

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research questions, the purposes of the research, the significance of the research and the definition of the key terms.

1.1 The Background of the Problem

English is a foreign language in Indonesia. It is practiced in academic places, conferences and it is mainly studied at school or language institutions. Even, it has been taught as one of the compulsory subjects from junior high school until university level.

In the process of English language learning students should master the four language skills. They are reading, writing, speaking and listening. These four skills of language help students to comprehend and produce spoken language for proper and effective interpersonal communication. The integration of listening and speaking aims at fostering effective oral communication, whilst reading and writing are tools for achieving an effective written communication (Sadiku, 2015:29)

As a basic skill in English, writing is one of the important communicative skills but rather difficult to develop. According to Nodoushan (2011:63), writing is the hardest skill. For many students writing is boring and difficult. The difficulty of writing involves that the students do not have enough ability on

vocabularies, grammar, punctuation, spelling of words, choosing of words, and arranging the words in the sentences.

If we talk about writing, grammar is one of the most important aspects that should be considered. In other words, we cannot write well if we do not master a good grammar. Grammar is the system and structure of a language in general. This includes the structure of words, phrases, clauses, and sentences, right up to the structure of whole texts. Grammar has an important role in almost every skill, and it could have to make a good sentence or paragraph in writing. In addition, learning grammar is very useful to improve our skill of writing.

In writing sentences, we know that there are four types of sentences; simple sentence, compound sentence, complex sentence, and compound-complex sentence. A complex sentence consists of the main clause (independent clause) and one or more subordinate clauses (dependent clause). There are three types of complex sentences. They are complex sentences with adjective clauses, adverb clauses and noun clauses.

Adjective clauses, sometimes called relative clauses, modify nouns or pronouns and always follow the nouns or pronouns they modify. They are introduced by relative pronoun; *that*, *what*, *which*, *who*, and so forth by the adverbs *where* and *when* (Kirsznner and Mandell 2017:641). In addition, Oshima and Hogue (2006:234) state that adjective clause has three types. In each type, the relative pronoun has a different function. It may be a subject or an object in its own clause; it may replace a possessive word.

At English Education Department of Bung Hatta University, students have studied complex sentence in the second semester in writing sentence subject. The

lecturer gives the material about how to write a good sentence and the grammatical structure of a sentence. One of the purposes of the subject is that the students should be able to write complex sentences using adjective clause. It is expected that students might not have any problems in writing complex sentences using adjective clause grammatically.

At the middle of November 2019, the researcher did interview informally to the second year students at English Education Department of Bung Hatta University about writing complex sentences using adjective clause. Then the researcher asked some students to write complex sentences using adjective clause. Some of them were still confused how to write complex sentences using adjective clause grammatically. Based on the interview and observation, the researcher found that there were some errors made by students. Here are some examples of error made by students in writing complex sentences:

- 1) I am play a kind of music who nobody like.

There are three grammatical errors in this sentence. The first one is the addition of –be. *Play* is a verb so the student should not add –be. The second is misformation of relative pronoun. In this sentence the second subject is music (noun). The student should put that or which to modify noun. The last is misformation of verb form (*like*). It should be *likes*, since its subject is singular (nobody → which/that). So, the correct sentence is “I play a kind of music that nobody likes.”

- 2) The teacher who give the girls piano lessons live next door.

The errors in this sentence are misformation of verb form. There are two errors; that is *give* and *live*. The subject of this sentence is third singular

person. So the student should add s/es in verb. The sentence should be “The teacher who gives the girls piano lessons lives next door.”

Based on the phenomena above, the researcher was interested in doing research about the second year students’ grammatical errors in writing complex sentences with adjective clause at English Education Department of Bung Hatta University.

1.2 The Identification of the Problem

There are some problems appearing in writing complex sentences with adjective clause. The first problem deals with writing incomplete clause. Complex sentence must have at least two clauses but the students often make errors by writing incomplete clause (just one clause in a sentence). The second is that the students make error in choosing an appropriate relative pronoun. They were still confused about the function of each relative pronouns. The third is grammatical errors. Grammatical errors are the errors made by the students in grammatical rules.

The grammatical errors are divided into four types. They are omission, addition, misordering, and misformation. The omission is related to grammatical errors by omitting the element of grammar. An addition is related to grammatical errors by adding certain items which are not applied in grammar. Misordering is related to grammatical errors in arranging sentences in the order. The last is misformation, misformation errors are characterized by the use of the wrong form of the structure.

If students do not have good ability in grammar there will be many grammatical errors and the corrector will not get the point of what students write.

Error analysis plays an important role in this aspect because it can help in students' error recognition. Students would be able to write good sentences after they learn how to correct these errors through practices.

1.3 The Limitation of the Problem

Based on the identification above, the researcher limited her analysis into writing complex sentences using adjective clause in which the relative pronoun functions as subject and object. Furthermore, it focuses on error that consists of omission, addition, misformation, misordering. The researcher chooses the second year students at English Education Department of Bung Hatta University because they have already studied about writing complex sentence using adjective clause.

1.4 Formulation of the Problem

Based on the limitation of problem above, the problem of this research is formulated in the form of questions as follows: "What types of grammatical errors are made by the second year students in writing complex sentence using adjective clause at English Education Department of Bung Hatta University?"

1.5 Research Questions

The research questions are formulated as the followings:

1. What types of omission error are made by the second year students at English Education Department of Bung Hatta University in writing complex sentences using adjective clause?
2. What types of addition error are made by the second year students at English Education Department of Bung Hatta University in writing complex sentences using adjective clause?
3. What types of misformation are made by the second year students at English Education Department of Bung Hatta University in writing complex sentences using adjective clause?
4. What types of misordering are made by the second year students at English Education Department of Bung Hatta University in writing complex sentences using adjective clause?

1.6 The Purposes of the Research

In general, the purpose of this research is to describe the errors made by the second year students at English Education Department of Bung Hatta University in writing complex sentences using adjective clause. The specific purposes of the research are as follows:

1. To describe the types of omission error made by the second year students at English Education Department of Bung Hatta University in writing complex sentences using adjective clause.

2. To describe the types of addition error made by the second year students at English Education Department of Bung Hatta University in writing complex sentences using adjective clause.
3. To describe the types of misformation error made by the second year students at English Education Department of Bung Hatta University in writing complex sentences using adjective clause.
4. To describe the types of misordering error made by the second year students at English Education Department of Bung Hatta University writing complex sentences using adjective clause.

1.7 The Significance of the Research

This research gives a scientific contribution to the lecturers, students and other researchers. For the English lecturers, they will know their students' grammatical error in writing complex sentences using adjective clause. By having known the result of the research, the English lecturers are able to arrange a good planning and strategy for better improvement in teaching writing complex sentence using adjective clause by identifying the errors made by students. This research will also enrich their knowledge of errors in writing complex sentence using adjective clause. For the students, they will recognize the errors in writing complex sentence using adjective clause. Therefore, they can prepare better learning strategies. This research is also very useful for other researchers who will conduct another research in future that has related topic to this research. This research can be reference to strengthen and support their arguments.

1.8 The Definition of the Key Terms

There are some key terms used in this research that should be clarified in order to avoid misunderstanding. The terms can be seen as follows:

1. Grammatical errors are the errors made by the students in the way of grammatical rules especially in omission, addition, misformation, and misordering.
2. Omission is a grammatical error by omitting the elements of grammar.
3. Addition is a grammatical error by adding certain items which are not applied in grammar.
4. Misformation is a grammatical error in using the right form of structure.
5. Misordering is a grammatical error in arranging the sentences in the right order.
6. Writing is the process in which the writer expresses his or her thoughts or idea.
7. Complex sentence is a sentence that contains an independent clause and one or more dependent clauses.
8. An adjective clause is a dependent clause functions as an adjective; it modifies a noun.