

AN ANALYSIS ON ADJECTIVE CLAUSE IN DANIEL DEFOE'S *ROBINSON CRUSOE*

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Abstract

This thesis is titled "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.

Keywords : *adjective clause, functions and types of adjective clause.*

INTRODUCTION

Background

The use of grammar makes every speaker and writer create a good sentence because it consists of a pattern of organizing parts of words into words. Bloomfield (1961: 181). In making good sentences, it is a must to know what the sentence and the elements are. Sentences are a combination of words that express complete thoughts and ideas. The biggest grammar unit is the sentence. Leech (1982: 26) states that a sentence consists of smaller units, clauses, phrases, and words. The most important unit in composing sentences is a clause.

According to Leech (1983: 211), Clause is a syntactic unit that has characteristics such as sentences, but clauses are not sentences because clauses must be

combined with other clauses in order to form complete sentences. In the process of forming a clause, an understanding of the elements in its formation is needed, such as the clause pattern and the selection of the right words, one of which is adjective.

Adjective existence in the formation of a clause and the formation of a sentence is an absolute matter, because in adjective linguistics is a class of words that change nouns or pronouns, usually by explaining or making them more specific. The basis in forming a clause or sentence is needed at least one subject (subject) and verb (verb). Therefore, adjective existence in clauses and sentences is needed.

In larger units of language, adjective appears as a clause known as an adjective clause. The adjective clause is part of the subordinate clause. Adjective with adjective clause is clearly very different in

its construction, although it has functions in common. The adjective clause is usually characterized by relative pronouns (who, which, that, whose, whom) or relative adverb (when, where, why) which functions as a conjunction between the adjective clause which is part of the subordinate clause with the main clause. In addition, subordinate clause can be divided into 3 types, namely noun clause, adverbial clause, and adjective clause. Miller (2002:6)

Oshima and Hogue (1999: 209) explain that an adjective clause is a dependent clause that functions as an adjective, modifying the noun or pronoun. Adjective clause is often referred to as a relative clause.

Some language users think that the adjective clause is an adjective modifying clause, usually because the clause name contains an adjective element. Even though the adjective modifying clause is the adverbial clause. This is because some users are not familiar with the characteristics of the types of clauses, formation patterns, and functions in the sentence.

Some language users sometimes decide between the adjective clause and the noun clause, it is because there are similarities in some of their predecessor or antecedent words, therefore, sometimes the adjective clause and the noun clause are often confusing.

The phenomenon of using adjective clause is very easy to find in a writing, one of which is a novel. The novel has a variety of language styles, formal and informal. In formal and informal situations, adjective clause is present in a different structure.

Adjective clause is a complex syntactic structure in grammar. For beginners, they will find it difficult to create, understand and imitate sentence structures that contain adjective clause in a text. The complexity

of the structure of the adjective clause includes various structures and rules, such as the choice of pronoun (adjective clause function), the use of restrictive and non-restrictive (type of adjective clause), and verb agreement, which will add to the complexity of the sentence itself Abdolmanaf (2012: 1).

The complexity of the adjective clause is what attracts the attention of researchers to conduct this research. Students' understanding of adjective clause still needs to be explored deeper to this complexity. In fact, there are still many who are trapped in capturing the meaning of the text while reading. For some reason, grammar and vocabulary are the parts that most often prevent them from breaking through understanding in a text. Here the researcher sees a necessity to provide more examples of adjective clause analysis to provide more complex structure references for students at the university level, as an effort to improve student quality.

The analysis of the object of this research is literary works, novels. Terry Eagleton (2005: 1) mentioned that novels are one of the main forms of literary texts. The novel is a long narrative, usually in the form of prose, which depicts fictional characters and events, usually in the form of sequential stories. What makes it related to this research is its form. Unlike poetry in the form of stanzas, the novel itself is in the form of prose. Prose consists of a grammatical structure where an adjective clause is more likely to be found and is more significant to be analyzed. Like the following example:

"He got a good estate by merchandise, and left off his trade, lived afterwards at York; from whence he had married my mother, whose relations were named Robinson. "

Robinson Crusoe p.1

The sentence above is the sentence construction in the novel Robinson Crusoe

by Daniel Defoe. The sentence above consists of two adjective clauses: 1) From the whence he had married ..., 2) Whose relations were named ..., Although only a sentence, but this is a complex structure built from several adjective clauses: 1) married .., (using relative pronouns as object of preposition), 2) Whose relations were named ..., (using possessive relative clause).

Compared with other literary forms, novels are written literary forms in which there is a complex structure of Terry Eagleton (2005: 1). There we can see that the text in the novel is very suitable as an object for analyzing the adjective clause.

In this study, researchers tried to analyze the adjective clause in the novel *Robinson Crusoe* by Daniel Defoe. The novel, written in 1719, is included in Early Modern English. Early Modern English was the stage of development of English from the end of the 15th century to the end of the 17th century. The period from 1700 (in several sources from 1800) to today is symbolized as Modern English. The Early Modern English Period coincided roughly with the government of the House of Tudor (1485-1603) and the House of Stuart (1603–1714). The formation of the Tudor dynasty under Henry VII in 1485 after the battle of Bosworth, which ended the Rose War, resulted in a greater centralization of government in England. This period was also marked by the presence of a famous writer of his time, William Shakespeare, someone who brought significant changes to English, especially English literature in the late 16th and early 17th centuries.

Like everything else in the world, language also changes over time. The most visible aspect of change is in vocabulary: new words are born almost every day, or old ones acquire new meanings. It is not only vocabulary that changes, pronunciation and grammar also change, but it is much slower, so such changes are

more difficult to recognize. In this study, the present researcher tried to find out the differences in fragments or grammatical between Early Modern English and Modern English (now).

The *Robinson Crusoe* novel adapted the same real story as it was in the real world. In 1704, a Scottish sailor, Alexander Selkirk, was stranded on one of the Juan Fernandez islands in the Pacific. There he stayed for four and a half years until Duke, under the command of the captain of the Rogers forest, found him and took him aboard. After Selkirk's return to England, at least three stories of his experiences were published and widely read. Daniel Defoe, a genius journalist who no doubt, read the story. From the experience of the story above, he wrote *The Life and Strange Surprising Adventures of Robinson Crusoe*, which continued with its sequel, *The Farther Adventures*, is one of the greatest adventure stories of all time. There are rumors that the island written in the *Robinson Crusoe* novel, like the one created by Defoe, is Tobago, a Caribbean island on the coast off Trinidad. Selkirk and his adventure story have long been forgotten. But by reviving the fiction in it by the writer *Moll Flanders* and *A Journal of the Plague Year* has made *Robinson Crusoe* a classic novel.

The present researcher took the novel as the object of research because the novel had complex sentence variations, namely the composition of long sentences, using complex sentence and relative clause. In addition, the present researcher also wants to understand more about adjective clause in practice not just in theory.

Problem Identification and Formulation

With reference to the background described above, the present researcher formulates the problem as follows:

1. What are the types and functions of adjective clause contained in Daniel Defoe's *Robinson Crusoe* novel?

2. Which adjective clause function is the most dominant found in Daniel Defoe's *Robinson Crusoe* novel?

3. Is there a fragment difference between Early Modern English and Modern (now) English?

In order to avoid the expansion of the problem, the present researcher sets limits on the problem in this study which is mainly analyzing on the adjective clause. The present researcher also limits the problem only to the function, and the type in accordance with the formulation of the problem described above, and the novel Daniel Defoe's *Robinson Crusoe* which is the data source in this writing.

Research Purposes

In accordance with the formulation of the problems outlined above, the following are the objectives and benefits of this research, namely:

1. Showing the adjective clause based on the type and function in the novel *Robinson Crusoe* by Daniel Defoe.

2. Showing which adjective clause function is the most dominant found in Daniel Defoe's *Robinson Crusoe* novel.

3. Showing the difference in fragments or between Early Modern English and Modern English (now).

Research Methods

This research is a qualitative and quantitative study that will be analyzed by descriptive analysis methods. The technique used in this research is library research using primary data, namely the novel *Robinson Crusoe* and secondary data derived from theoretical books, scientific journals and online articles related to

topics that the present researcher has chosen, namely Adjective clause.

Literature Review

In designing this study, the present researcher used some of the information available in several books, journals, and thesis to support the analytical ideas including:

Azar (1989: 238) says "clause is a word containing a subject and a verb." Azar divides the clause into independent clause / main clause and dependent clause / subordinate clause. According to Azar, independent clause is a complete sentence and contains the main subject and verb of a sentence. He further said that the independent clause can be called a main clause because it can stand alone as a sentence or as a clause, while the dependent clause is not a complete sentence because it cannot stand alone and must be connected with the independent clause.

Frank (1979: 276) stated "In adjective clause, subject to predication is special introductory word which has the same referent as the preceding noun or pronoun. The form and position of this introductory word subordinates the adjective clause to a main clause. "This definition means that the adjective clause or relative clause is preceded by a special predecessor word which is fixed on the previous noun or pronoun and is attached to the adjective clause to the main clause.

Leech (1983: 285) says "The term is relatively used for various types of sub clause by a back-pointing element." From this definition, it can be clearly understood that the relative clause is categorized as a dependent clause because it cannot stand alone or must be attached to the main clause starting with relative pronoun.

Oshima and Hogue (1999: 209) say "a relative clause is a dependent clause that functions as an adjective; that is, it

modifies a noun or pronoun. For this reason, relative clauses are also called adjective clause. "

Polly Tse and Ken Hyland wrote journals related to a relative clause: Claiming a territory: Relative clauses in journal descriptions on December 2009 at Language Center, The Hong Kong University of Science & Technology, Clear Water Bay, Kowloon, Hong Kong. The main purpose of the journal above is to examine the role of the construction of relative clauses in the corpus of journal descriptions, texts that determine and support the purpose and position of the journal. They concluded that:

- The division of the relative clause, *defining / non-defining*, does not help and they suggest possible classifications that more effectively contribute to frequency and function in the genre of the journal.

- The journal description is a good first step to exploring the relative clause structure. Not only that, the evaluative role of the relative clause often occurs, but the texts are long enough to be analyzed and present information about academic values, interests and expectations of the journal.

The relationship of the above research and this study together study the relative clause in the text as a whole. But using a different analysis object. They analyzed the relative clause in the journal text while this study analyzed the relative clause in the novel.

The next journal was written by Abdolmanafi S.J and Rahmani Z. They wrote about An Investigation of the Learnability of Relative Clauses by EFL Learners, vol. 2 no. 3. Iran: Golestan University, September 2012. The research objective of the journal is to show the acquisition or sequence of frequencies of the type of relative clause.

Lukman Hidayatus Sholihin and Dwi Taurina Mila wrote a journal about adjective clause entitled: Systemic Functional Analysis of Adjective Clauses In Edgewater Selected Short Stories, University of Abdurachman Saleh Situbondo, VOLUME 08, No. 01, December 2016: 71 - 90. The journal aims to analyze the most dominant types of adjective clause found.

Clause

Miller (2002: 6) argues that "Clause is a unit which as minimum consists of a verb, its complement and its adjunct". Richards et al. (1982: 39), states "A group of words which form a grammatical unit and which contains a subject and a finite verb. A clause of forms of sentences and functions as a noun, adjective, or adverb ". Group of words that form a grammatical unit and contain a subject and a verb (finit). A clause is a part of a sentence that has a function as noun, adjective, or adverb. Kreidler (1998: 298) argues that, a clause is "a construction of words that expresses a proposition but forms part of a sentence rather than being sentence in itself." A construction of words that express a proposition, but is part of the sentence instead of the sentence itself.

From the above definitions, it can be concluded that, clause is a group of words that form a grammar containing at least one subject and a verb. A clause is not a sentence, but a clause is a part of a sentence.

Subordinate Clause

The subordinate clause is also called the dependent clause, which is a type of bounded clause, namely a clause that cannot stand alone like the main clause. Although the subordinate clause has the same characteristics as the main clause, which has at least one subject and verb, the subordinate clause always depends on the

main clause which is the parent clause in the sentence.

Quirk et al. (1985: 988) argues that, "Subordinate clauses (sometimes abbreviated to 'sub-clauses') have also been called 'dependent', 'embedded', 'included', 'constituent', and 'syntactically bound' clauses." The subordinate clause, sometimes abbreviated as sub-clause or also called dependent, means dependent clause, embedded which means embedded clauses, included which means clauses are included, constituent which means constituent clauses, syntactically bound which means bound clause syntax. While Jacobs (1995: 65), states "dependent clause, on the other hand do not stand on their own as sentences." Richards et al. (1985: 77) states the dependent clause is "A clause which must be used with another clause to form a complete grammatical construction. It depends on the other clause and is subordinate to it. "A clause that must be used with another clause to form a complete grammatical construction. The type of clause is very dependent on the existence of the main clause.

Example:

(2) I told him that nothing was

Main Clause Sub. Clause

going to happen to me.

Of the three opinions above, the subordinate clause is usually called a sub-clause or dependent clause, which is a clause that is bound or clause that always depends on the main clause to form a complete grammatical construction. In the English subordinate clause are classified into three parts, namely adverbial clause, adjective clause and noun clause.

Adjective Clause

Adjective clause or Relative clause is a type of subordinate clause that serves to explain noun or pronoun. In addition, the adjective clause serves to provide additional information and declare it belongs. Swan (2000: 487) states "Clauses beginning with question words (e.g who, which, where) are often used to modify nouns and some pronouns to identify people and things, or to give information about them. Clauses used like this are called relative clause. "Clauses that begin with question words like *who*, *which*, *where*, *which* are used to provide additional information to people, objects, and pronouns are called relative clauses.

While Miller (2002: 65) argues, "Relative clause are called adjective clause, reflecting the fact that adjective also modify nouns". The point is similar to the opinion expressed by Swan (2000: 487) that the adjective clause serves to provide additional information to noun. Both opinions above are strengthened by Maurer's opinion (2000: 186) which states, "Adjective clauses are dependent clause that modify noun and pronoun. They are introduced by the relative pronoun".

According to Azar (2002) "There are different types of adjective clauses. In each different type, the relative pronoun has a different function. It may be a subject or an object in its own clause, or it may replace a possessive word." According to Oshima and Hogue (1999) "A relative clause is a dependent clause that functions as an adjective; that is, it modifies a noun or pronoun. For this reason, relative clauses are also called adjective clause".

From the above opinion it can be said that, adjective clause is a clause which basically begins with a subordinate clause such as *who*, *that*, *where*, *who*, *whose*, *when*, *where*, *how*, *that*, *which* serves to provide additional information to nouns and pronoun .

Adjective Clause Type

The type of Adjective clause is *restrictive* (essential) or *non restrictive* (non-essential). Restrictive clause is a clause added to a sentence, needed in the sentence because it affects the meaning that is in the sentence and is not accompanied by commas.

a. *The professor who taught my biology class won a Nobel Prize two years ago.*

(Which professor won the Nobel Prize two years ago? The clause *who teaches my biology class* needs to explain or modify *the professor's* noun.)

Non restrictive clause, on the contrary is a clause added to a sentence but not required, the presence of a non-restrictive clause in a sentence accompanied by a comma.

a. *Professor Jones, who taught my biology class, won a Nobel Prize two years ago.*

(Someone who won the Nobel Prize was explained by the word *Professor Jones*, so the clause *who teaches my biology class* is additional information, there is no need to explain *Professor Jones*.

The Function of Adjective Clause

Oshima and Hogue (1999: 212) stated that adjective clause have functions as relative pronoun as subjects, relative pronoun as objects, possessive relative clauses, relative pronoun as objects of prepositions, relative pronouns in phrases of quantity and quality, and relative adverb clauses.

Relative Pronoun as Subjects

The relative pronoun can be the subject of the clause itself. The relative clause subject patterns are as follows:

<i>Who</i>
<i>Which + verb + complement</i>
<i>That</i>

<i>Football, which is the most popular American sport, began at Harvard University.</i>

Possessive Relative Clause

Relative pronoun *whose* in the clause replaces possessive words such as *Mary's*, *his*, *our*, *their*, *the company's*, or *its*. Possessive relative clause can follow the pattern of the subject or object and can be either restrictive or non-restrictive.

The pattern of subject possessive clause is as follows:

<i>Whose + noun + verb + complement</i>
<i>Princess Diana, whose life ended suddenly in a Paris car crash, was the most photographed woman in the world.</i>

The pattern of the possessive clause object is as follows:

<i>Whose + noun + subject + verb + complement</i>
<i>Maya Angelou, whose poetry we have been reading in our English class, is one of America's most famous female poets.</i>

Relative Pronouns as Objects of Prepositions

<i>Formal</i>	<i>Preposition + whom/which + subject+</i>
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	<i>verb+ complement</i>
	<i>The person to whom I mailed the letter never received it.</i>
<i>Informal</i>	<i>Whom</i>
	<i>Which + subject + verb + complement + prep.</i>
	<i>That</i>
	<i>The person whom I mailed the letter to never received it.</i>

In a formal writing format, the preposition appears before relative pronoun. Whereas in informal writing, prepositions appear at the end of the clause.

Relative Pronouns in Phrases of Quantity and Quality

Adjective clauses containing the above phrases can be subject or object in the clause, and are always non restrictive.

Subject and Object Patterns

<i>Many of which +(subject)+ verb+ complement</i>
<i>The oldest of whom +(subject)+ verb+ complement</i>
<i>While scuba diving in the Caribbean, I saw tropical fish, many of which I photographed with my new underwater camera.</i>
<i>He has three daughters, the oldest of whom is studying abroad.</i>

Relative Adverb Clauses

In addition to the relative pronoun, relative adverbs also usually appear at the beginning of the adjective clause, usually marked with the words *when* and *where*. Relative adverb clause refers to time or place, and replaces all prepositional phrases such as *on Sunday* and *in the city*. Relative adverb clause can be either *restrictive* or *nonrestrictive*. Following is the relative adverb clause pattern:

<i>When</i>	<i>+ subject + verb + complement</i>
<i>Where</i>	<i>+ subject + verb + complement</i>
<i>The lives of thousands of Germans changed during the night of August 13, 1961, when East German soldiers began building the Berlin Wall.</i>	

Sentence

Sentences are defined as orderly words that contain complete thoughts. Sentences are grammatical units that pay attention to the arrangement of word classes and grammatical classes functionally. Sentences in English consist of at least one object and verb beginning with a capital letter and ending with the final intonation (.). Aarts (1997: 6) states that "Sentence is a string of words that begins is a capital letter and ends in a full stop and its typically used to express a state of affairs in the world."

In general, sentences are classified into four types based on their structure, namely: Simple Sentence, Compound Sentence, Complex Sentence and Compound-Complex Sentence. The

present researcher only focus on Complex sentences because they fit the topic of the *Adjective clause* clause.

Complex Sentence

According to Quirk et al. (1985: 987), "a complex sentence is like a simple sentence in that it consists of only one main clause, but unlike a simple sentence it has one or more subordinate clauses functioning as an element of the sentence." That is, complex sentence looks similar to a simple sentence consisting of one main clause. The difference is that a simple sentence only has one main clause without involving a subordinate clause, whereas a complex sentence consists of one main clause, and at least one subordinate clause.

Example:

(3) Although I admire her reasoning, I

Main Clause

reject her conclusions.

Subordinate Clause

Robinson Crusoe

Robinson Crusoe is someone who was born into a very wealthy family in England. Since young Robinson had a strong desire to go to sea, his well-established and comfortable life did not discourage him from living an adventure in the ocean. Sailing is his dream. Even though marine life is very hard and cruel, in the end Robinson continues to carry out his intentions and starts his adventure exploring the ocean. Once the ship he rode on was hit by the waves, but he survived.

Once when sailing the umpteenth time, the ship aboard Robinson Crusoe was hit by a storm and sank in shallow waters near an uninhabited alien island. All crew members died and only Robinson Crusoe survived. With all his might, Robinson

swam trying to reach the island and managed to get there, on an island that had never been inhabited by humans before. Robinson's adventure of survival alone on the uninhabited island begins.

In the early days, Robinson's struggle for survival was very difficult. Robinson must familiarize himself with the surrounding natural conditions, the various animals that live in the forest on the island, and how he forages and makes a shelter. Do not forget he always records his daily life in a notebook. Robinson had to survive on that foreign island for 28 years.

One time, Robinson saw that there were a number of indigenous people living on the opposite island who came to the island. They are cannibal tribes who came to the island to eat their victims. Robinson managed to save a victim and drive out the cannibals. The person who was rescued eventually lived together with Robinson, and was named 'Friday'. Robinson teaches Friday English and other skills to survive on the island. Friday greatly praised Robinson and called Robinson as 'Sir'.

Robinson and Friday's life on the island proceeded peacefully, until later people who came to the island appeared. Various things happened until then Robinson left the island and returned to England. The island that Robinson once lived in has also become part of a British colony and is already inhabited.

Early Modern English and Modern English (The English language today).

The Early Modern Period began in 1500 and ended in 1800. The year 1500 roughly marked the beginning of the Renaissance and the introduction of the printing press, both of which had major consequences for the development of English. The Early Modern English Period ended with the independence of the American colonies. This event marked the end of the British Monopoly on English and the beginning of

the Modern English Period, during which several national English varieties developed, changing the profile of English afterwards.

Like everything else in the world, languages also change over time. The most visible aspect of change is in vocabulary: new words are born almost every day, or old ones acquire new meanings. The most visible aspect of change is in vocabulary: new words are born almost every day, or old ones get new meanings. Words like *Facebook*, for example, which appeared a few years ago, or the net, are ancient words with new meanings (= 'internet').

You can also find, although examples are more rare, words used previously have become obsolete, such as the pronoun *thou* used in the meaning of 'you', but originally only intended for one person.

However, grammar also changes, but is much slower, so such changes are more difficult to recognize, at least for non-linguists. As an example:

(1) *Everyone has a car of his own.*

(2) *Everyone has a car of their own.*

The first sentence shows a longer usage, his masculine pronouns used to refer to everyone. However, at the moment, they are a common choice - obviously, because it is considered common for gender, therefore it is very much avoided, however, the speaker may still use the word *his*.

The history of a language can be described from two different points of view: internal and external (László Kristó, 2016: 6). Roughly speaking, internal history is a description of changes in a given language: how pronunciation, grammar and vocabulary have changed over time. External history deals with the non-linguistic circumstances in which language has developed: this includes social, cultural or political events that affect

people who speak the language. For example: change the pronouns of his people into theirs. On the other hand, it is part of the external history of English, the influence brought into the country after the discovery of America. British colonialism in North America was by no means a linguistic event. After colonization began, English gradually began to develop in different ways in England and in America. At the end of the 18th century, the difference became significant enough to enable us to talk about "England" as opposed to "American" Britain. However, a cautionary note is needed here. Non-linguists tend to think that British English is the same as "Shakespeare's English", which became "corrupted" in North America. This is far from the truth: language continues to change, and English is no exception, so British English today is as different from early English in the 17th century as American today.

As mentioned above, aspects of lexical language change are the most easily detected: words appear and disappear - some become obsolete, while new words are born, almost every day. The number of new words created is far more than the number of words that are dead. For example, The future tense in Early Modern English is a little different from using formal, *shall*, than *will* in Modern English G.L. Brook (1958: 159). The next change is the pronoun *thou* in the Early Modern English period: it was understood (as a synonym of *you*) by all educated English speakers, but no one would use it at this time (except for special purposes, such as poetry, purpose). *You* and *thou* pronouns in Early Modern English still have the role of a second person singular. In modern English, this singular second person has been replaced by the plural second person, *you* (and *yours*).

Verbs usually use suffix -est or -st in Early Modern English such as *canst* or which means *can*. Suffix-t also in some verbs can be inserted especially in auxiliaries like

shalt. Demonstrative pronouns in Modern English like *this / these, that / those* are different from Early Modern English such as *yon, yond, yonder* which means '*that over there*' to show something.

The difference between the words *my* and *mine* in modern English *thy* and *thine* in early Modern English requires some specifications. In Modern English there are differences in using the words *my* and *mine*. *My* is used only in attributive functions (as a determiner, preceding the noun to be modified) like *my car*. Whereas *mine* is used in predicative functions like *this car is mine*. In Early Modern English, *mine* is also used with the same function but can also be used in attributive functions, especially if nouns begin with vowels. This is like the use of *a* and *an* in Modern English, also the same in early Modern English. Therefore it is just a different context. For example, *a car* and *an apple*, the same thing with *my car* and *mine apple* in early modern English. The same thing applies to *thy / thine*.

The use of the word auxiliaries *do* in Early Modern English is different from Modern English. By removing auxiliaries *do* in the sentence and immediately placing the note after the verb is the characteristic of the sentence in Early Modern English such as, '*I think not to destroy at all*'.

Results

1. Relative Clauses as Subject

"I was born in the year 1632, in the city of York, of a good family, though not of that country, my father being a foreigner of Bremen, named Kreutznaer, who settled first at Hull."

Robinson Crusoe p. 1

The clause above uses relative pronoun *who*. Relative pronoun *who* refers to

human because it explains the personal antecedent of Kreutznaer. The relative clause above is non restrictive type, indicated by the presence of a comma. The noun or pronoun above is clear, relative clause only provides additional information, which if omitted in the sentence, will not change the meaning of the sentence: "*I was born in the year 1632, in the city of York, of a good family, though not of that country, my father being a foreigner of Bremen, called Kreutznaer.*"

2. Relative Clauses as Object

"This was the only voyage which I may say was successful in all my adventures, and which I owe to the integrity and honesty of my friend the captain, under whom also I got a complement knowledge of the mathematics and the rules of navigation."

Robinson Crusoe p. 14

The above clause uses relative pronoun which refers to non-human, because it explains impersonal antecedent voyage and functions as an object of the verb *may*. The relative clause above is *restrictive* type, marked by no comma. The existence of relative clause is very important to identify nouns or pronoun in the sentence.

3. Possessive Relative Clauses

"In search of a place proper for this, I found a little plain on the side of a rising hill, whose front towards this little plain was steep as a house-side, so that nothing

could come down upon me from the top."

Robinson Crusoe p. 51

The clause above uses the relative pronoun *whose*. The relative pronoun *whose* replaces a possessive word *it's* (a rising hill) functions to explain antecedent of a rising hill. The relative clause above is non restrictive type, indicated by the presence of a comma. The noun or pronoun above is clear, relative clause only provides additional information which if omitted in the sentence will not change the meaning of the sentence: "*In the search for a proper place for this, I found a little plain on the side of a rising hill, so that nothing could come down upon me from the top.*"

4. Relative Clause as Object of Preposition

"He got a good estate by merchandise, and leaving off his trade, lived afterwards at York, from whence he had married my mother, whose relations were named Robinson."

Robinson Crusoe p.1

The above clause uses relative pronoun *which* and *whose*. The relative pronoun above functions as an object of preposition from. The preposition from above appears at the beginning of the relative clause. The relative clause above is non restrictive type, indicated by the presence of a comma. The noun or pronoun above is clear, relative clause only provides additional information which if omitted in the sentence will not change the meaning of the sentence: "*He got a good estate by merchandise, and left his trade off, lived afterwards at York*".

5. Relative Pronoun in Phrases of Quantity and Quality

"I discovered a locker with drawers in it, in one of which I found two or three razors and one pair of large scissors, with some ten or a dozen of good knives and forks."

Robinson Crusoe p. 49

The clause above uses relative pronoun in phrases of quantity *one of which*. The relative pronoun in phrases of quantity *one of which* serves to explain the antecedent it (locker). The relative clause above is *non restrictive* type, indicated by the presence of a comma. The noun or pronoun above is clear, relative clause only provides additional information which if omitted in the sentence will not change the meaning of the sentence: "*I discovered a locker with drawers in it with some ten or a dozen of good knives and forks*"

Percentage of the Function of Relative Clause in Daniel Defoe's Robinson Crusoe

Functions of the Relative Clause	Total
Relative Pronoun as Subject	31
Relative Pronoun as Object	35
Possessive Relative Clause	5
Relative Pronoun as Object of Preposition	11

Relative Pronoun In Phrases of Quantity and Quality	2
Adverbial Relative Clause	10
Total	94

After conducting the analysis, the present researcher found 94 data clauses from *Robinson Crusoe* novel with the percentage of Relative Pronoun as Subject 32.97% obtained from $= \frac{31}{94} \times 100\%$.

Furthermore, the percentage of Relative Pronoun as Object 37.23% obtained from $= \frac{35}{94} \times 100\%$. The percentage of the

Possessive Relative Clause of 5.31% was obtained from $= \frac{5}{94} \times 100\%$. Furthermore, the percentage of Relative Pronoun as Object of Preposition of 11.70% is obtained from $= \frac{11}{94} \times 100\%$. Percentage of Relative Pronoun In Phrases of Quantity and Quality of 2.12% obtained from $= \frac{2}{94} \times 100\%$, and Adverbial Relative Clause of 10.63% obtained from $= \frac{10}{94} \times 100\%$.

Early Modern English and Modern English (The English language today)

After reading and analyzing *Robinson Crusoe* novel by Daniel Defoe, the present researcher found some lay structures or fragments that were compared to Modern English nowadays. Here are some of the differences that the present researcher found in the novel:

1. *“How canstthou be such a hypocrite,” said I, even audibly, “to pretend to be thankful*

for a condition which, however thoumayest endeavor to be contented with, thou wouldest rather pray heartily to be delivered from?” So I stopped there; but though I could not say I thanked God for being there, yet I sincerely gave thanks to God for opening my eyes, by whatever afflicting providences, to see the former condition of my life, and to mourn for my wickedness, and repent.

Robinson Crusoe p. 102

It is possible for the above verb to use the suffix -st or -est found in Early Modern English. The verb *canst* which means *can*, *wouldest* which means *would* and *mayest* which means *may*. Besides that, the word *thou* appears above is a second-person pronoun or pronoun *you* in Modern English nowadays. *Thou* is an informal form in Early Modern English, usually used in daily conversation with relatives, close friends, who have a close relationship.

2. *I know not what it was, but something shocked my mind at that thought, and I durst not speak the words.*

Robinson Crusoe p. 102

The use of the word auxiliaries *do* above is different from Modern English nowadays. By removing auxiliaries *do* in sentences and immediately placing notes after the verb *is* the hallmark of the sentence in Early Modern English.

3. *When I had done praying, I took up my Bible, and opening it to read, the first words that presented to me were, "Wait on the Lord, and be of good cheer, and He shall strengthen thy heart; wait, I say, on the Lord."*

Robinson Crusoe p. 140

The word *thy* in Modern English (nowadays) means *my* which only functions as attributive (as a determiner, preceding the noun to be modified). The word *thy* is an informal form in Early Modern English. *Thy* is used only in the attributive form (as a determiner, preceding the noun to be modified). The word *shall* above is very commonly found in Early Modern English compared to *will*. The use of *shall* be considered more formal and will be used for non-formal conditions.

4. *These thoughts took me up many hours, days, nay, I may say, weeks and months; and one particular effect of my cogitations of this occasion I cannot omit, viz., one morning early, lying in my bed, and filled with thought about my danger from the appearance of savages, I found it discomposed me very much; upon which those words of the Scripture came into my thoughts, "Call upon Me in the day of trouble, and I*

will deliver, and thou shalt glorify me.

Robinson Crusoe p. 140

In addition to suffix -est, and -st, there is also suffix-t like the case above. *Shalt* which means *shall*.

1. *Friday. — They more many than my nation in the place where me was; they take one, two, three, and me. My nation overbeat them in the yonder place, where me no was; there my nation take one, two, great thousand.*

Robinson Crusoe p. 192

Demonstrative pronoun like the case above, *yonder* functions as a demonstrative word to indicate an object that is far from the speaker and listener where the incident took place, such as the demonstrative word *that* in Modern English (nowadays).

Conclusion

Based on the results of this study of 94 data in Chapter III taken from Daniel Defoe's *Robinson Crusoe* novel, analyzed using the theory of Oshima and Hogue (1999), the present researcher found the following results:

The adjective clause contained in Daniel Defoe's *Robinson Crusoe* novel functions as subject, object, object of preposition, possessive, relative Pronouns in Phrases of Quantity and Quality and relative adverb. Whereas, the Adjective clause in Daniel Defoe's *Robinson Crusoe* are Restrictive and non-restrictive type. The function of the adjective clause found in Daniel

Defoe's *Robinson Crusoe* follows these specifications below:

- a. Adjective clause as subject is amounted to 31 data.
- b. Adjective clause as an object is amounted to 35 data.
- c. Possessive adjective clause is amounted to 5 data.
- d. Adjective clause as the object of preposition is amounted to 11 data.
- e. Adjective clause in phrases of quantity and quality are amounted to 2 data.
- f. Relative adverbs amounted to 10 data.

The percentage of relative clause function in this research is 32.97% for relative pronoun as subject, 37.23% for relative pronoun as object, 5.31% for possessive relative clause, 11.70% for object of preposition, 2.12% for Relative Pronoun in Phrases of Quantity and Quality and 10.63% for relative adverbs.

Researchers can draw the conclusion that the type and function of the adjective clause found in Robinson Crusoe's novel are consistent with the theories of Oshima and Hogue (1999). The adjective clause functions are relative pronoun as subject, relative pronoun as object, possessive relative clause, relative pronoun as object of preposition, relative pronoun in phrases of quantity and quality, and relative adverb clauses. The types of adjective clause found were restrictive, and non-restrictive clause. The most dominant adjective clause function in Daniel Defoe's Robinson Crusoe novel is relative pronoun as object with 35 data equivalent to 37.23%. The difference in fragments or words between Early Modern English and Modern English (now) found in Daniel Defoe's Robinson Crusoe novel is the use of suffix -st, -est and -t. Demonstrative pronoun yonder, use of the second person pronoun thou, use of auxiliaries do, use of

the word thy and use of the words will and shall.

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