



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

Efrina Haryani¹ and Sitti Fatimah²

English Department

Faculty of Languages and Arts

State University of Padang

email: efrinaharyani747@yahoo.com

email: sitti.fatimah@fbs.unp.ac.id

Abstract

Grammar is an essential language component that should be concerned to create a good writing, no exception to the use of adjective clause. However, there are still some problems identified in the adjective clause construction. The purpose of the research is to figure out students' ability 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 document analysis and Hortatory Exposition essays were chosen as the source of the data. The essays were analyzed by two raters and the score was classified based on score classification. Then, the problems 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 87.94%. The common problem found in the students' adjective clause construction is in sentence element which has total 37.04% problems identified. Students tend to disregard the element of the sentence, such as subject and verb.

Key words: Complex Sentence, Adjective Clause, Hortatory Exposition

A. INTRODUCTION

Among the four skills in English, writing skill is becoming increasingly important in global community, but writing is regarded as the most difficult skill for students to be learned. It is found as the most intricate and complex task, especially for the students in English Language and Literature Department who are taught to write since they are in the first year. Writing skill is important to the students in order to produce good quality writing, especially in writing their final assignment that is required as a requirement for graduation. Therefore, English

¹ English ELTSP of English Department of FBS Universitas Negeri Padang graduated on March 2020

² Lecturer of English Department of FBS Universitas Negeri Padang



Language and Literature Department students are required to be able to master the writing skills along with the other skills.

In writing, grammar is one of the important language components that should be concerned to create a good writing. Cahyono (2016) states that grammar is an important tool for conveying meaning (content) so grammatical precision is crucial; otherwise, meaning is unclear or the intended message is not effectively conveyed. According to Ur (1999), grammar is the rules of how a language manipulates and combines words to form a longer unit of meaning. It shows that grammar manages the form and structure of a language in order to be understood easily. Thus, understanding the grammars is needed to make a proper understandable communication between people, both in written or oral form. Without grammar, a language cannot work due to the fact that people cannot communicate effectively.

The role of grammar is significant to be applied in writing activity. Constructing the correct sentences is the one way to express the meaning of the writing. Applying the correct sentence structure is the highest point in English writing. There are 4 types of sentence structure exist in English: simple sentence, compound sentence, complex sentence, and compound-complex sentence (Razzak & Hasan, 2007). 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). Complex sentence is a sentence which is built by combining 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. 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. The description in adjective clause will enhance the writing and quite important in order to make the writing be understandable for readers. Unfortunately, there are still mistakes or errors made by the students in constructing a adjective clause. Main problem detected is about difficulties in determining the 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 are still confused in choosing the correct relative pronoun in the adjective clause. Another problem identified is about differentiating restrictive and non-restrictive 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 researcher. Hamidah (2016) has conducted a study about analysis of students' ability in using adjective clause. She states that the most of the second grade students of SMA PonPes Modern Al-Mubarak is enough

understand the adjective clause in complex sentence. Amelia, Rika and Armilia (2016) also researched about the students' ability on using adjective clause which the result shows that the second year students of English Department STKIP PGRI Sumatera Barat was still low. Rahim, Gatot and Nana (2018) 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. This present research has some differences with the other research above. The differences are in the design of the research, research sample and research instrument.

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".

B. RESEARCH METHOD

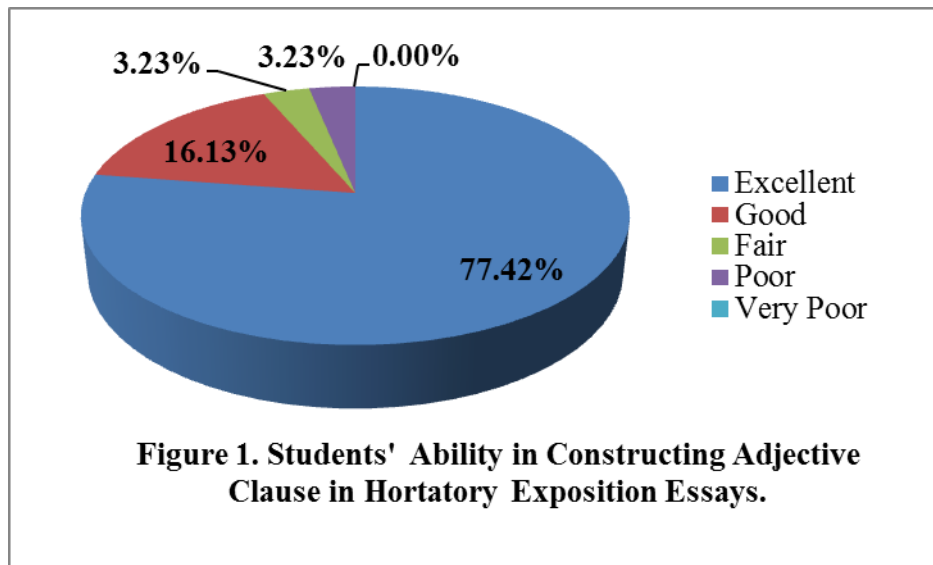
The design used in this research was descriptive research. Descriptive research is used in order to describe and analyzed the students' ability and their problems in constructing adjective clause.

The population of this research was the second year students of English Language Education Program of Universitas Negeri Padang. This research used stratified sampling technique in taking the sample and take 20% students of each class out of the total five classes. The instrument of this research was documentation which is collected from the students. The data were collected from the Hortatory Exposition essays task by and then being analyzed by the researcher. The researcher read the students' Hortatory Exposition Essay and marked the adjective clause construction used in the essay based on the indicators of adjective clause pattern. Afterward, the researcher evaluated and calculated the adjective clause construction and counted it in percentage. Then, the researcher identified the problems found in the students' adjective clause constructions.

C. RESULT AND DISCUSSION

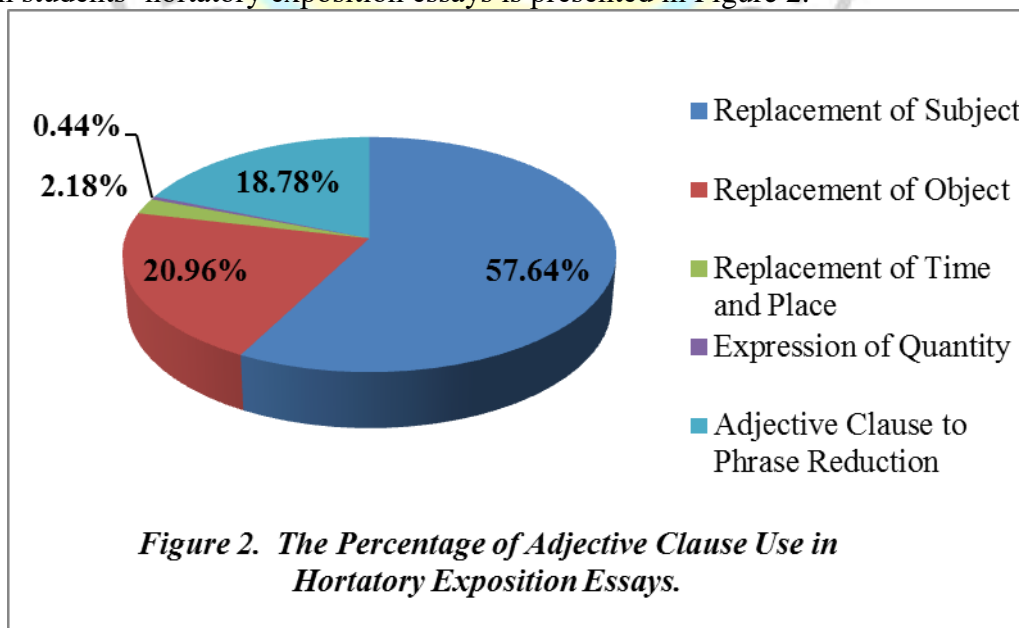
1. Research Finding

The source of data is hortatory essays written by second year students of English Language Education Program. In collecting the data, the researcher randomly selected 31 (20%) out of a total of 162 hortatory exposition essays. These essays were about various topics. The topics written by students were about environment and new students' orientation issues as assigned by their lecturer. After analyzing the data by the researcher and rater, the data of students' ability in using adjective clause construction is categorized into the score classification. Figure 1 presents the percentage of students' ability in using adjective clause construction.



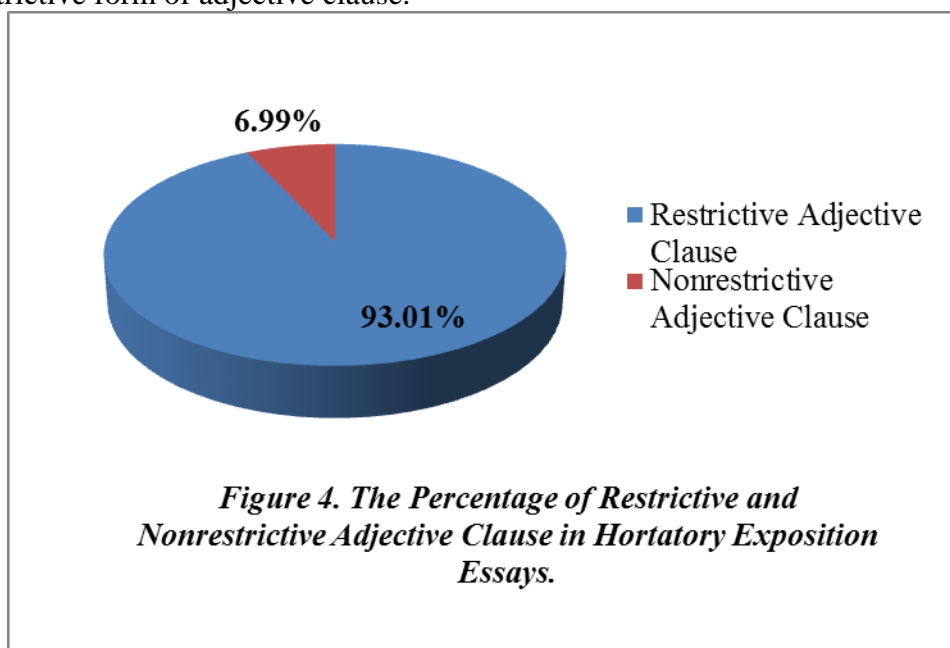
The average score of each student's ability is extracted from the results for each categories of score classification. Among 31 samples, there are 24 (77.42%) students are categorized Excellent which means that they can construct adjective clause well, 5 (16.13) students are categorized Good, 1 (3.23%) students are categorized Fair, 1 (3.23%) student is categorized Poor and none (0%) student is categorized Very Poor.

The researcher identified the number of types of adjective clause used by the students in their hortatory exposition essays based on the determined indicators. There are five types of adjective clause constructed by the students in their hortatory exposition essay. The percentage of adjective clause construction in students' hortatory exposition essays is presented in Figure 2.



Along with the 5 type of adjective clause, there are also found restrictive and non-restrictive types in adjective clause in the essays. Both types have been classified depending on whether or not the clause is essential. Figure 4 shows the

percentage of the use of restrictive and non-restrictive adjective clause in students' hortatory exposition essays. Figure 4 shows that adjective clause constructions found in the students' essay are dominated by the use of restrictive adjective clause with total 93.01 %. The other 6.99% adjective clauses are written in non-restrictive form of adjective clause.



During the analysis of the data, there were some problems found from the students in constructing adjective clause. Even though most of them were able to construct a clause with adjective clause, there were still some problems identified in the students' adjective clause construction. Table 1 showed the problems found in the students' adjective clause constructions in their hortatory exposition essays.

Table 1. Problems identified in students hortatory exposition essays.

NO	Students' problems in constructing adjective clause	Number of problems	Percentage
1	Determining relative pronoun	3	11.11%
2	Determining restrictive and non-restrictive	6	22.22%
3	Reducing adjective clause	3	11.11%
4	Subject / Verb Agreement construction	5	18.52%
5	Sentence element	10	37.04%
Total		27	100.00%

As shown in the table, there were five problems found in students' adjective clause construction in hortatory exposition essay. The most frequently encountered problem is in sentence element with 10 (37.04%) problems identified. There are six (22.22%) problems found in determining the appropriate restrictive and adjective clause. A number of students were still not aware about the difference of restrictive and non-restrictive use. 5 (18.52%) problems in

subject-verb agreement construction were found in the essay. The same number of problems is found in determining relative pronoun and reducing adjective clause to phrase reduction with total three problems found for each problem. It is equal to 11.11 % problem out of the whole problems identified.

2. Discussion

The result of data analysis shows that the ability of students in constructing adjective clause in hortatory exposition essays is excellent with the average score 87.94% from 100% total score. The result indicates that the students have been able to apply the adjective clause construction in their essay in the correct pattern.

Among the 5 types of adjective clause, replacement of subject appeared as the most frequently used by the students in their essays with total 57, 64% used. Replacement of subject was dominated by the using of relative pronoun 'that' with total 80 (60, 61%) adjective clauses identified. The use of relative pronoun 'that' is the most common use of relative pronoun in adjective clause construction in the hortatory exposition essays for the reason that the relative pronoun 'that' can be used to describe all the type of noun, such as people, animal, and things (Vince, 2018). The second most used type of adjective clause in the essays is adjective clause in the type of replacement of object with 20, 96% use and also dominated by the use of relative pronoun 'that' with total 34 (70, 83%) adjective clause.

The second year students' comprehension about the use of adjective clause was already quite good. It might be caused by several factors. The fact that they already knew and learnt adjective clause since the beginning of their first year is one of the factors. In their first semester, they had been taught about adjective clause generally in Intensive Course subject. In Basic Grammar subject, adjective clause was explored in more details and it was continued in Intermediate Grammar.

The findings of this research also showed that there are some problems faced by students in constructing adjective clause. Among the problems found by researcher in the students' hortatory exposition essays, the highest frequency of problem identified is the problem in sentence elements with 10 (37.04) problems found. Some of the students were still lacking in writing the correct pattern of sentence. In the essays, some of students tend to avoid the use of 'to be' in present participle verb. This was different from Amelia (2016) research which showed that most students have difficulties in understanding the adjective clause, especially in choosing the correct relative pronoun with percentage 20.83 %. It is in line with a research conducted by Astuti (2013) about the students' difficulties in learning adjective clause which showed that the most of the students get difficulties in using adjective clause correctly when its function as subject, object, or others. In this research, there are only three (11.11%) problems found about determining the correct relative pronoun in the hortatory exposition essays.

D. CONCLUSION AND SUGGESTIONS

1. CONCLUSION

This research concludes that the students' ability in using adjective clause in their hortatory exposition essay is excellent with average percentage 87. 94%.

There are 24 (77.42%) students are categorized in level Excellent, 5 (16.13%) students' in level Good, 1 (3.23%) student in level Fair, 1 (3.23%) student in level Poor, and none of the students in level Very Poor. There are 229 adjective clause constructions found in the students' hortatory exposition essays. Replacement of subject in adjective is the most used by the students in their writing. Then, it is followed by replacement of object, adjective clause to phrase reduction, replacement of time and place, and expression of quantity. The adjective clause constructions in the hortatory exposition essays are dominated by restrictive adjective clause with a total of 213 (93.01%) use in the essays meanwhile the rest of the constructions is in non-restrictive adjective clause pattern with total 16 (6.99%) use.

There are five problems identified in the students' adjective clause construction. The most problems appeared in the essays is the problem in sentence element with 37.04% problems. The second most found problem is in determining restrictive and nonrestrictive adjective clause with 22.22% and followed by problems in Subject-Verb agreement with 18.52%. Problems in determining relative clause and reducing the adjective clause gain the same number of problems that is 11.11% problems found.

2. SUGGESTION

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

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