JOURNAL OF HUMANITIES, SOCIAL SCIENCES AND BUSINESS (JHSSB)
VOLUME 1 ISSUE 4 (2022)

A CONTRASTIVE ANALYSIS OF ADJECTIVE CLAUSE ON SPIDERMAN HOME COMING

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Abstract

This research focuses on the contrastive analysis of adjective clauses found in the Spiderman Homecoming movie. The research design used is a qualitative design. The researcher conducted this research descriptively, which explained the research by making a table and a few sentences to explain it. The data is taken from the Spiderman Homecoming movie. Researchers search and find data from various websites to obtain data by reading and searching for materials in journals, e-books, and related articles. The researcher discusses everything related to the adjective clause, which is the main purpose of this research. The sentences or scripts are taken and analyzed through an adjective clause. The results of the researcher's analysis found 2 types of adjective clauses, namely, adjective clause defining and adjective clause modifying. In the Spiderman: Homecoming film script, there are 25 adjective clause defining sentences and 14 adjective modifying sentences.

Keywords: *Adjective Clause, Contrastive Analysis, Language, Spiderman Home Coming Film*

1. INTRODUCTION

Language is the study of the philosophy of language and linguistics in theory. Although much of the research in linguistics is descriptive or prescriptive, there is a fundamental assumption that the terminology and methodological choices reflect the researcher's opinion on how language came about (Denham & Lobeck, 2012; Prayogi, 2014; Shunnaq & Balasubramanian, 2018). Meanwhile, researchers' beliefs that language is a tool for communicating between humans to express feelings, ideas, criticism and others. Linguists are divided into different schools of thought, with the maintenance debate as the main division. Some linguistics conferences and journals focus on a particular theory of language, while others disseminate various views of language.

Theoretical grammar is closely related to language in general. Transformational grammar is one type of grammar in theory. According to Antoinette Renouf and Andrew Kehoe: "Theoretical grammar is concerned with making fully grammatical formalisms and in providing comments or explanations that favor one account of grammar over another, in terms of the general theory of human language" (Renouf & Kehoe, 2006). Natural grammar is a set of structural limitations on the clauses, phrases, and words of a speaker or writer. The term can also be studied in the study of fields that include domains such as phonology, morphology, and syntax, often complemented by phonetics, semantics, and pragmatics. Transformational grammar is one of the variations of theoretical grammar. There are currently two different approaches to studying grammar: traditional grammar and theoretical grammar. Grammar can also describe the linguistic behavior of groups of speakers and writers, not individuals (Port, 2010). The difference in scale is important for the meaning of

this word: for example, the term "English grammar" can refer to the entire grammar of English (i.e., the grammar of all speakers of the language), in which case the term includes many variations.

The relationship of grammar and language: Language is considered as a collection of sentences by formulating and can be inferred through grammar, therefore grammar is a theory of language which consists of the structure of several parts of language. Language and grammar are related because they need each other to form a good speech, with various good and correct language structures.

As highlighted by (Baker, 2019; Nord, 2014) translation is an action or activity in which the contents of a text are transferred from the source language to the target language or target language. The language to be translated is called the source language (*Bulsa*), while the language to be translated to or to the destination is called the target language (TL). Translators need to have good knowledge of the source and target languages and a good and wide vocabulary, in addition to high linguistic sensitivity because they must convey the author's original intentions, thoughts, and opinions in the translated version as accurately and precisely as possible. According to Ghazala (Ghazala, 1995), "Translation is generally used to review all processes and methods used to convey the meaning of the source language into the target language. Where the Ghazala Definition focuses on understanding meaning as an important element in translation. That is, when translating, understanding the core of the source language is very important to have an appropriate equivalent in the target language so that the core is translated in terms of grammar, style and sound (Ghazala, 1995).

In his book, (Baker, 2018) proposes various levels of grammatical equivalence as a means of drawing attention to the significance of proper grammar. This shows that to express or state or translate a text, grammar plays an important role. Meanwhile, researchers' beliefs that the relationship between translation and grammar is that when someone translates from the source language to the target language, the meaning contained in the source language remains and does not change when it enters the target language. Why is that so? so that the meaning and what is to be conveyed from the language is not lost or remains and does not change. Thus, grammar is needed in translating to form the structure of the target language so that it is easy to understand.

From bound clauses, clauses can be distinguished based on their grammatical functions as nominal clauses, adverbial clauses, and relative clauses (Biber et al., 2011). Meanwhile, Pompei (2011) say that relative clauses are bound clauses that function as adjectives; it modifies a noun or pronoun. Where the purpose of the theory is a relative clause can also be known as an adjective clause. A clause is a component of a sentence (complex), with its own predicate and characteristics, especially in working with nouns, adjectives, or adverbs (Onions, 2015). Another understanding of the clause is a group of words that have their own subject and predicate (Strawson, 2017). According to (Strawson, 2017), an adjective clause is a clause that functions as an adjective or modifies a noun. (Haryanti & Setyandari, 2018) noted that an adjective clause is a subordinate clause which functions as an adjective which modifies a noun or pronoun in a sentence.

The relationship between an adjective clause and a clause is where the function of the adjective clause is as an adjective or modifying of a clause is a collection of sentences that have a predicate. So, the relationship between the two is that they need each other to form a

complete sentence. Where in the adjective clause must consist of a clause and be followed by an adjective or noun.

The film takes an academic approach to explain the essence of the show and how it serves as a role model for audiences. Film is distinct from film criticism (which involves evaluating the effectiveness of the film) and history from film (which benefits from the development and change of cinema over time). Hence, it can be concluded that movie is a combination of a set of images and sounds that are shown with the aim of entertaining the audience.

Here we shown the description of the movie Spider-Man : Homecoming (MoviePedia, n.d.)

Follows Peter Parker, who balances his life as an ordinary high school student in Queens with his superhero alter-ego Spider-Man, and finds himself on the trail of a new threat roaming the skies of New York City.

After the battle of New York (Avengers), Adrian Toomes (Michael Keaton) and his company are contracted to clean up the city, but their operations are taken over by the Department of Damage Control (DODC), a partnership between Tony Stark (Robert Downey Jr.) and the US government. Furious at being kicked out of business, Toomes persuades his employees to keep the Chitauri technology they've picked up and use it to make and sell advanced weapons.

Eight years later, Peter Parker (Tom Holland) is selected into the Avengers by Stark to help with an internal dispute in Berlin, but he must continue his studies at the Midtown School of Science and Technology when Stark informs him that he is not ready. become a full-fledged Avenger.

Parker quit his school's academic decathlon team to spend more time focusing on his crime-fighting activities as Spider-Man. One day Parker returns to his apartment in Queens, where his best friend Ned (Jacob Batalon) discovers his secret identity. Another night, Parker meets Toomes' partners Jackson Brice (Logan Marshall-Green) and Herman Schultz (Bokeem Woodbine) who sell guns to local criminal Aaron Davis (Donald Glover).

When he discovers that the core of the power is an unstable Chitauri grenade, Parker runs to the Washington Monument, where it explodes and traps Ned and their friends in an elevator. Evading local authorities, Parker saves his friends, including his classmate he has a crush on, Liz (Laura Harrier). Back in New York City, Parker persuades Davis to reveal where Toomes is. Aboard the Staten Island Ferry, Parker catches Toomes' new buyer, Mac Gargan, but Toomes escapes and Toomes' gun rips the ferry in half. Stark then helps Parker save the passengers and confiscates his costume as punishment for his recklessness.

The researchers decide to use the name of this movie for their study since researchers will have an easier time analyzing the film Spider-Man: Homecoming due to it is simpler to comprehend in terms of both its vocabulary and its language. In particular for younger viewers who are already fans of Marvel and will likely be very interested in this movie. Since this movie is also really awesome, we decided to base our title, "A Contrastive Analysis of Adjective Clause on Spiderman Home Coming," on it.

A clause is a collection of words that functions as a part of speech and consists of a subject and a verb. A clause consists of a subject and a syntactic predicate; the latter is usually a verb phrase consisting of a verb with any object and other modifiers. However, the subject is sometimes unvoiced if it can be taken from the context, especially in the language of the zero subject but also in other languages.

Meanwhile, there are independent clauses and dependent clauses that have meaning:

1. Independent clause

An independent clause is a clause that can stand alone as a single sentence. It contains a subject, a verb, and a complementary thought. With an example:

-I like to eat cake.
-The kids have lunch.
The truck is white.

As we can see, independent clauses are not long or complex sentences. They can, of course, be part of complex sentences, but by definition, they are known as simple sentences.

2. Dependent clause

On the other hand, the dependent clause is not a complete sentence. It contains a subject and a verb but no complete thought. Dependent clauses are sometimes known as subordinate clauses. As the name suggests, these clauses rely on independent clauses to express ideas clearly. Some examples of dependent clauses:

- When I grow up
- The Hiding Mouse

To turn this dependent clause into a complete sentence, you need to combine it with an independent clause, as in this example:

- When I grow up, I want to be a doctor.
- Even though he sings well, he hates karaoke.

An Adjective clause is a dependent clause whose function is to explain a noun and also a pronoun (a substitute word) in a sentence. Relative pronouns are pronouns that function to connect phrases, words, or sentences, which explain nouns or pronouns. Relative pronouns have several kinds, namely: who, whom, whose, which, and that. This clause cannot stand alone; it must be paired with a noun or pronoun to form new information. The position of the adjective clause always follows the noun or pronoun that is in front of it. In a sentence, a noun or pronoun functions as a subject or object by looking at the structure of the sentence. An adjective clause begins with a word called a relative pronoun, including: who, whom, that, which, whose, where, when, etc., which serves to bridge the relationship with the noun or pronoun it describes.

In the use of an adjective clause in a sentence, there are formulas, such as:

1. Relative Pronoun as Subject [RPS]

Relative Pronoun as Subject is when the noun is followed by something that does something (verbal) or is in the form of something (nominal), so it must use the conjunction "who, which, that". Because of its role as subject, the relative pronoun as subject (RPS) must be followed immediately by the verb or formula". Relative Pronoun as Subject (RPS) is defined as who does something is who/which/that + V + (O). Examples of Relative Pronoun as Subject Sentences:

The girls who came to my house yesterday (meaning: The woman who came to my house yesterday)

-The dog which/that always steals fish | Meaning: The dog that always steals the fish

2. Relative Pronoun as Object [RPO]

Relative Pronoun as Object is a condition when a noun must then use the conjunction "whom, which, that". Relative pronouns as objects are generally followed by a subject and then a transitive verb (which needs an object).

Why transitive? Because its function is as an object. So, it should be underlined that sometimes transitive verbs have only one object, although sometimes there are also two objects. The Relative Pronoun as Object formula itself includes whom/which/that + S + Vt + Object. Examples of Relative Pronoun as Object Sentences:

-The bag which/that you bought

-The children whom/that my dad visits

You must be able to master grammar first before you can master existing formulas. Whereas grammar is one of the important components in English, which is supported in speaking and writing in English.

3. Relative Adverb + S + V

In addition to relative pronouns, there are also relative adverbs (when, where, why) that can be used in the use of an adjective clause. Relative adverbs serve to explain or explain nouns as adverbs of place, adverbs of time, and also for reasons.

The grammar used in the use of an adjective clause can be adapted to the conditions. It's the same with the verbs used — verbs 1, 2, or 3 can be used according to the context in which they want to be spoken. Examples of Relative Pronoun as Adverb Sentences:

- She has forgotten when I went to campus.
- The town where I lived is very wonderful.
- We do not know why he left the chat group.

In the English language, clauses are one of the important elements in completing sentences, both in conversation and in writing. Adjective or relative clauses serve to explain nouns and pronouns in a sentence. A clause cannot stand alone; it must be paired with a noun or pronoun to form new information. Based on the issue above, this research will highlight on the contrastive analysis of adjective clauses found in the Spiderman Homecoming movie.

2. RESEARCH METHOD

The order in which the researchers looked for titles and determined which titles would be interesting to analyze, which led to our collecting data from a variety of sources and searching for Spider-Man: Homecoming movie data such as the script from the movie. Afterwards, the researchers examine the adjective clauses contained within each existing script in an effort to finish this research as correctly as possible.

In this study, researchers used qualitative research as research data. Qualitative researchers tend to use analysis or research that analyzes theory to find out more about what is being studied. Perfect research is perfect data, where data is the essence of research and data is interesting knowledge in terms of research. According to Ormston et al. (2014) Qualitative research is the stage of research that produces data in the form of writing or speech, as well as the behavior of the people being observed. This study aims to gain a general understanding of social reality from the participant's point of view.

Then the researchers used qualitative research to facilitate the explanation of this research. Qualitative research is research whose results are in the form of an explanation or summary of something being researched and whose sources can be obtained from books, journals, articles, or the internet. Descriptive research analyzes clauses based on adjective clauses or relative clauses from the Spiderman Homecoming movie. This study aims to

enlighten the reader on clauses and adjective clauses, as well as train the brain to analyze adjective clauses in film.

In this study, the researcher used the Spiderman Homecoming transcript instrument to complete this research.

The data analysis procedure is the data steps that will be available in this study, or about how the data can be presented from beginning to end. According to Moleong (2010), Data analysis is the activity or stage of grouping and selecting data into structures, categories, and basic units of description so that meanings and hypotheses are formulated as suggested by the data. After the data was collected, the researchers analyzed it using descriptive analysis methods to improve the data.

Researchers use the descriptive analysis method because they want to describe the circumstances or conditions that will be observed in the transcript more specifically, transparently, and in depth.

The following are the data analysis procedures and methodologies for this study in detail :

The Adjective Clause is the same as the Relative Clause which use "the" where Clause has a subject and verb.

Adverb clause types include:

1) Defining

Essentially, nouns and stories about nouns.Do not use commas.

2) Modifying

It is not required to use a noun, but it is acceptable. Use commas. To start adj. clauses, use the pronouns that, which, who, which can be used as subject and conjunction. And the pronouns whom, whose, when, where, and why are used as objects and conjunctions. cannot be the subject

3. RESULT AND DISCUSSION

3.1. Result Research

After the researchers analyzed the script so the researchhers found out the findings :

Table 1 The findings adjective clause from script

No	The script of adjective clause in Spiderman Home Coming film	Findings of adjective clause in Spiderman Home Coming film
1.	Please provide all and exotic ingredients **that you've collected**, or you will be prosecuted. In Indonesian : *Harap serahkan setiap dan semua materi eksotis yang **telah Anda kumpulkan**, atau Anda akan dituntut.*	In the sentence is included in the type of relative pronoun as subject that is **that you've collected.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **telah Anda kumpulkan**.*
2.	So now the assholes **who made this mess** are paid to clean it up. In Indonesian : *Jadi sekarang bajingan **yang membuat kekacauan ini dibayar** untuk membersihkannya.*	In the sentence is included in the type of relative pronoun as subject that is **who made this mess.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **yang membuat kekacauan ini dibayar.***
3.	Peter : No one has actually told me **why I'm in Berlin** or what I'm doing.	In the sentence is included in the type of relative pronoun as adverb that is **why I'm in Berlin.**

	In Indonesian : Peter : *Tidak ada yang benar-benar memberi tahu saya* ***mengapa saya di Berlin*** *atau apa yang saya lakukan.*	*Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***mengapa saya di Berlin.***
4.	I thought **that was a closet.** In Indonesian : *Saya pikir* ***itu lemari.***	In the sentence is included in the type of relative pronoun as subject that is **that was a closet.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***itu lemari.***
5.	It is clear **that he is still high on adrenaline.** In Indonesian : *Jelas* ***bahwa adrenalinnya masih tinggi.***	In the sentence is included in the type of relative pronoun as subject that is **that he is still high on adrenaline.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***bahwa adrenalinnya masih tinggi.***
6.	Tony chuckles and pats Peter's shoulder, **whose face now wears** an uncomfortable smile. In Indonesian : *Tony terkekeh dan menepuk bahu Peter,* ***yang wajahnya sekarang menunjukkan*** *senyum tidak nyaman.*	In the sentence is included in the type of relative pronoun as subject that is **whose face now wears.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***yang wajahnya sekarang menunjukkan.***
7.	Peter, **that's inappropriate**. In Indonesian : *Peter,* ***itu tidak pantas***.	In the sentence is included in the type of relative pronoun as subject that is **that's inappropriate.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***itu tidak pantas***.
8.	**That was a private** conversation. In Indonesian : ***Itu adalah*** *percakapan pribadi.*	In the sentence is included in the type of relative pronoun as subject that is **That was a private.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***Itu adalah.***
9.	I can take **that**. In Indonesian : *Saya bisa* ***menerimanya.***	In the sentence is included in the type of relative pronoun as object that is **that.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***menerimanya.***
10.	He walks downstairs to street level **where football fields** stand surround by fences. In Indonesian : *Dia berjalan turun ke jalan* ***di mana lapangan sepak bola*** *berdiri dikelilingi oleh pagar*.	In the sentence is included in the type of relative pronoun as adverb that is **where football fields.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***di mana lapangan sepak bola.***
11.	Students chuckle at **that**. In Indonesian : *Siswa tertawa* ***mendengarnya***.	In the sentence is included in the type of relative pronoun as object that is **that.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***mendengarnya.***
12.	In slow motion, we see **who caught his eye-** a pretty dark-haired girl is talking with her friends down the hall. In Indonesian : *Dalam gerakan lambat, kita* ***melihat siapa yang menarik perhatiannya*** *- seorang gadis cantik*	In the sentence is included in the type of relative pronoun as subject that is **who caught his eye.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***melihat siapa yang menarik perhatiannya.***

	berambut gelap berbicara dengan teman-temannya di lorong.	
13.	She points at Flash, **who is confidently** holding up his hand. In Indonesian : *Dia menunjuk Flash, **yang dengan percaya diri** mengangkat tangannya.*	In the sentence is included in the type of relative pronoun as subject that is **who is confidently.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **yang dengan percaya diri.***
14.	Warren calls out a student **who clearly** is having difficulty focused on the lecture. In Indonesian : *Warren memanggil seorang mahasiswa **yang jelas-jelas** kesulitan fokus pada kuliahnya*.	In the sentence is included in the type of relative pronoun as subject that is **who clearly.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **yang jelas-jelas.***
15.	We see **that he is now wearing** safety goggles. In Indonesian : *Kita melihat **bahwa dia sekarang memakai** kacamata pengaman.*	In the sentence is included in the type of relative pronoun as subject that is **that he is now wearing.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **bahwa dia sekarang memakai.***
16.	We have seen **that before**, but never with the skirt. In Indonesian : *Kami pernah melihat **itu sebelumnya**, tetapi tidak pernah dengan rok itu.*	In the sentence is included in the type of relative pronoun as subject that is **that before.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **itu sebelumnya.***
17.	**That** looks so good! In Indonesian : ***Itu** terlihat sangat bagus*!	In the sentence is included in the type of relative pronoun as subject that is **That.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **Itu.***
18.	**That's** not the question In Indonesian : ***Itu** tidak bertanya*	In the sentence is included in the type of relative pronoun as subject that is **That's.** Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **itu**.
19.	Cindy Moon, **who was frantically** searching the books, glares at Abe. In Indonesian : *Cindy Moon **yang sedang** mencari-cari buku dengan panik menatap tajam Abe.*	In the sentence is included in the type of relative pronoun as subject that is **who was frantically.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **yang sedang.***
20.	The teacher **who is in charge** of the Decathlon team. In Indonesian : *Guru **yang bertanggung jawab** atas tim Decathlon*.	In the sentence is included in the type of relative pronoun as subject that is **who is in charge.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **yang bertanggung jawab.***

21.	Peter fired his net and swung it at the billboard, but barely hit the Vulture, **which flew away**. In Indonesian : *Peter menembakkan jaringnya dan mengayunkannya ke billboard, tapi nyaris tidak mengenai Vulture, **yang terbang menjauh**.*	In the sentence is included in the type of relative pronoun as subject that is **which flew away.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **yang terbang menjauh.***
22.	Vulture checks behind him but miss Spider-Man, **who is hanging** from the web attached to his back. In Indonesian : *Vulture memeriksa di belakangnya tetapi merindukan Spider-Man, **yang tergantung** dari jaring yang menempel di punggungnya.*	In the sentence is included in the type of relative pronoun as subject that is **who is hanging.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **yang tergantung.***
23.	Vulture checked the external monitor and realized **that Peter had been** following him. In Indonesian : *Vulture memeriksa monitor eksternal dan menyadari **bahwa Peter telah** mengikutinya.*	In the sentence is included in the type of relative pronoun as subject that is **that Peter had been.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **bahwa Peter telah.***
24.	The Vulture, **who was also dragged** into the engine, escaped death, but the wingsuit was slightly damaged. In Indonesian : *Vulture, **yang juga terseret** ke dalam mesin, lolos dari maut, tetapi wingsuitnya rusak ringan.*	In the sentence is included in the type of relative pronoun as subject that is **who was also dragged.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **yang juga terseret.***
25.	Sparks flew from the Vulture's wings; it's clear **that he also suffered** some serious damage. In Indonesian : *Bunga api terbang dari sayap Vulture; **jelas bahwa dia juga mengalami** beberapa kerusakan serius.*	In the sentence is included in the type of relative pronoun as subject that is **that he also suffered.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **jelas bahwa dia juga mengalami.***
26.	The Vulture, **who was also dragged** into the engine, escaped death, but the wingsuit was slightly damaged. In Indonesian : *Vulture, **yang juga terseret** ke dalam mesin, lolos dari maut, tetapi wingsuitnya rusak ringan.*	In the sentence is included in the type of relative pronoun as subject that is **who was also dragged.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **yang juga terseret.***
27.	It is clear **that he also suffered** some serious damage. In Indonesian : *Jelas **bahwa dia juga mengalami** beberapa kerusakan serius.*	In the sentence is included in the type of relative pronoun as subject that is **that he also suffered.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **bahwa dia juga mengalami.***
28.	He had just staggered to his feet **when**, **suddenly**, a Vulture flew towards him and attacked him.	In the sentence is included in the type of relative pronoun as adverb that is **when**, **suddenly.**

	In Indonesian : *Dia baru saja terhuyung* ***berdiri ketika, tiba-tiba****, seekor Vulture terbang ke arahnya dan menyerangnya*.	*Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***berdiri ketika, tiba-tiba.***
29.	**Who lifted him up** in the hood of his Spider-Man costume. In Indonesian : ***Yang mengangkatnya*** *di tudung kostum Spider-Man-nya*.	In the sentence is included in the type of relative pronoun as subject that is **Who lifted him up.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***Yang mengangkatnya.***
30.	**When Peter grabs** Vulture's fist to prevent another blow, Vulture flies off and releases him. In Indonesian : ***Ketika Peter meraih*** *tinju Vulture untuk mencegah pukulan lain, Vulture terbang dan melepaskannya*.	In the sentence is included in the type of relative pronoun as subject that is **When Peter grabs.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***Ketika Peter meraih*****.**
31.	**Who lifted him up** in the hood of his Spider-Man costume. In Indonesian : ***Siapa yang mengangkatnya*** *dengan tudung kostum Spider-Man-nya.*	In the sentence is included in the type of relative pronoun as subject that is **Who lifted him up.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***Siapa yang mengangkatnya*****.**
32.	Sparks fall from his wingsuit **when he tries** to lift chest, but Vulture doesn't stop. In Indonesian : *Bunga api jatuh dari wingsuitnya* ***saat dia mencoba*** *mengangkat peti, tapi Vulture tidak berhenti.*	In the sentence is included in the type of relative pronoun as adverb that is **when he tries.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***saat dia mencoba*****.**
33.	**That looks pretty** crazy. In Indonesian : ***Itu terlihat*** *sangat gila*.	In the sentence is included in the type of relative pronoun as subject that is **That looks pretty.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***Itu terlihat*****.**
34.	**Who puts the Iron** Spider Armor on with a tap on his watch. In Indonesian : ***Siapa yang memakai Iron*** *Spider Armor dengan ketukan pada arlojinya.*	In the sentence is included in the type of relative pronoun as subject that is **Who puts the Iron.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***Siapa yang memakai Iron.***
35.	**That will give** us a little time. In Indonesian : ***Itu akan memberi*** *kita sedikit waktu.*	In the sentence is included in the type of relative pronoun as subject that is **That will give.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***Itu akan memberi*****.**
36.	I can not believe you have **that thing in your** pocket. In Indonesian : *Saya tidak percaya Anda* ***memiliki benda itu*** *di saku Anda*.	In the sentence is included in the type of relative pronoun as subject that is have **that thing in your.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***memiliki benda itu*****.**
37.	He stopped **when he found** a brown paper bag that said, In Indonesian : *Dia berhenti* ***ketika dia menemukan*** *kantong kertas berwarna coklat yang bertuliskan*.	In the sentence is included in the type of relative pronoun as adverb that is **when he found.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah* ***ketika dia menemukan.***
38.	I have a few boys outside **who want to** meet her.	In the sentence is included in the type of relative pronoun as subject that is **who want to.**

	In Indonesian : *Saya punya beberapa anak laki-laki di luar **yang ingin** bertemu dengannya.*	*Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **yang ingin**.*
39.	And you wonder **why you waited** so long for something so disappointed. In Indonesian : *Dan Anda bertanya-tanya **mengapa Anda menunggu** begitu lama untuk sesuatu yang sangat mengecewakan.*	In the sentence is included in the type of relative pronoun as adverb that is **why you waited.** *Didalam kalimat tersebut yang masuk kedalam klausa kata sifat adalah **mengapa Anda menunggu**.*

With the percentage from the findings are :

Table 2 Types of adjective clause and the percentage from data

No	Types of Adjective Clause	Total	Percentage
1.	Relative pronoun as subject	$\frac{30}{39}100\%$	78%
2.	Relative pronoun as object	$\frac{2}{39}100\%$	18%
3.	Relative adverb	$\frac{7}{39}100\%$	4%

3.2 Discussion

According to the findings of the research, 30 out of 78 percent fall under the category of the relative pronoun as subject. The researchers discovered, with regard to the relative pronoun as object, that the percentage was equivalent to two. And in terms of the relative pronoun functioning as an adverb, the researchers discovered 7 instances that accounted for 18 percent. The researchers found the same percentage when they looked at the data in Indonesian as they did in English.

4. CONCLUSION

From the analysis, the researchers found thirty-nine adjective clauses from the "Spiderman Home Coming" film. By showing various adjective clauses in each existing transcript. In the film, the researcher analyzed and produced 25 defining adjective clauses and 14 adjective clause modifying sentences. After watching and analyzing the film, the researcher got a moral value, namely teamwork. There are scenes where Tom Holland as Spider-Man can't work alone in fighting crime or the problems he is facing to save people. This film is different from the previous one because there is something interesting, namely the involvement of Iron Man (Tony Stark) and Peter Parker's school friend, Ned, played by Jacob Batalon, in helping Spider-Man. Very good teamwork and can be imitated in completing a mission or any work team work can indeed be completed more quickly.

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