

# CHAPTER I

## INTRODUCTION

In Chapter I, the writer will tell the readers about the general description of the research. This chapter presents the background, statement of the problem, research objective, research significance, conceptual framework, previous study of the research, and definition of key terms.

### **A. Background of the Research**

A famous English YouTuber, Raphael Gomez, makes a significant impact on society, primarily through digital media accessible throughout the world. He is a YouTuber, chef, and food critic born in Lisbon, Portugal, on June 23, 1992. He moved to London, England, in 2011 to study film and media at Queen Mary University. Raphael started his YouTube channel in 2011 and quickly gained a following for his food-related videos, travel vlogs, and lifestyle content. Raphael's YouTube channel features a variety of food-related content, including recipe tutorials, food challenges, restaurant reviews, and cooking tips. He has collaborated with several well-known chefs, including Jamie Oliver and Gordon Ramsay, and has worked with brands such as Coca-Cola, Nestle, and McDonald's. The use of his English language for communication worldwide is one of the keys to his success to attract millions of subscribers to his youtube channel. Besides that, Raphael Gomes has a

book entitled “Raphael Gomes’ EPIC KITCHEN ADVENTURES: Tasty Treats Ready in Minutes”. The book contains simple recipes to make by teens. The book has been selling on a few e-commerce such as Amazon.com and eBay with 4.4 out of 5 ratings. The reasons why the writer chooses his content as the object of the research are: 1) his YouTube channel, Raphael has a significant following on social media, with over 1.2 million followers on Instagram and over 500,000 followers on Twitter. He also wrote a cookbook called "Recipes to Impress," published in 2020. Quoted from dailymail UK, even five years ago, he has reached millions of views on his content, “The 23-year-old presenter, who has received millions of views on Youtube, ...”; 2) his every video hit more than one million viewers; 3) There are some Indonesians that watch and comment his video, so he could influence those Indonesians who want to speak English the way he does. The English language that he uses is a simple and easy one. Even if people use English as their daily language and will not pay attention to the grammar, we still can feel uncomfortable with that grammatical mistakes. Occasionally, the writer searches about the grammar of his utterance as an English. As we know, the adverbial clause can add more information about the main clause. But sometimes, the adverbial and main clause in his utterance are unrelated each other. The writer wants to learn his utterance's grammar, especially in this research's adverbial clause.

We use adverbs to add more sentence information or modify verbs. Adverbs are placed after the verb it modified. Heusinger (2011) defines an adverbial clause as a dependent clause that functions as an adverb. Adverbial is a sentence element or functional category (M. Strumpf and A. Douglas: 2004).

An adverbial clause is used to add more information to a main clause. According to Kortmann (2001), an adverbial clause's grammatical function is that of an adverbial, i.e. they provide information on the (such as temporal, locative, causal, and conditional) circumstance of the state of affairs depicted in the main clause. In syntax, the role of the adverbial clause is as a sentence complement. It means we can either use it or not, and it will not change the real meaning of the main clause.

Kortmann (2001) divided semantic types of adverbial clauses into two. They are 1) circumstantial relation and 2) control, epistemic, and speech-act adverbial clauses. Kortmann (2001) said that the functions of the adverbial clause are: 1) to fulfil the organization of more enormous stretches of written and spoken discourse, 2) to create more global (or: textual) coherence or more local coherence respectively, 3) to serve a kind of guidepost or scene-setting function for the reader or hearer by (a) grounding in what has gone on before, and (b) preparing the background for what is going to follow in the complex sentence and often even a whole chunk of discourse.

The first previous study shows that the adverbial clause that the fifth-semester student uses the most is the adverbial clause of condition. Then, the most straightforward adverbial clause that the students can use is the adverbial clause of condition, while the hardest is the adverbial clause of cause and effect. The second previous study informs us that there are ten types of adverbial clauses, and the writers of this research would like to investigate if their students understand how to use all adverbial clauses. The result is that their students need help understanding how to use the adverbial clauses, and they use six out of ten adverbial clauses in their paragraphs. Lastly, from the third previous study, the writer informs us that from five types of adverbial clauses (time, manner, reason, condition, and concession) found in the novel *The Secret Garden* by Frances Hodgson Burnett, the adverbial clause used the most is the adverbial clause of time, and the most recent one is the adverbial clause of concession. While in this research, the writer wants to show the adverbial clause from a different source, in this case, Bernd Kortmann (2001), and the usage of the adverbial clauses in utterance form, especially from a vlog (video blog).

An adverbial clause is one of the components that we can find in a sentence. The role of the adverbial clause is a sentence complement. We could use this to add more information about the sentence. The writer will use the adverbial clause theory by Kortmann in this research because the

writer assumes that this theory is not too popular among English learners and is fascinating to learn.

By using the theory of adverbial clause by Kortmann, we could assume and classify what the relations between the main clause and adverbial clause are that Raphael Gomes uses in his utterance. Then, we will know the function of adverbial clauses that Raphael Gomes uses in his utterance. Kortmann (2001) said that not all circumstantial relations are equally important in different structural types of adverbial clauses (i.e. adverbial clauses as dependent clauses and nonfinite adverbial clauses). In his research about the adverbial clause, he would like to show how complex adverbial clauses are and try to explain them in a more straightforward explanation. According to Kortmann (2001), adverbial clauses have a crucial function in the creation of a coherent discourse and are thus a prominent feature, especially in written texts.

The difference between this research and another one is that the writer would like to reconcile the theory of Kortmann that is usually applied to text into utterance, especially from a monologue in a vlog type.

Based on the explanation above, the writer is interested in studying research under **Adverbial Clause in Raphael Gomes's Youtube Videos**.

## **B. Research Questions**

According to the background of the research above, two research questions will be the main focuses of this research, which are:

1. What types of adverbial clauses are found in Raphael Gomes's Youtube Videos?
2. What type of video has Raphael Gomes created where he uses adverbial clauses the most, and what is the percentage of the most frequently used type of adverbial clause in that video?

### **C. Research Purposes**

According to the formulation of the research question above, the writer is intended:

1. To investigate adverbial clauses which are found in Raphael Gomes's YouTube videos.
2. To investigate type of video has Raphael Gomes created where he uses adverbial clauses the most and the percentage of the most frequently used type of adverbial clause in that video.

### **D. Research Significances**

The writer expects to give benefits to the readers. Therefore, the writer would like to divide the research significance into two, which are theoretical and practical, as follows:

1. The findings of this study are hoped to give a contribution or additional source about semantics, especially the usage and function of the adverbial clause in a semantic field in Raphael Gomes's YouTube videos.

2. Practically, the result of this research is likely helpful for students in the Sunan Gunung Djati Islamic State University of Bandung, especially the Language and Literature Department, as a linguistic reference which assists them in understanding and appreciating works of linguistics. Especially the usage and function of the adverbial clause in the semantic field in Raphael Gomes's YouTube video. Furthermore, this research is expected to contribute information to further writers interested in doing similar research in the same field in the future.

#### **E. Conceptual Framework**

To examine the problems above, the writer chooses the data from Youtube videos of Raphael Gomes. The writer takes five videos which are:

1. “i only ate DISNEYLAND HALLOWEEN foods for 24 hours in JAPAN” (uploaded on 05 October 2018);
2. “i let SORTING HAT pick my foods for a day” (uploaded on 27 November 2018);
3. “i made tasty’s 4 DINNERS IN 1 PAN !!!” (uploaded on 25 January 2018);
4. “i only ate EASY BAKE OVEN foods for 24 hours” (uploaded on 3 February 2018); and
5. “i tested ways to find REAL vs. FAKE FOOD ITEMS” (uploaded on 7 June 2019).

Another critical thing to remember is that the language used in the videos is the utterance, which will allow adverbial clauses to appear. The writer will analyze the type and function of adverbial clauses by adding the context of utterances found in the videos.

There are several steps for the writer to do data analysis to answer the research questions. This study uses a descriptive qualitative method because the data source is from an online platform, Youtube.

#### **F. Previous Studies**

Several previous studies inspire this research. Firstly, the research by Rosa Dinda Sari (2017), entitled "ANALYSIS OF STUDENTS' ABILITY IN USING ADVERBIAL CLAUSES IN WRITING COMPLEX SENTENCE: A CASE STUDY AT THE FIFTH SEMESTER OF ENGLISH EDUCATION DEPARTEMENT FKIP UNIVERSITY OF MATARAM IN ACADEMIC YEAR 2017/2018." The object of the research is the ability of 130 English college students in the fifth semester divided into six lessons. The adverbial clause theory that she uses in this research is by Elizabeth Couper Kuhlen (2000). This research discovered that the student's ability in using adverbial clauses are: adverbial clause of time (22.91%), clause of cause and effect (21.66%), clause of contrast (25.83%), and clause of condition (29.60%). The outcomes of this study are: 1) the highest percentage of the student's ability is the adverbial clause of condition



(29.60%), and the lowest percentage for the student's ability is the adverbial clause of cause and effect (21.66%); 2) the students had difficulties in the diction of conjunction (57%), coherency between independent and dependent clauses (30%), and the position of the subordinate conjunction (13%); 3) from four kinds of adverbial clauses, the dominant error that the student made is the adverbial clause of cause and effect (30%), and the lowest error is the adverbial clause of condition (18.12%).

Secondly, a thesis by Nabila Alfin, Rini Dwitya Sani, and Astuti Pratiwi (2016), entitled "An Analysis of Adverbial Clause on Process Paragraph". The object of this thesis is to 15% samples of 147 students that took the Writing I subject. The result of the research is there were 21 documents used the adverbial clause of time, 12 documents used the adverbial clause of purpose, 8 documents used the adverbial clause of reason and adverbial clause of condition, 1 document used the adverbial clause of distance/frequency and adverbial clause of contrast. This research aims to determine and analyze the types of adverbial clauses used in process paragraphs by first-year STKIP PGRI Sumatera Barat students. The thesis writers used the theory of the adverbial clause by Oshima and Hogue. The writers of the thesis limited their analysis to six types of adverbial clauses: 1) time; 2) purpose; 3) reason; 4) condition; 5) distance/frequency; and 6) contrast. The thesis was descriptive qualitative. As in the first previous

study, the writer will use some of their references to support this research.

Thirdly, a research article by Apen Sumardi (2020) entitled "ADJECTIVE CLAUSES AND ADVERBIAL CLAUSES IN "THE SECRET GARDEN" BY FRANCES HODGSON BURNETT". The object of this research is a novel by Frances Hodgson Burnett entitled the secret garden. This study specializes in using adjective clauses and adverbial clauses in the novel. The writer of this article uses theory of adverbial clause by Celce Murcia & Larsen Freeman (1999). The outcomes of this research are: 1) for types of adjective clauses, the relative pronoun suggests the highest percentage of 86%, while relative adverbs show 14% of the percentage. The adjective clause in relative pronouns indicates the highest percent caused by the complex sentence, generally describing someone or things in most sentences in the novel; 2) for types of adverbial clauses, the adverbial clause of time shows 63%, the adverbial clause of manner shows 19%, the adverbial clause of reason shows 14%, the adverbial clause of condition indicates 2%, and the adverbial clause of concession shows 2%. The adverbial clause of time shows the highest percentage resulting from most sentences about time on almost every page.

Unlike those previous studies, the writer uses the informal spoken English language as the object of this research. After that, the writer will focus on the types and functions of adverbial in the speaker's

utterance. The writer will use the theory of Bernd Kortmann (2001) about circumstantial relations and semantic types of adverbial clauses.

### G. Definition of Key Terms

To prevent misunderstanding and to ensure that readers and the writer both grasp the topic, the writer will put the definition of key terms as follow:

- **Adverbial Clause:** a subordinate clause that works as an adverb within a sentence, adding more details concerning the main clause's verb, adjective, or adverb.
- **Video Transcription:** the procedure of converting the spoken video content to written text.
- **Utterance:** a linguistic construct, whether spoken or written, generated by an individual participating in a process of communication.
- **Youtube Content Creator:** an individual or a group of individuals who create and publish authentic video content on the Youtube platform, they are known also as Youtuber.