Students Error Analysis in Using Adjective Clauses "Who and Whom" In Present Continuous Tense

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ABSTRACT

The purpose of this research is to find out kinds of students errors, the most dominant kinds of errors and the cause of errors made by the first grade of MA Integral Hidayatullah Makbusun. The data were taken from the erroneous adjective clauses "who and whom" in present continues tense. The test was given by the researcher to the students at MA Integral Hidayatullah Makbusun in the first grade that consists of fifteen students. In analyzing the data, the writer took the result of student test as technique of collecting data. The writer calculated the frequency of errors for each kind and also counted the percentages of errors in the form of table to determine the dominant kind of errors. Finally, the researcher analyzed the cause of errors. After analyzing the data, the researcher found 56% in used who and 69% in used whom. The researcher found kinds of errors There are addition (20 errors or 11.76 %), ommision (44 errors or 25.88 %), subtitution (69 errors or 40.59 %) and ordering (37 error or 21.76%). Therefore, the subtitution error has the highest frequency (69 errors or 40.59%). It proved that the students do not understand the pattern and function of adjective clauses "who and whom" sentence since they often ignore to put an item needed in the well-formed adjective clause sentence. In this research, the writer found that those errors are caused the cause by three types, that is first language interference, overgeneralization, and ignorance of rule restriction. And factors cause of error are interlangual transfer and intralingual transfer. Interlangual transfer is the errors caused by the mother tongue influence. While, intralingual transfer is the error caused by the target language influence.

Key words: Adjective Clause, Present Continuous Tense

INTRODUCTION

Grammar is the set of structure that making a sentence. With the correctly grammar we can comprehends in the learning on second language. Especially in speaking and writing skills.

Adjective is a word that describes a noun and clause is a group of words that contains a subject and a verb. Adjective Clauses can't stand alone and a forming by main clause, that used or the function as a adjective that telling about noun or pronoun, adjective clause give information about someone, nouns, places, and times.

So, based on the description the function of adjective clause or relative clause is *to be cleared or to definite person or thing that is talking without making a new sentence and to avoid repetition as must as possible.* By learning to use adjective clauses, students will greatly expand their ability to communicate and comprehend complex descriptions, definitions, contrasts, etc.

The present continues or progressive expresses an activity that is in progress or continue (is occurring, is happening) right now. The event began in the past, is progress now, and will probably continue into the future. The form is: ***am, is, are + -ing***.

Further, it is necessary to state that although errors are bad things in learning English as a foreign language, error analysis is advantageous for both learners and teachers. Thus, error analysis should not be neglected in foreign language teaching.

Most students of senior high school still not comprehend on grammar understanding, especially in adjective clause. A problem which commonly faced by the senior high school students is combine two clause into one sentences using adjective clause "who and whom" and transforming Indonesian version into English version.

LITERATURE REVIEW

Previous of Study

The first is an analysis of students' in using adjective clause (by: Syarif Ahmad, 5 october 2012, Fakultas Ilmu Tarbiyah dan keguruan UIN Syarif Hidayatullah, Jakarta). The purpose of the research is to know students error in using adjective clause in the first grade MAN Cijeruk. The focus of the research is the use of "who". The difference of the research with the writer research is in the limitation of the problem the writer using "who and whom". The purposed of the research is to know the students competence in using adjective clause "who and whom", to identify the most dominant kinds of students error, and to find out the cause of students error to select the sample using probability sampling.

METHOD

Design

This research is non experimental design. The method of this research is error analysis. In this research the researcher gave the test to the students without the treatment. The researcher wants to know the cause of errors about the use of adjective clauses "who and whom." and to find out the kinds of most dominant the error students make. The researcher has four main steps. They are:

1. Making tabulation of error.
2. To identify the most dominant kinds of student's error
3. Classifying the factor cause of student's error

In this research the writer used non experimental design that is descriptive quantitative design to get the result. The reason writer chooses this research to knew the result and feedback of processing teaching and learning especially in using adjective clauses" who and whom" in present continues tense.

Analysis Data

In this research, the analysis data was done based on the research procedures or steps, as follow:

1. Making tabulation of error

With making tabulation of error the writer and the reader could knowing how is the result of the research. To count the student error will be showed in percentage form, as follow:

$$P = \overline{}\ x\ 100\ \%$$

note :
P   : Percentage of student error
F   :   frequency of students error
N   :   Total Error

2. To identify the most dominant kinds of students error

After the researcher had the result of research, the writer identifying the kinds of error students make. Many kinds of error, there are: omission, addition, subtitution, and ordering.

3. Classifying the factor cause of student error

Any some type cause of error they are: careless, first language, translation, overgeneralization, incomplete application of rule, false concepts hypothesized, and ignorance of rule restriction.

RESULT AND DISCUSSION

Tabulation of Error

As it has been mentioned in Chapter III, in this statistical analysis, the writer employed the percentage descriptive analysis using a simple formula:

$$P = - \text{x } 100 \text{ \%}$$

P = The percentage of errors
F = frequency of student error
N = Total Error

After the writer calculated the total of error that student made in using adjective clauses "who and whom" in present continues tense the writer calculated the percentage of total error. And will show the result with the table below :

Table I

Percentage of total error analysis in using adjective clauses "who and whom" in present continues tens at first grade MA Integral Hidayatullah Makbusun.

No	Kind of adjective clauses	Frequency (f)	Percentage (%)
1.	Who in present continues tense	56	44.8%
2.	Whom in present continues tense	69	55.2%
	Total	125	100 %

Based on the table, we can see that there are 125 frequency of error. There are 56 errors or 44.8 % on who, and 69 errors or 55.2% on "whom". Therefore, the whom in present continues tense error has the highest frequency (69 errors or 55.2 %).

After the writer calculated the total error that students made, the writer calculated the percentage of total students error in using adjective clauses "who and whom" in present continues tense based on the kind of error. And the result is :

Table II
Percentage of Total Students Error

No.	Kinds of Error	Frequency (F)	Percentage (%)
1.	Addition	20	11. 76 %
2.	Omission	44	25.88 %
3.	Substitution	69	40.59 %
4.	Ordering	37	21.76 %
	Total	170	99.99 %

Based on the table, we can see that there are 170 error in using adjective clauses "who and whom". There is addition (20 errors or 1176 %), omission (44 errors or 25.88 %), substitution (69 errors or 40.59 %) and ordering (37 errors or 21.76 %). Therefore, the substitution error has the highest frequency (69 errors or 40.59%).

After the writer calculated the total error that students made, the writer calculated the percentage of total students' error in using adjective clauses "who and whom" in present continues tense based on the cause of error. And the result is:

Table III
Percentage cause of total error

No.	Causes of Error	Frequency (F)	Percentage (%)
1.	First language interference	57	33.52%
2.	Overgeneralization	44	25.88 %
3.	Ignorance of rule restriction	69	40.59 %
	Total	170	99.99 %

After the writer calculated the total error that students made, the writer calculated the percentage of total students' error in using adjective clauses "who and whom" in present continues tense based on the factor of error. And the result is:

Table IV
Percentage of Total Students Error

No.	Factor of Error	Frequency (F)	Percentage (%)
1.	Interlangual transfer	50	50 %
2	Intralangual transfer	50	50%
	Total	100	100%

Classification of Students Error Based on Their Kind

The writer found four kinds of error made by the first Students at MA Integral Hidayatullah Makbusun. The structure which are including of Adjective clauses "who and whom" in Present continues tense.

From the obtained data, the writer identified four kinds of errors made by the first grade at MA Integral Hidayatullah Makbusun. The writer found the errors are Addition, Omission, subtitution and ordering. The sentences that writer observed were about addition, omission, substitution and ordering. The writer focused analysis in one tenses, it is present continues tense. These tenses would be limited just on the adjective clauses

"who and whom." Here is the description about the kinds of errors based on the students works.

Addition Error

"Addition is when the learner adding one or more component of the language that didn't need in a frees or sentences. So that happened an error in the sentences".

Omission Error

"Omission is when the learner omission one or more component of language
that needed in a frees or sentences. So that happened an error on the sentences".

Substitution Error

"Substitution is when the learner putting a frees or sentences that didn't fit systematic of the language. So that happened construction of frees or sentences to be an error systematic of the language".

Ordering Error

"ordering is the learner ordered form of language in a contraction of frees or sentences in outline of the structure. So that happened an error from structure of the language".

CONCLUSION

After analyzing the data, the researcher found 125 error adjective clauses "who and whom". Those errors fulfill four categories of surface strategy taxonomy. There are omissions (20 errors or 11.76 %), addition (44 errors or 25.88 %), subtitution (69 errors or 40.59 %) and ordering (37 errors or 12.76 %). Therefore, the subtitution error has the highest frequency (69 errors or 40.59%).

Based on the analyzing the data that writer found on student made error in using adjective clause "who and whom", the writer found the cause of error into three types, those are first language interference, overgeneralization, and ignorance of rule retrication. And the factors cause of error are interlangual trasnfer and intralingual transfer. Interlangual transfer is the errors caused by the mother tongue influence. While, intralingual transfer is the error caused by the target language influence.

By doing the error analysis, the teacher can concentrate on the materials in which most learners made error; a teacher can also evaluate himself whether he succeeds in teaching or not; and finally he can improve his techniques in teaching by preparing systematic materials. And to the students must interest in studying, and have motivation in study.

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