An Error Analysis of Adjective clause and Noun Clause in Sentences by Eleventh Grade Students Grade Class of MA Negeri 3 Sragen 2014/2015 Academic Year

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ABSTRACT

The aims of the research are (1) to know about the kinds of errors which were made by the eleven grade students of IPA and IPS in MA Negeri 3 Sragen in 2014/2015 academic year on the use of adjective clauses and noun clause; and (2) to know about the type of errors in the use of adjective clauses and noun clause.

The method used in this research was qualitative method which was focused on an error analysis. The research was conducted on March 2015 until may 2015. The population of the study was the students at eleven grade XI IPA and IPS in MA Negeri 3 Sragen in 2014 / 2015 academic year. To get the data, the researcher used 15 items of adjective clauses test and 15 items of noun clause which the type test was multiple choices. To collect the data, the researcher used tests, questionnaires, interviews, observation, and documentation. To get data analysis, the researcher used qualitative and quantitative data analysis.

Based on the result of the data analysis, the total number of misformation made by the students class XI IPA, MAN 3 Sragen was 67 errors. The three category of errors misformation in adjective clause “who” that were 10 errors (14.93%), errors misformation in adjective clause “whose” that were 21 errors (31.34%), and errors misformation in adjective clause “whom” that were 36 errors (42.35%). The total number of misformation made by the students class XI IPS, MAN 3 Sragen are 85 errors. The three category of errors misformation in adjective clause “who” that were 25 errors (29.41%), errors misformation in adjective clause “whose” that were 24 errors (28.24%), and errors misformation in adjective clause “whom” that were 36 errors (42.35%).

It can be concluded that the most type errors made by students was misformation. The lowest number of errors of misformation was adjective clause using “who” that were 10 errors (14.93%). The highest number of errors of misformation was adjective clause using “whom” that were 36 errors (42.35%). So, the students must improve and increase their ability about adjective clause and noun clause skill.

Keywords : Error Analysis, Adjective Clause, Noun Clause, Qualitative.
ABSTRAK

Relik SP NIM : 10520092


Tujuan Penelitian ini adalah:

a. Untuk mengetahui macam-macam kesalahan yang dibuat oleh kelas II
b. Untuk mengetahui kesalahan dalam menggunakan klausa kata sifat dan kata benda


Berdasarkan hasil analisis data. Jumlah angka kesalahan formasi yang dibuat siswa II IPA MAN 3 Sragen adalah 67 kesalahan. Tiga kategori kesalahan formasi dalam klausa kata sifat “who” terdapat 10 kesalahan (14,93%). kesalahan formasi dalam klausa kata sifat “whose” terdapat 21 kesalahan (31,34%), kesalahan formasi dalam klausa kata sifat “whom” terdapat 36 kesalahan (42,35%). Jumlah kesalahan yang dibuat oleh siswa XI IPS MAN 3 Sragen adalah 85 kesalahan. Tiga kategori kesalahan formasi dalam kata sifat “who” terdapat 25 kesalahan (29,41%), kesalahan formasi dalam klausa kata sifat “whose” terdapat 24 kesalahan (28,24%), dan kesalahan formasi dalam klausa kata sifat “whom” terdapat 36 kesalahan (42,35%).


Kata kunci : analisis kesalahan, klausa kata sifat, klausa kata benda, kualitatif
INTRODUCTION

By developing science and technology, language has an important role for human life. According to John Lyons (1981:4) language is the institution where by human communicate and interact between each others by means of habitually used oral auditory symbols. By using language the people can express their ideas, emotion, and desires. It is used as a media to interact with one another, to fulfill their daily needs in communication. English has been the most important language in international communication. The people all over the world speak the language when they meet one another in every international meeting, workshop, or conference. All countries in the world have set the language as one of the compulsory subject studied at school.

UU No. 32/2013 about Standar Nasional Pendidikan states that,

“Bahan kajian bahasa mencakup bahasa Indonesia, bahasa daerah, dan bahasa asing dengan pertimbangan: 1. Bahasa Indonesia merupakan bahasa nasional; 2. Bahasa daerah merupakan bahasa ibu Peserta Didik; dan 3. Bahasa asing terutama bahasa Inggris merupakan bahasa internasional yang sangat penting kegunaannya dalam pergaulan global”.

It means that Language study materials include Indonesia language, regional language and a foreign language with the consideration of: 1. Indonesian Language is the national language; 2. regional language is the mother tongue of Learners; and 3. Foreign languages especially English is a very important international language, its use in The Global Association’s.

In teaching learning English there are 4 Language skills namely writing, speaking, reading, and listening. To support those learning skill, students should
master vocabulary, grammar, spelling, and pronunciation. However, one of supporting material needed by student in learning teaching English is grammar. According to Hans P. Gunt (1969:1) states that grammar is a system by which words combine to convey ideas and information. In addition, the study of grammar can help a writer make appropriate and mature use of the resources of the language.

In teaching learning grammar in school, especially in Senior High School, a clause is a part of Grammar that occurs frequently in the English text book. According to Marcella frank (1992:222), a clause may be defined in the same way as a sentence. It is full predication that contains a subject and predicate with a finite verb. There are two kinds of clauses; independent and dependent. The independent clause is a full predication that may stand alone as a sentence; the dependent clause has special introductory word that make the predication ‘depend’ on an independent clause.

In MA Negeri 3 Sragen the students of eleven grade Academic Year 2014/2015 get lesson of grammar especially about clauses. But there are still many students who use clauses not correctly in sentences. It can cause mistakes or errors which have done by students. Errors and mistakes, which are made by students can indicate about their language skills. According to Corder (1967:257) states that errors are an indicator of learner’s development stage of the target language. Beside study about clause, the students also study about adjective, adverb, noun, verb, preposition, and conjunction. But the reseacher is focused on the research about errors of adjective and noun clauses in use which are made by
students of eleven grade of MA Negeri 3 Sragen, especially class XI IPA and XI IPS.

The research aims were: (1) To find out about the type of errors in using adjective clause which are done by the students of the eleventh grade of MA Negeri 3 Sragen, especially class XI IPA and XI IPS. (2) To find out about the type of errors in using noun clause which are done by the students of the eleventh grade of MA Negeri 3 Sragen, especially class XI IPA and XI IPS.

RESEARCH METHODOLOGY

The research was conducted in MAN 3 Sragen, especially in class XI IPA and XI IPS, it located at jalan Solo-Purwodadi km 15. It was conducted on March 2015 until May 2015 in 2014/2015 academic year.

The study was based on library study and field research. In the library study, the researcher tried to have some materials that were related to the topic and on the field research the researcher gave the test to the students of MAN 3 Sragen especially in class XI IPA and XI IPS in order to get the data of errors analysis with the using of adjective clause and noun clause which were commonly made.

The technique of collecting data was one important aspects of research. There were some technique of collecting data. They were test, questionnaire, interview, and observation. a) A test is the instrument to collect the data. The researcher gave test to find numerical data that are analyzed statistically. Brown (2003:3) states that test is a method of measuring a person's ability knowledge, or performance in a given domain. b) Questionnaire: According to Sugiyono (2009:142) states that
“kuesioner adalah teknik pengumpulan data yang dilakukan dengan cara memberi seperangkat pertanyaan atau pernyataan tertulis kepada responden untuk dijawabnya”. This questionnaire was to find out that the teacher did well the teaching learning process in classroom.

In non-test they were: a) Observation Arikunto (1991:128) states that “observasi adalah memperhatikan sesuatu dengan menggunakan mata”. It means that observation is doing something directly to obtain definitive result. The observation was held to find out the problems of teaching English. b) Interview, Arikunto (1991:126) defines “interview adalah dialog yang di lakukan oleh pewawancara (interviewer) untuk memperoleh informasi dari terwawancara”. It means that interview is seeking information from the person concerned. The interview was held by researcher to know about teaching learning English process at the beginning and the end of the research for students and the teacher. c) Documentation, according to Burns (1999: 140), documents are readily accessible source of data in action research as many already exist in the institutional system”. In this research the researcher uses the lesson plan, exercise, students’ work sheet, and photograph.

To analyzed the students error in using adjective clause and noun clause, the researcher used both qualitative and quantitative data analysis. The analysis of data is very important part of the classroom action research. In this research, the researcher uses interactive model for qualitative data analysis. Miles and Huberman (in Sugiyono, (2010: 337)) describe the interactive model of data analysis, they were: a) Data collection, data collection is having collected data, a
sub stage follows immediately or co-exists with the collection of the data – the

generation of hypothesis.
b) data reduction, data reduction refers to the process of

selecting, focusing, amplifying, abstracting, and transforming the data that appear

in written up field notes. Data reductions process continuous after field work, until

a final report is complete.
c) Data display, display is an organized assembly of

information that permits conclusion drawing and action taking. Looking at display

help us to understand, what is happening and to do further analysis or action based

on the understanding.
d) Conclusion drawing/ verification, conclusion drawing

involves stepping back to consider what the analyzed data mean and to assess

their implications for the questions at hand. Verification integrally linked to

conclusion drawing, entails revisiting the data as necessary to cross-check or

verifies these emergent conclusions. In this step, the data which have been

displayed and linked was checked again to see systematic patterns and

interrelationships between the data. The data were analyzed to make conclusion.

Figure 1.1 Component of data by Miles and Huberman (in Sugiyono (2010:338))
In this research, researcher computed the errors of adjective clause and noun clause using the formula as follows:

\[ VI = \frac{D}{Average} \times 100\% \]

VI : Variant Index
D : Deviation

(Sugiyono, 2009:58)

THE RESULT OF THE RESEARCH

The result of this computation can answer the problem statement number kind of error done by the eleventh grade students.

Tabel 1.1

The error percentage of misformation class XI IPS

<table>
<thead>
<tr>
<th>No.</th>
<th>Category of misformation</th>
<th>Number of error</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Misformation in adjective clause “who”.</td>
<td>25</td>
<td>29.41%</td>
</tr>
<tr>
<td>2.</td>
<td>Misformation in adjective clause “whose”.</td>
<td>24</td>
<td>28.24%</td>
</tr>
<tr>
<td>3.</td>
<td>Misformation in adjective clause “whom”.</td>
<td>36</td>
<td>42.35%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>85</td>
<td>100 %</td>
</tr>
</tbody>
</table>

The total number of misformation made by the students of second grade class XI IPS, MAN 3 Sragen were 85 errors. The three category of errors
misformation in adjective clause “who” that were 25 errors (29.41%), errors misformation in adjective clause “whose” that were 24 errors (28.24%), and errors misformation in adjective clause “whom” that were 36 errors (42.35%). The lowest number of errors of misformation was adjective clause using “whose” that were 24 errors (28.24%). The highest number of errors of misformation was adjective clause using “whom” that were 36 errors (42.35%).

Table 1.2

The error percentage of misformation class XI IPA

<table>
<thead>
<tr>
<th>No.</th>
<th>Category of misformation</th>
<th>Number of error</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Misformation in adjective clause “who”.</td>
<td>10</td>
<td>14.93%</td>
</tr>
<tr>
<td>2.</td>
<td>Misformation in adjective clause “whose”.</td>
<td>21</td>
<td>31.34%</td>
</tr>
<tr>
<td>3.</td>
<td>Misformation in adjective clause “whom”.</td>
<td>36</td>
<td>53.73%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>67</td>
<td>100%</td>
</tr>
</tbody>
</table>

The total number of misformation made by the students of second grade class XI IPA, MAN 3 Sragen were 67 errors. The three category of errors misformation in adjective clause “who” that were 10 errors (14.93%), errors misformation in adjective clause “whose” that were 21 errors (31.34%), and errors misformation in adjective clause “whom” that were 36 errors (42.35%). The lowest number of errors of misformation was adjective clause using “whose”
that were 24 errors (28.24%). The highest number of errors of misformation as adjective clause using "whom" that were 36 errors (42.35).

Table 1.3

The errors percentage of omission class XI IPS

<table>
<thead>
<tr>
<th>No.</th>
<th>Category of omission</th>
<th>Number of errors</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Omission ‘ed’</td>
<td>20</td>
<td>55.56%</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

The total number of omission made by the students of second grade class XI IPS, MAN 3 Sragen were 30 errors. They were 55.56% from total 36 number of items test.

Table 1.4

The errors percentage of omission class XI IPA

<table>
<thead>
<tr>
<th>NO.</th>
<th>Category of omission</th>
<th>Number of errors</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Omission ‘ed’</td>
<td>13</td>
<td>40.62%</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

The total number of omission made by the students of second grade class XI IPA, MAN 3 Sragen were 13 errors. They were 40.62% from total 32 number of items test.
Table 1.5

The errors percentage of misordering XI IPS

<table>
<thead>
<tr>
<th>NO.</th>
<th>Category of misordering</th>
<th>Number of errors</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Misordering “ing”</td>
<td>18</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

The total number of misordering made by the students of second grade class XI IPS, MAN 3 Sragen were 18 errors. They were 50% from total 36 number of items test.

Table 1.6

The errors percentage of misordering XI IPA

<table>
<thead>
<tr>
<th>NO.</th>
<th>Category of misordering</th>
<th>Number of errors</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Misordering ‘ing’</td>
<td>8</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

The total number of misordering made by the students of second grade class XI IPS, MAN 3 Sragen were 18 errors. They were 25% from total 32 number of items test.

DISCUSSION

The result of collecting data show should that some students made errors, particularly misformation, omission, and misordering.

The students have learned and known about adjective clause. They faced many difficulties and tend to make errors. It happened because the
complexity of the rules of adjective clauses. There were many kinds of adjective clauses that the students should learn. They were also confused to put and distinguish the adjective clauses in correct order. From the description, it could be seen that the errors made by students most in the adjective clause relative pronoun “who”, "whom", and "whose". Students could not distinguish between the relative pronoun “who, "whom", and "whose".

And in noun clause, the students made errors in incorrect structure of the sentences. The students may not really understand how the structure of sentences building correctly, it could be wrong in stucture and changed the meaning of the sentences.

CONCLUSION

From the result of the study, it could be concluded that: 1) The total number of misformation made by the students of second grade class XI IPA, MAN 3 Sragen were 67 errors. The three category of errors misformation in adjective clause “who” that were 10 errors (14.93%), errors misformation in adjective clause “whose” that were 21 errors (31.34%), and errors misformation in adjective clause “whom” that were 36 errors (42.35%). The lowest number of errors of misformation is adjective clause using “whose” that were 24 errors (28.24%). The highest number of errors of misformation as adjective clause using “whom” that were 36 errors (42.35). 2) The total number of misformation made by the students of second grade class XI IPS, MAN 3 Sragen are 85 errors. The three category of errors misformation in adjective clause “who” that were 25 errors (29.41%), errors misformation in adjective clause “whose” that were 24 errors
(28.24%), and errors misinformation in adjective clause “whom” that were 36 errors (42.35%) . The lowest number of errors of misinformation is adjective clause using “whose” that were 24 errors (28.24%). The highest number of errors of misinformation was adjective clause using “whom” that were 36 errors (42.35%).

3) The total number of omission made by the students of second grade class XI IPS, MAN 3 Sragen were 13 errors. They were 24.07% from total 54 number of items test. And the total number of omission made by the students of second grade class XI IPA, MAN 3 Sragen were 6 errors. They were 11.76% from total 51 number of items test. 4) The total number of misordering made by the students of second grade class XI IPS, MAN 3 Sragen were 18 errors. They were 52.94% from total 36 number of items test. And the total number of misordering made by the students of second grade class XI IPS, MAN 3 Sragen were 18 errors. They were 52.94% from total 36 number of items test.

**BIBLIOGRAPHY**


