

SAILING THROUGH SYNTAX

**ADVERB CLAUSES
FOR COASTAL
ENGLISH STUDENTS'
MASTERY**



S A T R I A A G U S T

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SATRIA AGUST



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PREFACE

Language unites people, binds culture, and fosters understanding in coastal areas all over the world. Understanding this distinct setting and its students, *“Sailing Through Syntax: Adverb Clauses for Coastal English Students’ Mastery”* is designed as a manual specifically for the language requirements of learners of coastal English. This book offers a novel approach to learning English grammar, with a special emphasis on adverb clauses, which are an essential component that enhances communication's depth and clarity.

This book, which was written with coastal EFL students in mind, utilizes accessible examples and interesting activities that draw inspiration from the maritime and coastal culture to help readers understand the intricacies of adverb clauses. Grammar is made both approachable and applicable to learners’ everyday lives by introducing them to new facets of syntax in each chapter using settings and analogies that are common to people who live by the water.

Learning adverb clauses is similar to sailing: it takes direction, constant effort, and occasionally a change of viewpoint. This book provides a compass in the form of organized explanations, an anchor in the activities that support each lesson, and a map in the form of examples with a coastal theme that make learning interesting and useful. In addition to improving your abilities, I hope this book will help you better understand the nuances of the English language. May you gain more self-assurance in your capacity to communicate clearly and concisely in academic and non-academic contexts with every class.

I appreciate your participation in this language journey. I hope the road of growth and discovery proves to be fruitful.

Tanjungpinang, October 2024

Writer

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CHAPTER I

OVERVIEW OF ADVERB CLAUSES FOR COASTAL EFL STUDENTS

A. The Importance of Adverb Clauses in Language Learning

Adverbial clauses give crucial details about the actions that take place inside phrases. Adverb clauses are essential for improving the richness and precision of communication for students studying English as a second language. These clauses serve as the building blocks for complex sentences, which enable students to communicate linkages between actions and express complex ideas (Britishcouncil, 2024). The phrase “after she studied” gives a strong sense of time and illustrates the order of events in the sentence “After she studied, she went to bed,” for instance. Gaining proficiency in this area might help students graduate to more complex linguistic stages by improving their understanding and English production (ESLGrammar, 2023).

Furthermore, studies indicate that complex sentence structures, such as those made with adverb clauses, greatly contribute to the creation of meaning in communication in multilingual and foreign-language environments by offering structure and clarity that single clauses might not be able to provide. Resources from the British Council claim that this comprehension enhances students' interaction with English and their capacity to communicate in a variety of academic and social contexts (Britishcouncil, 2024).

By responding to queries like “when,” “why,” “where,” and “how” pertaining to the activity in the main clause, adverb clauses give sentences vital detail and extra context. Understanding these clauses helps English language learners communicate more effectively by enabling nuanced expression. Adverb clauses expose students to intricate sentence patterns, which are particularly crucial for learning a foreign language since they foster sophisticated and unambiguous communication. A crucial first step in advancing from basic to intermediate and advanced English language proficiency is improving comprehension, which is understood to be achieved by mastering these structures (Britishcouncil, 2024; ESLGrammar, 2023).

Adverbial clauses are grouped according to their purposes; each one has a distinct function in a phrase. Reason clauses (“because,” “since”), condition clauses (“if,” “unless”), and time clauses (“when,” “after,” “until”) are examples of common forms. For example, the condition clause “If it rains” specifies the circumstance in which the main action will take place in a phrase such as “If it rains, we will stay inside.” These clauses provide coastal English learners the specificity and clarity they need to construct clear, meaningful sentences (Ieltsbuddy, 2024); Englishan, 2023).

There are various kinds of adverb clauses, and each one serves a distinct purpose in enhancing the meaning of a phrase. Reason clauses (e.g., “because,” “since”), which describe why something happens, time clauses (e.g., “when,” “after,” “until”), which specify when an event occurs, and condition clauses (e.g., “if,” “unless”), which outline circumstances for actions, are the three main forms. By adding depth, these clauses give learners of Coastal English the means to construct precise and educational phrases. For example, the condition sentence “If you study hard, you will succeed” establishes a standard for success (Ieltsbuddy, 2024; Englishan, 2023).

Students can modify their language to suit many contexts, from academic writing to informal interactions, thanks to the range of sentence forms available. Reason and condition clauses are useful for conversations and explanations, while time clauses, for instance, are frequently used when narrating events or providing directions. According to ESL Grammar, students can tackle both common and difficult subjects with greater clarity and accuracy once they have mastered these clauses (ESLGrammar, 2023).

Adverb clauses require subordinating conjunctions to connect the dependent and main clauses. Often used to express time, reason, and circumstance, words like “although,” “because,” and “while” make it easier for the speaker to explain complicated concepts. Coastal English learners may improve their comprehension and ability to build sentences that convey complicated ideas by understanding these conjunctions, which will make their written and spoken English sound more polished and natural (ESLBUZZ, 2023; Britishcouncil, 2024).

Adverb clauses require subordinating conjunctions because they connect the main and dependent clauses and make their link obvious. A few examples of subordinating conjunctions include “although,” “because,” and “while.” These terms assist Coastal English learners articulate complicated ideas more naturally by introducing extra information that frames the main action within a context of time, reason, or situation (ESLBUZZ, 2023; Britishcouncil, 2024). The conjunction “although” creates a contrast in the sentence “Although it was raining, we went for a walk,” demonstrating resiliency in the face of adversity. Although subordinating conjunctions might be difficult to learn because they change the flow of sentences, they are essential for conveying contrast, purpose, and consequence. These conjunctions are emphasized in foreign language acquisition because of their ability to link concepts, which makes them crucial for advanced language development (ESLBUZZ, 2023).

These sentences can be especially useful in everyday conversations and in classroom settings for pupils on the coast, where English is still a foreign language. They facilitate the expression of goal, contrast, and cause and effect, which enhances the educational and interesting nature of discussions. A student might utilize a goal clause to motivate themselves by saying, for instance, “I study English so that I can communicate with tourists.” By bridging language boundaries, such usage enables pupils to actively engage in a multilingual society (ESLGrammar, 2023; Englishan, 2023).

Students learning Coastal English benefit from the helpful linguistic tools that adverb clauses offer in both formal and informal contexts. For example, these sentences allow students to provide English-speaking tourists with precise instructions or explanations in areas that rely heavily on tourism. As an example of a time clause that indicates when an action takes place, a sentence such as “We open the shop when the sun rises” makes interactions both culturally appropriate and instructive. Additionally, sentences like “I am learning English so that I can find a better job” (a purpose clause) assist in communicating individual objectives and drives, which is a useful ability in work environments (ESLGrammar, 2023; Englishan, 2023). Additionally, using adverb clauses in everyday speech facilitates students' seamless progression from simple to complex sentence forms, which is a crucial step in developing

fluency. Students can gain a deeper understanding of how these clauses enhance written and spoken communication and equip them for a variety of social situations through activities and contextual applications (Britishcouncil, 2024).

It might be difficult to understand adverb clauses, particularly when English is not the first language. Coastal pupils might benefit by working with sentence starters and connecting clauses with the appropriate conjunctions while concentrating on a single kind of adverb clause at a time. Relatable examples and visual aids can improve the effectiveness and engagement of the learning process. English fluency and correctness are promoted via exercises that require the creation of sentences with various clause kinds (Ieltsbuddy, 2024; ESLGrammar, 2023).

At first, adverb clauses may be difficult, particularly in situations when English is not the primary language. A gradual learning strategy that starts with basic adverb clauses, like time clauses, and works its way up to more complicated ones, like contrast clauses, may be beneficial for coastal English learners. These ideas can be reinforced with exercises that have pupils finish sentence openers or match clauses to appropriate conjunctions. Visual aids can also improve understanding and memory, such as example sentences and charts of subordinating conjunctions (Ieltsbuddy, 2024; ESLGrammar, 2023). Learning adverb clauses can be made easier by incorporating examples that are pertinent to the situation and promoting regular practice. Research has indicated that exposing students to real-world examples in reading or discussion can aid in their internalization of the form and function of adverb clauses, facilitating their spontaneous usage in language output (ESLBUZZ, 2023).

B. Coastal Students' Perceptions on Adverb Clauses

It should start by investigating the students' first impressions and feelings regarding adverb clauses. You may talk about how complicated grammar patterns like adverb clauses are sometimes viewed as difficult or secondary, as English is still a foreign language to them. However, according to research, their attention and involvement frequently increase once they see how relevant these frameworks are to practical uses (Britishcouncil, 2024). Draw attention to the ways that they begin to view adverb clauses favorably after they comprehend the usefulness of expressing time, conditions, and reasons. The adverb clauses are essential for

precise, unambiguous communication, which has been demonstrated to boost students' willingness to learn (Ieltsbuddy, 2024). This can be demonstrated by using real-life examples from their coastal context, such as encounters with tourists.

Overcoming obstacles like a path to fluency could go over typical issues that students have with adverb clauses, such as correctly employing subordinating conjunctions or comprehending how the clause affects sentence construction. It would be more realistic to include a few statements or testimonies (if any) about the early difficulties and later successes of the pupils. You might cite research demonstrating how confidence can be increased and general language fluency improved by comprehending complicated structures (ESLGrammar, 2023). The way that coastal students see adverb clauses as a means of overcoming linguistic and cultural divides in their area can be covered by perceptions as a bridge to cultural contact. Students feel more prepared to interact with English speakers and open up more cultural and career options when they are able to grasp these clauses (Englishan, 2023).

The coastal English students frequently learn English as a second language in school or through travel, and they may react differently at first to complicated grammatical constructions like adverb clauses. Because they necessitate a sophisticated comprehension of sentence relationships, many students find such clauses intimidating. Students are more likely to be interested when they perceive a direct link between grammar and ordinary language use, according to research on second language acquisition (Britishcouncil, 2024; Kumaravadivelu, 2006). As students start to see these structures as tools for real-world communication rather than just academic material, the link between sophisticated grammar and useful language abilities encourages them to get past their initial resistance (Cook, 2016; ESLGrammar, 2023).

As students learn how adverb clauses describe conditions, causes, or time, they begin to see how useful they are in everyday situations. For example, adding a time clause, such as "When the tide is low, we can collect shells," enables pupils to convey particular information about their surroundings. As experts like Larsen-Freeman & Anderson (2013) point out, relevance to the learner's own context increases engagement and comprehension (Ieltsbuddy, 2024; Larsen-Freeman & Anderson, 2013), making learning more meaningful when it is

connected to everyday life. According to the language acquisition theory, which holds that relevance-based learning improves memory and desire to interact with difficult grammar, this change in perspective is supported (Swain & Lapkin, 1995; Englishan, 2023).

When learning adverb clauses, the coastal students initially encounter a number of challenges, particularly with regard to subordinating conjunctions and sentence construction, despite the possible advantages. According to research, these difficulties are typical of English language learners worldwide since intricate grammatical structures call for constant practice and reinforcement (Ellis, 2015; ESLBUZZ, 2023). They frequently make discoveries that improve their confidence and fluency as they advance, though. Repeated exposure to sentences with adverb clauses, for instance, aids in students' internalization of these patterns and lessens their hesitancy when writing and speaking. According to research by Swain & Lapkin (1995), overcoming these obstacles is crucial for advanced language acquisition, especially in non-native environments because students' fluency depends on their capacity to employ complex sentences with ease (ESLGrammar, 2023) Swain & Lapkin, 1995).

Lastly, adverb clauses are frequently seen by pupils in coastal areas as more than just grammar; they are seen as stepping stones to more extensive cultural and professional options. Students feel more prepared to interact with speakers from a variety of backgrounds, professionals, and tourists after understanding these clauses. This ability facilitates more seamless interactions and improves cross-cultural exchange, making it especially useful in regions where tourism is a major industry. According to British Council research, learners' motivation and language retention increase when they see grammar as a tool for social and cultural participation (Britishcouncil, 2024; Kumaravadivelu, 2006). Grammar instruction becomes both useful and personally relevant for Coastal English learners when they are able to express specific situations, justifications, and contrasts in English. This enables them to engage more completely in multicultural discussions (Larsen-Freeman & Anderson, 2013; Ieltsbuddy, 2024).

CHAPTER II

CONSTRUCTING ADVERB CLAUSES OF MANNER

A. Introduction

Adverbial clauses of manner explain the process of carrying out an action. It provides further details regarding the process or technique that something occurs. Typically, these clauses start with a conjunction such as “as”, “like”, “as if”, or “as though”. For example: (1) He fights as if he were a professional; (2) He wrote an article as though he had never published it before. In these sentences, the adverbial clauses “as if he were a professional” and “as though he had never published it before” describe how the actions of fighting and writing were done.

Dependent clauses with adverbial adjectives of manner explain how the activity of the main sentence is carried out. They provide an answer to the question “how?” and are commonly introduced by subordinating conjunctions like: as “as”, “like”, “as if”, or “as though”. Dealing with the adverbial clauses, there are three important elements which should be considered. They are: (1) The most often used subordinating conjunctions in manner adverbial clauses are “as,” “as if,” and “as though.” These conjunctions establish the mode of action, frequently suggesting analogy or resemblance; (2) Subject and Verb: An adverbial clause of manner has a subject and a verb, just like any other phrase; and (3) Dependent Nature: These phrases don’t make sense when read as a whole. Their context and meaning are derived from the main clause.

B. Example and Usage

1. As:

“Play it as I showed you.” The phrase “as I showed you” in this sentence refers to a particular way or technique that was previously shown and instructs how to perform the action.

2. As though:

“She cheated on a final exam as though no one was watching.” “As though no one was watching” captures the carefree spirit of her cheating. Similar to (casual):

3. As if:

“He interrupted as if he knew the problem.” The phrase “as if he knew the problem” here refers to the way the interrupter is interrupting and implies a particular demeanor or pretend.

4. Like (informal):

“He climbs like a monkey.” Using the adjective “like” to describe the way one climbs; it is compared to the climb of a monkey. Keep in mind that the word “like” is frequently seen as less official and more informal.

The constructions of the adverbial clauses of manner using Stepping the 5 stairs “E” implement bigger stairs and smaller stairs. The bigger stairs are used to construct independent clauses. They consist of: (1) the stair 1 for the Noun Phrase 1 (NP1) like *she, he, it, Aril, Dita*, etc. or *you, I, they, we*, etc.; (2) the stair 2 for full verbs like develop, categorize, expel, etc. or be verbs like is, am, are, was, were, etc.; (3) the stair 3 for the Noun Phrase 2 (NP2) such as her, him, them, etc.; and (4) Adverbs of Manner (M₁), Place (P₂), and Time (T₃). Whereas, the smaller stairs function to construct dependent clauses. They comprise: (1) the stair 1 for the subordinating conjunctions such as “like”, “as though”, “as if”, “as”; (2) the stair 1 for the second Noun Phrase 1 (2ndNP1) like *she, he, it, Aril, Dita*, etc. or *you, I, they, we*, etc.; (3) the stair 2 for the second full verbs (2nd V) like come, bring, dispose, etc. or be verbs like is, am, are, was, were, etc.; (4) the stair 3 for the second Noun Phrase 2 (2nd NP2) such as us, him, you, etc.; (5) the stair 3 for the Adverbs of Manner (2nd M₁), Place (2nd P₂), and Time (2nd T₃). The adverbial clauses of manner are helpful for giving descriptions more depth and specificity, which enables more vivid and emotive explanations or narrative.

C. Constructing Adverbial Clauses of Manner Using Stepping the 5 Stairs “E” Technique

An instructional framework called “5 Stairs E” is intended to assist students in crafting manner-related adverbial clauses with accuracy and clarity. This technique emphasizes a technical approach by decomposing the process into five steps. Students’ descriptive language abilities will improve as they go down this well-structured pathway, which helps them

understand the subtleties of expressing how actions are carried out. The “5 Stairs E” technique is a useful teaching technique for language learning and teaching since it allows comprehension and promotes real-world application.

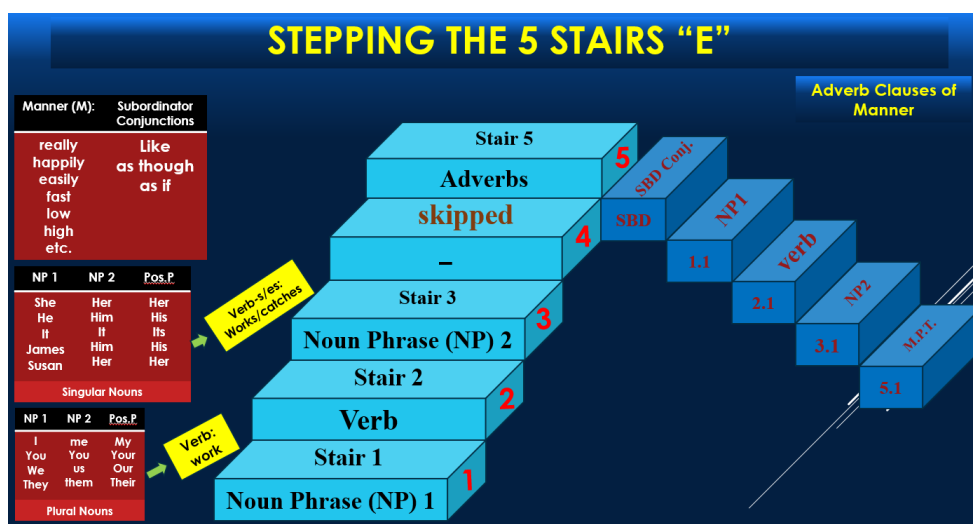


Figure 2.1 Stepping the 5 Stairs “E” for Adverbial Clauses of Manner Construction

Figure 2.1 illustrates the layout of the larger stairs, which represent the independent clause, and the smaller stairs, which are ready to construct the subclause. To construct the independent clauses in an adverbial clause of manner, students should go each stair up in the larger stairs carefully and they also need to take a look at supplementary details on the left sides as their guidance to go upstairs. After reaching the 5th stair, they should go downstairs by using the smaller stairs to construct the dependent clauses carefully. In the smaller stairs, the first stair is used to insert subordinating conjunctions such as “like”, “as if”, “as though”, or “as”. The second stair is used to insert the NP1 and the third stair functions to insert verbs or copula (depending on how the clauses is put together either as a complete verb or as a noun sentence). The verb used is Verb-s/es or Verb-ed or Verb-en or Verb-ing if constructing a full verb dependent clause. The fourth stair functions to insert NP2. The fifth stair, which steps at last, is used to form adverbs of manner, place, and time (M₁, P₂, and T₃).

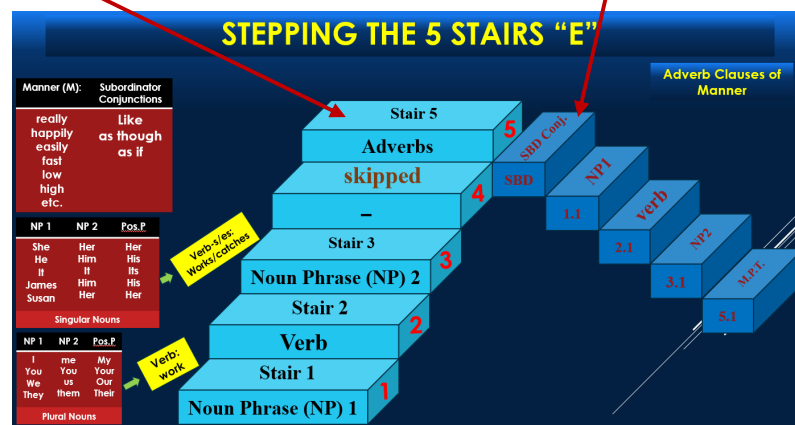
When instructions are given without examples, students may find it difficult to comprehend and apply the Stepping The 5 Stairs “E” technique appropriately, which can

frequently result in confusion. This is especially true when creating sentences in the simple present tense, as there are precise guidelines and structures that need to be adhered to. Giving specific examples to these ideas is crucial to ensuring understanding and clarity. Because of this, the author will provide a thorough example of how to compose a phrase in the English simple present tense, illustrating how to put the Stepping The 5 Stairs “E” technique into practice. Students will be able to confidently apply the method’s subtleties to their own sentence creation with the guidance of this example. The example in Bahasa is “*Silakan mainkan lagu itu dengan menggunakan gitarku seperti yang aku ajarkan kamu*”. This adverbial clause of manner uses “as” for the subordinating conjunction, while the other conjunctions are “as though”, “as if”, and “like”. The clauses can be broken down into the independent and dependent clauses using the Stepping The 5 Stairs “E” technique.

The above given example of the adverbial clause of manner in *Bahasa* will be constructed by using the Stepping The 5 Stairs “E” technique. The language transfer from *Bahasa* to English will occur here. Before starting constructing it, an English teacher should carefully follow each step of Stepping the 5 Stairs “E” as follows.

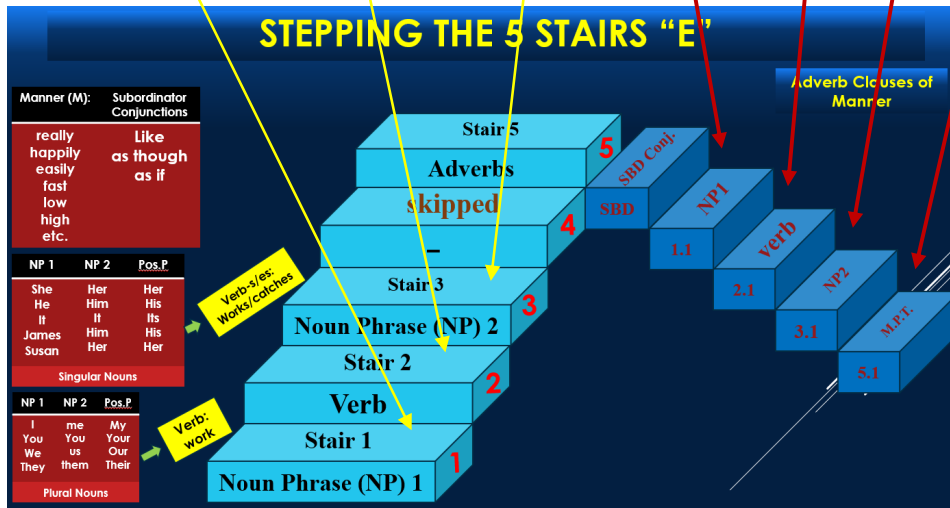
1. Dividing students into some small groups based upon the number of the students in a class;
2. Distributing them the design of the Stepping the 5 Stairs “E” completely;
3. Asking them to analyze and memorize each part of the Stepping the 5 Stairs “E”;
4. Giving and experiencing them to break a clause down into the independent and dependent clauses correctly;

”Kamu seharusnya mainkan lagu itu seperti yang aku ajarkan kamu”



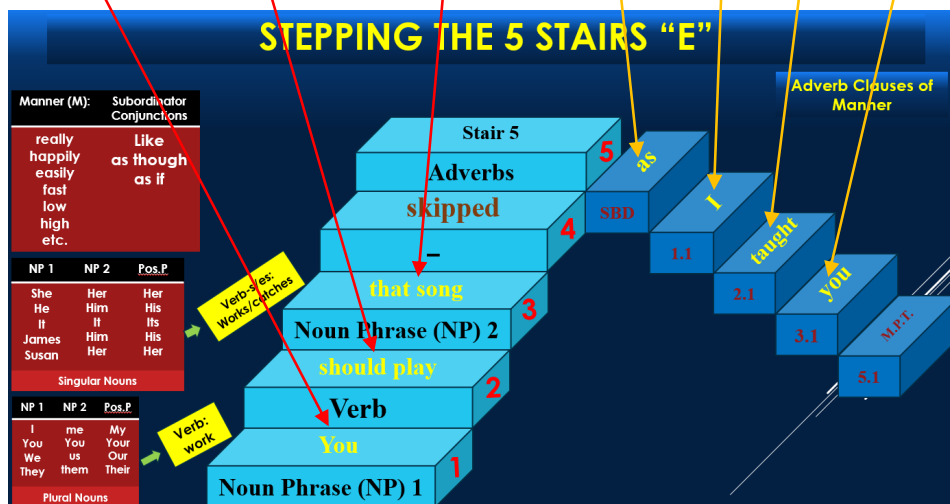
- Breaking the independent and dependent clauses down into certain parts and place them on each stair from the stair 1 to the stair 5 correctly;

"Kamu seharusnya mainkan lagu itu seperti yang aku ajarkan kamu"

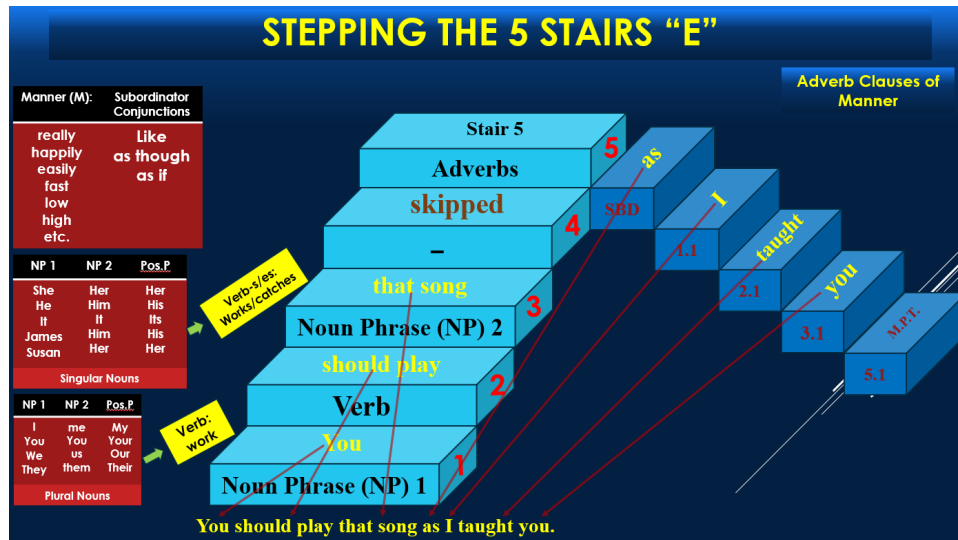


- Inserting each part onto each stair and at the same time transferring the language from *Bahasa* to English by taking a look at the supplementary details on the left side correctly;

"Kamu seharusnya mainkan lagu itu seperti yang aku ajarkan kamu"



7. Lastly, rewriting the constructed clause below the stairs to produce an acceptable adverbial clause.



The writer illustrates the process of using the 5 Stair "E" technique to construct and translate an Indonesian clause into English. For example, the Indonesian clause "*Kamu seharusnya mainkan lagu itu seperti yang aku ajarkan kamu*" is used. First, students begin at the initial step, NP1, which is represented by "You." Next, they step up to the second stair for a modal and a verb, using "should play,." Next, they proceed to the third stair to form NP2, translating "*lagu itu*" into "that song." The fourth stair, marked with a dash (-), can be skipped. The final step involves adding an adverb, but the above clause does not have it. Thus, the independent clause has just been constructed through the larger stairs i.e., "*you should play that song*". After reaching the fifth stair, they jump to smaller stairs and start going downstair. First, they go down to deal with subordinating conjunction, translating "*seperti yang*" into "as". Then, they proceed up the second stair to form NP1, translating "*aku*" into "I". The following step involves the second stair, which is the verb, translating "*ajarkan*" into "taught". The verb must agree with the clause context. In this case, the verb "taught" (teach+ed) is used, as it shows and describes a past event. The third stair is used to form an NP2, translating "*kamu*" into "you". Thus, the dependent clause has been constructed i.e., "*as I taught you*". By

assembling all the parts, the English adverbial clause is constructed as: “*You should play that song as I taught you.*”

D. Constructing an Adverbial Clause of Manner Using “as if” with Stepping the 5 Stairs “E”

To ensure accuracy and clarity when creating an adverbial clause using “as if” and Stepping the 5 Stairs “E,” adhere to these methodical steps:

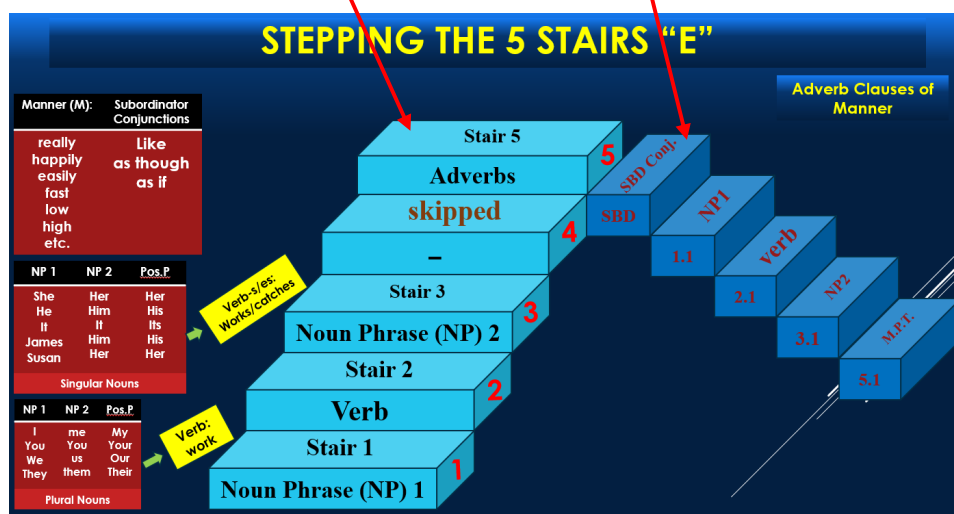
1. Identifying the Main Clause and the Adverbial Clause: Establish the primary clause of your sentence first. Employing the phrase “as if,” the adverbial clause will explain how or what circumstance the main clause is related to. For instance, in the phrase “She looked at me as if I were a stranger,” the adverbial clause “as if I were a stranger” is used after the main clause, “She looked at me.”
2. Entering NP1 (Noun Phrase 1): Define the subject of your main sentence first. Your NP1 will be this. For instance, “She” is the NP1 in the statement above.
3. Constructing the Adverbial Clause with “As If”:
 - a. Step 1: Introduce the Subordinating Conjunction: Commence the adverbial sentence with “as if”. In order to provide the main clause context, this conjunction establishes a hypothetical situation or contrast.
 - b. Step 2: Add the Subject and Verb for the Adverbial Clause: choose the verb and subject that will come after “as if.” This portion of the sentence frequently describes an imagined or hypothetical situation. For example, the sentence that expresses how “She” looked at the speaker is “I were a stranger.”
4. Form the Subordinate Clause Structure:
 - a. Step 1: Determine the Subject and Verb in the Subordinate Clause: Adverbial clause subjects ought to be closely connected to main clause subjects. The illustration uses the verb “were,” which reflects a hypothetical condition, as the subject and the verb “I.”
 - b. Step 2: Adjust the Verb Form: to express the hypothetical character, use the proper verb tenses. Because it expresses an imaginary or unreal situation, “were” is typically used with “as if,” no matter the subject.

5. Combine the Clauses: Include the adverbial clause into the main body of the sentence after it has been correctly formed. Please make sure that the adverbial clause is punctuated properly. For instance, use a comma to divide the adverbial and main clauses if they are placed before each other, as in “As if I were a stranger, she looked at me.”
6. Review and Refine: Once the clauses have been combined, proofread the sentence to make sure it makes sense. Make sure the adverbial clause fulfills the purpose of providing the necessary condition or comparison with the main clause.

To get more understanding about how an adverbial clause of manner “as if” is constructed using Stepping the 5 Stairs “E”, the writer will provide an example using Indonesian and will let the technique construct it step by step. The Indonesian example is “*Marini menendang ku seolah-olah aku bola*”. An English teacher should carefully follow each stage of Stepping the 5 Stairs “E” as follows before beginning to construct it.

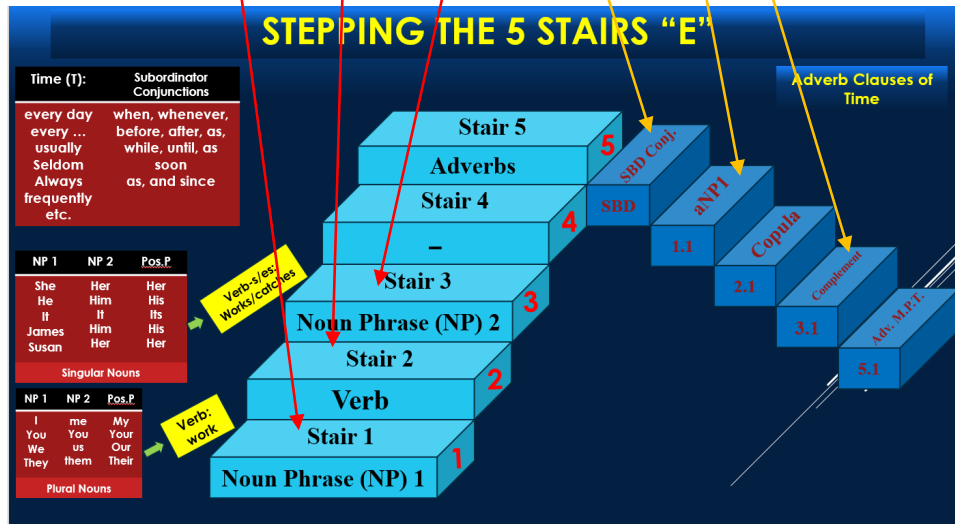
1. Dividing students into some small groups based upon the number of the students in a class;
2. Distributing them the design of the Stepping the 5 Stairs “E” completely;
3. Asking them to analyze and memorize each part of the Stepping the 5 Stairs “E”;
4. Giving and experiencing them to break a clause down into the independent and dependent clauses correctly;

“*Marini menendang ku seolah-olah aku bola*”.



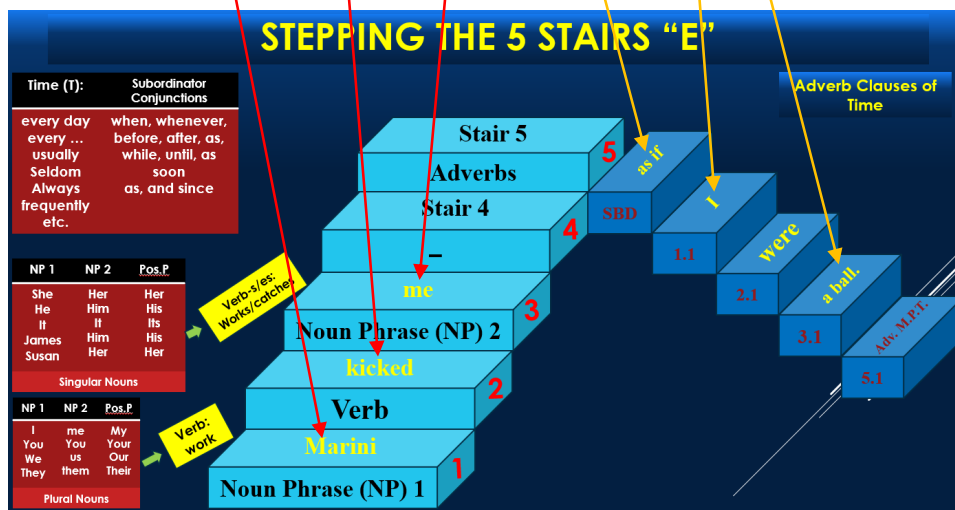
5. Breaking the independent and dependent clauses down into certain parts and place them on each stair from the stair 1 to the stair 5 correctly;

”Marini menendang ku seolah-olah aku bola”.

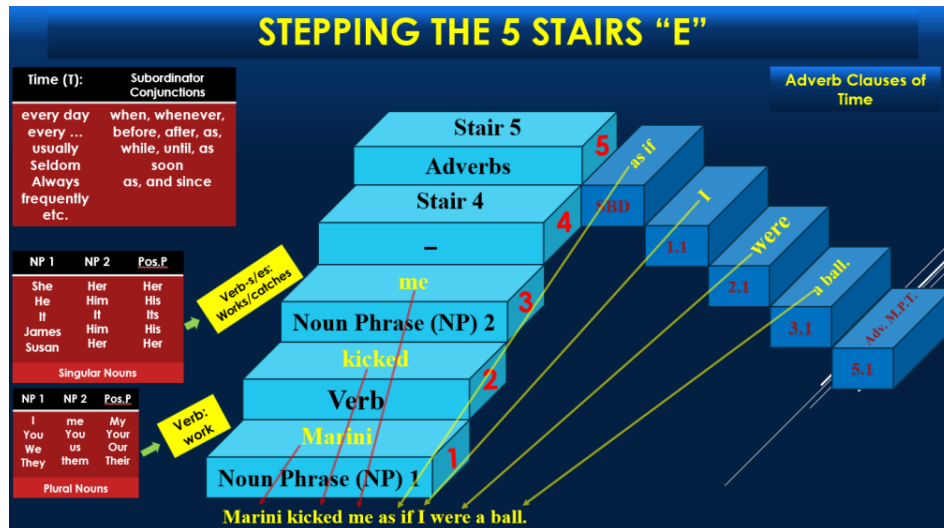


6. Inserting each part onto each stair and at the same time transferring the language from *Bahasa* to English by taking a look at the supplementary details on the left side correctly;

”Marini menendang ku seolah-olah aku bola”.



7. Lastly, rewriting the constructed clause below the stairs to produce an acceptable adverbial clause.



The writer illustrates the process of using the 5 Stair "E" technique to construct and translate an Indonesian clause into English. For example, the Indonesian clause "*Marini menendang ku seolah-olah aku bola*". is used. First, students begin at the initial step, NP1, which is represented by "Marini." Next, they step up to the second stair for a past verb, using "*menendang*," translated into *kicked*. Next, they proceed to the third stair to form NP2, translating "*ku*" into "me." The fourth stair, marked with a dash (-), can be skipped. The final step involves adding an adverb, but the above clause does not have it. Thus, the independent clause has just been constructed through the larger stairs i.e., "*Marini kicked me*". After reaching the fifth stair, they jump to smaller stairs and start going downstairs. First, they go down to deal with subordinating conjunction, translating "*seolah-olah*" into "*as if*". Then, they proceed up the second stair to form NP1, translating "*aku*" into "*I*". The following step involves the second stair, which is the copula, but in Indonesian construction, the copula is not explicitly stated or it can be said as the hidden copula. The copula in English is "*were*". The third stair is used to form a complement, translating "*bola*" into "*a ball*". Thus, the dependent clause has been constructed i.e., "*as if I were a ball*". By assembling all the parts, the English adverbial clause is constructed as: "*Marini kicked me as if I were a ball.*"

E. Constructing an Adverbial Clause of Manner Using “*as though*” with Stepping the 5 Stairs “E”

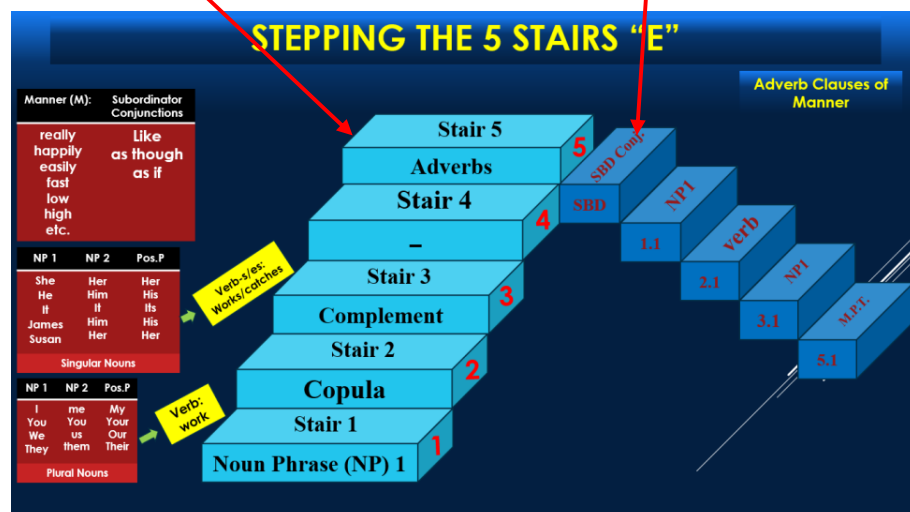
Constructing an Adverbial Clause of Manner Using “*as though*” with Stepping the 5 Stairs “E” is not much different from the previous explanation. First of all, you should determine the Main Clause and the Adverbial Clause. In this part, we use the phrase “*as though*” which describes how the action in the main clause is done. For example, the phrase “He ran down the street as though he was being chased.”. Thus, the main clause is “He ran down the street” and the adverbial clause is “as though he was being chased.”. After determining the main clause and adverbial clause, we can submit the NP1 (Noun Phrase 1). Identify the subject of your main sentence. This will be your NP1. For example, in the previous statement, “He” serves as the NP1.

When constructing an adverbial clause with “as though,” you need to follow these steps. First, you should begin the subordinate clause with “as though.” This subordinating conjunction introduces a hypothetical scenario or contrast that provides context to the main clause. Choose the subject and verb that follow “as though” This part of the sentence often describes an imagined or hypothetical situation. However, it is often employed when expressing something that may be more of a comparison or analogy. For example, a sentence expressing how “He” ran down the street is followed by the phrase “he was being chased.” When forming this subordinate clause structure effectively, make sure that the subject of your subordinate clause is closely related to the subject in the main clause. The examples use “he” which indicates a hypothetical condition with “were” as both subject and verb. Adjust the verb tense accordingly to convey its hypothetical nature. Since it represents an imaginary situation, using “were” is typical when paired with “as though,” regardless of who performs the action. Integrating adverb clauses into your sentences involves combining them correctly after proper construction. Ensure correct punctuation, using commas, when necessary, use a comma to divide the adverbial and main clauses if they are placed before each other such as “As though he was being chased, he ran down the street.”. Once incorporated, double-check the sentence carefully to ensure clarity and coherence. Make sure that the adverb clause provides effective context or comparison concerning the main clause.

Without clear examples, students struggle to understand and apply the Stepping The 5 Stairs “E” technique correctly, often leading to confusion especially when constructing sentences in different tenses, which require precise guidelines. Providing specific examples is crucial for clarity. To address this, the author will offer a detailed example illustrating how to use the Stepping The 5 Stairs “E” method in English simple past tense. This guidance should help students confidently apply these subtleties to their own sentence creation. For instance, “*Bobby adalah siswa yang luar biasa seolah-olah dia bisa mengalahkan siapa pun.*” demonstrates an adverbial clause using manner expressions like “as though”. By breaking down clauses using the Stepping The 5 Stairs “E” technique, students can better grasp complex structures. An English teacher should carefully follow each stage of Stepping the 5 Stairs “E” as follows before beginning to construct it.

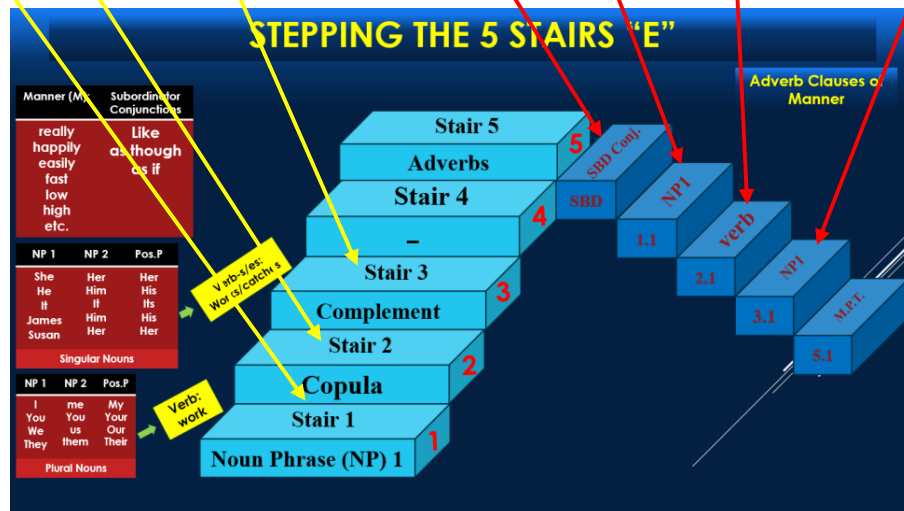
1. Dividing students into small groups based upon the number of the students in a class;
2. Distributing them the design of the Stepping the 5 Stairs “E” completely;
3. Asking them to analyze and memorize each part of the Stepping the 5 Stairs “E”;
4. Giving and experiencing them to break a clause down into the independent and dependent clauses correctly;

”Bobby adalah siswa yang luar biasa seolah-olah dia bisa mengalahkan siapa pun.”



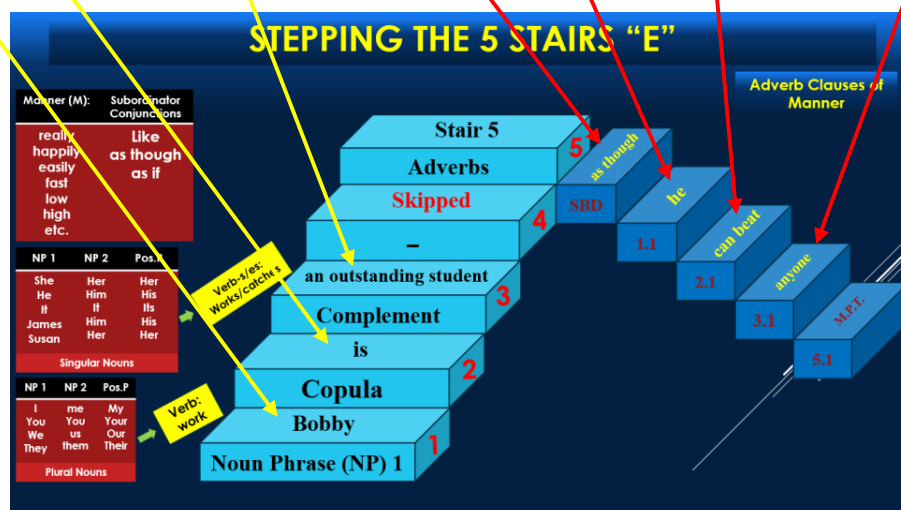
5. Breaking the independent and dependent clauses down into certain parts and place them on each stair from the stair 1 to the stair 5 correctly;

"Bobby adalah siswa yang luar biasa seolah-olah dia bisa mengalahkan siapa pun."

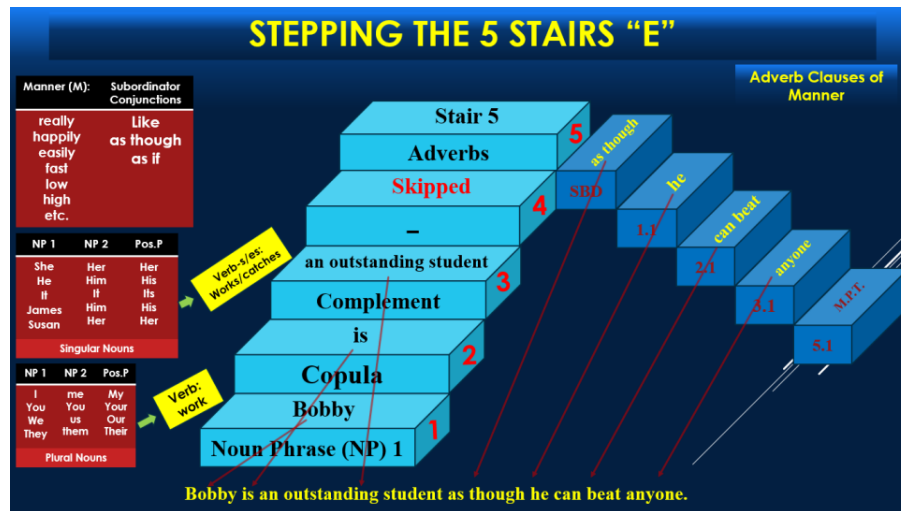


6. Inserting each part onto each stair and at the same time transferring the language from Bahasa to English by taking a look at the supplementary details on the left side correctly;

"Bobby adalah siswa yang luar biasa seolah-olah dia bisa mengalahkan siapa pun."



7. Lastly, rewriting the constructed clause below the stairs to produce an acceptable adverbial clause.



The writer demonstrates the application of the 5 Stair “E” technique to build and translate an Indonesian clause into English. An illustrative example includes the Indonesian clause “*Bobby adalah siswa yang luar biasa seolah-olah dia bisa mengalahkan siapa pun*”. First, students focus on identifying NP1 (“Bobby”). They then move to the next step, incorporating the copula “*adalah*”, translated into “is” refers to the singular noun. The next is forming NP2 by translating “*siswa yang luar biasa*” into “an outstanding student”. However, since none exists here, only the basic independent clause remains: “Bobby is an outstanding student”. Next, descending from higher levels to handle subordinating conjunctions, they translate “*seolah-olah*” into “as though”. Moving upward again, they re-establish NP1 with “*dia*” becoming “he”, followed by a further stair to include the verb element in Bahasa “*bisa mengalahkan*”, translated into “can beat” inherent in the Indonesian construction. Finally, translating “*siapa pun*” to ‘anyone’ completes the formation of the complementary component within the dependent clause: “as though he can beat anyone”. Combining all elements together results in the fully assembled English adverbial clause: “Bobby is an outstanding student as though he can beat anyone.”

CHAPTER III

CONSTRUCTING ADVERB CLAUSES OF PLACE

A. Introduction

A particular kind of dependent clause called an adverbial clause of place identifies the place where the action in the main clause takes place. By giving crucial information about the sentence's spatial context, it helps to respond to the inquiry "where?" *Where*, *anywhere*, and *wherever* are subordinating conjunctions that are used to introduce these clauses and assist link the dependent clause to the primary action. By utilizing adverbial clauses of place, the author can paint a better and more comprehensive image of the action's location. Because it makes the situation easier for readers or listeners to picture, this kind of phrase works especially well in dialogue, descriptive writing, and storytelling.

An adverbial clause of place, like other dependent clauses, is not a sentence that can stand alone. For meaning, it depends on the main clause, which establishes a connection between the action and its location. An example of this would be the line "I will go wherever you go," where the adverbial clause "wherever you go" tells us exactly where the speaker intends to go. Incomplete and unclear would be the sentence without the main clause. Because they can be positioned at either the beginning or the conclusion of a phrase, adverbial clauses of location provide writers flexibility in sentence structure. This allows them to emphasize certain points more than others.

Depending on the conjunction employed, the adverbial clause of place might describe specific or general locations. For example, the terms *wherever* and *anyplace* allude to more generic, unrestricted locales, but *where* refers to a specific spot. Writers are able to convey precise or flexible spatial relationships because of this variation, which allows for versatility in expression. Writers can improve the descriptive quality of their sentences and make them more interesting and educational by utilizing adverbial clauses of location. Gaining a deeper comprehension of sentence structure and enhancing writing and speaking clarity require mastery of this form of phrase.