

**STUDENTS' DIFFICULTIES IN USING RELATIVE PRONOUN
OF ADJECTIVE CLAUSE AT THE TENTH GRADE OF
SMA DHARMA WANITA 4 TAMAN**

THESIS

Submitted in partial fulfillment for the degree of Sarjana

Pendidikan (S.Pd) in Teaching English



By:

Wulandari

NIMD75213105

ENGLISH TEACHER EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
SUNAN AMPEL STATE ISLAMIC UNIVERSITY

SURABAYA

2018

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini :

Nama : Wulandari
NIM : D75213105
Semester : X (Sepuluh)
Jurusan/Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

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Surabaya, 3 Mei 2018

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This thesis by Wulandari entitled "*Students' Difficulties in Using Relative Pronoun of Adjective Clause at the Tenth Grades of SMA Dharma Wanita 4 Taman*" has been examined on 27 April 2019 and approved by the board of examiners.



(Drs. H. W. Mudlofir, M.Ag)
NIP. 196311161989031003

Examiner I

(Rizka Safitryani, M.Pd)
NIP. 198409142009122005

Examiner II

(Drs. Muhtarom, Med Grad Dip TESOL)
NIP. 196512201992031005

Examiner III

(Drs. Irma Soraya, M.Pd)
NIP. 196709301993032004

Examiner IV

(Rakhmawati, M.Pd)
NIP. 19780317200912002

ADVISOR APPROVAL SHEET

This thesis by Wulandari entitled "*Students' Difficulties in Using Relative Pronoun of Adjective Clause at the Tenth Grades of SMA Dharma Wanita 4 Taman*" has been approved by the thesis advisors for further approval by the boards of examiners.

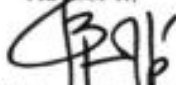
Surabaya, 3rd Mei 2018

Advisor I,



Dra. Irma Soraya, M.Pd
NIP.196709301993032004

Advisor II,



Rakhmawati, M.Pd
NIP.19780317200912002



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

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KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Nama : Wulandari
NIM : D75213105
Fakultas/Jurusan : Tarbiyah dan Keguruan / PBI
E-mail address : misswulandari08@gmail.com

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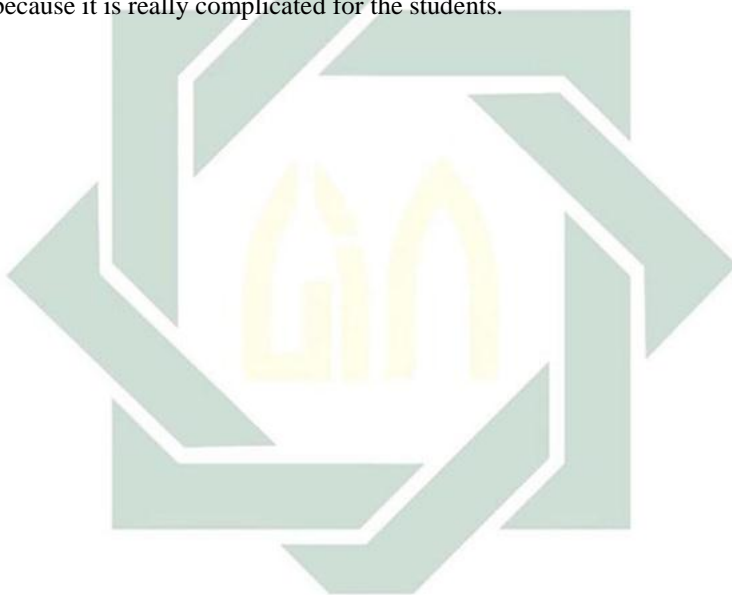
ABSTRACT

Wulandari. 2018. *Students' Difficulties in Using Relative Pronoun of Adjective Clause at The Tenth Grades of SMA Dharma Wanita 4 Taman*. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor : Dra. Irma Soraya, M.Pd, and Rakhmawati, M.Pd

Key Words : Students' Difficulties, Relative Pronoun, Adjective Clause

Adjective clause is an essential item to understand because it concerns to a clause or sentence that plays an important role in English language. It is really familiar for the students. In fact, many students often face difficulties in learning adjective clause especially in using relative pronoun of adjective clause. The purpose of the study is to identify the students' difficulties in using relative pronoun of adjective clause and to find out the factor causing students' difficulties in learning adjective clause. This research was a case study and it used descriptive qualitative method to present about students' difficulties and the factor causing students' difficulties in learning adjective clause. The subject of the research was fifty seven of tenth grades students at SMA Dharma Wanita 4 Taman, Sidoarjo academic year 2017/2018 who was detected as having difficulties in learning adjective clause. The documentation, interview, and questionnaire were used as data collection technique. The researcher used document (students' adjective clause' work), open-ended interview, and close-ended questionnaire as instrument of the research. The document and interview used to obtain the data about students' difficulties in using relative pronoun of adjective clause. Furthermore, the questionnaire used to obtain the data about factor causing students' difficulties in learning adjective clause. The researcher also did interview with an English teacher to strengthen the data. Based on the result analysis, the tenth grades students of SMA Dharma Wanita 4 Taman found three difficulties in learning adjective clauses, those were: comprehension, using unnecessary pronoun, and using the wrong relative pronoun. The findings showed that the students had more difficulties in using wrong relative pronoun, it can be seen from the problems they had gotten in using wrong relative pronoun. Then, they had some problems in comprehension of adjective clause. The last, they

had problems in using unnecessary pronoun. The finding also showed that there were 3 factor causing students difficulties ; motivation, teaching method, and educational background. In conlucion, there were still many difficulties faced by students in learning adjective clause. It indicates that the students did not understand well about adjetive clause. Some suggestion were given to the teacher that the teacher shoule give more detail explanation about adjective clause. The teacher should be more active to increase students' motivation in learning adjective clause. The teacher also should give clear examples in each relative pronoun because it is really complicated for the students.



ABSTRAK

Wulandari. 2018. *Students' Difficulties in Using Relative Pronoun of Adjective Clause at The Tenth Grades of SMA Dharma Wanita 4 Taman*. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor : Dra. Irma Soraya, M.Pd, and Rakhmawati, M.Pd

Key Words : kesulitan siswa, kata ganti relatif, klausa adjektif.

Klausa adjektif adalah suatu hal yang penting untuk dipahami karena klausa adjektif berhubungan dengan klausa atau kalimat yang berperan penting dalam bahasa Inggris. Klausa adjektif sangat terkenal di kalangan siswa. Faktanya, banyak siswa sering menghadapi kesulitan dalam belajar klausa adjektif khususnya dalam penggunaan kata ganti relatif. Tujuan penelitian ini adalah untuk mengidentifikasi kesulitan siswa ketika menggunakan kata ganti relatif dalam klausa adjektif dan untuk menemukan faktor penyebab kesulitan siswa dalam belajar klausa adjektif. Penelitian ini adalah penelitian kasus dan menggunakan metode deskripsi kualitatif untuk mempresentasikan tentang kesulitan siswa yang paling umum terjadi serta faktor penyebab kesulitan ketika belajar klausa adjektif. Subjek dalam penelitian ini adalah 57 siswa kelas X dari SMA Dharma Wanita 4 Taman Tahun pelajaran 2017/2018 yang dianggap memiliki kesulitan dalam belajar klausa adjektif. Peneliti menggunakan dokumentasi, wawancara, dan kuesioner untuk mengoleksi data. Peneliti menggunakan dokumen (tes klausa adjektif siswa), wawancara terbuka, dan kuesioner tertutup sebagai instrumen penelitian. Dokumen dan wawancara digunakan untuk memperoleh data tentang kesulitan siswa dalam belajar klausa adjektif. Sementara itu, kuesioner digunakan untuk memperoleh data tentang faktor penyebab kesulitan siswa dalam belajar klausa adjektif. Peneliti juga melakukan wawancara dengan guru bahasa Inggris untuk memperkuat data yang telah diperoleh. Berdasarkan hasil penelitian, siswa kelas X SMA Dharma Wanita 4 Taman menemukan tiga kesulitan dalam belajar klausa adjektif yaitu : Pemahaman, penggunaan kata ganti berlebihan, serta kesalahan dalam penggunaan kata ganti relatif. Penemuan ini juga menunjukkan bahwa siswa lebih banyak mendapat kesulitan dalam

kesalahan penggunaan kata ganti relatif, hal ini bisa di lihat dari permasalahan yang telah mereka dapat dalam kesalahan penggunaan kata ganti relatif. Kemudian, mereka mendapat beberapa permasalahan dalam pemahaman klausa adjektif. Terakhir, mereka mendapat permasalahan dalam penggunaan kata ganti yang berlebihan. Penemuan ini juga menunjukkan bahwa ada tiga faktor penyebab kesulitan siswa yaitu : motifasi, metode pengajaran, serta latar belakang pendidikan. Kesimpulannya, masih banyak kesulitan yang dialami siswa ketika belajar klausa adjektif. Hal ini menunjukkan bahawa siswa masih belum memahami betul tentang klausa adjektif. Beberapa saran telah diberikan untuk guru, guru harus lebih memberi perhatian ketika mengajar klausa adjektif. Guru harus memiliki metode yang baik untuk meningkatkan motifasi siswa dalam belajar klausa adjektif. Guru juga harus memberi banyak latihan tentang fungsi dan penggunaan pada setiap kata ganti relatif karena kata ganti relatif benar-benar sulit bagi siswa.



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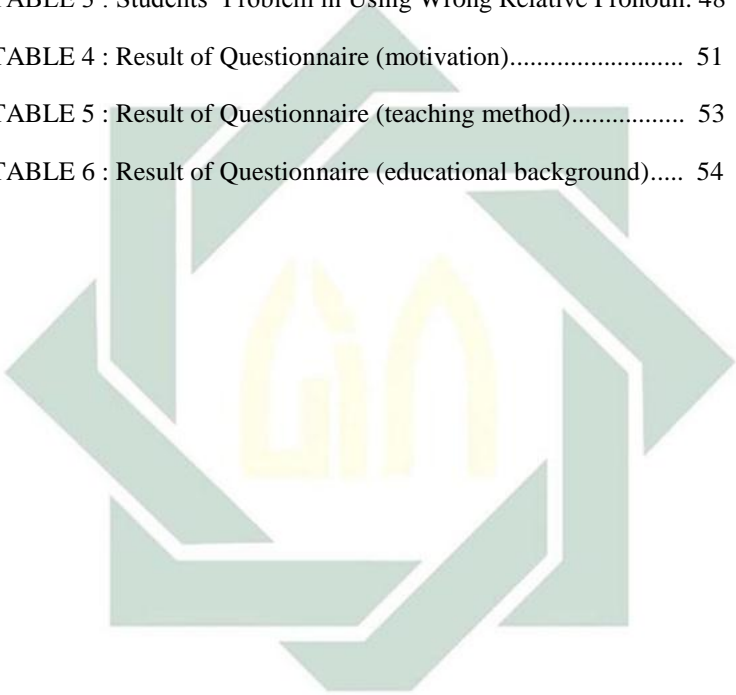
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CHAPTER I INTRODUCTION

This chapter presents introduction of the study that explains the issues related to the research. Besides, it contains of the research questions that come up from some cases, objectives of the study that explain the aims of conducting this research, significances of the study. Furthermore, scope and limitation of the study are also presented in this chapter. The last, definition of key terms defining the variables used in this research is also provided in this chapter.

A. Background of the Study

Nowadays, the importance of English cannot be ignored since English is the most common language in the world. So, it has become international language. In learning English, one of the skills that must be mastered is writing. Sulaeman stressed that writing is an essential factor of language.¹ It means that writing plays important role in learning English. In fact, for most students writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways.²

In writing, students Elementary School, Junior High School, and Senior High School learn how to write good sentences. When the students make a sentence they should concern with structure of the sentences because structure can deliver message of the sentences.³ Getting the main message in every single sentence is very important for the students in understanding what the true meaning of given text by the teacher. As consequences, students must automatically identify all kind of sentences they will probably face. According to Sarah Andersen of San Jose University Writing Center one of the complicated sentences is complex sentences.⁴ It means that students sometimes make mistake in write complex sentence. According to Duffield, students often difficult to writes English complex sentence because contains of clauses. Clauses is a

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

² Gordon Taylor, *"A Students Writing Guide"* Cambridge University press, 2009, 8

³ *ibid*, 9

⁴ Sarah Andersen, *Sentence Types and Function*, San Jose State University Writing Center, Spring 2014, 53

group of words containing a subject and predicate and functioning as a member of complex or compound sentences.⁵ In general, to construct complex sentence is need two kinds of clauses and those are well known as main clause and subordinate clause.⁶ Main clause is a clause that can stand alone as sentence, containing a subject and a predicate with a finite verb. Subordinate clause is a clause which cannot stand alone in sentence because it is an incomplete thought. Subordinate clause begin with subordinating conjunctions or relative pronouns, which both play role in making the clause subordinate.⁷

One of types of subordinate clause is called adjective clause. It is one of the most familiar types of subordinate clause, has attracted the attention of second language acquisition researchers and educators due to its complex structures and apparent difficulty to language learners. Adjective clause is an essential item to understand because it concerns to a clause or sentence that plays an important role in English language. Azar stated “the student who can employ adjective clause in dependent clauses can greatly increase their communicative competence in the English language.”⁸ Therefore, by understanding it, the students can produce a complex sentence and understand about the sentence.

Adjective clause are kind of complex syntactical structures in human language.⁹ They are difficult learners to produce, comprehend, and imitate. In adapting English language, students will find new different language patterns from their mother language.¹⁰ Its condition also can be found in the process of learning adjective clause. As the consequence of adaptation to the

⁵ Raymon Murphy, *Grammar in Use*, (Cambridge : Cambridge University Press, 2001) 170

⁶ Duffield, *Identifying Assertions in Text and Discourse; The Presentational Relative Clause*, 3

⁷ Lionel Garret, *Example of Clauses*, Retrieved from.

[Http://Study.com/academy/lesson/clause-examples-definition-quiz.html](http://Study.com/academy/lesson/clause-examples-definition-quiz.html) accessed on 16 January 2018

⁸ Betty Azar.S, *Understanding and using English grammar : 3rd edition*, 129

⁹ S. J. Abdolmanafi(Rokmi) and Z. Rahmani, *An Investigation of the Learnability of Relative Clauses by EFL Learners*, (Iran : Golestan University, 2012), World Journal of English Language, Iran. Vol. 2, No. 3, 29

¹⁰ Jack C. Burton and Theodore S. Rogers, *Approaches and Method in Language Teaching*, 115

English language rule, students find some difficulties in write sentences using adjective clause. The adjective clause is frequently used in the English text book, magazine, newspaper, and other English written forms which the students should read to enrich their knowledge. They will difficult to understand the meaning of the text. Moreover, in this era, the students often make caption in English. They did not realize that they write caption by using adjective clause.

Sometimes the students do not know how to use the adjective clause even they make mistakes in implementing adjective clause rules. Especially for EFL learners, the students sometimes misinterpreted the grammatical system of their mother tongue with the target language which is learnt. They usually used translation method from their mother tongue to construct adjective clause. It also can be seen from pre-liminary research that researcher done, the researcher found 80% students still have problems to construct adjective clauses. It can be known from the result of the adjective clause's test which conducted by the English teacher. One of the students mistake is used double pronoun in construct adjective clause. Based on the result of the test, students wrote : "*Aline is alone now whose her mother was died*"¹¹ It is wrong because according to Martin, the other difficulties that common faced by students is the difficult in using unnecessary pronoun.¹² Ching argue that adjective clause is usually used to connect dependent and independent clause.¹³ The students do not know that the other function is to replaces subject or object in subordinate clause. It may make students to put double subject or object in adjective clause. The result of adjective clause's test also shown that the students still get trouble in this part.

The other mistake that researcher found in pre-liminary research is using relative pronoun. The students usually choose the wrong relative pronoun as subject or object in adjective clause. for

¹¹ Students worksheet of adjective clause's test.

¹² Martin Parrott, *Grammar for English Language Teachers*, (Cambridge : Cambridge Press University, 2000). 351

¹³ Ching-Ying Lin1 & Shu-Yuan Chuang, EFL Learners' English Relative Clauses Learning, (Cho-Shan Elementary School, Taiwan) International Journal of English Linguistics; Vol. 4, No. 4; 2014ISSN 1923-869X E-ISSN 1923-8703

example : “*The dog is mine who has soft fur*”¹⁴ In addition, Martin stated that the most common mistake is using the wrong relative pronoun.¹⁵ According to A. J Thomson, there are many types of relative pronoun and they have different function and usage. *who* and *which* has the same function is use to replace subject, but, *who* for person and *which* for things.¹⁶ The students get problems because the students may just know that both of them has same function without knowing the usage of it. It may make students difficult to choose relative pronoun and they use the wrong relative pronoun. It will be a big problem if the students did not understand yet about relative pronoun because this mistake usually occur in national examination, daily examination, and also TOEFL test. This mistake also influences their reading comprehension. If the students did not understand about relative pronoun, they will difficult to understand the meaning of the text.

The last mistake is about comprehension of adjective clause. From the information of the English teacher and interviewed ten students with different classes in pre-liminary research, show that students still difficult to comprehend adjective clause. The teacher said that the students get difficult to recognising and understanding adjective clause without relative pronoun in text. When the teacher used a text and the teacher asked the students to recognize adjective clause in the text. They were totally wrong.¹⁷ The student may get wrong because sometimes the adjective clause in the text do not use relative pronoun. The researcher also gives a text to some students contain of adjective clause without relative pronoun but nine of them got wrong answer.¹⁸ They consider that relative pronoun is the key to recognize adjective clause, no relative pronoun can causes difficulties to recognise it. It shows that the students has problem to

¹⁴ Students worksheet of adjective clause’s test

¹⁵ Dan Yi. *Teaching Relative Clause in Secondary School English Classroom*. (School of Foreign Languages, China West Normal University, 2017) *International Journal of Liberal Arts and Social Science Vol. 5, 3*

¹⁶ A.J. Thomson and A. V. Martinet, *A Practical English Grammar*, (United States : Oxford University Press, 2002). 57

¹⁷ The result of short interviewed concuded on wednesday, 6^h December 2017 at 8:30 am.

¹⁸ Result of interviewed pre-liminary research on 3^h January 2018 at about 11:15 am.

comprehend adjective clause. In addition, Martin said that other mistake faced by students is comprehension of adjective clause.¹⁹

Before conducting the study, some previous studies related to the topic of this study was found. The first previous study is written by Sri Puji Astutik with title *The Students Difficulties in Learning Adjective Clause at The Twelfth Grade of SMAN 1 Mirit Kebumen*. This study has close similar phenomena but the previous study only focus on students difficulties especially in word order and using relative words. The previous study analyzed both relative pronoun and relative adverb as conjunction. Whereas, this study only focus on relative pronoun. Using relative words is the second problems in learning adjective clause after word order with percentage 85.71% confused in using which, whose, and that, 75.57% confused in using who and whom, 55.72% confused in using where and when.²⁰ The result of previous study proved that using relative pronoun should get more attention because it is more difficult than relative adverb.

The second previous study is written by Putri Rahmadani entitle *The Mastery of Adjective Clause by The Third Year Senior High School Students (Case Study : SMA Alwasyilah Medan)*. The previous study examined how far students mastery adjective clause. It is related to the students ability. The result of this study show that there are 40% of the students belong to success in mastery adjective clause. Even those who failed of the test are 60%. The third year students senior high school of Alwasyilah Medan have fair of mastery in adjective clause. The study also found that the students' failure in using adjective clause is caused by lacking of treatment of using the adjective clause in daily life activities.²¹ This previous study has different purpose. The previous study analyzed the students mastery in adjective clause, while, this research analyzed the difficulties of the students in learning adjective clause.

The last previous study is written by Sugianto Somba with title *The third previous study is thesis entitlled The Ability of*

¹⁹ Martin Parrott, *Grammar for English Languag Teachers*, (Cambridge : Cambridge Press University, 2000). 351

²⁰ Sri Puji Astutik, *The Students Difficulties in Learning Adjective Clause at The Eleventh Grade of SMAN 1 Mirit Kebumen*, (Purworejo : Universitas Muhammadiyah Purworejo)

²¹ Putri Rahmadani, *The Mastery of Adjective Clause by The Third Year Senior High School Student*, (Medan : STMIK Budi Darma Medan, 2015)

Understanding Adjective Clauses of The First Year Students Faculty of Letters Gunadarma University. The previous study found that the ability of the third year students of Faculty of Letters in understanding Adjective Clauses was poor (35.71%). The problems faced by the students were: most of them still did not know the use and the functions of each relative pronoun in adjective clauses which are *whom, whose, which, and that*.²² The study done by Sugianto Somba has different purpose with this study. The researcher want to know the ability of the students in learning adjective clause, in other hand, this research want to know the difficulties of the students in learning adjective clause. This study also has different subject of the study. The researcher used senior high school as subject of the study, but, the previous study used students in university.

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

The researcher also curious to know about causing factors of students' difficulties in learning adjective clause. According to the English teacher, the students are less interest in learning grammar especially adjective clause because it has relative pronoun which has different function and usage It might causes them get problems in learning adjective clause. Lack of background knowledge about adjective clause and relative pronoun also can be the factor causing students difficulties in using relative pronoun of adjective clause. Students who joined in English grammar club get little problem in

²² Sugianto Somba, *The Ability of Understanding Asjective Clauses of The Third Year Students Faculty of Letters Gunadarma University*, (Professional Program of Gunadarma University, 2006).

²³ Kurikulum 2013 revisi 2016

learning adjective clause. The teacher also said that her teaching method also might be the factor of students' difficulties.²⁴

The researcher chose first grade students of senior high school as subject which different from the previous studies above because English quality of tenth grade start to be increased in order to face their future life. They also can be considered as beginner in learning adjective clause. By knowing their difficulties in early time, it will avoid them to make mistake in the future.

This research conducted in SMA Dharma Wanita 4 Taman because English is one of lessons that has low average. The teacher said that the students score of the final test in last semester, the average of English lesson is low.²⁵ It means that English in SMA Dharma Wanita need more attention. As we know that English is play important role in life. It is testing in national examination. It also as international language that usually testing in job interview. So, It is very important for students in this school to increase their English more and more. In addition, the result of adjective clause's test shows that students has problems in learning adjective clause.

The other reasons is the school explained about adjective clause when learn relative pronoun, the teacher also give test to the students about it. It is shown from lesson plan of the teachers. The teachers said that relative pronoun and adjective clause cannot be separated each others. The way to know students' understanding in relative pronoun by practice them to write adjective clause.²⁶By knowing their difficulties, it can help the teacher in teaching adjective clause in the future.

Because of the problem above, the researcher is inspired to do the research entitled Students Difficulties in Using Relative Pronoun of Adjective Clause at The Tenth Grades of SMA Dharma Wanita 4 Taman. The researcher had find out the students difficulties and the factor causing their difficulties in learning adjective clause.

²⁴ The result of short interview with English teacher conducted on Wednesday, 6th November 2017

²⁵ Ibid

²⁶ The result of short interview conducted on Wednesday, 6th December 2017 .

B. Research Question

1. What are the difficulties faced by students in learning adjective clause at the tenth grades of SMA Dharma Wanita 4 Taman?
2. What are the most commonly factor causing students difficulties in learning adjective clause at the tenth grades of SMA Dharma Wanita 4 Taman?

C. Objectives of The Study

The objectives of the study are :

1. To identify the difficulties faced by students in learning adjective clause at the tenth grades of SMA Dharma Wanita 4 Taman.
2. To find out the most commonly factor causing students difficulties in learning adjective clause at the tenth grades of SMA Dharma Wanita 4 Taman.

D. Scope and Limitation

Scope in this study is to identify the difficulties faced by students in the first grade of SMA Dharma Wanita 4 Taman in using relative pronoun of adjective clause and also to find the reason why the students face the difficulties in learning adjective clause.

It is essential to limit the problem in order to avoid misunderstanding in interpreting the problem. The writer limits the problem in the study only in three difficulties, they are : comprehension, using unnecessary pronoun, and using the wrong relative pronoun. The researcher also limits the factors causing students' difficulties in learning adjective clause become three factors, they are : motivation, teaching method, and educational background.

E. Significance of The Study

The significances of the study are :

1. For the English Students

This study is expected to provide a contribution of knowledge for students about students difficulties in learning adjective clause especially the use of relative pronoun who still find problem and confuse when using relative pronoun. By knowing their difficulties, they can find strategy to improve their ability in using relative

pronoun of adjective clause. So they can overcome their difficulties in their learning activity.

2. For the English teachers

It is expected to be useful information. The teachers will know how far the students comprehend about adjective clause and the causes of those difficulties. Beside, the result of the study will direct the English teacher to do evaluation and revision in their teaching-learning activity.

3. For the researcher

It can enrich the literature as teachers candidate in teaching grammar especially adjective clause, they should be able to make more interesting and more suitable strategy in teaching adjective clause to avoid students difficulties.

4. For the reader

The result of this research will become references for readers who conducted similar research.

F. Definition of Key Term

1. Students' Difficulties

According to Collins, difficulties is something that is difficult, as a hard problems or an obstacles or objections faced by the learner.²⁷ So, in this research students difficulties is problem that tenth grade students of SMA Dharma Wanita 4 Taman founds in using relative pronoun of adjective clause and students feel difficult to understand it. The researcher divided it into three difficulties : comprehension, using unnecessary pronoun, and using the wrong relative pronoun.

2. Relative Pronoun

Relative pronoun is a pronoun functioning to connects or describing two sentences into one sentence. It also used to subject or object in adjective clause.²⁸ In this research, relative pronoun that researcher propose is who, whom, which, that, and whose as connection between dependent

²⁷ Collins cited in Asma Abdul Aziz's Journal. *Learning Difficulties and Strategies at Higher Secondary School*. (Journal of Policy Research, 1(2), 2014), 59

²⁸ Hotben D. Lingga, S.S and Lim Ali Utomo, *Intisari Tata Bahasa Inggris Kontenporer*, Penerbit Kesaint Blanc-Anggota Ikapi, Bekasi Timur, 2007, 121

and independent clause, and it has the function as subject or object in adjective clause.

3. Adjective Clause

As Evelyn P. Altenberg and Robert M. Vago said that a relative clause (adjective clause) is a kind of dependent clause; it provides additional information about a noun phrase in the main clause.²⁹ In this research, means of adjective clause is a additional information that use to identify things or people, and to distinguish them from other, similar things or people.

4. Factors of Difficulties

Based on The Common European Framework (CEF) in Lenny Johana's journal defines a factors of difficulties as an aspect of full complexity by any individual that gives influence or causes difficulties.³⁰ In this research, factors of difficulties is aspect that causes students difficulties in learning adjective clause. The researcher provides three factors of difficulties in learning English language: motivation, teacher method, and educational background.

²⁹ Evelyn P. Altenberg and Robert M. Vago, *English Grammar*, (USA: Cambridge University Press, 2010), 121.

³⁰ Lenny Johana Alvarado Rico, *Identifying Factors Causing Difficulties to Production Skills among Foreign Language Learners*. (ISSN 2322-9187. June 2014, vol 11, Pamplona : Colombia) 69

CHAPTER II

REVIEW RELATED LITEATURE

This chapter focuses on review of related theories and literatures of the student's difficulties in learning adjective clause especially in using relative pronoun, which is focus on the students' difficulties followed by definition of sentence, definition of adjective clause, the kind of adjective clause, definition of relative pronoun, the kind and example of relative pronoun, the usage of relative pronoun, typical students difficulties in learning adjective clause, and the factor causing students difficulties. In the last, the researcher also give previous study related to the research. Each of those will be discussed more in this following section.

A. Literature Review

1. English Clause

Clause is an important unit of a languages, it also defined as a sentence. Clause consists of subject and verb. As Azar said that "a clause is a group of words containing a subject and verb".³¹ The definition is also strengthened by Swan, he defined clause is a part of sentence which contains a subject and a predicate.³² As I mentioned in the previous chapter that there are dependent and independent clause. According to Azar, an independent clause or also called as main clause is a complete sentence. It can stand by itself as a sentence. A dependent clause or subordinate clause is not a complete sentence. It must be connected to an independent.³³ Azar said that dependent clause has three kinds : noun, adverbial, and adjective clause.

1) Noun Clause

A Dependent Clause which has the function as a noun called noun clause. Azar also stated that a noun clause is a type of dependent clause that act as a noun. Noun clause is used as a subject or an object.³⁴ Noun clause has its

³¹Betty Azar, *Understanding and using English grammar (3rd edition)*, (New York: Pearson Education, 2002), 238

³² Michael Swan, *Practical English usage*, (Oxford: Oxford University Press, 2005)

³³Betty Azar, *Understanding and using English grammar (3rd edition)*, (New York: Pearson Education, 2002), 238

³⁴ Betty Azar, *Understanding and using English grammar (3rd edition)*, (New York: Pearson Education, 2002), 239

subordinators. They are question words, if/whether, and that. For Example :

- a. Noun clause use question word. The Question word : who, why, when, whom, where, how, what, which, whose used to introduced noun clause. For example :
 - a) I want to know why he left Hanna.
 - b) I need to know how old she is.
- b. Noun clause use if/whether. It is used to change a yes or no question into a noun clause. It does not follow question word order, but its follows statement word order. For example :
 - a) Whether he saw me, it is not important
 - b) I want to know if Sheilla can accompany me.³⁵
- c. Noun clause use 'that'. The word 'that' used to introduce a statement. When 'that' introduces a noun clause, has no meaning in itself. It just marks the beginning of the clauses. For Example :
 - a) I know that Rama is smart boy
 - b) The plant need that water in order to grow up.³⁶

2) Adverbial Clause

Another kind of dependent clause is adverbial clause. According to J. C. Nesfield "An adverb clause does not the work as an adverb to some verb, adjective, or adverb belonging to some other clause. Adverbial Clause usually express place, time, manner, comparison, reason, cause, purpose, result, condition, contrast, and concession.³⁷ For example :

- a) *When* he won the money, he decided to buy a car.
- b) I havenot seen him *since* he left this morning.³⁸

³⁵ Betty Azar, *Understanding and using English grammar (3rd edition)*, (New York: Pearson Education, 2002), 245

³⁶ *Ibid*, 248

³⁷ Nesfield. J.C.A, *Outlined of English Grammar: Revised Edition*, (New York : Macmilan and Company United, 2001), 169

³⁸ *Ibid*, 135

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

c) *After my dad passed away, my mother started her business.*³⁹

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

d) *She dresses as if she were the daughter of a millionaire.*⁴⁰

3) Adjective Clause

An adjective clause or adjective clause gets its name from the way it functions in a sentence, which is as an adjective. Adjective means word that describes a noun. Azar said that "an adjective clause is a dependent clause that modifies a noun; it describes, identifies, or gives further information about noun". For example: *The girl who played the violin won the trophy.*⁴¹

In this study, from all types of clause, the researcher focuses on a dependent clause, specifically in adjective clause. The deeper explanation about the adjective clause will be explained on the following point.

2. Adjective Clause

a. Definition of Adjective Clause

A clause is a group of words that are part of a sentence containing a subject and predicate. A sentence may have one or more clauses. In English, there are two clauses (grammar), they are: dependent clause and independent clause.⁴² A dependent clause is not a complete sentence. It can not stand alone as a sentence. It must be connected to an independent clause. An independent clause is a complete

³⁹ Martha Kolln and Loretta Gray, *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*, 6th edition, (Boston : Pearson Education, 2010), 159

⁴⁰ Ibid, 160

⁴¹ Betty Azar, *Understanding and using English grammar (3rd edition)*, (New York: Pearson Education, 2002), 267

⁴² Betty Azar, *Fundamentals of English Grammar: Second Edition*, New Jersey: Prentice Hall, 309.

sentence. It contains the main subject and verb of a sentence. It also called a main clause.

Adjective clause is the part of complex sentences which dependent clause that modifies a noun. There are many experts who state the definition of adjective clause. On the other words, it is also called “a relative clause”.⁴³ Relative clause (RC), as one of the most familiar types of subordinate clause, has attracted the attention of second language acquisition researchers and educators due to its complex structures, and the apparent difficulty to language learners. Moreover, RC which is considered as a universal linguistic phenomenon has been a very important issue of linguistic studies for its unique syntactic structure, frequent usefulness and grammatical importance.⁴⁴ As Evelyn P. Altenberg and Robert M. Vago said that a relative clause (adjective clause) is a kind of dependent clause; it provides additional information about a noun phrase in the main clause.⁴⁵ According to S. H Burton, adjective clauses have their own subject and predicate, but their function is to qualify a noun, pronoun or noun equivalent in another clause.⁴⁶ Similarly, the adjective clause is also called relative clause used to form one sentence from two separate sentences. The relative pronoun replaces one of two identical noun phrase and relates the clauses to each other.⁴⁷

Adjective clause is a dependent clause that modifies a noun. It describes, identifies or gives further information about a noun. It tells us which person or thing (or what kind of person or thing) the speaker means.⁴⁸ Adjective clause is clause functions as an adjective explaining the condition of noun or pronoun. For examples:

⁴³ Betty Azar, *Understanding and Using English Grammar*, 267

⁴⁴ S. J. Abdolmanafi (Rokmi) and Z. Rahmani, *An Investigation of the Learnability of Relative Clause by EFL Learners*, (Iran : Golestan University), World Journal of English Language. Vol. 2, No. 3; 2012, 1

⁴⁵ Evelyn P. Altenberg and Robert M. Vago, *English Grammar*, (USA : Cambridge Press University, 2010), 121.

⁴⁶ S. H Burton, *Mastering English Grammar*, (London : Macmillan Educated LTD, 1994), 94

⁴⁷ Danny R Cryssco, *English Grammar Practice for TOEFL Preparation Test*, 174

⁴⁸ George E. Wishon and Julia M. Burks, *Let's Write English : Revised Edition*, 165

First sentence : I met a kindman.
Adjective + noun

Second sentence : He is very kind to everybody

The result is: I met a man who

Main clause relative pronoun
is very kind to everybody.
subordinate clause

So, *who is very kind to everybody* explains the man meant by the speaker. As the classifications of the sentence are: I met a kind man as independent clause or is called main clause.

I as the subject

Met as a predicate

A as a article

Kind as adjective

Man as object

He is very kind to every body as dependent clause or is called subordinate clause.

He as subject Is as predicate Very kind as adjective

To everybody as object

Based on the antecedent (the noun or pronoun being modified is called the antecedent) which indicated by the introductory words.⁴⁹

From the explanation above, the writer concludes that adjective clause is a clause which modifies or describes noun or pronoun as antecedent that uses relative pronoun or relative adverbs as subordinate conjunction describing people and things whose position as subject, object, and possessive.

b. Adjective Clause's Conjunction

Conjunction of adjective clause can be classified into two kinds, they are relative pronoun and relative adverb.

a) Relative Pronoun

⁴⁹ Robert Krohn and the staff of the English language institute, *English Sentence*, 185

Relative pronoun is an adjective clause which using conjunction of relative pronoun, they are: who, which, that, whom, and whose.

Examples 1:

The bike was sold. (First sentences)

I borrow it last week. (second sentences)

The bike was sold *which* I borrowed last week. (Adjective clause)

Examples 2 :

The girl is a bright student. (first sentence)

I gave a special reward to her. (second sentence)

The girl is a bright students *whom* I gave a special reward to (adjective clause)

b) Relative adverb

In this part, relative adverb is a complement of the pattern relative clause, its functions as conjunction in a sentence such as why, where, when, although.

Relative adverb also used therefore, accordingly, moreover, besides, however, and nevertheless. For example :

1. The small town (*where*) I was born has grown to a large metropolis, or The small town *in which* I was born has grown to a large metropolis.

2. The day (*when*) they were to leave finally arrived

3. Amir want to go out although it was raining.⁵⁰

Based on the explanation above, the adjective clause is classified into two kinds, in this study the writer is only concerned on the relative pronoun to be discussed as the following point.

3. Relative Pronoun

a. Definition of Relative Pronoun

Relative pronouns mark adjective clause, it has the same referent in the main clause of a sentence that the relative clause modifies. An example is the word *that* in the sentence “This is the house that Jack built,” Here the relative pronoun *that* marks the relative clause “that Jack built,” which modifies the noun *house* in the main

⁵⁰ Fuad Mas’ud, *Essential of English Grammar, A Practical Guide*, 158.

sentence. *That* refers to a house in the main clause and links to imagined sentences "This is a house" and "Jack built the house", where house is the same in both sentences. Not all instances of the word *that* are relative pronouns. Relative pronoun is a pronoun functioning to connect or describing two sentences into one sentence.⁵¹ When *who, whom, etc* are used to introduce adjective or relative clauses, they are called relative pronoun".⁵² Relative pronoun is used not only as a pronoun but also as a word that connects two sentences or clauses.⁵³ Based on the quotations above, it can be concluded the relative pronoun is a pronoun that introduces a relative clause. Relative clause or adjective clause is introduced by relative pronoun. In this study, it was just concerned on the relative pronoun one to be discussed.

b. Relative Pronoun and Examples

Relative pronoun refers to noun or pronoun that preceded it and it is used to introduce a clause.⁵⁴ Relative pronoun in adjective clause consists of five⁵⁵, they are:

a) Who

1. *The girls who serve in the shop are the owner's daughters.*
2. *I spoke the woman who lives next door.*

b) Whom

1. *I know the boy whom you invited yesterday.*
2. *The man whom I saw told me to come back today*⁵⁶

c) Whose

1. *The film is about a spy whose wife betrays him*
2. *The student whose composition I read writes well.*

d) Which

⁵¹ Hotben D. Lingga, S.S and Lim Ali Utomo, *Intisari Tata Bahasa Inggris Kontemporer*, (Kesaint Blanc-Anggota Ikapi, Bekasi Timur, 2007), 121.

⁵² Michael Swan, *Practical English Usage*, (Oxford University Press, Oxford: 2005), 475.

⁵³ Jonggi M. Sitompul, *English Grammar for Beginners*, (Jakarta: PT.Grafindo, 2006), 27

⁵⁴ Hotben D. Lingga, *Advanced English Grammar for TOEFL Preparation*, (Jakarta: Puspaswara, 2007), 254.

⁵⁵ A. J. Thomson *A Practical English Grammar: fourth edition*. (Oxford University Press, 2006), 57-59

⁵⁶ *Ibid*, 57

1. *I have read the book which you just mentioned.*
 2. *The movie which we saw last night was not very good.*⁵⁷
- e) That
1. *He carried a bag that was full of books.*
 2. *She is the woman that I told about.*⁵⁸

c. The usage of Relative Pronoun

Relative pronoun introduces adjective clauses, which are a type of dependent. Adjective clauses modify a word, phrase, or idea in the main clause. Generally there are three usage of relative pronoun: the relative pronoun can function as a subject, an object, or a possessive pronoun (“whose”).⁵⁹

1) Relative pronoun used as subject

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

Who = used for people.

for example :

I thank to the woman

***She** helped me.*

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

Which = used for things.

for example :

The book is mine

***It** is on the table*

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

That = used for both people and things.

for example :

The book is mine

***It** is on the table*

*(The book is mine **that** is on the table.)*⁶⁰

2) Relative pronoun used as object

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

⁵⁷ Ibid, 58

⁵⁸ Ibid, 59

⁵⁹ Betty Azar, *Understanding and Using English Grammar* (New York: Pearson Education, 2002), 268-274

⁶⁰ Ibid, 268

Who(m) = used for people

for example :

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

*I saw **him***

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

Which = used for things

for example :

The movie was not very good

*We saw **it** last night*

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

That = used for both people and things

Who is usually used instead of **whom**, especially in speaking. **Whom** is generally used only in very formal English.⁶¹

3) Relative pronoun used as possessive

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

For example :

I know the man

His bicycle was stolen

*(I know the man **whose** bicycle was stolen.)⁶²*

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

4. Difficulties in learning adjective clause

A difficulty is that some of the conceptions, which allow the students to solve correctly a given set of problems, are found mistake when applied to more general situations.⁶³ Brousseau stated that difficulties always bring error. The study of difficulty and error has correlation because both of them gives some contributions on attempts

⁶¹ Ibid, 269

⁶² Ibid, 274

⁶³ C. Batanero, and P. Holmes, *Error and Difficulties in understanding elementary statistical concepts*, International Journal of Education in Science and Technology 25(4), 1989, 528

to deal with students' mistake.⁶⁴ Based on the statement above, it can be conclude that difficulties and error has relation each other, both of them has same goals to deal with students problem or mistake.

As researcher mentioned above that adjective clause is one of the subject of grammar that must be mastered by students because the importance of it. Martin Parrott in his book *Grammar for English Language Teachers* said that "Learner generally have more difficulty in learning adjective clause."⁶⁵

He also made some list of typical difficulties for learners when they learn adjective clause, they are : comprehension, using unnecessary pronoun, using the wrong relative pronoun.

1) Comprehension

The first difficulties in learning adjective clause is comprehension. Comprehension is about understanding and responding to these message in a range of ways.⁶⁶ Laurinne argue that comprehension is the way to determine how well you will be able to absorb language elements and use them in a meaningful way.⁶⁷ It means that comprehension can be important thing to measure students ability in undstanding adjective clause.

Learners whose first language are very different from English may have particular difficulty in recognising and understanding adjective clause in a text. As Martin stated that comprehension in adjective clause is a problem in recognizing and understanding adjective clause because sometimes relative pronouns are left out. Learners may not only fail to recognize adjective clause, but may be

⁶⁴ G. Brousseau cited in C. Batanero, and P. Holmes, *Error and Difficulties in understanding elementary statistical concepts*, International Journal of Education in Science and Technology 25(4), 1989, 528

⁶⁵ Martin Parrott, *Grammar for English Language Teachers*, (Cambridge : Cambridge Press University, 2000), 350

⁶⁶ Anne Bayetto, *Comprehension and Its Importance*, 1

⁶⁷ Laurianne Sumerset, *The Importance of Comprehension in Language Learning*, (Boston, MA: Pearson Education, 2011), 1

baffled by the structure of the sentence if they try to analyse it. For example :

*The parcell somebody left still has not been claimed*⁶⁸

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

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

(2) *somebody left the parcell.*

The students may do not know that “*somebody left the parcell*” is adjective clause because there is no relative pronoun. Even they do not know that there is two clauses in these sentences.⁶⁹

Fodor and Garrett also stated that we can measure students comprehension of adjective clause when the relative pronouns were present, and when they were deleted.⁷⁰ For example :

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

The car [] the man that the dogbit drove crashed

While both sentences have thesame information, the pronouns were hypothesizedto make this information available morereadily and earlier and, hence, to makecomprehension easier and quicker.⁷¹ It shows that difficult for learner to comprehend adjective clause without relative pronoun.

In addition, David and Helen also stated that students who has good comprehension in adjective clause, it can help them to identify the subject or object in adjective clause if relative pronoun are not present.⁷²

⁶⁸ Ibid, 356

⁶⁹ Ibid, 356

⁷⁰ Fodor, J. A. and Garrett, M. *Some Syntatic determines of sentential comprexity. Perception & Psychophysics*, 290

⁷¹ Ibid, 290

⁷² David T. Hakes and Heles S, “Cairsn. Sentences Comprehension and Relative Pronoun”, (*Journal of Perception & Psychophysics*, Vol. 8 (1), 2007), 6

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

2) Using unnecessary pronouns

The second difficulties faced by students when they write adjective clause is using unnecessary pronoun. Unnecessary pronoun means there are two pronouns in adjective clause. The students' common mistake in learning adjective clause is repeat the subject (personal pronoun or noun) after adjective clause.⁷³ Michael stated when we use adjective clauses we have to leave out subject and object pronouns that refer back to what we are describing or qualifying. This is because the relative pronoun itself refers back to this.⁷⁴ It means students must use only one pronoun in adjective clause. But, it is still be the problem for students to use one pronoun in adjective clause.

Martin said that the students usually make mistake when combine two sentences. Learners sometimes use the pronouns as they would if the two clauses were separate sentences.⁷⁵ For example :

I work for a company which it controls the local sugar trade.

*Amaral is the name of the man who she married him.*⁷⁶

The statements above is wrong because the students use two pronouns in adjective clause. In the first sentence, there are two pronouns *which* and *it*. *Which* is relative pronoun used to replace pronoun *it*. It means that they have the same meaning as the subject in adjective clause. It also happened in the second sentence, there are two pronouns *who* and *she*. *Who* is relative pronoun used to replace

⁷³ Prof. Ivana Bratic, "Common Mistake in the Use of Relative Clause in English Language", (Professional paper :UDK 811.111: 81'271. 2014), 120

⁷⁴ Michael Swan, *Practical English Usage*, (Oxford : Oxford University Press, 1996), 488

⁷⁵ Martin Parrott, *Grammar for English Language Teachers*, (Cambridge : Cambridge Press University, 2000), 367

⁷⁶ *Ibid*,367

subject in adjective clause for person. It means “*she*” must be deleted from the sentence. The correct sentences are:

I work for a company which controls the local sugar trade.

*Amaral is the name of the man who married him.*⁷⁷

In addition, Michael Swan in his book *Practical English Usage* said that students often make a mistake by having double use of pronoun in writing adjective clause.⁷⁸

For example :

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

- *She works in a garage.*

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

The sentence is wrong because Michael states that relative pronouns act as subjects or objects in relative clauses, and at the same time they connect relative clauses to nouns or pronouns in other clauses, rather like conjunctions. As subjects or objects they replace words like *she* or *him*: one subject or object in a relative clause is enough.⁷⁹ The correct sentence is :

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

- *She works in a garage.*

*(He is got a new girl-friend who works in a garage.)*⁸⁰

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

3) Using the wrong relative pronoun.

The last common difficulty faced by students in learning adjective clause is using the wrong relative pronoun. An adjective clause uses relative pronouns to

⁷⁷ Ibid, 367

⁷⁸ Michael Swan, *Practical English Usage*, (Oxford University Press, Oxford: 2002), 488

⁷⁹ Ibid, 488

⁸⁰ Ibid, 48

connect the dependent clause to independent clause.⁸¹ One of five common mistakes made by students is choosing the wrong relative pronoun.⁸² According to Martin Parrott, the most common mistakes in this category are using *who* and *which*.⁸³ It happens because both of them has the same function is to be used as the subject of verb in adjective clause. For example

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

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

⁸⁴

Both of *which* and *who* has the same function, that is to be used as subject of verb in adjective clause. The difference of them is the usage, *which* used to thing, while, *who* used to people. So, the correct sentence is the second sentence because the use of *which* to replace thing.⁸⁵ It is proved that the students find it difficult to use *which* or *who* as the subject of verb in adjective clause. It caused the students use the wrong relative pronoun in adjective clause.

The other difficulty in using wrong relative pronoun come from Michael Swan. He states that the most difficult in this category are *who*, and *whom*.⁸⁶ For example :

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

*The man [who] I saw told me to come back today.*⁸⁷

Both of relative pronoun above can replace the object of verb. It is difficult for students to use the correct relative pronoun. Based on Michael Swan, the difference between both of them are *Who* can be used as an object in identifying clauses in an informal style. *Whom* is more formal.⁸⁸ In addition, Thomson also stated that students

⁸¹ Azar, *Understanding and Using English Grammar*, 267

⁸² Donal. W, Common Mistake with Adjective Clause, (<http://englishwithjennifer.wordpress.com/2017/06/09/5-common-common-mistake-with-adjectiveclauses/>) accessed on 12 September 2017

⁸³ Martin Parrott, *Grammar for English Language Teachers*, (Cambridge : Cambridge Press University, 2000), 357

⁸⁴ Ibid, 357

⁸⁵ Ibid, 357

⁸⁶ Michael Swan, *Practical English Usage*, (Oxford University Press, Oxford: 2002), 457

⁸⁷ Michael Swan, *Practical English Usage*, (Oxford University Press, Oxford: 2002), 457

⁸⁸ Ibid, 457

usually get wrong in using *whose* as relative pronoun. For example :

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

*The car began to side backward [which] handbrake wasn't reliable.*⁸⁹

Both of them are wrong because whose is generally indicates possessive. Both of sentences contain of possession [her] for first sentences and [its] for second sentences.⁹⁰ The correct answer should be :

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

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

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

5. The Factors of Causing Difficulties

Many different factors contributes as the factor of learning difficulties. In this study the researcher used theories of factor causing students' difficulties in learning grammar because adjective clause is part of English grammar. The researcher used theories of Hue-He. He stated in his journal that there was 5 factors causing students' difficulties in grammar : Motivation, learning strategies, teaching method, educational background and family environment.⁹¹

a. Motivation

Motivation plays an important role in learning English as second/foreign language. Motivation is an important factor that may contribute to success at school and to lifelong learning. Hall suggests that motivation is a key factor in order to accomplish a particular activity. He states, "It is difficult to imagine anyone learning a

⁸⁹A. J. Thomson and A.V. Martinet, *A Practical English Grammar: fourth edition*, (Oxford University Press, 2006), 60

⁹⁰ Ibid, 61

⁹¹ Hue He. "On FL Learners Individual Differences in Grammar Learning and Their Grammatical Competence Training" *Theory and Practice in Language Studies Academy Publisher*, Vol. 3, No. 8,2013, 1372

language without some degree of motivation”.⁹² Gardner argues motivation as one of the main factor that influence the speed and amount of success of foreign language learning. He also said that motivation has direct effect on second language achievement.⁹³ Dornyei mentioned another variable for affecting language learning is motivation. Motivation is an interest in learning the second language. In conclusions, he suggested that the retention of motivation to language achievement have a significant impact on second successful language learning.⁹⁴ Hue-He reported in his research, found that motivation has correlates with students achievement in learning grammar. He stated in his journal that, we can find that integrative motivation usually correlates with higher achievement in foreign language learning, while to the learning of grammar, it always work.⁹⁵ From the theories above, the researcher concluded that motivation has contribution as factor causing students difficulties in learning adjective clause.

b. Learning strategies

Learning strategies are the basic tools for active, self-directed involvement needed for developing second language communicative ability. Tracked and Mendelsohn also showed that more effective language learners in each of the four language.⁹⁶ Rubin suggested that the good language learner is a willing and accurate guesser; has a strong persevering drive to communicate and willing to make mistakes in order to learn or communicate;

⁹² Hall, G, *Exploring English Language Teaching Language in Action*. (London: Routledge, 2011), 137.

⁹³ R. Gardner and W. Lambert. “Motivational variables in Second Language Acquisition”, *Canadian Journal of Psychology* 2:1, 2015, 15

⁹⁴ Dornyei, Z, *Teaching and researching motivation*. (Harlow, England: Longman, 2001), 23

⁹⁵ Hue He. “On FL Learners Individual Differences in Grammar Learning and Their Grammatical Competence Training” *Theory and Practice in Language Studies Academy Publisher*, Vol. 3, No. 8, 2013, 1372

⁹⁶ Tyacke, M, & Mendelsohn. D, *Student needs: Cognitive as well as communicative*. (TESL Canada Journal : 1986), Special Issue 1: 171-183.

focuses on form by looking for patterns; takes advantages of all practice opportunities; monitors his or her own speech and that of others; and pay attention to meaning.⁹⁷ Oxford indicated that language learning strategies can be classified, explained, and exemplified in six coherent groups. The first three groups are known as “direct” strategies, because they directly involve the subject matter, in this case the target language to be learned; the last three groups are called “indirect” strategies, because they don’t directly involve the subject matter itself, but are essential to language learning nonetheless. Chamot and Kupper mentioned that successful learners tend to select strategies that work together well in a highly orchestrated way, tailored to the requirement of the language task. These learners can easily explain the strategies they use and why they employ them.⁹⁸

c. Teaching Method

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

⁹⁷Rubin J, *What the “Good Language Learner” Can Teach Us*. (TESOL Quarterly : 1975), 9(1), 41-51.

⁹⁸O’Malley. J.M. & Chamot A.U, *Learning strategies in second language acquisitions.*” (Cambridge: Cambridge University Press : 1990)

grammar.⁹⁹ She indicated that in order to bring desirable changes in students, teaching method used by teacher should be best for subject matter.¹⁰⁰ Furthermore, Elvis sustained that teacher methods work effectively mainly if they suit learner's needs since every learner interprets and responds to the questions in a unique way.¹⁰¹

Based on the Ramelan's stated, one of possibilities factor that might cause students difficulties in learning grammar is the method that teacher used in the process of learning.¹⁰² In addition, Arham stated in his research that teaching method had take a part as factors of difficulties in understanding English grammar.¹⁰³

Chen also argues that teaching method directly affect language learning and consequently grammar learning, and the other hand, the lack of grammatical knowledge may affect the effectiveness of teaching method.¹⁰⁴ Muhibin Syah also states that suitable method in teaching learning process will affect to the students competence.¹⁰⁵ They sometimes do not realize that the methods they use are not in accordance with the subject matter they convey. Therefore, the teacher should be careful in choosing the method to teach because it related to the students' understanding of the material.

It other words, the method used by teacher have influence in process of learning grammar. The students

⁹⁹ Adunola O, *The Impact of Teacher's Teaching Method on Academic Performance of Primary School Pupil in Ijebu-Ode Local cut Area of Ogun State*, (Nigeria : Ogun State, 2011), 78

¹⁰⁰ Ibid, 79

¹⁰¹ Elvis Munyaradzi Ganyaupfu, Teaching Method and Students Academic Performance, *International Journal and Humanities and Social Science Invention* volume 2 Issue 9 September 2013, 30

¹⁰² Ramelan, *Linguistics and Its Contribution to Language Teacher*, (Semarang: IKIP Semarang Press, 1991),3

¹⁰³ Arham R, *The Ability and Factors Affecting the Students to Use English Gerund*, (University of Hassanudin, 2016), 270

¹⁰⁴ Zhaojun Chen, *Grammar Learning Strategies Applied to ESP Teaching*, (China, 2016) . *Theory and Practice in Language Studies Journal*, Vol. 6, No 3, 618

¹⁰⁵ Muhibin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*. (Bandung : PT Remaja Rosdakarya. 1997), 138

will get success if the method is suitable for students, in opposite, the students will get more difficulties if the teacher give wrong method in teaching learning process.

d. Educational Background

Carell said that what we understand well of something is a function of our past experience, or our knowledge background.¹⁰⁶ Mellon stated that “students usually come into the class with the prior knowledge gained from the class or outside the class. It influences how they filter and interpret what they are learning.”¹⁰⁷ Furthermore, Jacobovits believes that the student’s prior knowledge influences the student’s ability in learning a foreign language. Students who have a lot of knowledge will be easier to learn the new lesson.¹⁰⁸ It means that students who has prior of knowledge about grammar will quickly understand it. On the other hand, students who does not have knowledge about grammar may have some difficulties in understanding it. For example : a student who never knows and hears about adjective clause , will find rather hard understanding, so he must have prior knowledge that enables him to understand it more easily.

Hue stated that there is relationship between their previous studying schools and their present grammar level, educational background will also influence one’s future learning.¹⁰⁹ From the Hue’s stated, it means educational background that students did in the past which related to the grammar will give influence to their difficulties in learning grammar. In addition, Mariam emphasized that students who are non-literate or who have no formal or informal educational background may find it difficult to

¹⁰⁶ Carell, P. L. *Some Issues in Studying Schemata or Prior Knowledge in Second Language Comprehension*, (MA : Newbury House, 2003), 44

¹⁰⁷ Carnegie Mellon, *Principles of Learning*, (<http://www.cmu.edu/teaching/principles/learning.html#LP03>) accessed on January, 11st, 10 a.m

¹⁰⁸ As cited in ahmad Sokhbirin, *A Study On The technique of Teaching English Speaking in Man Bangil*. (Unpublished S-1 Thesis. Malang: English Department, UMM. 2002) , 21

¹⁰⁹ Hue He. “On FL Learners Individual Differences in Grammar Learning and Their Grammatical Competence Training” *Theory and Practice in Language Studies Academy Publisher*, Vol. 3, No. 8, 2013, 1372

grasp the complexity of grammatical term.¹¹⁰ In other words, students who does not have educational background in learning grammar, for example joined in English course, will help them to minimize their difficulties in learning grammar. It can be concude that educational background can be factor of students difficulties in learning grammar.

e. Family Environment

As the literature suggested, family background is one of the important factors affecting foreign language proficiency. Number of siblings, father's social economic status, and birth order are all included in family background factors. Blake indicated that learning resources will be diluted in the large families, including parental interaction and attention. Nonetheless, the sibsize effects decline as the social status increases which accord with the dilution hypothesis.

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

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

B. Previous Study

1. The first previous study is written by Suhaila Alnour Muhammed with title "Problems Encountered by University Students in Using Relative Clause". The objectives of the study is to show the problems encountered by students in using

¹¹⁰ Miriam, De Fatima Martinez Fonseca, *Difficulties students have in using grammar*, 17

relative pronoun. The researcher limits the problem in four problems, they are : utilization of relative pronoun with proper place, function of relative clause, miscue commas in relative clause, and difficulty in reducing relative clause. The researcher used the quantitative analytical method to conduct the study and used test as his instrument of the study. The students' test (St) consists of four questions to gather the data necessary for the study. The test was about investigating the problems that encountered by students in using relative clauses. The test contains four questions; each one contains six statements. The sample of this study amounts to 50 students at the fourth level who were randomly chosen to test their ability in using relative clauses. The result of this previous study are : some students have a problem in using some relative pronouns with percentage 41,42 %, the majority of students do not know the functions of the relative clauses with percentage 50,33 %, some students are not aware of the usage of commas within the relative clauses with percentage 42,40 %, the majority of students face problems in reducing relative clauses with percentage 82 %.¹¹¹

2. The second previous study written by Satria Zulkarnein with title “An Analysis on Students Error and Difficulties in Using Adjective Clause (A Descriptive Study at Universitas Islam Negeri Ar-Raniry, Banda Aceh)”. The aim of the study are : to find out the errors made by the EFL students in using adjective clause, and to figure out what makes the EFL students do error. In this study, two research approaches are used, namely quantitative and qualitative approach. The researcher took 20 students as the sample who participated in the test. He used test and interview as instruments of the study. In the study, the test consists of 3 question formats: multiple choice, error analysis and sentence combination. The total question in each format was 10 questions so the whole question in this test is 30 questions. The students had 50 minutes to complete the test. The result of study shows : (1) The average errors of the test are 44.5%. For specific calculation, most of students made

¹¹¹ Suhaila Alnour Muhammed. *Problems Encountered by University Students in Using Relative Clause*. (Sudan University of Science and Technology)

errors on “*whose*” with the average of errors 88.75% and it is the highest percentage error on this test. In addition, a high percentage of errors is also seen on the relative clause “*whom*” with the average of errors 60%. (2) The causes of students’ error in using relative clauses are: Confusion in using Relative Clause, Overemphasis on Language Forms, The Lack of Vocabulary Mastery, Language Transfer Problem.¹¹²

3. The third previous study from Noor Aini, the studied about *The difficulties in using English clauses faced by the second grade students of SMAN-1 of Kumai*. In the study, the researcher would like to know the level of the second grade students’ ability on noun clauses, adjective clauses, and adverb clauses. Besides, she identified the difficulties faced by the students on using noun clauses, adjectives clauses and adverb clauses. In the study, she took the second year students of SMAN-1 Kumai in academic year 2013-2014 as the population of the study, that number 96 students consisted of three classes. The researcher used the quantitative method. In collecting the data, she used the test and documentation. The result of her study were: there were 30 students or 31.25% consisted of 26 students or 86.67% in XI IPA class, 4 students 12.90% in XI IPS A class, that has mastery on using adjective clause. While, the students’ difficulties could be described that: there were 65 students or 67.71% could not answer item of number 7; they could not use adjective clause which has function for person as the possessor that is *whose*.¹¹³

4. The fourth previous study is come from Desy Anggraeni Puspitasari, studied about *A descriptive study on relative pronoun mastery of the first year student in SMA negeri 1 kecamatan Brebes academic year 2012/2013*. The objective of the study is to describe students ability in mastery relative pronoun. The researcher used descriptive qualitative method. She used test as instruments. Based on the result of the data analysis that has been done, the writer found that the the ability

¹¹² Satria Zulkarnein. *An Analysis on Students’ Error and Difficulties in Using Adjective Clause* (A Descriptive Study at Universitas Islam Negeri Ar-Raniry, Banda Aceh). (Banda Aceh : Ar-Raniry State Islamic University, 2016)

¹¹³ Noor Aini, *The Difficulties in Using English clauses Faced by Second Grade Students of SMAN-1 Kumai*, Thesis Stratum One, (Palangka Raya: STAIN Palangka Raya, 2014)

of students in mastery relative pronoun on *who* are 65,72% , *whom* are 45,51 % , *whose* are 50,52 % , *which* are 60,75 % , and *that* are 69,58%. It is known that the most students belong to the fair level in relative pronoun *whom* and *whose* mastery. Beside that most of the students have average category in using relative pronoun *who*, *which* and *that* according to its function. But from the result of test all of the students still confuse in choosing the right relative pronoun to make a correct sentence according to the correct grammatical rules in using relative pronoun *whom* and *whose*. So, they can not properly identify and use them in the correct sentence.¹¹⁴

5. The last previous study is come from Afdal Ade Hendrayana with title “English Department Students’ Ability in Constructing Restrictive and Non-Restrictive Adjective Clause.” The aims of the study are : to describe students ability in constructing restrictive and non-restrictive adjective clause, and to analyze students mistake in constructing restrictive and non-restrictive adjective clause. The researcher used quantitative descriptive design. She used cluster sampling technique to collect the sample. She used two classes of the third year students by using lottery system. The researcher used test as instrument of the study. The result of the study are : the students’ grammatical ability in constructing restrictive adjective clause with relative pronoun replaces subject, object, verbs, preposition, possessive, time, and place has percentage 51,67%, and she found that the percentage of students grammatical ability in constructing non-restrictive adjective clauses with with relative pronoun replaces subject, object, verbs, preposition, possessive, time, and place are 30,3%. Based on two result, it can be conclude that the third year English Department students still had difficulties in constructing restrictive and non-restrictive adjective clause.¹¹⁵

¹¹⁴ Desy Anggraeni Puspita, *Relative Pronoun Mastery of The First Year Student in SMA Negeri 1 Kecamatan Brebes Academic Year 2009/2010*, Thesis Stratum One, (Tegal: Universitas Pancasakti Tegal, 2013), 50.

¹¹⁵ Afdal Ade Hendrayana. *English Department Students’ Ability in Constructing Restrictive and Non-Restrictive Adjective Clause*. (Padang : State University of Padang, 2010)

Based on the previous studies above, the researcher can conclude that difficulties in learning adjective clause is important to be known by students and teacher. Since every student probably has different difficulties in learning adjective clause, the researcher got an inspiration to do a research based on this topic.

This research was differ from all of those previous researches from some aspects. First, some of those research disscuss about students ability and one of them disscuss about students error in using adjective clause, while, this research disscuss about students' difficulties in learning adjective clause and focus on relative pronoun. This research only focus on three difficulties: comprehension, using unnecessary pronoun, and using the wrong relative pronoun. Second, this research also examined about the factor causing students difficulties. It is very important to be known because it can help the teachers more aware in teaching learning adjective clause to decrease students difficulties. The last, this research has different subject of the study, the subject of this research is tenth grade of SMA Dharma Wanita 4 Taman 2017/2018.

CHAPTER III RESEARCH METHODOLOGY

This chapter presents and discusses some aspects of the research methodology. This chapter explains about the research design, the research setting ; including time and place of the study, the data and source of the data, research procedure, data collection technique, research instrument, and data analysis technique.

A. Research Design and Approach

Research design is the critical process that transforms an idea, interest, or question from “just a thought” into a meaningful and purposeful investigation of social or physical processes.¹¹⁶ The researcher prefers to do qualitative method, because the researcher wants to describe the students difficulties in learning adjective clause by using descriptive method to present the data of research he researcher did the research based on the phenomena without any treatment. According to Ritchie and Lewis, qualitative method is method that used to get information about social phenomena. Principally, descriptive qualitative research is used to reveal the condition of the phenomena as clearly as possible without any treatment.¹¹⁷ Therefore, the appropriate design for this research is case study with descriptive qualitative approach.

In this study, the phenomena investigated is the students’ difficulties in using relative pronoun of adjective clause and to investigated the factor that causes the students get those some problems, to get information about the students’ difficulties in learning adjective clause and the factor causes those some problems, the researcher collected the data naturally in learning adjective clause process without any treatment.

This method is suitable for this research because the aims of the study is to get information about the students’ problems in learning adjective clause by using research question what are the student difficulties in learning adjective clause. Besides, to see the problem deeply the researcher uses research question about the factor causing their difficulties. To generate data this research used descriptive qualitative.

¹¹⁶ Jay D. Gatrell, Gregory D. Bierly, and Ryan R. Jensen, *Research Design and Proposal Writing in Spatial Science: Second Edition* (Springer Science & Business Media, 2011), 1.

¹¹⁷ Ritchie and Lewis, *Qualitative Research Practice : A Guide for Social Science Students and Researchers*, 18

B. Subject and Setting of the Research

The research was taken at SMA Dharma Wanita 4 Taman academic year 2017-2018. It is located on JL. Kalijaten Timur, Taman, Sidoarjo. The subject of the study is tenth grades in English class. The researcher had chosen tenth grades because their English competence start to be increased in order to face their future life. By knowing their difficulties in early time, it will avoid them to make mistake in the future especially in grammar.

In designing quality of the research sample, the sample of the research had chosen by purposively. Purposively means that the researcher chose the sampling by considering some considerations. The consideration to choose the sample of the research was the students who got the problem in the adjective clause's test. The researcher took 57 students because based on the result of the adjective clause test in the preliminary research there was a tendency that they have difficulties in learning adjective clause.

C. Data and Source of Data

1. Data

There were two data about using relative pronoun in adjective clause that should be collected for this research. The first is students' difficulties in learning adjective clause. The researcher analyzed documentation of students' adjective clause work and interviewing them to identify their difficulties. The second is the factor causes them get difficulties. The researcher also analyzed the result of questionnaire to find the factor causes them get difficulties.

2. Source of the data.

The source of the data of this research is the tenth grades and the English teacher

- a. The primary source of data is the tenth grades students of SMA Dharma Wanita 4 Taman who the researcher observed their difficulties, and factor causing their difficulties. Documentation and interview used to identify students difficulties. The researcher also used questionnaire to find the factor causing their difficulties.
- b. The researcher also collect data from the English teacher of tenth grades students to strenghten and completes the primary data. The researcher

interviewed the English teacher to get some information related with students difficulties in learning grammar especially adjective clause.

D. Data Collection Technique

In conducting the research, the researcher used several ways to collect the data that appropriate for this research. As stated by Creswell, there are varied of technique to collect qualitative data ; there are observations, documents, interviews, and questionnaire, and audiovisual material.¹¹⁸ The researcher used used documentation, interview, and questionnaire.

1. Documentation

The researcher used documentation to collect the data. The researcher collected the students' adjective clause work. It answered first question which is identifying the students difficulties in using adjective clause. Therefore, the researcher had choosen documentation because by documenting the researcher can analyze the students' adjective clause work directly. By documenting, the researcher can analyze, conclude and describe the students difficulties in learning adjective clause.

2. Interview

According to Creswell, interview can give information that cannot observe directly and it provides personal detail information.¹¹⁹ The researcher is used interview technique to get deeper information from the participants who got difficulties in learning adjective clause ; why the participant got those mistake, and which relative pronoun that difficult to use in adjective clause. Interview has answered the first question by giving specific information from the students. Interview also was held with English teacher related to students difficulties and the factor causes their difficulties. It has helped the researcher to get more

¹¹⁸ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2010), 212

¹¹⁹ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2010), 212

enough data. The researcher has taken a note during the interview as the result of interview.

3. Questionnaire

Questionnaire is a technique of collecting data by delivering or distributing a questionnaire to the respondent with the hopes that they will respond to the questionnaire.¹²⁰ According to Sugiyono there are two types of questionnaire, those are close form questionnaire and open form questionnaire. Open form questionnaire is a question that hopes the respondent to write his or her answer about something descriptively. On the other hand, close form questionnaire help the respondent to answer correctly, because the researcher gives an alternatives answer to them.

E. Research Instrument

Data required undertaking the findings of this study. Those data can be obtained by using these following instruments.

1. Main Instrument

In this research, the researcher was the main instrument. As the main instrument, the researcher collected, analyzed and interprets the data of the research.¹²¹ Therefore, the researcher attended to the class to interview the students-teacher and analyze the students' adjective clause work and questionnaire. The researcher also analyzed all those data and interpreted to findings.

2. Instrument Tools

These particular tools are needed for collecting the data in this study :

a. Document

In this study, the documents that analyzed was students' adjective clause work. Those tasks are used as the basic data to know students difficulties in learning adjective clause. And then for analyzing the document, the researcher used the theory of Martin

¹²⁰ Dr. Juliansyah. Noor, S.E., M.M. *Metodologi Penelitian Skripsi, Tesis, Disertasi, dan Karya Ilmiah*, 87.

¹²¹ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2010, 217

Parrott about students difficulties in learning adjective clause that is already discussed in the previous chapter.

b. Interview Guideline

In this section, the researcher did interview with students and an English teacher. The researcher used open-ended question as interview guideline. Open ended question gives the participants opportunity to respond the question based on their own way.¹²² Every students may has different answer to another therefore the researcher used open-ended question to interview students and the teacher. The process of students' interview was taken note, and the process of teacher's interview was audio taped. The result of students' interview was compare with documentation to get the finding and answer research question number one.

c. Close-Ended Questionnaire

Questionnaire is a written form of questions that used to get information from the respondents. The researcher used close-ended question because close ended questionnaire will help the respondent to answer correctly, because the researcher gives an alternatives answer to them.¹²³The students had given some question with two alternative answers (yes/no).It can avoid the researcher to get useless information.

The questionnaire is written in Bahasa Indonesia to help the students understand the content easily. The researcher arranged the questionnaire based on the theory of factor difficulties has been discussed in previous chapter. The result of questionnaire answered research questions number two; the cause of difficulties in learning adjective clause.

¹²² Ibid, 218

¹²³ Sugiyono, *Metode Penelitian Pendidikan*. (Bandung : Alfabeta, 2015), 63.

F. Data Analysis Technique

As discussed above, this research used descriptive qualitative method. Cited by Creswell, Dey stated that there is no exact technique to analyze qualitative data; eclectic.¹²⁴ However, the guidelines or steps are provided to analyze the qualitative data. As stated by Creswell, there are six steps to analyze the qualitative data : organize the data, transcribing the data, coding the data, coding to build the description, interrelating with the theory, interpreting the findings.¹²⁵ The six steps has applied in this research as the following steps:

1. Organize the data.

In this step, the researcher has collected the data. It involves the documents (student' adjective clause work), questionnaire, the result of interview. Then, the researcher prepared and organized the collected data before going to the next step. The data is arranged into different types depending on the source of information and the purpose of collecting the data.

2. Transcribing data

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

3. Coding the data.

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

¹²⁴ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2010), 238

¹²⁵ *Ibid*, 237

automatically selects specific information that focus on the study.

4. Coding to build descriptions/theme.

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

5. Interrelating the data with the theory

The researcher has analyzed the data and making connection with the theory in previous chapter. The researcher analyzed the students' works firstly by using Martin Parrott Theory in his book "Grammar for English Language Teacher" and to strengthen the theory the researcher also used Michael Swan in his book "Practical English Usage". The researcher also analyzed the questionnaire by using theory of Hue He about factors of difficulties in learning English especially grammar.

6. Interpreting the Findings.

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

G. Checking Validity

After analyzing the data, the researcher needed to validate the findings of this study. There are three techniques to validate the findings based on Creswell; triangulation, member checking and auditing.¹²⁶ Specifically, this study used triangulation to validate the findings. Further, Creswell explained that triangulation is the process of justifying

¹²⁶John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (Boston: Pearson Education, Inc., 2010, 259).

evidence from different individuals, type of data, or methods of data collection.¹²⁷ The action or effort to get more information from different sources is to support the theme and description of the findings.

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

H. Research Stages

The analysis in this research was concerned with difficulties in learning adjective clause. There were some stages which wasdone by the researcher in this research. They are preliminaryresearch and conducted the research.

1. Preliminary research

Preliminary research is very useful for the researcherbefore the researcher done the research. The researcher have found out whether the researcher can continue the research ornot. The researcherhas conducted the preliminary research bysome steps. The first step is the researcher asked permission to the headmaster and asked whether theresearcher could conduct the research in the school or not.The second steps, is after getting permission from the headmaster, the researcher met an English teacher that chose by the school. The third step, the researcher did small observation to the students' adjective clause work and the researcher also did small interview to the students about thedifficulties in learning adjective clause to get thedescription about the students difficulties in learning adjective clause. Based on the result of preliminaryresearch, the researcherhave conducted the research to the tenth grades students in academic year 2017/2018.

¹²⁷ Ibid, 259

2. Conduct the research:

a. Collecting data

The researcher collected the students adjective clause's work that have conducted by the teacher, then the researcher analyzed them. The researcher also collect the data from questionnaire to find out the cause of their difficulties.

b. Interviewing the subjects

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

c. Analyzing the data

After all students' work, questionnaire, and the result of interview have been collected, the researcher analyzed the data based on the theoretical framework in chapter II.

d. Combining the the result ofinterview with the data collection.

After interviewing the subjects, the documents analysis and the interview result are combined. Here, the researcher also related the analysis of students' task and theory in chapter II. The subjects' explanationthrough interview was to support the findings that will be explained in the discussion section.

e. Concluding the result of the research

After all the data, the result of the analysis and the theory were combined, the researcher made the conclusion of the research based on the whole sections of this study that have been discussed

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research finding and discussion of the study. The researcher describes the data result in findings part. In discussion, the researcher deduces the findings about students' difficulties that most frequently occur also the factors that caused students' difficulties most frequently occur at students' tenth grade of SMA Dharma Wanita 4 Taman. The further information will be discussed in this chapter

A. Research Findings

The researcher had done the research and had gotten the complete data from all the research instruments. The researcher has conducted the research through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research questions of what are the students' difficulties in using relative pronoun of adjective clause at the tenth grades of SMA Dharma Wanita 4 Taman, and what are the factors that caused students' difficulties in in using relative pronoun of adjective clause at the tenth grades of SMA Dharma Wanita 4 Taman. The findings of this research were taken from the document (students' adjective clause' work), interview, and questionnaire. The document (students adjective clause' test) and interview to answer the first research question. To answer the research question number two, the researcher used questionnaire.

To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. Then the data was analyzed in order to draw conclusion about the objective of the study. The research had been conducted from 31th October- 24th November 2017. There were 57 tenth grades students at SMA Dharma Wanita 4 Taman who become the research respondent here. To show the result of the research clearly, those findings are categorized based on the research question as follows

1. Students Difficulties in Using Relative Pronoun of Adjective Clause

The first research question of this study was about the students' difficulties in learning adjective clause. There were three difficulties in using relative pronoun of adjective clause. They are : comprehension, using unnecessary pronoun, using the wrong relative pronoun. In this research, the researcher

gained the data from the documentation (students' adjective clause' test), then, continue with interview to support the data.. The researcher combined both of them to get completed data. The researcher's finding was explained in the following section.

a. Comprehension

The first problems that researcher found is comprehension. Based on the document analysis, the researcher had found several problems related to comprehension. The researcher' findings can be seen in the following table.

Table 4.1
Students problems in comprehension

Students Difficulties	Problems	Students
1.Comprehension	a. difficult to recognise adjective clause in the text without relative pronoun	1, 2, 4, 6, 7, 8, 9, 11, 12, 13, 14, 18, 15, 16, 17, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 34, 35, 37, 39, 40, 41, 42, 43, 44, 45, 46, 47,48, 49, 51, 52, 53, 54, 55, 56
	b. difficult to recognise adjective clause with relative pronoun "that" in the text	3, 4, 14, 18, 21, 25, 38, 42, 48, 57.
	c. difficult to recognise adjective clause in the text at all	5, 10, 24, 32, 33, 36, 50

The table shows the researcher found three problems in comprehension of adjective clause. The first is difficult recognise adjective clause without relative pronoun. There were 47 students get this problem. The types of students' mistake is :

*“I brought everything we need at the beach.”*¹²⁸ These sentences contain of adjective clause but the students did not realize. The students did not realized that these sentence contain of adjective clause because there is no relative pronoun which introduces adjective clause.

The second problems is difficult to recognize adjective clause which used “that” as relative pronoun. There were 10 students said that they were confused to recognize adjective clause with relative pronoun “that”. The students confused because they did not know relative pronoun “that” has other meaning besides relative pronoun. They considers that the sentences contain of “that” always called adjective clause. It leads the students to get mistake in recognise adjective clause with relative pronoun “that” in the text. The example of students’ mistake is : *I planned to trip early so that I can see the sunrise.*¹²⁹

The last problems in comprehension is difficult to recognise adjective clause in the text whether relative pronoun are deleted or not. There were 7 students get this problems. The students said that they difficult to find adjective clause in the text whether relative pronoun are deleted or not because they still did not understand about adjective clause.

b. Using Unnecessary Pronoun

The second difficulties that researcher found is using unnecessary pronoun. When the students combined two sentence using relative pronoun, they usually put double pronoun in adjective clause. The findings can be seen in the following table.

Table 4.2
Students problems in using unnecessary pronoun

Students’Difficulties	Problems	Students
2. Using unnecessary pronoun	a. difficult to replaces subject	1, 2, 3, 4, 6, 12, 18, 27, 28, 29, 30, 33, 34, 54, 57.

¹²⁸ Students’ adjective clause’ work

¹²⁹ Ibid

	pronoun with relative pronoun	
	b. can not find possessive pronoun that should be replaced by relative pronoun	3, 5, 10, 11, 12, 13, 16, 17, 18, 28, 31, 32, 33, 34, 36, 37, 38, 39, 40, 41, 42, 43, 45, 46, 47, 48, 49, 50, 52, 53, 54, 57, 9, 14, 15, 21, 24, 25, 44, 55.
	c. difficult to replaces object with relative pronoun	19, 20, 22, 23, 26, 28, 33, 35, 49, 50, 51, 56

The table shows that there were three possible problems in using unnecessary pronoun. The first problems is students difficult to replaces subject pronoun with relative pronoun in adjective clause. The students usually put double subject in constructing adjective clause. It usually happen because sometimes they forget to replaces one of them. This is the example of students' mistake : *Rudy has put on weight who he loves to eat.*¹³⁰ From the sentences, the students get wrong because they used double subject ; “Who” and “He”. The correct sentences is *Rudy has put on weight who loves to eat.* There were 15 students got this problems.

The second problems is difficult to find possessive pronoun that should be replaced by relative pronoun in sentences. There were 40 students using double possessive pronoun. It means that it is the most problem that commonly faced by students in using unnecessary pronoun. The problem can be seen from the example of students' work: *Alice is alone now whose her mother has died.*¹³¹ The students put possessive pronoun “her” next to relative pronoun “whose”. As researcher

¹³⁰ Taken from students' worksheet (adjective clause' test)

¹³¹ Taken from students' worksheet (adjective clause' test)

explained in chapter two that “whose” is used as possessive, it means pronoun “her” should be deleted. The correct sentence should be *Alice is alone now whose mother has died.*

The last problems is using double object in adjective clause. Some students did not realized that they put double object in constructing adjective clause. Based on the document analysis, the researcher found the example of students’ mistake is : *The teacher give us a lot of homework whom I hate the teacher.*¹³² From these work, the students put double object in adjective clause ; “whom” and “the teacher”. The correct sentences should be *The teacher give us a lot of homework whom I hate .* There were 12 students got this problems.

c. Using the Wrong Relative Pronoun

The last difficulties that researcher found is using the wrong relative pronoun. The students often get mistake in using relative pronoun correctly. There were several problems that researcher found in using wrong relative pronoun. The findings can be seen in the following table.

Table 4.3

Students difficulties of using wrong relative pronoun

Students difficulties	Problems	Students
3. Using wrong relative pronoun	a. do not know about the usage of “whose”	2, 4, 5, 6, 7, 8, 10, 12, 16, 19, 20, 21, 23, 25, 27, 28, 31, 34, 35, 36, 37, 38, 39, 41, 43, 44, 45, 46, 47, 48, 49, 51, 52, 53, 54, 56.
	b. can not distinguish the usage “who” and “which”	2, 6, 14, 16, 20, 27, 33, 36, 37, 42, 45, 46, 47, 49, 51.
	c. can not distinguish the usage of “who” and “whom”	1, 4, 9, 15, 26, 28, 29, 31, 38, 52, 54.

¹³² Taken from students’ worksheet (adjective clause’ test)

d. did not know the usage of “who”	3, 7, 34
e. do not know the usage of “whom”	4, 8, 11, 18, 55
f. can not distinguish the usage of “who” and “whose”	13, 20, 21
g. do not understand well the usage of each relative pronoun	17, 22, 24, 25, 30, 32, 48.

From the table above, the researcher found there were seven problems occur at the tenth grades students in using wrong relative pronoun. The first problem is did not know about the usage of “whose”. There were 36 students get this problem. For example : *This is the house whose he sold.*¹³³ These sentences are wrong because the sentences did not contain of possessive meaning. Relative pronoun that should be used in the sentence is “which” because it used to object of thing. The correct sentences should be *This is the house which he sold.*¹³⁴

The second problems is students difficult to distinguish the usage of “which” and “who”. There were 15 students got this problem. The example of the mistake are : (1) *The dog is mine who has soft fur.* (2) *He is the man which has won the race.*¹³⁵ As the researcher explained in chapter two “which” and “who” has same function, used to replace subject. But they has differences “Who” used to replaced subject for people and “which” for thing. Subject of these sentence is not

¹³³ Students’ worksheet (adjective clause’ test)

¹³⁴ Students’ worksheet (adjective clause’ test)

¹³⁵ Ibid

people. So, the correct sentence should be (1) *The dog is mine which has soft fur.* (2) *He is the man who has won the race*

The third problem is students difficult to distinguish the usage of “who” and “whom”. Type of students’ mistake is (1) *He is the man whom has won the race* (2) *The man who I saw was Mr. Jones.*¹³⁶ Both of “who” and “whom” have same function used to replace person. But, they have differences, “who” used to replace subject and “whom” used to replace object. The students probably confuse to distinguish them. There were 11 students got this problem. The correct sentence is (1) *He is the man who has won the race* (2) *The man whom I saw was Mr. Jones*

The fourth problem is students did not know the usage of “who”. There were three students who get this problems. The students usually use relative pronoun “who” in wrong condition, From the result of interview, they did not know the function and the usage of “who”. Type of students’ mistake are : *The man who I saw was Mr. Jones, Alice is alone now who mother was died, the movie was not good who we saw last night.*¹³⁷

The fifth problem is students did not know the usage of relative pronoun “whom”. The students might be not know the function and the usage of relative pronoun “whom” There were 5 students got this problem. From the document analysis, the students write *Alice is alone now whom her mother died.*¹³⁸ It was wrong because she used “whom” in wrong condition. The correct is *Alice is alone now whose her mother died.*

The sixth problem is students difficult to distinguish the usage of “who” and “whose”. There were 3 students get this problem. From the result of interview, they did not know the difference between “who” and “whose”. According to the interview, they consider that both of them use to replace subject. It caused him to use wrong relative pronoun.

The last problems is student do not know the usage of each relative pronoun. There were 7 students get this problem.

¹³⁶ Ibid

¹³⁷ Ibid

¹³⁸ Ibid

The students still did not understand well about each relative pronoun. They said that they difficult to distinguish all of relative pronoun, it causes them to use wrong relative pronoun in many adjective clause. Types of their mistake is : *The man whose I saw was Mr. Jones, Alice is alone now who mother died, The people were very nice which we visited yesterday, Omar is student who dictionary you borrowed.*¹³⁹

2. The Factors of Causing Students' Difficulties

The second research question is what are the most commonly factor causing students' difficulties in learning adjective clause. The researcher used Hue He theories. The researcher divided the factor most factor commonly causing difficulties into three factors ; motivation, teaching method, and educational background.

The researcher revealed the most factors commonly causing the students' difficulties in using relative pronoun of adjective clause gained from questionnaire which consist of 12 items. The findings of the data is classified into three variables factors which containe some sub-variables factors.

a. Motivation

The first factors concerned with motivation. The researcher used motivation as students' factor of difficulties based on the information of the teacher in the interview section of pre-liminary research that motivation has main role in learning grammar especially adjective clause. The result of questionnaire related to the motivation can be seen in the following table.

Table 4.4
Result of questionnaire

Questions	Cause of Difficulties	N	Yes	No
1	Lack of interest in learning adjective clause	57	39	18

¹³⁹ Ibid

2	Learning adjective clause for getting good mark	57	43	14
3	No desire to learn adjective clause	57	42	15
4	Lack of interest in doing exercise	57	40	17
5	Lazy to learn adjective clause	57	37	20
Mean			70.1%	29.9%

From the table above, there were 70.1%% students agree that motivation is a factor causing students difficulties in learning adjective clause. There were five points related to the motivation. There were 39 participants said that they lack of interest in learning adjective clause. Then, there were 43 participants was learn adjective clause just to get good score. It means they have extrinsic motivation, which refer to doing something because it leads to a separable outcome. As like the teacher said, that the students usually study hard to avoid something. For example : the students will study hard in order to avoid from punishment. In addition, the students also usually study hard because they need something, for example they study hard to get award from the teacher.

Then, there were 42 participants have no desire to learn adjective clause. 40 participants was lack of interest in doing exercise of adjective clause, they were lazy to do excercise about adjective clause because it was difficult to remember the function each of relative pronoun. In the last, there were 30 participants was lazy to learn adjective clause.

b. Educational Background

The second factor is educational background. Educational background is students' past experience or their knowledge background that gained from the class or outside class. There are three points related to the educational

background. The researcher put on number ten until twelve. The table below show the result of educational background.

Table 4.6

Result of questionnaire

Questions	Factor of difficulties	N	Yes	No
10	Lack of background knowledge about adjective clause	57	40	17
11	Lack of background knowledge about relative pronoun	57	32	25
12	Never join in English grammar course	57	39	18
Mean			64.7%	35.5%

The result shows that there was 64.7% students gives respond to the educational becakground as factor causing students' difficulties. There were 40 participants lack of knowledge about adjective clause. The students get difficult in learning adjective clause because they lack of knowledge about it, it means that they did not know about adjective clause even they did not never hear about adjective clause before..

Then, 32 participants lack of knowledge about relative pronoun. Based on the teacher interview, students who get prior knowledge about relative pronoun can understand about adjective clause more easily. It leads the students to use relative pronoun correctly. They avoid from mistake in using relative pronoun.¹⁴⁰ Students who lack of knowledge about relative pronoun might cause them get problem in learning adjective clause.

There were 38 participants never join in English grammar course. The students who ever joined in English grammar course said that the has less difficulties in learning

¹⁴⁰ Result of Interview the teacher

adjective clause because they often used adjective clause in writing or daily speaking in their course.¹⁴¹

c. Teaching Method

The second factor is teaching method. Teaching method means the method that teacher used in teaching adjective clause. The following table show the result of teaching method in more detail

Table 4.5
Result of questionnaire

Question	Causes of difficulties	N	Yes	No
6	Uninteresting method	57	36	21
7	Unclear explanation	57	32	22
8	Unclear instruction	57	36	21
9	Do not give clear example	57	33	24
Mean			60.1%	39.9%

The table shows that questionnaire number 6 until 9 explained about teaching method. There were 60.1% students said that teaching method as factor causing their difficulties in learning adjective clause. There were 36 participants said that the teacher give uninterested method. According to the teacher, she give traditional method in teaching grammar especially adjective clause. The teacher has been explained the rules and give an example.¹⁴² It might cause the students feel bored in learning adjective clause. They need more interesting method to make them more easier to understand the material.

Then, there were 32 participants agreed that the teacher give unclear explanation. Based on the result of

¹⁴¹ Result of interview the students

¹⁴² Result of Interviewed the teacher

interview, the students said that the teacher explained adjective clause rather fast. There were 36 participants agreed that the teacher give unclear instruction to the students.

There were 33 participants agreed that the teacher did not give clear example of adjective clause. The students said that the teacher did not give the example in every each relative pronoun. She just give two examples about adjective clause. But the students need more examples to make them more understand.

B. Discussion

This section presents the discussion based on the findings of the study. It concerned about two research question, they are : students' difficulties in using relative pronoun of adjectiive clause and the factors causing students' the difficulties in learning adjective clause.

1. Students' Difficulties in Using Relative Pronoun of Adjective Clause

Kuswidyastutik said that "someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions."¹⁴³ Therefore, the students' difficulties in using relative pronoun of adjective clause can be seen from the the problems of participants who made in adjective clause' work and answering the question based on their problem.

Reflecting on the first research problems, this research found that the students had difficulties and matched to the results of research using the documentation and interview. The researcher had opinion about students' difficulty in learning adjective clause was proved by students' confession using documentation and interview, it could be seen from the data that they mostly have difficulty in learning adjective clause. Based on the theory that Martin said that students had 3 kinds of difficulty in learning adjective clause.

a. Comprehension

¹⁴³ Kuswidyastutik, *identifikasi kesulitan belajar bahasa inggris siswa kelas IV SDN Kedungringin 1*, 15

The first difficulties that common made by tenth grades students of SMA Dharma Wanita 4 Taman was comprehension of adjective clause. The researcher found that tenth grades students in SMA Dharma Wanita 4 Taman got difficult in comprehension of adjective clause. It could be seen from the students' work as documentation. The researcher also found 3 problems in comprehension.

The first is tenth grades students in SMA Dharma Wanita 4 Taman difficult to recognise adjective clause in the text when relative pronoun are not provided. The students considered that adjective clause and relative pronoun cannot be separated, so they can not recognized adjective clause without relative pronoun. They also said that the teacher did not give clear example about adjective clause without relative pronoun so they did not understand about it.¹⁴⁴ Then, the students also difficult to recognise adjective clause with relative pronoun "that" in the text. Almost all of students considered all sentences contain of "that" is adjective clause.¹⁴⁵ It might happened because the students less understanding of adjective clause. The teacher said the students who do not know about other meaning of relative pronoun "that" will get mistake in recognise it as adjective clause. It was cause them got mistake to recognise adjective clause with relative pronoun "that". The last, the students got difficult in recognise adjective clause in the text at all. The teacher said that it was happen because the students less attention to the teacher when she gives explanation about adjective clause.¹⁴⁶

Laurinne said that comprehension is the way to determine how well you will be able to absorb language elements and use them in a meaningful way.¹⁴⁷ So, if they cannot comprehend adjective clause well, they will not be able to recognise adjective clause in the text. It means that comprehension play important role in understanding adjective clause. Martin Parrott said one of the students difficulties in learning adjective clause

¹⁴⁴ Result of interview with the students

¹⁴⁵ Ibid

¹⁴⁶ The result of Interview with the teacher

¹⁴⁷ Laurianne Sumerset, *The Importance of Comprehension in Language Learning*, 1

is comprehension.¹⁴⁸ In addition, the students also get difficulties in recognising adjective clause in the text when sometimes relative pronouns are not provided. The students consider relative pronoun and adjective clause never separated.¹⁴⁹ This theory is also supported by the theory of Fodor and Garrett, who stated that adjective clause with relative pronoun will help the students more easily to recognise, in opposite, without relative pronoun the students will get difficult to recognise it.¹⁵⁰

Moreover, David and Helen also states students may confuse to recognise adjective clause in the text, students who have good ability to comprehend adjective clause will easier to recognise it.¹⁵¹ It means the students who has low ability will get difficulties to recognise it. Therefore, this can make the students difficult to recognise adjective clause in the text. It can be concluded from the findings, most of the students still has low understanding of adjective clause, it causes them get difficulties in comprehension of adjective clause. It also proved by some theories has been explained.

b. Using Unnecessary Pronoun

The second difficulties that researcher found is using unnecessary pronoun. The researcher found tenth grades students in SMA Dharma Wanita 4 Taman still use double pronoun in adjective clause. There were three problems that common faced by the students in using unnecessary pronoun. The student got difficult to put subject in adjective clause. It was happen because the students sometimes confused to put subject pronoun or not in adjective clause. Some of them considered that only same word that should be replaced by relative pronoun so that they also put subject pronoun in adjective clause.¹⁵² It was happen because they still less

¹⁴⁸ Martin Parrot, Martin Parrott, *Grammar for English Language Teachers*, (Cambridge : Cambridge Press University, 2000), 356

¹⁴⁹ Ibid, 356

¹⁵⁰ Fodor and Garrett, M. *Some Syntactic determiners of sentential complexity*. *Perception & Psychophysics*, 290

¹⁵¹ David T. Hakes and Heles S, "Cairns. Sentences Comprehension and Relative Pronoun", (*Journal of Perception & Psychophysics*, Vol. 8 (1), 2007), 6

¹⁵² Result of interview with the students

understanding of adjective clause. So, it causes them to use double subject in adjective clause.

Then, the students also got difficult to put possessive pronoun. The students said that they did not realize that possessive pronoun should be replaced by relative pronoun “whose”. The majority of students said that they still difficult to recognise sentences which contain of possessive meaning. Some of them also difficult to find possessive pronoun in the sentence.¹⁵³ It was cause them put double possessive pronoun in adjective clause. According to the teacher, the most students common mistake in using unnecessary pronoun is using double possessive pronoun because the students confused to recognise possessive pronoun in the sentences that must be replaced by relative pronoun “whose”. It probably happen because the students did not find the same pronoun.¹⁵⁴ The last, the students got difficult to put object in adjective clause. The students usually did not realize that they put double object in constructing adjective clause. From the result of interview, the students got this problem because they were confused which should be replaced. Finally, they write full sentence without deleted one of them.¹⁵⁵

The students’ difficulties about unnecessary pronoun also proved by theory of Martin Parrott who stated one of students’ difficulties in learning adjective clause is when combine two sentences. Learner sometimes put both pronouns and relative pronoun in adjective clause. The students usually put double subject or object in adjective clause because they confuse to replaces one.¹⁵⁶ Moreover, Michael Swan stated students often make mistake by having double use of pronoun in write adjective clause. It happend because sometimes the students did not realized which one should be replaced.¹⁵⁷

The finding was indicated that the students are still confuse to put pronoun and relative pronoun in write adjective

¹⁵³ Ibid

¹⁵⁴ Result of interview with the teacher

¹⁵⁵ Ibid

¹⁵⁶ Martin Parrott, *Grammar for English Language Teachers*, (Cambridge : Cambridge Press University, 2000), 367

¹⁵⁷ Michael Swan, *Practical English Usage*, 488

clause. They also less aware that relative pronoun should be replaced so they made mistake by using unnecessary pronoun.

c. Using The Wrong Relative Pronoun

The last difficulties is using the wrong relative pronoun. The researcher found tenth grades students in SMA Dharma Wanita 4 Taman still get difficult to use relative pronoun correctly. It could be seen from the documentation. There were seven problems that common faced by students in using relative pronoun. The first problems that faced by tenth grade students of SMA Dharma Wanita 4 Taman is problem in using relative pronoun “whose”. From the result of interview, the students get this problem because they still did not understand about the usage of “whose”. Sometimes, they also did not realize that the sentence contains of possessive meaning. This case make the students get wrong in using relative pronoun “whose”.¹⁵⁸

The second problems faced by students of tenth grade in SMA Dharma Wanita 4 Taman is difficult to distinguish the usage of relative pronoun “who” and “which. From the result of interview, this problems happen because the students confused to use “who” or “which” that suitable with the sentence. Moreover, the students could not distinguish both of them because both of them used to replaced subject in adjective clause. They often forget about the difference of them.¹⁵⁹ Then, the third problems is students difficult to distinguish the usage of relative pronoun “who” and “whom”. From the result of interview, the students did not realize that “who” and “whom” have differences. The students consider that both of them can replace people whether as subject or object. They did not realize both of them have differences.¹⁶⁰

The fourth is did not know the usage of “who”. The fifth is did not know the usage of relative pronoun “whom”. From the result of interview, she was forget the usage of “whom”. So, that is why she used wrong relative pronoun “whom” in adjective clause. Then, the sixth is students difficult

¹⁵⁸ Result of interview with the students

¹⁵⁹ Ibid

¹⁶⁰ Ibid

to distinguish “who” and “whom”. The last, students still difficult to understand about the function and the usage of each relative pronoun. From the result of teacher interview to the students, it might happen because they less attention to the teacher explanation, and sometimes they were embarrassed to ask to the teacher and their friend about what they did not understand. In addition, they need more exercise to get well understanding.

As Donal said in his journals, one of five commons mistake made by students is choosing the wrong relative pronoun.¹⁶¹ Martin stated the most common mistakes in this category are using *who* and *which*. It happen because both of them has the same function is used to replaces the subject of verb in adjective clause.¹⁶² The other difficult in using wrong relative pronoun come from Michael Swan. He states that the most difficult in this category are *who*, and *whom*. Both of relative pronoun above can replace the object of verb. It is difficult for students to use the correct relative pronoun.¹⁶³ The result of students answer revealed that the students difficult to choose relative pronoun correctly because it has has little bit differences so the students difficult to use relative pronoun. Consequently, they made mistake by using the wrong relative pronoun.

2. The Factor of Causing Students’ Difficulties in Learning Adjective Clause

There are three the most commonly factor of causes difficulties in learning adjective clause. There are : motivation, teaching method, and educational background. Reflecting on the second research problems, this research found that the students had factors causes their difficulties by using questionnaire.

From questionnaire the researcher categorizes them into three parts: The questions number 1 until 5 asked about the factor causing students difficulties related to the motivation.

¹⁶¹ Donal. W, Common Mistake with Adjective Clause, ([Http://englishwithjennifer.wordpress.com/2017/06/09/5-common-common-mistake-with-adjectiveclauses/](http://englishwithjennifer.wordpress.com/2017/06/09/5-common-common-mistake-with-adjectiveclauses/)) accessed on 12 September 2017

¹⁶² Martin Parrott, *Grammar for English Language Teachers*, 357

¹⁶³ Michael Swan, *Practical English Usage*, 457

The question number 6 until 9 asked about the factor causing students difficulties related to teacher's teaching methods. The questions number 10 until 12 asked about the factor causing students difficulties related to the educational background.

a. Motivation

Based on the result of data analyses that researcher conducted, the first factor are most commonly causes students' difficulties is motivation with presentage 70.1%. The researcher found five sub-factor causes of difficulties related to the motivation. Most of the students learning adjective clause only for getting good mark, they experiences no desire to learn adjective clause and lack of interest in learning adjective clause. The students also lack interest in doing adjective clause' exercise and lazy to learn adjective clause. From the result of interview the teacher, learning adjective clause is difficult for students because there was seven relative pronoun which has different usage. The students often get mistake in using each relative pronoun. In addition, some relative pronoun has same usage but different subject, for example "who" and "which". The teacher also said, tenth grades students of SMA Dharma Wanita 4 Taman also has low motivation in learning grammar. This case happened because grammar has some rules and it is rather complicated for them. Moreover, adjective clause is one of difficult materials in grammar. The students often get wrong in using relative pronoun. It causes them lazy to do adjective clause's exercise.¹⁶⁴

This result of questionnaire proved the theory of Hue He who said that motivation is one of the causes students' difficulties in learning adjective clause.¹⁶⁵ Gardner who argues motivation as one of the main factor that influence the speed and amount of success of foreign language learning.¹⁶⁶ Dornyei also mentioned another factor for affecting language learning is motivation. He suggested that the retention of motivation to language achievement have significance impact on second

¹⁶⁴ Interviewed the English teacher

¹⁶⁵ Hue He. "On FL Learners Individual Differences in Grammar Learning and Their Grammatical, 1372

¹⁶⁶ R. Gardner and W. Lambert. "Motivational variables in Second Language Acquisition", *Canadian Journal of Psychology* 2:1, 2015, 15

successful language learning.¹⁶⁷ Williams and Burden argues that motivation is an internal drive which encourages second language learners to pursue a course of action.¹⁶⁸ In addition, Hue-He stated motivation has corelates with students achievement in learning grammar. He said that motivation usually correlates with students' grammar problems.¹⁶⁹

Therefore motivation has important role in learning adjective clause. The tenth grades students of SMA Dharma Wanita 4 Taman has low motivation that causes them difficult in learning adjective clause.

b. Educational Background.

The second factor more causes students difficulties in learning adjective clause is educational background. The researcher found 68.5% students agreed with educational bacground as cause of students difficulties in learning adjective clause. It happened because the students lack of background knowledge about adjective clause as causes their difficulties. They also lack of background knowledge about relative pronoun. Then, they did not get background knowledge because they never learn in other places just like English grammar course.

The result of interview the teacher show that the teacher certainly agree that students who ever joined in English grammar course has less difficulties in learning adjective clause. She said that informal study was give influence to students' grammar skill. It happen because they get additional knowledge in their English course that they did not get in the formal study. In addition, the students who never joined in English grammar course get more mistake in learning adjective clause. The teacher knows some students joined in English course get little difficulties, it proved by their adjective's clause work.¹⁷⁰

¹⁶⁷ Dornyei, Z, *Teaching and researching motivation*. (Harlow, England: Longman, 2001), 23

¹⁶⁸ William, M. and burden, R. L. *Psychology for Language Teachers*. (Cambridge: Cambridge University Press, 1997), 120

¹⁶⁹ Hue-He, *On FL Learners Individual Differences in Grammar Learning and Their Grammatical*, 1372

¹⁷⁰ Interview the teacher

Mariam emphasized that students who have no informal educational background may find difficult to grasp the complexity of grammar.¹⁷¹ Jacobovist believes that the students' prior knowledge influence the students' ability in learning a foreign language.¹⁷² Hue-He also stated that educational background will also influence students' future learning. Students did in the past which related to the grammar will give influence to their difficulties in learning grammar.¹⁷³

Therefore, background knowledge is one of the causes of students' difficulties. If the students less background knowledge will get more difficulties in learning adjective clause.

c. Teaching method

The last factor causes students' difficulties in learning adjective clause is the teacher' teaching method. Based on the result of questionnaire analysis, the researcher found 60.1% students agree that teaching method as their factor causing difficulties. According to questionnaire answer, most of the students said that teacher's method are not interesting and she did not give clear instruction in learning adjective clause. She also did not give clear explanation about adjective clause and relative pronoun in teaching learning proces, and did not give clear example about adjective clause. Based on the result of interview with the teacher, she said that she thought that giving two examples of adjective clause is enough for students. She also used traditional method as teaching grammar in common.¹⁷⁴ But the students said, they need more example because adjective clause is more complicated with others. They also need different teaching method to make them more pay

¹⁷¹ Miriam, De Fatima Martinez Fonseca, *Difficulties students have in using grammar*, 1717

¹⁷² Jacobovist As cited in ahmad Sokhbirin, *A Study On The technique of Teaching English Speaking in Man Bangil*. (Unpublished S-1 Thesis. Malang: English Department, UMM. 2002) ,21

¹⁷³ Hue-He, On FL Learners Individual Differences in Grammar Learning and Their Grammatical Competence Training" *Theory and Practice in Language Studies Academy Publisher*, Vol. 3, No. 8,2013, 1372

¹⁷⁴ Result interview with the teacher.

attention to the teacher explanation.¹⁷⁵ The result of questionnaire was supported Hue He statement, that teacher method has play role in students' problems in learning grammar.¹⁷⁶

Ramelan's stated, one of the factor that migh causes students' difficulties in learning grammar is the method that used by the teacher.¹⁷⁷ According to the Adunola, a teacher is an important person in learning grammar because the teacher also determines whether their students to be good in grammar or not. She also said that teacher become source of students difficulties if the teacher cannot choose the right method in teaching grammar.¹⁷⁸ Teachers also bring individual characteristics to the second language classroom that may have an influence on the students' performance and in their final results.¹⁷⁹ Chen also argues that teaching method directly affect language learning and consequently grammar learning.¹⁸⁰

So, teaching method is one of the way to make the students success or failed. It also has important role in learning adjective clause. The students have good ability may the method is suitable for the students, in other hand, students get difficult in learning adjective clause may the method of the teacher used are less interesting for them.

¹⁷⁵ Result of interview with the students.

¹⁷⁶ Hue He. "On FL Learners Individual Differences in Grammar Learning and Their Grammatical, 1372

¹⁷⁷ Ramelan, *Linguistics and Its Contribution to Language Teacher*, (Semarang: IKIP Semarang Press, 1991),33

¹⁷⁸ Adunola, *The Impact of Teacher's Teaching Method on Academic Performance of Primary School Pupil in Ijebu-Ode Local cut Area of Ogun State*, (Nigeria : Ogun State, 2011), 78

¹⁷⁸ Ibid, 79

¹⁷⁹ Ibid, 79

¹⁸⁰ Zhaojun Chen, *Grammar Learning Strategies Applied to ESP Teaching*, (China, 2016) . *Theory and Practice in Language Studies Journal*, Vol. 6, No 3, 618

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and for the suggestion from the researcher related to the research findings of the study

A. Conclusion

Based on the research finding and discussion, the researcher has conclusion about students' difficulties in using relative pronoun of adjective clause and factors causing students' difficulties. It can be found that :

1. The students had some difficulties in using relative pronoun of adjective clause. The tenth grades students in SMA Dharma Wanita 4 Taman get three difficulties. The first is they had problems in using wrong relative pronoun. Second, they had problems in comprehension of adjective clause. The last, they also had problems in using unnecessary pronoun. Students' difficulties also has proved by students' confession in interview section. They found difficulties because relative pronoun of adjective clause has different function and the usage. It caused them to have difficulties in learning adjective clause.
2. There were three factors are the most commonly causing students' difficulties in learning adjective clause. The first factor more causing students difficulties is motivation. There were five sub-factor concern with motivation ; lack of interest, learning adjective clause for getting good mark, no desire to learn, less interest in doing exercise, and lazy to learn adjective clause. The second factor is concern with educational background. There are three sub-factors concern with educational background ; lack of background education knowledge about adjective clause in previous school, lack of background knowledge about relative pronoun in previous school, and never joined English grammar course. The last is teaching method as factor of students' difficulties. There were five sub-factors concern with teaching method ; uninteresting method, unclear explanation, unclear instruction, and do not give clear example.

C. Suggestions

Based on the the research findings, the following suggestion are recomended for English teacher, the students, and future researchers.

1. For the English teacher

This study give detailed information about the students' problem in learning adjective clause. There are a lot of problems that students got in learning adjective clause. The teacher should try to give more detail explanation about adjective clause especially comprehension, using pronoun, and using relative pronoun in adjective clause. The teacher should gives more clear examples in the each of relative pronoun until the students get the point because it is really complicated for students. The teacher also have to be more active in motivating students to keep on learning adjective clause though they found problems during the process of learning and make them to be more active to ask about their difficulties.

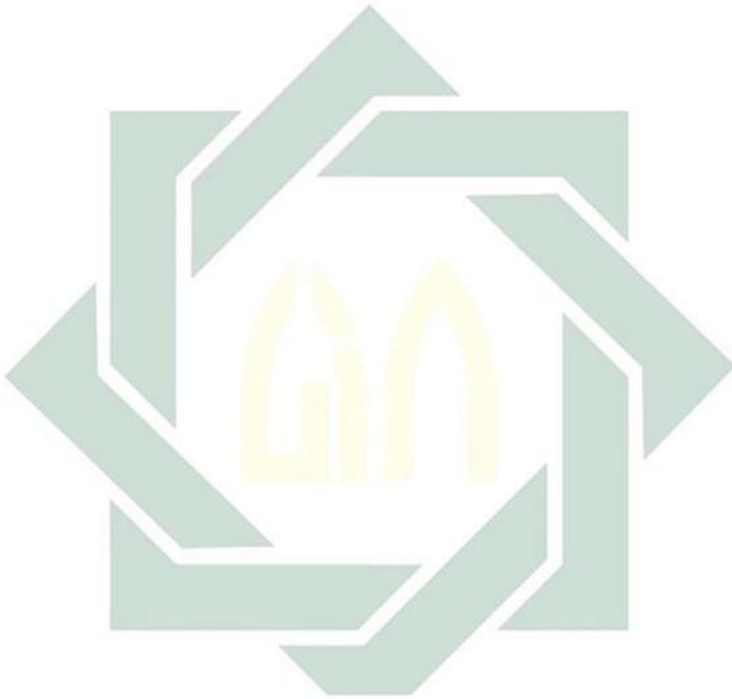
2. For the Students

The students should more pay attention when the teacher give explanation about adjective clause. They do not only have to listen the explanation but also practice to construct adjective clause correctly. They also should more practice to construct adjective clause because its not easy to construct adjective clause. The students also should more practice about the usage of each relative pronoun in their leisure time.

3. For the future researcher

It is also suggested to the further researchers who want to analyze about students' difficulties in adjective clause. The previous study limits with three difficulties in learning adjective clause. It is chance for other researchers to conduct the research in the same topic with different aspect. But, it would be better to analyze with differents aspects of grammar. The future researcher can be conducted with different

aspect of grammar, for example : conditional sentence, modal, and so on.



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