

The Constructions **of the** Relative Clauses



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PREFACE

Greetings, English as a Foreign Language (EFL) learners! “Step by Step to Construct Relative Clauses” is tailored just for you. Navigating the intricacies of relative clauses can be challenging, but fear not—this course is your compass to clarity. As EFL students, mastering grammar nuances is a vital step toward fluency, and understanding relative clauses is a cornerstone of effective communication.

This book is designed with your language journey in mind, offering a gradual and accessible approach to mastering relative clauses. Each chapter unfolds step by step, providing explanations, examples, and directions to reinforce your comprehension. Whether you are a beginner or an intermediate learner, this course aims to empower you with a new technique offered to confidently construct and use relative clauses in your English expressions.

Throughout this book, you will find elucidating explanations, practical examples, and hands-on exercises to solidify your understanding. Join us on this educational voyage as we unravel the layers of relative clauses, empowering you to express yourself with clarity and sophistication. Let’s embark on this educational adventure, let’s unravel the fascinating world of relative clauses together, and let’s unlock the full potential of your linguistic prowess. Your journey to English proficiency starts here, step by step.

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CHAPTER I

INTRODUCTION

A. College Students' Perception on Grammar

In recent years, Indonesia has seen an increase in the popularity of education in English as a Foreign Language (EFL). As a multicultural and multilingual country, Indonesia is aware of the importance of English for achieving academic achievement, advancing in one's profession, and engaging in cross-cultural communication. In this view, grammar is essential to the study of a language because it equips students with the skills and information necessary to construct clear and understandable sentences. The way students perceive grammar, however, has a big impact on how they feel about learning English and how motivated they are to do so. To improve language instruction and curriculum creation, educators and policymakers must comprehend how EFL college students perceive grammar in the context of Indonesia. Fithriani (2018) exposes that many English teachers in foreign language contexts still teach grammar deductively, which is believed to produce learners who cannot use the language communicatively although they have considerable knowledge of grammar rules. To address this problem, the study suggests an alternative solution by offering some ideas of game-based activities and investigating students' perception of the implementation of communicative game-based grammar learning.

The popularity of mastering the English language has substantially expanded in Indonesia during the past few decades. The need for excellent English language teaching has increased due to the language's increasing significance for both personal and professional growth. Indonesian colleges have modified their English language courses as a result to increase the effectiveness and relevance of their programs. Two of these trends are the increased emphasis on communicative language teaching methods and the inclusion of technology in language instruction. Hartanti et al., (2018) state that EFL teachers in secondary schools in Indonesia use four effective teaching approaches: communicative, cooperative learning, audio-lingual, and simulation and games. The students believed these approaches stimulate their activeness and participation in the classroom.

Grammar is the foundation of linguistic competence and comprehension. It provides the rules and structures necessary to construct sentences, express ideas clearly, and communicate. In the context of EFL education, grammar instruction is

essential for helping students' acquisition of accurate language production and comprehension skills. Arifin (2023) reveals that a senior teacher of English in a high school in Jakarta still adopts the deductive method in teaching grammar, although she has shown consistency with her beliefs and several teaching innovations

However, students' perceptions of grammar have a significant impact on how they learn languages. The views of grammar among EFL college students might vary widely, from those who see it as a dull collection of rules to those who recognize its relevance as a crucial element of language competency. These assumptions may have an effect on students' motivation, engagement, and general language proficiency. Agust (2022) states that the students' perception of grammar needs to alter, and they should approach grammar in the same manner they approach other language or English abilities. Understanding how children view grammar is essential for effective language teaching. Negative attitudes can affect learning results by lowering student motivation and involvement in language instruction. On the other hand, positive attitudes can create a positive learning environment and enhance students' language learning experiences. Thus, to help the students' keep motivated and engaged in learning grammar, Agust (2022) emphasizes that for the purpose of teaching grammar to Indonesian college students who are learning English as a foreign language, practitioners, language teachers, researchers, and authors should create new techniques, strategies, approaches, or media.

Numerous factors may have an impact on how students evaluate grammar in Indonesian. An important factor to take into account is how educators instruct students. Because traditional grammar instruction solely emphasizes mechanical exercises and rule memorization, grammar may be evaluated unfavorably. On the other hand, communicative and student-centered teaching methods that emphasize applying language in authentic contexts may help to advance favorable attitudes about grammar. The accessibility and quality of teaching resources are additional crucial factors. Using engaging and appropriate materials that provide insightful examples and explanations can help students learn and appreciate grammar. On the other side, outdated or subpar resources could make pupils feel even worse about grammar.

Additionally, how students perceive grammar instruction today may depend on their earlier experiences with it. Students' attitudes toward grammar in later language learning settings may be impacted by unpleasant grammar learning

experiences, such as feeling overwhelmed or bored. Agust (2022) also adds that he has firsthand knowledge of how difficult it is for first-year students to get by with their subpar grammar and English skills. The outcome is unsatisfactory despite the six years they spent studying English in high school. However, positive experiences, such as fun activities or effective instructional strategies, however, may result in more favorable judgements of grammar.

This book aims to look into how college-aged EFL learners understand grammar in an Indonesian context. This book focuses on their views, beliefs, and experiences with learning and using grammar in English language schools with a new technique named *Stepping the 5 Stairs "D"*. This book provides practical steps to construct English clauses. The students will be guided and directed how an English clause should be well-constructed. After practicing several times, they will be able to understand the processes of how an English clause can be constructed.

This book will contribute to the body of knowledge on EFL teaching in Indonesian universities especially for the students of the Maritime University of Raja Ali Haji at grammar and it also provides useful guidance for increasing their understanding of English clauses construction. By having a better grasp of how EFL college students view grammar, this book is expected to meet the needs of the students, promote a positive attitude toward grammar, and promote more effective language learning. By assisting them in becoming proficient English language users, this book can be used to ultimately support the academic and professional goals for the coastal college students and help them thrive in a world that is growing more linked. To improve language teaching and curriculum development, it is crucial to understand how the coastal EFL college students view grammar in the context of Indonesia. Educators and legislators can have a better understanding of their attitudes, conceptions, and experiences with grammar in order to solve potential problems.

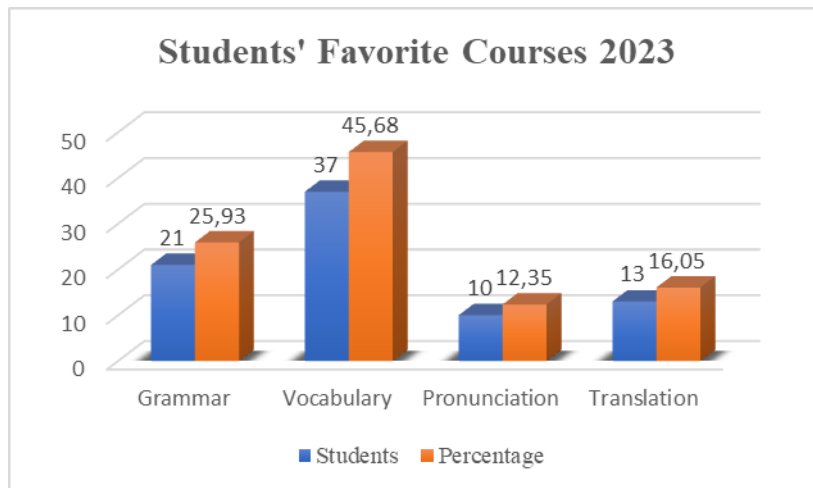


Figure 1.1 Students' Perception on Grammar

The coastal EFL students of the Maritime University of Raja Ali Haji have different views about their favorite courses every year. In 2022, the data show that the 32 of 70 or 46% students put their interest in grammar (see figure 1.2). There were 28 of 70% or 40% students who made vocabulary as their favorite course. Then, 10 of 70 or 14% students loved trasnlation (Agust, 2022). Otherwise, based upon the data in 2023 as shown in figure 1.1, there were only 21 of 81 or 25.93% students who loved grammar. In addition, 37 of 81 or 45.68% students chose vocabulary as their favorite course. Then, the lowest percentage was on the translation with 13 of 81 or 16.05% students. Through the data, it can be concluded that there is a decrease in the number of students who liked grammar courses compared to the data in 2022. The vocabulary tends to be stable and the translation stays at the lowest position. This condition is becoming a new challenge for the lecturer who will teach grammar course.

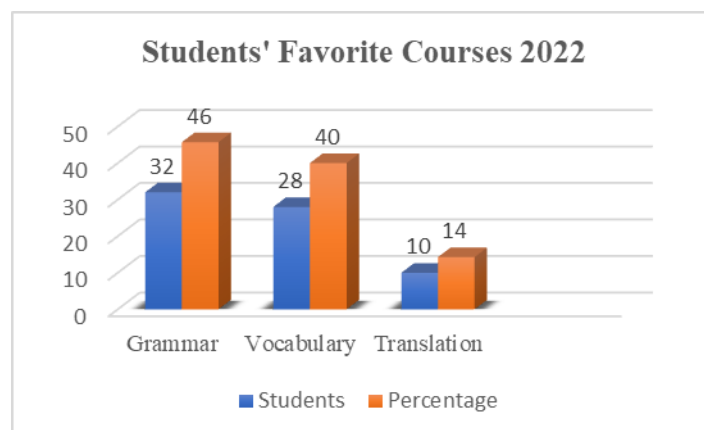


Figure 1.2 Language Elements of English

B. What is Stepping the 5 Stairs Technique?

A grammar teaching technique known as the "5 Stairs Technique" makes it easy for pupils to understand grammar concepts and develop English clauses and sentences step-by-step. To write and speak in clear English, the students can employ the built-in clauses and phrases in written and spoken exercises. English clause patterns and basic sentence patterns are created using this technique. This book's author has been working on a cutting-edge instructional approach for children from coastal areas who do not speak English. It offers a few different kinds, and each kind has a different English expression and sentence construction. It offers a few sorts, and each type has a unique English phrase and sentence structure. They are: (1) stepping the 5 stairs "A", (2) stepping the 5 stairs "B", (3) stepping the 5 stairs "C", (4) stepping the 5 stairs "D", and stepping the 5 stairs "E".

The Stepping the 5 stairs "A" is intended to help the students construct English complete verb phrases. The Stepping the 5 stairs "B" is used to build nominal phrases in English. The Stepping the 5 stairs "C" for creating "there" statements or sentences describing the existence of something, use the 5 stairs "C" technique. English clauses such as finite and non-finite clauses can be constructed using the Stepping the 5 stairs "D". English adverbial clause construction is accomplished using the Stepping the 5 stairs "E". These sorts still require development, particularly to test it out with plenty of participants who are high school and college students.

The 5 Stairs technique is currently being developed, and the instruments used to test it as well as the data collected are analyzed using the Rasch model. From UMRAH vision, missions, and objectives come this technique. One of the UMRAH objectives is to produce excellent and solutive works of maritime research and maritime innovation for coastal communities and small islands through UMRAH education, research, and community service activities. The key words of the objective are maritime research and maritime innovation for coastal communities. Through the maritime research and maritime innovation for coastal communities, the Stepping the 5 stairs "D" is born. This technique has been designed for the coastal communities and is very suitable for the coastal students. The traditional house of the Malay coastal communities is *Rumah Panggung*. They can enter the house if only they step the stairs. From the philosophy of the *Rumah Panggung*, the writer takes a very important lesson i.e., the coastal students are able to construct English clauses if they also step the

stairs. The designs of the Stepping the 5 stairs “D” can be seen through Figure 1.3, Figure 1.4, and Figure 1.5.

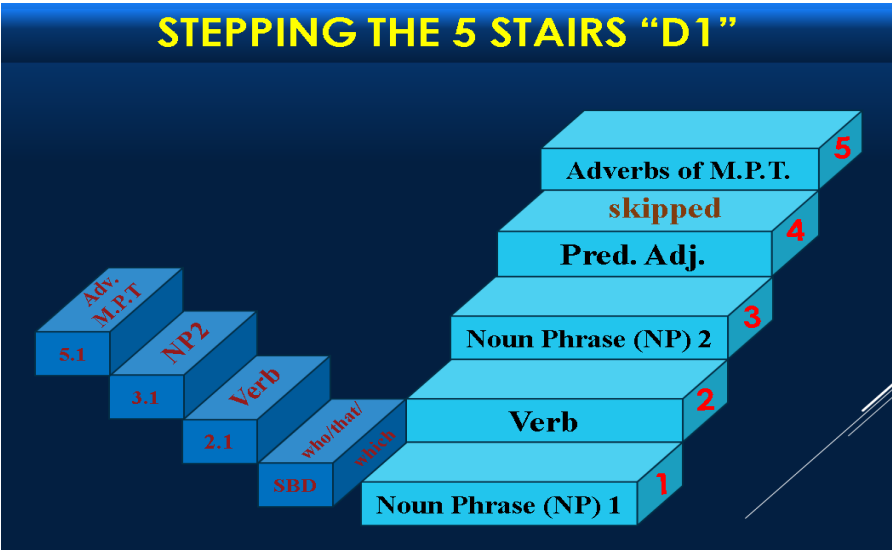


Figure 1.3. The Design of Stepping the 5 Stairs “D1”

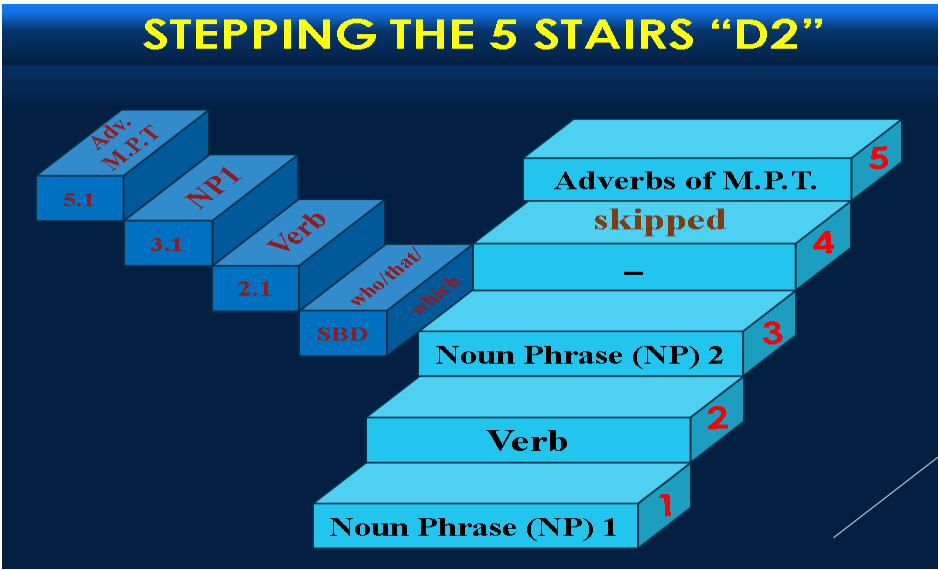


Figure 1.4. The Design of Stepping the 5 Stairs “D2”

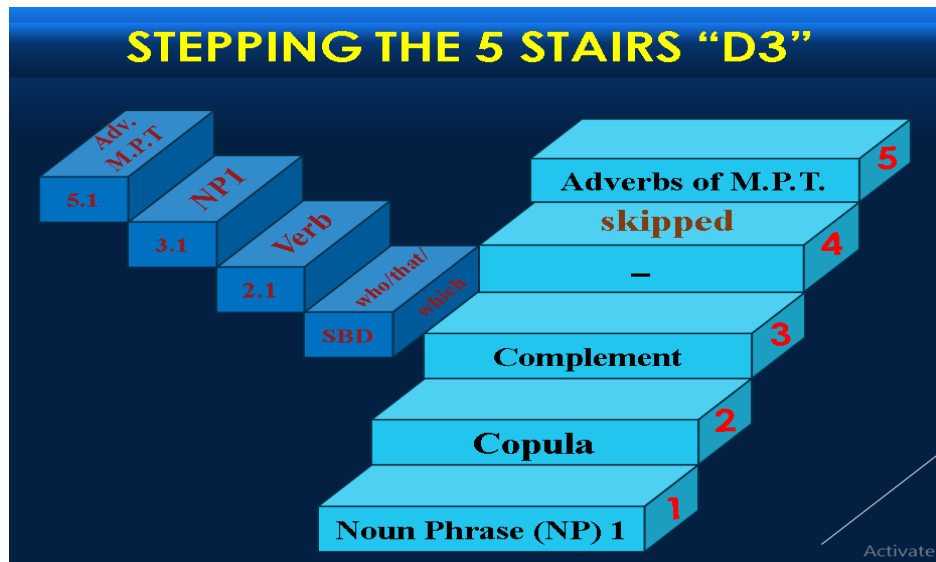


Figure 1.5. The Design of Stepping the 5 Stairs "D3"

Stepping the 5 stairs "D" has three types i.e., "D1" type, "D2", and "D3" type. The Stepping the 5 stairs "D1" as seen in Figure 1.3 functions to construct English clauses where the sub clauses occur in the Noun Phrase 1 (NP1). Then, the Stepping the 5 stairs "D2" as seen in Figure 1.4 is to construct English clauses where the sub clauses occur in Noun Phrase 2 (NP2). In addition, the Stepping the 5 stairs "D3" as seen in Figure 1.5 is used to construct English clauses where the sub clauses occur in complements. The three types have different size of the stairs. They have bigger and smaller stairs where they have different functions. In the Stepping the 5 stairs "D1", "D2", and "D3", the bigger stairs are stepped to construct main clauses. They consist of 5 stairs where the 1st stair functions to form *Noun Phrase 1* (NP1). Stepping the 2nd stair in the Stepping the 5 stairs "D1" and "D2" is used to insert *full verbs* (V) and the full verbs depend on the tense used in the main clause. However, stepping the 2nd stair in the Stepping the 5 stairs "D3" is to insert copula like *is*, *am*, and *are* or *was* and *were*. The copula depends on the NP1 used in a sentence. Then, the coastal students are able to continue stepping the 3rd stair in the Stepping the 5 stairs "D1" and "D2" for *Noun Phrase 2* (NP2). However, they will have different function when stepping the 3rd stair in Stepping the 5 stairs "D3". They step not for *Noun Phrase 2* (NP2) but for *Complement* (Com). After that, they can climb the 4th stair in the Stepping the 5 stairs "D1", "D2", and "D3" and it tends to skip. At last, they arrive at the final stair to step i.e., *Adverbs of manner*₁, *place*₂, and *time*₃ (M₁, P₂, and T₃.) in the Stepping the 5 stairs "D1", "D2", and "D3".

Besides, they also need to step the smaller stairs where the functions are to construct the sub clauses. What makes it different here is that the smaller stairs consist of four stairs. The 1st stair functions to insert subordinating conjunction like *who*, *that*, or *who*. Then, the 2nd stair functions to insert full verbs or copula. Next, the 3rd stair functions to insert NP2 or complement. The last is the 4th stair which functions to insert the *Adverbs of manner*₁, *place*₂, and *time*₃ (M₁., P₂., and T₃.). After stepping all of the stairs in the bigger and smaller stairs, the coastal students are able to construct a clause correctly. They also know which clause belongs to main clause and which clause comes as sub one. This is the excellence of the Stepping 5 Stairs which are able to produce a clause and at the same time they are able to classify and categorize the main and the sub clause.

CHAPTER II

CONSTRUCTING CLAUSES IN SIMPLE PRESENT TENSE

A. Introduction

Simple present refers to a present-condition action or occurrence which happens again from time to time or that might be referred to as a timeless activity (Agust, 2017). The simple present tense is used when an action or occurrence occurs repeatedly. Simple present tense employs words like always, usually, often/frequently, seldom/rarely, sometimes, every day, etc. as temporal expressions. The verbs *are* and *is* the copula used to create an English sentence in this tense. The usage of the noun phrase 1, whether singular or multiple, is necessary for the copula.

English sentence constructions formed by using Stepping the 5 stairs “D” usually do not use NP1 such as *she, he, it, Aril, Dita*, etc. or *you, I, they, we*, etc. but tend to use nouns or nouns which describe. This technique uses additional stairs which will be put together in noun phrase 1 (Stair₁) if students want to construct sub clauses on NP₁, noun phrase₂ (Stair₃) if they want to construct sub clauses on NP₂, and complement (Stair₃) if they want to construct sub clauses on Complement. They are very potential stairs to construct sub clauses. In stepping the 5 stairs “D1”, the bigger stairs (for main clauses) consist of 5 stairs where the 1st stair serves to form Noun Phrase 1 (NP₁). Stepping the 2nd stair in stepping the 5 stairs “D1” and “D2” is used to insert a full verb (V). The full verb depends on the tenses used in the main clause. However, stepping the 2nd stair in stepping 5 stairs “D3” is for inserting copulas such as *is, am, and are*. Stepping the 3rd stair functions to insert NP₂ where the students are familiar to call it as *object* in a sentence structure. The 4th stair is always skipped. The last is to step the 5th stair which functions to deal with adverbs of manner (M₁), place (P₂), and time (T₃).

B. Constructing a Clause Using Stepping the 5 Stairs “D1” in Simple Present Tense

In constructing clauses using Stepping the 5 Stairs “D1” in simple present tense, the stair 1 is used to construct specific noun phrases and in the additional stair 1, a subordinating conjunction must be inserted. The noun phrases used are not in the form of pronoun like *I, you, they we, she, he, it* but it tends to be in the form of plural and singular nouns or noun phrases. After stepping on the NP₁, the students will move

on to a smaller stair which is to form subclauses. Four stairs form a series of smaller stairs. The first stair is used to insert subordinating conjunctions such as who, that, or which. The second stair functions to insert full verbs or copula. The third stair inserts the NP₂. The fourth stair, which comes last, is used to determine adverbs of manner, place, and time (M₁, P₂, and T₃). Then, after completing sentence construction on the smaller stair, the students get back again to the bigger stairs. They come to the second stair to insert verb. In this stair, verbs follow the rules in simple present tense. If the noun phrase is a plural noun, a verbØ (stem verb or verb without any marker) like work, go, come, etc., is used. On the other hand, If the noun phrase is a singular noun, verb + s/es for example *works*, *goes*, *comes*, etc., must be used. After that, they should step the third stair i.e., the NP₂. Then, they come to the fourth stair but it is always skipped. The last step is on the adverbs of Manner (M₁), Place (P₂), and Time (T₃). The numbers in the adverbs are the logical order of the adverbs.

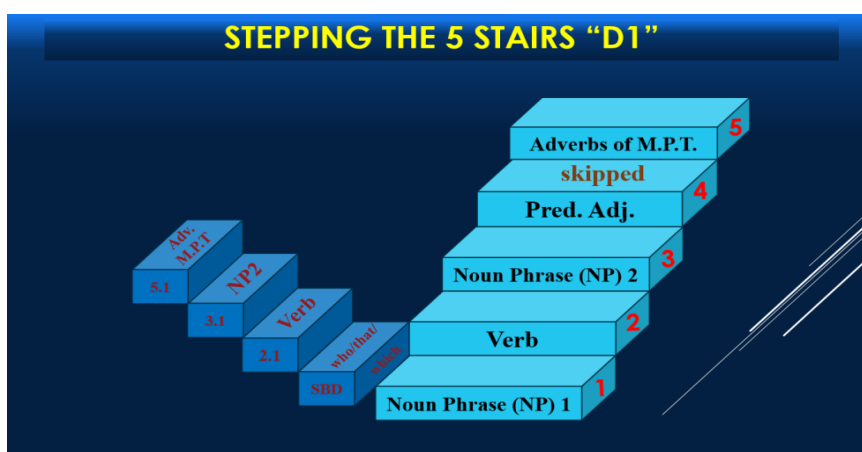


Figure 2.1 Stepping the 5 Stairs “D1” for Simple Present Tense

Figure 2.1 shows how the bigger stairs which stand for main clause and the smaller stairs which are prepared to construct sub clause are provided. Stepping the stair 1 functions to insert Noun Phrase 1 (NP₁). This stair is the first stair which student should step. After that, student need to step to the smaller stairs completely as the additional stairs to construct sub clause. There are four stairs to construct relative clause, especially for the sub clause. The first stair is used to insert subordinating conjunctions such as who, that, or which. The second stair is used to insert verb or copula (depending the sentence construction whether full verb or nominal sentence construction). The verb used is Verb-s/es if constructing a full verb sentence. The third stair functions to insert NP₂. The fourth stair, which comes last, is used to determine adverbs of manner, place, and time (M₁, P₂, and T₃).

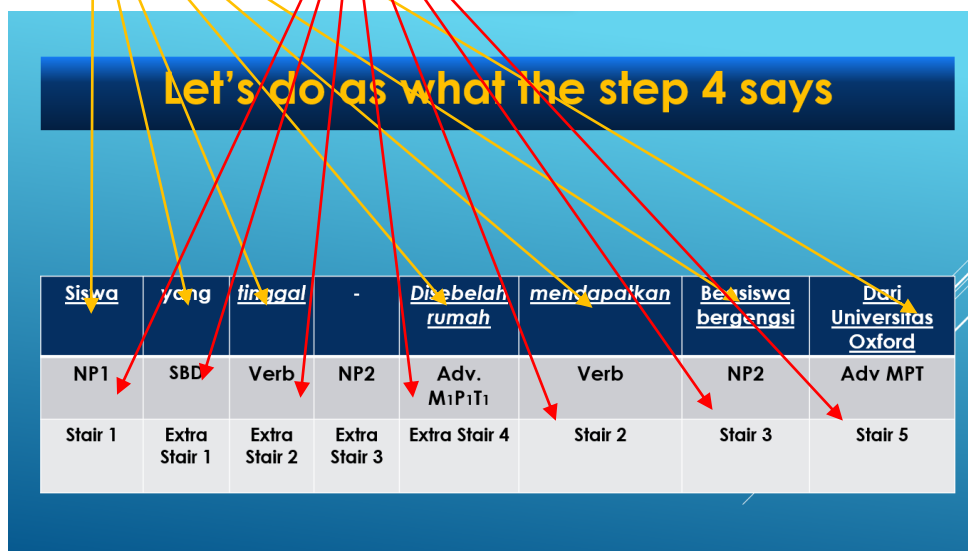
An explanation without giving examples will definitely make students confused about how to construct sentences using Stepping The 5 Stairs “D₁” properly and correctly in simple present tense sentences. The author would like to give an example of how to construct a sentence into English simple present tense. The example is “*Siswa yang tinggal disebelah rumah mendapatkan beasiswa bergengsi dari universitas Oxford*”. This example can be broken down into stairs.

The given example is a positive sentence. Stepping the 5 Stairs “D₁” transfers sentences from the source language to English. Before that, a teacher should carefully follow the steps of teaching Stepping the 5 Stairs “D₁” such as:

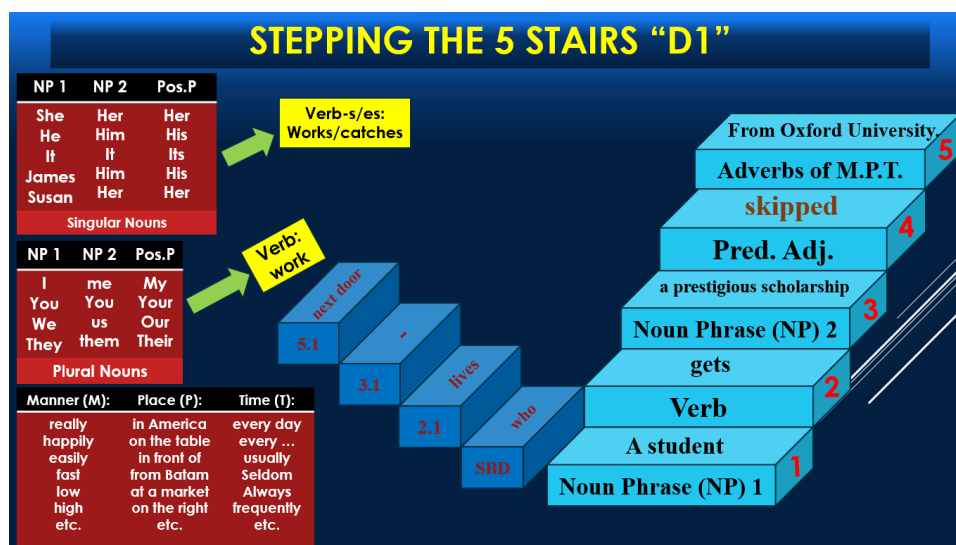
1. Assigning students to form groups of 4 or 5 members.;
2. Asking them to draw 5 Stairs “D₁” completely (look at figure 2.1);
3. Analyzing each part of the given example with their own group (which part should be placed in each stair);

“Siswa yang tinggal disebelah rumah mendapatkan beasiswa bergengsi dari universitas Oxford”

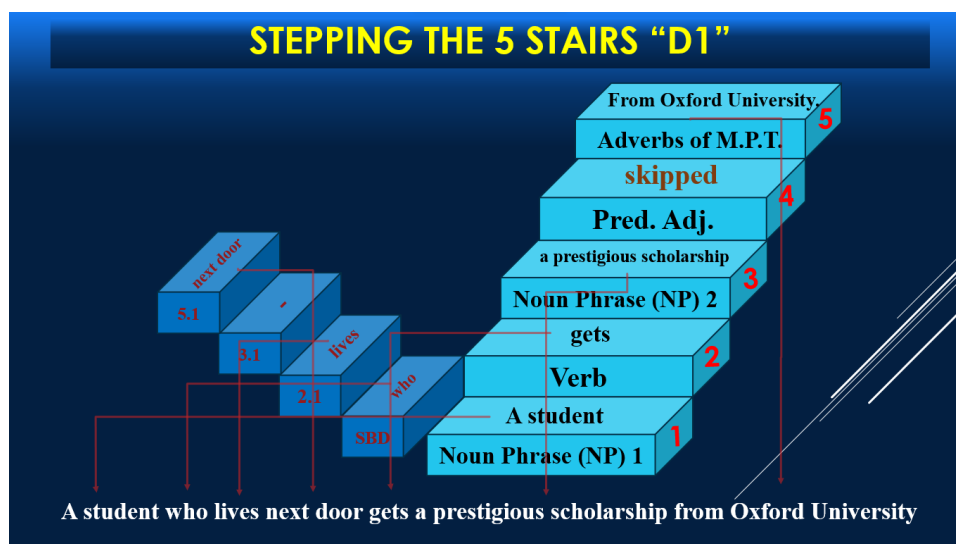
4. Underlining and naming each part of a given example based upon each function from stair 1 to stair 5 and extra stairs for a complex sentence correctly;



- Placing the underlined parts onto each stair by taking a look at the supplementary details on the left or the right sides correctly and by transferring each part from Indonesian into English;



- Writing the complete sentence down right under the stairs by stepping the main stairs and the sub stairs;



- Exchanging work to the other group next to them;
- Revising the sentence based upon the other group's comment(s) (if available); and
- Coming front and writing the revised sentence down to discuss with the other groups.

The writer shows the process of using Stepping the 5 Stair "D₁" to construct and transfer an Indonesian clause which gets translated into English. The clause, *"Siswa yang tinggal disebelah rumah mendapatkan beasiswa bergengsi dari universitas"*

Oxford", is provided as an example. To construct the clause using Stepping the 5 Stair "D₁", the writer involves language transfer from the source language to English as the target language. The first step for the students is to step into the first stair i.e., NP1. The NP1 used in this stair is "*A Student*". Then, they have to step up the smaller stairs on the Left side of the stairs which are used to construct a sub clause. The first stair of the smaller stair is to provide subordinating conjunctions consisting of *who*, *that*, and *which*. The correct subordinating conjunctions used in this stair is *who* which is used to describe a person exactly or *that* which can be used to describe a person or a thing. The use and the placement of a subordinating conjunction depends on the NP1. The next step is to go the second extra stair i.e., verb. The verb must agree with the NP1. In this case, the verb used is *lives* (*live+s*) because the verb agrees with the NP1. The third stair is skipped because the verb is in the form of intransitive verb. However, if the students use a transitive verb or makes a sentence which contains the NP2, they have to step the third stair which functions to insert the NP2. The last step of the smaller stair is the stair to form the adverb of place. It is used to insert *next door* which is a transfer result from indonesian i.e., *disebelah rumah*. After all the smaller stairs have been completed or the sub clause has been constructed, they continue constructing the main clause. They get back again to the second staircase of a verb. The verb used is *gets*. It agrees with the NP1 in the bigger stairs. Then, they step on the third stair, which is to form the NP2. In this step, the writer goes to the target language i.e., *a prestigious scholarship* which is obtained from "*beasiswa bergengsi*". The fourth stair is marked with a dash (-) which means that it can be skipped. The last step is to form an adverb of place which is *from Oxford University*. After all the stairs have been stepped, they can construct an English clause by putting all the parts together. Thus, the construction result is "*A student who lives next door gets a prestigious scholarship from Oxford University*".

C. Constructing a Clause Using Stepping the 5 Stairs "D₂" in Simple Present Tense

In constructing sentences using Stepping the 5 Stairs "D₂" in simple present tense, the first stair is used to construct the Noun Phrase 1. The noun phrases used are not in the form of pronouns like I, you, they we, she, he, it plural, and singular nouns. More specific noun phrases are used in the first stair. Furthermore, in the second stair, there is a verb. If the NP1 is singular, the verb needs to add s/es. Otherwise, if the Noun Phrase 1 is plural, it remains in its original verb form. Furthermore, in the