

CHAPTER I

INTRODUCTION

A. Rationale

Language is a system of communication by written or spoken words which is used by the people of particular country or area.¹ The use of language is a crucial important thing because it is an integral part of being human², Allah said in Ar Rahman : 3 - 4



DR. Muhammad Mahmud Al Hijazi said in *At Tafsir al Wadhiah* that the word *al bayan* in the verse above means the natural ability of people to express their desire and mind through language.³ Furthermore, Allah gives the ability to use language as a special quality that characterized human since their creation. Human speak many languages over the world, the languages are different in words but have the same aims to communicate.⁴ Moreover, it has been estimated that some sixty percent of today's world population is multilingual.⁵ Every

¹ *Longman Advanced American Dictionary*, (New York:Pearson Education, 2008) p.895

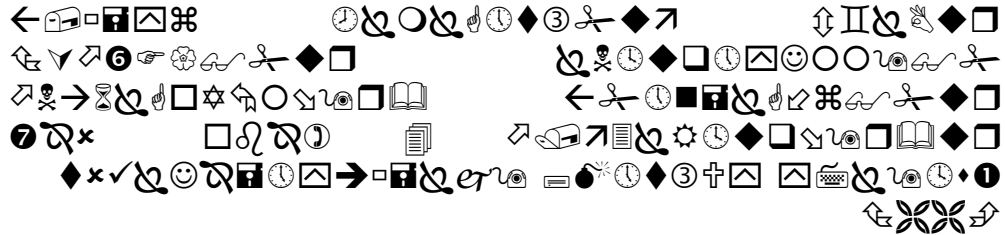
² Jean Aitchison, *Linguistics*, (New York :David McKay n Co, 1982) p.

³ Al Hijazi, DR. Muhammad Mahmud, *At Tafsir al Wadhiah*, (Beirut:Darul Jibril,1994) p.579

⁴ Mustafa Al Ghalaby, *Jami'ud Durusil Arabiyah*,(Beirut: Maktabah Ashriyah, 1994) p. 8

⁵ Jack C. Richards, *Approaches and Methods in language Teaching*, (Cambridge:Cambridge Univeersity Press,1991) p.1

language have their uniqueness and system that makes them different and being one specific language, it is written in Ar Rum : 22



English is one of languages that is widely used and learnt in today’s world. People learn it to gain better academic or professional success and better international relationship. They have many ideas to learn English effectively and to take advantages of all learning opportunity, for example listening to English program on the radio and TV, watching movie and reading books or novels.

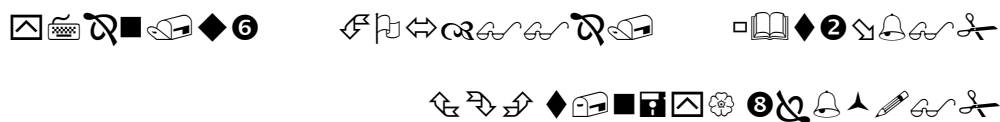
Reading is an effective way to learn English because reading materials show the readers the way to use English in written or spoken language.⁶ It can help language learners to recognize words more quickly, develop a larger vocabulary, and understand grammar better. It is important that language learners choose a reading level that is comfortable but that can also challenge them with new words and more complicated grammar structure.⁷ Learner who read According to Tomasz P. Szynalski, there are three things that we need to consider in choosing English material; intensity, authenticity and motivation. Intensity means English learners who want to have better English should read more sources

⁷ Chrissy Hennen, M.A, *How to Learn English Effectively*, (paper presented in One Day English Seminar English Departement State Institue for Islamic Studies Antasari , December 2nd, 2006) p.2

and more often than average learner read for their class. Authenticity means the material should be real British or American sources instead of resources prepared especially for English instruction to help them know the way it is used in widely English world. Motivation means learner should choose free reading that they find interesting for them instead of reading that their teacher told them to read because when they read books, article or novels that matter to them they will remember more; in addition, the reader can find joy, lesson and personal insights in their reading.

He also said that normally, when reading a text, people use "reading for content" strategy. The goal of this strategy is to get the main idea of the text as quickly as possible and with as little effort as possible. To accomplish this goal, our brain will try to read as few words as possible and spend only a fraction of a second on each word. Actually, if we want to learn grammar, new word, phrases well it better to use "pause and think" method in reading, means we stop at or underline to learn interesting (not obvious) things: a new word, how a word was used, a grammatical structure, a preposition, an article, a conjunction, the order of words⁸

In the advantages of reading, Islam also pursues reading activities since the first revealed verse of Al Quran:

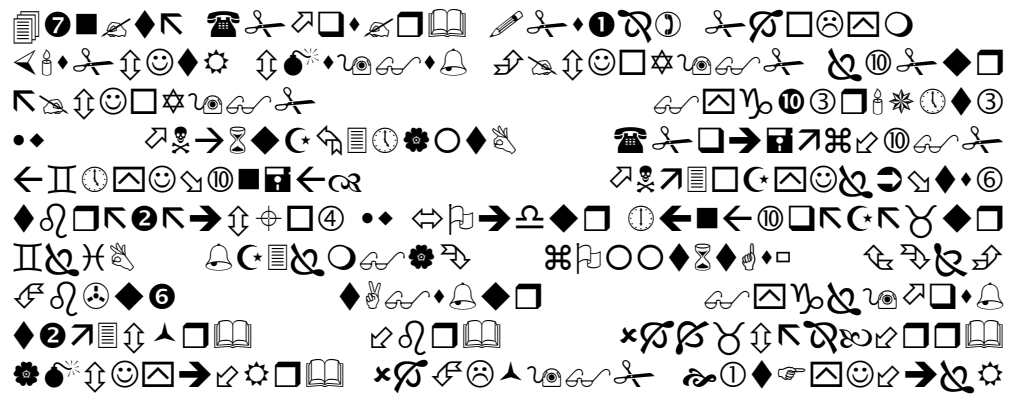


⁸ <http://www.antimoon.com/how/readwhy.htm>, retrieved 17 Juni 2009

And in order to pursue searching personal wisdom or insights Prophet Muhammad also said that wisdom is the lost thing of Moslem, so wherever he found it, he is worth the most to have it.⁹

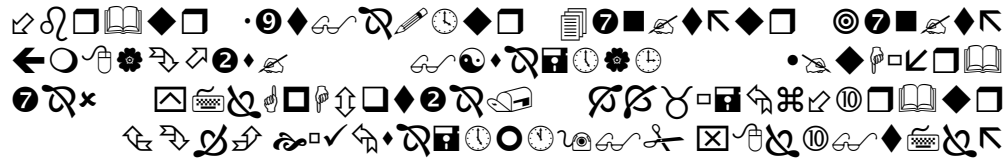
There are many choices of reading materials in English literature, for example novels, short story, biography, essay and fable. Fable is one of literary work in prose or verse, that features animals, plants, inanimate objects, or forces of nature which are anthropomorphized (given human qualities like the ability to speak language), and that illustrates a moral lesson, which may at the end be expressed explicitly in a pithy maxim.¹⁰

We have similar idea in Islamic teaching that animals and all creations have their own language and communication, for example is the story of ants and prophet Solomon, when he and his army came to a valley of ants one of the ants said to its colony get into habitation, lest Solomon in his army crush them under foot without knowing it, but Solomon understood animals language then he smiled:



⁹ Al Kufi, Abu Bakar Ibnu Syaibah, Sunan Ibnu Majah(Beirut: Dar al Fikr, 1995) p.555

¹⁰ <http://en.wikipedia.org/wiki/Fable>, retrieved 17 Juni 2009



In contrast, fable story is based on imagination of the author. It is not necessary to use only animals' character; there are many fables in which the characters are not animals.¹¹

The special characteristic of fable is it is used to convey moral values or a didactic literature work. It is created based on *didacticism*, an artistic philosophy that emphasizes instructional and informative qualities in literature and other types of art. Didactic art intends *not primarily* to "entertain" or to pursue subjective goals. The opposite of "didactic" is "non-didactic." If the artist is more concerned with artistic qualities and techniques than with conveying a message, then the work is considered to be non-didactic, even if it serves instructive or educational purposes.¹²

The writer believes that fable is a good reading choice to learn English, because it has moral values to seek and grammatical structure to learn. Here the writer examine fable The Legend of The Light Bearer by Dr.Joe Rubino, in this fable the author gives the readers guides to personal reinvention and global transformation values and the grammatical structure that is feasible find to analyze in its script is adverbial clause. Adverbial clause is a dependent clause that

¹¹ The National Lexicographic Board, *Illustrated Word Encyclopedia Volume 8*, (USA:Bobley Publishing Corp., 1965) p.1903

¹² <http://www.enotes.com/oce-encyclopedia/fable>, retrieved August 12th, 2009

functions as an adverb. It tell *when, where, why, how long, how often, and for what purpose* something happened. An adverb clause can also express a contrast.

Based on the problem above, the writer is interested in conducting a research entitled “AN ANALYSIS ON ADVERBIAL CLAUSE IN FABLE THE LEGEND OF THE LIGHT BEARER BY DR. JOE RUBINO”.

B. Statement of The Problem

Based on the topic, the problem of the research can be formulated as follow:

1. Why does the author use adverbial clause in the fable The Legend of the Light Bearer?
2. What kinds of adverbial clause are used in the fable?
3. How is the frequency of kinds of adverbial clauses that are used in the fable?

C. Operational Definition.

To avoid misunderstanding toward the title, the researcher will explain about some terms of the title as follow:

1. Analysis: a careful examination of something in order to understand it better or to see what it consist. Frank J. D’Angelo said in *Process and Thought in Composition* that analysis is the process of dividing anything complex into simple elements or components. It is the systematic separation of a whole into parts, pieces or sections. Ideally, in the act of

analyzing the researcher trace things back to their underlying principles. Anything taken as a whole can be analyzed. In a conceptual analysis the researcher divides an idea into other ideas.¹³

2. Adverbial Clause: a dependent clause that functions as an adverb. It can tell *when, where, why, how long, how far, and for what purposes* something happened. An adverb can also express a contrast. An adverb clause always begins with conjunctions that express the relationship between the adverb clause and the independent clause.¹⁴
3. Fable: a traditional story, often about animals that teaches a moral lesson.
4. The Legend of The Light Bearers: The title of the fable that will be analyzed about the adverbial clause.
5. Dr. Joe Rubino :The author of the fable, widely acknowledged as one of North America's foremost success and productivity coaches.

D. Purpose of the Study

Based on the problem above, the purposes of this research are:

1. To find the reason why does the author use adverbial clause in The Legend of The Light Bearer?
2. To find what kinds of adverbial clause are used in fable The Legend of the Light Bearer?

¹³ Frank J.D' Angelo Process and Thought in composition, second Editin, Arizona State university, Winthrop Publishers, Inc, Massachusetss, 1980.p.99

¹⁴ Alice Oshima, Writing Academic Ebnglish, Pearson Education, Inc, New York, 2006, p:210

3. To know how is the frequency of kinds of Adverbial clause in fable The Legend of the Light Bearer?

E. Significance of the Research

1. To give contribution and reference for readers in understanding adverbial clause use in English literature.
2. To be reference for other researchers who want to study grammatical issue in English literature especially adverbial clause.

F. Literature Review

1. Literature

Literature is the art of written works. Literally translated, the word means "acquaintance with letters" (from Latin *littera* letter), and therefore the academic study of literature is known as Letters (as in the phrase "Arts and Letters").¹⁵

R.J. Roes in *English Literature: An Introduction for foreign Readers* stated that literature is a writing which expresses and communicates thoughts, feeling and attitudes toward life. What makes it different with other piece of writing is the permanent quality it has. A work of literature can be enjoyed hundred or thousand years later, or it is intended to last or future generation, not here today gone tomorrow.

Traditional divisions of literature of various kinds according to a particular criterion of writing can be listed as follow autobiography, memoir, spiritual autobiography, biography, diaries and journals, electronic literature, erotic

¹⁵ <http://wikipedia.com/fable>, retrieved September 17th 2009

literature, slave narrative, thoughts, proverbs, and fiction, fiction has many kinds such as novel, comic, fable, fairy tale, folklore and many more.¹⁶

2. Fable

a. Definition

The word "fable" comes from the Latin "*fabula*" (a "story"), itself derived from "*fari*" ("to speak") with the *-ula* suffix that signifies "little": hence, a "little story". An author of fables is termed a "fabulist." Fable is a brief story with an explicit moral provided by the author; the moral lesson is usually given at the end of the story in the form of proverb or epigram. Fables include animals as characters that speak or act like human beings, but it can also use plants, nature or other imaginary creatures that have been personified as though human that can speak and acts.

b. Characteristics

The first characteristic of fable is it can be classified to didactic mode of literature. It passes from generation to generation as oral literature to give wise advices and moral lesson. It reflects human follies, weakness, strengths or struggle through the story to lead the readers to new insights or understanding. The good fabulist make the reader unconsciously engage in the story and agree with pure, honorable, and praiseworthy values with the willing to low, ignoble, and unworthy things. The true fabulist, therefore, discharges a most important

¹⁶ <http://www.wikipedia/literature>, retrieved, July 12th 2009

function. He is neither a narrator, nor an allegorist. He is a great teacher, a corrector of morals, a censor of vice, and a commander of virtue.

The second characteristic is animals or other creatures that are given anthropomorphic characteristics such as the ability to reason and speak. In antiquity, Aesop presented a wide range of animals as protagonists, including "the Tortoise and the Hare" who famously engage in a race against each other; and, in another classic fable, a fox which rejects grapes that are out of reach, as probably being sour ("sour grapes"). Personification may also be extended to inanimate objects, as in Krasicki's "Bread and Sword". His "The Stream and the River", again, offers an example of personified forces of nature.

Last characteristic is divinities, religious value and things that related to God beliefs are involved in the story. Aesop's Fables feature most of the Greek pantheon, including Zeus and Hermes.

c. Elements

1) Characters

Character is person, animal, things, or natural forces presented as person-appearing in a fable. Most fables use animal as the main characters but there are many fables that use person, things and natural forces. The process of creating an image of a person in fable, complete with that person's traits, features, and motivation is called characterization.¹⁷

¹⁷ <http://en.wikipedia.org/wiki/Fiction>, retrieved Januari 19th, 2010

2) Setting

Setting is the time and place of action in a narrative. It is generally created by description. Setting can be of great importance in establishing not only physical background but also mood or emotional intensity. In turn, the mood contributes to the plot and theme of the narrative.¹⁸

3) Plot

A plot is simply what happens in a story. Most plots start with a main character that has a problem. The main character tries to solve his problem, but things just get more complicated. By the end of the story or novel, the main character has either solved his problem or failed to solve his problem.¹⁹

4) Moral

Moral is the lesson or sage advice in the fable which is actually the purpose of the fable and usually given at the end of the story in the form of epigram or proverb.

3. Adverbial Clause

a. Definition

The phrase adverbial clause consists of two words, the first word is *adverb* which means a word or group of words that describes or adds to the meaning of a verb, an adjective, another adverb, or a whole sentence, such as "slowly" in "He

¹⁸ Nunung Yuli dkk, (*Pelajaran Bahasa dan Sastra Indonesia*, Klaten:PT Intan Pariwara, 2005) P.210

¹⁹ http://highered.mcgraw-hill.com/sites/0072405228/student_view0/fiction_glossary.html, retrieved Januari 19th, 2010

ran slowly."²⁰ Adverb is known as one of eight parts of speech in English.²¹ The second word is *clause* which means grammatical unit that includes, at minimum, a predicate and an explicit or implied subject.²² Clause is divided into independent and dependent_clause. An *independent clause* is a complete sentence. It contains the main subject and verb of a sentence, it is also called “a main clause” whereas a *dependent clause* is not a complete sentence. It must be connected to an independent clause.²³ When we add -ial suffixes to the word *adverb* to be *adverbial* it changes the function from noun to adjective, then adverbial clause means a dependent clause that functions like an adverb does by explaining the *how, when, where, and why* of the discussion. Adverbial clause usually contains a subordinating conjunction, a subject, a complete verb, and any other related phrases or clauses.

b. Kinds of Adverbial Clause

These are the kinds of adverbial clause:

1. Time clauses answer the question “when?”
2. Place clauses answer the question” where?”
3. Clauses of manner answer the question” how?”
4. Distance Clauses answer the question” how far?”

²⁰ Op.cit Longman Advanced American Dictionary, (US:Pearson Education, 2008) p.25

²¹ Drs.Rudy Hariyono, *Complete English Grammar*, (Surabaya:Gitamedia Press, 2002) p.126

²² <http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/WhatIsAClause.htm>, retrieved Desember 2nd, 2009

²³ Azar, Betty Scharmpfer, *Understanding and Using English Grammar*, (New Jersey:Prentice-Hall, Inc, 1989) p.267

5. Frequency Clauses answer the question “how often?”
6. Purpose Clauses answer the question “For what intention?”
7. Reason Clauses answer the question “why?”
8. Result Clauses answer the question” for what intention?”
9. Conditional clauses answer the question “under what circumstance?”
10. Contrast clauses of direct opposition show how one thing differs from another or direct contrast between two statements.
11. Contrast clauses of concession show unexpected result or used to make two statements, one of which contrast with the other or make it seem surprising.
12. Clauses of exclamation are used to express anger, fear, shock, surprise etc.

Time clauses answer the question “when?” or they are used to say when something happens by referring to a period of time or to another event. Usual conjunction that are used such as when, whenever, before, after, since, while, just as, as, as long as, as soon as, and until. For example:

Subordinating Conjunctions	Examples
When = a specific time or at that time	<i>When people had to hunt for food, they moved from place to place.</i>
Whenever, every time = at any	<i>Whenever food scarce in one area, they</i>

time	moved to another area.
While, as = at the same time or during that time ²⁴	The man hunted game <i>while the woman gathered plants</i>
As soon as, once = when one event happens, another event happens soon afterwards	Eating habits changed <i>as soon as people stopped moving from place to place in search food.</i>
After = later	<i>After people learned how to grow their own food, they settled in villages.</i>
Since = from that time	<i>Since the united states changed from an agricultural to an industrial society, eating habit there have changed</i>
Before = earlier	<i>Before people in the United States moved to the cities, they grow most of their food.</i>
Until, till = to that time and then no longer	Woman had time to cook meals <i>until they went to work in factories and offices.</i>

Place clauses answer the question” where?” or they are used to talk about the location or position of something. Usual conjunctions that are used such as *where, wherever, everywhere* and *anywhere*. For example:

Subordinating Conjunctions	Examples
Where = a specific place	Most people shop <i>where they get the lowest</i>

²⁴ Azar, Betty Scharmpfer, *Understanding and Using English Grammar, Third Edition*, (New York: Pearson Education, Inc, 1999) p.366

	<i>prices.</i>
Wherever = at any place	<i>I pay by credit card wherever I can.</i>
Everywhere = at every place	Can you use credit card wherever you shop?
Anywhere = any place	<i>Anywhere you go, you hear people talking on their cell phones.</i>

Clauses of manner answer the question "how?" and they are used to talk about someone's behavior or the way something is done. Usual conjunctions that are used such as *like, as, the way, as if, and as though*. For example:

Subordinating Conjunctions	Examples
as	We mixed the chemicals <i>as the lab instructor had told us to.</i>
As + adverb + as	Our instructor asked us to fill out the questionnaire <i>as carefully as we could.</i>
As if, as though	The bus's engine sounds <i>as if it is going to fall at any moment</i>

Distance Clauses answer the question "how far?" usual conjunction that is used is as + adverb + as. For example:

Subordinating Conjunctions	Examples
as + adverb + as	Fire destroyed the trees in the forest <i>as far as the eye could see.</i>

Frequency Clauses answer the question “how often?” usual conjunction that is used is as often as. For example:

Subordinating Conjunctions	Examples
as + adverb + as	I do not visit my parents <i>as often as they would like me to.</i>

Reason Clauses answer the question “why?” or they are used to indicate the reason for something. Usual conjunction that are used such as because, since and as. For example:

Subordinators	Examples
Because	Europeans are in some ways better environmentalists than North Americans <i>because they are more used to conserving energy</i>
Since	<i>Since many Europeans live, work, and shop and the same locale,</i> they are quite accustomed to riding bicycles, trains, and streetcars to get around.
As	<i>As the price of gasoline has always been quite high in Europe,</i> most Europeans drive high-mileage automobiles that use less fuel.

Result Clauses answer the question” for what intention?” These clauses indicate the effect or consequence of the information in the independent clause. A result clause follows the independent clause in a sentence. Usual conjunctions that

are used such as *so* + adjective + *that*, *so* + adverb + *that*, *such a* (n) + noun + *that*, and *so much/little/few/many* + noun + *that*. For example:

Subordinators	Examples
So + adjective/adverb + that	Joanne's cookie business is <i>so</i> successful <i>that</i> <i>she hired three new employees last week.</i>
Such a(an) + noun + that	Joanne's cookies are <i>such a</i> success <i>that she is considering franchising the business.</i>
So much/many + noun + that	Running the business takes <i>so much</i> time now <i>that Joanne no longer does the baking herself.</i>
So little/few + noun + that	Now Joanne has <i>so little</i> free time <i>that she has not taken a vacation in months.</i>

Purpose Clauses answer the question "For what intention?" Or these clauses are used to indicate the purpose of an action. Usual conjunctions that are used are *in order to*, *so that* and *in order that*. For example: Many people emigrate *in order that their children can have a better life.*

Subordinators	Examples
So that	Farmers use chemical pesticides <i>so that</i> they can get higher crop yields
In order that	Many people emigrate <i>in order that their children can have a better life.</i>

Contrast clauses of direct opposition show how one thing differs from another or direct contrast between two statements. Conjunctions that are used *while* and *whereas*. *While* and *whereas* may be used with direct contrast idea of either clause with no difference in meaning, *whereas* mostly occurs in formal written English. For example:

Subordinators	Examples
Whereas	San Francisco is cool during the summer, <i>whereas Los Angeles is generally hot.</i>
While	<i>While most homes in San Francisco do not have air conditioning,</i> it is a necessity in Los Angeles

Contrast clauses of concession show unexpected result or used to make two statements, one of which contrast with the other or make it seem surprising. Conjunctions that are used such as *although*, *though* and *while*. *Although*, *even though*, and *though* have almost the same meaning. *Though* is less formal. *Even though* is stronger than *although*. For example:

Subordinators	Examples
Although	<i>Although I had studied all night,</i> I failed the test.
Even though	Our house is quite comfortable <i>even though it</i>

	<i>is small</i>
Though	Though the citizen had despised the old régime, <i>they disliked the new government even more.</i>

Conditional clauses answer the question “under what circumstance?” These clauses are used to talk about a possible situation and its consequences. Usual conjunctions that are used such as if and unless. For example:

Subordinators	Examples
Although	<i>Although I had studied all night, I failed the test.</i>
Even though	Our house is quite comfortable <i>even though it is small</i>
Though	Though the citizen had despised the old régime, <i>they disliked the new government even more.</i>

There are four basic patterns of conditional sentences. Each pattern has a different combination of verb forms depending on whether the time is present, future, or past and on whether the condition is true or not true. The following chart summarizes the four patterns.

Pattern	Verb Form in the if clause	Verb Form in the independent clauses

1. Present time, True condition	Present, <i>If you have a college education,</i>	Present, You earn more money
2. Future time, True condition	Present, <i>If you get at least 90 % on the final exam</i>	Future, You will get A in the course
3. Present or future time, Untrue condition	Simple past <i>If Paul were not so lazy (Paul is lazy)</i>	Would base form He would get better grades
4. Past time, untrue condition	Pas perfect <i>If the test had been easier (The test was hard)</i>	Would have + past participle All of us would have gotten A

Clauses of exclamation are used to express anger, fear, shock, surprise etc. They always take an exclamation mark such as what a (an), how, such and so. For example: *What horrible news!*

c. Non-finite Adverbial Clause and reduced Adverbial Clause

In addition to the finite clauses above, nonfinite clauses can also act as adverbials.

Non-finite adverbial clause	Examples
to + adverb (clause of purpose)	The country is working hard <i>to increase food</i>

	<i>production.</i>
-ing clause	<i>Being a teacher, I believe in higher standards of education.</i>
Verb-ed	Taught by Einstein, he becomes one of the best scientists of his age.

Some participle clauses are like finite clauses, except that the subject and finite verb are omitted. In the reduced clauses the conjunction when or after comes before a participle.

Non-finite adverbial clause	Examples
to + adverb (clause of purpose)	The country is working hard <i>to increase food production.</i>
-ing clause	<i>Being a teacher, I believe in higher standards of education.</i>
Verb-ed	Taught by Einstein, he becomes one of the best scientists of his age.

‘Reduced Adverbial Clauses can also have no verb, for example:

Old clocks are very valuable when in good condition

(=...when they are in good condition)²⁵

d. Position of Adverbial Clause

²⁵ Geoffrey Leech, A-Z English Grammar and Usage, (Indonesia:Penerbit Gelatik, 1989). pp.27-28

Most adverbial clauses appear after the main clause, but many can also come before the main clause for some reasons.

No	Examples	Explanation
1	<i>As soon as Jhon got to the airport,</i> he began to have second thoughts about going to France.	To emphasizes the adverbial clause
2	<i>Until Jhon moved to San Fransisco,</i> he had never been seen the ocean. He had never been to disco or eaten Chinese food. He had never even fallen in love.	To establish a context that applies to several sentences
3	<i>After I read the paper,</i> I usually take a shower.	To show sequence

Certain adverbial clauses almost always appear after the main clause.

No	Examples	Explanations
1	Marks works out <i>where Biff works out.</i>	Adverbial clause of place except those that begin with <i>wherever</i> or <i>everywhere</i> .
2	Jhon worked all summer <i>so (that)he would have enough money to study in France.</i>	Adverbial clause of result with <i>so that</i>
3	Matt visited his grandmother <i>for he</i>	Adverbial clause of reason with

	<i>knew she had been sick</i>	<i>for</i> ²⁶
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e. Punctuation

The punctuation of an adverb clause depends on the order of the clause. When an adverb clause comes first in a sentence, put a comma after it. When an adverb clause follows an independent clause, do not separate the clause with a comma.

G. Method of Research.

1. Library Research

In running the research the writer chooses library research, which describes the adverbial clause in the fable by using the objective approach as the most appropriate method for this study. The study will make good use of data from books, journals, and online resources.

The writer chooses the library research to analyze library materials, which are related to the research. In this library research there are four main steps namely:

a. Consulting library catalogue.

In this step the writer hunts for the references by consulting the catalogues. They guide the writer to get the assumed information contained in the available references.

b. Selecting the related references

²⁶ Diana Larsen, *Grammar Dimensions*, (US: The Thomson Corporation, 2007) p.36

It is possible that the available references do not contain the needed information. The writer must read quickly each references and the reading may end up into nothing valuable at all. If that is the case, the writer must go on hunting for other references.

c. Note- taking from the available references

This step is also important. What and which to take into notes will be a matter of trial and error to mention the adequacy of the notes.

d. Picking quotation throughout the fable to analyze kinds of adverbial clause that are used in fable.

Picking quotation is the guidance in the formulated problem limitation. This means that the problem must be made more operational so that the writer can pick the right quotations. It is not only the matter of the quotations, but also they are adequate to analyze the adverbial clause of the fable.

2. Subject and Object of the Study

a. Subject of the study

The subject of this study is fable” The legend of the Light Bearers.”

b. Object of the study

The object of this study is the adverbial clause in fable “The Legend of the Light Bearers.”

3. Data and Sources of Data

a. Data

There are two kinds of data in this study, namely primary data and secondary data.

1). Primary Data

a) Data about the adverbial clause in fable “The Legend of the Light Bearers”.

b) Data about how the author use the adverbial clause in fable “The Legend of the Light Bearers” in kinds and frequency

2). Secondary data

To complete the primary data, the writer also collects the secondary ones namely those, which related to the research object as mentioned in the following:

a) Description about concept of literature, fable and adverbial Clause in English Grammar.

b) Synopsis and elements of fable “The Legend of the Light Bearers”.

c) Biography of Dr. Joe Rubino

b. Sources of Data

The data is collected through sources of data, such as books, journals, and online resources.

4. Techniques of Data Collecting

In this technique, the writer tries to collect some literatures, which are related to the study. The data for this study is taken by the following procedures:

a. First, the writer reads and comprehends the story of fable, chooses the data dealing with the problem of the study, and conduct survey on the fable script.

b. Then, taken evidences related to the question from the selected data. In answering the questions, the writer adds some opinion to support the data. All answers of the questions are supported by theories, which have been reviewed.

5. Techniques of Data processing and Analysis.

a. Techniques of Data Processing

In this study, the writer uses two techniques of data processing, they are:

1) Editing

This techniques is used in the purpose of reexamining all of the collected data to make sure wether they have already completed or not yet.

2) Clarify

The writer will clarify all of those data order to make easy within preparing it.

3) Listing

After re-checking the data, the writer makes list of adverbial clause and its analysis then grouping them.

b. Data Analysis

After all data are classified properly, the writer will analyze them with descriptive method. The writer also will use the objective approach. Analyzed literary work with the objective approach is called structural approach. In this thesis the writer analyze about adverbial clause that found in the fable.

H. Research Procedures

There are some steps that are passed through in completing this study, they are:

a. Preliminary steps

- 1) To hold a prior observation to the number of literatures, that related to the research.

- 2) To consult the result of the investigation with the guiding lecturer.

- 3) To make a research proposal design to be approved by the English Department of Tarbiyah Faculty.

b. Preparatory steps

- 1) To hold a seminar on the research proposal design.

- 2) To ask the Dean of Islamic Education Faculty for a written mandate to conduct the research to the literatures is found in library.

c. Research steps

- 1) To collect the number of literatures from several sources.

- 2) To collect all of those data, process them in a procedural way, organize and then analyze them properly.

d. Organization step

Having all the obtained data completed, the writer will organize soon in the forms of research based on continual guide.

I. Organization of Content

This study is divided into three chapters as follow.

Chapter I: Introduction, which consist of rationale, statement of the problem, operational definition, purposes of study, significance of study, literature review, method of research and organization of contents.

Chapter II: Primary Subject, which consist of the synopsis and insights of “The Legend of The Light Bearers”, the elements of fable “The Legend of The Light Bearers”, Biography of Dr. Joe Rubino, the analysis on the Cause of Using Adverbial Clause in fable “The Legend of The Light Bearers”, the analysis on Adverbial Clause in fable “The Legend of The Light Bearers, The analysis on Adverbial Clause based on its kinds and frequency in fable “The Legend of The Light Bearers”.

Chapter III: Closure, which consist of suggestions and recommendations.