



NOUN PHRASE STRUCTURE OF SUBJECT POSITION IN AN ISLAMIC TRAVEL LITERATURE

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Abstract

Using a good sentence in introducing the setting, the sentence structure must have an appropriate part to be acknowledged by the readers. The setting of a place may also need a noun phrase as part of the clauses in the sentences. This research explains how noun phrases are used in travel literature. The travel literature itself is the novel *Selimut Debu* which was written by a famous Indonesian writer, Agustinus Wibowo. In his novel, he not only narrated but also described the condition of Afghanistan as an Islamic country that had been in war. This research analyzes how the setting of place in the novel is acknowledged by the writer by using some specific noun phrases. The noun phrases are delivered through the use of *that-clause*. This research describes the *that-clause* as an evaluative term toward the entities that the travel writing writer informs in his travel writing text. The *that-clause* examines how the subject position connects the head or the NP (noun phrase) with the predicate-clause. It also describes the structure of noun phrases in the subject position. The subject position in the sentence gives evaluation to the preceded subject. The result shows that *that-clause* include four evaluative clauses, they are entity, stance, source, and expression. The second result is this research has found that *that-clause* has been an explicit marker that connects the head or NPs (noun phrase) with the predicate clause.

Keywords: *that-clause*, evaluative entity, evaluative stance, evaluative source, evaluative expression, explicit marker

Abstrak

Menggunakan kalimat yang baik dalam memperkenalkan latar, struktur kalimat harus mempunyai bagian yang tepat agar dapat diketahui oleh pembaca. Latar suatu tempat mungkin juga memerlukan frase kata benda sebagai bagian dari klausa dalam kalimat. Penelitian ini menjelaskan bagaimana frasa kata benda digunakan dalam sastra perjalanan. Sastra perjalanan dalam penelitian ini adalah novel *Selimut Debu* yang ditulis oleh penulis terkenal Indonesia, Agustinus Wibowo. Dalam novelnya, ia tidak hanya bernarasi, namun juga menggambarkan kondisi Afghanistan sebagai negara Islam yang pernah dilanda perang. Penelitian ini menganalisis bagaimana setting tempat dalam novel diketahui oleh penulis dengan menggunakan beberapa frase nomina tertentu. Frasa nomina disampaikan melalui penggunaan klausa *that-*. Penelitian ini menggambarkan klausa *that-* sebagai istilah evaluatif terhadap entitas yang diinformasikan oleh penulis travel writer dalam teks tulisan perjalanannya. Klausa *that-* mengkaji bagaimana posisi subjek menghubungkan kepala atau NP (frasa benda) dengan klausa predikat. Hal ini juga menggambarkan struktur frase kata benda pada posisi subjek. Posisi subjek dalam kalimat memberikan penilaian terhadap subjek

yang mendahuluinya. Hasil penelitian menunjukkan bahwa klausa *that*- tersebut mencakup empat klausa evaluatif, yaitu entitas, pendirian, sumber, dan ekspresi. Hasil kedua adalah penelitian ini menemukan bahwa klausa *that*- telah menjadi penanda eksplisit yang menghubungkan kepala atau NP (frasa benda) dengan klausa predikat.

Kata kunci: klausa *that-if*, entitas evaluatif, pendirian evaluatif, sumber evaluatif, ungkapan evaluatif, penanda eksplisit

A. INTRODUCTION

Travel writing is also known as Travel Literature. Environmental literature, travel advice books, natural writing, and trip memoirs are all examples of travel literature. A travel record records social changes, public unrest, language growth, artistic portraits, economic conditions, and political upheavals. Since the beginning of the 20th century, the modern era of Indonesia has produced travel writing books that are always remembered and become references. They have inked to convey what they experienced, witnessed, and reflected on as stated by (Shofi 2019) that travel literature has contributed to the picture of the globe, self-disclosure, and other representations by providing a pattern of literary travel. So, it can be observed from the design of literary voyages that someone has a layered world, specifically between their place of origin and the locations they visit, and that this layered world can reflect the challenges that writers face in the places they visit as well as what they want for their country.

One famous Indonesian writer is Agustinus Wibowo. He has written many travel writings, and three favorite novels tell his experience traveling abroad. One of those three novels is entitled *Selimut Debu*. This novel is his first published novel that has been the focus of people's attention in the world. The previous research mentioned (Blair, Frost & Laing 2020) that Agustinus Wibowo, a leading Indonesian travel writer, highlights that the contemporary travel writer's world is in flux. Agustinus is a writer who has his ideology in Islam that it is why he focused his travel to the East Asia countries that had problems in political Islam conflicts. In Rahmah and Ekasiswanto (2019), it is mentioned that the traveler's ideology appears to consist of four ideologies; they are communism, Islamism, racism, and nationalism. Agustinus Wibowo, in his travel novel 'Selimut Debu', encompasses his adventures in Afghanistan and other Central Asian nations. Despite not being a journal paper, this offers the author's literary viewpoint on Afghanistan.

Afghanistan is an Islamic nation that has experienced conflict. Griffin (2002) talks on how the "Reagan Doctrine," which has cost an estimated \$3.5 billion, has affected the combat effort in Afghanistan. The link between Afghanistan, extreme Islam, and the Taliban is explored in depth in this essay. Thomas (2021) provided information about the Taliban's rule over Afghanistan. It discusses the difficulties the group is facing, including as the local Islamic State affiliate's increased attacks after the Taliban took control.

This research describes the *that*-clause as an evaluative term toward the entities that the travel writing writer informs in his travel writing text. The *that*-clause examines how the subject position connects the head or the NP (noun phrase) with the predicate-clause. It also describes the structure of noun phrases in the subject position. The subject position in the sentence gives evaluation to the preceded subject.

B. LITERATURE REVIEW

The use of 'that' in relative clauses is also for evaluative meaning. Evaluative meaning is essential in writing. Man (Man & Chau 2019) explained that the language of evaluation in academic writing is increasing and necessary for writing instruction. The following examples

of evaluative were taken from (Man & Chau 2019):

" (1) So some people think that the internet brings more harm than good to students.

So, I insist that the development of the internet gets more benefits than harm to students.

A growing number of people realize that the Internet is indispensable to life.

(2) It is no doubt that the Internet has changed our lives and made our life more and more convenient. And we can't ignore the fact that the internet has been brought us a lot of conveniences, everyone is closely related to the internet.

I can't hold the same opinion that the Internet brings more harm than good to students.

(3) It is clear that the Internet can help us solve this problem.

Last, it is essential that education can reap the benefits of the Internet.

It is undeniable that the Internet is essential to our life."

By providing a variety of predicates, such as verbs (1), nouns (2), and adjectives (3), this structure allows writers to convey their evaluative perspective (3)

That-clause is also crucial for communicative purposes and for the author to comment to assess the evaluated entity. It has been mentioned (Kim & Crosthwaite 2019) that authors in all disciplines primarily employed evaluative *that*-clauses to comment on their own and prior results, which were largely governed by verbal predicates indicating epistemic appraisal of the evaluated thing. Certain disciplinary conventions were incorporated in the use of evaluative *that*-clauses, illustrating how such clauses are produced according to the communicative aims of texts and disciplinary norms and values. Their (Kim & Crosthwaite 2019) research postulated four classifications of evaluative *that*-clause, which are evaluated entity, evaluative stance, evaluative source, and expression. The examples are as follows:

| No | Classifications of evaluative <i>that</i> -clause | Examples |
|----|---|---|
| 1 | Evaluated entity | An additional strength is that we included a fairly substantial set ... |
| 2 | Evaluative stance | It must be recognized that..... |
| 3 | Evaluative source | The analysis shows that |
| 4 | Expression | It is possible that....., It is surprising that..... |

The *that-clause* also plays the role of explicit marker that can be seen in the examples below:

The example of the explicit marker can be seen below:

(1) They invited everyone *0/who/whom* they could find *()*.

(2) The wife does cook delicious Italian meals for the family *that/which/0* a chef cannot be put on *()*.

Theoretically, sentences number 1 and number 2 have words in italic that can be categorized as ORC (relative object clause) markers. In both circumstances, the first word is utilized. Example 1 makes use of the implicit marker, which is denoted by the number zero. Example (2), on the other hand, employs the explicit marker *that*.

The explicit marker of *that-clause* has an antecedent in the sentence as Lili and Chun (Lili & Chun 2021) explained that in the literature, the underlined elements of the instances are referred to as antecedents or head NPs (noun phrases). The canonical position of the antecedent, which is commonly referred to as the gap, is indicated by the parentheses at the end. In this study, the bolded portions are referred to as clausal subjects.

C. RESEARCH METHOD

This study uses a *that-clause* research method used by the author in the novel *Selimut Debu*. The use of this *that-clause* is to give an evaluation of the object mentioned before. In

this case, it can be called an antecedent. The first analysis goes to see the structure of that clause in giving an evaluation of the antecedent. The second analysis goes to see the role of that clause as a discourse marker in the sentence.

The *Selimut Debu* novel can take you around the "land of dreams"- which is usually presented through images of ruins, mines victims, or street children begging on public roads while treading the long-lost footprints of Agustinus blown away desert wind, but still imprinted in the memory. In 2006, Agustinus began to cross the border between country to Afghanistan, and for two years, he stayed in Kabul as a journalistic photographer- his notes in this book are the result of contemplation that takes no short time.

Based on the introduction, the subject of this research is the sentences that contain that-clause. At the same time, the object of research is the evaluative that-clause and the explicit marker of an antecedent. The data collection and data analysis were performed by the researcher.

D. FINDINGS AND DISCUSSION

1. Evaluative that-clause

| No | Indonesian | English translation |
|----|--|--|
| 1 | Tragis, karena <i>negara yang dilanda perang itu</i> sebenarnya sangat indah dan damai. | Tragic, <i>because that country that was torn by the war</i> was actually very beautiful and scenic. |
| 2 | <i>Bangkai tank tampak di kiri kanan jalan</i> mengingatkan bahwa perang bukanlah kenangan masa lampau. | <i>The wrecks of tanks that can be seen on either side of the road</i> remind that war is not a memory of the past. |
| 3 | <i>Negeri yang hanya tersembunyi di alam mimpi itu</i> kini tergambar nyata di hadapan. | <i>The land that was only hidden in the realm of dreams</i> is now manifest in front of us. |
| 4 | Di sudut lain pasar, <i>Latifullah, sobat kecil yang saya kenal tiga tahun silam, kini berumur sepuluh tahun</i> , sudah sangat lincah membantu kakaknya melayani pembeli. | On the other side of the market, <i>Latifullah, my little friend that I know three years ago</i> , now ten years old, has been very agile to help his brother serve the buyers. |
| 5 | Sesuai perjanjian, <i>suku-suku Pashtun di sisi Pakistan yang mendiami daerah sekitar perbatasan</i> masih diizinkan memelihara tradisi mereka, dan mempunyai pemerintahan sendiri yang otonom dari pemerintah pusat | According to the agreement, <i>the Pashtun tribes on the Pakistani side that inhabit the area around the border</i> are still allowed to maintain their traditions, and have self-government that is autonomous from the central government. |
| 6 | <i>Khyber Agency, yang pintu gerbangnya ada di depan mata saya sekarang</i> , adalah urat nadi utama yang menghubungkan Peshawar ke Kabul melintasi Celah Khyber. | <i>The Khyber Agency that gateway is before my eyes now</i> , is the main artery connecting Peshawar to Kabul across the Khyber Pass. |
| 7 | <i>Baab-i-Khyber, Gerbang Khyber, dengan arsitektur gerbang benteng Eropa</i> , melintangi jalan utama menuju Khyber Pass. | <i>Baab-i-Khyber, the Khyber Gate, that was with its European fort gate architecture</i> , cross the main road to the Khyber Pass. |

| | | |
|----|---|---|
| 8 | Kami melintasi <i>pasar yang ramai dengan pria berserban yang berteriak menawarkan tomat dan melon.</i> | We passed a <i>bustling market with a lot of turbaned men that were shouting tomatoes and melons.</i> |
| 9 | Dari Afghanistan yang tampak barisan gerobak berisi wanita dan anak-anak, didorong laki-laki berewok berserban yang memikul gembolan. | From Afghanistan that you can see rows of wagons filled with women and children, pushed by men with turbaned beards who carry gangs. |
| 10 | Jalan menuju Kabul yang dulu sangat menyiksa lahir batin karena penuh lubang, kini sebagian besar sudah beraspal mulus. | The road to Kabul that used to be very torturous because it was full of potholes, is now mostly smooth paved. |
| 11 | Mereka yang penampilannya tak layak, mencurigakan, atau berasal dari kelas ekonomi yang jelas-jelas tak mampu mengonsumsi barang-barang yang ditawarkan di sini biasanya tidak diizinkan masuk. | Those that looked unfit, suspicious, or came from an economy class who clearly couldn't afford the goods on offer here were usually not allowed in. |
| 12 | Kabul Bazaar, pasar kuno dengan asap kabab yang memenuhi semua partikel udara serta terlihat sibuk dengan orang-orang berserban dan berjubah yang ramai hilir mudik, memancarkan energi yang dinamis. | Kabul Bazaar, an ancient market with kabab smoke that fills all air particles and looks busy with turbaned and robed people bustling back and forth, exudes dynamic energy. |

The evaluative that-clauses above are described below:

1.1 Evaluated entity

1.1.1 Tragis, karena negara yang dilanda perang itu sebenarnya sangat indah dan permai.

Tragis, karena **negara** yang dilanda perang itu sebenarnya sangat indah dan permai.

Tragic, because *that* **country** was torn by the war was actually very beautiful and scenic.

1.1.2 Negeri yang hanya tersembunyi di alam mimpi itu kini tergambar nyata di hadapan.

Negeri yang hanya tersembunyi di alam mimpi itu kini tergambar nyata di hadapan.

The land *that* was only hidden in the realm of dreams is now manifest in front of us.

1.1.3 Khyber Agency, yang pintu gerbangnya ada di depan mata saya sekarang, adalah urat nadi utama yang menghubungkan Peshawar ke Kabul melintasi Celah Khyber.

Khyber Agency yang pintu gerbangnya ada di depan mata saya sekarang, adalah urat nadi utama yang menghubungkan Peshawar ke Kabul melintasi Celah Khyber.

Khyber Agency *that* gateway is before my eyes now, is the main artery connecting Peshawar to Kabul across the Khyber Pass.

1.1.4 Baab-i-Khyber, Gerbang Khyber, yang dengan arsitektur gerbang benteng Eropa, melintangi jalan utama menuju Khyber Pass.

Baab-i-Khyber, Gerbang Khyber, *yang* dengan arsitektur gerbang benteng Eropa, melintangi jalan utama menuju Khyber Pass.

Baab-i-Khyber, the Khyber Gate, *that* was with its European fort gate architecture, crosses the main road to the Khyber Pass.

1.1.5 Kami melintasi pasar yang ramai dengan pria berserban yang berteriak menawarkan tomat dan melon.

Kami melintasi pasar yang ramai dengan *yang* berteriak menawarkan tomat dan pria berserban melon.

We passed a bustling market with *that* were shouting tomatoes and turbaned men melons.

1.1.6 Dari Afghanistan, perjalanan yang tampak barisan gerobak berisi wanita dan anak-anak, didorong laki-laki berewok berserban yang memikul gembolan.

Dari Afghanistan, *yang* tampak barisan gerobak berisi wanita dan anak-anak, perjalanan didorong laki-laki berewok berserban yang memikul gembolan.

From Afghanistan, *the* **road** *that* can be seen are rows of wagons filled with women and children, pushed by men with turbaned beards who carry gangs.

1.1.7 Jalan menuju Kabul yang dulu sangat menyiksa lahir batin karena penuh lubang, kini sebagian besar sudah beraspal mulus.

Jalan menuju Kabul *yang* dulu sangat menyiksa lahir batin karena penuh lubang, kini sebagian besar sudah beraspal mulus.

The road to Kabul *that* used to be very torturous because it was full of potholes, is now mostly smooth paved.

1.1.8 Kabul Bazaar, pasar kuno dengan asap kabab yang memenuhi semua partikel udara serta terlihat sibuk dengan orang-orang berserban dan berjubah yang ramai hilir mudik, memancarkan energi yang dinamis.

Kabul Bazaar, pasar kuno dengan **asap kabab** *yang* memenuhi semua partikel udara serta terlihat sibuk dengan orang-orang berserban dan berjubah yang ramai hilir mudik, memancarkan energi yang dinamis.

Kabul Bazaar, an ancient market with **kabab smoke** *that* fills all air particles and looks busy with turbaned and robed people bustling back and forth, exuding dynamic energy.

Sentence analysis 1.1.2 (*Negeri yang hanya tersembunyi di alam mimpi itu kini tergambar nyata di hadapan*) which has the English translation ***The land** that was only hidden in the realm of dreams is now manifest in front of us* contain evaluated entity. The italic word *yang* and *that* function as the evaluated entity. In this sentence, the word **the land** is the evaluated entity since the evaluated entity is the substance of the subordinate that-clause, and it relates to the proposition that the writer is evaluating. The that-clause in the evaluated entity in the

result above is categorized as an evaluation of the author's findings and evaluation of previous studies. Each that-clauses are followed by the predicate that evaluates the entity, which has become the author's findings on what he had been observed during his travel and the previous observation that he had done in war-torn countries. Evaluated entity (Kim & Crosthwaite 2019) that uses complemented that-clause is categorized into six categories: authors' evaluation of their own findings; authors' evaluation of previous studies; authors' assertion of their research goals; evaluation of research methodology; authors' evaluation of ideas, models, as well as a hypothesis; and authors' awareness of readers' voice.

1.2 Evaluative stance

1.2.1 Di sudut lain pasar, Latifullah, sobat kecil yang saya kenal tiga tahun silam, kini berumur sepuluh tahun, sudah sangat lincah membantu kakaknya melayani pembeli.

Di sudut lain pasar, *yang* saya kenal tiga tahun silam, kini berumur sepuluh tahun, sudah sangat lincah membantu kakaknya melayani pembeli.
Latifullah, sobat kecil

On the other side of the market, *that* **I know** three years ago, now ten years old, has been very agile to help his brother serve the buyers.
Latifullah, my little friend

The word **know** is the stance that is considered as having a stance. One of the conditions of having an evaluative stance is the expression of certainty. The word **know** indicates a certainty that is consciously trusted by the writer in this novel. In this sentence, that-clause contains an evaluative stance since it is followed by the word know. And what is being evaluated is preceded by subject *Latifullah, my little friend*. It has been mentioned that (Kim & Crosthwaite 2019) in academic texts, An attitudinal stance in the super-ordinate clause can indicate whether affect (e.g. 'like', 'hope') or commitment (e.g. 'must', 'should'), whereas an epistemic stance within this structure, which includes expressions of certainty (e.g. 'certain', 'clear'), doubt (e.g. 'possible', 'might'), and neutrality (e.g. 'report', 'say') allows writers to evaluate "the likely truth or accuracy of the proposition."

1.3 Evaluative Source

1.3.1 Sesuai perjanjian, suku-suku Pashtun di sisi Pakistan yang mendiami daerah sekitar perbatasan masih diizinkan memelihara tradisi mereka, dan mempunyai pemerintahan sendiri yang otonom dari pemerintah pusat

Sesuai perjanjian, *yang* yang mendiami daerah sekitar perbatasan masih diizinkan memelihara tradisi mereka, dan mempunyai pemerintahan sendiri yang otonom dari pemerintah pusat
suku-suku Pashtun di sisi Pakistan

According to the agreement, *that* **the Pashtun tribes on the Pakistani side** inhabit the area around the border are still allowed to maintain their traditions, and have self-government that is autonomous from the central government.

The evaluative stance is concerned with the source that the writer used to inform the entity in his writings. The that-clause explained the noun phrase that is based on the preceded noun before the that-clause. This preceded noun is the head of the NP of the sentence. This sentence is marked with the word *according to the agreement* that shows a source that was

used by the writer. In this case, although travel writing is not academic writing that needs a scientific source, however, the source is based on a real observation done by the writer. A travel writer can be categorized as a non-researcher who can also use a source for his writing. It has been mentioned in the previous study (Kim & Crosthwaite 2019) that the source of assessment is frequently the agent of the superordinate clause. In general, writers assign the source of evaluation in that-clauses to one of three sources: a human source (e.g., the author, other researchers, other non-researchers); an abstract entity (e.g., the data, the research); or "an un-named originator," which is implemented by concealing the source (e.g., non-referential it).

1.4 Evaluative Expression

1.4.1 Bangkai tank tampak di kiri kanan jalan mengingatkan bahwa perang bukanlah kenangan masa lampau.

Bangkai tank *yang* tampak di kiri kanan jalan mengingatkan bahwa perang bukanlah kenangan masa lampau.

The wrecks of tanks *that* can be seen on either side of the road **reminds** that war is not a memory of the past.

The evaluative expression in the above sentence is signified with the word **reminds**. This word conveys the writer's mental process of the agent. The evaluative expression is basically divided into two (Lili & Chun 2021); they are the non-verbal group that uses nouns and adjectives and the verbal group that uses verbs. The verbal group is categorized into three sub-group. The first is; they are envisioning experimental processes or describing real-world actions (e.g., show, find); cognitive acts, i.e., focusing on the agent's mental processes (e.g., perceive, believe); and verbal acts, i.e., mainly concerned by how authors demonstrate cognitive or research activities (e.g., show, find) (e.g., report, argue). That clause follows the head of NP (the wrecks of the tank) which has been evaluatively expressed by the word *reminds*.

2. Explicit marker

| | | |
|--|---------------------------------|---|
| 2.1 <i>Bangkai tank yang tampak di kiri kanan jalan mengingatkan bahwa perang bukanlah kenangan masa lampau.</i> | | |
| <u>Bangkai tank</u> | <i>yang</i> | tampak di kiri kanan jalan mengingatkan bahwa { } perang bukanlah kenangan masa lampau. |
| <u>The wrecks of tanks</u> | <i>that</i> | can be seen on either side of the road reminds that { } war is not a memory of the past. |
| NP | SRC (object relative clause) | clausal predicate |

| | | |
|---|-------------|--|
| 2.2 <i>Negeri yang hanya tersembunyi di alam mimpi itu kini tergambar nyata di hadapan.</i> | | |
| <u>Negeri</u> | <i>yang</i> | hanya tersembunyi di alam mimpi { }itu kini tergambar nyata di hadapan. |

| | | |
|-----------------|------------------------------|---|
| <u>The land</u> | <i>that</i> | was only hidden in the realm of dreams { } is now manifest in front of us. |
| NP | SRC (object relative clause) | clausal predicate |

The two examples above follow the result of research on object relative clauses (ORC) (Lili & Chun 2021) that the *that*-clause connects the gap between the antecedent or head NPs (noun phrase) with the object position in the sub-clause. However, this sentence has a different case of what is being connected. Sentence 2.1 above has *that*-clause connects the gap between the antecedent or the NPs (noun phrase) with the subject position in the sub-clause, which is signaled by parentheses. In this way, this *that*-clause is called a relative subject clause (SRC). The bolded words are entitled the clausal predicate in this research. The sentence is termed as having the explicit marker *that*. The non-explicit marker could appear in a sentence that grammatically cannot be used as a relative clause; for example, in the sentence, *The girl O/who wears blue jacket { } is eating banana ice cream with her boyfriend.*

E. CONCLUSION

This research concludes that evaluative *that*-clause has four categories: an evaluative entity, evaluative stance, evaluative source, and evaluative expression. Each of those categories has different indicators. In an evaluative entity, the writer of the travel writing text evaluated the information which has been gathered through his experience during his travel in war-torn countries. In an evaluative stance, the writer of the travel writing text reported clearly on the entities which he observed during his travel time. While in evaluative source, the writer is not only a non-academic researcher but also an author of travel writing text who describes the entities in his work based on sources that are real. In evaluative expression, the writer of the travel writing text conveyed his mental process of the agent and also conducted actions in the real world. The second conclusion is this research has found that *that*-clause has been an explicit marker that connects the head or NPs (noun phrase) with the predicate clause. From this second conclusion, it is marked that the evaluative *that*-clause has been used as a tool to evaluate the condition of the being described, country Afghanistan. The condition of this country is described as a place which is covered by dust.

In academic writing, the word "that" in relative clauses can have an evaluative connotation. This language element is crucial for conveying the writer's viewpoint, which includes their own opinions, attitudes, and value judgments. *That*-clauses are common in academic writing, and studies have shown how important they are for communicating evaluative language. (Man 2019 & Taşçi 2021) Extraposed *that*-clauses are often used in academic writing to express attitude, and the employment of *that*-complement clauses has been studied in the context of both novice and experienced authors. (Varga 2020, Parkinson 2013, Altun 2021). These results highlight the use of evaluative *that*-clauses in academic writing as a means of conveying and assessing the state of the being described.

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