

**AN ANALYSIS OF ENGLISH DEPARTMENT STUDENTS' ABILITY IN
CONSTRUCTING RESTRICTIVE AND NONRESTRICTIVE
ADJECTIVE CLAUSES**

THESIS

Submitted as partial fulfillment of the requirements
to obtain strata one (s1) degree



By

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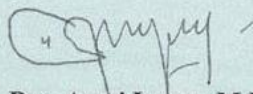
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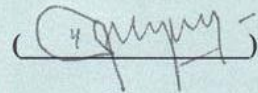
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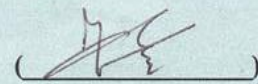
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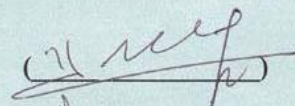
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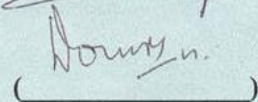
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ABSTRAK

Hendrayana, Afdal Ade. 2012. *An Analysis of English Department Students' Ability in Constructing Restrictive and Nonrestrictive Adjective Clauses*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk mendeskripsikan kemampuan *grammar* mahasiswa tingkat III Jurusan Bahasa dan Sastra Inggris tahun masuk 2009/2010 dalam membuat *Restrictive* dan *Nonrestrictive Adjective Clauses* serta kesalahan yang mereka lakukan dalam menggunakannya. Penelitian ini adalah penelitian deskriptif. Populasi penelitian adalah mahasiswa tingkat III Jurusan Bahasa dan Sastra Inggris tahun masuk 2009/2010 Fakultas Bahasa dan Seni, Universitas Negeri Padang. Sampel penelitian ini adalah KP1 yang berjumlah 31 orang. Sampel diambil dengan menggunakan teknik *cluster sampling*.

Data dikumpulkan dengan menggunakan tes *grammar* yang berjumlah 38 soal; 19 soal untuk *restrictive adjective clauses* dan 19 soal untuk *nonrestrictive adjective clauses*. Mahasiswa diberikan dua kalimat dan diminta untuk menggabungkan kalimat kedua dengan kalimat pertama sehingga kalimat kedua menjadi *adjective clauses*. Waktu yang diberikan untuk mengerjakan tes adalah 60 menit.

Berdasarkan data yang diperoleh, kemampuan *grammar* mahasiswa dalam membuat kalimat *restrictive adjective clauses* adalah sedang (61.67%) dan untuk *nonrestrictive adjective clauses* adalah sangat lemah (30.3%). Masalah-masalah yang dihadapi yaitu berupa kemampuan siswa yang masih belum bisa membedakan antara *restrictive* dan *nonrestrictive adjective clauses*. Begitu juga halnya dengan penggunaan *expression of quantity* pada *nonrestrictive adjective clauses*. Lebih lanjut, penulis mengharapkan siswa untuk lebih berlatih menggunakan *restrictive* dan *nonrestrictive adjective clauses* dalam kehidupan sehari-hari baik secara tertulis maupun lisan.

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Padang, July 2012

The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the most important languages in the world. Other languages are important too, but not for the same reasons as English. It is important because many vocabularies, grammatical forms, and ways of speaking and writing have emerged influence technological and scientific developments, education, economics, literature, and entertainment genres. So, English as an international language is used by most people all over the world.

Furthermore, English has become one of the important subjects that should be taught. English is a compulsory subject in the Indonesia national curriculum for students in junior and senior high school. It is not compulsory subject at elementary school level, but many elementary schools and local governments require for elementary school students to study English.

When students continue their study to university, they also find English subject offered as a general course. At State University of Padang for example, all students must take it in order to graduate. It is also the same at other universities as well as private institutions, such as: STIKES, AKBID, STIE, etc. The learning of English in some private institutions is called as English for specific purposes.

Especially for English Department in some universities, the learning of English is taught intensively and completely. One of language components

that is taught at English Department is grammar. At English Department of State University of Padang, students must take Structure I, II, III and Functional Grammar subjects.

Grammar is one of language components that has central role in giving meaning in a sentence. According to Weaver (2008:9), grammar is something that is related to rules which talk about whether a sentence is correct or not. It helps reader to understand every words that they read and helps them to speak and write something well. In addition, grammar also helps reader to catch main idea from interlocutor when they are speaking.

If the usage of grammar is incorrect, someone does not understand what an interlocutor says and communication will not run well. Unclear communication is the biggest issue caused by using incorrect grammar when writing or speaking. In addition to creating communication misunderstandings, incorrect grammar also makes a poor first impression. If someone is a jobseeker with grammatical errors in his resume, a company recruiter may see him as less intelligent. If someone owns a business and have grammatical errors in his marketing materials, potential customers may see these mistakes as an indication that his company is sloppy or simply unreliable.

According to Geyser (2010), there were some problems faced by the students in learning grammar. One of the problems in learning grammar is the limited knowledge of the students about mastering of grammar. Grammar represents linguistic competence. To understand the nature of language, students must understand the linguistics study.

One of grammatical components which are learnt at English Department is adjective clause. Adjective clause is one of topics in English Grammar that is taught and learnt by the second, third, fourth and fifth semester students of English Department at State University of Padang. They must take all of offering these structure subjects (Structure 1 in the second semester, Structure 2 in the third semester, Structure 3 in the sixth semester and Functional Grammar in the fifth semester). Adjective clause is a dependent clause that modifies a noun or pronoun or occasionally a whole sentences. It describes, identifies, or gives further information about a noun. According to Close (1978) it is divided into two basic types: restrictive and nonrestrictive. Restrictive adjective clause is a dependent clause that identifies or limits the word(s) they modify. Nonrestrictive adjective clause is a dependent clause that modifies proper nouns or names of unique people, places or things.

Constructing between restrictive and non restrictive clauses were still complicated for university students at English Department. It was known by the researcher through the informal interview with several third semester students of English Department at State University of Padang. They said that it is still difficult for them to determine which one restrictive and nonrestrictive adjective clauses, especially in using correct pattern in the texts or exercises. These situations were caused students had poor grammar competence.

However, having grammar competence is very important. It is aimed to avoid misunderstanding between the writer and the reader. In grammar learning especially adjective clause, students are taught use of clauses (who,

which, that, whose, whom, when, and where) and also meaning of using comma.

In addition, they assumed in the use comma, relative pronoun and relative adverb for restrictive and nonrestrictive are the same. It was also be known from informal interview. One of examples of wrong written by the sixth semester students is *Mount Everest which is the highest mountain the world is very dangerous to climb* instead of *Mount Everest, which is the highest mountain the world, is very dangerous to climb*. This sentence is nonrestrictive adjective clause. It gives additional or extra information about the noun and comma are used before and after these clauses. From informal interview above, many students were still difficult to construct restrictive or nonrestrictive adjective clause although they have learned it.

According to the argument above, the writer thought that it was important to analyze students' ability of English Department, especially about adjective clauses. That was why the writer chooses "An analysis of the third year English Department student's ability in constructing restrictive and non restrictive adjective clauses" as the title of this thesis.

B. Identification of the Problem

From the explanation above, there were two possible problems why the students had difficulty in constructing restrictive and nonrestrictive clauses. First, the students did not have enough knowledge how to construct restrictive and nonrestrictive in a correct order. Second, students did not give full

attention or ignore in writing comma of non restrictive adjective clauses and vice versa for nonrestrictive adjective clauses. All of the problems above needed to be analyzed in order to see the third year students' ability of English Department in constructing restrictive and non restrictive adjective clauses.

C. Limitation of the Problem

Based on the identification of the problems above, the researcher just analyzed the third year English Department students' ability in constructing restrictive and nonrestrictive adjective clauses. This research was focused on the third year academic students in the sixth semester in academic year 2011-2012 in English Department in constructing restrictive and non restrictive adjective clauses.

D. Formulation of the Problem

Based on what had been described above, the writer formulated the problem of the study as follows: "What is the third year English Department students' ability in constructing restrictive and nonrestrictive adjective clauses and what deviations are made by the students?"

E. Research Questions

The problem in this research can be explained to the following questions:

1. What is the ability of the third year English Department students in constructing restrictive adjective clauses?

2. What is the ability of the third year English Department students in constructing nonrestrictive adjective clauses?
3. What deviations are made by the students in constructing restrictive and nonrestrictive adjective clauses?

F. The Purpose of the Research

The purposes of this research are:

1. to identify the students' ability in constructing restrictive clauses.
2. to identify the students' ability in constructing nonrestrictive adjective clauses.
3. to describe what deviations that are made by students in constructing restrictive and nonrestrictive adjective clauses.

G. Significance of the Research

Since grammar plays an important role of a language, a research about students' ability to construct restrictive and nonrestrictive clause in order to get appropriate grammar is important to be done. By conducting this research, it is expected to measure students' ability about adjective clause and to see how deep their understanding in constructing restrictive and non restrictive clause. Hence, they can improve their ability about adjective clause and they know a word group that modifies a noun and what information that they need or they don't need in order to understand a sentence.

H. Definitions of the Key Terms

1. Restrictive adjective clause is a dependent clause that identifies or limits the word(s) they modify.
2. Nonrestrictive adjective clause is a dependent clause that modifies proper nouns or names of unique people, places or things.
3. The third year academic students are students who registered in 2009 in English Department State University of Padang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, first it can be concluded that the third year English Department students have shown average mastery in constructing restrictive adjective clauses. Second, it can be concluded that the third year English Department students had low mastery in constructing nonrestrictive adjective clauses. More than half of the students were not able to construct nonrestrictive adjective clauses correctly. These findings are indicated by the fact that the students had problems in using the pattern of nonrestrictive adjective clauses, especially in writing sentences for nonrestrictive adjective clauses. The students' grammatical ability in the use of relative pronoun used as the object of a preposition and expression of quantity in adjective clauses was very poor. They had low ability in constructing those sentences. More than half of students could not construct expression of quantity in adjective clauses correctly.

B. Suggestions

1. For the students

The students should learn more and have a lot of practice in constructing restrictive and nonrestrictive adjective clauses. They must pay more attention to the correct pattern of restrictive adjective clauses with relative pronouns replacing subjects, object of verbs, object of

prepositions, possessives, time, place and quantity of expressions in order to reduce the problems. Furthermore, the students should be aware to the use of restrictive and nonrestrictive adjective clause to practice spoken. Also, they are able to read other books which contain the information about restrictive and non restrictive adjective clauses.

2. For the lecturers

The lecturers should explain in details how to construct restrictive and nonrestrictive adjective clauses correctly and the use of relative clauses (who(m), which, that, when, where) for each. The lecturers also should give more learning opportunities for students to apply the material in constructing nonrestrictive adjective clauses especially in writing sentences. They should prepare various kinds of exercises to improve the students' grammatical ability in the use of relative pronouns used as the object of a preposition and expression of quantity in adjective clauses. In addition, they can give time to the students to study more independently and to optimize the media as a source to get exercises.

3. For the next researcher

Because of limited time, the writer only analyzed the students' ability and their problem in constructing restrictive and nonrestrictive adjective clauses. The next research can be focused in finding the

different problem between the mistakes and the errors in using restrictive and nonrestrictive adjective clauses.

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