

**AN ANALYSIS OF ENGLISH LANGUAGE AND LITERATURE
DEPARTMENT STUDENTS' ABILITY IN CONSTRUCTING
ADJECTIVE CLAUSE IN ESSAY WRITING**

THESIS

*Submitted as a Partial Fulfillment of the Requirement to Obtain Bachelor of
Education (B.Ed) in English Language Education Program*



By:

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Advisor:

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**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG**

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Judul : An Analysis of English Language and Literature
Department Students' Ability in Constructing
Adjective Clause in Essay Writing

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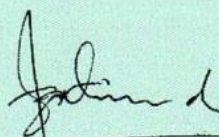
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Fakultas : Fakultas Bahasa dan Seni

Padang, Februari 2020

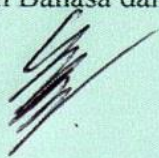
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dengan judul

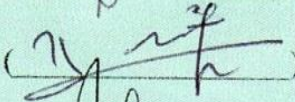
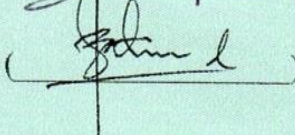
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ABSTRAK

Haryani, Efrina. 2019. An Analysis of English Language and Literature Department Students' Ability in Constructing Adjective Clause in Essay Writing: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan dan juga kesalahan umum siswa dalam mengkonstruksi klausa kata sifat. Desain yang digunakan dalam penelitian ini adalah penelitian deskriptif dengan siswa tahun kedua Program Pendidikan Bahasa Inggris UNP sebagai populasi penelitian. Ada 31 siswa yang diambil sebagai sampel penelitian yang dipilih dengan menggunakan teknik pengambilan sampel acak berstrata dari 162 siswa. Data penelitian dikumpulkan melalui dokumen dan esai eksposisi hortatorik dipilih sebagai sumber data. Esai dianalisis oleh peneliti dan diaudit oleh satu penilai yang merupakan salah seorang dosen Jurusan Bahasa dan Sastra Inggris. Skor siswa diklasifikasikan berdasarkan klasifikasi skor. Kemudian, kesalahan diidentifikasi dari konstruksi klausa kata sifat siswa dalam esai. Hasil penelitian menunjukkan bahwa kemampuan siswa dalam membangun klausa kata sifat dikategorikan sangat baik dengan persentase rata-rata 87.35%. Kesalahan umum yang ditemukan dalam konstruksi klausa kata sifat siswa adalah dalam elemen kalimat yang memiliki total 42.86% masalah yang diidentifikasi. Siswa cenderung mengabaikan unsur kalimat, seperti subjek dan kata kerja.

Kata kunci: Kalimat Kompleks, Klausa Kata Sifat, Eksposisi Hortatorik

ABSTRACT

Haryani, Efrina. 2019. An Analysis of English Language and Literature Department Students' Ability in Constructing Adjective Clause in Essay Writing: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

The purpose of the research is to figure out students' ability and common mistakes in constructing adjective clause. The design used in this research is descriptive research with second year students of English Language Education Program of UNP as the research population. There were 31 students taken as the research sample selected by using stratified sampling technique out of 162 students. The data were collected through documents and Hortatory Exposition essays were chosen as the source of the data. The essays were analyzed by researcher and audited by a rater who was a lecturer of English and Language and Literature Department. The students' score was classified based on score classification. Then, the mistakes were identified from the students' adjective clause construction in the essays. The result of the study showed that the students' ability in constructing adjective clause is categorized into excellent with the average percentage 87.35%. The common mistake found in the students' adjective clause construction is in sentence element which has total 42.86% mistakes identified. Students tend to disregard the element of the sentence, such as subject and verb.

Keywords: Complex Sentence, Adjective Clause, Hortatory Exposition

ACKNOWLEDGEMENTS

Alhamdulillah *alhamdulillah* *'Alamiin*, a greatest thanks is devoted to Allah SWT, the Lord of the Universe, for the entire blessings that has been given to the writer to finish the thesis entitled “An Analysis of English Language and Literature Department Students’ Ability in Constructing Adjective Clause in Essay Writing” as one of the requirements for obtaining Strata One (S1) degree at English Department, the Faculty of Languages and Arts, Universitas Negeri Padang. *Salawat* and *Salam* are also addressed to Prophet Muhammad SAW, the greatest leader for human beings.

A deep gratitude is given to the honorable advisor, Sitti Fatimah, S.S, M.Ed, Ph.D who has given her charm ideas, correction, beneficial opinion, inspiration, encouragement, and guidance from the earliest stage of this thesis until the finishing stage. An abundance of appreciation is also addressed to the examiners of this thesis, Prof. Dra. Yenni Rozimela, M. Ed., Ph.D. and Dr. Yuli Tiarina, S.Pd., M.Pd. The writer would like to thank them for their beneficial time, contribution of thoughtful and ideas toward the development of this thesis. The writer would also like to express her deepest gratitude for Desvalini Anwar, S.S., M.Hum., Ph.D. and Muhd. Al-Hafizh, S.S., M.A. as the head and the secretary of English Department, Universitas Negeri Padang. Then, the writer expresses a great deal of thanks for the beloved lecturer: Witri Oktavia, S.Pd., M, Pd., who has given a lot of advices and suggestions that are very helpful in writing this thesis.

Moreover, the writer does not forget to express her thanks to all the lectures and staffs of English Department for sharing her precious knowledge and learning experience in college.

The writer would like to express her appreciation and faithful gratitude to her beloved parents: Efendi and Harmonis and beloved sibling: Ferry Andika, for being with her in every step of the way and giving her countless love and powerful pray. They have given infinite support to the writer, both mentally and financially. Also, for the writer's friends who have been with her since the beginning of the lecture until now and made a valuable contribution to this thesis.

Padang, Februari 2020

Efrina Haryani

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing skill is important to the students in order to produce good quality writing, no exception for English Language and Literature Department. They are expected to master this skill in order to be able to write their final assignment that is required as a requirement for graduation. Therefore, English Language and Literature Department students are required to be able to master the writing skills along with the other skills.

The English Language and Literature Department students of Universitas Negeri Padang learn writing from the basic to advanced levels. It is started from Paragraph Writing, Essay Writing, Academic Writing, and Paper/Thesis Writing. At the first semester, the students learn about writing paragraph in Paragraph Writing subject. Paragraph is the basic unit of organization in writing, consisting of more than two sentences. The paragraph has three main structural parts: the sentence of the subject, the sentence of support and the sentence of conclusion (Kartawijaya, 2018). Continue to the next stage, students are taught Essay Writing. In Essay Writing, the discussion is wider than Paragraph Writing. Essay Writing is a subject that is taught to second year students. Essay is a short piece of writing representing one's side of the argument or one's experience, stories, etc. It is often said to be similar to a story, a paper or an article. Oshima and Hogue (as cited in Cahyono, 2016), state that essays written by students commonly consist of five paragraphs. It can be formal as well as informal. Formal essay is generally

academic in nature and perform serious topics. On the other side, an informal essay is more personal and often has humorous elements. In this subject, the application of grammar structure by students is seen, especially the sentences structure used. Essay writing subject can be said as an appropriate place to practice students to do academic writing before the students take the Academic Writing and Paper/Thesis Writing. The ability of students to write essays can influence the way they write in academic written.

In writing, grammar is one of the important language components that should be concerned to create a good writing. The students are expected to use correct and appropriate grammar. Applying the correct grammar rule is one of the main challenges in writing. Understanding grammar is a way in mastering a language, which shows that grammar is the basic aspect to be learnt in order to learn and master a language. It does not mean that the other aspects or skills are not necessary but grammar is a fundamental language component to be managed as well as the vocabulary. Without grammar, a language cannot work due to the fact that people cannot communicate effectively. Thus, understanding the grammars is needed to make a proper understandable communication between people, both in written or oral form.

The role of grammar is significant to be applied in writing activity. Dulay, Burt and Krashen (as cited in Subekti, 2017), argue that grammar is such a frame through which meaning is expressed. Constructing the correct sentences is the one way to express the meaning of the writing. The structure exists whether it can be described by anyone or not. Applying the correct sentence structure is the highest point in English writing. Cahyono (2016) states in his research that the result of

his research showed that higher proportion of complex sentences is perceived to indicate that students use more complex sentences than other types of sentences (simple and compound sentences). He also argues that complex sentences have a prominent role to play in developing student competence in writing essays that essentially reflect their writing skills. It is realized that it is not an obligatory to state idea through complex sentence rather than the other types of sentence structure. However, in writing, a writer is often supposed to convey information directly in a sentence to enhance coherence and avoid repetitions (Brammer & Sedley, 1981).

Complex sentence is a sentence which is built by combining at least two clauses, independent clause and dependent clause. Bram (as cited in Artari, 2016) explains that independent clause refers to a clause that can stand alone as a complete sentence which has a subject and finite verb in a sentence. The independent clause acts as a complete sentence. Meanwhile, the dependent clause cannot stand alone and need to be attached to independent clause as the main clause. The dependent clause can be in the form of noun clause, adjective clause and adverb clause.

Adjective clause is a kind of dependent clause that provides additional information about a noun phrase in the main clause (Altenberg and Vago: 2010). Adjective clause is used in order to give the details of noun that is written in the independent clause. Therefore, adjective clause plays an important role in describing those words. As stated by Yule (2009), adjective clause serves some information about the person or thing indicated by that noun phrase. The description in adjective clause will enhance the writing and quite important in

order to make the writing be understandable for readers. It is very helpful for both writer and reader. For writer, it easy to convey their point in words for the reader and the other hand the reader can understand about what messages delivered by writer clearly.

The focus of this research is to obtain the data about students' ability in constructing adjective clause. There are still mistakes made by the students in constructing adjective clauses. Amelia Rika and Armilia (2016) had observed the students' final result of Grammar test at English Department of STKIP PGRI Sumatera Barat. The result shows that most of the students are still confused in differentiating adjective clause. She says that students are still confused about the differentiation of the adjective clause with other types of dependent clause. Also, the students make mistakes in using correct relative pronoun for the noun in independent clause. It is in line with researcher's experience in Essay Writing course, second year students commonly make mistakes in sentences structure, no exception in constructing a correct adjective clause. Common mistakes detected is about the use of appropriate subordinating conjunction or relative marker which is suitable to relate the sentence they want to construct; whether the subordinating conjunction are suitable for people, things, or both. Astuti (2013) states that most of students in her research make mistakes about the use of relative pronoun. They are still confused in choosing the correct relative pronoun in the adjective clause. Another mistake identified is about restrictive and nonrestrictive adjective clause. Most students are still unclear as to whether the clause is restrictive or non-restrictive.

In relation to this present study, there have been similar previous studies conducted by some researchers. Hamidah (2016) has conducted a study about analysis of students' ability in using adjective clause in English complex sentences construction: a case study at first grade of senior high school of Al-Mubarak Islamic Boarding School at Sumur Pecung Serang. She states that the most of the second grade students of SMA PonPes Modern Al-Mubarak is understand enough about adjective clause construction in complex sentence. Amelia, Rika and Armilia (2016) also researched about the students' ability on using adjective clause (a study at second year students of English Department STKIP PGRI Sumatera Barat in 2015/ 2016 Academic Year). The result of his study shows that the second year students of English Department STKIP PGRI Sumatera Barat was still low which means that the students are not conceived the adjective clause yet. Another research about adjective clause is conducted by Rahim, Gatot and Nana (2018). They researched about the students' ability in constructing sentence by using adjective clause at English education study program of Universitas Mataram Raja Ali Haji. The research showed that the result of the average score on the students' ability in constructing adjective clause 47.59 which is categorized into fair.

Based on the background above, the researcher intends to conduct a research entitled "An Analysis of English Department Students' Ability in Constructing Adjective Clause in Essay Writing". The researcher wants to know whether the second year students of English Language and Literature Department have applied the appropriate grammar form in Essay Writing, especially in

arranging the adjective clause. The problem is raised in order to make the students realize what mistakes that will be confronted in adjective clause constructions.

B. Identification of the Problem

The role of grammar is important to be applied in writing. Based on the background above, the students still have lack in applying the proper structure of grammar, especially in applying appropriate pattern of adjective clause. There are some ordinary mistakes identified in constructing adjective clause but the main mistakes identified is about selecting the correct relative pronoun and distinguishing the use of restrictive and nonrestrictive adjective clause. These are also become the mistake made by second year students of English Language and Literature Department in constructing a correct structure of adjective clause in their essays. Thus, the researcher intends to conduct a research about students' ability and their common mistakes in using adjective clause.

C. Limitation of the Problems

In this research, the researcher limits the problem on the analysis of the second year students' ability in constructing adjective clause and also the common mistakes appears in their adjective clause construction. This research identifies the students' ability and common mistakes in constructing adjective clause in Essay Writing.

D. Formulation of the Problem

In this research, the problems are formulated as the analysis of students' ability in constructing adjective clause and their common mistakes found in their adjective clause construction.

E. Research Questions

The research questions of this research are:

1. How is the ability of second year students of English Language and Literature Department students in constructing adjective clause in Essay Writing?
2. What are the common mistakes found in second year students of English Language and Literature Department in constructing adjective clause in Essay Writing?

F. The Purpose of the Research

The purposes of this research are:

1. To find out the ability of second year students of English Language and Literature Department students in constructing adjective clause in Essay Writing
2. To find out the common mistakes of second year students of English Language and Literature Department in constructing adjective clause in Essay Writing?

G. Significance of the Research

The research is expected to be beneficial for the lecturers, students and other researchers. The researcher expects that this research is able to give useful knowledge about the usage of adjective clause. This research is expected to provide information for teachers to find out the students' ability and common mistakes in constructing adjective clause. Therefore, they are able to find the solution to decrease the mistakes. The finding of this research is expected to make students to realize their mistakes in constructing adjective clause and

discover the way to improve their ability. The finding of this research is intended to be beneficial as useful information for the next researchers who are going to conduct a research about similar topic.

H. Definition of Key Term

Grammar : the structure and system of a language. It is the rules used in arranging words of the language.

Complex Sentence : one of sentence structures which combines at least one dependent clause with one independent clause by using subordinate conjunction.

Adjective clause : a part of speech in grammar which defines or describes a noun or pronoun. The noun can be a person, a place or a thing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research concludes that the students' ability in constructing adjective clause in their hortatory exposition essay is excellent with average percentage 87.35%. The students already know the usage of adjective clause. It means that most of the students are able to construct adjective clause correctly. They can construct adjective clause in the appropriate form. It is due to the fact that they have already learnt adjective clause since their first semester in English Language and Literature Department. It is began with Intensive Course, Basic Grammar and followed into Intermediate Grammar. The theory about adjective clause is still fresh in their mind. Furthermore, they are studying adjective clause while writing the Hortatory Exposition Essays. There are 23 (74.19%) students categorized in Excellent level. It means that more than half of students get a good score in writing adjective clause. There are none of them get the Very Poor Level.

There are 229 adjective clause constructions found in the students' hortatory exposition essays. Replacement of subject in adjective clause is the most used by the students in their writing, especially in relative pronoun *that*. It is because the relative pronoun *that* can be used to replace almost all kind of nouns whether it is people, things, or animals (Vince, 2018). Then, it is followed by replacement of object, adjective clause to phrase reduction, replacement of time and place, and expression of quantity. Adjective clause constructions in the hortatory exposition essays are dominated by restrictive adjective clause with a total of 214 (93.45%) usage in the essays meanwhile the rest of the constructions

are in nonrestrictive adjective clause with total 15 (6.55%) usage. The students use adjective clause to give additional information about the noun.

There are five type of mistakes identified in the students' adjective clause construction. The most mistakes appeared in the essays is in the sentence element with 42.86% mistakes. Some of the students are not aware about the elements consisted in sentence or adjective clause. There are still students who forget to write the verb or *to be* in the adjective clause. The second most found mistake is in restrictive and nonrestrictive adjective clause with 21.43% as well as mistakes in Subject-Verb agreement. Mistakes in determining relative clause and reducing the adjective clause gain the same number of mistakes that is 7.14% mistakes found. Even though being able to construct adjective clause, there are still mistakes written by the students in their adjective clause construction.

B. Suggestion

Based on the conclusion, even though most of the students get the excellent score in constructing adjective clause, there are still quite lot mistakes found in the constructions. It is suggested that the Grammar lecture try to minimize the students' mistake by applying good method in teaching. The lecturer can give treatment to the students towards their mistake in constructing adjective clause which can overcome the students' weakness in adjective clause construction. The students also suggested finding out some ways to minimize the mistake as long as the lecturer. The students have to pay attention to the lecturer when the lecture explains the material. In addition, the students have to do more exercise about constructing adjective clause.

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