

## Understanding Varieties and Essential Components in Relative Clauses

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### ABSTRACT

This research aims to describe and explain the understanding of varieties and essential component in relative clauses. The relative clauses are a fundamental aspect of language structure, playing a crucial role in conveying complex relationships between elements or components within sentences. This research explores the varieties of relative clauses found across language and investigates the essential components that define their structural and semantic properties. To gather information and collect the data for this research, the researcher used analysis a qualitative descriptive research. The result shown that learning relative clauses gave the students deep understanding about varieties and essential components in relative clauses. They were good in combining the relative clauses and better in identifying the relative pronoun, which introduces pronoun and connectors. The students also understood in using defining and non-defining relative clauses and the meaning when they translated into Indonesia.

**Keywords:** Relative clauses, Component, Varieties and Essential.

## 1. INTRODUCTION

Grammar is a critically important of the English language, serving as a fundamental aspect in the mastery of the four language skills, namely; speaking, listening, writing and reading. Grammar encompasses the structure of words, phrases, clauses, sentences, and entire texts. Therefore, grammar is the study that delves into sentence structure related to syntax and the structure of words in a language (Zuraini; Misnawati, 2023) There is a grammatical encoding process in language production, which assembles words to be arranged into sentences (Prihatini, Fauzan, & Pangesti, 2022). Relative clause which becomes the topic of this research, the relative clauses is one the important parts of the syllabus. English department students must understand well about the varieties and essential components in relative clauses. A relative clause is one of the bound clauses or subordinate clauses, which in the transformation literature, especially generative grammar, is usually called an embedded clause where the subordinate clause is embedded is called a matrix clause, parent clause, or main clause (Iskandar, Mulyadi, Nasution, & Hanafiah, 2021). In English, there are two clauses, namely dependent clause and independent clause. A dependent clause is not a complete sentence because it cannot stand alone as a sentence, but it must be connected to an independent clause.

Meanwhile, an independent clause is a complete sentence. It contains the main subject and verb of a sentence. It also called a main clause (Dharmawati & Mulyadi, 2021). Relative clause is one of the subjects that have gained much attention in learning language. A relative clause is in nature an embedded sentence modifying a noun in a matrix sentence. Furthermore, (Dharmawati & Mulyadi, 2021) divides relative clause into two types, the first is relative pronoun that is used to connect dependent clause to independent clause. It includes who, whom, which, that, and whose. And, the second type is relative adverb that includes where and when. Where is used to modify a place and when is used to modify a noun of time. (Gumilar, Sunendar, Amalia, Darmawangsa, & Racmadhany, 2022) merge and move operations in combining sentence elements and moving an element from original position to another position in the

relative clauses so that derivation of the relative clauses. (Haryanto & Tedjasuksmana, 2022) pointed that to combine two or more sentences with the same root word, relative clause is the most common clause used to modify noun phrase. Thus, this research aims to understand varieties and essential components in relative clause.

## 2. LITERATURE REVIEW

A subordinate clause, known as a relative clause, is conjoined to the main clause through the use of relative pronoun. English pronoun function as a means of linkage between clauses within complex sentences. Relative clauses are also referred to as adjective clauses, as they are subordinate clauses employed to modify or elaborate

upon their antecedents (Phuong, 2023). Relative clauses is a special expression in different languages from different countries, therefore, it has been a topic of interest for many researchers and scholars in the world. (Cho & Lee, 2016) Relativization in languages is a process through which one sentence is embedded in another sentence when the two sentences share the same referential noun or noun phrase. An English relative clause functioning as an adjective and combining separate clause modifies a noun or noun phrase in the main clause, helping ensure semantic clarity between clauses. According to Frank (1979:276) as quoted by (Ramadhan, Widianti S, & Rejeki, 2019) stated that an adjective clause, subject to prediction is special introductory word which has the same referent as the preceding noun or pronoun. The form and position of this introductory word subordinates the adjective clause is to main clause. "This definition means that the relative clause is preceded by a special predecessor word which is fixed on the previous noun or pronoun and is attached to the relative clause to the main clause".

Relative clause, which becomes the issue of the type of independent clause since clause does not have the potential to stand alone or become a perfect sentence (Novianto & Suhandano, 2019). Relative clauses are that explain a noun in order to define or explain a noun further, articles, adjectives or relative clauses are often used (Atibrata, 2022). A relative clause is a type of subordinate clause that provides additional information about a noun in the main clause. The relative pronouns help to clarify or describe the noun modify, and they are commonly used in written and spoken English to add detail information to sentences. Varieties of relative clause are a type of relative clause used to specify or provide variations of the antecedent (the referred object or person in the main sentence. The main components of varieties of relative clause, namely: a) relative pronoun; is relative clause such as “who, which, or that” are used to initiate varieties of relative clauses. b) Antecedent; is the object or person that is the focus the varieties of relative clause variety relative clause. Additional information will be provided about the antecedent. c) Variety relative clause is the part of the relative clause that provides additional information or variations about the antecedent. Variety relative clause can describe different characteristics of the antecedent or provide information about various variations that might exist.

Furthermore, (Ambarita & Mulyadi, 2020) relative clause in English contains a relativizing system that is used to relate the same noun or noun phrase in one clause so that the two clauses can be combined into one broad sentence. The British used a per-elative tool called relative pronouns which in Indonesia calla the relative pronoun. The relative pronouncement is in the form of “Who”, “Whom”, “Which”, “That”, and “Whose”. In Indonesia it is a conjunction, which is mean “Yang”.

Example of varieties of relative clause in English: “I had to translate the whole text. Translating the whole test was difficult for me”. Become a good the variety relative clauses, “I had to translate the whole text which was difficult for me”. The relative pronoun in the sentence is “which”, while the antecedent is “I” and the variety relative clause is “translate the whole text”. The variety provides additional information about the car., which is the antecedent. (Umar, 2022) states that many experts who have studied relative clauses in language in the worlds agree that relative clause can be identified as a subordinate clause which essentially functions as an extension of one of the noun phrase clauses and generally the clause is delivered with relator.

### 3. METHODS

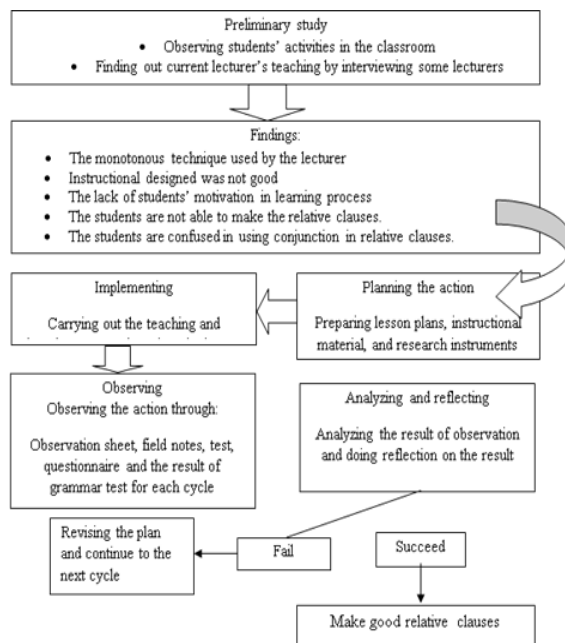
This study was applied a Classroom Action Research (CAR). This study designed was used CAR through e-module by using Learning management System. The CAR is a kind of the research that is intended to solve the problems which are found by the researcher in the classroom. Qualitative descriptive The researchers’ purposes are to improve the quality of the teaching and learning process in the relative clause at the third semester of students’ English Department at Almuslim University. (Salsabila, 2023) Stated that Action Research is research done by teachers for themselves; it is not imposed on them by someone else. Action research is done by the lecturers/teachers in their classroom that is primarily to improve the lecturers ‘own teaching process. The main goal of conducting the action research is educational change that enhances of students ability in relative clause and professional for the lecturers as well.

(Misnawat; Zuraini; Ulfa, 2022) pointed that there are four categories related to the purpose of action research in the classroom, namely: 1) it is mean of remedying problems diagnosed in specific situations or improve in some ways a given set of circumstance, 2) it is a mean of in service training, thereby equipping the teachers with new skills, using new media and methods, sharpening her analytical powers and heightening her self-awareness, 3) it is a mean of injecting additional or innovatory approaches in teaching and learning into an ongoing system which normally poor communication between the practicing teacher and academic researchers, 4) it is a mean of providing a preferable alternative approach to solve the problem in the classroom. In the action research enable students to have an autonomy class as an active

role in implementing the action both object or subject. In conducting the research, the researchers' designed this research in two cycles, but this research was done in one cycle. of collecting and analyzing the data . The process of implementing the research refers to model of Kemmis and McTaggart (1998) (Moulidia, Lisa, Dewi, SL, Misnawati, 2022) as illustrated in this following figure: perception and respond through e-module by using Learning Management System. The questionnaires consisted of 20 questions. The students were directed to across the choices (a, b, c, d and e) in provided options that the questions related to the topic. The questionnaires were made in two forms, namely; positive and negative statement about the activities and task in finding out the students' response using Likert scale.

The last instruments that used in this study was field notes. Field notes used to record detailed information that emerged during the study. The researcher used field notes in order to enable her to record all the teaching and learning process because she realizes that some items were probably out of the researcher's concern.

The primary data source of this research was students of the third semester of English Department at Almuslim University in academic year 2021-2022. The researcher used qualitative and quantitative data source. Qualitative data were taken from the result of observation sheet addressed to record the students and lecturers' activity in the classroom during the teaching and learning process. While, quantitative data were taken from the result test and questionnaire. The data from the result of the students' test was analyzed by using the formula was proposed by Winarsunu (Moulidia, Lisa, Dewi, SL, Misnawati, 2022) to find out the mean score. If the students get average score stated in the success indicator, it means the action was success and it can be stopped because the average score the students had meet the success indicator:



Where:

$$\bar{x} = \text{mean score} \quad \bar{x} =$$

$$\sum x_i$$



Based on the diagram above, the model consists of four stages, namely; 1) planning the action, 2) implementing the action, 3) observing the action and 4) reflecting the result obtained during the action. The participants of this research were students unit A of the 2022 batch, this class consisted of 20 students.

The instruments which were used to collect the data consisted of test, observation, questionnaires and filed notes. Test was used to measure the students' improve in mastering relative clause. Meanwhile, observation sheet was used to gather the data about the researchers and students activities during the teaching and learning process about performance and the students' participation in relative clauses class. The researchers and observers used the observation sheet to collect data from the activities that have done by the researchers and the students. Questionnaire is to know students'  $\sum fx =$  the total score of the students  $N =$  number of cases

Later, in order to see whether the result reached the criteria of success or to which category they belong to, the scale of measurement proposed by Winarsunu was also used as follow:

1. 80-100 = (excellent)
2. 66-79 = (good)
3. 56-65 = (satisfactory)
4. 46-55 = (poor)
5. 0-45 = (fail)

While the data from questionnaires were analyzed by using the criteria proposed by Sugiyono (2008: 136-137). The criteria used as follow:

1. 4.0 – 5.0 = strongly agree
2. 3.0 – 3.5 = agree
3. 2.0 – 2.5 = undecided
4. 1.0 – 1.7 = disagree
5. 0 – 0.9 = strongly disagree

The criteria were set up in order to guide whether the implementation of the action was being effective or not. Thus, the criteria were used to see whether the students understanding the varieties and essential component in relative clause succeed or fail in order to decide whether or not. Dealing with the objective and the score of the study, the criteria are as follows:

1. The average score of the students' post- test should meet 80% or the criteria excellent.
2. The students' participation in understanding students in understanding the varieties and essentials component in relative clause should get 80% or the criteria excellent.
3. The success indicators are also stated from the researcher's performance in understanding the varieties and essentials component in relative clause should get 85% or the criteria excellent.
4. The success indicators are from the students' response toward e-module through learning management system in understanding the varieties and essentials component in relative clause. The mean score of the questionnaires given to the students meet the criteria agree

5.

#### 4.RESULT AND DISCUSSION

The researcher and the observers planned some preparations were provided including the lesson plan and the materials in e-module through Learning Management System. The materials were usage of relative clauses as using subject pronouns, as using object pronoun used of a verb, as using object pronoun of a preposition, as using whose, as using where and as using when.

##### *Analysis of the implementation e-module through learning Management System in Understanding Varieties and Essential Components in Relative Clause*

According to Tafoya (2005)The relative meaning of pronouns' who' are used to explain the people that are functioning as subject, 'whom' are used to describe the people that are functioning as object, 'that' are used to describe for both the people and things, 'which' are used to describe thing that are functioning that are functioning both as subject and objects while 'that' can be used to explain all the types in various functions. whose are used to explain ownership or belong to. 'Where', are to describe the place, and the relative meanings of pronoun 'when' are used to describe the time.

Furthermore, the researchers gave some example sentences, below:

1) The relatives clauses are preceded by a relative referring to who, that, and which as subject.

a. Misna gave the bag to the lady. She was standing on the stage.

R.C: Misna gave the bag to the lady who was standing on the stage.

In this sentence, 'Misna' is the subject of the main clause. While, 'gave the bag to' is the verb phrase of the main clause. The relative clause 'who was standing on the stage' modifies the noun 'lady'. It tells us which lady Misna gave the bag to. The relative pronoun 'who' is used to introduce a restrictive relative clause, which is a clause that essential to the meaning of the sentence.

b. I bought a new car. It is very fast.

R.C: I bought a new car that is very fast.

In this sentence, 'I' is the subject of the main clause. 'Bought' is the verb of the main clause.. The relative clause 'that is very fast' modifies the noun 'car'. It tells us the relative pronoun 'that' is used to introduce a restrictive relative clause, which is a clause that is essential to the meaning of the sentence.

c. She is studying math. Many people hate. R.C; She is studying math which many people hate.

In this sentence, the relative pronoun 'which' introduces the relative clause 'which many people hate,' providing additional information about the subject 'math'.

2) The relatives clauses are preceded by a relative referring to whom, that, and which as object of a verb.

a. The woman gave me a lot information. I called her.

R.C: The woman whom I called gave me a lot of information.

In this sentence, the relative pronoun is 'whom', which connects the relative clause to the noun it modifies 'woman'. The relative pronoun refers to the subject of the relative clause, which in this case is 'I'. in summary, the relative clause 'whom I called' gives context about which specific woman is being referred to-it's the one the speaker contacted. The main clause 'gave me a lot of information' explains what the woman did; she shared a considerable amount of information with the speaker.

b. That was the vas. She broke it yesterday. R.C: That was the vas that she broke yesterday.

In this sentence, the relative pronoun 'that' introduces the relative clause 'that she broke

yesterday'. This clause provides essential information about the noun 'vas'.

- c. That was the wallet. I found it in the street. R.C: That was the wallet which I found in the street.

In this sentence, the relative clause 'that I found in the street' is the relative clause; modifies the noun 'wallet' in the main clause it tells us more about the wallet, namely that it was found by the speaker in the street. 'in the street' is the adverbial phrase of the relative clause.

3) The relatives clauses are preceded by a relative referring to whom, that, and which as object of preposition.

- a. The people were friendly. I spoke to them. R.C: The people to whom I spoke were friendly

In this sentence, the relative pronoun 'whom' is used to introduce the relative clause 'to whom I spoke'. This clause provides essential information about the noun 'people'. The use of the relative pronoun 'whom' indicates the object of the speaker's action in speaking and creates a more formal and correct construction in English. 'I spoke to' is the verb phrase of the relative clause.

- b. The topic was interesting. Omar talked about it.

R.C: The topic that Omar talked about was interesting.

In this sentence, the relative pronoun 'that' introduces the relative clause 'that Omar talked about'. This clause give essential information about the noun 'topic', the phrase 'was interesting' describes the quality of the topic, providing additional information about the subject.

- c. The movie was interesting. we watched to it. R.C: The movie to which we watched was interesting.

The relative pronoun 'to which' is a relative pronoun that connects the relative clause to the noun it modifies 'movie'. The use of 'to' in this construction is a bit formal; it serves as a preposition linking the verb 'watched' is the relative pronoun 'which'. 'Was interesting' is the main clause of the sentence. It describes the quality of the movie.

4) The relative clause is preceded by a relative referring to whose.

Example:

Farah Quinn is a chef. Her name has become a famous.

R.C: Farah Quinn, whose name has become a famous, is a chef.

In this sentence, the relative pronoun 'whose' introduces the relative clause 'whose name has become famous'. This clause provides information about the noun 'Farah Quinn'. The verb phrase of the relative clause is 'name has become famous'. The main clause 'is a chef' states Farah Quinn's profession. By using a relative clause, the two piece of information are combined into single sentence, providing a clear and brief description of Farah Quinn and her fame.

5) The relative clause is preceded by a relativeclause referring to where. Example:

Almuslim University was located in Matangglumpangdua. I collage the.

R.C: Almuslim University, where I collage, was located in Matangglumpangdua.

In this sentence, therelative pronoun 'where' introduces the relative clause 'where I studied'. It provides essential information about the noun 'Almuslim University', namely that is the university where the speaker studied. The main clause 'was located in Matangglumpangdua' gives further information of the university, giving a clear and concise description of the speaker's connection with Almuslim University and its location.

6) The relative clause is preceded by a relative clause referring to when.

Example:

7:05 is the time. Her plane arrives then (at that time).

R.C: 7:05 is the when her plane arrives.

In this sentence, the relative pronoun 'when' introduces the relative clause 'when her planes arrives. It provides essential information about the 'time', specifically, it explains the specific time when her planes arrives, which is 7:05/ by using a relative clause, the two pieces of



information are combined into a single sentence, offering a clear and brief description of the arrival time of her plane.

(Antara, 2018) Relative clauses are a fundamental part of language structure and serve to provide additional information about a noun or pronoun, or to restrict the scope noun or pronoun. Regarding varieties components in relative clause are restrictive or defining relative's clause and Non-restrictive or Non-defining relative clause (Ram-prasad, 2022).

(Dharmawati & Mulyadi, 2021) Restrictive (defining) relative clause is function to provide essential information to identify or define the noun. They cannot be omitted without changing the intended meaning of the sentence. For example; 'The book that I borrowed is on the table', it describe the specific which book is being referred to. While, Non- restrictive (Non-defining) relative clause is provide additional, non-essential information about the noun or pronoun (Cahyani, 2021). They are set off by commas and can be omitted without altering the main meaning of the sentence. For example; I come from North Aceh, where many successful companies such as ASEAN, PIM, and Exxon Mobil. In this sentence, the relative clause 'where many successful companies such as ASEAN, PIM, and Exxon Mobil are located' modifies the noun 'North Aceh' in the main clause. It tells us more about companies are located. It also places the relative clause at the beginning of the sentence, which can be used to emphasize the information in the relative clause.

***The analysis of teaching and learning process was done to know the information obtained from the observation sheet and field notes.***

The analysis of the researcher's performance in implementing e-module through learning management system in understanding the varieties and essential component in relative clause was done by referring to the information obtained from the observation sheet to the researcher. Measurement of the students' participation during the teaching and learning process was improved. The result of the observation for students was 80% or in level excellent and it was reached the criteria of success. It means that the teaching and learning process was by using e-module through LMS in understanding the varieties and essentials component in relative clause had successfully

improved the students' participation in class (Dewi, 2023).

Meanwhile, researchers can enhance their ability to discern and comprehend to different in understanding varieties and essentials components in relative clause. The found that there were some points showed the improvement of the researcher's activity in teaching relative clause by using e-module through learning management system. The result of observation sheet to the researchers' activity showed that the percentage of the researchers' performance was 87.90% or belong to excellent level; while the criteria of success stated for researchers' performance was 80%, as a result, it reached the criteria of success. It means the researchers' could increase their teaching quality in relative clause.

Firstly, the researcher can manage the time effectively; she could finish each phase of the action accordance with the planned time allocation. The researcher gave clear instruction the students in doing task in group, so that the students did not confuse anymore, they could finish the task earlier by discussing and sharing with friends in their groups. The researcher gave clear instruction the students in doing the task in group, The researcher and observers monitored the students' activity. They found that the students enjoyed the activity; most of the students did not face difficulties in writing sentences and understanding the varieties and essentials components in relative clauses.

Therefore, the result above showed that e- module an effective tool for elevating students' ability to master in understanding varieties and essentials component in relative clauses. Additionally, the study achieved its primary goal of increasing students' motivation to learn relative clause through e-module delivered via the Learning Management System.

### ***Analysis of the Students' Responses toward Implementation e-module through Learning Management system in Understanding varieties and Essentials Component in Relative Clause***

The analyses of students' respond toward the implementation e-module through LMS in understanding varieties and essentials in relative clauses. The students gave positive response in learning process. Most of them were active and happy. The students followed the researcher's instructions and worked together in groups. They had new exciting activities, which kept them engaged and interested. The students learned a lot from activities and enjoyed working together in communication forum in LMS. The researcher analyzed the students' response toward teaching and learning e-module through LMS in understanding varieties and essentials in relative clause as presented below:

No	Variable Measured	Questionnaires Number	Total Score	Mean Score
1	Studying happily in class	6, 8, 10	12.27	4.09
2	Easy to comprehend the lesson	5, 9, 13, 14, 15,	21.25	4.25
3	Interested to the activities	18, 19	8.51	4.25
4	Respected and brave to give opinion	1, 2, 3, 4, 7, 11, 12, 13, 17, 20	36.14	4.01
5	Working together in group	16	4.53	4.53
	Total score		82.7	21.13
	Average		16.54	4.22

Based on the table above, it was found that mean score for each variable from several items toward the maximum score can interpreted as follows: 1) Study happily was 4.09 or criteria strongly agree. 2) Easy to comprehend the instruction was 4.22 or criteria strongly agree. 3) Interested to the activities 4.25 or criteria strongly agree. 4) Respected and brave to give opinion 4.01 or criteria strongly agree. And 5) Working together in group 4.53 or criteria strongly agree. Generally, the mean score of the students' perception toward learning e- module through LMS in understanding varieties and essentials in relative clause was 4.22 or belong to criteria of "strongly agree". It is mean that gave good responses toward the implementation of e-module. Bravely, it could be claimed that students' response to the implementation e-module through LMS in understanding varieties and essentials in relative clause had reached the success indicator that was 4.0-

5.0 on the criteria strongly agree. This study dealt with (Winatha, Redy Komang; Suharso, 2019) sated that e-module can boost students interest and participation in learning because are designed in a n attractive and simple way. Instead of relying solely on text, but is also supported by multimedia components such as images, graphics, videos, and animations.

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