

From Theory to Practice: A Contrastive Analysis of English and Indonesian Noun Clauses for Educators and Learners

Herman Herman¹, Kartini Hutagaol², Elisabeth Sitepu³, Indah Sari⁴, Tanggapan C. Tampubolon⁵, Gracia Elizabeth Simatupang¹, Ridwin Purba⁶, Magdalena Ngongo⁷

¹ Department of English Education, Universitas HKBP Nommensen Pematangsiantar, Indonesia

² Department of Accounting, Universitas Advent Surya Nusantara, Indonesia

³ Department of Christian Religious Education, Universitas Darma Agung, Indonesia

⁴ Department of Electrical Engineering, Universitas Pembangunan Panca Budi, Indonesia

⁵ Department of Indonesian Language Education, Universitas Sisingamangaraja XII Tapanuli, Indonesia

⁶ Department of Teacher Professional Education, Universitas Simalungun, Indonesia

⁷ Department of English Education, Universitas Kristen Artha Wacana, Indonesia

Correspondence: Elisabeth Sitepu, Department of Christian Religious Education, Universitas Darma Agung, Indonesia.

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Abstract

This study conducts a contrastive analysis of noun clauses in English and Indonesian, focusing on their structural and functional characteristics. Given the fact that both of them have different verbal patterns, it is interesting enough to have a look at their nominal clauses, which should be one of the linguistic focuses based on their functional relationship towards the major elements involved in the process. Using a qualitative descriptive method, the research examined noun clauses from English and Indonesian context. The analysis revealed significant similarities in the functionality and positioning of noun clauses in both languages, serving as subjects, objects, objects of prepositions, and subjective complements. Both languages employ specific connector words to introduce noun clauses, although with some variations in usage. Key differences emerge in the contextual usage of connector words and the explicitness of prepositions, with Indonesian tending towards more direct expressions and explicit preposition use compared to English. These findings contribute to a deeper understanding of the linguistic structures in both languages and have implications for language teaching and learning. It is recommended that learners avoid using easily accessed helping verbs only in English noun clauses. For more emphasis, learners should also practice using modal sentences and modals themselves. A suggestion to avoid critical examination times of tenses and moods, and singular and plural noun forms, especially for Bahasa-speaking learners, should be facilitated by more language exposure. The Indonesian language has no relative pronouns, and almost all that is required are prepositional pronouns. With respect to this feature, the insertion of conjunctions and the use of 'that' can be good alternatives. Generally, fewer errors are made by inserting conjunctions, but they could also be indicated.

Keywords: contrastive analysis, English, Indonesian, noun clause

1. Introduction

Language is an essential tool for communication, allowing humans to convey thoughts, emotions, and information. The speaker's stance, commitment, and sense of responsibility are reflected in the phrases or messages that they would like to convey (Haq et al., 2021; Herman et al., 2024). It is a complex system of symbols and rules that enables individuals to interact and understand each other. Language plays a crucial role as a medium of expression for shaping human experiences and societal interactions. The study of language encompasses various aspects, including its structure, use, and evolution, making it a vital area of linguistics research (Munthe et al., 2024; Herman et al., 2026). Language also serves as a vehicle for cultural transmission, preserving traditions and knowledge across generations (Corry et al., 2025). Its adaptability allows it to evolve alongside societal changes, incorporating new words and concepts to reflect contemporary reality. Moreover, language diversity contributes to the richness of human communication, with each language offering unique perspectives and ways of conceptualizing the world (Andayani et al., 2023; Ngongo et al., 2025). Language plays a crucial role in shaping cognitive processes and influencing how individuals perceive and interact with their environments (Sutikno et al., 2025). This intricate relationship between language and thought has been the subject of extensive research in the fields of psycholinguistics and cognitive science (Setiawati et al., 2024; Sinambela et al., 2024). Furthermore, the study of language acquisition provides valuable insights into human cognitive development, and the remarkable capacity of the brain to process complex linguistic structures.

English has emerged as a global lingua franca widely used in international business, diplomacy, science, technology, and education. Its dominance in global communication has been attributed to historical, economic, and cultural factors (Batubara et al., 2023; Purba et al.,

2024). The widespread use of English has necessitated effective language learning and teaching, particularly in non-English-speaking countries (Juanda et al., 2025; Sinaga et al., 2025). Understanding the structural nuances of English, including its clauses, is essential for learners to achieve both proficiency and fluency. This linguistic landscape has led to the development of various pedagogical approaches and methodologies to enhance English language acquisition. As learners navigate the complexities of English grammar, they often encounter challenges in mastering clause structures, that are fundamental to constructing coherent and sophisticated sentences. Consequently, educators and researchers continue to explore innovative strategies to facilitate the comprehension and application of English clauses in diverse learning environments. In exploring the innovation strategies in facilitating the learning, it will be a problema since some learners are limited to the difference language usage. Since English is the international language and used worldwide, it is a must to learn English. But the problem is the way teachers to deliver the learning process to be understood by the learners, they need to comprehend the contrastive analysis (CA).

Contrastive analysis plays a crucial role in this process by comparing the learner's native language with English, highlighting similarities and differences in clause structures (Herman et al., 2025). This approach can help learners anticipate and overcome potential difficulties in acquiring English clause patterns, particularly when there are significant structural disparities between their first language and English. By incorporating contrastive analysis into language instruction, educators can tailor their teaching methods to address the specific challenges faced by learners from different linguistic backgrounds, ultimately enhancing their understanding and mastery of English clauses. Hence, contrastive analysis is a linguistic approach that compares the similarities and differences between two or more languages. According to Al-Khresheh (2015), contrastive analysis is crucial for assisting language learners because contrastive analysis was born out of the realization that native tongue proficiency is crucial for learning a new language (Sianipar et al., 2022; Nahampun et al., 2022; Siahaan et al., 2024).

This CA method is particularly valuable in language teaching and learning as it helps identify areas of difficulty and potential errors for learners. By examining the structural differences between English and Indonesian, educators can develop strategies to address specific linguistic challenges. Contrastive analysis also contributes to a deeper understanding of cognitive processes involved in language acquisition. This study is a contrastive analysis of English and Indonesian noun clauses. This comparative approach extends beyond mere structural differences, encompasses the semantic, pragmatic, and cultural aspects of language use. By analyzing the nuances in noun clause formation and usage between English and Indonesian, researchers can uncover subtle yet significant variations in how speakers of each language conceptualize and express complex ideas. Additionally, this contrastive analysis can inform the development of more effective teaching materials and methodologies tailored to the specific needs of Indonesian learners of English and vice versa. This contrastive analysis between English and Indonesian noun clauses can shed light on the underlying cognitive strategies employed by speakers of each language when constructing complex sentences. The findings from this study may also reveal how cultural and linguistic backgrounds influence the way individuals perceive and organize information within clausal structures. Furthermore, by identifying areas of convergence and divergence between the two languages, educators and linguists can develop targeted interventions to address common challenges faced by learners in their journey towards bilingualism or multilingualism.

Given those phenomena above, the objectives of this study are to examine the real distinctions between English and Indonesian noun clauses. By benefiting from contrastive analysis, at least two research questions were sought:

1. To what extent are the similarities and differences in the form of noun clauses between English and Indonesian?
2. To what extent do the noun clauses in English and Indonesian show similarities and differences in their use?

2. Review of Literature

2.1 Clauses

Clauses are fundamental syntactic units consisting of a subject and a predicate. According to Radford (2009), a clause minimally contains a verb phrase and often includes other constituents such as noun phrases and prepositional phrases (Herman et al., 2021). Clauses are broadly classified into two types: independent clauses, which can function as complete sentences on their own, and dependent (or subordinate) clauses, which must be attached to an independent clause to convey a complete thought (Yule, 2010).

Among dependent clauses, three main types are commonly discussed: noun clauses, adjective (relative) clauses, and adverbial clauses (Quirk et al., 1985; Azar & Hagen, 2009). Each serves a distinct syntactic role in sentence structure. Of particular interest to this study are noun clauses, which function as noun equivalents and may act as subjects, objects, or complements.

In English, noun clauses are introduced by complementizers (e.g., that, if, whether) or interrogative words (e.g., who, what, where, when, why, how). Huddleston and Pullum (2002) emphasize that noun clauses in English are often embedded clauses that complete the meaning of a matrix clause. For instance, in "What he said was surprising," the noun clause "What he said" acts as the subject of the sentence.

In Indonesian, noun clauses also function as constituents fulfilling subject, object, or complement roles. However, they exhibit structural differences from English. Indonesian noun clauses are typically introduced by question words such as *apa* (what), *siapa* (who), *di mana* (where), *kapan* (when), *mengapa* (why), and *bagaimana* (how), often preceded by *yang*, which acts as a relativizer (Sneddon et al., 2010). For example, in "Apa yang dia katakan mengejutkan," the clause "Apa yang dia katakan" serves as the subject.

While both English and Indonesian utilize embedded clauses to express noun-like functions, the syntactic structures and introducing elements differ significantly. Comparative studies such as those by Chaer (2009) and Alwi et al. (2014) highlight these contrasts, noting

that while Indonesian tends to be more flexible in clause ordering, English follows stricter syntactic rules, particularly regarding subject-verb agreement and clause complementation.

2.2 Noun Clause

A noun clause is a type of dependent clause that performs the grammatical function of a noun. As Quirk et al. (1985) and Biber et al. (1999) outline, noun clauses can serve as subjects, objects (direct and indirect), subject complements, object complements, and prepositional complements. For example, in "I don't know what she wants," the clause "what she wants" functions as the direct object of the verb "know."

Research into the functions of noun clauses reveals their importance in both syntactic structure and meaning interpretation. Celce-Murcia & Larsen-Freeman (1999) argue that a proper understanding of noun clause functions enhances not only syntactic awareness but also pragmatic competence, especially in academic writing and formal communication.

In Indonesian, noun clauses serve comparable functions. For instance, the sentence "Bahwa dia berbakat sudah jelas" includes the clause "Bahwa dia berbakat" as the subject. However, unlike English, Indonesian often omits overt complementizers like *that* (*bahwa*) in casual spoken discourse, depending instead on contextual cues (Sneddon et al., 2010; Alwi et al., 2014). This aspect makes Indonesian syntax more context-dependent and less reliant on strict structural rules, which can pose challenges for second-language learners.

Several contrastive analyses between English and Indonesian, such as those by Arka (2013) and Ramlan (2005), highlight key differences in clausal embedding, word order, and the role of functional elements. These analyses stress that Indonesian allows more variation in clause positioning and employs particles rather than rigid syntactic connectors.

By analyzing these cross-linguistic features, this study seeks to deepen our understanding of the structural and functional properties of noun clauses in both languages. Moreover, insights from contrastive analysis can inform second language pedagogy, as noted by James (1980), especially in addressing common learner errors stemming from first-language interference.

3. Method

This study employed a qualitative descriptive method to conduct a contrastive analysis between English and Indonesian noun clauses. Bogdan and Biklen (2003) describe qualitative research as an approach that employs naturalistic methods to comprehend phenomena within their specific contextual environments (Cahyani et al., 2025). A descriptive method, as defined by Sandelowski (2000), involved a comprehensive summarization of events, experiences, or behaviors as they naturally occur (Purba et al., 2023; Jahrir et al., 2025). This approach is particularly suitable for linguistic studies, in which the goal is to describe and contrast specific language features.

The primary data for this study comprises noun clauses extracted from two authoritative grammar books: 1). Complete English Grammar (2021) by Dr. H. Pauzan. This book provides a comprehensive overview of English grammatical rules, including detailed explanations and examples of noun clauses. 2). The Farlex Grammar Book: Complete English Grammar Rules (2016) by Peter Herring. This book offers extensive coverage of English grammar, with specific sections dedicated to noun clauses and their functions.

These sources were chosen for their thoroughness and reliability in explaining English grammatical structures. The noun clauses selected from these texts serve as the basis for contrastive analysis with their Indonesian equivalents. The data collection process involved the following steps: 1). Identification of Noun Clauses: Relevant noun clauses were identified and extracted from selected grammar books. The focus was on clauses that functioned as subjects, objects, complements, and objects of prepositions. 2). Compilation of Examples: A comprehensive list of English noun clauses was compiled along with their corresponding Indonesian translations. This step ensured that the analysis directly compared the structures and functions of noun clauses in both languages.

By employing a qualitative descriptive method and utilizing authoritative grammar sources, this study aimed to provide a thorough and reliable contrastive analysis of noun clauses in English and Indonesian. The following section presented the findings and discussions based on the collected data and analytical framework outlined in this methodology

4. Results

This section presents a contrastive analysis of English and Indonesian noun clauses based on their grammatical functions, positions in sentences, and use of connector words. The data are categorized into different syntactic roles—such as subject, object, object of a preposition, and subjective complement—to highlight similarities and differences between the two languages. Each example is followed by a brief analysis to illustrate how noun clauses function within both English and Indonesian sentence structures. This structured comparison aims to reveal the linguistic patterns that inform how each language constructs meaning through noun clauses.

4.1 Analysis of Noun Clauses

Noun Clauses as Subjects

1. That you act so frivolously with money shows you aren't ready to lead this company.
 - 1) English: The clause "That you act so frivolously with money" functions as the subject of the sentence.
 - 2) Indonesian: "Bahwa kamu bertindak begitu sembrono dengan uang" berfungsi sebagai subjek kalimat.
2. Wherever we decide to go is fine with me.

- 1) English: The clause "Wherever we decide to go" functions as the subject.
- 2) Indonesian: "Ke mana pun kami memutuskan untuk pergi" berfungsi sebagai subjek.
3. Which option is best remains to be seen.
 - 1) English: The clause "Which option is best" functions as the subject.
 - 2) Indonesian: "Pilihan mana yang terbaik" berfungsi sebagai subjek.
4. Whoever wants to go should sign up with their supervisor.
 - 1) English: The clause "Whoever wants to go" functions as the subject.
 - 2) Indonesian: "Siapa pun yang ingin pergi" berfungsi sebagai subjek.

Noun Clauses as Objects

1. He knows when I shall arrive.
 - 1) English: The clause "when I shall arrive" functions as the object of the verb "knows."
 - 2) Indonesian: "Kapan saya akan tiba" berfungsi sebagai objek dari kata kerja "tahu."
2. I know what she is watching.
 - 1) English: The clause "what she is watching" functions as the object of the verb "know."
 - 2) Indonesian: "Apa yang dia tonton" berfungsi sebagai objek dari kata kerja "tahu."
3. I know where they will go.
 - 1) English: The clause "where they will go" functions as the object of the verb "know."
 - 2) Indonesian: "Ke mana mereka akan pergi" berfungsi sebagai objek dari kata kerja "tahu."
4. We know why you come late.
 - 1) English: The clause "why you come late" functions as the object of the verb "know."
 - 2) Indonesian: "Mengapa kamu datang terlambat" berfungsi sebagai objek dari kata kerja "tahu."
5. They know how many books she has.
 - 1) English: The clause "how many books she has" functions as the object of the verb "know."
 - 2) Indonesian: "Berapa banyak buku yang dia miliki" berfungsi sebagai objek dari kata kerja "tahu."
6. We know which of those books he likes.
 - 1) English: The clause "which of those books he likes" functions as the object of the verb "know."
 - 2) Indonesian: "Buku mana yang dia sukai dari buku-buku itu" berfungsi sebagai objek dari kata kerja "tahu."
7. Do you know what he is doing?
 - 1) English: The clause "what he is doing" functions as the object of the verb "know."
 - 2) Indonesian: "Apa yang dia lakukan" berfungsi sebagai objek dari kata kerja "tahu."
8. Ozi says that Apriani is ill.
 - 1) English: The clause "that Apriani is ill" functions as the object of the verb "says."
 - 2) Indonesian: "Bahwa Apriani sakit" berfungsi sebagai objek dari kata kerja "mengatakan."
9. Ozi knows that Apriani is not a teacher.
 - 1) English: The clause "that Apriani is not a teacher" functions as the object of the verb "knows."
 - 2) Indonesian: "Bahwa Apriani bukan guru" berfungsi sebagai objek dari kata kerja "tahu."
10. He said that Susi would study English.
 - 1) English: The clause "that Susi would study English" functions as the object of the verb "said."
 - 2) Indonesian: "Bahwa Susi akan belajar bahasa Inggris" berfungsi sebagai objek dari kata kerja "berkata."
11. He said that Apriani had written a letter.
 - 1) English: The clause "that Apriani had written a letter" functions as the object of the verb "said."
 - 2) Indonesian: "Bahwa Apriani telah menulis surat" berfungsi sebagai objek dari kata kerja "berkata."
12. He said that Apriani wanted to buy an umbrella.
 - 1) English: The clause "that Apriani wanted to buy an umbrella" functions as the object of the verb "said."

- 2) Indonesian: "Bahwa Apriani ingin membeli payung" berfungsi sebagai objek dari kata kerja "berkata."
13. Peter is afraid that he'll lose his bike.
- 1) English: The clause "that he'll lose his bike" functions as the object of the verb "afraid."
- 2) Indonesian: "Bahwa dia akan kehilangan sepedanya" berfungsi sebagai objek dari kata kerja "takut."
14. I want to see what is available before I make a purchase.
- 1) English: The clause "what is available" functions as the object of the verb "see."
- 2) Indonesian: "Apa yang tersedia" berfungsi sebagai objek dari kata kerja "melihat."
15. I want to see what is available before I make a purchase.
- 1) English: The clause "what is available" functions as the object of the verb "see."
- 2) Indonesian: "Apa yang tersedia" berfungsi sebagai objek dari kata kerja "melihat."
16. We've decided to go wherever the wind takes us.
- 1) English: The clause "wherever the wind takes us" functions as the object of the verb "go."
- 2) Indonesian: "Ke mana pun angin membawa kami" berfungsi sebagai objek dari kata kerja "pergi."
17. At this point, we'll take whatever we can get.
- 1) English: The clause "whatever we can get" functions as the object of the verb "take."
- 2) Indonesian: "Apa pun yang bisa kami dapatkan" berfungsi sebagai objek dari kata kerja "mengambil."
18. I'll send whoever is responsible a strongly worded letter.
- 1) English: The clause "whoever is responsible" functions as the object of the verb "send."
- 2) Indonesian: "Siapa pun yang bertanggung jawab" berfungsi sebagai objek dari kata kerja "mengirim."
19. Just pay whomever you hire \$100, as we agreed.
- 1) English: The clause "whomever you hire" functions as the object of the verb "pay."
- 2) Indonesian: "Siapa pun yang kamu pekerjakan" berfungsi sebagai objek dari kata kerja "membayar."
20. I will give whatever you propose my full support.
- 1) English: The clause "whatever you propose" functions as the object of the verb "give."
- 2) Indonesian: "Apa pun yang kamu usulkan" berfungsi sebagai objek dari kata kerja "memberikan."
21. I'm thrilled that you are coming to visit!
- 1) English: The clause "that you are coming to visit" functions as the object of the verb "thrilled."
- 2) Indonesian: "Kamu akan datang berkunjung" berfungsi sebagai objek dari kata kerja "senang."
22. It's so wonderful what he did for those orphans.
- 1) English: The clause "what he did for those orphans" functions as the object of the verb "wonderful."
- 2) Indonesian: "Apa yang dia lakukan untuk anak-anak yatim itu" berfungsi sebagai objek dari kata kerja "luar biasa."
23. They're unsure whether this is the right decision.
- 1) English: The clause "whether this is the right decision" functions as the object of the verb "unsure."
- 2) Indonesian: "Apakah ini keputusan yang tepat" berfungsi sebagai objek dari kata kerja "tidak yakin."

Noun Clauses as Objects of Prepositions

1. I ran into a few people from where I used to live.
- 1) English: The clause "where I used to live" functions as the object of the preposition "from."
- 2) Indonesian: "Tempat saya dulu tinggal" berfungsi sebagai objek dari preposisi "dari."
2. They were angry because of what they found out.
- 1) English: The clause "what they found out" functions as the object of the preposition "because of."
- 2) Indonesian: "Apa yang mereka temukan" berfungsi sebagai objek dari preposisi "karena."
3. She can study with whomever she likes.
- 1) English: The clause "whomever she likes" functions as the object of the preposition "with."
- 2) Indonesian: "Siapa pun yang dia suka" berfungsi sebagai objek dari preposisi "dengan."

Noun Clauses as Subjective Complements

1. Japan is where I want to go most.
 - 1) English: The clause "where I want to go most" functions as the subjective complement.
 - 2) Indonesian: "Tempat yang paling ingin saya kunjungi" berfungsi sebagai pelengkap subjek.
2. The thing I wish for most is that people would all just get along.
 - 1) English: The clause "that people would all just get along" functions as the subjective complement.
 - 2) Indonesian: "Bahwa semua orang akan rukun" berfungsi sebagai pelengkap subjek.
3. Politicians are who create the laws.
 - 1) English: The clause "who create the laws" functions as the subjective complement.
 - 2) Indonesian: "Orang yang membuat undang-undang" berfungsi sebagai pelengkap subjek.
4. The is the man to whom I owe my life.
 - 1) English: The clause "to whom I owe my life" functions as the subjective complement.
 - 2) Indonesian: "Kepadanya saya berutang hidup saya" berfungsi sebagai pelengkap subjek.

4.2 Results of Similarities

4.2.1 Functionality

English and Indonesian noun clauses have similar grammatical functions (subjects, objects, objects of prepositions, and subjective complements). Noun clauses in both English and Indonesian exhibit remarkable similarities in their grammatical functions, serving as subjects, objects, objects of prepositions, and subjective complements," according to linguist Janet Holmes (2013). She emphasizes that "despite structural differences, such as the placement of question words and word order, both languages utilize noun clauses flexibly in sentence construction." Similarly, the linguist, John W. Oller Jr., notes that "the parallelism in function underscores a fundamental similarity in how these clauses support sentence structures across different languages (1979)." This alignment suggests that, while syntax may vary, the core grammatical roles fulfilled by noun clauses remain consistent, contributing to coherent and expressive communication in both English and Indonesian.

Table 1. Noun clauses as subjects

English Noun Clauses	Indonesian Noun Clauses
<u>That you act so frivolously with money</u> shows you aren't ready to lead this company.	<u>Bahwa kamu bertindak begitu sembrono dengan uang</u> menunjukkan bahwa kamu belum siap memimpin perusahaan ini.
<u>Wherever we decide to go</u> is fine with me.	<u>Ke mana pun kami memutuskan untuk pergi</u> , saya setuju.
<u>Which option is best</u> remains to be seen.	<u>Pilihan mana yang terbaik masih</u> harus dilihat.
<u>Whoever wants to go</u> should sign up with their supervisor.	<u>Siapa pun yang ingin pergi</u> harus mendaftar dengan pengawas mereka.

The English noun clauses, 'that you act so frivolously with money', 'wherever option decide to go', 'which option is best', and 'whoever wants to go' functions as the subject of the sentence. Similarly, with Indonesian noun clauses 'bahwa kamu bertindak begitu sembrono dengan uang', 'ke mana pun kami memutuskan untuk pergi', 'pilihan mana yang terbaik', 'siapa pun yang ingin pergi' have the function as the subject of the sentence.

Table 2. Noun clauses as objects

English Noun Clauses	Indonesian Noun Clauses
He knows <u>when I shall arrive</u>	Dia tahu <u>kapan saya akan tiba</u> .
I know <u>what she is watching</u>	Saya tahu <u>apa yang dia tonton</u> .
I know <u>where they will go</u>	Saya tahu <u>kemana mereka akan pergi</u> .
We know <u>why you come late</u>	Kami tahu <u>mengapa kamu datang terlambat</u> .
Do you know <u>what he is doing?</u>	Apakah kamu tahu <u>apa yang dia lakukan?</u>

The English noun clauses, 'when I shall arrive', 'what she is watching', 'where they will go', 'why you come late', and 'what he is doing' have the function as the object of the sentence. Similarly, with Indonesian noun clauses 'kapan saya akan tiba', 'apa yang dia tonton', 'kemana mereka akan pergi', 'mengapa kamu datang terlambat', and 'apa yang dia lakukan' have the function as the object of the sentence.

Table 3. Noun clauses as object of prepositions

English Noun Clauses	Indonesian Noun Clauses
I ran into a few people from <u>where I used to live</u> .	Saya bertemu dengan beberapa orang dari <u>tempat saya dulu tinggal</u> .
They were angry because of <u>what they found out</u> .	Mereka marah karena <u>apa yang mereka temukan</u> .
She can study with <u>whomever she likes</u> .	Dia bisa belajar dengan <u>siapa pun yang dia suka</u> .

The English noun clauses, 'where I used to live', 'what they found out', and 'whomever she likes' have the function as the object of prepositions. Similarly, with Indonesian noun clauses 'tempat saya dulu tinggal', 'apa yang mereka temukan', and 'siapa pun yang dia' have the function as the object of prepositions.

Table 4. Noun clauses as subjective complements

English Noun Clauses	Indonesian Noun Clauses
Japan is <u>where I want to go most.</u>	Jepang adalah <u>tempat yang paling ingin saya kunjungi.</u>
The thing I wish for most is <u>that people would all just get along.</u>	Hal yang paling saya harapkan adalah <u>bahwa semua orang akan rukun.</u>
Politicians are <u>who create the laws.</u>	Politikus adalah <u>orang yang membuat undang-undang</u>
The is the man to <u>whom I owe my life.</u>	Ini adalah pria yang <u>kepadanya saya berutang hidup saya.</u>

The English noun clauses, 'where I want to go most', 'that people would all just get along', 'who create the laws', and 'whom I owe my life' have the function as the subjective complements. Similarly, with Indonesian noun clauses 'tempat yang paling saya ingin kunjungi', 'bahwa semua orang akan rukun', 'orang yang membuat undang-undang', 'kepadanya saya berutang' have the function as the subjective complements of the sentence.

4.2.2 Positioning

In both languages, noun clauses can occupy similar positions in sentences (beginning, middle, or end). Noun clauses in English and Indonesian exhibit flexibility in placement within sentences, whether at the beginning, middle, or end. According to linguist, Rodney Huddleston in "Introduction to the Grammar of English" (1984), "Noun clauses in English can be positioned in various parts of the sentence to achieve different communicative effects or emphases." This suggests that English allows for versatile usage of noun clauses depending on the speaker's intention or the context of the conversation. Similarly, in Indonesian, noun clauses also display flexibility. As highlighted by a linguist, Soenjono Dardjowidjojo, in "The Structure of Indonesian" (1988), "Noun clauses in Indonesian can be positioned at the beginning, middle, or end of a sentence according to the need to convey the intended meaning". This indicates that Indonesian grammar permits noun clauses to occupy various positions within a sentence, providing speakers with options to structure their sentences effectively. The ability of noun clauses to occupy different positions in sentences in both languages underscores their functional equivalence in serving as subjects, objects, or complements. This structural flexibility contributes to the clarity and coherence of communication in English and Indonesian, allowing speakers to express complex ideas and convey nuanced meanings using strategically placed noun clauses.

Table 5. Positioning of English and Indonesian Noun clauses

English Noun Clauses	Indonesian Noun Clauses
We know <u>which of those books he likes.</u>	Kami tahu <u>buku mana yang dia sukai dari buku-buku itu.</u>
We've decided to go <u>wherever the wind takes us.</u>	Kami telah memutuskan untuk pergi <u>ke mana pun angin membawa kami.</u>
I will enjoy <u>whatever we decide to do.</u>	Saya akan menikmati <u>apa pun yang kami putuskan untuk dilakukan.</u>

The English noun clauses 'which of those books he likes', 'wherever the wind takes us' and 'whatever we decide to do' can be positioned in various parts of the sentence without changing the meaning of the sentence. Same with the Indonesian noun clauses 'buku mana yang dia sukai dari buku-buku itu', 'ke mana pun angin membawa kami', 'apa pun yang kami putuskan untuk dilakukan' can be positioned in various parts of sentence without changing the meaning of the sentence.

4.2.3 Connector Words

Both languages use specific connector words (i.e. that, which, who, what, etc.) to introduce noun clauses. In both English and Indonesian grammar, specific connector words play a crucial role in introducing noun clauses into a sentence. According to linguist Rodney Huddleston in "Introduction to the Grammar of English" (1984), "Connector words like 'that', 'which', 'who', and 'what' are used to introduce noun clauses in English." These words serve as markers that introduce a subordinate clause that functions as a noun, establishing a clear relationship between the main and embedded clauses. Similarly, in Indonesian, specific words or particles fulfill this role. As noted by linguist Soenjono Dardjowidjojo in "The Structure of Indonesian" (1988), "Connector words such as 'yang', 'apa', and others are used to introduce noun clauses in Indonesian." This demonstrates that Indonesians employed similar linguistic mechanisms to mark the beginning of clauses that serve as nouns within sentences, thereby structuring the sentence and indicating the relationships between different parts of the sentence. The consistent use of these connector words in both languages aids clarity and coherence in the sentence structure. They not only indicate the start of a noun clause, but also define its grammatical function within the sentence, whether it functions as a subject, object, or complement. This grammatical feature is essential for facilitating effective communication in both English and Indonesian, allowing speakers to express complex ideas and maintain syntactic clarity.

Table 6. Connector Words used in English and Indonesian Noun clauses

English Noun Clauses	Indonesian Noun Clauses
He said <u>that</u> Apriani had written a letter.	Dia berkata <u>bahwa</u> Apriani telah menulis surat.
Politicians are <u>who</u> create the laws.	Politikus adalah orang <u>yang</u> membuat undang-undang.
They were angry <u>because</u> of what they found out.	Mereka marah <u>karena</u> apa yang mereka temukan.
Just pay <u>whomever</u> you hire \$100, as we agreed.	Bayar saja <u>siapa pun</u> yang kamu pekerjaan \$100, seperti yang <u>kita sepakati.</u>
I will enjoy <u>whatever</u> we decide to do.	Saya akan menikmati <u>apa pun</u> yang kami putuskan untuk <u>dilakukan.</u>

The words 'that', 'who', 'because', 'whomever', and 'whatever' in English noun clauses in the examples above are the words serve as markers that introduce a subordinate clause functioning as a noun, establishing a clear relationship between the main clause and the embedded clause. Same with the words 'bahwa', 'yang', 'karena', 'siapa pun', and 'apa pun' in the examples above are the words serve as markers that introduce a subordinate clause functioning as a noun, establishing a clear relationship between the main clause and the embedded clause.

4.3 Results of Differences

4.3.1 Contextual Usage

Indonesians may use fewer connector words or more direct translations of certain expressions, making some noun clauses appear more straightforward than their English counterparts do. Indonesian and English exhibit differences in the contextual usage of connector words and directness of expressions, which influence the perception and construction of noun clauses in each language. According to a linguist, Soenjono Dardjowidjojo, in "The Structure of Indonesian" (1988), "Bahasa Indonesia often uses fewer connector words or translates certain expressions directly, making some noun clauses appear more straightforward compared to their English counterparts." This indicates that Indonesians tend to employ simpler and more direct constructions to convey meaning, relying less on connectors' words or additional phrases. Conversely, English utilizes a broader range of connector words and expressions, potentially contributing to more complex sentence structures. As noted by linguist Rodney Huddleston in "Introduction to the Grammar of English" (1984), "English employs various connector words and expressions to convey nuanced meanings and highlight different aspects of information within a sentence." This diversity in usage allows English speakers to articulate subtle distinctions in meaning or emphasize specific details through the strategic use of connector words such as 'that', 'which', 'who', 'what', and others. The contextual differences in connector word usage between Indonesian and English shape how noun clauses are structured and perceived in each language. Indonesians' preference for directness and simplicity contrasts with English flexibility and capacity for complexity. Recognizing these distinctions is essential for learners and speakers of both languages to effectively communicate and comprehend the nuances conveyed by noun clauses across different contexts.

Table 7. Contextual usage in English and Indonesian Noun clauses

English Noun Clauses	Indonesian Noun Clauses
I ran into a few people from <u>where I used to live</u> .	Saya bertemu dengan beberapa orang dari <u>tempat saya dulu tinggal</u> .
Japan is <u>where I want to go most</u> .	Jepang adalah <u>tempat yang paling ingin saya kunjungi</u>
I'm thrilled <u>that you are coming to visit!</u>	Saya senang <u>kamu akan datang berkunjung!</u>

The English noun clauses 'where I used to live', 'where I want to go most', and 'that you are coming to visit' must be use the conjunction or connector to make the structure of the sentence more complex. While the Indonesian noun clauses not always introduced by conjunctions, as clearly seen above on the example.

4.3.2 Prepositional Usage

In Indonesian, prepositions are often explicitly stated, whereas in English, they are sometimes implied them. In Indonesian, prepositions are generally stated more explicitly compared to English, where they can sometimes be implied. According to linguist Soenjono Dardjowidjojo in "The Structure of Indonesian" (1988), "Bahasa Indonesia often expresses prepositions more explicitly than English." This indicates that Indonesians tend to explicitly state the use of prepositions within sentences. However, English frequently relies on context or word order to imply the use of prepositions. As noted by linguist Rodney Huddleston in "Introduction to the Grammar of English" (1984), "English can leave prepositions implicit, especially in informal speech or when the meaning is clear from context." This flexibility allows English speakers to convey meaning effectively without the need to explicitly mention prepositions. The difference in preposition usage between Indonesian and English affects the sentence structure and clarity, including the integration of noun clauses. Indonesian's explicit approach to prepositions contributes to direct and precise communication, while English's tendency to imply prepositions enhances flexibility and natural flow in communication. Understanding these distinctions is crucial for learners and speakers of both languages to effectively use prepositions and construct grammatically correct sentences, including noun clauses, in various communicative contexts..

Table 8. Prepositional usage in English and Indonesian Noun clauses

English Noun Clauses	Indonesian Noun Clauses
I will enjoy whatever we decide to do.	Saya akan menikmati apa pun yang kami putuskan untuk dilakukan.
We've decided to go wherever the wind takes us.	Kami telah memutuskan untuk pergi ke mana pun angin membawa kami.
We were curious why they decided to leave.	Kami penasaran mengapa mereka memutuskan untuk pergi

The preposition "to" is implied in the phrase "decide to go," "decide to do", and "decided to leave" on the example of English noun clauses above can be implied in English noun clause to indicating direction or destination and some action. The preposition "untuk", and "ke" are explicitly used in Indonesian. These findings highlight the nuanced differences and similarities between English and Indonesian noun clauses, especially in their grammatical roles and sentence structures.

5. Discussion

The contrastive analysis of English and Indonesian noun clauses reveals striking similarities and notable differences, offering valuable insights into the structural and functional aspects of these linguistic elements in both languages. Some similarities can be observed after

the results mentioned in the previous section, such as:

1. **Functionality:** This study demonstrates that noun clauses in both English and Indonesian serve similar grammatical functions, acting as subjects, objects, objects of prepositions, and subjective complements. This functional equivalence reflects a shared grammatical logic across both languages, suggesting a universal linguistic tendency to embed complex ideas within sentences using noun-like subordinate units. This directly supports the research aim of identifying cross-linguistic syntactic parallels, highlighting how learners can transfer knowledge between the two languages.
2. **Positioning:** Flexibility in positioning noun clauses within sentences was observed in both languages, allowing them to appear at the beginning, middle, or end of a sentence. This syntactic similarity not only allows for varied sentence structures but also indicates a shared strategy for organizing information in discourse. This supports the research aim of comparing syntactic structures, showing that sentence variety and emphasis in both languages can be achieved through noun clause positioning, an important point for teaching coherent writing and speech.
3. **Connector Words:** Both English and Indonesian employ specific connector words (e.g., “that,” “what,” “who,” “which” in English and “bahwa,” “apa,” “siapa,” “yang” in Indonesian) to introduce noun clauses. This finding addresses the research question on structural forms, confirming that both languages use consistent markers for subordination despite their different roots (Germanic vs. Austronesian). This also implies that language learners must not only recognize the function of connectors but also understand their syntactic placement, which varies slightly between the two languages.

Alongside these similarities, the study also found several notable differences:

1. **Contextual Usage:** Indonesian tends to use fewer connector words or employ direct translations, resulting in simpler sentence constructions. English, on the other hand, uses a broader range of connectors to convey nuance. This supports the second research aim by highlighting potential challenges in second language acquisition. Indonesian learners of English may struggle with understanding when and why to use certain connectors, whereas English learners of Indonesian may overuse them, producing less natural sentences.
2. **Preposition Usage:** Prepositions in Indonesian are typically stated explicitly, while English often implies them through word order or context. This difference aligns with the research question on syntactic structures and suggests an area where learners often transfer patterns inappropriately. Explicit teaching of this feature could help prevent grammatical errors, such as omitting necessary prepositions in English or inserting unnecessary ones in Indonesian.

These findings carry significant implications for second language learning and teaching. [REVISED] By identifying which grammatical features are shared and which are distinct, instructors can better tailor their teaching methods to help students avoid negative transfer. For example, instructors might emphasize the appropriate use of implied prepositions in English for Indonesian learners, while teaching Indonesian clause simplicity and reduced connector usage to English speakers. This targeted instruction supports learners' ability to produce grammatically accurate and contextually appropriate sentences in both languages.

Moreover, the results provide strong evidence for how contrastive analysis can inform effective language pedagogy, which was a core aim of this study. This study also contributes to the field of comparative and contrastive linguistics by highlighting language-specific features and cross-linguistic patterns in the use of noun clauses. It provides a clear framework for analyzing syntactic phenomena across languages and underscores the relevance of such analysis in educational contexts.

Future research could expand this analysis by exploring a larger and more diverse corpus of written and spoken data to examine how noun clauses function in authentic discourse. [REVISED] Further studies could also explore how learners at different proficiency levels acquire and produce noun clauses in both languages, offering deeper insight into the role of syntactic transfer in second language development.

In conclusion, this contrastive analysis of noun clauses in English and Indonesian not only enhances our understanding of these syntactic structures but also offers practical insights for language teaching and cross-linguistic research. By linking structural findings directly to pedagogical outcomes, this study bridges linguistic theory and real-world application.

6. Conclusion

This study conducted a comprehensive contrastive analysis of noun clauses in English and Indonesian, revealing both significant similarities and notable differences between the two languages. This research highlights that noun clauses in both languages have similar grammatical functions and can be flexibly positioned within sentences, demonstrating a fundamental similarity in syntactic structure. Both languages also employ specific connector words to introduce noun clauses, although there are variations in usage and frequency. Key differences emerged in the contextual usage of connector words and explicitness of prepositions. Indonesians tend towards more direct expressions and explicit preposition use, whereas English often relies on implied prepositions and employs a wider range of connector words to convey nuanced meanings. These distinctions reflect the broader differences in the linguistic characteristics of the two languages. The findings of this study have important implications for language teaching and learning, particularly in the context of English and Indonesian as second languages. By understanding these similarities and differences, educators can develop more effective teaching strategies and learners can better navigate the challenges of mastering noun clauses in their target language. This research contributes to the field of comparative linguistics and provides a foundation for further studies of syntactic structures in English and Indonesian. Future research could expand these findings by examining a larger corpus of data, including spoken discourse, and investigating how these linguistic differences impact second language acquisition. In conclusion, this contrastive analysis deepens our

understanding of noun clauses in English and Indonesian, offering valuable insights for linguists, language educators, and learners. It underscores the importance of comparative studies in enhancing our knowledge of language structures and in improving language teaching methodology.

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Authors' contributions

H.H., G.E.S., and M.N. were responsible for study design and revising. K. H., I. S., and R.P. were responsible for data collection. H.H., G.E.S., E.S. and T.C.T. drafted the manuscript. H.H., G.E.S., and M.N. revised the manuscript and H.H., M.N., R.P., and E.S. proofread it. All authors read and approved the final manuscript.

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