CHAPTER I

INTRODUCTION

A. Background of the Research

Nowadays, English becomes one of important subjects which is learnt by the students from elementary until university level. In order to master English, the students have to master three basic components of English, namely: grammar, vocabulary and pronunciation. Among those components, grammar becomes one of important subjects which is learnt by the students to master English. If the students make some grammar’s errors in sentences, it will change the meaning of those sentences. It will cause the message delivered incorrectly.

Meanwhile, through the correct use of grammar rules, the students can communicate with foreign people to gain more benefit knowledge which will increase their quality of life easily. Not only increase the quality in education, but also increase the quality in the daily life, business, etc.

The fact that is mastering English grammar is not easy for the students that learn English as second language. Some students think that learning English grammar is difficult and complicated. The students should understand and master the rules how to use appropriate grammar in learning English as foreign language. Besides that, the students should also understand the language pattern, language function, tenses, verbs, word formation and others which have complex rules. However, by
understanding those aspects, the students will be easier to master English grammar.

One part of English grammar which is difficult to be mastered by the students, in this case is Senior High School’s students, is relative clause. The students still make some errors in implementing relative clause rules. The students sometimes misinterpreted the grammatical system of their own mother tongue with the target language which is learnt.

One of relative clause rules is in using relative pronoun “who” and “whom”. Relative pronoun “who” is used for person as the subject of the clause and usually followed by verb. The formula is “Noun + Relative Pronoun “who” + Verb + (Object/ Adverb)”. While, relative pronoun “whom” is used for person as the object of the clause. The formula is “Noun + Relative Pronoun “whom” + Subject + Verb”. There are many students that still find difficulties in relative clause. For example the students are ordered to combine two sentences which are as follows: “My brother is a doctor” and “His wife works in this company”. The students might combine those sentences become “My brother who his wife works in this company is a doctor”. It is grammatically wrong. Based on the English relative clause rules, the use of relative pronoun which is usually used to show possession is relative pronoun “whose” instead of “who + his/her/their”. The correct sentence should be “My brother whose wife works in this company is a doctor”.

An Error Analysis in Relative Clause..., Afriatun Fajriani, FKIP UMP, 2014
In the fact that is not all the students are able to master the rules of relative clause easily. It can be seen from SMAN 1 Rawalo English teacher’s information which is obtained from the document of students’ relative clause test result showed that the students made some errors in using relative clause. Nashir (2012: 51), in his thesis, found that the students were still difficult in using relative clause. The average of students’ score was in fair category. It was caused by the difficulty in understanding and implementing English grammatical rules as second language especially relative clause.

The errors which is made by the students in implementing relative clause rules is caused by the differences between English relative clause and Indonesian relative clause. In Indonesian, the rule of relative clause is easier to understand than English. In indonesian relative clause, the students only use “yang” in relative clause. While in English, there are five relative pronouns which are used in relative clause are such as Who, Whom, Which, Whose, and That.

Regarding to the explanation mentioned previously, it is needed to conduct a research which is hoped that will be useful for teaching and learning process of English, especially in relative clause. This research’s aims are to find out what typical error often made by the students and the most and the less potential problem faced by the students in using relative clause through a research entitled “An Error Analysis in Relative Clause (A Descriptive Study at the Tenth Grade Students of SMAN 1 Rawalo in
Academic Year 2013/2014). After knowing the result of this research, it is hoped that the students will improve their awareness in implementing grammar rules so that better learning outcome will be carried out. For the teachers, it gives more information about the typical errors which are often made by students in using relative clause and the most and the less potential problem faced by the students in implementing relative clause. The teacher is hoped to be aware in the importance of using appropriate grammar rules. While, for the next research, this research is hoped will give better information for having better research to create some improvement in English teaching and learning process.

B. The Reasons of Choosing the Topic

1. Every language has its grammar rules. The students think that English has complicated grammar rules which are difficult to understand. The use of inappropriate grammar rule will cause confusion in interpreting the information. Therefore, the students should understand and master it well.

2. Relative clause is a subordinate clause that begins with a question word (who, when, which and that). If the student does not understand about relative clause rules, there will be misinterpretation in interpreting the information.
C. Problems of the Research

Based on the background of the study, there are two problems which will be studied as follows:

1. What typical errors are made by the students in using relative clause?
2. What are the most and the less potential problems faced by the students in using relative clause?

D. Aims of the Research

There are two aims of the research:

1. to find out the typical errors made by the students in using relative clause; and
2. to find out the most and the less potential problem faced by the students in using relative clause.

E. Clarification of the Terms

To understand the topic more easily, the main terms of this research is classified as follows:

1. Error

Error can be said as a fault which sometimes made by people in learning or doing something. For example in learning English, the students sometimes make grammar’s errors in making sentences, and it will make the information delivered incorrectly.
2. Error analysis

The students often make some language errors in learning English. Language errors which are made by the students can influence the successful and unsuccessful of language learning purpose. That is why, language error which is often made by the students should be analyzed to find the cause and solution to decrease it.

3. Clause

In Indonesian, a clause is called as a sub of sentence. Clause is a part of sentence. Azar (1993) stated that a clause is a group of words containing a subject and a verb.

4. Relative clause

Relative clause is a dependent clause that modifies a noun (Azar, 1993: 238). It describes, identifies, or gives further information about a noun. The scope of relative clauses which will be identified in this term is the use of relative pronouns who, which, that, whom and whose.