AN ANALYSIS OF GRAMMATICAL ERRORS IN ADJECTIVE CLAUSES MADE BY THE 10th GRADE STUDENTS OF SMA HANG TUAH 2, SIDOARJO

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SURABAYA
IAIN SUNAN AMPEL

THESIS

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PERPUSTAKAAN
IAIN SUNAN AMPEL SURABAYA

No. KLAS	No. REG : T-2011/PBI/072
K T-2011 072 PBI	ASAL BUKU :
	TANGGAL :

By:

NOFIA DEWI MASITA
NIM : D35207028

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL SURABAYA
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This thesis by Nofia Dewi Masita entitled An Analysis of Grammatical Errors in Adjective Clauses Made by the 10th Grade Students of SMA Hang Tuah 2, Sidoarjo has been approved by the thesis advisors for further approval by the Board of Examiners.

Surabaya, September 6th, 2011

Advisor I

Akh. Muzakki, Grad Dip (SEA), M.Ag, M.Phil, Ph.D
NIP. 197402091998031002

Advisor II

Rizka Safriyani, M.Pd
NIP. 198409142009122005

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PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Nofia Dewi Masita

NIM : D35207028

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah

Judul Skripsi : **An Analysis of Grammatical Errors in Adjective Clauses Made by the Tenth Grade Students of SMA Hang Tuah 2, Sidoarjo**

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Surabaya, 16 Agustus 2011

Nofia Dewi Masita
NIM D35207028

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This Thesis by Nofia Dewi Masita entitled An Analysis of Grammatical Errors in Adjective Clauses Made by the 10th Grade Students of SMA Hang Tuah 2, Sidoarjo has been examined on September 13th, 2011 and approved by the board of examiners.

Dean,

Dr. H. Nur Hamim, M.Ag
NIP. 196203121991031002

The Board of Examiner
Chair,

Dra. Irma Soraya, M.Pd
NIP. 196709301993032004

Secretary,

Rizka Safriyani, M.Pd
NIP. 198409142009122005

Examiner I,

Dr. M. Salik, M.Ag
NIP. 196712121994031002

Examiner II,

Drs. Dzo'ul Milal, M.Pd
NIP. 196005152000031002

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PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Nofia Dewi Masita

NIM : D35207028

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah

Judul Skripsi : **An Analysis of Grammatical Errors in Adjective Clauses Made by the Tenth Grade Students of SMA Hang Tuah 2, Sidoarjo**

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Surabaya, 16 Agustus 2011

Nofia Dewi Masita
NIM D35207028

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ABSTRACT

Dewi Masita, Nofia. 2011. *An Analysis of Grammatical Errors in Adjective Clauses Made by the Tenth Grade Students of SMA Hang Tuah 2, Sidoarjo.* A Thesis. English Education Department, Faculty of Tarbiyah, State Institute for Islamic Studies Sunan Ampel Surabaya. Advisors: Akh. Muzakki, Grad Dip (SEA), M.Ag, M.Phil, Ph.D, Rizka Safriyani, M.Pd.

Key Words: grammatical errors, adjective clause, tenth grade students.

An adjective clause as part of a complex sentence is one of topics taught in Senior High School. The difficulties of the students in learning adjective clause sometimes bring errors. The study of learner's errors is needed because the result of the study gives some contributions on attempts to deal with the students' difficulties.

The aims of this study are: (1) to classify the types of grammatical errors in adjective clause made by the students, (2) to analyze the causes of grammatical errors in adjective clause made by the students, (3) to gain a deeper understanding about the teacher's strategies to overcome the students' grammatical errors. This study was conducted on May 20th 2011. This study is based on combination of descriptive quantitative and qualitative design. The subject of this study is the tenth grade students of SMA Hang Tuah 2 Sidoarjo in second semester 2010/2011. The sample which is chosen randomly is 49 students in class X-7. The result of this study shows that the students still make a lot of errors. From the calculation of grammatical errors, errors in relative pronoun *whom* and *whose* are the highest of all the errors with quantity 53 out of 275 or 19.272% errors, and the lowest is errors in relative pronoun *who* with quantity 16 out of 275 or 5.818% errors. Based on the *surface strategy taxonomy* proposed by Heidi Dulay, the most error is occurred in *misformation* with number 225 out of 473 errors or 47.568%. This means that the learners have wrong concept in applying the grammatical rules, so that, they misform the structure of sentence. Based on data analysis, there are four causes of errors, they are: *over-generalization, ignorance of rules restriction, incomplete application of rules* and *false concept hypothesized.* The most frequently caused is *false concept hypothesized.* This means that the students usually misinterpret the use of certain structures of the target language. Besides, the interference of the first language into the second language also cause of errors. The teacher's strategy to overcome grammatical errors is giving the clues of *who*, *which*, *whom*, *whose*, *when*, *where*, and *why*, when the students must use each of them. Besides giving more explanation about adjective clause, the teacher also gives exercises to the students more than once. By knowing the area of errors made by the students, the writer hope it can give feed back to the teacher to predict more effective teaching methods for the next teaching.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English, as an international language, is very important for Indonesian people. It is the reason that English is the first foreign language which is taught as a compulsory subject in both junior high school and senior high school. But mastering English as foreign language is not an easy job. When people learn a foreign language, they often face interferences, where they apply their mother tongue or first structure to the foreign language structure which is different from their native language. Indonesian students learn English as the first foreign language. Because English is a new language, thus, they get some difficulties and also need much time to learn.

The objective of teaching and learning English is to develop four language skills: listening, speaking, reading and writing. One of the elements that are taught to support the four language skills is grammar. In understanding grammar, teachers recently do not teach grammar specifically and separately. They combine it with different language skills communicatively. This makes the students often confuse in understanding grammatical rules.

An adjective clause as part of a complex sentence is one of topics which are taught in Senior High School. According to Betty Scrhampfer Azar, "an adjective clause is a dependent clause that modifies a noun. It describes,

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identifies, or gives further information about a noun. An adjective clause is also called a relative clause."[1] Raymond Murphy says that a relative clause tells the readers what the speaker means about person or thing (or what kind of person or thing).[2]

The difficulties of the students in learning adjective clause sometimes bring errors. Errors indicate that the learners construct their own rules on the basis of input data which is different from the target language. As Julian Edge states in Jeremy Harmer's book, errors cannot correct themselves, so they need explanation about the reasons they happen.[3]

In language learning, the study of learner's errors is needed because the result of the study gives some contributions on attempts to deal with the students' difficulties. The teacher can infer the nature of the students' knowledge and find what they still have to learn by analyzing the students' errors. Moreover, the result of the study focusing on students' errors can be used as a means to measure whether the students have mastered the language taught by the teacher or not. It is also as a means to measure the teacher's success in teaching a language.

Based on the explanation above, the writer is interested in conducting a research about an analysis of grammatical errors in adjective clauses made by the

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[1] Betty Scrhampfer Azar, *Understanding and Using English Grammar third edition* (USA: Pearson Education, 1999) p. 267

[2] Raymond Murphy, *English Grammar in Use* (United Kingdom: Cambridge University Press, 1994) p.182

[3] Jeremy Harmer, *The Practice of English Language Teaching, third edition* (England: Pearson Education Limited, 2001) p. 99

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tenth grade students of SMA Hang Tuah 2 Sidoarjo. The writer focuses on adjective clause, because in grammar rules, there are some kinds of clauses (noun clause, adjective clause and adverbial clause) which can make the students confused in the use of them. In addition, by focusing on adjective clause, the writer hopes this research can stimulate students to understand the grammar rules, and also give more information about the students' capability to the teacher that can be continued into the other grammar rules.

The writer also chooses SMA Hang Tuah 2 Sidoarjo because beside it has many classified levels in one grade based on students' capability, this school also becomes the favorite school. Meanwhile, the writer also chooses the tenth grade students because adjective clause is taught in this grade, so that, it is so suitable for giving the test about it. Besides giving more explanation, it can avoid students' misunderstanding. In addition, the students can also prepare themselves before going up to the next level by knowing their capability. The writer hopes this research becomes useful for the development of teaching and learning process in senior high school and other learners.

B. Statements of the Problem

Based on the background of study above, the statements of problem in this study are:

1. What are the types of grammatical errors made by the tenth grade students of SMA Hang Tuah 2 Sidoarjo in adjective clause?

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This problem deals with the errors that the writer finds in the students' answer sheets in order to measure whether the students have mastered the grammar rules in adjective clause that is being taught by teacher or not.

2. What are the causes of grammatical errors made by the tenth grade students of SMA Hang Tuah 2 Sidoarjo in adjective clause?

   This problem deals with the reasons of the students making errors, in order to evaluate the errors which need explanation, so that the students can avoid the errors in the next answers.

3. What are the teacher's strategies to overcome the students' grammatical errors in adjective clause?

   This problem deals with the teacher's strategies to overcome the grammatical errors made by the students in adjective clause.

C. Objective of the Study

Based on the statements of problem above, the objective of the problem formulate as follows:

1. To classify the types of grammatical errors in adjective clause made by the tenth grade students of SMA Hang Tuah 2 Sidoarjo.
2. To analyze the causes of grammatical errors in adjective clause made by the tenth grade students of SMA Hang Tuah 2 Sidoarjo.
3. To gain a deeper understanding about the teacher's strategies to overcome the students' grammatical errors in adjective clause.

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D. Significance of the Study

1. Theory

The findings of the study are expected to provide information about grammatical errors in adjective clause made by the tenth grade students of SMA Hang Tuah 2, Sidoarjo and teacher's strategies to overcome the problem.

2. Practice

In general, through this research, the writer expects that the result can share contribution for the following people:

a. Internal stakeholder of the school

1) The English teacher

The result of this research is useful for teacher. He can know the types of errors and causes of errors in adjective clause made by his students. It is expected to be able to provide feedback information to the teacher to improve his technique in teaching English. In addition, it may also help teacher to design more appropriate materials in his next teaching.

2) The students of SMA Hang Tuah 2, Sidoarjo

The result of this research is also useful for the students. They can know their capability about grammar, so they can retry to study the grammatical rules in adjective clause better than before.

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b. External stakeholder of the school

1) The writer

By conducting this research, the writer also gets some advantages. The writer can know the types of errors, causes of errors in adjective clause made by the students and the teacher's strategy to overcome this problem. After knowing those, the writer can anticipate by choosing the appropriate technique and materials in order to prevent errors in teaching and learning process as well as possible.

2) The reader

The result of this research is expected to be able to give more information about an analysis of grammatical errors and also about adjective clause. In addition, they can take some information for their previous studies.

E. Scope and Limitation

In this part, the writer wants to explain about scope and limitation. The scope of this study is an analysis on grammatical errors in terms of adjective clause in the students' answer sheets, classifying the types of errors, analyzing the causes of errors and gaining a deeper understanding about the teacher's strategy to overcome the problems. This study is limited to one class of the tenth grade students of SMA Hang Tuah 2, Sidoarjo and the English teacher.

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F. Definition of Key Terms

To avoid misunderstanding in the way to understand this study, the writer need to provide definition of terms which are often found in this study as follows:

1. Analysis of grammatical errors is error analysis in grammatical rules.
2. Errors are mistakes which cannot correct themselves. Therefore they need explanation.
3. Adjective clause is a sub clause that cannot stand by itself and it must be connected to the main clause in order to be a complete sentence.
4. The tenth grade students are the first year students of senior high school.

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CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer reviews some relevant theories and previous studies related to the main topics of this research. This part presents some theoretical frameworks and previous studies concerning: adjective clause, the types of test, characteristics of a good test, definition of error, the types of errors, the causes of errors and significance of the learner's error.

A. Theoretical Frameworks

1. Adjective Clause

Before defining adjective clause, it is necessary to define clause and types of clauses first. According to Betty, a clause is a group of words which consist of a subject and a verb. There are two types of clauses: the first is independent clause. An independent clause is a complete sentence. It contains the main subject and verb of a sentence. It is also called a main clause. The second is dependent clause. A dependent clause is not a complete sentence, so it must be connected to an independent clause. From here, Betty defines "an adjective clause is a dependent clause that modifies a noun. It describes, identifies, or gives further information about a noun. An adjective clause also

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called a relative clause."[4] Raymond Murphy says that a relative clause tells the readers what the speaker means about person or thing (or what kind of person or thing).[5]

Meanwhile, Alter says that a clause has a subject and a finite verb. An adjective clause tells the readers more about the noun, pronoun and noun phrase in the sentence.[6] George and Julia also support to define adjective clause as a dependent clause used as an adjective; it modifies a noun or a pronoun.[7] In conclusion, adjective clause is just a sub clause that cannot stand by itself and it must be connected to the main clause in order to be a complete sentence.

According to Betty, an adjective clause uses pronouns to connect the dependent clause to the independent clause. The adjective clause pronouns are who, whom, whose, which and that. Adjective clause pronouns are also called relative pronoun.[8] George and Julia say adjective clauses are usually introduced by relative pronouns who, whom, whose, which and that. They may also be introduced by relative adverbs when, where and why.[9]

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[4] Betty Scrhampfer Azar, loc.cit.
[5] Raymond Murphy, loc.cit.
[6] J.B. Alter, M.A, *Essential English Usage and Grammar 1* (Singapore: Person Corporation Ltd, 1991) p.232
[7] George E. Wishon and Julia M. Burks, *Let's Write English* (New York: Litton Educational Publishing. Inc, 1980) p.165
[8] Betty Scrhampfer Azar, loc.cit.
[9] G.E Wishon and Julia M.Burks, loc.cit.

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a. Relative Pronoun

Relative pronoun is pronouns to connect the dependent clause to the independent clause. In Indonesian, it has meaning *'yang'*.[10]

1) Relative pronoun as subject

Subject here is the subjects of pronoun in sub clause, they are: *I, you, we they, she, he it.*

The conjunctions used: *who* for person, *which* for non-person, and *that* for all nouns.

For example: *The man is friendly. He lives next to me.*

→ *The man **who** lives next to me is friendly.*

2) Relative pronoun as object

Object here is the objects of pronoun in sub clause, like *me, you, us, them, her, him, it.*

The conjunctions used: *whom* for person, *which* for non-person, and *that* for all nouns.

For example: *The man was friendly. I met him.*

→ *The man **whom** I met was friendly.*

3) Relative pronoun as possessive adjective

Possessive adjective: *my..., your..., our..., their..., her..., his..., its...*

The conjunctions used: *whose* for all nouns, and *of which* for non-person.

[10] Mahesa Institute, *Basic Grammar II* (Pare: Mahesa Institute, 2007) p. 32

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For example: *The man called the police. His car was stolen.*

→ *The man **whose** car was stolen called the police.*

b. Relative Adverb

Relative adverb is clause to explain noun which shows the meaning of place, time or reason.[11] There are three kinds of relative adverb, they are:

1) **Adverb of time.** The conjunctions are *when, preposition + which, that + preposition.* For example:

This market was renovated in 2007. My nephew was born in that year.

→ *This market was renovated in 2007 **when** my nephew was born.*

→ *This market was renovated in 2007 **in which** my nephew was born.*

→ *This market was renovated in 2007 **that** my nephew was born in.*

2) **Adverb of place.** The conjunctions are *where, preposition + which, that + preposition.* For example:

The building is very old. He lives in that building (there).

→ *The building **where** he lives is very old.*

→ *The building **in which** he lives is very old.*

→ *The building **that** he lives **in** is very old.*

3) **Adverb of reason.** The conjunction is *why* and *that*.[12] For example:

[11] Arif Fahrudin, *Kupas Tuntas TOEFL* (Jogjakarta: DIVA Press, 2007) p. 80
[12] Raymond Murphy, op.cit., p. 186

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Only scientists can explain the reason. It is caused this disaster happened.

→ *Only scientists can explain the reason **why** this disaster happened.*

→ *Only scientists can explain the reason **that** this disaster happened.*

2. The Types of Test

According to Harmer, there are four main reasons for testing which give rise to four categories of test:[13]

a. Placement tests

These tests are placing new students in the right class based on their capability which is facilitated by the school with the use of placement tests. Usually the tests are based on the syllabuses and materials which are used in the school.

b. Diagnostic tests

These tests can be used to expose learner difficulties; gaps in their knowledge and skill deficiencies during join a course. Therefore, if the testers know what the problem of the testees, they can do something about them.

c. Progress or achievement tests

These tests are designed to measure the learners' language and skill progress in relation to the syllabus they have been following. Since

[13] Jeremy Harmer, op.cit., p. 321

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'progress' is toward the achievement of course objectives, these tests too should relate to objectives. One way of measuring progress would be repeatedly to administer final achievement tests, the increasing scores indicating the progress made by the testees.[14]

d. Proficiency tests

These tests give a general picture of a student's knowledge and ability (rather than only measure progress). They are frequently used as stages of people have to reach if they want to be admitted to a foreign university, get a job, or obtain some kinds of certificate.

3. Characteristics of a Good Test

In order to get a good test, it can be measured as follows:[15]

a. Validity

Harmer says a test is valid when it measures what is supposed to be measures.[16] It means that a test can be called valid, if the questions in the test related to the subject of the test which has learned before.

There are four types of validity:[17]

1) Face validity is if the test item looks good or right to other testers, teachers, moderator and testees.

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[14] Arthur Hughes, *Testing for Language Teachers, second edition* (Cambridge: Cambridge University Press, 2003) p.14
[15] *Ibid.*, p. 322
[16] *Ibid.*,
[17] J.B Heaton, *Writing English Language Tests* (New York: Longman Inc., 1988) p. 159

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2) Content validity is if questions of the test based on a text provided or the lesson learned.
3) Construct validity is if the test is capable of measuring certain specific characteristics in relevance with a theory of language behavior and learning.
4) Empirical validity is gotten as a result of comparing between the result of the test with the result of some criterion measure.

b. Reliability

A good test should give consistent results. Reliability is one important criterion, which makes a test considered qualified. A test is reliable if it can be trusted, consistent or stable. [18]

Generally, there are two kinds of reliability, they are: external reliability and internal reliability. If the measurement and the criterion are outside from the instrument, so the external reliability is got by the result of this trial. Besides that, if the calculation is done based on the data only from the instrument, it will produce internal reliability.[19]

In external reliability, there are two ways to try it; they are parallel technique and frequent technique. If the researcher wants to use the parallel technique, he must arrange two instruments and also twice test. So this technique also called as double test double trial technique. The second

[18] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006) P. 178
[19] *Ibid.*, p. 179

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external reliability is frequent technique. By using this technique, the researcher only arrange one set of instrument, but he must try the instrument twice into the same respondent. So this technique also called as single test double trial technique.[20]

If the external reliability is got by processing of the result of the different trial, either from the different instrument or the same one, the internal reliability is got by analyzing data from once result of trial. There are so many techniques to know the internal reliability. Some of them are by formula from Spearman-Brown, Flanagan's formula, Rulon's formula, formula KR-20, formula KR-21, Hoyt's formula and Alpha. Choosing technique is based on instrument form or researcher's willing.[21]

4. Definition of Error

Identifying an error goes beyond explaining what an error is. However, as linguists pay attention to the distinction between an error and a mistake, it is necessary to go over the definition of the two different phenomena.

According to James, a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when attention is called. Whereas, an error is the use of linguistic item in a way that a fluent or

[20] *Ibid.*,
[21] *Ibid.*, p. 180

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native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected.[22]

Meanwhile, in Jeremy Harmer's book, Julian Edge suggests that we can divide mistake into three broad categories: 'slips' (that is mistakes which students can correct themselves once the mistake has been pointed out to them), 'errors' (mistakes which they cannot correct themselves – and which therefore need explanation), and 'attempts' (that is when student tries to say something, but does not yet know the correct way of saying it).[23]

5. The Types of Errors

Error actually cannot be separated from language learning. It happens in speech as well as in writing. Therefore, some linguists are encouraged to study about errors made by the language learners as follows:[24]

a. Linguistic Category Taxonomy

This taxonomy categorizes errors in respect to the language components or the particular linguistic constituent that the error effects. The language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary)

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[22] H. Douglas Brown, *Principles of Language Learning and Teaching, fourth edition* (Addison Wesley: Longman, 2000) p. 218
[23] Jeremy Harmer, op.cit., p. 99
[24] Heidi Dulay, *Language Two* (New York: Oxford University, 1982) p. 146

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and discourse (style). Meanwhile, constituent comprises each language components. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, such as the noun phrase, the auxiliary the verb phrase, the preposition, the adverb, the adjective and so forth.[25]

b. Surface Strategy Taxonomy

This taxonomy shows the cognitive process that underlies the learners' reconstruction of the new language learned. Sometimes the learners omit necessary item, add unnecessary ones, misformation and misordering this items. So that, analyzing errors based on this taxonomy enables the researchers to identify the cognitive process that underlies the learners' reconstruction of the new language learned. According to Dulay, there are four types of errors in this taxonomy as follows:[26]

1) Omission

This error is categorized by the absence of an item that must appear in a well-formed utterance.[27] In this case, some types of morphemes are omitted more than others. For example:

I doing the homework in my house.

In *this* sentence *above*, the auxiliary *am* is omitted. The correct form is *'I am doing the homework in my house'*.

[25] *Ibid.*, p. 147
[26] *Ibid.*, p. 150
[27] *Ibid.*, p. 154

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2) Addition

The error is characterized by the presence of an item that must not appear in a well-formed utterance. There are three kinds of addition:[28]

a) ***Double marking*** is an error in which the addition appears twice in the same feature. For example: *she did went to the market* (the auxiliary *did* is unnecessarily used).

b) ***Regularization*** is an error made by applying a regular rule to utterance, which requires special rules. For example: *the flowers are putted outside the house* (the past form of the verb *put* is *put*, not *putted*).

c) ***Simple addition*** is the errors that do not belong to double marking and regularization. For example: *I will be waiting for you in here* (the preposition *in* is never used when we say *here*).

3) Misformation

Misformation error is characterized by the use of wrong form of the morpheme or structure. There are three kinds of misformation error, they are:[29]

a) ***Regularization*** is an item in which a regular marker is used in an irregular one. For example: *childs* for *children.*

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[28] *Ibid.*, p. 156
[29] *Ibid.*, p. 158

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b) ***Archie forms.*** The selection of one member of a class of forms to represent others in the class is common characteristic of all stages of tenth language acquisition. For example: *that cats* for *those cats.*

c) ***Alternating forms***. The students know more about various members of a class of words and the different usages among them. However, this fact sometimes makes them confused in its usages correctly. For example: *I have saw them* for *I have seen them.*

4) Misordering

This error is categorized by the incorrect placement of a morpheme or a group of morphemes in an utterance.[30] For example: *where you are going?* (The word order is confusing. It should be *where are you going?*)

c. Comparative Taxonomy

Comparative taxonomy classifies the errors based on comparisons between the errors on the target language and other structure. These below are four kinds of errors in this taxonomy:[31]

1) Developmental Errors

These errors are similar to the errors made by children in learning the target language as their first language. For example: *dog eat it* for *dog ate it.*

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[30] *Ibid.*, p. 162
[31] *Ibid.*, p. 164

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2) Interlingual Errors

These errors are similar in structure to semantically equivalent phrase or sentence in the learners' native language, for example: *the man skinny*. The sentence should be *the man is skinny.* Interlingual errors, simply, refer to second language errors that reflect native language structure.

3) Ambiguous Errors

These errors are errors that can be classified equally well as developmental or interlingual because of the reflection of the learners' mother tongue structure, for example: *I no have money.*

4) Other Errors

These types of errors are regarded unique since they do not include the other categories above, for example: *she do hungry.* In this sentence, the structure is regarded error because of the use of the wrong item *do*. The correct form should be *she is hungry.*

d. Communicative Effect Taxonomy

Different from the other taxonomies, communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy focuses on errors that caused of

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miscommunication.[32] For example: *the English language uses many people.* The correct sentence is *many people use English language.*

6. The Causes of Errors

According to Richards, the causes of errors which are viewed from intralingual causes can be divided into four kinds. They are:[33]

a. Over-Generalization

Richards says that learners usually refer to their previous knowledge in a new situation.[34] It means that in applying the rules of the target language, they generalize the rules based on their previous understanding to produce other sentences. Therefore, over-generalization deals with deviant structures produced by the learners by using their previously acquired rule when they construct a new form of sentences. For example, the result of defiant structure in the sentence *"she take a bar of chocolate"* is influenced by *"I take a bar of chocolate"*. The omission of the third person *–s* in the verb *take* showed that over-generation occurs in the sense that learners regard as all personal pronouns have the same zero verbal ending in the present tense. They do not notice that the third singular person ends with *–s/-es* for the present tense verb.

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[32] *Ibid.*, p. 189
[33] Jack Richards, *Error Analysis,* Perspective on Second Language Acquisition (England: Longman Group, 1974) p. 174
[34] *Ibid.,*

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Over learning of structure can also cause over-generalization. Certain types of teaching techniques increase the frequency of over-generalization, such as pattern drills a transform exercises. Those can interfere the sentence production of the learners. At other time, learners produce *he walks* which contrast with *he is walking; he sings* with *he can sing.* A week later, without any teaching of the forms, the learners may produce *he can sings; he is walks.*

b. Ignorance of Rules Restriction

The second cause of errors is still related with over-generalization. In this case, learners disobey the restrictions of existing structures, so that, the application of rules to contexts where they do not apply. According to Richards, ignorance of rules restriction is the learners' failure to observe the restriction of existing structures.[35] For example: *Both Tika is beautiful and Adinda is beautiful girl.* The correct form is *Both Tika and Adinda are beautiful girls.*

Some rule restriction errors may be caused by analogy. It occurs mostly in the use of preposition. The learners who find a particular preposition with certain types of verbs tend to use the same preposition with different verbs by analogy. For example: *he said to me* results *he asked to me.*

[35] *Ibid.*, p. 175

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c. Incomplete Application of Rules

According to Richards, the occurrence of deviancy structure represents the degree of development of the rules required to produce acceptable utterances.[36] For example: the creation of a question *"how long it takes?"* Here the learners omit the auxiliary *does* to form a question. The correct form is *"how long does it take?"* Therefore, the learners do not complete the rules in applying them to produce acceptable sentences.

d. False Concept Hypothesized

Another source of errors, which are potentially developed, is derived from faulty comprehension of the rule distinction in the target language.[37] In this case, learners usually misinterpret the use of certain structures of the target language. They may not know the distinctive function of certain structures of the target language. For example: the form *was* may be interpreted as a matter of the past tense and *is* is a matter of the present tense. The function of the past continuous tense (was/were + V-ing) is used only when a single event is extracted from sequence. Meanwhile, the present tense (is) is used for sequence of events taking place at the moment. When the learners are given the contrast of simple present tense and continuous tense forms:

is = present state, and *is* + *V-ing* = present action.

[36] *Ibid.*, p. 177
[37] *Ibid.*, p. 178

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The contrast is in fact quite false to English. When the past is introduced, it is often introduced as a past state. *He was sick*, this lays the learners' concept to complete the picture of present and past in English by analogy:

is = present state, and *is* + *V-ing* = present action,

was = past state, *was* + *V-ing* = past action.

Therefore, *was* or *was* + *V-ing* may used as past markers. Used together with the *verb* + *ed*, this produces such sentences as *he was climbed the tree* as well as the interpretation of the form for 'past actions' results *I was going down town yesterday* instead of *I went down town yesterday.*

7. Significance of the Learner's Errors

Studying students' error is regarded as an important thing to know the learning process and the strategies employed by the teacher. According to Corder, the study of the learner's errors would assume that it plays an important role to know the students' language acquisition.[38] It means that the result of the study focusing on students' errors can be used as a means to measure whether the students have mastered the language that is being taught by teacher or not. It is also as a means to measure the teacher's success in teaching a language.

[38] *Ibid.*, p. 24

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Moreover, in this regard, Corder states that the students' errors are significant in three different ways.[39] First, for the teacher, the students' errors provide the teacher information if his teaching objectives could achieve the students' goal of learning English and what remains for him to plan. Second, for the researcher, the students' errors provide evidence of how language is learned or acquired, what strategies or procedures the students employ in discovering their language learning. Third, for the most important aspect, they imply the students' need since making errors is regarded as a device to learn a language.[40]

Thus, it is very important to study students' errors since it is as a feedback for both of the teacher and the researcher. Its contribution is considered very significant for the teaching and learning process.

B. Review of Previous studies

Here, the writer reviews 10 previous studies which are related to this study as follows:

The first is An Error Analysis in Using Adjective Clauses (Who, Whom, Whose and Which) to Eleventh Grade of SMK Negeri 1 Slawi Academic Year 2009/2010, by Moh. Afip year 2010 from UPS Tegal.[41] He concludes that the

[39] *Ibid.*, p. 25
[40] *Ibid.*,
[41] Moh. Afip, "An error analysis in using Adjective Clauses (Who, Whom, Whose and Which) to Eleventh Grade of SMK Negeri 1 Slawi Academic Year 2009/2010" (Universitas Pancasakti Tegal:

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eleventh grade students of SMK Negeri 1 Slawi generally still has a lot of mistakes in using adjective clauses. The result of data analysis shows that the mistakes of students in using adjective clause "who" are 13.16%, the mistakes of using adjective clause "whom" are 16.33%, the mistakes of using adjective clause "whose" are 15.50% and the mistakes of using adjective clause "which" are 12.16%. This study concludes that the dominant mistakes made by the eleventh grade of SMK Negeri 1 Slawi are in using adjective clause "whom". From his study, according to the writer, his study is enough detail in the explanation of the result, but he does not consistent in one word between error and mistake. He infers in the use of them, whereas it is so different between error and mistake. In his study, the writer finds the relationship between his study and the writer's study. Related to the writer's study, his study focuses on adjective clause, specifically in who, whom, whose and which, without when, where and why as the writer's study. He does not include the teacher's strategies to overcome the students' grammatical errors in adjective clause as the writer's study. He also only explains the types of errors without the causes of errors like the writer's study.

The second is An Error Analysis on Using Adjective Clause of the Tenth Year Student of SMA Negeri 1 Kebakkramat, by Ratna Dewi Anggraini year

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Unpublished bachelor thesis, 2010) cited from <http://www.perpus.upstegal.ac.id/home/v2/index.php?mod=katalog.karya_ilmiyah.show_detail&barcode=PBI0810110> [accessed May 10th, 2011]

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2008 from Muhammadiyah University of Surakarta.[42] Her study shows that the students still make errors in using adjective clause and they need improvement to develop their skill, especially in learning adjective clause. The result of the study shows that the total errors made by the students is (27.7) out of the 1000 student's answers. The errors of adjective clause as a subject pronoun: 51 (18.41%), as the object of a verb and as the object of preposition: 106 (38.27%) and showing possession: 120 (43.32%). The highest frequency of error is adjective clause to show possession, while the lowest frequency is adjective clause as the subject of pronoun. The student's errors are divided into four categories, omission: 31 (11.20%), addition: 76 (27.44%), misformation: 137 (49.45%), misordering: 33 (11.91%). The highest frequency of category of errors is misformation and the lowest frequency is omission. The dominant sources of errors are interlingual transfer and intralingual transfer. Her study explained the result systematically, but it is lack of detail. She only explains generally, without including more explanation about the difficult meaning, so that, it can make the readers still confuse, even misunderstanding about the researcher's mean. Related to the writer's study, her study also focuses on adjective clause, but she only specific in relative pronoun, without relative adverb as the writer's study. She does not include the teacher's strategies to overcome the students'

[42] Ratna Dewi Anggraini, "An Error analysis on Using Adjective Clause of the Second Year Student of SMA Negeri 1 Kebakkramat" (Universitas Muhammadiyah Surakarta: Unpublished bachelor thesis, 2008) cited from <http://etd.eprints.ums.ac.id/693/> [accessed May 05th, 2011]

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grammatical errors in adjective clause as the writer's study. She also just focuses in who, whom and whose, without which like the writer's study.

The third is An Error Analysis in the Use of Adjective Clause by the Third Year Students of SMA PGRI Kuwu, by Ahmad Sholekan year 2009 from Muhammadiyah University of Surakarta.[43] He concludes that defining adjective clause construction is considered more difficult than non-defining adjective clause. He also suggests that the teacher should spend a considerable amount of time in explaining the usage of relative pronoun "who" and "whom" in defining adjective clause which are the most difficult for the students and should give a lot of opportunity to the students to practice these relative pronouns as often as possible in various ways. From his study, according to the writer, his study is enough detail in the explanation of the result. He explains the result systematically, but beside that, the proof of the result is lack. In the abstract of his study, he only explains this one is the highest, and that one is the lowest, without putting down the number of percentages in order to give more information as the proof that he has counted. In his study, the writer finds the relationship between his study and the writer's study. Related to the writer's study, his study also focuses on adjective clause, but he only specific in relative pronoun, without relative adverb as the writer's study. He does not include the teacher's strategies to overcome the students' grammatical errors in adjective

[43] Ahmad Sholekan, "An Error Analysis on the Use of Adjective Clause by the Third Year Students of SMA PGRI Kuwu" (Universitas Muhammadiyah Surakarta: Unpublished bachelor thesis, 2009) cited from <http://etd.eprints.ums.ac.id/6096/> [accessed May 05th, 2011]

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clause like the writer's study. He also takes the third class as the sample, which is different with the writer's study.

The fourth is An Analysis of Grammatical Errors Made by the Senior High School Students in Understanding Adjective Clause through Reading Text, by Mukhamad Efendi year 2004 from State University of Surabaya.[44] He concludes that defining adjective clause is more difficult than non-defining adjective clause. He includes the number of percentages of each type of errors and also explains the factors causing of errors. According to the writer, his study is very detail in the explanation of the result, but he did not consistent between understanding adjective clause and constructing adjective clause. Understanding is only read to understand without making the new thing, in which it is so different with constructing. Related to the writer's study, his study also focuses on adjective clause, but he uses reading text as the test to find out the errors of adjective clause. He does not include the teacher's strategies to overcome the students' grammatical errors in adjective clause like the writer's study. He also takes the third class as the sample, which is different with the writer's study.

The fifth is Grammatical Errors in Students' Narrative Writing, by Isani Astasari year 2009 from State University of Malang.[45] Her study shows that the

[44] Mukhamad Efendi, "An Analysis of Grammatical Errors Made by the Senior High School Students in Understanding Adjective Clause through Reading Text" (State University of Surabaya: unpublished bachelor thesis, 2004)

[45] Isani Astasari, "Grammatical Errors in Students' Narrative Writing" (Universitas Negeri Malang: Unpublished bachelor thesis, 2009) cited from <http://karya-ilmiah.um.ac.id/index.php/sastra-inggris/article/view/1516> [accessed May 10th, 2011]

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students still make errors in narrative writing and they need improvement to develop their skill, especially in writing narrative text. This study reveals that there are 860 errors found from the data. The highest frequency of errors is omission errors (41.51%) that consist of: omission of verb inflection -ed/-d, omission of to be, omission of plural marker -s/'-es, omission of articles and definite article, omission of preposition, omission of possessive marker 's, and other omission errors, including omission of –ing, omission of auxiliary verb, and omission of pronoun. The second highest frequency of errors is error of misformation (35.5%) including misformation of past tense verb, misformation of verb, misformation of to be, misformation of preposition, misformation of articles, misformation of modal auxiliary, misformation of pronoun and misformation of noun. The next highest frequency is errors of addition (21.74%) that comprise of addition of verb inflection –ed/-d, addition of to be, addition of preposition, addition of plural marker –s/-es, addition of articles and definite article, addition of –ing, –ly, and addition of verb auxiliary. Misordering errors come as the lowest frequency of errors that only amount to 1.3%. Errors of misordering include misordering of adverb, misordering of to be, misordering of modal auxiliary, misordering of noun phrase and misordering of subject. Interlingual and intralingual interference are considered as the major causes of these errors. According to the writer, her study explains the result of her study systematically, but it is lack of detail. She only explains generally, without including more explanation about the difficult meaning, so that, it can make the

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readers still confuse, even misunderstanding about the researcher's mean. Related to the writer's study, her study also explains the grammatical errors made by the students, but she focuses her study on narrative writing. She does not include the teacher's strategies to overcome the students' grammatical errors as the writer's study. She also takes the students of university as the sample, which is different with the writer's study.

The sixth is Grammatical Errors Made by the Eleventh Graders of SMAN 8 Malang in Writing Spoof Text, by Maylita Fitria Ramadhani year 2010 from State University of Malang.[46] Her study shows that the students still make errors in writing spoof text and they need improvement to develop their skill, especially in writing spoof text. The result shows that there were 1107 errors found from 58 composition made by the eleventh graders. The first highest frequency of errors was omission errors (47.9%) that consisted of: omission of verb inflection –ed/-d, omission of to be, omission of article, omission of preposition, omission of definite article, and other omission errors, including omission of pronoun, omission of –ing, possessive marker 's, omission of adjective clause, and omission of auxiliary verb. The second highest frequency was errors of misformation (39.4%) including misformation of past tense verb, misformation of to be, misformation of verb, misformation of modal auxiliary, misformation of preposition, and other misformation error including misformation of article, and

[46] Maylita Fitria Ramadhani, "Grammatical Errors Made by the Eleventh Graders of SMAN 8 Malang in Writing Spoof Text" (Universitas Negeri Malang: Unpublished bachelor thesis, 2010) cited from <http://karya-ilmiah.um.ac.id/index.php/sastra-inggris/article/view/9080> [accessed May 10th, 2011]

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misformation of pronoun. The next highest frequency was errors of addition, it made up (11.3%) that comprised of addition of to be, addition of preposition, addition of verb inflection –ed-d, addition of plural marker –s/-es, addition of –ing, and other addition including addition of adv -ly, addition of possessive marker 's, and addition of auxiliary verb. The lowest frequency of errors found from the data was misordering errors that only amount to (1.4%) from all data. Errors misordering consisted of misordering of adverb, misordering of preposition, misordering of to be, misordering of object pronoun, misordering of verb, misordering of subject, and misordering of article. According to the writer, she explains the types of errors without including why the errors can happen. Related to the writer's study, her study also explains grammatical errors made by the students, but she focuses her study on writing spoof text. She does not include the teacher's strategies to overcome the students' grammatical errors as the writer's study. She also finds out the types of grammatical errors, without the causes of them.

The seventh is A Short Study of Some Grammatical Errors in Writing II Made by the English Department Students of Airlangga University, by Rosana Cahaya Mahardika year 2008 from Airlangga University of Surabaya.[47] In her study, she concludes that the students still make errors in writing; it is because

[47] Rosana Cahaya Mahardika, "A Short Study of Some Grammatical Errors in Writing II made by the English Department Students of Airlangga University" (Universitas Airlangga Surabaya: Unpublished bachelor thesis, 2008) cited from <http://adln.lib.unair.ac.id/go.php?id=gdlhub-gdl-s1-2008-mahardikar-7639&PHPSESSID=313f5f92010c5e425fcf55fc09166024> [accessed May 10th, 2011]

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they transferred their knowledge of the first language (Indonesian) into English. The finding of her study shows that the highest percentage of errors is errors in tenses (35%), followed by articles (27%), agreement (20%), and passive (18%). The discussion in this thesis is supported by Ellis' (1997:19) statement that there are four ways to identify learners' errors; they are omission, overgeneralization, misinformation, and misordering. 64% students' works are classified as "misinformation". She explains the result of her study systematically, but it is lack of detail. She only explains generally, without including the specific items, so that, it can make the readers still confuse to catch the point. Related to the writer's study, her study also explains grammatical errors made by the students, but she focuses her study on writing II. She does not include the teacher's strategies to overcome the students' grammatical errors as the writer's study. She also identifies the learners' errors without the reason why they can happen.

The eighth is A Study on Grammatical Errors in the Descriptive Compositions of English Produced by the Seventh Grade Students of Mts. Ahmad Wachid of Surabaya, year 2010 by Olivia Yuniar Renata from IAIN Sunan Ampel Surabaya.[48] In her study, she finds that the students produced a lot of errors. The most frequent type of errors finds in both tasks belongs to omission errors occurred 49 times or 58.3% out of 84 errors in the first task and 60 times or 50.4% out of 119 errors in the second task, and the least is

[48] Olivia Yuniar Renata, "A study on Grammatical Errors in the Descriptive Compositions of English Produced by the Seventh Grade Students of Mts. Ahmad Wachid of Surabaya" (IAIN Sunan Ampel Surabaya: Unpublished bachelor thesis, 2010)

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disordering errors 7 times or 8.3% in the first task and 9 times or 7.6% in the second task. The errors found are caused by *interlingua* and *intralingua*; over-generalization, ignorance of rules restriction, incomplete application of rules and false concept hypothesized. She explains her study very detail and systematically. But, according to the writer, she should not explain the theories which have used in her abstract, because it has been explained in her review of related literature and her result of study. Related to the writer's study, her study also explains grammatical errors made by the students, but she focuses her study on the descriptive text. She also analyzes the errors based on *linguistic category taxonomy* and takes the seventh grade students as the sample, in which those are different with the writer's study.

The ninth is The Analysis of Grammatical Errors in Recount Text by the First Year Students of SMA Wachid Hasyim 2 Taman Sidoarjo, year 2010 by Jannatul Laily Noviabahari from IAIN Sunan Ampel Surabaya.[49] In her study, she finds that the students produced a lot of errors. It is because they are unfamiliar to this form and because English still foreign for them and there is mother tongue interference. According to the writer, her study is so complete, especially in the instrument. Her study uses interview guide as one of instruments in her study. The interview is not only for the teacher, but also for the students. According to the writer, if a researcher uses interview for the

[49] Jannatul Laily Noviabahari, "The Analysis of Grammatical Errors in Recount Text by the First Year Students of SMA Wachid Hasyim 2 Taman Sidoarjo" (IAIN Sunan Ampel Surabaya: Unpublished bachelor thesis, 2010)

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students, it is not efficient, because besides waste time, it is also waste energy. She should use questionnaires as representing of the interview. In her study, the writer finds the relationship between her study and the writer's study. Related to the writer's study, her study also explains the grammatical errors made by the students, but she focuses her study on the recount text. She also uses the writing story and questionnaire as the instrument of her study, which are different with the writer's study.

The tenth is An Analysis of Grammatical Errors in the Translation of English Phrases into Indonesia by Students of English Education Department of IAIN Sunan Ampel Surabaya, year 2010 by Nur Hidayah from IAIN Sunan Ampel Surabaya.[50] She concludes that the students still lack in grammar knowledge. It is because she finds so many errors in their translation. Based on her research, the grammatical errors that are made by the students of English Education Department of IAIN Sunan Ampel Surabaya in translating English phrases into Indonesian is on the problem of modal 11.3%, demonstrative 3.75%, adjective 2.25%, gerund 2.6%, comparative degree 1.5%, participle 12.4%, article 28.95%, plurals 28.95%, use of "when" 8.3%. She also includes the reasons of the errors as follows: the students have different point of view from the researcher; the students over loaded with many different tasks; the students do not think that grammar point is important; the point is more difficult for them

[50] Nur Hidayah, "The Analysis of Grammatical Errors in Recount Text by the First Year Students of SMA Wachid Hasyim 2 Taman Sidoarjo" (IAIN Sunan Ampel Surabaya: Unpublished bachelor thesis, 2010)

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than it seems; and they do not know the function of certain grammar. According to the writer, her study is very detail, but it is better if she does not only analyze her research based on her knowledge, but also based on the theories proposed by the scientists, so that, it can make sure the reader to her result. Related to the writer's study, her study also explains grammatical errors made by the students, but she focuses her study on the translation of English phrases into Indonesia. She does not analyze the test based on *surface strategy taxonomy* as types of errors proposed by Dulay and *intralingual* as causes of errors proposed by Richards like the writer's study.

Such a range of works have devoted to the analysis of grammatical errors, as the writer of this study also does. However, most of those works classify the types of errors and analyze the causes of errors, without describing the teacher's strategies to overcome the students' grammatical errors. This study is quite different for those works, besides knowing students' grammatical errors, this study views that knowing the teacher's strategies is very important to support the data. This study does not only know how the errors can happen, but also know how the teacher has overcome the errors. Therefore, as reformulated, this study can combine between knowing the errors area and the teacher's strategies to get the concrete solution for removing the errors, at least minimizing them in the next teaching and learning process.

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the statements of the problems, this study is based on combination of descriptive quantitative and qualitative design. Descriptive quantitative design is used to enrich the descriptive qualitative data. This research is to analyze the grammatical errors in adjective clauses made by the students, classify the types of grammatical errors, count the percentages of the types of grammatical errors, find out the causes of grammatical errors and describe the teacher's strategies to overcome the students' grammatical errors in adjective clauses.

B. Subject of the Research

The subject of this study is the tenth grade students of SMA Hang Tuah 2 Sidoarjo in second semester 2010/2011. Beside it has many classified levels in one grade based on students' capability, this school also becomes the favorite school. Meanwhile, the writer also chooses the tenth grade students, because adjective clause is taught in this grade, so that, it is very suitable for giving the test about it. Besides giving more explanation, it can avoid students' misunderstanding. In addition, the students can also prepare themselves before going up to the next level by knowing their capability.

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Those students are grouped into twelve classes which are initiated from X-1 until X-12. Among twelve classes in tenth grade, one of them is chosen randomly as the sample of the study. As a result, class X-7, which consisted of 49 (forty nine) students, is chosen as the sample of this study.

C. Setting of the Study

This study is based on SMA Hang Tuah 2, Sidoarjo. The school is located at Jl. Kri Ratulangi no. 1, Sawotratap, Gedangan, Sidoarjo. The writer chooses SMA Hang Tuah 2 Sidoarjo, because this school has many classified levels in one grade based on students' capability. This school is also classified as a favorite private school, so that, it is not wondering thing if there are about fifty students in one class.

D. Data and Source of Data

Data are obtained through tests which are given by writer to the students. The test is in the written form, because it is easier to prepare and mark the students' answer worksheet. The test focuses on adjective clause which has been learned by students. Meanwhile, the source of data in this study is taken from the textbook used in the school that contains about adjective clause. Moreover, the writer also discusses with the teacher since making questions in the test.

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E. Research Instrument

The writer uses herself as the key instrument. In this case, Lincoln and Guba say:

> "The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has product.[51]

Moreover, to answer the research questions, the writer also uses the other instruments, they are:

1. Written test

   The test is a sequence of questions, exercise or the other instrument which is used to measure skill, intelligence knowledge, ability or talent which are owned by individual or group.[52] The kind of this test is achievement test, because this test will be used to measure the testees' attainment after learning something. The test is in the written form, because it is easier to prepare and mark the students' answer worksheet. The test focuses on adjective clause which has been learned by students. The students are given the test, which consists of 20 items and the time is about 45 minutes. The test is designed by the writer based on the textbook which is used in the school, and also by discussing with the teacher.

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[51]Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: ALFABETA, cv., 2010) p. 306
[52] Suharsimi Arikunto, op.cit., p. 150

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For examples:

I. Choose the correct answer!

1. The cat ..... fish in my house is very naughty.
   a. which is always steal
   b. which always steals
   c. that is always steal
   d. always steals
2. The student ..... the spectacles is very diligent.
   a. who is wear
   b. whose wear
   c. who wears
   d. whom wears
3. The hotel ..... we lives is very beautiful.
   a. when
   b. why
   c. whose
   d. where

II. Combine these pairs of sentences by using suitable relative pronouns (*who, whom, which, whose*) or relative adverbs (*when, where, why*).

1. The rabbit is so funny. It jumps into my house.
2. I came to your house last night. You were sleeping.
3. The girl was beautiful. I met her.

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The key answers:

Part I

1. B. which always steals
2. C. who wears
3. D. where

Part II

1. The rabbit **which** jumps into my house is so funny.
2. I came to your house last night **when** you were sleeping.
3. The girl **whom** I met was beautiful.

Besides giving the test, the writer also measures validity and reliability of the test. To measure the validity of the test, the writer uses scores from the daily test which has been made by the teacher and also done by the students before. Next, it is correlated between the score of daily test made by the teacher and the test made by the writer. The validity of the test is obtained by the formula from Arikunto which is stated by Pearson:[53]

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where: r_{11} = correlation index

x^2 = (score X – average score of X)^2

y^2 = (score Y – average score of Y)^2

[53] *Ibid.*, p. 170

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$\sum_{xy}$ = total of the times result from x and y

The calculation is:

$$r_{xy} = \frac{1856}{\sqrt{(1927)(5567)}}$$

$$= \frac{1856}{\sqrt{10727609}}$$

$$= \frac{1856}{3275.3028}$$

$$= 0.5666$$

The result of the correlation between both of them shows that there is correlation between x variable and y variable, and the direction is positive because number of the result is also positive. From here, the writer concludes that the test is valid.

The writer also measures the reliability of the test by using Flanagan's formula as follows:[54]

$$r_{11} = 2\,(1 - \frac{V_1 - V_2}{V_t})$$

Where: r_{11} = instrument reliability

V_1 = uneven items of score variant

V_2 = even items of score variant

V_t = total of score variant

[54] *Ibid.*, p. 184

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For every variant, the formula is:

$$V = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Where: V = variant

$\sum X^2$ = score

N = total of respondents

The calculation is:

$$V_1 = \frac{2291 - \frac{(96721)}{43}}{43}$$

$= 0.969$

$$V_2 = \frac{2375 - \frac{(97969)}{43}}{43}$$

$= 2.247$

$$V_t = \frac{9266 - \frac{(389376)}{43}}{43}$$

$= 4.901$

$$r_{11} = 2\ (1 - \frac{0.969 - 2.247}{4.901})$$

= 2 x 1.2607

= 2.5214

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From the result, if this cost r_{11} is consulted with the table of product moment, it is bigger than cost r_t which hoped, so that, the writer concludes that the instrument is reliable.

2. Interview

Interview is a dialog which is done by the interviewer to get the information from the interviewee.[55] The writer uses the interview as an instrument, because the writer wants to know the teacher's strategies to overcome the students' grammatical errors in adjective clause. For efficiency of the time, the writer interviews the teacher orally face to face to get the information about the teacher's strategies.

3. Checklist

Checklist is needed to classify the types of grammatical errors and identify the causes of grammatical errors made by students in their answer sheets. Checklist is used in the calculation to ease the process.

Table 3.1
Checklist Table

No.	Sentences	Total of error sentences	Types of errors				Causes of errors			
			Omission	Addition	Misformation	Misordering	OG	IORR	IAOR	FCH
1.										
2.										

Note:

OG : overgeneralization

[55] *Ibid.*, p. 155

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ORR : ignorance of rule restriction

AOR : incomplete application of rule

FCH : false concepts hypothesized

F. Data Collection Technique

To collect the data, the writer used a test as the first step. The writer came to the class to give the test to the students. Before giving the test, the writer explained a little material about adjective clause to review the previous material. There are 20 items in the test which is done about 45 minutes. Since doing the test, the writer clamped down on the testees (students) to avoid the cheating or corporation in doing test.

The second step is interview. The writer interviewed the teacher to get the information about the teacher's strategies to overcome the students' grammatical errors in adjective clause. The interview is done orally in face to face.

G. Data Analysis Technique

After collecting data, the writer applies procedures as described in the following:

a. Identification of Errors

The writer identifies the errors in the students' answer sheets if there are any differences between answer and the target language. The writer

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collects all grammatical errors, and then groups them into the types of grammatical errors related to the rules of adjective clause.

b. *Classification of Errors*

After identifying the errors, the writer classifies errors based on *surface strategy taxonomy*, because it shows the cognitive process that underlies the learner's reconstruction of the new language, in which the errors can be described into four types, namely omission, addition, misformation and misordering.

c. *Tabulation of Errors*

Based on the errors classification *above*, the writer counts and tabulates how many times each error occurs in percentage. The calculation errors are done by using the formula proposed by Levin and Fox (1991: 24-25) as quoted by Jannatul Laily Noviabahari:[56]

$$\boxed{\sum_{(x)} = \frac{n(x)}{N} x\ 100\%}$$

Where: $\sum_{(x)}$ = the percentage of grammatical errors

$n(x)$ = the total of each grammatical error

N = the total of all grammatical errors

[56] Jannatul Laily Noviabahari, op.cit. p. 47

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d. Error Evaluation

Related to the grammatical errors made by the students, the factors of causing the errors can be interpreted. The causes of errors can be analyzed based on the errors which are classified in each type of grammatical errors before.

Finally, the writer also analyzes another kind of data from the interview.

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CHAPTER IV

DATA DISPLAY AND DISCUSSION

After conducting the study, collecting the data, identification and classifying the errors, in this chapter, the writer presents general description of the data, data display and discussion of the study. This chapter is divided into three sections which are described as follows:

A. General Description of the Data

The writer conducted the study in SMA Hang Tuah 2 Sidoarjo, the private school which is located at Jl. KRI Ratulangi No.1, Sawotratap, Gedangan, Sidoarjo. In this school, there are 60 teachers and 1.570 students, which the headmaster is Drs. Sumantri.[57]

In SMA HANG TUAH 2 Sidoarjo there are three principle buildings (Building A, B, C) which is located in one location with large 6034 m^2, and building's large is 4075 m^2, which consist of infrastructures as follows:[58]

- 1 basket ball field
- 1 volley ball field
- 1 football field
- 1 tennis court
- 1 long-jump field

[57] "Profil Documentations of SMA Hang Tuah 2 Sidoarjo" (Sidoarjo: unpublished document, n.d)
[58] *Ibid.,*

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- 1 wall climbing
- 2 tables tennis
- 3 restocks
- 1 language laboratory with AC-room and 50 headsets with control panel designed
- 1 computer laboratory with AC-room
- 1 science laboratory
- 1 library with AC-room and 2 units computer
- 1 mosque
- 5 stands of canteen (pujasera designed)
- 1 meeting room
- 1 hall/art room
- 1 konseling room with 1 unit computer
- 1 UKS room
- 1 OSIS room
- 22 classrooms with each of them using white-board, 2 ceiling-funs and centrally audio-system.
- 1 call box
- Parking area which is separately between X, XI and XII class with security
- Garden area to support the teaching and learning process

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SMA HANG TUAH 2 Sidoarjo is a favorite school, because besides having complete facilities, this school often becomes winners in some emulation, such as KIR contest in national level, English debate on Hang Tuah institute branch Surabaya, intelligent and precise show on Hang Tuah institute branch Surabaya, drugs ambassador champion and so on. This school has a vision and missions. The vision is excellence in academic achievement based on faith and God-fearing; knowledge and technology; high discipline and constructed the maritime concept. Whereas, the missions are:[59]

1. To prepare the students to be God-fearing and good attitude.
2. To increase education quality based on curriculum of the school which orientates into life skill relevants with public's demand and knowledge and technology development, so that, school can compete in global era.
3. To arise awareness of leraners, teacher and official employee in order to dicipline and have high dedication in doing their duty.
4. To develop the school by teaching and learning process based on school's determinate, so that teacher and students can appear the teaching situation which active, creative, efective, happyness and brightness.
5. To supply the learners by maritime knowledge in order to be able to increase the maritime concept.
6. To produce the graduates which have motivasion, commitment, skills, creativity to be independent, social sensitivity and leadership.

[59] *Ibid.,*

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7. To support the equal facilities in order for teaching and learning process to run smoothly, orderly, effectively and efficiently in order to support learners' success to continue their study into the college.

B. Data Display

As previously stated in chapter I, this study means to explain the grammatical errors in adjective clauses made by the tenth grade students of SMA Hang Tuah 2, Sidoarjo. The source of data of this study is the test of the first year students. The students' test was done on May 20th 2011 at 08.20 am in the classroom. The students followed are forty three students from forty nine students in one class, because some of them cannot join the class because of the different reasons, like getting sick and another necessary. The data display is divided into three sections as research problems in chapter I. They are:

1. Types of Grammatical Errors

Since this study is analyzing the test, the writer describes the errors appearance naturally based on the students' answer sheets. From forty six students' answer sheets, the writer finds that the test contains a lot of grammatical errors. There are 7 kinds of grammatical errors which are classified as follows: 16 out of 275 or 5.818% errors in relative pronoun *who*; 35 out of 275 or 12.727% errors in relative pronoun *which*; 53 out of 275 or 19.272% errors in relative pronoun *whom*; 53 out of 275 or 19.272% errors in relative pronoun *whose*; 48 out of 275 or 17.818% errors in relative adverb

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where; 46 out of 275 or 16.727% errors in relative adverb *when*; and 24 out of 275 or 8.727% errors in relative adverb *why*.[60]

The examples of errors in relative pronoun *who* are:

a. The student who is wear the spectacles is very diligent.

b. John was clever who was absent yesterday.

c. John when was absent yesterday was clever.

d. The man whom always gives us money is very kind.

The examples above can describe the errors in relative pronoun *who*. The example (a), auxiliary *is* and verb *wear* are very contrastive when they are paired on a sentence. Because the sentence is simple present, the correct one is *wears* without *is*. Then the example (b) shows that there is confusion in the placement of the independent clause. *was clever* in this sentence should be put behind the dependent clause to make the sentence understandable. Besides, false concept hypothesized also happen when the students do not pay attention to choose relative pronoun correctly. It is seen in the example (c) and (d). The correct sentences are:

a. The student *who* wears the spectacles is very diligent.

b+c. John *who* was absent yesterday was clever.

d. The man *who* always gives us money is very kind.

The examples of errors in relative pronoun *which* are:

[60] Recapitulation of students' answer sheets taken from the test in the classroom, on May 20th 2011, at 08.20 am (see appendices 6 and 7)

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a. The rabbit when jumps into my house is so funny.

b. The rabbit who jumps into my house is so funny.

c. I buy the bag which _ as expensive as my cloth.

d. I buy the bag which it as expensive as my cloth.

The examples (a) and (b) show the student's confusion to choose the correct answer. In the examples (c) and (d), the students do not pay attention to the way they should form the correct sentences. The correct sentences are:

a+b. The rabbit *which* jumps into my house is so funny.

c+d. I buy the bag *which* is as expensive as my cloth.

The examples of errors in relative pronoun *whom* are:

a. The child who we met this morning was so cute.

b. The child whose we met this morning was so cute.

c. The girl whom _ met her was beautiful.

d. The girl whom I met her _ beautiful.

e. The policeman was handsome whom we saw him yesterday.

The examples (a) and (b) show the student's confusion to choose the correct answer. In the example (c) and (d), some additions and omissions are happening. They omit subject *I* and add object *her* which should be omitted for the example (c). They also omit auxiliary *was* and add object *her* which should be omitted for the example (d). The example (e) shows that there is confusion in the placement of the independent clause. *was handsome* in this

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sentence should be put behind the dependent clause to make the sentence understandable. The correct sentences are:

a+b. The child *whom* we met this morning was so cute.

c+d. The girl *whom* I met was beautiful.

e. The policeman *whom* we saw yesterday was handsome.

The examples of errors in relative pronoun *whose* are:

a. Last week I saw the boy whom the hat like my boy friend's hat.

b. My friend who she has new shoes is Dina.

c. The boy whose he has a car wants to visit your house.

The example (a) shows the student's confusion to choose the correct answer. The example (b) shows that the students confuse, they also add subject *she* and auxiliary *has* which should be omitted. In the example (c), they add subject *he* and auxiliary *has* which should be omitted. The correct sentences are:

a. Last week I saw the boy *whose* the hat like my boy friend's hat.

b. My friend *whose* new shoes is Dina.

c. The boy *whose* a car wants to visit your house.

The examples of errors in relative adverb *where* are:

a. The hotel when we live is very beautiful.

b. The shop when I bought the book yesterday was burning.

c. The market where _ and my mother go shopping _ very dirty.

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The examples (a) and (b) show the student's confusion to choose the correct answer. Most of students still confuse between when and where. In the example (c), they omit subject *I* and add auxiliary *is* which should be added to complete the sentence. The correct sentences are:

a. The hotel *where* we live is very beautiful.

b. The shop *where* I bought the book yesterday was burning.

c. The market *where* I and my mother go shopping is very dirty.

The examples of errors in relative adverb *why* are:

a. My mother tells to me why <u>the reason</u> my sister is crying.

b. My teacher explains the reason why <u>it is caused</u> this flood happened in our environment.

c. My teacher <u>who is caused</u> this flood happened in our environment the reason.

The example (a) shows the students confused to arrange the correct sentence. The students also add the unnecessary words like in example (b). In addition, they still confused to choose the correct relative adverb like in example (c). The correct sentences are:

a. My mother tells to me the reason *why* my sister is crying.

b+c. My teacher explains the reason *why* this flood happened in our environment.

Besides the grammatical errors which the writer explains above, the writer also finds some errors which can be classified into the types based on

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surface strategy taxonomy according to Dulay.[61] It is because the writer wants to make the explanation about the error more detail, so that, it can be easier to understand. In this case, the types of error consist of omission, addition, misformation and misordering. In the research finding, the number all of errors are 473 errors which consist of 54 or 11.416% errors in omission; 170 or 35.94% errors in addition; 225 or 47.568% errors in misformation; 24 or 5.073% errors in misordering.[62]

Errors of omission deal with the absence of an item that must appear in a well formed utterances. Some students tend to omit the morpheme –s of simple verb for the third person singular marker when they constructed sentence with adjective clauses. For example: *The man who always give us money is very kind.*

In this case, the students omit morpheme –s of simple verb for the third person singular marker. Azar states that the final –s or –es is added to a simple present verb when the subject is singular noun or third person singular pronoun.[63] The correct form of the sentence above in the target language would be: *The man who always gives us money is very kind.*

The other examples are: *The girl whom I met _ beautiful* and *I buy the bag which _ as expensive as my cloth.* From examples above, students

[61] Heidi Dulay, op.cit., p. 150
[62] Recapitulation of students' answer sheets taken from the test in the classroom, on May 20th 2011, at 08.20 am (see appendices 6 and 7)
[63] Betty Schrampfer Azar, op.cit., p. 86

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omitted to be *was* and *is*. The correct sentences are: *The girl whom I met was beautiful* and *I buy the bag which is as expensive as my cloth.*

Another error of omission can be seen in this sentence: *The market where _ and my mother go* shopping *is very dirty*. From this example, students omit subject I which is caused by inadvertence of the learners. The correct one is *The market where I and my mother go shopping is very dirty.*

Beside the omission, addition is also occurred in this analysis. Errors in addition are characterized by the presence of an item that must not be appeared in a well-formed utterance. For examples:

a. *My mother tells to me the reason is why my sister is crying.*
b. *The rabbit which it jumps into my house is so funny.*
c. *John who he was absent yesterday was clever.*

Error of addition can be seen in those sentences. In example (a), students add to be *is* which make the reader can misinterpret with the meaning of the utterance. Besides that, in example (b), students add pronoun *it*, because they think that *it* is pronoun of *rabbit*, even though it should not be appeared. The same example of adding pronoun can also be seen in example (c) which adds pronoun *he* as representative of *John*. The correct sentences are:

a. *My mother tells to me the reason why my sister is crying.*
b. *The rabbit which jumps into my house is so funny.*
c. *John who was absent yesterday was clever.*

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Moreover, misformation also occurs in this analysis. Misformation error is characterized by the use of wrong form of the morpheme or structure. It is so many errors occurred in formation, for examples:

a. *The child who we met this morning was so cute.*

b. *The shop when I bought the book yesterday was burning.*

c. *I saw the beautiful garden when I am visiting my grandmother's house.*

From these examples, errors in misformation can be seen. In example (a) and (b), students misform relative pronoun *who* for *whom* and *when* for *where*. Example (c) shows that students misform *present continuous tense* for *past continuous tense*. The correct forms of those sentences are:

a. *The child whom we met this morning was so cute.*

b. *The shop where I bought the book yesterday was burning.*

c. *I saw the beautiful garden when I was visiting my grandmother's house.*

Besides, misordering also occurs in the students' answer sheets. This error is categorized by the incorrect placement of a morpheme or a group of morphemes in an utterance. For examples:

a. *I came when you were sleeping to your house last night.*

b. *John was clever who was absent yesterday.*

c. *The policeman whom was handsome we saw yesterday.*

Those examples show that students disorder the placements of the words in each sentence, so that, it can cause misunderstanding about the meaning of the sentences. The correct forms of those sentences are:

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a. *I came to your house when you were sleeping last night.*

b. *John who was absent yesterday was clever.*

c. *The policeman whom we saw yesterday was handsome.*

2. Causes of Errors

During the process of the second language learning, errors cannot be avoided in every learner that may use any strategies to get comprehension in the target language. The learners' error may be caused by many factors. In analyzing the causes of errors, the writer refers to the theory proposed by Richards that *intralingual* causes can be divided into four kinds: *over-generalization, ignorance of rules restriction, incomplete application of rules* and *false concept hypothesized.*

Over-generalization can be occurred when the students generalize the rules based on their previous understanding to produce other sentences. Therefore, *over-generalization* deals with deviant structures produced by the learners by using their previously acquired rule when they construct a new form of sentences. For example: *My mother tells to me the reason* <u>*is*</u> *why my sister is crying.* In this sentence, the students add to be *is*, because they generalize *the reason* in this sentence as the subject of dependent clause, so that, *to be* must be appear.

Another cause of errors is *ignorance of rules restriction.* It can be occurred when the students disobey the restrictions of existing structures, so that, the application of rules to contexts where they do not apply. For

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example: *The student who is wear the spectacles is very diligent*. The students ignore the existing pattern of *simple present tense*. The correct form of the sentence in the target language would be: *The student who wears the spectacles is very diligent.*

Besides, *incomplete application of rules* is also being a cause of errors occurred in analyzing of students' answers. It can be occurred when the students do not complete the rules in applying them to produce acceptable sentences, for example: *The rabbit which jumps into my house_ so funny.* Here the students omit to be *is* in their sentence. The correct form is *The rabbit which jumps into my house is so funny.*

Moreover, another cause of errors is *false concept hypothesized.* In this case, the students usually misinterpret the use of certain structures of the target language, for example: *I accompanied my sister which my mother was cooking in the kitchen.* From this sentence, students misinterpret the use of *which* to combine two sentences correctly. The correct one is *I accompanied my sister when my mother was cooking in the kitchen.*

3. Teacher's Strategies

Besides analyzing the test, the writer also interviews the teacher to obtain the information about the strategies used in teaching and learning process, especially in adjective clause. In interview, the teacher explains briefly that besides giving more explanation about adjective clause, he also gives exercise to the students more than once. The teacher does not only use

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the textbook which is recommended by the school, but also uses the book based on curriculum 1984 in order to support the students' progress. Moreover, the teacher always gives chance and opportunity to the students to ask the difficulties until they understand the material.[64]

To overcome grammatical errors, the teacher gives the clues of relative pronouns (who, which, whom, whose) and relative adverbs (when, where, why), when they must use each of them. However, the errors in understanding grammatical rules in adjective clause cannot be avoided. The teacher says the most error happened is in the use of *whose* which is false to be *whom*.[65]

C. Discussion

Studying students' error is regarded as an important thing to know the learning process and the strategies conducted by the teacher. The result of the study focusing on students' errors can be used as a mean to measure whether the students have mastered the language that is being taught by teacher or not. It is also as a mean to measure the teacher's success in teaching a language.

Based on the description of data display above, the writer notices most of students make errors in their answer sheets. It can be seen that most error occurred in misformation about 225 out of 473 errors or 47.568%. As stated by

[64] Interview with Agus Prijatmoko as an English teacher of SMA Hang Tuah 2 Sidoarjo, in the teacher office, on May 20th 2011, at 10.00 am
[65] *Ibid.,*

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Dulay that misformation indicates that some learning has transpired and that barring certain attitudes or environmental circumstances, the learner is on his/her way to the target language proficiency.[66] This means that the learners have wrong concept in applying the grammatical rules, so that, they misform the structure of sentence.

From the calculation of grammatical errors, errors in relative pronoun *whom* and *whose* are the highest of all the errors with number 53 out of 275 or 19.272%, and the lowest is errors in relative pronoun *who* with number 16 out of 275 or 5.818%. This situation shows that most of students still confuse in the use of *whom* and *whose*. They misform *whose* into *whom*, and also misform *whom* into *whose*. It can be seen in this sentence: *The child whose we met this morning was so cute*. The correct form is *The child whom we met this morning was so cute*.

The learners' error may be caused by many factors. From analyzing the causes of errors, the writer notices that errors occurred are caused by *over-generalization, ignorance of rules restriction, incomplete application of rules* and *false concept hypothesized*. The most frequently caused of grammatical errors in adjective clauses in students' answer sheets is *false concept hypothesized*. This means that the students usually misinterpret the use of certain structures of the target language using the perspective of Jack Richards. They may not know the distinctive function of certain structures of the target language.[67] For example:

[66] Heidi Dulay, op.cit., p. 163
[67] Jack Ricards, op.cit., p. 24

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Last week I saw the boy which the hat like my boy friend's hat. From this sentence, students misinterpret the use of *which* in order to combine two sentences correctly. The correct one is *Last week I saw the boy whose the hat like my boy friend's hat.*

Moreover, because English is the second language, the interfering effects of the first language may also occur in the learning process.[68] The system of the second language (English language) constructed by the learners may acquire by the interference of mother tongue (bahasa indonesia), so that, it can be caused the errors happen.

The teacher's strategy to overcome grammatical errors is giving the clues of relative pronouns (who, which, whom, whose) and relative adverbs (when, where, why), when they must use each of them. Besides giving more explanation about adjective clause, the teacher also gives exercise to the students more than once. It is not so bad, because giving more exercises can make the learners more remembering the lesson. But the negative side of giving more exercises is making learners bored. It is better when the teacher also gives some instruments such as music, to attract the learners' attention to join the teaching and learning process joyfully as the application of suggestopedia by Lozanov.[69]

[68] H. Douglas Brown, op.cit., p. 215
[69] *Ibid.*, p. 105

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CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of data analyzed in the previous chapter about the analysis of grammatical errors in adjective clauses made by the tenth grade students of SMA Hang Tuah 2 Sidoarjo, the writer concludes as follows:

1. Types of Errors

Based on the description of finding above, the writer notices most of students make errors in their answer sheets. There are 7 kinds of grammatical errors which number 275 grammatical errors of various kinds are found, they are classified into: 16 out of 275 or 5.818% errors in relative pronoun *who*; 35 out of 275 or 12.727% errors in relative pronoun *which*; 53 out of 275 or 19.272% errors in relative pronoun *whom*; 53 out of 275 or 19.272% errors in relative pronoun *whose*; 48 out of 275 or 17.818% errors in relative adverb *where*; 46 out of 275 or 16.727% errors in relative adverb *when*; and 24 out of 275 or 8.727% errors in relative adverb *why*. From the calculation of grammatical errors, errors in relative pronoun *whom* and *whose* are the highest of all the errors with quantity 53 out of 275 or 19.272% errors, and the lowest is errors in relative pronoun *who* with quantity 16 out of 275 or 5.818% errors.

Based on the *surface strategy taxonomy* proposed by Heidi Dulay, in the research finding, the number all of errors are 473 errors which consist of

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54 or 11.416% errors in *omission*; 170 or 35.94% errors in *addition*; 225 or 47.568% errors in *misformation*; 24 or 5.073% errors in *misordering*. The most error is occurred in *misformation* with number 225 out of 473 errors or 47.568%. This means that the learners have wrong concept in applying the grammatical rules, so that, they misform the structure of sentence.

2. Causes of Errors

Based on data analysis, there are four causes of errors, they are: *over-generalization, ignorance of rules restriction, incomplete application of rules* and *false concept hypothesized*. The most frequently caused is *false concept hypothesized*. This means that the students usually misinterpret the use of certain structures of the target language. Besides, the interference of the first language into the second language is also cause of errors.

3. Teacher's Strategies

Besides giving more explanation about adjective clause, the teacher also gives exercise to the students more than once. The teacher does not only use the textbook which is recommended by the school, but also uses the book based on curriculum 1984 to support the students' progress. Moreover, the teacher always gives chance and opportunity to the students to ask the difficulties until they understand. To overcome grammatical errors, the teacher gives the clues of relative pronouns (who, which, whom, whose) and relative adverbs (when, where, why), when they must use each of them.

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B. SUGGESTION

Based on conclusion above, the writer tries to give suggestions to the teacher as follows:

1. By knowing the area of errors made by the students, the teacher should predict more effective teaching methods for the next semester. The teacher should not only give more exercise to the students, because it can make them become bored. To attract the students' attention, the teacher may give more interesting teaching methods such as inserting games within teaching and learning process, especially in teaching adjective clause.
2. As suggestopedia method proposed by Lozanov, the teacher may use music, dialogs, drama, role-plays and a variety of other typical classroom activities in application of suggestopedia to foreign language learning.
3. To get the students' comprehension in learning process, the teacher may also uses simple teaching methods such as writing story which includes adjective clauses.
4. Moreover, the teacher should use active learning methods such as work in pairs, grouping and so on, to make students familiar with the English lesson.

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