

English Department Students Error in the Use of Adjective Clause

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Abstract. The main purposes of the study are investigating the types and factors cause errors in using adjective clauses. The method of this study was descriptive qualitative method which focused to describe the types of errors and to describe the factors causes' error. The subjects of this study were 20 students from the first Semester students of English Department of STKIP Muhammadiyah Sampit. In taking sample, the writer used snowball sampling. In collecting the data, the writer used four types techniques, they were observation, test, interview, and documentation. In data analysis procedure, the writer uses data reduction, data display, and conclusion drawing/verification. The result of this study showed the types of error made by First Semester students of English Department of STKIP Muhammadiyah Sampit in using adjective clauses classified into four categories. The highest error made by the students was misordering with frequency 85 (80,95 %). The second error made by the students was omission with frequency 9 (8,57 %). The third error made by the students was misformation with frequency 9 (8,57 %). The fewest error made by the students was addition with frequency 2 (1,90 %). Based on the analysis of the data, the factors that cause error in using adjective clauses classified into two factors. They are teacher and students' factor. Teachers' factor is caused by the competence of the teacher. Students' factor is caused by overgeneralization and translation. It is suggested that for the students, they should learn and practice more how to use adjective clauses in sentences. For the teachers, they are suggested to explain more intensively about adjective clauses and provide additional teaching hours for the students who face difficulties and also, they are suggested to give the students more practice and exercise to add their knowledge about the kinds of adjective clauses sentences.

1. Introduction

Learning English in the class includes the language skills which are divided into two kinds, namely receptive and productive skills. The receptive skills are listening and reading. Therefore, the productive skills are speaking and writing. If the language skills are learnt well, the students will have good English. However, in learning English, the students are taught also the language competences, one of which is grammar.

Grammar has an essential role in mastering English. It is the study about how to make words into ideas. Grammar is the system by which words combine to convey ideas and information. In addition, the study of grammar can help a writer make appropriate and mature use of the resources of the language. (Guth,1969:1)

Adjective clause as a part of complex sentence is one of the materials that is taught to the students in the Grammar Class. An Adjective clause is a clause that used to describe nouns or pronouns. Like other



clauses, adjective clauses usually decided to subject, verb, modifiers, and objective is needed. 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. (Azar,1989:209)

The difficulties of the students in learning adjective clause sometimes bring errors. According to Ellis, as cited in Hasan (2008, p. 2) There is a strong belief that the errors in second of foreign language learning and acquisition are strongly influenced by their first language. This statement absolutely says the truth that is most of the error which is made by the students come from their habit when they write or pronounce their first language. The result, they cannot differ between how to arrange a sentence or a text in their first language and the foreign language. Meanwhile, Error in language learning divided into some level such as substance errors, text errors, lexical errors, classifying lexical errors, grammar errors, and discourse errors. (James,1998:29-161)

As Adjective clause is one of the materials given to English Department student, writer found many of them were confused in studying of adjective clauses when they made a sentence. The indicator that students have problem to implement adjective clause is most of them were confused in putting the right introductory word of adjective clause. This is a job for teacher to explain hardly about adjective clause because adjective clauses are necessary. So, it is important to know what is the problem that causing it and how to solve this problem.

This study aimed to identify the types of error in using adjective clause made by the first semester student of Grammar Class of English Department. By knowing the types of error, it can be taken as an evaluation for the better teaching in the future.

2. Literature Review

2.1. Error

There are many definitions of errors as stated by some linguists. Dulay et al. (1982) stated that errors are the flawed side of learner speech and writing. In addition, Brown (1980) also stated about error and. Hornby states that error is the state of being wrong in belief or behaviour. Meanwhile, Corder (1987) defines error as language's mistake that arise because learner break the language's rule (breaches of code). Meanwhile, Fauziati (2009) stated that errors are systematics, consistent deviance which is characteristics of the learners' linguistics system at a given stage of learning, and mistakes are deviation due to performance factors such as memory limitation, fatigue, and emotional strain.

2.2. Error Analysis

Richards in Schumann (1978) stated that the field of error analysis may be defined as dealing with the way people learning a language speak, and the way adult native speakers of the language use the language. Fauziati (2009) stated that error analysis as an approach to the study of SLA in which its primary focus is on learner errors and the evidence of how learner errors can provide an understanding of the underlying processes of second language learning or second language acquisition. Brown (1980) also mentioned the fact that learners' errors can be observed, analysed, and classified to reveal something of the system operating within the learner, led to the surge of the study of learner's error, called „error analysis“.

There are two functions of error analysis: (1) to investigate the language learning process, and (2) to show whether it is necessary or not for the teacher to give the remedial teaching. Error analysis is described in four taxonomies, namely surface strategy, linguistics category, comparative, and communicative effect taxonomy.

2.3. Types of Error

Dulay (1982) described the types of error based on surface strategy taxonomy. Under this taxonomy, errors consist of four types: omission, addition, misformation, and misordering. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Content morphemes carry the bulk of the referential meaning of a sentence:

nouns, verbs, adjective, and adverb. Additions errors are the opposite of omissions. They are characterized by the presence of an item which not appear in well-formed utterance. Addition errors usually occur in the later L₂ acquisition, when the learner has already acquisitioned some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules. Misformation errors are characterized by the use of wrong form of *the morpheme or structure*. While in omission errors the item is not supplied at all, in misformation errors learner supplies something, although it is incorrect. For example; *the dog dog eated the chicken*. There were three types have been frequently reported in the literature. Misordering errors are characterized by the incorrect placement of a morpheme or groups of morphemes in an utterance. Misordering errors occur systematically for both L₂ and L₁ learners in constructing that have already been acquired, especially simple (direct) and embedded (indirect) questions. For example; present continuous “*What Ani is doing?*” it should be “*What is Ani doing?*” Past continuous “*What Ali was doing?*” it should be “*What was Ali doing?*”

3. Method

This research was categorized as a descriptive qualitative. Dantes (2012:51) stated that descriptive qualitative is a research that try to describe some phenomenon or events systematically and objectively. Here the present researcher tried to describe the error in using introductory word, when students of the second semester of English Study Program composed the adjective clauses sentence.

The subject of this research is the first semester students of English Department of STKIP Muhammadiyah Sampit. The students will be as the subject, was taken using purposive sampling. According to Sugiyono (2007:15) Purposive sample is sampling technique with certain consideration. In this class, the writer can know the ability and the problems of the students. In collecting the data, the writer used test. The way to get the validity of the data is by taking the opinion from the Lincoln and Guba in Moleong which are; Triangulation, Member check, and peer debriefing.(Moleong, 2001:120). Finally, in analysing the data, the writer will use the data analysis technique based on Miles and Huberman in Rahardjo that use flow model of analysis which the analysis named flow model of analysis which process such as; data Reduction, data display, and conclusion drawing/verification. (Rahardjo, 2002:57).

4. Results

Administering the investigation and data analysis, this research eventually could discover the recent findings which, definitely, in reference to the research purposes. Based on the test given to the students, there were some errors made by the students for each item of test. The types of errors based on Surface structure taxonomy will be shown in the following table:

Table 1. The Error Categories of Using Adjective Clauses

Error Categories	Frequency	% of Total Error
Omission	9	8,57 %
Addition	2	1,90 %
Misinformation	9	8,57 %
Misordering	85	80,95 %

Based on the surface structure taxonomy, the most common error is misordering. There are 85 errors or in percentage 80,95% of misordering, while the least error is addition with only 2 errors. The percentage is 1,90%.

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