CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the languages in the world which is known by most people in the world. Many books of science, research, and reference in the world are written in English. As an international language, English can become the special characteristic of the globalization era later. Therefore most countries in the world, including Indonesia attempt to prepare their citizens with English to enable them to face the globalization era.

Indonesian people do not have sufficient knowledge about English; therefore they need more help to comprehend English. They require more resources to help them learn English, such as books, teachers, lecturers, etc. By learning English, they can be assisted to face the globalization era.

In order to prepare the Indonesian people to face the globalization era, the Indonesian government includes English in the national education curriculum. Therefore, all Indonesian students are obliged to learn English gradually. They should master all materials which the government has regulated. The Indonesian English teachers teach English as a foreign language.

There are four language skills of the English language which should be mastered by the students in Indonesia; they are listening, reading, writing, speaking; and three components; they are vocabulary, grammar and pronunciation. Although, there are 4 skills and 3 components of English language,

most English teachers in Indonesia emphasize their teaching in grammar. They consider that grammar is a fundamental part in learning English, because it can guide the students to learn the 4 skills of English language, although having good grammatical skill does not guarantee the students to achieve good English skills too.

Although the English teachers emphasize in their teaching grammar, there are many students who still get difficulty in mastering it and make many errors in their tests. Some of them even take extra lessons at home or at school to master it.

Grammar which has to be mastered by the students covers tenses, phrases, clauses, conjunctions, prepositions, etc. This study deals with clauses, especially adjective clauses. The reason is that adjective clauses are often used in many books like science, art, fiction books which the students should read to enrich their knowledge but in fact, there are many students who still make many errors in constructing sentences by using adjective clauses. Besides, they need to master it to pass their national examination later. The errors were found by the writer when he conducted an observation in SMP Kr. Cita Hati, Surabaya where he did his teaching practice.

In this study, the adjective clauses are defined as the dependent clauses (the clauses that can't stand alone as sentences) which modify the nouns or pronouns. The adjective clauses describe, identify, or give further information about the nouns and pronouns. According to Nilson (1984; 25) there are 3 types of adjective clauses. They are restrictive clause, non-restrictive clause and appositive phrase. Restrictive clauses are the clauses which are used to limit or to define the

unclear nouns. For example: The man *who wrote this poem* is coming to tea. In this sentence, the noun "*the man*" is not clear, since we do not know which *man* is meant in the sentence. The restrictive adjective clause "*who wrote this poem*" can't be omitted, since without it, the noun "*the man*" can't be defined. Non-restrictive clauses are the clauses which have the role as the additions for the nouns in the sentences. Non-restrictive clauses can be omitted without changing the meaning of the sentence. When the non-restrictive clauses are used, the use of commas is needed. For example: My brother Dick, *whom you saw last week*, is coming to tea. The non-restrictive clause "*whom you saw last week*" can be omitted without changing the sentence, since the noun "*Dick*" is clear enough. Appositive phrases have the same role as the non-restrictive clauses. When it is used, the use of commas is needed while the use of relative pronouns is not. For example: Bill Gates, *the owner of Microsoft company*, visited Japan yesterday. In this sentence, the appositive phrase "*the owner of Microsoft company*" can be omitted, since the noun "*Bill Gates*" is clear enough. This study concerned with restrictive adjective clause, since the students have not gotten the lesson about non-restrictive adjective clauses and appositive phrases.

The students who have difficulty in constructing a sentence by using a restrictive adjective clause often make errors in using relative pronouns. The relative pronouns, based on the structure of modification in syntactic structure, have the roles to introduce the adjective clauses and to relate the adjective clauses to the nouns or pronouns that the adjective clauses modify. For example: The man *who* sends letters is a postman. The relative pronoun "*who*" in the sentence is used

to introduce the adjective clause "*who sends letters*" and to relate the adjective clause to the noun "*the man*' which the adjective clause modifies.

It seems that the English teachers who are responsible for teaching restrictive adjective clause have not been successful in helping their students. They need information related to the errors which the students make before constructing an appropriate method.

The writer chose the ninth grade students of the Cita Hati Junior High School for this study, because they can be considered as beginners in learning restrictive adjective clauses. As beginners, they make many errors in using restrictive adjective clauses.

Since there is no research which can be used by the junior high school English teachers as useful information about the identification of the students' errors in constructing sentences by using restrictive adjective clauses, the writer decided to hold the study about it. Hopefully, this study can be useful for the English teachers who are responsible for teaching restrictive adjective clauses for the beginners.

1.2 Statement of the Problems

Related to the background of the study, the problems of this study are formulated as follows:

1. What types of errors do the students of SMPK Cita Hati make in constructing sentences by using restrictive adjective clauses?

2. What are the possible sources of the errors?

1.3   Objective of the Study

The objective of this study is to discover or to diagnose the kinds of errors which the grade 9 students make in constructing sentences by using restrictive adjective clauses and to find some possible sources of the errors.

1.4   Significance of the Study

This study contributes valuable information to the SMP students and teachers about the kinds of errors which the students often make and the sources of the errors. This information can be a feedback for the English teachers who are in charge of teaching restrictive adjective clause for the SMP students or the beginners. Hopefully, by understanding the problems, the SMP teachers are able to find new techniques to teach restrictive adjective clause effectively and to minimize the errors and the students, by understanding their errors, can find another effective way to master restrictive adjective clauses independently.

1.5   Scope and Limitation

In this part, the writer will give the limitation of the study area:

1. The grammar use which should be used by the students to complete the test which was used by the writer to collect data was one of the types of adjective clauses; that was restrictive adjective clauses. The reason was that the students had not been taught about non-restrictive adjective clauses and appositive phrases.

2. The participants are the grade 9 students, because the students have already gotten the restrictive adjective clause lesson. Besides, they learn restrictive adjective clause for the first time and as the beginners, the writer assumes, they will make many errors in using restrictive adjective clause, so the writer is curious to know what kinds of errors which are made by the SMP students as the beginners in learning adjective clause.

3. The reason why the writer chose Cita Hati Junior High School, Surabaya is that for the practicality in data collection. It means that the place was chosen, because it is near from the writer's home which could make the data collection easier and more effective

1.6 Theoretical Framework

This study is based on the theory of interlanguage.

1.6.1 Interlanguage

According to Brown (2000; 215), the term interlanguage (hence forth "IL") was first introduced by Larry Selinker in 1972. Selinker (1972; 35) defines IL as "a separate linguistic system whose existence we are compelled to hypothesize, based on the observed output which results from the (L2) learner's attempted production of a target language norm." It means that IL is the language which is made by the L2 learners relative to their L2. This IL is unique, because it can't be categorized as either L1 or L2. This IL performance occurs whenever the L2 learners attempt to produce the utterances in L2.

Selinker (1972; 36) said that there are fossilizable structures called errors inside the L2 learner's IL performance. He defines these fossilizable structures or errors as the linguistic systems, rules, and subsystems which learners of particular native language will tend to keep in their IL performance relative to a particular target language.

Selinker (1972; 37) suggests that there are 5 central processes which can cause the errors:

1. Language Transfer: the process which deals with the errors caused by the L1 interference. Jack C. Richard (1980; 36) gave an example: A French structure is used in the example "……. has allowed to capitalist man…..- following the French structure – *a permis au capitaliste de-*.

2. Overgeneralization: the process which deals with the errors caused by the clear overgeneralization of target language rules and semantic features. For example, the sentence "what did he intended to say?". In this sentence, the past tense morpheme –ed is extended to an environment in which, to the learner, it could logically apply, but just does not.

3. Transfer of training: the process which deals with the errors caused by the items in training procedures. For example, the Serbo-Croation speakers at all levels of English proficiency regularly have the *he / she* distinction, producing in their English IL *he* on almost every occasion wherever *he* or *she* would be called for according to any norm of English. This error is due directly to the transfer of training; textbooks and teachers in this interlingual situation always present drills with *he* and never with *she*.

4. Strategies of Second Language Learning: the process which deals with the errors caused by an approach or a strategy by the learner to the material to be learned. One of the strategies used by the learners which can cause the errors is the strategies of simplification (the strategy to make a sentence simpler). For example, in the sentence "I was in Frankfurt when I *fill* application", the learner avoids the use of past tense form for the word "fill" instead of "filled" to make the sentence simpler.

5. Strategies of Second Language Communication: the process which deals with the errors caused by an approach or a method by the learner in communicating to the native speaker of L2.

1.7 Definition of Key Term

There are three terms which will be defined in this part; they are *error, error analysis* and *adjective clause*:

1. Error

James (1998; 78) said that error is the deviance which is from the product of the learners' own IL grammar and is well-formed in terms of that grammar. In this study, error is defined as the sentence which is constructed by the students by using inappropriate pattern of restrictive adjective clauses.

2. Error Analysis

Ellis (1986; 51-52) said that EA is a procedure which involves collecting samples of learning language, identifying the errors in the

samples, describing these errors and classifying the errors into their hypothesized causes. In this study, error analysis is defined as a procedure to collect samples from the students, identify the errors of the samples, classify the errors and predict some possible sources of the errors.

3. Adjective Clause

Nilson (1984; 17) said that an adjective clause is a dependent clause that modifies a noun. It describes, identifies, or gives further information about a noun.

1.8 Organization of the Study

This study consists of 5 chapters. Chapter I is Introduction which explains about the research background, the research question, the objective of the study, and some brief theories. Chapter II consists of the theories related to the study; they are the theory of contrastive analysis which explains about the definition and hypothesis of contrastive analysis, theory of error analysis which explains the procedure to do an error analysis, and adjective clauses. Chapter III is research methodology which explains about the subject of this study, the instrument used in this study, data collection and analysis procedure. Chapter IV is Data analysis and findings which explains about the types of errors and the predicted sources of the errors. Chapter V is Conclusion and Suggestion which explains about the suggested ways to teach restrictive adjective clauses better.