STUDENTS' ERRORS ON THE USE OF RELATIVE CLAUSE TO THE ELEVENTH GRADE STUDENTS OF MA MIFTAHUL JANNAH PENINJAUAN OKU

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ABSTRACT

The Problem of this study concerned to Senior High School Students' Errors on the use of Relative Clause to the eleventh grade Students of MA Miftahul Jannah Peninjauan OKU. Descriptive method is used as research method. Population was all of the eleventh grade students of MA Miftahul Jannah Peninjauan OKU, and the total of population were 45 students. Test instrument for collecting the data. Base on the result of the research, finding that there were 347 or 68,58% errors in wrong option, it considered to be inaccurate option of choosing the appropriate relative pronouns in relative clause sentences.There were 126 or 24,90% errors in omission,it was the absence of an item that should appear in a well formed utterance.there were 39 or 7,71% errors in insertion, it was the presence of an item that should not appear in a well formed utterance.

Keywords *: Errors, Relative Clause*

INTRODUCTION

Learning English is supported by learning the language aspects. There were some language aspects in English, like vocabulary, pronunciations, grammar etc. grammar is the most important one to be mastered. As in grammar students taught how to construct a good sentence, how to relate the words become a meaningful sentence, and how to understand the meaning of the sentence based on time used. Grammar is the role to combine words to form a new sentence. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetic, semantic and pragmatics. Grammar is the basic skill which should be taught carefully and clearly.

According to Marie (2004, p. 23) grammar is sciences that learn about way of arrange words become good sentence. Grammar involves the rules and relationships. Through which we construct meaningful sounds, words, and sentences, we could not enjoy the language of content without it the study of how many words and their component parts combine to form sentences. Brown (2004, p. 362) said that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Grammar gives us the form or the structures of language.

In Senior high school, the lesson of using relative clause is learnt at the eleventh grade students. According to Rahmani (2012, p. 29) an English relative clause is a dependent clause and acts as an adjective. In other words, it modifies a noun or noun phrase in the main clause by making it more specific or giving additional information about a person, idea, or thing. A relative clause should always be located right after the noun which it modifies. An English relative clause can be categorized as restrictive or nonrestrictive depending upon the necessity of information it provides.

Bao (2015, p. 138) said that relative clause has always been taken seriously by English teachers. In all senior high school's English text book, relative clause is the most important grammar points in students' first year study. However, most students think it difficult to learn because it is complicated. The study of relative clause involves sentence structure, none phrase, the choice of relative words, the process of embedded clause, etc. He found that it is difficult for senior high school students to choose relative words and how to improve this situation.

Errors are inevitable in the process of language learning and study and analysis of these errors is of great significance in foreign language teaching in our country. As Corder (2001, p. 3) points out, errors of the learners is important because these errors give instruction to teachers and let teachers know what they should teach and how to teach. If teachers analyze the errors systematically, they will know what level students have reached, how much students approach to the target language, what students should continue to learn and what strategies and steps students take in their learning process, error is the way the learners use to test the hypothesis to the laws of target language. Learner can know their weaknesses through analyzing and correcting their errors. Learners can find characteristics of second language learning through analyzing their errors. Errors reveal the process of language learning and provide the basis for the acquisition of language. All in all, Learning English as second language is the process where learners commit errors and correct them continuously and approach to the target language.

LITERATURE REVIEW

1. The Definition of Error

According to Brown (2007, p. 218), the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of the study of learners' errors, called error analysis.

According to Catalán (2012, p. 66) wthin the framework of the communicative event, an error is regarded as an infringement or deviation of the code of the formal system of communication through which the missage is conveyed. Errors are alterations of the rules which make up the accepted norm. Then, an utterance will be incorrect or non grammatical if it does not abide by the rules. In order to find out the nature of these psychological processes, teachers have to have a means of describing the learner's knowledge of the target language at any particular moment in his learning career in order to relate this knowledge to the teaching he has been receiving.

Errors according to Brown (2007, p. 217), is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Learners of English who ask "Does Jhon can sing?" are in all likelihood reflecting a competence level in which all verbs require a pre-posed *do* auxiliary for question formation. As such, it is an error, most likely not a mistake, and an error that reveals a portion of the learner's competence in the target language. On the other hand according to Selinker as cited by Corder (2001, p. 103), these errors were regarded as a by-product of the attempt of the learner to express his meaning in spontaneous speech with an inadequate grasp of the target language system. It was also stated by Corder (2001, p. 65), errors is that they are all the result of the influence of the mother tongue on the learning process, "interference" as it was called, from the habits of the first language.

2. Concept of Relative Clause

According to Rahmani (2012, p. 29) an English. Relative clauses is a dependent clause and acts as an adjective. In other words, it modifies a noun or noun phrase in the main clause by making it more specific or giving additional information about a person, idea,or thing. A relative clause should always be located right after the noun which it modifies. An English relative clause can be categorized as restrictive or nonrestrictive depending upon the necessity of information it provides. A restrictive relative clause provides essential information to define or clarify the noun or noun phrase it modifies, whereas a nonrestrictive clause provides unnecessary, but possibly interesting information.

According to Parkinson (2003, p. 1) relative clauses are used to mention someone or something in a sentence, it often used to give further information about people/things. Relative clauses are put immediately after the noun which refers to the person, thing, or group which is talking about. Relative clauses have a similar function to adjectives, and they are sometimes called adjectival clauses.

According to Tse and Hyland (2010, p. 188) the relative clause is a clause which modifies a noun or noun phrase and is typically introduced by a relative pronoun such as that, which, who, when, or where. It is a type of noun post – modifying structure similar to an adjective in function but differing from it in that it opens up more space for detailed description. Relative clauses are often characterized in textbooks and grammar guides by their role in giving additional information about the head nouns so that readers/listeners are able to identify them more easily or recover more information about them.

A relative clause typically begins with a relative pronoun such as 'who', 'whom', 'which', 'that', and 'whose'. Of them, 'who', 'which' and 'that' are most commonly used pronouns. The selection of a pronoun depends on the noun which the relative clause refers to and what type of relative clauses is used. A relative pronoun can have different functions in a sentence (e.g., subject, direct or indirect objects, object of a preposition), Rahmani (2012, p. 30).

2.1. Kinds of Relative Clause

a. Defining Relative Clauses

According to Thomson and Martinet (2005, p. 57) defining relative clauses describe the preceding noun in such a way as to distinguish it from other nouns of the same class. A clause of this kind is essential to clear the understanding of the noun. In the sentence: The man who told me this refused to give me his name. Who told me this is the relative clause. If we omit this, it is not clear what man we are talking about.

Table 1

Relative Pronouns Used in Defining Relative Clause

	Subject	Object	Possesive
For Persons	Who That	Who/Whom That	Whose
For Things	Which That	Which That	Whose/Which

In addition, relative pronouns used in defining relative clause based on Thomson and Martinet (2005, p. 57), the forms are as follows:

Table 2

Relative Pronouns Used in Defining Relative Clause

Noun Antecedent Meaning:	Introductory word	Ilustrative Sentences
	Relative Pronoun	Introductory word functioning as:
A Person	Who(Whom or Whose) Or that	Subject- He paid the money to the man who(or that) had done the work.
		Object of verb-He paid the man whom (or that) He had hired.
		Object of preposition - He paid the man from whom (or that) he had hired.
		Possesive adjective- This is the girl whose picture you saw.
A Thing	Which or that	Subject-here is a book which (or that) Describes animals.
		Object of verb- He paid the man whom (or that) He had hired.
		Object of preposition- He paid the man from whom he had borrowed the money.
		Possesive adjective- This is the girl whose picture you saw.
A Thing	Which or that	Subject- Here is a book which (or that) describes animals.
		Object of verb-The chair which (or that) he broke is being repaired.
		Object ofpreposition- She was wearing the coat for which she had paid $2.000.

And the relative adverbs used in defining relative clause, the forms are as follows:

Noun Atecedent Meaning:	Introductory Word	Illustrative sentences
	Relative Adverb	
A time	When	This is the year when the Olympic games are held.
A place	Where	Here is the house where I live.
A reason	Why	Give me one good reason why you did that.

Additional information given by Thomson and Martinet (2005.p.) about relative adverbs: when can replace in/on which (used of time), where can replace in/at which (used of place), why can replace for which. According to Clay (1990, p. 2) defining relative clauses are a kind of qualifier. Defining clauses give important information which tells us exactly what is being referred to. Defining relative clauses is used to give essential information about the person or thing in the main clause. It tells which person or things are talking about. There are no commas in defining relative clauses. who or which can be replaced with that in defining relative clauses. A defining relative clause tells which noun we are talking about.

Example:

1. She's the woman that works with my mother.
2. This is the book that I told you about.
3. I like the woman who lives next door.

(If I don't say 'who lives next door', then we don't know which woman I mean).

Who, which, that and when can be omitted when they are the object of the verb in the second clause.

Example:

There's the man that the police have been looking for. (Whose and where can't be omitted).

b. Non-defining Relative Clauses

According to Thomson & Martinet (2005, p. 60) non defining relative clauses are placed after nouns which are definite already. They do not therefore define the noun, but merely add something to it by giving some more information about it. Unlike defining relative clauses, they are not essential in the sentence and can be omitted without causing confusion. Also unlike defining relatives, they are separated from their noun by commas. The pronoun can never be omitted in a non defining relative clause. The construction is fairly formal and more common in written than in spoken.

According to Clay (1990, p. 2) non-defining relative clauses give further information which is not needed to identify the person, thing, or group you are talking about. Non-defining relative clauses is used to give extra information about the person or thing in the main clause. The extra information is not essential. Non-defining relative clauses is used when the speaker does not need an adjective clause to tell us exactly which person, place, animal or thing is being referred to.

A non defining clause merely gives us more information about the noun that it describes. Non-defining relative clauses are used mainly in writing rather than speech. A non-defining relative clause usually has a comma in front of it and a comma after it, unless it is at the end of a sentence, in which case you just put a full stop. Dashes are sometimes used instead of commas. In non-defining relative clauses a comma is put before and after the main clause. Relative pronouns who, which, whose, where and when are used in non-defining relative clauses. The relative pronoun cannot be omitted. A non defining relative clause gives extra information about something.

Example:

- I live in London, which has some fantastic parks.
- The 8.15 train, which is usually very punctual, was late today.
- Ashdown Forest, through which we'll be driving, isn't a forest any longer or Ashdown Forest, which we'll be driving through, isn't a forest any longer.
- This machine, which I have looked after for twenty years, is still working perfectly.

3. Students' Error in Using Relative Clause

According to Bao (2015, p. 138) said study of relative clause involves sentence structure, none phrase, the choice of relative words, the process of embedded clause, etc. He found that it is difficult for senior high school students to choose relative words and how to improve this situation. The causes of errors are these following aspects: Firstly, mother tongue interference. It makes students feel much more difficult in learning relative clause. Secondly, students are not able to grasp the grammar so thoroughly and they pay too much attention to the form of the language; they apply language rules mechanically and ignore the inner meaning of the language; they are not able to master the grammars of relative clause systematically, so they can't choose the grammar rules that should be used. Thirdly, they lack English basic knowledge. They don't know the English basic grammar, can't understand the sentence structure correctly and they fail to grasp enough vocabulary, Bao (2015, p. 149). In addition Saparin (2013) in his research he found there were three types of errors in using of relative clause made by students, they are:

a. Wrong Option

Wrong option considered to be inaccurate option of choosing the appropriate relative pronouns in relative clause sentences, like the sentences below that had been founded by the writer in his research.

Example:

- Do you know the lady where runs to the corner stop?
- Governments where tolerate corruption should resign.
- We invited Dr Smith, where is an outstanding specialist in electrical machines, to speak to our students.

From the sentence above, it could be known that the students were wrong in choosing the relative pronoun, it should be relative pronoun for person "who" and not relative adverb "where".

Example:

- Do you know the lady whose runs to the corner stop?
- The gentleman whose they spoke about was from Manchester.
- I have a friend whose spent a year at a British university.

This sentence had the wrong option of relative pronoun as possessive "whose". it should be relative pronoun for person "who" and not relative adverb "whose"

Example:

- The lady whom cottage we rented lives overseas.
- Steve Jobs, whom name is for most people associated with Apple, died in 2011.
- We need to learn from companies whom marketing policy is better than ours.

The sentence above used relative pronoun as objects "whom", and that was why that sentence was wrong, because it should be using relative pronoun as possessive "whose".

Example:

- By 5 o'clock there was only one cake who hadn't been sold.
- The IEEE Sensors Journal, who is published monthly, is one of the leading journals in the field.
- The computer is an invention who has revolutionized the business world.

"Who" is a part of relative pronoun for persons and it was impossible being placed in the sentence that it indicated things as its subject, so the sentence above was incorrect in selecting the appropriate word for its subject.

b. Omission

Omission was the absence of an item that should appear in a well formed utterance. The following sentences are examples that indicate this type of errors.

- This is the school, the school has a big garden.

From the sentence above, it demonstrated that the students had committed error in omission type since they omitted relative pronoun for things "which" in their sentence. The sentence should be: This is the school which has a big garden.

- The student who are in classroom are studying English now.

Without grammar, our English is not perfect. From the sentence above, it indicated that the students were not careful in English grammar so that they could commit error in their writing performance. The word student in the sentence above should be changed into plural form "students" in order to become the correct sentence like:

- The students who are in classroom are studying English now.
- Mr. Sturidge who is play football international from England.

The sentence above pointed out that the students do commit error by omitting "ing" form in the word of play. It should be: Mr. Sturidge who is playing an international football is from England. According to the sentence above, it depicted that the students not only commit error in omission of "ing" form but also they commit error in their grammar.

Example:

- Bali is the most beautiful city my grandmother lives there.

Omission of relative adverb "where" happened in the sentence above. Therefore the students committed error in omission type in that sentence.

Enb ``xample:

- My friend was sick. I met him two days ago in the bank.

The sentence above omitted "whom", whereas it should be my friend whom I met two days ago in the bank was sick. Anyway, from that sentence we could conclude that the students committed error in omission type.

Example:

- Simon is the man Marti loves.

Dealing with the sentence above, the writer pointed it out as error in omission type because the sentence should be added by "who" in order to become:

Example:

- Simon is the man who Marti loves.
- My mother cooks the delicious food. Her hand is injure.

This sentence pointed out the omission of relative pronoun as possessive. The students omitted "whose". The right sentence was my mother whose hand is injured, cooks the delicious food.

c. Insertion

Insertion was the presence of an item that should not appear in a well formed utterance. Dealing with this type of error, the researcher provided the example of sentences which are called insertion. They are:

- The White House or where the US president lives, is in Washington.

The sentence above demonstrated the insertion of error type since the students added "or", whereas it should be: The White House where the US president lives, is in Washington.

Example:

- My sister with whose works in Damatex, earns a lot of money.

The sentence above actually not only indicated that it committed insertion error by adding the word "with", but also it committed wrong option in selecting the relative pronoun as possessive. And it's obviously a sentence which committed the error of insertion and wrong option.

Example:

- Jakarta where if the largest city in Indonesia my father lives there.

The sentence above indicated the insertion of error. It is caused by adding the subordinating conjunction "if", and it must be changed by Jakarta where my father lives there, is the largest city.

- Jakarta where is the largest city in Indonesia my father lives there.

In a good writing, we should always remember that we have to place to be in the right place in a sentence. From the sentence above, to be "is" is not in the proper place, so that sentence could be called as insertion error. It should be: Jakarta where my father lives there, is the largest city.

Example:

- This is the house where the house has a big garden.

The sentence above was clearly a sentence which committed error, especially in error type of insertion. It should be: This is the house which has a big garden.

Example:

- This is the house of which the house has a big garden.

The sentence above indicated the insertion error since the students added the word 'of ', whereas it should be: This is the house which has a big garden.

RELATED PREVIOUS STUDY

One relevant study that discused similar topic was the written by Bao (2015) entitled "Senior high school students' errors on the use of relative words". He found that the causes of errors are on these following aspects: Firstly, mother tongue interference. It makes students feel much more difficult in learning relative clause. Secondly, students are not able to grasp the grammar so thoroughly and they pay too much attention to the form of the language; they apply language rules mechanically and ignore the inner meaning of the language; they are not able to master the grammars of relative clause systematically, so they can't choose the grammar rules that should be used. Thirdly, they lack English basic knowledge. They don't know the English basic grammar, can't understand the sentence structure correctly and they fail to grasp enough vocabulary.

METHOD OF THE RESEARCH

The method of this study was descriptive method. Fraenkel and Wallen (2009, p. 14) said that descriptive studies describe a given state of affairs as fully and carefully as possible. In educational research, the most common descriptive methodology is the survey, as when researchers summarize the characteristics (abilities, preferences, behaviors, and so on) of individuals or groups or (sometimes) physical environments (such as schools). Qualitative approaches, such as ethnographic and historical methodologies are also primarily descriptive in nature. Examples of descriptive studies in education include identifying the achievements of various groups of students; describing the behaviors of teachers, administrators, or counselors; describing the attitudes of parents; and describing the physical capabilities of schools. The description of phenomena is the starting point for all research endeavors.

In this study, the writer described the students ability in using relative clause in understanding and giving additional information about people/things. This study based on the real condition that exist in the students' ability in using relative clausein understanding and giving additional information about people/things. In descriptive studies the writer observed the subject without otherwise intervening. A descriptive study was undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation.

In collecting the data of this research, the test had contribution in finding out and describe how is the senior high school students' errors on the use of relative clause to the eleventh grade students of MA Miftahul Jannah Peninjauan OKU. Referring to the steps of error analysis method suggested by Gass and Selinker (2008, p. 103), the data analyzed as follows:

a. Identification of errors

Identification of what errors are made by the students.

b. Classification of errors The classification of the errors made by students and the result of test according to the scores as below:

Table 10

Score Range and Criteria

No.	Score Range	Score Criteria
1	80-100	Very Good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	00-40	Fail

(Arikunto, 2012, p. 281)

c. Quantification of errors

The quantification of errors students made, the researcher used percentage formula as Sudijono (2007, p. 4) stated:

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

P = Percentage (students" mastery)

F = Frequency (students" score)

N = Total number of respondents (students)

The formula above was also used by the researcher to know the profile students' mastery of using relative clause.

d. Analyzing sources of errors

Analyze the sources of error based on two main categories, Gass and Selinker (2008, p. 103); Interlingual and Intralingual. Interlingual errors are those caused by native language interference, while Intralingual errors are those arise due to the language learning. Intralingual often subdivided into four groups, as follow: Overgeneralization, which occur when learner creates a deviant structure on the basis of other structure in the target language. Ignorance of rule restrictions, prevail when learner does not apply the rules to contexts.

Incomplete application of rule is a failure to fully develop a structure. False concepts hypothesized arise when the learner does not fully comprehend a distinction in the target language.

FINDINGS

1. The Students' Score in Using Relative Clause

In collecting the data of the students' difficulties in using relative clause, the writer gave thirty five items to the students. The writer analyzed the students' answer sheet to get the individual score. The test was done on 10th October 2016 by 45 students of the eleventh grade students at MA Miftahul Jannah Peninjauan OKU. Table below presents the results of the test.

Table 11

The Students Score in Using Relative Clause

No	Student's Code Name	Correct Answer	Incorrect Answer	Score	Category
1	AL	27	8	77.14	Good
2	AJ	21	14	60.00	Fair
3	AP	26	9	74.29	Good
4	AM	20	15	57.14	Poor
5	AF	21	14	60.00	Fair
6	ASB	19	16	54.29	Poor
7	BR	23	12	65.71	Fair
8	BA	24	11	68.57	Good
9	ASE	23	12	65.71	Fair
10	EL	24	11	68.57	Good
11	FA	25	10	71.43	Good
12	FR	26	9	74.29	Good
13	GG	21	14	60.00	Fair
14	HAG	20	15	57.14	Fair
15	HQM	27	8	77.14	Good
16	IM	24	11	68.57	Good
17	INJ	26	9	74.29	Good
18	JS	27	8	77.14	Good
19	JN	25	10	71.43	Good
20	J	28	7	80.00	Very Good
21	KC	24	11	68.57	Good
22	KS	26	9	74.29	Good
23	LS	24	11	68.57	Good
24	LPS	26	9	74.29	Good

25	LP	24	11	68.57	Good
26	MHM	27	8	77.14	Good
27	MBA	24	11	68.57	Good
28	MI	21	14	60.00	Good
29	NA	20	15	57.14	Fair
30	NP	20	15	57.14	Fair
31	OF	30	5	85.71	Very Good
32	PPP	24	11	68.57	Good
33	QI	22	13	62.86	Fair
34	RP	23	12	65.71	Fair
35	SA	29	6	82.86	Very Good
36	SL	31	4	88.57	Very Good
37	TS	20	15	57.14	Fair
38	TPB	25	10	71.43	Good
39	VR	23	12	65.71	Fair
40	VMH	19	16	54.29	Poor
41	WR	21	14	60.00	Fair
42	WN	26	9	74.29	Good
43	YF	20	15	57.14	Fair
44	ZL	21	14	60.00	Fair
45	ZA	22	13	62.86	Fair
Total		1069	506	3054.28	Good
Mean		23.75	11.24	67.87	

From the table 11, the writer found the highest score was 88,57, and the lower score was 57.14. The total of students' score was 3054.28, the total of students' correct answers was 1069 and then total of students' incorrect answers was 506 and the mean of students score was 67.87. The result of students score distribution is described in the following table 12 :

Table 12

The Students' Score Distribution of Test

No	Percentage Range	Score criteria	Frequency	Percentage %
1	80-100	Very Good	4	8.9
2	66-79	Good	22	48.9
3	56-65	Fair	16	35.5
4	41-55	Poor	3	6.7

|			0	0
5	00-40	Fail		
Total			45	100.00

(Arikunto,2014, p. 281)

From the table 12, the result of the test indicated that there were 4 or 8.9% students in the category of very good level, 22 or 48.9% students in the category of good level, 16 or 35.5% students in the category of fair level, there were 3 or 6.7% students in the category of poor level, and no student got fail level. The distribution of the students' score presented in the chart 1 below

Chart 1

Students' Score Distribution
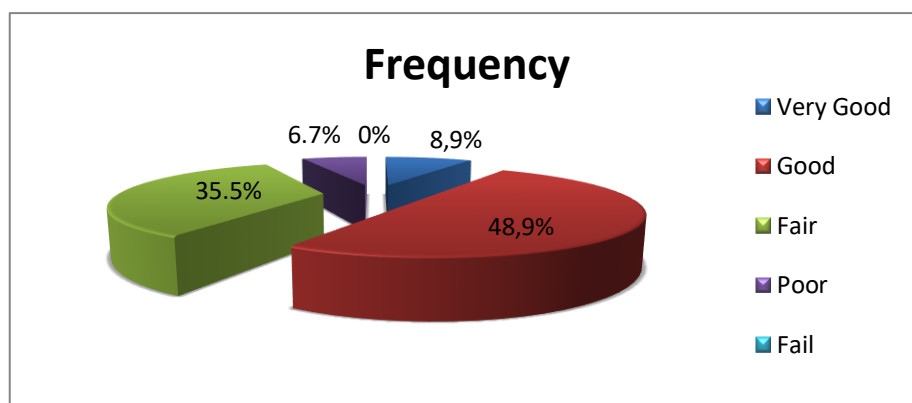
2. The Analysis of Students' Error

The wJriter analyzed the students' error in using relative clause of the eleventh grade students at MA Miftahul Jannah Peninjauan OKU, the result of the writer analyses of each items was described below:

1) The Data of Students' Error in Using Relative Clause

The Students' error in using relative clause is presented on the table 13 below:

Table 13

The students' Errors in Using Relative Clause

No	Questions	Correction	Identification of Error	Description of Error	Explanation
1.	The book is about a murder on the Nile.	The book, which was written by Agatha	The book whose was written by Agatha Christie is about a	Wrong option	whose should be "which"

			murder on the Nile.		
	(It was written by Agatha Christie.)	Christie, is about a murder on the Nile.			
			The book which was written Agatha Christie is about a murder on the Nile.	Omission	There should be " by" after written
			The book which was have written by Agatha Christie is about a murder on the Nile.	Insertion	there should not be "have" on the sentence
			The book which whose written by Agatha Cristie is about a murder on the Nile	Addition omission	There should be "comma after The book,and befora is"
2.	The deamond necklace has been found by the police.(It was stolen last week)	The deamond necklace, which was stolen last week, has been found by the police	The deamond necklace, was stolen last week, has been found by the police	Omission	There should be "which" before was
			The deamond necklace,which stolen last week, has been found by the police	omission	There should be "was" after which
			The deamond is necklace,which was stolen last week, has been found by the police	Insertion	There should not be "is" between deamond and necklace
			The deamond necklace,which was stolen last week, found by	omission	There should be"hasbeen " before

		the police		found
		Steven Spielberg,whom is a famous film director, lives in Hollywood	Wrong option	It should be "who" before is
		Steven Spielberg,who he is a famous film director, lives in Hollywood	Insertion	It should not be "he" before is
		Steven Spielberg who he is a famous film director lives in Hollywood	Addition Omission	It should be "comma" before who and lives
4.	My friend Isabel wants to do media studies.(Her father is a TV presenter)	My friend Isabel, whose father is a TV presenter, wants to do media studies.	My friend Isabel, who father is a TV presenter, wants to do media studies.	Wrong option	It should be "whose" before father
			My friend Isabel, whom father is a TV presenter, wants to do media studies.	Wrong option	It should be "whose" before father
			My friend Isabel whose father is a TV presenter wants to do media studies.	Addition omission	It should be "comma" before whose and wants
5	The new club plays great	The new club,where Jamie	The new club,who Jamie works	Wrong option	There should be " where"

	music.(Jamie works there)	works there,plays great music	there,plays great music		before Jamie works
			The new club,whose Jamie works there,plays great music	Wrong option	It should be "where" before jamie works
			The new club, Jamie works there,plays great music	omission	It should be " where after the new club
			The new club where Jamie works there plays great music	Addition omission	It should be "comma after the new club and works
6	My holiday in Ibiza was wonderful.(I first met Jenny Then	My holiday in Ibiza, where I first met Jenny Then,was wonderful.	My holiday in Ibiza ,which I first met Jenny Then,was wonderful.	Wrong option	It should be "where" after Ibiza
			My holiday in Ibiza, whose I first met Jenny Then was wonderful.	Wrong option	It should be "where" after Ibiza
			My holiday in Ibiza where I first met Jenny Then was wonderful.	Addition omission	The "comma" before where.
7	The new band is very good.(It was formed	The new band, which was formed last year, is very good	The new band, whom formed last year, is very good	Wrong option	'there should be"which" before formed"

	last year)		The new band, which was formed last year, is very good	Omission	there should be "which before formed"
			The new band, which was form last year,It is very good.	Omission	It should be "formed"
			The new band, was formed last year, is very good.	Omission	It should be "which before formed"
8	We took the visitor to the top floor.(It is possible to see the whole campus)	We, took the visitor to the top floor, where is possible to see the whole campus	We, took the visitor to the top floor,when possible to see the whole campus	Wrong option	It should be "where is" before possible
			We, took visitors to the top floor,where is possible to see the whole campus	Insertion	It should be " visitor"without "s"in visitor
			We took the visitor, where possible to see the whole campus	Omission	The sentence should be "to the top floor after visitor
			We took the visitor to the top floor	omission	It should be "where possible to see the whole campus

			We took the visitor to the top floor where is possible to see the whole campus	addition omission	It should be "comma"before where
9	He published tens of papers.(the papers were cited in a number of prestigious journals	He, published tens of papers, which were cited in a number of prestigious journals	He, published tens of papers, when were cited in a number of prestigious journals	Wrong option	It should be "which"before weree
			He, published tens of papers, whose were cited in a number of prestigious journals	Wrong option	It should be "which"before were
			He, published ten of papers, which were cited in a number of prestigious journals	omission	It should be "s" on word tens
			He published tens of papers which were cited in a number of prestigious journals	Addition omission	It should be "comma"
10	Elephants live in herds of 10 or more adults.(Elephants are the largest	Elephants, which are the largest land mammals, live in herds of 10 or more adults	Elephants,whom are the largest land mammals live in herds of 10 or more adults	Wrong option	it should be "which" after elephants
			Elephants, which the larges land	omission	it should be

			mammals, live in herds of 10 or more adults		"are"betwe en which and larges
			Elephants which are the larges land mammals live in herds of 10 or more adults	Addition omission	it should be "comma" after word elephants and mamals
11	My mother lives in Paris.(She is 86)	My mother, who is 86, lives in Paris.	My mother, whom is 86, lives in Paris.	Wrong option	It should be "who" before is
			My mother, which is 86, lives in Paris.	Wrong option	It should be "who" before is
			My mother, who is 86, live in Paris	omission	live should be "lives"
			My mother who is 86 lives in Paris.	omission	It should be "comma" before who
12	My boss lives in Manchest er. (He is very nice)	My boss, who is very nice,lives in Mancheste r	My boss, whom is very nice, lives in Manchester	Wrong option	"It should be"who" not whom
			My boss, who is very nice lives Manchester	omission	It should be "in" after lives

			My boss whom is, very nice lives in Manchester	Addition omission	It should be "comma" after my boss and before lives
13	My bycicle is falling apart.(I've had it for more than ten years)	My bycicle ,which I've had for more than ten years, is falling apart.	My bycicle, whose I've had for more than ten years, is falling apart.	Wrong option	It should be "which" not whose
			My bycicle I've had for more than ten years is falling apart.	Omission	It should be "which" after My bycicle
			My bycicle, which I've had for more than ten year, is falling apart.	Omission	It should be "years"
			My bycicle which I've had for more than ten years is fall apart.	omission	It should be "falling"
			My bycicle is which I've had for more than ten years is falling apart.	Insertion	It should not be "is"before which
			My bycicle which I've had for more than ten years is falling apart.	Addition omission	It should be "I can" before catch
14	I am looking for a	I am looking for a	I am looking for a boyfriend,Who	Wrong option	It should be " who"

	boyfriend. (He can dance well)	boyfriend, Who can dance well	m can dance well		
15	We are preparing a project. (Its objective is to propose more efficient ways of waste recycling).	We are, preparing a project, which objective is to propose more efficient ways of waste recycling.	We are preparing a project, when objective is to propose more efficient ways of waste recycling	Wrong option	It should be "which"
			We are prepar a project, which objective is to propose more efficient ways of waste recycling	omission	It should be "preparing"
			We are preparing a project which objective is to propose more efficient ways of waste recycling	Addition omission	It should be "comma"
16	The dogs lives in the wild.(The dogs may often is	The dogs , which lives in the wild, may often is sick	The dogs , who lives in the wild, may often is sick	Wrong option	It should be "which"

			The dogs , which lives the wild, may often is sick	omission	It should be "in" Between lives and the
	sick)		The dogs ,lives in the wild, may often is sick	omission	It should be " which" before lives
			The dogs , which is lives in the wild, may often is sick	Insertion	It should not be "is" before lives
17	My brother loves Hani very much.(She comes from Japan)	My brother, who comes from Japan, loves Hani very much	My brother, whose comes from Japan, loves Hani very much	Wrong option	There should be "who" before comes
			My brother, which comes from Japan loves Hani very much	Wrong option	There should be "who"before comes
			My brother, who come from Japan loves Hani very much	omission	The correct is "comes" not come

18	My teacher lives in Singapore. (I love her very much)	My teacher , whom I love very much, lives in Singapore.	My teacher , who I love very much, lives in Singapore.	Wrong option	It should be "whom"before I love
			My teacher , which I love very much, lives in Singapore.	Wrong option	It should be "who"in the sentence
			My teacher whom I love very much, lives in Singapore	omission	It should be "comma"after My teacher
			My teacher whom I love very much lives in Singapore	omission	It should be "comma"after My teacher and before lives
1.	Admire reseachers such as Adam G. Riess. (He wont the Nobel prize for physic this year).	Admire reseachers whom such as Adam G. Riess wont the Nobel prize for physic this year.	Admire reseachers whose such as Adam G. Riess wont the Nobel prize for physic this year.	Wrong option	Which should be "who"after reseachers
			Admire reseachers whom such as Adam G. Riess the Nobel prize for physic this year.	Omission	There should be " wont" before Nobel

			Admire reseachers whom such as it Adam G. Riess wont the Nobel prize for physic this year.	Insertion	there should not be " it" after as
2.	There is the girl.(I was telling you about her).	There is the girl whom I was telling you.	There is the girl which I was telling you.	Wrong option	There should be "whom" after the girl
			There is the girl I was telling you.	omission	There should be "whom" after the girl
			There is the girl whom it I was telling you.	Insertion	There should not be " it" between whom and I
			There is the girl whom I was telling you about her	Insertion	There should not be "about her After you
3.	That was the day.(They got married then).	That was the day when They got married.	That the day when They got merried	omission	It should be "was" before the
			That was the day when got merried	omission	It should be "they" after when
			That was the day,when they are got merried	Insertion	It should not be "are" after they

4.	She is the girl.(Her brother plays in the football team).	She is the girl whose brother plays in the football team.	She is the girl whom brother plays in the football team.	Wrong option	It should be "whose" before brother
			She is the girl when brother plays in the football team.	Wrong option	It should be "whose" before brother
			She is the girls whose brother plays in the football team.	insertion	It should not be "s " On word girls
5	That's the cafe.(I meet my friend there).	That's the cafe where I meet my friend.	That's the cafe when I meet my friend	Wrong option	There should be " where" after the cafe
			That 's the cafe where I meet my friend there	Insertion	It should not be "there" after friend
6	This is the film.(I have been waiting to see it for ages).	This is the film which I have been waiting to see for ages.	This is the film when I have been waiting to see for ages.	Wrong option	It should be "which" after film
			This is the film which I have been waiting to see it for ages.	- Insertion	-The sentente should not be " it"between see and for
7	Have you met the girl?.(She's going out with Ted).	Have you met the girl who is going out with Ted?	Have you met the girl where is going out with Ted?	- Wrong option	It should be "who" after the girl

			Have you met the girl who going out with Ted?	- omission	-it should be"is" between who and going
			Have you met who is going out with Ted?	- omission	-it should be"the girl" after met
8	These are the Trainers.(I bought them yesterday).	These are the Trainers which I bought yesterday.	These are the Trainers whom I bought yesterday.	Wrong option	It should be "which"not whom
			These are the Trainers which I bought them yesterday.	insertion	It should not be "them" after bought
9	My Supervisor was the first person.(I asked him for advise).	My Supervisor whom I asked for advise was the first person.	My Supervisor who I asked for advise was the first person.	Wrong option	It should be "whom"after my supervisor
			My Supervisor when I asked for advise was the first person.	Wrong option	It should be "whom"after my supervisor
			My Supervisor whom I ask for advise was the first person.	omission	"it should be add"ed" in the word asked
10	She said something about their new approach. (unfortunately I	She said something about their new approach which unfortunat	She said something about their new approach when unfortunately I didn't catch.	Wrong option	it should be "which" befor unfortunately

	didn't catch it.	ely I didn't catch.			
			She said something about their new approach whose unfortunately I didn't catch.	Wrong option	it should be "which" befor unfortunately
11	The Chairman of the afternoon session did an excelent job. (His name is difficult to pronounced).	The Chairman of the afternoon session whose name is difficult to pronounced did an excelent job.	The Chairman of the afternoon session who name is difficult to pronounced did an excelent job.	Wrong option	It should be "whose"before name
			The Chairman of the afternoon session whom name is difficult to pronounced did an excelent job.	Wrong option	The sentence should be "whose"not whom
			The Chairman the afternoon session whose name is difficult to pronounced did an excelent job.	omission	it should be "of" between Chairman and the
			The Chairman of the afternoon session name is difficult to pronounced did an excelent job.	omission	Added it should be"whose" between session and name

12	The new reseach center is being built next to the Faculty. (It is financed from an European	The new reseach center which financed from an European is being built next to the Faculty	The new reseach center whom financed from an European is being built next to the Faculty	Wrong option	It should be "which" before financed
			The new reseach center financed from an European is being built next to the Faculty	omission	the sentence should be "which" before financed
13	The author gave a wonderful presentation. (She graduated from the same university I did).	The author who gave a wonderful presentation graduated from the same university I did.	The author which gave a wonderful presentation graduated from the same university I did.	Wrong option	It should be "who"in the sentence
			The author whose gave a wonderful presentation graduated from the same university I did.	Wrong option	It should be "who"in the sentence
			The author who gave a wonderful presentation graduat from the same university I did.	Omission	It should be "ed" in the word graduat

			The author who gave a wonderful presentation graduated from the same university.	omission	the sentence should be should be "I did"after same university
			The author who gave a wonderful presentations graduated from the same university I did.	Insertion	It should not be "s" in the word presentation
14	That's the man.(I met him last night).	That's the man whom I met last night.	That's the man when I met last night.	Wrong option	It should be"whom" in the sentence
			That's the man whom I met him last night	omission	the sentence should not be "
15	The girl is very smart . (She has five daughtter).	The girl who is very smart has five daughtter.	The girl whom is very smart has five daughtter.	Wrong option	It should be "who" after the girl.
			The girl who is very smarts has five daughtter.	Insertion	it should not be "s" in word smart
16	He is the man.(His wife was death yesterday	He is the man whose wife was death yesterday.	He is the man whom wife was death yesterday	Wrong option	It should be "whose" before wife

			He is the man who wife was death yesterday.	Wrong option	It should be "whose" not who
	).		He is wife was death yesterday.	omission	the sentence should be" He is the man whose wife was death yesterday".
17	I love my mother very much. (She was graduated from Sriwijaya University).	I love my mother very much who was graduated from Sriwijaya University	I love my mother very much whom was graduated from Sriwijaya University	wrong option	it should be "who" not whom
			I love my mother very much which was graduated from Sriwijaya University	wrong option	it should be "who" after very much
			I love my mother very much was graduated from Sriwijaya University	omission	it should be "who" before was

3. The Percentage of Students' Error in using Relative Clause

The writer calculated the percentage of the eleventh grade students at MA Miftahul Jannah Peninjauan OKU in using relative clause. The analyzing focused on the analyses the percentage of students' error using relative clause.

The percentage of students' errors in using relative clause presented on the table below:

Table 14

**The Percentage of Students' Errors in Using Relative Clause**

No	Student's Code Name	Wrong Option	Omission	Insertions	Total False
1	AL	4	2	2	8
2	AJ	9	5	3	14
3	AP	5	2	2	9
4	AM	9	3	2	15
5	AF	10	3	1	14
6	ASB	11	3	2	16
7	BF	6	4	2	12
8	BA	8	2	1	11
9	ASE	9	2	1	12
10	EL	10	1	0	11
11	FA	6	4	0	10
12	FR	5	3	1	9
13	GG	11	2	1	14
14	HAG	10	3	2	15
15	HQM	5	2	1	8
16	IM	10	1	0	11
17	INJ	5	4	0	9
18	JS	5	3	2	8
19	JN	6	1	1	10
20	J	3	3	1	7
21	KC	7	3	1	11
22	KB	6	2	1	9
23	LS	9	1	1	11
24	LPS	6	3	0	9
25	LP	7	3	1	11
26	MHM	4	4	0	8
27	MBA	5	4	2	11
28	MI	11	2	1	14
29	NA	11	3	1	15
30	NU	12	4	0	15
31	OF	3	2	0	5
32	PPP	9	1	1	11
33	QI	11	2	1	13
34	RP	7	3	3	12

35	SA	3	3	0	6
36	SL	3	1	0	4
37	TS	12	2	1	15
38	TPB	5	5	0	10
39	VR	9	3	0	12
40	VMH	11	5	0	16
41	WR	12	2	0	14
42	WN	5	4	0	9
43	YF	13	2	0	15
44	ZL	10	5	0	14
45	ZA	9	4	0	13
	Total Error	**347**	**126**	**39**	**506**
	Percentage	**68.58%**	**24.90%**	**7.71%**	**100%**

From the data in table 10, the writer found there were 347 or 68.58% error in wrong option, it was considered to be inaccurate option of choosing the appropriate relative pronouns in relative clause sentences. There were 126 or 24.90% error in omission; it was the absence of an item that should appear in a well formed utterance. There were 39 or 7.71% error in insertion.

Chart 2

The Percentage of Students' Error in Using Relative Clause
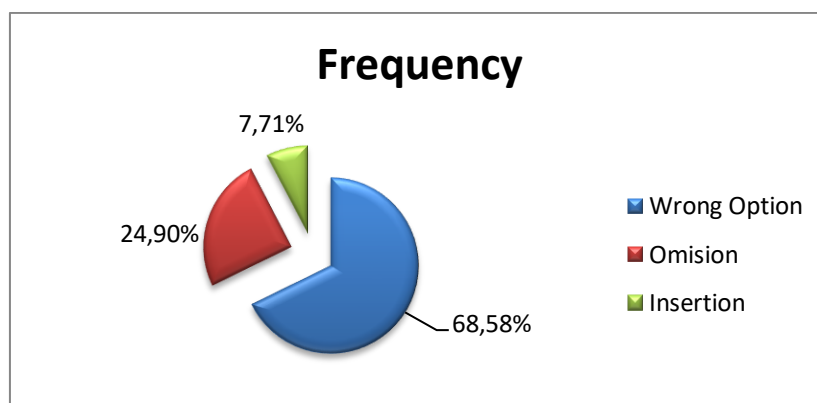
From Chart 2 could be seen, that Insertion it was the presence of an item that should not appear in a well formed utterance. Omission was the middle students made errors in relative clause, and wrong option was the higghest students errors in relative clause.

CONCLUSIONS

Based on the finding and interpretation of the study, the writer concluded that the students' made error in using relative clause especially in wrong option, omission, and insertion. There were 347 or 68.58% error in wrong option, 126 or 24.90% error in omission, and 39 or 7.71% error in insertion. So the writer concluded that the students' error in wrong option was the most difficult one to be done for the eleventh grade students at MA Miftahul Jannah Peninjauan OKU.

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