



Students' Difficulties in Reducing Adjective Clauses into Participial Phrases

Kesulitan Mahasiswa dalam Mereduksi *Adjective Clauses* ke dalam Bentuk *Participial Phrases*

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Abstract

Clause and phrase construction is one of the essential components needs to be mastered by English students in order to support their writing. However, this is the problem that students still encounter. The purposes of this study are to figure out students' difficulties and the causes of the difficulties in reducing adjective clauses into participial phrases. 30 students were selected using cluster random sampling technique from a population of 162 second-year English Department students at Universitas Negeri Padang. Data gained from questionnaire were analyzed using quantitative approach and descriptive method. The findings demonstrate that understanding adjective clauses (68.8%), using pronouns (64.6%), and constructing verbs (62.8%) are three aspects students found the most problematic. In addition, using relative pronouns is a bit challenging for them (46.6%). It was also found out that these difficulties are significantly influenced by the instructional method utilized (80%), students' motivation (66.3%), their educational background (65.8%), and learning strategies (63.1%). Indeed, family environment (54.6%) has a fair impact on it as well.

Keywords: *Students' difficulties, reduction of adjective clauses, and participial phrases*

Abstrak

Untuk mendukung mahasiswa Bahasa Inggris dalam menulis, salah satu komponen yang harus mereka kuasai adalah bagaimana mengkonstruksi klausa dan frasa. Akan tetapi, hal ini masih menjadi masalah yang sering mereka hadapi. Penelitian ini bertujuan untuk mencari tahu masalah yang dihadapi mahasiswa ketika mereduksi *adjective clauses* menjadi *participial phrases* serta faktor yang menyebabkan masalah tersebut. 30 orang mahasiswa tahun kedua jurusan Bahasa dan Sastra Inggris Universitas Negeri Padang diambil secara acak dari 162 orang populasi. Data yang diperoleh melalui *questionnaire* kemudian dianalisis menggunakan pendekatan kuantitatif dan metode deskriptif. Hasil penelitian menunjukkan bahwa tiga masalah utama yang dihadapi mahasiswa adalah pemahaman akan *adjective clauses* (68.8%), penggunaan *pronouns* (64.6%), dan konstruksi *verbs* dalam kalimat (62.8%). Di samping itu, mereka juga sedikit bermasalah dalam menggunakan *relative pronouns*

(46.6%). Penyebab dari permasalahan tersebut diantaranya metode pengajaran yang diterapkan dosen (80%), motivasi mahasiswa dalam belajar (66.3%), latar belakang pendidikan mahasiswa (65.8%), serta strategi belajar yang mereka terapkan (63.1%). Lingkungan keluarga juga menjadi salah satu faktor yang menyebabkan kesulitan tersebut (54.6%).

Kata kunci: Kesulitan mahasiswa, reduksi adjective clauses, dan participial phrases

INTRODUCTION

Language learners benefit from mastering phrase formation since it helps them maintain their reading and writing abilities. Students can build numerous sentences made up of various clauses and phrases by knowing the components of clause and phrase construction, claims Hinkel (2013). Students can use it to create sentences as well as mix and manipulate such sentences. Consequently, the efficacy and quality of the writing, which determine whether a piece of writing is successful, are influenced by the ability to master clause and phrase construction. This is crucial, especially while taking the IELTS writing test, as test-takers may never get a good grade if they don't use complex sentence diversity. Additionally, mastering the construction of clauses and phrases is crucial for reading. According to Dalil & Harrizi (2013), understanding the concept of clauses and phrases is essential in developing the context and meaning of the text being read. The way it combines words assists readers in chunking the information and having better understanding of the conveying meaning.

Because it helps to produce quality reading and writing, mastering clause and phrase construction is something that language learners essentially need to learn. Haryani and Fattimah (2020) discovered that one of the issues students fall into while writing is reducing adjective clause to participial phrases, particularly when writing hortatory exposition. Noviani and Oktavia's research from 2021 examined how well English students can reduce adjective clauses into participles. The findings show that students have a strong degree of ability in adjective clauses to phrase reduction, but only a moderate level of competence in correcting adjective clause reduction errors. In light of the significance of understanding clause and phrase construction, but the fact that students find it challenging, a study about students' challenges with clause reduction and their causes needs to be further investigated.

Students' problems in using adjective clauses have received scant attention in several studies. Syarif (2011) focused on analyzing students' mistakes while using adjective clauses; meanwhile Wulandari (2018) investigated students' challenges and their reasons while utilizing relative pronouns in adjective clauses. The reduction forms of adjective clause construction, however, were not discussed in the earlier research; rather, they primarily focused on the students' mistakes and difficulties while utilizing adjective clauses.

As a matter of fact, earlier, Vonanda (2012) conducted a study to assess the English students' capacity to convert complete active and passive voices in adjective clauses into reduction forms and Kurniasari et al. (2019) explored the students' challenges in writing adjective phrases. However, the first study just looked at the students' ability, and the second only examined the students' challenges. Additionally, the research conducted by Kurniasari et al. (2019) was qualitative. Given the limited number of studies about the reduction of adjective clauses, the purpose of this study was to identify the difficulties and underlying causes of these difficulties by utilizing different research methods, participants and instruments.

Adjective phrases or participial phrases can be constructed by reducing adjective clauses Werner and Nelson (2007). These phrases serve as adjectives that identify, explain, and provide further details about nouns (Azar, 2006; Barry, 2002; and Immel & Sacks, 2008). Adjective clauses may be condensed into adjective phrases by omitting the relative pronouns and the verb *be* to make the clause more concise (Parrott, 2000:334). It is not possible to completely avoid using all relative pronouns, though. Only adjective sentences with the relative pronouns *who*, *which*, and *that* can be shortened, according to Azar (2006:290). There are actually four different ways to shorten an adjective clause. First, for a clause with an active verb, either in the present or past, the relative pronoun is omitted and the active verb is substituted with an "ing" form and "ed." The subject pronoun and the verb "be" are omitted as the second technique to condense an adjective phrase. The next technique to simplify an adjective clause is to eliminate the subject pronoun and modify the verb to its 'ing' form if there is no verb in the adjective clause with the 'be' form. If the adjective clause uses commas, the adjective phrase must likewise have commas. This is the final step in creating a shortened adjective clause. By following the instructions, participial phrases—reduced versions of adjective clauses—are produced.

Parrott (2000:411–12) notes that reduced relative clauses result in non-finite verbless or participles, which can make it challenging for learners to comprehend the entire sentences. According to Batanero et al. (1994), in the context of learning, a challenge is a cognitive barrier that permits the students to correctly solve a specific set of tasks. Regarding the difficulties associated with learning reduced adjective clauses, it is claimed that these issues typically revolve around three areas: understanding, the overuse of pronouns, and improper use of relative pronouns. Additionally, according to Miller (2014), problems with participial phrase construction can result from three main issues: improper verb construction, misplacement, and chronological impossibility.

Concerning this as an issue, there are numerous factors contribute to cause learning difficulties mainly when studying grammar including the adjective clause reduction. In her study, Kurniasari et al. (2019) discovered that interlingual and intralingual errors are two majors causing students' difficulties in constructing adjective phrases. In addition, He (2013) states that there are five issues causing the students' difficulties which are students' motivation, their strategies in learning, method of teaching, students' educational and family backgrounds. This study examined the difficulties encountered by students when reducing adjective clauses into participial phrases along with factors causing these difficulties.

RESEARCH METHOD

By analyzing and presenting numerical data based on students' test results and the scores acquired from the questionnaire, this study aims to identify the reasons behind the students' difficulty in changing adjective clauses into participial phrases. Therefore, the data obtained from the questionnaire was analyzed and described using a quantitative approach and a descriptive method.

This study used Likert scales and closed-ended questionnaires consisting of two sections with 32 items of statements. First section was to find out students' difficulties, and the second one was to figure out the causes of the difficulties. The population of this study, which was conducted at Universitas Negeri Padang, consisted of 162 second-year English Department students. A total of 30 students were selected for the samples by using the cluster sampling technique.

In terms of data collection and analysis, they were carried out using a questionnaire provided on Google forms. Likert formula was used to calculate the average and index percentage scores of the questionnaire. Continually, the scores were interpreted based on the index interval scores interpretation as follows; 0-19.99% means very easy/very low, 20-39.99% means easy/low, 40-59.99% means slightly difficult/fair, 60-79.99% means difficult/high and 80-100% means very difficult/very high (Pranatawijaya et al, 2019:132). There are four types of difficulties. The higher the percentage of a type, the more difficult it is for the students. Similarly, the percentage of each aspect of factors causing difficulties indicates which aspect considered as the main cause of students' problems in reducing adjective clauses to participial phrases.

RESULT AND DISCUSSION

Research Findings

1. *Students' Difficulties in Reducing Adjective Clauses into Participial Phrases*

Table 1. Questionnaire Data Scores of the Students' Difficulties

Types of Difficulties	Problems	Total Score	Index	Average
			%	
Comprehension	understand adjective clauses with relative pronouns	44	55	68.8
	understand adjective clauses without relative pronouns	57	71.3	
	understand the reduced form of adjective clauses	60	75	
	understand how to omit relative pronouns in adjective clauses	59	73.8	
Using Pronouns	replace subject pronouns with relative pronouns	57	71.3	64.6
	omit the subject pronouns in adjective clauses	51	63.8	
	choose relatives pronouns that can be omitted	47	58.8	
Using Relative Pronouns	use relative pronoun 'who'	31	38.8	46.6
	use relative pronoun 'which'	45	56.3	
	use relative pronoun 'that'	39	48.8	
	use all relative pronouns	34	42.5	
Verb Construction	change the verb to its ing-form	40	50.0	62.8
	omit the verb be	30	37.5	
	use correct spelling of present participles	60	75	
	use correct regular verb past forms of past participles	58	72.5	
	use correct irregular verb past forms of past participles	63	78.8	

Table 1. presents the data statistics from respondents about the types of the difficulties they commonly struggle with while transforming adjective clauses into participial phrases. Based on the table above, it is known that the problem in comprehension takes the highest scores with 68.8% while the lowest one is possessed by using relative pronouns with percentage 46.6%. Sequentially, sorting the problems based on the index percent from the high to the low, it was indicated that comprehension becomes the type of difficulties students deal with the most followed by using pronouns and verb construction. As for using relative pronouns, it was considered to be the least counted problem students deal with.

Understanding the index interpretation, it can be referred that the students find it difficult in the three following spots when reducing the adjective clauses into participial phrases. They find it difficult in comprehension, using pronouns, and constructing the verbs. However, they found it a little challenging to use relative pronouns in adjective clauses which means using relative pronouns is kind of difficult but much easier than the rests. More specifically, each type of difficulties is going to be further explained as follow.

a. Comprehension

To begin with, comprehension becomes the most challenging problem for the students since the percentage is the highest. In fact, there are four typical problems related with comprehension that students find it difficult to handle. Firstly, it is difficult for students to understand the reduced forms of adjective clause. Possessing 75% score, it becomes the severest problem in comprehension that students commonly deal with followed by difficulties in understanding adjective clauses without relative pronouns and understanding the omitting rules of relative pronouns. However, with the score 55%, it was acknowledged that students slightly find it difficult to understand the adjective clauses with relative pronouns, which means the presence of relative pronouns helps students to better understand the adjective clause. Therefore, it can be stated that without relative pronouns, it is difficult for students to understand the adjective clause and its reduced forms, and to identify those in sentences.

b. Using Pronouns

The use of pronoun is typically problematic for students. With 64.6% score, it becomes the second problem students encounter the most. Specifically, based on the questionnaire analysis they find it difficult to replace subject pronouns with relative pronouns, and they have difficulty to omit the subject pronouns in adjective clauses. In contrast, they find it not so difficult to choose omissible relative pronouns.

Citing from the previous research carried out by Noviani and Oktavia (2021), it proves that when taking the test, students put double subjects in a sentence leading to unnecessary pronoun that makes the sentence grammatically incoherent. For example, in answering the question number 19; *My favourite teacher, Mr. Chu, he was always willing to help me after class*, the student S3, and S13 gave incorrect answer; *My favourite teacher, Mr. Chu, he was always willing to help me after class*. Both students used the subject pronoun "he" in the sentence that leads to unnecessary pronouns. Their answer was considered incorrect because the sentence has double subjects which are Mr. Chu and subject pronoun "he".

c. Verb construction

The next challenge that students run with while converting adjective clauses into participial phrases is verb formation. Underlining some issues related with verb construction, the problems students mostly struggle with is in using correct irregular verb past forms of past participles, followed by using correct spelling of present participles, using correct regular verb past forms of past participles, and changing the verb to its ing-form. Perceiving the highest score, 78.8%, using correct irregular verb form of past participles is viewed to be an aspect the students find it difficult the most. Students find it difficult to use correct irregular verb past forms of past participles as in the question number 30; *Two out of three people who are struck by lightning survive*. For example, the student S24 was unable to use correct past participle form of irregular verb for “struck”. Viewing the answer; *Two out of three people are strucked by lightning survive*, the student was unable to identify that the verb is not a regular verb which means it was difficult for the student to use correct irregular verb past forms of past participles. It may relate to students' comprehension or background knowledge on verb forms.

In contrast, with the score 37.5%, the students find it easy to omit the verb *be* when changing the clause to appositive. As in the following example, the student S11 was able to omit the verb *be* in the question 17; *“He comes from Venezuela, is a Spanish-speaking country.”* The answer was *“He comes from Venezuela, a Spanish-speaking country”*. Viewing the answer, the student S11 successfully corrected the error in the sentence by leaving out the verb *be* “is” so that the sentence does not have double verbs. That means it is the least problem appeared when constructing the participial phrases. Moreover, all the result related to verb construction indicates that students find it more difficult when they have to reduce passive adjective clause into participial phrase due to their lack of understanding or memory on verb forms; meanwhile their main problem in changing active adjective clause is only on the spelling.

d. Using Relative Pronouns

From the questionnaire response analysis, it was identified that students slightly find it difficult to use relative pronouns (46.6%). However, for using relative pronoun “who”, it was configured easy by students, which means it was not difficult for them to use the relative pronoun “who” in adjective clause as they acknowledge that it is used for referring to person. For example, when correcting the question number 23; *“An old man was fishing next to me on the pier was muttering to himself.”*, the student S2 added the relative pronoun “who” right after the subject in the clause. So, the answer given was *An old man who was fishing next to me on the pier was muttering to himself*. From this answer, it was identified correct that the student S2 was able to use the relative pronoun “who” properly as it refers to person.

While the students find it easy to use relative pronoun “who”, they slightly find it difficult to use relative pronouns “which” and “that”. In fact, the students misused the relative pronoun “which” that it refers to wrong orientation. For example, student S3 misused the relative pronoun “which” for referring to a person as in the question number 20 and 26, the answers are *I have some good advice for anyone which wants to learn a second language* and *The sixth member of our household is Alex, which is my sister's son*. The answers are incorrect because the student S3 misused the relative pronoun “which” that it refers to a person as correctly it should be used to refer to things.

It is clear from the explanation above that comprehension is the key area where students struggle. It is challenging for them to reduce adjective clauses into participial phrases due to the lack of prerequisite knowledge which is how to use relative pronouns and how to omit it in order to change it into participial phrases. The following explanation elaborates why the students had such problems.

2. *The Causes of Students' Difficulties in Reducing Adjective Clauses into Participial Phrases*

Types of causes		Total Score	Index	Average
			%	
Motivation	Low Learning motivation	55	68.8	66.3
	Lack of intrinsic motivation	56	70	
	Lack of extrinsic motivation	48	60	
Learning Strategies	The differences in learning strategies	46	57.5	63.1
	Inconsistency in learning strategies	55	68.8	
Teaching Method	Unsuitable method	60	75	80
	Monotonous learning	64	80	
	Unattractive material presentations	64	80	
	Unclear explanation	63	78.8	
	Less examples and exercises	69	86.3	
Educational Background	Different educational background	45	56.3	65.8
	Lack of knowledge	57	71.3	
	Unsuccessful previous learning	56	70	
Family Environment	Different family environment	37	46.3	54.6
	Inadequate learning facilities at home	54	67.5	
	Unsupportive and inattentive family	40	50	

Table 2. presents the data statistics of the causes of students' difficulties while transforming adjective clauses into participial phrases. Based on the table, teaching method possesses the highest position with 80% index percent followed by motivation with 66.3%. It is also noticed that the minimum score was down to family environment that got 54.6% of index percent.

Interpreting the data score, it was acknowledged that motivation, learning strategies, and educational background highly contribute to causing their difficulties in reducing adjective clauses into participial phrases. Even more, students perceive that teaching method is the most reasonable cause which very highly affects their difficulties in constructing participial phrases. Otherwise, it was also noted that family environment is quite fairly affectable causing their difficulties as well.

a. Teaching method

Possessing the highest score 80%, teaching method is regarded to be the most impactful reason causing students' difficulties. It was shown on the data description that there are five aspects of teaching methods indicated to be the grounds causing students difficulties. Placing at the top with 86.3%, less examples and exercises given by teachers remain very high causing students' difficulties in reducing the adjective clauses into participial phrases. In addition, by sharing the same score, 80%, monotonous learning and unattractive material presentations were very highly considered being the causes of students' difficulties as well.

As the three issues considered very highly contribute to the cause of the difficulties, the students also perceive that unclear explanation and unsuitable methods highly impact their difficulties even it is not as impactful as the others. Comparing the scores of each cause, it was acknowledged that mostly students' difficulties are set off by the less examples and exercises given by the teachers.

From this finding, it can be stated that the students encounter this difficulty because they did not enjoy the learning process, and the method employed probably not in line with their learning styles. However, we cannot jump to the conclusion that teacher failed in teaching.

b. Motivation

The next point causing students' difficulties in reducing adjective clauses into participial phrases is motivation. With the score 66.3%, it was underlined that motivation is the second most causable reason of students' difficulties. Based on the interpretation of the data description, students indicate that the lack of intrinsic and extrinsic motivation and low learning motivation are highly viewed contributing to cause the difficulties in reducing the adjective clauses into participial phrases.

As a matter of fact, regarding that lack of intrinsic motivation possessing the highest percentage among the three, with 70%, it is denoted that low intrinsic motivation highly influence the learning process, so that, it becomes the main reason causing students' difficulties in learning the reduced form of adjective clauses. In the other words, this finding indicates that students have problems in building intrinsic motivation as it becomes the biggest reason affecting learning motivation to learn adjective clauses and participial phrases.

Among the three, poor intrinsic motivation has the biggest percentage which is at 70%. It indicates that it has a significant impact on learning, and making it the primary factor contributing to students' difficulty in mastering the reduced form of adjective clauses. To put it another way, this data shows that students struggle to develop intrinsic motivation, which is the main factor influencing their desire to learn adjective clauses and participial phrases.

Poor intrinsic motivation may be caused by numerous reasons which might be beyond the person. For instance, there is a kind of belief among students that grammar is a nightmare. Thus, they have ignored it even before learning it. Students who are less motivated internally may also fail to see the connection between what they learn and what they actually need.

c. Educational background

Another reason causing students' difficulties in constructing participial phrases is due to educational background. In this study, the researcher points out three issues concerning the educational background as a reason causing students' difficulties, which are lack of primer knowledge; unsuccessful past learning and educational background

diversity. Perceiving the scores among the three, with 56%, educational background diversity is fairly viewed by students to be least reason causing their difficulties. Contrarywise, the rest two points in educational background, which are lack of primer knowledge and unsuccessful past learning, are highly determinate to be the issues causing students difficulties. In fact, conquering the best score over all, lack of knowledge becomes the uppermost issue in educational background that highly contributes to cause students' difficulties. This may be related to the policy of the institution in which students who got C or D are considered "pass" in the course and are allowed to take a relevant higher-level course. Because of this, students who have not mastered the prerequisite subject may find it challenging to catch up with harder materials.

d. Learning strategies

Regarding that learning strategies contribute to succeeding language learning, having a disorganized learning strategies is considered to be a reason causing the difficulties as well. Based on the analysis of the data, it was determined that learning strategies are a major factor in the students' struggles with adjective clause reduction. Concerning the issues in learning strategies, 68.8%, students indicate that inconsistency in learning strategies highly contributes to the cause of their difficulties. As for the diversity in learning strategies, it was found fairly causable to the students' difficulties. In brief, the point of learning strategies making it difficult for students to reduce adjective clauses is highly caused by inconsistency in learning strategies and fairly caused by learning strategies diversity.

e. Family Environment

Possessing the lowest score 54.6%, family environment is quite affectable in causing students' difficulties. On the other way, even it is the least issue that students fairly believe causing their difficulties, it is regarded underwrites to cause their difficulties as well. Based on the analysis of the data description, it was shown that there is one issue in family environment believed by students that highly contributes to causing the difficulties. With 67.5% score, it was noted that one of the reasons of their' difficulties in comprehending the reduction of adjective clause is highly due to inadequate learning facilities at home. In addition, it was noticed that different family environment and inattentive family system are the other factors which fairly cause the students difficulties in comprehending the reduction of adjective clause materials. This fact suggests that factors other than the teaching and learning process in the classroom may affect how much students can comprehend. Unfortunately, lecturers are unable to heavily involve themselves in this. The students and their environment are the main determinants.

Discussion

In fact, it was first claimed that the difficulty in understanding the reduction of an adjective clause takes the top spot among all other forms of obstacles. This result is consistent with Syarif (2016) and Wulandari (2018), who discovered that students struggle with learning adjective clause, particularly in understanding the concept of adjective clause and the form of adjective clause. Student find it challenging to understand the adjective phrases when the relative pronouns are not provided, which is one of the challenges in comprehending the adjective clause. It demonstrates how much harder it is to grasp adjective clauses without relative pronouns than it is to understand them with them. In other words, students think the adjective clause is difficult to

understand without relative pronouns. These results are closely related with the findings of students' difficulties in using relative pronouns conducted by Wulandari (2018) showing that the students of SMA Dharma Wanita 4 Taman have difficulties in recognizing the adjective clauses in the text without relative pronouns.

The second type of students' difficulties figured out in this study is using pronouns. Based on the test and questionnaire analysis, students have some difficulties particularly in replacing subject pronouns with relative pronouns and in omitting the subject pronouns in adjective clauses. Mostly, their answers were resulting in unnecessary pronouns in the sentence because they use double subjects in the sentence. In the other words, it was indicated that students find it difficult in selecting and omitting the subject and relative pronouns as likely mentioned by Kurniasari (2019). It is stated that the students find it difficult in adding and selecting rules in adjective phrase that are commonly due to the lack of vocabulary and poor understanding about the grammar rules.

Another type of difficulties students deal with is in verb construction. According to Miller (2014) problems coming up while constructing participial phrases can be derived from three majors; improperly constructed, misplaced, and chronologically impossible. The results reveal that students find it difficult to reconstruct the forms of the verbs during the adjective clause reduction, primarily in constructing correct irregular verb past forms of past participle and correct spelling of present participle. It is considered in line with the theory stating that the improper construction is caused by wrong spellings of present participles and the inappropriate usage of irregular past forms for past participles (Miller, 2014). Lastly, considering that using relative pronouns is considered to be slightly difficult for students, even specifically students find it challenging to employ the relative pronoun "which". It is positively in coherence with theory from Parrot (2000) exposing that commonly, students misuse the relative pronouns in referring to inappropriate pronouns (people and things), as they use *which* to refer to people.

As for the causes of the difficulties, at the first place, teaching method becomes the most undeniable reason that very highly affects students' difficulties in reducing adjective clauses into participial phrases. Chen (2013) states that the teaching method used by teachers may affect to the students' difficulties when the method used by the teacher is not suitable for grammar learning. Indeed, as it has been said by Brown & Lee (2004) the teaching method has concern with several elements, such as the syllabus model, students and teachers' roles, as well as the instructional materials. Regarding this, correspondingly the findings show that less examples and exercises given, monotonous learning, unattractive material presentations as well as unsuitable method and unclear explanation, remain strong to be the factors causing the difficulties in reducing the adjective clauses into participial phrases. Moreover, according to Al-Zoubi & Younes (2015) why teaching results students' low achievement is because some teachers still use traditional method instead of modern teaching method. Also, it occurs because teachers have poor relationship with the students in the classroom. It is stated that to deal with low academic achievement, teachers are expected to investigate the extent problems closely and develop clear plans and strategies to overcome the problems by providing a comforting school environment, using attractive techniques and educational activities.

Continually, He (2013) mentions that there is a correlation between motivation and students' achievement in learning grammar, showing that integrative motivation contributes to make the grammar learning successful. However, unmotivated students are considered to be a problem causing the difficulties in language learning specifically

grammar. Taking this as a concern, the findings of the study expose that both intrinsic and extrinsic motivation are viewed as the factors highly causing the difficulties in comprehending the reduction of adjective clause materials as well as the lack of learning motivation. In the other words, the findings are considered in harmonized with the theory saying that motivation is reasonable causing students' difficulties in learning grammar, especially when they also problems with the comprehension of the prerequisite materials.

As for the educational background and learning strategies, some alert points contribute to causing difficulties are due to lack of primer knowledge, unsuccessful past learning, and inconsistency in learning strategies. It is regarded in line that Wulandari (2018) early figured out the students lack of background knowledge about adjective clause as causes their difficulties as well. Moreover, the results are matched with what Brown & Lee (2004) say that having unorganized learning strategies can be the reason causing the difficulties also.

As for the minor reason, family environment, students find it fairly causable to cause their difficulties. However, He (2013) says that good support system from family give more opportunity for students to achieve the learning goals. In the opposite, this may become a reason of their failure when it is on the opposite side. Concerning this point of view, it was proved that there is one issue in family environment highly contributes to causing the difficulties. That one thing is dealing with inadequate learning facilities at home. In concise, less support system from family, specifically inadequate learning facilities at home, gives less opportunity for students to master the adjective clause reduction and highly contribute to learning difficulties.

It is clear from the foregoing explanation that lecturers and teachers as well as students are responsible for assisting students in understanding adjective clause reduction. Since teaching methods are primarily to blame for students' issues, educators must consider how to use better methods, more engaging material, and—most importantly—strategies that are in accordance with each student's unique learning pace. From the viewpoint of the students, they must learn to be autonomous and not rely solely on the instructors. They ought to be able to develop more effective learning methods for themselves that will boost their motivation in learning.

CONCLUSION

This research confirms that students are still struggling with adjective clauses especially when it comes to reducing adjective clauses into participial phrases including omitting its relative pronoun in adjective clauses. To be more precise, it is harder for them when coping with changing irregular verb form of past participles. Regarding the causes, students claim that their difficulties are triggered by the teaching method employed which covers monotonous learning, unattractive materials, and lack of exercises and feedback. However, the research also shows that students' motivation plays a big part in the issues they face. Therefore, it requires greater work from teachers and students in order to address these issues and aid students in learning. Teachers should adjust their method so students can enjoy learning and better understand the materials, while students are required to actively expose some learning strategies which help them to have desire to learn.

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