CHAPTER II

LITERATURE REVIEW

A. Definition of Grammar

Grammar is one of important language components that have to be mastered by the students in learning English. It is because every language has its grammar rules. Indonesian grammar rules are different with English grammar rules. Thus, it will be easier for the students to master English if the grammar rules have been mastered. Nevertheless, learning grammar cannot be separated from the four language skills namely listening, speaking, reading and writing. It is because those language components and language skills are connected. The students can speak well and make a good writing by exercising to create good English utterances. It will be created if the students have understood and mastered grammar.

Carter (2006: 2) stated that grammar is concerned with how the constituent units of sentences (morphemes, words, phrases and clauses) are put together to form sentences. The information will be well created if the students know how to form the correct sentences by implementing the appropriate grammar rules. That is why to convey the accurate informations of English utterances, the students should know the grammar rules of the language that is been learning. It is stated by Hornby (1974: 375) that grammar is a study or science of, rules of, the combination of words into sentences (syntax), and the forms of words (morphology). Those rules are complex but it helps the students communicate to another.
Those complex rules allow the students to use it easily time by time. It is because the students use and exercise it, those complex rules, continuously. By exercising those rules diligently, the students will create English sentences well and the purpose of conversation will be created naturally. From those definitions, it is clear that by having good grammar mastery, the students will be able to communicate with others easily.

Mastering grammar has important role in learning process. Hall (1993: 3) stated that studying grammar will help one to learn about language. The use of appropriate grammar rules will be able to make it easier in implementing language. That is why learning grammar is not easy; but by learning it diligently and continuously, it will bring better result. For example in writing, students can use appropriate grammar rules to explain the parts of sentence. Taking one example from Murphy (1998: 186), the students was supposed to combine two sentences “The woman was away on holiday” and “I wanted to see her”. The students should combine those sentences using relative pronouns “whom” so the sentence will be “The woman whom I wanted to see was away on holiday”. From that sentence, it can be analyzed that relative pronoun “whom” showed the object of that sentence, so the clause “whom I wanted to see her” identify the woman who is meant by the students. Thus, by having good grammar, the students will be able to apply an appropriate language usage and communicate well.
Those explanation mentioned previously was strengthened by Alexander (1998: 1) that grammar is the support system of communication and learnt by people to communicate better. In learning a second language, it will be easier for the students to translate and to understand what people said or wrote by mastering grammar. Therefore, by having right grammar, the students will be able to produce correct English sentences and communicate easily.

It can be concluded that studying grammar is important. The good grammar mastery will create correct language. Finally, the purpose of communication can be achieved successfully.

B. Definition of Relative Clause

A clause is a group of words which is containing a subject and a verb. Azar (1999: 267) stated that a relative clause is a dependent clause that modifies a noun. A relative clause is also called adjective clause. It describes, identifies, or gives further information about a noun. Relative clause is begun with relative pronouns and relative adverbs. Relative pronouns are who, whom, that, which, and whose. While relative adverbs are when, where and why. Relative clause is also called adjective clause.
1. **The Kinds of Relative Pronoun**

The following table shows kinds of relative pronoun.

<table>
<thead>
<tr>
<th>Relative Pronoun</th>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>subject or object pronoun for people</td>
<td>I told you about the woman who lives next door.</td>
</tr>
<tr>
<td>Which</td>
<td>subject or object pronoun for animals and things</td>
<td>Do you see the cat which is lying on the roof?</td>
</tr>
<tr>
<td>Which</td>
<td>referring to a whole sentence</td>
<td>He couldn’t read which surprised me.</td>
</tr>
<tr>
<td>Whose</td>
<td>possession for people, animals and things</td>
<td>Do you know the boy whose mother is a nurse?</td>
</tr>
<tr>
<td>Whom</td>
<td>object pronoun for people, especially in non-defining relative clauses (we colloquially prefer who)</td>
<td>I was invited by the professor whom I met at the conference.</td>
</tr>
<tr>
<td>That</td>
<td>subject or object pronoun for people, animals and things in defining relative clauses <em>(who or which are also possible)</em></td>
<td>I don’t like the table that stands in the kitchen.</td>
</tr>
</tbody>
</table>

2. **Defining and Non-defining Relative Clause**

According to Mark Nettle and Diana Hopkins (2003: 120), there are two types of relative clause as follows defining relative clause and non-defining relative clause.
The chart below compares the two kinds of relative clause.

Table 2.2
The Differences between Defining Relative Clause and Non-defining Relative Clause

<table>
<thead>
<tr>
<th>Defining Relative Clauses</th>
<th>Non-defining Relative Clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>identify something or somebody:</strong></td>
<td><strong>give extra information:</strong></td>
</tr>
<tr>
<td><em>Reuben Singh is the teenager who runs his own retail business</em></td>
<td><em>Last year, when he was still only worth ten million, he was running his own business.</em></td>
</tr>
<tr>
<td><strong>do not have commas (written English) or pauses (spoken English).</strong></td>
<td><strong>are separated from the main clause by commas (written English) or pauses (spoken English)</strong></td>
</tr>
<tr>
<td><strong>can use that instead of who or which:</strong></td>
<td><strong>do not use that:</strong></td>
</tr>
<tr>
<td><em>Reuben Singh is the teenager that runs his own retail business.</em></td>
<td><em>Reuben Singh, who is worth about £14 million, hands the phone to his accountant.</em></td>
</tr>
<tr>
<td><strong>can sometimes leave out the relative pronoun:</strong></td>
<td><strong>have to have the relative pronoun:</strong></td>
</tr>
<tr>
<td><em>The business (which) he started is now worth £14 million.</em></td>
<td>*We do not say: <em>The business, he started five years ago, owns a chain of shops.</em></td>
</tr>
<tr>
<td><strong>We say:</strong> <em>The business, which is started five years ago, owns a chain of shops.</em></td>
<td><em>(Developing Grammar in Context, 2003: 126)</em></td>
</tr>
</tbody>
</table>
The following are some relative pronouns which are taught at tenth grade Senior High School’s students:

2.1 WHO

2.1.1 Defining Relative Clause

*Who* is used with a noun which stands for person. If the noun is preceded by any or all (for example: anyone, any man, all people, all those). The following relative clauses are always a defining clause, never a non-defining clause.

E.g. - People *who live in glass houses* should not throw stones. (Hornby, 1975: 156)

- The woman *who lives next door* is a doctor. (Murphy, 1998: 185)

The relative *that* in some cases may replace *who*, especially in daily life in informal situation.

E.g. - The boy *who/that* broke the window is called Jim. (Hornby, 1975: 157)

2.1.2 Non-defining Relative Clause

The relative *who* does not replace “define clause”.

E.g. - My brother Jim, who lives in London, is a doctor. (Murphy, 1998: 188)
The relative *that* does not replace *who* in non-defining relative clause.

E.g. - Mr. Green, *who* gives me a piano lesson, has been ill recently (“Mr. Green, *that* gives me a piano lesson, has been ill recently” is incorrect). (Hornby, 1975: 157)

2.2 WHOM

2.2.1 Defining Relative Clause

*Whom* is usually omitted from defining relative clause and the prepositional placed at the end of the clause.

E.g. - The people (*whom*) you met at my home yesterday are Muslim. (Hornby, 1975: 158)

- The woman *with whom* he fell in love left him after a few weeks. (Murphy, 1998: 186)

- The man you lent your dictionary seldom return the books he borrows. The man to *whom* you lent your dictionary is formal (Hornby, 1975: 158).

In daily conversation, *who* or *that* may replace *whom*, though omission is more usual.

E.g. - the lawyer (*who/that*) I consulted gave me some useful advices. (Hornby, 1975: 158)

2.2.2 Non-defining Relative Clause
Whom is not omitted from non-defining relative clause and the prepositional precedes it.

E.g. - Anna, whom Dick hopes to marry, is a very attractive girl. (Hornby, 1975: 158)
- My publisher, with whom I have excellent relations, always give my new books wide publicity.
  (Hornby, 1975: 158)

2.3 WHOSE

Whose is used to show possession. It is used to persons. It is also used to things for indicating possession on instead of which.

2.3.1 Defining Relative Clause

E.g. - We helped some people whose car broke down.
  (Eastwood, 2008: 348)

2.3.2 Non-defining Relative Clause

E.g. - The ball feel to Rooney, whose shot hit the post.
  (Eastwood, 2008: 348)
- Mozart, whose music you have been listening to, is my favorite composer. (Hornby, 1975: 159)

2.4 WHICH

2.4.1 Defining Relative Clause

Which, as subject in defining relative clause, can be replaced by that and that is more usual.
E.g. - It was a dream *which*/*that* come true. (Eastwood, 2008: 344)

- This is the one of the few really good books *which*/*that* have been published on this subject. (Hornby, 1975: 159)

*Which* is replaceable by *that*, is usually preferred. It is often omitted. However, when the relative pronoun, object, is omitted, a personal pronoun must not be included.

E.g. - The books (*which*/*that*) I lent you belong to my brothers. (Hornby, 1975:159)

- This is the book (*which*/*that*) I bought yesterday. (Hornby, 1975:159)

*Which* may be omitted, with the preposition at the end of the clause.

E.g. - Those photograph at *which* you’ve been looking at/Those photograph you’ve been looking at were taken during our holiday. (Hornby, 1975:160)

2.4.2 Non-defining Relative Clause

In non-defining relative clause, *which* cannot be omitted. *Which* is not replaceable by *that* in non-defining relative clause.
E.g. - We live in Parma, *which* isn’t far away. (Eastwood, 2008: 346)

- The team lost, which wasn’t surprising. (Eastwood, 2008: 347)

- This fountain pen, *which* I bought only a week ago, leaks badly. (Hornby, 1975:160)

- We got home at midnight, by which time everyone else was in bed. (Eastwood, 2008:347)

2.5 THAT

2.5.1 Defining Relative Clause

*That* is used for things, though it is sometimes used for person. In defining relative clause, the use of *that* is usual than *which*.

E.g. - The machine *that* broke down has now been repaired. (Murphy, 1998:182)

- Everything *that* happened was my fault. (Murphy, 1998:182)

*That* is preferred to *which* and *whom* as the object of the verb in a clause, but is often omitted.

E.g. - The dress (*that*) Ann bought doesn’t fit her very well. (Murphy, 1998:184)
- The people (*that*) you met (rarely “whom you met”) at my house yesterday are from Muslims. (Hornby, 1975:161)

As preposition, *that* is placed at the end of the clause. *That* is usually omitted.

E.g - She has everything (*that*) a woman could wish for. (Hornby, 1975:162)

- This is the book (*that*) I was telling you about (rarely, and more formal: about *which* I was telling you). (Hornby, 1975: 162)

2.5.2 Non-defining Relative Clause

That is not used in non-defining relative clause.

C. The Usage of Relative Clause

1. Relative Clause with “who” as the subject of the clause

Table 2.3
The Usage of Relative Clause with “Who”

<table>
<thead>
<tr>
<th>The Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Who</em> is used for person</td>
<td>- We know a lot of people who live in London.</td>
</tr>
<tr>
<td></td>
<td>- The woman who lives next door is a doctor. (Murphy, 1998: 184)</td>
</tr>
<tr>
<td><em>Who</em> is usually followed by verb</td>
<td>- The boy who won got a prize. (Eastwood, 2008: 342)</td>
</tr>
</tbody>
</table>
2. Relative Clause with “whom” as the object of the clause

Table 2.4
The Usage of Relative Clause with “Whom”

<table>
<thead>
<tr>
<th>The Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whom is used for person</td>
<td>- The woman whom I wanted to see was away on holiday.</td>
</tr>
<tr>
<td></td>
<td>- I met a friend whom I knew at college. (Eastwood, 2008:344)</td>
</tr>
<tr>
<td>Whom is obligatory after a preposition</td>
<td>- The woman with whom he fell in love left him after a few weeks.</td>
</tr>
<tr>
<td></td>
<td>- Mr. Carter, to whom I spoke on the phone last night, is very interested</td>
</tr>
<tr>
<td></td>
<td>in our place. (Murphy, 1998:190)</td>
</tr>
<tr>
<td>Whom can be omitted unless it follows a preposition</td>
<td>- The woman (whom) I wanted to see was away on holiday.</td>
</tr>
<tr>
<td></td>
<td>(Murphy, 1998:186)</td>
</tr>
</tbody>
</table>

3. Relative Clause with “that”

Table 2.5
The Usage of Relative Clause with “That”

<table>
<thead>
<tr>
<th>The Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>That may refer to person or thing</td>
<td>- There was little that we could do to help. (Eastwood, 2008:344)</td>
</tr>
<tr>
<td></td>
<td>- There’s something that’s worrying me.</td>
</tr>
<tr>
<td>That can be omitted</td>
<td>- Have you found the keys (that) you lost?</td>
</tr>
<tr>
<td></td>
<td>- The dress (that) Ann bought doesn’t fit her very well.</td>
</tr>
<tr>
<td>That does not appear after a preposition</td>
<td>- “He is the man about whom I spoke” not “He is the man about that I spoke”.</td>
</tr>
<tr>
<td>That does not start a nonrestrictive clause</td>
<td>- “You must say thanks to Mr. John, who helped you to fix your motorcycle” not “You must say</td>
</tr>
</tbody>
</table>
thank to Mr. John, that helped you to fix your motorcycle”.

| That appears after definite clause | - She is wearing the same t-shirt that she wore yesterday.  
| | - Did you see the magazine that I read yesterday? |
| That appears after a noun | - The rabbit that were in the garden eats my carrot.  
| | - The keys that were on my pocket have disappeared. |
| That appears when the antecedent is both a person or a thing | - He gave blanket to the girl and her cat that have been rescued from the flood. |
| That appears when it | - Did you see my magazine? It came this morning.  
| | Did you see my magazine that came this morning? |
| That is preferred in a relative clause after a superlative | - He is the best man that has ever come to my life. |

4. Relative Clause with “which”

<table>
<thead>
<tr>
<th>The Usage</th>
<th>Example</th>
</tr>
</thead>
</table>
| Which usually refers to things | - The cat which fell from the mango tree is mine.  
| | - The umbrella which you used yesterday is hers. |
| Which is appropriate to denote things | - The football team which has won the World Cup in planning to visit Canada.  
| | - The group which win this competition will get a trophy and some money. |
| Which sometimes refers to | - Sarah is a graduate of Indonesia |
the whole sentence | University, **which** should bring many advantages for her life.
---|---
Indefinite **which** may occur in a prepositional phrase | - They may refuse to pay, in **which** case we shall have to take more drastic action.

5. Relative Clause with “whose”

Table 2.7
The Usage of Relative Clause with “Whose”

<table>
<thead>
<tr>
<th>The Usage</th>
<th>Example</th>
</tr>
</thead>
</table>
| Whose has a possessive meaning | - Tom helped a woman **whose** car is broken in front of my office.  
- I met a woman **whose** husband was my boyfriend. |
| Whose is used to show a personal characteristic | - Catherine met a boy **whose** hair is curly.  
- Tom have a wife **whose** job is a piano teacher. |
| Whose + noun can be the object of the clause or of a preposition | - The prize goes to the contestant **whose** performance is attractive. |
| Whose can be used with comma | - The ball fell to Cristiano Ronaldo, **whose** shot hit the post. |
| Whose can refer to human activity or organization | - She sang a **song, whose** sentiments moved the audience. |
| Instead of whose relating to a thing, we can use the + noun + of which | - Jack sing a song, **the sentiments of which** moved the audience. |
D. Types of Relative Clause

There are five functions that relative clause can perform according to Eastwood (2012: 343). They are as follows:

1. Identifying Clause
   A relative clause without commas can identify which one the writer means.
   
   E.g. - Who was the man who said hello? (Eastwood, 2008:343)
   
   - The man who talk to me in the office is my boss.

2. Classifying Clause
   A relative clause without commas can say what kind of thing the writer is talking about.
   
   E.g. - We’re looking for a pub that serves food. The clause that serves food describes the kind of pub the writer means.
   
   (Eastwood, 2008:343)

3. Clause Used for Emphasis
   A relative clause can be used without commas in a pattern with it + be.
   
   E.g. - It’s my husband who does the cooking. (Eastwood, 2008:343)

4. Adding Clause
   A relative clause with commas can add more information.
E.g - I was with Ted, *who lives upstairs*. That clause *who lives upstairs* add more information about Ted. (Eastwood, 2008:343)

5. Connective Clause

A relative clause with commas can tell us what happened next.

E.g - I shouted to the man, *who ran off*. That clause *who ran off* tell us that the man ran off after the writer shouted to him.

(Eastwood, 2008:343)

E. The Function of Relative Clause

A relative clause has a function to give about information or to modify preceding noun or noun phrase. Relative clause is introduced by relative pronouns (such as: who, whose, whom, which, and that) and relative adverbs (such as: when, where, and why). There are two types of relative clause, namely defining relative clause and non-defining relative clause.

Defining relative clause gives us information to help us identify a person or a thing. Defining relative clause tells us about which person or things that are meant by the speaker or the writer. For example:

- I spoke to the woman *who lives in the right side of my house*.

Clause “who lives in the right side of my house” tells us which woman meant by the writer.

- John is singing a song *which is written by her brother*.
Clause “which is written by her brother” tells us which song (thing) meant by the writer.

Non-defining relative clause give us additional information about person or thing which have been identified. It means that it does not tell us which person or thing that is meant by the speaker or the writer.

- John’s brother, **who works in Jakarta**, is a businessman.

Clause “who works in Jakarta” does not tell us which person meant by the writer, because we have already known that it is John’s brother.

- John’s bicycle, **which is red**, is a gift from his father.

Clause “which is red” does not tell us which thing meant by the writer because we have already known that it is John’s bicycle.

The relative pronoun can be the subject or the object of the clause when we use a defining relative clause. The following sentences are as example when we use defining relative clause:

- John is the boy **who** picked us up to Sarah’s party.

The relative pronoun “who” in clause above is the subject of the clause (**He** picked us up to Sarah’s party).

- John is the boy **who** we asked to pick us up to Sarah’s party last night.

The relative pronoun “who” in the clause above is the object of the clause (**We asked him** to pick us up to Sarah’s party last night).
F. Form and Meaning

According to Suroso (2009: 62), there are two patterns of relative clause. They are as follows:

1. Relative Clause Without Subject

In this pattern, relative pronouns are directly followed by verb in variety tenses.

<table>
<thead>
<tr>
<th>FORM OF VERB</th>
<th>NOUN</th>
<th>RELATIVE PRONOUN</th>
<th>VERB + (OBJECT/ADVERB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present (be)</td>
<td>The plant</td>
<td>which</td>
<td>is dead.</td>
</tr>
<tr>
<td>Simple Present (V1)</td>
<td>The people</td>
<td>who</td>
<td>work here.</td>
</tr>
<tr>
<td>Simple Past (be)</td>
<td>The people</td>
<td>who</td>
<td>were sick.</td>
</tr>
<tr>
<td>Simple Past (V2)</td>
<td>The man</td>
<td>who</td>
<td>discovered the gold mine.</td>
</tr>
<tr>
<td>Present Cont. (be+Ving)</td>
<td>The students</td>
<td>Who</td>
<td>are reading in the library.</td>
</tr>
<tr>
<td>Present Perfect (has/has+V3)</td>
<td>All the drivers</td>
<td>who</td>
<td>have enrolled for the driving competition.</td>
</tr>
<tr>
<td>Modal</td>
<td>A secretary</td>
<td>who</td>
<td>can speak two foreign languages.</td>
</tr>
<tr>
<td>Passive</td>
<td>The gold mine</td>
<td>which</td>
<td>was discovered near the river.</td>
</tr>
<tr>
<td></td>
<td>The document</td>
<td>That</td>
<td>were stolen from the office.</td>
</tr>
</tbody>
</table>
2. Relative Clause With Subject

In implementing this type, the subject can be omitted without change the meaning.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>RELATIVE PRONOUN</th>
<th>SUBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>The book</td>
<td>that</td>
<td>I</td>
<td>am reading</td>
</tr>
<tr>
<td>The magazine</td>
<td>that</td>
<td>my father</td>
<td>Bought</td>
</tr>
<tr>
<td>The boy</td>
<td>whom</td>
<td>you</td>
<td>Saw</td>
</tr>
<tr>
<td>The system</td>
<td>which</td>
<td>we</td>
<td>should use</td>
</tr>
<tr>
<td>The song</td>
<td>that</td>
<td>I</td>
<td>want to sing</td>
</tr>
<tr>
<td>The novel</td>
<td>that</td>
<td>you</td>
<td>have read</td>
</tr>
</tbody>
</table>

Besides two pattern above, *whose* is also used in relative clause. *Whose* is used to state that the noun which after *whose* is possession of the noun before *whose*. This pattern can be translate with “yang....nya” in Indonesian. This pattern can be with subject or without subject.
Table 2.10
The Use of *Whose* in Relative Clause

<table>
<thead>
<tr>
<th>NOUN</th>
<th>WHOSE</th>
<th>NOUN</th>
<th>VERB/BE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The people</td>
<td>whose</td>
<td>houses</td>
<td>were damaged by the flood</td>
</tr>
<tr>
<td>The woman</td>
<td>whose</td>
<td>bag</td>
<td>was seized by the police</td>
</tr>
<tr>
<td>A mother</td>
<td>whose</td>
<td>child</td>
<td>died in the accident</td>
</tr>
<tr>
<td>The man</td>
<td>whose</td>
<td>houses</td>
<td>saw last night</td>
</tr>
<tr>
<td>The secretary</td>
<td>whose</td>
<td>office</td>
<td>will visit</td>
</tr>
<tr>
<td>The farmer</td>
<td>whose</td>
<td>land</td>
<td>took to build airport</td>
</tr>
</tbody>
</table>

G. Relative Clause Position in Sentence

Relative clause is started with relative pronoun and its function is to give more information about things. Together with its noun, relative clause form a noun phrase and it is an uncompleted sentence. That noun phrase place a position as subject, object, complement and other position which can be filled by noun.

E.g
- The man who stole the bicycle has surrendered. (subject)

- I want to know the man who has this brilliant idea. (object)

- This is the house I want to buy. (complement)

The normal position of a relative clause is immediately after the noun or pronoun to which it refers. However, sometimes a prepositional phrase or a participial phrase may intervene. Where a phrase intervenes, the antecedent of the relative clause may be ambiguous. Occasionally, a
relative clause referring to the subject comes after the verb, especially when the antecedent is a pronoun.

E.g  - He greeted all his old friends from Paris, who were delighted to see him again. (prepositional phrase)

- The dean wrote to the parents of the students who had helped with the annual carnival. (It is not clear whether the antecedent of who is the parents or the students)

- Everyone came who could afford the price of the ticket. (the antecedent is a pronoun)

H. Learning Error Analysis

1. The definition of Error

   In learning a language especially second language, the students will face some problems. It is because the grammatical system is different with the students’ mother tongue. Besides that, the culture will be an obstacle in learning language because every country have different cultures. That obstacle can cause some errors and mistakes in learning second language.

   An error is a deviation from accuracy or correctness. While mistake is an error which is caused by a fault, for example because of misjudgment, carelessness and forgetfulness. Strevens in Richards (1980: 4) stated that errors should not be viewed as problems to
overcome, but rather as normal and inevitable features indicating the strategies that learners use.

2. The Differences between Error and Mistake

In learning second language, the learners sometimes make error and mistake whether it is in speaking or writing. There are many people who still have opinion that error and mistake are the same. Actually, error and mistake are different.

According to Tarigan (1995:75), mistake is caused by performance factor. As explained before, mistake is caused by misjudgment, carelessness and forgetfulness. Mistake can happen in every linguistic levels. Mistake usually can be corrected by the students itself if more attention were given. While error is caused by competence factor. It means that the learner do not understand the second language system. Error usually happens consistently and it can take long time if there is no correction. Correction is usually done by the teacher.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ERROR</th>
<th>MISTAKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Competence</td>
<td>Performance</td>
</tr>
<tr>
<td>Characteristic</td>
<td>Systematic</td>
<td>Unsystematic</td>
</tr>
<tr>
<td>Duration</td>
<td>Long</td>
<td>Temporary</td>
</tr>
<tr>
<td>Linguistic System</td>
<td>The learner has not understand the system</td>
<td>The learner has understand the system</td>
</tr>
</tbody>
</table>
3. The Source of Error

According to Richard (1980:173), there are two sources of error which are observed in in the acquisition of English as a second language. There are as follows:

3.1 Interlanguage Error

Interlanguage error is an error which is caused by the interference of the learner’s mother tongue. The term of interlanguage is proposed to analyze of the second language learning. This type of error is influenced by the learner’s mother tongue aspects such as its culture, language structure, vocabulary, etc.

3.2 Intralingual Error

Intralingual error is an error which is influenced by the learner’s language background. Intralingual and developmental error reflects the learner’s competence in using language.

According to Richards (1980:174), intralingual error involves over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized.
4. Types of Error

Language is a complex system where it has grammatical system which is different each other. That is why, learning language is not easy. The learner might make some errors in learning a language especially in this term is learning English, but there are many people who don’t know what types of error is. According to Tarigan (1995: 149), there are five types of error based on surface strategy, namely: omission, addition, substitution, misformation, and misordering.

a. Omission

Omission error occurs when the students omit one of element which should exist in a sentence.

E.g. - *Marry my first daughter* who will continue her study in UK. (wrong)

- *Marry is my first daughter* who will continue her study in UK. (right)

b. Addition

Addition error occurs when the students add one or more elements which should not exist in the sentence.

E.g. - Tom whose son is my daughter’s friend *can speaks* Japanese very well. (wrong)

- Tom whose son is my daughter’s friend *can speak* Japanese very well. (right)
c. Substitution

Substitution error occurs when the students use a word or form in sentence of another word, phrase or clause of incorrectly.

E.g. - I can go to UK next month with my family. (wrong)

- I will go to UK next month with my family. (right)

d. Misformation

Misformation error occurs when the students use morpheme or structure grammar rules incorrectly. The students don’t know the correct form in making sentences.

E.g. - I will going to be a cinema with my friends after my work finishing. (wrong)

- I will be going to a cinema with my friends after finishing my work. (right)

e. Misordering

Misordering error is characterized by the incorrect ordering of a morpheme or group of morphemes in an utterance.

E.g. - The woman whom I met in front of our classroom asked me where is the headmaster office. (wrong)

- The woman whom I met in front of our classroom asked me where the headmaster office is. (right)

5. Error analysis

In learning English, the students may make some errors. Here is the main role of English teacher. The teacher’s role is to analyze the
errors which are made by the students. Error analysis is useful for teaching and learning process. Through conducting error analysis, the teacher will find kinds of error which are often made by the students in learning English. Through conducting error analysis, the teacher may find some solutions to minimize the error which is faced by the students in learning English.

According to Tarigan, there are six steps in conducting error analysis. There are as follows:

a. Collecting Data

Data which is collected is a language error which is done by the students, for example: test score, arrangement or conversation.

b. Error Identification and Classification

What should be done in this step is knowing the kinds of error according to language category. For example: error in spoken, word formation, word combination or sentence’s arrangement.

c. Ranking The Error Level

This step is ranking the error according to its frequency.

d. Error Explanation

In this step, the step is showing the kinds of error, showing the cause of error and giving the right example.

e. Predicting The Error Items

The step is predicting the language level which is learnt that potentially cause the errors.
f. Error Correction

The steps are fixing, even if it can be omitted is better, the error through choosing an appropriate material arrangement, good text book, and an interesting teaching technique.

I. Basic Assumption

Relative clause is one part of grammar that should be mastered by the students in learning English. It is necessary for the students to master it because it has standard grammatical rules which are not all of the students are able to master it easily. The error application of grammatical rules will make the message delivered incorrectly. Regarding to the prior observation that there were many students who still made some errors in using relative clauses whether in written or in spoken. It is necessary to conduct this kind of research to identify the typical of errors made by the students in using relative clause and to know what are the most and the less potential problem of using relative clause. In addition, by having good mastery in relative clause, the students will be able to write and communicate using English that is suitable with English standard grammatical rules.