

## **Clauses Characteristics in Conversation on Motion Picture**

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**Abstract:** This qualitative research aims at identifying the characteristics of clauses use in conversation performed in *Cruella*. This study investigates the difference construction of clauses in oral and written way. The data which were utterances were analyzed narratively. The result of this study was displayed descriptively. The characteristics of the clause construction showed that the speakers constructed more than two clauses in a sentence and did not put all subordinates in the sentence, there was a subordinate clause in a subordinate clause, the speakers omitted subordinator *that* as in that-clause or noun clause and *where* in adjective clause, and some clauses stood ungrammatically. The speakers constructed the position of the main clause and subordinate clause improperly. These phenomena occurred due to the oral clause construction. Based on the script, a few subordinate clauses stood independently as they interrelated to the main clause, although it was ungrammatical.

**Keywords:** Clauses, Construction, Oral, Subordinator

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### **1. Introduction**

There are a lot of articles discussing the clauses, dependent clauses, or subordinate clauses. By looking at the articles published, mostly the scholars discussed the errors or mistakes of constructing the clauses in written made by the EFL learners, or identifying the use of clauses in writings. Sulistiani identified the types and the function relative clause or adjective clause in the novel [1]. Helmie identified the pattern of clauses in the novel [2]. Dewi 2019 identify the types of clause relation in the guardian articles [3]. Raputri, Defeciand Nunn, Co and Lee, and Tse and Hyland identified the use of relative clauses in the journal papers [4][5][6][7]. And Haryanti and Setyandari discussed the students' difficulties in identifying the function of noun clause [8].

Generally, a clause is a free-standing sentence, a clause or sentence contains at least a subject and a main verb [9]. Huddleston et al. also give the definition that a clause is larger sentence unit which consists of a subject followed by a predicate [10]. Meanwhile, according to Nelson and Greenbaum, a clause is a group of related words containing at least subject or verb [11]. This is supported by Azar, defining a clause is a set of words that includes a subject and a verb [12]. According to Halliday and Matthiensen, there are four ranks in modern English writing: sentence, sub-sentence, word, and letter. The sub-sentence can be interpreted as the sentence inside another sentence, which follows or is followed by either a colon, semicolon, comma, or dash, called clause [13]. A clause can be independent or dependent. An independent clause or main clause is a complete sentence. A dependent clause or subordinate clause is not a complete sentence. Noun clauses, adjective clauses, and adverb clauses are the three categories into which dependent clauses divided [8].

Oshima and Hogue (p. 194) mentioned, "A noun clause is a dependent clause that functions as a noun"[14]. A noun clause is a clause which acts as subjects, objects or complements, just like noun phrases [15]. a noun clause is usually replaced with the pronoun "it". Wh-word clauses formed from wh-questions and introduced by wh-words such as who, whoever, what, whatever, where, wherever, when, which, how, how much, how many, and so on such as *what he said surprised me*. If or whether clause formed from yes or no questions and introduced by subordinates whether or if such as *I don't know whether/if she wants to stay or not*. Noun Clause with that, is known as that-clause such as *I think that she will come*. Noun clause it may begin with a question. This is also a characteristic of a noun clause, which is to replace an interrogative sentence into a positive sentence.

A relative clause is another name for an adjective clause. Defining relative clauses, non-defining relative clauses, and connective relative clauses are the three different types of relative clauses. The adjective clauses' relative pronouns might relate to people, things, locations, times, and reasons. These relative pronouns, which include relative pronouns as subjects, relative pronouns as verbal objects, relative pronouns as prepositional objects, and relative pronouns as possessives, can serve a variety of purposes in an adjective phrase [16]. The adjective clause pronouns are who, whom, which, and whose, these are all called relative pronouns [12]. Their respective functions are: which is used for objects or animals; who is used for people as subjects; whom is used for people as objects; whose is used to indicate ownership; that is used to replace who, whom, and what.

Larsen-Freeman and Celce-Murcia and Tallerman explained that adverbs are different from adjectives; adjectives can only modify nouns, whereas adverbs can modify verbs, adjectives, other adverbs, or a whole sentence [17][18]. Thus, adverbial clause is a clause that modifies the verb, adverb, adjective of the sentence, or the whole sentence. Adverb clauses are used to illustrate the connections between ideas. They display time,

cause-effect, contractual, and conditional relationships. Wongkittiporn mentioned about types of adverbial clauses. There are temporal adverbial clauses (Her life has changed *since she had her baby*), conditional adverbial clauses (I will marry *him if he gets a divorce*), finite adverbial clauses (*Once the water has boiled*, add vegetables), non-finite adverbial clauses (*Once boiling*, add vegetables), verbless adverbial clause (*When young*, I liked reading comics), and concessive adverbial clause (*Although these findings are encouraging*, only people regularly attending diabetic outpatient clinics were studied and only half of those eligible took part) [19]. Yanti and Basthomi found four types of adverb used by undergraduate students of English Department in their articles: additive, adversative, causal, and temporal [20]. But, in the research by McGarry and Kiser, the four types of adverbial clause explained are causal, conditional, purpose, and concessive [21]. Other three types of adverbial clause are time, reason, and result [22]. The following are the types of adverbial clause with their commonly used conjunctions as mentioned by McGarry and Kiser and Hewings [21][22]; causal (because, since, as long as), conditional (if, in case, assuming), purpose (so, so that, in order that), concessive (though, although, even though), time (as, before, while), reason (because, for, seeing that), and result (such that, in such a way that, in such a way as to).

This study focused on investigating the use of clauses in English conversation. As the researcher is residing in Batam, Indonesia, there is no English daily conversation seen around, and the dialogue on film was taken for the capturing the phenomena. Flick mentioned that films are part of the representational structure of the society and reflect the condition and structures of society and individual life [23]. This study captured the native speakers' conversation through a film. From the conversation in the film, the clauses used in the dialogue were the data that became the key on how the characters constructed the clauses. Disney's Cruella, is the film chosen for this study as this film was situated in London and it was comedy criminal which was for 17-year-old and over. As this film pictured the life from the low to the high-class life style, the utterances represented the informal to formal way. The language used was humorous but rough, and it does not show the bloody-violence. Thus, the utterances produced naturally as it was a life-like picture.

There were some phenomena in the real-life conversation the way the speakers created the clauses. They sometimes infringed the regulation of making the clauses. The speakers create the clauses expression simply in order to the listeners understand the expression. But on the other hand, the EFL learners faced some difficulties studying the clauses in the classroom. It was experienced by Yu [24] the difficulties in understanding the long English sentences in listening. The difficulties in writing the English scientific paper were faced by the non-native graduate students in South Korea in term of relative clauses [6]. Sukandi mentioned that writing English is complex, and not only in Indonesia but also in Thailand, teaching and learning English writing is also complicated [24]. Every language has its characteristic to develop the clause. By comparing to Bahasa Indonesia and English in constructing adjective clause, Bahasa Indonesia uses only *yang* [25][26] as a relative pronoun meanwhile English uses *who, which, whom, whose* as the relative pronouns [12]. The differences make the EFL learners difficult to construct the correct English clauses. Millaku discussed the similarity and the differences of nominal clauses between English and Albanian language [27]. Abubakari discussed also the relative clauses in Kusaal spoken in the upper east region of Ghana to the different from English clauses [28]. Asante and Ma discussed the relative clause constructions of Nkami, an endangered Ghanaian language [29]. Acehnese has types and core constituents of relative clauses [25].

In fact, clauses in conversation show the difference in constructing the clauses. "*I'm so grateful you've given Tattletale an exclusive tonight.*", this is one of the utterances taken from the dialogue in the film. This is the direct speech known by the subject "I". this utterance is a complex sentence instead of compound sentence as it has two subjects and two verbs. But when it was uttered, the character omitted the connector between main and subordinate clause. the subordinate clause "... *you've given Tattletale an exclusive tonight.*", caused the speaker was grateful. The cause and effect of the two clauses created the connector "because", but the speaker replaced "because" with "that", and the connector "that" could be omitted. And there is no comma between the two clauses. As it is an oral communication, the speaker might not follow the strict rule of making sentence with the clause.

The aim of this research is to inform the readers, the EFL learners, or the educators of English the characteristics of clauses in oral communication. The characteristics are the findings that may be shared in the classroom and applied in the real conversation. Experiencing, the researcher discussed English clauses in the EFL students' classrooms, the reference book shared the strict structure of English clause sentences. To avoid some mistakes due to complexity in conversation, these findings may be an alternative of additional information to apply English clauses simply but meaningfully.

## 2. Research Method

It is very clear that this research is qualitative research because the data, the way to analyze the data, and the research result display were presented in term of sentences. Creswell and Creswell said qualitative data use words rather than numbers. the data were the utterances from the dialogue [30]. the data were analyzed descriptively. This research drew the result narratively. Taylor et al. added that qualitative research is in the form of research procedures or steps that aims to produce descriptive data either in written or oral form from the behavior of people who can be observed [31].

In collecting the data, this research applied the method of observation. The researcher observed the existence of clauses in the utterances. The utterances which had the characteristic of English clauses were marked and sorted. This technique was used to get the raw data. The data were identified and classified to the three different clauses based on the characteristics. The analysis of the data was started by looking at the unstructured clauses used in the dialogue. thus, the structured and unstructured clauses were grouped before the analysis. This separation and the analysis definitely adapted the rules of the clause construction from the theory.

## 3. Result and Discussion

### 3.1 Result

This data are the utterances, so they are direct speeches. The use of clauses in written and oral ways experienced some differences.

1. There were structured clauses and unstructured clause construction in the utterances.
2. The utterances identified had more than one subject-verb or verb, such as *What they dois, they get in*. The speakers omitted subordinator *that* which showed mostly that-clause or noun clause as the object function. It was omitted because there was subject in the subordinate clauses, such as *told you she always comes*. Hadi on his research found that there was connector omitted in the adjective clause, and adverbial clause was reduced and changed by present and past participles [33].
3. The speakers used to combine more than one clause in the utterances which were the same subordinate clauses or different subordinate clauses. Green analyzed the clause combination in four bestseller English grammar books as she confirmed that the different formal levels of integration amongst the clauses are reflected in their functional and discourse patterns [34].
4. In the script, some main clauses and subordinate clauses stood by themselves separated by a full stop. In fact, both of the clauses had in relation.
5. A few subordinate clauses were constructed ungrammatically, such as *I believe that lurking underneath that starchy.....*
6. There were a few sentences placed in the end of the sentence without subordinator, such as *They gotta know we broke in, Cruella said..*

### 3.2 Discussion

The clauses used in conversation function to embed in one of the elements or higher constituents [26]. There were three clauses identified used in this conversation (<https://scrapsfromtheloft.com/movies/cruella-2021-transcript/>). The clauses were divided into three different categories. There were 133 utterances which contained of clauses. The structured construction of the clauses was not discussed in detail. This research specifically investigated the use of clauses which was unstructuredly constructed.

There are 82 utterances showed the subordinators to mention that they were utterances with clauses. The subordinators showed the three categories of clauses.

- a. when, while, as soon as, as, before (time clause)
- b. because (adverbial clause cause and effect)
- c. what, where, how (noun clause)
- d. that (noun clause)
- e. that (adjective clause)
- f. who, which (adjective clause)
- g. if, whether (conditional clause)
- h. although (adverbial clause contrast)

Those subordinators could not be omitted as they showed the liaison between main and subordinate clauses. These subordinators are important to clear the meaning of the sentences.

The utterances below showed the unstructured construction of clauses. The characteristics of the sentences might be the references for additional information of the clauses use.

#### Utterance 1

**They said it was an emergency.**

**They said (that) it was an emergency.**

The utterance has two subjects *they* and *it*, and two verbs *said* and *was*. From the characteristic it is a complex sentence with no subordinator. There is a subordinator but the speaker did not say. *They said*, a main clause, and *it was an emergency* as a subordinate clause are embedded by the subordinator *that*. By looking at the characteristic of the sentence and the subordinator, it is a reported speech. This sentence showed a noun clause because the subordinate clause represented the object (*they said it*). There are some same characteristic sentences showed subject + verb + (that) clause.

#### Utterance 2

**I'm sure it'll be quite extravagant.**

**I'm sure (that) it'll be quite extravagant.**

The utterance has two subjects *I* and *it*, and two verbs *am* and *will*. From the characteristic, it is a complex sentence with no subordinator. The main clause was followed by the adjective. By looking at the characteristic of the sentence and subordinator, it is the sentence with adjective clause. The formula is subject + verb be + adjective + (that) clause.

#### Utterance 3

**What they do is, they get in, ...**

**What they do is (that), they get in. (it is it)**

The utterance showed three verbs and two subjects. Simply, the sentence is *it (what they do) is it (that they get in)*. The main clause is verb be *is*. After *is*, there is subordinator *that* because it is followed by a clause but in this case, it is inserted by a comma. Thus, by looking at sentences it is the combination of the noun clause (*what they do*) and that clause that-clause or noun clause.

#### Utterance 4

**I believe that lurking underneath that starchy, ....**

It is a noun clause because in the utterance after the verb *believe*, it is followed by the subordinator *that*. The interesting part is that the clause does not follow the rule grammatically. The clause has no complete parts of speech as the clause must have subject and verb or verb only.

#### Utterance 5

**I feel sad you think that looks good.**

**I feel sad (that/because) you think that looks good.**

This sentence has three clauses. There are three clauses because there are no punctuation marks such as full stop or comma among them. The main clause is *I feel sad*, and two subordinate clauses are (*that/because*) *you think* and *that looks good*. In the subordinate clause, there is the other subordinate clause because there is subordinator *that*.

#### Utterance 6

**Well, I don't have it, which is why I need to talk about it, which is why I'm here.**

**Well, I don't have it, which is (it) why I need to talk about it, which is (it) why I'm here.**

There are five verbs in the sentence. The main clause is *I don't have it*, and the clauses are *which is why I need to talk about it* and *which is why I'm here*. There is some additional information about using clauses. There is *which is* followed by the noun clause *why I'm here*. After *which is*, it would be a new sentence, adjective, or noun but it is followed by a clause. *Which is* is adjective clause followed by the noun clause. The clauses are overlapping by combining some clauses in one sentence.

#### Utterance 7

**Yeah, I know you do. I see you look at it every time we pass.**

**Yeah, I know (that) you do. I see (that) you look at it every time (when) we pass.**

There are three verbs in the sentence. *I see* is the main clause and two subordinate clauses *you look at it every time* and *we pass*. In the subordinate clause, there is the other clause. (*that*) *you look at it every time* is a noun clause by adding subordinator *that*. ...*every time (when) we pass* is completed by the subordinator *when* based on the sentence's meaning and the noun described.

#### Utterances 8

**Told you, she always comes here.**

**(I) Told you (that) she always comes here.**

In this sentence, there are two clauses *told you* and *she always comes here*. As it is a direct speech, there is no any subject in the main clause and the subject is *I* as the speaker. The speaker mostly did not put subordinator *that* for the that-clause or noun clause. In constructing the sentence with clause, it makes incomplete clause construction, but because it was oral conversation, then the clause was accepted.

#### Utterance 9

**Where the cameras are. Where the guards are posted. And what the schedules are. We need to know every detail and every blind spot.**

There are three noun clauses in the utterances followed by a sentence. By looking at the utterance, the subordinate clauses stood by themselves, and based on the rule, the subordinate clause must follow the main clause. The four sentences are connected as subordinate clauses and a main clause, known by the meaning connection, but they are separated by the full stops.

#### Utterance 10

**Well, they say all press is good press, Baroness. Although they have focused rather on the rats.**

**Well, they say (that) all press is good press, Baroness. Although they have focused rather on the rats.**

The adverbial clause in the second sentence, stands itself, and it does not follow the rule of making clause. It is an adverbial sentence because it is followed by subordinate *although*. But the two sentences are connected. The first sentence has the other sentence as a that-clause by adding the subordinator *that*.

#### Utterance 11

**They gotta know we broke in, Cruella said.**

**They gotta know (that) we broke in, Cruella said.**

The utterance has three verbs. The verb *said* shows the main clause placed in the end of the sentence after comma. *They gotta know* is the subordinate clause embedded the main clause. And this subordinate has a subordinate clause. Both subordinate clauses are that-clauses or noun clauses.

### 4. Conclusion

Language use in spoken area is sometimes made simple and ungrammatical. The aim is about to convey the meaning easily and understandably. Learning English grammar is difficult especially for EFL learners as they are afraid of being mistake to speak English. In fact, speaking English does not always think the grammar. Some native speakers used to speak English ungrammatically (Why there is *my mama don't like* in Bieber's song's lyric). The use of clauses in the utterances in the film showed the unstructured clauses construction. Moreover, to detect the clauses in the sentences is being known by the number of subject-verb or verb with or without subordinators.

There were some phenomena the use of subordinate clauses in conversation. The speakers overlapped the subordinate clauses in the utterances. They combined more than one subordinate clause in the sentence. The subordinate clause modified the noun or the subordinate clauses in the (main) subordinate clause itself, such as *I see (that) you look at it every time (when) we pass*. But the speakers did not put all subordinators in the sentence. The speakers were not grammatical dependency but equality. Albeit Payne said that to combine some clauses is too complex to be meaningfully categorized into binary classes [35]. Also, the speakers used to omit the subordinator that in that-clause or noun clause. Azar in her book, discussed too the reduced clauses [12].

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