THE STUDENTS’ DIFFICULTIES IN LEARNING ADJECTIVE CLAUSE AT THE ELEVENTH GRADE STUDENTS’ OF SMA N I MIRIT KEBUMEN IN THE ACADEMIC YEAR 2012/2013.

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muhammadiyah university of purworejo 2013

**Abstract**

This thesis is intended to know what are the students’ difficulties and causes of the students’ difficulties in learning adjective clause on the eleventh grade students of SMA N I Mirit in academic year of 2012/2013.In this research, the researcher uses descriptive qualitative method. She uses human instrument as the main instrument. She uses test and questionnaire as the supporting instruments to collect the data. The subject of this study is the eleventh grade of SMA N I Mirit Kebumen in the academic year of 2012/2013. She takes 28 students as the sample of the study. According to the data, there are 100% students who had difficulties at the word order adjective clause, 85.71% students who confused in using which, whose, and that, 75.57% students who confused in using who and whom, 71.42% students who are confused in using between when and where, and 53.57% students who are not familiar all about adjective clause. It means that most of students have difficulties in learning adjective clause. Based on the finding of this research, it can be concluded that the eleventh grade students’ of SMA N I Mirit have more difficulties at the word order and usage of adjective clause. It is because lack of understanding about how to arrange word order in adjective clause and lack of knowledge about adjective clause.

**Key Words: learning, error analysis, adjective clause.**

1. **Background of the Study**

Language is very important in our life. The function of language is communicate with other people to express their ideas, emotion, and desires, and it is used as a medium in interaction between one another to fulfill their daily need. According to Widiono (2005:10) language is sound system that is used by the people to communicate. English is the first language in Indonesian school. English becomes one of the important subject matter taught at school. According to Departemen Pendidikan Nasional (2003: 14): “The competence-based language curriculum is a systematic draft and strategy which build the communicative competence or the competence of contextual. It means that it builds all the basis of competences themselves. They are like linguistics competences, social culture and strategies to make the benefit context.”From the statement above, English as primary subject is taught for some purposes. The purposes are communication competences including listening, speaking, writing, and reading. The learners must be able to master the four skills. Besides, the students have to master language component, such as: grammar, vocabulary, pronunciation which were taught to support developing of the four language skills. One of the language elements that is taught to support the four skills is grammar.

According to Swan (2005: xix) Grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. Grammar is an important element to be learned a language because it is use to understand the language.

An adjective clause is one of component of grammar and one of topic which is taught in Senior High School. According to Azar (2002: 267),”an adjective clause is dependent clause that modifies a noun. It describes, identifies, or gives further information about noun. An adjective clause is also called a relative clause. According to Oshima and Hogue (1999:212) there are different types of adjective clauses. In each different kind, the adjective clause has different function. It may be a subject or an object in its own clause.The first adjective clause as subjects, the second adjective clause as object, the third possesive adjective clause, the fourth adjective clause as object of prepositions, and the last adverbial adjective clause.

In fact, students who learn English language encounter a number of problems, especially with adjective clause which are complicated and made confusing.Therefore, the students’ made errors. At first sight, it may seem rather odd to focus on what learners get wrong rather than on what they get right. According to Dulay, Burt, and Krashen (1982:150), there are four types of errors in this taxonomy: Omission errors, additional errors, misformation errors, and misordering errors.

According to Ahmad, Abu and Supriyono, Widodo (1991: 75), each individual does not have same. Individual differences are also the cause of differences in learning behaviors among students. In circumstances where the students cannot learn as they should, that it is call with learning difficulties. There are types of difficulties. The first is difficulties were caused by internal factor.The factor comes from inside of the student, such as interest, motivation, mental health and talent. As Muhibin Syah “The internal factor is divided into aspect; physiological aspect and psychological aspect.The second is difficulties were caused by external factor. They factor includes social environment and non social environment.

However, as the researcher’s past experience, sometimes there are some difficulties and confusion in learning adjective clause. Therefore, the researcher is interested to explore their difficulties The objective of this research is to know what the students faced some difficulties and to identity the causes of the students’ difficulties in learning adjective clause on eleventh grade students of SMA N I Mirit in academic year 2012/2013?.The researcher hopes this research can help the teacher in teaching and learning process and stimulate students to understand about adjective clause.

1. **Research Method**

This research uses descriptive qualitative to analyze and describe the result of this research. The researcher analyzes about the students difficulties in learning adjective clause.

The research was conducted in SMA N I Mirit, which is located on Jl. Tlogodepok, Mirit, Kebumen. This research was carried on 13th May 2013 at 12.00-13.30 a.m and on 18th May 2013 at 11.30-13.00 a.m. The subject of this study is the eleventh grade students of SMA N I Mirit, Kebumen in academic year of 2012/2013. The sample of the study class XI IPS 1, which consisted of 28 students, is chosen as the sample of this study.

In writing this thesis, the researcher collects the required and information from the main sources. The data collection is based on the combination of test and questionnaire. The researcher gives test first to the students, and then given them questionnaire the next day. After that, the researcher analyzed the students’ test answer.

1. **Research Finding and Discussion**

According to the data of the test result, most of students get difficulties in learning adjective clause. it is obtained that there are 100% students who had difficulties at the word order adjective clause, 85.71% students who are confused in using which, whose, and that, 75.57% students who are confused in using who and whom, 71.42% students who confused in using when and where, and 53.57% students who are not familiar all about adjective clause.The researcher can infer that based on the gradation of the questionnaire result the causes of students’ difficulties are from internal factor. They are lack understanding about how to arrange word order in adjective clause. The second is lack knowledge about adjective clause when its function as subject, objects, or object of preposition

1. **Conclusion and suggestion**

Based on the finding of this research, it can be concluded that the eleventh grade students’ of SMA N I Mirit have more difficulties at the word order and usage adjective clause. It is because lack of understanding about how to arrange word order in adjective clause and lack of knowledge about adjective clause.

The researcher would give some suggestions for the English teacher, the students, and the readers. The first is for the English teacher, the teacher should give detail and clear explanation to their students about how to arrange word order in adjective clause. Besides, the teacher should give the real and interesting example by comparing between the two students or things in order to make students understand with the materials. The last, the teacher should give practice again and again until it is naturally mastered.

The second is for the students, the students should pay attention to the teacher’s explanation and learn hard so they understand about adjective clause. Besides, they also should do more practice materials and share with their friends when they get difficulties.

The third is for the readers, after reading it, the reader is hoped to analyze again, because there are many students get difficulties in learning adjective clause at level senior high school.

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