

AN ANALYSIS OF STUDENTS' ERRORS IN USING ADJECTIVE CLAUSES

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Abstract : An Analysis of Students' Errors in Using Adjective Clauses. The aim of this study is to know the students' errors in using adjective clauses at the third year students of SMP Mandiri. The method of this research was Error Analysis. The findings of this research, namely the mastery of students in using adjective clauses was low. The average score of students class is 50.94. Based on the findings, it can be concluded that student should increase their motivation, learning styles, interest, and the teacher should pay more attention on teaching adjective clauses.

Key word: Error Analysis, Adjective Clause

Abstrak: Analisis Kesalahan Siswa dalam menggunakan klausa adjektiva. Penelitian ini bertujuan mengetahui tingkat kesalahan siswa dalam menggunakan klausa adjektiva di kelas tiga SMP Mandiri. Metode yang digunakan dalam penelitian ini adalah *Error Analysis*. Hasil penelitian ini, yaitu kemampuan siswa di dalam menggunakan klausa adjektiva pada level yang rendah, nilai rata-rata siswa kelas tiga adalah 50.94. Berdasarkan hasil tersebut, dapat disimpulkan bahwa siswa sebaiknya mengubah gaya belajar, meningkatkan motivasi, dan minat belajar. Sebaiknya guru lebih memerhatikan dalam mengajar klausa adjektiva.

Kata Kunci : Analisis Kesalahan, Klausa Adjectiva

BACKGROUND OF THE STUDY

In learning grammar, a clause is the part that occurs frequently in the English book such textbook. "A clause may be defined in the same way as a sentence. It is full predication that contains a subject and a predicate with a finite verb. There are

two kinds of clauses; independent and dependent. The independent clause is a full predication that may stand alone as a sentence; the dependent clause has a special introductory word that makes the predication 'depend' on an independent clause." (Frank, M, 1992: 222). Therefore, based on functions, it is divided into three dependent clauses. One of them that should be taught by an English teacher of senior high school is about adjective clauses. Azar, B.S (1992: 238) said that "it is a dependent clause that modifies a noun. Likewise, it has two kinds, namely restrictive and nonrestrictive clauses." Nevertheless, when the students learn it, they face the problems which are caused by the lack of knowledge in grammar especially in adjective clauses. For mastering it, the students need the comprehension about the relative pronouns that describe a noun or pronoun.

Commonly, the relative pronouns are *who*, *whom*, *whose*, *that*, and *which*. In order to clear this difficulties in learning an adjective clause, here the writer would like to show some common mistakes that students often make when they use relative pronouns. As Swan, M. (1982: 522) gives the examples of typical mistakes in adjective clause as follows:

- There's the man **who** he teaches me the guitar.
- I don't like people **which** lose their temper easily.
- I think you should stay faithful to the person **whom** you are married **to**.

These sentences are definitely wrong. The first sentence is wrong because the clause is added 'he' as though it is an adjective clause as object yet its function as subject that does not use 'he' after the relative pronoun 'who'. The second sentence is definitely wrong because the student don't know the function of relative pronoun which when the antecedent of person is used in this sentence. 'Who' is used instead 'of which'. And the last it is definitely wrong because the students use informal language. The function of relative pronoun as object of preposition does not put the preposition in the end of the sentence but before relative pronoun.

The correct sentence:

- There's the man **who** teaches me the guitar.
- I don't like people **who** lose their temper easily.
- I think you should stay faithful to the person **to whom** you are married.

The students' difficulties at school can be various. One of them is the learning attitude in the class that is different so that there are some students who can receive the lesson easily and the other can not. Thus, their source difficulties occur while they are receiving the lesson. As Sabri, M.A (2007:88) said that the students' difficulty here should be defined as an hardship of students in receiving the lesson at school. Thus these learning difficulties occur while they are following the lesson.

Commonly, the factors that cause the difficulty in learning consist of two kinds. The first is the student internal factor; the conditions that are inside the students themselves. The second is the student external factor; the conditions that are outside the student themselves (Syah, M, 2007: 173).

In this case, the writer is interested in analyzing the student's errors in using adjective clauses with the paper entitled "An Analysis of Students' Errors in Using Adjective Clauses" (A Case Study in the third year students of SMP Mandiri). The reason why the writer chooses this title because there are many students who still get difficulty in learning adjective clauses. By knowing these difficulties that are analyzed by the writer, it can help English teachers about how to teach an adjective clause.

THEORETICAL FRAMEWORK

A. Error Analysis

1. The Definition of Error

When the students learn about target language, they make plenty of error. It is natural part of language acquisition process. How to know the students' errors are needed the error analysis. According to Crystal, D. (1992: 125) error analysis in language teaching and learning is the study of the unacceptable forms produced by someone in learning a language, especially foreign language.

Moreover, Sharma, K.S (1982: 21) stated that error analysis is defined as a process based on analysis of learners' error with one clear objective; evolving a suitable and effective teaching learning strategy and remedial measure necessary in certain clearly marked out areas of the foreign language.

From the explanation above, the writer concludes that the error analysis is the study of linguistic that gives a way to teachers about how to correct the students' errors in order to improve the effectiveness of their teaching learning.

2. The Sources of Error

Pit, C (1972:139) identified three sources of errors: Language Transfer, Overgeneration or analogy, and Methods or Materials used in the Teaching. Besides, Richards and Simpson exposed seven sources of errors:

- a. Language Transfer, to which one third of the deviant sentences from second language learners could be attributed
- b. Intralingual interference, where Richards exposes four types and causes for intralingual errors: 1). Overgeneration, 2). Ignorance of rule restrictions, 3). Sociolinguistic situation, 4). Modality, 5). Age, 6). Successions of approximative systems since the circumstances of language learning vary from a person to another, so does the acquisition of new lexical, phonologica, and syntactic items, 7). Universal hierarchy of difficulty

3. The Types of Error

Dulay and Burtand Krashen (1982:146) in lengthy consideration of Errors described three major types of taxonomy, 1. Error Types based on linguistic category, 2. Surface strategy Taxonomy, 3. Error Types based on comparative Taxonomy.

In this research, the writer classifies the students' error based on the surface strategy taxonomy. The surface strategy taxonomy highlight the ways surface structures are altered. Learner may omit necessary items (omission), or add unnecessary ones (additions), they may deform items (selection) or disorder them (disordering).

B. Adjective Clauses

1. The Definition Of Adjective Clauses

To know adjective clause is essential because in the English text book, magazines, newspaper, and the other frequently use the adjective clauses. There are many experts who state the definition of adjective clause. As Wren and Martin (1979:264) said that adjective clause is a group of words which contains a subject and a predicate of its own, and does the work of an adjective. On the other words, it is also called relative clause. As Altenberg, E and Vago, RM (2010: 121) said that a relative clause (adjective clause) is a kind of dependent clause; it provides additional information about a noun phrase in the main clause. In addition, Huddleston, R and Pullum, GK (2010: 183) said that a relative clause is a special kind of subordinate clause whose primary function is as modifier to a noun or nominal.

Adjective clauses, like adjectives, are used to describe a noun. Wishon, G.E and Julia M.B (165) stated that an adjective clause is a dependent clause used as an adjective; it modifies a noun or a pronoun. These clauses are introduced by two different kinds of words which always occur just after the noun that the clause modifies.

From the definitions explained by the expert above, the writer can take summary that adjective clauses are a group of words that function for explaining a noun or pronoun preceded either describing or giving information whose position is as a subject, object and possessive.

2. The Usage of Adjective Clauses

In this point, the writer gives the usage of adjective clauses that is based on the kind of its own. Dixon R.B (1957:48), has given the explanation about relative pronouns briefly as follows:

The relative pronouns in English are *who*, *whose*, *which*, *whom* and *that*.

1. *Who* is used to refer to persons.
2. *Whose* is the possessive form of *who*. It may, however, also refer to animals or things.

3. *Which* is used to refer to animals or things. It has the same for when used as subject or object of the verb.
4. *That* may refer to persons, animals, or things. *That* may also serve without any change of form as both subject or object of the verb (*that* may not be used as a relative pronoun in so-called non-restrictive clauses. that is, when the person or thing which is referred to is clearly indicated or defined).
5. *Whom* is refers to person or persons. The function of *whom* as object either object of preposition or object of verb. As Marcella Frank writes summary of classification of adjective clauses according to the antecedent that the introductory word refers to (Frank, M, 1971: 277)

Noun Antecedent Meaning	Introductory Word	Illustrative Sentences
A person	(1) <i>Relative Pronoun:</i> Who (whom or whose) Or That	<i>Subject-</i> He paid the money to the man who (or that) had done the work. <i>Object of verb-</i> He paid the man whom (or that) he had hired. <i>Object of Preposition-</i> He paid the man from whom he had borrowed the money. <i>Possessive adjective –</i> This is the girl whose picture you saw.
A thing	Which Or that	<i>Subject-</i> Here is a book which (or that) describes animals. <i>Object of verb-</i> The chair which (or that) he broke is being repaired. <i>Object of preposition-</i> She was wearing the coat for which she had paid \$2,000.
	(2) Relative adverb:	
A time	when	This is the year when the Olympic

		Games are held.
A place	Where	Here is the house where I live.
A reason	why	Give me one good reason why you did that.

Moreover, when the usage of relative pronouns can be used as alternatives and can be omitted, we can see the table below. The forms in square brackets [] are acceptable alternatives, but are not recommended for active teaching; teach contact clauses by omitting *that* whenever possible. A *that* in round brackets () can be omitted; in spoken English is usually.

Allen S.W (1995:211) writes summary of classification of relatives pronoun that can be omitted and can be alternatives.

1. Defining Relative Clause		
	People	Things
Subject	<i>Who</i> [<i>that</i>]	<i>That</i> [<i>which</i>]
Object	(<i>that</i>)	(<i>that</i>)
Preposition	(<i>that</i>)...preposition	(<i>that</i>)...preposition
Possessive	(<i>whose</i>)	<i>Of which</i> [<i>whose</i>]
2. Non-defining Clause		
	People	Things
Subject	---, <i>who</i> ---,	---, <i>which</i> ---,
Object	---, <i>whom</i> ---,	---, <i>which</i> ---,
Preposition	--, preposition + <i>whom</i> --, [--, <i>who</i> (<i>m</i>)—prep,]	--, preposition + <i>which</i> --, [--, <i>which</i> —prep,]
Possessive	---, <i>whose</i> ---,	[---, <i>whose</i> ---,]

3. The Factor of Difficulties

Ahmadi, A and Supriyono, W (1991: 75) said that the internal factors are divided into two aspects; physiological aspect and psychological aspect.

The factors of student's difficulties were divided into two factors. The first is internal factor and the second is external factor. The internal factor is divided into two kinds, namely psychological and physiological factor. However, the external factor includes social and nonsocial factor.

METHOD OF THE STUDY

The method that is used in this study is analysis descriptive method carried by data that are found through library research as the base of theoretic and field research. In field research, the writer collects and researches immediately to the location of research in order to find the data needed in this research. As well, they are analyzed by quantitative and presentation. The field research is conducted at SMP Mandiri. The writer observes some difficulties and errors found by the third year students in using adjective clauses and analyzes them. In data collecting that will be conducted by the writer, there are two methods used, namely written test and interview where it is a dialog done by interviewer to get some information from interviewee.

RESEARCH FINDINGS AND DISCUSSIONS

a. Based on the test type, namely the function of adjective clauses that was given, the third year of SMP Mandiri had the average score of errors 44.52% and the correct average score 55.48%. From the result, the students' mastery in using the function of adjective clauses was low. As seen in table below.

Table. 4.1

The Average of the Frequency of Error in Adjective Clauses Function

Relative Pronoun area	Number of item	Frequency of Error	Frequency of Error (%)	Frequency of Unerror	Frequency of Unerror (%)
	1	7	22.58%	24	77.42%
	22	4	12.90%	27	80.01%
	28	10	32.26%	21	67.74%
The Average Score In 'Who'	3 items	21	22.58%	72	77.42%
	11	24	77.42%	7	22.58%
	18	21	67.74%	10	32.26%

	20	20	64.52%	11	35.48%
The Average Score In 'whom'	3 items	65	69.89%	28	30.11%
	5	9	29.03%	22	70.97%
	26	25	80.65%	6	19.35%
	29	18	58.06%	13	41.94%
The Average Score In 'which'	3 items	52	55.91%	41	44.09%
	7	7	22.58%	24	77.42%
	15	6	19.35%	25	80.65%
	24	5	16.13%	26	83.87%
The Average Score In 'that'	3 items	18	19.35%	75	80.65%
	2	16	51.61%	15	48.39%
	9	26	87.87%	5	16.13%
	13	9	29.03	22	70.97%
The Average Score In 'whose'	3 items	51	54.84%	42	45.16
The Average score	15 items	207	44.52%	258	55.48%

b. Based on the form test type that was given, the third year of SMP Mandiri had the average score of errors 52.26% and correct average score 47.96%. From

the result, the students' mastery of form was very low it mean that it is more difficult than the fuction test type. As seen in table below.

Table. 4.2
The Frequency of Error in Adjective Clauses Form

Relative Pronoun area	Number of item	Frequency of Error	Frequency of Error (%)	Frequency of Unerror	Frequency of Unerror (%)
	3	8	25.81%	23	74.19%
	10	16	51.61%	15	48.39%
	16	4	12.90%	27	87.10%
The Average Score In 'Who'	3 items	28	30.11%	65	69.90%
	6	25	80.65%	6	19.35%
	14	26	83.87%	5	16.13%
	30	26	83.87%	5	16.13%
The Average Score In 'whom'	3 items	77	82.80%	16	17.20%
	4	10	32.26%	21	67.74%
	8	19	61.29%	12	38.71%
	25	7	22,58%	24	77.42%
The Average Score In 'which'	3 items	36	38.71%	57	61.30%
	12	17	54.84%	14	45.16%
	17	7	22.58%	24	77.42%

	21	7	22.58%	24	77.42%
The Average Score In 'that'	3 items	31	33.33%	62	66.67%
	19	31	100 %	0	0%
	23	18	58.06%	13	41.94%
	27	22	70.97%	9	29.03%
The Average Score In 'whose'	3 items	71	76.34%	22	23.66%
The Average score	15 items	243	52.26%	223	47.96%

c. Based on the test that was given, the third year students of SMP Mandiri had average score 50.94 it mean that the students' mastery in using adjective clauses was low. Besides, the average of correct answer was 5.13 and the average of wrong answer was 4.87.

d. Based on the interview that was conducted on October, 13rd, 2011, the third year students of SMP Mandiri faced such difficulties in learning Adjective Clause. The score in Internal factors which covera the Intelligence, Interest, motivation, talent, and students type learning was higher with 21 points than the external factor with 13 points.

The aim of this study is to know the students' errors in using Adjective clauses at the third year students of SMP Mandiri and to discuss them in this 'skripsi' and to know why they face such difficulties until they make errors.

What are the errors faced by the students in using adjective clauses? Based on the analysis above, the students got the error in using adjective clauses form with 52.26% it mean that they have to know the usage of adjective clauses form. From the specific calculation mentioned above, the highest frequency was on number 19 with 100%. There were two items which had the same frequencies. Those were on number 30 and 14 with 83.87%. The frequency of number 6 with 80.65%. The frequency of number 23 with 58.06%. As well, they got the difficulties in using adjective clause function with 44.52% it mean that the students' mastery in using adjective clauses was more lower than their ability in

using the form of adjective clauses. Based on the calculation above, the highest frequency was on number 9 with 87.87%. The frequency of number 26 with 80.65%. The frequency of number 11 with 77.42%. The frequency of number 18 with 67.74%. The frequency of number 20 with 64.52%. From two kinds of adjective clauses type test, the frequency of adjective clause form was more difficult than the adjective clause function.

From the table above, most of the students made error on *whom* with the average of error is 82.80%. This frequency was as the highest frequencies of all. On the other hand, the lowest one was on *who* with the average of error was 30.11%. Therefore, based on the table above the result of students score. The average of students' score was 50.94 where the average of wrong answer 4.87 and the average of correct answer 5.13 it mean that their learning in using adjective clauses was low.

The second question is about why do the students face such difficulties in using adjective clauses until they make errors. From the interview result based on the theory explained above, the writer got the answer that the cause of students' errors in using them was from internal factor with 8 of the interviewee facing the the difficulties caused by their interest, they do not pay attention to the explanation given, the difficulties caused by their motivation with 6 students and their special types of learner with 7 students. The second was from external factor that is divided into two kinds, namely social and non-social environment. The result of interview that was conducted in nonsocial environment with 6 students where they got the problems in learning because the facilities of school are not support them and the social factor with 7 students where their parents did not take attention and gave contribution while they are learning.

Based on the findings above, the writer take a conclusion that the third year students of SMP Mandiri made the error in using learning adjective clauses caused by the external and internal factor.

CONCLUSION AND SUGGESTION

A. Conclusion

The writer would like to conclude based on the result of the study as follows:

1. The mastery of third year students in grammar especially in using adjective clauses was low. The average of the form test type is 52.26% and the average of the function test type is 44.52%. In addition, most of the students made error on 'whom' with the average of error is 82.80%. On the other hand, the lowest one is on 'who' with the average of error is 30.11%. Too, the average score of students in class is 50.94.

2. The causes of students' difficulties in using adjective clauses came from internal and external factor.
 - a. They could not study well because some of them are not supported by the other english books.
 - b. They can not understand the difference between native language (L1) with target language (L2).
 - c. They do an overgeneralization to the English Grammar rule such as, In English the relative pronouns are various (who, whom, which, that, whose). For the students who are unaware to this rule, they will equalize the rule.
 - d. They did not pay more attention to the explanation given.
 - e. The facilities of school are not well supported.
 - f. They could not study well because some of them are not supported by their family while they are learning.
 - g. They could not get good score because their interest and motivation are low along with their types of learning is not supported.

B. Suggestion

The writer would like to present some suggestions to the English teachers and the students themselves in order to reduce the errors in learning adjective clauses as follows:

- a. The students should pay more attention to study grammar while the teacher is explaining.
- b. The students have to practice especially in learning grammar books when they have leisure time.
- c. The students have to pay more attention to study grammar.
- d. The students have to study the material in their house before it will be explained by the teacher in the class.
- e. The teacher is better for using the media in teaching learning process in order get the students' interest, motivation, and special types of learner.
- f. The facility of school that can improve the students' mastery in learning especially in English should be increased.

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