*, I went for a walk.
- (b) James likes mangosteen, *while Kathy likes durian*.
- (c) I dislike driving a car *because I hate traffic jams*.

Example (3a) represents a temporal adverbial clause as noticed by the temporal adverbial connector *after*. Example (3b) represents concessive adverbial clauses as suggested by the concessive adverbial connector *while*. Example (3c) demonstrates the use of adverbial clauses of reason as indicated by the adverbial connector of reason *because*.

While related previous studies put emphasis on the grammaticality of adverbial clauses in EFL learners' writing in order to detect their errors (Altenberg & Tapper, 2014), this study contributes to the field by examining their use in novels in English because of the following advantageous reasons. Firstly, novels in English are authentic texts, which are normally used as outside reading materials in the subject of reading in English classrooms. This supports English literacy among English language learners. Secondly, novels in English are classified as reading materials that are suitable for everyone referring to different ages and different genders. Thirdly, different English language learners could select novels in English which are suitable for their level of English proficiency to read themselves. Finally, reading novels in English could support one's imagination and creativity, which are viewed as important parts of language learning. One distinctive study reveals that Thai EFL learners have problems of using semantic denotations of adverbial clauses as they are various variants of adverbial connectors, which made them confused which one should be used over the other (Promsupa, Varasarin & Brudhiprabha, 2017).

This current study provides definition, theory and practical semantic interpretations of adverbial clauses in English. The definition and theory of adverbial clauses in English are derived from grammar references (Swan, 2016). The practical use of adverbial clauses in this study is observed via novels in English. The current study will provide examples concerning the use of adverbial clauses in novels in English for those who are interested in study this field. It is expected that this study will be useful for EFL and ESL learners. This leads to the following research objective and research question.

Objectives of the Study

To examine the semantic denotations of adverbial clauses in novels in English

Research questions

What are the semantic denotations of adverbial clauses in novels in English?

Literature Review

This section provides both theoretical knowledge, semantic classifications of adverbial clauses and previous studies of adverbial clauses in English.

Semantic Denotations of Adverbial clauses

According to Sæbø (2012), adverbial clauses are syntactically classified as subordinate clauses to modify the main clause in different ways. They are classified into types. First of all, there are temporal adverbial clauses indicating a temporary event. The adverbial connectors *when* and *while* are indicative of this classification. In addition, the adverbial connectors *since* and *until* also belong to this group. The next type is known as conditional clauses such as *if* clauses. Apart from that, the adverbial clauses of result are used to convey a causal relationship such as *so that*. Causal clauses are used to answer the why type of question such as *because*. Purpose clauses help answer questions in a different way. Finally, concessive clauses are used to introduce contradictory events, such as *although* and *even if*.

Following Swan (2016), the semantic denotations of adverbial clauses in English in this study refer to the meaning of adverbial clauses which are divided into eight categories. The meaning of adverbial clauses could be noticed from their connectors such as *when* and *after*, referring to temporality. They include temporal adverbial clauses, adverbial clauses of conditions, concessive adverbial clauses, adverbial clauses of reasons, adverbial clauses of places, adverbial clauses of purposes, adverbial clauses of comparison and adverbial clauses of result.

The first classification of adverbial clauses is temporal adverbial clause. It is a type of adverbial clause to indicate time (Swan, 2016), such as (4).

(4)

- (a) I liked listening to the radio *when I was young*.
- (b) Mary usually eats fruits *before her dinner*.

When I was young and *before her dinner* are dependent clauses to indicate adverbial clauses of time. The keywords which are used to indicate this type of adverbial clauses include *when*, *whenever*, *after*, *before*, *while*, *until*, *since* and *as*.

The second classification of adverbial clauses is concessive adverbial clauses. This refers to opposition and contrast as in (5).

(5)

- (a) Peter likes to stay in a house, *whereas Mary enjoys living in a condominium*.
- (b) *While Mary likes to read novels*, her husband enjoys reading newspapers.

Whereas Mary enjoys living in a condominium and *while Mary likes to read novels* are concessive adverbial clauses, referring to contradiction. Swan (2016) suggests several keys to observe concessive adverbial clauses as in *though*, *although*, *even though*, *even if*, *while*, *whilst* and *whereas*.

The third classification of adverbial clauses is adverbial clause of reasons, as in (6).

(6)

(a) Peter left this house yesterday *as he felt uncomfortable to stay here*.

(b) June wants to learn German *because she expects to work there in the future*.

As he felt uncomfortable to stay here and *because she expected to work there in the future* represent adverbial clauses of reason. The keywords or adverbial connectors to observe adverbial clauses of reason include *because*, *since* and *as* (Swan, 2016).

The fourth classification of adverbial clauses is adverbial clauses of place. This type of adverbial clause is used to indicate location as in (7).

(7)

(a) Peter wants to travel *where he could go fishing*.

(b) Kids follow wherever their mother goes.

Where he could go fishing and *wherever their mum goes* in (7) is an adverbial clause of place. The keywords that are used to indicate adverbial clauses of place include *where* and *wherever* (Swan, 2016).

The fifth classification of adverbial clauses is adverbial clauses of purposes. This adverbial clause is used to indicate aims or objectives of doing something, as in (8).

(8)

(a) I learn several languages *in order to improve my communication skills*.

(b) Peter bought a condominium near to his workplace *so as to avoid traffic congestion*.

In order to improve my communication skills and *so as to avoid traffic congestion* is an adverbial clause of purpose. The keywords that indicate adverbial clauses of purpose include *in order to*, *so as to*, *so that* and *for fear that*.

The sixth classification of adverbial clauses is adverbial clauses of comparison. They are used to make a comparison of one entity with another such as (9).

(9)

(a) Mary danced on the stage *as if she was a professional*.

(b) Nanny swims so fast *as if she is a mermaid*.

As if she was a professional and *as if she is a mermaid* is an adverbial clause of comparison. The keywords used to observe adverbial clauses of comparison include *as*, *as if*, *as ... as* and *than* (Swan, 2016).

The seventh type of adverbial clause is adverbial clauses of result to indicate outcomes, as in (10).

(10)

(a) Jane felt so sleepy *that she could not continue working*.

(b) The dog jumped on us *so we fell down*.

So sleepy that she could not continue working and *so we fell down* represent adverbial clauses of result. The keywords that are used to observe this type of adverbial clause include *so... that* and *such... that*.

The last classification of adverbial clauses is adverbial clauses of condition.

(11)

(a) *If this project is not completed by the end of this month*, the company will be fined.

(b) Add some sugar *if needed*.

In (11), *If this project is not completed by the end of this month* and *if needed* represent adverbial clauses of condition. The keywords to help identify adverbial clauses of condition include *if*, *unless*, and *providing that*.

Difficulty in Writing

Whilst the classifications of adverbial clauses have been mentioned above, English language learners tend to have difficulty with using them in their writing. According to Al-Gharabally (2015), writing is regarded among English language learners as the most difficult skill to learn due to its requirement of a wide range of vocabulary and various grammar features. In addition, most English language teachers tend to avoid teaching writing since it is regarded as a complicated process and not so many activities can be provided to their students inside classrooms. When teachers check students' written papers or assignments, teachers often use red pen to correct or make comments which makes English language learners become frustrated and upset. As a result, it demotivates English language learners to continue studying (Siahaan, 2013). Although there are several ways of teaching writing, including the product approach, the process approach and the genre approach, Al-Gharabally (2015) suggested that English language teachers should bring only lexical items, such as the adverbial connectors *when*, *after*, *whilst*, and *in order* to teach inside the classroom. The written task should be assigned as homework. In this way, English language teachers could provide activities for student to discuss in class. It is less time consuming. Finally, English language learners should be encouraged to read a lot of outside reading materials in order to improve their grammar and vocabulary.

End-weight Principle and Iconicity of Sequence

End-weight principle is the principle in cognitive linguistics. When information is heavy or written longer, it is usually placed at the final position of the sentences. This longer information is regarded as additional information (Eitelmann, 2016). If the readers feel interested in reading, they could read it themselves as in (12).

(12) Peter enjoys reading novels, *while Mary like reading academic textbooks so as to improve writing his research quality*.

Example (12) shows adverbial clauses of contrast where the contrastive information is longer and contain more information. That is why it is placed at the end of the sentence. The relationship between end-weight principle and adverbial clauses can be explained in that adverbial clauses are structurally classified as complex sentences including dependent clauses and independent clauses. The clause that is written longer and heavier is likely to be written in the final position of the sentence (Eitelmann, 2016).

On the other hand, *iconicity of sequence* refers to the order of events. The event that occurs first will be placed in an initial clause, whereas the event that occurs later will be placed in the final position, such as after *I finished my dinner, I took a bath*. The relationship between

iconicity of sequence and adverbial clauses can be explained in that the linguistic expression of adverbial clauses is likely to be written according to the occurrence in the real-world event.

Previous Studies of Adverbial Clauses

Related previous studies focused on the classifications of semantic denotations of adverbial clauses in the materials of EFL writing and English cookbooks (Durant, Brenchley & Clarkson, 2020; Wongkittiporn, 2021). Nevertheless, this study would like to present the new perspective to the field by contributing to novels in English.

A study by Durant, Brenchley & Clarkson (2020) highlighted four classifications of adverbial clauses, including adverbial clauses of reasons, adverbial clauses of condition, adverbial clauses of purpose and adverbial clauses of concession. The objective of their study was to determine the effect of gender toward the use of adverbial clauses in Shakespeare's plays. The samples are *All's Well that Ends Well*, *As You Like It*, *Comedy of Errors*, *Measure for Measure*, *Merry Wives of Windsor*, *Midsummer Night's Dream*, *Much Ado About Nothing*, and *The Taming of the Shrew*. Male and female characters employed different adverbial clauses. Men were more likely to use concessive adverbial clauses, while women preferred to use adverbial clauses of comparison.

In addition to that, Wongkittiporn (2021) studied semantic denotations of adverbial clauses in cookbooks as written in English. His results of the study shows that adverbial clauses of temporality are frequently used in this study. He explained the time is a very important factor in cooking and time of cooking affect the taste of food.

Methodology

Source of Data

The source of data in this study is novels in English. There are a total of four novels in English to examine semantic denotation of adverbial clauses in English. The novels in English in this study were selected based upon their being best-sellers. The data collection in this study is based upon purposive sampling method. The advantages of this method are that it allows the researcher to gather information conveniently and it helps the researchers to save cost when gathering the data. Moreover, the researcher can keep adding information until the results become generalizable. The novels in English used in this study are summarized in Table 1.

Table 1 Data Collection

Novels in English	Author	Original Published Years
<i>Robinson Crusoe</i>	Defoe	1719
<i>The War of the Worlds</i>	Wells	1898
<i>Naked Lunch</i>	Burroughs	1959
<i>Wide Sargasso Sea</i>	Rhys	1966

Data Collection

The numbers of data collection in this study is approximately 200,000 words including 50 tokens, referring to sentences. The novels in English that are used in this present study are the most up-to-date version since this present study focuses on the study of adverbial clauses in the present-day English (Melchers & Shaw, 2013). It is expected that the results of the study will be useful for EFL learners. All adverbial clauses that appear in selected novels in this study were collected to be studied. It seems that the frequency of adverbial clauses gathered in this study is rather low. This is because the versions of novels in selected in this study is not a long-written versions. They are rather thin and carriable. So the thinness of these novels in this study may affect of the data collection in terms of their frequency.

The data collection of adverbial clauses in this study is based upon Radford (2009). They were collected manually based upon a sentence level consisting of subordinate clauses or adverbial clauses and the main clause. The whole sentence was collected for semantic interpretations as demonstrated in (13).

(13)

(a) 'Give it to a mark with K.Y. and he will come back for more.' And *When the Kid spots a mark*, [TEMPORAL ADVERBIAL CLAUSE] he begins to breath heavy. (Burroughs, 2016, p. 5)

(b) I read that long ago *when I was young*. [TEMPORAL ADVERBIAL CLAUSE]. (Rhy, 2016, p. 107)

Once the data was collected as demonstrated in (13), the semantic denotations were analyzed as explained in the following section.

Data Analysis

The data analysis in this study follows Swan (2016) with 8 categories of adverbial clauses. The descriptive statistical data was applied in this study where frequencies are calculated into percentage. Each type of adverbial clause is indicated by keywords or adverbial connectors to be observed. The interpretation of the data in this study is described in Table 2.

Table 2 The Data Analysis

(14)

Classification of Adverbial Clauses	Examples
Temporal Adverbial Clauses	<p>(a) 'Give it to a mark with K.Y. and he will come back for more.' And <i>when the Kid spots a mark</i>, he begins to breath heavy. (Burroughs, 2016, p. 5)</p> <p>(b) In fact, it seemed to have thickened enormously <i>since</i> he entered the room. (Burroughs, 2016, p. 164)</p> <p>(c) I can say definitely that I was never</p>

Classification of Adverbial Clauses	Examples
	metabolically cured <i>until</i> I took the apomorphine cure. (Burroughs, 2016, p. 204)
Adverbial Clauses of Reason	(d) Now it was a Friday I happen to remember <i>because</i> the Old Lady was down with the menstrual cramps. (Burroughs, 2016, p. 139)
Adverbial Clauses of Comparison	(e) He drank <i>as if</i> he were very thirsty. (Rhy, 2016, p. 64)
Adverbial Clauses of Condition	(f) <i>If</i> I was a cunt, we could open a dry goods store. (Burroughs, 2016, p. 160)

Table 2 illustrates how the data collection in this study was interpreted semantically. In (14a), the adverbial clause is interpreted as temporal adverbial clauses as indicated by the keyword or adverbial connector *when*. More adverbial connectors in this category could be exemplified as *whenever*, *after* and *before*. In addition, example (14d) is semantically interpreted as an adverbial clause of reason as indicated by *because*. Another indicator in this classification could be *whereas*. Example (14e) is classified as an adverbial clause of comparison as indicated by the keyword *as if*. Example (14f) is an adverbial clause of condition as indicated by the keyword *if*.

Data Validation

Once the data collection was analyzed semantically, three linguists were asked to validate the data analysis for the sake of accuracy and reliability. To begin with, each linguist was instructed to read the definition of adverbial clauses as available in the literature review. After that, they were asked to read the data analysis and make a judgement whether they agree or disagree with the data analysis. Placing a tick in column A meant they agreed with the data analysis, whereas placing a tick in column D meant they disagreed with the data analysis. If 2 or 3 linguists placed a tick in column A, the data analysis gained reliability. However, if only one or none placed a tick in column A, the data was reanalyzed according to the linguists' suggestion. This methodology leads to the results and discussion in the following section.

The Results

With the presentation of methodology above, the results of adverbial clauses in *Robinson Crusoe* (Defoe, 2013), *the War of the Worlds* (Wells, 2018), *Naked Lunch* (Burroughs, 2016) and *Wide Sargasso Sea* (Rhys, 2016) are presented in Table 4.

Table 3 *The Frequency and Percentage of Novels in English*

Classifications of Adverbial Clauses	Frequency	Percentage (100)
Temporal adverbial clause	34	68
Adverbial clause of condition	11	22
Adverbial clause of comparison	3	6
Adverbial clause of reason	1	2

Classifications of Adverbial Clauses	Frequency	Percentage (100)
Adverbial clause of place	1	2
Total	50	100

Table 4 reports the frequency and percentage of each classification of adverbial clauses in the English novel *Naked Lunch*. The highest percentage of adverbial clauses in this English novel is temporal adverbial clause at 68 percent. The second place is adverbial clauses of condition at 20.37 percent. Adverbial clauses of comparison occur at 6 percent. The use of adverbial clauses of reason and place occurs at 2 percent each.

Discussion

Structure of Adverbial Clauses in Novels in English

Based upon observation, the majority of adverbial clauses in the selected novels in English are used with the form of finite adverbial clause, as in (15).

(15) *If you come near the boat*, I'll shoot you through the head.

(Defoe, 2013, p. 20)

Actually, example (15) can be reduced into non-finite adverbial clause as in *if coming near the boat*. One reason as to why finite adverbial clauses frequently occur in novels in English is because in this genre of writing, the writer is not required to save space. There is enough space for the writers to relay the story. However, the results of this study are contradictory to the results of the study of adverbial clauses in English cookbooks by Wongkittiporn (2011), who found that non-finite adverbial clauses are frequently preferred in English cookbooks due to economy reasons. The following section will discuss the semantic denotations of adverbial clauses in novels in English based upon *principle of iconicity* of events.

Iconicity of Sequence

Where finite adverbial clauses are preferred in novels in English, the highest percentage of adverbial clauses in the selected novels in English is temporal adverbial clauses at 60.98 percent. One of the distinctive reasons to explain this phenomenon is that novels in English is narrative, so the stories are usually set by time in chronological order or sequential order. To avoid the readers' confusion regarding events that happen in the story, adverbial clauses of time are used to indicate what happened first, second and afterward as in (16).

(16) *When they walked in that morning at 8 o'clock*, I knew it was my last chance, my only chance.

Example (16) demonstrates the use of a temporal adverbial clause to indicate the simultaneity between the two circumstances as in walking and knowing.

The high frequency of time orientation in novels in English could be related to *the principle of sequential order of events* (Li, 2020). This principle states that the event that happens first will be written first, whereas the event that happens later will be written subsequently as in (17).

(17)

(a) *When I smiled at him, he began to cry.*
(Rhy, 2016, p. 40)

(b) *When our boat mounting the waves, we were able to see the shore.*
(Defoe, 2013, p. 13)

(c) *Christophine found me there when it was nearly dark.*
(Rhy, 2016, p. 9)

In (17a), there are two sequential events, which are the event of smiling and the event of crying. In (17b), there are two events sequentially. First is the mounting of the boat on the waves. The second event is seeing the shore.

End-weight Principle

This study found that the use of adverbial clauses in the selected novels in English has an involvement with end-weight principle or putting heavier information at the end of the sentence (Eitelmann, 2016).

(18)

(a) He leaves the platform in a pile of old used condoms *while he adjusts the rope across the room and come back carrying the noose on a silver tray.*
(Burroughs, 2016, p. 82)

(b) Your mind will answer most questions *if you learn to relax and wait for the answer.*
(Burroughs, 2016, p. 180)

(c) That's what they call all of us who were here *before their own people in Africa sold them to the slave trader.*
(Rhy, 2016, p. 64)

(d) He was there once *when they ate up twenty men, two women, and one child.*
(Defoe, 2013, p. 169)

(e) The horse had an hour's rest *while I took supper with my cousins and commented my wife to their care.*
(Wells, 2018, p. 45)

In (18a), there are two events happening at the same time. However, the second event is longer and contains more information. That is a reason why it is placed at the end of the sentence. In (18b), swapping the adverbial clauses of condition to the end of the sentence does not change its meaning. However, the writers selected to place the longer information at the final position. In (18), although the two events happened at the same time, the event that was depicted with a longer information was placed at the end.

Pedagogical Implications

The current study examines classifications of semantic denotations of adverbial clauses in novels in English. As mentioned earlier, this study will provide numerous advantages for learners of English as a Second Language (ESL) and learners of English as a Foreign Language (EFL). Once we looked at novels in English to study semantic denotations of adverbial clauses, it allowed us to see that novels in English are a good source to learn this structure as they provide many types of adverbial clauses for English language learners to study. This is particularly obvious in temporal adverbial clauses and adverbial clauses of condition. So English language learners can recognize which adverbial connectors are used with each semantic denotation from authentic texts and they can practically apply them in their actual use of the language.

This study is effectively applicable to writing classes where teachers could teach adverbial connectors to students before assigning homework. English language learners could brainstorm or discuss with their peers how to use each adverbial connector as one activity in the English classroom.

With the results of the study, it can be seen that novels as written in English are consistent and reliable source of studying adverbial clauses of temporality and adverbial clauses of condition. In writing classrooms, especially in narrative paragraph writing and writing short stories, teachers should bring the grammatical aspects of these two classifications of adverbial clauses to teach before allowing students to practice writing. Therefore, the scores of grammar in students' written essays could be increased when evaluated.

Conclusion

This study examines the classifications of semantic interpretations of adverbial clauses in novels in English in order to answer the following research question.

What are the semantic denotations of adverbial clauses in novels in English?

The results of this study shows that the semantic denotations of temporal adverbial clauses occur the highest at 68 percent followed by adverbial clauses of condition at 22 percent. These results go along the same lines as the hypothesis stating that temporal adverbial clauses are likely to occur the most in novels in English. This phenomenon of adverbial clauses of temporality could be explained by the principle of iconicity of sequence as the authors linguistically express the event that happens first before describing the next event in the final position. Doing this allows the readers to understand each scene sequentially. The iconicity of sequence as depicted in novels seems to be an important aspect to activate readers' creativity and imagination. This is because reading novels is not just linguistics, but it is about non-linguistic factor such as imagination and creativity (Seo & Kim, 2020). Therefore, this time orientation is useful for and supportive of the understanding of the readers. In addition to that, adverbial clauses of condition occur with the second highest frequency in novels in English.

In term of end weight principle, the novelists try to place longer and heavier information that is regarded as additional information of the stories at the final information, syntactically known as *adjuncts*. If the readers prefer to read addition information, they can

continue to read themselves. If not, they have just looked at the topic and then they can skip reading additional information.

The results of this study can only be applicable to novels in English. Generalizing the results of this study to other types of text, such as newspapers, magazine and academic prose may not be applicable to the optimal levels. In addition, the data collection in this study was quite limited. For future research studies, adding a larger data collection would make the results become more generalizable. Using other types of texts, such as research papers would contribute something new to the field.

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