

**AN ANALYSIS OF ERROR AND DIFFICULTIES
ENCOUNTERED BY ENGLISH LEARNERS
IN USING RELATIVE PRONOUNS**

A THESIS

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STATE ISLAMIC RADEN INTAN
LAMPUNG
1444 H/2023 M**

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A Thesis

Submitted in Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

Adjective clause was an essential item to understand because it concerned to a clause or sentence that played an important role in English language. But, adjective clause still became one of popular problems in English that interesting to be examined because of the difficulties. The students were less interested in learning grammar especially adjective clauses because it had relative pronoun which had different function and usage. The purpose of this research on error analysis in the use of relative pronouns was to identify the type and frequency of errors in the use of relative pronouns, as well as to analyze the factors that influencing the occurrence of these errors.

The method of this research was qualitative research to describe the types of error in using relative pronouns. In the research were used a test, interview, and observation on relative pronouns as an instruments to obtain the data.

The result of the data analysis showed that many students made errors in completion items, there were 160 errors in the overall test for 39 students with a total of 25 questions related to the relative pronouns of the adjective clauses (who, whom, whose, which). There were 160 errors, the most errors were in the relative pronouns of the adjective clauses, namely "who" with 49 errors or 30.6%. Most of the students did not understand the relative pronouns of the adjective clauses due to the motivation factor, they were lazy to practice more. Students could not distinguish the function of each type of relative pronouns of the adjective clauses (who, whom, whose, which).

Keywords: *Adjective Clause, Error Analysis, Grammar, Relative Pronouns, Student*

DECLARATION

Name : Nesya Putri Santika
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by English Learners in Using Relative Pronouns

Hereby, I state that this thesis entitled: “An Analysis of Error and Difficulties Encountered by English Learners in Using Relative Pronouns” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledge in the text.

Bandar Lampung, Maret 2023



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ADMISSION LETTER

The following thesis entitled:

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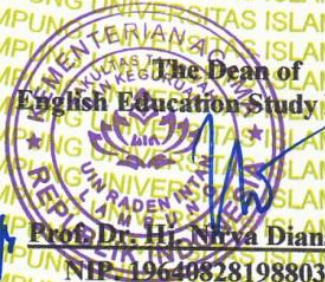
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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ ۗ

"Indeed, Allah will not change the condition of a people until they change the condition of themselves." – QS Ar Rad 11¹

¹ Departemen Agama RI, *Al-Qur'an dan Terjemahannya Edisi Penyempurnaan 2019*. Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an. 2019

DEDICATION

From the deep of my heart, this thesis is dedicated to everyone who cares and loved me. I would like to dedicate this thesis to:

1. Allah Subhanahuwata'ala who always be here and help His servant, and also Nabi Muhammad SAW who guide us from the darkness to the lightness.
2. My beloved parents, Mr. Santoso and Mrs. Sulika who always love me, support me and keep on praying for my life and my success. Thank you for all the support, may Allah bless your life.
3. My beloved sibling, Raditya who always supports me and motivates me to success.
4. My beloved lecturers in English Education Study Program who made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

The name of the researcher is Nesya Putri Santika. She called by Nesya. She was born on February 22, 2001, in Cilangkap. She is the first child of Mr. Santoso and Mrs. Sulika. She also has a sibling, he is Raditya.

She accomplished her formal education at Elementary School in SDN 3 Margodadi and finished in 2012. She continued her school at Junior High School in SMP N 2 Jatiagung which finished in 2015. After that, she continued her study in Senior High School in SMA N 1 Jatiagung, and completed her study in 2018. Then, in 2018, she continued her study in the State Islamic University of Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

Bandar Lampung, Maret 2023
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This thesis entitled “An Analysis of Error and Difficulties Encountered by English Learners in Using Relative Pronouns” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung.

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Finally, none or nothing is perfect and neither is this thesis and the researcher is fully aware that there are still many weakness in this thesis. For this, any correction and suggestion for this thesis is always open-heartedly welcome.

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CHAPTER I

INTRODUCTION

A. Title Affirmation

In order to comprehend the title of this thesis proposal and to avoid misunderstanding, the researcher explains some terms which are related to the title of the proposal. The title of this proposal is **An Analysis of Error and Difficulties Encountered by English Learner in Using Relative Pronouns**. The descriptions of the meaning of several terms contained in this proposal as follows:

Analysis is the reading of the text, which locates the signs that place in dynamic interactions and the message conveyed. Bogdan and Biklen stated that qualitative data analysis effort made with data works, organize the data, synthesize it, search and find patterns, find what is important and what to learn and decide what can be told to others.¹

Error is regular errors, occurring in language acquisition or learning. Its also often called as *grammatical error*. Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. Also called a usage error.²

Difficulties is that some of the conceptions, which allow the students to solve correctly a given set of problems, are found mistake when applied to more general situations.³ Brousseau stated that difficulties always bring error.

Relative Pronouns. According to Frank, relative pronouns refer to noun antecedents which immediately precede them. They

¹ Robert C Bogdan and Sari Knopp Biklen. *Qualitative Research for Education*. (Boston: Pearson Education Inc. 2012) p. 76

²Trudgill, Peter and Lars-Gunnar Andersson. quoted by Carl James in *Errors in Language Learning and Use*. Addison Wesley Longman, 2018.

³ C. Batanero, and P. Holmes, *Error and Difficulties in understanding elementary statistical concepts*, *International Journal of Education in Science and Technology* 25(4), 1989, 528

introduce adjective clauses in which they serve as subjects or objects.⁴

B. Background of the Problem

In Indonesia, English is one of compulsory subject in every education level, that is Junior High School or *Sekolah Menengah Pertama* (SMP), Senior High School or *Sekolah Menengah Atas* (SMA), and even in Universities. In addition, English language includes as local content subject in educational level of Elementary School or *Sekolah Dasar* (SD) in the country. The educational process at the educational level is based on the guidelines of the rules set by the government in the curriculum. | It states the objective of the teaching learning process that held in Draft of Badan Standarisasi Nasional Pendidikan (BNSP) April, 12nd 2006 which consist of Standar Kompetensi (SK) or Standard Competence and Kompetensi Dasar (KD) or Basic Competence for each language skill – Listening, Reading, Speaking, and Writing.

Nowadays, the importance of English cannot be ignored since English has become international language. In learning English, one of the skills that must be mastered is writing. Sulaeman stressed that writing is an essential factor of language.⁵ It means that writing plays important role in learning English. In fact, for most students writing is an extremely difficult because when the students make a sentence they should concern with structure of the sentences because structure can deliver message of the sentences. Getting the main message in every single sentence is very important for the students to understanding what is the true meaning of given text by the teacher. As consequences, students must automatically identify all kind of sentences they will probably face.

⁴ Marcella Frank, *Modern English excercises for no- native speaker: Part II, Sentences adnComplex Structures* , (New Jersey: Prentice Hall Inc., 2002), p. 19

⁵ Monirosadat Hosseini, Mohamad Ehsan Taghizadeh, Mohamad Jafre Zainol Abedin, Elham Naseri, In *The Importance of EFL learners' Writing Skill:Is there any Relation between Writing Skill and Content Score of English Essay Test*, *International Letters of Social and Humanistic Sciences*, ISSN:2300-2697, Vol. 6, pp 1-12. 3

According to Sarah Andersen of San Jose University Writing Center one of the complicated sentences is complex sentences.⁶ It means that students sometimes make mistake in write complex sentence. According to Duffield, students often difficult to writes English complex sentence because contains of clauses. Clause is a group of words containing a subject and predicate and functioning as a member of complex or compound sentences.⁷

In general, to construct complex sentence is need two kinds of clauses and those are well known as main clause and subordinate clause. Main clause is a clause that can stand alone as sentence, containing a subject and a predicate with a finite verb. Subordinate clause is a clause which cannot stand alone in sentence because it is an incomplete thought. Subordinate clause begin with subordinating conjunctions or relative pronouns, which both play role in making the clause subordinate.⁸ One of types of subordinate clause is called adjective clause. It is one of the most familiar types of subordinate clause, has attracted the attention of second language acquisition researchers and educators due to its complex structures and apparent difficulty to language learners.

Adjective clause is an essential item to understand because it concerns to a clause or sentence that plays an important role in English language. Azar stated “the student who can employ adjective clause in dependent clauses can greatly increase their communicative competence in the English language.”⁹ Therefore, by understanding it, the students can produce a complex sentence and understand about the sentence. Adjective clause are kind of complex syntactical structures in human language. In adapting English language, students will find new different language

⁶Sarah Andersen, *Sentence Types and Function*, (San Jose State University Writing Center, Spring 2016), 53.

⁷Raymon Murphy, *Grammar in Use*, (Cambridge : Cambridge University Press, 2001) 170

⁸ S. J. Abdolmanafi(Rokmi) and Z. Rahmani, *An Investigation of the Learnibility of Relative Clauses by EFL Learners*, (Iran : Golestan University, 2012), *World Journal of English Language*, Iran. Vol. 2, No. 3, 29

⁹ Martin Parrott, *Grammar for English Language Teachers*, (Cambridge : Cambridge Press University, 2000). 351

patterns from their mother language. Its condition also can be found in the process of learning adjective clause.

An adjective clause begins with a word called a relative pronoun which serves to bridge the relationship with the nouns or pronouns being explained. It may make students difficult to choose relative pronoun and they use the wrong relative pronoun. It will be a big problem if the students did not understand yet about relative pronoun because this mistake usually occur in national examination, daily examination, and also TOEFL test. This mistake also influences their reading comprehension. If the students did not understand about relative pronoun, they will difficult to understand the meaning of the text.

The English grammar is different from Indonesian grammar. In English there are many types relative pronouns and they also have different function and usage. First, for person it used relative pronouns who, whom, whose, or that; who has function as subject, whom has function as object, whose has function as possessive adjective, and that has function as subject or object. Next, for a thing used which or that; which/that has function as subject or object. In Indonesia, relative pronoun *yang* used in any position in sentence and doesn't change, and it also make the students are confused to use English grammar. For example:

Perempuan yang memakai baju warna kuning adalah adik saya.

And

Laki-laki yang saya temui kemarin adalah paman saya.

Possible responds:

*The woman **whom** wears yellow shirt is my little sister. (**correct:** the woman **who** wears red shirt is my little sister.)

And

*The man **who** I met yesterday is my uncle.

(**correct:** the man **whom** I met yesterday is my uncle.)

According to Penny Ur, "There is no doubt that knowledge – implicit or explicit – of grammatical rules is essential for the mastery of language: you cannot use words unless you know how

they should be put together.”¹⁰ It’s very clear that learning grammar is important for students. In English grammar, all the English words are divided into nine great classes. These classes are called Part of Speech; they are article, noun, adjective, pronoun, verb, adverb, preposition, conjunction, and interjection. Pronoun is the important one that occurs in a sentence. A pronoun is a word used in place of one or more than one noun. It may stand for a person, place, thing, or idea.¹¹ Then, Frank explained that there are five classes of pronouns: personal, relative, interrogative, demonstrative, and indefinite. Relative pronoun is a word that is preceding a relative clause. It is an introductory word that has noun.¹²

Relative pronouns are one of the materials that high school students must learn. The author wants to identify the most common mistakes made by High School students when using relative pronouns. Students usually face various difficulties at school. One of the reasons students struggle to learn is their learning attitude. When the teacher explained the material, some students paid attention and others did not. Also, some students have easy access to the material, while others do not.

Stevyara in her research found that the students made error in all the types of relative pronoun. First, relative pronoun whom with 45 errors or 33.6%. Then, relative pronoun whom with 32 errors or 23.9%. Next, relative pronoun which with 29 errors or 21.6%. The last, Relative pronoun whose with 28 errors or 20.9%. It happened because most of students did not understand about relative pronoun material and also the difficulties to pronounce and write relative pronoun itself. Besides, this research also found some causes of students’ errors in using relative pronoun. Those causes are interlanguage transfer and intralanguage transfer.¹³

¹⁰ Penny Ur, *Grammar Practice Activities*, (Cambridge: Cambridge University Press, 2008), p. 4

¹¹ John E. Warriner, *English Grammar and Composition: First Course*, (New York: HarcourtBrace Jovanovich Publisher, 2007), p. 40

¹² Marcella Frank, *Modern English exercises for no- native speaker: Part II, Sentences and Complex Structures*, (New Jersey: Prentice Hall Inc., 2011), p. 19

¹³ Stevyara Rismawathi Kusdianty, *The Analysis of Student’ error in using Relative Pronouns*, Indonesian EFL Journal, Vol. 2(1) January 2016, p.67.

But Terasne on her research found otherwise which is based on the data percentage of students' test results were 70% of students succeed. It shows that the second grade students of MTs. Darrul Muhibbin Praya were able in using relative pronouns. Most of the students succeed in answering the test because the students have previously taught in the previous semester and have been explained in more detail about relative pronouns (who, whom, whose, which and that).¹⁴

From the previous studies above, it proved that adjective clause still become one of popular problems in English language that interest to be examined because of their difficulties. This study focus on relative pronoun as one of conjunctions in adjective clause because relative pronoun is one of linguistic elements must be learn by students in tenth grade. It is shown in KD 3.1 in curriculum 2013.23 In fact, based on the pre-liminary research showed that the students go problems in using relative pronoun of adjective clause. In addition, based on the previous studies above, relative pronoun is more complicated than relative adverb.

This research conducted in SMK Bhina Sosial Jatiagung because According to the English teacher, the students are less interest in learning grammar especially adjective clause because it has relative pronoun which has different function and usage. It might cause them get problems in learning adjective clause. Lack of background knowledge about adjective clause and relative pronoun also can be the factor causing students difficulties in using relative pronoun of adjective clause. From the background above, the researcher would like to try to write about An analysis of error and difficulties encountered by English for spesific learners in using relative pronouns.

The purpose of this research on error analysis in the use of relative pronouns is to identify the types and frequency of errors in the use of relative pronouns, as well as to analyze the factors that influence the occurrence of these errors. This study aims to provide

¹⁴Terasne, *Students' Ability In Using Relative Pronouns; A Case Study At The Second Grade Students Of Mts. Darrul Muhibbin Praya*, Jurnal Ilmu Sosial dan Pendidikan (JISIP) Vol. 5, No. 4, November 2021, p.7

a clearer picture of the errors that often occur in the use of relative pronouns and what factors influence these errors, so that they can contribute to the development of more effective English teaching and learning methods. In addition, this study also aims to assist English speakers in correcting their mistakes in using relative pronouns so as to improve the quality of their writing and communication in English.

C. Focus and Sub-Focus of the Problem

Based on the background of the problem above, this research focuses on An Analysis on Students' Errors in Using Relative Pronouns at second grades of SMK Bhina Sosial Jatiagung. Meanwhile, sub-focus in this research is the error in using adjective clause.

D. Formulation of the Problem

Based on the background above, this study formulates the following questions:

1. How the students make errors in using relative pronouns (who, whom, which, whose and that) in adjective clause?
2. What are the commonly factor causing students difficulties in learning adjective clause at the second grades of SMK Bhina Sosial Jatiagung?

E. Objective of the Research

1. To know wheather the students make some errors in using relative pronouns (who, whom, which, whose and that) in adjective clause or not.
2. To find out the most commonly factor causing students difficulties in learning adjective clause at the second grades of SMK Bhina Sosial Jatiagung.

F. Significance of the Research

1. Practically

- a. For the teachers

The result of this study for English teachers to get

clearly information about the types and sources of students' errors in using relative pronouns (who, whom, which, whose and that), so they will give proper treatment to decrease students' errors in using relative pronouns (who, whom, which, whose and that).

b. For the students

The students will get proper treatment in decreasing their errors in using relative pronouns (who, whom, which, whose, and that), so they can express relative pronouns (who, whom, which, whose, and that) effectively and correctly in their communication whether spoken or written.

c. For other researcher

This study are propose to give the further information to the next researcher about analyzing of students' errors at Senior High School can get the basic information from this study. This study are expected to be useful for the students especially in Raden Intan State Islamic University who are interesting in linguistics study.

2. Theoritically

a. For the teachers

The findings on this study proposes to give the further information to the teacher about the use of relative pronouns and the type of relative pronouns that student often make. The teachers used this study as the reference to comprehend and evaluate the method she used in teaching.

b. For the students

This study aims to increase their perception especially in using relative pronouns in daily basis both speaking and writing.

c. For other researcher

This study also aims to be useful for the students especially in Raden Intan State Islamic University who are interested in linguistic study.

G. Relevant Research

The first study conducted by Hermariyanti Kusumadewi Indraprasta. This research conducted in qualitative method descriptively. The population for this research was the third semester students at English Education department academic year 2017/2018 at Indraprasta PGRI University. The technique of sample taking was random sampling. To collect the data, the researcher used three techniques: Observation, Test, and Library research. The study reveals that there were many students that do not understand how to use relative pronouns (who, whom, which, whose) correctly. The study reveals that there are many students that do not understand how to use relative pronouns (who, whom, which, whose) correctly. They still confused and find difficulties differencing the usage of relative pronouns (who, whom, which, whose) whether they are functioning as persons or things. They also cannot determine the function whether they are Subject, Object, Possessive, and Object of Preposition.¹⁵

The second study is a paper journal which proposed by Edhah Numan Khazaal. The purpose of this research is to identify the ESP learners' errors and difficulties in using relative pronouns (who, whom, which, whose and that), and to discover the reason for making errors. The researcher has applied the quantitative analytical method to conduct the study. The sample of the study was 50 students out of 90 students' population, at Al-Nahrain University College of Political Sciences for the academic year 2018-2019. A written test and student interview were used for data analysis. Based on the data analysis most of the ESP students had problems in using the wrong relative pronoun, especially with "whom" and "that". Moreover, teachers must apply modern strategies and techniques in teaching this activity.¹⁶

¹⁵Hermariyati Kusumadewi Indraprasta, Errors Analysis of Using Relative Pronouns In Adjective Clause, *Journal Of Education Literature and Linguistic*, Vol 2 No 2 (2019).

¹⁶Edhah Numan Khazaal, "Errors and Difficulties Encountered by English for Specific Purposes Learners in using Relative pronouns", *Turkish Journal of Computer and Mathematics Education* Vol.12 No. 11 (2021), 2470- 2479 Research Article.

The third study is a journal which proposed by Stevyara Rismawathi Kusdianty. This study is aimed at investigating error types of Relative Clause and focuses on error of selection items of relative pronoun. Limitation of the study was on the students' error in using relative pronoun (who, whom, which, and whose) in Report Text and the causes of the students' error. This study used descriptive qualitative method. There were two techniques of collecting the data; observation which aimed at giving relative pronoun test in Report Text and interview which aimed at gathering information about the causes of the students made error. 20 students from class XI IPA 1 and XI IPA 2 of SMAN 1 Garawangi were chosen by the researcher as the sample of this study. Finally, the results of the analysis showed that the students made errors in relative pronoun "who" with number 45 errors or 33.6%. The error in using relative pronoun "whom" were 32 errors or 23.9%. The error in using relative pronoun "which" were 29 errors or 21.6%. The error in using relative pronoun "whose" with number 28 errors or 20.9%. The errors caused by the influences of intralingual transfer or most of the students didn't understand about the material, and interlingual transfer or the influences from their mother tongue in pronouncing and writing relative pronoun.¹⁷

Therefore, the researcher conducts a study that is different from those three previous studies that mentioned above. The subject of those study above is taken from university student and the second grade of high school. For the first study only focuses on type of relative pronouns student often make mistake. The second study aimed to find difficulties in using relative pronouns using quantitative method. Last, the third study aimed at giving relative pronoun test in Report Text. However, this study mainly focuses to identify the types error student make, kind of relative pronouns that student often make and difficulties encountered by high school student. The subject of the study is the first grade of senior high

¹⁷ Satria Zulkarnein. *An Analysis on Students' Error and Difficulties in Using Adjective Clause (A Descriptive Study at Universitas Islam Negeri Ar-Raniry, Banda Aceh)*. (Banda Aceh : Ar-Raniry State Islamic University, 2016)

school because the researcher think that the foundation in ordering to mastering a subject is better start in the early.

H. Research Method

1. Reseach Design

The researcher uses qualitative descriptive to describe the data for this research because the researcher describes the types error in using relative pronouns. First, the researcher gave the written test to the students in the classroom. Second, the researcher collected the student' test, furthermore the researcher analyzed them by describing the percentage of students' errors in using realtive pronouns (who, whom, which, whose and that). The last, the researcher interpreted the data about what are the types of errors and the most errors that students made. Also in this study, the phenomena investigated is the student's difficulties in using relative pronouns in using relative pronoun of adjective clause and also factors that causes those difficulties, the researcher collected data naturally in learning adjective process without any treatment through analysis and interview.

The subject of the research SMK Bhina Sosial Jati agung. The object of the research is the second grade student. According to Bogdan and Taylor as quoted by Moleong stated that qualitative method as research procedure which produce descriptive data in the written form or verbal from people and behavior that can be observed.¹⁸

2. Research Subject

a. Instrument Research

In the research, the researcher uses a test, interview and observation on relative pronouns as an instrument to obtain the data. The test is conduct in SMK Bhina Sosial Jatiagung and consists of 25 questions of written test.

¹⁸Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung:Remaja Rosdakarya,2014), 4.

Table 1.1.
Questions of Written Test

Question	Type	Number
I have a great respect for everyone is able to keep their anger under control	Who	1
Andi reported the man Who was trying to break into his car to the police	Who	3
Pramuniaga mengejar wanita yang meninggalkan kartu kreditnya di toko	Who	11
Paul adalah orang yang menelpon ke kantor kejaksaan kemarin	Who	12
The girl who just joined the dance club is a great dancer	Who	20
The shoes who matched my dress was on sale	Who	21

Question	Type	Number
Rossa, We know, was a well-known singer from Indonesia	Whom	2
The winner, Taufik Hidayat, many people admire, born in West Java	Whom	6
Untuk siapa kamu berikan kado itu?	Whom	13
Dia membayar pria dari siapa dia meminjam uang	Whom	14
The salesman to whom you talked is not here right now	Whom	22
To whom do we give our tickets?	Whom	23

Question	Type	Number
The cookies, ... Dian made for Kiky, was delicious	Which/that	7
This is the kind of car I like to drive	Which/that	4
Dia duduk di Unit Gawat Darurat yang sangat ramai	Which/that	15
Aku tidak yakin ini adalah toko yang aku kunjungi tahun kemarin	Which/that	16

It is almost the time to start the game ... excite anyone	Which/that	10
The cougar is a member of the cat family ... grows to around 8 feet in length	Which/that	8
A bowl of soup which you cook is very delicious	Which/that	24

Question	Type	Number
Are you the one Glasses is missing?	Whose	5
Ari is the kind of friend ... opinion I valued	Whose	9
Rusa terkadang memangsa domba, sehingga mereka sering dibunuh oleh petani yang hewan ternaknya mereka serang	Whose	17
Seorang pencuri yang motornya berwarna merah adalah tetangga Santi	Whose	18
Secangkir kopi yang rasanya manis adalah kopi janji jiwa	Whose	19
A woman which umbrella is yellow is my lecturer	Whose	25

Tabel 1.2
Interview Script

1	What do you think about Relative pronouns?
2	Which relative pronouns that you find the most in learning English?
3	Do you find any difficulties related to learning relative pronouns?
4	Which relative pronouns you think is the most difficult?
5	What is the reason that make think learning relative pronouns is hard?
6	What is internal factors that causes that difficulties?
7	How about the external factor like teacher's teaching method or the family background?

The researcher do the interview with the students and English teacher. The researcher used open-ended question as interview guideline. Open ended question give the participants opportunity to respond it based on their on way. The process of student's interview is taking note while the teacher is using audiotape.

b. Data collecting technique

In this part, the researcher used three techniques in collecting the data, they are: observation, test, and interview.

1) Observation

The researcher observed the students' activity in teaching-learning process.

2) Test

The researcher gave the students worksheet to be done based on the researcher's instructions. After they finished and collected the worksheet, the researcher checked their worksheet.

3) Interview

To meet the reason of students' error in using relative pronouns, the researcher used interview to teacher and to students as the technique. The researcher uses one-on-one interview. One-on-one interview is data collection process in which the researcher asks questions and records answers from only one participant in the study at a time. To collecting data of interview, the researcher makes some procedures:

- Preparing the concept of questions that want to be asked
- The researcher transcripts the result of interview

c. Research Procedure

The analysis in this research was concerned with difficulties in using relative pronouns. There were some stages which have to be complete by the researcher in this research.

1) Preliminary research

Preliminary research is very useful for the researcher before the researcher do the research. The researcher have found out whether the researcher can continue the research or not. The researcher has conducted the preliminary research by some steps. The first step is the researcher asked permission to the headmaster and asked whether the researcher could conduct the research in the school or not. The second steps, is after getting permission from the headmaster, the researcher met an English teacher that chose by the school. The third step, the researcher did small observation to the students adjective clause work and the researcher also did small interview to the students about the difficulties in learning adjective clause to get the description about the students difficulties in learning adjective clause.

2) Conduct the research:

a) Collecting data

The researcher collect the students adjective clause work that have conduct by the teacher, then the researcher analyze them. The researcher also collect the data from observation and test to find out the cause of their difficulties.

b) Interviewing the subjects

The researcher ask the subjects about some particular information based on the result of the analysis. This is expect that the subjects can give clear explanation about the data. Thus, the researcher can clearly explain the result of the data.

c) Analyzing the data

After all students' work, and the result of interview have been collected, the researcher analyze the data based on the theory from Jame that is Surface Strategy Taxonomy

d) Combining the the result of interview with the data collection.

After observation, test and the interview result are combine. Here, the researcher also relate the theory in chapter II. The subjects' explanation through interview was to support the findings that will be explain in the discussion section.

e) Concluding the result of the research

After all the data, the result of the analysis and the theory are combine, the researcher make the conclusion of the research based on the whole sections of this study that have been discussed

d. Participant

The participant of this research is the Second Year of SMK Bhina Sosial Jatiagung Lampung Selatan which contains 39 students.

3. Data analysis

As discussed above, this research used descriptive qualitative method. Cited by Creswell, Dey stated that there is no exact technique to analyze qualitative data. However, the guidelines or steps are provided to analyze the qualitative data. As stated by Creswell, there are six steps to analyze the qualitative data : organize the data, transcribing the data, coding the data, coding to build the description, interrelating with the theory, interpreting the findings.¹⁹ The six steps has applied in this research as the following steps:

a. Organize the data.

In this step, the researcher has collected the data. It involves the documents (student' adjective clause work), the result of interview. Then, the researcher prepared and organized the collected data before going to the next step.

¹⁹ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th*, (Boston: Pearson Educaation, Inc., 2010, 238)

The data is arranged into different types depending on the source of information and the purpose of collecting the data.

b. Transcribing data

After all data has organized, the researcher has transcribed those data into words data. It is the process of converting audiotape recordings or fieldnotes into text data. The researcher was transcribe the audiotape recordings (interview with teacher) and fieldnote (interview with students) into sentences.

c. Coding the data.

The researcher started to analyze by labeling the data or information. This is also to identify which information needs to be used in this study or need to be reduced. The researcher reduced the data that has not relation with students error and difficulties in using relative pronouns. The researcher was used information related to the students problems, and three difficulties in learning adjective clause. The researcher give different mark of each indicators. Moreover, by doing this, it automatically selects specific information that focus on the study.

d. Coding to build descriptions/theme.

After all of the data are coded, the researcher divided the data into some theme, then, describe the theme. The researcher divided the data into two theme : first is describe and interpreted the data about the types of error students made in using relative pronouns, second students difficulties which identified the data based on the three difficulties faced by students in learning adjective clause, the third is the factor causing students difficulties. Those data that are categorized based on the research questions, while the descriptions are the information following it.

e. Interrelating the data with the theory

The researcher has analyzed the data and making connection with the theory in previous chapter. The researcher analyzed the students' works firstly by using Heidi Dulay in his book Language two about the three major

type of taxonomy error, and second Martin Parrott Theory in his book “Grammar for English Language Teacher” and to strengthen the theory the researcher also used Michael Swan in his book “Practical English Usage”. The researcher also analyzed the interview result by using theory of Hue He about factors of difficulties in learning English especially grammar.

f. Interpreting the Findings.

In this steps, the researcher explored and explained the data finding in the chapter 4 of this study; finding and discussion. The findings was relate to the theory mentioned in previous chapter. Finally, the last step of analyzing data is to conclude the whole research.

4. Source of the Data

The researcher got to type of data source which primary and sekondary. The primary data is obtained from the obervation, test and interview. Meanwhile the secondary data is obtained from the existed resources such as book, relevant research, library research etc.

5. Technique of Data Analysis

To analyze students’ answer in using relative pronouns (who, whom, which, whose and that) of adjective clauses, the researcher identified the error by using the formula as below²⁰:

$$\% = \frac{f}{\text{Number of student}} \times 100\%$$

Explanation:

% = Percentage

f = Frequency of each error (frequency of wrong answer)

n = Sum of the Errors

²⁰Allan G. Bluman, *Elementary Statistics: A Step by Step Approach*, 5th edition, (New York: The McGraw-Hill Companies, Inc., 2004), p.68

6. Trustworthiness of the data

After analyzing the data, the researcher needed to validate the findings of this study. There are three techniques to validate the findings based on Creswell; triangulation, member checking and auditing.²¹ Specifically, this study used triangulation to validate the findings. Further, Creswell explained that triangulation is the process of justifying evidence from different individuals, type of data, or methods of data collection.²² The action or effort to get more information from different sources is to support the theme and description of the findings.

On data triangulation, the researcher get the data not only form documentation but also interview. Moreover, the researcher used investigators triangulation as well ; the advisors and the lecturer that know about the issues (students difficulties in using adjective clause) also included to ensure the findings. The theory of difficulties in learning relative pronouns from Martin Parrott and the factor causing difficulties also used to do theory triangulation to help interpret and explain the data. By doing this triangulation techniques, this study will be more credible and accurate.

The researcher uses theoretical triangulation because the researcher feel the theoretical triangulation is the most suitable for this research. The researcher enables to strengthen the result of the data by comparing the data to the submit theories.

I. Systematics of the Discussion

Systematics of the discussion is important to helps reader to know about the content of the study. It can give step by step how the study is arranged and wrtten in logical order. As follows :

1. Chapter I : Introduction

In this chapter explains about the Title confirmation, background of the problem, focus and sub-focus of the research,

²¹ Noor Juliansyah, *Metodologi Penelitian Skripsi, Tesis, Disertasi, dan Karya Ilmiah*, (Jakarta: Kencana Prenada Media Group, 2012), 16.

²² *Ibid.*, 17.

problem formulation, objective of the research, significance of the research, relevant research, research method, identification of the problem, scope of the research.

2. Chapter II : Literature Review

This chapter consists of the previous studies which related to the research. Furthermore, the researcher also provide supporting theories in order to strengthen the theory of the research.

3. Chapter III : Description of Research Object

J. Scope of the Research

In this study, the scopes of the research are:

1. Subject of the Research

The subject of the research is the second grade student of SMK Bhina Sosial Jatiagung.

2. Object of the Research

The object of this research is to find the types of error and difficulties in using relative pronouns made by student.

CHAPTER II

THEORETICAL FRAMEWORK

A. English Clause

Clause is an important unit of a languages, it also defined as a sentence. Clause consists of subject and verb. As Azar said that “a clause is a group of words containing a subject and verb”.²³ The definition is also strengthened by Swan, he defined clause is a part of sentence which contains a subject and a predicate.²⁴ As I mentioned in the previous chapter that there are dependent and independent clause. According to Azar, an independent clause or also called as main clause is a complete sentence. It can stand by it self as a sentence. A dependent clause or subordinate clause is not a complete sentence. It must be connected to an independent.²⁵ Azar said that dependent cause has three kinds : noun, adverbial, and adjective clause.

1. Type of English Clause

a. Noun Clause

A Dependent Clause which has the function as a noun called noun clause. Azar also stated that a noun clause is a type of dependent clause that act as a noun. Noun clause is used as a subject or an object.²⁶ Noun clause has its subordinators. They are question words, if/whether, and that. For Example :

1) Noun clause use question word.

The Question word :

who, why, when, whom, where, how, what, which, whose used to introduced noun clause. For example :

a) I want to know why he left Hanna.

²³ Betty Azar, *Understanding and using English grammar (3rd edition)*, (New York: Pearson Education, 2002), 238.

²⁴ *Ibid.*, 239.

²⁵ Michael Swan, *Practical English usage*, (Oxford: Oxford University Press, 2005), 91.

²⁶ Betty Azar, *Understanding and using English grammar 3rd edition*, (New York: Pearson Education, 2002), 240.

b) I need to know how old she is.

2) Noun clause use if/whether.

It is used to change a yes or no question into a noun clause. It does not follow question word order, but its follows statement word order. For example :

a) Whether he saw me, it is not important

b) I want to know if Sheilla can accompany me.²⁷

3) Noun clause use “that”.

The word “that” used to introduce a statement. When “that” introduces a noun clause, has no meaning in it self. It just marks the beginning of the clauses. For Example :

a) I know that Rama is smart boy

b) The plant need that water in order to grow up.²⁸

b. Adverbial Clause

Another kind of dependent clause is adverbial clause. According to J. C. Nesfield “An adverb clause does not the work as an adverb to some verb, adjective, or adverb belonging to some other clause. Adverbial Clause usually express place, time, manner, comparison, reason, cause, purpose, result, condition, contrast, and concession.²⁹ For example :

1) *When* he won the money, he decided to buy a car.

2) I have not seen him *since* he left this morning.³⁰

Adverbial clause also has subordinator conjunction. A subordinate conjunction comes between an independent clause and a dependent clause to show their relationship. An adverbial clause coming first in a sentence is always set off by a comma. For example :

3) *After my dad passed away, my mother started her business.*³¹

²⁷ Ibid., 245.

²⁸ Ibid., 248.

²⁹ J.C.A. Nesfield, *Outlined of English Grammar: Revised Edition*, (New York: Macmilan and Company United, 2001), 169.

³⁰ Ibid., 170.

³¹ Martha Kolln and Loretta Gray, *Rhetorical Grammar Grammatical Choices Rhetorical Effects 6 edition*, (Boston: Pearson Education, 2010), 159.

Ordinarily, and adverbial clause which comes at the end of the sentence is not preceded by a comma. For Example :

4) *She dresses as if she were the daughter of a millionaire.*³²

c. Adjective Clause

An adjective clause or adjective clause gets its name from the way it functions in a sentence, which is as an adjective. Adjective means word that describes a noun. Azar said that “an adjective clause is a dependent clause that modifies a noun; it describes, identifies, or gives further information about noun”. For example: *The girl who played the violin* won the trophy.³³ In this study, from all types of clause, the researcher focuses on a dependent clause, specifically in adjective clause. The deeper explanation about the adjective clause will be explained on the following point.

B. Adjective Clause

1. The Definition of Adjective Clause

English is a foreign language which has different characteristic from our language. Learning new language means establishing new system of the language where learners have to learn many aspects of new language which are very different from their native language such as vocabulary, sound of the words (pronunciation), spelling, semantics, rules of grammar and so on. Although grammar does not belong to English skills, it is no doubt that knowledge of grammatical rules is essential to be learnt for mastering a language and it would be impossible to learn language effectively without knowing the grammar.

First, before the researcher giving the definition of relative pronoun, she would like to explain about adjective clause. To know adjective clause is essential because in the English Textbooks, magazines, newspapers, and the other

³² Ibid., 160.

³³ Betty Azar, *Understanding and using English grammar 3rd edition*, (New York: Pearson Education, 2002), 267.

frequently use the adjective clauses. According to Elbaum said An adjective clause is a group of words (with subject and verb) that describes a noun.³⁴ As Huddleston and Pullum said that a relative clause is a special kind of subordinate clause whose primary function is as modifier to a noun or nominal.³⁵ In addition, an adjective (or relative) clause is one type of dependent clause. It modifies a noun or pronoun or occasionally a whole sentence.³⁶ Altenberg and Vago 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.³⁷ An adjective clause is a dependent clause that modifies a noun. It describes, identifies, or gives further information about a noun. (An adjective clause is also called a relative clause).³⁸

According to Haryana that “Adjective clause that is also called relative clause, means a member of a compound or complex sentence containing as adjective that modifies a noun or pronoun. The clause begins with relative pronoun; who, which, whom, that, and relative adverbs: when, where, why and possessive: whose. An Adjective clause means clause that functions as adjective modifying a noun or pronoun.

According to Thomson and Martinet, There are three of relative clause: Defining, non-defining and connective”.³⁹ That means, defining relative clause is to give essential information about someone or something. Information that we need in order to understand what or who is being referred to. And different between non- defining relative clause we can use non-defining

³⁴ Sandra N. Elbaum, *Grammar in Context 2: Fourth Edition*, (Boston: Thomson Heinle, 2006), 354.

³⁵ Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (New York: Cambridge University Press, 2010), 183.

³⁶ Patricia k. Werner and John P. Nelson, *Mosaic 2 Grammar Forth Edition*, (New York: McGraw-Hill Companies, 2002), 115.

³⁷ Evelyn P. Altenberg and Robert M. Vago, *English Grammar*, (New York: Cambridge University Pres, 2010), 121.

³⁸ Betty Scramper Azar, *Understanding and Using Grammar Third Edition*, (London: Prentice- Hall, Inc, 2004), 217.

³⁹ A. J, Thomson and A. V, Martinet, *A Practical English Grammar*, (Hong Kong: Oxford University Press Printed, 2015), 81.

relative to give extra information about the person or thing. It is not necessary information. We don't need it to understand who or what is being referred to.

Adjective clause and adverbial clauses: it is considered important to clarify the features of adjective clauses, in order that the readers can differentiated adjective clause from other clauses. As a clause, an adjective clause has its own subject and verb. Robert states that "Relative clauses always have the Subject – Verb (or Subject Auxiliary) and order".⁴⁰

From the definitions above, the researcher concludes that adjective clause is a clause which modifies or describes noun or pronoun as antecedent.

2. The Types of Adjective Clauses

According to Yule, relative clause can be divided into two types restrictive clause and non restrictive clause relative clauses. Restrictive relative clause is term for relative clause which defines or restricts the reference of the noun.⁶ Furthermore, it can be understood; restricted relative clause serves to restrict the reference of the noun phrase modified. A non-restrictive relative clause give extra information about antecedent.⁷ Non-restrictive relative clause is indicated commas around it. The characteristic is used because the noun's reference is already clear and thus the clause does not restrict it.

Table 2.1
The characteristics of restrictive and non restrictive relative clause

Restrictive	Non-restrictive
Defining	Non-defining
Necessary information	Extra information
No separation makers	Separations maker (e.g. commas)

⁴⁰ Robert Krohn, *English Sentence Structure*, (USA: University of Michigan Press, 2006), 180.

Not usually after proper noun	After proper noun
Not as additional comments	Provide additional comments
Not with quantity expressions	With quantity expression
Initial that and zero relative	Not with that or zero relative
With general antecedents	Not with general antecedents
Shorter and more common	Longer and less common

3. The Difficulties in Learning Adjective Clauses

It is not easy to understand and use clauses especially in adjective clauses until someone faces the problem in learning it. Stanley J. Cook and Richard W. Suter gives two kinds of clauses problems. The first is the lack of knowledge about clauses until students write a fragment. As They said that when a person does not fully understand the essential facts about clauses, he or she can easily fall into the habit of writing sentence fragment. Sentence fragments occur whenever someone uses a dependent clause or part of an independent clause as if it were a complete sentence. For example, “Because I needed more money.” Here the researcher has used a single adverbial clause as if it constituted a complete sentence. Fragment like this can be remedied by attaching the dependent clause to an independent clause, so that a truly complete sentence results, such as “Because I needed more money, I took a second job.”

A second problem involving clauses concerns the matter of choosing between the relative pronouns *who* and *whom*. The distinction between them can be explained in several ways, but since most people are looking only for a simple test that will provide the correct pronoun each time, we suggest that you give them just that—a simple test—and try to avoid reference to “direct object functioned” and other more theoretical approaches, at least initially. The simplest test we know of is to determine whether a subject noun (or subject pronoun) follows the relative pronoun. If it does, then *whom* should be used; if not, the

correct pronoun is *who*. For example as follows:

- The attorney *whom I (subject pronoun) contracted* refused my case.
- The secretary *whom Mrs.Tucker (subject noun) hired* a superb typist.
- The doctor *who* treated me is from India.
- The person *who* tutored me charges very little.

In practice, many people find it sufficient just to see what kind of word follows the relative pronoun. If a noun or pronoun immediately follows the relative pronoun, they use *whom*, if a verb follows the relative pronoun, they use *who*. This version of the test is extremely simple and will almost provide the correct answer.⁴¹

In addition, Michael Swan 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 clearly wrong because the clause is added **he** as though it is adjective clause as object yet it's 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.

⁴¹ Stanley J Cook and Richard W. Suter, *The Scope of Grammar: A Study of Modern English*, (New York: McGraw-Hill Inc, 2008), 234-235.

The correct sentences:

- 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.⁴²

Based on the explanation above, there are some difficulties in learning clauses especially about adjective clauses. The first is the meaning and the usage of relative pronoun in formal language when it refers to antecedent. The second is the form of adjective clause correctly when its function as subject, object, or object of preposition. The last is the lack of knowledge in clauses until someone makes fragment.

In addition, to avoid the mistakes, it is needed the comprehension about the usage of adjective clauses clearly. The next point of this paper is the usages of adjective clauses especially in using relative pronoun which are broken down into two parts, namely restrictive/defining and nonrestrictive/non-defining clauses.

4. Concept of Sentence

Turner in Steffani states that a sentence is a structure that consist of one or more clauses capable of representing a complete thought in a manner which is grammatically acceptable.⁴³ Chafe in Adisutrisno states that a sentence is basically a structure of predication. An element that must be present in all sentences is the predicate.⁴⁴ It is supported by

⁴² Michael Swam, *Practical English Usage*, (Oxford: Oxford University Press, 2011), 525.

⁴³ Susan A Steffani, *Identifying Embedded and Conjoined Complex Sentences: Making it*

Simple, (California: State University Chiko: 2007), 45.

⁴⁴ Wagiman Adisutrisno, *Semantic: An Introduction to the Basic Concept*, (Yogyakarta: Andi Yogyakarta, 2008), 43.

Frank that sentences as a full predication which contains a subject plus a predicate with a finite verb.⁴⁵

Based on the explanations, it can be concluded that sentence is a structure of predication which consist of one or more clauses capable that contains subject and predicate with a finite verb which is grammatically acceptable. Devitt and Stereny in Adisutrisno state that human beings apply the principle of referent refers to the conceptual meaning of the works which are embodied in the sentence, while the principle of structure refers to organization or combination of the words to form a sentence by mean of structural rules. The sentences agreement may be symbolized by such formulas as S VO (Subject + Verb + Object), N1 V N2 (Noun + Verb + Noun), or NP + VP (Noun Phrase + Verb Phrase).⁴⁶

Frank also classifies the sentences by types are as follows:⁴⁷

1) Declarative Sentences (Statements)

In a declarative sentence the subject and predicate have normal word order. The sentence ends with a period in writing and a drop in pitch in speech. Example: *The child ate his dinner*

2) Interrogative Sentences (Questions)

In an Interrogative sentence the subject and auxiliary are often reversed. The sentence ends with a question mark (or, interrogative point) in writing. For example: *Did the child eat his dinner?*

3) Imperative sentences (Commands, Requests)

In an imperative sentence, only the predicate is expressed. The simple form of the verb used, regardless of person or tense. The imperative sentence ends with a period in writing and a drop in pitch in speech. For example: *Eat your dinner*

⁴⁵ Marcella Frank, *Modern English: a Practical Reference Guide*, (New York: Prentice-Hall Inc, 2002), 223.

⁴⁶ Ibid., *Wagiman Adisutrisno*, 43.

⁴⁷ Ibid., *Marcella Frank*, 220.

4) Exclamatory Sentences (Exclamations)

Such sentences begin with an exclamatory phrase consisting of *What or How* plus a part of the predicate. The exclamatory phrase is followed by the subject and the balance of the predicate. In writing, the exclamatory sentence ends with an exclamation mark (or, exclamation point). For example: *What a good dinner that was!*

5. Concept of Clause

Harris in Steffani defines a clause contains a subject and predicate (verb plus any complements or modifiers).⁴⁸ Azar also has the same definition with Harris. She defines that a clause as a structure that has a subject and a verb.⁴⁹ It is supported by Frank's definition that a clause is a full predication that contains a subject and a predicate with a finite verb.⁵⁰ It is supported by Murphy's definition that a clause is a part of sentence.⁵¹

Furthermore, a clause can be concluded as the part of sentences but in the same way as a sentence because it consists of subject and a verb. Pardiyono's clause definition is not quite different from experts above. Pardiyono states that a clause is a clause whose function is to provide information to the objects before, both the subject positions and object positions.⁵² From the definition from those experts above, the researcher conclude that clause is a structure consists of subject and predicate that has a full predication to provide information to the object before.

Frank states two kinds of clauses, the clauses are independent clause and dependent clause.⁵³

⁴⁸ Ibid., *Susan A Steffani*, 45.

⁴⁹ Betty S. Azar, *English Grammar*, (Longman: Pearson, 2009), 270.

⁵⁰ Ibid., *Marcella Frank*, 222.

⁵¹ Raymond Murphy, *English Grammar In Use*, (Cambridge: Cambridge University Press, 2005), 182.

⁵² Pardiyono, *TOEFL Practical Strategy for the Best Score*, (Yogyakarta: Andi Yogyakarta, 2009), 48.

⁵³ Ibid., *Marcella Frank*, 222.

a. Independent Clause

An independent clause is a full predication that may stand alone as a sentence. Full predications may be joined coordinately by punctuation alone, by coordinate conjunctions or by conjunctive adverbs. The independent clauses can be found in compound sentences.

b. Dependent clause

A dependent clause cannot stand alone although it has a subject and also a predicate. It has a special introductory word that makes the predication depend on an independent clause. Dependent clause can be found in complex sentence.

There are three types of dependent clause, which are named according to their function in the sentence. They are adverbial clause, adjective clause, and non clause. In this research is to analyze students' adjective clause it will be explained more in the next section. Thus, clause is not sentence but in a same way it was a sentence if the clause position as an independent clause, it is also fundamental in a sentence which consist of complex thing, because the function of clause is to provide information to the objects before, both the subject positions and object positions.

C. Relative Pronouns

1. Definition of Relative Pronouns

Relative pronouns mark adjective clause, it has the same referent in the main clause of a sentence that the relative clause modifies. An example is the word *that* in the sentence "This is the house that Jack built," Here the relative pronoun *that* marks the relative clause "that Jack built," which modifies the noun *house* in the main sentence. *That* refers to a house in the main clause and links to imagined sentences "This is a house" and "Jack built the house", where house is the same in both

sentences.⁵⁴ Not all instances of the word *that* are relative pronouns.

Relative pronoun is a pronoun functioning to connect or describing two sentences into one sentence. When *who*, *whom*, *etc* are used to introduce adjective or relative clauses, they are called relative pronoun". Relative pronoun is used not only as a pronoun but also as a word that connects two sentences or clauses.⁵⁵ Based on the quotations above, it can be concluded the relative pronoun is a pronoun that introduces a relative clause. Relative clause or adjective clause is introduced by relative pronoun. In this study, it was just concerned on the relative pronoun one to be discussed.

2. The Types of Relative Pronouns

Wh-Relative pronoun consists of "who", "whom", "which" and "whose." The use of those relative pronouns depends on what we are referring to. Leech and Svartvick states that "Wh-relative pronoun are 'who', 'whom', 'whose' 'which' and 'that'. They reflect the personal/non-personal gender of the antecedent." Here are examples of using relative pronoun:⁵⁶

a. Who & Whom for personal

Relative pronoun *who* and *whom* is use to explain person antecedent of relative clause. Huddleston and Pullum give an example about *who* relative pronoun:⁵⁷

The secretary wrote to [all the members who were absent from the meeting].

They explains that "The underline relative clause modifies members and combines with it to form the head nominal of the bracketed NP: *members who were absent from the meeting.*" Regarding relative pronoun *whom*,

⁵⁴ Hotben D. Lingga and Lim Ali Utomo, *Intisari Tata Bahasa Inggris Kontemporer*, (Bekasi: Kesaint Blanc Ikapi, 2007), 121.

⁵⁵ Michael Swan, *Practical English Usage*, (Oxford: Oxford University Press, 2002), 475.

⁵⁶ G. Leech & J. Svartvik, *A communicative grammar of English*, (London: Pearson Education, 2002), 386.

⁵⁷ Rodney Huddleston and Geoffrey K Pullum, *A Student's Introduction to English Grammar*, (NewYork: Cambridge University Press, 2005), 13.

Broukal states that whom is very formal English. We use “whom” only in formal situation, such as when writing for a school and speaking in a speech. Here the example of using whom by Broukal:⁵⁸

The pilot whom I know is young.

Main clause : *the pilot is young*

Adjective Clause : *whom I know*

He describes that an adjective clause derives after the noun it explained.

b. Which for non personal

Relative pronoun which is used for things (non-personal) antecedent. Example:⁵⁹

The film which I need is unobtainable.

The relative clause modifies film, and *film which I need* forms the head nominal.

c. Whose for personal and non personal

According to Azar , “whose is used to show the possession. It carries the same meaning as other possessive pronouns used as adjectives: his, her, its and theirs.” Here is the example of using relative pronoun *whose*:⁶⁰

I know the man. His bicycle was stolen.

I know the man whose bicycle was stolen.

Whose is linked to a noun: *his bicycle* becomes *whose bicycle*.

3. Relative Pronoun and Examples

Relative pronoun refers to noun or pronoun that preceded it and it is used to introduce a clause.⁶¹ Relative pronoun in

⁵⁸ M. Broukal, *Grammar form and function*, (New York: The McGraw-Hill Companies Inc, 2004), 347.

⁵⁹ Rodney Huddleston and Geoffrey K Pullum, *A Student's Introduction to English Grammar*, (New York: Cambridge University Press, 2005), 16.

⁶⁰ Betty Scramper Azar, *Understanding and Using Grammar Third Edition*, (London: Prentice- Hall, Inc, 2004), 274.

⁶¹ Hotben D. Lingga, *Advanced English Grammar for TOEFL Preparation*, (Jakarta: Puspaswara, 2007), 254.

adjective clause consists office, they are:⁶²

a. Who

1) *The girls who serve in the shop are the owner's daughters.*

2) *I spoke the woman who lives next door.*

b. Whom

1) *I know the boy whom you invited yesterday.*

2) *The man whom I saw told me to come back today*

c. Whose

1) *The film is about a spy whose wife betrays him*

2) *The student whose composition I read writes well.*

d. Which

1) *I have read the book which you just mentioned.*

2) *The movie which we saw last night was not very good.*

4. The Usage of Relative Pronoun

Relative pronoun introduces adjective clauses, which are a type of dependent. Adjective clauses modify a word, phrase, or idea in the main clause. Generally there are three usage of relative pronoun: the relative pronoun can function as a subject, an object, or a possessive pronoun (“whose”).⁶³

a. Relative pronoun used as subject

Who, Which, and that are the subject in adjective clause.

1) Who = used for people.

for example :

I thank to the woman

***She** helped me.*

*(I thanked the woman **who** helped me.)*

2) Which = used for things.

for example :

The book is mine

⁶² A. J. Thomson, *A Practical English Grammar fourth edition*, (Oxford: Oxford University Press, 2006), 57-59.

⁶³ Betty Azar, *Understanding and Using English Grammar*, (New York: Pearson Education, 2002), 287.

It is on the table

*(The book **which** is on the table is mine.)*⁶⁴

b. Relative pronoun used as object

Who, Which, Whom, and that are the object in adjective clause.

1) Who (m) = used for people

for example :

*The man **wa** Mr. Jones*

*I saw **him***

*(The man **Who/whom** I saw was Mr. Jones)*

2) Which = used for things

for example :

The movie was not very good

*We saw **it** last night*

*(The movie **which** we saw last night was not very good).*⁶⁵

c. Relative pronoun used as possessive

Whose is used to shows possession. It carries the same meaning as other possessive pronouns used as adjectives: his, her, its, and theirs. Like his, her, its, and theirs, whose is connected to a noun.

For example :

I know the man

His bicycle was stolen

*(I know the man **whose bicycle was stolen**.)*⁶⁶

“Whose” usually modifies people, but it may also be used to modify things.

5. Difficulties In Learning Relative Pronouns

A difficulty is that some of the conceptions, which allow the students to solve correctly a given set of problems, are

⁶⁴ Ibid., 288.

⁶⁵ Ibid., 290.

⁶⁶ Ibid., 292.

found mistake when applied to more general situations.⁶⁷ Brousseau stated that difficulties always bring error. The study of difficulty and error has correlation because both of them gives some contributions on attempts to deal with students' mistake. Based on the statement above, it can be concluded that difficulties and error has relation each other, both of them has same goals to deal with students problem or mistake.⁶⁸

As researcher mentioned above that adjective clause is one of the subject of grammar that must be mastered by students because the importance of it. Martin Parrott in his book *Grammar for English Language Teachers* said that "Learner generally have more difficulty in learning adjective clause."⁶⁹ He also made some list of typical difficulties for learners when they learn adjective clause, they are : comprehension, using unnecessary pronoun, using the wrong relative pronoun.

a. Comprehension

The first difficulties in learning adjective clause is comprehension. Comprehension is about understanding and responding to these message in a range of ways.⁷⁰ Laurinne argue that comprehension is the way to determine how well you will be able to absorb language elements and use them in a meaningful way.⁷¹ It means that comprehension can be important thing to measure students ability in understanding adjective clause.

Learners whose first language are very different from English may have particular difficulty in recognising and understanding adjective clause in a text. As Martin stated that comprehension in adjective clause is a problem in recognizing and understanding adjective clause because

⁶⁷ C. Batanero and P. Holmes, "Error and Difficulties in understanding elementary statistical concepts", *International Journal of Education in Science and Technology* Vol.25 No.4, (2013): 328.

⁶⁸ Ibid., 330.

⁶⁹ Martin Parrott, *Grammar for English Language Teachers*, (Cambridge: Cambridge University Press, 2000), 350.

⁷⁰ Laurianne Sumerset, *The Importance of Comprehension in Language Learning*, (Boston: Pearson Education, 2011), 10.

⁷¹ Ibid., 11.

sometimes relative pronouns are left out. Learners may not only fail to recognize adjective clause, but may be baffled by the structure of the sentence if they try to analyse it. For example :

The parcell somebody left still has not been claimed.

From the sentences above, the possible difficult will got by learners is to identify adjective clause. There are two clauses in these sentence

(1) *The parcell still has not been claimed*

(2) *somebody left the parcell.*

The students may do not know that “*somebody left the parcell*” is adjective clause because there is no relative pronoun. Even they do not know that there is two clauses in these sentences.⁷²

Fodor and Garrett also stated that we can measure students comprehension of adjective clause when the relative pronouns were present, and when they were deleted. For example :⁷³

The car [which] the man that the dogbit drove crashed

The car [] the man that the dogbit drove crashed

While both sentences have the same information, the pronouns were hypothesized to make this information available more readily and earlier and, hence, to make comprehension easier and quicker. It shows that difficult for learner to comprehend adjective clause without relative pronoun. In addition, David and Helen also stated that students who has good comprehension in adjective clause, it can help them to identify the subject or object in adjective clause if relative pronoun are not present.⁷⁴

⁷² Martin Parrott, *Grammar for English Language Teachers*, (Cambridge: Cambridge University Press, 2000), 356-357.

⁷³ J. A. Fodor and M. Garrett, *Some Syntatic determines of sentential complexity Perception & Psychophysics*, (Edinburgh: University of Edinburgh Press, 2016), 290.

⁷⁴ T. David Hakes and S. Heles, “Cairsn Sentences Comprehension and Relative Pronoun”, *Journal of Perception & Psychophysics Vol. 8 No.1*, (2007): 6.

From the explanation above, comprehension of adjective clause is important to know because we can know whether students understand or not in learning adjective clause. The meaning of difficulties in comprehension means the problem faced by students in recognizing adjective clause in a text.

b. Using unnecessary pronouns

The second difficulties faced by students when they write adjective clause is using unnecessary pronoun. Unnecessary pronoun means there are two pronouns in adjective clause. The students' common mistake in learning adjective clause is repeat the subject (personal pronoun or noun) after adjective clause.⁷⁵

Michael stated when we use adjective clauses we have to leave out subject and object pronouns that refer back to what we are describing or qualifying. This is because the relative pronoun it self refers back to this.⁷⁶ It means students must use only one pronoun in adjective clause. But, it is still be the problem for students to use one pronoun in adjective clause. Martin said that the students usually make mistake when combine two sentences. Learners sometimes use the pronouns as they would if the two clauses were separate sentences. For example:⁷⁷

*I work for a company which it controls the local sugar trade.
Amaral is the name of the man who she married him.*

In addition, Michael Swan in his book practical English Usage said that students often make mistake by having double use of pronoun in write adjective clause. For example:⁷⁸

⁷⁵ Prof. Ivana Bratic, *Common Mistake in the Use of Relative Clause in English Language*, (Jakarta: Bumi Aksara, 2014), 120.

⁷⁶ Michael Swan, *Practical English Usage*, (Oxford: Oxford University Press, 2002), 488.

⁷⁷ Martin Parrott, *Grammar for English Language Teachers*, (Cambridge: Cambridge University Press, 2000), 359.

⁷⁸ Michael Swan, *Practical English Usage*, (Oxford: Oxford University Press, 2002), 490.

- *He is got a new girl-friend.*

- *She works in a garage.*

(*He is got a new girl-friend who she works in a garage.*)

The sentences is wrong because Michael states that relative pronouns act as subjects or objects inside relative clauses, and at the same time they connect relative clauses to nouns or pronouns in other clauses, rather like conjunctions. As subjects or objects they replace words like *she* or *him*: one subject or object in a relative clause is enough. The correct sentences is:

- *He is got a new girl-friend.*

- *She works in a garage.*

(*He is got a new girl-friend who works in a garage.*)

It is important for us to know students ability in using pronouns in adjective clause because it may influence their writing score if the students still make mistake of it. So, students difficulties in using unnecessary pronouns means problem faced by students when they are put relative pronoun and pronouns in adjective clause.

c. Using the wrong relative pronoun.

The last common difficulties faced by students in learning adjective clause is using the wrong relative pronoun. An adjectives clause uses relative pronouns to connect the dependent clause to independent clause. One of five commons mistake made by students is choosing the wrong relative pronoun. According to Martin Parrott, the most common mistakes in this category are using *who* and *which*. It happend because both of them has the same function is to used as the subject of verb in adjective clause. For example:

I want a car [who] is more reliable than my old one

I want a car [which] is more reliable than my old one.⁷⁹

⁷⁹ Martin Parrott, *Grammar for English Language Teachers*, (Cambridge: Cambridge University Press, 2000), 362.

Both of *which* and *who* has the same function, that is to be used as subject of verb in adjective clause. The difference between them is the usage, *which* used to thing, while, *who* used to people. So, the correct sentence is the second sentence because the use of *which* to replace thing. It is proved that the students find it difficult to use *which* or *who* as the subject of verb in adjective clause. It caused the students use the wrong relative pronoun in adjective clause. The other difficulty in using wrong relative pronoun comes from Martin Parrott. He states that the most difficult in this category are *who*, and *whom*. For example :

The man [whom] I saw told me to come back today

The man [who] I saw told me to come back today.

Both of relative pronoun above can replace the object of verb. It is difficult for students to use the correct relative pronoun. Based on Michael Swan, the difference between both of them is *Who* can be used as an object in identifying clauses in an informal style. *Whom* is more formal.⁸⁰ In addition, Thomson also stated that students usually get wrong in using *whose* as relative pronoun. For example :

This is George, [which] class you will be taking .

The car began to slide backward [which] handbrake wasn't reliable.⁸¹

Both of them are wrong because *whose* is generally used to indicate possession. Both of the sentences contain possession [*her*] for the first sentence and [*its*] for the second sentence. The correct answer should be:⁸²

This is George, [whose] class you will be taking.

The car began to slide backward [whose] handbrake wasn't reliable.

From the explanation above, the last common difficulty faced by students in learning adjective clause is choosing the relative pronoun used in adjective clause correctly.

⁸⁰ Ibid., 363.

⁸¹ A. J. Thomson and A.V. Martinet, *A Practical English Grammar: fourth edition*, (Oxford: Oxford University Press, 2006), 60.

⁸² Ibid., 62.

6. The Factors of Causing Difficulties Relative Pronouns

Many different factors contributes as the factor of learning difficulties. In this study the researcher used theories of factor causing students difficulties in learning grammar because adjective clause is part of English grammar. The researcher used theories of Hue-He. He stated in his journal that there was 5 factors causing students“ difficulties in grammar : Motivation, learning strategies, teaching method, educational background and family environment.⁸³

a. Motivation

Motivation plays an important role in learning English as second/foreign language. Motivation is an important factor that may contribute to success at school and to lifelong learning. Hall suggests that motivation is a key factor in order to accomplish a particular activity. He states, “It is difficult to imagine anyone learning a language without some degree of motivation”.⁸⁴ Gardner argues motivation as one of the main factor that influence the speed and amount of success of foreign language learning. He also said that motivation has direct effect on second language achievement.⁸⁵

Dornyei mentioned another variable for affecting language learning is motivation. Motivation is an interest in learning the second language. In conclusions, he suggested that the retention of motivation to language achievement have a significant impact on second successful language learning.⁸⁶ Hue-He reported in his research, found that motivation has correlates with students achievement in

⁸³ Hue He. “On FL Learners Individual Differences in Grammar Learning and Their Grammatical Competence Training” *Theory and Practice in Language Studies Academy Publisher Vol. 3, No. 8*, (2013): 1372.

⁸⁴ G. Hall, *Exploring English Language Teaching Language in Action*, (London: Routledge, 2011), 137.

⁸⁵ R. Gardner and W. Lambert, “Motivational variables in Second Language Acquisition”, *Canadian Journal of Psychology Vol.2 No.1*, (2015): 15.

⁸⁶ Z Dornyei, *Teaching and researching motivation*, (England: Longman, 2001), 23.

learning grammar. He stated in his journal that, we can find that integrative motivation usually correlates with higher achievement in foreign language learning, while to the learning of grammar, it always work.⁸⁷ From the theories above, the researcher concluded that motivation has contribution as factor causing students difficulties in learning adjective clause.

b. Learning strategies

Learning strategies are the basic tools for active, self-directed involvement needed for developing second language communicative ability. Tracked and Mendelsohn also showed that more effective language learners in each of the four language.⁸⁸ Rubin suggested that the good language learner is a willing and accurate guesser; has a strong persevering drive to communicate and willing to make mistakes in order to learn or communicate; focuses on form by looking for patterns; takes advantages of all practice opportunities; monitors his or her own speech and that of others; and pay attention to meaning.⁸⁹

Oxford indicated that language learning strategies can be classified, explained, and exemplified in six coherent groups. The first three groups are known as “direct” strategies, because they directly involve the subjectmatter, in this case the target language to be learned; the last three groups are called “indirect” strategies, because they don’t directly involve the subject matter it self, but are essential to language learning nonetheless. Chamotand Kupper mentioned that successful learners tend to select strategies that work together well in a highly orche strated way, tailored to the requirement of the language task. These

⁸⁷ Hue He. “On FL Learners Individual Differences in Grammar Learning and Their Grammatical Competence Training” *Theory and Practice in Language Studies Academy Publisher Vol. 3, No. 8*, (2013): 1373.

⁸⁸ M. Tyacke & D Mendelsohn, “Student needs: Cognitive as well as communicative”, *TESL Canada Journal*, (2006): 171-173.

⁸⁹ J Rubin, “What the “Good Language Learner Can Teach Us”, *TESOL Quarterly Vol.9 No.1*, (2008): 41.

learners can easily explain the strategies they use and why they employ them.⁹⁰

c. Teaching Method

Teacher is one of school environmental factors who has important role to increase students learning achievement. Teacher is a subject in education who has duty to transfer the knowledge to the students. Teachers also bring individual characteristics to the second language classroom that may have an influences on the students' performance and in their final results. A teacher is an important person in teaching learning process, especially for teaching grammar, because the teacher also determines whether their students to be good in English or not. Adunola stated that teacher also will become source of learning difficulties if he/she does not choose the right method to teach the material especially in grammar, because almost all students does not like in learning grammar.⁹¹

She indicated that in order to bring desirable changes in students, teaching method used by teacher should be best for subject matter.⁹² Furthermore, Elvis sustained that teacher methods work effectively mainly if they suit learner's needs since every learner interprets and responds to the questions in a unique way.⁹³ Based on the Ramelan's stated, one of possibilities factor that might cause students difficulties in learning grammar is the method that teacher used in the process of learning.⁹⁴ In addition, Arham stated

⁹⁰ J.M. O'Malley & A.U. Chamot, *Learning strategies in second language acquisitions*, (Cambridge: Cambridge University Press, 2010), 186.

⁹¹ O. Adunola, *The Impact of Teacher's Teaching Method on Academic Performance of Primary School Pupil in Ijebu-Ode Local cut Area of Ogun State*, (Nigeria: Ogun State, 2011), 78.

⁹² Ibid, 79.

⁹³ Elvis Munyaradzi Ganyaupfu, "Teaching Method and Students Academic Performance", *International Journal and Humanities and Social Science Invention*, (2013): 30.

⁹⁴ Ramelan, *Linguistics and Its Contribution to Language Teacher*, (Semarang: IKIP Semarang Press, 2001), 3.

in his research that teaching method had take a part as factors of difficulties in understanding English grammar.⁹⁵

Chen also argues that teaching method directly affect language learning and consequently grammar learning, and the other hand, the lack of grammatical knowledge may affect the effectiveness of teaching method.⁹⁶ Muhibin Syah also states that suitable method in teaching learning process will affect to the students competence.⁹⁷ They sometimes do not realize that the methods they use are not in accordance with the subject matter they convey. Therefore, the teacher should be careful in choosing the method to teach because it related to the students' understanding of the material. In other words, the method used by teacher have influence in process of learning grammar. The students will get success if the method is suitable for students, in opposite, the students will get more difficulties if the teacher give wrong method in teaching learning process.

d. Educational Background

Carell said that what we understand well of something is a function of our past experience, or our knowledge background.⁹⁸ Anderson stated that "students usually come into the class with the prior knowledge gained from the class or outside the class. It influences how they filter and interpret what they are learning."⁹⁹ Furthermore, Jacobovits believes that the student's prior knowledge influences the students ability in learning a foreign language. Students who

⁹⁵ Arham R., *The Ability and Factors Affecting the Students to Use English Gerund*, (Makasar: University of Hassanudin, 2016), 270.

⁹⁶ Zhaojun Chen, "Grammar Learning Strategies Applied to ESP Teaching", *Journal Theory and Practice in Language Studies Vol. 6 No. 3*, (2016): 618.

⁹⁷ Muhibin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: PT Remaja Rosdakarya. 2017), 138.

⁹⁸ P. L. Carell, *Some Issues in Studying Schemata or Prior Knowledge in Second Language Comprehension*, (New York: Newbury House, 2003), 44.

⁹⁹ J. R. Anderson, F. G. Conrad and A. T. Corbett, "Skill acquisition and the LISP tutor", *Cognitive Science Journal Vol.13 No.4*, (2011): 467.

have a lot of knowledge will be easier to learn the new lesson.¹⁰⁰

It means that students who has prior of knowledge about grammar will quickly understand it. On the other hand, students who does not have knowledge about grammar may have some difficulties in understanding it. For example: a student who never knows and hears about adjective clause, will find rather hard understanding, so he must have prior knowledge that enables him to understand it more easily. Hue stated that there is relationship between their previous studying schools and their present grammar level, educational background will also influence one's future learning.¹⁰¹

From the Hue's stated, it means educational background that students did in the past which related to the grammar will give influence to their difficulties in learning grammar. Students who are non-literate or who have no formal or informal educational background may find it difficult to grasp the complexity of grammatical term. In other words, students who does not have educational background in learning grammar, for example joined in English course, will help them to minimize their difficulties in learning grammar. It can be assumed that educational background can be a factor of students difficulties in learning grammar.

e. Family Environment

As the literature suggested, family background is one of the important factors affecting foreign language proficiency. Number of siblings, fathers social economic status, and birth order are all included in family background factors. Blake indicated that learning resources will be

¹⁰⁰ Ahmad Sokhbirin, *A Study On The technique of Teaching English Speaking in Man Bangil*, (Malang: English Department UMM., 2002), 21.

¹⁰¹ Hue He. "On FL Learners Individual Differences in Grammar Learning and Their Grammatical Competence Training" *Theory and Practice in Language Studies Academy Publisher Vol. 3 No. 8*, (2013): 1375.

diluted in the large families, including parental interaction and attention. Nonetheless, the sibsize effects decline as the social status increases which accord with the dilution hypothesis.

Hue stated that family environment plays an important role in the learners' grammar learning. Students parents build up effective learning environment for her, and her grammar is the best of the four. Therefore, only studying those changeable factors such as what motivations they hold, what learning strategies they adopt and how they attribute their successes and failures is far from enough in helping learners improve their language competence.

In this research, the researcher focused on three factors causing students difficulties in learning adjective clause, they are motivation, teaching method, and educational background because based on the result of interview with English teacher in pre-liminary research shows that students' factor causes of difficulties was directed to three of them.

D. Errors Analysis

1. Definitions of Errors and Errors Analysis

Learning foreign language is different from learning our mother tongue, and it is possible that the learners make errors in a foreign language. In this case, Dullay, Burt and Krashen mention that errors are the flawed side of learner speech or writing. They are those part of conversation or composition of that deviate from some selected norm of mature language performance.¹⁰² Errors in learning a new language are related to the learners' competence. Although it is a common thing, having poor understanding of target language will lead the learners to do mistakes and errors.

When the students learn about target language, they make lots of error. It is natural part of language acquisition process.

¹⁰² Heidi Dulay, Mariana Burt, and Stephen Krashen, *Language Two*, (New York: Oxford University Press, Inc., 2008), 138.

How to know the students' errors are needed the error analysis. The fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' error, called *error analysis*.¹⁰³

Error analysis is the process based on analysis of learner's error in their process of second language learning. Error analysis is valuable source of information to teachers. It provides information on learner's error which helps teachers to correct it and also improves the effectiveness of their teaching. In other words, errors give sign to teacher and researcher whether the learning process is successful or not.

2. The Differences Between Errors and Mistakes

Brown states that a mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. Whereas errors of a second language learner, idiosyncrasies in the language of the learner that are direct manifestations of a system within which a learner is operating at the time. An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.¹⁰⁴ James stated an error arises only when there was no intention to commit one.¹⁰⁵ Furthermore, an erroneous utterance is that which was made unintentionally, whereas when there is an intention to produce a deviant utterance call it deviance. However, Richard stated mistake is made by a learner when writing or speaking which is caused of lack of attention, fatigue, carelessness, or other aspects of performance.¹⁰⁶

Based on the definition above, the researcher concluded that mistakes in using language because they slip their tongue or

¹⁰³ H. Douglas Brown, *Principles of Language Learning and Teaching: Third Edition*, (New York: Prentice Hall, Inc, 2014), 224.

¹⁰⁴ *Ibid.*, 257.

¹⁰⁵ Carl James, *Errors in Language Learning and Use: Exploring Error Analysis*, (New York: Wesley Longman Inc., 1998), 77.

¹⁰⁶ Jack C. Richards, *Error Analysis: Persepctive on Second Language Acquisition*, (London: Longman Group Ltd., 1985), 95.

their spelling, lack of attention, carelessness, sick or some other factors of performance. These are easily corrected by the students themselves since they understand the concept of the language system. An error is made by a learner because of lacking ability of the target language.

3. The Types of Error

Dulay, Burt, and Krashen described consideration of errors into three major types of taxonomy,

- a. Error Types based on linguistic category,
- b. Surface strategy Taxonomy,
- c. Error types based on comparative of Taxonomy.¹⁰⁷

The surface strategy taxonomy highlights the ways surface structures are occur. The students may omit necessary items (omission), or add unnecessary ones (additions), they may misformation items (selection) or misorder them (misordering). Argued this taxonomy as target modification taxonomy which is classified based on the ways in which the learner's erroneous version is different from the presumed target version.¹⁰⁸ Analyzing error from this perspective has much promise for the researcher to concern with identifying cognitive processes that underlie the student's reconstruction of the new language. It also makes us aware that learner's errors result from their active ways of using the interim principles to produce the target language.¹⁰⁹ Under this taxonomy, errors consist of four types: omission, addition, misformation, and misordering.¹¹⁰

- a. The omission is one of the error types characterized by the absence of an item that must appear in a well-formed utterance

¹⁰⁷ Heidi Dulay, Mariana Burt, and Stephen Krashen, *Language Two*, (New York: Oxford University Press, Inc., 2008), 146.

¹⁰⁸ Carl James, *Error in Language Learning and Use: Exploring Error Analysis*, (London: Routledge, 1998), 71

¹⁰⁹ Heidi Dulay, Mariana Burt, and Stephen Krashen, *Language Two*, (New York: Oxford University Press, Inc., 1998), 86.

¹¹⁰ Carl James, *Error in Language Learning and Use: Exploring Error Analysis*, (London: Routledge, 1998), 75.

- b. The addition is a type of error characterized by the presence of an item. It is the opposite of omission errors. It usually occurs when the students are often too faithful to use certain rules which result in errors.
- c. Misformation is the use of the wrong form of a structure or morpheme. In misformation error, the student supplies an item although it is still incorrect
- d. Misordering is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs when towards to first and second language learning in constructions that have already been acquired

3. The Sources of Error

An error analysis is used to identify errors in second language learner production, and errors are something that cannot be avoided in learning new language. It's a natural process in this condition where it is caused by some factors. Hubbard identified three causes of errors: mother-tongue interference, overgeneralization and errors encouraged by teaching material or method.¹¹¹

Meanwhile, Brown identifies that there are four sources of errors, namely interlingual transfer, intralingual transfer, context of learning, and communication strategies.

a. Interlingual Transfer

Interlingual transfer is a significant source of error for all learners. It is influenced by the interference of students' mother tongue. The knowledge and the culture of the first language are really affecting them, so they often make errors caused by the interlingual factor. Students frequently use or even, mix up their first language in producing the target language. Learner may do errors as the following examples:

Indonesian sentence:

Laki-laki tua yang saya jumpai kemarin malam adalah tetangga baru saya.

¹¹¹ Peter Hubbard, et.al., *A Training courses for TEFL*, (Oxford: Oxford University Press, 2013), 140-142.

English sentence:

The old man who I meet last night is my new neighbour.

This error happens because the learners apply their native language structure into their L2. They just translate the word *yang* to *who*, and *jumpai* to *meet* in English, so, they will attempt to make **The old man who I meet last night is my new neighbour*. This sentence are definately wrong the learner because they use relative pronoun = *who* instead of = *whom* the function as object, and use V_1 (*meet*) instead of V_2 (*met*) that show in the past time. Here, the correct sentence: *The old man whom I met last night is my new neighbour*.

b. Intralingual Transfer

Intralingual transfer directly related to the target language. This is the major factor in second language learning. Students have to learn a new language and acquire its new system in every aspect which is commonly different from their first language. Therefore, sometimes they will face difficulties and make errors in learning.

c. Context of Learning

This source of error is beyond the context of language. It refers to the learning process which is affected by the circumstance, the teacher, the source of learning, for example textbook and the learner it self. Students can make errors because of the teacher's wrong explanation that have been given to the students. Then, the textbook also can contribute to the students' errors if it is fault to present good content such as structures of words.

d. Communication Strategies

Learning style also related to the students' errors. The way they learn language could be source of errors if they are careless to produce utterances or sentences using the target language. The focus of the language improvement should not make the unnecessary errors.¹¹²

¹¹² H. Douglas Brown, *Principles of Language Learning and Teaching: Third Edition*, (New York: Prentice Hall, Inc, 2014), 265-266.

E. Error Taxonomy

Grammatical errors are errors that deviate from acceptable grammatical rules. While the term taxonomy according to the dictionary is "the process or a system of organizing" things into different groups that show their natural relationships, especially plants or animals." One of the taxonomy groups of error is the linguistic categories. Linguistic category classify error based on language component components or certain linguistic constituents. Component language includes phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). While those included in linguistics are elements in the language component, as in syntax, error occurs in clause either in the main clause or in the child sentences such as noun phrases, auxiliary, phrases verbs and so on¹¹³. Error in category this linguistics can be divided into several part, namely the skeleton of the clause (the skeleton of English clause), verb phrase, word phrase object, conjunction.

F. Thinking Framework

Grammar is one of language components which is taught intensively in learning English process. It is because grammar shows some rules that describe how words and groups of words can be arranged to sentences in a particular language.¹¹⁴ Grammar involves a lot of language elements, relative pronouns is one of students should be master. The students used relative pronouns to join two statements that refer to the person or thing in adjective clause (relative clause). Language system differences between Indonesian and English in expressing relative pronouns of adjective caluses. These differences sometimes influence students to apply Indonesian grammar rule in expressing English relative pronouns of adjective caluses.

¹¹³ H. Dulay and S. Krashen, *Language Two*, (New York: Oxford University Press, 2002), 84.

¹¹⁴ Ron Cowan, *The Teacher's Grammar of English: A Course Book and Reference Guide*, (New York: Cambridge University Press, 2008), 3.

Based on explanations above the researcher encouraged to conduct this research. She analyzed students errors in using relative pronouns of adjective clauses. This analysis has been carried out to recognize the errors that were made by students of SMK Bhina Sosial Jatiagung. In order to find out the types of errors produced and the difficulties in using adjective clause. She clasiffied the errors based on Target Modification Taxonomy proposed by James, which consists of omission, addition, misselection, misordering, and blends, and also classified the difficulties in using adjective clause based on theories of Martin Parrot, they are comprehension, using unnecesarry pronoun, using the wrong relative pronoun.

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