

**STUDENTS' GRAMMATICAL ACHIEVEMENTS IN CONSTRUCTING
RESTRICTIVE AND NON-RESTRICTIVE ADJECTIVE CLAUSE AT
ENGLISH DEPARTMENT OF UNIVERSITAS NEGERI PADANG**

THESIS

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(S1)*



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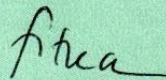
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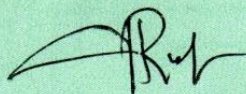
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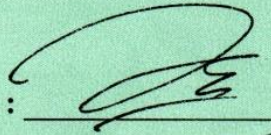
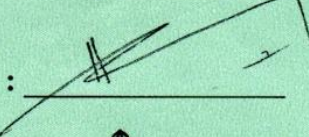
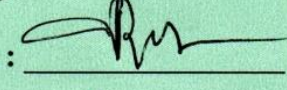

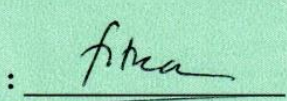
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ABSTRAK

Wiliardi, Metri. 2018. “Students’ Grammatical Achievements in Constructing Restrictive and Non-Restrictive Adjective Clause at English Department of Universitas Negeri Padang.

Penelitian ini bertujuan untuk menemukan kemampuan siswa dalam membuat kalimat klausa ajektiva restriktif dan klausa ajektiva non-restriktif oleh mahasiswa tahun kedua jurusan bahasa Inggris di Universitas Negeri Padang. 30 siswa dipilih sebagai responden dari penelitian ini. Penelitian ini merupakan penelitian deskriptif kuantitatif. Data didapatkan dari membagikan test grammar yang berisikan 18 soal klausa ajektifa. 9 item soal untuk restriktif dan 9 item soal untuk non-restriktif. Penelitian ini menemukan bahwa lebih dari 50% dari responden tidak mampu membuat kalimat klausa ajektiva restriktif dan klausa ajektiva non-restriktif dengan benar. Kemampuan siswa dalam membuat kalimat restriktif sebesar 47.02% dan kemampuan siswa dalam membuat kalimat non-restriktif sebesar 39.25%.

Kata Kunci:

Klausa adjektiva, restriktif, non-restriktif

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Grammar is one of language components essential to be mastered since it consists of a range of rules which are useful in establishing good communication. Although it is not the most vital factor for a clear communication, understanding it can significantly help people convey messages more clearly by making logically accepted and easily understood sentences. The ultimate success of communication can be achieved by grammar comprehension. Hence, grammar plays a significant role in effective, successful communication.

At English Department of Universitas Negeri Padang (henceforth UNP), students start learning grammar in the first semester in 'Grammar I' subject. Students are exposed to this subject early in order that they understand the basic rules of English. If students have already known the basic, then they are more likely to use the language accurately and more effectively. Passing grammar subject is one of the mandatory requirements to be satisfied in order to be eligible for graduation as explained in the syllabus of English Department of UNP. After passing 'Grammar 1', students are introduced to further Grammar courses as a series: Grammar II (the second semester), Grammar III (the third semester), Grammar IV (the fourth semester) and Functional Grammar (the fifth semester).

One of the sub-topics in Grammar course is adjective clause. The topic itself is learned in the third semester and is one of complex lessons in the course. Abdolmanafi (2012:3) suggests that adjective clause is considered as a universal linguistic phenomenon which has been a very important issue of linguistic studies for its unique syntactic structure, frequent usefulness, and grammatical importance. The unique construction and recurrent usage of this structure generally means that students are demanded to comprehend this material for comprehensive English mastery.

Adjective clause is a dependent clause modifying a noun. Folse (2010:194) states that adjective clause is a clause that describes or modifies a noun or pronoun. This implies that the clause explains the noun or pronoun in a more detailed way. He adds that adjective clause commonly begins with *who*, *that*, *which*, *when*, *where*, *whom*, or *whose*, called relative pronouns.

However, students generally find it difficult to construct adjective clause sentence. This finding is evident from the preliminary research done by the researcher to the second year students of English Department, UNP. Students were asked to construct sentences using adjective clause. One of the common problems found in the research was that students frequently omitted comma after independent clauses which is an essential punctuation for signifying an adjective clause. One student, for example, wrote “*This was my first class in French a language which I really like to study*”. The statement was incorrect as the student removed a comma which is supposed to be put after the word *French*.

In addition, the students did not know about what appropriate relative pronouns to use as well as their function. For instance, a number of students could not differentiate the usage of *who* and *whom*. A student, for example, wrote “*In my twelve years of school I have had many teachers who I have admired greatly but Mrs. Thompson whom was my French teacher in the tenth grade is the teacher to who I love the most*”. The sentence was grammatically inaccurate because it should be *who*, instead of *whom*, used after *Mrs. Thompson*. This indicates that students are confused about when to use *who* and *whom*.

Another difficulty that students face is in differentiating the information in the clause. Students do not know whether the adjective clause is restrictive or non-restrictive. Thus, students cannot differentiate the information in the clause is necessary or not. Due to their inability in differentiating the information, the students take no notice of the existence of comma. It is obviously known that comma in a sentence containing adjective clause is something which distinguishes restrictive adjective clause from non-restrictive adjective clause. One student was found to write “*Mrs. Ani the woman that we talked about yesterday was died*”. The problem with this sentence is that the student did not set a comma after *Ani*. The preliminary research, therefore, suggests that most students do not understand enough the concept of adjective clause.

The importance of mastering adjective clause and the mistakes of the students in constructing it in the preliminary research are the reasons for the researcher to conduct this study. This study specifically investigated the achievement of the

second year English Department students of UNP in constructing restrictive and non-restrictive adjective clause.

B. Identification of the Problem

Adjective clause is structurally complex. Hence, students are prone to commit mistakes in constructing this type of structure. This research investigated the extent to which students are able to construct correct restrictive and non-restrictive adjective clauses.

C. Limitation of the Problem

Referring to the problem mentioned above, this research was limited in analysing the achievements of second year students at English Department Universitas Negeri Padang in constructing restrictive and non-restrictive adjective clause.

D. Formulation of the Problem

Based on the limitation of the problem, the formulation of the problem is “How is the achievement of the second year students at English Department of Universitas Negeri Padang in constructing adjective clause sentence?”

E. Research Questions

1. How is the achievement of the students in constructing restrictive adjective clause?
2. How is the achievement of the students in constructing non-restrictive adjective clause?

F. Purposes of the Research

This research seeks:

1. To find out the student's achievements in constructing restrictive adjective clause.
2. To find out the student's achievements in constructing non-restrictive adjective clause.

G. Significance of the Research

This research is significant because adjective clause is considered difficult for students to master due to its complex distinctive structure. The results of this study give information about students' achievements in constructing restrictive and non-restrictive adjective clause. By knowing the results, the lecturer are expected to be able to provide the grammar teaching techniques that match more with the students' need in order to improve students' achievements in constructing restrictive and non restrictive adjective clause. This research also enriches the findings on the previous research on adjective clause.

H. Definition of Key Terms

1. Students' grammatical achievements: The accomplishment of students in apprehending grammar subject.
2. Constructing restrictive and non-restrictive adjective clause: creating a clause which modifies noun or pronoun. The clause could provide significant or insignificant information about the noun phrase being modified.
3. English Department : a department which focuses on English study
4. Universitas Negeri Padang : one of Indonesian state universities located in Padang, West Sumatera.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the research conducted to second year students of English Department Universitas Negeri Padang, it was concluded that students' grammatical achievements in construting restrictive adjective clause and their achievements in constructing non-restrictive adjective clause were both under 50% which were classified into poor and very poor level.

Of all types of English adjective clause, it was found that adjective clause replacing object, preposition and possessive are the most difficult aspects which most students deal with. These were because students rarely use those types of English adjective clauses in their academic speaking and writing. In addition, *whom* and *whose* are typically two most difficult English relative pronoun. They tend to use *that*, *which*, *when* and *where* when speaking or writing. Therefore, in order to be able to construct English adjective clause, students should comprehend the functions of each relative clause. Furthermore, they need to understand the formula, the concept and the purpose of each type of adjective clauses.

B. Suggestion

Based on the findings of the research, some suggestions are proposed to the lecturers and teachers in order to get better understanding and outcome in

teaching adjective clause. The lecturers and the teachers should provide some drills in grammar exercise in stimulating students' grammatical competence. In addition, in order to get better comprehension and understanding in adjective clause, the lecturers and the teachers should also explain more about adjective clause. The lecturers and the teachers should also pay more attention to the students. Some students may learn and perceive information in a long time. Thus, the lecturers and teachers should help them learn by giving them more time to understand the lesson. Last but not the least, the lecturers and the teachers should also apply more attractive ways of teaching. As students get attracted to the lesson being taught to, the lesson will be easier to be perceived and understood.

The lack of performance of the students are caused by the lack of reading. Students have to read and learn more about the adjective clause in order to get better understanding. Students need to be able to differentiate which information is necessarily needed and which one is not needed. By knowing this, they would be able to differentiate which clause is restrictive and which one is non-restrictive. Automatically, they will also be able to place comma in correct clause. Students also have to know the use of relative pronoun in order to be able to construct adjective clause with appropriate relative pronoun. Students need to pay more attention and get involved once the lecturers or the teachers explain the lesson.

For the next researcher, due to the limited time that the researcher have, so this research cannot explore any broader aspects of adjective clause. The next

researcher can focus on type of errors of the students in constructing adjective clause.

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