

ENGLISH DEPARTMENT STUDENTS' ABILITY IN CONSTRUCTING RESTRICTIVE AND NON-RESTRICTIVE ADJECTIVE CLAUSES

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Abstrak

Tujuan penelitian ini adalah (1) mendiskripsikan kemampuan *grammar* mahasiswa tingkat III Jurusan Bahasa dan Sastra Inggris tahun masuk 2009/2010 dalam membuat *restrictive* dan *non-restrictive adjective clauses*, (2) menganalisis kesalahan yang mereka lakukan dalam menggunakan *restrictive* dan *non-restrictive adjective clauses*. Data penelitian ini menggunakan tes *grammar* yang berjumlah 38 soal; 19 soal untuk *restrictive adjective clauses* dan 19 soal untuk *non-restrictive adjective clauses*. Data dikumpulkan dengan menggunakan teknik *cluster sampling*. Sampel penelitian adalah mahasiswa KP 1 berjumlah 31 orang. Temuan penelitian yaitu kemampuan *grammar* mahasiswa dalam membuat kalimat *restrictive adjective clauses* adalah sedang (61.67%) dan untuk *non-restrictive adjective clauses* adalah sangat lemah (30.3%).

Key words: English, ability, constructing, adjective, clauses

A. Introduction

English is one of the most important languages in the world. Other languages are important too, but not for the same reasons as English. It is important because many vocabularies, grammatical forms, and ways of speaking and writing have emerged influence technological and scientific developments, education, economics, literature, and entertainment genres. So, English as an international language is used by most people all over the world.

English has become one of the important subjects that should be taught. English is a compulsory subject in the Indonesia national curriculum for students in junior and senior high school. It is not compulsory subject at elementary school level, but many elementary schools and local governments require for elementary school students to study English. Especially for English Department in some universities, the learning of English is taught intensively

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and completely. One of language components that is taught at English Department is grammar. At English Department of State University of Padang, students must take Structure I, II, III and Functional Grammar subjects.

Grammar is one of language components that has central role in giving meaning in a sentence. Ur (2000:4) views grammar as the way a language manipulates and combines words in order to form longer units of meaning, and Thornbury (2001:1) sees grammar from the view that it deals with a description of the rules that govern how a language's sentences are formed. In addition, Weaver (2008:12) defines grammar is the structural elements and patterns of a language regardless of whether anyone is conscious of them, the rules that make a sentence not just a random string of words but a structure capable of communicating meaning. Arndt et al (2000) states that grammar is the way group of words to make sentences. He also says grammar talks about how a word becomes plural or how to make negative or interrogative sentences. For example: *The scissors on the table are mine; Ladies and gentlemen, here is the news.*

A lot of language educators support learning grammar in a language. According to Smedley (1983), there are four aims of learning grammar. First, grammar helps the students to write more effectively. Second, it helps the students to learn a language which is different from their mother tongue. Third, it gives the students an understandable knowledge about how a language works. Fourth, it equips the students with a grammatical knowledge which is very useful in listening, speaking, and writing skills. Richard (1988:2) says knowledge of grammar can give us a tool for analyzing our writing and a vocabulary for discussing it. He adds people who decide to study grammar because they want to be better writers or because they want to speak a more standard dialect.

Nunan (1991:149) asserts that there seems to be little or minor support for an approach in which all explicit grammatical instruction is eschewed or avoided, this is in accordance with what Brown (1994b:348-349) claims that no one can tell you that grammar is irrelevant. Larsen-Freeman (2003:13) claims that grammar is so important that includes it as another skill in language teaching and learning to be five altogether with the other four: listening, speaking, reading and writing skills. Weaver (2008:5) says teaching grammar can enrich writing may occur not only when students are preparing to write but also when they are drafting and revising, so they can write more interesting, more detailed sentences.

If the usage of grammar is incorrect, someone does not understand what an interlocutor says and communication will not run well. Unclear communication is the biggest issue caused by using incorrect grammar when writing or speaking. In addition to creating communication misunderstandings, incorrect grammar also makes a poor first impression. If someone is a jobseeker with grammatical errors in his resume, a company recruiter may see him as less intelligent. If someone owns a business and have grammatical errors in his marketing materials, potential customers may see these mistakes as an indication that his company is sloppy or simply unreliable.

One of grammatical components which are learnt at English Department is adjective clause. Adjective clause is one of topics in English Grammar that is taught and learnt by the second, third, fourth and fifth semester students of English Department at State University of Padang. Adjective clauses are dependent clauses that modify a noun. Yule (2009:240) says it provides some information about the person or thing indicated by that noun phrase. They are sometimes called 'relative clauses' because, like many adjectives, they often describe and help to identify the person or thing being talked about. An adjective clause usually comes immediately after the noun. It usually begins with a relative pronoun: *that, who, whom, which, whose*, or relative adverb: *when, and where*.

Adjective clauses are divided into two basic types: restrictive and non-restrictive. Davis (1977:19) explains a restrictive adjective clause contains information that is necessary to identify the noun it modifies. If a restrictive adjective clause is removed from a sentence, the meaning of the main clause changes. A restrictive adjective clause is not separated from the main clause by a comma or commas. Example:

The people are very interesting. They live near Daniel.
The people **who/that** live near Daniel are very interesting.

Davis also defines an adjective clause can be formed from a sentence which contains the same noun as the one to be modified:

I know a man. The man writes magazine articles.
I know a man **who/that** writes magazine articles.

Relative pronoun may be used in restrictive adjective clauses: *who, which, whom, that* and *whose*.

1. Restrictive adjective clauses used as replacement of subject: *that, who, which*
 - The girl is happy. She won the race
The girl **who (that)** won the race is happy
 - I am using a sentence. It contains an adjective clause
I am using a sentence **which (that)** contains an adjective clause
2. Restrictive adjective clauses used as replacement of object: *that, which, who(m)*
 - The book was good. I read it
The book **that (which)** I read was good
The book \emptyset I read was good.
 - The people were very nice. We visited them yesterday
The people **who(m)/that** we visited yesterday were very nice.
The people \emptyset we visited yesterday were very nice.
3. Restrictive adjective clauses used as replacement of possessive: *whose*.

I know the man.

His motorcycle was stolen.

I know the man **whose** motorcycle was stolen.

4. Restrictive clauses with *When* and *Where*

- Sunday is the day. We will meet then (on that day)
Sunday is the day **when** we will meet
Sunday is the day **on which** we will meet
Sunday is the day **that** we will meet
Sunday is the day we will meet
- That is the place. The accident occurred there
That is the place **where** the accident occurred
That is the place **on which** the accident occurred
That is the place **which** accident occurred **on**
That is the place **that** the accident occurred **on**
That is the place \emptyset the accident occurred **on**

In contrast, Davis (1977:342) defines a non-restrictive adjective clause gives additional information about the noun it modifies but is not necessary to identify that noun. These clauses give extra information and comma are used. If a non-restrictive adjective clause is removed from a sentence, the meaning of the main clause does not change. A non-restrictive adjective clause is separated from the main clause by a comma or commas (unless, of course, it ends a sentence and a period or question mark is required). The relative pronoun cannot be omitted from a non-restrictive clause. These clauses often modify proper nouns or names of unique people, places or things. *Who*, *which*, *whom*, and *whose* (but not *that*) may be used in these clauses).

Davis says non-restrictive it is sometimes difficult to decide whether adjective clauses are restrictive or not, but they are clearly non-restrictive in the following cases:

- (a) When the noun they modify is a proper name (since a name by itself is enough to tell *which*). For example,
Abraham Lincoln, **who** abolished slavery, is often considered our greatest president.
- (b) When the noun is preceded by *this* or *these*. For example,
Americans like ice cream. This food, **which** is relatively inexpensive, is both delicious and nutritious.
- (c) When the clause modifies a specific time or date. For example,
In 1964, **when** I left Tokyo, the Olympic Games were being held.

The following examples of non-restrictive adjective clauses.

1. Non-restrictive adjective clauses used as replacement of subject: *who*, *which*.
 - Professor Wilson is an excellent lecturer.
He teaches Chemistry 101.

Professor Wilson, *who teaches Chemistry 101*, is an excellent lecturer.

2. Non-restrictive adjective clauses used as replacement of object: *which, who(m)*
 - Mr. Lee teaches Biology.
I met him yesterday.
Mr. Lee, *whom I met yesterday*, teaches Biology.
3. Non-restrictive adjective clauses used as replacement of possessive: *whose*
 - Andi was my old friend.
I read his writing yesterday.
Andi, *whose writing I read yesterday*, was my old friend.
4. Non-restrictive clauses with *When* and *Where*
 - In 1172, the statues were still standing.
The Dutch arrived.
In 1722, *when the Dutch arrived*, the statues were still standing.
 - It is lake Kerinci.
Many people come there every year.
It is lake Kerinci, *where many people come every year*.

Constructing between restrictive and non restrictive clauses were still complicated for university students at English Department. It was known by the researcher through the informal interview with several third semester students of English Department at State University of Padang. They said that it is still difficult for them to determine which one restrictive and non-restrictive adjective clauses, especially in using correct pattern in the texts or exercises. These situations were caused students had poor grammar competence.

However, having grammar competence is very important. It is aimed to avoid misunderstanding between the writer and the reader. In grammar learning especially adjective clause, students are taught use of clauses (who, which, that, whose, whom, when, and where) and also meaning of using comma.

In addition, they assumed in the use comma, relative pronoun and relative adverb for restrictive and non-restrictive are the same. It was also be known from informal interview. One of examples of wrong written by the sixth semester students is *Mount Everest which is the highest mountain the world is very dangerous to climb* instead of *Mount Everest, which is the highest mountain the world, is very dangerous to climb*. This sentence is non-restrictive adjective clause. It gives additional or extra information about the noun and comma are used before and after these clauses. From informal interview above, many students were still difficult to construct restrictive or non-restrictive adjective clause although they have learned it.

According to the argument above, the purposes of this study were to analyze students' ability of English Department in constructing restrictive and non-restrictive adjective clauses and to describe what deviations that are made by students in constructing restrictive and non-restrictive adjective clauses.

B. Research Methodology

This research was a descriptive research which was done to see the third English Department students' ability in constructing restrictive and non-restrictive adjective clauses. This research used grammar test about restrictive and non-restrictive adjective clauses that consisted of 38 questions; 19 questions for restrictive adjective clauses and 19 for non-restrictive adjective clauses. Based on the explanation above, the writer used quantitative descriptive design.

The population of this research was the third year English Department students at the State University of Padang. The population of this research was the students that have learned adjective clauses or the students who had taken subjects: Structure 1, Structure 2, Structure 3, and Functional Grammar. There are four classes: KP 1 Class, KP 2 Class, KP 3 Class, KP 4 Class.

In collecting the sample, the researcher used cluster sampling technique. Thus, the researcher used two classes of the third years academic student of English Department as the student by using lottery system. The researcher wrote the name of the each class on four separated pieces of paper, then rolling them. After doing that procedure, KP 1 Class and KP 2 Class were chosen. Therefore, KP 2 Class as the try out class and KP 1 Class as the sample class.

In addition, to make sure whether the test was reliable, the reliability was measured by giving try out test. The researcher used Kuder-Richardson formula 20 as stated in Arikunto (2005:100).

The formula is:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \Sigma pq}{S^2} \right)$$

Where:

r_{11} : Reliability of the test

p : The proportion of students who answer the items correctly

q : The proportion of students who cannot answer the items correctly

$$\Sigma pq : p \times q$$

N : The number of items

S : The standard deviation of the scores

While:

$$S^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

Where, the criteria of reliability of the test are:

A test with $r_{11} = 1$ shows perfect reliability

A test with $0.80 \leq r_{11} < 1.00$ shows very high reliability

- A test with $0.60 \leq r_{11} < 0.80$ shows high reliability
- A test with $0.40 \leq r_{11} < 0.60$ shows medium reliability
- A test with $0.20 \leq r_{11} < 0.40$ shows low reliability
- A test with $0.00 \leq r_{11} < 0.20$ shows very low reliability

To know the students mastery level in constructing restrictive and non-restrictive adjective clauses, the writer calculated it by using the formula as follows (Sudjana, 1991):

$$P = \frac{F}{N} \times 100 \% = \dots\dots\%$$

Where:

- P = Percentage of the answer
- F = Frequency of the students who get correct answer
- N = Total number of the students

Then, the ability of the students were counted by the following formula:

$$M = \frac{\sum X}{N}$$

Where:

- M = Mean
- \sum = The sum of the scores
- N = The sum of the students

To get the qualitative description of each type of students' ability, the result was classified into the following interval as in Panduan Akademik UNP that will be adapted for this research as below:

Table 1. The classification of score level of students.

Interval percentage	Classification
81 – 100	Excellent
66 – 80	Good
56 – 65	Average
41 – 55	Poor
0 – 40	Very poor

C. Discussion

The students' grammatical ability in constructing restrictive and non-restrictive adjective clauses with relative pronoun replaces subject, verb, preposition, possessive, time, place, and quantity were put in percentage, the answers were classified into rating quality. There are five rating qualities; they are excellent, good, average, poor and very poor. The percentage of students' grammatical ability can be seen clearly in these following tables:

1. The students' grammatical ability in constructing restrictive adjective clause.

Table 2. The percentage of students' grammatical ability in constructing restrictive adjective clauses

Students	Restrictive adjective clause with relative pronouns replacing subjects, object of verbs, object of prepositions, possessive, time, place	Frequency (%)	Classification of score level
1.	13	68.4	Good
2.	6	31.6	Very poor
3.	9	47.7	Poor
4.	16	84.2	Excellent
5.	11	57.9	Average
6.	17	89.5	Excellent
7.	15	79	Good
8.	14	73.7	Good
9.	10	52.6	Poor
10.	6	31.6	Very poor
11.	15	79	Good
12.	2	10.5	Very poor
13.	10	52.6	Poor
14.	14	73.7	Good
15.	11	57.9	Average
16.	17	89.5	Excellent
17.	19	100	Excellent
18.	10	52.6	Poor
19.	11	57.9	Average
20.	13	68.4	Good
21.	12	63.2	Average
22.	18	94.7	Excellent
23.	5	26.3	Very poor
24.	18	94.7	Excellent
25.	14	73.7	Good
26.	2	10.5	Very poor
27.	9	47.4	Poor
28.	11	57.9	Average
	Σ328	61.67%	Average

From the table 5, it was found that the percentage of the students' grammatical ability in constructing restrictive adjective clauses with relative pronouns replacing subjects, verbs, prepositions, possessives, time and place was 61.67%.

From the analysis, it was found that the third year English Department students still had problem in constructing restrictive adjective clause with relative pronoun replaces preposition. Some students still put possessive pronouns when they constructed two sentences into restrictive adjective clauses. For examples:

- I must thank the people.

I got a present from them. (question number 31)

- Mr. Stephen was standing at the front of his class.
I talked about him. (question number 32)

Based on their inappropriate answer, some students constructed above sentences such below:

- I must thank the people *who I got a present from them*. (student number 3)
- Mr. Stephen, *who I talked about him*, was standing at the front of his class. (student number 25)

In this case, possessive pronoun must be omitted in using the second sentence as an adjective clause. Another problem was some students omitted preposition in constructing non-restrictive adjective clauses. For examples:

- The music was good.
We listened to it last night. (question number 29)
- She is the woman.
I told you about her. (question number 33)

Based on their inappropriate answer, some students constructed above sentences such below:

- The music *that we listened last night* was good. (student number 8)
 - She is the woman *whom I told you..* (student number 19)
2. The students' grammatical ability in constructing non-restrictive adjective clause.

Table 3. The percentage of students' grammatical ability in constructing non-restrictive adjective clauses

Students	Non-restrictive adjective clause with relative pronouns replacing subjects, object of verbs, object of prepositions, possessive, time, place, quantity	Frequency (%)	Classification of score level
1.	18	94.7	Excellent
2.	5	26.3	Very poor
3.	1	5.3	Very poor
4.	1	5.3	Very poor
5.	0	0	Very poor
6.	6	31.6	Very poor
7.	7	36.8	Very poor
8.	9	47.4	Poor
9.	7	36.8	Very poor
10.	6	31.6	Very poor
11.	4	21.1	Very poor
12.	1	5.3	Very poor

13.	1	5.3	Very poor
14.	3	15.8	Very poor
15.	6	31.6	Very poor
16.	13	68.4	Good
17.	14	73.7	Good
18.	4	21.1	Very poor
19.	2	10.5	Very poor
20.	4	21.1	Very poor
21.	3	15.8	Very poor
22.	4	21.1	Very poor
23.	5	26.3	Very poor
24.	8	42.1	Poor
25.	12	63.2	Average
26.	1	5.3	Very poor
27.	5	26.3	Very poor
28.	11	57.9	Average
	Σ161	30.3 %	Very poor

From the table 6, it was found that the percentage of the students' grammatical ability in constructing non-restrictive adjective clauses with relative pronouns replacing subjects, verbs, prepositions, possessives, time, place and expression of quantity was 30.3%.

It can be concluded that the third year English Department students of State University of Padang still had difficulties in constructing non-restrictive adjective clauses. Most of them ignored in the use of comma as giving extra information about noun or pronoun. It was caused that many students still had difficulties in differentiating between restrictive and non-restrictive adjective clauses. For examples:

- Michael and Barbara tend to do well on the student tests.
They are generally highly motivated. (question number 4)
- Marike is an interior decorator.
Hans knows him well. (question number 10)
- Mr. Stephen was standing at the front of his class.
I talked about him. (question number 32)

Based on their inappropriate answer, some students constructed above sentences such below:

- Michael and Barbara *that are generally highly motivated* tend to do well on the student tests. (student number 15)
- Marike *who(m) Hans knows well* is an interior decorator. (student number 21)
- Mr. Stephen *whom I talked about* was standing at the front of his class. (student number 5)

Davis (1977:342) gives direction how to differentiate between restrictive and non-restrictive adjective clauses in the following cases:

- a). When the noun they modify is a proper name (since a name by itself is enough to tell *which*). For example:
Abraham Lincoln, *who abolished slavery*, is often considered our greatest president.
- b). When the noun is preceded by *this* or *these*. For example,
Americans like ice cream. This food, *which is relatively inexpensive*, is both delicious and nutritious.
- c). When the clause modifies a specific time or date. For example,
In 1964, *when I left Tokyo*, the Olympic Games were being held.

The last problem faced by the English Department students of State University of Padang in constructing non-restrictive adjective clauses was most of students could not construct non-restrictive adjective clauses as expression of quantity correctly. It can be seen from the data, only two students who were able to answer it correctly. For examples:

- The teacher discussed Jim.
One of his problems was poor study habits. (question number 35)
- He gave several reasons.
Only a few of them were valid. (question number 36)

Based on their inappropriate answer, some students constructed above sentences such below:

- The teacher discussed Jim whose *on problems was poor study habits*. (student number 14)
- He gave several reasons, *which only a few of them were valid*. (student number 27).

It was found that the students' grammatical ability in constructing restrictive adjective clauses was average (61.67%). The finding showed that there were 6 students that got score more than 80 or excellent. There were 7 students with good percentage and 5 students with average percentage. Generally, the finding showed that less than half of the third year English Department students who got score under 55 (poor).

Second, the students' grammatical ability in constructing non-restrictive adjective clauses was very poor (30.3%). Less than half of the students could not construct non-restrictive adjective clauses correctly. The students should be aware of determining non-restrictive adjective clauses. It can be identified from noun it identifies. Non-restrictive adjective clauses do not define or identify the word they describe. Rather, these clauses give extra information and comma are used.

D. Conclusion and suggestions

Based on the research findings, first it can be concluded that the third year English Department students have shown average mastery in constructing

restrictive adjective clauses. Second, it can be concluded that the third year English Department students had low mastery in constructing non-restrictive adjective clauses. More than half of the students were not able to construct non-restrictive adjective clauses correctly. These findings are indicated by the fact that the students had problems in using the pattern of non-restrictive adjective clauses, especially in writing sentences for non-restrictive adjective clauses.

The students should learn more and have a lot of practice in constructing restrictive and non-restrictive adjective clauses. Furthermore, the students should be aware to the use of restrictive and non-restrictive adjective clause to practice spoken. Also, they are able to read other books which contain the information about restrictive and non restrictive adjective clauses. The lecturers also should give more learning opportunities for students to apply the material in constructing non-restrictive adjective clauses especially in writing sentences. They should prepare various kinds of exercises to improve the students' grammatical ability in constructing adjective clauses. In addition, they can give time to the students to study more independently and to optimize the media as a source to get exercises.

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