



## Complement Clauses in *Abbot Elementary* Movie Series

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**Abstract**— This study aims to examine the English complement clauses in the *Abbot Elementary* film series. This study used a qualitative method with a descriptive approach. This study also used techniques of observing and noting. This study included two purposes, they are described the complementizers used and what are the functions of complement clauses found in the *Abbot Elementary* film series. From the results of the analysis, it was found that the complementizers used were *that*, *to*, and *-ing*. The function of the complement clause that was present as an object and a complement. Functioning as an object is indicated by a complement clause that can be passive as a subject, while functioning as a complement in the *Abbot Elementary* film series is generally indicated by the use of *to* in the complement clause. It is hoped that this research will contribute to the literacy of the Indonesian people, especially regarding the use of English complement clauses, how to translate them and use them in daily.

**Keywords**— Syntax; Clause; Complement Clause; English; *Abbot Elementary*

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### I. INTRODUCTION

Language is a communication tool, which functions to convey information from speakers to listeners. According to Kridalaksana (2011, p. 24) language is something that is used by people in working together, interacting, and introducing themselves. Language consists of more than thousands of types with its own structure and pattern. English is an international language. This is evidenced by its use which has been used in 101 countries in the world, and more than 335,000,000 people use it (Aziz, 2014). Not only the use orally, the use of English is often found in administrative activities. This is also the main factor that English is studied more than other languages. Indonesia is one of the countries in Asia that uses English for administrative and educational purposes. This makes the reason that English is a language that must be learned by every level of study in Indonesia.

In language, there are letter sounds, phrase patterns, clause and sentence structures. Therefore, language also needs to be studied in accordance with its knowledge, namely linguistics. Syntax is one of linguistic studies, that is studying the structure of language. According to Parker and Riley (2014, p. 71), syntax is a linguistic science that studies the structure of phrases, clauses and sentences. However, Ramlan (2005, p. 18) adds that syntax does not only study the structure of phrases, clauses and sentences, but also discourse. Talking about clauses, according to Kridalaksana (2011, p. 124) is part of a grammatical unit that at least has a subject and predicate, and has the potential to become a

sentence. Clauses are divided into two, namely the main clauses and subordinate clauses. The main clause is a clause that can stand alone, while the subordinate clause requires a main clause so that the information is clearer, or in other words the subordinate clause functions to complete the information of the main clause. One of the subordinate clauses is the complement clause, which is an additional clause to provide the required information. Complement clauses are generally marked by the presence of a conjunction or complementizer after the main clause.

English is a language that uses clauses to form sentences. Frank (1972, p. 222) says that a clause can be defined as a sentence and contains a subject and predicate. Frank also said that clause can be independent or dependent. Independent clause is a clause that can stand alone and dependent clause depends on the independent clause. Complement clauses are also part of the subordinating clause in English, which functions as a dependent clause. In English, complement clauses are written according to the rules of their language. Dixon (2010) cites several examples of English complement clauses.

- (1) "*I remembered that John was born on the eighth of August*" (Dixon, 2010, p. 370)
- (2) "*I want to eat a hot curry*" (Dixon, 2010, p. 370)
- (3) "*I heard Brazil('s) beating Argentina*" (Dixon, 2010, p. 370)

The structures of complement clause used by the three examples are different. Example (1) uses complementizer

'that' after the verb of the main clause. *That John was born on the eighth of August* is a complement clause and explains the main clause, *I remembered*. Example (2) uses the complementizer 'to' before the verb *eat*. As for *to eat a hot curry* provides additional information of *I want*. Example (3) the complementizer is marked by changing the verb in the subordinating clause to a gerund, with the addition of the '-ing' suffix. This example shows the use of 's in *Brazil*, but some users do not use it. In this case there was omission of the subject *Brazil* in the clause *beating Argentina*, because it was represented by *Brazil* object of the main clause, that is *I heard Brazil*.

According to examples (1), (2), and (3) the complement clause becomes additional information for the verb. This is also in accordance with the words of Miller (2002, p. 63) that the complement clause is the relationship between the clause and the verb. However, in other cases, the complement clause can also modify the nominal (Miller, 2002, p. 64).

At first glance, a complement clause looks like a relative clause. The relative clause only refers to the nominal of the main clause (Miller, 2002, p. 64). As in the following example, you can see the difference between relative clauses and complement clauses.

(4) "I saw the child who was hanging in a cradle." (Dixon, 2010, p. 407)

(5) "I saw the child('s) hanging in a cradle." (Dixon, 2010, p. 407)

Based on the two examples above, it can be seen that there is a difference in meaning. Example (4), *who was hanging in a cradle*, explains which child is being seen by *I*, while example (5), *the child('s) hanging in a cradle*, explains which child *I* is seeing at that time, that is a child hanging in a cradle (Dixon, 2010, p. 407). From these two differences, it can be concluded that the relative clause specifically refers to the nominal in the core clause, while the complement clause refers to the event or activity being observed by the doer, *I*.

Complement clauses have been discussed by several researchers before. To support this research, the authors took four studies that became the reference for this paper. First, research discussing complement clauses in English and Indonesian, was written by Karimah (2021) with the title "*Analisis Kontrastif Pemerlengkap (Complementizer) dalam Bahasa Inggris dan Bahasa Indonesia*." This paper aims to identify and contrast the structure of the complement clause in the two languages. This study uses research object in the form of grammar books with a descriptive approach and contrastive analysis theory. Based on the results of the analysis, several similarities and differences were found. The first similarity is that in English, complementizers use *that*, *to*, and *for*, whereas in Indonesian, they use *bahwa*, *untuk*, *supaya*, and *agar*. The difference found was that in English there is an activity type marker, by using *-ing*. Then, in Indonesian there is a question word as a marker of complement, but not in English. Also, there is a relationship between the use of tenses, aspects, and modals with the complementizers used in English.

The second research is the Gorontalo language as the object of study. This research was written by Djumingin (2010) with the title "*Klausula pemerlengkapan Bahasa Gorontalo: Suatu Analisis Transformasi Generatif*." The data used is in the form of main data and written data as supporting data. Written data comes from native speakers of the Gorontalo language and written data comes from a collection of folk tales. This study uses data analysis of the Generative Transformation grammar model. In this study it was found that in Gorontalo, based on the presence of complementizers there are two types, they are ordinary complement clauses and extraordinary complement clauses. Ordinary complement clauses are marked with optional complementizers, while extraordinary complement clauses are existed complementizers. Based on the communication function, Gorontalo language complement clauses consist of two types, they are interrogative and non-interrogative. In Gorontalo, complementizers consist of interrogative and non-interrogative. In terms of behavior, the complementizer functions as a liaison between the main clause and the complement clause and the complementizer is optional. For main verbs followed by complement clauses are cognitive, assertive, mandatory, emotional, alternative and interrogative verbs. The transformation in the ordinary complement clause does not apply, but applies to the extraordinary complement clause.

The third study uses the Sasak language, written by Paridi, et al (2019) with the title "*Klausula pemerlengkapan Bahasa Sasak: Ke Arah Penyusunan Bahasa Sasak Standar*." This study discusses the complement clause system in the Sasak language. It was found that the verbs that require complement clauses are transitive verbs with affixes (*N-D / Ø -D*), (*N-D-ang, Ø-D-an*), (*N-D-in, pe-D*), (*N-D-in, pe-D, Ø-D*), as well as (*be-D-an*) and the verb *aus*. Active verbs with affixes become passive verbs with affixes *te-D, te-D-ang, te-D-an, and te-D-in*. Intransitive verbs are marked with affixes (*N-D, Ø-D*) and (*be-D*). After intransitive verbs, there are complements that cannot be used as subjects or passive constructions. It was also found that the conjunctions used included *agen, adeq-n, ade-n, kanjeq, mun, lamun*, and others.

The fourth study, written by Rezaei, et al (2017), compared the complement clauses in English and Russian. The title of the study is "*A Contrastive Analysis of Complement Clauses in English and Persian*." This study examines the similarities and differences in the structure of the complement clauses found in both languages. The similarities found were that both languages have verb complements, nominal complements, and adverbial complements. The difference found was that both of them use different clause structures, that is, in English it is written with the SVO pattern, while in Persian it is written with SOV. Then, another difference is the main clause verbs in Persian are inflected and the use of infinitives in the complement clause will make the sentence not according to grammar, whereas this does not apply to English. Differences were also found in the use of pronouns. In Persian, if the subject complement clause is in the pre-verb position, it is obligatory to use pronouns. However, if the subject is in the post-verb position, it is not required.

This research is not different from previous studies, which also discusses complement clauses, but specifically discusses English complement clauses found in the dialogs of the *Abbot Elementary* film series. The series is an American mockumentary sitcom television series created by Quinta Brunso. Based on this explanation, this study raises two research questions: (1) What are the complementizers used in the *Abbot Elementary* film series? And (2) How does the complement clause function in the *Abbot Elementary* film series? Then, the purposes of this study are to describe the form of complementizers and describe the function of complement clauses in the *Abbot Elementary* film series.

This research is expected to be useful, especially literacy for Indonesian citizens regarding the use of English complement clauses, how they are translated, and how they are used in daily conversation. This will later reduce difficulties or errors in using English complement clauses.

## II. METHOD

This study used a two method, namely the data collection method and the data analysis method. This study used a qualitative research method with a descriptive approach. According to Prastowo (2016, p. 24) a qualitative research method is a method that is carried out with the intention of achieving the meaning of a phenomenon by studying an object. Meanwhile, according to Sugiyono (2012, p. 29) a descriptive approach is an approach by describing the research object, without generally accepted analysis and conclusions. Data collection was carried out by observing and noting techniques, which is listening techniques carried out by listening to spoken language and note-taking techniques, namely recording data that could be used as research material. Then, the research data will be classified according to needs.

This research data is taken from the *Abbot Elementary* film series, season 1, episodes 1-13, which uses English. This film series is a comedy genre. The steps taken by the researcher in collecting data were the author watching the *Abbot Elementary* film series using English subtitles to get more accurate data. In carrying out this activity, the author also noted the existing complement clauses. Next, the author conducted data analysis by classifying what complementizers were used and the function of the complement clauses in the sentences.

## III. RESULT AND DISCUSSION

### Complementizer

The presence of complement clauses in English is indicated by the presence of complements in the sentence. The complement used functions to connect the complement clause with the main clause. Miller (2002, p. 66) states that subordinating clauses are marked with special words, such as relative clauses are marked with *which*, *who*, and *that*, adverbial clauses are marked with *although*, *because*, *as*, *when*, and *if*, while complement clauses are marked with the presence of *that*. Dixon (2010, p. 371) states that complement clauses in English are marked by the presence of *that* and *-ing*. Dixon (2010, p. 378) also mentions that the complementizers of the complement clause are like *that*,

*for*, or *to*. In the *Abbot Elementary* film series there are three types of complements are found that used to form complement clauses, they are *that*, *to*, and *-ing*.

### A. That

The first complementizer is *that*, which is a determiner or determining word (Aarts, 2001 in Karimah, 2021). It is said by Dixon (2010) in Karimah (2021) that *that* also functions as a marker in arbitration clauses, noun pronouns, and complement. This is also said by Miller (2002, p. 68) that *that* can be used as a marker of relative clauses and complement clauses. However, in both clauses, the use of *that* does not have the same characteristics, which in the relative clause the use of *that* can be replaced with *which*, while in the complement clause it is not. Meanwhile Dixon (2010, p. 389-390) adds that the use of *that* is also used as a pronoun. The following are the use of *that* in the *Abbot Elementary* film series.

(6) "Well, chocolate drop, I learned that someone here doesn't respect me." (*Abbot Elementary*)

(7) "I am so excited that Barbara is so confused." (*Abbot Elementary*).

(8) "Gregory is the only person that can stay in my bunker, so stop asking." (*Abbot Elementary*)

The use of *that* on the three data with different positions. Datum (6) positions *that* after the verb *learned* of the main clause, *I learned*. With this complementizer shows that the clause used is the complement clause, *someone here doesn't respect me*, which adds information of the main clause, namely what the perpetrator or subject of the main clause learned that someone did not respect him. The type of verb used is transitive verb that is *learned*. The word *I* is a subject of main clause which in the complement clause as an object, that is *me*. Datum (7) position *that* after the adjective of the main clause, *I am so excited*. The presence of the complement clause is marked by the complementizer *that*, which *Barbara is so confused* explaining what causes the subject of the main clause to feel excited that Barbara is very confused. The type of verb used is copula verb that is *am*. Datum (7), the subject does not exist in the complement clause. Datum (8) position *that* after the nominal of the main clause, *George is the only person*. The use of *that* indicates the presence of a complement clause, *(someone) can stay in my bunker*, which adds to the explanation of the main clause, Gregory is a person who only lives in the bunker. The subject of the complement clause is omitted because it has been represented by the subject of the main clause. If in complement clause completed with subject, the sentence will be *Gregory is the only person he can stay in my bunker*. The type of verb used is copula verb that is *is*.

### B. To

The second complementizer is *to*, which is the complementizer used in the *Abbot Elementary* film series. Besides being used as a complementizer, the word *to* is also used before an infinitive verb. According to Horby (2010) in Karimah (2021) that *to* is used before the basic form of the infinitive verb. However, in the complement clause, *to* is a marker of complement and comes following the verb of the

main clause. Dixon (2010, p. 374) said that *to* is a marker of complement clause. The following are the examples of data that use *to* as the complementizers in the *Abbot Elementary* film series.

- (9) "I don't have enough juice to manipulate the inner workings of city hall." (*Abbot Elementary*)  
 (10) "We don't want to get sticky, do we?" (*Abbot Elementary*)  
 (11) "We've got bigger fish to fry now." (*Abbot Elementary*)

Data (9) and (11) are regular sentence forms. The use of the word *to* is present following the verb in the previous clause. In datum (9), *to* follows the verb *have* of the main clause, *I don't have enough juice*. The *enough juice* is the object of the main clause. The presence of *to* is a sign of the complement clause, *manipulate the inner working of city hall*, which explains the intent of the previous clause, which mean that the speaker does not have enough juice to manipulate the inner workings of the city. The subject of the complement clause is omitted because it has been represented by the subject of the main clause. If in complement clause completed with subject, the sentence will be *I don't have enough juice I manipulate the inner workings of city hall*. The type of verb used is transitive verb that is *have*. In datum (11), *to* follows the verb *got* in the main clause, *we've got bigger fish*. The word *bigger fish* is the object of the main clause. The presence of *to* is a sign of the complement clause which explains the intent of the main clause, that they get big fish to fry. The subject of the complement clause is omitted because it has been represented by the subject of the main clause. If in complement clause completed with subject, the sentence will be *We've got bigger fish we fry now*. The type of verb used is transitive verb that is *have*.

In contrast to these two examples, datum (10) is an interrogative sentence, which is indicated by a question mark at the end of the sentence. The use of *to* in this sentence is no different from other data. The presence of *to* follows the verb *want* in the main clause, *we don't want*. In this sentence there is no object between the two clauses. The subject of the complement clause is omitted because it has been represented by the subject of the main clause. If in complement clause completed with subject, the sentence will be *We don't want we get sticky, do we?* The type of verb used is intransitive verb that is *want*. Hence the use of *to* immediately after the verb. The presence of *to* indicates the use of the complement clause to add explanation of the main clause, which mean that asking whether they do not want to be attached to each other.

### C. *-ing*

The last one is *-ing* or if it is added to the base verb, it is called a gerund. However, in the structure of complement clauses in English, the use of *-ing* indicates a complementizer. The use of *-ing* in clauses is not a modal and tense marker (Dixon, 2010, p. 372). The *-ing* verb in the complement clause also always has the *-ing* suffix. The following data are found in the *Abbot Elementary* film series.

- (12) "Look, I tried roasting my students back, and it didn't work." (*Abbot Elementary*)  
 (13) "You wind up making their car payments." (*Abbot Elementary*)  
 (14) "Maybe you can make a video memorizing the periodic table or something." (*Abbot Elementary*)

The use of verbs with an additional *-ing* is not accompanied by the complementizers *that* or *to*. According to Dixon (2010) in Karimah (2021) changing verbs into gerunds is called nominalized complements, namely predicates that are nominalized and in phrases nouns act as heads. Datum (12), the complement clause is marked by the use of *-ing* in the verb *roast* (*roasting*) and comes after the main clause, *I read*. The complement clause, *roasting my students back*, adds an explanation of the main clause, that the doer, *I*, tries to roast his students again. The subject of the complement clause is omitted because it has been represented by the subject of the main clause. If in complement clause completed with subject, the sentence will be *I tried I roast my students back*. The type of verb used is transitive verb that is *try*. Datum (13), in the complement clause of *making their car payments* there is a complementizer *-ing* which is added to the verb *make* (*making*). The use of *-ing* comes after the verb *wind up* in the main clause, *you wind up*. The complement clause, *making their car payments* completes the information of the main clause, that is finally the subject makes car payments on them. The subject of the complement clause is omitted because it has been represented by the subject of the main clause. If in complement clause completed with subject, the sentence will be *You wind up you make their car payments*. The type of verb used is intransitive verb that is *wind up*. Datum (14), the complement clause *memorizing the periodic table or something* uses the complementizer *-ing* in the verb *memorize* (*memorizing*). This complement clause explains the main clause, *maybe you can make a video*, that is maybe what is meant that can make a video with the contents of memorizing the periodic table or something else. The subject of the complement clause is omitted because it has been represented by the object of the main clause. If in complement clause completed with subject, the sentence will be *Maybe you can make a video, a video memorises the periodic table or something*. The type of verb used is transitive verb that is *make*.

### Complement Clause Function

In English, the complement clause is included in the subordinate clause, which completes the main clause. According to Matthews (1981, p. 169), the complement clause is part of the subordinate clause. Usually, the location of the complement clause follows the verb. Also, in English, it is common to place the complement clause after the main clause. However, some are also found before the main clause. In other words, this position can affect the function of the complement clause. In the *Abbot Elementary* film series, complement clauses are found as objects and complements.

#### A. Object

Complement clause as object, that is when the clause serves as an object argument. This is indicated by the

complement clause as an object that can be passively turned into a subject. The use of the complement clause as an object follows the verb of the main clause. Here are the examples of complement clauses as the objects.

(15) "Everybody knows that little dork can read." (*Abbot Elementary*)

(16) "The entire world can read that I'm a bad teacher." (*Abbot Elementary*)

(17) "I have no doubt that you're gonna have a great time in her class." (*Abbot Elementary*)

The three examples above are complement clauses as objects, such as the datum example (15), *that little dork can read* is a complement clause as an object. When the clause becomes the subject, the sentence becomes *That little dork can read was known*. The complement clause follows the transitive verb, *know*. Likewise, datum (16), the complement clause is that *I'm a bad teacher* stands as an object. If you change the position as the subject, the sentence becomes *That I'm a bad teacher can be read by the entire world*. The complement clause follows the intransitive verb, *read*. Datum (17), the complement clause *that you're gonna have a great time in her class* when it becomes a subject, the sentence might be *That you're gonna have a great time in her class have been no doubt*. The complement clause follows the transitive verb, *have*.

#### B. Complement

The complement clause as a complement does not function as an object, but only as a sentence complement. The function of complement clause as a complement also known as extension to core (Dixon, 2010, p. 379). In the *Abbot Elementary* film series data are found the complement clause used as complement.

(18) "Ava, I'm gonna need to see that file." (*Abbot Elementary*)

(19) "I bet no one's ever really tried to talk to her, you know?" (*Abbot Elementary*)

(20) "She was supposed to skip second grade." (*Abbot Elementary*)

In the three examples above, the complement clause that are present as complement are indicated by the use of *to*. The complement clause comes after the main clause. In data (18), (19), and (20), the complement clause are present when the main clause uses transitive verb, they are *need*, *bet*, and *supposed*. Datum (18), the complement clause *to see that file* is a complement of the main clause *I'm gonna need*. The use of the transitive verb *need* indicates that the main clause requires additional information. Datum (19), the complement clause *to talk to her* is a complement of the main clause, *I bet no one's ever really tried*. The use of the transitive verb *tried* indicates that the main clause requires additional explanation or information. Datum (20), the complement clause *to skip second grade* as a complement of the main clause, *she was supposed to*. Using the transitive verb *supposed* indicates that it requires additional information of the main clause.

Then, also found that in the three examples above, the complement clause does not use subject. The subject of the clause has been represented by the subject of the main clause, as datum (18) the subject of the complement clause has been represented by the subject *I* of the main clause, datum (19) has been represented by the subject *I* of the main clause, and datum (20) by the subject *she* of the main clause.

#### IV. CONCLUSIONS

Based on the analysis it has been concluded that English complement clauses in the *Abbot Elementary* film series use different complementizers, with different structures. The complementizers that mark the complement clauses are *that*, *to*, and *-ing*. The complement clauses with these three markers functions to complete the information of the main clauses.

The complement clauses in the *Abbot Elementary* film series are used to function as objects and complements. Complement clauses as objects are marked by their position which can be changed as the subject in the sentence or passively become the subject function. Unlike the complement clauses as complements, it is marked by its presence as complements of the main clauses, not as objects. In the *Abbot Elementary* film series, complement clauses are found as complements marked by the use of *to*.

This research is definitely still having the lack. This research could be better if it also examined the use of any types of verbs that require complement clauses. The type of verbs are the verb of the main clause. It is hoped that this research can become a reference for further research and learning materials for English learners and translators, so may reduce difficulties and errors in the use of English complement clauses.

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